

MARCIA ZISSERSON BUELL

ASSOCIATE PROFESSOR

English Department, Northeastern Illinois University

(Main courses include undergraduate courses in Engl 101, Engl 102, Advanced Composition, Argumentative Prose and Reading and Writing in a Changing Digital Economy. , Graduate courses include Seminar in Basic Writing, Writing Assessment, English and Technology Studies and and Writing Pedagogies.)

EDUCATION

Ph.D. University of Illinois

Department of English, University of Illinois at Urbana-Champaign. Writing Studies with Special Emphasis in Literacy Studies. July 2008

Dissertation: *The interplay of culture, voice, identity, and response among five EAL university writers*

Master of Arts in Linguistics/TESL

Ohio University, Athens, Ohio, August 1991.

Thesis: *As the professors see it: Assignment descriptions and perceptions of international student performance in academic reading and writing.*

Bachelor of Arts in Political Science

Antioch College, Yellow Springs, Ohio, June 1985.

PUBLICATIONS

Buell, Marcia Z “Negotiating Rich Response Networks and Textual Ownership in Dissertation Writing” *Research Literacies and Writing Pedagogies for Masters and Doctoral Writers*, Eds. Badenhorst , Cecile and Cally Guerin. Brill Online Books and Journals. 2015. 221-237. Online.

Buell, Marcia Z. “The Place of Basic Writing at Wedonwan U: A Simulation for Graduate Level Seminars” *Journal of Basic Writing E- Journal* (2013-2014)

Buell, Marcia Z. "Negotiating Textual Authority: Response Cycles for a Personal Statement of a Latina Undergraduate." *Journal of Basic Writing* 31.2 (2012): 5-28

Buell, Marcia Z. and So Jin Park. (2008). "Positioning expertise: The shared journey of a South Korean and a North American doctoral student." In Christine Casanave and XiaoMing Li (Eds.), *Learning to do graduate school: Perspectives on academic enculturation, literacy practices, and identity*. Ann Arbor, Michigan: Michigan University Press

Buell, Marcia Z. (2004). "Code-switching and second language writing: How multiple codes are combined in a text." In Charles Bazerman and Paul Prior (Eds.), *What writing does and how it does it* (97-122). New Jersey: Lawrence Erlbaum Associates.

CONFERENCE PRESENTATIONS

Buell Marcia (2015) "The Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives" Council of Basic Writing Pre-Convention Workshop, CCC. Orlando, FL.

Buell, Marcia Z. (2011) "Writing at Wedonwan U: A Simulation Debating the Place of Basic Writing" CWPA, Baton Rouge, LA.

Buell, Marcia Z. and Andrew McGuire "The Technological Gateway: Threshold or Barrier for Basic Writers (a preliminary study)". CWPA, Baton Rouge LA.

Marcia Buell (2010) "Politeness, cuteness and conflict: Cultural and philosophical identity clashes and convergences for a Japanese doctoral student in biophysics." First Annual Faculty Research Symposium, NEIU, Chicago, Illinois.

Marcia Buell and Kevin Roozen (2010) "Influences of Academic Practice on the Production of Text." Writing Across the Curriculum, Bloomington, Indiana.

Marcia Buell (2010) Revisiting conventions: Embodying theories of multiplicity through student-generated ethnographies." Conference on College Composition and Communication (CCCC), Louisville, Kentucky.

Marcia Buell (2009) "Politeness, Cuteness and Conflict: Cultural and Philosophical Identity Clashes and Convergences for a Japanese Doctoral Student in Biophysics" Second Language Writing Symposium, Tempe, Arizona.

- Marcia Buell (2007). "Positioning expertise: The shared journey of a South Korean and a North American doctoral student." In panel session, *Mentoring and Being Mentored in Graduate School* (Chris Casanave, Chair). Annual Conference of Teachers of English to Speakers of Other Languages (TESOL), Seattle, Washington.
- Marcia Buell (2006). "4.0: A bilingual Latina success story." Second Language Writing Symposium Graduate Student Conference, Purdue University, West Lafayette, Indiana.
- Marcia Buell and So Jin Park. (2006). "Shifting expertise: When the researcher becomes the researched." Second Congress of Qualitative Inquiry, University of Illinois, Urbana, Illinois.
- Marcia Buell. (2006). "Internationalizing assignments: Opening up cultural spaces for second language writers" In workshop session, *Culturally Inclusive Pedagogy*, Conference on College Composition and Communication (CCCC), Chicago, Illinois.
- Marcia Buell. (2005). "Ethnicity and more: Hybrid discourse practices among ESL Writers" International Conference of the Association of Applied Linguistics, Madison, Wisconsin.
- Marcia Buell. (2005). "The minority in the mainstream and the mainstream in the minority: Hybrid discourse in application essays." First Congress of Qualitative Inquiry, University of Illinois, Urbana, Illinois.
- Marcia Buell. (2005). "Second language identity construction in multiple settings" Conference on College Composition and Communication, San Francisco, California.
- Marcia Buell. (2004). "Ethnic and cultural identity representation in application essays." Second Language Writing Symposium Graduate Student Conference, Purdue University, West Lafayette, Indiana.
- Marcia Buell, Jody Shipka, and Amy Wan. (2003). "Second language voices in mainstream composition classes." Annual Conference of Teachers of English to Speakers of Other Languages, Baltimore, Maryland

PPRE-DOCTORAL ADMINISTRATIVE AND TEACHER TRAINING EXPERIENCE

January 2001-May 2004

Assistant to the director for the Academic Writing Program, UIUC, Urbana, Illinois

Responsible for coordinating all aspects of the Academic Writing Program, including conducting orientation for new instructors, supervising peer advisors, providing ongoing professional development for experienced and new instructors, chairing the textbook selection committee, addressing student complaints, mediating student/instructor conflicts, and serving as a liaison between instructors and the Office of Minority Student Affairs, Bridge Transition and Athletics programs.

August 1999 – May 2001 and January – May 2004
Peer Advisor for AWP (TA)

Responsible each year for mentoring five instructors new to teaching composition with AWP. Duties included helping to plan and to conduct the orientation for new Rhet. 105 and AWP instructors, discussing pedagogy and teaching techniques in weekly or biweekly advising groups and with individual instructors, observing the classes of each instructor twice a semester and providing them with written and oral feedback, reviewing and responding to each instructor's grading and written feedback twice a semester, and organizing combined sessions with other advising groups to facilitate idea sharing.

August 2000 – December 2000
PITA Grant ESL Facilitator (RA)

During the implementation phase, which followed a needs analysis for a PITA grant, I developed workshops to help mainstream Rhetoric and Business and Technical instructors understand linguistic and cultural difficulties for second language students in their classes. I conducted these workshops for the teacher preparation proseminars for both Rhetoric and Business and Technical Writing, during the grant year and then as part of regular teacher development for two years following.

DOCTORAL LEVEL TEACHING AND SERVICE ASSISTANTSHIPS

September –December 2006

Rhetoric 102, UIUC

This is the second course in a two-semester sequence which introduces students to the principles of academic writing. These principles include using evidence to support a stand, analyzing a problem from several perspectives, and incorporating sources into writing, through quotation, paraphrase and analysis. Rhet 102 has a strong inquiry/research component where I guide students in the use of library sources, ethnographic methods and collaborative writing and feedback to help them explore issues addressing their social or academic concerns.

I also conduct one to one tutorials with each student in the class for 50 minutes a week. These tutorials offer students an opportunity to talk through their ideas in depth, revise sections of their papers through conversation and interaction and address individual grammar or style concerns.

September 2005 – May 2006 (and January 2003-May 2003)

Writer's Workshop Consultant, UIUC

Consult with students ranging from freshmen to Ph.D candidates on all aspects of writing, including organization, content development, audience awareness, clarity and grammar. In these sessions, I met with individual students for 50 minutes to talk through ideas, co-construct more effective ways to put those ideas into words on paper, interpret instructor feedback, or address grammatical concerns. International students comprise a large percentage of students who come to the Writer's Workshop.

January 2005-May 2005 (Rhet. 103 off-sequence) and August 1999 – May 2000

Rhetoric 103/104

AWP Instructor (TA), UIUC

Rhetoric 103 and 104. See description for Rhetoric 102 above. The goals for Rhetoric 103 and Rhetoric 104 are similar, but they do not include a tutorial component.

June – August 2000, 2002, 2003, 2006

Reading and study skills instructor for LAS Bridge/Transition Program (TA), UIUC

This is a program to help under-represented minority students understand and meet university level requirements. In this intensive program, which met five days a week for six weeks, I introduced students to techniques for processing texts, both on the micro-levels of vocabulary and grammatical strategies, and on the macro-levels of determining key ideas, summarizing, and critically applying ideas across texts. In addition to helping students develop approaches to academic reading, I also worked with students on developing notetaking techniques for lectures, communicative strategies when consulting with their professors and teaching assistants and time management.

PRE-DOCTORAL TEACHING EXPERIENCE

August 1998 - May 1999

**Division of Rhetoric and Composition, University of Illinois, Champaign,
Illinois**

Visiting Teaching Associate for Rhet. 101, 100, 105 in the fall of 1998 and Rhet. 102, 100 and 104 for Spring of 1999.

See descriptions above.

June 1997 - Aug. 1998

Parkland College Intensive English Program, Champaign, Illinois

Adjunct Intensive English Instructor/Program Assistant.

Responsible for conducting classes in communicative strategies, pronunciation, grammatical principles and composition for levels ranging from beginners to high advanced. Also assisted in curriculum development in all aspects of the Intensive English program.

March 1994 - March 1997

Kansai Gaidai Foreign Language University, Hirakata, Osaka, Japan

IES (Intensive English) Instructor for reading, writing, linguistics and conversation courses for students preparing to study abroad in American or Australian institutions.

September 1993-December 1993

Montgomery County Community College, Rockville, Maryland

ESL Adjunct Instructor for beginning composition and grammar.

George Washington University, Washington, D.C.

ESL Adjunct Instructor for research-based academic writing.

August 1992 - June 1993

Csokonavitez Mihaly Gimnazium, Debrecen, Hungary

Sole native English speaking instructor for this secondary school. Primarily taught English oral communication skills.

August 1991 - July 1992

Center for English as a Second Language, Carbondale, Illinois

Intern/instructor at pre-academic ESL program attached to Southern Illinois University.

August 1989 - June 1991

Ohio Program of Intensive English, Athens, Ohio

Teaching Associate for all levels and skills in OPIE, an academic preparation program for university level international students. Courses taught include beginning and advanced level listening and speaking, intermediate and advanced reading, and combined skills for graduate students, which integrated these four skills to prepare students for work expected of them in the university.

PRE-MASTER'S TEACHING EXPERIENCE (1984-1989)

Conversation and oral communications teacher for conversation schools in Chiba and Kyoto Japan, and for technical institutes in Guangzhou and Sichuan, China. While teaching in Kyoto for the Kyoto English Center, I also coordinated the language program at a local IBM plant.