

FULL RESUME
JEROME C. HARSTE

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Education: B.S. (1963) St. Cloud State College
ElemEducation/Library Science
M.A. (1969) University of Minnesota
Curriculum & Instruction/EdPsychology
Ph.D. (1971) University of Minnesota
ElemEd/TeacherEd/C&I

EXPERIENCE

1963-64 --Monticello Public Schools, Monticello, Minnesota
Classroom Teacher, Grade 6

1964-66 --Peace Corps, Camiri, Bolivia
Classroom Teacher, Primary 1-3

1966 --Utah State University, Logan, Utah
Instructor & Counselor in Peace Corps

Training Program

1966-67 --Division of Elementary Education, University of
Minnesota

1967-69 --U.S. Army (Finance)

1969-71 --Division of Elementary Education, University of
Minnesota

1971-73 --Assistant Professor, Language Education, Indiana
University

1974-80 --Associate Professor

--1977, Tenured
--1977, Member, Graduate School)
1981-96 --Professor of Language Education, Indiana
University
1997- --Distinguished Professor, Indiana University
2006-Present --Emeritus Professor
1992-Present --Adjunct Professor, Mount Saint Vincent
University

Major Areas of Professional Interest: Teacher Education,
Curriculum Development, Socio-Psycholinguistic Process in
Reading, Writing, Thinking, & Learning; Reading and Writing
Relationships; Evolution of Literacy; Reading Comprehension;
Semiotics, Critical Literacy.

Awards & Professional Recognition:

1964, Outstanding Student Teacher, St. Cloud State College
1985, Fellow, National Conference on Research in Language
and Literacy
1986, Finalist, International Film Festival (*Authoring Cycle*)
1986, Distinguished Alumni Award, University of Minnesota
1987, David Russell Research Award, National Council of
Teachers of English
1990, Excellence in Educational Journalism, Educational Press
Association
1991, Who's Who in American Education
1992, Bronze Award, National Educational Film and Video
Festival (*Early Childhood*)
1992, Finalist, International New York Film & Video Awards
(*Teacher as Learner*)
1992, Who's Who in the Peace Corps
1993, Albert Kingston Award, National Reading Conference
1993, Bronze Apple Award, American Film Festival
(*Multicultural Education*)
1996, Special Service Award, International Reading

Association
1997, Reading Hall of Fame
1997, Citation, Outstanding Contributions to Literacy, Indiana University
1997, Alliance of Distinguished Rank Professors, IU
1997, Distinguished Professorship, Martha Lea and Bill Armstrong Chair in Teacher Education
1998, TERA Teaching Award, IU
1998, Alumni Award, Educational Leadership, St. Cloud State University
2000, Whole Language Umbrella Lifetime Membership Award
2001, Past President Appreciation Plaque, NCTE.
2002, Featured Past President, Oral History Project, NRC.
2003-04, Outstanding Article Award, Journal of Reading Education.
2004, Frederic Bachman Lieber Memorial Award for Teaching, IU.
2005, Gorman Teaching Award, School of Education, IU
2006, 100 Distinguished Alumni Award, College of Education and Human Development, University of Minnesota
2008, Outstanding Educator in the Language Arts, National Council of Teachers of English
2009, Area Chair Award Winner, Proposal & Session, Literacy Research Association (formerly National Reading Conference) (Session proposed by Ray & Prisca Martens; My role, Discussant)
2012, Signature Status, Missouri Watercolor Society
2013, Signature Status, Bloomington Watercolor Society
2013, Oscar Causey Research Award for Outstanding Contributions to Reading Research, Literacy Research Association.
2013, Distinguished Service Award, National Council of Teachers of English

Grants Received: The Evolution of Literacy (with Burke & Woodward, Proffitt, 1978); Children, Their Language & World: Initial Encounters with Print (with Burke & Woodward, NIE, 1979-81); Children, Their Language & World: The Pragmatics of Written Language Learning (with Burke & Woodward, NIE, 1981-83); Understanding Reading Comprehension through Discourse Analysis (with Carey, Proffitt, 1983); Improving the Teaching of Reading Comprehension to Handicapped Students (with Harris & Terry, USOE, 1983-85); The Authoring Cycle: Read Better, Write Better, Reason Better (Instructional Television Development Grant, IU, 1981-86); Visions of Literacy (Instructional Television Development Grant, IU, 1987-92); IPS/Lilly Exchange Teacher Project (Indianapolis Public Schools, 1990-95); Moving Toward a Multiple Ways of Knowing Curriculum (with Leland, Intercampus Educational Research Fund, 1993); Exploring Sign Systems in Learning (with Leland, Intercampus Educational Research Fund, 1994); Planning Grant for the 21st Century (with teachers from Center for Inquiry, State of Indiana, 1994); Inquiry Cohort Project (with Leland, Research Institute in Teacher Education, 1995-97); Practitioner Research: The Education as Inquiry Study Group (with Leland, Spencer, 1996-97); Supporting Editing as an Alternative to Teaching Spelling Directly (with Leland, Franklin Learning Resources, 1996-97); Campuswide Writing Program Summer Writing-Teaching Fellowship (Writing Center, IU, 1997); The Indiana Inquiry Group: Year 2 (with Leland, Spencer, 1997-98); Critical Moments: Responding to Children in Author's and Literature Circles (Instructional Media Development, IU, 1997-2001); Creation of an Inter-Organizational (NCTE-NCRCLL-NRC-CCCC-WLU, 1997-2001) Legislative Strike Force (NCTE, 1997-2001). **Grant Involvement:** Improving Teacher Education Grant (1973-78); Dean's Grant on Mainstreaming (1978-80); Internationalizing Teacher Education Grant (1984-86); ERIC Center Grant (1988-97); PT3 Initiative (2000).

Service -- Indiana University (Representative Kinds): Co-Director, Project RELATE; Coordinator, Reading/Language Arts Faculty; Director, Summer MiniCourse Program; Acting Chairman, Reading; Chair or Co-Chair: Various Search Committees in Language Education; Dean's Search Committee; Barbara Jacobs Chair Selection Committee; Committee on Teaching Member: Promotions & Tenure, Faculty Council, Sabbatical Leaves, Faculty Affairs, Grants-In-Aid, Policy Council, Education Council, Research & Development, Long Range Planning, Graduate Advisory Board, Literacy Forum; Teacher Education Planning Committee, IUPUI Cohort, Diversity Committee, Core Campus Committee. **Currently:** Host: Visiting Scholars Program. Organizer: Teaching and Learning in these Critical Times Conference. Member, Grievance Committee; Semiotic Studies; Third Year Review Committee; IUPUI Search Committee.

Teaching -- Indiana University (Representative Courses Taught & Developed): Methods of Teaching Reading and Language Arts; Trade Books in the Classroom; Children's Literature; Inquiry-Based Education in the Reading Language Arts; Advanced Study in the Teaching of Reading; Advanced Study of the Teaching of Language Arts; Topical Workshop in Reading; Advanced Research in Reading; Advanced Research in Language Arts; Psycholinguistics and Reading; Beginning Reading and Writing; The Authoring Cycle at Work in Classrooms; Creating Classrooms for Authors & Inquirers; The Teacher as Reader, Writer, Researcher and Curriculum Informant; Frameworks for Understanding Discourse and Comprehension; Evaluating Theoretical Models in Reading; Recent Great Books in Literacy; Interdisciplinary Perspectives on Reading; Socio-Semiotic Perspectives on Literacy; Literacy as Ways of Knowing; Education as Inquiry; Critical Literacy; Educational Leadership and Professional Associations;

Schooling with an Attitude – Literacy and the Arts.

Teaching -- Other Universities (Visiting Professorships):

Western Washington State College; Texas Women's College; University of New Mexico; Northern Montana College; Seattle Pacific University; Mount Saint Vincent University; Cardinal Stritch College; Northeastern University; Ohio State University at Mansfield; University of South Carolina, Coastal Campus; University of Hawaii; University of South Australia; Exeter University; University of North Thumberia (Newcastle, England); Teachers College, Columbia University.

Summary of Representative, but Key Kinds of Involvement in Professional Organizations:

National Council of Teachers of English: Offices: Executive Committee Member (Vice President, President Elect, President), Elementary Steering Committee. Chair: 1999 Annual Meeting, NCTE/IRA Critical Perspectives on Literacy Task Force, NCTE-NRC-NCRL-CCCC-WLU Legislative Strike Force, Literacy Award, James Squire Award, President's Scholarship Award, Commission on Reading. Member: Commission on Curriculum; Task Force on the Future of the Council; NCTE/IRA Task Force on Literacy Assessment; Assembly on Research; Whole Language Assembly; Editorial Board, *Research in the Teaching of English, Primary Voices, Language Arts*. Liaison Officer: NCTE Committee on Research, Promising Research Awards; NCTE Fund for the Future; NCTE Foundation, Elementary Section, Affiliates Assembly, NCTE Fund. Member: :Local Planning Committee for Indianapolis Convention; Co-Sponsored Speakers Program; National Leadership Team for the Reading Initiative; Literacy Award Committee; Commission on Arts & Literacy; Diversity Forum; Editorial Board for *Language Arts*; Column Editor for *Talking Points*. **Currently:** Member, *Language Arts Editorial Board*

(2010-2013).

International Reading Association: Offices: Board of Directors; Chair, Socio-Psycholinguistics Interest Group; Co-Leader & Organizer, Socio-Psycholinguistics Impact Seminar Series; Member, Editorial Board, *Reading Research Quarterly*; IRA/NCTE Task Force on Literacy Assessment, Elva Knight Grant Competition, Volunteers for International Programs Committee; Editorial Board, *The Reading Teacher*, Socio-Psycholinguistic Interest Group, Whole Language Interest Group; Indiana State Reading Council; Indiana Reading Professors. Building Representative: Bloomington Area Reading Council.

National Reading Conference (Literacy Research Association): Offices: Past President; President; Vice-President; Vice-President Elect; Chair: 1986 Program, Long Range Planning Committee; Albert Kingston Award; Member: Board of Directors; Editorial Board, *Journal of Literacy, NRC Yearbook*, Program Selection Committee, NRC Yearbook Review Board.

Center for the Expansion of Language and Thinking: Offices: Treasurer. Member: Board of Directors; Professional Development Study Group.

National Conference on Research in Language and Literacy: Offices: Past President; President; Vice-President; Secretary; Member: Executive Board; Co-Chair: Mid-Winter Research Seminar on Teachers Knowing; Chair: Lifetime Research Award.

American Educational Research Association: Currently: Member, Program Selection Committee, Division C, Division G, Division K. Member: Writing Interest Group; Basic Skills

in Reading Interest Group; Developmental Psycholinguistics Interest Group; Curriculum Interest Group.

United Kingdom Reading Association: Editorial Board, *Reading*.

Whole Language Umbrella: Offices: President, Vice-President, President-Elect; Founding Member: Bloomington TAWL & Indianapolis TAWL; Member, TAWL State Conference Planning Committee, Host, WLU/NCTE Videotape Series. Member, Bloomington TAWL; Indianapolis TAWL

Outside Advisory & Review Boards (Representative Kinds of Positions): Reviewer, Office of Educational Research and Improvement & National Institute of Education; External Reviewer, MacArthur Fellowship Program, University of Wollongong Honors Program, Harkness Fellowships, Spencer Foundation, Guggenheim Foundation, Australian Government Grants Program, Canadian Government Grants Program; Advisory Board Member, Adolescence Literacy Center, National Assessment of Educational Progress in Reading; National Assessment of Educational Progress in Writing; IEA International Assessment of Literacy; New Standards Project. Consultant: Annenberg Foundation, Spencer Foundation. Advisory Board: *Nate the Great* Television Series, Channel 13, New York City.

Service -- School Districts/Teacher Groups (Representative Engagements):

Mount Saint Vincent University's Masters Degree Program in Language and Literacy; Dufferin-Peel Board of Education (Mississauga, Canada); Mary Collins Alternative School (Somoma, California); Center for Inquiry (Indianapolis, Indiana); InterLearn (Toronto, Canada); Kings County Schools (Corner Brooke, Newfoundland); Essex County

Council Learning Services (Chelmsford, England); South Carolina State Department of Education (Columbia, SC); Educate Indiana Grant Program (Indianapolis, IN); Lewisberg-Gander School District (Newfoundland, Canada); Georgia Teachers of Writing (Atlanta); Arizona's Reading Initiative (Tucson); Alaska Teachers of Reading (Anchorage); Bermuda Ministry of Education; Hawaii State Department of Education, Illinois Whole Language (Chicago), Santa Barbara Writing Project; New York State Department of Education; Milan Public Schools (Indiana); California Literature Project (Sanoma Valley, California); St. Louis Whole Language (Missouri); NCTE/WLU Teleconference; Vigo County Schools (Terre Haute); Loveland Public Schools (New York); The Writing Project (New York City); Tennessee Whole Language (Nashville); Sam Houston Reading Council (Texas); Wisconsin Reading Conference (Eau Claire); Concordia Conference on Reading and Writing (Minnesota); NE Whole Language Conference (Vermont); Utah State Department of Education; Vancouver Public Schools (Washington State); Colorado Council IRA (Denver); Education Center (Chicago, Minneapolis, Cincinnati); International Institute on Literacy (Lexington); Lessons from Children Conference (Buffalo); Minnesota Whole Language (Monticello); Tucson Whole Language (Arizona); Education Center (Valley Forge, San Antonio, Houston).

Service -- Community (Representative Engagements):

Listed, *Directory of Indiana Children's Authors & Illustrators*;
Featured Professor, *Lasting Relationships* (videotape kicking
off IU's Endowment Campaign)
Teacher, Reading Begins at Home Program;
Guest, TALK Radio;
Leader, Webelos Boy Scout Troop;
Strand Organizer, Young Authors Conference;
After School Process Reading and Writing Workshop;

Visiting Children's Book Author .

PUBLICATIONS (* Most highly cited)

Harste, J.C. (1969). *Male Elementary Teacher Recruitment*.
Unpublished Masters Thesis, University of Minnesota.

Harste, J.C. (1971). *A Multivariate Discriminant Function
Analysis of Teacher Education Program Effectiveness*.
Unpublished Doctoral Dissertation, University of Minnesota.

Newman, A.P., & Harste, J.C. (September 1972). A process
approach to teacher education. *Viewpoints*, 48:51-59.
[Abstracted in *Language and Behavioral Science Abstracts*.]

Harste, J.C. (September-October 1972). Program evaluation in
teacher education. *College Student Journal*, 6:42-49.
[Abstracted in *AERA Program Abstracts*, *Resources in
Education*, and *Dissertational Abstracts*. Full report also
available through ERIC.]

Newman, A.P., & Harste, J.C. (Fall 1973). An effort beyond
incrementalism: Indiana University's new division of teacher
education. *Journal of Research and Development in Education*,
7:1, 94-99.

Harste, J.C., & Newman, A.P. (May 1973). Project RELATE: An
identification and test of some propositions regarding the
preparation of teachers. *Teacher Education Forum*, 1:7.
[Abstracted in *International Reading Association Program
Abstracts* and *Resources in Education*. Full report available
through ERIC.]

Newman, A.P., & Harste, J.C. (May 1973). Project RELATE:
Operationalizing a process approach to language arts teacher

- education. *Teacher Education Forum*, 1:6. Abstracted in *International Reading Association Program Abstracts and Resources in Education*. Full report available through ERIC.
- Fay, L.; Harste, J.C.; & Newman, A.P. (October 1973). Teacher preparation -- retrospect and prospect. *Florida Reading Quarterly*, 10:1, 5-8.
- Harste, J.C. (February 1973). The effects of a field-based teacher education program upon pupil learning. *Teacher Education Forum*, 1:2. [Abstracted in *AERA Program Abstracts and Resources in Education*. Full report available through ERIC.]
- Harste, J.C. (1974). *Chairman's Report on the Functioning of Reading and Language Arts Reference Faculty* (mimeographed). Bloomington, IN: Division of Teacher Education, Indiana University.
- Harste, J.C., & Newman, A.P. (June 1974). Project RELATE: First year follow-up. *Teacher Education Forum*, 2:22.
- Smith, G.; Harste, J.C.; Mahan, J.; & Clark, J. (1974). *Stirrings in Teacher Education*. Bloomington, IN: Research Center for the Language Sciences.
- EPIE Materials Analysis Team. (September-October 1974). *Analysis of Basic and Supplemental Reading Materials*. EPIE Report, 80 pp.
- Harste, J.C. (November 1974). Secondary reading tests: What should they measure? *Occasional Papers in Reading*, 1:2, 1-24.
- Harste, J.C. (1975). *Evaluation Report of the Summer Miniworkshop Program in Reading* (mimeographed). Bloomington, IN: Division of Teacher Education, Indiana University.

Harste, J.C., & Litcher, J.H. (Winter 1975). A reading activity for teachers. *Indiana Reading Quarterly*, 14:1, 8-14.

Harste, J.C. (January 1975). An overview of inquiry in teacher training. *Teacher Education Forum*, 3:7. [Abstracted in *Resources in Education*. Full report available through ERIC.]

Harste, J.C.; Strickler, D.J.; Shirley, B.; & Litcher, J.H. (Fall 1976). Toward validating reading teacher competencies. *Illinois School Research Journal*. [Reprinted with permission in *Epistle* (October 1976) and *Teacher Education Forum* (March 1975); Abstracted in *AERA Program Abstracts*; *Resources in Education*; *Counselor's Information Service*. Full report also available through ERIC.]

Bishop, A; Harste, J.C.; & Strickler, D.J. (1976). *Evaluation Report of the DuQuoin Reading Program* (mimeographed). Bloomington, IN: Reading Program Area, Indiana University.

Burke, C.L., & Harste, J.C. (1976). Language learning centers for open classrooms. In J. Harste & M. Atwell (Eds.), *Mainstreaming, the Special Child, and the Reading Process*. Bloomington, IN: Language Education, Indiana University.

Harste, J.C. (1976). *Understanding Reading and the Special Education Child* (videotape). Bloomington, IN: Language Education, Indiana University.

Burke, C.L., & Harste, J.C. (May 1976). *The Relationship of Reading Ability to Newspaper Circulation* (John C. Schweitzer, Monograph Editor). Center for New Communications, School of Journalism, Indiana University, Bloomington, Indiana.

Harste, J.C.; Burke, C.L.; & DeFord, D. (1976). An instructional

activity for teachers: The making of whole-language reading games. In J. Harste & M. Atwell (Eds.), *Mainstreaming, the Special Child, and the Reading Process*. Bloomington, IN: Language Education, Indiana University. [Reprinted with permission in *Directions in Reading: Promoting Literacy* (Fall 1977) and *Teaching Reading to Students with Special Needs: An Ecological Approach*, Patricia Gillespie-Silver, Author, Charles E. Merrill, Publisher, 1979.]

Harste, J.C. (1976). *An Evaluation of My Instructional Effectiveness Over a Four-Year Period* (mimeographed). Bloomington, IN: Division of Teacher Education, Indiana University.

Harste, J.C. (1977). *What Teachers Believe Makes a Difference: Understanding Theoretical Orientations Toward Reading* (videotape). Bloomington, IN: Language Education, Indiana University.

Mahan, J.M., & Harste, J.C. (1977). *Professional Judgment as a Criterion Variable in Teacher Education Research* (mimeographed). Bloomington, IN: Division of Curriculum and Instruction, Indiana University. [Abstracted in *AERA Program Abstracts*; *AACTE Program Abstracts*; *Resources in Education*. Full report available through ERIC.]

*Harste, J.C., & Burke, C.L. (1977). A new hypothesis for reading teacher education: Both the teaching and learning of reading are theoretically based. In P.D. Pearson (Ed.), *Reading: Research, Theory, and Practice* (Twenty-sixth Yearbook of the National Reading Conference). Chicago, IL: National Reading Conference. [Review by J. Guthrie (1983) identified this article as one of the 20 most cited reviews in reading.]

Harste, J.C., et al. (1977). *Trends in Federal Support for Higher*

Education (A Final Report of the Trends in Federal Support Task Force). Bloomington, IN: President's Office, Indiana University.

*Harste, J.C. (Fall 1977, Winter 1978). Understanding the hypothesis: It's the teacher that makes the difference. *Reading Horizons*, 18:1, pp. 32-43, and 18:2, pp. 89-98. [Reprinted with permission and revision by J. Harste and C. Burke in *Selected Readings from Reading Horizons*, Kenneth VanderMeullen (Ed.), 1979; Abstracted in *Sociological Abstracts*.]

Harste, J.C. (1978). *Navajo School Evaluation Report: Wingate Language Arts Program -- Grades 5-8* (mimeographed). Bloomington, IN: Division of Teacher Education, Indiana University.

Englander, M., & Harste, J.C. (1978). *Cue System Utilization Among Beginning Readers* (mimeographed). Bloomington, IN: Language Education, Indiana University. [Abstracted in *AERA Program Abstracts*. Full report available through ERIC.]

*Harste, J.C., & Burke, C.L. (July 1978). Toward a socio-psycholinguistic model of reading comprehension. *Viewpoints in Teaching and Learning*, 54(3), 4-14.

Harste, J.C. (September 1978). Instructional implications of Rumelhart. *Secondary Reading: Theory and Application* (Monograph in Language and Reading Studies, Number 1). Bloomington, IN: School of Education, Indiana University.

Stansell, J.; Harste, J.C.; & DeSanti, R. (1978). The effects of differing materials on the reading process. In P.D. Pearson & J. Hansen (Eds.), *Reading: Disciplined inquiry in Process and Practice* (Twenty-Seventh Yearbook of the National Reading Conference). Chicago, IL: National Reading Conference, 27-

35.

Harste, J.C., & Feathers, K. (May 1979). A propositional analysis of *Freddie Miller, Scientist*. *Occasional Papers in Reading*, 79(2), 1-59.

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Bloomington, IN: Language Education, Indiana University.

Harste, J.C., & Strickler, D.J. (1979). Teacher characteristics. In R.C. Calfee & P.A. Drum (Eds.), *Teaching Reading in Compensatory Classes*. Newark, DE: International Reading Association, 54-71.

*Harste, J.C., & Carey, R.F. (Fall 1979). Comprehension as setting. *New Perspectives on Comprehension* (Monograph in Language and Reading Studies, Number 3). Bloomington, IN: School of Education, Indiana University.

*Harste, J.C. (1980). Reading and reality: A socio-psycholinguistic analysis of reading and reading instruction. In D.J. Strickler (Ed.), *Reading Comprehension*. Portsmouth, NH: Heinemann.

Harste, J.C. (1980). *Setting Up a Comprehension Centered Reading Program* (videotape). Portsmouth, NH: Heinemann.

Harste, J.C. (1980). *The Teacher Variable in Reading Instruction: An Interview with Vera Milz* (videotape). Portsmouth, NH: Heinemann.

*Harste, J.C., & Burke, C.L. (Summer 1980). Examining instructional assumptions: The child as informant. *Theory Into Practice*, 19(4), 170-178.

- *Goss, J., & Harste, J.C. (1981). *It Didn't Frighten Me!* (Children's Literature). Columbus, OH: School Book Fairs. [Republished in hardback by Willowisp Press, 1986; Translated into Spanish in 1984; Reprinted and republished by Bookshelf Program, Australia, 1987.]
- *Carey, R.F.; Harste, J.C.; & Smith, S.L. (1981). Contextual constraints and discourse processes: A replication study. *Reading Research Quarterly*, 6(2), 201-212.
- *Harste, J.C.; Burke, C.L.; & Woodward, V.A. (1981). *Children, Their Language and World* (Volume 1, Final Report No. NIE 679-0132). Bloomington, IN: Language Education, Indiana University. Full report available through ERIC.
- Harste, J.C. (1981). Holy squirrel. *Language Arts*, 59, 8-10.
- Harste, J.C. (1981). Written language development: A natural concern. In A. Humes, B. Cronell, J. Lawler, & L. Gentry (Eds.), *Moving Between Practice and Research in Writing*. Los Alamitos, CA: SWRL Educational Research and Development, 43-46.
- Harste, J.C., & Rhodes, L. (Eds.) (1981-82). Making connections column. *Language Arts*, Volume 59 (Article in series by Harste, Rhodes, Hill, Burke, Thomas, Carey, Y. Goodman, & Menosky).
- *Harste, J.C.; Burke, C.L.; & Woodward, V.A. (1982). Children, their language and world: Initial encounters with print. In J. Langer & M. Smith-Burke (Eds.), *Reader Meets Author: Bridging the Gap*. Newark, DE: International Reading Association.

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Harste, J.C. (August 1982). Research in context: Where theory and practice meet. *Australian Journal of Reading*, 5(3), 110-119.

*DeFord, D., & Harste, J.C. (September 1982). Child language research and curriculum. *Language Arts*, 81:1, 111-118.

Harste, J.C., & Burke, C.L. (1983). *Baby Animals* (Children's Literature). Columbus, OH: School Book Fairs.

Smith, S.L.; Carey, R.F.; & Harste, J.C. (1983). The contexts of reading. In A. Berger & H.A. Robinson (Eds.), *Secondary School Reading: What Research Reveals for Classroom Practice*. Champaign-Urbana, IL: National Council of Teachers of English.

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*Harste, J.C.; Burke, C.L.; & Woodward, V.A. (1983). *The Young Child as Writer-Reader and Informant* (Volume 2, Final Report NIE-G-80-0121). Bloomington, IN: Language Education, Indiana University. Full report available through ERIC.

Burke, C.L., & Harste, J.C. (1983). *Cats* (Children's Literature). Columbus, OH: School Book Fairs.

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*Harste, J.C.; Woodward, V.A.; & Burke, C.L. (1984). Examining our assumptions: A transactional view of literacy learning. *Research in the Teaching of English*, 18:1, 84-108.

Harste, J.C., & Mikulecky, L.J. (1984). The context of literacy in our society. In A.C. Purves & O. Niles (Eds.), *Becoming Readers in a Complex Society* (83rd Yearbook of the National Society for the Study of Education: Part I). Chicago, IL: University of Chicago Press.

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Harste, J.C. (1984). Graves at risk (Book Review). *Reading Psychology*, 5:2, 14-18.

*Harste, J.C.; Woodward, V.A.; & Burke, C.L. (1984). *Language Stories and Literacy Lessons*. Portsmouth, NH: Heinemann.

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*Harste, J.C. (Developer and Host) & Jurewicz, E. (Producer and Director) (1985). *The Authoring Cycle: Read Better, Write Better, Reason Better* (videotape series). Portsmouth, NH: Heinemann. (Includes 8 one-half hour videotapes entitled: *The Natural Curriculum, An Authoring Curriculum, A Classroom for Authors, Taking Ownership, Authors Circle, Editors Table, Celebrating Authorship, Extending the Cycle*).

Harste, J.C.; Mitchell-Pierce, K.; & Cairney, T. (Eds.) (1985). *The Authoring Cycle: A Viewing Guide*. Portsmouth, NH: Heinemann.

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Harste, J.C.; Dahl, K.L.; & Stephens, D.L. (Summer 1985). Articles too good to miss: An annotated guide to readership choices. *WSRA Journal*, 29:4, 38-51.

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*Rowe, D.W., & Harste, J.C. (1985). Reading and writing in a system of knowing: Curricular implications. In M. Sampson (Ed.), *In Pursuit of Literacy*. Des Moines, IA: Kendall Hunt.

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Harste, J.C., & Stephens, D.L. (1986). Literacy in the secondary special education classroom. *Theory Into Practice*, 25:2, 128-133.

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Creative Projects:

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Harste, J. C., & Schuler, T. (2009). "After the Kill." 2009 Membership Brochure. Bloomington Watercolor Society, Bloomington, IN.

Harste, J. C. (2010). Little Girl Reading & 7 Watercolor Paintings in Color. *California English*, 15 (3), Cover, 2, 16, 25, 28-31.

Harste, J. C. (January 8 -- August 3, 2010). "I Love Cuba," "The Ballerina," & "Hawk." Bloomington Watercolor Society Membership Show 2010. Columbus Learning Center, Columbus, IN.

Harste, J. C. (April 2--30, 2010). "Baby Crow," "Resignation," & "Turquoise Reader." Emeriti House Art Exhibit, Bloomington, IN. (Juried).

Harste, J. C. (May 15-24, 2010). "Summer Porch." Meadow wood Summer Art Show, Bloomington.

Harste, J. C. (November, 2011). "Moab Conversations." Option Online Art Show. (Sold: Munster, IN)

Harste, J. C. (November, 2011). "Ballerina." Option Online Art Show.

Harste, J. C. (November, 2011). "Don't Touch My Junk." Option Juried Art Show. Runner Up to Best in the Show.

Harste, J. C. (April, 2011). "Chief Little Elk of the Dakota Sioux." Missouri National Juried Watercolor Show.

Harste, J. C. (May, 2011). "Portrait: A Study" "Scar Tissue: A Story). Emeritus House Art Show. (Juried)

Harste, J. C. (May, 2011). "Little 500," "IU Art Museum." Venue Creative Seniors Art Show.

Harste, J. C. (May, 2011). "Rooster." Walden Creative Seniors Art Show.

Harste, J. C. (April, 2012). "Casting a Long Shadow," Missouri 2012 National Exhibition.

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Harste, J. C. (October, 2013). One-man Show. Meadowood Retirement Community Room.

Harste, J. C. (June, 2013). Watercolor ("Determined to be Literate") Selected for Cover of Hilary Janks book, *Doing critical literacy: Texts and Activities for Students and Teachers* (Language, Culture, and Teaching Series). New York: Routledge.

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Pieces Distributed:

- ”Humingbird” (Diane Stephens, Columbia, MO)
- ”Morning Rooster” (Ellena Richer, MN)
- ”Susan Boyle” (Judith Newman, Halifax, Nova Scotia)
- ”Cardinal” (Vivian Vasquez, Washington, DC)
- ”Baby Crow” (Dorothy Menosky, Bloomington, IN); Copy 1 (Dorothy King, Flagstaff, AZ); Copy 2 (Kathryn Egawa, Seattle, WA)
- ”Homestead” (Amanda Beyer, Bismark, ND)
- ”Resignation” (Gerald & Maria Campano, Bloomington, IN); Copy 1 (Dorothy King, Flagstaff, AZ)
- ”After the Kill” (Terribithia Schuler, Cincinnati, OH)
- ”Reader” (Mitzi Lewison, IN)
- ”Girl on Books” (Carolyn Burke, IN)
- ”Boy Reading” (Yetta Goodman, AZ)
- ”Carolina Wren” (Alison Schuler, Cincinnati, OH)
- ”Poppies” (Jason & Mary Harste, Frederick, CO)
- ”Apple Blossoms with Finch” (MaryAnn Manning, Birmingham, AL)
- ”Inscribed Goats” (Sarah Dragomer, Munster, IN)
Copy 1: Peggy Albers, Atlanta, GA)
- ”Mother-In-Law Portrait” (Michael Muise, Kingston, Ontario)
- ”Dora, the Dog & Husband Napping Portrait” (Joellen Weis Maples, Rochester, NY)
- Black-Eyed Susans (Ronae Rose, Appleton, MN)
- Summer Patio (Ronae Rose, Appleton, MN)
- Flowers in a Vase (Ronae Rose, Appleton, MN)
- Daisies (Sage Stith, Bentonville, AK)
- On Becoming (Sage Stith, Bentonville, AK)

--Fall Leaves (Sage Stith, Bentonville, AK)