

ROCIO M. FUENTES**COLLEGE OF THE HOLY CROSS**

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
 444 Stein
 Worcester, MA 01610
 Phone (508) 793-3330

RESIDENCE

271 Stafford St.
 Worcester MA, 01603.
 Phone
 (508) 753-3410
 Cellular Phone:
 (508) 615-2568
 E-mail:
rfuentes@holycross.edu
rocio.fuentes@gmail.com

<http://www.holycross.edu/faculty/rfuentes/index2.htm>

EDUCATION

PH.D. Candidate. University of Pittsburgh. Hispanic Languages and Literatures Department. Linguistics Program. Title of dissertation: *The discursive construction of interculturality in indigenous teacher education in Mexico*. Expected date of graduation: Fall 2007.

Doctoral Certificate in Education. Center for Latin American Studies (CLAS), University of Pittsburgh, 2000.

Licenciatura (BA). Psychology. Universidad Nacional Autónoma de México. México. *Magna Cum Laude*. Thesis : “El rompecabezas de la historia: Un software educativo para la enseñanza de la historia“ [The history jigsaw puzzle: A pedagogical software designed to teach history].1995

PROFESSIONAL EXPERIENCE**TEACHING EXPERIENCE**

- Visiting Instructor. College of the Holy Cross, MA. September 2006 to present.

Taught Spanish at intermediate and advanced levels. Activities included teaching, developing didactic materials, advising the Spanish club and coordinating cultural and social activities in collaboration with Foreign Language Teaching Assistants.

- Full time Spanish Instructor. Bentley College, MA. September 2005-2006.

Taught Spanish at intermediate and elementary levels. Activities included the curricular development of the Spanish program, evaluation and development of didactic materials and a strong emphasis on the use of technology and proficiency based evaluation. She was also in charge of the curricular evaluation of the Spanish study abroad program.

-Internship (Curricular Practical Training). DePauw University, Department of Modern Languages. Spring semester, 2003.

Taught Spanish at intermediate levels. Activities included development of a teaching program, didactic materials with special emphasis in technology and proficiency based evaluation.

- Teaching Fellow. University of Pittsburgh, Department of Hispanic Languages and Literatures. 2000 to present.

- Spanish Instructor. University of Pittsburgh, Department of Hispanic Languages and Literatures. 1998-2000.

As part-time instructor and Teaching Fellow at the University of Pittsburgh, taught elementary Spanish I and II; intermediate Spanish III and IV and Conversation. Activities included syllabi design, teaching based on a proficiency oriented approach, development of didactic materials and evaluation instruments.

- Assistant professor. Educational Psychology. Psychology Department University of Mexico, Iztacala. (1995).

Activities included lecturing, lab preparation and evaluation.

TEACHING INTERESTS

Spanish Language Courses

Language Teaching methods

Language Teacher Education

Sociolinguistics (with special emphasis on Bilingual-Intercultural education and communication)

Educational Discourse Analysis

CALL (Computer assisted language learning).

RESEARCH EXPERIENCE

- Research Assistant in the project “Comunidad Indígena – Educación Intercultural Bilingüe”. [Indigenous community- Bilingual Intercultural Education]. Head Researcher: Enrique Hamel. Metropolitan Autonomous University. Mexico. February 2004 to present.

Conducted field work and helped developing linguistic standards for Spanish as a second language for speakers of P’urhépecha.

- Research Assistant. Institute for International Studies in Education. University of Pittsburgh. Head Researcher: Mark Ginsburg. 2000-2002.

Conducted bibliographical research, wrote informs on teacher education in Mexico and participated in producing a published article and papers for presentations at professional conferences.

-Research Assistant. Psychology program. National University of Mexico. Head Researcher: Felipe Tirado-Segura. 1994-1995.

Conducted fieldwork, data analysis, developed software and collaborated in producing a published article and several presentations at professional conferences.

- Research Assistant. Project: “Socio-cultural changes in the Mexican youth”. Head Researcher: Luis Lara-Tapia. University of Mexico. 1991-1994.

Conducted fieldwork, bibliographical research, statistical analysis and collaborated in producing several published articles and presentations at professional conferences.

OTHER PROFESSIONAL ACTIVITIES

Advisor to the Spanish Club. College of the Holy Cross (2006). Activities included the organization and development of cultural and social activities emphasizing intercultural communication among students, Foreign Language Assistants and the Latino Community of Worcester.

Member of the Latin American Studies Committee. College of the Holy Cross. (2006)

Founding faculty member and academic advisor for the Chi Kappa (#537) Chapter of Sigma Delta Pi (National Collegiate Hispanic Honor Society). Bentley College. (2006). Activities included opening a charter of Sigma Delta Pi at Bentley College, carrying out the recruitment of members and coordinating induction ceremony.

Linguistics Editor of the Journal *OSAMAYOR* (2001-2002) Graduate Student Review of the Department of Hispanic Languages and Literatures. University of Pittsburgh.

Webmaster (2001-2002) of *OSAMAYOR* (online issue). Graduate Student Review of the Department of Hispanic Languages and Literatures. University of Pittsburgh.

AWARDS AND GRANTS

Andrew Mellon Predoctoral Fellowship. Mellon Foundation. September 2003-August 2004.

Graduate Student Field Research Grant. Center for Latin American Studies (CLAS). University of Pittsburgh. 2004.

Honors Student. University of Pittsburgh, 2004.

Graduate Student Field Research Grant. Center for Latin American Studies (CLAS). University of Pittsburgh. 2000.

Honors student. University of Pittsburgh, 2000.

Tuition Remission Grant from the Center of Latin American Studies (CLAS). University of Pittsburgh, 1999.

Graduate Student Research Grant from the School of Education at the University of Pittsburgh, 1998.

Scholarship from the University of Mexico to pursue doctoral studies at the University of Mexico. 1996.

Scholarship from UNAM foundation (México) in the program “Iniciación temprana a la investigación y la docencia” [Early initiation to research and teaching]. 1994.

PUBLICATIONS

Ginsburg, M., Belalcazar, C., Fuentes, R., Rapoport, L., Vega, R., and Zegarra, H. (2004). The control and goals for teacher education in Mexico, 1821-1984: Constructing worker-citizens as (non)change agents within national/global political economic context. *Journal of Curriculum Theorizing*, 20(1), 115-158.

Tirado, F., Fuentes, R., and Gómez, P. (1996). Aprendizaje por imagen o etiquetas nominales. Aplicaciones potenciales para la enseñanza de la historia [Learning through images or nominal labels: Potential applications for the teaching of history]. *Revista Mexicana de Psicología*, 13(1), 119-130.

Lara, L., Gómez, A., & Fuentes, R. (1993). Cambios socioculturales en los conceptos de abnegación en la familia mexicana: Un estudio en relación al cambio social [Socio-cultural changes in the concept of self-sacrifice in the Mexican family a study in relation to social change]. *Revista Mexicana de Psicología*, 10(1), 45-52.

Lara, L., Gómez, A., & Fuentes, R. (1992). Cambios socioculturales en los conceptos de obediencia y respeto en la familia mexicana: Un estudio en relación al cambio social [Socio-cultural changes in the concepts of respect and obedience in the Mexican family: A study in relation to social change]. *Revista Mexicana de Psicología*, 9(1), 21-26.

Lara, L., Gómez, A., & Fuentes, R. (1992) Juventud, familia y cambio social. [Youth and social change] *Fundamentos y crónicas de la Psicología Social Mexicana*, 5(8), 122-128.

CONFERENCES

AS PRESENTER

Fuentes, Rocío. (2007). Three Discourses on Intercultural Education in Mexico. Invited Talk at Bridgewater State College. Department of Modern Languages. May 3rd, Bridgewater Massachusetts.

Ginsburg, M., Belalcazar, C., Fuentes, R., Rapoport, L., Vega, R., and Zegarra, H. (2004) Re-constructing teachers and their students as worker-citizens in Mexico: institutional arrangements and curricular goals of teacher education in Mexico, 1821-1994. Paper presented at the 12th World Congress of Comparative Education Societies. October 25-29, La Havana, Cuba.

Fuentes, R. (2002). Teaching literature through the Internet: A website for Spanish as a second language learners. Multimedia Showcase presented at the NEALLT conference, May 5th. University of Pittsburgh.

Fuentes, R. (2001). When do compliments turn into harassment? Exploring the differences in the Mexican and American cultures. Poster presented at the II annual University of Pittsburgh GRAD expo.

Fuentes, R. (2000). Women, rape and abortion. An analysis of the conservative and feminist discourses. Paper presented at the CGSE research conference at the University of Pittsburgh. March 12-13.

Fuentes, R. (1999). Teaching and Learning against time: Exploring intensive foreign language courses-six cases. Paper presented at the Second Language Research Forum at the University of Minnesota. Sep. 23-26.

Fuentes, R. (1999). Language Policies in Mexico and the Zapatista movement. Paper presented at the Graduate Student Conference on Latin American and Public Policy at the University of Pittsburgh. February 11-12.

Fuentes, R. (1999). Teaching and learning against time: What diary studies tell us about intensive foreign language courses. Paper presented at the CGSE research conference at the University of Pittsburgh. March 17-18.

Fuentes, R. (1998). Teaching intensive foreign language courses. Paper presented at the CGSE research conference at the University of Pittsburgh. March 12-13.

Fuentes, R. (1997). Phonological awareness and its relationship to reading and spelling skills in Spanish. Paper presented at the CGSE research conference at the University of Pittsburgh. March 25-26.

Lara, J., Fuentes, R., Gómez, P. (1995). Efecto de la enseñanza personalizada de las matemáticas en el estudiante [The effect of personalized mathematical instruction on the student]. Paper presented at the 5th International Symposium in Mathematics Education. Mexico City, October 16-18.

Tirado, F., Gómez, P., & Fuentes, R. (1994). Una experiencia didáctica computarizada: El rompecabezas de la historia [A computerized pedagogical experience: The historical jigsaw puzzle]. Paper presented at the X international Symposium of Computers in Education. Mexico City.

Fuentes, R., & Gómez P.(1993). Comparación entre futuros psicólogos: Facultad de Psicología y ENEP-I [A comparison between psychology students: School of psychology and ENEP-I]. Paper presented at the XIV Research Colloquium at the University of Mexico, *campus* Iztacala

Lara, L., Gómez, P., & Fuentes, R. (1992). Los jóvenes universitarios y las modificaciones en las premisas socioculturales: Un estudio en relación al cambio social [University students and modifications in socio-cultural concepts: A study in relation to social change] Paper presented at the conference: “Al encuentro de la Psicología social Mexicana”. Mexico City.

Gómez, P., Fuentes, R., & Tiburcio, M. (1992). Procesamiento de textos: El papel de la información incoherente [Text processing and the role of incoherent information]. Paper presented at the XIII Research Colloquium at the University of Mexico, *campus* Iztacala.

Fuentes, R., Gómez, P., & Tiburcio, M. (1992). Tiempo de olvido y disparidad del input en el procesamiento de textos narrativos [Processing time and input disparity in the processing of narrative texts]. Paper presented at the XIII Research Colloquium at the University of Mexico, *campus* Iztacala.

WORKSHOPS

AS GUEST SPEAKER:

TA Panel Discussion: “How we add technology to the mix”. Robert Henderson Language Media Center at the University of Pittsburgh. September 30, 2004.

AS PRESENTER

Lesson Planning: Some basic principles. Training session for new Teaching Assistants. Department of Hispanic Languages and Literatures at the University of Pittsburgh. September 21, 2002.

Teaching culture through a whole language approach. The creation of man in the Popol-Vuh. Out Reach Program of the Center for Latin American Studies (CLAS) University of Pittsburgh. 1998.

ATTENDED

Creating a Faculty Website. Collage of the Holy Cross. Organizar: Mary Morrisard-Larkin. June 4-June 7, 2007.

Creación de Ambientes Interculturales en Contextos Educativos Multiculturales [Creation of Intercultural Environments in Multicultural Educational Contexts]. Course organized by the Nacional Pedagogic University of Mexico, the Interamerican University Association and the Nacional University of Mexico. (Mexico). Nov. 15th through January 28th, 2005.

Multimedia Workshop. Robert Henderson Multimedia Language Center. University of Pittsburgh. Organizer: Claire Siskin. May 7-10, 2001

Learning in a Second Language: A workshop in Content Based Instruction. University of Pittsburgh. Organizer: Department of Germanic Languages and Literatures. March 22, 1997.

ASSOCIATIONS

Modern Language Association
Sigma Delta Pi Honorary member
American Council on the Teaching of Foreign Languages (ACTFL)

LANGUAGES

Spanish. Native Speaker.
English. Near-Native level

EXTRACURRICULAR ACTIVITIES

Volunteer presenter. Out-reach program. Center for Latin American studies at the University of Pittsburgh. 1997.

Volunteer presenter in schools and cultural events for the Latin American Cultural Union (LACU). Pittsburgh, PA. 1997 - 2003.

Director of the Mexican Ballet. Latin American Cultural Union (LACU). Pittsburgh, PA. 1997-2004.

Co-host of "Revista Radial Latinoamericana" [Latin American Radio Magazine]. WRCT 88.3 FM. Pittsburgh, 1997-1998.

REFERENCES

Professor Scott Kiesling

Chair of the Linguistics Department
2816 CL
University of Pittsburgh
Pittsburgh PA, 15260
(412) 624-5916

Professor Jane Tchaicha

Chair and Associate Professor
Department of Modern Languages
Bentley College
175 Forest St.
Waltham, MA 02452
(781) 891-3158