

## MARK A. OUELLETTE | CURRICULUM VITAE

304C Sparks Building  
Department of Applied Linguistics  
The Pennsylvania State University  
University Park, PA 16802

phone (office): (814) 865-6227  
fax (office): (814) 865-7944  
URL: <http://aplng.la.psu.edu/people>  
email: [mao24@psu.edu](mailto:mao24@psu.edu)

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### **RESEARCH AGENDA**

**Topical Interests:** Academic Literacies, Second Language Writing, Plagiarism & Academic Identities

**Methodological Orientation:** Discourse Analysis, Ethnography of Communication, Systemic Functional Linguistics

### **EDUCATION**

**Ph.D., Educational Linguistics**, May 2004

University of Pennsylvania, Philadelphia, PA

(Dissertation title: *Voices of the Landscape: Reconceptualizing Plagiarism, Voice Appropriation, and Academic Competence in ESL Freshman Composition*)

Committee: Nancy H. Hornberger (chair), Teresa Pica, Myrna Cohen

**M.Ed., Language Education**, December 1997, with distinction

Temple University, Philadelphia, PA

**B.A., English**, May 1995, magna cum laude

Temple University, Philadelphia, PA

### **EMPLOYMENT**

**Senior Lecturer** (2009-Present), Department of Applied Linguistics, Penn State University

**Director of ITA & ESL Programs** (2009-Present), Department of Applied Linguistics, Penn State University

**Assistant Professor** (2004-2009), Department of Linguistics & TESOL, University of Texas at Arlington

**Adjunct Faculty** (2003-2004, 2009), School of Education, Drexel University

**Adjunct Faculty** (2001-2004), Graduate School of Education, University of Pennsylvania

**Adjunct Faculty** (2001-2004, 2009), Department of Culture & Communication, Drexel University

**Writing Tutor** (2001-2002), Writing Center, Drexel University

**Learning Tutor** (2001-2002), Tutoring Learning Resources, University of Pennsylvania

**Writing Mentor** (1993-1997), Writing Center, Temple University

**Adjunct Faculty** (1996 – 2004), English Language Center, Drexel University

## **PUBLICATIONS**

### **Book Publications:**

Ouellette, M. A. (2008). *Voices of the Landscape: Plagiarism, Voice Appropriation, and Academic Competence in ESL Freshman Composition*. Berlin: VDM Verlag.

### **Peer Reviewed Journals:**

Ouellette, M. A. (2008). "Weaving Strands of Writer Identity: Self-as-Author and the NNES 'Plagiarist.'" *Journal of Second Language Writing*, 17(4), 255-273.

### **Non-Peer Reviewed Publications:**

Ouellette, M. A. (2006). "Being a 'Principled' English Language Teacher." *TexTESOL V Newsletter* (Texas Teachers of English to Speakers of Other Languages). (Summer 2006).

Ouellette, M. A. (1998). "Portfolio Assessment and the ESL Writing Classroom." *PTE Voices*. Penn TESOL East: Philadelphia. (Fall 1998).

Ouellette, M. A. (1997). "The ABCs of ESL Instruction." *Cafe Philadelphia*. Drexel English Language Center: Philadelphia. (Winter 1997).

### **Working Papers:**

Ouellette, M. A. (2009). "Interactional Entanglements: A Frame Analysis of Negotiated Identities in Ethnographic Research on the Language Classroom." *Working Papers in Linguistics*, 3, 25-42. Department of Linguistics & TESOL, The University of Texas at Arlington.

Ouellette, M. A. (2002). "It's Really Not that Bad: Hedges and Indirect Complaints in 'Troubles-Talk' Narratives." *Working Papers in Educational Linguistics*, 18 (1), 107-126. Graduate School of Education, University of Pennsylvania. (Spring 2002).

### **Peer-Reviewed Conference Presentations:**

Ouellette, M. A., Z. Blankenbaker, D. Weasenforth, D. Bustillos, & M. Peacock. (2007). "TexTESOL V: Crucible of Leadership and Opportunity." Paper presented at the Regional TexTESOL V Conference: Mountain View College: Dallas, TX. (September 29, 2007).

Ouellette, M.A. (2006). "Off the Record: Reflections on Frames and Ethnographic Field Roles in an Educational Setting." Paper presented at the Urban Ethnography Forum: Philadelphia, PA. (February 24, 2006).

Ouellette, M. A. (2006). "Telling Stories about 'Us': Narrative Construction and National Identity in U.S. History Textbooks." Paper presented at the American Association of Applied Linguistics Conference: Montreal, QC. (June 20, 2006).

Ouellette, M. A. (2005). "Balancing Act: Dealing with Content and Form in the Language Classroom." Paper presented at the Regional TexTESOL V Conference: Hurst, TX. (November 2, 2005).

Ouellette, M. A., & C. Theodoropoulos. (2005). "Constructing Social Positions in ITA Written Feedback." Paper presented at the TESOL Conference: San Antonio, TX. (April 1, 2005).

Ouellette, M. A. (2002). "Becoming the Self-Directed Teacher in the Learner-Centered Classroom." Paper presented at the Penn TESOL East Conference: Philadelphia, PA. (November 16, 2002).

Girard-Finger, A., K. Snelbecker, M. Rushing, & M. A. Ouellette. (1999). "Publishing Materials through Institutional Publishing Group." Paper presented at the TESOL Conference: New York, NY. (March 1999).

Ouellette, M. A., & L. DiMaio-Farley. (1999). "Peer Review Training through Communicative Tasks." Paper presented at the TESOL Conference: New York, NY. (March 1999).

Ouellette, M. A., & L. DiMaio-Farley. (1998). "Peer Review Activities in the Communicative Classroom." Paper presented at the Penn TESOL East Conference Conference: Philadelphia, PA. (October 1998).

#### **Invited Talks:**

Ouellette, M. A. (2009). "The Discourse Construction of Academic Identities: In, On, and Around Text." Invited Talk at the Department of Applied Linguistics, The Pennsylvania State University. (January 19, 2009).

Ouellette, M.A. (2008). "Making TIME Work for You: Changing Perspective on College Study Skills." Invited Talks at Weingarten Learning Resources Center, University of Pennsylvania. (July 1, 2008).

Ouellette, M. A. (2006). "Improving English Proficiency through Language and Culture." Invited Talks at UT Arlington, English Language Institute. (Spring/Fall 2006).

Ouellette, M. A. (2006). "Teaching ESL/EFL Writing and Grammar." Invited Talks at TESOL Academy, Invited Northlake College. (March 2006).

Ouellette, M. A. (2005). "Teaching ESL/EFL Reading: Integrating Theory and Practice." Invited Talks at UT at TESOL Academy, Eastfield College. (October 2005).

#### **Current Works in Progress:**

Paper: "Stance and Engagement as Mutually Constitutive: Interpersonal Meanings, Systemic Choices, and the Discourse of History." (intended for submission to *English for Specific Purposes*).

Paper: "'Benefit of the Doubt': Negotiating Discourses on Plagiarism." (intended for submission to *Teacher and Teacher Education*).

#### **AWARDS, GRANTS, & SCHOLARSHIPS**

**Best Annual Publications** (Honorable Mention), *Journal of Second Language Writing*, for "Weaving Strands of Writer Identity" (2009)

**Member of Princeton Premier Business Leaders and Professionals**, Honors Edition section (2008-2009)

**NEH Grant Proposal for Summer Stipend** (2008)

**UTA Research Enhancement Program Grant Proposal** (2007)

**University of Pennsylvania, Graduate School of Education, Teaching Assistantship** (2001)

**Title Seven Fellowship, Bilingual Education Act**, University of Pennsylvania (1999-2003)

**Member of Phi Beta Kappa Honor Society** (1995)

**Member of Phi Theta Kappa Honor Society** (1992)

**Concetta Capone Scholarship for the Performing Arts**. Maloney High School. Meriden, CT. (1985)

**Best Actor Award**. Maloney High School. Meriden, CT. (1985)

## **TEACHING EXPERIENCE**

### **Penn State University:**

APLNG 410: Teaching English Pronunciation  
APLNG 595: TESOL Internship

### **University of Texas at Arlington:**

LING 5305/4327: Second Language Acquisition (graduate/undergraduate)  
LING 5301/4353: TESOL Methods I (graduate/undergraduate)  
LING 5302/4354: TESOL Methods II—Reading & Writing (graduate/undergraduate)  
LING 5303: Interlanguage Analysis (a.k.a. Contrastive Analysis)  
LING 5304: Pedagogical Grammar of English  
LING 5306: Curriculum Development  
LING 5311: Sociolinguistics of Society  
LING 5350: Text Analysis  
LING 5393/5110: TESOL Teaching & Observation/TESOL Practicum  
LING 5332: Discourse Grammar (a.k.a Introduction to Systemic Functional Linguistics)

### **Drexel University:**

LING 101: Introduction to Language  
HUM 101: Freshman Composition (ESL section)  
HUM 102: Reading and Research (ESL section)  
HUM 103: Reading and Writing Literature (ESL section)  
HUM 157: Tutoring and Learning  
LING 101: Introduction to Language  
EDUC 602: Language Learning & Teaching  
EDUC 604: Structure & Sound System of English  
EDUC 608: The Intercultural Learner

\* *Intensive English language courses*: Reading & Writing (all levels); Spoken English (beginning levels); English for Academic Purposes; English for Business Purposes; Advanced Grammatical Analysis; Vocabulary Development

### **University of Pennsylvania:**

EDUC 633: Selected Topics in Reading & Writing  
EDUC 679: Language for Specific Purposes  
EDUC 546: Sociolinguistics in Education

\* *Intensive English language courses*: Speaking and Acting; Intermediate Academic Reading & Writing

## **THESIS & DISSERTATION SUPERVISION**

### **Doctoral Dissertations:**

Wang, H. Y. (2008). *(Im)politeness in Casual Conversations among Female Speakers of Mandarin: A Practice-based Perspective*. Doctoral Dissertation, Department of Linguistics & TESOL, UT Arlington. (December 2008: Dissertation in Linguistics)

### **Masters Theses:**

Chiu, W. (2008). *Practical Understandings: Teachers' Beliefs and Practices of Pronunciation Teaching*. Masters Thesis, Department of Linguistics & TESOL, UT Arlington. (December 2008: Thesis in TESOL).

Gonzales, E. (2008). *The Language of the University: A Systemic Functional Analysis*. Masters Thesis, Department of Linguistics & TESOL, UT Arlington. (May 2008: Thesis in Linguistics).

Clark, H. L. (2007). *Students' Noticing and Incorporation of Written Feedback: A Snapshot of ESOL Writing Instructors' Commentary on Adult ESOL Students' Essays*. Masters Thesis, Department of Linguistics & TESOL, UT Arlington. (August 2007: Thesis in TESOL).

Drezek, J. (2007). *Adult ESOL Reading Comprehension and Text-to-Speech Software*. Masters Thesis, Department of Linguistics & TESOL, UT Arlington (May 2007: Thesis in TESOL).

Polley, E. (2007). *ESOL Student Perceptions of Pair Work and Small Group Discussion: Implications for the Conditions for Second Language Acquisition*. Masters Thesis, Department of Linguistics & TESOL, UT Arlington (December 2006: Thesis in TESOL).

Plauché, D. (2006). *Legitimate Plagiarism: ESOL Students' Perceptions and Strategies in Textual Borrowing*. Masters Thesis, Department of Linguistics & TESOL, UT Arlington (December 2006: Thesis in TESOL).