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EDUCATION

1989: Ph.D. English Education, University of Chicago
1977: M.A.T. English Education, University of Chicago
1974: B.A. English Literature, Kenyon College (Gambier, OH)

FACULTY APPOINTMENTS

University

2001-present: Professor of English Education
Department of Language Education
School of Teacher Education
College of Education
The University of Georgia

1998-2001: Associate Professor of English Education
Department of Language Education
School of Teacher Education
College of Education
The University of Georgia

1995-1998: Associate Professor of English Education (early tenure, 1995)
Department of Instructional Leadership and Academic Curriculum
College of Education
University of Oklahoma

1990-1995: Assistant Professor of English Education
Department of Instructional Leadership and Academic Curriculum
College of Education
University of Oklahoma

Secondary School

1985-1990: English Teacher, Oak Park and River Forest High School (IL)
1978-1985: English Teacher, Barrington High School (IL)
1977-1978: English Teacher, Westmont High School (IL)
1976-1977: English Teacher, Pilot Enrichment Program/Upward Bound (Chicago, IL)

DISTINCTIONS

Editing

1996-2003: Co-Editor, *Research in the Teaching of English* (research journal of the National Council of Teachers of English)

Chairing Committees

National

2001: President, National Conference on Research in Language and Literacy

2000-2003: Chair, Research Foundation of the National Council of Teachers of English

1995-1996: Chair, National Council of Teachers of English Standing Committee on Research

1996: Co-Chair, National Council of Teachers of English Assembly for Research

2003-present: Chair, Research Forum of the National Council of Teachers of English

February 1996: Co-Chair, *Vygotsky Centennial: Vygotskian Perspectives on Literacy Research* (International Conference, Chicago, IL)

1993-1995: Chair, Steve Cahir Award for Research on Writing, Special Interest Group in Writing of the American Educational Research Association

University

1997-1998: Chair, Research Council, University of Oklahoma

2004-2005: Chair, Faculty Intercollegiate Athletics Committee, The University of Georgia

Awards for Research/Publications

2007: AERA Publications Committee Outstanding Reviewer Award (*Educational Researcher*)

2006: AERA Publications Committee Outstanding Reviewer Award (*Educational Researcher*)

2003: Janet Emig Award for the article published in *English Education* that most contributes to the field's thinking about English teacher education and most informs the field's research. Presented by the National Council of Teachers of English's Conference on English Education for "Acquiescence, accommodation, and resistance in learning to teach within a prescribed curriculum"

2000: Edwin M. Hopkins Award for one of the top three articles published over a 2-year period (including roughly 100 articles) by a non-K-12 author in *English Journal*, presented by the National Council of Teachers of English for "Revising Ophelia: Rethinking questions of gender and power in school"

1999: Raymond B. Cattell Early Career Award for Programmatic Research presented by the American Educational Research Association to recognize the scholar who has conducted the most distinguished program of cumulative educational research in any field of educational inquiry within the first decade following receipt of his or her doctoral degree.

1991: Steve Cahir Award for Research in Writing, presented by the Special Interest Group in Writing of the American Educational Research Association

1989: *English Journal* Writing Award for one of the top two articles published in *English Journal* in the previous year's volume for "Small groups: A new dimension in learning"

Awards for Teaching

2007: UGA Graduate School Outstanding Mentoring Award in Humanities and Fine and Applied Arts

Fellow/Trustee Positions

1997-2000: Trustee, Research Foundation of the National Council of Teachers of English

1998-present: Fellow, National Conference on Research in Language and Literacy

SCHOLARSHIP

Publications

Books Authored or Coauthored

Johannessen, L. R., Kahn, E., McCann, T., & Smagorinsky, P. (in press). *The dynamics of writing instruction: A structured process approach for the composition teacher in the middle and high school*. Portsmouth, NH: Heinemann.

Smagorinsky, P. (in press, 2007). *The big unit: Strategies for designing instruction in the English/language arts*. Portsmouth, NH: Heinemann.

Smagorinsky, P., & Taxel, J. (2005). *The discourse of character education: Culture wars in the classroom*. Mahwah, NJ: Erlbaum.

Smagorinsky, P. (2002). *Teaching English through principled practice*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Smagorinsky, P. (1996). *Standards in practice, grades 9-12*. Urbana, IL: National Council of Teachers of English.

Smagorinsky, P., & Whiting, M. E. (1995). *How English teachers get taught: Methods of teaching the methods class*. Urbana, IL: Conference on English Education and the National Council of Teachers of English.

Marshall, J. D., Smagorinsky, P., & Smith, M. W. (1995). *The language of interpretation: Patterns of discourse in discussions of literature*. NCTE Research Report No. 27. Urbana, IL: National Council of Teachers of English.

Smagorinsky, P. (1991). *Expressions: Multiple intelligences in the English class*. Urbana, IL: National Council of Teachers of English.

Smagorinsky, P., & Gevinson, S. (1989). *Fostering the reader's response: Rethinking the literature curriculum, grades 7-12*. Palo Alto, CA: Dale Seymour Publications.

Smagorinsky, P., McCann, T., & Kern, S. (1987). *Explorations: Introductory activities for literature and composition, grades 7-12*. Urbana, IL: National Council of Teachers of English.

Books Edited or Coedited

Christenbury, L., Bommer, R., & Smagorinsky, P. (Eds.) (in press). *Handbook on adolescent literacy*. New York: Guilford.

Smagorinsky, P. (Editor) (2006). *Research on composition: Multiple perspectives on two decades of change*. New York: Teachers College Press and the National Conference on Research in Language and Literacy.

McCann, T. M., Johannessen, L. R., Kahn, E., Smagorinsky, P., & Smith, M. W. (Eds.) (2005). *Reflective teaching, reflective learning: How to develop critically engaged readers, writers, and speakers*. Portsmouth, NH: Heinemann.

Lee, C. D., & Smagorinsky, P. (Editors) (2000). *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry*. New York: Cambridge University Press.

Smagorinsky, P. (Editor). (1994). *Speaking about writing: Reflections on research methodology*. Thousand Oaks, Ca: Sage.

Editor of Special Themed Issues of Journals

Smagorinsky, P. (Editor) (2006). *Writing in school contexts. Special themed issue of L1-Educational Studies of Language and Literature*, 6(2). Available at <http://11.publication-archive.com/public?fn=LOOKUP&repository=1&string=Writing%20in%20school%20contexts&cont=y6jSv4B73vs=>

National/International Refereed Journal Articles

Smagorinsky, P., Cameron, T., & O'Donnell-Allen, C. (in press). *Achtung maybe: A case study of the role of personal connection and art in the literary engagement of students with attentional difficulties. Reading & Writing Quarterly.*

Smagorinsky, P., Wright, L., Augustine, S. M., O'Donnell-Allen, C., & Konopak, B. (2007). Student engagement in the teaching and learning of grammar: A case study of an early-career secondary school English teacher. *Journal of Teacher Education*, 58, 76-90.

Smagorinsky, P., Sanford, A. D., & Konopak, B. (2006). Functional literacy in a constructivist key: A nontraditional student teacher's apprenticeship in a rural elementary school. *Teacher Education Quarterly*, 33(4), 93-110.

Smagorinsky, P., Augustine, S. M., & Gallas, K. (2006). Rethinking rhizomes in writing about research. *The Teacher Educator*, 42, 87-105.

Smagorinsky, P. (2006). Introduction. *Writing in school contexts. Special themed issue of L1-Educational Studies of Language and Literature*, 6(2), 1-6. Available at <http://11.publication-archive.com/public?fn=ENTER&repository=1&article=176&cont=JVq9BjHyAXo=>

Smagorinsky, P., Zoss, M., & Reed, P. (2006). Residential interior design as complex composition: A case study of a high school senior's composing process. *Written Communication*, 23, 295-330.

Dickson, R., & Smagorinsky, P. (2006). Are methods enough? Situating teacher education programs within the multiple settings of learning to teach. *English Education*, 38, 312-328.

Bickmore, S. T., Smagorinsky, P., & O'Donnell-Allen, C. (2005). Tensions between traditions: The role of contexts in learning to teach. *English Education*, 38, 23-52.

Smagorinsky, P., Zoss, M., & O'Donnell-Allen, C. (2005). Mask-making as identity project in a high school English class: A case study. *English in Education*, 39(2), 58-73.

Smagorinsky, P., Cook, L., & Reed, P. (2005). The construction of meaning and identity in the composition and reading of an architectural text. *Reading Research Quarterly*, 40, 70-88.

Smagorinsky, P., & Taxel, J. (2004). The discourse of character education: Ideology and politics in the proposal and award of federal grants. *Journal of Research in Character Education*, 2(2), 113–140.

Smagorinsky, P., Pettis, V., & Reed, P. (2004). High school students' compositions of ranch designs: Implications for academic and personal achievement. *Written Communication*, 21, 386-418.

Smagorinsky, P., Gibson, N., Moore, C., Bickmore, S., & Cook, L. (2004). Praxis shock: Making the transition from a student-centered university program to the corporate climate of schools. *English Education*, 36, 214-245.

Smagorinsky, P., Cook, L. S., Jackson, A. Y., Moore, C., & Fry, P. G. (2004). Tensions in learning to teach: Accommodation and the development of a teaching identity. *Journal of Teacher Education*, 55, 8-24.

Johnson, T. S., Smagorinsky, P., Thompson, L., & Fry, P. G. (2003). Learning to teach the five-paragraph theme. *Research in the Teaching of English*, 38, 136-176.

Smagorinsky, P., Cook, L. S., & Johnson, T. S. (2003). The twisting path of concept development in learning to teach. *Teachers College Record*, 105, 1399-1436.

Smagorinsky, P. (2002). *Growth through English* revisited. *English Journal*, 91(6), 23-29.

Gallas, K., & Smagorinsky, P. (2002). Approaching texts in school. *The Reading Teacher*, 56(1), 54-61.

Cook, L. S., Smagorinsky, P., Fry, P. G., Konopak, B., & Moore, C. (2002). Problems in developing a constructivist approach to teaching: One teacher's transition from teacher preparation to teaching. *The Elementary School Journal*, 102, 389-413.

Smagorinsky, P., Lakly, A., & Johnson, T. S. (2002). Acquiescence, accommodation, and resistance in learning to teach within a prescribed curriculum. *English Education*, 34, 187-213.

Smagorinsky, P. (2001). If meaning is constructed, what is it made from? Toward a cultural theory of reading. *Review of Educational Research*, 71, 133-169.

Smagorinsky, P. (2000). Reflecting on character education through literary themes. *English Journal*, 89(5), 64-69.

Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. *American Journal of Education*, 108(1), 1-29.

Smagorinsky, P. (1999). Time to teach. *English Education*, 32, 50-73.

Smagorinsky, P. (1999). Standards revisited: The importance of being there. *English Journal*, 88(4), 82-88.

O'Donnell-Allen, C., & Smagorinsky, P. (1999). Revising Ophelia: Rethinking questions of gender and power in school. *English Journal*, 88(3), 35-42.

Smagorinsky, P., & O'Donnell-Allen, C. (1998). The depth and dynamics of context: Tracing the sources and channels of engagement and disengagement in students' response to literature. *Journal of Literacy Research*, 30, 515-559.

Smagorinsky, P., & O'Donnell-Allen, C. (1998). Reading as mediated and mediating action: Composing meaning for literature through multimedia interpretive texts. *Reading Research Quarterly*, 33, 198-226.

Smagorinsky, P. (1998). Thinking and speech and protocol analysis. *Mind, Culture, and Activity*, 5, 157-177.

Smagorinsky, P. (1997). Artistic composing as representational process. *Journal of Applied Developmental Psychology*, 18, 87-105.

Smagorinsky, P. (1997). Personal growth in social context: A high school senior's search for meaning in and through writing. *Written Communication*, 14, 63-105.

Smagorinsky, P. (1996). Appropriating tools for teaching and research through collaborative independent study. *English Education*, 27, 127-142.

Smagorinsky, P. (1995). Multiple intelligences in the English class: An overview. *English Journal*, 84(8), 19-26.

Smagorinsky, P. (1995). The social construction of data: Methodological problems of investigating learning in the zone of proximal development. *Review of Educational Research*, 65, 191-212.

Smagorinsky, P. (1995). Constructing meaning in the disciplines: Reconceptualizing Writing Across the Curriculum as Composing Across the Curriculum. *American Journal of Education*, 103, 160-184.

Smagorinsky, P., & Coppock, J. (1995). The reader, the text, the context: An exploration of a choreographed response to literature. *Journal of Reading Behavior*, 27, 271-298.

Translated into Portuguese as:

Smagorinsky, P., & Coppock, J. (1999). Leitor, texto e contexto: Uma investigacao de resposta coreografica a literatura. *Revista da Faeeba*, 8(11), 101-124. (Ricardo Ottoni Vaz Japiassu, Trans.)

Smagorinsky, P., & Coppock, J. (1995). Reading through the lines: An exploration of drama as a response to literature. *Reading & Writing Quarterly*, 11, 369-391.

Smagorinsky, P. (1994). Bring the court room to the classroom: Develop civic awareness with simulation activities. *The Social Studies*, 85, 174-180.

Smagorinsky, P., & Coppock, J. (1994). Exploring an evocation of the literary work: Processes and possibilities of an artistic response to literature. *Reader*, Fall, 62-74.

Smagorinsky, P., & Coppock, J. (1994). Exploring artistic response to literature. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice* (pp. 335-341). *Forty-Third Yearbook of the National Reading Conference*. Chicago: National Reading Conference.

Smagorinsky, P., & Coppock, J. (1994). Cultural tools and the classroom context: An exploration of an alternative response to literature. *Written Communication, 11*, 283-310.

Smagorinsky, P. & Fly, P. K. (1993). The social environment of the classroom: A Vygotskian perspective on small group process. *Communication Education, 42*, 159-171.

Smagorinsky, P. & Smith, M. W. (1992). The nature of knowledge in composition and literary understanding: The question of specificity. *Review of Educational Research, 62*, 279-305.

Smagorinsky, P. (1992). Towards a civic education in a multicultural society: Ethical problems in teaching literature. *English Education, 24*, 212-228.

Smagorinsky, P. (1991). The writer's knowledge and the writing process: A protocol analysis. *Research in the Teaching of English, 25*, 339-364.

Smagorinsky, P. & Jordahl, A. (1991). The student teacher/cooperating teacher collaborative study: A new source of knowledge. *English Education, 23*, 54-59.

Smagorinsky, P. (1989). The reliability and validity of protocol analysis. *Written Communication, 6*, 463-479.

Smagorinsky, P. (1987). Graves revisited: A look at the methods and conclusions of the New Hampshire study. *Written Communication, 4*, 331-342.

Smagorinsky, P. (1986). An apology for structured composition instruction. *Written Communication, 3*, 105-122.

National/International Journal Articles—Invited

Smagorinsky, P. (in press). Vygotsky and the social dynamics of classrooms. *English Journal*.

Smagorinsky, P. (2001). Rethinking protocol analysis from a cultural perspective. In M. McGroarty (Ed.), *Annual Review of Applied Linguistics, 21* (pp. 233-245). New York: Cambridge University Press.

Smagorinsky, P. (2000). What will be the influences of media on literacy in the new millennium? *Reading Research Quarterly, 35*(2), 277-278.

Smagorinsky, P. (1996). Multiple intelligences, multiple means of composing: An alternative way of thinking about learning. *NASSP Bulletin, 80*(583), 11-17.

Smagorinsky, P. (1995). Teacher certification as personal and professional development. *Voices from the Middle, 2*(4), 21-26.

Book Chapters

Smagorinsky, P. (in press). The architecture of textuality. In R. Beard, D. Myhill, M. Nystrand, & J. Riley (Eds.), *Handbook of writing development*. Thousand Oaks, CA: Sage.

Christenbury, L., Bomer, R., & Smagorinsky, P. (in press). Introduction. In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook on adolescent literacy*. New York: Guilford.

Burroughs, R. S., & Smagorinsky, P. (in press). The secondary English curriculum and adolescent literacy. In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook on adolescent literacy*. New York: Guilford.

Smagorinsky, P. (2006). Overview. In P. Smagorinsky (Ed.), *Research on composition: Multiple perspectives on two decades of change* (pp. 1-14). New York: Teachers College Press.

Ragsdale, D. A., & Smagorinsky, P. (2005). The role of play and small-group work in activity-based instruction. In T. M. McCann, L. R. Johannessen, E. Kahn, P. Smagorinsky, & M. W. Smith (Eds.), *Reflective teaching, reflective learning: How to develop critically engaged readers, writers, and speakers* (pp. 83-98). Portsmouth, NH: Heinemann.

McCann, T. M., Johannessen, L. R., Kahn, E., Smagorinsky, P., & M. W. Smith, M. W. (2005). Preface. In T. M. McCann, L. R. Johannessen, E. Kahn, P. Smagorinsky, & M. W. Smith (Eds.), *Reflective teaching, reflective learning: How to develop critically engaged readers, writers, and speakers* (pp. xxiii-xxv). Portsmouth, NH: Heinemann.

Smagorinsky, P., & O'Donnell-Allen, C. (2004). A study of students' artistic interpretations of Hamlet. In A. Goodwyn & A. Stables (Eds.), *Language and literacy education* (pp. 170-191). Thousand Oaks, CA: Sage.

Smagorinsky, P. (2002). National Conference on Research in Language and Literacy. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia* (pp. 397-398). New York: ABC.

Smagorinsky, P. (2002). Activity theory. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia* (pp. 10-12). New York: ABC.

Smagorinsky, P., & Smith, M. W. (2002). *Research in the Teaching of English*. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia* (pp. 551). New York: ABC.

Smagorinsky, P. (2001). Preservice secondary language arts teaching methods. In J. E. Many (Ed.), *Handbook of instructional practices for literacy teacher-educators: Examples and reflections from the teaching lives of literacy scholars* (pp. 91-97). Hillsdale, NJ: Erlbaum.

Lee, C. D., & Smagorinsky, P. (2000). Introduction: Constructing meaning through collaborative inquiry. In C. D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry* (pp. 1-15). New York: Cambridge University Press.

Smagorinsky, P., & O'Donnell-Allen, C. (2000). Idiocultural diversity in small groups: The role of the relational framework in collaborative learning. In C. D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry* (pp. 165-190). New York: Cambridge University Press.

Smagorinsky, P. (1999). The world is a stage: Dramatic enactment as response to literature. In B. J. Wagner (Ed.), *Building moral communities through drama* (pp. 19-38). Stamford, CT: Ablex.

Smagorinsky, P. (1998). I did it my way . . . with a little help from my friends. In R. Larson & T. McCracken, with J. Entes (Eds.), *Teaching college English and English education:*

Reflective stories (pp. 82-88). Urbana, IL: Conference on English Education and National Council of Teachers of English.

Smagorinsky, P. (1995). New canons, new problems: Promoting a sense of kinship among students of diversity. In B. A. Goebel & J. Hall (Eds.), *Teaching a "new canon"?: Students, teachers, and texts in the college literature classroom* (pp. 48-64). Urbana, IL: National Council of Teachers of English.

Smagorinsky, P. (1994). Models. In A. C. Purves (Ed.), *Encyclopedia of English Studies and Language Arts* (pp. 812-813). Urbana, IL: National Council of Teachers of English and Scholastic.

Smagorinsky, P. (1994). Introduction: Potential problems and problematic potentials of using talk about writing as data about writing process. In P. Smagorinsky (Ed.), *Speaking about writing: Reflections on research methodology* (pp. ix-xix). Thousand Oaks, CA: Sage Publications.

Smagorinsky, P. (1994). Think-aloud protocol analysis: Beyond the black box. In P. Smagorinsky (Ed.), *Speaking about writing: Reflections on research methodology* (pp. 3-19). Thousand Oaks, CA: Sage Publications.

Smagorinsky, P. (1993). Preparing students for enriched reading: Creating a scaffold for literary understanding. In G. E. Newell & R. K. Durst (Eds.) *Exploring texts: The role of discussion and writing in the teaching and learning of literature* (pp. 153-174). Norwood, MA: Christopher-Gordon Publishers.

Smagorinsky, P. (1992). How reading model essays affects writers. In J. W. Irwin & M. A. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 160-176). Newark, DE: International Reading Association.

Smagorinsky, P. (1992). Reconfiguring the English class through multiple intelligences. In J. Collins (Ed.), *Vital signs 3: Restructuring the English class* (pp. 35-44) Portsmouth, N.H.: Heinemann.

Smagorinsky, P. (1990). Developing the social conscience through literature. In P. Phelan (Ed.) *Literature and life: Making connections: Classroom practices in the teaching of English, Vol. 25* (pp. 13-18). Urbana, IL: National Council of Teachers of English.

Book Forewords

Smagorinsky, P. (2007). Foreword. In V. Ellis, *Subject knowledge and teacher education: The development of beginning teachers' thinking* (pp. __ - __). London/New York: Continuum.

Smagorinsky, P. (2006). Foreword. In C. O'Donnell-Allen, *The book club companion: Fostering strategic readers in the secondary classroom* (pp. viii-xiv). Portsmouth, NH: Heinemann.

Smagorinsky, P. (2002). Foreword. In L. R. Johannessen & T. M. McCann, *In case you teach English: An interactive casebook for prospective and practicing teachers* (pp. ix-xi). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Refereed Technical Reports, Center on English Learning and Achievement

Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999). *Appropriating conceptual and pedagogical tools for teaching English: A conceptual framework for studying professional development*. (Technical Report No.12011). Albany, NY: National Research Center on English Learning & Achievement, University at Albany, State University of New York.

Smagorinsky, P., Cook, L. S., & Johnson, T. S. (2003). *The twisting path of concept development in learning to teach*. (Technical Report No. 16002). Albany, NY: National Research Center on English Learning & Achievement, University at Albany, State University of New York.

Editorials & Presidential Statements

Smagorinsky, P., & Smith, M. W. (2003). Editors' introduction: Reconsidering research in the teaching of English. *Research in the Teaching of English*, 37, 417-424.

Smagorinsky, P., & Smith, M. W. (2003). Editors' introduction: Put on those dancing shoes. *Research in the Teaching of English*, 37, 273-277.

Smagorinsky, P. (2002). President's message: The language and mission of NCRL. *NCRL Newsletter*, 29(1), 1, 3, 9.

Smith, M. W., & Smagorinsky, P. (2002). Editors' introduction: Ideology and education. *Research in the Teaching of English*, 37, 141-144.

Smith, M. W., & Smagorinsky, P. (2002). Editors' introduction: Great expectations. *Research in the Teaching of English*, 37, 5-8.

Smagorinsky, P., & Smith, M. W. (2002). Editors' introduction: Seats of authority. *Research in the Teaching of English*, 36, 433-436.

Smagorinsky, P., & Smith, M. W. (2002). Editors' introduction: Whose who? *Research in the Teaching of English*, 36, 305-308.

Smagorinsky, P. (2001). President's message: What is the role of NCRL in the new millennium? *NCRL Newsletter*, 28(2), pp. 1, 3.

Smagorinsky, P., & Smith, M. W. (2001). Editors' introduction: Theory and method. *Research in the Teaching of English*, 36, 157-160.

Smagorinsky, P., & Smith, M. W. (2001). Editors' introduction: Constructive conflicts. *Research in the Teaching of English*, 36, 5-8.

Smagorinsky, P., & Smith, M. W. (2001). Editors' introduction: Classroom performances. *Research in the Teaching of English*, 35, 453-456.

Smagorinsky, P., & Smith, M. W. (2001). Editors' introduction: Considering context. *Research in the Teaching of English*, 35, 285-289.

Smith, M. W., & Smagorinsky, P. (2000). Editors' introduction: Inferring authors. *Research in the Teaching of English*, 35, 141-145.

Smith, M. W., & Smagorinsky, P. (2000). Editors' introduction: Is there a text in this study? *Research in the Teaching of English*, 35, 5-8.

Smagorinsky, P., & Smith, M. W. (2000). Editors' introduction: *Telos* and educational research. *Research in the Teaching of English*, 34, 465-467.

Smagorinsky, P., & Smith, M. W. (2000). Editors' introduction: Questions of cultures. *Research in the Teaching of English*, 34, 345-349.

Smagorinsky, P., & Smith, M. W. (1999). Editors' introduction: Reading, reduction, and reciprocity. *Research in the Teaching of English*, 34, 193-196.

Smagorinsky, P., & Smith, M. W. (1999). Editors' introduction. *Research in the Teaching of English*, 34, 5-9.

Smith, M. W., & Smagorinsky, P. (1999). Editors' introduction. *Research in the Teaching of English*, 33, 349-351.

Smith, M. W., & Smagorinsky, P. (1999). Editors' introduction. *Research in the Teaching of English*, 33, 229-234.

Smith, M. W., & Smagorinsky, P. (1998). Editors' introduction. *Research in the Teaching of English*, 33, 133-135.

Smith, M. W., & Smagorinsky, P. (1998). Editors' introduction. *Research in the Teaching of English*, 33, 5-7.

Smagorinsky, P., & Smith, M. W. (1998). Editors' introduction. *Research in the Teaching of English*, 32, 121-125.

Smagorinsky, P., & Smith, M. W. (1998). Editors' introduction. *Research in the Teaching of English*, 32, 5-9.

Smagorinsky, P., & Smith, M. W. (1997). Editors' introduction. *Research in the Teaching of English*, 31, 425-427.

Smagorinsky, P., & Smith, M. W. (1997). Editors' introduction: Guidelines for contributors to *Research in the Teaching of English*. *Research in the Teaching of English*, 31, 285-294.

Smagorinsky, P., & Smith, M. W. (1997). Editors' introduction. *Research in the Teaching of English*, 31, 157-160.

Book Reviews

Smagorinsky, P. (2007). A thick description of thick description: Review of K. Tobin & J. Kincheloe (Eds.), *Doing educational research: A handbook*. *Educational Researcher*.

Smagorinsky, P. (2007). Response to Nancy Leech. *Educational Researcher*.

Smagorinsky, P. (1997). Responding to writers, not writing: A review of *12 Readers Reading: Responding to College Student Writing* by Richard Straub and Ronald F. Lunsford. *Assessing Writing*, 3, 211-220.

Smagorinsky, P. (1996). Review of A. N. Applebee, *Curriculum as conversation: Transforming traditions of teaching and learning*. *American Journal of Education*, 105, 108-112.

Smagorinsky, P. (1993). Review of J. R. Hayes et al. (Eds.), *Reading Empirical Research Studies: The Rhetoric of Research*. *Journal of Advanced Composition*, 13, 550-554.

Other National Publications

Green, J. L., & Smagorinsky, P. (1998). What is the role of NCRL in public debate and policy concerning education? *NCRL Newsletter*, 25(2), 1, 3.

Smagorinsky, P. (1997). Entering the electronic conversation. *English Journal*, 86(4), 80-84.

Smagorinsky, P. (1995). Striving for kinship within diverse communities. *English Leadership Quarterly*, 17(1), 7-9.

Smagorinsky, P., & Fly, P. K. (1994). A new perspective on why small groups do and don't work. *English Journal*, 83(3), 54-58.

Reprinted in:

Roberts, P. (Editor) (1998). *Harcourt Brace Sourcebook for Teaching Writing*. Harcourt Brace College Publishing.

Milner, J., & Milner, L. (Editors) (1999). *Bridging English* (2nd edition). Merrill/Prentice Hall.

Smagorinsky, P. (1991). The aware audience: Role-playing peer response groups. *English Journal*, 80(5), 35-40.

Smagorinsky, P. (1989). Small groups: A new dimension in learning. *English Journal*, 78(2), 67-70.

ERIC Documents

Smagorinsky, P. (2000). *What English educators have to say to assessment specialists*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. ED 446 050; SP 039 481.

Smagorinsky, P., Cook, L., Fry, P. G., Jackson, A., Konopak, B., Moore, C., & O'Donnell-Allen, A. (2000, April). *An analysis of university/school alignment during student teaching*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. TM031500

Smagorinsky, P. (1994, March). *Broadening the notion of text: Reconceptualizing WAC as CAC (Composing Across the Curriculum)*. Paper presented at the annual meeting of the Conference on College Composition and Communication, Nashville. ED 366 954.

Smagorinsky, P., & Coppock, J. (1994, April). *The reader, the text, the context: An exploration of dance as response to literature*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. ED 366 950.

Smagorinsky, P., & Whiting, M. E. (1994, November). *How teachers get taught: Five models for teaching the secondary English methods class*. Paper presented on the Research Strand at the annual meeting of the National Council of Teachers of English, Orlando, FL. ED 385 529

Smagorinsky, P., & Coppock, J. (1993, April). *Broadening the notion of text: An exploration of an artistic response to literature*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta. ED 357 031.

Smagorinsky, P., & Fly, P. K. (1992, April). *Patterns of discourse in small group discussions of literature*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. ED 343 132.

Smagorinsky, P. (1991, March). *A research-based, fun, and engaging program for vocabulary development*. Paper presented at the annual Spring meeting of the National Council of Teachers of English, Indianapolis. ED 331 019.

Smagorinsky, P. (1991, April). *Effects of composition instruction on the writing process*. Paper presented at the annual meeting of the American Educational Research Association, Chicago. ED 317 992.

Smagorinsky, P., & Jordahl, A. (1990, April). *A student teacher/critic teacher collaborative study of the effects of instructional modes on generalization and support*. Paper presented at the annual meeting of the American Educational Research Association, Boston. ED 322 090

State/Regional Refereed Articles

Smagorinsky, P. (1997). Teacher-research as a way of life. *Oklahoma English Journal*, 11(2), 26-30.

Smagorinsky, P. (1996). Grammar, dialect, second language acquisition, and writing: An annotated bibliography. *Oklahoma English Journal*, 10(2), 31-36.

Davis, K., & Smagorinsky, P. (Editors). (1993). *Language communities in the classroom*. Special theme issue of the *Oklahoma English Journal*, 7(2). Ada, OK: Oklahoma Council of Teachers of English.

Smagorinsky, P. (1993). Learning in the community in Oklahoma and beyond. *Oklahoma English Journal*, 7(2), 4-7.

Smagorinsky, P., & Fly, P. K. (1992). How teacher-led discussions affect small group processes. *Oklahoma English Journal*, 7(1), 5-15.

Smagorinsky, P. (1991). Writing across the curriculum: Do writing skills really transfer from class to class? *Oklahoma English Journal*, 5(2), 48-56.

Smagorinsky, P., & Slaby, J. (1986). A vocabulary bonus. *Illinois English Bulletin*, 73(2), 52-55.

Presentations

National/International Conferences

Conference Chair

Lee, C. D., & Smagorinsky, P. (1996, February). *A Vygotsky Centennial: Vygotskian perspectives on literacy research*. Co-chair of the Midwinter Conference of the Assembly for Research of the National Council of Teachers of English, Chicago.

Keynote/Plenary Addresses

Smagorinsky, P. (2007, October). *Literacy teaching and learning in the age of accountability*. Plenary paper presented at the 3rd Annual Literacy Achievement Research Center Research Symposium, *Writing Instruction, Assessment, and Technology: The Research We Have and The Research We Need*, East Lansing, MI.

Smagorinsky, P. (2004, May). *The discourse of character education*. Keynote speech at the annual conference of the American Association for Applied Linguistics, Portland, OR.

Smagorinsky, P. (1999, June). *The character of character education*. Plenary paper presented at The English Teacher as Curriculum Maker in the Face of Reform Conference, Chicago.

Smagorinsky, P. (1991, August). *Ironic, didactic and "representative" texts: Ethical problems in teaching literature*. Plenary paper presented at the Institute on Writing, Reading and Civic Education, Harvard University, Cambridge, MA.

Invited Presentations

Smagorinsky, P. (2007, October). *Can teacher education change how teachers teach?* Presentation made at the DETAIL seminar, Oxford, U.K.

Cuomo, C., Morris, J., & Smagorinsky, P. (2007, February). *Managing research agendas*. Invited panel presented at the Black Issues in Higher Education Conference, Athens, GA.

Barab, S., Beach, K. D., John-Steiner, V., Levinson, B. A., Matusov, E., & Smagorinsky, P. (2005, April). *Working across the divides: Challenges and opportunities in relating theory, practice, and service*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Smagorinsky, P. (2004, May). *The architecture and landscape of textuality*. Paper presented at the Economic and Social Research Council Seminar Series Reconceptualising Writing 5-16: New Perspectives, University of Exeter, Devon, U.K.

Smagorinsky, P. (2004, April). *Praxis shock: Making the transition from a student-centered university program to the corporate climate of schools*. Paper presented at the Conference of the United Kingdom National Association for the Teaching of English, University of Strathclyde, Glasgow, Scotland.

Smagorinsky, P., Lakly, A., & Johnson, T. S. (2003, November). *Rethinking rhizomes in writing about research*. Paper presented at the annual fall meeting of the National Council of Teachers of English, San Francisco.

Forman, E., Morine-Dershimer, G., Palincsar, A., Saxe, G., Silver, E., & Smagorinsky, P. (2003, April). *Perspectives from journal editors on publishing qualitative and interpretive research*. Panel discussion at the annual meeting of the American Educational Research Association, Chicago.

Childers, P., Cook, W., Jago, C., Smagorinsky, P., & Sullivan, C. (2002, November). *What are the major needs of teachers and students if excellence in teaching English is to be achieved?* Panel discussion presented at the SAS inSchool English Education Forum 2002, Atlanta.

Smagorinsky, P. (2002, November). *Principled practice for the English methods course*. Paper presented at the annual fall meeting of the National Council of Teachers of English, Atlanta.

Newkirk, T., Smagorinsky, P., Sterling, R., & Waff, D. (2002, November). *A discussion of writing today*. Panel presented at The College Board's Forum 2002, Atlanta.

Smagorinsky, P. (2002, October). *The clash of the curricula: When official and shadow curricula meet over controversial literature*. Paper presented at the 22nd annual Indiana Teachers of Writing fall conference, Indianapolis.

Smagorinsky, P. (2002, October). *The twisting path of concept development in learning to teach*. Paper presented at the Center for Language Acquisition, The Pennsylvania State University.

Smagorinsky, P. (2002, April). *The socially situated composition process of house and horse ranch plans by high school seniors*. Invited poster session at the Reach for the Stars session sponsored by the Special Interest Group on Basic Research in Reading and Literacy at the annual meeting of the American Educational Research Association, New Orleans.

Smagorinsky, P. (2002, March). *The composition of nonverbal texts*. Invited presentation for the faculty and students of McGill University, Montreal.

Smagorinsky, P. (2001, November). *Character as relationship*. Presentation made at the annual fall meeting of the National Council of Teachers of English, Baltimore.

Smagorinsky, P. (2000, April). *If meaning is constructed, what's it made of?* Invited address presented at the annual meeting of the American Educational Research Association, New Orleans.

Smagorinsky, P. (2000, April). *Teaching literature in the century ahead*. Invited address presented to the Special Interest Group in Literature at the annual meeting of the American Educational Research Association, New Orleans.

Collins, A., Lesh, R., Smagorinsky, P., & Strickland, D. (2000, April). *Looking at measurement from the outside: Subject area specialists talk to measurement specialists*.

Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.

Smagorinsky, P. (1999, November). *What is research in the teaching of English for?* Paper presented at the annual fall conference of the National Council of Teachers of English, Denver, CO.

Smagorinsky, P. (1996, November). *What is the mission of Research in the Teaching of English?* Symposium presented at the annual fall meeting of the National Council of Teachers of English.

Lee, C. D., & Smagorinsky, P. (Chairs) (1996, November). *What is research? Perspectives on the process of inquiry.* Workshop conducted at the annual fall meeting of the National Council of Teachers of English.

Smagorinsky, P., & Smith, J. (1995, November). *Spoken and written discourse in writing workshops.* Workshop presented at the annual fall meeting of the National Council of Teachers of English, San Diego.

Smagorinsky, P. (1995, November). *Thinking about talking in the classroom.* Workshop presented at the annual fall meeting of the National Council of Teachers of English, San Diego.

Smagorinsky, P., & Wagner, B. J. (1995, November). *Dramatic enactment in the classroom.* Research roundtable presented at the annual fall meeting of the National Council of Teachers of English, San Diego.

Smagorinsky, P. (1994, October). *Composing through multiple intelligences.* Paper presented at the fall meeting of the South Coast Writing Project, Santa Barbara.

Smagorinsky, P. (1994, September). *Literacy instruction across the curriculum.* Paper presented for the faculty and students at Grand Valley State University, Allendale, MI.

Smagorinsky, P. (1994, June). *Composing across the curriculum: Reconceptualizing how students make meaning in their transactions with texts and other people.* Workshop presented at the WELS National Literacy Convention, Dr. Martin Luther College, New Ulm, MN.

Marshall, J. D., Smagorinsky, P., & Smith, M.W. (1992, November). *Understanding discussions of literature.* Research Roundtable presented at the annual Fall meeting of the National Council of Teachers of English, Louisville.

Refereed Presentations

Murphy, S. L., Cameron, T., Smagorinsky, P., & Zoss, M. (2007, April). *The role of the creative arts in literary response.* Panel presented at the annual meeting of the American Educational Research Association, Chicago.

Smagorinsky, P., & Jakubiac, C. (2007, April). *The role of course assignments in shaping the hidden curriculum behind a teacher's practice.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Murphy, S. L., Cameron, T., Smagorinsky, P., & Zoss, M. (2007, January). *The role of the creative arts in literary response*. Panel presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Smagorinsky, P., & Jakubiac, C. (2007, January). *The role of course assignments in shaping the hidden curriculum behind a teacher's practice*. Paper presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Smagorinsky, P. (2006, November). *Approaches to teaching writing and what they assume*. Paper presented at the annual meeting of the National Council of Teachers of English, Nashville.

Murphy, S. L., Sanford, A., Smagorinsky, P., & Zoss, M. (2006, January). *Concept development in teaching and learning*. Panel presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Brass, J., Johnson, T. S., Murphy, S. L., & Smagorinsky, P. (2005, November). *Toward an ethical pedagogy: Refusing the mind/body split*. Panel presented at the annual meeting of the National Council of Teachers of English, Pittsburgh.

Ragsdale, D. A., & Smagorinsky, P. (2005, November). *The role of play in activity-based instruction*. Paper presented at the annual meeting of the National Council of Teachers of English, Pittsburgh.

Smagorinsky, P., & Zoss, M. (2005, September). *The inscription of culture and meaning in the interior design of a home*. Paper presented at the triennial meeting of the International Society for Cultural and Activity Research, Seville, Spain.

Smagorinsky, P. (2005, April). *Analyzing the multidimensionality of texts in education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Zoss, M., & Smagorinsky, P. (2005, January). *Arts-based thinking in a high school interior design class: A case study of a senior's design processes*. Paper presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Murphy, S. L., & Smagorinsky, P. (2005, January). "You have to make it personal so that they will be able to understand it": *An early career teacher's quest to develop a conception of engaged learning*. Paper presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Smagorinsky, P., & Bickmore, S. T. (2004, January). *Appropriating the concept of student-centered teaching in the multiple contexts of learning to teach*. Paper presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Smagorinsky, P. (2003, August). *Implications of a meaning-based theory of reading for the literature curriculum*. Paper presented at the Tenth Biennial Conference of the European Association for Research on Learning and Instruction, Padova, Italy.

Smagorinsky, P., & Cook, L. S. (2003, April). *An analysis of the composing processes of a high school senior designing a house in an Architectural Design class*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Smagorinsky, P. (2003, April). *Concept, pseudoconcept, complex: A Vygotskian analysis of the development of conceptions for teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Smagorinsky, P. (2003, January). *A theoretical framework for studying multimedia composing*. Paper presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Alvermann, D., Reinking, D., & Smagorinsky, P. (2003, January). *Publishing your qualitative studies*. Panel discussion presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Smagorinsky, P., & Taxel, J. (2002, November). *Character education: Why it's happening, where it comes from, what it is, and how it's implemented in U.S. Schools*. Paper presented at the annual fall meeting of the National Council of Teachers of English, Atlanta.

Dyson, A. H., Gallas, K., Smagorinsky, P., Sperling, M., & Wells, G. (2002, November). *Composing across modalities: Meaning making through composition in its many forms*. Panel discussion presented at the annual fall meeting of the National Council of Teachers of English, Atlanta.

Smagorinsky, P. (2002, June). *Concept formation: A resolution to the theory vs. practice dilemma in preservice teacher education*. Paper presented at the Fifth Congress of the International Society for Cultural Research and Activity Theory, Amsterdam.

Bazerman, C., Berkenkotter, C., & Smagorinsky, P. (2002, June). *Writing in the organization, mediation, and realization of activity systems and actors*. Paper presented at the Fifth Congress of the International Society for Cultural Research and Activity Theory, Amsterdam.

Smagorinsky, P., & Taxel, J. (2002, April). *Questions about character: An analysis of OERI-funded character education initiatives*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Blanton, W. E., Engeström, Y., Lee, C. D., & Smagorinsky, P. (2002, April). *The application of cultural-historical activity theory to research on school-going activity*. Panel presented at the annual meeting of the American Educational Research Association, New Orleans.

Grossman, P. L., O'Donnell-Allen, C., Smagorinsky, P., & Valencia, S. (2002, April). *Politics and policies: Implications for the teaching of literature and literacy*. Panel presented at the annual meeting of the American Educational Research Association, New Orleans.

Smagorinsky, P., Cook, L. S., Johnson, T. S., & Moore, C. (2002, January). *Using Atlas/ti to analyze qualitative data about learning to teach*. Panel presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Alvermann, D., Reinking, D., & Smagorinsky, P. (2002, January). *Publishing your qualitative studies*. Panel presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Cook, L. S., Jackson, A. Y., Johnson, T. S., & Smagorinsky, P. (2001, November). *The development of identity in early-career teachers*. Panel presented at the annual fall meeting of the National Council of Teachers of English, Baltimore.

Greenleaf, C., Smagorinsky, P., & Sperling, M. (2001, November). *Studies of reflective teaching in an era of scripted pedagogy*. Panel presented at the annual fall meeting of the National Council of Teachers of English, Baltimore.

Smagorinsky, P. (2001, November). *Character as relationship*. Presentation made at the annual fall meeting of the National Council of Teachers of English, Baltimore.

Smagorinsky, P., & Smith, M. W. (2001, November). *Researching the literate lives of urban youth*. Full-day workshop presented at the annual fall meeting of the National Council of Teachers of English, Baltimore.

Gallas, K., & Smagorinsky, P. (2001, July). *Other ways of seeing meaning: The role of culture and imagination in reading*. Paper presented at the 12th European Conference on Reading, Dublin.

Smagorinsky, P., Cook, L. S., Jackson, A. Y., & Moore, C. (2001, January). *Case studies of teachers learning to teach*. Panel presented at the annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Smagorinsky, P., Cook, L. S., Jackson, A. Y., & Moore, C. (2000, November). *Resistance, accommodation, and acquiescence: A look at two first-year teachers negotiating centralized curricula and high-stakes assessment*. Paper presented at the annual fall meeting of the National Council of Teachers of English, Milwaukee.

Smagorinsky, P., Cook, L., Fry, P. G., Jackson, A., Konopak, B., Moore, C., & O'Donnell-Allen, A. (2000, April). *An analysis of university/school alignment during student teaching*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. TM031500

Alvermann, D., Hynd, C., Reinking, D., Smagorinsky, P., & Smith, M. W. (2000, January). *Publishing qualitative research: Editors' perspectives on writing*. Symposium presented at the annual QUIG Conference on Qualitative Research in Education, Athens, GA.

Smagorinsky, P. (1999, November). *Time to teach*. Paper presented at the annual fall conference of the National Council of Teachers of English, Denver, CO.

Hynd, C., Oldfather, P., Reinking, D., Smagorinsky, P., & Smith, M. W. (1999, January). *Evaluating qualitative research: Quandaries from the editors' perspective*. Symposium presented at the annual QUIG Conference on Qualitative Research in Education, Athens, GA.

Guice, S., & Smagorinsky, P. (1998, December). *Improving student achievement in English/language arts through teacher education and professional development*. Paper presented at the annual meeting of the National Staff Development Council, Washington, D.C.

Fry, P. G., Konopak, B., O'Donnell-Allen, C., & Smagorinsky, P. (1998, November). *The effects of preservice programs on teachers' concept development*. Paper presented at the annual fall conference of the National Council of Teachers of English, Nashville, TN.

Agee, J., Grossman, P. L., O'Donnell-Allen, C., Smagorinsky, P., & Valencia, S. (1998, February). *An activity theory framework for studying the settings for teachers' professional development*. Roundtable presented at "Sociocultural Views of Literacy: Creating Communities of Learners," the Midwinter Conference of the Assembly for Research of the National Council of Teachers of English, Los Angeles.

Au, K., Cole, M., John-Steiner, V., Kawakami, A., Portes, P., & Smagorinsky, P. (1998, April). *Ethical dilemmas in "culturing" the children: Exploring the consequences of designing social futures through education*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.

Smagorinsky, P., & O'Donnell-Allen, C. L. (1998, April). *The dynamics of context: Tracing the sources and channels of engagement and disengagement in students' response to literature*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Fry, P. G., Grossman, P., Konopak, B., O'Donnell-Allen, C., Smagorinsky, P., & Valencia, S. (1998). *Learning to teach: A perspective from activity theory*. Panel presented at the annual meeting of the American Educational Research Association, San Diego.

Smagorinsky, P., & O'Donnell-Allen, C. L. (1997, November). *Teacher-researchers at work: Alternative models and methods: Audiotaping students during collaborative artistic interpretations of literature*. Paper presented at the annual meeting of the National Council of Teachers of English, Detroit.

Smagorinsky, P., & O'Donnell-Allen, C. L. (1997, November). *An analysis of high school students' collaborative artistic interpretations of literature*. Paper presented at the annual meeting of the National Council of Teachers of English, Detroit.

Smagorinsky, P., & O'Donnell-Allen, C. L. (1997, March). *An analysis of high school students' collaborative artistic interpretations of literature*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Smagorinsky, P. (1997, March). *Thinking and speech and protocol analysis*. Roundtable presented at the annual meeting of the American Educational Research Association, Chicago.

Smagorinsky, P. (1995, November). *The classroom as a social context for writing: A sociocultural perspective on a high school senior's composing process*. Paper presented at the annual fall meeting of the National Council of Teachers of English, San Diego.

Smagorinsky, P. (1995, November). *Teacher preparation as lifelong learning*. Panel discussion at the annual fall meeting of the National Council of Teachers of English, San Diego.

Smagorinsky, P. (1994, March). *Broadening the notion of text: Reconceptualizing WAC as CAC (Composing Across the Curriculum)*. Paper presented at the annual meeting of the Conference on College Composition and Communication, Nashville. ED 366 954.

Smagorinsky, P., & Coppock, J. (1994, April). *The reader, the text, the context: An exploration of dance as response to literature*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. ED 366 950.

Smagorinsky, P. (1994, September). *The social construction of data: Methodological problems of investigating learning in the zone of proximal development*. Paper presented at the International Conference on Lev Vygotsky and the Contemporary Human Sciences, Moscow.

Smagorinsky, P. (1994, November). *Ethical issues in teaching literature*. Paper presented at the annual meeting of the National Council of Teachers of English, Orlando, FL.

Smagorinsky, P. (1994, November). *Classroom research in writing and literacy: Teachers and researchers approaching issues, methods, and results*. Pre-convention workshop conducted at the annual meeting of the National Council of Teachers of English, Orlando, FL.

Smagorinsky, P., & Whiting, M. E. (1994, November). *How teachers get taught: Five models for teaching the secondary English methods class*. Paper presented on the Research Strand at the annual meeting of the National Council of Teachers of English, Orlando, FL. ED 385 529

Smagorinsky, P. (1993, November). *Exploring artistic response to literature*. Research roundtable presented at the annual Fall meeting of the National Council of Teachers of English, Pittsburgh.

Smagorinsky, P., & Coppock, J. (1993, April). *Broadening the notion of text: An exploration of an artistic response to literature*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta. ED 357 031.

Smagorinsky, P., & Coppock, J. (1993, December). *The composition of artistic texts in response to literature*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.

Smagorinsky, P. (1992, March). *Think-aloud protocol analysis: Beyond the black box*. Paper presented at the Conference on College Composition and Communication, Cincinnati.

Smagorinsky, P., & Fly, P. K. (1992, April). *Patterns of discourse in small group discussions of literature*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. ED 343 132.

Smagorinsky, P. (1992, November). *How teacher talk affects small group process*. Paper presented on the Research Strand at the annual Fall meeting of the National Council of Teachers of English, Louisville.

Smagorinsky, P. (1991, March). *Do good writing teachers need to write?* Workshop conducted at the annual Spring meeting of the National Council of Teachers of English, Indianapolis.

Smagorinsky, P. (1991, March). *A research-based, fun, and engaging program for vocabulary development*. Paper presented at the annual Spring meeting of the National Council of Teachers of English, Indianapolis. ED 331 019.

Smagorinsky, P. (1991, March). *How the study of model essays affects writers*. Paper presented at the Conference on College Composition and Communication, Boston.

Smagorinsky, P. (1991, April). *Effects of composition instruction on the writing process*. Paper presented at the annual meeting of the American Educational Research Association, Chicago. ED 317 992.

Smagorinsky, P. (1990, March). *Researching the writer's knowledge*. Paper presented at the annual meeting of the Conference on College Composition and Communication, Chicago.

Smagorinsky, P., & Jordahl, A. (1990, April). *A student teacher/critic teacher collaborative study of the effects of instructional modes on generalization and support*. Paper presented at the annual meeting of the American Educational Research Association, Boston. ED 322 090

Smagorinsky, P. (1989, November). *Watching students at work: A close look at the learning process*. Paper presented at the annual Fall meeting of the National Council of Teachers of English, Baltimore.

Smagorinsky, P. (1987, November). *Small groups for dynamic instruction*. Workshop presented at the Fall meeting of the National Council of Teachers of English, Los Angeles.

Smagorinsky, P. (1985, September). *Introductory reading and writing activities: An integrated approach to engaging students in Language Arts instruction*. Paper presented at the Basic Writing Conference, St. Louis.

Smagorinsky, P. (1985, November). *Introductory reading and writing activities: An integrated approach to engaging students in Language Arts instruction*. Paper presented at the annual Fall meeting of the National Council of Teachers of English, Philadelphia.

State/Regional Conferences

Keynote/Plenary Addresses

Smagorinsky, P. (2002, October). *The American character: The story of the modern character education movement and how you can rewrite its sequel*. Keynote address presented at the 22nd annual Indiana Teachers of Writing fall conference, Indianapolis.

Smagorinsky, P. (1995, November). *Composing in a new key*. Keynote address given at the annual fall meeting of the Arkansas Council of Teachers of English, Little Rock.

Smagorinsky, P. (1995, October). *Composing and multiple intelligences*. Keynote address given at the conference on Learning Styles/Multiple Intelligences & Writing of the Ohio Council of Teachers of English/Language Arts, Columbus.

Smagorinsky, P. (1989, May). *Cognitive mapping and the reading process*. Keynote address given at the annual meeting of the Illinois Secondary Reading League, Villa Park, IL.

Presentations

Ragsdale, D. A., & Smagorinsky, P. (2003, October). *The role of play in activity-based instruction*. Paper presented at the annual fall conference of the Illinois Association of Teachers of English, Oak Brook, IL.

Smagorinsky, P. (1998, July). *Developing local standards*. Presentation at the English/Language Arts Summer Leadership Seminar of the Georgia Council of Teachers of English, Athens, GA.

Smagorinsky, P. (1996, April). *Reader response and writing*. Panel discussion presented at the Region V convention of the National Council of Teachers of English, Oklahoma City.

Smagorinsky, P. (1996, April). *The information highway runs through the English class*. Panel discussion presented at the Region V convention of the National Council of Teachers of English, Oklahoma City.

Smagorinsky, P. (1995, October). *Re-thinking composing: A hands-on workshop for teachers*. Workshop presented at the conference on Learning Styles/Multiple Intelligences & Writing of the Ohio Council of Teachers of English/Language Arts, Columbus, OH.

Smagorinsky, P., & O'Donnell-Allen, C. (1993, April). *Teachers writing, teachers teaching: Designing mini-lessons for outcomes-based education*. Workshop conducted at the annual meeting of the Oklahoma Council of Teachers of English, Norman, OK.

Smagorinsky, P. (1993, April). *Crosscurrents: How high school and college teachers view the teaching of high school English*. Symposium presented at the annual meeting of the Oklahoma Council of Teachers of English, Norman, OK.

Smagorinsky, P. (1991, April). *The student-centered classroom and Gardner's theory of multiple intelligences*. Paper presented at the annual meeting of the Oklahoma Council of Teachers of English, Oklahoma City.

Smagorinsky, P. (1988, October). *The thematic literature unit: Nurturing empathic and cognitive response*. Paper presented at the annual meeting of the Illinois Association of Teachers of English, Champaign, IL.

Smagorinsky, P. (1987, October). *Small groups for dynamic instruction*. Workshop presented at the annual meeting of the Illinois Association of Teachers of English, Schaumburg, IL.

Grants Funded

External

2001-2002: Spencer Foundation, \$34,970 to study "Multimedia Composing across the Secondary School Curriculum"

1996-2001: United States Department of Education Office of Educational Research and Improvement: \$55,000 per year to study "Making the Transition from Pre-service Teaching to In-Service Teaching" (strand of \$500,000 per year grant for the National Research and Development Center on Improving Student Learning and Achievement in

English, awarded to U. of Wisconsin, SUNY-Albany, U. of Washington, and U. of Oklahoma)

1995: Research Foundation of the National Council of Teachers of English: \$3,838 to study "Composing in Multiple Media in a High School English Class: The Role of 'Composition' in the Development of Thought" (#R95-39)

Internal

1997: University of Oklahoma Research Council: \$1,000 to support travel for classroom observations for the OERI grant "Making the Transition from Pre-service Teaching to In-Service Teaching" (with Pamela Fry and Bonnie Konopak)

1996: University of Oklahoma Research Council: \$750 for purchase of scanner and zip drive to support the OERI grant "Making the Transition from Pre-service Teaching to In-Service Teaching" (with Pamela Fry and Bonnie Konopak)

1996: University of Oklahoma Research Council: \$3,905 for purchase of laptop computers to support the OERI grant "Making the Transition from Pre-service Teaching to In-Service Teaching" (with Pamela Fry and Bonnie Konopak)

1995: University of Oklahoma Graduate College: \$750 Faculty Research Grant to support the NCTE grant "Composing in Multiple Media in a High School English Class"

1995: University of Oklahoma Graduate College: \$1,000 Technology Support Grant; \$500 matching funds from department of ILAC. For the purchase of a laptop computer to conduct the NCTE-funded research "Composing in Multiple Media in a High School English Class"

1994: University of Oklahoma: \$750 Faculty Research Grant

1993: University of Oklahoma Graduate College: \$5,000 Junior Faculty Summer Grant to study "Artistic Response to Literature"

1991: University of Oklahoma: \$750 Faculty Research Grant