



## DAVID H. RUSSELL AWARD FOR DISTINGUISHED RESEARCH IN THE TEACHING OF ENGLISH WINNERS

- 2023 Aja Y. Martinez, University of North Texas, *Counterstory: The Rhetoric and Writing of Critical Race Theory* (NCTE Studies in Writing and Rhetoric, 2020)
- 2022 Detra Price-Dennis, The Ohio State University, Ohio, and Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, *Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces* (Teachers College Press, 2021)
- 2021 Cedric Burrows, Marquette University, Wisconsin, *The Black Rhetorical Presence in White Culture* (University of Pittsburgh Press, Fall 2020)
- 2020 Samuel J. Tanner, Penn State University system, Pennsylvania, *Whiteness, Pedagogy and Youth in America* (Routledge Taylor & Francis Group, 2018)
- 2019 Nicole Mirra, Rutgers Graduate School of Education, New Jersey, *Educating for Empathy: Literacy Learning and Civic Engagement* (Teachers College Press, 2018)
- 2018 Gerald Campano, María Paula Ghiso, Bethany J. Welch, Philadelphia, Pennsylvania, *Partnering with Immigrant Communities: Action through Literacy* (Teachers College Press, 2016)
- 2017 Bronwyn Clare LaMay, Oakland, California, *Personal Narrative, Revised: Writing Love and Agency in the High School Classroom* (Teachers College Press, 2016)
- 2016 Jeffrey D. Wilhelm, Boise State University, Idaho and Michael W. Smith, Temple University, Philadelphia, Pennsylvania, *Reading Unbound: Why Kids Need to Read What They Want and Why We Should Let Them* (Scholastic, 2014)
- 2015 Anne Haas Dyson, University of Illinois, Urbana-Champaign, *Rewriting the Basics: Literacy Learning in Children's Cultures* (Teachers College Press, 2013)
- 2014 David E. Kirkland, Michigan State University, East Lansing, *A Search Past Silence: The Literacy of Young Black Men* (Teachers College Press, 2013)
- 2013 Peter Smagorinsky, University of Georgia, Athens, *Vygotsky and Literacy Research: A Methodological Framework* (Sense Publishers, 2011)
- 2012 Judith A. Langer, University of Albany, Albany, New York, *Envisioning Knowledge: Building Literacy in the Academic Literacies* (Teachers College Press, 2011)
- 2011 Neal Lerner, Massachusetts Institute of Technology, *The Idea of a Writing Laboratory* (Southern Illinois University Press, 2009)

- 2010 Marc Lamont Hill, Teachers College, Columbia University, New York, *Beats, Rhymes, and Classroom Life: Hip-Hop Pedagogy and the Politics of Identity* (Teachers College press, 2009)
- 2009 Gerald Campano, Indiana University, Bloomington, *Immigrant Students and Literacy: Reading, Writing, and Remembering* (Teachers College Press, 2007)
- 2008 Leila Christenbury, Virginia Commonwealth University, Richmond, *Retracing the Journey: Teaching and Learning in an American High School* (Teachers College Press, 2007)
- 2007 Sharon Crowley, Arizona State University, Tempe, *Toward a Civil Discourse: Rhetoric and Fundamentalism* (Pittsburgh Press, 2006)
- 2006 Catherine Prendergast, University of Illinois at Urbana-Champaign, *Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education* (Southern Illinois University, 2003)
- 2005 No award given
- 2004 Gerald Graff, University of Illinois, Chicago, *Clueless in Academe* (Yale University Press, 2004)
- 2003 Michael W. Smith, Temple University and Jeffrey D. Wilhelm, Boise State University, *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men* (Heinemann, 2002)
- 2002 Anne J. Herrington, University of Massachusetts, Amherst and Marcia Curtis, University of Cincinnati, *Persons in Process: Four Stories of Writing and Personal Development in College* (NCTE, 2000)
- 2001 Geneva Smitherman, Michigan State University, East Lansing, *Talkin That Talk: Language, Culture and Education in African America* (Routledge, 1999)
- 2000 Thomas Newkirk, University of New Hampshire, *The Performance of Self in Student Writing* (Heinemann, 1997)
- 1999 Vivian Gussin Paley, *The Girl with the Brown Crayon: How Children Use Stories to Shape Their Lives* (Harvard University Press, 1998)
- 1998 Arthur N. Applebee, University at Albany-SUNY, New York, *Curriculum as Conversation: Transforming Traditions of Teaching and Learning* (University of Chicago Press, 1996)
- 1997 George Hillocks, Jr., University of Chicago, *Teaching Writing as Reflective Practice* (Teachers College Press, 1995) (A synthesis of theory and practice for the reflective teaching of writing)
- 1996 Brian Street: *Social Literacies: Critical Approaches to Literacy in Development, Ethnography, and Education* (Routledge, Real Language Series, 1995) (An exploration of multiple literacies in cross-cultural contexts)

- 1995 Victor Villanueva, Jr.: *Bootstraps: From an American Academic of Color* (NCTE, 1994) (An account and a study of race, class, literacy, and literacy instruction)
- 1994 Anne Haas Dyson: *Social Worlds of Children Learning to Write in an Urban Primary School* (Teachers College Press, 1993) (A study of the social lives and literacy learning of urban school children)
- 1993 Deborah Brandt: *Literacy as Involvement: The Acts of Writers, Readers, and Texts* (Southern Illinois University Press, 1990) (A redefinition of literacy and literacy development through a process perspective)
- 1992 James Moffett: *Storm in the Mountains: A Case Study of Censorship, Conflict, and Consciousness* (Southern Illinois University Press, 1998) (A case study of censorship, conflict and consciousness)
- 1991 John S. Mayher: *Uncommon Sense: Theoretical Practice in Language Education* (Heinemann, 1990) (A synthesis of various perspectives of the use and power of language in classrooms)
- 1990 Nancie Atwell: *In the Middle: Writing, Reading, and Learning with Adolescents* (Heinemann, 1998) (Classroom-based research into effective middle school language arts teaching)
- 1989 Mike Rose: *Lives on the Boundary: The Struggles and Achievements of America's Under-prepared* (Free Press, 1989) (A study of under preparation in American education)
- 1988 Robert Scholes: *Textual Power: Literary, Theory and the Teaching of English* (Yale University Press, 1985) (An analysis of literary criticism as it relates to the teaching of English)
- 1987 Jerome C. Harste, Carolyn Burke, and Virginia Woodward: *Language Stories and Literacy Lessons* (Heinemann, 1984) (A study of preschool children's literacy learning)
- 1986 Frederic G. Cassidy: *Dictionary of American Regional English* (Belknap Press of Harvard University Press, 1985) (Development of the multi-volume Dictionary of American Regional English)
- 1985 Shirley Brice-Heath: *Ways with Words: Language, Life, and Work in Communities and Classrooms* (Cambridge University Press, 1983) (A study of language patterns in Appalachian towns)
- 1984 Frank Smith: *Writing and the Writer* (Lawrence Erlbaum, 1982) (A synthesis of information on philosophy of language, modern reading and interpretation theory, and cognitive development)
- 1983 Margaret Donaldson: *Children's Minds* (W. W. Norton & company, 1979) (New insights into the stages of children's intellectual development)
- 1982 Donald Graves: *Balance the Basics: Let Them Write* (Ford Foundation, 1978) (Studies of writing development in children)

- 1981 Michael A.K. Halliday: *Language as a Social Semiotic* (Hodder Arnold, 1978) (Study of language development in its social settings)
- 1980 Louise Rosenblatt: *The Reader, The Text, The Poem: The Transactional Theory of the Literary Work* (Southern Illinois University Press, 1978) (Theoretical depiction of the response to literature)
- 1979 Marie M. Clay: *Reading: The Patterning of Complex Behavior, What Did I Write? And other titles* (Heinemann, 1973) (Studies of children's writing)
- 1978 Mina Shaughnessy: *Errors and Expectations: A Guide for the Teacher of Basic Writing* (Oxford University Press, 1977) (Error analysis in the writing of college students)
- 1977 James Britton: *Language and Learning* (Allen Lane, 1970) (Studies on the development of writing abilities)
- 1976 No award given
- 1975 Kenneth S. Goodman: *Miscue Analysis: Applications to Reading Instruction* (NCTE, 1973) (Studies in reading miscue analysis)
- 1974 Roger Brown: *A First Language: The Early Stages* (Harvard University Press, 1973) (A study of early acquisition of language)
- 1973 Harold B. Allen: *Linguistic Atlas of the Upper Midwest* (The University of Chicago Press, 1973) (A study of dialect patterns in the upper Midwest)
- 1972 No award given
- 1971 Carol Chomsky: *The Acquisition of Syntax in Children 5 to 10* (M.I.T. Press, 1969) (Studies on Acquisition of syntax in children from 5 to 10)
- 1970 Albert H. Marckwardt (Extensive research in English linguistics, characterized by concern for implications and applications to the process of teaching)
- 1969 Raven I. McDavid (Research in Regional and social dialects)
- 1968 William Labov (A study of dialects and social stratification)
- 1967 Walter Loban (Twelve-year longitudinal study of children's language)
- 1966 Wayne C. Booth (A study of the nature of fiction)
- 1965 Ruth G. Strickland (Studies of children's oral language)
- 1964 Kellogg W. Hunt (Studies of the writing of children)