

Sharon J. Black

Associate Teaching Professor

AREAS OF SPECIALIZATION

Writing in the Field of Education

Editing

Writing Pedagogy

Literacy Best Practices

EDUCATIONAL BACKGROUND

BA Brigham Young University: Major English, Minor French

MA Brigham Young University: Major American Literature, Minor Comparative Literature

PROFESSIONAL EXPERIENCE

Editor

- 1990-present Editor and writing consultant, David O. McKay School of Education
Edit books, accreditation briefs, book chapters, journal articles, web materials (including international sites), proposals, presentations, documents (policy and otherwise), advancement materials, some correspondence ETC. for all departments and administrative units in the McKay School (including CITES, ESS, and EPP—when relevant to McKay School).
- 2015-present Co-editor (with Terry Young) of Utah Journal of Literacy
- 2016 Editor, TEAC accreditation document, Educator Preparation Program
- 2006 Editor of university-wide accreditation review for Brigham Young University
- 2006 Editor of graduate student manual and guide, University Graduate Studies

Reviewer

- 1995-present Reviewer for *Gifted Child Today* (international professional journal)
- 2016-present Reviewer for *Reading Psychology*
- 2014-present Occasional reviewer for *Names* (journal of the American Name Society)

Research

Research interests include early childhood and elementary school literacy, arts education, gifted/talented education, linguistics (including onomastics), autism

Current research/writing project (with Terry Young): Multifaceted study of ways teachers can help children to enjoy and value reading. Multiple articles anticipated.

Article with Terry Young on teaching with picture book biographies.

Recognition

- 2016 Nancy Peery Marriott Mentoring Award, David O. McKay School of Education
2002-2005 Alcuin Fellowship in General Education, University Award

PUBLICATIONS

Books

- Culatta, B., Hall-Kenyon, K.M., & **Black, S.** (2013). *Systematic and engaging early literacy: Instruction and intervention*. San Diego, CA: Plural Publishing.
- Wangeman, P., **Black, S.**, & Baugh, S. (Eds.). (2006). *The spirit of renewal: A celebration of the moral dimensions of teaching*. Orem, UT: ProLogic
- Black, S.** (2005, 2016). *APA for novices: A struggling students' guide to theses, dissertations, and advanced course papers*. Provo, UT: Brigham Young University.

Book Chapters

- Wilcox, B., Baker-Smemoe, W., **Black, S.**, & Brown, B. L. (in press). Book of Mormon names: A collection that defies expectations. In D. D. Oakes & P. Baltes (Eds.), *A cultural, historical, and doctrinal consideration of Mormon names*. Lewiston, NY: Edwin Mellen.
- Black, S.** (2013). Laying foundations: Principles and practices to guide early literacy programs. In B. Culatta, K. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp. 1-26). San Diego, CA: Plural Publishing.
- Black, S.** (2013). Learning what print means: Print awareness in school, home, and community. In B. Culatta, K. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp. 57-78). San Diego, CA: Plural Publishing.
- Black, S.** (2013). Enriching language and literacy: Integrating visual arts, music, dance, and drama. In B. Culatta, K. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp. 333-376). San Diego, CA: Plural Publishing.
- Black, S.**, Hall-Kenyon, K. M., & Culatta, B. (2013). Learning about the world: Exploring and comprehending expository texts. In B. Culatta, K. Hall-Kenyon, & S. Black (Eds.),

Systematic and engaging early literacy: Instruction and intervention (pp. 263-302). San Diego, CA: Plural Publishing.

Bingham, G. E., **Black, S.**, & Culatta, B. (2013). Exploring squiggles on paper: Teaching and practicing letter knowledge skills. In B. Culatta, K. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp. 79-116). San Diego, CA: Plural Publishing.

Culatta, B., Hall-Kenyon, K. M., & **Black, S.** (2013). Putting letter and sounds together: Phonics and decoding strategies. In B. Culatta, K. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp. 149-194). San Diego, CA: Plural Publishing.

Culatta, B., Hall-Kenyon, K. M., and **Black, S.** (2013). Approaches to understanding and enjoying narratives. In B. Culatta, K. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp. 223-262). San Diego, CA: Plural Publishing.

Hall, K., Culatta, B., & **Black, S.** (2006). Curriculum-based assessment in early childhood education contexts. In L.M. Justice (Ed.), *Clinical approaches to emergent literacy Intervention*. San Diego, CA: Plural Publishing, Inc.

Johnson, V., & **Black, S.** (2006). Nurturing pedagogy: An intellectual and moral endeavor. In P. Wangemann, **S. Black**, & S. Baugh (Eds.), *The spirit of renewal: A celebration of the moral dimensions of teaching* (pp. 89-100). Orem, UT: ProLogic

Black, S. (2005). Harry Potter: Enchantment for all seasons. In S.K. Johnson & J. Kendrick (Eds.), *Language arts for gifted students* (pp. 19-32). Waco, TX: Prufrock Press.

Black, S. (2005). Adventures with words: Storytelling as language experience for gifted learners. In S.K. Johnson & J. Kendrick (Eds.), *Language arts for gifted students* (pp. 107-122). Waco, TX: Prufrock Press.

Black, S. (2005). Alternate doorways: Teaching writing to children with varied gifts. In S.K. Johnson & J. Kendrick (Eds.), *Language arts for gifted students* (pp. 139-150). Waco, TX: Prufrock Press.

Peer Reviewed Articles

Loesser, J., Caldarella, P., **Black, S.**, & Pate, P. E. (Accepted for publication). Factors affecting service learning implementation: A comparison of novice and veteran teachers. *Teachers and Teaching: Theory and Practice*.

Marciano, D., Graves, J. B., & Black, S. (2017). Assessment in children's literature: Ways young children can make meaning from stories of testing and competition. *Utah Journal of Literacy*, 20(1).

- Prater, M. A., Correa, V., Gallagher, P., McHatton, P. A., Robinson, S. M., & Black, S. (2017). Thirteen “must reads” in special education teacher education. *The Professional Educator*, 41 (2), 1-13. <http://wp.auburn.edu/educate/special-issue/>
- Wilcox, B., **Black, S.**, Brown, B. L., Baker-Smemoe, W., & Laycock, W. (2017). The connection between Tolkien’s character names and the languages on which they were based. Presentation at the annual meeting of the Linguistic Society of America (LSA/American Names Society, Austin, Texas. (Developed into published article)
- Mitchell, R. J., Morrison, T. G., Feinauer, E., Wilcox, B., & **Black, S.** (2016). Effects of fourth and second graders’ cross-age tutoring on students’ spelling. *Reading Psychology*, 37(1), 147-166. DOI: 10.1080/02702711.2015.1025164
- Hardman, R. K., Berrett, M. E., Richards, P. S., & **Black, S.** (2015). Using experiential group therapy in the treatment of eating disorders. *Eating Disorders: The Journal of Treatment & Prevention*, 23(1), 89-97. DOI: 10.1080/10640266.2014.940789
- Black, S.**, Wilcox, B., & Platt, B. (2014). Nicknames in prison: Meaning and manipulation in inmate monikers. *Names*, 62(3), 127-136.
- Harward, S., Peterson, N., Korth, B., Wimmer, J., Wilcox, B., Morrison, T.G., **Black, S.** . . . Pierce L. (2014). Writing instruction in elementary classrooms: Why teachers engage or do not engage students in writing. *Literacy Research and Instruction*, 53(3), 205-224.
- Wilcox, B., Brown, B. L., Smemoe, W. B., **Black, S.**, & Bray, J. (2013). Identifying authors by phonoprints in their characters’ names: An exploratory study. *Names*, 61(2), 101-121. doi 10.1179/0027773813Z.000000000048
- Baugh, S. C., **Black, S.**, Young, K. R., & Henshaw, V. (2012). The Brigham Young University-Public School Partnership: A quarter century of PDS activities. *National Association for Professional Development Schools PDS Partners*, 8(1), 8-9.
- Black, S.**, & Wilcox, B. (2011). Sense and serendipity: Some ways fiction writers choose character names. *Names*, 59(2), 118-130.
- Hall-Kenyon, K.M., & **Black, S.** (2010). Learning from expository texts: Classroom-based strategies for promoting comprehension and content knowledge in the elementary grades. *Topics in Language Disorders*, 30(4), 339-349.
- Culatta, B., Hall-Kenyon, K, & **Black, S.** (2010). Teaching expository comprehension skills in early childhood classrooms. *Topics in Language Disorders*, 30(4), 323-338.
- Culatta, B., Blank, M, & **Black, S.** (2010). Talking things through: Roles of instructional discourse in children’s processing of expository texts. *Topics in Language Disorders*. 30-4, 308-322.

Hall, K., Culatta, B., & **Black, S.** (2007). Curriculum-based emergent literacy assessment in early childhood. *Seminars in Speech and Language*, 28, 3-13.

Gray, S.R., & **Black, S.** (2007). Welcome to art city: Place-based education through a local museum. *Curator: The Museum Journal*, 50(3). 277-289. doi: 10.1111/j.2151-6952.2007.tb00272.x

