Newsletter

Congratulations to our 2019 Award Winners!

Albert J. Kingston Award for Distinguished Service
Chair: Jennifer Powell, Radford University

Congratulations to **Dr. Patricia Enciso**, recipient of the 2019 Albert J. Kingston Award for Distinguished Service! A member of the Literacy Research Association for over 30 years, Dr. Enciso has served the organization in a variety of meaningful capacities, all of which showcase breadth of service and a depth of commitment to the LRA.

Dr. Enciso began her service to the Literacy Research Association (then NRC) as a program reviewer, and as an early scholar, co-founded LRA's AREA 9, Literature Studies. Over time, she has served on the editorial review board of both the *Yearbook for the National Reading Conference* and the *Journal of Literacy Research*. Pat Enciso has been a member of the Ethnicity, Race and Multilingualism Committee for 26 years. She has also served as a STAR (Scholars of color Transitioning into Academic Research institutions) mentor, further demonstrating a commitment to diversity, as well as the LRA strategic plan through the mentorship of young scholars.

Dr. Enciso has served in numerous leadership roles for our organization, including President of the LRA, a Board Director, Program Chair in her role as President-elect, and a liaison to three Innovative Community Groups (ICGs). In each of these service areas, Dr. Enciso has showcased a commitment to equity, diversity, and inclusion across our organization. Her nominators noted, "Pat's leadership on the Executive Committee was defined by her generosity, transparency, and unwavering commitment to LRA's mission as a research organization." Beyond these largely visible elements of service. Dr. Enciso works tirelessly behind the scenes.

The Albert J. Kingston Award Committee is honored to recognize the distinguished service of Dr. Patricia Enciso, 2019 Albert J. Kingston award winner.

Arthur Applebee Award for Excellence in Research in Literacy
Chair: Virginia Goatley, University at Albany - SUNY

In This Issue...

Member Publications

Bwire D. (2019). Resisting epistemic blackout: Illustrating Afrocentric methodology in a Kenyan classroom. Reading Research Quarterly (RRQ) volume 55 issue 4.

Susan J. Chambre and **Molly K. Ness** recently published "Phonological decoding enhances orthographic facilitation of vocabulary learning in first graders" in Reading and Writing. (doi.org/10.1007/s11145-019-09997-w). The article examines the role decoding and orthographic exposure has on supporting the vocabulary development of emergent readers.

LRA 69th Annual Conference Post Conference Survey

Did you attend LRA's 69th Annual Conference? If so, we want your

The Arthur Applebee Award for Excellence in Research on Literacy is presented annually to honor an outstanding article in literacy research published in a refereed journal in the previous calendar year. This Award is co-sponsored by the Literacy Research Association, the University at Albany School of Education, and the University at Albany Foundation. The award is presented in memory of University at Albany - SUNY Distinguished Professor Arthur N. Applebee, internationally renowned for his seminal scholarship in the fields of literacy and language learning.

The committee is pleased to present the 2019 award to **Jon-Philip Imbrenda** (University of Pittsburgh) for his article:

Imbrenda, J.P. (2018). Developing academic literacy: Breakthroughs and barriers in a college-access intervention. *Research in the Teaching of English*, *52*(3), 317–341.

For the award, the topic of literacy research is construed broadly to include research that informs literacy theory, practice, and/or policy. A contribution to the field may include articles that either substantively develop or add to an existing area of research, combine existing areas of research in ways that have promise to positively influence literacy education, or create a new or less considered area of investigation with promise to positively influence literacy education. Because the award focuses on the broadest possible conceptualization of literacy, it necessarily entails all of the epistemological, methodological, disciplinary, and topical perspectives that we find under the LRA umbrella. Thus, any article that emerges successfully from this broad set of filters honors LRA's fundamental research commitment.

To nominate an article for the 2020 award, please send an electronic copy of the article and a nomination letter that states how the article meets the criteria to Virginia Goatley (vgoatley@albany.edu) **by Tuesday, September 8, 2020.** Self-nominations are accepted. Nominations should be a research article published in a refereed journal between January 1, 2019 and December 31, 2019. Please see the LRA website for further criteria and eligibility information.

Distinguished Scholar Lifetime Achievement Award Committee
Chair: Patricia A. Edwards, Michigan State University
Board Liaison: Wanda M. Brooks, Temple University

The DSLAA committee congratulates the 2019 award winner **Dr. Sonia Nieto**, Professor Emerita, Language, Literacy, and Culture, College of Education, University of Massachusetts—Amherst. Dr. Nieto's Address was scheduled on **Thursday, December 5th from 3-4:30 pm** in Tampa Marriott Water Street, Grand Salons E, F, G, H, I and J. The title of Dr. Nieto's Address is *A Lifetime of Language, Literacy, Identity, and Solidarity.*

The Distinguished Scholar Lifetime Achievement Award was first presented at the Annual Conference in 2001. The Distinguished Scholar Lifetime Achievement Award was initiated to recognize a distinguished scholar for a lifetime contribution that has had a significant impact on the field of literacy theory, research, and practice. The award acknowledges an outstanding

feedback. Attendees received an email with a link to a three-minute post-conference survey. If you did not receive a link to the survey, please email LRA.

Please make sure to answer each question as candidly as possible. Your feedback gives us insight on how we can continue to build and support the future of the Literacy Research Association.

Responses are due no later than February 1, 2019, at 9:00 A.M. E.S.T. Once the survey closes, we will compile the results and send them over to the LRA Leadership for review.

LR:TMP Call for Manuscripts and Reviewers

LR:TMP Call for Manuscripts and Reviewers Manuscript submissions for Literacy Research: Theory, Method, and Practice are due February 7, 2020. Please consider submitting your presented manuscript from the 2019 Annual Meeting in Tampa, FL. You can find the style guide along with other journal information online.

Volumes 64-68 can also be accessed here. In addition, please sign up on Scholar One by **February 7, 2020** to review. Reviewers are needed! You will receive no more than 2-3 manuscripts to review.

Any questions? Email the editors at mucoelrtmp@missouri.edu (Lead Editors: Angie Zapata & Mike Metz)

Submit Your News!

individual who has not been actively involved in LRA committee work, editorial work, or presentations, but whose lifetime work, nevertheless, has had a major influence on literacy theory, research, and practice of the LRA membership.

Thank you to DSLAA members for their support and involvement. I would especially like to acknowledge the hard work and dedication of the 2019 DSLAA committee members:

- Randy Bomer, University of North Texas
- Mariam Jean Dreher, University of Maryland—College Park
- Nancy Frey, San Diego State University
- Stephanie Jones, University of Georgia
- Raúl Mora, Universidad Pontificia Bolivariana (Colombia)

And, welcome to our newest committee members:

- Dr. Stergios George Botzakis, University of Tennessee-Knoxville
- Dr. Jennette Mancella-Martinez, Peabody College, Vanderbilt University

Comments and questions can be directed to Patricia A. Edwards, Distinguished Scholar Lifetime Achievement Award Committee Chair, at edwards6@msu.edu.

Early Career Achievement Award
Committee Member: Ted Kesler

Congratulations to **Zoi A. Traga Philippakos, PhD,** the 2019 Early Career Award Recipient. Philippakos is an Assistant Professor at the Department of Theory and Practice in Teacher Education (TPTE) at the College of Education at The University of Tennessee, Knoxville.

Her research interests include reading and writing instruction for students in the elementary grades, interdisciplinary writing, strategy instruction with self-regulation, and approaches to professional development for classroom teachers. She has worked as an elementary school teacher and she provides professional development to teachers on effective reading and writing strategies.

Her recent publication is the book *Developing strategic Young writers through genre instruction: Resources for grades K-2* with Charles MacArthur. She is also the co-author of the books *Developing strategic writers through genre instruction: Resources for grades 3-5* (2015), *Effective Read-alouds for early literacy: A teacher's guide for PreK-1* (2012), *Differentiated Reading Instruction in Grades 4 and 5: Strategies and Resources* (2011), and *Differentiated Literacy Instruction in Grades 4 and 5* (2019).

At LRA she has co-developed and organizes since 2010 the Writing Research Study Group. She has also published several articles and chapters on strategy instruction in writing and presents her research at national and international conferences.

Edward B. Fry Book Award
Chair: Iliana Reyes

This Year's Winner for the 2019 Edward B. Fry Book Award was Allison Skerrett from the University of Texas, Austin with the book titled:

Teaching Transnational Youth (2015). Teachers College Press.

This book clearly advances our knowledge about literacy, particularly on what transnationalism means in the lives, learning, and literacies of youth. In the words of Robert Jiménez, who nominated this book, Dr. Skerret is able to share about " Transnational lives and experiences that are then used to inform the curriculum, teaching and language learning of youth students". Moreover, through qualitative research, she constructs students' portraits, making visible potential pedagogies that together with their teacher capitalize on transnational experiences and stories from themes related to Caribbean carnival, hiphop to religious practices, connecting these to multiliteracy projects in the classroom. For educators, this book shows why it is important to learn about the transnational experiences of their students and the significance to bring those stories as part of classroom literacy projects.

J. Michael Parker Award
Chair: Donita Shaw

Lyuda Ivanyuk is the 2019 J. Michael Parker award winner. The purpose of the Dr. Ivanyuk's research was to understand how the essay genre and contextual influences shaped adult English learners' choices about sociocultural resources, and, consequently, what the identified relationships suggested about the agentive capacity of adult English learners as writers in the essay genre.

Using the maximum variation strategy of purposeful sampling for multiple case studies, she selected four participants enrolled in the English composition course and English Workshop in a community college. Data sources included three in-depth phenomenological interviews with each participant, notes based on in-class and out-of-class observations of each participant, reflections after each visit, as well as collection and analysis of participants' artifacts produced during the period of data generation. Data interpretation involved analyzing emerging themes through open coding and crafting participants' profiles.

The findings showed that the essay genre, along with context, played a significant role in contributing to shaping the participants' agentive capacity. The essay genre shaped the kind of competencies they had to demonstrate; contextual influences shaped the types of resources and their access to them. Participants' intentions, resources, and actions were not isolated; they were shaped by larger contextual influences and mediated by the essay genre. It is this interaction that contributes to a more holistic understanding of learning to write in L2 as a sociocultural act.

Oscar Causey Award
Chair: Aria Razfar

The Oscar Causey Award is one of the most prestigious awards granted by the Literacy Research Association. As one of the "lifetime achievement" awards, it recognizes an individual who has made a substantial, sustained and significant impact in the field of literacy. Last year's winner, James V. Hoffman, provided the association with an excellent address after an emotional reveal of next year's winner.

We reviewed an exceptional number of outstanding and deserving candidates. The committee did an excellent job reviewing each candidate and ultimately posthumously named **William H. Teale** as the 2019 winner. His daughter Alyson Junko-Byron accepted the award on the family's behalf expressing their deep gratitude to the association. There was not a dry eye in the room. We look forward to celebrating William Teale's legacy in early literacy next year in Houston. ***Read a letter of appreciation from Junko Yokota, partner of William H. Teale***.

Meanwhile, we hope each of you will enhance the selection process by nominating game-changers in the field of literacy. When considering nominees consider the following six criteria:

- This individual has published *substantial* research in literacy.
- This individual has published *significant* research in literacy.
- This individual has published *original* research in literacy.
- This individual has generated *new knowledge* through literacy research.
- This individual is a recognized *leader* in the conduct and promotion of literacy research.

- The individual's work is consistent with the mission statement of LRA.

We have asked that individuals nominating a candidate for the 2020 award email the incoming chair of the committee Mary McVee a letter of nomination and a current and complete/full version of the candidate's curriculum vitae. The letter of nomination should be detailed and address the candidate's qualifications using the criteria listed above. The CV should not be an abbreviated version or a compilation of newer activities. A full version of the CV is necessary because the award is based on the nominee's scholarship—in its entirety—over the career span. Finally, it has been a pleasure serving on this committee and I would like to thank all of you for your participation and support.

P. David Pearson Scholarly Influence Award
Chair: Zoi Philippakos

The P. David Pearson Scholarly Influence Award was established in 2012. The purpose of this annual award is to honor, in P. David Pearson's name, the author(s) of an article/chapter/book written at least 5 years prior to the nomination, that has positively influenced/impacted literacy practices and/or policies within district, school and/or classroom settings. This year's recipient of the award is **Annemarie Sullivan Palincsar,** Professor of Education for the 1984 paper titled*Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring* coauthored with Professor Brown.

Professor **Palincsar** is the Jean and Charles Walgreen Jr. Chair of Reading and Literacy, Arthur F. Thurnau Professor and a teacher educator at the University of Michigan. Professor **Palincsar's** primary research interest is in supporting students to learn how to engage in knowledge building, especially in the context of project-based scientific inquiry. She currently leads the literacy team in the development of literacy resources to support project-based science learning (project funded by the Lucas Foundation). She has served on a number of National Research Council study groups, and has also received several awards such as the Early Contribution Award from the American Psychological Association, the Oscar Causey Award for Outstanding Contributions to Reading Research from the National Reading Conference, and was inducted to the Reading Hall of Fame in 2018.

Student Outstanding Research Award
Chair: Soria Colomer

Dr. Jungmin Kwon is the 2019 recipient of the Student Outstanding Research Award. Kwon received her doctoral degree in Curriculum and

Teaching with a specialization in Literacy Education from Teachers College, Columbia University in May 2019.

Her research interests focus on the mobility and dynamicity of language and literacy practices among immigrant children in a transnational context of migration. Her work examines how transnationalism shapes immigrant children's literacies, identities, and learning. Using a multi-sited ethnographic approach, Dr. Kwon documented second-generation immigrant children's experiences in and across multiple contexts. Her research has taken her to participants' homes, schools, and communities, both in the United States—the country of their birth—and South Korea—the country of their parental homeland.

Dr. Kwon's paper *The Circulation of Care in Multilingual and Transnational Children* revealed how the circulation of care, or the multidirectional and reciprocal exchange of support, functioned at the center of children's multilingual and transnational lives. It also highlighted how children actively engaged in language and literacy to forge and extend meaningful ties with their parental homelands; thereby, strengthening intergenerational relationships. She has worked under the tutaledge of her advisor, María Paula Ghiso, and committee members, Haeny Yoon, and Patricia Martínez-Álvarez. Her work has been funded by the International Literacy Association (ILA), the American Council on the Teaching of Foreign Languages (ACTFL), and Teachers College, Columbia University.

Her work can be found in journals such as *Bilingual Research Journal, International Journal of Bilingual Education and Bilingualism, Language and Education,* and *Language, Culture and Curriculum,* among others.

2020 Board of Directors

LRA would like to once again welcome and congratulate the following election winners:

David Yaden as the next **Vice-President Elect**, and
Gina Cervetti, **Byeong-Young Cho**, and **Cynthia Brock** as incoming **Board Members**. Read more about the winners below.

David Yaden Gina Cervetti Byeong-Young Cho Cynthia Brock

David Yaden

David Yaden was the editor of the Journal of Literacy Research (2013-2016) and has also served as the chair of the Ethics Committee. He is a Professor of Language, Reading and Culture in the Department of Teaching, Learning and Socio-Cultural Studies in the College of Education at the University of Arizona. He is also Affiliate Faculty in two other university units - the Ph.D. Program in Second Language Acquisition and Teaching, an interdisciplinary doctoral program whose mission is dedicated to the development and application of humanistic inquiry for the betterment of the human condition.

Gina Cervetti

Gina Cervetti has been a member of the LRA Research Committee as well as the JLR Editorial Review Board since 2016. She has also served in several LRA annual conferences as a proposal reviewer, presenter, discussant and chair. Cervetti served as an Area Chair (Area 12) from 2012-2015. She is an Associate Professor of Literacy, Language and Culture at University of Michigan.

Byeong-Young Cho

Byeong-Yong Cho has been an active LRA member since 2007. He is currently a member of the JLR Editorial Review Board and has served as chair, discussant and reviewer for LRA's annual conference. Cho is an Associate Professor of Literacy, Language and Culture at the University of Pittsburgh and a Research Scientist at Pitt's Learning Research and Development Center.

Cynthia Brock

Cynthia Brock has been an active LRA member since 1991. She has reviewed proposals for the annual conference and has contributed to the JLR and LR:TMP. She has served as co-chairs for Areas 1 and 8 as well as on the Early Career Award Committee and the Doctoral Student ICG. Brock is a professor at the University of Wyoming where she holds the Wyoming Excellence Endowed Chair in Elementary Literacy Education.

A full listing of LRA's 2020 Officers and Board of Directors can be found on the LRA website.

Thank you to JLR Former Editors

On December 5, 2019, Co-Chairs of the Publication Committee (on behalf of the Literacy Research Association) recognized the former editors of the Journal of Literacy Research with a plaque in recognition of their outstanding service as journal editors.

Misty Sailors, University of North Texas

Fenice Boyd, University of South Carolina

Dennis Davis, North Carolina State University

Ginny Goatley, University of Albany

Miriam Martinez, University of Texas at San Antonio

Pelusa Orellana, Universidad de los Andes