

Call For Proposals

The co-editors of the 2020 *American Reading Forum Online Yearbook*, Rachele Savitz and Nora Vines, are soliciting proposals for “lightning round” sessions. Presenters will have 5-7 minutes to present research-based instructional strategies educators (birth and beyond) can utilize to support students, families, communities, and colleagues in literacy. The 2020 Yearbook will be a special issue of sorts with a primary focus on practitioner pieces (see accompanying call for yearbook submissions).

Considering that the American Reading Forum values the work and perspectives of a diverse array of stakeholders in the literacy field, we encourage practitioners, administrators, literacy coaches, researchers, and scholars to submit “lightning round” proposals that speak to the overall conference theme of *Teaching in Uncertain Times* including but not limited to the following sub-themes*:

- Trauma
- K-5 Teaching & PD in Uncertain Times
- Digital and Online Instruction
- Recognizing Bias in Children’s Literature
- Community Literacy & Access
- Centering Antiracism in Literacy Teaching and Research

**See page 4 for detailed descriptions of each sub-theme.*

All proposals must be submitted electronically by September 7, 2020 to Rachele Savitz and Nora Vines at rsavitz@g.clemson.edu and must include the following:

1. **Cover sheet** should include:

- Name
- Institutional affiliation
- Mailing address
- Cell/office telephone(s)
- Additional presenter name(s) and their institutional affiliation, email address
- Title
- 100 word description of the presentation
- 3 keywords that best address your proposal

2. **Proposal** following specific guidelines (see below). The proposal should be blinded as it will undergo peer review.

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

- Objectives for presenting the work
- Perspectives or theoretical framework
- Methods, strategies and/or techniques
- Relevance/importance to the ARF audience and connections to the (un)conference theme
- Key questions for discussion
- References (not included in page limit)

Submissions should be made to rsavitz@g.clemson.edu

If you are interested in serving as a proposal reviewer, please indicate that in the body of your email when you submit your proposal. Receipt of the proposal and notification of the program committee's decision will be sent electronically to the first author.

2020 American Reading Forum Yearbook

Guidelines for Manuscript Preparation and Submission

All 2020 (un)conference presenters are encouraged to submit manuscripts based on their presentation for possible publication in the *ARF Yearbook Volume Teaching in Uncertain Times*. The 2020 Yearbook will be focused on practitioner pieces with the goal of continued support for educators.

The *ARF Yearbook* is an annual, peer-reviewed publication of conference proceedings. To be considered, a manuscript must be based on a conference presentation and previously unpublished. Authors of manuscripts are encouraged to use feedback from reviewers to revise and submit their work in other venues.

Graduate students are encouraged to participate in the mentor program. Participants will be matched with an established scholar who will mentor them in using feedback and navigating the revision to publication process. If you are a graduate student who wishes to participate, please indicate in your submission email.

Style: The content, organization, and style of manuscripts must follow the *Publication Manual of the American Psychological Association* (7th edition). **Editors will not send out manuscripts for review if APA guidelines are not followed.**

Formats:

Full-length Article: full-length articles should be between 2,000 and 3,000 words* and should provide the journal's practitioner audience with classroom ideas for literacy development, based on sound theory and research.

Teaching Tip: teaching tips should be about 700-1,000 words* in length and focus on a single, research -based application for improving literacy that can be readily implemented by readers.

*word limits exclude images, figures, tables, references, and/or appendices

Abstract: 50-100 words

Keywords: 4-5 keywords

Title page: Must include author(s) name(s), affiliation of each author, e-mail(s) and title.

File Type: Please be sure you send a **word document** in lieu of a pdf.

Submissions should be made to rsavitz@g.clemson.edu by January 15th, 2021

Sub-Theme Descriptions

1. **Trauma:** Experiencing trauma is not an exception where only a few students are impacted, it is actually the norm for many. Whether acute, chronic, or complex traumatic experiences are occurring for our students, as educators, we need to better understand how to not silence these experiences and ensure that our curriculum is based on trauma-sensitive practices that instill hope and resilience. This theme will focus on various books that address trauma-sensitive practices in the classroom and ways that educators can incorporate pedagogy that brings to the classroom students' authentic lived experiences.
2. **K-5 Teaching & PD in Uncertain Times:** This theme will address and review instructional approaches as those relate to K to 2 and 3 to 5 settings. Instruction as well as professional development issues and implications on instructional approaches and pedagogical practices as those relate to teachers and administrators will be discussed. Implications for school-based reforms will be considered pre, during, and post Covid-19 as well as implications of specific policies that influence instructional practices and PD.
3. **Digital and Online Instruction:** This theme will address the integration of literacy with digital tools and in online instruction. Included in this topic, we will discuss perspectives that help us to understand how best to implement this integration such as multimodality, participatory culture, TPACK, and critical digital pedagogy. We welcome discussion from intersecting areas, such as critical literacy, that apply to digital literacy and understanding technology's role in challenging systems of power.
4. **Recognizing Bias in Children's Literature:** This theme will explore the use of children's literature as a way of understanding bias in our world. We will discuss how text can allow us to take on multiple perspectives including ones that are different than our own to understand our world. Instructional implications for K-12 and higher education will be discussed to develop an understanding of how we can use a variety of text to explore bias within ourselves and inherently in the world around us. Additionally, text should be discussed with the notion that they are launching pads for ideas about how to take action in the world that is riddled with bias.
5. **Community Literacy & Access:** This theme will explore community approaches to supporting literacy, innovative ideas and ways for researchers to engage with communities around their literacy initiatives. Featured texts highlight the importance of early language environments, lean innovation and methods of widespread dissemination.
6. **Centering Antiracism in Literacy Teaching and Research:** This session explores themes of race, racism, and White supremacy. Books shared will center antiracism broadly, and also offer insights into antiracist literacy teaching and research.