# LSP SIG Officers

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Expanding directions in and issues of language and discourse practices, literacies, learning processes, and social contexts, through research grounded in sociocultural, constructivist, and constructionist perspectives.

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A Note from Your Chair

Dear LSP SIG Members,

It has been my pleasure to serve as Chair of the LSP SIG during the 2015-2016 academic year. While communications has been a challenging area—for example, despite my many attempts AERA still has not granted me permission to post on the LSP SIG listserv, consequently my messages were not reaching you—it has been a busy and productive year for the SIG.

This year has brought an embarrassment of riches to the LSP SIG. Here, I briefly highlight some of them while acknowledging the SIG’s accomplishments through the work of many. The SIG governance counts on dynamic and committed individuals, who form (from my perspective) a powerful collective. They are Sarah Vander Zanden, Kate Anderson, Diana Arya, Minseok Choi, and Melissa Gonzalez. I also invite you to participate in this year’s LSP SIG meeting, which promises to be generative and stimulating (details below). We promise to keep reports to a minimum.

I thank Sarah Vander Zanden for serving as the LSP SIG Program Chair and for putting together such a powerful program (included below). I also thank those of you who served as proposal reviewers. In this year’s program, the LSP SIG has reaffirmed its support of mentoring early career scholars through sponsorship of a mentoring session on Saturday, April 9 in Washington, DC. I thank Katie Bernstein and Allison Wynhoff Olsen for coordinating the mentoring session, Cynthia Lewis for serving as this year’s keynote presenter, and all who agreed to invest in our future by serving as mentors to early career scholars.

I thank Kate Anderson (Newsletter Editor) for crafting this beautiful and informative newsletter, Diana Arya (Treasurer/Membership Chair) for continuing to keep our finances in order, and Minseok Choi and Melissa Gonzalez (Graduate Student Representatives) for planning a wonderful social event for graduate students and early career scholars (detailed below).

In addition to the governance, I thank the award committee chairs—Audra Skukauskaite for chairing this year’s Emergent Scholar Award committee and Louise Jennings for chairing this year’s Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship. We have committed to honoring a new faculty member and a graduate student with the Emerging Scholar Award (see next page for the listing of 2016 recipients).

Sincerely,
Mariana Souto-Manning
Chair
The LSP SIG is very proud to announce its 2016 award winners:

Dr. Celia S. Genishi
Teachers College, Columbia University
Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship

Dr. Peter de Costa
Michigan State University
Emerging Scholar Award (Early Career Category)

Jon Wargo
Michigan State University
Emerging Scholar Award (Graduate Student Category)

Please join us to celebrate the work of these scholars—to honor the legacy of Celia Genishi and to reaffirm our commitment to the research being conducted by new scholars Peter de Costa and Jon Wargo. Awards will be presented during the LSP Business Meeting.

After awards are presented, each awardee will share a brief presentation of how her/his research builds on the history of the LSP SIG and contributes to current and future developments in the field. They will specifically return to the roots of LSP research (highlighting what we should know and why), consider the current landscape of LSP research, and consider possibilities and directions for LSP research. Following these short presentations, we will engage in an interactive conversation as we look back and move ahead, (re)considering the past, present, and future of language and social processes research. I hope to count on your participation and insights to collectively explore directions in and issues of language and discourse practices. I hope that you will invite your friends and colleagues to join the conversation by attending the LSP SIG Business Meeting.

Mariana Souto-Manning, Chair

The Language and Social Processes SIG Business Meeting will take place on Monday, April 11, 6:15 to 8:15pm, Marriott Marquis, Level Three, Chinatown, Washington, DC.

The SIG business meeting provides us with opportunities to gather with friends, honor awardees, and meet new people engaged in Language and Social Processes research. We look forward to seeing you there!
From the Program Chair

As Program Chair of the Language and Social Processes SIG, I am pleased to share our exciting program with you this year. The proposals were very competitive and we had an excellent slate of reviewers. The program is a joint effort and on behalf of the LSP SIG, I extend our appreciation for supporting doctoral students in their submission process, sharing your diverse proposals, and strengthening our program through your quality reviews.

The LSP SIG program sessions begin on Friday, April 8th at noon and we have sessions throughout the conference on Monday April 11th culminating in the LSP Business meeting from 6:15-8:15 pm. Note this link [http://tinyurl.com/h8a8c9l](http://tinyurl.com/h8a8c9l) to add each session to your calendar and share via Twitter/Facebook with your colleagues. Please bring colleagues to join the conversations at any or all sessions as well as the Business meeting. Finally, I encourage you to continue to develop the LSP SIGs presence by submitting a proposal for next year’s annual meeting.

Sarah Vander Zanden, Program Chair

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**FRIDAY, April 8**

12:00 to 1:30pm, Convention Center, Level Three, Ballroom A
Adolescent Language Processes
Roundtable Session 6
Chair Melissa Gonzales, University of the Incarnate Word

- **Emotion Discourse as Mediator of Adolescent Peer-Group Classroom Discussions** - David Isaac Hernandez-Saca, Arizona State University; Kate T. Anderson, Arizona State University
- **Collecting Social Justice and Curating Cosmopolitanism: Understanding Youth Digital Literacies as Social Tactics in Navigating (In)Justice** - Jon Michael Wargo, Michigan State University
- **How Questions Prompt Students’ Writing Moves in Spoken and Written Literary Arguments** - Jennifer Lynn VanDerHeide, Michigan State University
- **Mediatization and the Audiovisual Narratives of South Madrid Adolescents: Comparing Two Collaborative Research Experiences** - David Patrick Poveda, Universidad Autonoma de Madrid; Marta Morgade Salgado, Universidad Autonoma de Madrid; Alberto Verdesoto, Colegio Lourdes / FUHEM

4:05 to 5:35pm, Convention Center, Level Two, Exhibit Hall D Section D
Situated Discourse Processes: Developing Participation and Identity
Roundtable Session 49

Chair Minseok Choi, The Ohio State University - Columbus

- **Taking a Stance in the Process of Learning: Developing Perspectival Understandings Through Computer-Mediated Classroom Discussion** - J. Hannah Park, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Jeonghyun Jonna Lee, The University of Texas; Eunjong Choi, The University of Texas - Austin; Rachel E. Gaines, The University of Texas - Austin; Lina Mattar, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin

- **Emergence of an Engineering Identity in Elementary Students** - Gregory J. Kelly, The Pennsylvania State University; Christine M. Cunningham, Museum of Science, Boston; Amy Rene Ricketts, The Pennsylvania State University

- **Designedly Incomplete Utterances and Student Participation** - Hadar Netz, Tel Aviv University
Saturday, April 9
8:15 to 10:15am, Marriott Marquis, Level Four, Liberty Salon J
Language and Social Processes SIG Mentoring Workshop and Roundtable Conversations: Creating Dialogue Across "Generations" of Scholars Workshop

Chairs Katie Bernstein, Arizona State University & Allison S. Wynhoff Olsen, Montana State University

Discussants
Mariana Souto-Manning, Teachers College, Columbia University
Cynthia Lewis, University of Minnesota

10:35am to 12:05pm, Convention Center, Level Two, Exhibit Hall D, Section C
Tales, Talk, and Intertextuality with Young Children
Roundtable Session 17

Chair Margarita Zisselsberger, Loyola University Maryland

(Mis)Interpretations and "Misunderstandings": A Tale of Power, Positioning, and Conversational Subterfuge in a Multicultural Pre-K - Katie Bernstein, Arizona State University

Problematizing Accountable Talk: The Social Construction of Intertextuality and Argumentation in a First-Grade Classroom - Huili Hong, East Tennessee State University; David M. Bloome, The Ohio State University

Text Production as Process: The Language, Literacy, and Identity Opportunities in a Bilingual Elementary Classroom - Sunny Man Chu Lau, Bishop's University; Maria Jose Botelho, University of Massachusetts - Amherst; Marsha Liaw, University of Massachusetts Amherst

Sunday, April 10
2:45 to 4:15pm, Marriott Marquis, Level Four, Congress Literacy, Language, and the Exploration of an Online Text: Where Are We Now?
Symposium

Chair Catherine F. Compton-Lilly, University of Wisconsin - Madison

A Narrative Under Construction: The Scared Is Scared - Catherine F. Compton-Lilly, University of Wisconsin - Madison

Examining Fluidity, Complexity, and Emergence in Young Children's Action Texts - Karen E. Wohlwend, Indiana University - Bloomington

Looking for Mimesis and Remix in The Scared Is Scared - Jennifer Rowsell, Brock University

Discussant David M. Bloome, The Ohio State University

Monday, April 11
8:15 to 9:45am, Convention Center, Level Two, Exhibit Hall D Section D
Voice, Dissent, and Language Ideology In Event Roundtable Session 37

Chair Diana J. Arya, University of California-Santa Barbara

Dissenting Opinions: Conceptualizations of Democracy, Justice, and Representation in Dialogues of Diverse Learners - Courtney Hanny, University of Rochester & SUNY Buffalo

UNESCO and Multilingual Education: Discourse, Dilemma, and Disjuncture - Desmond I. Odugu, Lake Forest College; Paschal Zika; Agatha Amaka Ladipo

Youth Voice and Civic Engagement in an Age of Neoliberal Economic Policies - Stuart Greene, University of Notre Dame; Kevin Burke, University of Georgia - Athens; Maria K. McKenna, University of Notre Dame

"We Must Remain Forthright": Language Ideological Conflict in District- and School-Level Discourse - Elizabeth Anne Mainz, University of California - Santa Barbara
Monday, April 11, cont’d.

12:25 to 1:55pm
Marriott Marquis, Level Two, Marquis Salon 17
Inclusive Talk: Inquiries Into Teachers’ Discourses About Literacy and Inclusivity Symposium
Chair Marjorie Siegel, Teachers College, Columbia University
Disrupting Binaries in Teachers’ Discourses on Teaching Literacy: Inclusion as Heteroglossic - Srikala Naraian, Teachers College, Columbia University; Marjorie Siegel, Teachers College, Columbia University
Strong, Wise, Courageous Readers: Ableist Language in a Teacher’s Talk About Reading - Mary Coakley-Fields, Manhattanville College

Remixing Multimodal Literacies, Universal Design, and Standards-Based Curriculum: Reflections of a Fourth-Grade Practitioner Researcher - Lauren Bakian, NYC Department of Education
"We’re Just Raising the Question": Teachers’ Peer Dialogues About Literacy, Inclusivity, and Multimodality - Kumbirai Khosa, Teachers College, Columbia University; Makila Meyers, Teachers College, Columbia University
Discussant Curt Dudley-Marling, Boston College

6:15 to 8:15pm
Marriott Marquis, Level Three, Chinatown
Language and Social Processes SIG Business Meeting
All members and their guests are welcome to join the meeting.

From the Treasurer/Membership Chair

We continued to grow as community this past year, welcoming 42 new members that include faculty, researchers, and graduate students. We are excited about the new and continuing initiatives happening within the LSP SIG, with the aim of meeting the needs of educators, researchers, and scholars who engage in issues and investigative opportunities related to language and social processes across a variety of linguistic, cultural, and disciplinary contexts.

We are particularly excited about our second mentoring session for junior faculty and graduate students in the 2016 program. Our inaugural session in 2015 was a huge success; many new faculty and graduate students expressed their appreciation for the opportunity to engage in deep conversations about their research with senior scholars. We plan on an equally successful second iteration in 2016, which will take place on the morning of Saturday, April 9 from 8:15 to 10:15 am.

Other developments within the LSP SIG include the continuation of a new award, The John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship. The two first awardees of this new award were Judith Green (2014) and David Bloome (2015).

To recognize the work of language and social processes graduate students and junior faculty members, as of 2016 we are also now granting two Emerging Scholar awards each year to recognize outstanding achievements of a graduate student and junior faculty, respectively. This year, each recipient of these awards will receive a plaque and briefly share her/his work during our business meeting, giving us the opportunity to engage in conversations regarding language and social processes historically and contemporarily.

Diana Arya
Treasurer/Membership Chair
Reflections on Language and Social Processes – When the Monsters Come
From the 2015 John J. Gumperz Memorial Award Recipient
David Bloome, The Ohio State University

I am very grateful to the AERA Special Interest Group on Language and Social Processes for awarding me the 2015 John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship. The award, as I see it, is more so a recognition of our community and of our collective efforts of all those who are trying to understand what “language and social processes” means and how that construction might redefine education. In my view, together we have already accomplished a great deal. We have addressed and defenestrated deficit models of students and families from marginalized communities, redefined teaching and learning as language/socio-linguistic processes, contributed to the movement of multilingualism from the peripheries of educational research to the center, reconstructed the concept of “culture” as a verb intimate and entangled with languaging, foregrounded the inter- and transdisciplinary framing of educational research, and much more.

I was asked to write about a “pressing” issue facing those of us who work in the field of language and social processes. And so I thought I’d write about an event that occurred some years ago during what we called the “storytelling project.”

The “storytelling project” was a collaboration of several faculty from different universities, teachers, and students to place storytelling at the center of the early childhood curriculum. Two times a week all year long, we would go into a pre-school or kindergarten classroom and tell/read a story and then get the children to tell stories themselves, write them, and then share their written stories with the rest of the class. What wonderful stories the children told and wrote; and although they learned much about spoken and written language; mostly the storytelling project was about having fun to explore the possibilities of language to extend the imagination, to enjoy one’s creativity, to share with others, to create friendships and community. There is one event from that project that I cannot forget. It happened decades ago. On occasion I dream about it, or more accurately, have a recurrent nightmare.

We were sitting in a circle on the rug in the kindergarten classroom. We were telling stories; first one child, then another – whoever wanted told a story. Some stories were silly; but most were about family or friends, with a few violent stories usually about a dragon who would eat someone who by the end of the story was saved. When we were finished telling stories, everyone went to his or her desk to write a story. All of the students left to go write a story except Gary.

Gary just sat there, his face strained, his eyes unfocused staring ahead. “What’s the matter Gary?” “Monster.” “Do you see a monster?” He nodded. So much terror packed into the small frozen body of a 5 year-old. “Would it help if you sat with me?” He didn’t say anything and didn’t move. I am not sure he could. So I moved and sat next to him and put my arms around him. “I’ll sit here with you until the monster goes away.” We sat together silent on the rug for a very long ten minutes. Suddenly Gary’s body relaxed, “The monster’s gone” he said; and he got up and went to his desk to write. This was not the first time Gary had seen a monster nor would it be his last.

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There are limits to what words and stories can do. They will not make the monsters go away and it is arrogant to think that words have such power.

The obscenity is that we have words to make Gary go away. We label him, categorize him, and segregate him. I had the chance to visit Gary’s classroom the next year, by then Gary was gone. I desperately hope that he received the help he needed and that it did not take long for the monsters to go away. I hope that he is telling and writing stories with none of them about monsters.
When the Monsters Come
David Bloome, continued

I lost track of him, and my fears for him penetrate my hopes.

Since then, I have met too many children like Gary. They see monsters and they live in between the times when the monsters appear. Sometimes the monsters come when children are young and sometimes not until they are young adults.

Not too many years ago I found myself in an argument with a young man who had seen too many monsters. The pain was unbearable. We were arguing quite intensely about whether he should kill himself. I feared that if I lost the argument, he just might try. I was determined not to lose the argument. After nearly two hours, he turned to me and said, “You know what your problem is? You’re trying to argue logically with a crazy person.” He laughed. The tension was broken. I laughed. I had not won the argument; indeed, I had misunderstood the argument all along. It was not so much an argument about living, as him telling me how much pain he was in and that he knew the monsters would be back, he didn’t know when but they’d be back. All he wanted me to do was listen, to be there, to sit with my arms around him until the monsters disappeared.

So, when I am asked what are the pressing issues for scholars of language and social processes, I wonder what we might contribute to making the monsters go away. Or, at least, how we might contribute to making the space to sit with those children who see monsters and put our arms around them, until the monsters do go away.

(Re)positioning Non-Standardized Engishes in Literacy: Cross-Cultural and Cross Linguistic Insights

From the 2015 LSP SIG Emerging Scholar Award Recipient

Patriann Smith, Texas Tech University

When Kate (Anderson) invited me to submit a short blurb about my work as last year’s recipient of the 2015 Emerging Scholar Award, I immediately thought, “How can I possibly capture everything in 750 words!” But I agreed. And so, here I am, with what I hope is a condensed version of the complexities of this work.

Last year, in describing the pressing issues underlying my theoretical, practical musings at our LSP SIG’s 2015 Business Meeting, I presented my transdisciplinary research agenda as one that intertwines facets of language, culture, and multicultural teacher education to demonstrate how cross-cultural and cross-linguistic factors influence literacy teaching, learning, and assessment for immigrant dialect speakers of English. My agenda remains focused on these areas as I intentionally address the discrimination faced by English dialect-speaking immigrant teachers and students across social, geographical, and international contexts. Based on this agenda, I advocate for a translingual language ideology (Pennycook, 2008) that counteracts Standard(ized) English language norms currently pervading literacy teaching, learning and assessment in mainstream U.S. classrooms.

This work began in my capacity as an international, immigrant and multilingual scholar, making sense of my experiences, and eager to give meaning to the experiences of others like myself in the U.S. context. It was spurred on by: (a) indications in mainstream literacy research and instruction in the United States that appear to be based primarily on
(Re)positioning Non-Standardized Englishes, Patriann Smith, continued

dominant standard(ized) language ideologies steeped in simplistic, normative and monolithic assumptions about how language functions socially based on interlinguistic expectations (Smith, in press); and (b) the consequent persisting and pervasive linguistic discriminatory effects of these dominant ideologies that have not only historically marginalized the non-standardized/dialect Englishes literacies of African-American English (AAE) speakers but have also increasingly done detriment to immigrant speakers of non-standardized English (Smith, in press). This work has continued as I examine the cross-cultural and cross-linguistic practices of dialect English-speaking immigrant literacy educators (e.g., Smith et al., 2016; Smith & Kumi-Yeboah, 2015) and of dialect English-speaking immigrant students. Findings from these studies demonstrate how the dominance in standardized language ideology not only informs approaches to literacy based on interlinguistic norms but also seems to sideline intralinguistic conceptions of language that directly influence the dialect Englishes and literacies of these speakers. I have found too that international literacy assessments appear to also subtly reinforce dominant Standardized English norms as they inaccurately portray the literacies of dialect English-speakers.

Based on these preliminary indications, the potential of a translingual approach to language ideology in research and instruction seems increasingly appealing for paving a way forward. This translingual approach to language ideology, which I have examined thoroughly over the past year, and which I continue to explore in search of practical solutions, highlights the legitimacy of communication across and beyond communities and promotes the use of communicative practices by transnational groups. Given its tenets, I argue that this approach to language ideology can serve as a counter-lens for addressing the pervasive standard language ideology that frames our approach to literacy instruction in mainstream classrooms because it: (a) challenges standard language ideology that favors standardized Englishes (e.g., Standard American English) and that serves to further denigrate non-standardized Englishes; (b) legitimizes Englishes, both non-standardized and standardized, and challenges notions that designate dialect Englishes as inferior due to the superiority of a standard (in this case, Standard American English); (c) deviates from traditional notions of Englishes as norm- and nation-based, identifiable objects with countable speakers; (d) portrays dialect Englishes as context-based intralinguistic repertoires to be leveraged effectively for communicative purposes; and (e) suggests that monolingual speakers, just like their multilingual dialect-speaking counterparts, may stand to benefit from mainstream literacy instruction premised on communicative competencies via multiple Englishes.

In my current work, I continue to rely on a translingual approach to language ideology as a means of framing literacy research within cross-cultural and cross-linguistic spaces where immigrant multilingual and monolingual students enact their literacies. Receiving the LSP SIG Emergent Scholar Award has allowed me to be more attentive to the ways in which my examination of language ideologies function across the linguistic and cultural contexts that constitute my participants’ life worlds. Insights into the wealth of knowledge from senior scholars in this SIG have also proved indispensable to my thinking about the aforementioned constructs and how I might continue to pursue this research agenda. Once again, it is an honor to have been a recipient of the LSP SIG’s 2015 Emergent Scholar Award. I do look forward to future interactions with and support from members of our SIG!

References
Advice from our former graduate student representatives on the transition to faculty life

Dear Graduate Students...

Lessons from the Other Side

Katie Bernstein, first-year assistant professor
Arizona State University

Lesson 1: On feeling incompetent

When I was asked to write about the transition from being a PhD student to being a professor, my first thought was, “Well, that’s silly. Ask someone else. I have no idea what I’m doing.” Then, my second thought was, “Of course that was your first thought.”

I remember feeling that I had no idea what I was doing for a long time as a graduate student, too. On Wednesday afternoons, during my first semester of grad school, I had two 3-hour seminars back to back, Vygotsky & Bakhtin and Discourse Analysis. Both classes were open to all doc students and there were students in both classes in the dissertation phase, who were auditing the classes as刷新ers. They were so smart and so poised. I would look their papers and imagine that I would never write like that, and I would hear them speak in class and be silenced by how much they seemed to know.

I went home in tears every single Wednesday for the first two months, convinced that I had been admitted by mistake and certain that everyone was just trying to figure out who to blame. Of course, I knew somewhere in my brain that that was ridiculous. But I still felt it. And it seemed like no one else felt the same way.

It didn’t last though. I am not sure when I stopped feeling like a fraud, but I did. And then, some time after orals, I started actually feeling competent. I was even giving advice to new grad students. I was sharing my orals lists and my qualifying papers.

I realize now that my advice-giving and paper-sharing probably brought someone else to tears. I probably looked like I had known all that stuff all along. I realize now though that instead of giving advice, or in addition, I should have been telling new students how I felt that first year. I know now that I was not the only one who felt that way, and I imagine the anguish that I would have been spared had I heard that from someone.

The bad news is that, just about the time I got really great at being a grad student, I had to graduate, and start being a professor, and again, I sometimes wonder who I tricked to get here. But the good news is that I know now recognize this feeling. I’ve been here before, and I know that I will not always feel this way. The other good news is that as soon I start talking about it to other new faculty, they all say, “I feel the same way!” And it is nice to know I can say it out loud AND still be a professor. So, to both you new graduate students, and those of you getting ready to fledge and become faculty, here’s to feeling like an imposter! (Just don’t tell my dean.)

Lesson 2: On the difference between the end of grad school and the start of being a professor.

(Moral: Embrace the solitude and unbroken focus of dissertation writing. You will never have it again.)

THEN...

NOW...
Three: Poetic advice for graduate students and new faculty

Allison Wynhoff Olsen, third-year Assistant Professor, Montana State University

PhD
Ph...Me?
The thrill of 3 letters post-surname still makes me smile in wonder. I did it. I survived. I succeeded.

I taught secondary students for nearly a decade and then I made the leap to return as a full-time student.

I had incredible people surrounding me for four years, an amazing advisor, varied opportunities, and a supportive family.

And I went immediately into a tenure-track job.

In fact, I’m finishing year 3 at said job. Better yet, I’ve successfully completed my 3rd year review at said job. My wonder and gratitude grow.

For me [married, mother of one—hence, party of 3], I offer the following:

- Be vulnerable. Be open. Be critical.
- Take risks. Teach boldly. Teach your values.
- Connect rather than network.
- Humanize your struggles by being real and emoting.
- Continue research begun for/within your dissertation, yet seek out new opportunities that make sense and excited you given your new job, new location, new professorial-self.
- Ask questions.
- Be diligent.
- Understand your privileges.
- Enjoy your office.
- Know your neighbors. Better yet, like them.
- Immerse yourself in what your new town/city has to offer.
- Pause work and play. Play while working. Do not work during play.
- Give up the notion of balance; rather, parent and work and play and rest in ways and through schedules that provide you the life you want to live.
LSP SIG Graduate Student Café Talk

Date: Saturday, April 9, 2016 at 11:30 a.m.
Location: Calabash Tea & Tonic
1847 7th St NW

The Language and Social Processes SIG is making the time and space for early career academic professionals and graduate students to meet, mingle, and connect.

Whether you are pursuing a doctorate degree or just started your first academic position, we hope that you will join us for our Graduate Student Café Talk. We hope to learn from each other as we dialogue and ask questions that may inform the SIG's future directions.

What do you need to continue developing and growing as a professional? What resources are available for graduate students/early career scholars? What's the next step for you?

Our early career colleagues and mentors are eager to engage in conversations and share their valuable insights. Please join us for coffee and exciting talk regarding future career opportunities and information.

Feel free to contact Melissa Gonzales or Min-Seok Choi
(LSP SIG Graduate Student Representatives)

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2015-16 Member Publications

Kate Anderson


W. Doug Baker

with Judith Green

James Chisolm


Kathleen Collins


Shannon Mary Daniel and Mariana Pacheco

Peter De Costa


Amanda Godley


Noah Golden


Lara Handsfield


with Tom Crumpler


Ruth Harman


Kathryn Henderson and Deb Palmer


with Chris Zúñiga


Mary Beth Hines


Rosalind Horowitz

Gail Ivey and Peter Johnston


Louise Jennings


Gregory Kelly


Sonja Lanehart


Judith Lysaker


David Poveda


Mary Rice


Patriann Smith


Mariana Souto-Manning


with Tara Lencl


with Vivian Vasquez


Anne Ticknor


Jyotsna Vaid


Sarah Vander Zanden

Jon Wargo


Louise Wilkinson


Allison Wynhoff Olsen


Jessica Zacher Pandya


Thanks to all members who sent in their publications to be included and to everyone else who has contributed to our 2016 newsletter!

Kate Anderson,
Newsletter Editor