Acknowledgements

My wife, Margaret, and my son, Noah, slept by me through countless sleepless nights and stood by me through countless days away to bring *A New Literacies Dictionary: Primer for the Twenty-first Century Learner* into being. For their love, for their patience, and for the Spirit of the Creator present within our family, I am forever grateful.

I am also deeply grateful for Dr. Pamela K. Coke’s endless support and guidance. As my Master of Arts in English Education adviser at Colorado State University, she supported my thinking and believed in me from the beginning. She literally said, “I believe in you.” I believe wholeheartedly that speaking those four words to another person has the power to transform this world. They transformed mine.

For poetic and aesthetic inspiration, I thank my departmental committee member and poetry teacher Dan Beachy-Quick. He has enacted a profound change in my work as a reader, thinker, and poet over the last two years. Dan always has a way of helping me see light through a multitude of rough cuts on a diamond’s surface.

I appreciate Dr. Rodrick Lucero’s willingness in the School of Education to act as a committee member from outside the Department of English and for helping me see the reality of “dual purpose pedagogy” that the dictionary serves. Lucero continues to be an outstanding model of what it means to be a teacher in the place we call school. I will be an amazing teacher if I can be half the teacher he is – thank you Rod for seeing the best in me.
I owe a thank you to all the instructors and faculty in the Department of English at CSU; thank you to those who have walked with me as a Graduate Teaching Assistant of Rhetoric and Composition to senior faculty across the board. I am going to take advantage of the technology to hyperlink to the Department’s faculty page here because so many of you have helped my learning in ways you may or may not know – thank you all!

Outside of the Department of English, many faculty members in the School of Education have also been extremely influential in my professional development of becoming a licensed teacher. Dr. James Folkestad believed in me enough to nominate me as the first HASTAC Scholar from CSU in 2010 and invited me to join an interdisciplinary Digital Media and Learning workgroup on campus. This has continued to expand my passion for learning in countless ways. Jim and I continue to work with Monika Hardy and the InnovationsLab at Thompson Valley High School in Loveland. I have to thank Monika for helping me to better understand the word “passion,” for helping me notice, dream, connect, and do, and for continually reminding me (whether she is aware of it or not) to keep my pedagogy real.

Others I would like to thank are, of course, my mother for always believing in me and reminding me of all the rules of standardized English that I have a tendency to forget. I would like to thank all those I’ve collaborated with during my time at CSU (especially the ones whose writing contribute to this dictionary), fellow graduate students and pre-service teachers, and everyone willing to take the time to read my project.

Finally, a tremendous thank you goes to Dr. Sarah Sloane for leading me to the direction of Dr. Michael Palmquist in the Institute for Learning and Teaching at CSU. Mike welcomed the idea of repurposing the Web-based dictionary into a format that was able to exist in both digital and print-based formats. Thank you, Mike, for having a big enough vision for the both of us to make a dream of mine a reality.

There are many who are not named that deserve a direct thank you. If you are reading this now, and are one of these people, please accept my heart’s gratitude.