

**Application for TLAC Conference Grant
Dr. Wendy A. Farkas**

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TLAC Conference Grant Program

Application for Grant: November 1, 2017

Dr. Wendy Farkas, Assistant Professor

Department of English, 3220 Jamrich, wfarkas@nmu.edu, (906) 227-1656

A conference presented by the National Council for the Teachers of English (NCTE): *Teaching Our Students Today, Tomorrow, Forever: Recapturing Our Voices, Our Agency, Our Mission; November 16-19, 2017; St. Louis, Missouri, followed by a Workshop sponsored by the National Council of Teachers of English Assembly on Literature for Adolescents (ALAN): Opening Minds, Changing Hearts, and Giving Voice to Adolescence; November 20-21, 2017; St. Louis, Missouri.*

At the NCTE conference, I will learn how to improve students' comprehension and engagement by building relationships with students and holding high expectations for students (in both virtual and face-to-face settings), during the implementation of shared best practices, including the integration of multimodal texts. At the ALAN workshop, several dozen authors and educators will present sessions and panels on the most noteworthy of YA literature, as well as the most effective way to promote and teach YA literature. During the conference and workshop, I will learn how to integrate a critical social justice perspective using young adult (YA) literature, thus resisting the status quo; learn about new YA titles that bring diverse perspectives into English Language Arts instruction, critical for pre-service teachers and in broadening all students' worldviews; and, learn about current and developing research projects on the inclusion of YA literature in classes aligned to Common Core Standards. In addition, I will attend sessions that will help me improve my online and hybrid instruction.

Essay

Preparing middle level and secondary educators requires substantial knowledge in theory, evidence-based practices, and literature—both classic and young adult literature. Learning how to best teach adult learners, specifically in the field of literacy, I want to attend sessions focusing on how to better scaffold pre-service and in-service educators' understanding about the role their own lived literacy experiences play in teaching, about the history of literacy and YA literature, and about the importance of and methods for integrating YA literature. To better serve my undergraduate and graduate students taking my English methods courses and literacy courses, I would like to also attend sessions focused on current pedagogical research and policy research so that I can add current research-based instructional practices in these areas to my pedagogy toolbox, thus being able to model best practice for pre-service and in-service teachers.

Currently, I teach several courses in which I can immediately apply what I glean from the conference and workshop to my teaching: EN 511 *Teaching of Reading*, ED/EN 462 *Young Adult Literature*, EN 309 *Teaching of Writing*, EN 308 *Tutoring Students in Developmental Courses*, EN 110 *Good Books*, and EN 103 *Approaches to Academic Literacy*. I have extensive professional and academic knowledge of reading, as well as working with administrators, teachers, curriculum specialists, parents, and students, helping them to understand the importance of quality literacy instruction at all literacy achievement levels. A key part to an effective literacy program is the integration of research-based instructional practices and quality YA literature; attending the NCTE conference and Alan workshop will

immediately improve my teaching in all of the courses I have listed above. Experts in the field of literacy research have argued that integrating diverse, thematic texts into the curriculum encourages and supports students' reading development by (a) helping improve students' reading comprehension skills; (b) encouraging students to read more texts; and, (c) supporting the development of an inclusive, diverse curriculum where students are able to see themselves and issues important to them in a diverse range of texts. I will attend sessions that will help strengthen my teaching in each of the above areas.

I plan to attend sessions focused on recent reading research, therefore, learning how to better teach students how to critically and actively read complex disciplinary texts. Knowing the importance of reading motivation to increase students' comprehension and engagement, I want to learn how to better engage students in activities that require students to critically read complex text, including multimodal text (in both my online and face-to-face courses). In addition, I want to learn more about instructional practices grounded in critical literacy theory and multiliteracies theory, to better integrate social justice into my instruction, as well as integrate more research-based hybrid/online teaching pedagogy into my instruction.

The Assembly on Literature for Adolescents (ALAN) is an independent assembly of the National Council of Teachers of English (NCTE). NCTE was founded in 1911 ALAN in 1973, and both organizations are made up of researchers, teachers, authors, librarians, publishers, teacher-educators and their students, and others who are particularly interested in the area of English education and young adult literature. An important part of the missions of both NCTE and ALAN is to help combat censorship. NCTE's and ALAN's Anti-censorship Committees play an important role in their missions: to promote the development of literacy and language through learning and teaching of English and to promote communication and cooperation among all individuals who have a special interest in adolescent literature; to present programs and conferences on these subjects; to promote and increase the number of articles and publications devoted to them; and to integrate the efforts of all those with an interest in the pedagogy and YA literature related to these purposes.

Note: I have submitted two proposals to NCTE, as well as one proposal to ALAN—all three have been accepted.

Funding Request

I am eager to collaborate with teacher educators who are experts in literacy research and YA literature and pedagogy. I want to attend sessions to help me more effectively teach reading and integrate research-based practices grounded in critical literacy research. In addition, I want to learn about cutting edge hybrid and online instructional practices and research to better prepare me for virtual teaching environments. My students will benefit immediately, as the NCTE conference and ALAN workshop fee includes many sessions on these very topics.

I am requesting \$1,500 to supplement my Departmental Professional Development funds to attend the NCTE conference and ALAN workshop.

Eligibility

I am a tenure-track, assistant professor teaching in the Department of English. I teach English education, reading, and literature courses.

Interest in Teaching and Pedagogy

I specialize in pedagogical research and teaching, and I am responsible for the preparation of secondary English teachers; it is my responsibility to prepare them for teaching literature and reading. My students graduate and take positions as middle and high school English teachers. Because I am a literacy professor specializing in teacher education and literature pedagogies, as well as working with students in developmental reading courses, I seek to expand my pedagogical knowledge to better understand how to reach a diverse population of students. Consequently, I will be better prepared to teach pre-service teachers for the contemporary English classroom and better engage reluctant, under-prepared first-year students enrolled in developmental reading courses. My publication/presentation record includes publications and presentations on literacy pedagogies, YA literature reviews, and engaging reluctant, under-prepared students. Notable peer-reviewed publications/presentations include:

- McEneaney, J., Gillette, C., **Farkas, W. A.**, Yeaton, C., & Guzniczak, L. (2016, Fall). A grounded theory inquiry into an everyday digital literacy. *Journal of Literacy and Technology*, 17(3), 219-255.
- Farkas, W. A.** (2016, September). Review of the book *The Forgetting*. *The ALAN Review*. Retrieved from <http://www.alan-ya.org/alan-picks-augsep-2016/>.
- Farkas, W.** (2016). Exploring the professional development of a first-year teacher: Literacy specialist as mentor. *Language Arts Journal of Michigan*, 31(2), 52-61.
- Farkas, W.** (2015). *Designing, Implementing, and Evaluating a Middle School English Language Arts Program: A Mixed Methods Approach* (Doctoral Dissertation). Retrieved from Proquest.
- Jang, B.G., Guzniczak, L., McEneaney, J., Blunt, J., Liu, Y., Wu, W., Pei, L., & **Farkas, W. A.** (2016). *Influences of a university-school partnership project on pre-service teachers' efficacy and pedagogical content knowledge in reading*. Discussant at the Literacy Research Association Conference, Nashville, TN.
- Jang, B. G., Wiens, P., **Farkas, W. A.**, & Meyer, C. (revising to resubmit based on peer-review feedback). Pre-Service teachers' attitudes toward and knowledge of content literacy instruction. Manuscript submitted to *Journal of Teacher Education*.

Sharing Information

I will share the knowledge I gain with colleagues in the English and Education Departments, in particular those who work with pre-service and in-service teachers, graduate teaching assistants, contingent faculty, as well as with tutors and those who work with tutors. Specifically, I will present at the English department's Professional Development Workshop, the Upper Peninsula Reading Conference (attended by many NMU students and graduates), and the Tutoring Consortium Conference.

Budget

Lodging - \$185/night X 6) \$1068.00
Registration Fees - \$477.00
Meals - (32 X 6) - \$192.00
Mileage - 800.00
TOTAL - \$2537.00

Abbreviated CV and conference acceptance letters follow.

Curriculum Vita
Wendy A. Farkas

Assistant Professor, Northern Michigan University
1401 Presque Isle, Marquette, Michigan 49855

Phone: (810) 423-6173
Email: wfarkas@nmu.edu

Teaching Experience at the University Level

- 2014-Present **Assistant Professor of English**, Northern Michigan University
Teaching Reading in the English Classroom (EN/ED 511)
The Teaching of Writing (EN 309)
Tutoring Students in Developmental Courses (EN 308)
Young Adult Literature (EN/ED 462 (50)—Online)
English Methods and Materials for Teaching English Composition (EN 350 (80)—Hybrid)
Good Books (EN 110 (50)—Online)
Good Books (EN 110 (50)—Online)
Approaches to Academic Literacy and Study (EN 103)
Personal Reading Improvement (EN 102)
Learning Skills Development (EN 101)
Supervised Student Teachers
Directed Independent Studies
Directed Internships
Directed Theses
- 2014 **Instructor**, Oakland University
Literature: Middle/Senior Schools (RDG 573)
- 2013 **Research Assistant**, Oakland University
Research: Content Area Literacy: Teacher Attitudes, Beliefs, and Content Knowledge (Professor: Bong Gee Jang, Ph.D.)
- 2010-2012 **Special Lecturer**, Oakland University
Composition I (WRT 150—Hybrid)
Composition II (WRT 160—Hybrid)
- 2010 **Instructor**, Saginaw Valley State University
College Reading and Study Strategies (RDG 103—Hybrid)
- 2008 - 2009 **Teaching Assistant**, Oakland University
Authors and Illustrators (RDG 570: Instructors: Linda Pavonetti, Ed.D. and **James Ciplewski**, Ph.D.)
Literature in Middle/Secondary Schools (RDG 573: Instructor: Linda Pavonetti, Ed.D.)

PUBLICATIONS

Published Manuscripts

McEneaney, J., Gillette, C., **Farkas, W. A.**, Yeaton, C., & Guzniczak, L. (2016, Fall). A grounded theory inquiry into an everyday digital literacy. *Journal of Literacy and Technology* 17(3), 219-255.

Farkas, W. (2016). Exploring the professional development of a first-year teacher: Literacy

specialist as mentor. *Language Arts Journal of Michigan*, 31(2), 52-61.

Farkas, W. (2015). *Designing, Implementing, and Evaluating a Middle School English Language Arts Program: A Mixed Methods Approach* (Doctoral Dissertation). Retrieved from Proquest.

Manuscripts under Review

Jang, B. G., Wiens, P. D., Farkas, W., & Meyer, C. (under review). Pre-service teachers' attitudes toward and knowledge of content literacy instruction. Manuscript submitted to *Action in Teacher Education*.

Farkas, W. A. (revising based on peer review). Answering the call: A mixed-methods examination of an english language arts program designed to increase students' reading comprehension and motivation. Manuscript to be submitted to *Literacy Research Journal*.

CONFERENCE PRESENTATIONS

Presentations at National/International Conferences

Farkas, W. A., Richmond, K., & Olan, E.L. (2017, November). *Asking the tough questions: Teaching literature and nonfiction through critical literacy to recapture our voices, agency, and mission*. To be presented at the NCTE Conference, St. Louis, MO.

Farkas, W. A., Luciano, A., McGhee, I., Celelo, M., & Lahr, D. (2017, November). *Future is now*. To be presented at the NCTE Conference, St. Louis, MO.

Farkas, W. A., Richmond, K., & Olan, E.L. (2017, November). *Disrupting notions of stigma while empowering voices: Examining language identity, mental illness, and disability through young adult literature*. Workshop to be presented at the ALAN Conference, St. Louis, MO.

Farkas, W. A. (2016). *Designing, implementing, and evaluating a college developmental reading program using mixed-methods*. Paper presented at the National Association for Developmental Education Conference, Anaheim, CA.

Jang, B.G., Guzniczak, L., McEneaney, J., Blunt, J., Liu, Y., Wu, W., Pei, L., & **Farkas, W. A.** (2016). *Influences of a university-school partnership project on pre-service teachers' efficacy and pedagogical content knowledge in reading*. Paper presented at the Literacy Research Association Conference, Nashville, TN.

Farkas, W. A., Tavalsky, H., & Beamish, G. (2016). *Literacy pedagogy: Broadening world views through exploration of the isms in texts*. Workshop presented at the Lilly Conference, Traverse City, MI.

Jang, B. G., Wiens, P., Heny, N., & **Farkas, W. A.** (2014). *Pre-service teachers' attitudes toward and knowledge of content literacy instruction: How are they related?* Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.

THE FIRST CHAPTER



2017 ANNUAL CONVENTION

St. Louis, MO | NOVEMBER 16-18



Wendy Farkas to Speak at National Convention

The National Council of Teachers of English (NCTE) is pleased to announce that Wendy Farkas, of Northern Michigan University, will be speaking at the 2017 NCTE Annual Convention in St. Louis, Missouri.

Farkas will present as a member of the panel, "Asking the Tough Questions: Teaching Literature and Nonfiction through Critical Literacy to Recapture Our Voices, Agency, and Mission." The participants' description of the panel reads:

Presenters will describe how asking difficult/purposeful questions can help students actively construct meaning while examining literary and nonfiction texts. Participants will learn strategies to help students to develop critical literacy, disrupt notions of what is viewed as "normal/just/fair/acceptable," and reclaim their voices as agents of change in the world.

The session will be held from 12:00 PM to 1:15 PM on Saturday, November 18, 2017.

Each year, the NCTE Annual Convention draws thousands of elementary, middle level, and secondary educators, college faculty, administrators, and other educational professionals from around the world to participate in four days of professional learning programming. NCTE convention attendees hear presentations from award-winning speakers, attend thought-provoking sessions, share best practices, and test the latest teaching materials. The 2017 NCTE Annual Convention will be held November 16-19 at the America's Center Convention Complex.

The National Council of Teachers of English (<http://www.ncte.org>), with 30,000 individual and institutional members worldwide, is dedicated to improving the teaching and learning of English and the language arts at all levels of education.

NCTE: Shaping Literacy for Tomorrow . . . Today

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THE FIRST CHAPTER



2017 ANNUAL CONVENTION

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The National Council of Teachers of English (NCTE) is pleased to announce that Wendy Farkas, of Northern Michigan University, will be speaking at the 2017 NCTE Annual Convention in St. Louis, Missouri.

Farkas will present as a member of the panel, "The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers." The participants' description of the panel reads:

In this wide-ranging session sponsored by the CEE Graduate Strand (CEE-GS), undergraduate and master's level preservice and novice English teachers from across the nation will lead roundtables exploring 21st-century teaching ideas and research-driven pedagogical practices. Please join us to support this next generation of English teachers and NCTE members. Student presenters are determined after the program deadline. Attendees will receive a separate program with the names of roundtable leaders and their presentation titles upon entering the session.

The session will be held from 8:00 AM to 9:15 AM on Sunday, November 19, 2017.

Each year, the NCTE Annual Convention draws thousands of elementary, middle level, and secondary educators, college faculty, administrators, and other educational professionals from around the world to participate in four days of professional learning programming. NCTE convention attendees hear presentations from award-winning speakers, attend thought-provoking sessions, share best practices, and test the latest teaching materials. The [2017 NCTE Annual Convention](#) will be held November 16-19 at the America's Center Convention Complex.

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NCTE: Shaping Literacy for Tomorrow . . . Today

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Wendy Farkas <wfarkasliteracy@gmail.com>

ALAN Workshop 2017 Break Out Proposal2 messages

Renzi, Laura A <LRenzi@wcupa.edu>

Tue, Apr 25, 2017 at 10:59 AM

To: "elsie.olan@ucf.edu" <elsie.olan@ucf.edu>, "wfarkas@nmu.edu" <wfarkas@nmu.edu>, "krichmon@nmu.edu" <krichmon@nmu.edu>

Cc: "lrenzi@yahoo.com" <lrenzi@yahoo.com>

Congratulations!!

It is my pleasure to inform you that your break out proposal has been accepted for the ALAN 2017 workshop! Please make sure to register for the workshop early. Last year we reached maximum capacity in August. This year there will be no waitlist; if you are not register you will not be on the program and will not present during the break out session.

Please let me know if you have any questions! I am very excited to be including your proposal in the program.

Thank you for supporting ALAN!!!

Laura Renzi
2017 ALAN President

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Dr. Laura Renzi
Assoc. Professor of English
BSED Program Coordinator
West Chester University
500 Main Hall
(610) 436-1040

"There are as many ways to live as there are people."

-louise Fitzhugh

Kia Richmond <krichmon@nmu.edu>

Tue, Apr 25, 2017 at 1:48 PM

To: "Renzi, Laura A" <LRenzi@wcupa.edu>

Cc: "elsie.olan@ucf.edu" <elsie.olan@ucf.edu>, "wfarkas@nmu.edu" <wfarkas@nmu.edu>, "krichmon@nmu.edu" <krichmon@nmu.edu>, "lrenzi@yahoo.com" <lrenzi@yahoo.com>

Thanks for this fantastic news, Laura. Whoo hoo!

Where can we find the registration link?

Kia Jane

:) > Congratulations!!

[Quoted text hidden]