



RACHEL SANDERS

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209 Tillman Hall | Clemson SC 29634

PROFESSIONAL WEBSITE
www.rachelksanders.com

ACADEMIC DEGREES

Doctor of Philosophy

The University of Georgia | 2015-2018

- Department of Language and Literacy Education
- Literacies and Children's Literature (P-5 or 6-12)

Master of Arts in Teaching

Clemson University | 2010-2012

- Department of Middle Level Education
- English Language Arts and Social Studies
- Certification: Grades 5th-9th

Bachelor of Science

Florida State University | 2003-2006

- Department of Clothing, Textiles & Merchandising
- Apparel Design & Technology
- Minor in Business

ACADEMIC POSITIONS

Visiting Lecturer

Clemson University | 2022-Present

- College of Education
- Department of Education and Human Development

Assistant Professor of Literacy

University of Texas at San Antonio | 2019-2022

- College of Education and Human Development
- Department of Interdisciplinary Learning and Teaching (ILT)

Adjunct Instructor

University of South Carolina Upstate | Fall 2018-Spring 2019

- School of Education, Human Performance, and Health
- Program: Middle Level & Secondary Education

Instructor of Record Middle Grades Education

The University of Georgia | 2015-2018

- College of Education
- Department of Educational Theory and Practice

LEADERSHIP POSITIONS

Department Review Committee

Department of ILT | 2020-2021

- University of Texas at San Antonio
- College of Education and Human Development

Faculty Library Liason

Department of ILT | 2019-2021

- University of Texas at San Antonio
- College of Education and Human Development

Site Director

San Antonio Writing Project | 2019-2022

- University of Texas at San Antonio
- College of Education and Human Development

EDITORIAL POSITIONS

Co-Founder & Co-Editor

Do Not Publish | 2019

Annual Conference Chair

Journal of Language and Literacy Education | 2016-2017

- The University of Georgia
- Department of Language and Literacy Education

Children and Young Adult Literature Editor

Journal of Language and Literacy Education | 2015-2016

- The University of Georgia
- Department of Language and Literacy Education

TEACHING EXPERIENCE

UNDERGRADUATE

UNIVERSITY OF TEXAS AT SAN ANTONIO

C&I 4603 Classroom Management Strategies, Grades 4-8
(Assistant Professor) Remote Learning | Spring 2020

LTED 3803 Writing Development & Processes, Grades 4-8
(Assistant Professor) Online | Fall 2020, 2021, Spring 2021, 2022

LTED 3803 Writing Development & Processes, Grades 4-8
(Assistant Professor) Face to Face | Fall 2019

UNIVERSITY OF SOUTH CAROLINA UPSTATE

EDRE 315 Foundations of Reading
(Adjunct) Online, Asynchronous | Fall 2018, Spring 2019

EDRE 418 Literacy in the Middle and Secondary School
(Adjunct) Online, Asynchronous | Fall 2018, Spring 2019

THE UNIVERSITY OF GEORGIA

LLED 3530 Content Area Literacies for Middle School
(Instructor of Record) Face to Face | Fall 2015, 2016, 2017

LLED 5210 Children's Literature & Oral Language: Grades 4-8
(Instructor of Record) Face to Face | Spring 2016, 2017, 2018

LLED 5220 Writing Pedagogy: Grades 4-8
(Instructor of Record) Face to Face | Fall 2015, 2016, 2017

GRADUATE

CLEMSON UNIVERSITY

EDLT 8100 Foundations for Reading & Writing
Fall 2022 | Online, Asynchronous (Visiting Lecturer)

EDLT 8120 Assessment in Reading & Writing
Fall 2022 | Online, Asynchronous (Visiting Lecturer)

EDLT 8150 Guided Reading & Guided Writing
Fall 2022 | Online, Asynchronous (Visiting Lecturer)

ED 8380 Writing Pedagogy
Summer 2015 | Face to Face (Co-Instructor)

UNIVERSITY OF TEXAS AT SAN ANTONIO

CI 5043 Classroom Management & Motivation
Spring 2020 | Remote Learning (Assistant Professor)

LTED 6073 New Literacies Using Critical Perspectives
Fall 2021 | Online, A/Synchronous (Assistant Professor)

THE UNIVERSITY OF GEORGIA

LLED 6060e Content Area Literacies
Summer 2016 | Online, Asynchronous (Teaching Assistant)

TEACHING EXPERIENCE

K-12 PROGRAMS

SAN ANTONIO WRITING PROJECT

Young Writers' Camp: Primary
Camp Consultant & Coordinator | Summer 2019

Young Writers' Camp: Middle and High School
Camp Consultant & Coordinator | Summer 2019

THE UNIVERSITY OF GEORGIA

Summer Academy: Gamma Games 01
Co-Instructor of Gaming | Summer 2015

Summer Academy: Gamma Games 02
Co-Instructor of Gaming | Summer 2015

Summer Academy: Gamma Games 03
Co-Instructor of Gaming | Summer 2015

UPSTATE WRITING PROJECT

Young Writers' Camps: Writing
Camp Director | Summer 2012-2014

Young Writers' Camps: Filming
Camp Director | Summer 2012-2014

Young Writers' Camps: Gaming
Camp Director | Summer 2012-2014

Young Writers' Camps: Writing; Filming; Gaming
Camp Coordinator | 2011-2016

ROPER MOUNTAIN SCIENCE CENTER

Children's Writing Camp
Principal Instructor | Summer 2012

GREENVILLE COUNTY SCHOOL DISTRICT

Summit Drive Elementary School, Grades 1-5
After School Instructor | Fall 2011

K-12 CLASSROOM

FLORENCE SCHOOL DISTRICT

Teacher Specialist in Residence | Spring 2015
College & Career Ready Writing Program
Seventh through Twelfth Grade Classrooms

UNION SCHOOL DISTRICT

Teacher Specialist in Residence | Spring 2015
College & Career Ready Writing Program
Seventh through Twelfth Grade Classrooms

WARE SHOALS SCHOOL DISTRICT

Teacher Specialist in Residence | Spring 2015
College & Career Ready Writing Program
Seventh through Twelfth Grade Classrooms

ANDERSON 5 SCHOOL DISTRICT

Teacher | 2012-2015
Southwood Academy of the Arts
Seventh Grade Writing Classroom

GREENVILLE COUNTY SCHOOL DISTRICT

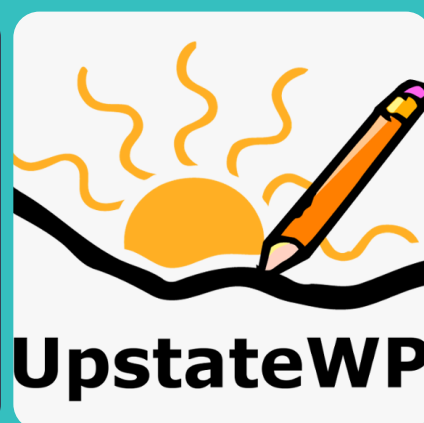
Pre-service Teacher | Spring 2012
Tanglewood Middle School
Seventh Grade Social Studies Classroom

Practicum Teacher | Fall 2011
Summit Drive Elementary School
Fifth Grade Classroom

Classroom Aide | Spring 2010
Berea Elementary School
Second Grade Reading Intervention Classroom

DIRECTOR | SPECIALIST
| COORDINATOR

ORGANIZATIONAL EXPERIENCE



San Antonio Writing Project

SITE DIRECTOR | 2019-2022

During my first year at UTSA, I took over as the Director for the [San Antonio Writing Project](#) (SAWP) and for which I served a community of educational professionals within a national network. I was tasked with rebooting the site as well as reaching and maintaining its stability. My services included director chats with other sites, national network calls, a leadership board with local Teacher Consultants, new site initiatives for in-service programs with local school districts and developmental workshops. As Director, I also applied for and received grants as a means to support the organization and my research in writing.

National Writing Project

TEACHER SPECIALIST IN RESIDENCE | 2015

My extensive experience participating in and working with the National Writing Project (NWP) is one of the reasons I was selected as a Teacher in Residence for the NWP's [College-Ready Writers Program](#), a nationally funded [Investing in Innovation \(i3\) grant](#) around teacher professional development for high need school districts in rural areas focused on writing and critical analysis to improve academic writing in middle and high school students. I co-planned and co-taught collaborating with middle and high school teachers across the state, grade levels, and school districts implementing in-class and in-service professional development models.

Upstate Writing Project

YOUNG WRITERS COORDINATOR | 2011-2015

My teaching experience includes informal learning environments such as the summer camps with the [Upstate Writing Project](#), where I coordinated three uniquely separate camps focused on developing the use of writing through various genres including scripts and game designs. As the [Young Writers](#) Coordinator, I oversaw large and small-scale initiatives within the local community, including: managing the camp budgets, finalizing schedules, and confirming program dates/locations; supervising the staff and overseeing planning meetings, and generating performance reports; and ensuring organizational compliance with state and federal ordinances.

EDITOR | CONFERENCE CHAIR

EDITORIAL EXPERIENCE



JoLLE@UGA[®]
JOURNAL OF LANGUAGE & LITERACY EDUCATION

Do Not Publish

CO-FOUNDER developed a [monthly e-newsletter](#) delivering the latest information to educator inboxes. In addition to managing social media accounts, I drafted content and graphics for digital campaigns, created and sustained a brand image, and designed and built a professional website to house that work.

CO-EDITOR examined, curated, wrote, and distributed information using digital tools. I pitched and drafted two feature-length [articles](#) for the monthly newsletter, wrote one social-length piece for a special digital publication, and communicated that work to the broader public through various media platforms (such as Instagram, Twitter, and Facebook).

Journal of Language and Literacy Education

CONFERENCE CHAIR served as the [Winter 2017 chair](#), which received two event awards at the university level. In addition, I was responsible for selecting a theme, keynote speakers, working with the Office of Outreach and Engagement, managing conference proposals, schedule, etc.

CHILDREN AND YOUNG ADULT LITERATURE supported the inclusion of textual diversity by featuring newly released texts that foster discussions around culturally relevant issues in the pre-K through 12th-grade classroom. I enriched the CYAL section by adding a [publication spotlight](#).

EDITORIAL BOARD shaped the vision, form, content, reputation, and other journal elements of a [digital publication](#); evaluated manuscripts submitted by researchers and teachers worldwide and annual conference proposals according to the highest professional standards, including APA guidelines.

PUBLICATIONS

REGIONAL | NATIONAL | INTERNATIONAL

academic books



EDITED CHAPTER

Howell & Sanders, 2020

[Writing through Gaming: A Youth Writing Camp Perspective](#)

Playing with Teaching: Considerations for Implementing Gaming Literacies in the Classroom

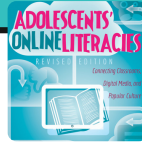


EDITED CHAPTER

Sanders, 2020

[Time to Level Up: Learning through Play in a Writing Classroom](#)

Playing with Teaching: Considerations for Implementing Gaming Literacies in the Classroom

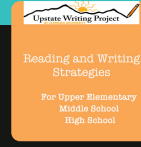


EDITED CHAPTER

Sanders, 2016

[Fandom: Exploring Adolescent Pop Culture through Multiple Literacies](#)

Adolescents' Online Literacies: Connecting Classrooms, Digital Media, and Popular Culture



EDITED BOOK

Kaminski et al., 2015

[Argument reading and writing strategies for upper elementary, middle and high school](#)

Clemson University Printing

academic journals

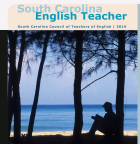


JOURNAL ARTICLE

Sanders et al., 2019

[Maker's Workshop: Using Writer's Workshop to Support Learning through Making](#)

Tech Trends: Linking Research and Practice to Improve Learning

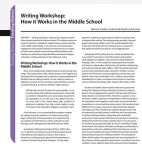


JOURNAL ARTICLE

Hunt-Barron et al., 2015

[Beyond the "plop": Using quotations effectively in argumentative writing](#)

Journal of South Carolina Council of Teachers of English



JOURNAL ARTICLE

Sanders, 2015

[Writing Workshop: How it works in the Middle School](#)

Journal of the S.C. State Council of International Reading Association

international outlets



PROCEEDINGS

Sanders, 2022

[A \[new\] literacies dissertation: The paradox surrounding the literacy practices in academic research](#)

Nivel: Artistic Research in the Performing Arts

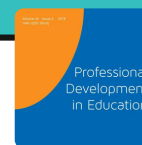


EDITED CHAPTER

Alvermann & Sanders, 2019

[Adolescent Literacy in a Digital World](#)

The International Encyclopedia of Media Literacy



JOURNAL ARTICLE

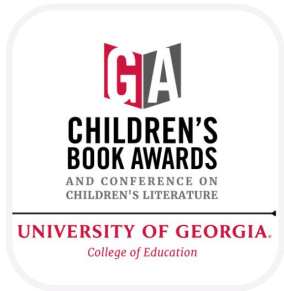
Howell et al., 2018

[Teaching Argumentative Writing to Teachers and Students: Effects of Professional Development](#)

Professional Development in Education

PRESENTATIONS

REGIONAL CONFERENCES



2016

Sanders, R., & Kilpatrick, R. (2016, March). Books for Thought, Not Work: One Student's Journey to Becoming an Avid Reader. Georgia Children's Literature Conference (GCLC), Athens, GA



2016

Sanders, R. (2016, January). Plus-Minus-Interesting: Your way to a better argument. Journal of Language and Literacy Education (JoLLE), Athens, GA.



2015

Sanders, R. & Moore, A. (2015, January). Writing Workshop: Yes, it does work in the Middle School. South Carolina Council of Teachers of English Annual Conference (SCCTE): Reimagining Writing. Kiawah Island Resort, SC.

Sanders, R. (2015, January). Kammander Con: A multigenre, multimodal unit that gets 7th graders writing. South Carolina Council of Teachers of English Annual Conference (SCCTE): Reimagining Writing. Kiawah Island Resort, SC.



2017

Sanders, R. & Hadley, H. (2017, October). Gaming It Up: Gaming Classroom Structures for Student Engagement. Panel presentation at the Innovation in Teaching Conference, Athens, GA.

2015

Sanders, R. (2015, October). Padlet your way to more meaningful discussion. Roundtable discussion given at the College of Education Innovation in Teaching Conference, Athens, GA.

PRESENTATIONS

NATIONAL CONFERENCES



2017

Sanders, R. (2017, December). To Infinity and Beyond: Gaming in the Classroom. Paper presentation accepted at the American Reading Forum Conference (ARF), Sanibel Island, FL.

Sanders, R. & Hadley, H. (2017, December). The world is waiting: Amazing Race 'final'e for pre-service literacy teachers. Paper presentation accepted at the American Reading Forum Conference (ARF), Sanibel Island, FL.



2020

DeJulio, S., Chang-Bacon, C., Sanders, R., & Proffitt, A. (2020, December). Interrogating the Syllabus: The Collaborative Impact of a Thinking with Theory Approach to Literacy Teacher Education Coursework. Paper session at the Literacy Research Association (LRA) Annual Conference, Online.

Stahl, N. A., King, J. R., Sanders, R., et al. (2020, December). Exploring the Past, Present, and Future Together: Engaging the Future of LRA through Historical Literacy Research. Alternative format session at the Literacy Research Association (LRA) Annual Conference, Online.

2019

Sanders, R., Sousanis, N., & Carson, A. (2019, December). New Dissertations: The Future of Literacy Practices in Academic Research. Alternative format session at Literacy Research Association (LRA) Annual Conference, Tampa, FL.

2018

Sanders, R. (2018, December). [Text]ure: A New Literacies Dissertation. Paper presentation at Literacy Research Association (LRA) Annual Conference, Indian Wells, CA.

Sanders, R. (2018, December). Reclaiming Literacies in Rural Communities through National Writing Project Site-Based Professional Development. Discussant for symposium at Literacy Research Association (LRA) Annual Conference, Indian Wells, CA.

2017

Kaminski, R., Hunt Barron, S., & Sanders, R. (2017, December). Adapting professional development for varying contexts: CRWP in three rural southeastern districts. Paper presentation at Literacy Research Association (LRA) Annual Conference, Tampa, FL.

2016

Friedrich, L. & Sanders, R. (2016, December). The Impact of Transformative Professional Development: National Writing Project's College-Ready Writers Program. Panel presentation at the Literacy Research Association (LRA) Annual Conference, Nashville, TN.

Alvermann, D., Sanders, R., & Mahany, K. (2016, December). Oral and Silent Reading in Middle- and High School Classes: Multiple Perspectives. Panel presentation at the Literacy Research Association (LRA) Annual Conference, Nashville, TN.

PRESENTATIONS

NATIONAL CONFERENCES



2015

Howell, E., Kaminski, R., Hunt-Barron, S., & Sanders, R. (2015, December). Argumentative writing in high-needs rural schools: A multiple case study. Paper presentation at Literacy Research Association (LRA) Annual Conference, Carlsbad, CA.

2019

Sanders, R. & Barnes, M. (2019, November). Creating Spaces for Inquiry through Expanded Notions of Communities and Texts. Panel presentation at the National Council of Teachers of English (NCTE) Annual Convention, Baltimore, MD.

2018

Hadley, H. & Sanders, R. (2018, November). Level Up: Playful Rigor in Language Arts Classrooms. Panel presentation at the National Council of Teachers of English (NCTE) Annual Convention, Houston, Texas.

2017

Sanders, R. & Hadley, H. (2017, November). Ready, Player One: Games, Gamification, and Play in the Language Arts Classroom. Individual presentation at the National Council of Teachers of English (NCTE) Annual Convention, St. Louis, Missouri.

2016

Alvermann, D., Sanders, R., & Mahany, K. (2016, November). Oral and Silent Reading in Middle- and High School Classes: Multiple Perspectives. Panel presentation at the National Council of Teachers of English (NCTE) Annual Convention, Atlanta, GA.

Kaminski, R., Hunt-Barron, S., & Sanders, R. (2016, November). Advocating for Themselves: Teaching Argumentation in Rural Communities. Individual presentation at the National Council of Teachers of English (NCTE) Annual Convention, Atlanta, GA.

Kaminski, R., Hunt-Barron, S., Sanders, R., & Unterspan, L. (2016, November). Professional Development Partnerships as Opportunities for Advocacy in Rural School Districts. Individual presentation at the National Council of Teachers of English (NCTE) Annual Convention, Atlanta, GA.

Kaminski, R., & Sanders, R. (2016, November). Going Beyond the Comfort Zone in Order to Advocate Change: Developing Teachers' Attitudes and Understanding about diversity with multicultural YA literature. Panel presentation at the National Council of Teachers of English (NCTE) Annual Convention, Atlanta, GA.

Sanders, R. (2016, November). Advocating Social Change through Our Writing by Using the Plus-Minus-Interesting Instructional Strategy. Roundtable discussion at the National Council of Teachers of English (NCTE) Annual Convention, Atlanta, GA.

2015

Unterspan, L., Sanders, R., & Lyda, N. (2015, November). All the right moves: Helping students integrate source material into their writing. Roundtable discussion given at the 2015 National Council of Teachers of English (NCTE) Annual Convention, Minneapolis, MN.

PRESENTATIONS

NATIONAL CONFERENCES

2014

Hunt-Barron, S., Kaminski, R., Howell, E., & Sanders, R. (2014, November). Invited participation in a National Center for Literacy Exchange hosted Practice Exchange, School partnerships: Engaging the assets in your community. National Council of Teachers of English Annual Conference (NCTE), Washington DC.

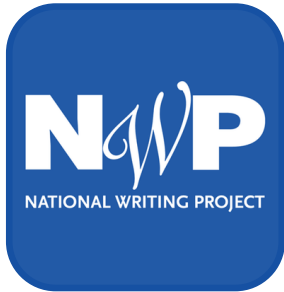
Kaminski, R., Hunt-Barron, S., Howell, E., Tracy, K.N., Hawkins, D., Sanders, R., English, C., & Appel, C. (2014, November). Writing in the rural landscape: Stories from the South and the Midwest. Symposium paper given at National Council of Teachers of English (NCTE), Washington, DC.

2016

Sanders, R., & Rigot, E. (2016, November). Youth and Community: Extending the Reach and Relevance of Writing Project Programs. Roundtable discussion at the National Writing Project (NWP) Annual Meeting, Atlanta, GA.

2015

Kaminski, R. & Sanders, R. (2015, November). Exploring social justice through poetry during the ISI. Roundtable discussion at the National Writing Project (NWP) Annual Meeting, Minneapolis, MN.



PRESENTATIONS

INTERNATIONAL CONFERENCES



2021

Alvermann, D. E. Paper presentation with L. Brice, R. K. Sanders, K. Fowler, M. Kim, & Y. Jang on “E-learning Study of Literacy Teachers’ Professional Development in Silent Reading Instruction” at the E-learning Methodology, Technology, Evaluation and Future Trends’ International Research Conference, hosted online by the Mongolian National University of Education (MNUE), Ulaanbaatar, Mongolia. September 23-24, 2021.



2021

Sanders, R. (2021, August). A [new] literacies dissertation: The paradox surrounding the literacy practices in academic research. Audio-visual presentation presented at the Colloquium on Artistic Research in the Performing Arts, Helsinki, Finland.



2019

Alvermann, D. E., Sanders, R., Brice, L., & Fowler, K. (2019, October) The Technology in Literacy Education SIG. Roundtable discussion at the International Literacy Association Conference (ILA), New Orleans, LA by First Author.

2016

Kaminski, R., Hunt-Barron, S., & Sanders, R. (2016, July). Strategies that Work: Looking at Student Argument Writing to Inform Instruction. Panel presentation at the International Literacy Association Conference (ILA), Boston, MA.

INVITED SPEAKER

RESEARCH | PEDAGOGY

2022

EDLT 9320: Literacy, Language and Culture Doctoral Seminar
Clemson University

iSTEAM Life: Lunch Research Seminar
The University of Texas at San Antonio



2020

ARTful Teaching Conference: Hard skills. Soft skills. Human skills.
University of Arkansas

LTED 6973: A Historical Perspective of American Reading Instruction
The University of Texas at San Antonio



2019

ILT 7891: Doctoral Research Seminar in Interdisciplinary Learning and Teaching
The University of Texas at San Antonio

2018

LLEGO Student Savvy Seminar: Job Market
The University of Georgia

Spring Teaching Symposium: Panel Discussion with Award-Winning TAs
The University of Georgia

CI 456/556 Integrating Technology into LA Curriculum
Iowa State University



2017

Innovation in Teaching and Technology Faculty Academy
The University of Georgia



2016

LLED 8000 Doctoral Seminar: JoLLE Conference & Proposal Process
The University of Georgia

Student Savvy Seminar: Conferences
Language and Literacy Education Graduate Organization (LLEGO)

LLED 4120 Language and Literacy, P-5: Argumentative Writing
The University of Georgia



RECOGNITIONS

AWARDS



Excellence in Teaching
2018 Nominee



Outstanding (Small) Campus Event
2017



Outstanding Teaching Assistant
2016



Knight of the Month
2013



Most Innovative Program
2017



Outstanding Graduate School Student
2012

PRESS COVERAGE



Leading the Call
Voices from the Middle



Student Spotlight
College of Education



Argubot Academy
Educator Innovator & NWP

Goering, C. Z. (2018). [Leading the call: Transforming English Language Arts class into multimodal arts explorations](#). *Voices From the Middle*, 26(1), 9-11.

Kao, K. (2018, April 30). Doctoral student merges art and literacy with GMOA exhibition. Retrieved from <https://coe.uga.edu/news/2018/04/doctoral-student-merges-art-and-literacy-with-gmoa-exhibition>

Oh, P. (2014, August 7). Field Testing Argubot Academy: An Educator Innovator Webinar. Retrieved from <https://educatorinnovator.org/webinars/field-testing-argubot-academy-an-educator-innovator-webinar/>