

MARCIA ZISSERSON BUELL

ASSOCIATE PROFESSOR

English Department, Northeastern Illinois University

(Main courses include undergraduate courses in Engl 101, Engl 102, Advanced Composition, Argumentative Prose and Reading and Writing in a Changing Digital Economy. , Graduate courses include Seminar in Basic Writing, Writing Assessment, English and Technology Studies and and Writing Pedagogies.)

EDUCATION

Ph.D. University of Illinois

Department of English, University of Illinois at Urbana-Champaign. Writing Studies with Special Emphasis in Literacy Studies. July 2008

Dissertation: *The interplay of culture, voice, identity, and response among five EAL university writers*

Master of Arts in Linguistics/TESL

Ohio University, Athens, Ohio, August 1991.

Thesis: *As the professors see it: Assignment descriptions and perceptions of international student performance in academic reading and writing.*

Bachelor of Arts in Political Science

Antioch College, Yellow Springs, Ohio, June 1985.

PUBLICATIONS

Buell, Marcia Z Negotiating Rich Response Networks and Textual Ownership in *Research Literacies and Writing Pedagogies for Masters and Doctoral Writers*, Eds. Badenhorst , Cecile and Cally Guerin. Brill Online Books and Journals. 2015. 221-237. Online.

The Place of Basic Writing at Wedonwan U: A Simulation for
- Journal (2013-2014)

Buell, Marcia Z. "Negotiating Textual Authority: Response Cycles for a Personal Statement of a Latina Undergraduate." *Journal of Basic Writing* 31.2 (2012): 5-28

expertise: The shared journey of a South Korean
and a North American In panel session, *Mentoring and
Being Mentored in Graduate School* (Chris Casanave, Chair). Annual

I also conduct one to one tutorials with each student in the class for 50 minutes a week. These tutorials offer students an opportunity to talk through their ideas in depth, revise sections of their papers through conversation and interaction and address individual grammar or style concerns.

September 2005 May 2006 (and January 2003-May 2003)

Consult with students ranging from freshmen to Ph.D candidates on all aspects of writing, including organization, content development, audience awareness, clarity and grammar. In these sessions, I met with individual students for 50 minutes to talk through ideas, co-construct more effective ways to put those ideas into words on paper, interpret instructor feedback, or address grammatical concerns. International students comprise a large percentage of students who come to the

January 2005-May 2005 (Rhet. 103 off-sequence) and August 1999 May 2000

Rhetoric 103/104

AWP Instructor (TA), UIUC

Rhetoric 103 and 104. See description for Rhetoric 102 above. The goals for Rhetoric 103 and Rhetoric 104 are similar, but they do not include a tutorial component.

June August 2000, 2002, 2003, 2006

Reading and study skills instructor for LAS Bridge/Transition Program (TA), UIUC

This is a program to help under-represented minority students understand and meet university level requirements. In this intensive program, which met five days a week for six weeks, I introduced students to techniques for processing texts, both on the micro-levels of vocabulary and grammatical strategies, and on the macro-levels of determining key ideas, summarizing, and critically applying ideas across texts. In addition to helping students develop approaches to academic reading, I also worked with students on developing notetaking techniques for lectures, communicative strategies when consulting with their professors and teaching assistants and time management.

PRE-DOCTORAL TEACHING EXPERIENCE

August 1998 - May 1999

**Division of Rhetoric and Composition, University of Illinois, Champaign,
Illinois**

Visiting Teaching Associate for Rhet. 101, 100, 105 in the fall of 1998 and Rhet. 102, 100 and 104 for Spring of 1999.

See descriptions above.

June 1997 - Aug. 1998

Parkland College Intensive English Program, Champaign, Illinois

Adjunct Intensive English Instructor/Program Assistant.

Responsible for conducting classes in communicative strategies, pronunciation, grammatical principles and composition for levels ranging from beginners to high advanced. Also assisted in curriculum development in all aspects of the Intensive English program.

March 1994 - March 1997

Kansai Gaidai Foreign Language University, Hirakata, Osaka, Japan

IES (Intensive English) Instructor for reading, writing, linguistics and conversation courses for students preparing to study abroad in American or Australian institutions.

September 1993-December 1993

Montgomery County Community College, Rockville, Maryland

ESL Adjunct Instructor for beginning composition and grammar.

George Washington University, Washington, D.C.

ESL Adjunct Instructor for research-based academic writing.

August 1992 - June 1993

Csokonavitecz Mihaly Gimnazium, Debrecen, Hungary

Sole native English speaking instructor for this secondary school. Primarily taught English oral communication skills.

August 1991 - July 1992

Center for English as a Second Language, Carbondale, Illinois

Intern/instructor at pre-academic ESL program attached to Southern Illinois University.

August 1989 - June 1991

Ohio Program of Intensive English, Athens, Ohio

Teaching Associate for all levels and skills in OPIE, an academic preparation program for university level international students. Courses taught include beginning and advanced level listening and speaking.

PRE- **(1984-1989)**

Conversation and oral communications teacher for conversation schools in Chiba and Kyoto Japan, and for technical institutes in Guangzhou and Sichuan, China. While teaching in Kyoto for the Kyoto English Center, I also coordinated the language program at a local IBM plant.