

Sarah W. Beck

CURRICULUM VITAE

Work:

Department of Teaching and Learning
Steinhardt School of Culture, Education and
Human Development
New York University
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33 West 93rd St. Apt. 4E
New York, NY 10025

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EMPLOYMENT HISTORY:

Associate Professor, English Education

New York University, Steinhardt School of Education
Department of Teaching and Learning

September 2009- present

Assistant Professor, English Education

New York University, Steinhardt School of Education
Department of Teaching and Learning

September 2002 – August 2009

EDUCATION

Ed.D. Harvard University, Graduate School of Education

Doctoral Program in Language and Literacy/
Human Development and Psychology

Spencer Research Training Grant (Multi-Year Fellowship: 1997-2000)

2002

M.F.A. Washington University in St. Louis

Writing Program, Fiction

1993

A.B. Harvard-Radcliffe College

Major: Literature; *Magna Cum Laude.*

1991

PUBLICATIONS:

Peer-Reviewed Articles:

Llosa, L., **Beck, S.**, & Zhao, G. (in press). An investigation of academic writing in secondary schools to inform the development of diagnostic classroom assessments. *Assessing Writing*

Beck, S., Llosa, L. & Fredrick, T. (in press). The challenges of writing exposition: Lessons from a study of ELL and non-ELL high school students. *Reading and Writing Quarterly*

Beck, S. W. (2009). Composition across secondary and post-secondary contexts: Cognitive, textual and social dimensions. *Cambridge Journal of Education*, 39, 3, 311-327.

Beck, S. & Jeffery, J. (2009). Genre and thinking in academic writing tasks. *Journal of Literacy Research*, 41, 2, 228-272.

Beck, S. W. (2009). Individual Goals and Academic Literacy: Finding a balance between authenticity and explicitness. *English Education*, 41, 3, 259-280.

Beck, S. W. & Jeffery, J. (2007). Genres of high-stakes writing assessments and the construct of writing competence. *Assessing Writing*, 12, 1, 60-79.

Beck, S. W. (2006). Subjectivity and intersubjectivity in the teaching and learning of writing. *Research in the Teaching of English*, 40, 4, 413-460.

Beck, S.W. Coker, D., Hemphill, L. & Bellinger, D. (2003). Literacy Skills of Children with a History of Early Corrective Heart Surgery. In Diane L. Schallert, Colleen M. Fairbanks, Jo Worthy, Beth Maloch, & James V. Hoffman.(Eds). *51st Yearbook of the National Reading Conference*, (pp. 106-116). Oak Creek, WI: National Reading Conference.

Duke, N.K. & **Beck, S.** (1999). Education should consider alternative formats for the dissertation. *Educational Researcher*, 28, 3, 31-36.

Books:

Beck, S. W. & Nabors-Olah, L. (Eds.), (2001). *Beyond the Here and Now: Perspectives on Language and Literacy*. (Harvard Educational Review Reprint Series No. 35.) Cambridge, MA: President and Fellows of Harvard College.

Book Chapters and Book Reviews:

Beck, S. (2010). Composition: Cognitive, Textual and Social dimensions. In R. Andrews, D. Wyse and J. Hoffman (Eds.) *The International Handbook of English, Language and Literacy Teaching*. New York: Routledge.

Beck, S. W. (2008). Cultural variation in narrative competence and its implications for children's academic success. In A. Bailey, A. McCabe & G. Melzi (Eds). *Research on the Development of Spanish-Language Narratives* (pp. 332-350). New York: Cambridge University Press.

Beck, S. W. & Milne, C. (2004). The use of text for thinking and learning in science. In P. Fraser-Abder (Ed.), *Pedagogical Issues in Science, Mathematics and Technology Education*, (pp. 42-70). Syracuse, NY: New York Consortium for Professional Development.

Beck, S. W. (2004). Context, text, and tests: Issues in English assessment. In B. Barrell, R. Hammett, J. Mayher, & G. Pradl (Eds.). *De-Centering Traditions in Subject English: Cross Border Perspectives*. New York: Teachers College Press.

Cazden, C. & **Beck, S. W.** (2003). "Classroom Discourse" in A. Graesser, M. Gernsbacher, & S. Goldman (Eds.), *Handbook of Discourse Processes*. Mahwah, NJ: Lawrence Erlbaum.

Beck, S. (2001). Editor's Review of *Vygotskian Perspectives on Literacy Research: Constructing Meaning Through Collaborative Inquiry and Inside City Schools: Investigating Literacy in Multicultural Classrooms*. *Harvard Educational Review*, 71, 2, 296-309.

MANUSCRIPTS IN PREPARATION:

Beck, S.W., Llosa, L, Fredrick, T. & Smith, A. (in preparation). Exploring the potential of think-aloud protocols as a tool for the formative assessment of high school students' academic writing.

Clark-Gareca, B., **Beck, S.** & Llosa, L. (in preparation). High school teachers' knowledge of writing and writing instruction: Evidence from think-aloud protocols and interviews.

Beck, S., Burns, B. & Anderson, D. (in preparation). Literacy tools for literary understanding: The Use of Questioning Heuristics to Develop Thematic Understanding of Literature.

FUNDED RESEARCH

Principal Investigator. *What is academic writing? Investigating this construct as a basis for diagnosing secondary students' writing difficulties*

Funded by The Spencer Foundation (Period: 9/1/07 - 8/31/08)

Amount: \$39,817

Principal Investigator. *Developing a diagnostic assessment of academic writing: The construct definition phase (with Lorena Llosa, NYU)*

Funded by the Steinhardt Faculty Challenge Grants Competition--Doctoral Graduate Assistant Award (Period: 9/1/2007-5/31/2008)

Amount: \$31,710

Principal Investigator. *Developing an evidentiary framework for the construct of academic writing (with Lorena Llosa, NYU)*

Funded by a New York University Research Challenge Grant (Period: 6/1/07- 5/31/08)

Amount: \$10,326

Principal Investigator. *The nature of academic writing in secondary education: Implications for diagnostic assessment (with Lorena Llosa, NYU)*

Funded by the Steinhardt Faculty Challenge Grants Competition--IDEA Award (Funding Period: 6/1/07 – 5/31/08)

Amount: \$5,000

Principal Investigator. *Developing a diagnostic assessment of academic writing: The construct definition phase (with Lorena Llosa, NYU)*

Funded by the Steinhardt Faculty Challenge Grants Competition—Summer Development Award (Funding Period: 6/1/07-5/31/08)

Amount: \$5,000

Principal Investigator – *Learning the Genres of History and English*

Funded by the Steinhardt Research Assistantship Challenge Fund

Funding Period: 9/1/05 to 5/31/06

Amount: \$27,995

Principal Investigator – *Literacy within and across subjects in an urban school*

Funded by the Spencer Foundation

Funding Period: 10/1/04 to 11/31/05

Amount: \$32, 834

Principal Investigator - *Academic Literacy and Literary Expertise: A Pilot study of the Process of Literary Interpretation in Experts and Students*

Funded by the NYU Steinhardt Research Challenge Fund

Funding Period: 5/31/03 to 5/31/04

Amount: \$3,996

INVITED TALKS:

Beck, S.W. (2007, November). "Cognitive, textual and social dimensions of academic writing: Implications for the instruction and assessment of adolescent learners. Invited Talk, Michigan State University.

Beck, S.W. & Llosa, L. (2007, October). Developing a diagnostic assessment of academic writing: The construct definition phase. Language and Literacy Research Series, Department of Teaching and Learning, New York University.

REFEREED CONFERENCE PRESENTATIONS, PARTIAL LIST:

Beck, S., Burns, B. & Anderson, D. (2011, May). Developing Interpretive Stance in Adolescent Readers: The Use of Questioning Heuristics to Develop Thematic Understanding of Literature. Poster Presentation at the International Reading Association Conference, Orlando, FL.

Beck, S., Burns, B. & Anderson, D. (2011, April). Literacy tools for literary understanding: An investigation of heuristics in the English classroom. Paper presented at the International Federation of the Teaching of English Conference, Auckland, NZ.

Clark-Gareca, B., **Beck, S.** & Llosa, L. (2011, April). High school teachers' knowledge of writing and writing instruction: Evidence from think-aloud protocols and interviews. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Beck, S., Llosa, L., Fredrick, T. & Smith, A. (2009, November) A developmental perspective on high-school writers' strengths in academic writing. Presentation at the Annual Convention of the National Council of Teachers of English: Philadelphia, PA.

Beck, S., Llosa, L., Fredrick, T. & Smith, A. (2009, April) High school students' difficulties with academic writing: Implications for instruction and assessment. Paper presented at the Annual Meeting of the American Educational Research Association: San Diego, CA.

Llosa, L., **Beck, S.,** Zhao, C. (2009, April). Developing a Diagnostic Assessment of Academic Writing for High School Students: The Construct Definition Phase. Paper presented at the Annual Meeting of the American Educational Research Association: San Diego, CA.

Llosa, L., **Beck, S.,** Zhao, C. (2009, March). Defining the construct of academic writing to inform the development of a diagnostic assessment. Paper presented at the 30th annual Language Testing Research Colloquium (LTRC), Denver, CO

Beck, S.W. (March 28, 2008). The use of narrative textual strategies in high school students' expository writing about history. Paper presented at the Annual Meeting of the American Educational Research Association: New York, NY.

Llosa, L. and **Beck, S. W.** (2007, June). Developing a diagnostic assessment of academic writing: The construct definition phase. Work-in-Progress presented at the 28th annual Language Testing Research Colloquium (LTRC), Barcelona, Spain

Beck, S. W. & Jeffery, J. (April 10, 2007). How students view the genre demands of writing about History and Literature: Insights from retrospective accounts. Paper presented at the Annual Meeting of the American Educational Research Association: Chicago, IL.

Beck, S. & Jeffery, J. (2006). *The role of content knowledge in writing about History and Literature: Insights from students' retrospective accounts.* Paper Presented at the 56th National Reading Conference. Los Angeles, California.

- Beck, S.W.,** Giordano, P. & Jeffery, J. V. (2006). "I just want them to write an essay": How teachers think about integrating literacy skills and content knowledge. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA: April 7, 2006.
- Beck, S.W.** (2005). Orientations to Literary Response: Attitudes and Processes. Paper presented at the 55th Annual Meeting of the National Reading Conference, Miami, Florida: November 30-December 3, 2005.
- Beck, S. W. & Jeffery, J.** (2005). Genres of academic writing and of high-stakes assessment: Exploring the difference. Paper presented at the 55th Annual Meeting of the National Reading Conference, Miami, Florida: November 30-December 3, 2005.
- Beck, S.W.** (2004). How writing extends students' reasoning about literature. Paper presented at the 94th Annual Convention of the National Council of Teachers of English. Indianapolis, Indiana: November 18-24, 2004.
- Beck, S. W.** (2003). How do we know where our pre-service teachers are coming from? Paper presented at the Annual Meeting of the National Council of Teachers of English, San Francisco, CA, November 21, 2003.
- Beck, S. W. & Peterson, S.** (2003) When are two minds better than one? Reciprocal influence between teacher and researcher in the investigation of students' academic literacy (18 pp.). Penn Ethnography Forum. Philadelphia, PA: March 1, 2003.
- Beck, S. W.** (2002). The development of ninth grade students' criteria for literary analysis essays in pedagogical context. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA: April, 2002.
- Beck, S. W.** (2002). How an Urban Teacher Supports the Development of Ninth Grade Students' Knowledge about and Competence in Demonstrating Criteria for the Literary Analysis Essay. Round Table Presentation at the Annual Convention of the National Council of Teachers of English. Atlanta, GA: December, 2002.
- Beck, S. W., Coker, D., Hemphill, L., & Bellinger, D.** (2001). Exploring areas of vulnerability in the literacy skills of children with a history of corrective heart surgery. Paper presented at the National Reading Conference, December 2001, San Antonio, TX.
- Beck, S.W.** (2000). The Structure of Talk in a Classroom Discussion of Student Writing. Paper presented at the Annual Meeting of the American Educational Research Association, April, 2000, New Orleans, Louisiana.
- Beck, S. W.** (1999). New Paradigms, New Practices: A Theoretical Review of Reading Comprehension Assessments. Paper Presented at the Annual Meeting of the American Educational Research Association, April 1999, Montréal, Canada.

TEACHING AND ADVISEMENT

Courses Taught at New York University

E11.2120 – Curriculum and Research in the English Language Arts (Spring 2010)
E11.2509 – *Teaching Reading in the English Classroom* (Fall '05, '06, '07, '08, '09)
E16.2016 – *Reading and Writing: Foundations* (Fall '05)
E11.2501— *Teaching Expository Writing* (Fall '02, Fall '03)
E11.2511 – *Masters Seminar in English Education* (Fall '02, '03)
E11.2049 – *Teaching English in the Inner City* (Spring '03, '04, '05, '06)
E27.3001/2 – *Dissertation Proposal Seminar* (Spring '08)
E11.3919 – *Doctoral Seminar in Written Discourse* (Spring '03, '04, Fall '06, Fall '08)
E27.3013 – *Doctoral Seminar in Teaching and Curriculum* (Spring '05)
E11.2028 – *Evaluating Learning in English and the Humanities* (Summer '03)

Doctoral Dissertations Advised and Directed (*)

Tim Fredrick*	Students Accomplishing Academic/Social Actions through Language
Michael Stoll	Teachers' Conceptualizations of Writing and Historical Thinking in Social Studies
Heather B. Finn	Narratives of English Literacy Learning: Women's Participation in a Community-Based Adult ESL Writing Class (anticipated graduation date: 5/11)
Jill V. Jeffery*	Exploring the Intersection Between Voice Criteria and Genre Demands in Direct Writing Assessments. (graduated: 9/10)
Cecilia Guanfang Zhao	The relationship between voice intensity and writing quality in post-secondary L2 writers (graduated: 9/10)
Catherine M. Sigler*	Painful Memories: Grieving and the Reconstruction of Meaning in Contemporary Memoir (anticipated graduation date: 5/09)
Margaret V. Gardineer*	Exploring the Familiar in the Strange: Readers' Responses to a Canonical Text (Graduated: 5/09)

Gabriel Reich*	Measuring Achievement in History: Multiple Choice, High Stakes, and Unsure Outcomes (graduated 9/24/07)
Jody N. Polleck	Constructing Identity, Constructing Community: Book Clubs with Urban Adolescent Females (graduated 5/10/07)
Emily Klein	Theory into Practice: Professional Development Design and Implementation in a Small High School Development Project. (graduated 5/12/05)
Chia-Jung Lin	Contrastive Rhetoric Revisited: Taiwanese Advanced ESL Learners' Organizational Structures in Persuasive English writings (graduated 9/24/07)

EDITORIAL EXPERIENCE

Guest Reviewer, <i>Assessing Writing</i>	2009-2010
Editorial Advisory Board, <i>Journal of Literacy Research</i>	2004-present
Senior Editor, <i>Harvard Educational Review</i>	2001-2002
Editorial Board, <i>Harvard Educational Review</i>	1998-2000
Guest Reviewer, <i>Discourse Processes</i>	2000
Guest Reviewer, <i>Research in the Teaching of English</i>	2001, 2008

OTHER TRAINING AND WORK EXPERIENCE

Faculty Affiliate, <i>Center for Research on Culture, Development, and Education,</i> Steinhardt School of Culture, Education and Human Development	2003- 2009
Consultant in Writing Assessment, Snowden International High School, Boston, MA	2001-2002

Worked with faculty in History, English and Science to develop subject-specific formative writing assessments in three core subject areas

**Evaluation Consultant,
Faculty Writing Seminars of the Bard College
Institute for Writing and Thinking**

**October 2000-
August 2002**

Worked with the directors of the Bard Institute to evaluate the success of a two-year professional development initiative in four NY State school districts

“The Art of Writing About Teaching” – Workshop organizer

**January-September
2000**

Coordinated a writing and publication workshop for teachers to write about their practice sponsored by the *Harvard Educational Review*

**Research Assistant to Dr. Lowry Hemphill,
Harvard Graduate School of Education**

**January 1997-
June 2002**

Trained in methods of discourse analysis and transcription of children’s oral and written discourse and using CHILDES software.

**Research Assistant to Nell K. Duke,
Harvard Graduate School of Education**

Spring 1997

Trained in collection and analysis of children’s writing and environmental print using genre-based coding system

Curriculum Consultant, Max Warburg Courage Curriculum

Summer 1997

Wrote a Teacher’s Guide for Boston Public Schools and other districts that use the Courage Curriculum.

CITIZENSHIP AND SERVICE ACTIVITIES:

Program Director, English Education

2008-present

Member, Promotion and Tenure Committee

2009-2010

Faculty Search Committee, English Education
Department of Teaching and Learning

2007-2008

Member, Doctoral Committee
NYU Department of Teaching and Learning

2007-present

Proposal Reviewer, Division C (Learning and Instruction) and
Division K (Teacher Education)
Annual Meeting of the American Educational Research Association

2007

Member, Selection Committee for the Alan Purves Award
National Council of Teachers of English

2007

Member, Standing Committee on Research,
National Council of Teachers of English **2006-2008**

Member, Advisory Board, *University Neighborhood Middle School*
(a New York University Partnership School) **2004-2005**

Proposal Reviewer, **2005, 2006**
(Division C, Learning & Instruction; Writing and Literacies SIG)
Annual Meeting of the American Educational Research Association

Area Chair (Area 9, Literature and Text Analysis) **2005, 2006**
National Reading Conference

Faculty Search Committee, English Education **2005-2006**
Department of Teaching and Learning

Steinhardt Teacher Education Council **2005-2007**

Teacher Education Research Advisory Committee **2005-2006**
Department of Teaching and Learning

Student Academic Life Committee
New York University, Department of Teaching and Learning **2002-2004**

Faculty Search Committee (Literacy Education),
Department of Teaching and Learning **2002-2003**

Harvard Graduate School of Education, **2000-2001**
Committee on Rights and Responsibilities **1996-1997**

Harvard Graduate School of Education, **1998-1999**
Search Committee for Professor in Language and Literacy

Harvard Graduate School of Education **1997-1998**
Student Research Conference and International Forum,
Steering Committee

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS:

American Educational Research Association
National Reading Conference
National Council of Teachers of English
International Reading Association