

March 2009

Volume 3, Number 1

Writing and Literacies SIG

Writing & Literacies SIG Business Meeting

Thursday, April 16, 2009

6:15-8:15

*San Diego Convention Center:
Rm 28B*

Chair: Gloria Jacobs

Hayes Award Recipient:

Anne Hass Dyson

Presenter: Christina Hass

*Linguistic Diversity and New
Media in Contexts of Migrant
Transnationalism*

Wan Shun Eva Lam
(Northwestern University)

*Beyond the Myth of Linguistic
Homogeneity: Strategies for
Negotiating Language Differences*

Paul Kei Matsuda
(Arizona State University)

Paul Matsuda to Speak at W&L SIG meeting

Paul Kei Matsuda is Associate Professor of English. His research centers around second language writing, an interdisciplinary field of inquiry that integrate theoretical and methodological insights from both Linguistics and Rhetoric/Composition. Matsuda is founding chair of the Symposium on Second Language Writing and the CCCC Committee on Second Language Writing. He has also served as the Chair of the Nonnative English Speakers in TESOL Caucus. He has edited numerous books and special journal issues on second language writing. He is also the series editor of Parlor Press Series on Second Language Writing.

Matsuda has received several awards for his research, including 2006 Richard Ohmann Award for the Outstanding Refereed Article published in *College English* (National Council of Teachers of English) and 2004 TOEFL Outstanding Young Scholar Award (Educational Testing Service). His article has also received honorable mention for the 2001 JSLW Award for the Best Article. Matsuda's work appears in journals such as *College Composition and Communication*, *College English*, *Composition Studies*, *Computers and Composition*, *English for Specific Purposes*, *International Journal of Applied Linguistics*,

Journal of Basic Writing, *Journal of Second Language Writing*, and *Written Communication*. He has also published chapters in various edited collections in both Applied Linguistics and Rhetoric/Composition.

Paul Matsuda, Arizona State University



Executive Committee

Members

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Gloria Jacobs

Program Chair

Lalitha Vasudevan,

Secretary/Treasurer

Heather Pleasants,

Newsletter Editor

Leslie Cook,

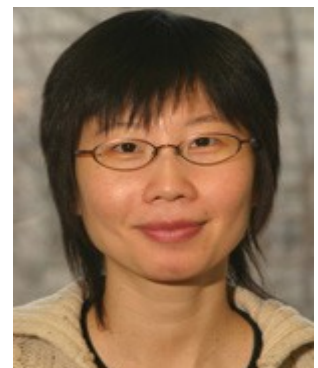
Past Chair

Patricia Irvine,

Wan Shun Eva Lam to Co-Present

Eva Lam specializes in the area of language learning, literacy, and diversity in education. She is currently studying the social contexts of informal language learning, new literacies, language varieties, and socialization practices in networked electronic

The broader goal of her research program is to contribute to societal education that mobilizes linguistic and cultural diversity as productive resources for promoting students' academic and social development in an increasingly intercultural world.





Anne Haas Dyson,
University of Illinois
at Urbana-Champaign

"I think we want children to grow up media-literate," Dyson said, "but we don't want to dismiss the sources of their pleasure only because it doesn't appeal to our adult sensibilities. Contemporary childhoods are mediated in large part by the media, and it can be very informative for kids."

Anne Haas Dyson, *Science Daily*, 2/12/09

The John R. Hayes Award for Best Article in Written Communication for 2008 will be awarded to **Anne Haas Dyson** for the article **Staying in the (curricular) lines: Practice Constraints and Possibilities in Childhood Writing.** *Written Communication*, 25(1), 119-159).

Publications by W&L Members

Articles:

- Akamatsu, C. T., Mayer, C., & Farrelly, S. (2008). Using two-way text messaging solves key socialization issues for deaf and hard of hearing teens and their parents. *Odyssey*, 9(1), 46-49.
- Bieler, D., & Burns Thomas, A. (2009). Finding freedom in dialectic inquiry: New teachers' responses to silencing. *Teachers College Record* 111(4). Available at <http://www.tcrecord.org/content.asp?contentid=15230>.
- Gregg, M., & Sekeres, D.C. (in press). Biofunctional Cognitive Theory in Poetry Instruction: Lessons from Third Grade. *Research in the Schools*.
- Gregg, M., & Sekeres, D.C. (2008, January/February). The stealth approach: Geography and poetry. *The Journal of Geography*, 107(1), 3-11.
- Hartley, J. & Betts, L. (2008). Revising and polishing a structured abstract: Is it worth the time and effort? *Journal of the American Society for Information Science and Technology*, 59, 12, 1870-1877.
- Henry, L. A. (2008). Tertiary level digital divide: A more complex understanding and broadened definition. *International Association for the Development of the Information Society (IADIS) International Journal on WWW/Internet*, 6(1).
- Hull, G., Zacher, J. & L. Hibbert. (forthcoming, 2009). Youth, Risk, and Equity in a Global World. *Review of Research in Education* (33), 1.
- Kennedy, E. (2008). Connecting Writing and Speaking with Linguistically Diverse Teacher Education Students. *Journal of Early Childhood Teacher Education*, 29.
- Kennedy, E. (2008). Teaching in the Linguistically Diverse Writing Classroom: Voices of Our Students," *Touchstone*, 1.
- Mayer, C. (in press, 2009). Issues in second language literacy education for learners who are deaf. *International Journal of Bilingual Education and Bilingualism* 12(3), page numbers forthcoming.
- McGinnis, T (2009). Seeing possible futures: Khmer youth and the discourse of the American dream. *Anthropology in Education Quarterly*, 40(1), pp. 61-80.
- Sekeres, D.C. (2008). Ideal literature: Faith-based books for children. *Intercultural Education*, 19, 151-161.
- Smagorinsky, P., Jakubiak, C., & Moore, C. (2008). Student teaching in the contact zone: Learning to teach amid multiple interests in a vocational English class. *Journal of Teacher Education*, 59, 442-454. DOI: 10.1177/0022487108324329.
- Smagorinsky, P. (2008). The method section as conceptual epicenter in constructing social science research reports. *Written Communication*, 25, 389-411.
- Smagorinsky, P. (2009). The culture of Vygotsky. *Reading Research Quarterly*, 44, 85-95.
- Vasudevan, L. & Campano, G. (2009). The social production of adolescent risk and the promise of adolescent literacies. *Review of Research in Education*. 33, 310-353.
- Wissman, K. (2009). Reading and becoming living authors: Urban girls pursuing a poetry of self-definition. *English Journal*, 98 (3), 39-45.
- Zacher, J. (forthcoming, March 2009). Christina's Worlds: Negotiating childhood in the city. *Educational Studies*, special issue on Critical Geography in/of Education, R. Helfenbein & R. Taylor, (Guest Eds.).
- Zacher, J. (2008). Analyzing Children's Social Positioning and Struggles for Recognition in a Classroom Literacy Event. *Research in the Teaching of English* (43), 1, 12-41.

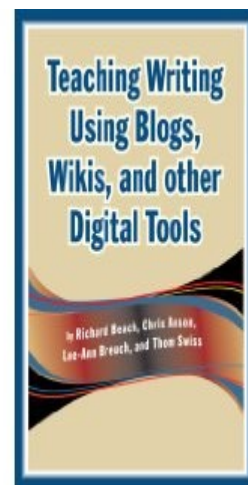
Books:

- Beach, R., Anson, C., Kastman Breuch, L., & Swiss, T. *Teaching Digital Writing Using Blogs, Wikis, and Other Digital Tools*. Christopher Gordon Publishers.
- Christenbury, L., Bomer, R., & Smagorinsky, P. (Editors) (2009). *Handbook of Adolescent Literacy Research*. New York: Guilford.
- Hartley, J. (2008). *Academic writing and publishing: A practical guide*. New York: Routledge.
- Penrose, A. M., & Katz, S. B. (available March 2009). *Writing in the Sciences: Exploring Conventions of Scientific Discourse*, 3rd edition. Pearson/Longman 2010.
- Scott, J., Skobel, B. & Wells, J. (2008). *The Word Conscious Classroom: Building the Vocabulary Readers and Writers Need*. NY: Scholastic - Theory into Practice series.
- Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann.

Publications by W&L Members (continued)

Chapters:

- Akamatsu, C.T., Mayer, C. & Hardy-Braz, S. (2008). Why considerations of verbal aptitude are important in educating deaf and hard of hearing students. In M. Marschark & P. Hauser (Eds.), *Deaf cognition: Foundations and Outcomes* (pp. 131-169). New York: Oxford University Press.
- Ullrich, A., Wood, W. & Cook, L. (2008). Parents' perspectives on fostering self-determination skills in their children with disabilities. In Maslo, I., Kiegelman, M., & Huber, G. (Eds.) *Qualitative psychology in changing academic contexts* (pp. 77-90).
- Scott, J., Skobel, B. & Wells, J. (2008). *The Word Conscious Classroom: Building the Vocabulary Readers and Writers Need*. NY: Scholastic - Theory into Practice series.
- Leu, D. J., Coiro, J., Castek, J., Hartman, D. K., Henry, L. A., & Reinking, D. (2008). Research on instruction and assessment in the new literacies of online reading comprehension. In C. C. Block, S. Parris, and P. Afflerbach (Eds.). *Comprehension instruction: Research-based best practices*. New York: Guilford Press.
- Mayer, C., Akamatsu, C.T., Jamieson, J., Leblanc, R. & Bibby, M. (in press). Educating deaf and hard of hearing students in Canada. In D. Moores & M. Miller (Eds.), *Deafness around the world: Educational, developmental and social perspectives* (pp. 284-301). Washington, DC: Gallaudet University Press.
- McCrary, N. E., Henry, L. A., Mohr, M. J., Almasi, J. F., Perry, K. H., Shake, M. C., Grow, L. P., & Mason, J. A. (2008). Conceptualizing a technology-infused problem-based studio model for teacher education and professional development. In M. E. Auer, G. de Salvador Ferreira, & A. Pester (Eds.), *Proceedings of the International Conference on Interactive Computer Aided Blended Learning*. Florianopolis, Brazil: International Association of Online Engineering.



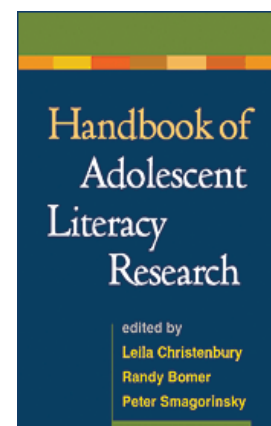
See also the companion [blog](#).

Click [here](#) to listen to a podcast describing an activity from:

Teaching Writing Using Blogs, Wikis, and other Tools

Presentations by W & L Members

- Henry, L. A. (2008, September). *Integrating 21st Century Literacies into K-12 Classroom Instruction*. Breakout session conducted at the annual meeting of the Kentucky Reading Association. Louisville, KY.
- Henry, L. A. (2008, December). Pre-service teachers as leaders: Addressing real world problems situated in middle school contexts through inquiry-based projects. In J. F. Almasi (Chair), *UK Teaching & Learning Studio: A model for innovative teacher preparation*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Henry, L. A., & Zawilinski, L. (2008, November). *HOT Blogs: Using online writing spaces to develop higher order thinking skills*. Poster presented at the annual meeting of the National Council of Teachers of English. San Antonio, TX.
- Hooper, S. R., Costa, L. C., Yerby, D. C., Anderson, K. L., Knuth, S. B., Childress, A., McBee, M. *Writing Development from Early to Middle Childhood: New Interdisciplinary Findings and Models (Paper Symposium): The Development of Written Language in Young Elementary School Students*. Paper accepted for presentation at the 2009 biennial meeting of the Society for Research in Child Development, Denver, Colorado.
- Pleasant, H.M. (2008, November). Digital storytelling and identity work in community contexts. Berkeley Language Center, University of California, Berkeley, CA.



Click [here](#) for sample chapters from this book

Plan to check out the W&L SIG sessions at AERA.

[Link to sessions here.](#)



*Congratulations to
Writing and Literacies
SIG member:*

[Kris D. Gutierrez, Professor of Social Research Methodology in the Graduate School of Education & Information](#)

Studies was just elected President-Elect of AERA and was on President Obama's Education Policy Transition Team.

You Are Invited to the

**Cultural Historical Research SIG
Reception and Business Meeting
Thursday, April 16, 6:15-8:15 PM
Omni Gallery 3A
Hors d'oeuvres and cash bar**

At last: Sites we like

Center for Documentary Studies at
Duke University
<http://www-cds.aas.duke.edu/>

Digital Media & Learning
<http://digitallearning.macfound.org>

Project New Media Literacies
<http://www.newmedialiteracies.org/>

<http://www.snagfilms.com/>
Watch hundreds of free
documentaries and curate you own

Jessica Zacher: The New W&L Newsletter Editor

I'm an Assistant Professor in the College of Education at CSU Long Beach, in Southern California. I teach undergraduate courses on theories of literacy and multicultural issues, and I conduct ethnographic research the same areas. My main research focus is on the ways elementary school children navigate school literacy curricula and their social landscapes. My past research has focused on children's and adults' identity work in relation to literacy practices urban settings. In a current project I'm investigating the effects of structured language arts curricula on English language learners' classroom engagement and participation.

I'm excited to contribute to the SIG and look forward to learning more about our members!



Jessica Zacher,
California State
University at Long Beach



**Questions?
Contact**

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585-385-8264 (Fax)



<http://www.xtranormal.com/>

Make 3D movies for free.

<http://mediathatmattersfest.org/>

Online film festival geared toward social issue films. 8 years of films online, and the 9th annual festival is launching this June.

The Media Show

Last year, Teachers College doctoral students launched The Media Show on the online video channel of the TC Library, AfterEd! The Media Show explores what media literacy looks like in an age when any student can post videos to YouTube, mass audiences and ad revenues are fragmenting, and digital literacy practices are evolving every day. Check it out:
<http://www.youtube.com/user/themediashow>