

Gretchen M. Dodson

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EDUCATION

- 2024 PhD, Curriculum and Instruction, Literacy Studies
Qualitative Research Graduate Certificate
University of South Florida, Tampa, Florida, AAU affiliated
- 2004 Master of Education, Early Childhood Education
Berry College, Mount Berry, Georgia
- 1997 Bachelor of Arts, English
Indiana University East, Richmond, Indiana

PROFESSIONAL EXPERIENCE

- Aug. 2024- Present Assistant Professor of Secondary English Language Arts and Literacy –
New Mexico State University
- 2022-2024 Graduate Research Assistant - University of South Florida
- 2021-2022 Elementary Teacher, Cave Spring Elementary, Floyd County Schools, GA
- 2017-2021 Graduate Teaching Assistant - University of South Florida
- 2010-2016 Middle School Language Arts Teacher - Berry College Elementary and
Middle School, Rome, GA
- 2005-2010 Elementary Teacher - Berry College Elementary and Middle School,
Rome, GA
- 2004-2005 5th grade Language Arts Teacher – Mount Paran Christian School,
Kennesaw, GA
- 2003-2004 Graduate Assistant – Berry College Elementary and Middle School

HONORS AND AWARDS

- 2016 Graduate University Fellowship, University of South Florida.
- 2014 Loveday Summer Study Grant, Georgia Independent School Association,
\$700, 2014.

RESEARCH

PEER-REVIEWED JOURNAL ARTICLES

1. Randles, C., Jimenez, R., Agostini, D., Balic, A., & Dodson, G. (2022). The experience of musical jamming: Testing the fit of a model of hermeneutic phenomenology of spirituality in music education. *Research Studies in Music Education*, 44(1), 257–272. [5-year impact factor, 1.7].
2. Dodson, G. (2019) Process drama and writing in K-12 classrooms: A review of the literature. *International Association of Laboratory Schools Journal*, 9(1), 19-27.
3. Sherry, M., Dodson, G., Sweeney, S. (2019). Improvising identities: Comparing cultural roles and dialogic discourse in two lessons from a US elementary classroom. *Language and Education*, 50, 36-45. [Impact factor 2018, 1.516]
4. Dodson, G. (2017). [Review of the book *Tolerance discourse and young adult Holocaust literature: Engaging difference and identity* by Dean-Ruzicka, R]. *Children's Literature Association Quarterly* 42(3), 355-357.

MANUSCRIPT IN-PROCESS

Schneider, J. J., King, J., Dodson, G. (accepted and in editing Fall 2024) Synthesizing professional knowledge and anti-racist advocacy through explicit composing instruction: A discourse synthesis study. *Written Communication*. [Impact factor 2.447]

CONFERENCE PRESENTATIONS

1. Dodson, G. (2023, November). Telling a team story: A narrative approach to group processing in middle grades collaborative composition. Poster presentation at the Literacy Research Association 73rd Conference.
2. Dodson, G. (2020, December 3). Middle school students' use of conversational personal narrative in creative collaborations. Paper presentation at the Literacy Research Association 70th Annual Conference.
3. Dodson, G. (May, 2020, accepted). Performance of self in collaborative creative composition: Braving the risk of role-taking in an adult improv class. Paper presentation of an autoethnography at International Conference for Qualitative Inquiry. (Conference cancelled due to COVID).
4. Dodson, G. (Feb., 2020). Recreational reading as a graduate student: Escape or sustenance? Paper presentation of an autoethnography at JoLLE 2020.
5. Krause, M., Schneider, J.S., Hadley, E., Persohn, L., Frier, A. King, J.R., Dodson, G. (2019, December). Transcending Borders: Contextualizing Dyslexia in a Literacy Teacher Preparation Program in the Midst of Ideological Tension. Paper presentation at the Literacy Research Association 69th Annual Conference in Tampa, FL.

6. Cain, L.K., MacDonald, A., Dodson, G. (2018, May). Feminist pedagogy within elementary and higher education. Presentation of a trio-ethnography at the International Conference for Qualitative Inquiry.
7. Dodson, G. (2018, March). Critical discourse analysis of autobiography and memoir. Presentation at the Interdisciplinary Symposium on Qualitative Methodologies, University of South Florida.
8. Dodson, G. (2017, November) Process drama and writing in K-12 classrooms: A review of the literature. Paper presented at the Literacy Research Association 67th Annual Conference in Tampa, FL.
9. Dodson, G. (2017, June). Discourse identity as character development in Lois Lowry's Gooney Bird Greene. Paper presented at the 2017 Children's Literature Association Conference in Tampa, FL.
10. Dodson, G. (2016, April). Improvisational acting in the classroom and after school programs. Workshop presentation at the 2016 International Association of Laboratory Schools conference in Puerto Rico.
11. Muire, C., Ference, R., Prince, A., Belvin, B., Dodson, G., Frederick, L., Cunningham, J., Love, C. (2008, May). Promoting excellence in literacy through "collaborative endeavors projects" at the Berry College (Georgia) professional development schools. Presentation at the International Reading Association 53rd annual convention in Atlanta, GA.

UNIVERSITY TEACHING

Teaching Language Arts and Social Studies at the Middle and High School Level, Fall 2024

This course is taught for both undergraduate and master's level students pursuing alternative certification. This course is aimed toward preparing pre-service teachers to teach secondary English Language Arts or Social Studies. It works in tandem with a practicum in which pre-service teachers plan and teach lessons. Students learn to teach with a variety of modalities, styles, and pedagogical approaches. This course also links teaching practices to social justice and culturally relevant approaches.

Teaching Writing in Elementary Education, Fall 2020| Fall 2019| Spring 2019| Fall 2018| Fall 2017. Pre-service teachers identify the traits of children's written, visual, and media-based products, assess and support children's developmental progression of writing processes or strategies, and demonstrate effective instructional strategies for teaching multimodal composing across discipline-specific genres.

Teaching Children's Literature, Spring 2021| Summer 2017| Fall 2017. Pre-service teachers develop appreciation, global perspectives, and knowledge of text structures of children's literature, and they evaluate diverse children's literature for both quality, content, and text complexity in various genres.

Emergent Literacy Strategies, Fall 2020| Spring 2018. Pre-service teachers understand the developmentally appropriate, research-based theories and practices that support children's emergent literacy and language learning. This includes selecting, administering, and interpreting

appropriate assessments, incorporating instructional strategies for diverse learners, differentiating instruction to support inclusive practices, and designing literacy instruction that is integrated across content areas.

Intermediate Literacy I, Spring 2020| Spring 2017. Pre-service teachers evaluate student literacy learning and develop appropriate instruction for elementary students in the intermediate grades.

Practicum in Supporting Students with Reading Difficulties, Summer 2020| Summer 2019
Teacher candidates work one-on-one or in small groups with children experiencing difficulties in reading and/or writing, documenting and assessing the child's literacy learning. Teacher candidates plan and deliver instructional strategies and interventions that respond to children's needs and engage in critical reflection on their own practice.

SERVICE

2024	TEP interviewer
2023	Proposal reviewer for the 73 rd Conference of the Literacy Research Association
2020-2023	Reviewer for journal <i>Language and Education</i>
2019-2020	University of South Florida College of Education Graduate Student Council, Treasurer
2017	Children's Literature Association Conference. Conference planning committee student member. Registration desk volunteer and session chair.
2017-2020	Reviewer for Literacy Practice and Research

LANGUAGE SKILLS

Portuguese: conversational fluent, reading (Lived and taught in Brazil for 4 years)
Spanish: conversational intermediate, listening, reading (Undergraduate minor)

PROFESSIONAL MEMBERSHIPS

Children's Literature Research Association

International Congress of Qualitative Inquiry

Literacy Research Association

National Council for Teachers of English

PROFESSIONAL DEVELOPMENT

Teaching Academy Mentorship Program – Fall 2024

PI Academy – Fall 2024

WriteClique Coaching – Fall 2024

Human Research: Social / Behavioral Investigators and Key Personnel Stage 1 - Basic Course, 9/4/2016 <https://www.citiprogram.org/verify/?df118339-1063-4685-86de-c100609fc08f>, updated April 2023.

Humanities Responsible Conduct of Research, Stage 1 - Basic Course, 10/31/2016, www.citiprogram.org/verify/?k0663ebd4-f9f0-4920-8261-c4b1470daaca-21329796, updated April 2023.

Workshop for Qualitative Researchers: Learning in Creatively: Qualitative Research and the Use of the Literary, October, 2019

Title IX training, January, 2018

TEACHING CERTIFICATIONS, GEORGIA

Early Childhood/ Elementary Education, P-5

Reading, P-12

ESOL, P-12

Middle Grades English Language Arts, 4-8

Middle Grades Math, 4-8

Secondary English 6-12