Announcements

2019 David H. Russell Research Award for Distinguished Research in the Teaching of English

The David H. Russell Research Award recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level. The 2019 winner is *Educating for Empathy: Literacy Learning and Civic Engagement* (Teachers College Press, 2018) by Nicole Mirra.

*Educating for Empathy* presents a compelling framework for thinking about the purpose and practice of literacy education in a politically polarized world. The book reviews core elements of ELA instruction—response to literature, classroom discussion, research, and digital literacy—and demonstrates how these activities can be adapted to foster critical thinking and empathetic perspectives among students. Chapters depict teachers and students engaging in this transformative learning, offer concrete strategies for the classroom, and pose questions to guide school communities in collaborative reflection.

Nicole Mirra is an assistant professor of urban teacher education in the Graduate School of Education at Rutgers, The State University of New Jersey. She previously taught high school English language arts in Brooklyn, New York, and Los Angeles, California. Her research explores the intersections of critical literacy and civic engagement with youth and teachers across classroom, community, and digital learning environments. The award was presented during the 2019 NCTE Annual Convention in Baltimore, MD. Visit http://www2.ncte.org/awards/david-h-russell-research-award/ for more information.
Fellowship Opportunity

Cultivating New Voices among Scholars of Color (CNV) invites fellowship applications for its 2020–22 cohort. This NCTE Research Foundation–supported program provides early career scholars of color with support, mentoring, and networking opportunities. In the program, doctoral candidates and doctoral graduates who have completed their dissertations up to two years prior to application cultivate their ability to draw from their own cultural/linguistic perspectives as they conceptualize, plan, conduct, and write their research. For more information on the program and guidelines for submitting an application, go to http://www2.ncte.org/research/cultivating-new-voices-among-scholars-of-color/. Completed applications are due March 15, 2020.

Call for Submissions: 2020 Berry Research Award

NCTE announces the new Berry Research Award to Study Careers of English Majors. This award supports NCTE members in the teaching, learning, and application of literacy skills. The Berry Research Award provides research support for an NCTE member(s) who proposes a research project that studies “the careers of English majors and/or the role and function of English in career development.” This award will also support the study of the impact of the English language in the broadest of senses as well as literacy-related majors like writing studies, linguistics, and English education. As an organization, NCTE is committed to supporting the diversity of applicants, projects, and research strategies included in these awards.

Submission information and more details can be found at http://www2.ncte.org/awards/berry-research-award-to-study-careers-of-english-majors/. Applications must be submitted by June 1, 2020.
The brightest minds in education...in 140 characters or less.

3rd Sunday of Each Month.
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#NCTECHAT

National Council of Teachers of English®
Restorative Justice in the English Language Arts Classroom

Maisha T. Winn, Hannah Graham, and Rita Renjitham Alfred

How do teachers educate responsibly in an age of mass incarceration? And why should English teachers in particular concern themselves with unequal treatment and opportunity and the school-to-prison pipeline?

The authors address these and other critical questions, examining the intersection of restorative justice (RJ) and education with a focus on RJ processes that promote inclusivity and ownership. This book is a beginning guide for ELA teachers to address harm and inequities in the classroom, school, community, and nation. Viewing adolescent literacy through the lens of restorative justice will help teachers recognize just how integral practicing empathy and justice is to developing adolescent literacy. The authors provide concrete, specific examples of how ELA teachers can think and plan curriculum using an RJ lens to address issues of student disconnection and alienation as well as inequity and racial justice through writing, reading, speaking, and action.

Grades 6–12

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2019 ELATE AWARD RECIPIENTS

2019 Geneva Smitherman Cultural Diversity Grants
Sandra Saco, Arizona State University, Tempe, “Student Inquiry: Answering the Call for Cultural Sustainability in the ELA Classroom”

Francisco Torres, University of Colorado, Boulder, “Why Can’t We Dream in Color?: Racism in Speculative Fiction”

2019 Janet Emig Award for Exemplary Scholarship in English Education
Kate Seltzer, Rowan University, Glassboro, NJ, and Cati V. de los Ríos, University of California, Davis, “Translating Theory to Practice: Exploring Teachers’ Raciolinguistic Literacies in Secondary English Classrooms” (October 2018)

1980s Decade Janet Emig Award
Maxine Greene, Teachers College, Columbia University, New York, “Toward Possibility: Expanding the Range of Literacy” (December 1986), awarded posthumously

2019 James Moffett Memorial Award for Teacher Research
Lindsay Cherry, Harbor Lights Middle School, West Ottawa Public School District, Holland, MI

2019 Graduate Student Research Award
Russell Mayo, University of Illinois at Chicago, “Teaching English Teachers in the Anthropocene: Qualitative Case Studies of Climate Change in English Education”

2019 ELATE Research Initiative Grants
Mandie B. Dunn, University of South Florida, Tampa, “Teaching Literary Texts While Grieving a Death”

Susan Weinstein, Louisiana State University, Baton Rouge, “Amplifying ELA with Humanities Amped”

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