

CURRICULUM VITAE

Stephen M. Doolan

Professor of Applied Linguistics
Department of English
College of Liberal Arts
Texas A&M University-Corpus Christi

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EDUCATIONAL BACKGROUND

- 2011 Ph.D. in Applied Linguistics, Northern Arizona University, fields of specialization: L2 Writing, Reading-Writing Connection, Corpus Linguistics, Resident L2 Writing
- 2006 M.A. Literature (Dual-emphasis), Humboldt State University
- 2005 M.A. Teaching Writing (MATW), Humboldt State University
- 2001 Certificate in Teaching English to Speakers of Other Languages (CTESOL) and Advanced CTESOL, Transworld Schools, San Francisco, CA.
- 2000 B.A. English, California State University, Chico
- 1999 Semester at Sea, The Institute of Shipboard Education, University of Pittsburgh

PROFESSIONAL BACKGROUND

- 2022-present Full Professor – English Department, Texas A&M University-Corpus Christi, Corpus Christi, TX
- 2017-2022 Associate Professor – English Department, Texas A&M University-Corpus Christi, Corpus Christi, TX
- 2011-2017 Assistant Professor – English Department, Texas A&M University-Corpus Christi, Corpus Christi, TX
- 2006-2010 Graduate Teaching Assistant – English Department, Northern Arizona University, Flagstaff, AZ
- 2005-2006 EFL English Instructor – The American School in Switzerland: High School Summer Program, Lugano, Switzerland.
- 2001 & 2005 EFL Instructor - Westgate Corporation, Otsuma Women's University, Kanagawa, Japan
- 2004 Graduate Teaching Assistant – English Department, Humboldt State University, Arcata, CA
- 2004 ESL Program Supervisor/Instructor – The American School in Switzerland: Elementary School Summer Program (Le Château des Enfants), Lugano, Switzerland.
- 2004 ESL Composition Instructor – The International English Language Institute, Humboldt State University, Arcata, CA
- 2002 EFL Instructor – The Manhattan English Center, Santiago, Chile

PUBLICATIONS

- Doolan, S. (under review). Identifying verbatim and near-verbatim source use without quotations among L1 and L2 first-year university students.
- Doolan, S. (in progress). Analyzing components of source use: Combining analytic rubrics with multidimensional analysis.
- Doolan, S. & Fitzsimmons-Doolan, S. (2024). Scaffolding instruction for post-secondary L2 synthesis writing. In R. Wette (ed.), *Teaching and learning source-based writing: Current perspectives and future directions*. (pp. 124-139). New York, NY: Routledge.
- Doolan, S. (2023). Source-Based L1 Student Writing Development: Analyzing the Relationships among Functional Dimensions of Source Use and the Quality of Source Use. *Written Communication, 40*, 720-753.
- Doolan, S. (2021) An exploratory analysis of source integration in post-secondary L1 and L2 source-based writing. *English for Specific Purposes Journal, 62*, 128-141.
- Doolan, S. (2020). The Influence of Sources on First-Year Composition L1 Student Writing: A Multidimensional Analysis. In U. Romer, V. Cortez, & E. Friginal (Eds.), *Advances in corpus-based research on academic writing: Effects of discipline, register, and writer expertise*. (pp. 90-104). Philadelphia, PA: Benjamins.
- Doolan, S. (2019). Writing challenges for postsecondary students with low levels of first language literacy. In Perin, D. *The Wiley Handbook of Adult Literacy* (pp. 107-129). New York, NY: Wiley.
- Doolan, S. (2017). Comparing patterns of Error in Generation 1.5, L1, and L2 FYC writing. *Journal of Second Language Writing, 35*, 1-17.
- Doolan, S., & Fitzsimmons-Doolan, S. (2016). Facilitating interpretation of source texts for L2 writers. *TESOL Journal*. DOI: 10.1002/tesj.239
- Doolan, S. (2015). Using sentence diagramming to supplement Dr. Sullivan's textbook. *Essential grammar for today's writers, students, and teachers*. Instructor's manual. Routledge.
- Doolan, S. (2014). Comparing language use in the writing of developmental Generation 1.5, L1, and L2 tertiary students. *Written Communication, 31*, 215-247.
- Doolan, S. (2013). Generation 1.5 writing compared to L1 and L2 writing in first-year composition. *Written Communication, 30*, 135-163.
- Doolan, S., & Miller, D. (2012). Generation 1.5 written error patterns: A comparative study. *Journal of Second Language Writing, 21*, pp. 1-22.
- Doolan, S. (2011). A Language-Related Comparison of Generation 1.5 and L1 Student Writing. *The CA-TESOL Journal, 22*, pp. 87-112.
- Doolan, S. (2010). Review of Fulbright scholars & teachers, presentation by Lund, S. *AZ-TESOL Newsletter 31*(1).
- Doolan, S. (2010). Review of Generation 1.5 in college composition: Teaching academic writing to U.S.-educated learners of ESL by Roberge, M., Siegal, M., & Harklau, L. *TESL-EJ, 13*(4).
- Doolan, S. (2007). Doctor Patsy Lightbown: Interviewed by Stephen Doolan. *AZ-TESOL Newsletter, 28*(2).

Doolan, S. (2007). Review of Current perspectives on teaching the four skills by Hinkel, E. *AZ-TESOL Newsletter*, 28(2).

PRESENTATIONS

Instructors' ability to distinguish between verbatim copying and paraphrasing in L2 student source-based writing. Paper presented at the *Symposium on Second Language Writing*. Tucson, AZ. November 2024.

How to get published in the *Journal of Second Language Writing* (with Y. Kim, & M. B. Jurado). Workshop presented at the *Symposium on Second Language Writing*. Tucson, AZ. November 2024.

The degree to which teachers/raters spot source text copying in L1 and L2 student writing. Roundtable presented at the annual AAAL Conference, Houston, TX. March 2024.

Scaffolded instruction for novice L2 synthesis writing (with S. Fitzsimmons-Doolan). Part of plenary colloquium, *Teaching and learning source-based writing: Current themes and future directions*. Paper presented at the *Symposium on Second Language Writing*. Tempe, AZ. October 2023.

Investigating the amount of source use, source references, and source interpretation in post-secondary student writing. Presented at the annual AAAL Conference, Portland, OR. March 2023.

Extending an MD analysis on L1 student writing: Predicting the holistic quality of source use from functional dimensions of L1 student writing. Paper presented at the annual AAAL Conference, Pittsburgh, PA. March 2022.

A Multidimensional Analysis of Linguistic Features Related to Source-Use Among L1 First-Year Composition Writers. Presented for the annual AAAL Conference, Virtual, March, 2021.

A Multidimensional Analysis of Linguistic Features Related to Source-Use Among L1 First-Year Composition Writers. Presentation accepted for the annual AAAL Conference, Denver, CO, then cancelled due to COVID-19. March, 2020.

Writing challenges for postsecondary students with low levels of first language literacy. Invited presenter in the *Book Talk Webinar: The Wiley Handbook of Adult Literacy*. Columbia University, Teachers College. October, 2019.

A corpus-based analysis of undergraduate, source-based L1 student writing. Paper presented at the annual AAAL Conference, Atlanta, GA. September 2018.

Source use in L1 and L2 synthesis writing: A discourse analysis of post-secondary student writing. Paper presented at the annual AAAL Conference, Chicago, IL. March 2018.

Resident L2 learners in post-secondary writing: Toward profession-wide rethinking of persistent challenges (with C. de Kleine). Colloquium Co-Organizer at the annual AAAL conference, Portland, OR. April 2017.

Five empirical studies of resident L2-like writers and challenges with group inclusion criteria. Paper presented as part of colloquium for annual AAAL conference, OR. April 2017.

A Mixed Method Analysis of Post-secondary L1 and L2 Synthesis Writing. Paper presented at the annual Symposium on Second Language Writing, Tempe, AZ. November 2016.

- An exploratory analysis of post-secondary L1 and L2 synthesis writing. Poster presented at annual AAAL Conference, Orlando, FL. April 2016.
- Scaffolding instruction for post-secondary L2 synthesis writing. Paper presented at annual TESOL Conference, Toronto, Canada. March 2015.
- An exploratory analysis of linguistic minority student writing at a South Texas University. Poster presented at annual AAAL Conference, Portland, OR. March 2014.
- Generation 1.5 writing compared to L1 and L2 writing in first-year composition classes. Paper presented at annual AAAL Conference, Dallas, TX. March 2013.
- Facilitating summary and paraphrasing instruction for post-secondary L2 writers (with S. Fitzsimmons-Doolan). Paper presented at annual TESOL Conference, Dallas, TX. March 2013.
- Fitzsimmons-Doolan, S. & Doolan, S. Supporting reading in a post-secondary L2 writing class. Paper presented at annual TESOL Conference, Dallas, TX. March 2013.
- A textual analysis of Generation 1.5, L1, and L2 developmental tertiary student writing. Paper presented at annual AAAL Conference, Boston, MA. March 2012.
- Defining Generation 1.5 writers using educational and language criteria. Paper presented at annual TexTESOL Conference, Austin, TX. October 2011.
- Generation 1.5 writing: The relationship between self-reported social factors and textual variables. Paper presented at the annual AAAL Conference, Chicago, IL. March 2011.
- Language-related issues in Generation 1.5 community college writing. Paper presented at the annual AZ-TESOL State Conference, Phoenix, AZ. October 2010.
- Grabe, W., Doolan, S., Johnson, M., Zhang, C. Empirical approaches to L2 writing development. Colloquium presented at the annual AZ-TESOL State Conference, Phoenix, AZ. October 2010.
- Generation 1.5 students and linguistic patterns in their writing. Paper presented at the Symposium on Second Language Writing, Tempe, AZ. November 2009.
- Error patterns distinguishing Generation 1.5 and L1 student writing (with D. Miller). Paper presented at the Symposium on Second Language Writing, Phoenix, AZ. November 2009.
- Lexical issues in Generation 1.5 student writing. Paper presented at the annual AZ-TESOL State Conference, Yuma, AZ. October 2009.
- A description of Generation 1.5 community college students and their writing. Paper presented at the annual AAAL Conference, Denver, CO. March 2009.
- A corpus study of adverbial intensifiers and downtoners in L1 and L2 student writing, Paper presented at the PEAKS Conference, Flagstaff, AZ. February 2008.
- Task based instruction in the ESL classroom (with A. Bucher). Paper presented at the AZ-TESOL Northern Regional Conference, Flagstaff, AZ. April 2007.
- ESL learners' production of questions in oral and written tasks. Paper presented at the PEAKS Conference, Flagstaff, AZ. February 2007.

SCHOLARSHIPS / AWARDS

Haas Endowment Research Fellowship, 2024, English Department, TAMUCC

Research Enhancement Grant, Office of Research & Development, 2023/2024 academic year
Haas Endowment Research Fellowship, 2021, English Department, TAMUCC
Research Enhancement Funding, Faculty Teaching & Scholarship/Creative Activities Committee, 2018/2019, College of Liberal Arts, TAMUCC
Research Enhancement Funding, Faculty Teaching & Scholarship/Creative Activities Committee, 2017/2018, College of Liberal Arts, TAMUCC
FTSCA Travel Award, Sponsored by the College of Liberal Arts, 2017.
Haas Professor, English Department, TAMUCC, Fall 2017-August 2019.
Haas Endowment Summer Research Fellowship, 2016, English Department, TAMUCC
Research Enhancement Funding, Faculty Teaching & Scholarship/Creative Activities Committee, 2015/2016, College of Liberal Arts, TAMUCC
FTSCA Travel Award, Sponsored by College of Liberal Arts, 2016.
Texas Research Development Fund, 2015, Office of Research Commercialization, and Outreach.
Honorable Mention for 2014 John R. Hayes Award for Excellence in Research for “Comparing language use in the writing of developmental Generation 1.5, L1, and L2 tertiary students.” *Written Communication*.
2013 John R. Hayes Award for Excellence in Research for “Generation 1.5 writing compared to L1 and L2 writing in first-year composition.” *Written Communication*.
Research Enhancement Funding, Faculty Teaching & Scholarship/Creative Activities Committee, 2012/2013, College of Liberal Arts, TAMUCC
Title V-Graduate Programs Conference Travel Funding, Title V-Graduate Programs Department, TAMUCC
New Faculty Research Development Program Grant, 2011, TAMUCC
English Department Dissertation Research Award, 2010, NAU-Department of English
The Language Learning Dissertation Grant, 2010, Wiley-Blackwell
AZ-TESOL Special Project Mini-Grant, 2009, AZ-TESOL
Sybil Hall Shott Scholar, 2009 & 2010, NAU-College of Arts and Letters
AZ-TESOL Travel Grant, 2009, AZ-TESOL
Student Travel Award, 2009, Northern Arizona University, Graduate College

SELECTED RESEARCH/TECHNICAL SKILLS & EXPERIENCE

Holistic Writing Quality Assessment—Planned and conducted at least ten large-scale scoring sessions. Interpreted results using statistical analysis (e.g., Cohen’s Kappa, Pearson Correlation, Intraclass Correlation Coefficients).

Development and implementation of coding schemes for the quantitative measurement of writing—A range of coding schemes have been created, refined, and implemented, using multiple raters and conducting inter-rater reliability. These coding schemes have been featured in conference presentations and peer-reviewed publication. Coding schemes include error analysis, holistic

quality of source use, types of source integration, interpretation of source use, source text deixis, amount of source use, and ideational units from the source text.

Python Programming Language – Beginning in August 2023, I began learning the Python programming language in support of corpus linguistics and corpus-based research projects. I have advanced to an intermediate level, and now use these methods in support of my research projects.

R Programming Language—Completed a one-week bootcamp with Dr. Stefan Gries (August, 2012) to develop computer programming skills to assist in corpus-based research methods. Met with an R programming tutor from Spring 2018 to Summer 2019 to further improve skills. Have used R programming in analyses leading to publication since 2012.

SPSS Statistical Analysis—Completed nine credit hours of graduate-level statistics classes and a three credit hour research method class using SPSS software. Have used SPSS for many empirical research projects. Trained in bi- and multivariate statistics. Covered linear, logistic, and multi-level models, multivariate statistics, and descriptive statistics.

Blackboard Management & Canvas (Learning Management System)—Over 18 years of experience as a designer—creating assessments, assignments, distributing course material, etc. Have designed fully online courses, hybrid course, and online learning modules to supplement face-to-face instruction.

MonoConc Pro & Antconc Analysis—text analysis programs to assist with corpus linguistics (computer analysis) writing research. Used on multiple published empirical studies.

Certificate of Online Course Development, Teaching, and Review – Completed 40 hour certification program taught by TAMU-CC to advance online teaching skills.

TOEIC Speaking Test Rating (Online Rating)—Educational Testing Service (2009-2011)—Assess test-takers' speaking performance on this high-stakes test.

Automator Programming—used to create computer programs and macros to assist with data analysis.

Illuminate Online Correspondence—One year of experience conducting online writing tutorials with distance learners in real-time through the NAU Online Writing Center.

COURSES TAUGHT

Texas A&M University-Corpus Christi (TAMUCC) (2011-present)

(Graduate) Second Language Reading & Writing (ENGL 5385) (taught face-to-face & hybrid)

(Graduate) Discourse Analysis (ENGL 5385) (taught face-to-face & hybrid)

(Graduate) Second Language Writing (ENGL 5380)

(Graduate) Introduction to Linguistics (ENGL 5381 – Hybrid)

Second Language Acquisition (ENGL 3365 (formerly ENGL 3369) (taught face-to-face & hybrid))

The History of English (ENGL 3369)

TESOL Seminar (ENGL 3367) (Teaching methods) (taught face-to-face, online, & hybrid)

ESL Tutoring (ENGL 3167) (one-unit course)

Language in Society (ENGL 3366)

Grammar (ENGL 3340) (taught face-to-face & online)
Introduction to Linguistics (ENGL 3339) (taught hybrid & face-to-face)
Composition II (International Language Learner Section) (ENGL 1302)
Composition I (International Language Learner Section) (ENGL 1301)
Composition I (Combined L1 & L2 Student Section) (ENGL 1301)
Composition I (Mainstream L1 Section) (ENGL 1301)

Northern Arizona University (NAU)

2010 Grammar and Usage (ENG 220), Teaching Assistant
2009 & 2010 The Story of English (ENG 121), Teaching Assistant
2008-2009 First Year Composition (ENG 105), Teaching Assistant (Instructor of Record)
2006-2008 English Language Courses, Instructor, Program in Intensive English (PIE)
Courses taught: TOEFL Prep (X2), Writing (X2), Reading (X2), Listening/Speaking, Multiexperience. Multicultural Communication

Humboldt State University (HSU)

2005 First Year Composition for Basic Writers (ENG 100i), Teaching Assistant

ADDITIONAL TEACHING RELATED EXPERIENCE

2024 Dissertation Examiner, External Member for Applied Linguistics Candidate, University of Auckland, New Zealand
2023-2024 MA English Thesis Advisor for Dang Thuy Anh Pham
2023-2024 Dissertation Committee Member, Thomas Lawing (Graduate Faculty Representative)
2021-2022 Dissertation Committee Member, Katherine Teran (Graduate Faculty Representative)
2019-2020 Dissertation Committee Member, Rhianna Flores (Graduate Faculty Representative)
2017-2019 Dissertation Committee Member, Christopher Wren (Graduate Faculty Representative)
2011, 2015 Honors Contracts—Roxanne LaPointe & Amanda Guillory, Undergraduate Students, TAMUCC
2011-2012 Directed Independent Study—Melissa Riss, Graduate Student, TAMUCC
2008-2009 Online Writing Center, Northern Arizona University
2005 Writing Center/Lab, Assistant Director, Humboldt State University
2005 Online Writing for the Sciences, Tutor, Humboldt State University
2003-2005 Writing Center/Lab, Tutor, Humboldt State University
2004 The Learning Center, Lab Consultant, Humboldt State University
2004 Dormitory English/Writing Tutor, Humboldt State University

SELECTED SERVICE

2024-present Co-Editor for the *Journal of Second Language Writing*

- 2024-present English Department Marketing & Recruitment Committee (Chair)
- 2023-present Faculty Hearing Committee / Advisory Committee Pool
- 2017-present English Department Promotion & Tenure Committee (Chair 2019)
- 2023-present MA Comprehensive Exam Committee Member
- 2023-present Capstone Assessment Committee
- 2021-present *Journal of Second Language Writing* Editorial Board Member
- 2023-present Haas Funding Committee
- 2012-present Frequent blind reviewer for peer-reviewed journals: *Assessing Writing, British Journal of Education, Society, & Behavioural Science, Journal of Second Language Writing, Journal of English for Specific Purposes, Lingua Journal, Open Words, Reading & Writing, Research in the Teaching of English, TESOL Journal, Writing & Pedagogy, Journal of Educational Psychology, Journal of English for Research Publication Purposes*
- 2023-present Proposal Reviewer the *Symposium on Second Language Writing*
- 2023-2024 International Education Committee Member
- 2022-2024 Associate Editor for the *Journal of Second Language Writing*
- 2023-2024 University Promotion & Tenure Committee Member
- 2023 External Reviewer for Promotion to Full Professor at the University of XXXX
- 2014-2017, 2019-2023 Applied Linguistics Coordinator, English Department
- 2014-2017, 2019-2023 TESOL Certificate Coordinator, English Department
- 2015-2017, 2019-2023 Advisory Committee Member, English Department
- 2019-2022 English Graduate Committee
- 2020-2021 Undergraduate Program Review Committee
- 2017-2020 School Board Member – Corpus Christi Montessori School
- 2017-2019 Haas Endowment Advisory Committee
- 2015-2018 Haas Awards Committee
- 2015-2017 Faculty Sponsor for the International Student Conversation Club
- 2015-2016 Nicaragua, Study Abroad – Co-Organizer (trip cancelled due to low enrollment)
- 2015 & 2016 Chair of Search Committee – Assistant Professor in Applied Linguistics, Visiting Assistant Professor in Applied Linguistics
- 2018 Search Committee Member –Assistant Professor in Applied Linguistics
- 2015 Chair of Guest Speaker Committee for Dr. Wendy Martin
- 2014/2015 College of Liberal Arts Curriculum Committee
- 2014/2015 English Department, Graduate Exam Committee

- 2013 English Undergraduate Program Review Group
- 2013 Sigma Tau Delta – Chapter Co-Sponsor
- 2013 English Department – Vision Committee
- 2012-2014 Library Liaison
- 2012-2014 Author’s Day Committee (TAMUCC)
- 2012 & 2013 Graduate Program Review Committee (TAMUCC)
- 2010 Blind reviewer for *The Encyclopedia of Applied Linguistics: The Quantitative & Mixed Methods Volume*, Wiley-Blackwell.
- 2010 Guest Lecturer, Stylistics (ENG 422), Northern Arizona University
- 2009 & 2010 Guest Lecturer, Introduction to Linguistics (ENG 504), Northern Arizona University
- 2009 Guest Lecturer, Language in the U.S. (ENG 223), Northern Arizona University
- 2009 Guest Lecturer, Introduction to Linguistics (ENG 308), Northern Arizona University

LANGUAGE SKILLS

Spanish—Intermediate language skills.

PROFESSIONAL AFFILIATIONS

American Association of Applied Linguists (AAAL)