

Sean R. Ruday

Professor of English Education
Department of English and Modern Languages
Longwood University
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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

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.

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.

SCHOLARSHIP

BOOKS

- Ruday, S. (In press.) *Grammar Toolkit Lesson Plans for Middle School: Mentor Text-Based Grammar Lessons for the Middle School English Classroom*. Routledge Eye on Education.
- 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.

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

- "Iraqi Education Students' Perspectives on Mentor Text-Based English Grammar Instruction." Co-presented with Hassan Jabbar Hussein at the *Assembly for the Teaching of English Grammar Annual Conference*, 2024.
- "Student Empowerment Through Mentor Text-Based Grammar Instruction." Presented at the *Assembly for the Teaching of English Grammar Annual Conference*, 2024.
- "Grammar Inquiries: An Inquiry- and Asset-Based Approach to Grammar Instruction." Presented at the *Journal of Literacy Innovation Conference*, 2024.
- "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

Ruday, S. (2024). “Link Grammar Instruction to Real-World Situations.” *MiddleWeb*.
<https://www.middleweb.com/50828/link-grammar-instruction-to-real-world-situations/>

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#

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

JOURNAL EDITOR

<i>Journal of Literacy Innovation</i> , Founder and editor	2015-Present
<i>Virginia English Journal</i> , Editor	2016-2019

EDITORIAL REVIEW BOARD

<i>Virginia English Journal</i> , Editorial review board member	2019-2023
<i>The Reading Teacher</i> , Editorial review board member	2015-2020

REVIEWER

<i>ATEG Journal</i> , Manuscript reviewer	2019-Present
National Council of Teachers of English, Book proposal reviewer	2019-Present
<i>Virginia English Journal</i> , Manuscript reviewer	2019-Present
Routledge Eye on Education, Book proposal reviewer	2015-Present
<i>The Reading Teacher</i> , Manuscript reviewer	2012-Present
Literacy Research Association, Conference proposal reviewer	2012-2015

UNIVERSITY PROGRAM COORDINATOR

English Education Program Coordinator, Longwood University	2018-Present
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UNIVERSITY COMMITTEES

Interdisciplinary Teacher Preparation Committee	2023-Present
Accessibility Resources Office Advisory Board, Longwood University	2022-Present
Professional Education Council, Longwood University	2017-Present
Faculty Research and Development Committee, Longwood University	2022-2023
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
Liberal Studies Curriculum Committee, Longwood University	2013-2015

DEPARTMENTAL COMMITTEES

High School Writing Competition Committee, Longwood University Department of English and Modern Languages	2021-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
Education Committee, Longwood University Department of English and Modern Languages	2011-Present
Promotion and Tenure Committee, Longwood University Department of English and Modern Languages	2018-2024
English Education Search Committee, Longwood University Department of English and Modern Languages	2022-2023
Awards Committee, Longwood University Department of English and Modern Languages	2014-2018
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

COMMITTEES CHAIRED

English Education Search Committee, Longwood University Department of English and Modern Languages	2022-2023
Faculty Research and Development Committee, Longwood University	2022-2023
Promotion and Tenure Committee, Longwood University Department of English and Modern Languages	2021-2022
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

PROFESSIONAL DEVELOPMENT WORKSHOPS CONDUCTED

“Mentor Texts in Grammar Instruction.” Presentation conducted for faculty of Open Educational College, Maysan Branch, Iraq in April 2024.

“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

ADDITIONAL INFORMATION

AWARDS

Princeps Society Recognition Award, Longwood University	2024
Cahoots Society Cornerstone Award, Longwood University	2023
Faculty/Staff Citizen Leader Award, Longwood University	2022
<i>Virginia English Journal</i> Writing Award	2020
Chi Commendation, Longwood University	2019
NCTE Affiliate Journal of Excellence Award for Editing <i>Virginia English Journal</i>	2018
NCTE Affiliate Journal of Excellence Award for Editing <i>Virginia English Journal</i>	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

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

PROFESSIONAL MEMBERSHIPS

Assembly for the Teaching of English Grammar

International Literacy Association

National Council of Teachers of English