I enjoy being active in my scholarship and my professional community. My research focuses on professional development, new literacies, comprehension, and adolescent literacy. My work has been published in *Journal of Reading Education*, *AMLE Magazine*, *Middle School Journal*, *Journal of Adolescent and Adult Literacy*, *Reading Horizons*, *Literacy*, *Metacognition and Learning, California Reader*, *Florida Educational Leadership Journal*, and *Florida Association of Teacher Educators* among others. I serve in several editorial roles, including *Literacy, Research, and Instruction, Voices from the World*.

I have three brothers all of whom are big readers and lifelong learners. I have fond memories around family time around learning and reading.

I recently moved to Cortland, NY with my husband, Louis, and our daughter Ella, 12.

I was born in Tokyo, Japan and taught high school English there for several years before moving to the U.S. for my graduate studies in 1996. I have my MA in TESL from Northern Arizona University and received my Ph.D. in Curriculum and Instruction from the University of New Orleans in 2005. Prior to joining the SUNY Cortland faculty, I taught elementary reading methods and content area literacy courses for nine years. My teaching passion is to create a safe
Meet Dr. Nance Wilson cont.

Reading and Writing Quarterly: Overcoming Reading Difficulties and Reading in the Middle. I also served in leadership positions in the American Reading Forum, the Middle School Reading Special Interest Group of the International Reading Association, and New York State’s Essential Elements-Schools to Watch leadership team.

In addition, I enjoy time with my family and friends hiking, traveling, and skiing. One recent adventure was a family ski trip to Colorado which included 16 family members.

-Nance Wilson

Meet Dr. Tadayuki Suzuki cont.

learning environment through the use of children’s literature.

I am especially interested in the implementation of culturally responsive pedagogy and the use of multicultural literature in literacy instruction. My favorite picture books are Click, Clack, Moo: Cows That Type and Dooby Moo written by Doreen Cronin. I am collecting many gay-themed picture books for a current research project. I also serves as a membership co-chair of the Children’s Literature and Reading Special Interest Group of IRA.

-Tadayuki Suzuki
Exploring the Cultural Accuracy and Authenticity of Multicultural Literature
By: Tadayuki Suzuki

With the rapid increase of diverse populations in schools, teachers need to develop interracial sensitivities and understanding of complexities. However, in reality, many teachers are still hesitant to evaluate the quality of multicultural reading materials.

Belinda Louie (2006) suggests the following seven guiding principles that teachers should employ when they explore multicultural stories with their students:

1. Check the text's authenticity;
2. Help learners understand the characters' world;
3. Encourage children to see the world through the characters' perspectives;
4. Identify values underlying the characters' conflict resolution strategies;
5. Relate self to the text and critique the portrayal of characters in the text and in popular media;
6. Use variants of the same story or collection of stories to help students to build schema; and
7. Encourage students to talk, write, and respond throughout reading the multicultural texts.

Readers of multicultural stories often use the terms such as cultural authenticity and accuracy interchangeably when they discuss the quality of the stories. However, Mo and Shen (2003) clarify, “authenticity is not just accuracy or the avoidance of stereotyping but involves cultural values and issues/practices that are accepted as norms of the social groups (p. 200). Evaluating the authenticity is a more complex literacy task than simply identifying the cultural accuracy in the text because readers often have to delve into the cultural values and norms in the text. Through scrutinizing the story characters’ perspectives, readers often discover the characters’ world and also identify their values. Comparing and contrasting a multicultural story with variants of the related stories help readers expand their background knowledge about the topic of the story being read. Additionally, talking, writing, and responding through reading the multicultural stories further help readers relate to the text and build a sense of the ownership of the story being read.

The fundamental purpose of the use of multicultural literature is not simply to read quality multicultural stories selected by teachers. Rather, with the guidance of the teacher, I believe that students should explore cultural accuracy and authenticity through the process of learning collaboratively. While each reader can be an insider of his/her primary culture, no one can truly be an insider of multiple cultures. As readers are compelled to observe other cultures through outsiders’ perspectives; we are expected to become well-informed cultural outsiders through the process of reading. To achieve this ultimate goal of learning, I believe that learning effective strategies for exploring cultural accuracy and authenticity through multicultural literature is essential.

References:


NYS Literacy Certification

Below are a list of the new examinations that are required by New York State to become a certified Literacy Specialist:

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<th>New Exams for Initial Certificate</th>
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<tr>
<td>Academic Literacy Skills Test</td>
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<td>Content Specialty Test–Literacy</td>
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<td>Educating All Students Test</td>
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For more information, on the NYS Literacy Content Specialty Examination visit the following link:
http://www.nystce.nesinc.com/PDFs/NY_fld65_objs.pdf
### Trending Topics

- Implementation of the Common Core Modules  
- Professional Judgement of Common Core Modules  
- Scaffolding/ Guided Practice of Close-Reading  
- Embedding Close-Reading into content areas

- Data-Driven Instruction  
- Opting out of ELA state testing  
- Allowing teachers more time to teach more relevant content and foundational skills before ELA state testing

- Incorporating Movement into Literacy  
- Incorporating Technology into Literacy  
- Informational Literacy/Media Literacy
Literacy Panel Fall 2014/Spring 2015

Each semester the Literacy Department at SUNY Cortland hosts a Literacy Panel for students aspiring to be educators in the field. In the fall, the literacy panel is geared toward secondary teachers. In the spring, the literacy panel switches focus and is geared toward elementary teachers. The purpose of the panel is for future educators to learn what is occurring on the front line, in varying school districts. The panel of literacy specialists provides students with insight on the following information: preparing to become a literacy specialist, the roles and expectations of the job in their specific district, and tips to candidates on how to land a job in the field.

List of Panelists from Fall 2014: Erin Brown, Gwen Freeman, and Tracy Kurtz

List of Panelists from Spring 2015: Allison Keiser and Karen Shirley
On October 28, 2014 the LIT 371 students in Diane Richards' classes attended a literacy fair in Jacobus Lounge at Brockway Hall. The event featured primary school teachers who brought their expertise and actual activities that they use when working with children to develop literacy skills. Among these activities were many samples of literacy centers used by the teachers in their classrooms. The SUNY Cortland students were able to engage in conversations with the teachers about many topics including: techniques, strategies, assessments, developmentally appropriate practices and aligning skills to the Common Core Standards. In addition, the students were able to view a multitude of materials, obtain resource handouts and develop a broader view of what teaching literacy skills to young children involves.

Feedback from the students was very positive as they noted how valuable it was to meet the teachers and to be able to ask them questions. They also commented on the wide variety of teaching materials across grade levels that they were able to examine and how those will help generate ideas of their own.

This is the 9th year of this semi annual event. Special thanks to this semester's guest teachers:
Miss Gail Lawrence - Kindergarten Teacher, Whitney Point Central Schools
Miss Kathy Sofka - 1st Grade Teacher, Whitney Point Central Schools
Mrs. Jessica Head - 2nd Grade Teacher, Whitney Point Central Schools
Mrs. Regina Mardex - Reading Specialist, Whitney Point Central Schools
Miss Richelle Lawrence - 1st Grade Teacher, Endicott School District
Mrs. Melissa Bush - 1st Grade Teacher, Greene Central Schools
Mrs. Marion Cassella - 1st Grade Teacher, Greene Central Schools
Mrs. Diane Richards - Kindergarten Teacher, Whitney Point Central Schools
What a perfect time to be in the thick of educational policy debate!

Vicki Reutter’s Literacy Research & History (Lit 610) class, at the Mohawk Valley Graduate Center, has been learning about the affects of reading research on educational reform and policy. The adoption of Common Core Standards, new teacher evaluation, and high stakes testing has allowed graduate students (many of whom are practicing teachers) to examine the reforms in a critical way.

Here are two public appeals, in the form of ‘letters to the editor,’ that met an assignment to apply literacy research knowledge to a controversial reform issue. Note that the letters express fresh voices and exploration of

Dear Editor,

I was approached by a student in my school building who was more than excited to tell me about his new writing assignment. “I can’t wait to read you my story about my adventure to the Great Wall of China!” This second grade student has not recently visited China, but he has been learning about Asian Civilization in his second grade classroom. He is a struggling reader but that doesn’t affect his excitement for learning new things. Many parents, teachers, and members of the community have expressed their concerns with the new Common Core Curriculum, and more specifically the Modules. Many have argued that they aren’t age appropriate and the students are “never going to understand”. Before the new curriculum is rejected, while parents and teachers tell their children it isn’t important or it doesn’t matter, consider what would happen if it was alternatively embraced. If the standards are embraced by teachers and parents, if students are told positives instead of negatives, the results may surprise you.

With any new curriculum, there is always a risk of judging or putting too much confidence towards the initial research findings. Before getting discouraged, consider that the information will help students in their future. Students learn best when they are motivated, interested, and enjoy what they are doing with teachers who show the same enthusiasm. The curriculum requires more commitment from teachers and parents, but by bashing the content, especially in front of the students, you are implying that school, learning, and reading doesn’t matter!

Jordan Hadsell
Literacy Graduate Student
SUNY Cortland

Dear Editor,

I am writing to express my concern regarding the new Common Core curriculum and its effects on our young learners and future generations. First and foremost, the curriculum was adopted with haste and with a complete disregard for the importance of phasing in a new program, as opposed to jumping in head first. Our children, our teachers and our parents were not given adequate time to absorb the new changes and make necessary modifications.

Secondly, the new common core stifles creativity at a time when children need the exposure to this for 21st century occupations and life. It creates a climate of “sameness” and does not take into account students' differences and unique talents. Next, how does Common Core affect the small voices of our children? The important life skills like play, socialization, creativity, pacing, and time to digest new information are lost. In its place, a scripted, developmentally inappropriate, dry curriculum that focuses on close reads and testing.

Lastly...What do the children have to say and has anyone asked them? After all, it is their future, their dreams, their lives that are disregarded in the name of a scripted, rote education. Sometimes, one size does not fit all. Sometimes, children need to learn by doing and exploring the world around them.

If this trend continues, the only future occupations our children will be prepared for is that of test taker and bubble filler. Is this what we want for our children? I would argue that for many, it is not.

Jennifer Walker
Literacy, Learning, and Sunshine: The American Reading Forum 2015 Conference

Want to learn more about literacy research and teaching? The American Reading Forum offers a conference in December 2015 on Sanibel Island, Florida facilitates the dissemination of ideas and research. The conference theme addresses the challenges of meeting the literacy needs of all learners especially in light of the Common Core Standards. As we explore the language and literacy needs of all learners we hope to examine the challenge of developing academic language, language proficiency, fluency and acuity. We hope to uncover what is “essential vocabulary” and how we develop it for all students, birth through 20. Furthermore, we look to examine how teachers and teacher educators are engaging all learners in literacy endeavors across the disciplines.

The keynotes for the 2015 conference include:
Bob Ackland, State University of New York Plattsburg
Donna Scanlon, University at Albany
Kathleen Hinchmann, Syracuse University
Peter Johnston, University at Albany

The organization offers Graduate Student Scholarships for students who present at the conference. See the website for more information on the conference and on the scholarship.

Website: http://americanreadingforum.org/
Commencement Dates

In light of SUNY Cortland’s continued success in educating historically high numbers of students, Commencement 2015 will be held in four separate, indoor ceremonies, including a Friday evening undergraduate event. The unpredictable spring weather in CNY, coupled with prohibitive costs, prevents the College from hosting outdoor Commencement ceremonies.

The schedule for Spring Commencement, during which the College is again expected to award a record, or near-record, number of degrees, is as follows:

- Undergraduate 1: Friday, May 15, at 6:30 p.m.
- Undergraduate 2: Saturday, May 16, at 9:30 a.m.
- Undergraduate 3: Saturday, May 16, at 2:30 p.m.
- Graduate: Saturday, May 16, at 6:30 p.m.

All Commencement ceremonies will be held in the Bessie L. Park Class of 1901 Physical Education and Recreation Center Alumni Arena.

The College is expanding the number of ceremonies due to the size of its graduating classes, which have grown in recent years. SUNY Cortland’s strong retention and graduation rates are among the highest in the 64-campus SUNY system.
Special Notes from the Department Chair:

We are experiencing changes in our program as we are streamlining it for greater efficiency in scheduling. Therefore, we have a new course layout of the offerings. Please review the courses that are listed and be sure that the offerings do not delay your graduation. If you have any questions, please contact me at charlotte.pass@cortland.edu.

Thank you for your patience as we implement this new programming.

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*Please Note: LIT 698 is only available on the Cortland Campus.*
Special Notes from the Department Chair:

- Please note that it is college policy to use your SUNY Cortland e-mail account when exchanging all e-mails involving the college.

- It would be helpful to include your Cortland ID number when corresponding with Literacy Department members.