

CURRICULUM VITAE

ELIZABETH BIRR MOJE

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AREAS OF SPECIALIZATION:

Urban Youth Culture and Youth Literacy
Content Area/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

- 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

- 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; *Faculty Affiliate*, Latino/a Studies Program.
- 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; *Faculty Affiliate*, Latino/a Studies Program.
- 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

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

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 Frago, 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

Pearson, P. D., Moje, E. B., & Greenleaf, C. (2010). 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

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 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

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.

Grants/Fellowships

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| 2011 | Robert B. Bain (co-PI) and Elizabeth Birr Moje (co-PI). <i>Developing Disciplinary Literacy for Civic Engagement</i> . In progress for submission to the Spencer Foundation. |
| 2007 | 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) |
| 2005-2007 | 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) |

- 2003-2007 Elizabeth Moje (Project Director and Principal Investigator), Jacquelynne Eccles (Co-PI), *An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development*, National Institutes of Health; \$2,644,531.
- 2000-2005 Elizabeth B. Moje—*Making Makin' It Possible*. 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.

Scholarly Papers

Moje, E. B. (2010). *Leveraging what we know: A literacy agenda for the 21st century (adolescent/disciplinary literacy)*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO. (Invited: Presidential Session)

Moje, E. B. (2010). *The preparation of aspiring educational researchers in the empirical qualitative and quantitative traditions of social science*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO. (Invited: Presidential Session)

Moje, E.B., Kim, H., Learned, J., Stockdill, D., Kolb, C. L., Nguyen, M., Rainey E., (2010). *Examining youth reading and writing from many angles: What multiple theories and methods reveal about who young people are as literate beings*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Moje, E. B. (2010). *Supporting the academic language and disciplinary literacy learning of english language learners*. Paper presented at the annual meeting of the annual meeting of the International Reading Association, Chicago, IL.

Moje, E. B. (2009). *Alternative models for literacy teacher education: A discussion of possibilities and challenges for teacher educators and policy makers*. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, NM.

Moje, E. B. (2009). *Youth popular literacies and school literacies: Exploring the in-between*. Paper presented at the annual meeting of the International Reading Association, Toronto, Canada.

Moje, E. B. (2009). *Literacy in the disciplines: Helping youth navigate from everyday to disciplinary literacy practices*. Paper presented at the annual meeting of the International Reading Association, Toronto, Canada.

Douglas, E., Moje, E. B., & Bain, R. B. (2009, April). *Cultural models of discipline and subject matter: An examination of preservice teacher discourse on content knowledge*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Moje, E. B. (2009, April). *Developing disciplinary discourses and identities: What's knowledge got to do with it?* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Moje, E. B. (2008, December). *Hybridity, literacy, and subject-matter learning: The power and pitfalls of hybridity theory in practice*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Douglas, E., Moje, E. B., & Bain, R. B. (2008, December). *Cultural models of discipline and subject matter: An examination of undergraduate secondary preservice teacher thinking*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Johnson, C. M.A., Stull, M. Bain, R. B., & Moje, E. B. (2008, December). *History/social science preservice teachers' models of students as readers*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B. (2008, July). *Reading the adolescent reader: Identities, cultures, interests, and skills in young people's literate practice*. Keynote presented at the annual meeting of the United Kingdom Literacy Association, Liverpool, England.

Moje, E. B. (2008, May). *Adolescent literacy intervention, motivation, and comprehension: Recent findings of the NICHD-ED Research Consortium*. Symposium paper presented at the annual convention of the International Reading Association, Atlanta, GA.

Moje, E. B., & Tysvaer, N. (2008, May). *Afterschool programs for adolescent literacy development*. Paper presented at the annual convention of the International Reading Association, Atlanta, GA.

Moje, E. B., (2008, April). *Developing disciplinary discourses and identities: What's knowledge got to do with it?* Paper presented at the Conference on Discourse, Identity, and Educational Practices Universidad Autónoma de Baja California, Ensenada, Mexico.

Moje, E. B., Overby, M., Tysvaer, N., & Morris, K. (2008, March). *The complex world of adolescent literacy: Myths, motivations, and mysteries*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Stockdill, D. & Moje, E. B. (2008, March). *Adolescents as readers of social studies: examining the relationship between students' everyday and social studies literacies and learning*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Russell, S. L., Cleveland, T., Stockdill, D., & Moje, E. B. (2008, March). *How do adolescents make sense of content area texts? Adolescent readers' responses to three social studies textbook passages*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Tysvaer, N. & Moje, E. B. (2008, March). *Out-of-school time and civic engagement: Creating fertile ground for community youth involvement*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E. B., Douglas, E., Birdyshaw, D., & Bain, R. B. (2007, December). *How do we study preservice teacher learning? The challenges and possibilities of tools for assessment and research on teacher learning*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Rackley, E., Moje, E. B., & Birdyshaw, D. (2007, December). *Preservice teachers' conceptions of disciplines and disciplinary literacy*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B., & Tysvaer, N. (2007, December). *New approaches for adolescent literacy learning in non-school hours*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B. (2007, December). *Exploring power and authority in research reviews/syntheses: a synthesis of research syntheses*. Synthesis paper presented at the Pre-Conference Institute of the annual meeting of the National Reading Conference, Austin, TX. (Invited address).

Moje, E. B. (2007, May). *Advancing adolescent literacy learning in the disciplines: A preservice teacher research and development project*. Paper presented at the Research Research 2007, International Reading Association, Toronto, Canada.

Moje, E. B. (2007, May). *Comprehending in the content areas: The challenges of comprehension, grades 7-12, and what to do about them*. Keynote presented at a Pre-Conference Institute, annual meeting of the International Reading Association, Toronto, Canada.

Moje, E. B. (2007, April). *Social and cultural influences on adolescent development*. Symposium paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Tysvaer, N., Morris, K., & Moje, E. B. (2007, April). *Reading out of school: What matters? An examination of the relationship between out-of-school youth literacy practices and academic achievement in one urban context*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Moje, E. B. (2007, April). *Examining opportunities to learn literacy*. Panel paper presented at the Language and Social Processes SIG Meeting of the American Educational Research Association, Chicago, IL. (Invited).

Cleveland, T., Heitzman, M., & Moje, E. B. (2007, April). *When is a detail seductive? On the challenges of constructing and teaching from engaging science texts*. Paper presented at the Second Annual Institute on Science Education Research, Chicago, IL. (Invited).

Moje, E. B. (2006, November). *Responsive literacy teaching: What does disciplinary literacy have to do with it?* Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Moje, E. B. (2006, May). *Studies of adolescent literacy in and out of school: Implications for secondary school youth, teachers, and texts (Invited Featured Speaker, Research Strand)*. Paper presented at the annual convention of the International Reading Association, Chicago, IL.

Watt, H. R. M., Moje, E. B., & Richardson, P. (2006, April). *More than reading books: Examining the range of adolescent literacy and relationships to academic and social well-being*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B., Watt, H. R.M., & Tysvaer, N. (2006, April). *Youth as whole beings: An examination of the place of literacy in relation to other activities and identities*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Sutherland, L. M., Moje, E. B., Cleveland, T. E., & Heitzman, M. (2006). *Incorporating literacy learning strategies in an urban middle school chemistry curriculum: Teachers' successes and dilemmas*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B., Sutherland, L. M., Cleveland, T. E., & Heitzman, M. (2005, November). *Reading and writing in science: Multiple text types in scientific literacy learning*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje, E. B. (2005, December). *Adolescent literacy as a domain of study, practice, and policy*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje E. B. (2005, May). *Everyday youth literacies: Implications for content area teaching and learning*. (Invited featured speaker). Paper presented at the annual meeting of the International Reading Association, San Antonio, TX.

Moje, E. B. (2005, May). *Adolescent literacy research roundtable session*. Roundtable paper presented at the annual meeting of the International Reading Association, San Antonio, TX.

Moje, E. B. (2005, May). *Examining the social and cultural influences on adolescent literacy development A longitudinal study*. Symposium paper presented at the annual paper meeting of the International Reading Association, San Antonio, TX.

Moje, E. B. (2005, April). *Meeting the literacy demands of deep content area learning: Teaching practices for adolescent literacy*. International Reading Association Reading Research 2005. San Antonio, TX.

Moje, E. B., Sutherland, L. M., Peek-Brown, D., Krajcik, J., & Heitzman, M. (May, 2005). *Reading and writing as tools for doing and learning science scientific literacy practices in urban, middle-school science classrooms*. Paper presented at the annual meeting of the International Reading Association, Pre-Conference Institute, San Antonio, TX.

Moje, E. B., & Martinez, M. (2005, April). *The role of peers, families, and ethnic identity in the educational persistence of Latino youth*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Moje, E. B. (2005, March). *Critical literacy as a tool for learning*. Paper presented at the annual meeting of the Michigan Reading Association, Grand Rapids, MI.

VanderPloeg, L. S., & Moje, E. B. (2004, December). *Urban youth reading for "real": Intersections of race, ethnicity, relationships, and urban experience*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Moje, E. B. (2004, December). *Federal adolescent literacy policy: Implications for administration, policy, and the adolescent literacy research community*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Moje, E. B., Peek-Brown, D., Sutherland, L. M., Marx, R. W., Blumenfeld, P., Krajcik, J. (2004, May). *Explaining explanations: Developing scientific literacy in middle-school project-based science reforms*. Paper presented at Pre-Conference Institute on Bridging the Achievement Gap in Adolescent Literacy, annual meeting of the International Reading Association, Reno, Nevada.

Ellis, L. M., Moje, E. B., & VanDerPloeg, L. S. (2004, April). *Listening for the call and response: Hearing the second personas in texts and the youth who resignify them*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Moje, E. B. (2004, March) *Doing Identity: On the complexities of researching social identities with urban youth*. Paper presented at the annual meeting of the Society for Research on Adolescence, Baltimore, MD.

Moje, E. B. (2003, December). *Powerful spaces: Tracing the out-of-school literacy spaces of Latino/a youth*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ

Sutherland, L. M., Moje, E. B., Peek-Brown, D., Marx, R., Blumenfeld, P., & Krajcik, J. (2003, December). *Making scientific explanations: The development of scientific literacy in project-based science classrooms*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Moje, E. B., & Lewis, C. (2003, November). *Sociocultural perspectives meet critical theories: Producing knowledge through multiple frameworks*. Symposium panel, New Directions in Socio-cultural Research on Literacy: Agency and Power in the Production of Knowledge. Paper presented at the annual meeting of the National Council of Teachers of English, San Francisco, CA.

Lewis, C., & Moje, E.B. (2003, July). *Sociocultural theories meet critical theories: Producing knowledge through multiple frameworks*. Learning Conference, London, England.

Moje, E. B. (2003, May). *Unsanctioned literacies in the everyday lives of youth: Implications for content area teaching and learning*. Paper presented at the annual meeting of the International Reading Association, Orlando, FL.

Moje, E. B. (2003, May). *"What kind of person do you think I am?" Urban youth talk and write about identity and literacy in a global world. Roundtable paper* presented at the annual meeting of the International Reading Association, Orlando, FL.

Ciechanowski, K. & Moje, E. B. (2002, December). *Youths' language and literacy practices in enactments of identity*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje, E. B., McIntosh Ciechanowski, K., Carrillo, R., Ellis, L., & Kramer, K. (2002, April). *"I'm not white:" Racial and ethnic identity representations among Latino/a youth in urban spaces*. Paper presented at the annual meeting of the Society for Research on Adolescence, New Orleans, LA.

Moje, E. B., and Ciechanowski, K. (2002, April). *Literacy, language, and life in the millennial world: A study of latino/a youth literacy in one urban community*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Young, J.P., Dillon, D. R., & Moje, E. B. (2002). *Shape-shifting portfolio youth: millennials, literacies, and the game of life*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Moje, E. B., McIntosh Ciechanowski, K., & Athan, R. (2001, December). *Looking for the third space: Exploring the intersections of community and classroom discourses*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas.

Moje, E. B. (2001, December). *Secondary Literacy Programs: What if?* Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas.

Moje, E. B. (2001, December). *Preparation for new literacy researchers in multi-epistemological, multi-methodological times: A panel discussion.* Paper presented in panel discussion at the annual meeting of the National Reading Conference, San Antonio, Texas.

Moje, E. B. (2001, April). *Space matters: Examining the intersections of literacies, identities, and physical and social spaces.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Moje, E. B. (2001, April). *Research on real people in unreal times: Relational dilemmas in research with urban youth.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Hall, K. & Moje, E. B. (2001, April). *More than method: Teaching and mentoring future educational ethnographers.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Collazo, T., Moje, E. B. and Carrillo, R. (2001, April). *Voice in science classrooms: Exploring the potential for critical analysis.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Moje, E. B. (2000, December). *Merging official and unofficial literacies: Personal and political dilemmas in research with adolescents.* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, Arizona.

Moje, E. B. (2000, December). *Constructing "third space" for early adolescents: Merging disciplines and discourses.* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, Arizona.

Moje, E. B. (2000, April). *Examining the value of literacy, awareness, and struggle in negotiating access for marginalized youth.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Carrillo, R., Moje, E. B., & Marx, R. W. (2000, April). *A Latino family computer program: Socially constructed discourse and the production of multiliteracies.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Moje, E. B., Collazo, T., & Carrillo, R., Marx, R. W. (2000, April). *"Maestro, what is 'quality'?: Toward developing linguistically responsive science curricula.* Paper presented at the annual meeting of the National Association of Research in Science Teaching, New Orleans, LA.

Moje, E. B. (2000, March). *Constructing "third space" for struggling adolescents: Merging disciplines and discourses.* Position paper presented at the High School Reading Symposium National Center on Education and the Economy, Washington, DC.

Moje, E. B. (1999, December). *Representing representing: The complexities of ethnographic representation in studies of street gang literacies.* Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B., & Collazo, T. (1999, December). *What's the water like where you live? Toward interdisciplinary science curricula*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B., Collazo, T., & Carrillo, R. (1999, November). *Toward the development of scientific literacy: A study of scientific literacy and reading achievement beyond the primary grades*. Paper presented at the symposium series of the Center for the Improvement of Early Reading Achievement, University of Michigan, Ann Arbor.

Moje, E. B. (1999, May). *Do we need to reinvent adolescent literacy? How to address the needs of marginalized readers*. Featured session paper presented at the annual meeting of the International Reading Association, San Diego, CA.

Moje, E. B. (1999, May). *"Graffiti is a state of mind and a sign of respect": A study of the literacy practices of "gangsta" adolescents (Phase I)*. Paper presented at the annual meeting of the International Reading Association, San Diego, CA.

Moje, E. B. (1999, April). *"To be part of the story": An analysis of the spaces available to urban adolescents in and out of school*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.

Moje, E. B. (1998, December). *Re-articulating and re-presenting the real: Literacy pedagogy and research as political action*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B. (1998, December). *Making nice, making change: On closeness, comfort, and change in classroom literacy research*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B. (1998, October). *"Graffiti is a state of mind and a sign of respect: A study of marginalized adolescents' literacy practices (Phase II)*. Paper presented at the Fall Forum of the National Academy of Education/Spencer Post-Doctoral Fellows Meeting, Palo Alto, CA.

Moje, E. B. (1998, April). *Changing our bodies, changing our minds: Power as embodied in research relations*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Moje, E. B., & Fassio, K. (1997, December). *Revisioning the writer's workshop*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Dillon, D. R., & Moje, E. B. (1997, December). *Listening to the talk of adolescent girls: Lesson about literacy, school, and lives*. Symposium paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Moje, E. B. (1997, June). *Changing our bodies, changing our minds: Problematizing closeness and collaboration in action research*. Paper presented at the Reclaiming Voice Conference on Ethnographic Inquiry and Qualitative Research in a Postmodern Age, Los Angeles, CA.

Dillon, D. R., & Moje, E. B. (1997, May). *Listening to the talk of adolescent girls: Lesson about literacy, school, and lives*. Symposium paper presented at the annual meeting of the International Reading Association, Atlanta, GA.

Moje, E. B., Thompson, A., Christiansen, R., & Zeitler, T. (1997, March). "Just kicken' it": *Literacy as sociocultural practice in an urban middle school*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Moje, E. B. (1997, March). *Burning down the house: Positionality in "action" research and teaching*. Paper presented at the annual meeting of the Conference on College Composition and Communication, Phoenix, AZ.

Moje, E. B. (1996, November). *Literacy practices in secondary content areas: Communication or demonstration?* Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.

Moje, E. B., & Thompson, A. (1996, September). *Sociocultural practices and learning to write in school: Exploring the communicative and transformative potential of gang literacies*. Paper presented at the IInd conference for socio-cultural research: Vygotsky-Piaget, Geneva, Switzerland.

Moje, E. B. (1996, April). *Constructing literacy as discourse in chemistry class*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E. B. (1996, April). *Teaching cases in a content literacy methods course*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E. B., & Wade, S. E. (1995, November). *Criss-crossing the content literacy landscape: A cross-case analysis of pre- and inservice teachers' experiences with teaching cases*. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA.

Moje, E. B. (1995, November). *Negotiating literacy in the writing workshop--Critical perspectives on learning and performing in cultures: Studies of intertextuality, semiotics, and subjectivity*. Symposium panel discussion at the annual meeting of the National Reading Conference, New Orleans, LA.

Moje, E. B. (1995, November). *Using e-mail as a tool to connect reading methods courses across universities*. Symposium panel discussion at the annual meeting of the National Reading Conference, New Orleans, LA.

Krockover, G. H., Shepardson, D. P., Moje, E. B., Reid, P., & Roth, M. (1995, October). *Strategies for incorporating literacy into a science inquiry lesson*. Symposium paper presented at the National Science Teachers Association Western Area Convention, Salt Lake City, UT. (Symposium title: Developing content for science and literacy assessment: The genetics of fruit flies).

Moje, E. B., Kyle, W. C., Jr., & Scott, T. A. (1995, April). *Building dialogic teaching and research communities in science education*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Francisco, CA.

Shepardson, D. P., & Moje, E. B. (1995, April). *Fourth graders' interpretive frameworks for understanding electric circuits*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Francisco, CA.

Moje, E. B. (1995, April). *The social construction of effective teaching: Issues for research and reform*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B., & Dillon, D. R. (1995, April). *A cross-case analysis of the influence of teacher-student relationships on student learning in high school classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B. (1994, December). *Change in children's frameworks for understanding electric circuits*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Moje, E. B. (1994, December). *The growth and change of teacher beliefs: Constructing and analyzing process models*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Moje, E. B., & Dillon, D. R. (1994, December). *"I teach students, not subjects": An interpretation of teacher-student relationships as foundations for literacy practices in high school content classrooms*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Dillon, D. R., & Moje, E. B. (1994, July). *Teachers' beliefs and practice: Science; Conversations about Literacy Pre-Conference Institute*. Paper presented at the 15th World Congress on Reading of the International Reading Association, Buenos Aires, Argentina.

Moje, E. B., & Dillon, D. R. (1994, April). *Using literacy in science classrooms: A cross-case analysis of two qualitative studies*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Shepardson, D. P., & Moje, E. B. (1994, March). *The nature of fourth graders' understandings of electric circuits and the role of anomalous data*. Paper presented at the National Association for Research in Science Teaching Annual Meeting, Anaheim, CA.

Moje, E. B. (1994, February). *Investigating the intersection of lived experiences: Life histories of three classroom participants*. Paper presented at the 15th Annual Ethnography in Education Forum, Philadelphia, PA.

Moje, E. B. (1993, December). *Life experiences and teacher knowledge: How a content teacher decides to use literacy strategies*. Paper presented at the 43rd Annual Meeting of the National Reading Conference, Charleston, SC.

Moje, E. B., Bularzik, E. M., & Takayoshi, P. (1993, November). *Creating new visions of literacy*. Paper presented at the Annual Convention of the National Council of Teachers of English, Pittsburgh, PA.

Shepardson, D. P., Moje, E. B., & Abell, S. K. (1993, April). *Fourth graders' change in conceptual understandings of electric circuits*. Paper presented at the National Association for Research in Science Teaching Annual Meeting, Atlanta, GA.

Moje, E. B. (1993, April). *What is research dialogue? Proposing a new direction: Research dialogue*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.

Dillon, D. R., Moje, E. B., King, J. R., & Stewart, R. A. (1992, December). *Understanding complexities - Part 2: A dialogue about qualitative research methodology*. Panel discussion at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Elster, C. A., & Moje, E. B. (1992, December). *Literacy, schooling, and diversity: Do we need dichotomies or not?* Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Moje, E. B. (1992, December). *Literacy in the chemistry classroom: An ethnographic study of effective teaching*. Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Elster, C. A., Moje, E. B., Mahurt, S. F., Stevens, H. M., Hughes, M. A., & Berg, S. D. (1992, November). *Whole language in non-mainstream classrooms: Opening the dialogue*. Paper presented at the 82nd Annual Convention of the National Council of Teachers of English, Louisville, KY.

Moje, E. B. (1992, February). *Teaching and learning literacy during chemistry class: An ethnographic study*. Paper presented at the Thirteenth Annual University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA.

Dillon, D. R., O'Brien, D. G., King, J., Moje, E. B., & Stewart, R. A. (1991, December). *Understanding complexities: A dialogue about qualitative research methodology*. Symposium paper presented at the 41st Annual Meeting Program of the National Reading Conference, Palm Springs, CA.

Brozo, W. G., Moje, E. B., & Brobst, A. (1991, April). *Understanding the exigencies of instructional decision-making: A qualitative analysis of cooperative learning in fourth grade social studies*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Moje, E. B., Haas, J., & Brozo, W. G. (1991, March). *The evolving personne totale: Portfolios in French four: A qualitative study of literacy in a high school French class*. Paper presented at the 35th Annual Conference of the Michigan Reading Association, Grand Rapids, MI.

Soifer, R., & Moje, E. B. (1990, March). *Linking practice to product - Teaching adult literacy*. Paper presented at the 34th Annual Conference of the Michigan Reading Association, Grand Rapids, MI.

Brobst, A., Brozo, W. G., & Moje, E. B. (1990, November). *Trade books in the content areas: An ethnographic study of a fourth-grade classroom*. Paper presented at the College Reading Association 1990 Conference, Nashville, TN.

Moje, E. B. (1990, November). *The Academy model of adult literacy*. Paper presented at the College Reading Association 1990 Conference, Nashville, TN.

Moje, E. B., & Birr, L. A. (1989, April). *Language in curricular areas*. Paper presented at "A Celebration of Language," Concordia College, Ann Arbor, MI.

New Research Products**Teacher Support Materials**

Moje, E. B. (2000). Critical literacy. In B. Hinson (Ed.), *New directions in reading instruction, revised*. Newark, DE: International Reading Association.

Teacher Education Curriculum Materials

Moje, E. B. (2000). Reading in biology class: A teaching case and notes. In S. E. Wade (Ed.), *Inclusive education: A casebook and readings for prospective and practicing teachers* (pp. 149-153). Mahwah, NJ: Lawrence Erlbaum Associates.

Editorial Work

2009-present	Associate Editor, <i>Journal of Research in Science Teaching</i>
2004-present	Co-Editor (with Kamil, Pearson, & Afflerbach), <i>Handbook of Reading Research</i>
2008-2009	Editorial Consultant, On-Line Training Course for National Institute for Literacy's publication, "What is Scientifically Based Research? A Guide for Teachers"
2007	Consultant, Adolescent Literacy Toolkit Development, Council of Chief State School Officers
2006 (2005)	Consulting Editor for Vadeboncoeur, J. A. (2006). <i>Engaging Young People: Learning in Informal Contexts Review of Research in Education</i> (Vol. 30, pp. 239-278). Washington, DC: AERA
2003	Reviewer, <i>National Reading Conference Yearbook</i>
1995-2002	Member, Editorial Review Boards, <i>Journal of Literacy Research</i> ; <i>Journal of Research in Science Teaching</i>
1996-2002	Member, Editorial Advisory Board, <i>Journal of Adolescent & Adult Literacy</i>
1993-2002	Proposal Reviewer for American Educational Research Association (Divisions C, G, & K);
2003	Proposal Reviewer for National Reading Conference program, Area V
1998-present	Grant Proposal Reviewer for William T. Grant Foundation; International Reading Association; Spencer Foundation
1994	English Language Editor, <i>IBBY Honour List</i> ; International Board on Books for Young Children
1993	BOOKBIRD Editorial Team volunteer; assisted in development of the editorial process for this publication of the International Board on Books for Young Children (IBBY).
1994-present	Reviewer, Lawrence Erlbaum Associates, Prentice Hall, St. Martin's Press, Longman, Teachers College Press

Editorial Board Memberships

2007-present	Member, Editorial Board, <i>American Educational Research Journal</i> , (Teaching, Learning and Human Development Section); <i>Research in the Teaching of English</i>
2005-present	Member, Editorial Review Board, <i>Journal of the Learning Sciences</i>
1994-present	Member, Editorial Review Board, <i>Reading Research Quarterly</i>

2004-2007	Member, Editorial Review Board, <i>Journal of Adolescence</i>
2004-2007	Editorial Associate, <i>Journal of Curriculum Studies</i>
1997-present	Regular Reviewer, <i>Journal of Teacher Education</i> , <i>Research in the Teaching of English</i> , <i>College Reading Association</i> , <i>Pedagogies</i>
1998-1999	Member, Editorial Review Board, CIERA
1995-96	Member, Editorial Review Board, National Reading Research Center
1994-present	Guest reviewer, <i>American Educational Research Journal</i> , <i>Educational Researcher Educational Psychologist</i> , <i>Educational Psychologist Special Issue</i> , <i>Linguistics and Education</i> , <i>Review of Research in Education</i> , <i>Qualitative Studies in Education</i> , <i>Urban Education</i> , <i>Journal of Research in Adolescence</i>

TEACHING

Graduate Student Committees (University of Michigan)

Active students indicated with italics

Doctoral Committees, current

Andrew Babson (**chair**)
 Mary Heitzman Van Der Kerkhof
 Katherine Kim (**chair**) (on leave)
 Stephanie Moody (**co-chair**)
 Naomi Norman (**chair**)
 Staci Schultz (**co-chair**)
 Darin Stockdill (**chair**)
 Melissa Stull (**co-chair**)
 Kenneth Tang (**co-chair**)
 Caspar van Helden (**co-chair**)

Doctoral committees, completed

Nonye Alozie (**co-chair**), completed fall 2009
 Rosario Carrillo (**co-chair**), completed fall 2006
 Kathryn McIntosh Ciechanowski (**chair**), completed summer 2006
 Tehani Collazo (**co-chair**), completed fall 2009
 Kathleen Collins, completed fall 1999
 Charles Dershimer, completed winter 2007
 Elizabeth Dutro, completed fall 1999
 Lindsay Ellis, completed fall 2005
 David Fortus, completed, winter 2003
 Victoria Haviland, completed, fall 2004
 Rebecca Ingalls (**co-chair**), completed winter 2005
 Sylvia Kwon, completed, fall 2005
 Magdalena Martinez, completed, fall 2008
 Jason Margolis, completed, winter 2003
 Denise McLurken, completed, winter 2006
 Heather Meyer, completed, fall 1999
 Shailaja Menon, completed, winter 2002
 Eric Rackley (**chair**), completed fall 2010
 Anne Reeves, completed, winter 2000

Sarah Scott, completed, fall 2008
 Tamara Schreiner, completed, winter 2009
 Julie Shumaker, (**chair**), completed, winter 2005
 David Shilt (**chair**), completed fall 2009
 Tanya Cleveland Solomon (**co-chair**), completed spring 2010
 Mengli Song, completed, winter 2003
 LeeAnn Sutherland, (**chair**), completed, winter 2002
 Connie Thompson-Porter, completed winter 2003
 Laura VanDerPloeg (**chair**), completed, fall 2006

Preliminary Examination A Committees, (current students italicized)

Rosario Carrillo, completed, winter 2002
 Tehani Collazo, completed, fall 2001
 Charles Dershimer, completed, winter 2003
 Kathryn McIntosh Ciechanowski, (**chair**) completed, winter 2003
 Julie Schumaker, completed, fall 2002
 David Shilt, completed, spring 2004 (**co-chair**)
 Mengli Song, completed, winter 2002
 LeeAnn Sutherland, completed, 1999 (**chair**)
 Nicole Tysvaer (**chair**), discontinued
 Shailaja Menon, completed, 1999

Scholarly Paper (Prelim B) Committees, (current students italicized)

Nonye Alozie (**co-chair**), completed
 Ruchi Batnagar, completed
 Rosario Carrillo, completed
 Tehani Collazo, completed
 Tanya Cleveland Solomon (**co-chair**), completed
 Charles Dershimer, completed
 Emily Douglas, completed
 Lindsay Ellis, completed (second-year paper, JPPE)
 David Fortus, completed
 Brett Griffiths, (second-year exam, JPPE), completed
 Zandra Jordan, completed, (first-year paper, JPPE)
 Hyun-ju Kim (**chair**), completed
 Katherine Kim (**chair**), completed
 Debi Kasnabis, completed
 Karmen Kizzie, completed
 Tiffany Marra, completed
 Jason Margolis, completed
 Kathryn McIntosh Ciechanowksi (**chair**), completed
 Karen Morris (first year exam, JPPE), completed
 Orrin Murray, completed
 Stephanie Moody (second-year exam, JPPE), completed
 Naomi Norman, completed
 Eric Rackley (**chair**), completed
 Ritu Radhakrishnan, completed to satisfy Ed Spec. degree
 Sarah Scott, completed
 Staci Schultz, (first-year exam, JPPE), completed

Darin Stockdill (**chair**), completed
 Melissa Stull, completed
 Kenneth Tang (**co-chair**), completed
Nicole Tysvaer (chair)
 Laura VanDerPloegh (first-year paper, JPEE), completed
 Nicola Williams, completed

Graduate Advising, PhD (current students italicized)

Andrew Babson, cross-specialization (with Jay Lemke)
 Kathryn McIntosh Ciechanowski, completed
 Tanya Cleveland, MS and PhD
Caspar van Helden, (with Jay Lemke)
 Hyun-ju Kim
Katherine Kim, on leave
Julie Learned
 Denise McLurken, 1999-2001 (with Karen Wixson), completed
 Eric Rackley
Darin Stockdill
Kenneth Tang, cross-specialization (with Jay Lemke)
 Ritu Radhakrishnan, completed ES
 Leah van Belle, 2002-2003

Graduate Advising, MA

Chris Kolb, completed 2010
 Elena Forzani, completed 2009
 Lisa Hoffman, completed, summer 2007
 Katie Kramer, completed, summer 2002
 Pei Pei Liu, completed, summer 06
Michelle Nguyen
 Coretta Doss Prado, completed, summer 1999
Emily Rainey
Jianna Taylor
Amy Ward

Graduate Student Dissertation Committees at Other Institutions

Christine Tippet, University of Victoria, British Columbia, external examiner, completed
 Theresa Calovini, OISE/University of Toronto, external examiner, completed
Michael Manderino, University of Illinois, Chicago, continuing
 J. David Gallagher, Michigan State University, completed
 Kok Eng Tan, Monash University, Victoria, Australia, completed
 Bruce Thompson, University of Iowa, completed

Graduate Student Committees (University of Utah)

Dissertation Committees

Linn Bekins, 1996-1997
 William Buxton, 1995-1997
 Kris Fassio, 1995-1997 (Chair, continued as member in absentia, completed fall 1999)

Michael Hayes, 1995-1997 (completed)
 Michelle Kelly, 1995-1998 (completed)
 Bobby Kirby, 1995-1997
 Chikahide Komura, 1995-1997
 Scott Oates, 1995-1998
 Denise Pfeiffer, 1995-1997
 Lorel Preston, 1995-1997
 Scott Smith, 1995-1997
 Deanna Tabish, 1996-1997 (Dept. of Communication)
 P. Scott Thomson, 1995-1997 (Dept. of Communication)

Courses Developed, Taught, and Supervised at the University of Michigan and University of Utah

Sem/Yr	Course number and title	Level	#students
Fall 2008	ED 118	ugrad	79
Fall 2008	ED706/734 Youth Lit/Culture/Identity	PhD	15
Winter 2010	ED 402 Mathematics	ugrad	12
Winter 2010	ED 505 Literacy Secondary	MA	10
Winter 2010	ED 737 Mixed Methods	PhD	13
All semesters 2008-2010	ED 402 supervision, all sections, with Deanna Birdyshaw and social studies rotations, with Bob Bain	ugrad	80+ students and 4-6 GSIs

Introduction to Education in a Multicultural Society (ED 118). Lower division undergraduate course designed by Professor Anne Gere to acquaint students across the university to historical foundations of and contemporary issues in U.S. education. (two sections)

Reading and Writing in the Content Areas (ED 402): Undergraduate course on how literacy strategies can be used to facilitate learning from and writing text in middle and high school classrooms. (multiple sections)

- Mathematical Literacy in the Secondary Schools (ED 402). Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school mathematics. (two sections taught; two sections mentored)
- Social Science Literacy in the Secondary Schools (ED 402) Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school social sciences, with a particular focus on history and political science. (one section taught; multiple sections mentored)
- Literacy in the Secondary Schools (ED402) (all other subject areas--multiple sections)

Secondary School Literacy Course/Michigan Middle Start (ED 505): Off-campus course on secondary school content literacy and adolescent literacy development, sponsored by Michigan Middle Start, and targeted toward Detroit and Romulus, Michigan public school teachers. (one section)

Youth Literacy, Culture, and Identity (ED 706). Graduate course that examined theories and research on youth literacy practices and their relationship to identity enactments and development and to the construction of youth cultures. (one section)

Research in Multilingual and Multicultural Communities (ED 706): Graduate course that examined theories and research methods for understanding the diverse language, literacy, and cultural practices of different communities. (one section)

Literacy as Cultural Practice (ED 706): Graduate course that examined various cultural perspectives on literacy practices and studied the implications of those practices for pedagogy. (one section)

Qualitative Research Methods (ED 792): Graduate survey course that examined theoretical perspectives and accompanying methods of data collection and analysis. (two sections)

Using Mixed Methods in Educational Research and Evaluation (ED 737). Advanced doctoral seminar and workshop in integrating research methods for education research and evaluation. Co-taught with Professor Valerie Lee. (one section)

Independent Studies

- on Discourse Analysis, with Rosario Carrillo
- on Issues in Secondary School Literacy (credited as ED 505), with four Literacy & English Education Students
- on Adolescent Girls' Experiences in School with Karl Sikkenga
- on Popular and Youth Cultures, with Caspar van Helden
- on Ethnographic Research Methods and Applied Field Work, with Magdalena Martinez
- on Learning Out of School, Nicole Tysvaer

Sociocultural Theory (University of Utah, only). Graduate course that immersed doctoral students in the work of Vygotsky, Luria, Leont'ev, Voloshinov, and G.H. Mead, as well as contemporary sociocultural and sociohistorical theories and studies (two sections)

SERVICE

National and International Leadership and Consultantships

Leadership

- | | |
|--------------|---|
| 2009-present | National Academy of Sciences, National Research Council Committee on Adolescent & Adult Literacy |
| 2010-2015 | Scholar Award Selection Committee, William T. Grant Foundation |
| 2008-2009 | Exemplary Dissertation Selection Committee, Spencer Foundation |
| 2008-2009 | Task Force on Improving Doctoral Education, Spencer Foundation |
| 2007-2009 | Adolescent Literacy Oversight and Selection Committee, National Academy of Education/Carnegie Corporation of New York |
| 2006-2009 | Research Chair, National Conference on Research in Language & Literacy (NCRL) |
| 2004-2007 | Adolescent Literacy Council, Carnegie Corporation, New York |
| 2007 | Member, ELL Research Agenda Panel, NICHD, IRA, Center for Applied Linguistics, Co-Sponsors |
| 2004-2007 | Dissertation Fellowship Selection Committee, Spencer Foundation |

- 2004-2006 Adolescent Literacy Committee, International Reading Association
 2005-2006 Child and Adolescent Development Research and Teacher Education: Evidence-Based Pedagogy, Policy, and Practice Roundtable Meetings, NICHD and NCATE, Co-Sponsors
- 2004-2005 Secondary Literacy Coaches Standards Task Force, International Reading Association
 2001-2003 Board of Directors, National Reading Conference
 2001-2003 Chair, Publications Committee, International Reading Association
 2002-2003 Co-Chair (with Cynthia Lewis), Division C, Section 1, American Educational Research Association Annual Meeting Program (Language Arts and Literacy Learning)
- 2000-2001 National Reading Conference Long Range Planning Committee
 1999-2002 Chair, Area IV National Reading Conference Annual Meeting Program (Middle, Secondary, and Adult Literacy)
- 1998-2000 National Reading Conference Student Research Award Committee
 1998-2001 Publications Committee, International Reading Association
 2002 Journal of Adolescent and Adult Literacy Editor Search Committee, International Reading Association
- 1999-2000 *Reading On-Line* Editor Search Committee, International Reading Association
 1993 Delegation Leader, Reading Education Delegation, Citizen Ambassador Program; led delegation of literacy educators recruited from the International Reading Association on a two-week cultural exchange program to Budapest, Hungary and St. Petersburg and Moscow, Russia.
- 1992-94 Co-Chair (with Deborah Dillon), National Reading Conference Annual Meeting Program, Areas IV (Sociocultural and Methodological Issues) and V (Teacher Education)

Advisory Boards and Consultancies

- 2008 Steering Committee, Program for International Student Assessment (PISA)
 2008 Advisor. *R U There?* Learning Box Associates Educational Programming Development, New York, NY
- 2007-present Advisory Board Member, Design Team, Strategic Education Research Partnership, San Francisco Unified School District
- 2007-present Advisory Board, Center for Research on Educational Achievement and Teaching of English Language Learners
- 2004-2007 Advisory Board member. Girls' Science Practices in Urban High Poverty Communities. National Science Foundation. (Angela Calabrese Barton and Ann Rivet, co-PIs), Columbia University/MSU.
- 2006-present Advisory Board, Youth Truth Institute, San Francisco, CA
 2003-2005 Consultant (paid), Jamestown Publishing Group, Secondary Literacy Classroom Text Materials
- 2001-2003 Consultant, Carnegie Corporation Project on "Adolescent Literacy: A Knowledge Development Proposal," (Project Director, Donna E. Alvermann)
- 2002-2003 Consultant (paid) to North Central Regional Laboratory, Secondary Literacy On-Line Course Development

University of Michigan University/School of Education/Educational Studies Program

University

- 2009-present Provost's Academic Advisory Committee

- 2009-present Advisory Board for Intergroup Relations Program, College of Literature, Science, and the Arts
- 2008 Search Committee, Intergroup Relations Program, College of Literature, Science, and the Arts
- 2007-2009 Advisory Board for Center for Research on Learning & Teaching (CRLT), University
- 2006 Thurnau Professor Selection Committee, University
- 2002-2003 Literacy Consultant, Telling It Writing Program, Arts of Citizenship Program
- 1999-02 Committee for a Multicultural University, University

School of Education

- 2006-2009 Executive Committee
- 2007-present Chair, Undergraduate Lower Division Initiative
- 2006-2007 Quantitative Methods Search Committee
- 2005-2006 Graduate Affairs Committee
- 2004-2005 Dean's Search Advisory Committee
- 2002-2005 Executive Committee
- 2002-2003 Education and Social Justice Initiative
- 2000-2002 Chair, Spencer Research Foundation Planning Grant Committee (Post-Doctoral Program for Scholars of Color)
- 2000-2002 Diversity Task Force and Diversity Task Force Executive Committee

Educational Studies Program

- 2007-present Sopranos PhD Student Study Group (with Bob Bain)
- 2004-2008 PhD task force
- 2004-2005 Qualitative methods sub-committee of the PhD task force
- 2004-2005 Quantitative methods sub-committee of the PhD task force
- 2004 ELL search committee (fall term only)

Literacy, Language, & Culture Unit

- 2007-2010 LLL (standing) prelim committee
- 2009 Chair, LLL prelim committee (1 student per term only)
- 2004-2005 Chair, LLL prelim committee (1 student per term only)
- 2000-2002 Coordinator, Literacy, Language, and Learning Disabilities Unit, Educational Studies Program
- 1998-present Advisory Board for the Joint Program in English and Education
- 1997-2000 Secondary Teacher Education Program Restructuring Committee, Educational Studies Program

University of Utah University/School/Department

University

- 1996-1997 Chair, University Graduate Research Fellowships Committee
- 1996-1997 University Research Committee
- 1996 Workshop Presenter, University of Utah Center for Teaching and Learning Excellence

School of Education

- 1995 Graduate School of Education Department Representative to Holmes Group Meetings
 1995 Graduate School of Education Reading/Literacy Program Representative for Utah State
 Office of Education Accreditation Visit
 1996 Department Merit Review Committee
 1996-97 Department Vision Committee
 1995-96 Department Teaching Evaluations Revision Committee
 1994-1997 Advisor, Department Reading Minor
 1994-96 Chair, Department Elementary Education Program Teaching Case Committee
 1995 Chair, Department Qualitative Research Program Restructuring Committee
 1995-1997 Co-Chair, Critical, Cultural, and Curriculum Studies (program area) Discussion Group
 1996-1995 Department of Educational Studies Supervision Forum (1996) and Site Teacher
 Education Conference (1995)

State and Local Service in Michigan and Utah

- 2007-2008 On-going professional development, Western International High School, Detroit, MI
 (with research associate, Sharon Russell)
 2006-2007 Professional development series (October-April), Western International High School,
 Detroit MI (with doctoral student, Darin Stockdill; MA student, Ashley Riggio; and
 research associate, Sharon Russell)
 2006 Professional development workshop on Adolescent Literacy In and Out of School,
 Oakland Schools, Oakland, MI
 2006 Professional development workshop on Literacy Learning Across the Content Areas,
 Bellevue Schools, Bellevue, MI
 2006 Superintendents' Institute, Crystal Mountain, MI
 2004 Professional development workshop on *Everyday youth literacies: Implications for
 content-area teaching and learning*, Oakland Schools Middle School Content Literacy
 Initiative
 2003 Professional development workshop on *Constructing third spaces: Toward the
 integration of everyday and school literacies in responsive pedagogy and curriculum*, SE
 Oakland Reading Achievement Network, June 2003
 2003 *Developing literacy in the content areas* CIERA Institute, July 2003:
 2002 Weeklong Workshop Presenter, Detroit Urban Systemic Partnership Summer Institute
 2001 Workshop Presenter, Detroit Urban Systemic Partnership Summer Institute
 1999-present Member, Leadership for Educational Advancement Project (LEAP), Detroit, Michigan
 1999-present Consultant, Family Learning Institute, Ann Arbor, Michigan
 2000-present Consultant, Southfield Secondary School Reading Team, Southfield, Michigan
 2000 Consultant, Reading for Real/Michigan Middle Start, Michigan
 1999 Ann Arbor New School Program Review Team, Ann Arbor, Michigan
 1995-1997 State of Utah Literacy Teaching Seminars (Reading and Writing Strategies; Assessment
 for Instruction and Evaluation; Writer's Workshop: Mini-Lessons and Conferencing),
 August, October, 1995; November 1996
 1995 Planning Committee Member; Goals 2000 Urban Teacher Education Program Grant
 1995 State of Utah Elementary Literacy Teacher Education Curriculum Project
 1995 Instructional design for Customer Solutions, Inc., Salt Lake City, UT (Industrial training
 programs)
 1994-95 Mentor, Salt Lake Community High School, Salt Lake City, Utah; served as a mentor for
 one senior high school student during the 1994-95 school year

Speeches and Professional Outreach

Multiple state, national, and university keynotes, 2009-2010. Highlights include:

- Society for Research on Adolescence Presidential Session on Mixed Methods Research, Philadelphia (2010).
- National Writing Project Disciplinary Literacy Keynote, New Orleans (2010).
- State of Massachusetts Disciplinary Literacy Keynote and Working Session, Framingham, MA (2010).
- Adolescent Literacy Council Time to Act Report Launch, Washington, DC (2009).

Moje, E. B. (2008, December). *How to write proposals that get funded*. Symposium on Putting the Fun Back in Funding, presented at annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B. (2008, April). *Reading The Adolescent Reader: Profiles Of Adolescent Readers*. Paper presented to the Center for Research on Learning Graduate Student Seminar, University of Kansas, Lawrence Kansas.

Moje, E. B. (2008, April). *Literacy, Identity, Agency, and Power: What's Knowledge Got to Do with It?* Paper presented to the Literacy Colloquium, Michigan State University, East Lansing, MI.

Moje, E. B. (2008, March). *Research, Relevance, & The Action In The Academy: How Can I Be Myself, Do The Work I Want To Do, And Still Get Tenure?* Early Career Mentoring Panel, Division G, Annual Meeting of the American Educational Research Association, New York, NY.

Moje, E.B. (2007, October). *Adolescent Literacy: The State of the Field. Presentation to Oakland Schools Leadership Group*, Oakland County, MI.

Moje, E. B. (2007, October). *The knowledge and skill demands of high school text reading*. Paper presented to the Florida Center for Reading Research, Florida State University, Tallahassee, Florida.

Moje, E. B. (2007, September). *Connecting Everyday and Academic Language and Literacies. Teacher for a New Era*, English Language Development Conference, Boston College, Boston, MA.

Moje, E. B. (2007, August). *Adolescent Literacy Development In and Out of School*. Vermont Summer Literacy Institute, Burlington, VT.

Moje, E. B. (2007, August). *Reading In High School: Strategies For Teaching Comprehension In Secondary School Content Area Classrooms*. Just Read! Florida Leadership Conference

Moje, E. B. (2007, May). *Adolescent Literacy: The Crisis and the Solutions*. Reading and Writing are More than Elementary: A Summit on Adolescent Literacy Instruction. Madison, WI: Alliance for Excellent Education.

Moje, E. B. (2007, April). *Engaging Adolescents in Disciplinary Literacy Learning: Toward Socially Just Pedagogy*. Science Education Seminar, Michigan State University, East Lansing, MI.

Moje, E. B. (2007, March). Honors Convocation Address. University of Michigan, Ann Arbor, MI.

Moje, E. G. (2007, February). *So You Wanna Be a Teacher? How Do You Learn to Teach?* Kappa Delta Pi Recruitment into Teacher Education Symposium, University of Michigan School of Education, Ann Arbor, MI.

Moje, E. B. (2007, January). *Social and Cultural Influences on Adolescent Literacy In and Out of School*. University of Michigan, Dearborn, School of Education Symposium Series, Dearborn, MI.

Moje, E. B. (2006, October). *Responsive Literacy Teaching in Secondary School Content Areas: The Research We Have Research We Need*. Michigan State University Literacy Achievement Research Center Annual Symposium, East Lansing, MI.

Moje, E. B. (2006, October). *Adolescent Literacy In and Out of School*, Michigan Association of School Psychologists' Annual Conference, Grand Rapids, MI.

Moje, E. B. (2006, October). *Adolescent literacy in and out of school*. National Governor's Association, Adolescent Literacy Work Group Orlando, Florida.

Moje, E. B. (2006, October). *Enhancing opportunities for youth engagement with texts outside of school*. Center for Summer Learning, Webconference, Johns Hopkins University.

Moje, E. B. (2006, August). *Enhancing Content Area Literacy and Learning in Secondary School*. Oregon Summer Literacy Institute, Portland, OR. (Two sessions.)

Moje, E. B. (2006, July). *Adolescent Literacy in and out of school*. Keynote Address for the 2006 International SIM Conference, Lawrence, Kansas.

Moje, E. B. (2006, July). *Enhancing Content Area Literacy and Learning in Secondary Schools*. Workshop for for the 2006 International SIM Conference, Lawrence, Kansas.

Moje, E. B. (2006, July). *Text Tools: How to Support Adolescent Student Reading of Content Area Texts*. Invited presentation at Berkeley Summer Science Institute, Lawrence Hall of Science, Berkeley, CA.

Moje, E. B. (2006, July). *Integrating Literacy Instruction into Secondary Science and Social Studies Classrooms*. Literacy Institute 2006: Building Content Literacy Today, National Geographic, Washington, D.C.

Moje, E. B. (2006, May). *Literacy learning across the content areas in secondary schools: Perspectives from research and strategies for practice*. Invited presentations to the Kentucky Consortium on Literacy, Annual Symposium.

Moje, E. B. (2006, March). *Enhancing Content Area Literacy and Learning in Secondary Schools Perspectives from Research and Strategies for Practice*. State of Michigan Governor's Summit, Lansing, MI.

Moje, E. B. (2006, February). *Adolescent literacy in and out of school*. Invited presentation to the Peabody College Language, Literacy, and Culture Colloquium. Vanderbilt University, Nashville, TN.

Moje, E. B. (2005, November). *Good content area literacy instruction: What does it look like to raise the bar?* Invited presentation Alliance for Excellent Education, Adolescent Literacy Symposium, Washington, DC.

Moje, E. B. (2005, October). *Adolescent literate development in and out of school*. Invited presentation to the Research Collaborative Seminar, Boston Higher Education Partnership (BHEP) and the Boston Public Schools, Boston, MA.

Moje, E. B. (2005, July). *Middle Childhood Literacy Learning Across the Content Areas: Research, Practice, and Policy*. Plenary address. 21Century Schools Conference. New Haven, CT.

Moje, E. B. (2005, July). *What Is Reading in Adolescence? Strategies for Assessing and Teaching Secondary School Reading*. Workshop. 21Century Schools Conference. New Haven, CT.

Moje, E. B. *Adolescent Literacy*. (2005, May). Graduate Colloquium. University of Texas at Austin.

Sutherland, L. M., Moje, E.B. (2005, May). *Literacy strategies for using multiple textual types in urban, middle school science classrooms*. Paper presented at the annual meeting of the International Reading Association, Pre-Conference Institute, San Antonio, TX.

Peek-Brown, D., Moje, E.B., & Sutherland, L. M. (2005, May). *Teaching strategies for integrating science and literacy learning in urban, middle school science classrooms*. Paper presented at the annual meeting of the International Reading Association, Pre-Conference Institute, San Antonio, TX.

Moje, E. B. (2005, April). Invited Panelist in Panel Discussion on Basic Research in Reading and Literacy Invited Symposium: *Directions in Adolescent Literacy Research*. Presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Moje, E. B. (2004, December). *Another look at content area literacy: How to connect the literacy lives of adolescents to the literacy goals of content area classrooms*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Moje, E. B. (2004, August). *Constructing third space: Connecting academic and everyday literacies*. Paper presented as part of two-week consultancy with Minneapolis Public Schools, Secondary School Literacy Institute.

Moje, E. B. (2004, May). *Early literacy teaching: What does adolescence have to do with it?* Paper presented to St. Paul's Early Childhood Center, Ann Arbor, MI.

Moje, E. B. (2004, May). *Developing materials to enhance scientific and mathematical literacy: The role of reading, writing, and discourse in materials development and use*. Paper presented to 2004 NSF K-12 Math, Science, Technology Curriculum Developers Conference, Washington, DC.

Francis, D. & Moje, E. B. (2004, February). *On matching research methods to questions*. Paper presented at the IRA/NICHD Conference on Comprehension of Complex Texts. Washington, DC.

Moje, E. B. (2004, February). *Examining boundaries: Literacy, discourses, and disciplinary learning*. Paper presented to Angela Calabrese Barton's research group, Teachers College, Columbia University, New York, NY.

Moje, E. B. (2003, October). *Reading, writing, and literacy in secondary schools*. Paper/workshop presented to the Chinese Leadership Institute, University of Michigan, Ann Arbor, MI.

Moje, E. B. (2003, October). *Everyday youth literacies: Implications for content area teaching and learning*. Paper presented to the California State University Reading Conference: Preparing Teachers to Teach Older Readers and Writers, Los Angeles, CA.

Moje, E. B. (2003, July). *Everyday youth literacies: Implications for content area teaching and learning*. Paper presented to the Literacy Institute, Fordham University, New York NY.

Moje, E. B. (2003, February). *Looking for third space: An examination of everyday and school science knowledge, discourse, and literacy*. Paper presented to the Kenneth Tobin's research group, University of Pennsylvania, Philadelphia, PA.

Moje, E. B. (2003, January). *Constructing third spaces: Toward the integration of everyday and school knowledge in responsive pedagogy and curriculum*. Paper presented in the Social Justice Seminar Series on *Teaching, Diversity, and Social Justice*, School of Education, University of Michigan, Ann Arbor, MI.

Moje, E. B. (2003, January). *Literacy teaching and learning: Theories and practices in the teaching and assessment of writing*. Paper presented to the *Telling It Program*, University of Michigan, Ann Arbor, MI.

Moje, E. B. (2003, January). *Images of best practice in youth development and learning: Examining assumptions about youth culture, development, and learning*. Paper presented in the *Lives of Urban Children and Youth Images of Possible Series*, University of Michigan, Ann Arbor, MI.

Moje, E. B. (2002, November). *Re-framing youth: On the strategic nature of youth literacy and culture*. Pattishall Lecture, University of Michigan, Ann Arbor, MI.

Moje, E. B. (2002, July). *Literacy as a tool for content-area learning across diverse discourse communities*. Keynote, Detroit Urban Systemic Partnership Summer Institute.

Moje, E. B. (2002, May). *Literacy in the content areas*. Paper presented to the Chinese Leadership Institute, University of Michigan, Ann Arbor, MI.

Moje, E. B. (2002, April). *Research in diverse communities*. Paper presented in the Bridging the Gap Colloquium Series, School of Education, Ann Arbor, MI.

Moje, E. B. (2002, July). *Literacy as a tool for content-area learning across diverse discourse communities*. Keynote address presented at the 2002 Detroit Urban Systemic Partnerships Summer Institute, Detroit, MI.

Moje, E. B. (2001, October). *Where are the youth and what are they doing: Re-examining assumptions about youth culture, development, and learning*. Paper presented to the Saginaw Valley State College, College of Education.

Moje, E. B. (2001, October). *Constructing third space for struggling adolescents: Merging disciplines and discourses*. Paper presented to the secondary literacy methods courses at Saginaw Valley State College, College of Education.

Moje, E. B. (2001, October). *Connecting Schools and Communities*. Building on the Future Conference on School Construction and Finance Conference, sponsored by the University of Michigan Government Relations Office, Ann Arbor, Michigan.

Moje, E. B. (2000/2001, November, January, February). *Constructing "third space" for struggling adolescents: Merging disciplines and discourses*. Papers presented at three Adolescent Literacy Forums, sponsored by the International Reading Association, Detroit, MI; Orlando, FL; Houston, TX.

Moje, E. B. (2000, April). *Examining methodological and design questions*. Panel discussion at the Division C Graduate Student Seminar at the annual meeting of the American Educational Research Association, New Orleans, LA.

Moje, E. B. (2000, March). *Moving youth from the margins*. Paper presented at Our Hope, The Conference on the Multidimensions of Urban Children. University of Michigan, Ann Arbor.

Moje, E. B. (2000, February). *Including language, literacy, and community in standards-based science education reform: Toward culturally and linguistically responsive curriculum* Paper presented to the Center for Learning Technologies in Urban Schools, Northwestern University, Evanston, IL.

Moje, E. B. (1998, September). *"To be part of the story": The literacy practices of gangsta adolescents*. Paper presented at the Combined Program in Education and Psychology Colloquium, University of Michigan, Ann Arbor, MI.

Moje, E. B. (1993, April). *Strategies for integrating literacy into content areas*. Paper presented at the Kappa Delta Pi Regional Conference, West Lafayette, Indiana.

Moje, E. B. (1992, May). *What is the appropriate form and style for RT manuscripts? "Writing for the Reading Teacher."* Panel discussion at The International Reading Association 37th Annual Conference, Orlando, FL.

Moje, E. B. (1990, October). *Literacy and the young adult*. Paper presented at Zonta International United Nations Literacy Program, Ann Arbor, Michigan.

Discussions of Papers at National Conferences

Discussant at multiple symposium sessions during NRC and AERA conferences in 2009-present.

Moje, E. B. (2008, December). Comments on *Cultural perspectives on Literacy* (Sarroub, Morrell, and Li). Adolescent Literacy Special Session, presented at the annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B. (2008, March). Comments on *Science Curriculum Studies* (Lynch, et al.), presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E. B. (2007, April). *Comments on Scientific Literacy Symposium*, presented at the annual meeting of the American Educational Research Association, Chicago, IL

Moje, E. B. (2006, November). *Teaching Multimodality and Popular Culture: To What End?* Comments on symposium presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Moje, E. B. (2006, November). *Examining Contextualized Reflective Practice Among Preservice Teachers*. Comments on symposium presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Moje, E. B. (2006, April). Comments on *Hybrid spaces, boundary crossing, and resources for participation: Studies of learning in and out of school*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B. (2006, April). Comments on *Urban girls' science practices*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E.B. (2005, December). Comments on *Reconsidering Mind and Consciousness in Literary Engagement*. Symposium presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje, E.B. (2005, December). Comments on *Problematizing adolescent multiliteracies*. Symposium presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje, E.B. (2005, April). Comments on *Cultural practices of literacy*. Symposium presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Moje, E. B. (2004, December). Comments on *Critical aspects of critical reading*. Symposium presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Moje, E.B. (2003, April). Comments on *Critical pedagogy in and across classroom spaces*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

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