



TERESE THONUS

Klein Family School of Communications Design
University of Baltimore
Liberal Arts and Policy Building
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Baltimore, MD 21201
tthonus@ubalt.edu
<https://teresethonus.wixsite.com/mysite>

EXPERIENCE

University of Baltimore – Baltimore, MD

Professor and Writing Program Director | 2017-present

- Directs a comprehensive university-wide writing program that includes first-year composition and upper-division discipline-specific writing courses required of all undergraduates.
- Hires, supervises, and evaluates 15 adjunct and graduate student teaching faculty.
- Teaches undergraduate Writing Program Courses and a graduate writing pedagogy course.
- University Service:
 - General Education Council
 - Academic Support Committee
 - First-Year Taskforce
 - Center for Excellence in Teaching and Technology Faculty Cohort for Culturally Responsive Teaching
 - College of Arts & Sciences Recruitment and Retention Workgroup
 - University System of Maryland Open Educational Resources (UB)

University of Kansas – Lawrence, KS

Writing Center Director and Courtesy Associate Professor of English | 2007-2017

- Directed an academic support unit that served more than 4,000 unique students (2016-2017 stats).
- Managed a yearly budget of \$360,000.
- Hired, supervised, and evaluated two professional and 40 student staff.
- Taught an undergraduate writing pedagogy course, a first-year seminar, and a graduate writing center theory and administration course.
- Served on the Undergraduate Studies Executive Committee, contributing to retention and graduation plans and collaborating with administrative and academic units to enhance student support across the university.
- University Service:
 - Center for Teaching Excellence Ambassador
 - University Staff Learning and Development Council
 - Staff Senate Professional Development Committee
 - Academic Policies & Planning Committee
 - Staff Senate Legislative Affairs Committee
 - Staff Senate Public Relations Committee
 - Hixson Scholars Advisory Committee
 - Learning Studio Steering Committee

California State University – Fresno, CA

Assistant Professor/Associate Professor of Linguistics | 1999-2007

- Taught a wide variety of general and applied linguistics courses.
- Developed hybrid and fully online courses.
- Served as departmental Assessment Coordinator.
- University Service:
 - WASC Self-Study Steering Committee
 - Provost's Taskforce on Student Retention
 - College of Arts & Humanities Executive Committee
 - Academic Policy & Planning Committee
 - University Graduate Committee

East Carolina University – Greenville, NC

Assistant Professor of English | 1997-1999

- Taught a wide variety of English and applied linguistics courses.

LaGrange College – LaGrange, GA

Instructor of English | 1990-1992

- Taught English composition courses.
- Served as Assistant Director of the Writing Center.

Auburn University – Montgomery, AL

Instructor of English | 1990-1992

- Taught English composition courses.
- Served as ESL Specialist in the Writing Center.

Cultura Inglesa (British Council) – Curitiba and Porto Alegre, BRAZIL

Teacher Trainer/Coordinator | 1987-1990

- Hired, trained, and evaluated EFL teachers.
- Scheduled classes and conducted professional development sessions.

Centro Brasileiro de Ensino Linguístico – Curitiba, BRAZIL

Teacher Trainer/Coordinator | 1985-1987

- Hired, trained, and evaluated EFL teachers.
- Scheduled classes and conducted professional development sessions.

University of Texas – Arlington, TX

Instructor of ESL | 1984-1985

- Taught courses in English for Academic Purposes.

Southwestern Adventist College – Keene, TX

Instructor of ESL | 1981-1984

- Taught courses in English for Academic Purposes.

UNHCR Refugee Camp – Ubon, THAILAND

Instructor of ESL | 1980-1981

- Taught survival ESL and cultural adaptation to Laotian and Cambodian refugees.
- Participated in fundraising for the Adventist Development and Relief Agency (ADRA).

EDUCATION

PhD in Linguistics | 1998

Indiana University, Bloomington, IN, USA

MA in Linguistics | 1984

University of Texas, Arlington, TX, USA

BME (Music Education) | 1980

Andrews University, Berrien Springs, MI, USA

SELECTED SCHOLARSHIP

Books

Babcock, R., & Thonus, T. (2018). *Researching the writing center: Towards an evidence-based practice* (2nd ed.). New York: Peter Lang.

Babcock, R., & Thonus, T. (2012). *Researching the writing center: Towards an evidence-based practice* (1st ed.). New York: Peter Lang.

Book Chapters

Thonus, T. (2019). Discourse analysis, critical discourse analysis, and conversation analysis. In J. Mackiewicz & R. Babcock (Eds.). *Theories and methods of writing center studies: A practical guide* (pp. 173-185). New York: Routledge.

Thonus, T. (2011). Tutor and student assessments of academic writing tutorials: What is "success"? In C. Murphy & S. Sherwood (Eds.). *The St. Martin's sourcebook for writing tutors* (4th ed.) (pp. 175-170). Boston: Bedford/St. Martin's.

Thonus, T. (2001). Journal writing in the language learning component of a teacher education course. In J. Burton & M. Carroll (Eds.). *Case studies in TESOL practice: Journal writing in TESOL* (pp. 101-112). Alexandria, VA: TESOL.

Refereed Journal Articles

Thonus, T. (in press). The disciplinarity of second language writing. *Journal of Second Language Writing*.

- Hewett, B., & Thonus, T. (2019). Online metaphorical feedback and students' textual revisions: An embodied cognitive experience. *Computers and Composition, 54*, doi:100205.
- Thonus, T., and Hewett, B. (2016). Follow this path: Conceptual metaphors in writing center online consultations. *Metaphor and the Social World, 6*(1), 52-78.
- Thonus, T. (2016). Time to say goodbye: Writing center consultation closings. *Linguistics and Education, 33*, 40-55.
- Thonus, T., Carter-Tod, S., & Babcock, R. (2016). After the writing center dissertation. *WLN: A Journal of Writing Center Scholarship, 40*(9-10), 10-18.
- Thonus, T. (2014). Tutoring multilingual students: Shattering the myths. *Journal of College Reading and Learning, 44*, 200-213.
- Thonus, T. (2008). Acquaintanceship, familiarity, and coordinated laughter in writing tutorials. *Linguistics and Education, 19*, 333-350.
- Thonus, T. (2007). Listener responses as a pragmatic resource for learners of English. *CATESOL Journal, 19*(1), 132-145.
- Thonus, T. (2004). What are the differences? Tutor interactions with first- and second-language writers. *Journal of Second Language Writing, 13*, 227-242.
- Gilewicz, M., & Thonus, T. (2003). Close vertical transcription in writing center training and research. *Writing Center Journal, 24*, 40-55.
- Thonus, T. (2003). Serving Generation 1.5 learners in the university writing center. *TESOL Journal, 12*, 17-24.
- Thonus, T. (2002). Tutor and student assessments of academic writing tutorials: What is "success"? *Assessing Writing, 8*, 110-134.
- Thonus, T. (2001). Triangulating the key players: Tutors, tutees, instructors, and collaboration in the writing center. *Writing Center Journal, 21*, 57-82.
- Thonus, T. (1999a). Dominance in academic writing tutorials: Gender, language proficiency, and the offering of suggestions. *Discourse and Society, 10*, 224-248.
- Thonus, T. (1999b). How to communicate politely and be a tutor, too: NS-NNS interaction and writing center practice. *Text, 19*, 253-279.

National and International Refereed Conference Presentations

- Thonus, T. (accepted, 2021). *Open educational resources and curriculum redesign*. Council of Writing Program Administrators, Reno, NV, 19-20 July.
- Thonus, T. (submitted, 2020). *Metaphorical response in online writing tutorials: A case study*. International Writing Centers Association, Vancouver, BC, Canada, 14-17 October.
- Babcock, R., & Thonus, T. (2019). *A framework for global, multilingual, multicultural, and inclusive writing centers/Una estructura para centros de escritura globales, multilingues, multiculturales, e inclusivos* (plenary address). La Red Latinoamericana de Programas de Escritura, Guadalajara, Mexico, 23 October.
- Thonus, T. (2019). *Connecting research and best practices in tutor training in U.S. and global contexts* (plenary address). Faculty of Humanities Centenary Colloquium, University of Pretoria, South Africa, 23 September.
- Thonus, T., & Babcock, R. (2019). *Research questions and study design* (invited workshop). Mid-Atlantic Writing Centers Association, Easton, PA, 22 March.

- Thonus, T. (2019). *Discourse analysis, critical discourse analysis, and conversation analysis*. Colloquium: *Theories and methods of writing center studies*. International Writing Centers Collaborative, Pittsburgh, PA, 13 March.
- Thonus, T. (2018). *An inclusive agenda for writing center research*. International Writing Centers Association, Atlanta, GA, 10 October.
- Thonus, T. (2018). *If multilingual writers took the center: A synthesis of the research*. Council of Writing Program Administrators, Sacramento, CA, 27 July.
- Thonus, T. (2017). *Metaphorical feedback and student revision*. Conference on College Composition and Communication, Portland, OR, 16 March.
- Thonus, T. (2017). *Cultivating inclusive, multilingual pedagogies and practices in composition work*. CCCC Second Language Writing SIG Workshop. Portland, OR, 15 March.
- Thonus, T. (2016). *Time to say goodbye: Writing center consultation closings*. International Writing Centers Association, Denver, CO, 14 October.
- Thonus, T. (2016). *The disciplinarity of second language writing*. Conference on College Composition and Communication, Houston, TX, 7 April.
- Thonus, T., & Hewett, B. (2016). *Metaphorical metalanguage in online consultations*. International Writing Centers Collaborative, Houston, TX, 6 April.
- Thonus, T. (2014). *The firsts of second language writing: An argument for disciplinarity*. Symposium on Second Language Writing, Tempe, AZ, 13 November.
- Thonus, T. (2014). *Writing center research design: Matching question to methodology*. Conference on College Composition and Communication, Indianapolis, IN, 21 March.
- Babcock, R., Crawford, F., Lerner, N., & Thonus, T. (2014). *Revisiting IWCA accreditation: Where are we now?* International Writing Centers Collaborative, Indianapolis, IN, 19 March.
- Babcock, R., & Thonus, T. (2013). *L2 writers in the writing center: A synthesis of the research and recommendations for practice*. American Association for Applied Linguistics, Dallas, TX, 19 March.
- Cogie, J., Prim, S., Severino, C., & Thonus, T. (2012). *Crossing the line? Tutors as second-language teachers*. International Writing Centers Association, San Diego, CA, 26 October.
- Thonus, T. (2010). *Metaphorical language in writing center tutorials*. International Writing Centers Association, Baltimore, MD, 5 November.
- Thonus, T. (2010). *Rethinking writing center practices with second-language writers*. Conference on College Composition and Communication, Louisville, KY, 18 March.
- Gillespie, P., Rafoth, B., Severino, C., & Thonus, T. (2009). *Colloquium: L2 writers in the writing center*. Symposium on Second Language Writing, Tempe, AZ, 6 November.
- Thonus, T. (2009). *Rules on the fly: Writing center tutors as "grammar" instructors*. Symposium on Second Language Writing, Tempe, AZ, 6 November.
- Thonus, T. (2009). *Acquaintanceship, familiarity, and coordinated laughter in writing tutorials*. American Association for Applied Linguistics, Denver, CO, 24 March.
- Babcock, R., Carter-Tod, S., Levin, K., Stahlnecker, K., & Thonus, T. (2008). *After the writing center dissertation: What's next?* International Writing Centers Association, Las Vegas, NV, 29 October.
- Thonus, T., & Williams, J. (2008). *Writing centers, language acquisition, and global contexts*. Teachers of English to Speakers of Other Languages, New York, NY, 2 April.
- Thonus, T. (2007). *The speaking in writing: Creating oral-literate relationships in Generation 1.5 composition*. American Association for Applied Linguistics, Costa Mesa, CA, 24 April.

- Thonus, T. (2006). *Metacognitive and metalinguistic development of Generation 1.5 writers*. American Association for Applied Linguistics, Montréal, Quebec, 18 June.
- Thonus, T. (2002) *Academic writing tutorials: Where mundane and institutional discourse meet*. International Association for Applied Linguistics (AILA), Singapore, 20 December.
- Holton, C., Thonus, T., & Zimmerman, C. (2002). *Vocabulary development and the L2 writer*. TESOL Convention, Salt Lake City, UT, 9 April.
- Gilewicz, M., & Thonus, T. (2001). *Native-nonnative interaction in academic writing tutorials*. Modern Language Association, New Orleans, LA, 27 December.
- Thonus, T. (2001). *Retooling the writing center for L2 writers of diverse backgrounds*. International Teachers of English to Speakers of Other Languages, St. Louis, MO, 27 February.
- Gilewicz, M., & Thonus, T. (2000). *Descriptive and evaluative language in group tutorials*. National Writing Centers Association, Baltimore, MD, 3 November.
- Thonus, T. (2000). *What makes a writing tutorial successful: An analysis of linguistic variables and social context*. Conference on College Composition and Communication, Minneapolis, MN, 13 April.
- Plummer, L., & Thonus, T. (1999). *Methodology as mythology: Tutors' directive instruction*. National Writing Centers Association, Bloomington, IN, 17 April.
- Thonus, T. (1999). *NS-NNS interaction in academic writing tutorials: Discourse analysis and its interpretations*. American Association for Applied Linguistics, Stamford, CT, 9 March.
- Thonus, T. (1998). *How to communicate politely and be a tutor, too: NS-NNS interaction and writing center practice*. American Association for Applied Linguistics, Seattle, WA, 15 March.
- Thonus, T. (1996). *Tutors as male and female: Gendered language in writing conferences*. American Association for Applied Linguistics, Chicago, IL, 25 March.

Book Reviews

- Thonus, T. (2019). Review of *Metaphor: Embodied Cognition and Discourse* (B. Hampe, Ed.) *Metaphor and the Social World*, 9(1), 139-146.
- Thonus, T. (2018). Review of *The Essential Hyland* (K. Hyland). *Linguist List*, <https://linguistlist.org/pubs/reviews/get-review.cfm?SubID=36396837>
- Thonus, T. (2018). Review of *Professionalizing second language writing* (P. K. Matsuda, S. E. Snyder, & K. E. O'Meara, Eds.). *Journal of Second Language Writing*, 40, 90-92.
- Thonus, T. (2015). Review of *Multilingual writers and writing centers* (B. Rafoth). *Writing Center Journal*, 34(2), 193-197.
- Thonus, T. (2012). Review of *Affectivity in interaction: Sound objects in English* (E. Reber). *Linguist List*, <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=4558092>
- Thonus, T. (2011). Review of *ESL writers: A guide for writing center tutors* (2nd ed.) (S. Bruce & B. Rafoth, Eds.). *Writing Center Journal*, 31(2), 123-127.
- Thonus, T. (2009). Review of *ESL writers: A guide for writing center tutors* (1st ed.) (S. Bruce & B. Rafoth, Eds.). *Writing Program Administration*, 30, 121-125.
- Thonus, T. (2004). Review of *How to analyze talk in institutional settings: A casebook of methods* (A. McHoul & M. Rapley, Eds.). *Discourse and Society*, 15, 675-676.
- Thonus, T. (2004). Review of *The ethnography of speaking: An introduction* (3rd ed.) (M. Saviile-Troike). *Linguist List*, <https://linguistlist.org/issues/15/15-2375.html#1>

- Thonus, T. (2000). Review of *Non-native educators in English language teaching* (G. Braine, Ed.). *World Englishes*, 20, 111-112.
- Thonus, T. (1999). Review of *An introduction to applied linguistics* (A. Davies). *Linguist List*, <https://linguistlist.org/issues/10/10-2002.html#1>
- Thonus, T. (1996). Review of *Women, men, and politeness* (J. Holmes). *Studies in Second Language Acquisition*, 18, 391.
- Thonus, T. (1994). Review of *Reversing language shift* (J. A. Fishman). *Applied Linguistics*, 15, 356-359.

Media

- Bell, L., Guevarra, P., Rentscher, M., & Thonus, T. (2020, 10 April). *Needs of certain populations: ELL writers*. International Writing Centers Webinar.
- Thonus, T. (2019, 17 May). Why I give to Baltimore's beggars. *Baltimore Sun*. Retrieved from <https://www.baltimoresun.com/news/opinion/oped/bs-ed-op-0519-people-begging-20190516-story.html>
- Thonus, T. (2018, 16 November). Catholic or Adventist? Abuse in common. *Spectrum*. Retrieved from <https://spectrummagazine.org/views/2018/catholic-or-adventist-abuse-common>
- Thonus, T. (2018, 15 June). The planet is choking on plastic. *Baltimore Sun*. Retrieved from <http://www.baltimoresun.com/news/opinion/oped/bs-ed-op-0617-plastic-nation-20180614-story.html>
- Thonus, T. (2018, 29 April). Light rail fails Baltimore residents. *Baltimore Sun*. Retrieved from <http://www.baltimoresun.com/news/opinion/oped/bs-ed-op-0430-light-rail-20180427-story.html>
- Thonus, T. (2018, 4 January). Guns in church: No sanctuary. *Spectrum*. Retrieved from <https://spectrummagazine.org/article/2018/01/04/guns-church>

TEACHING

University of Baltimore

Undergraduate: *College Composition, Composition and Research*
 Graduate: *Teaching Writing*

University of Kansas

Undergraduate: *Teaching and Tutoring Writing, Perspectives on Laughter*
 Graduate: *Writing Center Theory and Administration*

California State University-Fresno

Undergraduate: *Academic Writing Workshop, Advanced Composition for International Students, Bilingualism and Bilingual Education, Discourse Analysis, Language and Gender, Language Acquisition, Language and the Lifespan, Practicum in Teaching English as a Second Language, Sociolinguistics, Teaching English as a Second Language*
 Graduate: *Seminar in Discourse Analysis, Seminar in Teaching English as a Second Language, Seminar in Teaching Reading and Writing*

East Carolina University

Undergraduate: *Functional Grammar, Introduction to Language Studies*

Graduate: *Applied Linguistics for Language Teachers, Descriptive Linguistics, Teaching English as a Second Language*

SELECTED GRANTS AND AWARDS

Fulbright Specialist Program | 2018-present

Available to serve as expert consultant on two-six week programs in overseas academic institutions.

Maryland Open Source Textbook Initiative, High-Impact OER Mini-Grant | 2019 | \$2,500

Support adjunct faculty to collaborate in creating "home-grown" OERs for writing courses.

Maryland Open Source Textbook Initiative, High-Impact OER Mini-Grant | 2018 | \$2,500

Support adjunct faculty to collaborate in redesigning three upper-division writing courses around OER.

International Writing Centers Association Research Grant | 2016 | \$1,000

Writing consultant self-efficacy (with Thomas Ferrel, University of Missouri-Kansas City).

International Writing Centers Association Research Grant | 2009 | \$750

Pedagogies of writing instruction: Investigating writing tutors' instructional practices in a service-learning context (with Heidi Hallman, University of Kansas).

Fulbright Scholar Award | 2004

Ministry of Education, Santiago, Chile (declined due to child's illness).

California State University-Fresno, Innovation and Title VII Grants | 2002-2005 | \$16,000

Revision of one graduate course and transformation of two undergraduate courses into online format.

California State University, California Academic Preparation Initiative | 2000 | \$5,000

High-school teacher mentoring for CSU-bound juniors and seniors, Fresno, CA.

ASSOCIATION MEMBERSHIPS

- American Association for Applied Linguistics
- Council of Writing Program Administrators
- International Writing Centers Association

- National Council of Teachers of English

PROFESSIONAL SERVICE

Association Committees:

- Member, Conference on College Composition and Communication Writing Program Certificate of Excellence Selection Committee (2019-2020)
- Member, Council of Writing Program Administrators Outstanding Scholarship Committee (2018-2019)
- Chair, International Writing Centers Association Outstanding Article Award (2015)

Journal Manuscript referee:

- *CATESOL Journal*
- *Journal of Response to Writing*
- *Journal of Second Language Writing*
- *Linguistics and Education*
- *Pragmatics*
- *Studies in Second Language Acquisition*
- *TESL Canada Journal*
- *TESOL Quarterly*
- *Text and Talk*
- *WLN: A Journal of Writing Center Scholarship*
- *Writing Center Journal*

Conference Proposal referee:

Conference on College Composition and Communication (2017 and 2018)

LANGUAGES

English: Excellent oral, reading, and writing abilities

Portuguese: Excellent oral and reading abilities; good writing ability

Spanish: Good oral ability; excellent reading ability; fair writing ability

German, French, Italian: Fair reading ability

Japanese, Thai: Some oral ability