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Newsletter



Literacy Research Association - September 2019

To help you plan your trip to Tampa, December 4-7, the next few issues of the Newsletter are dedicated to help you make the most of your time. We will feature plenary speakers, special events as well as information from Area Chairs, ICG Chairs and Committee Chairs. So, be sure to keep your eye out for the monthly LRA Newsletter!

Early Bird Registration for LRA 69th Annual Conference



Early Bird registration for the LRA 69th Annual Conference ends October 11, 2019.

Visit our [website](#) to register online or to mail in your registration. Membership can be completed on the registration form. [Register Now!](#)

Hotel: Attendees will receive a link to reserve their hotel room at the Tampa Marriott Water Street **after** they complete their conference registration. Visit our [website](#) for more information.

Agenda: The program for the 69th Annual Conference is now available [online](#). The theme, **Literacy Research: Illuminating the Future**, calls for paradigmatic, theoretical, methodological, and substantive diversity.

Annual Conference Updates:

Dr. Elizabeth (Betsy) Baker, Conference Chair

We have been working diligently to plan another fabulous LRA Annual Conference! I am indebted to you for submitting fabulous research proposals, the reviewers for providing thoughtful feedback, the Area Chairs for overseeing the review and acceptance process, and Headquarters for pulling it all together into a workable schedule. I think you will be invigorated and inspired while attending LRA 2019.

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Award Committee Updates

And the recipient of the 2019 Albert J. Kingston Award for Distinguished Service is...

The Albert J. Kingston committee has been hard at work reviewing an outstanding pool of candidates for the 2019 Albert J. Kingston Award for Distinguished Service to the Literacy Research Association. The review process is both humbling and challenging for committee members, as nominees showcase an array of meaningful and longstanding service to the organization.

Ginny Goatley received the esteemed Albert J. Kingston Award for Distinguished Service to the Literacy Research Association in 2018. *Who will receive the 2019 honor?*

Attend the LRA conference this year to find out! We look forward to seeing you there!

Arthur Applebee Award for Excellence in Research on Literacy - Deadline September 10, 2019. This award is presented annually to honor an outstanding article in literacy research published in a refereed journal in the previous calendar year (January 1, 2018 and December 31, 2018). [Please see the eligibility requirements for further information.](#) To nominate an article, send an electronic copy of the article and a nomination letter that states how the article meets the criteria to [Virginia Goatley](#).

J. Michael Parker Award - Deadline October 1, 2019. If you are a doctoral student or early-career, untenured faculty submitting a proposal on the topic of adult literacy to the 2019 LRA Conference, please consider applying for the J.



Area Chairs gather to plan the 2019 LRA Program

Announcing, Invited Address Speaker: Dr. Barbara Rogoff

I am thrilled to announce that Dr. Barbara Rogoff, Professor of Psychology at the University of California, Santa Cruz will be our featured speaker.

Dr. Rogoff has dedicated her career to understanding cultural variations of learning. You have likely read and cited her seminal book, *Apprenticeship in Thinking: Cognitive Development in Social Context* (1990). Among her many accolades, Dr. Rogoff has received Distinguished Lifetime Contribution awards as well as Fellow appointments to the National Academy of Education, American Anthropological Association, Association for Psychological Sciences, American Psychological Association, and American Educational Research Association.



Plan to attend her session, **4:45-6:00pm Friday, December 6th**. Her talk is entitled, **What is the goal of learning? Lessons from Indigenous communities of the Americas**. [Read more](#).

Get involved at the Annual Conference

[LRA Newcomers and Graduate Students](#)

Dana Robertson, University of Wyoming, Field Council Chair

The LRA Field Council serves as an advisory council to the LRA President and Board of Directors regarding the work of LRA. Field Council representatives work with institutions promoting LRA publications such as the LRA Yearbook and the Journal of Literacy Research. Representatives also co-sponsor state and regional meetings of other literacy organizations.

The LRA Field Council cordially invites you to the Newcomers'/Graduate Students' Breakfast on Thursday, December 5, 2019, from 7:00-8:15 a.m. The breakfast is a time to network with and meet other members, including members of LRA's Field Council, LRA's Board Members, the editors of the *Journal of Literacy Research* and *Literacy Research: Theories, Methods, and Practice*, members of Innovative Community Groups (ICGs), and members associated with LRA mentoring opportunities such as the STAR program. This is a wonderful chance to enjoy food and beverages while learning about what the LRA community has to offer.

Michael Parker Award. LRA awards the J. Michael Parker Award to new scholars for a paper they present at the conference that addresses adult literacy/language development and instruction. The award was established in 2001 in honor of J. Michael Parker, winner of LRA's Student Outstanding Research Award for his work in community-based adult literacy. [Click here to continue reading](#).

Member News

Cassie J. Brownell, Assistant Professor within the Ontario Institute for Studies in Education [OISE] at the University of Toronto, has been awarded a 2019 Insight Development Grant for \$52,000 by the Canadian Social Sciences and Humanities Research Council for her project, "Making citizens in an urban primary classroom: Exploring young children's critical maker literacies."

Dorian Leigh Harrison, Ph.D. accepted an Assistant Professor of Education position at The Ohio State University at Newark beginning Fall of 2019. Dr. Harrison will assume teaching courses in elementary education and literacy at the undergraduate and graduate levels.

Dr. Robert LeBlanc received a SSHRC Insight Development Grant from the Government of Canada to undertake his research project, "Crossing Southern Alberta: Stylized Speech Amongst Immigrant Teens in a Rural Meatpacking Town"

Member Publications

Building from their 2017 LRA Symposium, **Christy Wessel-Powell, Beth A. Buchholz, and Cassie J. Brownell** recently published "Polic(y)ing time and curriculum: How teachers critically negotiate restrictive policies" in a special issue of *English Teaching: Practice & Critique* edited by Jennifer Alford and James S. Chisholm. [doi: 10.1108/ETPC-12-2018-0116]

Han, K. T., & Laughter, J. C. (Eds.) (2019). *Critical race theory in teacher education: Informing classroom culture and practice*. New York, NY: Teachers College Press.

Recent publications by **Cati V. de los Ríos**, and one of which is with LRA members, **Dr. Danny C. Martinez** and **Adam Musser** (both of UC Davis). de los Ríos, C. V. (2019). "Los músicos": Mexican corridos, the aural border, and the evocative musical renderings of transnational youth. *Harvard Educational Review*, 89(2), 177-200. Kwon, L., & de los Ríos, C. V. (2019). "See, Click, Fix": Civic interrogation and digital tools in a ninth-grade ethnic studies course. *Equity & Excellence in Education*. DOI:10.1080/10665684.2019.1647809 de los Ríos, C. V., Martinez, D. C., Musser, A.,

[Area Highlights](#)

Area 4: Literacy Assessment, Evaluation, and Public Policy

Bobbie Kabuto, Queen's College, Area 4 Co-Chair

Area 4 is excited to introduce a collection of presentations that examine a range of research perspectives around literacy assessment and public policy at the LRA Annual Conference. Area 4 will have a number of sessions, like *Illuminating the Complexity of Oral Reading Fluency: A Multiple Lens Approach* and *Moving Beyond Oral Reading Fluency: Examining Predictors of Third-Grade Reading Comprehension by Student Demographic Groups*, that illustrate how using multiple perspectives challenges evaluating reading as the acquisition of a discrete set of subskills. Our highlighted session, *Rights, Responsibilities and Learning to Read: Contrasting Claims to a "Right to Literacy" in the News*, is a timely presentation that takes a close examination at how news coverage and public policy construct narratives of rights and responsibilities of parents, students, and schools around literacy. To see more, come join us at Tampa!

Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School

Melody Patterson Zoch, The University of North Carolina at Greensboro, Area 7 Chair

From "paradigmatic fronteras" to "real religion" to "queer illuminations" to "serious/funny storytelling"--these are just some of the reasons you should be excited about what Area 7 has to offer at this year's conference. The program offers a balance of symposia, paper presentations, and roundtables with topics including *Race and Social Justice*, *Writing and Social Activism*, *Illuminating Imprisoned Voices*, *Care and Compassion In and Out of Schools*, *Black Literacies and Afrofuturism* and *Refugees and School Experiences*.

Area 13: Study Groups

Meghan Barnes, The University of North Carolina at Charlotte, Area 13 Chair

Area 13 is excited to celebrate the ongoing work of our Study Groups. During this year's LRA conference, there will be a host of Study Groups to choose from--from groups focused on design-based research to graphic novels to public scholarship, there are a range of diverse and significant topics to choose from. If you've never attended a Study Group before, this is a great year to get started! Although the Study Groups have diligently planned their agendas for each day of the conference so that they build on one another, we encourage you to visit any Study Group that sounds interesting to you and to try multiple Study Groups throughout the conference. Please also keep in mind that the work of Study Groups doesn't end at the conference. Our Study Groups are active throughout the year as they collaborate on research, writing projects, and presentations at various conferences.

[Committee Highlight](#)

Policy and Legislative

Devon Brenner, Mississippi State University, Policy and Legislative Committee Chair

The mission of the Policy and Legislative Committee is to assist LRA members in work to advocate for policy informed by research through sharing information about federal policy, supporting the exchange of ideas about policy, and providing resources to members to address state and local policy. Recently, the committee helped revise the LRA Policy and Procedures Handbook to promote LRA's communication about policy issues—LRA members can author or propose endorsements, policy briefs, and position statements, among other documents. Over the next year, the P&L Committee will work with members to increase the production of these documents so that the LRA voice is more often used to speak about policy issues relevant to the concerns of LRA members. The P&L Committee will host a session for members interested in authoring these types of policy-related documents at the upcoming conference.

Canady, A., Camangian, P. R., Quijada, P. D. (2019). Upending colonial practices: Toward repairing harm in English education. *Theory into Practice*. DOI:10.1080/00405841.2019.1626615

Anna Smith, Autumn West and Sarah McCarthey have published "[Literacies across sponsorships: mobilising notions of literacy sponsorship](#)" (2019) in *Literacy*. It is available as early view now [here](#).

Submit Your News!

Have news you want to submit? News submissions from members are due the 15th of every month! You can submit your news on our website! [Submit your News!](#)



Innovative Community Groups

History of Literacy ICG

Norman Stahl, Northern Illinois University, History of Literacy ICG Chair

Since the earliest days of the 20th century historically-oriented researchers have sought to understand those issues, events, and praxis that are foundational to the field. For a number of years now, the LRA History of Literacy ICG has sponsored a study group designed to expand the boundaries of historical research in the literacy field. The focus of our study group sessions is to model the processes and products of historiographic research and mentor future literacy historians.

Day one will focus on exemplar historical readings addressing the representation of African Americans as literate subjects in research. The second day will focus on problematics of differing representations offered in bi-cultural, multi-literate exchanges of unequal social valuing. Day three will examine the historical methods used in historical approaches to literacy analysis by drawing upon the content presented in Days 1 & 2 to demonstrate how method can create varying results.

Attendees will engage in discussions of their readings of the target research, the results of their own historical literacy research, and plans for conducting research that can contribute to the emerging discussion on historical approaches to marginalized subjects in literacy research.

Multilingual and Transnational ICG

Kristen Pratt, Western Oregon University, Multilingual and Transnational ICG Chair

The Multilingual and Transnational ICG works to enrich the knowledge, understanding and scholarship related to literacies in multilingual and transnational contexts. We are an active ICG hosting invited symposiums and study sessions as well as collaborative scholarship across our membership. You won't want to miss being a part of this ICG if your work intersects with multilingual and transnational literacy research. Please reach out to the ICG co-chairs, Mandy Stewart and Kristen L Pratt if you have questions or curiosities.

Perspectives from Past Presidents

Of Sand Seminars, Mother Lodes, and the NRC/LRA Experience

Submitted by Martha Rapp Ruddell, Professor Emerita, Sonoma State University



It was December of 1975. We sat on the beach, the three of us—Jane Hagar, Marilyn Eanet, and I—enjoying the late-day warmth of Florida's winter sun. As were those around us, we were just finished with the first day of NRC sessions, dressed in appropriate beach attire, and enjoying refreshing beverages as we talked. Unlike those around us, however, we all had notebooks on our laps as we sat cross-legged on beach towels facing each other as one spoke while the other two avidly took notes; animated discussion ensued. A shadow fell over us; we looked up. "What are you *doing?*" queried a bemused and visibly astonished David Pearson. "Oh,

this is our Sand Seminar!” quipped Janie (always quick on the draw, that one). [Read More](#).

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