Announcements and Calls

The NCTE Research Foundation Announces 2019 Grant Recipients: The NCTE Research Foundation has awarded research grants to Laura Ascenzi-Moreno, associate professor of bilingual education, Brooklyn College, along with Rebecca Quiñones, second-grade teacher, Alexine Fenty School/PS 139, New York, “Developing Bilingual Readers: A Bilingual Vision for Mentor Texts”; and Mandy Stewart, associate professor of reading education, Texas Woman’s University, along with Aimee Myers, assistant professor of curriculum and instruction, Texas Woman’s University, and Holly Genova, teacher, Lewisville Independent School District, Texas, “Biliteracy Development through Social Justice Inquiry.” For more information on these projects, please visit http://www2.ncte.org/research/research-foundation/.

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 2020 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); Composition Programs and Writing Studies (Academic Writing; Basic Writing/Developmental English; Professional Writing/Technical Writing/Digital Writing; Creative Writing; Writing Centers; Integrated Reading and Writing Programs); Fostering Student Success (Transfer and Honors Programs; Serving Specific Populations; Innovative Methods of Instructional Delivery; Mentoring and Tutoring Programs; Accelerated Learning Programs/Studio Programs, Learning Communities, Online/Hybrid/Multimodal Learning; Assessment/Placement Programs; Programs Promoting Equity and Inclusion); and Excellence in Teaching (Programs Teaching Literature and Innovative Methods of Instructional Delivery; Collaborative College and Community Cultural Arts Programs or Events; College Literary Arts Programs). The programs may be exclusively English programs or combination programs with other disciplines, college services, or community and workplace groups. Colleges may enter a program in more than one category, if appropriate, but each entry must be submitted separately, and 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 Luncheon at the CCCC Convention in Milwaukee, Wisconsin, in March 2020.

The programs will be judged on the following criteria: (1) sensitivity to the educational, cultural, and ethnic needs of diverse students; (2) innovative strategies for improving student learning that can be shared so that other teachers and colleges can benefit by adopting or adapting them; (3) evidence of success in improving student learning; (4) collaboration among those who participate in or are affected by the programs; and (5) pedagogy informed by sound theory and practices.

Applicants must submit a completed online submission form, a brief description of their program (60 words or less), and a detailed explanation of the program’s goals and impact (1,000 words or less). Submission materials must be submitted by December 1, 2019. Please visit http://www2.ncte.org/awards/tyca-diana-hacker-outstanding-programs-in-english-award for more information and to submit the nomination online. For additional information, please contact Linda Walters-Moore at tyca@ncte.org.

Nell Ann Pickett Service Award Call for Nominations: This award is granted each year to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism and whose teaching exemplifies
such outstanding personal qualities as creativity, sensitivity, and leadership. The award, presented at the annual CCCC Awards Ceremony, consists of a plaque from NCTE and free registration to that year’s CCCC Convention. Candidates must meet the following criteria:

1. Major impact on two-year college professionalism.

2. Service qualifications: Positive contributions to professional leadership with a clearly national reach and an inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups that promote two-year colleges.

3. Teaching qualifications: Past or present excellence in teaching, which exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership.

Any person may nominate a service award candidate who meets the qualifications by sending an application of not more than two double-spaced typed pages and a copy of the candidate’s current vita. The selection committee may request other supporting materials.

The 2020 award committee will select the winner from nominations submitted electronically, no later than November 15, 2019, to tyca@ncte.org.
Just Theory
AN ALTERNATIVE HISTORY OF THE WESTERN TRADITION
David B. Downing

*Just Theory* offers an alternative history of critical theory in the context of the birth and transformation of the Western philosophical tradition. But rather than providing a summary survey, it situates the production of theoretical texts within the geopolitical economy of just two pivotal cultural turns: Cultural Turn 1 (roughly 450–350 BCE) looks at the Platonic revolution, during which a new philosophic, universalist, and literate discourse emerged from what had long been an oral culture; Cultural Turn 2 (roughly 1770–1870) investigates the Romantic revolution and its nineteenth-century aftermath up to the Paris Commune. While focusing on the quest for social justice, David B. Downing situates the two cultural turns within deep time: Cultural Turn 1 gave birth to the Western philosophical tradition during the Holocene; Cultural Turn 2 witnessed the beginnings of the shift to the Anthropocene when the Industrial Revolution and the fossil fuel age began to alter our complex biospheres and geospheres. As described in the epilogue, the aftereffects of Western metaphysics have dramatically shaped our 21st-century world, especially for teachers and scholars in English and the humanities.

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Turning the Page on Literacy.
Black Perspectives in Writing Program Administration
FROM THE MARGINS TO THE CENTER
Staci M. Perryman-Clark and Collin Lamont Craig, editors

This collection centers writing program administration (WPA) discourse as intersectional race work. Editors Perryman-Clark and Craig have made a space for WPAs of color to cultivate antiracist responses within an Afrocentric framework, to enact socially responsible approaches to program building, and to develop concrete, specific models for taking action to confront and resist racist microaggressions. This framework also positions WPAs of color to build relationships with allies and create contexts for students and faculty to imagine rhetorics that speak truth to oppressive and divisive ideologies within and beyond the academy, but especially within writing programs. Contributors provide examples of how WPA scholars can push back against the ways in which larger, cultural rhetorical projects inform our institutional practices, are coded into administrative agendas, and are reflected in programmatic objectives and interpersonal relations. As a whole, this collection works to shift the focus from race more broadly toward perspectives on blackness in writing program administration.

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College. Studies in Writing & Rhetoric Series.

Turning the Page on Literacy.
Rhetorics Elsewhere and Otherwise
CONTESTED MODERNITIES, DECOLONIAL VISIONS

Romeo García and Damián Baca, editors

The discipline of composition and rhetoric stands at a crossroad in its pedagogical, research, and public commitments. Decolonial ruptures in writing and rhetoric studies work to build new horizons, new histories, of local knowledges and meaning-making practices that break from Western hegemonic models of knowledge production. This collection functions as one access point within a constellation of such work, forming an ecology of decolonial shifts informed by strategies for potentially decolonizing language and literacy practices, writing and rhetorical instruction, and research practices and methods. Rhetorics elsewhere and otherwise emerge across a spectrum, from geo- and body politics of knowledge and understanding to local histories emerging from colonial peripheries. Romeo García and Damián Baca offer the expressions elsewhere and otherwise as invitations to join existing networks and envision pluriversal ways of thinking, writing, and teaching that surpass the field’s Eurocentric geographies, cartographies, and chronologies.
SPIRITED INQUIRY

BECAUSE WISDOM BEGINS WITH WONDER

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