



American Reading Forum (ARF) Annual Conference  
Wednesday, December 5 - Saturday, December 8, 2018  
Sundial Beach and Tennis Resort, Sanibel Island, FL

[Book your hotel room now!](#)

Proposal Deadline: August 1, 2018 (For graduate students): October 1

### Conference Theme

**“All Call to Action: Literacy as a Change Agent”**

We find ourselves at a social, environmental, and political turning point that beckons us to become increasingly mindful about the changes we want to see in our schools, communities, and educational systems. Rather than allowing for divisiveness in our social fabric, we envision the study of literacy bringing scholars together in communities of research and practice to ask critical questions, such as: What are essential literacy and language instructional practices that stem from an asset-based orientation and promote cultural and linguistic diversity? To what extent are we, as researchers and teachers of literacy, examining our own assumptions and willingly entering into difficult conversations about whose literacies matter? To what extent might we be perpetuating a racialized system that has marginalized students of color for decades, and in what ways are we working to dismantle racism?

When we allow ourselves to entertain the idea of “what’s possible” rather than “what’s wrong” in education, we enter into conversations about literacy and social justice with a belief that teachers can make a positive difference in the lives of children and *all* children can learn. When we walk into a classroom with the belief in the potential of teachers and their students, we operate from an underlying assumption that everyone can grow, including ourselves. Right here, in this moment, there is always more to learn. Recognizing our own and others’ areas for growth from an asset-based perspective frames the entire notion of educational change as *progress*. This is not to say that everyone is starting from the same and equal playing field. On the contrary, the inequities in our systems are deeply rooted, and they are perpetuated when we fail to remember that the enterprise of education is, at a fundamental level, a human one. Educators hope for a system where individuals can learn through experiences with a critical lens. This can only occur if all learners (regardless of age) are given opportunities to effectively explore and construct this knowledge.

Researchers are now aiming to use literacy as a vessel to dismantle social injustice and inequalities. Through our research, teaching, leadership, and service, we have the opportunity to share resources, collaborate with one another, and explore innovative ideas. Along the way, we must remain vigilant about interrogating our assumptions and our actions to avoid committing conscious or unconscious exploitation and exclusions of people who have been historically marginalized such as those who identify as people of color, women, LGBTQ, immigrants, refugees, emergent bilinguals, disabled, and elderly.

*“I would not have you descend into your own dream.  
I would have you be a conscious citizen of this terrible and beautiful world.”  
~ Ta-Nehisi Coates*

This **All Call to Action** for ARF 2018 is an invitation to come together to share the ways in which our work in the areas of literacy and social justice are providing opportunities for conversations about “what’s possible” in U.S. schools, classrooms, communities today and how our work raises critical, and perhaps sometimes difficult to discuss, subjects. ARF 2018 can be a space for such conversations if we make it such.

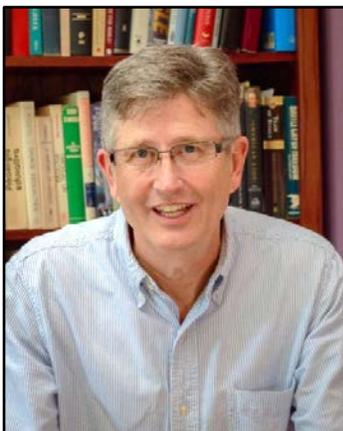
### **Featured Keynote Speakers**

#### **Zhihui Fang, Professor Language and Literacy Education**



Zhihui Fang (Ph.D., Purdue University) is Professor Language and Literacy Education in the School of Teaching and Learning at the University of Florida. He has published widely in the areas of early literacy, content area literacy, disciplinary literacy, and functional linguistics in education. His work recognizes and responds to language as the hidden curriculum of schooling. His recent research explores the varied ways knowledge is constructed through language across different school subjects, the challenges these ways of using language present to reading comprehension and written composition, and pedagogical strategies for addressing these challenges. This work promotes close reading and analysis of texts as a way to help students build content knowledge and at the same time develop understanding of how language works to present knowledge, embed value, and structure text in discipline- and genre-specific ways.

#### **Robert T. Jiménez, Professor of Language, Literacy and Culture**



Robert T. Jiménez is currently Professor of Education in the Department of Teaching and Learning in Peabody College. He received his Ph.D. from the University of Illinois in 1992. At present, Jiménez is working on an instructional approach called Project TRANSLATE designed to support the reading comprehension of students who are learning English as an additional language. Students are taught how to identify information-rich segments of text that they then translate in collaborative learning groups. He has received three Fulbright Fellowships to Mexico, the Albert J. Harris Award for research on struggling readers and the Alan C. Purves Award for research most likely to have an impact on instructional practice. He was also named an AERA fellow in March, 2018. Along with Amanda Goodwin, he is currently editor of *Reading Research Quarterly*. He is also a past-president of the Literacy Research Association (2011-2012).



### **Annemarie Sullivan Palincsar, Professor of Education**

Annemarie 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. Annemarie'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).

Collaborating with computer scientist, Elliot Soloway, she has designed and studied the use of a cyber-learning environment in which students collaborate as they read texts, view video, use simulations, write, and draw, while engaging in scientific inquiry. With science educator, Elizabeth Davis, she investigated the value of educative supports for science teaching in the upper elementary grades and is also studying teacher development, specific to learning to engage children in sensemaking. With linguist, Mary Schleppegrell, she used design-based research to investigate the process and outcomes of teaching English learners the use of functional grammar analysis to support interpreting and learning from narrative and informational text. She has served on a number of National Research Council study groups, including Preventing Reading Difficulties, Preparing Future Teachers, and How People Learn: Volume II. Awards include: Early Contribution Award from the American Psychological Association, Raymond B. Cattell Early Career Award from the American Educational Research Association, election to National Academy of Education, Oscar Causey Award for Outstanding Contributions to Reading Research from the National Reading Conference, and election to the Reading Hall of Fame. Annemarie completed her doctoral studies at the University of Illinois, Urbana-Champaign.

### **Nadine Hall and Kelly Williams, Co-Directors of Diversity**

Ms. Nadine Hall and Dr. Kelly Williams, Co-Directors of Diversity, Greenhills School (grades 6-12), Ann Arbor, Michigan. Ms. Hall has worked in diversity programming for nearly two decades and has taught history to both middle and high school students. Her courses include Foundations of Civilization, Global Crisis, and Sociology. She was also the department chair for History and Social Sciences for grades 6-12. Dr. Williams has worked in diversity programming for over a decade, and has taught English to high school and college students. Her courses include American Literature, African American Literature, and Race, Gender, & Intersectionality. She was also the department chair for English for grades 6-12. Currently, Ms. Hall and Dr. Williams create innovative diversity programming in addition to serving as classroom teachers.

### **Important Dates**

August 1, 2018 – Deadline for proposals

September 1, 2018 – Feedback on proposals will be sent out via email

October 1, 2018 – Graduate student proposals must be submitted  
October 1, 2018 – Early bird conference registration ends  
November 1, 2018 – Feedback on graduate student proposals will be sent out  
November 15, 2018 – Graduate student early bird registration ends  
November 2018 – Attendees must make reservations at the Sundial  
November 11, 2018 – Online conference registration ends  
December 5-8, 2018 – Conference @ Sundial Resort, Sanibel Island, FL

## **General Information**

Proposals for papers, symposia, problem's court, and advancing literacy sessions will be considered for inclusion in the 2018 American Reading Forum Annual Conference Program if they are received by August 1, 2018. Conference proposals are peer-reviewed and all presenters are expected to register and attend the conference to present. The membership of the American Reading Forum has consistently requested that people submit proposals only if they fully believe presentation obligations can be met.

Generally, a person will appear only once as a presenter in the program but could also appear as a discussant for one of the various sessions. It is our hope that all presenters will become active conferees. All presenters are invited to submit their papers for consideration for publication in the Yearbook of the American Reading Forum. Discussants and members of the audience are invited to write reactions for such consideration. However, if the original paper is not accepted in the peer review process, related reaction papers will be dropped from consideration.

## **Guidelines for Submitting Proposals (All sessions will run 75 minutes total.)**

**Paper Sessions** The program committee will schedule two to four papers on related topics in a session. If individuals submitting the proposal have not named a discussant, the program committee may appoint a discussant who will start the session and facilitate a 15-minute discussion about the papers, including comments and questions from the audience. The timing of sessions may be adjusted based on the number of presentations scheduled for the session.

**Paper** proposals must include a two-to-three-page, double-spaced summary of the proposal including:

- Title
- Objectives
- Perspectives or theoretical framework
- Methods and/or techniques
- Data source(s)
- Results, conclusions, point of view
- Educational or scientific importance

**Symposia** Those proposing a symposium should assemble a session on one topic or multiple but related topics focused on the conference theme. Symposium proposers should name their own chairs, discussants, and any others who may have a specific role in the program. Novel

approaches, ways of presenting, and/or ways of involving the audience are welcome in the symposium sessions. If additional time is needed, please request additional time on the proposal cover sheet.

**Symposium** proposals should be outlined in a two-to-three-page, double-spaced summary including:

- Title
- Objectives
- Perspectives or theoretical framework
- Educational or scientific importance
- Key questions for discussion (or other methods of audience participation, when relevant)

**Problem's Court** In the first 20-30 minutes of a problem's court, the presenters should pose a persistent problem of practice or opportunity for growth in the field of literacy research and instruction, supported by theoretical and/or empirical evidence and connected to the conference theme. The next 20-30 minutes should be reserved for a facilitated, critical conversation with the audience about the ways in which this problem or opportunity has been treated in the past, what has advanced our progress, and what has hindered it. In the final 20-30 minutes, the emphasis of the discussion should move toward developing concrete actions items that individuals or small groups can continue to pursue in their own contexts. These might include directions for research, research-practice partnerships, or other steps to be initiated once the conference is completed. The session should close with a 5 to 10-minute wrap-up of the discussion by the presenters. Problem's court proposals should identify how many presenters will be involved in the session and their specific roles (e.g., presenters, discussion facilitators, timekeepers).

**Problem's Court** proposals should be outlined in a two-to-three-page, double-spaced summary including:

- Title
- Statement of problem/opportunity for growth in the field of literacy
- Historical context including perspectives or theoretical framework
- Educational or scientific importance
- Key questions for discussion/ ideas for facilitation
- Initial ideas on "next steps"

**Advancing Literacy** Advancing literacy presentations should describe an ongoing study, work in the planning stages, or theoretical work. The program committee will organize the papers into groups of three so that related topics will share a table. Presenters will each share for 15 minutes with 10 minutes for follow-up discussion (25 minutes total per presentation).

**Advancing Literacy** proposals should be outlined in a two-to-three-page, double-spaced summary including:

- Title
- Objectives for presenting the work

- Developing perspectives or theoretical framework
- Developing methods and/or techniques
- Key questions for discussion

### **Submitting a Proposal**

All proposals must be submitted electronically to [ARF 2018 Submission](#) and must include the following:

1. Contact information (include name, institutional affiliation, mailing address, cell/office telephone(s), additional presenter name(s) and their institutional affiliation, mailing address, cell/office telephone).
2. Description of proposal (including a title and the proposal type) following session guidelines specified above. **(Please, no names on proposal descriptions.)**

NOTE: Graduate Students interested in a Graduate Student Scholarship should submit their proposals by October 1, 2018 to Nance Wilson (nance.wilson@cortland.edu). Information about this scholarship can be found under Graduate Student Award at <http://www.americanreadingforum.org/>.

**Receipt of the proposal and notification of the program committee's decision will be sent electronically to the first author.**

Audio Visual Equipment: Data projectors will be provided; however, laptops, or other computer equipment will not be provided. Presenters are responsible for additional equipment, including adapters unique to their laptops. NOTE: Audiovisual equipment (e.g., LCD projectors, screens) are NOT provided for the roundtable sessions. We encourage applicants, ARF members, and conference attendees to promote the conference and the research presented using social media via #ARF18.