

ANNE BEAUFORT

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EDUCATION

- 1995 Ph.D. Education, Language, Literacy and Culture Program
Stanford University (minor: English) Dissertation director: Shirley
Brice Heath Dissertation: "Writing the Organization's Way: The
Life of Writers in the Workplace"
- 1976 Bay Area Writing Project Summer Institute
University of California, Berkeley
- 1971 MA American Studies
Purdue University (concentration: American literature)
- 1969 BA Education with honor (minor: English)
Wheaton College

TENURE TRACK & TENURED ACADEMIC POSITIONS

- 2009-
2006-2009 Professor, University of Washington Tacoma
Associate professor and coordinator, Writing-Across-the-
Curriculum, University of Washington Tacoma
- 2002-2006 Associate professor and associate director, Program in Writing and
Rhetoric, *Stony Brook University (NY)*
- 2000-2001 Assistant professor and associate director, Program in Writing &
Rhetoric, *Stony Brook University (NY)*
- 1995-2000 Assistant professor and director, College Writing Program,
American University (Washington, D.C.)

ADDITIONAL TEACHING EXPERIENCE

- 1994-95 **Adjunct faculty member, St. Mary's College**
Teach Learning and Development and Literacy in the Content
Areas to secondary credential candidates. Supervise student
teachers.
- 1993-94 **Adjunct faculty member, Dominican College**
Taught Literacy in the Content Areas and student teaching
seminars for secondary candidates. Supervised secondary level
student teachers.
- 1992-93 **Supervisor, Stanford University Teacher Education Program**
Supervised student teachers in English secondary credential
program and conducted student teaching seminars for English
education students.
- 1993 **Teaching Assistant, Stanford University Teacher Education
Program**
Course: Foundations of Learning for Teaching

- Worked with teaching team in course planning. Led discussion sections, evaluated all student work.
- 1991-92 **Consultant, Writing Across the Curriculum Program
Humanities and Sciences Division, Stanford University**
Trained teaching assistants for writing-intensive courses in economics and biology.
- 1991-92 **Program Officer, Management Communications Program
Stanford University Business School**
Designed and led workshops for MBA students in writing case analyses and business reports, collaborative writing, effective presentations, and handling media interviews.
- 1989-90 **Senior Trainer, Octel Communications Corporation**
Developed and led writing workshops for sales, technical and support staff. Coached senior level managers in written communications.
- 1988-89 **Volunteer Teacher, Think/Write Program
Presidio Middle School, San Francisco Unified Schools**
Taught writing once a week for nine months to seventh graders. Students published two collections of their work from the year.
- 1986-87 **Adjunct Professor, Public Relations Program
Golden Gate University Business School**
Course: Writing for Public Relations
- 1984-86 **Adjunct Professor, Extended Education Program
St. Mary's College**
Taught writing-intensive "portfolio" course and writing workshops for returning students.
- 1976--79 **Instructor, Chabot College**
Courses: freshman composition and developmental reading
- 1976 **Instructor, Contra Costa College**
Course: freshman composition
- 1974 **Teacher, Cleveland Adult School**
Course: GED preparation
- 1972-73 **Teacher, Shaker Heights Junior High; Shaker Heights, Ohio**
Taught 7th, 8th, and 9th grade English
- 1971-72 **Teacher, Crouch Elementary School; Lafayette, Indiana**
Taught 5th and 6th grade art, music and science
- 1969-71 **Instructor, English Department, Purdue University**

Courses: freshman composition and developmental reading

1969 **Head Start Teacher; Prince Georges County, Maryland**

RELATED EMPLOYMENT

1981-89 **Professional Writer/Public Relations Manager
Pacific Bell**

Six assignments over nine years included staff writer for quarterly management magazine and editor of biweekly executive newsletter, executive producer in corporate television, media relations manager, and communications planner for operating departments.

1986-88 **Program Administrator/M.A. Degree Program in Public Relations, Graduate School of Business, Golden Gate University**
Director of new masters degree program in public relations. Planned curriculum, recruited faculty, established advisory board, developed marketing plan.

SPONSORED RESEARCH/GRANTS

2010-2012 UWT Writing Fellows Institute \$9,000

2009-2010 UWT Writing Fellows Institute \$9,000
Chancellor's Endowment Fund Grant \$1,700 for curriculum development in mindfulness education & advanced creative nonfiction

2008-2009 Milgard Center for Leadership & Social Responsibility Curriculum Grant \$1,000

2007-2008 UWT Founders' Endowment Fund Grant to pilot a UWT Writing Faculty Fellows Program \$8,928

1998-99 American University College of Arts and Sciences Mellon Fund Grant \$500

American University College of Arts and Sciences Dean's Grant \$1,200

1997-98 American University research award, \$9,875

1996-97 American University curriculum development award, \$3,340
American University College of Arts and Sciences Mellon Fund Research Grant (to support the Epiphany Technology Project), \$5,250,

1995-96 American University New Faculty Research Award, \$1,000

1994-95 Spencer Foundation Dissertation Fellowship \$22,000

1993-94 National Council of Teachers of English Research Foundation dissertation grant, \$3,500

1992-93 Stanford University School of Education Dissertation Grant, \$350

1990-94 Stanford University School of Education Fellowship

AWARDS/HONORS

- 2011 Invited participant, A Room of Her Own Writers Conference
Ghost Ranch, New Mexico
- 2001 National Council of Teachers of English (NCTE) Best Book in
Scientific and Technical Communication for *Writing in the Real
World: Making the Transition from School to Work*
- 1999 NCTE award for "Best Collection of Essays in Technical and
Scientific Communication," to *Expanding Literacies: English Teaching
and the New Workplace*, which included Beaufort, "Transferring
Writing Knowledge to the Workplace: Are We on Track?"

PUBLICATIONS

Books

- 2007 *College Writing and Beyond: A New Framework for University Writing
Instruction* Utah State University Press. (250 pp.)
- 1999 *Writing in the Real World: Making the Transition from School to Work*
Teachers College Press, Columbia University (239 pp.)

Book Chapters

- 2013 "What Expert Writers Know and Do: Some Steps towards a
Conceptual Model of Writing Expertise" chapter in *Handbook in
Writing and Text Production* Eva-Maria Jacobs & Daniel Perrin, Eds.
Berlin: De Mouton Gruyter *forthcoming*
- 2008 "Preparing Adolescents for the Literacy Demands of the Twenty-First
Century Workplace," In *Guilford Adolescent Literacy Handbook*
Christenbury & Smagorinsky, Eds. NY: Guilford Press
- 2007 "Writing in the Workplace and Professions" in *Writing Research
Handbook*, Charles Bazerman, editor. Lawrence Erlbaum
- 2005 "Adapting to New Writing Situations.: How Writers Gain New
Skills," Chapter in Jakobs, Eva-Maria; Lehnen, Katrin; Schindler,
Kirsten (eds.): *Schreiben am Arbeitsplatz (Writing in the Workplace)*.
Wiesbaden: Verlag für Sozialwissenschaften (201-216).
- "Writing in the Professions," in Smagorinsky, Peter, Ed. *Writing
Research 1980-2000*, New York: Teachers College Press, (217-242).
- 2004 "Writing History: Informed or Not by Genre Theory?" chapter in,
Genre Across the Curriculum, Anne Herrington and Charles Moran,
editors (Utah State University Press, 44-64).

- 2003 "Rhetorical Studies, Communications, and Composition Studies," Epilogue in *The Realms of Rhetoric: The Prospects for Rhetoric Education*, Joseph Petraglia and Deepika Bahri, Editors, State University of New York Press, 229-246)
- 1998 "Transferring Writing Knowledge to the Workplace: Are We on Track?" (chapter in *Expanding Literacies: English Teaching and the New Workplace*. Mary Sue Garay and Stephen Bernhardt, Eds. State University of New York Press 179-199)

Creative Nonfiction

- 2011 "Maybe It's Not the Words" *Tahoma West* VI 15, Spring
- 2010 "Badges I Have Earned," "Breaking the Mold," *Tahoma West* VI 14, Spring
- 2009 "Smoke of Memory" *Tahoma West* VI 13, Spring

Articles in Refereed Journals

- 2012 "The Matters of Key Knowledge Domains and Transfer of Learning in Outcomes Statement" *Writing Program Administration* 36 (1) Fall/Winter pp.180-187.
- 2012 "College Writing and Beyond: Five Years Later" *Composition Forum* 26 Fall <http://compositionforum.com/issue/26/college-writing-beyond.php>
- 2004 "Developmental Gains of a History Major: A Case for Theory Building," *Research in the Teaching of English*, November, 2004 (136-185).
- 2000 "Learning the Trade: A Social Apprenticeship Model for Gaining Writing Expertise" *Written Communication*, 17(2) April (185-223)
- 1997 "Operationalizing the Concept of Discourse Community: A Case Study of One Institutional Site of Composing." *Research in the Teaching of English*, V 31 (4) December. (486-529)

Conference Proceedings (Refereed)

- 2006 Writing Skills Transcend Culture? Parsing the Sub-Skills of Writing Expertise" *European Association of Teachers of Academic Writing Athens Conference 2005 Proceedings*. CD-ROM Hellenic American Union. March 2006

Book Reviews

- 2012 Soliday, Mary *Everyday Genres: Writing Assignments across the Disciplines* and Shipka, Jody, *Toward a Composition Made Whole in College English*, May

- 2008 Trombold, John & Peter Donahue, eds. *Reading Portland: The City in Prose*, in *Pacific Northwest Quarterly*
- 2004 Slevin, James F. *Introducing English: Essays in the Intellectual Work of Composition*, in *College Composition and Communication* June, 55 (4)
- 2003 Fishman and McCarthy, *Whose Goals Whose Aspirations? Learning to Teach Underprepared Writers Across the Curriculum* in *Anthropology and Education Quarterly* Spring, 2003
- Parker Palmer, *The Courage to Teach*, in *College Composition and Communication* 51 (1) (135).

MANUSCRIPTS IN REVIEW

"Honor Thy Father and Mother" submitted to *Fourth Genre* and *Creative Nonfiction*

MANUSCRIPTS IN PREPARATION

"The Problem of Motivating Reluctant Writers: What *Can* We Do"

"Writing and Healing: A Pilot Study with Chronic Pain Patients" (with Dr. Joan Broderick, SUNY Stony Brook School of Medicine)

CONFERENCE PAPERS—REFEREED

- 2010 "Motivation Theories and Writing Instruction," Oregon State Conference on Composition and Rhetoric May, Portland
- 2007 "Re-conceptualizing Writing Instruction in Higher Education: a Research-Based Proposal" Conference on College Composition and Communication, March, New York
- 2006 "From Theory to Research to Practice and Back" Conference on College Composition and Communication, March, Chicago
- 2005 Do Writing Skills Transcend Culture? Parsing the Sub-Skills of Writing Expertise, *European Association of Teachers of Academic Writing*, Athens
- 2005 Portfolio Assessment and Beyond: A Case for Primary Trait Scoring" *Conference on College Composition and Communication*, March, San Francisco
- 2004 School to Workplace Writing: Teaching for Transfer," *Writing Development in Higher Education Conference*," Sheffield Hallam University, England

- “Changing Models for Teacher Training: The Possibilities and Limitations Modeling Collaborative Pedagogy” *Writing Program Administrators Annual Conference, Wilmington*
- “Freshman Writing and Beyond: What Research Can Tell Us,” *Conference on College Composition and Communication* March, San Antonio
- 2003 “How Genre Schemas Influence Transfer of Learning from One Writing Context to Another” *Conference on College Composition and Communication, March, New York*
- 2002 “Articulating a Developmental Model for Gains in Expertise at the Post-Secondary Level,” *American Educational Research Association, New Orleans*
- 2001 “Where the Rubber Meets the Road: Integrating Expressivist and Social Constructivist Curricula” *Conference on College Composition and Communication, March, Denver*
- “What Can Transfer of Learning Research Suggest for WAC Program Design?” *Fifth Annual Writing Across the Curriculum Conference, Bloomington, May*
- 2000 “Critical Components of Expert Writing Performances, or Negotiating Writing boundaries: School to work or Genre to Genre” *Modern Language Association annual meeting, Washington, DC*
- “Genre Knowledge and Composing Processes: What’s the Connection?” *American Education Research Association, New Orleans*
- 1999 “Writing the Journey: A Teacher’s Way of Knowing,” *Assembly for Expanded Perspectives on Learning Fifth Annual Conference for Educators, Estes Park, Colorado*
- “Developmental Processes of Writers: What Can We Tell” *Conference on College Composition and Communication, Atlanta*
- 1998 “Creating Classroom Discourse Communities” *Third International Conference for Global Conversations on Language and Literacy* Bordeaux, France
- “Developing Writing Skill: An Apprenticeship Model from a Workplace Ethnography,” *Conference on College Composition and Communication, Chicago*
- 1997 “Crossing the Divide between Theory and Practice:

The Intellectual Work of the WPA," *Writing Program Administrators Annual Conference*, Houghton, MI

"From Academic Writing to Workplace Writing: Notions of Authorship Redefined," *Conference on College Composition and Communication*, Phoenix

1996 "Transcending the Limitations of High School Writing: What College Writing Demands of Students." *Conference on College Composition and Communication*, Milwaukee

"Learning the Genre of the Press Release: Developmental Processes in Adult Writers." *American Educational Research Association*, New York

1995 "Where Genres Conflict: Academic and Workplace Writing," *Conference on College Composition and Communication*, Washington, DC

1994 "Learning the Genre of Literary Criticism: What Teacher-Student Conferences Reveal." *Conference on College Composition and Communication*, Nashville

"Newcomer Roles in the Academy and Workplace: A Look at Socialization Processes in Discourse Communities," *American Educational Research Association*, New Orleans

1992 "Where is Genre in Writing Instruction?" *Conference on College Composition and Communication*, Cincinnati

INVITED PRESENTATIONS

2012 Keynote Address, "College Writing and Beyond" and Curriculum Workshop for First Year Writing Instructors, University of Tennessee, August

2011 Keynote Address "College Writing and Beyond: A New Framework for Writing in Discipline-Specific Courses" *Howe Symposium on Writing in Higher Education*, Miami University, November

"Creative Processes to Deepen Your Writing Practice," Center for Consciousness and Transformation, George Mason University, October

Writing Creative Nonfiction, Sitka Center for Art and Ecology, Lincoln, Oregon, June

- “Writing, Art, and Health Outcomes” Quakers in Pastoral Counseling Symposium, Earlham College, April
- “Writing Expertise and Curriculum Design” University of Michigan Sweetland Seminar, March
- 2008 “College Writing and Beyond” undergraduate education faculty symposium, *Brigham Young University*, October
- “College Writing and Beyond” *University of Texas El Paso* faculty development seminar, August
- Keynote address, *Canadian Association for Teachers for Technical Writing*, University of British Columbia, Vancouver, B.C. June
- Keynote address, *International Writing-Across-the Curriculum Conference* University of Texas Austin, May
- “What’s Wrong with This Paradigm: A Critic of Freshman Composition” Conference on Research in Composition Studies, *University of California Santa Barbara*, February
- 2003 “Preparing Students for College”
Port Jefferson Unified School District (NY)
- Art and Society: Written versus Visual Expression
Honors College, Stony Brook University (NY)
- 2002 “So You’re Not a Writing Teacher:
What You Should Know about Writing Instruction”
*Bernard L. Schwartz Communications Institute Colloquium
Baruch College (NY)*
- 2000- “Using Informal Writing to Deepen Subject Matter Learning, *Center for Excellence in Learning and Teaching (CELT), Stony Brook University*
- “Designing Writing Assignments That Get Results,” CELT, Stony Brook University
- “Teaching Writing in Interdisciplinary Seminars”
Learning Communities Program, Stony Brook University
- 1998 “Creating Classroom Discourse Communities,” *NCTE Assembly on Research, UCLA*
- 1997 “Teaching in Library Work,” *Bender Library, American University*
- 1996 “Grading Standards and Writing Proficiency,” *Ann Ferrin Teaching Conference, American University*

“The Role of the New WPA,” Workshop session for Writing Program Administrators, Conference on College Composition and Communication, Phoenix

Assisting Student Writers in the Disciplines,” General Education Program, American University

1995 *“Portfolio Assessment: Who Gains?” College of Arts and Sciences Faculty Workshop, American University*

1996 *“The Teaching Portfolio,” College Writing Colloquium, American University*

1995 *“Narrative Writing in Academia; Pushing Beyond the Personal Essay,” College Writing Colloquia, American University*

WRITING –ACROSS-THE-CURRICULUM CONSULTING

2007-present Writing Fellows Seminar *University of Washington, Tacoma*

2007-2009 Teaching Learning Center & School of Nursing *University of Washington, Tacoma*

2002-2006 Center for Excellence in Learning and Teaching, psychology department, history department, philosophy department, business school, & mechanical engineering department, *Stony Brook University*

1997 *“Writing the Dissertation,” Department of Anthropology, American University*

1991-92 Humanities and Sciences Division, *Stanford University*

COURSES TAUGHT

University of Washington, Tacoma 2006-

TCORE 101 Humanities and Writing
TCORE 124 Introductions to Humanities
TLIT 200 Understanding Literature
TWRT 211 Research and Argument in Writing
TWRT 374 Writing in the Disciplines
TWRT 387 Creative Nonfiction
TWRT 431 Writing for Social Change
TWRT 487 Advanced Creative Nonfiction
TIAS 505 Master of Arts Capstone
TIAS 513 Graduate Research and Writing

NON-CLASSROOM TEACHING

2007- Writing Fellows Institute *University of Washington Tacoma* (annually)

- 2009- Thesis chair: Nicole Bavo, Amy McBride, Cindy Craig, Pamela Tyler-Hiller, Tim Foley, Jessica Dworak
- 2008 Dissertation committee member, Dana Driscoll, Purdue University, Department of English
- 2007- 08 Teaching Learning Center Professional Development workshops: "Collaborative Learning," "Designing Assignments to Avoid Plagiarism," "Grading Effectively and Efficiently," "Writing for Nursing" *University of Washington Tacoma*
- 2007-8 Independent Studies: Tara Moriarty, Jacqueline Marcusio, Rob Sorenson, Adrienne Ione *University of Washington Tacoma*,
- 2008 Global honors thesis supervision
- 2001-2 Stanislava Medlavana (creative non-fiction) *Stony Brook University* 1998-9 Independent Studies: Lacey Wootton-Don, Megan McLaughlin (1998) *American University*
- 1996 Teaching Internships directed, *American University*: Marilyn Borkin, Alan Canat, Megan Flood, Elizabeth Lunney
- 1993-4 Workshops in case study analysis, business writing, effective presentations Stanford University Business School
- 1989-90 Workshops in public relations writing and business writing, Octel Communications

CURRICULUM DEVELOPMENT

- 2011 Creative writing track, Writing Studies Major, TWRT 487 Advanced Creative Nonfiction
- 2010 TCORE 124 Introduction to Humanities
- 2007-08 TWRT 112 Intro to Academic Writing, TIAS 513 Graduate Research and Writing, revamped IAS "W" requirement; instituted pre-requisites for writing course sequence, revision of course grade requirement for "composition" graduation requirement, TCXG Understanding Literature, TWRT 465 Writing for Social Change, UWT Writing Fellows Institute course, *University of Washington Tacoma*
- 2007 Four year writing sequence for Interdisciplinary Arts and Sciences, *University of Washington Tacoma*
- 2001-05 WRT 101 Introductory Writing Workshop curriculum; Program in Writing and Rhetoric Core Skill Areas; Graduate certificate in Composition Studies; community text reading guide and teaching guide for USB 101 *Stony Brook University*
- 1995-97 Core curriculum guide for LIT 100 College Writing, LIT 101 College Writing Seminar, and LIT 130 Honors English, nine-unit teaching track for M.A. and M.F.A. candidates in Literature *American University*

SERVICE TO THE PROFESSION

- 2010- Manuscript reviewer for Utah State University Press
2009- Editorial Board, Writing Program Administrator Journal
2005-2011 Conference on College Composition and Communication national research committee
2007 Second-tier reviewer, Conference on College Composition and Communication New Orleans, 2008
1998 - Reviewer for AERA literacy special interest group, *Research in Teaching of English*, *Journal of Business and Technical Communications*, *Written Communication*
1997-2000 Reviewer for 4Cs Annotated Bibliography
1996-97 Board member, Mid-Atlantic College English Association
1996 - Textbook manuscript reviewer, Utah State University Press, Teachers College Press, Longman Publishers, St. Martin's Press, Mayfield Publishing Company, McGraw Hill College division, W.W. Norton Company

UNIVERSITY SERVICE

University of Washington

- 2006- *Tacoma campus*
- Writing Studies coordinator
 - Writing-across-the-curriculum coordinator (1:1 consulting; workshops; curriculum development)
 - Writing search committees
 - TCORE committee
 - Alternative admissions committee
 - Arts, Media & Culture committee
 - IAS Graduate Program committee
 - UWT-Community College Collaboration Project
 - IAS Graduate Admissions committee
 - Freshman orientation

Seattle campus

- Writing Administrators Advisory Committee

SELECTED COMMUNITY SERVICE

- 2011 Workshop leader, Quakers in Pastoral Care and Counseling, "Writing and Art for Caregivers and Clients"
- 2003- Adult education presenter, Writing as Spiritual Practice, NYC Episcopal Diocese, Pendle Hill Center for Study and Contemplation, Wallingford, PA, Salmon Bay Quaker Meeting, Seattle, WA, Friends General Conference, University of Pittsburgh Johnstown

2001-2002 Workshop leader, Little Portion Friary, Mt. Sinai, NY; West Park Presbyterian Church, Manhattan; St. Luke Episcopal Church, Nyack, NY

1988-89 Volunteer Teacher, Think/Write Program
Presidio Middle School, San Francisco Unified Schools

MEMBERSHIPS

National Council of Teachers of English (NCTE)