Letter of Intent

Project: Varieties of Understanding: New Perspectives from Psychology, Philosophy, and Theology

RFP: New Perspectives on the Theology of Understanding

Title of Proposal: Exploring the ‘Ambiguous Edges’ of Understanding at the Nexus of Children’s Literature, Religion, and Education

Submitted by: Jenifer J. Schneider, Ph.D., (Principle Investigator); Anne W. Anderson, A.B.D. (Co-Principle Investigator; Ph.D. anticipated in May 2014); Mozilla Mitchell, Ph.D. (Member); Csaba Osvath, Ph.D. (Member)

Contact: Anne W. Anderson (awanderson@mail.usf.edu)

Central questions of the project: As viewed through the layered lenses of narrative theology theory, a literary theory of understanding as incarnation, and reader-response theory, to what extent and how do authors and illustrators of contemporary award-winning children’s books explicitly and implicitly present and/or portray theological questions such as what it means to be human, what is the nature of reality, and does anything exist apart from our realm of experience? How do the authors explicitly and implicitly address whether and how we can understand answers to these questions and/or whether and how we can understand the absence of answers to these questions?

Background and significance of the questions: These central questions of the project presume an often-explored connection between religion and literature and a less-often-considered tie to education, each of which individually assumes some concept of understanding. Narrative theology, said Stone (1995), posits that story is “the best way to relate the ambiguous edges of human experience to God’s mysterious presence” (255). While Stone specifically explored a theology of Christian religious education, the concept of religious narratives moving “beyond the canonical…story to include the believer’s personal life story within the context of the…community story” (262) may not be confined to just English-language literature and Western religion. Regardless of time or place, Gottschall (2012) noted, people’s stories reflect “a universal grammar in world fiction, a deep pattern of heroes confronting trouble and struggling to overcome.…. Stories universally focus on the great predicaments of the human condition.…. They are about the fear of death and the challenges of life” (55). Atkins (2009) discussed literary understanding as a “participating in” another’s perspective until “a certain sympathy” occurs and it is “almost as if we inhabit that person’s mind and heart—or he or she has momentarily flooded us” (xx-xxi). More plainly, Atkins suggested such understanding is tantamount to incarnation (xxi). Writing from the field of education, Rosenblatt (1978/1994) theorized that every time a reader reads a literary text, regardless of the reader’s age, reading ability, level of comprehension, or level at which the text is written, a “coming together, a compenetration, of a reader and a text occurs” (12). Rosenblatt termed this experience the “poem,” which she says “must be thought of as an event in time” (12) rather than as a concrete text. While Rosenblatt’s compenetration sounds very similar to Atkins’ incarnation, Rosenblatt suggested the resulting
“event in time” is less about a sympathetic inhabiting of another’s “mind and heart” (Atkins xx) and more about a “living in the world of the work which we have created under the guidance of the text and [an] entering into new potentialities of our own natures” (68).

But does Atkin’s “inhabiting” and Rosenblatt’s “living” and “entering” take place in the soul, in the spirit, or in the meeting of the two? Langermann (2007) discussed fifteenth century Jewish/Spanish writer David Ibn Shoshan’s thoughts on the differences between the ruah (Hebrew) or pneuma (Greek) and the nefesh (Hebrew) or psyche (Greek), writing, “Soul and spirit are two entities that straddle the division between the corporeal and non-corporeal—or, if you wish, between the mundane and the divine—within the human organism” (70). Langermann also noted, without explicating further, that texts found within the “Christian Bible” provide a “strong contrast” between soul and spirit, a contrast also found within Sufi Islam of the time (72).

Children’s literature, often written for the purpose, broadly interpreted, of instructing, is particularly suited to answering such ephemeral questions as what it means to understand something. Nodelman and Reimer (2003) for instance, suggested children’s literature, exists because adults “see children as inexperienced and in need of knowledge. Its stories typically show children who are relatively new citizens of the world they inhabit, and in the process of learning about it....” (198). When an author or illustrator of children’s literature shows a character undergoing the process of interacting with nature, another character, a system, a text, himself/herself, or an idea, the author or illustrator, consciously or unconsciously, presents both the concept and the process of grasping the concept.

Dr. Seuss (Geisel, 1960), for instance, doesn’t show Sam-I-Am listing the reasons (taste good, nutritious) someone should try green eggs and ham. Instead, he shows Sam hounding an unnamed grump with a new idea. In the illustrated confrontation, we see the grump’s avoidance, refusal, and—finally—suspicious, multi-sensory (visual and aromatical) examining of the new idea, then taking a tentative taste. Finally, Seuss illustrates the character’s facial expressions changing from anger to suspicion to surprise to delight, suggesting, perhaps, the spiritual (implied in the the existence of the external character, I Am), psychological (implied in the assumption of the personal response), and physical (sensory) processes of ingesting new information and being changed by it. Additionally, Seuss could have shown the character, his suspicions confirmed by a bad taste, spitting out the morsel and skewering Sam-I-Am for his deception. Such an ending would have conveyed a different ideology about new ideologies but would have suggested a similar process of confronting, examining, ingesting, and digesting or expelling. The existence of alternative possible endings, of course, suggests a choice-making author behind the scene and, perhaps, an author behind the author.

Way in which the project addresses the goals and at least one of the Key Questions of the RFP: This project explores the “ambiguous edges,” as Stone put it (255), where narrative theology, literary theory, and reader-response theory meet. Atkins used the terms “inhabiting” and “flooding” (xxi), Rosenblatt used the terms “living in” and “entering” (68). Eagleton said both religion and literature “work much less by explicit concepts of formulated doctrines than by image, symbol, habit, ritual, and mythology” (20); Nodelman and Reimer suggested children’s literature conveys both ideology and the processes by which ideologies are understood. In these borderlands, we seek new information about the theology of understanding. These terms and ideas, while pertinent to all of the Key Questions, seem to align most closely with the following:
3) Do metaphor, analogy, and symbolic representation play a special role in religious understanding? If so, in what way? As illustrated in the Dr. Seuss example, figurative imagery is not confined to verbal expression nor to works written for adults. This project is predicated on the conviction that figurative imagery in children’s literature conveys information about theological ideologies and about the theological processes by which ideologies are understood.

6) How does the concept of revelation relate to religious understanding? Which theories of interpretation are most appropriate to understanding scripture? This project addresses the concept of revelation in terms of the figurative imagery used by authors/illustrators to describe the process of understanding as revelation.

**Summary of the methodology:** This project proposes examining thirty award-winning (2008 through 2012, inclusive) works of children’s literature for their theological ideas and for the description of the processes by which the ideas are confronted or avoided, examined or assumed, ingested or refused, digested or expelled. The books include those awarded the Newbery Medal (five), the Caldecott Medal (five), the Coretta Scott King Awards for text (five) and illustrations (five), the Belpré Medal (five), and the Batchelder Award (five). We will systematically examine each book using Ethnographic Content Analysis (ECA), as described in Altheide and Schneider’s (2012) *Qualitative Media Analysis*, which presumes that (1) the researcher is the instrument of analysis, (2) data analysis begins with observations made during the collecting of the data, and (3) theory arises from the data as themes and frames emerge. The ethnographic aspect of the method also allows focus on differences and extremes, not just commonalities, both of the data and of each researchers’ responses to the data. In the case of *Green Eggs and Ham*, for instance, we might note the number, type, and names of characters in the story, but we also might observe the persuasive effect created as the number of verbally mute but visually expressive characters increases.

We will analyze the data using combinations of various hermeneutical methods described by Pokorný (2011) in *Hermeneutics as a Theory of Understanding*, including lexical and grammatical analysis (“Would you, could you on a boat?” vs. “I will not” and “I do not.”); intertextuality, particularly in terms of allusion to religious texts; typology and allegory (Sam-I-Am as a God-figure); and others, as appropriate.

Reader-response discussion will take the form of an autoethnographic reflection (Ellis, 2004) from each team member. More than just a personal response, autoethnography turns an analytical eye on one’s own cognitive and emotional—and, in this study, spiritual—processes within the context of particular stimuli, e.g., the texts studied and/or the study itself.
References:


CURRENT POSITION

Associate Professor in Literacy Studies
University of South Florida, Tampa
Department of Childhood Education and Literacy Studies — 2002-present

Doctoral Program Coordinator
Ph.D. in Curriculum and Instruction
Concentration in Literacy Studies
Department of Childhood Education and Literacy Studies — 2006-present

Assistant Professor in Literacy Studies
University of South Florida, Tampa
Department of Childhood Education and Literacy Studies — 1996-present

EDUCATION

Doctor of Philosophy — The Ohio State University — 1996
Concentration — Language Arts, Literature, and Reading Education

Master of Education — University of South Florida, — 1992
Concentration — Elementary Education/Emphasis in Language Arts

Bachelor of Science — University of South Florida — 1989
Concentration — Elementary Education

RESEARCH INTERESTS AND TRAINING

• Writing development and writing instruction
• Multimedia literacies and innovative technologies for teaching and learning
• Process drama as an educational tool for teaching and learning
• Literature for children and young adults
• Effective literacy instruction in teacher education programs
• Practices of qualitative inquiry and pedagogy
PROFESSIONAL AND ACADEMIC EXPERIENCE

Graduate Assistant for Masters of Education in Elementary Education — 1995-1996
The Ohio State University
College of Education
Literacy Education and Diverse Settings (L.E.A.D.S.)
• Supervised student teachers in an urban, informal elementary school. Responsibilities included formally and informally observing the student teachers, facilitating communication between the student teachers, the mentor teachers and the university, providing guidance and feedback to the students, documenting student progress through portfolios and a continuum, completing evaluation forms.

Teaching Assistant for Masters of Education in Elementary Education — 1995
The Ohio State University
College of Education
Literacy Education and Diverse Settings (L.E.A.D.S.)
• Taught Children’s Literature, with a focus on using literature across the curriculum. Also emphasized presentation techniques for reading literature aloud, promoting sensitivity to cultural and social issues and using process drama. Responsibilities included assisting in course development, integrating the course with other methods courses, and selecting and presenting topics for instruction.

Research Assistant in Language Arts, Literature, and Reading Education — 1994
Dr. Theresa Rogers
The Ohio State University
Process Drama Education
• Research Assistant. Transcribed, coded and analyzed process-drama data obtained in ninth-grade literature-based classrooms. Also coded and analyzed data collected from classrooms in urban Professional Development Schools. Co-authored an NCTE Research Grant proposal to study the teaching of history through process drama instruction in elementary, middle, and high schools.

Graduate Assistant for Early and Middle Childhood Education — 1993-1995
The Ohio State University
College of Education
• Taught courses in Children’s Literature, Language Arts Methods, and Reading Methods. Responsibilities included designing courses, obtaining instructional materials and resources, instructing the students, assessing progress, and providing final evaluations.

• Supervised student teachers in urban and suburban elementary and middle schools. Responsibilities included formally and informally observing student teachers, facilitating communication between the student teachers, the cooperating teachers and the university, providing guidance and feedback to the students, supporting students’ professional development.
Elementary Science Teacher – 1994
Ohio Center of Science and Industry
Columbus, OH
• Taught hands-on activities and science demonstrations for students in grades Kindergarten through six.

Middle Grades Science Teacher – 1993
Twin Lakes Elementary, Tampa, FL
• Taught science program to students in grades four through seven.

Computer Technology for Grades K-6
Temple Terrace Elementary, Tampa, FL
B.C. Graham Elementary, Tampa, FL
• Responsibilities included teaching Kindergarten through sixth grade students basic computer knowledge and usage, maintaining computers and software throughout the schools, training teachers.

First and Second Grade
Temple Terrace Elementary, Tampa, FL
• Responsibilities included teaching the elementary curriculum to first grade students.
Co-authored and chaired a recycling program and an attendance program.
Coordinated Odyssey of the Mind for the school with two teams winning the State of Florida title and competing in nationals. Served as cooperating teacher for university student teachers.

SCHOLARSHIP

Refereed Articles


Schneider, J.J. (2010). “She’s always talking while she writes.”: Students’ perceptions about writing teachers and writing practices in school. *Florida Reading Quarterly, 46,* 10-19.


Books


Book Chapters


Book Segments


Technical Reports/Monographs/White Papers


Kozdras, D., King, J., Schneider, J., & Welsh, J. (December, 2008). \textit{Becoming, being(s), and breaking: A rhizomatic analysis of the multiple roles students enact as they play and perform with multimedia texts}. Retrieved from Contemporary Literacies Collaborative website: \url{http://www.fcit.usf.edu/clc/research.php}


Schneider, J., King, J., Kozdras, D., Minick, V., Welsh, J. (December, 2006) \textit{Power, performance, and perspective in a pre-service teacher/elementary student collaborative research/teaching project}. Retrieved from Contemporary Literacies Collaborative website: \url{http://www.fcit.usf.edu/clc/research.php}

\textbf{Unpublished Works: Revise and Resubmit}

Schneider, J.J., Constable, S., & Scheckelhoff, C. (revise & resubmit). i text but i (don’t) teach. Manuscript submitted for publication to \textit{Action in Teacher Education} (resubmission in progress).


\textbf{Unpublished Works: Under Review}


Unpublished Works In Progress


Audiovisual Media


Internet Message Boards, Electronic Mailing Lists, and Online Communities


Website Development


GRANTS AND AWARDS

Pending


Funded

Schneider, J.J., (Principal Investigator) Berson, I., Parker, A. (2011). Graduate Recruiting Award, University of South Florida Graduate School. $1500.

• Awarded funds to support departmental recruitment efforts. Developed departmental website to feature program goals, faculty research, student success, and technology initiatives.

Schneider, J.J., (Principal Investigator) Berson, I., Parker, A. (2010). Graduate Recruiting Award, University of South Florida Graduate School. $1500.

• Awarded funds to support departmental recruitment efforts. Developed departmental website to feature program goals, faculty research, student success, and technology initiatives.


• Awarded funds to purchase an iPad to support technology integration and innovative instruction.

Schneider, J.J. (Principal Investigator). (2009). Graduate Recruiting Award, University of South Florida Graduate School. $1500.

• Awarded funds to support Literacy Studies program recruitment efforts. Developed Literacy Studies website to outline program of study, faculty profiles, alumni updates, and doctoral student profiles.


• Awarded funds to support technology integration and innovative instruction.

Schneider, J.J. (Principal Investigator). (2008). Graduate Recruiting Award, University of South Florida Graduate School. $1500.

• Awarded funds to support Literacy Studies program recruitment efforts. Developed departmental website to feature program goals, faculty research, student success, and technology initiatives.
Schneider, J.J. (Principal Investigator). (2007). *Graduate Recruiting Award*, University of South Florida Graduate School. **$1500.**

- Awarded funds to support departmental recruitment efforts. Developed departmental website to feature program goals, faculty research, student success, and technology initiatives.

Schneider, J.J. (Principal Investigator). (2006). *Teaching Writing Through Podcasts.* College of Education, iTunes University, University of South Florida. **$1500.**

- Received iPod, laptop, and peripherals to develop content for iTunes U.

Schneider, J.J. (Principal Investigator) and King, J.R. (Co-Principal Investigator). (2006). *Developing a Clinical Model for Graduate Assistant Mentoring.* University of South Florida Innovative Teaching Grant. **$10,000.**

- Awarded funds to develop a clinical model for graduate assistant mentoring. By re-envisioning our courses and having the opportunity to observe graduate assistants, we outlined a process for imbedding tutoring into our undergraduate course sequence as well as a process for mentoring graduate assistants. We developed assessment strategies and documents to monitor and evaluate these processes.

Schneider, J.J. (Principal Investigator). (2005). *Passable Writing?: An Examination of the Writing Behaviors and Written Products of Children’s Book Authors and Business Professionals.* International Reading Association, Elva Knight Research Award. **$10,000.**

- Awarded funds to examine the writing behaviors and products of children’s-book authors and business professionals within their work environments. I surveyed, observed, interviewed, and collected writing samples from adults in both contexts. I conducted a comparative analysis of writing across contexts and between groups and I conducted a qualitative analysis of writing patterns and behaviors.

Schneider, J.J. (Principal Investigator). (2005). *Passable Writing?: An Examination of the Writing Behaviors and Written Products of Children’s Book Authors and Business Professionals.* University of South Florida, College of Education, Mini-Grant Award. **$2,500.**

- Awarded funding to support the investigation of the interstices between childhood and workplace writing.
Grant Submissions Unfunded

Schneider, J.J. (Principal Investigator). (2013). *Children’s Literature Museums, Archives, and Special Collections: Embodied Sites of Innovation and Aesthetic Connection*. National Endowment for the Humanities Summer Stipend. $6,000. (not funded)

Schneider, J.J. (Principal Investigator). (2012). *CLiCK:Children’s Literature Internet Collection of Know-how*. National Endowment of the Humanities. $60,000. (not funded)

Berson, I. (Principal Investigator), Schneider, J.J. (Co-Principal Investigator), Berson, M. (Co-Principal Investigator) (2011). *Read, engage, and discover with e-readers (READeRS) in the Caribbean*. United States Agency for International Development (USAID) Bureau for Latin America and the Caribbean (LAC), Office of Regional Sustainable Development (RSD) Latin America and Caribbean Promising Early-Grade Reading Improvement Interventions. $3,988,114.00 (not funded)

Dunkley, C. (Principal Investigator), Schneider, J.J. (Co-Principal Investigator) (2011). *Early Childhood Librarians (ECL): Opening first doors to reading*. Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Program. $500,000.00 (not funded)

Schneider, J.J. (Principal Investigator). (2004). *Suncoast Young Authors Scholarships*. Target Corporation. $5,000 (not funded)

Schneider, J.J. (Principal Investigator). (2003). *Starbucks Young Authors Reading Library*. Starbucks Corporation. $5,000 (not funded)

Schneider, J.J. (Principal Investigator). (1998). *Writers and Writing: An Examination of a Teacher’s Writing Instruction and Students’ Writing Behaviors in an Elementary Classroom*. National Council of Teachers of English Research Foundation Grant In Aid. $10,200. (not funded)


Schneider, J.J. (Principal Investigator). (1997). *Literacy and Technology*. USF Presidential Young Faculty Award. $12, 400. (not funded)
MEETINGS AND SYMPOSIA

National/International


Constable, S., Scheckelhoff, C.B., & Schneider, J.J. (2013, December). Disabled, dyslexic, or disenfranchised?: Re-visioning stories of illiteracy. Symposium to be conducted at the meeting of the Literacy Research Association, Dallas, TX.

Frier, A.D., Schneider, J.J., & Smith, P. (2013, December). Pre-service teachers’ approximations of literacy instruction during a multilingual, multimodal field experience. Paper accepted for presentation at the meeting of the Literacy Research Association. Dallas, TX.


Scheckelhoff, C.B., Constable, S., Schneider, J.J. (December, 2010). In D. Dennis (Chair), *Film school: Technology as provocation for oral reading fluency*. Symposium conducted at the meeting of the Literacy Research Association, Fort Worth, TX.

Schneider, J.J., Allen, D., Blankenship, M., Margarella, E. (December, 2010). *SnowWoww and the Climatation: From Fist Pumps to Fluency*. In D. Dennis, C. Scheckelhoff, S. Constable, J.J. Schneider (Chairs), *Film school: Technology as provocation for oral reading fluency*. Symposium conducted at the meeting of the Literacy Research Association, Fort Worth, TX.


Blank, J. & Schneider, J.J. (2009, December). “Use your words”: *Coping with conflict in the early years*. Paper presented at the meeting of the National Reading Conference/Literacy Research Association, Albuquerque, NM.


Kozdras, D., King, J., Schneider, J., & Welsh, J. (2008, December). Becoming, being(s), and breaking: A rhizomatic analysis of the multiple roles students enact as they play and perform with multimedia texts. Paper presented at the meeting of the National Reading Conference, Orlando, FL.


Schneider, J.J. (2008, May). Working 9 to 5, will our kids make a living?: Examining the writing practices of business professionals and children’s book authors. Paper presented at the meeting of the International Reading Association, Atlanta, GA.


Schneider, J.J. (2004, December). *This isn’t what we normally do: Teaching cases in Elementary writing instruction.* Alternative paper session presented at the meeting of the National Reading Conference, San Antonio, TX.


Schneider, J.J. (2002, December). *I got a 6 on the Florida Writes!: The impact of high-stakes testing on students’ perceptions of writing.* Paper presented at the meeting of the National Reading Conference, Miami, FL.


Schneider, J.J. (2000, July). *“Let’s do that freezing thing again!”: Negotiating the symbols of literacy through process drama.* Paper presented at the meeting of the International Drama in Education Research Institute, Columbus, OH.


Crumpler, T. & Schneider, J.J. (1999, December). *Writing with their whole being: A cross study analysis of children’s writing from five classrooms using process drama.* Paper presented at the meeting of the National Reading Conference, Orlando, FL.

Donelson, R., Constable, S., & Schneider, J.J. (1999, December). *Responding to the structured silencing of homosexuality in the schools.* Symposium conducted at the meeting of the National Reading Conference, Orlando, FL.

Schneider, J.J. (1999, December). *No blood, guns, or gays allowed!: The silencing of the elementary writer.* In R. Donelson, S. Constable & J.J. Schneider (Chairs), Responding to the structured silencing of homosexuality in the schools. Symposium conducted at the meeting of the National Reading Conference, Orlando, FL.


Regional/State/Local


**PROFESSIONAL ACTIVITIES**

**Selected Participation at Professional Meetings**


Keynote Address. (2005, April). *Very important pencil person.* Suncoast Young Author Celebration. University of South Florida.


Keynote Address. (1999, April). *Write up a storm.* Suncoast Young Authors Celebration. University of South Florida.

Keynote Address. (1998, March). *Write Away!* Suncoast Young Authors Celebration.


**Editorial Experience**

Reviewer. *Literacy Research Association* — 2010 to present.


UNIVERSITY TEACHING

Doctoral Level Teaching

Survey of Research on Writing Development and Instruction (LAE 7794)
The purpose of this course is to survey, discuss, analyze, and critique seminal and current research on writing development and instruction in the context of school.

Advanced Graduate Seminar; Introduction to Research (EDG 7938)
Students survey educational theories that contribute to the scholarly literature in Childhood Education & Literacy Studies and acquire academic literacies that are used to share information within the doctoral program and across academic texts.

Qualitative Research Methods (EDG 7931/EDF 7477)
First of two sequenced seminars examining the theoretical and pragmatic aspects of conducting qualitative research in educational settings.

Symbolic Processes of Multimedia Literacy (LAE 7868) (Online)
Students critically examine research in multimedia, multi-modal literacies and investigate the interplay among symbolic processes used to produce and consume media-based literacies.

Literary Theory and Research in Children’s Literature (LAE 7745)
Critical examination of literary theories that inform the interpretation, criticism, and reading of literature written for school-aged readers and to survey current research in the field of literature in education.
Educational Specialist Level Teaching

Survey of Literacy Research Methods (LAE 7794)
Students survey current methods used in literacy research. Students determine standards of quality and employ data collection and analysis techniques to address literacy research questions.

Masters Level Teaching

Writers and Writing: Research and Practice of Composing and Multimedia Production (LAE 6315) (Online)
The purpose of this course is to examine writing as a multimodal, symbolic, and communicative practice embedded in social and cultural contexts. Students will demonstrate strategies to facilitate K-12 students’ writing development, as well as develop professional leadership skills to support writing teachers.

Writers and Writing: Trends and Issues (LAE 6315) (Online)
The purpose of this course is to advance the skills of successful writing teachers of elementary children. Students learn the instructional strategies that support children’s writing development and processes.

Writers and Writing: Trends and Issues (LAE 6315)
The purpose of this course is to advance the skills of successful writing teachers of elementary children. Students learn the instructional strategies that support children’s writing development and processes.

Literacy and Technology (RED 6449) (Online)
Students develop the skills and cultural competencies necessary to navigate media literacies for the purposes of engaging with participatory culture and to develop strategies for integrating digital tools and media literacies into the K-12 classroom.

Literacy and Technology (RED 6449)
Students develop the skills and cultural competencies necessary to navigate media literacies for the purposes of engaging with participatory culture and to develop strategies for integrating digital tools and media literacies into the K-12 classroom.

Trends in Literature in a Diverse Society (RED 6656)
Focuses on the examination of historical and contemporary multicultural children's literature in order to help teachers and students gain a pluralistic perspective of society. Instructional programs are designed to lead school-age children to a broader understanding, respect, and appreciation of all persons representing various cultural, ethnic, and societal groups.

Literature and the Learner (LAE 6415)
Nature, scope, and uses of literature for instructional, information, and recreational purposes and implications of current theory, significant research, and issues in literature study as they relate to the learner.
Undergraduate Level Teaching

Teaching Children's Literature: Developing Literary Appreciation, Global Perspectives, and Knowledge of Text Structures (LAE 4424)
Building on an appreciation for children's literature, the purpose of this class is for undergraduate teacher candidates to learn how to select quality literature for children and to demonstrate instructional strategies for developing children's engagement with literary texts, children's understanding of diverse and global perspectives, and children's knowledge of text structures.

Teaching Writing: Composing Print and Multimodal Texts Across the Elementary Curriculum (LAE 4315)
The purpose of this course is for teacher candidates to (1) identify the traits of children's written, visual, and media-based products, (2) assess and support children's developmental progression of writing processes or strategies, and (3) demonstrate effective instructional strategies for teaching multimodal composing across discipline-specific genres.

Teaching Writing in the Elementary Grades, K-6 (LAE 4314) (Online/Residency Program)
The purpose of this course is for students to understand children's writing development and to design and implement instructional strategies for teaching composition in an integrated Language Arts curriculum.

Teaching Writing in the Elementary Grades, K-6 (LAE 4314)
The purpose of this course is for students to understand children's writing development and to design and implement instructional strategies for teaching composition in an integrated Language Arts curriculum.

Teaching Literature in the Elementary School Grades K-6 (LAE 4414) (Online)
In this course, the genres of children's literature are surveyed and discussed emphasizing presentation techniques for reading aloud, promoting sensitivity to cultural and social issues, and using process drama.

Teaching Literature in the Elementary School Grades K-6 (LAE 4414)
In this course, the genres of children's literature are surveyed and discussed emphasizing presentation techniques for reading aloud, promoting sensitivity to cultural and social issues, and using process drama.

Language Arts Methods in Childhood Education (LAE 4314)
Provide teachers with the skills necessary to implement a coordinated and integrated language arts curriculum and to guide the developmental language experiences of children in elementary school.

Teaching Literature and Writing in the Elementary Grades (LAE 4416)
This course is designed to provide teachers with the skills necessary to implement a coordinated literature program and an integrated writing curriculum.

Reading and Learning to Read (RED 4310)
This course prepares pre-service teachers to understand the foundations of reading and the inherent learning principles to produce successful readers. The course focuses on appropriate instructional strategies to enhance reading development and reading across the curriculum.
Childhood Education Internship Level I (EDE 4941)
Students spend six hours per week in a supervised in-school experience and attend weekly seminars.

Childhood Education Internship Level II (EDE 4942)
Students spend two days per week in a supervised internship experience in classroom settings and attend a weekly seminar.

Internship: Elementary Education (EDE 4940)
Teacher candidates are required to demonstrate professional competencies during one semester of full day internship in a public or private elementary school.

**ONLINE COURSE DEVELOPMENT**

- Symbolic Processes of Multimedia Literacy (LAE 7868)
- Writers and Writing: Research and Practice of Composing and Multimedia Production (LAE 6315)
- Writers and Writing: Trends and Issues (LAE 6315)
- Literacy and Technology (RED 6449)
- Teaching Writing in the Elementary Grades, K-6 (LAE 4314)
- Teaching Literature in the Elementary School Grades K-6 (LAE 4414)

**ONLINE TEACHING SOFTWARE SKILLS**

- Presentation Software: Keynote, Powerpoint, Prezi
- Word Processing and Spreadsheet Software: Pages, Microsoft Word, Google Docs, Numbers
- Interactive Course Software: Smart Board Technology, Elluminate, iPads for Education
- Video/Audio Editing Software: iMovie, Garage Band
- Lecture Capture Software: Panopto, Camptasia
- Synchronous and Asynchronous Course Tools: Discussion Boards, Wikis, Chat, Elluminate
- Video Performance Tagging and Analysis: StudioCode, Transana
- Qualitative Analysis Software: Atlas TI, NVivo
DOCTORAL DISSERTATION COMMITTEES

Chair- Defended

Gelfuso, Andrea (2013, Fall).
  (Chair)
  *Graduating Fall 2013

  (Co-Chair with Sherry Kragler).
  *Graduating Fall 2013

  (Chair)
  *Clinical Assistant Professor, University of Illinois, Urbana-Champaign
  *Selected for International Reading Association’s Reading Hall of Fame Supporting Young Scholars Program

  (Co-Chair with Jim King)
  *Adjunct Instructor, St. Peters burg College

Kroeger, Diane (2010, Fall). Florida’s Adolescent literacy policy: An alternative reading and response.
  (Co-Chair with Danielle Dennis)
  *Independent Literacy Consultant

Minick, Vanessa (2010). Educators’ beliefs about and approaches to the evaluation of students’ writing.
  (Chair)
  *Instructor, University of South Florida

Schimmel, Tammy (2007). How do proficient intermediate grade writers perceive writing in school?
  (Chair)
  *Associate Professor, University of Tampa

  (Chair)
  *Assistant Professor, Centennial University

Stephens, Catherine (2002). An examination of the individual behaviors and perspectives of five developmental reading students within the context of a Developmental Reading Program at a Community College.
  (Co-chair with Susan Homan)
  *Professor, Florida College
Chair- Dissertation Proposal

Anderson, Anne (2013, Fall). *Political cartoons in a Twentieth-Century Socialist newspaper as mentor texts for a young Walter Elias Disney: An ethnographic content analysis.*

(Chair)

Brancombe, Margaret (2013, Fall). *Embodied comprehension: Making visible student understanding of main idea in science information texts through tableau.*

(Chair)

Chair- In Progress


(Chair)


(Chair)

Persohn, Lindsay. (2014, Fall) *Children’s literature museums.*

(O-Co-Chair with Jim King)


(Chair)

Doctoral Committee Member- Defended


*Assistant Professor, Mississippi State University*


*Assistant Professor, Florida Southern College*


*Assistant Professor, Murray State University*


*Assistant Principal, Hillsborough County Schools*


*Chief Creative Officer, Gus A. Stavros Center, University of South Florida, Tampa.*

*Language Arts Teacher, East Lake High School, Pinellas County Schools.*


*Associate Professor, University of Puerto Rico.*


*Early Childhood Coordinator, St. Lucie County Schools.*

Thompson, Robin (2004, Summer). *“Me and fiction don’t get along.”: New times literacy strategies used by early adolescent emerging learners.* (Unpublished doctoral dissertation). University of South Florida, Tampa, FL.

*Curriculum Coordinator, Manatee High School, Manatee, FL.*


*Current position unknown.*


*Independent Literacy Consultant.*

**Doctoral Committee Member- In Progress**


Blankenship, Matthew (2014, Spring). *Administrator’s roles in adolescent literacy.*


Mahoney, Bridget (2014, Spring). *English teacher as warm demander.*

Hagge, Julia (2014, Spring). *Students with dyslexia.*


Powell, Rebecca (2015, Spring). *Children’s literature in the social studies curriculum.*

**Honors Thesis Committee Mentoring**

Service to the University of South Florida

Member. *Student Success Task Force*, University of South Florida — 2009 to 2010.

Member. *Student Success Task Force Sub-Committee on Undergraduate Curriculum* — 2009 to 2010.

Elected Senator. *Faculty Senate*, University of South Florida — 2004 to 2006.


Elected Senator. *Faculty Senate*, University of South Florida — 2002 to 2004.


Member. *Food Service Consultant Review Committee* — 2001.


Chair. *Committee on Committees*, Faculty Senate — 2000 to 2001.

Member. *Faculty Senate Executive Committee* — 2000 to 2001.

Member. *Committee on Committees*, Faculty Senate — 1999 to 2000.


Service to the College of Education, University of South Florida

Chair. *CLICK Conference*. (Children’s Literature Internet Collection of Know-how)

Member. *Search Committee, Assistant Professor in the Department of Measurement, Research, Evaluation* (Jennifer Wolgemuth). — 2011.

iTeach Fellow. — 2010- present.


Member. *Search Committee, Assistant Professor in the Department of Measurement, Research, Evaluation* (Lilianna Rodriguez-Campos) — 2006.


Chair. *Suncoast Young Authors Celebration* — 1997 to 2009.


**Service to the Department of Childhood Education and Literacy Studies**


Course Lead. *LAE 4314 Teaching Writing in the Elementary Grades* — 2011 to present.

Course Lead. *LAE 4414 Teaching Children’s Literature in the Elementary Grades* — 2011 to present.

Chair. *British Schools Experience Website Development* — 2009.

Chair. *Department Website Development* — 2009.

Co-Founder. *Contemporary Literacies Collaborative* — 2006 to present.

Program Coordinator. *Ph.D. in Curriculum & Instruction: Concentration in Literacy Studies* — 2006 to present.

Chair. *Advanced Graduate Committee* — 2006 to 2010.

Member. *Research Theme and Strategic Planning Committee* — 2003.


Member. Childhood/Language Arts/Reading Advancement Committee — 2001.

Member. Search Committee for Content Area Reading (Janet Richards) — 2001.

Chair. Search Committee for Office Manager (Pat Geisler) — 2000.


Member. Comprehensive Exam Committee — 2000.

Member. Elementary Education Aspirational Peer Committee — 2000.

Member. Childhood/Language Arts/Reading Advancement Committee — 2000.


Co-Chair. Childhood/Language Arts/Reading Parent Conference — 1999.

Chair. Departmental Search Committee for Interim Chair (Jane Young) — 1999.

Member. Childhood/Language Arts/Reading Advancement Committee — 1999.

Member. Office Manager Search Committee — 1999.

Member. British Schools Experience Committee — 1999.

Member. Childhood/Language Arts/Reading Advancement Committee — 1998.


Member. ESOL Committee — 1998.

Member. Departmental Graduate Program Committee — 1998.

Member. Scholarship Committee — 1998.

Member. Search Committee for Department Chair (Priscilla Griffith/Kathy Laframboise) — 1997.

Chair. Suncoast Young Authors Celebration — 1997- present.


Chair. Governance Committee — 1997.

Member. Masters in Reading Revision Committee — 1996 to 1998.
Service to the Community

Speaker, *Great American Teach-In*. St. Lawrence Catholic School, Tampa, FL — 2012.


Workshop. *The 6+1 traits of writing for Grade 3 to Grade 8*. St. Lawrence Catholic School, Tampa, FL — 2006.

Workshop. *The 6+1 traits of writing for EC3 to Grade 2*. St. Lawrence Catholic School, Tampa, FL — 2006.


Member, *School Board of St. Lawrence Catholic School* — 2006- present.


Member, *Curriculum Reform Committee*. St. Lawrence Catholic School, Tampa, FL — 2004.


Chair, *Suncoast Young Authors Celebration*, USF — 1998 to present.


Consultant, *Writing instruction*. Turkey Creek Middle School, Tampa, FL — 1997.

Member, *Textbook Selection Committee*. Hillsborough County Schools — 1997.

Co-Chair, *Suncoast Young Authors Celebration*. USF — 1997.


**Memberships in Professional Organizations**

American Educational Research Association

- ALAE- Adult Literacy & Adult Education SIG
- ARVEL- Applied Research in Virtual Environments for Learning SIG
- OST- Out of School Time SIG
- QR- Qualitative Research SIG
- RRL- Research in Reading & Literacy SIG
- WL- Writing & Literacies SIG

International Reading Association

- OTER- Organization of Teacher Educators of Reading

Literacy Research Association

National Council of Teachers of English
Honors and Awards

iTeach Fellow, University of South Florida, College of Education, 2010 to present.

Invited Faculty, Center for Research on Children’s Development and Learning, USF, 2002.

Winner, President’s Award for Faculty Excellence, University of South Florida, 2002.


Winner, Undergraduate Teaching Award, University of South Florida, 1998-1999.


Finalist, National Reading Conference Outstanding Student Research Award, Phoenix, Arizona, 1997.

Cynthia Cook Dissertation Scholarship Award, The Ohio State University, 1996.

Finalist, Graduate Associate Teaching Award, The Ohio State University, 1995.

Nominated, Graduate Associate Teaching Award, The Ohio State University, 1995.

Teacher of the Year, Temple Terrace Elementary, Tampa, FL, 1992.
Anne W. Anderson, M.A.
P.O. Box 934 * Safety Harbor, FL 34695-0934 * 727-791-0253
awanderson@mail.usf.edu * aander8130@gmail.com

ACADEMIC STUDIES

**PH.D.**  
**University of South Florida**  
**Curriculum & Instruction: Literacy Studies**  
Tampa, Florida  
2014, Anticipated

**Dissertation Title (proposed):**  
*Editorial Cartoons in Two Early-Twentieth-Century Newspapers as Mentor Texts for a Young Walter Elias Disney: An Ethnographic Content Analysis*

Committee: Dr. Jenifer Jasinski Schneider (major professor), Dr. Thomas Crisp, Dr. Danielle Dennis, Dr. James R. King, Dr. Jeffrey D. Kromrey

**M.A.**  
**University of Alabama**  
**Journalism**  
Tuscaloosa, Alabama  
2008

**Thesis/Project Title:**  
*Community Journalism and the Community’s Youngest Readers: A Study to Determine the Extent of Newspaper Content Directed toward Readers in Grades 2 through 8*

Committee: Dr. Jennifer D. Greer (chair), Dr. Wilson H. Lowrey

**B.A.**  
**Eckerd College**  
**Creative Writing**  
St. Petersburg, Florida  
2006

**Senior Project:**  
*The Other Side of the Story*, a middle-grade novel (excerpt)

Committee: Peter Meinke, Professor Emeritus (chair), Dr. Catherine Griggs, Dr. Jan Adkins

**A.A.**  
**St. Petersburg (Jr.) College**  
**General Studies**  
St. Petersburg, Florida  
1992


PROFESSIONAL EXPERIENCE

University Appointments

**University of South Florida, Tampa; College of Education**  
2010 to present

4202 E. Fowler Ave., Tampa, FL 33620 * 813-974-3400 * coedu.usf.edu

**Supervisor:** Dr. Diane Yendel-Hoppey, Department Chair

**Doctoral student** in Curriculum and Instruction: Concentration in Literacy Studies

**Graduate Assistant Instructor** of pre-service teachers in Elementary Education program and in MAT (Master of Arts in Teaching) program

**Courses Taught:**
- LAE4414 Teaching Literature in the Elementary School, K-6
- LAE4314 Teaching Writing in the Elementary School, K-6
- LAE6415 Literature and the Learner

**Grading assistant** in LAE4414 Literature in Childhood Education (online course for non-majors)

**Research assistant** in program administration and in writing research

Projects: Aligning course objectives and goals to changes in Florida Department of Education requirements for Masters and Elementary Education programs
Research Consultant 2011 to present
Design, conduct, and analyze exit-interviews with pre-service teachers as part of field-based research project; literature search and selection for literature review
Literature review for grant proposal
Systematic mapping of course objectives and goals for Elementary Education program

Freelance Writer/Editor 1989 to present
Author of children’s short stories and liturgical dramas
Purveyor of words to clients, including researching, writing, and editing grant applications; writing and editing copy for businesses; writing fiction and non-fiction for children's magazines and other publications; writing vignettes for churches and organizations; blogger, poet, dramatist
Produce journalism blog focusing on little-covered issues and events
Graphic designer of brochures, displays, and newsletters
Event planner and coordinator
On-call writing tutor for Eckerd College

Journalist & PhotoJournalist 2003 to 2011
General assignment correspondent covering community events
Education reporter covering local schools
Columnist reviewing local community and professional theater

Staff Writer (Paid Intern) 2007-2008
Full-Charge Bookkeeper/Financial Manager 2003-2005
United Methodist Cooperative Ministries
1625 Union Street * Clearwater, FL 33755 * 727-442-6881 * http://umcm.info
Supervisor: Donna Ratzlaff, Executive Director
Key Contributions: Produced financial reports and managed multiple program budgets; Moved organization from cash-based to accrual-based accounting; Helped write for and manage grants

Executive secretary to the Principal 1990-1995
School Business Manager 1995-2002
Sacred Heart School
7951 46th Way N. * Pinellas Park, FL 33781 * 727-544-1106
Supervisors: Carolyn Goslee, Sr. Alice Walsh, S.P., Brian Lemoi, JoEllen Caldwell, Penelope Howell, Principals
Key Contributions: Managed school finances and administered employee benefits programs; Interviewed and registered parents and students; Administered scholarship programs; Edited weekly newsletter, accreditation document, handbooks, promotional and registration materials.

Renaissance woman extraordinaire. 1970-1990
RESEARCH

Books


Academic Articles


Peer-Reviewed Conference Presentations


Anderson, A.W. (September, 2011). Shoe haiku and lantern verse, too: Building reading and writing skills through poetry. Session presented at the Florida Reading Association Conference, Orlando, FL.
Anderson, A.W. (December, 2010). Differences in newspaper content directed toward readers in grades 2 through 8. Paper presented at the Association for Education in Journalism and Mass Communication (AEJMC), Southeast Colloquium, Columbia, SC.

Anderson, A.W. & Greer, J. D. (September, 2009). Community journalism and the community’s youngest readers: A study of newspaper content directed toward readers in grades 2 through 8. Paper presented at the Community Building Symposium at the 123rd NNA Annual Convention and Trade Show, Mobile, AL.

Unpublished Works: Under Review


Unpublished Works: In Progress


Grant Proposals (as consultant)

Program Period: July 1, 2012 – June 30, 2015
Title: Early Childhood Librarians (ECL): Opening First Doors to Reading
Source: Laura Bush 21st Century Librarian Program
Authors: Dunkley, C., & Schneider, J.
Total Costs: $499,999
Date Submitted: December 15, 2011
Status: Not Funded

Lore Articles


Anderson, A.W. & Greer, J. D. (July, 2010). Target elementary school students to increase a new generation of newspaper readers. Publisher’s Auxiliary, 6-7.


**Journalism**

*The Anniston Star*  

Poynter.org  
May 2008

Tampa Bay Newspapers  

*St. Petersburg Times*  
January - May 2008

*Tampa Tribune*  
April 2003

*Florida Catholic*  
July 2002

**Children's Writing**


**Liturgical Writing**


**Poetry**


**Blogs**


**Social Media**


Videos


Performances

   Readings: Insiders’ Guide to the Greater Tampa Bay Area

   Reading: “That Dog!” as published in Pockets magazine for children

   Selections from: Euripides’ Medea and J. M. Barrie’s The Old Lady Shows Her Medals

Storytime, Pinedale Library, Pinedale, WY. 1974-1977
   Readings: Various selections for pre-school aged children

UNIVERSITY TEACHING

University of South Florida (Tampa, Florida)  College of Education
Graduate Assistant Instructor, Childhood Education and Literacy Studies  2010 to present

Undergraduate

LAE4414 Teaching Literature in the Elementary School, K-6  2010 to present
LAE4314 Teaching Writing in the Elementary School, K-6  2011 to present
LAE4414 Literature in Childhood Education (online grading)  2013 to present

Graduate

LAE6415 Literature and the Learner  2013 to present

Anne W. Anderson * P.O. Box 934  Safety Harbor, FL 34695 * (727) 791-0253
aander8130@gmail.com * awanderson@mail.usf.edu
SERVICE TO PROFESSION

Judge


National Newspaper Association 2012 Better Newspaper Contest and/or Better Newspaper Advertising Contest. Best Investigative or In-Depth Story or Series, Non-daily Division, circulation less than 10,000. Best Investigative or In-Depth Story or Series, Non-daily Division, circulation 10,000 or more.


National Newspaper Association 2011 Better Newspaper Contest and/or Better Newspaper Advertising Contest. Best Sports Feature Story or Series, Daily Division. Best Sports Feature Story or Series, Non-daily Division, circulation 10,000 or more.


Wisconsin Press Association 2010 Contest. Best Public Service/Public Education Feature Story, Professional Division.


Session Chair.

Children’s Literature Association Conference (2012)
Florida Reading Association (2011)

Panelist

Going Green and Digital: New Directions for Youth and Newspapers. AEJMC’s Scholastic Journalism Mid-Winter Conference. Poynter Institute, St. Petersburg. (January 10, 2009)
Panelist: Newspaper Coverage and Material for Children. With Meredith Cummings, Nathan Hulsey, and Gretchen Letterman; moderator, Dr. George Daniels.

SERVICE TO UNIVERSITY, COLLEGE, AND DEPARTMENT

University

Committee Member with Dr. Mary Armstrong, Committee Chair, College of Behavioral Sciences, and Dr. Donna Cohen, Honors College. Advised Honors College undergraduate student Stephanie Hand in studying children’s literature about foster children and foster care, in creating a short story targeted to children about life as a foster child, and in writing a research paper that included a narrative element. (Spring 2013)
College

**Session Facilitator.** University of South Florida Inquiry Conference, Tampa, FL (April 25, 2013)

**Mentorship.** Advised undergraduate student Elizabeth Arfsten in preparing a submission to *The Horn Book* magazine, which was considered for publication but not accepted (April 2012) and in preparing a letter of intent (August 2012). Mentored new students into doctoral program (2011-2013)


**Session Presented to the College of Education** with doctoral students Anderson, A., Bennett S., Blankenship M., Gelfuso, A., & Smith, P. “Transdisciplinarity: Theory and Educational Practice.” (November, 2011)

**Department**


**Literacy Event.** “Hobbit Second Breakfast: A Taste of Middle Earth.” (September 21, 2012)

**Information Presented to the Childhood Education and Literacy Studies Department.** “Mapping Course Objectives, Assignments, and Assessments to New Florida Educator Accomplished Practices, ESOL Domains, and Section 60 Competencies.” (April 20, 2012)

**Faculty Search Process within the Childhood Education and Literacy Studies Department.** (January, 2012; December, 2012)

**SERVICE TO COMMUNITY**

**Presenter / Panelist**

**Florida Scholastic Press Association, District 4 Workshop.** University of South Florida. October 4, 2013.
Presentation: Finding Your Niche: Travel, Trade, and Review Markets

Presentation: Poetry and Writing.

Panelist: Marketing Your Writing, with Sue LaNeve (moderator), Greg Neri, Dr. Michael Sampson, and Heather Tomasello.

Anne W. Anderson * P.O. Box 934  Safety Harbor, FL 34695 * (727) 791-0253
aander8130@gmail.com * awanderson@mail.usf.edu


Event Productions


Dramatic Productions


Aldersgate United Methodist Church, Seminole, FL., December 13, 2008.
Roles: Producer; director; choreographer

Roles: Producer; director; narrator

Role: Director

Roles: Producer; director; choreographer

Roles: Producer; director

Role: Director

Roles: Producer; director

Roles: Producer; director

Roles: Producer; director; choreographer

Roles: Producer; director; choreographer.

Roles: Producer; director; choreographer.

Role: Writer of prelude drama and service adaptation; producer; director
Roles: Producer; director; choreographer

Roles: Producer; director; choreographer

Roles: Producer; director; choreographer

Roles: Producer; director

**Exhibits**


**PROFESSIONAL DEVELOPMENT**

**Certifications, Seminars, and Workshops**

<table>
<thead>
<tr>
<th>Institution/Program</th>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>USF/Hillsborough County</td>
<td>2011</td>
<td>Clinical Ed Training Workshop</td>
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<tr>
<td>USF/Center for 21st Century Teaching Excellence</td>
<td>2010</td>
<td>Teaching Effectiveness Workshop</td>
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<tr>
<td>ProLiteracy America</td>
<td>2004</td>
<td>ESOL Volunteer Tutor Training</td>
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<tr>
<td>Florida Dept. of Education</td>
<td>2004</td>
<td>Grant Financial Management</td>
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<tr>
<td>Juvenile Welfare Board of Pinellas County</td>
<td>2004</td>
<td>New Bridges to Grant Writing</td>
</tr>
<tr>
<td>National Notary Association</td>
<td>1992</td>
<td>Notary Public Education Seminar</td>
</tr>
<tr>
<td>Padgett Thompson</td>
<td>1991</td>
<td>Writing Newsletters People Will Read</td>
</tr>
<tr>
<td>Dun &amp; Bradstreet Business Education Services</td>
<td>1989</td>
<td>How Secretaries Learn Mgmt. Skills</td>
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</tbody>
</table>

**Fellowships**

**August, 2007 – August, 2008**

**Knight Foundation Fellow in Community Journalism, University of Alabama** Jointly funded by the John S. and James L. Knight Foundation, the University of Alabama and the Ayers Family Institute for Community Journalism, this fellowship provided me with practical newsroom and media management experience at *The Anniston (Ala.) Star* and a master's degree through the University of Alabama, Tuscaloosa.

**Final Project:** Community Journalism and the Community's Youngest Readers: A Study to Determine the Extent of Newspaper Content Directed toward Readers in Grades 2 through 8

**Internships**

**May, 2008**

**Poynter Institute of Media Studies, St. Petersburg, Florida**

**Internship with Poynter High Online**

As part of the master’s degree program through the University of Alabama, I secured a three-week internship at the Poynter Institute where I worked with Wendy Wallace, High School Program Director. I wrote several blog entries consisting of news starters for high school journalists, produced
two videos and a slide presentation about high school journalism programs in Hillsborough and Pinellas Counties, and wrote a centerpiece article about high school journalism programs. I also visited and studied the journalism magnet programs at Melrose Elementary School and John Hopkins Middle School in Pinellas County.

Awards and Honors

Individual Achievement Award, 2011. Florida State Association, NLAPW
First Place, Florida State Association NLAPW 2005 Letters Contest
   Short Juvenile Fiction, *The Blessing Basket*
First Place, Florida State Association NLAPW 2005 Letters Contest
   Short Non-Fiction Published, “For some families, dad’s always home,” *Clearwater Citizen* (June 9, 2005)
First Place, Florida Freelance Writers Association 1987 Florida State Writing Competition
   Juvenile Fiction Age 8 to 12, *Andrew and the Double-Negative Day*

Professional Memberships

Children’s Literature Association
Florida Press Club
Florida Reading Association
International Reading Association
Kappa Tau Alpha, National Honor Society in Journalism and Mass Communication
Modern Language Association
   Treasurer: Clearwater Branch, 2010-2012
   Past president: Clearwater Branch, 2004-2007
   Florida State Association Parliamentarian, 2007-2009
   FSA Letters Contest Chair, 2007
   FSA Conference Co-Chair and Contests Chair (Art, Letters, Music), 2009
Society of Children’s Book Writers and Illustrators
Mozella Mitchell

Curriculum Vitae

SCHOOL ADDRESS
Department of Religious Studies
CPR 107
University of South Florida
4202 East Fowler Avenue
Tampa, Florida 33620

PERSONAL AND CONTACT INFORMATION:
Work Phone: 813 974-2221
Work Fax: 813 974-1853
Work Email: mitchellm@usf.edu

EDUCATIONAL QUALIFICATIONS
Ph.D., Literature and Theology
Emory University, 1980
M.A., Religious Studies
Colgate Rochester Divinity School, 1973
M.A., English
University of Michigan, 1963
B.A., English
LeMoyne College, Memphis, 1959

ACADEMIC EXPERIENCE
1992-1993 Visiting Professor
St. Louis University, Department of Theology
1981-present Professor
University of South Florida, Department of Religious Studies
Tenured
1965-1981 Assistant Professor
Norfolk State University, Department of English
Taught some courses in Religion.
1961-1965 Instructor
Owen Junior College, Department of English
1960-1961 Instructor
Alcorn A & M College, Department of English
MAJOR ADMINISTRATIVE RESPONSIBILITIES

2006-2011  Chair
            University of South Florida, Department of Religious Studies
1992       Interim Chair
            University of South Florida, Department of Religious Studies
1961-1965  Chair
            Owen Junior College, Department of English

PROFESSIONAL EXPERIENCE

1982-1989  Pastor
            Mt. Sinai AMEZ Church, Tampa, Florida
1979-1980  Visiting Professor
            Hood Theological Seminary, Salisbury, NC
1978-1980  Co-Pastor
            Shaw Temple AMEZ Church, Atlanta, GA
1972-1973  Visiting Lecturer in Afro-American Studies
            University of Rochester
1969-1970  Co-Director
            East Ghent VISTA Project, Norfolk, VA

JOURNAL PUBLICATIONS


BOOKS AND MONOGRAPHS


Editor, The Human Search: Howard Thurman and the Quest for Freedom, Proceedings of the Second Annual Howard Thurman Convocation (New York: Peter Lang, 1992.)


BOOK CHAPTERS OR SEGMENTS OF A BOOK


Submitted six articles by request to The African-American Encyclopedia, under publication by Salem Press. The articles were on the following religious personalities; James Cleveland, Mahalia Jackson, Hiram Rhoades Revels, Rev. Leon H. Sullivan, Howard Thurman, and Hosea Williams.

"Thurman In-To Action," accepted for publication in Walter Fluker, ed., Howard Thurman: A Critical Resource for Ethical Leadership Among Youth and Students.


"Discovering Christian Resources for a Theology of Interfaith Relations from the African Methodist Episcopal Zion Church," in S. Mark Heim, ed., Grounds for Understanding: Ecumenical Resources for Responses to


PRESENTATIONS

Invited: Lecture: Church of the Isles Lenten Film Series Kickoff


Invited: Keynote Address: “Reconciliation with the Earth, Each Other, and the Stranger: Racial Reconciliation,” the 2010 Conference of The International Association for Religious Freedom (IARF) and the World Congress of Faiths, January 16, 2010, Unitarian Universalist Church, Clearwater, FL.

Invited: Panelist on “Racial Justice in the Post-Racial Society: Myth or Reality?” Friday, January 15, 2010, sponsored by the International Association for Religious Freedom and the World Congress of Faiths, held at the Unitarian Universalist Church, Clearwater, FL.


Took the Four-Week Intensive Spanish Language Seminar sponsored by International Travel Office at USF and traveled to Costa Rica, July-August, 2003, prepared and made short scholarly presentation in Spanish.

"Experiencing Orisa Religions Across Cultures and Religions: Healing


Gave Howard Thurman Annual Lecture, "Howard and the 21st Century," at Emory University Candler School of Theology, September 18-19, 2002.

Organized and conducted a Four-Participant Panel titled, "Evolving Influences of Relations Between Religion, Culture, and Political Institutions in Cuba Since 1902," for the Fourth CRI Conference held at Florida International University, March 6-9, 2002 (Panelists included myself, Leo Hackett, Dr. Augustine Ndeukoya, and Max Griffin-Meyer.
"Interreligious and Cultural Relations Between Cuba and America Since 1902," presented at the Fourth CRI Conference at Florida International University, Miami, March 6-9, 2002.

L ectured on the Study Tour of Ghana, West Africa, and gathered materials and resources on African Religions and culture for my project which will culminate in the publication of a book on Issues in Religions East and West and Traditional Religions, May-June, 2001; Dr. Kofi Glover, Tour Director.

"The Potential Contribution of Theological research to Black Church Assessments and Engagement of Public Life," presented at the Black Churches and Political Leadership in the New Millennium Conference sponsored by Public Influences of African-American Church Project of Morehouse College, Atlanta; held in Washington, DC, area, April 19-21, 2001 (invited participant).


"Resurrection Journey," Annual Lecture of the Calvin Center and Lay School of Theology, April 26, 2000, Palma Ceia Presbyterian Church, Tampa, FL.


"Martin Luther King, Jr., Malcolm X, and the Cuban Revolution," Presented at the African Heritage in the Americas Field Research of the Eleggua Project, January 4-17, 1999; also gathered materials and resources, made close observations of Cuban Religions and culture, dialogued with students, citizens, and other scholars in major areas of Western and Central Cuba.


Delivered a paper at the Third Annual Howard Thurman Convocation, held at Boston University January 24-76, 1992. The paper was titled "The Thurman Person in American Pluralism".

Respondent to Dr. Luther Smith's "The Impact of Howard Thurman on Liberation Theology," presented at the 77th Annual Convocation of Howard University School of Divinity, the theme-"Howard Thurman and James Cone," commemorating the 40th Anniversary of the publication of Thurman's Jesus and the Disinherited, and the 20th anniversary of the pub. of Cone's Black Theology and Black Power, Nov. 5-8, 1989.


“A Grief Observed: The Doctor Takes His Own Medicine," presented at the C.S. Lewis Symposium, sponsored by the USF English Department, September 15-17, 1989.

OTHER PUBLICATIONS

"A Risk Well Taken" article accepted for Active Learning: From Theory to Classroom Application. upcoming Publication of the USF Center for Teaching Enhancement.


"If my People...A Historical and Biblical Analysis of II Chronicles 7:14," in Renewing the Church for the Millennium, Published by The Alabama/Florida Episcopal District, A.M.E. Zion Church, January 2000.


EDITORIAL SERVICE/COMMUNITY SERVICE

2000-2002 President
Florida Council of Churches

1998-2000 President-Elect
Florida Council of Churches

1992-2000 Clerk
Judicial Council AMEZ Church

1988-1990 President
Sojourners, Washington, D.C.,

The Florida Council of Churches
Member

Tampa Urban League
Board of Directors

National Farm Worker Ministry

Member Editorial Board

General Editor

Critical Reader and Commentator
*Journal of Ecumenical Studies*

Member
Tampa/Hillsborough County Human Rights Council

PROFESSIONAL SOCIETIES/ASSOCIATIONS


Association of Religion and Intellectual Life

Institute for Southern Studies

American Academy of Religion
Society for the Study of Black Religion

Society for the Scientific Study of Religion

College Theology Society

Joint Center for Political Studies

Black Religious History Group AAR

Black Women in Church and Society

Society for Applied Anthropology

Association for the Study of the Middle East and Africa

ADDITIONAL COMMUNITY SERVICE

Member Study Tour of Turkey, sponsored by the Turkish Culture Center, including USF Faculty, Administrators, and Community Leaders, May/June, 2010.

Served as Facilitator, Workshop on Faith and Learning in Africa, Babcock University, Ogun State, Nigeria, May 16 -20, 2011.


President for the Florida Council of Churches Annual Assembly session featuring Ada Maria Isasi-Diaz, Director of Programs, Church Women United.


Panelist on "Perspective on a Woman's Right to Choice" March 12, 1990.

Speaker, "Consultation on Church Union: Implications for the Black Church," the 1989 Annual Assembly of the Florida Council of Churches held at Leesburg, FL, on "A New Ecumenical Vision."


Speaker, Tampa Unitarian Universalist Church, January 14, 1990, on "Truly Universal Christ: The Christ of Many Faces."

African American Heritage Week Banquet Speaker, Emory University, Candler School of Theology, on the theme, "The Search for Common Ground," February 23, 1990.

Served on the President's "Year of Discovery: Faith, Intellect and the Future" Executive Committee.

Gave a speech at the 20th. Women's Awareness Week Program March 11, 1992 on "The Impact of Women in the Ecumenical Movement".

Helped organize and sponsor Dialogue on Racism with First United Church on Fowler Ave.

Participant in Jewish/African American Dialogue sponsored by NCCJ of Tampa.


Women's Day Speaker, First United Church of Tampa. Feb 2, 1992.

Served as Guest Speaker, Andrew Rankin Memorial Chapel, Howard University, November 11, 1993, "The Blindness of Sight."

Served as Keynote Speaker for the Ninth Annual City of Tampa African American History Celebration, February 12, 1997.


Wrote thirteen Bible commentaries for the Church School Literature Department of the A. M. E. Zion Church.


Served as Bible Teacher, State Assembly of Church Women United, March 14-16, 2000, Life Enrichment Center, Leesburg, FL.

Served as Keynote Speaker for Workshop, The South Florida Conference Leadership Training Institute, January 14, 2000, Vero Beach, FL, “Spiritual Development.”

Presided at Luncheon of the World African Community relations Conference sponsored by the USF Institute on Black Life & Center for Africa and Diaspora, April 4-6, 2002. Luncheon was titled “The New Africa: The Muslim American Society’s Expression of Islam’s Cultural Potency.” Guest Speaker was Imam E. Mohammed, Muslim American Society, Chicago, IL.

Conducted Workshop on The Family for the Central District of the South Florida Conference of the AMEZ Church, January, 2002.


Served as Bible Teacher at the General Assembly of the National Council of Churches of Christ USA, meeting in Tampa, November 19, 2002.


NCCC USA Uniform Series Committee Planning Session, Scope and Sequence,,Summer8/2008
Reviewed and approved book manuscript for publication in editorial series
Martin Luther King, Jr. Series in Religion, Culture, and Social
Development with Peter Lang, Pub. Co., titled “Re-Imaging Christ:
Conversing with African Constructive and Grassroots Christologies.”

GOVERNANCE/COMMITTEES

2007-Present University Honors and Awards Committee

Spring - 2008 - Spring - 2009

Dr. John Gathegi's Department Committee for Promotion to Full Professor.

Fall - 2008 - Spring - 2009

Dr. Kim Vaz's Department Committee for Promotion to Full Professor.

Fall - 2008 - Spring - 2009

Institute for the Study of Latin America and the Caribbean's Futures Committee.

Fall - 2008 - 12/2008

Institute for the Study of Latin America and the Caribbean (ISLAC) Search Committee for Permanent Director

Fall - 2008 - Spring - 2009

Department Search Committee for Recruitment of Assistant Professor in Christianity for fall, 2009.

Fall - 2008 - Spring - 2009

Member Dean's Council of Chairs

Fall - 2008 - Spring - 2009

Served on CAS Search Community for Interdisciplinary Research, Community Engagement, New Hires, etc. 2007-2008

Serving as Faculty Advisor to the Black Graduate and Professional Student Organization Fall - 2007 - Spring - 2009

2005-2007 College of Arts and Sciences
Graduate Committee Member
University of South Florida

2002-2003 Recommending Committee for Distinguished University Professor, Chairperson
University of South Florida

2001-2002 Search Committee for Dean of the College of Arts and Sciences Member
University of South Florida

2001-2002 Department Search Committee for Instructor’s Position Member
University of South Florida

2001-2002 Department Search Committee for Assistant Professor Position, Member
University of South Florida

2001-2002 Discipline Committee of the Distinguished University Professor Member
University of South Florida

1999-2001 CAS Advisory Committee Member
University of South Florida

1997-1998 Religious Studies Department Library Liaison
University of South Florida

1993-1994 Peer Review Committee, Religious Studies Department Chair
University of South Florida

1993-1994 Search Committee, Religious Studies Department Member
University of South Florida

1992-1993 Peer Evaluation Committee for the Religious Studies Department Chair
University of South Florida

1992-1993 Special committee for student grievance of the College of Arts and Sciences Chair
University of South Florida

1991-1992 CAS Standing Committee on Appeals
Member
University of South Florida

1991-1992 Undergraduate Program in Religious Studies Department
Director

Institute on Black Life
Research Scholar
University of South Florida

Institute for Interpretive Human Studies
Associate
University of South Florida

Institute on Black Life
Committee on Convocations, Seminars and
Retreats, Howard Thurman Educational Trust, San Francisco
Research Council

University of South Florida

PROFESSIONAL SERVICES

Sponsored participant in the Association for Religion and Intellection
Life's Consultation on "The Challenge of Faith in the Academy" held in
Atlanta, at Emory University, March 22-25, 1992.

Attended the Society for the Study of Black Religion's Annual Meeting
held in Boston, MA. April 9-11, 1992.

Member, Advisory Board, Howard Thurman Papers Project, Colgate
Rochester Divinity School, Rochester, NY.

Sponsored participant in the Faith and Order Commission of the National
Council of Churches USA, held in Pittsburgh, PA, March 27-28, 1992.

Staff writer for Young People - Adult Quarterly, Department of Church
School Literature, A.M.E.Z. Church.

Leader of discussion group for the Theology Institute at St. Leo

Consultant in Black Women in Ministry Working Consultation held at
Interdenominational Theological Center, Atlanta, April, 1988.

Member of Program Committee and Chair of the Nominating Committee of the Society for the Study of Black Religion's Annual Meeting, Chicago, April 5-7, 1990.

Planned and Directed the Second Annual Howard Thurman Convocation held at USF, October 25-27, 1990, funded by grants from the USF Research Council ($10,000), Florida Endowment for the Humanities ($8,000), and USF Lecture Series ($2,000).

Served as Delegate to the Seventh Assembly of the World Council of Churches, Canberra, Australia, Feb. 7-20, 1991.

Served as Delegate to the 17th World Methodist Council, meeting in Rio De Janeiro, Brazil, August 1-17, 1996.


AWARDS

2006 University of South Florida Research Council Publication Grant, $4,000.

2004-2005 Sabbatical Year Grant, USF, 2004-2005 Academic Year.

2005Featured in The African American Pulpit Special Edition, Fall


1993-1994 Plaque of Distinction presented by the Geddes Hanson Black Cultural Resource Center, Princeton Theological Seminary


1999-2000 Travel Research Grant from USF Sponsored Research for Conference and Field Research in Cuba.

1983-1984 University of South Florida Sponsored Research Grant $4000 Summer.


1988-1989 University of South Florida Research Grant of $4000.

1990-1991 Research Council Grant, $10,000 University of South Florida.

1990-1991 Academic Year, Sabbatical Year Grant, USF.

1990-1991 Florida Endowment for the Humanities Grant $8,450.

1988-1989 MLK, Jr. Unsung Hero Award, STOP Organization of Tampa.


Member, Phi Kappa Phi Honor Society

STUDENT COMMITTEES


Served on the Thesis Committee of Michelle Petrie in the Sociology Department, USF, attended Defense in April, 1999.

Served on Thesis Committees of Joe Minewiser, Dawn Hutchinson, and Brian Sanders, all of whom conducted Defenses in Spring and Summer of 2001.


Directed Dissertation of Charity Freeman, for English Department, held successful Defense November, 2003.
Director of Master Thesis of Sandra Lindsey, Religious Studies Department, 2004 to present.

Director of Senior Honor’s Thesis Misti Bernard, Religious Studies Department, 2005 to 2006.


Curriculum Vitae

Csaba Osvath, MTS, MDIV, DMIN

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csabaosvath@mail.usf.edu
csabaosvath@gmx.com
January 2, 1975, Kazincbarcika, Hungary

ACADEMIC APPOINTMENTS:

2010-current
Hillsborough Community College, Tampa, FL (Brandon Campus)
Dept. of Philosophy
Adjunct Professor of Religion
Courses taught:
▪ New Testament Survey
▪ Intro to World Religions

2006-current
Argosy University, Sarasota, FL
Dept. of Pastoral Counseling, College of Professional Psychology and Behavioral Sciences
Adjunct Professor
Courses taught:
▪ Curriculum Development for Community Education
▪ Non-Western Helping and Healing
▪ Family Mediation and Conflict Resolution
▪ Individual Spiritual Enhancement
▪ Contemporary Ethical Issues in Pastoral Care and Counseling
▪ Theory and Practice in Family Therapy
▪ Qualitative Research Techniques
Serving on five dissertation boards, assisting doctoral students in Pastoral Care and Creative Counseling
Instructing advanced independent study course in Art Therapy and Religion

EDUCATION:

2006
Wesley Theological Seminary, Washington, D.C.
Awarded Doctorate in Art and Theology, Doctor of Ministry, Summa Cum Laude
Chikes Scholarship

2004
Wesley Theological Seminary, Washington, D.C.
Awarded Master of Theological Studies, Summa Cum Laude
Chikes Scholarship
2002
University of Debrecen, Hungary
Awarded Magister Diviniarum, Summa Cum Laude
Full scholarship

PRESENTED:


Osvath, C. (March, 2013). Jack and the beanstalk: Cultivating information into the tree of knowledge, that one must climb. Poster presentation at the Graduate Research Symposium, University of South Florida, Tampa, Florida.


SUBMITTED (in review):


Osvath, C. (submitted, 2013) Space as an Opportunity and a Potential: Cultivating Literacy In Fertile Learning Environments. Conversation Circle presentation at the 2013 annual meeting of the Literacy Research Association (LRA), Dallas, Texas.

Osvath, C. (submitted, 2013). Reading to Create: Reading as a Ritual and an Artistic Medium. Presentation at the 50th Annual Meeting of the Florida Reading Association, Orlando, FL.

RESIDENCIES:

2003
National Institutes of Health, Rockville, MD
Level 1 Clinical Pastoral Education, via the Warren Grant Magnuson Clinical Center in a program accredited by the Association for Clinical Pastoral Ed.
2003-2004
Artist-in-Resident, Arlington, UMC
Arlington, VA
2002-2004
Artist-in-Resident, Wesley Theological Seminary
Washington, DC
2005-2008
Artist-in-Resident and program lecturer, SGC
Sarasota, FL
Artist-in-Resident, Newport Osvath Art Heritage (NOAH)
Sarasota, FL
2009-current
Hungarian Christian Society
Venice, FL
Appointed Spiritual Advisor and Spiritual Counselor

**LICENSURE AND CERTIFICATION (if applicable):**

Clinical Pastoral Education, Level 1. National Institutes of Health
Bethesda, MD.

**PROFESSIONAL SERVICE/SOCIETIES:**

Eastern Educational Research Association
American Academy of Religion
Society of Art and Religion
Christians in the Visual Arts

**PRESS HIGHLIGHTS:**

The Herald Tribune Sarasota, FL
“The Arts of Finance and Networking”
Artists Channel Hope for Fundraiser
2006
The Martha’s Vineyard Times Martha’s Vineyard, MA
“Art, A Powerful Punch”
2006
Style Magazine
Sarasota, FL
“Featured Artist of the Month”
2005
Panorama American-Hungarian Worldwide Magazine
“The Artist as a Spiritual Guide”
2004
HRFC Newsletter
Washington, DC
“Credo, A New Dimension”
TEACHING & LECTURING HIGHLIGHTS:

- Susan Corbett Psychotherapy
  “Couples Therapy, conflict Resolution through Creativity”
  Sarasota, FL
  October 2009

- ArtsTonight National Art in the Community Awareness event
  “The Creative in the Community”
  Sarasota, FL
  April 2009

- GWIZ Science and Education Program
  “The Butterfly Effect”
  Sarasota, FL
  October 2008

- Kossuth Cultural Club
  “Artist as a Spiritual Guide Series”
  Sarasota, FL
  August 2007-August 2008

- Merrill Lynch Sponsored Series
  Sarasota, FL
  “The Artist in the Community”
  May, June 2006

- Public Doctoral Dissertation Defense
  National Methodist Church
  Washington, D.C.
  “Fulfilling the Creative Call – Establishing and Nurturing Artist-in-Residency Programs in Religious Communities”
  March 2006

- Kossuth Club
  Sarasota, FL
  “The Artist as a Spiritual Guide: A perspective into the life of Vincent van Gogh and his spiritual quest”
  March 2005 and March 2004 in Washington, DC

- Urban Ministry Conference
  Greater Washington Area
  “Integrating Art into the Urban Community”
  October 2003

- Wesley Theological Seminary
Washington, D.C.
“The Mystery of Shadows: Storytelling Through Light”
April 2003

Notables:

Ringling School of Art and Design
Selected by the Society of Fine Art for their annual art exhibit showing glass art at the Roskamp Exhibit Hall at Ringling

REFERENCES:

Dr. Barry Tuchfeld, professor, Argosy University, Sarasota, FL
Dr. Susan Marcus, professor, Argosy University, Sarasota, FL
Commissioner Jon Thaxton, County Commissioner, Sarasota, FL
Ambassador Robert Hennemeyer, retired, Washington, D.C.
Maria Chikes, Chikes Scholarship director, Washington, D.C.
Dr. William Clough, department chair, Argosy University, Sarasota, FL