Announcements and Calls

2017 TYCA “Fame” Award Winners: The Two-Year College English Association (TYCA) has announced the winners of the 2017 Public Image of the Two-Year College “Fame” Award. The 2017 TYCA Fame Award went to Gail Mellow and DeRionne Pollard for “Community Colleges Can Heal a Divided America,” an article published in The Baltimore Sun, February 20, 2017. Gail Mellow is president of LaGuardia Community College, Long Island, New York, and DeRionne Pollard is president of Montgomery College, Rockville, Maryland.

Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges Call for Submissions: This annual award honors two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals. Categories for submission for the 2018 award, in both credit and noncredit programs, are as follows: Reaching across Borders (Partnerships with Business; Partnerships with High Schools, Colleges, and Universities; Service Learning; Interdisciplinary Programs; Distance/Distributed Learning; Writing across the Curriculum; and Community Outreach); Fostering Student Success (Transfer and Honor Programs; Serving Special Populations; Programs Teaching with Innovative Methods of Instructional Delivery; Mentoring and Tutoring Programs; Writing across

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the Curriculum; Student Learning Outcomes; and Writing Centers); Enhancing Developmental Education (Preparing for the Workplace; Serving Special Populations; New Models for Building Writing and Reading Programs; Programs Teaching with Innovative Methods of Instructional Delivery; Assessment/Placement Programs; and Student Learning Outcomes); and Enhancing Literature and Cultural Arts (Programs Teaching Literature with Innovative Methods of Instructional Delivery; Collaborative College and Community Cultural Arts Programs or Events; and College Literary Arts Programs). The programs may be exclusively English programs or combination programs with other disciplines, college services, and community or workplace groups. Colleges may enter a program in more than one category, if appropriate, but each entry must be submitted separately. No program will receive an award in more than one category. The colleges selected for the awards and for honorable mention will be honored at the TYCA Breakfast at the CCCC Convention in Kansas City, Missouri, in March 2018.

The programs will be judged on the following criteria: (1) programs are developed as thoughtful responses to the educational needs of diverse students; (2) programs show creative and innovative strategies that solve problems and provide solutions that go beyond the usual borders and cross traditional lines; (3) programs show success in meeting goals documented by both evaluative qualitative and quantitative research; (4) programs can be shared so that other teachers and colleges can benefit by adopting or adapting them; (5) programs will reflect collegiality and collaboration among those who participate in or are affected by the program; (6) programs reflect the importance of being sensitive to the educational, cultural, ethnic, and business communities; and (7) programs reflect pedagogy informed by sound language theory and practices.

Applicants must submit a completed submission form, a brief description of their program (60 words or fewer), and a narrative of the program (1,000 words or fewer). Submission materials must be submitted by November 10, 2017. Please visit http://www.ncte.org/tyca/awards/programs for more information and to submit the nomination online. For additional information, please contact Linda Walters-Moore, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096; phone 800-369-6283, ext. 3632, tyca@ncte.org.
Promising Researcher Award Winners: The recipient of the 2017 NCTE Promising Researcher Award in Recognition of Bernard O’Donnell is Lamar Johnson, Michigan State University, East Lansing. An honorable mention was awarded to Jon M. Wargo, Boston College, Massachusetts.

Dr. Johnson is an assistant professor of language and literacy for linguistic and racial diversity in the Department of English at Michigan State University. He is interested in the complex intersections of race, language, literacy, and education and how English language arts (ELA) classrooms can become sites for racial justice. His current projects focus on the following questions: (1) How do Black lives matter within ELA classrooms? (2) How are White supremacy and anti-Blackness re-inscribed through educators’ disciplinary discourses and pedagogical practices? and (3) How can Critical Race English Education (CREE) be an analytic framework and methodological tool for literacy teacher educators of color and teacher educators more broadly? To tackle these questions, he has developed a working theory and pedagogy—CREE. CREE is a theoretical and pedagogical construct that tackles White supremacy, race, and anti-Black racism within English education, ELA classrooms, and beyond. Moreover, CREE centers the Black literacies educators can use to disrupt violence and curricula and pedagogical inequities against Black youth in schools.

Dr. Wargo is an assistant professor in the Teacher Education, Special Education, Curriculum & Instruction Department in the Lynch School of Education at Boston College. Prior to receiving his Ph.D. in Curriculum, Instruction and Teacher Education (specializing in literacy education and qualitative research) at Michigan State University in East Lansing, he taught English language arts in Denver, Colorado. Interested in how writing moves, his research uses feminist, queer, and post-structural modes of inquiry to explore how youth use literacy, and technologies of composition in particular, to design more just social futures.

The Promising Researcher Award is sponsored by the NCTE Standing Committee on Research. Submitted manuscripts are evaluated based on their statements of research problems, reviews of relevant literature, methodology and data analysis, grounding of evidence, significance of results, and clarity and style.

For more information on the NCTE Promising Researcher Award, go to http://www.ncte.org/second/awards/pra.
The NCTE Research Foundation Announces 2017 Grant Recipients: The NCTE Research Foundation has awarded research grants to Eliza G. Braden, assistant professor of elementary education, University of South Carolina, “Developing a Critical Literacy Workshop for Parents and Children to Present Immigration and Racial Counter Stories; “ and Christian Ehret, assistant professor, McGill University, Montreal, Quebec, Canada, “Mohawk Digital Youths’ Project.” For more information on these projects, please visit http://www.ncte.org/research-foundation/recipients.
Deep Reading
Teaching Reading in the Writing Classroom

Patrick Sullivan, Howard Tinberg, and Sheridan Blau, editors

This book argues that college-level reading must be theorized as foundationally linked to any understanding of college-level writing. Measurements of reading abilities show a decline nationwide among most cohorts of students, so the need for writing teachers to thoughtfully address the subject of reading, especially in grades 6–14, has become increasingly urgent.

Contributors to this collection offer an antidote to the current reductive understanding of reading that views readers as passive recipients of information. These authors (1) define the challenges to integrating reading into the writing classroom, (2) develop a theory of reading as a specific type of inquiry and meaning-making activity, and (3) offer practical approaches to teaching deep reading in writing courses that can be put immediately to use in the classroom.

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DEGREE OF CHANGE
THE MA IN ENGLISH STUDIES

Edited by Margaret M. Strain and Rebecca C. Potter

As the needs of those seeking an MA in English studies have evolved, so too have the degree’s mission and identity. Margaret M. Strain and Rebecca C. Potter, editors of Degree of Change: The MA in English Studies, argue that the MA is positioned in a dynamic contact zone—“a place where disciplinary knowledge, student need, and local exigencies interact and where disciplinary identity is constantly negotiated.”

Looking primarily at stand-alone master’s programs, this volume examines the design, delivery, and value of a master’s degree in English in the twenty-first century and challenges the characterization that MA programs in English serve primarily as stepping-stones to the PhD. Rather, contributors reveal how central the MA is to shaping the purpose and identity of contemporary English studies, through descriptions of a variety of specific MA programs.

Gathering perspectives from faculty, program directors, and students from across the country, Strain and Potter showcase not only the diversity of such programs, but also the ways in which program identity and mission are richly interwoven with concerns about local needs, graduate student career trajectories, and the effects of a market-driven educational climate. This collection provides a substantive discussion that goes beyond questioning the state of English studies—it points to curricular, programmatic, and professional innovations that are transforming the field, calling for new dialogue in higher education about the pivotal role of the MA in English.

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Genre of Power
POLICE REPORT WRITERS AND READERS IN THE JUSTICE SYSTEM

Leslie Seawright

The issues of how police officers write reports and how others read those reports have critical implications for people engaged in rhetoric, literacy studies, and critical pedagogy. Leslie Seawright describes the journey of a police report as it travels through the criminal justice system. Tracing the path of a police report from writer, to supervisor, to prosecutor, to defense lawyer, to judge, this study exposes the way in which power, agency, and authority circulate and accrue between writers and readers. The chained literacy event, created as a report moves through the system, is highlighted and its hierarchical nature examined. The book ultimately addresses the constraints of the police report genre, seeks to expose the complex and multifaceted rhetorical situation of report writing, and challenges the idea that rhetorical and objective documents are possible to create in many organizations.

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The American Essay and the Future of Writing Studies
by Nicole B. Wallack

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Pedagogy and the Working Class
edited by Genesia M. Carter and William H. Thelin

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working-class students—their backgrounds, experiences,
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Thirty Cases for Reference and Research
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