

Academic Identification

Susan Cridland-Hughes, Ph.D.

Associate Professor of Secondary English Education
Clemson University

Areas of Specialization

Critical Literacy, Out-of-school Literacies, English Education, and Debate Pedagogy and Curriculum.

Certification: Georgia Educator Certificate, T5, English (6-12) (expired)

Academic Background/Degrees

Education

Doctor of Philosophy Emory University, Atlanta, GA (2010)
Major Field: Literacy/ English Education

Dissertation:

Valuing voice: Critical literacy practices in an urban debate community

Advisor and Dissertation Chair: Maisha T. Winn (formerly Fisher)

Master of Arts in Teaching Johns Hopkins University
Baltimore, MD (2003)
Concentration: Secondary English Education

Bachelor of Arts Rhodes College
Memphis, TN (2001)
Major: English Literature (*cum laude*)
Minors: French, Religious Studies

Teaching Experience:

College/University Appointments:

Associate Professor, Secondary English Education	Clemson University	2019-Present
Assistant Professor, Secondary English Education	Clemson University	2013- 2019
Assistant Professor, English Education/Literacy	Bard College	2010-2013

High School:

Southwestern High School, Grades 9-11	Baltimore, MD	2001-2004
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Research

Publications

National and International Peer-reviewed Journal Articles

Savitz, R., **Cridland-Hughes, S.** & Gazioglu, M. (2021). Debate as a tool to develop disciplinary practices and student agency. *Teaching and Teacher Education*.

Leonard, A. & **Cridland-Hughes, S.** (2019) Dancing vernacular: Integrating English, hip hop, and choreography for analyzing texts. *Journal of Dance Education*.

Cridland-Hughes, S., Malloy, J. & Rogers, A. (2018). Fostering critical participatory literacy through policy debate. *English Teaching: Practice and Critique*. (EarlyCite DOI 10.1108/ETPC-05-2017-0065).

Cridland-Hughes, S. (2018). 'We don't wanna strait-jacket you:' Community, curriculum and critical literacy in Urban Debate. *Journal of Language and Literacy Education*.14(1). pp.1-30.

Tannebaum, R. & **Cridland-Hughes, S.** (2017). Social Media, Social Studies, and Social Justice: Finding the Intersection Between Sports Culture and American Pluralism. *Social Education*. 81(4). pp.254-257.

Cridland-Hughes, S. (2017). On securitization rhetoric, critical literacy, and affirming teaching: A Philosophical exploration. *Journal of Curriculum Theorizing*, 31:3, 44-54.

Cridland-Hughes, S. (2016a). The Atlanta Urban Debate League: Exploring the making of a critical literacy space. *American Educational History Journal*, 43(1), 41-57.

Cridland-Hughes, S. (2015). Caring critical literacy: The most radical pedagogy you can offer your students. *English Journal* 105(2). 129-132.

Malloy, J., Rogers, A., & **Cridland-Hughes, S.** (2015). Keeping the mic on: Emboldening voices through discussion-based inquiry. *English Journal* 105(2). 64-69.

Tannebaum, R. & **Cridland-Hughes, S.** (2015). "Preservice Social Studies Teachers' Conceptions of and Experiences with Discussion as a Pedagogical Approach: A Case Study," *International Journal for the Scholarship of Teaching and Learning*: Vol. 9: No. 2, Article 10. Available at: <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol9/iss2/10>.

Cridland-Hughes, S. (2012). Literacy as social action in City Debate. *Journal of Adolescent and Adult Literacy*, 56(3), 194-202.

Cridland-Hughes, S. (2011). African American community literacy and urban debate. *Reflections: A Journal of writing, service-learning and community literacy*, 11(1), 109-123.

State Peer-reviewed Journal Articles

Cridland-Hughes, S. & Wilder, P. (Winter 2016). Guiding principles for Preservice Teacher Literacy Education in Light of Read to Succeed. *Reading Matters*, 16, 75-80.

Other publications:

Book Chapters:

Hsieh, B. & **Cridland-Hughes, S.** (In press). Teachers learning about and enacting critical literacy: A review of the work on K-12 teachers' pedagogies in relation to critical literacy. In Pandya, J., Mora, R., Alford, J., Golden, N., & Santiago de Rook, R. (Eds.) *Critical Literacies Handbook*. Routledge: New York.

Wilder, P., Howell, E., Jacques, L., **Cridland-Hughes, S.**, & Schreuder, M.. (In press). Improving disciplinary literacy teaching: A Formative experiment exploring professional development. In Philippakos, Z. and Howell, E., Eds.

Cridland-Hughes, S., Brittain, M. and Che, M. (2019). Using photovoice to resist colonial research paradigms. In Strunk, K. and Locke, L. (Eds.) *Research Methods for Social Justice and Equity in Education*. Palgrave-McMillan.

Cridland-Hughes, S. (2016b). Making words matter: Critical literacy, debate, and a pedagogy of dialogue. In Davis, K., Zorwick, L., Roland, J. & Wade, M. (Eds.) *Using debate in the classroom: Encouraging critical thinking, communication and collaboration*. New York: Routledge.

Cridland-Hughes, S. & King, L. (2015). Killing me softly: How violence comes from the curriculum we teach. In Fashing-Varner, K. & Hartlep, N. (eds.) *The Assault on Communities of Color*. New York: Rowman & Littlefield.

Technical reports:

Cridland-Hughes, S., Glassman-Sommer, D., Hamilton-Bunch, J., et al. (2014). ELL Cycle of Activity Model. Tulare County Office of Education.

DeStigter, T., Webb, A., Bickmore, S., Goodson, T., Hartman, P., Hicks, T., **Hughes, S.**, Petrone, R., Rinkol, S., & Sewell, J. (2007). *Doctoral Education in English Education Belief Statement*. Accessed 10-10-2011 at <http://www.ncte.org/cee/2007summit/doctoralprograms>.

Book Reviews:

Cridland-Hughes, S. (2017). Book review of Knobel and Lankshear's *Researching new literacies: Design, theory, and data in sociocultural investigation*. Invited book review, *Teachers College Record*.

Cridland-Hughes, S. (2014). Aiming for democratic education: Recalibrating curriculum. *Journal of Social Studies Research*.

Submitted Manuscripts:

Cridland-Hughes, S. & Schreuder, M. Examining the 826 national model for scaling up community-school literacy partnerships. (Accepted with revisions.) In Henry, L. & Stahl, N. (eds.) *Literacy Across the Community: A Handbook of Research and Praxis*. Routledge: New York.

Khan, N. & **-Hughes, S.** (Revise and resubmit). Counterstorying slavery through narratives in high school English classrooms. *English Journal*.

Cridland-Hughes, S. (In review). Being white in a space of Black excellence: Learning what I wasn't taught in school.

In preparation:

Cridland-Hughes, S. & Kim, J. Resisting binary perspectives on adolescent literacy. **shared authorship*

Che, S. M., Brittain, M., & **Cridland-Hughes, S.** Student Perspectives: Photovoice Methodology in Middle School Single-Sex Mathematics Classrooms. *Investigations into Mathematical Learning*.

Cridland-Hughes, S. Tensions and tradeoffs: Sponsorship, Critical Literacy, and the Atlanta Urban Debate League, 1984- 2000.

Gomez, C. N., Jones, S. R., & **Cridland-Hughes, S.** Using .9999... = 1? to think about supporting argumentation. *Mathematics Teacher: Learning and Teaching PreK-12*.

Presentations

Refereed International and National Conference Presentations

Cole, M., Madison, S. and **Cridland-Hughes, S.** (Scheduled December 2021). Taking a long view of critical media literacy: A content-analysis of one immigrant detention center in the news. Literacy Research Association Annual Conference. Atlanta, GA.

Gazlioglu, M., Savitz, R., and **Cridland-Hughes, S.** (Scheduled December 2021). Debate as a tool to develop disciplinary practices and student agency. Literacy Research Association Annual Conference. Atlanta, GA.

Cridland-Hughes, S., Cole, M. & Madison, S. (February 2021). Reporting on incarcerated spaces: Critical media literacy and Stewart Detention Center news. Journal of Language and Literacy Education Annual Conference. Athens, GA.

Roberts, L. D., Savitz, R. S., & **Cridland-Hughes, S.** (2020). The impact of analyzing young adult literature for racial identity. Virtual Presentation presented at the annual conference of the Literacy Research Association.

Hsieh, B., McGraw, K, & **Cridland-Hughes, S.** (April 2020). Teachers learning about and enacting critical literacy for the public good. Roundtable presentation for the annual meeting of the American Educational Research Association. San Francisco, CA. **Conference cancelled due to COVID-19.*

Cridland-Hughes, S. (July 2019). Using teacher education to cultivate teacher critical literacy: Advocacy as dialogue and structured activity. NCTE ELATE Summer Conference. Fayetteville, AR.

Cridland-Hughes, S., Che, S., & Brittain, M. (April 2019). Five Questions: Using Photovoice to resist colonial research paradigms. Poster presentation for the annual meeting of the American Educational Research Association. Toronto, Canada.

Cridland-Hughes, S. (November 2018). Exploring Single Sex Education in ELA Classrooms. National Council of Teachers of English, Houston, Texas.

Schreuder, M. & **Cridland-Hughes, S.** (November 2018). LGBTQ Language as Empowerment. National Council of Teachers of English, Houston, Texas.

Brittain, M., **Cridland-Hughes, S.** & Che, S. (April 2018). Exploring Single Sex Education Using Photovoice Methodology. Paper presentation for the annual meeting of the American Educational Research Association, New York, New York.

Kim, J. & **Cridland-Hughes, S.** (November 2017). Complicating the Implicit Binary of In and Out of School Literacy Research. Presentation to the annual meeting of the Literacy Research Association, Tampa, Florida.

Cridland-Hughes, S. & Kim, J. (November 2017). Ties that bind: Reintegrating reading and literacy, schooling and community. Presentation to the annual meeting of the National Council on the Teaching of English, St. Louis, Missouri.

Che, M., **Cridland-Hughes, S.,** and Brittain, M. (March 2017). Student Perspectives: Photovoice Methodology in Mathematics Classrooms. Presentation to the Research Council on Mathematics Learning, Fort Worth, Texas.

Howell, E., Wilder, P. Jacques, L., & **Cridland-Hughes, S.** (December 2016). Implementing Disciplinary Literacy in the Classroom: Immediate and Future Modifications. Presentation to the American Reading Forum Annual Conference, Sanibel Island, FL.

Wilder, P., **Cridland-Hughes, S.,** Jacques, L. & Howell, E. (November 2016). Improving Disciplinary Literacy Teaching: A Formative Experiment Exploring Professional Learning. Paper presented at the annual meeting of the Literacy Research Association Conference, Nashville, TN.

Cridland-Hughes, S., Kim, J., & Wilder, P. (November 2016). Cultivating critical literacy for teachers: Exploring advocacy at curriculum, classroom, local and national levels. Presentation at National Council of Teachers of English Annual Conference. Atlanta, GA

Tannebaum, R. & **Cridland-Hughes, S.** (April 2016). Exploring the associations preservice teachers make between Democratic Education and Discussion: A Multi-Case Study. Roundtable presentation at the annual meeting of the *American Educational Research Association* (AERA), Washington D.C.

Kim, J. & **Cridland-Hughes, S.** (November 2015). Integrating Being and Learning: Renegotiating binary perspectives of literacy in and out of school. Presentation at National Council of Teachers of English Annual Conference. Minneapolis, MN.

Cridland-Hughes, S., Siver, C., & Shuster, K. (October 2015). Ain't I a woman? Creating an inclusive debate curriculum in an exclusive space. Presentation at Research on Women and Education Conference. Birmingham, AL.

Cridland-Hughes, S. (July 2015). Teaching debate as social justice pedagogy. Presentation at International Federation of Teacher Education/ Conference on English Education Biannual Conference. New York, NY.

Kim, J. & **Cridland-Hughes, S.** (April 2015). Inside, outside, side-by-side: Resisting binary perspectives of literacy in/out of school. Roundtable presented at American Educational Research Association Annual Conference. Chicago, IL

Cridland-Hughes, S., Malloy, J. & Rogers, A. (April 2015). Speak Out and Listen Up: Using academic debate to develop justice in classrooms. Roundtable presented at American Educational Research Association Annual Conference. Chicago, IL.

Cridland-Hughes, S., Malloy, J. & Rogers, A. (February 2015). Debate as critical participatory literacy. Paper presented at the Journal of Language and Literacy Education Annual Conference. Athens, GA.

Kim, J. & **Cridland-Hughes, S.** (January 2014). Trends and Gaps in Out of School Literacy Research. Roundtable presentation at National Council of Teachers of English Assembly for Research Conference. Elmhurst, IL.

Cridland-Hughes, S. (April 2013). Reimagining teacher as scholar: How do teacher candidates experience the inclusion of disciplinary knowledge in an M.A.T. program? Poster presented at the American Educational Research Association Annual Conference. San Francisco, CA.

Bloch, J. & **Cridland-Hughes, S.** (November 2012). Crossing the Streams of Disciplinary Inquiry and Educational Theory: A Case Study of One English Teaching Methods Course. Paper presented at the National Council of Teachers of English Annual Conference. Las Vegas, NV.

Cridland-Hughes, S. (April 2012). We are 'family': Care and Activist Literacy in an Out-of-school Debate Community. Paper presented at the American Educational Research Association Annual Conference. Vancouver, CA.

Cridland-Hughes, S. (November 2011). Centering care in critical literacy. Paper presented at the National Council of Teachers of English Annual Conference. Chicago, IL.

Cridland-Hughes, S. (November 2009). Reading between the lines: Debate pedagogy and critical literacy. Paper presented at the National Council of Teachers of English Annual Conference. Philadelphia, PA.

Cridland-Hughes, S. (April 2009). Merging historical inquiry with literacy research: An Ethnohistory of the Atlanta Urban Debate League. Paper presented at the American Educational Research Association Annual Conference. San Diego, California.

Cridland-Hughes, S. (April 2009). Broadening community: Literacy as social action in City Debate. Paper presented at the American Educational Research Association Annual Conference. San Diego, California.

Cridland-Hughes, S. (November 2008). Stepping in new waters: Community-based programs as responses to shift. Paper presented at the National Council of Teachers of English Annual Conference. San Antonio, Texas.

Hughes, S. (November 2007). Historical perspectives on debate in Atlanta: A Case study of the Atlanta Urban Debate League. Paper presented at the National Council of Teachers of English Annual Conference. New York City, New York.

Invited Lectures:

Cridland-Hughes, S. (October 2017). Diversity Task Force Presentation: Education Policies that disproportionately affect girls. Research on Women and Education Conference. Salt Lake City, Utah.

Cridland-Hughes, S. (August 2017). Foundations of Education. Women's Debate Institute. Audubon Center of the North Woods, Minnesota.

Regional and State Conferences

Leonard, A. & **Cridland-Hughes, S.** (October 2018). "My English Class Moves: Exploring Hip Hop Text through Dance in High School English." PSAE 2018 Arts Integration Conference. Charleston, SC.

Bloch, J. & **Cridland-Hughes, S.** (April 2014). "Teaching Texts to Teachers: Close Reading in the Interdisciplinary MAT Classroom." Paper presented at the Northeast Modern Language Association Conference. Harrisburg, PA.

Cridland-Hughes, S., Raymoure, S. & Skinner, C. (February 2013). "Deep disciplinary knowledge and lesson planning." Paper presented at the California Association of Teachers of English Annual Conference. Santa Clara, CA.

Grants and Contracts

Funded:

Savitz, R. (PI) & **Cridland-Hughes, S.** (Co-PI). "Debating history: Incorporating disciplinary literacy and argumentation." Awarded by the Associate Dean of Research Internal Funding, College of Education, Clemson University. \$18,712. Funded October 2019. Exited grant, January 28, 2020.

Cridland-Hughes, S. (PI) & Che, S. (Co-PI) (2016). "Single-sex Academic Classrooms in Public Co-Educational Schools: What is this Experience Like for Students?" Awarded by the University Research Grants Committee, Clemson University. \$8870. Funded June 2016.

In review:

Unfunded:

Gomez, C. (P.I.) & **Cridland-Hughes, S.** (Co-PI) (2019). Conceptualizations of the Relationship Between Argumentation, Justification, and Proof in Mathematics Education: A Meta-Synthesis. Spencer Small Grant. \$49,800.

Savitz, R. S., Dunston, P., **Cridland-Hughes, S.**, Deaton, C., Khan, N., Martin, L. *From Striving to Thriving: Increasing Academic Achievement and Teacher Self-Efficacy Using a Schoolwide Middle School Reading Intervention.* Lyle Spencer Research Grant. 800,000. Fall 2017.

Cridland-Hughes, S. (P.I.) & Che. S. "Single-sex academic classrooms in public, coeducational schools: What is this educational experience like for students across the country?" Proposal submitted to ADR Internal Funding. 9937. Fall 2016.

Che, S. (P.I.), W. Bridges, & **S. Cridland-Hughes.** "Public single-sex English/language arts classes: Investigating impacts, implications, and experiences." Proposal submitted to the Spencer Foundation. 1,000,000. Spring 2015.

Cridland-Hughes, S. (P.I.), J. Malloy (Co-PI), & A. Rogers (Co-PI). "Speak out, Listen Up: Using Discussion-based Pedagogy to Bridge Academics and Advocacy." Proposal submitted to the Institution for Education Sciences. 339,260. Summer 2014.

Malloy, J (PI) & **S. Cridland-Hughes** (Co-PI). "Teaching Dialogue, Bridging Differences: Using Academic Discussion to Develop a Democratic Voice." Proposal submitted to the University Research Grants Committee, Clemson University. 10,000. Fall 2013.

Teaching & Advising

Teaching

Clemson University 2013- present

EDF	9790	Introduction to Qualitative Research
EDF	8700	Identity, Schooling and Democratic Education
EDSC	4240	Teaching Secondary English
EDSC	4540	Capstone Course: Secondary English
EDF	8710	Cultural Diversity
ED	8250	Cultural Diversity Online/Hybrid
ENGL	4850	Composition Studies for Teachers
EDSC	3240	Junior English Methods
ED	9020	Independent Study: Research in English Education

Bard College M.A.T. 2010-2013

ED	524	Literacy and the Adolescent Learner
EDLI	515	Teaching Literature- Lab 1 (Reading)
EDLI	525	Teaching Literature- Lab 2 (Writing)
EDLI	535	Teaching Literature- Lab 3 (Speaking and Listening)
EDLI	518	Spring Seminar: Literature

Emory University 2007-2009

EDS 201 American Education
EDS 572 School Issues Seminar: English

Advising

Doctoral:

Schreuder, M.	Ph. D. committee (chair)	Defended 2021, Graduation anticipated 2021
Moore, C.	Ph.D. committee (member)	Graduated 2018
Dsouza, N.	Ph.D. committee (member)	Graduated 2019
Brittain, M.	Ph.D. committee (member)	Graduated 2020

Salley, L.	Ph. D. committee (chair)
Gazlioglu, M.	Ph. D committee (member)
Green, J.	Ph. D committee (member)
James, M.	Ph. D committee (member)
Stockwell, D.	Ph. D committee (member)

Masters:

Johnson, H.	Masters of Education (chair)	Graduated 2016
Doyle, M.	Masters of Education (chair)	Graduated 2016
Hoesli, C.	Masters of Education (member)	Graduated 2015
Cian, H.	Masters of Education (member)	Graduated 2016

Other graduate advising: Bard M.A.T. program (2010-2013)

Raymoure, S. (2011). Assessing progress through mixed instructional methods and portfolios.
Murphy, J. (2012). Emptiness *or* film in the literature classroom.
Padilla, K. (2012). Increasing outside reading: Defining the importance of reading inside and outside the classroom and increasing outside reading.
Skinner, C. (2012). Using graphic novels to enhance classroom discussion.
Kaminsky, J. (2013). The impact of an instructor's verbal feedback on student performance.
Mendoza, M. (2013). Assessing for deeper level thinking in the English/Language Arts classroom.
Ducey, T. (2013). Creating a literacy rich environment through the use of popular culture pieces.

Service

Service to Field of Scholarship/Profession

Field Council Representative, South Carolina (Literacy Research Association), Term 2017-2020, 2020-present
Officer, Diversity Chair, Research on Women and Education (2017-2020)
Member-at-large, Research on Women and Education (2016-2017)
Book proposal Reviewer, Bloomsbury Academic (2018-2021)
Book Reviewer, Pearson (2018)
Manuscript Reviewer:
Reading and Writing Quarterly, 2019- present
Teachers College Record, 2018- present

Multicultural Perspectives, Fall 2017- present
Journal of Curriculum Theorizing, 2016- present
English Journal, Fall 2013- present
Journal of Extended Learning Opportunities, 2013- 2019

Proposal reviewer: AERA, 2012- 2019, NCTE 2009- 2012, 2020-present
Conference on English Education Invited Participant 2007
External Tenure Reviewer (Institution Ranked Carnegie Research Very High), 2020

Other National, State and Regional Service

Member, The Critical Literacies Network (2018-present)
Board, Women's Debate Institute (2014-present)
“Readings on Race” (2017) Book talk series with Nafees Khan, Hughes Library, Greenville County Library System.
Consultant (2014) Tulare County Office of Education, English Language Learner Cycle of Activity Model

University Service

Program Coordination, Secondary English (2013-present)	(Clemson University)
Departmental Curriculum Committee, 2019-present	(Clemson University)
Faculty Senate Grievance Committee (2020-2022)	(Clemson University)
Academic Libraries Advisory Committee 2018-present	(Clemson University)
Continuous Improvement Committee/CAEP Visit (2020-2021)	(Clemson University)
University Tenure Equity Committee (2020-2021)	(Clemson University)
Doctoral Program Advisory Committee, 2015- 2020 (chair, 2016-2018)	(Clemson University)
Digital Measures Beta Tester, Spring 2020	(Clemson University)
Search Committee, Clinical Assistant Professor, TR, 2020	(Clemson University)
Search Committee, Science Education 2018-2019	(Clemson University)
Search Committee, Teaching and Learning Chair, 2018-2019	(Clemson University)
T&L Representative, Diversity Strategic Plan 2018-2019	(Clemson University)
Advisory Committee for Libraries, 2017-2018	(Clemson University)
Program Coordinator, Secondary, 2017- present	(Clemson University)
Departmental Advisory Committee, 2017- 2018	(Clemson University)
Academic Advising Committee, 2016- 2017	(Clemson University)
Faculty Senate, Alternate, 2016-2017	(Clemson University)
Advisory Board, Moore Scholars (2014-2016)	(Clemson University)
Program Document Development (2011-2012)	(Bard College)
Teacher Performance Assessment Committee (2011-2012)	(Bard College)

Affiliations:

American Educational Research Association (AERA)
National Council of Teachers of English (NCTE)
Literacy Research Association (LRA)