

VITA

JAMES FALLON STRATMAN

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EDUCATION

- 1988** **CARNEGIE MELLON UNIVERSITY, Ph.D.**
Rhetoric
- 1979** **UNIVERSITY OF DETROIT**
Rhetorical Theory
- 1976** **UNIVERSITY OF CINCINNATI, M.A.**
English Literature and
Literary Criticism
- 1973** **OHIO UNIVERSITY, B.A.**
Literature and Philosophy
(cum laude)

PROFESSIONAL EXPERIENCE

- 9/2012 – Present** **UNIVERSITY OF COLORADO DENVER**
Department of Communication
Associate Professor
In Phased-Retirement:
80% FT (20% Teaching, 40% Research,
20% Service)
- 8/2008 – 9/2012** **UNIVERSITY OF COLORADO DENVER**
Department of Communication
Associate Professor
- 1/2008 – 8/2008** **UNIVERSITY OF COLORADO DENVER**
Acting Chair, Department of Communication

1996 - 2007

UNIVERSITY OF COLORADO DENVER
Director, M.S. Program in Technical Communication
Associate Professor
Department of Communication

1995 - 1996

UNIVERSITY OF COLORADO DENVER
Department of English
Associate Professor (Tenured)
Technical, Legal Communication

1990 - 1995

UNIVERSITY OF COLORADO DENVER
Director, Graduate Studies
Department of English
Assistant Professor of English
Technical, Legal Communication

1981 - 1990

CARNEGIE MELLON UNIVERSITY
Adjunct Assistant Professor
Management Communication
Graduate School of Industrial Administration

Instructor
Department of English
Legal Reasoning and Writing,
Advanced Composition and Argument

1984 - 1985

UNIVERSITY OF PITTSBURGH, SCHOOL OF LAW
Senior Research Associate

1978 - 1980

NORTHERN KENTUCKY UNIVERSITY
LITERATURE AND LANGUAGE DEPARTMENT
Instructor in Composition,
Literature and English Teacher Training

1974 - 1978

UNIVERSITY OF CINCINNATI
DEPARTMENT OF ENGLISH
Teaching Assistant in Composition,
Literature & ESL

PEER REVIEWED ARTICLE PUBLICATIONS

Stratman, J. (2004). How legal analysts negotiate indeterminacy of meaning in common law rules: Toward a synthesis of linguistic and cognitive approaches to investigation. *Language & Communication* 24(1), 23 - 57.

Stratman, J. (2002). When law students read cases: Exploring relationships between professional legal reasoning roles and problem detection. *Discourse Processes* 34(1), 57 - 90.

Stratman, J. (2000). Readers' perception of bias in public education documents: The case of ballot booklets. *Written Communication*, 17(4), 520 - 578.

Stratman, J. & Dahl, P. (1996). Readers' comprehension of temporary restraining orders in domestic violence cases: A missing link in abuse prevention? *Forensic Linguistics*, 3(2), 211 - 231.

Stratman, J. & Thacker, B. (1995). Transmuting common substances: The cold fusion controversy and the rhetoric of science. *Journal of Business and Technical Communication*, 9(4), 389 - 424.
(*Winner, 1995 NCTE Award for Excellence in Technical and Scientific Communication, Best Article Reporting Historical Research or Textual Study.)

Stratman, J., Boykin, C., Holmes, M., Laufer, M. J., & Breen M. (1995). Risk communication, meta-communication and rhetorical stases in the Aspen-EPA Superfund controversy. *Journal of Business and Technical Communication* 9(1), 5 - 41

* This paper has been retrospectively honored in the 20th anniversary issue of *JBTC* (2006) as one of the top six articles published in *JBTC* during that 20 year period.

Stratman, J. (1994). Investigating persuasive processes in legal discourse in real-time: Cognitive biases and rhetorical choices in briefs. *Discourse Processes* 17(1), 1 - 57.

Stratman, J. (1992). Teaching lawyers to revise legal documents: A role for reader protocols. *Legal Writing* 1(1), 35 - 78.

Stratman, J. (1990). The emergence of legal composition as a field of inquiry: Evaluating the prospects. *Review of Educational Research*, 60(2), 153 - 235.

Stratman, J. (1988). Contract disclaimers in ERISA summary plans: A deceptive practice? *Industrial Relations Law Journal*, 10(3), 350 - 380.

*Since publication, this research has been cited by two Federal circuit court decisions: *Alexander v. Primerica Holdings, Inc.*, 967 F.2d 90, 93 (3rd Cir. 1992), and in *Chiles v. Ceridian Corp.*, 95 F.3d. 1505, 1518-19 (10th Cir. 1996).

Flower, L. Hayes, J., Schriver, K., Stratman, J., & Carey, L. (1986). Detection, diagnosis, and the strategies of revision. *College Composition and Communication* 37, 16 - 55.

*Winner, 1987, Braddock Memorial Award from the Conference on College Composition and Communication.

Stratman, J. (1982). Teaching written argument: The significance of Toulmin's layout for sentence-combining. *College English*, 44(7), 718 - 733.

PEER REVIEWED BOOKS & BOOK CHAPTERS

Stratman, J. (In Press, 2015). *A forensic linguistic approach to legal disclosures: ERISA cash balance conversion cases and the contextual dynamics of deception*. New York: Routledge/Taylor-Francis, Studies in Linguistics Series, 307 pages.

Stratman, J. (1996). Legal rhetoric. In T. Enos, (Ed.), *Encyclopedia of rhetoric and composition: communication from ancient times to the information age* (pp. 383 - 385). New York, NY: Garland Publishing, Inc.

Stratman, J. & Hamp-Lyons, L. (1992). Reactivity in concurrent think-aloud protocols: Issues for research. In P. Smagorinsky (Ed.), *Speaking about writing: Reflections on research methodology*. (pp. 89 - 112). Newbury Park, CA: Sage Publications.

Stratman, J. (1990). Adversarial and scholarly theories of the appellate court brief: Implications for appeal court judges and their staff attorneys as audiences. In D. Roen & G. Kirsch (Eds.), *A sense of audience in written communication* (pp. 115 - 139). Beverly Hills, CA: Sage Publications.

Flower, L., Hayes, J., Schriver, K., Stratman, J., & Carey, L. (1987). Cognitive processes in revision. In S. Rosenberg (Ed.), *Advances in applied linguistics, volume II: Reading, writing and language processing* (pp. 176 - 240). New York, NY: Cambridge University Press.

Stratman, J. (1985). Sentence-combining and argument skill: Toward a pedagogy. In A. Kerek, M. Morenberg & D. Daiker (Eds.), *Sentence combining: A rhetorical perspective* (pp. 265 -302). Carbondale, Ill: Southern Illinois University Press.

GRANTS

Stratman, J. (PI), Kafadar, K. (CO-PI), Chaski, C., Epstein, W. (2007). National Science Foundation, Law and Social Sciences Program, Washington, D.C. Research Grant: Weighing confusability: Judicial rulings and ordinary readers' comprehension of employers' reservation of rights clauses in health benefit summary plan documents under ERISA. (For 3 Years, \$771,954 - not funded).

Evensen, D. (PI), Stratman, J. (CO-PI), & Oates, L. (CO-PI) (2005-06). Law School Admissions Council (LSAC) (Newton, PA), Research Grant: Law students' critical case reading and reasoning ability: Follow up study in developing an assessment tool, phase 2B. (\$40,000, funded).

Evensen, D. (PI), Stratman, J. (CO-PI), & Oates, L. (CO-PI) (2005, Summer Award). Law School Admissions Council (LSAC) (Newton, PA), Research Grant. Law students' critical case

reading and reasoning ability: Follow up study in developing an assessment tool, phase 2A. (\$20,000, funded).

Stratman, J. (PI), Evensen, D. (CO-PI), and Oates, L. (CO-PI) (2003-04). Law School Admissions Council (LSAC) (Newton, PA) Research Grant: Developing an assessment of first year law students' critical case reading and reasoning ability. (\$52,450, one-year, funded).

Stratman, J. (PI) (1997-98). New Urban University (NUU) Research Grant, University of Colorado at Denver. Research Grant: Readers' perception and comprehension of Colorado ballot booklets. Support for experimental study to investigate booklet text and format design alternatives, and the possible impacts of these alternatives on voters' comprehension of ballot issues and their perception of booklet impartiality. (\$1800, half-year, funded).

Stratman, J. (PI) (1996-1997). Legislative Council of the Colorado Legislative Assembly. Readers' perception and comprehension of Colorado ballot booklets. Experimental study to investigate booklet text and format design alternatives, and the possible impact(s) of these alternatives on voters' comprehension of ballot issues and their perception of booklet impartiality. (\$500, Matching grant with CU-Denver, funded).

Stratman, J. (PI) (1996-97). The Spencer Foundation, Small Grants Program. Research Grant: Analyzing legal cases: Exploring relationships between task-context and students' performance. Empirical study to investigate the possible relationships between different purposes for reading legal cases and students' reading and legal problem-solving strategies. (\$11,995, one year, funded).

Stratman, J. (PI) Aisenberg & Kaplan, Attorneys At Law, Denver, CO. (1991). Research Grant: Retained to investigate experimentally the comprehensibility or ambiguity of coverage exclusions concerning organ transplants described in health insurance policy. (\$600, funded).

Stratman, J. (PI) (1984-85). American Bar Foundation: Decision-making in the appellate brief and opinion composing process. Awarded contract to study the decision-making of lawyers and judges as they compose legal arguments real cases; created a taxonomy of appellate reading and composing problems and cognitive models of solution processes; collected extensive think-aloud writing protocols from attorneys representing opposing sides in the same case (i.e., appellant v. appellee); collected extensive think-aloud reading protocols from court clerks deciding the case under natural conditions; supervised three research assistants in the collection, transcription, and coding of interview and protocol data; research provided the basis for the doctoral dissertation and for three refereed publications. (\$19,000, funded).

Stratman, J. (PI) (1984-85). United Steelworkers of America (USW). Research Grant: Contract Disclaimers in ERISA Summary Plan Documents. Awarded contract from USW to study empirically readers' understanding of contract disclaimers in benefit plan documents; investigated what employees might infer from the language used in such disclaimers, and how readers' understanding of disclaimer affected their beliefs about their retirement benefits; published study findings in *Industrial Relations Law Journal*. (\$4000, funded).

Stratman, J. (Research Assistant) (1982-84). National Science Foundation, Research Grant: Cognitive processes in revision. (Professor Linda Flower and Professor John R. Hayes, Grant Directors). Assisted in designing revision process experiments and experimental task directions; collected think-aloud protocols from professional writers, analyzed and coded the transcribed results; reviewed research literature pertinent to cognitive processes in writing and revision; set directions for theory development; provided improvements in working project manuscripts and helped compose two research papers.

OTHER INDICATORS OF SCHOLARLY AND CREATIVE ACTIVITY

Stratman, J., Sapienza, F., & Killoran, J. (2004-2006). Colorado Institute of Technology (CIT) (Broomfield, Colorado). Teaching and equipment grant. The grant was to provide CU Denver faculty in the M.S. in Technical Communication Program with training support, course release time, and software/hardware to boost the capability of the program's planned usability testing facility and to help attract sponsored projects from external clients needing such testing. (\$46,581 funded. However, after making part of the award, CIT broke up and defaulted on the remainder).

Stratman, J. (Course Developer and Instructor) (1996-97). Global change and environmental quality program, University of Colorado. Distance education outreach to Colorado citizen, county and state environmental organizations. To support a graduate-level, problem-based learning (PBL) course in health risk communication within a virtual, completely on-line environment, targeting environmental health risk managers in government and non-profit sectors. (\$5,924, funded).

Stratman, J. (Project Manager, 1995-97). Global change and environmental quality program, University of Colorado. Cross disciplinary outreach to citizen, state and federal environmental organizations: Linking technical communication and environmental science. Funds used to support creation of collaborative, professional internships linking Masters of Science degree students in technical communication and environmental science. (\$3170, funded).

Stratman, J. (Project Manager, 1987). Robert N. Hackett Associates, Attorneys At Law, Pittsburgh, PA: Simplifying commercial loan contracts. Awarded contract to study how readers use and comprehend commercial loan agreements and to redesign law firm's existing commercial loan agreement (approximately 300 pages); trained and supervised graduate students in management to develop a plain language commercial loan agreement for use by banks, real estate developers and attorneys; supervised research assistants' use of think-aloud reader protocols and interviews to discover different bank employees' needs for documentation design; reduced overall length of loan form by nearly one-third while meeting law firm's goals for coverage and client protection. (\$4,000, funded).

NON-PEER REVIEWED PUBLICATIONS

Stratman, J. (2012). Rebuttal to Report of Mr. Lawrence Sher, Defense Expert, *re* Foot Locker Cash Balance Conversion: Section 204(h) Notice, Summary Plan Description, and Post-Conversion Documents. In *Osberg v. Foot Locker, Inc., et. al.* 07 Civ. 1358 (KBF) (S.D.N.Y.) (20 pages).

Stratman, J. (2012). Expert Report on Foot Locker Cash Balance Conversion: Pre-Conversion Documents, ERISA Section 204(h) Notice, Summary Plan Description, and Post-Conversion Documents. In *Osberg v. Foot Locker, Inc., et. al.* 07 Civ. 1358 (KBF) (S.D.N.Y.) (80 pages).

Stratman, J. (2011). Expert Report on US Bank Cash Balance Conversion: ERISA Section 204(h) Notices, Summary Plan Description, and Precursor Documents in *Mezyk et. al. v. U.S. Bank Pension Plan and U.S. Bank Corp. and Pellett et. al. v. U.S. Bank Pension Plan*, CV-384-JPG-DGW. (42 pages).

Stratman, J. (2008). Expert Report on El Paso Corporation Cash Balance Conversion: ERISA Section 204(h) Notices, Summary Plan Description and Precursor Documents. In *Tomlinson, et. al. v. El Paso Corporation and El Paso Pension Plan*, CV-04-2686 (50 pages).

Evensen, D., Stratman, J., Oates, L. & Zappe, S. (2008). Developing an assessment of first year law students' critical case reading and reasoning ability: Phase 2. Final Research Report for *Law School Admissions Council*, 2008. With Professor D. Evensen, L. Oates, and S. Zappe (74 pages). Available at:
<http://www.lsac.org/lisacresources/research/all/gr/gr-08-02>

Stratman, J. (2007). A reflection on 'Risk Communication, Metacommunication, and Rhetorical Stases in the Aspen-EPA Superfund Controversy.' *Journal of Business and Technical Communication* 21(1), 23 - 26.

Stratman, J., Evensen, D., & Oates, L. (2005). Developing an assessment of 1st year law students' critical case reading and reasoning ability: Phase 1. Final Research Report for *Law School Admissions Council*. (93 pages).

Stratman, J. (2003). Expert Report on AT&T Cash Balance Pension Summary Plan Description And Precursor Documents. In *Engers, et al. v. AT&T and AT&T Management Pension Plan*, CV-98-3660 (JLL) (48 pages).

Stratman, J. (2003). Expert Report on CIGNA Cash Balance Pension Plan Summary Documents and Precursor Documents. In *Amara et. al. v. CIGNA Corporation and CIGNA Pension Plan*, C.A. 01-2361 (36 pages).

Stratman, J., Evensen, D., & Rideout, C. (1994). Explorations into law school literacy. *Professions Education Researcher Quarterly*, 15(4), 2 - 8.

Stratman, J. (1992). Staying out of court by making coverage exclusions clear: Insights from empirical research for medical plan insurance writers. *Conference Record, International Professional Communication Conference (IPCC)*, 82 - 87.

Stratman, J. (1991). Reply to Hagge and Kostelnick. *Management Communication Quarterly*, 4(3), 381 - 386.

Stratman, J. & Duffy, T. (1990). Conceptualizing research on written management communication: Looking through a glass onion. *Management Communication Quarterly*, 3, 429 - 451. This article appeared as the lead article in the edited volume of MCQ devoted to managerial writing, which I co-edited with Professor Duffy.

Stratman, J. (1986). Where do theories of instruction in legal writing come from? An exploration. *American Association of Law Schools Newsletter, Section on Legal Writing, Reasoning, and Research*, 17 - 37.

Stratman, J. Studying the appellate brief and opinion composing process: A window on legal thinking. *Juris*, 19(1 & 2), Duquesne University Law School.

Stratman, J. (1984). Teaching written argument: Response to Professor Gross. *College English*, 46 (3), 314 - 319.

PEER REVIEWED PRESENTATIONS AT MEETINGS & CONFERENCES

Presentation & Round Table, Designing Formative Assessments of Law Students' Critical Case Reading and Reasoning Ability for Doctrinal Classrooms. *Legal Education at the Crossroads Conference (V. 3.0): Assessment Demystified, Demonstrated, and Deployed: Driving Curricular Reform at Law School*. University of Denver, Sturm College of Law. September 12, 2009 . With Professor Dorothy Evensen, School of Education, Pennsylvania State University.

Presentation, Hiding Pension Benefit Reductions from Employees: Applying Information Manipulation Theory to ERISA Mandated Summary Plan Documents and Related Communications during Cash Balance Plan Transitions. *Law and Society Association (LSA) Annual Conference*, Denver, Colorado, May 30, 2009.

Presentation, Law Students' Case Reading and Reasoning Study: Final Results and Tools for Legal Writing Teachers. *Biennial Conference of the Legal Writing Institute*. University School of Law-Indianapolis School of Law, Indianapolis, IN, July 15, 2008. With Professor Dorothy Evensen, School of Education, Pennsylvania State University.

Presentation, An Empirical Assessment of 1st Year Law Students' Critical Case Reading and Reasoning Ability: Transition Points Needing Focused Instructional Intervention. *Biennial Conference of the Legal Writing Institute*. Mercer University School of Law, Atlanta, GA, June, 2006. With Professor Dorothy Evensen, School of Education, Pennsylvania State University.

Presentation, Assessing Law School Literacy: Results from the Law School Admissions Council Field Test of Critical Case Reading and Reasoning. *National Reading Conference*. Miami, FL. December 2005. With Professor Dorothy Evensen, School of Education, Pennsylvania State University.

Presentation, Assessing 1st Year Law Students' Critical Case Reading and Reasoning Ability. *Biennial Conference of the Legal Writing Institute*. University of Seattle, July 23, 2004. With Professor Dorothy Evensen, School of Education, Pennsylvania State University.

Paper, Reading the Law: Learning How Students Do It an Teaching Them How Lawyers Do It. *Biennial Conference of the Legal Writing Institute*. University of Tennessee, College of Law, Knoxville, TN, June 1, 2002.

Speaker, Legal Communication in Technical Communication Programs: Worth Thinking About? *Council for Programs in Technical and Scientific Communication (CPTSC) Annual Conference*, Pittsburgh, PA, October 12, 2001.

Speaker, Improving Usability Testing: Recent Dutch Research and Its Implications. *Software Quality Association in Denver (SQuAD)*, Denver, Colorado, January 11, 2000.

Panelist, Academic/Industry Collaborations in Usability Testing: An Opportunity for Theory-Building or Burial Ground? *Council for Programs in Technical and Scientific Communication (CPTSC) Annual Conference*, Santa Fe, New Mexico, October 15, 1999.

Paper, Voter Comprehension and Perception of State-Mandated Ballot Information: An Experimental and Linguistic Analysis. *Law and Society Association (LSA) Annual Conference*, Snowmass, Colorado, June 5, 1998.

Panelist, Online Distance Education: A Boon or Bane to Higher Education? *Colorado Speech Communication Association Annual Convention*, Denver, Colorado, April 24, 1998.

Paper, Readers' Comprehension of Temporary Restraining Orders in Domestic Violence Cases: A Missing Link in Abuse Prevention? *International Association of Forensic Linguists (IAFL)*, Annual Conference. University of New England, Armidale, Australia. July 9, 1995. With Patricia Dahl, Graduate School of Public Affairs, University of Colorado at Denver.

Panelist, Is the First Year Too Early to Teach Critical Reading Skills? What Recent Think-Aloud Studies Might Tell Us. *Conference of the Legal Writing Institute*, Illinois Institute of Technology, Kent College of Law, Chicago, July 28 - 31, 1994. With Professor Dorothy Deegan of Pennsylvania State University.

Paper, The Technical Communication Researcher as Expert Witness: Linkages between Evidentiary, Methodological, and Ethical Issues. *Michigan Technological University, Rhetoric and Technical Communication Program*, Houghton, MI. April 22, 1994.

Paper, Exploring the Role of Rhetorical Task in Expert and Novice Case Reading and Analysis Processes. *American Educational Research Association (AERA)*, Annual Meeting, New Orleans, LA, April 5, 1994.

Roundtable Presenter, Methods for Conducting Language, Reading and Literacy Research: Updates and New Approaches. *American Educational Research Association (AERA)*, Annual Meeting, New Orleans, LA, April 6, 1994. With John R. Hayes.

Plenary Address, Composition Theory and Legal Education: Issues for Research. *American Association of Law Schools (AALS)* Summer Workshop, Georgetown University, Washington, D.C. July 29 - 31, 1993.

Speaker, How To Avoid Speaking At Cross-Purposes in Disputes Over Risk: A Look At The Aspen-EPA Lead Contamination Controversy *U.S. Bureau of Mines*, Denver, CO. April 28, 1993.

Discussant/Reviewer, Academic Writing: Connecting Text, Context, and Intertext. *American Educational Research Association (AERA)*, Annual Meeting. Atlanta, GA April 12, 1993.

Paper, Reading The Common Law in Preparation For Argument: Expert-Novice Differences in Identifying Relevant Features of Favorable and Unfavorable Precedent. *American Educational Research Association (AERA)*, Annual Meeting. Atlanta, GA April 12, 1993.

Speaker, Framing Effects in The Reading Processes Of Appellate Court Clerks. *Holland and Hart, Attorneys At Law, Appellate Practice Group*, Denver, Colorado, November 24, 1992.

Paper, Staying Out Of Court By Making Coverage Exclusions Clear: Insights For Medical Insurance Plan Writers. *International Professional Communication Conference*, Santa Fe, New Mexico, October 1st, 1992.

Paper, Developing Cases for Legal Drafting: Using Readers' Experiences with Insurance Policies. *Conference of the Legal Writing Institute*, University of Puget Sound, School of Law, Tacoma, WA. August 1st, 1992.

Roundtable Presenter, Reactivity in Concurrent Think-Aloud Editing Protocols, *American Educational Research Association (AERA)*, Annual Meeting. San Francisco, CA April 20 - 25, 1992. With Professor Liz Hamp-Lyons.

Speaker, Balancing Scholarly And Adversarial Techniques in Appellate Briefs: How To Avoid Cognitive Bias. *Holme Roberts and Owen, Attorneys At Law, Environmental Practice Group*, Denver, Colorado, August 6th, 1991.

Reading Legal Rhetoric: How Court Clerks Respond To Opposing Appeal Briefs. *American Educational Research Association (AERA)*, Annual Meeting. Boston, MA, April 16 - 18, 1990.

Levels of Inquiry in Research in Written Management Communication *Management Communication Association (MCA)* Annual Conference, University of Michigan, School of Business Administration, Executive Residence, Ann Arbor, MI, April 18 - 20, 1990.

NON-PEER REVIEWED AND INVITED PRESENTATIONS

Panel Discussion Leader, Cognition and Negotiation, *Working Conference on Managerial Thought and Cognition*. August 10 - 12, 1989, Washington, D.C.

How Novice Managers Understand Labor Contract Negotiations: Evidence From Initial Segments Of Negotiation Session Transcripts. *Management Communication Association (MCA)*, Rutgers University, New Brunswick, NJ, April 28 - 29, 1989.

The Emergence of Legal Composition as a Field Of Inquiry: Evaluating the Prospects. *Conference Of The Legal Writing Institute*, University of Puget Sound, School of Law, Tacoma, WA August 5th, 1988.

Designing Reader-Based Commercial Contracts. Guest Lecture, *University of Pittsburgh, School of Law*, October 27, 1987.

Helping Management Students Improve Communication During Corporate Board Meetings: A Role for Modified Interaction Process Analysis. *Management Communication Association (MCA)*, New York University, April 11, 1987.

The Rhetorical Dynamics of Appellate Persuasion, *American Educational Research Association (AERA)*, Annual Meeting. Washington, D.C. April 20, 1987.

Overcoming Obstacles to Research on Legal Writing Skill, *College Conference On Composition And Communication*. Atlanta, Georgia, March 20, 1987.

Plenary Address, Teaching Legal Writing: The Role of Theory and Research. *Conference of the Legal Writing Institute*, University of Puget Sound Law School, Tacoma, WA, July 17, 1986.

Analyzing Communication Performance during a Board of Directors Meeting: Points of Departure for the Use of Video in Research and Teaching. *Management Communication Association (MCA)*. Duke University, Fuqua School of Business, April 4, 1986.

Anatomy of a Failed Appeal: Lessons from Reading and Writing Protocols for Teachers of Legal Argument, *College Conference on Composition And Communication*, New Orleans, Louisiana, March 13, 1986.

Teaching Managers to Revise Technical and Functional Documents. *American Business Communication Association Annual Conference*, Chicago, Illinois, October 31, 1985.

Getting Inside the Legal Mind: Process-Tracing Methods for Exploring the Making And Understanding of Legal Texts. *Conference on Language in the Judicial Process*, Georgetown University, Washington, D.C., July 27, 1985.

How Judges Read Appeal Briefs and Write Opinions: Insights From Protocols. *Conference on College Composition and Communication*, Minneapolis, MN, March 22, 1985.

Using Reader Protocols to Teach Revision of Legal Texts. *Teaching Legal Writing Conference, National Endowment for the Humanities, University Of Puget Sound, Norton Clapp Law Center, Tacoma, Washington, August 15 - 16, 1984.*

Defining the Task of Revision: A Study of Expert-Novice Differences. *American Educational Research Association (AERA), New Orleans, LA, April 25, 1984.*

Preparing Executives for Video-Interaction with the Press. *Management Communication Association (MCA), Colgate-Darden School of Business, Charlottesville, VA, April 14, 1984.*

Conflicts and Decision-Making in the Composing Process of Legal Brief Writers. *Conference on College Composition and Communication, New York City, March 31, 1984.*

Teaching Argument Skill Through Sentence-Combining: Toward a Pedagogy. *Conference on Sentence Combining and the Teaching of Writing, Miami University, Oxford, Ohio, October 21, 1983.*

Rhetorical Theory And Composing Process Paradigms in The Legal Textbook Tradition: Some Needed Research On Brief Writing. *The Penn State Conference on Rhetoric and Composition, State College, Pennsylvania. July 5 - 8, 1983.*

Toward a Cognitive Process Theory of Legal Argument and Brief Writing. *Fifth International Conference on Culture and Communication, Temple University, Philadelphia, Pa., March 25, 1983.*

Legal Writing as Problem-Solving: Changing the Product by Changing the Process. Address at the *Pittsburgh Legal Administrators Association, Pittsburgh Press Club, September 17, 1982.*

Interviews and Invention: Eliciting Students' Tacit Heuristic Procedures. *College Conference on Composition and Communication, Dallas, Texas, March, 1981.*

Student-Created Heuristic Models. *College Conference on Composition and Communication, Washington, D.C., March, 1980.*

SEMINARS & WORKSHOPS PRESENTED

Invited Workshop, How do we know they understand? Developing formative assessments in 1st year doctrinal courses by eliciting and tracking students' questions about cases. University of Pittsburgh School of Law, January 27, 2011. With Professor Dorothy Evensen, School of Education, Pennsylvania State University.

Workshop, Proposal Writing: Credible Arguments for Your Research. Presented to medical researchers at the Anschutz Medical Campus, Denver, Colorado, April 30 & May 14, 2009. With Dr. Barbara Walkosz, Department of Communication, University of Colorado Denver.

Day Long Workshop, Reading research methodologies: Modes for inquiry in legal interpretation and in the law classroom. *Notre Dame Law School Colloquium on Legal Discourse*, University of Notre Dame Law School, June 12, 2003.

Usability Testing: Methods for Procedural and Non-Procedural Documents (May 23, 2001). Provided for The Society for Technical Communication, Rocky Mountain Chapter. Denver, Colorado. One day workshop. Trained documentation professionals how to (1) make decisions about user testing based upon text-analysis heuristics, and (2) to use think-aloud data to build and design heuristic models for document quality assessment.

Workshop for Legislative Council of the Colorado General Assembly. Technical writing, technical editing and quantitative graphic design for Legislative Council Staff. Training focused improving Staff Memoranda to legislators, State Fiscal Notes, Issue Briefs, ballot booklets (for voters), and periodic white papers reporting on public policy issues (October 16, 23, 30, 1996).

Workshop, When Readers Study Themselves Reading: Using Think-Alouds To Improve Law Students' Case Reading And Analysis Skills. *Conference of The Legal Writing Institute*, Seattle University School of Law. July 18, 1996.

Workshop, Legal Writing: Research on Plain English, University of Puget Sound, School of Law, Tacoma., Washington, January 12th, 1991.

The Martha Holden Jennings Foundation Writing Project, Teaching the Composing Process: A Developmental Perspective (For Primary, Middle and Secondary School Teachers of Writing) Cleveland State University, Cleveland, Ohio, October, 1982 - 84. Day long workshop series introduced teachers to pedagogical applications of developmental research in composition. The workshop explained the cognitive process differences between speaking and writing, and elaborated a composition pedagogy using the procedural facilitation techniques for teaching writing developed by Carl Bereiter and Marlene Scardamalia of the Ontario Institute.

University of Pittsburgh, Informal Education Program, Writing Effective Training Materials for the Workplace, 1 Day Workshop, Pittsburgh, Pa., March 5, 1983. This workshop offers participants a step-by-step procedure for planning, drafting and evaluating worker training materials. Participants read and analyzed a case study concerning a small manufacturing firm. They were then called upon to plan, write and test performance-based training objectives, using the procedures introduced.

Mellon Institute for Science and Research, Materials Characterization Center, Editing for Effective Technical Communications 4 Sessions, Pittsburgh, Pa., July, 1982 (with Kenneth Dye). We analyzed problems in a variety of technical reports produced by chemical engineers, geologists, and other staff researchers of the Institute. To make sure our analysis and instruction was appropriately tailored to the problems of the participants, we created a workbook composed entirely of the technicians' own documents. We then used these documents in exercises illustrating revision principles.

Westinghouse Corporation, Law Division, Writing for Work: Adapting Legal Communications for Business, 4 Sessions, Gateway Center, Pittsburgh, April, 1982 (with Kenneth Dye and

Patricia Sullivan). Working with the Corporate Law Office Manager, we collected legal and business documents from Westinghouse attorneys. We analyzed these documents for both rhetorical and linguistic problems, and then developed an instructional program using the attorneys' own work in various inventional, organizational and revision exercises. We also investigated the underlying stasis formulated by the lawyers in their legal pleadings, and suggested methods for clarifying this stasis in complex disputes.

International Program For Executives, Graduate School of Industrial Administration, Carnegie Mellon University, Writing and Editing as Problem-Solving Activities: Applications for Business Managers and Executives 2 Sessions, April, 1982. The Program For Executives is an intensive six-week course in financial analysis, operations and management research, strategic planning and other topics in administration science for corporation executives. I provided practical applications of recent research in writing, editing and document design.

Robert Morris College, The Design and Evaluation of Business Case Studies: A Rhetorical Perspective. 2 Sessions, Coraopolis & Pittsburgh, Pa., January 26 - 27, 1982. This workshop provided college deans and business communications faculty with a rationale for using the case study method to teach written problem-analyses, policy statements, and other reports. The workshop also outlined basic methods for evaluating quality in writing, including an analysis of the strengths and weaknesses of each of these methods.

Western Pennsylvania School for the Blind, Rhetorical Strategies for School-to-Home Correspondence 1 Session, Pittsburgh, Pa., September, 1981 (with Kenneth Dye and Patricia Sullivan). Administrators, counselors and faculty of the School contracted for a workshop that would improve the quality of parent-teacher correspondence, and parent-teacher relations. As a major part of the workshop we simulated a problem in parent-teacher relations, based upon a review of sample letters and replies. We offered workshop participants alternative heuristics for understanding their audience's needs and sensitivities, and helped them plan a response.

University of Pittsburgh, Informal Education Program, Editing: Top-Down and Bottom-Up, 1 Day Workshop, Pittsburgh, Pa. November, 1981 (with Kenneth Dye). For professional journal editors in the fields of medicine, computer science, and engineering. We designed a hierarchical model for editing documents, i.e., a model that directed writers to first consider questions of audience and purpose, and to take an inventory of textual problems, before attempting to revise.

University of Pittsburgh, Informal Education Program, Problem Solving Strategies for Business and Professional Writing, 3 Week Course, Pittsburgh, Pa. May - June, 1981.

University of Pittsburgh, Informal Education Program, Editing: Top-Down and Bottom Up, 1 Day Workshop, Pittsburgh, Pa. May, 1981 (with Patricia Sullivan).

PROFESSIONAL ORGANIZATIONS

- Member, International Association of Forensic Linguistics
- Member, Law and Society Association

- Member, National Council of Teachers of English
- Member, College Conference on Composition and Communication
- American Educational Research Association (AERA), Special Interest Group on Writing, Conference Paper Reviewer
- Former Member, Board of Directors, Legal Writing Institute
- Former Member, American Bar Association, Committee on Legal Writing (ABA)
- Former Member, American Bar Foundation (ABF)

WORKS IN PREPARATION

Stratman, J. (*In Press*, 2015). *A forensic linguistic approach to legal disclosures: ERISA cash balance conversion cases and the contextual dynamics of deception*. New York: Routledge/Taylor-Francis, Studies in Linguistics Series, 307 pages.

COURSES TAUGHT

- (COMM 5681/4681) Communication Issues in the Trial Court Process
- (COMM 6205) Empirical Research Methods in Communication & Technical Communication
- (COMM 5620/4620) Health Risk Communication
- (COMM 5750/4750) Legal Reasoning and Writing
- (COMM 5605/4605) Rhetorical Theory for Technical Communication
- (COMM 5405) Technical Communication: Writing
- (COMM 5505) Technical Editing
- (COMM 3120) Technical Writing
- (COMM 5510/4510) Usability Testing

SERVICE

Department of Communication, 2009 - 2014 Only

Chair, **Outcomes Assessment Committee (OAC)** (6 years)

Member, **Annual Faculty Evaluation Committee** (3 years)

Member, **Department Bylaws Revision Committee**, Governance Sections.

Member, **Department Bylaws Revision Committee**. Assisted with revising and editing instructor policies regarding Departmental activities/involvement, including participation in faculty meetings.

Member, **Department Annual Merit Criteria Revision Committee**. Assisted with drafting and revising new Annual Merit Criteria for the Service component of faculty evaluation.

Member, **Research Evaluation Committee of Dr. Sarah Fields**, Research Review for Tenure & Promotion to Associate Professor.

Member, **Service Evaluation Committee of Dr. Hamilton Bean**, Review for Promotion to Associate Professor with Tenure.

Member, **Service Evaluation Committee of Dr. Brian Ott**, Review for Promotion to Full Professor.

Chair, **Teaching Evaluation Committee of Dr. Stephen Hartnett**, for promotion to Full Professor.

Member, **Teaching Committee for Dr. Lisa Keranen**, for promotion to Associate Professor with tenure.

Member, **Service Committee for Dr. Barbara Walkosz**, for promotion to Full Professor.

Department Representative, **CU Denver Open House Events**, Spring & Fall (4 years).

Annual Teaching Observation Visits and Letters for the following faculty:

Dr. Gordana Lazic
Dr. Yvette Bueno-Olson
Mr. Michael Rudeen
Dr. Sonja Foss (twice)
Dr. Lisa Keranen
Dr. Larry Erbert
Dr. E. J. Yoder
Ms. Wanda Lakota

College of Liberal Arts & Sciences, 2009 – 2014

CLAS Core Requirements Outcomes Assessment, 2 years. Compiled the data for, and drafted, the Communication Department's Outcomes Assessment Report for the college core requirement courses, i.e., COMM 1011, COMM 1021 (which are part of the CLAS Communication core) and COMM 3271 (which is part of the Diversity core).

Member, Computer Lab Oversight Committee, 3 years. Coordinate computer lab course scheduling among various CLAS faculty and Departments offering courses in both Arts 194 and North Classroom 1407 computer labs. Negotiate course scheduling conflicts in these labs with the College of Arts and Media.

Service to CU Campus/Auraria and Anschutz, 2009 - 2014

Member, **COMIRB Human Subjects Research Committee, Social Sciences (Panel S)** 1.5 years. I successfully completed my one-year probationary period and presented my first full-board case for review on July 23, 2014.

Member, **Academic Policy Committee, UCD Faculty Assembly**, 1 year. This committee was been tasked by Faculty Assembly with: 1) proposing an appeal process for faculty PTR grievances/reviews at the deans' level, and 2) drafting a campus policy regarding college and campus administrators' responses to student complaints, i.e., to avoid Department vs. College/Campus Administrator communication conflicts when such complaints arise.

Co-Presenter, **Two Research Proposal Writing Workshops at Anschutz Medical Campus**, 1 year. With Professor Barbara Walkosz of the Communication Department, I provided two 3-hour workshops on April 14 and April 30, 2009, for the Office of Research Development & Education (ORDE): "Proposal Writing: Credible Arguments for Your Research." The workshops targeted the needs of both novice and experienced medical researchers seeking external funding.

New Faculty Mentor, **Campus Faculty Mentoring Program**, 3 years (for Professor Bryn Harris, School of Education).

Regularly attend graduation in regalia.

SERVICE TO PROFESSION (Non-Compensated)

Journal Manuscript Reviewer for the *Journal of Business & Technical Communication* (JBTC). From 2009 - 2014, I have peer-reviewed **9** articles for this publication.

Other reviewerships:

1992 - Present. Reviewer, *Research in the Teaching of English*

1990 - Present. Reviewer, *College Composition and Communication*

1990 - Present. Reviewer, *Journal of Business and Technical Communication*

1993 - 2006. Reviewer, *Rhetoric Review*

1995 - Present. Research proposal reviewer, *National Science Foundation (NSF), Human Cognition and Perception Division, Language Sciences Subdivision*

1992 - Present. Editorial Board of *Legal Writing, The Journal of the Legal Writing Institute*, University of Seattle, School of Law.

1990 - 1997 Conference Proposal Reviewer. *American Educational Research Association (AERA) Annual Conference*. Served as referee for 26 research proposals for the annual conference.

1992 - 1993 Reviewer, *Philosophy and Rhetoric*

1987 - 1992 Reviewer and Special Editor, *Management Communication Quarterly*

Conference Discussant, Comprehensibility of Legal Language and Decision Logics, *Law and Society Association (LSA) Annual Conference*, Snowmass, Colorado, June 7, 1998.

Conference Discussant, Placing Writing and Reading In Context, *American Educational Research Association (AERA)*, Annual Meeting, San Francisco, CA April 20 - 25, 1992.

Conference Discussant, Evaluation of Writing: Issues for Production and Revision. *American Educational Research Association (AERA)*, Annual Meeting. Chicago, ILL April 4 - 5, 1991.

SERVICE TO PROFESSION (Compensated)

Expert Witness Reports & Deposition (2012). *Osberg v. Foot Locker, Inc., et. al.* (May - June, 2012). Provided two separate reports: (a) a rhetorical and linguistic analysis of potentially misleading language in employee pension plan documents for the plaintiffs in a federal class action civil lawsuit arising under ERISA; and (b) a rebuttal to Mr. Lawrence Sher, Defense Expert, concerning potentially misleading language in employee pension plan documents. For Gottesdiener Law Firm (New York, NY).

Expert Witness Report & Deposition (2012). *Mezyk et. al. v. U.S. Bank Pension Plan and U.S. Bank Corp. and Pellett et. al. v. U.S. Bank Pension Plan* (December 2011 - January 2012). Provided a written rhetorical and linguistic analysis of potentially misleading language in employee pension plan documents for the plaintiffs in a federal class action civil lawsuit arising under ERISA. For Steelman, Gaunt & Horsefield, Attorneys at Law (Rolla, MO).

Expert Witness Report & Deposition (2008). *Tomlinson, et. al. v. El Paso Corporation and El Paso Pension Plan* (April, 2008). Provided a written rhetorical and linguistic analysis of potentially misleading language in employee pension plan documents for the plaintiffs in a federal class action civil lawsuit arising under ERISA. For Stephen R. Bruce, Attorney (Washington, D.C.).

Expert Witness Testimony in U.S. District Court of Connecticut (2006). *Amara et. al. v. CIGNA Corporation and CIGNA Pension Plan* (Sept. 11-13, 2006). For Stephen R. Bruce, Attorney (Washington, D.C.).

Expert Witness Report & Deposition (2004). *Engers et al v. AT&T and AT&T Management Pension Plan*. Provided a written rhetorical and linguistic analysis of potentially misleading language in employee pension plan documents for the plaintiffs in a federal class action civil lawsuit arising under ERISA and EEOC. For Stephen R. Bruce, Attorney (Washington, D.C.).

Expert Witness Report & Deposition (2003). *Amara et. al. v. CIGNA Corporation and CIGNA Pension Plan*, C.A. 01-2361 (April - June, 2003). Provided a written rhetorical and linguistic analysis of potentially misleading language in employee pension plan documents for the plaintiffs in a federal class action civil lawsuit arising under ERISA and EEOC. For Stephen R. Bruce, Attorney (Washington, D.C.).

Book review for tenure, (2001). Beverly Sauer, *The Rhetoric of Risk: Technical Documentation in Hazardous Environments*, for Towson State University.

Consultant, Disabled American Veterans (DAV), National Service Officers Training Program (1994). Assisted in developing a course for DAV personnel in legal and professional writing, on behalf of the *International Training Academy, University of Colorado at Denver*.

Book Reviewer for Sage Publications, Inc. (1992). Provided written review of Nicole Caesarez, *Corporate Speech and First Amendment Rights*.

Training Seminar, Martin Marietta Corporation (1991). Reporting Technical Information to Management.

Book Reviewer for Sage Publications, Inc. Provided written review of E. Rogers and D. Gibson, *Synergy on Trial: Texas High Tech and the MCC* (1991).

Educational and Communication Consultant to Davis, Graham and Stubbs, Attorneys at Law, Denver, Colorado (1990 - Present).

Media Interview Training, Senior Executive Program (SES), School of Urban and Public Affairs, Carnegie Mellon University, 1989-90. Designed and taught a television interviewing course, specifically for participants from the U.S. Office of Personnel Management's Candidate Development Program.

Information Consultant for McGraw-Hill, New York, NY, 1988. Prepared written discussion of legal writing skill for Tom Goldstein and Jethro K. Lieberman's book, *The Lawyer's Guide To Writing Well*.

Book Reviewer for Scott-Foresman & Company, Glenview, Illinois, April, 1987. Prepared a written review of Joseph M. Williams, *Style: Ten Lessons in Clarity and Grace*.

Media Training for Gerald C. Meyers Associates, Inc., Crisis Management Consultants, November, 1986. Personal media interview training for Mr. Meyers prior to national television speaking tour.

Pennsylvania Governor's Senior Management Development Program - IV. February 11 - 14, 1986. Designed and taught a course in press interviewing skills, using videotape and television.

National Endowment for the Humanities, Lehigh University, Writing Across The Curriculum Project, Bethlehem, PA, May 24 - 25, 1984. Applications Of Cognitive Research To The Teaching Of Writing. Retained by NEH grant directors at Lehigh to present two day seminar. The seminar reported recent research developments concerning cognitive processes in writing, and demonstrated classroom applications of this research for teachers in different academic disciplines.

Procter & Gamble International, Cincinnati, Ohio, 1975 - 77. Employed to organize individualized programs of instruction in speaking and writing for Japanese managers and engineers from Procter & Gamble's Sunhome (Japan) subsidiary; wrote learning progress reports and recommendations concerning the Japanese interns' future training for the Sunhome subsidiary; edited brochures and bi-weekly technical reports for Sunhome engineers and managers.

University of Cincinnati, Department of Continuing Education, 1975 - 77. Served as cultural consultant and English language (ESL) tutor to new U.S. immigrants, including Russians, Indonesians, Chinese and Lebanese.

AWARDS

Dean's Fund for Excellence Award (2009), University of Colorado at Denver (\$1500). Funds contributed toward a course release to enable the preparation of a book manuscript for Carolina Academic Press (under contract). The book is tentatively titled: Facilitating the Development of Case Reading and Reasoning through Formative Assessment: A Workbook for Law School Teachers.

Faculty Research Summer Stipend (1997), University of Colorado at Denver (\$2750). To continue empirical research investigating the case reading and reasoning processes of first-year law students, begun under a Spencer Foundation Small Grant award in 1996.

Seed Money Award (1996-97), Research and Creative Activities Committee, University of Colorado at Denver (\$500). To pilot experimental study of voters' understanding of Colorado ballot booklets. An additional \$500 (matching) for this research is provided by the Legislative Council of the Colorado General Assembly.

National Council of Teachers of English (NCTE), Award for Excellence in Technical and Scientific Communication, 1995. Best Article Reporting Historical Research or Textual Study. Transmuting Common Substances: The Cold Fusion Controversy and the Rhetoric of Science *Journal of Business and Technical Communication* 9, (1995): 389-424. With Brad Thacker, National Renewable Energy Labs (NREL).

Seed Money Award (1994-95), Research and Creative Activities Committee, University of Colorado at Denver (\$600). To continue pilot experimental study of expert/novice differences in legal case reading skill and to prepare research proposals for external funding.

Teaching Excellence Award (1994), College of Liberal Arts and Sciences, University of Colorado at Denver. (\$500).

Seed Money Award (1993), Research and Creative Activities Committee, University of Colorado at Denver (\$300). To continue pilot experimental study of expert/novice differences in legal case reading skill and to prepare research proposals for external funding.

Faculty Fellowship Award (1993), University of Colorado at Denver. Awarded one semester release from teaching to further book, *Reading Legal Rhetoric: Cognitive Processes in Appellate Court Decision Making*.

Junior Faculty Development Award (1992), University of Colorado at Denver, Research & Creative Activities Committee. Awarded funding (\$2000) for research pilot study, *Reactivity in Think-Aloud Editing Protocols*, to support grant application to National Science Foundation.

Richard Braddock Memorial Award, Conference on College Composition and Communication (1987), with Linda Flower, John R. Hayes, Karen Schriver and Linda Carey, for research article, *Detection, Diagnosis and the Strategies of Revision*, *College Composition and Communication*, 37, No. 1, February, 1986, 16 - 55.