

Elizabeth Chiseri-Strater
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Education:

Ph.D. University of New Hampshire, 1988

Interdisciplinary doctoral program (English and Education) leading to a degree in
Literacy and Schooling

Dissertation topic: Academic Discourse: An Ethnography of the Public and Private Literacies of
University Students

M.A. English, University of New Hampshire, 1981

Thesis topic: Revision Strategies of Freshman Writers

M.A. Education, New York University, School of Education, 1970

B.A. Drama, New York University, Washington Square College, 1964.

EMPLOYMENT(1991-present)

Associate Professor of English, University of North Carolina, Greensboro (1993-present)

Graduate Director of Women's and Gender Studies Program (2003-present)

Director of Composition (1997-2002, 2005)

Trained and observed all new teaching assistants, taught the graduate teaching seminar

Director of English Education, 1994-97

Advised undergraduates majoring in teaching English in secondary schools

Graduate courses taught: Graduate Seminars in Composition Theory, History,
Research Methods, Non-fiction Writing, Language and Literacy and Learning, Reading
and Writing Theory, Special Topics for Master of Arts in Liberal Studies: The
Anthropologist on Mars, Gathering Voices, Family Stories, Oral Histories, Interviews,
Memoir Writing.

Women Writing Culture

Undergraduate courses: Teaching Writing, Creative Non-fiction, Essay Writing,
Freshman Seminars and Freshman English, Introduction to Narrative

Assistant Professor of English, University of Illinois at Chicago, Language, Literacy and
Rhetoric Program, Chicago, Illinois, 1992-93.

Courses taught: Graduate seminar in Literacy and Ethnography, Undergraduate courses in Non-Fiction prose writing, Theories of Writing, and Teaching Writing

Visiting Assistant Professor of English, College of the Holy Cross, Worcester, Mass, 1991-92
Courses taught: Composition Theory and Pedagogy, Introduction to Critical analysis
Supervised the Writing Center and trained Peer Tutors

PUBLICATIONS

“More Than Just Writing About Me? Linking Self and Other in the Ethnographic Essay,” with Bonnie Sunstein, **Research Writing Revisited: A Sourcebook for Teachers** edited by Pavel Zemliansky and Wendy Bishop, Heinemann: Portsmouth NH, 2004.

“Ruptured Tales: Repositioning The Teaching Journal in the TA Seminar,” with Jackie Grutsch McKinney, **Writing Program Administration Journal**, Spring, 2004.

What Works? Design for Teacher Inquiry, with Bonnie Sunstein Heinemann Press: Portsmouth: New Hampshire, spring 2006.

Fieldworking: Reading and Writing Research, second edition with Bonnie Sunstein, Bedford/St. Martin's: New York, 2001. First edition, 1997, third edition, forthcoming, fall, 2006.

“Artifacts-A Different Kind of Fact: How Material Culture Shapes the Researcher Portfolio,” **Portfolio Standards**, Heinemann Press: Portsmouth, New Hampshire, 2000.

“On Being Culturally Relevant,” **Opps: What We Learn from our Teaching Mistakes**. Sternhouse: York, Maine, 1996.

“Turning in Upon Ourselves: Positionality, Subjectivity and Reflexivity,” chapter in **Ethics and Representation in Qualitative Studies**, Peter Mortensen and Gesa Kirsch, editors, National Council of Teachers of English: Urbana, Illinois, 1996.

“Power, Politics, Pedagogy and the Journal,” chapter with Cinthia Gannett and Sharyn Lowenstein, in **Pedagogy in the Age of Politics: Writing and Reading (in) the Academy**, Pat Sullivan and Donna Qualley, editors, National Council of Teachers of English, Urbana, Illinois, 1994.

“World Traveling: Enlarging our Understanding of Nonmainstream Literacies,” in **Literacy Across Communities**, Hampton Press, Cresskill, New Jersey, 1994.

“Collaboration as Reflexive Dialogue: A Knowing Deeper Than Reason,” with Donna Qualley, **Journal of Advanced Composition**, 1993.

“Evaluation as Acts of Reading, Response, and Reflection,” chapter in **Nuts and Bolts: Freshman English Sourcebook**, Thomas Newkirk, editor, Heinemann Press, Portsmouth, New Hampshire, 1993.

“Opening the Closed Portfolio,” chapter in **Portfolio Portraits**, Donald Graves and Bonnie Sunstein, Heinemann Press, Portsmouth, New Hampshire, 1992.

Academic Literacies: The Public and Private Discourse of College Students, Boynton/Cook, Heinemann Press, Portsmouth, New Hampshire, 1991, second printing 2000.

SUMMER TEACHING: PROGRAMS AND INSTITUTES

Training for FastForward teachers, a UNCG program for teaching English 101 and 104 in area high schools, 1995-present.

Martha’s Vineyard Summer Institute on Writing, Reading and Teaching, 1988-present
Taught core seminar on Teacher Research for MA from Northeastern University

Director of the New Hampshire Writing Program for Classroom Teachers, The University of New Hampshire, Summer, 1993, 1996. Taught in the program 1986-96.

Instructor, The Governor’s School, University of Tennessee, Martin, Tenn, Summer, 1991.

CONFERENCE PRESENTATIONS (1996-present)

“Five Easy Pieces,” UNH Biannual Conference on Writing, Durham, New Hampshire, October, 2004.

“Things Are Not Always What They Seem,” College Conference on Composition and Communication, San Antonio, March, 2004.

“Constructing Truth in the Personal Essay: Problems and Challenges,” College Conference on Composition and Communication, New York City, March 2003.

“When Students Write about ‘the Other’: Research in Actual and Virtual Fields,” Modern Language Association, New York City, December 2002.

Expanding Literacy in the Community,” SouthCoast Georgia Writing Project, Savannah, Georgia, November, 2002. Invited Keynote.

“Reading and Writing with A Spatial Gaze,” Folklore Workshop for Teachers, Workshop on Layers of Literacy: Folklore and Fieldwork into the Classroom, National Council of Teachers of English, Atlanta, November, 2002.

“Writing about Self and Other: Reflection and Position in Nonfiction Writing, Nonfiction Writing Conference, University of New Hampshire, September, 2002.

“Ethnographic Writing in Undergraduate Composition Courses,” Conference on College Composition and Communication, Workshop Leader, Denver, Colorado, March, 2001.

“Stepping Out, Looking In: Crossing Cultural Concepts in Education,” American Folklore Society Annual Meeting, Columbus, Ohio, October 2000.

“Stepping In and Stepping Out,” Fieldworking, Interviews, and Artifacts,” Invited lecture with Bonnie Sunstein, Ball State University, Indiana, April, 2000.

“Exploring the F Word: First Year Students Learn about Feminism,” Feminists, Womanists, Grrrls Imagine the Future, Speaker with undergraduate students, Southeastern Women’s Studies Association,” Appalachian State University, April 2000.

“The Subject is (Student) Writing: Teaching Others to Read, Re-read, and Re-Imagine Student Texts,” Conference on College Composition and Communication, Minneapolis, Minn. April, 2000.

“Motherhood, Sisterhood, and Other Hoods: The Rhetoric of Women in Film” Feminism(s) and Rhetoric(s) Conference, October, 1999.

“Invisible Practices: What Ever Happened to Student Writing?” Conference on College Composition and Communication, Atlanta, March, 1999.

“Singular Author, Plural Texts: Verbal Art in Ethnography,” Conference on College Composition and Communication,” Chicago, Illinois, March, 1998.

“Doubled Visions/Doubled Voices,” National Conference of Teachers of English, Nashville, November, 1998.

“Composition as a Site for Critical Action, Cultural Agency and Social Responsibility,” Conference on College Composition and Communication, Arizona, March, 1997.

“Making Ethnographic Stories Matter: The Process and the Product of Doing Ethnography,” Co-chair of Panel, National Council of Teachers of English, Charlotte, North Carolina, April, 1997.

“In the Contact Zone of Evaluation: Where Individual, Institutional, and Cultural Theories and Practices Meet,” Co-Chair and Presenter, Conference on College Composition and Communication,” Milwaukee, Minn., 1996.

“Using Narrative Inquiry to Confront Issues of Cultural Difference: Implications for Teaching, Recruitment and Reflective Research,” National Council of Teachers of English, Boston, Mass, 1996.

Stepping in and Stepping Out of Portfolios,” Workshop, University of New Hampshire Biannual Writing Conference, Durham, New Hampshire, October, 1996.

“Story as Inquiry: From Folklore to Politics,” National Council of Teachers of English, Chicago, Illinois, November, 1996.

CONSULTANT POSITIONS

Reviewer Graduate Program, English Department, Western Carolina University, December, 2000.

Smithsonian Folklife Festival, “Fieldworking and Folklife,” guest consultant at teacher training seminar, Washington, D.C., June, 1999

Poynter Institute, “Archival Research,” Conference on Donald Murray and Voice, St. Petersburg, Florida, March, 1999.

AWARDS, GRANTS

Ashby Dialogue on Masculinity Studies, Fall-Spring, 2004-5. Grant developed through Women’s and Gender Studies and African American Studies to facilitate conversation about masculinity theory for undergraduates and faculty.

Faculty Development Grants, 1998, 1999. Grant to develop handbook for freshmen students taking English 101. Grant to support extended Orientation for English Teaching Assistants.

Innovation and Educational Opportunity Grant, University of New Hampshire. Grant provided funding for a Writing Across the Curriculum Project for the UNH, 1988-90.

Dissertation Fellowship, University of New Hampshire, 1987-88. Year long fellowship to support research and writing.

AFFILIATIONS: College English Education Committee, 1994, Member MLA, WPA, CCCC, NCTE.