

SHAWNA SHAPIRO, PhD

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EDUCATION

PhD in English Language and Rhetoric- University of Washington; Seattle, WA. June 2009.

Dissertation: *From Isolated Remediation to Collaborative Mediation: Confronting 'Separate but Equal' in EAP*

Master of Arts in Teaching ESOL- University of Washington; Seattle, Washington. December 2004.

Bachelor of Arts in English for Secondary Education (with ESL endorsement and Spanish minor)
University of Northern Colorado; Greeley, Colorado. Completed December 2000.

HONORS AND AWARDS

Engaged Listening Project- *selected as faculty fellow and hired to be assessment coordinator (2020-2021)*

American Association for Applied Linguistics –*finalist for Book of the Year award (2020)*

International Travel Fund- *Middlebury College recipient for both 2018 and 2019*

Vermont Humanities Council- *grant for culture curriculum development for Nepali Heritage Program (2016)*

Salzburg Global Seminar Fellowship- *funded by both the Salzburg Institute and Middlebury College (2014)*

Dartmouth Summer Seminar in Composition- *selected as participant, funded by Middlebury College (2014)*

Faculty Research Assistant Funds – *Middlebury College funding for student RAs (2010, 2014-2018)*

Academic Outreach Endowment- *Middlebury College Alliance for Civic Engagement (2010, 2013, 2020)*

ACE/Sloan Grant- *Middlebury College Office of Faculty Development (2011)*

Excellence in Community-Based Teaching (finalist)- *Vermont Campus Compact (2011)*

Luckie Budd Waller Scholarship- *UW Department of English (2008)*

Waller/Anderson Dissertation Fellowship- *UW Department of English (2008)*

Research Assistantship- *UW English Language Proficiency Working Group (2008)*

Huckabay Teaching Fellowship- *UW Graduate School (2006-2007)*

AREAS OF RESEARCH INTEREST

- College preparation, access, and achievement for immigrant/refugee students
- Theory and pedagogy of Rhetoric/Composition (both L1 and L2)
- Institutional dynamics and their impact on multilingual/ESL writers
- Globalization and writing pedagogy
- Interdisciplinarity in language and literacy instruction

APPOINTMENTS

Middlebury College, Associate Professor of Writing and Linguistics. Middlebury, VT (current)

Middlebury College, Center for Teaching, Learning, and Research. Middlebury, VT (2009-2013).

University of Washington, Department of English. Seattle, WA (2005-2009).

University of Washington, English Language Programs. Seattle, WA (2003-2007).

Seattle Pacific University, Department of Foreign Languages. Seattle, WA (2005-2009).

Bellevue School District. Bellevue, WA (2001-2003).

Harrison School District. Colorado Springs, CO (2001).
Santa Cecilia Bilingual School. Heredia, Costa Rica (2000).

TEACHING – HIGHER EDUCATION

Middlebury College, Writing Program and Linguistics Program (2009-current)

Narratives in the News Media
English Grammar: Concepts and Controversies
The English Language in a Global Context
Introduction to Sociolinguistics
Introduction to TESOL
Writing in Academic Contexts
Language and Social Justice (first-year seminar)
Discourse Analysis
The American Dream: Fact or Fantasy? (first-year seminar)

Saint Michael's College, Applied Linguistics /MATESOL Program (Summer 2012, 2013, and 2015)

Master's Seminar
World English
Theory and Method of TESOL
TESOL Diploma Program

University of Washington, Department of English (2005-2009)

Interdisciplinary Writing (writing link to Environmental Anthropology lecture)
Expository Writing (various models)
Ready-to-Write (intensive bridge course for incoming freshmen)

University of Washington, English Language Programs (2004-2007)

Academic Writing (for matriculated international and immigrant students)
English Structure III (for matriculated international and immigrant students)
English for Teachers (summer course in language and pedagogy for international teachers)
Academic Preparation (summer course in academic literacy for international students)

Seattle Pacific University (2005-2009)

Sociolinguistics (for both graduate and undergraduate students)
Second Language Acquisition (for both graduate and undergraduate students)
Testing and Evaluation in the Language-Learning Classroom
English Structure (in-class and online)
History and Methods of Bilingual Education
ELL Materials Selection and Development (online plus on-site workshop)

CONSULTING WORK - HIGHER EDUCATION

University of Rochester (2020)
Oxford College at Emory University (forthcoming in 2020)
Harper College (2019)
University of San Francisco (external review- 2019)
University of Massachusetts (2019)
Macalester College (2018)
Depauw University (2018)
Norwich University (2017)
Bryn Mawr College (2017)

Franklin and Marshall College (2017)
Centre College (2014)

TEACHING/CONSULTING - K-12

Burlington School District Burlington, VT (2011-current)

Consultant and program reviewer
Advisory committee member
Professional development provider

Bellevue School District. Bellevue, WA (2001-2003)

Tillicum Middle School: Spanish Immersion, ESL, Social Studies, and Reading, grades 6-8
Robinswood High School (summer programs): English grade 10, ESL grades 6-8.

Harrison School District. Colorado Springs, CO (2001)

Panorama Middle School: Language Arts and Reading, grade 7

Santa Cecilia Bilingual School. Heredia, Costa Rica (2000)

ESL and English Literature, grades 7, 8, and 9 (teaching practicum)

PUBLICATIONS

Books

Shapiro, S., Farrelly, R., and Curry, M.J [Eds]. (2018). *Educating Refugee-Background Students: Critical Issues and Dynamic Contexts*. Multilingual Matters.

Shapiro, S., Farrelly, R., and Tomaš Z. (2014, reprinted in 2018). *Fostering International Student Success in Higher Education*. Alexandria, VA: TESOL Press (co-published with NAFSA).

Peer-Reviewed Journal Articles

Suh, E. and Shapiro, S. (2021). Making sense of resistance: How adult immigrant students apply symbolic capital in the college classroom. *TESOL Canada Journal*.

Shapiro, S. (2020). Inclusive pedagogy in the academic writing classroom: Cultivating communities of belonging. *Journal of Academic Writing* 10(1), 154-164.

Howell Gonzales, N., Navickas, K., Shapiro, R., Shapiro, S., and Watson, M. (2020) The perpetual “but” in raciolinguistic justice work: When idealism meets practice. *Composition Forum* 44 [online].

Shapiro, S. and Sanchez, J.C. (2020). Looking for the middle ground at Middlebury: Local exigencies, campus controversies, and the composition classroom. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*.

Shapiro, S. and Ehtesham-Cating, M. (2019). From comfort zone to challenge: Toward a dynamic model of English Language teacher advocacy in secondary education. *TESOL Journal* 10(4).

Shapiro, S. (2019). Familial capital and the college transition for refugee-background students. *Excellence & Equity in Education*.

- Shapiro, S. and MacDonald, M. (2017). From deficit to asset: Locating discursive resistance in a refugee-background student's written and oral narrative. *Journal of Language, Identity & Education* 16(2), 80-93.
- Shapiro, S., Cox, M, Shuck, G., & Simnitt, E. (2016). Teaching for agency: From appreciating linguistic diversity to empowering multilingual matters. *Composition Studies* 44(1), 31-52.
- Shapiro, S. (2014). "Words that you said got bigger": English Language Learners' lived experiences of deficit discourse. *Research in the Teaching of English*. 48(4), 386-406.
- Ruecker, T., Shapiro, S., Johnson, E. N., & Tardy, C. M. (2014). Exploring the linguistic and institutional contexts of writing instruction in TESOL. *TESOL Quarterly*, 48(2), 401-412.
- Shapiro, S., & Leopold, L. (2012). A critical role for role-playing pedagogy. *TESL Canada Journal* 29(2), 121-130.
- Shapiro, S. (2011). Stuck in the remedial rut: Confronting resistance to ESL curriculum reform. *Journal of Basic Writing*, 30(2), 24-52.
- Shapiro, S. (2010). Revisiting the teachers' lounge: Reflections on emotional experience and teacher identity. *Teaching and Teacher Education* 26(3), 616-621.
- Shapiro, S. (2006). Genre and EAP. *Journal of English for Academic Purposes* 5(1), 87- 92. (review essay, published under titles of reviewed works).

Refereed/Peer-Reviewed Book Chapters

- Shapiro, S. (forthcoming) "This is about making family": Creating communities of belonging in schools serving refugee-background students. In T. Mayer and T. Tran (Eds.) *Migration, Displacement, and Belonging: Challenging the Paradigms*. Routledge.
- Ruecker, T., and Shapiro, S. (2020) Critical pragmatism as a middle ground in discussions of linguistic diversity. In T. Silva and Z. Wang. *Reconciling translanguaging and second language writing*. Routledge.
- Farrelly R., Shapiro, S., & Tomaš, Z. (2017). Creating the conditions for productive dissonance: An inclusive pedagogical framework. In R. Williams et al (Eds.) *Engaging dissonance: Developing mindful global citizenship in higher education*. Emerald Group Publishing.
- Shapiro, S., and Siczek, M. (2017). Strategic content: How globally-oriented writing courses can bridge pedagogical and political spaces. In B. Smith and N. DeJoy (Eds.) *Cross-Language Communication and the Academy: Re-thinking Orientations*. University of Michigan Press.
- Shapiro, S. (2015). A "slippery slope" of too much support? Ethical quandaries among college faculty/staff working with refugee-background students. In E. Feuerherm and V. Ramanathan (Eds.) *Refugee Resettlement: Language, Policies, Pedagogies*. Bristol, UK: Multilingual Matters.
- Shapiro, S. (2015). World Englishes: Academic explorations of language, culture, and identity. In M. Roberge, K. Losey, and M. Wald (Eds.) *Teaching U.S.-educated multilingual writers: Pedagogical practices from and for the classroom*. (pp. 263-80). University of Michigan Press.
- Siczek, M., & Shapiro, S. (2014). Developing writing-intensive courses for a globalized curriculum through WAC-TESOL collaborations. In M. Cox and T. Zawacki (Eds.). *WAC and second language writers: Research toward linguistically and culturally inclusive programs and practices*. Parlor Press. (available at <http://wac.colostate.edu/books/12/chapter13.pdf>)

- Shapiro, S. (2012). Citizens vs. aliens: How institutional policies construct linguistic minority students. In Y. Kanno and L. Harklau and (Eds). *Linguistic minority immigrants go to college: Preparation, access, and persistence*. (pp. 238-254.) New York: Routledge.
- Shapiro, S. (2010). Writing-to-embody: Engaging students in written role play. In S. Kasten (Ed). *Effective Second Language Writing* (pp. 31-38). Alexandria, VA: TESOL.
- Shapiro, S. (2010). Two birds, one stone: Using academic experiences as content for EAP courses. In S. Barduhn and J. Nordmeyer (Eds.) *Integrating language and content* (pp. 75-87). Alexandria, VA: TESOL.
- Shapiro, S. (2009). Reading 'between the lines' of academic syllabi. In R. Cohen (Ed.) *Explorations in Second Language Reading* (pp. 105-115). Alexandria, VA: TESOL.
- Shapiro, S. (2007). Diversity in the classroom: Working effectively with undergraduate ESL students. In C. Ross and J. Dunphy (Eds.) *Strategies for teaching assistant and international teaching assistant development* (pp. 11-15). Bolton, MA: Anker Publishing.
- Shapiro, S. (2007). Engaging students in active learning. In C. Ross and J. Dunphy (Eds.) *Strategies for teaching assistant and international teaching assistant development* (pp. 16-20). Bolton, MA: Anker Publishing.

Invited Publications

- Shapiro, S. (forthcoming). Engaging students (productively) in difficult conversations. *Teachers' guide to Everyone's an author* [4th ed]. New York: W. W. Norton.
- Shapiro, S. (forthcoming). Afterword. In B. Schreiber et al. [Eds.] *Building a more linguistically just campus: Theory, pedagogy, and advocacy for multilingual writers*. Multilingual Matters.
- Shapiro, S., & Kimball, E. (2017). Review of *Cosmopolitan English and transliteracy*, by Xiaoye You, Southern Illinois University Press. *Journal of Second Language Writing* 36, 89-89.
- Shapiro, S., Farrelly, R., and Tomaš Z. (January 2016). *Promoting Global Citizenship in Daily Teaching*. Blog for the National Council of Teachers of English (NCTE). Available at: <http://blogs.ncte.org/index.php/category/12-writing/>
- Shapiro, S. (October 2014). Talking about the P-word. *SLWIS News*.
- Shapiro, S. (January 2010). Resisting institutional marginalization at the University of Washington. *TESOL Connections*.
- Shapiro, S., & Brandt, C. (2007). TESOL certificate programs: Time to start practicing what we teach? *TEIS Newsletter*.

Public Scholarship

- Shapiro, S. (August 2019). Why building community even through discomfort could help stressed college students. *The Conversation*. <https://theconversation.com/why-building-community-even-through-discomfort-could-help-stressed-college-students-121398>
- Shapiro, S. (May 2019). A Gen Z guide to inclusivity. *Inside Higher Ed*. <https://www.insidehighered.com/views/2019/05/13/exploring-student-views-inclusivity-campus-opinion>

Shapiro, S. (June 2018). How refugee children make American education stronger. *The Conversation*.
<https://theconversation.com/how-refugee-children-make-american-education-stronger-97908>

Shapiro, S. (June 2018). Snowflakes and free speech on college campuses. *Inside Higher Ed*.
<https://www.insidehighered.com/views/2018/06/18/middlebury-professor-surveys-student-attitudes-about-free-speech-opinion>

In-Progress/Pending

Abe, S. and Shapiro, S. (pending). Sociolinguistics as a pathway to global citizenship: Critically observing the linguistic 'self' and 'other'. [revision under review with *Language Awareness*.]

Nassif, L., and Shapiro, S. (under review). Arabic sociolinguistic competence among students. (with *Modern Language Journal*).

Shapiro, S. (under contract). *Cultivating Critical Language Awareness in the Writing Classroom*.

Shapiro, S. (pending). "They want to teach me, but they don't want to learn from me": Tapping into the funds of knowledge of refugee-background students. [Under review for *Linguistics and Education*].

Shapiro (pending). "Language and social justice": A (surprisingly) plurilingual first-year seminar. In G. Shuck & K. Losey (Eds.). *Plurilingual pedagogies*. (University of Michigan).

CONFERENCE PRESENTATIONS

National/International

"Tapping into the Funds of Knowledge of Refugee-background Students." Virtual sponsored panel for TESOL Second Language Writing Interest Section (SLWIS). December 2020.

"Promoting Critical Language Awareness in the Writing Classroom". National Council of Teachers of English (virtual conference) November 2020.

"Insufficient Funds (of Knowledge)?: Critically Analyzing Student Resistance Through the Lens of Symbolic Capital." American Association for Applied Linguistics (AAAL) conference.
 [Canceled in April 2020, rescheduled for virtual presentation in March 2021.]

"Understanding Student Resistance as 'Identity Work' in College Literacy Classes." Teachers of English to Speakers of Other Languages (TESOL) Convention.
 [Canceled in March 2020, rescheduled for virtual presentation in March 2021].

"Bridging Out of the 'ESL Ghetto': Promoting Institutional Desegregation for English Learner Teachers and Programs" [Symposium]. AERA Annual Meeting. San Francisco, CA (canceled).

"Writing-to-Belong: The Role of the Writing Classroom in Promoting Inclusivity in Higher Education." European Association for Teachers of Academic Writing (EATAW). Gothenburg, Sweden. July 2019.

"Writing Education in SLAC Contexts: Performance and Talkback." Conference on College Composition and Communication (CCCC). Pittsburgh, PA, March 2019.

- “New Directions for Educational Research in Refugee Resettlement Communities.” (with R. Farrelly)
Literacy Education and Second Language Learning for Adults (LESLLA). Portland, OR. August 2017.
- “Politics of Institutional Identity and Change-Making For L2 Specialists at Smaller Institutions.” (panelist).
Conference on College Composition and Communication (CCCC). Portland OR. March 2017.
- “Serving Diverse Learners in Higher Education.” (respondent to panel).
Conference on College Composition and Communication (CCCC). Houston, TX. April 2016.
- “Deficit Discourse and the Education of Refugee-background Students.”
Conable Conference. Rochester, NY. March 2016
- “Current Research on Students with Refugee Backgrounds: Language, Literacy, Culture, and Education”
(panel co-organizer and presenter). American Association of Applied Linguistics (AAAL).
Toronto, ON, (Canada). March 2015
- “Teaching for Agency: The Risks and Rewards for Multilingual Writers” (panelist) . Conference on College
Composition and Communication (CCCC). Tampa, FL. March 2015.
- “Shelter” or “Ghetto”? : Students’ Responses to High School ESL Classes. Literacy Research Association
(LRA). Marco Island, FL. December 2014. (paper read by co-panelists).
- “College-Preparatory Advising in High School: Who Do Refugee Students Turn to, and Why?”
Conference on College Composition and Communication (CCCC). Las Vegas, NV March 2014.
- “ESL as the Enemy: Criticisms of Immigrant Education in a Refugee Resettlement Community in New
England.” American Association of Applied Linguistics (AAAL). Dallas, TX. March 2014.
- “The Missing Link: Internationalization, Global Citizenship, and Inclusion in Higher Education “
(with M. Siczek). American Association of Applied Linguistics (AAAL). Dallas, TX. March 2013.
- “Advising Resident Multilingual Writers.” [paper read by co-presenter, T. Saenkhum].
Teachers of English to Speakers of Other Languages (TESOL). Dallas, TX. March 2013.
- “Exploring and Re-Imagining Second Language Writing in TESOL” (with Johnson, Ruecker, and Tardy)
Teachers of English to Speakers of Other Languages (TESOL). Dallas, TX. March 2013.
- “Deficit-focused Language Policies and The Institutional Alienation of Linguistic Minority Students At a U.S.
University.” American Association of Applied Linguistics (AAAL). Chicago, IL. March 2011.
- “WAC/WID and ESL: Beyond the Deficiency Model of Multilingualism”
Conference on College Composition and Communication (CCCC). Atlanta, GA. March 2011.
- “Language Matters: Thinking and Writing Critically about Sociolinguistics.” [with M. LaFrance]
Third International Writing and Critical Thinking Conference: Critical Thinking and Writing in the
Majors. Quinnipiac, CT. November 2010.
- “Exploring Intertextuality through Written Role Play.”
Teachers of English to Speakers of Other Languages (TESOL). Boston, MA. March 2010.
- “The ‘Ripple Effect’ of the Remedial Mindset: Reforming Language Policy.”
Conference on College Composition and Communication (CCCC). San Francisco, CA.
March 2009.

- “New Paths in Language Policy Reform: A University Case Study.”
Teachers of English to Speakers of Other Languages (TESOL). Denver, CO. March 2009.
- “Critical Needs Analysis in Academic English Programs.” [with J. Evans].
Teachers of English to Speakers of Other Languages (TESOL). Seattle, WA. March 2007.
- “Turning the Rhetorical Triangle into a Prism.”
Symposium on Second Language Writing. West Lafayette, IL. June 2006.
- “Genre and English for Academic Purposes.”
British Columbia Teachers of English as an Additional Language (BCTEAL). Vancouver, BC.
March 2006.
- “Discrepancies Between L1 and L2 Programs and Curricula: A Textographic Study.”
American Educational Research Association (AERA). San Francisco, CA. April 2006.
- “Genre and Second Language Writing.” [narrated Powerpoint presentation].
International Online Conference on Second and Foreign Language Teaching and Research
September 2005.

Regional

- “How To Avoid the ‘ESL Ghetto’: Improving Secondary ESL Programs”
Northern New England Teachers of English to Speakers of Other Languages (NNETESOL)
Plymouth, NH. November 2012.
- “Integrating Critical Reading and Creative Writing Through Written Role-Play”
Middle Grades Collaborative. Saint Michael’s College- Burlington, VT. January 2012.
- “Preparing ELLs to be College-level Readers”
Northern New England Teachers of English to Speakers of Other Languages (NNETESOL).
Burlington, VT. November 2011.
- “Best Practices for Academic Support”
Vermont International Education Best Practices Conference. Burlington, VT. November 2011.
- “Untying the Gag: Addressing Politics in the ESL Classroom.” [with J. Granger]
Washington Association for the Education of Speakers of Other Languages (WAESOL)
Conference. Des Moines, WA. October 2008.
- “Genre-based Strategies for Teaching Written Coherence.”
Midwest Modern Language Association (MMLA). Milwaukee, WI. November 2005.

OTHER PROFESSIONAL ACTIVITIES

External Program Reviewer

Burlington School District English Language Learner Program (current)

Journal Submission Reviewer

TESOL Quarterly, *Teaching and Teacher Education*; *Journal of Basic Writing*; *Excellence & Equity in Education*,
Composition Studies

Book Proposal and Manuscript Reviewer

Routledge/Taylor & Francis (Sociolinguistics series)
Bedford/St. Martin's (Composition/TESOL)
Norton (composition/pedagogy)

Exam Evaluator

Austin, TX;
San Juan, Puerto Rico

INSTITUTIONAL SERVICE

Middlebury Committee for Diversity, Equity, and Inclusion (2018-2020)

Middlebury College Center for Teaching, Learning, and Research (CTLR) (2009-current)

Faculty development presenter
Consultant to Offices of Admissions and International Student and Scholar Services
Member of Steering Committee for Undergraduate Research Office Spring Symposium (2009-2013)

Middlebury College Task Force on Curricular Resources – member (2013-2014)

Middlebury College Linguistics Program

Steering Committee Member
Symposium Subcommittee Member
Faculty advisor to student-run Linguistics Club

University of Washington- Working Group for English Language Proficiency (2007-2009)

Graduate Representative and Research Assistant

University of Washington- L2 Writing Consultant (2004-2009)

Departments of English, Communications, History, and Business; Interdisciplinary Writing Program; Athletic Services; Odegaard, CLUE, and English Writing Centers;
Center for Instructional Development and Research

Second and Foreign Language Research Forum (SLRF) 2006- Seattle, WA.

Planning Committee Member and Proposal Review Chair

ADMINISTRATIVE EXPERIENCE

Writing Program, Middlebury College (2009-current)

Director (starting January 2018)
Co-facilitate training for peer writing and foreign language tutors.

Assistant Director of Computer-Integrated Courses, UW Expository Writing Program, (2006-2008)

Facilitated training, support, and evaluation of instructors in the integration of technology

Writing Consultant, University of Washington (Summer 2005 and 2006)

Advised instructors and tutored student writers in the Early Fall Start program

ESL Coordinator, Bellevue School District (2002-2003)

Compiled student data, maintained contact with parents, and facilitated training workshops related to ELL instruction at Tillicum Middle School.

COMMUNITY ENGAGEMENT

Community heritage language programs (2016-current): I have worked with community members to establish and support programs to increase students' knowledge of home languages and strengthen cultural identities. More info at <http://www.middlebury.edu/newsroom/around-campus/node/536246>

Vermont Public Radio [guest]. (23 July, 2014). English Language Learners in Vermont. Available at <http://digital.vpr.net/programs/vermont-edition>

College Preparation, Access, and Adjustment for ELLs in Chittenden County (2011-current)
Primary investigator for multi-phase research project, involving collaboration with several Vermont high schools and colleges

Burlington School District (current)- ELL Program consultant, Community Advisory Council member; Book Club facilitator

ESL Community Partners (2011-current). Initiated community-based learning partnerships between Middlebury College students and ESL/ELL teachers throughout Vermont

Winooski-Burlington Partnership for Change (2012-2014)- Consultant, Implementation Team member

Middlebury Juntos and Refugee Service Volunteers (2009-current)- Faculty sponsor and training facilitator for student organizations working with immigrant populations in Vermont.

Pakistani Teacher Training (Summer 2010)- Facilitated workshops for more than thirty school teachers in Murree, Pakistan, through a conference sponsored by the Presbyterian Education Board.

Habitat for Humanity of East King County. Redmond, WA (2002-2009).- Taught cross-cultural communication classes for home owner preparation. Served as support partner to Spanish-speaking clients.