

»»» NEWSLETTER «««

LITERACY RESEARCH ASSOCIATION NEWS



TOP NEWS OF THE MONTH

President's Message

**Executive Committee &
Board of Directors**

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**74th Annual Conference
Call for Proposals**

**73rd Annual Conference
Announcements & Job Board**

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Dear LRA Community,

Since our 73rd Annual Conference in Atlanta that I had the privilege to chair, LRA continues to make strides on behalf of the membership. We recently hosted our first Board Meeting of the year on 2.2.24 that was open to the entire membership via a webinar. In alignment with our Bylaws, we will continue to host Board meetings in this manner. We encourage you to join.

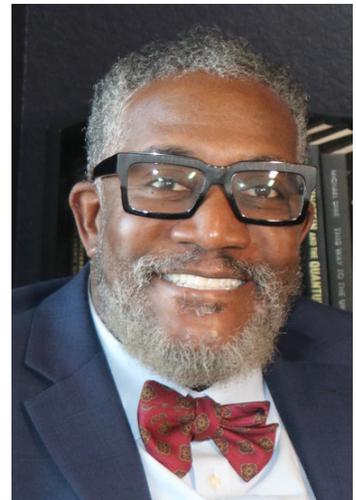
Please note that three votes - two taken during the 2023 Annual Business Meeting and the other during the 12.4.23 Board meeting - were nullified because they were out of alignment with our Bylaws and PPH. The nullified votes would have allowed the Board to make changes to when the annual conference occurs; would have changed the process for identifying members for the Nominations committee; and would have amended the Bylaws by indicating the Board shall meet once monthly, normally on the first Friday of each month. While the aforementioned changes still may be proposed, alignment with the Bylaws and PPH will govern all such motions and voting procedures.

During our upcoming Board meetings, we will discuss the process for electing the next editors of *Journal of Literacy Research*, will identify and approve the next treasurer for LRA as Marla Marlette prepares to transition out of this role at the end of the year, and discuss the site selection for the 2025 conference.

I express my thanks to all members who have agreed to serve in leadership and volunteer roles this year. The work of LRA is impossible without you.

Our next scheduled Board meeting will take place on 3.1.24.

Alfred W. Tatum,
President



LRA EXECUTIVE COMMITTEE



Alfred Tatum

President 2023-2023
Conference Chair 2023
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Fenice Boyd

President Elect 2023-2024
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LRA BOARD OF DIRECTORS



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Board Director 2022-2025
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**Ana Christina de
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LRA's 74th

ANNUAL

CONFERENCE

THE WESTIN PEACHTREE PLAZA, ATLANTA GA
DECEMBER 4 - DECEMBER 7, 2024

**2024 LITERACY RESEARCH ASSOCIATION
CONFERENCE THEME ANNOUNCED!**

**“EMPOWERMENT LITERACY(IES):
MAKING ‘GOOD TROUBLE’ THAT
ACTUATES AGENCY”**

THE 2024 CALL FOR PROPOSALS IS OPEN!

LEARN MORE ON THE CALL FOR PROPOSALS

[HTTPS://LITERACYRESEARCHASSOCIATION.ORG/2024-CALL-FOR-PROPOSALS-2/](https://literacyresearchassociation.org/2024-call-for-proposals-2/)

TO SUBMIT YOUR SUBMISSION, VISIT THE 2024 ALL ACADEMIC WEBSITE!

[HTTPS://CONVENTION2.ALLACADEMIC.COM/ONE/LRA/LRA24/](https://convention2.allacademic.com/one/lra/lra24/)



Dear LRA Community,

We are planning some new and exciting activities for our 74th Annual Conference in Atlanta! In this spirit we want to call your attention to some important considerations regarding special sessions and graduate student involvement.

First, we want to emphasize that special sessions may be arranged at the discretion of the Annual Conference Committee Chair. These sessions serve as valuable opportunities to delve into specific topics or address emerging issues within literacy research.

This year we encourage graduate students to organize one special session with speakers and issues of their choice. A special session organized by graduate students affords an opportunity to advance the discourse and drive innovation within literacy research and LRA, and is a way to showcase their voices, research and perspectives. In line with these principles, we are committed to fostering an inclusive and vibrant conference environment that celebrates the diversity of voices within our professional community.

Sincerely,

Fenice B. Boyd
Conference Chair



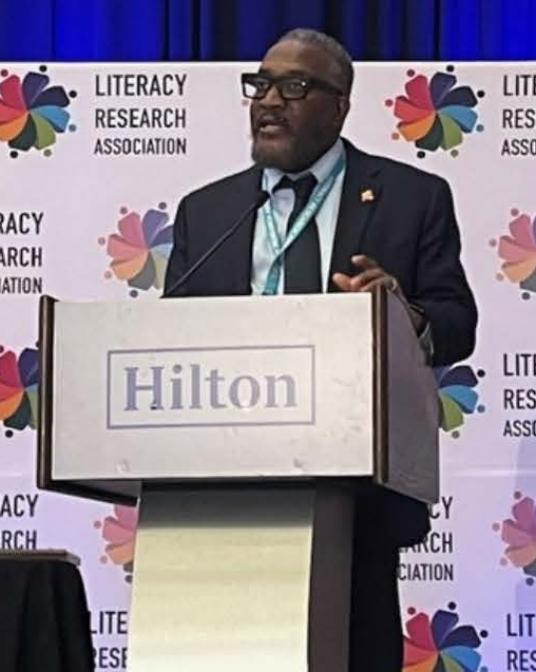
Cynthia H. Brock
Associate Conference Chair





73rd Annual Conference









Announcements

2024 Positioning Theory Research Conference

July 28 to August 1, 2024

University of Eastern Finland, Kuopio (On-site and in-person only)

2024 Positioning Theory Conference Call for Proposals with dates: [Call for Proposals Link](#)

2024 Positioning Theory Virtual Talk Series:
[Registration Link](#)

Member Book Releases

Composing Print, Digital, and Multimodal Texts in Classrooms

By: Dorian L. Harrison and Tiffany A. Flowers

Please follow this [link](#) to order an advance copy of the text.

Beyond the Basics

By: Tiffany A. Flowers and Hiawatha Smith

Please follow this [link](#) to order a copy of the text.

Have an article for the newsletter? Email us at:
lrahq@literacyresearchassociation.org



SPECIAL ISSUE CALL “CRITICAL RELIGIOUS LITERACY”

Biases against religious and ethnonational groups have been an unfortunate historical truth around the world. The latest Israel-Hamas conflict has once again brought this issue to the forefront on a global scale and its impact in schools and non-school learning spaces is evident. Recent increases in oppressive discrimination, hate speech, and violence are rooted in negative attitudes toward Muslim and Jewish communities, and in turn have perpetuated strong sentiments of Islamophobia and antisemitism (Katz, 2018; Zempi & Awan, 2019). While the current moment inspires this call, religion and literacy have always been intertwined (Sarroub & Schroeder, 2023; Skerrett, 2014) and this special issue seeks to highlight this point.

Given these facts, there is a growing need for literacy scholars to examine how prejudices impact literacy practices in K-12 contexts and beyond. More broadly, the role of religion, religious literacy, and critical religious literacy cannot be underscored enough in how it shapes public and private discourses. According to the American Academy of Religion’s *Religious Literacy Guidelines*, religion, like every other socially organized human activity, provides frameworks for “interpreting human purpose, action, and self-understanding. Religious traditions have functioned throughout human history to inspire and justify the full range of acts and attitudes from the heroic to the heinous.” (Moore, 2007). The role of religion and religious literacy in society, especially public spaces, has been a contentious issue for centuries, especially in the Western world. While many thought the role of religion would be decreasing with the rise of democracies, secularization, and liberalization, paradoxically, the opposite has happened, especially in the United States (McGraw, 2010; Schuck, 2011). Rather than ignoring the role of religion, it is imperative for literacy scholars to critically engage the topic in their scholarship, teaching, and advocacy.

As stated by the American Academy of Religion, we also recognize the need to integrate scholarship that foregrounds religious literacy and critical religious literacies (Moore 2007; Moore & Pandith, 2018). This includes incorporating strategies that have been developed through research within diverse school populations (e.g., public schools and private religious schools) and have proven to successfully diminish the frequency of discriminatory incidents.

In this special issue, we call on literacy scholars to submit *Insights* essays and/or empirical research that speak to the role of religion in literacy education “from the heroic to the heinous” and everything in between from a broad range of perspectives (i.e., non-Western, Western, Indigenous) and contexts (private religious to public secular schools, as well as out-of-school

contexts). We invite critical religious perspectives that examine the role of religion, religious symbolism, religious texts, and religious hegemony in shaping local, national, and global events and understandings. We are particularly interested in articles that

- 1) support literacy researchers and educators to discern accurate and credible texts about diverse religious traditions, expressions, and movements;
- 2) help literacy researchers recognize the internal diversity, variation, and contestations within religious traditions;
- 3) show how religions have shaped literacy practices across diverse disciplines, domains of knowledge, and epistemologies; and
- 4) critically examine how literacy has been shaped by religion and the histories of individuals, communities, nations, and regions ranging from conflict to cooperation.

Please submit manuscripts by April 30th, 2024.

Submit your manuscript to the *Journal of Literacy Research* (JLR) through SAGE Track here: <http://mc.manuscriptcentral.com/jlr>

For specific questions please contact the JLR editorial team at JLRUSC@mailbox.sc.edu

References

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<https://aarweb.org/AARMBR/AARMBR/Publications-and-News-/Guides-and-Best-Practices-/Teaching-and-Learning-/AAR-Religious-Literacy-Guidelines.aspx>
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- Schuck, P. H. (2011). The “paradoxical” relationship between religion and liberal democracy in the United States. Available at http://www.law.yale.edu/documents/pdf/sela/SELA11_Schuck_CV_Eng_20110413.pdf
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The Journal of Literacy Research (JLR) is an interdisciplinary peer-reviewed journal that publishes research related to literacy and literacy education from preschool through adulthood. JLR publishes research and scholarly papers, including original research and essays in its Insights column. Articles represent diverse research paradigms and theoretical orientations, and they employ a variety of methodologies and modes of inquiry. JLR serves as a forum for sharing innovative areas of research and pedagogy and encourages papers that disrupt traditional notions of literacy and literacy instruction. It has contributed to the advancement of literacy and literacy education research for over 50 years. *JLR* is a forum for sharing innovative research and pedagogy that considers a broad range of topics encompassing instruction and assessment, policy development. This journal is a member of the [Committee on Publication Ethics \(COPE\)](#).

Impact Factor: **2.6** / 5-Year Impact Factor: **3.2**

<https://journals.sagepub.com/home/jlr>

LRA's Job Board



Emma Eccles Jones
College of Education & Human
Services
Utah State University
Assistant or Associate Professor
Teacher Education at the Secondary
Level
in Adolescent Literacy Education
(grades 6-12).



University of Maryland,
Baltimore County
Assistant Professor Early
Childhood and/or
Elementary Literacy
Education (Tenure Track)



The University of Maryland,
Baltimore County
Tenure-Track Position