SUSAN M. CONRAD

2023

Department of Applied Linguistics
Portland State University
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EDUCATION

Ph.D. with Honors	1996	Applied Linguistics	Northern Arizona University
M.A. with Distinction	1987	Teaching English to Speakers of Other Languages (TESOL)	Monterey Institute of International Studies
A.B. cum Laude	1982	College Scholar – Biological Science & English	Cornell University

EMPLOYMENT

Applied Linguistics Positions

Portland State University, Department of Applied Linguistics, Portland, Oregon
    Professor Emeritus, June 2022 – present
    Department Chair, Fall 2018 – Spring 2020. Acting Chair, Oct. 1, 2013 – May 31, 2014
    Professor, Fall 2007 – June 2022
    Associate Professor, Fall 2001 – Spring 2007 (tenured in Fall 2004)

Iowa State University, Department of English, Ames, Iowa
    Assistant Professor, Fall 1996 – Spring 2001 (promotion to Associate with tenure approved May 2001)

Northern Arizona University, Department of English, Flagstaff, Arizona
    Instructor, Research Assistant, Teaching Assistant, Fall 1992 – Spring 1996

ESL/EFL Teaching Positions

Monterey Institute of International Studies, Monterey, California
    Instructor, 1987-88
    Adjunct Professor, Summers 1994, 1995

Central Washington Univ., Asia University America Program/ UESL Program, Ellensburg, Wash.
    Curriculum Coordinator/Instructor, 1990-92

Columbia University, American Language Program, New York, New York
    Instructor/Level Leader, Summers 1989, 1990

English Training Center, Seoul, Korea.
    Instructor,1988-89

Monterey Peninsula College, Monterey, California
    Composition Instructor, 1988

Semonkong High School/U.S. Peace Corps, Lesotho, Africa
    Science and English Teacher, 1983-85

Short-term Teacher-Training Positions

Seminar Leader, *Corpus Linguistics in Language Teaching*
Monterey Institute of International Studies, California – Nov. 8-10, 2013 and Oct. 16-18, 2015
    Fourteen-hour intensive weekend seminar for graduate students and faculty

Trainer, *English and Communication Skills for Engineers*
Higher Education Engineering Alliance Program/Arizona State Univ. - Summers 2010, 2011, 2012
    Week-long training for Vietnamese engineering faculty

Instructor, *Faculty Workshop in Corpus Linguistics and Concordancing*
Monterey Institute of International Studies, California – Summer 2000
    Week-long workshop for faculty in TESOL and Translation and Interpretation

Teacher Training Coordinator, *Monterey Volunteers Overseas*
Monterey Institute of International Studies – June 1988
    Week-long training for pre-service EFL teachers

Trainer, *Center for Reassessment and Training (CREST)*
U.S. Peace Corps, Washington DC – May-June 1988
    Week-long training and evaluation of pre-service Peace Corps volunteers

Teacher Training Director, *U.S. Peace Corps/Lesotho Pre-Service Training*
Lesotho, Africa – December 1985-January 1986
    Two-month in-country training for Peace Corps volunteers

REFEREED PUBLICATIONS

Books

A. Authored

Biber, D., Johansson, S., Leech, G., Conrad, S. & Finegan, E. (2021). *Grammar of spoken and written English*. Amsterdam: John Benjamins.

Biber, D., & Conrad, S. (2019). *Register, genre, style* (2nd ed.). Cambridge, UK: Cambridge University Press. 406 pages.

Conrad, S., & Biber, D. (with Daly, K. & Packer, S.). (2009). *Real grammar: A corpus-based approach to English grammar.* New York: Pearson Education. 150 pages.

Biber, D., & Conrad, S. (2009*). Register, genre, style*. Cambridge University Press. 344 pages.

Conrad, S., Biber, D., & Leech, G. (2002). *Workbook for the Longman student grammar of spoken and written English*. Harlow, England: Pearson Education. 140 pages.

Biber, D., Conrad, S., & Leech, G. (2002). *The Longman student grammar of spoken and written English*. Harlow, England: Pearson Education. 487 pages.

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *The Longman grammar of spoken and written English*. Harlow, England: Pearson Education. 1,204 pages.

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press. 300 pages. [Version for China, 2000. Japanese translation, 2003.]

B. Edited

Conrad, S., Hartig, A., & Santelmann, L. (Eds.) (2021). *The Cambridge introduction to applied linguistics*. Cambridge, UK: Cambridge University Press. 404 pages.

Conrad, S., & Biber, D. (Eds.) (2001). *Multi-dimensional studies of register variation in English*. Harlow, England: Pearson Education. 255 pages.

Chapters in Books

Conrad, S. (2021). What can a corpus tell us about grammar? In M. McCarthy & A. O'Keeffe (Eds.), *Routledge handbook of corpus linguistics* (2nd ed.) Milton Park, UK: Routledge.

Conrad, S. (2021). Integrating corpus linguistics into writing studies: An example from engineering. In C. Donahue, K. Blewett & C. Monroe (Eds.), *The expanding universe of writing studies: Higher education writing research*. Bern, Switzerland: Peter Lang.

Conrad, S. (2018). Beyond grammar description: Applying corpus analysis to disciplinary education. In E. Fuss, M. Konopka, B. Grawinski & U. Wassner (Eds.), *Grammar and corpora 2016* (pp. 389-412). Heidelberg, Germany: Heidelberg University Press.

Conrad, S. (2016). Using corpus linguistics to improve the teaching of grammar. In E. Hinkel (Ed.), *Teaching English grammar to speakers of other languages* (pp. 38-62). New York: Taylor and Francis.

Conrad, S. (2015). Register variation. In D. Biber & R. Reppen (Eds.), *Cambridge handbook of English corpus linguistics* (pp. 309-329). Cambridge: Cambridge University Press.

Staples, S., Egbert, J., Biber, D., & Conrad, S. (2015). Register variation: A corpus approach. In D. Tanner, H. Hamilton & D. Schiffrin (Eds.), *The handbook of discourse analysis* (2nd ed.) (pp. 505-525)*.* Chichester, UK: John Wiley & Sons.

Conrad, S. (2014). Expanding multi-dimensional analysis with qualitative research techniques. In T. Berber Sardinha & M. Veirano (Eds.), *Multi-dimensional analysis, 25 years on* (pp. 273-295) Amsterdam: John Benjamins.

Conrad, S. (2011). Variation in corpora and its pedagogical implications. In V. Viana, S. Zyngier & G. Barnbrook (Eds.), *Perspectives on corpus linguistics* (pp. 47-62). Amsterdam: John Benjamins.

Conrad, S. (2010). What can a corpus tell us about grammar? In M. McCarthy & A. O'Keeffe (Eds.), *Routledge handbook of corpus linguistics* (pp. 227-240). Milton Park, UK: Routledge.

Conrad, S. (2008). Myth #6: Corpus-based research is too complicated to be useful for writing teachers. In J. Reid (Ed.), *Writing myths: Applying second language research to classroom teaching* (pp. 115-139). Ann Arbor, Michigan: University of Michigan Press.

Conrad, S., & Levelle, K. (2008). Corpus linguistics and language instruction. In B. Spolsky & F. Hunt (Eds.), *Blackwell handbook of educational linguistics* (pp. 539-556). Oxford: Blackwell.

Conrad, S. (2006). Challenges for English corpus linguistics in second language acquisition research. In Y. Kawaguchi, S. Zaima & T. Takagaki (Eds.), *Linguistic informatics and spoken language corpora: Contributions of linguistics, applied linguistics and computer science* (pp. 67-88). Amsterdam: John Benjamins.

Conrad, S. (2005). Corpus linguistics and L2 teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 393-409). Mahwah, NJ: Lawrence Erlbaum.

Conrad, S. (2004). Corpus linguistics, language variation, and language teaching. In J. Sinclair (Ed.), *How to use corpora in language teaching* (pp. 67-85). Amsterdam: John Benjamins.

Biber, D., & Conrad, S. (2004). Corpus-based comparisons of register. In C. Coffin, A. Hewings & K. O'Halloran (Eds.), *Applying English grammar* (pp. 40-56). London: Arnold/The Open University.

Conrad, S. (2003). Moving into the unknown: When leaving a secure position sustains your professionalism. In P. Byrd & G. Nelson (Eds.), *Sustaining professionalism* (pp. 97-103). Alexandria, VA: TESOL.

Biber, D., Conrad, S., & Cortes, V. (2003). Lexical bundles in speech and writing: An initial taxonomy. In A. Wilson, P. Payson & T. McEnery (Eds.), *Corpus linguistics by the Lune* (pp. 71-92). Frankfurt/Main: Peter Lang.

Conrad, S. (2001). Variation among disciplinary texts: A comparison of textbooks and journal articles in biology and history. In S. Conrad & D. Biber (Eds.) *Multi-dimensional studies of register variation in English* (p. 94-107). Harlow, England: Pearson Education.

Conrad, S., & Biber, D. (2001). Multi-dimensional methodology and the dimensions of register variation in English. In S. Conrad & D. Biber (Eds.) *Multi-dimensional studies of register variation in English* (p. 13-42). Harlow, England: Pearson Education.

Biber, D., & Conrad, S. (2001). Introduction: Multi-dimensional analysis and the study of register variation. In S. Conrad & D. Biber (Eds.) *Multi-dimensional studies of register variation in English* (pp. 3-12). Harlow, England: Pearson Education.

Biber, D., & Conrad, S. (2001). Register variation: A corpus approach. In D. Schiffrin, D. Tannen & H. Hamilton (Eds.), *The handbook of discourse analysis* (pp. 175-196). Oxford: Blackwell.

Conrad, S., & Biber, D. (2000). Adverbial marking of stance in speech and writing. In S. Hunston & G. Thompson (Eds.), *Evaluation in text: Authorial stance and the construction of discourse.* (pp. 56-73). Oxford: Oxford University Press.

Biber, D., & Conrad, S. (1999). Lexical bundles in conversation and academic prose. In H. Hasselgård & S. Oksefjell (Eds.), *Out of corpora* (pp. 181-190). Amsterdam: Rodopi.

Porter, P., Goldstein, L., Leatherman, J., & Conrad, S. (1990). An ongoing dialog: Learning logs for teacher preparation. In J. Richards and D. Nunan (Eds.), *Second language teacher education* (pp. 227-240). Cambridge: Cambridge University Press.

Articles in Refereed Journals and Refereed Conference Proceedings

Conrad, S. (2023). Register in corpus linguistics: The role and legacy of Douglas Biber. *Corpus Linguistics and Linguistic Theory, 19*(1), 7-21.

Conrad, S. (2019). Register in English for academic purposes and English for specific purposes. *Register Studies, 1*(1), 171-201. https://doi.org/10.1075/rs.18008.con

Conrad, S., Lamb, K., & Pfeiffer, T. (2018). Where grammar, content, and professional practice meet: The case of the passive voice. *Proceedings of the 2018 American Society for Engineering Education Conference*, Salt Lake City, Utah. https://peer.asee.org/31240
Winner of the 2019 Stephen J. Ressler Best Paper Award from the Civil Engineering Division of the American Society for Engineering Education

Conrad, S., Pfeiffer, T., & Lamb, K. (2018). Improving student writing with research-based instruction: Results from the civil engineering writing project. *Proceedings of the 2018 American Society for Engineering Education Conference*, Salt Lake City, Utah. https://peer.asee.org/29995

Conrad, S. (2018). The use of passives and impersonal style in civil engineering writing. *Journal of Business and Technical Communication*, *32*(1), 38-76. doi: 10.1177/1050651917729864
Nominated for award for the Best Article on Pedagogy or Curriculum in Technical or Scientific Communication - National Council of Teachers of English, Conference on College Composition and Communication

Conrad, S. (2017). A comparison of practitioner and student writing in civil engineering. *Journal of Engineering Education*, *106*, 191-217. doi: 10.1002/jee.20161
>   Winner of the 2018 William Elgin Wickenden Award of the American Society for Engineering Education for the article that "represents the highest standards of scholarly research in engineering education"

Conrad, S., Smith, T., Lamb, K., Pfeiffer, T., & Kitch, W. (2016). Faculty-practitioner collaborations for improving civil engineering students' writing skills. *Proceedings of the 2016 American Society for Engineering Education Conference,* 26.552.1-11. doi: 10.18260/p.26892

Conrad, S. (2015). Dispelling student myths about writing in civil engineering. *Proceedings of the 2015 American Society for Engineering Education Conference,* 26.552.1-11. doi:10.18260/p.23890

Conrad, S., Kitch, W., Pfeiffer, T., Smith, T., & Tocco, J. (2015). Students writing for professional practice: A model for collaboration among faculty, practitioners and writing specialists. *Proceedings of the 2015 American Society for Engineering Education Conference,* 26.1432.1-19. doi:10.18260/p.24769

Mull, J., & Conrad, S. (2012). Student use of concordancers for grammar error correction. *ORTESOL Journal, 30*, 5-14.

Conrad, S., Pfeiffer, T., & Szymoniak, T. (2012). Preparing students for writing in civil engineering practice. *Proceedings of the 2012 American Society for Engineering Education Conference,* peer.asee.org/21817

Conrad, S. & Pfeiffer, T. (2011). A preliminary analysis of student and workplace writing in civil engineering. *Proceedings of the 2011 American Society for Engineering Education Conference,* peer.asee.org/18801

Conrad, S., Dusicka, P., & Pfeiffer, T. (2010). Work in progress: Understanding student and workplace writing in engineering. *Proceedings of the American Society for Engineering Education Zone IV Conference*, http://web.me.unr.edu/asee2010/ Proceedings.pdf

Conrad, S., Dusicka, P., Pfeiffer, T., & Evans, R. (2009). Work in progress – A new approach for understanding student and workplace writing in engineering. *Proceedings of the 39th Annual ASEE/IEEE Frontiers in Education Conference*, M3E(1-2). doi:10.1109/ FIE.2009.5350547

Conrad, S., & Biber, D. (2004) The frequency and use of lexical bundles in conversation and academic prose. In W. Teubert & M. Mahlberg (Eds. of Thematic Part), The corpus approach to lexicography. *Lexicographica: International Annual for Lexicography, 20*, 56-71.

Biber, D., Conrad, S., & Cortes, V. (2004). "Take a look at…": Lexical bundles in university teaching and textbooks. *Applied Linguistics, 25*, 401-435.

Conrad, S. (2002). Corpus linguistic approaches for discourse analysis. *Annual Review of Applied Linguistics 22: Discourse and Dialog*, 75-95.

Biber, D., Conrad, S., Reppen, R., Byrd, P., & Helt, M. (2002). Speaking and writing in the university: A multi-dimensional comparison. *TESOL Quarterly, 36*, 9-48. And (2003). The Authors Respond: Strengths and goals of multidimensional analysis. (Response to M. Ghadessy). *TESOL Quarterly, 37*, 151-155. [Reprinted in W. Teubert & R. Krishnamurthy (Eds.) (2007). *Corpus linguistics: Critical concepts in linguistics*. London: Routledge.]

Biber, D., Reppen, R., & Conrad, S. (2002). Developing linguistic literacy: Perspectives from corpus linguistics and multi-dimensional analysis. *Journal of Child Language, 29*, 458-462.

Biber, D., & Conrad, S. (2001). Quantitative corpus-based research: Much more than just bean counting. *TESOL Quarterly, 35*, 331-336.

Conrad, S. (2000). Will corpus linguistics revolutionize grammar teaching in the 21st century? *TESOL Quarterly*, *34*, 548-560. [Reprinted in W. Teubert & R. Krishnamurthy (Eds.) (2007). *Corpus Linguistics: Critical concepts in linguistics*. London: Routledge.]

Conrad, S. (1999). The importance of corpus-based research for language teachers. *System*, *27*, 1-18.

Conrad, S., & Goldstein, L. (1999). ESL student revision after teacher written comments: Texts, contexts, and individuals. *Journal of Second Language Writing*, *8*, 147-177. Nominated for outstanding article of the year award

Biber, D., Conrad, S., & Reppen, R. (1996). Corpus-based investigations of language use. *Annual Review of Applied Linguistics*, *16*, 115-136.

Conrad, S. (1996). Investigating academic texts with corpus-based techniques: An example from biology. *Linguistics and Education*, *8*, 299-326.

Biber, D., Conrad, S., & Reppen, R. (1994). Corpus-based approaches to issues in applied linguistics. *Applied Linguistics*, *15*, 169-189.

Goldstein, L., & Conrad, S. (1990). Student input and negotiation of meaning in ESL writing conferences. *TESOL Quarterly, 24*, 443-460. [Reprinted in B. Leeds (Ed.) (1995), *Writing in a second language* (pp. 173-186). New York: Longman.]

Other - Guest-Edited Journal Issue

Conrad, S. (2003). *TESOL Quarterly Special-Topic Issue on Corpus Linguistics, 37*(3).

NON-REFEREED PUBLICATIONS

Articles in Teacher Magazines and Newsletters

Conrad, S. (2006). What can corpus linguistics offer business English teachers? *IATEFL/BESIG Business Issues, 5*(1), 2-5.

Conrad, S. (2005). Conrad's top ten. *EL Gazette*, *No. 310*, 13.

Conrad, S. (2002). The corpus and the classroom. *EL Gazette, No. 265*, 13.

Biber, D., & Conrad, S. (2000). What you need to know about academic writing - Part Two. *EL Gazette, No. 245*, 10.

Biber, D., & Conrad, S. (2000). What you need to know about academic writing - Part One. *EL Gazette, No. 244*, 8.

Conrad, S., & Rosser, C. (1990). A purpose, an audience, and some fun: Writing for the class next door. Washington state TESOL *Newsletter*, *15*(4), 1-3.

Conrad, S. (1989). Speaking to learn: Using business cases in EFL classes. Association of English Teachers in Korea *Bulletin*, *10*, 1 & 11.

Book Reviews

Conrad, S. (2010). Review of *Write Like a Chemist: A Guide and Resource*, by Marin Robinson, Fredricka Stoller, Molly Costanza-Robinson, James K. Jones. *English for Specific Purposes, 29*(3), 217-20.

Conrad, S. (2008). Review of *The MICASE Handbook: A Resource for Users of the Michigan Corpus of Academic Spoken English*, by R.C. Simpson-Vlach & S. Leicher. *The Modern Language Journal*, *92*(1), 155-156.

Conrad, S. (1998). Review of *The Discourse of Classified Advertising*, by Paul Bruthiaux. *English for Specific Purposes*, *17*, 415-418.

Conrad, S. (1994). Review of *Planning Language, Planning Inequality: Language Policy in the Community*, by James W. Tollefson. *The CATESOL Journal*, *7*, 93-96.

Conrad, S. (1994). Review of *Grammar in Interaction: Adverbial Clauses in American English Conversations*, by Cecilia E. Ford. *Linguistics*, *32*, 353-355.

Instructional Materials

Civil Engineering Writing Project (2015-2020). Units for use in classes or self-study to develop writing skills of civil engineering undergraduates: 5 Genre Units, 8 Language Units, and 8 Grammar & Mechanics Lessons. Materials are collaboratively developed by the Civil Engineering Writing Project team. Available free for use at www.cewriting.org

Technical Report

Biber, D., Conrad, S., Reppen, R., Byrd, P., Helt, M., Clark, V., Cortes, V., Csomay, E., & Urzua, A. (2004). *Representing language use in the university: Analysis of the TOEFL 2000 spoken and written academic language corpus.* (TOEFL Monograph Series). Princeton, NJ: Educational Testing Service.

PRESENTATIONS AT PROFESSIONAL MEETINGS

* denotes invited presentations

Five tips for teaching writing in your discipline. Presentation to faculty at the University of Washington at Bothell. October 28, 2022

Introducing the new Portland State University MA TESOL and TESL certificate. Paper presented at the 2019 Spring Workshop of the Oregon Teachers of English to Speakers of Other Languages (ORTESOL), Portland, Oregon. May 4, 2019

Effective use of workplace documents for improving instruction in language for specific purposes. With S. Gustin, N. Bairamova, & S. Sokolov. Paper presented at the 2018 Fall Conference of the Oregon Teachers of English to Speakers of Other Languages (ORTESOL), Clackamas, Oregon. November 16, 2018.

Improving writing instruction in engineering through interdisciplinary collaboration. Plenary address at the Writing Research Without Walls Symposium, Purdue University. October 5, 2018

Where grammar, content, and professional practice meet: The case of the passive voice. With K. Lamb & T. Pfeiffer. Paper presented at the 2018 American Society for Engineering Education Annual Conference & Exposition, Salt Lake City, Utah. June 27, 2018

Embedding technical writing with experiential learning components into engineering curricula. With L. Cornel, D. Morrow, T. Volz, A. Saterbak, T. Pfeiffer, K. Lamb, & W. Kitch. Panel presentation at the 2018 American Society for Engineering Education Annual Conference & Exposition, Salt Lake City, Utah. June 25, 2018

Improving student writing with research-based instruction: Results from the Civil Engineering Writing Project. With T. Pfeiffer & K. Lamb. Poster presented at the 2018 American Society for Engineering Education Annual Conference & Exposition, Salt Lake City, Utah. June 25, 2018

From a Plate of Spaghetti to a Cable-stayed Bridge: Increasing the Impact of Corpus Linguistics in Disciplinary Education. Sinclair memorial lecture and keynote address at the Corpus Linguistics 2017 conference, University of Birmingham, Birmingham, England. July 27, 2017

Applying Corpus Linguistics to Improve Disciplinary Writing Instruction. Paper presented at the at the 2017 American Association for Applied Linguistics Conference, Portland, OR. March 20, 2017

Improving Writing Instruction through Collaboration of Writing Specialists, Engineering Faculty and Engineering Practitioners. Paper presented at the 2017 Conference on College Composition and Communication, Portland, OR. March 17, 2017

Beyond Grammar Description: Applying Corpus Linguistics to Disciplinary Education. Plenary address at the Grammar and Corpora 2016 conference, Mannheim, Germany. November 10, 2016

The Passive Voice in Engineering Writing: Blessing, Bane, or Both? With P. Otto. Paper presented at the 2016 American Association for Corpus Linguistics Conference, Ames, IA. Sept. 17, 2016

*Collaborating Across Disciplines and Contexts: Reflections from the Civil Engineering Writing Project. Paper presented at the 50th Anniversary Dartmouth Conference (College Writing: From the 1966 Dartmouth Conference to Tomorrow), Dartmouth, NH. August 10, 2016

The Grammar Elephant in the Engineering Classroom. With M. Alley, B. Henderson, R. Johnson, and R. McKinney. Panel presentation at the 2016 American Society for Engineering Education Conference, New Orleans, LA. June 28, 2016

Faculty-Practitioner Collaborations for Improving Civil Engineering Students' Writing Skills. With T. Smith, K. Lamb, T. Pfeiffer and W. Kitch. Paper presentation at the 2016 American Society for Engineering Education Conference, New Orleans, LA. June 27, 2016

Integrating Writing Skill Development into STEM Education: A Model from Civil Engineering. Poster at the American Academy for the Advancement of Science/National Science Foundation 2016 Symposium on Envisioning the Future of STEM Education, April 28, 2016

Using Lists to Evaluate Word Choices in ESP Writing. Paper presentation in the Colloquium on Issues in Creating and Using Practical Corpus-based Lexical Lists at the 2016 American Association for Applied Linguistics Conference, Orlando, FL. April 11, 2016

Students Writing for Professional Practice: Collaboration of Faculty, Practitioners and Writing Specialists Produces Results. With W. Kitch, T. Pfeiffer, T. Smith and J. Tocco. Paper presented at the 2015 American Society for Engineering Education Conference, Seattle, WA. June 15, 2015

Dispelling Student Myths about Writing in Civil Engineering. Poster at the 2015 American Society for Engineering Education Conference, Seattle, WA. June 15, 2015

Integrating Writing Skill Development into Engineering Courses. Paper presented at the Structures Congress 2015 of the Structural Engineering Institute (American Society of Civil Engineers), Portland, OR. April 23, 2015

*Preparing Students to Write for Engineering Practice: Research-based Materials Development. Presentation in the Winter Speaker Series, Carleton University, School of Linguistics and Language Studies, Ottawa, Canada. March 31, 2015

*Small, Large, What and So What: Issues of Scale in Corpus Linguistics. Paper presented at the Stanford Literary Lab symposium Micromégas: The Very Small, the Very Large, and the Object of Digital Humanities, Stanford University, Palo Alto, CA. February 13, 2015

Situating Civil Engineering Writing in the Multi-dimensional World of English Discourse. Paper presented at the 2014 American Association for Corpus Linguistics Conference, Flagstaff, AZ. September 27, 2014

Highway Writing: Developing Professional Writing Skills. Poster at the 65th Highway Geology Symposium, Laramie, WY. July 7-10, 2014

Situating Engineering Writing within the World of English Discourse. Paper presented at the Symposium on Linguistic Perspectives on Discipline-Specific Language: Transforming the Teaching and Assessment of STEM Writing. Iowa State University, Ames, IA. May 1, 2014

Reflections from the Civil Engineering Writing Project: A Case Study about Writing in STEM. Invited presentation, Department of English, Iowa State University, Ames, IA. October 13, 2014

Is There a Role for Multi-Dimensional Analysis in Mixed Methods Educational Research? Paper presented at the 2013 American Association for Corpus Linguistics Conference, San Diego, CA. January 19, 2013

Preparing Students for Writing in Civil Engineering Practice. With T. Pfeiffer. Paper presented at the 2012 American Society for Engineering Education Conference, San Antonio, TX. June 12, 2012

Applying Corpus Linguistics across Disciplines: A Case Study from Civil Engineering. Plenary address at the Asia Pacific Corpus Linguistics Conference, Auckland, New Zealand. February 16, 2012

Applying Linguistics to Communication Problems: A Case Study from Engineering. Invited presentation at Victoria University of Wellington, School of Linguistics and Applied Language Studies (speaker series), Wellington, New Zealand. February 24, 2012

Corpus Linguistics: One Perspective on the Good, the Bad, and the Ugly. Invited presentation at University of Oregon, Department of Linguistics (speaker series), Eugene, OR. October 28, 2011

Corpus Linguistics for Engineering Education: Writing in Civil Engineering. Paper presented at the 2011 American Association for Corpus Linguistics Conference, Atlanta, Georgia. October 7, 2011

A Preliminary Analysis of Student and Workplace Writing in Civil Engineering. Paper presented at the 2011 American Society for Engineering Education, Vancouver, BC. June 27, 2011

Real English: Teaching How We Really Speak and Write. Paper presented at the California Teachers of English to Speakers of Other Languages (CATESOL) conference, Santa Clara, CA. April 23, 2010

Work in Progress: Understanding Student and Workplace Writing in Engineering. With T. Pfeiffer. Paper presented at the American Society for Engineering Education Zone IV Conference, Reno, NV. March 26, 2010

Training New Graduate Students in Applied Linguistics: Teaching Rhetorical Organization through Concordancing. With K. Sievert and K. Walters. Paper presented at the American Association for Applied Linguistics annual conference, Atlanta, Georgia, March 6, 2010

Student and Workplace Writing in Civil Engineering: Applied Linguistics in Engineering Education. With K. Sievert. Paper presented at the American Association for Applied Linguistics annual conference, Atlanta, Georgia, March 6, 2010

How Can a Corpus-informed Approach Help Us Deal with Those Poorly-formed, Rule-breaking, Annoying Grammar Features in Conversation? Paper presented in the Speech, Pronunciation, and Listening Interest Section panel on A Corpus-informed Approach to Teaching Speaking, International TESOL Convention, Denver, CO. March 2009

A New Corpus of Student Academic Writing. With S. Albers. Paper presented at the American Association of Corpus Linguistics conference, Provo, Utah. October 2008

Does Training in Corpus Linguistics Really Affect Teacher Practices? Invited presentation at Georgia State University, Department of Applied Linguistics and ESL (speaker series). April 2007

What Can We Expect from Corpus Linguistics in SLA Research? Invited presentation at The Pennsylvania State University, Center for Language Acquisition (speaker series). February 2007

Why Teachers Need to Know about Language Variation. Plenary address, ORTESOL (Oregon state Teaching English to Speakers of Other Languages) convention. Clackamas, OR. November 2006

Tracking the Impact of Teacher Training in Corpus Linguistics. With E. Lachenmeier. Paper presented at the American Association of Applied Corpus Linguistics conference, Flagstaff, AZ. October 2006

What Should Business English Teachers Know about Corpus Linguistics? Plenary address presented at the Second International Conference on Teaching Business English in Eastern Europe: Why and How? Yalta, the Crimea, Ukraine. May 2006

Investigating the Effects of Teacher Training in Corpus Linguistics. Paper presented in the Research Interest Section panel on Current Trends in Corpus Linguistics Research, International TESOL Convention, Tampa, FL. March 2006

Challenges and Possibilities for Corpus Linguistics within SLA. Paper presented at the Second Conference on Linguistic Informatics: Contributions of Linguistics, Applied Linguistics and Computer Science, Tokyo University of Foreign Studies, Tokyo, Japan. December 2005

Corpus Linguistics: Methodology or Sub-field? Plenary panel discussion presenter at the joint annual meetings of the International Computer Archive of Modern and Medieval English and American Association of Applied Corpus Linguistics, Ann Arbor, MI. May 2005

Developing a Learner Corpus from the Multi-media Adult ESL Labsite Database: Challenges and Possibilities. Paper presented at the International Symposium on Corpus Linguistics – Perspectives for the Future, Heidelberg, Germany. October 2004

When Bad Writing is Good. Paper presented at the American Association for Applied Linguistics conference, Portland, OR. May 2004

The Impact of Corpus Linguistics on ESL/EFL Grammar Materials. Paper presented in the materials writers colloquium. Material Writers Interest Section Session at the International TESOL Convention, Long Beach, CA. March 2004

Corpus Linguistics: Not Just for Linguists. Plenary address at the Seventh Annual English Conference at the Peaks. Northern Arizona University, Flagstaff, AZ. April 2003

**Language Variation and the Language Classroom*. Keynote address at the First Inter-Varietal Applied Corpus Studies (IVACS) Group International Conference, Limerick, Ireland. June 2002

The Development of the T2KSWAL Corpus and *The New Multi-dimensional Analysis of Academic Registers*. Papers presented in the colloquium on Speaking and Writing in the University at the American Association for Applied Linguistics Conference, Salt Lake City, UT. March 2002

**Which Words? The Usefulness of Frequencies, Probabilities and Patterns*. Paper presented in the Material Writers Interest Section Session at the International TESOL Convention, Salt Lake City, UT. March 2002

Developing Materials with Corpus Linguistics. Panel presentation at the International TESOL Convention, St. Louis, MO. March 2001

Speaking as Register. Paper presented in the colloquium on The Brahmin and the Elephant: Defining and Assessing Speaking Ability at the Language Testing Research Colloquium/American Assn for Applied Linguistics conferences, St. Louis, MO. February 2001

**Will Corpus Linguistics Revolutionize Grammar Teaching in the 21st Century?* Keynote address at the 2nd Annual North American Symposium on Corpus Linguistics, Northern Arizona University, Flagstaff, AZ. March 2000

**Discovering New Language Patterns with Corpus Research: Lexical Bundles*. Paper presented in the colloquium on Corpus-based Approaches to Issues in Applied Linguistics at the American Association for Applied Linguistics Conference, Vancouver, BC. March 2000

Increasing Teaching Effectiveness with Modern ELT Reference Materials. Workshop conducted at the Chile conference of the International Association of Teachers of English as a Foreign Language (IATEFL), Santiago, Chile. May 2000

Why Corpus Linguistics Will Revolutionize English Language Teaching in the 21st Century. Paper presented at the Chile conference of the International Association of Teachers of English as a Foreign Language (IATEFL), Santiago, Chile. May 2000

New Perspectives on Grammar in TESOL. Colloquium with D. Biber, M. Celce-Murcia, R. Hughes, and G. Thompson presented at the International TESOL (Teaching English to Speakers of Other Languages) Convention, New York, NY. March 1999

Markers of Stance in Speech and Writing. Paper presented at the International Conference on Speech, Writing, and Context: Literary and Linguistic Perspectives, University of Nottingham, Nottingham, England. July 1998

Perspectives on Spoken and Written Discourse. Colloquium with D. Biber, M. McCarthy, and R. Carter presented at the International TESOL Convention, Orlando, FL. March 1997

A Comparison of Student and Professional Writing in Two Disciplines. Paper presented at the American Association for Applied Linguistics Conference, Orlando, FL. March 1997

Preparing Students for Academic Reading and Writing. Paper presented at the International TESOL Convention, Chicago, IL. March 1996

A Comparison of Register Patterns in Biology and History Academic Writing. Paper presented in the Colloquium on Corpus Linguistics and Language Teaching: Concordancing and Beyond, International TESOL Convention, Chicago, IL. March 1996

Variability in the Use of Adverbials: Register, Semantic, Syntactic Factors. Paper presented in the Colloquium on Corpus-based Perspectives on Discourse, American Association for Applied Linguistics Conference, Chicago, IL. March 1996

What the Grammar Books Don't Tell You. Workshop presented at the French Ministry of Education Program for Teachers of English, Flagstaff, AZ. May 1995

Applying Corpus-Based Research in ESL/EFL Classes. With D. Biber and R. Reppen. Paper presented at the International TESOL Convention, Long Beach, CA. March 1995

Academic Literacies: What Should We Teach in Composition Classes? Paper presented in the Forum on Research in Writing Across the Curriculum at the Conference on College Composition and Communication, Washington, D.C. 1995

Variation in Academic Writing: Research Articles and Textbooks across Disciplines. Paper presented at the American Association for Applied Linguistics Conference, Baltimore, MD. March 1994

The Language of Biology for Students and Professionals. Paper presented at the Rocky Mountain Regional TESOL Convention, Salt Lake City, UT. October 1993

Preparing ESL Students to Enter the Biology Discourse Community. With S. Carkin. Paper presented at the Rocky Mountain Regional TESOL Convention, Salt Lake City, UT. October 1993

Non-Academic ESL Students' Attitudes toward Content-Based Instruction. With T. Hacker. Paper presented at the International TESOL Convention, Atlanta, GA. April 1993

Designing Cross-cultural Training Lessons for ESL Classes. With C. Green and J. Epstein. Demonstration presented at the International TESOL Convention, Vancouver, BC. March 1992

Teaching Grammar through Writing Conferences: Form and Meaning Meet. Paper presented at the International TESOL Convention, New York, NY. March 1991

Increasing Effectiveness in Teacher-Student Writing Conferences. Paper presented at the Regional Tri-TESOL Conference, Portland, OR. 1990

Language Power: Real-life Themes, Right-now Tasks. With D. Marino, et al. Panel discussion presented at the Tri-TESOL Conference, Portland, OR. 1990

Teacher as Researcher: Learning from Writing Conferences. With L. Goldstein. Paper presented at the International TESOL Convention, San Francisco, CA. 1990

Content-based Lessons: Communicative, Effective, Interesting. Paper presented at the Washington State ESOL Conference, Bellevue, WA. 1989

Speaking to Learn: Using Business Cases in ESL Classes. Paper presented at the meeting of the Association of English Teachers in Korea, Seoul, South Korea. 1989

Topic Nomination and Turn-taking: Control in ESL Writing Conferences. With L. Goldstein. Paper presented at the International TESOL Convention, Chicago, IL. 1988

Nonverbal Communication in Lectures: An Aid to Comprehension? Paper presented at the International TESOL Convention, Chicago, IL. 1988

Eye Gaze in Conversational Turn-taking: A Comparison of Japanese and Americans. With S. Nagaoka. Paper presented at the California TESOL Convention, San Francisco, CA. 1988

An Ongoing Dialog: Using Journals in Teacher Training. With P. Porter, L. Goldstein and J. Leatherman. Paper presented at the California TESOL Convention, Anaheim, CA. 1987

HONORS, GRANTS AND FELLOWSHIPS

Externally-funded Grants

Preparing Students for Writing in Civil Engineering Practice: Research-based Materials Development and Assessment
> National Science Foundation (Award 1323259) – $588,267
> Oct. 2013 – Sept. 2018. Principal Investigator

A Corpus Linguistics Approach for Assessing Student and Workplace Writing in Civil Engineering
> National Science Foundation (Award 0837776) – $149,769
> May 2009 – Sept. 2011. Principal Investigator

Academic Literacy Development Project for Portland International Community School
> Ecumenical Ministries of Oregon – $16,634
> Calendar Year 2002. Principal Investigator

TOEFL 2000 Spoken and Written Academic Language Corpus
> Principal Investigator, Subcontract, Iowa State University with Northern Arizona University
> $13,005 (1998-99), $42,194 (1999-00)
> Co-Investigator, Prime Contract, with Educational Testing Service

Internally-funded Grant

Portland State University Research Stimulus Program Award for preparation of NSF proposal $5,000, Fall 2012, Principal Investigator

Teaching Awards

John Elliot Allen Outstanding Teacher Awards: 2002-03, 2005-06, 2010-11, and 2018-19
> Dept. of Applied Linguistics, College of Liberal Arts and Sciences, Portland State University

Research Awards

Stephen J. Ressler Best Paper Award, 2019, Civil Engineering Division, American Society for Engineering Education
> Awarded to the authors of "the most significant paper published or presented in the ASEE Civil Engineering Division activities during the previous year." For Conrad, Lamb, & Pfeiffer (2018)

William Elgin Wickenden Award, 2018, American Society for Engineering Education
> Awarded to the previous year's paper that "represents the highest standards of scholarly research in engineering education" in the *Journal of Engineering Education*. For Conrad (2017)

Early Excellence in Research Award, 1999, College of Liberal Arts and Sciences, Iowa State University

COMMUNITY OUTREACH ACTIVES

Outreach to the Civil Engineering Community

Presentations and informal consulting at University of Illinois, Urbana-Champaign – October 2017. Presentations:
> The Civil Engineering Writing Project: One model for research-based writing innovations in STEM. College of Engineering, October 9, 2017
> Tips for preparing students to write effectively in CEE workplaces. Department of Civil and Environmental Engineering, October 9, 2017

Presenter and discussion leader in sessions about effective writing at civil engineering firms
> Outreach to practicing engineers and support staff in 9 firms from Oregon, Washington and California (approximately 20 hours in total): Devco Engineering, The Dyer Partnership, Foundation Engineering, OBEC Consulting Engineers, Parsons Brinckerhoff, Pillar Inc., Precision Approach, River Design Group, and Quincy Engineering. Feb – May 2016

Presentation Judge, Daniel W. Mead Prize, American Society of Civil Engineers – April 25, 2014

Essay Rater, Daniel W. Mead Prize, American Society of Civil Engineers – Spring 2014

Outreach to Local Education-related Community

Presenter and discussion leader for in-service training of faculty at Lane Community College, Eugene, Oregon
> *Coming to Grips with Evaluation and Grading* – Sept. 25, 2013
> *Facilitating Learning for ESL Writers – and Native Speakers, Too!* – May 6, 2011

Host, Tri-County School-to-Work Program, Hillsboro, Oregon – 2007, 2009, 2010
> Job shadow for high school student

Supervisor of MA TESOL students developing materials for Portland International Community School - Fall, Winter, Spring 2006

Outreach to National and International TESOL/Applied Linguistics Community

Informal consulting for Vantage Corpus Project, University of British Columbia (S. Zappa-Hollman, PI) – Project meeting July 17, 2020

"Brown bag" session guest at the Center for Writing Studies, University of Illinois, to discuss combining corpus linguistics and qualitative research in study writing. October 10, 2017

Host*,* Tea with Distinguished TESOLer event: *What is the future of corpus linguistics in TESOL?* International TESOL Convention, Portland, OR. March 29, 2014

Grant-writing consultant, Iowa State University, 2013-14
Assisted in development of NSF grants addressing writing in science, technology, engineering, and mathematics (STEM).

Workshop Leader for Language Teachers and Teacher-trainers
Using Corpus Linguistics in Language Teaching (two-hour workshop)
California State University, East Bay – Hayward, California – Dec. 5, 2015
An Introduction to Corpus Linguistics for Language Teachers (two-day workshop)
Monterey Institute of International Studies, California – Feb. 12-13, 2010
How to Use Corpora in Language Teaching (half-day workshop)
Tuscan Word Center, Pescia, Italy – October 2002
Using Corpus-based Research and Materials (hour-long seminars)
Instituto Chileno Britanico de Cultura, Universidad Metropolitana de Ciencias de la Educación, and high schools, Chile – May 2000
Corpus Linguistics Applications in Language Teaching (hour-long presentations)
American Cultural Center (ICANA), Asociación Argentina de Cultura Inglesa (ACCI, British Cultural Center), and the Circolo Italiano, Buenos Aires, Argentina – May 2000
Teaching English to Children (two day-long training sessions)
YMCA English-teaching Programs, Tainan and Taipei, Taiwan – December 1999

PROFESSIONAL SERVICE ACTIVITIES

Editorial Advisory Board Member
Register Studies (journal), 2019 - present
Corpus & Discourse Series, Bloomsbury Publishing, 2002 - present
International Journal of Corpus Linguistics, Fall 2006 - present
Analisi Linguistica e Letteraria [Linguistic and Literary Analysis] (Italy), 2012 – present
Suranaree Journal of Social Science (Thailand), 2014 - present
The Routledge Handbook of English Language and Digital Humanities, 2015 - 2016
Core Grammar for Engineers (online grammar self-study project), 2015 - 2016
TESOL Quarterly, 1999-2002

Occasional reviewer of article and book manuscripts for

Applied Linguistics	Cambridge University Press
English for Specific Purposes	Oxford University Press
Journal of Business & Technical Communication	Palgrave Macmillan Publishers
Journal of Engineering Education	Routledge Publishers
Journal of English Linguistics	
ReCALL	
TESOL Quarterly	

Reviewer of grant proposals

Auckland University of Technology Contestable Research Grant Program – Fall 2015, Spring 2016

Israel Science Foundation, Individual Research Grants Program – Spring 2014

Research Grants Council of Hong Kong (General Research Fund) - 2011

Centers for Disease Control, Occupational Health & Safety Research – 2004

Government of Ireland, North-South Research Programmes – 2003

External Reviewer of Curriculum

Suranaree University of Science and Technology, School of English Graduate Degree, 2011

External Reviewer of Promotion and Tenure Files

Iowa State University (2007, 2019)

New York Institute of Technology (2002)

University of Jordan (2012)

Committee Member

TESOL Award for Distinguished Research, 2016

Graduate Student Travel Awards, American Assn for Applied Linguistics, 2001-02, 2006-07

Ruth Crymes TESOL Fellowship for Graduate Study Award, 1999, 2000

Conference Proposal Reader

American Association for Applied Linguistics Conference, 1996-2001, 2013, 2014, 2019, 2020, 2021. Strand leader for text analysis, 2006.

American Association for Corpus Linguistics 2018, 2019.

ICAME [International Computer Archive of Medieval and Modern English], 2017

TESOL Convention, 1995-97

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

American Association for Applied Linguistics (AAAL)

American Society for Engineering Education (ASEE)

Oregon Teachers of English to Speakers of Other Languages (ORTESOL)

Teachers of English to Speakers of Other Languages (TESOL)