ALAN Foundation Research Grants

Members of ALAN may apply to the ALAN Foundation for funding (up to $1,500) for research in young adult literature. Proposals are reviewed by the five most recent presidents of ALAN. Awards are made annually in the fall and are announced at the ALAN breakfast during the NCTE convention in November. The application deadline each year is September 15th.

Thread,” is an exciting look at ways students might “appropriate technology” to fight for a cause.

Three of our articles ask educators to seek out titles to use with their students that contain various representations of adolescents’ identities, but to do so equipped with knowledge of how to identify quality literature that addresses the potential audience or the experiences depicted in the text. Drawing from Alfred Tatum’s work on enabling texts, Casey H. Rawson and Sandra Hughes-Hassell’s article, “Rethinking the Texts We Use in Literacy Instruction with Adolescent African American Males,” urges educators to provide students, especially African American adolescent males, with texts that contain African American male characters with a variety of experiences and/ or backgrounds. In “A Critical Analysis of Language Identity Issues in Adolescent Literature,” Nancy L. Hadaway, Terrell A. Young, and Barbara A. Ward examine how the identities of adolescents who are English language learners are represented in 20 recommended and/ or award-winning YAL novels. Finally, Kristen B. Harris’s article on the missing representations of dating violence in YAL provides a close reading of Dessen’s Dreamland alongside real events of dating violence in order to point out the troubling, realistic representation found in this novel.

Sharon Kane’s article, “To Thine Own Self Be True: But First, Write Your Way to That Self,” and Donna Miller’s “Young Adult Literature as a Humanitarian Core” both deal with the depiction of the humanities and the arts in YAL. Kane points out and categorizes the many types of writing that protagonists employ in order to work through or just deal with issues of identity(ies). Miller explores the idea of helping students see the intersection of the humanities with social issues; she finds many characters in YAL who are able to express their feelings about their societies through artistic endeavors.

In the author’s column, Rachel Caine explores her relationship with books and how she grew to love them. It’s a love letter of sorts to those who love YAL, have followed its trajectory, and are interested in writing or just learning more about the business. Judith A. Hayn’s interview with Canadian author Marthe Jocelyn is a wonderful conversation on the role of YAL nonfiction, and readers will find several new titles to add to their “must-read” list, if they are not already familiar with her work.

This issue’s Stories from the Field are all—to borrow a term from one of them—revolutionary, in a way. They are stories of readers relating fictional characters’ lives to real events, as well as breaking rules out of a love for reading. These are the stories that those of us who have taken risks using texts in our classroom, even just placing them on the shelves, can relate to. You may connect your identity as a lover of YAL with these readers and their stories.

So, here’s to our authors. Enjoy.
2013 Call for Promising Researcher Award

Eligibility
The 2013 Promising Researcher Award Competition is open to individuals who have completed dissertations, theses, or initial, independent studies after the dissertations between December 1, 2010, and January 31, 2013. Studies entered into competition should be related to the teaching of English or the language arts, e.g., language development, literature, composition, teacher education/professional development, linguistics, etc., and should have employed a recognized research approach, e.g., historical, ethnographic, interpretive, experimental, etc. In recognition of the fact that the field has changed in recent years, the Committee on Research invites entries from a variety of scholarly perspectives.

Procedures and Deadlines
1. Entrance: Candidates must submit two (2) copies of a manuscript based on their research. Manuscripts should be written in a format, style, and length appropriate for submission to a research journal such as Research in the Teaching of English, College Composition and Communication, Curriculum Inquiry, Teaching and Teacher Education, or Anthropology and Education Quarterly. Normal manuscripts range between 25 and 50 double-spaced pages. (Tables, figures, references, and appendices are considered part of the manuscript.) All pages must be on standard 8 ½" x 11" paper, must have at least 1" margins at the top, bottom, and both sides, and must be in a standard font. Manuscripts in any other form (abstracts, dissertation reports, reprints, or published articles) cannot be considered in this competition. Although manuscripts should conform to the publication standard of the above-mentioned journals, selection as a Promising Researcher does not guarantee eventual publication in those journals.

2. Manuscripts: Manuscripts should be sent to: NCTE, Promising Researcher Award Competition, 1111 W. Kenyon Road, Urbana, IL 61801-1010, Attention: Felisa Mann. Manuscripts must be received on or before March 1. Accompanying all manuscripts must be a written statement verifying that the research was completed within the specified completion dates. This letter must come from someone other than the candidate (e.g., the major professor or a researcher knowledgeable in the field) who agrees to sponsor the candidate.

3. Contact Information: The name, current address, position, and telephone number of the entrant should be transmitted along with the manuscript to facilitate communication between the selection committee and the entrant. This information should be on the cover page only.

4. Judging: Manuscripts received on or before March 1, 2013, will be transmitted to members of the selection committee for evaluation. Results of the judging will be available after May 15, 2013, and entrants will be notified of the results shortly thereafter. Manuscripts will not be returned to the authors.

5. Summary of Dates and Deadlines:
   - December 1, 2009 – January 31, 2012: Completion dates for research entered
   - March 1, 2012: Deadline for receipt of manuscripts (two copies)
   - May 15, 2012: Results of final judging will be available
She was born at White Sands Missile Range, which people who know her say explains a lot. She has been an accountant, a professional musician, and an insurance investigator, and until recently carried on a full-time secret identity in the corporate world. She and her husband, fantasy artist R. Cat Conrad, live in Texas with their iguanas, Popeye and Darwin, a mali uromastyx named O’Malley, and a leopard tortoise named Shelley. Learn more about the author at www.rachelcaine.com; www.facebook.com/rachelcainefanpage; and www.twitter.com/rachelcaine.

Call for Student Reviews for *Voices from the Middle*

*Voices from the Middle* is NCTE’s journal for the Middle Level Section. The Student to Student feature runs in each of the year’s four issues and contains five short book reviews written by students who have enjoyed a book and want to recommend it to others. This has been a popular and motivating element of VM since its inception.

Wendy Ranck-Buhr, principal at the San Diego Cooperative Charter School, serves as department editor for this feature. She invites teachers from across the nation and the world to submit their students’ book reviews. We know from teacher feedback that these reviews motivate students to write with care, help readers pick out new books, and generally support our students as readers and writers.

Please send Student to Student submissions as Word files to vmstudenttostudent@gmail.com. Keep in mind that reviews should be 200 words (including bibliographic information—title, author, publisher, year of publication, number of pages, non-discounted price, and 13-digit ISBN number), the student’s grade and school must be identified, and the book reviewed should not have appeared in VM within the last three years. (For an easy reference, check the annual indexes appearing in every May issue, both print and online.) You will be required to secure a parent’s signature on a consent-to-publish form and fax or email that form to Dr. Ranck-Buhr.

We hope you will encourage your students to write reviews for consideration. Publication has made a difference in so many student lives!