



## Curriculum Vita October 2024

**Instructor:** Dr. Carol Revelle, Associate Professor

**Academic Department:** Curriculum and Instruction

**University Address:** Sowers Education South  
Texas A&M University-Commerce  
PO Box 3011  
Commerce, TX 75429-3011

**Office Phone:** 903-886-5537

**University Email Address:** carol.revelle@tamuc.edu

**Faculty Web Page Address:** <https://www.tamuc.edu/people/carol-revelle/>

### EDUCATION

Doctor of Philosophy Degree in Curriculum and Instruction and Reading, University of North Texas, 2009.

Dissertation: *Constructing Transformative Experiences through Problem Posing in a High School English Research Project*  
Chair: Mary M. Harris, Ph.D.

Master of Education Degree in Secondary Education and Gifted and Talented, University of North Texas, 2003.

Gifted and Talented Endorsement, Southern Methodist University, 2000.

Bachelor of Arts Degree in English, Augusta State University, 1997.

Certifications: English, Speech Communications, Reading, Gifted & Talented

### TEACHING EXPERIENCE

2019- Present – Texas A&M University – Commerce – Associate & Assistant Professor, Center Coordinator, Co-Coordinator of Reading Master's Program, Director of National Writing Project of North East Texas, Faculty Advisor for the Texas Educators Affiliate of TAFE

2016 – 2019 – Texas A&M University – Commerce – Ad Interim Assistant Professor, Teacher Residency Liaison in the Curriculum and Instruction Department (2016-17), Adjunct Professor (2017-18), Ad Interim Assistant Professor, Teacher Intern and Residency Liaison in the Curriculum and Instruction Department (2018-19)

2010 – 2016 - University of North Texas, Teacher Education and Administration – Senior Lecturer, Grant Writer and Facilitator, Assistant Director of Undergraduate Education, Student Teaching Cadre Coordinator, and Director of the UNT GED & ESL program (The President's EDGE) in the Language, Literacy, and Bilingual Education Program

2003 – 2010 - University of North Texas, Teacher Education and Administration – Graduate Assistant and Adjunct Professor

## **PUBLICATIONS**

### **Peer-Reviewed Articles and Book Chapters:**

Revelle, C., Childs, K., Slay, L, Araujo, J, and Roby, W. (Under Review). An online professional development dilemma: Changing the setting for a successful and authentic professional learning community. *English Leadership Quarterly*.

Revelle, C., Roby, W., Slay, L., Childs, K., & Araujo, J. (2024). Differences that make a difference: Adapting a professional development program for the post-COVID-new-normal. *International Journal on Social and Education Sciences (IJonSES)*, 6(4), 692-714. <https://doi.org/10.46328/ijonSES.692>

Revelle, C., Hobelman, B., Reeves, N. and Tiemann, S. (In Press). STAAR 2.0 Redesign: Literacy implications for these critical questions. *Bill Martin Jr Yearbook Vol. 1*.

Revelle, C. and Corp, A. (2024). Planning with ChatGPT: Scaffolding required. *ALER Yearbook*, Vol. 46.

Corp, A. and Revelle, C. (2023). Exploring the pedagogy of using ChatGPT with student teachers in planning mathematics lesson. *Proceedings of the School of Science and Mathematics Association*.

Corp, A. and Revelle, C. (2023). ChatGPT is here to stay: Using ChatGPT with student teachers for lesson planning. *The Texas Forum of Teacher Education*. Vol. 14.

Revelle, C. (September 2023). Moments of excellence: Sustaining hope and joy in our classrooms. *English Journal*, 113(1), 84-92.

Hong-Nam, K. and Revelle, C. (2023). Teacher self-efficacy and attitude toward teaching reading in the content areas: An analysis of secondary pre-service teachers' self-reported surveys. *ALER Yearbook Vol. 45*.

Revelle, C. and Waugh, A. (Summer 2023). Violence of compliance: Divided we fail to report censorship. *ALAN Review*, 550(3), 30-32.

- Caldera, A., Revelle, C. & Calderon-Berumen, F. (2023). Equitably assessing emergent bilinguals. In Esmail, A, et.al. (Eds.) Social justice perspectives on English language learners. Rowman and Littlefield.
- Revelle, C. (2023). Holding up a mirror to the ELAR comprehension TEKS: Growth and potential in the Texas revision cycle. *Texas Journal of Literacy Education*, 10(1), 59-65.
- Revelle, C. (2022). Loaded language and slippery slopes: Using the ELAR TEKS to combat faulty reasoning. *Texas Association for Literacy Educators Yearbook*, 56-62.
- Revelle, C., Slay, L. & Fields, M. (Fall 2021). Read alouds, structure, and sharing: Planning strategically to carve out time for meaningful literacy experiences. *English in Texas*. Texas Council of Teachers of English Language Arts, TX.
- Revelle, C. (2021). Essential questions on forgiveness: Approaching the Holocaust through personal inquiry. *Becoming a Holocaust educator: Purposeful pedagogy through inquiry*. Teachers College Press, New York, NY.
- Revelle, C. (Summer 2021). Lessons learned from *Hello Light House*: Building equity through representation. *English in Texas*. Austin, TX.
- Riley, J., Slay, L. E., and Revelle, C. (Summer 2021). The elephant in the classroom: Using YouTube comments to address the essential but unacknowledged topic of race. *International Journal of Multicultural Education*.
- Revelle, C. (Fall 2020). Same song – different verse: Consistent ELAR content vocabulary across grade levels in the new ELAR TEKS. *Texas Association for Literacy Educators 2020 Yearbook*. Denton, TX.
- Revelle, C., Willson-Youngblood, A., and Schneider, C. (June 2020). What's in your feed? Navigating the digital divide to advocate for diverse texts. *English in Texas*. Austin, Texas.
- Revelle, C. and Waugh, A. (2020). Trusting teachers: Resisting censorship and recognizing euphemisms in educational policy and curriculum development." *Incorporating LGBTQ+ identities in K-12 curriculum and policy*.
- Revelle, C. and Waugh, A. (2020). "Silencing LGBT voices: Patterns of censorship and resources for change." *Incorporating LGBTQ+ identities in K-12 curriculum and policy*.
- Revelle, C. (Fall 2019) The new ELAR TEKS: Highlighting the independent reading student expectation. *Texas Association for Literacy Educators 2019 Yearbook*. Denton, TX.
- 
- Dixon, K.V., Foote, M.M., Araujo, J.J., Clark, R., Revelle, C. and Morton, T.B. (2018). The power of family involvement: Preparing preservice teachers to understand more about the out of school literacy lives and cultures of children. *Association of Literacy Educators and Researchers 2018 Yearbook*, 367-382.

Stewart, M. A., Walker, K., and Revelle, C. (Summer 2018) "Learning from students: What, why, and how adolescent English learners want to read and write." *The Texas Journal of Literacy Education*, 6 (1), 23-40.

Patterson, L., Araujo, J., Wickstrom, C., and Revelle, C. (Summer 2015). "Setting conditions for generative literacy learning for adolescent English learners – Or not!" *Scholar-Practitioner Quarterly*, 8 (3), 294-314.

Stewart, M. A., Araujo, J., Revelle, C., and Knezek, L. (Fall 2015). "Tapping in to English learners' lived experiences through relevant literature." *California Reader*. The California Reading Association, 48 (4), 13-19.

Revelle, C. (Fall 2014). "Engaging student inquiry with authentic topics." *R.E.A.D.: Reading, Exploration, and Discovery*, Louisiana Reading Association.

Revelle, C. (Spring 2014). "Always be selling: Overcoming barriers with reluctant secondary readers." *Oregon English Journal*. Portland, Oregon.

Nathans, L. and Revelle, C. (May 2013). "An analysis of cultural diversity and recurring themes in preservice teachers' online discussions of Epstein's six types of parent involvement." *Teaching Education*. 24 (2), 164-180.

Revelle, C. and Gonzales, K. (Winter 2011). "What does this have to do with me? Reaching out toward humanity in the ELA classroom." *English in Texas*, 41 (2), 65-69.

Eichler, V., Revelle, C. and Roberts, J. (Summer 2011). "Text, talk, and tips: *Truth with a Capital T*." *English in Texas*, 41 (1), 35-37.

Revelle, C. (October 2009). "Research that works: Double entry documentation." *Classroom Notes Plus*, National Council of Teachers of English, 12-14.

Revelle, C. (Spring/Summer 2007). "Multigenre options: A tool for research with secondary students." *English in Texas*, Austin, Texas.

### **Peer Reviewed Literary Publication**

Revelle, C. (2015). "The poster board." In J. Landsman, R. Salcedo, & P. Gorski (Eds.), *Voices for diversity and social justice: A literary anthology*. (pp. 29-30). EdChange.

### **Newspaper Article**

Revelle, C. (2017, April 18). "How Texas is undermining language arts education." *The Dallas morning news*. <https://www.dallasnews.com/opinion/commentary/2017/04/18/texas-undermining-language-arts-education>.

### **Articles/Chapters in Progress**

Revelle, C., Slay, L, Childs, and Pogue, L. Working title: Interfacing AI into the writing process with integrity.

Revelle, C. Slay, L, & Fields, M.. (Data collected). Unnamed article on how undergraduate students bring academic vocabulary to their descriptions of writing.

### RESEARCH GRANTS AND AWARDS

Primary Investigator (Revised & Under Review, June 2025) – ChatGPT: Designing High Quality Writing Using (Not Fighting) AI – \$34,587. National Endowment for the Arts.

Primary Investigator (Not Awarded 2024) – ChatGPT: Designing High Quality Writing Using (Not Fighting) AI – \$34,587. National Endowment for the Arts.

Revelle, C. (2023-24). Presidential GAR Award. Texas A&M University – Commerce.

Revelle, C. (2022-23). Presidential GAR Award. Texas A&M University – Commerce.

Revelle, C. & Waugh, A., Co-Grant Writers, (Spring 2019). Human Rights in the Modern Era: An Exploratory Unit at Irving High School, (2,708.08), Irving Education Foundation

Revelle, C., Primary Writer, (Spring 2018). Human Rights in the Modern Era: An Exploratory Unit at Irving High School (\$5,700). Dallas Holocaust and Human Rights Museum.

Co-Principal Investigator, Fulbright-Hays, *Through the Lens of Jordan: Integrating Middle East Social Studies into North Texas Curriculum*, (\$79,065.00), the grant was provided by the Fulbright-Hays Group Projects Abroad Grants. Summer 2016.

Co-Principal Investigator, National Writing Project, *New Pathways*, grant to update the structure of the summer institute to be more inclusive (\$10,000). Summer 2017. We are looking for different ways to help teachers engage with 21<sup>st</sup> century tools to engage learners at all levels.

Co-Grant Writer and Co-Facilitator, *Teacher Quality Grant*, grant provided by the Texas Higher Education Board (\$515,434) through the University of North Texas to work with a cadre of in-service teachers to improve writing instruction. Dr. Pamela Harrell, Principle Investigator. May 2015 – April 2016.

Primary Investigator, *And then They Came for Me: What the Holocaust Can Teach Us about Our Responsibility for Each Other*, (\$7,700), grant provided by the Holocaust Memorial Library with the Holocaust Educators Network. Summer 2015.

Co-Grant Writer and Co-Facilitator, *Teacher Quality Grant*, grant provided by the Texas Higher Education Board (\$499,999) through the University of North Texas to work with a cadre of in-service teachers to improve writing instruction. Dr. Pamela Harrell, Principle Investigator. May 2014 – April 2015.

Course Designer, *Learning Enhancement Grant*, grant provided by the CLEAR program at UNT (\$500.00) to improve course design and integrate technology. Summer 2014/2015

Primary Investigator, *And then They Came for Me: What the Holocaust Can Teach Us about Our Responsibility for Each Other*, (\$7,700), grant provided by the Holocaust Memorial Library with the Holocaust Educators Network. Summer 2014.

Grant Writer, *Bracken Award*, grant provided by the Texas Association for the Improvement of Reading to create and maintain a Spanish/English children's library at the university for staff members (\$500). Fall 2013.

Primary Investigator, *What Matters: Connecting Meaningful Literature to the Content Areas*. Grant provided by the Holocaust Memorial Library and the Holocaust Educators Network to purchase the curriculum materials for a redesigned content literacy course (\$1,000). Fall 2011.