

Growing Scholars *Chronicle*

Conference on English Education-Graduate Strand

Fall, 2016, Issue 5

GRADUATE STRAND EVENTS

NOVEMBER 17-22, 2016

National Council for Teachers
of English Annual Convention
in Atlanta, GA

NOVEMBER 18:

- CEE Opening Session
Roundtables: Spotlight on EE
 - 9:30-10:45 AM, in GWCC
B312 & B313
- CEE-GS Doctoral Student
Round Table session
 - 11:00 AM-12:15 PM in
GWCC B206
- CEE Commission Meeting
 - 2:30- 3:45 PM
- CEE-GS Business Meeting
followed by dinner
 - 5:30 PM, in GWCC B301

NOVEMBER 19:

- Advocating for Social Justice in
English Education Roundtables
 - 9:30-10:45 AM, in GWCC
A410 "
- "Future is Now" session
 - 1:15 to 2:30, in GWCC
B401/402.

UPCOMING: CEE BIENNIAL CONFERENCE

June 1-4, 2017 at Ohio State
University!

- Program highlights to
be announced next
newsletter

Welcome from the editors

As graduate students, there are many balls we must keep in the air, and many tasks we must master in order to prove ourselves in the academic arena. The individuals who contributed to this issue have all experienced a significant modicum of success in their respective areas, and we are privileged to be able to share their knowledge and wisdom with you.

This issue includes information about going on the job market from individuals at various levels, which you may find helpful immediately, or over the next couple of years. Additionally, we have provided reflection from an early career professor, which again, will be helpful for people in the throes of this space, or those looking forward to the future. For the individuals teaching methods courses, we have suggestions on ways to make your own courses socially relevant and rigorous. Additionally, we have included various approaches to surviving the hoops of graduate school including comps and dissertation writing along with book blogging information and our usual accolades. We hope you enjoy reading this as much as we enjoyed putting it together!

-Shelly Shaffer and Alice Hays

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My First Year as a Professor

By Wendy Williams

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For a lot of new professors, the first year is a time of transition. Most people need to find a new home, move their things across the country, meet new colleagues, prepare to teach a different set of courses, and get acquainted with a new town and a new university. My first year was a time of transition as well, but my situation was not typical. I graduated from Arizona State University and, after a national job search in which I applied to about a dozen schools, I was hired into a tenure-track position at Arizona State University. In some ways, my life has not changed much. Instead of driving 20 miles to take courses and work as a teaching assistant at the Tempe campus, I drive 45 miles to the Polytechnic campus, where I am an assistant professor of English education. I did not have to move, and I am already familiar with the curriculum and the institution. It feels a little strange reinventing myself as a professor at the same institution where I was a student, but I try to channel any discomfort into motivation to be productive and innovative in my work



as a scholar and teacher. I am eager to prove myself.

ASU is an enormous Research-I institution with more than 90,000 students. Our Polytechnic campus where I work is one of the newer and smaller campuses. Most students there are studying engineering, and our English education program is tiny. One of the things I find appealing about this job is professors in my department can teach a range of classes. Last year I taught the three English education courses offered by our college: young adult literature, writing methods, and English language methods. I also developed a course on critically reading children's literature, which turned out to be wildly popular. This year, I am going to try out some new ideas, offering a "writing in communities" internship and a "visual and multimodal

narratives" course. I love that I have the freedom to develop new courses and to propose new certificates and degrees. There is a sense of optimism and possibility on our campus, and we have an incredibly supportive dean.

The biggest difference, for me, between being a graduate student and a professor is the feeling as a professor that everything is for real. The morning after I received my job offer, I thought, "Okay. How am I going to get tenure?" Yes, I was able to talk about this in interviews, but suddenly it was real, and I could already hear my tenure clock ticking. Course evaluations became more stressful, too, because I knew they would all go into my tenure file. Would my students at Poly like my teaching style? All of a sudden, the pressure was on. The stakes became higher overnight.

Writing a book manuscript as a new professor also added a lot of stress to my life. In my first semester, I wrote the book proposal and received an advanced contract from a university press, and then I spent my second semester and summer writing almost nonstop to finish the project. There were some 15-hour days in there. In that first year, I also wrote three chapters for different book projects, served on a search committee, reviewed manuscripts for a journal, and mentored an honors student through her 50-page thesis. It was a busy year. My house is not as neat as I would like, I ignored my family a bit and skipped out on our summer vacations, and I gained weight from not exercising much. I guess the first year takes a toll on new professors, even if one does not have to move across the country.

"Okay, How am I going to get Tenure?"

Now that my first year is over and I am looking to year two, I have to admit that I am filled with excitement and happiness. I made an 18-month spreadsheet breaking down my research, teaching, and service goals. I am planning several spoken word events on my campus and hope to conduct four different studies over the next year and a half. As I move forward, I would like to make a greater effort to invite colleagues over to dinner, to exercise more, and to make more time for my family. I should probably take some vacations and find some ways to relax. I need to find balance in my life as I work toward getting tenure.

It's All About Balance: Tips for Embarking on the Job Market for the First Time

By Christina Berchini

University of Wisconsin, Eau Claire

Now only two full years into my tenure-track position, I remember my job market year well enough—a year best described as fraught; perhaps downright scary, and for some, even a little inhumane. As if writing a dissertation is not anxiety-inducing enough, the job market year is full of situations, systems, and personalities (yes, personalities) that are completely out of our control. To make life a little bit easier during this time, there are five key details that are within our control to hone, fine-tune, practice, and remember.

Define (and redefine) your cover letter

I personally find the cover letter to be a frustrating genre. We have much to say about the important work that we do, and yet we must make difficult decisions about even *these* details, lest we submit a cover letter the length of a novella (pro tip: A search committee does not want to receive a cover letter the length of a novella). I format my cover letter as follows, after the obligatory salutation and stated interest in the position): a statement and brief explanation of research; motivations for said research (this piece can, very conversationally, get at why your research matters); teaching experience; service; closing statement about my qualifications.

I have found the cover letter to be good and necessary practice for thinking about how to talk about my research and the ways by which I am situated within it. This might prove to be difficult, particularly if you are in the early stages of dissertation writing. You will want to talk about your dissertation research, but we know, also, that research often changes over the *course* of researching (especially if you are in the qualitative camp like I am!). This is where specificity has the potential to work against you. My advice, if you are in those ambiguous early stages, is to do your best

to strike a balance between the specific and the general. Mention your (working) dissertation title, the field(s) within which your research is situated, one or two of your main research questions, and a note or two about preliminary findings (if you've reached that point). Looking back, I wish I would have followed my own advice—I absolutely balk at the condition of my first cover letter, a document replete with broad claims, grandiose statements, and other kinds of nonsense. (On this topic, a dose of humility is likely to go a long way.)

"Looking back, I wish I would have followed my own advice"

If at all possible (and this is harder than you might think, given how free time is more the exception than the rule for most academics), ask a trusted colleague with experience in these things to review your letter. Perhaps more importantly, be open to their feedback. Those who've lived on the other side of the search committee tend to have an eye for how these documents look, and an ear for how they communicate. That is, if, in your cover letter, you claim to have a solution or a method for a vocabulary curriculum that "works with all students!" you will want an experienced set of eyeballs to review those claims, pronto.

Solicit mock interview questions

Soliciting mock interview questions should be fairly easy. I received a few lists from which to work, and they really came in handy—they cast a wide net over interview question possibilities, and I received enough questions to feel abundantly prepared. It also pays to rehearse a couple of them, perhaps with friends who are also on the market. Mock interviewing has, in my world, proven itself invaluable.

It's All About Balance (Continued)

Research Your Site

And yet, there's a caveat: Receiving lists of mock interview questions can only get you so far. You must research the institution that has expressed an interest in speaking with you, even if only at the initial stage of the phone interview. You might begin with the department/institution mission, and investigate department/program faculty members from there. Remember, this is not necessarily about impressing the committee (although that is important). This is also about getting a real feel for the people who might one day become your colleagues. You owe it to yourself to be as "up" on the department as possible—this is (potentially) your future home.

For example, my work is situated in whiteness studies. After receiving an invitation to speak with a search committee, I researched the department and noticed that a "white privilege" curriculum played a significant role in their campus-wide diversity initiatives. It gave us something to talk about, and provided a built-in opportunity for me to talk about how my research aligned with this initiative.

Have Respect for Your Letter Writers

Your committee loves you, of this I am sure. That said, these individuals do not want to write 35 letters for you. You are not their only student. Choose your target positions carefully, and proceed from there. Casting a wide net might seem appealing, even necessary, but it is not necessarily a good use of your (or your committee's) time. You are not likely to receive an invitation unless your qualifications very closely match what they are looking for. Make sure that the position fits before hounding your committee for letters.

Don't Take It Personally

Radio silence is one of the hardest realities to face

during this fraught year. You should expect it, and perhaps even embrace it if you can. With enough time and effort put toward your materials, something will pull through at some point. And yet, even after we've constructed, and reconstructed, and re-re-reconstructed our materials, there might be silence. Or, you might learn that a committee has failed to understand your research, no matter the lengths you went (and the articles you sent) to explain it to them. Frankly, you've done your best. Consider it a learning opportunity (or perhaps even a bullet-dodged—the last of your worries, once you're hired, should be colleagues who need to be convinced of the utility of your work). Reconstruct.

More Resources for Your Academic Job Hunt

- The Chronicle of Higher Education (published weekly and available on-line, contains extensive job listings, and also has a wealth of articles pertaining to the academic job market and academic careers)
- Julia Miller Vick & Jennifer Furlong, *The Academic Job Search Handbook*, 4th edition (University of Pennsylvania Press, 2008)
- Kathryn Hume, *Surviving Your Academic Job Hunt: Advice for Humanities PhDs* (Palgrave, 2005)
- Sandra Barnes, *On the Market: Strategies for a Successful Academic Job Search* (Lynne Rienner Publishers, 2007)
- UC Berkeley Career Center (career.berkeley.edu/PhDs/PhDAcademic)
- "The Academic Job Search Survival Guide" published by the University of California at San Diego (career.ucsd.edu/_files/GAcadJobSearchHandbook.pdf.)
- General Resources for the Academic Job Market (brown.edu)
- "Academic Job Search" published by Stanford's Graduate Student Series (web.stanford.edu)
- "Finding a Job" (an article on PhDs.org)

Methods for Your Methods Course

By Meghan E. Barnes
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I want to preface this by saying that I'm as bad as my students. It's no surprise that my students (pre-service secondary English Language Arts teachers), like many of yours, crave practical, "Monday-morning," ideas and guidelines for teaching. They hate open-ended assignments without clear page-length requirements. They hate classroom management techniques that are dependent on the specific students and situations they're facing in their classrooms. And they really (really, really) hate when I answer their questions with references to theory or (even worse!) more questions than concrete answers.

I can list all of my frustrations with my pre-service teachers (PSTs) because I, too, am guilty of wanting practical and clear instructions and answers to questions. Case in point: I recently emailed my major professor to ask for a set of directions for how to write a dissertation. I can imagine him rolling with laughter in his kitchen-office as he responded that I should perhaps read a few dissertations as I prepare for my own.

I've been asked to provide some "best methods" for teaching a methods course...

I say all of this because I've been asked to provide some "best methods" for teaching a methods course—specifically how to incorporate service-learning into methods classes. Here, I'm

going to do everything I try not to do with my PSTs: I will use this essay to share some of the practices that I find helpful in my own teaching, without relying on theory or context to do so. I'll begin with a brief overview of service-learning and then discuss some of the ways that service- and community-engaged work has informed the methods courses I've taught. I close this essay by committing the ultimate teaching sin: providing you with a list of tips for getting started with your own community-engaged work.

Service -Learning

To be clear, what I have my PSTs do in their methods course is *not* service-learning. "True" service-learning is a course-based, credit-bearing project that requires students "to participate in an organized service activity that meets identified community needs" and also to "reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995, p. 103). You will see in the next section how the Community Inquiry Project (CIP) I've incorporated into my methods course does not meet all of these criteria. Even though the CIP is not truly service-learning, I believe some of the same benefits and challenges associated with service-learning also apply to the CIP. Service-learning courses and projects have many benefits across disciplines. In teacher education, in particular, service-learning has the potential to provide PSTs with educative field-based experiences beyond formal student teaching and to provide a space for them to navigate multiple and often conflicting approaches to education and teaching (Hallman & Burdick, 2011; Mitchell, 2008). Service-learning, however, is not without its challenges and criticisms. In particular, service-learning is time-consuming for both instructors and students and can demand both flexibility and patience for both groups. Service-learning (and similar community-engaged work in teacher education) has also been criticized as a form of charity that takes advantage of and even reinforces negative stereotypes of marginalized groups (Mitchell, 2008; Sleeter, 2008). For these reasons, it is important that teacher educators work closely with community members as they develop and implement service-learning classes and projects; so that they can attend to the needs, interests, and desires of the community-partner, rather than imposing their own needs on the group. It is equally as important that reflection plays a central role in service- and community-engaged work with PSTs.

Methods for Your Methods Course (Continued)

Reflection

Reflection is a key component of service-learning (or any community-engaged work), as it provides students with the opportunity to bridge theory and practice, to apply academic content to practical situations, and can lead to more critical understandings of course material (Ash & Clayton, 2004; Brookfield, 1995; Mitchell, 2008).

In my course, students maintained individual blogs throughout the semester. These blogs were used for a number of assignments, one of which was their bi-monthly reflections on their community work. I followed a *What? So What? What Now?* format for reflection—encouraging PSTs to address what they had learned about the community, why that information was noteworthy, how it extended their academic reading, what that information meant for them as future teachers, and/or how it could inform their teaching.

There are a number of other models that can be used to guide the reflection aspect of any service- or community-engaged work in teacher education, and I encourage you to take time to determine which model best aligns with the overall goals of your specific course. Using Fink's (2013) taxonomy of significant learning to guide reflection encourages PSTs to address academic (foundational knowledge, application, and integration) and personal growth (human dimension, caring, and learning how to learn) objectives of their learning. Alternatively, the DEAL model is a three-step reflective process where students begin by: '(a) **D**escribing their service-learning experience, to (b) **E**xamining this experience in light of specified learning objectives for *academic enhancement, personal growth, and civic engagement*, to (c) **A**rticulating their **L**earning' (Molee, Henry, Sessa, & McKinney-Prupis, 2010).

Reflection is a key component of service-learning...

Evolution of the Community Inquiry Project

Over the past two years, I've incorporated a Community Inquiry Project (CIP) into the methods courses I've taught. Each year the project has changed based on the previous year, the specific aims of the course being taught, and my changing relationship with the community and various community members.

In the fall of 2014, I taught the Lesson Planning and Assessment course in our department for the second time. After having lived and worked in the community for a year and having taught and supervised student teachers, I decided to structure my course so that the PSTs were learning how to plan for, lead, and assess instruction while they were simultaneously learning from and about the surrounding community.

That fall, students worked in groups of three to four and spent time in the local community to complete tasks that included riding the city bus outside of the university campus, interviewing local community members, locating and learning about resources and infrastructure available to community members, following local news, and identifying spaces where local youth spent time outside of school. As the students completed the tasks, they also wrote individual reflections of their experiences, participated in small-group discussions throughout the semester, created concept maps that visually illustrated their individual understandings of the term "community" at the beginning of the semester, and then worked collaboratively with their groups to create multimodal tours of the town at the end of the semester.

In the fall of 2015, I taught the Reading Methods course. As I designed the course, I decided to again focus the course around community. I was

Methods for Your Methods Course (Continued)

specifically concerned with helping students to understand literacy, text, and pedagogy through the lens of the community. In this second iteration of the project, I began by having groups of students complete PhotoVoice projects where they used photographs to document texts in the community. Students then worked in groups of three to four to complete the same tasks outlined previously, engaged in three focus group discussions, and constructed a multimodal tour of the town. Individually, students also completed three written reflections on their experiences in the community during the semester.

To encourage students to explicitly consider how community knowledge might inform their teaching and lesson planning, I implemented a lesson plan reflection, modification, and rationale assignment. For this assignment, each student was instructed to select one lesson plan from the unit they taught that semester, and to make notes in the margins of the lesson plan. In these annotations, students might note assumptions they were making of students through various aspects of the lesson—including assumptions about access to school supplies, transportation, knowledge of terminology, parental relationships and supports, etc. After making these annotations, students were asked to rewrite the lesson, making modifications that would challenge their assumptions. Finally, students wrote papers explaining the ways that their community knowledge was informing their instructional and curricular choices and rationalizing the modifications made to the lesson plan.

In the fall of 2016, I will be teaching the Writing Methods course for the department. As I begin planning this course, there are, again, modifications that I plan to make to the CIP. First, as I review the first two iterations of the project, I see that my students were really not encouraged to learn about the community *alongside* community members. To encourage students to learn with community members and to co-construct a view of the community that recognizes both UGA students and permanent residents as members of one large community, I am working with two local high school

teachers to partner my PSTs with high school students. Over the course of the semester, these pairs will work together to learn about the community from the others' perspective and to construct a tour of the town that they will present together to university- and community-based audiences in a public community space. The goals of this third iteration of the project build on the goals of the first two iterations—to encourage PSTs to learn from and about the community surrounding the university and local schools and to use that knowledge as they plan for, lead, and assess instruction. Additionally, I want to work to bridge the town-gown divide by having my students (1) recognize themselves to be members of the local community, (2) learn through relationships built with community members, themselves, and (3) present findings to and with community members.

Getting Started

Below are a few of my recommendations for getting started with your own service- and community-engaged work in teacher education.

Look for models. I found Valerie Kinloch and Peter Smagorinsky's (2014) [book](#) about service-learning in literacy, Tania Mitchell's (2008) article about critical service-learning, Terry Burant and Dan Kirby's (2002) article about community-engaged work in teacher education, and Heidi Hallman and Melanie Burdick's (2011) article about service-learning in ELA teacher education particularly helpful as I put together my own service- and community-engaged projects. Many of these folks are active members of CEE, by the way.

Start small. If this is your first service-learning course/project or if this is your first time teaching at your particular university, it may be helpful to create a single, small project or activity that involves the community. For instance, you could engage your students in a PhotoVoice assignment where they use photography to document an aspect of their community: texts, public resources, literacy practices, etc.

Methods for Your Methods Course (Continued)

Spend time in your community. Complete some of the tasks you're going to ask your students to complete: ride the city bus around town, visit local businesses that you don't typically frequent, talk to community-members, volunteer at the local Food Bank, homeless shelters, or schools. This will also help you to determine the specific community partner you'd like to work with throughout the project.

Get to know your PSTs. What do they already know about the community? What assumptions do they have of the community? How do they envision community-knowledge informing teaching? How many of your PSTs are actually from the community?

Get to know your community partner. Meet with your community partner to determine the goals of the project, the duration of your partnership, and what role the partner would like to have in the project as it progresses. Maintain regular communication with the community member and be prepared to make changes to the project (including timelines and specific activities, assignments, and tasks) throughout your time together.

Involve your community partner. Invite the community partner into your course to help introduce the project or consider taking your students into the community and introducing the project there. For instance, the public library in our town is one space where many local community members (of all ages) spend time. It also has meeting rooms that can be reserved by large groups for free—so this space has served as a great place

for our PSTs to be introduced to community projects.

Be diligent with reflection. Provide multiple opportunities for students to reflect on their experiences, and give them regular feedback on their reflections (including content and conventions). Be creative and flexible with the types of reflective activities you incorporate into your course. Consider allowing students to voice- or video-record their reflections, to reflect in small-groups via in-class discussions, to use art-based forms of reflection like collage, photography, and poetry, and even to reflect alongside community members.

Conclusion

While my purpose here is not to provide you with a prescriptive step-by-step guide to incorporating service- and community-engaged work into your methods courses, I hope you will consider incorporating some of these into your own methods courses. The greatest piece of advice I can give you is to be patient. This is especially important for those of us with type-A personalities who want to be able to plan for and predict everything that will happen in a course. Community-engaged work is messy, time-consuming, and full of unexpected surprises. But I can say from experience that all of the frustrations and challenges of community-engaged work have been worth it and have (I hope!) encouraged my PSTs (and me) to view teaching as a deeply personal, ever-evolving, and context-dependent endeavor.

Don't Forget:

Come to the CEE-GS Business Meeting and Dinner

Friday, November 18, 5:30 PM

Cost \$18--purchase online when you register for NCTE!!

Advice for Doctoral Students in the Comps or Prospectus Phase

By Margaret A. Robbins
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For me, both the comprehensive exams phase and the prospectus phase of my doctoral studies were a time for me to grow as a scholar and to be productive in my writing. I wrote three comprehensive exam essays, and each essay was 20-pages long, although departmental requirements may vary. My essays topics included theory, methodology, and literature review/research. Although none of my essays served as an individual article to be published, all three of them have fed into articles and/or chapters I have either written or am in the process of writing. My prospectus has formed the beginning portion of my dissertation in progress, and that writing process was a time for me to become clearer on my methodological practices. During both of these phases, I got to do a lot of reading on subjects that interested me, and I saw that time to read and to write reflectively as a gift.

Having said all of that, these phases of doctoral studies were sometimes isolating and stressful for me. Based on talking to other family members and friends in academia, is not unusual for doctoral students to become unhappy and even depressed during this time of the program of study. While I enjoyed the process, I also learned from it and hope to do some aspects of my work habits differently during the dissertation process. Based on having completing these phases, here are tips of advice I can offer students who are coming closer to starting:

Look at examples from other students:

Different departments might have different protocols for comprehensive exams. In the LLED (Language and Literacy Education) department at UGA, we co-construct both our questions and our reading lists with our committee, although the assumption is that you will read more as you progress. We have an LLED/LLEGO (Language and Literacy Education Graduate Organization) wiki with some examples, and we're also allowed to reach

out to fellow doc students for examples of comps questions, comps essays, and prospectus documents. If your department allows this practice, I would highly recommend reaching out to fellow doctoral students for mentor texts to use, as this helped me tremendously. Also, all current members of the CEE-GS leadership team are completing or have completed these steps and would be happy to share examples with anyone who contacts us via email.

Find writing buddies:

Writing buddies are very important as a support system, and writing groups can give you valuable feedback. I have found it helpful throughout my doctoral studies to write with people who are in similar phases to me, as we can talk about our work and give each other encouragement.

Schedule time to read and to write for comps/prospectus:

It can be hard to balance reading and writing time with other academic, professional, and personal responsibilities. Therefore, at this phase, it is crucial that you block off reading and writing time on your calendar. Find sections of the week devoted to your comps/prospectus, and don't schedule meetings and other appointments during this time. Otherwise, your calendar can fill up quickly, and you won't be able to give your comps and prospectus work due diligence.

'IT IS NOT UNUSUAL FOR DOCTORAL STUDENTS TO BECOME UNHAPPY OR DEPRESSED DURING THIS TIME OF THE PROGRAM...'

ADVICE...

**Reading is great, but don't be afraid
to WRITE along the way!**

I had to learn this the hard way. Different people have different processes for how they organize the reading, research, and writing components of these tasks, and I am a person who needs to read and “stew over” the content for a while before I can write about it effectively. I also tend to be a “pressure cooker” when it comes to writing, and to a degree, that is my work style. However, with comps and prospectus, you are generating a lot of content, so it is important not to put off the writing part for too long. I definitely recommend interspersing the reading and the writing, at least to a degree, and that is helping me with the theory and literature review portions of my dissertation. Reading is ever so helpful, but you don't want to wait so long to write that you are scrambling to edit and check references at the last minute. It's more stressful than it's worth. Therefore, think about how you can best accommodate your work style and also allow enough time for both the reading and the writing.

Look into reference organizing tools:

Mendeley (<https://www.mendeley.com>) and RefWorks (www.refworks.com) are the most common ones and the ones with which I am the most familiar, but there are others! Doing this now will also help you during the dissertation process.



Take breaks!

I know that's counterintuitive when you're doing high stakes writing, and I know comps and prospectus can be all consuming. But I found that I often worked better when I gave myself one day a week away from the computer screen. This was my rule of thumb as a secondary teacher, and it has also helped me as a doc student. There are time periods where this is nearly impossible (i.e. early and late in the semester), but I believe it's a good rule of thumb to follow when you can to keep yourself fresh. Short breaks are the most ideal scenario, though, as a whole week away from writing

Review your essays before the oral exam:

I had to complete an oral exam on my comprehensive exam essays, and I understand this happens in some other programs too. Honestly, there was only so much I felt I could do to prepare for the oral exam, but re-reading my essays beforehand was helpful. To me, the oral exam was the most stressful part because I can edit my writing more easily than I can take back something I said out loud. Just take a deep breath, eat breakfast beforehand (which for me was easier said than done), and don't be afraid to pause for a second before giving a response. I personally am less likely to put my foot in my mouth when I do that. And remember, although this too shall pass, don't take it for granted either. When else are you going to have three to four brilliant PhD's give you feedback on your work and the time to do so much reading on such fascinating topics?

**THINK ABOUT HOW
YOU CAN BEST
ACCOMMODATE YOUR
WORK STYLE**

Comps “are what they are,” as a wise colleague of mine once said, a gatekeeping mechanism in many departments, and that's hard to swallow. But they are also a rite of passage, and a rite of passage that widened my knowledge horizons and taught me a lot about how I best work and write. Enjoy these phases of your work, in addition to working very hard at them.

Q & A: Applying for Academic Jobs

By Shelly Shaffer

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I recently emailed some professors to get advice about applying for academic jobs. I received responses from **Peter Smagorinsky**, Distinguished Research Professor of English Education in the Department of Language and Literacy Education (English Education) at the University of Georgia and **Jayne Lammers**, Assistant Professor, Teaching & Curriculum and Director, English Education Teacher Preparation at University of Rochester in the Warner Graduate School of Education.

SS: What is one piece of advice for somebody who is going on the job market?

JL: I often advise my students about the amount of time it takes to be on the job market, with all of the preparation of the written materials and then the preparation for interviews. It can be exhausting and distracting, especially for a student in the throes of writing their dissertation. They often don't have a really good sense of the energy it takes

to be on the market.

PS: Remember that many of the people on search committees only know you through your application materials. What persona are you projecting through your dossier and conversations? What kind of colleague will they get, based on the persona you are performing through this process?

SS: What do you consider to be the most important items to include in a candidate's portfolio?

JL: A well-crafted cover letter is essential. By that I

mean not only that it's complete and well-written, but that each letter is tailored to the particular job call the candidate is responding to. As the job market gets increasingly tighter, and search committees get flooded with applications for a single position, this letter may be all a committee member reads before discarding an application. Applicants don't want their package to get pushed into a "no" pile because they haven't highlighted how their experiences, research, and interests are a great match for what the committee says it wants in the job ad.

It is also becoming increasingly more important to have a publication record already established when going on the job market. Candidates want to be able to include samples of their writing that have already been published (or accepted for publication) to help their applications rise to the top.

PS: It really depends on the institutions applied to. For research universities, it's pubs all the way down. For teaching universities, it's instructional excellence. And many contracts now specify a candidate's potential for bringing in external funding.

SS: Is it important for candidates to have a website or online resources?

JL: I do not see it as essential for a candidate to have a professional website of their own, but if they do, it needs to be up to date. Perhaps more important is to have a profile on sites like ResearchGate and Academia.edu, and to update those with a current CV, research interests, and all of their publications, as they come available.



The Three-Article Dissertation

By Meghan E. Barnes
University of Georgia

At my university sometimes the greatest sources of information—in terms of which classes to take, how to write for publication, how to conduct research, how to write a dissertation, and the job search process—have been the more advanced PhD students.

I learned about the 3-article dissertation format from two PhD students who were ahead of me in my program, and with whom I share a major professor. Not surprisingly, the three of us were mentored very similarly: encouraged to develop and conduct our own research projects early in our PhD careers, to always write with publication in mind, and to take courses outside of our own department.

In some ways these recommendations have resulted in making each of us feel a bit frazzled and schizophrenic in terms of our research interests. However, I think I speak for all three of us when I say that the mentoring we received encouraged us, early-on, to think across disciplines and to always consider how our professional decisions would prepare us for the job market and even for tenure.

As I began preparing to write my dissertation, I again went to my two PhD-student mentors for guidance. Both of them had written the 3-article dissertation, rather than the traditional book. As I reviewed my own data in preparation for my dissertation, I identified three overarching research questions I was interested in pursuing. For each research question, I then identified a specific theoretical framework and data analysis method that I believed would help me to make sense of my data and address the research questions. Each of my research questions and the respective theoretical frameworks and methodologies in my dissertation are very different. For this reason, it made more sense that I write three different articles, book-ended by an introduction and conclusion, rather than attempting to write the more traditional and singularly-focused book dissertation.

I don't think there's one best way to write a dissertation (after all, I've never actually written one), but I have found it helpful to talk to more advanced PhD students (and recent graduates) and to consider my own data and career goals as I determine the best format for my own writing.

Q & A (Continued)

PS: No, not to me. But perhaps if you're a techie where these things matter, it'd help. If you're applying at a teaching university, then having teaching materials online might be a good idea.

SS: *How can candidates find positions that fit their particular qualifications?*

JL: Inside Higher Ed and The Chronicle both have job databases that are very popular places for universities to advertise positions. Listservs are another possibility.

PS: Listservs, alert major professors, the Chronicle.....

SS: *What suggestions do you have to prepare for telephone interviews?*

JL: Practice! Find an opportunity to practice answers to likely interview questions with colleagues and/or advisors. It is also really important to review available information online for the school, department, and people who will be represented on the call. Candidates want to show interest in the position and the possibility for working there.

PS: Video or phone, whatever, don't talk too much and drown out the people on the other end. Ask, don't tell.

Sharing My Book Blog: An English Education Professor's Reflections

By Kathryn Caprino
University of Florida
kcaprino@coe.ufl.edu

I want to share my book blog and rationale for starting a book blog with you in this newsletter because I know so many new faculty members in English Education or literacy are asked to teach children's or young adolescent literature courses.

When I was in graduate school, I had the wonderful opportunity to teach a children's literature course with a great faculty member at UNC-Chapel Hill. Although I had taken a young adult literature course in my preservice teacher program, I was

"My journey as a book blogger has definitely improved my knowledge of books for children."

a bit unfamiliar with all of the new children's books out on the market. I enjoyed learning with my students about contemporary authors and how subject matter and characters in children's books were far more complex than I remembered as a child.

When I applied for my position at the University of Florida, one

About Katie



Welcome to my blog! My name is Katie, and I am so excited you found me here. I am one of those people (like many of you I'm sure) who read by flashlight under the covers when I was a little girl – now only to have glasses (well, contacts in this picture) to prove it!

This blog started because I wanted a way to share new book titles with my children's literature students (all future elementary school teachers). But because I also teach future secondary English teachers at a major southeastern university, I also blog about middle grades and YA books. I hope parents and teachers can find titles to share with their children and students!

In addition to being a voracious reader, I have taken up photography lately (trying to figure out all of the settings to my Nikon is like a full-time job!) and have recently figured out that cooking can be a creative process (especially the way I do it). I look forward to sharing books with you!


aspect of my CV the committee members liked was that I had the experience with children's literature. When I arrived to the University of Florida, I was asked to teach the secondary English literature methods course and the elementary education children's literature course. Both courses require a familiarity with contemporary books for children and adolescents.

Because there are so many children's, middle grades, and young adult literature titles published each year, I decided to

start a book blog for my students, parents, and fellow educators so that I could share what I was reading and provide some reading options to others. I try to have a review of a brand new book each Monday, but there are some weeks when I decide to review slightly older titles. There's certainly nothing wrong with sharing a book published in 2014! Some books I blog about are advanced reader copies; others are books I find at the library.


My journey as a book blogger has definitely improved my

knowledge of books for children and has made me more comfortable making book recommendations to my students. I share the book blog with my students and will ask my children's literature students in the fall to blog about the children's books they read each week. My hope is that they will create a resource they can have with them when they start building their classroom libraries and recommending books to their students.



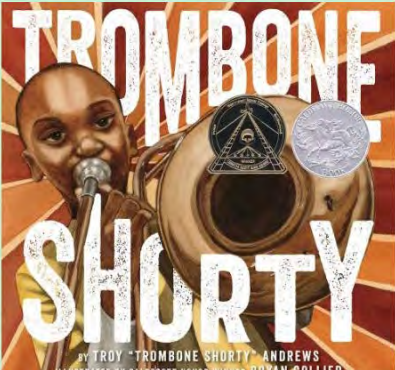
katie reviews
books

Trombone Shorty Written By
Troy "Trombone Shorty"
Andrews And Illustrated by
Bryan Collier



ABOUT KATIE

REVIEW POLICY

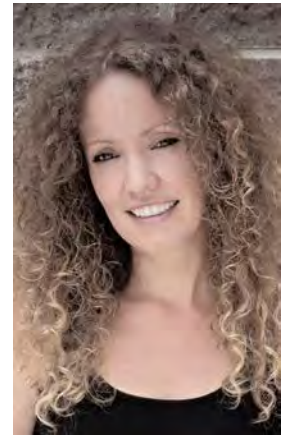


AUGUST 10, 2016

KATIE

2015, AFRICAN AMERICAN, AUTOBIOGRAPHICAL, CALDECOTT, CHILDREN'S PICTURE BOOK, CORETTA SCOTT KING, DIVERSE CHARACTERS, MUSIC, SIELINGS

Accomplishments & Accolades of CEE-GS Members



Featured member: Christina Berchini

Christina's dissertation won the Association of Teacher Educators (ATE) Distinguished Dissertation in Teacher Education Award (2016). Her dissertation citation follows:

Berchini, C. (2014). Teachers constructing and being constructed by prevailing discourses and practices of whiteness in their curriculum, classroom, and school community: A critical inquiry of three first-year English teachers (Doctoral dissertation). Retrieved from Proquest, LLC. database.

Below is Christina's dissertation abstract:

Research at the intersection of English education, social justice, and Whiteness has established that the ways English teachers engage with language, communication, and literacy development have implications for whether and how K-12 students are prepared equitably for academic opportunities. The problem discussed in this research tends to foreground a racial and cultural disjunction between a predominantly White teaching force and an increasingly racially and culturally diverse student population. As such, extant research often centers on how White teachers and teacher candidates "enact" Whiteness, White Discourses, and White privilege in their classrooms. Critical Pedagogy, Critical Whiteness Studies, and Critical English and Literacy Studies in particular have contributed to a deeper understanding of how English teachers and teacher educators are complicit in re/producing racial and socioeconomic inequality in their schools and classrooms. However, extant theories of Whiteness and White privilege seem to focus on a sort of homogeneity about Whiteness, which seems to assume that enactments of Whiteness and White privilege and the re/production of White Discourses begins and ends with the teachers themselves. This dissertation study seeks to challenge two ideas: 1) That Whiteness is Whiteness is Whiteness, and 2) that English teachers' enacted Whiteness emerges from a place of unchecked ignorance, privilege, or even racism. This study thus foregrounds a more multiple and shifting understanding of Whiteness and how it is enacted, and aims to identify new possibilities for theories of Whiteness, teaching, and education research. Drawing on critical education research and qualitative case study methodology, this dissertation explores the following research questions: How do teachers conceptualize their racialized identities as White people and teachers? In what ways do teachers enact Whiteness? How does Whiteness shape English teachers' practices? What stereotypes about the White teachers are perpetuated in the authoritative Discourses of their schools? Where do the teachers resist and/or negotiate authoritative discourses of Whiteness, and what challenges do they face?

Christina was able to write two articles from her dissertation research, one in the *Journal of Adolescent & Adult Literacy*, the other in the *International Journal of Qualitative Studies*.

Berchini, C. (2016). Curriculum matters: The Common Core, authors of color, and inclusion for inclusion's sake. *Journal of Adolescent & Adult Literacy*, 60(1), 55-62.

Berchini, C. (2016). Structuring contexts: Pathways toward un-obstructing race-consciousness. *International Journal of Qualitative Studies in Education, Special Issue*, 29(8), 1030-1044.

One of her goals is to write about her research for mainstream audiences. Her *Education Week Teacher* article "Why Are All the Teachers White?" was recently selected by SheKnows/BlogHer media as a 2016 Voices of the Year Honoree out of thousands of submissions.

CEE-GS LEADERSHIP ELECTIONS

Interested in joining the 2017-2019 CEE-GS Leadership Team?

The CEE-Graduate Strand (CEE-GS) provides graduate students with the opportunity to begin networking with the peers they will work alongside over the course of their careers. Moreover, it provides opportunities for establishing collaborative partnerships and forming a peer-based support system to enhance the graduate student experience.

About the Leadership Team

Serving on the CEE-GS Leadership Team is a great way to serve CEE-GS, to improve and grow the organization, and to learn more about the field of English Education.

Any graduate student can run for and serve on the Leadership Team. At least one year of Leadership Team service must be completed while the individual is still a graduate student.

The term begins and ends at the CEE conference, with the next term beginning in June/July 2017 and ending in June/July 2019. The specific descriptions and responsibilities of each Leadership Team position are outlined below...

Available Positions & Descriptions

Chair

Responsibilities include: Planning & coordinating regular Leadership Team meetings, communicating with Campus Representatives, serving as a liaison between the CEE Executive Committee and CEE graduate students, attending the CEE Executive

Committee meetings at NCTE & CEE, attending the CEE conference, attending the annual NCTE conference, attending CEE and CEE-GS-related sessions and events at NCTE, developing new initiatives for CEE-GS, helping dispense information of-interest to EE graduate students (via email & Facebook), & organizing the CEE-GS Doctoral Student Roundtable session at NCTE.

Conference Director

Responsibilities include: Participate in Leadership Team meetings; attend NCTE and CEE conferences; attend CEE-GS events at NCTE and CEE; help plan, set up, and facilitate events at NCTE and CEE so that these events run smoothly. If asked, serve as member of CEE Conference planning committee.

Membership Director

Responsibilities include: Participate in Leadership Team meetings; attend NCTE and CEE conferences; attend and help plan CEE-GS events at NCTE and CEE; communicate with CEE-GS members by updating the CEE-GS website and spreading awareness through other online forums like social media and email.

Social Media Director

Responsibilities include: Post announcements and reminders on the Facebook page; general upkeep of the Facebook page (updating pictures, approving new members, etc.); plan dinners and social events for CEE-GS at NCTE, CEE, and AERA and/or LRA; create invites for the social events and the CEE-GS business meeting at NCTE; assist the Chair and the Newsletter Editor(s) with overall communications, which may include such tasks as flyers, emails, and newsletter articles; attend the NCTE and CEE conferences during your years of service.

Newsletter Editor(s)

Responsibilities include: Participate in

leadership team meetings; attend NCTE and CEE conferences; attend CEE-GS events at NCTE and CEE; create a winter (Jan/Feb) and fall (Sept/Oct) newsletter to be distributed to

CEE-GS members via email, Facebook, and on the CEE-GS website. (Note:

The format/template for the newsletter has been developed, but it will be up to the newsletter editor(s) to solicit articles and work in conjunction with the Leadership Team to ensure that information is collected and distributed via the newsletter.)

How to Apply

Please submit the following information to Meghan Barnes at

meghan824@gmail.com by Friday, November 4, 2016:

- Your name, institution, and anticipated month/year of degree completion
- The position(s) you are interested in applying for
- 1 paragraph detailing: (a) your qualifications for the applied-for position, (b) your interest in a particular position, and (c) your vision for the position under your leadership.

The above information will be shared with CEE-GS during the Business Meeting & Dinner at NCTE (on Friday, November 18, 2016).

The above information will be shared with CEE-GS during the Business Meeting & Dinner at NCTE (on Friday, November 18, 2016). You must be present at the CEE-GS Business Meeting in order to run for and vote on the Leadership Team.

During this time, you will have the chance to speak to introduce yourself to the group (you do NOT need to prepare a speech of any kind).

CALL FOR SPRING ISSUE

DEADLINE FOR SUBMISSION: APRIL 1, 2017

Requested Submissions

- Books reviews of texts used in methods courses. These should follow and APA style annotated bibliography format, not to exceed 1000 words.
- Advice for graduate students regarding any aspect of graduate school including, but not limited to: writing, collaboration, submitting proposals, time management, reference management, and working with professors on or off campus.
- Member accolades: If something great is happening, we want to hear about it!
- We publish general interest submissions as space is available. You may submit manuscripts on any topic that will appeal to graduate students of English Education. Formats include articles, essays, research, art, creative writing, multi-modal etc.

Current CEE-GS Leadership Team



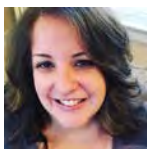
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ALICE HAYS

Newsletter Editor, Arizona State University,
adhays@asu.edu



SHELLY SHAFFER

Newsletter Editor, Eastern Washington University,
sshaffer1@ewu.edu

Future Dates:
NOV. 30-DEC. 3, 2016

Literacy Research Association

Mobilizing Literacy Research for Social Transformation

Nashville, TN

FEB. 3-4, 2017

JoLLE@UGA Winter Conference

Out of the Box and into the Margins

Atlanta, GA

FEB. 10-12, 2017

NCTE Assembly for Research

Culture, Communities and Commitment: Activism Through Language and Literacy Research

*Proposal Deadline October 7, 2016

APRIL 27-MAY 1, 2017

American Education Research Association

Knowledge to Action: Achieving the Promise of Equal Education Opportunity

San Antonio, TX

New Name: *Growing Scholars Chronicle*

This summer, the leadership team decided to adopt a new name for the newsletter. From now on, we will be known as the *Growing Scholars Chronicle*. We are really excited about the new name. The "G" and "S" for Growing Scholars represents the GS for the Graduate Strand, and we liked that connection. We feel like the new name better reflects the seriousness of the work we are doing.

At this time, the *Growing Scholars Chronicle* is currently an on-line open access publication, and as such we are able to accept multiple submissions in multiple formats. We received numerous articles for this latest newsletter, and we hope that members continue to contribute and share their ideas. We look forward to reading your future contributions.