

# MARTIN NYSTRAND

CURRICULUM VITAE 2018

Louise Durham Mead Professor Emeritus, Department of English  
Professor of Education Emeritus  
Principal Investigator, Automating the Measurement and Assessment of Classroom Discourse. \$1.6 million. The U.S. Department of Education Institute for Educational Studies (IES).  
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## CAREER

*Martin Nystrand is Louise Durham Mead Professor of English Emeritus, Professor of Education Emeritus, and former director of the National Research Center on English Learning and Achievement (CELA). His research focuses on the dialogic organization of discourse in both writing and classroom discourse. His writing research examines how writing-reader interaction shapes writers' writing processes and development (Nystrand, *The Structure of Written Communication: Studies in Reciprocity Between Writers and Readers* (Academic Press, 1986). His classroom discourse research probes the role of classroom interaction in student learning and was the first large-scale empirical study, done in collaboration with UW-Madison Professor of Sociology Emeritus Adam Gamoran, to document the role of open classroom discussion in student learning: Nystrand, *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom* (Teachers College Press, 1997). His study, "Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse" with L. Wu, A. Gamoran, S. Zeiser, D. Long, *Discourse Processes*, 35 (2003), 135-196) was the first-ever use of event-history analysis to investigate classroom discourse. See Center for Research on Dialogic Instruction and the In-Class Analysis of Classroom Discourse (<http://class.ncerim.org>).*

*Nystrand is currently working in collaboration with colleagues at the Institute for Intelligent Systems to develop a computer program to autonomously measure and assess classroom discourse as it affects student achievement. Particularly, Nystrand and his colleagues are creating a system that autonomously processes classroom discourse allowing teachers do-it-yourself professional development.*

*In recognition of his research, Professor Nystrand was awarded the 2011 Distinguished Lifetime Research Award by the National Conference on Research in Language and Literacy (NCRL).*

## EDUCATION

- Ph.D. Northwestern University (English Education), 1974
- Special Student, Research on the Teaching of English: James Britton, tutor. University of London Goldsmiths' College, 1971-72
- M.A.T. The Johns Hopkins University (English, humanities, & education), 1966
- B.A. Northwestern University (English Departmental Honors), 1965

AREAS OF SPECIALIZATION: Rhetoric & composition theory; discourse analysis; classroom discourse & learning; Bakhtin & instruction. *Current Research Project: The Phenomenology of Tipping Points*

## HONORS, LEADERSHIP, MERIT

- Distinguished Lifetime Research Award from the National Conference on Research in Language and Literacy (NCRL), 2011
- Wisconsin Director, National Research Center on English Learning and Achievement, 1997-2005
- Editor, *Written Communication*, 1994-2002.
- President, National Conference for Research on Language & Literacy (NCRL), 2002-2003
- Fellow, National Conference for Research on Language & Literacy (NCRL)
- Member, Teaching Academy, University of Wisconsin-Madison, 1994-
- Vilas Associate, University of Wisconsin-Madison, 1993-95

- President, American Education Research Association (AERA) Special Interest Group (SIG) for Writing Research, 1991-1993
- Entered in *Who's Who in American Education*, 1990
- Tutorship, University of London, 1971-72; Fellowship, Johns Hopkins University, 1966-67; English
- Departmental Honors, Northwestern University, 1965

#### MAJOR PUBLICATIONS

- Nystrand, M., Wu, L., Gamoran, A., Zeiser, S., & Long, D. (2003, March-April). Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse. *Discourse Processes*, 35, 135-196
- Nystrand, M., & Duffy, J. (Eds.). (2003). *Towards a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse*. Madison: University of Wisconsin Press. Pp. xxxiv + 274.
- *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom*. (1997). New York: Teachers College Press. Pp. xvi + 141.
- *The Structure of Written Communication: Studies in Reciprocity Between Writers and Readers*. (1986). Orlando & London: Academic Press. Pp. xii + 234.
- *What Writers Know: The Language, Process, and Structure of Written Discourse*. (1982). Editor & contributor. New York & London: Academic Press. Pp. xix + 391.
- *Language as a Way of Knowing: A Book of Readings*. Symposium Series/8. (1977). Editor & contributor. Toronto: The Ontario Institute for Studies in Education. Pp. vi + 186.
- Nystrand, M., Greene, S., & Wiemelt, J. (1993, July). Where Did Composition Studies Come From? An Intellectual History. *Written Communication*, 10, 267-333.

#### NATIONAL ADVISORY & EDITORIAL BOARDS

- Sage Series in *Written Communication* National Advisory Board
- *Communication Education* Editorial Advisory Board

*Dissertation : A Philosophical Analysis of the Question, 'What Is English?'* Unpublished Ph.D. dissertation. Evanston IL: Northwestern University, 1974 (Wallace Douglas, director).

#### POSITIONS HELD

- Louise Durham Mead Professor Emeritus. University of Wisconsin-Madison, Department of English
- Louise Durham Mead Professor. University of Wisconsin-Madison, Department of English, 1999-2007
- Professor, University of Wisconsin-Madison, Department of English, 1987-;
- Professor of Education, Wisconsin Center for Education Research, 1987-92; 2012-
- Associate Professor: University of Wisconsin-Madison, Department of English, 1982-1987
- Associate Professor of Education. Wisconsin Center for Education Research, 1984-87
- Assistant Professor: University of Illinois at Chicago, Department of English, 1977-82
- Research Officer IV & Project Director: The Ontario Institute for Studies in Education, Trent Valley Centre, Peterborough; & Department of Curriculum, Toronto, 1975-77
- Visiting Lecturer: Northwestern University, School of Education, Summer 1975
- Assistant Professor: Kean College of New Jersey, Department of Education, 1973-75

#### ADVISORY POSITIONS

- Advisory editor, *Communication Education* (2003-
- Journal Submission Reviewer:
  - *American Educational Research Journal, College*
  - *Composition & Communication, Curriculum Inquiry,*
  - *Elementary School Journal*
  - *Journal for Research in Mathematics Education*
  - *Journal of Educational Psychology*
  - *Linguistics and Education*
  - *Reading Research Quarterly*
  - *Research in the Teaching of English*
  - *Review of Educational Research, Text*
- Publisher Reviewer
  - Ablex Publishing Corp.
  - Academic Press
  - Harvard University Press
  - Hampton Press
  - Lawrence Erlbaum Publishing Company
  - Oxford University Press
  - Teachers College Press
  - Edinburgh University Press
- Program Reviewer
  - American Educational Research Association

#### MAJOR CURRICULUM DEVELOPMENT

- **1993** Principal author. A Proposal for Expanding Undergraduate Composition Instruction in the College of Letters & Science, The University of Wisconsin-Madison adopted by the L&S Faculty Senate
- **1991** PhD in Composition Studies approved by the Department of English, The University of Wisconsin-Madison.
- **1985** Distribution-B Minor in Composition Theory approved by the Department of English and the Graduate School, The University of Wisconsin-Madison. The minor, which addresses the particular needs of students in the Departments of English, Communication Arts, and Curriculum and Instruction, is a multidisciplinary course of study involving courses in the three departments, including English 700, 900, and 901.
- **1984** English 700 (Introduction to Composition Theory) set as required course for doctoral students in Department of English, The University of Wisconsin.
- **1983** English 700 (Introduction to Composition Theory), English 900 (Language and Cognition in the Composing Process), and English 901 (The Structure of Written Communication) approved by the Department of English and the Divisional Committee, The University of Wisconsin.

#### SELECTED PROFESSIONAL ACTIVITIES

- **2004-7** Member, Standing Committee on Research, National Council of Teachers of English.
- **2003-5** Consultant to the National Center on Education and the Economy's New Standards Project on pedagogical role of classroom discourse in grade 4-5 writing and reading instruction
- Appointed to Editorial Advisory Board, *Communication Education*
- **2002-2003** President National Conference for Research on Language and Literacy
- **2002** Consultant to the Education Trust and participant in the Summit on Secondary Reading, Hilton Washington Embassy Row, 12-13 July 2002
  - Presenter: Using CLASS 4.0 in Middle School Language Arts Classrooms. O'Keefe Middle School, Madison, 7 May 2002.
  - Presenter: Features of Dialogic Classroom Discourse. CELA Literacy Partnership Institute for Madison and Milwaukee middle school teachers. Madison, 18 June 2002.
  - Chair: National Conference on Research in Language and Literacy (NCRLI) Breakfast.
  - National Council of Teachers of English, Atlanta, 24 November 2002
  - Chair: National Conference on Research in Language and Literacy (NCRLI) Breakfast.
  - International Reading Association, San Francisco, 29 April 2002
  - Welcoming chair: CELA Literacy Partnership Institute for Madison and Milwaukee middle school teachers. Madison, 17 June 2002
- **1981-2001** Editorial Advisor (psychology), Academic Press
- **2001** M. Nystrand (chair). Session 33.63: Towards a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse. 2001 Convention of the American Educational Research Association (AERA), Seattle, 4/13/01.
  - Co-chair (Part I). Toward a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse/Part I (Theory Session). 52nd annual meeting of the Conference on College Composition and Communication, Denver, 3/16/01.
  - Chair (Part II). Toward a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse/Part II (Theory Session). 52nd annual meeting of the Conference on College Composition and Communication, Denver, 3/16/01.
  - Martin Nystrand, Discussant. Special Interest Group SI.5 The National Research Center on English Learning and Achievement (CELA). 2001 Meeting of National Council of Teachers of English. Baltimore, 11/17/01.
  - Chair, Session A.36 Rethinking Sentence-Level Pedagogy: From Teaching Grammar to Teaching the Consequences and Uses of Style. 2001 Meeting of National Council of Teachers of English. (Scheduled program presenters: John Tiedemann & Mary Juzwik. Baltimore, 11/16/01
  - Chair, National Conference on Research in Language and Literacy Breakfast. 2001 Meeting of National Council of Teachers of English, Baltimore, 11/18/01.
- **2000** Chair and organizer, CELA Findings Review. 2000 Convention of the American Educational Research Association (AERA), April.
- **1999** Consultant to Spencer Foundation Writing Assessment Research Project Chair and organizer, CELA Findings Review. 1999 Convention of the American Educational Research Association (AERA), April.
  - Presentation to the Wisconsin Department of Public Instruction Task Force on Revising *The Guide to Curriculum Planning in English Language Arts*, Middleton, 15 June 1999.

- **1998** Chair and organizer, Measures of Learning I. 1998 Convention of the American Educational Research Association (AERA), San Diego, April 1998.
  - Chair and organizer, Measures of Learning II. 1998 Convention of the National Council of Teachers of English (NCTE), Nashville, November 1998
  - **1997** Chair, Symposium on “Negotiating authority and authorship in school.” The 1997 Convention of the American Educational Research Association, Chicago, 25 March 1997.
  - Speaker and leader, Colloquium on Social and Cognitive Processes in the Development of Writing. University of Delaware, 20 February 1997.
  - **1996** Workshop Leader on Portfolio Assessment, University of Wisconsin-Eau Claire, 20 August 1996.
  - **1996-** Member, Colleagues Consulting Group, Learning through Evaluation, Adaptation, and Dissemination (LEAD), University of Wisconsin-Madison
  - **1995-2002** Wisconsin Director, National Research Center on English Learning and Achievement.
- 1990-1995** Publications Review Board, National Research Center for the Study of Writing, University of California at Berkeley
- 1994-** Member, Campus Implementation Committee, Undergraduate Writing Requirement, University of Wisconsin, Madison.
- 1994-2002** Editor of *Written Communication*
- 1993** External examiner, doctoral disputation, Olga Dysthe, the University of Tromsø, Norway, 4-5 June.
- Organizer and chair, Symposium 32.01, “Restructuring Instructional Interaction to Promote Student Learning,” the Convention of the American Educational Research Association, 14 April 1994.
  - Organizer and chair, In-Focus session: “Vygotsky and Bakhtin – Implications for Writing, Writers, and Text.” Speakers: Michael Cole and Michael Holquist. The Convention of the College Conference on Composition and Communication, San Diego, April 1993.
- 1992** Member, Communications Skills Study Design Workshop (Implementation of National Goals).
- U.S. Department of Education. National Center for Education Statistics. Washington, DC: 17-18 November.
  - Consultant, Academic Achievement Assessment Committee, University of Wisconsin-Parkside: Portfolio Assessment. 30 November.
- 1991** Addressed the Communication Arts Department, University of Wisconsin-Madison, on “The Decline of Formalism and the Rise of Composition Studies in Departments of English,” 24 October 1991.
- Addressed the Wisconsin Council of Teachers of English/Madison on “Asking Authentic Questions,” 19 September 1991.
  - Appointed to advisory board of the Sage Series in Written Communication.
  - Elected to two-year term as president of the American Educational Research Association Special Interest Group on Writing Research.
  - Workshop leader: Understanding and Promoting Authentic Discourse in Classrooms for teachers at the Eagle School of Gifted Children, K-8, 21 February 1991.
- 1990-98** Project Director, Verbal Assessment Project through the Office of the Vice Chancellor for Academic Affairs University of Wisconsin-Madison. Research and development on portfolio assessment for university juniors.

- 1990** Organizer and principal investigator, the Wisconsin Center for Education Research's proposal for the Center for the Study of Writing and Literacy (sponsored by the U.S. Office of Educational Research and Improvement), 1990. [Our proposal was ranked second.]
- Collaborator and principal investigator, the Wisconsin Center for Education Research's proposal for the National Center on School Organization and Restructuring (sponsored by the U.S. Office of Educational Research and Improvement), 1990.
- 1990-1997** Member, University of Wisconsin-Madison Assessment Committee (Composition)
- 1988-91** NCTE Commission on Testing
- 1985-90** Principal Investigator (with Adam Gamoran): "The Stratification of Learning Opportunities in Middle and High School." Academic Achievement Program Area. U. S. Office of Educational Research and Improvement (OERI) National Center on Effective Secondary Schools, 1985-90. Funding: \$694,000 over five years.
- 1989** Member, UW System State Competencies Board.
- 1988** Workshop leader, Faculty Development Day, Composition Program, University of California at Santa Barbara, 20 September 1988.
- 1987-90** Member of the Standing Committee on Testing and Evaluation of the National Council of Teachers of English
- 1987-** Member of Advisory Board, Higher Literacies Project, Education Commission of the States.
- 1987** Respondent to George Hillocks. Conference on Writing Instruction. The Illinois Reading Council, Evanston, Illinois.
- 1986-7** Member of the Committee on Writing, College of Letters and Science, University of Wisconsin-Madison.
- Consulting Editor: *Written Communication*, 1986-1994
- 1986** Member of Braddock Award Committee, College Conference on Composition and Communication.
- Consultant to the University of Massachusetts-Boston College of Arts and Sciences. One of "10 nationally recognized experts [including Elaine Maimon, Don Murray, and Joseph Williams] in composition theory" who independently evaluated a random sample of student papers used in validation study of U. Mass. writing proficiency examination.
  - Chair and discussant, "Writing and Learning: Knowledge Acquisition through Composing," panel organized by Nancy Nelson Spivey. The 1986 Convention of the American Educational Research Association (AERA), San Francisco.
  - Consultant to the University of Minnesota Planning Project for the Office of Educational Research and Improvement (OERI) National Center for the Study of Writing: one of "10 national leaders" in writing research (including Charles Cooper, Janet Emig, and Nancy Sommers).
- 1985** Respondent to Joe Williams of the University of Chicago: The New Society for Language and Rhetoric, Chicago, 16 November 1985. Other participants: Roger Shuy, Georgetown University; Marilyn Cooper, University of Southern California.
- Panelist, "Increasing Writers' Awareness of Their Own Composing Processes." The 1985 Convention of the Conference on College Composition and Communication (CCCC), Minneapolis.
- 1984-85** Member of the Wisconsin Center for Education Research "Planning Project for the Office of Educational Research and Improvement (OERI) National Center on Effective Secondary Schools" (one of three faculty members from the College of Letters & Science).
- 1984** Project director, Seminar on Writing Across the Disciplines (UW-System Undergraduate Improvement Grant), 21-24 August 1984.

- Organized Panel, "Increasing Writers' Awareness of Their Own Composing Processes." The Research Assembly of the 1984 Convention of the National Council of Teachers of English, Detroit.
- 1982** Consultant to Lakeland College Department of English on writing assessment.
- 1982-1990** Executive Committee, Wisconsin Writing Project
- 1981-** Advisory editor in psychology/writing and written language research to Academic Press, New York, NY.
- 1979-82** Director, University of Illinois at Chicago Saturday College and Biomedical Sciences Program writing program (enrichment programs for talented and poor Chicago junior high school students).
- 1978** External examiner for Ph.D. candidate in Educational Psychology, University of Alberta, Faculty of Graduate Studies and Research, Edmonton, Alberta.
  - Workshop leader, Zion-Benton (Illinois) consolidated School Districts on teaching writing across the curriculum.
- 1977** Symposium member (by invitation) in the Conference on Context, Text, and Meaning at the Ontario Institute for Studies in Education.
  - Consultant, the National Assessment of Educational Progress (NAEP) regarding writing assessment.
- 1975** Symposium member, The Conference on Composing at The Graduate School of Education, Rutgers University, New Brunswick, NJ.
  - Discussion group leader, annual convention of the Ontario Council for Teachers of English (on language arts assessment).
- 1974** Chair, the Saturday Tutorial Program at the New York (City) Society for Ethical Culture.
  - Director, the Elizabeth (NJ) Field Center for Student Teaching at Kean College of New Jersey.
- 1970** Developer, "Creative Process," an interdisciplinary elective course at Evanston (Illinois) Township High School. A report of this course will be found in M. Nystrand, "Can Creativity Be Taught?" in *English Journal*, March 1974, 63(5), 79-81.
  - Developer, "Introductory Computer Syntax and Poetry," an elective course at Evanston (Illinois) Township High School. A report of this course will be found in M. Nystrand and P. Perry, "The Key Puncher Poets" in *Media and Methods*, March 1973, 9(7), 73ff.
- 1969** Participant, New Dimensions in English (EPDA) Institute at Northwestern University.
- 1968-70** Author, transformation grammar materials for Random House English Language Series.
- 1968** Curriculum committee member and author of curriculum materials: *Raid on the Inarticulate*, a program for low-ability ninth graders at Evanston (Illinois) Township High School modeled after recommendations of the Dartmouth Conference on the Teaching of English, 1966.
- 1967** Textbook author, *Dig and Be Dug*, for low-ability ninth graders at Evanston (Illinois) Township High School.

#### DISSERTATIONS DIRECTED

- Matthew Capdevielle, Assistant Professor and Director of Writing Center, Notre Dame University.  
*"Reading the 'Writing Wars': Narrative, History, and Conflict in the Re-formation of Post-Secondary Writing Curricula*, 2009.
- David Grant, Assistant Professor of English, University of Northern Iowa. *Sustainable Literacy: Writing and Relationships to Nature in an Experiential, Postsecondary Composition Course*, 2007.
- Fayez Al-Ghamdi, Assistant Professor of English, King Saud University, Riyadh, Saudi Arabia.  
*Rhetorics of Cultural Identity in Arab American Autobiography*, 2004.

- Mary Juzwik, Professor of Education, Michigan State University. *Towards a Rhetoric of Teaching: An Investigation of Pedagogy as Performance in a Middle-Level Holocaust Unit*. University of Wisconsin-Madison, Department of English, 2003.
- Kevin Porter, Professor of English, University of Texas at Arlington. *Meaning and Time: Toward a Consequentialist Philosophy of Discourse in Composition and Rhetoric Studies and Beyond*. University of Wisconsin-Madison, Department of English, 2002.
- Carl Battaglia, Director, English Composition Program, University of Wisconsin at Greenbay. *The role of visualization in creative and academic writing*. University of Wisconsin-Madison, Department of English, 2002.
- Nelson Graff, Associate Professor, State University of New York at Fredonia. *Identity in disciplinary writing and learning*. University of Wisconsin-Madison, Department of English, 2000.
- Jeff Wiemelt, Associate Professor, Louisiana State University. *Negotiating the Interactional Contexts of an Intermediate-Level College Writing Classroom: Text-Based, Interactionist Contributions to a Sociocognitive Conception of Student Writing*. University of Wisconsin-Madison, Department of English, 1995.
- Eli Goldblatt, Professor, Department of English, and Director, Writing Program, Temple University. *Expectation and Authority: A Study of Inner City High School Writing*. University of Wisconsin-Madison, Department of English, 1989.
- Margaret Himley, Professor of Writing & Rhetoric, Syracuse University. *First Encounters of a Written Kind: Points of Entry and Paths of Development*. University of Illinois at Chicago, Department of English, 1983.

#### Other Dissertation Committees

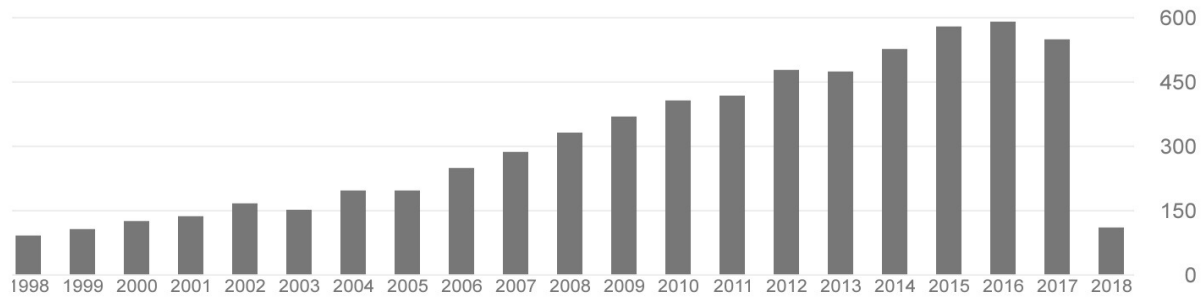
- Rebecca Black, Assistant Professor of Education, University of California. *Access and affiliation: Adolescent English language learners learning to be writers in an online fanfiction community* (UW-Madison, School of Education, Curriculum & Instruction, 2006)
- Samantha Caughlan, Associate Professor of Education, Michigan State University. *The dialogic dance of discussion*. (UW-Madison, School of Education, Curriculum & Instruction, 2005)
- Sookyung Cho, Seoul National University, College English, 3-203 San 56-1, Shillim-9Dong, Gwanak-Gu, Seoul 151-745, Republic of Korea. *Biliteracy: How Members of a Korean community in the U.S. learn to write and read in Korean and English*, 2008.
- Julie Nelson Christoph, Associate Professor of English, University of Puget Sound. *Arguing with One's Life: Pioneer Women's Writing on Westward Expansion*. (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2002)
- John Duffy, Associate Professor of English and Francis O'Malley Director of the University Writing Program, University of Notre Dame. *Writing From These Roots: Literacy in a Wisconsin Hmong Community, 1975-1995*. (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2000)
- Mischa Enos, Research Coordinator, University of Texas Health Science Center. *Referential explicitness and coherence in written personal narratives in English by English-speaking and Spanish-dominant elementary-age children* (Harvard University Graduate School of Education, 2006).
- Mary Fiorenza, Associate Director, English 100, University of Wisconsin-Madison. *Methods and Models of Writing and Living: Composing Brenda Ueland's Writing Life* (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2009)
- Jennifer Griffith. *Writing Ethics: History, Theory, Practice* (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, in progress)
- Melvin Hall. *Brothers of Rhetoric: A Comparative Study of Islamic and Western Traditions of Persuasion* (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, in progress)



- Heidi Hallman, Assistant Professor, Department of Curriculum and Teaching, University of Kansas. *Reconceptualizing curriculum, literacy, and learning for pregnant and parenting teens*, 2007.
- Amy Johnson, Assistant Professor of Education, University of South Carolina. Towards a dialogic approach to teachers' narratives (2005).
- Sean Kelly, Senior Research Fellow, School of Education, University of Pittsburgh. Race, social class, student engagement, and the development of unequal literacy skills during the middle school years (UW-Madison, Department of Sociology, 2005)
- Stephanie Kerschbaum, Assistant Professor of English, University of Delaware. *Beyond inclusion: Towards engagement with difference in post-secondary writing* (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2005)
- Rhea Lathan, Assistant Professor, Florida State University. *Writing a wrong: The citizenship education program of the South Carolina Sea Islands, 1956 to 1962* (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2006).
- Jerry Mirskin, Associate Professor, Ithaca College. *Writing as a process of valuing*. (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 1992)
- Rebecca Nowacek, Associate Professor of English and Director of the Norman H. Ott Memorial Writing Center, Marquette University. "Disciplinary Learning in an Interdisciplinary classroom" (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2001)
- Mary Lou Odom, Associate Professor, Kennesaw State University. Before the Classroom: New Teachers Take Up Theory (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2004).
- Matthew Pearson, Faculty Development Program Director and the Writing Fellows Program Director, DePaul University. (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, abd).
- Catherine Prendergast, Professor of English, Russian, East European, and Eurasian Studies, and EUI, University of Illinois at Champagne-Urbana. *Generic Monsters* (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 1998).
- Alice Robison (Daer), Assistant Professor of English, Arizona State University. The process of designing: Video games and their potential for writing pedagogy (UW-Madison, Department of English, Graduate Program in Composition & Rhetoric, 2006).
- Kemtong Sinwongsuwat, Lecturer in English and Associate Chair for Academic Affairs, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University (PSU)-Hat Yai, Songkla, Thailand. *Partials in English Conversation: A Study of Grammar in Interaction*, 2007.
- Bonnie Smith, Associate Professor and Chair, Department of English, Belmont University. *The common reader writes back: Identification, reflection, and change in readers' response to fiction*. (UW-Madison, Department of English, Graduate Program in Composition &

## Publications

	All	Since 2013
Citations	7434	2831
h-index	19	14
i10-index	22	18



### BOOKS

Nystrand, M., & Duffy, J. (Eds.). (2003). *Towards a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse*. Madison: University of Wisconsin Press. Pp. Xxxiv +274.

*“This ambitious, rich collection of essays is the first to examine “the rhetoric of everyday life” or the dynamics of language in settings beyond school settings. Grounded in sociocultural foundations, the book’s essays are divided into three groups—rhetorics of community life, education, and modern institutions. The essays seek to answer such questions as how speakers use language to constitute social reality and how language serves to help users create, manage, or resist ideological meanings. The editors’ essay is a necessary introduction to understanding how composition and rhetoric studies have begun to interrogate forces well beyond the academy. Essays deal with rhetorics of violence, architecture, mental disability, children’s song and verse, and inner-city discourse. A final essay explores the future of writing ability, asking how people will learn to use language to say what they want or need to say. Summing Up: Recommended. Graduate and research collections”* (M. J. Fuller, Miami University in *Choice*, January 2004)

*“It has become increasingly rare in rhetoric and composition studies ... to find an edited collection in which the individual essays are of such high quality that they could be published individually in our most prestigious academic journals. Towards a Rhetoric of Everyday Life is, happily, one of those rarities. ... Simply put, these essays are substantial .... There is not a weak essay in the bunch.* (Elizabeth Ervin, *Composition Forum*, 14(1), 2003, pp. 51-54).

*“This proposed volume is exciting for several reasons. First, its theme continues and extends the expansion of scholarship in composition/rhetoric beyond its focus on the institution of the freshman composition course and the closely related emphasis on writing in academic courses across the curriculum. Second, it promises both significant research and sophisticated theory (the two do not always come together). Third, the volume has a nice blend of contributors, including some of the most prominent scholars in the field (Bazerman, Berkenkotter, Brandt, Dyson, Nystrand), some well established researchers (Geisler, Medway, Miller), and some new voices (Duffy, Eicher, Redfield)”* (from the publisher’s review).

Nystrand, M. (2002). (Ed.). *Norwegian Writing Research*. Special Issues of *Written Communication*, 19 (July & October). Thousand Oaks, London, New Delhi: Sage Publications.

Nystrand, M. (2001). (Ed.). *Writing and Rhetoric in Everyday Life*. Editor, Special Issue of *Written Communication*, 18(July). Thousand Oaks, London, New Delhi: Sage Publications.

Nystrand, M. (1997). *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom*. New York: Teachers College Press (with Adam Gamoran, Robert Kachur, & Catherine Prendergast). Pp. xvi + 141.

*"I would not be surprised if this volume eventually earned the status of a classic in its field .... [It] remind[s] us that, given the freedom and generative uncertainty of open-ended conversation, learning is often built on surprises"* (Robert Gundlach, from the Foreword)

*"Sophisticated in design, powerfully framed in theory, and unique in its scope"* (Arthur Applebee, publisher's review)

*"OPENING DIALOGUE provides a kind of grounding that I think is extremely important at this point in the course of inquiry for a sociocultural perspective"* (James Wertsch, Washington University, publisher's review).

*"OPENING DIALOGUE should strongly influence the way educators think about classrooms and learning .... The study has much to say to teachers, as well as to researchers and theorists"* (Melanie Sperling, publisher's review).

*"This little book should have a very big impact. It gives the results of the 'largest ever study of classroom discourse and its effects on learning'—112 eighth- and ninth-grade language arts and English classes comprising 1,100 students for each of two years. . . . [Nystrand's] book makes a very big contribution to our understanding of classroom discourse, and to English curriculum. It should be widely read and pondered and heeded by teachers, researchers, curriculum-makers, and teacher educators. That US students should endure another century or two of the English teaching, Nystrand found so pervasive is a frightening possibility"* (David R. Russell. (1998). *Journal of Curriculum Studies*, 30, 490-493).

*"This study is noteworthy not only for its rich and detailed descriptive findings, but for actually linking the variables of classroom discourse to student learning"* (Jo & Susan Sprague, *Communication Education*, 47, 1998, p. 300).

Nystrand, M. (1986). *The Structure of Written Communication: Studies in Reciprocity between Writers and Readers*. Orlando and London: Academic Press. Pp. xii + 234.

*"Developing interests in intertextuality, writing genres, socially situated cognition, and other theoretical streams ... have flowed through composition in the last 20 years....The field's new thinking was realized in books such as Martin Nystrand's THE STRUCTURE OF WRITTEN COMMUNICATION (1986) in which writing was viewed as a sociocultural process conducted in relationship with socially situated others."* (Peter Smagorinsky, Introduction, *Research on Composition, 1983-2003*, Teachers College Press, 2005).

*"In the last ten years in particular, studies in literary history and in language development have suggested the importance of author and reader relationships. Particularly cogent is the monograph by Martin Nystrand, The Structure of Written Communication: Studies in Reciprocity between Writers and Readers"* (Dolores Pesce, *Hearing the Motet: Essays on the Motet of the Middle Ages and Renaissance*, Oxford University Press, 1997, p. 11).

*"... an excitingly ambitious attempt—perhaps the most exciting and the most ambitious to appear to date—to give us a vocabulary and a grounding principle for talking about the complex interactions among the textual, contextual, and ideational components that allow writers and readers to communicate through written language"* (Stephen P. Witte and David Elias in *Style*, 1988, 670-675).

“... a well-conceived, well-written book that in its scope and theoretical underpinnings will undoubtedly influence the way we look at reading and writing for some time to come” (Melanie Sperling in *Language and Society*, 1990, p. 292).

“By the end, readers’ views of written language should be significantly altered. They should be conceptually much clearer about speech-writing relations.... And they should have received several very practical pointers (based on well argued theory) on how to improve their writing” (Michael Stubbs in *The Journal of Language and Social Psychology*, 1989, p. 97).

“... a critical sensibility that usefully complicates our customary way of thinking about that odd communicative act known as writing ... a genuine contribution to our understanding of the social and structural dimensions of text production”(Charles Schuster in *College Composition and Communication*, 1988, pp. 89-91).

“... The reciprocity-based text grammar outlined in this book is a useful addition to discourse theory” (Jean Chandler in *Applied Psycholinguistics*, 1988, p. 103).

Nystrand, M. (Editor). (1982). *What Writers Know: The Language, Process, and Structure of Written Discourse*. Editor and contributor. New York and London: Academic Press. Pp. xix + 391.

“Stimulating, provocative, wide-ranging. Nystrand appropriately describes this as ‘an ideas book’ and readers hungry for insights into the processes of writing are provided with a feast.... The fourteen chapters will serve varying functions as appetizers for main courses.... Nystrand’s book is full of good things, especially delicacies to be savored slowly, contemplatively. This is the sort of picnic to which Nystrand invites you. If your appetite has been whetted, if you want to know more about written discourse, then you are not likely to be disappointed by this miscellany of recent advances in what is known about what writers know” (Patricia Wright in *Applied Psycholinguistics*, 1985, 354-356).

“Nystrand’s book reads well and is fresh, interesting, and important step in the study of writing. He and his contributors provide information that will be valuable for a range of readers, particularly graduate students seeking to understand not only current thinking but also the historical antecedents of certain approaches and perspectives. “This book is an important contribution to the field because it helps us recognize the value of a multidisciplinary approach to writing research. It broaches the kinds of questions that, in my estimation, will ultimately lead to the construction of a theory of literacy, and it encourages us to pursue our own lines of inquiry with a greater sense of the whole” (from R. Horowitz, “Toward a Theory of Literacy,” *The Harvard Educational Review*, 1984, pp. 88-97).

“WHAT WRITERS KNOW lends cohesion to a number of diverse approaches, including valuable treatments of children’s writing development and simulations of human writing behaviour with computer generated writing” (Alan Hegarty in *The Australian Journal of Psychology*, 1984, 127-128).

“Nearly all of the fourteen essayists have something to say to business and professional writers.... The tempting promises in the preface and in Nystrand’s opening essay are reasonably well fulfilled in the essays which follow.... I commend ... the essays to the attention of anyone who wants to help minister to the theory needs of our disciplines.” (Robert D. Gieselman in *The Journal of Business Communication*, 1985, 70-71).

Nystrand, M. (Editor). (1977). *Language as a Way of Knowing: A Book of Readings*. Symposium Series/8. Toronto: Ontario Institute for Studies in Education.

“Nystrand has woven a collection of mostly older, and seemingly disparate articles and excerpts from articles, into a contemporary tour de force . . . . [T]his book is must reading for anyone interested in the nature of language-as-energeia, in the role of language-as-gnostic-structure, or in the humanizing transaction between ‘language,’ ‘intuition,’ and ‘reflection’ as three phenomenally distinct yet complementary ‘ways of knowing’ . . . . “Overall, this book will serve to raise the level of dialogue between different participant groups in the social science community. The articles and excerpts from articles are timely. Moreover, Nystrand’s introduction to the book, and preface(s) to each section, are scholarly statements which

*genuinely 'pull together' the issues and themes. The reader of this text will acquire a new respect for language, and a potent heuristic guide for his subsequent reflections" (from B. Bain, "Language as a Social Event." Canadian Society for the Study of Education News, 1978, pp. 3-6).*

## CHAPTERS, ARTICLES, AND TECHNICAL REPORTS

### Forthcoming

- Donnelly, P., Blanchard, N., Kelly, S., Nystrand, M., and D'Mello, S.K. (In review). Words matter: Automatic Detection of Questions in Classroom Discourse using Linguistics, Paralinguistics, and Context. Submitted to the 2017 International Conference on Learning Analytics & Knowledge (LAK 2017).
- Donnelly, P., Blanchard, N., Samei, B., Olney, A.M., Sun, X., Ward, B., Kelly, S., Nystrand, M., and D'Mello, S. K. (In press). Multisensory Modeling of Teacher Instructional Strategies in Live Classrooms. Proceedings of the 2016 International Conference on Multimodal Interaction (ICMI 2016). ACM: New York.
- Nystrand, M. (In press). 국어교육과 대화적 교수법 (Language Arts Education and Dialogue Pedagogy): 마틴 니스트렌: 상상의힘 (Sang-Sang-Eui Him), Seoul, Korea.
- Nystrand, M. (In prep.). Classroom Discourse, Student Achievement, and Dialogic Instruction: The Phenomenology of Tipping Points

### 2016

- Blanchard, N., Donnelly, P., Olney, A., Samei, B., Ward, B., Sun, X., Nystrand, M., and D'Mello, S. (2016). Semi-Automatic Detection of Teacher Questions from Human-Transcripts of Audio in Live Classrooms. Proceedings of the 9th International Conference on Educational Data Mining (EDM 2016) (pp. 288-291). International Educational Data Mining Society.
- Blanchard, N., Donnelly, P., Olney, A., Samei, B., Ward, B., Sun, X., Kelly, S., Nystrand, M., and D'Mello, S. (2016). Identifying Teacher Questions using Automatic Speech Recognition in Live Classrooms. Proceedings of the 27th Annual Meeting of the Special Interest Group on Discourse and Dialogue (SIGDIAL 2016) (pp. 191-201). Association for Computational Linguistics.
- Donnelly, P., Blanchard, N., Samei, B., Olney, A., Sun, X., Ward, B., Kelly, S., Nystrand, N., and D'Mello, S. (2016). Automatic Teacher Modeling from Live Classroom Audio. Proceedings of the 2016 ACM on International Conference on User Modeling, Adaptation, & Personalization (UMAP 2016) (pp. 45-53). ACM: New York.
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- D'Mello, S. K., Nystrand, M., Olney, A., & Kelly, S. (December, 2015). Automating the Measurement and Assessment of Classroom Discourse. Poster presented at the 2015 Institute for Education Sciences (IES) PI Meeting. Washington, DC.
- Samei, B., Olney, A., Kelly, S., Nystrand, M., D'Mello, S., Blanchard, N., and Graesser, A. (2015). Modeling Classroom Discourse: Do Models that Predict Dialogic Instruction Properties Generalize across Populations? Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015) (pp. 444-447). C. Romero, et al., Editors. International Educational Data Mining Society.

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- 1987** Nystrand, M. (1987). The context of written communication. In R. Horowitz and S. J. Samuels (Eds.), *Understanding Oral and Written Discourse*. Orlando and London: Academic Press. (This chapter, derived from Chapter 4 of *The Structure of Written Communication* (above), is a revision of a previously published paper by the same title in *The Nottingham Linguistic Circular*, 1983, 12, 55-65.)
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- Millar, B. & Nystrand, M. (1979). The language trap. *English Journal*, 68(3), 36-41.
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  - Nystrand, M. & Wiederspiel, M. (1977). Case study of a personal journal: Notes towards an epistemology of writing. In M. Nystrand (Ed.), *Language as a Way of Knowing: A Book of Readings* (see above), pp. 105-121.
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- 1974 Nystrand, M. (1974). Lesson plans for the open classroom. *English Journal*, 63(5), 79-81.

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- 1970** Nystrand, M. (1970). Dewey, Dixon, and future of creativity. *English Journal*, 59(8), 1138-1140. (Sue Zeiser, second author).

#### REVIEWS

- 1991** Review of *Reading-to-Write: Exploring a Cognitive and Social Process*, by L. Flower, V. Stein, J. Ackerman, M. Kantz, K. McCormick, and W. Peck. *College Composition and Communication*, 43, 411-415.
- 1982** Review of Bissex, *Gnys at Wrk: A Child Learns to Write and Read* (Harvard University Press, 1980). (1982). *Applied Psycholinguistics*, 1982, 2(2), 192-195.
- 1976** Review of *The Art of Composition*, by B. S. Pannwitt. (1976). *English Journal*, 64(3), 42-45.

#### INVITED ADDRESSES AND PAPER PRESENTATIONS

- 2007** Keynote address: "Opening—and Sustaining—Dialogue: From Practice to Theory and Back" The International Association for the Improvement of Mother Tongue Education (IAIMTE). Exeter, UK, March 27, 2007.
- 2006** Speaker. "On the Structure of Understanding in Classroom and Disciplinary Discourse." Eminent Scholar Lecture. Martha King Center for Language and Literacies. Ohio State University, February 14, 2006.
- 2005** Chair and discussant. Narrative Analysis in Literacy Learning Contexts. 14<sup>th</sup> World Congress on The 14th World Congress of Applied Linguistics. Madison, 29 July 2005.
  - Presenter. "The Semiotics of Influence: Formative and Receptive Contexts." Conference on College Composition and Communication (CCCC), San Francisco, March 2005
  - Speaker. "Under a Dialogic Spell: The Role Classroom Discourse in Reading Instruction." 24<sup>th</sup> Annual University of Wisconsin Reading Research Symposium, Madison, June.
  - Chair. AERA Symposium, "Making Sense of Group Discussions Designed to Promote High-Level Comprehension of Texts." The 2005 American Educational Research Association Annual Convention, Montreal, April, 2005.
- 2002** Presenter. "Opening—and Sustaining—Dialog: From Practice to Theory and Back."
  - Presentation to Symposium, Improving Learning and Achievement in the English Language Arts: Current Research from the National Research Center on English Learning and Achievement (CELA). Atlanta, 23 November 2002.
  - Presenter. "Opening—and Sustaining—Dialog: From Practice to Theory and Back." Presentation to the Program in Language, Literacy, and Culture, College of Education, Ohio State University, May 14, 2002
  - Presenter. CLASS 4.0: Assessing Classroom Discourse in the CELA Literacy Partnership.
  - Presentation to Special Interest Group, Center on English Learning and Achievement. Atlanta, 23 November 2002.
  - Presenter. The Role of Classroom Discourse in Student Learning in English Language Arts and What Teachers and Policy Makers Need to Know About It. Presentation to the Wisconsin Department of Public Instruction, 6 December 2002.

- Presenter. How Classroom Conversation Can Support Student Achievement. Paper commissioned by the Education Trust for its Summit on Secondary Reading, Hilton Washington Embassy Row, 12 July 2002.
  - Presenter. Using CLASS 4.0 in Middle School Language Arts Classrooms. O'Keefe Middle School, Madison, 7 May 2002.
- 2001** Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse. Presenter with A. Gamoran at Symposium on Learning Environments Designed to Support Literacy, sponsored by Division C1: Language and Learning. 2001 annual meeting of the American Education Research Association, Seattle, 4/12/01.
- Eliciting and Sustaining Discussion in a 9th-Grade English Class in a Low-Achieving Inner-City High School. Presenter with J. N. Christoph in Symposium on Understanding Language Practices in Schools, sponsored by Special Interest Group on Language and Social Processes. 2001 Annual Meeting of the American Education Research Association, Seattle, 4/11/01.
  - The Semiotics of Influence. In Symposium, Towards a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse. Presentation sponsored by the Special Interest Group on Writing & Literacies. 2001 annual meeting of the American Education Research Association, Seattle, 4/13/01.
  - The Semiotics of Influence: On the Emergence of the New Discourse about Writing and Reading Processes in North America c. 1970. Presentation at theory session on Toward a Rhetoric of Everyday Life: New Directions in Research on Writing, Text, and Discourse. 52<sup>nd</sup> annual meeting of the Conference on College Composition and Communication, Denver, 3/16/01.
  - CELA National Study Results. Presentation at 2001 Meeting of National Council of Teachers of English. Baltimore, 11/16/01.
- 2000** Friday, 17 November: Eliciting and Sustaining Discussion in a Low-Achieving Ninth-Grade Inner-City English Class. Ninetieth Annual Conference of the National Council of Teachers of English, Milwaukee.
- Questions In Time: An Event-History Analysis of Classroom Discourse in 8<sup>th</sup>- and 9<sup>th</sup>-grade Social Studies and English Classes. Invited presentation to the annual breakfast of the National Conference on research in Language and Literacy (NCRL), International Reading Association, Indianapolis, 2 May 2000.
- 1999** Formative and Receptive Contexts for Empirical Research on Writing. Introductory plenary paper at the international seminar "Bakhtinian Perspectives: Thinking Culture Dialogically." Norwegian University of Science and Technology, Trondheim, Norway, 9 November 1999
- Questions in Time: Some Preliminary Results from an Event History Analysis of Classroom Discourse in Grades 8-9 Literature Instruction in American High Schools. Strategic Project Learning and Innovation, Norwegian University of Science and Technology, Trondheim, Norway, 10 November 1999.
  - Towards a Rhetoric of Everyday Life: Current Trends in North American Writing Research for the Millennium. Developing Written Language Competence Project, Norwegian University of Science and Technology, Trondheim, Norway, 10 November 1999
  - The Semiotics of Influence: The Rise of Empirical Writing Research in North America ca. 1970. Invited paper at the invitational seminar and international research conference on "The Semiotics of Writing: Transdisciplinary Perspectives on the Technology of Writing," The International Center for Semiotic and Cognitive Studies of the University of San Marino, 13 November 1999.

- The Sociocultural Contexts of Cognitive and Social Accounts of Writing in North America During the 1970s and 1980s. Department of Psychology, Università degli Studi di Padova, Padua, Italy, Tuesday, 16 November 1999.
- 1998** Discourse Environments and Student Learning. National Council of Teachers of English, Detroit, November 1998.
- Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse. Paper presented at the 1998 Convention of the American Educational Research Association (AERA), San Diego, 16 April 1998.
- The Sociocultural Context for the New Discourse about Writing: Towards a Rhetoric of Everyday Life. Paper presented at the 1998 Convention of the Conference on College Composition and Communication (CCCC), Chicago, 2 April 1998.
- 1997** Presenter. Understanding the dynamics of language and learning. National Council of Teachers of English, Detroit, 21 November 1997.
- Presenter. Notes on the organization and dynamics of classroom discourse. Center for English Learning and Achievement, SUNY at Albany, Albany, 8 October 1997.
- Presenter. Invited Colloquium on "Discourse analysis and student achievement" cosponsored by Center on English Learning and Achievement and Center on Math and Science Achievement, Madison, 14 February 1997.
- 1996** Writing and Reading in the 1960s and '70s: An Introduction to the Ecology of Ideas. ThomasR. Watson Conference, University of Louisville, 11 October 1996.
- The Effects of Classroom Discourse on Writing Development. Paper presented at the Annual Meeting of the American Educational Research Association, New York: April 1996.
- 1994** Instruction and the Dialogic. National Reading Conference, San Diego, 3 December 1994.
- 1993** On the Dialogic Nature of Discourse and Learning. Paper presented at colloquium, The Social Construction of Literacy: Perspectives and Issues for Integration, sponsored by the Research Assembly of the National Council of Teachers of English, Pittsburgh, 20 November 1993.
- Notes Towards an Intellectual History of Composition Studies in North America: 1950-present. The University of Trondheim, Norway, 7 June 1993.
- Dialogic Instruction and the Social Mediation of Learning and Understanding: A Two-Year Study of Classroom Discourse in Eighth- and Ninth-Grade English. Symposium 32.01, Restructuring Instructional Interaction to Promote Student Learning, the Convention of the American Educational Research Association, 14 April 1994.
- Writing as a Social-Interactive Phenomenon. Panel on: What Do You Mean by Socio-Cognitive Theory? Underlying Conceptions of Social Cognition in Current Writing Research. The 1993 Convention of the Conference on College Composition and Communication (CCCC), San Diego, 1 April 1993.
- 1992** Dialogic Instruction and Conceptual Change. Invited Symposium: Sociocultural Perspectives on Conceptual Change. The Convention of the American Educational Research Association, San Francisco, 20 April 1992
- Using Small Groups for Response and Thinking About Literature. Paper presented at the Convention of the American Educational Research Association, San Francisco, 20 April 1992. (Adam Gamoran and Mary Jo Heck, 2nd & 3rd authors)
- Implementation of Portfolio Analysis for Assessment of Verbal Outcomes. Paper presented at the Convention of the American Educational Research Association, San Francisco, 230 April 1992. (Allan Cohen and Norca Martinez-Berrios, 2nd & 3rd authors)
- Beyond Technical Rationality: Ability Grouping and the Distribution and Effects of Instruction. Paper presented at the International Conference on Equity in Education, Hebrew

University of Jerusalem, Jerusalem, Israel: June 1992 (with Adam Gamoran, Mark Berends, and Paul C. LePore).

**1991** Lectures and workshops at the University of Tromsø, Norway, 28-29 November:

- The Effects of Classroom Discourse on Students' Academic Achievement, sponsored by the Department of Practical Pedagogical Education American Composition Theory and Social Interactionism, sponsored by the Language Association, School of Languages and Literature Lectures and workshops at the University of Trondheim, Norway, 2-6 December (sponsored by the Developing Written Language Competence Project):
- A Brief History of American Composition Theory (1950s-present)
- A Close Look at Social-Interactionist Writing Research
- The Social-Interactionist Writing Classroom: A Look at Peer Conferencing A Social-Interactionist Perspective on Classroom Discourse and Its Role in Student Learning
- On the Negotiation of Understanding Between Students and Teachers: Towards a Social-Interactive Model of School Learning. This paper was part of a symposium Nystrand organized, Towards a synthesis of constructivist and social-interactive models of discourse. The 1991 Convention of the American Educational Research Association (AERA), Chicago, 4 April 1991.
- Classrooms as Discourse Communities and Their Effects on Academic Achievement: A Study of Ninth-Grade Literature Instruction (Adam Gamoran, second author). The 1991 National Council of Teachers of English Assembly on Research, Chicago, 23 February 1991.

**1990** Classroom Discourse and Literature Achievement. The Research Assembly of the National Council of Teachers of English, 17 November 1990.

- Notes on Organizing Classrooms for Writing. Conference on Becoming a Nation of Writers: The Key to a More Literate Society (Sponsored by the National Council of Teachers of English, the Center for the Study of Writing, and the School Division of the Association of American Publishers). Chicago O'Hare, 20 March 1990.
- Reciprocity and Written Discourse and Reciprocity in the Classroom. Graduate Colloquium sponsored by the Department of English. Northern Illinois University, 6-7 February 1990.
- Classroom Instruction and the Effects of Ability Grouping: A Structural Model. Paper presented at the Annual Meeting of the American Educational Research Association, Boston: March 1990 (with Adam Gamoran and Mark Berends).
- Tracking, Instruction, and Achievement. Paper presented at the World Congress of the International Sociological Association, Madrid: July 1990 (with Adam Gamoran)

**1989** Writing, Reading, and Classroom Discourse Practices in Eighth- and Ninth-grade English and Social Studies Classes. The 1989 Education Writers Association Wingspread Conference held at The Johnson Foundation, Racine, Wisconsin, 15 July 1989.

- The Effects of Classroom Discourse on Literature Achievement in 8th Grade. The National Center on the Teaching and Learning of Literature, The State University of New York at Albany, 24 April 1989.
- Rommetveit, Reciprocity, and Written Discourse. Colloquium on oral and written language sponsored by the Language and Cognition Program, Northwestern University, 23 May 1989. Sharing Words: The Effects of Readers on Writing Development. An Invited Address to the American Educational Research Association, Division C (Learning and Instruction), San Francisco, 29 March 1989.
- Student Engagement and Instructional Discourse. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April 1989 (with Adam Gamoran).

- 1988** Learning to Write by Talking about Writing: Writing and Reading as Social-Interactive Processes. Center for the Study of Writing, University of California at Berkeley, 19 September 1988; the University of California at Santa Barbara, 20 September, 1988.
- Learning to Write by Talking about Writing. The 1988 Convention of the Illinois Reading Council, Springfield, Illinois.
  - Instructional Organization and Discourse in the Middle School. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April 1988 (with Adam Gamoran).
- 1986** Notes towards a Framework for Investigating the Uses of Writing to Acquire Knowledge. The Department of English, The University of Massachusetts-Amherst, Amherst, Massachusetts.
- 1985** Response to Student Writing as a Context for Learning to Write. The Sixth Conference on Learning in Higher Education, University of Wisconsin-Parkside, Kenosha, WI, 31 October 1985.
- Learning to Write by Talking about Writing. The 1985 Convention of the Wisconsin Council of Teachers of English (WCTE).
- 1982** A Comparison of Coherence in Oral and Written Reports and Speculations. The Great Lakes Area Rhetoric Association, University of Chicago, 15 May 1982.
- 1976** State-of-the-Art Language Arts Assessment. Graduate Faculty of Education, State University of New York at Buffalo.
- 1975** On Cracking Nuts, Tasting, Soups, and Assessing Competence in Language Arts. The Ontario Council for Leadership in Educational Administration.
- Problems, Pitfalls, and a Possibility for Assessing Affect in Language Arts. The Conference of the Eastern Ontario Council of Directors and Superintendents.
- 1974** Two seminars: Language and the Structure of Knowing & Journal Keeping as a Personal Way of Knowing. Rutgers University Graduate School of Education.
- 1970** A New Approach to Teaching Writing. The Illinois Association of Teachers of English, Edwardsville, Illinois.

#### CONFERENCE PAPERS

- 1998** Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse. Paper presented at the 1998 Convention of the American Educational Research Association (AERA), San Diego, 16 April 1998. (S. Zeiser, second author)
- The Sociocultural Context for the New Discourse about Writing: Towards a Rhetoric of Everyday Life. Paper presented at the 1998 Convention of the Conference on College Composition and Communication (CCCC), Chicago, 2 April 1998. (John Duffy, second author).
- 1996** Writing and Reading in the 1960s and '70s: An Introduction to the Ecology of Ideas, Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville, 10 October 1996
- 1992** Implementation of Portfolio Analysis for Assessment of Verbal Outcomes. Paper presented at the Convention of the American Educational Research Association, San Francisco, 23 April 1992. (Allan Cohen and Norca Martinez-Berrios, 2nd & 3rd authors)
- 1990** Classroom Instruction and the Effects of Ability Grouping: A Structural Model. The 1990 Convention of the American Educational Research Association (AERA), Boston, MA, 18 April 1990. (Adam Gamoran, first author)

- Social Constructionism versus Social Interactionism: Competing Social Theories of Writing. The 1990 Convention of the Conference on College Composition and Communication (CCCC), Chicago, 23 March 1990.
- 1989** Instructional Discourse and Student Engagement. Symposium on Student Engagement in High Schools. The 1989 Convention of the American Educational Research Association (AERA), San Francisco.
- A Reconsideration of Autonomy of Texts. Symposium on Studies of Orality and Literacy: Critical Issues for the Practice of Schooling. The 1989 Convention of the American Educational Research Association (AERA), San Francisco.
- 1988** Exploring the Effects of Instructional Discourse on Achievement in 9th Grade English and Social Studies. The 1987 Convention of the American Educational Research Association (AERA), New Orleans, LA.
- 1987** A Comparison of Demands on Writers Addressing Knowledgeable and Unknowledgeable Readers. The 1987 Convention of the American Educational Research Association (AERA), Washington, D.C.
- A Framework for Assessing Instructional Discourse in Middle and Senior High School English and Social Studies. The 1987 Convention of the American Educational Research Association (AERA), Washington, D.C.
- A Comparison of Demands on Writers Addressing Knowledgeable and Unknowledgeable Readers. The 1987 Convention of the Conference on College Composition and Communication (CCCC), Atlanta.
- 1986** Response to Student Writing as a Context for Learning to Write, in a panel on Researching Students' Awareness of Their Writing Processes, organized by Irwin Weiser, Purdue University.
- The 1986 Convention of the Conference on College Composition and Communication (CCCC), New Orleans.
- 1985** Reciprocity as a Principle of Writing and Reading, in a panel on Context as a Research Issue in Writing and Reading, organized by Rosalind Horowitz, the University of Texas at San Antonio. The 1985 Convention of the American Educational Research Association (AERA), Chicago.
- The Effects of Intensive Peer Review on the Development of Writing Ability and Students' Ideas of Themselves as Writers. The 1985 Convention of the Conference on College Composition and Communication (CCCC), Minneapolis.
- 1984** Learning to Write by Talking about Writing: A Summary of Research on Intensive Peer Review at the University of Wisconsin-Madison. The Research Assembly of the 1984 Convention of the National Council of Teachers of English (NCTE), Detroit.
- Reciprocity as a Principle of Writing and Reading in College Freshman Peer Editing. The 1984 University of New Hampshire Conference on Relating Reading and Writing in the College Years, Durham, NH.
- 1981** Elaborating and Buttressing: A Writer-Reader Interaction Model of Readability, at Convention of College Conference on Composition and Communication, Dallas, 26 March 1981.
- 1968** Dig and Be Dug (about a specially designed language program for lower ability students) at annual convention of the Illinois Association of Teachers of English.

#### GRANTS

**2013-2017** Principal Investigator, Automating the Measurement and Assessment of Classroom Discourse. \$1.6 million. The U.S. Department of Education Institute for Educational Studies (IES).



- 2003-2004** Counteroffer grant from the Graduate School and the School of Education, \$41,000.
- 2000** CELA refunded through 2003: Principal Investigator and Wisconsin director, National Research Center on Improving Student Achievement in English, 2001-2003. The U.S. Office of Educational Research and Improvement (OERI), \$5.304 million (\$2.24 million to Wisconsin).
- 1996-2001** Principal Investigator and Wisconsin director, National Research Center on Improving Student Achievement in English, 1996-2001. The U.S. Office of Educational Research and Improvement (OERI), \$12.5 million (\$3.75 million to Wisconsin).
- 1996-2002** Principal Investigator “Discourse Environment and Student Achievement” (English Center OERI grant), \$358,375.
- 1995-96** Principal Investigator. Historic Conditions for the Emerging New Discourse About Writing in the Late 1960s. The Spencer Foundation Major Grant, \$35,000.
- 1993-95** Principal Investigator. An Intellectual History of Composition Studies: 1950-1990. Vilas Award, University of Wisconsin-Madison, \$30,000.
- 1990-92** Principal Investigator (with 17 others). National Center on Organization and Restructuring of Schools. Office of Educational Research and Improvement, \$7.2 million, 10/90-9/95, supporting work on the following projects: Conditions for Productive Discourse in Small Groups (with Adam Gamoran, Courtney Cazden, and Elizabeth Cohen), approx. \$40,000, 11/90-10/91.
- Conditions of Success for Homogeneous and Heterogeneous Ability Grouping (with Adam Gamoran), approx. \$46,000, 11/90-10/92.
- 1985-90** Principal Investigator (with Adam Gamoran): The Stratification of Learning Opportunities in Middle and High School. Academic Achievement Program Area. U. S. Office of Educational Research and Improvement National Center on Effective Secondary Schools, 1985-90. Funding: \$694,000 over five years [Year 1 (12/85-11/86): \$59,273; Year 2 (12/86-11/87): \$118,513; Year 3 (12/87-11/88): \$228,028; Year 4 (12/88-11/89): \$197,075; Year 5 (12/89-11/90): \$91,141].
- 1986-87** Principal Investigator. A Review of Selected National Tests of Writing and Reading. Academic Achievement Program Area. National Center on Effective Secondary Schools, 1986-87. \$14,000
- 1986** Principal Investigator: An Examination of Key Problems in Current Composition Theory in terms of the Dialogic Semiotics of Bakhtin. UW-Madison Graduate College Summer Grant, 1986. \$7,800
- 1985** Member of Planning Grant Group: Planning Grant for the Center for Effective Secondary Schools (CESS) Grant Competition. National Institute of Education (to the Wisconsin Center for Education Research), 1985. [This proposal was ranked first in the competition, ahead of Johns Hopkins, Chicago, and Columbia.]
- Principal Investigator: The Effects of Intensive Peer Review on Text Revisions in College Freshman Writing Instruction. (With Deborah Brandt). National Institute of Education (funded through the Wisconsin Center for Education Research), 1985. \$18,000
- 1984** Principal Investigator: A Comparison of Demands on Writers Addressing Hi- and Low-knowledge Readers. UW-Madison Graduate College Summer Grant, 1984. [Research reported in *The Structure of Written Communication*, Chapter 6 (above).] \$7,000
- Project Director: Faculty Seminar on Writing Across the Disciplines. UW-System Undergraduate Teaching Improvement Grant, 1984.
  - Principal Investigator: Increasing Students’ Awareness of Their Own Composing Processes. National Institute of Education (funded through the Wisconsin Center for Education Research), 1984. [Research reported in *The Structure of Written Communication*, Chapter 9 (above).] \$6,500

**1983** Principal Investigator: The Development of Word Segmentation in the Bissex Texts. UW-Madison Graduate College Summer Grant, 1983. [Research reported in *The Structure of Written Communication*, Chapter 8 (above). From the publisher's review: "Let me here simply note that I found Chapter 8, 'Where Do the Spaces Go?' an especially fine chapter. Nystrand here is at his best in connecting his theoretical arguments to the details of written text and in demonstrating the value of persistent and informed empirical work in answering developmental questions." ] \$5,800

Software

**CLASS: Computer Software for the Analysis of Classroom Discourse** (1988-2016)

## **CLASS 5**

**2013-2017** (in development). Nystrand, M. in collaboration with the Institute for Intelligent Systems (Graesser, A.; Olney, A.; D'Mello, S.) CLASS 5.0; *CLASS 5.0 User's Manual*. **\$1.6 million grant** from the U. S. Department of Education Institute for Education Studies to develop CLASS 5.0 automating all the functions of CLASS 4.0.

## **CLASS 4**

**2016** CLASS 4.5, Nystrand, M. & D. Woods. (2016, April). CLASS 4.50 [Computer software]. Madison: Wisconsin Center for Education Research.

**2002** Nystrand, M. (2002, April). CLASS 4.24; *CLASS 4.0 User's Manual* (62 pp.): Windows implementation of revised CLASS 4.11 program (below). Programming assistance: Yunpeng Pan; Editorial assistance by Samantha Caughlan. Developed for use in CELA Literacy Partnership (OERI funded research at the National Research Center on English Learning and Achievement).

**2002** Nystrand, M. (2002, January). CLASS 4.11; *CLASS 4.0 User's Manual* (59 pp.): Windows implementation of revised CLASS 4.07 program (below). Programming assistance: Yunpeng Pan. Developed for use in CELA Literacy Partnership (OERI funded research at the National Research Center on English Learning and Achievement). Programming assistance: Yunpeng Pan; Editorial assistance by Samantha Caughlan

## **2001**

**2001** Nystrand, M. (2001). CLASS 4.07; *CLASS 4.0 User's Manual* (59 pp.): Windows implementation of revised CLASS 4.06 program (below). Programming assistance: Yunpeng Pan. Developed for use in CELA Literacy Partnership (OERI funded research at the National Research Center on English Learning and Achievement). Programming assistance: Yunpeng Pan; Editorial assistance by Samantha Caughlan

**2001** Nystrand, M. (2001, October). CLASS 4.06 and CLASS-EDIT 4.0; *CLASS 4.0 User's Manual* (59pp.): Programs implemented on laptop computer for the in-class evaluation of classroom discourse. Developed at OERI funded research, National Research Center on Improving Student Achievement in English (see grants above). Programming assistance: Craig Weinhold

**2001** Nystrand, M. (2001, September). CLASS 4.03 and CLASS-EDIT 4.0; *CLASS 4.0 User's Manual* (59 pp.): Windows programs implemented on laptop computer for the in-class evaluation of classroom discourse. Developed at OERI funded research, National Research Center on Improving Student Achievement in English (see grants above). Programming assistance: Yunpeng Pan; Editorial assistance by Samantha Caughlan

**2001** Nystrand, M. (2001, August). CLASS 4.01 and CLASS-EDIT 4.01; *CLASS 4.0 User's Manual* (52 pp.): Programs implemented on laptop computer for the in-class evaluation of classroom

discourse. Developed at OERI funded research, National Research Center on Improving Student Achievement in English (see grants above). Programming assistance: Yunpeng Pan; Editorial assistance by Samantha Caughlan

### **CLASS 3**

**2001** Nystrand, M. (2001, April). CLASS 3.0 and CLASS-EDIT 3.0; *CLASS 3.0 User's Manual* (66 pp.): Programs implemented on laptop computer for the in-class evaluation of classroom discourse. Developed at OERI funded research, National Research Center on Improving Student Achievement in English (see grants above). Programming assistance: Yunpeng Pan & Craig Weinhold

### **2000**

**2000** Nystrand, M. (2000). CLASS 3.0; *CLASS 3.0 User's Manual* (66 pp.): Windows implementation of revised CLASS 2.0 & CLASS-EDIT 2.0 programs (below). Programming assistance: Yunpeng Pan. Developed for use in OERI funded research at the National Research Center on English Learning and Achievement. Programming assistance: Yunpeng Pan & Craig Weinhold

### **1999**

**1999** Nystrand, M. (1999, October). CLASS 3.0 and CLASS-EDIT 3.0; *CLASS 3.0 User's Manual* (66 pp.): Programs implemented on Windows for the in-class evaluation of classroom discourse. Developed at OERI funded research, National Research Center on Improving Student Achievement in English (see grants above). Programming assistance: Yunpeng Pan & Craig Weinhold

### **CLASS 2**

**1990** Nystrand, M. (1990, July). CLASS 2.0 and CLASS-EDIT 2.0; *CLASS 2.0 User's Manual* (54 pp.): Programs implemented on laptop computer for the in-class evaluation of classroom discourse. Developed at the National Center on Organization and Restructuring of Schools (see grants above). Programming assistance: Craig Weinhold

**1988** Nystrand, M. (1988, October). CLASS 2.0 and CLASS-EDIT 2.0; *CLASS 2.0 User's Manual* (54 pp.): Programs implemented on laptop computer for the in-class evaluation of classroom discourse. Developed at National Center on Effective Secondary Schools (see grants above). Programming assistance: Craig Weinhold

### **CLOBS**

**1988** Nystrand, M. (1988, June). CLOBS 2.0 AND CLOBS-EDIT 2.0; *CLOBS 2.0 User's Manual* (33 pp.): Programs implemented on laptop computer for the in-class evaluation of classroom discourse. Developed at National Center on Effective Secondary Schools (see grants above). Programming: Martin Nystrand

**Other Software**

**1984** Analysis of Covariance (ANCOVA) computer program for the TRS-80 (Model III): unpublished software written in conjunction with *The Structure of Written Communication* (above).

**1984** Box Test for Homogeneity of Variance (LOGAOV) computer program for the TRS-80 (Model III): unpublished software written in conjunction with *The Structure of Written Communication* (above).

**1984** Multivariate Analysis of Variance (MANOVA) computer program for the TRS-80 (Model III): unpublished software written in conjunction with *The Structure of Written Communication* (above).