# WENDY R. WILLIAMS, PH.D.

**Associate Professor of English Education & Narrative Studies**

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## EDUCATION

Ph.D. Curriculum and Instruction (English Education) Arizona State University (2015).
Dissertation: "Listen to the Poet: What Schools Can Learn from a Diverse Spoken Word Poetry Group in the Urban Southwest."

M.Ed. Curriculum and Instruction: Secondary Education (English), Arizona State University (2008).
Applied Project: "Teaching Tolerance through International Folktales," supported with a Teaching Tolerance Grant from Southern Poverty Law Center.

B.A.E. Secondary Education (English), College of Education, Arizona State University (1998).
Graduated *Summa Cum Laude* 4.0 GPA.

A.O.S. Degree in *Le Cordon Bleu* Culinary Arts, Scottsdale Culinary Institute (2001). Honors Graduate 4.0 GPA. Perfect Attendance Award.

Maricopa County Master Gardener Program, University of Arizona, Extension Office (2023, 17 weeks).

National Endowment for the Humanities Japanese Culture and Values Summer Seminar, San Jose State University (2006, 4 weeks).

Summer Study Abroad, University of Cambridge, St. Catharine's College, England (1998, 5 weeks).

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## ACADEMIC EMPLOYMENT

Associate Professor of English Education & Narrative Studies, College of Integrative Sciences and Arts, Arizona State University (2021-Present).

Assistant Professor of English Education & Narrative Studies, College of Integrative Sciences and Arts, Arizona State University (2015-2021).

Graduate Teaching Associate, Writing Programs, The College of Liberal Arts and Sciences, Arizona State University (2011-2015).

English Teacher, Sunnyslope High School, Glendale Union High School District, Arizona (2004-2011).
Honors English 3-4 (World Lit); English 1-2/3-4/5-6 (American Lit); Read 180; Standards Prep.

Language Arts Teacher, Cheyenne Elementary, Peoria Unified School District, Arizona (Spring 1999, 1999-2000). 8th Grade Language Arts, Arts Experience, Student Newsletter.

Student Teacher, Landmark Middle School, Glendale Elementary School District, Arizona (Fall 1998).
8th Grade Reading.

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## PUBLISHED BOOKS (MONOGRAPHS), PEER-REVIEWED (2)

2 Williams, W. R. (2025). *Mentoring Youth Writers: Six Strategies to Bring out the Author in Every Student*. National Council of Teachers of English Press. Abstract: *Mentoring Youth Writers* investigates a writing program for adolescents (grades 6-11) administered by university students (mentors). Findings revealed that in this community of practice, mentors used six strategies to build student confidence, spark creativity, and honor writing identity. This book recommends using these mentoring strategies in schools to support youth writers.

1 Williams, W. R. (2018). *Listen to the Poet: Writing, Performance, and Community in Youth Spoken Word Poetry*. University of Massachusetts Press. Abstract: *Listen to the Poet* examines a spoken word poetry group in the Phoenix-metropolitan area through a community-of-practice lens. This research takes readers inside workshops and slams, exploring group practices and the writing lives of several youth poets and adult teaching artists. This book sheds light on the value of literacy learning in out-of-school spaces and offers recommendations to make writing instruction more engaging and meaningful in schools.

Reviews: *"A timely and necessary book for literacy educators and all adults who work with young people on their creative writing."*
*- Yolanda Sealey-Ruiz, Teachers College, Columbia University*

*"Through rich and nuanced ethnographic detail, Williams beautifully ushers us into the world of a group of diverse and talented youth poets who join together to nurture their voices, hone their writing, and literally get their words out into the world. By revealing how and why literacy lives so powerfully and vitally among these youth, Listen to the Poet promises to not only help educators develop writing curricula that draws upon students' strengths but also provide a commanding counter narrative that challenges and reframes the typically deficit-oriented depictions of young people in much of our contemporary sociopolitical landscape."*
*- Robert Petrone, University of Missouri*

*"Listen to the Poet is well written, engaging, and a pleasure to read, with a flow to the chapters that gives the whole book an effective narrative."*
*- Jeffrey D. Wilhelm, Boise State University*

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**BOOK (MONOGRAPH), IN PROGRESS**

Williams, W. R. (Data collected). *The World of Visual Storytelling: Working with Narratives in Print and in Motion.* Abstract: This book project researches ways to help learners cultivate visual and multimodal literacies through their work with animation, film, TV shows, graphic novels, picturebooks, and more.

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**SPECIAL ISSUE OF A JOURNAL, IN PROGRESS**

Williams, W. R. [lead guest editor] & Niska, E. [ASU doctoral student]. (Nov. 2026 Issue).
Theme: "Food Studies in ELA." Peer-Reviewed Journal: *English Journal*.
Call for Manuscripts: Food impacts our lives in so many different ways. It offers nutrition and sustenance, brings people together, and sparks powerful memories. Food study invites learning about culture and community, reflections on personal experience, and connections to history and science. When we think about food writing, genres like the recipe, restaurant review, or memoir may come to mind. However, food can be found across many forms of composition, including odes, graphic novels, manga, documentaries, animation, and online videos. Representations of food and feasting can be found throughout literature, from canonical pieces written long ago (e.g., *The Odyssey*) to contemporary young adult literature (e.g., *The Hunger Games*). Food study can also open the door to creative multimodal expression, interdisciplinary learning, and hands-on work involving gardening, the culinary arts, food drives, and student-run or local businesses. Alternatively, it could involve looking critically at real-world issues concerning health, food deserts, farming, or sustainability. This

special issue will explore a wide range of possibilities for bringing food-related topics and assignments into secondary education (e.g., writing/composing works in various forms; exploring representations of food in literature, film, or other media; making interdisciplinary connections; engaging in hands-on learning; examining issues in our world today). Together, these pieces will form a menu of pedagogical possibilities that teachers can draw upon to engage, challenge, nurture, and inspire students and support ELA goals.

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**PUBLISHED OR FORTHCOMING ARTICLES AND CHAPTERS, PEER-REVIEWED JOURNALS/BOOKS (20)**

**Journal Articles**

20 **Williams, W. R.** [lead author] & Niska, E. [ASU doctoral student]. (in progress, scheduled for publication in Nov. 2026). "Food Studies in English Language Arts: A Menu of Possibilities." *English Journal, 116*(2).

19 Williams, W. R. (2026). "Capturing Stories in Motion: Visual Elements as Tools for Analyzing and Composing Animated Narratives." *Contemporary Issues in Technology and Teacher Education (CITE English), 26*(2).

18 Williams, W. R. (2024). "Seeing the Complexity of Children's Literature through Critical Lenses and Creative Projects." *The Dragon Lode*, *43*(1), 42-53.

17 Williams, W. R. (2022). "Expanding What Counts as Writing: Teaching Animation." *English Journal, 111*(6), 78-80.

16 Williams, W. R. (2021). "Reflections on Writing and Teaching: A Study of Five Writing Contest Winners." *English Teaching: Practice and Critique, 20*(3), 385-397.

15 Williams, W. R. (2020). "Examining Studio Ghibli's Animated Films: A Study of Students' Viewing Paths and Creative Projects." *Journal of Adolescent and Adult Literacy, 63*(6): 639-650.

14 Williams, W. R. (2020). "Taking Risks with Form." *English Journal, 110*(2), 104-106.

13 Williams, W. R. (2019). "Attending to the *Visual* Aspects of Visual Storytelling: Using Art and Design Concepts to Interpret and Compose Narratives with Images." *Journal of Visual Literacy, 38*(1-2): 66-82.

12 Williams, W. R. (2018). "Attempting Arts Integration: Secondary Teachers' Experiences with Spoken Word Poetry." *Pedagogies: An International Journal*, *13*(2), 92-105.

11 Williams, W. R. (2015). "Every Voice Matters: Spoken Word Poetry in and outside of School." *English Journal, 104*(4), 77-82.

10 Williams, W. R. (2014). "New Technologies, New Possibilities for the Arts and Multimodality in English Language Arts." *Contemporary Issues in Technology and Teacher Education (CITE English)*, *14*(4), 327-355.

9 Williams, W. R. (2013). "'Untold Stories to Tell': Making Space for the Voices of Youth Songwriters." *Journal of Adolescent and Adult Literacy, 56*(5), 369-379.

**Book Chapters**

8 Williams, W. R. (Apr. 2027). "Being Bold Enough to Take the Risks that Matter: A Case Study of the Young Authors' Studio Program." In K. Covino & J. Bell (Eds.), *Teaching English Boldly: Transformative Writing and Discourse for Inquiry and Agency*. Bloomsbury.

7 **Williams, W. R.** [lead author], Emert, T., Goering, C. Z., Goss, S., Macro, K., Schmidt, P., & Zoss, M. "Discovering Joy through Arts-Based Learning in English Education." (Sep. 2026). In A. Goodwyn, W. Sawyer, M. George, & M. Shoffner (Eds.), *International Perspectives on the Teaching of English to Generate Hope: Inspiration in an Age of Anxiety (International Federation for the Teaching of English, Volume 6)*. Routledge.

6 Williams, W. R. (2025). "Talking Back to the Bard through Words, Visuals, Gestures, and Sounds: Multimodal Assignments that Honor Students' Voices and Cultures." In L. Turchi (Ed.), *Design and Discomfort: Teaching Shakespeare and Race,* pp. 295-308. Arizona Center For Medieval and Renaissance Studies (ACMRS) Press.

5 Williams, W. R. (2024). "Using Visual Storytelling to Support Democratic Approaches to Literacy Instruction." In P. Hartman & J. Spanke (Eds.), *Cultivating Democratic Literacy through the Arts: Guiding Preservice Teachers Towards Innovative Learning Spaces in ELA Classrooms*, pp. 55-70. Information Age Publishing.

4 **Williams, W. R.** [lead author], & ByBee, K. D. [ASU doctoral student]. (2021). "Visions of the City: Examining Urban Landscapes in Shaun Tan's Visual Narratives." In L. Nicosia and J. Nicosia (Eds.), *Examining Images of Urban Life: A Resource for Teachers of Young Adult Literature*, pp. 151-163. Myers Education Press.

3 Williams, W. R. (2019). "Exploring the Art of Spoken Word Poetry with Students: A Sample Unit." In K. Macro and M. Zoss (Eds.), *A Symphony of Possibilities: A Handbook for Arts Integration in Secondary English Classrooms*, pp. 36-50. National Council of Teachers of English (NCTE) Press.

2 **Williams, W. R.** [lead author], & Blasingame, J. (2017). "Celebrating All Voices: Assuring Diversity in Young Adult Literature." In J. A. Hayn, J. S. Kaplan, and K. R. Clemmons (Eds.), *Teaching Young Adult Literature Today: Insights, Considerations, and Perspectives for the Classroom Teacher, 2nd ed.*, pp. 223-250. Rowman and Littlefield.

1 Williams, W. R. (2017). "Learning from a Teacher-Machine: Terror and Implanted Knowledge in *The Prisoner*." In M. M. Dalton and L. R. Linder (Eds.), *Screen Lessons: What We Have Learned from Teachers on Television and in the Movies*, pp. 59-66. Peter Lang.

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**PUBLISHED EDITORIALS (7)**

7 **Williams, W. R.**, & Moulton, F. (2023). "The Wonderful World of Manga." *YA Wednesday.*

6 Williams, W. R. (2022). "NCTE's Achievement Awards in Writing Contest for High School Students." *National Council of Teachers of English Blog*.

5 Williams, W. R. (2021). "Amanda Gorman's Poetry Shows Why Spoken Word Belongs in School." *The Conversation*.
*Between February-April 2021, this piece had 51,000+ views on The Conversation site.* The article was republished in *National Writing Project Write Now* (2022), *Salon* (2021), and *Actively Learn* (2021).

4 **Williams, W. R.**, & Reid, S. F. [ASU doctoral student]. (2019). "Young Authors' Studio: Writing and Learning Together in Arizona." *Literacy Today*, 38-39.

3 Williams, W. R. (2018) "Innovation and Artistry in Young Adult Literature." *YA Wednesday.*

2 Williams, W. R. (2014). "Art *Does* Align with Common Core State Standards." *Language Arts, 92*(2), 120.

1 Williams, W. R. (2013). "What's Cooking in Your YA Literature Class?" In A.P. Nilsen, et al. (Eds.), *Literature for Today's Young Adults* (9th ed.), pp. 378-379. New York: Pearson.

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**OTHER PUBLICATIONS, FOOD WRITING (33)**

***Roots and Shoots*, Journal of the Maricopa County Master Gardeners**

33 Williams, W. (Dec. 2025). "Cooking with Edible Flowers."

32 Williams, W. (Nov. 2025). "Cooking with Lavender."

31 Williams, W. (Oct. 2025). "Cooking with Grapes."

30 Williams, W. (Sep. 2025). “Cooking with Pomegranates.”
29 Williams, W. (Jun. 2025). “Cooking with Watermelon.”
28 Williams, W. (May 2025). “Cooking with Roselle Hibiscus.”
27 Williams, W. (Apr. 2025). “Cooking with Sesame.”
26 Williams, W. (Mar. 2025). “Cooking with Pumpkin.”
25 Williams, W. (Feb. 2025). “Cooking with Tomatillos.”
24 Williams, W. (Jan. 2025). “Cooking with Cilantro.”
23 Williams, W. (Dec. 2024). “Cooking with Figs.”
22 Williams, W. (Nov. 2024). “Cooking with Fennel.”
21 Williams, W. (Oct. 2024). “Cooking with Parsnips.”
20 Williams, W. (Sep. 2024). “Cooking with Poblanos.”
19 Williams, W. (Jul. 2024). “Cooking with Tepary Beans.”
18 Williams, W. (Jun. 2024). “Cooking with Yard Long Beans.”
17 Williams, W. (May 2024). “Cantaloupe Recipes.”
16 Williams, W. (Apr. 2024). “Cooking with Eggplant.”
15 Williams, W. (Mar. 2024). “Cooking with Butternut Squash.”
14 Williams, W. (Feb. 2024). “Cooking with Patty Pan Squash.”
13 Williams, W. (Jan. 2024). “Cooking with Arugula.”
12 Williams, W. (Dec. 2023). “Cooking with Thyme.”
11 Williams, W. (Nov. 2023). “Cooking with Dill.”
10 Williams, W. (Oct. 2023). “Cooking with Parsley.”

***Arizona Food and Lifestyles* Magazine**

9 Williams, W. (Sep. 2004). “Get Squashing,” 24-25.
8 Williams, W. (Jul. 2004). “Celebrate Summer with Cherries and Plums,” 21-22.
7 Williams, W. (Jul. 2004). “Grilling Cowboy Steaks,” 58-59.
6 Williams, W. (May 2004). “Urban Styles: Tempe’s Orchid House,” 34-37.
5 Williams, W. (Mar. 2004). “Four Kitchens and a House,” 38-41.
4 Williams, W. (Sep. 2003). “What’s Cooking at the House of Rice?” 44-47.
3 Williams, W. (Jun. 2003). “What’s in Your Drawers?” 28-30.
2 Williams, W. (Apr. 2003). “Atelier: Workshop for Your Kitchen Dreams,” 24-26.
1 Williams, W. (Feb. 2003). “Bernard C. Chocolates,” 20-21.

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## GRANTS

**Research and Teaching Grants Received**

$4,750 Arizona Humanities K-12 Literacy Initiative Award: ASU Young Authors’ Studio (2022-2023).
$25,000 College of Integrative Sciences and Arts Summer Research Awards: Multiple Research Projects (2016-2020).
$1,000 Wells Fargo Teacher’s Partner Grants: Vocabulary Instruction (2010) & Teaching with Technology (2008).
$2,000 Southern Poverty Law Center’s Teaching Tolerance Grant: International Folktales (2008).
$3,000 National Endowment for the Humanities Stipend: Japanese Culture and Values Summer Seminar (2006).

**Travel Grants Received**

Graduate and Professional Student Association (2010-2014).

Mary Lou Fulton Teachers College (2013-2014).

**Program Funds Raised**

$700 Raised for ASU Foundation Young Authors' Studio Account (2019-2023). These funds allowed three graduate students to attend the Arizona English Teachers' Association Conference, where they presented their work to literacy researchers and K-12 teachers; the funds were also used to purchase gift cards for writing mentors, writing supplies, and pizza for the 2023 Young Authors' Studio Writing Retreat at ASU Polytechnic Campus.

**Additional Proposals Submitted, Unfunded**

National Council of Teachers of English Research Foundation Grant ($3,956 proposed in 2021; $5,000 proposed in 2017).

Women and Philanthropy ASU Foundation Grant ($23,337 proposed in 2020; $36,948 proposed in 2016). During the 2020 grant cycle, my project was 1 of 7 finalists (from 37 proposals) and was presented to Women and Philanthropy members at an event at the Musical Instrument Museum.

Arizona Coyotes Foundation Grant ($14,211 proposed in 2019).

Phoenix Suns Charities Education Grant ($10,000 proposed in 2019).

Institute for Humanities Research Seed Grant ($3,260 proposed in 2017).

Conference on English Education Research Initiative Grant ($2,500 proposed in 2016).

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## CONFERENCE KEYNOTES, INVITED CONFERENCE PRESENTATIONS, & OTHER INVITED TALKS/WORKSHOPS (23)

**Keynote Presentations and Invited Conference Presentations**

23 Williams, W. R. (Oct. 2026). Title TBD. Keynote Presentation. Kansas Association of Teachers of English Conference. Wichita, KS.

22 Williams, W. R. (Feb. 2019). "Young Authors' Studio: Mentoring Youth Writers in Arizona." Keynote Presentation. National Council of Teachers of English Assembly for Research Conference. Birmingham, AL.

21 Williams, W. R. (Mar. 2026). "Digital Texts that Move, Delight, and Inspire: A Call to Include Animation in English Teacher Education." Invited Conference Presentation. National Technology Leadership Initiative, ELATE Fellowship Award Session, Part of the Digital Texts and How to Teach Them Project, Chaired by K. Jones, S. E. Jerasa, R. Garg, and T. Aleo. Society for Information Technology and Teacher Education Conference. Philadelphia, PA.

20 Williams, W. R. (Nov. 2025). "*Mentoring Youth Writers*." Invited Conference Presentation. NCTE Author Session. National Council of Teachers of English Conference. Denver, CO.

19 Williams, W. R. (May 2024). "Building Visual Literacy with Graphic Novels." Invited Convention Presentation. Phoenix Fan Fusion. Phoenix, AZ.

**Invited Academic Talks**

18 Williams, W. R. (Feb. 2026). "Lessons from ASU's Young Authors' Studio Program." Latinx Oral History Lab. Arizona State University. Mesa, AZ.

17 Williams, W. R. (Oct. 2024). "The Use of Sound and Visual Elements in Studio Ghibli Films." Lunch and Learn Series for Students. Multicultural Communities of Excellence at the Polytechnic Campus, Arizona State University. Mesa, AZ.

16 Williams, W. R. (Oct. 2022). "Student Writing Awards Q&A Event." National Council of Teachers of English. Virtual Session.

15 Williams, W. R. (Nov. 2020). "Young Authors' Studio." Guest Speaker for Students in Dr. Stephanie Reid's English Teaching Methods Course. University of Montana. Virtual Session.
14 Williams, W. R. (Nov. 2019). "Narrative Research." Teachers College Doctoral Council. Mary Lou Fulton Teachers College, Arizona State University. Tempe, AZ.
13 Williams, W. R. (Nov. 2018). "*Listen to the Poet*." Changing Hands Bookstore. Tempe, AZ.
12 Williams, W. R. (Oct. 2009). "Using Instructional Games in the Classroom." Sunnyslope High School. Phoenix, AZ.

**Invited Workshop Presentations for Youth**

11 Moulton, F., & Williams, W. R. (Jul. 2026). "Heart Maps." Camp OUTdoors Writing Workshop for LGBTQ Youth, one*n*ten. AZ.
10 Williams, W. R. & Moulton, F. (Apr. 2024). "Choose Your Adventure." *Día de los Niños/Día de los Libros* Literacy Events, Arizona State University. Tempe, AZ.
9 Williams, W. R. (Aug. 2022). "Visual and Multimodal Storytelling." College of Integrative Sciences and Arts and Arizona State University Preparatory Academy Partnership Program. ASU Preparatory Academy, Arizona State University. Mesa, AZ.
8 Williams, W. R. (Mar. 2019). "Spoken Word Poetry." Girls Ranch Scottsdale. Scottsdale, AZ.
7 Williams, W. R. (Jun. 2018). "Interpreting and Composing Visual Narratives." AVID Summer Bridge Program. College of Integrative Sciences and Arts, Arizona State University. Mesa, AZ.
6 Williams, W. R. (Jan. 2018). "Writing Spoken Word Poetry." Sunnyslope High School. Phoenix, AZ.
5 Ammons, C., Fernandez, A., Rodriguez, M., Thompson, J. [ASU BA students], & Williams, W. R. (May 2017). "Celebrating Literacy and Youth Voices." *Día de los Niños/Día de los Libros* Literacy Events, Arizona State University. Tempe, AZ.
4 Boyer, N., Cossio, J., Fox, C., Hoadley, K. [ASU BA students], & Williams, W. R. (May 2016). "Playing with Words: Creating Poems, Bookmarks, and Tales." *Día de los Niños/Día de los Libros* Literacy Events, Arizona State University. Tempe, AZ.
3 Williams, W. R. (May 2013). "Art and Writing." *Día de los Niños/Día de los Libros* Literacy Events, Arizona State University. Tempe, AZ.
2 Williams, W. R. (Jun. 2012). "Songwriting Workshop." "rl txt" Young Writers' Institute. Central Arizona Writing Project, Arizona State University. Tempe, AZ.
1 Williams, W. R. (May 2012). "Songwriting 101: Writing Lyrics." *Día de los Niños/Día de los Libros* Literacy Events, Arizona State University. Tempe, AZ.

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**NATIONAL CONFERENCE PRESENTATIONS, PEER-REVIEWED PROPOSALS (44)**

44 Williams, W. R. (Nov. 2026). "Mentoring Youth Writers." In Session: *Celebrating Cathy Fleischer, Retiring Editor of NCTE's Principles in Practice Book Series*. National Council of Teachers of English Conference. Philadelphia, PA.
43 Williams, W. R. (Nov. 2026). "Drawing for Inspiration: Creating Characters and Playing with Perspective." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Philadelphia, PA.
42 Williams, W. R. (Nov. 2026). "Teaching Animation: Strategies for Inspiring Creative Multimodal Storytelling." In Session: *Illuminating What's Possible with Technology: Imagining, Innovating, and Inspiring Digital Literacies Practices in ELA.* National Council of Teachers of English Conference. Philadelphia, PA.
41 Williams, W. R. (Nov. 2024). *The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. National Council of Teachers of English Conference.

Philadelphia, PA. Respondent.

40 Williams, W. R. (Nov. 2025). "Inspiring Students Through Animation." In Session: *Digital Texts and How to Teach Them*. National Council of Teachers of English Conference. Denver, CO.

39 Williams, W. R. (Nov. 2025). "Engaging Imagination and Creativity Through the Arts and Multimodal Storytelling." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Denver, CO.

38 Williams, W. R. (Nov. 2024). "Strategies for Building a Supportive Community in the Classroom: Findings from a Study of a Youth Writing Program." National Council of Teachers of English Conference. Boston, MA.

37 Williams, W. R. (Nov. 2024). "Tapping into Students' Love of Narrative Composition: Stop-Motion Animation Workshop." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Boston, MA.

36 Williams, W. R. (Nov. 2024). *The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. National Council of Teachers of English Conference. Boston, MA. Respondent.

35 Williams, W. R. (Nov. 2023). "Compact Connections: Using Thumbnail Sketches with Reading and Writing." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Columbus, OH.

34 Williams, W. R. (Nov. 2023). *The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. National Council of Teachers of English Conference. Columbus, OH. Respondent.

33 Williams, W. R. (Nov. 2022). *The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. National Council of Teachers of English Conference. Anaheim, CA. Respondent.

32 Williams, W. R. (Nov. 2021). *The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. National Council of Teachers of English Conference. Virtual Session. Respondent.

31 Williams, W. R. (Nov. 2021). "Using Graphic Novels to Support Anti-Racist Teaching." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Virtual Session.

30 Williams, W. R. (Nov. 2020). *The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. National Council of Teachers of English Conference. Virtual Session. Respondent.

29 Williams, W. R. (Nov. 2019). "Teaching Visual Storytelling: Tips for Composing Comic Books, Photo Essays, and Short Films." In Session: *Sparking Imagination and Wonder through Authentic Forms of Writing: Spoken Word Poetry, Visual Storytelling, and Writing Contests* – Session proposal submitted with D. Greco & D. Maloney. National Council of Teachers of English Conference. Baltimore, MD.

28 Reid, S. [ASU doctoral student], & Williams, W. R. (Nov. 2019). "Visual Storytelling: A Hands-On Workshop." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Baltimore, MD.

27 Williams, W. R. (Jul. 2019). "Teaching Visual Storytelling: Using Elements of Art and Design to Interpret and Construct Stories with Images." English Language Arts Teacher Educators Conference. Fayetteville, AR.

26 Williams, W. R., & Deahl, C. (Nov. 2018). "Writing and Performing Spoken Word Poetry: A Hands-on Workshop." Commission on Arts and Literacies Roundtables at the National Council of

Teachers of English Conference. Houston, TX.

25 Williams, W. R. (Nov. 2018). "Attending to the Visual: Students' Uses of Art and Design Elements to Interpret and Construct Visual Narratives." National Council of Teachers of English Conference. Houston, TX.

24 Williams, W. R. (Nov. 2018). *The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. Conference on English Education Graduate Strand Roundtables at the National Council of Teachers of English Conference. Houston, TX. Respondent.

23 Williams, W. R. (Mar. 2018). "Opportunities and Obstacles: A Study of 15 Secondary Teachers and Their Use of Spoken Word Poetry." National Council of Teachers of English Assembly for Research Conference. Towson, MD.

22 Williams, W. R. (Jun. 2017). "Spoken Word Poetry in English Education: Teacher Testimonials." In Session: *Spoken Word Poetry in English Education: Studies of Pre-Service and In-Service Teachers* – Session proposal submitted with A. Kindelsperger, R. Mayo, & A. Vaughan. Conference on English Education: Summer Conference. Columbus, OH.

21 Williams, W. R. (Jun. 2017). "Seeing Stories in a New Light: Visual Narratives." Conference on English Education: Summer Conference. Columbus, OH.

20 Williams, W. R. (Feb. 2017). "Investigating a Spoken Word Poetry Teacher Study Group." National Council of Teachers of English Assembly for Research Conference. San Francisco, CA.

19 Williams, W. R. (Nov. 2016). "'The poetry performance . . . rocked the house': Supporting Creative Expression (Despite Obstacles) in a High School Poetry Club." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Minneapolis, MN.

18 Williams, W. R. (Dec. 2015). "Embracing Vulnerability: Performance in a Spoken Word Poetry Group." Literacy Research Association Conference. Carlsbad, CA.

17 Williams, W. R. (Dec. 2015). "Sustaining Literacy, Equity, and the Imagination: Balancing the Benefits and Challenges of a Youth Spoken Word Poetry Group." In Symposium: *Re-imagining Literacy, Equity, and Participation in Diverse Youth Communities* – Session proposal submitted with M. Bertrand, S. Durand, T. Flores, T. Gonzalez, K. Gutierrez, & Y. Sealey-Ruiz. Literacy Research Association Conference. Carlsbad, CA.

16 Williams, W. R. (Nov. 2015). "The Art of Spoken Word Poetry." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Minneapolis, MN.

15 Williams, W. R. (Nov. 2015). "Starting a Youth Spoken Word Poetry Group in Your Community." In Session: *"Teaching Beyond Classrooms": Three Approaches to Community-Based Literacy Learning* – Session proposal submitted with J. Blasingame, S. Durand, T. Flores, & T. Gonzalez. National Council of Teachers of English Conference. Minneapolis, MN.

14 Williams, W. R. (Dec. 2014). "'You Got Stories': How a Spoken Word Poetry Group in the Urban Southwest is Supporting a 'Safe Space' for Youth Voices." Literacy Research Association Conference. Marco Island, FL.

13 Williams, W. R. (Nov. 2014). "A Community of Spoken Word Poets in the Southwest." National Council of Teachers of English Conference. Washington, D.C.

12 Williams, W. R. (Nov. 2014). "Using Illuminated Text Projects with Young Adult Literature." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English (NCTE) Conference. Washington, D.C.

11 Williams, W. R. (May 2014). "Making Sense of Young Adult Literature through Illuminated Text Projects." International Reading Association Conference. New Orleans, LA.

10 Williams, W. R. (Apr. 2014). "Becoming a Songwriter: How Out-of-School Literacy Learning Can Inform Formal Literacy Instruction." American Educational Research Association Annual Meeting. Philadelphia, PA.

9 Williams, W. R. (Jan. 2014). "Investigating Youth Songwriting: A Closer Look at Tools, Collaboration, and Performance." National Council of Teachers of English Assembly for Research Conference. Chicago, IL.

8 Williams, W. R. (Dec. 2013). "Transformative Literacy: Two Adolescent Songwriters' Self-Sponsored Writing Practices." Literacy Research Association Conference. Dallas, TX.

7 Williams, W. R. (Dec. 2013). "Extending the Critical Tradition: Searching for Critical Understandings in Literacy Education." Literacy Research Association Conference. Dallas, TX. Discussant.

6 Williams, W. R. (Jul. 2013). "Literature, Music, and Animation Unite: Teaching the Illuminated Text Project." Conference on English Education: Summer Conference. Fort Collins, CO.

5 Blasingame, J., C. Gordon, C. Nicholson, M. Powell, & W. R. Williams. (Nov. 2012). "A National Consortium for Teaching Young Adult Literature through Technology." Assembly on Literature for Adolescents of NCTE Workshop. Las Vegas, NV.

4 Williams, W. R. (Nov. 2012). "Supporting Songwriters in Secondary English Classrooms." Commission on Arts and Literacies Roundtables at the National Council of Teachers of English Conference. Las Vegas, NV.

3 Williams, W. R. (Nov. 2012). "Demystifying College Application: A Unit for High School Students." In Session: *Writing as a Gateway: Demystifying Real World Writing for Secondary Student*s – Session proposal submitted with J. Early & J. Blasingame. National Council of Teachers of English Conference. Las Vegas, NV.

2 Williams, W. R. (Nov. 2011). "College Bound: Using a College Application Unit with Secondary Students." In Session: *Opening the Gates: Creating Real World Writing Opportunities for Diverse Secondary Students* – Session proposal submitted with J. Early, M. DeCosta, & M. Powell. National Council of Teachers of English Conference. Chicago, IL.

1 Williams, W. R. (Nov. 2010). "Transdisciplinary Literacy: "Reading" Art, Film, and Literature." National Council of Teachers of English Conference. Orlando, FL.

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**LOCAL CONFERENCE PRESENTATIONS, PEER-REVIEWED PROPOSALS (17)**

17 Williams, W. R. (Sep. 2022). "Writing about Food." Arizona English Teachers Association Convention. Phoenix, AZ.

16 Williams, W. R., McGovern S., Pullins, K., & McNary, A.Z. (Sep. 2022). "Workshop: Teachers as Writers Contest." Arizona English Teachers Association Convention. Phoenix, AZ.

15 Velasquez, E. [ASU doctoral student], & W. R. Williams. (Sep. 2021). "Teaching Visual Storytelling." Arizona English Teachers Association Convention. Phoenix, AZ.

14 Domínguez, A., Hall, M. [ASU doctoral student], & W. R. Williams. (Sep. 2020). "Using Young Authors' Studio to Inspire Creativity and Nurture Writing Identity." Arizona English Teachers Association Convention. Virtual Conference.

13 Williams, W. R. (Sep. 2019). "Japanese Animation in the English Classroom: Tapping into the Pedagogical Potential of Studio Ghibli Films." Arizona English Teachers Association Convention. Chandler, AZ.

12 W. R. Williams (Sep. 2017) [with BA/MA Students]. "Young Authors' Studio: A Free Saturday Writing Program at ASU in Fall 2017." Arizona English Teachers Association Convention. Chandler, AZ.

11 Williams, W. R., Durand, S., Flores, T., Hansen, A., Hays, A., Roen, D., Taylor, C. [ASU BA student], & Weaver, T. (Sep. 2016). *Roundtable: Secondary English Education.* Arizona English Teachers Association Convention. Glendale, AZ.

10 Williams, W. R. (Sep. 2015). "Findings from a Yearlong Study of a Youth Spoken Word Poetry Organization." In Session: *Learning Beyond the Classroom: Three Approaches to Youth Community Literacy* – Session proposal submitted with S. Durand & T. Flores. Arizona English Teachers Association Convention. Mesa, AZ.

9 Williams, W. R., & Powell, M. (Sep. 2015). "Tips for Using Spoken Word in English Language Arts." In Session: *Using Spoken Word Poetry in English Language Arts Classes and After-School Clubs* – Session proposal submitted with J. Donaldson, M. Powell, & N. Valente. Arizona English Teachers Association Convention. Mesa, AZ.

8 Williams, W. R. (Sep. 2013). "Picturebook Writing Pedagogy: Navigating Theory, Practice, and Policy." In Session: *Picturebook Writing for All* – Session proposal submitted with S. Shaffer & M. Franco [ASU BA student]. Arizona English Teachers Association Convention. Mesa, AZ.

7 Williams, W. R. (Sep. 2012). "Investigating Youth Literacies: Making Space for Songwriters in the ELA Classroom." Arizona English Teachers Association State Convention. Mesa, AZ. Presenter.

6 Williams, W. R. (Sep. 2011). "Using Instructional Games." Arizona English Teachers Association Convention. Mesa, AZ.

5 Williams, W. R., & Shaffer, S. (Feb. 2011). "Active Participation: Novel Strategies That Kids Will Love." Language and Literacy Conference. Tempe, AZ.

4 Williams, W. R. (Sep. 2010). "Teaching to a Higher Standard: Enriching the English Classroom with the Arts." Arizona English Teachers Association Convention. Mesa, AZ.

3 Williams, W. R. (Feb. 2010). "Using the Arts in the Language Arts Classroom." Language and Literacy Conference. Tempe, AZ.

2 Williams, W. R. (Oct. 2008). "Seeing the World (and Ourselves) through International Folktales." Arizona English Teachers Association Convention. Mesa, AZ.

1 Williams, W. R. (Jul. 2008). "'Sigh Not So, But Let Them Go': Students as Teachers of Shakespeare." Current Shakespeare Scholarship and the Secondary Classroom Symposium. Flagstaff, AZ.

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**ADDITIONAL PRESENTATIONS (5)**

5 Williams, W. R. (Dec. 2024). "Composing a Virtual Reality Game: The Chef's Garden Experience." Narrative Studies Symposium. Mesa, AZ.

4 Williams, W. R. (Feb. 2023). "YA Books to Spark Your Creativity." Young Authors' Studio. Mesa, AZ.

3 Williams, W. R. (Mar. 2021). "Writing Poetry Workshop." Young Authors' Studio. Virtual Session.

2 Dawson, K. [ASU MA student], Williams, W. R., & Martinez Orozco, R. (Nov. 2020). Humanities Dialogues Panel. Virtual Session.

1 Williams, W. R. [with B.A. Student]. (Jan. 2018). "Young Authors' Studio: Blending Teaching, Research, and Service in a Free Writing Program for Kids in Grades 5-12." Learning Innovation Showcase. Tempe, AZ.

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## UNIVERSITY TEACHING (Instructor of Record for All Courses)

**ENG 598/466 Studies in International Film: Studio Ghibli Films**
In this original course I created, students explore the innovative animated films of Japan's Studio Ghibli, primarily focusing on the works of Hayao Miyazaki and Isao Takahata.

| | | |
|---|---|---|
| SumB 2026 | 12 undergraduates. | Online, 6-week course. |
| SpringB 2026 | 18 undergraduates, 10 graduate students. | Online, 7-week course. |
| FallB 2025 | 39 undergraduates. | Online, 7-week course. |
| SpringB 2025 | 40 undergraduates. | Online, 7-week course. |
| FallA 2024 | 91 undergraduates. | Online, 7-week course. |
| | MA Narrative Studies student, Jordan Valentino, served as a teaching intern. | |
| SpringB 2024 | 33 undergraduates. | Online, 7-week course. |
| Spring 2023 | 24 undergraduates. | Hybrid format. |
| | Five students served as writing mentors for the ASU Writing Retreat event in Mesa. | |
| SumB 2022 | 30 undergraduates. | Online, 6-week course. |
| SumB 2021 | 46 undergraduates. | Online, 6-week courses. |
| SpringB 2021 | 27 undergraduates. | Online, 7-week course. |
| Spring 2020 | 28 undergraduates. | |
| | Twelve students attended Matsuri, a Japanese cultural festival in Phoenix. | |
| | One student received an honorable mention for his Matsuri Haiku Contest entry. | |
| Spring 2019 | 26 undergraduates, 1 graduate student. | |
| | Fourteen students attended Matsuri, a Japanese cultural festival in Phoenix. | |

**ENG 584/484 Mentoring Youth Writers**
In this original internship I created, students design and run a free writing program for youth in grades 5-12. No prior teaching experience is required.

| | | |
|---|---|---|
| Spring 2020 | 5 graduate students, 2 undergraduates. | Hybrid format. |
| | Students led activities for youth at ASU's Open Door. | |
| | They published *Unscripted*, a journal for youth. | |
| | Two graduate students presented with me at the AETA Conference. | |
| Fall 2018 | 2 graduate students, 5 undergraduates. | |
| Fall 2017 | 1 graduate student, 4 undergraduates. | |
| | Two graduate students published (in *Voices from the Middle* and *Literacy Today*). | |
| | Students presented at the AETA Conference, the Pro-Mod Showcase, and the Learning Innovation Showcase. | |

**ENG 520/446 Visual Narratives** (previously ENG/COM 394)
In this original course I created, students read, analyze, and craft visual narratives, working with graphic novels, picturebooks, films, commercials, and videogames.

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|---|---|---|
| Fall 2026 | 10 graduate students. | Online, 7-week course. |
| | Working with Dreamscape Learn to incorporate in-person and online virtual reality Experiences for students. | |
| SpringB 2025 | 29 undergraduates. | Online, 7-week course. |
| | Coordinated an optional virtual reality experience at the Poly Dreamscape Learn Pod. | |
| SpringB 2024 | 33 undergraduates. | Online, 7-week course. |
| FallA 2024 | 12 graduate students. | Online, 7-week course. |

| | | |
|---|---|---|
| Fall 2022 | 8 graduate students. | Online, 15-week course. |
| Fall 2022 | 7 undergraduates. | |
| FallA 2020 | 30 undergraduates. | Online, 7-week course. |
| FallA 2020 | 12 graduate students. | Online, 7-week course. |
| FallA 2019 | 24 undergraduates. | Online, 7-week course. |
| Fall 2018 | 6 graduate students, 16 undergraduates. | |
| Spring 2017 | 7 undergraduates. | |
| | An inker from the *Deadpool* comic series presented to the class. | |

**ENG 509/494 Studies in Narrative Writing (*Stranger Things*)**
In this original course I created, students study *Stranger Things* (seasons 1-5) as a mentor text to learn about worldbuilding, character development, and narrative structure. They also plan a show of their own and engage in narrative writing.

| | | |
|---|---|---|
| SpringB 2026 | 5 graduate students, 14 undergraduates. | Online, 7-week course. |

**ENG 505 Narrative Research Methods**
In this original course I created, students explore narrative and arts-based forms of qualitative research and report study findings in narrative form.

| | | |
|---|---|---|
| FallA 2025 | 14 graduate students. | Online, 7-week course. |
| FallA 2023 | 15 graduate students. | Online, 7-week course. |
| Spring 2022 | 8 graduate students. | Online, 15-week course. |
| FallA 2019 | 13 graduate students. | Online, 7-week course. |

**ENG 482 Methods of Teaching English Language**
In this undergraduate course, students examine issues, theories, and practices in language pedagogy and design engaging curriculum for secondary students.

| | | |
|---|---|---|
| Spring 2016 | 6 undergraduates. | |
| | I hosted a new teacher panel to put students in touch with practicing teachers. | |
| | Four students presented at the 2016 Día de los Niños literacy event. | |

**ENG 480 Methods of Teaching English Composition**
In this undergraduate course, students explore issues, theories, and practices in writing pedagogy and design engaging curriculum for secondary students.

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|---|---|---|
| Fall 2015 | 8 undergraduates. | Hybrid format. |

**ENG 473 Critical Approaches to Children's Literature**
In this original course I created, students read children's literature through multiple critical lenses in order to gain deeper understandings of the complexities of these texts.

| | | |
|---|---|---|
| SpringB 2022 | 26 undergraduates. | Online, 7-week course. |
| Spring 2019 | 11 undergraduates. | |
| | Students exchanged pen pal letters about *The Little Prince* with high school students. | |
| FallB 2017 | 24 undergraduates. | Online, 7-week course. |
| | One student was a mentor for the 2018 Sparky Slam. | |

**ENG 471 Literature for Young Adults**
In this undergraduate course, students read a wide variety of young adult (YA) literature and examine these texts through multiple lenses, activities, and projects.

| | | |
|---|---|---|
| FallA 2023 | 28 undergraduates. | Online, 7-week course. |

| | | |
|---|---|---|
| Spring 2021 | 22 undergraduates. | Online, 7-week course. |
| | MA Narrative Studies student, Mandy Hall, served as a teaching intern. | |
| Spring 2017 | 10 undergraduates. | |
| | Four students presented at the 2017 Día de los Niños literacy event. | |
| | Three students volunteered at the 2017 Sparky Slam. | |
| Fall 2015 | 9 undergraduates. | Hybrid format. |

**ENG 394 Special Topics: Writing about Food**

In this original course I created, students read a wide range of writing about food, such as recipes, food history, works on agriculture as well as poetry and fiction, and they engage in personal and research-based writing about food.

| | | |
|---|---|---|
| SpringB 2023 | 27 undergraduates. | Online, 7-week course. |
| | Three students attended an optional spring planting event at the Poly Garden Commons. | |

**ENG 394 Special Topics: Reading Children's Literature**

In this original course I created, students read different forms and genres of children's literature and explore issues and developments in children's literature.

| | | |
|---|---|---|
| FallA 2016 | 26 undergraduates. | Online, 7-week course. |
| | ASU librarians led a rare books workshop for us. | |
| SpringB 2016 | 27 undergraduates. | Online, 7-week course. |

**ENG 101 First-Year Composition**

In this undergraduate course, students organize and develop ideas in response to particular purposes, subjects, and audiences. It emphasizes written discourse and effective use of rhetorical principles.

| | | |
|---|---|---|
| Fall 2026 | 25 undergraduates. | |
| Fall 2016 | 25 undergraduates. | Hybrid format. |
| | Five students participated in the 2016 Spoken Word Poetry Workshop/Slam. | |

**Graduate Independent Studies**

| | | | |
|---|---|---|---|
| ENG 597 Graduate Capstone | Spring 2026 | Teaching Videogames | 1 student |
| | Spring 2023 | Community Literacies Study | 1 student |
| | Spring 2020 | Graphic Novel Analysis | 1 student |
| ENG 592 Research | Fall 2025 | Gaming and Fandom | 1 student |
| ENG 590 Reading/Conference | Fall 2020 | Censorship in Children's Literature | 1 student |
| ENG 584 Internship | Fall 2026 | Illustrating Visual Elements | 1 student |
| | Spring 2025 | Studio Ghibli Website Building | 1 student |
| | Fall 2024 | Studio Ghibli Co-Teaching | 1 student |
| | Fall 2022 | Community Literacies Study | 1 student |
| | Spring 2021 | YA Literature Co-Teaching | 1 student |
| | Spring 2021 | Young Authors' Studio Program | 1 student |
| ENG 505 Course | Spring 2018 | Narrative Research Methods | 1 student |

**Undergraduate Independent Studies**

| | | | |
|---|---|---|---|
| ENG 499 Individualized Instruction | Fall 2024 | Studio Ghibli | 1 student |
| | Fall 2017 | Videogames as Narratives | 3 students |
| ENG 493 Honors Thesis | Spring 2016 | Marketing YA Lit | 1 student |
| ENG 492 Honors Directed Study | Fall 2024 | Teaching Animation | 1 student |
| | Fall 2015 | Marketing YA Lit | 1 student |

## STUDENT MENTORING

Our department has one small MA degree program in English (Narrative Studies), which launched in Fall 2018. Our department does not offer any Ph.D. programs.

**Dissertation External Examiner, International**

Dr. Clara Ling Boon Ing (Fall 2024-Spring 2025). Department of Language and Literacy Education, University Malaya, Malaysia. Graduated 2025. Dissertation: "Integration of Visual Art in Learning Figurative Language Among EFL English Literature Undergraduate Students."

**Doctoral Committees, Member**

Nasha Smith (Fall 2024-). Journalism and Mass Communication Ph.D. Program, Walter Cronkite School of Mass Communication and Journalism. Comps Exam Completed. (Using narrative in this project on sports/health journalism research.)

Dr. Kristina ByBee (Summer 2019-Spring 2024). English Education Ph.D. Program, The College of Liberal Arts and Sciences. Graduated 2024. Hired as a full-time Instructor and First-Year Composition Coordinator at ASU. Dissertation: "Compassionate Connections: Global Competence and Cosmopolitan Practices in a First-Year Composition Writing Unit."

Dr. Elma Hajiric (Spring 2023-Spring 2024). Human and Social Dimensions of Science and Technology Ph.D. Program, School for the Future of Innovation in Society. Graduated 2024. Dissertation: "Unraveling Sociotechnical Imaginaries and Data Power, Assemblages, and Narratives of a Smart Campus through an 'IoT' [Internet of Things] Pole Case Study." (Dissertation uses narrative inquiry.)

Dr. Noa Bruhis (Fall 2019-Summer 2022). Human and Social Dimensions of Science and Technology Ph.D. Program, School for the Future of Innovation in Society. Graduated 2022. Hired as an Environmental Defense Fund Senior Analyst for Climate Resistant Watering Systems. Dissertation: "Brokered Dialogue on Broken Ground: Deliberations over Management for Helium Extraction in Northeastern Arizona." (Dissertation uses narrative and visual analysis.)

Dr. Stephanie Reid (Spring 2017-Spring 2020). Learning, Literacies, and Technologies Ph.D. Program, Mary Lou Fulton Teachers College. Graduated 2020. Hired as a tenure-track Assistant Professor of Literacy at the University of Montana. Dissertation: "Multimodality Matters: Exploring Words, Images, and Design Features in a Seventh-Grade English Language Arts Classroom."

**Additional Doctoral Student Support**

Emily Niska (2025-2026). English Education Ph.D. Program, The College of Liberal Arts and Sciences. This student is a co-editor of the special issue of *English Journal* on "Food Studies in English Language Arts" with me. She assisted in reviewing manuscripts and is a field editor for five accepted articles, guiding these authors toward publication. We are co-writing the editors' introduction.

Adriana Diaz-Heppler (2025-2026). English Education Ph.D. Program, The College of Liberal Arts and Sciences. This student attended meetings on the special issue of *English Journal* on "Food Studies in English Language Arts."

Dr. Ashley Domínguez (2020). Learning, Literacies, and Technologies Ph.D. Program, Mary Lou Fulton Teachers College. Letter of Support for a Ford Foundation Predoctoral Fellowship (won). Presentation: Domínguez, A., M. Hall, & W.R. Williams. (Sep. 2020). "Using Young Authors' Studio to Inspire Creativity and Nurture Writing Identity." Arizona English Teachers

Association State Convention. Virtual Conference.

**M.A. Committees, Director**

Madesyn Mathews (Fall 2025-Spring 2026). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Research internship completed with me in Fall 2025 on gaming and fandom. Applied project will be completed in Spring 2026. Applied Project: "Video Game Course Design" (Curriculum Developed).

Tiffany Mathews (Spring 2022-Spring 2023). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Research internship completed with me in Fall 2022. Applied project completed in Spring 2023. Graduated 2023. Applied Project: "Narrative as Connection: How a Community-Based Organization Eradicates Loneliness" (Research Paper).

Angela Vu (Spring 2020). English M.A. Program, The College of Liberal Arts and Sciences. Graduated 2020. Applied Project: "Redefining Monstrosity: An Analysis of Race and Sexuality in My Favorite Thing Is Monsters" (Research Paper).

**M.A. Committees, Member**

Yumeng Chi (Spring 2026). English M.A. (Comparative Literature) Program, The College of Liberal Arts and Sciences. Applied Project: English Localization Strategies of *Genshin Impact* (a Chinese game). (Research Paper).

Quinlyn Shaughnessy (Fall 2024). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Graduated 2024. Applied Project: "The Allergy Connection: Bringing Invisible Disability into the Light" (Podcast).

Sharon Enck (Fall 2023). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Graduated 2023. Applied Project: "A Scavenger's Voice" (Multimodal Reflection).

Steven Anderson (Spring 2023). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Graduated 2023. Applied Project: "Day-runner" (Film).

**M.F.A. Committee, Member**

Qinzi Lei (Fall 2020-Spring 2021). Dance M.F.A. Program, Herberger Institute for Design and the Arts. Graduated 2021. Applied Project: "Schrodinger's X" (Interactive game combining narrative, dance, film, and game design).

**Additional Support for M.A. Students**

Brandon Arrieta (Fall 2026). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Supervising an internship on visual illustration. Fall 2026.

Owen Pesavento (Fall 2026). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Supervising a co-teaching internship. Fall 2026.

Marrilyn Galvan (Spring 2025). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Independent Study: She developed a website on Studio Ghibli and sustainability issues.

Jordan Valentino (Summer 2024-Fall 2024). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Teaching: We co-taught one section of ENG 466: Studio Ghibli Films (7 weeks, online) in Fall 2024.

Kendall Dawson (Fall 2020-Spring 2021). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Letter of Support for the College of Integrative Sciences and Arts Outstanding Graduate Student Award (won). Supervised her study of children's literature and censorship. Presentation: Dawson, K., W.R. Williams, & R. Martinez Orozco. (Nov. 2020). "Humanities Dialogues Panel." Interdisciplinary Humanities and Communication, Arizona State University. Virtual Session.

Mandy Hall (Fall 2020-Spring 2021). Narrative Studies M.A. Program, College of Integrative Sciences and Arts. Teaching: We co-designed and co-taught one section of ENG 471: Literature for Young Adults (7 weeks, online) in Spring 2021. Presentation: Domínguez, A., M. Hall, & W.R. Williams. (Sep. 2020). "Using Young Authors' Studio to Inspire Creativity and Nurture Writing Identity." Arizona English Teachers Association State Convention. Virtual Conference.

Young Nae Choi (Fall 2017). Theatre M.A. Program, Herberger Institute. Publication: Choi, Y.N. (2018). "How to Infuse Drama Techniques in Your Lesson: Towards Building a Community of Engaged Learners." Voices from the Middle, 26(1), 17-20.

**Interdisciplinary Studies Project, Mentor**

J. Young (Spring 2020). Interdisciplinary Studies: English and Communication, College of Integrative Sciences and Arts. Capstone Project: "Night Before Dawn" (Illustrated Children's Stories).

**Honors Thesis, Director**

M. Rath (Fall 2015-Spring 2016). Marketing, Walter Cronkite School of Journalism and Mass Communication. Honors Thesis: "Marketing Books to Young Adults: A Visual and Rhetorical Analysis" (Research Paper). Publication: Rath, M.W. (2016). "Marketing Books to Young Adults: A Discussion on Gender and Target Audience."

**Honors Theses, Committee Member**

R. Love (Fall 2023-Spring 2024). Graphic Information Technology, Ira A Fulton Engineering. Honors Creative Project: "The Monster That Eats Words: A Children's Book About Selective Mutism." (Picturebook).

N. Roodettes Musquiz (Fall 2023). Sociology, The College of Liberal Arts and Sciences. Honors Creative Project: "The Crystals in All of Us" (Picturebook).

A. Lewkowitz (Fall 2020). Finance, W.P. Carey School of Business. Honors Research Project: "Examining the Relationship between Online and In-Person Friendship through Fandom" (Research Paper).

S. Reed (Fall 2018-Spring 2019). Engineering: Robotics, Ira A Fulton Engineering. Honors Creative Project: "What's an Engineer Anyways?" (Picturebook).

**Honors Class Projects, Director**

S. Carranza (Spring 2024, ENG 466). Art: Animation, Herberger Institute. Honors Class Project: "The Art of Studio Ghibli: Animation as an Art Form, Hayao Miyazaki & Isao Takahata" (Analysis Video).

C. Krenke (Spring 2024, ENG 466). English: Creative Writing, The College of Liberal Arts and Sciences. Honors Class Project: "*The Secret World of Arrietty* vs. *The Borrowers*" (Research Paper).

J. Rickman (Spring 2024, ENG 466). Elementary Education, Mary Lou Fulton Teachers College. Honors Class Project: "Love and War in Studio Ghibli" (Lesson Plans).

J. Miller (Fall 2022, ENG 446). Business: Food Industry Management, W.P. Carey School of Business. Honors Class Project: "Pizza Cat Two" (Picturebook).

M. Marchello (Fall 2020, ENG 446). Digital Culture: English, Herberger Institute. Honors Class Project: "Jack-O-Lantern: The Pumpkin Who Was Afraid of the Dark" (Picturebook).

M. Weis (Spring 2019, ENG 466). Graphic Information Technology, Ira A Fulton Engineering. Honors Class Project: "A Letter for an Artist" (Research Paper).

C. Shafer (Spring 2019, ENG 473). Writing, Rhetorics, and Literacies, The College of Liberal Arts and Sciences. Honors Class Project: "The Savior Narrative: Using Grimms' Fairy Tales to Define a Narrative Structure and Exploring the Effect of Gender on Structural Variations" (Research Paper).

K. Willey (Fall 2014, ENG 482). Secondary Education, Mary Lou Fulton Teachers College. Honors Class Project: "Digital Instruction in Language Education" (Research Paper).

M. Franco (Fall 2012, RDG 291). Elementary Education, Mary Lou Fulton Teachers College. Honors Class Project: "Afrodite" (Picturebook).

**Additional Support for Undergraduate Student**

D. Gomez (Fall 2020). Applied Biological Sciences. College of Integrative Sciences and Arts. Dental school application assistance (review of personal statement and background essay).

**Honors Student Workshop, Mentor**

Barrett, the Honors College: Flipped Honors Thesis Workshop. (Sep. 2015).

**Additional Student Support**

68 Letters of Recommendation Written for ASU Students and Alumni. (2012-Present).
Recipients have gone on to a tenure-line assistant professor job; K-12 teaching jobs; a Ph.D. program in literature; medical school; law school; MA programs in literature, creative writing, English education, library science, and interior architecture; a research lab internship; and membership in Barrett Honors College. Students have been recommended for the Ford Foundation Predoctoral Fellowship (won), the College of Integrative Sciences and Arts Outstanding Graduate Student Award (won), membership in the Phi Beta Sigma Black African Coalition at ASU, the Hispanic Convocation Outstanding Student Award at ASU, and the Arizona English Teachers Association's Teacher of Excellence Award (won).

9 Presentations with 15 Different ASU Students at Conferences and Events. (2013-Present).

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## SUPERVISION OF STUDENT WORKER

**Research Aide**

Hired and Supervised a Research Aide (level IV). Short-term position (April-June 2021). College of Integrative Sciences and Arts. Responsibilities Overseen: Gathering sources for literature reviews, data entry, data analysis, and report writing.

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## CURRICULUM DEVELOPED: NEW PROGRAMS AND COURSES

**New Programs Approved**

Narrative Studies Graduate Certificate (2024-2026), Lead author.
Writing Undergraduate Certificate (2024), Author.
Narrative Studies MA Degree (2016-2017), Team member.

**New Program in Development**

Narrative Concentration, BA English Degree (2024-), Team member.

**Additional Programs Proposed**

Food Studies Concentration, BA Interdisciplinary Studies Degree (2023-2024), Author.
Food Studies Undergraduate Certificate (2024-2025), Author.
Visual Narrative Undergraduate Certificate (2020-2021), Author.
9-Month Accelerated Low-Residency/Hybrid, MA Narrative Studies Degree (2024), Lead author.
2-Year Low-Residency/Hybrid, MA Narrative Studies Degree (2024), Lead author.

**New Courses/Topics Added to the ASU Catalog**

ENG 584 Internship: Mentoring Youth Writers
ENG 520 Visual Narratives
ENG 509 Studies in Narrative Writing (Stranger Things)
ENG 505 Narrative Research Methods
ENG 494 Studies in Narrative Writing (Stranger Things)
ENG 484 Internship: Mentoring Youth Writers
ENG 473 Critical Approaches to Children's Literature
ENG 466 Studies in International Film: Studio Ghibli Films
ENG 446 Visual Narratives
ENG 394 Special Topics: Writing about Food
ENG 394 Special Topics: Reading Children's Literature
ENG 394/COM 394 Special Topics: Visual Narratives

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## NATIONAL AND INTERNATIONAL SERVICE

**Editorial Work**

Column Editor, *English Journal*, "Teaching Creative Writing" Column, Vol. 110-111, 12 Issues (2020-2022). A peer-reviewed journal of the National Council of Teachers of English. Column Call: "In both school and out-of-school settings, young people are employing multiple modes, formats, and genres to share the stories that matter to them, and they are reaching authentic audiences through various platforms. Songs, spoken word poems, fan fiction, short films, animated works, and comics have taken their place alongside traditional poems, short stories, and novels. This column invites teachers to consider how creative writing—broadly defined—can engage students as writers, thinkers, and activists. Each column will explore practices that readers will be able to implement in various teaching contexts. What activities, events, and community partnerships have inspired your students? How have you used creative expression to honor students' experiences, backgrounds, and identities? How have your students used creative writing to examine social justice and current issues and events? How has your teaching of creative writing evolved in response to curriculum mandates and changing expectations from school districts?"

Member, Editorial Review Board, *Journal of Adolescent and Adult Literacy*, Vol. 59-65 (2015-2021).

**Leadership**

Organizer, NCTE Books Session, National Council of Teachers of English Conference. I organized this session to honor Cathy Fleischer, longtime editor of NCTE's Principles in Practice Book Series.

- Williams, W. R. (Nov. 2026). *Celebrating Cathy Fleischer, Retiring Editor of NCTE's Principles in Practice Book Series*. National Council of Teachers of English Conference. Philadelphia, PA. Proposal Author, Presenter, and Session Chair (30 Roundtables). Author Presenters: Deborah Appleman, William L. Bass II, Mollie V. Blackburn, Jennifer Buehler, James Joshua Coleman, Bob Fecho, Tracey T. Flores, Michelle Fowler-Amato, María E. Fránquiz, Chris W. Gallagher, Ricki Ginsberg, Autumn A. Griffin, Troy Hicks, Latrise P. Johnson, Sara Kajder, Christina Ortmeier-Hooper, Melinda J. McBee Orzulak, Robert Petrone, Pauline S. Schmidt, Franki Sibberson, Mariana Souto-Manning, Ebony Elizabeth Thomas, Kristen Hawley Turner, Amber Warrington, Anne Elrod Whitney, Wendy R. Williams, Maisha T. Winn, Shelbie Witte, and Angie Zapata.

Co-Chair, ELATE Commission on Arts and Literacies, National Council of Teachers of English (2024-

2026, 2-year term). In this position, I have proposed and chaired conference sessions, run business meetings at the NCTE Conference, launched a new newsletter, organized a new Zoom lecture series, written reports for NCTE/ELATE, facilitated publication opportunities, maintained a directory of 130+ members, and sent communication to members.

- Williams, W.R., & Goss, S. (Nov. 2025). *Engaging Imagination and Creativity Through the Arts and Multimodal Storytelling.* Commission on Arts and Literacies Roundtables. National Council of Teachers of English Conference. Denver, CO. Session Proposal Author and Session Chair (19 Roundtables).
- Hartman, P. & Williams, W.R. (Nov. 2024). *ELA Education for a Better World: Integrating Arts and Literacies with Hope and Heart.* Commission on Arts and Literacies Roundtables. National Council of Teachers of English Conference. Boston, MA. COAL Co-Chair (14 Roundtables).
- Olshansky, B. (May 2025). "Harnessing the Dual Languages of Pictures and Words to Advance Literacy Learning." Zoom Event Hosted for Members.
- Romero, C. (Apr. 2025). "Workshop on the Tenure Process." Zoom Event Hosted for Members.

Historian, ELATE Commission on Arts and Literacies, National Council of Teachers of English (2026-Present). In this position, I manage access to the organization's files to ensure continuity between incoming/outgoing Co-Chairs and consult on matters of the organization's history.

Chair, Achievement Awards in Writing Advisory Committee, National Council of Teachers of English (2020-2022, 3-year term; Member 2018-2022).

Mentor, ELATE Mentoring Program, National Council of Teachers of English (2026). Maryanne Barrett, Assistant Professor of Education, Roberts Wesleyan University, Rochester, NY.

**Promotion and Tenure File, External Reviewer**

Assistant Professor Tenure File Reviewed, Southern region of the U.S. (2022).

**Book Proposals, Books, & Chapters, Peer-Reviewer**

National Council of Teachers of English Press, Book Proposal Reviewer (2026).
Bloomsbury, BFI (British Film Institute) Film Classics Series, Book Proposal Reviewer (2025).
Bloomsbury, English Education Chapter Reviewer (2025).
University of Massachusetts Press, Book Reviewer (2022).
Rowman and Littlefield, Book Reviewer (2021).
Routledge, Book Proposal Reviewer (2019).

**Articles, Peer-Reviewer**

*Research in the Teaching of English*, Article Reviewer (2024).
*Journal of Adolescent and Adult Literacy*, Article Reviewer (2015-2021).
*Scandinavian Journal of Educational Research,* Article Reviewer (2019).
*International Journal of English Studies,* Article Reviewer (2018).

**Conference Proposals, Peer-Reviewer**

National Council of Teachers of English, Secondary Section (2015-2019).
National Council of Teachers of English Assembly for Research (2017).
Literacy Research Association (2013).
American Educational Research Association, Writing and Literacies Special Interest Group (2013).

## ARIZONA STATE UNIVERSITY SERVICE

### Leadership

Interim Chair, Curriculum and Academic Programs Committee (CAPC) (Spring 2025). As Interim Chair during Claudia Sadowski-Smith's sabbatical, I ran CAPC's monthly meetings (4), presented to the University Senate (4), attended Executive Committee meetings (4), met with Vice Provosts and the Senate President as needed, brought in new procedures to ensure that curriculum would move more smoothly through our committee, and created a job description to assist administrators in recruiting qualified CAPC members. During my role as Interim Chair, the proposal for ASU's medical school was approved by CAPC.

Co-Chair, Curriculum and Academic Programs Committee (CAPC) (2024-2026). In this position, I attended and assisted with monthly meetings (12), presented to the University Senate (5), attended Executive Committee meetings (5), and met with Vice Provosts and the Senate President as needed.

### Committees, Member

Grievance Committee (GGC) (2023-2026).
Curriculum and Academic Programs Committee (CAPC) (2022-2024).
Senate Executive Committee (2024-2026).
Media Literacy Task Force (2023-2024).
General Studies Learning Outcomes Feedback: Literature/Fine Arts/Humanities (2022).
Building a Culture of Philanthropy, Faculty Focus Group, ASU Foundation (2019-2021).

### Events, Volunteer

Open Door, Community Outreach, College of Integrative Sciences and Arts (2025).
El Día de los Niños / El Día de los Libros, Registration, The College of Liberal Arts and Sciences (2024).
Graduate College, GradSlam Event Judge (2021).
Night of the Open Door, Faculty Expert for ASU Now Outreach Activity (2017).

## COLLEGE OF INTEGRATIVE SCIENCES AND ARTS (CISA) SERVICE

### Invited Speaker

Graduation Poet, CISA Commencement (Spring 2023). Wrote and performed an original poem, "Unimaginable Obstacles," about students persevering and earning their degrees during the Covid-19 pandemic.

### Leadership

Chair, College Awards Committee (2020-2021). As the Chair of this committee, I organized and ran meetings, streamlined the application process to make the contest more accessible (i.e., easier to apply), added several new awards (Outstanding Staff Award, Equity and Inclusion Award, Faculty Mentoring Award, Innovation Award), promoted the contest, organized and led our first-ever "CISA Awards and Grants Workshop" via Zoom to offer assistance to those applying/nominating someone, worked with Marketing to revamp the awards website, increased the size of the committee to allow for representation from additional departments/groups, created a voting form, added Honorable Mentions to the contest, communicated with contest winners, sent contest results to members of the college, and provided text for a video celebrating winners at our college's spring meeting. We received 38

applications during the year I was chair (up from 12 the previous year).

**Committees, Member**

Virtual Reality Development Team (2024-2025). At the request of the Dean, I worked with a team at the MIX Center to develop virtual reality experiences for a Chef's Garden course. I wrote a 17-page script for an educational game for students and met with a writing guild for feedback.

College Outstanding Undergraduate and Graduate Student Awards Review (2022).

College Awards Committee (2019-2022, 3-year term). As a committee member, I successfully advocated for the creation of a new small grants program for employees in our college, which appeared for the first time in Spring 2020 (Two $1,000 grants available to support research, teaching, or service projects aligned to one of ASU's Design Aspirations).

**Event Volunteer**

CISA National Day on Writing Table (2016).

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## SCHOOL OF APPLIED SCIENCES AND ARTS (SASA) & INTERDISCIPLINARY HUMANITIES AND COMMUNICATION (IHC) FACULTY GROUP SERVICE

**Leadership**

Chair, School Personnel Review Committee for Career-Track Faculty (2023-2024).

Founding Event Organizer, Narrative Studies Symposium (Presentations of Research) (2024). I created this fall event for students, alumni, and faculty in narrative studies and related fields, so we can come together to provide updates on our work, have discussions, and engage in narrative-related activities. Includes a visit to the Dreamscape Learn Polytechnic Virtual Reality Pod to experience how narrative works in virtual worlds. Dec. 2024 presenters (1 event) included Ian Moulton, Vanessa Fonseca-Chávez, Wendy Williams, Izaac Mansfield, Christopher Garza, Quinlyn Shaughnessy, Fiona Sauve, Marrilyn Galvan, and Jordan Valentino.

Founding Series Organizer, Humanities Dialogues @Poly (Presentations of Research) (2018, 2019). I created this fall lecture series to highlight the research of faculty in our unit, build community, foster interdisciplinary connections, and spark conversations among faculty, students, and staff. Fall 2019 presenters (3 events) included Patricia Murphy, Tony Clark, Debra Neill, Imge Oranli, Claire Laure, and Shaun O'Brien. Fall 2018 presenters (3 events) included Vanessa Fonseca-Chavez, Patricia Murphy, Don Guillory, Jeni Grossman, Elaine Yoshikawa, and Ian Moulton.

Catalog Review, Reconfigured SASA's BA English degree, adding several required courses, updating categories and course banks, and reworking the major map.

Meeting Organized, SASA English Faculty (2026).

**Committees, Member**

Academic Program Review Committee, School of Applied Sciences and Arts (2026-). Rewrote the assessment plans for the English BA degree, Narrative Studies MA degree, and Writing Certificate.

Faculty Annual Review Committee, Tenure-Track Faculty (2023). Evaluated 12 annual review files, assistant through full professor.

Third-Year Review Committee, Tenure-Track Faculty (2022). Evaluated third-year assistant professor files.

Promotion File Review Committee, Career-Track Faculty (2015).

Search Committee, Assistant Professor of English in Multicultural Literature (2015-2016). Search

resulted in the hiring of Dr. Vanessa Fonseca-Chavez.

Peer-Teaching Observation Working Group (2022). We established a peer-teaching observation process in Interdisciplinary Humanities and Communication and drafted the guidelines document.

Interdisciplinary Studies Degree Working Group (2024).

**Faculty Mentoring and Support**

Kristina ByBee (2026). Teaching observation.

Rachel Stones (2026). Teaching observation.

Amy Dawn Shinabarger (2026). Teaching observation.

Imge Oranli (2026). Teaching observation.

Vanessa Fonseca-Chavez (2025). Teaching observation.

Kathryn Lambrecht (2025). Feedback on tenure file.

Rachel Stones (2023). Support for ENG 471 Literature for Young Adults. I shared my course syllabus, assignments, and entire Canvas course shell. Also answered questions and provided her with YA books from my collection to help set her up for success.

Pre-Tenure Faculty Group, Invited Presenter (2022). I discussed the tenure process, personal statement, C.V., and external reviewer list and provided attendees with annotated materials.

End-of-Semester Faculty Potlucks, Organizer (2023, 2022).

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## ASU COMMUNITY OUTREACH

**Leadership**

Founding Program Director, ASU Young Authors' Studio Program (2017-2023).

The Young Authors' Studio (YAS) was a free writing program for youth (ages 10-18 that was administered with the help of ASU students, who earned college credit. The program started as a series of face-to-face writing workshops.

- 2023 Program (Online and In-Person): I organized a three-week writing series with support from an Arizona Humanities grant ($4,750) and donations to an ASU Foundation account. The series consisted of two Zoom events with YA authors (Xavier Garza and Tom Leveen) and a six-hour in-person writing retreat featuring writing breakouts led by ASU students and professors, mentor text lessons using the books we gave to attendees, and a spoken word poetry workshop and open mic with poet Tomas Stanton.
- 2021 Program (Online): Mentors maintained the writing website, offered four workshops via Zoom, and published an issue of *Unscripted*.
- 2020 Program (Online): YAS moved online in Spring 2020, and in this format, mentors created a writing website with activities, gave online feedback, founded *Unscripted*, an online journal for youth writers and artists, and published one issue of the journal.
- 2018 Program (In-Person): This 6-week program, served 31 youth writers, and 60+ people attended the final performance.
- 2017 Program (In-Person): This 7-week program served 18 youth writers, and 45+ people attended the final performance.

Founding Event Organizer, ASU Sparky Slam (2017-2019). These spoken word poetry competitions brought youth in grades 5-12 to campus to celebrate their voices, connect them to writing mentors from ASU (professors and students), and make college more accessible. The 2019 event had 30+ attendees, the 2018 event had 80+ attendees, and the 2017 event had 50+

attendees. All events included a local deejay and poet.

Founding Project Organizer, Arizona Humanities Young Adult Literature Ambassador Project. Hosted a Zoom event for pre-service and in-service teachers (2023).

Workshop Organizer, ASU Open Door, Writing workshops for youth in the community (2021, 2020).

Workshop Organizer, Spoken word poetry workshops for local teachers (2016-2017).

Event Organizer, Writing workshop and poetry slam for all ages (2016). 60+ attendees.

Event Organizer, New Teacher Panel. This workshop for pre-service teachers featured recent graduates/in-service teachers, C. Brand, K. Nielsen, and A. Reis (2016).

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## ARIZONA ENGLISH TEACHERS ASSOCIATION SERVICE
## (A State Affiliate of the National Council of Teachers of English)

**Leadership**

Executive Board Member (2010-2013, 2015-2017, 2021-2023).

Teachers as Writers Contest Coordinator (2013, 2021-2022). For the 2021-2022 contest, I wrote a new contest overview, adding a statement about inclusion and redesigning contest categories. The fiction and poetry categories now allow for multimodal forms of writing, and I added a new Future Teacher Essay category for undergraduate students and pre-service teachers, as well as an Outstanding English Language Arts Publication category for graduate students and in-service teachers. I promoted the contest through social media, set up a submission system, oversaw judging, communicated results, organized a special session at the conference for contest winners to read their work and mentor fellow teacher-writers, and participated in the awards ceremony at the conference.

Awards Committee Member (2022). Reviewed files and voted on awards: community literacy, high school teacher of excellence, distinguished service, friend of AETA, and developing leader.

Conference Proposal Reviewer (2021).

Conference Program Director (2017). As the AETA Conference Program Director, I updated the proposal form, received submissions, formed a review committee, managed proposals, sent notifications of acceptance/rejection, grouped presentations into sessions, and designed the conference program.

Executive Secretary (2017). In this role, I built and maintained a membership database of 100+ members, handled all registration payments and payment correspondence for the conference (100+ people registered), made name badges for attendees, and sent out official AETA correspondence to members.

Conference Site Planning (2016-2017).

National Council of Teachers of English Liaison (2014-2016).

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## COMMUNITY SERVICE

Certified Maricopa County Master Gardener, University of Arizona Extension Office (2023-2026).

Book Bistro Volunteer, Arizona School for the Arts (2019).

Poetry Out Loud Judge, Herberger Young Scholars Academy at ASU (2019).

Poetry Slam Finals Judge, Arizona Masters of Poetry (2018).

Volunteer for 1st Grade Reading, Mercury Mine Elementary School, 15 visits (2013-2014).

Volunteer for Kindergarten Special Events, Mercury Mine Elementary School (2012-2013).

Poetry Contest Judge, Sunnyslope High School (2005-2011).

Inaugural Talent Show Organizer and Program Director, Sunnyslope High School (2010).
Writing Tutor, Arizona's Instrument to Measure Standards, Sunnyslope High School (2005-2008).
Community Newsletter Editor, Sunnyslope High School (2004-2008).
Culinary Club Founder and Sponsor, Sunnyslope High School (2005-2006).

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## PROFESSIONAL WORKSHOPS AND EVENTS ATTENDED

**National Writing Project**
Resource Development Retreat. Golden, CO (2012, 4 days).
Central Arizona Writing Project. Tempe, AZ (2012, 4 weeks; 2011, 4 weeks).
Annual Meeting. Las Vegas, NV (2012).

**International Visual Literacy Association**
Annual Conference. Virtual event (2021, 2 days).
Annual Conference. Virtual event (2020, 2 days).

**Arizona Center for Medieval and Renaissance Studies**
Race B4 Race Conference. Virtual conference (2021).

**Phoenix Art Museum**
Educator Arts Day and Cultural Resource Fair, Phoenix, AZ (2019).
Traditional Musical Instrument Making with Teaching Artist Beto Perez, Phoenix, AZ (2018).
Mask Making and Magic with Teaching Artist Zarco Guerro, Phoenix, AZ (2018).
Art + Writing Workshop. Phoenix, AZ (2012).

**Grant Writing Workshops at Arizona State University**
Seed Grant Workshop, Institute for Humanities Research, ASU (2017).
Write a Winning Grant Proposal, Office of Knowledge Enterprise Development, ASU (2016).
Budget Development, Office of Knowledge Enterprise Development, ASU (2015).
Professors and Proposals at 1, 5, and 10 Years, Office of Knowledge Enterprise Development and Faculty Women's Association, ASU (2015).
Finding Opportunities, Office of Knowledge Enterprise Development, ASU (2015).
High-Performing Proposals in Arts and Humanities Workshop, Office of Knowledge Enterprise Development and Faculty Women's Association, ASU (2015).

**Leadership and Hiring Workshops at Arizona State University**
Conversations in Leadership and Faculty Networking Event, Faculty Women's Association, ASU (2015).
Faculty and Academic Professional Search Processes Workshop, ASU (2015).

**Promotion and Tenure Workshops at Arizona State University**
Promotion Workshop, College of Integrative Sciences and Arts, ASU (2023).
Promotion to Full Workshop, Office of the University Provost, ASU (2022).
Promotion and Tenure Workshop, Office of the University Provost, ASU (2019, 2018, 2017, 2016).
Promotion to Full Panel, Faculty Women's Association, ASU (2022).
Promotion and Tenure Panel, Faculty Women's Association, ASU (2022, 2018, 2016).

**Teaching, Technology, and Entrepreneurship Workshops at Arizona State University**
Adobe Creative Campus Summer Course, University Technology Office, ASU (2021, 12 weeks).
Quality Documents: InDesign, University Technology Office, ASU (2021).

Animation: After Effects and Character Animator, University Technology Office, ASU (2021).
Scalable Graphics: Illustrator, University Technology Office, ASU (2021).
Visual Assessments with the Canva Tool, University Technology Office, ASU (2021).
Digital Painting: Photoshop, University Technology Office, ASU (2021).
Simple Video Production: Adobe Premiere Rush, University Technology Office, ASU (2021).
Adobe: Goals - First Integration, University Technology Office, ASU (2021).
Quality Video Production: Adobe Premiere, University Technology Office, ASU (2021).
Yellowdig Orientation, University Technology Office, ASU (2020).
Yellowdig New User Q&A Webinar, Yellowdig (2020).
Canvas Quizzes and Question Banks, University Technology Office, ASU (2020).
Zoom for Teaching, University Technology Office, ASU (2020).
Canvas Assessment Tools, University Technology Office, ASU (2020).
Canvas Rubrics and Speedgrader, University Technology Office, ASU (2020).
Quiz Proctoring with Respondus Training, University Technology Office, ASU (2020).
Screencast-O-Matic and MediaAMP Training, University Technology Office, ASU (2020).
Canvas Advanced Training, University Technology Office, ASU (2019).
Canvas Introduction Training, University Technology Office, ASU (2018).
Project-Based Learning Training, ASU Pro-Mod, ASU (2017).
Entrepreneurship Networkshop, Office of Entrepreneurship and Innovation, ASU (2015).
Teaching Online and Hybrid Courses, Tempe Writing Programs, ASU (2012, 4 days).
Writing Programs Orientation, Tempe Writing Programs, ASU (2011, 3 weeks).

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**GARDENING & FOOD STUDIES WORKSHOPS ATTENDED**

Vertical Farming Workshops, ASU Downtown (two full days, 2024).
Fruit Tree Basics, Arizona Worm Farm (2024).
Advanced Gardening, Arizona Worm Farm (2024).
Spring Garden Prep, Arizona Worm Farm (2024).
Worms! Composting in Gardens or Containers, Arizona Worm Farm (2024).
Luffa Harvest and Seed Saving Workshop, Arizona Worm Farm (2023).
Roselle Hibiscus Harvest and Seed Saving Workshop, Arizona Worm Farm (2023).
Basics of Herb Gardening, ASU Garden Commons at the Polytechnic Campus (2022).
Intro to Drip Tape, Urban Farm (2022).
Gardening 101, Arizona Worm Farm (2022).

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**IN THE NEWS**

Tale, Kasturi. (2026). "ASU Turns Learning 'Upside Down' with New Stranger Things Narrative Writing Class. *The State Press*. https://www.statepress.com/article/2026/01/stranger-things-class

James, Senna. (2025). "AI Art Invades Studio Ghibli as Sun Devils Weigh Innovation vs. Exploitation." *The State Press*. https://www.statepress.com/article/2025/04/the-echo-studio-ghibli-ai-67f5e22d2d6ea

Gonzales, Jazlyn. (2024). "Specialty Studies, The Top 5 Most Niche Classes at ASU: A Look at Creative ASU Classes You Can Take in the Spring." *The State Press.* https://www.statepress.com/article/2024/10/top-5-niche-classes?fbclid=IwY2xjawG1rB5leHRuA2FlbQIxMQABHRgI6lnVuIKcn6ElmjSeOYrqu_LZqHzLAEm

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Griffith, Renee. (2024). "Your Words Matter." *Bear Essential News* (Phoenix Edition), pp. 10-11. https://bearessentialnews.com/pdf/phoenix/august-2024/august-2024-phoenix
Roen, Maureen. (2023). "Fan of Totoro, Catbus, and Ponyo? ASU Has a Spring Course for You." *ASU News.* https://news.asu.edu/20231218-creativity-fan-totoro-catbus-and-ponyo-asu-has-spring-course-you?fbclid=IwAR1PTvHmMK8uIrSmLOIlxUf2gsOc3LR1djCyQJoPFI4--Vf2EUb3Y09KbTo
ASU Department of English. (2021). "ASU Doctoral Students and Faculty Take the Lead Among Arizona's English Teachers." *Accents on English Newsletter*. *https://english.asu.edu/content/asu-doctoral-students-and-faculty-take-lead-among-arizona's-english-teachers?fbclid=IwAR37Taq7OzRI17NrC_Hr32UrP3A4sv1KRrIhlRCoTLowQBqR8hjAvkR_f-w*
Karnes, Kelley. (2021). "College of Integrative Sciences and Arts Celebrates All College Award Winners." *ASU Now*. *https://news.asu.edu/20210722-college-integrative-sciences-and-arts-celebrates-all-college-award-winners?ecd42=518002422&ecd73=160323167&utm_campaign=ASU_News_Insight%207-29-21_3562382&utm_medium=email&utm_source=ASU_News_SFMCE&utm_term=ASU&utm_content=CISA%20awards%20hed&fbclid=IwAR0NXMe99Tz35LxZACvnsTcPNbAb2S7h2yVDsA04cw1g2v3dPSxGEQxGfXA*
Roen, Maureen (2021). "ASU Outstanding Graduate Uses Narrative Studies Master's Degree to Fuel Her Soul, Prep for Publishing Career." *College of Integrative Sciences and Arts.* *https://cisa.asu.edu/node/8698*
Karnes, Kelley. (2019). "ASU's Young Authors' Studio Featured in Literacy Today Magazine." *ASU Now*. *https://asunow.asu.edu/content/asu's-young-authors'-studio-featured-literacy-today-magazine*
Pelton, Connor. (2017). "Students Throw Down Creativity at ASU Poetry Slam." *ASU Now*. *https://asunow.asu.edu/20170328-students-throw-down-creativity-poetry-slam*
Faller, Mary Beth. (2017). "ASU Professor's Research Finds Healing, Power in Young People's Writing." *ASU Now*. *https://asunow.asu.edu/20170323-sun-devil-life-sparky-slam-will-create-supportive-space-teens-share-poetry?utm_campaign=SFMC_ASU+Now+3-24-17_ASU%20Now&utm_medium=email*
Brand, Hayley. (2016). "Students Find Healing through Spoken-Word Poetry." *The State Press*. *http://www.statepress.com/article/2016/11/spartcult-spoken-word-poetry-workshop-and-slam*
Lenkei, Alex. (2016). "Bringing Spoken Word into the Classroom." *Education Week*. *http://blogs.edweek.org/edweek/bookmarks/2016/06/bringing_spoken_word_into_the_classroom.html?cmp=eml-contshr-shr*
Greguska, Emma. (2016). "Rap, Spoken-Word Poetry Inspire ASU Professor to Take Different Approach to Teaching Creative Subjects." *ASU Now*. *https://asunow.asu.edu/20160119-creativity-hip-be-real-0*
Karaczan, Natasha. (2014). "Education Student Takes the Path Less Traveled." *ASU News*. *https://asunews.asu.edu/20140117-wendy-williams-asu*
Skinner, Emily. (2013). "Interview with Wendy Williams." *Journal of Adolescent and Adult Literacy*. *http://onlinelibrary.wiley.com/doi/10.1002/jaal.2013.56.issue-5/issuetoc*

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## HONORS AND AWARDS

Innovation Award (2026). College of Integrative Sciences and Arts. For innovation in teaching and community outreach.
National Technology Leadership Initiative (NTLI) / English Language Arts Teacher Educators (ELATE) Fellowship Award (2026). Society for Information Technology and Teacher Education (SITE)

Conference. For making tech tools accessible to teachers through the Hack Your Stack Database (animation and anime module), NCTE roundtables, and SITE English special issue.

Sun Award, Arizona State University (2026). For organizing the first SASA English faculty meeting.

Faculty of Excellence Award (2025). Multicultural Communities of Excellence, Arizona State University.

Sun Award, Arizona State University (2025). For work on ASU's Curriculum and Academic Programs Committee (CAPC).

Sun Award, Arizona State University (2025). For assistance with ASU's Open Door.

Community Literacy Award, Arizona English Teachers Association (2018). For founding and organizing ASU Sparky Slam events.

College Marshal, Arizona State University Undergraduate Commencement (2018).

Sun Award, Arizona State University (2016). For honors student thesis mentoring.

Student Outstanding Research Award: Honorable Mention, Literacy Research Association (2013).

Graduate Fellowships, Arizona State University (2012-2014).

Noel Chadwin Gray Fellowship (2011-2012).

Daisy M. Jones Endowed Fellowship (2010-2011).

Dr. Roy C. Rice Graduate Scholarship (2006-2007).

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## PROFESSIONAL AFFILIATIONS

National Council of Teachers of English

Arizona English Teachers Association

National Writing Project

English Language Arts Teacher Educators

ELATE Commission on Arts and Literacies

Maricopa County Master Gardeners