

EMILY SMOTHERS HOWELL

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RESEARCH INTERESTS

Writing; Digital Literacies and Multiliteracies; Professional Development; Adolescent/Disciplinary Literacy; Digital Writing Tools; Argument; Motivation and Engagement

EDUCATION

August 2012- December 2015

Clemson University

Clemson, SC

Degree: Ph.D. in Curriculum and Instruction, Literacy

Dissertation: Creating Arguments Using a Multiliteracies Approach: A Formative Experiment

Committee Members: David Reinking (chair), Rebecca Kaminski, Danielle Herro, Cynthia Deaton, and Donna Alvermann

August 2005 – June 2005

Georgia Professional Standards Commission

Certification: Georgia Educator Certificate for SRT5 Clear Renewable Certification in English Education

Fall 2003 – May 2005

Georgia State University

Atlanta, Georgia

Degree: M.Ed. English Education

September 1999 – May 2003

Wofford College

Spartanburg, South Carolina

Degree: B.A. English and Government

Honors: Summa Cum Laude, Phi Beta Kappa

PROFESSIONAL EXPERIENCE

- 2018-Current** **Clemson University, Clemson, SC**, Clinical Assistant Professor, College of Education, Department of Education and Human Development.
Courses Taught: EDLT 8100, Foundations of Reading and Writing, **Online Course** (graduate); EDLT 8240, Practicum in the Instruction of ESOL, **Online Course** (graduate); EDLT 8270, Content Area Reading and Writing, **Online Course** (graduate); EDLT 8160, Practicum in Differentiated Instruction, **Online Course** (graduate); EDLT 8230, Introduction to Linguistics (graduate); EDLT 4620, Reading and Responding to Children's Literature in the Elementary Classroom (undergraduate); EDF 9550 Theoretical Bases of Instruction (graduate)
- 2020-2021** **Clemson University, Upstate Writing Project, Greenville, SC**, Co-Director of Outreach and Professional Development Innovation, 2020-2021
- 2018-Current** **Clemson University, Upstate Writing Project, Greenville, SC**, Professional Development Consultant for High-Need, Rural District under National Writing Project's College, Career, and Community Writers Program (C3WP).
- 2016-2018** **Iowa State University, Ames, IA**, Assistant Professor of Literacy Education; Co-Director of Literacy Coaching Certificate, School of Education, College of Human Sciences.
Courses Taught: CI 456, Integrating Technology into the Reading and Language Arts Curriculum (undergraduate); CI 568, New Media Literacies: Understanding Research and Practice, **Online Course** (graduate); CI 554, Reading and Responding to Literature for Children & Adolescents (graduate); CI 551, Foundations of Reading and Language Arts, **Online Course** (graduate)
- 2016** **University of South Carolina Upstate, Spartanburg, SC**, Adjunct Professor.
Course Taught: EDLC 728, Reading and Writing in the Content Areas, **Online Course** (graduate)
- 2015-2016** **Texas A&M International University, Laredo, TX**, Adjunct Professor.
Course Taught: EDRD 3320, Content Reading, **Online Course** (undergraduate)
- 2012-2015** **Clemson University, Clemson, SC**, Graduate Research Assistant

- 2013-2015** **Upstate Writing Project, Clemson, SC**, School District
Coordinator for the i3 College-Ready Writers Program grant awarded to the Upstate Writing Project, a site of the National Writing Project. Responsible for planning and implementing 90 hours of professional development over a two-year period for a team of teachers.
- 2015** **Clemson University, Clemson, SC**, Guest Instructor, ED 838,
Upstate Writing Project, Summer Invitational Institute: Inquiry into the Pedagogy of Teaching Writing (graduate)
- 2014** **Clemson University, Clemson, SC**, Co-Instructor, ED 838,
Upstate Writing Project, Summer Invitational Institute: Inquiry into the Pedagogy of Teaching Writing (graduate)
- 2014** **Clemson University, Clemson, SC**, Co-Instructor, ED 838,
Exploring Digital Literacies Through Writing Workshop, **Hybrid Online Course** (graduate)
- 2013** **Clemson University, Clemson, SC**, Teaching Assistant, ED 315,
Technology Skills for Learning (undergraduate)
- 2013** **Upstate Writing Project, Clemson, SC**, National Writing Project
Connected Learning Liaison. Responsible for connecting local Upstate Writing Project Invitational Summer Institute participants with an effort by the National Writing Project to engage teachers in new literacies.
- 2013** **Upstate Writing Project, Clemson, SC**, Participant in the Upstate
Writing Project Invitational Summer Institute. During the institute, responsibilities included leading Tech Talks, which gave teachers professional development in technologies appropriate for writing instruction.
- 2010-2012** **Greenville Technical College, Greenville, SC**, Adjunct Professor,
English 101 (undergraduate)
- 2006-2007** **Whitefield Academy, Mableton, GA**, High School Literature and
Middle School Language Arts Teacher
- 2005-2006** **Berkmar High School, Gwinnett County**, Literature Teacher
- 2005** **Five Forks Middle School, Gwinnett County**, Long-term
Substitute Teacher, Seventh Grade Language Arts

PUBLICATIONS

Peer-Reviewed Articles

- Howell, E.**, Kaminski, R., Hunt-Barron, S., Pirolla, T., Sox, H., & Rogers, R. (2020). Naming to claim: Arguments that cross genres. *English Journal*, 109(5), 27-34.
- Howell, E.**, *Perez, S., & Abraham, W. T. (2021). Toward a professional development model for writing as a digital, participatory process. *Reading Research Quarterly*, 56(1), 95-118. <https://doi.org/10.1002/rrq.294>
- Howell, E.** (2018). Obstacles to digital, multimodal pedagogy in rural high schools. *Writing & Pedagogy*, 10(1-2), 2-25. <https://doi.org/10.1558/wap.33761>
- Howell, E.** (2018). Scaffolding multimodality: Writing process, collaboration and digital tools. *English Teaching: Practice & Critique*, 17(2), 132-147. <https://doi.org/10.1108/ETPC-05-2017-0053>
- Howell, E.** (2018). Expanding argument instruction: Incorporating multimodality and digital tools. *Journal of Adolescent and Adult Literacy*, 61(5). doi:10.1002/jaal.716
- Howell, E.**, Hunt-Barron, S., Kaminski, R., & Sanders, R. (2018). Teaching argumentative writing to teachers and students: Effects of professional development. *Professional Development in Education*, 44(2), 169-189. doi:10.1080/19415257.2016.1272478
- *Sievers, B., & **Howell, E.** (2018). Professional development, technology integration, and rural educators. *Reading Matters*, 18. Retrieved from <https://user-23310503727.cld.bz/Reading-Matters-Winter-2018>
- Howell, E.** (2017). *Pokémon GO*: Implications for literacy in the classroom. *The Reading Teacher*, 70(6), 729-732. doi:10.1002/trtr.1565
- Howell, E.** (2017). Using digital tools to convey multimodal arguments. *Reading Matters*, 17, 60-64.
- Howell, E.**, Butler, T., & Reinking, D. (2017). Integrating multimodal arguments into high school writing instruction. *Journal of Literacy Research*, 49(2), 181-209. doi:10.1177/1086296X17700456
- Howell, E.**, Kaminski, R., & Hunt-Barron, S. (2016). Creating in a participatory culture: Perceptions of digital tools among teachers. *Teaching/Writing: The Journal of Writing Teacher Education*, 5(1), 138-160.

Hunt-Barron, S., Kaminski, R., Hawkins, D., **Howell, E.**, & Sanders, R. (2015). Beyond the “plop”: Using quotations effectively in argumentative writing. *South Carolina English Teacher*.

Howell, E., Reinking, D., & Kaminski, R. (2015). Writing as creative design: Constructing multimodal arguments in a multiliteracies framework. *The Journal of Literacy and Technology*, 16, 2-36. Retrieved from http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt_v16_1_howell_reinking_kaminski.pdf

Hunt-Barron, S., Tracy, K. N., **Howell, E.**, & Kaminski, R. (2015). Obstacles to enhancing professional development with digital tools in rural landscapes. *Journal of Research in Rural Education*, 30(2), 1-14.

Howell, E. (2014). Factors affecting adolescent motivation in reading. *Reading Matters*, 14.

Chapters

Howell, E., & *Kelley, A. (2021). Bridging new media literacies and the Common Core through narrative. In *Connecting disciplinary literacy and digital storytelling in K-12 education* (pp. 85-103). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-7998-5770-9>

Howell, E., & *Sanders, R. (2020). Writing through gaming: A youth writing camp perspective. In A. Garcia, J. Dail, & S. Witte (Eds.) *playing with teaching: Considerations for implementing gaming literacies in the classroom* (pp. 11-24). Netherlands: Brill Publishing. https://doi.org/10.1163/9789004422315_003

Howell, E., Kaminski, R., *Gazioglu, M., & *Oti-Aina, O. (2019). Bolstering reflective practice through digital tools in an online practicum. In R. Karchmer-Klein & K. Pytash (Eds.) *Effective practices in online teacher preparation for literacy educators* (pp. 1-23). Hershey, PA: IGI Global. doi: 10.4018/978-1-7998-0206-8.ch001

Howell, E. (2016). Engaging students in multimodal arguments: Infographics and public service announcements. In E. Ortlieb, E. Cheek, & W. Verlaan (Eds.) *Literacy research, practice, and evaluation: Writing instruction to support literacy success, Volume 7* (pp. 183-201). Bingley, UK: Emerald Group Publishing Limited.

Howell, E., & Reinking, D. (2014). Connecting in and out-of-school writing through digital tools. In R. Anderson & C. Mims (Eds.) *Handbook of research on digital tools for writing instruction in K-12 settings* (pp. 102-117). Hershey, PA: IGI Global.

Other Publications

Howell, E., & Reinking, D. (2015). A review of *Youth Community Inquiry: New Media for Community and Personal Growth* edited by Bertram Bruce, Ann Bishop, and Nama Budhathoki. *Linguistics and Education*, 32, 156-157.

Manuscripts Under Review

Philippakos, Z., **Howell, E.**, & Pellegrino, A. (Eds.). (In press). *Design Based Research in Education: Theory and Applications*. New York, NY: Guilford Press.

Wilder, P., **Howell, E.**, Jacques, L., Hughes, S., & *Schreuder, M.C. (In press). Improving disciplinary literacy teaching: A formative experiment exploring professional development in disciplinary settings.

Howell, E., *Barlow, W., & Dyches, J. (Under review; revise and resubmit). Disciplinary literacy: Successes and challenges of professional development.

Dyches, J., **Howell, E.**, *Thomas, D., *Updegraff, A. (Under review). Using multimodality and critical race theory to challenge the canon.

Howell, E., & *Silva, A. (Under review). Pre-service teacher preparation for technology integration in literacy.

*indicates graduate student co-author at time of writing

GRANTS

Howell, E., & Kaminski, R. with Barnwell 45 School District. Writing and advocating for community: The digital, multimodal toolkit. Education and Economic Development Act (EEDA) Preparing College- and Career-Ready Graduates FY 2020–21 Competitive Grant Proposal. \$104,357, not funded.

Savitz, R. S., Co-PI, & **Howell, E.**, Co-PI. (2018, not funded, \$9,977). *Debate in history as a channel for subversive teaching*. Clemson University Internal Seed Grant.

Howell, E., PI, Nadolny, L., Vazou, S., & McKinney, E. (2018, not funded, \$25,000). *Pokemon and transmedia navigation of learning*. Iowa State University, College of Human Sciences Intramural Collaborative Internal Seed Grant.

Howell, E., PI (2017, funded \$22,934). *Making writing a digital, participatory process*. Center for Educational Transformation External Grant.

KEYNOTE OR INVITED TALKS

- Howell, E.** (2019, March). Naming: An entry point into writing genres. Breakout session of Upstate Writing Project Spring Conference, Greenville, SC.
- Howell, E.** (2018, December). Formative experiment: Challenges and principles- Examples from digital writing. Session 1 of LRA Writing Research Study Group given at Literacy Research Association (LRA) Conference, Indian Wells, CA.
- Howell, E.** (2018, July). Meet the researcher: The instructional context of multimodality and argument. Invited poster session at the International Literacy Association Conference, Austin, TX.
- Howell, E., & Philippakos, Z.** (2017, December). Literacy and design: Understanding the interconnections and implications. Opening keynote address at the American Reading Forum (ARF) Conference, Sanibel Island, FL.

NATIONAL CONFERENCE PRESENTATIONS (PEER-REVIEWED)

- Hunt-Barron, S., **Howell, E.**, & Kaminski, R. (2020, December). Collaborating for change through argument writing: Assessing the impact of professional development partnerships in rural districts. Paper presentation given at Literacy Research Association (LRA) Conference, Virtual.
- Silva, A., & **Howell, E.** & (2020, December). Pre-service Teacher Preparation for Technology Integration in Literacy. Paper presentation given at Literacy Research Association (LRA) Conference, Virtual.
- Dyches, J., **Howell, E.**, & Thomas, D. (November, 2020). Developing competence in critical literacies and multimodality through visual essays. Paper accepted to the annual meeting the National Council of Teachers of English. Denver, CO, Virtual.
- Dyches, J. & **Howell, E.** (2019, December). Developing critical literacies: Visual essays as a multimodal alternative to standard writing assessment. Paper presentation given at American Reading Forum (ARF) Conference, Sanibel Island, FL.
- Howell, E.**, Kaminski, R., Pirolla, T., Hunt-Barron, S., Sox, H., & Rogers, R. (2019, December). Naming to bridge genres and honor funds of knowledge. Paper presentation given at American Reading Forum (ARF) Conference, Sanibel Island, FL.
- Howell, E.**, Kaminski, R., Gazioglu, M., & Oti-Aina, O. (2019, December). The digital microteaching cycle: Reflecting, collaborating, and modifying in an online practicum. Paper presentation given at Literacy Research Association (LRA) Conference, Tampa, FL.

- Hunt-Barron, S., **Howell, E.**, Kaminski, R. (2019, December). Illuminating the effects of professional development targeted support for rural teachers in argument writing. Round table session given at Literacy Research Association (LRA) Conference, Tampa, FL.
- Howell, E.** (2018, December). Accessing digital literacies to amplify student voice. Panel presentation given at National Council of Teachers of English (NCTE) Conference, Houston, TX.
- Howell, E.** (2018, December). Overcoming obstacles to technology integration in rural literacy classrooms. Symposium presentation given at Literacy Research Association (LRA) Conference, Indian Wells, CA.
- Howell, E.**, & Perez, S. (2018, December). Modifications needed: Making writing a digital, participatory process. Paper presentation given at Literacy Research Association (LRA) Conference, Indian Wells, CA.
- Howell, E.**, Philippakos, Z., *Voggt, A., & *Updegraff, A. (2018, December). Literacy and design: Reclaiming research for practice. Paper presentation given at Literacy Research Association (LRA) Conference, Indian Wells, CA.
- Howell, E.**, & *Perez, S. (2017, December). Modifying the curriculum for creation and justice. Paper presentation given at American Reading Forum (ARF) Conference, Sanibel Island, FL.
- Howell, E.** (2017, December). Multiliteracies, multimodality, social semiotics and what's missing. Presentation given as part of an alternative format session given at the 2017 Literacy Research Association (LRA) Conference, Tampa, FL.
- Wilder, P., & **Howell, E.** (2017, December). Formative assessment as an access point into disciplinary literacy research and practice. Paper given as part of a symposium presentation to be given at the 2017 Literacy Research Association (LRA) Conference, Tampa, FL.
- *Barlow, W., **Howell, E.**, & Dyches, J. (2017, December). A decade of disciplinary literacy: Successes and challenges of professional development. Round table presentation given at the 2017 Literacy Research Association (LRA) Conference, Tampa, FL.
- Howell, E.**, & Reinking, D. (2017, April). Rural high-school students and the construction of multimodal arguments: A formative experiment. Round table given at the 2017 American Educational Research Association (AERA) Conference, San Antonio, TX.

- Wilder, P., **Howell, E.**, Jacques, L., & Cridland-Hughes, S. (2016, December). Implementing disciplinary literacy in the classroom: Immediate and future modifications. Paper presentation given at the 2016 American Reading Forum (ARF) Conference, Sanibel Island, FL.
- Howell, E.** (2016, December). Scaffolding multimodality in the classroom: Design, writing process, and tools. Paper given as part of a symposium presentation at the 2016 Literacy Research Association (LRA) Conference, Nashville, TN.
- Wilder, P., Hughes, S., **Howell, E.**, & Jacques, L. (2016, December). Improving disciplinary literacy teaching: A formative experiment exploring professional learning. Paper presentation given at the 2016 Literacy Research Association (LRA) Conference, Nashville, TN.
- Howell, E.** (2015, December). Argument as multimodal design: A formative experiment. Paper presentation given at the 2015 Literacy Research Association (LRA) Conference, Carlsbad, CA.
- Howell, E.**, and Reinking, D. (2015, December). Balancing theory and intervention in modifying a formative experiment. Symposium paper given at the 2015 Literacy Research Association (LRA) Conference, Carlsbad, CA.
- Howell, E.**, Hunt-Barron, S., Kaminski, R., & Sanders, R. (2015, December). Argumentative writing in high-needs rural schools: A multiple case study. Paper presentation given at the 2015 Literacy Research Association (LRA) Conference, Carlsbad, CA.
- Howell, E.** (2015, December). Expanding the language of argument instruction. Paper presentation given at the 2015 American Reading Forum (ARF) Conference, Sanibel Island, FL.
- Howell, E.**, & Kaminski, R. (2014, December). Barriers to writing with digital tools in a participatory, rural culture. Round table discussion given at the 2014 Literacy Research Association (LRA) Conference, Marco Island, FL.
- Howell, E.**, Butler, T., & Reinking, D. (2014, December). Multimodal arguments, technology, and social issues: A formative experiment. Paper presentation given at the 2014 Literacy Research Association (LRA) Conference, Marco Island, FL.
- Howell, E.**, & Reinking, D. (2014, December). Intellectual technologies and the definition of literacy: From past to present. Paper presentation given at the 2014 American Reading Forum (ARF) Conference, Sanibel Island, FL.

Hunt-Barron, S., Hawkins, D., **Howell, E.**, Kaminski, R., & Sanders, R. (2014, November). Writing in the rural landscape: Stories from the South and the Midwest. Symposium paper given at the 2014 National Council of Teachers of English (NCTE) Annual Convention, Washington, DC.

Hunt-Barron, S., Kaminski, R., Tracy, K., & **Howell, E.** (2013, December). Reaching rural schools: Providing professional development programs in writing. Symposium discussant presented at the 2013 Literacy Research Association (LRA) Conference, Dallas, TX.

Howell, E., & Cole, M. (2013, December). CALL: Escaping the cycle of scarce experts and teacher education. Round table discussion given at the 2013 Literacy Research Association (LRA) Conference, Dallas, TX.

Howell, E. (2013, December). Multimodal arguments. Paper presentation given at the 2013 American Reading Forum (ARF) Conference, Sanibel Island, FL.

Howell, E. (2013, November). Connected writing. Round table discussion given at the 2013 National Council of Teachers of English (NCTE) Annual Convention, Boston, MA.

INTERNATIONAL CONFERENCE PRESENTATIONS

Reinking, D., & **Howell, E.** (2013, October). Aligning digital literacy inside and outside of school: Theory, research, and practice. 2013 International Literacy Symposium at the University of Antioquia, Medellin, Colombia, South America.

REGIONAL / UNIVERSITY CONFERENCE PRESENTATIONS

Hunt-Barron, S., & **Howell, E.** (2018, January). Developing digital literacies: Devices optional. Presentation to be given at the 2018 South Carolina Council of Teachers of English Conference, Kiawah Island, SC.

*Orrell, B., & **Howell, E.** (2017, June). Professional development, technology education, and rural educators. Presentation given at the 2017 Iowa Reading Conference, Ames, IA.

Howell, E. (2014, February). Digital writing: Tech talks, tools, and the participation gap. Presentation given at the JoLLE 2014 Conference, The University of Georgia, Athens, GA.

Kaminski, R., Hunt-Barron, S., Hawkins, D., **Howell, E.**, Hansen, L., & Mann, K. (2013, April). The Upstate Writing Project: Evaluating the impact of professional development to meet challenging writing standards in high-need schools. Poster session given at the Clemson University HEHD Research Forum, Clemson, SC.

*indicates graduate student co-author at time of writing

GRANT PRESENTATIONS

Kaminski, R., Hawkins, D., Hunt-Barron, S., & **Howell, E.** (2013, June). A conversation for administrators: How administrative support can increase the effectiveness of professional development. Session presented at the National Writing Project i3 CRWP Summer Institute, St. Louis, MO.

SERVICE

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| 2019-Current | Chair of Formative Design-Based Research Innovative Community Group in Literacy Research Association |
| 2018-2019 | Chair-Elect of Formative Design-Based Research Innovative Community Group in Literacy Research Association |
| 2018-Current | Member of Board of Directors for American Reading Forum |
| 2020-Current | Member of Editorial Review Board for <i>Reading Research Quarterly</i> |
| 2017-2020 | Member of Editorial Review Board for <i>Journal of Adolescent & Adult Literacy</i> |
| 2018-Current | Reviewer for <i>Teaching/Writing: The Journal of Writing Teacher Education</i> |
| 2019 | Reviewer for American Reading Forum Annual Conference |
| 2017-2019 | National Council of Teachers of English, Higher Education Policy Analyst Representative for Iowa |
| 2017 | Program chair for the American Reading Forum 2017 Conference |
| 2017-Current | Reviewer for <i>English Teaching: Practice and Critique</i> |
| 2017-Current | Reviewer for <i>International Journal of Virtual and Personal Learning Environments</i> |
| 2016-Current | Reviewer for <i>Journal of Adolescent & Adult Literacy</i> |
| 2016-Current | Reviewer for <i>Reading Research Quarterly</i> |
| 2016-2017 | Reactor at the 2016, 2017 American Reading Forum (ARF) Conference, Sanibel Island, FL. |

- 2016-2019** Organizer of formative/design-based research study group given at the 2016-2019 Literacy Research Association (LRA) Conference.
- 2015-Current** Member of the Editorial Review Board for *Reading Matters*
- 2015, 2018** Reviewer for *Literacy Research: Theory, Method, and Practice*
- 2014-2015** Doctoral Student Reviewer for *Journal of Literacy Research*
- 2012-2014** Newsletter Editor for the Literacy Research Association Doctoral Student Innovative Community Group
- 2014** Reviewer for the South Carolina Council of Teachers of English (SCCTE) 2015 Conference
- 2014** Program Editor and Institute Facilitator for the 2014 Reading Research Institute, Increasing the Rigor and Authenticity of Reading and Writing Instruction: Research to Practice at the 50th Annual IRA Convention
- 2014** Editorial Assistant for *Reading Research Quarterly*
- 2014** Reviewer for *Contemporary Issues in Technology and Teacher Education*
- 2013** Editorial Assistant for *Sixty-Second Yearbook of the Literacy Research Association*
- 2013** Reviewer for *Sixty-Second Yearbook of the Literacy Research Association*

HONORS AND AWARDS

- 2021** The Divergent Award for Excellence in 21st Century Literacies Research
- 2019** American Reading Forum Gary Moorman Early Career Literacy Scholar Award for Outstanding Research and Writing
- 2014** HEHD Graduate Student Travel Grant, Awarded by Clemson University, College of Health, Education, and Human Development (HEHD)
- 2013** Professional Enrichment Grant, Awarded by the Clemson

University Graduate Student Government Professional
Development Committee

2013

2013 Graduate Student Scholarship, Awarded by the American
Reading Forum

PROFESSIONAL AFFILIATIONS

National Council of Teachers of English (NCTE)

Literacy Research Association (LRA)

American Reading Forum (ARF)