

**Summer Melody Pennell** (she/her)

Lecturer

Department of Education

The University of Vermont

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**Education**

2016 Ph.D. University of North Carolina at Chapel Hill

 Education: Culture, Curriculum and Change

 Advisor: Dr. George Noblit

Dissertation: *Queering the Curriculum: Critical Literacy and Numeracy for Social Justice*

Graduate Certificate in Qualitative Methods

2009 M.A. University of Oregon

 Interdisciplinary Studies: Folklore

 Advisor: Dr. Lisa Gilman

Thesis: *Learning through Practice: Creating and Performing a Lesbian Wayang Kulit in Javanese Style*

2004 B.A. University of Washington- Seattle

 English Literature and Interdisciplinary Visual Art

**Areas of teaching and research**

* Teacher Education
* Secondary English Methods
* Critical Literacies & New Literacies
* Social Justice & Diversity in Education
* LGBTQ+ Issues in Education
* Social Foundations of Education
* Queer Theory & Pedagogy
* Young Adult Literature
* Critical Race Theory
* Qualitative Methods

**Professional Experience**

TEACHING

2021- present Lecturer

 Department of Education

 College of Education and Social Services

 University of Vermont

2016- 2021 Assistant Professor of English Education

Truman State University

Department of English & Linguistics

2015-2016 Instructor

 Upward Bound

 University of North Carolina at Chapel Hill

2010-2013 Teaching Assistant

 University of North Carolina at Chapel Hill

 Professors: Dr. Madeline Grumet, Dr. Sandra Hughes-Hassell

2012-2013 Practicum Supervisor, MAT English

 Professor: Dr. James Trier

2012- 2013 Instructor

 Duke TIP (middle school level)

 Boone, North Carolina

2009-2011 English Teacher

 Bertie Early College High School

 Windsor, North Carolina

2008-2009 Graduate Instructor

 University of Oregon

 Eugene, Oregon

2004-2006 English Conversation Instructor

 Nova Group,

 Osaka, Japan

RESEARCH

2016-2017 Program Evaluation

Perpich Center for Arts Integration

 Alison LaGarry and Associates

2016 Interviewer

 Project: Social Class and the Transition from College to Work

 PI: Jessie Streib, Duke University

2015 Field Researcher

 North Carolina Science Festival

 Karen Peterman Consulting, Co.

2012-2015 Research assistant, *Reconnect and Recharge*

 University of North Carolina at Chapel Hill

 Program Director: Dr. Jocelyn Glazier

2013 Program Evaluation

Minnesota Arts Integration Program

 Research Director: Dr. George Noblit

2011 Research Assistant, *Mysteries, Max, and Me*

RTI International, Research Triangle Park, NC

EDITING

2015-2016 Managing Editor, *The High School Journal*

 University of North Carolina at Chapel Hill

 Faculty supervisor: Dr. Madeleine Grumet

2013-2015 Assistant Editor, *The High School Journal*

 University of North Carolina at Chapel Hill

 Faculty supervisor: Dr. Madeleine Grumet

CURRICULUM DEVELOPMENT

2016 Secondary ELA curriculum development for Dr. Patricia Sawin, UNC

2012-2015 Research Assistant (Curriculum Development), LEARN NC

 University of North Carolina at Chapel Hill

 Director: Dr. Cheryl Bolick (2012-2014); Martinette Horner (2015)

2014 Kress Education Fellow, Ackland Art Museum

 University of North Carolina at Chapel Hill

**Courses Instructed or Assisted**

**\****Indicates I created or co-created the course*

UNIVERSITY OF VERMONT

**Undergraduate:**

* EDEL 176: Language Arts & Literacy Skills
* EDEL 278: Plng, Adptg, Dlvring Lit Instr
* EDSC 215 – SL: Reading in Secondary Schools

**Graduate**

* EDSC 215: Reading in Secondary Schools

TRUMAN STATE UNIVERSITY

**Undergraduate:**

* INDV 150: Book & Discussion: Dark Fantastic YA Lit
* \*ENG 206: Popular Genres: LGBTQ YA Lit
* \*ENG 230: Intro to English: Critical Communities
* \*JINS 339: Gender & Culture: Selfies
* ENG 365: Folklore
* ENG 416: Young Adult Lit
* ENG 434: Queer Theory
* ENG 440: Lit & Geography: Southern American Lit

**Graduate:**

* ENG 506/506G: Theory and Practice of Teaching Literature
* ED 607G: Applied Educational Psychology
* ED 609G: Teaching Internship: English
* ED 681: Research Study in Ed: English

UNIVERSITY OF NORTH CAROLINA- CHAPEL HILL

* COMM 063: First Year Seminar: Creative Performance (TA)
* EDUC 746: Practica Student Internship: MAT Secondary English
* INLS 890: Youth Services in a Diverse Society (TA)

UPWARD BOUND- UNC

* English II
* English III

DUKE TALENT IDENTIFICATION PROGRAM (TIP)

* From Wonderland to Hogwarts

BERTIE EARLY COLLEGE HIGH SCHOOL

* English I
* English II
* English III
* \*College Prep Writing

UNIVERSITY OF OREGON

* WR 121: Beginning College Composition
* WR 122: College Composition II

**GRANTS**

2018 National Center for Institutional Diversity (NCID) Pop-Up Research Grant, $2000, for project titled “How Can we Talk about Race in the Classroom?: A Content Analysis of Missouri Learning Standards for K-12 Education”

2018 Truman State University School of Arts and Letters Mini-Grant, $500, “How do Missouri English Teachers Talk about Race in the Classroom?”

**AWARDS**

2021 Semi-Finalist for Research Mentor of the Year, Truman State University

2019 Academic Innovation Award for “Creating Memes to Increase Comprehension of Queer Theory,” Truman State University

2019 Center for Institutional Diversity’s Bertha Thomas Faculty Advocate Award, Truman State University

2019 Women’s Resource Center’s Woman of Distinction Award, Truman State University

2018 Nominated for the Women’s Resource Center’s Woman of Distinction Award, Truman State University

2018 *Teaching, Affirming and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework,* awarded Outstanding Book by the Michigan Council Teachers of English (Chapter: Transitional memoirs: Reading with a Queer Cultural Capital Model)

2017 American Educational Research Association, Division K (Teaching and Teacher Education) Exemplary Research Award for *Teaching, Affirming and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework* (Chapter: Transitional memoirs: Reading with a Queer Cultural Capital Model)

2017 National Residence Hall Honorary (NRHH) Faculty of the Year, Truman State University

2017 Semi-Finalist for the Research Mentor of the Year Award, Truman State University

2016 LGBTQI Advocacy Award, from the UNC-Chapel Hill LGBTQ Center

2016 2016 Prize for Best Graduate Work, from the UNC-Chapel Hill Program in Sexuality Studies

2016 Emerging Diversity Scholar, National Center for Institutional Diversity, University of Michigan

2014 American Educational Studies Association (AESA) Taylor & Francis Outstanding Graduate Student Research Award

2009 Bruce M Abrams Lesbian, Gay, Bisexual and Transgender Graduate Essay Award, from the University of Oregon Women’s and Gender Studies Department

**Publications**

BOOKS

**Pennell, S. M.** (2019). [*Queering Critical Literacy & Numeracy for Social Justice: Navigating the Course*](https://www.palgrave.com/us/book/9783030115838). Palgrave MacMillan.

**Pennell, S**. **M.,** Boyd, A.., Parkhouse, H., & LaGarry, A. (Eds.) (2017). *Possibilities in Practice: Social Justice Teaching in the Disciplines.* New York, NY: Peter Lang.

Chapter: **S. M. Pennell** and B. Fede. Reading the Math on Marriage Equality: Social Justice Lessons in Middle School, (pp. 93-106).

REFEREED ARTICLES

**Pennell, S. M.** Baker, K., & Fede, B. (in press). The Space Between Two Shores: Embracing Ambiguity in Interdisciplinary Partnerships. *Voices from the Middle.*

**Pennell, S. M.,** Greene-Rooks, J., & Wagner, K. (in press). Pandemic Academic Parenting: Finding the Radically Queer Within Our Mundane, Monotonous, and Sometimes Homonormative Experiences. *American Educational History Journal, Special Edition – Snapshots of History: Portraits of the 21st Century Pandemic.*

Bitter, R., Miller, H. C., & **Pennell, S. M.** (2021). We’re not Sick, We’re not Straight: Conversion Therapy and the Compulsory Body in YAL. *The ALAN Review.*

Day, S. K., & **Pennell, S.** **M**. (2020). #PLLQueerTheory: Fans’ reactions to queer representation in Pretty Little Liars. *The Journal of Fandom Studies, 8*(2), 165-183.

**Pennell, S. M. & Stobbe, E. (2019). How Can We Talk about Race in the Classroom? Insights from a Content Analysis of Missouri Learning Standards for K–12 Education. *Currents, 1*(1), 95-104. DOI:**[**http://dx.doi.org/10.3998/currents.17387731.0001.108**](http://dx.doi.org/10.3998/currents.17387731.0001.108)

**Pennell, S. M.**  (2019). [Reading Representations of Race: Critical Literacy and Ferguson](http://secure.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1084-mar2019/EJ1084Mar19Reading.pdf?_ga=2.182389991.1504770902.1556050848-886121640.1470931001). *English Journal*, *108*(4), 68-75.

Blackburn, M. and **Pennell, S. M.** (2018). Teaching students to question assumptions about gender and sexuality. *Phi Delta Kappan, 100*(2), 27-31.

**Pennell, S. M.** & Fede, B**.** (2018). Fighting Fake News: Interdisciplinary Online Literacies for Social Justice. *Voices from the Middle, 25*(4), 48-53*.*

**Pennell, S**. **M.** (2018). Chosen Families: Using and Creating Queer Cultural Capital in a Queer YAL Course. *The ALAN Review, 45*(2), 45-56.

**Pennell, S. M.** (2017). Training Secondary Teachers to Support LGBTQ+ Students: Practical Applications from Theory and Research. *The High School Journal, 101*(1), 62-72.

**Pennell, S. M.** (2016). Queer cultural capital: Implications for education. *Race, Ethnicity, & Education, 19*(2), 324-338*.*

The above is included in: Adrienne D. Dixson, David Gillborn, Gloria Ladson-Billings, Laurence J. Parker, Nicola Rollock, Paul Warmington (Eds.) (2018). *Critical Race Theory in Education: Major Themes in Education*. *Critical Race Theory in Education: Major Themes in Education*. *Volume III: Off-Shoot Movements.* New York, NY: Routledge.

Boyd, A. & **Pennell, S. M.** (2015). Batteries, Big Red, and Busses: Using Critical Theory to Read for Social Class in “Eleanor & Park”*. Study & Scrutiny: Research in Young Adult Literature, 1*(1), 95-124*.*

**Pennell, S. M. (**October 2014). Performance as Education: Creating and Performing a Lesbian Themed Wayang Kulit in Javanese Style. *GEMS (Gender, Education, Music, & Society 7*(7), 28-44.

REFEREED BOOK CHAPTERS & ENCYCLOPEDIA ENTRIES

**Pennell, S. M.** (expected 2021). Learning through Processing: Teaching and Researching with Queer Pedagogy and Social Justice. In A. Anders & G. Noblit (Eds.), *After Critical Ethnography.*

Azim, K., **Pennell, S. M.**, Lim, S., Obaid, M. C., Eilert, M., Ho, H., Key-Delaria, S., & The Motherscholar Collective. (in press). Collective Perspectives: The formation of a motherscholar pandemic research collaborative. In M. C. Planas & D. Castillo (Eds.), *Scholars in COVID Times.*

The Motherscholar Collective, Richardson, I., Jones, J. L. B., Greene-Rooks, J., Azim, K. A., Wagner, K., Eilert, M., Lim, S., **Pennell, S. M**., & Brooks, T. (accepted). From Social Media Group to Village: Academic Mothers\* Create a Supportive Online Networking Group During COVID-19. In S. Trocchio, L. Hanasono, R. Dwyer, J. J. Borchert, & J. Y. Harvie (Eds.), *It takes a village: Academic mothers building online communities.*

**Pennell, S. M.** (in press).“Queer Theory.” In Strunk, K. & Shelton, S. A. (Eds.) *Encyclopedia of Queer Studies in Education.*

**Pennell, S. M.** (in press).“Queer Pedagogy.” In Strunk, K. & Shelton, S. A. (Eds.) *Encyclopedia of Queer Studies in Education*

**Pennell, S. M.** (in press).Teaching fairy tale retellings with Anna-Marie McLemore’s *Dark and Deepest Red.* In P. Greathouse, B. Eisenbach & C. Miller (Eds.), *Queer Young Adult Literature as a Complement to the English Language Arts Curriculum* (2nd Ed.). Roman & Littlefield.

Baker, K., **Pennell, S. M.**, & Fede, B. (in press). The Mathematics of Imagination: Uncovering Math and Meaning in the Graphic Novel *The Magic Fish*. In In P. Greathouse, H. Anthony, & B. Eisenbach (Eds), *Developing Mathematical Literacy through Young Adult Literature*

Baker, K., Fede, B. & **Pennell, S. M.** (2020). What does it mean to be equal? In L. Airton & S. Wooley (Eds.), *K-12 Lesson Plans on Gender Diversity*, (71-81). Canadian Scholars' Press.

**Pennell, S. M.** (2020). Queer Theory/Pedagogy and Social Justice Education. In R. Papa & M. Sanchez (Eds.) *Handbook on Promoting Social Justice in Education.* Springer.

**Pennell, S. M.** (2018). Girls with Ambition and Heart: Teaching Malinda Lo’s *Huntress.*In P. Greathouse, B. Eisenbach, & J. Kaywell (Eds.), *Queer Adolescent Literature as a Complement to the English Language Arts Curriculum*. Roman & Littlefield.

Parkhouse, H. & **Pennell, S. M.** (2018). Tools for Navigation: Latinx Students, Gender, and Sexuality. In G. Noblit & L. Urrieta(Eds.) *The Cultural Construction of Identity: Meta Ethnographies and Theory,* (pp. 150-176)*.* Oxford.

**Pennell, S. M.** (2016). Queer Transgressive Cultural Capital. In E. Brockenbrough, J. Ingrey, W. Martino, & N. Rodriguez (Eds.) *Critical Concepts in Queer Studies and Education: An International Guide for the Twenty-First Century,* (pp. 319-328)*.* New York: Palgrave Macmillan.

**Pennell, S. M.** (2016). Queer paranoia: Worrying about and through a queer dissertation study. In s.j. Miller & N. Rodriguez (Eds.) *Educators Queering Academia: Critical Memoirs,* (pp. 13-20)*.* Peter Lang.

**Pennell, S. M.** (2016). Transitional memoirs: Reading with a Queer Cultural Capital Model. In S. Miller (Ed.) *Teaching, Affirming, and Honoring Trans and Gender Creative Youth: A Queer Literacy Framework* (pp. 199-230)*.* New York: Palgrave Macmillan.

**Pennell, S. M.** & Cain, J. Montana. (2016). Adorned: Moving from decoration to disposition in social justice. In J. Diem (Ed.) *The social and cultural foundations of education: A reader* (pp. 148-165)*.* Cognella Academic Publishing.

**Pennell, S. M.** (2015). The Gaps Between You and Me: Being Gay in TFA. In T. Brewer & K. Demarrais (Eds.) *Teach for America counter-narratives: Alumni speak up and speak out* (pp. 129-138). New York: Peter Lang.

INVITED MANUSCRIPTS

**Pennell, S. M.** (2020). Foreword. In C. McNabb's *Queer Adolescence: Understanding the Lives of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual Youth*. Rowman & Littlefield

Boyd, A., LaGarry, A., Parkhouse, H. & **Pennell, S. M.** (2020). “‘Talk to Me’: Dialogic Engagement as Pedagogy.” In B. Waters & M Sanchez (Eds.) How We Got Here: The Role of Critical Mentoring and Social Justice Praxis, (72–81). Brill. doi: <https://doi.org/10.1163/9789004432468_009>.

OTHER ARTICLES

**Pennell, S. M.** (2017). The *Formation* of thesis statements: Beyoncé in the Secondary English Language Arts Classroom. *Minnesota English Journal Online.*

**Pennell, S. M.** (Spring 2014). Letter from the editorial board. *The High School Journal, 97*(3), 125-127.

**Pennell, S. M.** (Fall 2013). “He Doesn’t Look like the Lone Ranger…,” in *Tar Heel News*, published by the North Carolina Council for the Social Studies.

**Pennell, S. M.** (October 2009), Creating and Performing *Pinang & Ayu: A Love Story.* A Lesbian Shadow-Puppet Performance, in *CultureWork: A Periodic Broadside for Arts and Cultural Workers*, *13*(4), Center for Community Arts and Cultural Policy, Arts & Administration Program, University of Oregon, Eugene.

EVALUATION REPORTS

LaGarry, A., Boyd, A. S., Parkhouse, H., **Pennell, S. M.** (2017). *Final report for Perpich Arts Integration initiatives 2016-2017*. Perpich Foundation, Golden Valley, M.N.

LaGarry, A., Parkhouse, H., **Pennell, S. M.**, Boyd, A. S. (2016). *Annual report for Perpich Arts Integration initiatives 2015-2016 (Evaluation report).* Perpich Foundation, Golden Valley, M.N.

MEDIA

**Pennell, S. M.** NCTE Blog Post, March 5, 2021. [Queer YA Inspired by TV and Movies](https://ncte.org/blog/2021/03/queer-ya-inspired-tv-movies/).

Miller, C. & **Pennell, S. M.** NCTE Blog Post, June 20, 2020. ["Magical LGBTQ Young Adult Literature and Pop Culture Nostalgia."](https://ncte.org/blog/2020/06/magical-lgbtq-young-adult-literature-pop-culture-nostalgia/)

Miller, C. & **Pennell, S. M.** NCTE Blog Post, Nov. 7, 2019. "[LGBTQ Advocacy and Visibility at #NCTE2019](http://www2.ncte.org/blog/2019/11/lgbtq-advocacy-visiblity-ncte2019/)."

**Pennell, S. M.** NCTE Blog Post, April 28, 2019. "L[GBTQ+YA Literature: Recommendations for Readers Who Love Magical Realism and Sc-Fi](http://www2.ncte.org/blog/2019/04/lgbtq-ya-literature-recommendations/)."

**REFEREED CONFERENCE PRESENTATIONS**

**Pennell, S. M**. “Pre-Service Teachers Engaging with Social Justice: Focusing on Theory to Encourage Practice.” In the ELATE-SJ Sponsored Roundtable Session at the National Council of Teachers of English (NCTE) Annual Conference, November 2020. Held virtually due to COVID-19.

**Pennell, S. M.**, Stachowiak, D. & Lee, D. (Chairs). GSEA Sponsored Roundtable Session: A ¡Confluencia! of Queer Songs., at the National Council of Teachers of English (NCTE) Annual Conference, November 2020. Held virtually due to COVID-19.

**Pennell, S. M.** Using Critical Race Methodology to Analyze Missouri State Learning Standards. Accepted for presentation in a roundtable session entitled “The State and Education Reform: A Policy Agenda for Researchers and Policymakers” at the American Education Research Association (AERA) Annual Conference, San Francisco, CA, April 2020. Conference canceled due to COVID-19.

**Pennell, S. M.** Queer Critical Community through Twitter: Fostering Bonds among College Students. Accepted for presentation in a roundtable session entitled “Trans and Queer Experiences in Higher Education” at the American Education Research Association (AERA) Annual Conference, San Francisco, CA, April 2020. Conference canceled due to COVID-19.

**Pennell, S. M.** Reading *The Hate U Give* with White Pre-service Teachers: Engaging in Critical Reflection. Panel session entitled “Young Adult Literature and Teacher Education” at the National Council of Teachers of English (NCTE) Annual Conference, Baltimore, MD, Nov. 23, 2019.

Sieben, N., **Pennell, S. M.**, & Stachowiak, D. (Chairs). GSEA Sponsored Roundtable Session: LGBTQ+ Spirited Inquiry: Visibility in ELA, at the National Council of Teachers of English (NCTE) Annual Conference, Baltimore, MD, Nov. 22, 2019.

DesPrez, E., Blackburn, M., & **Pennell, S. M.** They/Them/Ours: NCTE’s “Statement on Language and Gender” and Inclusive Language Practices, at the National Council of Teachers of English (NCTE) Annual Conference, Baltimore, MD, Nov. 21, 2019.

**Pennell, S. M.** (Panelist for session organized by Robert Bittner, paired with author Shaun David Hutchinson). Centering a Diversity of LGBTQ Voices in Education, at the National Council of Teachers of English (NCTE) Annual Conference, Baltimore, MD, Nov. 21, 2019.

**Pennell, S. M.** (Faculty mentor for Emily Stobbe). The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, at the National Council of Teachers of English (NCTE) Annual Conference, Houston, TX, Nov. 18, 2018.

**Pennell, S. M.** (Roundtable leader: mentor). Nurturing and Sustaining Critical Educators: A Mentoring and Networking Session (Sponsored by the Latinx Caucus), at the National Council of Teachers of English (NCTE) Annual Conference, Houston, TX, Nov. 17, 2018.

**Pennell, S. M.** (Roundtable leader). Why Middle Matters: Pursuing Justice and Equity Together, a co-sponsored session by the Middle Level Section, NCTE Caucuses, and the GSEA, at the National Council of Teachers of English (NCTE) Annual Conference, Houston, TX, Nov. 17, 2018.

**Pennell, S. M.** Critical Community Building Through Twitter: Increasing Student Voices in a YAL Course. Panel session entitled “Technology Tolls that Support ELA Instruction: YA Lit and LGBTQ Issues” at the National Council of Teachers of English (NCTE) Annual Conference, Houston, TX, Nov. 16, 2018.

Sieben, N., **Pennell, S. M.**, & Stachowiak, D. (Chairs). GSEA Sponsored Roundtable Session: Amplifying and Celebrating Intersectional and Transectional LGBTQ+ Voices, at the National Council of Teachers of English (NCTE) Annual Conference, Houston, TX, Nov. 16, 2018.

Boyd, A., Parkhouse, H., LaGarry, A. & **Pennell, S. M**. Possibilities in Community-Oriented Public Education: Building Local Partnerships through Arts Integration. Presented in a roundtable session at the American Educational Research Association’s (AERA) Annual Conference, NY, NY, April 16, 2018.

**Pennell, S. M.** (Faculty mentor for Rachel Davis). The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, at the National Council of Teachers of English (NCTE) Annual Conference, St. Louis, MO, Nov. 19, 2017.

**Pennell, S. M.** Reading Representations of Race: Critical Literacy and Ferguson. Panel session entitled “Critical Understandings of Race in Literacy Contexts” at the National Council of Teachers of English (NCTE) Annual Conference, St. Louis, MO, Nov. 18, 2017.

**Pennell, S. M.** #PLLTheory: Literacy Practices of Adolescents’ Online Fandom. Roundtable session entitled “Capturing Digital Literacies in Action: Using Video to Study Students' Out-of-School Literacies” at the National Council of Teachers of English (NCTE) Annual Conference, St. Louis, MO, Nov. 17, 2017.

**Pennell, S. M.** Queer Familial Cultural Capital: Undergraduates Analyze LGBTQ YA Literature. Roundtable session entitled “Building Bridges to Empowerment: Intersectional and Transectional LGBTQ+ Voices in Classroom Spaces and Beyond” at the National Council of Teachers of English (NCTE) Annual Conference, St. Louis, MO, Nov. 18, 2017.

**Pennell, S. M.** & Fede, B. Marriage Equality Math. In a symposium entitled “Memories of Social Justice Teaching” at the American Educational Studies Association (AESA) Annual Conference, Pittsburgh, PA, Nov. 2, 2017.

**Pennell, S. M.** Creating (Chosen) Family Memories: Queer Cultural Capital in a YA Literature Course. In a panel entitled “Queering Educational Studies: Texts, Theory, and Therapy” at the American Educational Studies Association (AESA) Annual Conference, Pittsburgh, PA, Nov. 2, 2017.

**Pennell, S. M.** Recognizing the Puzzle: Knowledge Creation in a Social Justice Math Class. Roundtable session entitled “Queer Theory in the Classroom” at the American Educational Research Association, San Antonio, TX, May 1, 2017.

Day, S. & **Pennell, S. M.** #PLLQueerTheory: Fans’ Reactions to Queer Representation in *Pretty Little Liars.* Presented at the Women and Gender Studies Conference, Truman State University, Jan. 27, 2017.

**Pennell, S. M. “**Stability in Mobility: How Students Move through Literacy Practices for Social Justice.” Presented at the Literacy Research Association’s (LRA) Annual Conference, Nashville, TN, Dec. 2, 2016.

Boyd, A. & **Pennell, S. M. “**Re-Imagining Critical Theory: Young Adult Literature as a Language for Understanding.” Presented at the American Educational Studies Association’s (AESA) Annual Conference, Seattle, WA, Nov. 5, 2016.

**Pennell, S. M.** "Processing social justice: A queer enactment of learning from a middle school class." Presented in a roundtable session at the American Educational Research Association (AERA) Annual Conference, Washington D.C., April 9, 2016.

**Pennell, S. M.** “Queering Critical Literacy.” Presented in a roundtable session entitled “Building and Sustaining English Education Through the Research and Practice of English Education Doctoral Students” at the National Council of Teachers of English (NCTE) Annual Conference, Minneapolis, MN, Nov. 21, 2015.

**Pennell, S. M.** “Resisting the Sameness: The Giver and queer pedagogy in English education.” Presented in a roundtable session entitled “The Art of Classroom Practice: Using Language to Explore Identity Politics” at the National Council of Teachers of English (NCTE) Annual Conference, Minneapolis, MN, Nov. 21, 2015.

**Pennell, S. M.** “Rethinking Normal: Teaching Memoirs in Transition” Presented in a roundtable session entitled “LGBTQ Voices in Education: ‘Speaking Truth to Power’” at the National Council of Teachers of English (NCTE) Annual Conference, Minneapolis, MN, Nov. 20, 2015.

**Pennell, S. M.** “Reading art for social justice.” Presented in a roundtable session entitled “Responsibility, Creativity, and the Arts in Social Justice Teacher Education” at the National Council of Teachers of English (NCTE) Annual Conference, Minneapolis, MN, Nov. 20, 2015.

**Pennell, S. M.** “The problem with unquestioning love: Students learning to look beyond ‘the one’ and embrace ambiguity.” Paper presented at the American Educational Studies Association (AESA) Annual Conference, San Antonio, TX, Nov. 15, 2015. Presented in a panel presentation entitled “Love in the Disciplines: Addressing Social Justice in Subject-Specific Spaces.”

**Pennell, S. M.** “Queer Pedagogy in English Methods” Presented as part of a panel entitled “Queering the ELA Curriculum: Perspectives from High School and Teacher Education” with Michelle Page and Kirsten Helmer, at the joint International Federation for the Teaching of English and Conference on English Education (IFTE/CEE), New York, NY, July 8, 2015.

Boyd, A., Anderson, T., & **Pennell, S. M**. "Social Justice and Young Adult Literature: An Exploration of Possibilities, Places, and Critical Pedagogies." A panel presented at the joint International Federation for the Teaching of English and Conference on English Education (IFTE/CEE), New York, NY, July 7, 2015.

**Pennell, S. M.** & Harrelson, B. “Taking Action in Your School.” AdvaNCe Equality Conference held by Equality NC, March 21, 2015.

**Pennell, S. M.** “Queering Digital Literacy.” Presented the Southeastern Association of Educational Studies (SEAES) Conference, Chapel Hill, NC, Feb, 7, 2015.

**Pennell, S. M**. “Queering Digital Literacies for Social Justice and Cross-Disciplinary Collaboration.” Presented in a roundtable session at the National Council of Teachers of English (NCTE) Annual Conference, Washington, D.C., Nov. 21, 2014.

Boyd, A. & **Pennell, S. M. “**Macklemore or Mackle-less? A Cultural Study of “Same Love” as Public Pedagogy.” Paper presented at the American Educational Studies Association (AESA) Annual Conference, Toronto, ON, CA, Nov. 2, 2014.

Parkhouse, H. & **Pennell, S. M. “**Latina Students and Gender/Sexual Identities.” Paper presented at the American Educational Studies Association (AESA) Annual Conference, Toronto ON, CA, Oct. 30, 2014. Presented in a panel session entitled “Meta-ethnography and theory: Identity and difference in qualitative syntheses.”

**Pennell, S. M.**, Hafera, A., & Hale, M. “Art Interpretation Circles (AIC): Teaching students to ‘read’ art objects.” Presented at the North Carolina English Teachers Association (NCETA) Annual Conference, October 11, 2014.

**Pennell, S. M**. “Queering Cultural Capital: Applications for the K-12 Classroom.” Presented in a roundtable session at the American Educational Research Association (AERA) Annual Conference, Philadelphia, PA, April 5, 2014.

**Pennell, S. M.**. “Queer, Transgressive Cultural Capital.” Presented at the Southeastern Women Studies Association (SEWSA) conference, March 28, 2014.

Fede, B. and **Pennell, S. M**. “Just(ice) in Time for the Common Core: Addressing Argumentation in Math Class.” Poster presentation at the Psychology of Mathematics Education, North American Chapter Conference (PMENA), Chicago, IL, November, 2013.

**Pennell, S. M**. “Queering Cultural Capital: Extending Yosso’s Examination of Cultural Capital to LGBTQ Communities.” Presented at the American Educational Studies Association (AESA) Annual Conference, Baltimore, MD, Oct. 31, 2013.

**Pennell, S. M.** & Fede, B. “A Queer Equation: Queer Pedagogy in Mathematics.” Presented at the American Educational Studies Association (AESA) Annual Conference, Baltimore, MD, Nov. 1, 2013.

**Pennell, S. M**. “Opening Hearts and Minds:  A Meta-Analysis of LGBTQ- focused Professional Development Programs for K-12 Teachers.” Presented in a roundtable session entitled “Queer on Campus: LGBTQ Issues in Postsecondary and Professional Education” at the American Educational Research Association (AERA) Annual Conference, San Francisco, CA, April 28, 2013.

**Pennell, S. M**. “Process Drama as an Educational Tool for the Oppressed.” Presented in a roundtable session entitled “Arts and Inquiry in Education.” Presented at the American Educational Research Association (AERA) Annual Conference, San Francisco, CA, April 30, 2013.

**Pennell, S. M**. “Acting Out in School: Performance-based, Queer-focused Professional Development for K-12 teachers.” Presented at the Southeastern Women Studies Association (SEWSA) conference, April 19, 2013.

**Pennell, S. M.** “A Protest in Disguise.” Presented at the Southeastern Women Studies Association (SEWSA) conference, April 19, 2013.

**Pennell, S. M**. “Queer Capital: Extending Yosso's Examination of Cultural Capital with a Queer Perspective.” Presented at the Southeastern Association of Educational Studies (SEAES) Conference, Chapel Hill, NC, Jan. 12, 2013.

Hirsch, K., Bartels, J. and **Pennell, S. M.** “Teaching the Election with LEARN NC.” Presented at the NC English Teachers Association (NCETA) conference, Charlotte, NC, Sept. 28, 2012.

**Pennell, S. M.** and Swogger, S., MLIS. “Delicious Research.” Presented at the NC English Teachers Association (NCETA) annual conference, Winston-Salem, NC, Oct. 23, 2010.

**INVITED WORKSHOPS AND GUEST LECTURES**

**Pennell, S. M.** & Boyd, A. “Social Justice Across the Disciplines.” Guest lecture for “Reading and Writing Across the Content Areas,” Oklahoma State University, April 22, 2021.

**Pennell, S. M.** “Queer Pedagogy and Theory in Education Research.” Guest lecture for EDUS 702: Foundations of Educational Research and Doctoral Scholarship, Virginia Commonwealth University, April 5 2021.

**Pennell, S. M..** "Introduction to Queer Theory." Guest lecture for PHRE 361: Gender & Religion in America, Truman State University, Feb. 3, 2021.

**Pennell, S. M.**"Introduction to Queer Theory." Guest lecture for ART 428: Art History Topics: Art & Gender, Truman State University, Sept. 3, 2020.

**Pennell, S. M.** “What a hot mess! How to turn your data into a dissertation.” Guest lecture for ELC 664: Foundations of Interpretive Inquiry, UNC- Greensboro, April 5, 2016; Nov. 10, 2017; Nov. 13, 2018; Nov. 19, 2019; Oct. 27, 2020.

**Pennell, S. M.** “Disciplinary Literacy for Social Justice.” Guest lecture for CI 395: Teaching Disciplinary Literacy, Iowa State University, Nov. 8 2018; Nov. 12 2019.

**Pennell, S. M.** “Supporting LGBTQ+ Students.” Guest lecture for English 323: Approaches to the Teaching of English, WSU-Pullman, Jan. 26. 2017; Sept. 5, 2019.

**Pennell, S. M.,** panelist, “Graduate School and Beyond.” Truman State University Student Government Association’s Women’s Leadership Conference, Feb. 16, 2019.

**Pennell, S. M.** “Unexpected Intersections: Folk Community Traits in Queer Ghost Hunters.” Lecture for the Truman State University Folklore Colloquium, Nov. 28, 2018.

**Pennell, S. M.** “Queer Pedagogy and Social Justice Education.” Guest lecture for EDUC 533: Social Justice in Education, UNC-Chapel Hill, Oct. 16. 2018.

**Pennell, S. M.** the Truman State University Folklore Colloquium, Oct. 16, 2017.

**Pennell, S. M.** “Teaching Queer Young Adult Literature.” Guest lecture for Research Studies in English Language Arts Education, Auburn University, June 27, 2017.

**Pennell, S. M.** “Gender, Sexuality, and the Performing Arts in Indonesia.” Guest lecture for SOAN 232: Anthropology of Gender, Truman State University, April 19, 2017.

**Pennell, S. M.** “Queer Cultural Capital: An Asset-Based Theory.” Guest lecture for PSCYH 438: Queer Psychology, Truman State University, Dec. 6. 2016.

**Pennell, S. M. “**Critical Literacy and Math.” Guest lecture for CI 395/595 Literacy in the Content Area: Reading and Literacy, Iowa State University, Nov. 10, 2016.

**Pennell, S. M. “**Gender and LGBTQ Issues in Education.” Guest lecture forEDMX 707 Reinventing Teaching, UNC-Chapel Hill, May 23, 2016.

**Pennell, S. M.** “LGBTQ Issues for Youth Services Librarians.” Guest lecture for INLS 890: Youth Services in a Diverse Society, UNC- Chapel Hill, April 1, 2016.

**Pennell, S. M.** “Beyond Inclusion: Queer Pedagogy and Queer Math.” Guest Lecture for EDUC 390.08 - LGBTQ Issues in Education. March 28, 2016.

**Pennell, S. M**. “Stability in mobility: A model for learning.” Part of UNC’s LGBTQ Center’s Graduate Speaker Series, Mar. 1, 2016.

**Pennell, S. M.** “Dissertation writing tips.” Guest lecture for INLS PhD Writing Colloquium, UNC-Chapel Hill, Feb. 9, 2016.

**Pennell, S. M.** “Queer Pedagogy.” Guest lecture for ENGL 548: Critical and Cultural Theory: Critical Literacy, Critical Theory, and Critical Pedagogy, Washington State University- Pullman, Nov. 5, 2015.

**Pennell, S. M.** “Intersectionality and education.” Guest lecture for WMST 890: Topics in Women’s Studies (Intersectionality), UNC-Chapel Hill, Nov. 3, 2015.

**Pennell, S. M**. “How to turn your data into a paper.” Guest lecture for EDUC 868: Advanced Qualitative methods, UNC-Chapel Hill, Oct. 8, 2015.

**Pennell, S. M.** and Fede, B. “Math for a Cause: Queering a Middle School Math Class.” Part of UNC’s LGBTQ Center’s Graduate Speaker Series, Mar. 26, 2015.

Nisbet, P., Hankins, S., and **Pennell, S. M.** “Digital Art History – Perspectives from the Ackland Art Museum.” Panelist at The Ackland Art Museum. Moderated by Caroline Culbert, as part of The Digital Salon Series at UNC-Chapel Hill, Feb. 4, 2015.

Parkhouse, H. and **Pennell, S. M**. “Tools for Navigation: A Meta-ethnography of Latinas, gender, and sexuality.” Guest lecture for EDUC 871: Meta-Ethnography, UNC-Chapel Hill, Feb. 2, 2015.

**Pennell, S. M.**. “Queering Critical Literacy.” Guest lecture for the Secondary English Master of Arts in Teaching candidates, UNC-Chapel Hill, Jan. 12, 2015.

Fede, B. & **Pennell, S. M**. “Queering Math Class: Critical Math and Queer Pedagogy in Middle School.” Part of UNC’s LGBTQ Center’s Graduate Speaker Series, April 24, 2014.

**Pennell, S. M**. “LGBTQ Issues for Youth Services.” Guest lecture for INLS 890: Youth Services in a Diverse Society, UNC- Chapel Hill, April 11, 2014.

**Pennell, S. M**. “LGBT Issues in Teaching.” Panel participant for MAT 744: Teaching Diverse Learners, Duke University, Feb. 24, 2014.

Noblit, G., **Pennell, S. M**, & Parkhouse, H. “Meta-ethnography Workshop.” Conducted at New Directions for Research and Evaluation: Meta-ethnography, participatory evaluation and mixed synthesis research. Naresuan University, Phitsanulok, Thailand. Jan. 10, 2014.

**Pennell, S. M.** & Parkhouse, H. “Meta-ethnography: Gender, Sexuality, and Latina Youth.” At New Directions for Research and Evaluation: Meta-ethnography, participatory evaluation and mixed synthesis research. Naresuan University, Phitsanulok, Thailand. Jan. 12, 2014.

**Pennell, S. M.**, Parker, D., & Parkhouse, H. “Cultural Competency for College Teaching.” Guest lecture for the Teaching Assistant’s in UNC’s Department of Philosophy. April 8, 2013.

**Pennell, S. M**. “LGBTQ Issues for Teachers.” Guest lecture for the Secondary English Master of Arts in Teaching candidates, UNC-Chapel Hill, Jan. 14, 2013.

**Pennell, S. M**. “LGBTQ Issues in Schools.” Guest lecture for ECD 296-002 – Special Topics in Counselor Education: GLBT Lives, NC State University, Sept. 18, 2013.

**Service**

TRUMAN STATE UNIVERSITY

2020- 21 Anti-Racism Committee, English & Linguistics Department

2020-21 Diversity and Inclusion Strategic Planning Committee, Campus Culture sub-committee

2020- 21 Research Advisor for Elyse Ellis, McNair Program

2020- 21 Research Supervisor for Secondary English Master of Arts in Education (MAE) Zoie Pearson and Emmy Nixon

2020 Co-led professional development on social justice for the Department of Education

2017-present Co-founder and co-organizer of [Lavender Graduation](http://mac.truman.edu/lavgrad/)

2017- present English & Linguistics IRB Committee, member

2016-present Safe Zone Program Coordinator

2016- present LGBTQ Scholarship Committee, member (2016), co-chair (2017), chair (2018-present)

2016- present Folklore Minor committee, member

2018-2019 Research Supervisor for Secondary English Master of Arts in Education (MAE) students Stephanie Fox & Rob Paine

2018-2019 English MA committee member: Taylor Jokerst & Nicole Schroeder

2018 Co-organizer of three lunch-and-learn talks for faculty and staff on intersectionality with other Social Justice Fellows called “Why Understanding Intersectionality Makes you Better at your Job.”

* Sept. 12, 2018: What is Intersectionality?
* Oct. 10, 2018: Why is Intersectionality Important for me to Understand?
* Nov. 14, 2018: How Can I apply Intersectionality to my Work?

Spring 2018 Social Justice Fellow, Multicultural Affairs Center

2017- 2018 Research Supervisor for Secondary English Master of Arts in Education (MAE) students Christina Belt, Dani Eschweiler, Erin Hutchison, Kristina Kohl, Katie Lucarz, Connor Maguire, Jamie McBurnett, Sarah Slane, & Sarah Wappelhorst

Oct. 29, 2017 Diversity Retreat participant

Aug. 14, 2017 Panel participant for English & Music Graduate Teaching and Research Assistants (GTRAs) on academic professionalism

Aug. 8, 2017 Scholastic Enhancement Experience (SEEs) Luncheon

2016-2017 Research Advisor for Jessie Hope, McNair Program

2016-2017 Research Supervisor for Secondary English Master of Arts in Education (MAE) students Megan Dice, Geri Farrell, Janae Fritze, & Erica Raines

PROFESSIONAL SERVICE

2021 Manuscript reviewer, *Equity, Excellence & Education*

2020- present Advisory Board, Encyclopedia of Queer Studies in Education

2018 Committee Member, National Council of Teachers of English (NCTE) committee to rewrite the Statement on Gender and Language

2018- present Manuscript reviewer for *English Teaching: Practice and Critique*

2017-2019 Chair, National Council of Teachers of English (NCTE) Genders and Sexualities Equality Alliance (GSEA)

2017-present Member, National Council of Teachers of English (NCTE) LGBTQ Advisory Council

2016-present Advisory Board Member, *The High School Journal*

2015- present Manuscript reviewer for *English Education*

2012- present Manuscript reviewer for *The Urban Review*

2011 Member of the U.S. Department of Education’s Southeastern Regional Advisory Committee (RAC), 2011. Nominated by the Gay & Lesbian Leadership Institute.

REGIONAL

2014-2015 President of Safe Schools NC

2012-2014 Board Member, Safe Schools NC

**Professional Development**

TRUMAN STATE UNIVERSITY

* Feb. 16, 2021: Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy (by Dr. April Baker-Bell)
* Nov. 13, 2020: Remedying Digital Inequities (by Dr. Annie Oliveri)
* Nov. 9, 2020: Understanding Anti-Racist Work (by Dr. Erica Buchanan-Rivera)
* Oct. 22, 2020: Digital Equity: It's More Than Just Access: Identifying Digital Inequities (by Dr. Annie Oliveri)
* Aug. 27, 2020: Trauma Informed Teaching
* Feb. 8, 2020: Accessibility and Universal Design
* April 18, 2019: Understanding First Generation Student Support
* March 21, 2019: Civic Engagement 101
* Oct. 29, 2017: Center for Diversity and Inclusion: Diversity Retreat participant
* Oct. 4, 2017: Beyond the Binary
* Jan. 10, 2017: RESPOND: Partnering for Campus Mental Health

Quality Matters

* Teaching Online Certificate
	+ 7-course sequence, completed March 2021
* Introduction to Online Teaching (single course, complete February 2020)

**Associations and Memberships**

American Educational Research Association (AERA)

* Critical Educators for Social Justice SIG of AERA
* Queer SIG of AERA

National Council of Teachers of English (NCTE)

* English Language Arts Teacher Educators (ELATE)
* Social Justice Commission of ELATE
* Genders and Sexualities Equality Alliance (GSEA)
* LGBTQ Advisory Committee