**SPU Internal Grant Interim[[1]](#footnote-1) or Final Grant Report[[2]](#footnote-2)**

**Academic Year & Type of Grant (FRG, SERVE or Innovation)**

**PI Name (and Co-PI’s): Kristine Gritter (Seattle Pacific University), although the final manuscript was co-written by Deborah VanDuinen (Hope College), William Boerman-Cornell (Trinity International University), Xu Bian (Seattle Pacific University doctoral student)**

**Original Title of the Proposal: Young Adult Literacy Practices in Quests for Spirituality**

The Final Project Report must briefly address the following in 1-2 pages:

1. Summarize the project goals and the activities that took place to meet those goals during the grant period. Note who was involved and if anyone was an SPU student.

The goal of the project was to produce a manuscript for *The ALAN Review*, a journal of the National Council of Teachers of English devoted to young adult literature. The manuscript introduced a framework for discussing texts that approach the topics of religion and spirituality across four award-winning texts.

Monies were spent on travel. Three members of the group met at AERA in the spring of 2015. All four members met in Michigan the summer of 2015 and in Seattle of 2016. Finally, the group met again the spring of 2016 when all group members attended the ICCTE conference, a conference of Christian Teacher Educators.

The research group was composed of three professors with expertise in adolescent literacy and an SPU doctoral student. A manuscript was submitted for a themed issue of *The ALAN Review* by the deadline of July 1, 2016.

1. What were the major findings? If there are no findings or completed work at this time, what did you learn from carrying out this project that could be applicable to future scholarly works?

The group came up with a matrix that allowed topics of spirituality to be addressed across pluralistic religions.

Six themes emerged as important across the four texts selected:

• Signs and wonders often accompany spiritual development

• Wrestling with and questioning religious and spiritual matters are important actions that aid spiritual development

• Spiritual development is often stimulated when protagonists encounter life and death

• Spiritual joy comes through giving and self-sacrifice

• Spiritual development is characterized by identity change on the part of the protagonist

• Spiritual development is characterized by protagonist change in ecumenical stance

Spiritual development manifested across three constructs: literacy practices, protagonist action, and dispositions.

The matrix the research team constructed allows readers of Young Adult literature to understand how spirituality is developed across story lines and religions.

1. How were or will the results be disseminated (publication, presentation, creative work, etc. – be as specific as possible)? Please add an addendum or link to completed projects or provide a time-line for future dissemination.

The group has already presented at the ICCTE conference in the spring of 2016 and has been accepted to present at the ALAN conference (part of the larger NCTE conference) in the fall of 2016. A manuscript was submitted. The group plans to plan for the next project at the NCTE conference in the fall

1. What future scholarly works will be related to this project? We would like to test out the matrix during classroom discussion of spiritual development in Young Adult literature. The group would use discourse analysis to see topics of discussion that emerge when spirituality is introduced in English/language arts classrooms across the country.
2. Is there external funding that you would like to pursue with the [Office of Sponsored Programs](http://blog.spu.edu/csfd/external-grantssponsored-programs/)? Yes, but we would like to see if our manuscript is accepted first.
3. Did you run into any problems or difficulties in completing the project? How were these resolved? Not really. I would have come up with a manuscript sooner if working alone, but it was an advantage to have a network across Christian universities.
4. If you had student participation – how did participation in this project further their professional goals or vocational understanding? Xu travelled across the United States to Hope College and Trinity International University. At the ICCTE conference, she met professors across CCCU universities, making professional contacts. She will also benefit from another publication as she is a doctoral student.

1. Faculty with a multiple year grant or asking for an extension or reallocation of their grant monies must complete as much of this form as possible as an interim grant report before multiple year disbursement, extension or reallocation can occur. [↑](#footnote-ref-1)
2. When electronically submitting your report to CSFD, please cc: your chair and/or dean (whomever received your original grant notification). [↑](#footnote-ref-2)