Sean R. Ruday

Professor of English Education

Department of English and Modern Languages

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# ACADEMIC DEGREES

Ph.D. 2011 University of Virginia, Charlottesville VA

 English Education

Dissertation: “It is Impossible to Sink”: Three Adolescent Male Writers’ Experiences at a Residential Summer Writing Workshop Program

MA 2004 New York University, New York, NY

 Teaching English

BA 2002 Boston College, Chestnut Hill, MA

 English

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**TEACHING**

# COLLEGE-LEVEL TEACHING EXPERIENCE

**Longwood University,** Farmville, VA August 2011—Present

*Professor of English Education, 2023-Present*

*Associate Professor of English Education, 2017-2023*

*Assistant Professor of English Education, 2011-2017*

Courses taught:

 **Grammar: Theory and Practice**

Taught a course on the various aspects of English grammar that included two mutually informed focuses: 1) A review of the fundamentals of English grammar and 2) The theoretical and pedagogical issues related to the teaching of English. Informed students of the best practices regarding grammar instruction and guided them as they applied their understanding of grammar to English pedagogy and their own writing.

**Writing: Theory and Practice for the Elementary Classroom**

Led future writing teachers through a course that examines the theory and practice related to teaching writing at the elementary level. Informed students of the literacy needs and characteristics of elementary school students, tactics for evaluating student writing, and specific methods of writing pedagogy. Guided students as they worked to create their own philosophies of teaching writing.

**Writing: Theory and Practice for the Middle and High School Classroom**

Taught future middle and high school English teachers about the best practices of writing instruction. Informed students of the theory and practice related to teaching writing at the middle and high school levels and helped them consider ways recent research on middle and high school writing instruction might be applied to their future classrooms. Guided students as they worked to create their own philosophies of teaching writing.

**The Teaching of English**

Taught the capstone methods course for English education majors. Helped pre-service teachers examine and demonstrate the principles of content planning, effective methods for teaching content that reflect best practices, and the alignment of curriculum and assessment. Facilitated pre-service teachers’ transitions from students of English education to teachers of middle or high school English.

**Directed Teaching in the Secondary Classroom**

Supervised, observed, and mentored English education student teachers during their student teaching placements. Conducted regular classroom observations of student teacher and provided feedback on areas of strength and future growth. Facilitated seminar meetings during which student teachers and university supervisors worked together to address challenges and solve problems. Provided guidance and support for cooperating teachers to ensure all aspects of the student teaching experience went well for all involved.

**Longwood Seminar**

Taught a class to first-year and transfer college students that helped them understand Longwood University’s mission and addressed knowledge and skills important to college success. Focused on issues such as critical literacy, personal responsibility, citizen leadership, and financial literacy. Guided students as they wrote analytical essays and created group presentations on essential components of successful college experiences.

**Writing and Rhetoric**

Taught first-year college students about the fundamentals of college writing, introducing them to essential aspects of academic writing and rhetoric, such as research skills, structure, language, and reference. Worked closely with students as they applied key rhetorical strategies to writing in the natural sciences, social sciences, humanities, and applied fields. Helped students build metacognitive understandings of the key aspects of effective college-level writing.

**University of Virginia,** Charlottesville, VA August 2007—May 2011

*Graduate Assistant*

Courses taught:

**Counterpoint Seminar in English Literature**

Co-taught a graduate level course in the departments of English and English education. Designed instruction and assessments that helped future English teachers consider ways to teach texts from the literary canon to contemporary students. Conducted discussions with students regarding how they would use their understanding of literature and literary criticism to teach the course texts to high school students. Challenged students to devise ways to integrate research-based pedagogical principles into teaching canonical literature.

**Teaching Associate Seminar**

Guided pre-service English teachers through problem solving activities designed to increase their abilities to reflect on instructional practices. Presented information on research-based best practices and led discussions focused on how the student teachers can incorporate those ideas into their own classrooms. Enabled the students to explore challenging situations collaboratively through student presentations of teaching inquiries. Created guidelines for backwards design unit plans the student teachers were responsible for developing, and worked with them as they created those plans. Coordinated visits by expert educators from the community who shared their strategies and insights into teaching English.

**Contemporary Issues in Education**

Created an environment where a diverse group of students could discuss relevant and important educational issues. Challenged students to consider the implications of these issues on their teaching practice, as well as their large-scale impacts on the field of education. Evaluated students based on their engagement, participation, and ability to consider various perspectives on complex issues. Used small group work and student presentations to gauge how students processed the major concepts of the course.

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# K-12 TEACHING EXPERIENCE

**Summer Enrichment Program at the University of Virginia** June –August 2011

*Teacher.*  Taught a creative writing course to middle school students that focused on the reciprocal relationship between characters and environments. Guided students as they read literature in which characters and their environments influence each other and wrote their own stories in which this same relationship existed. Used mentor texts and writing craft strategies to facilitate the students’ success.

 **AP Challenge Program at the University of Virginia** June 2011

*Teacher.*  Taught a course on memoir writing to rising high-school seniors from a high-need, urban school district. Enabled students to brainstorm important events in their lives and showed them how to construct personal narratives that capture specific moments as well as key aspects of their personalities. Provided students with models of good memoirs and showed them how to critically read those examples in ways that inform their own work.

**Powhatan School,** Boyce, VA August 2005-June 2007

*Teacher.* Taught seventh and eighth grade English, seventh grade Language Arts, coached three sports, and served as an advisor to a group of middle school students. Used the reading and writing workshop format when teaching, emphasizing issues such as student choice, modeling, and mentor texts when preparing students to work. Individually conferenced with students to assess their progress. Enabled students to form connections between material studied in class and relevant concepts. Emphasized various ways for students to increase their knowledge of grammar in the context of reading and writing. Focused on provided differentiated strategy instruction in reading and writing. Motivated students through discussions of relevant concepts and big ideas.

**Northfield Mount Hermon School Summer Session,** Northfield, MA June-August 2004-2006

*Master Teacher: 2005 & 2006.* Taught a high school course in academic writing, and junior high courses in skills in literature and realistic fiction. Supervised and evaluated five teaching interns who shared in planning and instructional responsibilities. Guided the interns through the units of study for which they were responsible and involved them in other

aspects of the courses. Proposed and designed a realistic fiction course, and taught it in the summer of 2006. Emphasized the importance of mentor texts and strategy-based lessons when teaching students various aspects of reading and writing.

Familiarized the interns with the reading and writing workshop model and worked with them to help them incorporate it in their own lessons.

*Teaching Intern: 2004.* Taught sections of two English classes over a five-week period, focusing on the texts *Never Cry Wolf* and *A Raisin in the Sun.* Developed an anthology of student writings in response to *Never Cry Wolf* and enabled

students to analyze communication ideas in *A Raisin in the Sun.* Served as a dormitory advisor to eight ninth and tenth grade boys, guiding them in their adjustment to campus life. Held the position of the Summer Session’s assistant athletic

director, organized school-wide softball games, organized and maintained a database of sports attendance and advised students on their sport choices.

**Arthur Somers Middle School,** Brooklyn, NY September 2004-June 2005

*Teacher.* Conducted seventh grade English Language Arts classes designed to improve the students’ abilities to identify and use specific reading and writing strategies. Demonstrated reading and writing skills to students, then worked closely with them as they used the skills on their own. Familiarized the students with the concept of a “writer’s notebook,” where they collected observations and ideas from the world around them to facilitate their writing. Worked with students as they read and responded to literature, showing them a variety of ways to connect to and examine texts. Created units designed to appeal to the diverse students in a Title I, inner city public school while still supporting their development in using reading and writing strategies. Served as a coach of the school’s soccer team.

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**SCHOLARSHIP**

**BOOKS**

Ruday, S. (2023). *Grammar Inquiries, Grades 6 – 12: An Inquiry- and Asset-Based Approach to Grammar Instruction.*

Routledge Eye on Education.

Ruday, S., & Haddock, K. (2023). *The Early Elementary Grammar Toolkit--Using Mentor Texts to Teach*

 *Grammar and Writing in Grades K-2.* Routledge Eye on Education.

Ruday, S., & Caprino, K. (2022). *Student-Centered Literacy Assessment in the 6-12 Classroom: An Asset-Based*

 *Approach.* Routledge Eye on Education.

Ruday, S., & Cassidy, J. (2021). *Remote Teaching and Learning in the Middle and High ELA Classroom:*

 *Instructional Strategies and Best Practices.* Routledge Eye on Education.

Ruday, S., & Jacobson, T. (2021). *Remote Teaching and Learning in the Elementary ELA Classroom:*

 *Instructional Strategies and Best Practices.* Routledge Eye on Education.

Ruday, S., & Caprino, K. (2020). *Inquiry-Based Literature Instruction in the 6-12 Classroom: A Hands-On Guide*

 *for Deeper Learning.* Routledge Eye on Education.

Ruday, S. (2020). *The Elementary School Grammar Toolkit: Using Mentor Texts to Teach Standards-Based*

*Language and Grammar in Grades 3-5, Second Edition.* Routledge Eye on Education.

Ruday, S. (2020). *The Middle School Grammar Toolkit: Using Mentor Texts to Teach Standards-Based*

*Language and Grammar, Second Edition.* Routledge Eye on Education.

Ruday, S. (2018). *Culturally Relevant Teaching in the English Language Arts Classroom: A Guide for Teachers.* Routledge

 Eye on Education

Ruday, S. (2018). *The First-Year English Teacher's Guidebook: Strategies for Success.* Routledge Eye on Education.

Ruday, S. (2017). *The Common Core Grammar Toolkit: Using Mentor Texts to Teach the Language Standards in*

*Grades 9-12.* Routledge Eye on Education

Ruday, S. (2016). *The Multimedia Writing Toolkit: Helping Students Incorporate Graphics and Videos for*

*Authentic Purposes, Grades 3-8.* Routledge Eye on Education.

Ruday, S. (2016). *The Narrative Writing Toolkit: Using Mentor Texts in Grades 3-8.* Routledge Eye on Education.

Ruday, S. (2015). *The Argument Writing Toolkit: Using Mentor Texts in Grades 6-8*. Routledge Eye on Education.

Ruday, S. (2014). *The Informational Writing Toolkit: Using Mentor Texts in Grades 3-5.* Routledge Eye

on Education.

Ruday, S. (2014). *The Common Core Grammar Toolkit: Using Mentor Texts to Teach the Language Standards in Grades*

*6-8.* Routledge Eye on Education.

Ruday, S. (2013). *The Common Core Grammar Toolkit: Using Mentor Texts to Teach the Language Standards in Grades*

*3-5.* Routledge Eye on Education.

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**PEER-REVIEWED JOURNAL ARTICLES**

Ruday, S. (2023). “The Future of Grammar Instruction: What the 2021 NCTE Teacher Preparation Standards Mean for

Grammar Instruction.” *ATEG Journal, 31*(1), 17-28.

Ruday, S., Cassidy, J., & Jacobson, T. (2022). “Remote Teaching and Learning in the English Language Arts.”

*ElementsEd, 1*, 77-87.

Jacobson, T., & Ruday, S. (2022). “Looking into Oneself: Exploring Representative Texts and Their Impact on

 Understanding Identity.” *Reading in Virginia, 43,* 23-31.

Ruday, S. (2021). “Anti-Oppressive Grammar Instruction: A Call to Action for Educators.” *ATEG Journal, 30*(1), 9-17.

Ruday, S., Azano, A., & Kuehl, R. (2021). “Books as Portals: Using Place to Understand Rural Students' Individuated

 Reading Experiences.” *English in Education*.

<https://www.tandfonline.com/doi/full/10.1080/04250494.2021.1919017>

Ruday, S. (2020). “Grammar, Ownership, and Usefulness: Student-Centered Inquiries into Authentic Uses of

 Grammatical Concepts through The Grammar Inquiry Project.” *Virginia English Journal, 69* (2), 22-28.

Ruday, S. (2019). “Inclusive Language in the English Classroom: Recommendations for Teachers.” *ATEG Journal, 28* (1),

20-26.

Ruday, S. & Azano, A. (2019). “Arguments that Matter: A Place-Based Approach to Teaching Argument Writing to Rural

Students.” *Journal of Teaching Writing, 34* (1), 1-23.

Ruday, S. (2018). “The Grammar Bachelor: Rethinking Grammar and Writing Instruction.” *ATEG Journal, 27* (1), 27-29.

Ruday, S. & Cliborne, R. (2017). "99 Problems, but Grammar Ain't One." *ATEG Journal, 26* (1), 41-44.

Ruday, S. (2016). “Hashtag Grammar.” *ATEG Journal, 25* (1), 31-33.

Heny, N., Ruday, S., & Figgins, M. (2016).“Writing among Writers: What do the Perspectives of Avid Adolescent Writers

Reveal About the Importance of a Peer Discourse Community?” *Virginia English Journal, 66* (1), 23-47.

Azano, A. & Ruday, S. (2015). “Putting the Power of Place into Grammar Instruction.” *ATEG Journal, 24* (1), 1-10.

Wiens, P. & Ruday, S. (2014). “Personality and Pre-Service Teachers: Does it Change? Does it Matter?” *Issues in Teacher*

*Education. 22* (2), 7-27.

Ruday, S. & Azano, A. (2014). “‘You Have No Idea Where I’m From’: Community, Culture, and Critical Literacy in an

 Intensive Writing Course.” *Journal of Teaching Writing,* 29(1), 51-79.

Ruday, S., Conradi, K., Heny, N., & Lovette, G. (2013). “‘You Can’t Put the Genie Back into the Bottle’: English

Teachers’ Beliefs and Attitudes Regarding Digital Literacies in the Classroom.” In P.J. Dunston, S.K. Fullerton, CC. Bates, P.M. Stecker, M.W. Cole, A.H. Hall, D. Herro, K.N. Headley (Eds.) *62nd Yearbook of the Literacy Research Association* (199-215). Altamonte Springs, FL: Literacy Research Association.

Ruday, S. (2013). “Keeping the Air in the Balloon: Rethinking Revision Instruction.” *Virginia English Journal,* 62 (2), 6-

17.

Ruday, S. (2012). “Three Avid Adolescent Male Writers’ Experiences at a Residential Summer Writing Workshop.”

*Journal of Language and Literacy Education,* 8 (2), 3-25.

Ruday, S. & Wilson, J. (2012). “‘Like Being on the Inside’: Analyzing Advertisements with Adolescent Males.”

*Virginia English Bulletin*, 62 (1), 10-22.

Ruday, S. (2011). “Expanding the Possibilities of Discussion: A Strategic Approach to the Use of Online Discussion

Boards in the Middle and High School English Classroom.” *Contemporary Issues in Technology and Teacher Education,* 11 (4), 350-361.

Ruday, S. (2009). “Improving Students' Higher Order Thinking Skills by Incorporating Popular Culture into the Reading

Workshop.” *Virginia English Bulletin,* 58 (2), 8-14.

Ruday, S. (2008). “Putting on a Game Face for Reading: How Pre-Reading Strategies Create Individualized Reading

Experiences.” *Virginia English Bulletin,* 57 (2), 50-58.

Ruday, S. (2006). “Responding Across Cultures: Reader Responses, Personal Narratives, and Nikki Grimes’ Novel *Bronx*

*Masquerade.” Virginia English Bulletin,* 56 (1), 53-59.

# CONFERENCE PRESENTATIONS

“Mentoring Through Publication with the *Journal of Literacy Innovation*.” Presented at the Ethnicity, Race, and Multilingualism Committee Panel at the *Literacy Research Association Annual Conference*, 2023.

“Using Mentor Text Connections to Maximize Grammar Instruction.” Presented at the *National Council of Teachers of English Annual Conference,* 2023.

“Beyond Conventions: Enhancing Reading Comprehension Through Grammar Instruction.” Co-presented with Stephanie Pressley at the *Assembly for the Teaching of English Grammar Annual Conference*, 2023.

“Adolescent Literacy with a Focus on Grammar.” Presented at the *Virginia State Literacy Association Annual Conference*, 2023.

“Publishing With the *Journal of Literacy Innovation*.” Presented at the Ethnicity, Race, and Multilingualism Committee Focus on Mentoring and Publishing Panel at the *Literacy Research Association Annual Conference*, 2022.

“Grammar Tools: Using Grammar Instruction to Help Students Read Like Writers and Write Like Readers.” Presented at the *Virginia Department of Education 2022 SOL Institute*.

“The Future of Grammar Instruction: What the 2021 NCTE Teacher Preparation Standards Mean for the Teaching and Learning of Grammar.” Presented at the *Assembly for the Teaching of English Grammar Annual Conference*, 2022.

“Grammar Without Walls: Inquiry-Based and Culturally Relevant Grammar Instruction.” Presented at the *Virginia State Literacy Association Annual Conference*, 2022.

“Teaching Grammar in Inclusive and Equitable Ways.” Presented at the *Journal of Literacy Innovation Conference,* 2022. Co-presented with Cassidy Whetstine.

“Mentoring Through Publication.” Presented at the *Literacy Research Association Annual Conference*, 2021.

“Inclusive Language in the English Classroom: Recommendations for Teachers.” Presented at the *National Council of Teachers of English Annual Conference,* 2021.

“Anti-Oppressive Grammar Instruction.” Presented at the *Assembly for the Teaching of English Grammar Annual Conference,* 2021.

“Grammar Reimagined: Using Mentor Texts to Maximize the Effectiveness of Grammar Instruction.” Presented at the *Virginia State Literacy Association Annual Conference,* 2021.

“Keys to Success for New English and Literacy Teachers.” Presented at the *Virginia State Literacy Association Annual Conference,* 2021. Co-presented with Jennifer Cassidy.

“Grammar Without Walls: Student-Centered and Culturally Relevant Grammar Instruction for the Present and Future of Literacy.” Presentation accepted for the *International Literacy Association Annual Conference,* 2020. Conference cancelled due to COVID-19.

“Centering our Students: Inquiry and Culturally Relevant Literacy Instruction.” Presented at the *National Council of Teachers of English Annual Conference,* 2019.

“Inquiry-Based Grammar Instruction.” Presented at the *National Council of Teachers of English Annual Conference,* 2019.

“#NotYourWarmUp: What Today’s Teachers Need to Know About Grammar Instruction.” Presented at the *Assembly for the Teaching of English Grammar Annual Conference,* 2019. Co-presented with Jennifer Cassidy.

“Grammar Rising: A New Age of Grammar Instruction.” Presented at the *National Council of Teachers of English Annual Conference,* 2018.

“Interactive Grammar Instruction.” Presented at the *Assembly for the Teaching of English Grammar Annual Conference,* 2018.

“Grammar on Fleek!” Presented at the *National Council of Teachers of English Annual Conference,* 2017.

“Grammar Remixed.” Presented at the *Virginia Association of Teachers of English Annual Conference,* 2017.

"All Actions Aren't Active: The Purposeful Use of the Passive Voice." Presented at the *Assembly for the Teaching of English Grammar Annual Conference,* 2017.

“Reaching Diverse Learners with Grammar Instruction.” Presented at the *National Council of Teachers of English Annual Conference,* 2016.

“99 Problems, But Grammar Ain’t One,” Presented at the *Assembly for the Teaching of English Grammar Annual Conference,* 2016.

“Grammar: A Tool for Creative Expression.” Presented at the *National Council of Teachers of English Annual Conference,* 2015.

“Arguments that Matter: A Place-Based Approach to Teaching Argument Writing,” Presented at the *National Council of Teachers of English Annual Conference,* 2015*.*

“Grammar and Storytelling.” Keynote presentation given at the *Assembly for the Teaching of English Grammar Annual Conference,* 2015.

“‘The Grammar Toolkit’: Using Mentor Texts to Enhance Grammar Instruction.” Presented at the *Assembly for the Teaching of English Grammar Annual Conference*, 2014.

“The Common Core Grammar Toolkit.” Presented at the *National Council of Teachers of English Annual Conference,* 2013.

“The Grammar Toolbox: Grammar Instruction, the Common Core Language Standards, and Metacognition.” Presented at the *Bloomsburg University Literacy and Learning Conference,* 2013.

“Teaching Adolescent Male Writers.” Presented at the *National Council of Teachers of English Annual Conference*, 2012

“‘A Whole New Way to Discuss Books:’ Students’ Experiences Using Online Discussion Boards to Respond to Literature.” Presented at the *Virginia State Reading Association Annual Conference*, 2012

“Writing Among Writers: Avid Adolescent Writer Perspectives on Writing in a Peer Discourse Community.” Presented at the *University of Virginia Curry Research Conference,* 2012.

“Recommendations for Teaching Adolescent Male Writers.” Presented at the *Virginia Association of Teachers of English Annual Conference,* 2011.

“Three Adolescent Male Writers’ Experiences at a Residential Summer Writing Workshop Program.” Presented at the *University of Virginia Curry Research Conference,* 2011.

 “Improving Literacy Skills by Linking Popular Culture Texts with Young Adult Novels.” Presented at the *Virginia State Reading Association Annual Conference,* 2009

“Making It Real: Using Diverse Students' Out of School Lives to Teach Critical Reading Strategies.” Presented at the *National Council of Teachers of English Annual Conference,* 2009

“Using Students’ Out of School Lives to Foster Critical Readers.” Presented at *Central Virginia Writing Project Conference*, 2008

“The ‘Superhero’ Approach to Reading Strategies: Applying Reading Strategies to Out of School Texts and Situations.” Presented at *Virginia Association of Teachers of English Annual Conference,* 2008

“Rebellious Texts for Rebellious Boys: Promoting Interest and Critical Analysis in Boys’ Reading Habits” Presented at the *Virginia State Reading Association Annual Conference,* 2008

“Teaching Inferential Thinking While Strengthening Student Writing.” Presented at *Virginia Association of Teachers of English Annual Conference,* 2007

“Reading as Writers: Using Mentor Texts to Improve Student Writing.” Presented at *North Carolina Reading Association Conference*, 2007

“Creating Authentic Reading Experiences by Writing before Reading.” Presented at *International Reading Association Conference,* 2006

“How Knowledge of Grammar Can Improve Writing.” Presented at *Virginia Association of Independent Schools Conference on Language Study,* 2006

**PUBLIC SCHOLARSHIP**

Jacobson, T., & Ruday, S. (2021). “"How Will Your Lessons, Teaching, and Classes Look Different This Year and in the Post-COVID 19 Era from How They Did in Previous Years?" *Education Week Teacher.*

<https://www.edweek.org/teaching-learning/opinion-making-connections-is-my-number-one-priority-teachers-share-their-plans-for-this-year/2021/08>

Ruday, S. (2021). “How Should We Teach Grammar to Students?” *Education Week Teacher.* <https://www.edweek.org/teaching-learning/opinion-seven-strategies-for-grammar-instruction/2021/06>

Ruday, S. (2020). “Grammar Instruction in the Time of Remote Learning.” *Routledge.* <https://www.routledge.com/blog/article/grammar-instruction-in-the-time-of-remote-learning>

Ruday, S. (2020). “Grammar Without Walls: Student-Centered and Culturally Relevant Grammar Instruction for the Present and Future of Literacy,” *Literacy Today, 38* (2), 51-52.

Caprino, K.& Ruday, S. (2020). “5 Tips to Engage Kids in Inquiry This Fall.” *MiddleWeb.* <https://www.middleweb.com/43623/5-tips-to-engage-kids-in-inquiry-this-fall/>

Ruday, S. (2020). “'Culturally Sustaining Pedagogy Honors the Humanity & Identity of Young People.’” *Education Week Teacher.*

<https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/03/culturally_sustaining_pedagogy_honors_the_humanity_identity_of_young_people.html>

Ruday, S. (2020). “Connecting Reading & Writing 'Is a High-Leverage Move.’” *Education Week Teacher.*

<https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/02/connecting_reading_writing_is_a_high-leverage_move.html>

Ruday, S. (2019). “Tech Tools Have the Power to Enhance Academic Work.” *Education Week Teacher.* [https://blogs.edweek.org/teachers/classroom\_qa\_with\_larry\_ferlazzo/2019/04/response\_tech\_tools\_have\_the\_power\_to\_enhance\_academic\_work.html#](https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/04/response_tech_tools_have_the_power_to_enhance_academic_work.html)

Ruday, S. (2019). “Connect ELA Strategies to Life Beyond School.” *MiddleWeb.* <https://www.middleweb.com/39801/connect-ela-strategies-to-lives-beyond-school/>

Ruday, S. (2019). “Tips to Land Your First Teaching Job.” *Education Week Teacher.*

<http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/03/response_tips_to_land_your_first_teaching_job.html>

Ruday, S. (2018). “4 Ideas Help New ELA Teachers Start Strong.” *MiddleWeb.* <https://www.middleweb.com/37877/new-english-teachers-your-story-begins/>

Ruday, S. (2018). “The Grammar Bachelor: A Team Learning Activity.” *MiddleWeb.* <https://www.middleweb.com/36962/the-grammar-bachelor-a-team-learning-activity/>

Ruday, S. (2018). “Response: We Need to 'Slow Down' When Teaching Writing.” *Education Week Teacher.*

<https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2018/01/response_we_need_to_slow_down_when_teaching_writing.html>

Ruday, S. (2017). “Student ‘Reflection Needs to be a Habit.’” *Education Week Teacher.* <https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/10/response_student_reflection_needs_to_be_a_habit.html>

Ruday, S. (2017). “Use Multimedia Writing to Change the Game.” *MiddleWeb.*

<https://www.middleweb.com/33684/use-multimedia-writing-to-change-the-game/>

**SERVICE**

# LEADERSHIP POSITION IN PROFESSIONAL ORGANIZATION

Co-President, NCTE Assembly for the Teaching of English Grammar 2014-Present

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# JOURNAL EDITOR

*Journal of Literacy Innovation,* Founder and editor 2015-Present

*Virginia English Journal,* Editor 2016-2019

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**EDITORIAL REVIEW BOARD**

*Virginia English Journal,* Editorial review board member 2019-Present

*The Reading Teacher*, Editorial review board member 2015-2020

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# REVIEWER

National Council of Teachers of English, Book proposal reviewer 2019-Present

*Virginia English Journal,* Manuscript reviewer 2019-Present

Routledge Eye on Education, Book proposal reviewer 2015-Present

*The Reading Teacher,* Manuscript reviewer 2012-Present

Literacy Research Association, Conference proposal reviewer 2012-2015

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**UNIVERSITY PROGRAM COORDINATOR**

English Education Program Coordinator, Longwood University 2018-Present

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# UNIVERSITY COMMITTEES

Accessibility Resources Office Advisory Board, Longwood University 2022-Present

Professional Education Council, Longwood University 2017-Present

Liberal Studies Curriculum Committee, Longwood University 2013-2015,

2019-Present

Greek Awards Committee 2021-2022

Faculty Senate, Longwood University 2014-2018

Faculty Awards Committee, Longwood University 2012-2016

Promotion and Tenure Policies and Procedures Committee, Longwood University 2015-2016

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**DEPARTMENTAL COMMITTEES**

High School Writing Competition Committee, Longwood University Department

 of English and Modern Languages 2021-Present

Promotion and Tenure Committee, Longwood University Department of English and Modern Languages 2018-Present

Curriculum Committee, Longwood University Department of English and Modern Languages 2018-Present

Assessment Committee, Longwood University Department of English and Modern Languages 2012-2013; 2018-Present

Awards Committee, Longwood University Department of English and Modern Languages 2014-2018

Education Committee, Longwood University Department of English and Modern Languages 2011-Present

Scholarship and Recruitment Committee, Longwood University Department of English

and Modern Languages 2013-2014

Technology Committee, Longwood University Department of English and Modern Languages 2011-2013

Social Committee, Longwood University Department of English and Modern Languages 2011-2013

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**COMMITTEES CHAIRED**

English Education Search Committee, Longwood University Department of English and 2022-2023

Modern Languages

Faculty Research and Development Committee, Longwood University 2022-2023

Promotion and Tenure Committee, Longwood University Department of English and 2021-2022

Modern Languages

English Education Search Committee, Longwood University Department of English and

Modern Languages 2019-2020

Awards Committee, Longwood University Department of English and Modern Languages 2014-2018

Social Committee, Longwood University Department of English and Modern Languages 2012-2013

Technology Committee, Longwood University Department of English and Modern Languages 2011-2013

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# PROFESSIONAL DEVELOPMENT WORKSHOPS CONDUCTED

“Innovative Grammar Instruction: Supporting Our Students’ Growth and Understandings in Engaging and Meaningful Ways.” Workshop held for Portsmouth (VA) Public Schools Teachers and Administrators, Portsmouth, VA, October 2023.

“Grammar Reimagined: Building Strong Writing Through Grammar Instruction.” Day-long workshop held for Portsmouth (VA) Public Schools Teachers and Administrators, Portsmouth, VA, August 2023.

“Grammar Reimagined: Open Educational College, Maysan Branch, Iraq.” Webinars on grammar instruction conducted for faculty of Open Educational College, Maysan Branch, Iraq in May and August 2023.

“Administrator Training: Inquiry-Based Literature Instruction.” Session conducted with Fauquier County Schools Administrator, June 2023.

“Grammar Reimagined Webinar Series: A Series of Webinars on Innovative Grammar Instruction.” Three-part webinar series conducted in February and March 2023.

“Grammar Reimagined at Grafton Middle School: Rethinking and Enhancing Grammar Instruction.” Day-long workshop held at Grafton Middle School, Yorktown, VA, January 2023.

“Grammar Reimagined: Using Mentor Texts to Maximize the Effectiveness of Grammar Instruction.” Workshop held for Loudon County (VA) English teachers.

“The 2022 Grammar Reimagined Workshop." Day-long workshop on grammar instruction held at the University of Virginia, July 2022.

“Grammar Reimagined: Harrisonburg.” Workshop on grammar instruction held for Harrisonburg (VA) English teachers, August 2021.

“The 2021 Grammar Reimagined Workshop." Day-long workshop on grammar instruction held at the University of Virginia, July 2021

“Inclusive Language in the English Classroom.” Webinar session conducted as part of ATEG’s 2020 Webinar Series, October 2020.

“Culturally Relevant Grammar and Writing Instruction.” Co-presented webinar session conducted as part of ATEG’s 2020 Webinar Series, July 2020.

"The 2019 Grammar Reimagined Workshop." Day-long workshop on grammar instruction held at the University of Virginia, July 2019

“Grammar Reimagined: Hanover.” Workshop on grammar instruction held for Hanover County (VA) English teachers, August 2018 and July 2019.

“Winter Literacy Webinar 2019.” Webinar session on writing instruction, February 2019.

“Interdisciplinary Writing: Rethinking Academic Writing and Research in the English Classroom.” Workshop conducted for English teachers at Randolph-Macon Academy, August 2018.

“Literacy Day 2018.” Workshop on writing instruction held at the University of Virginia, July 2018.

“Grammar Reimagined: Virginia Beach.” Day-long workshop on grammar instruction held for Virginia Beach City Schools’ teachers and literacy coaches, December 2017.

"The 2017 Grammar Reimagined Workshop." Day-long workshop on grammar instruction held at the University of Virginia, July 2017.

"The Grammar Toolkit: Standards-Based Grammar Instruction and Metacognition." Workshop held at 2017 James Madison University Content Teaching Academy, June 2017.

“‘There are a Million Things I Haven’t Done, but Just You Wait’: Metacognition in the English Classroom.” Session conducted for Virginia Department Education Teacher Leadership Program, February 2017.

“The Grammar Toolbox: Grammar Instruction, the Common Core Standards, and Metacognition.” Keynote speech delivered at Pittsburgh Public Schools’ Back-to-School Professional Development Day, August 2016.

“Grammar Remixed: Mentor Texts and Activities for Lasting Understandings of Grammatical Concepts.” Breakout session conducted at Pittsburgh Public Schools’ Back-to-School Professional Development Day, August 2016.

“Reading and Writing in STEM Learning,” Series of two webinars held for teachers in Virginia Public Schools, September 2015

“Integrating Reading and Writing in the STEM Classroom,” Series of two webinars held for teachers in Virginia Public Schools, March 2014

“Reading and Writing across the Curriculum,” Series of two webinars held for teachers in Virginia Region Eight Public Schools, February and March 2013

“Rethinking Revision Instruction,” Workshop held at 2012 James Madison University Content Teaching Academy, June 2012

“Tutoring ESL Writers,” Workshop held for Longwood University Writing Center Tutors, March 2012

“Critiquing Social Norms in the English Classroom,” Workshop held for the English faculty at Field School of Charlottesville, January 2011

“Classroom Management Strategies and Diverse Schools,” Workshop held for pre-service teachers at the University of Virginia’s Curry School of Education, March 2010

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**ADDITIONAL INFORMATION**

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# AWARDS

Cahoots Society Cornerstone Award, Longwood University 2023

Faculty/Staff Citizen Leader Award, Longwood University 2022

*Virginia English Journal* Writing Award 2020

Chi Commendation, Longwood University 2019

NCTE Affiliate Journal of Excellence Award for Editing *Virginia English Journal* 2018

NCTE Affiliate Journal of Excellence Award for Editing *Virginia English Journal* 2017

Faculty/Staff Citizen Leader Award, Longwood University 2017

Provost’s Scholarship Award, Longwood University 2016

Graduate Faculty Research Award, Longwood University 2014

Chi Commendation, Longwood University 2014

Richard A. Meade Award, University of Virginia 2009

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**GRANTS**

Longwood University College Undergraduate Research and Inquiry Opportunity Grant--$2500 2018

Longwood University College Undergraduate Research and Inquiry Opportunity Grant--$1500 2017

Longwood University Research Apprenticeship Grant--$500 2016

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# PROFESSIONAL MEMBERSHIPS

Assembly for the Teaching of English Grammar

International Literacy Association

National Council of Teachers of English

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