

PAULA M. CARBONE, Ph.D.  
UCLA, 2009

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#### DISSERTATION

“Investigating a Critical Writing Pedagogy: Implications for Classroom Practice”

#### DISSERTATION COMMITTEE:

Ernest Morrell, Ph.D. — Committee Chair  
H. Samy Alim, Ph.D.  
Kris Gutiérrez, Ph.D.  
Marjorie Faulstich Orellana, Ph.D.

#### SPECIALIZATION

Literacy and language policy in urban contexts; Generation 1.5 and academic literacy;  
Writing with underrepresented students—pedagogy and policy; Sociocultural learning  
theory

#### QUALIFICATIONS

Adjunct, MAT@USC, Rossier School of Education, University of Southern California, 2009-2010  
University Field Supervisor, Teacher Education Program, UCLA, 2006 – 2008  
Teaching Assistant, UCLA, 2006 & 2007  
College Board Faculty Consultant, 2001-current  
Mentor Teacher, Los Angeles Unified School District, 1999-2005  
Critical Friends Group Coach, Los Angeles Unified School District, 1999-2001  
National Board Certified Teacher, Adolescent & Young Adulthood English, 2000  
Facilitator, Assessment of Literacy Leaders, LAUSD, 1999-2000  
UCLA Writing Project Fellow, 2002

#### RESEARCH EXPERIENCE

Developing Multiple Perspectives for Generation 1.5 Students' Advancement in  
Academic Literacy, ongoing

Dissertation: Investigating a Critical Writing Pedagogy: Implications for Classroom  
Practice, 2008-2009

Pilot Study: Critical Writing Pedagogy and Student Academic Writing Achievement,  
2008

Teachers' Emergent Identities as Social Justice Educators in Teaching Language Arts,  
2007-2008

Pilot Study: First-year Teachers' Mediation of Literacy Practices in Secondary  
Classrooms, 2006 – 2007

Honoring Home Literacies: An Examination of English Educators' Practices, 2006-2007.  
Co-Investigator with Rema Reynolds.

Research Assistant, UCLA, 2005 -2006

Leveraging Bilingual Youth' s Translation Experiences for School Literacy Tasks  
Principal Investigator, Marjorie Faulstich Orellana, PhD.

Teacher Research Project, UCLA NBPTS Project (National Board for Professional  
Teaching Standards), Center X, 2001 – 2002

Presented findings January 16, 2002, Center X, UCLA

## PUBLICATIONS

Carbone, P. M., & Orellana, M. F. (in press). Developing academic identities: Persuasive writing as a tool to strengthen emergent academic identities. *Research in the Teaching of English*.

Carbone, P. M. (Revising for resubmission). Critically preparing students to develop informed, multiple perspectives in persuasive writing. *English Journal*

Carbone, P. M. (submitted). Interrogating writing constructs for advancement of academic writing with generation 1.5

Carbone, P. M., & Reynolds, R. (submitted). Collaborative Teacher Inquiry: Considering Community Literacies in the Classroom.

Martínez, R., Orellana, M., Pacheco, M., & Carbone, P. (2008). Translating Voices: Connecting Bilingual Youths' Translation Experiences to Academic Writing. *Language Arts*, 85(6), 421-431.

Pacheco, M., Carbone, P., & Martínez, R. (2006). Professional book reviews: Learning from multilingual and multicultural students to plan literacy curriculum. *Language Arts*, 84(2), 194-6.

## PRESENTATIONS

Carbone, P. M. (April, 2009). *At the Critical Juncture of Theory and Practice: Secondary School Teachers Present their Classroom Practices, Re-writing the Script for Success within their Local Contexts*. Organized Symposium at AERA Annual Meeting in San Diego, CA.

Carbone, P. M. (2008, March). *First year teachers' emergent identities as social justice educators: Enacting the real from the ideal*. Presented in paper session at the AERA Annual Meeting in New York, NY.

Carbone, P. M., & Orellana, M. (2008, March). *Developing academic identities: Persuasive writing as a tool to strengthen emergent academic identities*. Presented in paper session at the AERA Annual Meeting in New York, NY.

Carbone, P. M., & Reynolds, R. (2008, March). *Continued Collaborative Teacher Inquiry: Considering Community Literacies in the Classroom*. Presented in paper session at the AERA Annual Meeting in New York, NY.

Carbone, P. (2007, March). *Collaborative Teacher Research: Social Justice and the Dominant Discourse in Secondary Classrooms*. Presented in paper session at the AERA Annual Meeting in Chicago, Illinois.

Carbone, P. and Reynolds, R. (2007, March). *Honoring Home Literacies: An Examination of English Educators' Practices*. Presented in panel presentation at the AERA Annual Meeting in Chicago, Illinois.

Carbone, P. and Peate, M. P. (2006, November). *The Brilliance of Child Translators: Leveraging Language and Social Abilities in the Classroom*. UCLA With Different Eyes. (Presenting the work of Dr. Marjorie Orellana).

Carbone, P. and Shein, P. (2006, April). *Embracing Multiliteracies in Mathematics and Language Arts Classrooms*. Presented at the 5<sup>th</sup> Annual California Association of Freirean Educators.

Carbone, P. (2002, December). *Visual Thinking Strategies in the Classroom: Using VTS to improve student writing*. UCLA Chancellor's Conference on Composition and Literature.

Carbone, P. (2001, March). *Beyond Violence: Survival in Urban America—an interdisciplinary, project-based unit*. NCTE Spring Conference, Birmingham, Alabama.

#### ACADEMIC PRESENTATIONS

Advanced Placement Teacher Workshops, The College Board, 2001 – current. Present curricular planning, strategies for equity and access to Advanced Placement course.

Professional Development Presentations, LAUSD, 1998-2005. Topics include Student-led conferences, Writing instruction, School-wide writing assessment.

#### TEACHING EXPERIENCE

Adjunct, Rossier School of Education, University of Southern California MAT@USC Program. On-line instruction. Fall, 2009

EDUC 517A: Understanding the Social Context for Urban Schools.

EDUC 518: The Application of Theories of Learning to Classroom Practice

Teaching Assistant, Teacher Education Program, UCLA, Fall 2007 & Fall 2006. ED 409: Language Structure, Acquisition and Use.

Dr. Marjorie Orellana: Instructor of Record.

English teacher, Los Angeles Unified School District, 1996 –2005. Work collaboratively within department and interdepartmentally on curriculum, writing.

Faculty Consultant, The College Board, 2001–current. Professional development for teachers of AP English Language & Composition, focused on access & equity.

#### SERVICE

Co-editor, *Interactions: UCLA Journal of Education and Information Studies*. 2007 – 2009.

2009: Reviewer for *Research in the Teaching of English*

Reviewed proposals for 2010 & 2009 AERA annual meeting: Division G—Social Context of Education & Division K—Teaching and Teacher Education

Book Review Editor, *Interactions: UCLA Journal of Education and Information Studies*. 2006-2007

#### GRANTS

Graduate Summer Research Mentorship, UCLA. Mentor: Dr. Orellana. 2007

Jordan Fundamentals Grant (For lesson design to improve achievement of urban youth, 2004) \$2,500.

Universal Studios Mini-Grant (Students created community-based photo essays with narratives, 2001). \$500.

#### PROFESSIONAL AFFILIATIONS

AERA

Phi Delta Kappa

National Council of Teachers of English

Southern California Library for Social Studies and Research

#### HONORS

Dean's Scholar, 2006. Recipient: California Community Foundation Hoyt Scholarship, UCLA Graduate School of Education and Information Studies.

Elected as English Department Chair, Reseda High School, Los Angeles Unified District, 2004-2005

Invited to serve on the WASC Accreditation Leadership Team, Reseda High School, school received highest accreditation rating, 2003 – 2005.

Selected as part of the English Instructional Development Team, LAUSD, 2004.

UCLA Writing Project Fellow, 2002.

#### EDUCATION

M.Ed. University of California, Los Angeles

Bachelor of Fine Arts. Theater Education & Language Arts.  
Boston University, College of Fine Arts

REFERENCES

Ernest Morrell, Ph.D. [morrell@gseis.ucla.edu](mailto:morrell@gseis.ucla.edu)  
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Marjorie Faulstich Orellana, Ph.D. [orellana@gseis.ucla.edu](mailto:orellana@gseis.ucla.edu)  
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References for Paula M. Carbone:

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November 13, 2009

Dominic Brewer, Associate Dean for Research and Faculty Affairs  
Office for the Associate Dean for Faculty  
Rossier School of Education  
University of Southern California  
Waite Phillips Hall 1100B  
Los Angeles, CA 90089

Dear Dr. Brewer and the Search Committee:

I am applying for the tenure-track position in Teacher Education, K-12 English/Language Arts at the rank of Assistant Professor.

My research is focused on the promotion of equity and access in urban education through literacy, specifically policy implications and academic writing. I earned my Ph.D. in education in June 2009 from the Urban Schooling Division at UCLA's Graduate School of Education and Information Studies. While there, my coursework and research focused on literacy and language, and their crucial role in the academic advancement of students, with particular focus on underrepresented students. In addition, I hold an M.Ed from UCLA in leadership. I bring to the position research centering on literacy pedagogy in urban classrooms, scholarship in literacy in social and cultural contexts and language acquisition for Generation 1.5, experience as an adjunct professor at USC, work as a teaching assistant at UCLA, and scholarship and experience in teacher leadership, and professional teaching experience in language arts. This background and my commitment to educational attainment for underrepresented students in urban schools position me as a strong candidate.

My dissertation investigated a writing pedagogy to facilitate academic writing for remedial, tenth-grade English students, 70% of whom were labeled Generation 1.5. Results provide implications for teaching and learning of Latino/a students in this misunderstood group. I used the qualitative research methods of design research to implement a classroom intervention, and worked with the classroom teacher for change in classroom practice, which led to an institutional partnership for reform in literacy policy decisions. The writing pedagogy relied on information from an integrated conceptual framework of sociocultural theory, rhetorical theory, and critical theory for its design. The application of theories of learning was instrumental in designing the activities and pedagogical approaches embedded in the intervention. The study employed mediation between students' everyday literacy practices and academic literacy practices, a major tenet of sociocultural theory, to examine how providing challenging, rigorous curriculum to meet high expectations for access to academic literacy plays out on the ground.

Evidence-based findings, analyzed using grounded theory and application of the elements of persuasion from rhetorical theory, showed an increase in students' engagement as their experiences with academic literacy increased. They actively pursued self-directed academic written expression in persuasive essays. My findings indicate that students' writing constructs were conflated with behaviors such as following directions, completion, and producing required length; these behaviors

resulted from years of reductive instruction. As the pedagogy was implemented, its focus on rhetorical concepts and multi-modal production reframed students' writing constructs to academic expectations, propelling positive development of their writer-identities. Their years of misplacement, recycling them through remediation, denied them access and experience with academic writing; once provided, their academic writing showed increased fluency. The study revealed usable theory for practitioners, administrators, and policy makers on literacy development with traditionally underserved students, especially in providing literacy instruction to students in Generation 1.5. Specifically, teacher-training courses in California currently have no provision for any experience with writing; I am pursuing changing this policy for inclusion of at minimum a background in rhetorical theory for English certification. I am currently in the process of drafting and submitting lines of analysis from my dissertation to *Journal of Adolescent & Adult Literacy*, *Teacher Educator*, and *Journal of Language, Identity, and Education*.

My dissertation, studying academic writing, emerged from the research agenda I developed while at UCLA, which focused squarely on literacy practices across the contexts of teaching and learning. My first study investigated newly inducted teachers' classroom literacy practices. From this study, through discourse analysis of teachers' classroom talk and interviews, I found how reluctant teachers were to assign writing due to feeling under-prepared. Because none of the participants saw this as a critical issue in their planning and instructional choices, I conducted a collaborative study examining how teachers' social justice orientations, and development of a social justice teacher-identity, played out in their classroom practices, incorporating writing as part of a social justice instructional agenda. I also investigated how veteran and new teachers identified and mediated their students' everyday literacy practices for advancement in academic literacy tasks, using a teacher-study group to support teacher-inquiry investigating how to go about this challenging work. I presented findings from these studies in paper sessions at AERA, and journal articles have been accepted at *Research in the Teaching of English* and are under revision for resubmission at *English Journal*. These studies led to my dissertation topic and choice of methodology, as evidence pointed to the need for concrete information for writing instruction with which to inform policy with students from non-dominant cultural, linguistic, racial, and economic backgrounds.

My current research advances the work of my dissertation in promoting academic literacy access and acquisition, specifically with Generation 1.5 students and the unique problems they encounter in access to consistent, meaningful experiences with academic literacy. Currently, I am studying the development of multiple perspectives to foster academic literacy fluency with Generation 1.5 Latino/as, working closely with classroom teachers in urban schools. I hope to expand this research to include partnerships with Los Angeles Unified School District and the Mayor's Partnership for Los Angeles Schools, to better apply the usable theory emerging from my research to influence policy decisions.

My adjunct role as an assistant professor in your MAT@USC program has prompted an interest in studying the discursive nature of on-line discussions, looking at patterns of participation in terms of its student-centeredness, writing intensity, and formation of a community of learners. Specifically, I plan to investigate how students' talk in the discussions and their writing in the on-line forum can be studied for indications of their classroom practices to support underserved students.

I have extensive experience working with pre-service and novice teachers. I am currently teaching two foundations classes in your MAT@USC program. The on-line module provides opportunities for using technology to demonstrate pedagogical choices in technology use for K-12 practice. While at UCLA, I worked with the Teacher Education Program for two years with pre-service and newly inducted teachers. Through this experience, I facilitated teachers' classroom inquiries, using



action research for pedagogical change. I taught a section of the foundations course “Language Structure, Acquisition and Use” to pre-service teachers at the graduate level, with the goals of providing a theoretically informed understanding of how language behaviors are embedded in social and cultural constructs, of the relationship of language and identity affiliation or disconnection with groups in society, and of the educational implications of students’ language varieties in academic settings.

Pedagogically, I construct learning activities for the inclusion and active engagement of all students, with emphasis on the expansion of student voice. The development of multiple perspectives and habits of critical thinking is encouraged, with intermediary and final projects fulfilling practical applications of coursework. My over-arching goal is to help pre-service, newly inducted, and veteran teachers prepare underrepresented students in K-12 for the rigors of academic advancement to higher education. Theoretically informed methodologies and pedagogies that build on the sophisticated knowledge and literate behaviors these students bring to the classroom are crucial in this preparation. When teachers reflect on how their beliefs and ideologies about curriculum and instruction relate to the political, social, and ethical issues surrounding theory and practice, they can evaluate them for their impact on educational policies and standards. Helping teachers examine their individual curricular and instructional orientations leads to the construction of a personal belief system to identify what knowledge to include in the design, implementation, and assessment of content curricula – empowering them as agents of change for educational equity, access, and advancement of *all* students.

Finally, I have engaged with several service activities during my time at UCLA. I served first as the book review editor, and then as co-editor for the on-line journal *Interactions: UCLA Journal of Education and Information Studies*. I completed reviews of conference proposals for Division K, Teaching and Teacher Education (2008, 2009) and of manuscripts for *Research in the Teaching of English* (2008). I maintain contacts with many of the teachers I taught, many of whom often seek my input in their continued development as educators committed to excellence in teaching in challenging urban contexts.

My extensive participation in presenting at AERA, my publication history, and my scholarship support indicate my potential for attracting outside funding.

I believe my combination of research, scholarship, teaching, and service fit the needs of the position. My experience with teacher leadership in my training as an administrator and my work as a practitioner, my scholarship in literacy, and my familiarity with the on-line instructional program in the MAT@USC program, provide a unique combination of strengths that align with the needs of this position. I am attracted to the possibility of continuing my work with schools in the Los Angeles area, where I know first-hand how many students do not have consistent, rigorous instruction in academically challenging curricula. I look forward to speaking with you more about the position in the weeks to come. Contact information for Drs. Ernest Morrell, Kris Gutiérrez, and Marjorie Faulstich Orellana are in my CV and in a separate document titled: Reference\_pmc.doc. Please let me know should you require any additional information or materials.

Thank you for your consideration.

Sincerely,

Paula M. Carbone, PhD

References for Paula M. Carbone:

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