

## Mary Theresa Seig, Ph.D.

### EDUCATION

Ph.D.	1999	Oklahoma State University	English - Linguistics /TESOL
	Dissertation:	Episodic boundaries in Japanese and English narratives: A cross-linguistic investigation	
M.A.	1991	Michigan State University	TESOL
B.A.	1989	Oklahoma University	Linguistics

### EMPLOYMENT

2001-Present	Ball State University, Dept. of English, Applied Linguistics Program		
2001-2005	–	Assistant Professor	
2006	–	Early Promotion to Associate Professor	
2006 - Present	–	Director of Intensive English Institute	
2008	–	Received Tenure	

#### Graduate Courses Taught:

ENG 520	Introduction to Linguistics
ENG 536	Introduction to TESOL
ENG 601	Intro to Grad Studies
ENG 624	Second Language Acquisition
ENG 629	Program and Materials Design for Language Teaching
ENG 629	Materials Development for ESP
ENG 629	Sociocultural Aspects of Literacy Acquisition
ENG 630	Contrastive Analysis
ENG 632	Discourse Analysis
ENG 637	Pedagogical Grammar
ENG 693	Writing in the Profession (Linguistics)

#### Undergraduate Courses Taught:

ENG 220	Language and Society
ENG 321	English Linguistics
ENG 323	Discourse Structure
ENG 436	Introduction to TESOL

### RECENT PUBLICATIONS

**Seig, M. T.** (2008). Facilitating conversations across time: Using simulations in living history training. *Simulation and Gaming: 39*(2). (DOI) 10.1177/1046878107310624

**Seig, M.T.** & Bubp, K. (2008). The culture of empowerment: Driving and sustaining change. *Curator: 51*(2), 203-220.

Baptiste, M. C. & **Seig, M. T.** (2007). Training the Guardians of America's Gate: Discourse-Based Lessons from Naturalization Interviews. In *High Stakes Gatekeeping Encounters and*

*their Consequences: Discourses in Cross-Cultural Institutional Settings.* (Guest Editor Julie Kerekes). *Journal of Pragmatics*: 39, 1919-1941.

**Seig, M.T.** (2004). The State of University / IEP in Indiana: Challenges of Pedagogy, Perception, & Place. *INTESOL Journal*: 1 (1), 23-31.

**Seig, M.T.** (2004) *Episodic Boundaries in Japanese and English Narratives*. In C.L. Moder and A. Martinovic-Zic (Eds.), *Discourse Across Languages and Cultures: Typological Studies in Language*. Amsterdam: John Benjamins, 227-250.

**Seig, M.T.** & Asaoka, C. (2002). Omachiteimasu! Case Study of the Japanese Nursing Association. *CASE: International Journal of Educational Advancement*: 3(1), 56-66.

Moder, C.L., **Seig, M.T.**, & Van Den Elzen, B. (2002). CIMARRON VALLEY: A simulation-based EAP composition curriculum. *Simulation and Gaming: An Interdisciplinary Journal of Theory, Practice, and Research*, 33 (3), 284-298.

Griffin, F. K. & **DiGennaro-Seig, M. T.** (1996). Teaching Documented Writing to Low-Level IEP Students. *International Journal for Teachers of Writing Skills*, 2(3), 138-144.

#### **RECENT GRANTS FUNDED FOR RESEARCH AND CREATIVE ENDEAVORS**

*Development of an Iraqi National Intensive English Program* Amount: \$1million  
Funded jointly through the US State Department and the Iraqi Government, a two-year grant to create a curriculum, establish an organizational structure, train 40 Iraqi Teachers and coordinate the teaching of English in Iraq in both live and DVC settings.  
Co-PI with Dr. Ken Holland (July 2011 – June 2013)

*Iraqi Linkages Project* Amount:~ \$35,000  
Discipline coordinator (1/3 of the \$1M grant) partnering Ball State University with Tikrit University in Iraq. Discipline coordinators represent each of the three departments included in the grant: Accounting, Computer Science, and English (June 2009 – December 2012)

*Immersive Learning Grant* Amount: \$ 7,550  
(Funded Fall 2008, postponed until spring or summer 2013)  
“News in the Public Sphere: An Interdisciplinary Investigation”  
BSU Internal grant submitted with Dr. Pat Collier to develop a joint immersive learning course for undergraduate students. Students in this course will be developing a series of periodic newspapers for 1836 Prairietown at Conner Prairie while learning about public sphere theory (Collier) and discourse analysis (Seig).

*Online ESL Add-On License Development* (Summer 2008) Amount: \$12,000  
BSU Internal Funding received from Office of Extended Education to lead a task force of advanced graduate students in designing four graduate-level teacher-training courses so that the BSU Add-On ESL License can be offered to teachers in a completely online format. Courses are now being taught. Program description can be found at [www.bsu.edu/distance/enl](http://www.bsu.edu/distance/enl).

*Immersive Learning Grant* (Summer 2007) Amount: \$ 6,850  
BSU Internal Grant submitted with Dr. Kecia McBride to develop a joint immersive learning course for undergraduate students. Students in this joint course analyzed museum theater and character development at Conner Prairie and then developed scripts, storyboards, etc for use on the CP grounds in the 2008 season.

Improving Teacher Quality Grant (2004-2006) Amount: \$274,844  
*Project-Based Learning and Literacy Across the Curriculum* – Project to develop a two –year mentor teacher program in Muncie and Indianapolis School Systems. 7-12 grade teachers are developing project-based teaching materials and knowledge for language and literacy development across the curriculum. Submitted with Pamela Hartman, English Education Professor, Ball State University

IMLS Leadership Grant w/ Conner Prairie (Fall 2003) Amount: \$32,500  
Initial funding for discourse analysis of learning in visitor /interpreter interactions. Ongoing collaboration with development team from Conner Prairie (a living history museum) and other areas to design a CD-Rom to be used in interpreter training. DVD was made available in 2006.

New Faculty Research Incentive Grant (Summer 2002) Amount: \$5,250  
*Conversations across Time: An Investigation of Interactional Learning*  
Grant awarded to collect discourse from families as they visited Conner Prairie. Analysis has led to further collaborations, presentations at linguistic and museum conferences, and publications in progress.

#### **RECENT PAPERS PRESENTED AT PROFESSIONAL MEETINGS**

"Examining medical literacy from a linguistic perspective: What is known? What is learned?" Presented at the American Association of Applied Linguistics (AAAL) in Denver, CO, with Corinne Renguette, March 2009.

"Using linguistic analysis to investigate medical literacy: A case study of an animated, interactive informed consent," American Association of Applied Linguistics (AAAL), March 2008. Presented with Corinne Renguette (doctoral student)

"Reframing Authenticity: Training Design from Discourse Based Analysis," Presented at the American Association of Applied Linguistics (AAAL), Costa Mesa, CA, April 2007.

"Reframing Authenticity: Discourse Analysis at a Living History Museum," Presented w/ Jane Hetrick, Guest Advocate, Conner Prairie, at the Visitor Studies Association Conference, Grand Rapids, MI, July 2006.

"Collaborating to Improve English Language Learning," Workshop presented w/ Karen Lybeck, 2006 K-12 ESL Conference, March 2006.

“Finding Common Ground with Project-Based Instruction” Workshop with Pamela Hartman, National Council of Teacher of English (NCTE) Annual Conference, Pittsburgh, PA, November 2005 ( Presented by Pamela Hartman).

“Workshop on Family Learning” A Joint Presentation with Jane Hetrick (Conner Prairie) and Nikki Anderson (Indianapolis Children’s Museum) to examine aspects of translating family learning theory into practice in the museum setting. American Association of Museums, Cincinnati, OH, October 2005

“Interaction and Visitor Experience: Researching Interpretive Impact” A presentation with Jane Hetrick (Conner Prairie) and Dale Jones (Institute for Learning Innovation) to present the value of academic / museum partnerships to effect change in the museum world. Presented at the American Association of State and Local History (AASLH), Pittsburgh, PA, September 2005.

"Cognitive Approaches to Cross-linguistic Discourse Analysis" AILA Symposium, Our paper (with Julie Armstrong, Grad Student) examined the cognition differences among deaf and hearing and native and non-native sign language interpreters. International Applied Linguistics Association (AILA), Madison, WI, July 2005.

"Understanding Interpreter Impact on Visitor Learning" One paper in a three-paper symposium, “Family Learning Theory as it applies to the Museum Setting,” presented at the American Museum Association (AMA) Annual Conference, May 2005, Indianapolis, IN. Presented with Jane Hetrick, Guest Advocate, Conner Prairie.

“Conversations Across Time: Misinterpretation of Interactive Frames and Knowledge Schemas,” American Association of Applied Linguists (AAAL), Portland, OR, May 2004.

“Issues in Teaching Writing” 1/3 of a Three-Person Panel Discussion for University / IEP Interest Section, INTESOL Annual Conference, Indianapolis, IN, November 2003

“Discourse-Based Training Lessons from INS Interviews,” Presented with Michelle Winn, University of California Berkeley, as ¼ of a 2 ½ hour colloquium discussing various linguistic aspects of gatekeeping encounters. American Association of Applied Linguists (AAAL), Arlington, VA, March 2003

"Omachiteimasu! Examining the Discourse of the Japanese Nursing Association," International Applied Linguistics Association (AILA), Singapore, December 2002. Joint paper – was presented by co-author, Chitose Asaoka.

"Discourse and Language Training for International Help-Desk Consultants: A Case Study," American Association of Applied Linguists Annual Meeting, St. Louis, MO, 2001.

"Discourse Strategy Training for International Help-desk Consultants," INTESOL Annual Conference, Indianapolis, IN, November 2000.