

**Ross Collin**

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**ACADEMIC BACKGROUND**

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- 2009            PhD, Curriculum and Instruction, The University of Wisconsin-Madison  
                  Dissertation: “Diversifying portfolios? Schooling, subjectivities, and portfolio-keeping  
                  in times of transformation”  
                  Completed under the direction of Dr. Michael W. Apple
- 2004            M.S., Curriculum and Instruction, The University of Wisconsin-Madison
- 1998            B.A., English Education, The University of Iowa

**RESEARCH INTERESTS**

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English education and literacy  
Critical theory  
Discourse  
Social, political, and economic contexts of schooling  
Urban education

**REFEREED JOURNAL ARTICLES**

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- Collin, R. (2015). Introducing Jameson to Critical Discourse Analysis. Published Online First in *Critical Discourse Studies*.
- Collin, R. & Reich, G. (2015). Literacy models and the reconstruction of history education: A comparative discourse analysis of two lesson plans. Published Online First in *Journal of Curriculum Studies*.
- Collin, R. (2015). A Jamesonian analysis of “flat world” imagery in education discourse. Published Online First in *Discourse: Studies in the Cultural Politics of Education* (print version in press).
- Collin, R. & Ferrare, J. (2014). Rescaling education: Reconstructions of scalar relations in the 1983 State of the Union Address. Published Online First in *The Journal of Education Policy* (print version in press).
- Collin, R. (2014). A Bernsteinian analysis of content area literacy. *The Journal of Literacy Research*, 46(3), 306-329.
- Collin, R. (2014). English and the knowledge economy: A critical analysis. *Changing English*, 21(4), 383-392.
- Collin, R. & Street, B. (2014). Ideology and interaction: Debating determinisms in literacy studies [commentary]. *Reading Research Quarterly*, 49(3), 351-359.
- Collin, R. (2014). Activism, emotion, and genre: Young adults’ composition of urgent action letters. *Linguistics and Education*, 26, 18-30.

- Collin, R. (2013). How rhetorical theories of genre address Common Core writing standards. *The Journal of Adolescent and Adult Literacy*, 57(3), 1-8.
- Collin, R. (2013). Making space: A Gay-Straight Alliance's fight to build inclusive environments. *Teachers College Record*, 115, 1-26.
- Collin, R. (2013). Songwriting and activism: A young singer's efforts to write himself into the traditions of an activist group. *Social Movement Studies*, 12(4), 448-465.
- Collin, R. (2013). Genre and activism: Schools, social movements, and genres as discourse conduits. *Journal of Educational Change*, 14, 353-372.
- Collin, R. (2013). Revisiting Jack Goody to rethink determinisms in literacy studies. *Reading Research Quarterly*, 48(1), 27-38.
- Collin, R. (2012). Composing the career portfolio and the classed subject. *Research in the Teaching of English*, 46(3), 260-284.
- Collin, R. (2012). Activist literacies: An analysis of the literacy practices of a school-based human rights club. *Linguistics and Education*, 23, 250-261.
- Collin, R. (2012). Genre in Discourse, Discourse in genre: A new approach to the study of literate practice. *The Journal of Literacy Research*, 44(1), 76-96.
- Collin, R. (2012). Mapping the future, mapping education: An analysis of the 2011 State of the Union Address. *The Journal of Education Policy*, 27(2), 155-172.
- Collin, R. (2011). Selling the self: Career portfolios and the new common sense of immaterial capitalism. *Social Semiotics*, 21(5), 615-632.
- Collin, R. (2011). Chart your own course: Class difference and the construction of personal trajectories in career portfolio programs. *Curriculum Inquiry*, 41(5), 560-585.
- Collin, R. (2011). Dress rehearsal: A Bourdieusian analysis of body work in career portfolio programs. *British Journal of Sociology of Education*, 32(5), 785-804.
- Collin, R. (2011). Lives on file: A critical analysis of the career portfolio genre. *Discourse: Studies in the Cultural Politics of Education*, 32(3), 329-342.
- Collin, R. (2011). Career portfolios: Whose traditions count? *English Journal*, 100(5), 40-46.
- Collin, R. (2008). On the march: Social and political contexts of the expansion of the Junior Reserve Officers' Training Corps. *Educational Policy*, 22(3), 457-482.
- Collin, R. & Apple, M.W. (2007). Schooling, literacies and biopolitics in the global age. *Discourse: Studies in the Cultural Politics of Education*, 28(4), 433-454.

## **BOOK CHAPTERS**

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Collin, R. & Apple, M.W. (2015). Can neo-Marxian and poststructural theories in education inform each other? Using genre approaches to bridge the gap. In N. Markee (Ed.), *The handbook of classroom discourse and interaction* (115-127). Hoboken, NJ: John Wiley & Sons.

Collin, R. & Apple, M.W. (2011). Globalization, literacies and schooling in an unsettled age. In S. Tozer, B.P. Gallegos, A.M. Henry, M.B. Greiner, P.G. Price (Eds.), *Handbook of social foundations of education* (296-307). New York: Routledge.

Collin, R. & Apple, M.W. (2009). A quick digital fix? Changing schools, changing literacies, persistent inequalities. In J. Buschman & G. Leckie G. (Eds.), *Information technology in librarianship: New critical approaches* (83-104). Westport, CT: Libraries Unlimited.

Collin, R. & Apple, M.W. (2009). New literacies and new rebellions in the global age. In M.W. Apple, (Ed.), *Global crises, social justice and education* (25-60). New York: Routledge

## **ESSAY REVIEWS**

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Collin, R. & Apple, M.W. (2010). Reviewing policy: Challenging the common sense of The Right in education. *Educational Policy*, 24(5), 832-843.

Collin, R. (2007). Essay review: *Multitude: War and democracy in the age of Empire*. *International Studies in Sociology of Education*, 17(1), 181-187.

## **NON-REFEREED JOURNAL ARTICLES**

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Collin, R. & Ruller, M. (2013). Exploring Common Core: An interview with Margaret Ruller. *The Language and Literacy Spectrum*, 23, 112-121.

Cunningham, K., Collin, R., Kelly, C., & Rainville, K. (2013). Literacy: Common Core and beyond; comments from the editors. *The Language and Literacy Spectrum*, 23, 4-6.

## **REFEREED CONFERENCE PRESENTATIONS (SELECTED)**

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Collin, R. (July, 2015). *Using genre knowledge in secondary school literacy lessons*. Presented at the Reading Research Institute Pre-Conference Session at the annual meeting of the International Literacy Association (ILA), St. Louis, MO, July 18-20.

Collin, R. (July, 2015). *The limits of disciplinary literacy*. Presented at the Reading Research Institute Pre-Conference Session at the annual meeting of the International Literacy Association (ILA), St. Louis, MO, July 18-20.

Collin, R. & Reich, G. (April, 2015). *Bernstein, disciplinary literacy, and the reconstruction of secondary school history*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 16-20.

Collin, R. (February, 2015). *English education, the knowledge economy, and the value of culture*. Presented at the annual meeting of the National Council of Teachers of English Assembly for Research, New Orleans, LA, January, February 6-8.

Collin, R. (April 2014). *Critical pedagogy and the overdetermination of literacy*. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, April 3-7.

- I organized the panel *Critical Pedagogy: New Philosophical Interventions*

Collin, R. (April 2014). *Lacan, desire, and composition*. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, April 3-7.

Collin, R. (November 2013). *A genre-based approach to reading and composing informational texts*. Presented at the annual meeting of the National Council of Teachers of English, Boston, MA, November 21-24.

Collin, R. (February 2013). *Counter-narrative and space: LGBTIQ counter-narratives and the rebuilding of school spaces*. Presented at the annual Ethnography in Education Research Forum, Philadelphia, PA, February 22-23.

Collin, R. (June 2012). *Genre, big-D Discourse, and human rights*. Presented at Rethinking Genre Twenty Years Later: An International Conference on Genre Studies, Ottawa, ON, June 26-29.

Collin, R. (May 2012). *High school-based human rights activism and the racialized global "other."* Presented at the annual meeting of the Critical Race Studies in Education Association, New York, NY, May 30-June 2.

Collin, R. (February 2012). *Beyond "being yourself": Identity and voice in teacher e-portfolios*. Presented at the annual Ethnography in Education Research Forum, Philadelphia, PA, February 24-25.

Collin, R. & Heidemann, K. (August 2011). *Institutional repurposing in education: Theorizing education as a target and a vehicle of social movements*. Presented at the annual meeting of the American Sociological Association (ASA), Las Vegas, NV, August 20-23.

Collin, R. (April 2011). *Genre, Discourse, power: A new approach to the study of language and schooling*. Presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA, April 8-12.

Collin, R. (February 2011). *Genre x Discourse: Bringing Together Genre Theory and James Gee's Theory of Discourse to Examine Space, Time, and Difference*. Presented at the annual meeting of the National Council of Teachers of English Assembly for Research (NCTEAR), Madison, WI, February 18-20.

Collin, R. (March 2010). *Digital literacies and student activism: The case of the immigrants' rights movement*. Presented at the annual meeting of the Conference on College Composition and Communication (CCCC), Louisville, KY, March 17-20.

Collin, R. (April 2009). *Refiling students' lives: Career portfolios and the production of student subjectivities*. Presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Collin, R. (December 2008). *A little bit about you for our files: Portfolio programs and student subjectivities*. Presented at the annual meeting of the National Reading Conference (NRC), Orlando, FL.

Collin, R. (April 2008). *Diversifying portfolios? Schooling, subjectivities and portfolio-keeping in times of transformation*. Presented at the annual meeting of the Conference on College Composition and Communication (CCCC), New Orleans, LA.

- Collin, R. (March 2008). *Zizekian perspectives on the use and enjoyment of education portfolios*. Presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Collin, R. (April 2007). *More boots on the ground: The expansion of the Junior Reserve Officers' Training Corps*. Presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Collin, R., Kling, J., & Turnbaugh, B. (November 2006). *Consumer (in)digest: A guide to using the media and advertising as teaching and thinking tools*. Presented at the annual meeting of the National Council of Teachers of English (NCTE), Nashville, TN.

## **TEACHING/WORK EXPERIENCE**

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- 2013-Present    Assistant Professor of English Education: Virginia Commonwealth University, School of Education
- Courses Taught:
- Education Course #389 (Teaching Writing Skills), Spring 2014
- Education Course #548 (Teaching of Secondary School English), Fall 2013, Fall 2014, Fall 2015
- Education/English Course #601 (Young Adult Literature), Fall 2013, Fall 2014, Fall 2015
- Education Course #681 (Investigations and Trends in the Teaching of English), Spring 2014
- Education Course #732 (Seminar: Curriculum Theory), Summer 2015
- Taught graduate and undergraduate students
- Worked with students in developing practical and theoretically sound approaches to a range of educational issues
- Designed and updated curriculum
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- 2009-2013      Assistant Professor of Literacy Studies: Manhattanville College, School of Education, Fall 2009-Spring 2013
- Courses taught:
- Education Course #5000 (Foundations of Education: Graduate Level), Fall 2010, Fall 2011, Fall 2012, Spring 2013 (online version)
- Education Course # 5402 (Language, Literacy, and Culture, Birth-Grade 6: Graduate Level), Fall, 2009, Spring 2010, Spring 2011, Spring 2012
- Education Course # 5406 (Language, Literacy, and Culture, Grades 7-12: Graduate Level), Fall, 2009, Spring 2010, Spring 2011
- Education Course #3273/ 5389 (Teaching Literacy Skills in Middle School Through Collaborative Study of Social Identity: Graduate and Undergraduate Levels), Fall 2009, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Spring 2013
- Education Course #3278/ 5026 (Literacy in the Content Areas: Graduate and Undergraduate Levels), Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Spring 2013
- First Year Seminar Course #1001 (Doing School: Representations of Schooling in Popular Culture), Fall 2012-Spring 2013
- Advised graduate students, taught graduate and undergraduate students
- Worked with students in developing practical and theoretically sound approaches to a range of educational issues
- Designed and updated curriculum
- Created on-line Foundations of Education course for Manhattanville College

- 2010-2013 Action Research Coordinator and Literacy Specialist, Fox Lane Middle School (Bedford, NY) Professional Development Initiative (collaboration with Manhattanville College)  
Discussed with teachers their interests in developing the literacies of an increasingly diverse student body  
Designed and taught in-house action research course that addresses teachers' interests and concerns (Fall 2010-Spring 2013)
- 2004-2009 Instructor/ Teaching Assistant: The University of Wisconsin-Madison, Fall 2004-Summer 2009  
Courses taught:  
Curriculum & Instruction Course # 305 (Integrating the Teaching of Reading with other Language Arts), Fall 2007  
Curriculum & Instruction Course # 371 (Teaching Social Studies), Fall 2006, Spring 2007  
Independent Learning Course # U272-530 (Multicultural Education), Summer 2005-Summer 2006  
Curriculum & Instruction Course # 367 (Practicum in Reading and Language Arts), Fall 2005  
Curriculum & Instruction Course # 313 (Language and Literacy across the Secondary Curriculum), Fall 2004, Spring 2005, Spring 2006  
Curriculum & Instruction Course # 537 (Teaching Diverse Learners), Fall 2004, Spring 2005, Spring 2006  
Worked with preservice teachers in developing practical and theoretically sound approaches to a range of educational issues  
Designed and updated curriculum
- 2007-2008 Writing Program Coordinator: Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE Program), The University of Wisconsin-Madison, Spring-Summer 2007, Spring-Summer 2008  
Recruited and managed writing instructors, coordinated curriculum development among instructors, supervised professional development class for writing instructors, worked collaboratively with PEOPLE Program staff to reform program  
Designed and updated curriculum
- 2005-2006 Writing Instructor: Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE Program), The University of Wisconsin-Madison, Summer 2005, Summer 2006  
Assisted high school students of color and high school students from low-income families in developing understandings of different kinds of college writing
- 2003 Project Assistant: 9/11 Curriculum Project (Primary Investigator: Dr. Diana Hess), The University of Wisconsin-Madison, Summer 2003  
Analyzed how the terrorist attacks of 9/11/01 are represented in educational materials
- 1999-2002 Language Arts and Humanities Instructor: West Chicago Community High School, West Chicago, Illinois, Fall 1999-Summer 2002  
Courses taught:  
9th grade language arts  
10th grade language arts  
10th grade world studies (interdisciplinary language arts/ history)  
Multi-level media studies  
Designed and updated curriculum

Created discussion group in which students and teachers discussed social and political issues  
Sat on committees designed to assist and support students from diverse backgrounds

1998 Student Teacher: Guilford High School, Rockford, Illinois, Fall 1998  
Courses taught:  
9th grade language arts, 10th grade language arts

### **COLLEGE SERVICE**

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2015-present University Council (Virginia Commonwealth University)  
2015-present Teaching and Research Annual Faculty Evaluation Task Force (School of Education, Virginia Commonwealth University)  
2015-present Strategic Planning Coordinating Committee (School of Education, Virginia Commonwealth University)  
2015-present Technology Committee (Department of Teaching & Learning, Virginia Commonwealth University)  
2015-present Chaired doctoral committee (Virginia Commonwealth University)  
2015-present Served on doctoral committees (Virginia Commonwealth University)  
2014-present Diversity Committee (Virginia Commonwealth University)  
2014-present Research and Professional Development Committee (Virginia Commonwealth University)  
2012-2013 Served on doctoral committee (Manhattanville College)  
2010-2013 Board on Academic Standards, Fall 2010, Fall 2011-Spring 2013 (Manhattanville College)  
2010-2013 Writing Committee, School of Education, Fall 2010-Spring 2013 (Manhattanville College)  
Committee chair, 2011-Spring 2013  
2010-2013 Technology Committee, School of Education, Fall 2010-Spring 2013 (Manhattanville College)  
2010-2013 Research Committee, School of Education, Fall 2010-Spring 2013 (Manhattanville College)  
2011 E-portfolio faculty development workshops, Fall 2011 (Manhattanville College)  
2002-2004 Project Assistant: Family Policy and Law Colloquium Series (Supervising Professor: Dr. Karen Bogenschneider; University of Wisconsin)

### **HONORS AND AWARDS**

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2015 VCU School of Education Distinguished Scholarship Award: Awarded to one VCU School of Education faculty member  
2014 Virginia Commonwealth University Presidential Research Quest Fund Grant: Awarded to one or two faculty members per college based on university-wide competition  
2011 Manhattanville College Faculty Summer Research Grant: Awarded to ten faculty members based on college-wide competition  
2008-2009 Spencer Dissertation Fellowship for Research Related to Education, Spencer Foundation: Awarded to 30 dissertators based on open competition.  
2008-2009 Avril S. Barr Fellowship, The University of Wisconsin-Madison, School of Education (Declined): Awarded to one or more outstanding advanced doctoral candidates based on School of Education-wide competition.  
2007-2008 Tashia F. Morgridge Fellowship, The University of Wisconsin-Madison, Department of Curriculum and Instruction: Awarded to one or more outstanding advanced doctoral candidates based on department-wide competition.

### **PROFESSIONAL SERVICE AND MEMBERSHIPS**

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2014 *Reading Research Quarterly* (Editorial Board Member for *RRQ* Volume 50)  
2014 *Journal of Curriculum Studies* (reviewer since 2014)  
2014 Virginia Association of Teachers of English (College Board Member at Large)  
2013 *Reading Research Quarterly* (reviewer since 2013)

2013 *Teachers College Record* (reviewer since 2013)  
2012 *The Language and Literacy Spectrum* (co-editor, 2012-2013)  
2012 *Research in the Teaching of English* (reviewer since 2012)  
2012 *Curriculum Inquiry* (reviewer since 2012)  
2012 *Linguistics and Education* (reviewer since 2012)  
2012 *The Journal of Education Policy* (reviewer since 2012)  
2012 *Journal of Educational Change* (reviewer since 2012)  
2012 *Assessing Writing* (reviewer since 2012)  
2011 *The Journal of Literacy Research* (reviewer since 2011)  
2009 *Discourse: Studies in the Cultural Politics of Education* (reviewer since 2009)  
American Educational Research Association (member, writer, presenter)  
National Council of Teachers of English (member, writer, presenter)  
Virginia Association of Teachers of English (board member)

## REFERENCES

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Dr. Michael W. Apple  
The University of Wisconsin  
John Bascom Professor of Curriculum and Instruction and  
Educational Policy Studies  
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office ([epcs-online@education.wisc.edu](mailto:epcs-online@education.wisc.edu))  
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