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Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/institutes-k-12-educators>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Making the Good Reader and Citizen: The History of Literature Instruction at American Schools*

Institution: The University of Texas at El Paso

Project Directors: Jonna Perrillo and Andrew Newman

Grant Program: NEH Institutes for K-12 Educators

Making the Good Reader and Citizen:

The History of Literature Instruction in American Schools

Proposed 2023 Summer Institute for Teachers

July 10 - 21, 2023

**Co-Directors: Jonna Perrillo (University of Texas, El Paso)
Andrew Newman (Stony Brook University)**

NATURE OF THE REQUEST

Our proposal is for a Level II project that revises our Summer Seminar “Making the Good Reader and Citizen: The History of Literature Instruction at American Schools,” which was held for the first time in July 2021, hosted virtually by Stony Brook University. This two-week Institute would also convene virtually, with thirty participants. The intended audience is middle and high school (grades 6-12) educators, especially but not exclusively in English Language Arts.

INTELLECTUAL RATIONALE

This institute will examine the history of secondary-school literature instruction (focusing primarily on the twentieth century) and, more specifically, educators’ and school reformers’ changing conceptions of what constitutes a “good reader.” To do so, we will trace two competing traditions in the teaching of secondary literature: One, associated with progressive education, is student-centered: it emphasizes the role of literature in the student’s social and personal development, either as a vehicle for the communication of moral and civic values or as the basis for an experience that fosters personal, moral growth. The other, text-centered, is academic: it values content-knowledge or skill-development and sees literature as a pathway to scientific, self-disciplined modes of thinking that are also vital to the civic good. Each draws on different theories, has led to different teaching methodologies, and has different relationships to standards and assessment. Over time, the two schools of thought have alternately come in and out of favor, for reasons we will explore, including the impact of historical events and a disconnect between literature scholars (and the academy) and English educators (in K-12 schools and teacher-preparation programs). Often, teachers, perhaps more than literary scholars, have transcended the binaries and embraced student-centered and text-centered approaches simultaneously. Still, standards and mandates matter and shape teachers’ classroom practices, especially as exams like state tests and the SAT have become co-aligned with the Common Core and school performance has been tied to federal funding. Understanding literature teaching today as part of a long history – one that too few scholars and teachers know – offers perspective to the contemporary controversies that shape our participants’ work.

These often radically opposed schools of thought were tied to larger national events as well as ideals relating to literature, culture, and the civic good. For much of the twentieth century, fostering citizenship was one of the principal aims of literature instruction. For example, responding to the rise of totalitarianism in Europe, the premise of Louise Rosenblatt's enormously influential *Literature as Exploration* was that "the study of literature can have a very real, and even central, relation to points of growth in the social and cultural life of a democracy" (1938, v). In contrast to didactic approaches that used literary texts to inculcate patriotism and appreciation of "the American Way of Life," Rosenblatt and her followers considered literary study as an essentially civic experience or "transaction"; by having student-readers identify with diverse points of view and debate interpretations, the classroom itself could be a laboratory for democracy. This approach had a resurgence during the Cold War, when English educators, joining the institutional response that gave rise to the NEH, articulated their contribution to the "National Interest." In a 1961 report the National Council of Teachers of English (NCTE) declared that "The cultivation of literature not only gives man an access to the ideas and values of his culture and a consequent desire to cherish and improve it, but also stimulates his growth in understanding, sensitivity, and compassion" (1961, 15-16). Such humanism was widely expressed in and may continue to underlie the teaching of literature, yet today it is in tension with contemporary standards and assessments.

We now find ourselves in a historical moment tied to the formalist or "New Critical" approach to literature instruction that dominated college literature departments in the middle decades of the twentieth century. Historically, the influence of this approach in secondary school English has been strongest at moments, such as the Sputnik Crisis, marked by anxiety that the nation was losing its standing in the global political economy. In the most significant indication that reading is being treated as a pathway to content-knowledge and analysis rather than a vehicle for character instruction or humanism, the Common Core State Standards (CCSS), formally adopted in most states and emulated in others, have decreed a shift from poems, plays and fiction towards "informational text." Indeed, the CCSS do not envision learning outcomes that are specifically associated with literature. According to the publishers' guidelines, "drawing knowledge from the text itself is the point of reading"; in this regard a poem is no different from "science and history texts" (Coleman and Pimentel 2012). The CCSS emphasize skill-development and career readiness—rather than a humanist tradition—as the pathway to a stronger civic body and national welfare. We know from our 2021 seminar participants that this emphasis can seem dangerously out of touch with the moment in which they are working, particularly in relation to the stress and isolation that so many of their students have experienced during covid. It has grown ever more complicated, as well, in light of censorship campaigns that reflect parents', school boards' and state legislatures' expanded influence over what literature can and cannot be taught. These campaigns have tested existing beliefs about citizenship preparation and diversity.

Our institute will explore how our current moment fits into a longer history of thinking about literature, society, and teaching. In investigating competing conceptions of the civic role of literature instruction in creating "good readers," we will see: how historical events off campus have compelled the fluctuations; the role assessment has played; the impact of technologies of literature instruction (including the literary canon and teachers' lesson plans); and the impact of who has the most power or influence over these decisions in particular moments. In developing a richer, deeper understanding of literary studies and our profession, our participating teachers will

prepare to serve as stronger leaders in their schools and all the more effective and creative practitioners in their classrooms.

LEVEL 2 PROJECT DEVELOPMENT

Our seminar participants' experiences were overwhelmingly positive and enthusiastic, and almost all of what we heard, both at the end of the seminar and in our recent virtual reconvening on January 15, was that the seminar was the most positive and impactful professional development experience of their professional lives. According to them, it was a unique experience otherwise unavailable to teachers in traditional professional development settings and it has started to lead to real, concrete, and even systemic change. They valued the curriculum, the relationships they built, and the unit plans that they developed in concert with each other, and many of them hope to remain involved with the institutes' work (see dissemination and co-faculty section below). Accordingly, our aim is to retain as much of our seminar design as we can, while opening it to a larger number of teachers and faculty, including 2021 seminar participants who we plan to engage as co-faculty.

Our first indication that our seminar might speak to teachers' needs and questions was in our seminar application numbers. We received over 120 applications for just 16 spots. Out of this pool, we were able to create a stellar cohort of teachers whose teaching contexts ranged from schools in our nation's largest urban districts to suburban schools to one in a rural area in the Pacific Northwest that the participant described as serving white supremacist communities. The teachers were highly motivated, always present and prepared, and deeply engaged in the materials.

The written evaluation that we asked them to complete anonymously at the end of the seminar offers a fuller picture of what they gained. Many mentioned how useful it was to “name why I wanted to make certain curricular choices as an English teacher... [and to] have the terminology and theoretical understanding for understanding what teaching philosophy fits best.” Another participant put it this way: “now I have a greater sense of why we do what we do in our classrooms, who makes those decisions, and how we can use that knowledge to motivate and empower students in the way we design reading and writing expectations.”

We heard many responses, like this one, that described a sense of professional rejuvenation:

this has been a transformational two week seminar for me as an instructor. As much as I value joy and try to provide an engaging, thoughtful learning experience for my students, my intention is not always in step with my practice. After working at schools that are super standardized test and Common Core driven, I did not realize how much that sort of...sucked the joy out of my practice. This workshop has shown me that I can marry meaningful student-driven experiences with deep literary analysis, and I'm excited to implement that in my classroom this fall.

Most teachers also talked about how the seminar would “affect how [they] frame the teaching of literature next school year” and, in the words of another participant, would lead the teacher to “be more intentional and fueled by interest in my students as readers, writers, and thinkers rather than attempt to meet a list of standards within a year-long time frame.” Teachers

testified that “This was one of the best professional development activities I have ever undertaken” and “I believe this program should be taken by every English teacher in the country.”

We quote from these comments not just to document our record of success but to show why we want to retain the mission of our seminar while incorporating more voices and the scholarship of guest faculty: Seminar participants did not just refer to revising a unit or work with a singular text but to rethinking why they teach literature at all. Both kinds of change, particular and systemic, are powerful, but the questioning of values and methods that we saw teachers posing in our seminar seem to us especially vital in meeting our current moment.

With regard to that moment, in first proposing our Seminar we did not fully anticipate its topicality. We knew, for example, that our participants would relate to their early-twentieth-century predecessors’ complaints about the dehumanizing effects of standardized testing, but a year before the pandemic precipitated a crisis in education we could not foresee how powerfully past arguments for the prosocial and community-building values of literature instruction would resonate during the summer of 2021. Similarly, while censorship and text-selection controversies are perennial issues in English curricular history, we had little idea how Jonathan Zimmerman’s landmark essay on “Brown-ing the American Textbook” (2004) would preview so much of the contemporary rhetoric about the teaching about race and racism: as he writes about the Cold War, “the new emphasis upon self-esteem prevented the textbooks themselves from examining racism, a subject that could only injure the feelings of its perpetrators as well as its victims” (66). Now, in proposing an institute, we have the opportunity to invite Zimmerman in person, and we expect that the Summer of 2023 will be as compelling a contemporary frame for our discussion as was the 2021.

Institute funding would allow us to involve a greater number of teachers and scholars in the discussion. One takeaway from our 2021 experience is that the online format increases accessibility, and for that reason we propose to retain it: Several participants mentioned to us that they would not have been able to join an in-person seminar, whether because of financial constraints or family responsibilities that can be especially acute for mid-career teachers. This format also reached regions that don’t have the wealth of professional development opportunities enjoyed by educators in the Northeast, for example. At the same time, we aim to remediate the “lack of diversity” observed by one of the 2021 evaluations by diversifying our project team and targeting our recruitment efforts.

We see our work as community-building for the participants and faculty alike. That is to say, we all have something to learn by discussing the history of the profession in the context of what that history has to offer to teachers who are living its legacy.

FORMAT AND PROGRAM OF STUDY

For two weeks we will study primary sources from the history of education, including policy statements, theoretical writings, and examples of implementation of these in teaching articles and lesson plans. We will also consult secondary sources on the history of education. Our subject and our process will be multi-modal, insofar as reading, discussion and writing were all potentially part of the civic dimension of literary studies. In consultation with the faculty and K-12 leaders, each participant will identify a curricular unit or series of linked lesson plans that they hope to revise through the institute. These final projects, which will include brief essays or overviews, will be informed by the work with program faculty, our readings, and collaboration with peers. They will thereby connect the teachers’ classroom practice with past conceptions of the civic role

of literature instruction. As described in our dissemination plan, we will support the participants through the further development and the classroom implementation of these units for a variety of audiences, including their students, colleagues, and educators beyond their local communities.

Our goal in our daily structures is to invite more teachers and higher ed faculty into the experience without losing the intimacy and collaborative spirit of our seminar experience. Our seminar participants said they found this interactivity and collegiality essential. We foster this collaboration by spending significant amounts of time (when we are not working with the visiting scholars) in small groups, including stable working groups (organized by timezone) that meet outside of the scheduled whole group sessions. We plan to use the same suite of online tools that we implemented in the seminar:

- On collaborative annotation platform Hypothes.is, faculty and NEH scholars begin and carry on a discussion in the margins of online texts;
- Zoom worked well for whole group sessions, break-out rooms, small-group meetings and consultations. We did several instant polls as prompts for discussions, and found that the participants used the chat feature prodigiously, sharing resources and generally amplifying and extending the discussion. In our planning, one faculty member often took the lead in the spoken discussion, and the other attended to the chat, and there was a lot of lively cross-pollination.
- On Padlet – a simple web publishing platform widely utilized by K-12 educators – participants share bios and other information and publish “prospective” and “retrospective” posts, posing questions and recapping each day’s discussions;
- Google Docs provided an excellent forum for collaborative writing, which we frequently integrated into our daily activities.

Daily Plans

The basic structure of the day consists of two 2-hour virtual sessions. We start each workshop with freewriting and end the day with process writing, practices designed to build writing communities and that we hope our participants will bring to their own classes if they do not practice them yet.

Day One

1. This session will be devoted to an introduction to the institute objectives, to the material, and to one another. We will ask the participants first to write about and then to share in discussing a recent experience teaching or studying a work of literature. How did they approach it? What were their learning objectives, and how might these be framed in terms of academic and social values? How did the students respond? In addition to building community, our goal here is to begin to identify how the traditions or theories we will be studying show up in their own classrooms and teaching practices. Noelle Cammon and Joy Bacon will share the final projects they created in our 2021 seminar as a model of what participants might be able to accomplish. We’ll conclude the morning session with a collaborative discussion of our objectives for the seminar.
2. We will contextualize the pendulum swing we examine in this workshop between transactional and New Critical readings by looking at a common element between them: they are both posed as correctives to character education. To do so, we will read and discuss two pieces that talk about character development or personality that were fairly

contemporaneous with the Rosenblatt and the New Critical texts that we will study: sections from John Dewey's *Experience and Education* (1938) and teacher Sarah Roody's article, "Developing Personality through Literature" (*The English Journal*, 1947). By examining these two primary sources, we will get a good sense of precisely what civic values literary scholars and educators were responding to and working to cultivate.

Day Two

1. The first of our guest faculty, Dr. Jonathan Zimmerman, will help our participants to contextualize the historical events that led to the two different schools of thought at the heart of our seminar: Rosenblatt's transactional theories of reading and New Criticism. In addition to his own scholarship, Dr. Zimmerman may also reference or work in interactive ways with texts such as two WWII pamphlets from the NCTE archives: "The Role the the English Teacher in Wartime" (NCTE 1942) and "Teaching English in Wartime: A Brief Guide to Classroom Practice" (Gross 1942).
2. We will discuss Louise Rosenblatt's *Literature as Exploration* (1938). Now in its fifth edition, this book was originally published in 1938 for the Progressive Education Association's Commission on Human Relations. A sophisticated synthesis of social and aesthetic values, it's arguably the single most influential book on the teaching of literature in the United States. Rosenblatt proposes that the role of the teacher is to facilitate the student-reader's "transaction" with the literary work: she articulates the contribution of the readers' experiences to their social and civic development.

In morning and afternoon sessions (depending on time zones), participants will meet in five groups, each led by a faculty member, to begin sharing and developing ideas for the final project.

Day Three

1. In the morning, we will work with our second guest scholar, Dr. Philis Barrangán Goetz. Dr. Barragán Goetz's work on *escuelitas* will show us why Mexican Americans had to turn to alternative, community-designed schools to acquire the kind of literacy and character education for which Rosenblatt advocated, and the important and unique role that cultural pride held for Mexican American teachers.
2. We will return to Louise Rosenblatt's seminal and lengthy work in a new context, as leading English educators in the 1960s took up *Literature as Exploration*, with a revised edition in 1968 fueling the embrace of her transactional approach by a new generation of teachers.

EVENING PUBLIC LECTURE: Dr. Jonathan Zimmerman will give the first of our two lectures. We are leaving the focus open for now because we want to identify a timely issue that will appeal to the broad group of stakeholders we are inviting to it, beyond our participants (See Public Lectures under our dissemination plan). That said, Dr. Zimmerman is immensely qualified to speak on a broad variety of issues, including the history of textbook writing, adoption, and censorship. If censorship continues to be as great of an issue to K-12 education as it is now, he will offer a lecture on this.

Day Four

1. We will work with the last of our guest scholars for the week, Dr. Julia Mickenberg. Dr. Mickenberg's work examines how Cold War politics reshaped the careers of seminal authors in the high school literary canon such as Langston Hughes. Even more important for this seminar, she will help us to think about how Cold War politics also promoted New Critical reading theories.
2. We will begin our work on the second of our seminal movements, The New Criticism. One of the most widely-recognized influences on the teaching of literature, at all levels, is the so-called New Criticism that was promulgated by academics and literary intellectuals in the 1930s and onwards. We'll discuss their intervention and legacy. Promoting an aesthetic experience as an antidote to technological modern society, the New Critics repudiated the "message hunting" they associated with Progressive pedagogy and with Rosenblatt's work. In the 1960s, their "close reading" methodology seemed to offer a rigorous humanistic counterpart to the New Science and the New Math. We'll read the letters "To the Teacher" that preface the influential textbooks by Cleanth Brooks and Robert Penn Warren, *Understanding Poetry* (1938) and *Understanding Fiction* (1943). Along with P. L. Thomas's study of "The Rise of the New Criticism in *English Journal*" (2012), we'll examine some of the *EJ* articles that express New Critical tenets, and talk about the influence of New Criticism in our own teaching.

Day Five

We will spend both of the sessions on this day working with our participants without guest faculty.

1. In our working groups, participants will do some generative writing oriented at getting them to identify an issue and text from the week that they want to work with as they work towards their final projects. They will share these writings in the group and give each other feedback that will help them to enter into the weekend with plans for developing their work. We will end the small group workshops with process writing about what participants want to remember from the feedback sessions.
2. Co-directors Newman and Perrillo will discuss their own scholarship on the history of teaching *The Great Gatsby* and the work of Langston Hughes, why they wrote the essays that they did (and that participants will have read), and how. For example, Julia Mickenberg's work is cited in Perrillo's essay on Hughes. We hope that beyond the content of our work, then, this workshop will be helpful for participants in modeling a sense of intellectual partnership and collaboration across educational institutions. This is something we hope for them to gain out of the institute long after the two weeks.

Day Six

We are beginning this week with guest faculty knowing that the end of our week will be busy and that we want to introduce our participants to the scholarship with enough time for them to work more of it into their final projects.

1. We will work with guest faculty Sarah Schwebel, whose scholarship on historical fiction and representation traces what teachers have used the genre for across time. In working

with participants, she will help them to think not just about seminal fictional texts that our participants might teach but how teachers' use of them reflects changing notions of literature and citizenship.

2. We will reconvene in our five small groups so that participants can share the progress they made on their final projects over the weekend. They will give each other feedback and make notes for how to contemplate revision over the week.

Day Seven

1. We will work with Dr. Lauren Leigh Kelly, whose scholarship is informed by critical literacy studies and the transactional approach of Rosenblatt. Dr Kelly demonstrates the value of incorporating "hip hop literature" in the ELA curriculum: an occasion for historically-informed reflections on multiculturalism, culturally-responsive pedagogy, and canon formation.
2. In the 1980s and 1990s, concerns with inclusivity and pluralism possessed increasing influence over text selections and approaches. In our discussion, we'll put that era's metaphors - the mosaic or quilt - in conversation with the present. How do present-day initiatives such as the #DisruptTexts Teachers collective build on and depart from twentieth-century multiculturalism? Theoretical readings will include Sandra Stotsky's "Multicultural Literature and Civic Education: A Problematic Relationship with Possibilities" (1996). We'll consider opposing positions on book challenges in Meghan Cox Gurdon's *Wall Street Journal* editorial "Darkness too Visible" (2011) and the Spokane-Coeur d'Alene-American novelist Sherman Alexie's "Why the Best Kids' Books are Written in Blood" (2011). We'll work through some of the often unstated theoretical premises underlying multicultural pedagogy by discussing an essay on fiction and empathy by the Zambian-American writer Namwali Serpell (2019).

Day Eight

1. Our guest scholar Sarah Levine, who participated in our 2021 seminar, will return to work with participants on how her study of standardized exam essay prompts over time echoes the history we have studied and the privileging of certain kinds of reading over others across the twentieth century.
2. We will make the connection between the history we have been reading, the Common Core State Standards, and standardized testing. As Bancroft and Rabinowitz (2014) argue, the CCSS revive the New Criticism, especially with an emphasis on "close reading" the "text itself"; Carillo (2019) argues that their approach to reading has troublesome implications for democracy in the age of "fake news." An *Atlantic* profile (Goldstein 2012) of the standards' primary architect, David Coleman, reveals the biographical and philosophical underpinnings of the CCSS, including his concerns about educational equity. We will also spend the last 30 minutes of this afternoon session working in pairs on their final projects. These pairs will be assigned out of the small groups of six that they will have been working in since Day 5.

EVENING PUBLIC LECTURE: Our second public lecture will be offered by Dr. Lauren Leigh Kelly, with the same caveats as we described for our first. Dr. Kelly is also well situated to address a number of issues, and we are especially excited about her work on hip hop literature, anti-racist pedagogy, and the humanities curriculum.

Day Nine

1. We will revive an exercise we developed in our 2021 where we ask participants to collaboratively write an education manifesto out of our eight days of completed work. We will do this by breaking into five small groups and asking each group to come up with a list of statements about ELA education that reflects their shared convictions and learnings. We will then reconvene as a whole, compare what individual groups produced, and collate it into one larger working document. We see this document as a draft for possible dissemination projects, including opinion pieces and white papers. Our 2021 participants loved this exercise and enjoyed working on it further in our January 2022 reconvening.
2. We will offer participants one last chance to work in their small groups on fine tuning their final projects.

Day Ten

1. The participants will share their final projects in presentations, again in five groups of 6, but not in their working groups. By this point, they will be very familiar with the work of their small groups, and so changing the groups will give them a chance to learn more and to present their work to a new audience. After the participants share their work in 15-minute presentations, we will end with a group Q&A. While we will have to sacrifice whole-group conversation, we will be able to share our work on our website, and the more extensive conversations will allow for participants to have more meaningful feedback from their peers.
2. We will conclude with a discussion of our experiences in the seminar, along with feedback. We'll also administer a comprehensive online evaluation.

PROJECT TEAM

University Faculty:

Jonna Perrillo, PhD, Co-Director, is an associate professor of English education and education historian at the University of Texas at El Paso. She directed the West Texas Writing Project, a branch of the National Writing Project, for six years and served as the Council Historian for the National Council for Teachers of English from 2015 to 2018. Her book *Educating the Enemy: Teaching Nazis and Mexicans in the Cold War Borderlands* (2022) compares the privileged educational experience offered to the children of relocated Nazi scientists in Texas with the educational disadvantages faced by Mexican American students living in the same city. In February 2022 she published an essay in the *Washington Post* editorial page's "Made by History" column that connects this past history of prioritizing the happiness of white children to present-day battles over race in the curriculum. Her first book, *Uncivil Rights: Teachers, Unions, and Race in the Battle for School Equity* was the recipient of the American Education Research Association's New Scholar Book Award (Division F) in 2013. More broadly, her scholarship examines how schools serve as a central institution for shaping ideas about citizenship and identity, including through the English curriculum.

Andrew Newman, PhD, Co-Director, is a Professor and Chair of the English Department at Stony Brook University, where he is also affiliated with the History Department.

He teaches undergraduate and graduate courses on American Studies and the history of education, including “The High School Canon,” “Literary Study and Civic Education,” and “Literacy, Indigeneity and Race in American Literature.” He’s the author of *On Records: Delaware Indians, Colonists, and the Media of History and Memory* (2012) and *Allegories of Encounter: Colonial Literacy and Indian Captivities* (2019). His current research project, *The High School Canon: The History of a Civic Tradition*, was supported by a 2019-20 Fellowship from the John Simon Guggenheim Memorial Foundation. He has published research from this project in venues such as *Public Books* and the Norton Critical Edition of *The Great Gatsby*.

Dr. Perrillo’s academic focus is in the history of education, and Dr. Newman is primarily a literary scholar with interests in historical reception. In practice, she is often more attentive to the historical and institutional contexts for the educational trends, while he focuses on the instantiations of literary theories in the classroom and the interpretive traditions surrounding individual works. In the planning and implementation of the 2021 seminar, they found their complementarity to be highly generative. (If necessary, they are prepared to fill in for one another as the sole Director.)

K-12 Faculty:

The K-12 leaders were also integral to the success of the 2021 seminar, as consultants to the program development, members of the selection committee, and co-faculty within the seminar itself, leading small group discussions and advising on individual projects. One of the most influential presentations - cited in several of the projects - was by K-12 leader Deirdre Faughey, EdD, based on her prize-winning research on restorative literacy. For that reason, we would again invite k-12 leaders to give presentations, and as we scale up from a seminar into an institute, we plan to engage three of them, thereby maintaining a low ratio of participants to core faculty.

Joy Bacon, a participant in our 2021 seminar, is a high school English teacher at Baltimore School for the Arts in Baltimore, MD. She holds a Master’s in Teaching from Johns Hopkins University along with an administrative certificate from Towson University. She leads her school’s English department as well as school-wide literacy initiatives and new teacher support. During her 13 years in education, she has worked in various capacities throughout Baltimore City to train and develop early career teachers, including roles with Johns Hopkins, Teach for America, Baltimore City Teaching Residency, and Baltimore City Public Schools.

Noelle Cammon teaches 9th grade English Language Arts at Heritage High School in Menifee, CA, was also a participant in our 2021 seminar. She has both a BA and an MA in English Literature. She is in her 16th year in education and is always honored to work with teachers to hone their skills and explore education.

Rebecca Nicole Guerrero teaches English Language Arts at the Young Women's STEAM Research & Preparatory Academy in El Paso, Texas. Her courses include AP English Language, AP English Literature, and an AP Capstone program focused on women's studies, advocacy, and social justice. In the classroom, Rebecca focuses on project-based learning with real world products and themes relevant to the lived experiences of her students. She credits her approach to teaching to her education at the University of Texas at El Paso in the Masters of Teaching English program.

Administration:

Brianna Licerio is the Administrative Services Coordinator for the Department of English at UTEP and will be in charge of grant management, including processing payments and ordering books.

Guest Faculty:

We will have six guest faculty join our institute to share their expertise in a variety of issues within the history of K-12 literature instruction. Doing so will give our participants a chance to learn directly from leaders in our field and to discuss with them the relevance of this history in their own professional lives. We have invited the guest faculty to facilitate two-hour workshops that will revolve around a reading they have authored and that we choose together. We have asked them not to just lecture but to make at least part of their time interactive, something our seminar participants said made our work together different from other opportunities to work with scholars. We have started by inviting some whose work we taught in the seminar, but we have already expanded beyond that, as well. We hope that the guest faculty will also offer a chance to reflect the diversity we so value, both in the faculty themselves and in the people they highlight in their scholarly work.

Philis M. Barragán Goetz (Texas A&M University) received her Ph.D. in American Studies from the University of Texas at Austin. She is an Assistant Professor of History at Texas A&M University-San Antonio, where she teaches classes in Mexican American history, women's history, Texas history, and United States social and cultural history, and is a co-coordinator for the Women's and Gender Studies program. She is a 2021 recipient of the Mellon Emerging Faculty Leader Award. Her book, *Reading, Writing, and Revolution: Escuelitas and the Emergence of a Mexican American Identity in Texas*, published by University of Texas Press in Spring 2020, won the National Association for Chicana and Chicano Studies-Tejas Foco Nonfiction Book Award, the Webb County Heritage Foundation's Jim Parish Award, and the Tejano Genealogical Society's Tejano Book Award. We invited Dr. Barragán Goetz because of her work on the history of Mexican American literacy and the ways in which Mexican American educators drew on and resisted the intellectual traditions we are studying here to create alternate literature curricula for students marginalized by Texas public schools during the early Cold War.

Lauren Leigh Kelly (Rutgers University) is an Assistant Professor in the Graduate School of Education at Rutgers University. She is also the founder of the annual Hip Hop Youth Research and Activism Conference. Kelly taught high school English for ten years in New York where she also developed courses in Hip Hop Literature and Culture, Spoken Word poetry, and Theatre Arts. Dr. Kelly's research focuses on adolescent critical literacy development, Black feminist theory, Hip Hop pedagogy, critical consciousness, and the development of critical, culturally sustaining pedagogies. Her work has been published in academic journals such as *Equity & Excellence in Education*, *Journal of Literacy Research*, *Learning, Media, & Technology*, *Journal of Adolescent & Adult Literacy*, *English Journal*, and *Youth & Society* and her research on Hip Hop literacies and critical consciousness is the subject of two forthcoming book publications. We invited Dr. Kelly in part because her focus on culturally relevant pedagogy represents the historical legacy of traditions we are studying.

Sarah Levine (Stanford University) focuses on the teaching and learning of literary interpretation and writing in under-resourced urban high schools, with an emphasis on the links between in- and out-of-school interpretive practices. She is also interested in ways that digital

media – specifically radio production – can be used as frameworks for teaching reading and writing to middle and high school students. Before pursuing an academic career, she taught secondary English at a Chicago public school for ten years. While there, she founded and ran a youth radio program that used digital audio production as a tool to help make writing and analysis relevant and real-world for students, and to build bridges between school and the world beyond. In our 2021 seminar, Dr. Levine shared research from her 2019 longitudinal analysis of New York State Regents examinations in English, which provided a fascinating case study of how high-stakes examinations reflect and impose different pedagogical approaches to literature. Participants ranked it as a very important part of their seminar experience.

Julia Mickenberg (University of Texas, Austin) is the author of *Learning from the Left: Children's Literature, The Cold War, and Radical Politics in the United States* (Oxford UP: 2006), which won awards from the Society for the History of Children and Youth, the Children's Literature Association, the Pacific Coast Branch of the American Historical Association, and the UT Cooperative Society. She is also co-editor of *Tales for Little Rebels: A Collection of Radical Children's Literature* (NYU: 2008) and *The Oxford Handbook of Children's Literature* (2011), which won the Children's Literature Association's 2011 Edited Book Award. She has also published articles and book chapters in venues including the *Journal of American History*, *American Quarterly*, *The Children's Literature Association Quarterly* and *American Literary History*. She recently published "Radical Children's Literature for Adults at the Inner City Goose" in the open-access journal *Barnboken*. Dr. Mickenberg's work on how Cold War politics compelled African American writers such as Langston Hughes to write children's literature will give us another way to think about the social forces that shape the curriculum and literature instruction. In many ways, her work on Cold War censorship anticipates current culture wars that we suspect will remain relevant at the time of the institute.

Sara L. Schwebel is Professor and Director of the Center for Children's Books at the University of Illinois Urbana-Champaign. A historian by training (Ph.D., Harvard, History of American Civilization), her research centers on the historical narratives young people absorb through frequently assigned fiction and nonfiction—as well as the way K-12 educators can challenge the heritage-based approach long central to school history. Schwebel is the author of *Child-Sized History: Fictions of the Past in U.S. Classrooms* (Vanderbilt UP, 2011), editor of *Island of the Blue Dolphins: The Complete Reader's Edition* (U of California Press, 2016), co-editor of *Dust Off the Gold Medal: Rediscovering Children's Literature at the Newbery Centennial* (Routledge, 2022) and, in collaboration with NPS partners and student researchers, an author of the Books to Parks site on [Island of the Blue Dolphins](#) and *The Watsons Go to Birmingham-1963* (forthcoming). Before beginning her academic career, she taught middle school U.S. history and English Language Arts in Virginia and Connecticut. Dr. Schwebel's work on historical fiction and its use to support or resist larger political forces in the curriculum (like a patriotic curriculum) will help us to investigate what happened when reading theories in both the Rosenblatt and New Critical traditions met political and pedagogical movements such as multiculturalism.

Jonathan Zimmerman (University of Pennsylvania) A former Peace Corps volunteer and public school social studies teacher, Dr. Zimmerman holds a Ph.D. in history from the Johns Hopkins University. His scholarship has focused broadly on the ways that different peoples have imagined and debated education across time and space. He has authored books about sex and alcohol education, history and religion in the curriculum, Americans who taught overseas, and historical memory in public schooling. His most recent work examines campus politics in the

United States, the teaching of controversial issues in public schools, and the history of college teaching. Dr. Zimmerman's work will show us how both Rosenblatt's and the New Critics' ideas grew out of much more expansive events and occurrences off campus during and immediately after World War II, including changes in the social sciences (especially psychology and anthropology), the postwar growth of university education, and changes in the teaching profession. He will give us ways of thinking about the relationship between the ELA curriculum and American politics that we will apply throughout the workshop.

INSTITUTIONAL RESOURCES

The University of Texas at El Paso will provide virtual platforms for our synchronous meetings (Zoom) and asynchronous activities (including Google for Education tools).

The administrative staff in the English Department will help with processing and sorting applications, including sending applicants notices that their application has been received. All work related to the grant management will be completed by Brianna Licerio (see above, Project Team).

PARTICIPANTS AND PROJECT DISSEMINATION

The intended audience for the Institute is composed primarily of ELA teachers grades 6-12, although it may also interest social studies teachers, school librarians, and literacy specialists. We would aim to attract a more diverse applicant pool than we did in 2021 through a more proactive use of social media and through targeted outreach. For example, in addition to paid digital advertisements in the NCTE's *English Journal* announcements and *NCTE Inbox*, we would ask the Chairs of the NCTE's American Indian, Black, and Latinx Caucuses to share the Call for Applications with their memberships. As the Institute for Education Sciences suggests, we may be able to reach more diverse applicants by distributing our call for applications to alternative teacher preparation programs. We would reserve six spaces for early-career educators, and also aim to have a geographically and institutionally diverse cohort. The selection committee will consist of the three K-12 education leaders, Newman and Perrillo. The preliminary program will be published on the Institute website, along with samples of work and testimonials from 2019 participants.

Shortly after admissions, books will be shipped to participants, and electronic versions of articles and book chapters will be made available through the project website (with password-protection as appropriate). They will be invited to practice collaborative annotation using the *hypothesis* platform. In addition to the public-facing website, we will also set up a shared *padlet* – a web-publishing platform that most teachers are familiar with – on which we will post informal bios for the participants and project team, along with videos and other resources.

LEVEL II PROJECT DISSEMINATION

Continuity and Community

One of the most important ways that we can work on dissemination is to build bridges to the NEH-funded work we have already completed with teachers and to see this institute as a vehicle, to some degree, as a dissemination pathway for sustaining and amplifying the community we have begun to build. We look forward to working with Joy Bacon and Noelle Cammon in leading the 2023 Institute, and we would hope to involve others as well. We had a wealth of talent to choose from, but we selected Joy and Noelle based on the lessons and professional development presentations they created in the 2021 seminar, their experience with implementing those projects in the past school year, and the balance of intellectual engagement and teacher-leader skills they will bring to the institute. They are exactly the kind of teachers who can mentor others in small groups during the institute to ensure they create materials (see below) that will be usable and not forgotten in the midst of a new school year.

We also see recruitment and the institute programming itself as ways to cultivate an audience for our work. For the 2019 Seminar, our notifications to applicants who were not selected to participate included an invitation and a sign-up link for our email list; several of these then joined the virtual public lecture we included in our program. For 2023, we would continue to build a contact list through outreach, inviting anyone teachers who land on our website to join. We would invite these contacts to join the public lectures (see below) we will feature during the institute, and hope to expand our audience by encouraging the participants to invite colleagues and administrators.

Also in the vein of continuity, we will design a January reconvening (online) for the participants that we will inform them about from the beginning. This is something we did with the seminar, but that we only thought of after the fact. While we hope that most of the participants will remain involved in some of the projects we are detailing below, we found that a mid-year meeting gave our participants a chance to reconnect and recommit to their learnings from the seminar. It also gave them a chance to report out on their experiences of “doing” their lesson plans. We believe that this kind of reconnecting is necessary to keeping a community together and accomplishes something different than social media can.

Website Development

We already developed a [website](#) on Humanities Commons both for and out of our 2021 seminar that contains a number of different resources for the public, including a bibliography of readings from the seminar and additional suggestions from our participants, and daily plans and syllabus. We think it would be an even more effective resource if we ask participants to annotate at least some of the entries. Moreover, our 2021 participants shared many resources such as lesson plans and blogs with one another, frequently pasting links in the chat during our sessions, and we see an excellent opportunity to crowdsource a resource page that we could continue to expand through the 2023 institute.

We have not made a concerted effort in the past to advertise the website, but we would do so in the newer, more expansive version, through social media, our own expanding number of cohort members, and through direct emails to faculty working in the disciplinary areas our institute involves (literary studies, history of education, history of literacy, library sciences). The website would allow us to include links to or reports on the activities and projects described below.

Public Lectures

The number one form of dissemination that our participants said they desired in our reconvening was access to the public lectures that we included in our 2021 seminar and that many of them invited their colleagues and administrators to join. In this spirit, we would like to invite a variety of public stakeholders to join our newest public lecturers, including our participants' colleagues and the parents they serve. There are almost no opportunities for all of these groups to come together in professional development settings, and we see this as a signal strength of our institute. From this, parents could help support teachers in advocating for their own innovations. In addition, with our two participating guest facilities' permission, we would like to record the two lectures and post them on our website.

Conferences and Professional Development Presentations

Conferences are one of the most important ways for our teacher participants to share what they know with others. Accordingly, we will invite our NEH scholars to workshop conference presentation proposals, and budget funds to support their conference participation as presenters in conferences such as the annual convention of the NCTE or its regional affiliates.

We will also directly solicit proposals for inclusion in proposed panels at the 2023 NCTE and History of Education Society annual meetings (both held in the Fall at locations TBA). These venues represent two different audiences for our work: K-12 English teachers and education historians, many of whom are teacher-educators. For the November 2021 HES meeting in San Diego, Drs Perrillo and Newman convened a panel on "Histories of Education in the K-12 Classroom" that showcased our 2021 seminar and other funded projects for K-12 teachers. The proposed panel for the 2023 meeting would help academics think more deeply about how to link education history to contemporary teachers' work, something we know from our own experiences on campus that faculty can be eager for direction with.

The proposed panels would be occasions to showcase final projects, which our 2021 scholars will have implemented in the classroom. Since the proposals will be due before the summer, we will draw from this cohort, and leave some slots open for 2023 scholars. These presentations may become the basis for published articles (see below).

Publications

We published an op ed, entitled "This Year, Let's Re-Humanize English Class" in the September 16, 2021 edition of the online news journal *El Paso Matters*. The op ed captured many of our takeaways from our seminar and was published for a general El Paso audience. We hope future participants will write collaboratively or on their own for our local news sources for their own community and beyond. We know it is difficult for teachers to write in these ways during the regular school year, but we hope that this model and being able to talk about our writing process (something that we will dedicate a workshop to at the end of the two weeks) will give teachers the structure they need to get it done. We will facilitate workshops for NEH scholars who are interested in developing opinion pieces for publication, based on Dr. Perrillo's own experience with OpEd Project workshops and in teaching her graduate students to write opinion pieces for publication. Similarly, we hope to facilitate our participants in developing their final projects and conference presentations into teaching articles for outlets such as the journals of the NCTE or its many regional affiliates.

We would look forward to co-authoring (Perrillo and Newman) the required white paper, which will summarize our key findings from working with two different cohorts of K-12 teachers on the history of teaching English. In it, we will also list what we see as a plan of action for K-12 educators, the university faculty who prepare and should support them, and other education stakeholders (especially parents and administrators). We see this paper as working somewhat in the vein of a report we incorporated into our first seminar, Justin Reich's and Jal Mehta's *Healing, Community, and Humanity: How Students, Teachers, and Parents Want to Reinvent Schools Post-COVID*. As we expressed in our *El Paso Matters* op ed, our 2021 NEH scholars echoed the findings of this report, and also particularized them, collaboratively articulating a vision for a student-centered, community-building approach to teaching literature.

We would aim, therefore, to distill the white paper in producing another co-authored back-to-school op ed, which we would pitch to national outlets for September 2023. We have plans for two additional publications for different audiences:

One will be an article for a journal like *English Journal* (National Council of Teachers of English, NCTE). In it, we will delineate the implications of our findings for teacher education. We anticipate making a robust argument in favor of this history as part of teacher preparation at both the graduate and undergraduate level and for greater attention to it by professional organizations like the NCTE. We believe the organization should support a special interest group strand within the organization, which will also facilitate more academics being trained and interested in this field.

Second, we would like to write a public-facing article for a publication like *Public Books*. In it, we will delve into the theoretical questions at the heart of our work—how has literature instruction been used as a form of citizenship instruction? And who gets to decide which model gets privileged?—at a larger, cultural level. We think a piece like this could open the work of the institute to a much broader audience, including parents, school community members, and other potential allies and advocates for teachers.

Professional Development Materials and Resources

In our 2021 seminar, several participants (including Noelle Cammon) elected to make their colleagues, rather than their students, the primary audience for their projects. Embracing the same ideas and histories, they developed multimedia presentations that linked the history we studied with classroom methods they were promoting. We want to encourage this again, and link some artifacts from these workshops on the website (like a handout or flyer that pitches the workshop), along with contact information for the teachers. We want to be careful of not including the entire projects since these are intellectual property for which the authors might be able to generate unique leadership opportunities, but we do want to help promote the work of participants who desire such opportunities.

Team Teaching

Our final plan for dissemination is for Drs. Perrillo and Newman to teach parallel, if not identical, courses on the history of teaching English at our respective universities in the Fall 2023. It is too early for us to say for sure if they would both be undergraduate or graduate courses or one of each—that depends on our departmental needs. But we feel confident that we could both teach some version of a course that would have a more or less shared syllabus, even if we need to make one more scaled up (for graduate students) than the other. In addition to disseminating the ideas of our NEH work to teachers (pre-service or practicing) in El Paso and

the Stony Brook community, the courses would offer our students a chance to discuss and exchange ideas with each other, likely through an online platform like Padlet. We believe this valuable because for pre-service teachers, especially; there is often no opportunity to learn comparatively or to see how schools function outside of their local areas.

Finally, we would also incorporate some of the webinars that we have planned honoraria for, to be incorporated in these classes. That is, we would find ways, through either real time or recorded webinars, for our institute participants to share their work from the institute and its real life application in their own schools with our students (recorded webinars for one group because it may be difficult for us to coordinate our classes to meet at the same time given our time differences and the fact that we both work at commuter campuses, serving students who work outside of school). This would benefit our students enormously, expand the achievements of the institute to teachers still in training (especially in the case of undergraduate courses), and ensure our institute participants an almost immediate opportunity to share their work that they could use as leverage for further opportunities.

Proposed NEH Summer Institute for K-12 Educators
“Making The Good Reader and Citizen: The History of Literature Instruction in American Schools”

Hosted Virtually by the University of Texas, El Paso

July 10-July 21, 2023

Jonna Perrillo and Andrew Newman, Co-PIs

Academic Schedule

The virtual program of study for this institute will be composed of synchronous and asynchronous activities. To allow for full participation across different time zones, most whole-group activities will take place in two 2-hour sessions, from 11:30-1:30 and 2:15- 4:15 EDT. Small group work and 1:1 consultations will be scheduled before or after, based on participants' preferred meeting times.

The primary research project will be a revision of curricular unit that combines learning objectives as defined by the participant’s state standards and is informed by others adapted from literature-instruction’s past, especially its currently-marginalized concern with citizenship.

In preparation for the seminar, participants will read Louise Rosenblatt’s *Literature as Exploration* (5th edition, 1995) and sections of Sarah Schwebel, *Child-Sized History*, Julia Mickenberg’s *Learning from the Left* and Jonathan Zimmerman’s *Whose America?*

All other readings will be made available in advance of the seminar through this website. The listing of readings below will be revised and supplemented, in consultation with the guest faculty.

Monday, July 10 (all times are Eastern Daylight)	
11:30-1:30	Introduction: Learning Objectives and Outcomes
2:15-4:15	Character Education <ul style="list-style-type: none">• Dewey, <i>Experience and Education</i> (1938) (Selections)• Roody, “Developing Personality through Literature” (1947)
Tuesday, July 11	
11:30-1:30	Dr. Jonathan Zimmerman on the mid-century contexts for English education <ul style="list-style-type: none">• Sheridan, “The Role the the English Teacher in Wartime” (NCTE 1942)

	<ul style="list-style-type: none"> • Gross, “Teaching English in Wartime: A Brief Guide to Classroom Practice” (Gross 1942). • Zimmerman, <i>Whose America?</i> (selections)
2:15-4:15	Transactions <ul style="list-style-type: none"> • Louise Rosenblatt’s <i>Literature as Exploration</i> (1938).
Before /After	Small Group Workshops on Final Projects Beginning work on final projects in five groups, each with a faculty leader, in 1.5 hour morning or afternoon sessions depending on time zone.
Wednesday, July 12	
11:30-1:30	Dr. Philis Barragán Goetz on <i>escuelitas</i> and community schooling in the southwest <ul style="list-style-type: none"> • Barragán Goetz, <i>Reading, Writing and Revolution: Escuelitas and the Emergence of a Mexican American Identity in Texas</i> (2020) (selections)
2:15-4:15	Reviving Rosenblatt <ul style="list-style-type: none"> • Rosenblatt, <i>Literature as Exploration</i> • Miller, “Literature in the Revitalized Curriculum” (1967) • Squire, “Toward a Response-Oriented Curriculum in Literature (1971)
5:30-7:00	Public Lecture: Dr. Jonathan Zimmerman,
Thursday, July 13	
11:30-1:30	Dr. Julia Mickenberg on Cold War politics, literary culture and English education <ul style="list-style-type: none"> • Mickenberg, <i>Learning from the Left</i> (2005)
2:15-4:15	The New Criticism <ul style="list-style-type: none"> • Brooks and Warren, “Letter to the Teacher”, from <i>Understanding Poetry: An Anthology for College Students</i> (1938) • Wimsatt, W. K., and M. C. Beardsley. “The Affective Fallacy” (1949) • Thomas, P. L. 2012. “A Richer, Not a Narrower Aesthetic”: The Rise of New Criticism in <i>English Journal</i>” (2012)

Friday, July 14	
11:30-1:30	Small Group Workshops on Final Projects
2:15-4:15	<p>Newman and Perrillo present history of education scholarship on F. Scott Fitzgerald's <i>The Great Gatsby</i> and Langston Hughes.</p> <ul style="list-style-type: none"> • Newman, Andrew. "High School and the Great Gatsby Curve." (2021) • Perrillo, Jonna. "Bringing Harlem to the Schools: Langston Hughes's The First Book of Negroes and Crafting a Juvenile Readership." (2019)
Monday, July 17	
11:30-1:30	<p>Dr. Sarah Schwebel on the history of historical fiction in the classroom.</p> <ul style="list-style-type: none"> • Schwebel, <i>Child-Sized History</i> (selections)
2:15-4:15	Small Group Workshops on Final Projects
Tuesday, July 18	
11:30-1:30	<p>Dr. Lauren Leigh Kelly on hip hop literature in the ELA classroom</p> <ul style="list-style-type: none"> • Kelly, "Hip-Hop Literature: The Politics, Poetics, and Power of Hip-Hop in the English Classroom," (2013)
2:15-4:15	<p>Multiculturalism</p> <ul style="list-style-type: none"> • Stotsky, "Multicultural Literature and Civic Education: A Problematic Relationship with Possibilities" (1996). • Gurdon, "Darkness too Visible" (2011) • Alexie, "Why the Best Kids' Books are Written in Blood" (2011) • Ebarvia and Parker. "#BlackLivesMatter: When Real Life and YA Fiction Converge" (2018) • Serpell "The Banality of Empathy"(2019).
Wednesday, July 19	
11:30-1:30	<p>Dr. Sarah Levine on Standards and Testing</p> <ul style="list-style-type: none"> • Morrow, Julie Mathilde. 1924. "Concerning 'New Style' Tests in English" (1924)

	<ul style="list-style-type: none"> ● Levine “A Century of Change in High School English Assessments” (2019) ● Primary sources - historical regents examinations
2:15-4:15	Historicizing the Common Core <ul style="list-style-type: none"> ● Coleman and Pimentel, “Revised Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy” (2012) ● Goldstein, “The Schoolmaster” (2012) ● Rabinowitz and Bancroft, “Euclid at the Core: Recentering Literary Education” (2014) ● Carillo, “Navigating This Perfect Storm: Teaching Critical Reading in the Face of the Common Core State Standards, Fake News, and Google” (2019)
5:30-7	Public Lecture by Dr. Lauren Leigh Kelly
Thursday, July 20	
11:30-1:30	Literature Instruction: A Manifesto Summative, collaborative writing activity
2:15-4:15	Small group work on final projects
Friday, July 21	
11:30-1:30	Participants' project presentations
2:15-4:15	Reflections, Evaluations, Next Steps

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Work Plan

October - November 2022*

- Revision and expansion of *Good Reader* website, with bibliography, research page, work samples and bios/photos of project team and guest faculty.
- Project Directors’ meeting in Washington DC

December 2022 - February 2023

- Recruitment, especially focusing on social media and outreach to districts that are historically underrepresented in NEH summer programs
- Submission of panel proposals for NCTE and HES Annual Meetings

March 2023

- Processing applications, with administrative assistance from graduate intern.
- 2- Day selection meeting around March 20, 2023

April - June 2023

- In consultation with visiting faculty and K-12 leaders, revising program in preparation for implementation.
- Books ordered and shipped
- E-texts made available on website (graduate intern)
- Preparation of paperwork for payment of stipends

July - August 2023

- Institute (July 10-21)
- Newman and Perrillo work on:
 - Article for *English Journal*
 - Back-to-school Op Ed
- With 2021 and 2023 NEH Scholars, workshopping:
 - Professional development presentations
 - Conference paper proposals (especially for Spring 2024 NCTE affiliate meetings)
 - Article and op ed publications

September - December 2023

- Perrillo and Newman teaching parallel courses for English education students
- Professional development webinar sponsored by Stony Brook English, featuring NEH scholars, targeting UTEP and Stony Brook English Education communities.
- Submission of co-authored *English Journal* article
- Professional development presentations by NEH scholars
- Conference presentations at NCTE and HES annual meetings (pending acceptances)
- Work on white paper and public-facing article.

January - September 2024

- Reconvening meeting
- Professional Development presentations by NEH scholars
- NEH scholars presentations at NCTE affiliate conferences
- Continuing workshops for NEH scholars on dissemination activities, including conference paper proposals and articles
- Revision and submission of white paper (whenever it is due) and article for *Public Books* or similar outlet.
- Ideally, another back-to-school op-ed.