66th ANNUAL CONFERENCE

MOBILIZING LITERACY RESEARCH FOR SOCIAL TRANSFORMATION

NOVEMBER 30 – DECEMBER 3, 2016
OMNI NASHVILLE
NASHVILLE, TENNESSEE
ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. LRA sponsors a conference each year. The program consists of paper sessions, plenary addresses, roundtable discussions, sessions with alternative formats, and symposia.

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and *Literacy Research: Theory, Method, and Practice*, which contains peer-reviewed papers selected from the previous year’s conference, as well as a newsletter. It also sponsors a website and listserv. To support these activities, LRA maintains a full-time administrative staff in Altamonte Springs, Florida.


BOOK DISPLAY, SILENT AUCTION & EXHIBITS: WEDNESDAY–FRIDAY

The Silent Auction provides a unique and fun way to add to your professional library while bringing much-needed revenue to LRA. Professional books authored by LRA members will be displayed throughout the conference. Each book will have a bidding sheet inside of it. If you wish to bid, add your name to the end of the list of bids. The highest bid wins the book. Bidding closes at 3:30 pm on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 pm–7:00 pm and Saturday from 8:00 am - 11:00 am. Payment for books can be made at the Registration Desk via cash, credit card, or check (payable to LRA).

Please visit our exhibitors: Guilford Publications, Holcomb Hathaway Publications, Routledge, and Teachers College Press.
DEAR COLLEAGUES, FRIENDS, AND MEMBERS OF THE LITERACY RESEARCH ASSOCIATION,

What would happen if we could design, generate, and disseminate literacy research across disciplines and boundaries and address some of the most complex crises facing this generation?

The great honor and privilege of being 2016 Program Chair is that I can see all of the ways in which we are doing this as a research community. The theme of this year’s conference is “Mobilizing Literacy Research for Social Transformation.” Many of us engaged with this theme in our papers and presentations and made visible the complexities of interpretation, particularly where historically marginalized communities are concerned. In our time together this week, I think you will see these themes evident in the content and structure of the conference.

I want to recognize and thank Gay Ivey, Co-Chair/Vice President, and all of the Area Chairs who contributed time, effort, and care in cultivating this program. The Areas really are the backbone of our conference. You can find a list of the Areas and Area Chairs here. Be sure to introduce yourself to them and thank them for their diligent work in guiding the review process and developing sessions. Thank you also to Field Council for their work across the year, reaching out to members. Cristina Griffin, Lynn Hupp, and Sasha Jaquith, from our management company were instrumental in coordinating the technical end of our conference.

For the first time in our conference history, we have a digital program. It seems apropos in a conference devoted to mobilizing literacy research and transformation that we would make the switch from a print to digital program! The Board voted in the Spring for the use of Guidebook as our conference APP. Please consider an apprenticeship model as we integrate this new tool into our community of practice.

One of the best parts of working on the program was finding ways to connect with people, organizations, and initiatives in Nashville. I extend a heartfelt thank you to literacy colleagues in Nashville who were in dialogue with the Executive Committee in the early stages of planning: Christina DaSilva Iddings, Judson Laughter, Robert Jiménez, Anne McGill Franzen, Kevin Leander, Emily Pendergrass, and Deborah Rowe. Amongst all of our collective efforts we managed to infuse the program with many local influences and meaningfully connect with the community. Our local partner this year is the Latino Parent Engagement Program run by Conexión Americas and housed at Casa Azafrán in Nashville. If you have not yet made a donation, you can still do so by clicking here. You can also find them by registration, so please stop by and learn about their work.

At the heart of mobilizing literacy research are relationships. One of the reasons I love LRA’s annual conference is because of the many spaces for gathering with colleagues to collaborate, celebrate, and gain inspiration. Whether it is in the Study Groups, the Presidential Reception, the Newcomer’s Breakfast, Vital Issues and PecháKucha, or the group dinners organized by Field Council, there are plenty of opportunities for you to connect with longtime colleagues and meet new ones. We have an inspiring line-up of plenary speakers.

- Patricia Enciso, President of LRA, will deliver the Presidential Address on Wednesday, November 30, from 4:45 pm - 6:00 pm. The title of her address is “Stories Lost and Found: Mobilizing Imagination in Literacy Research and Practice.” All attendees are invited to attend the Presidential Reception immediately following the address.
- Elfrieda Hiebert, President/CEO of TextProject, will deliver the Oscar Causey Address on Thursday, December 1, from 10:45 am - 12:00 pm. Her address is entitled “The Texts of Literacy Instruction: Obstacles to or Opportunities for Educational Equity?”
- Richard Milner, Helen Faison Endowed Chair of Urban Education, Professor of Education as well as Director of the Center for Urban Education at the University of Pittsburgh, will deliver the plenary address on Thursday, December 1, from 4:45 pm – 6:00 pm. The title of his presentation is “Rac(e)d Talk and Opportunity Gaps: Confronting Dangers in (Teacher) Education.”
- The Distinguished Scholar Award will be presented to Dr. Allan Luke. His talk is scheduled for Thursday, December 1, from 3:00 pm – 4:30 pm and is called “No Grand Narrative in Sight: Double Consciousness, Place and the Politics of Literacy.”
- Dr. Barbara Comber, Professor of Research at the University of South Australia, will present the plenary address on Friday, December 2, from 4:45 pm - 6:00 pm. Her presentation is titled, “Geography, Literacy, and Pedagogy: Imagining Translocal Research Alliances for Educational Justice.”
WELCOME

- The Integrative Research Review plenary session will be held on Saturday, December 3, from 10:45 am – 12:00 pm. It focuses on “Readings and Experiences of Multimodality” and will include leading scholars of multimodality including: Seemi Aziz, Stergios Botzakis, Christian Ehret, David Landry (Nashville-based graphic novelist/artist), Kevin Leander, and Jennifer Rowsell. Each speaker will review his or her orientation to multimodality and how it informs their reading and experience of a life-sized graphic novel created by artist David Landry. The graphic novel will be on display and integrated into Saturday’s plenary session for attendees to experience and interpret.

I would also like to bring to your attention a few other places in the program where we have special opportunities to imagine how our research might transcend its usual locations and learn from and contribute to diverse publics. The Policy & Briefing Room, for example, is an intentional space where LRA members can gather to discuss, draft, and get feedback on synthesizing research into a condensed and accessible format (e.g. research briefs, endorsements, resolutions, policy briefs etc.). The Policy & Briefing Room will be open Monday-Friday and a schedule is available here. These are open discussions/working sessions.

You may find that some of the initiatives discussed in the Briefing Room find their way into the Town Hall Meeting held on Thursday night from 6:15 pm - 7:15 pm. The Town Hall Meeting (THM) is an important part of the Literacy Research Association’s annual meeting. This year, in an effort to inform and extend the impact of our research efforts, the THM will feature a participatory dialogue amongst LRA members about the transformative impact of our research. I have been in dialogue with dozens of people about the THM and, together, we have envisioned the Town Hall Meeting as space where LRA members can contribute to the growth, development, and transformation of the organization. With this in mind, I invite you to contribute to LRA’s Town Hall Meeting.

If you are wondering where one can ask questions and learn about organizational processes, procedures, and decision-making, please come to the Annual Business Meeting held on Friday at 6 pm. In an effort to make LRA’s organizational meeting more transparent and accessible, the time for the Business Meeting has been extended this year. This is the place to come with your questions about organizational policies and procedures. Time will be given for Q & A. Executive Committee members will be there and prepared to answer your questions. To respond to reoccurring questions, the Executive Committee created a FAQ which can be found here. If you cannot attend, the Business Meeting will be streamed live.

For many of us, being at LRA’s conference is a time to get feedback on our research initiatives. Likewise, the Board and Executive Committee of LRA seek your input. A draft of the Strategic Plan, which we have been working on for several years, can be found on LRA’s website. Would you read the strategic plan and fill out the online form to give us feedback? When the Board meets on Saturday, we will consider your input. We will also be examining the strategic plan using an anti-bias lens, led by Dr. Yolanda Sealey-Ruiz.

We occupy a privileged space as an academic community. There are histories, contexts, and people that have been rendered invisible for us to be here together. For example, we are in close proximity to the main route that the U.S. Army used to forcibly remove Cherokee people from their homes to internment camps. Jefferson Street, just blocks from here, was a thriving African American commercial, musical, and residential district until interstate planners routed the highway through the center of the Black community in the 1960s. The highway demolished many homes, places of worship, and businesses. It separated children from playgrounds, schools, and other community resources¹. This has happened in cities across the United States. Yet, people continue to work together for equity. On Friday evening, we will have the opportunity to hear from the musicians of Jefferson Street Sound, a group focused on the preservation and regeneration of the cultural and musical legacy of Jefferson Street. Please take a moment to reflect on the land on which we gather. Finally, join me in expressing gratitude for all of the people – named and unnamed – who make our time at LRA’s conference possible.

Sincerely,
Rebecca Rogers
2016 Program Chair and President-Elect

IN MEMORIAM

Ira E. Aaron

For those of you who did not have an opportunity to meet Dr. Ira Aaron, you may be interested to learn that he founded the Department of Reading Education at The University of Georgia in the mid-1950s. Approximately five decades later, the Departments of Reading Education and Language Education were merged to become what is now called the Language and Literacy Education Department.

Dr. Aaron began his career in education as a teacher-principal in a small school system in Georgia, but it was not until 1954 (after he had served his country in the armed services) that he earned his Ph.D. from the University of Minnesota. All told, he devoted more than 43 years of his life to the field of education, including serving as the elected president of the International Reading Association (now, the International Literacy Association). A founding member of the Reading Hall of Fame and the recipient of many awards during his long career, Dr. Aaron was especially proud of the William S. Gray Citation of Merit, which is still one of the highest honors the field can bestow on a professional in reading education.

Reading teachers and teacher educators across the United States knew Dr. Aaron as the co-author of many editions of the Scott, Foresman basal reading program. As his grandnephew Michael Covington recalled in a blog entry written in honor of his “Uncle Ed” (Ira Aaron’s middle name was Edward), a whole generation of Americans grew up reading the Fun with Dick and Jane elementary book series. According to Covington, “Uncle Ed once boasted of being the co-author of one of the most notorious sentences in American literature, ‘See Dick run!’” Perhaps lesser known is the fact Dr. Aaron also devoted time and scholarship to preparing numerous talks on the topic of children’s literature and why it needs to be part of every reading teacher’s repertoire.

Close to the time of Dr. Aaron’s retirement from the Department of Reading Education in the mid-1980s, two people who knew him well—one a faculty colleague, Dr. Bob W. Jerrolds, and the other a doctoral student at the time, Deborah R. Dillon—published reports of their separate interviews with him. Their research aptly captured the compassion, humor, and collegiality that all who knew Dr. Aaron admired. For instance, when Deborah Dillon, now a full professor at the University of Minnesota, asked Dr. Aaron to whom he would attribute the reading field’s increased interest in higher level comprehension skills, he replied without hesitation that Dr. Dolores Durkin “deserved as much credit as anyone [because] her articles are readable and they cause people to talk and think.”

On his passing at 97 years of age, Ira E. Aaron leaves behind thousands of people whose lives he touched and changed. We in the Department of Language and Literacy Education find comfort in the fact his memory will live on in his work in reading instruction and children’s literature, and through the many present-day literacy scholars on whose dissertation committees he served.

Respectfully submitted,
Donna E. Alvermann, Ph.D.
University of Georgia
November 5, 2016
IN MEMORIAM

Tim Blair

“Tim Blair cares.” “Tim is dedicated to students and teachers.” All those whose lives were touched by Tim share in his colleague’s, Dr. Vicky Zygouris-Coe’s, sentiments that we have “lost a friend, scholar, mentor and renowned reading education professor who epitomized community engagement and learning.” To that I would add that Tim changed lives. I share one example, back in the mid-1970s, when Tim was my advisor in the masters in education program at the University of North Carolina at Greensboro. It was his first assistant professor position, after receiving his degree at what also eventually became my alma-mater, University of Illinois at Urbana-Champaign. Like many assistant professors, he could be found working late even on nights he wasn’t teaching. On a break from a methods course about teaching ELA, I saw the light on in Dr. Blair’s (I couldn’t imaging calling him “Tim” though he always corrected us when we called him Dr. Blair) office. I was at a crossroads, thinking about leaving teaching to study law or an MBA – fields just opening up to women at that time. I hesitated outside his office, sure I would be interrupting work he needed to attend to – for his teaching, writing, or whatever I understood to be important at that time – on his journey to tenure. Yet, when he saw me lurking tentatively at the door, he invited me to come in, listened to me as I tried to figure out what to do as I wandered around the idea of leaving education entirely. He encouraged me to not take that path, describing what important work education was and why I should instead consider going on to study for my doctorate. He mentioned some important work happening in comprehension at the University of Minnesota, led by a contemporary of his who he described as a rising star (P. David Pearson, in fact), and encouraged me to apply there instead. That conversation changed the course of my life, just as his work in reading clinics including Connecticut, Illinois, and Florida, and his work in teacher education including Universities of Illinois, North Carolina, Texas A&M, Florida, and Central Florida changed the lives of children, families, teachers, and educational scholars.

Tim was recognized by our alma-mater in 2008 as a Distinguished Alumni. He was selected by the mayor of Orlando as a “Local Literacy Hero” who named March 25, 2013, as Dr. Timothy Blair Day. Tim will be missed by all those whose lives he had touched.

Dr. Blair is survived by his wife, Jeanne, two sons, four grandchildren, and thousands of students, teachers, and teacher educators who have benefitted immeasurably from his legacy.
IN MEMORIAM

Bonnie Armbruster

Bonnie Armbruster was born Dec. 25, 1948, in Washington, D.C., and grew up in Alexandria, Virginia, and Bremerton, Washington. She graduated as valedictorian from Fort Hunt High School in Alexandria and attended Swarthmore College for two years before joining Volunteers in Service to America (VISTA), where she met her future husband, Harry VanderVelde. She did her placement in Tajique, New Mexico. Tajique was a small village with about 35 families where she worked in developing Child Development with both the pre-school children and school age children. After VISTA, she battled and overcame Hodgkin’s disease, and later received her Bachelor of Arts from San Francisco State University.

Bonnie and Harry married on May 27, 1973, and moved to the midwest, where Bonnie earned her PhD in Education at the University of Illinois at Urbana-Champaign. She remained at the University of Illinois as a distinguished professor until retirement in 2009, adopting three children along the way, Kristina, Seth and Ruth.

After retiring from The University of Illinois, Bonnie, Harry, and granddaughter Lena moved to Bend, Oregon, where she enjoyed volunteering, hiking, and photography. Her first volunteer job was establishing reading groups at the various retirement centers where they met once a month to discuss the book that they chose to read. She also volunteered with Partners-in-Care Hospice and helped patients of hospice. She also volunteered with CASA of Central Oregon (Court Appointed Special Advocates) and was an advocate for children placed in Foster Care and advocated for them in the State Judicial System. She also successfully trained her dog Blessing, a Golden-Doodle, as a Service Dog. She would visit fourth grade students who were needing help with their reading skills and have Blessing lie next to them as they read to him. It proved to be a very successful program. The children loved to read to Blessing while he listened and didn’t remark when they may have made a mistake.

Bonnie particularly loved hiking and photographing the great northwest. She and Harry would go out on a planned weekly hike of six to eight miles in the “High Desert Area of the Central Cascades of Oregon.” Bonnie put together and published 6 small photo books for family and friends.

Bonnie died suddenly on March 1, 2016, of pneumonia. She is survived by her husband, Harry VanderVelde; daughters, Kristina VanderVelde and Ruth Maher; son, Seth VanderVelde; granddaughter, Lena VanderVelde; and brother, Larry Armbruster.

Those of us who had the good fortune to work with her at Illinois and the Center for the Study of Reading remember her for her important research, especially the work that she did with Tom Anderson in generating innovative techniques (remembering the “frames” study from the early 1990s) for assisting middle and high school students in negotiating what we now call complex text; her capacity to synthesize findings (her 1984 chapter on Studying for the first Handbook of Reading Research is still a good read); her later work on studying teacher education and the literacy of young readers; her personal warmth—captured so vividly in her wonderful smile, and her unrelenting sense of social justice.
MAJOR ADDRESSES

Presidential Address – Wednesday, November 30, 2016
4:45 pm - 6:00 pm, Level 2, Broadway Ballroom A-E

Stories Lost and Found: Mobilizing Imagination in Literacy Research and Practice
Dr. Patricia Enciso, The Ohio State University

Oscar S. Causey Address – Thursday, December 1, 2016
10:45 am - 12:00 pm, Level 2, Broadway Ballroom A-E

The Texts of Literacy Instruction: Obstacles to or Opportunities for Educational Equity?
Dr. Elfrieda Hiebert, Text Project, Inc.

Distinguished Scholar Lifetime Achievement Presentation – Thursday, December 1, 2016
3:00 pm - 4:30 pm, Level 2, Broadway Ballroom A-E

No Grand Narrative in Sight: Double Consciousness, Place and the Politics of Literacy
Dr. Allan Luke, Queensland University of Technology

Plenary Address One – Thursday, December 1, 2016
4:45 pm - 6:00 pm, Level 2, Broadway Ballroom A-E

Rac(e)d Talk and Opportunity Gaps: Confronting Dangers in [Teacher] Education
Dr. Richard Milner, University of Pittsburgh

Plenary Address Two – Friday, December 2, 2016
4:45 pm - 6:00 pm, Level 2, Broadway Ballroom A-E

Geography, Literacy and Pedagogy: Imagining Translocal Research Alliances for Educational Justice
Dr. Barbara Comber, University of South Australia

Integrative Research Review – Saturday, December 3, 2016
10:45 am - 12:00 pm, Level 2, Broadway Ballroom A-E

Readings and Experiences of Multimodality
Dr. Seemi Aziz, University of Arizona
Dr. Stergios Botzakis, University of Tennessee
Dr. Christian Ehret, McGill University
David Landry, Graphic Novelist/Artist
Dr. Jennifer Rowsell, Brock University
Moderator: Dr. Kevin Leander, Vanderbilt University
2016 AREA CO-CHAIRS

Program Chair: Rebecca Rogers, University of Missouri, St. Louis • Associate Chair: Gay Ivey, University of Wisconsin, Madison

AREA 1. PRE-SERVICE TEACHER EDUCATION IN LITERACY
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AREA 2. IN-SERVICE TEACHER EDUCATION/PROFESSIONAL DEVELOPMENT IN LITERACY
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AREA 3. LITERACY INSTRUCTION AND LITERACY LEARNING
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AREA 4. LITERACY ASSESSMENT, EVALUATION, AND PUBLIC POLICY
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AREA 5. EARLY AND ELEMENTARY LITERACY PROCESSES
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AREA 6. ADOLESCENT, COLLEGE, AND ADULT LITERACY PROCESSES
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AREA 7. SOCIAL, CULTURAL, AND POLITICAL ISSUES OF LITERACY PRACTICES IN AND OUT OF SCHOOL
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AREA 8. LITERACY LEARNING AND PRACTICE IN MULTILINGUAL AND MULTICULTURAL SETTINGS
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AREA 9. TEXT ANALYSIS/CHILDREN’S, YOUNG ADULT, AND ADULT LITERATURE
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AREA 10. LITERACY TECHNOLOGY AND MEDIA
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AREA 11. RESEARCH THEORY, METHODS, AND PRACTICES
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AREA 12. STUDY GROUPS
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AREA 13. OTHER TOPICS
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STUDY GROUP ORGANIZERS

Adult Literacy Study Group: Social Transformation Through Literacy in Education, Workplaces, Families, and Communities
Leah Katherine Saal, Loyola University Maryland

Alt.Pub: Transforming Literacy Research in the Open
Greg McVerry, Southern Connecticut State University

Approaches to Discourse Analysis
Amy Vetter, UNC Greensboro
Julie Justice, Elon University
Laura A. Taylor, The University of Texas, Austin

Approaches to Studying Graphic Novels
Stergios Botzakis, University of Tennessee, Knoxville
Dani Kachorsky, Arizona State University
David E. Low, California State University, Fresno

Critical Literacy and Social Justice
Carol Jeanne Delaney, Texas State University

Critical Race Theory Study Group
Judson Laughter, University of Tennessee, Knoxville
Keonghee Tao Han, University of Wyoming

Culturally Responsive Literacy Instruction Study Group
Doris Walker-Dalhouse, Marquette
Susan Cantrell, University of Kentucky
Rebecca Powell, Georgetown College

Design-Based Research in Literacy
Jamie Colwell, Old Dominion University
David Reinking, Clemson University
Emily Howell, Clemson University

Doctoral Student ICG Study Group: Navigating Multiple Pathways to Publication
Colleen Whittingham, University of Illinois, Chicago
Tiffany Nyachae, University of Buffalo
Melanie Obitz-Bukartek, University of Wisconsin

Drama and Literacy
Brian Edmiston, The Ohio State University

Early Authoring as Multimodal Practice Study Group
Melanie Reaves, Northern Michigan University

History of Literacy Study Group
Norman A. Stahl, Northern Illinois University

If I Knew Then, What I Know Now...
Kelly Puzio, Washington State University
Gwendolyn McMillon, Oakland University
Judith Lysaker, Purdue University

International Research on Literacy Teaching and Teacher Education Study Group
Patience Adjekai Sowa, Educational Consultant
Lori Czop Assaf, Texas State University
Katina Zammit, Western Sydney University

Literacy Lab/Reading Clinic Study Group
Cheryl Dozier, SUNY, Albany

Living the Writerly Life in Academia
Terry Stafford Atkinson, East Carolina University

LRA Writing Research Study Group: Argumentation and Disciplinary Writing with Special Guests, Drs. Charles A. MacArthur, Susan De La Paz, and Jennifer VanDerHeide
Zoi A. Philippakos, UNC Charlotte
Vicki McQuitty, Towson University

Publicly Engaged Scholars and Literacy Research
Carolyn A. Colvin, University of Iowa
Kate Kedley, University of Iowa
Rossina Zamora Liu, The University of Iowa

Response to Intervention: Analysis of the Research to Support Students’ Literacy Achievement
Linda M. Carr
Kathy Champeau, University of Wisconsin, Milwaukee
Valerie J. Robnolt, Virginia Commonwealth University

Teacher Education Research Study Group (TERSG)
Kenneth Kunz, Wall Township Public Schools & Rutgers University

Transnational and Transcultural Literacies: Journeys Across Time, Distance and Space
Iliana Reyes, Literacy Research Center/ CINVESTAV- UA

Word Study: Phonics, Vocabulary and Spelling
Donald Bear, Iowa State University
12:00 pm - 1:00 pm - STUDY GROUPS

Drama and Literacy and Literacies and the Body
Broadway Ballroom A - Level 2

Presenter:
Bridget Lee, The Ohio State University

We envision this study group as a space to continue to develop a national and international forum for collaboration among scholars who are researching dramatic approaches in literacy education or who are interested in becoming more knowledgeable about the relevant research literature and research methods.

Literacies and the Body Study Group

Presenters:
Grace Enriquez, Lesley University
Elisabeth Johnson, St. Edward's University, Austin, Texas
Stavroula Kontovourki, University of Cyprus

The focus of this study group is on the intersection of literacies and bodies. Given the recent increase of publications around this topic, this study group will consider key issues on literacies and embodiment, premises upon which such work is based, connections between work on embodied literacies and broader work on the body, especially in the social sciences, and methodological issues related to researching embodied literacies, including approaches and ethics in conducting such research.

Doctoral Student ICG Study Group: Navigating Multiple Pathways to Publication and Living the Writerly Life in Academia
Broadway Ballroom B - Level 2

Presenters:
Dennis Davis, University of Texas, San Antonio
Virginia Goatley, University at Albany, SUNY
Miriam Martinez, The University of Texas, San Antonio
Misty Sailors, University of Texas, San Antonio
Fenice B. Boyd, The State University of New York, University at Buffalo
Noah Asher Golden, Chapman University
Marcelle Haddix, Syracuse University
Gholnescar Muhammad, Georgia State University
Yolanda Sealy-Ruiz, Teachers College, Columbia University

LRA doctoral students are devoted to making substantial contributions to the field of literacy learning and instruction through the development, implementation, and publication of educational research. The pathway to publishing this research can be overwhelming to doctoral students as they consider their careers post-graduation. In order to support doctoral students’ development as educational researchers, this study group series will draw upon the shared experiences of faculty members with demonstrated expertise in the publication process.

Living the Writerly Life in Academia

Presenters:
Johna Lee Faulconer, East Carolina University
Robin R. Griffith, Texas Christian University
Elizabeth Swaggerty, East Carolina University

Living the writerly life is more complex than ever for literacy researchers who seek to better understand and address what it means to be literate in an ever-changing world. Issues to be considered during this year’s study group include (a) Balancing writing demands while mobilizing important research ideas, (b) Dealing productively with editorial feedback (with participation by JLR and RT editors), and (c) Transforming writing challenges and setting attainable writing goals.

Approaches to Studying Graphic Novels
Broadway Ballroom C- Level 2

Our purpose is to address the need for the formulation and dissemination of empirical research studies about using graphica in/and literacy education. The combination of words and images used in graphica offers a complex, and up-to-now undertheorized platform of study. We use study group time to share and flesh out theoretical and research approaches, with the ultimate goal being to support researchers of all experience levels in developing research regarding graphic novels in literacy education.

Critical Race Theory Study Group
Broadway Ballroom C- Level 2

Presenters:
Marcelle Haddix, Syracuse University
Rachel Salas, University of Nevada, Reno
Judson Laughter, University of Tennessee, Knoxville
Vincent Price, University of Tennessee, Knoxville

In response to this year’s conference theme, the 2016 CRT Study Group will examine critical race theories and their use in literacy teacher education and how to accomplish the following: 1) Better prepare a homogeneous teaching force for culturally, linguistically, and racially different student populations; 2) Increase teacher diversity and crucial
teacher education diversity; and 3) Hire diverse faculty and administrators in policy- and decision-making teams.

**Culturally Responsive Literacy Instruction Study Group**
Broadway Ballroom G - Level 2

Consistent with the theme for the 2016 LRA Conference “Mobilizing Research for Social Transformation,” this study group will be a space for educators and researchers to consider culturally responsive literacy instruction (CRLI) as a vehicle for mobility, materiality, movement, and transformation in addressing disparities in attainment, access, and achievement. This year’s session will focus on language/discourse barriers to implementing culturally responsive instruction and family and community literacies.

**Design-Based Research in Literacy**
Broadway Ballroom H - Level 2

The study group focuses on design-based research (DBR). Specifically, this study group will address the complexities, contributions, and challenges DBR presents in literacy research. Each day of the study group will highlight accomplished researchers who have recently conducted DBR to present and discuss their experiences using such methods. After these presentations, the floor will be open for group discussion and questions that may further LRA discussion regarding DBR in literacy.

**Critical Literacy and Social Justice**
Broadway Ballroom J - Level 2

**Presenters:**
Patrick Shannon, *The Pennsylvania State University*
Margaret Vaughn, *University of Idaho*
Jacquelynn A. Malloy, *Clemson University*
Lori Czop Assaf, *Texas State University*

Scholars with expertise and new research on critical literacy and social justice will lead discussions. Sessions are sequenced as past, present, and future. Day 1: Patrick Shannon, distinguished professor, will address the past with “American Antecedents of Critical Pedagogy.” Day 2: Margaret Vaughn, assistant professor, and Lori Assaf, Professor, will address the present in “Empowerment of Indigenous Students and Teachers.” Day 3: Jacquelynn Malloy, assistant professor, will highlight “Teachers as Change Agents for the Future.”

**International Research on Literacy Teaching and Teacher Education Study Group**
Broadway Ballroom K - Level 2

Members of the LRA International Innovative Community group propose a continuation of their study group “International Research on Literacy Teaching and Teacher Education.”

**Teacher Education Research Study Group (TERSG)**

**Chairs:**
Kenneth Kunz, *Wall Township Public Schools & Rutgers University*
Joy Myers, *James Madison University*

TERSG has three primary purposes: 1. To provide a forum for the exchange of information and ideas for teacher educators. 2. To support individual and collaborative scholarly efforts as they study their own practices. 3. To challenge our own conceptions and beliefs as they relate to literacy teaching and learning.

**Alt. Pub: Transforming Literacy Research in the Open**
Cumberland 1 – Level 3

**Presenter:**
William Ian O’Byrne, *College of Charleston*

This study group seeks to explore the impact alternative routes to publishing play in literacy research. We will discuss recommendations for open publications, debate the role of rigor, and finally we will try out new tools that allow us to transform literacy research.

**Approaches to Discourse Analysis**
Cumberland 2 – Level 3

The Approaches to Discourse Analysis is a longstanding study group providing attendees with an opportunity to develop their understandings and use of discourse analysis as a methodology, as well as providing a space for scholars drawing on discourse analysis to meet and collaborate.
Early Authoring as Multimodal Practice Study Group
Cumberland 3 – Level 3

Presenters:
Jaye Johnson Thiel, University of Tennessee-Knoxville
Candace Kuby, University of Missouri
Deborah Rowe, Vanderbilt University
Mary Ellen Miller, Vanderbilt University
George Kamberelis, Colorado State University

In this study group, we explore the expansion of what counts as “literacy” by considering young children’s multimodal authoring. Visiting scholars will facilitate our sessions around three theories/research approaches: Day 1: Multimodal Literacies as a Posthuman Project by Jaye Johnson Thiel and Candace Kuby. Day 2: Analysis of Young Children’s Multimodal Composing With Digital Tools by Deborah Wells Rowe and Mary Ellen Miller. Day 3: The Cultural Tools of Multimodal Authoring by George Kamberelis.

History of Literacy Study Group
Cumberland 4 – Level 3

Presenters:
James R. King, University of South Florida
Dixie D. Massey, University of Washington
Sonya L. Armstrong, Texas State University
James V. Hoffman, University of Texas, Austin
Donna Alvermann, University of Georgia

The History of Literacy ICG Study Group will focus on the role of biographical research in the field of literacy. Sessions will focus of Francis P. Robinson, Nila B. Smith, and the LRA oral history collection as both cases and as historiography.

If I Knew Then, What I Know Now...
Cumberland 5-Level 3

Presenters:
P. David Pearson, University of California, Berkeley
Robert Jimenez, Vanderbilt University
Yetta Goodman, University of Arizona
Ken Goodman, University of Arizona
Patty Anders, The University of Arizona
Arlette Willis, The University of Illinois, Urbana -Champaign

Sponsored by LRA’s Research Committee, the goal of this study group is to support the movement of emerging scholars—both doctoral students, early career, and mid-career professors—into the community of literacy research by inviting experienced literacy scholars to share their personal narratives. In response to the development of our diverse membership, we have purposely selected long-standing LRA researchers with a wide variety of interests, theoretical perspectives, and methodological commitments.

Literacy Lab/Reading Clinic Study Group
Cumberland 6 – Level 3

Presenters:
Terry Deeney, University of Rhode Island
Barbara Laster, Towson University

The 2016 Literacy Lab/Reading Clinic Study Group offers directors of literacy labs and reading clinics opportunities to share research interests, questions, and models of clinical teacher preparation. Our aim is to understand and research the experiences we provide within the clinical practicum and examine how these experiences impact graduates’ development as literacy professionals. Working together, our labs/clinics seek to address issues of equity and access for students and families who are underserved in their schools.

Publicly Engaged Scholars and Literacy Research
Mockingbird 1 – Level 3

The study group will explore the connections between literacy research and publicly engaged scholarship. Scholars who identify their work as publicly-engaged/community-based will be invited to describe the challenges and opportunities of campus-community partnerships.

Response to Intervention: Analysis of the Research to Support Students’ Literacy Achievement
Mockingbird 2 – Level 3

Presenters:
Jennifer Jones Powell, Radford University
Jodi Welsch, Frostburg State University
Barbara A. Marinak, Mount St. Mary’s University

The Response to Intervention (RTI) Study Group provides the opportunity to discuss and analyze RTI research and its impact on policy to achieve the goal of making literacy accessible for all students regardless of culture, language, and demographics to ensure equity to meet the needs of all students.

Transnational and Transcultural Literacies: Journeys Across Time, Distance and Space
Mockingbird 3 – Level 3

Chair:
Mikel Cole, Clemson University
Presenter:
Eva Lam, Northwestern University

This year’s conference theme for the LRA Conference encourages authors to consider issues for “Mobilizing
Literacy Research for Social Transformation.” To this end, the Multilingual/Transnational Innovative Community Group (ICG) presents this proposal for a study group to explore the complex ways of hybrid language, multilingual literacies, and their intersection to further understand children’s and families’ experiences and their impact on their multilingual and multicultural journeys to understand in- and out-of-school language and literacy practices.

**Word Study: Phonics, Vocabulary and Spelling**
Mockingbird 4 – Level 3

**Chair:**
Donald Bear, Iowa State University

**Presenters:**
Heidi Mesmer, Virginia Tech
Sara Nelson, Iowa State University
Sam von Gillern, Iowa State University
Karen Huang, Iowa State University
Marcia Invernizzi, University of Virginia
Laura Tortorelli, Michigan State University
Kristin Gehsmann, Saint Michael’s College
Lori Helman, University of Minnesota
Karen Ford, University of Virginia

Facilitators share research and guide discussions. Topics are included in three categories: 1) Word Study Starts With Words: New Understandings About Concept of Word in Print; Rhythm and Literacy Development and Instruction With Emergent Learners, 2) Language Interactions During Word Study, and 3) A Translanguaging Approach to Word Study; Spanish Spelling Development. A few additional PechaKucha-style presentations will be appreciated.

**LRA Writing Research Study Group:**
Argumentation and Disciplinary Writing With Special Guests, Drs. Charles A. MacArthur, Susan De La Paz, and Jennifer VanDerHeide
Electric – Level 4

**Presenters:**
Charles MacArthur, University of Delaware
Susan De La Paz, University of Maryland
Jennifer VanDerHeide, Michigan State University

The Common Core State Standards (2010) brought attention to argumentative writing and to reading and writing connections. The standards call for students to be able to produce arguments that are based on disciplinary information. The purpose of the study group is to discuss specific approaches that support argumentative writing and critical thinking in the disciplines, comment on their effectiveness, and explore research opportunities.
The Policy & Briefing Room is an intentional space where LRA members can gather to discuss, draft, and get feedback on synthesizing research into a condensed and accessible format (e.g., research briefs, endorsements, resolutions, policy briefs etc.). These are open discussions/working sessions.

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday November 30 7:30am to 5:00pm</th>
<th>Thursday December 1 9:15 am to 5:00pm</th>
<th>Friday December 2 8:30am to 5:00pm</th>
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<td>8:00-9:00</td>
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</table>
| 9:00-10:15 | Topic: Federal and State Literacy Policy and Advocacy  
Participants: Mark Conley (NCEE), Vicki Risko (TN), Diane Stephens (SC), Kathy Champeau (WI), Devon Brenner (MS), Carolyn Colvin (IA)  
Facilitators: P&L Committee | Topic: IES and Funding Opportunities for LRA  
Participant: Rebecca Kang McGill-Wilkinson, PhD  
Education Research Analyst  
National Center for Education Research  
Institute of Education Sciences  
Facilitator: Anne McGill-Franzen, P&L Committee |                                    |
| 10:45-12:00 | Topic: Community Service Literacy Experiences  
Facilitators: Dori Harrison and Cassie Brownell and Doctoral Student ICG | Oscar Causey Address | Topic: Federal Research Funding and Policy: AERA Advocacy for Research  
Participant: Juliane Baron, Director of Government Relations, American Educational Research Association  
Facilitator: Devon Brenner |
| 12:00-1:00 | Topic: LRA Policy Briefs: Proposing, Developing, Approval and Sharing of LRA Policy Briefs  
Participants: P&L Committee | Topic: State and ILA Perspectives: Dyslexia, Reading Specialists, and Reading Policy  
Participants: Diane Stephens (SC), Kathy Champeau (WI), Peter Johnston (ILA)  
Facilitators: P&L Committee |                                    |
| 1:15-2:45  | Topic: Dual Language Literacy Environments  
Facilitators: Kristen Pratt and Lyuda Ivanyuk and Doctoral Student ICG | Topic: IES and Funding Opportunities for LRA  
Participant: Rebecca Kang McGill-Wilkinson, PhD  
Education Research Analyst  
National Center for Education Research  
Institute of Education Sciences  
Facilitator: Corrine Wickens and Gender and Sexualities ICG |
| 3:00-4:30  | Topic: Ethnicity, Race, and Multilingualism  
Facilitators: Detra Price-Dennis, Mikel Cole, Ann Bennett, Maria Selena Protacio | Topic: Strategies for Developing and Disseminating Research in International Contexts  
Facilitators: Patience Sowa and International ICG |                                    |
| 4:45-6:00  | Presidential Address | Plenary Address | Plenary Address |
## EVENTS AT A GLANCE

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<td><strong>TUESDAY, NOVEMBER 29, 2016</strong></td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>Executive Committee Breakfast</td>
<td>Kitchen Notes</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Executive Committee Meeting</td>
<td>Mockingbird 1</td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Board of Directors Luncheon</td>
<td>Acoustic</td>
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<tr>
<td>1:00 pm - 5:00 pm</td>
<td>Board of Directors Meeting</td>
<td>Acoustic</td>
</tr>
<tr>
<td>3:00 pm - 7:00 pm</td>
<td>Attendee Registration Open</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td><strong>WEDNESDAY, NOVEMBER 30, 2016</strong></td>
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<tr>
<td>7:00 am - 5:00 pm</td>
<td>Attendee Registration Open</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Transnational and Transcultural Literacies Committee Meeting</td>
<td>Bass</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Albert J. Kingston Award Committee Meeting</td>
<td>Electric</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>History ICG Committee Meeting</td>
<td>Mockingbird 1</td>
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<tr>
<td>7:30 am - 5:00 pm</td>
<td>LRA Policy &amp; Briefing Room: Supported by LRA Policy &amp; Legislative Committee</td>
<td>Broadway Ballroom F</td>
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<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibits Open</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>8:00 am - 5:00 pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Foyer</td>
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<tr>
<td>8:45 am - 10:15 am</td>
<td>Roundtable Session 1</td>
<td>Broadway Ballroom F</td>
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<tr>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions</td>
<td>Pages 23 - 31</td>
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<td>9:00 am - 12:00 pm</td>
<td>Conexión Américas/Padres Compromitidos</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>Roundtable Session 2</td>
<td>Broadway Ballroom F</td>
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<td>10:30 am - 12:00 pm</td>
<td>Concurrent Sessions</td>
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<td>Pages 12 - 16</td>
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<td>12:00 pm - 1:00 pm</td>
<td>Committee/ICG Exhibits</td>
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<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 41 - 50</td>
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<td>3:00 pm - 4:30 pm</td>
<td>Roundtable Session 3</td>
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<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 50 - 59</td>
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<td>4:45 pm - 5:00 pm</td>
<td>Albert J. Kingston Award Presentation</td>
<td>Broadway Ballroom A-E</td>
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<tr>
<td>5:00 pm - 5:15 pm</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Broadway Ballroom A-E</td>
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<tr>
<td>5:00 pm - 6:00 pm</td>
<td>2016 Presidential Address: Patricia Enciso</td>
<td>Broadway Ballroom A-E</td>
</tr>
<tr>
<td>6:00 pm - 7:30 pm</td>
<td>President’s Reception</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>9:00 pm - 11:00 pm</td>
<td>Vital Issues</td>
<td>Barlines</td>
</tr>
<tr>
<td><strong>THURSDAY, DECEMBER 1, 2016</strong></td>
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<tr>
<td>7:00 am - 6:30 pm</td>
<td>Attendee Registration Open</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>7:00 am - 8:30 am</td>
<td>Newcomers’ &amp; Graduate Students’ Breakfast</td>
<td>Broadway Ballrom F</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>International Innovative Community Group Meeting</td>
<td>Bass</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Early Career Achievement Award Committee Meeting</td>
<td>Cumberland 1</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Ethnicity, Race, and Multilingualism Committee Meeting</td>
<td>Cumberland 2</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>P. David Pearson Scholarly Impact Award Committee Meeting</td>
<td>Cumberland 3</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Research Committee Meeting</td>
<td>Electric 4</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Distinguished Scholar Lifetime Achievement Award Committee Meeting</td>
<td>Mockingbird 1</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Student Outstanding Research Award Committee Meeting</td>
<td>Mockingbird 2</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Publications Committee Meeting</td>
<td>Mockingbird 3</td>
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Technology Committee Meeting</td>
<td>Mockingbird 4</td>
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<tr>
<td>8:00 am - 5:00 pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibits Open</td>
<td>Foyer</td>
</tr>
<tr>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions</td>
<td>Pages 63 - 70</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Conexión Américas/Padres Compromitidos</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>10:30 am - 10:45 am</td>
<td>J. Michael Parker Award Presentation</td>
<td>Broadway Ballroom A-E</td>
</tr>
<tr>
<td>10:45 am - 11:00 am</td>
<td>Oscar S. Causey Award Presentation</td>
<td>Broadway Ballroom A-E</td>
</tr>
<tr>
<td>11:00 am - 12:00 pm</td>
<td>2016 Oscar S. Causey Address: Elfrieda Hiebert</td>
<td>Broadway Ballroom A-E</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups</td>
<td>Pages 12 - 15</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Committee/ICG Exhibits</td>
<td>Broadway Ballroom Foyer</td>
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<td>1:15 pm - 2:45 pm</td>
<td>Roundtable Session 4</td>
<td>Broadway Ballroom F</td>
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<td>1:15 pm - 2:45 pm</td>
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<td>Pages 71 - 79</td>
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<td>3:00 pm - 4:30 pm</td>
<td>Roundtable Session 5</td>
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<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 80 - 89</td>
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<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Distinguished Scholar Lifetime Achievement Session: All the Luke</td>
<td>Broadway Ballroom E</td>
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<tr>
<td>4:45 pm - 5:00 pm</td>
<td>Distinguished Scholar Lifetime Achievement Award Presentation</td>
<td>Broadway Ballroom A-E</td>
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<td>4:45 pm - 5:00 pm</td>
<td>Early Career Achievement Award Presentation</td>
<td>Broadway Ballroom A-E</td>
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<tr>
<td>5:00 pm - 6:00 pm</td>
<td>Invited Plenary Address: H. Richard Milner, IV</td>
<td>Broadway Ballroom A-E</td>
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<tr>
<td>6:15 pm - 7:15 pm</td>
<td>Town Hall Meeting</td>
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<tr>
<td>9:00 pm - 11:00 pm</td>
<td>Vital Issues</td>
<td>Barlines</td>
</tr>
<tr>
<td>9:00 pm - 11:00 pm</td>
<td>Vital Issues: Pecha Kucha</td>
<td>Broadway Ballroom K</td>
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FRIDAY, DECEMBER 2, 2016

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<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:00 am - 8:30 am</td>
<td>Literacy Research: Theory, Method, and Practice</td>
<td>Acoustic</td>
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<tr>
<td>7:00 am - 7:30 pm</td>
<td>Attendee Registration Open</td>
<td>Broadway Ballroom Foyer</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Edward B. Fry Book Award Committee Meeting</td>
<td>Bass</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Doctoral Student ICG Committee Meeting</td>
<td>Cumberland 1</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Field Council Committee Meeting</td>
<td>Cumberland 2</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Oscar S. Causey Award Committee Meeting</td>
<td>Electric</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Gender and Sexualities Committee Meeting</td>
<td>Mockingbird 1</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Ethics Committee Meeting</td>
<td>Mockingbird 2</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Formative and Design-Based Experiment ICG Committee Meeting</td>
<td>Mockingbird 3</td>
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<td>7:30 am - 8:30 am</td>
<td>J. Michael Parker Award Committee Meeting</td>
<td>Mockingbird 4</td>
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<tr>
<td>8:00 am - 3:30 pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Broadway Ballroom Foyer</td>
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<td>8:00 am - 5:00 pm</td>
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<td>8:45 am - 10:15 am</td>
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<tr>
<td>8:45 am - 10:15 am</td>
<td>Roundtable Session 6</td>
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<td>10:30 am - 12:00 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 102 - 111</td>
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<tr>
<td>10:30 am - 12:00 pm</td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>International ICG Alternative Poster Session .................................................. Acoustic</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Past Presidents’ Luncheon (Invitation Only) .............................................. Acoustic</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups ................................................................................. Pages 12 - 15</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Committee/ICG Exhibits .......................................................... Broadway Ballroom Foyer</td>
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<td>1:15 pm - 2:45 pm</td>
<td>Roundtable Session 8 .................................................................... Broadway Ballroom F</td>
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<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions ........................................................................ Pages 111 - 119</td>
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<td>3:00 pm - 4:30 pm</td>
<td>Roundtable Session 9 .................................................................... Broadway Ballroom F</td>
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<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions ........................................................................ Pages 120 - 128</td>
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<td>4:45 pm - 5:00 pm</td>
<td>Edward B. Fry Book Award Presentation ........................................ Broadway Ballroom A-E</td>
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<td>5:00 pm - 5:15 pm</td>
<td>P. David Pearson Scholarly Impact Award Presentation .................... Broadway Ballroom A-E</td>
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<td>5:15 pm - 6:00 pm</td>
<td>Invited Plenary Address: Barbara Comber ....................................... Broadway Ballroom A-E</td>
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<td>6:00 pm - 6:40 pm</td>
<td>Annual Business Meeting .......................................................... Broadway Ballroom A-E</td>
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<td>6:30 pm - 7:30 pm</td>
<td>Purchase Silent Auction Books .................................................... Broadway Ballroom Foyer</td>
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<td>6:30 pm - 8:00 pm</td>
<td>Journal of Literacy Research Editorial Board .................................. Broadway Ballroom Foyer</td>
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<tr>
<td>8:00 pm - 9:00 pm</td>
<td>In Memoriam Gathering ..................................................................... Electric</td>
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<tr>
<td>8:00 pm - 10:00 pm</td>
<td>Jefferson Street Sounds .......................................................... Broadway Ballroom G-H</td>
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<tr>
<td>9:00 pm - 11:00 pm</td>
<td>Vital Issues .................................................................................. Barlines</td>
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SATURDAY, DECEMBER 3, 2016

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:00 am - 8:30 am</td>
<td>2016 Conference Area Chairs’ Breakfast .......................................... Music Row 3</td>
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<tr>
<td>7:30 am - 1:00 pm</td>
<td>Attendee Registration Open .................................................. Broadway Ballroom Foyer</td>
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<td>8:00 am - 11:00 am</td>
<td>Purchase Silent Auction Books .................................................. Broadway Ballroom Foyer</td>
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<tr>
<td>8:30 am - 10:00 am</td>
<td>Concurrent Sessions ........................................................................ Pages 133 - 141</td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>2016 Integrative Research Review ............................................... Broadway Ballroom A-E</td>
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<td>12:00 pm - 8:00 pm</td>
<td>STAR Post-Conference Mentoring Session ......................................... Music Row 6</td>
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<td>12:00 pm - 1:00 pm</td>
<td>EC, Board, and STAR Luncheon .................................................... Acoustic</td>
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<tr>
<td>1:00 pm - 2:00 pm</td>
<td>Executive Committee Meeting .................................................... Gibson Boardroom</td>
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<tr>
<td>2:00 pm - 6:00 pm</td>
<td>Board of Directors Meeting ........................................................ Acoustic</td>
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SAVE THE DATES

2017 LRA ANNUAL CONFERENCE

TAMPA MARRIOTT WATERSIDE HOTEL & MARINA

NOVEMBER 29 - DECEMBER 2, 2017

Mobilizing Literacy Research for Social Transformation
66th Annual Conference of the Literacy Research Association · November 30 - December 3, 2016 · Nashville, TN
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

PAIRED ROUNDTABLES
allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

BILINGUAL SESSIONS
In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants’ voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation through slides or on handouts.
8:45 am - 10:15 am – INVITED SESSION – AREA 6
Broadway Ballroom A - Level 2

Transformation & Innovation: J. Michael Parker and the Adult Literacy Research Community at LRA

Presenters:
Julie Kramer, Nashville Adult Literacy Council
Elizabeth Atack, Nashville Public Library
Elyse Adler, Nashville Public Library
Eric Jacobson, Montclair University

This interactive session will highlight the work of a panel of adult, family, and community literacy researchers and practitioners. These scholars employ a multiplicity of theoretical frameworks and methods in order to innovate and transform literacy research and practice for and with participants. Local community literacy practitioners will inform and extend the session’s perspective around engaged scholarship and reciprocity. This session will include opportunities for audience participation and collaboration.

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 7
Literacy and Racial Violence: Ethnicity, Race, and Multilingual Themed Session

Chair:
Jennifer D. Turner, University of Maryland
Discussant:
Tamara T. Butler, Michigan State University

This symposium responds to social injustices and the various assaults projected onto youth in this social context by presenting three papers with the unifying theme of teaching literacy education in this current racial climate. These three papers illuminate the current state of race and racism in the United States through an examination of young adult literature, teaching and learning practices of Latinx immigrants, and examining how colleges of education respond through their instruction.

1. Do #blacklivesmatter?: Examining Pre-Service Teachers’ Responses to Historic Violence Against Black Bodies in Their Readings of Young Adult Literature
Susan Groenke, University of Tennessee, Knoxville
Chonika Coleman-King, University of Tennessee, Knoxville
2. “Nothing About Us Without Us: Latinx Immigrants Teaching and Learning for Their/Our Rights”
   Alicia Rusoja, University of Pennsylvania

3. What Diversity and Inclusion Exists in a College of Education?
   Gilda Martinez-Alba, Towson University

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24
WEDNESDAY

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8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom C - Level 2

Area 2
Coaching Contexts and Connections: University-Based Experiences That Promote Literacy Coaching Development

Chair:
   Allison Ward Parsons, George Mason University
Discussant:
   Cheryl Dozier, SUNY, Albany

This symposium describes the findings from three unique studies that examined the development of in-service teachers learning to become literacy coaches. Each study explores the effects of different university coursework and practicum experiences designed to aid coaching growth and understanding. Similar findings across the studies demonstrate teachers’ growth in coaching skills and literacy content knowledge, suggesting useful coaching experiences. Implications for university coursework will be discussed.

1. Building Pre-Service Teachers’ Pedagogical Content Knowledge Through Collaborative Coaching
   Joy Myers, James Madison University
   Erika S. Gray, UNC, Greensboro

2. Coaches Coaching Tutors: Peer Coaching Transforms Teachers as Reading Specialists and Coaches in an Online Practicum Course
   Sandra Webb, Georgia College & State University

3. Navigating the Literacy Coaching Paradigm: Year Three of a Longitudinal Study
   Allison Ward Parsons, George Mason University
   Susan V. Groundwater, George Mason University
   Elizabeth Sturtevant, George Mason University
   Jennifer Drake-Patrick, George Mason University

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8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom D - Level 2

Area 11
(Still) Becoming a Nation of Readers: A Retrospective and Visionary Examination of Literacy Instruction

Chairs:
   Lee Indrisano, Boston University
   Jeanne Paratore, Boston University
Discussants:
   Freddy Hiebert, Text Project
   Judith Scott, University of California, Santa Cruz
   Ian Wilkinson, The Ohio State University
   Richard C. Anderson, University of Illinois

In this symposium we examine the Becoming a Nation of Readers report sponsored by the National Academy of Education and published in 1985. Five teams of scholars report on their analysis of the various sections of this report with attention to past and continuing contributions to the field. The original team of authors of this report will serve as the discussants.

1. What is Reading?
   P. David Pearson, University of California, Berkeley

2. Emerging Reading and the Practice Turn Research in Language, Literacy and Teaching
   James V. Hoffman, University of Texas, Austin
   Ramon Martinez, Stanford University
   Katie Danielson, University of Washington

3. Extended—and Extending—Literacy
   Elizabeth Moje, University of Michigan
   Tisha Lewis Ellison, University of Georgia

4. The Teacher and the Classroom
   Nell K. Duke, University of Michigan
   Gina N. Cervetti, University of Michigan
   Crystal Wise, University of Michigan

5. Epilogue: Looking Back to Look Ahead
   Donna Alvermann, University of Georgia
   A.J. Jackson, University of Georgia
   Latasha Price, University of Georgia

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24 Mobilizing Literacy Research for Social Transformation
66th Annual Conference of the Literacy Research Association · November 30 - December 3, 2016 · Nashville, TN
8:45 am - 10:15 am – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 8
Alternative Perspectives in Literacy Education
1. Examining the Analytical Writing Development of Diverse Adolescents in Alternative High School Preparatory Program
   Susan Fields, Boston University
2. Exploring Literacy Learning Through Space in an Alternative Education Program
   Tierney B. Hinman, The University of North Carolina, Greensboro

2) Area 8
Bilingualism and Multilingualism in Classrooms
1. Literacy and Numeracy in a Multilingual World: An Ethnographic Case Study of Three Multilingual Children Making Meaning
   Janelle Franco, UCLA
2. “It’s so Funny How the Word Energía is in Spanish and Everything Else is in English”: Enhancing Recursive Bi(literacy) Practices Across Content Areas
   Lucia Cardenas, University of Texas, Austin

3) Area 8
Bilinguals/Heritage Language Identities
1. Journeys of Language and Identity Amongst Cuban-American Bilinguals
   Natasha Perez, Michigan State University
2. Students’ Identities and Investment in a Korean Heritage Language Classroom: Implications for Heritage Language Maintenance
   Jung-In Kim, University of Colorado, Denver
   Kobi K. Nelson, University of Colorado, Denver

4) Area 8
Biliteracy & Dual Language Classrooms
1. From “Struggling” to “Successful”: The Use of Bilingual Graphic Novels in Dual-Immersion Programs
   Rhianna H. Casesa, Sonoma State University
2. Same Program, Distinctive Development: Exploring the Biliteracy Trajectories of Emergent Bilinguals at Two Dual Language Schools
   Alexandra Babino, University of North Texas

5) Area 3
Building Disciplinary Literacy in Elementary School
1. Science Literacy Integration in the K-6 Classroom: Teacher Perceptions and Resulting Decision Making
   LaShay Jennings, East Tennessee State University
   Renee Moran, East Tennessee State University
2. Supporting Technology-Enhanced Disciplinary Literacy Teaching in an Urban Elementary School
   Katia Ciampa, Widener University

6) Area 7
Critical Literacies & Critical Pedagogies
1. Digging Into Critical Literacy Across Content Areas
   Aimee Ellis, Loyola University, Chicago
2. Literacies and Learning Rejected and Amplified in Anti-Racist, Youth-Centered Spaces
   Abigail Rombalski, University of Minnesota

7) Area 6
Critical Literacies in High School ELA classrooms
1. Fakes, Jocks, Thugs, and Nerds: Deconstructing Stereotypes in Tenth Grade English Language Arts
   Carol Jeanne Delaney, Texas State University
2. Learning From Each Other: Justice Work with Ninth Grade Urban English I Students
   Joanne Larson, University of Rochester
   James Fitta, East Upper and Lower School
   Eugene Domiano, East Upper and Lower School
   Christopher Bethmann, East Upper and Lower School

8) Area 3
Critical Literacy Pedagogies and Third Spaces
1. Teaching and Learning Within the Tensions: Literacy Conferring as Third Space
   Laura A. Taylor, The University of Texas, Austin
2. “Now That I’ve Turned on This Way of Thinking, I Can’t Turn It Off”: Developing Critical Literacy Pedagogy With Elementary School Teachers
   Brooke H. Langston-DeMott, University of North Carolina, Greensboro
9) Area 10  
Critical Pedagogy and Technology in Professional Development
1. LOL? Racial Comedy and Critical Media  
   Literacy in College Classrooms  
   Ellie Fitts Fulmer, Ithaca College  
   Alesha Gayle, University of Pennsylvania  
2. Supporting Digital Literacy Tools With an Inquiry Approach to Professional Development  
   Beau Michael Whitsett, The University of Tennessee, Knoxville

10) Area 3  
Developing Embodied and Material Dimensions of Literacies
1. Don’t Look in the Closet: Materialities in Early Literacy Reform  
   Daniel Ferguson, Teachers College, Columbia University  
2. The Play’s the Thing: Embodied Theater Practices as a Tool to Dialogue With Text  
   Michael Goldberg, University of Iowa

8:45 am - 10:15 am - PAPER SESSION  
Broadway Ballroom G - Level 2

Area 1  
Digital Tools for Mediating Discussion and Reflection in Pre-Service Teacher Education
Chair:  
Vicki McQuitty, Towson University
1. Using Video-Based Discussions to Increase the Quality of Pre-Service Teachers’ Use of Core Literacy Practices  
   Deanna Birdshaw, University of Michigan  
   Charles W. Peters, University of Michigan  
   Amy Bacevich, Northern Kentucky University  
2. Video-Mediated Reflection on Literacy Field Experiences: A Framework for Teacher Educators  
   Andrea Gelfuso, University of Central Florida  
3. Using Cross-Institutional Critical Peer Review to Scaffold Pre-Service Teachers’ Development of Literacies Instruction Through Digital Design  
   Jennifer Barrett-Tatum, College of Charleston  
   Lori Caudle, Western Carolina

8:45 am - 10:15 am - ALTERNATIVE FORMAT  
Broadway Ballroom H - Level 2

Area 13  
Lessons From Around the Globe: International Literacies, Mobility, and Social Transformation
The International Innovative Community Group offers this PechaKucha session as an alternate method of presenting ideas using a framework of 20 slides of 20 seconds each. The individual session submissions address international literacies, the literacy practices of international students across contexts, and considerations for using literacies as a tool for social justice. Collectively, they demonstrate how literacy research can be used to uncover social and cultural forces that impact language and literacy education.

1. English as a Gateway? Korean Youth Perspectives on Linguistic Capital  
   Christopher K. Bacon, Boston College  
2. Building on the Cultural Capital of Students in Literary Interpretation in a Super-Diverse Middle School Classroom  
   Angela Joy Fortune, University of Illinois, Chicago
3. Sanctioning Spaces for Translanguaging in the Secondary Classroom  
   Mary Amanda Stewart, Texas Woman’s University  
   Holly Hansen-Thomas, Texas Woman’s University
4. Singaporean Children’s Ways With Books  
   Yvonne Pek, University of Wisconsin, Madison
5. Renewal in the Land of Eternal Spring: Literacy Teacher Educators in Guatemala  
   Barbara Laster, Towson University  
   Tammy Ryan, Jacksonville University  
   Jeanne Cobb, Coastal Carolina University  
6. Critical Analysis of Popular World War II History Texts for Students in Japan  
   Gumiko Monobe, Kent State  
   Jiening Ruan, University of Oklahoma

8:45 am - 10:15 am - PAPER SESSION  
Broadway Ballroom J - Level 2

Area 2  
Language, Culture and International Perspectives on Teacher Development
Chair:  
Sarah Nelle Newcomer, Washington State University
1. Cultural Agents: International Teachers to Negotiating Tension to Build Culturally Responsive Literacy Practices
Leslie M. Cavendish, High Point University
Anne Swenson Ticknor, East Carolina University

2. “Motho ke motho ka batho ba bangwe”: Redesigning a Summer Writing Institute for Teachers in Support of Immigrant and Refugee Youth
Bryan Ripley Crandall, Fairfield University

3. Examining NNES EFL Teachers’ Professional Development Through Online Web Seminars
Ji Hye Shin, Georgia State University
Aram Cho, Georgia State University
Peggy Albers, Georgia State University

4. An In-Service Teacher’s Use of Code-Switching Pedagogies: Cultivating Formal and Informal Contexts for Writing Development in a Clinical Setting
Kirsten Dara Hill, The University of Michigan, Dearborn

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**Area 10**
Multimodal Composition

**Chair:**
Carol Smith, West Chester University of Pennsylvania

**Discussant:**
Rohit Mehta, Michigan State University

1. Developing Character Analysis and Figurative Expression Through Multimodal Composition
Bridget Dalton, University of Colorado, Boulder
Cecilia Valenzuela, University of Colorado, Boulder
Ashley Potvin, University of Colorado, Boulder

2. Identifying Key Domains and Criteria of Digital Multimodal Composition Assessment: A Literature Review
Sohee Park, University of Delaware

3. The Transformative Power of Choice in Multimodal, Digital Composition
Jessica Zacher Pandya, California State University, Long Beach
Laura Carlos, California State University, Long Beach
Yesenia Salguero, California State University, Long Beach
Mariana Castellanos, California State University, Long Beach

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**Area 6**
Adolescent Literacy Processes: Metacognition and Affect

**Chair:**
Monica S. Yoo, University of Colorado, Colorado Springs

1. Motivated or Unmotivated? How Middle School Students’ Self-Efficacy for Writing Shifts Through the Grades
Tracey S. Hodges, The University of Southern Mississippi
Katherine Landau Wright, Texas A&M University

2. The Word Factory: Exploring Adolescent Identity and Motivation on a Blog Affinity Space
Grace Pigozzi, UIC

3. Youth-Led Spaces: Bridges Between In and Out of School Literacies
Veena Vasudevan, University of Pennsylvania

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**Area 7**
Adult, Community, and Workplace Literacies

**Chair:**
Leah Katherine Saal, Loyola University, Maryland

1. Narrative Inquiry to Address Community Literacy Needs
Meghan Block, Central Michigan University
Betsy Vandeusen-Macleod, Central Michigan University
Annie Spear, Central Michigan University

2. Health Literacy and Type 2 Diabetes: A Case Study in Complexity
Megan Hughes, Prairie State College

3. Utilizing Anatomy of the Story to Promote Change: Mortuary Science Learners’ Stories
Jose Luis Moreno, San Antonio College
4. Adult and Community Educators’ Experiences
   Building Linguistic Landscapes
   Clarena Larrotta, Texas State University

8:45 am - 10:15 am - PAPER SESSION
   Music Row 5 - Level 2

Area 5
Beginning Readers

Chair:
Robert H. Kelly, The Ohio State University

1. How Do Full Alphabetic Readers Learn to Read Irregular Words?
   Bruce A. Murray, Auburn University
   Mary Jane McIlwain, Auburn University
   Chih-hsuan Wang, Auburn University
   Geralyn G. Murray, St. Michael’s Catholic Church
   Stacie Finley, Auburn University

2. The Reciprocal Nature of Phonics and Sight Word Knowledge
   Sharon Ruth Gill, Murray State University

3. Helping DLL Preschoolers Learn New Concepts and Vocabulary Through Guided Drawing
   Christina Cassano, Salem State University

4. Effects of Print Referencing on Vocabulary Learning
   Susan Joy Chambre, Fordham University
   Linnea Ehri, CUNY Graduate Center
   Molly Ness, Fordham University

Area 6
Painting a Picture of Adolescent Readers: Implications and Challenges of Assessment

Chair:
Michael McKenna, University of Virginia

Discussant:
Gay Ivey, University of Wisconsin, Madison

In this symposium, research will be presented about assessment protocols for adolescent readers and implications for teachers. Challenges of identifying the various needs of struggling older readers will be examined as well as how research can investigate the use of assessment to address these needs. Initial findings demonstrate the need to better understand how assessment can be used to make literacy instruction more equitable while addressing the need for better assessments to use with adolescents.

1. Development of a Quick, Valid Informal Reading Assessment for Students in Middle School Grades
   Ali Mitnick Wilson, Appalachian State University

2. Reinforcing Recreational Reading to Improve Academic Literacy Skills? Investigating Implications of the Relationship Between Comprehension Proficiency and Attitudes Towards Texts
   Sarah M. Lupo, University of Virginia
   Michael McKenna, University of Virginia
   Bong Gee Jang, Syracuse University

3. The Relationship Between Student Achievement and Motivation Profiles
   Dixie D. Massey, University of Washington

8:45 am - 10:15 am - SYMPOSIUM
   Cumberland 2 - Level 3

Area 1
Situating and Embodying Practice: Utilizing the Arts to Engage Pre-Service Literacy Teachers in Developing Professional Identities

Chair:
Katrina Bartow Jacobs, University of Pittsburgh

Discussant:
Matthew Hall, The College of New Jersey

This symposium explores the possibilities for using arts-based pedagogies as a way of rethinking central practices within literacy teacher education.

1. Narratives From the Field: Exploring How Pre-Service ELA Teachers Author and Discuss Stories of School-Based Professional Practice
   Katrina Bartow Jacobs, University of Pittsburgh

2. Visual Teaching Philosophies: An Arts-Based Approach to the Teaching Philosophy Statement
   Deborah Braderick, Chester County Intermediate Unit

   Jessica Whitelaw, University of Pennsylvania
Area 4
State Literacy Policies and Literacy Instruction
Chair:
Rachael Gabriel, University of Connecticut

1. State’s Department of Education Response to Intervention Frameworks
Rachelle S. Savitz, University of Tennessee
Richard Allington, University of Tennessee, Knoxville
2. Framing Dyslexia in State Education Policy
Rachael Gabriel, University of Connecticut

Area 6
Supporting Adolescent Writers
Chair:
Anne Juele Peel, The College of New Jersey

1. The Impact of Audience on Language: Investigating an Argument Writing Project across Rural Secondary Classrooms
Michael Thomas O’Connor, Boston College
2. Sentence Stems as Supports for Interpretive Reading and Writing
Sarah Levine, Stanford University
3. Young Adolescent Writers’ Language Resource Mobility
Claire Lambert, Salem College

Area 11
The Epistemological and Methodological Landscapes of LRA: An Examination of Journals and Leadership
Chair:
Michael McKenna, University of Virginia

1. The Changing Face of Leadership in a Professional Literacy Research Organization
Laurie A. Henry, University of Kentucky
Lisa Zawilinski, University of Hartford
Denise Johnson, The College of William & Mary
2. Western Epistemology and Global Literacy Research: a Decade of Literacy Research in the United States
Rob Tierney, University of British Columbia
Ran Xiang, University of British Columbia
Kan Wei, Beijing Normal University
Victoria Gillis, University of Wyoming
Ann Van Wig, University of Wyoming
Karen Ventura-Kalen, University of Wyoming
Anna Mikhaylovna Shur, University of Wyoming
Tia Frahm, University of Wyoming
Amanda Sanders, University of Wyoming
Adeline Borti, University of Wyoming
Dilnoza Khasilova, University of Wyoming
Douglas Ray Reutzel, University of Wyoming
Kathleen Hinchman, Syracuse University
Courtney Ann McKim, University of Wyoming

Area 5
Classroom Interactions in the Elementary Years
Chair:
Jane Bean-Folkes, Marist College

1. Literacy Learning During Transition: Examining Visible and Invisible Pedagogical Practices
Lisa Kervin, University of Wollongong
Jan Turbill, University of Wollongong
Jessica Mantei, University of Wollongong
2. Teaching for Tomorrow: Literacy Instruction in a Time of Rising Expectations
Erin Flynn, Portland State University
Rachel Erin Schachter, The Ohio State University
3. Reading, Writing, and Talk: Inclusive Teaching Practices for Diverse Learners
Mariana Souto-Manning, Teachers College, Columbia University
Jessica Martell, Central Park East II, New York City Public Schools
4. Between Standards and Social Worlds: Exploring Intermediate Elementary Students’ Writing and Storied Selves
Cassie Brownell, Michigan State University
Area 3
A Big Picture Look at Writing Workshop in Three Primary Elementary Settings: A Repertoire of Classroom Talk Practices Across Time, Grouping, and Purposes

Chair: Maureen Boyd, University of Buffalo
Discussant: Maren Aukerman, Stanford University

We take a big picture look at three discourse genres associated with Writing Workshop. First, we examine the range of classroom talk practice for mini-lessons in a second grade classroom. Second, we explore how one primary grade teacher staged her invitations to write. Finally, we consider the role that “purposeful talk” played within writing conferences in two primary grade classrooms. Together these three papers illuminate productive ways classroom talk can support student agentive voice.

1. How Can Whole Group Mini-Lesson Talk Serve a Dialogic, Socially Transformative Instructional Stance?
   Maureen Boyd, University of Buffalo
   Lori Potteiger, University at Buffalo

2. Talk That Moves Us: Staging and Responding to Invitations to Write in a Primary Grade Writing Workshop
   Angela J. Stefanski, Ball State University
   Shirley Thacker, Indiana Writing Project

3. The Transformative Power of Purposeful Talk: Writing Conference Genres and How They Position Children as Authoritative Agents or Passive Observers
   Lisa K. Hawkins, Ball State University

Area 4
A State K-2 Literacy Initiative: Getting Better at Getting Better

Chair: Anne McGill-Franzen, University of Tennessee
Discussants: George G. Hruby, University of Kentucky
Deborah Rowe, Vanderbilt University
Anne McGill-Franzen, University of Tennessee

State level policy actors, including the commissioner, will share (1) strategically gathered comprehensive data on students’ literacy proficiencies and the nature of that data; (2) how they have used those data to make informed policy and programmatic decisions; and (3) how they have communicated those data and other findings from state-wide analyses of observational data of classroom instruction and focus group interviews with stakeholders in a way that motivates change in practice.

1. Strategic Plan
   Candice McQueen, Tennessee Department of Education

2. Research Methodologies
   Nate Schwartz, Tennessee Department of Education

3. Tactical Actions
   Karen Hollett, Tennessee Department of Education

4. The Academic Perspective
   Victoria Risko, Vanderbilt University

Area 13
Academia 101: Navigating the Journey From Graduate Student to Professional

Presenters: Katherine Brodeur, Bowling Green State University
Gail Lovette, University of Virginia
David E. Low, California State University, Fresno
Kathleen Ann Paciga, Columbia College, Chicago
Jennifer M. Smith, Austin College
Ebony Elizabeth Thomas, University of Pennsylvania

In this alternative session, the Doctoral Student Innovative Community Group (DSICG) has invited a panel of five early career scholars to share their experiences with the job search, interviewing for academic positions, and finding and working with mentors. Panelists from a variety of institutions will share insight about the daily demands of their jobs as well as advice for building on valuable experiences in graduate school.
1. Investigating Self-Efficacy of Pre-Service Middle School Teachers’ Literacy Practices Through Book Clubs
   Gerlinde G. Beckers, Southeastern Louisiana University

2. “We can’t teach it unless we know it perfectly ourselves:” Exploring Pre-Service Teachers’ Knowledge and Perceptions of Information Literacy
   Jennifer J. Wimmer, Brigham Young University
   Sophie Ladd, University of Nevada, Las Vegas
   Rachel Wadham, Brigham Young University
   Suzanne Julian, Brigham Young University

3. Engaging in Queer Pedagogy: Creating Opportunities for Teacher Educators and Pre-Service Teachers to (Re)imagine Classrooms
   Jennifer J. Wimmer, Brigham Young University
   Roni Jo Draper, Brigham Young University

8:45 am - 10:15 am - PAPER SESSION
Electric - Level 4
Area 11
Critical, Post, and Participatory Literacy Research

Chair:
Mark Vagle, University of Minnesota

1. Youth Participatory Art-Making as Multimodal Ethnography: The Case of Kate’s Room
   Amanda Smith, Michigan State University

2. Examining Rhizomatics and Literacy: A Critical Analysis
   Kelly Johnston, Teachers College, Columbia University

3. Ill-fitting Glass Slippers, or Everyday Discomfort in Trying New Methods?: Why Reading & Critical Literacy Researchers Need Each Other
   Tracey Psycher, Metropolitan State University
   Anne Crampont, University of Minnesota
   Anne Ittner, University of Minnesota
   Maggie Struck, University of Minnesota

4. A Step Towards Social Transformation: Participatory Action-Research to Explore an Inclusive Writing Process
   Julie Ruel, Université du Québec en Outaouais
   André C. Moreau, Université du Québec en Outaouais
   Bernadette Kassi, Université du Québec en Outaouais

8:45 am - 10:15 am - PAPER SESSION
Bass - Level 4
Area 9
"More Than the Sum of Our Parts”: Author Representations of Gender, Agency, and Power

Chair:
Rachel Skrlac Lo, University of Pennsylvania
Discussant:
Gina DeBlase, Wayne State University

1. Black Girl Power: Examining Identity and Agency in Williams-Garcia’s One Crazy Summer Novels
   Christy Howard, East Carolina University
   Caitlin Law Ryan, East Carolina University

2. Ideologies About Gender and Literacy in Guys Read
   Chris Parsons, University of Michigan

3. More Than the Sum of Our Parts: Examining Representations of Women and Girls in Graphic Novels
   Laura Maria Jimenez, Boston University

8:45 am - 10:15 am - PAPER SESSION
Acoustic - Level 4
Area 8
Critical Lenses: Literacies & Language Awareness

Chair:
Christine Montecillo Leider, Boston University
Discussant:
Marjorie Orellana, UCLA

1. Implementation of Critical Global Literacy With ELLs
   Ozge Yol, SUNY, Binghamton
   Bogum Yoon, Binghamton University

2. Reading the World Through Images: Latina/o Emergent Bilinguals Exploring Inequities and Transnational Migration Through Photography
   Maria Paula Ghiso, Teachers College, Columbia University
   Patricia Martínez-Álvarez, Teachers College, Columbia University
3. Building Knowledge About and With Young People: Exploring Plurilingual Competencies Through a Semiotic Analysis of Student Mapping in Two Australian Classrooms
   Katina Zammit, Western Sydney University
   Jacqueline D’warte, Western Sydney University

4. Examining the Co-Construction and Implementation of a Critical Literacy Unit for English Language Learners
   Marriam Ewaida, George Mason University
   Kristien Zenkov, George Mason University
   Katie Gaffney, Manassas City Public Schools
   Frances Garcia, Manassas City Public Schools

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom A - Level 2

Area 7
Youth Mobility, Boundary and Border Crossing in Language and Literacy Research

Chair:
   Elizabeth Montano, St. Marys College of California

Discussant:
   Maisha T. Winn, University of Wisconsin, Madison

Authors of this symposium take up the conference theme by examining the dexterity of youths’ language and literacy practices in varied secondary schooling contexts in urban Arizona, California, and New York schools and classrooms. Drawing on diverse theoretical and methodological perspectives, the following papers centralize youth of color as agential in their development of powerful language and literacy practices that can transform what counts as language and literacy in reductive schooling contexts.

1. Moving Beyond Essentialist, Purist, and Prescriptivist Understandings of Chican@ and Latin@ Students’ Linguistic Repertoires
   Ramon Martinez, Stanford University
   Danny Martinez, University of California, Davis

2. Engaging Multiple Literacies and Identities in the Context of Youth Participatory Action Research
   Jamila J. Lyiscott, Teachers College, Columbia University
   Limarys Caraballo, Queens College of the City University of New York

3. Exploring Latin@ Immigrant Youth’s Racial and Civic Literacies Through Photovoice Projects
   Cati de los Rios, Teachers College, Columbia University

4. Critical Listening and Storying: Fostering Respect for Difference and Action Within and Beyond a Native American Literature Classroom
   Timothy San Pedro, The Ohio State University

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom B - Level 2

Area 9
Reader Response and Play in a Digital Age: Research in Early Childhood and Elementary Education

Chair:
   Eliza Allen, University of South Carolina

Discussant:
   Dawnene D. Hassett, University of Wisconsin, Madison

   Susan King Fullerton, Clemson University
   Koti Hubbard, Clemson University
   Erin Leslie McClure, Clemson University

2. Analysis of a Home Literacy Event Vis-À-Vis Structural Analysis of the Informational Book Used
   Yvonne Pek, University of Wisconsin, Madison

3. Transforming Response: Use of Multiple Intersecting Digital Technologies to Expand Literature Access and Response Opportunities for All Students
   Karla Möller, University of Illinois, Urbana-Champaign
   Lisa Ferguson, Martin Luther King, Jr. Elementary School, USD #116

4. Responsive Play: Exploring Play as Reader Response in a First-Grade Classroom
   Tori K. Flint, University of Louisiana, Lafayette
3. Designing Global Futures: A Mixed Methods Study to Operationalize and Validate Teaching for Global Readiness
Shea N. Kerkhoff, North Carolina State University

4. The Effects of Drama-Based Pedagogies on Literacy-Related K-16 Student Outcomes: A Meta-Analysis of the Research
Bridget Lee, The Ohio State University
Megan Brown, The Ohio State University
Patricia Enciso, The Ohio State University

10:30 am - 12:00 pm – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 6
Approaches to High School Literacies Instruction

1. Empowering Students Through Inquiry: Using a Guided Inquiry Approach in High School Research
Sarah M. Fleming, Syracuse University

2. Investigating the Relationship of Text Selection and Instructional Method to Adolescent Readers’ Comprehension Proficiency During Intervention
Sarah M. Lupo, University of Virginia

2) Area 1
Culturally Responsive and Social Justice Focused Approaches to Literacy Methods Courses

Chair:
Deborah Ann Horan, Metropolitan State University of Denver

Discussant:
Kirsten Dara Hill, The University of Michigan, Dearborn

1. “I had never given a thought to developing a multicultural library:” Transformations into Culturally Responsive Literacy Practices
Susan V. Bennett, University of South Florida, St. Petersburg
Kim G. Thomas, Polk State College, Winter Haven
AnnMarie Gunn, University of South Florida, St. Petersburg

2. Re-Imagining Pre-Service Teacher Education: Co-Designing Social Justice Practices in a Studio-Based Workshop for Secondary English Education Pre-Service Teachers
Mary Kelly, University of Colorado, Boulder
Melia Repko-Erwin, University of Colorado, Boulder

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom D - Level 2

Area 3
Standards, 21st Century Literacies, and Global Citizenship

Chair:
Lisa K. Hawkins, Ball State University

Amy Stornaiuolo, University of Pennsylvania
T. Philip Nichols, University of Pennsylvania
Emily Plummer, University of Pennsylvania

2. Post-Colonial, School-Wide Literacy Reform Efforts: The Case of the Roadrunner Readers
Misty Sailors, University of Texas, San Antonio
Dennis Davis, University of Texas, San Antonio
Teresa Sellers, University of Texas, San Antonio
Alicia Villarreal, University of Texas, San Antonio
Marcy Wilburn, University of Texas, San Antonio

WEDNESDAY
3) Area 10
Digital Writing in Early Childhood

1. Listening to Young Children’s Voices: Possibilities of Early Critical Media Literacy Practices in Bilingual Classrooms
   So Jung Kim, University of Texas, El Paso
2. From Barriers to Bridges: Mobilizing Early Writing Students Through Successful Digital Writing Experiences
   Jessica Mitchell, University of North Alabama
   Rachel Thompson, University of Memphis
   Rebecca Anderson, University of Memphis

4) Area 5
Early Reading Demands and Intervention

Discussant:
Sharon Walpole, University of Delaware

1. Vocabulary Demands in Recommended Books
   Sharon Kletzien, West Chester University of Pennsylvania
   Mariam Jean Dreher, University of Maryland
2. Rethinking Miscue Analysis From the Perspectives of Beginning Readers
   Sharon Pratt, Indiana University Northwest
   Anita Martin, Indiana University Northwest

5) Area 3
Engaging Students Through Disciplinary Literacies

1. Examining the Role of Text, Literacy, Language, and Identity in Productive Disciplinary Engagement
   Susanna C. Eng, George Mason University

6) Area 8
ESL Language and Practice

1. Language and Literacy Practices at a Public Library: Drawing on Multilingual and Multicultural Resources
   Jenny Zhang, University of California, Berkeley
   Gabriela Borge Janetti, University of California, Berkeley
2. Mobilizing Theory Into Practice: A Call for a Sociocultural Approach to “English for Academic Purposes” Curricula
   Elizabeth Rose Baertlein, University of Iowa

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Broadway Ballroom G - Level 2
Area 7
Alt Pubs & Alt Metrics: Exploring the Potential, Examining the Challenges

Discussant:
Richard Beach, University of Minnesota

During this session, media producers and hosts will share successful efforts to harness the potential of digital media to disseminate literacy research. Using Alt Metrics, university faculty will discuss efforts to revise university promotion and tenure policies that value alt publications. The discussant will provide fodder for conversations to ensue among panel and audience members regarding initiatives to harness digital media and open source publications and efforts to update university policies to incorporate Alt Metrics.

1. Networked and Critical Spaces of Professional Development
   Peggy Albers, Georgia State University
2. One Million Requests, No Impact: Alt Pubs in a Citation Index World
   Elizabeth Baker, University of Missouri
3. Documenting Scholarly Productivity in Digital Spaces
   David Reinking, Clemson University
   Mikel Cole, Clemson University
   Andrew Wesolek, Clemson University

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom H - Level 2
Area 3
Approaches to Dual Language Instruction Implemented at the Classroom, Program, and National Level

Chair:
David Dickinson, Vanderbilt University
Discussant:
Jeannette Mancilla-Martinez, Vanderbilt University

This session presents three models for teaching dual language learners. The first paper describes a classroom-based approach in a second grade that incorporates home experiences into school using e-books. The second paper describes a programmatic intervention in a preschool in which English and Spanish are used during distinct times of the day. The final paper describes how one school in
Abu Dhabi is implementing a national policy that calls for dual language English-Arabic instruction.

1. Mobilizing Second Graders’ Heritage Language Resources to Support Literacy Learning in English-Dominant Classrooms
   Mary Ellen Miller, Vanderbilt University

2. Preschool Teachers’ Typical Vocabulary Instruction and DLLs’ Language Outcomes
   Sharolyn Pollard-Durodola, University of Nevada, Las Vegas
   Jorge E. Gonzalez, University of Houston
   Laura Saenz, University of Texas, Rio Grande Valley
   Laura Soares, University of Mississippi
   Nora Resendez, University of Texas, Rio Grande Valley
   Heather Davis, Texas A & M University
   Leina Zhu, University of Houston

3. English-Arabic Dual Language Instruction in an Abu Dhabi Preschool
   David Dickinson, Vanderbilt University
   Molly Fuller Collins, Vanderbilt University
   Pion Georgene, Vanderbilt University

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom J - Level 2

Area 4
Assessing Linguistic Components of Literacy in the Elementary Grades

Chair:
Juliet Halladay, University of Vermont

   Christina Cassano, Salem State University
   Lilly Steiner, Monmouth University

2. Validating an Online Assessment of Developmental Spelling Knowledge
   Kristin Gehsmann, Saint Michael’s College
   Alexandra Spichtig, Taylor Associates, Inc.
   Elias Tousley, Taylor Associates, Inc.
   Jeffrey Pascoe, Taylor Associates, Inc.
   John Ferrara, Taylor Associates, Inc.

3. ‘It’s a sad picture now, and then it has all grey because he’s sad’: Assessing Visual Knowledge and Metalanguage of Elementary Students
   Jon Callow, The University of Sydney

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 8
Beyond Word Meanings: A Deeper Look at CCSS Vocabulary Instruction to Examine Fourth Grade ELs’ Teaching and Learning Opportunities

Chair:
Freddy Hiebert, Text Project

Discussant:
Freddy Hiebert, Text Project

This symposium presentation highlights three papers from content analyses of a widely used Common Core reading series’ teacher’s guide to explore the extent to which ELs’ current vocabulary instruction is supported to learn words deeply across three sampled units. Specifically we examine how vocabulary instruction and learning are clustered across individual instructional blocks, during differentiated whole class instruction for varying English proficiency levels, and at different phases of reading instruction (pre-, during, and post-reading).

1. Examining the Distribution and Features of Vocabulary Within and Across Instructional Blocks in a CCSS Reading Program
   Alain Bengochea, The Ohio State University

2. Examining Differentiation of Vocabulary Instruction for ELs’ Opportunity to Learn in a CCSS Reading Program
   Mary A. Avalos, University of Miami
   Irina Malova, University of Miami

3. Examining Pre-, During, and Post-reading for Depth of Vocabulary Instruction in a CCSS Reading Program
   Susan Massey, St. Thomas University

10:30 am - 12:00 pm - PAPER SESSION
Music Row 1 - Level 2

Area 9
From Competence to Transformation: Classroom Reading Materials for Early Childhood Education

Chair:
Denise Davila, University of Nevada, Las Vegas

Discussant:
Alyssa Michelle Boardman, University of Wisconsin, La Crosse
1. Transforming Classroom Libraries: The Diversity of Children’s Literature in Early Childhood Settings
   Thomas Crisp, Georgia State University
   Suzanne Knezek, University of Michigan, Flint
   Margaret Quinn, Georgia State University
   Francheska Starks, Georgia State University
   Kristy Girardeau, Georgia State University

2. Building Emotional Competence: Using Book Readings to Develop Emotional Competence in the Head Start Classroom
   Megan Elise Goetsch, Michigan State University
   Hope K. Gerde, Michigan State University

3. The Reading Wonders Reality: Stories of Success for Unsuccessful Readers
   Elizabeth L. Jaeger, University of Arizona

4. The “Lived-In” Moment: The Potential of Nonfiction Literature in a Third-Grade Class
   Stacey Korson, Eastern Kentucky University

10:30 am - 12:00 pm - SYMPOSIUM
Music Row 2 - Level 2

Area 3
Articulating the Body in Literacy Research

Chair: Marianne McTavish, University of British Columbia
Discussant: Marjorie Siegel, Teachers College, Columbia University

This panel focuses on the challenges in articulating the body in literacy research with a focus on classroom ethnographies, multimodal analysis, and post-structural accounts of children's playful interactions. Juxtaposing diverse methodological approaches, it challenges established accounts of 'subjects' and 'objects' and raises questions about how literacy researchers interface with the empirical materials they collect. In doing so, the panel asserts that 'learning to talk about the body,' as Latour (2014) argues, demands multiple perspectives.

1. A Critical Reflection on the Politics of Investigating Embodiment of/With Youth in K-12 Classrooms
   Elisabeth Johnson, St. Edward’s University
   Stavroula Kontovourki, University of Cyprus

   Roberta Taylor, Sheffield Hallam University

   Karen Daniels, Sheffield Hallam University

4. Backs, Shoes, Cables, and Screens
   Cathy Burnett, Sheffield Hallam University
   Guy Merchant, Sheffield Hallam University

10:30 am - 12:00 pm - PAPER SESSION
Music Row 5 - Level 2

Area 2
Literacy Within and Across Disciplines

Chair: Sandra M. Webb, Georgia College & State University

   Casey Medlock Paul, North Carolina State University

2. Teachers as Learners: The Transformative Power of Professional Development on Teachers’ Beliefs About Vocabulary Instruction
   Joanna Newton, George Mason University

3. Developing Pedagogical Content Knowledge in Content-Area Literacy
   Kristy A. Brugar, University of Oklahoma
   Kathryn Leigh Roberts, Wayne State University

10:30 am - 12:00 pm - PAPER SESSION
Cumberland 1 - Level 3

Area 2
Conceptual Perspectives on Disciplinary Literacy

Chair: Courtney Kelly, Manhattanville College

1. Improving Disciplinary Literacy Teaching: A Formative Experiment Exploring Professional Learning
   Phillip Wilder, Clemson University
   Susan Hughes, Clemson University
   Emily Howell, Clemson University
   Lorraine Jacques, Clemson University
2. Is this literacy?: Defining and Redefining Literacy in a Disciplinary Literacy Professional Development Initiative
   Christina Dobbs, *Boston University*
   Jacy Ippolito, *Salem State University*
   Megin Charner-Laird, *Salem State University*

3. “It’s About Deconstructing Everything We Are Doing”: Teachers Transforming Understandings of Disciplinary Literacy Pedagogy
   Angela Joy Fortune, *University of Illinois, Chicago*
   MariAnne George, *University of Illinois, Chicago*
   Taffy E. Raphael, *University of Illinois, Chicago*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Cumberland 2 - Level 3

Area 11
Constructing an Ethnographic Logic of Inquiry to Determine the Literate Practices of STEM-Related Thinking, Being and Mind-Set

Presenter:
Noreen Balos, *University of California, Santa Barbara*

Making visible the chains of reasoning developed in an ethnographic study allows for deeper understanding of the social construction of knowledge, situationally defined knowledge, and literate practices of members. In this alternative session, participants will have an opportunity to explore a series of proposed principles of operation for developing an ethnographic logic of inquiry to guide the design, fieldwork, and post-fieldwork analyses of a particular sociocultural, discursive phenomenon.

1. Making Engineering Thinking Visible Through an Ethnographic Frame
   Diana Arya, *University of California, Santa Barbara*
   Mariateresa Napoli, *University of California, Santa Barbara*

Area 6
Critical Frameworks in Adolescent Literacy Motivation and Engagement: How We Got Here and Where We’re Going

Chair:
Judson Laughter, *University of Tennessee, Knoxville*

Discussant:
Richard Allington, *University of Tennessee, Knoxville*

We explore, clarify, and complicate the terms “motivation” and “engagement” in literacy research journals. We seek to understand how these constructs have changed over the past century so that we might be best prepared to mobilize our research in the future. We organize this symposium around five presentations based on a multi-person, multi-site review of adolescent literacy research aimed at specific audiences.

1. Introduction and Objectives
   George G. Hruby, *University of Kentucky*

2. Methods
   Les Burns, *University of Kentucky*
   George G. Hruby, *University of Kentucky*

3. Findings and Implications for Policy
   Les Burns, *University of Kentucky*

4. Implications for Adolescent Engagement and Motivation
   Stergios Botzakis, *University of Tennessee, Knoxville*
   Susan Groenke, *University of Tennessee, Knoxville*

5. Findings and Implications for Social Transformation
   Judson Laughter, *University of Tennessee, Knoxville*

10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 8
Assessment & Linguistic Diversity

Chair:
Audrey Lucero, *University of Oregon*

Discussant:
Mileidis Gort, *The Ohio State University*

1. Expanding Assessment Repertoires: Co-Constructing Biliteracy With Immigrant Parents and Emergent Bilingual Students
   Silvia Nogueron-Liu, *University of Colorado, Boulder*
   Chelsey M. Bahlmann Bollinger, *The University of Georgia*
   Courtney Shimek, *The University of Georgia*

2. Exploring the Role of Non-Native Speaker Status and Value Orientation in ELLs’ Reflections During Retrospective Miscue Analysis (RMA)
   Melissa Latham Keh, *Bridgewater State University*
   Amy Gooden, *Lesley University*
3. **Flexible Assessments: Transforming Our Understandings of How African American and Latina/o Emergent Bilinguals Approach Literacy**
   Eurydice Bauer, *University of Illinois*
   Soria Elizabeth Colomer, *Oregon State University*

4. **Narrative Assessment With 1st Grade Spanish-English Emergent Bilinguals: Spontaneous Versus Retell Conditions**
   Audrey Lucero, *University of Oregon*
   Yuuko Uchikoshi, *University of California, Davis*

**10:30 am - 12:00 pm - PAPER SESSION**

**Cumberland 5 - Level 3**

**Area 4**

**Assessing the Literacy of English Language Students**

**Chair:**
Carolyn A. Colvin, *The University of Iowa*

1. **Assessment Accommodations for English Language Learners: Confluence of State Mandates and Pedagogical Practice**
   Natalia Ward, *University of Tennessee*

2. **Development and Validation of a Reading Motivation Survey for English Learners**
   Maria Selena Protacio, *Western Michigan University*
   Bong Gee Jang, *Syracuse University*

3. **Assessing Spanish-Speaking Students’ Literacy: Evidence From Two Diverse Populations**
   Karen Ford, *University of Virginia*
   Marcia Invernizzi, *University of Virginia*
   Pelusa Orellana, *Universidad de los Andes*

**10:30 am - 12:00 pm - SYMPOSIUM**

**Cumberland 6 - Level 3**

**Area 9**

**Children’s Literature as Advocacy: Linking Communities With Universities**

**Chair:**
Julia Lopez-Robertson, *University of South Carolina*

**Discussant:**
Lucy Spence, *University of South Carolina*

Findings from research on the use of children’s literature as a mobilizing agent for transforming the views some hold of school, home, and community literacy practices will be presented. Presenters will share findings from studies conducted with pre- and in-service teachers and with Latina mothers and their children that examined the use of children’s literature in various contexts (e.g. university courses, public libraries) and for various purposes (e.g. children’s literature as a mentor text).

1. **Children’s Literature as Advocacy: Linking Communities With Universities**
   Julia Lopez-Robertson, *University of South Carolina*
   Lucy Spence, *University of South Carolina*
   Yang Wang, *University of South Carolina*
   Eliza Allen, *University of South Carolina*

2. **Honoring Students Funds of Knowledge: Pre-Service Teachers Composing Children’s Literature**
   Eliza Allen, *University of South Carolina*

3. **A Bridge to Cultural Authenticity: In-Service Teachers Read Global Children’s Literature**
   Yang Wang, *University of South Carolina*

4. **Choosing Children’s Literature as a Cultural Advocacy Project**
   Lucy Spence, *University of South Carolina*

5. **Learning From and About the Everyday Literacies of Latina Mothers and Their Young Children Through Latino Children’s Literature**
   Julia Lopez-Robertson, *University of South Carolina*

**10:30 am - 12:00 pm - ALTERNATIVE FORMAT**

**Mockingbird 1 - Level 3**

**Area 10**

**Digital Literacies for Disciplinary Learning**

This alternative symposium features researchers engaging with each other, and engaging the audience, in a shared conversation about conceptualizing digital literacies for disciplinary learning in ways that extend the current conversations that tend to separate these intrinsically linked areas.

1. **Making Stories: How Adult and Youth Makers Represent Their Work Online**
   Eli Tucker-Raymond, *TERC*
   Brian Gravel, *Tufts University*
   Aditi Wagh, *Tufts University*
   Kaitlin Kohberger, *Tufts University*

2. **Critical Media Literacies and Historical Interpretation**
   Michael Manderino, *Northern Illinois University*
3. Integrating Science, Technology, Engineering and Math: A Carbon & Climate Change Investigation
   Jill Castek, University of Arizona
   Bernadette Dwyer, St. Patrick’s College
4. Mentoring Teachers and Students in Disciplinary Learning Pathways Through Digital Media
   Nathan Phillips, University of Illinois, Chicago
   Rebecca Woodard, University of Illinois, Chicago

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Mockingbird 2 - Level 3

Area 2
Enacting Critical Literacy Across the Educational Spectrum: Journeys From Theory to Action

This interactive presentation traces the experiences of four teachers, representing different points along the educational spectrum (from elementary school to college), who make bold attempts to incorporate critical literacy into everyday classroom practice. By leveraging a range of modalities from video to reader’s theater to textual illustrations, the teachers will individually, and collectively, articulate concrete strategies for incorporating critical literacy practices into P-20 classrooms.

1. Interrogating Columbus: Fostering Authentic Inquiry in the Elementary Classroom
   Elizabeth Herrera, Albuquerque Public Schools
2. Unpacking Stereotypes: Developing Critical Perspectives With Middle School Students
   Kahlil Simpson, Albuquerque Public Schools
3. Investigating Identities: Reconstructing Notions of the “Other” in YA Lit
   Annmarie Sheahan, University of New Mexico
4. Deconstructing College Composition: Mobilizing Critical Literacies to Question, Problematize and Create Texts
   Breanne Potter, University of New Mexico

10:30 am - 12:00 pm - PAPER SESSION
Mockingbird 3 - Level 3

Area 7
Entanglements of Matter and Meaning in Literacy Research

Chair:
   Michelle Honeyford, University of Manitoba

1. (Re)Imagining and (Re)Defining Social: Intra-Activity of Humans and Non-Humans in Writers’ Studio
   Candace Kuby, University of Missouri
   Shonna Crawford, Evangel University
2. Visualizing Families: Children Relocalizing and Remaking Family Photographs
   Diane R. Collier, Brock University
   Jennifer Rowsell, Brock University
3. The Social Transformation of Writing Artifacts: From Narratives of Grief to Narratives of Resiliency
   Kathleen Olmstead, SUNY, Brockport
   Bobbie Kabuto, Queens College

10:30 am - 12:00 pm - SYMPOSIUM
Mockingbird 4 - Level 3

Area 8
Exploring New Paths to Academic and Digital Literacy for English Learners

Chair:
   William Ian O’Byrne, College of Charleston
Discussants:
   Kouider Mokhtari, University of Texas, Tyler
   Robert Jimenez, Vanderbilt University

This symposium explores the challenges and opportunities that exist as we embed digital literacy practices into classrooms to support English learners (ELs). The researchers bring together multiple perspectives and participants to conceptualize the use of digital literacies in EL instruction. The presenters focus on opportunities to demonstrate the link between technology use and what research suggests leads to educational equity and academic success for culturally and linguistically diverse students.

1. Exploring New Paths to Academic Literacy for English Language Learners
   Mayra Daniel, Northern Illinois University
   Dong-shin Shin, Northern Illinois University
2. Microblogging: Using Digital Literacies to Engage Middle School English Learners
   Carolyn Stufft, Berry College
   Susan Casey, Stephen F. Austin State University
3. Multiliteracy in English as a Second Language (ESL) Language Arts (LA) Middle School Classrooms
   Elena Andrei, Coastal Carolina University
Dyslexia legislation, policy, practice, and media attention greatly outpace research. After over a century of research in a range of fields, there is limited consensus about the topic. Many literacy education researchers avoid the term dyslexia because it provides limited guidance for instruction. Articles about dyslexia in major literacy journals are practically nonexistent. Meanwhile, dyslexia conversations and legislation are taking place across the nation without the input of literacy education researchers.

1. **Legislation and Policy**
   - Samuel DeJulio, *University of Texas, Austin*
   - Villarreal A. Doris, *University of Texas, Austin*
   - Angela J. Stefanski, *Ball State University*
   - Amy Leitze, *Ball State University*
   - Cooper Jennifer, *Ball State University*
   - Wanda Hedrick, *University of North Florida*

2. **Teachers’ Understandings, Perspectives, and Experiences**
   - Jo Worthy, *University of Texas, Austin*
   - Natalie Svrcak, *University of Texas, Austin*

3. **Students’ Perspectives: Dyslexia Influence on Student Learning and Identity**
   - Katharine Chamberlain

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**10:30 am - 12:00 pm - PAPER SESSION**

**Acoustic - Level 4**

Area 3
Considering the Materiality of Literacy Across Space and Place

Chair:
Ingrid Enniss

1. **The Discursive Construction of “Safe Spaces” in Schools and the Possibilities for a Queer Alternative**
   - Caroline Clark, *The Ohio State University*

2. **Towards a Socio-Material Understanding of Resources in Early Childhood Classroom Writing**
   - Lisa Kervin, *University of Wollongong*
   - Barbara Comber, *Queensland University*
   - Annette Woods, *Queensland University of Technology*

3. **Improvisation, Literacy, and Emergence**
   - Samuel Jaye Tanner, *The Pennsylvania State University, Altoona*
   - Kevin Michael Leander, *Vanderbilt University*
4. **Museums as Sites for Literacy Research**
   **Consciousness: A Trans-National Comparison of Two Experiences**
   Raul A. Mora, *Universidad Pontificia Bolivariana*
   William Kist, *Kent State University*
   Gloria Gutierrez, *Universidad Pontificia Bolivariana*
   Monica Maria Lopez-Ladino, *Universidad Pontificia Bolivariana*
   Ana Karina Rodriguez, *Universidad Pontificia Bolivariana*
   Jennifer L. Toney, *Kent State University*
   Beth Walsh-Moorman, *Kent State University*
   Lisa Hart, *Kent State University*

**STUDY GROUPS**
12:00 pm - 1:00 pm
See Pages 12 -15

3. **A Girl Named George: Finally Representing the “T” in LGBT in Chapter Books for Elementary School Readers**
   Jill Hermann-Wilmarth, *Western Michigan University*
   Caitlin Law Ryan, *East Carolina University*

**1:15 pm - 2:45 pm - ALTERNATIVE FORMAT**
**Broadway Ballroom C - Level 2**

**Area 6**
**Can Practice-Based Adolescent Literacies Research Mobilize Social Transformation?**

**Chair:**
Kathleen Hinchman, *Syracuse University*

**Discussant:**
Deborah Appleman, *Carleton College*

This alternative format session includes roundtables with a wide array of practice-based adolescent literacies researchers who will share literature reviews, research, and conceptual arguments to ground discussion about the value of such research for transformative adolescent literacies pedagogies, affordances and challenges to widespread school implementation of such transformative practices, and implications for our ongoing efforts.

1. **Youth, Popular Culture, and the Media:**
   **Examining Race, Class, Gender, Sexuality, and Social Histories**
   Marcelle Haddix, *Syracuse University*
   Antero Garcia, *Colorado State University*
   Detra Price-Dennis, *Teachers College, Columbia University*

2. **Adolescent Literacies Beyond Heterosexual Hegemony**
   Mollie Blackburn, *The Ohio State University*
   Ryan Schey, *The Ohio State University*

3. **What Research Says (and Doesn’t Say) About Literacy for Youth With Disabilities**
   Kelly Chandler-Olcott, *Syracuse University*
   Michelle Duffy, *Virginia Commonwealth University*
   Joanna Robertson, *New Hartford*

4. **The Development of Literacy Practices Across a Decade: Families, Friends, and Schools**
   Catherine Compton-Lilly, *University of Wisconsin, Madison*
5. **Constructing Literacies in Secondary English Language Arts Curriculum: Discourses, Histories, Ethics**  
   Mary Juzwik, Michigan State University  
   Jennifer VanDerHeide, Michigan State University  
   Natasha Perez, Michigan State University  
   Amanda Smith, Michigan State University  
   Kati Macaluso, University of Notre Dame  
   Michael Macaluso, Michigan State University  
   Samantha Caughlan, Michigan State University  
   Cori McKenzie, Michigan State University

6. **Diverse Youth, New Teachers, and “Picturing” Literacy: Using Photovoice to “Partner” Our Way to Adolescents’ Perspectives on Literacy**  
   Kristen Zenkov, George Mason University  
   Laurel Taylor  
   Jim Harmon

7. **Disciplinary Literacy: A Multidisciplinary Synthesis From Traditional Artifacts of Learning to New Digital Landscapes**  
   David O’Brien, University of Minnesota  
   Lisa L. Ortmann, Western Illinois University

8. **Avoiding the Cheapest Room in the House: Dialoguing Through Fear of Dialogical Practice**  
   Bob Fecho, Teachers College, Columbia University  
   Steven Landry, University of Georgia  
   Jennifer Jackson Whitley, The University of Georgia

9. **Missing in Action: Learning From Texts in Subject-Matter Classrooms**  
   Cynthia Greenleaf, Strategic Literacy Initiative  
   Sheila Valencia, University of Washington, Seattle

10. **“No More Paperwork”?: Student Perspectives on Multimodal Composing in Response to Literature: Sustained Engagement, Intermittent Aversion, and Creative Possibilities**  
    Kelly Wissman, University at Albany

11. **Acquiring Processes for Responding to and Creating Multimodal Digital Productions**  
    Richard Beach, University of Minnesota  
    Jill Casteek, University of Arizona  
    John Scott, University of California, Berkeley

12. **Adolescents Reading Graphic Novels and Comics: What We Know From Research**  
    Stergios Botzakis, University of Tennessee, Knoxville  
    Rachelle S. Savitz, University of Tennessee  
    David E. Low, California State University, Fresno

13. **How Practice-Based Research Informs Adolescent English-Language Learners’ Composing and Compositions**  
    Jill Fitzgerald, University of North Carolina, Chapel Hill

14. **Adolescent Literacy and Collaborative Inquiry**  
    Rob Simon, University of Toronto  
    Amir Kalan, University of Toronto

15. **Teaching and Learning Literary Argumentation in High School English Language Arts Classrooms**  
    George Newell, The Ohio State University  
    David Boome, The Ohio State University

16. **Academic Language and Subject Area Learning**  
    Zhihui Fang, University of Florida

17. **Scaffolding Students’ Reading of Challenging Text—In Search of Balance**  
    Michael Graves, University of Minnesota

18. **Teaching Writing to Adolescents: The Use of Evidence-Based Practices**  
    Amy Gillespie Rouse, Southern Methodist University  
    Steve Graham, Arizona State University

**WEDNESDAY**

**Area 3**

**Disciplinary Literacies and Expertise**

**Chair:**  
Deborah Augsburger, Lewis University

1. **“Competent Outsider” Literacy**  
   Angela Kohnen, University of Florida  
   Wendy Saul, University of Missouri, St. Louis

2. **Disciplinary Literacy in the Middle School: Navigating Pedagogical Tensions**  
   Abbey C. K. Graham, North Carolina State University  
   Hiller A. Spires, North Carolina State University  
   Shea N. Kerkhoff, North Carolina State University

3. **How do Economists Read Discipline-Specific Texts?**  
   Stephanie M. Bennett, Mississippi State University  
   Rebecca C. Smith, Mississippi State University

4. **Empowering Students in an Age of High Stakes: Improving Stamina for Comprehension-Based Silent Reading**  
   Emily Hayden, University of Nebraska, Omaha  
   Guy Trainin, University of Nebraska, Lincoln  
   Freddy Hiebert, Text Project
1:15 pm - 2:45 pm – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 9
Considering Popular Children’s and Young Adult Literature: Analysis of Award Winners and Book Fair Selections

Chair: Ebony Elizabeth Thomas, University of Pennsylvania

1. Who Is Represented: Have Depictions of Diversity in Newbery Winner Books Changed Over Time?
   Melanie Koss, Northern Illinois University

2. Coherence and Linguistic Dimensions of Popular Texts: Analysis of Summer Book Fair Book Selections
   Anne McGill-Franzen, University of Tennessee
   Natalia Ward, University of Tennessee

2) Area 1
Defining and Supporting “Successful” Literacy Education

Chair: Anne Juele Peel, The College of New Jersey
Discussant: Marjorie Orellana, UCLA

1. Defining Literacy Achievement: Pre-Service Teachers Make Sense of the Goals of Secondary English Education
   Mary Martha Neville, Michigan State University
   Ashley A. Johnson, Michigan State University

2. Connections Between Literacy Pedagogy and College and Career Readiness for Pre-Service Teachers
   Holly Hungerford-Kresser, University of Texas, Arlington

3) Area 3
Exploring Cultural Responsiveness in Literacy Environments

1. Exploring Cultural Responsiveness in Afterschool Literacy Tutoring: “White People Don’t Eat Chicken!”
   Margie Lyn Stevens, University of Memphis
   Dana L. Skelley, University of Memphis
   Rebecca Anderson, University of Memphis

2. Multimodal and Culturally Responsive Teaching Strategies for Diverse Learners to Support Social Identities and Equity Within the Elementary Classroom.
   Melody Brennan, University of Wisconsin, Stout
   Emily Hines, University of Wisconsin, Stout
   Kimberly Martinez, University of Wisconsin, Stout

4) Area 3
Exploring Motivation and Identity in Literacy-Rich Contexts

1. Exploring Students’ Motivation in an After-School Literacy Program
   Sheree E. Springer, University of Utah
   Janice Dole, University of Utah
   Douglas J. Hacker, University of Utah
   Kenna Rodgers, University of Utah

2. “Who says I’m a struggling reader?” Examining Student Identities in Classroom Digital Spaces
   Stacy Haynes-Moore, University of Iowa

5) Area 6
Exploring New Approaches to Teaching Reading and Writing in College

1. Initial Readings of Textbook Content: Analyzing Student Approaches and Effective Ways to Facilitate Learning
   Deborah Scott, Penn State, Harrisburg

2. Structured Blogging as Multimodal Academic Pre-Writing: MAPing Academic Literacy With First-Year College Students
   Courtney Kelly, Manhattanville College
   Carleigh Brower, Manhattanville College

6) Area 3
Improving Literacy Through Instruction

1. Towards a Ground Theory Effective ‘Reading-Like-a Writer’ Instructional Pedagogy, with a Particular Focus on Boy Writers
   Jan Turbill, University of Wollongong

2. Effective Literacy Interventions for At-Risk Readers: A Literature Review
   Lesley Smith Noel, University of South Florida
7) Area 2
Instruction in Reading and Comprehension

1. Kindergarten Teachers’ Structuring of Small-Group Reading Instruction and Responses to Students’ Miscues
   Kimberly L. Anderson, East Carolina University

2. Text Analysis: Critical Component of Specialized Knowledge for Comprehension Instruction
   Linda Lee Kucan, University of Pittsburgh
   Annemarie Sullivan Palincsar, University of Michigan

8) Area 1
Investigating Approaches to Writing Instruction in Teacher Education

Chair:
   Kelly Nelson Tracy, Western Carolina University

Discussant:
   Vicki McQuitty, Towson University

1. Components and Models of Effective Writing-Intensive Methods Courses in Teacher Education
   Jennifer Sanders, Oklahoma State University
   Joy Myers, James Madison University
   Chinwe Ipeze, St. John Fisher College
   Karen Kreider Yoder, Touro University California
   Linda D. Smetana, California State University, East Bay
   Roya Q. Scales, Western Carolina University
   Kelly Nelson Tracy, Western Carolina University

2. Painting a Picture of Pre-Service and In-Service Teachers as Writers and Writing Teachers
   Rebecca R. Norman, Mount Saint Mary College
   Janine K. Dixler, Mount Saint Mary College
   Jane Gangi, Mount Saint Mary College
   Nancy J. Benfer, Bishop Dunn Memorial School

This alternative session is organized to emphasize the importance of having critical conversations with critical friends who can offer diverse perspectives about research methodologies, especially data collection, analysis, and write-up. Each researcher in this session comes from a different social location that impacts the way they think about research, and each researcher is committed to participating in a conversation about data from an ongoing study.

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom H - Level 2

Area 5
Culturally Sustaining Writing Pedagogies in Early & Elementary Classrooms

Chair:
   Rebecca Woodard, University of Illinois, Chicago

Discussant:
   Aria Razfar, University of Illinois, Chicago

Recently, Paris & Alim (2014) have extended the notion of culturally relevant pedagogy further to culturally sustaining pedagogy, which seeks to “perpetuate and foster” students’ literate, linguistic, and cultural resources. Together, the papers in this symposium provide sorely lacking empirical examinations of culturally sustaining pedagogies in pre-service, pre-K, K, and elementary classrooms.

1. “I think this is more important than alliteration at the end of the day”: Culturally Relevant/Sustaining Writing Instruction in Elementary Classrooms
   Rebecca Woodard, University of Illinois, Chicago
   Emily Machado, University of Illinois, Chicago
   Andrea Vaughan, University of Illinois, Chicago

2. “My hair has a lot of stories!”: Culturally Sustaining Writing Pedagogies in Pre-Service Education and Elementary Classrooms
   Tasha Tropp Laman, University of Louisville
   Tammi Davis, University of Louisville

3. Culturally Sustaining Pedagogies: Evidence From One Urban Preschool Writing Center
   Colleen Whittingham, University of Illinois, Chicago

4. Singing and Dancing Our Way Into Writing: A Kindergarten Inquiry During “Black History Month”
   Kathryn Whitmore, University of Louisville
**Area 6**

Engaging and Supporting Adolescent Readers

**Chair:**
Emily Sauls Pendergrass, Vanderbilt University

1. **Adolescents’ Diverse Meaning Making and the Limitations of “Comprehension”**
   Gay Ivey, University of Wisconsin, Madison
   Peter Johnston, University at Albany

2. **Personal Transformations Within a Knowledge Building Community of Eighth-Grade Readers**
   Julie Smit, Texas Tech University

3. **Reconceptualizing Literacy Engagement Through Roland Barthes’ Jouissance: A Microethnographic Discourse Analysis of Jouissance in a Middle School Language Arts Classroom**
   Robert Heggestad, The Ohio State University

4. **Spoken Word Poetry and the Power of “I Am” in the Teacher Education Classroom**
   Shuaib James Meacham, University of Northern Iowa
   Susan Harden, University of North Carolina, Charlotte

**Area 3**

Becoming: Three Studies of Literacy and Identity Across Spaces, Ages, and Theories

**Chair:**
Amy Tondreau, Teachers College, Columbia University

**Discussant:**
Makila Meyers, Teachers College, Columbia University

These three studies examine identity construction in an elementary school library, middle school minority recruitment programs, and a teacher writing group. Each presenter takes up a different theoretical framework to analyze the ways that identities are constructed, enacted, and understood in a particular context. We explore the different possibilities of literacy-and-identity studies (Moje & Luke, 2009) and the ways literacy and identity inform and shape one another.

**1:15 pm - 2:45 pm - SYMPOSIUM**

**Broadway Ballroom K - Level 2**

**Area 1**

Exploring Issues Impacting Quality Teacher Preparation in Literacy

**Chair:**
Angela J. Stefanski, Ball State University

1. **Beyond State Requirements: Examining Teacher Preparation for Literacy Instruction in U. S. Teacher Education Programs**
   Elizabeth Swaggerty, East Carolina University
   Deanna Birdshaw, University of Michigan
   Mary McGriff, New Jersey City University
   Angela Rutherford, The University of Mississippi
   Jill Lewis-Spector, New Jersey City University
   April Marie Leach, G-Star School of the Arts for Film Animation & Performing Arts
   Joyce Fine, Florida International University

2. **Is it Working? A Study of the Literacy Instruction of Novice Teachers Who Are Graduates of a Redesigned Teacher Preparation Program**
   Sophie C. Degener, National Louis University
   Ruth C. Freedman, National Louis University
   Diane Salmon, National Louis University

3. **A Framework for Decomposition in Teacher Education**
   Katie Danielson, University of Washington

**1:15 pm - 2:45 pm - PAPER SESSION**

**Broadway Ballroom J - Level 2**

**1:15 pm - 2:45 pm - PAPER SESSION**

**Music Row 1 - Level 2**

**1:15 pm - 2:45 pm - PAPER SESSION**
Area 11
Discourse and Design-Based Literacy Research

Chair:
Annie Mogush Mason, University of Minnesota

1. Cross-Cultural Researcher Perspectives on Small Group Instruction Within the Context of a Literacy Classroom
Danielle V. Dennis, University of South Florida
Fiona Maine, University of Cambridge

2. Methodological Considerations for Analyzing Teachers’ Situated Learning About Supporting Students’ Historical Literacies
Jacquelynn S. Popp, University of Illinois, Chicago

3. Transformation by Design: Exploring a Horizon of Possible Meanings With Poetry in High School English Classrooms through Design-Based Research
Michael Barber

Area 8
Biliteracy as Resource: Understanding Theory, Problematizing Practice

Chair:
Iliana Reyes, Literacy Research Center

Discussant:
Carmen Liliana Medina, Indiana University

This year’s conference theme for the LRA Conference encourages authors to consider issues for “Mobilizing Literacy Research for Social Transformation.” To this end, our symposium brings together a collection of papers that exemplify the variety of ways in which research focusing on English and Spanish biliteracy as a resource reveals and problematizes this social and academic transformation for teachers, children, and their families when biliteracy practices are translated to provide opportunities to foster children’s literate potential.

1. Understanding Spontaneous Biliteracy
Leah Duran, University of Arizona

2. The Role of Spanish Literacy and Translanguaging in Students’ Conceptualizations of Ecosystems
Carmen Martínez-Roldan, Teachers College, Columbia University

3. Expanding Pedagogical Approaches to Biliteracy Teaching and Learning in Immersion Schooling: Recognizing and Building Upon Latino Emergent Bilinguals’ Biliteracy Repertoires
Mileidis Gort, The Ohio State University

4. Home Interactions With Prospective Teachers and Families: Understanding Home Language and Literacy Practices to Foster Biliteracy
Iliana Reyes, Literacy Research Center
Chris Iddings, Vanderbilt University
Area 7
Black Women as Publicly Engaged Scholars: Mobilizing Literacy for Social Transformation

Chair:
Ryann Randall, Ohio State University
Discussant:
Valerie Kinloch, Ohio State University

In this session, five Black women attending and/or working at predominately white institutions of higher education discuss what publicly engaged scholarship means and why we view ourselves as publicly engaged scholars. Aligning scholarship on engagement with stories of engagement in relation to access, mobility, materiality, movement, and literacy, we consider: What is publicly engaged scholarship when guided by Black feminist perspectives? How can Black women’s engagement stories lead to increased consciousness about literacy for transformation?

1. Introduction: A Conversation on Publicly Engaged Scholarship
   Ryann Randall, Ohio State University
2. A Theoretical-Political Framing of Publicly Engaged Scholarship
   Tamara T. Butler, Michigan State University
3. Methodological Underpinnings to Publicly Engaged Scholarship
   Ashley Patterson, Pennsylvania State University
4. Black Women, Engagement, and Institutions of Higher Education
   Halima Alhassan, Ohio State University

Area 2
Considering Individual Experiences: Teachers’ Participation in Authentic Professional Development

Chair:
Melissa Stinnett, Western Illinois University

1. Individualized Professional Development: Supports and Obstacles to Teacher Growth in Literacy Understanding
   Cassie K. Norvell, The University of Tennessee
   Amy Broemmel, The University of Tennessee
   Denise Morgan, Kent State University
2. Narrative Inquiry: Storying a Professional Development Planning Initiative
   Amy R. Vujaklija, University of Louisville
3. Researcher-Teacher Collaboration: Impact on Teacher Practice
   Maria Hernandez Goff, Arizona State University
Area 2
Creating Community With Technology

Chair:
Cathy Toll, University of Wisconsin, Oshkosh

1. Mobile Professional Learning: A Case-Study of a Twitter Chat for Literacy Educators
Suzanne Porath, Edgewood College & Concordia University

2. Blogging as Transformative Classroom Practice: Creating Affinity Spaces at School
Grace Pigozzi, University of Illinois, Chicago

3. Online Learning to Improve Classroom Text Discussion Quality
Lindsay Clare Matsumura, University of Pittsburgh
Donna DiPrima Bickel, Institute for Learning
Rip Correnti, University of Pittsburgh
Elaine Wang, RAND Corporation
Dena Zook-Howell, Institute for Learning
Marguerite Walsh, University of Pittsburgh

Area 1
Exploring Ideologies of Language and Race in Urban Teacher Preparation

Chair:
Chrystine Mitchell, Penn State Berks

1. Toward Leveraging Discoveries About Language Use for Teaching Linguistically Diverse Students
Steven Z. Athanases, University of California, Davis
Leslie C. Banes, University of California, Davis
Joanna W. Wong, California State University, Monterey Bay
Danny Martinez, University of California, Davis

2. “But that’s not really my job”: The Development of Disciplinary Teacher Language Ideologies Throughout a Required ELL Methods Course
Christopher K. Bacon, Boston College

3. The Racial Literacies of Teaching: Learning About Race and Racism in an Urban Education Fellowship
Kathryn Solic, West Chester University
Kathleen Riley, West Chester University

Area 2
Culture, Community and Teachers’ Ways of Knowing

Chair:
Dana A. Robertson, University of Wyoming

1. Kindergarten and First Grade Teachers’ Knowledge of Reading at Rural, High-Poverty Schools
Rebecca Lee Payne Jordan, Appalachian State University

2. Local Knowledge as a Pressure Balance for Improved Instruction
Vicki Stewart Collet, University of Arkansas

3. “How do we find that balance?”: A Case Study of Sociocultural Knowledge Development in Inservice Teacher Education
Laura A. Taylor, The University of Texas, Austin
Saba Vlach, The University of Texas, Austin
Melissa Mosley Wetzel, University of Texas, Austin

4. Writing Development Through the Primary Years: An Examination of School and Home Influences on Students’ Identities as Writers
Anna Hall, Clemson University
Ysaaca Axelrod, University of Massachusetts, Amhurst

Area 8
Developing Literacy Teachers’ Cultural Understanding and Communication: A Collaboration Between U.S. and E.U. Partners

Chair:
Shelley Xu, California State University, Long Beach

Discussant:
Shelley Xu, California State University, Long Beach

This symposium session includes four research studies related to the two-year long TRANSABCs that investigated the implementation of the ABCs of cultural understanding and communication (a.k.a., the ABCs) (Schmidt, 1998; Schmidt & Finkbeiner, 2006, Finkbeiner & Lazar, 2015) with pre-service and in-service teachers as well as business majors in various contexts around the globe. The will give insight into the implementation process of the project and present most important results.
1. Promoting Cultural Awareness Through the ABCs: Insights from an International Research Study
Claudia Hilde Finkbeiner, *University of Kassel*

2. Learning About Power and Inequality Through the ABCs Project
Althier M. Lazar, *Saint Josephs University*

3. The ABCs and Impact on Literacy Coaches
Patricia A. Edwards, *Michigan State University*
Susan V. Piazza, *Western Michigan University*

4. Increasing Teacher Understanding of Different Cultures Through the ABCs
Jiening Ruan, *University of Oklahoma*

**Area 5**
**Disciplinary Literacies in the Elementary Grades**

Chair:
Debra Jean Coffey, *Kennesaw State University*

1. Getting Out of Our Silos to Make Sense of Disciplinary Literacies in Elementary Teacher Education
Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*
Stephanie Buelow, *University of Hawaii, Manoa*

2. Literacy Through Science: Literacy Activities Observed During K-1 Science Activities
Beth Van Meeteren, *University of Northern Iowa*
Sohyun Meacham, *University of Northern Iowa*
Brenda Hite, *University of Northern Iowa*
Allison Barness, *University of Northern Iowa*
Mahjabeen Hussain, *University of Northern Iowa*

3. Promoting Elementary Students’ Computational Thinking Through Writing
Yune Tran, *George Fox University*
Susanna Mae Steeg, *George Fox University*

4. Talk, Action, and Artifact Use as Indicators of Elementary Students’ Literacy Practices in the Engineering Design Process
Mary McVee, *University at Buffalo, SUNY*
Lynn Shanahan, *University at Buffalo, SUNY*
Katarina Silvestri, *University of Buffalo*
Kate Shands Haq, *University at Buffalo, SUNY*
Amanda Ramia, *University at Buffalo, SUNY*

**1:15 pm - 2:45 pm - PAPER SESSION**
**Mockingbird 4 - Level 3**

**Area 6**
**Exploring Adolescent Disciplinary Literacy**

Chair:
Ryan McCarty, *National Louis University*

1. Missing the Savoir for the Connaissance: Disciplinary and Content Area Literacy as Regimes of Truth
Thomas Bean, *Old Dominion University*
Judith Dunkerly Bean, *Old Dominion University*

2. A Week-in-the-Life of Adolescent Readers: Text Types and Tasks Across the Disciplines
Rachael Gabriel, *University of Connecticut*
Christopher Wenz, *University of Connecticut*

3. In Pursuit of Equity: Disciplinary Literacy in English/Language Arts
Todd Reynolds, *University of Wyoming*
Jodi Lampi, *Northern Illinois University*
Jodi P. Holschuh, *Texas State University*
Leslis S. Rush, *University of Wyoming*

**Area 5**
**Exploring Disciplinary Literacy in Elementary Classrooms: Learning from and with Teachers and Students**

Chair:
Dianna Townsend, *University of Nevada, Reno*

Discussant:
Dianna Townsend, *University of Nevada, Reno*

As a field, we know little about how disciplinary literacy instruction may be enacted in the elementary grades where teachers are less likely to have disciplinary expertise than secondary teachers who specialize in various disciplines. The three papers in this symposium explore disciplinary literacy instruction in three different elementary classrooms in three different contexts. Two classrooms focus on social studies and the other classroom focuses on science.
1. Elementary Students’ Use of Informational Texts, Primary Sources, and Discourse to Apply Notions of Civic Virtue to their Community
   Julie Pennington, University of Nevada, Reno
   Kathryn Obenchain, Purdue
   Maryliz Magee, University of Nevada, Reno
   Hannah Carter, University of Nevada, Reno
   Melissa Bedford, University of Nevada, Reno

2. Elementary Teachers’ Emerging Understanding of and Instructional Strategies for Science Disciplinary Literacy
   Cami Condi, Salem State University
   Jacy Ippolito, Salem State University

3. The Role of Children’s Talk in a Grade Five/Grade Six History Unit
   Cynthia Helen Brock, University of Wyoming
   Katy Brock, University of Wyoming
   Samantha McCarthy, St. Mary Magdalene School

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Bass - Level 4

Area 7
A Misfit's Medium: Mobilizing Diverse Scholarly Identities in Discussions of Graphic Novels and Comics in Literacy Education

Presenters:
   David E. Low, California State University, Fresno
   Rachel Skrlac Lo, University of Pennsylvania

This alternative format session provides an affinity space for researchers and practitioners to collaboratively consider the meaning-making potential of graphic novels and comics. The session fosters a dialogue that is both expansive and inclusive, recognizing ways that our scholarly community mobilizes graphics for the purposes of transforming literacy pedagogy and research.

1:15 pm - 2:45 pm - PAPER SESSION
Acoustic - Level 4

Area 7
Critical Encounters: Bodies, Gender, Sexuality, & Power

Chair:
   Keitha-Gail Martin-Kerr, University of Minnesota

1. Reading Outside the Box: Adopting a Queer Pedagogy to Challenge Students' Normative Literacies
   Stephanie Anne Shelton, The University of Alabama

2. “Miss, I’ll Be your Date”: Masculinity and (Hetero)sexuality in a High School Yoga Class
   Janet Johnson, Rhode Island College
   Jeff Heath, Rhode Island College

3. A Young Woman’s Deference to Male Peers in a Collaborative, STEM Informal Learning Environment
   Olivia Grace Stewart, Arizona State University
   Michelle Jordan, Arizona State University

4. Teaching, Hetero-Normativity, and the Male Gaze: Critically Examining Memories of Our Teacher Bodies
   Erin B. Stutelberg, University of Minnesota

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom A - Level 2

Area 4
What Does ESSA Mean for You?: Federal Legislation and the Literacy Researcher and Teacher Educator

Presenters:
   Devon Brenner, Mississippi State University
   Anne McGill-Franzen, University of Tennessee
   Kathy Champeau, Wisconsin State Reading Association
   Diane Stephens, University of South Carolina
   Amy Owen, Tennessee Department of Education

This alternative format session, presented by the LRA Policy and Legislative Committee, provides an overview of the Every Student Succeeds Act of 2015 and other federal legislation relevant to literacy researchers, teacher educators, and teachers and students, particularly those in underserved communities. The session will present the role of evidence in federal legislation, funding for literacy research, and concerns for teacher preparation. “Bring your own device” to explore resources related to federal legislation.
3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom B - Level 2

Area 1
Engaging Pre-Service Teachers in Disciplinary Inquiry to Promote Disciplinary Literacy Teaching

Discussant:
Kelly Chandler-Olcott, Syracuse University

Presenters:
Michael Manderino, Northern Illinois University
Phillip Wilder, Clemson University
Jamie Colwell, Old Dominion University

To meet the literacy needs of young adults, secondary teachers must be prepared to teach specialized literacy practices unique to their discipline. This alternative session aims to illuminate methods for scaffolding pre-service teachers as they design instruction that is inquiry-based and considerate of the cultural conventions and social interactions of literacies specific to particular disciplines. In addition, this session provides critical insights into the successes and dilemmas pre-service teachers face when enacting disciplinary literacy instruction.

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom D - Level 2

Area 11
Creating Powerful Alliances: Embracing Other Epistemologies in Teacher Education

Chair:
Keonghee Tao Han, University of Wyoming

Discussant:
Patricia A. Edwards, Michigan State University

The goal for this session is to promote the inclusion of diverse perspectives and social transformation in literacy research and teacher education. As CRT literacy researchers, we think that the key to constructing conditions to accept diversity and mobilize research for social transformation begins with creating powerful alliances with one another—both White and Others. We concur in what Frankenberg (1993) reminded us—Whites should be involved if structural and institutional transformations are to occur.

1. CRT in Teacher Education: Moving Beyond and Behind the Achievement Gap
   Judson Laughter, University of Tennessee, Knoxville
   Brittany Aronson, Miami University

2. A LatCrit Lens on the Politics of Immigration: Preparing Teacher Candidates to Teach English Learners in U.S. Schools
   Rachel Salas, University of Nevada, Reno

3. Racial Literacy: Ebony and Ivory Perspectives of Race in Two Graduate Courses
   Rebecca Rogers, University of Missouri, St. Louis
   Gwendolyn McMillon, Oakland University

4. Creating Powerful Alliances: Embracing Indigenous Epistemologies in Teacher Education
   Ufemia Camaitaoga, National Association for Early Childhood Teachers
   Cynthia Helen Brock, University of Wyoming
   Keonghee Tao Han, University of Wyoming

This session examines close reading from various perspectives. First, presenters examine close reading via content analysis of research and practice publications. Next, close reading in the classroom is showcased, with research in primary, intermediate and secondary classrooms presented. The session concludes with discussion threads posed to researchers and the audience, with the final question, “Is close reading a fad, here now and gone with the CCSS, or is it here to stay?”
3:00 pm - 4:30 pm – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 2
Writer Identities In and Out of School

1. Who Counts as a Writer: An Examination of Teacher, Parent, and Child Perceptions of Writing During the Preschool Years
   Anna Hall, Clemson University
   Ying Guo, University of Cincinnati
   Kelley White, College of Charleston

2. “Investing in teachers”: Teachers’ Writing Identities and Decisions to Leave the Profession
   Marilyn McKinney, University of Nevada, Las Vegas

2) Area 7
Writing Informational Texts

1. Engaging Teacher Candidates in a Content Analysis of Informational Texts from Their Communities
   Shelley Xu, California State University, Long Beach

2. “How to broahê yo tey”: Writing Informational Texts with Young Children in Botswana
   Lynne Watanabe, Arizona State University
   Meghan Block, Central Michigan University

3) Area 1
Using New Literacies in Teacher Education

Chair:
Valerie Harlow Shinas, Lesley University

Discussant:
Mary Louise Gomez, University of Wisconsin, Madison

1. Intertextuality and Remix: Pre-Service Teachers Reading and Designing Memes As a Response to Literature
   Suzette Youngs, University of Northern Colorado
   Christine Kyser, University of Northern Colorado

2. Technology to Advance the Acquisition of Academic Language: V-Tweets
   Dana L. Grisham, National University
   Linda D. Smetana, California State University, East Bay

4) Area 3
Understanding and Developing Students’ Multiliteracies

1. A Case Study Examining the Use of TED Talks to Develop Multiliterate Students
   Matt Hollibush, Mount Saint Mary College
   J. David Gallagher, Mount Saint Mary College
   Matthew Freedman, Newburgh Free Academy

2. Students’, Teachers’, and Librarians’ Views on the Concept of Multiliteracies
   Annette Ukkola, University of Oulu
   Siinamari Tikkinen, University of Oulu
   Mariam Jean Dreher, University of Maryland
   Riitta-Liisa Korkeamäki, University of Oulu

5) Area 9
Selecting and Evaluating Children’s and Young Adult Literature in the Age of the Common Core

Chair:
Michelle Marie Falter, University of Georgia

1. Analysis of Common Core English Language Arts K-5 Text Exemplars
   Soowon Jo, University of Florida

2. Identification and Utilization of Diverse Children’s Literature in Classroom Instruction
   Jackie Arnold, University of Dayton
   Mary-Kate Sableski, University of Dayton

6) Area 6
Transforming School Literacies: Connecting to Youth Lives, Learning, and Engagement

1. Possibilities for School and Social Change: A Rhizomatic Analysis of Youth’s Engagements with Literacy
   Kelly Johnston, Teachers College, Columbia University

2. Social Transformation: Connecting with Students’ Worlds
   Carol Jeanne Delaney, Texas State University
   Sandra Matson, Conroe Independent School District

7) Area 8
Teachers and Diversity

1. Exploring Pre-service Teacher’s Perceptions of Reading Aloud Multicultural Children’s Books to Preschool Children: Challenges and Possibilities
   Xiufang Chen, Rowan University
Kate T. Anderson, Arizona State University
Megan Hoelting, Arizona State University
Eric Ambroso, Arizona State University

8) Area 4
Reading and Motivation for Diverse Elementary Students

Chair:
Robert D. Carpenter, Eastern Michigan University

1. Diggin Deeper: An Understanding of Non-Proficient Minority Students Through Reading and Motivational Profiles
Hiawatha Smith, University of North Carolina, Greensboro
Samuel Miller, University of North Carolina, Greensboro

2. Reading Achievement and Motivation Development: Gender Differences Across Third, Fourth, and Fifth Grade Chilean Students
Pelusa Orellana, Universidad de los Andes
Paula Baldwin, Universidad de los Andes

Area 3
Breaking up Adventure Time: Moving Teachers and Students toward Dialogic Engagement with Ideas

Chair:
Mandie Dunn, Michigan State University
Discussant:
Maren Aukerman, Stanford University

We bring together Bakhtin’s (1981) adventure time with notions of dialogic pedagogy to show teachers across three ELA contexts disrupting traditional reading and writing routines in school. The first paper explores how one teacher enacts fishbowl discussions centered on student ideas, the second considers how students engage in unexpectedly personal ways with classroom tasks, and the final paper examines how one teacher deconstructs traditional ways of reading a whole-class text to center dialogic sense-making.

Area 6
Culturally Responsive Literacy Teaching and Social Transformation

Chair:
David Bwire, The Ohio State University

1. Semiotic Re-mediation: A Call to Action in Engaging Marginalized Students in Secondary Literacies
Rachael Gruen, University of Illinois, Chicago

1. Disrupting Adventure Time to Foster Student-to-Student Discussions
Mandie Dunn, Michigan State University

2. Students Moving Teachers Beyond Adventure Time and Toward Responsiveness
Ashley A. Johnson, Michigan State University

3. Deconstructing Adventure Time to Build a Dialogic Reading Space
Allison Gulamhussein, George Washington University

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom H - Level 2

Area 7
Bridging Communities and Building Partnerships Through Literacy

1. “We have the right to have a light”: The Theory, Practices, and Outcomes Of A “Partnership Literacy” Approach to Teaching and Research
Kristien Zenkov, George Mason University

2. Affordances and Constraints of the Discursive Construction of Community in a Fifth-Grade Classroom
Amy Burke, Texas Woman’s University

3. Bridging the Chasm: Exploring the Intersection of Creative Literacy Practices and Civic Engagement with High School Tutors and Underserved Elementary Students
Judith Dunkerly Bean, Old Dominion University
Thomas Bean, Old Dominion University
David Kidd, Norfolk Academy
Elizabeth Johnson, Norfolk Academy

4. Building on Literacy and Imagination: “Church Ladies Helping Refugees”
Xia Chao, Duquesne University

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom J - Level 2
2. Leveraging Literacy for Social Transformation: Using Genre Pedagogy to Equip Culturally and Linguistically-Diverse Adolescents to Write Historical Explanations
Laura Schall-Leckrone, Lesley University
Debra Barron, Medford High School

3. Channeling Hooks, Banks, Freire, and Gay: Mobilizing Doctoral Candidates for Social Transformation
Gillian Stewart-Wells, Judson University
Ryan Schaefer, Judson University
David A. Smith, Judson University

This symposium presents three studies focused on developing young children’s vocabulary knowledge. The first intervention examines factors of informational book reading and play that foster preschool children's depth of vocabulary knowledge. The second explores K-1 students’ vocabulary learning through the use of visual supports during book reading in summer and afterschool programs. The final study investigates K-1 children’s learning of academic vocabulary and multiple meanings of words during small-group word-study instruction.

1. Assessing Argument as Communities’ Content and Rhetorical Knowledge Building
Margaret Sheehy, University at Albany
Donna M. Scanlon, University at Albany
Bridget Smith, University at Albany
Gretchen Roesch, University at Albany

2. Assessing Learning to Argue and Arguing to Learn in High School English Language Arts Classrooms
George Newell, The Ohio State University
Tzu-Jung Lin, The Ohio State University
Seung Yon Ha, The Ohio State University
Subeom Kwak, The Ohio State University

3. Assessments for Understanding Students’ Growth in Understanding and Writing Arguments
Rip Correnti, University of Pittsburgh
Lindsay Clare Matsumura, University of Pittsburgh
Amy C. Crosson, University of Pittsburgh
Margaret G. McKeown, University of Pittsburgh

This symposium presents three studies focused on developing young children’s vocabulary knowledge. The first intervention examines factors of informational book reading and play that foster preschool children’s depth of vocabulary knowledge. The second explores K-1 students’ vocabulary learning through the use of visual supports during book reading in summer and afterschool programs. The final study investigates K-1 children’s learning of academic vocabulary and multiple meanings of words during small-group word-study instruction.

1. Contextualizing Online Learning Discussions: Instructor Practices to Support Learners
Lesley Wilton, University of Toronto
Clare Brett, University of Toronto
2. Examining Social Presence in Multimodal Learning Environments
Chesta Khurana, Rutgers University

3. Good Student/Bad Student: Situated Identities in the Figured Worlds of School and Creative Multimodal Production
Robin Jocius, The Citadel

We invite you to intra-act with materials, people, and practices to perform new literacy research methodologies. We will play with a mixture of fixed and mobile elements as we diffractively engage with five curated museum exhibits from different research projects across the country using concepts from Barad (2007). We will then come back together to produce something new within small groups and end by sharing the new commitments that were made during the workshop.

Area 8
Postsecondary Literacies: Examinations of Languages & Disciplines

Chair: Roberto de Roock, National Institute of Education
Discussant: Zaline Roy-Campbell, Syracuse University

1. “I assumed everything was meant to be in English:” Transnational College Students Entering the Job Search
Alberto Esquinca, University of Texas, El Paso

2. Linguistic Belonging
Lisel Alice Murdock-Perriera, Stanford University

Erika Mein, University of Texas, El Paso
Alberto Esquinca, University of Texas, El Paso

Nadia Granados, University of Utah

Area 9
Rethinking Reader Response: Hybridity, Transmediation, and Multimodality

Chair: Mary Catherine Miller, Ohio State University
Discussant: Jon Michael Wargo, Michigan State University

1. “These are the most awesomest books we’ve ever read!”: A Case Study of Students’ Aesthetic Responses to Literature
Alyssa Michelle Boardman, University of Wisconsin, La Crosse

2. Visual Interpretation of a Novel
Diane Barone, University of Nevada
Rebecca Barria, Clark County School District

3. Collaborative Visual Responses to Literature: Opportunities for Inferential and Higher Order Thinking in the Act of Transmediation
Andrea L. Tochelli-Ward, Le Moyne College

4. The Hybrid Nature of Science Trade Books: A Sensible Approach to a False Dichotomy of Informational Texts
Laura May, Georgia State University
Gary Bingham, Georgia State University
Thomas Crisp, Georgia State University
Rebecca Barria, Georgia State University
Mehmet Gultekin, Georgia State University
Mario Pickens, Georgia State University
Sarah Turnbull, Georgia State University

Area 11
Diffractings in a Posthuman Literacy Workshop

Presenters:
Karen Spector, University of Alabama
Candace Kuby, University of Missouri
Stephanie Jones, University of Georgia
Jaye Johnson Thiel, University of Tennessee, Knoxville
Lalitha Vasudevan, Teachers College, Columbia University
Area 7
Affective Aspects of Literacy and Learning

Chair:
Gilberto P. Lara, Oregon State University

1. Relational Dimensions of Reading Together: An Exploration of Shared Joy in a Classroom Read-Aloud
Faythe Beauchemin, The Ohio State University

2. When Children of Color ‘Feel White’? The Effects and Affects of Young Immigrant Children’s Literacy Performances
Bessie Patricia Dernikos, Florida Atlantic University
Mariana Souto-Manning, Teachers College, Columbia University

3. Children’s Insights about Bilingual Education Via Small Group Discussions
Patrick Proctor, Boston College
Marcela Ossa Parra, Boston College
Joelle Pedersen, Boston College

4. When it Hurts to Learn: A (re)reading of Gail Boldt’s Resistance, Loss, and Love in Learning to Read
Annie Mogush Mason, University of Minnesota

Area 6
Disciplinary Literacy Teaching, Learning, and Teacher Education: Promoting Deep, Broad, and Flexible Literacy Learning

Chair:
Emily Rainey, University of Michigan

Discussant:
Elizabeth Moje, University of Michigan

Disciplinary literacy has garnered significant attention in recent years, but the field is still building shared understandings of disciplinary literacy teaching and learning. In this symposium, we ask: What are necessary facets of disciplinary literacy teaching in secondary school contexts? What does it take for teachers to learn to teach across disciplinary ways of knowing, doing, reading, writing, speaking, and listening? And, how does disciplinary literacy help youth learn to be metadiscursive?

1. Student Practices and Learning from Engaging in Historical Inquiry with Multiple Texts
Gayle Cribb, Strategic Literacy Initiative
Cynthia Greenleaf, Strategic Literacy Initiative

2. Recruiting Everyday Repertoires as Tools for Navigation in the Development of Literary Reasoning
Carol D. Lee, Northwestern University

3. Literacies in the Practices of the Sciences: What Do Teachers Need to Learn?
Susan R. Goldman, University of Illinois, Chicago
MariAnne George, University of Illinois, Chicago
WEDNESDAY

Mon-Lin Monica Ko, University of Illinois, Chicago
Angela Joy Fortune, University of Illinois, Chicago

4. Teaching Disciplinary Literacy as Navigating Ways of Knowing, Ways of Doing, and Ways with Words
Emily Rainey, University of Michigan
Elizabeth Moje, University of Michigan
Bridget L. Maher, University of Michigan

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 6 - Level 3

Area 2
Examining the New Materialities of Teaching, Teacher Learning, and Professional Development Within the Current Digital Turn: Some International Perspectives

Chair:
Judy Kalman, Centro de Investigación y Estudios Avanzados

Discussant:
Anne Burke, Memorial University

The papers in this symposium embody a new ethos of collaboration, distributed practice, and participation and take a transformative stance towards teacher learning and literacy. We examine how digital technologies can move across contexts of learning and how they play out in complex teacher development experiences. From Australia, Canada, Mexico and the US, papers present insights into the new materialities of teaching and what it means to “be digital” within teacher learning projects and spaces.

1. Examining the New Materialities of Teacher Professional Development
Judy Kalman, Centro de Investigación y Estudios Avanzados
Michele Knobel, Montclair State University

2. Expanding Notions of Professional Development in Adult Basic Education
Erik Jacobson, Montclair State University

3. From Professional Development to Professional Learning: Re-Defining Teaching, Learning, and Literacies
Susi Bostock, Half Hollow Hills School District

4. Professional Development from the Inside Out: Developing Creative Multimodal Literacies that Work in Real Time—and Place
Heather Lotherington, York University, Toronto

5. Audience, Alliance, and Agency: Teacher Professional Learning Through Online Social Networking
Jen Scott Curwood, University of Sydney

3:00 pm - 4:30 pm - PAPER SESSION
Mockingbird 1 - Level 3

Area 5
Early Literacy: Review and Reform

Chair:
Guang-Lea Lee, Old Dominion University

1. Early Childhood Literacy: A Decade in Review
William H Teale, University of Illinois, Chicago
Colleen Whittingham, University of Illinois, Chicago
Emily Brown Hoffman, University of Illinois, Chicago

2. How Adults Help Preschoolers Build Foundational Understandings about Speech/Print Matching During Writing
Deborah Rowe, Vanderbilt University
Laura Piestrzynski, Vanderbilt University

3. 4K Teachers and Writing
Lois Delwiche Zamzow, University of Wisconsin, Oshkosh

3:00 pm - 4:30 pm - PAPER SESSION
Mockingbird 2 - Level 3

Area 9
Diversity in Children’s and YA Literature: Toward Critical Multicultural Content Analysis

Chair:
Nora Peterman, University of Pennsylvania

Discussant:
Denise Davila, University of Nevada, Las Vegas

1. A Content Analysis of Diversity in Caldecott Winner and Honor Books Across the Decades
Melanie Koss, Northern Illinois University
Miriam Martinez, The University of Texas, San Antonio
Nancy Johnson, Western Washington University

2. An Analysis of Spanish Use in Award-Winning Children’s Literature
Laura Beth Kelly, Arizona State University

3. Critically Analyzing and Exploring the Cultural Authenticity of Latino/a Children’s Books
Eliza Allen, University of South Carolina
Sanjuana Rodriguez, Kennesaw State University
4. Troubling Transnormativity:: An Analysis of Children’s Picture Books
Scott Ritchie, Kennesaw State University

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Mockingbird 3 - Level 3

Area 7
Calling out and Countering Deficit Discourse in Journalism and Research About the Language of Poor and Racialized Young Children

Chair:
Randy Bomer, University of Texas, Austin

This session will report on Critical Discourse Analyses of deficit discourse in recent research as well as popular media reports about research, especially “word gap” studies. Popular media reports both represent literacy research and help create the “common sense” out of which literacy research may arise. Participants will leave equipped with understandings about the quality of the studies themselves, the slant of the reporting, and ways of responding to local deficit perspectives.

1. Deficit Thinking and its Manifestations in “Word Gap” Claims
Randy Bomer, University of Texas, Austin

2. Deficit Vs. Appreciative Perspectives on the Language of Young Latin@ Children
Ramon Martinez, Stanford University

3. Journalistic Representations of Research Studies About Poverty and Education
Charlotte Land, University of Texas, Austin
Jessica Rubin, University of Texas, Austin
Saba Vlach, The University of Texas at Austin
Natalie Svrcek, University of Texas, Austin
Lyudmila Ivanyuk, University of Kentucky
Sarah Tham, University of Kansas

Area 8
Early Literacy & Language in Diverse Settings

Chair:
Katie Bernstein, Arizona State University

1. Sustaining Diverse Literacies in the Early Childhood Classroom: An Integrative Review
Emily Machado, University of Illinois, Chicago

2. English Rhyme and Beginning Sound Awareness Skills in Spanish-English Bilingual Prekindergarten Children
Laura B. Raynolds, Southern Connecticut State University
Angela M. Lopez-Velasquez, Southern Connecticut State University

3. A Case Study: Refining Dialogic Teaching in an Early Elementary Classroom to Support ELL Students
Amber Meyer, Michigan State University

4. Translingual Practices in a Singapore Preschool Classroom
Yvonne Pek, University of Wisconsin, Madison
WEDNESDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Bass - Level 4

Area 7
A Participatory Performance Process: Educators Respond to High Stakes Testing Discourses

Discussant:
Maureen Boyd, University of Buffalo

Presenters:
- Ruth Harman, University of Georgia
- A.J. Jackson, University of Georgia
- Melanie Marty, University of Georgia
- Melissa Perez, University of Georgia
- Nicole Siffrinn, University of Georgia

Informed by critical sociocultural perspectives on literacy and performance (e.g. Bakhtin, 1981; Baumann & Briggs, 1992; Delgado & Stefanic, 2002; Gutierrez, 2008; Halliday, 1994), the presenters transmediate the findings from our four action research studies focused on classroom instruction, family engagement, institutional practices and professional development into dramatic scenarios that both show and amplify the discourses at play in the contexts wherein we research and teach.

1. Reconceptualizing Home Visits: How Schools can Promote Language Rights and Access for Latino Parents
   Melissa Perez, University of Georgia
   Ariel Gordon, Cedar Shoals High School

3:00 pm - 4:30 pm - PAPER SESSION
Acoustic - Level 4

Area 7
Critical Multimodal Literacies: Dialogue, Laughter, Truth & Drama

Chair:
Selena E. Van Horn, University of Missouri

1. Mobilizing Critical Dialogue for Social Transformation: The Intersemotic Relationship amid Multimodal Text and Teacher Supported Student Talk
   Tiffany Nyachae, University at Buffalo

2. Laughter as Critical Engagement in a Documentary Filmmaking Class
   Jessica Dockter Tierney, University of Minnesota

3. Unpacking Ethical Dilemmas Through Critical Multimodal Literacies: Process Drama in a Grade 9 Social Studies Classroom
   Amanda Claudia Wager, Lesley University
   Sara Schroeter, University of British Columbia

4. “You Could Tell They Was Telling the Truth”: On Digital Compositions, Authentic Audiences, and the Stories We Weave
   Julie Rust, Millsaps College

4:45 pm - 6:00 pm – PRESIDENTIAL ADDRESS
Broadway Ballroom East - Level 2

Albert J. Kingston Award Presentation
Jill Castek, University of Arizona
Kathleen Hinchman, Syracuse University

Student Outstanding Research Award Presentation
Doris Walker-Dalhouse, Marquette University

Introduction of LRA President
Cynthia Lewis, University of Minnesota

2016 Presidential Address:
Stories Lost and Found: Mobilizing Imagination in Literacy Research and Practice
Patricia Enciso, The Ohio State University

Patricia Enciso is professor of Literature for Children and Young Adults in the Department of Teaching and Learning at The Ohio State University. She also is affiliated with the Adolescent, Post-Secondary and Community Literacies; Dramatic and Arts-based Research in Teaching and Learning; and Language, Education and Society specializations. Her research and teaching grow out of a lifelong interest in the ways drama, the arts and literature contribute to more equitable relations and deeper understanding, across texts, among people and within institutions.

As a fourth/fifth grade classroom teacher and co-teacher/researcher in language arts middle grade classrooms, she has more than 20 years of experience in teaching literature in school settings. Her research focuses on youth and teachers’ understanding and practices of equity, imagination and engagement in literary reading and everyday storytelling. She has been awarded funding and recognition by the Spencer Foundation, NCTE and the Literacy Research Association. She also is an active leader in the literacy research field, serving
as past chair of the NCTE Research Foundation, co-editor of *Language Arts* and current president-elect of the Literacy Research Association. She is co-editor of *The Handbook of Research on Children’s and Young Adult Literature* (2011), and *Reframing Sociocultural Theory in Literacy Research: Identity, Agency & Power* (2007).

**Presidential Reception**
6:00 pm - 7:00 pm
Broadway Ballroom Foyer

Enjoy the music of Thomas Caine, a Nashville singer-songwriter and legend.

**Vital Issues**
9:00 pm - 11:00 pm
Barlites-Lobby Level
**SESSION TYPE DESCRIPTIONS**

**PAPER SESSIONS**
include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

**PAIRED ROUNDTABLES**
allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

**SYMPOSIUM SESSIONS**
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

**ALTERNATIVE FORMAT SESSIONS**
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

**STUDY GROUPS**
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

**AREA CHAIRS INVITED SESSIONS**
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

**PLENARY ADDRESSES**
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

**BILINGUAL SESSIONS**
In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants’ voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation through slides or on handouts.
### Area 9
**Children’s Literature in the Digital Age: Can Social Media Lead to Social Change?**

**Chairs:**  
Patricia Enciso, *The Ohio State University*  
Denise Davila, *University of Nevada, Las Vegas*

**Discussant:**  
Patricia Enciso, *The Ohio State University*

Although stories matter (Fox & Short, 2003), not all stories are equally present in today’s literary landscape. Over the past decade, much has been made of the persistence of racial and ethnic achievement gaps in literacy and educational attainment. These conversations have extended from classrooms and communities to the White House. However, until recently, less attention has been paid to a corresponding gap in children’s literature and media. Then, in the spring of 2014, New York Times op-eds by the late pioneering Black children’s author Walter Dean Myers and his son Christopher Myers thrust the glaring disparities in children’s publishing and media into the public discourse (Myers, 2014; Myers, 2014). Their powerful op-eds referenced their work with children as well as their lifelong commitments as writers.
to represent diverse kids’ lives. Both authors cited studies by the University of Wisconsin’s Cooperative Children’s Book Center, which has analyzed trends in children’s publishing on an annual basis for more than two decades, and found that every year, over 90% of all children’s and young adult books published feature White characters—a statistic that has not moved since the 1960s (CCBC, 2014). After the Myers father-and-son editorials appeared on the front page of one of the nation’s most esteemed fora for literature, the largest publishers remained largely silent. Soon, a bold new campaign and hashtag were launched on social media—#WeNeedDiverseBooks. Prominent voices within the industry, including Jason Low, founder and CEO of the multicultural publisher Lee and Low Books, publisher and editorial director Stacy Whitman of the diverse science fiction and fantasy imprint Tu Books, and award-winning young-adult author and advocate Malinda Lo became leading voices in serious conversations around diversifying children’s literature, and analyzing racial disparities in media more generally. They are connected to a protest tradition launched decades ago by children’s literature diversity pioneers such as Augusta Baker, Nancy Larrick, and Rudine Sims Bishop, as well as many authors, librarians, educators, and community activists who work with some of the nation’s most vulnerable young people today. Yet, as author, creative writing professor, and activist Daniel José Older and others pointed out during the heated discussions, calling for diversity is not enough: The question industry professionals need to ask themselves is: How can I use my position to help create a literary world that is diverse, equitable, and doesn’t just represent the same segment of society it always has since its inception? What concrete actions can I take to make actual change and move beyond the tired conversation we’ve been having for decades? (Older, 2014) This proposed session for the Literacy Research Association’s 2016 annual meeting in Nashville will feature leading authors, librarian, scholars, and educators talking about social media as a tool for advancing more diverse and informed reviewing and publishing practices. Using the #SlaveryWithoutASmile twitter campaign as a recent exemplar, this dialogue will address the power of a rapid and collective approach to social change, as well as the changing role of authors/librarians/scholars in shaping the aims and material (published books) of children’s and young-adult literature publishing.

3. Reading While White: Staying in Dialogue
   K.T. Horning, University of Wisconsin, Madison

4. Social Media and Latinx Representation
   Ashley Hope Perez, The Ohio State University

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 7
Confronting Inequitable Language Policy in the Classroom: An Ethnicity, Race, and Multilingualism-sponsored Symposium
Chair:
Mikel Cole, Clemson University
Discussant:
Mary McGriff, New Jersey City University
Presenters:
Leah Duran, University of Arizona
Christopher K. Bacon, Boston College
Mikel Cole, Clemson University

This symposium examines the ways that educators at different levels within the educational system confront restrictive, inequitable language policies.

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom C - Level 2

Area 3
Destabilizing Certainty in Education: Moving Toward Teaching and Learning Literacy as Uncertainty and Risk
Chair:
Kevin J. Burke, University of Georgia
Discussant:
Kevin J. Burke, University of Georgia

Certainty in education is encouraged in today’s high-stakes testing and accountability milieu. This symposium moves toward uncertainty in literacy instruction. First, we begin with the theoretical underpinnings which make this movement toward uncertainty possible. Second, we theorize preservice teachers’ articulation of uncertainty in “narratives of tension.” Finally, we interrogate notions of pedagogical risk-taking as uncertainty when supporting language validation. All three studies frame uncertainty as a means for mobilization and humanization in ELA classrooms.

1. #slaverywithoutasmile: The Power of a Social Media Campaign
   Edith Campbell, Indiana State University Library

2. Broadening the Audience for Equity and Social Change
   Ebony Elizabeth Thomas, University of Pennsylvania

84 Mobilizing Literacy Research for Social Transformation
66th Annual Conference of the Literacy Research Association · November 30 - December 3, 2016 · Nashville, TN
1. Destabilizing Certainty in Education: Moving Toward Teaching and Learning Literacy as Uncertainty and Risk
Mary Martha Neville, Michigan State University
Mandie Dunn, Michigan State University
Scott Jarvie, Michigan State University
Jennifer VanDerHeide, Michigan State University

Area 11
Disseminating Literacy Research for Social Transformation in the Journal of Literacy Research; Reading Research Quarterly; and Literacy Research: Theory, Method, and Practice

Discussant:
Rachel Karchmer-Klein, University of Delaware

Presenters:
Misty Sailors, University of Texas, San Antonio
Miriam Martinez, University of Texas, San Antonio
Dennis Davis, University of Texas, San Antonio
Virginia Goatley, University at Albany, SUNY
Logan Manning, University of Texas, San Antonio
Linda Gambrell, Clemson University
Susan Neuman, New York University
Betsy Baker, University of Missouri
Lenny Sanchez, University of Missouri
Carol Gilles, University of Missouri
Amy Lannin, University of Missouri
Candace Kuby, University of Missouri
Laurie Kingsley, University of Missouri
Angie Zapata, University of Missouri
Jessica H. Gonzales, University of Texas, San Antonio

In this alternative session, the editors of Journal of Literacy Research (JLR); Reading Research Quarterly (RRQ); and Literacy Research: Theory, Method, and Practice (LRTMP) will share insights into their respective journals and the ways in which the processes and products of each journal is contributing to the transformation of society.
1. Eventful Teaching with Literature in Middle and High School Classrooms
   Richard Beach, University of Minnesota
   Michelle Marie Falter, University of Georgia
   Jennifer Jackson Whitley, The University of Georgia

2. Eventful Teaching: Toward a Pedagogy of Comprehension as Dialogic Sense-Making Using Dramatic Inquiry
   Brian Edmiston, The Ohio State University
   Meredith Whittaker, The Ohio State University
   Megan Brown, The Ohio State University
   Sarah Jackson, The Ohio State University
   Shaimaa Fatani, The Ohio State University
   Nithya Sivashankar, The Ohio State University

3. Social Literacy Learning: Literacy Histories Shaping Literacy Identities
   Christy Howard, East Carolina University
   Joy Myers, James Madison University
   Melissa Adams-Budde, West Chester University of Pennsylvania

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom J - Level 2

Area 2
Exploring Content Area Literacy Practices
Chair:
Anne Ittner, University of Minnesota

1. Elementary Teachers’ Beliefs and Practices Related to Literacy-Infused Mathematics Instruction
   Kathryn Chavez, University of Arizona
   Patty Anders, University of Arizona
   Amy Wilson-Lopez, Utah State University

2. Fostering Engaging Vocabulary Instruction Through Responsive Professional Development
   Blythe Anderson, Michigan State University
   Melissa Gallagher, George Mason University

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom K - Level 2

Area 6
Exploring Literacy Identities
Chair:
Megan Munson-Warnken, The University of Vermont

1. Critical Historical Identity: Mobilizing the Past in the Present
   Shawndra Allen, University of Illinois, Chicago
   Mellissa Gyimah, University of Illinois, Chicago

   Kelly Allen, University of Arizona

8:45 am - 10:15 am - PAPER SESSION
Music Row 1 - Level 2

Area 8
Language & Multimodal Expressions of Writing
Chair:
Ann Bennett, Kennesaw State University
Discussant:
Kate T. Anderson, Arizona State University

1. Engaging Multilingual Guatemalan Students in Literacy through Dialogue Journal Writing
   Rebecca E Linares, University of Illinois, Urbana-Champaign

2. Multimodal L2 Writing: Recontextualizing Semiotic Modes in Digital Videos
   Dong-shin Shin, University of Cincinnati

   Elizabeth C. Lewis, Dickinson College

8:45 am - 10:15 am - PAPER SESSION
Music Row 2 - Level 2

Area 13
Issues and Trends in Literacy
Chair:
Judy Hicks Paulick, Stanford University

1. Effects of Poverty on Reading Development: A Framework for Research, Teaching, and Policy
   Nancy Flanagan Knapp, University of Georgia

2. Illustrating the Range of Teacher Language During Child-Directed Playtime in Head Start Preschools
   Judy Hicks Paulick, Stanford University

3. Unpacking Impact Factors
   Carol Gilles, University of Missouri
   Erin Small, University of Missouri
   Jere Gilles, University of Missouri
Area 9
Imagining Adolescence: Comics, Young Adult Literature, and Popular Culture

Chair: Anna Smith, University of Illinois, Urbana-Champaign
Discussant: Ebony Elizabeth Thomas, University of Pennsylvania

1. Comic Artists’ Depictions of Adolescence: Fabrication, Enchantment, and Nostalgia
Mark A. Lewis, Loyola University Maryland

2. Consuming Identities: Response and Revision in Youth Engagement With Branded Young-Adult Literature
Nora Peterman, University of Pennsylvania

3. Wonderland to Un Lun Dun: Using Speculative Literature to Critique Reading as Windows and Mirrors
Bevin Roue, Michigan State University

4. “I Don’t Feel ... Like a Real Person”: Giftedness as Dispossession and Memoir Comics of Alienation
Michael L. Kersulov, Indiana University

Area 1
Frameworks and Practices for Approaching Disciplinary Literacy in Teacher Education

Chair: Susan Dougherty, Rider University

1. Pre-Service Teachers Translating Disciplinary Literacies in Science: From the Methods Class to Elementary Classrooms
Stephanie Buelow, University of Hawaii, Manoa
Charlotte Frambaugh-Kritzer, University of Hawaii, Manoa
Lori Fulton, University of Hawaii, Manoa

2. Beyond the Textbook: Reimagining Disciplinary Literacy in Teacher Education
David O’Brien, University of Minnesota
Megan McDonald Van Deventer, University of Minnesota
Laura Lemanski, University of Minnesota

3. Mobilizing Funds of Knowledge and Modalities to Teach Disciplinary Literacy in a Colonia
Kathy M. Bussert-Webb, University of Texas, Rio Grande Valley
Maria E. Díaz, University of Texas, Rio Grande Valley

4. Using Disciplinary Inquiry to Develop Secondary Teachers’ Disciplinary Literacy Perspectives and Practices
Steve Hart, Fresno State
Stephanie M. Bennett, Mississippi State University
James R. King, University of South Florida

Area 11
From Messiness To Meaning Making In Digital Video Analysis

Chair: Julie Coiro, University of Rhode Island

This alternative session includes six Pecha Kucha segments (40 minutes total) wherein each presenter will share a specific issue that has emerged in the context of their own analysis of video data and solutions he/she has developed to address the issue. Then, participants and presenters will have 50 minutes to engage in follow-up discussions around these issues while considering implications for analysis and presentation of their own video data and the literacy community at large.

1. Multimodal Dimensions of Literacy Research
Frank Serafini, Arizona State University

2. Capturing Collaborative Dimensions of Online Inquiry and Deliberation
Julie Coiro, University of Rhode Island

3. Qualitative Analysis of Video Data
Lizabeth Guzniczak, Oakland University

4. Representing Youth’s Multimodal Composing Processes
Blaine E. Smith, University of Miami

5. Ethnographic Approaches to Researching and Representing Online Literacy Practices
Roberto de Roock, National Institute of Education

6. Toward an Interactive Multimodal Scholarship of Literacy
John E. McEneaney, Oakland University
Area 13
Gender and Sexualities ICG Research and Mentoring

Chair:
Corrine Wickens, Northern Illinois University

Discussants:
Elizabeth Dutro, University of Colorado, Boulder
Roni Jo Draper, Brigham Young University
Cynthia Helen Brock, University of Wyoming
Caitlin Law Ryan, East Carolina University
Jill Hermann-Wilmarth, Western Michigan University
Corrine Wickens, Northern Illinois University

This session is open to all Gender and Sexualities ICG Members. A senior scholar will work with three emerging scholars based upon interest and expertise. The senior scholar will provide feedback on short papers/proposals that have been rejected or are in progress. Gender/Sexualities ICG members are welcome to sit in as scholars review and discuss work under consideration.

Area 2
Exploring Literacy Teacher Development and Decision-Making Through Multiple Methodological and Theoretical Lenses

Chair:
Lara Handsfield, Illinois State University

Discussant:
Gwendolyn McMillon, Oakland University

This alternative session highlights four research studies on teacher development and decision-making, each of which used distinct methodological approaches. Concurrent with the conference theme, “Mobilizing Literacy Research for Social Transformation,” the presenters discuss their research methods and findings with a critical eye toward how different methodologies position participants and researchers and differentially benefit a range of stakeholders.

1. Exploring Interview Context as Site for Transformation: Relational Cultural Theory in Teacher Education Research
Anne Swenson Ticknor, East Carolina University

2. Complexity, Conceptual Models, and Teacher Decision-Making Research
Marla King Robertson, Utah State University

3. Preservice Teachers’ Reflections About After-School Literacy Tutoring: A Poetic Exploration
Janet C. Richards, University of South Florida

4. Teacher Education and Professional Development to Support Content-Area Literacy for Students with Disabilities
Catherine Lipson, University of California, Berkeley

8:45 am - 10:15 am - SYMPOSIUM
Cumberland 5 - Level 3
Area 9
Harnessing the Potential of Multimodal Text: Graphic Novels in the English Classroom

Chair:
Laura Maria Jimenez, Boston University

Discussant:
Gary B. Moorman, Appalachian State University

This symposium will highlight research that focuses on potential uses of graphic novels in an instructional context. The research will detail how graphic novels can be used to teach young adults content traditionally taught in English language arts courses. Each study will focus on different populations and/or different aspects of instruction.

1. Accessing Canonical Literature: Creating a Bridge to Beowulf
Carla K. Meyer, Duquesne University
Laura Maria Jimenez, Boston University

2. Teaching Close Reading Skills through Graphic Novels
William Lewis, University of Delaware
Sean Krazit, University of Delaware

3. Students’ Attitudes and Academic Performance Using Graphic Novels in AP English
Stergios Botzakis, University of Tennessee, Knoxville

Area 5
Interrogating and Reimagining Writing Processes

Chair:
Maria Paula Ghiso, Teachers College, Columbia University
1. A Formative Experiment of Culturally Responsive Writing Workshop in a Grades 3-5 Title 1 School
Margaret Carmody Hagood, College of Charleston

2. Growth Mindset and At-Risk Children’s Writing Achievement: A Hidden Key to Social Transformation?
Beau Michael Whitsett, The University of Tennessee, Knoxville
Sherry Bell, The University of Tennessee, Knoxville

James F Baumann, University of Missouri
Christine A. Mallozzi, University of Kentucky
Donna Ware, Clarke County School District

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 1 - Level 3

Area 4
Teachers’ Perspectives on Literacy Policies, Tools, and Instruction

Chair:
Renee Moran, East Tennessee State University

1. Using Photo Elicitation to Understand Teachers’ Perspectives on Literacy in the Age of Common Core
Renee Moran, East Tennessee State University
Karin Keith, East Tennessee State University
Huili Hong, East Tennessee State University
Stacey Fisher, East Tennessee State University

2. Teacher Sensemaking of Literacy Policy: Leveled Text in First Grade
Melanie Walski, University of Illinois, Chicago

3. Common Messages About Instruction? An Analysis of State-Provided Common Core Resources for English/Language Arts
Susanna Latham Benko, Ball State University
Emily Hodge, Montclair State University
Serena Salloum, Ball State University

4. Building Capacity for Teaching Writing with Rigor: Teachers’ Perspectives on Where Policy Makers Should Start
Sherry Dismuke, Boise State University

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Mockingbird 2 - Level 3

Area 3
Transforming Words to Lyrics: Songwriting to Open Up Possibilities in Student Writing

Presenters:
Jennifer Luck, Austin Theatre Alliance
Bridget Lee, The Ohio State University

As we convene in Nashville – better known as Music City – this alternative format session will focus on the possibilities in transforming young peoples’ writings into lyrics. We will discuss and practice how the act of transforming the written word into a performed song can expand a student’s understanding of the power and value of their words.

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 3 - Level 3

Area 7
Digital Media & Engagement: eMersion, Activism, & the Global Refugee Crisis

Chair:
Tisha Lewis Ellison, The University of Georgia

1. eMersion: A Bilateral Nostalgia for Technology and Text Among Muslim Immigrants
Rohany Nayan, University of North Carolina, Charlotte
Michael K. Thomas, University of Illinois, Chicago

2. Reading Collecting and Curating as Genres of Participation in Youth Activism: Mobilizing Social Justice through Digital Media Production
Jon Michael Wargo, Michigan State University

Alexis Cullerton, University of Illinois, Chicago
Joseph Rumenapp, Judson University
Ryan Schaefer, Judson University
Area 11
Insights into Multi-Modal Research Methods

Chair:
Mark Dressman, University of Illinois, Urbana-Champaign

1. Developing Methods for Using Multimodal Interaction Analysis in Literacy Classroom Research
Andrea L. Tochelli-Ward, Le Moyne College

2. From Sensibility to Intelligibility: Toward a Pragmatics of Multimodality
Mark Dressman, University of Illinois, Urbana-Champaign

3. Seeking More Productive Approaches to Multimodal Analysis
David E. Low, California State University, Fresno
Jessica Zacher Pandya, California State University, Long Beach

James S. Chisholm, University of Louisville
Kathryn Whitmore, University of Louisville
Ashley Shelton, University of Louisville
Jonathan Baize, University of Louisville

Area 3
Centering Presence: Pedagogies of Relational Being in the Classroom

Chair:
Jessica Whitelaw, University of Pennsylvania

Discussants:
Jessica Whitelaw, University of Pennsylvania
Stephanie Jones, University of Georgia

Presenters:
Kathleen Riley, West Chester University
Katherine Crawford-Garrett, University of New Mexico
Jessica Whitelaw, University of Pennsylvania

This symposium brings together three perspectives on cultivating presence as a “pedagogy of relational being,” an approach that we see as a radical re-centering of dominant discourses of learning. The aim of the symposium is to explore the contours of a shared framework and how it is taken up in three locations among different subject positions and across institutions.
10:30 am - 12:00 pm – OSCAR S. CAUSEY ADDRESS
Broadway Ballroom East - Level 2

J. Michael Parker Award Presentation
Silvia Nogueron-Liu, University of Colorado, Boulder

Oscar S. Causey Award Presentation
Laurie Henry, University of Kentucky

The Texts of Literacy Instruction: Obstacles to or Opportunities for Educational Equity?
Freddy Hiebert, Text Project

Elfrieda “Freddy” Hiebert has had a long career as a literacy educator, first as a teacher’s aide and teacher of primary-level students in California and, subsequently, as a teacher educator and researcher at the universities of Kentucky, Colorado-Boulder, Michigan, and California-Berkeley. Her research, which addresses how fluency, vocabulary, and knowledge can be fostered through appropriate texts, has been published in numerous scholarly journals and books. Through documents such as Becoming a Nation of Readers (Center for the Study of Reading, 1985) and Every Child a Reader (Center for the Improvement of Early Reading Achievement, 1999), she has contributed to making research accessible to educators. Hiebert’s contributions to research and practice have been recognized through awards such as the American Educational Research Association’s Research to Practice award (2013).

STUDY GROUPS
12:00 pm - 1:00 pm
See Pages 12 - 15

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom A - Level 2

Area 3
Writing Intentions: Assessment, Instruction and Policy

Chair:
Shea N. Kerkhoff, North Carolina State University

1. Writing Like Authors: How Children’s Literature Shapes Instruction in a Fifth-Grade Writing Workshop
Ryan Colwell, Fairfield University

2. Taking a “discrete approach to writing”: A Multicase Study of Middle School ESL Teachers’ Writing Instruction
Natasha H. Chenowith, Kent State University

3. The Development of a Measure to Assess Written Messages
Sinead Harmey, Queens College, CUNY
Jerome V D’Agostino, The Ohio State University
Emily Rodgers, The Ohio State University

4. Teachers’ Understanding of and Response to the Writing Policy in the Common Core State Standards
Elaine Wang, RAND Corporation

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 10
Exploring Problem Solving and Critical Thinking in Online Environments Among Children, Adolescents, and Adults

Chair:
Julie Coiro, University of Rhode Island

Discussant:
Richard Beach, University of Minnesota

This symposium shares work from four studies that sought to characterize how younger and older learners engaged with digital sources within the context of four different types of inquiry-based problem solving scenarios. Collectively, these four papers and insights from our discussant will provide a deeper understanding of how critical thinking and a range of digital literacy skills may influence the ability to solve web-based information problems in diverse educational settings.

1. Understanding Internet Search and Evaluation Strategies During Fifth Graders’ Group Work
Colin Harrison, University of Nottingham, Jubilee Campus

2. Assessing Source Evaluation Skills of Middle School Students
Jesse Sparks, Educational Testing Service

3. Examining High School Students’ Ability to Evaluate Multiple Sources Encountered During Online Inquiry
Julie Coiro, University of Rhode Island

4. Assessing Problem Solving in Technology Rich Environments within a Public Library
Jill Castek, University of Arizona
Gloria E. Jacobs, Portland State University
   James S. Chisholm, University of Louisville
   Caroline C. Sheffield, University of Louisville
   Ashley Shelton, University of Louisville

4. Geeking Out as Identity Exploration: From 90s Cartoons to Anime Expertise
   Grace Pigozzi, University of Illinois, Chicago

1:15 pm - 2:45 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 4
Decision Making in the Face of Accountability, Evaluation, and Reform

Chair:
Leslie M. Cavendish, High Point University

1. Understanding the Decision Making of New Teachers Regarding Literacy Assessment, Instruction, and Policy
   Kathryn Ann Ohle, University of Alaska, Anchorage
   Amy Mullins
   Andrew P. Huddleston, Abilene Christian University
   Hannah Lowry, Abilene Christian University

2. Understanding and Breaking Through the Noise: Literacy Leaders in the Face of Accountability, Evaluation, and Reform
   Catherine Maureen Kelly, St. Catherine University
   Kenneth Kunz, Wall Township Public Schools
   Michael McManus, University of the Ozarks
   Sherry Sanden, Illinois State University
   Sara Miller, Longwood University
   Chad H. Waldron, Penn State, Behrend
   Chelsey M. Bahlmann Bollinger, The University of Georgia
   Karen K. Graham, The University of Georgia

Area 8
Global Perspectives: Literacy, Language, and Culture

Chair:
Antonieta Avila, University of Wisconsin, Milwaukee
Discussant:
Maria Paula Ghiso, Teachers College, Columbia University

1. Critical Language Awareness, Biliteracy, and Digital Translanguaging in Singapore
   Roberto de Roock, National Institute of Education

2. Lives in the Corner: Amplifying and Visualizing Yup’ik and Nairobian Lives Through Research
   David Bwire, The Ohio State University

3. Dream Search: Digital Storytelling, Identity, and Community Cultural Wealth in a Rural South African Community
   Lori Czop Assaf, Texas State University

   Raul A. Mora, Universidad Pontificia Bolivariana
   Tatiana Chiquito, Universidad Pontificia Bolivariana
   María Camila Mejía-Vélez, Universidad Pontificia Bolivariana
   Sara Uribe, Universidad Pontificia Bolivariana
   Tatiana Salazar Patoño, Universidad Pontificia Bolivariana
   Maryori Giraldo, Universidad Pontificia Bolivariana

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom D - Level 2

Area 6
Graphic Novels and Comics in the Classroom

Chair:
Stergios Botzakis, University of Tennessee, Knoxville

1. Atomic Bombs and “Bad” Americans: Immigrant Youth Developing Historical Literacy with Graphic Novels
   Jie Yie Park, Clark University

2. Comprehending Comics: An Interactive Model
   Dawnelle Henretty, Oakland University
   John E. McEneaney, Oakland University

2) Area 2
Developing Literacy Teachers Online and in Person

1. Digital Discourses in Early Childhood Educator Online Learning
   Emily Brown Hoffman, University of Illinois, Chicago

2. Literacy Coaching and Teacher Leadership: Promoting Expansive Learning in a Community of Practice through CARE
   Melissa Mosley Wetzel, University of Texas, Austin
   Beth Maloch, University of Texas, Austin
3) Area 11
Exploring Multiplicities in Literacy Research

Chair:
Stephanie Anne Shelton, The University of Alabama

Discussant:
Mark Vagle, University of Minnesota

1. Mobilizing Research, Researchers, and Research Methodologies to Promote the Literacy Achievement of Transnational Students
   Allison Skerrett, University of Texas, Austin
   Saba Vlach, University of Texas, Austin

2. Polyphonic Analysis: Obuchenie in Qualitative Research
   Vicki Stewart Collet, University of Arkansas
   Michelle Ciminelli, Niagara University

4) Area 5
Exploring Text Preferences and Explanations

1. An Exploration of Children’s Written Scientific Explanations Composed Before and After Reading About Scientific Processes
   Julianne Maner Coleman, University of Alabama
   Carol Donovan, University of Alabama
   John Dantzler, University of Alabama, Birmingham
   Christina Vanzandt, University of Alabama

2. Understanding the Text Preferences of Third-Grade Readers
   Molly Ness, Fordham University
   Gina Gallo, Fordham University

5) Area 5
K-1 Reading and Storytelling

Discussant:
Dana Rosen, The College of New Jersey

6) Area 8
Language within Communities

1. Academic Language and Emerging Bilinguals: Making Meaning in Two Classroom Communities
   Mark Barba Pacheco, Vanderbilt University
   Shannon Daniel, Vanderbilt University
   Lisa Pray, Vanderbilt University

2. Empowering Emergent English Learners (ELs) and Building Oral Language Ability Using Healthy Recipes in Korea
   Guang-Lea Lee, Old Dominion University

7) Area 7
Literacy Interactions, Mediations, and Mobilizations in Classrooms

1. Places and Spaces of Literacy [Inter]Action: One Linguistically and Ethnically Diverse Preschool
   Colleen Whittingham, University of Illinois, Chicago

2. Towards a Pedagogy of Transcontextual Mobility
   David Sabey, Vanderbilt, Peabody

8) Area 2
Literacy Leaders, Education, and Achievement

1. Across Fifty States: Endorsements to Support Students’ Literacy Achievements
   Mary F. Roe, Utah State University

2. Engaging in Effective Cross-Discipline Collaborations: Literacy Education & Speech-Language Pathology
   Hannah Dostal, University of Connecticut
   Lisa Bowers, University of Arkansas
   Rachael Gabriel, University of Connecticut
   Heather Kindall, University of Arkansas
THURSDAY

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom G - Level 2

Area 7
Critical Consciousness, Difficult Topics, and Literacy Instruction

Chair:
Nora Peterman, University of Pennsylvania

1. Boundary Play With the Hijab and MLK Jr.: Youth Reassembling Difficult Topics Through Humor
Mairi McDermott, University of Calgary
Kimberly Lenters, University of Calgary

2. Critical Posthumanism Meets Anne Frank: Preservice Teachers Wrestle with Difficult Knowledge
Karen Spector, University of Alabama
Anne Murray, University of Alabama

3. Writing Through Resistance: Students Struggling Toward Subjectivity Through Youth Participatory Action Research
Logan Manning, University of Texas, San Antonio
Phillip Twining, University of Texas, San Antonio

4. Youth Critical Literacies and Pedagogies of Public Spaces: Analyzing the Critical Discourses, Texts, and Social Action in Youth Public Performances in Puerto Rico
Carmen Liliana Medina, Indiana University
Adam D. Henze, Indiana University

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom H - Level 2

Area 3
Examining Differentiated Instruction

Chair:
Steve Amendum, University of Delaware

1. Student Perceptions of Instructional Practices: Is Differentiated Instruction Fair?
Dana Algeo-Nichols, Washington State University

2. Differentiated Literacy Instruction: Boondoggle or Best Practice?
Kelly Puzio, Washington State University
Glenn Colby, CASCADIA College
Dana Algeo, Washington State University

3. Effects of a Tier 1 Intervention Designed to Improve Fluency and Comprehension in Grades 3-5
Steve Amendum, University of Delaware
Adrian Pasquarella, University of Delaware
Sharon Walpole, University of Delaware
Michael McKenna, University of Virginia
John Z. Strong, University of Delaware

4. Literacy Teachers’ Instructional Adaptations: A Literature Review
Seth A. Parsons, George Mason University
Margaret Vaughn, University of Idaho
Roya Q. Scales, Western Carolina University
Stephanie G. Davis, University of North Carolina, Greensboro
Melissa Gallagher, George Mason University
Melissa Pierczynski, George Mason University
Allison Ward Parsons, George Mason University

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 1
Integrating Technology in Preservice Teacher Preparation

Chair:
Peggy Semingson, University of Texas, Arlington

Discussant:
Peggy Semingson, University of Texas, Arlington

Presenters:
Kathryn Pole, University of Texas, Arlington
Marla King Robertson, Utah State University
Jennifer M Smith, Austin College
Carla Amaro-Jimenez, University of Texas, Arlington
Holly Hungerford-Kresser, University of Texas, Arlington

As teacher-educators and action-researchers, we explore how we integrate technology into our work with preservice teachers in order to engage them in their own learning as well as model effective technology practices that they can take into their own teaching. We explore the topic of preservice teacher development and technology integration from four different perspectives, under an umbrella of ways to model effective teaching for our preservice teachers.
Area 2
Mobilizing Teachers Through Action Research: Transformation Across Three Teacher Education Programs

Chair:
Ambareen Nasir, Loyola University

Discussant:
Ambareen Nasir, Loyola University

Action Research has been recommended as form of ongoing teacher education. AR practices allow for teachers to investigate and develop their own practices as well as mobilize research within communities. Three papers will be presented from different universities, demonstrating a range of action research practices that are used in teacher education. The papers focus on the development of bilingual/ESL teaching methods, the integration of digital literacies in bilingual contexts, and the affordances of professional writing.

1. Teacher Candidates Applying Bilingual Methods Through Action Research
   Beverly Troiano, Elmhurst College

2. Action Research and the Usage of Digital Literacy Within a High School Transitional Bilingual Biology Classroom
   Joanna Maravilla-Cano, University of Illinois, Chicago
   Jing Wang, University of Illinois, Chicago
   Aria Razfar, University of Illinois, Chicago

3. Action Research: Professional Writing About Transformed Instruction
   Valerie D. Cawley, Judson University
   Joseph Rumenapp, Judson University
   Melissa Leisner, Judson University

Area 8
Multicultural Literature in the Classroom

Chair:
Deborah Augsburger, Lewis University

Discussant:
Rachel Salas, University of Nevada, Reno

   So Jung Kim, University of Texas, El Paso
   Kwangok Song, Arkansas State University

2. Transaction with Postmodern Picturebooks – A Case from Taiwan
   Ying-Hsuan Lee, Washington State University

3. “Wetback’ was the word they used most and they also used more offensive words”: Transformative Practices Through Interactive Read Alouds
   María G. Leija, Oregon State University
   María E. Fránquiz, University of Utah
   Gilberto P. Lara, Oregon State University

Area 13
Literacy: Social Justice and Agency

Chair:
Arlette Willis, The University of Illinois, Urbana – Champagne

1. Re-Reading Freire in Brasil
   Arlette Willis, The University of Illinois, Urbana - Champagne
   Gabriela Medeiros Nogueira, Universidade Federal do Rio Grande
   Eduardo Arriada, Universidade Federal de Pelotas

2. Cartographic Literacy: An Analysis of Student Texts through Metaphors of Movement
   Amy D. Williams, University of Utah
   Maureen A. Mathison, University of Utah

3. Response(s) and Responsibilities Across Textual Trajectories: Documentary Film and Literacy Research During Commemorative Events in Argentina
   James Damico, Indiana University
   Alexandra Panos, Indiana University
   Suriati Abas, Indiana University
   Loren Lybarger, Ohio University
   JesAlana Stewart, Indiana University
   Heriberto Rodriguez-Vazquez, Indiana University
   Paul Abowd, Al Jazeera America
   Liliana Zecker, DePaul University
Area 7
Ecological Designs for Recruiting Cultural Repertoires to Scaffold Social Transformations Through Literacy

Chair:
Sakeena Everett, University of Illinois, Chicago

Discussant:
Yolanda J. Majors, University of Minnesota

This symposium focuses on how learning is embedded in ecological contexts that entail the recruitment of cultural repertoires within and across spaces and how the design of such spaces (e.g., home, school, community-based settings) can facilitate social transformation in terms of engagement in an array of literacy practices that open up opportunities for interrogating one’s life circumstances.

1. Recruiting Cultural Repertoires Supporting Literary Reasoning as a Tool for Developing Racial Identity for Resilience
Carol D. Lee, Northwestern University

2. Documenting Ingenuity in the New Media Practices of Latino Families
Kris Gutierrez, University of California, Berkeley

3. Racialized Ecologies for Learning: Creating Transformative Learning Spaces for African American Students
Na’ilah Suad Nasir, University of California, Berkeley

Area 8
Intersections of Identity in the Literacy Classroom: Centering ELL Voices for Social Transformation

Presenters:
Rae Oviatt, Michigan State University
Laura M. Kennedy, Michigan State University
Sandra Pylvainen, Michigan State University

Reframing the deficit perspective too often placed upon multiracial and multilingual youth necessitates and acknowledges their particular ethnic identities, their deep histories, and cultural epistemologies, in short to frame these as assets. In this alternative format, presenters and participants will engage in discourse and practice with writing activities framed to create access for English Language Learners to mobilize, transform, and empower their literacy practices through engagement with the ideas of identity, agency, and intersectionality.

Area 13
From Spitballs to Spinners: A Posthuman Approach to Paper as a Crucial Material in Literacy Practice, Pedagogy, and Research

Presenters:
Karen E. Wohlwend, Indiana University
Brooke Hofsess, Appalachian State University

We propose this alternative session as an invitation for attendees to explore the vibrant relationships between humans and materials in the literacy workshop. Through explorations with paper as a multimodal material and data vignettes, participants will explore how literacies emerge co-constitutively through relationships with humans, matter, materials, nature, and discourses. After a brief introduction to new materialism participants will collectively engage to explore and analyze co-constructed relationships between students and classroom materials.
1. “Las mamá's Latinas”: Diciendo Cuentos to Understand School and What Counts as 'Knowledge'
   Julia Lopez-Robertson, University of South Carolina
2. “Turn off the Korean Song, Mom! My Friends are English (Speaking) People!”: Korean Diaspora Mother's Study Group Inquiries on Literacy Practice with “America-Born-My-Child”
   Yoo Kyung Sung, University of New Mexico
3. Bilingual Children and Their Families Creating Texts in Response to Informational and Global Texts
   Jeanne Fain, Lipscomb University

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 5 - Level 3
Area 3
Features of Teacher-Child Interactions that Foster Vocabulary Knowledge and Inferential Language in Preschool Classrooms
Chair:
   Erica Barnes, University at Albany, SUNY
Discussant:
   Erica Barnes, University at Albany, SUNY

Teacher-child interactions are essential for language learning. There is still much to be learned about teacher-child interactions as they relate to depth of vocabulary knowledge and inferencing. The first paper investigates relationships between teachers’ inferential talk and children’s comprehension. The second paper examines how teachers support children’s inferential thinking by addressing misunderstandings. The final papers investigate mechanisms of guided play that may foster children’s depth of vocabulary knowledge: lexical quality of teacher and child talk.

1. Examining Relationships Between Teachers’ Growth in Inferential Talk During Read Alouds and Children’s Story Comprehension
   Molly Fuller Collins, Vanderbilt University
2. Sources of Children’s Misunderstandings During Read Alouds: Knowledge About Children’s Thinking to Improve Instruction
   Alyssa Janco, Vanderbilt University
   Danielle McKiever, Vanderbilt University
   Molly Fuller Collins, Vanderbilt University

3. Teachers’ Language Measures in Dramatic Play Centers and Preschoolers’ Expressive Vocabulary Outcomes
   Sohyun Meacham, University of Northern Iowa
4. Preschool Children’s Verbal Engagement During Guided Play and Depth of Vocabulary Knowledge
   Katherine Newman, Vanderbilt University

Area 7
El Poder de Familias/The Power of Families: Creating Welcoming Family Literacy Spaces with and for Families
Chair:
   Myriam Torres, New Mexico State University
Discussant:
   Luz A. Murillo, University of Illinois, Urbana-Champaign
Presenters:
   Anita Hernandez, New Mexico State University
   Gloria Margarita Calderón García, New Mexico State University
   Tracey Terece Flores, Arizona State University

This symposium shares findings from three qualitative studies with families and teachers engaging in family literacy projects in the Southwestern part of the U.S. and in northern México. These studies include: a study of ten classroom teachers creating their own family literacy projects, an action research study of two home literacy projects created in collaboration with Mexican parents’ feedback, and a case study of a bilingual writing workshop for Latina mothers and their adolescent daughters.
1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Mockingbird 1 - Level 3

Area 13
Mobilization of Literacy Research and Practices in International Settings

Chair: Lijun Jin, Towson University
Discussant: Xiaoming Liu, Towson University

Presenters:
S. Joy Stephens, University at Albany, SUNY
Patience Adjekai Sowa, Educational Consultant
Clowa Al Marzouqi, Technology Development Committee
Betina Buch, University College Sjælland
Evan Ortlieb, St. John’s University
Anna C. Smith, St. John’s University
Yusuke Sasaki, Monash University
Earl H. Cheek, Jr., Louisiana State University
Wolfram Verlaan, University of Alabama in Huntsville
Hitomi Kambara, University of Oklahoma
Jiening Ruan, University of Oklahoma
Lijun Jin, Towson University
Tammy M. Milby, University of Richmond
Joan Rhodes, Virginia Commonwealth University
Xiaoming Liu, Towson University
Shuzhan Li, University of Florida
Ran Hu, East Carolina University
Qian Wang, Capital Normal University

Sponsored by the LRA International Innovative Community Group, this poster session addresses various literacy research and practices in six countries (UAE, Denmark, Belize, New Zealand, Australia, and Japan) in addition to the U.S. The session invites the audience to interact with the authors and further discuss the research findings and issues raised.

1:15 pm - 2:45 pm - PAPER SESSION
Mockingbird 2 - Level 3

Area 6
Literacy Connections to the Arts and to Social Lives of Adolescents

Chair: Karen E. Smith, University of Manitoba

1. Middle School Reading Motivation and Art Integration
Kaia-Marie Bishop, Eastern Michigan University
Robert D. Carpenter, Eastern Michigan University

2. Social Connection in a High School Writing Class
Valerie L. Marsh, University of Rochester

3. More Than the Second “R”: Revisiting Writing Instruction for Young Adults
Kristine E Pytash, Kent State University
Melline K. Lesley, Texas Tech University

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 4 - Level 3

Area 11
Mapping Literacies, Seeking Mobilities: Social Transformations in Four Contexts

Chair: Jennifer Rowsell, Brock University
Discussant: Glynda Hull, University of California, Berkeley

For this symposium, four researchers use the lens of ‘mapping’ as a heuristic tool to analyze findings from their research. Maps serve as both a conceptual tool to excavate multiple sources of data and a figurative device to uncover themes that remain hidden from sight. Common strands within the symposium are research studies that examine how research participants design multimodal, embodied experiences related to social transformation.
texts as agentic maps that reveal learning dispositions, motivations, and everyday practices.

1. Making the Literacy Lab: Mapping the Emergence of a High School Makerspace  
   Amy Stornaiuolo, University of Pennsylvania  
   Veena Vasudevan, University of Pennsylvania  
   T. Philip Nichols, University of Pennsylvania

2. Mapping Youth Local-Global Identities: Textual, Virtual and Community Spaces  
   Cheryl McLean, Rutgers Graduate School of Education

3. Mapping Responses to Visual and Written Text: Aesthetics and Their Implications for Literacy Learning  
   Amélie Lemieux, McGill University

4. Tall Hair Means Happiness: Mapping Agency with Young Adult Language Learners  
   Jennifer Rowsell, Brock University

Area 8

Dimensions of EL Literacy Education: Lessons from Small-Group Monolingual and Bilingual Reading Instruction

Chair:  
   Dan Reynolds, Vanderbilt University

Discussant:  
   Mikel Cole, Clemson University

This symposium examines dimensions of small-group reading interventions for English learners (ELs) through the work of three research teams from three universities. Research on reading instruction responsive to ELs' needs is limited, and teacher capacity for such instruction is equally limited. We examine three instructional dimensions: building monolingual teachers' capacity for multilingual pedagogy, leveraging ELs' metalinguistic insights to develop effective curriculum, and scaffolding ELs' access to complex texts.

1. Teacher Learning in Translingual Spaces  
   Samuel David, Vanderbilt University  
   Robert Jimenez, Vanderbilt University

2. “Will it work on this word?” The Development of English Learners’ Metalinguistic Awareness During a Language-Focused Reading Intervention  
   Renata Love Jones, Boston College  
   Anna M. Hartranft, University of Maryland  
   Patrick Proctor, Boston College  
   Rebecca Silverman, University of Maryland

3. Differential Effects of Scaffolding: Cautionary Evidence for ELs in Monolingual Reading Instruction  
   Dan Reynolds, Vanderbilt University  
   Amanda P Goodwin, Vanderbilt University

Area 5

Doing Critical Literacy With Young Children

Chair:  
   Jerome Harste, Indiana University

Discussant:  
   Jerome Harste, Indiana University

Literacy researchers from four different countries report on their research with teachers, texts and materiality to develop and extend young children's imagination for the critical. They examine how teachers work with critical literacy to embrace children’s imaginations for the creative expression of possible worlds that are fair and just. Critical here, includes young children’s emotional, reasoned, social and ethical ways of engaging with the places and spaces in which they live.

1. Becoming Critical: Young Children Engaging With Texts in the World  
   Kerryn Dixon, Wits University

2. Getting Out and About – Social Geography and Redesign in Elementary Schools  
   Barbara Comber, Queensland University

3. A Critical Encounter With Shoes Across Time and Space  
   Hilary Janks, Wits University
THURSDAY

3:00 pm - 4:30 pm – ALTERNATIVE FORMAT
Acoustic – Level 4

Area 3
Conversations About the Influence of Methodology on Current Research in Academic Language

Chair:  
Dennis Davis, University of Texas, San Antonio
Discussant:  
Phillip Wilder, Clemson University

In this meta-methodological session sponsored by the LRA Research Committee, four presenters explore the topic of academic languages/literacies, broadly defined as discipline-specific forms of talk/discourse privileged in classrooms and learning spaces. Each panelist will describe a unique methodological approach to studying this topic. The methodologies discussed in this session are: single-case design, ethnographic micro-analysis, experience sampling method, and a cross-disciplinary set of analytic tools used to longitudinally examine culturally rooted literacy learning.

5. Digital Games and Emergent Academic Language: Learning About ELL Preschoolers Through Single-Case Methodology  
Catherine Miller, University of California, Berkeley

6. Looking Closely and Listening Carefully: An Ethnographic Approach to Understanding the Complexity of Students’ Everyday Language  
Ramon Martinez, Stanford University

7. Using the Experience Sampling Method to Study Sustained Engagement in Academic Literacy  
Sue Larson, Judson University

Carol D. Lee, Northwestern University

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom B - Level 2

Area 3
Explorations in Vocabulary Instruction

Chair:  
Laura Tortorelli, Michigan State University

1. A Moving Target: What it Means to Learn Vocabulary across Four 6th Grade Classes  
Katherine Brodeur, Bowling Green State University

2. Enhancing Vocabulary and Semantic Awareness Growth through Systematic Instruction: A Program Training Design for Low-Income Children  
Kattia Muñoz, Universidad de los Andes  
Maria Francisca Valenzuela, Universidad de los Andes  
Pelusa Orellana, Universidad de los Andes

3. Implementation of a Cross-Content Area Vocabulary Intervention in an Urban Middle School  
Linda Lee Kucan, University of Pittsburgh  
Michelle Cianciosi-Rimbey, University of Pittsburgh

4. Unraveling Vocabulary Learning: Reader and Item-level Predictors of Vocabulary Learning within Comprehension Instruction for Fifth and Sixth-Graders  
Amanda P. Goodwin, Vanderbilt University  
Sun-Joo Cho, Vanderbilt University

Area 7
Digital Play, Creative Practices

Chair:  
Antonieta Avila, University of Wisconsin Milwaukee
3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom C - Level 2

**Area 11**
Issues of Design, Policy, and Publication in Literacy Research

**Chair:**
Nell K. Duke, University of Michigan

1. **A Content Analysis of Fifteen Literacy Journals, 2009-2014**
   Seth A. Parsons, George Mason University
   Melissa Gallagher, George Mason University
   Allison Ward Parsons, George Mason University
   Alicia Bruyning, George Mason University
   Nisreen Daoud, George Mason University
   Content Analysis Team, George Mason University

2. **Designing a Goal 3 Instructional Study to Optimize Results**
   Michael Graves, University of Minnesota
   Linlin Li, WestEd
   Kylie Flynn, WestEd

3. **The Worrisome Neuroscience Transforming Response to Reading Difficulty: A Review of Current Reviews:**
   George G. Hruby, University of Kentucky

4. **Using Video-Mediated Interviewing to Learn About Teachers’ Literacy Practice in Times of Policy Change**
   Lauren Anderson, Connecticut College
   Jamy Stillman, University of Colorado Boulder
   John Beltramo, University of Southern California
   Kathryn Struthers, Bank Street College of Education

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom D - Level 2

**Area 5**
Language, Literacy and the Disciplines in the Early Childhood and Elementary Years

**Chair:**
Tanya S. Wright, Michigan State University

**Discussant:**
Susan Neuman, New York University

This symposium highlights four innovative research initiatives investigating language, literacy, and disciplinary learning during the early childhood and elementary years. Together these papers demonstrate the potential that integrated language, literacy, and disciplinary learning may provide for young children. Discussion will focus on future research that is needed in this burgeoning area of study.

1. **Building Content Knowledge in Kindergarten**
   Juliet Halladay, University of Vermont

2. **Missed Opportunities: Disciplinary Literacy Learning in Second-Grade Social Studies Instruction**
   Stephanie Strachan, Michigan State University

3. **Examining the Associations of Book Reading on Children’s Mathematics Achievement Using Data from the ECLS-B**
   Erica Barnes, University at Albany, State University of New York
   Jaime Puccioni, University at Albany, State University of New York

4. **The Role of Oral Discourse in K-5 Science and Social Studies Standards**
   Tanya S. Wright, Michigan State University
   Lisa Domke, Michigan State University

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**2016 Distinguished Scholar Lifetime Achievement Award Address**
Broadway Ballroom East - Level 2

**Allan Luke, Queensland University of Technology**

**No Grand Narrative In Sight: Double Consciousness, Place and the Politics of Literacy**

**Chair:**
Patricia Edwards, Michigan State University

In ‘The Souls of Black Folk’ (1903), W.E.B. Du Bois introduced the term “double consciousness” to describe the African-American experience of “always looking at oneself through the eyes of others.” My pathway through the politics of literacy education—via those culturally vexed institutions of schooling, the academy and government—was one of unintended but then deliberate displacement, where I gradually learned the lesson that double or even triple consciousness was a cultural gift from family and kin, generation, culture and place. Seeing the world (and yourself and the institution) through the eyes of others is hardly deficit or disabling; it is the key to epistemological and cultural power, it enables us to generate new strategies and insights for changing theory and practice, and it remains absolutely central to our political struggle to remake schooling for social justice.
3:00 pm - 4:30 pm – PAIRED ROUNDTABLES  
Broadway Ballroom F - Level 2

1) Area 1  
Methods for Supporting Reflection With Pre-Service Teachers  
Chair:  
Anne Swenson Ticknor, East Carolina University  
Discussant:  
Lara Handsfield, Illinois State University  

1. Transforming Reflection: Using Social Media to Support Developing Teachers’ Reflection-in-Action  
Lane Whitney Clarke, University of New England  

2. Integrating Reflecting for Practice into Collaborative Coaching in Preservice Teacher Education  
Melissa Mosley Wetzel, University of Texas, Austin  
Beth Maloch, University of Texas, Austin  
James V. Hoffman, University of Texas, Austin  
Natalie Svrek, University of Texas, Austin  
Annie Daly, Austin Independent School District  
Kira LeeKeenan, University of Texas, Austin  

2) Area 5  
Parent-Community Involvement  
Discussant:  
Shelley Stagg Peterson, University of Toronto  

1. Parent University: Parents as Partners in School  
Heather Elizabeth Lohr, Davidson County Schools/High Point University  

2. Read to Me: A Community-University Tutoring Program for Young Children  
Sandra M. Webb, Georgia College & State University  

3. Examining Book Distribution Impact on Kindergarten Literacy Development: Initial Steps  
Kimberly L. Anderson, East Carolina University  
Terry Stafford Atkinson, East Carolina University  
Elizabeth Swaggerty, East Carolina University  

3) Area 7  
Parents’ Roles in Early Language & Literacy Development  

1. A Comparison of Fathers’ and Mothers’ Oral Language Interactions with Primary School Students  
Jacqueline Lynch, York University  
Nicola Williams, York University  

2. Fostering the Early Literacy and Technology Practices of Immigrant Parents Through Project LIFE  
Vera Lee, Drexel University  
Bruce Levine, Drexel University  

4) Area 6  
Perspectives on Students’ Beliefs About Their Own Literacies Learning  

1. Digital Narratives: Self-Efficacy and Identity Perspectives of Literacy of Rural Adolescent Students in a Title I Reading Program  
Zoe Anne Cassady, Northern Illinois University  
Corrine Wickens, Northern Illinois University  

5) Area 9  
Perspectives on Young Adult Literature: Learning From Trauma and Conflict  
Chair:  
Seemi Aziz, University of Arizona  

1. Determining and Learning from Authentic Representations of Chronic Illness in Young Adult Literature  
Leslie A. Rowland, Indiana University, Bloomington  

2. Transformation through Literature: Reading and Responding to Stories of Human Movement to Discourage Islamophobia  
Mark D. McCarthy, Michigan State University  

6) Area 8  
Marginalized Voices in Literacy Research  

1. Examining Topics Toward Social Justice from Youth Perspectives  
Joanne E. Marciano, Michigan State University  
Vaughn W. M. Watson, Michigan State University  

2. Community Literacies in Latin America: Building from Within  
Lina M. Trigos-Carrillo, University of Missouri, Columbia
7) Area 6
Postsecondary Literacies: Undergraduate and Graduate Students’ Reading and Writing

1. When the Textbook is the Curriculum: A Content Analysis of Integrated Reading and Writing Textbooks
   Sonya L. Armstrong, Texas State University
   Jodi Lampi, Northern Illinois University
   Norman A. Stahl, Northern Illinois University

2. “If I Don’t Do Those Things, There Will Be No Me”: International Graduate Students’ Professional Writing Apprehension and Mindset
   Christy Goldsmith, University of Missouri

8) Area 2
Professional Development Across Contexts

1. The Professional Development of Primary School Teachers Project in Jamaica: Pockets of Change and Resistance
   Yewande E. Lewis-Fokum, University of the West Indies
   Michele Kennedy, University of the West Indies
   Silvia Kouwenberg, University of the West Indies

2. When Suburban Meets Rural: The Effects of a Cross-District Professional Learning Community on Literacy Instruction
   Briana Ronan, Cal Poly, San Luis Obispo
   Julee Bauer, Cal Poly, San Luis Obispo

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom G - Level 2

Area 6
Languaging and Social Transformation

Chair:
Karen K. Graham, University of Georgia

1. Language, Literacy, and an Invisible University: How Moroccan Undergraduates Acquire the English Language
   Mark Dressman, University of Illinois, Urbana-Champaign
   Amine Amzil, Mohammed V University

2. Multilingual Mobility Towards Personal and Social Transformation: A Narrative Case Study of Language, Education, and Social Capital in Rural South Africa
   Kristie O’Donnell, Texas State University
   Lori Czop Assaf, Texas State University

3. Mobilizing Literacy Research for Social Transformation: Black Immigrant Medical Doctors Adjusting in America
   Charity Funfe Tatah Mentan, University of Minnesota

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom H - Level 2

Area 7
Educational Equity and Literacy Practices in the “Transnational Local”

Chair:
Maria Paula Ghiso, Teachers College, Columbia University

Discussant:
María E. Franquín, The University of Utah

In this symposium, scholars from various institutions explore how a faith-based site serves as a “transnational local,” where community language and literacy practices are located within “multiple national affiliations, fluid migration histories, global technological networks, and plural identities” (p. 2, Author, 2016). Each study is nested within a five-year community-university partnership, and together explore how the literacy practices and epistemologies of the “transnational local” may inform equity-based literacy education in/out of schools.

1. Community Researchers Project: The Role of Care in Critical Work
   Grace D. Player, University of Pennsylvania Graduate School of Education
   Gerald Campano, University of Pennsylvania

2. Multiliteracies, the Arts, and Postcolonial Agency
   David E. Low, California State University, Fresno

3. Coalitional Literacies in a Participatory ESOL Program
   Alicia Rusoja, University of Pennsylvania
   Emily Rose Schwab, University of Pennsylvania
Area 10
Learning in Online Communities

Chair:
Kristine E. Pytash, Kent State University

Discussant:
Anna Smith, University of Illinois, Urbana-Champaign

1. Easter Eggs and Semiotic Cues: Embedded Meaning Within an Online Programming Community
   Julia Hagge, University of South Florida

2. What Happens when Fanfiction Goes to School? The Challenges and Opportunities of Teacher-Supported Networked Writing
   Jayne C. Lammers, University of Rochester

3. Gaming Literacies and Second Languages: When Using a Second Language Becomes the Key to Victory
   Raul A. Mora, Universidad Pontificia Bolivariana
   Sebastian Castaño, Universidad Pontificia Bolivariana
   Michael Hernandez, Universidad Pontificia Bolivariana
   Tyrone Steven Orrego, Universidad Pontificia Bolivariana
   Daniel Ramirez, Universidad Pontificia Bolivariana
   Walter Castaño, Universidad Pontificia Bolivariana
   Santiago Villada, Universidad Pontificia Bolivariana

Area 6
Literacy and the Power to Transform Lives

Chair:
Rachelle S. Savitz, University of Tennessee

1. Disrupting Deficit Discourses in High School English: A Study of the Construction of Reading Proficiency and Struggle Through Tracked Contexts
   Julie Learned, University at Albany, SUNY
   Xian Li, University at Albany, SUNY
   Mary Jo Morgan, University at Albany, SUNY

2. Literacy With and on Behalf of the Family: A Cross-Case Analysis of Adults’ Practices
   Kristen Perry, University of Kentucky
   Lyudmila Ivanyuk, University of Kentucky

Area 1
Pre-Service Teachers’ Perceptions of What It Means to Teach Writing and Reading

Chair:
Zhihui Fang, University of Florida

Discussant:
Aubrey N. Comperatore, The University of North Carolina, Chapel Hill

The ways in which pre-service teachers think about and enact writing and reading practices influence the ways in which their students engage in writing and reading. Three groups of researchers will share results of three different qualitative studies focused on elementary and secondary pre-service teachers’ perceptions of teaching writing and reading.
or reading. Researchers will also share implications for literacy teacher educators and future research directions.

1. **Pre-Service English Teachers’ Perceptions of Writing Instruction**
   - Angela Kohnen, University of Florida
   - Kathryn Ann Caprino, University of Florida
   - Jane Townsend, University of Florida

2. **Pre-Service Teachers’ Perceptions of Writing and the Writer’s Workshop Approach in a Language Arts Methods Course**
   - Maureen Fennessey, University of Florida
   - Soowon Jo, University of Florida
   - Suzanne Chapman, University of Florida
   - Caitlin Gallingane, University of Florida

3. **Changes in Pre-Service Teachers’ Self-Efficacy for Teaching Reading Following a Field-Based Tutoring Experience**
   - Caitlin Gallingane, University of Florida

**3:00 pm - 4:30 pm - ALTERNATIVE FORMAT**

**Area 1**
**Obtaining Grant Funding for Literacy Research**

**Chair:**
- Amanda Godley, University of Pittsburgh

**Presenters:**
- Cynthia Lewis, University of Minnesota
- Maisha T. Winn, University of Wisconsin, Madison
- George Newell, The Ohio State University
- Cassandra Scharber, University of Minnesota
- Kouider Mokhtari, University of Texas, Tyler
- David Dickinson, Vanderbilt University
- Bridget Dalton, University of Colorado Boulder
- Eurydice Bauer, University of Illinois
- Rebecca McGill-Wilkinson, Institute of Education Sciences

This session will share information and strategies about obtaining grant funding for literacy research. Speakers include an IES grants officer and eight experienced scholars who have obtained grants from IES, NSF, the Spencer Foundation and the W.T. Grant Foundation. The session has two parts: A panel discussion and break-out groups in which audience members will have a chance to meet in small groups with the panelists to get feedback on their own projects.

**3:00 pm - 4:30 pm - SYMPOSIUM**

**Cumberland 1 - Level 3**

**Area 11**
**Knowledge From the Heartland: Exploring MotherScholarship with Five Diverse Voices**

**Chair:**
- Carmen Liliana Medina, Indiana University

**Discussant:**
- Nicholas Husbye, University of Missouri, St. Louis

**Presenters:**
- Erin Moira Lemrow, University of Notre Dame
- Christy Wessel Powell, Indiana University
- Bita Zakeri, Indiana University
- Michelle C.S. Greene, Indiana University
- Julie Rust, Millsaps College

In a time in the United States when the lack of infrastructure for supporting work/life balance for parents has become part of national conversation, the academy has remained relatively silent. Recent statistics cite the career-damage that having children incurs for women in tenure-track lines (e.g. Mason, 2013). Our work troubles the binaries that persist in framing: “academic identity” with “mothering identities” and offers MotherScholar Epistemology as a generative research stance informing educational practice.

**3:00 pm - 4:30 pm - PAPER SESSION**

**Cumberland 2 - Level 3**

**Area 1**
**Learning Networks for Supporting Preservice Teachers’ Development and Reflective Practices**

**Chair:**
- Deborah Ann Horan, Metropolitan State University of Denver

1. **“Tweeting in Class Because Our Professor Told Us To”: Using Twitter to Build Professional Learning Networks in an Undergraduate Teacher Education Course in Disciplinary Literacy**
   - Kathryn Pole, University of Texas, Arlington
   - Marla King Robertson, Utah State University

2. **Not Just Another Course: Exploring Exemplary Literacy Practices in a Study Group with Student Teachers**
   - Kenneth Kunz, Wall Township Public Schools
Alyson Melanie Simpson, University of Sydney

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 5
Literacy as Matter in Motion: Composing With Bodies, Actions, Time, and Space

Chair:
Teresa Cremin, Open University England

Discussant:
Teresa Cremin, Open University England

Each paper in this symposium investigates embodied, material, and temporal aspects of composing in a preschool or elementary classroom. Working from embodied interaction and posthumanist views of materialism, these studies explore and critically examine the potentials of research approaches that examine embodied and material practices as essential, agentic intra-actants in continually unfolding processes of composing and meaning-making.

1. How Embodied, Spatial, and Material Resources Support Learning to Write in Early Childhood
Deborah Rowe, Vanderbilt University

2. Play Matters: New Materialisms and the Transitory Texts of Play
Karen E. Wohlwend, Indiana University

3. Texturizing Time: Authoring Writerly Identities Through Artifactual Remembering
Beth Buchholz, Appalachian State University

Area 10
Metacognition and Comprehension Strategies

Chair:
Chelsey M. Bahlmann Bollinger, The University of Georgia

Discussant:
Michael Manderino, Northern Illinois University

1. Assessing Metacognitive Reading Strategies: i-MARSI
Vicky Cardullo, Auburn University
Nance Wilson, SUNY Cortland
Vicky Zygouris-Coe, University of Central Florida

2. Exploring Skilled Web Learners’ Planning Process in Online Reading and Learning for Solving Ill-Structured Problems
Cui Cheng, Michigan State University
Rand Spiro, Michigan State University

3. Letting Go of “The Research Project” In 1:1 Contexts: The Positive Impact of Embedding Online Research and Comprehension Strategies in Existing Middle School Curricula
Kellie Doubek, University of Illinois, Chicago

1. In-service Teachers’ Professional Development as Responsive Tutors
Melanie Reaves, Northern Michigan University
Beth Billie, Northern Michigan University

2. Balancing/Negotiating “Best Practice” and Accountability
Melanie Reaves, Northern Michigan University
Amanda Sanders, University of Wyoming
George Kamberelis, Colorado State University

3. Explorations of the Roles of Culture, Community, and Religion in a Belizean/American Teaching Partnership
Jean Kirshner, Colorado State University

4. Teachers’ Meaning Making from Classroom Events as Discipline-d Improvisations
Christi Edge, Northern Michigan University

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Cumberland 4 - Level 3

Area 3
Instruction as Learner-Centered, Responsive, Improvisational Practice: Possibilities and Pushbacks

Participants will explore instruction as responsive/improvisational practice to challenge recent policies leading toward de-professionalizing teaching (e.g., mandated scripted curricula). First we present four studies in which this approach was met with acceptance and resistance. Then participants will engage in interactive inquiry identifying barriers and ways to mitigate such resistance to this approach. We aim to develop shared understandings and to discuss possibilities for bringing this new understanding to our work as researchers and teacher educators.

1. In-service Teachers’ Professional Development as Responsive Tutors
Melanie Reaves, Northern Michigan University
Beth Billie, Northern Michigan University

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Christi Edge, Northern Michigan University

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 5 - Level 3

Area 10
Metacognition and Comprehension Strategies

Chair:
Chelsey M. Bahlmann Bollinger, The University of Georgia

Discussant:
Michael Manderino, Northern Illinois University

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Cumberland 4 - Level 3

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3:00 pm - 4:30 pm - PAPER SESSION
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Area 10
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Chelsey M. Bahlmann Bollinger, The University of Georgia

Discussant:
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Kellie Doubek, University of Illinois, Chicago
3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 6 - Level 3

Area 1
Remapping the ‘field’: Sites of Learning Within Literacy Teacher Preparation

Chair:
Treavor Bogard, University of Dayton

1. Developing an Adaptive Stance in Preservice Teachers
   Margaret Vaughn, University of Idaho

2. Remapping “The Field”: Virtual Practice as a Site of Learning Within Literacy Teacher Preparation
   Michelle Sobolak, University of Pittsburgh
   Katrina Bartow Jacobs, University of Pittsburgh

3. Understanding Varied Field Arrangements: Putting Action into a Real-World Setting
   Kristen White, Michigan State University
   Ann M. Castle, Michigan State University
   Cheryl L. Rosaen, Michigan State University

4. Developing Pre-Service Teachers’ Pedagogical Content Knowledge in Literacy Through Content Coaching in a Study Abroad Context
   Danielle V. Dennis, University of South Florida
   Stephanie Branson, University of South Florida
   Brian M. Flores, University of South Florida
   Allison Papke, University of South Florida
   Sherridon Sweeney, University of South Florida

THURSDAY

3:00 pm - 4:30 pm - SYMPOSIUM
Mockingbird 1 - Level 3

Area 7
Mobilizing Family Literacy for Supporting Young Children: Transforming the Early Childhood Years

Chair:
Patricia A. Edwards, Michigan State University

Discussant:
Catherine Compton-Lilly, University of Wisconsin, Madison

The purpose of this symposium is to counter these criticisms by mobilizing family literacy research that provides transformational literacy experiences for young children. We intentionally focus on family literacy research studies that support immigrant parents, cultural diversity, and new literacies, among others, as these are relatively new foci in the family literacy field.

1. Conceptual Review of Family Literacy Initiatives Targeting Reading Comprehension
   Patricia A. Edwards, Michigan State University
   Maria Selena Protacio, Western Michigan University
   Laura Joy Hopkins, Michigan State University
   Marliese Peltier, Michigan State University

2. Connecting Home and School Literacies in the Classroom: an Intervention Study
   Patricia A. Edwards, Michigan State University
   Marliese Peltier, Michigan State University

   Chad H. Waldrön, Penn State Behrend

3:00 pm - 4:30 pm - SYMPOSIUM
Mockingbird 2 - Level 3

Area 10
Multilingual and Multicultural Resources in Technology-Mediated Engagements: Mobilizing the Digital Literacies of Multilingual Students and Families

Chair:
Silvia Nogueron-Liu, University of Colorado, Boulder

Discussant:
Aria Razfar, University of Illinois, Chicago

This symposium pulls together research from scholars across four different institutions featuring the digital literacy practices enacted by multilingual students and their families across three geographical regions (West Coast, Midwest, and the South) in the U.S. This work positions multilingual students and parents from an assets-based perspective by highlighting their digital media and technology use, and how they use these tools to communicate, create, and make sense of their own positions in society.

1. Digital Media Practices of Mexican and Chinese Heritage Youth Across Spaces and Scales
   Eva Lam, Northwestern University
   P. Zitlali Morales, University of Illinois, Chicago

2. “Para que aprendan de su país”: Parents’ Use of Digital Resources to Reconstruct the Homeland
   Silvia Nogueron-Liu, University of Colorado, Boulder

3. Confronting Inequities Through Critical Computational Literacy in a Transmedia Product
   Lee Clifford, Saint Mary’s College of California
THURSDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Mockingbird 3 - Level 3

Area 13
Oral and Silent Reading in Middle- and High-School Classes: Multiple Perspectives

Silent reading is the mode in which most reading occurs. And yet most opportunities to read in middle- and high-school classrooms appear to be either listening to or following along as either the teacher or a classmate reads orally. A panel of long-time literacy researchers and educators will reflect on the reasons for and implications of this pattern of oral and silent reading in middle- and high-school classes.

1. What is Text? What is Reading?
   Patrick Shannon, The Pennsylvania State University

2. Where Has All the Reading Activity Gone?
   Richard Allington, University of Tennessee, Knoxville

3. Silent and Oral Reading Differences and Similarities: Evidence From Miscue Analysis
   Yetta Goodman, University of Arizona

4. Are Students Really Learning During Silent Reading?
   Elfrieda H. Hiebert, TextProject
   Shannon Henderson, Text Project
   Mark Daniel, Pearson
   Leigh Ann Martin, Text Project

5. Online Instructor Feedback: Disregarded in Relation to Silent Reading
   Donna Alvermann, University of Georgia
   Rachel Sanders, University of Georgia
   Katie Mahany, University of Georgia

3:00 pm - 4:30 pm - PAPER SESSION
Mockingbird 4 - Level 3

Area 8
Secondary Literacy in Linguistically Diverse Classrooms

Chair:
Mary Amanda Stewart, Texas Woman's University

1. Transnationalism and the Secondary English Classroom: Investigating the Literacy Practices of Transnational Teachers and Students
   Brooke M. Ward, University of Wisconsin, Madison

2. Korean High School Students’ Recontextualizing Their Aspirations on a Global Online Community
   Jin Kyeong Jung, University of Pennsylvania
   Emily Plummer, University of Pennsylvania
   Amy Stornaiuolo, University of Pennsylvania
   Matthew Hall, The College of New Jersey

3. Poetry as Reality Pedagogy: A Genre of Access for English Learners
   Audrey A. Friedman, Boston College
   Christopher K. Bacon, Boston College
   Joelle Pedersen, Boston College

4. Rethinking “Checked-out” Students’ Silence: Transformations in an Innovative Classroom
   Jenny Sperling, University of California, Santa Barbara

2. Pre-Service Teachers’ Participation in Parent-Teacher Conferences in Urban Primary Schools: Bridging Funds of Knowledge and School Literacy Practices
   Kirsten Dara Hill, The University of Michigan, Dearborn

3. Preparing English Teacher Candidates to Enact a Socially Just Pedagogy Through Inquiry and Dialogue
   Trevor Thomas Stewart, Virginia Tech
   James Hill, Virginia Tech
Area 1
Influences of a University-School Partnership Project on Pre-service Teachers’ Efficacy and Pedagogical Content Knowledge in Reading

Chair:
Lizabeth Guzniczak, Oakland University
Discussant:
Wendy Farkas, Northern Michigan University

The proposed study investigated the effect of a literacy method course taught at a partnership school on preservice teachers' instructional efficacy and pedagogical content knowledge in reading. This symposium will acquaint researchers with collaborative procedures for using multiple research methods to explore the effect of a university-school partnership. Three research teams will share the methods they employed and the results from their analyses: 1) a quasi-experimental method, 2) follow-up interviews, and 3) video data analysis.

1. Influences of a University-School Partnership Project on Pre-service Teachers’ Efficacy and Pedagogical Content Knowledge in Reading
Bong Gee Jang, Syracuse University
Lizabeth Guzniczak, Oakland University
John E. McEneaney, Oakland University
Yu Liu, Oakland University
Johnnie Blunt, Oakland University
Pei Li, Oakland University
Wen Wu, Oakland University

H. Richard Milner, IV (also known as Rich) is the Helen Faison Endowed Chair of Urban Education, Professor of Education as well as Director of the Center for Urban Education at the University of Pittsburgh. He has courtesy professorship appointments in Africana Studies, Sociology and Social Work. His research, teaching and policy interests concern urban teacher education, African American literature, and the sociology of education. In particular, Professor Milner's research examines practices and policies that support teacher effectiveness in urban schools. His research has appeared in numerous journals, and he has published six books. In 2015, Professor Milner received the Division K Award for Innovations in Research on Diversity in Teacher Education from the American Educational Research Association. In 2016, he became a Fellow of the American Educational Research Association. Currently, he is Editor-in-chief of Urban Education and co-editor of the Handbook of Urban Education, published with Routledge Press in 2014.
The Town Hall Meeting (THM) is an important part of the Literacy Research Association’s annual meeting. The THM is described in LRA’s Policy and Procedure Handbook as a forum to promote “the lively exchange of ideas important to LRA members.” It also holds the potential to be a space where LRA members can contribute to the growth, development, and transformation of the organization. With this in mind, the Board voted to pilot a different structure this year. In an effort to inform and extend the impact of our research efforts, the THM will feature a participatory dialogue amongst LRA members about how our research informs and intersects with policy.

We will begin with thought-provoking comments by LRA researchers whose research has impacted policy in diverse ways:
Detra Price-Dennis, Teachers College, Columbia University, Chair of Ethnicity, Race and Multilingualism Committee
Corrine Wickens, Northern Illinois University, Chair of Gender & Sexualities Innovative Community Group
Diane Stephens, University of South Carolina, Member of the Policy & Legislative Committee
George Hruby, University of Kentucky, Executive Director of Collaborative Center for Literacy Development

We will then break into small groups where you will be invited to share how your research has intersected with policy. Please come to THM with examples that you are ready to share (e.g., supporting teachers and families to read and enact policies critically; working across networks to re/write policy; using an evidence base to craft a testimony or policy brief; serving on local or state policy making boards/elected office; developing unique ways to disseminate research to decision-makers, etc.). The small groups will be facilitated by LRA members who, themselves, are also engaged in this boundary-crossing work. Facilitators will include:
Devon Brenner, Mississippi State University
Gerald Campano, University of Pennsylvania
Carolyn Colvin, University of Iowa
Cathy Compton-Lilly, University of Wisconsin

Facilitators will share a few examples from the small group discussions with the entire Town Hall. The goal is to mine from LRA’s membership the diverse ways in which our research intersects with a broad range of policies and policy makers. Many of these examples do not get reported on in presentations and publications yet are an important part of our work as an organization. Together, we can make LRA’s impact more visible. Parts of the THM may be synthesized and will live on the website, in a short video, and/or in LR:TMP.

We invite everyone to attend the extended Business Meeting with questions about the organization (e.g. conference site selection, elections, finances). Executive Committee members will take questions during the Business Meeting.

Vital Issues
9:00 pm - 11:00 pm
Barlines-Lobby Level

PecháKucha: The Lighter Side of Vital Issues:
Interactive Insights on LRA 2016
9:00 pm - 11:00 pm
Broadway Ballroom K - Level 2
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

PAIRED ROUNDTABLES
allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

BILINGUAL SESSIONS
In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants’ voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation through slides or on handouts.
**FRIDAY**

**Registration Desk**
7:00 am - 7:30 pm  
Broadway Ballroom Foyer

**Literacy Research: Theory, Method, Practice Breakfast**
7:00 am - 8:30 am  
Acoustic - Level 4

**Doctoral Student ICG Committee Meeting**
7:30 am - 8:30 am  
Cumberland 1 - Level 3

**Field Council Committee Meeting**
7:30 am - 8:30 am  
Cumberland 2 - Level 3

**Gender and Sexualities Committee Meeting**
7:30 am - 8:30 am  
Mockingbird 1 - Level 3

**Ethics Committee Meeting**
7:30 am - 8:30 am  
Mockingbird 2 - Level 3

**Formative and Design-Based Research Experiments ICG Committee Meeting**
7:30 am - 8:30 am  
Mockingbird 3 - Level 3

**J. Michael Parker Award Committee Meeting**
7:30 am - 8:30 am  
Mockingbird 4 - Level 3

**Oscar S. Causey Award Committee Meeting**
7:30 am - 8:30 am  
Electric - Level 4

**Edward B. Fry Book Award Committee Meeting**
7:30 am - 8:30 am  
Bass - Level 4

**Book Display/Silent Auction**
8:00 am - 3:30 pm  
Broadway Ballroom Foyer

**Exhibits**
8:00 am - 5:30 pm  
Broadway Ballroom Foyer

**Committee/ICG Exhibits**
12:00 pm - 1:00 pm  
Broadway Ballroom Foyer

**8:45 am – 10:15 am – PAPER SESSION**
**Acoustic – Level 4**

**Area 7**  
Critical Literacy, Power, & Pedagogy: Mobilization, Resistance & Engagement

**Chair:**  
Maria G. Leija, Oregon State University

1. **A Framework of Critical Global Literacy for Literacy Educators**  
Bogum Yoon, Binghamton University  
Ozge Yol, SUNY Binghamton

2. **Counter Engagement: Literacies and Power at Work in Refusing the PARCC**  
Stephanie Lynn Abraham, Rowan University

3. **A Multicultural Feminist Perspective on Motherhood and Literacy: Re-Centering Pedagogies of the Home**  
Nadia Granados, University of Utah  
Kelly Allen, University of Arizona  
Heidi Bacon, Southern Illinois University, Carbondale  
Patty Anders, The University of Arizona

4. **Documentary Club and Show-and-Tell With Critical Friends: A Teacher Study Group to Mobilize Across School Contexts**  
Christy Wessel Powell, Indiana University

**8:45 am - 10:15 am - SYMPOSIUM**
**Broadway Ballroom A - Level 2**

**Area 3**  
Humor and Language Play: Multimodal Literacy Practices and Student Learning

**Chair:**  
Diane Schallert, University of Texas, Austin  
**Discussant:**  
Melissa Mosley Wetzel, University of Texas, Austin

This symposium includes three talks addressing how a participatory culture is created by students’ use of playful discourse and humor, opening a learning space in which they can freely explore new ideas. We aim to extend understanding of the relationship between emotion and learning, as positive emotions have been shown to generate...
more expansive cognitive processes and students’ uses of humor and playful language in different multimodal classroom activities support creative, joyful approaches to literacy.

1. From IDK to LOL: When Uncertainty and Humor Form a Constructive Partnership in Computer-Mediated Classroom Discussions
   Jane S. Vogler, Oklahoma State University
   Douglas Knutson, Oklahoma State University
   Sonya E. Munsell, Rogers State University

2. Improv and Playing With Words: Ways of Opening Possibilities for Third Graders’ Creative Writing
   Bridget Lee, The Ohio State University
   Patricia Enciso, The Ohio State University

   Kyle M. Williams, University of Texas, Austin
   Kwagok Song, Arkansas State University
   Alina A Pruitt, University of Texas, Austin
   Diane Schallert, University of Texas, Austin

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Broadway Ballroom B - Level 2

Area 6
Men Writing Their Lives: Situating the Authoring Processes of Zinesters

Chair:
Leslie Foley, Grand Canyon University

Discussants:
Kristine Pytash, Kent State University
Judith Dunkerly Bean, Old Dominion University
Thomas Bean, Old Dominion University
Donna Alvermann, University of Georgia
Michael Kehler, Western University Canada
George Boggs, Florida State University
Guy Merchant, Sheffield Hallam University
Kathryn Pole, University of Texas at Arlington
Erik Jacobson, Montclair State University
Ian O’Byrne, College of Charleston
Greg McVerry, Southern Connecticut State

This alternative format session focuses on how men of varying subjectivities (e.g., race, social class, age and location) create zines (independent self-publications) and highlights the ways in which zinesters compose and share their writing that advance their identities as men of the 21st century. The session will create a dialogue on how zines from three different expressive modes can provide models for youth, particularly boys, to find their voices and engage in literacy for self-representation.

1. “The joy I have found in poetry has kept me alive”: Examining Men’s Perzines
   Barbara Guzzetti, Arizona State University

2. “How can I share this with the world?”: Examining Autobiographical Narrative Zines
   Melline K. Lesley, Texas Tech University

3. “It’s okay to dive into your own personal life and write from experience:” Examining Men’s Autobiographical Comic Zines
   Katina Zammit, Western Sydney University

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom C - Level 2

Area 6
Mind the Gap: Exploring the Potential of Writing Centers as Vehicles of Social Transformation for Underserved Student Groups

Chair:
Carrie Aldrich, University of Iowa

Discussant:
Benjamin Niedbalski, Kirkwood Community College

At the postsecondary level, the challenges of joining academic discourse communities, particularly through writing, represent a critical gap in academic literacy performance. To help fill the gap between what students are expected to write and what they are prepared to write, most institutions of higher learning provide free writing support at a writing center. Through our positions at three different writing centers, we explore three educational gaps related to academic literacies.

1. Understanding the Enculturation Gap in Graduate Student Writing
   Carrie Aldrich, University of Iowa

2. Closing the Gap in Academic Writing: The Community College Writing Center as Site for Social Change
   Angie Miller, Kirkwood Community College

3. The Gap Between “Good” Intentions and Reality for Student Writers with “Invisible” Disabilities
   Amanda Gallogly, University of Iowa
Mobilizing Connected Learning for Transformative Digital Literacy Teacher Education

Chair: Nicole Mirra, The University of Texas, El Paso
Discussant: Kris Gutierrez, University of California, Berkeley

This symposium brings together three empirical projects that highlight teacher agency to use multimodal literacy tools to create student learning experiences utilizing digital media. The papers are grounded in the theoretical framework of Connected Learning, an approach to education that sees digital technology as a set of tools that can broaden access to interest-driven, peer-supported, and academically-oriented learning experiences when used in order to design learning experiences that encourage production, open networking, and shared purpose.

1. Encouraging Teachers to Mess Around and Geek Out with Multimodal Literacies
Nicole Mirra, The University of Texas, El Paso

2. Networked Inquiry for Transformative Teacher Professional Development
Antero Garcia, Colorado State University
Robyn Seglem, Illinois State University

3. Teacher as Remixer: Professional Learning in an Open Participatory Network
Anna Smith, University of Illinois, Urbana-Champaign

1) Area 2
Multimedia Literacy Coaching

1. Using Video Analysis Technology to Improve Literacy Coaching Practices in a Graduate Clinical Experience
Valarie Lee, Rowan University
Stacey Leftwich, Rowan University

2. Promoting Inquiry into Literacy Coaching Discourses Through Online Learning
Lisa L. Ortmann, Western Illinois University
Katherine Brodeur, Bowling Green State University
Susan L. Massey, Northern Illinois University
Cynthia Bertelsen, Bowling Green State University

2) Area 1
Pre-Service Teachers Exploring and Taking Up New Practices Around Literature

Chair: Eliza Allen, The University of South Carolina
Discussant: Elizabeth Swaggerty, East Carolina University

1. Preservice Teacher's Growth in Crafting Read Alouds Focused on the Visual Affordances of Picturebooks
Rebecca Stortz, The University of Texas, San Antonio
Miriam Martinez, The University of Texas, San Antonio
Janis Harmon, The University of Texas at San Antonio
Raquel Cataldo, The University of Texas, San Antonio
Lucinda Marie Juarez, The University of Texas, San Antonio

2. Pre-Service Teachers’ Experiences of Blended Literature Circle Discussions
Lauren Marie Eutsler, University of North Texas
Caitlin Gallangane, University of Florida
Suzanne Chapman, University of Florida

3) Area 2
Responding to and Engaging Multilingual Learners

1. Beliefs Versus Practices: Do Early Childhood Teachers of ELs Really Practice Culturally Responsive Teaching?
Kerry Carley Rizzuto, Monmouth University
Lilly Steiner, Monmouth University

2. Examining Mentor Conversations as Mediating Elementary School Teachers’ Growth when Supporting Multilingual Learners
Lisa Pray, Vanderbilt University
Shannon Daniel, Vanderbilt University
Mark Barba Pacheco, Vanderbilt University

4) Area 1
Researching Literacy Interventions: Beliefs and Practices

1. Taking Action: Reciprocity in Reading and Writing Within Early Intervention
Clarene P. Hight, Texas Woman’s University

Mobilizing Literacy Research for Social Transformation
66th Annual Conference of the Literacy Research Association • November 30 - December 3, 2016 • Nashville, TN
2. Teacher Educators’ Perspectives, Understandings, and Experiences Around Teaching About Dyslexia
   Jo Worthy, University of Texas, Austin
   Catherine Lammert, University of Texas, Austin
   Cori Salmeron, University of Texas, Austin
   Stacia Long, University of Texas
   Vickie Godfrey, Pflugerville Independent School District
   Lindsay Clark, Trinity Episcopal School

5) Area 9
Young Adult Literature in Secondary English Language Arts Teacher Education

Chair:
Mark A. Lewis, Loyola University Maryland

1. From Adolescents-in-Crisis to Adolescence-as-Construction: A Discursive Analysis of Rationales for the Use of Young Adult Literature in Secondary Curricula
   Susan Groenke, University of Tennessee, Knoxville
   Katie Thomas, University of Tennessee

2. “It’s our block, it’s our life:” Representations of Youth of Color in Award-Winning Young Adult Literature from 2000-2015
   Susan Groenke, University of Tennessee, Knoxville
   Kelly Wallace, University of Tennessee, Knoxville

6) Area 3
Supporting Reading Comprehension: Graphics and Informational Text Reading

1. The Impact of Adjunct Graphics on Students’ Reading Comprehension: A Meta-Analysis
   Daibao Guo, Texas A&M University
   Shuai Zhang, Texas A&M University
   Erin M. McTigue, Texas A&M University

2. Weaving Comprehension into Foundational Skills Development: Teaching Kindergarteners to Read Informational Text
   Nicole M. Martin, Ball State University

7) Area 10
Supporting Teachers’ Learning & Collaboration with Technology

1. Edmodo Cohort: Mobilizing E-Mentoring and Educator Meet-Ups
   Chyllis E. Scott, University of Nevada, Las Vegas
   Fawn Elise Canady, University of Nevada, Las Vegas
   Tara Plachowski, University of Nevada, Las Vegas
   Marilyn McKinney, University of Nevada, Las Vegas
   Lois Paretti, University of Nevada, Las Vegas

8) Area 7
Teacher & Learner Identities

1. Learning to Cover, Learning to Resist: The Experiences of Filipino-American Students in a White-Centric School System
   Henry Cody Miller, University of Florida
   Kathleen Colantonio-Yurko, SUNY Brockport
   Jungyoung Park, University of Florida
   Rongrong Dong, University of Florida
   Danling Fu, University of Florida

2. Teacher Identity Theory in Neoliberal Times: A Literature Review
   Kate Shands Haq, SUNY, Buffalo

9) Area 4
Funding Opportunities at the Institute of Education Sciences

Rebecca Kang McGill-Wilkinson, National Center for Educational Research

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom G - Level 2

Area 11

Chair:
Jenifer Jasinski Schneider, University of South Florida

Discussant:
Melanie Griffin, University of South Florida

In this session, we share our development of an open-access collection of products that demonstrate different methodologies for multimodal text analysis. The curated collection includes methodological procedures for analyzing digital, visual, gestural, dramaturgical, and filmic texts. During the LRA session, we will (1) explicate our individual processes for analyzing multimodal texts, (2) describe ‘curation’ as a method for creating a pooled-case analysis of our methodological procedures, and (3) share examples from our open-access, digital collection.
   Jenifer Jasinski Schneider, University of South Florida

2. Analyzing Illustrations Across Editions of Alice in Wonderland
   Lindsay Persohn, University of South Florida

3. Analyzing Editorial Cartoons
   Anne W. Anderson, Eckerd College

4. Analyzing Websites for Children
   James L. Welsh, Florida Center for Instructional Technology

5. Analyzing Dramaturgical Texts
   Susan Constable, Otterbein University
   Carrie Blosser Scheckelhoff, Otterbein University

6. Analyzing Student-Made Films
   Jenifer Jasinski Schneider, University of South Florida

8:45 am - 10:15 am - Paper Session
Broadway Ballroom H - Level 2

Area 5
Multimodal Literacies across Home and School Contexts

Chair:
Maria Paula Ghiso, Teachers College, Columbia University

1. Passageways of Practice: Punching Through Domain Boundaries
   Liz Chamberlain, Open University

2. Ethics and Multimodal Literacy: Illustrations Through one Kindergarten Classroom Curriculum
   Rachel May Heydon, University of Western Ontario
   Beatrix Bocazar, University of Western Ontario
   Zheng Zhang, University of Western Ontario

3. Mobility and Modality in the Hybrid Household: Literacy Ecologies of the Contemporary Western Child
   Margaret Mackey, University of Alberta

4. Rehearsal for Writing: Multimodal Play and Digital Tools
   Sally Brown, Georgia Southern University

8:45 am - 10:15 am - Paper Session
Broadway Ballroom J - Level 2

Area 1
New Teachers as Mobilizers: Moving Reflexive Practice Across Learning Spaces

Chair:
Lenny Sanchez, University of Missouri

Our focus is to share petits récits (Lyotard, 1984), stories of our work with pre-service teachers in interaction with students in afterschool programs, reading clinics, and elementary classrooms. We hope our stories “Relational Agency in Learning to Teach; Out of the College of Education, Into the Fire; Making the Moral Case for Teachers as Advocates; and Researching and Narrating Pedagogy in Relationship” spark yours, as we explore professional learning as a complex relational, reflexive process.

1. Relational Agency in Learning to Teach
   Michelle Honeyford, University of Manitoba

2. Out of the College of Education, Into the Fire
   Nicholas Husbye, University of Missouri, St. Louis

3. Making the Moral Case for Teachers as Advocates
   Sarah M. Vander Zanden, University of Northern Iowa

4. Researching and Narrating Pedagogy in Relationship
   Wayne Serebrin, University of Manitoba

8:45 am - 10:15 am - Paper Session
Broadway Ballroom K - Level 2

Area 3
Instructional Decision-Making and Teacher Perspectives

Chair:
Stephanie Branson, University of South Florida

1. Implementation and Effects of Project-Based Units Taught by Teachers New to Project-Based Pedagogy
   Nell K. Duke, University of Michigan
   Anne-Lise Halvorsen, Michigan State University
   Katie Z. Revelle, University of Michigan
   Stephanie Strachan, Michigan State University
2. “I’m a black teacher of British literature, whatever that is”: Exploring the Tensions between Canonicity and Culturally Responsive Literacies
Jeanne Dyches Bissonnette, Iowa State University

3. “Kids didn’t want to leave the room”: Case Study on Reflective Teaching Practices
Olga Gould, SUNY, University at Buffalo
Mary McVee, SUNY, University at Buffalo
David Fronczak, SUNY, University at Buffalo

4. Flexible Grouping: One Teacher’s Formative Response to Literacy Proficiency
Dana Algeo-Nichols, Washington State University

Area 3
Supporting Strugglers in Becoming Competent and Engaged Readers

Chair:
Rachael L. Ross, Clemson University

Discussant:
Michael McKenna, University of Virginia

This symposium brings together leaders in the field regarding motivation and individualized reading support. The objectives are to (1) explore approaches to providing instructional support to K-8th readers; (2) explore the ways that motivation assessments support teachers in designing engaging instruction; and (3) to provide a forum for discussing multidimensional approaches to reading development.

1. Supporting Strugglers in Becoming Competent and Engaged Readers
Leslie Morrow, State University of New Jersey
Susan Dougherty, Rider University
Kenneth Kunz, Wall Township Public Schools
Maureen Hall, Rutgers University
Linda Gambrell, Clemson University
Koti Hubbard, Clemson University
Leah Roberts, Clemson University
Lorraine Jacques, Clemson University
Luca Clinton Kimbrell, Clemson University
Rachael L. Ross, Clemson University
Jacquelynn A. Malloy, Clemson University
Barbara A. Marinak, Mount St. Mary’s University
John Guthrie, University of Maryland, College Park

Area 1
Preparing Teachers for Rural Literacies

Though half of districts and one-fifth of students are rural, literacy teacher education that focuses on rural contexts is rare. We consider rural teacher preparation as a project of social justice. This alternative format session will present context about dominant deficit views of rural communities...
and their literacy practices and engage participants in conversations about specific examples of teaching practices intended to prepare literacy teachers for work in rural classrooms.

1. **Social and Historical Contexts of Rural Education**  
   Karen E. Eppley, *Penn State University*

2. **Addressing Representations of Rural in Literacy Teacher Education**  
   Amy Azano, *Virginia Tech*

3. **Professional Development School Partnerships and Content Area Literacy in Rural Communities**  
   Kara L. Lycke, *Richwoods High School*

4. **Addressing Rural Linguistic Diversity**  
   Devon Brenner, *Mississippi State University*

5. **Native Ways of Knowing and Teacher Observation**  
   Nicole L. Thompson, *University of Memphis*

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**Area 1**  
Poetic, Dramatic, and Embodied Engagements with Texts in Learning to Teach  
Chair:  
Stacey Fisher, *East Tennessee State University*

1. **Evoking Education Majors’ Reflections About After-School Literacy Tutoring Through Innovative Participant-Voiced Poetry**  
   Janet C. Richards, *University of South Florida*

2. **Transforming Language Arts Instruction: At the Art Gallery with Preservice Teachers**  
   Rebecca Lovering Powell, *Florida Southern College*

3. **An Alternative Route Toward Development of Preservice Teachers’ Productive Literacy Pedagogies: Multimodal Playspace**  
   Julia Hagge, *University of South Florida*  
   Margaret Billings Krause, *University of South Florida*

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**Area 2**  
Professional Development That Transforms Knowledge, Beliefs and Practice  
Chair:  
Antony T. Smith, *University of Washington Bothell*

1. **The Impact of Professional Development on Middle School Students’ Writing: Multiliteracies as Transmediating and Re-Mediating Pedagogy**  
   Vicki Stewart Collet, *University of Arkansas*

2. **The Impact of Sustained Literacy Professional Learning on Teachers’ Knowledge and Instruction**  
   Seth A. Parsons, *George Mason University*  
   Jennifer Drake-Patrick, *George Mason University*  
   April Mattix Foster, *George Mason University*  
   Christy K. Irish, *University of Maryland*  
   Corey Sell, *Metropolitan State University*  
   Michelle Picard, *Arlington Public Schools*  
   Lori Wilt Silver, *George Mason University*  
   Mary Carmen Bartolini, *George Mason University*

3. **Supporting Specialized Literacy Professionals in Teacher Leadership Positions**  
   Thea Yurkewecz, *State University of New York, Geneseo*
Area 3
Gender, Sexuality, & Social Justice

Chair:
Stephanie Anne Shelton, The University of Alabama

1. Teacher Talk and Conversation Analysis: Examining Discussions of LGBTQ Topics in Classrooms
Stephanie Anne Shelton, The University of Alabama

2. “It it a she or a he?”: Using Literacy to Disrupt Gender-/Hetero-Normativity with Second-Graders
Paul Hartman, University of Illinois, Chicago

Keitha-Gail Martin-Kerr, University of Minnesota

Summer Melody Pennell, Truman State University

Area 3
Languaging Thinking Practices in a Secondary Reading and Writing Classroom

Chair:
George Newell, The Ohio State University

Discussants:
Richard Beach, University of Minnesota
David Yaden, University of Arizona

This symposium explores the instructional practice of “languaging thinking.” This practice consists of providing students with a language for narrativizing thinking practices for analysis and production of written texts. Using a video clip from a middle school classroom, this symposium explores the theoretical grounding of “languaging thinking”, how “languaging thinking” is interactionally constructed, and the affordances and limitations of “languaging thinking” as a way of engaging students into sophisticated and complex interactions with written texts.

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Area 7
I Get by with a Little Help from my Girlfriends: An Autoethnographical Report of a Nontraditional Writing Group for Female Scholars

Presenters:
Ashley Dallacqua, The University of New Mexico
Sarah Diane Kersten, The University of Nevada, Reno
Eileen Buescher, The Ohio State University
Sarah Campbell Lightner, The Ohio State University
Karly Marie Grice, The Ohio State University

In this alternative format session, the all-female collective of scholars will describe how participation in their supportive and productive, nontraditional writing group helped them to challenge and operate in academia as supported by feminist epistemological perspectives. Aligned with the goals of autoethnographies, they will use their “personal experience as a way of investigating and understanding the sub-cultures and wider-cultures of the societies we live and work within” (Hayler, 2011).

Area 4
Complexities of Literacy Assessment: Practices, Policy, and Validity

Chair:
Carolyn A Colvin, The University of Iowa

1. Acknowledging Complexity: Adding a Productive Measure to Classroom Vocabulary Assessment
Emily Hayden, University of Nebraska Omaha
Kristin Javorsky, University of Nebraska Omaha
2. Toward A More Valid, Complex Model of Reading Assessment Development, Interpretation, and Policy
Sheila Valencia, University of Washington, Seattle
Karen Wixson, University of North Carolina, Greensboro

3. Practice Based Evidence: Intelligent Action Inquiry for Complex Problems
Karen E. Eppley, Penn State University
Patrick Shannon, The Pennsylvania State University

4. Unraveling Common Core and Its Tensions with High Stakes Literacy Assessments
Jody Nicole Polleck, Hunter College, CUNY
Jill Jeffery, Brooklyn College, CUNY

Area 2
Writing Teachers/Teachers Writing

Chair:
Terry Deeney, University of Rhode Island

1. Case Study of an Urban Elementary Faculty’s Writing Practice: Mobilizing Transformative Whole Faculty Professional Development to Improve Writing Capacity and Student Outcomes
Margaret-Mary Sulentic Dowell, Louisiana State University

2. From Bystanders to Contributors: Transforming Teachers Through Academic Writing
Valerie D. Cawley, Judson University

3. Learning About Writing Pedagogy in an Online Course: In-Service Teachers’ Perceptions of Growth as Teachers of Writing
Roya Q. Scales, Western Carolina University
Kelly Nelson Tracy, Western Carolina University

4. Quality Standards Matter: A Comparative Case Study Examining Interactive Writing
Anna Hall, Clemson University

Area 5
Write Time, Write Place: Implications of the Common Core Writing Standards for Preschool Writing Instruction

Chair:
Hope K. Gerde, Michigan State University
Discussant:
Gary Bingham, Georgia State University

Early writing skills are a critical component of young children’s literacy development and predictive of later literacy achievement. This symposium uses multiple data sources from diverse groups of children, teachers, and curricula to examine what young children’s writing knowledge looks like at kindergarten entry and how preschool instruction and curricula are preparing young children to succeed in the elementary school writing environments envisioned by the Common Core State Standards.

1. Ready, Set, Write: Expectations of the Common Core State Standards for Kindergarten Writing
Laura Tortorelli, Michigan State University
Megan Elise Goetsch, Michigan State University

2. Young Children’s Early Writing Skills at Kindergarten Entry
Margaret Quinn, Georgia State University

3. Early Childhood Teachers’ Environmental and Interactional Supports for Young Children’s Writing
Gary Bingham, Georgia State University
Hope K. Gerde, Michigan State University

4. Curricular Supports for Writing in Head Start Classrooms
Hope K. Gerde, Michigan State University
Tanya S. Wright, Michigan State University
Lori Skibbe, Michigan State University
Sarah N. Douglas, Michigan State University
FRIDAY

8:45 am - 10:15 am - PAPER SESSION
Electric - Level 4

Area 7
Uncertainty, Activism, & Transformation:
Teacher Perspectives

Chair:
Craig Young, Bloomsburg University of Pennsylvania

1. “My school does not even have a library”: An
   Analysis of High School Literacy Teachers’
   Text Choices from National Survey Data
   Janine Darragh, University of Idaho
   Ashley Boyd, Washington State University

2. Moving away from Consensus: Encouraging
   Preservice Teachers to See Uncertainty as
   Transformative
   Meghan E. Barnes, The University of Georgia

8:45 am - 10:15 am - PAPER SESSION
Bass - Level 4

Area 7
Engaging Pre-Service Teachers in Critical &
Culturally Relevant Teaching Methods

Chair:
Lynne Watanabe, Arizona State University

1. Teacher Perceptions of the Impact of Freedom
   Schools on Student Reading and Personal
   Growth
   Tim Pressley, Christopher Newport University
   Alysia D. Roehrig, Florida State University
   Erik Rawls, Florida State University
   Sarah Hoy, Christopher Newport University
   Delaney Boss, Florida State University
   Guillermo Farfan, Florida State University

2. Tiers and Fears: Positioning and Praxis of
   “Almost” Specialists and “Struggling” Students
   in a Multilingual Reading Camp
   Alaska Black-Hults, Brigham Young University
   Patrick Shannon, The Pennsylvania State University

3. Making Space for Critical Conversations in
   Literacy Methods Courses
   Anne Swenson Ticknor, East Carolina University
   Leslie M. Cavendish, High Point University

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Lobby

Area 7
Literacy, Embodied Movement, and Social
Movement: Walking Civil Rights in Nashville

Presenter:
Kevin Michael Leander, Vanderbilt University

In this session, which will involve an extended walk through
historic downtown Nashville, participants will be invited
to examine the ways in which multiple forms of literacy
(e.g., speeches, writing, music, signage, news media) were
involved in the civil rights movement in Nashville and how
these forms were semiotically and affectively engaged in
the making of civil rights “places” and movements.

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom A - Level 2

Area 3
Multimodal Literacies and the Social World

Chair:
Sandra M. Webb, Georgia College & State University

1. 4th Graders’ Figured Worlds of Videogames
   and Literacy
   Carolyn Stufft, Berry College

2. Expressions of Social Identity Through
   Language, Stories, and Other Multimodal
   Learning to Influence Equity in the Classroom.
   Melody Brennan, University of Wisconsin, Stout
   Rebecca Bauer, University of Minnesota

3. Teachers’ Planning for Literacy Instruction
   with Digital Tools
   Katrina Kennett, University of Illinois, Urbana-
   Champaign
   Sarah McCarthey, University of Illinois, Urbana-
   Champaign

4. Accepting, Leveraging, and Repurposing:
   Stances Toward Task and Tech in the
   Classroom
   Sarah McCarthey, University of Illinois, Urbana-
   Champaign
   Anna Smith, University of Illinois, Urbana-
   Champaign
   Autumn West, University of Illinois, Urbana-
   Champaign
   Katrina Kennett, University of Illinois, Urbana
   Champaign
1. Which Theories Ground the Conversation About Text Complexity?
   Kristin Conradi, College of William & Mary
   Steve Amendum, University of Delaware

2. Refining and Extending the Work of Jeanne Chall: Quantitative and Qualitative Models of Text Complexity
   Freddy Hiebert, Text Project

3. RAND’s Reading Comprehension Heuristic, 14 Years Later
   James Cunningham, University of North Carolina, Chapel Hill

4. Beginning Reading and Text: How a Deep Orthography and Unique Developmental Needs Compel Multiple Theoretical Approaches
   Heidi Mesmer, Virginia Tech

5. Inviting the Struggle with Complex Texts
   Doug Fisher, San Diego State University
   Nancy Frey, San Diego State University

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**Area 11**

“There is Nothing So Practical as a Good Theory”: Looking at Theory and Text Complexity

Chair:  
Jill S. Jones, North Carolina State University

Discussant:  
Nell K. Duke, University of Michigan

Undoubtedly, one of the most significant changes inspired by the Common Core is the push for more complex texts in the classroom. In this symposium, we offer five presentations that will critically examine how theory relates to text complexity. This includes considering how theory is (or is not) shaping the conversation, whether certain theories are sufficient, and how theory can, and should, guide instruction with complex texts.

1. Teachers as Writers: A Systematic Review
   Teresa Cremin, Open University England
   Lucy Oliver, University of Exeter

2. Moving Boundaries: What Professional Writers Can Tell Learners About Being a Writer
   Debra Myhill, University of Exeter

3. Becoming Writers by (Re)imagining Audience in a Digital Landscape
   Belinda Mendelowitz, University of the Witwatersrand
4. Taught by Bitter Experience: A Timescales Analysis of Amalie’s Development of Writer Identity
Nikolaj Elf, University of Southern Denmark

10:30 am - 12:00 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 1
Pre-Service Teacher Development Through Participation in Clinical Settings and Tutoring Sites

Chair:
Leslie M Cavendish, High Point University

Discussant:
Melissa Mosley Wetzel, University of Texas, Austin

1. Four Years & Still Tutoring! The Impact of a Successful Literacy Intervention that Continues to Thrive & Assist Pre-Service Teachers Learn How to Teach Literacy
Joanna Lynn Neel, The University of Texas, Tyler

2. Transformative Apprenticeship: Teacher Candidate Identity Development in a Clinical Model
Melissa Pendleton, Western Kentucky University
Peggy Otto, Western Kentucky University
Rachel Leer, Western Kentucky University

2) Area 13
Race in Teacher Education and Middle Grades Textbooks

Chair:
Seth A. Parsons, George Mason University

Discussant:
Jacquelynn A Malloy, Clemson University

1. Analysis of Middle Grades Language Arts Textbook Series: Identification of Most Frequently Included Instructional Practices
Sarah Pennington, University of South Florida

2. The Illumination of Racialized Understandings of Teacher Education Students’ Construction of Written Texts
Carolyn Fuller, University of Missouri, St. Louis

3) Area 5
Science and Information Texts

Discussant:
Christiane Wood, California State University

1. Multimodal Patterns as Elementary School Students Engaged in to Design Creative Display Boards for Classroom Projects: A Multimodal Discourse Analysis
Hyeju Han, University of Pittsburgh
Byeong-Young Cho, University of Pittsburgh

4) Area 3
Rethinking Racial Literacy and Engagement: In and Out of School

1. Toward the Social Practice of Race in Literacy Instruction
Marcus Croom, University of Illinois, Chicago

2. “You’ve elevated reading to a sport”: Express, Engage, and Experience Literacies Outside the Classroom for Social Change
Emily Sauls Pendergrass, Vanderbilt University
Melanie Hindley, Vanderbilt University

5) Area 8
Social Transformation Through Literacy

1. Disrupting the Single Story: Utilizing Photovoice to Inspire Social Transformation in K-12 Classrooms
Crystal Shelby-Caffey, Southern Illinois University, Carbondale
Lavern Byfield, Southern Illinois University, Carbondale

2. Libros Cartoneros: Democratizing Access to Literacy for Social Transformation
Mary Esther Huerta, Texas State University

6) Area 1
Service-Learning and Project-Based Learning Approaches to Teacher Education in Literacy

Chair:
Natasha A. Thornton, Kennesaw State University

Discussant:
Mark Dressman, University of Illinois, Urbana-Champaign
1. Apprenticing Pre-Service Teachers Through and with Project-Based Learning  
Melanie Reaves, Northern Michigan University  
JoeyLynn Selling, University of Michigan

2. Mobilizing Students: The Student as Teacher-Educator in Service-Learning  
Meghan E. Barnes, The University of Georgia

7) Area 6  
Spaces of Mentoring: Spatial Perspectives on Undergraduates Mentoring Adolescent Learners

1. How Undergraduate Writing Mentors Draw upon Space and Place to Make Sense of Coaching High School Writers  
Monica S. Yoo, University of Colorado, Colorado Springs  
Marilee Brooks-Gillies, Indiana University-Purdue University Indianapolis

2. Toward a Theory of Adolescent Literacy Development in Third Space: A Case Study of a Long-Term Academic Mentoring Program  
J. David Gallagher, Mount Saint Mary College  
Matt Hollibush, Mount Saint Mary College

8) Area 7  
Standards and Teacher Decision-Making

1. Literary Text Selection in Massachusetts’ 9-12 ELA Classrooms  
Leah M Van Vaerenewyck, Lesley University

2. What We Talk About When We Talk About Standards: Teacher Sensemaking Of Literacy Standards  
Melanie Walski, University of Illinois, Chicago

Area 3  
Tensions in Literacy Instruction: Student Identity and Agency

Chair:  
María G. Leija, Oregon State University

1. Conceptualizing Student Agency During Literacy Experiences  
Margaret Vaughn, University of Idaho

Bettina Buch, University College Sjælland

3. Young Scholars’ Perceptions of their Freedom Schools Experience in the Rural South  
Alysia D. Roehrig, Florida State University  
Delaney Boss, Florida State University  
Tim Pressley, Christopher Newport University  
Amanda Maxion, Florida State University  
Samantha Tackett, Florida State University

4. “As the test collapses in on us”: A Multiple Case Study of Literacy Instruction in the Midst of High-Stakes Testing  
Laura A. Taylor, The University of Texas, Austin  
Michiko Hikida, The Ohio State University

Area 10  
Teachers’ Perspectives on Technology Integration

Chair:  
Katina Zammit, Western Sydney University  
Discussant:  
Jayne C. Lammers, University of Rochester

1. Crossing the Second Digital Divide: Teachers Use the Power of Apps  
Barbara Laster, Towson University  
Joan Rhodes, Virginia Commonwealth University  
Tammy Ryan, Jacksonville University  
Shelly Huggins, Towson University  
Melissa Stinnett, Western Illinois University

2. English Teachers’ Curricular Responses to Technological Initiatives  
Mary Frances Rice, University of Kansas

3. Information Seeking in the 21st Century: Student and Teacher Perceptions  
Angela Kohnen, University of Florida  
Wendy Saul, University of Missouri, St. Louis

4. Leveraging the Affordances of Educational Apps in Disciplinary Literacy Instruction: A Study of Teachers’ Instructional Design  
Rachel Karchmer-Klein, University of Delaware  
Valerie Harlow Shinas, Lesley University  
Chrstalla Mouza, University of Delaware  
Sohee Park, University of Delaware
FRIDAY

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Broadway Ballroom J - Level 2

Area 7
Literacy and Empowerment in Pre-Carcerated, Incarcerated, and Reentry Settings

Presenters:
Angela M. Wiseman, North Carolina State University
Jill Castek, University of Arizona
Gloria E. Jacobs, Portland State University
George Boggs, Florida State University
Taylor Sauban, Florida State University

This alternative symposium addresses literacy in pre-carcerated, incarcerated, and reentry settings as a form of transformation, empowerment and social justice. The four papers examine different ways of conceptualizing and understanding literacy practices with pre-carceral, incarcerated or formerly incarcerated people and considers implications for teacher education, public policy, funding, and community outreach efforts. Following the research presentations, participants will discuss themes across the studies and discuss how issues within the research surface in their own work.

1. Who’s Out? Who’s In?: LGBTQ Individuals Within Picturebook Biographies and the Implications of (Re)presentation
   Adam Crawley, University of Georgia

2. Crossing Boundaries and Other Transformative Acts: Play-based Gender Construction in Contemporary Realistic Fiction Picturebooks
   Jennifer Graff, University of Georgia
   Adam Crawley, University of Georgia

3. Synergistic Transformations of Narrative: The Blurring of Narrative Constructs in Orbis Pictus Award-Winning Literature
   Courtney Shimek, University of Georgia

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 9
Reconsidering Outwardly Appearances: Mobilizing New Understandings Through Critical Content Analyses of Notable Children’s Literature

Chair:
Thomas Crisp, Georgia State University

Discussant:
Denise Davila, University of Nevada, Las Vegas

Cognizant of the current “Second Golden Era of Picturebooks,” collective action surrounding culturally diverse literature, and a focus on quality nonfiction literature in classrooms, three panelists share research involving critical analyses of notable children’s literature in the US and abroad. Issues of gender identity and expression, nuanced depictions of LGBTQ models and mentors, and semiotic interplays of nonfiction narratives illustrate the need to interrogate assumptions of diversity and the subsequent benefits of such interrogations.

1. Who’s Out? Who’s In?: LGBTQ Individuals Within Picturebook Biographies and the Implications of (Re)presentation
   Adam Crawley, University of Georgia

2. Crossing Boundaries and Other Transformative Acts: Play-based Gender Construction in Contemporary Realistic Fiction Picturebooks
   Jennifer Graff, University of Georgia
   Adam Crawley, University of Georgia

3. Synergistic Transformations of Narrative: The Blurring of Narrative Constructs in Orbis Pictus Award-Winning Literature
   Courtney Shimek, University of Georgia

10:30 am - 12:00 pm - PAPER SESSION
Music Row 1 - Level 2

Area 7
Literacy Lives and Learning: Equity, Diversity, & Identity

Chair:
Seemi Aziz, University of Arizona

1. Equity Over Time: Critical Incidents, Schooling, and Literacy Learning Over a Decade
   Catherine Compton-Lilly, University of Wisconsin, Madison

   Olha Tsarykovska, Georgia College

3. What’s Right With Gavin? Recognizing Literacies in a Neurodiverse Emerging Adolescent
   Kristen White, Michigan State University

10:30 am - 12:00 pm - PAPER SESSION
Music Row 2 - Level 2

Area 8
Translanguaging: Teaching and Research

Chair:
Alexis Cullerton, University of Illinois, Chicago

Discussant:
Silvia Nogueron-Liu, University of Colorado, Boulder
1. Using Design Research to Develop the TRANSLATE Instructional Model (Teaching Reading And New Strategic Language Approaches To English learners)
   Robert Jimenez, Vanderbilt University
   Abigail Do, Vanderbilt University

2. Close Reading Through Translanguaging: An Examination of Collaborative Translation
   Christopher S Keyes, Shippensburg University
   Kelly Puzio, Washington State University
   Robert Jimenez, Vanderbilt University

3. “Spanish Agaaailin?”: Reflections on Bi(multi)lingual Students’ Language Ideologies in the Classroom
   Mariana Pacheco, University of Wisconsin, Madison
   Leanne Seemuth, University of Wisconsin, Madison

4. Poetry Translation as a Trans-Languaging Practice: Multilingual Youth Moving Between Languages, Meanings, and Worlds
   Jie Yie Park, Clark University

Area 6
Supporting Adult Writing Processes

Chair:
Donita Shaw, Oklahoma State University

1. How a Meetup Writing Group Supports Adult Literacy
   Mathew Evans, Arizona State University

2. Academic Illiteracy and Impostor Phenomenon in Graduate Education: How Literacy Interventions Can Reduce Impostor Feelings
   Jonathan Cisco, University of Missouri

   Jason Lovvorn, Belmont University

Area 7
Exploring the Intersection of Diverse Aspects of our Identities: Implications for Literacy Teaching and Research

Chairs:
Cynthia Helen Brock, University of Wyoming
Karen Ventura-Kalen, University of Wyoming

Discussants:
Mary McVee, University at Buffalo, SUNY
Julie Pennington, University of Nevada, Reno
Keonghee Tao Han, University of Wyoming

This alternative format session brings together a group of seven diverse international scholars from Uzbekistan, Russia, Ghana and the United States who have each engaged in the process of self-reflection/self-critique with respect to salient (for them) aspects of their identities. Each scholar in this session explored two or more of the following aspects of her identity: race, language, religion, sexuality, and so forth.

1. Memoirs of a Basic White Girl and Other Such Apologies
   Amanda Sanders, University of Wyoming

2. ‘Russian Girl’ Re-Considering Her Cultural Identity While Staying Abroad
   Anna Mikhaylovna Shur, University of Wyoming

3. Uzbekness: “Mystory” Moments of Transformation
   Dilnoza Khasilova, University of Wyoming

   Adeline Borti, University of Wyoming

5. Bifurcated Identity: Exploring the Impact of Cultural Molting
   Karen Ventura-Kalen, University of Wyoming

6. Getting Comfortable Being Uncomfortable: A Reflective Examination of an Unlikely Academic
   Tia Frahm, University of Wyoming

7. When Face and Cultural Identity Collide
   Marian K. Stordahl, University of Wyoming
FRIDAY

10:30 am - 12:00 pm - PAPER SESSION
Cumberland 2 - Level 3

Area 5
Reading Comprehension across Methodological Lenses

Chair:
Robert D. Carpenter, Eastern Michigan University

1. A Case Study of a Child in a Summer Reading Program Based on Self-Determination Theory
Loretta Holmberg-Masden, University of Maryland

2. Examining Reading Comprehension through Microethnographic Discourse Analysis
Judith Lysaker, Purdue University
Alice Nie, Purdue University

3. Reading Comprehension in Third-Grade English Language Learners and Native English Speakers in the U.S.
HyeJin Hwang, University of Michigan

4. Students’ Gestures During Think-Aloud
Ted Kesler, Queens College, CUNY
Kristin Rainville, Sacred Heart University

10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 6
Representing Data: Intersections of Data Literacy, Data Art, & Data Visualization

Chair:
Matthew Hall, The College of New Jersey

Discussant:
Glynda Hull, University of California, Berkeley

As access to complex data increases, students and teachers need data literacy skills to effectively use information and turn data into actionable knowledge that informs decision-making. This symposium addresses a neglected aspect of data literacy - aesthetic and artistic means of representing and interpreting data. Across the three projects featured, participants are asked to consider an expanded definition of data literacy that frames visual representations of data as a composing practice that supports meaning making.

1. Researcher as Data Artist: Exploring Issues of Representation
Debora Broderick, Chester County Intermediate Unit

2. Mapping Participation Pathways: Visualizing Engagement and Transformation in Online Learning
John Scott, University of California, Berkeley

3. Tracing Impact Through Data Visualizations of Networked Writing
Amy Stornaiuolo, University of Pennsylvania
Matthew Hall, The College of New Jersey

10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 4 - Level 3

Area 10
Professional Development and Online Resources

Chair:
Chelsey M. Bahlmann Bollinger, The University of Georgia

Discussant:
Jen Scott Curwood, University of Sydney

1. “The argument isn’t simply is it real or is it not”: Pre-Service Teachers Across Academic Disciplines and Beliefs Evaluate Online Sources About Climate Change
Alexandra Panos, Indiana University
James Damico, Indiana University

2. “It's not pixie dust”: Professional Development as a Means of Enhancing iPad Initiatives in Secondary Schools
Erin Elizabeth Margarella, University of South Florida
Danielle V. Dennis, University of South Florida
Jennifer Jasinski Schneider, University of South Florida

3. Enhancing Preservice Teachers' Digital Literacy Skills Through the Making of Digital Documentaries
Erica C. Boling, Rutgers University
Kenchetta Dudley, Rutgers University
Kanika Sachdeva, Rutgers University

10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 5 - Level 3

Area 10
Scaffolding Multimodal Composing

Chair:
Emily Howell, Clemson University

Discussant:
Bridget Dalton, University of Colorado, Boulder
Three studies will be presented that all relate to the need for scaffolding in multimodal composing. Each of these studies used a different perspective to address needed scaffolding for multimodal composing in academic contexts. These perspectives include multiliteracies, social semiotics, and sociocultural views of mediated action and tool use. These studies will give needed pedagogical guidance to an area of research that remains largely theoretical.

1. **Scaffolding Multimodality in the Classroom: Design, Writing Process, and Tools**
   Emily Howell, Clemson University

2. **Digital Tools as Mediational Means for Multimodal Composing**
   Lindy L. Johnson, College of William & Mary

3. **The Affordances and Constraints of Pedagogical Supports for Multimodal Composing**
   Robin Jocius, The Citadel

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**Area 7**

**Becoming Comfortable With the Uncomfortable: Moments of Tension in Critical Literacy Teacher Research**

Chair: Meredith Labadie, Crestwood Elementary School
Discussant: Hilary Janks, Wits University

This symposium includes the work of four teacher-researchers who have grappled with critical literacy in different contexts. Each teacher-researcher will discuss and unpack the inevitable tensions in their individual research context to illustrate the productive potential of such moments to spark new possibilities in the classroom and lead students (and teacher-researchers) to reconsider texts and the world around them.

1. **Rereading Tensions in the Critical Literacy Classroom**
   Meredith Labadie, Crestwood Elementary School

2. **Making Place Through Poetry**
   Katherine O’Daniels, University of Missouri, St. Louis

3. **Back and Forth: Editor and Author**
   Lee Heffernan, Fairview Elementary

4. **Critical Tensions in Social Justice Teaching**
   Scott Storm, Harvest Collegiate High School

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**Area 13**

**Stepping Into an Uncertain Future: Literacy Teaching and Research for Transformation**

This session is designed to explore how literacy professionals can build adaptive capacity for addressing uncertainties in the complex adaptive systems where they live and work. We will apply the techniques of Forum Theater to invite participants into dialogue about how to help clients, colleagues and students navigate complexity in diverse learning ecologies. We will consider the multiple, layered roles of literacies, teaching and research in the face of an uncertain future.

1. **Multimodal Literacies and Adaptive Capacity for Elementary Students**
   Whitney Young, University of North Texas

2. **Literacy Coaches and Adaptive Capacity**
   Joan Curtis, University of North Texas

3. **Preservice Teachers and Adaptive Capacity**
   Carol Wickstrom, University of North Texas

4. **Family Therapy and Adaptive Capacity**
   Dana O’Brien, Cook Children’s Medical Center

5. **Alaska Native Educators and Adaptive Capacity**
   Joan Parker Webster, University of Alaska, Fairbanks
   Sabine Siekmann, University of Alaska, Fairbanks

6. **School District Leadership and Adaptive Capacity**
   Royce Holladay, Human Systems Dynamics Institute

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**Area 2**

**Supporting Students’ Literacy Learning**

Chair: David Bloome, The Ohio State University

1. **How Do Teachers Mobilize and Transform Their Conceptualizations of Reader–Text Interactions into Representations of Instructional Practice?**
   Dot McElhone, Portland State University
   Blake Tenore, Florida State University
   Dennis Davis, University of Texas at San Antonio

2. **Pre-Kindergarten Teachers’ Pedagogical Reasoning During the Enactment of a Scripted Language Arts Curriculum**
   Rachel Erin Schachter, The Ohio State University
3. Framing Literary Argumentation: Teaching and Learning Writing and Reading in English Language Arts Classrooms
   George Newell, The Ohio State University
   David Bloome, The Ohio State University
   Brent Goff, The Ohio State University
4. Responses to Reading Through Strategy Instruction: Supporting Opinion Writing in Grades K and 1
   Zoi A. Philippakos, University of North Carolina, Charlotte
   Charles MacArthur, University of Delaware
   Sarah Munsell, University of Pennsylvania

Area 5
Understanding Young Readers' Use of Semiotic Resources to Construct Meanings With Picturebooks

Chair:
   Frank Serafini, Arizona State University
Discussant:
   Jennifer Rowsell, Brock University

In this symposium, various literacy researchers discuss how design features, including typographic elements, speech bubbles, illustrations, and peritextual elements serve as semiotic resources used by young readers to construct meanings in transactions with contemporary picturebooks.

1. Semiotic Resources Utilized by Young Readers
   Dani Kachorsky, Arizona State University
   Megan Hoelting, Arizona State University

2. Languages, Literacies, and Design Elements
   Lindsey Moses, Arizona State University

3. Beyond Miscue Analysis: Multimodal Perspectives on Readers Reading
   Frank Serafini, Arizona State University

10:30 am - 12:00 pm - SYMPOSIUM
Mockingbird 3 - Level 3

Area 8
Teaching About Dialects for Social Transformation

Chair:
   Amanda Godley, University of Pittsburgh
Discussant:
   Amanda Godley, University of Pittsburgh

This symposium focuses on teaching about dialects for social justice and social transformation as part of literacy instruction. The four presentations represent a range of institutions, perspectives, and empirical studies of teaching about dialect diversity and language ideologies with pre-service teachers, in-service teachers, and K-12 students in literacy classrooms.

1. “Negotiating With Language” in Literacy Learning: Addressing Linguistic Ideological Dilemmas to Support Equitable, Responsive Approaches to Language Variation
   Melinda McBee Orzulak, Bradley University

2. Toward a Pedagogy of Linguistic Justice: Interrupting White, Monolingual Pre-Service English Teachers' Attitudes Toward Black Language
   April Baker-Bell, Michigan State University
   Kamahra Ewing, Michigan State University
   Mary Neville, Michigan State University

3. The Integration of Teachers' Critical Language Ideology Into English Content Instruction
   Mike Metz, Stanford University

4. Pre-Service English Teachers' Race Talk During Discussions of Dialect Diversity
   Amanda Godley, University of Pittsburgh
   Christina Ashwin, University of Pittsburgh
   Jeff Reaser, North Carolina State University

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Electric - Level 4

Area 1
Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Link Research to Practice

Chair:
   Sherry Dismuke, Boise State University
The purpose of this alternative session is to share both the pedagogical practices of literacy researchers and research into those practices. It brings together six culturally relevant teacher education literacy practices from a variety of social contexts. These practices will be presented in six, ten-minute presentations. It is our hope that this session will encourage more research into the pedagogy of literacy teacher educators.

1. **Vocabulary Technique: Lightning Words**  
   Thomas Devere Wolsey, *International Association for Intercultural Education*  
   Diane Lapp, *San Diego State University*  
   Douglas Fisher, *San Diego State University*  
   Nancy Frey, *San Diego State University*

2. **Making e-Books**  
   Chinwe Ikpeze, *St. John Fisher College*

3. **Creating a Unit of Study**  
   Denise Morgan, *Kent State University*

4. **Writing a Mentor Text**  
   Vicki McQuitty, *Towson University*

5. **Effective Revision Strategies**  
   Karen Kreider Yoder, *Touro University California*

6. **The Wonder Project: Teaching Emerging Themes and Character Traits**  
   Sandra A. Chambers, *Kutztown University*

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The nature of literacy is rapidly evolving, and demands an expanded view of “text” to include visual, digital & other formats. Researchers are increasingly conducting research and interacting openly online. Open research is defined as research that makes elements of the research methodology, data, and results available on the Internet to permit collaboration and access by others. This symposium uses multiple methods united by similar perspectives to describe current trends in open research and scholarship.

1. **MOOCs, Disciplinary Literacy & Inquiry: Supporting Transformative Teaching & Learning**  
   Hiller A. Spires, *North Carolina State University*  
   Casey Medlock Paul, *North Carolina State University*

2. **New Faces, Fertile Places, Online Spaces: Advocating for Multimodal Literacy Experiences in Teacher Education**  
   Sue Ringler-Pet, *Sacred Heart University*  
   Stephanie Loomis, *Georgia State University*

3. **MOOCs and Teacher Professional Development: Creating Meaningful and Empowering Opportunities for Professional Learning to Support Students’ Language and Literacy Development**  
   Neil Hasser, *University of California, Berkeley*

4. **Leadership and Literacy: Tracing Pathways of Apprenticeships Through Multimodal Text Moves**  
   Greg McVerry, *Southern Connecticut State*

5. **The Digitally Literate Project: Research and Reflection Conducted in Open, Online Spaces**  
   William Ian O’Byrne, *College of Charleston*  
   Michelle Schira Hagerman, *University of Ottawa*  
   Heather Woods, *University of Ottawa*

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Area 10
Open Educational Research: Investigations of Literacy Practices Modified Across Path, Place, Time, and Pace

**Chair:**  
Katarina Silvestri, *University of Buffalo*

**Discussants:**  
David Reinking, *Clemson University*  
P. David Pearson, *University of California, Berkeley*  
Elfrieda H. Hiebert, *TextProject*

Today's social, mobile and gaming technologies offer new ways of supporting learning that is engaging, connected to the wider world, and tailored to specific interests, identities, and learning styles. Our research has found, however, that only the most activated digital learners are taking advantage of this potential. Young people are going online for informal and interest driven learning, but with few connections back to school and academic subjects. What kinds of platforms, policies, and technologies can best connect between in-school and out-of-school learning and between adult and young people’s social and cultural worlds? Mimi Ito will describe her research on her ongoing research on interest-driven and digitally enabled learning, and describe connected learning, as a framework for understanding and building connections between in-school and out-of-school learning literacy.
1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 3
On the Evolution of Teaching Argumentative Writing Across an Academic Year in High School English Language Arts Classrooms

Chair:
Laurie Katz, Ohio State University

Discussant:
Deborah Appleman, Carleton College

This symposium explores variations in how the teaching of argumentative writing evolves across a year. Teachers continuously adapt to students’ evolving understanding of argumentation, to how students are evolving as readers of literary texts, to how they understand what counts as knowledge, to students’ evolving social identities, and evolving definitions of rationality. Three classroom case studies are presented. Ethnographic data was collected for an academic year using video recordings, class observations, field notes, and interviews.

1. The Case of Mr. Watson: Adaptive Teaching and Responsiveness in Teaching Argumentative Writing
Seung Yon Ha, The Ohio State University
Tzu-Jung Lin, The Ohio State University

2. The Case of Mr. Jacobs: Shifting Literacy Practices in Learning to Argue About Literature - From Comprehension to Exploration to Problematizing
John Brady, Ohio State University

3. The Case of Ms. Morris: The Evolution of Indexicality, Metadiscoursive Markers, and Stance in the Teaching of Literary Texts and Argumentative Writing
David Bloome, Ohio State University

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom C - Level 2

Area 1
Preservice Teachers’ Perceptions and Approaches to Implementing Digital Literacies and Methods Instruction

Chair:
Stephanie Buelow, University of Hawaii, Manoa

1. Exploring Pre-Service Teachers’ Perceptions of Using Digital Technologies in Literacy Instruction
Melissa Pierczynski, George Mason University

2. Learning to Develop Culturally Competent Approaches to Digital Literacies Instruction
Detra Price-Dennis, Teachers College, Columbia University
Molly Wiebe, University of Texas, Austin
Erin Greeter, University of Texas, Austin

3. Teacher Candidates’ Perceptions of a Literacy Methods Course Embedded in Clinical Practice
Melissa Gallagher, George Mason University
Seth A. Parsons, George Mason University

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom D - Level 2

Area 2
Sensemaking, Dialogue and Pedagogy: Building an Understanding of Classroom Practice

Chair:
Nancy Flanagan Knapp, University of Georgia

1. Productive for Whom? English Teachers’ Sensemaking Surrounding Productive Classroom Talk
Liam Aiello, Stanford University

2. Teachers’ Sensemaking Within Professional Development in Language Arts Instruction
Rachel Stumpf, University of California, Irvine
Carol Olson, University of California, Irvine

3. Building Dialogue: A Cross-institutional Site for English Teachers’ Professional Development
Alecia Marie Magnifico, University of New Hampshire
Christina Ortmeier-Hooper, University of New Hampshire

4. Unpacking Productive Coaching Interactions: The Influences of Discourse, Stances, and Critical Self-Reflection on Teachers’ Uptake of Instructional Ideas
Dana A. Robertson, University of Wyoming
Evelyn Ford-Connors, Boston University
Jeanne Paratore, Boston University
Tia Frahm, University of Wyoming
Cherylanne Lombardi, Boston University
Donna Kiessling, Boston University
Kristine Frey, University of Wyoming

FRIDAY
1:15 pm - 2:45 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 10
Supporting Adult Learners with Technology

1. Supporting Adult Literacy Development Through Mobile App Design
   Earl Aguilera, Arizona State University

2. Teaching Beyond Text Boxes: Embodied Learning in Open-Access, Online Teaching
   Jenifer Jasinski Schneider, University of South Florida
   Csaba Osvath, University of South Florida
   Aimee Frier, University of South Florida

2) Area 2
Teachers as Adaptable and Transformative

1. Entering and Changing the Field: New Teachers’ Strategies of Transforming Literacy Education in Urban Schools
   Allison Skerrett, University of Texas, Austin
   Thea Williamson, University of Texas, Austin
   Jessica Rubin, University of Texas, Austin
   Kira LeeKeenan, University of Texas, Austin
   Charlotte Land, University of Texas, Austin

2. Setting Conditions for Teacher Adaptation and Transformation
   Marla King Robertson, Utah State University
   Carol Wickstrom, University of North Texas
   Leslie Patterson, University of North Texas

3) Area 3
Supporting Argumentative Writing

1. Exploring Dialogic Argumentation in Young Children’s Talk and Writing
   Huili Hong, East Tennessee State University
   Karin Keith, East Tennessee State University
   Renee Moran, East Tennessee State University

2. Perceptions of Seventh Graders in using Debate to Support their Argumentative Writing
   Jacquelynn A Malloy, Clemson University
   Kelly Nelson Tracy, Western Carolina University
   Lea C Evering, Seneca Middle School
   Kristin Menickelli, Cullowhee Valley School
   Roya Q Scales, Western Carolina University

4) Area 3
Supporting Elementary Writers Through Interactive Writing Instruction

1. An Efficacy Study of Strategic and Interactive Writing Instruction in Grades 3-5
   Hannah Dostal, University of Connecticut
   Kimberly Wolbers, University of Tennessee
   Jennifer R. Kilpatrick, University of North Florida

5) Area 2
Teacher Interactions in Virtual Social Worlds

1. Pinning English Curriculum: Practitioner Engagement in Social Media
   Sarah Bausell, University of North Carolina, Chapel Hill

2. Self-Reflection and Collaboration in a Virtual Professional Learning Community
   Celeste Compton Bates, Clemson University
   Leslie Salley, Clemson University

6) Area 6
Teaching with Texts: Multimodality and Digital Technologies in Secondary Classrooms

1. (Em)PowerPoint: Exploring Teacher Perceptions of a Tired Technology Awakening Disciplinary Literacy Success
   Sue Ringler-Pet, Sacred Heart University
   Ashley Napoli, William W. Niles Middle School
   Barry Palmer, Newtown Middle School
   Elizabeth Nash, Atmosphere Academy
   Christina DiStanislao, Atmosphere Academy

2. Teaching and Learning from Multimodal Texts in a Secondary English Classroom
   Abbey C. K. Graham, North Carolina State University

7) Area 10
Technology Integration in the Middle Grades

1. “Scrolling is just like flipping”: A Pilot Study of Middle Grades Learners and Connected Reading Practices
   Jennifer Lubke, University of Tennessee, Chattanooga

2. How Cross-District Peer Mentoring at an Urban Middle School is Transforming Teacher Practice and Engaging Underserved Students in iPad-mediated Learning
   Carol Smith, West Chester University
   Diane Santori, West Chester University
FRIDAY

8) Area 8
Transnational Literacies Across Contexts

1. From Southern Mexico to South Jersey: Bringing Our Languages & Literacies with Us
   Stephanie Lynn Abraham, Rowan University

2. Literacy Across Scales of Time: The Context of Classroom Discourse
   Joseph Rumenapp, Judson University

9) Area 7
Research on Writing as a Transformational Practice

1. A Teaching Abroad Program That Connects Writing Instruction, Social Justice, and Intercultural Competency: Analysis of Development and Implementation
   Douglas Kaufman, University of Connecticut

2. Ethical Tensions between Vulnerability and Public Literacy Spaces: Writers at a Homeless Shelter Negotiate Personal Narratives for Public Access
   Rossina Zamora Liu, The University of Iowa

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom G - Level 2

Area 7
Journeying Toward a Critical Teacher Identity

Chair: Michelle Fowler-Amato, Old Dominion University
Discussant: Melissa Mosley Wetzel, University of Texas, Austin

Leland & Harste (2005) write that the formation of a critical identity is important in the development of teachers. In this session, three researchers will examine the ways in which critical teacher identities are shaped in teacher education programs, professional learning communities, and classrooms in response to learner needs and how the enactment of these identities promotes teacher and learner growth and fulfillment.

1. “How do you talk to kids about that?”: Building Teacher Agency in an Elementary Practicum
   Katie Peterson, St. Edward University

2. “Couldn’t stop seeing it!”: How Exploring Language, Power, and Privilege Opened Our Eyes to What Students Already Knew—and What We Had Yet to Learn
   Michelle Fowler-Amato, Old Dominion University

3. Mis/Recognizing Critical Literacies: Responsive Curriculum in Motion
   Elisabeth Johnson, St. Edward’s University

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom H - Level 2

Area 1
Self-Reflexivity and the Discursive Construction of Selves in Teaching

Chair: Elizabeth Hammond Brinkerhoff, University of South Carolina Beaufort

1. How Pre-Service Teacher Literacy Identities Effect Sociopolitical Awareness
   Emily Sauls Pendergrass, Vanderbilt University
   Andrew Hostetler, Vanderbilt University

2. “Can I have two interpretations”? Becoming Teacher Educators in a Reading/Writing Community
   Janet Kesterson Isbell, Tennessee Technological University
   Lee Sapp, Tennessee Technological University

3. Teacher Educators’ Autoethnographies as a Transformational Tool in Critical Teacher Preparation
   Julie Justice, Elon University
   Blake Tenore, Florida State University

4. “It’s not just me being stupid”: Teacher Candidates with Learning Disabilities Negotiate Academia
   Karen K. Graham, The University of Georgia

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom J - Level 2

Area 7
Re-Imagining Multiliteracies: 20 Years After the New London Group

Chair: Elisabeth Gee, Arizona State University
Discussants: James Paul Gee, Arizona State University
Frank Serafini, Arizona State University

(NLG) was an international gathering of noted scholars who would influence the direction of literacy scholarship for decades to come.

1. Around and Around We Go: Layering Turns onto the Multiliteracies Manifesto
   Jennifer Rowsell, Brock University

2. Embodied Learning and Multiliteracies: Thinking Beyond Multimodality
   Mary McVee, University at Buffalo, SUNY

3. Mode of Thought: Imagination and the Image
   Dawnene D. Hassett, University of Wisconsin, Madison

4. Intersecting Intellectual Histories
   Rebecca Rogers, University of Missouri, St. Louis
   Lina M Trigos-Carrillo, University of Missouri, Columbia

5. Play, Merged Media, and Converging Imaginaries
   Karen E. Wohlwend, Indiana University

6. Videogames, Distributed Teaching and Learning Systems, and Multi-Pedagogies
   Jeff Holmes, Arizona State University

7. Interpreting and Producing Diverse Digital Texts Through Online Inquiry
   Julie Coiro, University of Rhode Island
   Jill Castek, University of Arizona
   Carita Kiili, University of Jyväskylä

Area 7
Literacy and Identity among Transnational Students and Language Learners

Chair:
Zaline Roy-Campbell, Syracuse University

1. Literacy Practices and Literacy Identities
   Jennifer Collett, Lehman College

2. Writing our Identities for Successful Endeavors: Transnational Teens’ Communication of Integrated Identities
   Shannon Daniel, Vanderbilt University

3. Primary and Secondary Discourses: Biliteracy Practices of Latino/a Bilingual Students across Home and School in South Texas
   Lucila D. Ek, University of Texas, San Antonio
   Myriam Jimena Guerra, University of Texas, San Antonio

Area 9
Stories for Our Fractured Times: Young Adult Literature and Agency During Crisis

Chair:
Ebony Elizabeth Thomas, University of Pennsylvania

Discussant:
Nora Peterman, University of Pennsylvania

1. From “I don’t like Mondays” to “Pumped Up Kicks”: School Shootings in Young Adult Fiction and Young Adults’ Lives, 1977-2016
   Gwynne Ellen Ash, Texas State University
   Jane Marie Saunders, Texas State University

2. Reading Sacrifice Zones Ecocritically: Opportunities to Explore Fluid Landscapes and Mobile Activism in Realistic Environmental Fiction
   Alexandra Panos, Indiana University

3. Pedagogies of (Re)membering for Young Adult Literature and Racial Trauma
   Stephanie Patrice Jones, Grinnell College

This session seeks to explore literacy as transforming, centering, and empowering youth voices. Our goals are to (1) engage participants in dialogues of centering youth voices, and (2) consider how current research with youth activism across digital literacies creates room for further conversations of transformation and mobility. The purpose is to further examine transformative and liberatory processes in research epistemologies, methodologies, and new literacies in order to transform theory into praxis.
FRIDAY

1:15 pm - 2:45 pm - PAPER SESSION
Music Row 4 - Level 2

Area 7
Literacy, Race, and Identity: Consciousness, Constructions, and Enactments

Chair:
Kirsten Dara Hill, *The University of Michigan, Dearborn*

   Erin Quast, *University of Wisconsin, Madison*

2. “#Young Black Voices Matter”: Word Consciousness, Identity, Social Justice, and Agency Outside of School
   Susan Watts-Taffe, *University of Cincinnati*
   Amy Bottomley, *University of Cincinnati*
   Khahlia Sanders, *University of Cincinnati*
   Theresa Kulbaga, *Miami University*

3. “A very good reader”: A Case Study of One Black Boy’s Reader Identity Development
   Michiko Hikida, *The Ohio State University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Cumberland 1 - Level 3

Area 1
Reframing Methods Instruction from a Social Justice Perspective

Chair:
Zoi A. Philippakos, *University of North Carolina, Charlotte*

   Kristien Zenkov, *George Mason University*
   Kerry Newman, *Prince William County Schools*
   Ellen Clark, *George Mason University*

2. Grappling with Criticality: Collaborative Inquiries into Literacy Methods
   Kathleen Riley, *West Chester University*
   Katherine Crawford-Garrett, *University of New Mexico*

3. Queering the Curriculum: A Critical Content Analysis of Literacy Methods Textbooks
   Roni Jo Draper, *Brigham Young University*
   Jimmy Hernandez, *Brigham Young University*
   Jennifer J Wimmer, *Brigham Young University*
   Alex Rosborough, *Brigham Young University*

4. Resources, Inquiry, and Cartography: Developing Knowledge for Teaching Challenging ELA Topics with Diverse Youth
   Steven Z. Athanases, *University of California, Davis*
   Lee M. Martin, *University of California, Davis*
   Crym M. Bronne, *University of California, Davis*
   Sergio L. Sanchez, *University of California, Davis*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Cumberland 2 - Level 3

Scholars of color Transitioning into Academic Research institutions Fellows Session
Navigating the Academy: Voices of Early Career Literacy Scholars of Color

Chair:
Mileidis Gort, *The Ohio State University*

Presenters:
Marcelle Haddix, *Syracuse University*
Bong Gee Jang, *Syracuse University*
ThedaMarie Gibbs, *Ohio University*
April Baker-Bell, *Michigan State University*
Maneka Deanna Brooks, *Texas State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 3
Revisiting Literacies and Identities: Mobilities of Positioning, Embodiment, and Agency

Chair:
Noah Asher Golden, *Chapman University*

Discussant:
Barbara Comber, *Queensland University*

Research in past decades has documented the significant role identity plays in literacy, highlighting the production and reception of a wide variety of texts within situated lives. This symposium revisits tensions left unaddressed in past approaches to literacy and identity work by theorizing how literacies serve as tools for youths’ agentic (re)positionings and mobilities. The empirical projects represented in it document specific instances of youth negotiating identities in ways that facilitate or constrain particular literacies.
1. A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth
   Noah Asher Golden, Chapman University
   Jessica Zacher Pandya, CSU Long Beach

2. “I imagine their bodies writing all that I am”: Developing Writing and Identities Across Contexts
   Anna Smith, University of Illinois, Urbana-Champaign

3. “Serious talking”: Metapragmatic Catholic Schooled Identities in Literacy Practice
   Robert LeBlanc, University of Pennsylvania

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 4 - Level 3

Area 7
Minority Students’ Exploration of Self through Their Literacy Learning Experiences

The effect of Culturally Responsive Teaching in secondary ELA courses is explored by two separate studies, with focus on ethnic minority students. The English classrooms where these studies were conducted used Reader Response Theory to capture and understand minority students’ explorations through their literacy learning experiences. Findings from two studies demonstrate the need for culturally affirming tasks and readings for minority students in secondary English Language Arts (ELA) classes.

1. A Place in the Classroom: African American Students’ Ideas of Race Explored through Multicultural Literature
   Kathleen Colantonio-Yurko, SUNY, Brockport

2. Latin@ Early Adolescent Girls Construct Their Identities through Writing
   Xiaodi Zhou, University of Georgia

1:15 pm - 2:45 pm - PAPER SESSION
Cumberland 5 - Level 3

Area 1
Supporting English Language Learners: Literacy Practices, Instruction, and Approaches to Teacher Education

Chair:
Shannon Howrey, Kennesaw State University

1. Pre-Service Teachers’ Metaphors of Learning and Teaching English as a Second Language
   Donita Shaw, Oklahoma State University

Elena Andrei, Coastal Carolina University

2. Effectiveness of an Electronic Pen-Pal Project on Preservice Teachers’ Self-Competency and Knowledge of Instructional Strategies Working with ELs
   Laura Mahalingappa, Duquesne University
   Elizabeth Hughes, Duquesne University
   Nihat Polat, Duquesne University

3. Teachers’ Preparation to Teach English Learners: An Investigation of Perceptions, Preparation, and Current Practices
   Pamela Correll, University of Kentucky

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 6 - Level 3

Area 7
Mobilizing LGBTQ-Themed Literature and Queer Pedagogies in K-12 classrooms: Towards School Contexts that Help LGBTQ Students Learn and Flourish

Chair:
Ryan Schey, The Ohio State University

Discussant:
Caroline Clark, The Ohio State University

This symposium explores the possibilities for school curricula and classroom pedagogies to become sites for interrupting heteronormativity and transforming schools into contexts that help LGBTQ people and their allies learn and flourish. To provide a multifaceted discussion of current questions in queer literacy research, we examine a range of age levels, regional contexts, and research concerns, including multimodality, pedagogy, youth literacy practices, and the sociopolitical contexts of school districts.

1. LGBTQ Graphic Novels in Conversation with Gender and Sexuality in the ELA Classroom
   Jenna Spiering, University of Iowa
   Kate Kedley, University of Iowa

2. Who Makes the Decisions?: Including LGBTQ Literature in Elementary and Middle School Classrooms
   Selena E Van Horn, University of Missouri

3. Queer Readings of Canonized Texts in Literature Classrooms
   Stephanie Anne Shelton, The University of Alabama
4. **Vulnerability and Protection in a High School LGBTQ-Themed Literature Course: Seeking, Finding, and Losing Compassion in Literacy Events**
   Ryan Schey, *The Ohio State University*
   Mollie Blackburn, *The Ohio State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 1 - Level 3

**Area 1**
Teacher Educator Pedagogies in Practice-Focused Programs

**Chair:**
Sara Kersey, *University of California, Los Angeles*

**Discussant:**
Fenice B. Boyd, *The State University of New York, University at Buffalo*

This symposium will showcase teacher educator pedagogies used in practice-focused programs across three institutions. The research projects investigated teacher educator pedagogies to support novice teachers to learn ambitious pedagogical practices.

1. **Using Pedagogical Tools of Teacher Education to Advance Novices’ Disciplinary Literacy Teaching in Secondary ELA**
   Emily Rainey, *University of Michigan*
   Sarah Schneider Kavanagh, *University of Washington*
   Sarah Munger, *University of Washington*

2. **Rehearsing in Literacy: What Do Teacher Educators Do and Why Do They Do It?**
   Kristine M. Schutz, *University of Illinois, Chicago*
   Katie Danielson, *University of Washington*

3. **Enactment as a Continuum**
   Katie Danielson, *University of Washington*

1:15 pm - 2:45 pm - PAPER SESSION
Mockingbird 2 - Level 3

**Area 10**
Technology Use in Early Childhood Education

**Chair:**
Kate T. Anderson, *Arizona State University*

**Discussant:**
Kristine E. Pytash, *Kent State University*

1. **Speech Recognition Apps as Interlocutor: Disfluencies and New Literacies in a First-Grade Writing Center**
   Elizabeth Baker, *University of Missouri*

2. **Second Graders’ Responses During Interactive Read-Alouds Within the Multi-Sensory Robotic LIT Room and Traditional Story Room: Social and Technological Transformations in Talk and Literature**
   Susan King Fullerton, *Clemson University*
   George J. Schafer, *Clemson University*
   Koti Hubbard, *Clemson University*
   Erin Leslie McClure, *Clemson University*
   Rachael L. Ross, *Clemson University*
   Leslie Salley, *Clemson University*
   Keith E. Green, *Clemson University*
   Ian Walker, *Clemson University*

3. **“I want to buy this app!”: A Case Study of One Child’s Engagement with “Dress Up” Applications**
   Barbara Vokatis, *SUNY Oneonta*

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 3 - Level 3

**Area 5**
Stepping onto the Staircase: Needs, Nuances, and New Perspectives on Text Complexity for Young Readers

**Chair:**
Laura Tortorelli, *Michigan State University*

**Discussant:**
James Cunningham, *University of North Carolina, Chapel Hill*

The Common Core State Standards have raised important questions about what children should read in school and when, especially for elementary educators. This symposium addresses key questions about text complexity in the early grades in both theory and practice. Two presentations address the best methods to measure text complexity for young readers and two presentations describe instructional programs and materials that can support beginning readers in at-risk populations as they tackle complex texts.

1. **One Size Fits All? Differentiating Text Difficulty Prediction by Developmental Level**
   Heidi Mesmer, *Virginia Tech*
   James Cunningham, *University of North Carolina, Chapel Hill*
   Freddy Hiebert, *Text Project*

2. **Beyond Readability: Word, Sentence, and Discourse Measures of Text Complexity Associated with Reading Rate in Second Grade**
   Laura Tortorelli, *Michigan State University*
3. A Simplified Text Program for the Early Primary Years
   Sharon Walpole, University of Delaware
   Michael McKenna, University of Virginia
   Adrian Pasquarella, University of Delaware

4. Examining Deaf Children’s Engagement with Multimedia Texts Varying in Word Length, ASL Sign Complexity, and Word Familiarity
   Annie M. Moses, John Carroll University
   Debbie B. Golos, University of Minnesota

Area 11
The Multimodalities of Meaning: Representing Materiality and Movement in Data Analysis

Chair:
Emily Brown Hoffman, University of Illinois, Chicago
Discussant:
Nathan Phillips, University of Illinois, Chicago

A central challenge Leander & Boldt (2013) identify in literacies research is the “textual domestication” of our inquiry. Enacted in social practices situated within complex ideological systems, literacies are characterized by the movements and interactions of people and things (Latour, 2005). These three papers explore the possibilities of multimodal discourse analysis to address questions of power and learning and to push further the possibilities of representing multimodality in discourse analysis.

1. Early Childhood Space & Place: A Geosemiotic Analysis of Preschool Practices
   Colleen Whittingham, University of Illinois, Chicago

2. Virtual Learning through Multiple Modes: An Analysis of Constantly Changing Communications
   Emily Brown Hoffman, University of Illinois, Chicago

3. Disciplinary Literacy Apprenticeship in Middle School: A Critical, Multimodal Discourse Analysis of the Power Dynamics of Pair-Share
   Rick Coppola, University of Illinois, Chicago
FRIDAY

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom A - Level 2

Area 6
Reading and Writing in the Disciplines

Chair:
Stephanie M. Bennett, Mississippi State University

1. “Hey this guy, he was actually there”: Teaching Students to Write Arguments Warranted With Historical Thinking Heuristics
Ryan McCarty, National Louis University

2. Disciplinary Literacy Instruction for Social Transformation in High School Engineering Classes
Amy Wilson-Lopez, Utah State University
Kristin Strong, Utah State University

3. Reading Graphs: Uncovering Adolescent Girls’ Perceptions of Their Science Literacy
Michelle Whitacre, University of Missouri, St. Louis

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 11
Visceral Travels Through Multimodality: Sites/Sights and Sounds of Critical-Affective Pedagogies

Chair:
Elizabeth Dutro, University of Colorado, Boulder

Discussant:
Jaye Johnson Thiel, University of Tennessee, Knoxville

This session explores what is possible when critical and affective theories are deeply engaged with multimodal approaches. We present research that senses, sounds out and re/members affect’s pre-arrival, encounter, in/betweenness and excess while moving through multimodalities. We explore methods and theories that foreground affect and its critical effect as we explore the question: What does it look like, feel like and/or sound like when one reads the affective as always-already with/ in multimodal inquiries?

1. The Affective Archive: A Teacher Education Project in A Writing Methods Course
Ashley Cartun, University of Colorado, Boulder

2. Blending Genre and Mode Toward Meaningful Writing Practice in 7th Grade Digital Composing
Ellie Haberl, University of Colorado, Boulder

3. Sounding the Classroom: Observing 9th Grade Classrooms through Sound Art Theory
Kristina Marie Stamatis, University of Colorado, Boulder

4. The Sites/Sights & Sounds of Visceral Multimodal Literacies; White Cotton Myths and a Call for Critical-Affective Pedagogies
Cecilia Valenzuela, University of Colorado, Boulder
Stephanie Patrice Jones, Grinnell College

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom C - Level 2

Area 8
Teachers’ Understandings of Literacy Classroom Practices

Chair:
Jennifer Collett, Lehman College

Discussant:
Jane Bean-Folkes, Rowan University

1. English Language Arts Teachers’ Self-efficacy for and Perceptions About Culturally Responsive Teaching
Melissa Bedford, University of Nevada, Reno
Hannah Carter, University of Nevada, Reno

2. Equity-Minded Literacy Teachers in Underserved Urban Communities: An Exploration of Teacher Narratives
Althier M. Lazar, St. Josephs University

3. Contending with Close Reading of Complex Text: How Teachers Make Sense of and Implement Common Core Standards with Emerging Bilingual Students
Jamy Stillman, University of Colorado, Boulder
Lauren Anderson, Connecticut College
Kathryn Struthers, Bank Street College of Education
John Beltramo, University of Southern California

4. Toward Productive Small Group Learning: Promoting Disciplinary Literacy with Collaborative Argumentation
Chinwe Ikpeze, St. John Fisher College
Area 9
Texts, Readers, and Gendered Identities: Transactions Between and Across Sipe’s Models of Literary Understanding

Reading stories with children is a crucial component of literacy development and widely researched; however, research on children’s responses is “the neglected part of the literacy landscape” (Sipe, 2008). The purpose of this alternative session is to consider how children respond to multimodal texts and postmodern picturebooks about race, class and gender. Using Larry Sipe’s literary understanding and reader response theories, the audience will engage in collaborative analysis to explore how children respond to texts.

1. Theoretical Framework: Sipe’s Approach to Reader Response
   Angela M. Wiseman, North Carolina State University
   Craig Young, Bloomsburg University of Pennsylvania

2. “Boys need training”: Critical Media Literacy and Students’ Responses to Texts
   Angela M. Wiseman, North Carolina State University
   Melissa Pendleton, Western Kentucky University
   Abbey C. K. Graham, North Carolina State University

3. “I fit [fight] the other batl bare” - Interactive Play as Reader Response
   Rachel Skrlac Lo, University of Pennsylvania

3:00 pm - 4:30 pm – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 7
Ethical Tensions Between Vulnerability and Public Literacy Spaces: Writers at a Homeless Shelter Negotiate Personal Narratives for Public Access
   Rossina Zamora Liu, University of Iowa

2) Area 3
Fostering Discussion-Based Disciplinary Learning Through Shared Reading Experiences
   Antony T. Smith, University of Washington Bothell
   Allison Hintz, University of Washington Bothell

3) Area 11
Trends in Reading and Comprehension Research

Chair:
Ann Bennett, Kennesaw State University

Discussant:
George G. Hruby, University of Kentucky

1. Neural Signatures in Reading and Reading Comprehension for Typical, Bilingual, and Adults with Reading Disabilities: An fNIRS and Eye-Tracking Examination of Syntactic Processing
   Stephanie Marlene Juth, Utah State University
   Kathleen A. J. Mohr, Utah State University
   Ron Gillam, Utah State University
   Vicki Simonsmeier, Utah State University

2. Reading Research and Trends
   Sungyoon Lee, Texas A&M University
   Li-Jen Kuo, Texas A&M University
   Zhuo Chen, Texas A&M University
   Angela Wang, Texas A&M University
   Daibao Guo, Texas A&M University
   Chi Yun Moon, Texas A&M University
   Jeong Hyun Park, Texas A&M University
   Amber Schluens, Texas A&M University
   Joshep Dobson, Texas A&M University
   Amy Boettcher Ging, Texas A&M University

4) Area 1
Supporting Pre-Service Teachers’ Developing Instructional Abilities

Chair:
Lisa L. Ortmann, Western Illinois University

Discussant:
Meghan E. Barnes, The University of Georgia

1. Supporting Teacher Decision Making with Pre-Service Teachers Using a Teacher Decision Making Framework
   Robin R Griffith, Texas Christian University

2. New Elementary Teachers’ Evolving Development for Teaching Literacy
   Melissa Adams-Budde, West Chester University of Pennsylvania
   Christy Howard, East Carolina University
5) Area 3
Supporting Reading Comprehension for Students with Special Needs

1. Exploring and Supporting Teachers’ Use of Retrospective Miscue Analysis
Carol Gilles, University of Missouri
Anna Osborn, Columbia Public Schools
Danielle Johnson, Columbia Public Schools

2. Improving Reading Comprehension for Students with Autism: A Formative Approach
Meghan D. Liebfreund, Towson University

9) Area 7
Transforming Literacy, Transforming Justice: Toward a Restorative English Education

Chair:
Maisha T. Winn, University of Wisconsin, Madison

Discussant:
Gay Ivey, University of Wisconsin, Madison

The purpose of this panel is to demonstrate the ways in which educators and teacher educators are creating tools to foster O’Reilly’s notion of the “peaceable classroom” in schools and in out-of-school contexts. Panelists—researchers and teacher educators—share data from their work on intersections of literature, religion, identity and justice. More specifically, this panel addresses the role of literacy and literacy classrooms in practicing justice.

10) Area 7
Understanding Literacy Programs & Partnerships

Rachel Groenhout, University of Maine
Susan Bennett-Armistead, University of Maine

2. Mapping the Research Claims of the New York City Literacy Improvement Sector
Daniel Ferguson, Teachers College, Columbia University
Alyson Rumberger, Teachers College, Columbia University
Meesuk Ahn, Teachers College, Columbia University
Thomas Hatch, Teachers College, Columbia University
This presentation considers process, questions, and strategies used by researchers examining children's and young adult literature through critical content analysis. Compelled by the question of how this research might inform teachers and students in their critical reading of books in K-12 and teacher preparation classrooms, this inquiry looks beyond implications of the actual critique of literature and application of findings to research strategies and processes that offer potential for taking a critical stance.

1. **Identifying Tensions, Texts, and Critical Theories**
   - Janine Schall, *University of Texas, Rio Grande Valley*
   - Vivian Yenika-Agbaw, *Pennsylvania State University*
   - Wanda Brooks, *Temple University*

2. **Exploring Sociocultural and Historical Contexts and Ideologies**
   - Janelle Mathis, *University of North Texas*
   - Julia Lopez-Robertson, *University of South Carolina*
   - Carmen Martínez-Roldan, *Teachers College, Columbia University*

3. **Examining Analysis Strategies**
   - Kathy Short, *University of Arizona*
   - Yoo Kyung Sung, *University of New Mexico*
   - Holly Johnson, *University of Cincinnati*
Stephanie Branson, University of South Florida
Allison Papke, University of South Florida
Danielle V. Dennis, University of South Florida
Brian M. Flores, University of South Florida

4. How Teachers Plan to Integrate Technology into Literacy Instruction: A Think-Aloud Study of Planning Processes
Lindsay Woodward, Drake University
Amy Hutchison, Iowa State University

3:00 pm - 4:30 pm - SYMPOSIUM
Mobilizing Literacies for Transcultural and Cosmopolitan Transformations

Chair:
Marjorie Orellana, UCLA

Discussant:
Candace Kuby, University of Missouri

Presenters consider the notion of mobility and what it means to research in local and global spaces. Presenters have examined how children and young people use language, texts, and other modalities to connect with social and cultural contexts. The symposium will demonstrate that students are able to draw on multilingual repertoires and dual frames of reference, and they can make meaning from their experiences of migration, transnationalism, and literacy practices in creative and subversive ways.

1. Nesting Literacy and Language in Transcultural and Cosmopolitan Flows
Rahat Naqvi, University of Calgary
Jennifer Rowse, Brock University

2. Emotion in Motion: Meaning, Signs, and Cosmopolitan Identities
Cynthia Lewis, University of Minnesota
Jessica Dockter Tierney, University of Minnesota
Anne Crampton, University of Minnesota

3. Rescripting Lives and Imagining Audiences Through Online Multimodal Composition
Diane R. Collier, Brock University

4. Artifacts as Catalysts for Reimagining Transcultural Literacy Pedagogies
Michelle Honeyford, University of Manitoba

3:00 pm - 4:30 pm - SYMPOSIUM
Who are books for? Who are they about?: Mobilizing Reading Engagements with Books for Diverse Communities of Children

Chair:
Karla Moller, University of Illinois

Discussant:
Denise Davila, University of Nevada, Las Vegas

Presenters:
Denise Davila, University of Nevada, Las Vegas
Karla Moller, University of Illinois
Katrina Bartow Jacobs, University of Pittsburgh
Yuning Xu, University of Nevada, Las Vegas

This symposium brings together four unique studies from a variety of contexts and perspectives to explore the complex questions of how texts, readers, and communities intersect. Across all of the papers there is a belief in the need not only for more equitable representation of diverse populations in order to transform society in more just ways, but also for further research into how these texts are contextualized and discussed within communities and schools (Möller, 2014).

3:00 pm - 4:30 pm - SYMPOSIUM
Variations on Arthur N. Applebee’s Themes: A Tribute to his Writing Research and a Look Forward

Chair:
Judith Langer, University at Albany

Discussant:
George Newell, The Ohio State University

This symposium features researchers who worked closely with Applebee on his final research project: The National Study of Writing Instruction. The presenters will highlight how writing instruction has typically manifested in secondary classrooms based on Applebee’s studies and share recent research that continues his work. Breakout sessions will be facilitated by the discussant inviting participants an opportunity to discuss and share how Arthur Applebee’s work has shaped current literacy research and impacted their scholarship.
1. **Arthur Applebee’s Promises and Perils Revisited: What’s Happening in the Teaching of Writing in Schools Implementing the Common Core State Standards?**
   Kristen Wilcox, *University at Albany*

2. **How Writing in Math Could Shape Disciplinary Conversations**
   Marc Nachowitz, *University of Miami (Ohio)*

3. **Arthur Applebee’s Vision for Writing in School and Secondary Students’ Perspectives**
   Jill Jeffery, *Brooklyn College, CUNY*

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**3:00 pm - 4:30 pm - PAPER SESSION**

**Cumberland 1 - Level 3**

**Area 4**

**Writing Assessment that Supports Teaching and Learning**

**Chair:**
Sarah Beck, *New York University*

1. **Access to College-Ready Writing through Classroom Writing Assessment**
   Hannah Franz, *College of William and Mary*

2. **Using Learning Progressions to Formatively Assess Students’ Argumentation Skills**
   Yi Song, *Educational Testing Service*
   Jesse Sparks, *Educational Testing Service*

3. **The Reliability and Validity of an Automated Essay Scoring Program for Assessment of the Outcomes of Instruction**
   Charles MacArthur, *University of Delaware*
   Joshua Wilson, *University of Delaware*

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**3:00 pm - 4:30 pm - SYMPOSIUM**

**Cumberland 3 - Level 3**

**Area 6**

**Transforming Talk With and About Youth in English Language Arts Pedagogy and Research**

**Chair:**
Amanda Haertling Thein, *University of Iowa*

**Discussant:**
Robert Petrone, *Montana State University*

This panel presents research on English teachers’ and researchers’ talk with and about youth. Papers explore teachers’ uncertainties in classroom talk with youth; teachers’ “blindspots” in discussing race with youth; emotional rules that constrain youth talk; and limitations of literacy researchers’ stances in writing and talking about the youth. The presenters recommend a transformative stance toward talk with and about youth that considers how youth are positioned through pedagogical and scholarly discomforts, naivetés, and confines.

1. **Living Beyond the Transcript: Listening to Teachers’ Lived Experiences With Dialogic Teaching**
   Mark A. Sulzer, *University of Cincinnati*

2. **Blindspots: Pedagogical Moves That Undermine Productive Race Talk in Secondary Literature Study**
   Carlin Borsheim-Black, *Central Michigan University*

3. **(De)Mobilizing Emotion About Race in Multicultural Literature Pedagogy**
   Amanda Haertling Thein, *University of Iowa*
   Jenna Spiering, *University of Iowa*

4. **Re-Positioning Adult Centrism Within Literacy Research**
   Robert Petrone, *Montana State University*
3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 4 - Level 3

Area 7
Reading: Implications of Policy & Practice

Chair:
Julia Gillen, University of Lancaster

1. Constructing Early Reading “Deficiency”: A Critical Analysis of the Colorado Reading to Ensure Academic Development Act
   Melia Repko-Erwin, University of Colorado, Boulder

2. Deconstructing Reading Curricula: A Critical Analysis of Constructing Kinds of Readers
   Kristen White, Michigan State University

3. The Garden in the Machine: An Environmental History of Classroom Space
   T. Philip Nichols, University of Pennsylvania

4. “I wish I was in B”: Influences of Tracking on School Experiences and Constructions of Selves
   Sarah Lynn Swauger, Quitman County Elementary School

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Cumberland 5 - Level 3

Area 7
Researching Meaning-Making and Embodiment: Cases and Methods

Discussants:
James R. Gavelek, University of Illinois, Chicago
Rogers Hall, Vanderbilt University

In this alternative session, we collectively consider embodied aspects of meaning-making across five distinct studies that each present cases of and/or methods for researching embodied literacies. The session both highlights and interrogates the human work of meaning-making in which our bodies are “intervolved” (Dreyfus, 1991) with the material world (Streeck, Goodwin, & LeBaron, 2011). The session also attends to methods for researching embodiment and meaning-making.

1. Mobile Methodologies for Moving Bodies: From Interaction to Intra-Action
   Ty Hollett, Penn State University
   Christian Ehret, McGill University

2. New Readings of ‘Othered’ Bodies: Young People Learning to Map Their Mobility for Community Change

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 6 - Level 3

Area 7
The Arts in Critical Knowing

Chair:
Jerome Harste, Indiana University

Discussant:
Hilary Janks, Wits University

How and why do we make the meanings we do in and out of school? How can educators enact pedagogies, situated centrally in the arts, to understand relationships of meaning made visible in the talk and artifacts created by learners? The papers in this symposium distinctly address the role of the arts in a primary classroom and in a critical literacy master’s program.

1. Responding to Photography in TIME For Kids With Activist Art
   Mitzi Lewison, Indiana University
   Lee Heffernan, Fairview Elementary
   Hyejeong Park, Indiana University
   Zawan Al Bulushi, Indiana University

2. Collagistic Interpretations of Reading With/ Against Text
   Vivian Vasquez, American University
   Jerome Harste, Indiana University

3. The Matter of Knowing Art and the Knowing of Art Matter
   Peggy Albers, Georgia State University
   Vivian Vasquez, American University
   Jerome Harste, Indiana University
Area 2
The Impact of Transformative Professional Development: National Writing Project’s College-Ready Writers Program

Chair:
Linda Friedrich, National Writing Project

Discussant:
Steve Graham, Arizona State University

This symposium provides perspectives on effective professional development focused on source-based argument writing through the National Writing Project’s College-Ready Writers Program and highlights the program’s robust, statistically significant outcomes for teacher practice and student writing across 22 high-poverty rural districts in ten states. The four papers demonstrate how an adaptive approach to scaling innovation takes advantage of nationally networked knowledge and tools, while remaining responsive to students, classrooms, teachers, schools, and communities.

1. Preparing Youth for College, Career, and Community: CRWP’s Positive Impacts
   Linda Friedrich, National Writing Project

2. Adapting Professional Development for Varying Contexts: CRWP in Three Rural Southeastern Districts
   Sarah Hunt-Barron, University of South Carolina
   Rebecca Kaminski, Clemson University
   Rachel Sanders, University of Georgia

3. When Transformation Isn’t: A Case Study of Two Resistant Teachers in the CRWP
   Christian Goering, University of Arkansas
   Nikki Holland, University of Arkansas

4. Cross Grade Level Collaboration: Assessing Student Argument Writing
   Cathie English, Missouri State University

Area 1
Transforming Teacher Knowledge Into Action

Chair:
Cami Condie, Salem State University

Discussant:
Douglas Kaufman, University of Connecticut

The papers in this multinational symposium by literacy teacher educators/researchers from the U.S., Scotland and Australia identify challenges in the transfer of knowledge from teacher preparation or professional development to teaching. Models and methods for facilitating knowledge transfer and teacher agency critical for the improvement of equity in literacy attainment and access to quality instruction are discussed.

1. Transfer and Transformation: From Preservice to Classroom Teacher
   Cami Condie, Salem State University
   Francesca Pomerantz, Salem State University

2. Boundary Crossing: Exploring the Role of Epistemological Choice
   Alyson Melanie Simpson, University of Sydney

3. Developing Teacher Knowledge in a Landscape of Practice
   Susan Ellis, University of Strathclyde

Area 3
Transforming Understandings of the Reading Process Through Eye Movement Miscue Analysis (EMMA)

Chair:
Prisca Martens, Towson University

Discussant:
Brian Cambourne, University of Wollongong

This symposium examines the reading process through research using Eye Movement Miscue Analysis (EMMA) methodology. The papers demonstrate, through eye movements, miscue analyses, and retellings, how readers of different ages/proficiencies make sense of texts and consider how readers’ fixation and gaze point data relate to the readers’ strategies and comprehension.

1. Toward a Theory-Based View of Brain-Eye
Functioning in Reading
Ken Goodman, University of Arizona

2. The Role of Eye Movements in Readers’ Comprehension of Picturebooks
Maria Perpetua Socorro U. Liwanag, Towson University
Prisca Martens, Towson University
Ray Martens, Towson University
Christina Pelatti, Towson University

3. Understanding Readers’ Strategies in Dealing With Unfamiliar Syntactic Elements
Alan Flurkey, Hofstra University

4. Eye Movements at the Moments of Mediation: Examining Real Time Impact of Shared Reading
Ryan Nelson, University of Louisiana Lafayette
James Damico, Indiana University
Holly Damico, University of Louisiana Lafayette
Christine Weill, University of Louisiana Lafayette

5. Theoretical and Methodological Considerations in Evaluating Eye Movement Research
David Yaden, University of Arizona
Kelly Allen, University of Arizona
David Betts, University of Arizona
Ken Goodman, University of Arizona

Area 7
Parents, Partnerships, and Community Programs: Mobilizing Knowledge

Chair:
Beth Beschorner, Minnesota State University, Mankato

1. Exploring the Diversities of Truth: Stories From Immigrant Parents and Teachers
Carolyn A. Colvin, The University of Iowa
Elizabeth Willmore, The University of Iowa
Daisy Patino, The University of Iowa

2. Establishing Effective Home-School Partnerships by Building Capacity
JaNiece Elzy, National Louis University

3. Low-Income Parents, Educators, Policymakers and a Misalignment of Perceptions About Barriers to Early Childhood Home Literacy Practice
Molly McManus, University of Texas, Austin
Lora Dewalt, University of Texas, Austin
Marie-Anne Suizzo, University of Texas, Austin

4. La Plaza: Centro Comunitario Adult Education Program
Kristen Lynne Pratt, Washington State University

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Bass - Level 4

Area 1
Pre-Service Teacher Education in Literacy: A Web-Based, Interactive Literature Review

Chair:
Judith Lysaker, Purdue University

Discussant:
Lara Handsfield, Illinois State University

Presenters:
Beth Maloch, University of Texas, Austin
Randy Bomer, University of Texas, Austin
Melissa Mosley Wetzel, University of Texas, Austin
Nancy Roser, University of Texas, Austin
Diane Schallert, University of Texas, Austin
David Osman, University of Texas, Austin
Rachel Gaines, University of Texas, Austin
Jayce Warner, University of Texas, Austin
Charlotte Land, University of Texas, Austin
Jessica Rubin, University of Texas, Austin
Kira LeeKeenan, University of Texas, Austin
Natalie Svreek, University of Texas, Austin
Laura A. Taylor, The University of Texas, Austin
Saba Vlach, The University of Texas at Austin
Catherine Lammert, University of Texas, Austin
Cori Salmeron, University of Texas, Austin
Doris Villareal, University of Texas, Austin
Samuel DeJulio, University of Texas, Austin
Michelle Fowler-Amato, Old Dominion University
Michiko Hikida, The Ohio State University
Katharine Chamberlain, Open
Amber Warrington, Boise State University
Leah Duran, University of Arizona
Christine Derbyshire, University of Texas, Austin
James V. Hoffman, University of Texas, Austin

We report on the building of an innovative web-based approach to a research synthesis focused on initial teacher preparation in literacy. We will engage the participants with the goals, sources, procedures, and initial displays of evidence so as to gather feedback on the ways in which the website might be adapted for effective use across research, policy, and instructional communities of users.
Edward B. Fry Book Award Presentation
Yolanda Sealy-Ruiz, Teachers College, Columbia University

P. David Pearson Scholarly Impact Award Presentation
Douglas Fisher, San Diego State University

Introduction of Speaker
Guofang Li, University of British Columbia

Geography, Literacy, and Pedagogy: Imagining Translocal Research Alliances for Education
Barbara Comber, University of South Australia

Barbara Comber is a Research Professor in the School of Education at the University of South Australia. Her research interests include teachers’ work, critical literacy, and social justice. She has conducted longitudinal ethnographic case studies and collaborative action research with teachers working in high poverty and culturally diverse communities. Her research examines the kinds of teaching that make a difference to young people’s literacy learning trajectories and what gets in the way. She recently published Literacy, Place and Pedagogies of Possibility (Comber, 2016).

Business Meeting
6:00 pm - 6:40 pm
Broadway Ballroom East - Level 2
(Session will be filmed for live streaming online)

JLR Dessert Reception (By Invitation Only)
6:30 pm - 8:00 pm
Broadway Ballroom K - Level 2

In Memoriam Gathering
8:00 pm - 9:00 pm
Electric - Level 4

Jefferson Street Sounds
8:00 pm - 10:00 pm
Broadway Ballroom G-H

The Jefferson Street Sounds will be represented by Wendall Bigsby's band. The band has been described as “a good dance band...plays Motown and plays to the crowd.” Lorenzo Washington and Jesse Boycz (Little Richard’s bass guitarist) will serve as moderators and provide insight into the cultural, economic, racial, and political history of the Jefferson Street musical legacy in Nashville alongside musical sets from the band.

Vital Issues
9:00 pm - 11:00 pm
Barlines-Lobby Level
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

PAIRED ROUNDTABLES
allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

BILINGUAL SESSIONS
In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants’ voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation through slides or on handouts.
Area 7
“We are required to be”: The Mobilizing & Sustaining Literacy Practices of Black Girls and Women

Chair:
Maima Chea, Georgia State University

Discussant:
Gholnescar Muhammad, Georgia State University

The presenters offer three distinct, yet intersecting, perspectives on the responsibilities of literacy educators and researchers in the wake of racial violence. The presenters draw from research projects that bring attention to racist, sexist, and other xenophobic practices that threaten the lives and livelihood of Black girls within and beyond English Language Arts classrooms. Collectively, the three presentations attend to the following question: How might researchers and educators conceptualize Black girl literacies as sustaining and sustainable?

1. Pens Down, Don’t Shoot: An Analysis of How Young Black Women Use Language to Fight Back Against Racism
Gholnescar Muhammad, Georgia State University
Sherell McArthur, Boston University
Maima Chea, Georgia State University

2. Decolonizing Interiority: Black Women’s Materiality, Movement, and Transformation in DIY Spaces
Fahima I. Ife, University of Wisconsin, Madison

3. Saying Her Name as Critical Demand: English Education in the Age of Erasure
Tamara T. Butler, Michigan State University

Area 3
Teacher-Student Talk That Supports Student Learning

Chair:
Carol Gilles, University of Missouri

1. From Monologue to Natural, Critical Conversation: The Miracle of Modeling
Allyson Hauptman, Lipscomb University
Michelle Hasty, Lipscomb University

2. The Linguistic Features of Teacher Explanations for Student Reading Comprehension Achievement
Catherine Michener, Rowan University
Patrick Proctor, Boston College
Rebecca Silverman, University of Maryland

3. Argumentative and Narrative Discourse During Instructional Conversations: “Stories of Reading” over Time
George Newell, The Ohio State University
Theresa Thanos, Ohio State University
Subeom Kwak, The Ohio State University
4. Social Resistance to Scripted Instruction in a Rural Middle School
Brian Walker Johnson, Southern Illinois University Edwardsville
Melissa Batchelor, Lewis and Clark Community College

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Broadway Ballroom D - Level 2

Area 5
“What are you doing today as a writer?”: The Transformative Power of Teacher-Student Writing Conferences on Child Writing and Child Writers in the Elementary Classroom

Chair:
Lisa K. Hawkins, Ball State University

In this session four panelists will share their research exploring the transformative power of teacher-student writing conferences on child writing and child writers. Audience members will have the opportunity to participate in two 40-minute conversation circles of their choosing. Presenters will share their methodology and key findings with each small group. Audience members will also engage with participants' data in substantive ways and contemplate needed next steps to move research in this field forward.

1. Appropriation, Transformation, and Rejection: The Manifestation of Teacher-Student Conference Talk in Primary-Grade Children’s Writing
Lisa K. Hawkins, Ball State University

2. “You wrote that. You are a writer.”: How Teachers Use Conferring to Co-Construct Student Writing Identities
Laura A. Taylor, The University of Texas, Austin

3. The Influence of Classroom Discourse and Teacher Decision-Making on Student Agency During Writing
Sara Philips, Texas Christian University

4. Using Discourse as a Tool to Transform Writing
Lyndi Maxwell, Alexander Elementary School

8:30 am - 10:00 am - INVITED SESSION – AREA 4&8
Broadway Ballroom F - Level 2

Language Ideologies Framework for Understanding Issues in Policy, Pedagogy, and Assessment for Emergent Bilinguals

Presenters:
Carmen Martínez-Roldan, Teachers College, Columbia University
Karen Ford, University of Virginia
Marcia Invernizzi, University of Virginia
Mileidis Gort, The Ohio State University

In an invited session hosted by LRA Areas 4 (Literacy Assessment, Evaluation, and Public Policy) and 8 (Literacy Learning and Practice in Multilingual and Multicultural Settings), four scholars discuss how language ideologies regarding bi(multi)lingualism and emergent bilinguals inform their scholarship. Representing the areas of language policy, language pedagogy, and language assessment, these researchers make brief presentations and share insights they've gained about language ideologies based on empirical research. Following each presentation, there will be a brief Q & A as these scholars explore how their research perspectives intersect and diverge. An extended discussion follows the presentations. A session goal is to explore the critical nature of language ideologies espoused by different stakeholders and how it influences research with emergent bilinguals.

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Broadway Ballroom G - Level 2

Area 11
Seeking Anti-Deficit English Education: Design-based Research as a Tool to Transform Teaching and Learning

Discussant:
Randy Bomer, University of Texas, Austin

In this session, we explore ways that researchers use design-based research to support teachers in taking on an anti-deficit stance across an English curriculum. Specifically, we draw on a model of design-based research for equity (Gutiérrez & Vossoughi, 2010). In this model of design-based research, researchers and practitioners collaborate to develop lived arguments that explore what is possible in partnership with non-dominant communities, using a grammar of hope, possibility, and resilience (Gutiérrez & Jurow, 2014).
1. Changing Teacher Discourse to Influence Students’ Opportunities to Analyze Texts
   Sarah M. Lupo, University of Virginia

2. Teachers as Co-Designers: The Role of Collaboration in Developing Teacher Agency
   Lindy L. Johnson, College of William & Mary

3. “What really matters?”: Appreciative Writing Assessment in Secondary English Language Arts Classrooms
   Amber Warrington, Boise State University

4. “I don’t think teachers think about language like this!”: The Use of Design-based Research to Support Teachers in Putting Critical and Culturally Sustaining Theory into Practice
   Michelle Fowler-Amato, Old Dominion University

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8:30 am - 10:00 am - SYMPOSIUM
Broadway Ballroom H - Level 2

Area 2
Teacher Development as Identities in the Making: Discursive Positioning in Research on Teacher Education and Professional Development

Chair:
Lara Handsfield, Illinois State University

Discussant:
Melissa Mosley Wetzel, University of Texas, Austin

This symposium brings together four papers that address how literacy researchers and teachers negotiate complex political demands in their work. Collectively, these papers situate teacher development as contexts for identities in the making, and argue for transformative inquiry that nurtures the development of teachers who are able to negotiate complex political terrain and teach against the grain.

1. Collaborative Inquiry in a Professional Development School
   Deborah MacPhee, Illinois State University
   Morgan Belcher, Starke Primary School

2. Developing Trusting Literacy Coaching Relationships Within Spaces of Discomfort
   Carolyn S. Hunt, Illinois State University

3. Classroom Participatory Action Research as Professional Development
   Lara Handsfield, Illinois State University
   Patricia M Valente, McLean County Unit 5 School District

4. Inquiry, Engagement and Identity: Novice Charter School Teachers’ Professional Learning
   Mary McGriff, New Jersey City University
   Muriel Rand, New Jersey City University

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8:30 am - 10:00 am - ALTERNATIVE FORMAT
Broadway Ballroom J - Level 2

Area 3
Stories of Digital Literacies in the Early Years: Teachers, Children, and Families

Chair:
Kathleen Ann Paciga, Columbia College, Chicago

Discussant:
Amy Hutchison, Iowa State University

Mobile technologies and digital literacies are transforming the literate lives of our youngest learners, and those who teach them. The session connects perspectives on technologies, screens, and software as mediated activity situated in cultural spheres. Each paper pushes boundaries of what counts as language by exploring multimodal and multidimensional forms of literacy PreK-3. Tools served a range forms and functions and mediated the literate activities in myriad ways, from play to more “academic” literacy activities.

1. Toyhacking and Maker Literacies: Transforming Texts With Toys, Tablets, and Glue Guns in PK-3 Teacher Education
   Karen E. Wohlwend, Indiana University
   Jill Scott, Indiana University
   Amanda Deliman, Indiana University
   Joanne H. Yi, Indiana University

2. Dual Language Family eBooks: Promoting the Mobility of Emergent Bilinguals’ Cultural and Linguistic Resources Through Digital Literacies
   Mary Ellen Miller, Vanderbilt University

3. Skyping, Typing, and Messaging: Second Graders’ Pretend Digital Play in a Multimodal Literacy Classroom
   Ting Yuan, College of Staten Island

4. Digital Skills and Digital Literacies in Grade 2: A Case Study in a BYOD Classroom
   Kathleen Ann Paciga, Columbia College, Chicago
8:30 am - 10:00 am - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 9
The Transformation of Intercultural Understanding Through Global Children’s Literature

Chair:
Carmen Martínez-Roldan, Teachers College, Columbia University

Discussant:
Carmen Martínez-Roldan, Teachers College, Columbia University

This symposium focuses on research offering different perspectives on intercultural understanding and global literature. The studies examine the responses of readers, ranging from preschool through grade 5, as they engage in critical conversations around global literature in three long-term studies. These studies highlight the voices of readers as they struggle with cultural awareness and global perspectives and identifies categories that can be used to evaluate the development of intercultural understanding.

1. Intercultural Understanding as Knowledge, Perspective and Action
   Kathy Short, University of Arizona

2. Young Children’s Use of Play to Explore Intercultural Understanding
   Maria V. Acevedo, University of Massachusetts, Boston

3. Developing Intercultural Understanding Through Global Literature
   Prisca Martens, Towson University

8:30 am - 10:00 am - SYMPOSIUM
Music Row 1 - Level 2

Area 3
Writing and STEM: Performance of Diverse Learners in Elementary and Middle Grades

Chair:
Amy Gillespie Rouse, Southern Methodist University

Discussant:
Janice Dole, University of Utah

The Next Generation Science Standards and Common Core State Standards call for students to use shared disciplinary practices across the curriculum, such as evaluating information, constructing evidence-based arguments, and composing explanations to defend findings. Integrating writing with STEM instruction addresses new educational standards and also holds promise as a way to increase students’ content area knowledge. This symposium explores ways in which students use writing in STEM subjects to both facilitate and demonstrate their learning.

1. Predictors of Writing Quality Unique to Science Explanations
   Sally Valentino Drew, Central Connecticut State University
   Jeff Thomas, Central Connecticut State University

2. Third Graders’ Use of Writing to Facilitate Learning of Engineering Concepts
   Amy Gillespie Rouse, Southern Methodist University
   Rob Rouse, Southern Methodist University

3. Developing Children’s Understanding of Fractions via Their Written Arguments at Tier 2
   Sharlene Kiuhara, University of Utah

8:30 am - 10:00 am - SYMPOSIUM
Music Row 2 - Level 2

Area 7
Youth Forging Culturally Sustaining Multimodal Literacies to Counter Dominant Deficit Discourses

Chair:
Nicole Mirra, The University of Texas, El Paso

Discussant:
Gerald Campano, University of Pennsylvania

This symposium offers three papers that demonstrate how youth employ various media - from oral and written literacies to multimodal visual and audio literacies - to amplify their voices and offer counternarratives to prevailing deficit narratives about themselves, their language practices, and their communities in both formal and informal learning environments.

1. Tech Talk: Discourse, Technology, and Ideology in 9th Grade English Classrooms
   Antero Garcia, Colorado State University
   Mary Kelly, University of Colorado, Boulder
   Kristina Marie Stamatis, University of Colorado, Boulder

2. Youth Language Ideologies: Exploring Linguistic Tensions in Urban English Language Arts Classrooms
   Danny Martinez, University of California, Davis
1. Critical Visual Analysis: Photographs and Community of a Third Grade Classroom
   Angela M. Wiseman, NCSU
2. Visual Discourse Analysis: Understanding Children’s Designs of Their Professional Futures
   Jennifer D. Turner, University of Maryland
3. A Critical Analysis of Students’ Drawings in Response to a Visual Curriculum
   Marva Cappello, San Diego State University

Area 1
Transformative Learning Through Multicultural Literature in Dialogic Spaces

Chair:
Meghan E. Barnes, The University of Georgia

1. Developing Pre-Service Teachers’ Positionalities in 140 Characters or Less: Examining Microblogging as Dialogic Space
   Jeanne Dyches Bissonnette, Iowa State University
   Michael Cook, Millikin University
2. Transforming Teachers’ Dispositions Toward “Illegal” Immigration, One Picturebook at a Time
   Denise Davila, University of Nevada, Las Vegas
   Carol Brochin, University of Arizona
3. Critical Discourse Analysis as a Method for Understanding Pre-Service Teachers’ Ways of Representing Undocumented Immigration in a Four-Week Online Literature Circle
   Shannon Howrey, Kennesaw State University
4. Discursive Intersections: Identity Research as Social Transformation with Pre-Service Teachers
   Elizabeth McCall Bemiss, University of West Florida

Area 7
Youth Literacies & New Possibilities

   ThedaMarie Gibbs, Ohio University
2. Negotiating Multiple Identities and Formal Schooling: Narratives of Somali Bantu Refugee Youths in the United States
   Stella M. Rwanda, Syracuse University
   Vivian F. Guetler, Syracuse University
3. Envisioning Youth-Voiced Exemplar Texts as Civic Imaginaries
   Vaughn W. M. Watson, Michigan State University
   Joanne E. Marciano, Michigan State University
4. Mobilizing the Visceral Literacies of Historically Marginalized Youth: Collective Witnessing, Collective Healing
   Michael Domínguez, University of North Carolina at Chapel Hill

Area 11
Toward a Visual Methodology in Education: Using a Critical Lens to Analyze Children’s Visual Texts

Chair:
Angela M. Wiseman, NCSU

Discussant:
Peggy Albers, Georgia State University

The purpose of this symposium is to build upon the emerging history of visual qualitative methods for literacy research. The primary question of this session is: How can critical visual research methodologies provide insight on students’ visual texts? By making our analytic processes visible and presenting three different qualitative methodologies, we will explore the potential of visual data analysis as well as offer new lenses for critically framing and analyzing multimodal research with children.
Area 3
Text Difficulty and Instructional Decisions

Chair:
Poonam Arya, Wayne State University

1. Testing a Method of Analyzing the Difficulty of Beginning Books
   Emily Rodgers, The Ohio State University
   Robert H. Kelly, The Ohio State University
   Jerome V. D’Agostino, The Ohio State University

2. The Effect of Various Text Difficulty Levels on Reading Achievement of Third Graders Using Dyad Reading.
   Lisa Trottier Brown, Utah State University
   Kathleen A. J. Mohr, Utah State University
   Bradley R. Wilcox, Brigham Young University

3. Reading Scaffolding for Complex Texts
   Dan Reynolds, Vanderbilt University

4. Moving from Spaces of Confusion to Understanding: A Teacher’s Co-Constructions of Nonfiction as a Genre With Her Second Grade Students
   Sara Diane Kersten, The University of Nevada-Reno

Area 3
Unpacking the Core of the Common Core State Standards

Chair:
Kathryn Ann Caprino, University of Florida

Discussant:
Angela Kohnen, University of Florida

Three core concepts in the Common Core State Standards — text complexity, close reading, and disciplinary literacy — have stimulated much, and often contentious, debate among scholars with diverse epistemological and theoretical orientations. This symposium draws on a meaning-based theory of language to clarify and enrich our understanding of these concepts, providing new insights that are often neglected in the current discussion about the CCSS but have important implications for literacy instruction across content areas.

1. Operationalizing Close Reading: Conceptual and Implementation Issues
   Suzanne Chapman, University of Florida
   Zhihui Fang, University of Florida
   Caitlin Galligane, University of Florida

2. Reconceptualizing Text Complexity: Implications for Literacy Instruction
   Zhihui Fang, University of Florida
   Cuiying Li, Chongqing Jiaotong University
   Chun-ru Lin, University of Florida

3. Language Correlates of Disciplinary Literacy
   Brittany Adams, University of Florida
   Zhihui Fang, University of Florida
   Shan Zhu, University of Florida
Untangling the Many Threads Leading to Reading Comprehension

Chair: Dianna Townsend, University of Nevada, Reno
Discussant: Michael Kieffer, New York University

The purpose of this symposium is to investigate important nuances of reading comprehension through four papers from teams of researchers from four different universities. Seminal work in comprehension has framed the field for decades, but comprehension has remained a complicated construct to investigate, measure, and teach. The four papers in this symposium share findings on components of comprehension for multilingual students and students in kindergarten through twelfth grades.

1. Early Indicators of Later Reading Comprehension Outcomes Among Spanish-Speaking Language Minority Learners
   Jeannette Mancilla-Martinez, Vanderbilt University
   Nonie Lesaux, Harvard

2. Poor Reading Comprehension in a Diverse Sample of Intermediate Grade Children
   Gina Biancarosa, University of Oregon
   Mark Davison, University of Minnesota
   Sarah Carlson, University of Oregon
   Ben Seipel, California State University, Chico
   Liu Bowen, University of Minnesota
   HyeonJin Yoon, University of Oregon

3. Investigating Polysemous Word Knowledge Through a Verbal Reading Protocol
   Kenneth Logan, New York University
   Michael Kieffer, New York University

4. Choice, Self-Efficacy, Word Knowledge, and Comprehension: How Do Adolescents Show What They Know?
   Dianna Townsend, University of Nevada, Reno
   Ana Taboada-Barber, University of Maryland
   Koala Koenig, University of Nevada, Reno
   Hannah Carter, University of Nevada, Reno

Whiteness and the Challenges of Culturally Responsive Instruction

Chair: Andrea L. Tochelli-Ward, Le Moyne College

1. Whiteness Disrupted: A White Teacher Grapples With White Privilege in a Professional Book Study Group
   Autumn Macie Dodge, St. John’s University
   Karen M. Wieland, St. Bonaventure University

2. “Unfamiliar Postures”: The Case of Four High School English Teachers Seeing (and not seeing) the Whiteness of Their Instruction
   Kierstin H. Thompson, University of Illinois at Chicago

3. Critical Conversations With Literacy Teachers
   Amy Vetter, University of North Carolina, Greensboro
   Melissa Schieble, Hunter College

4. Moving in the Right Direction on the Way to Transformation: The Impact of Coaching-Based Professional Learning on Teachers’ Efficacy and Practice With Culturally Responsive Literacy Instruction
   Susan Cantrell, University of Kentucky
   Pamela Correll, University of Kentucky
   Victor Malo-Juvera, University of North Carolina, Wilmington
   Rebecca Powell, Georgetown College
   Lyudmila Ivanyuk, University of Kentucky

Teaching and Learning in the Early Literacy Settings

Chair: Huili Hong, East Tennessee State University

1. Exploring Teachers’ Conceptualizations of Early Literacy and Instruction
   Jordan Buckrop, University of Virginia
   Marcia Invernizzi, University of Virginia
2. Teaching the Alphabet to English Learner and English Fluent Preschool Children: Letter Names, Letter Sounds, or Letter Names + Letter Sounds?
Theresa Roberts, Oregon Research Institute
Patricia Vadasy, Oregon Research Institute

3. The Quality of the Preschool Language Environment in Different Types of Settings
Julie Dwyer, Boston University
Alessandra Ward, Boston University
Sarah Arnold, Boston University

4. What Are First Graders Doing During Independent Reading Time? A Year-Long Study
Lindsey Moses, Arizona State University
Laura Beth Kelly, Arizona State University

Area 3
Who Accesses, Attains, and Achieves? The Common Core State Standards and Special Populations

Chair:
P. David Pearson, University of California, Berkeley
Discussant:
Leslie Morrow, State University of New Jersey Rutgers

This symposium brings together seven scholars from six institutions. Our work examines implementation of the English language arts Common Core State Standards for special populations: in this case, young children, struggling readers, and English learners. These papers draw on a shared frame of educational equity. We argue that, as literacy researchers, we are obliged to study and advocate for students who are at risk of marginalization in an era of the Common Core.

1. Reading Gets Bumped Down on the Totem Pole
Shaunte Duggins, University of Florida
Melanie Acosta, University of Alabama

2. The Intersection of the Common Core State Standards and Response to Intervention
Elizabeth L. Jaeger, University of Arizona

3. English Learners: Writing in the Era of the Common Core
Carol Olson, University of California, Irvine
Tina Matuochiak, University of California, Irvine

Area 11
Tales from the Contact Zone: Mobilizing Expertise

Chair:
Julie Rust, Millsaps College
Discussant:
Nicholas Husbye, University of Missouri, St. Louis

A contact zone is a “social space where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power.” This presentation uses a contact zone frame to examine technology’s role in learning to mobilize expertise, decentralize knowledge and disrupt. Presenters span contexts: urban, suburban, and rural spaces in elementary, middle, and college classrooms with students, teachers, and pre-service educators; as well as a variety of tools, platforms, and pedagogies.

1. Mobilizing “Truth-Telling” From Page to Screen to Body: Storying Across Modes and Contexts
Julie Rust, Millsaps College

2. Mobilizing Un-“Schooly” Identities: A Covert Classroom Writing Community Emerges Online
Beth Buchholz, Appalachian State University

3. Mobilizing Expertise in a School-Based Literacy Clinic Experience
Nicholas Husbye, University of Missouri, St. Louis

4. Mobilizing Mini-Lessons for Curricular Change: Shared Expertise in a Reading Workshop Teacher Study Group
Christy Wessel Powell, Indiana University

Area 7
Praxis and Performed Verse: Using Autoethnographic Poetry to Envision Transformed Literacy Spaces

Discussants:
Carmen Liliana Medina, Indiana University
Korina Jocson, University of Massachusetts, Amherst
Presenter:
Andrew Torres, University of Massachusetts, Amherst
This alternative session explores ways ‘poetic inquiry’ can be used as a reflexive lens for critiquing and transforming literacy learning spaces. In the first half of the session, two researchers share autotethnographic accounts of their experiences as literacy educators: one focuses on issues in Urban Education while the other focuses on literacy learning in the school-to-prison pipeline. Then, two Youth Literacies scholars invite the audience to discuss theoretical considerations and implications for qualitative researchers.

### Area 3

**Supporting Students’ Comprehension of Science Curriculum**

**Chair:** Maryl A. Randel, Rowan University  
**Discussant:** Kathy Ganske, Vanderbilt University

This session will explore conceptual complexity of vocabulary in elementary science textbooks, challenges in activating students’ prior knowledge, and teachers’ interactions with science curriculum to support teaching ELs.

1. **Conceptual Complexity of Vocabulary in Elementary Science Textbooks**  
   Jeff Elmore, *Metameetrics*  
   Jill Fitzgerald, *MetaMetrics*

2. **Investigating Teachers’ Interactions With Educative Science Curriculum Designed to Support Teaching English Language Learners**  
   Alison K. Billman, *University of California, Berkeley*  
   Emily Mihoeco-Bowling, *University of Michigan*  
   Gina N. Cervetti, *University of Michigan*

   Courtney Hattan, *University of Maryland, College Park*  
   Patricia Alexander, *University of Maryland, College Park*

### Integrative Research Review: Readings and Experiences of Multimodality

10:15 am - 12:00 pm  
Broadway Ballroom East - Level 2

**Introduction of Integrative Research Panel**

**2016 Integrative Research Review: Readings and Experiences of Multimodality**

**Moderator:** Dr. Kevin Leander, Vanderbilt University

**Presenters:**  
Dr. Seemi Aziz, *University of Arizona*  
Dr. Stergios Botzakis, *University of Tennessee*  
Dr. Christian Ehret, *McGill University*  
David Landry, Graphic Novelist/Artist  
Dr. Kevin Leander, Vanderbilt University  
Dr. Jennifer Rowsell, Brock University

Dr. Kevin M. Leander is Associate Professor of Language, Literacy and Culture at Peabody College of Vanderbilt University (USA). His research interests include the new literacy practices of youth, spatial approaches to understanding youth identity and learning, research on new media, media and migration, non-representational approaches to embodied learning, new materialism, and affect theory. Leander was a project leader in “Wired Up” at the University of Utrecht and is currently involved in the Vanderbilt trans-institutional project called Wisdom of the Elders. Leander is also currently co-editing a book on affect theory and literacy scholarship. Leander has published widely in venues such as *Review of Research in Education*, *Ethos*, *Reading Research Quarterly*, *Journal of Literacy Research*, and *Cognition and Instruction*. He has also authored and co-authored handbook chapters on youth and new media, multimodality, and mobile technologies.

Dr. Seemi Aziz-Raina is a Visiting Assistant Professor in Global Cultures, Literacy, and Literature in the Department of Teaching and Learning and Sociocultural Studies in the College of Education at the University of Arizona. Her research interests include children’s and young adult literature, issues of representation and religious freedom, and arts and visual cultural analysis in education. She has published in renowned edited books and Journals of Children’s Literature, School Library Journal, and the 58th Yearbook of the National Reading Council.
Dr. Stergios Botzakis is an associate professor in the Theory and Practice in Teacher Education Department at The University of Tennessee. His areas of expertise are content area reading, middle school education, working with struggling adolescent readers, and new literacies. His research interests include middle and secondary education, adolescent literacies, popular culture, graphic novels, and media literacy. He has been published in the *Journal of Adolescent & Adult Literacy, Review of Research in Education, English Journal, Language Arts, ALAN Review,* and *Teacher Education Quarterly* among other venues.

Dr. Christian Ehret is an assistant professor in the department of Integrated Studies in Education at McGill University in Montréal, Québec. Dr. Ehret taught high school English in Athens, GA before completing his Ph.D. in Learning, Teaching and Diversity at Vanderbilt University in Nashville, TN. His research desires to know and express more of our affective lives together, especially as they emerge in processes of making, reading, writing, and calling to action. This work has included anthropological engagements alongside youth in middle schools and high schools, and also in children’s hospitals and other informal learning environments. Across projects, Dr. Ehret has been, and continues to be, most interested in building a more moving empiricism for knowing and expressing how affective dimensions of social life produce ethical charges for more just modes of being in the present.

Dr. Jennifer Rowsell Professor and Canada Research Chair at Brock University’s Faculty of Education. Her research interests include: research in schools and communities doing multimodal work with children and youth; exploring how younger generations think and interact through technologies, videogames and immersive environments; and, longitudinal work in homes connecting artifacts and material worlds with literacy and identity practices. She is Co-Series Editor with Cynthia Lewis of the Routledge Expanding Literacies in Education Series and the Digital Literacy Editor for The Reading Teacher. Her latest books are The Routledge Handbook of Literacy Studies, co-edited with Kate Pahl and Generation Z: Zombies, Popular Culture, and Educating Youth, co-edited with Victoria Carrington, Esther Priyadharshini, and Rebecca Westrup.

David Landry is a resident artist of the Nashville based non-profit art studio, abrasiveMedia, where he teaches the theory and creation of comic art. As a career David is a commercial artist for 1220 in their scenic department. He received the majority of his art education from the Academy of Art University in San Francisco. David began his career as a professional illustrator straight out of high school and has worked for the past 20 years to bridge the gap between what is considered to be high and low brow art. In 2012 David began working on ‘Th3 Anomaly’; the world’s first life size graphic novel. When displayed in February of 2016, ‘Th3 Anomaly’ was the largest single collection of fine art to be shown in Nashville. David also hosts a weekly art vlog on YouTube.
# LEADERSHIP AND HONOREES

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Gender-Sensitivity in Bathrooms
All LRA attendees need to use the bathroom in which they are most comfortable according to their gender identities, which may vary from their outward appearance. Trust that each person has chosen the appropriate bathroom. Gender neutral bathrooms have been designated on Level Three. For more information, please contact Corrine Wickens, Chair, Gender & Sexualities ICG, cwickens@niu.edu.
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Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored four cohorts of emerging scholars of color who are committed to conducting research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds; who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions; and who are active and productive leaders within our organization and in the literacy profession.

STAR Fellows Session: Navigating the Academy: Voices of Early Career Literacy Scholars of Color
Friday, December 2, 2016, 1:15 to 2:45 pm  Level 3, Cumberland 2

Chair:
Mileidis Gort, The Ohio State University (STAR Director)

Marcelle Haddix, Syracuse University; Bong Gee Jang, Syracuse University; Theda Marie Gibbs, Ohio University; April Baker-Bell, Michigan State University; Maneka Deanna Brooks, Texas State University; Lamar Johnson, Miami University; Yolanda Sealy-Ruiz, Teachers College, Columbia University; Ramon Martinez, Stanford University; Jennifer D. Turner, University of Maryland; Eurydice Bauer, University of Illinois; Carmen Kynard, John Jay College of Criminal Justice/CUNY; Tonya Perry, University of Alabama at Birmingham; Connie Williams Farrier, California State – Fullerton.

STAR Directors:
Mileidis Gort 2016-2018
Marcelle Haddix 2013-2016
Julia Lopez-Robertson 2010-2012
Jennifer Danridge Turner 2009-2010

STAR Fellows and Mentors 2009-2015

2015-2017
April Baker Bell
Lamar Johnson
Bonnie Jean (Williams) Farrier
Maneka Deanna Brooks
Bong Gee Jang

Theda Gibbs

2013-2015
Monica Yoo
Kwangok Song
Maria Selena Protacio
Mary McGriff
Soria Colomer
Antonia Avila

2011-2013
Marva Solomon
Silvia Noguerón-Liu
P. Zittlali Morales

2010-2012
Tisha Ellison
Seemi Aziz
Carol Brochin
Yoo Kyung Sung

2009-2011
Grace Enriquez
Ying Guo
Marcelle Haddix

Michigan State University
Syracuse University
University of Illinois, Urbana-Champaign
Ohio State University

University of Colorado at Colorado Springs
Arkansas State University
Western Michigan University
New Jersey City University
University of South Florida
University of Wisconsin Milwaukee

Angelo State University
University of Georgia
University of Illinois at Chicago

Georgia State University
University of Arizona
University of Arizona
University of New Mexico

Lesley University
University of Cincinnati
Syracuse University

Tonya Perry
Jennifer Danridge Turner
Carmen Kynard
Eurydice Bauer
Ramón Antonio Martínez
Mileidis Gort
Yolanda Sealey-Ruiz
Allison Skerrett
Eurydice Bauer & Mileidis Gort
Robert Jiménez
Yolanda Sealey-Ruiz and Tonya Perry
María Fránquiz & Eurydice Bauer
Aria Razfar
Wanda Brooks
Patricia Enciso & Marjorie Orellana Faulstich
Kathleen Hinchman
Gwendolyn McMillon
María Fránquiz
María Fránquiz
Kathy Au
María E. Fránquiz
Lee Gunderson
Mark Conley
Who we are

Our mission is to help Latino families realize their aspirations for social and economic advancement by promoting their integration into the Middle Tennessee community.

Conexión Américas is a local nonprofit organization established in 2002 that assists Latino immigrant families in their desire to start businesses, buy homes, improve their English, help their children succeed in school and improve the quality of their lives in Middle Tennessee.

In 2012, we established Casa Azafrán, a nonprofit collaborative that brings together 10 organizations under one roof. Standing on Nolensville Pike, near I-440, at the gateway to Nashville’s most international and ethnically diverse district, Casa Azafrán is a place for health services and counseling; adult education and after-school programming for children and youth; mental health and financial counseling; performing and culinary arts.

History of Partnerships with Metro Schools

- In Fall 2008, Conexión Américas inaugurated its first implementation of the Parents as Partners parental engagement program for Latino parents at Overton High School. Since then, the Parents as Partners program has added preK, elementary, and middle school level curriculums and worked extensively in the Antioch area.
- In Spring 2014, Conexión Américas inaugurated its first cohort of students in the National Council of La Raza’s Escalera: Taking Steps to Success Program. Enrolling 37 rising seniors at Glencliff High School, this program walks first generation immigrant & refugee college applicants through the career application process and supports them through high school graduation.
- In Fall 2014, Casa Azafrán opened its doors to become a Model PreK Center – a new hub for Southeast Nashville that features 80 preK spots.

“Parents as Partners” At a Glance

Participating Schools
- Pre-Kindergarten
  Casa Azafrán ELC, Bordeaux ELC
- Elementary Schools
  Cole, Charlotte Park, Tusculum, Haywood, Whitsitt, Shwab, JE Moss, Fall Hamilton, Paragon Mills, Glenview
- Middle Schools
  Croft, Apollo, Antioch, McMurray, STEM Prep, Cameron College Prep, Wright
- High Schools
  Glencliff, Overton, Antioch, Cane Ridge, STEM Prep High

2008-Present Participation

1,330 Parents Representing
3,876 Students
Program Design

The Parents as Partners program:

- is peer-to-peer, led by trained parent facilitators
- is conducted completely in Spanish
- has a specific curriculum for preK, elementary, middle, and high school levels

Parental Engagement Program

Padres Comprometidos

Conexión Américas has been successfully implementing the Parents as Partners parental engagement program for Latino parents since 2008. The program, Padres Comprometidos in Spanish, aims to forge a working relationship between Latino parents and schools, to ultimately improve children’s academic achievement. Through this program, parents gain new knowledge and skills and develop the confidence necessary to improve the learning environment at home and advocate for services at school – despite the language and cultural barriers they may face. In turn, these parents can help improve their child’s chances for school success. Donated funds will be used for supplies that parent participants can use at home with their children, including science kits, math activities, and materials to make a book with their child. Additional funds will be used for refreshments and childcare, which make our program more accessible to parents.

“I really loved the activity where we learned what questions we could ask our child while reading. I did it at home and it was really exciting to have my son read and have a conversation with me about the book. This is something I’ll keep doing at home.” - Perla, Glenview Elementary parent

“The program gives you confidence because it helps you realize that as mothers, we don’t have to be perfect, that we each have different problems, but putting these tools in practice will help you in your relationship with your child and with your child’s teacher.” - Karina, Cole Elementary parent

“After finishing Parents as Partners, we noticed that the majority of parents who attended our school’s TCAP Night were all program graduates.”

– Edie High, Family Involvement Specialist for the Hillwood Cluster

If interested or for more information, contact Maria Zapata, Family Engagement Manager at maria@conamericas.com

Conexión Américas is an approved MNPS vendor.
Mary C. Nasser earned her Master of Fine Arts in Studio Art: Painting from Michigan State University. During her graduate studies, Mary also studied Medieval Art History abroad in London, England, and attended a monotype workshop in Mexico City. In 1996 she was a visiting artist and guest lecturer in Cluj-Napoca, Romania, where she lectured at Academia de Arte Vizuale “IOAN ANDREESCU” (Academy of Visual Arts) and exhibited her work in “Deschideti U.S.A.” (Open the Door) at the Casa Matei. Mary has had over 30 solo shows since 2002 and has been awarded numerous residency opportunities. Since 2007, she has participated in three public art projects in St. Louis, MO. Recently, Mary’s mixed-media map paintings and interview appeared in "Featuring" magazine. She is also a contributing artist in the book Making Art From Maps: Inspiration, Techniques, and an International Gallery of Artists by Jill K. Berry.