

**2013-2014
NCTEAR
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NCTEAR

National Council of Teachers of English
Assembly for Research

Newsletter

October 2013



CALL FOR PROPOSALS
NCTE Assembly for Research
Mid-Winter Conference
Elmhurst College, Elmhurst, Illinois
January 10th – 12th, 2014

**Proposal Submission
Deadline**

**November 2, 2013 @
11:59 pm CST**

**E-mail Submission to
nctear2014@gmail.com**

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.

Individual Papers

Proposals for the presentation of **individual papers** that report empirical research should include: a cover sheet, 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, (b) an overview of the symposium including a 100-to-150-word 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 proposals for the symposium 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.).

Visit
www.nctear.org
for conference
details.

Work-In-Progress Roundtables

Works-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, 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, a title, a 100-150 word abstract, a clear description of the session, and a list of participants including names, affiliations, and e-mail addresses. 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.

Pre-Conference Institute Tribute to

DR. JOHN GUMPERZ

Friday, January 10, 2014

12:00 pm to 4:00 pm



Doctoral students and early career scholars are invited to attend the Pre-Conference Institute Tribute to Dr. John Gumperz, a pioneer scholar in sociolinguistics and ethnography of communication. The tribute will commence with featured presentations from renowned scholars in language, literacy, and ethnography who are students of Dr. Gumperz, scholars who study his theoretical contributions, and/or pioneers in the field of literacy. Presenters include David Bloome, Stephanie Power Carter, Judith Green, Shirley Brice Heath, Sarah Michaels, Django Paris, and Jerri Willett.

Dr. Jenny Cook Gumperz will also participate in the tribute by video in celebration of scholarship, achievement, and reflection.

Mentoring

Each pre-conference participant will have the opportunity to work directly with these scholars in small roundtables. Participants may share their current research questions, concerns, and works-in-progress within their scholar-mentor groups. Dr. Gumperz taught us the value of communication and community. The Pre-Conference Institute, scheduled for Friday, January 10, 2014, from 12:00 noon until 4:00 pm, will focus on developing a community of scholars through sharing our research.



ELMHURST COLLEGE

Elmhurst College is located near the geographic center of metropolitan Chicago, 16 miles west of the Loop. A short walk from downtown Elmhurst, the campus is easily accessible by car or Metra commuter train.

The Elmhurst campus combines the high-tech necessities of a modern education with the charm of a classic college campus. The 48-acre grounds are an arboretum, with more than 700 varieties of trees, shrubs and other woody plants. Our classic red brick buildings boast wireless Internet access, “smart” classrooms, and more.





David Bloome is EHE Distinguished Professor of Teaching and Learning in the Department of Teaching and Learning of The Ohio State University College of Education and Human Ecology. He also holds the position of Associate Dean for Faculty Affairs in the College of Education and Human Ecology. Bloome's research focuses on how people use spoken and written language for learning in classroom and non-classroom settings, and how people use language to create and maintain social relationships, to construct knowledge, and to create communities, social institutions, and shared histories and futures. Building on sociolinguistic, anthropological, and cognitive perspectives of language and literacy learning, Bloome's research focuses on children in preschool, early elementary, middle childhood, and early adolescence. He is a former president of the National Council of Teachers of English and of the National Conference on Research in Language and Literacy. He is a former middle school and high school teacher. He is the director of the Center for Video Ethnography and

Discourse Analysis, director of the Columbus Area Writing Project, former co-editor of *Reading Research Quarterly*, and founding editor of *Linguistics and Education: An International Research Journal*. In 2008, Bloome was inducted into the Reading Hall of Fame. He is the co-author of six books, editor or co-editor of five books on language and literacy in education, and author or co-author of numerous journal articles and book chapters. Bloome's current scholarship focuses on five areas related to writing and reading education: (1) the social construction of intertextuality as part of the reading, writing, and learning processes, (2) discourse analysis as a means for understanding reading, writing, and literacy events in and outside of classrooms, (3) narrative development among young children as a foundation for learning and literacy development in schools, (4) students as researchers and ethnographers of their own communities, and (5) the teaching and learning of argumentative writing.

Stephanie Power Carter is a first generation college student, daughter of Walter and Bobbie Power, and a devoted mommy; she received her doctorate from Vanderbilt University's Peabody College. Carter is currently Director of the Indiana University Marcellus Neal and Frances Marshall Black Culture Center and also is Faculty in the Indiana University School of Education's Department of Literacy, Culture, and Language Education where she currently teaches courses in the English Education Program. Her research has been greatly informed by her experiences as a Black female attending public school in the South and as a high school English teacher. Carter's research on Black education challenges some of the more traditional paradigms by focusing on the possibilities and resilience of Black students. Over the years, she has been attempting to translate her work into various formats and activities to help inform how we can better meet the educational needs of Black youth. To that end, Carter has co-authored two books: *Discourse Analysis and the Study of Classroom Language and Literacy Events: A Microethnographic Perspective* and *On Discourse Analysis in Classrooms: Approaches to Language and Literacy Research*. She also has published book chapters and articles in several research journals. In her "on the ground work," she has founded and/or facilitates several community-based initiatives: Community Literacy Intervention Program (CLIP), Sistahs Who Care, Social Graces Education Program, and the IU African American Read-In, and Movement. Carter is also an active member of National Council of Teachers of English, American Educational Research Association, and Association of Black Culture Centers.





Judith Green is Professor of Education and Director of the Center of Literacy & Inquiry in Networking Communities (LINC) in the Gevirtz Graduate School of Education at the University of California, Santa Barbara. Her research examines how linguistically, academically, and culturally diverse people socially construct knowledge in educational settings and how archived records anchor explorations of unexpected impacts of policy on opportunities for learning in and out of schools. She served as editor of the *Handbook of Complementary Methods in Education Research*, *Review of Research in Education*, and *Reading Research Quarterly*. She is a Fellow of the National Conference for Research in Language and Literacy, American Educational Research Association, American Anthropology Association, and the Reading Hall of Fame.



Shirley Brice Heath is Margery Bailey Professor Emerita of English and Dramatic Literature and of Linguistics of Stanford University. Heath has spent much of her research life with young people who live in under-resourced communities but find positive ways to develop and follow their own interests. She has studied sports teams, graffiti artists, young social entrepreneurs, youth ensembles, and community theatre programs, often tracking the young participants from their early years into young adulthood. She is best known for her classic, *Ways with Words: Language, Life, and Work in Communities and Classrooms* (1983/1996), and the volume that traces the families of this classic over the three decades that followed the early 1980s, *Words at Work and Play: Three Decades in Family and Community Life* (2012).



Sarah Michaels is Professor of Education and Senior Research Scholar at the Jacob Hiatt Center for Urban Education at Clark University. A sociolinguist by training, she has been actively involved in teaching and research in the area of language, culture, multiliteracies, and the discourses of math and science. She works to bring together teacher education, practitioner research, university-based research on classroom discourse, and state and district-based efforts at educational reform. Michaels is currently involved in a variety of research projects, which focus on academically productive talk in math, science, and English language arts, from pre-Kindergarten through 12th grade. She recently co-authored (with Andy Shouse and Heidi Schweingruber) a book sponsored by the National Research Council, called *Ready, Set, Science!: Putting Research to Work in the K-8 Science Classroom*. Michaels is also a co-author of the CD-ROM suite of tools, *Accountable Talk: Classroom Conversation that Works* (in collaboration with the Institute for Learning at the University of Pittsburgh), which is currently being used in large urban school districts throughout the country. As co-PI of an NSF-funded grant on “Talk Science,” she developed web-based tools to support teachers’ professional learning about science as well as the orchestration of academically productive classroom discussions.



Django Paris is an assistant professor of language and literacy in the Department of Teacher Education at Michigan State University. He is also a core faculty member in the African American and African Studies Program and affiliated faculty in the American Indian Studies Program. His teaching and research focus on understanding and sustaining languages, literacies, and literatures among youth of color in changing urban schools and communities. He is particularly concerned with educational and cultural justice as outcomes of inquiry and pedagogy. Paris is author of *Language Across Difference: Ethnicity, Communication, and Youth Identities in Changing Urban Schools* (2011), co-editor of *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities* (2013), and has published in many academic journals, including the *Harvard Educational Review* and *Educational Researcher*. He is a current member and incoming chair of the NCTE Standing Committee on Research and is a member of the AERA Social Justice Action Committee. Paris is also the associate director of the Bread Loaf School of English, a summer graduate program of Middlebury College.



Jerri Willett is Professor Emerita of Language, Literacy and Culture of the College of Education at University of Massachusetts Amherst. Willett taught English, drama, and ESL in San Francisco, England, and Hong Kong before pursuing her PhD at Stanford University. Her research focuses on second language and literacy socialization, academic language education and teacher development. A founder of the ACCELA Alliance (www.umass.edu/accela/), an on-site professional learning program for inservice teachers of English language learners, she and her colleagues received the University of Massachusetts President's Award for Public Service Award and the American Educational Research Association's Division K award for "Innovations in Research on Diversity in Teacher Education."

Registration and Submission for the Pre-Conference Institute

Registration for the Pre-Conference Institute is a separate fee of \$75.00 and can be paid with the conference registration fee. To participate in the Pre-Conference Institute, please submit a précis of 800 words describing your current research. Please include your name, institutional affiliation, and career status (e.g., doctoral student, "ABD," early career, etc.). Space is limited. The first 20 registered participants for the institute and conference have guaranteed acceptance. E-mail your précis for the Pre-Conference Institute to nctear2014@gmail.com after your conference registration is completed. No submissions will be accepted if registration is not complete. Registration opens on September 9, 2013 at nctear.org.

Any questions? Please contact Ayanna F. Brown at abrown@elmhurst.edu.

Ayanna F. Brown, Ph.D.
2013-2014 NCTEAR Chair

On behalf of Elmhurst College and the National Council of Teachers of English Assembly for Research, it is my pleasure to collaborate and share in such a wonderful conference. NCTEAR represents the finest in community, scholarship development and advancements in research methodologies. We build a stronger community through exemplary attempts to improve our processes and practices. I am a participant in a legacy of scholars who support NCTEAR in service to which I am grateful.

Our Columbus conference in 2013 at The Ohio State University, led by Laurie Katz and Mindi Rhoades, provided new formats for dialogue and thinking that improved how we engage in discussion. The “Conversation Circle,” where a panel of scholars participated in discussion and debate created new possibilities to hear from pre-eminent and emerging scholars. During Mid-Winter 2014, we will continue the Conversation Circles throughout the conference, focusing on Early Childhood Literacy, and New Directions for Literacies and Community. Participants include David Bloome, Stephanie Power Carter, Laurie Katz, Django Paris, Lliana Reyes, and Debbie Rowe.

I am also very honored to host NCTEAR’s Tribute to Dr. John Gumperz and mentoring of early career and doctoral students in the Pre-Conference Institute. What a honor to have scholars like Jenny Cook Gumperz, David Bloome, Stephanie Power Carter, Judith Green, Shirley Brice Heath, Sarah Michaels, Django Paris, and Jerri Willett who will share with us Dr. Gumperz’s influence on their scholarship and professional learning. In addition, many of these scholars will hold focus group sessions with registered participants of the Pre-Conference Institute as mentor to engage with questions and dilemmas that have emerged from participants’ research work. I am so thrilled to be an organizer and a participant in an event like this one.

I would like to thank the 2013-2014 NCTEAR Executive Board, Adrienne Dixon, Alecia Manifico, Jayne Lammers, and Maria José Botelho, for their exemplary work in planning this research gathering. Thanks to The Ohio State 2013 Committee for extending themselves and to past chairs of NCTEAR who have responded to every call. Thank you.

I look forward to seeing you in Elmhurst.

Ayanna



Friday Night Live at Elmhurst College!

LOUDER THAN A BOMB 2013

The 2014 NCTEAR Mid-Winter Conference will be filled with scholarship, dialogue, teaching, learning, and entertainment grounded in collaboration and forward thinking. This year's conference opening begins Friday, January 10th, at 5:30 pm in Elmhurst College's Frick Center with Young Chicago Authors' "Louder Than A Bomb!"

What is louder than a bomb?

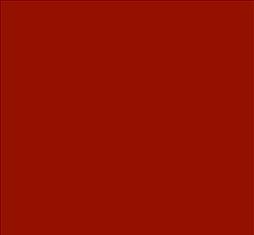
Louder Than a Bomb (LTAB) is the largest youth poetry festival in the world. The festival's marquee event is a slam poetry competition featuring teams from over 100 zip codes within the Chicago area. LTAB also features a series of events that include, but are not limited to: The Emcee Olympics, DJ battles, dance battles, lunch time series (featuring the New York Times Best Selling Author Adam Mansbach), music, concerts, and much more.

Why it was created?

LTAB was created to provide youth around the City of Chicago a platform to share their stories. The festival has since acted as a bridge for youth from many different areas to come together and find a common ground within their narratives.

Founders

YCA Artistic Director Kevin Coval and Anna West founded LTAB in 2001.



"We...believe the stories and words and voices of young people are more powerful than weapons, more influential than government, more monumental than any war memorial, ore impressive and brilliant than a commander-in-chief. We feel what young people have to say about the world they inhabit and inherit and hope to construct is more useful than armament, tougher than leather, more complex than prison industrial systems, louder than any bomb."

- Kevin Coval

From Coval, K. (2013). Louder than a bomb: The Chicago teen poetry festival and the voices that challenge and change the pedagogy of class(room), poetics, place, and space. In J. A. Sandlin, B. D. Schultz & J. Burdick (Eds.), *Handbook of public pedagogy: Education and learning beyond schooling* (pp. 395-408). New York: Routledge.

NEWS FROM THE NCTEAR COMMUNITY

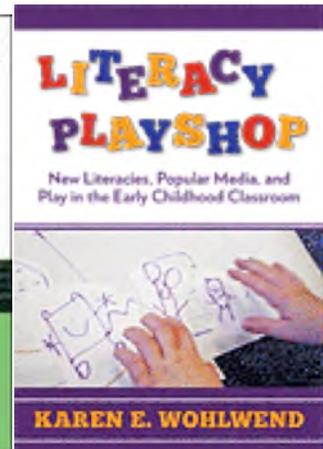
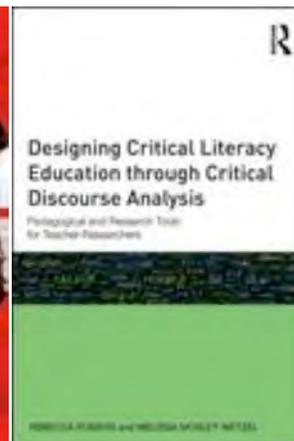
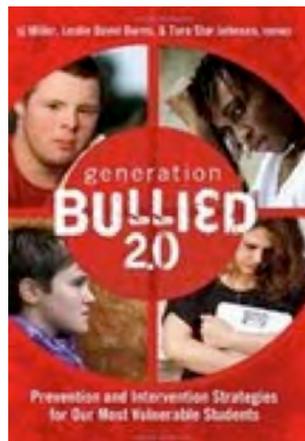
Awards and Honors

Christina Ivanova of Indiana University received NCTE's 2013 Cultural Diversity Award. She was invited to present in the Graduate Roundtable Session at NCTE in Boston.

Cynthia Lewis of the University of Minnesota is co-editor, with Jennifer Rowsell of Brock University in Canada, of the new Expanding Literacies in Education series for Routledge Publishers. Here's a description of the book series:

The Expanding Literacies in Education Series features books that highlight the changing landscape and explore new directions and theoretical tools in literacy studies as it is transforming education—including material, embodied, affective, and global emphases; digital and virtual worlds; and transcultural and cosmopolitan spaces. Some books in the series locate emerging literacies in practices that extend or trouble their historical uses and functions. Others cross disciplinary borders, bringing new epistemologies to bear on evolving practices that question the very foundations of literacy scholarship. Polemical and forward-looking, encompassing public and vernacular pedagogies as well as formal education, these books engage researchers, graduate students, and teacher educators with new and emerging theoretical approaches to literacy practices in all of their complexities, challenges, and possibilities.

Peter Smagorinsky of University of Georgia was awarded the 2013 NCTE David H. Russell Research Award for Distinguished Research in the Teaching of English for an outstanding work of scholarship or research in language, literature, rhetoric, or pedagogy and learning, published during the previous five years. He was recognized with this award for *Vygotsky and Literacy Research: A Methodological Framework*, a text published by Sense Publishers in 2011.



Publications

- Godley, A. J., Friedman, J., Gurgiolo, M., Somerville, N. & Taylor, S. (2013). Teaching mirror poems: A mirror for teaching poetry. In M. Luskey & C. A. Wolfe (Eds.), *The working poet: A collection of lessons, reflections and poetry from teachers and students in Western Pennsylvania* (pp. 164–175). Pittsburgh, PA: Autumn House Press.
- Godley, A. J. & Loretto, A. (2013). Fostering counter-narratives of race, language, and identity in an urban English classroom. *Linguistics and Education*, 24, 316-327.
- Kumasi, K. (2013). LIS discourses on youth of color: A critical race perspective. In A. Bernier (Ed), *Transforming young adult services: A reader for our age* (pp.103-113). Neal Shuman Publishers.
- Kumasi, K. D., Charbonneau, D. H., Walster, D. (2013). Theory talk in the library science scholarly literature: An exploratory analysis. *Library & Information Science Research*, 35(3), 175-180.
- Lammers, J. C., Magnifico, A. M., & Curwood, J. S. (2014). Exploring tools, places, and ways of being: Audience matters for developing writers. In K.E. Pytash & R.E. Ferdig (Eds.), *Exploring technology for writing and writing instruction* (pp.186-201). Hershey, PA: IGI Global.
- Lewis, C. & Tierney, J. D. (2013). Mobilizing emotion in an urban classroom: Producing identities and transforming signs in a race-related discussion. *Linguistics and Education*, 23, 289-304.
- Miller, s. (2013). AP Gatekeeping: Exploring the myths of using YAL in an AP English classroom. *Alan Review*, 40(2), 79-84.
- Miller, s., Burns, L., & Johnson, T.S. (2013). *Generation BULLIED 2.0: Prevention and intervention strategies for our most vulnerable students*. New York: Peter Lang.
- Rodriguez, T. L. & Hallman, H. L. (2013). Millennial teacher: A storied landscape of diversity in New Times. *Multicultural Perspectives*, 15(2), 65-72.
- Rogers, R. & Wetzel, M. M. (2013). *Education through critical discourse analysis: Pedagogical and research tools for teacher-researchers*. New York: Routledge.
- Smagorinsky, P. (2013). The development of social and practical concepts in learning to teach: A synthesis and extension of Vygotsky's conception. *Learning, Culture, and Social Interaction*.
- Smagorinsky, P. (2013). What does Vygotsky provide for the 21st century Language Arts teacher? *Language Arts*, 90, 190-202.
- Wohlwend, K. E. (2013). Mediated discourse analysis: Tracking discourse in action. In M. M. Albers (Ed.), *New methods in literacy research*. New York: Routledge.
- Wohlwend, K. E., Buchholz, B. A., Wessel-Powell, C., Coggin, L. S., & Husbye, N. E. (2013). *Literacy playshop: Playing with new literacies and popular media in the early childhood classroom*. New York: Teachers College Press.



Announcing a Forthcoming Edited Book Based on the NCTEAR Conference 2011

Editors **Catherine Compton-Lilly** and **Erica Halverson** are pleased to announce that a book based on the 2011 NCTEAR conference is now under contract with Routledge Publishers. The theme of book is time and space in literacy research. The book features chapters by Johnny Saldaña; Juan Guerra; Kate Pahl; Margaret Grigorenko, Marlene Beierle, and David Bloome; Lori Falchi and Marjorie Siegel; Mollie Blackburn and Caroline Clark; Bryan Crandall; Michelle Bass; James Chisholm; Kevin Leander and Beth Aplin; Lisa Schwartz, Silvia Noguerón-Liu, and Norma Gonzalez; and sj Miller. In this edited book, each chapter author attends to theoretical issues related to spatiality and temporality, methodological issues involved in researching across time and space, various manifestations of time and space that affect children's school experiences (e.g., in/out of school experiences, on-line/off-line spaces), affordances and challenges of various conceptions of time and space, and the practical implications of time and space for teaching and learning. Watch for more information on this forthcoming publication!

THE WORLD IS OUR HOME
A COLLECTION OF SHORT STORIES VOLUME V

A COLLABORATIVE EFFORT INVOLVING STUDENTS AND TEACHERS FROM:
IU GLOBAL VILLAGE LIVING-LEARNING CENTER
KABWENDE PRIMARY SCHOOL
TEAM SCHOOLS

BLOOMINGTON, IN
KINIGI, RWANDA
NEWARK, NJ

BOOKS & BEYOND

Books & Beyond, an international service project at Indiana University's Global Village Living-Learning Center, published its fifth collection of collaborative stories by children in Rwanda and the USA this summer. The book was distributed at the 2nd Annual Summer Holiday Camp at Kabwende Primary School in Kinigi, Rwanda.

Clement Nkuriyingoma (Kabwende Primary School), Simon-Pierre Munyaneza (Lycée APICUR), Beth Lewis Samuelson (Indiana University Bloomington, USA) presented a workshop on the project at the 8th Pan-African Reading For All Conference, Nairobi, Kenya. (August 12-16, 2013).

Video Clip:

www.youtube.com/watch?v=6oSMG7uaaVU



Poverty Deconstructed: Essay and Podcast

sj Miller of the University of Missouri Kansas City was commissioned by AERA to respond to the 2013 Annual Conference theme on education and poverty. You can read his 2012 essay, “Power+Wealth+Structural Reinforcement of the Norm= Myth of Poverty,” and listen to his interview at <http://www.aera.net/AnnualMeetingOtherEvents/EssayTheMeCommentProject/MythofPoverty/abid/13501/articleType/ArticleView/articleId/1168/Myth-of-Poverty.aspx>. The essay challenges the common understanding of poverty and reconsiders it as a construct that is capitalized on by the middle class and wealthy as a way of creating a disjunctive disillusionment that "sells" students a college education.

Checklist for NCTEAR 2014

- Did you submit a proposal to the NCTEAR conference?
 - Submit your proposal by November 2, 2013 via nctear2014@gmail.com.
- Did you register for the Pre-Conference Institute and conference?
 - Register for the institute and conference at www.nctear.org. Teacher and graduate student rates available.
- Did you reserve a room at the Hilton Hotel?
 - Reserve a room via www.nctear.org. Request for conference rates.
- Will you need childcare?
 - Find more information at www.nctear.org.
- Have you passed along information about the NCTEAR call for proposals and research gathering to your colleagues and students?



“What strikes me is the fact that in our society, art has become something which is related only to objects and not to individuals, or to life. That art is something which is specialized or which is done by experts who are artists. But couldn't everyone's life become a work of art...?”

— Michel Foucault

Assembly for Research

The AR came into existence in 1983 through an initiative of the steering committee of NCRL (then NCRE). The AR is affiliated with NCTE, though members of the AR do not need to belong to NCTE. Its membership is inclusive, being open to any individual who wishes to join, therefore allowing graduate students, teachers, and other aspiring researchers the opportunity to participate in a research organization and its activities. The AR sponsors a workshop at the NCTE fall conference and its own independent midwinter conference.

NCTEAR CONSTITUTION

Article 1: NAME:

This assembly is called the NCTE Assembly for Research.

Article 2: AFFILIATION:

The Assembly for Research is affiliated with the National Council of Teachers of English (NCTE) and follows the rules for assemblies described in the NCTE constitution.

Article 3: PURPOSE:

The purpose of the Assembly for Research is:

1. to promote inquiry into literacy practices and to consider continually what it means to engage in that inquiry.
2. to provide opportunities for researchers in different sites and from different perspectives to come together to learn from one another.
3. to encourage greater participation in research by teachers from all levels of schooling.
4. to promote the growth of research and researchers through the forum provided by the Assembly for Research.
5. to support the development of early-career researchers through Assembly for Research activities.
6. to provide a democratic body that strives to incorporate research activities into the broader goals and practices of the National Council of Teachers of English.

Article 4: MEMBERSHIP: Qualifications: Membership is open to anyone sharing an interest in research issues, with a minimum of 25 Assembly for Research members holding membership in NCTE.

Membership is determined by paying annual dues or becoming a lifetime member. The membership year runs from Midwinter Conference, date determined each year, to the beginning Midwinter Conference the following year.

Article 5: OFFICERS: The officers consist of a chair, an associate chair, a secretary, a treasurer, and a newsletter editor. All officers shall be elected by the members, except for the Chair, who is elected as an Associate Chair. All officers are elected through a ballot issued in the newsletter or on-line system that precedes the fall NCTE conference and beginning the Midwinter Conference of the following year.

Duties of the Chair: The chair is responsible for planning a midwinter conference, fall NCTE conference workshop, and fall NCTE conference business meeting session, and for overseeing meetings of the Executive Committee and Assembly membership. In the event of a vacancy on the Executive Committee, the chair shall appoint a person to fill the unexpired term. The chair is the Assembly for Research's official liaison to the National Council of Teachers of English and represents the Assembly on the NCTE Board of Directors.

Duties of the Associate Chair: The associate chair sits on the Executive Committee and through the year of apprenticeship learns the duties of the chair. When the Assembly membership exceeds 150, the associate chair becomes the Assembly's second representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the co-chairs become the Assembly's two representatives.

The associate chair serves a two-year term that is marked by the beginning of the NCTE annual conference each year. After the completion of the first year as Associate Chair, the elected officer then assumes the role as Chair for the second year until the close of the term.

Duties of the Treasurer:

The Treasurer serves a three-year term, and maintains the financial records of the Assembly and provides the Assembly with a permanent account of those records and reports to the Assembly every November during the business meeting convened at NCTE Annual Conference. The treasurer serves as the registration offices for the midwinter conference. The treasurer may spend funds of \$50 or less on routine Assembly expenses (e.g., postage), but may only spend funds in excess of \$50 with the approval of the chair and advisement of the Executive Committee. When the Assembly membership exceeds 350, the treasurer becomes the Assembly's third representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the associate chair or chairs become(s) the Assembly's third representative.

Duties of the Secretary:

The Secretary serves a three-year term. The Secretary maintains the membership database and works directly with the treasurer in identifying paid annual members from Lifetime membership dues paid within the three-year term. The secretary takes minutes at meetings of both the membership and the Executive Committee and reports to the Assembly membership to NCTE every November during the business meeting at the annual conference. Minutes from the Business Meeting are reported in the Assembly for Research newsletter.

The terms of the secretary and treasurer should be staggered such that one positions remains filled as the other is being replaced.

Newsletter Editor: The newsletter editor produces for the membership at least two newsletters each year, one before the Fall NCTE conference and one before or after the midwinter conference. Through newsletter publications, the editor provides information on Assembly activities and provides an exchange forum for Assembly members. When the Assembly's membership exceeds 550, the newsletter editor becomes the Assembly's fourth representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the associate chairs or secretary/treasurer become(s) the Assembly's fourth representative.

Article 6: EXECUTIVE COMMITTEE:

Membership: The Executive Committee shall consist of: (1) the officers named above; (2) chairs from the preceding four years; (3) the immediate past secretary/treasurer and newsletter editor; and (4) invited representatives from each of the NCTE caucuses and sections, who must be members of the Assembly for Research. Acceptance of a position on the Executive Committee assumes a commitment to attend all meetings of the Assembly for Research and the Executive Committee, including participation in discussions taking place on the Executive Committee's electronic mail listserve.

Responsibilities: Under the leadership of the chair, the Executive Committee shall govern and promote the wellbeing of the Assembly. The Executive Committee serves primarily to advise the current officers in the governance of the Assembly for Research. The chair has authority in decisions about financing the midwinter conference and fall workshop. If those decisions project to a deficit in the overall budget based on calculated registration income and conference/workshop expenses, the Executive Committee may intercede and overrule the chair's budgeting decisions. Other decisions on the spending of money from the Assembly for Research treasury (investments, purchases, etc.) must have the support of the majority of members of the Executive Committee.

Meetings: The Executive Committee shall meet once annually at the Fall meeting of NCTE. The Executive Committee will be in regular contact throughout the year through an electronic forum (listserve) as well.

Article 7: ELECTIONS:

Elections shall be by regular or electronic mail ballots for the associate chair, secretary, treasurer, and newsletter editor. The Executive Committee shall solicit nominations for the offices that come open, request professional biographies, and select no more than two candidates or co-candidates to run for each office. Members are also entitled to support write-in candidates in any election. Ballots shall then be sent prior to the fall NCTE conference to the membership to be returned by a specified time prior to the end of the calendar year.

Article 8: MEETING OF THE MEMBERSHIP:

The annual meeting of the membership of the Assembly for Research will be held during the Fall conference of the National Council of Teachers of English.

Article 9: QUORUM:

The quorum for the Assembly for Research shall be members of the Assembly in attendance at meetings; for the Executive Committee, a minimum of three standing officers and two other committee members.

Article 10: AMENDMENTS:

The Assembly may amend its constitution by a vote of its members. Initiatives for amendments may come from any member of the Assembly, but must be presented to the membership through the official Assembly forum of the newsletter through the agreement of the Executive Committee. Amendments to the constitution become approved when so voted by at least 60% of members responding to the proposed amendment.