



LITERACY™
RESEARCH
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Newsletter



Literacy Research Association

February,
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2019 Conference Update: All Academic, Something New

This year, when you log in to All Academic and submit your proposals, you will be asked to mark the epistemologies, theoretical perspectives, methods, and settings/participants that are related to your submission. This was added at the request of the LRA Ad-Hoc Committee on Research Methodologies which is charged with evaluating how LRA is meeting its commitment to, "ethical research that is rigorous, methodologically diverse, and socially responsible" (LRA Mission Statement).

The Ad-Hoc Committee will receive this data in an anonymous format (i.e., frequency counts detached from the proposals themselves). This change to All Academic will not change the review of proposals; it is simply a means of informing this committee's efforts.

We hope you will not be inconvenienced while we undertake this important charge.

Good luck with your proposals! As a reminder, the theme for 2019 is **Literacy Research: Illuminating the Future**. Information on submitting your proposal can be found online [here](#).

Seth Parsons, *Ad-Hoc Committee on Research Methodologies Chair*

Betsy Baker, *LRA Conference chair and Ad-Hoc Committee on Research Methodologies member*

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Member Publications

David Dickinson, "Connecting through Talk: Nourishing Children's Development with Language" from David K. Dickinson and Ann B. Morse will be available from Brookes Publishing in late February. They discuss language development and its role in supporting in fostering all developmental areas between birth and school entrance. Profiles of programs that seek to assist parents in enriching their child's language are provided.

Jeanne Dyches published "[Critical Canon Pedagogy: Applying Disciplinary Inquiry to Cultivate Canonical Critical Consciousness](#)" in

Past Presidents' Perspective

Are you going to ARF? Politics and the NRC

*Patricia L. Anders, Professor Emerita, University of Arizona,
Past President 2010-2011*

On the road to my ninth NRC, 1984. As the car sped over the expansive bridges across Tampa Bay, my joy increased. Reuniting with my academic family is a highlight of the school year.

Destination, the Don Cesar Hotel. Prior to Ed Fry's wife, Cathy, finding the Don, NRC met in cheap motels or hotels. The Don set a new standard; some resistance about the cost could be heard, but other changes, far more profound, were afoot.

The conference program was packed with presentations and activities. According to the program directory, about 375 people presented; 220 of whom were women. Compare those numbers with just ten years earlier: the 1974 program lists about 195 presentations; 51 of whom were women. Attendance at NRC, prior to the early 80s, was majority white males, but professors in the mid-70s began bringing female graduate students, also mostly white, to the conference. Until 1982, only men were elected President; Irene Athey (Rutgers University) was elected in 1982 and Lenore Ringler (New York University) in 1984.

Ratification of the Equal Rights Amendment—an amendment proposing equal legal rights for all Americans—was an important sociopolitical issue of the day. Thirty-eight states were needed to ratify the amendment; 35 states ratified. The ERA was defeated, devastating for most people I knew.

The Don's auditorium, a rectangular room with a stage in the front and a balcony on the mezzanine around the top, was the location of the business meeting. Most everyone attended the business meetings. Debate and disagreement was normal and expected.

Someone moved and someone else seconded that NRC not meet in non-ERA ratified states. As Lenore Ringler (incoming President) recalled, "it was a raucous debate with lots of shouting." Tradition dictated that NRC meet in a warm climate and Florida, a non-ERA ratified state was the preferred venue. The question was called; the motion passed. A substantial number of senior members and their colleagues and students did not attend the next NRC in San Diego; rather, they formed the American Reading Forum, which *always* meets in Florida. Mysteriously the minutes from this business meeting have disappeared.

At the most recent conference, I attended a Saturday morning session. A comment made by one international colleague of color:

the Harvard Educational Review's Winter 2018 issue. The article details the ways in which critical canon pedagogy (CCP), a model of disciplinary inquiry, helped secondary students notice, problematize, and disrupt the hegemonic practices specific to the discipline of English.

April Leach and **Ian O'Byrne**, published Special Issue of the Journal of Literacy and Technology entitled "[Through the Portal of Art and Culture: Media Literacy as the Art of Communication](#)". Many questions raised and explored at the LRA conference in Palm Springs are delved into in depth in this issue.

William Muth, (2018). "[Fathers, Prisons, and Family Reentry: Presencing as a Framework and Method](#)". Lanham, MD: Lexington Books. Based on post-phenomenological analyses, the book offers researchers from parenting, literacy, and criminal justice fields a new framework for conceptualizing the loss of loved ones when a parent is sent to prison. It casts family reentry as a present phenomenon and seeks to reveal the intense ways incarcerated fathers and their families can draw on the very real potential of their present-absence to construct more hopeful and sustaining ways of doing time. *Fathers, Prisons, and Family Reentry: Presencing as a Framework and Method* draws on phenomenology and posthumanism to illustrate unintended ways research discourses act as dehumanizing interventions that defer presence to an impossible future, and calls on researchers to nurture the potential of families in the here and now.

Dana A. Robertson, The UW Literacy Research Center and Clinic (LRCC) recently published its [annual report for 2018](#). In the pages of this [review](#), you will find traces of our work highlighted through photographs, testimonials, and descriptions of some of the projects we have engaged in over the last year.

Zhongfeng Tian co-edited a special issue with Holly Link featuring positive synergies between translanguaging and critical theories in education. It has four articles with a commentary provided by Ofelia García, available [online now](#). "Positive Synergies: Translanguaging and Critical Theories in Education. Translation and Translanguaging in Multilingual Contexts."

"If LRA is a space for *all*, it (the organization) will change. You can't invite us and then reject our ideas and priorities." As a woman at the 1984 conference, I thought the same thing: You can't invite us and then ignore us.

LRA Board of Directors Nominees Announced!

The Literacy Research Association (LRA) invites you to review the 2019-2020 Board of Director and Vice-President Nominees. Please visit our [website](#) to access the 2019-2020 nominees.

The voting period will begin on March 1, 2019 - March 10, 2019, 11:59 PM Eastern Standard Time (U.S & Canada). We will use an online system to gather your votes. Current LRA Members will only be allowed to vote once, and your voting selections will be anonymous.

Please keep an eye on your e-mail for future communications. If you have questions or feedback about this election, please feel free to contact the LRA Program Coordinator, [Kendra Tyner](#).

Award News

Honoring Service to LRA: The Albert J. Kingston Award

Submitted by Jennifer Jones Powell, Committee Chair

Do you know a member of the Literacy Research Association who is an exemplar of outstanding service to the organization? Nominations for the 2019 Albert J. Kingston Award are now being accepted! The process involves only two items: 1.) a nomination letter, which may be co-authored with colleagues and 2.) the nominee's CV. Any LRA member may nominate someone for this prestigious award. All nominees must have been an LRA member for at least five years. **The deadline for nominations is August 15, 2019.**

The Albert J. Kingston Award is awarded annually to honor an LRA member for distinguished contributions of service to LRA. The notable honor has been presented annually since 1985. A complete list of past recipients is featured on the [LRA website](#), along with complete nomination guidelines. The Albert J. Kingston Committee encourages you to nominate someone for this honor in 2019.

5(1).Tian, Z., & Link, H. (2019). "Editorial for Positive Synergies: Translanguaging and Critical Theories in Education" (Special issue). "Translation and Translanguaging in Multilingual Contexts", 5(1), 1-4. Khote, N., & Tian, Z. (2019). "Translanguaging in Culturally Sustaining Systemic Functional Linguistics: Developing a Heteroglossic Space with Multilingual Learners" "Translation and Translanguaging in Multilingual Contexts", 5(1), 5-28.

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!](#)



Policy and Legislative Committee

Each month in 2019, the LRA Policy and Legislative Committee will interview an LRA member who is active in policy and advocacy. We start this series with a short conversation between Amy Broemmel, P&L committee member, and Gabriel DellaVecchia, LRA member from Michigan.

Broemmel: What issue have you been working on?

DellaVecchia: Along with like-minded colleagues, I have been working on a Third-Grade Reading Law as it has been enacted here in the state of Michigan. In particular, we have honed in on the retention provision of the law, which stipulates that any student reading "more than one year" below grade-level is subject to mandatory retention. Our laser-focus has been to introduce and pass an amendment in the Michigan Legislature to change a single word: from *mandatory* to *suggested* retention. This single-word change would spare tens of thousands of young people from being left behind.

Broemmel: What have you done to work on the issue and what has been successful?

DellaVecchia: At this point, we have been working on this issue for more than one year. We were very active during the primary season, reaching out to candidates and informing them about the potential impacts of the law as written. Laying that groundwork was time well-spent: we already have allies in the newly-seated Michigan Legislature. We have found that emails are not very effective: direct messages on social media (Facebook and Twitter) have been more fruitful. We've also had luck scheduling in-person meetings with state legislators and their policy staff.

Broemmel: What advice do you have for LRA members working on policy and advocacy?

DellaVecchia: Be proactive, start early, and be persistent! In Michigan, it takes a bill about six months to wind its way through committees before it comes up for a vote. Keep an eye on the website for your state legislature, especially the Education Committee. Try to attend those meetings if something particularly worrisome is being proposed. It's much easier to stop a bill in committee than to try and amend or overturn an existing law! I know we're all busy, but being vigilant is the only way to be aware of what is on the horizon. Don't be afraid to call your representatives to request in-person meetings. Some also hold town halls or coffee hours. In-person contact is more effective than anything electronic. If nothing else, be willing to send a hand-written letter. They are so rare these days, they make an impression! Finally, be willing to

reach across the aisle: in most of our states, the only way to get anything passed is to secure support from members of both parties.

For more information on our campaign to end mandatory retention, please visit our website: www.dontleaveusbehind.org. Interested members who would like more details, or who would like to combine efforts, are welcome to email me at dellaveg@umich.edu

Seeking Member's Input on Advocacy

The Policy and Legislative Committee is working to provide a number of resources to support members who are interested in engaging in advocacy and policy-related work. This might include sessions at the LRA conference about writing op-ed pieces or talking with legislators, curated lists of research summaries and other resources related to key literacy policy issues, and building a network of members who are doing work at the local, state, or national level in literacy advocacy. In order to inform our work, we invite you to [click this link](#) to complete a survey asking you about key issues in your state and community and your interests and needs. Please contact Devon Brenner, chair of the P&L Committee, at dbrenner@literacyresearchassociation.org if you have any questions.

LR:TMP, Vol 68 Call for Manuscripts and Reviewers

Manuscript submissions for *Literacy Research: Theory, Method, and Practice* are due ~~February 1~~ **The deadline has been extended until February 15**. Please consider submitting your presented manuscript from the 2018 Annual Meeting at Indian Wells, CA. You can find the style guide along with other journal information [online](#). Volumes 64-67 can also be accessed at [this site](#).

In addition, please sign up on [ScholarOne](#) by February 1 to review. Your involvement is important. Reviewers are needed! You will receive no more than 2-3 manuscripts to review.

Any questions? Email the editors at LRTMP@missouri.edu. (Lead Editors: Lenny Sánchez, Cathy Compton-Lilly, Eurydice Bauer)

Call for Manuscripts: Critical Global Literacies, English Journal

The column, Critical Global Literacies in English Journal, invites manuscripts for the issue of September 2019. To be considered for publication, please submit your essays (1000-1200 words) **by February 15, 2019**. The framework of critical global literacies (Yoon, 2016) has been developed by integrating the key components of critical literacies, multicultural education, and global education. The column description can be found [here](#) and the current column can be found [here](#).

The column invites manuscripts which focus on critical global perspectives as an integral part of the secondary English curriculum. Topics that we are particularly interested in, but not limited to, include instructional frameworks that English teachers can use in the classroom to promote students' global thinking and cross-cultural awareness with a critical stance; case studies that show how English teachers develop students' critical global perspectives through various materials, including global literature; and instructional practices that demonstrate how English teachers can bring the world to the classroom.

Inquiries and submissions should be directed to the column editor, [Bogum Yoon](#).

Sincerely,

Bogum Yoon
Ph.D. Associate Professor of Literacy Education, Department of Teaching, Learning, and Educational Leadership, College of Community and Public Affairs, State University of New York at Binghamton

Join a Shared Reading Group

The Power of Now by Eckhart Tolle
sponsored by LRA's Community of Mindful Practice

Love is a practice applied first to our self and then to others. In *The Power of Now*, Eckhart Tolle states, "The present moment holds the key to liberation. But you cannot find the present moment as long as you are your mind." More humanizing schools and communities can occur, but it always starts with individuals using the present moment to return to their spiritual center where peace, fulfillment, and joy exist.

Join LRA's Community of Mindful Practice for an exploration of yourself through a book club reading of *The Power of Now* by Eckhart Tolle. The shared reading will begin the week of February 25th, use Google Hangouts for small group discussions during the

weeks of March 4th and March 11th before culminating with a community Twitter chat on Monday, March 18th.

If interested, order your copy of the book and email either Marcelle Haddix (mhaddix@literacyresearchassociation.org) or Phillip Wilder (pwilder@clemson.edu). Please note if you have already organized your small group for the Google Hangouts or would like us to do so for you.

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