

JoLLE@UGA[®]

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Editor's Introduction:

Growing Pains

Merida Lang

This year has been, for many of us, one of the most challenging in recent memory. We struggled to contain the spread of a deadly virus, with significant costs: reduced contact with friends and family, the strains and stress of balancing childcare with work, loneliness, and in the case for many of us, the deaths of loved ones. In addition to the pandemic, our scholarly community and nation has wrestled with the fallout from the social upheavals of this year, including but not limited to, the killing of Black Americans by police, Black Lives Matter protests, immigration policy shifts, and the stress of the election. The toll of this year is tangible, and so many of us are feeling spent, hoping for a reprieve over the winter break and into the new year.

And yet, as I reflect upon JoLLE's fall issue, and the incredible work that our authors and editors have invested in scholarship and production, I am so deeply heartened. Heartened by the integrity and dedication to scholarly labor, but also by the commitment to equity, justice, and the improvement of educational experiences that is so visible in this issue's scholarship and in the work of our editors. Although this year has been exceptionally trying, the care and perseverance of all the scholars who contributed to this issue shines.

JoLLE is also experiencing its own kind of loss, with the retirement of our beloved faculty advisor of ten years, Dr. Peter Smagorinsky. JoLLE has grown and thrived under Peter's care, as he simultaneously led us to create issue after issue of high-caliber academic work, while nurturing each of us as scholars. Every current and former JoLLE member who I have spoken with on this topic cites JoLLE as one of the most formative academic experiences, serving to demystify the publishing process, improve our writing, and provide invaluable leadership experience.

To say that Peter is dedicated to his graduate students is a gross understatement. As both a member of JoLLE for the last three years and Peter's advisee, I have had the pleasure of being in virtual daily contact with him, and in no uncertain terms, it has changed my life. I moved myself and my family from New York to work with him, and it was, without a doubt, the best decision I could have made, both for my development as a scholar and an educator. As Peter's students, the standards to which we

are held is undoubtedly high (oftentimes terrifyingly so), but his quiet faith in us remind us that those heights can be reached.

Since JoLLE belongs to all of us who have labored on its issues, I reached out some of JoLLE's former Principal Editors for their words to Peter in light of his retirement, which I have reprinted below:

Peter, it's impossible to overemphasize how important that you've been to my trajectory--and so many others', too. I turned down a fellowship to what was my dream university because it was so clear that you cared, that you were invested, that my clueless, queer, first-generation self would be nurtured and mentored in ways that mattered. I have flourished in academia in no small part because of you. And, as I now mentor doctoral students myself, you remain an important touchstone for that work and for my career. I will always be grateful. Always. May retirement be full of laughter, vibrant gardens, and excellent football. (Oh, and because it'll likely make you roll your eyes: Roll Tide!)

So, so, so much love,
Stephanie Anne Shelton, PhD
Assistant Professor, Qualitative Research
The University of Alabama
JoLLE Principal Editor 2013-2014

Peter, thank you for believing in the power of graduate students to do great work. Thank you for keeping JoLLE alive and thriving. Thank you for modeling true mentorship. You will be missed but not forgotten. Enjoy your well-deserved retirement.

Michelle M. Falter, PhD
Assistant Professor of English Education
North Carolina State University
JoLLE Principal Editor 2014-2015

One of the things I've long thought about you, Peter, is that you are someone who likes to see things grow. You're always willing to put forth the time, energy, and care to support growth. Whether it's in your garden--where there's always something blooming and the entire department's extra paper and cardboard have been turned into lining for your flowerbeds--or whether it's the long line of graduate students who have benefitted from your mentorship through JoLLE--where you patiently explained the rules of APA citation and reviewed the finer points of academic publishing--you've always worked hard to create the conditions that make way for new growth. You're especially well known for having a soft spot in your gardener's heart for the mentorship of graduate students. Alongside the extensive mentoring that you provide for graduate students who are officially assigned to you as a mentor, your work with JoLLE has long been a manifestation of your confidence in the power of mentorship for all graduate students. I don't know of any other journal run by graduate students that gives graduate students the level of autonomy, agency, and responsibility as JoLLE does. That's largely been at your insistence and to our benefit. Although you are retiring, I hope to see you at many, many more conferences--always wearing a JoLLE polo, of course!

Heidi Lyn Hadley, PhD

Assistant Professor, English Department
Director of English Education
Missouri State University
JoLLE Principal Editor 2017-2018

To the once and future faculty advisor of JoLLE—> Peter, The three years in JoLLE have been some of my most formative learning experiences in graduate school. I speak for myself, but I know that this is true for others. We've done big, authentic work as editorial board members. In this work, you've taught us how to find our professional identities by creating space for us to try on different roles, teaching us how to read and write critically, and holding space for us to engage in generative disagreement with parliamentary procedure.

With affection and admiration,

Stacia L. Long

PhD Candidate
The University of Georgia
JoLLE Principal Editor 2018-2019

It's hard to believe that it's been almost nine years since you graciously offered to become the official faculty advisor of JoLLE. JoLLE simply would not be where it is today without your tireless efforts; I am so grateful that you invested not only your time, but also financial resources, both of which led to important improvements in JoLLE. Your leadership and mentorship was not just a matter of encouragement and lip service—it was also your incomparable work ethic and generous spirit that inspired all of us to continually improve the journal. The community built during JoLLE sustained me through my doctoral program and continues to serve as platform for those in our field who are working to advance knowledge. Thank you for making my time with JoLLE a magical experience.

With deep appreciation,

Lindy Johnson, PhD

Associate Professor
William & Mary School of Education
JoLLE Principal Editor 2011-2013

When I think of my three years in JoLLE, I'm tempted to remember the big moments, like winning SOAR Awards, listening to keynote speeches at the JoLLE Winter Conference, and hitting the publish button for each new issue. However, it's the little moments that have truly stayed with me long after my time with JoLLE ended. I think often of listening to and learning from your sage advice during "Peter's Corner" each Tuesday, laughing at the memes you included in your email

responses, and being inspired by your small acts of kindness and compassion as we all navigated our own PhD journeys. Thank you for these small moments, and thank you for your dedication to JoLLE, to UGA, and to our graduate student community. I am grateful for you and for your commitment to creating this legacy that I am so proud to be a part of.

Alexandra Lampp Berglund (she/her/hers)

Doctoral Candidate

The University of Georgia

JoLLE Principal Editor 2019-2020

And so, Peter, know that you will be dearly missed, but like all great teachers, we will thrive in your absence, because you prepared us so well. And besides, we know that you're only an email away. However, just as people tend to approach new years with hope (as I wish for all of you in 2021), JoLLE is excited to welcome our new faculty advisor, Dr. Usree Bhattacharya. Dr. Bhattacharya is an Assistant Professor in UGA's Language and Literacy Education Department with a concentration in TESOL and World Language Education. Her experience, expertise, and capable and generous leadership will undoubtedly serve JoLLE well. We look forward to watching JoLLE continue to flourish under her leadership.

This issue, our last with Peter at the helm, also reflects this thread of growing pains, as the articles often address changes that need to be made in the field of language and literacy education. As you read this issue, I hope that you are able to summon the same sense of promise, expectation, and urgency that the authors in this issue express. Sometimes regeneration comes via progress and this semester has given me such faith in the scholars in our JoLLE community.

Research Articles

The first research article in this issue is Dr. Olabisi Kehinde Adenekan's "Navigating the Linguistic Terrain: Immigrants' Personal Stories of Aspiration, Access, Identity, and Acclimation." Dr. Adenekan uses Language Socialization theory to explore how language impacts the experiences of non-native English-speaking immigrants, providing a nuanced portrait of the ways that language is intertwined the acclimation experience.

Drs. Lindsey Moses, Danielle Rylak, Danielle Kachorsky, and Frank Serafini piece, "Investigating Young Readers' Use of Visual, Textual, and Design Resources in Contemporary Picturebooks" focuses specifically on first grade children's experiences reading Mo Willems' books, and the ways that some newer books are more complex and multi-modal, encouraging young readers to engage with the books in more involved ways. Drs. Melanie D. Koss and Kathleen A. Paciga also write about children's literature in their piece, "Diversity in Newbery Medal-Winning Titles: A Content Analysis," however, their piece addresses the lack of racial, ethnic, and gender diversity in Newbery Medal-Winning Titles, which are a mainstay of libraries and classrooms.

In "Putting on Our Pedagogical Love Vests to Affirm the Poetic Literacies and Lives of Black High School Students," Dr. ThedaMarie Gibbs Grey considers the importance of curricula that centers Black

poets for Black high school students. Her research examines the experiences of two students, Brandon and Nyla, and uses Third Space theory to reflect on their participation in a program called Scholar Collaborative which embraced the concept of *pedagogical love*, to engage and affirm her Black students.

Drs. Mandie Dunn and R. Ashley Johnson also consider the vital role that emotions play in the classroom in her piece, “Loss in the English Classroom: A Study of English Teachers’ Emotion Management During Literature Instruction.” Their piece centers on the impact that personal loss has upon English teachers’ approach to teaching death and loss in the classroom, using a feminist approach to understanding emotion.

In a piece quite relevant to 2020’s reliance upon digital learning, Drs. Fawn Canady, Chyllis E. Scott, and Troy Hicks explore the relationship between high school writing curriculum and student’s digital engagement in their piece, “Walking a Thin Line’: Exploring the Tensions Between Composition Curriculum and Students’ Lives as Digital Writers.” Their research draws from a multi-year classroom study, offering insightful and practical approaches that educators can take to align authentic digital writing experiences with traditional composition expectations.

And lastly, Dr. Hunter Strickland, in his article, “Moving Toward a Method for YAL in Secondary English Teacher Education” writes about the results from a study of syllabi of college-level English Education courses on young adult literature, with the aim of understanding how YAL is used in teacher preparation programs and some considerations on how this can be further developed.

Voices from the Field

We were lucky this issue to be able to feature three Voices from the Field articles. The first, by Drs. Grace Kang and Sonia Kline is titled, “Critical Literacy as a Tool for Social Change: Negotiating Tensions in a Pre-Service Teacher Education Writing Course.” The authors thoughtfully consider their own teaching of an online writing course for pre-service teachers and recount the shifts they made in their teaching to reflect more deeply the tenets of critical literacy. For those of us striving for a similar goal in our classrooms, this piece serves as a reflective and practical model.

Drs. Annmarie Sheahan and Ashley Dallacqua explore and model how to take a critical approach to canonical texts in their piece, “Taking Scissors to Shakespeare.” In the article, they trace the development of a unit over multiple years that moved from a traditional literary analysis of a Shakespeare play to a critical consideration of power and privilege across multiple texts. In another example of critical literacy in the classroom, Brigid Ovitt and Dr. Mary Frances Rice recount their experiences and reflections on a remix project, in their piece, “Justice for Justyce: Using *Dear Martin* and Founding Documents to Create Revolutionary Remixes.” Their unit allowed for students to critically consider historical documents, presenting them alongside current social issues to allow for minoritized students to consider the thread of social inequity throughout history into the present.

Academic Book Reviews

The academic book reviews in this issue, organized by our Academic Book Editor, Dan Jin, all carry through the thread of hopeful action and a drive for change. Despite addressing a range of topics, the books focus largely on reframing or addressing learning and social issues in the classroom, and the reviewers approach the texts with engagement and excitement. We hope that readers of JoLLE will be equally inspired by the topics covered in these books.

The books reviewed in this issue are *The Joyful Teacher* (Gordon, 2020), reviewed by Kathryn Caprino; *Studying Gaming Literacies: Theories to Inform Classroom Practice* (Garcia, Witte, & Dail, 2020), reviewed by William Terrell Wright; *Linguistic Justice: Black Language, Literacy, Identity, and Pedegogy* (Baker-Bell, 2020), reviewed by Kyungjin Hwang; *Preparing Globally Minded Literacy Teachers: Knowledge, Practice, and Case Studies* (Lacina & Griffith, 2019), reviewed by Elise Brittain; *Afrofuturism Rising: The Literary Prehistory of a Movement* (Lavender, 2019), reviewed by Taylor D. Duckett; *Teaching Words and How They Work: Small Changes for Big Vocabulary Results* (Hiebert, 2019), reviewed by Harmony Petty; *Arts Integration in Diverse K-5 Classrooms: Cultivating Literacy Skills and Conceptual Understanding* (Brouillette, 2019), reviewed by Tairan Qiu; *Race, Justice, and Activism in Literacy Instruction* (Kinloch, et al, 2019) reviewed by Gail Harper Yeilding; *A Symphony of Possibilities: A Handbook for Arts Integration in Secondary English Language Arts* (Macro & Zoss, 2019) reviewed by Virginia Killian Lund; and *Southern. Gay. Teacher.* (Fair, 2020), reviewed by James Coda.

Children's and Young Adult Book Reviews

As has been the case throughout the history of this feature in JoLLE, our current issue's reviews featured reviews by both young and adult readers. Our Children's and Young Adult Book Review Editor, Julie M. Carbaugh compiled a collection of joyful, sweet, and thoughtful books, with equally compelling reviews.

The books featured in this issue for review are *Twins: A Picture Book* (Ciccotello, 2019), reviewed by Jessica Varsa and her twin daughters, Nora Varsa & Jozefine Varsa; *My Best Friend is a Goldfish* (Lee, 2018), reviewed by Maria Serikkyzy and Safiya Anadil; *Evelyn Del Rey is Moving Away* (Medina, 2020), reviewed by Jennifer Ervin and Loretta Stafford; *We are Water Protectors* (Lindstrom & Goade, 2020), reviewed by Angie Foster and Daniel Foster; *Northbound: A Train Ride Out of Segregation* (Bandy & Stein, 2020), also reviewed by Angie Foster and Daniel Foster; *John Lewis: Courage in Action* (Doeden, 2018), reviewed by Brian Todd Davis and Hannah Cate; *The Princess in Black and the Bathtime Battle* (Hale, 2020); *Astronaut and Physicist: Sally Ride* (Goldstein, 2018); *Five Feet Apart* (Lippincott, et al, 2018), reviewed by Amanda Wall and Dorothy Mortimore; and *The Day the World Stopped Turning* (Morpurgo, 2020), reviewed by Mandy Branch and Rose Marley.

Poetry, Fiction, and Visual Arts

Our Poetry, Fiction, and Visual Arts editor brought her years of experience in the arts to her position, curating a poetry-oriented section with seven poems. The the poems are: "this poem is about language," "all of the mothers i know," and "when kamala harris says *they're comin' for you*" are written by Ashieda McKoy, "Soldier, Take Their Minds Off Your Shoulders," by Octavia Ferguson, "Watching Watching,"

by Jason DeHart, “Posthuman Intra-Action,” by William Terrell Wright & Write with Transformer, and “The Body That Lies,” by Wisnu A. Pradana.

JoLLE 2019 Winter Conference

Our 2021 winter conference, organized by our conference co-chairs, Shuang Fu and Yixuan Wang, is fast approaching, much to our delight. The theme of the conference is: Toward Transformative Justice: Cultivating Accountable Community and Empowering Solidarity in Language and Literacy Education, which will also be the theme of the spring issue. We are thrilled to be welcoming Drs. Yolanda Sealy-Ruiz, Associate Professor at Teachers College, Columbia University, and K. Wayne Yang, Professor and Provost at the University of California, San Diego, as keynote speakers to the three-day, virtual event from February 5-7th, 2021. Dr. Sealy-Ruiz’s work focuses on racial literacy development, culturally responsive education, Black girl literacies, and Black & Latinx male high school students. Dr. Yang’s research areas are popular culture and social movements, urban education and critical pedagogy, coloniality in urban ghettos, and decolonization.

We hope to be able to see you at the JoLLE@UGA 2020 Winter Conference. Aside from our excellent keynote speakers, we have dozens of sessions, applicable to researchers and practitioners alike, as we work towards finding solutions to moving forward with progress, solidarity, hope, and power, in this upcoming year and many to come.

Thanks and Recognition

The first order of thanks goes to JoLLE’s editorial board, by whose work I have been continually impressed and inspired. In spite of the incredible challenges and stressors of this year, this board has been dedicated and inspired, coming up with new ways to innovate and improve the journal. And despite the all-virtual format, and the challenges we faced, each member of the board was incredibly competent, often going above and beyond in their duties. As is always the case with JoLLE, the journal would not have been possible without each member’s hard work and dedication. This year’s Editorial Board includes Bhairvi Trivedi, Managing Editor; Jennifer Ervin, Production Editor; Yixuan Wang & Shuang Fu, Conference Co-Chairs; Dan Jin, Academic Book Review Editor; LaTasha Hutcherson Price, Poetry, Fiction, & Visual Arts Editor; Julie M. Carbaugh, CYAL Book Review Editor; Saurabh Anand, Communications Editor; Tamara Moten, Scholars Speak Out Editor; and Sarah K. Stice, Digital Content Editor. Thank you all for such an excellent issue.

In addition to our editorial board, our external review board serves a vital function, providing their expertise in article reviews. As Principal Editor I have the pleasure of reading all the reviews and the insight that our editorial members offer is invaluable.

And finally, we would like to thank the authors who contribute to the journal and the readers who make up our community of scholars and educators. If you are interested in submitting your work to JoLLE or serving as an External Review Board member, please refer to the JoLLE submissions page on our website (jolle.coe.uga.edu) or contact our Managing Editor, Bhairvi Trivedi (jolle.submissions@gmail.com). In addition to our Fall and Spring issues, we invite you to read and

submit shorter op-ed essays to our Scholars Speak Out (SSO) feature that is published on our website and publicized in our monthly newsletters. To learn more about the SSO feature, please contact our SSO Editor, Tamara Moten (jolle.scholarsspeakout@gmail.com). For regular social media updates, please follow JoLLE on both Facebook and Twitter (@JoLLE_UGA).

Sincerely,

Merida Lang

Principal Editor 2020-2021