Announcements

NCTE Research Foundation Accepting Proposals for 2019 Teacher Researcher Grants

The Trustees of the NCTE Research Foundation support projects related to the teaching and learning of language, literacy, and culture. They seek proposals that reflect the diverse interests of our NCTE members, including but not limited to proposals focusing on better educating underrepresented populations, equity pedagogies, curriculum changes, and the effect these changes have on students, school policies, teaching methods, student interaction and learning, community literacy, home–school literacy relationships, after-school programs, student literacy practices in and out of school, and other relevant topics of study.

Applicants should be full-time classroom teachers at the time of proposal submission and for the length of the grant. Proposals are invited from teachers of children and youth at any level, birth through grade 12. Teachers in urban, suburban, and rural settings are eligible.

Deadline for submitting the necessary documentation is October 1, 2019. All documents should be sent electronically to researchfoundation@ncte.org. Applicants must be current members of NCTE.

More information can be found at http://www2.ncte.org/research/research-foundation-teacher-grant-program-2/.

Search for the Next Editor of Language Arts

NCTE is seeking the next editor of Language Arts. In July 2021, the term of the present editors (Wanda Brooks, Jonda McNair, and Kelly Wissman) will end. Interested persons should send a letter of application to be received no later than August 30, 2019. 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 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 Baltimore, Maryland, in November 2019. The applicant appointed by the NCTE Executive Committee will effect a transition, preparing for their first issue in September 2021. The appointment is for five years. Applications should be submitted via email in PDF form to kaustin@ncte.org; please include “Language Arts Editor Application” in the subject line.
Direct queries to Kurt Austin, NCTE Publications Director, at the email address above or call 217-328-3870, extension 3619.

**NCTE Research Foundation Announces 2019 Grant Recipients**

The NCTE Research Foundation has awarded research grants to Laura Ascenzi-Moreno, associate professor of bilingual education, Brooklyn College, along with Rebecca Quiñones, second-grade teacher, Alexine Fenty School/PS 139, New York, “Developing Bilingual Readers: A Bilingual Vision for Mentor Texts”; and Mandy Stewart, associate professor of reading education, Texas Woman’s University, along with Aimee Myers, assistant professor of curriculum and instruction, Texas Woman’s University, and Holly Genova, teacher, Lewisville Independent School District, Texas, “Biliteracy Development through Social Justice Inquiry.” For more information on these projects, please visit http://www2.ncte.org/research/research-foundation/.

**Search for the Next Editor of Voices from the Middle**

NCTE is seeking the next editor of *Voices from the Middle*. In May 2021, the term of the present editors (Sara Kajder and Shelbie Witte) will end. Interested persons should send a letter of application to be received no later than August 30, 2019. 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 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 Baltimore, Maryland, in November 2019. The applicant appointed by the NCTE Executive Committee will effect a transition, preparing for their first issue in September 2021. The appointment is for five years. Applications should be submitted via email in PDF form to kaustin@ncte.org; please include “Voices from the Middle Editor Application” in the subject line. Direct queries to Kurt Austin, NCTE Publications Director, at the email address above, or call 217-328-3870, extension 3619.

**Call for Submissions**

The CCCC James Berlin Memorial Outstanding Dissertation Award Committee calls for submissions for its 2020 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, 2018, and August 31, 2019. Submissions must be received by September 1, 2019. Send the materials to CCCC James Berlin Memorial Outstanding Dissertation Award Committee at cccc@ncte.org.

**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, or whose record is local and regional with national implications, 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, 2019.

**2019–2020 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 https://cccc.ncte.org/cccc/awards/emergent-research. Proposals are due by September 1, 2019.

**2019–2020 CCCC Research Initiative**

CCCC invites you to apply for the 2019–2020 Research Initiative. CCCC plans to fund proposals of up to $10,000 each. Proposals are due by September 1, 2019. For a full description of the guidelines and format requirements, please visit the program website at https://cccc.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 experi-
ences of sexual and gender minorities within the organization and the profession. Nominations should include a letter of nomination, three to five letters of recommendation, and a full curriculum vitae. Please send nominations to cccc@ncte.org by November 1, 2019. Please visit https://cccc.ncte.org/cccc/awards/stonewall for further details.

**CCCCC 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 25–28, 2020, in Milwaukee, Wisconsin. 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, 2019, 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 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 Nominations: James Moffett Award**

NCTE’s English Language Arts Teacher Educators (ELATE), formerly the Conference on English Education (CEE), 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 current 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? How might such a project influence the project teacher’s practice and potentially the practice of other teachers? 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 (What will be done? When? How? By whom?); a method of evaluating the project (What indicators might reviewers note that suggest the work was valuable to the researcher and to other teachers?); 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 2019 recipient of the ELATE Moffett Award and a monetary award (up to $1,000) to be used toward implementation of the proposed project.

Submit proposals to ELATE Moffett Award, at elate@ncte.org, Attn: ELATE Liaison. Proposals must be received by September 19, 2019. 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.
The Incarceration of Japanese Americans in the 1940s

LITERATURE FOR THE HIGH SCHOOL CLASSROOM

Rachel Endo

The latest volume in the NCTE High School Literature Series offers new ways to talk and teach about the incarceration of Japanese Americans in the United States during World War II through the selected works of three critically acclaimed Japanese American authors: Jeanne Wakatsuki Houston’s memoir *Farewell to Manzanar*, along with its film version; a sampling of Lawson Fusao Inada’s poetry; and a selection of Hisaye Yamamoto’s short stories. All three authors were children or young adults during World War II, and their texts powerfully speak to how being racially profiled, forcibly removed from their homes, and then detained in racially segregated concentration camps for nearly three years forever changed their lives.

This volume features author biographies, guiding questions, resources for teachers, and student-centered activities that incorporate digital literacy. Each chapter includes practical ideas for the classroom, including connecting common themes in Japanese American literature about World War II to contemporary social issues such as civil rights, identity, immigration reform, and race relations.

Stock No. 22983
eStock No. 23003
$15.96 member/$19.99 nonmember

Grades 9–12.
Just Theory
AN ALTERNATIVE HISTORY OF THE WESTERN TRADITION
David B. Downing

Just Theory offers an alternative history of critical theory in the context of the birth and transformation of the Western philosophical tradition. But rather than providing a summary survey, it situates the production of theoretical texts within the geopolitical economy of just two pivotal cultural turns: Cultural Turn 1 (roughly 450–350 BCE) looks at the Platonic revolution, during which a new philosophic, universalist, and literate discourse emerged from what had long been an oral culture; Cultural Turn 2 (roughly 1770–1870) investigates the Romantic revolution and its nineteenth-century aftermath up to the Paris Commune. While focusing on the quest for social justice, David B. Downing situates the two cultural turns within deep time: Cultural Turn 1 gave birth to the Western philosophical tradition during the Holocene; Cultural Turn 2 witnessed the beginnings of the shift to the Anthropocene when the Industrial Revolution and the fossil fuel age began to alter our complex biospheres and geospheres. As described in the epilogue, the aftereffects of Western metaphysics have dramatically shaped our 21st-century world, especially for teachers and scholars in English and the humanities.

College
The Conference on College Composition and Communication (CCCC) is the world’s largest professional organization for researching and teaching composition, from writing to new media.

Join us March 25-28 in Milwaukee where you’ll find the field’s leading resources and, more important, expert scholars and educators eager for you to join the conversation and our community.
SPIRITED INQUIRY

BECAUSE WISDOM BEGINS WITH WONDER

2019 ANNUAL CONVENTION
NOVEMBER 21-24
BALTIMORE, MARYLAND

For more information, please visit convention.ncte.org

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