Announcements

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 Submissions
The CCCC James Berlin Memorial Outstanding Dissertation Award Committee calls for submissions for its 2018 doctoral dissertation award in composition studies. This award is given annually to a graduate whose dissertation improves the educational process in composition studies or adds to the field’s body of knowledge through research or scholarly inquiry. Applicants must submit to CCCC the following items: (1) title page, (2) abstract, (3) summary of the dissertation (maximum length 10 pages; summary must be in manuscript form), and (4) an unbound copy of the dissertation (please include items 1–3 as one attachment and the full dissertation as a separate attachment to your submission email). To be eligible for the award, the dissertation must have been accepted by the degree-granting institution, and the writer of the dissertation must have received the degree between September 1, 2016, and August 31, 2017. Submissions must be received by September 1, 2017. Send the materials to: CCCC James Berlin Memorial Outstanding Dissertation Award Committee at cccc@ncte.org.

2017–2018 CCCC Emergent Researcher Awards
The CCCC Emergent Researcher Awards are intended to invest in CCCC members by rewarding and supporting one or more of the following:

- early-career researchers
- writing faculty/instructors who have not had the opportunity to engage in funded research
• writing faculty/instructors who do not have support for research within their institutions

Only those researchers who have not received previous research funding from CCCC are eligible to apply for these awards. In addition to research funding (up to $10,000 per project), the Emergent Researcher Awards provide research support. For further details, visit the call for applications at http://www.ncte.org/cccc/awards/emergent-research. Proposals are due by September 1, 2017.

2017–2018 CCCC Research Initiative

CCCC invites you to apply for the 2017–2018 Research Initiative, which is in its fourteenth year! CCCC plans to fund proposals of up to $10,000 each. Proposals are due by September 1, 2017. For a full description of the guidelines and format requirements, please visit the program website at http://www.ncte.org/cccc/awards/researchinitiative.

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

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.

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.

CEE Graduate Student Research Award Call for Proposals

The Conference on English Education (CEE) is pleased to announce the establishment of the CEE Graduate Student Research Award. This award seeks to support graduate student research that advances the work of CEE as articulated through the organization’s position statements and sponsored publications (see www.ncte.org/cee).

The award provides a maximum of $2,500 to support a specific research project conducted by a graduate student; in addition, $500 is provided to support travel to the NCTE Annual Convention to present that research. Graduate students at the master’s and doctoral level are eligible; all applicants must be members of CEE.

We hope that the research supported by this initiative contributes to and extends CEE’s efforts to examine important issues in English education. For more information, please see www.ncte.org/cee/awards.

Proposals are due by August 8, 2017, and should be submitted as email attachments to the CEE Liaison at cee@ncte.org. A decision will be announced by late September 2017 and the award winner will be recognized at the CEE Luncheon and the CEE Business Meeting at the NCTE Annual Convention in St. Louis, Missouri. The award winner is expected to present the research at the 2018 or 2019 NCTE Convention or at the 2019 CEE Summer Conference.

Call for Nominations: James Moffett Award

NCTE’s Conference on English Education offers this award to support teacher research projects that further the spirit and scholarship of James Moffett. Moffett, a great champion of the voices of K–12 teachers, focused on such ideas as the necessity of student-centered curricula, writing across the curriculum, alternatives to standardized testing, and spiritual growth in education and life. This award is offered in conjunction with the National Writing Project.

Applications for the Moffett Award should be in the form of a proposal for a project that one or more K–12 classroom teachers wish to pursue. The proposal must include

- A cover page with the applicant’s name, work and home telephone numbers and addresses, email address, a brief profile of the applicant’s cur-
rent school and students, and a brief teaching history (when and where the applicant has taught).

• A proposal (not more than 5 pages, double-spaced, 12-point font) that includes an introduction and rationale for the work (What is the problem or question to be studied? Why is such a project important?); a description of the connection to the spirit and scholarship of James Moffett; initial objectives for the study (realizing these might shift during the project); a clear, focused project description that includes a timeline; a method of evaluating the project; and a narrative budget (How will the money be spent?).

• A letter of support from someone familiar with the applicant’s teaching and perceived ability to implement and assess the proposed project.

Moffett Award winners receive a certificate designating the individual as the 2017 recipient of the CEE Moffett Award and a monetary award (up to $1,000) to be used toward implementation of the proposed project.

Submit proposals to CEE Moffett Award, at cee@ncte.org, Attn: CEE Administrative Liaison. Proposals must be postmarked by September 19, 2017. Proposals will be judged on such criteria as the strength of the connection to James Moffett’s scholarship and the perceived value and feasibility of the project. For more information, see www.ncte.org/cee/awards/moffett.

**CEE Research Initiative Grants Call for Proposals**

The Conference on English Education (CEE) is pleased to announce the seventh year of the CEE Research Initiative Grants. We invite proposals for research projects that advance the work of the organization as articulated through our various position statements and sponsored publications (see www.ncte.org/cee). We hope that the research supported by this initiative contributes to and extends CEE’s efforts to communicate what we know and believe about English education with many different audiences.

Up to four proposals, at a maximum of $2,500 each, will be funded this year. We welcome proposals from applicants representing all levels of instruction (from K–12 to university) and all types of educational spaces (from teacher education classrooms to community programs), including doctoral students, early-career faculty members, and K–12 based teacher-researchers. Please note, however, that the principal investigator(s) of each proposal must be a CEE member.

**Proposals are due by August 8, 2017.** Proposals should be submitted as email attachments to the CEE Liaison at cee@ncte.org. For more information, please see www.ncte.org/cee/research. Decisions will be announced by late September 2017 and award winners will be recognized at the CEE Luncheon and the CEE Business Meeting at the NCTE Annual Convention in St. Louis, Missouri. Investigator(s) will be expected to present their research at the 2018 or 2019 NCTE Annual Convention or at the 2019 CEE Summer Conference.
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.

$34.95 member/$46.95 nonmember
Grades 9–College
They say it takes a village.
We’re inclined to agree.

At NCTE, we focus on rising to meet the ever-evolving needs and wants of modern English educators.

The NCTE Village is a place where teachers can go to learn, grow, and enrich their professional development through connection and collaboration with other English and language arts educators.

We are our members. Your story is our story. We’re putting real teachers and real accomplishments at the forefront of the Council. Share your story now at ncte.org.
Our past, our story, has been a long one, and now time demands we reflect on and rewrite our present and future. No one can better tell the story of our passion, dedication, and commitment to our profession and to our students than we ourselves. It is we who prepare students to live, think, and make meaning long after the last school door is closed. It is we on whom our students depend to prepare them with lifelong literacy. NCTE’s 2017 Convention, The First Chapter, and our series of Town Halls allow us and our students to begin an ongoing conversation about who we are, where we are going, why, and how we will continue on our mission together. Come join us. Learn more at ncte.org/annual.