

# Christopher Wenz

456 Long Plain Road · Leverett, MA 01054

☎ 860-977-1674 | ✉ cawenz@gmail.com | 📧 chris\_wenz | 🌐 chris-a-wenz

## Education

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### University of Connecticut

PHD — CURRICULUM AND INSTRUCTION

Storrs, CT

Aug 2021

### University of Connecticut

MA — EDUCATIONAL PSYCHOLOGY

Storrs, CT

2014

### Hampshire College

BA – HISTORY AND COGNITIVE SCIENCE

Amherst, MA

2007

## Recent Experience

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### University of Connecticut

ADJUNCT PROFESSOR

Storrs, CT

2021 — Present

- Design and deliver 'Teaching Reading and Writing in the Content Areas', a required course for all undergraduate teaching candidates in English, Science, Social Studies, Math, World Languages and Music.

### Landmark College Institute for Research and Training (LCIRT)

RESEARCH SCIENTIST

Putney, VT

2018 — 2020

- Provided professional development for K-12 and post-secondary educators through workshops, online graduate courses, and Landmark's annual Summer Institute for Educators.
- Recruited, trained and mentored Landmark Students for internships in Landmark's neuro-cognitive lab.
- Conducted research on universal design for learning, neurodiversity and instruction for students with learning differences.
- Served the college as member of the Center for Neurodiversity Steering Committee and Pedagogy Committee.

### Department of Curriculum & Instruction — University of Connecticut

RESEARCH AND TEACHING ASSISTANT

Storrs, CT

2014 — 2018

- Provided research support for projects related to school-university partnerships, literacy instruction in the content areas and interventions for students with reading and writing difficulties.
- Taught undergraduate and graduate courses in three programs: secondary teacher preparation, alternative teacher certification for college graduates, and literacy specialist certification.
- Supported a multi-year, school-wide, professional development initiative aimed at improving the literacy outcomes of 1,000 high school students, including a redesign of literacy intervention courses for students with learning differences.

### University Writing Center — University of Connecticut

GRADUATE WRITING TUTOR

Storrs, CT

2013 — 2018

- Supported undergraduate and graduate writers through individual writing conferences.
- Provided semester-long, individualized writing support to graduate students in the social sciences.
- Designed workshop in learning differences and disabilities for 40 undergraduate and graduate tutors.

### Center for Students with Disabilities—University of Connecticut

STRATEGY INSTRUCTOR

Storrs, CT

2012 — 2015

- Provided individualized academic, executive function and social coaching for neurodivergent college students.
- Designed and delivered workshops in relationships and sexuality for students with autism.

### Franklin Academy

RESIDENTIAL DEAN AND HUMANITIES INSTRUCTOR

East Haddam, CT

2007 — 2012

- Founded and facilitated a residential, post-secondary transition program for neurodivergent students.
- Managed a 15 member residential duty team responsible for the safety and wellbeing of 80+ neurodivergent students.
- Designed and taught courses in English, History, songwriting, and social justice.

- Assisted master teacher in delivering civics curriculum to 8th grade students in the Boston Public Schools.
- Engaged middle school students in service-learning projects as leader for Young Heroes program.
- Lead Mattahunt Elementary School students for SCORES after-school program.

## Teaching

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### GRADUATE COURSES

Note: \*\* indicates online courses

#### Universally Designed Literacy Instruction\*\*

DESIGNER AND INSTRUCTOR

Landmark College

2020

#### Reframing autism\*\*

DESIGNER AND INSTRUCTOR

Landmark College

2019 — 2020

#### Learning Differences and Neurodiversity\*\*

CO-INSTRUCTOR

Landmark College

2018 — 2020

#### Reading in the Content Areas\*\*

DESIGNER AND INSTRUCTOR

UConn

2015 — 2018

#### Instruction for Students with Special Needs in the Mainstream

INSTRUCTOR

UConn

2015 — 2019

### UNDERGRADUATE COURSES

#### Teaching Reading and Writing in the Content Areas

INSTRUCTOR

UConn

2016 — 2021

#### Internship Experience

DESIGN AND SUPERVISE INTERNSHIPS IN NEURO-COGNITIVE RESEARCH

Landmark College

2018 — 2020

#### History of Mathematics (Writing Intensive)

TEACHING ASSISTANT AND CO-DESIGNER

UConn

2015

#### Social Thinking: Where's the syllabus for that?

CO-DESIGNER AND INSTRUCTOR

UConn

2013 — 2015

## Publications

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### ARTICLES IN REFEREED JOURNALS

**Wenz, C.** (2021, *Under Review*). Wikipedia and Public Art: A recipe for authentic writing instruction in the history classroom. *The History Teacher*.

**Wenz, C.** (2021, *Under Review*). The College Reading Motivation Scale. *Journal of College Reading and Learning*.

Gabriel, R., **Wenz, C.** (2017). Three Directions for Disciplinary Literacy. *Educational Leadership*, 74(5), Online Supplement to the February 2017 issue: <https://lcirt.link/gabrielandwenz2017>.

Gabriel, R., **Wenz, C.**, & Dostal, H. (2016). Disciplinary Text-Dependent Questions: Questioning for Learning in the Disciplines. The Challenge of Literacy in the Disciplines. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(6), 202–207. <https://doi.org/10.1080/00098655.2016.1209154>

### BOOK CHAPTERS

**Wenz, C.**, Kowitt, J. & Friedlander, L. (2017). A Museum Based Program to Support Adolescents and Adults with ASD: Results of a Pilot Study and Suggestions for Implementation. In, *Examining the Intersection of Arts and Special Education, Volume 3*. Kennedy Center for Performing Arts, Washington, DC.

## Selected Presentations

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### INVITED PROFESSIONAL DEVELOPMENT WORKSHOPS

**Universal Design and Backwards Design: tools for inclusive and engaging post-secondary instruction.** Full-day workshop

for the faculty of Cambridge College, February 18, 2020, Boston, MA.

**Executive Function and Student Learning: supporting adolescent development across contexts.** Half-day workshop for the Faculty and Staff of Wilbraham & Monson Academy, Jan 19, 2020, Wilbraham, MA.

**Inclusive literacy practices for K-12 instruction.** Half-day workshop for faculty of the Campus School of Smith College, April 29, 2019, Northampton, MA.

**Supporting Social Emotional Learning.** 3-day Workshop at Landmark College's Summer Institute for Educators, June 24-26, 2019, Putney, VT.

**Assessment as Instruction: promoting college success for neurodivergent learners.** Full-day workshop for City University of New York's Early College Initiative, May 9, 2019, New York, NY.

**Disabilities, Difficulties and Differences: ESOL instruction for diverse learners.** Full-day presentation for the Massachusetts Adult Education Professional Development System, March 29, 2019, Worcester, MA.

**Literacy and Social Studies Instruction.** Invited Talk at Connecticut Regional Social Studies Council, February 11, 2016, Trumbull, CT.

## NATIONAL AND REGIONAL CONFERENCES

**Wenz, C.** & Warrnader, K. (2018). *The College Writing Motivation Scale: a tool for measuring motivation in Writing Center contexts.* Paper presented at the Northeast Writing Center Association Conference, Worcester, MA.

**Wenz, C.** (2017). *Disciplinary literacy and journalism: literacy instruction in a post-truth world.* Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.

Kowitt, J., **Wenz, C.** & Friedlander, L. (2017). *Enhancing Observational Skills: inclusive museum programming for visitors with Autism.* Paper presented at the Tenth International Conference on the Inclusive Museum, Manchester, UK.

**Wenz, C.** (2016). *Literacy Practices to Support DL Instruction Across the Disciplines.* Paper presented at the American Reading Forum Conference, Sanibel Island, FL.

Gabriel, R. and **Wenz, C.** (2016). *A week-in-the-life of adolescent readers: Text types and tasks across the disciplines.* Paper presented at the Literacy Research Association Annual Conference, Nashville, TN.

Gabriel, R. and **Wenz, C.** (2016). *Complexity and Variety: A Study of Texts in Use Within High School Content Area Courses.* Paper presented at the American Reading Forum Conference, Sanibel Island, FL.

Gabriel, R. and **Wenz, C.** (2016). *Understanding the Role of Texts in the Development of Disciplinary Literacy.* Paper presented at the American Reading Forum Conference, Sanibel Island, FL.

Gabriel, R., Dostal, H., and **Wenz, C.** (2016). *Questions to Promote Disciplinary Literacy in Middle and High School.* Research presented at the Association of Literacy Educators and Researchers, Myrtle Beach, SC.

Gabriel, R. and **Wenz, C.** (2016). *The challenge of adolescent literacy: text types and tasks of secondary content areas.* Research presented at the Association of Literacy Educators and Researchers, Myrtle Beach, SC.

Gabriel, R., **Wenz, C.** (2015). *The Opportunities to Develop Literacy Scale.* Paper presented at the Literacy Research Association Annual Conference, Carlsbad, CA.

**Wenz, C.,** & Gabriel, R. (2015). *An integrative review and pilot survey of disciplinary literacy instruction in secondary settings.* Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL

## **Awards**

2017	<b>Jeanne S. Chall Graduate Fellowship</b> , International Literacy Association	Newark, DE
2016	<b>Wirth-Santoro Award</b> , Connecticut Association for Reading Research	Simsbury, CT
2016	<b>Graduate Student Scholarship</b> , American Reading Forum	Miami, FL
2013	<b>Assessment Award</b> , Neag School of Education	Storrs, CT

## Technical Skills

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### DATA ANALYSIS

R, SPSS, SPSS Amos, Mplus, Atlas.ti, NVivo

### SURVEY DESIGN

Qualtrics, TypeForm, Survey Monkey

### LEARNING MANAGEMENT SYSTEMS

Canvas, Blackboard, Storyline, Moodle

### MARKUP LANGUAGES

HTML, LaTeX, Markdown, RMarkdown, CSS

### ADOBE CREATIVE CLOUD

Photoshop, InDesign, Illustrator, Lightroom

## Professional Affiliations

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- College Reading and Learning Association
- Council for Exceptional Children
- International Literacy Association
- Literacy Research Association
- American Educational Research Association
- International Mind, Brain and Education Society