

**Curriculum Vitae
Valerie Gresser, Ph.D.**

Duquesne University
600 Forbes Avenue
Department of Instruction and Leadership in Education
G9D Canevin Hall
Pittsburgh, PA 15282
(412) 396-4478
gresserv@duq.edu

Education

Doctor of Philosophy in Education in Curriculum and Instruction June 2021
Specialization: Reading and Literacy
University of Florida, *Gainesville, FL*

Master of Arts in Education May 2001
Specialization: Elementary Education with a Reading Endorsement
Northern Arizona University, *Flagstaff, AZ*

Bachelor of Arts in Education May 1998
Specialization: Elementary Education
Arizona State University, *Tempe, AZ*

Academic Appointments

Duquesne University, Pittsburgh, PA: August, 2021 – Present
Clinical Assistant Professor
Reading and Literacy Education

University of Florida, Gainesville, FL: 2017 – 2021
Graduate Teaching Assistant, Reading and Literacy

Knox County Schools, Knoxville, TN 2011- 2017
1st, 2nd, 4th and Math and Reading Intervention Teacher

Laurel County Schools, London KY 2010-2011
Substitute Teacher – Various Grades

Gilbert Public Schools, Gilbert, AZ 1999 –2010
1st and 2nd Grade Teacher

State of Tennessee Department of Education, Nashville, TN

2013-2015

Common Core Coach for 1st and 3rd-5th teachers

NEA/Better Lesson Master Teacher Project, Cambridge, MA

2013-2015

Master Teacher for 1st grade English Language Arts

Professional Affiliations

Literacy Research Association (LRA)

American Reading Forum (ARF)

Teaching

Duquesne University

2021- Present

Graduate Courses

GRLA 525 – Theories, Models and the Instruction of Writing

GRLA 526 - Literacy Development and Instruction

GRLA 529 – Disciplinary Literacy

GRLA 630 – Seminar in Literacy

Undergraduate Courses

LTEC 312W – Pedagogy for Literacy PK-4

LTEC 314 – Practicum & Seminar in Literacy

Scholarship

Refereed Articles:

Fang, Z., Gresser, V., Cao, P., & Zang, J. (in press). Genre and register features of sixth-grade students' factual writing. *Written Communication*.

Fang, Z., Gresser, V., Cao, P., & Zang, J. (2020). Nominal complexities in school children's informational writing. *Journal of English for Academic Purposes*, <https://doi.org/10.1016/j.jeap.2021.100958>.

Fang, Z., Adams, B. & Gresser, V. (2019). Developing a critical literacy in science through an SFL-informed pedagogical heuristic. *English Teaching: Practice & Critique*, 18(1), pp. 4-17.

Conference Presentations

National Presentations:

Gresser, V. (2019, December). Reading and writing scientific genres: A functional approach. Paper presented at the American Reading Forum, Sanibel Island, FL.

Gresser, V. (2019, December). Linguistic tools for advanced literacy development. Paper presented at the Literacy Research Association, Tampa, FL.

Fang, Z. & Gresser, V. (2021, December). Genre and Register Features of Sixth- Grade Students' Informational Writing. Paper presented at the Literacy Research Association, Atlanta, GA.

Fang, Z. & Gresser, V. (2019, December). Developing historical literacy through a functional focus on language. Paper presented at the Literacy Research Association, Tampa, FL.

Fang, Z. & Gresser, V. (2019, December). Registerial choices in adolescent's informational writing. Paper presented at the Literacy Research Association, Tampa, FL.

Gresser, V. (2018, December). Creating more equitable history classrooms through a functional approach. Paper presented at the American Reading Forum, Sanibel Island, FL.

International Presentations:

Fang, Z. & Gresser, V. (2018, July). Close reading: Conceptual and implementation issues. Paper presented at the International Systemic Functional Congress, Boston, MA.

Fang, Z. & Gresser, V. (2018, July). Developing historical literacy through functional language analysis. Paper presented at the International Systemic Functional Congress, Boston, MA.

Gresser, V. & Adams, B. (2018). Supporting comprehension of science texts through a functional focus on language. Paper presented at the International Systemic Functional Congress, Boston, MA.

Service

Department Engagement:

Member, Department Chair Evaluation Committee

2021