

# SUSANNA M. S. THORNHILL

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## EDUCATION

- Ph.D. Curriculum & Instruction, Language & Literacy (2011)  
Arizona State University, Tempe, Arizona  
Dissertation: *Examining the Nature of Teachers' Learning Across Three Planes of Analysis*
- M.Ed. Curriculum & Instruction, Language & Literacy (2007)  
Arizona State University, Tempe, Arizona  
Thesis: *Jose Reads Gold Star Books: A Study of Accelerated Reader*
- B.A. Elementary Education (2000)  
Cedarville University, Cedarville, Ohio

## SELECTED WORK EXPERIENCE: FREELANCE ACADEMIC WRITING COACH

### Thornhill Initiatives, LLC (2020-current)

www.assurityediting.com

- Work with clients 1:1 to support dissertation and academic article composition
- Provide academic editing services and 1:1 instruction via Zoom

## SELECTED WORK EXPERIENCE: UNIVERSITY EXPERIENCE

Dissertation Mentor, Arkansas State University, Educational Leadership  
Arkansas State University, Jonesboro, AR (2021-current)

Associate Professor of Education in Educational Foundations & Leadership  
George Fox University, Newberg, Oregon (2011-2020)

- Instructor for face-to-face and hybrid courses at the graduate level
  - Prepared syllabi, constructed learning experiences, developed online course components through Moodle, conducted assessments of student learning, and fostered relationships with students.
  - Observed students in practicum and collaborated with school principals for site-based and service-oriented courses.
  - Director, Oregon Writing Project Collaborative
  - Administered Reading Endorsement Program
- Doctoral courses taught include:
- EDFL 507: *Research in Effective Teaching*
  - EDFL 721: *Doctoral Dissertation Oversight*
  - EDDL 790: *Introduction to Qualitative and Quantitative Research*
  - EDDL 791: *Critical Research Skills*
  - EDDL 740: *Curriculum, Instruction, and Assessment*

EDDL 741: *Teaching and Learning in Higher Education*

EDDL 725: *Colloquium: Educational Systems*

EDDL 793: *Advanced Qualitative Research*

Oregon Writing Project Collaborative

EDWR 505: Institute in the Teaching of Writing (Summer/Winter formats)

Reading Endorsement courses taught include:

*EDFL 530: Theoretical Foundations of Reading*

*EDFL 532: Advanced Strategies in Literacy Instruction*

*EDFL 531: Analysis of Reading and Writing Assessment*

*EDFL 539: Practicum for Early Childhood/Elementary Reading Specialists*

*EDFL 540: Practicum for Elementary/Middle Reading Specialists*

*EDFL 541: Practicum for Middle/High School Reading Specialists*

M.Ed. courses taught include:

*EDFL 716: Action Research*

*EDFL 515: Special Topics: Literacy Enrichment Camp Partnership*

*EDFL 565: Independent Study*

*EDFL 711: Master's Thesis Proposal*

*EDFL 712: Master's Thesis Defense*

*EDFL 713: Master's Thesis Presentation*

#### Oregon Writing Project, Director

George Fox University, Newberg, Oregon (2014-2020)

- Direct Oregon Writing Project Site; oversee administrative assistant duties
- Teach Summer and Winter Institutes
- Hire teacher leaders to support instruction in institutes
- Coordinate and plan Young Writers' Camps
- Oversee administrative assistant and facilitate cross-departmental communication about OWPC

#### Reading Endorsement Coordinator

George Fox University, Newberg, Oregon (2011-2014)

- Coordinated the Reading Endorsement program for the EDFL (Educational Foundations and Leadership) Department
- Hired adjunct professors to instruct reading courses
- Prepared syllabi, lectured, developed courses in Moodle, and conducted programmatic assessments of student learning

#### Teaching Assistant in the Mary Lou Fulton Department of Education

Arizona State University, Tempe, Arizona (2009-2011)

- Instructor for face-to-face sections at the graduate and undergraduate levels
- Prepared syllabi, lectured, developed course in Blackboard, and conducted assessments of student learning.
- Supported student practicum assignments and collaborated with school principals for site-based courses.
- Courses taught included:
  - BLE 322/413/481: Reading & Language Arts Methods*
  - RDG 550/556/557: Literacy Assessment & Practicum*
  - RDG 581: Literature-based Reading Programs*
  - RDG 510: Teaching Writing in the Elementary Classroom*

Teaching Internships in the Mary Lou Fulton College of Education

Arizona State University, Tempe, Arizona (2008)

- Courses taught included:  
*RDG 550/556/557: Literacy Assessment & Practicum*  
*RDG 510: Teaching Writing in the Elementary Classroom*

Faculty Associate in the Mary Lou Fulton College of Education

Arizona State University, Tempe, Arizona (2007)

- Instructor for face-to-face section at the graduate level
- Courses taught included:  
*RDG 581: Literature-based Reading Programs*

**SELECTED WORK EXPERIENCE: K-12 EXPERIENCE**

Elementary Teacher at Zaharis Elementary School

Mesa Public Schools, Mesa, Arizona (2005-2008)

- Full-time elementary teacher
- Taught children in grades 2 and 4
- Provided instruction in all subjects

Elementary Teacher at Emerson Elementary School

Mesa Public Schools, Mesa, Arizona (2004-2005)

- Half-time elementary teacher
- Taught children in third grade
- Pull-out literacy teacher to provide focused support for children with reading difficulties

Elementary Teacher at International Community School of Bangkok

Bangkok, Thailand (2000-2002)

- Full-time middle school and elementary teacher
- Taught children in grades 6 and 4
- Provided instruction in Language Arts, Reading, Social Studies, and Bible

**SELECTED WORK EXPERIENCE: CONFERENCE COORDINATOR**

Conference Coordinator, Language & Literacy Conference

Arizona State University, Tempe, Arizona (2008-2010)

- Coordinator duties included securing keynote speakers, managing services and catering details, soliciting representatives, reviewing presentation proposals, and coordinating volunteers
- Conference attendance averaged 250-300 teachers, students, and faculty

**PUBLICATIONS**

Peer-Reviewed Publications

- Steeg, S.M. (2016). A case study of teacher reflection: Examining teacher participation in a video-based professional learning community. *Journal of Language & Literacy Education* 12(1). Accessible online at <http://jolle.coe.uga.edu/current-issue/>

- Steeg, S.M (2016). The classroom is a place where I'm alive: A teacher's reflections on learning and life in the classroom. *Reflective Practice*. 1-12 <http://www.tandfonline.com/doi/full/10.1080/14623943.2016.1146579>.
- Steeg, S.M. & Lambson, D. (2015). Collaborative professional development: One school's story. *The Reading Teacher*. 68(6). Accessible online at <http://onlinelibrary.wiley.com/doi/10.1002/trtr.1338/abstract>
- Steeg, S.M., Costley, K., Engelman, K., Gonzalez, D., Knutson, V., Maroni, K., (2015). Changing teachers, changing students: Exploring iPads in inquiry-based learning, *Research in the Schools*. 20(2). Accessible online at <http://issuu.com/dustinhebert/docs/rits-v20n2-2013fall/1>
- Steeg, S.M. & Harrison, S. (2013). *Just enough light for the step I'm on: Sharing a co-mentorship experience*. Conference Proceedings for 2012 Research on Women in Education Conference, Coeur d'Alene, ID.
- Steeg, S.M. (2012). Faith learning integration: Exploring the tensions of mindful teaching. *International Community of Christian Teacher Educators Journal*. 7(2). Accessible online at: <http://icctejournal.org/issues/v7i2/v7i2-steeg/>
- Steeg, S.M. (2010). The experience of a lifetime: The power of children's literature and common experience. *Worlds of Words, University of Arizona*. Accessible online at: <http://wowlit.org/on-line-publications/stories/storiesiii1/4/>

### Books

- Thornhill, S.M. & Badley, K. (2020) *Generating pedagogical tact and flow for effective classroom teaching*. Routledge.

### Book Chapters

- Markos, A. & **Steeg, S.M.** (January 2013). Addressing preservice teachers' understandings about ELLs: One pedagogical tool for identifying and shifting dispositions. In M. Cowert (Ed.), *English Language Learners in 21<sup>st</sup> Century Classrooms: Challenges and Expectations*.

### Book Reviews

- Steeg, S.M. (2015). Review of V.L. Bengtson, with N.M. Putney and S. Harris. *Families and faith: How religion is passed down across generations*. *The Journal of Education and Christian Belief*. Vol. 19(1). p. 2.
- Steeg, S.M. (2013). Review of M. Wong, C. Kristjánsson, and Z. Dörnyei (editors), *Christian faith and English language teaching and learning: Research on the interrelationship of religion and ELT*. *Journal of Christian Education*. 17(1).
- Steeg, S.M. (2012). Review of A. Jacobs, *The Pleasures of Reading in an Age of Distraction*. *The Journal of Education and Christian Belief*. Vol, 16(1).
- Steeg, S.M. & McCarty, T. (2011). Book Review: Autoethnography as Method (by Heewon Chang Walnut Creek, CA: Left Coast Press, 2008, 230 pp). *Anthropology & Education Quarterly*.

## ACADEMIC PRESENTATIONS

- Buchanan, K. & Thornhill, S. M. (April 2019). *Coaching distance dissertators: Challenges, pedagogies, and technologies*. Presentation at the Online Learning Consortium Conference. Denver, CO.
- Thornhill, S. (February 2019). *How am I ever going to do that?:” A case study on in-service teachers’ learning of inquiry-based learning*. Poster session facilitated at the Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Hall, C., Hills M., Thornhill, S. (February 2019). *The power of wordless picture books for culturally-relevant pedagogy*. Interactive session accepted for presentation at the Oregon State Literacy Association Conference, Portland, OR.
- Thornhill, S.M. (November 2017) *Teachers as writers*. Roundtable session facilitated at the National Writing Project Annual Meeting, St. Louis, MO.
- Thornhill, S.M. (November 2016) *Youth and community: Extending the reach and relevance of Writing Project programs*. Roundtable session facilitated at the National Writing Project Annual Meeting, Atlanta, GA.
- Steeg, S.M. (May 2016) *The “problems” with problem-based teaching*. Paper presented at the International Christian Community of Teacher Educators Conference, Chicago, IL.
- Steeg, S.M. (May 2016). *ICCTE-J Editors session*. Informational session presented at the International Christian Community of Teacher Educators Conference. Chicago, IL.
- Steeg, S.M. (April 2016). *“It’s a big deal to make change: Exploring the nature of in-service teacher learning*. Paper presented at the 2016 American Educational Research Association Conference. Washington, DC.
- Markos, A. & **Steeg, S.M.** (April 2016). *The role of a critical friend in reflective qualitative research*. Roundtable presented at the 2016 American Educational Research Association Conference. Washington, DC.
- Steeg, S.M. (December 2015). *Inquiring into inquiry: Teacher change in inquiry-based literacy instruction*. Paper presented at the 2015 Literacy Research Association Conference. Carlsbad, CA.
- Brazo, C., Hamlin, K. and **Steeg, S.M.** (November 2015). *Adaptations/innovations to the Invitational Institute: What’s new and what’s working?* Roundtable presented at the 2015 National Writing Project Annual Meeting. Minneapolis, MN.
- Steeg, S.M. (December 2014). *Dialogical communities of practice*. Paper presented at the 2014 Literacy Research Association Conference. Marco Island, FL.

- Fox, P. Hamlin, K. & **Steeg, S.M.** (2014, November). *Business planning for program development and site sustainability*. Breakout session at the 2014 National Writing Project Annual Meeting, Washington, D.C.
- Steeg, S.M. (2014, November) *Adaptations/innovations to the invitational Summer Institute model: What's new and what's working?* Roundtable participant at the 2014 National Writing Project Annual Meeting, Washington, D.C.
- Steeg, S.M. (2014, May) *Living the questions: Teacher learning in collaborative spaces*. Paper presented at the International Community of Christian Teacher Educators Conference, Toronto, Canada
- Lutz, A. & **Steeg, S.M.** (2014, May) *Writing sense: Teacher educators' exploration of narrative composing*. Paper presented at the International Community of Christian Teacher Educators Conference, Toronto, Canada.
- Steeg, S.M., Markos, A., & Clark-Oates, A. (2014, April) *Building the bridge as we walk on it: Reflections on the tensions of teacher research*. Paper presented at the 2014 American Educational Research Association Conference. Philadelphia, PA.
- Markos, A. & **Steeg, S.M.** (2014, April) *Mediating preservice teachers' learning: Influences across the community, interpersonal, and individual planes*. Paper presented at the 2014 American Educational Research Association Conference. Philadelphia, PA.
- Steeg, S.M. (2013, December) *The classroom is a place where I'm alive: One teacher's description of her literacy-related learning and teaching*. Paper presented at the 2013 Literacy Research Association Conference. Dallas, TX.
- Steeg, S.M., Costley, K., Engelman, K., Gonzalez, D., Knutson, V. & Maroni, S. (2013, September) *Inquiry and iPads: A collaborative action research exploration*. Paper presented at the 2013 Oregon Technology & Educational Network Conference, Forest Grove, OR.
- Steeg, S.M. & Markos, A. (2013, April) *Walking the research tightrope: The role of critical friends in qualitative research*. Paper presented at the 2013 American Educational Research Association Conference. San Francisco, CA.
- Markos, A. & **Steeg, S.M.** (2013, April) *The Initial Reaction Questionnaire: One pedagogical tool for shifting teachers' beliefs and attitudes*. Paper presented at the 2013 American Educational Research Association Conference. San Francisco, CA.
- Steeg, S.M. & Harrison, S. (2012, October) *Just enough light for the step I'm on: Sharing a co-mentorship experience*. Paper presented at the 2012 Research on Women in Education Conference, Coeur d'Alene, ID.
- Steeg, S.M. (2012, May) *High-needs, high-stakes: Teachers' tensions within learning*. Paper presented at the 2012 International Community of Christian Teacher Educators Conference, Azusa, CA.

- Steeg, S.M. (2012, April) *Windows on teacher learning: Emotion in view*. Paper presented at the 2012 American Educational Research Association, Vancouver, B.C.
- Steeg, S.M. (2011, November) *Reflecting and refracting Rogoff: Examining the affective dimension of teachers' learning*. Paper presented at the 2011 Literacy Research Association Annual Conference, Jacksonville, FL.
- Steeg, S.M. (2011, April). *Examining teacher learning on three planes of analysis*. Paper presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.
- Steeg, S.M. (2010, December). *Professional learning communities: Examining teacher talk about balanced literacy*. Paper presented at the National Reading Conference, Fort Worth, TX.
- Steeg, S.M. & Lambson, D. (2010, April). *Professional development's complex ecology: Examining a whole-school balanced literacy professional development*. Roundtable presentation for the 2010 American Educational Research Association Annual Meeting, Denver, CO.
- Fain, J., Smiles, T., & **Steeg, S.M.** (2009, November). *Exploring conversations and connections with critically conscious literature*. Presentation for the 2009 National Council for Teachers of English Annual Conference, Philadelphia, PA.
- Fain, J., **Steeg, S.M.**, & Struble, G. (2008, November). *Promoting conversations and student choice: On the road to critical conversations*. Presentation for the 2008 National Council for Teachers of English Annual Conference, San Antonio, TX.
- Steeg, S.M. & Coleman, K. (2008, February). *A mentor, a student, and a dialogue journal*. Workshop presented at the 2008 ASU Language & Literacy Conference, Tempe, AZ.
- Steeg, S.M. & Struble, G. (2007, February). *Writer's notebooks: Tools for living*. Workshop presented at the 2007 ASU Language & Literacy Conference, Tempe, AZ.

## **DISSERTATIONS CHAIRED AT GEORGE FOX UNIVERSITY**

### **2020**

Elsy, J. (2020) A critical phenomenological study of female Asian American leadership in higher education.

Krause, A. (2020) Understanding Hispanic women's emotional and social presence experiences: Case studies of three undergraduate online learners.

Miele, H. (2020) The lost boys: A phenomenological study of freshmen year failure.

### **2020 Dissertation Committee Work**

Bethany Pflug  
Elaine Tinholt

Frank Luzaich  
John Spencer  
Shelly Mohler  
Tim Lehman  
Tiffany Rodriguez

## **2019**

Bridgeman, J. (2019) The influence of a school-based health center on students and teachers' classroom experience: Stories teachers tell.

Shearer, K. (2019) Including students with emotional disturbance: Teachers' experiences.

Wilson, M. (2019) Social emotional learning and behavior support in kindergarten: The beliefs and experiences that influence practice.

### **2019 Dissertation Committee Work**

Alicia Watkin  
Bethany Stoller  
Cassie Kenney  
Clara Li  
Danielle Bryant  
Dave Johnson  
Joel Hoff  
Lauren Merkel

## **2018**

Freeman, A. (2018) Mathematics self-efficacy and the Smarter Balanced Assessment: An Intersection of race, socioeconomic status, and gender.

Merritt, C. (2018) Planning for enrichment and equity in dual language education: A study of eight program master plans.

Reggiani, S. (2018) A phenomenological examination of Latina mothers' perceptions about academic success for their kindergarten children.

Sikkema, J. (2018) Examination of the psychometric properties of the SCAT3 and SCAT5 baseline testing data on NCAA Division III college athletes.

Weber, K. (2018) The predictive validity of the Oregon Kindergarten Assessment on Smarter Balanced Assessment mathematics and English Language Arts scores.

### **2018 Dissertation Committee Work**

Allison Bonn-Savage  
Hope Walter  
Katy Turpen  
Sarah Johnson  
Sean McGeeney  
Susan Carlson



## **2017**

Dudley, C. (2017) An examination of Latina mothers' experiences with parental engagement in schools.

### **2017 Dissertation Committee Work**

Dena Palmaymesa  
Lis Moreau  
Maria Drennan  
Michael Arcidiancono  
Peggy Garner  
Rose Tyvand  
Ryan Phelan  
Tim Loomer

## **2016**

Abeln, L. (2016) Investigating the lived experience of teacher decision-making: A phenomenological approach.

Ferguson, C. (2016) Reading engagement in an elementary setting as enhanced by choice, social collaboration, and self-perception.

King, R. (2016) "This is new to me": The importance of coaching for first-time technology use in primary grades.

### **2016 Dissertation Committee Work**

Jonathan Fost  
Kristie Wheaton  
Kristina Granby  
Rachel Harms

## **2015**

Mize, D. (2015) The meaning of patient–nurse interaction for elderly hospitalized women: A phenomenological study.

### **2015 Dissertation Committee Work**

Brian Crawford  
Dorie Vickery  
Marisa Hastie  
Peggy Doyle  
Tiana Tucker

## **GRANTS & AWARDS**

### Grants

- George University Faculty Development Grant, awarded 2015
- George Fox University Faculty Development Grant, awarded 2013

- Jump Start Grant, Graduate Professional Student Association Award, Personal Research Grant, 2008-2009, (\$750)

#### Fellowships

Arizona State University, Tempe, Arizona (2011)

- Dissertation Completion Fellowship (\$9,500)

#### Teaching

Channel 3 News, Mesa, Arizona (2007)

- Silver Apple Award for Excellence in Teaching (\$500)

#### Scholarships

Arizona State University, Tempe, Arizona

- Daisy Jones Scholarship, 2007-2008 (\$5,000)
- Adeline Neilson Scholarship, 2006-2010 (\$9,000)

#### Travel Grants

Arizona State University, Tempe, Arizona

- Graduate Professional Student Association Conference Travel Grant: Funding for AERA 2010, NCTE, 2009, 2008.
- Graduate Student Support Grant, Funding for AERA 2010.

### **SERVICE**

#### To the Profession

- Managing Editor for the International Community of Christian Teacher Educators Journal (2012-present)
- Professional Development Literacy Consultant for North Clackamas Christian School, Oregon City, OR (2016-2017)
- House Bill 2680 Work Group, Oregon Department of Education (2015)
- Member, Editorial Review Board, *The Reading Teacher* (2015-2016).
- Professional Development Literacy Consultant for International Community School, Bangkok, Thailand (2013)
- Proposal Reviewer for Literacy Research Association Annual Conference (2011-Present)
- Proposal Reviewer for American Educational Research Association Conference (2013)
- Assistant to the Editor (Dr. Teresa McCarty) for American Educational Research Journal (2010-2012)
- Reviewer, *Current Issues in Education* (2010-2020)
- Reviewer, *Teacher Educator* (2010-2020)
- Proposal Reviewer for National Council of Teachers of English Conference (2008)
- Alpha Upsilon Alpha-International Reading Association Honor Society (ASU chapter)  
*Secretary, 2009-2010*  
*Grant Reviewer, 2009-2010*  
*Proposal Reviewer, 2008-2010*  
*Conference Volunteer, 2006-2010*

#### To the University

- National Writing Project Director (2013-2020)
- Graduate Senate, GFU (2018-2020)

- Faculty Council, GFU (2015-2018)
- Gender Survey Response Group Committee Member (2013)
- ICCTE Conference Coordinator: Provided organizational support for regional event, including program creation, registration support, and event orchestration (2013)
- GFU Leadership Development Institute Mentee and Mentor (2011-2019)
- Faculty Conference Presentation (2012)
- Educational Foundations & Leadership Admissions Committee (2011-2020)
- DBA Admissions Committee (2013)
- College of Education Diversity Committee (2013)

#### To the Department

- Create and participate in Scholarship Mastermind Group (2018-2019)
- Create/update EdD Dissertation Format and Advice Documents (2018-present)
- EdD Assessment Team (2015-present)
- EdD Admissions Team (2014-present)
- Technology Presentation to EDFL, September (2012)
- EdS Advisory Committee (2012-2013)
- TaskStream/tech reference person within department (2012-Present)
- Fellowship Presentation to EDFL (March, 2012)
- Introductory video filmed and prepared for doctoral interview day (2012)

#### To the Community

- Childcare Service, Bridgeport Church, (2015-2019)
- Council Member, Bridgeport Church, (2017-2019)
- Classroom Volunteer/Writing Coach, Beaverton School District, (2018-2019)
- Editor, *Treewalker's Gift: Overcoming the Fear of Being Loved*. Author: E'rma Brundidge, published 2014.
- Classroom Volunteer, Amy Lutz's classroom, (2014)
- Classroom Volunteer, Edwards Elementary School, Newberg, OR (2013)
- Professional Development Presentation at Horizon Christian School (January, 2013, February 2012)
- Literacy Tutor for 4<sup>th</sup> grade students (2012-2014)
- Presentation to Chinese Scholars Visiting George Fox University  
*"Children's Literature to Know and Love"* (August, 2011)  
*"Using Children's Literature in the Elementary Classroom"* (September, 2012)  
*"Critical Literacy in Children's Literature"* (October, 2013)
- Classroom Volunteer, Zaharis Elementary School, Mesa, AZ (2007-2010)
- Classroom Volunteer, Herrera Elementary School, Phoenix, AZ (2009)

#### **PROFESSIONAL DEVELOPMENT**

- Online Learning Consortium Conference, Denver, CO, (2019)
- Professional Development course on rubric use in online classrooms, OLC (2019)
- CCCU Doctoral Education Conference, Los Angeles, CA (2017)
- Literacy Research Association Conference, San Diego, CA (2012)
- Second-year faculty PLC, George Fox University, (2013)
- Mobile Learning PLC, George Fox University, (2012)
- Blended Learning PLC, George Fox University, (2012)

- First-year Faculty PLC, George Fox University, (2011)
- Women's Leadership Development Cohort Institute, George Fox University, (2011-2013)
- Six Traits Workshop, Training for Trainers, Education Northwest, (2011)
- Preparing Future Faculty, Exploratory Phase, Arizona State University (2008-2009)

## PROFESSIONAL AFFILIATIONS

Literacy Research Association	(2010-2020)
American Educational Research Association	(2010-2020)
International Christian Community of Teacher Educators	(2011-2020)
National Council for Teachers of English	(2008-2020)

## REFERENCES

### **Karen Buchanan**

Professor, Educational Leadership  
George Fox University  
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Newberg, OR, 97132  
[kbuchanan@georgefox.edu](mailto:kbuchanan@georgefox.edu)

### **Teresa McCarty**

Professor, Kneller Chair in Education and Anthropology  
University of California, Los Angeles  
Moore Hall 1026  
405 Hilgard Avenue  
Los Angeles, California 90095-1521  
[mccarty@gseis.ucla.edu](mailto:mccarty@gseis.ucla.edu)

### **Karen Smith**

Associate Professor, Mary Lou Fulton Teachers College (retired)  
Arizona State University  
Tempe, AZ 85287  
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### **Dawn Lambson**

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Tempe, AZ 85287  
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### **Jeanne G. Fain**

Associate Professor, Lead Faculty for English Language Learning Program  
Lipscomb University  
[jgfain@lipscomb.edu](mailto:jgfain@lipscomb.edu)