

Lynne Stallings
Curriculum Vitae

EDUCATION:

UNDERGRADUATE:

Pitzer College, California B.A., May 1991
Honors in Linguistics and Psychology

GRADUATE:

University of Southern California M.A., May 1994
Linguistics

University of Southern California Ph.D., August 1998
Linguistics

ACADEMIC APPOINTMENTS:

Ball State University

Associate Professor, English (Language and Linguistics) 2013 - present

Assistant Professor, English (Languages and Linguistics) 2006 – 2013

Indiana University Purdue University at Indianapolis.

Lecturer, English as a Second Language Program 2001 - 2006

Postdoctoral Fellow: Indiana University Strategic 1999 - 2001
Directions Charter Program Grant

California State University at Long Beach

Adjunct Faculty 1999

California State University at San Marcos

Adjunct Faculty 1998 - 1999

OTHER APPOINTMENTS:

University of Southern California

Research Assistant: NIH Grant HD 29891, 1996-1998
Department of Psychology

Instructional Coordinator, Expository Writing Program 1994-1996

Teaching Assistant, Department of Linguistics 1994-1995

Assistant Lecturer, Expository Writing Program 1992-1996

Ontario-Montclair School District in Ontario, California

Long-Term Substitute Teacher, Bilingual Kindergarten 1992

PROFESSIONAL ACTIVITIES:

PUBLICATIONS: (* indicates refereed)

***Stallings, L.** & Formo, D.M. (2014). “Where's the Writer?": Examining the Writer's Role as Solicitor of Feedback in Composition Textbooks.” Teaching English in the Two-Year College. 41 (3), 259-277.

*Formo, D.M. & **Stallings, L.** (2014). “Feedback: What Works for You and How Do You Get It?” *Peer Pressure, Peer Power: Collaborative Peer Review and Response in the Writing Classroom*. In S.J. Corbett, M. LaFrance, & T. Decker (Eds.), *Peer Pressure, Peer Power: Collaborative Peer Review and Response in the Writing Classroom*. 255-258. Southlake, TX: Fountainhead Press.

*Formo, D.M. & **Stallings, L.** (2014). “Where’s the Writer in Response Research?: Examining the Role of the Writer as Solicitor of Feedback in (Peer) Response.” In S.J. Corbett, M. LaFrance, & T. Decker (Eds.), *Peer Pressure, Peer Power: Collaborative Peer Review and Response in the Writing Classroom*. 43-60. Southlake, TX: Fountainhead Press.

Cucinella, C., D.M. Formo, and **L. Stallings** (2013) “Instructor’s Manual.” *Real questions: Reading and Writing Genres*. Kathryn Evans. Boston: St. Martin’s Press. Approximately 80 pages. Print.

***Stallings, L.** (2013). "Selinker, Larry." The Encyclopedia of Applied Linguistics. Ed: Chappelle, C.A. Oxford, UK: Wiley-Blackwell.

***Stallings, L. & MacDonald, M.C.** (2011). "It's not just the "Heavy NP": Relative Phrase Length Modulates the Production of Heavy-NP Shift. Journal of Psycholinguistic Research, 40 (3), p. 177 – 187.

***Stallings, L.** (2008). Promoting university-K/12 partnerships: Pre-service teachers meet the schools for a win-win immersive learning project. INTESOL Journal.

Upton, T.A., & **Stallings, L.M.** (2003). Responding to the writing needs of ESL students in the academic classroom. In Writing in the Arts, Sciences, and Professional Schools at IUPUI, Sharon J. Hamilton (Ed.), 53-67.

Stallings, L.M., Gao, S., & Svirsky, M.A. (2002). Assessing the language development of pediatric cochlear implant users across a broad range of ages and performance abilities. The Volta Review, 102 (4), 215-235.

Stallings, L.M., Kirk, K.I., & Chin, S.B. & Gao, S. (2002). Parent word familiarity and the language development of pediatric cochlear implant users. The Volta Review, 102 (4), 237-258.

***Svirsky, M.A., Stallings, L.M., Lento, C.L., Ying, E.A., & Leonard, L.B.** (2002). Grammatical morphology development in pediatric CI users may be affected by the perceptual prominence of the relevant markers. Special supplement to the Annals of Otology, Rhinology, and Laryngology, 111 (5, Part 2), 109-112.

***Brizuela, M., Andersen, E. & Stallings, L.M.** (1999). Discourse markers as indicators of register. Hispania, 82(1), 128-141.

***Manis, F.R., Seidenberg, M.S., Stallings, L.M., Joanisse, M., Bailey, C., Freedman, L., Curtin, S., & Keating, P.** (1999). Development of Dyslexic Subgroups: A One-Year Follow-Up. Annals of Dyslexia, 49, 105-134.

***Stallings, L.M., MacDonald, M.C., & O'Seaghda, P.G.** (1998). Phrasal ordering constraints in sentence production: Phrase length and verb disposition in heavy-NP shift. Journal of Memory and Language, 39, 392-417.

Stallings, L.M., (1998). Evaluating heaviness: relative weight in the spoken production of heavy-NP shift. Ph.D. Dissertation, University of Southern California.

CONFERENCE PRESENTATIONS/POSTERS: (* indicates refereed)

***Stallings, L.** (2017, November). *Co-Teaching through Coercion or Collaboration? Using Growth Mindset to Support a 'Can Do' Environment*. 38th INTESOL (Indiana Teachers of English to Speakers of Other Languages) Conference. Indianapolis, IN.

***Stallings, L.** (2014, March). "Where's the writer in response?: A discourse analysis of what writers' questions reveal about their writing process." Research presented at the Conference on College Composition and Communication Research Network Forum. Indianapolis, IN.

***Largent, D., Pierce, R., Stallings, L., & Zimmerman, P.** (2013, November). *Classroom Interaction Redefined: A Multidisciplinary Perspective on Moving Beyond Traditional Classroom Spaces to Promote Student Engagement*. **Poster** at the 33rd Lilly International Conference on College Teaching. Oxford, OH.

Stallings, L. (2013, November). *Immersing pre-service teachers in K-12/University partnerships to advocate for English Learner and their families*. 34th INTESOL (Indiana Teachers of English to Speakers of Other Languages) Conference. Indianapolis, IN.

- ***Stallings, L.** & Formo, D. (Mar. 2012). "Where's the Writer in Response?: Examining the Role of the Writer as Solicitor of Feedback in Response Research and in Composition Textbooks." Conference on College Composition and Communication, St. Louis, MO.
- Formo, D. & **Stallings, L.** (Feb. 2012). "Is peer review really a conversation?: Examining the role of the writer as solicitor of feedback in response research and in composition textbooks." First Friday Talk. Ball State University Department of English.
- *Bogges, L., Call, P., Hartman, P., & **Stallings, L.** (Nov. 19th, 2011). "Bridging literacies: Teaching ELLs to use visualization and drama to powerfully create and read texts." National Conference for Teachers of English, Chicago, IL.
- ***Stallings, L.** & McKinney, K. (Mar. 2010). "Stretching comprehension activities to meet English Language Learner needs." Indiana State Reading Association Conference. Indianapolis, IN.
- *Formo, D., Robinson-Near, K., & **Stallings, L.** (Mar. 2010). "Remixing student agency and discourse analysis: Spinning a new jam with discourse analysis and agency." Conference on College Composition and Communication, Louisville, KY.
- ***Stallings, L.** (Nov. 14, 2009). "Critical pedagogy in a standards-based culture." INTESOL (Indiana TESOL) Conference. Indianapolis, IN.
- ***Stallings, L.**, TESOL practicum students, McKinney, K, and Thomas, A. (March 20, 2009). "Building on Teacher and Student Perspectives to Bridge Best Practices and Student Success." Indiana K-12 ESL Conference. Indianapolis, Indiana.
- ***Stallings, L.** (March 11, 2009). "Where's the Writer in Response? What Writing Textbooks and Handbooks Suggest about the Writer's Role in Collecting Response Feedback." Research Network Forum Presentation at the 2009 Conference on College Composition and Communication. San Francisco, California.
- *Albrecht, D. & **Stallings, L.** (November 1, 2008). "Using SIOP strategies to improve content reading comprehension through interaction." 90-minute workshop presented at the 29th INTESOL Conference. Carmel, IN
- ***Stallings, L.**, Formo, D., & Neubauer, K. (2008). "Digital natives and academic writing: What can I do 2 make my thesis better?" Fourth Conference on Intercultural Rhetoric and Written Discourse. IUPUI.
- ESL programs throughout Indiana. What do TESOL students expect and need? (2007). Invited INTESOL panelist: 28th INTESOL Conference. Carmel, IN. Panelists: various schools throughout Indiana
- The Saudi Influx: Challenges and Opportunities for Educators (2006). Invited University/IEP Focus Session: 27th INTESOL Conference. Panelists: Ali Alghamdi, Kim Bassler, & Lynne **Stallings.**
- ***Stallings, L.M.** & Murday, K. (2004). The evolution of language learning and technology: Evaluating the role of socio-cultural theory in on-line learning. Symposium presented at the 25th INTESOL Conference. Carmel, IN.
- The Good, The Bad, and The Ugly of ESL Academic Writing (2003). Invited University Symposium: 25th INTESOL Conference. Panelists: Avon Crismore, Mary Theresa Seig, & Lynne **Stallings.**
- ***Stallings, L.M.**, Kirk, K.I., & Chin, S.B. (2001). The influence of linguistic environment on language development by pediatric cochlear implant users. Poster presented at the Eighth Symposium on Cochlear Implants in Children. Universal City, CA.

- ***Stallings, L.M., & Svirsky, M.A.** (2001). Validity of the MacArthur Communicative Development Inventories in children with cochlear implants. Poster presented at the Eighth Symposium on Cochlear Implants In Children. Universal City, CA.
- *Svirsky, M.A., **Stallings, L.M.**, Lento, C.L., Leonard, L., & Ying, E. (2001). Grammatical morphology development in pediatric CI users may be affected by the acoustic prominence of the relevant markers. Eighth Symposium on Cochlear Implants In Children. Universal City, CA.
- ***Stallings, L.M.** (1999). The role of non-adjacency in heavy-NP shift: A corpus analysis. Linguistic Society of America Annual Meeting. Los Angeles, CA.
- Stallings, L.M.** (1999). The development of phonological and surface dyslexia in children. Talk given at the Central Institute for the Deaf, St. Louis, MO.
- *Manis, F.R., Seidenberg, M.S., Joanisse, M., **Stallings, L.M.**, Bailey, C., Freedman, L., & Lindsey, K. (1998). Development of dyslexic subtypes. Society for the Scientific Study of Reading. San Diego, CA.
- ***Stallings, L.M.** (1998). Relative weight in the production of heavy-NP shift. Linguistic Society of America Annual Meeting. New York, NY.
- Stallings, L.M.** (1997). The role of verbs in heavy-NP shift. Talk given at the Beckman Institute, University of Illinois, Urbana-Champaign.
- ***Stallings, L.M.**, MacDonald, M.C., & O'Seaghdha, P.G. (1995). Phrase order constraints in heavy-NP shift. Poster presented at the Eighth Annual CUNY Conference on Human Sentence Processing. Tucson, AZ.
- ***Stallings, L.M.**, MacDonald, M.C., & O'Seaghdha, P.G. (1994). What's heavy in heavy-NP shift? Poster presented at the Seventh Annual CUNY Conference on Human Sentence Processing. New York, NY.
- Stallings, L.M.** (Dec. 11, 1992). Grice's implicatures in the 1992 vice presidential debate. The Language of the Vice-Presidential Debate Symposium. University of Southern California, Los Angeles, CA.

GRANTS:

- Seig, M.T., Siebert, C., & **Stallings, L.** (2016). "Advancing ELL Student Success through Sustained and Symbiotic Professional Development for Inservice and Preservice Educators." ADVANCE Proposal Development Award. Ball State University. \$15,000.
- Dowling, C., Largent, D., & **Stallings, L.** (2016). "Project SED (Science Education Diversity)." Ball State University Provost Grant funded \$14,000 for a student-centered project to design and implement Science modules/curricula for linguistically and culturally diverse students in a middle school and an after school program.
- Warsaw Community Schools and Ball State University (2015 - 2016). "The Language of STEM." \$649,988. *Indiana's Mathematics and Science Partnership Program RFP*
- Stallings, L.** (2009). Scholarship of Teaching and Learning Fellowship. \$1000 funded through the Office of Teaching and Learning Advancement. Attended a one-week workshop and wrote a research proposal, "The effect of emerging media on learning methods for teaching English language learners" to be carried out during the 2009-10 academic year.
- Stallings, L.** (2007). "Immersed in the understanding and addressing of English language learner needs in the Muncie Community Schools: An integrative approach to TESOL Methods and Materials Courses." Ball State University EPI-IMMERSION program grant funded \$1250 to design and

implement immersive learning courses for English as a Second Language licensure students in TESOL Methods and Materials courses.

English as a Second Language Program Review and Assessment Committee Grant. IUPUI. Awarded in December, 2004 (\$2216.35 for a course release). (Stallings' contribution: 95%)

Stallings, L. (2007-2009). Ball State University Summer Assessment Grants to complete NCATE review process, accreditation reports, and assess English Department's Language and Society courses

SPECIAL LECTURES/PRESENTATIONS:

Stallings, L. (2017, December 6). *A 'Can Do' approach to understanding and meeting the needs of English Learners*. Professional development workshop for CAPE Administrators from Madison and Grant Counties, Indiana.

Stallings, L. (2017, November 29). *Advocating for English Learners: Using Language to Ensure Effective Instruction*. Professional development workshop for Muncie Community School teachers.

Stallings, L. (2017, March 15). *Advocating for ELs: Using Language to Ensure Effective Instruction*. PD Workshop for the Ball State University Department of Elementary Education.

Stallings, L. (2017, January 6). *EL 101*. Professional development workshop for Muncie Community Schools teachers.

Stallings, L. (2016, May). *EDEL EL 101 Workshop*. One-week workshop for a small group of faculty in Elementary Education.

Stallings, L. (2016, Feb.). *I have a student who doesn't speak my language. How do I help?* Special presentation to Stacy Allred's EDEL 200 classes.

Stallings, L. (2015, Nov.). *Teaching English Language Arts to English Learners*. Special presentation to Pamela Hartman's English/Language Arts Methods course.

Stallings, L. (2014, Feb. 27). *Teaching Science to English Learners*. Special presentation to the Cardinal Association of Teachers of Science.

Stallings, L. (2014, Apr. 1). *Teaching Science to English Learners*. Special presentation to Melissa Mitchell's Science Methods courses.

Stallings, L. (2014, Nov. 25). *Teaching Math to English Learners*. Question and Answer session for Elizabeth Bremigan's secondary level Math Methods course.

Snyder, D. & **Stallings, L.** (2013, May). *Introducing Learner-Centered Teaching*. Interactive Learning Space workshop to Cohort 2 faculty. Ball State University.

Stallings, L. (2013, May). *Introducing the Sheltered Instruction Observation Protocol (SIOP)*. Jay County School Corporation Workshop for EFL teachers from Taiwan. Ball State University.

Stallings, L. & TESOL Practicum Students (April 2008). *ESL 101: Some thoughts on working with English language learners*. A professional development workshop presented to staff and teachers at three elementary schools and two middle schools in the Muncie Community Schools.

Seig, M.T. & **Stallings, L.** (Nov. 2006). "Opening minds to comprehensibility: A 90-minute workshop on ways to make material comprehensible to English language learners in a sheltered instruction environment without losing the interest of all students." Invited presentation for the Student Education Association.

PROFESSIONAL DEVELOPMENT WORKSHOPS:

INTESOL (Indiana Teaching English to Speakers of Other Languages) pre-conference meeting.

Invited university representative panel member for The Regional TESOL ELL Collaborative Project. November 11, 2016.

INTESOL pre-conference meeting: Leadership Group WIDA (World-Class Instructional Design and Assessment) Training. Indianapolis, IN. November 13, 2015. Collaborative work session to discuss grant possibilities and collaboration with schools and universities in our region of Indiana and to discuss the role of academic language in our students' success.

iLearn Online Learning training. Ball State University. Two-week online course. November 15-30, 2015.

Blackboard training. Ball State University. Two-week online course. December 1-15, 2015.

Indiana Department of Education WIDA (World-Class Instructional Design and Assessment) Train the Trainer session. Indianapolis, IN. April 28-30, 2015. A 3-day training workshop to introduce professionals how to train schools and teachers about understanding and implementing WIDA, Indiana's new English Language development framework.

Faculty Workshop for Indiana CORE Assessments for Educator Licensure program. Webinar. April 23, 2015.

INTESOL Leadership Group WIDA (World-Class Instructional Design and Assessment) Training. Indianapolis, IN. February 28, 2014.

SIOP (Sheltered Instruction Observation Protocol) Instructional Design: Principles and Practices Workshop presented by Arieh Sherris, Research Associate with the Center for Applied Linguistics. Anderson University, August 7th and 8th, 2008

Digital Media Academy – Digital images for teaching and learning; re-thinking the lecture; podcasting; multimedia projects: re-designing the course. Ball State University Teachers College and Apple Digital Campus, September 13th and 14th, 2007

TEACHING ASSIGNMENTS:

Ball State University:

- Introduction to Theory of Language Learning and TESOL
- TESOL Methods
- TESOL Materials Design
- TESOL Assessment and Technology
- K-12 TESOL Methods
- TESOL Practicum
- Introduction to Linguistic Science
- Language and Society
- Language and Gender
- Linguistics for Educators
- Professional Experience

IUPUI:

- Elementary Composition for non-native speakers of English
- Fundamentals of English for non-native speakers of English
- Second Language Acquisition

California State University, San Marcos:

- Introductory Linguistics
- Language and Culture
- Interdisciplinary Perspectives of Literacy

California State University, Long Beach:
Language Acquisition

STATE SERVICE:

Indiana 23-member ISTEP panel. Appointment as parent representative by Indiana House Speaker Brian Bosma. May 2016 – November 2016.

PROFESSIONAL SERVICE:

The Journal of Psycholinguistic Research, Manuscript Review, 2010-present
The Teacher Educator, Manuscript Reviewer, 2006-2011
Ear & Hearing, Manuscript Reviewer, 1999-2003
Memory & Cognition, Manuscript Reviewer, 2001-2004
Tenth Annual CUNY Conference on Human Sentence Processing, Planning Committee 1997
Tenth Annual CUNY Conference on Human Sentence Processing, Abstract Reviewer, 1997
American Association of Applied Linguistics, Program Reviewer, (1995)

UNIVERSITY SERVICE:

BSU English as a Second Language CAEP(NCATE)/TESOL report preparation, 2008-present
BSU English as a Second Language Licensure Coordinator, 2006-present
BSU College of Sciences and Humanities Teacher Education Council, 2011-present
BSU Acting Director of the Intensive English Institute (Oct-Dec., 2007)
BSU Languages and Linguistics committee, 2006-present
BSU Undergraduate Studies committee, 2006-2008
IUPUI ESL Program Committee, 2001-2006
IUPUI Writing Coordinating Committee, 2001-2006

PROFESSIONAL ORGANIZATIONS:

Linguistic Society of America (LSA)
TESOL (Teaching English to Speakers of Other Languages)
Indiana TESOL (INTESOL)
National Council for Teachers of English (NCTE)
Conference on College Composition and Communication (CCCC)

HONORS AND AWARDS:

Difference Maker of the Month. WLBC Ball State Federal Credit Union. June 2016
Excellence in Teaching Nomination. 2012
Glass Linguistics Award, 1991
Sigma Delta Pi: National Spanish Honor Society
Psi Chi: National Psychology Honors Society (President), 1990-1991