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

State/National

TESOL Convention - *Selected for Best of Affiliates Session in 2023* (nominated by NNETESOL in 2022)
Language Awareness Journal- *nominee for AAAL Best Article award* (2021)
American Association for Applied Linguistics –*finalist for Book of the Year award* (2020)
Vermont Humanities Council- *grants for* CLA *Teacher Fellows* (2021) *and 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)
Excellence in Community-Based Teaching (finalist*)- Vermont Campus Compact* (2011)

Institutional
Davis Collaborative in Conflict Transformation- *faculty facilitator and working group participant* (2022-23)
Axinn Public Humanities Lab fellow- *awarded funds to support community-engaged learning* (2021)
MiddData- *awarded mini-grant to support design of an online resource hub for teachers* (2021)
Academic Outreach Endowment- *Middlebury College Alliance for Civic Engagement* (e.g., 2020, 2021, 2023)
Engaged Listening Project- *selected as faculty fellow and hired to be assessment coordinator* (2019-2021)
International Travel Fund- *Middlebury College recipient for 2018, 2019, and 2023*
Faculty Research Assistant Funds – *Middlebury College funding for student RAs* (*2010, 2014-2018*)
ACE/Sloan Grant- *Middlebury College Office of Faculty Development* (2011)

AREAS OF RESEARCH INTEREST

- Critical Language Awareness and critical literacy pedagogy in writing curricula
- Inclusive and asset-oriented approaches to writing pedagogy
- College preparation, access, and achievement for immigrant/refugee students
- Institutional dynamics and their impact on multilingual/L2 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, Director of Writing & Rhetoric Program. Middlebury, VT (2018-2020)
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)
Courses taught regularly: Narratives in the News Media, English Grammar: Concepts and Controversies, The English Language in a Global Context, Language and Social Justice (first-year seminar), Introduction to Sociolinguistics, Introduction to TESOL, Writing in Academic Contexts

Saint Michael's College, Applied Linguistics /MATESOL Program (Summer 2012, 2013, and 2015)
Past courses taught: Master's Seminar, World English, Theory and Method of TESOL, TESOL Diploma Program

University of Washington, Department of English (2005-2009)
Past courses taught: 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)
Past courses taught: Academic Writing, English Structure III, English for Teachers, Academic Preparation

Seattle Pacific University (2005-2009)
Past courses taught to graduate and undergraduate students: Sociolinguistics, Second Language Acquisition, 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 (hybrid)

CONSULTING WORK - HIGHER EDUCATION (2017-present)

Colby College, Dickinson College, Dartmouth Summer Seminar, George Mason University (2023)
Brandeis University, University of Vermont, (2022)
Boston University, Hamilton College, Northeastern University (2021)
University of Rochester, Oxford College at Emory University (2020)
Harper College, University of Massachusetts, University of San Francisco (external review) (2019)
Macalester College, DePauw University (2018)
Bryn Mawr College Franklin & Marshall College, Norwich University (2017)

TEACHING/CONSULTING - K-12 SETTINGS

UVM College of Education (2022) -external reviewer for endorsement program)

Bread Loaf Teacher Network (2021)- workshop presenter

Burlington School District Burlington, VT (2011-current)
    Consultant and program reviewer, Committee member, Plenary speaker, Workshop facilitator

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 Tomaš Z. (2023). *Fostering International Student Success in Higher Education*,
        2nd edition. Alexandria, VA: TESOL Press (co-published with NAFSA).

Shapiro, S. (2022). *Cultivating Critical Language Awareness in the Writing Classroom.* Routledge. More information
        and supplemental materials available at http://clacollective.org/

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

Shapiro, S. (forthcoming). Languaging Across the Curriculum: Why WAC needs CLA (and vice versa). *WAC
        Journal-* special issue on "WAC at 50."

Nassif, L., and Shapiro, S. (forthcoming in 2023). Arabic sociolinguistic competence among students. *Foreign
        Language Annals.*

Shapiro, S. & Lorimer Leonard, R. (2023). Introduction to the special issue: Critical Language Awareness as a
        lens for looking backward, outward, and forward in second language writing. *Journal of Second Language
        Writing, 60*(1)*,* 101004. Entire issue, which I co-edited, is open access through September at:
        https://www.sciencedirect.com/journal/journal-of-second-language-writing/special-
        issue/10FBVS068G6.

Shapiro, S. (December 2022). A kairotic moment for Critical Language Awareness? A response to Anne
        Ruggles Gere's "Communal Justicing". *College Composition & Communication. 70*(2).

Shapiro, S. (2022). Altruistic capital and refugee-background students: Creating educational counter-stories
        and opportunities. *Linguistics & Education* [special issue].

Tomaš , Z., & Shapiro, S. (2021). From crisis to opportunity: Turning questions about plagiarism into conversations about pedagogy. *TESOL Quarterly* [special issue].

Abe, S. and Shapiro, S. (2021). Sociolinguistics as a pathway to global citizenship: Critically observing the linguistic 'self' and 'other'. *Language Awareness.* [nominated by editor for AAAL article award].

Suh, E. and Shapiro, S. (2021). Making sense of resistance: How adult immigrant students apply symbolic capital in the college classroom. *TESL Canada Journal 37*(3), 27-46. https://teslcanadajournal.ca/index.php/tesl/article/view/tesl.v37i3.1343

Shapiro, S. (2020). Inclusive pedagogy in the academic writing classroom: Cultivating communities of belonging. *Journal of Academic Writing 10*(1), 154-164. https://publications.coventry.ac.uk/index.php/joaw/article/view/607

Gonzales Howell, 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]. https://compositionforum.com/issue/44/embracing.php

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 20*(1), 35-48.

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 students. *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. and Perrault, S. T. (pending). A Critical Language Awareness approach to feedback and response: critical pragmatism in action. In K. Blewett & J. Post (Eds.). *Reconceptualizing Response.*

Gegg-Harrison, W. and Shapiro, S. (in progress). "From Policing to Empowerment: Promoting Student Agency in the Context of AI Text Generators and AI-detection Tools." (for forthcoming edited collection on AI and writing classrooms).

Shapiro (2022a). "Language and social justice": A (surprisingly) plurilingual first-year seminar. In G. Shuck & K. Losey (Eds.). *Plurilingual pedagogies for multilingual writing classrooms: Engaging the rich communicative repertoires of U.S. students* (Routledge)

Shapiro, S. (2022b) "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 translingualism 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/l2/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). 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. (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. (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. (2022). Toward a humanizing discourse in research, policy, and practice with refugee communities. In M. Watson and P. Gopalan (Eds*.). Refugee resettlement in the United States: Loss, transition, and resilience in a post-9/11 world.* Routledge.

Shapiro, S. (2021). Afterword. In B. Schreiber et al. [Eds.] *Building a more linguistically just campus: Theory, pedagogy, and advocacy for multilingual writers.* Multilingual Matters.

Shapiro, S. (2021). Engaging students (productively) in difficult conversations. *Teachers' guide to Everyone's an author* [4th ed]. New York: W. W. Norton.

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/l2-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. (February 2022). Building better bridges into higher education for English learners. *New America* blog. https://www.newamerica.org/education-policy/edcentral/building-better-bridges-into-higher-education-for-english-learners/

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-campuses-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

SELECT CONFERENCE PRESENTATIONS

Invited Plenaries and Keynotes

"Recognizing and Expanding the Rhetorical Agency of L2 Writers through Critical Language Awareness (CLA) Pedagogy." Invited Colloquium, convened at the request of the Chair for American Association of Applied Linguistics (AAAL) Conference, forthcoming in April 2024.

"Writing with Power: Centering Linguistic and Rhetorical Agency in and Around our Writing Programs." Keynote for SLAC-WPA, a professional organization of writing specialists at small liberal arts colleges. January 2023.

"Criticality: What Do We Mean? How Do We Do It?" plenary for Second Language Writing Standing Group Meeting at Conference on College Composition and Communication (CCCC). Online, March 2022.

"Promoting Critical Language Awareness in the L2 Writing Classroom." Northern New England Teachers of English to Speakers of Other Languages (NNETESOL), February 2022.

"Inclusive, Asset-based Approaches to Working with Multilingual International Students." Global Education in the Liberal Arts (GELA) conference, Franklin & Marshall College, November 2022.

"Critical Language Awareness: Committing to Linguistic Access, Inclusion, and Agency." Invited talk for the Global Coalition for Language Rights, December 2022.

"Supporting International and Immigrant Students in Communicating Across the Curriculum Cabrini University, Center for Immigration Faculty- Development Days, May 2021.

"Promoting Global Citizenship and Inclusivity in Classrooms with Multilingual Learners." Harper College- International Education Summit. November 2019.

Peer-Reviewed Conference Presentations (2016-present)

"Critical Language Awareness: The Heart of a Socially Just Literacy Curriculum." AILA (International Association for Applied Linguistics). Lyon, France. Forthcoming in July 2023.

"Languaging Across the Curriculum: Why WAC Needs CLA and Vice Versa," panel at International Writing Across the Curriculum (IWAC) conference (online), June 2023.

"Shifting Ideologies in, around, and through Academic Writing/Literacy Curricula," American Association for Applied Linguistics (AAAL) Conference, Portland, OR. March 2023.

"Perspectives on Critical Language Awareness: Theory and Practice" Teachers of English to Speakers of Other Languages (TESOL) Convention, Portland, OR. March 2023

"Building a Community of Practice—and Hope—Around Critical Language Awareness Pedagogy." Panel organizer and speaker at Conference on College Composition and Communication (CCCC), Chicago, IL. February 2023.

"Promoting Linguistic Justice Through Critical Language Awareness Pedagogy in Academic Literacy Instruction" American Association for Applied Linguistics (AAAL) Conference, Pittsburgh, PA. March 2022.

"Insufficient Funds (of Knowledge)?: Critically Analyzing Student Resistance Through the Lens of Symbolic Capital." American Association for Applied Linguistics (AAAL) conference. March 2021.

"Understanding Student Resistance as 'Identity Work' in College Literacy Classes." Teachers of English to Speakers of Other Languages (TESOL) Convention (online), March 2021

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

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

"Bridging Out of the "ESL Ghetto": Promoting Institutional Desegregation for English Learner Teachers and Programs" [Symposium]. AERA Annual Meeting. San Francisco, CA (2020 - 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. 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

INSTITUTIONAL SERVICE (2016-present)

Posse Mentor for MP24 from NYC (2022-current).

Davis Collaborative in Conflict Transformation (facilitator and advisory group member, 2021-current)

Fall 2020 Academic Planning Group (ad hoc committee convened in Spring 2020 by the Dean of Faculty, to explore instructional decisions and options in response to the COVID-19 pandemic).

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

Middlebury College Linguistics Program (2011-ongoing)
        Steering Committee Member, Faculty advisor to student-run Linguistics Club

Middlebury College Writing and Rhetoric Program (2009-ongoing)
        Director (2018-2020), Chair of hiring committee (2019-2020), Workshop facilitator, etc.

Middlebury College Center for Teaching, Learning, and Research (CTLR) (2009-current)
        Faculty development presenter
        Consultant to International Student and Scholar Services

Middlebury Writing Center (ongoing)- Co-facilitate training for peer writing and foreign language tutors.

ADMINISTRATIVE WORK

CLA Collective -Creator/developer and event facilitator (2021-current). See https://cla.middcreate.net/

Director of Writing & Rhetoric Program, Middlebury College (2018-2020)

OTHER LEADERSHIP

Service to Professional Organizations
*Chair of Second Language Writing Standing Group (SLW SG) for Conference on College Composition and Communication (2023-current).
*Associate Chair of Second Language Writing Standing Group (SLW SG) for Conference on College Composition and Communication (2022-2023).
*Task force member- helped to revise NCTE/CCCC Statement on Language, Power, and Action (2022-2023)

External Program Reviewer
*University of Vermont, College of Education and Vermont Agency of Education (program review)
*University of San Francisco (2019)
*Burlington School District English Language Learner Program (2015-2018)

Journal Submission Reviewer
TESOL Quarterly; Linguistics and Education; Teaching and Teacher Education; Journal of Basic Writing; Journal of Second Language Writing; Excellence & Equity in Education, Composition Studies (among others)

Book Proposal and Manuscript Reviewer
Routledge/Taylor & Francis (Sociolinguistics series), Bedford/St. Martin's (Composition/TESOL) Norton (composition/pedagogy)

COMMUNITY ENGAGEMENT

Vermont Language Justice Program (2022-2023)- Partnered to facilitate student-directed redesign of webpage, as part of community engagement work connected to Intro to TESOL course. https://www.vtlanguagejustice.org/

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

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). Sustained, community-based learning partnership between Middlebury College students and ESL/ELL teachers throughout Vermont

Student Organizations support (2009-current)- Training facilitator and informal faculty advisor for student organizations working with immigrant populations in Vermont.