**Rosalind Horowitz, Ph.D.**

 **Curriculum Vitae Short Version**

**1 September 2021**

**Professor, Discourse and Literacy Studies**

**Joint Appointment: Departments of Interdisciplinary Learning and Teaching;**

 **and Educational Psychology**

**College of Education and Human Development**

**The University of Texas—San Antonio**

**One UTSA Circle**

**San Antonio, Texas, United States 78249-0654**

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**E-mail:** **Rosalind.Horowitz@utsa.edu**

**Education**

University of Minnesota, B.S. June, 1968; M.A. June, 1973; Ph.D. June, 1982.

University of Iowa, Russian and Ukrainian Languages and Political Sciences,

 Visiting Scholar, Russia and Ukraine, June-August, 1998.

Hebrew University of Jerusalem, Mount Scopus Campus, 1971

Harvard University, Cambridge, Ma. 1968

Distinguished Honors

Invited Seminar Leader, Pre-Doctoral Dissertation Fellows, National Academy of Education, Washington, D.C.

 Meeting, October 27-30, 2011, NAE Reviewer of Proposals for Spencer Foundation funding, 2012-2021.

*The Amber Outstanding Teaching Award*, The University of Texas—San Antonio, 2015 (1 Awardee from the College of Education and Human Development, awards given across the University)

Honoree*,* American Educational Research Association, Special Interest Group (SIG), Research in Reading and Literacy, for volume *Talking Texts: How speech and writing interact in school learning, Routledge/Taylor & Francis, AERA Conference,* New York, 2008. ( 1 awardee)

*First Certificate of Distinction*, UTSA Reading and Literacy Program Faculty. International Reading Association Conference, 2008.

Guest Scholar*,* Week-long *Speech and Writing Symposium*, (1 of 8) the University of Massachusetts – Amherst, Department of English, 2007

*Distinguished Alumni Award,* University of Minnesota—Twin Cities Campus. Centennial Celebration, “Inspiring Minds for a Century, 1905 – 2005” (1 of 100 of 50,000 graduates).

Nominee, *Hall of Fame,* International Reading Association, 2010

Visiting Professor, Invited by The University of Toronto, OISE, Applied Psychology and Human Development, Graduate Program, 2003

University of Minnesota, *Gordon M.A. Mork Award*, Outstanding International Contributions

to Literacy, 2002 (1 award)

Outstanding Contributions to the College of Social & Behavioral Sciences, The University of Texas – San Antonio, 2001

Best Teachers, South Central Modern Language Association, 2000

Selected by President Samuel Kirkpatrick, UTSA for Bryn Mawr College, Summer Institute in Higher Education, Residential Program on Leadership and Management in Higher Education, 1992

Research Award, New York Academy of Sciences, Linguistics Division

Research Award, International Reading Association, 1982

Outstanding Research Award, National Council of Teachers of English, 1982

**Select Journal Editorial Boards**

*Diaspora, Indigenous, and Minority Education (2016 on)*

*Writing & Pedagogy (2016 on)*

*Discourse Processes (2010)
Reading Research Quarterly (2014, 2016 on)*

*Literacy Research Association (2016 on)*

*Yearbook for the National Reading Conference (2016)*

*Journal of Adolescent and Adult Literacy (2004) (2016)*

*Written Communication (2005-2007), (2016 on)*

*Language Learning (1990-1995)*

*Scientific Studies in Reading (1995-1996)*

*Journal of Educational Psychology (1988-1991)*

*The Reading Teacher (1995-1997)*

**Select International Offices**

Founde and Chair, *International Consortium on World Literacy*, as part of American Educational Research Association (AERA), SIG 11, Research on Reading and Literacy, 2020 on.

Program Chair, American Educational Research Association (AERA) Program Chair, SIG 11 on Research in Reading and Literacy, 2020-2022

American Educational Research Association (AERA), Chair, Treasurer-Secretary, SIG on Research in Reading and Literacy AERA, Chair, Russian Contributions to Literacy, Learning, and the Psychology of Human Development

Member, Executive Committee of 140 SIG’s of the AERA

Historian, Society for Text and Discourse

Secretary, International Society for Speech, Writing and Context

**Select International Publications: Speech and Written Language among Bilingual-Bicultural and Ethnic Minority Populations**

Horowitz, R. (Ed.) (in press). *The Routledge Handbook of International Research on Writing*. New York:

 Routledge/Taylor & Francis.

Horowitz, R. (in press, 2022). Borderlands. Unique sources of transnational language and literacy for

 educational research In R. Tierney et al. (Eds.) *Encyclopedia of Education*. 4th Edition. Sheffield, U.K.:

 Equinox.

Horowitz, R. & Samuels, S. J. (Eds.). (2017). *The achievement gap in reading: Complex problems,*

 *persistent issues, possible solutions*. New York and London: Routledge/Taylor & Francis. (252 pages).

Horowitz, R. & Samuels, S. J. (2017). The achievement gap in reading. Unique historical and future

 perspectives. In R. Horowitz & S. J. Samuels (Eds.). *The achievement gap in reading: Complex*

 p*roblems, persistent issues, possible solutions.* (pp. 1-20). New York and London: Routledge/

 Taylor & Francis.

Horowitz, R. & Samuels, S. J. (2017). Synthesis, Discussion, and Recommendations. What we can do

 to advance reading achievement. In R. Horowitz & S. J. Samuels (Eds*.) The achievement gap in*

 *reading: Complex problems, persistent issues, possible solutions*. (pp. 200-221). New York and

 London: Routledge/Taylor & Francis.

Horowitz, R. (2017). International Brain Wars. Adolescent reading proficiency, performance, and

 achievement from a competitive global perspective. In R. Horowitz & S. J. Samuels (Eds.) *The*

 *achievement gap in reading: Complex problems, persistent issues, possible solutions*. (pp.123-148).

 New York and London. Routledge/Taylor & Francis.

Horowitz, R. (2015). Oral language: The genesis and development of literacy for schooling and everyday

 life. In P. D. Pearson & E. H. Hiebert (Eds.). *Research-based practices for teaching Common Core*

 *Literacy.*  (pp.57-75). New York: Teachers College, Columbia University and Newark, DE:

 International Literacy Association.

Horowitz, R. (2012). Border Crossing: Geographic space and cognitive shifts in

 adolescent language and literacy practices. Chapter 8. In H. Romo & C. Garrido (Eds.)

 *A bilateral perspective on international migration topics.* (pp. 147-164).Universidad Veracruzana—Arana, Veracruz, Mexico and The University of Texas— San Antonio Mexico Center.

Horowitz, R. (Ed.). (2007). *Talking texts: How speech and writing interact in school learning.* New York: Routledge/Taylor & Francis. (520 pages).

Horowitz, R. (2007). Creating discourse and mind: How talk, text, and meaning evolve. In R. Horowitz (Ed.) *Talking Texts: How speech and writing interact in school learning*. (pp.3-53). New York: Erlbaum/Taylor & Francis.

Horowitz, R., & Olson, D. R. (2007). Texts that talk: The special and peculiar nature of classroom discourse and the crediting of sources. In R. Horowitz (Ed.) *Talking Texts: How speech and writing interact in school learning*. (pp.55-90). New York: Erlbaum/Taylor & Francis.

Horowitz, R. (2000). *The attribution of credit to multiple sources*. 12th World Congress of the International Association of Applied Linguistics (AILA), Waseda University, Tokyo, Japan, CD-Rom distributed internationally.

Horowitz, R. (1998). The evolution of classroom talk: Contributions to text conceptualization and learning. In N. Ephraty & R. Lidor (Eds.). *Teacher education: Stability, evolution, and revolution*, (pp. 921-932). Natanya, Israel: Wingate Institute and Ministry of Education of Israel.

Horowitz, R. & Samuels, S.J. (Eds.). (1987). *Comprehending oral and written language.* London and San Diego: Academic Press (480 pages)

Horowitz, R. (1998). *Task and context impressions: Factors that contribute to expressing* *one’s own ideas in multiple-source writing.* International Conference on Speech, Writing, and Context: Literary and linguistic perspectives. University of Nottingham, England.

Horowitz, R. (1997). *How developing writers form their own ideas and rhetorical stance when writing from multiple sources.* Society for Text and Discourse Conference. The University of Utrecht, Institute for Linguistics and Department of Psychonomics.

Horowitz, R. (1997). *The forming of original ideas: Development in the combining of oral and* *written sources.* American Educational Research Association Conference, Chicago.

Horowitz, R. (2007). Creating discourse and mind: How talk, text, and meaning evolve. In R. Horowitz (Ed.) *Talking Texts: How speech and writing interact in school learning*. (pp.3-53). New York: Erlbaum/Taylor & Francis.

Cohen, A. D. & Horowitz, R. (2002). What should teachers know about bilingual learners and the reading process? In J. Hammadou-Sullivan (Ed.). *Literacy and the second language learner*. Volume I. Research in second language learning Series. (pp. 29–53). Greenwich, CT: Information Age.

Horowitz, R. (1995). Orality in literacy. The uses of speech in written language by bilingual and bicultural writers. In D. Rubin (Ed.) *Composing social identity in written language*. (pp.47–74) Hillsdale, NJ: Erlbaum.

Horowitz, R. (1994). Adolescent beliefs about oral and written language. In R. Garner & P. Alexander, (Eds.) *Beliefs about text and instruction with text*. (pp. 1–24) Hillsdale, NJ: Erlbaum.

Horowitz, R. (1994). Written and oral English. In A. Purves (Ed.) *Encyclopedia of English Studies and Language Arts*. A project of The National Council of Teachers of English and Scholastic Co. Volume II (pp. 1326–1328). Urbana, IL: National Council of Teachers of English.

Horowitz, R. (1990). Discourse structure in oral and written language: Critical contrasts for literacy and schooling. In J. H. A. L. de Jong & D. K. Stevenson (Eds.) *Individualizing the assessment of language abilities*. (pp. 108–26). Clevedon Avon, England: Multilingual Matters. 1 of 15 international papers selected for the volume of the 200 selected and delivered at the International Association of Applied Linguistics Conference at The University of Sydney, Australia 1987.

Horowitz, R. (Guest Editor). (1994, April). Classroom talk about text. What teenagers and teachers come to know about the world through talk about text. A special themed issue of the *Journal of Reading, 37*(7). (8 essays). Newark, DE: International Reading Association. (60 pages).

Horowitz, R. (2005, December). [Review of the book *The psychology of science text comprehension*. Otero, J., León, J.A. & Graesser, A.C. (Eds.)]. *Discourse Studies*, 7, 763–768.

Horowitz, R. (2004, June). [Review of the book *Writing about reading. From book talk to literary essays, Grades 3–8* by Janet Angelillo]. *Education Review*. American Educational Research Association, Arizona State University. http://edrev.asu.edu/brief/June 2004/html#1

Horowitz, R. (2005, April 6). The influence of demographic shifts and aspirations for democracy in an era of accountability. American Educational Research Association, *Special Interest Group, Russian Contributions to Literacy, Learning, and the Psychology of Human Development Newsletter*, Distribution AERA, 6–7.

Horowitz, R. (2003). Accountability: Influences on reading and literacy practices. *SIG on Basic Research in Reading and Literacy Newsletter*, The American Educational Research Association Conference, Chicago, IL.

Orange, C., & Horowitz, R. (1999, September). An academic standoff: Literacy task preferences of African American and Mexican American male adolescents versus teacher expected preferences. *The Journal of Adolescent and Adult Literacy, 43*(1), 28–39.

Frontera, L., & Horowitz, R. (1995, February). Reading and study behaviors of fourth grade Hispanics: Can teachers assess risk? *Hispanic Journal of Behavioral Sciences, 17*(1), 100–120.

Horowitz, R. (1991). A reexamination of oral versus silent reading. *Text. 11*(1), 133–66.

**Founder**

Chair, Selection Committee, First Cohort, The Academy of Distinguished Researchers,

 The University of Texas--San Antonio. (2015)

Founder and Chair, American Educational Research Association (AERA) Doctoral Student Cohort,

 for membership in the AERA. (2016)

Founder and Chair, Special Interest Group (SIG), Russian Contributions to Language, Literacy, and the

 Psychology of Human Learning at the American Educational Research Association. (2000)

Founding Board Member and Historian, Society for Text and Discourse, an international society and conference for the study of text (produces journal *Discourse Processes).*

Founding Committee, Honors Program. The University of Texas—San Antonio.

Founder, Honors Program, Division of Education. The University of Texas—San Antonio

Founder, San Antonio Literacy Project (SALP) for tutorial support for 4th and 9th graders at risk in San Antonio, Texas schools.

Founder, UTSA, College of Education and Human Development, Research and Development Committee. Grant support for new faculty, graduate and undergraduate research experiences.

**Select Service**

* San Antonio Literacy Project, SALP, 30 years in the urban San Antonio schools with at-risk, low-income populations—including reading/writing tutoring opportunities for undergraduates in UTSA teacher training program
* Creator, Cross-Cultural and Hispanic-Jewish Lecture Series: Contributions to the Verbal Arts
* Creator, Holocaust Lectures and Anne Frank Exhibit for teacher training, UTSA-Downtown Campus and Institute of Texan Cultures (another UTSA Campus)
* Project SER, federally funded reading program for 200 low-income, at-risk adolescents in conjunction with Edgewood School District, San Antonio
* Undergraduate Writing Classes, Use of museums in the creation of discourse, Training and visit to the Institute of Texan Cultures, UTSA
* Symposia, “Sociolinguistic Change in San Antonio. The Language and Culture Forum” for UTSA. “Knowledge and Power in the Global Economy: Globalism and its Effects on Education.” A cross-disciplinary research conference for UTSA.
* Adolescent Gang Study. “The Dialogue of Motivation. The Use of Dialogue Among Guardians of Gang-Affiliated Adolescents” with sociology faculty engaged in gang research in Texas.