ANNOUNCEMENTS AND CALLS FOR PAPERS

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, 2017.

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 to 5 letters of recommendation, and a full curriculum vitae. Please send nominations to cccc@ncte.org by November 1, 2017. Please visit http://www.ncte.org/cccc/awards/stonewall for further details.

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 14–17, 2018, in Kansas City, Missouri. 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.

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How to Apply: By November 15, 2017, 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.

Call for Submissions for the 2018 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, methodological soundness of the approach used, awareness of the existing research in the area studied, and overall quality of the writing. The 2018 award is open to dissertations completed during 2016 or 2017. 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, 2017, to CCCC Outstanding Dissertation Award in Technical Communication Selection Committee at cccc@ncte.org.

2017 NCTE Election Results: In NCTE’s 2017 elections, College Section member Leah Zuidema, Dordt College, Sioux Center, Iowa, was chosen vice president. The College Section also elected new members. Elected to a four-year term on the Steering Committee were April Baker-Bell, Michigan State University, East Lansing; Bradley Bleck, Spokane Falls Community College, Washington; Laurie Pinkert, University of Central Florida, Orlando; and Reva Sias, California State University, Fresno. Elected to the 2017–18 College Section Nominating Committee were Marcos Del Hierro, University of New Hampshire, Durham, chair; Collin Craig, St. John’s University, New York, New York; and Alexandria Lockett, Spelman College, Atlanta, Georgia.

On the NCTE website, see additional 2017 election results and details on submitting nominations for the 2018 elections (http://www.ncte.org/volunteer/elections).
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. Read more about Dr. Mellow at http://bit.ly/2wbMbng. Twitter: @GailOMellow

DeRionne Pollard is president of Montgomery College, Rockville, Maryland. For more about Dr. Pollard, click http://bit.ly/2up0Hq1. Twitter: @DrPollard_MC

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.

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 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 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](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.
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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