

Robin L. Stockseth Danzak, Ph.D.

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Education

- **Doctor of Philosophy, Communication Sciences and Disorders** **2003-2009**
University of South Florida, Tampa, Florida.
 - **Degree awarded – August 2009**
 - **Dissertation:** *Exploring writing of English language learners in middle school: A mixed methods study*
 - **Dissertation Supervisor:** Elaine R. Silliman, Ph.D.
- **Master of Arts, Linguistics** **1998-2001**
Universidad de Concepción, Concepción, Chile.
Thesis: *Comprensión de la sintaxis española por lectores sordos chilenos (Comprehension of Spanish syntax by Chilean deaf readers).*
- **Bachelor of Arts, Art History/Hispanic Language and Culture** **1993-1997**
New College of Florida, Sarasota, Florida.
Thesis: *A Look at Chilean Women's Art: 1973-1990.*

Professional Experience

Employment

- Assistant Professor, Communication Sciences and Disorders** **2011-present**
College of Arts & Sciences
University of South Florida Sarasota-Manatee, Sarasota, FL
- Visiting Instructor, Communication Sciences and Disorders** **2007-2011**
College of Arts & Sciences
University of South Florida Sarasota-Manatee, Sarasota, FL
- Magnet Schools Assistance Grant Program, Curriculum and Recruitment Specialist** **2006-2007**
Pinellas County Schools, St. Petersburg, FL
- Spanish Curriculum Coordinator** **2001-2006**
Maximo MicroSociety® Elementary School
Pinellas County Schools, Saint Petersburg, FL
- Early Intervention Specialist** **2001**
Upper Pinellas Association for Retarded Citizens (UPARC), Clearwater, FL
- Graduate Assistant** **1998-2000**
College of Humanities & Arts, Spanish Department
University of Concepción, Concepción, Chile
- Instructor of English and Spanish** **1998-2000**
Berlitz Language Schools, Concepción and Santiago, Chile

Consulting**Consultant for Bilingual Critical Literacy****2010-2011**

Cunningham Elementary School

Joliet School District, Joliet, IL

Publications**Articles**

- **Danzak, R. L.** (in press). Defining identities through multiliteracies: ELL teens narrate their immigration experiences as graphic stories. *Journal of Adolescent and Adult Literacy*.
- **Danzak, R. L.** (2011). The integration of lexical, syntactic, and discourse features in bilingual adolescents' writing: An exploratory approach. *Language, Speech, and Hearing Services in Schools, 42*, 491-505.
- **Danzak, R. L.** (2011). The interface of language proficiency and identity: A profile analysis of bilingual adolescents and their writing. *Language, Speech, and Hearing Services in Schools, 42*, 506-519.
- **Danzak, R. L.** & Silliman, E. R. (2005). Does my identity speak English? A pragmatic approach to the social world of an English language learner with language impairment. *Seminars in Speech and Language, 26*, 189-200.
- **Danzak, R. S.** (2002). Comprensión de la sintaxis española por lectores sordos chilenos (Comprehension of Spanish syntax by Chilean deaf readers). *Signos 51-52*, 271-290.
- Albornoz, A. & **Stockseth, R.** (1999). Experiencia y saber de mujer: Melania Ulloa, locera de Quebrada las Ulloa (A woman's wisdom and experience: Melania Ulloa, potter from Quebrada las Ulloa), *Sociedad Hoy, 2-3*, 141-151.
- **Stockseth, R.** (1998). Las mujeres y las artes plásticas: Chile 1973-1990 (Women and fine arts: Chile, 1973-1990), *Sociedad Hoy, 1*, 171-184.

Chapters and Books

- **Danzak, R. L.** & Silliman, E. R. (submitted). Individual Differences in the Writing Development of Spanish-English Bilingual Students with Language Learning Disabilities. In B. Arfé, J. Dockrell, and V. Berninger (Eds.), *Writing development and instruction in children with hearing, speech and oral language difficulties*, Oxford University Press.
- **Danzak, R. L.**, Wilkinson, L. C., & Silliman, E. R. (in press). Cultural-linguistic diversity and inclusion. In J. Arthur & A. Peterson (Eds.), *The Routledge Companion to Education*, Oxford, UK: Routledge.
- Silliman, E. R., Wilkinson, L. C., & **Danzak, R. L.** (2004). Putting Humpty Dumpty together again: What's right with Betsy. In E. R. Silliman & L.C Wilkinson (Eds.), *Language and literacy learning in schools*. New York: Guilford Press.
- Albornoz, A. & **Stockseth, R.** (2000). *Las Loceras y Bordadoras de Quebrada las Ulloa y Copiulemu (The Potters and Embroiderers of Quebrada las Ulloa and Copiulemu)*. Concepción, Chile: Andalién.

Presentations

International Conferences

- **Danzak, R. L.**, Wilkinson, L. C., & Silliman, E. R. (August, 2011). *Graphic Stories: A Bridge to Academic Language for English Language Learners*. 17th European Conference on Reading: Literacy and Diversity, Mons, Belgium.
- Bahr, R. H., Silliman, E. R., Wilkinson, L. C., & **Danzak, R. L.** (July, 2010). *Spanish & English Misspellings in Bilingual Second Language Learners: Preliminary Findings on Language-Specific Patterns*. World Congress of the International Reading Association, Auckland, New Zealand.
- Wilkinson, L. C., Silliman, E. R., Bahr, R. H., & **Danzak, R. L.** (July 2009). *Spelling as a Window into Cultural & Linguistic Diversity: Theoretical, Instructional, & Diagnostic Implications*. International Reading Association, 16th European Conference on Reading, Braga, Portugal.
- Wilkinson, L., Silliman, E. R., Bahr, R. H., & **Danzak, R. L.** (July 2008). *Buscando Raíces: Making Connections to Academic Language Proficiency for Latino English Language Learners*. Invited symposium at the World Congress of the International Reading Association, San José, Costa Rica.
- **Danzak, R. L.** (May 2003). *Comprensión de la sintaxis española por lectores sordos chilenos (Comprehension of Spanish syntax by Chilean deaf readers)*. United Nations Educational, Scientific and Cultural Organization (UNESCO), International Literacy Conference, Viña del Mar, Chile.

National Conferences

- Brea-Spahn, M. R., **Danzak, R. L.**, & Bahr, R. H. (November, 2011). *Writing Intervention for Bilingual Students: Finding the Yellow Brick Road*. American Speech-Language-Hearing Association Convention, San Diego, CA.
- **Danzak, R. L.**, Wilkinson, L. C., & Silliman, E. R. (May, 2011). *Graphic Stories: Scaffolding Literacy for English Language Learners*. Annual Convention of the International Reading Association, Orlando, FL.
- **Danzak, R. L.** & Belvis, R. (March, 2010). *Writing Our Lives: Using Bilingual Autobiography to Instruct and Assess Adolescent English Language Learners*. Society for Research on Adolescence Biennial Meeting, Philadelphia, PA.
- Silliman, E. R., Bahr, R. H., **Danzak, R.**, & Fusté-Herrmann, B. (November 2008). *ELL Oral and Written Language Assessment: New Perspectives Across Grades*. Seminar at American Speech-Language-Hearing Association Convention, Chicago, IL.
- **Danzak, R.** & Cicetti-Turro, D. (April 2007). *Behind the Scenes in the Classroom: A Collective Case Study about Teachers' Challenges and Proposed Solutions*. American Educational Research Association Annual Meeting, Chicago, IL.
- **Danzak, R.**, Bahr, R. & Silliman, E. (Nov. 2005). *Language and social identity: Rethinking English language learner and dialect research*. American Speech-Language-Hearing Association Convention, San Diego, CA.
- Brea-Spahn, M. & Danzak, R. (Nov. 2004). *Scoring systems for non-word repetition in English language learners: Hits or misses?* American Speech-Language-Hearing Association Convention, Philadelphia, PA.

- **Danzak, R.** (Jul. 2004). *World languages instruction: Integrating diverse cultures into a MicroCulture*. Workshop at MicroSociety® National Conference, St. Petersburg, FL.

Regional/Local Conferences and Workshops

- **Danzak, R.** (June, 2011). *Writing Our World: Engaging ELL Students in Writing Through Critical Literacy*. Bay Area Regional TESOL Symposium, Clearwater, FL.
- Belvis, R., **Danzak, R.**, Fernandez, N., & Earle, S. (September, 2010). *Picturing Success: Visual Literacies and Writing Instruction for Diverse Learners*. Southeast Teachers of English to Speakers of Other Languages (TESOL) Regional Conference, Miami, FL.
- **Danzak, R. L.** & Belvis, R. (June, 2010). *The Graphic Journeys Project: Developing Graphic Stories with English Language Learners in Middle School*. Bay Area Regional TESOL Symposium, Clearwater, FL.
- **Danzak, R. L.** & Belvis, R. (February, 2010). *The Graphic Journeys Project: Developing Graphic Stories with English Language Learners in Middle School*. USF Children's Literature Symposium, Sarasota, FL.
- **Danzak R.** (July 2008). *Journal writing with English language learners in Middle School: Discovering identity and fostering resilience*. Workshop at Tribes Summer Institute, Park City, UT.
- **Danzak, R.** (June 2004). *Celebrating cultural and linguistic diversity through Tribes*. Workshop at Tribes Summer Institute, Lake Tahoe, CA.

Media Coverage

- Stockton, H., Girls' math and science career dreams get fuel. *Sarasota Herald Tribune*, May 15, 2011. <http://www.heraldtribune.com/article/20110515/ARCHIVES/105151034/0/todayspaper>
- Velasco, C. A., Joliet students get boost in meeting state standards. *Joliet Herald News*, December 1, 2010. <http://heraldnews.suntimes.com/2643475-417/students-literacy-reading-lewis-critical.html>
- Bay News 9 en Español, interview about the *Graphic Journeys* project, April 24, 2010. <http://www.youtube.com/watch?v=Got77aZHcy4>

Courses Taught

University of South Florida, Master of Science in Speech-Language Pathology

- SPA 6473 Multicultural variations in language use (live)

University of South Florida Sarasota-Manatee, Communication Sciences & Disorders

- SPA 3004 Intro to language development and disorders (online)
- SPA 3112 Applied phonetics in communication disorders (online)
- SPA 3101 Anatomy & physiology of the speech-hearing mechanisms (online)
- SPA 3011 Intro to speech science (online)
- SPA 4930 Neuroanatomy (online)

University of Concepción, Chile, Spanish Department

- English for academic purposes (graduate, live)
- Spanish phonetics and phonology (undergraduate, live)
- Sign language linguistics (undergraduate, live)

Grants and Scholarships

- Graduate Assistantship, University of South Florida 2005
- Foundation for the Development of the Arts and Culture (FONDART) 1997-2000
- Chilean federal research grant for book publication (see Albornoz & Stockseth, 2000)
- National Commission for Scientific and Technological Research (CONICYT) 2000
- Chilean national fellowship for graduate study
- Graduate Assistantship, University of Concepción, Chile 1998-1999
- New College of Florida Achievement Award 1993-1997

Membership in Professional Organizations

- American Speech-Language-Hearing Association (ASHA)
 - ASHA Special Interest Division 14, Communication Disorders & Sciences in Culturally and Linguistically Diverse Populations
- International Reading Association (IRA)
- Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL)
- Bay Area Regional TESOL: Board member and webmaster

Certifications

- Florida Professional Educator Certificate 2003-current
 - ESOL K-12
 - Spanish K-12
- Tribes TLC® Trainer 2002- current
- Yoga Teacher Certification, Yoga Alliance RYT200 2010- current

Languages

- **Spanish:** Native-like fluency of language and culture, academic and professional language and literacy skills. Extensive formal study and life experience in South America including graduate study, research, publications, and employment.
- **Italian:** Conversational competence, literacy, university coursework.
- **French:** Basic conversational competence literacy, university coursework.
- **Portuguese:** Basic conversational competence, literacy.
- **American Sign Language:** Conversational competence, graduate study, research, and teaching related to American and Chilean Sign Languages.