

MICHAEL B. SHERRY

Assistant Professor of English Education
University of South Florida
734 • 255 • 3241
mbsherry@usf.edu

302X College of Education
Tampa, FL 33620

7623 Bulls Head Dr.
Wesley Chapel, FL 33545

EDUCATION

- Ph.D. in Curriculum, Instruction, & Teacher Education** 2010
MICHIGAN STATE UNIVERSITY East Lansing, Michigan
Specialization: English Education
Dissertation: *Reframing Discussions*
Chair: Dr. Mary Juzwik
Committee Members: Dr. Tom Bird, Dr. Rand Spiro, Dr. Marilyn Wilson
- M.A. in Curriculum & Teaching** 2004
MICHIGAN STATE UNIVERSITY East Lansing, Michigan
- B.A. in Romance Languages** 2000
PRINCETON UNIVERSITY Princeton, New Jersey

ACADEMIC APPOINTMENTS

- UNIVERSITY OF SOUTH FLORIDA Tampa, Florida
Assistant Professor of English Education 2015-present
- BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania
Assistant Professor of English 2010-2015
- MICHIGAN STATE UNIVERSITY East Lansing, Michigan
Graduate Research Assistant, College of Education 2004-2010
Graduate Teaching Assistant, College of Education 2004-2010
Field Supervisor, College of Education 2007-2010
Graduate Teaching Assistant, College of Arts and Letters 2007-2009
Graduate Writing Consultant, Writing Center 2005-2009

PUBLICATIONS

REFEREED JOURNAL ARTICLES

- Sherry, M. B. (accepted). Tracking the emergence and development over time of a dialogic whole-class discussion genre in a ninth-grade history classroom. Manuscript accepted at *Dialogic Pedagogy Journal*. <https://dpj.pitt.edu/ojs/index.php/dpj1/index>.
- Sherry, M. B. (July, 2019). English education for a sustainable future (or why we need writing teachers at the end of the world). *English Education*, 51(4).

- Sherry, M. B., Dodson, G., & Sweeney, S. (June, 2019). Improvising literate identities: Comparing cultural roles and dialogic discourse in two lessons from a US elementary classroom. *Linguistics and Education*, 51.
- Sherry, M. B. (January, 2019). That's how the light gets in: Discussing teaching on the day after Parkland. *English Journal*, 108(3).
- Sherry, M. B. (December, 2018). How to make online discussions work: Writing to continue the conversation. *Writers Who Care*. <https://writerswhocare.wordpress.com/2018/12/15/how-to-make-online-discussions-work>.
- Sherry, M. B., Messier-Jones, L. M., & Morales, J. (2018). Positioning in prospective secondary English teachers' annotations of teaching videos. *English Teaching: Practice and Critique*, 17(3), 152-167.
- Sherry, M. B. (2018). Reframing recitation: The dialogic potential of student responses in IRE/F. *Linguistics and Education*, 45, 110-120.
- Sherry, M. B. (2017). How the visual rhetoric of online discussions enables and constrains students' participation. *Journal of Adolescent & Adult Literacy*, 61(3), 299-310.
- Sherry, M. B. (2017). Prospective English teachers learn to respond to student writing through the student writing archive project (SWAP). *English Education*, 49(4), 347-376.
- Sherry, M. B. (2016). Bringing disciplinarity to dialogic discussions: Imaginative entry and dialogic discourse in a ninth-grade History classroom. *Curriculum Inquiry*, 46(2), 168-195.
- Sherry, M. B. (2014). Indirect challenges and provocative paraphrases: Using cultural conflict-talk strategies to promote student participation in whole-class discussions. *Research in the Teaching of English*, 49(2), 141-167.
- Sherry, M. B. (2014). The student writing archive project: Designing a searchable database of student writing and teacher commentary for English teacher preparation courses. *Contemporary Issues in Technology and Teacher Education*, 14(3). Retrieved from <http://www.citejournal.org/vol14/iss3/languagearts/article1.cfm>
- Sherry, M. B. & Roggenbuck, T. (2014). Reframing responses to student writing: Promising young writers and the writing pedagogies course. *Teaching/Writing: The Journal of Writing Teacher Education*, 3(1). Retrieved from <http://scholarworks.wmich.edu/wte/vol3/iss1/2/>.
- Sherry, M. B., & Tremmel, R. (2012). English education 2.0: An analysis of websites that contain videos of English teaching. *English Education*, 45(1), 35-70.
- Juzwik, M. M., **Sherry, M. B.**, Caughlan, S., Heintz, A. Borsheim, C. (2011). Supporting dialogically organized instruction in an English teacher preparation program: A video-based, web 2.0-mediated response and revision pedagogy. *Teachers College Record*, (114)3, 8-50.
- Heintz, A., Borsheim, C., Caughlan, S., Juzwik, M. M., & **Sherry, M. B.** (2010). Video-based

response & revision: Dialogic instruction using video and web 2.0 technologies. *Contemporary Issues in Technology and Teacher Education*, 10(2). Retrieved from <http://www.citejournal.org/vol10/iss2/languagearts/article2.cfm>.

Juzwik, M. M., Kelly, S. P., Nystrand, M., & **Sherry, M. B.** (2008). Oral narrative genres as dialogic resources for classroom literature study. *American Educational Research Journal*, 45(4). 1111-1154.

Juzwik, M. M., & **Sherry, M. B.** (2007). Expressive language and the art of English teaching: Theorizing the relationship between literature and narrative. *English Education* (39)3, 226-259.

EDITED COLLECTIONS

Conley, M. W., Friedhoff, J. R., **Sherry, M. B.**, & Tuckey, S. F. (2008). *Meeting the challenge of adolescent literacy: Research we have, research we need*. New York: Guilford Press.

RESEARCH REPORTS

CEE Task Force. (2007). CEE executive committee report: Recommendations for political initiatives. (<http://www.ncte.org/cee/2007summit>).

OTHER PUBLICATIONS

Juzwik, M. M., & **Sherry, M. B.** (2005) Story makes sense of story: The power of oral narrative in language arts classrooms. *New Horizons for Learning Online Journal*, (11)2. Retrieved from http://home.blarg.net/~building/strategies/literacy/juzwik_sherry.htm

REFEREED CONFERENCE PRESENTATIONS

INTERNATIONAL

Sherry, M. B., Jones, L., & Morales, J. (2017, June). *Seeing myself as a teacher: Studying preservice secondary English teachers' annotations of their own and others' teaching videos*. Proposal accepted for the International Conference on English Education. Columbus, OH.

Sherry, M. B. (2013, July). *The student writing archive project: Helping future English teachers to analyze and respond to student writing and to design purposeful writing instruction*. Paper presented at the Conference on English Education. Fort Collins, CO.

Sherry, M. B. (2011, June). *Reframing English teacher methods courses*. Paper presented at the Conference on English Education. Bronx, NY.

Sherry, M. B. (2011, February). *Teachers' collaborative writing in three metaphors*. Panel presentation at Writing Research Across Borders II, 4th International Conference on Writing Research. Washington, D.C.

National

Lawrence, A. M. & **Sherry, M.B.** (2018, December). *Peer response as a change agent in middle-schoolers' argumentative writing (for better and for worse)*. American Reading Forum. Sanibel Island, FL.

Lawrence, A. M. & **Sherry, M. B.** (2018, November). *Middle school argumentative writing for social action: Inquiry, voice, and responsibility*. National Council of Teachers of English Annual

Convention. Houston, TX.

Sherry, M.B. & Lawrence, A. M. (2017, December). *Designing arguments: Seventh-graders' use of an online game as a resource for crafting arguments, audiences, and rhetorical voice in persuasive writing for social action*. American Reading Forum. Sanibel Island, FL.

Sherry, M. B., Jones, L., & Morales, J. (2017, February). *What kind of English teacher will I be: Studying preservice secondary English teachers' annotations of their own and others' teaching videos*. Paper presented at the National Council of Teachers of English Assembly for Research. San Francisco, CA.

Sherry, M.B. & Lawrence, A. M. (2016, December). *The student writing archive project: Prospective and practicing secondary ELA teachers learn to respond to students' disciplinary writing, using an online database*. American Reading Forum. Sanibel Island, FL.

Sherry, M.B. & Lawrence, A. M. (2016, November). *Challenges of teacher response to students' disciplinary writing*. National Council of Teachers of English Annual Convention. Atlanta, GA.

Sherry, M. B. (2016, February). *The student writing archive project: Prospective secondary English teachers' analyses of and response to student writing in an English teaching methods course*. Paper presented at the National Council of Teachers of English Assembly for Research. Ypsilanti, MI.

Sherry, M. B., & Tate-Ferguson, L. (2014, November). *Writing to learn: School-university collaborations for middle-school readers and writers*. National Council of Teachers of English Annual Convention. Washington, D.C.

Sherry, M. B., & Tate-Ferguson, L. (2012, November). *Online book clubs: Changing students' perspectives on out-of-school reading*. High School Matters, National Council of Teachers of English Annual Convention. Las Vegas, NV.

Sherry, M. B. (2012, March). *"Signifying discussion": African American language practices as resources for student participation in dialogic discussions*. Paper presented at the American Association of Applied Linguistics Conference. Boston, MA.

Sherry, M. B. (2010, February). *Methodological individualism and the English teacher methods course*. Paper presented at the National Council of Teachers of English Assembly for Research. Pittsburgh, PA.

Juzwik, M. M., Caughlan, S. C., **Sherry, M. B.**, Borsheim, C. B., Heintz, A. & Merritt, K. (2009, November). *Video-based response and revision*. Paper presented at the National Council of Teachers of English Annual Convention. Philadelphia, PA.

Juzwik, M. M., Caughlan, S. C., **Sherry, M. B.**, Merritt, K., Borsheim, C. B., & Heintz, A. (2009, June). *Video-based response and revision*. Paper presented at the Conference on English Education Leadership and Policy Summit. Elmhurst, IL.

Sherry, M. B. (2008, April). *A whole lot of stories to tell: Narratives and student engagement in a secondary Social Studies classroom*. Paper presented at the American Educational Research

Association Annual Meeting. San Diego, CA.

Sherry, M. B., (2007, November). *Snapshots: Teacher educators examine the thinking of prospective teachers*. Panel presentation at the National Council of Teachers of English Annual Convention. New York, NY.

Sherry, M. B. (2007, February). *Embodied practice: A case for audience in teacher preparation*. Paper presented at the National Council of Teachers of English Assembly for Research. Nashville, TN.

Juzwik, M. M. & **Sherry, M. B.** (2006, February). *Putting it together: Literature and oral narrative in language arts classrooms*. Paper presented at the National Council of Teachers of English Assembly for Research. Chicago, IL.

LOCAL

Sherry, M. B., Abrahamsen, B., Field, S., & McDaniels, J. (2011, May). *Reframing literacy: Adapting curriculum and instruction to adolescents*. Paper presented at the Bloomsburg University Reading, Literacy, and Learning Conference. Bloomsburg, PA.

Sherry, M. B. (2011, April). *Building and sustaining high school writing centers*. Panel presentation at the Mid-Atlantic Writing Center Association Conference. West Chester, PA.

Sherry, M. B. & DeGrandchamp, D. (2006, March). *Forum theater: Exploring multiple solutions through role-play*. Paper presented at the Bright Ideas Conference. East Lansing, MI.

Sherry, M. B. & Johns, G. (2004, April). *Supporting, challenging, and revising practice: Using forum theater in the preparation of writing consultants*. Paper presented at the Michigan Writing Center Association Conference. Siena Heights, MI.

RESEARCH

Primary Investigator 2011-present
Studying Annotated Video in English Education (SAVEE). University of South Florida, College of Education.

Student Writing Archive Project (S.W.A.P.): Helping Teacher Candidates Respond to Student Writing. Funded by Curriculum Enhancements, Bloomsburg University College of Liberal Arts. Research timeline: 2011-2014. (Website: <http://23.21.225.52/>)

Dissertation Research 2007-2010
Reframing Discussions. Michigan State University. Research timeline 2007-2010.

Graduate Research Assistant 2008-2010
Video-Based Response and Revision. Michigan State University. Directed by Dr. Mary Juzwik and Dr. Samantha Caughlan. Funded by the Bates-Byers Award for Technology and Curriculum Competition. Research timeline: 2008-2010.

Graduate Research Assistant 2004-2006
The Influence of Oral Narrative in Teaching Writing. Michigan State University. Directed by Dr. Mary

Juzwik. Funded by the Literacy Achievement Research Center. Michigan State University. Research timeline: 2004-2006.

TEACHING—UNIVERSITY

Courses Taught

UNDERGRADUATE

Teaching Communications in Secondary Schools
 Teaching ELA to Diverse Learners
 Crafting English Teaching Practices
 English Teaching Lab (for English Minors)
 Field Supervision
 Writing Workshop for Teachers
 Literature for Young Adults
 Literature for Children
 Literature & Society
 Foundations of College Writing (Composition I)
 Developmental Writing

GRADUATE

Doctoral Seminar in Language and Literacy
 Practicum in Teaching English Education
 Reflection & Inquiry in English Teaching I
 Reflection & Inquiry in English Teaching II
 Professional Roles & Responsibilities I
 Professional Roles & Responsibilities II

ENGLISH EDUCATION

Doctoral Seminar in Language and Literacy

UNIVERSITY OF SOUTH FLORIDA Tampa, Florida 2016-present
 Facilitated collaborative research and individual research proposal development for English education PhD students focused on literacy and writing, especially digital literacy and disciplinary literacy.

Graduate Practica in Teaching English Education

UNIVERSITY OF SOUTH FLORIDA Tampa, Florida 2015-present
 MICHIGAN STATE UNIVERSITY East Lansing, Michigan Spring 2009
 Helped English education graduate students to situate their teaching and research interests in scholarly conversations at the university and in the field; used task-based writing assessment, discussion-based approaches, online digital composing tools, and sharing of multimedia teaching artifacts, including annotated video.

Undergraduate English Education Methods Courses

UNIVERSITY OF SOUTH FLORIDA Tampa, Florida 2015-present
 BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania 2010-2015
 MICHIGAN STATE UNIVERSITY East Lansing, Michigan 2006-2009
 Facilitated future English teachers' planning and implementing of lessons and units, using discussion, writing workshop, groupwork, and online multimedia composing tools.

Writing Workshop for Teachers

UNIVERSITY OF SOUTH FLORIDA Tampa, Florida 2015-present
 MICHIGAN STATE UNIVERSITY East Lansing, Michigan Spring 2009
 Taught future English teachers to compose and evaluate multimedia writing (personal narrative, analytic essay, and research paper).

Field Supervision

MICHIGAN STATE UNIVERSITY East Lansing, Michigan 2007-2008,
 2009-2010
 Observed, videotaped, and discussed lessons on a bi-weekly basis with English teacher interns placed in

local middle and high schools; facilitated teacher candidates' creation of video montages of their own and others' teaching.

Teaching Lab (for English minors)

Spring 2007

MICHIGAN STATE UNIVERSITY East Lansing, Michigan

Facilitated teacher candidates' planning and implementing of instruction, using various approaches to content-area literacy, writing across the curriculum, and online multimedia composing tools.

TEACHER EDUCATION

Professional Roles & Responsibilities I & II (graduate methods courses)

2009-2010

MICHIGAN STATE UNIVERSITY East Lansing, Michigan

2004-2006

Created professional development communities spanning Art, English, Foreign Language, Kinesiology, Math, Science, and Social Studies for students engaged in the year-long teaching internship/job search.

WRITING

Composition Instructor

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

2010-2015

MICHIGAN STATE UNIVERSITY East Lansing, Michigan

2007-2008

Focused on writing process and genre analysis during a semester-long multi-genre research project on student-selected topics, which culminated in an online portfolio and a presentation.

Writing Center Consultant

2005-2009

MICHIGAN STATE UNIVERSITY East Lansing, Michigan

Provided one-to-one support to undergraduate, graduate, and faculty writers as they produced papers, presentations, resumé/CVs, websites, and videos; facilitated a weekly research writing group for three ESL doctoral students in Quantitative Methods; co-facilitated summer workshops for middle and high school writers, and secondary English Language Arts teachers affiliated with the Red Cedar Writing Project.

LITERATURE

Young Adult Literature

2010-2015

Children's Literature

2010-2015

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

Fostered responses to texts using linguistic, cognitive, sociocultural, and performative dimensions of literacy; assigned case study of literacy practices, or author/genre study as springboard for writing one's own fiction or picture books.

Literature and Society

2010-2012

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

Organized a course around the theme of what it means to be educated, during which students researched, analyzed, composed, and evaluated texts in a variety of linked genres.

TEACHING—MIDDLE & HIGH SCHOOL

Middle & High School English Language Arts Teacher

2000-2004

LYCÉE INTERNATIONAL Saint-Germain-en-Laye, France

Middle & High School Drama Director 2001-2004
LYCÉE INTERNATIONAL Saint-Germain-en-Laye, France

Mentor Teacher 2003-2004
LYCÉE INTERNATIONAL Saint-Germain-en-Laye, France

ADMINISTRATION

Promising Young Writer's Committee Chair 2012-2015
NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Secondary English Education Committee Chair
UNIVERSITY OF SOUTH FLORIDA Tampa, Florida 2015-present
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania 2010-2015

Graduate Writing Group Coordinator 2005
MICHIGAN STATE UNIVERSITY East Lansing, Michigan

SERVICE

NATIONAL

Promising Young Writer's Committee Chair 2012-2015
NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Literacy Design Collaborative University Representative Spring 2011
GATES FOUNDATION/BLOOMSBURG UNIVERSITY Bloomsburg, PA

Conference on English Education Leadership Summit Invited Participant 2007
LAKE FOREST COLLEGE Lake Forest, Illinois

LOCAL

Graduate Policy Council
UNIVERSITY OF SOUTH FLORIDA Tampa, Florida 2016-present

Teacher Education Phd Advisory Committee
UNIVERSITY OF SOUTH FLORIDA Tampa, Florida 2016-present

Bloomsburg University NCTE Student Affiliate, Faculty Sponsor Fall 2012
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

English Department Five-Year Review Committee Fall 2012
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

Middle and Secondary English Teacher Career Day (Organizer) 2012-present
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

NCATE Accreditation Report Preparer (Secondary English) 2010-present

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

Secondary English Education Committee 2010-present
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

Secondary Education Field Experiences Committee 2010-2013
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

English Department Writing Committee 2010-2012
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

EAPSU Conference Planning Committee 2010-2011
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA Bloomsburg, Pennsylvania

Learning Alliance Committee Member 2009
MICHIGAN STATE UNIVERSITY East Lansing, Michigan

Practicum Committee Member 2009
MICHIGAN STATE UNIVERSITY East Lansing, Michigan

Navigating the Ph.D. Workshop Co-Facilitator 2006-2009
MICHIGAN STATE UNIVERSITY East Lansing, Michigan

GRANTS, AWARDS, & FELLOWSHIPS

GRANTS

Literature Circles as Field Experience for Teacher Candidates
UNIVERSITY OF SOUTH FLORIDA Tampa, Florida \$1200 2015-present
BLOOMSBURG UNIVERSITY Bloomsburg, PA \$3500 2011-2015

Ethnography and Annotated Video October 2011
BLOOMSBURG UNIVERSITY Bloomsburg, PA \$2400

Student Work Archive Project (S.W.A.P.) Spring 2011
BLOOMSBURG UNIVERSITY Bloomsburg, PA \$1600

Spencer Research Training Grant April 2008
MICHIGAN STATE UNIVERSITY East Lansing, Michigan \$2000

Reframing Discussions March 2008
MICHIGAN STATE UNIVERSITY East Lansing, Michigan \$1000

Teacher Decision-Making June 2005
MICHIGAN STATE UNIVERSITY East Lansing, Michigan \$1000

AWARDS

Teaching Innovation Award May 2014
BLOOMSBURG UNIVERSITY (TALE CENTER) Bloomsburg, PA

Dean's Salute to Excellence BLOOMSBURG UNIVERSITY Bloomsburg, PA	October 2011
Scholar-Athlete Influential Teacher BLOOMSBURG UNIVERSITY Bloomsburg, PA	March 2011
New Educator Feature Article http://www.educ.msu.edu/neweducator/default.htm	Spring 2008
College of Education Excellence and Innovation in Teaching Award MICHIGAN STATE UNIVERSITY East Lansing, Michigan	April 2007
FELLOWSHIPS	
Dissertation Completion Fellowship MICHIGAN STATE UNIVERSITY East Lansing, Michigan	March 2010
College of Education Recruiting Fellowship MICHIGAN STATE UNIVERSITY East Lansing, Michigan \$6000	June 2004
OTHER AWARDS	
French Department Thesis Award PRINCETON UNIVERSITY Princeton, New Jersey	June 2000
Summer Program in Avignon, France—Full Scholarship BRYN MAWR COLLEGE Bryn Mawr, Pennsylvania	July 1999

PROFESSIONAL ORGANIZATIONS

Member, English Language Arts Teacher Educators (formerly CEE)	2007-present
Member, National Council of Teachers of English	2005-present
Reviewer, <i>Research in the Teaching of English</i>	2011-present
Reviewer, <i>English Education</i>	2011-present

REFERENCES

Dr. Peter Smagorinsky

Distinguished Research Professor
Department of Language and
Literacy Education
University of Georgia
315 Aderhold Hall
110 Carlton St.
Athens, GA 30602
517 • 432 • 4840
smago@uga.edu

Dr. Robert Tremmel

Professor
Department of English
Iowa State University
MacKay Hall
Ames, IA 50011
515 • 294 • 8374
btremmel@iastate.edu

Dr. Leah Zuidema

Associate Provost, Dean for
Curriculum & Instruction
Dordt College
498 4th Ave. NE
Sioux Center, IA 51250
712 • 722 • 6238
leah.zuidema@dordt.edu