

William E. Lewis, Ph.D.

wlewis@udel.edu

School of Education
121B Willard Hall
University of Delaware
Newark, DE 19717

Education

- University of Delaware, Newark, DE. Ph.D. in Curriculum and Instruction with a Language, Literacy and Schooling focus, May 2008. Dissertation: The effects of genre-specific planning on the analytical literary arguments of high school students.
- Millersville University, Millersville, PA, M.A. English, May 1997. Thesis: Gender, identity and the power of the narrative structure: Hemingway's post-war consciousness.
- East Stroudsburg University, East Stroudsburg, PA, B.S. English Secondary Education, May 1986.

Instructional Experience

- Associate Professor, Literacy Education, University of Delaware, Newark, DE. Fall of 2007-Present.
 - Taught undergraduate and graduate courses in English language arts and social studies methods, disciplinary literacy, writing, young adult literature and instructional models.
 - Coordinator, English Language Arts Middle School Program.
 - Former Coordinator, English Language Arts M.A.T. Program
 - Co-Designer of online learning activities for online literacy education and Alternative Routes to Certification programs.
- Instructor, Delaware Writing Project Advanced Argumentative Institute, Summer 2012.
- Literacy Instructional Specialist, Historical Literacy Project, University of Delaware.
- English instructor, Solanco High School, Quarryville, PA, 1987-2007.
 - Taught Advanced Placement English Literature and Composition from 1995 to 2007
 - Taught Advanced and Academic American Literature, Academic World Literature, Modern Drama, Advanced British Literature, and Acting.
 - Co-Developed Solanco School District's English curriculum.
 - Conducted summer seminars in college writing and drama for the Southern Lancaster County Education Foundation.
- Served as literacy methods instructor for the ReadHISTORY Grant, a three-year grant from the U.S. Department of Education's Teaching American History program and the University of Delaware.

Publications:

- Lewis, W.E. & Flynn, J.E. (2017). Below the surface level of social justice: Using Quad Text Sets to Plan Equity-Oriented Instruction. *ALAN Review*.
- Lupo, S. Strong, J. Lewis, W.E., Walpole S. & McKenna M.C. (2017). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent and Adult Literacy*.
- Lewis, W.E. & Walpole, S. (2016). Designing your own text sets: A four-text framework to build content knowledge in content area classrooms. *International Literacy Today*, January/February. (30-31).
- Flynn, J. E. & Lewis, W.E. (2015). Multi-Modal composition in teacher education: From consumers to producers. In D.B. Baylen & A.D. Alba (Eds.) *Essentials of Using and Integrating Visual and Media Literacy -- Visualizing Learning*. New York: Springer Publishing.
- Lewis, W.E., Walpole, S. & McKenna, M.C. (2013). *Cracking The Common Core*. New York: Guilford Press.
- Ferretti, R.P. & Lewis, W.E. (2013). Best practices in teaching argumentative writing. In S. Graham, C.A. MacArthur & J. Fitzgerald, *Best Practices in Writing Instruction*. New York: Guilford Press.
- Ferretti, R.P. & Lewis, W.E. (2012). Motivating argumentative writing. In Gelati, C., Arfé, B., & Mason, L. *Issues in Writing Research: In Honor of Piero Boscolo*. Padova, Italy: CLEUP.
- Coker, D. L., & Lewis, W.E. (2012). Beyond *Writing Next*: A discussion of writing research and instructional uncertainty. In J. Ippolito, J. L. Steele & J. F. Samson (Eds.), *Adolescent literacy* (pp. 231-251). Cambridge, MA: Harvard Educational Review. (Reprinted from *Harvard Educational Review*, 78(1), (2008), 231-251).
- Lewis, W.E. & Ferretti, R.P. (2011). Topoi and literary interpretation: The effects of a critical reading and writing intervention on high school students' analytic literary essays. *Contemporary Educational Psychology*.
- Lewis, W.E. & Ferretti, R.P. (2009). Defending interpretations of literary texts: the effects of topoi instruction on the literary arguments of high school students. *Reading and Writing Quarterly*.
- Ferretti, R.P., Andrews-Weckerly, S. & Lewis, W. E. (2009) Do goals affect the structure of student's argumentative writing strategies? *Journal of Educational Psychology*.
- Coker, D. & Lewis, W.E. (2008). Beyond *Writing Next*: A discussion of writing research and instructional uncertainty. *Harvard Educational Review*.
- Ferretti, R.P., Andrews-Weckerly, S. & Lewis, W. E. (2007) Improving the argumentative writing of students with learning disabilities: Descriptive and normative considerations. *Reading and Writing Quarterly*.
- Ferretti, R.P., Andrews-Weckerly, S. & Lewis, W. E. *Normative and descriptive approaches to improving the argumentative writing of students with learning disabilities*. Proceedings of the 14th Annual World Congress on Learning Disabilities, 2005 Learning Disabilities Worldwide Conference, Burlington, Massachusetts, October, 2005.

Conference Presentations:

- Ferretti, R.P. & Lewis, W.E. (2018, January). Children's Understanding of Argument and the Impact of Goals on Their Persuasive Writing. Presented at a meeting of the Pacific Coast Research Conference, San Diego, CA.
- Lewis, W.E. & Krazit, S. (2016, December). Teaching close reading skills through graphic novels. Presented at a meeting of the Literacy Research Association Annual Meeting, Nashville, TN.
- Lewis, W.E. (2016, August). Summary writing in content area classrooms. Presented at a meeting of the Striving Reader's Summer Institute, Valdosta/Young Harris, GA.
- Lewis, W.E. (2016, August). Argumentative writing in content area classrooms. Presented at a meeting of the Striving Reader's Summer Institute, Valdosta/Young Harris, GA.
- Lewis, W.E. (2016, January). Summary writing in content area classrooms. Presented at a meeting of the Striving Reader's Winter Institute, Valdosta/Young Harris, GA.
- Lewis, W.E. (2016, January). Argumentative writing in content area classrooms. Presented at a meeting of the Striving Reader's Winter Institute, Valdosta/Young Harris, GA.
- Lewis, W.E., Krazit, S. & Rivera, Y. (2015, November) *Graphic Novels, Text Sets and Critical Theory: Building Students' Background and Disciplinary Knowledge to Engage and Enjoy Serious Books*. Presented at a meeting of the Academy for Educational Studies, Baltimore, MD.
- Lewis, W.E. (2015, August). Rethinking textless approaches to instruction: Connected reading and writing in content area classrooms. Presented at a meeting of the Keystone State Reading Conference, York, PA.
- Lewis, W.E. (2014, December). *Reading, Writing and the Common Core State Standards: Comprehension, Writing and Disciplinary Literacy*. Presented at a meeting of the Literacy Research Association, Marco Island, FL.
- Flynn, J. E. & Lewis, W.E. (2014, November). *Using Digital Tools to Tell and Understand Stories*. Presented at a meeting of the National Council of Teachers of English Meeting, Washington, D.C.
- Lewis, W.E. (2014, April) *The Role of Summary and Argumentative Writing in an RTI-W Framework*. Presented at a meeting of the RTII Implementer's Forum: Pennsylvania Training and Technical Assistance Network, Hershey, PA.
- Lewis, W.E. (2013, June). *Response to Intervention in Writing*. Presented at a meeting of the RTII Implementer's Forum: Pennsylvania Training and Technical Assistance Network, Hershey, PA.
- Lewis, W.E. (2012, June). *Text Based Writing and Evaluation*. Presented at a meeting of the Glazer-Lorton Writing Institute, Miami, FL.
- Lewis, W.E. (2011, December). *Measuring Argument And Its Content Area Applications*. Presented at a meeting of the Literacy Research Association, Jacksonville, FL.
- MacArthur, C., Ferretti, R.P., Greenburg, D., Lewis, W.E. and Perin, D. (2009, February) *Reading and writing instruction with adults with literacy problems*. Presented at a meeting of the Pacific Coast Research Conference, Coronado, CA.
- Lewis, W.E., Arnold, L., Pasko, J.A. and Testerman, K.C. (2008, November) *Say it with C.S.Q.T.* Presented at a meeting of the National Council of Teachers of English, San Antonio, TX.

- Lewis, W.E. (2008, October). *Comprehension strategies: Readers, Text and Context*. Presented at the Georgia Reading First Preservice Conference, Athens, GA.
- Ferretti, R.P. & Lewis, W.E. (2008, October). Improving the argumentative writing of students with learning disabilities: Descriptive and normative considerations. Presented at Teachers College, Columbia University, New York, NY.
- MacArthur, C., Ferretti, R.P., Perin, D., Woodward, J., and Lewis, W.E. (2008, February) *Writing strategies and writing to learn: Research with adolescents and adults with learning problems*. Presented at a meeting of the Pacific Coast Research Conference, San Diego, CA.
- Ferretti, R.P., Andrews-Weckerly, S. & Lewis, W.E. (2005, February) *Effects of Goals on the Written Arguments of Fourth- and Sixth-Grade Students with LD and their Normally Achieving Peers*. Presented at a meeting of the Pacific Coast Research Conference, San Diego, CA.
- Lewis, W.E. (2004, October). *The Structure of Argument: A Blueprint for Better Persuasive Writing*. Presented at the Delaware Writing Project, University of Delaware, and Department of Education 2004 Conference on the Teaching of Writing, Newark, DE.
- Ferretti, R.P., Agate, L., Andrews-Weckerly, S., & Lewis, W.E. (2004, April) *The Effects of an Explicit Goal for Persuasive Writing on the Revisions of Sixth-Grade Students with Learning Disabilities and Their Normally Achieving Peers*. Presented at a meeting of the American Educational Research Association, San Diego, CA.
- Lewis, W.E., Ferretti, R.P. & Andrews-Weckerly, S. (2004, February) *The Effects of Genre-Specific Goals on the Structure of Written Arguments of Students With and Without Learning Disabilities*. Presented at a meeting of the Pacific Coast Research Conference, San Diego, CA.
- Andrews-Weckerly, S., Ferretti, R.P. & Lewis, W.E. (2004, February) *Determinants of the Quality of Arguments Written by Students with and without Learning Disabilities*. Presented at a meeting of the Pacific Coast Research Conference, San Diego, CA.

Educational Leadership

- Professional development and curriculum consultant on adolescent literacy and text-based writing to the Delaware Department of Education, Seaford, School District, Seaford, DE; Caesar Rodney School District, Dover, DE; Capital School District, Dover, DE; Red Clay Consolidated School District, Wilmington, DE; Cape Henlopen School District, Lewes, DE. Smyrna School District, Smyrna, DE; Sussex Technical High School, Georgetown, DE; Polytech Technical High School, Woodside, DE.
- Past coordinator of English Language Arts M.A.T. program, School of Education, University of Delaware.
- Current coordinator of the Middle School English Language Arts program, School of Education, University of Delaware
- Served on the Faculty Advisory Committee for Solanco High School, 1997-2001, 2004-2006.

- Served as cooperating teacher for Millersville University's student-teaching and field experience program. Multiple years.
- Served as Teacher Mentor for Solanco School District's mentoring program, 2001-2005.
- Conducted both school and district-wide seminars in classroom management and discipline for new teacher induction program, 1994-1995, 2006
- Presented faculty inservices on process writing and department programs in interpretation and use of the Pennsylvania State Domain Scoring Guide for Writing, 1996, 1998.
- Served as English Department Chairperson, Solanco School District, 1995.
- Served as project editor for the Lancaster Lebanon Intermediate Unit 13's Portfolio Implementation Plan, 1992.

Grants and Awards:

RTI Secondary Literacy Professional Development through the Delaware Department of Education, (2010-2011). Sharon Walpole and William Lewis, investigators. \$14,500.00.

Honors:

- College of Education and Human Development Excellence in Teaching Award, 2017
- Outstanding Faculty Award, School of Education, 2015.
- University Excellence in Teaching Nominee, University of Delaware, 2008, 2011, 2012, 2013, 2014, 2015.
- Richard L. Venezky Award for Creative Research in Literacy, University of Delaware, 2005.
- Distinguished Teacher Designation, Solanco School District, 2005.

Research Interests:

- Argumentation and persuasive writing in the content areas
- Literacy methods for adolescents
- Pre-service teacher preparation