

CURRICULUM VITAE

ELIZABETH BIRR MOJE

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AREAS OF SPECIALIZATION:

Urban Youth Culture and Youth Literacy
Disciplinary Literacy

EDUCATIONAL HISTORY

University

1994: *Ph.D., Literacy and Language; Research Methodology*, Purdue University, School of Education, West Lafayette, Indiana.

1990: *M.A., Reading Education*, Eastern Michigan University, Ypsilanti, Michigan.

1983: *B.A., History/Political Science, Biology*; Concordia College, Ann Arbor, Michigan.

Accreditation

State of Michigan Permanent Teaching Certificate; Grades 7-12; Endorsements in History, Political Science, and Biology; K-12 Reading Specialist

Honors and Awards

- Fellow of the American Educational Research Association, 2012
- Provost's 2010 Teaching Innovation Prize, University of Michigan
- Edward B. Fry Book Award (with Cynthia Lewis and Pat Enciso), National Reading Conference, 2007, for *Reframing Sociocultural Research: Identity, Agency, and Power*
- Arthur F. Thurnau University Professorship, University of Michigan, 2004
- Center for Advanced Study in the Behavioral Sciences Fellowship, Stanford University, May 2003 (declined fellowship offer)
- Evan G. Pattishall, Jr. and Helen Geib Pattishall Award, School of Education, University of Michigan, May 2002
- Early Career Achievement Award, National Reading Conference, December 2000
- William T. Grant Foundation Faculty Scholar, 2000-2005
- National Council on Research in Language and Literacy Fellow, May 1998
- National Academy of Education/Spencer Foundation Post-Doctoral Research Fellowship, 1997-98

- Outstanding Dissertation Award, School of Education and Department of Curriculum & Instruction, Purdue University, April, 1995

PROFESSIONAL HISTORY

- May-Aug 2012 Acting Dean, Associate Dean, and Arthur F. Thurnau Professor, School of Education.
- 2010-present Associate Dean and Arthur F. Thurnau Professor, School of Education, Educational Studies Program; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education
- 2004-present Arthur F. Thurnau Professor, School of Education, Educational Studies Program; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education (promoted to full professor in 2008)
- 2001-2004 Associate Professor, School of Education, Educational Studies Program, University of Michigan
- 1997-2001 Assistant Professor, School of Education, Educational Studies Program, University of Michigan
- 1994-1997 Assistant Professor, Graduate School of Education, Department of Educational Studies, University of Utah
- 1991-1994 Graduate Teaching and Research Assistant, School of Education, Purdue University, West Lafayette, Indiana; Editorial Assistant, The Reading Teacher, International Reading Association; Research and Evaluation Coordinator, Eisenhower and National Science Foundation INLAB Grants
- 1990-1991 Full-time Lecturer in Reading, Department of Teacher Education, Eastern Michigan University, Ypsilanti, Michigan
- 1990-1991 Project Coordinator, Ypsilanti Student Literacy Corps, Institute for Community & Regional Development; administered a federal grant project that provided classroom assistance in literacy and mathematics for schools at risk of failing students
- 1989-1990 Project Director and Literacy Instructor, Eastern Michigan University Workplace Literacy Academy, Division of Corporate Services; administered workplace literacy academy program and taught literacy courses to workplace employees.
- 1987-1990 Adult Literacy Instructor, Willow Run Community Schools; taught basic literacy, mathematics, and GED courses to adults and high school students in alternative afternoon and evening programs.
- 1985 Summer Pre-School Program Teacher, Ann Arbor Public Schools; taught pre-school children in a summer school safety program.

- 1984-1986 *History and Science Teacher*, Grades 9-12, Lutheran High School Northwest, Farmington Hills, Michigan; (Now Lutheran High Northwest, Rochester Hills, Michigan); taught United States and world history, biology, and general science, courses; directed school plays and touring children's theater.
- 1983-84 *Biology Teacher and Drama Director*, Grades 9-12, Lutheran High School, Denver, Colorado; taught five sections of biology courses; directed school play, touring children's theater, and school musical.

PROFESSIONAL AFFILIATIONS

American Educational Research Association, Divisions C, G
 International Reading Association
 National Association for Research in Science Teaching
 National Council of Teachers of English
 National Council of Research in Language and Literacy
 National Reading Conference

SCHOLARLY PUBLICATIONS AND ACTIVITIES

Books

M. Kamil, P. D. Pearson, P. Mosenthal, P. Afflerbach, & E. B. Moje (Eds.) (2011), *Handbook of Reading Research, (Vol. IV)*, Mahwah, NJ: Erlbaum/Taylor & Francis.

Lewis, C. J., Enciso, P., & Moje, E. B. (Eds.) (2007). *Reframing sociocultural research on literacy: Identity, agency, and power*. Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & O'Brien, D. G. (Eds.). (2001). *Constructions of literacy: Studies of literacy teaching and learning in and out of secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2000). *All the stories we have: Adolescents' insights on literacy and learning in secondary school*. Newark, DE: International Reading Association.

Contributor

Moje, E. B. (in press). In the service of questions: from mixed methods to question-based integrative designs in social research. In C. A. Stone, E. R. Silliman, B. J. Ehren, and G. Wallach (Eds.), *Handbook on Language and Literacy: Development and Disorders* (pp. xx-xx). New York: Guilford Press.

Alvermann, D. E., & Moje, E. B. (in press). Adolescent literacy instruction and the discourse of "every teacher a teacher of reading." In N. Unrau, R. Ruddell, & D. E. Alvermann (Eds.), *Theoretical Models and Processes*, 6th edition, (pp. xx-xx). Newark, DE: International Reading Association.

Moje, E. B. (in press, 2013). Hybrid literacies in a post-hybrid world: Making a case for navigating. In K. Hall, T. Cremin, B. Comber, & L. C. Moll, (Eds.), *International Handbook of Research in Children's Literacy, Learning and Culture* (pp. 359-372). Oxford, UK: Wiley-Blackwell.

Cervetti, G.N., Pearson, P.D., Greenleaf, C., Moje, E. (2013). Science! Literacy! Synergy! In W. Banko, M.L. Grant, M.E. Jabot, A.J. McCormack, & T. O'Brien (Eds.), *Science literacy and our nation's future* (pp. 99-124). Washington, DC: NSTA & STANYS.

Stockdill, D., & Moje, E. B. (2012). Reading and content area learning. In C. A. Chapelle (Ed.) *The Encyclopedia of Applied Linguistics* (pp. xx-xx). Oxford, UK: Wiley-Blackwell.

Learned, J., Stockdill, D., & Moje, E.B. (2011). Integrating reading strategies and knowledge building in adolescent literacy instruction. In A.E. Farstrup & J. Samuels (Eds.), *What Reading Research Has to Say to Reading Instruction* (pp. 159-185). Newark, DE: International Reading Association.

Moje, E. B., Stockdill, D., Kim, K., & Kim, H. (2011). The role of text in disciplinary learning. In M. Kamil, P. D. Pearson, P. Mosenthal, P. Afflerbach, & E. B. Moje (Eds.), *Handbook of Reading Research, (Vol. IV, pp. 453-486)*. Mahwah, NJ: Erlbaum/Taylor & Francis.

Moje, E. B. (2010). Developing disciplinary discourses and identities: What's knowledge got to do with it? In G. L. Bonilla & K. Englander (Eds.), *Discourses and identities in contexts of educational change*. New York: Peter Lang.*

*Also published in Spanish in: López Bonilla, G. & Pérez Fragoso, C. (Coords) (2010). *Discursos e identidades en contextos de cambio educativo*. México: Editorial Plaza y Valdés/ Benemérita Universidad Autónoma de Puebla.

Moje, E. B. (2010). Comprehending in the content areas: The challenges of comprehension, grades 7-12, and what to do about them. In K. Ganske & D. Fisher (Eds.), *A comprehensive look at reading comprehension, K-12* (pp. 46-72). New York: Guilford.

Solomon, T. C., Van der Kerkhof, M. H., & Moje, E. B. (2010). When is a detail seductive? On the challenges of constructing and teaching from engaging science texts. In A. J. Rodriguez (Ed.), *Science Education as a Pathway to Teaching Language Literacy*. Rotterdam, The Netherlands: Sense Publishers.

Moje, E. B., & Speyer, J. (2008). The reality of challenging texts in high school social studies and science: How teachers can mediate comprehension. In K. Hinchman & H. Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 185-211). New York: Guilford.

Moje, E. B. (2008). Responsive literacy teaching in secondary school content areas: The research we have, the research we need. In M. Conley (Ed.), *Adolescent literacy policy and instruction: The research we have and the research we need* (pp. 58-87). New York: Guilford Press.

Moje, E. B. (2008) Youth cultures, literacies, and identities in and out of school. In J. Flood, S. B. Heath, & D. Lapp, (Eds.), *Handbook of research in teaching the communicative and visual arts* (pp. 207-219). Mahwah, NJ: Erlbaum. PR

Moje, E. B. (2008). Everyday funds of knowledge and school discourses. In M. Martin-Jones, & A. Mejia (Eds.), *Encyclopedia of Language and Education, Volume 3* (pp. 341-355). Berlin, Germany: Springer. BPR

Sutherland, L.M., Botzakis, S., Moje, E. B., Alvermann, D. E. (2008). *Drawing on youth cultures in content literacy learning*. In Lapp, D., Flood, J., & Farnan, N. (Eds.), *Content area reading and learning*, (pp. 133-156). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Martinez, M. (2007). The role of peers, families, and ethnic identity in the educational persistence of Latino youth. In A. Fuligni (Ed.), *Contesting stereotypes and creating identities*, (pp. 209-238). New York: Russell Sage.

Moje, E. B., & Lewis, C. (2007). Examining opportunities to learn literacy: The role of critical sociocultural literacy research. In C. J. Lewis, P. Enciso, & E. B. Moje (Eds.), *Reframing sociocultural research on literacy: Identity, agency, and power*. (pp. 15-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2006). Achieving identities: Why youth identities matter in their school achievement. In V. O. Pang & R. Jimenez (Eds.), *Race, Ethnicity, and Education*, (Volume 2, pp. 133-156). Westport, CT: Greenwood Press/Praeger.

Sutherland, L.M., Meriweather, A., Rucker, S., Sarratt, P., Hines-Hale, Y., Moje, E.B, & Krajcik, J. (2006). "More emphasis" on scientific explanation: Developing conceptual understanding while developing scientific literacy. In R. E. Yager (Ed.), *Exemplary science in grades 5-8: Standards-based success stories* (pp. 99-113). Arlington, VA: National Science Teachers Association Press.

Textual Tools Study Group.* (2006). Developing scientific literacy through the use of literacy teaching strategies. In *Linking Science and Literacy in the K-8 Classroom* (pp. 261-285). Washington, DC: NSTA.

* The Textual Tools Study Group is a research and development team led by Moje and comprised of researchers and graduate students from the University of Michigan, as well as teachers from the Detroit Public Schools. Members are Elizabeth Birr Moje, LeeAnn M. Sutherland, Kalonda Colson, Chevon Kay, Kerry Girardin, Yulonda Hale, Denise Wallace Hytower, Shomari Jabulani, Alycia Meriweather, Alissa Naymark, Mary Heitzman, Tanya Cleveland, Deborah Peek-Brown, Theresa Rice, Nonye Alozie, Joseph Krajcik.

Moje, E. B., & Dillon, D. (2006) Adolescent identities as demanded by science classroom discourse communities. In D. Alvermann, D. Moore, K. Hinchman, B. Waff, & S. Phelps (Eds.), *Reconceptualizing Adolescents' Literacies: A Revision* (pp. 85-106). Mahwah, NJ: Erlbaum.

Moje, E. B., & van Helden, C. (2005). Doing popular culture: Troubling discourses about youth. In J. Vadeboncoeur & L. Stevens (Eds.), *Re/Constructing 'the adolescent': Sign, symbol and body* (pp. 211-247). New York: Peter Lang.

Moje, E. B. (2004). Powerful spaces: Tracing the out-of-school literacy spaces of Latino/a youth. In K. Leander and M. Sheehy (Eds.), *Spatializing literacy research and practice* (pp. 15-38). New York, Peter Lang.

Moje, E. B., Peek-Brown, D., Sutherland, L. M., Marx, R. W., Blumenfeld, P., Krajcik, J. (2004). Explaining explanations: Developing scientific literacy in middle-school project-based science reforms. In D. Strickland & D. E. Alvermann, (Eds.), *Bridging the gap: Improving literacy learning for preadolescent and adolescent learners in grades 4-12* (pp. 227-251). New York: Teachers College Press.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In J. Dole & T. Jetton (Eds.), *Adolescent literacy research and practice* (pp. 331-350). New York: Guilford Press.

Young, J.P., Dillon, D. R., & Moje, E. B. (2002). Shape-shifting portfolio youth: millennials, literacies, and the game of life. In D. E. Alvermann, (ed.), *Adolescents' multiliteracies in a digital world* (pp. 114-131). New York: Peter Lang.

Moje, E. B. (2002). Graffiti. In B. J. Guzzetti, (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 208-212). Santa Barbara: ABC-CLIO.

Moje, E. B. (2002). Literacy in informal settings. In B. J. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (315-318). Santa Barbara: ABC-CLIO.

Moje, E. B., Willes, D. J., & Fassio, K. (2001). Constructing and negotiating literacy in a writer's workshop: Literacy teaching and learning in the seventh-grade. In E. B. Moje & D. G. O'Brien (Eds.), *Constructions of literacy: Studies of literacy teaching and learning in secondary classrooms and schools* (pp.193-212). Mahwah, NJ: Lawrence Erlbaum Associates.

O'Brien, D. G., Moje, E. B., & Stewart, R. A. (2001). Exploring the contexts of secondary literacy: Literacy in people's everyday school lives. In E. B. Moje & D. G. O'Brien (Eds.), *Constructions of literacy: Studies of literacy teaching and learning in secondary classrooms and schools* (pp. 27-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2000). Using cases of inclusion in a secondary content literacy methods course. In S. E. Wade (Ed.), *Preparing teachers for inclusive education: Case pedagogies and curricula for teacher educators* (pp. 101-123). Mahwah, NJ: Lawrence Erlbaum Associates.

Wade, S. E., & Moje, E. B. (2000). The role of text in classroom learning. In Kamil, M., Mosenthal, P., Barr, R., & Pearson, P. D. (Eds.), *The handbook of research on reading*. (Volume III, pp. 609-627). Mahwah, NJ: Lawrence Erlbaum Associates.

Wade, S. E., & Moje, E. B. (2000). An introduction to case pedagogies for teacher educators. In S. E. Wade (Ed.), *Preparing teachers for inclusive education: Case pedagogies and curricula for teacher educators* (pp. 101-123). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., Remillard, J. T., Southerland, S., & Wade, S. E. (1999). Researching case pedagogies to inform our teaching. In M. Lundeborg, B. Levin, & H. Harrington (Eds.) *Who learns what from cases: The research base for teaching with cases* (pp. 73-94). Mahwah, NJ: Lawrence Erlbaum Associates.

Dillon, D. R., & Moje, E. B. (1998). Listening to the talk of adolescent girls: Lesson about literacy, school, and lives. In D. A. Alvermann, K. A. Hinchman, D. Moore, S. Phelps, & D. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives* (pp. 193-224). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Shepardson, D. P. (1998). Social interactions and children's changing understandings of electric circuits. In B. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp. 17-26). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Shepardson, D. P. (1998). Social interactions and children's changing understandings of electric circuits: Exploring unequal power relations in “peer”-learning groups. In B. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp. 225-234). Mahwah, NJ: Lawrence Erlbaum Associates.

Journal Articles

Rainey, E., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write and think within ELA and across the disciplines. *English Education*. (Invited)

Bain, R. B., & Moje, E. B. (2012). Mapping the teacher education terrain for novices. *Phi Delta Kappan*, 93(5): 62-65. (Invited)

Pearson, P. D., Moje, E. B., & Greenleaf, C. (2011). Literacy and science—Each in the service of the other. *Science*, 328, 459-463.

Snow, C. E., & Moje, E. B. (2010). What is adolescent literacy? Why is everyone talking about it now? *Phi Delta Kappan*, 91(6), 66-69. (Invited)

Alozie, N.M., Moje, E. B., & Krajcik, J. S. (2010). An analysis of the supports and constraints for scientific discussion in high school project-based science. *Science Education*, 94(3), 395-427.

Moje, E. B., & Luke, A. (2009). Literacy and identity: Examining the metaphors in history and contemporary research. *Reading Research Quarterly*, 44(4), 415-437.

Moje, E. B. (2009). A call for new research on new and multi-literacies. *Research in the Teaching of English*, 43(4), 348-362. (Invited)

Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy*, 52(2), 96-107. (Invited)

Moje, E. B., Overby, M., Tysvaer, N., Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 107-154.

Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy. In L. Parker (Ed.), *Review of research in education*, (pp. 1-44). Washington, DC: American Educational Research Association.

Moje E. B., Tucker-Raymond, E., Varelas, M., & Pappas, C. (2007). Giving oneself over to science: Exploring the roles of subjectivities and identities in learning science. *Cultural Studies of Science Education* 1(3), 593-601. (Invited).

Moje, E. B. (2006). Motivating texts, motivating contexts, motivating adolescents: An examination of the role of motivation in adolescent literacy practices and development. *Perspectives*, 32(3), 10-14.

Moje, E. B., Ciechanowski, K., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-71.

Lewis, C., & Moje, E. B. (2004). Sociocultural perspectives meets critical theory: Producing knowledge through multiple frameworks. *The International Journal of Learning*, 10.

Moje, E.B., & Sutherland, L. M. (2003). The future of middle school literacy teacher education. *English Education*, 149-164.

Moje, E.B., & MuQarib, M. (2003). Literacy and sexual identity. *Journal of Adolescent and Adult Literacy*, 47, 204-205. (Invited)

Landis, D. & Moje, E. (2003). Introduction: (Re)reading students' difficulties with reading and writing. *Reading & Writing Quarterly: Overcoming Learning Difficulties* 19(3), 199-204.

Moje, E. B. (2002). But where are the youth? Integrating youth culture into literacy theory. *Educational Theory*, 52, 97-120.

McCarthy, S. and Moje, E. B. (2002). Identity matters. *Reading Research Quarterly*, 37, 228-237.

Moje, E. B. (2002). Re-framing adolescent literacy research for new times: Studying youth as a resource. *Reading Research and Instruction*, 41, 207-224.

Moje, E. B., Collazo, T., Carrillo, R., & Marx, R. W. (2001). "Maestro, what is quality?": Language, literacy, and discourse in project-based science. *Journal of Research in Science Teaching*, 38(4), 469-496.

Moje, E. B. (2000). "To be part of the story": The literacy practices of "gangsta" adolescents. *Teachers College Record*, 102, 652-690.

Moje, E. B. (2000). Circles of kinship, friendship, position, and power: Examining the community in community-based literacy research. *Journal of Literacy Research*, 32, 77-112.

Moje, E. B. (2000). Changing our minds, changing our bodies: Power as embodied in research relations. *International Journal of Qualitative Studies in Education*, 13(1), 1-18.

Moje, E. B. (2000). Snippet: What will classrooms and schools look like in the new millennium? *Reading Research Quarterly*, 35, 128-129. (Invited)

Moje, E. B., Dillon, D. R., & O'Brien, D. G. (2000). Re-examining the roles of the learner, the text, and the context in secondary literacy. *Journal of Educational Research*, 93, 165-180.

Moje, E. B., Young, J., Readence, J. E., Moore, D. W. (2000). Reinventing adolescent literacy for new times: A commentary on perennial and millennial issues in adolescent literacy. *Journal of Adolescent and Adult Literacy*, 43, 400-411.

Moje, E. B. (1999). From expression to dialogue: A study of social-action literacy projects in an urban school setting. *Urban Review*, 31, 305-330.

Shepardson, D. P., & Moje, E. B. (1999). The role of anomalous data in restructuring fourth graders' frameworks for understanding electric circuits. *International Journal of Science Education*, 21(1), 77-94.

Hinchman, K. A., & Moje, E. B. (1998). Locating the social and political in secondary school literacy. *Reading Research Quarterly*, 33, 117-128.

Moje, E. B. (1997). Exploring discourse, subjectivity, and knowledge in chemistry class. *Journal of Classroom Interaction*, 32, 35-44.

Moje, E. B., & Wade, S. E. (1997). What case discussions reveal about teacher thinking. *Teaching and Teacher Education*, 13, 691-712.

Moje, E. B. (1996). "I teach students, not subjects": Teacher-student relationships as contexts for secondary literacy. *Reading Research Quarterly*, 31, 172-195.

Brozo, W. G., Brobst, A., & Moje, E. (1995). From ability groups to cooperative meaning-making of literature: A personal view of teacher change. *Childhood Education*, 71, 70-73.

Moje, E. B. (1995). Talking about science: An interpretation of the effects of teacher talk in a high school classroom. *Journal of Research in Science Teaching*, 32, 349-371.

Moje, E. B., & Handy, D. (1995). Using literacy to modify traditional assessments: Alternatives for teaching and assessing content understanding. *The Journal of Reading*, 38, 612-625.

O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary curriculum: Strategies, goals, and classroom realities. *Reading Research Quarterly*, 30, 442-463.

Dillon, D. R., O'Brien, D. G., Moje, E. B., & Stewart, R. A. (1994). Literacy learning in science classrooms: A cross-case analysis of three qualitative studies. *Journal of Research in Science Teaching* 31, 345-362.

Moje, E. B. (1994). Life experiences and teacher knowledge: How a content teacher decides to use literacy strategies. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice. The Forty-Third yearbook of the National Reading Conference* (pp. 153-161). Chicago: National Reading Conference.

Moje, E. B., Brozo, W. G., & Haas, J. (1994). Portfolios in a high school classroom: Challenges to change. *Reading Research and Instruction*, 33, 275-292.

Shepardson, D. P., & Moje, E. B. (1994). The nature of fourth graders' understandings of electric circuits. *Science Education*, 78, 489-514.

Shepardson, D. P., Moje, E. B., & McClelland, A. K. (1994). The impact of a science demonstration on children's understandings of air pressure. *Journal of Research in Science Teaching*, 31, 243-258.

Elster, C. A., & Moje, E. B. (1993). Literacy and diversity: Do we need dichotomies or not? In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice, The Forty-Second Yearbook of the National Reading Conference* (pp. 117-123). Chicago: National Reading Conference, Inc.

Moje, E. B., Enerson, D. L., & Dillon, D. R. (1993). Proposing new directions: research dialogues. In D. R. Dillon (Ed.), *Research, practice, and reflection in education: The scientist-practitioner model and practice* (pp. 21-37). (Research and Development Monograph No. 1). West Lafayette, IN: Purdue University School of Education.

Essay/Book Reviews

Moje, E. B., & Ingalls, R. L. (2003). Revisiting *Just Girls*: Questions for the Twenty-First Century. [Essay review of the book, *Just Girls: Hidden literacies and life in junior high school.*] *Belles Lettres*, IV(2).

Moje, E. B. (2001). [Review of the book, *Elusive Culture*] *Journal of Curriculum Studies*, 33, 3, 371-375.

Guzzetti, B., Boyd, C., Edelsky, C., Kanevsky, R., Mason, K., & Moje, E. (1996). [Review of the book *Talking their way into science: Hearing children's questions and theories, Responding with curricula.*] *Journal of Literacy Research*, 28, 451-457 .

Moje, E. B., & Reynolds, R. E. (1996). [Review of the book *Verbal protocols of reading: The nature of constructively responsive reading.*] *Contemporary Educational Psychology*, 580.

Other publications

Yearbooks

Dressman, M., O'Brien, D., Rogers, T., Ivey, G., Wilder, P., Alvermann, D., Moje, E., Leander, K. (2006). Problematizing adolescent literacies: Four instances, multiple perspectives. In J. V. Hoffman, D. L. Schallert, C.M. Fairbanks, J. Worthy, & B. Maloch (Eds.), 55th Yearbook of the National Reading Conference (pp. 141-154). Oak Creek, WI: National Reading Conference.

Reports

*Lesgold, A., & Welch-Ross, M. (Eds.) (2011). National Academy of Science (National Research Council Committee on Adolescent & Adult Literacy). *Improving Adult Literacy Instruction*. Washington, DC: National Academies Press.

Moje, E. B. (2010). *Advancing Adolescent Literacy: Redesigning Preservice Literacy Teacher Education for College and Career Readiness*. Report to Carnegie Corporation of New York. New York: Carnegie Corporation of New York.

Adolescent Literacy Council Carnegie Corporation of New York (2010). *Adolescent literacy: A time to act*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation. (Launched September, 2009) www.carnegie.org.

Moje, E. B. & Tysvaer, N. (2010). *Adolescent literacy development in out-of-school time: A practitioner's guidebook*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation. Available at www.carnegie.org.

Moje, E. B., & Eccles, J. (2005.) *Out-of-school programs for adolescent literacy development: A review of the literature*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation.

*Participated in writing and editing multiple chapters as an National Academy of Sciences/National Research Council committee member.

**Participated in the preparation of this report as a member of the Adolescent Literacy Council of the Carnegie Corporation of New York.

***This report was published as an Appendix to *Adolescent literacy development in out-of-school time: A practitioner's guidebook*.

Journal Articles

Moje, E. B. (2010-2011). Response: Heller's "In praise of amateurism: A friendly critique of Moje's 'call for change' in secondary literacy." *Journal of Adolescent & Adult Literacy*, 54(4), 275-278.

Moje, E. B. (2009). Comments on Reviewing adolescent literacy reports: Key components and critical questions. *Journal of Literacy Research*, 41(4), 1-6.

Caroff, S. F., & Moje, E. B. (1992). A conversation with David Wiesner: 1992 Caldecott Medal winner. *The Reading Teacher*, 46(4), 284-289.

Moje, E. B., & Shyu, W. (1992). Oh, the places you've taken us: RT's tribute to Dr. Seuss. *The Reading Teacher*, 45(9), 670-677.

Under Review and In Preparation

Stockdill, D., & Moje, E. B. (in revision). *Adolescents as readers of social studies: Examining the relationship between students' everyday and social studies literacies and learning*.

Moje, E. B., Stockdill, D., Learned, J. E., Kim, H., Kolb, C., Rainey, E., & Nguyen, M. (in revision). *Reading the adolescent reader*.

Tang, K., Delgado, C., & Moje, E. B. (in revision). *Semiotic affordances and translations of multimodal representations for science meaning-making*.

Moje, E. B., Sutherland, L. M., Solomon, T. C., & Van Der Kerkhof, M. H. (in revision). *Integrating literacy instruction into secondary school science inquiry: The challenges of disciplinary literacy teaching and professional development*.

Tang, K., Tighe, S., & Moje, E. B. (in preparation). *Multimedia text-synergy: A pedagogy to bridge adolescents and school science literacies*. Manuscript in preparation.

Tang, K., Tighe, S., & Moje, E. B. (in preparation). Literacy in the science classroom. In P. Smagorinsky & J. M. Flanagan, (Eds.), *Literacy across the curriculum: Teaching dilemmas and effective solutions, Grades 6-12*. Thousand Oaks, CA: Corwin Press. Book chapter in preparation.

Moje, E. B., & Bain, R. B. (in preparation). Restructuring teacher education for disciplinary literacy. Manuscript in preparation.

Moje, E. B. (in preparation). *Underneath the Streets of Detroit: Cultures, literacies, and identities in the lives of youth*. Book manuscript in preparation.

Moje, E. B., Bain, R. B., Birdyshaw, D., Douglas, E., & Stull, M. (in preparation). *How do we study preservice teacher learning? The challenges and possibilities of tools for assessment and research on teacher learning*. Manuscript in preparation.

Stockdill, D., Learned, J. E., Nguyen, M., Rainey, E., Rappa, N., & Moje, E. B. (in preparation). *Complicating "achievement" in adolescent literacy: exploring patterns among and differences between higher and lower achieving adolescent readers*. Manuscript in preparation.

Grants/Fellowships

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|-----------|---|
| 2012-2014 | Elizabeth Moje (PI). <i>Reforming the Traditional School Schedule: The Detroit School of Arts DPS-U-M Partnership School Project</i> , Ford Foundation, \$300,000. |
| 2010-2012 | Elizabeth Moje (PI). Detroit Public Schools Foundation Grant, \$50,000. |
| 2007-2009 | Elizabeth Moje (PI). <i>Assessing Secondary Teachers' Disciplinary Literacy Knowledge and Practice: Building Prototypes</i> , Carnegie Corporation of New York, \$24,860. |
| 2007 | Elizabeth Moje (PI) with Nicole Tysvaer, Project Manager. Michigan Community Compact Grant, Toward Brighter Futures. \$6,000. |
| 2006 | Elizabeth Moje (PI). Ginsberg Faculty Initiative Grant. Ginsberg Center, University of Michigan, \$3000, (Nicole Tysvaer, Project Manager) |
| 2005-2008 | Elizabeth Moje (Project Director and Principal Investigator), <i>Advancing Adolescent Literacy Learning in the Disciplines</i> , Carnegie Corporation of New York, \$99,900. (Bob Bain and Patricio Herbst, collaborators) |
| 2003-2009 | Elizabeth Moje (Project Director and Principal Investigator), Jacquelynne Eccles (Co-PI), <i>An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development</i> , National Institutes of Health; \$2,644,531. |
| 2000-2005 | Elizabeth B. Moje— <i>Making Makin' It Possible</i> . William T. Grant Foundation Faculty Scholars Program; \$290,000. |

- 2004-2005 Elizabeth B. Moje (Co-Principal Investigator), *Developing Scientific Literacy Through the Use of Innovative Textual Tools, Supplement to Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry through Learning Technologies* Joseph Krajcik (Principal Investigator), National Science Foundation, \$96,270.
- 2001-2004 Joseph Krajcik, Ronald Marx, Phyllis Blumenfeld, and Elizabeth Moje (Krajcik, Project Director & Principal Investigator)--*Teaching Practices to Promote Science Understanding through Inquiry and Technology in Urban Schools*, National Science Foundation; \$1,999,738.
- 2001-2004 Joseph Krajcik, Ronald Marx, Phyllis Blumenfeld, Barbara Hug, and Elizabeth Moje (Krajcik, Project Director & Principal Investigator)--*Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry using Learning Technologies*, National Science Foundation.
- 2000-2002 Elizabeth B. Moje--*Including Language, Literacy, and Community in Standards-Based Science Education Reform: Toward Culturally and Linguistically Responsive Curriculum*. National Science Foundation; \$98, 792.
- 1999 Elizabeth B. Moje and Kathleen Hall--*Changing Practices in Ethnography*. National Academy of Education/Spencer Foundation; \$5,850.
- 1997-1999 Elizabeth B. Moje--"*Graffiti is a state of mind and a sign of respect*": A study of marginalized adolescents' literacy practices (Phase 2); 1997 National Academy of Education/Spencer Post-Doctoral Fellowship; \$40,000.
- 1996 Elizabeth B. Moje--"*Graffiti is a state of mind and a sign of respect*": A study of marginalized adolescents' literacy practices (Phase 1); 1996 Elva Knight Research Grant Competition, International Reading Association; \$5,000.
- 1996 Elizabeth B. Moje--University of Utah Faculty Fellowship; \$3,000.
- 1995 Elizabeth B. Moje--*Revisioning Writing: An Action Research Study of Seventh-Grade Writing Instruction*; 1995-97 Faculty Research Grant, University Research Committee; \$6,000.
- 1995 Elementary Education Teaching Case Committee, Elizabeth Moje, Chair--*Teaching Case Project*; 1994/95 University Teaching Committee, Individual Teaching Grants Program; \$2,000.