

Rod E. Case, Ph.D.

Work: College of Education - 299

Reno, NV 89557  
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### Education

Washington State University, Pullman, Washington  
Doctorate of Philosophy Education, Teaching English as a Second Language,  
April, 1997

Central Washington University, Ellensburg, Washington  
Master of Arts in English, Teaching English as a Second Language/Applied  
linguistics, June, 1989

Central Washington University, Ellensburg, Washington  
Bachelor of Arts, Education, June 1987

### Teaching Certifications

Elementary: K-8 (Continuing)

Certificates: English as a Second Language, K-12 (Continuing Certificate  
#279521R)

### Languages Studied

Japanese, German, Spanish (Beginning level)

### Professional Experience

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|-----------|---|
| Currently | Associate Professor of English as a Second Language, Educational<br>Specialties, University of Nevada, Reno             |
| 1997-2001 | Visiting Assistant Professor of English as a Second Language<br>University of Missouri-Kansas City, School of Education |
| 1996      | English as a Second Language Instructor, Washington State University<br>Intensive American Language Center              |
| 1996-1997 | Teaching Assistant, Washington State University Department of<br>Teaching and Learning                                  |
| 1991-1994 | English as a Second Language Instructor, Central Washington University  |
| 1991-1994 | Overseas Recruiting Coordinator, Central Washington University<br>English as a Second Language Program                  |

- 1990-1991 Substitute Teacher, Puyallup School District, Areas: English, English as A Second Language, Japanese
- 1989-1990 English as a Second Language Instructor, Bellevue Community College
- 1989-1990 Assistant to the Coordinator of Business Outreach, Bellevue Community College
- 1987-1988 English as a Second Language Instructor, Komazawa University High School, Tokyo, Japan
- 1987-1988 English as a Second Language Instructor, Ochanomizu Women's Business College

Courses Taught/University of Nevada, Reno

- EDRL 471/671 Language acquisition, development and learning (Once a year since 2001)
- EDRL 472/672 Methods for elementary English language learners (Six semesters)
- EDRL 679 Theory and practice in second language speaking/listening (Three semesters)
- EDRL 730 Professional seminar in TESOL (Two semesters)
- EDRL 490/690 Language assessment (Six semesters)
- EDS 737 Critical Issues in second language literacy (Seven semesters)
- EDRL 738 TESOL practicum (Two semesters)
- EDRL 736 Curriculum development in second language education (Six semesters)
- EDUC 770 Master's seminar in educational specialties (One semester)
- EDS 771D Special topics in TESOL (Eight semesters)
- Pragmatics (Three semesters)
  - Applied Linguistics (One semester)
  - Critical Language Awareness (Three semesters)

Publications

Case, R. (1998) . Marginality and the mismatch of IEPs in US universities. Journal of

- Intensive English Studies, 12, 1-23.
- Case, R. (1999) . New dialogues in mainstream/ESL teacher collaboration. The CATESOL Journal, 11 (1), 113-123.
- Case, R. (2000) . Project work as an introduction to research writing. The CATESOL Journal, 12 (1), 7-21.
- Case, R. (2002) . The intersection of language, education, and content: Science instruction for ESL students. *The Clearing House*, 76 (2), 71-75.
- Case, R. (2004) . Forging ahead into new social networks and looking back to past social identities: A case study of the foreign-born English as a second language teacher in the United States. Urban Education, 39 (2), 123-125.
- Case, R. & Taylor, S. (2004). Language difference or learning disability? Answers from a linguistic perspective. *The Clearing House*, 78(3), 127-132.
- Case, R., Ndura, E., & Righetinni, E. (2005). Balancing linguistic and social needs: Evaluating texts using a critical language awareness approach. *Journal of Adolescent and Adult Literacy*, 48(5), 374-392.
- Case, R. (2006). Science and project work for newcomers: A case study of one teacher. In G. Becket & P. Miller (Eds.), *Project based second and foreign language education: Past, present and future*.
- Case, R., & Obenchain, K. (2006). How to assess English as a second language students in the social studies classroom. *The Social Studies*, 97(1), 41-48.
- Case, R. (2006). How to conduct a critical discourse analysis: A guide for Teachers. CATESOL Journal.
- Brock, C., Case, R., Pennington, (2008). Using a multimodal theoretical lens to explore studies in pertaining to English learners in the visual and communicative arts. Handbook on Teaching Literacy through the Communicative and Visual Arts (Volume 2), Eds. Flood, J., Heath, S. B., Lapp, D. 51-65.
- Case, R., Ainsworth, J., & Emerson, R.,0. (2008). Building an adult workplace literacy program for Spanish-speaking carpenters. *Adult Learning*, (15)9, 22-28.
- Case, R. E., Xu, W., M, Righetinni, (2008). The Critical Discourse Analysis of ESL Texts. *Buckingham Journal of Language and Linguistics*, 1(1), 21-41.
- Xu, W., Case, R. E., Wang, Y. (2009). Pragmatic and grammatical competence, length of residence and overall L2 proficiency. *System*, 37(2), 177-352.

Xu, W., Wang, Y., & Case, R. (in-press). Language attitudes among Mainland Chinese. *Language Awareness*

### Books

Case, R., & Righettoni, M. (Eds.). (in-press). Applications of critical language awareness in American K-12 classroom. Information Age Publishing.

### Funded Grants

Major, E., Case, R., Rock, S. (2002) *Nevada Professional Development for Teachers of English Language Learners (Nevada ProTell)*. U.S. Dept. of Education, \$298,744 each year for five years. Total amount: \$1,493,720.

Case, R. (2007) Dean's Scholarly Activity Pool. College of Education, University of Nevada, Reno. \$2,000

Case, R. (2010) Dean's Scholarly Activity Pool. College of Education, University of Nevada, Reno. \$2,000

Case, R. (2011) Dean's Scholarly Activity Pool. College of Education, University of Nevada, Reno. \$2,000

### National and Regional Presentations

Williams, G. & Case, R. (2011, March). "The challenges of using humor in non-native instructional discourse." Paper presented at the annual meeting of American Association of Applied Linguistics (AAAL), Chicago, IL.

Williams, G. & Case, R. (2011, April). "Protecting English language learners from bullying." Workshop presented at the annual meeting of California TESOL (CATESOL), Long Beach, CA.

Case, R. E. (Presenter & Author), Xu, W. (Author Only), Koch, C., (2009) Northern Rocky Mountain Educational Research Association, Academic, "Teachers' comments among Generation 1.5 students, international students and ESL students"

Xu, W. (Presenter & Author), Case, R. E. (Author Only), Yu, W. (Author Only), (2008) "Pragmatic Competence, Length of Residence and L2 Proficiency." Paper presented at American Association of Applied Linguistics, Academic,

Case, R., Savva, C., & Stoke, E. (2006). "How to conduct a critical discourse analysis" Paper presented at *CATESOL Annual Conference*. San Francisco, CA.

Case, R. (2005) "Evaluating texts using a critical language approach. Paper

presented at *Northern Rocky Mountain Educational Research Annual Conference*.

Taylor, S., & Case, R. (2005) "Implementing the DESERT online program." Paper presented at *Northern Rocky Mountain Educational Research Annual Conference*. Jackson Hole, WY

Case, R. (2004) "How teachers' beliefs inform their practice." Paper presented at *TESOL Annual Conference*. San Antonio, TX (Presenter)

Case, R. (2003) "Status, instruction and non-native English-speaking teachers." *TESOL Annual Conference*.

Case, R. (2002). "Zap! Experiments in electricity with newcomers." Paper presented at *TESOL Annual Conference*

Case, R. (2002) "Uncovering cultural biases and stereotypes in ESL textbooks, Paper presented at *CATESOL Annual conference*.

Case, R., Hoffmann, D., & Ervin, G. (2001) "Identity, discourse and agency among Newcomers." Paper presented at *TESOL Annual Conference*

Case, R. (2001). "Stigmatized discourse in classroom discussion." Paper presented at *TESOL Annual Conference*

Case, R. & Seitz, P. (2000). Project work as preparation for research writing. Paper presented at *TESOL Annual Conference*

Case, R., & Weber, B. (199). The assessment of special education children who are ESL. Paper presented at *Greater Kansas City Association for the Education of Young Children*.

Case, R., Erickson, K., Godoy-Ramos, E., Polito, F., Roberts, C. (1999). Crossing boundaries in qualitative research. Paper presented at *Teachers of English to Speakers of Other Languages Annual Conference*.

Case, R. (1999) "The ESL Teacher: A Stranger in the Mainstream." Paper presented at *TESOL annual conference*. [unable to present]

Case, R., & Renault, C. (1998) "When can we meet the ESL kids?" Paper presented at *Midtesol Annual Conference*

Case, R., Polito, F., Roberts, C (1998). "Emergent literacy issues and adolescents." Paper presented at *Midtesol Annual Conference*

Case, R., & Hadzick, K. (1998) "A quick and ready assessment for ESL children."

Paper presented at *Greater Kansas City Association for the Education of Young Children*.

Case, R. (1998) The emerging profession of ESL, Poster Session *American Education Research Association*.

Case, R. (1997) "English as a second language program and host institution relations." Paper Presented at the *Teachers of English to Speakers of Other Languages annual conference*

Case, R. & Ernst-Slavit, G. (1996) "Lights, camera, action: How to create a video for your English as a second language program." Paper presented at *Washington Association for Foreign Language Teaching annual conference*

Shindler, J. & Case, R. (1995) "Teaching qualitative research: A student perspective." Paper presented at *American Educational Research Association annual conference*

Case, R. (1994) "Multidisciplinary activities for reading and writing." Paper presented at *Washington Association of Teachers of English to Speakers of Other Languages annual conference*

Case, R. (1994). "Cross-cultural relations." Invited Speaker for *Washington Library Association annual conference*.

#### Department, College, University and Professional Service

As part of my required activities, I have regularly served on department- and college-wide committees. Committee assignments have ranged from curriculum review, hiring, and various ad-hoc assignments. At a broader level, I served as an accrediting board member for the Nevada State College for several years and was a senator in the university faculty senate. Most significantly and what I am most proud of is that I worked with a small group of TESOL faculty in the re-organization and revision of the MA/TESOL program. I have volunteered for various committee service activities at NAMERA, and I was also asked to review a manuscript for TESOL Quarterly in 2010.

#### References

Dr. Christine Cheney, Dean  
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Dr. MaryAnn Demchak, Associate Dean  
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