ANNOUNCEMENTS
AND CALLS FOR PAPERS

Nell Ann Pickett Service Award: For her outstanding dedication, service, and leadership, Carolyn Calhoon-Dillahunt of Yakima Valley Community College, WA, has been selected as the 2016 winner of the Nell Ann Pickett Service Award.

The Pickett 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 the following year’s CCCC Convention. Teaching qualifications include demonstrated past or present excellence; service qualifications include positive contributions to leadership in professional organizations at the regional or national levels and an inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups. Any person may nominate a candidate who meets the award criteria by sending an overview of the applicant’s qualifications in no more than two double-spaced pages, along with a résumé (if available), to Linda Walters-Moore, Nell Ann Pickett Service Award Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096, lwaltersmoore@ncte.org. (The selection committee may request other supporting materials.) The 2017 award committee will select the winner from nominations postmarked no later than November 15, 2016.

Howard Tinberg Wins the Mark Reynolds TETYC Best Article Award for 2016: The winner of The Mark Reynolds TETYC Best Article Award is “Reconsidering Transfer Knowledge at the Community College: Challenges and Opportunities” by Howard Tinberg, Bristol Community College, Fall River, Massachusetts. The article appeared in the September 2015 issue.

The selection committee members were Teresa Thonne (chair), Dianne Fallon, Rebecca Fleming, Robert Lazaroff, Hope Parisi, and Christie Toth. The award, which includes a plaque and a cash prize provided by past editor Nell Ann Pickett, was presented at the Conference on College Composition and Communication’s annual meeting in Houston in April.
Call for Nominations for the 2017 CCCC Technical and Scientific Communication Awards:

CCCC is accepting nominations for outstanding books and articles in technical and scientific communication in the following categories:

- Best Book in Technical or Scientific Communication
- Best Original Collection of Essays in Technical or Scientific Communication
- Best Article Reporting Historical Research or Textual Studies in Technical and Scientific Communication
- Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication
- Best Article on Philosophy or Theory of Technical or Scientific Communication
- Best Article on Pedagogy or Curriculum in Technical or Scientific Communication

The awards competition is open to works published in calendar years 2015 and 2016 for the 2017 award. The deadline for nominations is June 1, 2016. To be eligible for the awards, a nominee must be a member of CCCC and/or NCTE at the time of nomination. To nominate a work for the awards, the author, editor, publisher, or reader must be a CCCC and/or NCTE member.

To nominate a book or article, send an electronic copy of the article or the full citation information for a book to the email address below and indicate to which category the submission belongs. Include the author's name, telephone number, mailing address, and email address. Any work originally written in a language other than English must be submitted in translation. Each submission may be nominated in only one category; individuals submitting nominations are encouraged to consult with authors about the category most appropriate for their work. Self-nominations are permitted.

If you have questions, please contact the CCCC Administrative Liaison at cccc@ncte.org. Send nominations and entries to: cccc@ncte.org.

Call for Nominations: The CCCC Lavender Rhetorics Award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric. (A work eligible for the 2017 award will have been published/conferred in calendar year 2015 or 2016.) Works should rise to a high level of excellence in their originality, the significance of their pedagogical or theoretical contributions to the field, and their existing or potential influence. The selection committee will consider the nature of the problem(s) addressed, the contribution’s timeliness, how effectively
the work utilizes research or scholarship to fill voids in our existing knowledge, how well the work demonstrates potential for application (pedagogically or in other contexts), and what promise the work holds for future exploration and investigation. To be eligible for an award, both the author of the work and the individual making the nomination must be members of CCCC and/or NCTE at the time of nomination. Self-nominations are accepted and encouraged. Nominations must be received by August 1, 2016, at cccc@ncte.org. Please visit http://www.ncte.org/cccc/awards/lavender for additional submission guidelines.

Winners of 2016 Diana Hacker TYCA Outstanding Programs in English Announced: The winners of the 2016 Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Colleges and Teachers have been announced as follows:

AWARDS
Enhancing Developmental Education—Triad Model of ALP at Atlantic Cape (Atlantic Cape Community College, Mays Landing, NJ). Atlantic Cape’s triad model of acceleration pairs nine developmental students from each of two Composition I courses to populate a single corequisite support course that focuses on remediating student skills, acclimating students to college, and mentoring students to develop successful academic habits. This program has significantly increased student success in Composition I and II and student retention.

Fostering Student Success—The BMCC Teaching Academy (Borough of Manhattan Community College/CUNY, NY). The BMCC Teaching Academy is a four-semester professional development opportunity for instructors new to the college and/or early in their teaching careers. In the Teaching Academy, teaching communities comprising four instructors from across the college and one master teacher observe one another and discuss issues related to pedagogy and serving the diverse needs of BMCC students.

HONORABLE MENTIONS
Reaching Across Borders—Of the Community: Service Learning Integration in Two-Year College English Courses (Howard Community College, Columbia, MD). Service learning can be effectively employed in two-year college English classes (and beyond) from developmental through second-year courses, benefitting students, the community, faculty, and the college. The more substantial the service learning component, the more engaged we have found our students to be, the better they succeed at achieving course objectives, and the closer they come to responsible citizenship.
Enhancing Developmental Education—Embedding Developmental in College-Level English: Modularization, Instruction, and Assessment (Manchester Community College, CT). We redesigned our developmental curriculum based on Connecticut legislation mandating that upper-level developmental students be embedded into college-level composition classes. To gauge student learning and evaluate the program, we conducted quantitative assessment and developed authentic assessment practices including pre- and post-semester writing samples, tutor assessment, student self-assessment, and departmental assessment of all composition sections.

Fostering Student Success—Make Learning an Event: Using Campus Partnerships to SCOR with Students (Harrisburg Area Community College, Gettysburg, PA). By using the SCOR Model for Student Engagement (Success, Curiosity, Originality, Relationships), Cristal Renzo, Associate Professor, has developed a partnership with student services to link course content to college-wide student life activities. By using campus resources strategically, she has been able to meet learning outcomes through cocurricular experiences that engage students, build leadership skills, encourage global thinking, and improve retention rates.

Fostering Student Success—First Year Seminar in the Liberal Arts (Social Sciences and Humanities) (LaGuardia Community College, City University of New York, Long Island City). LaGuardia’s new First Year Seminar is a three-credit, three-hour class taken by all incoming students in Liberal Arts. The course’s three main goals are: 1) to help new students develop the “non-cognitive” skills to succeed in college, 2) to introduce them to the college’s resources, services, and co-curricular opportunities, and 3) to provide an overview of Liberal Arts.

IWCA Muriel Harris Outstanding Service Award Call for Nominations: Named after its first recipient and given at every other International Writing Centers Association (IWCA) conference, the Muriel Harris Outstanding Service Award recognizes outstanding service that has benefited the international writing center community in significant and broad-based ways. All nominations should be submitted electronically to Clint Gardner, chair of the IWCA Muriel Harris Outstanding Service Award Committee, at Clint.Gardner@slec.edu with the email subject line that includes the phrase “MHOSA Nomination.” Nominations should include the following materials:

• A letter of nomination that includes the name and institution of the nominee, your personal knowledge of or experience with the nominee’s service contributions to the writing center community, and your name, institutional affiliation, and email address.
Announcements and Calls for Papers

• Detailed support documents (maximum of 5 pages). These may include excerpts from a curriculum vitae, workshop or published material, stories or anecdotes, or original work by the nominee.

• Other letters of support (optional but limited to 2)

All materials must be received by Clint Gardner by June 30, 2016. The winner will be announced at the IWCA Conference in Denver, Colorado, October 14–16, 2016.

Call for Nominations: The CCCC Advancement of Knowledge Award is presented annually for the empirical research publication in the previous two years that most advances writing studies. A work eligible for the 2017 award will have been published in calendar year 2015 or 2016. To be eligible for the awards, a nominee and the individual making the nomination (e.g., editor, publisher, reader) must be members of CCCC and/or NCTE at the time of nomination.

Nominations must be received by July 15, 2016, and must include a brief statement of the work’s contribution to the profession. (Note: You do not need to send copies of the nominated publication with the nomination.) Please send the statement of the publication’s contribution to the CCCC Advancement of Knowledge Award Committee via email at cccc@ncte.org.

Call for Applications: Editor of English Journal: NCTE is seeking the next editor of English Journal. The term of the present coeditors, David Gorlewski and Julie Gorlewski, will end in July 2018. Interested persons should send a letter of application to be received no later than August 26, 2016. Letters should include the applicant’s vision for the journal and be accompanied by the applicant’s vita, one sample of published writing (article or book chapter), and two letters specifying financial support from appropriate administrators at the applicant’s institution. Applicants are urged to explore with their administrators the feasibility of assuming the responsibilities of a journal editor. Classroom teachers are both eligible and encouraged to apply. Finalists will be interviewed at the NCTE Annual Convention in Atlanta in November 2016. The applicant appointed by the NCTE Executive Committee will effect a transition, preparing for his or her first issue in September 2018. The appointment is for five years. Applications should be submitted in PDF form via email to kaustin@ncte.org; please include “English Journal Editor Application” in the subject line. Direct queries to Kurt Austin, NCTE Senior Developer for Publications, at the email address above or call 217-328-3870, extension 3619.
Call for Applications: Editor of Research in the Teaching of English: NCTE is seeking the next editor of Research in the Teaching of English. The term of the present coeditors, Ellen Cushman and Mary Juzwik, will end in May 2018. Interested persons should send a letter of application to be received no later than August 26, 2016. Letters should include the applicant’s vision for the journal and be accompanied by the applicant’s vita, one sample of published writing (article or book chapter), and two letters specifying financial support from appropriate administrators at the applicant’s institution. Applicants are urged to explore with their administrators the feasibility of assuming the responsibilities of a journal editor. Finalists will be interviewed at the NCTE Annual Convention in Atlanta in November 2016. The applicant appointed by the NCTE Executive Committee will effect a transition, preparing for his or her first issue in August 2018. The appointment is for five years. Applications should be submitted in PDF form via email to kaustin@ncte.org; please include “RTE Editor Application” in the subject line. Direct queries to Kurt Austin, NCTE Senior Developer for Publications, at the email address above or call 217-328-3870, extension 3619.

Call for Nominations: The CCCC Research Impact Award is presented annually to the empirical research publication that most advances the mission of the organization or the needs of the profession in the previous two years. A work eligible for the 2017 award will have been published in calendar year 2015 or 2016. To be eligible for the award, a nominee and the individual making the nomination (e.g., editor, publisher, reader) must be members of CCCC and/or NCTE at the time of nomination. Nominations must be received by July 15, 2016, and must include a brief statement of the work’s contribution to the profession. (Note: You do not need to send copies of the nominated publication with the nomination.) Please send the statement of the publication’s contribution to the CCCC Research Impact Award Committee via email at cccc@ncte.org.

Call for Nominations for 2016–2017 Writing Program Certificate of Excellence Awards: CCCC is pleased to announce the call for nominations for the 2016–2017 CCCC Writing Program Certificate of Excellence awards. This award program, established in 2004, honors up to 20 writing programs a year. As a term, “programs” is intended to be capacious in its application and includes a first-year writing program or a coherent configuration of first-year courses; a basic or developmental writing program; an ESL writing program; a configuration of writing instruction within an intensive-English program (this instruction might be integrated into courses rather than appear in separate writing courses); a vertical sequence of courses (e.g., a concentration, a
certificate, a minor, a major); a WAC or WID program; a writing program within a writing center; or a writing program designed for a special group. Applications are due by August 31, 2016. For a full description of this award and the application requirements, please visit http://www.ncte.org/cccc/awards/writingprogramcert or contact the CCCC Administrative Liaison at cccc@ncte.org.
The Desire for Literacy
Writing in the Lives of Adult Learners
Lauren Rosenberg

Print Stock Number 10812
$34 member/$36 nonmember
eBook eStock Number 10829
$30 member/$32 nonmember

The literate tend to take their literacy and all it affords them for granted; they are equally likely to assume that nonliterate people do not know, think, or understand in the ways they do, that the silence of nonliteracy is both intrinsic and deserved. But as Lauren Rosenberg illustrates, marginalized adult learners are quite capable of theorizing about their position in society, questioning dominant ideas, disrupting them, and challenging traditional literacy narratives in American culture. In The Desire for Literacy: Writing in the Lives of Adult Learners, Rosenberg takes up the imperative established by community literacy researchers to engage with people in communities outside of formal schooling in an effort to understand adult learners’ motivations and desires to become more literate when they choose reading and writing for their own purposes. Focusing on the experiences, knowledge, and perspectives of four adult learners, she examines instances in which participants resist narratives of oppression, particularly when they become authors. Rosenberg’s qualitative study demonstrates that these adult learners are already knowledgeable individuals who can teach academics about how literacy operates, not only through service-learning lenses of reflection and action, but also more radically in terms of how students, instructors, and scholars of composition think about the meanings and purposes of literacy.

To order, visit our website: https://secure.ncte.org/store/ or call 877-369-6283.
Redesigning Composition for Multilingual Realities

Jay Jordan

CCCC/NCTE Studies in Writing & Rhetoric Series
$34.00 member/$36.00 nonmember

*Redesigning Composition for Multilingual Realities* argues that students of English as a second language, rather than always being novice English language learners, often provide models for language uses as English continues to spread and change as an international lingua franca. Starting from the premise that “multilingualism is a daily reality for all students—all language users,” Jay Jordan proceeds to both complicate and enrich the responsibilities of the composition classroom as it attempts to accommodate and instruct a diversity of students in the practices of academic writing. But as Jordan admits, theory is one thing; practical efforts to implement multilingual and even translingual approaches to writing instruction are another. Through a combination of historical survey, meta-analytical critique of existing literature, and naturalistic classroom research, Jordan’s study points to new directions for composition theory and pedagogy that more fully account for the presence and role of multilingual writers.

To order, visit our website: https://secure.ncte.org/store/ or call 877-369-6283.
Journals from NCTE

Here’s what subscribers are saying about their NCTE journals . . .

Without question, I would not be where I am professionally without NCTE journals.
—Peter, Secondary member from Georgia

Practical ideas that are theoretically based—I use journal articles as the primary text in my English methods class for Secondary English Education students.
—Connie, Secondary member from Pennsylvania

Language Arts presents solid theoretical perspectives that have helped me think deeply about current issues in the present political environment. Even though I am a secondary teacher educator, I find many of the articles a great asset for enriching companion pieces in English Journal and/or Voices from the Middle.
—Roberta, member from California

Keep up with research and opinion in composition.
—Curtis, College member from Montana

So that we know what is going on in other classrooms and the battles we all are fighting to make language learning and writing the center of any curriculum.
—Michelle, College member from Georgia

NCTE provides a wide range of journals and programs that go to the heart of the needs of teachers at all levels. NCTE resources keep us in touch with broad changes that challenge and expand our own understanding as we teach. It’s how we can continue to learn . . . and to lead.
—Ellen, College member from Michigan

Subscribe now . . . . www.ncte.org/journals

As an NCTE member, you have access to over a century of journal issues online. Most recent two years limited to current subscribers.