ANNOUNCEMENTS 
AND CALLS FOR PAPERS

2014 David H. Russell Award Call for Nominations. NCTE is now accepting nominations for the David H. Russell Award for Distinguished Research in the Teaching of English. This award recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level. Any work or works of scholarship or research in language, literature, rhetoric, or pedagogy and learning published during the past five years (i.e., between January 2009 and December 2013) are eligible. Works nominated for the David H. Russell Award should be exemplary instances of the genre, address broad research questions, contain material that is accessibly reported, and reflect a project that stands the test of time. Normally, anthologies are not considered. Reports of doctoral studies, while not precluded from consideration for the Russell Award, are typically considered as part of NCTE’s separate “Promising Researcher” program. Works nominated for the award must be available in the English language.

Submission information can be found on the NCTE website at www.ncte.org/college/awards/russell and should be postmarked no later than March 1, 2014. Results will be announced in August, and the award will be presented at the 2014 Annual Convention in Washington, DC.

NCTE Literacy Education Advocacy Day 2014: February 27. Join NCTE members from across the nation for NCTE’s Literacy Education Advocacy Day on Thursday, February 27, 2014. NCTE members attending Advocacy Day will learn the latest about literacy education issues at the federal level and have a chance to interact with people highly involved with those issues. See http://www.ncte.org/action/advocacyday for details.

Call for Manuscripts. The ATEG Journal (the publication of the Assembly for the Teaching of English Grammar) welcomes manuscripts on the subject of teaching grammar at all grade levels. Please send your submission as a Word document to Geoff Layton: writergwl@hotmail.com. We welcome articles about pedagogy that makes grammar education interesting, memorable, applicable to writing, and engaging; scholarly articles that inform our readers about research in grammar education; and articles about observable changes in the English language.

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2013 Promising Researcher Winner Named: Amy Stornaiuolo, assistant professor, University of Pennsylvania, has won the 2013 Promising Researcher Award for “Like Two Different Worlds: Teachers’ Perspectives on Social Networking and Schooling.” This award, given in commemoration of Bernard O’Donnell, is sponsored by the NCTE Standing Committee on Research. The 2013 Promising Researcher Award was presented at the NCTE Annual Convention in Boston, Massachusetts, at the Opening Session of the Day of Research, Saturday, November 23, 2013.

TYCA Fame Award Nominations: The Two-Year College English Association is accepting nominations for the 2014 TYCA Fame Award. Nominations should be representations of two-year students and faculty that reflect truthfully on the community college at its best. The mentions or portrayals of two-year colleges must have been made publicly between March 2013 and March 2014 in verifiable form—a news story, magazine reference, movie scene, or TV remark. The winner for the 2014 award will be decided during the 2014 CCCC Convention to be held in March in Indianapolis. Submit nominations online by March 12, 2014, at http://www.ncte.org/tyca/awards/fame, or by mail to Sterling Warner, TYCA Fame Award, Evergreen Valley College, 3095 Yerba Buena Road, San Jose, CA 95135.

CEE Awards Announced: A number of awards were presented by the Conference on English Education at the NCTE Annual Convention in Boston. The 2013 James N. Britton Award for Inquiry within the English Language Arts was presented to Scott Filkins, Beyond Standardized Truth (NCTE, 2013) and Ryan Lund Neumann, What Had Happened (self-published, 2012). The 2013 Janet Emig Award for Exemplary Scholarship in English Education was presented to Janet Johnson, Rhode Island College, Providence, for her article, “A Rainforest in Front of a Bulldozer”: The Literacy Practices of Teacher Candidates Committed to Social Justice” (English Education, January 2012). The 2013 Richard A. Meade Award for Research in English Education was presented to Wendy Glenn, University of Connecticut, Storrs, for her article, “Developing Understandings of Race: Preservice Teachers’ Counter-Narrative (Re)Constructions of People of Color in Young Adult Literature” (English Education, July 2012). The 2013 James Moffett Award for Teacher Research was not awarded in 2013. The 2013 Cultural Diversity Grants went to Susana Priscila C. Alvarado, University of South Carolina, Columbia, for her proposal, “Embracing Discomfort: Using Race, Culture & Ethnicity to Become Better Teachers”; Andrew Barrocas, Clemson University, Clemson, South Carolina, for his proposal, “Rhetorical Situations”; Christina Ivanova, Indiana University, Bloomington, for her proposal, “Layers of New Learning: Using Digital Medias...
to Learn about and Maneuver within Social Justice: A Case Study”; Jorge Lopez, Theodore Roosevelt High School, Los Angeles Unified School District, Los Angeles, California, for his proposal, “Critical Media Pedagogy: Teaching for Achievement in City Schools”; and Natasha Perez, Michigan State University, East Lansing, for her proposal, “Exploring Literacies in Translation.” The CEE Research Initiative Grants were awarded to Steven Z. Athanases, University of California–Davis, for Common Core and Beyond: Mapping Multiple Knowledge Sources in Preservice Teacher Inquiry for Learning to Teach Culturally and Linguistically Diverse Youth; Samantha Caughlan, Michigan State University, East Lansing, MI, Heidi Hallman, University of Kansas, Lawrence, KS, Donna Pasternak, University of Wisconsin–Milwaukee, Milwaukee, WI, Laura Renzi, West Chester University of Pennsylvania, West Chester, PA, and Leslie Rush, University of Wyoming, Laramie, WY, for A New Era of English Teacher Preparation: Findings from a National Survey; Tara Star Johnson, Purdue University, West Lafayette, IN, for The Common Core in an Uncommon Era of Standards and Assessments; and Nicole Sieben, Adelphi University, Bethpage, NY, for Teaching Writing Hope: A Matter of Social Justice in English Education.

Call for the Secondary Section High School Teacher of Excellence Award: Each NCTE affiliate is at liberty to select a person for this honor in the manner of its choice. An affiliate’s governing board might acknowledge someone who has previously won an award within the affiliate, thus moving that person’s recognition to a national level, or the affiliate might advertise for applications for nominations before choosing a winner. Documentation should be sent to the Secondary Section Steering Committee administrator, Felisa Jones (fjones@ncte.org), by May 1 of each year. More information and the nomination form are available at http://www.ncte.org/second/awards/hste. Once completed, the nomination form should be sent to the address on the current nomination form. A complete list of the 2013 High School Teachers of Excellence Award recipients is available at http://www.ncte.org/second/awards/hste/winners.
NCTE’s Peer-Reviewed Journals

Language Arts
Peggy Albers, Caitlin McMunn Dooley, Amy Seely Flint, Teri Hollbrook, and Laura May, Georgia State University

Teaching English in the Two-Year College
Jeff Sommers, West Chester University

College English
Kelly Ritter, University of Illinois at Urbana-Champaign

College Composition and Communication
Kathleen Blake Yancey, Florida State University

English Leadership Quarterly
Susan Groenke, University of Tennessee-Knoxville

Research in the Teaching of English
Ellen Cushman and Mary Juzwik, Michigan State University

Talking Points
Sally Brown, Georgia Southern University, and Deborah MacPhee, Illinois State University

English Education
Lisa Scherff, Estero High School, Florida, and Leslie S. Rush, University of Wyoming

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