

As a former K-12 English Language Arts teacher (eight years teaching high school English and two years teaching 7th grade ELA), and current faculty in Educational Foundations within the LEFT (Literacy, Educational Foundations, and Technology) department at GVSU, I have spent the entirety of my career dedicated to developing student writing in various capacities (as a teacher, tutor, writer, mentor, etc.). I was hired at GVSU specifically to teach the writing-intensive research sequence within Educational Foundations because of my extensive experience with engaging student writing and research methodologies. I frequently have my students conduct guided peer reviews of their writing, and I structure my assignments such that students are not penalized for taking risks in first drafts. My writing courses are workshop and feedback-focused, and center on opportunities for students to grow in their reading and writing literacy (as the two go together and one informs the other reciprocally) and develop their voices in culturally responsive academic contexts. Furthermore, in my future research, I hope to write about developing guidelines for culturally responsive and linguistically just writing feedback at the post-secondary level where there are still formal academic writing expectations such as using APA style, writing with a formal tone, etc.

I have also frequently directed my students to the GVSU writing center, and I have suggestions about how to further develop this important GVSU resource based on my students' experiences and feedback.

I currently teach EDF 260, which is one of the SWS courses, and my students have had a great deal of success improving their writing in this course. This course introduces students to action research in their future classrooms and to reading and writing about formal academic and educational research for the first time. We explicitly develop an action research proposal over the course of the semester step by step, focusing on clarity, organization, and facility with synthesizing academic research. Students develop research literacy through a talk from the GVSU library, through think-alouds modeling crucial research skimming and scanning skills, through explicit instruction in educational research methodologies, and through familiarization with types of educational assessments that can be used in action research in their classrooms.

In all my courses, I draw on my experience as a K-12 English teacher in South Carolina who taught and/or supervised not only traditional ELA courses, but also Creative Writing, Journalism, International Baccalaureate Theory of Knowledge, International Baccalaureate Extended Essay projects, and who has helped Creative Writing students locally publish ISBN-numbered books of their work each year. I have also taught a large racial and ethnic diversity of students at both low-income and predominantly upper-middle-class schools.

I also taught a course called Engaging Student Writing multiple times while I was a Ph.D. candidate at the University of Oregon (from where I came to GVSU), and I draw on that course's content including Felicia Chavez's anti-racist writing workshop practices, Ghoddy Muhammad's work on cultivating joy and genius, and April Barbell's work on Black linguistic justice--for my course design in all of the research-writing courses I teach in the LEFT department at GVSU.

My long history of engagement with and expertise in culturally responsive and academically

oriented student writing would make me a great fit for this particular committee, and I would be delighted to contribute to the ongoing conversation about how to best support student writing at GVSU.

Many thanks for your consideration.

MaryJohn Adkins-Cartee

Literacy, Educational Foundations, and Technology (LEFT)