ANNOUNCEMENTS AND CALLS FOR PAPERS

2016 NCTE Election Results: In NCTE’s 2016 elections, Elementary Section member Franki Sibberson, Dublin City Schools, Ohio, was chosen vice president. Sibberson will take office during the NCTE Annual Convention in November.

The College Section also elected new members. Elected to a four-year term on the Steering Committee was Rhea Lathan, Florida State University, Tallahassee. Elected to the 2016–2017 College Section Nominating Committee were Kendall Leon, California State University, Chico, chair; David F. Green, Jr., Howard University, Washington, D.C.; and Jessica L. Ulmer, Midlands Technical College, Columbia, South Carolina.

On the NCTE website, see additional 2016 election results and details on submitting nominations for the 2017 elections (http://www.ncte.org/volunteer/elections).

2016 TYCA Fame Award Winners: The Two-Year College English Association (TYCA) has announced the winner of the 2016 Public Image of the Two-Year College Fame Award along with an Honorable Mention.

The 2016 TYCA Fame Award went to Manny Fernandez for “A Global Community’s College,” an article published in the New York Times on October 30, 2015. In his article, Fernandez writes about how community colleges are becoming hubs of global interaction, reflecting the more global world we live in. He highlights Houston Community College as a case study, noting that among colleges that grant AA degrees to international students, HCC ranks 29th, “ahead of prestigious destinations like Stanford, [MIT], George Washington University, and the University of California, Davis.”

Honorable Mention was awarded to a press release from the National Science Foundation titled “Community College Teams Propose Ways to Improve Natural Resource Sustainability.” The release was published on the NSF website on March 23, 2016. This article reviews the top ten finalists for the Community College Innovation Challenge (CCIC) and is notable because it promotes community colleges’ development of a technical workforce in STEM careers and highlights the work two-year college students are doing to “help society deal with growing resource demands.”

The Fame Award publicly acknowledges the best positive mention of the two-year college appearing in any media during the previous year. Visit the Fame
Announcements


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 2017 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 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, 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 Breakfast at the CCCC Convention in Portland, Oregon, in March 2017.

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 both with 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 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, 2016**. Please visit [http://www.ncte.org/tyca/awards/programs](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 61801-1906; phone 800-369-6283, ext. 3632, tyca@ncte.org.

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**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 the following 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 award criteria by sending an overview of the applicant’s qualifications in no more than two double-spaced typed pages and a current vita. 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**. Please send two-page nominating materials (include a resume, if possible) to: Linda Walters-Moore, Nell Ann Pickett Service Award Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096, tyca@ncte.org.

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**Call for Exemplar Award Nominations:** The CCCC Executive Committee announces a call for nominations for its Exemplar Award. This award will be presented, as occasion demands, to a person whose years of service as an exemplar for our organization represent the highest ideals of scholarship, teaching, and service to the entire profession. The Exemplar Award seeks to recognize individuals whose record is national and international in scope and who set the best examples for the CCCC membership. Nominations should include a letter of nomination, four letters of support, and a full curriculum vitae. The nominating material
should be sent to the CCCC Exemplar Award Committee at cccc@ncte.org. Nominations must be received by **November 1, 2016**.

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**Call for Nominations:** The **CCCC Stonewall Service Award** is presented annually and seeks to recognize members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession. Nominations should include a letter of nomination, 3–5 letters of recommendation, and a full curriculum vitae. Please send nominations to cccc@ncte.org by **November 1, 2016**. Please visit www.ncte.org/cccc/awards/stonewall for further details.

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The **CCCC Tribal College Faculty Fellowship** offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the annual Conference on College Composition and Communication (CCCC) Convention, March 15–18, 2017, in Portland, Oregon. We are offering two Tribal College Faculty Fellowships in the amount of $1,250 each.

Featuring more than 500 sessions focusing on teaching practices, writing and literacy programs, language research, history, theory, information technologies, and professional and technical communication, the annual CCCC Convention provides a forum for thinking, learning, networking, and presenting research on the teaching and learning of writing. With this fellowship, CCCC hopes to create new opportunities for tribal college faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

**How to Apply:** By **November 15, 2016**, please submit an application letter (on institutional letterhead) describing who you are as a teacher and what you teach at your tribal college; what your research interests are; and what you hope to gain from the experience of attending CCCC (how it could help you in your teaching or research). Send your application letter to the CCCC Administrative Liaison at cccc@ncte.org.

**Selection Criteria:** A selection committee will review applications for the Tribal College Faculty Fellowship and award the fellowships based on overall quality of the application letter. You do not need to be a presenter at CCCC in order to qualify for this award.

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**Call for Submissions for the 2017 CCCC Outstanding Dissertation Award in Technical Communication:** Dissertations will be evaluated by the following five criteria—originality of research, contribution the research makes to the field, method-
ological soundness of the approach used, awareness of the existing research in the area studied, and overall quality of the writing. The 2017 award is open to dissertations completed during 2015 or 2016. A dissertation may be nominated only once during its two-year period of eligibility. Applicants must submit the following materials: (1) a letter of nomination from a dissertation committee member, preferably the chair, emphasizing the significance of the research for technical communication studies; (2) an extended abstract (approximately 250 words); and (3) a copy of the dissertation. Send materials by October 15, 2016, to CCCC Outstanding Dissertation Award in Technical Communication Selection Committee at cccc@ncte.org. Email submissions are accepted and encouraged.

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**Edwyna Wheadon Postgraduate Training Scholarship for Public School Teachers:** English/language arts teachers working in public educational institutions are eligible to apply for an Edwyna Wheadon Postgraduate Training Scholarship. This $500 award supports postgraduate training to enhance teaching skills and/or career development in teaching. To qualify, the recipient’s degree or nondegree course must be provided by an accredited, degree-granting public or private two-year junior or community college, four-year college or university, or graduate or professional school. Recipients must be NCTE members at the time of award. The application deadline is January 31. For more information, see www.ncte.org/second/awards/wheadon.

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**Call for Papers, MCEA Conference:** The Michigan College English Association will hold its annual convention, in conjunction with the Michigan Writing Centers Association, October 21–22, 2016, at Macomb Community College in Warren, Michigan. The theme is Innovation and Tradition, and the featured luncheon speaker on Friday is poet M. L. Liebler.

We invite proposals for individual papers and for complete panels. We welcome proposals from experienced academics, young scholars, and graduate students. We encourage a variety of papers, including pedagogical and scholarly essays as well as work from creative writers. Although we encourage papers and panels that reflect the conference theme, we also welcome proposals from all areas that English and writing departments encompass.

Graduate students with the best scholarly paper and the best creative writing will receive awards. To qualify for graduate student awards, the completed papers must be submitted to the program chairs by September 30, 2016.

Proposals are due by September 30, 2016. Early submissions are welcome. Please send your name, university affiliation, e-mail address, AV requests, time/day preference, and a 250-word abstract to Cheryl Caesar and Curtis Vandonkelaar, Program Chairs, via email at caesarc@msu.edu and vandonkc@msu.edu. To submit a panel proposal, please include the information for all members (maximum of 4 participants) in the same proposal.
Institutional, organized expressions of male coming-of-age encourage Americans to believe that emergent masculinity is an enduring natural phenomenon and an essential component of American identity, and that the outcomes of the transformation process from boy to man have important consequences for the United States as a nation. Leigh Ann Jones explores performances of developing young male identity in case studies from twentieth- and twenty-first-century federal and civic organizations that recruit boys and young men using appeals to American national identity, often coding these appeals as character building.

Examining documents from the Boy Scouts of America during the Progressive Era, the Sigma Chi college fraternity in the 1960s, and the US Army’s “Army of One” recruiting campaign in the early 2000s, Jones explicates rhetorical strategies that position the young male figure as a source of enduring national identification and as a citizen who is the product of a distinct trajectory of development and transformation. These strategies emerge from an intense interest among community leaders in the psychology of boys and are characterized by language that directs and shapes boys’ consciousness of themselves as males, tying that consciousness to an American identity. Applying Kenneth Burke’s concept of rhetoric as identification, particularly his understanding of constitutive rhetoric, Jones outlines a framework for understanding how such organizations for boys have endured, along with their myths about masculinity, in spite of the ways in which these stories are troubled by economics, gender, race, and sexuality.
Adult basic education for older learners remains a vital but largely unexplored area for literacy studies. Rosenberg approaches the people in this excellent book with that most precious human instrument for researchers and novelists: an attentive ear. —Eli Goldblatt, Temple University

Rosenberg reminds us that even those who are nonliterate have a relationship to writing—usually one charged with violence. Yet she also reveals how that relationship can change, even late in life. Keenly observed and gracefully written, this book enriches our understanding of the extracurriculum of composition. —Tom Deans, University of Connecticut

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 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 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 how students, instructors, and scholars of composition think about the meanings and purposes of literacy.

Laurie Rosenberg

Freedom Writing

African American Civil Rights Literacy Activism, 1955–1967

Rhea Estelle Lathan


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Through a blend of African American cultural theory and literacy and rhetorical studies highlighting the intellectual and pedagogical traditions of African American people, Rhea Estelle Lathan argues that African Americans have literacy traditions that represent specific, culturally influenced ways of being in the world. She introduces gospel literacy, a theoretical framework analogous to gospel music within which to consider how the literacy activities of the Civil Rights Movement illuminate a continual interchange between secular and religious ideologies. Lathan demonstrates how gospel literacy is deeply grounded in an African American tradition of refusing to accept the assumptions underlying European American thought and institutions, including the oppression of African American people and the denial of full citizenship rights.

Lathan’s critical historical analysis of the Citizenship Schools on South Carolina’s Sea Islands draws on oral histories, personal interviews, and archival data, allowing her to theorize about African American literacy practices, meanings, and values while demonstrating the symbiotic relationship between literacy and the Civil Rights Movement. Central to her research are local participants who contributed to the success of citizenship education, and she illuminates in particular how African American women used critical intellectualism and individual creative literacy strategies to aid in the struggle for basic human rights.

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