



TEXAS A&M UNIVERSITY

COMMERCE

**Curriculum Vita
September 2023**

Instructor: Dr. Carol Revelle
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EDUCATION

Ph.D. Curriculum and Instruction and Literacy,
University of North Texas – Denton, 2009.

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

M.Ed. Secondary Education and Gifted and Talented
University of North Texas – Denton, 2003.

Gifted and Talented Endorsement
Southern Methodist University - Dallas, 2000.

B.A. English and Education
Augusta State University – Augusta, 1997.

Certifications: Texas Teaching Certificate
Secondary English Grades 6-12
Secondary Speech Communications Grades 6-12
Secondary Reading Grades 6-12
Gifted and Talented Grades 6-12

TEACHING EXPERIENCE

2019- Present – Texas A&M University – Commerce – Assistant Professor

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)

2017 – 2018 – Irving High School – Irving ISD – English and Reading Teacher, Grade Level Chair

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

2005 – 2010 - Coppell Independent Schools / Coppell High School – Literacy Coach, English and Reading Teacher, and CAS (Creativity, Action and Service) Coordinator for the International Baccalaureate Diploma Program, Service Learning Coordinator

List all previous teaching positions, including the names of the institutions, the position, and beginning and ending dates.

PUBLICATIONS

Peer-Reviewed Articles and Book Chapters:

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

Revelle, C. (In Press September 2023). Moments of excellence: Sustaining hope and joy in our classrooms. *English Journal*.

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

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

Caldera, A., Revelle, C. & Calderon-Berumen, F. (2023). "Equitably assessing emergent bilinguals." *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*
- Revelle, C. (Fall 2022). Loaded language and slippery slopes: Using the ELAR TEKS to combat faulty reasoning. Texas Association for Literacy Educators 2022 Yearbook.
- 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 into 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 Posterboard." In J. Landsman, R. Salcedo, & P. Gorski (Eds.), *Voices for diversity and social justice: A literary anthology*. (pp. 29-30). Rowman & Littlefield.

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>.

RESEARCH GRANTS AND AWARDS

Format:

Date, Grant Project Title, Awarding Entity, Amount Awarded

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

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

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

(Spring 2018). *Human Rights in the Modern Era: An Exploratory Unit at Irving High School*, (2,708.08), Irving Education Foundation.

(Spring 2018) *Human Rights in the Modern Era: An Exploratory Unit at Irving High School* (5,700), Dallas Holocaust Museum.

(Summer 2016) *Through the Lens of Jordan: Integrating Middle East Social Studies into North Texas Curriculum*, (\$79,065.00), Fulbright-Hayes

(Summer 2017) *New Pathways* (10,000), National Writing Project.

(May 2015 – April 2016) *Teacher Quality Grant*, (\$515,434.00) Texas Higher Education Board.

(Summer 2015) *And then They Came for Me: What the Holocaust Can Teach Us about Our Responsibility for Each Other*, (\$7,700.00), Holocaust Memorial Library with the Holocaust Educators Network.

(May 2014-April 2015). *Teacher Quality Grant*, (\$499,999). Texas Higher Education Board.

(2014-15). Course Designer, *Learning Enhancement Grant*, (\$500) CLEAR program.

(Summer 2014). *And then They Came for Me: What the Holocaust Can Teach Us about Our Responsibility for Each Other*, (\$7,700.00), Holocaust Memorial Library with the Holocaust Educators Network.

(Fall 2013) *Bracken Award* (\$500), Texas Association for the Improvement of Reading

(Fall 2011). *What Matters: Connecting Meaningful Literature to the Content Areas*. (\$1,000) Holocaust Memorial Library and the Holocaust Educators Network.

(Spring 2010). *Skyping with Laurie Halse Anderson*.(\$300) North Star of Texas Writing Project.

(Spring 2010). *No Phone Zone*. (\$277.27) Coppell ISD Service Learning Grant.

(Spring 2010). *The Young Reader*. (\$320). Coppell ISD Service Learning Grant.

(Spring 2010) *The Future of Food Lies in the Past*. (\$154.95) Coppell ISD Service Learning Grant.

(Fall 2008). *On the Ball*.(\$724.89). Coppell Educational Foundation.