

FALL | 2012

NCTEAR *Newsletter*

RESEARCH IN THE ENGLISH/
LANGUAGE ARTS AND RELATED
FIELDS

MARK YOUR CALENDARS FOR NCTEAR'S 2013 MID-WINTER CONFERENCE



NCTE ASSEMBLY FOR RESEARCH MID-WINTER CONFERENCE The Ohio State University, Columbus, Ohio February 15 through 17, 2013

The 2013 NCTEAR Conference provides an exciting opportunity for anyone interested in issues of literacy, language, literature, and education.

This year the conference has a new feature - Keynote Conversation Circles. A Conversation Circle involves a small group of invited scholars engaging in a public conversation about a key issue in the field of language and literacy studies. There will be four Keynote Conversation Circles:

- New Directions for Theorizing and Researching Hip Hop Literacies
- New Directions for Theorizing and Researching Literacies in Early Childhood
- New Directions for Theorizing and Researching Literacies and the Arts
- New Directions for Theorizing and Researching Literacies and Community

In addition to Keynote Conversation Circles, there will be a series of Concurrent Sessions made up of symposia, individual paper panels, work-in-progress roundtables, and other sessions. A partial list of the invited scholars participating in the NCTEAR 2013 conference includes: Patty Bode, Ayanna Brown, Vittoria Daiello Christopher Emdin, Vivian Gadsden, Laurie Katz, David Kirkland, Eva Lam, Cynthia Lewis, Mindi Rhoades, Iliana Reyes, Elaine Richardson, Deborah Rowe, Lalitha Vasudevan, Karen Wohlwend, Arlette Willis, among others.

For more information about NCTEAR 2013 Conference please see the Web Page at <http://nctear2013.ehe.osu.edu> or contact Laurie Katz at katz.124@osu.edu or Mindi Rhoades at rhoades.89@osu.edu

CALL FOR PROPOSALS NCTE ASSEMBLY FOR RESEARCH MID-WINTER CONFERENCE The Ohio State University, Columbus, Ohio February 15 through 17, 2013

We invite proposals for the 2013 NCTE Assembly for Research Conference to be held at Ohio State University, Columbus, Ohio, February 15 through 17, 2013.

We welcome proposals for individual papers, symposia, work-in-progress roundtables, and alternative format sessions. A description of each type of session can be found below. Proposals may address any aspect of language and literacy education including studies of language and literacy processes, practices, curriculum, instruction, policies, and teacher education. We welcome proposals representing a broad range of theoretical and methodological perspectives. We invite proposals that focus on empirical research as well as conceptual/theoretical work. This year we have made the proposal writing and submission process easier and we will respond to proposals within two weeks of receiving them. The final date for submitting proposals is **December 17, 2012**.

For more information check out the NCTEAR 2013 Conference Web page at: <http://nctear2013.ehe.osu.edu>

(article continued on next page)

Individual Papers: Proposals for the presentation of individual papers that report empirical research should include: a cover sheet (see below), title, a 100-150 word abstract, research question(s)/purposes, theoretical framework, methodology, findings, and contribution to theory and research in the field. Proposals for the presentation of conceptual / theoretical work should include: title, a 100-150 word abstract, purpose and rationale, a clear description of the theoretical / conceptual argument being made and the basis / warrants for the argument, and the contribution of the theoretical / conceptual argument to the field. Proposals should be clearly written and not more than 800 words in length (not including references). The review of proposals for the presentation of individual papers is a "masked" review and therefore no identifying information should be included in the proposal itself (on the cover sheet you should include your name, affiliation, address, e-mail, etc).

Symposia: A symposium consists of a series of no more than three (3) presentations plus a chair and discussant if desired. The presentations must be clearly related. (e.g., address a topic from different perspectives, report different aspects of a larger study, etc.). Proposals for a symposium should include (a) a cover sheet (see below), (b) an overview of the symposium including a 100-150 abstract of the symposium, the names, affiliations, and e-mail addresses of all participants and titles of their presentations, and (c) a maximum 800 word description of the symposium. The review of symposium proposals is NOT a masked review.

Work-In-Progress Roundtables: A work-in-progress roundtable sessions provide opportunities for presenters to share empirical work-in-progress (including qualitative, quantitative, narrative inquiry, ethnographic, practitioner research, etc.) with a small group of colleagues and to engage in extended discussion of their research. Proposals for a work-in-progress roundtable should include: a cover sheet (see below), title, a 100-150 word abstract, research question(s)/purposes, theoretical framework, methodology, and a description of the corpus of data to be shared at the roundtable. Proposals for a work-in-progress roundtable should be a maximum of 800 words (not including references). The review of proposals for work-in-progress roundtables is a "masked" review and therefore no identifying information should be included in the proposal itself (on the cover sheet you should include your name, affiliation, address, e-mail, etc).

Alternative Format Sessions: We invite proposals for sessions that employ formats other than those listed above. Alternative format sessions should be designed for a 90 minute session. Proposals for alternative format sessions should include: a cover sheet (see below), a title, a 100-150 word abstract, a clear description of the session, and a list of participants including names, affiliations, and e-mail address. Proposals for alternative format sessions should be no longer than 800 words. The review of alternative format sessions is NOT a masked review and therefore, as appropriate, identifying information may be included in the proposal itself.

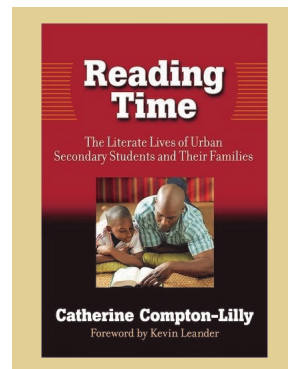
Download the cover page from <http://nctear2013.ehe.osu.edu>; please submit the cover page with your proposal.

All proposals should be submitted by **December 17, 2012**. All proposals should be submitted by e-mail to: NCTEAR2013@gmail.com (if a proposal cannot be submitted via e-mail, please contact Laure Katz at <katz.124@osu.edu>). As indicated above, we will respond to proposals that are submitted before the deadline within two weeks after we receive them.

Questions about the Call for Proposals or about the Conference should be directed to Laurie Katz <katz.124@osu.edu> or Mindy Rhoades <rhoades.89@osu.edu>.

NCTEAR MEMBERS' RECENT PUBLICATIONS AND PRESENTATIONS:

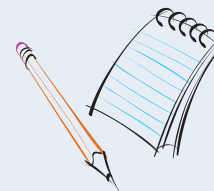
In spring 2012, Catherine Compton-Lilly's most recent book, *Reading Time: The literate lives of urban secondary students and their families*, was published by Teachers College Press. This book follows the children from *Reading Families: The Literate Lives of Urban Children* (2003, Teachers College Press) into middle school and explores the ways trajectories over time affect the ways students come to understand their worlds and themselves. This important longitudinal study explores the intersections among families, literacy learning, and schools over long periods of time as children move through school.



NCTE ANNOUNCES ITS 2012 PROMISING RESEARCHER AWARD WINNER, TISHA Y. LEWIS, PH.D.

We txt 2 sty cnnctd: Digital literacies, Meaning-Making, and Activity Theory Systems between an African American mother and son"

Tisha Y. Lewis is an assistant professor in Language and Literacy at [Georgia State University](http://www.gsu.edu). Her background includes work as a Title 1 Reading/Writing skills teacher, reading specialist, lecturer, reading clinician, and consultant. She completed her Ph.D. in Reading at the [University of Albany, SUNY](http://www.albany.edu). She was a finalist of the 2011 Outstanding Dissertation Award from the International Reading Association; a recipient of the Literacy Reading Association (LRA) Scholars of Color Transitioning into Academic Research Mentoring Program, and a past fellow of the [National Council of Teachers of English's Research Foundation's Cultivating New Voices among Scholars of Color Fellowship Program](http://www.ncte.org). Tisha's research interests explore how agency, identity, and power among African American families are constructed as they use digital literacies as mediating tools to make sense of their lives.



PETER SMAGORINSKY ANNOUNCES THE FOLLOWING:

Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2012). *Teaching students to write research reports*. Portsmouth, NH: Heinemann.

Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2012). *Teaching students to write essays that define*. Portsmouth, NH: Heinemann.

Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M., with Anglin, J. (2012). *Teaching students to write personal narratives*. Portsmouth, NH: Heinemann.

Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M., with Dean, A. (2012). *Teaching students to write comparison/contrast essays*. Portsmouth, NH: Heinemann.

Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2011). *Teaching students to write argument*. Portsmouth, NH: Heinemann.

Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2011). *Teaching students to write fictional narratives*. Portsmouth, NH: Heinemann.

Smagorinsky, P. (2011). *Vygotsky and literacy research: A methodological framework*. Boston: Sense.

Peter Smagorinsky was also recently (2012) awarded the Sylvia Scribner Award by Division C of the American Educational Research Association to recognize a current program of scholarship by a Division C member that has significantly influenced thinking and research of learning and instruction and that represents a significant advancement in the field's understanding.



AMANDA GODLEY ANNOUNCES THE FOLLOWING:

Godley, A. J. & Escher, A. (2012). Bidialectal African American adolescents' views on spoken language expectations in English classrooms. *Journal of Adolescent and Adult Literacy*. 55, 704-713 and Chisholm, J. & Godley, A. J. (2011). Learning about language through inquiry-based discussion: Three bidialectal high school students' talk about dialect variation, identity and power. *Journal of Literacy Research*. 43(4), 430-468.

Amanda is a co-PI on a new, 3-year IES educational technology grant entitled *Intelligent Scaffolding for Peer Review of Writing*.

In May 2012, Amanda received a Citizen Activist Award from the Pennsylvania Policy and Budget Center for her work organizing parents and students to fight against the state's proposed \$900 million dollar cut to public education.

KRISTIN RAINVILLE REPORTS THE FOLLOWING PUBLICATION:

Wepner, S. B., Ferrara, J., Rainville, K.N., Gómez, D. W., Lang, D. E., & Bigaouette, L.(2012). *Changing suburbs, changing students: Helping school leaders face the challenges*. Thousand Oaks, CA: Corwin.

JAMES CHISHOLM ANNOUNCES THE FOLLOWING:

Chisholm, J. S., & Trent, B. (2012). "Everything affects . . . everything": Promoting critical perspectives toward bullying with *13 Reasons Why*. *English Journal*, 101(6), 75-80.

Loretto, A., & Chisholm, J. S. (2012). Learning to teach generative meaning-making through multimodal inquiry. *English Teaching: Practice and Critique*, 11(1), 136-149.

JAYNE LAMMERS, JEN SCOTT CURWOOD, AND ALECIA MAGNIFICO HAVE PUBLISHED THE FOLLOWING ARTICLE:

Lammers, J.C., Curwood, J.S., & Magnifico, A.M. (2012). Toward an affinity space methodology: Considerations for literacy research. *English Teaching: Practice and Critique*, 11(2), 44-58. Available at: <http://edlinked.soe.waikato.ac.nz/research/journal/view.php?article=true&id=794&p=1>



In this article, the authors draw on their research examining adolescent literacies related to *The Sims* video games, *The Hunger Games* novels, and the Neopets online game to explicate nine features of affinity space research that reflect participation in, and research about, online environments.

TERRI RODRIGUEZ HAS PUBLISHED THE FOLLOWING ARTICLE:

Rodriguez, T. L., & Polat, N. (2012). Politicizing difference: Interpreting citizenship as a dimension of diversity in pre-service teachers' narratives. *Linguistics and Education*, <http://dx.doi.org/10.1016/j.linged.2012.08.001>

AYANNA BROWN ANNOUNCES THE FOLLOWING PUBLICATIONS:

Brown, A.F. (2013). We will understand it better by and by: Sojourning through racial literacy. In L. William-White, D. Muccular, G. Muccular, and A.F. Brown (Eds.). *Critical Consciousness in Curricular Research: Evidence from the Field*. Peter Lang. New York, NY.

Tuck-Lively, J. & Brown, A.F. (2013). Grandma's Brer Rabbit wasn't the fool you so Admire: Teaching to oppose the conveniences blackness affords whiteness In L. William-White, D. Muccular, G. Muccular, and A.F. Brown (Eds.). In L. William-White, D. Muccular, G. Muccular, and A.F. Brown (Eds.). *Critical Consciousness in Curricular Research: Evidence from the Field*. Peter Lang. New York, NY.

SJ MILLER ANNOUNCES THE FOLLOWING:

Miller, s. (2012). Mythology of the norm: Disrupting the culture of bullying in schools. *English Journal*, 101(6), 107-109.

Miller, s., Bieler, D., Bolf-Beliveau, L., Charest, B., George, M.A., King, J., & Williamson, P. (2011). Applying the CEE position *statement Beliefs about Social Justice in English Education to Classroom Praxis*. *English Education*, 44(1), 63-82.

Miller, s. (2011). Demythologizing "Real" ity TV: Critical implications for a new literacy. *International Journal of Critical Pedagogy*, 3(3), 135-152.



Sj Miller

ALAN BROWN REPORTS THE FOLLOWING PUBLICATION:

Brown, A. (2012). Gender integration of a core content area teacher/athletic coach in the rural southeastern United States. *Sport, Education and Society*, 17(5), 627-646.

HEIDI HALLMAN ANNOUNCES THE FOLLOWING PUBLICATIONS:

Hallman, H.L. (2012). Community-based field experiences in teacher education: Possibilities for a pedagogical third space. *Teaching Education*, 23(3), 241-263.

Hallman, H.L. & Schieble, M.B. (2012). Dimensions of young adult literature: Moving Into "New Times." *The ALAN Review*, 33-38.

Hallman, H.L. (2012). Rhetoric of the future: Writing and identity at a school for pregnant and parenting teens. *English in Education: Themed issue on Writing*, 46(1), 38-55.

UPCOMING SESSIONS AT THE NCTE ANNUAL CONVENTION IN LAS VEGAS, NV:

Wendy Keyser will be presenting in a roundtable discussion entitled: "Dialogic Communities for Building Best Practices for Teachers and Students."

Terri Rodriguez will be part of the following session:

Rodriguez, T.L., Santau, A., Ritter, J. (2012, November). Digital book clubs: Preservice teachers connecting urban youth with disciplinary literacies through young adult literature.

James Chisholm will be presenting at the following sessions:

Chisholm, J. S., & Trent, B. (2012, November). *Digital storytelling and the concept of place: A Vygotskian perspective on high school students' multimodal compositions*. Paper accepted for presentation at the Annual Meeting of the Literacy Research Association, San Diego, CA.

Chisholm, J. S., & Trent, B. (2012, November). *From text to world: Using young adult literature to promote critical perspectives toward bullying*. Paper accepted for presentation at the Annual Meeting of the National Council of Teachers of English, Las Vegas, NV.

Heidi Hallman will be presenting at the following session:

Pasternak, D., Caughlan, S., Hallman, H., Renzi, L. & Rush, L. *How are English teachers prepared to teach now? A report on the current state of the methods class in English Education*. Panel accepted for presentation at the Annual Meeting of the National Council of Teachers of English, Las Vegas, NV.

Nicole Sieben will be giving a keynote at the NCTE Annual Convention in Las Vegas. Her keynote is entitled, "Together, We Are an Ocean: Writing Collaboratively" (given during the session "Igniting Our Professional Work through Collaboration.")

Nicole will also be chairing a session entitled, "LGBT Issues in Education: Coaching Teachers and Students to Combat Bullying." Her other presentations at NCTE include a roundtable in the session: "The Future is Now: Connecting with the Next Generation of English Teacher Educators" and a roundtable in the featured session: "The Intersection of Sport, Education, and Society in English Education."

ALAN BROWN WILL BE PART OF THE FOLLOWING SESSIONS:

Brown, A., Scherff, L. et al. (2012, November). The intersection of sport, education, and society in English education. Conversation session accepted as a featured presentation at the annual meeting of the National Council of Teachers of English (NCTE), Las Vegas, NV.

Brown, A., Pope, C. et al. (2012, November). Eight great American YA novelists. Conversation session accepted for the annual meeting of the National Council of Teachers of English (NCTE), Las Vegas, NV.

Rodesiler, L., Brown, A., Webb, A. et al. (2012, November). The future is now: Connecting with the next generation of English teacher educators. Conversation session accepted for the annual meeting of the National Council of Teachers of English (NCTE), Las Vegas, NV.

sj miller will be a keynote speaker at NCTE. sj's talk is entitled, "Losing and gaining a self: How soccer taught me the discipline of self-love, when everyone else faded into darkness." LGBTQ Issues in Education: Coaching Teachers and Students to Combat Bullying. Keynote Speaker. National Council Teachers of English Annual Convention. Las Vegas, NV; *Fall, 2012*.

SJ MILLER WILL ALSO BE PRESENTING THE FOLLOWING AT NCTE:

Cultivating Socio-Spatial Justice Dispositions by Unpacking Geo-Histories." Roundtable Leader. Research in social justice: Applications and implications for English education. National Council Teachers of English Annual Convention. Las Vegas, NV; *Fall, 2012*.

Literature and Literacy: Teaching Controversy in a Literary Context." Panel session, The censors are coming: Teaching controversial topics in the age of standardization." National Council Teachers of English Annual Convention. Las Vegas, NV; *Fall, 2012*.

Queer theory: What it brings to English/Language Arts Classroom." Respondent. National Council Teachers of English Annual Convention. Las Vegas, NV; *Fall, 2012*.

Victor Malo-Juvera will be serving as a roundtable leader at NCTE's ALAN Foundation Research Grant Roundtables. Victor will also be presenting a talk on a panel at NCTE. Victor's talk is entitled, "Experiences from a State Writing Test Investigation: An Educational Panopticon."

NCTEAR MEMBERS' PRESENTATIONS AT OTHER UPCOMING CONFERENCES:

Nicole Sieben will also be presenting at The Conference on English Leadership (CEL) in November 2012 in a workshop session titled: "Narratives and Pathways to 'Writing Hope.'"

At the American Reading Forum Conference December 5th-8th, Wendy Keyser will presenting a paper titled: "Structure that Spins into Unexpected Meaning-Making: Dialogic Discussion and Intertextuality."

NCTEAR EXECUTIVE BOARD	<u>Current Chair:</u> Lisa Scherff Florida State University	<u>Associate Chair:</u> Ayanna Brown Elmhurst College	<u>Treasurer:</u> Alecia Magnifico University of Illinois at Urbana-Champaign
	<u>Incoming Chairs:</u> Mindi Rhoades and Laurie Katz The Ohio State University	<u>Secretary:</u> Tamara Glupczynski Spencer Montclair State University	<u>Newsletter Editor:</u> Heidi Hallman University of Kansas