

WILLIAM JAMES MCGINLEY
Associate Professor, School of Education
Chair, Intercollegiate Athletics Committee (2007-2008)
Program Chair, Instruction and Curriculum in the Content Areas (2000-2004)
University of Colorado at Boulder, Boulder, CO 80309
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EDUCATION

- 1985 - 1989 Ph.D. ENGLISH AND LITERACY EDUCATION
University of Illinois, Champaign, Illinois
Dissertation: *Role of reading and writing in composing from sources*
January 1989
- 1980 - 1983 M.A. ENGLISH AND LITERACY EDUCATION
Idaho State University, Pocatello, Idaho
Thesis: *Story impressions and reading comprehension*
June 1983
- 1972 -1978 B.A. ENGLISH - ENGLISH TEACHING CREDENTIAL
Saint Joseph's College, Philadelphia, Pennsylvania
Teacher Licensure, 1980

UNIVERSITY EXPERIENCE

- Fall 1992 - present ASSOCIATE PROFESSOR OF ENGLISH EDUCATION
Department of Curriculum and Instruction
University of Colorado
Boulder, Colorado
- Fall 1988 - 1992 ASSISTANT PROFESSOR OF ENGLISH AND LITERACY
University of Michigan
Ann Arbor, Michigan
- Fall 1985 - 1986 TEACHING ASSISTANT
Department of Curriculum and Instruction
University of Illinois, Champaign, Illinois
- Fall 1986 - 1988 RESEARCH ASSISTANT
Center for the Study of Reading
University of Illinois

SECONDARY SCHOOL TEACHING EXPERIENCE

- 1980 - 1985 ENGLISH/LANGUAGE ARTS TEACHER
Alameda Junior High School, Pocatello, Idaho
- 1978 - 1980 ENGLISH/JOURNALISM TEACHER, Salisbury High School,
Allentown, Pennsylvania

PROGRAM CHAIR
Instruction and Curriculum in the Content Areas
Secondary Education
2000-2004

Summary of Administrative Responsibilities

The Secondary Teacher Education Program currently provides Teacher Licensure Credentials for approximately 100 students per academic year and is accredited by the National Council for the Accreditation of Teacher Educators (NCATE). The program has six tenure-track faculty members, three affiliated faculty members, and several adjunct instructors. In my role as program chair, I was responsible for developing and coordinating new and existing programs in secondary teacher education which provide degree opportunities for a wide range of students with concentrations in science, mathematics, English, and social studies. We offer teacher licensure options to undergraduates, post BA students, an MA for practicing teachers, an MA plus licensure for students wishing to combine licensure with an MA in education, and a Ph.D. in Curriculum and Instruction. In addition to marketing our programs in secondary education, I was responsible for assisting in the organization and coordination course offerings, the supervision of students' progress across program areas, providing leadership and implementing plans associated with program development according to recent state guidelines, supervising program admissions, advising students in all degree programs, and teaching and conducting research.

RESEARCH AWARDS

Professional Awards and Academic Honors

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| 2000 | <u>Boulder Faculty Assembly Award for Excellence in Community Outreach and Service</u> - University of Colorado — \$3000 Award |
| 1998 | <u>International Reading Association, Elva Knight Research Award</u>
<i>Literacy and Storytelling: The Teaching Practices of Adult Tutors in an Urban Elementary School</i>
University of Colorado-Boulder
\$5,000 Research Award |
| 1994 - 1996 | <u>International Reading Association, Elva Knight Research Award</u>
<i>Personal, Social, and Political Functions of Adolescents' Story Reading</i>
University of Colorado
Boulder, Colorado — \$5,000 Research Award |
| 1990 | <u>International Reading Association Outstanding Dissertation Award</u>
<i>The Role of Reading and Writing in the Acquisition of Knowledge: A Study of College Students' Self-Directed Engagements in Reading and Writing to Learn</i> |
| 1989 | <u>National Council of Teachers of English, Promising Researcher Finalist</u> |

The Role of Reading and Writing in the Acquisition of Knowledge: A Study of College Students' Self-Directed Engagements in Reading and Writing to Learn

- 1989 Journal of Educational Research
Award for Outstanding Published Research Paper
The Effects of Story-Impressions as a Pre-reading-Writing Activity on Students' Story Comprehension (with Peter R. Denner)
- 1987 Practical Discovery Award
Story-Impressions as a Pre-reading-Writing Activity
Idaho Council of the International Reading Association
- 1986 Outstanding Research Award
Northern Rocky Mountain Educational Research Association
The Effects of Story-Impressions as a Pre-Reading Activity on Immediate and Delayed Story-Recall of Average and Superior Readers
Annual Meeting of the Northern Rocky Mountain Educational Research Association, Missoula, Montana (with Peter R. Denner)

FUNDED RESEARCH AND COMMUNITY-OUTREACH PROJECTS

- 2009-2010 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Exploring Life as Narrative Through the Visual and Language Arts in a Public Middle School.
University of Colorado-Boulder Foundation \$10,000
- 2008-2010 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Re-Imagining Language Instruction in a Public Middle School: New Literacies and New Media Technologies in the Teaching of Language Arts.
University of Colorado-Boulder \$16,000
- 2007-2008 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Cultivating Creative and Performative Literacies in an Urban High School
University of Colorado-Boulder \$16,000
- 2007-2008 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Re-Imagining Literature Instruction in a Public High School
University of Colorado-Boulder \$16,000
- 2006 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Cultivating Creative and Performative Literacies in an Urban High School
University of Colorado-Boulder \$16,000
- 2006 DIRECTOR AND PRINCIPAL INVESTIGATOR

- University of Colorado Outreach Council
Re-Imagining Literature Instruction in a Public High School
 University of Colorado-Boulder \$16,000
- 2005 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Literacy and Learning for Life: After School Homework Club
Whittier International Elementary School
 University of Colorado-Boulder \$16,000
- 2004 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Learning to Teach and the Pedagogy of Adult Community
Mentors in an Urban After School Literacy Program
 University of Colorado-Boulder \$16,000
- 2003 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Learning to Teach and the Pedagogy of Adult Community
Mentors in an Urban After School Literacy Program
 University of Colorado-Boulder \$16,000
- 2002 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Learning to Teach and the Pedagogy of Adult Community
Mentors in an Urban After School Literacy Program
 University of Colorado-Boulder \$4,000
- 2002 DIRECTOR AND PRINCIPAL INVESTIGATOR
IMPART Research and Award Program
Learning to Teach and the Pedagogy of Adult Community
Mentors in an Urban After School Literacy Program
 University of Colorado-Boulder \$4,000
- 2001 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Learning to Teach Mathematics: The Lessons of Community Mentors
in an Urban After-School Program
 University of Colorado-Boulder \$5,000
- 2000 CO-DIRECTOR AND CO-PRINCIPAL INVESTIGATOR
University of Colorado Outreach Council
Literacy and Learning for Life: Learning to Teach and the Lesson of Adult
Community Mentors in an Urban After-School Program
 (with Shuaib Meacham) Denver, Colorado
 University of Colorado-Boulder \$10,000
- 1999 CO-DIRECTOR AND CO-PRINCIPAL INVESTIGATOR
National Council of Teachers of English Grant-In-Aid
CU in the House: Community Education Through Poetry and Hip-Hop in
an Urban Community (with Shuaib Meacham)

University of Colorado-Boulder \$11,000

- 1998 DIRECTOR AND PRINCIPAL INVESTIGATOR
International Reading Association, Elva Knight Research Award
Literacy and Stories: The Teaching Practices of Adult Tutors in an Urban Elementary School - University of Colorado-Boulder \$5,000
- 1998 DIRECTOR AND PRINCIPAL INVESTIGATOR
Council on Research and Creative Work: Grant-in-Aid
Literacy, Storytelling, and Vernacular Culture Among Adults in an Urban Literacy Program
University of Colorado-Boulder \$5,000
- 1998 DIRECTOR AND PRINCIPAL INVESTIGATOR
IMPART Research Award Program
Literacy, Storytelling, and Vernacular Culture Among Adults in an Urban Literacy Program, University of Colorado-Boulder \$4,000
- 1998 - 2000 DIRECTOR AND PRINCIPLE INVESTIGATOR
University of Colorado Outreach Council and Bueno Center
Tutoring To Teach: Experiences of Undergraduate Tutors in an Urban High School and the Decision to Teach
University of Colorado-Boulder \$7000
- 1994 - 1996 DIRECTOR AND PRINCIPAL INVESTIGATOR
International Reading Association, Elva Knight Research Award
Personal and Social Functions of Adolescents' Story Reading \$5,000
- 1991 - 1992 DIRECTOR AND PRINCIPAL INVESTIGATOR
University of Michigan, Rackham Graduate School Faculty Research Grant and Fellowship
The Transformative Functions of Children's Literacy Practices in an Urban Elementary School
University of Michigan-Ann Arbor — \$10,000
- 1989 - 1991 DIRECTOR AND PRINCIPAL INVESTIGATOR
National Council of Teachers of English, Teacher-Researcher Collaboration Grant
A Study of Students' Writing About Their Communities and Their Lives
NCTE Urbana, Illinois \$5,000

COMMUNITY AND SCHOOL-BASED EDUCATIONAL OUTREACH PARTNERSHIPS

- 2010 – present FOUNDER AND PROJECT CO-DIRECTOR (with Casey Middle School)
Tell Your Story: Exploring Life as Narrative Through the Visual and Language Arts in a Public Middle School.
University of Colorado Outreach Council, \$16000

PROJECT DESCRIPTION

CU Foundation, Principal Investigator (2008-2009). The Art of Composing a Life Integrating Visual Arts and Literary Arts in School

Classrooms. This grant was developed to support a project aimed at helping middle school students explore the one creative act the occupies us all - the composition of our lives. During the first year of this project, I developed and co-taught a four-week creative arts course for 30 students from Casey Middle School. The course was developed in collaboration with teachers and artists from Casey Middle School, Monarch High School, the University of Colorado's School of Education and the Department of Art & Art History. Throughout the course, middle school students were provided with opportunities to explore ideas for narrating their lives through a series of instructional studios. In collaboration with art and language arts teachers, we developed a project that built on the inventive language use and visual arts abilities of young people as it connected to self-reflectiveness and critical awareness. We wanted to develop teaching practices that conceptualized these arts as something lived, not only as something that is written down. Throughout the first year of the project, we gave significance and meaning to the artistic-esthetic abilities of students especially as they informed how we might create frameworks for incorporating these living/dialogic literacies into the classroom/written-down literacies of school.

2009 – 2010

FOUNDER AND PROJECT DIRECTOR (with Casey Middle School)
The Memoirs Project: "Life Goes and Comes" (Fall 2009).
University of Colorado Outreach Council

PROJECT DESCRIPTION

The Memoirs Project took place in the Fall of 2009 and work on this has continued in to the Spring 2010. It was developed and implemented with teachers and students at Casey Middle School. As part of the project, I recorded and produced (with a recording professional) a CD of 22 student audio memoirs in the style and format of NPR's Storycorps. I also guided and directed the writing and rehearsal of these memoirs. The editing and production of student memoirs is currently being finalized for distribution.

2006 - present

FOUNDER AND PROJECT DIRECTOR
Re-Imagining Literature Instruction in Public School: New Literacies and New Media Technologies in the Teaching of English — Monarch High School and Fairview High School, Louisville, CO
University of Colorado Outreach Council, \$16000

PROJECT DESCRIPTION

This project is a creative collaboration involving university faculty, undergraduate preservice teachers from CU, practicing English teachers, and students at formerly at Monarch High School and now at Fairview High School. The purpose of this collaboration is to engage teachers, students, and university faculty in conversations about the nature of literature instruction as they experience it as part of their academic and professional lives. The goal of this collaboration is to create local discursive contexts wherein teachers and their students are provided with opportunities to question, challenge, or negotiate some of the more dominant or invisible instructional assumptions

they have inherited as literature teachers and students in English classrooms. We are developing ways for teachers to articulate their own theoretical visions regarding literature instruction. Teachers are provided the context and opportunity to explore the instructional and imaginative possibilities of new media technologies in the teaching of English.

2006 - 2008

FOUNDER AND PROJECT DIRECTOR

Creative and Performative Literacies in an Urban High School
Denver North High School, Denver, CO
Denver East High School, Denver, CO — Currently
New Vista High School, Boulder, CO
University of Colorado Outreach Council, \$16000

PROJECT DESCRIPTION

The inspiration for this outreach project with urban high school students derives in part from the spirit of the Black Arts Movement of the revolutionary 1960's and the Chicano/a Cultural Renaissance/Theater Movement of 1960's and 70's. The poets, artists, dancers, actors, and creative performers in this project are largely Latino and African American adolescents at North High and East School in Denver. The purpose of this project is to cultivate the creative literacies of these young people by providing them with opportunities to engage in a range of artistic-aesthetic performances and practices in school contexts that make use of existing cultural knowledge, values, and language practices. Although young people in urban environments have a wide repertoire of creative and performative literacies, they are seldom acknowledged or valued within the frameworks of "official" school literacy practices. The goal of this outreach effort is to bring together members the school's drama department, students, university faculty, preservice teachers, and adults from the local school community in order to acknowledge and further develop these creative literacies.

1998 – 2005

FOUNDER AND PROJECT DIRECTOR

Literacy for Learning and Life: An After-School Program and Adult Continuing Education Initiative — Whittier International Elementary School, Boulder, CO

PROJECT DESCRIPTION

Literacy and Learning for Life is a fully operating after-school program and adult educational program in at Whittier Elementary School in Boulder, CO. In 1998, I founded the program in collaboration with the staff at Neighborhood Ministries in Denver where the program began. I continue to be responsible for the direction and development of all activities related to the school including program development, program evaluation, fund raising, teaching staff, research activities, and community relations. One goal of this program is to provide an intellectually supportive and nurturing environment designed to help young children (ages 6 to 8) improve their reading and writing skills while also helping them to become more aware of the important role that literacy may play in their lives.

A second goal of the program is to provide a unique form of continuing education for adult community members who develop their knowledge of literacy education as it relates to tutoring children and assisting CU students. Finally, *Literacy and Learning for Life* offers a rather unique approach to the professional development of prospective teachers enrolled in the School of Education Teacher Licensure Program at the University of Colorado. Specifically, the school faculty is a combination of CU students and adults from the Five Points Community. Each semester, the school program mentors five to six students from the School of Education who work as teachers in the program. As part of this involvement, prospective teachers also collaborate weekly with the participating community faculty or adults.

Since the projects inception, we have provided educational opportunities for approximately twenty Latino and African American adults, over fifty prospective teachers, and approximately one hundred children. The program is supported by grants from the National Council of Teachers of English, The International Reading Association, IMPART, the University of Colorado Grant-in-Aid Program, and the University of Colorado Council for Community Outreach.

1999 – 2001

CO-PROJECT DIRECTOR

CU in the House (with Shuaib Meacham)
School of Education and *Brother Jeff's Café*

PROJECT DESCRIPTION

CU in the House is a community-based educational program sponsored by the school of education. It is designed to encourage high school age students and adult community members in Denver to write and perform poetry and verbal creative arts of many kinds. As such, it builds on African American cultural and historical traditions of oral and written literacy aimed at social critique, cultural affirmation, and self-determination. The program sponsored poetry and creative writing classes at a local high school, as well as weekly poetry/hip-hop performances at a local café (Brother Jeff's).

CU in the House served as a unique form of continuing education for countless adults in the community who regularly participated in weekly poetry performances. In addition, the program served as a context for some unique opportunities for intergenerational learning as performances often brought together adults and adolescents from around the city. The program is supported by grants from the National Council of Teachers of English, IMPART, the University of Colorado Council for Community Outreach.

1998 - 2000

FOUNDER AND PROJECT DIRECTOR

Community Outreach Through Undergraduate Tutoring (Project OUT)
School of Education, University of Colorado
Boulder, Colorado

PROJECT DESCRIPTION

Project OUT provides leadership and community-based educational experiences for undergraduate students of color in Arts and Sciences at the University of Colorado who are interested in the exploring teaching as a profession and the prospect of serving as a personal and academic mentor for younger students in urban community high schools.

Participating students from the University of Colorado are placed in Denver Metro area high schools where they work as academic tutors and develop mentoring relationships with students from diverse racial and cultural backgrounds. The program is supported by grants from the University of Colorado Outreach for Community Council and the University of Colorado Center for Equity and Diversity.

1998 - Present

FOUNDER AND PROJECT DIRECTOR

School of Education Tutoring Endowment Program

School of Education, University of Colorado—Boulder, Colorado

PROJECT DESCRIPTION

As part of their participation in this project, undergraduate students in the School of Education serve as academic tutors and develop mentoring relationships with young children attending the Neighborhood Ministries After-School Program, *Literacy and Learning for Life*. University students receive valuable experiences in their preparation for becoming teachers and develop meaningful relationships with children from diverse cultural and economic backgrounds.

1997 - 1998

PROJECT CO-DIRECTOR (with Shuaib Meacham)

Literacy, Storytelling, and Vernacular Culture Among Adults in an Urban Community: A Community, Church, and School Partnership in Literacy Education

Neighborhood Ministries Community Center

Denver, Colorado

PROJECT DESCRIPTION:

Project BLUES (Building Literacy in Urban Educational Settings), is a collaborative research and development effort with the Neighborhood Ministries Community Center in Denver, Colorado. Specifically, Project BLUES is a non-profit literacy program that conceptualizes literacy instruction as an important vehicle that may be instrumental in fostering more vital connections between community members, schools, and other local institutions. In the context of this program, participating adults engage in a variety of reading and storytelling experiences. In addition, a vital aspect of the adults' motivation for their own literacy learning in the program is the preparation they receive related to assisting young readers at a neighborhood elementary school. In the context of this instruction, stories are conceptualized as one of the primary means through which adults (and children) develop their own literacy skills, prepare to participate in school children's literacy development, as well as to imagine and take up more productive forms of community life.

1994 - 1996

PROJECT DIRECTOR

Stories and Story Reading in an Elementary School Classroom

University Hill Elementary School — Boulder, Colorado

PROJECT DESCRIPTION:

Developed a reading curriculum that utilized school-based "book clubs" with reading instruction for young children.

1989 - 1992

PROJECT DIRECTOR

Parents and Children as Authors: Culturally Relevant Literacy

Pedagogy in an African-American School Community

Francis Parkman Elementary School—Detroit, Michigan

PROJECT DESCRIPTION

Over a four-year period, I worked with teachers and school administrators in developing literacy curricula that was both personally meaningful and relevant to the young children attending Francis Parkman School. Although children engaged in a variety of projects that integrated writing and community-related service (e.g., writing with adults in health care facilities) the cornerstone of this work focused around the publication of community anthologies written by school children documenting their own life histories and, as well as the histories and experiences of peers, parents, family members, and members of the community.

UNIVERSITY SERVICE

Committees and Chairs

University of Colorado

2006 – present

Faculty-Athletics Academic Liaison, Men's Basketball

2009 – present

DOCTORAL PROGRAM REVISION, Member

Graduate Program in Literacy Studies

2009 – present

HUMANITIES COMMITTEE, Co-Chair

Program in Curriculum and Instruction

2007 – 2008

SEARCH COMMITTEE, Chair

English Education

2006 – 2007

INTERCOLLEGIATE ATHLETICS COMMITTEE, Chair

2006 – 2007

ATHLETIC TRANSFER RELEASE COMMITTEE, Chair

2006 – 2007

BOULDER FACULTY ASSEMBLY EXECUTIVE COMMITTEE

2006 – 2007

NCAA COMPLIANCE COMMITTEE, Member

2006 – 2007

CAMPUS ATHLETE BOARD, Member

2004 - 2008

BOULDER FACULTY ASSEMBLY, Member

2004 - 2005

SEARCH COMMITTEE, Member

Literacy Education

2000- Spring 2004

PROGRAM AREA CHAIR—ICCA

Instruction and Curriculum in the Content Areas

Secondary Teacher Education

2000-2004

DEAN'S ADVISORY Council, Member

2002-2003

SEARCH COMMITTEE, Member

2001-2002	Secondary Social Studies SEARCH COMMITTEE, Chair
2000-2001	Secondary English Education SEARCH COMMITTEE, Chair
2000-2001	Secondary English Education SEARCH COMMITTEE, Member
2000-2001	Director of Administration SEARCH COMMITTEE, Chair
1999-2000	Secondary English Education EARLY LITERACY SEARCH COMMITTEE, Member
1999 - present	Faculty Position DIVERSITY COMMITTEE, Member
1998 - present	School of Education ESL SEARCH COMMITTEE, Member
1996 - 1997	Faculty Position ENGLISH AND LITERACY SEARCH COMMITTEE, Chair
1995 - 1996	Faculty Position ENGLISH AND LITERACY SEARCH COMMITTEE, Chair
1994 - 1995	Faculty Position ELEMENTARY ENGLISH AND LITERACY SEARCH COMMITTEE, Chair
1993 - 1995	Faculty Position ELEMENTARY ENGLISH AND LITERACY PROGRAM AREA, Chair
1992 - present	COMMITTEE MEMBER Secondary Education Committee Member (ICCA)

ACADEMIC PUBLICATIONS

Creative Works

McGinley, W. (2009). The memoir project: "Life goes and comes." CD of 22 student memoirs. Casey Middle School.

McGinley, W. (2006). Legends and love: A Choreopoem Poem. Performed at Denver's Paramount Theater. January, 2006.

Book Chapters (referred)

McGinley, W., Whitcomb, J.A. & Zerwin S. (2006). Amazing Space: Reading Life in the Literature Classroom. In D. McIerney (Eds.). Research on sociocultural influences on motivation and learning, Volume 5. Information Age Press, pp. 253-272.

Book Chapters (non-referred)

McGinley, W., T. Mahoney, & G. Kamberelis (1997). Re-visioning reading and teaching literature through the lens of narrative theory. In T. Rogers and A. Soter (Eds.), Reading Across Cultures. New York, NY: Teachers College Press.

Tierney, R. & McGinley, W. (1993). Serious flaws in written literacy assessment. In M. Carrasquillo & C. Hadley (Eds.) Whole language and the bilingual learner. Norwood, NJ: Ablex Publishing.

Valencia, S., McGinley, W., & Pearson, P. D. (1989). Assessing progress in reading and writing. In G. Duffy (Ed.), Reading in the middle school. Delaware, NJ: International Reading Association.

Tierney, R. J., & McGinley, W. (1986). Exploring reading and writing as ways of knowing. In Language and Literacy Learning. Proceedings of the 13th Annual Australian Reading Association. Gosford, NSW: Ashton-Scholastic, pp. 19-31.

Articles in Preparation

McGinley, W. & Lewis, M. A. (in progress). Teacher Emotion, teaching imagination: Teacher education candidates explore literary imagination in the literature classroom.

McGinley, W. & Lewis, M. A. (in progress). The role of emotion and imagination in story reading.

McGinley, W. & Lewis, M. A. (in progress). Reading critically and the fate of personal response.

Published Articles

McGinley, W. & Kamberelis, G. (2002). Just only stories. Colorado Libraries Journal, 28, 6-10.

McGinley, W. & Conley, K. (2001). Literary retailing and the re-making of popular reading. Journal of Popular Culture, 35.2, 207-220.

Kamberelis, G. & McGinley, W. (2001). Literature and the life of our classrooms: Transforming our students/transforming ourselves. Language and Literacy Spectrum, 11, 63-74.

McGinley, W., Meacham, S. DiNicolo, C. & Conley, K. (2000). "We've been through it." The pedagogy of adult community members in an urban after school literacy program. 49th Yearbook of the National Reading Conference.

McGinley, W., Conley, K., & White, J. (2000). Pedagogy for a few: The modern book industry as literature teacher. Journal of Adolescent and Adult Literacy, 44, 204-214.

McGinley, W. & Mahoney, T. (1998). Cultural authority and the discursive construction of literature in commercially produced book club discussion guides. In Literacy research, theory and practice: Views from many perspectives. Forty-Seventh Yearbook of the National Reading Conference. The National Reading Conference.

McGinley, W., & Kamberelis, G. (1996). Maniac Magee and Ragtime Tumpie: Children negotiating self and world through reading and writing. Research in the Teaching of English, 30, 1-39.

- McGinley, W., Mahoney, T., & Kamberelis, G. (1995). Reconsidering stories. Statement: Journal of the Colorado Language Arts Society, 31, 9-16.
- McGinley, W. & Denner, P. (1995). On teaching stories. Portals: Journal of the Idaho Council of the International Reading Association, 2, 8-13.
- McGinley, W., & Kamberelis, G. (1992). Transformative functions of children's writing. Language Arts, 69, 10-18.
- McGinley, W. (1992). The role of reading and writing while composing from sources. Reading Research Quarterly, 27, 227-248.
- McGinley, W., & Kamberelis, G. (1992). Personal, social, and political functions of children's reading and writing. In Literacy research, theory and practice: Views from many perspectives (pp. 403-412). Forty-First Yearbook of the National Reading Conference,
- McGinley, W., & Kamberelis, G. (1992). "I'm glad I wrote it instead of just saying it." In S. Hudson-Ross, L. Miller-Cleary, M. Casey (Eds.) Children's voices: Children talk about literacy. Montclair, NJ: Boynton Cook.
- Kamberelis, G., & McGinley, W. (1992). One writer's construction of text and self: The role of voice. In Literacy research, theory and practice: Views from many perspectives (pp. 199-214). Forty-First Yearbook of the National Reading Conference.
- Abdullah, S., Kamberelis, G., & McGinley, W. (1992). Literacy, identity, and resistance within the African American slave community and some reflections for new forms of literacy pedagogy. In Literacy research, theory and practice: Views from many perspectives (pp. 379-391). Forty-First Yearbook of the National Reading Conference.
- Denner, P. R., & McGinley, W. (1992). Effects of two prereading activities on junior high students' story recall. Journal of Educational Research, 86, 11-19.
- McGinley, W., & Madigan, D. (1990). The research story: A forum for integrating reading, writing, and learning. Language Arts, 67, 474-483.
- McGinley, W., & Tierney, R. J. (1989). Traversing the topical landscape: Reading and writing as ways of knowing. Written Communication, 6, 243-269.
- Tierney, R. J., Soter, A., O'Flahavan, J., & McGinley, W. (1989). The effects of reading and writing on thinking critically. Reading Research Quarterly, 24, 134-173.
- McGinley, W. (1989). The effects of reading and writing upon critical thinking. (Technical Report No. 527). Urbana: University of Illinois, Center for the study of reading.
- Denner, P. R., McGinley, W., & Brown, E. (1989). The effects of story-impressions as a prereading-writing activity on students' story comprehension. Journal of Educational Research, 82, 320-326.

McGinley, W., & Tierney, R. J. (1988). Toward a view of reading and writing as ways of knowing and learning, (Technical Report No. 423). Urbana: University of Illinois, Center for the Study of Reading.

McGinley, W., & Denner, P. R. (1987). Story-impressions: A prereading-writing activity. Journal of Reading, 31, 248-253.

INVITED CONFERENCE PRESENTATIONS

McGinley, W. (2006). Cultivating new voices of color. Invited speaker and mentor. National Council of Teachers of English. University of Colorado — Boulder, CO.

McGinley, W. (2005). Cultivating new voices of color. Invited speaker and mentor. National Council of Teachers of English. Pittsburgh, PA.

McGinley, W. (2004). Cultivating new voices of color. Invited speaker and mentor. National Council of Teachers of English. University of California, Berkeley, CA.

CONFERENCE PAPERS

McGinley, W., & Lewis, M. (2010). Stories of Self, Stories of Us: Rethinking Memoir in Language Arts Classrooms. A paper presented at the Annual Meeting of National Council of Teachers of English. Orlando, FL.

McGinley, W., & Lewis, M. (2010). The insights of compassionate imagination: Reading critically and emotionally. A paper presented at the forthcoming American Educational Research Conference. Denver, CO.

McGinley, W., & Lewis, M. (2009). Reading immigration stories with adolescents: Emotion, imagination, and personal response in book clubs. A paper presented at the Annual Meeting of National Council of Teachers of English. Philadelphia, PA.

McGinley, W., Dutro, E., Dipardo, A., & Lewis, M. (2008). Visceral literacies: Emotional and imaginative engagement in the language arts classroom. A symposium presented at the Annual Meeting of National Reading Conference. Orlando, FL.

McGinley, W. & Lewis, M. (2007). Marketing popular reading: The book industry as literature teacher. A paper presented at the International Conference on the Humanities. Columbia University, NY.

McGinley, W., Lewis, M., Zerwin, S., Spletzer, K., & Gauthier, K.K., (2006). “No Ideas but in Things:” Literary imagination and literacy research. A paper submitted for presentation at the American Educational Research Conference.

McGinley, W., Gauthier, K.K., Spletzer, K., Lewis, M., & Zerwin, S. (2006). Novel ideas: Literary imagination and literacy research. A paper presented at the Mid-Winter Research Conference of the National Council of Teachers of English. Chicago, IL.

- McGinley, W., Meacham, S., & Salim, Sirat Al (2002). Improvising literacy instruction. A paper presented at the 47th annual meeting of the National Reading Conference, Miami, FL.
- McGinley, W. & Salim, Sirat Al (2002). The meanings we make with stories: Cross-cultural connections. A paper presented at the 34th Annual Meeting of the Virginia Westerberg Children's Literature Conference. Boulder, CO.
- McGinley, W. (2001). Literary retailing and the [re]making of popular reading. Popular Culture Association Conference, Philadelphia, PA.
- McGinley, W. (2000). A community pedagogy: Learning teach in an urban after school program. A paper presented at the 99th Annual Meeting of the American Anthropological Association, San Francisco, CA
- McGinley, W., Meacham, S. DeNicolo, C. & Conley, K. (1999). "We've been through it:" The pedagogy of adult community members in an urban after school program. Research roundtable presented at the Annual Meeting of the National Council of Teachers of English, Denver, Colorado.
- McGinley, W. & Conely, K. (1999). Pedagogy for a few: The right to read and the curriculum of book club discussion guides. A paper presented at the Annual Meeting of the National Council of Teachers of English, Denver, CO.
- McGinley, W. & Conely, K. (1999). Literature Incorporated: Cultural authority and the curriculum of commercially produced book club discussion guides. A paper presented at the Annual Meeting of the American Educational Research Association Conference, Montreal, Canada.
- Meacham, S. & McGinley, W. (1999) Literacy, Storytelling, and the Blues: A study of adults in an urban literacy program. A paper presented at the Annual Meeting of the American Educational Research Association Conference, Montreal, Canada.
- McGinley, W. & Mahoney, T. (1997). Cultural authority and the construction of "literature" in community book clubs discussion guides. A paper presented at the 47th annual meeting of the National Reading Conference, Tucson, Arizona.
- McGinley, W., Mahoney, T., & Oliver, J. (1996). Children authoring text and life: Literature and discourse in an elementary school classroom. A paper presented at the 95th Annual Meeting of the American Anthropological Association, San Francisco, CA.
- McGinley, W. (1996). Re-visioning reading and teaching literature in the secondary school. A paper presented at the National Council of Teachers of English, Chicago, IL.
- McGinley, W. (1996). Just only stories: Literature and cultural imagination. A paper presented at the National Organization of Bilingual Education, Orlando, FL.
- McGinley, W. (1995). Narrative theory and the promise of multicultural literature. A paper presented at the 45th annual meeting of the National Reading Conference, New Orleans, LA.

- McGinley, W., Mahoney, T. & Oliver, J. (1995). Story books and storied lives: Functions of oral story reading in an elementary school classroom. A paper presented at the 45th annual meeting of the National Reading Conference, New Orleans, LA.
- McGinley, W. (1995). Reconsidering stories. A paper presented at the annual meeting of the American Educational Research Conference, San Francisco, CA.
- McGinley, W. (1994). The triumph of technology and the fate of literacy. A paper presented at the 44th Annual Meeting of the National Reading Conference, San Diego, CA.
- McGinley, W. (1993). Literature for what? A paper presented at the 43rd Annual Meeting of the National Reading Conference, Charleston, SC.
- McGinley, W. & Kamberelis, G. (1993). Stories and meanings: What narrative theory, reader-response theory, and critical literacy might teach us about understanding students' reading and responding to literature. A paper presented at the 43rd Annual Meeting of the National Reading Conference, Charleston, SC.
- McGinley, W. & Kamberelis, G. (1992). Researching the functions of writing and reading literature. A symposium presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.
- McGinley, W. (1992). Possible selves, possible worlds: Children reading, writing, and envisaging life. A paper presented at the Virginia Westerberg 23rd Annual Children's Literature Conference, Boulder, CO.
- McGinley, W. (1992). The personal, social, and political functions of young children's writing and responses to literature. A paper presented at the annual meeting of the American Educational Research Association Conference, San Francisco, CA.
- McGinley, W. (1991). Historical traditions and current practices of critical literacy in an inner-city community. A symposium presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- McGinley, W. & Kamberelis, G. (1991). Critical literacy, making meaning, and the study of adolescent's reading and writing. A paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- McGinley, W. (1991). Public and private meanings: Children reading, writing, and envisaging life. A paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- Kamberelis, G. & McGinley, W. (1991). Other people's words: The social construction of voice in middle school students' writing. A paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- O'Flahavan, J. & McGinley, W. (1991). Lag sequential analysis in literacy research: A primer. A paper presented at the annual meeting of the American Educational Research Association.

- McGinley, W. (1991). The transformation of ideas in writing from sources. A paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois.
- McGinley, W. & Madigan, D. (1990). Beyond the literacy myth: A study of fourth grade writers in an urban elementary school. A paper presented at the 40th Annual Meeting of the National Reading Conference, Miami, Florida.
- McGinley, W. & Madigan, D. (1990). Literacy as voice: Understanding children's writing about their communities and their lives. A paper presented at the 40th Annual Meeting of the National Reading Conference, Miami, Florida.
- McGinley, W. (1990). A study of college student's dynamic use of reading and writing to learn. A paper presented at the International Reading Association Annual Convention, Atlanta, Georgia.
- McGinley, W. (1990). The voices of young writers: Making sense of language and the wider-world. A paper presented at the Michigan Reading Conference Annual Meeting, Kalamazoo, Michigan.
- McGinley, W., & Tierney, R. J. (1989). The role of reading and writing in the acquisition of knowledge: A study of college students' self-directed engagements in reading and writing to learn. A paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- McGinley, W. & Madigan, D. (1989). Teaching and learning the ways of knowing: Children as researchers. A paper presented at the 13th Annual Conference on Critical Thinking and Moral Critique, Sanoma, California.
- Denner, P. R., & McGinley, W. (1987). The effects of story-impressions as a prereading-writing activity on immediate and delayed story-recall of average and superior readers. A paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Missoula, Montana.
- Tierney, R. J., & McGinley, W. (1987). Serious flaws in written literacy assessment. A paper presented at the American Educational Research Association Annual Meeting, San Francisco, California
- Tierney, R. J., & McGinley, W. (1987). Exploring reading and writing as ways of knowing. A paper presented at the 13th Annual Australian Conference on Language and Literacy.
- McGinley, W., & Denner, P. R. (1986). The use of story-impressions as a previewing activity for providing clues to a story's episodic structure. A paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, Wyoming.
- Tierney, R. J., Soter, A., O'Flahavan, J. F., & McGinley, W. (1986). The effects of reading, writing, and questioning on critical thinking. A paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- McGinley, W. (1983). Developing reading through writing. A paper presented at the Idaho Reading Council Spring Conference, Hailey, Idaho.

PROFESSIONAL SERVICE

2004 - present	EDITORIAL REVIEWER <i>Reading Research Quarterly</i>
2003 - present	EDITORIAL REVIEWER <i>The English Journal</i>
2001-present	NATIONAL READING CONFERENCE Field Council Region Three Representative
1989 - present	EDITORIAL BOARD MEMBER <i>Yearbook of the National Reading Conference</i>
1990 - present	EDITORIAL REVIEWER <i>Yearbook of the National Reading Council</i>
1989 - 2002	EDITORIAL REVIEWER <i>Research in the Teaching of English</i>
1991 - 2002	EDITORIAL REVIEWER <i>Reading Research Quarterly</i>
1989 - 1992	EDITORIAL REVIEWER <i>Language Arts: A Journal of Language and Literacy</i>

Membership in Professional Organizations (1989-2009)

National Council of Research in English
National Council of Teachers of English
International Reading Association
National Reading Conference
Colorado Language Arts Council

UNIVERSITY TEACHING AND SERVICE

Undergraduate Teaching (1992-2010)

Memoir, Story, and Emotion (2010, new course)
Bring the Noise: History and Practice of Spoken Word Poetry (2008, new course)
Literacy in the Content Areas
Language and Literacy Across the Curriculum
Teaching Literature in Middle and Secondary School
English Methods
Foundations of Literacy
Teaching Writing in the Elementary Grades
Elementary Language Arts

Graduate Teaching (1992-2009)

Doctoral Seminars

Perspectives on Literacy
Literacy in Families, Schools, and Communities
Critical Social Theory and the Teaching of Literacy
Topics in Literacy Theory
Doctoral Seminar in Education

Graduate-Level Courses

Memoir, Story, and Emotion
Bring the Noise: Introduction to the History and Practice of Spoken Word Poetry
Language and Literacy Across the Curriculum
Teaching Literature in the Middle and Secondary School
Foundations of Literacy

New Courses

Memoir, Story, and Emotion (Spring 2010). University of Colorado, School of Education.

Tell Your Story: A Summer Writing and Arts Workshop (Summer 2009). University of Colorado School of Education and the Department of Art and Art History.

Bring the Noise: An introduction to the History and Practice of Spoken Word Poetry (Spring 2007). University of Colorado, School of Education.

Spoken Word Poetry (Spring 2007). New Vista High School. Boulder, CO.

Chair of Doctoral Dissertations in English Education

Mark Lewis — in progress
Beckey Beucher — in progress
Sarah Zerwin — 2009
Katanna Conley — 2006
Eliza Hines — 2004
John White — 2003
John Esposito — 2003
Deb Holloway — 2001
Timothy Mahoney — 2000
Carolyn Clark — 1995

Committee Member of Doctoral Dissertations in Education

Sally Campbell — 2006
Christina DeNicolo — 2004
Monette McIver — 2000
Karen Van Gunten — 1998
Kathryn Davinroy — 1996
Carolyn McKinney — 1996
Meg Leimkuhler — 1995

UNIVERSITY OF MICHIGAN-ANN ARBOR

1992 -1993

COMMITTEE CHAIR AND DIRECTOR
Martin Luther King, Jr. Celebration

School of Education

Activities Description:

Organized the school and community-based celebration of the birthday of Martin Luther King, Jr.

1990 - 1992

EXECUTIVE COMMITTEE, Member
Peace Corps Fellows Program

Activities Description:

Participated in the planning and initial development of the program designed to provide Peace Corps fellows with opportunities to begin a career in teaching

1989 - 1992

EXECUTIVE COMMITTEE, Member
Combined Program in English and Education

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