

Department of Curriculum and Instruction

Wayne Harvard Slater – Associate Professor

Graduate and Undergraduate Faculty – Appointed 1982

Academic Degrees

Ph.D. University of Minnesota	1982 English Education and Reading
M.A. University of Minnesota	1972 English Language and Literature
B.S. University of Minnesota	1967 Cum Laude, English Language and Literature; Minor French

Professional Experience

1982–present	Associate Professor and Coordinator of Secondary Education University of Maryland Department of Curriculum and Instruction
1979–1982	University of Minnesota College of Education
1979–1982	Research Fellow and Assistant to the Dean University of Minnesota College of Education
1978–1982	Research Associate and Instructor University of Minnesota Department of Curriculum and Instruction
1977–1978	Teaching Associate in Freshman Composition University of Minnesota Department of English
1972–1977	English Instructor and Department Head Roosevelt High School, Virginia, MN
1971–1972	Teaching Assistant in Freshman Composition University of Minnesota Department of English
1967–1971	English Instructor Roosevelt High School, Virginia, MN

Professional Licenses

Life Teaching License, State of Minnesota, English Language Arts and French

Administrative Load (Fall 2004 and Spring 2005)

- * English Education Program Coordinator
- * Secondary Education Coordinator

Other University Assignments (1998 - 2004)

*Co-Chair, National Council for Accreditation of Teacher Education (NCATE), College of Education, Conceptual Framework Committee

* Member, Alcohol Task Force, Vice President for Student Affairs

* Member, Faculty Petition Board, Vice President of Academic Affairs and Provost

* Member, College of Education, Technology Committee

* Member, Dept. of Curriculum and Instruction, Executive Committee

* Member, Dept. of Curriculum and Instruction, Grievance Committee

* Member, Dept. of Curriculum and Instruction, Mentoring Committee

Current Professional and Academic Association Memberships

- * American Educational Research Association
- * International Reading Association
- * Linguistics Society of America
- * National Conference on Research in English
- * National Council of Teachers of English
- * National Reading Conference
- * Maryland Council of Teachers of English Language Arts

Current Professional Assignments and Activities

- * Chair, Special Interest Group, Basic Research in Reading and Literacy, American Educational Research Association
- * Editorial Advisory Board, Research in the Teaching of English
- * Editorial Advisory Board, Journal for the Scientific Study of Reading
- * Reviewer, American Educational Research Journal
- * Reviewer, Yearbook of the National Reading Conference
- * Reviewer, Program Committee, American Educational Research Association
- * Reviewer, Program Committee, International Reading Association

Selected Publications (1996 - 2004)

*Slater, W. H. (2004). Teaching English from a literacy perspective: The goal of high literacy for all students. In T. Jetton & J. Dole (Eds.), Adolescent literacy: Research and practice (pp. 40–58). New York, NY: Guilford Publications, Inc.

*Slater, W. H., & Horstman, F. R. (2002, Summer). Teaching reading and writing to struggling middle school and high school students: The case for reciprocal teaching. Preventing School Failure, 46(4), 163–166.

* Slater, W. H. (1998). The effects of eleventh-graders' opinions on their interpretation of conflicting arguments. In T. Shanahan & F. V. Rodriguez–Brown, NRC: 47th Yearbook of the National Reading Conference (pp.157–166). Chicago, IL: National Reading Conference.

* Slater, W. H. (1998). A review of the ERB Writing Assessment Program. In J. C. Impara & B. S. Plake (Eds.), The thirteenth mental measurements yearbook (pp. 427–429). Lincoln, NE: The Buros Institute of Mental Measurements and the University of Nebraska.

* Slater, W. H. (1998). A review of the Stanford Writing Assessment Program, Second Edition. In J. C. Impara & B. S.

Plake (Eds.), *The thirteenth mental measurements yearbook* (pp. 945–947). Lincoln, NE: The Buros Institute of Mental Measurements and the University of Nebraska.

* Graves, M. F., & Slater, W. H. (1996). Vocabulary instruction in content areas. In D. Lapp, J. Flood, & N. Farnan (Eds.). *Content area reading and learning instructional strategies* (2nd ed.) (pp. 261–275). Boston, MA: Allyn and Bacon.

Selected Papers Presented (1996 - 2004)

*Slater, W. H. “Preparing English Teachers for Urban Schools in the New Century: The Emerging Maryland Model.” National Council of Teachers of English, Indianapolis, IN, November 18 – 23, 2004. (competitively selected)

*Slater, W. H. “The Effects of Cognitive Strategy Instruction on English Language Learners’ Comprehension of Expository Text.” American Educational Research Association, San Diego, CA, April 12 – 16, 2004. (competitively selected)

*Slater, W. H. “The Effects of College Freshmen’s Opinions on Their Ability to Evaluate Controversial Information.” American Educational Research Association, New Orleans, LA, April 21, 2002. (competitively selected)

*Slater, W. H. “Text Structure and Reader Characteristics.” Discussant. American Educational Research Association, New Orleans, LA, April 22, 2002. (competitively selected)

*Slater, W. H. “Promoting Success for First-Year Teachers in the English Classroom: Instruction.” Symposium. Promoting Success for First-Year Teachers in the English Classroom: Content, Instruction, and Assessment. National Council of Teachers of English. Baltimore, MD, November 20, 2001. (competitively selected)

*Slater, W. H. “A Meeting of the Minds on Educational Research and Practice: What do we know about the initial and continuing preparation of early literacy (Pre-school through Grade 3) teachers?” Symposium. American Educational Research Association. New Orleans, LA, April 27, 2000. (competitively selected)

*Slater, W. H., & Horowitz, R. "Parsing Arguments in Texts." American Educational Research Association. New Orleans, LA, April 26, 2000. (competitively selected)

* Schultz, R. A., & Slater, W. H. "Read-Write-Now Partners Tutoring Program." America Reads Conference. Washington, DC, August 31, 1998.

* Slater, W. H. "International Reading Association (IRA) Symposium: A Meeting of the Minds on Educational Research and Practice: Searching for Consensus on Reading Practice." Chaired by Richard L. Venezky, University of Delaware and U. S. Department of Education. Orlando, FL, May 6, 1998.

* Slater, W. H. "What Experimental Design Has to Offer Teacher Researchers." National Council of Teachers of English. Detroit, MI, November 22, 1997.

* Slater, W. H. "A Meeting of the Minds on Educational Research and Practice: Steps toward Consensus on Reading Instruction?" American Educational Research Association. Chicago, IL, March 25, 1997.

Research/Other Scholarly Activities (1999 - 2004)

- * Research: Written Communication and Reading Comprehension
- * Proposed books: Teaching English Language Arts in the New Century: A Problem Solving Approach.

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