7 April 2017

DAVID MICHAEL BLOOME
EHE Distinguished Professor of Teaching and Learning
Department of Teaching and Learning
College of Education and Human Ecology
The Ohio State University
225 Ramseyer Hall, Columbus, Ohio 43210
bloome.1@osu.edu

UNIVERSITY EXPERIENCE

EHE Distinguished Professor of Teaching and Learning, School of Teaching and Learning, College of Education, The Ohio State University, Columbus, Ohio, 2012 and continuing.
Professor of Education, School of Teaching and Learning, College of Education, The Ohio State University, Columbus, Ohio, 2003 to 2012.
Professor of Education, Peabody College of Education, Vanderbilt University, Nashville, Tennessee; 1995 to 2003.
Professor of Education, Reading & Writing Program, School of Education, The University of Massachusetts, Amherst, Massachusetts, 1992 to 1995.
Associate Professor of Education, Reading & Writing Program, School of Education, The University of Massachusetts, Amherst, Massachusetts, 1987 to 1992
Associate Professor of Education, School of Education, The University of Michigan, Ann Arbor, Michigan, 1986 to 1987
Assistant Professor of Education, School of Education, The University of Michigan, Ann Arbor, Michigan, 1981 to 1986
Visiting Assistant Professor, Specialized Instructional Programs, College of Education, Cleveland State University, Cleveland, Ohio, 1980 to 1981
Visiting Fulbright Scholar. Centre for International Education. Institute for Continuing and Professional Education. University of Sussex, Brighton, United Kingdom, 1992-1993

LEADERSHIP POSITIONS in HIGHER EDUCATION

Associate Dean for Faculty Affairs, College of Education and Human Ecology, The Ohio State University, September 2013 to June 2015.
Director, Center for Video Ethnography and Discourse Analysis in Educational Research, School of Teaching and Learning, College of Education and Human Ecology, The Ohio State University, 2009 and continuing.
Director and Founder, Columbus Area Writing Project, 2003 and continuing.
Graduate Program Director, School of Teaching and Learning, College of Education and Human Ecology, The Ohio State University (2006 to 2009)
Graduate Program Director, Department of Teaching and Learning, Vanderbilt University, 2001-2002
Appointed to UMASS Executive Board of the Massachusetts Society of Professors (1994-1995).
Department Chair, Department of Curriculum and Instruction, School of Education, University of Massachusetts at Amherst, 1989-1990.
Co-chair of the Jewish Faculty and Staff Group, University of Massachusetts, 1994-1995
Co-Chair of the Chancellor's Task Force on Jewish Awareness and Anti-Semitism, University of Massachusetts, 1994-1997.

LEADERSHIP POSITIONS in PROFESSIONAL ORGANIZATIONS

Chair, American Educational Research Association Publications Committee (Chair-elect 2016-2017; Chair, 2017 to 2019).
Program Co-chair, Division G, American Educational Research Association, 2009-2010
President, Past-President, President-elect, Vice President, National Council of Teachers of English, 2001-4.
Delegate, International Federation of Teachers of English, 2003
Co-Chair, NCTE Jewish Caucus, 2002 and continuing.
Co-Chair, AERA Division G, Section 1 on Social Context of Teaching & Learning, Program Review, 2002
Co-Chair, AERA Division C, Section 9, Program Review, 2001
President of the National Conference on Research in English, 1991 (1991-2 president-elect, 1992-3 president, 1993-4 past president).
Chair, AERA Special Interest Group on Language Development (1984-1986)

EDUCATION

Ph.D. - Kent State University, Kent, Ohio, 1981
M.A. - State University of New York at Albany, Albany, NY, 1975
B.A. - University of Connecticut, Storrs, Connecticut, 1972
Graduate Study in English and American Literature [30 Credit Hrs.] State University of New York at Albany, Albany, NY, 1973 to 1974
Oxford Yiddish Program, Oxford Centre for Jewish Language and Literature, United Kingdom, Summer 1992.

PUBLIC SCHOOL TEACHING EXPERIENCE

English and Reading Teacher, Cleveland Public Schools, Cleveland, Ohio, 1975 to 1978 and 1979 to 1980
Elementary School Teacher, Kent State University School, Kent, Ohio, 1978 to 1979
Intern, Teacher Corps Program, Schenectady Public Schools, Schenectady, New York, 1974 to 1975

AWARDS and FELLOWSHIPS

AERA, John J. Gumperz Lifetime Achievement Award, Special Interest Group on Language and Social Processes, 2015
AERA Division G Mentoring Award, 2014
Fellow, American Educational Research Association, Inducted 2011
Reading Hall of Fame. Inducted May 2008.
American Educational Research Association Outstanding Reviewer Award (for service to the *American Education Research Journal – Social and Institutional Analysis*). 2007.
College of Education Dean's Distinguished Scholarship Award. Ohio State University. 2006.
Appointed Fellow of the Robert Penn Warren Center for the Humanities, Vanderbilt University, 2001-2 Academic Year.

JOURNAL EDITORSHIPS

2006 through 2012. Editor (with Ian Wilkinson) of *Reading Research Quarterly.*
1993 through 2003. Founder and Editor (with Jay Lemke) of *Linguistics and Education: An International Research Journal.*

EDITORIAL REVIEW BOARDS and RELATED ACTIVITIES

Editorial Review Boards
Member, Editorial Board, *AERA Open,* 2014 to 2016.
Member, Editorial Review Board, *Journal of Literacy Research,* 2013 and continuing.
Member, Editorial Board, *Qualitative Research,* 2001 and continuing.
Member, Editorial Board, *American Educational Research Journal* - Teaching, Learning, and Human Development section, 2010 to 2013..
Member, *International Multilingual Research Journal* Editorial Review Board, 2007 to 2013.
Member, Editorial Advisory Board, *Review of Research in Education, 34 (published in 2010).* 2007-2008.
Member, Editorial Review Board, *Journal of Learning Sciences,* 2005-2011.
Member, *American Educational Research Journal - Social and Institutional Analysis*, Editorial Advisory Board, 2005-2008.
Member, *NRC Yearbook* Editorial Advisory Board, 2002, 2004-2005
Member Editorial Review Board of *The Journal of Literacy Research,* 1995 to 1999.
Member, Editorial Advisory Board *The Reading Teacher,* 1995-1997.
Member,Advisory Board *English Education,* 1994 – 1997.
Member, Editorial Advisory Board *Journal of Reading Behavior*, 1994 - 1995.
Member, Editorial Review Board *Reading Research Quarterly*, 1991 - 1993.

Related Activities
Editor with T. Chapman and P. Freebody of Section 7 (Methods of Research on Teaching the English Language Arts) of the *Handbook of research on teaching the English language arts.* [D. Lapp & D. Fisher, editors]. New York: Taylor & Francis.
Co-editor of the book series Studies of Reading, Writing, and Language for John Benjamins, 2000-2008.
Co-editor of the book series, Contemporary Studies in Linguistics and Education, Greenwood Press / IAP Press, 1999-2004.
Member of the Editorial Board of the Mass-Observation Occasional Paper Series, The University of Sussex, England, 1998 to 2005.
Member of Editorial board of a monograph series on Language, School and Culture, Hampton Press; 1997 through 2003.
Editorial Advisory Board of *Ohio Reading Teacher* (1981—1984)
Occasional Reviewer for *Research in the Teaching of English, American Educational Research Journal, Teaching & Teacher Education, Journal of Reading Behavior (Journal of Literacy Research), Curriculum Inquiry, Language Arts, Written Communication , Language & Education, Anthropology & Education Quarterly, Science Education, Cognition and Instruction, Applied Linguistics, Teachers College Record, Discourse Processes, Pedagogies, International Journal of Qualitative Studies in Education, Educational Researcher, Urban Education, Discourse & Society, Applied Linguistics, Journal of Jewish Education, Journal of Teacher Education, Journal*

of Multilingual and Multicultural Development, Educação e Pesquisa, International Multilingual Research Journal, Sociological Forum

PUBLICATIONS - Books

Newell, G., Bloome, D., Hirvela, A., with VanDerHeide , J., Wynhoff Olsen, A., & Lin, T-J. (with Buescher, E., Goff, B., Kim, M., Ryu, S., Weyand, L.). (2015). *Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms.* New York: Routledge.

Grenfell, M., Bloome, D., Hardy, C. , Pahl, K., Rowsell, & J., Street, B. (2012). *Language, ethnography, and education: Bridging New Literacy Studies and Bourdieu.* New York: Taylor & Francis.

Bloome, D., Carter, S., Christian, B., Otto, S., Shuart-Faris, N., Madrid, S., & Smith, M. with Goldman, S., and Macbeth, D. (2009). *On discourse analysis: Studies in language and literacy.* New York: Teachers College Press.

Bloome, D., Carter, S., Christian, B., Otto, S., & Shuart-Faris, N. (2005). *Discourse analysis and the study of classroom language and literacy events A Microethnographic approach.* Mahwah, NJ: Erlbaum.

Sheridan, D., Street, B., & Bloome, D. (2000). *Writing Ourselves: Mass-Observation and Literacy Practices.* Cresskill, NJ: Hampton Press.

Stierer, B., & Bloome, D. (1994). *Reading Words: A Critical Commentary on Key Terms in the Teaching of Reading.* Sheffield, England: National Association for the Teaching of English.

PUBLICATIONS – Edited Books

(2005). Shuart-Faris, N., & Bloome, D. (Eds.). *Intertextuality and Research on Classroom Education.* Greenwich, CT: IAP.

(1998). Egan-Robertson, A., & Bloome, D. (Eds.) *Students as Researchers of Culture and Language in Their Own Communities.* Cresskill, NJ: Hampton Press.

(1994). Holland, K., Bloome, D., & Solsken, J. (Eds.) (1994). *Alternative Perspectives for Assessing Children's Reading and Writing*. Norwood, NJ: Ablex.

(1989). Bloome, D. (ed.) *Classrooms and Literacy.* Norwood, NJ: Ablex.

(1987). Bloome, D. (ed.) *Literacy and schooling.* Norwood, NJ: Ablex.

PUBLICATIONS - Journal Articles

Brown, A., Bloome, D., Morris, J., Power Carter, S., & Willis, A. (In press). Classroom Conversations in the Study of Race and the Disruption of Social and Educational Inequalities: A Review of Research. *Review of Research in Education.*

Bloome, D., & Kim, M-Y. (2015). The social and linguistic turns in literacy theory: A retrospective and prospective view. *Korean Language Education Research Journal,* 36, 495-533.

Bloome, D., & Wilkinson, I. (2012). Argumentation, rationality, and the fragility of reading ad literacy research. *Reading Research Quarterly,* 47, 4, 349-352.

Bloome, D., Beierle, M., Grigorenko, M., & Goldman, S. (2009). Learning Over Time: Uses of Intercontextuality, Collective Memories, and Classroom Chronotopes in the Construction of Learning Opportunities in a Ninth Grade Language Arts Classroom. *Language and Education*, 23, 4, 313 — 334.

Bloome, D. (2007). Words and power. *Language Arts,* 85, 2, 148-152.

Bloome, D., & Enciso, P. (2006). Looking Out Across Columbus: What We Mean By "Multiple Literacies" *Theory Into Practice, 45,* 4, 296-303.

Christian, B., & Bloome, D. (2004). Learning to Read Is Who You Are. *Reading Writing Quarterly,* 20, 4. 365-384.

Bloome, D., Katz, L., & Champion, T. (2003). Young children's narratives and ideologies of language. *Reading and Writing Quarterly*, 19, 2, 205-224.

Bloome, D., & Carter, S. (2001). Lists in Reading Education Reform. *Theory Into Practice.* 40, 3, 150-157.

Bloome, D., Katz, L., Solsken, J., Willett, J., & Wilson-Keenan, J. (2000). Interpellations of family / community and classroom literacy practices. *Journal of Educational Research, 93,* 3, .155-164.

Bloome, D., & Kinzer, C. (1998). Hard Times and Cosmetics: Changes in Literacy Instruction? *Peabody Journal of Education, 73,* 3&4, 341-375.

Bloome, D. & A. Dail. (1997) Toward (re)defining miscue analysis: Reading as a social and cultural process. *Language Arts,* 74, 8, 610-617.

Bloome, D. (1997). This is literacy: Three challenges for teachers of reading and writing. *Australian Journal Of Language And Literacy,* 20, 2, 107-115.

Bloome, D., & Katz, L. (1997). Literacy as social practice and classroom chronotopes. *Reading & Writing Quarterly: Overcoming Learning Difficulties,* 13, 3, 205-226.

Bloome, D. (1993). Necessary indeterminacy: Issues in the microethnographic study of reading as a social process. *Journal of Reading Research,* 16, 2, 98-111.

Bloome, D., Sheridan, D., & Street, B. (1993). Reading Mass-Observation Writing. *Auto/biography,* 2, 2, 7-38.

Bloome, D. with Bloomekatz, R., and Sander, P. (1993). Literacy, democracy, and the Pledge of Allegiance. *Language Arts,* 70, 8, 655-658. (Reprinted in I. Shor & C. Pari [eds.] [in press] *Education is politics, vol. 1.* Portsmouth, NH: Heinemann - Boynton/Cook)

Bloome, D, and Egan-Robertson, A. (1993). The social construction of intertextuality and classroom reading and writing. *Reading Research Quarterly,* 28, 4, 303-333.

Bloome, D. (1993). The social construction of intertextuality and the boundaries of school literacy. *Changing English,* 1, 1, 168-178.

Bloome, D., Harris, O., & Ludlam, D. (1991). Reading and writing as social and cultural activities: Politics and pedagogy in the whole language classroom. *Topics in Language Disorders*, 11, 3, 14-27.

Bloome, D. & Ludlam, D. (1990-1991). Redefining reading and writing - Complex human activities in complex human relationships. *Greater Washington Reading Council Journal,* 15, 1-4.

Bloome, D. & Nieto, S. (1990). Children and basal readers. *Theory Into Practice,* 28, 4, 258-264.

Bloome, D. (1990). Toward a more delicate elaboration of procedural display: A rejoinder to Atkinson and Delamont. *Curriculum Inquiry,* 20, 1, 71-73.

Bloome, D. Puro, P. & Theodorou, E. (1989). Procedural display and classroom lessons. *Curriculum Inquiry*, 19, 3, 265-291.

Ems, D. & Bloome, D. (1988). What counts as error. *Michigan Academician*, 20, 3, 46-64.

Puro, P. & Bloome, D. (1987). Understanding classroom communication. *Theory Into Practice,* 26, 1, 26-31.

Bloome, D. (1986). Building literacy and the classroom community. *Theory Into Practice*, 25, 2, 71-76.

Bloome, D. (1985). Reading as a social process. *Language Arts,* 62, 4, 134-142.

Bloome, D. & Twymon, S. (1985). Exploring classroom interaction. *Educational Horizons*, 63, 4, 150-153.

Bloome, D. & Theodorou, E. (1985). Reading, writing and learning in the classroom. *Peabody Journal of Education*. 62, 3, 20-43.

Bloome, D. & Golden, C. (1982). Literacy learning, classroom processes, and race: A microanalytic study of two desegregated classrooms. *Journal of Black Studies*, 13, 2, 207-226.

Bloome, D. & Kessler, C. (1982). Looking beyond the answer sheet. *Reading Instruction Journal,* 26, 1, 22-25.

Bloome, D. & Ripich, D. (1979). Saturday morning children's television commercials: A sociolinguistic perspective. *Theory Into Practice,* 18, 4, 220-225.

PUBLICATIONS - Book Chapters

Newell, G., & Bloome, D., and the Argumentative Writing Project. (in press). Teaching and learning literary argumentation in high school English language arts classrooms. In D. Appleman & K. Hinchman (Eds.) *Adolescent Literacy: A Handbook of Practice-based Research.* New York: Guilford.

Bloome, D., & Green, J. (2015). The social and linguistic turns in studying language and literacy. In J. Rowsell & K. Pahl (Eds.) *The Routledge Handbook Of Contemporary Literacy Studies.*(pp. 19-34). New York: Routledge.

Bloome, D. (2015). Almaty and Columbus: Theorizing the local. In D. Landis & S. Mirseitova (Eds.) *Knowing what's local: Ethnographic inquiry, education and democracy.* (pp, 173-181). Charlotte, NC: Information Age Press.

Bloome, D., Averill, J., Hill, H., & Ryu, S. (2014). Ideologies and their consequences in defining literacies – An essay. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. Cole, A. Hall, D. Herro, & K. Headley (Eds.) *63rd Yearbook of the Literacy Research Association.* (pp. 61-78). Altamonte Springs, FL: Literacy Research Association.

Wynhoff Olsen, A., Ryu, S., & Bloome, D. (2014). (Re)constructing rationality and social relations in the teaching and learning of argumentative writing in two high school English language arts classrooms. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. Cole, A. Hall, D. Herro, & K. Headley (Eds.) *62nd Yearbook of the Literacy Research Association.* (pp. 359-376). Altamonte Springs, FL: Literacy Research Association.

Bloome, D. (2013). The Social Turn in Language and Literacy Research and the Qualitative Similarity Hypothesis: Particularity, Practice, Time, and Part-Whole Relations. In P. Paul, Y. Wang, & C. Williams (Eds.) Q*ualitative Similarity Hypothesis: Implications for the Development of Language and Literacy in d/Deaf and Hard of Hearing Individuals*.

Bloome, D., & Power Carter, S. (2013). Microethnographic discourse analysis, In P. Albers, T. Holbrook, & A. Seely Flint (Eds.) *New literacy research methods.* New York: Routledge.

Bloome, D., Katz, L., Hong, H., May-Woods, P., & Wilson, M. (2012). Methodologies in Research on Young Children and Literacy. In N. Hall, J. Larson, & J. Marsh (eds.) *Handbook of research in early childhood literacy* [2nd edition]. London: Sage.

Bloome, D., Chapman, T., & Freebody, P. (2011). Complexity, Multiplicity, 'Timeliness', and Substantive Engagement: Methodologies for Researching the Teaching of the English Language Arts. In D. Lapp & D. Fisher (Eds.). *Handbook of research on teaching the English language arts.* [2nd edition]. New York: Taylor & Francis.

Bloome, D., Carter, S., & Brown, A. (2010). Studying Literacy Practices in Classrooms Using Critical Discourse Analysis: From the Bottom Up. In Sj Miller & D. Kirkland (eds.)

Change Matters: Qualitative Research Perspectives for Moving Social Justice Theory to Policy. (pp. 131-144). New York: Peter Lang Publishing.

Bloome, D., & Newell, G. (2010). 23 Notes in Search of Growing Up an Author – Or Not. In P. Anders (ed.) *Defying convention, inventing the future in literacy research and practice: Essays in tribute to Ken and Yetta Goodman.* (pp. 61-75). New York: Routledge.

Dixson, A., & Bloome, D. (2007). Jazz, Critical Race Theories, and the Discourse Analysis of Literacy Events in Classrooms. In C. Clark and M. Blackburn (Eds.) *New Directions in Literacy Research for Political Action and Social Change*. (pp. 29-52). New York: Peter Lang.

Bloome, D., & Clark, C. (2006). Discourse-in-use. In J. Green, G. Camilli, & P. Elmore (Eds.) *Complementary methods in research in education*. Mahwah, NJ: Erlbaum.

Bloome, D. (2005). The people write back: Community literacy practices and the visibility of the ordinary writer. In J. Anderson, M. Kendrick, T. Rogers & S. Smythe (eds.) *Portraits of Literacy: Critical Issues in Family, Community and School Literacies.* (pp. 301-319). Mahwah, NJ: LEA Press.

Bloome, D. (2005). Introductions to the Study of Classroom Language and Literacy, in Particular. In R. Beach et al. (eds.) *Multidisciplinary perspectives on literacy research.*(pp. 275-292). Cresskill, NJ: Hampton Press.

Goldman, S., & Bloome, D. (2005). Learning to construct and integrate. In A. F. Healy (ed.) *Experimental cognitive psychology and its applications.* (pp. 169-182). Washington, DC: American Psychological Association.

Bloome, D., & Katz, L. (2003). Methodologies in Research on Young Children and Literacy. In N. Hall, J. Larson, & J. Marsh (eds.) *Handbook of research in early childhood literacy* (pp. 381-399). London: Sage.

Bloome, D. (2003). Narrative discourse. In A. Graesser, M. Gernsbacher, & S. Goldman (eds.) *Handbook of Discourse Processes.* Mahwah, NJ: Erlbaum.

Bloome, D. (2003). Anthropology and research on teaching the English language arts. In J. Flood, J. Jensen, D. Lapp & J. Squire (Eds.) *Handbook of research in teaching the English language arts*. (pp. 53-66). Mahwah, NJ: Erlbaum. (Substantially revised version of chapter published in 1991).

Bloome, D. (2001). Boundaries on The Construction of Literacy in Secondary Classrooms: Envisioning Reading and Writing in a Democratic and Just Society. In Moje, E. B., & O'Brien, D. (Eds.). *Constructions of literacy: Studies of teaching and learning literacy in secondary classrooms.* Mahwah, NJ: Erlbaum.

Bloome, D., Champion, T., Katz, L., Morton, M., & Muldrow, R. (2000). Spoken and written narrative development: African-American preschoolers as storytellers and storymakers. (pp. 45-76). In J. Harris, M. Kamhi, & K. Pollock (eds.) *Literacy in African-American communities.* Mahwah, NJ: Erlbaum.

Bloome, D., Landis, D., & Villemaire, J. (1999). Reading reading miscue research. In A. Marek & C. Edelsky (eds.) *Reflections and connections; Essays in honor of Kenneth S. Goodman's influence on language education* (pp. 145-165). Cresskill, NJ: Hampton Press.

Bloome, D. (1998). Talk back: Best practices in university programs. In J. Scott & Y. Hardaway (eds.) *Diversity at its best* (pp. 35-38). Memphis, TN: University of Memphis, Office of Diversity.

Curry, T., & Bloome, D. (1998). Learning to write by writing ethnography. In A. Egan-Robertson & D. Bloome (eds.) *Students as researchers of culture and language in their own communities* (pp. 37-58). Cresskill, NJ: Hampton Press.

Green, J., & Bloome, D. (1997). Ethnography and ethnographers of and in education: A situated perspective. In J. Flood, S. Heath, & D. Lapp (eds.) *A handbook of research on teaching*

literacy through the communicative and visual arts. (pp. 181-202). New York: Simon & Shuster Macmillan.

Bloome, D. (1994). You can't get there from here: An anthropological perspective on assessing children's reading and writing. In Holland, K., Bloome, D., & Solsken, J. (Eds.) *Alternative Perspectives for Assessing Children's Reading and Writing.* Norwood, NJ: Ablex.

Bloome, D. (1992). Interaccion e intertextualidad en el estudio de la lectoescritura en las aulas: el microanalisis como tarea teorica. (Interaction and intertextuality in the study of classroom reading and writing events: Microanalysis as a theoretical enterprise.) *Investigacion ethnografica en educacion.* (pp. 123-180). Mexico City: Universidad Nacional Autonoma de Mexico.

Willett, J., & Bloome, D. (1992). Literacy, Language, School and Community: A Community-Centered Perspective. In C. Hedley & A. Carrasquillo (Eds.) *Whole language and the bilingual learner* (pp. 35-57). Norwood, NJ: Ablex.

Bloome, D. & Bailey, F. (1992). Studying language and literacy through events, particularity, and intertextuality. In R. Beach, J. Green, M. Kamil & T. Shanahan (Eds.) *Multiple Disciplinary Approaches to Researching Language and Literacy.* (pp. 181-210). Urbana, IL: NCTE & NCRE.

Bloome, D. (1991). Anthropology and research on teaching the English language arts. In J. Flood, J. Jensen, D. Lapp & J. Squire (Eds.) *Handbook of research in teaching the English language arts.* (pp. 46-56). NY: Macmillan.

Bloome, D. & Willett, J. (1991). Toward a micropolitics of classroom interaction. In J. Blase (Ed.) *The politics of life in schools: Power, conflict, and cooperation.* (pp. 207-236). Newbury Park, CA: Sage.

Solsken, J. & Bloome, D. (1990). Naftali's profession. In L. Bird & K. Goodman (Eds.) *The whole language catalog*. (p.82). NY: Macmillan.

Bloome, D., & Bloomekatz, J. (1990). The monster's friend. In L. Bird & K. Goodman (Eds.) *The whole language catalog*. (p.359). NY: Macmillan.

Bloome, D. (1990). Great teachers: Toby Kahn Curry. In L. Bird & K. Goodman (Eds.) *The whole language catalog*. (p. 229). NY: Macmillan.

Bloome, D. (1989). Beyond access: A sociolinguistic and ethnographic study of reading and writing in a culturally diverse middle school classroom. In D. Bloome (Ed.) *Classrooms and literacy*. Norwood, NJ: Ablex.

Bloome, D., Cassidy, C., Chapman, M., & Schaafsma, D. (1988). Debates and training, journeys and economics, disease: Reading instruction and underlying metaphors in *Becoming a nation of readers.* In J. Davidson (Ed.) *Counterpoint and beyond: A response to Becoming a Nation of Readers*. Urbana, IL: National Council of Teachers of English.

Bloome, D. (1989). Locating learning in reading and writing instruction. In C. Emihovich (Ed.) *Locating learning: Ethnographic perspectives*. Norwood, NJ: Ablex.

Bloome, D. & Theodorou, E. (1988). Analyzing teacher—student and student -student discourse. In J. Green & J. Harker (Eds.) *Multiple disciplinary perspectives on classroom discourse.* Norwood, NJ: Ablex.

Bloome, D. (1987). Reading as a social process in a middle school classroom. In D. Bloome (Ed.) *Literacy and schooling.* (pp. 123-149). Norwood, NJ: Ablex.

Bloome, D. & Green, J. (1985). Looking at reading instruction: Sociolinguistic and ethnographic approaches. In C. Hedley & A. Barrata (Eds.) *Contexts of reading.* Norwood, NJ: Ablex.

Bloome, D. & Knott, G. (1985). Teacher-student discourse. In D. Ripich & F. Spinnelli (Eds.) *School discourse problems.* Boston: College Hill Press.

Bloome, D. & Green, J. (1984). Directions in the sociolinguistic study of reading. In P. Pearson, M. Kamil, R. Barr & P. Mosenthal (Eds.) *Handbook of reading research*. NY: Longman.
Bloome, D. (1983). Reading as a social process. In B. Hutson (Ed.) *Advances in reading/language research, v.2*. (pp 165-195). Greenwich, CT: JAI Press.
Bloome, D. & Green, J. (1982). The social contexts of reading: Multidisciplinary perspectives. In B. Hutson (Ed.) *Advances in reading/language research, v.1*. Greenwich, CT: JAI Press.

PUBLICATIONS - Annual Reviews, Encyclopedia Articles, Yearbook Chapters

Bloome, D., & Green, J. (In press). Ethnography. In *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation.* Thousand Oaks, CA: Sage.
Green, J., & Bloome, D. (in press). Video documentation and analysis in literacy studies. In C. Chapelle (Ed.) *Encyclopedia of applied linguistics.* Oxford: Blackwell.
Bloome, D., & Ryu, S. (2017). Literacies in the classroom. In S. May (Ed.). *Encyclopedia of Language and Education.* (3rd Edition). Berlin: Springer.
Bloome, D. & Beauchemin, F. (2016). Languaging everyday life in classrooms. In *Literacy Research: Theory, Method, and Practice.* Vol. 62, 152-165.
Bloome, D. (2015). The role of talk in group-based activity in classrooms. In N. Markee (ed.) *The Handbook of Classroom Discourse and Interaction.* (pp. 128-141). Madlen, MA: John Wiley and Sons, Inc.
Bloome, D., & Hong, H. (2013). Reading and intertextuality. In C. Chapelle (Ed.) *Encyclopedia of applied linguistics.* Oxford: Blackwell.
Bloome, D. (2008). Literacies in the classroom. In B. V. Street & N. H. Hornberger (ed.) *Encyclopedia of language and education: Vol 2 – Literacy. (pp. 251-264). New York: Springer.*
Bloome, D. (1994). Classroom language. In A. Purves (ed.) *Encyclopedia of English studies and language arts.* (pp. 189-192). New York: Scholastic.
Bloome, D. (1994). Critical language study. In A. Purves (ed.) *Encyclopedia of English studies and language arts.* (pp. 315-316). New York: Scholastic.
Bloome, D. (1994). Reading as a social process. In A. Purves (ed.) *Encyclopedia of English studies and language arts.* (pp. 999-1002). New York: Scholastic.
Bloome, D. & Green, J. (1992). Educational contexts of literacy. *Annual Review of Applied Linguistics, 12,* 49-70.
Bloome, D. (1985). Bedtime story reading as a social process. *Thirty-fourth yearbook of the National Reading Conference.* Rochester, NY: National Reading Conference.
Bloome, D. (1984). A socio-communicative perspective of formal and informal classroom reading events. *Thirty-third yearbook of the National Reading Conference.* Rochester, NY: National Reading Conference.
Bloome, D. & Argumedo, B. (1983). Procedural display and classroom interaction at the middle school level: Another look at academic engaged time. *Middle school research: Selected studies 1983.*
Green, J. & Bloome, D. (1983). Ethnography and reading: Issues, approaches, criteria and findings. *Thirty-second yearbook of the National Reading Conference.* Rochester, NY: National Reading Conference.
Bloome, D. (1983). Classroom reading instruction. *Thirty-second yearbook of the National Reading Conference.* Rochester, NY: National Reading Conference.

MISCELLANEOUS PUBLICATIONS and WRITTEN PRODUCTS

Bloome, D. (2016). Reflections on Language and Social Processes – When the Monsters Come. Newsletter of the AERA Special Interest Group on Language and Social Processes, 37, 1, 7-8.

Bloome, D. (2013). Five ways to read a curated archive of digital narratives. In S. Dewitt, C. Selfe, & L. Ullman, (Eds.) *Stories that speak to us: Exhibits from the digital archive of literacy narratives.* On-line publication located at: <http://ccdigitalpress.org/ebooks-and-projects/stories>

Bloome, D., & Willis, A. (2013) Discourse Analysis and Literacy. Recorded conversation, edited transcription to be published in *Language Arts,* audio to be available on *Language Arts* web site.

Bloome, D. (2008). Forward: 3/5 of a language? In J. Scott D. Straker & L. Katz, (Ed.) *Affirming students' right to their own language*. New York: Routledge.

Wilkinson, I., & Bloome, D. (2008). Research as principled, pluralistic argument. *Reading Research Quarterly.* 43, 1, 6-8.

Bloome, D., & Paul, P. (Guest editors) (2006). A special issue of *Theory Into Practice* on "Literacies of and for a Diverse Society: Curriculum, Instruction and Multiple Literacies. Bloome, D., & Paul, P. (2006). This issue: Literacies of and for a diverse society *Theory Into Practice, 45,* 4,293-295.Bloome, D. (2006). What counts as evidence in researching spoken and written discourses? *Research in the Teahcing of English,* 41, 143-147.

Bloome, D. (2005). Re-search, midwifery, and carnival in creating the place(s) of research in doctoral education. In C. Hancock & P. Paul (Eds.) *Essays on the role and nature of research within the Ph.D. program in education* (pp. 223-265). Columbus, OH: The Ohio State University.

Bloome, D. (2005). Forward to Kist, W. *Pioneers of New Literacies:Case Studies of Six Classrooms*. New York; Teachers College Press.

Bloome, D. (2004). "When Adolescents Can't and Won't Read" – Complex Human Activities Taking Place in Complex Human Relationships. *In Perspective* (an e-journal) Columbus, OH: Ohio Department of Education and the Ohio Resource Center for Mathematics, Science, and Reading.

Bloome, D. (2003). President's Update: Reading Comprehension as Intertextual Practice. *Council Chronicle* (a publication of the National Council of Teachers of English), November < www.ncte.org/portal/30_view.asp?id=112184>

Bloome, D. (2003). President's Update: Antithetical Knowledge--Race Critical Theories and Critical Race Theory. ***Council Chronicle*** (a publication of the National Council of Teachers of English),Sept. <www.ncte.org/portal/30_view.asp?id=111065>

Bloome, D. (2003). President's Update: What's So Critical About Language? . ***Council Chronicle*** (a publication of the National Council of Teachers of English), May, <www.ncte.org/portal/30_view.asp?id=107631

Bloome, D. (2003). President's Update: What's So Critical About Critical? . ***Council Chronicle*** (a publication of the National Council of Teachers of English), Feb. <www.ncte.org/portal/30_view.asp?id=107334

Bloome, D., with others. (2002) Celebrating the Languages and Literacies of Our Lives – Televised Not. The 2002 NCTE Presidential Address. (Published in print by the National Council of Teachers of English; also published as a CD and on the web <www.ncte.org>).

Bloome, D. (2003). How to Read the 2002 NCTE Presidential Address. (Published as a CD and on the web <www.ncte.org>).
Bloome, D. (2001). Some thoughts on directions for NCRLL at the beginning of the 21st Century. *Newsletter of the National Conference on Research on Language and Literacy.*
Bloome, D., & Harste, J.C. (2001). Teaching, Learning and Growing As A Member of A Professional Education Community. *Language Arts.* 79, 1, 38-39.
Bloome, D. (2000). A brief consideration of the relationship of literacy and schooling. *Reading Research Quarterly.*, 35, 3.
Bloome, D. (1998). Forward to D. Barton & M. Hamilton, *Local Literacies.* London: Routledge.
Bloome, D., Champion, T., & Katz, L. (1997). African American preschoolers as storytellers; Developing a repertoire of spoken and written narrative styles. (Final report to the National Council of Teachers of English Research Foundation). Available at: www.ncte.org/research/reports/DavidBloome.PDF
Bloome, D. (1995) Viewpoints: A Symposium on the Usefulness of Literacy Research. *Research In The Teaching of English,* 29, 3, pp. 331-333.
Harris, O., Anderson, V., Bloome, D., & Champion, T. (1995). A Select Bibliography of Research on Africanized English and Education. *Linguistics and Education, 7,* 2, 151-156.
Bloome, D. (1994). On the Nature of Language in Classroom Literacy Research: A Response to McCarthey's "Authors, Text, And Talk: The Internalization Of Dialogue From Social Interaction During Writing". *Reading Research Quarteryl,* 29, 3, 223-240.
Bloome, D. (1993). Describing the Shared Morality of Classroom Interaction: Response to David Hansen's "The Emergence of a Shared Morality in a Classroom." *Curriculum Inquiry, 23*, 2, 221-226.
Bloome, D. (1993). Introduction: Making writing visible on the outside. In D. Barton, D. Bloome, D. Sheridan & B. Street. *Ordinary people writing: The Lancaster & Sussex writing research projects.* Centre for Language in Social Life Working Paper Series #51. Lancaster (UK): University of Lancaster.
Bloome, D., Street, B., & Sheridan, D. (1993). *Reading Mass-Observation Writing: Notes for Researchers, students and others conducting research with the Mass-Observation Archive.* Brighton (UK): University of Sussex Library, The Mass-Observation Archive.
Bloome, D. (1993). Reading and writing practices. *The Mass-Observation Archive Newsletter,* No. 3, October, p. 5.
Bloome, D. (1990). On the whole in whole language. *TAWL Newsletter*. 2, 2, 1-2.
Bloome, D. (1986). Co-editor with G. Knott. Special issue of *Theory Into Practice* on *Building literacy.*
Bloome, D. (1984). *Gaining access to and control of writing and reading resources: Final report to the NCTE Research Foundation.* Urbana, IL: National Council of Teachers of English.
Bloome, D. & Green, J. (1982). *Capturing the social contexts of reading of urban, Black junior high school youth in home, school and community settings: A sociolinguistic ethnographic approach. Final report to the National Institute of Education.* Washington, DC: U.S. Dept. of Education.

BOOK REVIEWS

Averill, J., & Bloome, D. (2013). Writing for Change: Research as Public Pedagogy and Arts-based Activism. *Teachers College Record*. http://www.tcrecord.org. ID: 17177, Date Accessed: 7/19/2013.

Bloome, D., & Kapoor, R. (2001). Book review of *Literacy: An International Handbook. Anthropology and Education Quarterly* (published on the journal's electronic forum).

Otto, S., & Bloome, D. (2000). Studies of everyday literacy practices and case study methodology. *Journal of Literacy Research,* 32, 1, 129-139.

Bloome, D., & Landis, D. (1999). Review of Neil Mercer's *Guided Construction of Knowledge. Qualitative Studies in Education,* 12, 1, 103-121.

Bloome, D., & Talwalkar, S. (1997). Critical discourse analysis and the study of reading and writing. *Reading Research Quarterly.* 32, 1, 2-11.

Bloome, D., & Horowitz, R. (1994). Review of Brian Street's *Cross-cultural Approaches to Literacy* and Jenny Cook-Gumperz & Deborah Keller-Cohen's *Alternative Literacies* (A themed issue of *Anthropology and Education Quarterly*). *Critical Forum,* 3, 1, 90-94.

Bloome, D. (1993). Influential speech: A review of John A. Lucy. *Language Diversity and Thought: A Reformulation of the Linguistic Relativity Hypothesis.* and John A. Lucy. *Grammatical Categories and Cognition: A Case Study of the Linguistic Relativity Hypothesis. The [London] Times Higher Education Supplement.* (March 12, 1993, p. 29)

Bloome, D. (1985). Individual, collective and classroom education. A review of W. Doise & A. Palmonari (Eds.) *Social interaction in individual development.* Published in *The Review of Education,* 11, 2, 123-126.

Bloome, D. (1984). Review of S. Heath, *Ways with words: Language, life and work in communities and classrooms*. Published in *The Reading Teacher*, 37, 6, 882-884.

Bloome, D. (1983). Review of *Language and literacy: The selected writings of Kenneth S. Goodman*. Published in *The Reading Teacher,* 36, 6, 601-603.

DISSERTATION

An ethnographic approach to the study of reading activities among Black junior high school students: A sociolinguistic ethnography. (Kent State University, Kent, Ohio, 1981).

GRANTS

(2014). G. Newell, principal investigator. D. Bloome, Alan Hirvela, Tzu-Jung Lin, co-principal investigators. Teaching and Learning Literature-Related Argumentative Writing in High School English Language Arts Classrooms. Funded by U.S. Department of Education, Institute of Educational Science.

(2012). International Seed Grant to Develop a Joint Graduate Course on Culture, Language & Literacy Research with The Department of Teaching & Learning at The Ohio State University, and the Programa de Pós Graduação Conhecimento e Inclusão Social da Faculdade de Educação, Universidade Federal de Minas Gerais, Brasil. Funded by the College of Education and Human Ecology, OSU.

(2010). G. Newell, principal investigator. D. Bloome, Alan Hirvela, Helen Marks co-principal investigators. Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms. Funded by U.S. Department of Education, Institute of Educational Science.

(2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012). Columbus-Area Writing Project Grant – National Writing Project.

(2009). J. Case-Smith, principal investigator. D. Bloome co-principal investigator. Write Start. Funded by IES.

(2008). G. Newell, principal investigator. D. Bloome, & A. Hirvela co-investigators. Teaching and Learning Argumentative Reading and Writing in Ninth and Twelfth Grade English Language Arts Classrooms. (Funded by Center for the Study of Teaching Writing, OSU).

(2007). "Composing in a Different Key," George Newell, PI and David Bloome Co-PI. Batelle Foundaion

(2002) Learning Sciences Institute Seed Grant for a Research Project titled "From Boundaries to Bridges" (with Alfredo Artiles, Angela Arzubiaga, Chris Iddings, Bob Innes, Victoria Risko)

(2002) Learning Sciences Institute Small Grant for Holding a Conference on the Analysis of Classroom Videotape Data (with Chris Iddings, Charles Kinzer, Kevin Leander, Victoria Risko, Deborah Rowe)

(1999) Research grant from Peabody College's Small Grant Program for Creating an Electronic Data Base of Young Children's Spoken and Written Narratives.

(1997-2002) Research Grant from the Spencer Foundation , "Using Multiple Texts for Academic Learning; Social and Cognitive Perspectives." (With Susan Goldman).

(1996) Research Grant from the U.S. Department of Education. "Student Achievement From A Whole Day Whole Year Perspective." (With J. Bransford, S. Goldman, & T. Hasselbring).

(1996) Research Grant from the National Council of Teachers of English Research Foundation: "African-American Preschoolers as Storytellers: Developing A Repertoire of Spoken and Written Narrative Styles."

(1996). Provost's Initiative on Cultural Diversity in the Curriculum; "Understanding and Celebrating language Diversity: Enhancing Pre-Service teacher Education."

(1994) Received a Jacob Burns Grant for Faculty Programming titled "On Being Jewish in Academia: Learning To Articulate the Ethical Questions and Issues" (co-authored with Rabbi Saul Perlmutter).

(1992). Fulbright Grant-in-Aid from the Council for the International Exchange of Scholars.

(1992). Conversations Across the Disciplines Mini-Grant from the Office of The President of The University of Massachusetts entitled, "Implications of the Concepts of Family Literacy and Intergenerational Literacy for Program Development, Teacher Education, and Research."

(1989). Faculty Research Grant from The University of Massachusetts, Graduate School for a study on "The Making of Yisker Bikher."

(1988). University of Massachusetts, School of Education, Laboratory for Research on Teaching for a study on "Redefining Reading Difficulties." (1987). Faculty Research Grant from The University of Massachusetts Graduate School for a study titled "A Survey of Junior High School Students Non-School Literacy Activities."

(1985). Elva Knight Research Award from the International Reading Association for a study titled *Culture, language, literacy and schooling*.

(1982). From the National Council of Teachers of English Research Foundations for a study titled *Gaining access to, control of and use of reading and writing resources: K-8*.

(1981). From the Spencer Foundation Seed Grant Program for a study titled *Analysis of social, communicative and cognitive contexts of literacy instruction in kindergarten, first and second grade classrooms*.

(1979). From the U.S. Dept. of Education, National Institute of Education for a study titled *Capturing the social contexts of reading on urban Black junior high school youth in home, school, and community settings: A sociolinguistic ethnographic approach*.

(1979). Martha Holden Jennings Teacher-leader award from the Martha Holden Jennings Foundation for a project on school desegregation.

ACTIVITY IN PROFESSIONAL ORGANIZATIONS

NCRLL Lifetime Achievement Award Committee, 2010
Honorary Member, NCTE LGBT Advisory Committee, 2007.
Member of the NCTE International Concerns Committee, 2004-2007.
Advisory Panel to the College Board's Commission on Writing, 2002-2003.
Mentor, Division C Program for Doctoral Students and New Faculty, AERA, New Orleans, 2002
Member of the NCTE Promising Research Award Committee, 1999-2000
Member of NCTE Standing Committee of Research, 1999-2000
Member of the National Reading Research Center Editorial Review Board, 1995 to 1997.
Co-organized (with Myna Matlin) the Impact II Institutes on Understanding Language as a Foundation for Curriculum and Instruction (1994-1996).
Member of NCTE Commission on Language, 1990 to 1993.
Member of National Reading Conference Committee on Ethics, 1988-90
Member of the National Council of Teachers of English Commission on Reading (1985-1988).
Member of International Reading Association's Committee on Special Projects and Institutes (1983-85).
Member of International Reading Association Committee on Early Childhood and Literacy Development (1981-1984).
Member of National Council of Teachers of English Committee on Alternative Ways of Assessing Children's Oral and Written Language Development (1983 to 1987).

MISCELLANEOUS PROFESSIONAL ACTIVITIES

Radio broadcast on NWP Radio Online – Topic: Argumentative Writing, aired on July 14, 2016 (with George Newell, Andrea Vescelious, Christina Harris) http://www.blogtalkradio.com/nwp_radio/2016/07/01/pre-record-teaching-learning-argumentative-writing-71416]
Mentoring Workshop. National Council of Teachers of English Assembly for Research Conference, Ypsilanti, MI, February 6, 2016.
Response to Paul Prior's Keynote Address. National Council of Teachers of English Assembly for Research Conference, Ypsilanti, MI. February 6, 2016.
Workshop / Presentation given to teachers at South-Western City Schools Career Academic High School on Argumentation and Argumentative Writing, October 14, 2015.
Reviewer, Research Proposal submitted to the Austrian Science Fund
Workshop / Presentation given to teachers in South-Western City School District on Argumentation and Argumentative Writing, June 2015.
Reviewer, Proposal for Singapore National Institute of Education, 2012.
Consultant, Reading For Understanding (funded by IES, Susan Goldman, PI)
Consultant, Developing Contrastive Analysis for Teaching Academic Classroom English to Young African American English Speaking Students (funded by IES, Holly Craig, PI)
Consultant, Becoming a Model Writing School, Avery Elementary School, Hilliard, OH 2007 to 2010.
Advisory Board member (consultant) to "African-American Adolescents in a Black Suburb in the U.S. South" (Jerome Morris, PI) at the University of Georgia. 2005-2010.
Workshop given to teachers in Southwestern City School District on Teaching Persuasive Writing (with Barry Alcock), June 15, 2008.

Chair, Academic Program Review Team for Dept. of Language, Reading and Culture at the University of Arizona, 2007.
Review of Ohio Department of Education English Language Arts Program Models, 2006.
Guest interviewee on WCPN 90.3 Radio (Cleveland's NPR affiliate) on the topic of New Literacies. May 3, 2005.
Panelist for Arts Education Partnership Conference on The Arts and Literacy, Washington, DC, June 18-19, 2004.
Member, Ohio State University Center for the Study and Teaching of Writing Oversight Committee. 2004-2008.
Member, Edwyna Wheadon Scholarship Committee, 2004
Judge for Power of the Pen Writing Contest, Columbus, OH, January 2004
Reviewer for Spencer Foundation, Major Grants Program, 2003
Everything You Wanted to Know But Were Afraid to Ask: Publishing and Authorship. AERA, New Orleans, 2002
Presenter, Journals Talk. AERA, New Orleans, 2002
Member, Faculty Senate, Vanderbilt University, 1999-2002
Member, Institutional Review Board, Vanderbilt University, 1999-2000
Member of the Editorial Committee of Revista de Investigacion Educativa, 1992 -1993.
Reviewer of Research Grant Applications for the Social Sciences and Humanities Council of Canada (1988, 1989, 1990, 1992).
Reviewer of Research Grant Proposals for The Leverhulme Trust (U.K.) (1994).
Member, Hillel House University Committee, 1998-1999
Panelist, Wasting America's Future: Children and Poverty. Sponsored by the Kennedy Center, February 2, 1999.
Co-Chair of the 1998-1999 Martin Luther King Jr. Commemorative Series for Vanderbilt University
Chair of the Affirmative Action And Diversity Committee Of The Peabody College Faculty Council 1996 to 1998
Representative at-large elected to the Peabody College Faculty Council 1996 to 1999
Member of the Affirmative Action and Diversity Committee of the Peabody College Faculty Council 1995 to 1999
Member of the University of Massachusetts Writing Committee, 1988-1989.
Member of UMASS Teacher Education Coordinating Council, 1990-1992
Member of School of Education Academic Matters Committee, 1991-1992
Member of the Board of Directors of The Literacy Project, Greenfield, 1987- 1991.
Led Study Team on Parent Involvement in Schools for the Coalition for School Improvement (1989).
Member of the Center for Research on Learning and Schooling, The University of Michigan (1985-1987).
Program review committee for National Reading Conference (1984, 1985, 1988, 1991), AERA Division C (1986, 1987, 1988, 1989, 1990, 1991)
AERA Division G Program Committee Member(1987, 1988, 1990, 1991, 1992)
AERA S.I.G. Language Development (1983-1988)
IRA Elva Knight Award (1987, 1988)
IRA research committee (1987, 1988).
Prepared report on School Entrance Age for Michigan State House of Representatives Subcommittee of the Education Committee (1982).

External Reviewer for Promotion / Promotion and Tenure – Cambridge University (UK), University of Arizona, Northwestern University, University of British Columbia (Canada), University of Illinois at Urbana-Champaign, Temple University, Arizona State University, University of Maine, Kent State University, University of Vermont, University of Georgia, University of California at Berkeley, Stanford University, University of Massachusetts, Indiana University, University of Florida, American University, Texas Women's University, University of California at San Diego, University of California at Los Angeles, University of Rochester, University of London (UK), Lancaster University (UK), Bilkent University (Turkey).

PRESENTATIONS AND PAPERS

(2017). Bloome, D. Argumentation, Alienation, and Race in Secondary Language Arts Classrooms. NCTE Assembly for Research, San Francisco, February 10.

(2017). Bloome, D. Framings of Ethnography and Education Over Time. NCTE Assembly for Research, San Francisco, February 10.

(2016). Bloome, D. The Case of Ms. Morris: The Evolution of Indexicality, Metadiscoursive Markers, and Stance in the Teaching of Literary Texts and Argumentative Writing. Literacy Research Association, Nashville, December 2.

(2016). Bloome, D. The Social Construction of Languaging Thinking Practices in Classroom Reading Lessons. Literacy Research Association, Nashville, December 2.

(2016). Goff, B., Newell, G., & Bloome, D. Framing Literary Argumentation: Teaching and Learning Writing and Reading in English Language Arts Classrooms. Literacy Research Association, Nashville, December 2.

(2016). Newell, G., & Bloome, D. Teaching and Learning Literary Argumentation in High School English Language Arts Classrooms. Literacy Research Association, Nashville, November 30.

(2016). Bloome, D. and OSU Argumentative Writing Project. Reconceptualizing Argumentative Writing and Reading as Social Practices in High School Literature Classes. International Society for the Empirical Study of Literature. July 6, Chicago, IL.

(2016). Bloome, D. Classroom Conversations Exploring Race and Racism in a Tenth Grade Language Arts Classroom. Invited Presentation at InCoLaS Conference, University of Copenhagen, June 2.

(2016). Bloome, D., & Beauchemin, F. Languaging Everyday Life In Classrooms. Invited Presentation at Reading, Writing, Literacy Colloquium. Kings College London. May 31.

(2016) Bloome, D. Applying Microethnographic Discourse Analysis to Instructional Conversations. Invited presentation at Kings College London. May 31.

(2016). Bloome, D. Using the Teaching of Argumentation to Explore Issues of Race in a Tenth Grade Language Arts Classroom. AERA, April 11, , Washington, DC.

(2016). Hong, H., & Bloome, D. Problematizing Accountable Talk: The Social Construction of Intertextuality and Argumentation in a First Grade Classroom. AERA, April 9, Washington, DC.

(2016). Bloome, D. Arguing Race and Personhood. National Council of Teachers of English Assembly for Research Conference, Ypsilanti, MI, February 6

(2016). Bloome, D. Writing Arguments In and Through Events. National Council of Teachers of English Assembly for Research Conference, Ypsilanti, MI

(2015). Bloome, D. Constructing Personhood: Argument, Literacy and Race ina Tenth Grade Language Arts Classroom. Literacy Research Association Conference, Carlsbad, CA, December 5.

(2015). Bloome, D., & Beauchemin, F. Toward a Language for Talking About Everyday Life in Classrooms: Alienation and Personhood in the Languaging of Classroom Literacy Events. Literacy Research Association Conference, Carlsbad, CA, December 4.

(2015). Bloome, D. What Makes Jewish Children's Literature Jewish? Considerations from Readings of Literature for Children and Young Adults Addressing the Holocaust. National Council of Teachers of English Annual Convention, Minneapolis, November 21.

(2015). Bloome, D. & Kim, Min-Young. Social and Linguistic Turns in Literacy Theory: A Retrospective and Prospective View. Keynote lecture at 17th Annual Seoul National University Korean Language Education Research Institute International Conference, Seoul National University, Seoul, Korea, October 24.

(2015). Bloome, D. Discourse Analysis of Classroom Language and Literacy Events: A Microethnographic Approach. Invited Lecture at Seoul National University, Seoul, Korea October 22.

(2015). Bloome, D., and the Argumentative Writing Project. Language, Education and Academic Literacies: The Linguistic Construction of Rationality in the Teaching and Learning of Argumentative Writing. Colloquio on Academic Literacies, Universidade Federal de Minas Gerais, September 2. Belo Horizonte, Brazil.

(2015). Bloome, D. Argumentation, Rationality, Interaction and Language Of and In Education. European Conference on Social and Behavioral Sciences (International Association of Social Science Research), June 11, Bucharest, Romania.

(2015). Bloome, D. The State of the Field. Presentation at Discourse Analysis in Educational Research Conference, University of Wisconsin-Madison, May 22, Madison.

(2015). Bloome, D. Arguing Race: Arguing Race: Teaching And Learning of Argumentation And Argumentative Writing And The Construction of Personhood. Invited Lecture. School of Education and Social Policy, Northwestern University, May, Evanston, IL

(2015). Wynhoff Olsen, A., Buescher, E., Kim, M. , Ryu, S., & Bloome, D. Analysis of Argumentative Writing: Traces of Reflection and Refraction. AERA. April. Chicago.

(2015) Bloome, D. Data Management Considered from the Perspective of Ethnographic and Discourse Analytic Education Research. Presentation for OSU EHE Office of Research Workshop on Data Management. April. Columbus, Ohio.

(2015). Bloome, D. On the Use of Discourse Analysis in the Study of Classroom Learning and Classroom Life Over Time. Presentation to Quantitative Research, evaluation and Measurement Program, Department of Educational Studies, Ohio State University. January. Columbus, Ohio.

(2014). Kim, M., Buescher, E., & Bloome, D. Crafting Argument Through the Narration of Local Experience. Conference of the Literacy Research Association. Marco Island, FL.

(2014) Ryu, S., & Bloome,D. On the Dialectical Relationship of Theory, Methodology and Classroom Practice in the Formative-Design Experimental Study of Argumentative Writing. Conference of the Literacy Research Association. Marco Island, FL.

(2014). Bloome, D. Literacy as Social as Language. 5th Coloquio Internacional Letramento E Cultura Escrita. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.

(2014). Bloome, D., Wynhoff Olsen, Ryu, S. Rationality in the Teaching and Learning of Argumentative Writing. AERA, Philadelphia.

(2014). Santiago, K., Wilson, M., Munford, D., & Bloome, D. Narrative, Entitlement, and Storytelling in a Fourth Grade Science Classroom. AERA, Philadelphia.

(2014). Wynhoff Olsen, A., Ryu, S., & Bloome, D. Embracing Rationalities – Writing Arguments in a Twelfth Grade Language Arts Class. AERA, Philadelphia.

(2014). Bloome, D. The Language of Instructional Conversations When Rationality is Problematized. National Council of Teachers of English Assembly For Research. Elmhurst, IL.

(2013). Bloome, D. Has the Word "Literacy" Lost Its Usefulness? Ideologies and Their Consequences in Defining Literacies. Literacy Research Association, Dallas, TX, December 4.

(2013). Bloome, D. "Could You Say It Through A Story?" Twelfth Grade Students Talking About Writing Their Argumentative Essays. Literacy Research Association, Dallas, TX, December 4.

(2013). Bloome, D. Talking to Writing. NCTE, Boston, November 25.

(2013). Bloome, D. Classroom Discourse, Argumentation and Rationality, Faculdade de Letras, Federal de Minas Gerais, Belo Horizonte, MG, Brasil, May.

(2013). Bloome, D. Ethnography, Discourse Analysis, and the Study of Classroom Education. Faculty of Education, Faculdade de Educação, Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brasil, May.

(2013). Bloome, D. Exploring the Social Construction of Time in Classrooms Through Microethnographic Discourse Analysis. Workshop given at the Indiana University Conference on Discourse Analysis and Multimodal Analysis. Bloomington, IN, May 17-19.

(2013). Bloome, D. Exploring Rationality in the Teaching of Argumentative Writing. Indiana University Conference on Discourse Analysis and Multimodal Analysis. Bloomington, IN, May 17-19.

(2013). Bloome, D. Cultural Contexts of Rationality and Argumentation. NCTE Assembly for Research Mid-Winter Conference, Columbus, Ohio.

(2013). Bloome, D., Hong, H., Ryu, S., VanDerHeide, J., Workman, C., Wynhoff Olsen, A. Theories of Intertextuality & the Teaching of Writing in a Changing World. Center for the Study of Writing Conference – Writing matters in a Changing World. Columbus, Ohio.

(2012). Bloome, D. Invited talk "Living the Writerly Life". Literacy Research Association. San Diego, November.

(2012). Bloome, D. How Definitions of Rationality Build Over Time Through the Teaching and Learning of Argumentative Writing. Literacy Research Association. San Diego, November.

(2012). Bloome, D. New directions in teaching reading and writing. College of Education and Human Ecology Alumni Showcase. Columbus, Ohio, May.

(2012). Bloome, D., Wynhoff Olsen, A., & Ryu, S. (Re)constructing Social Relations and Rationality in the Teaching and Learning of Argumentative Writing in One Suburban Advanced Placement High School English Language Arts Classroom. AERA. Vancouver, April.

(2012). Bloome, Raider-Roth, Holzer. Reconceptualizing Social Relations in the Analysis of Classroom Conversations Around Written Texts. AERA. Vancouver, April.

(2012). Classroom Language Ethnography. Bridging New Literacy Studies, Classroom Language Ethnography, and Bourdieu's Social Philosophy, AERA. Vancouver, April..

(2012). Locating the whole in the micro or what's intertextuality got to do with it? Ethnography and Epistemology. AERA, Vancouver, April.

(2012). Bloome, D. Reading comprehension as intertextual practice. Invited lecture. University of Rochester, April 2.

(2012). Ryu, S., & Bloome, D. The social construction of rationality and the teaching and learning of argumentative writing. NCTEAR, Tuscalossa, AL, Februrary 25.

(2011). Bloome, D., & Wilson, M. The Impact of Changing Conceptions of Language on Curriculum and Instruction of Literacy and the Language Arts. NCTE, Chicago, November 18.

(2011). Bloome, D. How I Learned Geography – Or Not: Texts, History and Discourse. Conference on Multimodality and Discourse Analysis. Indiana University, Bloomington, May 21.

(2010). Bloome, D. On The Social Construction of Time and Research on Language and Literacy Events in Classrooms: A Microethnographic Discourse Analysis Perspective. Keynote lecture. NCTE Assembly for Research Midwinter conference, Pittsburgh, February 20.

(2009). Bloome, D. What's Time Got To Do With It? Some Questions and Implications About the Foregrounding of Time in Discourse Analysis Studies in Education. Conference on Multimodal Discourse Analysis. Indiana University, Bloomington, IN, May 29-31.

(2009). Bloome, D. (with T. Champion, L. Katz, and M. Kim). Young Children's Spoken and Written Narrative Performances: Directions for Understanding Early Literacy Development. International Reading Association, Minneapolis, May 5.

(2009). George Newell, G., Rish, R., & Bloome, D. Digital Multimodal Composition as a Social Practice: A Conceptual Review of Studies In and Out of Schooling. American Educational Research Association, San Diego. April 15.

(2009). Bloome, D. Shifting the Footing of the New Literacy Studies: Charles Olson, Projective Verse, and the Special View of History. American Educational Research Association, San Diego. April 15.

(2009). Bloome, D. Issues in publishing on research methodology: What's a theory got to do with it? American Educational Research Association, San Diego. April 15.

(2009). Christian, B., Carter, S., & Bloome, D. On Discourse Analysis. American Educational Research Association, San Diego. April 15.

(2009). Katz, L., Bloome, D., & Champion, T. Learning about young children's social identities through their written narratives. National Council of Teachers of English Assembly for Research, Los Angeles, February 14.

(2008). Bloome, D., Beierle, M., & Grigorenko, M. Learning Over Time in a Ninth Grade Language Arts Classroom: The Social Construction Of Collective Memories and Classroom Chronotopes. NRC, Orlando, Dec. 4.

(2008). Bloome, D. Discourse Analysis and Classroom Learning. Language Center. . Kazakhstan Institute for Management, Economics, and Strategic Research, Almaty, Kazakhstan, September 4.

(2008). Bloome, D. Discourse Analysis Research in Education. Plenary Talk. Kazakhstan Institute for Management, Economics, and Strategic Research, Almaty, Kazakhstan, September 3

(2008). Bloome, D. Data Analysis Workshop. Kazakhstan Institute for Management, Economics, and Strategic Research, Almaty, Kazakhstan, September 2.

(2008). Katz, L., & Bloome, D. Learning to be and to write: social identities and written narratives of young children in preschool and kindergarten settings. AILA, Essen, Germany, August 26.

(2008). Bloome, D. Discourse analysis in educational research. Middle East Technical University. Ankara, Turkey, July 11.

(2008). Bloome, D. Spoken and Written Narrative Development Among Young Children – Theoretical Notes From the Storytelling Project. Çanakkale Onsekiz Mart University, Çanakkale, Turkey, July 15

(2008). Bloome, D. Reading, Writing, Thinking, and Social Justice. Gladys Foster Anderson Annual Lecture, Literacy and Learning Center, Ohio State University, Columbus, Ohio. (June 9)

(2008). Bloome, D. The Social Construction Of Classroom Chronotopes and Collective Memory – Definitions of Reading in the Classroom. Ethnographic & Qualitative Research in Education Conference, Cedarville University, Cedarville, Ohio.

(2008) Bloome, D., Goldman, R., Goldman, S., & Green, J. Using and Analyzing Video Data in Ethnographic and Cross-Disciplinary Studies of Learning Settings from Multiple Perspectives. Professional development course given at AERA, New York.

(2008). Dixson, A., & Bloome, D. Critical Race Theory, Jazz, and the Discourse Analysis of Classroom Literacy Events. AERA, New York.

(2008). Bloome, D. "Some of You Are Missing Work": Time Scales, Chronotopes and The Place of Multimodal Digital Composition in One Eleventh Grade Classroom. AERA, New York.

(2008). Bloome, D., Cater, S., Christian, B., & Madrid, S. On Discourse Analysis: Approaches to Language and Literacy Research. AERA, New York.

(2007). 3/5 of a language? Keynote talk at session on Locating voices in classrooms and communities. NCTE, New York.

(2007). Jazz, critical race theories, and the discourse analysis of classroom literacy events. NCTE, New York.

(2007). Discourse analysis and researching race in classrooms. Invited lecture at Federal University of Minas Gerais, Belo Horizonte, Brazil.

(2007). Bloome, D. (2007). Constructing chronotopes Through Classroom Conversations, AERA, Chicago.

(2007). Bloome, D. (2007). "There's No Place Like Home": The Importance of Locality in National and International Collaborative Learning Communities. AERA, Chicago.

(2007). Bloome, D. (2007). Discourse Analysis / Video Analysis. AERA Pre-conference Institute on Designing Research: Complementary Methids. Chicago, IL

(2006). Christian, B., & Bloome, D. Discourse as a Noun, Modifer, and Verb: Re-Searching the Discourse Analysis of Literacy Events in Classrooms. Presentation at the National Reading Conference convention, November 30, Los Angeles.

(2006). Bloome, D. & Enciso, P. Reading, Writing, and Coffee at Starbucks and Speedway in Columbus. Paper presented at NCTE convention, Nashville, November 17, 2006.

(2006). Bloome, D. A conversation on theorizing and problematizing connections between classroom discourse andlearning. AERA. San Francisco.

(2006). Bloome, D. Intertextuality, Intercontextuality, And The Discursive Construction Of Classroom Language And Literacy Events: Some Issues In The Logics Of Inquiry For Studying Culture, Learning And Power In Classrooms From Linguistic Ethnography. Pre-conference Workshop. AERA. San Francisco.

(2006). Bloome, D.Early Literacy Development and the Acquisition of a Repertoire of Spoken and Written Narrative Structures and Practices. Mary Lou Fulton Lecture Series. Arizona State University, Tempe, AZ, March 21.

(2006). Bloome, D. Literacy as Social Action:Race and Language in a Seventh Grade Language Arts Poetry Lesson. Presentation at The OSU Literacy Studies Working Group of The Institute for Collaborative Research and Public Humanities. January 12.

(2005). Bloome, D. Reconceptualizing Reading Comprehension As Intertextual Practice. NCTE.

(2005). Bloome, D. Effectively Working With Those With Literacy Problems. Presentation for the Family-Nutrition Program-EFNEP Annual Meeting, The Ohio State University.

(2005). Bloome, D. (2005). Who's in an event? How? An approach to microethnographic discourse analysis. Invited presentation at The Open University, June 9, Milton Keynes, UK.

(2005). Bloome, .D. On space,time, and language in the discursive construction of classroom life. Invited presentation at Kings College London, June 7, London.

(2005) Enciso, P., Carter,S., & Bloome, D. Language and literacy in time and space: Discourse and disruption in use and theory. Presentation at Conference on Researching and Teaching in These Critical Times, Indiana University, Bloomington, Indiana.

(2005). Bloome, D., & Clark, C. Researching of and through discourse-in-use in present perfect and future perfect tenses. AERA, Montreal.

(2005). Bloome, D., & Clark, C. (2005). Teaching About, Through, and With Discourse-In-Use. AERA, Montreal.

(2005). Bloome, D., & Carter, S. Critical discourse analysis across time and spaces. Workshop given at NCTE Assembly for Research Conference, February 18, Columbus, Ohio.

(2004). Bloome, D., & Paul, P. Reflections on a dialogue about multiple literacies – social and cognitive perspectives. Presentation at the annual convention of the National Council of Teachers of English, Indianapolis, IN

(2004). Enhancing reading comprehension Through Intertextual Practices in Middle and Secondary School Classrooms. Ohio Council of Teaches of English and Language Arts Conference, Dublin, OH, October 2.

(2004). Who's in an event? Theoretical and methodological issues in the analysis of power dynamics in classroom literacy events. Paper prpesented at Critical Discourse Analysis Conference, Indiana University, Bloomington, IN (with Stephanie Carter)

(2004). Deictic practices and spoken and written narrative performances among preschoolers. AERA, San Diego. (With Laurie Katz, Samara Madrid).

(2004). The social construction of bi-literacy: Grappling with perspective, scale, and context issues. AERA, San Diego. (With Alfredo Artiles, Angela Arzubiaga, Victoria Risko, Paula Rampala).

(2004). Discourse-In-Use. AERA, San Diego. (With Caroline Clark)

(2004). Reconceptualizing Reading Comprehension as Intertextual Practice. Invited presentation at School of Teaching and Learning Research Conversations, The Ohio State University, February 27.

(2003). The Jewish question(s) and the social construction of difference in American classroom education. NCTE, November 20.

(2003). The New Literacy Studies in Time and Space. Presentation as part of the Martha King Center Brown Bag Series, Ohio State University, October 28.

(2003). Problematizing Language and Race in Teaching the Language Arts. Keynote presentation at the Rose Spicola Forum in Reading at Texas Woman's University, Denton, TX, October 18.

(2003). Learning to Write by Writing Ethnography. Keynote presentation at the Rose Spicola Forum in Reading at Texas Woman's University, Denton, TX, October 18.

(2003). Teaching Reading Comprehension as Intertextual Practice. International Federation of Teachers of English, Melbourne, Australia

(2003). Every Child a Writer, Everyday, Everywhere: Social, Cultural and Political Aspects of Teaching and Writing. Keynote talk at the Georgia Council of Teachers of English, February, Jeckyll Island, GA

(2003). Variations on a theme - Intertextuality and the Acdemic Discourse of Secondary Language Arts. AERA. Chicago.

(2002). Writing to Build Community. TCTE annual Convention, Nashville, September.
(2002). What's Intertextuality Got To Do With It? New Directions for Teaching Reading Comprehension. Featured Speaker. Whole Language Umbrella Conference. Bethesda, MD, July.
(2002). Reading and Writing Literacy Practices in Urban Schools. Keynote Speaker. The Reading-Writing Connection: Teaching in Urban Schools (An NCTE sponsored Conference). Bethesda, MD, July.
(2002). The People Write Back: Community Literacy Practices and the Visibility of the Ordinary Writer. Invited / Keynote Talk at the Portraits of Literacy Conference: Critical Issues in Family, Community, and School Literacies at the University of British Columbia, Vancouver, BC, July.
(2002). Language, Race, and Classroom Education. Invited presentation at Duke University, Durham, NC, April.
(2002). New Directions for Teaching Reading Comprehension. Alabama Council of Teachers of English, Birmingham, AL.
(2002). The Social And Cognitive Construction Of Intertextual Models In A Ninth Grade Language Arts Classroom. AERA, New Orleans, LA (with Susan Goldman).
(2002). Seeing Intertextuality in Classroom Reading and Writing. AERA, New Orleans, LA.
(2002). Intertextuality in the Teaching of English. Nashville Council of Teachers of English, Nashville, TN
(2001). Reconceptualizing reading as intertextual practice. Paper Presented at the Annual Meeting of the Australian Association for Research in Education, Freemantle, Australia
(2001). Transforming the English Language Arts Curriculum: Celebrating Local Languages and Literacies. Leadership meeting of Northwestern Affiliates of NCTE, Portland, OR.
(2001). Some Comments on Linguistic Ethnography Across UK and US Traditions. . Meeting of the Scientific Commission of AILA (International Applied Linguistics Association), Santa Barbara, CA.
(2001). Language Ideologies in Young Children's Narrative Performance. Meeting of the Scientific Commission of AILA (International Applied Linguistics Association), Santa Barbara, CA. (with T. Champion and L. Katz).
(2001). Intertextuality and Entextualization: Issues in the Analysis of Classroom Discourse. Talkbank Workshop. (with S. Goldman).
(2001). Construction of intertextual models in a 9th grade classroom. Society for Text and Discourse. (with S. Goldman).
(2001). Memory, Time and (Un)certainty: The Future of History in Discourse Analysis. Society for Text and Discourse.
(2001). Language, Race and Classroom Education. Paper presented at City University of New York Graduate Center, NY.
(2001). On The Future of NCRLL. International Reading Association.
(2001). How Do We Know About The Social / Linguistic Contexts And Dynamics Of Classroom Reading And Writing Instruction Events? A Perspective From Interactional Sociolinguistics. Paper presented at AERA.
(2001). Foregrounding Intertextuality in Classroom Literary Discussions. Paper presented at AERA.
(2001) Lists in reading education reform. Paper presented at AERA. (with S. Carter)
(2001). Celebrating local languages and literacies. Leadership meeting of Western Affiliates of NCTE, San Jose, CA.

(2001). Transforming the English Language Arts Curriculum. Leadership meeting of Southeastern Affiliates of NCTE, Myrtle Beach, SC.
(2000). Addressing language variation and race in the classroom. Paper presented at Whole Language Umbrella Conference, Nashville, TN (with Ayana Brown).
(2000). Changing Classrooms and Ourselves Through Classroom Ethnography. Keynote presentation at the Ethnography in Education Conference at California State University – Los Angeles.
(2000). The Jewish Question(s) and the Social Construction of Difference in American Classroom Education. Presentation for the Issues of Cultural Diversity and Equity in Education Series. Vanderbilt University, Nashville.
(2000). Memory & History: The Writing and Re-writing of Yiskher Bikher. Presentation for Vanderbilt Hillel.
(1999). Discourse analysis and the study of classroom reading and writing events/ NRC, Orlando.
(1999). Discourse analysis of classroom language and literacy events. NCTE, Denver.
(1999). Listening to Erica Read: A Microethnographic Perspective. NCTE, Denver.
(1999). Families, Communities, and Schools Together: Writing In and For Our Lives. Keynote Presentation at Tennessee Family Learning Partnership Institute sponsored by the Tennessee Parents First Center and the Tennessee State Department of Education.
(1999). Storytelling and storymaking in an urban preschool. Research Conference on Narrative Analysis in a Multicultural Society, University of South Florida, Tampa.
(1999). Learning to use the tensions between texts and practices; A sociolinguistic ethnographic study of kindergarten children's storytelling and storywriting. 11th Annual Conference on Ethnographic & Qualitative Research in Education, New York.
(1999). "If it says so in the text book, it must be true:" The problematic role of the textbook in social studies learning in middle-school. AERA, Montreal, (with S. Goldman, P. Meyerson, C. Mayfield-Stewart, N.Coté).
(1999). Conceptions of Time in Classroom Learning Environments. AERA, Montreal, (with S. Goldman, S. Otto, P. Meterson, & R. Muldrow).
(1999). Reconceptualizing Reading as Intertextual Practice. AERA, Montreal (with S. Goldman, N. Cote, P. Meyerson, C. Mayfield -Stewart, & M. Wolfe).
(1998) Cultural Politics and Narrative Production Among Young Children. Annual Conference on Texts and Practices, University of Southampton, England.
(1998). Research on and by ordinary people. NCTE, Nashville.
(1998). From sociolinguistic to sociocultural plus :Perspectives on language, literacy and schooling. NCTE, Nashville.
(1998). Narrative Development and Early Literacy; African American Preschoolers as Storytellers and Storymakers. Third Biennial Memphis Research Symposium, Memphis, TN.
(1998). Inquisition and Ideology: Reading and Writing in America. Tenth Annual Conference on Ethnographic and Qualitative Research, Amherst, MA.
(1998). Inquisitions, Whales, and the Mid-wifery Properties of Language. IRA, Orlando.
(1998). Mid-wifery Language. AERA, San Diego.
(1998). Beyond the Pedagogization of Classroom Discourse: The Structure of Talk In One Third Space Event (with Lynne Bercaw). AERA, San Diego.
(1998). Framing the Use of Language in a Research / Inquiry Project. AERA, San Diego.
(1998). Framing Social Relationships and Social Identities For A Research / Inquiry Project (with Lynne Bercaw, Jerome Morris, & Ramona Muldrow). AERA, San Diego.

(1998). Narrative Development and Linguistic Diversity (with Tempii Champion and Laurie Katz), AERA, San Diego.
(1998) Studying Academic Achievement From A Whole Day Whole Year Perspective. Roundtable, AERA, San Diego.
(1997). Taking Hold of Time, Academic Learning, and Teaching Across the School Day and Year: Dilemmas for Students, Teachers and Researchers. (With Carolyn Evertson & Elizabeth Blaufuss), AERA, Chicago.
(1997) Preschoolers as Storytellers: A Repertoire of Spoken and Written Narrative Styles (with Tempii Champion and Laurie Katz), AERA, Chicago.
(1996) Storytelling, Storysharing, and Storymaking in a Preschool Classroom (with Tempii Champion and Laurie Katz), NCTE, Chicago.
(1996). This Is Literacy. Keynote Presentation at the Australian Whole Language Umbrella Conference, Melbourne.
(1996) Narrative Development and Storytelling Among African-American Preschoolers. Sociolinguistics Symposium 11, Cardiff, Wales
(1996). Languaging Diversity. Invited Presentation at the International Reading Association, New Orleans.
(1996). From Epistemological to Ontological Definitions of Knowledge. Invited presentation at the Center for Expansion of Language and Thinking at the International Reading Association, New Orleans.
(1995) Textual Identities and Literacy Practices: Research With the Mass-Observation Project. Invited Talk at the International Linguistics Association, New York, November.
(1995). Cultural Politics and Language In and Out of The Classroom. Whole Language Umbrella Conference, Windsor, Canada
(1995) Reading Reading Miscue Research. Center for Expansion of Language and Thinking Conference on Miscue Analysis, Wayne State University.
(1995) Literacy, Personhood, Power, and the Everyday Lives of Ordinary People. Invited Presentation, University of Alaska at Fairbanks.
(1995). Writing and Personhood: Research With the mass-Observation Project. AERA (with D. Sheridan & B. Street).
(1995). Response to Alan Purves' "Literacy Research at the Crossroads." AERA.
(1995). Exploring the language of science lessons in two secondary classrooms. AERA. (with A. Feldman, R. Konicek, & K. Schultz).
(1995) From School-Centered to Community-Centered Views of Reading and Writing Instruction. UCLA.
(1994) Locations of Language. National Council of Teachers of English, Orlando (with Nancy Cheevers).
(1994). Adaptation of Literacy Practices: A Case Study from the Mass Observation Archive. Sociolinguistics Symposium 10.
(1993). Visibly Invisible: Returning Language to the Study of Education. International Reading Association. San Antonio, Texas.
(1993). Reading Mass Observation Writing. Mass Observation Seminar Series, University of Sussex. (co-authored with Dorothy Sheridan and Brian Street)
(1993). Community Literacy Research in England (with David Barton and Dorothy Sheridan). Harvard University, Cambridge, MA.
(1993). Educational Contexts of Literacy. Lancaster University, Teaching Writing Study Group.
(1993). Beyond Poststructuralism: Story and Narrative in the Study of the Everyday World of Classroom Reading and Writing. The Open University, Milton Keynes.

(1993). Changing Definitions of Writing, Autobiography and Ethnography: Literacy Research in the U.K. (with David Barton, Dorothy Sheridan, Brian Street). University of Massachusetts, Amherst, MA
(1993). Making Writing Visible on the Outside. Ethnography in Education Research Forum, Philadelphia, and at Harvard University, Graduate School of Education.
(1993) Literacy, Culture, and Ethnography: Examining the Educational Context. Part of a panel discussion at the Ethnography in Education Research Forum, Philadelphia.
(1993). The social construction of intertextuality and literacies in the classroom. Colloquium presented at the University of Pennsylvania, Graduate School of Education.
(1992). Reading reading miscue research. NCTE, Louisville.
(1992). Literacy Practices and Props: The Writing and Rewriting of Yisker Bikher. Presentation to the University of Sussex, Anthropology Subject Group Seminar.
(1992). Written Language as Prop. Presentation at the University of London, Institute of Education.
(1992). School Literacy and Case Studies of Reading Difficulties. Seminar given at the University of London, Institute of Education.
(1992). The Writing and Rewriting of Yisker Bikher. Mass Observation Archive Speaker Seminar Series. University of Sussex, Brighton, England.
(1992). Social Construction on Intertextuality in Classroom Literacy Events. Domains of Literacy Conference. University of London.
(1992) Beyond Poststructuralism: Story and Narrative in the Study of Literacy in the Everyday World. III InterAmerican Conference on Classroom Ethnography. U. of New Mexico, Albuquerque, NM
(1992). Writing for Publication: Differences in the Perspectives of Journal Editors and Authors. Fourth Annual Conference on Ethnographic and Qualitative Research in Education. Amherst, MA.
(1992). New Directions for Whole Language Theory: Vygotsky, Bakhtin, and Others. Whole Language Teachers Association, Sudbury, MA
(1992). Researching Language: Languaging Research. IRA. Orlando.
(1992). The Writing and Rewriting of Yisker Bikher: Literacy as a Community Cultural Practice (with R. Horowitz). AERA. San Francisco.
(1992). Beyond Poststructuralism: Story and Narrative in the Study of Literacy in the Everyday World. (with J. Solsken). AERA. San Francisco.
(1992). AERA Pre-conference session on Qualitative Research: Analysis of Audio-Visual Data (with J. Green, J. Heap, G. Weade, M. McClelland). San Francisco.
(1992). Literacy, Culture, and Ethnography: The Fit That Works? Ethnography in Education Research Forum, University. of Pennsylvania. Philadelphia, PA.
(1992). Defining Writing Disabilities: Implications From Situated Views of Social Attribution and Classroom Microethnography. Int'l Conf. on Cognitive Education, Riverside, CA. (with S. Scarpati).
(1991). Procedural Display and reading instruction. Reading & Language Seminar. Harvard University. Cambridge, MA
(1991). Intertextuality: New Directions in Research on Literacy. NCTE. Seattle.
(1991). The writing and rewriting of Yisker Bikher. American Anthropological Association. Chicago.
(1991). The social construction of intertextuality. Conference on Language Development. Boston University. Boston, MA.
(1991). Microetnografia de la interaccion en el salon de clase. Universidad Nacional Autonoma de Mexico.
(1991). Interaction and Intertextuality in the study of classroom reading and writing events. II InterAmerican Conference on Classroom Ethnography. Mexico City.

(1990). Paradoxes of poststructuralist paradigms. NRC. (with J. Solsken).
(1990). Ethnography, Urban Education, and Language Teaching. NCTE.
(1990). From linguistics and education, A direction for the study of language and literacy: Intertextuality, event, and particularity. NCRE Mid-winter Research Conference. (with F. Bailey).
(1990).Teaching and learning to write like school. AERA. (with J. Solsken & K. Holland).
(1990). Continuity and change in the relationship of peer groups and instruction across grades. AERA.
(1990). Reading and social identity. AERA.
(1990). Orchestrating multiple levels of classroom interaction. AERA.
(1990). On the Boundaries of School Literacy and Community Literacy. AERA.
(1990). On a different kind of collaboration. New England Multi-functional Resource Center Conference.
(1990). Learning to write by writing ethnography. New England Multi-functional Resource Center .
(1990). The sociocultural context of literacy and language. Winter Workshop for the Conference on College Composition and Communication.
(1990). Cultural diversity and clashing voices. Bentley College.
(1990). Making the familiar strange and the strange familiar. Hofstra University.
(1990).From Anthropology and Beyond: New Theoretical Developments in the Study of Reading and Writing That Really Make a Difference in the Classroom. Greater Washington Reading Institute.
(1990).The Monster's Friend. Greater Washington Reading Council.
(1990).From Linguistics and Education: A Direction for Research on Language and Literacy. NCRE and NCTE Research Assembly Conference.
(1990).Intertextuality and Cultural Ideology in One Middle School Classroom. AAA.
(1989).Literacy as a Verb. Center for Expansion of Language and Thinking (with J. Solsken).
(1989).University-School Collaborative Research: Shadow and Substance. IRA.
(1989).Setting Standards: What Do We Mean by Reading Now? NCRE.
(1989).The Social Construction of Intertextuality. AERA.
(1989).Language-based Reading and Writing Instruction, K—Assoc. Lexington, MA.
(1989).Whole Language: Shadow and Substance. Western Mass. Teachers of English as a Second Language. Holyoke, MA.
(1989).Whole Language: Reading, Writing, Thinking and Communication. Wildwood PTO. Amherst
(1988).Beyond Hocus-Pocus: Research on Language in Educational Settings. New York University.
(1988). Cross-cultural Miscommunication: The Ann Arbor Case and Issues of Language Bias in Education. Univ. of Massachusetts, Amherst, MA.
(1988).History, particularity, intertextuality, entitlement and culture: Some issues in the social context of reading, NRC.
(1988).Bringing school home: Family strategies for coping with reading and writing in school. NCTE.
(1988).Cultural and Political Agendas of Literacy Learning. AAA. (with J. Solsken).
(1988).In Search of Research on Reading Instruction. NERA.
(1987).Learning to Write by Writing Ethnography. NCTE.
(1987).Culture, Language and Schooling. IRA.
(1987).Language Socialization in the Classroom. AERA.
(1987).Cultural knowledge and schooling. AERA.
(1987).Towards a classroom model of error. Michigan Academy of Science (with D. Ems).
(1986).Reading as a social process. NRC.
(1986).Models of reading instruction research: The First Grade Studies and others revisited. NRC.
(1986).Cultural diversity and writing instruction. NCTE.
(1986).Reading instruction from a sociolinguistic perspective. World Congress of IRA.

(1986).Beyond access: An ethnographic study of reading and writing in a culturally diverse inner-city seventh grade classroom. AERA.
(1985).Beyond time on task. NCTE.
(1985).Literacy across home and school contexts. IRA.
(1985).Locating learning during classroom reading lessons. AERA. (with L. Wong)
(1985).Analyzing teacher-student and student-student interaction. AERA.
(1984).Bedtime story reading as a social process. NRC.
(1984).Reading as a social process in a middle school classroom. NCTE.
(1984).Social contexts of adolescent literacy: Community and home. Research Training Workshop on Qualitative Research. IRA Preconvention Institute.
(1984).Gaining access to reading and writing resources. AERA
(1983). Teacher as researcher. Wisconsin Reading Association.
(1983).A socio-communicative perspective of formal and informal classroom reading events. NRC.
(1983). Procedural display and classroom instruction at the middle school level: Another look at academic engaged time. National Middle School Conference.
(1983).Conversational analysis of classroom reading instruction. Michigan Linguistic Society.
(1983).Beyond time on task: New directions in research on classroom learning. Urban Consortium on Reading, NY. (with C. Gaines, J. Green, A. Jaggar, D. Taylor).
(1983). Beyond time on task: Learning from an ethnographic perspective. Ethnography in Education Research Forum.
(1983).On asking literacy comprehension questions: A socio-communicative perspective. AERA.
(1983).Definitions and functions of reading in two middle school classrooms. AERA.
(1983). Social and psycholinguistic aspects of classroom reading and writing resources. Michigan Reading Association. (with K. Holloway, D. Garcia, D. Peterson).
(1982).Literacy learning, classroom processes and race: A microanalytic study. AERA.
(1982).Student-text interaction: Toward an anthropological perspective. AERA.
(1982).Cognition and language in face-to-face interaction: A sociolinguistic perspective. AERA.
(1982).School culture and the future of literacy. Future of Literacy Conference, University of Maryland.
(1982).Social and communicative contexts of cognitive development during reading instruction. Finley—Carpenter Research Conference. Univ. of Michigan
(1982).Approaches to conversational and semantic analysis. AERA Preconvention Institute.
(1981).Beyond the answer sheet: What standardized test don't tell about the reading. IRA.
(1981). Making sense of reading instruction from the student's perspective. NCTE.
(1981).The false dichotomy of qualitative-quantitative research. Midwest Regional Conference on Qualitative Research.
(1981).Microanalysis across questions and contexts. Ethnography in Education Research Forum. (with J. Green and C. Wallat).
(1980).Capturing reading in school and community: A sociolinguistic perspective. Ethnography in Education Research Forum.
(1979).Discourse analysis of eight Saturday morning children's television commercials. Delaware Symposium on Language Studies.

MEMBERSHIP in PROFESSIONAL ORGANIZATIONS

American Anthropological Association
American Educational Research Association
AERA Special Interest Group on Basic Research on Reading
AERA Special Interest Group on Language and Social Processes

AERA Special Interest Group on Research on Writing
Council on Anthropology and Education
Fulbright Alumni Association
International Reading Association
National Conference on Research in Language and Literacy
National Council of Teachers of English
National Council of Teachers of English Research Assembly
National Literacy Association
Ohio Council of Teachers of English and Language Arts