

## **SEAN P. CONNORS**

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### **EDUCATION**

**The Ohio State University**, Columbus, Ohio

Doctorate of Philosophy in Language, Literacy, and Culture, August 2010.

Dissertation: *Reading Images: How High School Students Read and Respond to Graphic Novels in the Context of an After-School Reading Group*

Adviser: Dr. Anna O. Soter

**Elmira College**, Elmira, New York

Master of Science in English Education, 1998.

**State University of New York, College at Geneseo**, Geneseo New York

Bachelor of Arts in English, 1992.

### **TEACHING & MENTORING EXPERIENCE**

#### **Higher Education**

**University of Arkansas**, Fayetteville, Arkansas.

Assistant Professor, Curriculum and Instruction, College of Education and Health Professions.

CIED 499v: The Hunger Games and YA Dystopian Fiction

CIED 5223: Learning Theories

ENGL 2173: Literacy in America

CIED 499v: Representations of Diversity in Young Adult Literature

CIED 3033: Classroom Learning Theory

CIED 5683: Graphic Novels for Adolescents

CIED 5683: Young Adult Literature and Literary Theory

CIED 599v: Multimodal Composition

CIED 5243: Special Methods of English Instruction I

CIED 5253: Special Methods of English Instruction II

CIED 5262: Special Methods of English Instruction III

CIED 528v: Secondary Education Teaching Internship

**The Ohio State University**, Columbus, Ohio

**Graduate Teaching Associate**, School of Teaching and Learning, College of Education

EDUT&L 656: Literature for Adolescents (Autumn 2006; Winter 2007; Spring 2007; Winter 2008; Spring 2008; Autumn 2008; Winter 2009; Spring 2009)

EDUT&L 589: Laboratory Experience in English Education (Autumn 2005; Winter 2006; Spring 2006)

**University Supervisor**, School of Teaching and Learning, College of Education, English Education, September 2004 - June 2009.

### **Secondary Education**

**Teacher**, English, Coconino High School, Flagstaff Unified School District, Flagstaff, Arizona, 1999-2004. Tenure granted in 2002.

**Teacher**, English, Greyhills Academy High School, Navajo Reservation, Tuba City, Arizona, 1998-1999.

**Teacher**, English, Horseheads High School, Horseheads Central School District, Horseheads, New York, 1993-1998. Tenure granted in September 1996.

### **AWARDS AND COMMENDATIONS**

Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2015.

Outstanding Research Award, Department of Curriculum and Instruction, University of Arkansas, 2014.

Innovative Teaching Award, College of Education and Health Professions, University of Arkansas, 2011.

Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2011.

Golden Tusk, Division of Student Affairs, University of Arkansas, 2011.

Runner-Up, M. Thomas Inge Award for Comics Studies, Reading Images: Deconstructing the Visual Design of Graphic Novels, Paper presented at 2011 PCA/ACA Convention.

Rising Star Award, Department of Curriculum and Instruction, University of Arkansas, 2010.

Nominee, Rising Star Award, College of Education and Health Professions, University of Arkansas, 2010.

Rolfe E. Wood and Michael L. Wood Memorial Scholarship, The Ohio State University, 2007.

The Ohio State University College of Education Travel Award, 2007.

Howard Francis Seeley Memorial Scholarship, The Ohio State University, 2005, 2006, 2007, 2008.

## **FUNDED RESEARCH PROJECTS**

**SMALL GRANT AWARD:** Assembly on Literature for Adolescents of the National Council of Teachers of English. Reading Images: How Secondary Students Read and Respond to Graphic Novels in the Context of an After-School Reading Group (Dissertation). Award Amount: \$1,000, October 31, 2008.

## **RESEARCH EXPERIENCE**

**Doctoral Research:** School of Teaching and Learning, The Ohio State University, 2008-present, (Research Adviser: Dr. Anna O. Soter).

Designed and implemented a qualitative case study that asked how six high school students read and talked about graphic novels in the context of an after-school reading group. Preliminary analysis of four discussion transcripts suggests that the reading group discussions were characterized by a number of indices commonly associated with high-level thinking and high-level comprehension.

**Graduate Research Assistant:** School of Teaching and Learning, The Ohio State University, 2007, (Principal Investigator: Dr. Anna O. Soter).

In this study, funded by The Spencer Foundation, a coding manual developed by the principal investigator was used to determine whether 49 qualitative research studies that made claims for positive effects of small group discussions satisfied criteria commonly associated with trustworthiness. A central finding was that the majority of the studies investigated provided little background information regarding their respective sample populations.

**Graduate Research Assistant:** School of Teaching and Learning, The Ohio State University, 2004-2006, (Principal Investigator: Dr. George Newell).

Examined how a university supervisor scaffolded a pre-service teacher's efforts to transfer teaching tools from her university course work to her field placements in two high school English language arts classrooms. One finding was that this transfer was influenced by the extent to which the mentor teacher honored the constructivist principles advocated in the university program.

## **SCHOLARLY & RESEARCH PUBLICATIONS**

### **Refereed Articles**

Soter, A. O., & Connors, S. P. (forthcoming). Language as a Field of Energy: A Critical Question for Language Pedagogy. *Critical Questions in Education*.

Connors, S.P. (forthcoming). Becoming Mockingjays: Encouraging Student Activism Through the Study of YA Dystopia. *The ALAN Review*.

- Bengtson, E., & Connors, S.P. (2016). Contrary socializations: Organizational influence on the teaching approaches of two beginning teachers in an external threat environment. *Journal of School Leadership*, 26(4).
- Connors, S. P. (2015). Expanding students' analytical framework through the study of graphic novels. *Journal of Children's Literature*, 41(2), 5-15.
- Connors, S. P. & Rish, R. (2015). Troubling ideologies: Creating opportunities for students to interrogate cultural models in YA Literature. *The ALAN Review*, 42(3), 22-34.
- Bengtson, E., & Connors, S.P. (2014). Puppets and puppeteers: External mandates and the instructional practice of two first-year teachers. *International Journal of Educational Leadership Preparation*, 9(2), 128-152.
- Goering, C., & Connors, S. P. (2014). Exemplars and epitaphs: Defending young adult literature these days. *Talking Points*, 25(2), 15-21.
- Connors, S. P. (2014). Young adult literature: A vehicle for imagining other worlds. *SIGNAL Journal*, 37(1), 34-36.
- Connors, S. P. (2013). Challenging perspectives on young adult literature. *English Journal* 102(5), 69-73.
- Connors, S. P., & Shepard, I. (Fall 2012/Winter2013). Reframing arguments for teaching ya literature in an age of Common Core State Standards. *Signal Journal*, 35(3), 6-10.
- Connors, S. P. (2013). Weaving multimodal meaning in an after-school reading group. *Visual Communication*, 12(1), 27-53.
- Connors, S. P., & Sullivan, R. (2012). "It's that easy": Creating assignments that blend old and new literacies. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 85(6), 221-225.
- Connors, S. P. (2012). Toward a shared vocabulary for visual analysis: An analytic toolkit for deconstructing the visual design of graphic novels. *Journal of Visual Literacy*, 31(1), 71-91.
- Connors, S. P. (2012). Lessons Learned: Milton Caniff's *Dickie Dare*. *International Journal of Comic Art*, 14(1), 51-65.
- Connors, S. P. (2012). Altering perspectives: How the implied reader invites us to rethink the difficulty of graphic novels. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 85(1), 33-37.

Newell, G., & Connors, S. P. (2011). "Why do you think that?" A university supervisor's mediation of a pre-service teacher's collateral transfer of pedagogical tools from coursework to fieldwork. *English Education*, 43(3), 225-261.

Soter, A. O., Wilkinson, I.A.G., Connors, S., Murphy, P.K. & Shen, V. (2010). Deconstructing "aesthetic response" in small-group discussions about literature: A possible solution to the "aesthetic response" dilemma. *English Education*, 42(2), 204-225.

Soter, A. O., Connors, S. P., & Rudge, L. (2008). Use of a coding manual when providing a meta-interpretation of internal validity mechanisms and demographic data used in qualitative research. *Journal of Ethnographic & Qualitative Research* 2(4), 269-280.

### **Books**

Connors, S. P. (Ed.). (2014). *The politics of Panem: Challenging Genres*. Rotterdam: Sense.

### **Contributions to Books**

Goering, C. Z., Holland, N., & Connors, S. P. (2016). Anchoring the teaching of argumentative writing units with young adult literature. In J. A. Hayn, J. S. Kaplan, A. L. Nolen, & H. A. Olvey (Eds.), *Teaching young adult literature: Integrating, Implementing, and re-imagining the Common Core* (pp. 68-77). Lanham, Maryland: Rowman & Littlefield.

Connors, S. P. (2014). Introduction: Challenging the politics of text complexity. In S. P. Connors (Ed.), *The Politics of Panem: Challenging Genres* (pp. 1-12). Rotterdam: Sense.

Connors, S. P. (2014). "I was watching you, Mockingjay": Surveillance, tactics, and the limits of panopticism. In S. P. Connors (Ed.), *The Politics of Panem: Challenging Genres* (pp. 85-102). Rotterdam: Sense.

Connors, S. P. (2013). "I try to remember who I am and who I am not": The subjugation of nature and women in *The Hunger Games*. In P. L. Thomas (Ed.), *Science Fiction and Speculative Fiction: Challenging Genres* (pp. 145-164). Rotterdam: Sense.

Connors, S. P. (2013). "It's a bird...it's a plane...it's...a comic book in the classroom?": *Truth: Red, White, and Black* as test case for teaching superhero comics. In P. L. Thomas (Ed.), *Science Fiction and Speculative Fiction: Challenging Genres* (pp. 165-184). Rotterdam: Sense.

Connors, S. P., & Shepard, I. (2013). Who's betting on *The Hunger Games*? A case for young adult literature. In K. Booker (Ed.), *Critical Insights: Contemporary Speculative Fiction* (115-136). Ipswich, MA: Salem Press.

Connors, S. P. (2008). Graphic young adult novels: Deconstructing and reinterpreting Persepolis from a cultural critical perspective. In A. O. Soter, M. Faust, & T. Rogers (Eds.), *Interpretive play: Using critical perspectives to teach young adult literature* (pp. 179-190). Norwood, MA: Christopher-Gordon Publishers.

### **Invited**

Connors, S. P. (2016). Dreaming, Questioning, and Trying to Find the Answers: A Conversation with Sherri L. Smith. *SIGNAL Journal*, 39(1), 38-41.

Connors, S. P. (2016). Fashioning worlds: A Conversation with Lois Lowry. *SIGNAL Journal*, 39(1), 25-29.

Connors, S. P. (2015). Confronting the Monster Under (the Text Complexity) Staircase: Reasserting the Value of Literature for Adolescents in the Secondary Literature Curriculum. *English Journal*, 105(1), 92-95.

Connors, S. P., & Rish, R. (2014). Puzzle Solving and Modding: Two Metaphors for Examining the Politics of Close Reading. *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, 67(1), 94-118.

Connors, S. P., & Bengtson, E. (2014). Open doors: Restoring teacher agency in the school accountability era. *English Journal*, 103(3), 101-104.

Connors, S. P. (2012). The complexities of text complexity: Advocating for young adult literature in an age of Common Core State Standards. *The Exchange*, 25(1), 10-11.

Connors, S. P. (2010). The best of both worlds: Rethinking the literary merit of graphic novels. *The ALAN Review*, 37(3), 65-70.

Soter, A. O., & Connors, S. P. (2009). Beyond relevance to literary merit: Young adult literature as "Literature." *The ALAN Review*, 37(1), 62-67.

### **Reprinted Publications**

Connors, S. P. (2014). "I try to remember who I am and who I am not": The subjugation of nature and women in *The Hunger Games*. In S. P. Connors (Ed.), *The Politics of Panem: Challenging Genres* (pp. 137-156). Rotterdam: Sense.

Connors, S. P. (2010). The best of both worlds: Rethinking the literary merit of graphic novels. In K. Kan (Ed.), *Graphic Novels and Comic Books* (pp. 90-98). New York: H. W. Wilson.

### **Essays, Articles, Reviews (Non-Refereed)**

- Connors, S. P. (2010). Review of “From the Yellow Kind to Conan: American Cartoons from the International Journal of Museum of Cartoon Art Collection.” *The International Journal of Comic Art*, 12(1), 507-509.
- Connors, S. P. (2010). Review of “The Death Defying Pepper Roux.” ALAN Online. Retrieved February 16, 2010, from <http://www.alan-ya.org/2010/02/alans-picks-february-2010/#more-491>
- Connors, S. P. (2010). Review of “David Inside Out.” ALAN Online. Retrieved January 28, 2010, from <http://www.alan-ya.org/2010/01/alans-picks-january-2010/#more-473>
- Connors, S. P. (2010). Review of “Hunter’s Heart.” *ALAN Online*. Retrieved January 10, 2010, from <http://www.alan-ya.org/2010/01/alans-picks-december-2009/#more-462>
- Connors, S. P. (2009). Review of “Triskellion.” *ALAN Online*. Retrieved September 9, 2009, from <http://www.alan-ya.org/2009/09/alans-picks-september-2009/#more-377>
- Connors, S. P. (2009). Review of “Surface Tension: A Novel in Four Summers.” *ALAN Online*. Retrieved May 15, 2009, from <http://www.alan-ya.org/2009/05/alans-picks-may-2009/#more-263>
- Connors, S. P. (2009). Review of “Sammy Keyes and the Cold Hard Cash.” *ALAN Online*. Retrieved January 16, 2009, from <http://www.alan-ya.org/2009/01/alans-picks-january-2009/#more-239>
- Connors, S. P. (2008). Review of “Anne Mergen: Editorial Cartoonist.” *The International Journal of Comic Art*, 10(2), 816-818.
- Connors, S. P. (2008). Review of “Jeff Smith: Before Bone” and Jeff Smith: Bone and Beyond.” *International Journal of Comic Art*, 10(2), 818-821.

### **Manuscripts Under Review**

- Connors, S. P. (XXXX). Designing Meaning: A Multimodal Perspective on Comics Reading. In C. Hill (Ed.), *Teaching Comics Through Multiple Lenses: Critical Perspectives* (pp. xx-xx). London: Routledge.
- Connors, S. P., & Trites, R. S. (XXXX). Critiquing Neoliberalist Ideologies in Speculative Fiction for Adolescents. *Children’s Literature in Education*.
- Connors, S. P. (XXXX). “A Place Thriving with History”: Using Oral Histories to Disrupt Monolithic Representations of the American South. *Journal of Adolescent & Adult Literacy*.

Connors, S. P. (XXXX). The Devouring Mother: Abjection and Hegemonic Masculinity in Rick Yancey's *The Monstrumologist*. *Children's Literature Association Quarterly*.

Connors, S. P. (XXXX). "I Have a Kind of Power I Never Knew I Possessed": Reading YA Dystopian Fiction through a Power Lens. *Children's Literature in Education*.

### **Manuscripts in Preparation**

Connors, S. P., & Bengtson, E. (XXXX). "What If Those Two Things Come in Conflict?": The Effects of Threat Rigidity on a Beginning Teacher. *The New Educator*.

## **PRESENTATIONS**

### **Refereed**

Connors, S. P. (2015). 'A Place Thriving with Culture and History': Using Digital Tools to Disrupt Monolithic Representations of the South. National Teachers of English Convention. Minneapolis, Minnesota.

Connors, S. P., & Goering, C. (2015). "I Thought I Was Leading Authentic Discussions": Using Video as a Tool to Support Pre-service Teachers' Experiences Facilitating Dialogic Discussions. IFTE/CEE Summer Conference. New York, New York.

Connors, S. P. (2015). Creating Monsters: The Abject and Hegemonic Masculinity in Rick Yancey's *The Monstrumologist*. Children's Literature Association Conference. Richmond, Virginia.

Connors, S. P. (2015). "I Was Watching You, Mockingjay": Discipline, Power and Agency in the Hunger Games Trilogy. PCA/ACA Conference. New Orleans, Louisiana.

Connors, S. P. (2014). Why Do We Need the Things in Books? The Enduring Power of Libraries and Literature. National Council of Teachers of English Convention. Washington, D. C.

Connors, S. P., & Bengtson, E. (2014). "What If Those Two Things Come in Conflict?": The Effects of Threat Rigidity on a Beginning Teacher. Round Table Paper Presentation. American Educational Research Association. Philadelphia, Pennsylvania.

Connors, S. P., & Bengtson, E. (2014). Contrary Socializations: Organizational Influence on the Teaching Approaches of Two Beginning Teachers in an External Threat Environment. Paper presented at the American Educational Research Association. Philadelphia, Pennsylvania.

Connors, S. P. (2013). Implementing Digital Multimodal Composing in an Age of Common Core State Standards. Paper presented at the Literacy Research Association. Dallas, Texas.



- Connors, S. P., & Sullivan, S. (2013). *Digital Composing in the Classroom: Putting Multimodal Composition Theory Into Practice*. National Council of Teachers of English Convention. Boston, Massachusetts.
- Bengtson, E., & Connors, S. P. (2013). *Puppets and Puppeteers: Instructional Leadership, Effective Teaching, and the School Accountability Gauntlet*. Paper presented at the University Council for Educational Administration Convention. Indianapolis, Indiana.
- Bengtson, E., & Connors, S. P. (2013). Making Sense of Being a Teacher in an Age of Accountability: Two Case Studies. Paper presented at the 25<sup>th</sup> Ethnographic and Qualitative Research Conference. Cedarville, Ohio.
- Connors, S. P. (2013). "I Try to Remember Who I Am and Who I Am Not": The Subjugation of Nature and Women as Represented in *The Hunger Games*. Paper presented at the College English Association Conference, Savannah, Georgia.
- Connors, S. P., Crovitz, D., Manderino, M., & Rish, R. (2013). Constructing Digital Multimodal Compositions to Shape Social and Literacy Practices. Paper presented at the National Council of Teachers of English Assembly for Research Conference, Columbus, Ohio.
- Connors, S. P., Rish, R., & Cordi, K. (2012). Narrative and Story Making: Connecting Multimodal Literacies and Pre-Service English Teachers. National Council of Teachers of English Convention, Las Vegas, Nevada.
- Connors, S. P., McBride, T., & Hensley, M. (2012). Using Discussion to Connect Ideas and Ignite Student Learning. National Council of Teachers of English Convention, Las Vegas, Nevada.
- Connors, S. P. (2012). Charting new ground: Analyzing and composing graphic narratives as a method of developing visual literacy. Paper presented at the International Visual Literacy Association Conference. Portland, Maine, October.
- Connors, S. P., & Shepard, I. (2012). Young adult fiction: Crossing the Boundary From Pop Culture into Literature. Paper presented at the College English Association Conference, Richmond, Virginia, March.
- Connors, S. P., & Botzakis, S. G. (2011). Breaking new ground: Conducting research with comics and graphic novels. Round Table Paper Presentation. Literacy Research Association Conference, Jacksonville, Florida, December.
- Connors, S.P., Cordi, K., & Rish, R. (2011). Storytelling and story making revisited: Alternative approaches to reading and writing narratives in the ELA classroom. 101<sup>st</sup> National Council of Teachers of English Convention, Chicago, Illinois, November.

- Connors, S. P. (2011). Toward a shared language for visual analysis: Using graphic novels to promote visual literacy. Paper presented at the International Visual Literacy Association Conference. Galloway, New Jersey, September-October.
- Connors, S. P. (2011). Reading images: Deconstructing the visual design of graphic novels. Paper presented at the Popular Culture Association / American Culture Association Conference. San Antonio, Texas, April.
- Connors, S. P. (2010). Scatterbrained reading: A case study of six students in a graphic novel reading group. Paper presented at the 60<sup>th</sup> Annual Meeting of the National Reading Conference. Forth Worth, Texas, December.
- Connors, S. P., Hundley, M. Botzakis, S. G., Soter, A. O. (2009). Once and future texts: Graphic fiction and hypertexts in the classroom. 99<sup>th</sup> National Council of Teachers of English Convention, Philadelphia, Pennsylvania, November.
- Connors, S. P., Hundley, M., Soter, A. O., & Faust, M. (2008). Shifting perspectives on 'Literature': Graphic fiction and hypertext in the classroom. 98<sup>th</sup> National Council of Teachers of English Convention, San Antonio, Texas, November.
- Connors, S. P. (2008). Making a case for the implied viewer: What graphic novels require readers to know and do. Paper presented at The Comic Book in Popular Culture Conference, Bowling Green State University, Bowling Green, Ohio, November.
- Soter, A. O., & Connors, S. P. (2007). Right to one's own language: Language as a field of energy. Round table discussion at the 97<sup>th</sup> Annual National Council of Teachers of English Convention, New York, New York, November.
- Connors, S. P. (2007). A portrait of the cartoonist as a young man: An examination of Milton Caniff's artistic evolution between 1933 and 1935. Paper presented at the Ninth Triennial Festival of Cartoon Art, Columbus, Ohio, October.
- Soter, A. O., Connors, S. P., & Rudge, L. (2007). Mixing and matching: Challenges of representing qualitative research in meta-analyses on pedagogical significance of classroom-based research. Paper presented at the 19<sup>th</sup> Annual Ethnographic & Qualitative Research in Education Conference, Cedarville, Ohio, June.
- Soter, A., O., Faust, M., Connors, S.P., Ressler-Wright, S. & Smith, J.. (2007). Literary theory and the "play" of language: Disrupting dominant discourse(s) in middle and high school classrooms. International Reading Association 52<sup>nd</sup> Annual Convention, Toronto, Canada, May.
- Connors, S. P., & Biekleman, F. (2005). Learning to support the 'collateral transition' of teaching tools: University supervisors as mentors of preservice English language arts teachers. Paper presented at the Ramon Veal Research Roundtable, Annual Convention of the National Council of Teachers of English, Pittsburgh, PA, November.

### **Non-Refereed / Invited Presentations**

- Connors, S. P., & Holland, N. (2014). Teaching Argumentative Writing Alongside Literature. Round Table Presentation. National Writing Project Conference. Washington, D.C.
- Connors, S. P. (2014). Guest lecturer, “Graphic Storytelling” for Grace Kerr’s Children’s and Adolescent Literature classes, University of Arkansas, November.
- Connors, S. P. (2014). Picturing Power: Using Children’s Picture Books to Examine Master Narratives. ARTful Teaching Conference, Morrilton, AR, March.
- Connors, S. P. (2013). Guest lecturer, “Toward a Shared Language for Visual Analysis” for Dr. Ryan Rish’s English Studies, Kennesaw State University, November.
- Connors, S. P. (2013). Uncommon Composing in the Age of Common Core: Multimodal Learning. ARTful Teaching Conference, Morrilton, AR, April.
- Connors, S. P. (2012). Guest lecturer, “Toward a Shared Language for Visual Analysis” for Dr. Ryan Rish’s World Literature, Kennesaw State University, April.
- Connors, S. P. (2011). Guest lecturer, “Critiquing Research Articles” for Cindy William’s CIED 5062, Literacies Across the Curriculum, March.
- Connors, S. P., & Lorimer, J. (2010). Rethinking reading: Graphic narrative in the classroom. Arkansas Curriculum Conference, Little Rock, AR, November.
- Connors, S. P. (2010). Guest lecturer, “What graphic novels require readers to know and do” for Dr. Anna Soter’s EDU T&L 856, Advanced Literature for Adolescents, July.
- Connors, S. P. (2010). Guest lecturer, “What graphic novels require readers to know and do” for Dr. Linda Parsons’ EDU T&L 923, Literary Theory and Adolescent Literature, February.
- Connors, S. P. (2009). Guest lecturer, “What graphic novels require readers to know and do” for Dr. Maia Pank Mertz’s EDU T&L 856, Advanced Literature for Adolescents, July.
- Connors, S. P. (2009). Session facilitator, “Interpreting Images in the *Book Thief*” for The English Festival, Youngstown State University, April.
- Connors, S. P. (2008). Guest lecturer, “Graphic novels in the classroom” for Delaware City Schools, November.
- Connors, S. P. (2008). Guest lecturer, “Graphic novels in the classroom” for Upper Arlington High School, November.
- Connors, S. P. (2008). Guest lecturer, “Graphic novels for educators” for Dr. Anna Soter’s EDU T&L 856, Advanced Literature for Adolescents, May.

Connors, S. P. (2008). Guest lecturer, “Cultural criticism and young adult literature” for Dr. Anna Soter’s EDU T&L 923, Literary Theory and Adolescent Literature, February.

Connors, S. P. (2007). Guest lecturer, “Seeing the other in ourselves: Multicultural literature and cultural criticism” for Jill Smith, Westerville Central High School, May.

### **PROFESSIONAL SERVICE**

**Co-editor**, Special Themed Issue of *The English Journal*, Spring 2016.

**Reviewer**, *SIGNAL Journal*, 2013.

**Member**, Executive Board, Special Interest Group: Network for Adolescent Literature, 2012.

**Committee Member**, College Council, University of Arkansas 2011-2012.

**Committee Member**, One Book, One Community, University of Arkansas, 2011.

**Arkansas State Representative**, ALAN, 2010-Present.

**Reviewer**, Proposals for National Council of Teachers of English Convention, 2011, 2012.

**Reviewer**, Proposals for American Education Research Association Conference, 2012.

**Reviewer**, *ALAN Review*, 2010-2013.

**Reviewer**, *Voices from the Middle*, 2012.

**Reviewer**, *Theory Into Practice*, 2011.

**Reviewer**, *ALAN-On-Line*, 2009-2011.

### **PROFESSIONAL ASSOCIATIONS**

Assembly on Literature for Adolescents (*ALAN*)

Children’s Literature Association (*ChLa*)

Literacy Research Association (*LRA*)

International Visual Literacy Association (*IVLA*)

National Council of Teachers of English (*NCTE*)

Special Interest Group: Network on Adolescent Literature (*SIGNAL*)

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