

CURRICULUM VITAE
WILLIAM JAMES MCGINLEY, PH.D.
University of Colorado, Boulder
School of Education
Campus Box 249
Boulder, CO 80309
Cell: 303-928-1570
William.McGinley@Colorado.EDU

EDUCATION

- Ph.D. in English and Literacy Education, University of Illinois-Champaign, IL 1989
- M.A. in English and Literacy Education, Idaho State University, Pocatello, ID 1983
- B.A. English/Teacher Licensure, Saint Joseph's College, Philadelphia, PA 1980
- B.A. English Western Kentucky University, Bowling Green KY 1978
- A.A. Northampton Community College, Bethlehem, PA 1974

ACADEMIC APPOINTMENTS: TEACHING, DIRECTORSHIPS, and CHAIRS

- DIRECTOR AND CHAIR, Education Minor, University of Colorado-Boulder, 2018 – present
- ASSOCIATE PROFESSOR, Literacy Studies, University of Colorado-Boulder, 1992 – present
- CHAIR, Secondary MA+ Comprehensive Exams, 2012 – present
- DIRECTOR AND CHAIR, Program in Secondary Humanities Teacher Education, 2011– 2017
- FACULTY CHAIR/LIAISON, Intercollegiate Athletics Committee, 2007 – 2009
- PROGRAM AREA CHAIR, Instruction and Curriculum in the Content Areas, 2000 – 2004
- ASSISTANT PROFESSOR, English and Literacy, University of Michigan, Ann Arbor
August 1989 – May 1992

Public School Teaching and Creative Teaching Positions

- TEACHER/DIRECTOR, *Tell Your Story Summer Workshops*, University of Colorado, 2008-2016
- TEACHER (part-time), *Creative/Performing Literacies After-School Program*, North High School, 2006-2008
- FOUNDER AND DIRECTOR, *Literacy for Learning and Life*, Neighborhood Ministries, Denver, Colorado, Five Points, 2000-2005
- SUPERVISOR, Undergraduate Research Opportunities Program, Psychology Department, University of Michigan, 1988-1992
- PUBLIC SCHOOL TEACHER (full-time), Alameda MS, English, Pocatello, ID, 1980-1985
- PUBLIC SCHOOL TEACHER (full-time), Salisbury HS, English, Allentown, PA, 1978-1980

AWARDS AND HONORS

- THE BEST SHOULD TEACH, CU FACULTY GOLD AWARD, University of Colorado, Boulder, 2017
- FACULTY TEACHING RECOGNITION AWARD, Boulder Faculty Assembly, University of Colorado, Boulder, 2014 - 2015

- COMMUNITY OUTREACH AND SERVICE AWARD FOR EXCELLENCE, Boulder Faculty Assembly. University Colorado-Boulder, 2000
- ELVA KNIGHT RESEARCH AWARD, International Reading Association, *Literacy and Storytelling: The Teaching Practices of Adult Tutors in an Urban Elementary School*, University of Colorado, 1998
- ELVA KNIGHT RESEARCH AWARD, International Reading Association, *Personal, Social, and Political Functions of Adolescents' Story Reading*, University of Colorado, Boulder, Colorado 1994
- OUTSTANDING DISSERTATION AWARD, International Reading Association, 1990
- PROMISING RESEARCHER FINALIST, National Council of Teachers of English, 1990
- OUTSTANDING PUBLISHED RESEARCH PAPER, Journal of Educational Research Award, 1989
- PRACTICAL DISCOVERY AWARD, Idaho Council of the International Reading Association, 1987
- OUTSTANDING RESEARCH AWARD, Northern Rocky Mountain Educational Research Association, Missoula, Montana, 1986

PROFESSIONAL AFFILIATIONS

- National Council of Teachers of English
- National Council of Research in Language and Literacy
- Literacy Research Association
- Congress of Qualitative Inquiry

PUBLICATIONS

Creative Works

- McGinley, W. Just Only Stories: (Ed.) (2019). *Just Only Stories: An Anthology of Undergraduate Memoirs, Volume VII*. Boulder, CO: Allegra Press.
- McGinley, W. Just Only Stories: (Ed.) (2018). *Just Only Stories: An Anthology of Undergraduate Memoirs, Volume VI*. Boulder, CO: Allegra Press.
- McGinley, W. (Ed.) (2017). *Just Only Stories: An Anthology of Undergraduate Memoirs, Volume V*. Boulder, CO: Eight Days a Week Publishing.
- McGinley, W. (Ed.) (2016). *Just Only Stories: An Anthology of Undergraduate Memoirs, Volume IV*. Boulder, CO: Eight Days a Week Publishing.
- McGinley, W., Wheeler, V. (Eds.) (2015). *Portraits in New Times: An Anthology of Undergraduate Memoirs, Volume III*. Boulder, CO: Eight Days a Week Publishing.
- McGinley, W., Wheeler, V, & Miles, K. (Eds.) (2014). *Portraits in Times New Roman: An Anthology of Undergraduate Memoirs, Volume II*. Boulder, CO: Eight Days a Week Publishing.
- McGinley, W. & Miles, K. (Eds.) (2012). *Portraits in Times New Roman: An Anthology of Undergraduate Memoirs, Volume I*. Boulder, CO: Eight Days a Week Publishing.
- McGinley, W. (2010). *The Memoir Project: "Life Goes and Comes."* CD of 22 student memoirs. Casey Middle School.
- McGinley, W. (2006). *Legends and Love: A Choreopoem*. Performed at Denver's Paramount Theater. January 2006.

Journal Articles, Refereed

- McGinley, W., Kamberelis, G. & White, J. (in press). Affective and imaginative engagements with literature: Some perspectives on reading self and the world. *Educational Philosophy and Theory*.
- McGinley, W. (2019). Applause and Evanescence: Arts-based story of creating and performing a choreopoem in an Urban High School. *Journal of Arts and Humanities*, 8, 7, 83-104.
- McGinley, W. & Kamberelis, G., Welker, E., & Kelly, M., Swafford, J. (2017). Roles of affect and imagination in reading and responding to literature: Perspectives and possibilities. *Journal of Curriculum Theorizing*, 32,1, 67-85.
- Kamberelis, G., McGinley, W., & Welker, A. (2015). Literature discussions as mangles of practice: Sociological theories of emergence and/in dialogic learning events. *Dialogic Pedagogy: An International Online Journal*, 3, 98-130. doi:http://dx.doi.org/10.5195/dpj.2015.69.
- McGinley, W., Kittle, P. & Quate, S. (2013). A Statement Conversation: The Language Arts "Formula." *Journal of the Colorado Language Arts Society*, 50, 25-31.
- McGinley, W., Whitcomb, J.A. & Zerwin S. (2006). Amazing Space: Reading Life in the Literature Classroom. In D. McIerney (Eds.). *Research on sociocultural influences on motivation and learning, Volume 5*. Information Age Press, pp. 253-272.
- McGinley, W. & Kamberelis, G. (2002). Just only stories. *Colorado Libraries Journal*, 28, 6-10.
- McGinley, W. & Conley, K. (2001). Literary retailing and the re-making of popular reading. *Journal of Popular Culture*, 35.2, 207-220.
- Kamberelis, G. & McGinley, W. (2001). Literature and the life of our classrooms: Transforming our students/transforming ourselves. *Language and Literacy Spectrum*, 11, 63-74.
- McGinley, W., Meacham, S. DiNicolo, C. & Conley, K. (2000). "We've been through it:" *The pedagogy of adult community members in an urban after school literacy program*. 49th Yearbook of the National Reading Conference.
- McGinley, W., Conley, K., & White, J. (2000). Pedagogy for a few: The modern book industry as literature teacher. *Journal of Adolescent and Adult Literacy*, 44, 204-214.
- McGinley, W. & Mahoney, T. (1998). Cultural authority and the discursive construction of literature in commercially produced book club discussion guides. In *Literacy research, theory and practice: Views from many perspectives*. Forty-Seventh Yearbook of the National Reading Conference. The National Reading Conference.
- McGinley, W. & Kamberelis, G. (1996). Maniac Magee and Ragtime Tumpie: Children negotiating self and world with reading/writing. *Research in the Teaching of English*, 30, 1-39.
- McGinley, W., Mahoney, T., & Kamberelis, G. (1995). Reconsidering stories. *Statement: Journal of the Colorado Language Arts Society*, 31, 9-16.
- McGinley, W. & Denner, P. (1995). On teaching stories. *Portals: Journal of the Idaho Council of the International Reading Association*, 2, 8-13.
- McGinley, W. & Kamberelis, G. (1992). Transformative functions of children's writing. *Language Arts*, 69, 10-18.
- McGinley, W. (1992). The role of reading and writing while composing from sources. *Reading Research Quarterly*, 27, 227-248.
- McGinley, W. & Kamberelis, G. (1992). Personal, social, and political functions of children's reading and writing. In *Literacy research, theory and practice: Views from many perspectives* (pp. 403-412). Forty-First Yearbook of the National Reading Conference,
- McGinley, W. & Kamberelis, G. (1992). "I'm glad I wrote it instead of just saying it." In S. Hudson-Ross, L. Miller-Cleary, M. Casey (Eds.) *Children's voices: Children talk about literacy*. Montclair, NJ: Boynton Cook.

- Kamberelis, G. & McGinley, W. (1992). One writer's construction of text and self: The role of voice. In *Literacy research, theory and practice: Views from many perspectives* (pp. 199-214). Forty-First Yearbook of the National Reading Conference.
- Abdullah, S., Kamberelis, G., & McGinley, W. (1992). Literacy, identity, and resistance within the African American slave community and some reflections for new forms of literacy pedagogy. In *Literacy research, theory and practice: Views from many perspectives* (pp. 379-391). Forty-First Yearbook of the National Reading Conference.
- Denner, P. R., & McGinley, W. (1992). Effects of two prereading activities on junior high students' story recall. *Journal of Educational Research*, 86, 11-19.
- McGinley, W., & Madigan, D. (1990). The research story: A forum for integrating reading, writing, and learning. *Language Arts*, 67, 474-483.
- McGinley, W., & Tierney, R. J. (1989). Traversing the topical landscape: Reading and writing as ways of knowing. *Written Communication*, 6, 243-269.
- Tierney, R. J., Soter, A., O'Flahavan, J., & McGinley, W. (1989). The effects of reading and writing on thinking critically. *Reading Research Quarterly*, 24, 134-173.
- McGinley, W. (1989). *The effects of reading and writing upon critical thinking*. (Technical Report No. 527). Urbana: University of Illinois, Center for the study of reading.
- Denner, P. R., McGinley, W., & Brown, E. (1989). Effects of story-impressions as a prereading-writing activity on students' comprehension. *Journal of Educational Research*, 82, 320-326.
- McGinley, W. & Tierney, R. J. (1988). *Toward a view of reading and writing as ways of knowing and learning*, (Technical Report No. 423). Urbana: University of Illinois.
- McGinley, W. & Denner, P. R. (1987). Story-impressions: A prereading-writing activity. *Journal of Reading*, 31, 248-253.
- McGinley, W. & Tierney, R.J. (1987). Exploring reading and writing as ways of knowing. *Language and learning, 13th Annual Australian Reading Conference Proceedings*.

Book Chapters

- McGinley, W., Whitcomb, J.A., & Zerwin S. (2006). Amazing Space: Reading Life in the Literature Classroom. In D. McIerney (Eds.). *Research on sociocultural influences on motivation and learning, Volume 5*. Information Age Press, pp. 253-272. (Referred)
- McGinley, W., Kamberelis, G., Mahoney, T., Madigan, D., Rybicki, V., & Oliver, J. (1997). Re-visioning reading and teaching literature through the lens of narrative theory. In T. Rogers & A. O. Soter (Eds.), *Reading across cultures: Teaching literature in a diverse society* (pp. 42-68). New York: Teachers College Press.
- Tierney, R. & McGinley, W. (1993). Serious flaws in written literacy assessment. In M. Carrasquillo & C. Hadley (Eds.) *Whole language and the bilingual learner*. Norwood, NJ: Ablex Publishing.
- Valencia, S., McGinley, W., & Pearson, P. D. (1989). Assessing progress in reading and writing. In G. Duffy (Ed.), *Reading in the middle school*. Delaware, NJ: International Reading Association.
- Tierney, R. J. & McGinley, W. (1986). Exploring reading and writing as ways of knowing. In *Language and Literacy Learning*. Proceedings of the 13th Annual Australian Reading Association. Gosford, NSW: Ashton-Scholastic, pp. 19-31.
- McGinley, W. & Kamberelis, G. (1993). Lisa, Rosa, and Paul: "I'm glad I wrote, instead of just telling it to somebody." In S. Hudson-Ross, L. M. Cleary & M. Casey (Eds.), *Children's voices: Children talk about literacy* (pp. 119-128). Portsmouth, NH: Heinemann.

Manuscripts in Preparation

- McGinley, W. & Kamberelis, G. & White, J. (in preparation). Imagining humanities education: Reading with critique and imagination in the secondary literature classroom. *International Journal of Literary Humanities*. Urbana, IL: University of Illinois.
- McGinley, W. (in preparation). On Reading the Colorado Model Content Standards for Literature and Remembering Why I Teach and Read Stories with Young People. *Statement: Journal of the Colorado Language Arts Society*.

Dissertation

- McGinley, W. (1990). The Role of Reading and Writing in Composing from Sources: A Study of College Students' Self-Directed Engagements in Reading and Writing to Learn *Illinois Digital Environment for Access to Learning and Scholarship* <http://hdl.handle.net/2142/20041>

CONFERENCE PRESENTATIONS

Invited Conference Presentations

- McGinley, W. (2013). Learning Through Life Stories: A Memoir Writing Studio. University of Wyoming, College of Education 5th Annual Literacy Conference. Laramie, Wyoming.
- McGinley, W. (2012). Literacy in the Secondary Math and Science Classroom: *Reading, Writing, and Beyond*. University of Wyoming, College of Education 4th Annual Literacy Conference. Laramie, Wyoming.
- McGinley, W. (2010). *Narrative and Life Story*. Annual AEPL Conference. Estes Park, Colorado.
- McGinley, W. (2006). *Cultivating new voices of color. Invited speaker and mentor*. National Council of Teachers of English. University of Colorado — Boulder, CO.
- McGinley, W. (2005). *Cultivating new voices of color*. Invited speaker and mentor. National Council of Teachers of English. Pittsburgh, PA.
- McGinley, W. (2004). *Cultivating new voices of color*. Invited speaker and mentor. National Council of Teachers of English. University of California, Berkeley, CA.

National Conference Presentations (Refereed)

- McGinley, W. Kamberelis, G. & Reaves, M. (2019). Reading with Affect and Imagination: Perspectives and Possibilities. A paper presented at the 15th International Conference of Qualitative Inquiry. Champaign, IL.
- McGinley, W. & Kamberelis, G., (2018). Imagining humanities education: Reading with critique and imagination in the secondary literature classroom. A paper presented at the 16th Annual International Conference on New Direction in the Humanities, Philadelphia, PA.
- McGinley, W. & Kamberelis, G., Welker, E., & Kelly, (2017). Roles of affect and imagination in reading and responding to literature: Perspectives and possibilities. A paper presented at the American Educational Research Association, NY.
- Kelly, M. & McGinley, W. (2016). Re-imagining Pre-service Teacher Education: Co-Designing Social Justice Practices in a Studio-Based Workshop for Secondary English Education Pre-service Teachers. Paper presented at the 66th Annual Conference of the Literacy Research Association, Nashville, TN.

- McGinley, W. & Kamberelis, G. (2015). Negotiating liberal humanities education in an age of common core state standards: A study of language arts teaching in middle school classrooms. Paper presented at the 65th Annual Conference of the Literacy Research Association, Carlsbad, CA.
- McGinley, W., Miles, K., & Kuster, C. (2015) Reimagining Language Arts: Practicing Embodied Humanities in an Age of Common Core Standards. A paper presented at the National Council of Teachers of English Annual Convention. Minneapolis, MN.
- McGinley, W., Miles, K., & Wheeler, V. (2015). Re-humanizing humanities in the language arts classroom: Stories of two teachers. A paper presented at the Annual Meeting of the Colorado Language Arts Society Conference. Colorado Springs, CO.
- Kamberelis, G. & McGinley, W. (2014). Structure and Emergence in Classroom Literature Discussions. A paper presented at the American Educational Research Association, Philadelphia, PA.
- McGinley, W. & Kamberelis, G. (2014). Negotiating Liberal Humanities Education in an Age of Common Core Standards: A Study of Language Arts Teaching in Middle School Classrooms. A paper presented at the 65th meeting of the Language Research Association Conference. Marco Island, FL.
- McGinley, W. & Kamberelis, G. (2014) Rethinking what counts as “critical:” The role of emotion and imagination in literary transactions. 64th Annual Language Research Association Conference. Marco Island, FL.
- McGinley, W. & Kamberelis, G. (2014). Connecting emotion, imagination, and reason in the secondary literature classroom: Toward a depth hermeneutics of criticism. Tenth International Congress of Qualitative Inquiry. Champaign, IL.
- McGinley, W. (2013). Sentimental readers: Emotion, imagination, and the rise of critical reading. International Organization of Social Sciences and Behavior Research. Atlantic City, NJ.
- Lewis, M. & McGinley, W. (2011). Emotion, imagination, and personal response in middle school book clubs. A paper presented at the Annual Meeting of National Council of Teachers of English. Chicago, IL.
- McGinley, W., Lewis, M., & Selland, M. (2010). Stories of self, stories of us: Rethinking memoir in language arts classrooms. A paper presented at the Annual Meeting of National Council of Teachers of English. Orlando, FL.
- McGinley, W. & Lewis, M. (2010). *The insights of compassionate imagination: Reading critically and emotionally*. A paper presented at the forthcoming American Educational Research Conference. Denver, CO.
- McGinley, W. & Lewis, M. (2009). *Reading immigration stories with adolescents: Emotion, imagination, and personal response in book clubs*. A paper presented at the Annual Meeting of National Council of Teachers of English. Philadelphia, PA.
- McGinley, W., Dutro, E., DiPardo, A., & Lewis, M. (2008). *Visceral literacies: Emotional and imaginative engagement in the language arts classroom*. A symposium presented at the Annual Meeting of National Reading Conference. Orlando, FL.
- McGinley, W. & Lewis, M. (2007). *Marketing popular reading: The book industry as literature teacher*. A paper presented at the International Conference on the Humanities. Columbia University, NY.
- McGinley, W., Lewis, M., Zerwin, S., Spletzer, K., & Gauthier, K.K., (2006). “No Ideas but in Things:” *Literary imagination and literacy research*. A paper submitted for presentation at the American Educational Research Conference.
- McGinley, W., Gauthier, K.K., Spletzer, K., Lewis, M., & Zerwin, S. (2006). *Novel ideas: Literary imagination and literacy research*. A paper presented at the Mid-Winter Research Conference of the National Council of Teachers of English. Chicago, IL.

- McGinley, W., Meacham, S., & Salim, Sirat Al (2002). *Improvising literacy instruction*. A paper presented at the 47th annual meeting of the National Reading Conference, Miami, FL.
- McGinley, W. & Salim, Sirat Al (2002). *The meanings we make with stories: Cross-cultural connections*. A paper presented at the 34th Annual Meeting of the Virginia Westerberg Children's Literature Conference. Boulder, CO.
- McGinley, W. (2001). *Literary retailing and the [re]making of popular reading*. Popular Culture Association Conference, Philadelphia, PA.
- McGinley, W. (2000). *A community pedagogy: Learning teach in an urban after school program*. A paper presented at the 99th Annual Meeting of the American Anthropological Association, San Francisco, CA
- McGinley, W., Meacham, S., DeNicolo, C., & Conley, K. (1999). "We've been through it:" *The pedagogy of adult community members in an urban after school program*. Research roundtable presented at the Annual Meeting of the National Council of Teachers of English, Denver, Colorado.
- McGinley, W. & Conely, K. (1999). *Pedagogy for a few: The right to read and the curriculum of book club discussion guides*. A paper presented at the Annual Meeting of the National Council of Teachers of English, Denver, CO.
- McGinley, W. & Conely, K. (1999). *Literature Incorporated: Cultural authority and the curriculum of commercially produced book club discussion guides*. A paper presented at the Annual Meeting of the American Educational Research Association Conference, Montreal, Canada.
- Meacham, S. & McGinley, W. (1999). *Literacy, Storytelling, and the Blues: A study of adults in an urban literacy program*. A paper presented at the Annual Meeting of the American Educational Research Association Conference, Montreal, Canada.
- McGinley, W. & Mahoney, T. (1997). *Cultural authority and the construction of "literature" in community book clubs discussion guides*. A paper presented at the 47th annual meeting of the National Reading Conference, Tucson, Arizona.
- McGinley, W., Mahoney, T., & Oliver, J. (1996). *Children authoring text and life: Literature and discourse in an elementary school classroom*. A paper presented at the 95th Annual Meeting of the American Anthropological Association, San Francisco, CA.
- McGinley, W. (1996). *Re-visioning reading and teaching literature in the secondary school*. A paper presented at the National Council of Teachers of English, Chicago, IL.
- McGinley, W. (1996). *Just only stories: Literature and cultural imagination*. A paper presented at the National Organization of Bilingual Education, Orlando, FL.
- McGinley, W. (1995). *Narrative theory and the promise of multicultural literature*. A paper presented at the 45th annual meeting of the National Reading Conference, New Orleans, LA.
- McGinley, W., Mahoney, T. & Oliver, J. (1995). *Story books and storied lives: Functions of oral story reading in an elementary school classroom*. A paper presented at the 45th annual meeting of the National Reading Conference, New Orleans, LA.
- McGinley, W. (1995). *Reconsidering stories*. A paper presented at the annual meeting of the American Educational Research Conference, San Francisco, CA.
- McGinley, W. (1994). *The triumph of technology and the fate of literacy*. A paper presented at the 44th Annual Meeting of the National Reading Conference, San Diego, CA.
- McGinley, W. (1993). *Literature for what?* A paper presented at the 43rd Annual Meeting of the National Reading Conference, Charleston, SC.
- McGinley, W. & Kamberelis, G. (1993). *Stories and meanings: What narrative theory, reader-response theory, and critical literacy might teach us about understanding students' reading and responding to literature*. A paper presented at the 43rd Annual Meeting of the National Reading Conference, Charleston, SC.

- McGinley, W. & Kamberelis, G. (1992). *Researching the functions of writing and reading literature. A symposium presented at the 42nd Annual Meeting of the National Reading Conference*, San Antonio, TX.
- McGinley, W. (1992). *Possible selves, possible worlds: Children reading, writing, and envisaging life*. A paper presented at the Virginia Westerberg 23rd Annual Children's Literature Conference, Boulder, CO.
- McGinley, W. (1992). *Possible selves, possible worlds: Children reading, writing, and envisaging life*. A paper presented at the Virginia Westerberg 23rd Annual Children's Literature Conference, Boulder, CO.
- McGinley, W. (1992). *The personal, social, and political functions of young children's writing and responses to literature*. A paper presented at the annual meeting of the American Educational Research Association Conference, San Francisco, CA.
- Kamberelis, G. & McGinley, W. (1991). *Other people's voices: The social construction of text among elementary school writers*. Paper presented at the 41st Annual National Reading Conference, Palm Springs, CA.
- McGinley, W. (1991). *Historical traditions and current practices of critical literacy in an inner-city community*. A symposium presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- McGinley, W. & Kamberelis, G. (1991). *Critical literacy, making meaning, and the study of adolescent's reading and writing*. A paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- McGinley, W. (1991). *Public and private meanings: Children reading, writing, and envisaging life*. A paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- Kamberelis, G. & McGinley, W. (1991). *Other people's words: The social construction of voice in middle school students' writing*. A paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.
- O'Flahavan, J. & McGinley, W. (1991). *Lag sequential analysis in literacy research: A primer*. A paper presented at the annual meeting of the American Educational Research Association.
- McGinley, W. (1991). *The transformation of ideas in writing from sources*. A paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois.
- McGinley, W. & Madigan, D. (1990). *Beyond the literacy myth: A study of fourth grade writers in an urban elementary school*. A paper presented at the 40th Annual Meeting of the National Reading Conference, Miami, Florida.
- McGinley, W. & Madigan, D. (1990). *Literacy as voice: Understanding children's writing about their communities and their lives*. A paper presented at the 40th Annual Meeting of the National Reading Conference, Miami, Florida.
- McGinley, W. (1990). *A study of college student's dynamic use of reading and writing to learn*. A paper presented at the International Reading Association Convention, Atlanta, Georgia.
- McGinley, W. (1990). *The voices of young writers: Making sense of language and the wider-world*. A paper presented at the Michigan Reading Conference Annual Meeting, Kalamazoo, Michigan.
- McGinley, W. & Tierney, R. J. (1989). *The role of reading and writing in the acquisition of knowledge: A study of college students' self-directed engagements in reading and writing to learn*. A paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- McGinley, W. & Madigan, D. (1989). *Teaching and learning the ways of knowing: Children as researchers*. A paper presented at the 13th Annual Conference on Critical Thinking and Moral Critique, Sonoma, California.

- Denner, P. R. & McGinley, W. (1987). *The effects of story-impressions as a prereading-writing activity*. A paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Missoula, Montana.
- Tierney, R. J. & McGinley, W. (1987). *Serious flaws in written literacy assessment*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Tierney, R. J. & McGinley, W. (1987). *Exploring reading and writing as ways of knowing*. A paper presented at the 13th Annual Australian Conference on Language and Literacy.
- McGinley, W. & Denner, P. R. (1986). *The use of story-impressions as a previewing activity for providing clues to a story's episodic structure*. A paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, Wyoming.
- Tierney, R. J., Soter, A., O'Flahavan, J. F., & McGinley, W. (1986). *The effects of reading, writing, and questioning on critical thinking*. A paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- McGinley, W. (1983). *Developing reading through writing*. A paper presented at the Idaho Reading Council Spring Conference, Hailey, Idaho.

FUNDED RESEARCH AND ENGAGED SCHOLARSHIP COLLABORATIONS

2016-2017	CO-PRINCIPAL INVESTIGATOR (with Mary Kelly) Re-Imagining Teacher Education: Centering Critical Justice Based Teacher Education in a University Teacher Education Program. University of Colorado WISE Foundation, \$8000.
2015-2106	CO-PRINCIPAL INVESTIGATOR (with Mary Kelly) Re-Imagining Teacher Education: Designing and Implementing Collaborative Field-Based Learning in a University Teacher Education Program. University of Colorado WISE Foundation, \$7000.
2014-2015	DIRECTOR AND PRINCIPAL INVESTIGATOR <i>Liberalizing Humanities in Middle School Classrooms: Tell Your Story Studios and "Our Town" Stories Project</i> . University of Colorado Outreach Council \$8,000.
2012-2013	DIRECTOR AND PRINCIPAL INVESTIGATOR <i>Public Narrative: Stories of Service and Leadership in Middle School Classrooms</i> . University of Colorado Outreach Council \$8,000.
2011-2012	DIRECTOR AND PRINCIPAL INVESTIGATOR <i>Public Narrative: Stories of Service and Leadership in Middle School Classrooms</i> . WISE Foundation \$8,000.
2010-2011	DIRECTOR AND PRINCIPAL INVESTIGATOR <i>Poets of Nature</i> . WISE Foundation \$5,000.
2010-2012	DIRECTOR AND PRINCIPAL INVESTIGATOR <i>The School Memoir Project: Integrating the Visual Art and Literary Arts in Diverse School Classrooms and Tell You Story</i> . University of Colorado-Boulder Outreach Council \$16,000.
2010-2012	DIRECTOR AND PRINCIPAL INVESTIGATOR <i>Arts of Composing a Life: Integrating Visual Arts and Literary Arts in School Classrooms</i> . University of Colorado-Boulder Outreach Council \$16,000.
2009-2010	DIRECTOR AND PRINCIPAL INVESTIGATOR <i>Exploring Life as Narrative Through the Visual and Language Arts in a Public Middle School</i> . University of Colorado Foundation \$10,500.

2008-2010 DIRECTOR AND PRINCIPAL INVESTIGATOR
Re-Imagining Language Instruction in a Public Middle School: New Literacies and New Media Technologies in the Teaching of Language Arts. University of Colorado-Boulder Outreach Council \$16,000.

2007-2008 DIRECTOR AND PRINCIPAL INVESTIGATOR
Cultivating Creative and Performative Literacies in an Urban High School. University of Colorado-Boulder Outreach Council \$16,000.

2007-2008 DIRECTOR AND PRINCIPAL INVESTIGATOR
Re-Imagining Literature Instruction in a Public High School. University of Colorado-Boulder Outreach Council \$16,000.

2006 DIRECTOR AND PRINCIPAL INVESTIGATOR
Cultivating Creative and Performative Literacies in an Urban High School. University of Colorado Outreach Council \$16,000.

2006 DIRECTOR AND PRINCIPAL INVESTIGATOR
Re-Imagining Literature Instruction in a Public High School. University of Colorado Outreach Council \$16,000.

2005 DIRECTOR AND PRINCIPAL INVESTIGATOR
Literacy and Learning for Life: After School Homework Club Whittier International Elementary School. University of Colorado Outreach Council \$16,000.

2004 DIRECTOR AND PRINCIPAL INVESTIGATOR
Learning to Teach and the Pedagogy of Adult Community Mentors in an Urban After-School Literacy Program. University of Colorado Outreach Council \$16,000.

2003 DIRECTOR AND PRINCIPAL INVESTIGATOR
Learning to Teach and the Pedagogy of Adult Community Mentors in an Urban After School Literacy Program. University of Colorado Outreach Council \$16,000.

2002 DIRECTOR AND PRINCIPAL INVESTIGATOR
Learning to Teach and the Pedagogy of Adult Community Mentors in an Urban After School Literacy Program. University of Colorado Outreach Council \$4,000.

2002 DIRECTOR AND PRINCIPAL INVESTIGATOR
 IMPART Research and Award Program
Learning to Teach and the Pedagogy of Adult Community Mentors in an Urban After School Literacy Program. University of Colorado-Boulder \$4,000.

2001 DIRECTOR AND PRINCIPAL INVESTIGATOR
Learning to Teach Mathematics: The Lessons of Community Mentors in an Urban After-School Program. University of Colorado Outreach \$5,000.

2000 CO-DIRECTOR AND CO-PRINCIPAL INVESTIGATOR
Literacy and Learning for Life: Learning to Teach and the Lesson of Adult Community Mentors in an Urban After-School Program. (with Shuaib Meacham) Denver, Colorado University of Colorado Outreach Council \$10,000.

1999 CO-DIRECTOR AND CO-PRINCIPAL INVESTIGATOR
 National Council of Teachers of English Grant-In-Aid
CU in the House: Community Education Through Poetry and Hip-Hop in an Urban Community (with Shuaib Meacham) University of Colorado-Boulder \$11,000.

1998 DIRECTOR AND PRINCIPAL INVESTIGATOR

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

COURSES TAUGHT

University of Colorado

EDUC 5135 Story and Memoir: Exploring Creative Non-Fiction Reading and Writing
DDUC 4135 Story and Memoir: Exploring Creative Non-Fiction Reading and Writing
EDUC 6964 MA Capstone: Teacher Researcher
EDUC 4342/4295 Literacy in Secondary/Elementary Math and Science Classrooms (on-line)
EDUC 6804 Bring the Noise: History and Practice of Spoken Word Poetry
EDUC 8804 Seminar in Literacy
EDUC 8804 Literacy in Families, Schools, and Communities
EDUC 8804 Doctoral Seminar in Narrative and Narrative Theory
EDUC 8804 Critical Social Theory and the Teaching of Literacy
EDUC 5325 Practicum: Teaching Literature
EDUC 4342 Writing in the Humanities
EDUC 5325 Reading and Teaching Young Adult Literature: Critical and Affective Perspectives
EDUC 4232 Language and Literacy Across the Secondary/Elementary Academic Disciplines
EDUC 5325 Teaching Literature in Middle and Secondary School

University of Michigan

Foundations of Elementary Literacy
Foundations of Education

Teaching Writing in the Elementary Grades
Elementary Language Arts
Perspectives on Literacy
Reading and Writing Across the Disciplines
Narrative Theory: Perspectives and Possibilities

REFERENCES

Professor George Kamberelis
University of North Carolina – Wilmington,
Wilmington, NC
518-526-5869
kamberelisg@uncw.edu

Professor Ruben Donato
University of Colorado-Boulder
720-935-6048
ruben.donato@colorado.edu

Professor Cathy Comstock
University of Colorado-Boulder
Boulder, CO
303-492-7656
cathy.comstock@colorado.edu