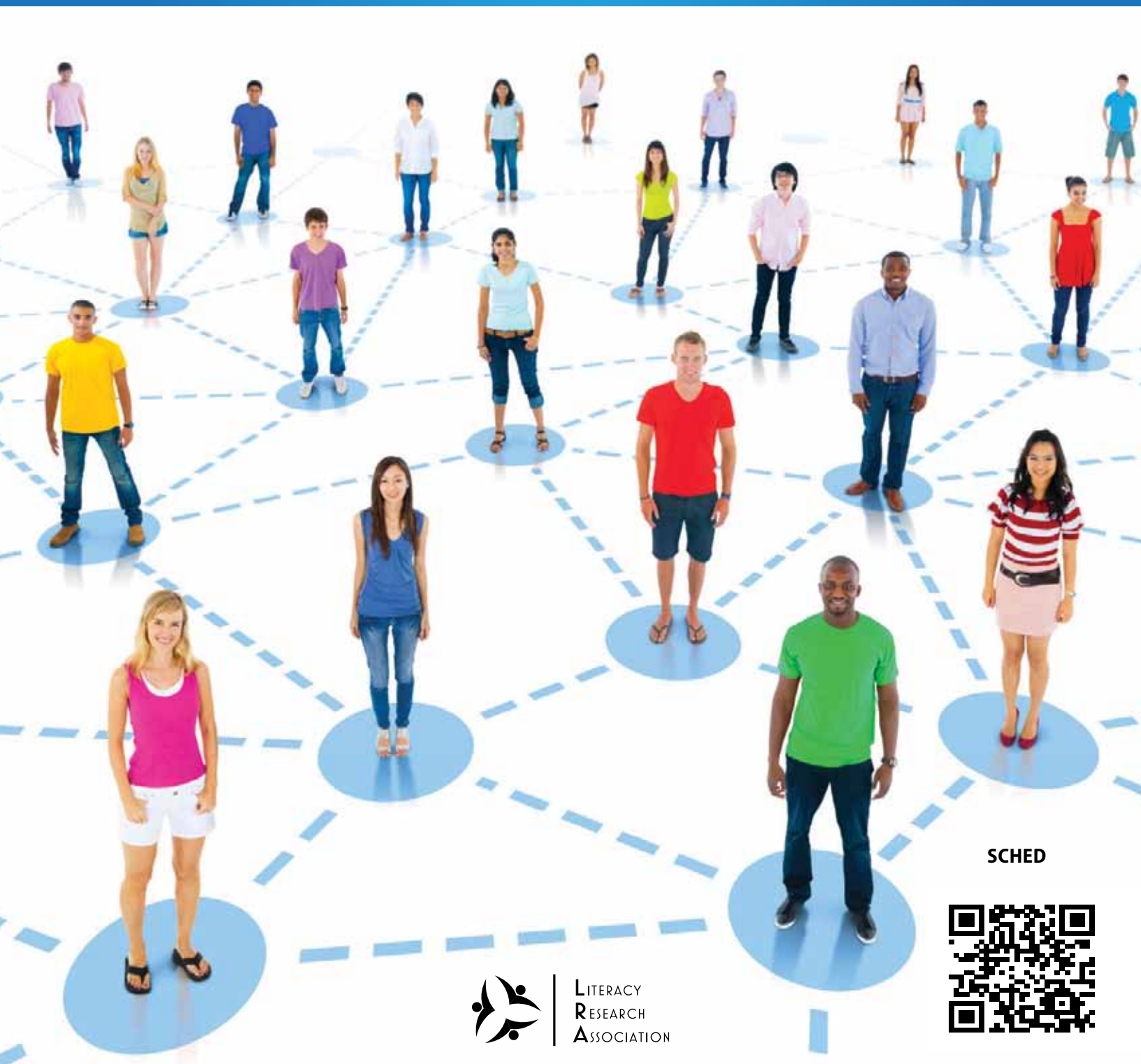
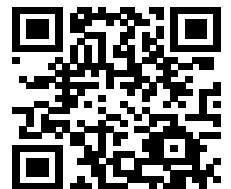


# Investigating 21st Century Literacies: Exploring Uses of New Literacies



SCHED



LITERACY  
RESEARCH  
ASSOCIATION

62ND ANNUAL CONFERENCE PROGRAM

Wednesday, November 28-Saturday, December 1, 2012  
Sheraton San Diego Hotel & Marina - San Diego, California



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## **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 roundtable discussions, sessions with alternative formats, symposia, paper sessions, and plenary addresses.

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and the *Yearbook*, 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 Oak Creek, Wisconsin.

For more information, contact the LRA Headquarters Office at 7044 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924, ext. 450, Fax: 414-768-8001, [www.LiteracyResearchAssociation.org](http://www.LiteracyResearchAssociation.org).

## **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 via cash, credit card, or check (payable to LRA).

Please visit our exhibitors: Teachers College Press, Guilford Publications, Routledge, and Holcomb Hathaway Publications.

## **CYBER CAFÉ**

In the Cyber Café, you will have access to computers and a printer, or bring your own laptop and take advantage of the free wireless access.

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# WELCOME

## Dear Colleagues, Friends, and Members of the Literacy Research Association,

Welcome to the 62nd Annual LRA Conference at the Sheraton San Diego Hotel and Marina. I've enjoyed working on planning this conference with my Co-Chair, Arlette Willis, along with Betsy Purcell, TEI, as well as Christopher Roper, formerly of TEI.

We received an LRA conference record of 871 proposals for this conference and accepted 623 proposals for an acceptance rate of 71.5%. This resulted in 117 Paper Sessions with 345 individual papers, 42 Alternative Format Sessions; 85 Symposia, and 14 Roundtable Sessions with 138 Individual Roundtables. This proposal submission reflects well on the vibrancy of LRA as a professional research organization. I want to thank all of the Area Chairs for their excellent work in organizing reviews of these proposals.

The conference theme is "Investigating 21st Century Literacies: Exploring Uses of New Literacies," a focus on how literacy researchers are examining uses of both digital and print literacies in different social and cultural contexts. I selected this theme given the need for research on learning digital and print literacies. As literacy researchers, we can provide new ways of thinking about how students employ both digital and print tools to construct knowledge and adopt critical stances on the world. Many of the conference presentations and plenary speakers will be addressing this conference theme.

## Conference To-Do List

The following are some of the many things you can do to enhance your participation at this conference:

### Use the SCHED app to plan your conference schedule.

You can use the SCHED app <http://lra2012.sched.org> to plan your conference schedule on your mobile devices/computers. You can access the app using the QR code image on the program front cover. Once you log in using Facebook or Twitter and create an account, please create a profile provid-

ing more information about yourself. On the schedule list, you can hover over or click on a session or event to find out more about that session or event. You can also view the schedule by day (select the calendar on the top right), room (select San Diego, CA), or event type (the list of options on the right). You can also search the schedule by session topic or presenter name (select Search). To create your personal schedule, just select the star to save the session or event to your schedule. You can also share information via iCal, a printer, Twitter, or Facebook.

LRA's SCHED also includes a Mobile Web App for iPhone, Android and Blackberry as well as a feed on iCal for Google Calendar, Outlook, and Apple iCal. For more information on how to use these tools, please visit: <http://lra2012.sched.org/mobile-site#UEjfcSLpiSo>

For more information on the benefits of LRA's 2012 SCHED, see the URL below to view a short 3-minute instructional video. <http://youtu.be/rDqfp-MifBs>

### Ride a free bus to downtown San Diego restaurants.

There are only a few restaurants in walking distance from the hotel; most restaurants are located in downtown San Diego. To get to these restaurants, we've provided free transportation on school buses provided by a local school; thanks to LRA Board member, Doug Fisher, San Diego State University; and Jeff Woods, Health Science High School, San Diego, for organizing this bus transportation. On Wednesday-Friday, buses will be leaving every half-hour starting at 6:30 PM and going until 8:30 PM from the hotel entrance to 5th and Market in the downtown Gaslamp Quarter and then returning from 5th and Market starting at 9:00 PM and going until 11:00 PM. They will also be leaving on the hour starting at 6:30 PM and going until 8:30 PM to Little Italy (India and Grape), Old Town (Old Town Theatre on Twigg St.), and Hillcrest (Forth and Robinson parking lot) and

then returning from those stops starting at 8:30PM and going until 10:30 PM. (For Gaslamp Quarter restaurants: <http://www.gaslamp.org/dining>; Little Italy restaurants: <http://tinyurl.com/92eczbf>; Old Town restaurants: <http://tinyurl.com/9pjo5p6>; Hillcrest restaurants: <http://tinyurl.com/9lg3w2u>).

### Attend the plenary speaker presentations.

We have a cast of outstanding plenary speakers. Our Wednesday afternoon speaker is Robert Jiménez, Vanderbilt University, LRA President, who will deliver the Annual Presidential Address. Our Thursday morning speaker is Linda B. Gambrell, Distinguished Professor of Education, Clemson University, who will give the Oscar S. Causey Address. Our Thursday afternoon speaker is David Barton, Professor of Language and Literacy, Lancaster University, England; he will be discussing his work on social aspects of digital literacies in communities of practice. Our Friday afternoon speaker is Mimi Ito, Professor in Residence and John D. and Catherine T. MacArthur Foundation Chair in Digital Media and Learning, University of California, Irvine. She will be discussing her media ethnography research on adolescents' uses of digital literacies. And our Saturday Integrative Research Review speaker is Kevin Leander, Associate Professor of Language and Literacy, Vanderbilt University, who will be reviewing research on the design of spaces for literacy learning.

### Attend an Area Chairs' Invited Speaker Session.

We also have a series of five Area Chair Invited Speaker sessions featuring well-known scholars. The Area 2 (In-service Teacher Education/Professional Development in Literacy) speaker will be Diane DeFord, University of South Carolina. The Area 4 (Literacy Assessment, Evaluation, and Public Policy) speaker is Pam Grossman, Stanford University. The Area 6 (Adolescent, College, and Adult Literacy Processes) speakers are Jonathan Osborne



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and Sam Wineburg, Stanford University; and Jennifer J. Wimmer and Roni Jo Draper, Brigham Young University. The Area 8 (Literacy Learning and Practice in Multilingual and Multicultural Settings) speakers are Olga A. Vásquez and Alison Wishard Guerra, University of California, San Diego; and Belinda Flores and Ellen Riojas Clark, University of Texas, San Antonio Academy for Teaching Excellence. The Area 10 (Literacy Technology and Media) speaker is Roy Pea, Stanford University.

**Attend the Presidential Reception.** On Wednesday night after the Presidential Address by President Robert Jiménez, please attend the President Reception from 6:00 PM–7:30 PM. Food and cash bar will be available.

**Attend the Graduate Students'/Newcomers' Breakfast.**

If you're a conference newcomer or graduate student, you're cordially invited to attend the free Graduate Students'/Newcomers' Breakfast buffet on Thursday morning from 7:30AM–8:30AM. At this buffet breakfast, you can learn about different ways to become involved in LRA, including Field Council activities organized by Jennifer Jones, Field Council Chair; serving on committees or Innovative Community Groups (ICGs), and publishing in the *Journal of Literacy Research* or submitting your conference paper to the *LRA Yearbook*.

**Attend a noon-hour LRA Study Group.**

You can choose from 14 LRA Study Groups who are meeting from 12:00 PM to 1:00 PM Wednesday – Friday and then from 7:30 AM – 8:30 AM on Saturday (note: some Study Groups, as noted in the program, are not meeting on Saturday. The daily topics and/or guest presenters are listed in the program. You can purchase grab-and-go lunches at several lunch tables throughout the conference area.

**Attend an Innovative Community Group (ICG) session/meeting.**

The History of Literacy ICG, Doctoral Students ICG, Multilingual and Transcultural Literacies ICG, and International ICG will be meeting and sponsoring sessions; if

you're interested in becoming active in these ICGs, attend one of their events listed in the program.

**Visit a nationally recognized school known for its English Language Learner (ELL)/diversity program.**

On Thursday morning from 8:00 AM – 10:00 PM, you can visit the Chula Vista Learning Community Charter School in Chula Vista, California. It served as a model for success in raising its 95% Latino students' academic performance through an innovative cultural and linguistic diversity curriculum. RSVP required; RSVP Betsy Purcell at [b.purcell@literacyresearchassociation.org](mailto:b.purcell@literacyresearchassociation.org).

**Voice your opinions at the Thursday Town Hall Meeting.**

You can voice your opinions on various issues, raise questions, or respond to conference presentations while munching on free popcorn at the Town Hall Meeting on Thursday from 6:15 PM – 7:15 PM; bring your laptops or tablets to share backchannel comments.

**Dance to The Diphthongs on Thursday Night.**

The Diphthongs band, with Tom Bean and Frank Serafini, will be playing from 9:00 PM – 11:00 PM on Thursday night for your dancing pleasure; there will be a cash bar available.

**Attend the annual Friday Business Meeting.**

Our annual Business Meeting will be held on Friday from 6:00 PM – 6:30 PM right after the plenary speaker session. Learn about LRA's financial status and policies; an agenda will be posted in advance.

**Learn about technology tools.**

You can learn some technology tools to support your research and teaching from the Area 10 Study Group: Wednesday: sharing research using social networking, Thursday: video conferencing/communication, Friday: tablet computing, Saturday (7:30 AM): collaborative writing/note-taking.

**Use the Cyber Café.**

While you will have free Internet access in your rooms as well as in the hotel lobby and some meeting rooms, you will also have Internet access in the Cyber Café. You can also learn more about the new features of the LRA website from Roy Smith, TEI technology coordinator.

**Have your presentations recorded for sharing as podcasts on the LRA website.**

There will be students from a local school attending sessions to audio record your presentations; members of the Technology Committee will also be video recording presentations; you have the option to decline requests for recordings. These recordings will then be made available as podcasts on the LRA website.

**Share your Tweets about presentations.**

You can share your Tweets on Twitter about presentations using the Twitter hashtag, #LRA12.

**Bid on books at the book auction.**

You can bid on books at the book auction tables next to the registration desk; bidding ends on Friday at 3:30 PM. If your bid was the highest bid, you can purchase books on Friday from 4:00 PM – 7:00 PM and Saturday from 8:00 AM to 11:00 AM at the registration desk.

**Submit your paper(s) to the website repository and/or LRA Yearbook.**

Submit your paper to the LRA conference paper repository and/or to the *LRA Yearbook* (20 pages or less to [LRA\\_Yearbook@clemson.edu](mailto:LRA_Yearbook@clemson.edu) by February 10, 2013).

**Submit proposals for the LRA 2013 conference.**

Submit your proposals by March 1 for the LRA 2013 conference to be held at the brand-new Omni Hotel in downtown Dallas, Texas; this conference is co-chaired by Arlette Willis and Janice Almasi (see Arlette with questions about proposals).

Richard Beach  
2012 Program Chair and President-Elect

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# IN MEMORIAM



## HAROLD L. HERBER

Harold L. Herber, or Hal, as most of the reading world knew him, passed away on June 6, 2012. A principled man, first-class teacher, mentor to many, and scholar extraordinaire, Hal was (and remains) a guiding force in the lives of his former graduate students.

Soon after he completed his doctorate at Boston University, Hal moved to Syracuse University in 1963, where he was a member of the faculty until his retirement in 1992. He served the School of Education as interim dean and chaired the Reading & Language Arts department. Until his death, he continued to support the department by donating his journal subscriptions and funding the Herber library to enhance graduate students' access to scholarship.

While at Syracuse, he initiated a program of research that focused on developing ways to teach high school students how to comprehend complex texts. With the publication of his book, *Teaching Reading in Content Areas in 1970*, the reading field—college instructors, secondary school teachers, and reading specialists—had for the first time a principled guide to teaching reading processes and subject matter content simultaneously in all disciplines.

Hal's contributions to the profession were many. He was a member of the International Reading Association (IRA) for over 45 years and served on the IRA Board of Directors. From 1968 to 1973, Hal and a Syracuse University colleague, Margaret J. Early, co-edited the *Journal of Reading*, which

was renamed the *Journal of Adolescent & Adult Literacy*. In 1984, he was the second recipient of the IRA Outstanding Teacher Educator in Reading Award (now called the IRA Jerry Johns Outstanding Teacher Educator in Reading Award). He was inducted into the Reading Hall of Fame in 1987, and he received the IRA William S. Gray Citation of Merit in 1989. He also directed the Reading Commission for the National Council of Teachers of English.

In addition to a lifetime of scholarly writing that included a second edition of *Teaching Reading in Content Areas* (1978), Hal collaborated with his beloved wife and colleague, Joan Nelson Herber, in directing the federally funded Network of Secondary School Demonstration Centers for Teaching Reading in Content Areas. Later on, to celebrate their retirement years with their two Golden Retrievers, Hal and Joan collaborated on a book published under the title *Tank and Tiffany... A Love Story*. In it, the compassion, humor, and insightfulness that marked Hal's life as a teacher, researcher, and mentor played out in recognizable and predictable ways. Other typical retirement pursuits, according to Hal, included taking photographs; playing golf, six-wicket croquet, and bridge; traveling; and "reading without guilt."

A handwritten signature in black ink, appearing to read "Kelly Chandler-Olcott". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Kelly Chandler-Olcott

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# MAJOR ADDRESSES

**Presidential Address – Wednesday, November 28, 2012**  
**4:45PM-6:00PM, Harbor Island Ballroom-First Floor**

*Optimal Outfitting: The Continuing Relevance of Culturally Responsive Instruction*

Robert T. Jiménez, *Vanderbilt University*



*Robert T. Jiménez*

**Oscar S. Causey Address – Thursday, November 29, 2012**  
**10:45AM-12:00PM, Harbor Island Ballroom-First Floor**

*Reading Motivation and Engagement: Research Dilemmas and Directions*

Linda B. Gambrell, *Clemson University*



*Linda B. Gambrell*

**Plenary Address One – Thursday, November 29, 2012**  
**4:45PM-6:00PM, Harbor Island Ballroom-First Floor**

*How the Online World is Changing the Relationship Between Everyday Literacy Practices and Educational Possibilities*

David Barton, *Lancaster University (United Kingdom)*



*David Barton*

**Plenary Address Two – Friday, November 30, 2012**  
**4:45PM-6:00PM, Harbor Island Ballroom-First Floor**

*Connected Learning and Literacy*

Mimi Ito, *University of California, Irvine*



*Mimi Ito*

**Integrative Research Review – Saturday, December 1, 2012**  
**10:45AM-12:00PM, Harbor Island Ballroom-First Floor**

*Designing New Spaces for Literacy Learning*

Kevin Leander, *Vanderbilt University*



*Kevin Leander*

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# STUDY GROUP ORGANIZERS

## ADULT LITERACY STUDY GROUP

Erik Jacobson, *Montclair State University*

## APPROACHES TO DISCOURSE ANALYSIS

Julie Ellison Justice, *The University of North Carolina at Chapel Hill*

Amy Vetter, *The University of North Carolina at Greensboro*

Christine Mallozzi, *University of Kentucky*

Melissa Wetzel, *The University of Texas at Austin*

## APPROACHES TO STUDYING GRAPHIC NOVELS

Stergios Botzakis, *University of Tennessee, Knoxville*

Sean P. Connors, *University of Arkansas*

Karen Gavigan, *University of South Carolina*

## APPROACHES TO VIDEO/MULTIMODAL DATA ANALYSIS IN LITERACY RESEARCH

Julie Coiro, *University of Rhode Island*

Jill Castek, *Portland State University*

Lizabeth Guzniczak, *Oakland University*

## CRITICAL RACE THEORY STUDY GROUP

Keonghee Tao Han, *University of Wyoming*

Judson Laughter, *University of Tennessee, Knoxville*

## DIGITAL TEXTS AND TOOLS: POTENTIAL USES, ASSESSMENTS, AND METHODOLOGIES FOR THE LITERACY EDUCATOR AND RESEARCHER

Jonathan Bartels, *University of North Carolina, Chapel Hill*

David M. Lund, *Southern Utah University*

J. Greg McVerry, *Southern Connecticut State University*

W. Ian O'Byrne, *University of New Haven*

Joan Rhodes, *Virginia Commonwealth University*

DeVere Wolsey, *Walden University*

Katina Zammit, *University of Western Sydney*

## DOCTORAL STUDENTS' INNOVATIVE COMMUNITY GROUP STUDY GROUP

Lorien Chambers Schuldt, *Stanford University*

Gail E. Lovette, *University of Virginia*

Jennifer Smith, *Texas Woman's University*

## LITERACY INSTRUCTIONAL LEADERSHIP STUDY GROUP

Jacy Ippolito, *Salem State University*

Pamela Mason, *Harvard Graduate School of Education*

## LITERACY LAB/READING CLINIC STUDY GROUP

Cheryl Dozier, *University at Albany, State University of New York*

Terry A. Deeney, *University of Rhode Island*

Barbara Laster, *Towson University*

## LIVING THE WRITERLY LIFE IN ACADEMIA

Terry S. Atkinson, *East Carolina University*

Johna L. Faulconer, *East Carolina University*

Robin R. Griffith, *Texas Christian University*

Jane Hansen, *University of Virginia*

Jayne C. Lammers, *University of Rochester*

Elizabeth A. Swaggerty, *East Carolina University*

## RESPONSE TO INTERVENTION: NEW CHALLENGES AND NEW LITERACIES

Lois Haid, *Barry University*

Joanna Marasco, *Barry University*

Debra Coffey, *Kennesaw State University*

Rebekah Williams, *Kennesaw State University*

## TERSG: THE TEACHER EDUCATION RESEARCH STUDY GROUP

Roya Qualls Scales, *Western Carolina University*

Karen Kreider Yoder, *Touro University*

Chinwe Ikpeze, *St. John Fisher College*

## WORD STUDY: PHONICS, VOCABULARY, AND SPELLING

Donald Bear, *Iowa State University*

## WRITING RESEARCH STUDY GROUP: RESEARCHING EARLY WRITING

Zoi Philippakos, *University of Delaware*

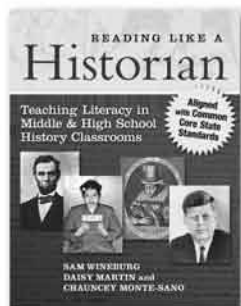
Vicki McQuitty, *Towson University*

**SAVE THE DATES**  
**2013 LRA ANNUAL**  
**CONFERENCE**  
**DALLAS, TX**  
**DECEMBER 2-7, 2013**

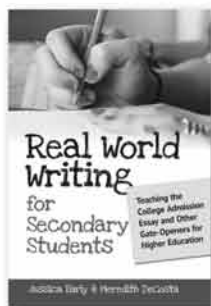


# NEW BOOKS *on Display at TC Press Booth*

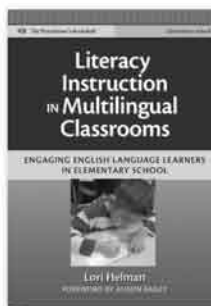
LRA



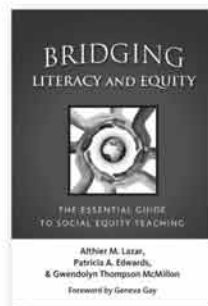
Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano



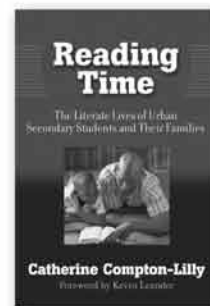
Jessica Early and Meredith DeCosta



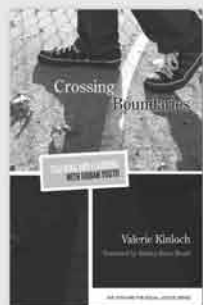
Lori Helman



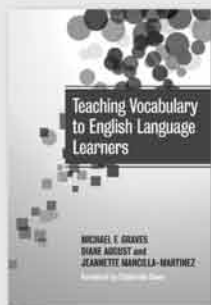
Athier M. Lazar, Patricia A. Edwards, and Gwendolyn Thompson McMillon



Catherine Compton-Lilly



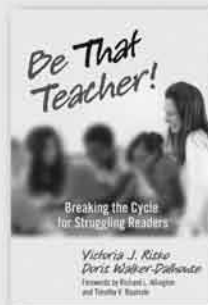
Valerie Kinloch



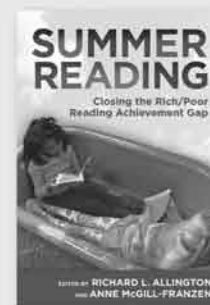
Michael F. Graves, Diane August, and Jeannette Mancilla-Martinez



Susan B. Neuman and Donna C. Celano



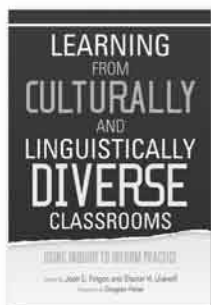
Victoria J. Risko and Doris Walker-Dalhouse



Richard L. Allington and Anne McGill-Franzen

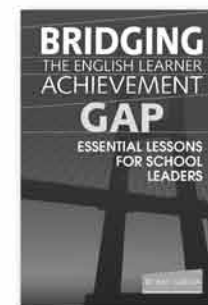


Sally Lamping and Dean Woodring Blase



Joan C. Fingon and Sharon H. Ulanoff, Editors

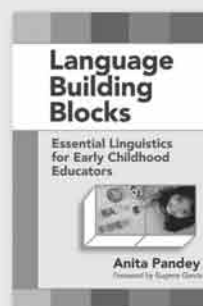
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Ray Garcia



Releah Cossett Lent and Gloria Pipkin



Anita Pandey



Eugene E. Garcia and Erminde H. Garcia



Hadar Dubowsky Ma'ayan



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# EVENTS AT A GLANCE

Time	Event	Room
<b>TUESDAY, NOVEMBER 27, 2012</b>		
8:00am-9:00am	S.T.A.R. Mentoring Program Breakfast	Executive Center 4 - First Floor
8:00am-9:00am	Executive Committee Breakfast	Executive Center Boardroom - First Floor
8:00am-5:00pm	S.T.A.R. Mentoring Program Meeting	Executive Center 4 - First Floor
9:00am-12:00pm	Executive Committee Meeting	Executive Center Boardroom - First Floor
12:00pm-1:00pm	Board of Directors Lunch	Executive Center Foyer - First Floor
12:00pm-1:00pm	S.T.A.R. Mentoring Program Lunch	Executive Center Foyer - First Floor
1:00pm-5:00pm	Board of Directors Meeting	Executive Center 1 - First Floor
3:00pm-8:00pm	Attendee Registration Open	Bay View Foyer - First Floor
5:00pm-7:00pm	Executive Committee, Board of Directors, and Star Reception	Executive Center Foyer - First Floor
<b>WEDNESDAY, NOVEMBER 28, 2012</b>		
7:00am-5:00pm	Attendee Registration Open	Bay View Foyer - First Floor
7:30am-8:30am	Field Council Meeting	Executive Center 1 - First Floor
7:30am-8:30am	Student Outstanding Research Award Committee Meeting	Executive Center 2A - First Floor
7:30am-8:30am	Policy and Legislative Committee Meeting	Executive Center 2B - First Floor
8:00am-5:00pm	Book Display/Silent Auction Open	Nautilus Foyer - Lower Level
8:00am-5:00pm	Cyber Café Open	Spinnaker II - First Floor
8:45am-10:15am	Concurrent Sessions	See Pages 13-17
9:00am-5:00pm	Exhibits Open	Nautilus Foyer - Lower Level
10:30am-12:00pm	Concurrent Sessions	See Pages 17-22
12:00pm-1:00pm	Study Groups	See Pages 22-23
1:15pm-2:45pm	Concurrent Sessions	See Pages 23-27
3:00pm-4:30pm	Concurrent Sessions	See Pages 28-31
4:45pm-5:00pm	J. Michael Parker Award Presentation	Harbor Island Ballroom - First Floor
4:45pm-5:00pm	Student Outstanding Research Award Presentation	Harbor Island Ballroom - First Floor
5:00pm-6:00pm	2012 Presidential Address	Harbor Island Ballroom - First Floor
6:00pm-7:30pm	President's Reception	Bay View Lawn
6:30pm-11:00pm	Free School Buses to San Diego Restaurants	Front of Hotel on Harborside Drive

**THURSDAY, NOVEMBER 29, 2012**

7:30am-8:30am	Newcomers' & Graduate Students' Breakfast . . . . .	Grand Ballroom A - First Floor
7:30am-8:30am	Albert J. Kingston Award Committee Meeting . . . . .	Executive Center 2A - First Floor
7:30am-8:30am	Distinguished Scholar Lifetime Achievement Award Committee Meeting . . . . .	Executive Center 2B - First Floor
7:30am-8:30am	Early Career Achievement Award Committee Meeting . . . . .	Executive Center 3A - First Floor
7:30am-8:30am	J. Michael Parker Award Committee Meeting . . . . .	Executive Center 3B - First Floor
7:30am-8:30am	Oscar S. Causey Award Committee Meeting . . . . .	Executive Center 4 - First Floor
7:30am-8:30am	Ethics Committee Meeting . . . . .	Marina I - First Floor
7:30am-8:30am	History Innovative Community Group (ICG) Meeting . . . . .	Marina II - First Floor
7:30am-8:30am	Publications Committee Meeting . . . . .	Marina IV - First Floor
7:30am-8:30am	Research Committee Meeting . . . . .	Marina V - First Floor
7:30am-8:30am	Technology Committee Meeting . . . . .	Marina VI - First Floor
7:30am-8:30am	Ethnicity, Race, and Multilingualism Committee Meeting . . . . .	Nautilus 1 - Lower Level
7:30am-8:30am	Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting . . . . .	Nautilus 2 - Lower Level
7:30am-8:30am	International Innovative Community Group (ICG) Meeting . . . . .	Nautilus 3 - Lower Level
8:00am-5:00pm	Attendee Registration Open . . . . .	Bay View Foyer - First Floor
8:00am-5:00pm	Book Display/Silent Auction Open . . . . .	Nautilus Foyer - Lower Level
8:00am-5:00pm	Exhibits Open . . . . .	Nautilus Foyer - Lower Level
8:00am-5:00pm	Cyber Café Open . . . . .	Spinnaker II - First Floor
8:45am-9:25am	Roundtable Session 1A . . . . .	Nautilus 5 - Lower Level
8:45am-10:15am	Concurrent Sessions . . . . .	See Pages 35-40
9:35am-10:15am	Roundtable Session 1B . . . . .	Nautilus 5 - Lower Level
10:45am-11:00am	Oscar S. Causey Award Presentation . . . . .	Harbor Island Ballroom - First Floor
11:00am-12:00pm	2012 Oscar S. Causey Address . . . . .	Harbor Island Ballroom - First Floor
12:00pm-1:00pm	Study Groups . . . . .	See Page 41
1:15pm-1:55pm	Roundtable Session 2A . . . . .	Nautilus 5 - Lower Level
1:15pm-2:45pm	Concurrent Sessions . . . . .	See Pages 42-47
2:05pm-2:45pm	Roundtable Session 2B . . . . .	Nautilus 5 - Lower Level
3:00pm-3:40pm	Roundtable Session 3A . . . . .	Nautilus 5 - Lower Level
3:00pm-4:30pm	Concurrent Sessions . . . . .	See Pages 48-52
3:50pm-4:30pm	Roundtable Session 3B . . . . .	Nautilus 5 - Lower Level
4:45pm-5:00pm	Distinguished Scholar Lifetime Achievement Award Presentation . . . . .	Harbor Island Ballroom - First Floor
4:45pm-5:00pm	Early Career Achievement Award Presentation . . . . .	Harbor Island Ballroom - First Floor
5:00pm-6:00pm	Plenary Address One . . . . .	Harbor Island Ballroom - First Floor
6:15pm-7:15pm	Town Hall Meeting . . . . .	Grand Ballroom A - First Floor
6:30pm-11:00pm	Free School Buses to San Diego Restaurants . . . . .	Front of Hotel on Harborside Drive
9:00pm-11:00pm	Band Performance: "The Diphthongs" with Tom Bean and Frank Serafini . . . . .	Grand Ballroom A - First Floor

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**FRIDAY, NOVEMBER 30, 2012**

7:30am-8:30am	<i>Journal of Literacy Research</i> Editorial Board Breakfast . . . . .	Grand Ballroom A - First Floor
7:30am-8:30am	Doctoral Student Innovative Community Group (ICG) Meeting . . . . .	Executive Center 1 - First Floor
7:30am-8:30am	Edward B. Fry Book Award Committee Meeting . . . . .	Executive Center 2A - First Floor
7:30am-8:30am	Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting . . . . .	Executive Center 4 - First Floor
8:00am-3:30pm	Book Display/Silent Auction Open . . . . .	Nautilus Foyer - Lower Level
8:00am-5:00pm	Attendee Registration Open . . . . .	Bay View Foyer - First Floor
8:00am-5:00pm	Exhibits Open . . . . .	Nautilus Foyer - Lower Level
8:00am-5:00pm	Cyber Café Open . . . . .	Spinnaker II - First Floor
8:45am-9:25am	Roundtable Session 4A . . . . .	Nautilus 5 - Lower Level
8:45am-10:15am	Concurrent Sessions . . . . .	Various - See Pages 57-62
9:35am-10:15am	Roundtable Session 4B . . . . .	Nautilus 5 - Lower Level
10:30am-11:10am	Roundtable Session 5A . . . . .	Nautilus 5 - Lower Level
10:30am-12:00pm	Concurrent Sessions . . . . .	Various - See Pages 63-68
11:20am-12:00pm	Roundtable Session 5B . . . . .	Nautilus 5 - Lower Level
12:00pm-1:00pm	Past Presidents' Luncheon (Invitation Only) . . . . .	Harbor Island VIP Room
12:00pm-1:00pm	Study Groups . . . . .	Various - See Page 68-69
1:15pm-1:55pm	Roundtable Session 6A . . . . .	Nautilus 5 - Lower Level
1:15pm-2:45pm	Concurrent Sessions . . . . .	Various - See Pages 69-74
2:05pm-2:45pm	Roundtable Session 6B . . . . .	Nautilus 5 - Lower Level
3:00pm-3:40pm	Roundtable Session 7A . . . . .	Nautilus 5 - Lower Level
3:00pm-4:30pm	Concurrent Sessions . . . . .	Various - See Pages 75-79
3:50pm-4:30pm	Roundtable Session 7B . . . . .	Nautilus 5 - Lower Level
4:00pm-7:00pm	Purchase Silent Auction Books . . . . .	Nautilus Foyer - Lower Level
4:45pm-5:00pm	Edward B. Fry Book Award Presentation . . . . .	Harbor Island Ballroom - First Floor
5:00pm-6:00pm	Plenary Address Two . . . . .	Harbor Island Ballroom - First Floor
6:00pm-6:30pm	Annual Business Meeting . . . . .	Harbor Island Ballroom - First Floor
6:30pm-11:00pm	Free School Buses to San Diego Restaurants . . . . .	Front of Hotel on Harborside Drive

**SATURDAY, DECEMBER 1, 2012**

7:30am-8:30am	2013 Conference Area Chairs Breakfast . . . . .	Grand Ballroom A - First Floor
7:30am-8:30am	Study Groups . . . . .	Various - See Page 83
8:00am-11:00am	Purchase Silent Auction Books . . . . .	Nautilus Foyer - Lower Level
8:00am-1:00pm	Attendee Registration Open . . . . .	Bay View Foyer - First Floor
8:00am-1:00pm	Cyber Café Open . . . . .	Spinnaker II - First Floor
8:45am-10:15am	Concurrent Sessions . . . . .	Various - See Pages 83-88
10:45am-11:00am	Albert J. Kingston Award Presentation . . . . .	Harbor Island Ballroom - First Floor
11:00am-12:00pm	2012 Integrative Research Review . . . . .	Harbor Island Ballroom - First Floor
12:15pm-2:00pm	Executive Committee Lunch & Meeting . . . . .	Executive Center 3A&B - First Floor
2:00pm-5:00pm	Board of Directors Meeting . . . . .	Executive Center 3A&B - First Floor

**Wednesday • November 28, 2012**

Wednesday

**Investigating 21st Century Literacies: Exploring Uses of New Literacies**

62nd Annual Conference of the Literacy Research Association • November 28 - December 1, 2012 • San Diego, CA



## SESSION TYPE DESCRIPTIONS

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### PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



### ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

### 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 noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.



### AREA CHAIRS AWARD SESSIONS

### AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

### CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2012 Conference Chair. 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 timeslots, attendance is open to all attendees, and advance registration is not required.

# WEDNESDAY

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**7:00AM-5:00PM**                      **BAY VIEW FOYER - FIRST FLOOR**  
**ATTENDEE REGISTRATION OPEN**

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**7:30AM-8:30AM**                      **EXECUTIVE CENTER 1 - FIRST FLOOR**  
**FIELD COUNCIL MEETING**

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**7:30AM-8:30AM**                      **EXECUTIVE CENTER 2A - FIRST FLOOR**  
**STUDENT OUTSTANDING RESEARCH AWARD COMMITTEE MEETING**

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**7:30AM-8:30AM**                      **EXECUTIVE CENTER 2B - FIRST FLOOR**  
**POLICY AND LEGISLATIVE COMMITTEE MEETING**

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**8:00AM-5:00PM**                      **SPINNAKER II - FIRST FLOOR**  
**CYBER CAFÉ OPEN**

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**8:00AM-5:00PM**                      **NAUTILUS FOYER - LOWER LEVEL**  
**BOOK DISPLAY & SILENT AUCTION**

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**9:00AM-5:00PM**                      **NAUTILUS FOYER - LOWER LEVEL**  
**EXHIBITS OPEN**

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**8:45AM-10:15AM**                      **EXECUTIVE CENTER 1-FIRST FLOOR**  
**SYMPOSIUM**

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*Secondary Literacy Coaching: Examining the Role of Content Knowledge and Literacy Processes to Facilitate Disciplinary Literacy Instruction*

**Chair:** Michael Manderino, *Northern Illinois University*

**Discussant:** Elizabeth G. Sturtevant, *George Mason University*

This symposium draws on three studies of literacy coaching at the secondary level. The three papers address the role of the literacy coach teacher beliefs about learning, challenges and opportunities of working with discipline-specific teachers in high schools, and the negotiation of disciplinary literacy when coaching heavy in secondary contexts.

1. *Exploring Changes in Secondary Teachers' Learning Orientation Through the Use of Literacy Coaching*  
Christopher Lilly, *Concordia University*
2. *Coaching Heavy in Secondary Classrooms: Negotiating Disciplinary Learning for Adolescents*  
Phillip Michael Wilder, *University of Illinois at Urbana-Champaign*
3. *Secondary Literacy Coaching: Exploring the Role and its Challenges*  
Paula Di Domenico, *Northern Illinois University*

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**8:45AM-10:15AM**                      **EXECUTIVE CENTER 2A-FIRST FLOOR**  
**PAPER SESSION**

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*Making Instruction "Visible" for Preservice Teachers*

**Chair:** Rena M. Harris, *University of Pennsylvania*

**Discussant:** Jaime Madison Vasquez, *University of Illinois at Chicago*

1. *Getting Reflection Off the Page and into the Classroom: Scaffolding Preservice Teacher Reflections to Inform Overt Action*  
Andrea Gelfuso, *University of South Florida*  
Danielle Dennis, *University of South Florida*
2. *Making Practice Visible: Modeling Writing Instruction for Preservice Teachers in an Urban School-University Partnership*  
Tricia DeGraff, *University of Missouri-Kansas City*
3. *Without Adding these Details, Your Writing is Meaningless: Evaluating Preservice Teachers' Constructive Feedback on a Writing Assignment*  
Carlton J. Fong, *The University of Texas at Austin*  
Kyle M. Williams, *The University of Texas at Austin*  
Diane L. Schallert, *The University of Texas at Austin*

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**8:45AM-10:15AM**                      **EXECUTIVE CENTER 2B-FIRST FLOOR**  
**PAPER SESSION**

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*Twenty-First Century Literacies and Teacher Development*

**Chair:** Elizabeth Petroelje Stolle, *Grand Valley State University*

**Discussant:** Mark Allen Dressman, *University of Illinois at Urbana-Champaign*



1. *A Narrative Inquiry into Teaching/Learning Writing Across One Canadian Province: A Preliminary Study to Co-Create a 21st Century Infrastructure for Equitable and Socially Just Literacy Pedagogies*  
Michelle Honeyford, *University of Manitoba*  
Wayne Serebrin, *University of Manitoba*  
Jennifer Watt, *University of Manitoba*
2. *New Literacies and Teacher Professional Development*  
Jen Scott Curwood, *University of Sydney*
3. *Secondary English Teachers' Beliefs and Attitudes Regarding Digital Literacies in the Classroom*  
Sean Ruday, *Longwood University*  
Natasha Heny, *University of Virginia*  
Gail E. Lovette, *University of Virginia*

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**8:45AM-10:15AM**                      **EXECUTIVE CENTER 3A-FIRST FLOOR**  
**PAPER SESSION**

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*Supporting Writing in College Composition Courses*

**Chair:** Kara L. Lycke, *Illinois State University*

**Discussant:** Jean Payne Vintinner, *University of North Carolina at Charlotte*

# WEDNESDAY

1. *The Relation of College Student Attitudes toward Writing and Writing Self-Regulation: Writing Feedback Perceptions as a Mediating Variable*

Sharon Zumbrunn, *Virginia Commonwealth University*  
Eric Ekholm, *Virginia Commonwealth University*  
Sarah Conklin, *Virginia Commonwealth University*  
Elizabeth Danielle Roberts, *Temple University*

2. *Writing Motivation and Achievement of Basic College Writers*

Charles MacArthur, *University of Delaware*  
Zoi Apostolia Philippakos, *University of Delaware*

3. *Multimodal Composition and the Community College Classroom: Students' Perceptions*

Jessica DeCola, *Rutgers, The State University of New Jersey*

8:45AM-10:15AM EXECUTIVE CENTER 3B-FIRST FLOOR  
PAPER SESSION

*Critical Analysis of Beliefs and Curricular Agendas Shaping Literacy Practices and Learning*

**Chair:** Melanie Sperling, *University of California, Riverside*  
**Discussant:** Toni Williams, *University of South Carolina*

1. *The Word Was With God: Literacy Practices and Religious Discourse in a Faith-Based Immigrant Community*

Robert J. LeBlanc, *University of Pennsylvania*

2. *Liberation or Colonization? A Critical Analysis of Family Literacy Materials*

Tracey L. Kumar, *The University of Texas at San Antonio*

3. *Motivation for Reading Complex Religious Texts: A Study of Latter-Day Saint and Methodist Youth*

Eric Rackley, *Brigham Young University-Hawaii*

8:45AM-10:15AM EXECUTIVE CENTER 4-FIRST FLOOR  
PAPER SESSION

*A Closer Look at Difference: Investigating Underlying Causes of Differential Assessment Outcomes*

**Chair:** Juliet L. Halladay, *University of Vermont*  
**Discussant:** Kristin M. Gehsmann, *Saint Michael's College*

1. *Young Learners: An Exploration of the Notion of "By Different Paths to Common Outcomes" in Early Literacy Assessment*

Esther Man-Ching Chan, *University of Melbourne*

2. *"I Skim Through and Find the Answers": A Bourdieusian Analysis of the "Search and Destroy" Method of Reading within a Test-Based Grade Retention Policy*

Andrew Huddleston, *Abilene Christian University*



3. *Reading Achievement, No Child Left Behind (NCLB) Compliance, and Sex*

Dea M. Conrad-Curry, *Partner in Education*

8:45AM-10:15AM HARBOR ISLAND BALLROOM I-FIRST FLOOR  
PAPER SESSION

*Studying Writing Teachers' Beliefs and Methods*

**Chair:** Carolyn L. Cook, *Mount Saint Mary University*  
**Discussant:** Leslie S. Rush, *University of Wyoming*

1. *An Empirical Complication of the Tenet that "Writing Teachers Must Write"*

Rebecca Lindsay Woodard, *University of Illinois at Urbana-Champaign*

2. *Situated Pedagogy: Disciplinary Socialization of Graduate Students as Writing Instructors*

Young-Kyung Min, *University of Washington Bothell*

3. *Writing Instruction in Room 11: Investigating an Expert Writing Teacher*

Dana L. Grisham, *National University*  
Jeanette Bicaais, *California State University, East Bay*  
Susan Crosby, *Napa Valley Language Academy*

8:45AM-10:15AM HARBOR ISLAND BALLROOM III-FIRST FLOOR  
PAPER SESSION

*Literacy in International Contexts*

**Chair:** Eurydice Bauer, *University of Illinois at Urbana-Champaign*  
**Discussant:** Minda Lopez, *Texas State University-San Marcos*

1. *Literacy Learning and Official Languages: A Synthesis of Educational Policy and Research in Post-Apartheid South Africa*

James R. King, *University of South Florida*

2. *High Implementing Schools in Malawi: What Does it Mean to Implement a School-Wide Reading Program?*

Misty Sailors, *The University of Texas at San Antonio*

James V. Hoffman, *The University of Texas at Austin*

Troy Wilson, *The University of Texas at San Antonio*

Lorena Villarreal, *The University of Texas at San Antonio*

Katie Peterson, *The University of Texas at Austin*

3. *Early Adolescents' Views of Good Readers and Writers in School and Their Literate Identities: An International Exploration*

Sara Ann Beach, *University of Oklahoma*

Angela Ward, *University of Saskatchewan*

Libby Limbrick, *University of Auckland*

Jill Paris, *University of Otago*

Sapargul Mirseitova, *Kazakhstan Reading Association*

Klaudia Lorinczova, *Keuka College*

Marcela Maslova, *Orava Association for Democratic Education*

8:45AM-10:15AM  
SYMPOSIUM

MARINA I-FIRST FLOOR

*Teaching Children's Literature: It's Critical!*

**Chair:** Jerome C. Harste, *Indiana University*  
**Discussant:** Peter Johnston, *University at Albany*

This symposium presents three studies that demonstrate a critical approach to teaching children's literature. Each study focuses on how teachers in different contexts worked with children and adults to imple-

ment a variety of critical experiences that served to complicate participants' textual and world understandings.

1. **Exploring Transmediation with Young Children**  
Christine H. Leland, *Indiana University-Purdue University Indianapolis*  
Anne Ociepka, *Indiana University-Purdue University Indianapolis*
2. **Podcasting with a Purpose: Position Taking in a Third Grade Classroom**  
Mitzi Lewison, *Indiana University, Bloomington, Lee Heffernan, Fairview Elementary School*
3. **Responses to Risky Texts**  
Peggy Albers, *Georgia State University*  
Vivian Vasquez, *American University*  
Jerome C. Harste, *Indiana University*

## 8:45AM-10:15AM SYMPOSIUM

## MARINA II-FIRST FLOOR

### *Academic Vocabulary Instruction Across the Content Areas: Results from a Randomized Trial of the Word Generation Program*

**Chair:** Joshua F. Lawrence, *University of California, Irvine*  
**Discussant:** Gina Biancarosa, *University of Oregon*

The Word Generation program ([www.wordgeneration.org](http://www.wordgeneration.org)) is a freely available vocabulary intervention developed by the Strategic Educational Research Partnership. The first three papers of this session analyze the impact of this program on vocabulary knowledge: (paper 1) using data collected from an IES-funded cluster randomized trial, (paper 2) civic engagement, and (paper 3) with redesignated English language learners. Paper 4 is an experimental examination of vocabulary review conducted within one of the Word Generation treatment schools..

1. **An Efficacy Trial of Word Generation: Results from the First Year of a Randomized Trial**  
Joshua F. Lawrence, *University of California, Irvine*  
E. Juliana Paré-Blagojev, *Strategic Education Research Partnership*  
David Francis, *University of Houston*  
Catherine E. Snow, *Harvard University*
2. **Developing Youth Civic Engagement Through Discussion of Controversial Issues**  
Alex Lin, *University of California Irvine*  
Joshua F. Lawrence, *University of California Irvine*  
Patrick Hurley, *Strategic Education Research Partnership*
3. **Investigating the Role of Academic Vocabulary in Reading Comprehension for Redesignated Fluent English-Proficient Middle School Students**  
Jin Kyoung Hwang, *University of California, Irvine*  
Elaine Mo, *University of the Pacific*  
Patrick Hurley, *Strategic Education Research Partnership*
4. **Patterns of Students' Vocabulary Improvement from One-Time Instruction and Review Instruction**  
Wenliang He, *University of California, Irvine*  
Emily Phillips Galloway, *Harvard University*  
Judy Hsu, *University of Illinois at Urbana-Champaign*  
Claire White, *Harvard University*  
Joshua F. Lawrence, *University of California, Irvine*  
Catherine E. Snow, *Harvard University*



8:45AM-10:15AM

MARINA III-FIRST FLOOR

## SYMPOSIUM

### *Activist Literacies: Mobilizing Literacy Towards Individual and Communal Change*

**Chair:** Gerald Campano, *University of Pennsylvania*  
**Discussant:** Ted Hall, *Indiana University*

This symposium presents an argument for how practitioners are uniquely situated to investigate literacy theories as well as develop new understandings through activist orientations. The presenters discuss what activist literacies means for them as they share about the work of an immigrant rights movement, a high school Asian youth organization, a bullied third grader, and a summer school English Language Learner (ELL) program.

1. **Activist Literacies: Mobilizing Literacy Towards Individual and Communal Change**  
Gerald Campano, *University of Pennsylvania*  
Rob Simon, *University of Toronto*  
Mary Yee, *University of Pennsylvania*  
Lenny Sanchez, *University of Missouri*  
Maria Ghiso, *Teachers College, Columbia University*  
David Low, *University of Pennsylvania*

## 8:45AM-10:15AM SYMPOSIUM

## MARINA IV-FIRST FLOOR

### *Picturing Adolescents' and Teachers' Perspectives on Literacy Curricula and Pedagogies*

**Chair:** Kristien Zenkov, *George Mason University*  
**Discussant:** Alfred Tatum, *University of Illinois at Chicago*

This symposium presents findings of studies that relied on photo elicitation methods to explore adolescents' and teachers' perspectives on literacy. In response to youths' skepticism about literacy practices, these examinations asked young people and teachers about their relationships to literacy, rather than assuming the nature of these relationships. Using multi-modal tools, these studies considered what students and teachers believe about effective literacy instruction, paying attention to the intersections and tensions between youths' and teachers' perspectives.

1. **Class-Sensitive Photo-Storying**  
Mark D. Vagle, *University of Minnesota*  
Stephanie P. Jones, *University of Georgia*
2. **Reading their Lives In and Out of School**  
Allison Skerrett, *The University of Texas at Austin*  
Katharine Chamberlain, *The University of Texas at Austin*  
Michelle Fowler-Amato, *The University of Texas at Austin*  
Caron Sharp, *The University of Texas at Austin*
3. **Seeing Adolescent Literacies**  
Kristien Zenkov, *George Mason University*  
Jade Wexler, *University of Maryland*  
Marriam Ewaida, *George Mason University*



# WEDNESDAY

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## 8:45AM-10:15AM SYMPOSIUM

### MARINA V-FIRST FLOOR

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#### *What Preschoolers' Texts Reveal about Their Emerging Understandings of Literacy*

**Chair:** Deborah Wells Rowe, *Vanderbilt University*  
**Discussant:** Mona Matthews, *Georgia State University*

In this symposium, we explore the nature of the texts 2- to 5-year-olds composed in 3 different classroom-based research activities: a photo labeling task, illustrated science journals, and e-mails composed and sent on iPads. The papers illustrate features of preschool writing/drawing that are common across contexts, but also show that children are forming and testing specific hypotheses about genre and the affordances of multimodal composing tools.

1. *Developmental Patterns in 2- and 5-Year-Olds' Approaches to Writing: Results from the Write Start! Writing Assessment*  
Deborah Wells Rowe, *Vanderbilt University*
2. *Nonfiction Writing in Preschool: An Analysis of Science Journals*  
Tanya Flushman, *Vanderbilt University*
3. *iWrite: An Analysis of E-mails Composed by Preschool Children*  
Emily C. Bigelow, *Vanderbilt University*

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## 8:45AM-10:15AM SYMPOSIUM

### MARINA VI-FIRST FLOOR

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#### *What Do We Know about Morphology and Literacy? Findings from Current Research and Discussions of Future Directions*

**Chair:** Amanda P. Goodwin, *Vanderbilt University*  
**Discussant:** William Nagy, *Seattle Pacific University*

This symposium examines how morphology relates to literacy achievement. We explore morphological text demands within elementary textbooks, reporting on affixes, roots, and cognates used. We next examine the effectiveness of a Greek and Latin morpheme intervention. We then examine morphological problem-solving strategies used by middle school students. Lastly, we explore the relationship between orthographic and morphological knowledge for intermediate through high school readers. Avenues for future instruction and research are also explored.

1. *Insights into Morphology: Looking at Student Knowledge and the Demands of Text in 4th and 5th Grade*  
Susan Leigh Flinspach, *University of California, Santa Cruz*  
Judith A. Scott, *University of California, Santa Cruz*  
Jack Vevea, *University of California, Merced*
2. *Examining Greek and Latin Morpheme Instruction: Analysis of Effectiveness and Possible Mediators*  
Amanda P. Goodwin, *Vanderbilt University*  
Alene Harris, *Vanderbilt University*
3. *Solve it or Skip it: Examining Morphological Problem-Solving Strategies Used to Determine the Meanings of Unknown Words*  
Mark Barba Pacheco, *Vanderbilt University*  
Amanda P. Goodwin, *Vanderbilt University*

4. *A Developmental Perspective on the Relationships between Orthographic and Morphological Knowledge in Students from the Intermediate through the Secondary Grades*  
Shane Templeton, *University of Nevada, Reno*  
Donald Bear, *Iowa State University*

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## 8:45AM-10:15AM PAPER SESSION

### NAUTILUS 1-LOWER LEVEL

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#### *Redefining Theoretical Positions on Language and Literacy in Digital Culture*

**Chair:** Keisha Lynette Green, *Rutgers, The State University of New Jersey*

**Discussant:** Sara Kajder, *University of Pittsburgh*

1. *An Information Foraging Approach to Modeling Online Reading*  
John E. McEneaney, *Oakland University*
2. *Posthuman Literacies: The Cognitive, Cultural and Social Uploads and Downloads of Reading and Writing the World in a Digital Age*  
Karen A. Krasny, *York University*  
Heather Lotherington, *York University*
3. *Towards a Multimodal Ethnographic Methodology of New Digital Literacies*  
Roberto de Roock, *University of Arizona*

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## 8:45AM-10:15AM PAPER SESSION

### NAUTILUS 2-LOWER LEVEL

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#### *Cases of Composition in Multi-Modal Spaces*

**Chair:** Bryan Ripley Crandall, *Fairfield University*  
**Discussant:** George G. Hruby, *University of Kentucky*

1. *Traditional Literacy Tools and 21st Century Learners: Helping Adolescent Boys Plug-in and Turn-on to Writing*  
Carla K. Meyer, *Appalachian State University*  
Trevor Thomas Stewart, *Appalachian State University*  
Nora A. Vines, *Appalachian State University*
2. *"It Sounds All Dramatic Like in a Movie": Two African American Males Collaboratively Design Their Multimodal Story*  
Bridget Dalton, *University of Colorado Boulder*  
Blaine Smith, *Vanderbilt University*
3. *"As If" a Writer of Flash Fiction: A New Literacy for an Old(er) Professor*  
Donna Alvermann, *University of Georgia*

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## 8:45AM-10:15AM PAPER SESSION

### NAUTILUS 3-LOWER LEVEL

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#### *Studying Uses of Digital Tools to Foster Learning: Whiteboard, iPads, and Robotics-Design Tools*

**Chair:** Karen E. Smith, *University of Manitoba*  
**Discussant:** Natalia Kucirkova, *The Open University*

1. *Fifth Graders' Use of Textual Resources During Collaborative Robotics Engineering Design Tasks*  
Michelle E. Jordan, *Arizona State University*



# WEDNESDAY

2. *Interactive Whiteboard Use: Changes in Teacher Pedagogy in Reading Instruction in the Primary Grades*  
Meridith Ann Lovell, *University of Alberta*

3. *The iPad as an Early Literacy Learning Tool: A Case Study*  
Beth Beschorner, *Drake University*  
Amy Hutchison, *Iowa State University*

**8:45AM-10:15AM NAUTILUS 4-LOWER LEVEL**  
**PAPER SESSION**

*Improving Literacy Development through Multi-Modal Literacy Practices*

**Chair:** Sally Lamping, *Wright State University*  
**Discussant:** Rebecca Katz, *Boston University*

1. *Harnessing the Power of Students' Out-of-School Literacies: Incorporating Popular Culture and Tools of Technology in an English Language Arts Curriculum*  
Stephanie M. Buelow, *University of Hawaii at Manoa*
2. *Dynamic Strategy Interplay in Internet Reading: A Verbal Protocol Analysis*  
Byeong-Young Cho, *Iowa State University*
3. *How Listening as Part of a Small Group's Multi-Literacy Practices is Related to Individual Performance*  
Jane S. Vogler, *The University of Texas at Austin*



**8:45AM-10:15AM NAUTILUS 5-LOWER LEVEL**  
**ALTERNATIVE FORMAT SESSION**

*Dialoguing About the Gap between Theory and Practice in Social Equity Literacy Teaching and What Teacher Educators Can Do About It*

**Chair:** Pamela A. Mason, *Harvard University*

Six dimensions of social equity literacy teaching are discussed: 1) socio-historical factors affecting literacy, 2) complexity and significance of culture, 3) culturally situated nature of literacy/language, 4) third space-hybrid teaching, 5) critical literacy, and 6) teacher transformation. Participants will be divided into groups to evaluate how their teacher education programs reflect these dimensions, what significance these programs have for the preservice and practicing teachers who attend them, and what needs to be done to strengthen programs.

**Presenters:**

Patricia A. Edwards, *Michigan State University*  
Althier M. Lazar, *Saint Joseph's University*  
Gwendolyn Thompson McMillon, *Oakland University*  
Susan V. Piazza, *Western Michigan University*

**8:45AM-10:15AM SEABREEZE I-FIRST FLOOR**  
**SYMPOSIUM**

*Through the Lens of Sociocultural Theory: Teachers' Roles for English Language Learners in the 21st Century*

**Chair:** Bogum Yoon, *State University of New York at Binghamton*  
**Discussant:** Hoe Kyeong Kim, *Cleveland State University*

This symposium presents four empirical studies that are framed within sociocultural perspectives to explore teachers' roles for English Lan-

guage Learners (ELLs) in the 21st century. The purpose of the symposium is to show the LRA audience the vivid examples of teachers' roles in the classroom settings. The findings highlight how teachers support ELLs' language and literacy learning in diverse contexts and across curriculum.

1. *How Teacher Talk can Guide Student Exploratory Talk: Communication, Conjecture, and Connections in a 4th and 5th Grade English Language Learner (ELL) Classroom*  
Maureen Patricia Boyd, *University at Buffalo*
2. *Mediating Learning and Negotiating Curricular Ideologies in a Fourth Grade Bilingual Classroom*  
Lara J. Handsfield, *Illinois State University*
3. *Teachers' Roles in Facilitating Novice Writers from Generation 1.5*  
Paula M. Carbone, *University of Southern California*
4. *Working with Preschool English Language Learners: A Sociocultural Approach*  
Joyce Bezdicek, *Millikin University*  
Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*

**8:45AM-10:15AM SEABREEZE II-FIRST FLOOR**  
**PAPER SESSION**

*Developing Science Vocabulary*

**Chair:** Ingrid Enniss, *Oakwood University*  
**Discussant:** Alison K. Billman, *University of California, Berkeley*



1. *Exploring Semantic Connections to Deepen Science Vocabulary: A Formative Study in Kindergarten*  
Allison Ward Parsons, *George Mason University*
2. *Learning Language and Learning Science in Primary Grades*  
Sheryl L. Honig, *Northern Illinois University*
3. *Morphological Developmental Levels of Content Vocabulary: Implications for Multimodal Science-Based Text*  
Tiffany Lynn Gallagher, *Brock University*  
Xavier E. Fazio, *Brock University*

**10:30AM-12:00PM EXECUTIVE CENTER 1-FIRST FLOOR**  
**SYMPOSIUM**

*Reimagining the Preparation of Teachers to Identify and Support Disciplinary Literacies*

**Chair:** Jennifer J. Wimmer, *Brigham Young University*  
**Discussant:** Roni Jo Draper, *Brigham Young University*

Teacher educators from various disciplines, engineering, English, history, mathematics, music, science, theatre, and visual arts describe their reimagining of the traditional content-area literacy methods course. Their redesign of the course is based on their consideration of competing premises of content-area and disciplinary literacy found in the current literature. Rather than focus on instructional methods, the new course focuses on teacher exploration of disciplinary texts and literacies. Descriptions of course readings and assignments will be provided.

# WEDNESDAY

- 1. Preparing Teachers to View Disciplines as Communities of Practice vs. Disciplines as Bodies of Knowledge**  
Sirpa Grierson, *Brigham Young University*  
Amy P. Jensen, *Brigham Young University*
- 2. Preparing Teachers to View Classrooms as Locations to Engage in Disciplinary Literacies vs. Locations for Practicing General Literacy**  
Paul Broomhead, *Brigham Young University*  
Jennifer Nielson, *Brigham Young University*
- 3. Preparing Teachers to Support Authentic Disciplinary Practices vs. General Literacy Instructional Strategies**  
Jeffery D. Nokes, *Brigham Young University*  
Daniel Barney, *Brigham Young University*
- 4. Preparing Teachers to Focus on Participation Literacies vs. Learning Literacies**  
Jennifer J. Wimmer, *Brigham Young University*  
Steven Shumway, *Brigham Young University*
- 5. Preparing Teachers to Use a Framework for Investigating Disciplinary Participation vs. a Framework for Instruction**  
Roni Jo Draper, *Brigham Young University*  
Daniel Siebert, *Brigham Young University*

## 10:30AM-12:00PM EXECUTIVE CENTER 2A-FIRST FLOOR PAPER SESSION

### *Media and Technology as Promising Pedagogies for Preservice Teacher Education*

**Chair:** Judson Laughter, *University of Tennessee*  
**Discussant:** Anne Swenson Ticknor, *East Carolina University*

- 1. 21st Century Action Research: Exploring Research Paradigms through Music Videos**  
Judson Laughter, *University of Tennessee*
- 2. Connecting Theory to Practice Through Blogging in an Elementary Literacy Methods Course**  
Kyle F. Kaalberg, *University of Nevada, Las Vegas*
- 3. Using Digital Transmedia Storytelling Projects to Prepare Preservice English Language Arts (ELA) Teachers to Teach 21st Century Literacies**  
Jennifer Conner-Zachocki, *Indiana University*

## 10:30AM-12:00PM EXECUTIVE CENTER 2B-FIRST FLOOR PAPER SESSION

### *Writing Instruction and Teacher Professional Development*

**Chair:** Leslie S. Rush, *University of Wyoming*  
**Discussant:** Sarah McCarthy, *University of Illinois at Urbana-Champaign*

- 1. Impact of Professional Development on Classroom Implementation of Strategic and Interactive Writing Instruction, SIWI**  
Hannah M. Dostal, *Southern Connecticut State University*  
Kimberly A. Wolbers, *University of Tennessee*  
Brenda Stephenson, *University of Tennessee*  
Paulson Skerrit, *University of Tennessee*

- 2. Writing-to-Learn in Content Area Classrooms: Labeling Teacher Practice**  
Darcie Punches, *Johnson Junior High School*  
Leslie S. Rush, *University of Wyoming*
- 3. "All Those Voices and All Those Thoughts": English Teachers' Perspectives on Designing and Staffing a Summer Writing Institute**  
Kelly Chandler-Olcott, *Syracuse University*  
Bryan Ripley Crandall, *Fairfield University*  
Janine Nieroda, *Syracuse University*

## 10:30AM-12:00PM EXECUTIVE CENTER 3A-FIRST FLOOR PAPER SESSION

### *University Contexts of Literacy Instruction*

**Chair:** Sara Ann Beach, *University of Oklahoma*  
**Discussant:** Ann M. Bennett, *University of Tennessee*

- 1. Talking within Practice: Adult Immigrant Students and University Tutors as Co-Participants in Learning**  
Carolyn Colvin, *University of Iowa*  
Melanie Reichwald, *University of Iowa*  
Mackenzie O'Connor, *University of Iowa*  
Renee Martin, *University of Iowa*
- 2. Researching to Write, Writing to do Research: The Situated Learning in Training Graduate Students**  
Sonia Cadena Castillo, *Universidad Autonoma de Occidente*  
Emma Adriana De La Rosa Alzate, *Universidad Autonoma de Occidente*

## 10:30AM-12:00PM EXECUTIVE CENTER 3B-FIRST FLOOR PAPER SESSION

### *Research on Reading Comprehension*

**Chair:** Kathleen A. Paciga, *Purdue University Calumet*  
**Discussant:** Elizabeth A. Swaggerty, *East Carolina University*

- 1. Evidenced-Based Argumentation as a Scaffolding for Advanced Reading Comprehension**  
Cindy Litman, *WestEd*  
MariAnne George, *University of Illinois at Chicago*  
Cynthia Greenleaf, *WestEd*  
Angela Joy Fortune, *University of Illinois at Chicago*  
Irisa Charney-Sirrott, *WestEd*  
Ursula Sexton, *WestEd*
- 2. How Comprehension Strategies Work: Competing Mechanisms in Research and Practice**  
Dennis S. Davis, *The University of Texas at San Antonio*
- 3. Responsive Reading: an Examination of Interactive Read-Alouds Using Traditional Texts and E-Readers**  
Laura May, *Georgia State University*  
Gary Bingham, *Georgia State University*  
Meghan Pendergast, *Georgia State University*

# WEDNESDAY

10:30AM-12:00PM  
PAPER SESSION

EXECUTIVE CENTER 4-FIRST FLOOR

## *Examining the Adequacy and Utility of Assessment Tools*

**Chair:** Gae Lynn McInroe, *McMurry University*

**Discussant:** Danielle Dennis, *University of South Florida*

1. *Pilot Study to Determine the Utility of a Quantitative Scoring System for Measuring Growth in Representing Both Phonemes and Graphemes in Developmental Spelling Inventories*  
Richard M. Oldrieve, *Bowling Green State University*  
Cynthia Bertelsen, *Bowling Green State University*
2. *Reconceptualizing Oral Language's Impact on Reading Proficiency: A Practitioner-Friendly Assessment Tool for Oral Language*  
Megan Mahowald, *Indiana University*

10:30AM-12:00PM HARBOR ISLAND BALLROOM I-FIRST FLOOR  
SYMPOSIUM

## *A Multimodal, Web-Based Instructional Space to Improve Bilingual Adolescents' English Writing: Considerations for Development and Practice*

**Chair:** Charles K. Kinzer, *Teachers College, Columbia University*

**Discussant:** Sarah Lohnes Watulak, *Towson University*

To improve the English writing of Latino English Language Learners, we received funding to develop and test a web-based space based on an anchored instruction model and framework that provides a thoughtful exploration of the world through the lenses of science, technology, and social studies. Last year, this project's underpinnings and initial design were presented. This year, we will present our updated design work, data collection procedures, and findings from two schools.

1. *The STEPS+G Project: A Web-Based, Design-Based Approach to Enhance the Academic Writing of Emergent Bilinguals*  
Jo Anne Kleifgen, *Teachers College, Columbia University*  
Charles K. Kinzer, *Teachers College, Columbia University*
2. *Furthering the Implementation of a Theoretically Sound Writing Space for Emergent Bilinguals Using Online Technologies*  
Charles K. Kinzer, *Teachers College, Columbia University*  
Ibrahim (Musti) Ekin, *Teachers College, Columbia University*  
Jo Anne Kleifgen, *Teachers College, Columbia University*  
Daniel L. Hoffman, *Teachers College, Columbia University*
3. *Assessing Emergent Bilinguals' Response to and Interaction with a Multimodal Online Writing Space, and its Instructional Content*  
Kristin Gorski, *Teachers College, Columbia University*  
Briana Ronan, *Teachers College, Columbia University*  
Jo Anne Kleifgen, *Teachers College, Columbia University*  
Andrea Lira, *Teachers College, Columbia University*  
Charles K. Kinzer, *Teachers College, Columbia University*  
Christine McCaleb, *Teachers College, Columbia University*  
Jean Kim, *Teachers College, Columbia University*

10:30AM-12:00PM  
PAPER SESSION

HARBOR ISLAND BALLROOM III-FIRST FLOOR

## *Research on Early-Reading/Literacy Instruction in Diverse Classrooms*

**Chair:** Leslie Maureen Cavendish, *High Point University*

**Discussant:** Beverly Lauren Weiser, *Southern Methodist University*

1. *A Partnership for Ensuring Early Reading Success in an Urban District*  
Lori Helman, *University of Minnesota*  
Alyssa Boardman, *University of Minnesota*  
Keitha-Gail Martin-Kerr, *University of Minnesota*
2. *Classroom-Based Early Reading Intervention and Situated Professional Learning*  
Steven J. Amendum, *North Carolina State University*  
Meghan D. Liebfreund, *North Carolina State University*



## 3. *Comprehension and Vocabulary Instruction in Linguistically Diverse Grade 3-5 Classrooms*

Rebecca Silverman, *University of Maryland*

Patrick Proctor, *Boston College*

Jeff Harring, *University of Maryland*

Brie Doyle, *University of Maryland, College Park*

Anna G. Meyer, *University of Maryland, College Park*

Marisa A. Mitchell, *University of Maryland, College Park*

10:30AM-12:00PM  
SYMPOSIUM

MARINA I-FIRST FLOOR

## *Envisioning Research in the Literacy Clinic in an Era of New Literacies: Exploring Teacher-Student Interactions in Tutoring Sessions*

**Chair:** Fenice Boyd, *University at Buffalo*

**Discussant:** James Erikson, *University of Northern Colorado*

This symposium is organized around the proposition that in a 21st century context, literacy clinics are more essential than ever. We examine the role that literacy centers can play when they archive data from tutoring sessions, (e.g. video, plans, teacher reflections, etc.) and make use of digital research tools, (e.g. nvivo) in analysis. Here we focus on three studies of talk, interpreted from different theoretical perspectives, (e.g. classroom interaction, embodiment and engagement, and activity theory).

1. *Identifying Patterns of Acquisition and Participation in Talk Between Novice Literacy Specialists and a Struggling Reader*  
Rosa D'Abate, *University at Buffalo*  
Jennifer A. Schiller, *University at Buffalo*
2. *The Overlooked Role of Teacher Feedback During Literacy Instruction: Tensions Between Engagement, Embodiment, and Ipseity*  
Tyler Rinker, *University at Buffalo*  
Jennifer A. Schiller, *University at Buffalo*
3. *Teachers Balancing Kinds of Talk for Struggling Readers: An Analysis of Literacy Instruction as Activity*  
Caroline M. Flury-Kashmanian, *University at Buffalo*  
Mary McVee, *University at Buffalo*

# WEDNESDAY

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## 10:30AM-12:00PM SYMPOSIUM

## MARINA II-FIRST FLOOR

### *The Nature of Transitions in Adult Literacy*

**Chair:** Erik Jacobson, *Montclair State University*

**Discussant:** William Robert Muth, *Virginia Commonwealth University*

Efforts are underway nationally to help adult learners transition between Adult Basic Education (ABE) programs and into post-secondary education. This symposium will take a closer look at the nature of these transitions from three different perspectives. The first will examine policy that supports or hinders transitions between programs. The second will look more closely at the goals learners set for themselves within programs. Finally, the third will look at the experience of students in college-level developmental education courses.

1. ***Policy Supports and Constraints for Building Transition Programs***  
Erik Jacobson, *Montclair State University*
2. ***“Relevant” Reading-Related Instruction: The Role of Identity Work for Adults in Transition***  
Amy Trawick, *Appalachian State University*
3. ***English Language Learners in Transition***  
Carmela Romano Gillette, *Michigan State University*

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## 10:30AM-12:00PM SYMPOSIUM

## MARINA III-FIRST FLOOR

### *New Literacies Revisited: Nuancing Multimodality through Art, Play, Synaesthesia, and Kamishibai*

**Chair:** Candace Kuby, *University of Missouri*

**Discussant:** Deborah Wells Rowe, *Vanderbilt University*

Panelists present papers that nuance multimodality and methodologies for researching New Literacies. Papers include: artistic encounters demonstrating children’s shifting identities, play and drama as core literacies enacted, producers whose folk wisdom and know-how can tell us about how modes function and cross-over to make meaning, and student performances of kamishibai, Japanese “paper theater.” It is possible to understand the complex dynamics of children’s engagement across multiple worlds, social imaginaries, and cultural practices through multimodal analyses?

1. ***Young Children Negotiating Identities through Artistic Encounters***  
Margaret Vaughn, *University of Idaho*  
Candace Kuby, *University of Missouri*
2. ***Embodied Composing in Cultural Imaginaries***  
Karen Wohlwend, *Indiana University*  
Carmen Medina, *Indiana University*
3. ***Modal Learning: The New Literacy***  
Jennifer Rowsell, *Brock University*
4. ***Expanding the “Reach” of Modes: Kamishibai, Paper Theater in 21st Century Classrooms***  
Tara McGowan, *University of Pennsylvania*

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## 10:30AM-12:00PM SYMPOSIUM

## MARINA IV-FIRST FLOOR

### *Exploring Social Interactions, Collaboration, and Multimodality as Students Make Meaning from Online Informational Texts*

**Chair:** Angie Zapata, *The University of Texas at Austin*

**Discussant:** Frank Serafini, *Arizona State University*

This symposium shares work from three studies that sought to characterize how younger and older students engaged with multimodal informational texts within the context of three different types of inquiry tasks. Collectively, these three papers and insights from our discussant will provide a deeper understanding of how multimodality and social interaction may influence reading comprehension among diverse learners in elementary and secondary school classrooms.

1. ***Inquiry and Informational Texts: Third Graders Making Meaning from Informational Trade Books and Online Texts***  
Beth Maloch, *The University of Texas at Austin*  
Angie Zapata, *The University of Texas at Austin*
2. ***Comparing Third, Fourth, and Fifth-Graders’ Collaborative Interactions while Engaged in Online Inquiry***  
Jill Castek, *Portland State University*  
Julie Coiro, *University of Rhode Island*  
Lizabeth Guzniczak, *Oakland University*  
Diane Sekeres, *University of Alabama*
3. ***Disciplinary Literacy Online: The Role of Multimodality***  
Michael Manderino, *Northern Illinois University*

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## 10:30AM-12:00PM SYMPOSIUM

## MARINA V-FIRST FLOOR

### *Curriculum-Based Measures of Reading: What do They Really Measure?*

**Chair:** Marla Mallette, *State University of New York at Binghamton*

**Discussants:** Peter Afflerbach, *University of Maryland*

Sylvia Lee, *Southern Illinois University Carbondale*

Anthony Onwuegbuzie, *Sam Houston State University*

The symposium examines multiple perspectives and understandings of what is measured with curriculum-based measures, (CBMs). Two studies, in which teacher-researchers collaborated with university faculty to examine CBM data from their own schools, are presented. Then, scholars in literacy assessment and educational measurement provide their insights into the processes and products of CBMs. The symposium concludes with a discussion among the presenters and the audience.

#### **Presenters:**

Marla Mallette, *State University of New York at Binghamton*

Julie Swigonski, *Benton School*

Ashley Summers, *West Frankfurt School*

Leah Wolfe, *West Frankfurt School*

Char Mumbower, *Benton School*



# WEDNESDAY

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## 10:30AM-12:00PM SYMPOSIUM

## MARINA VI-FIRST FLOOR

### *Classroom Discourse and Literacy Outcomes: The Importance of Talk to Support Literacy Achievement*

**Chair:** Catherine Michener, *Boston College*

**Discussant:** Richard Anderson, *University of Illinois at Urbana-Champaign*

There is considerable evidence that oral discourse is important for literacy achievement (Lawrence & Snow, 2011). This symposium addresses the complexity of instructional discourse as it relates to literacy outcomes, and aims to support educators' awareness of effective discourse strategies. These papers present data from four academic settings in elementary and middle-schools. Using various methodologies, all four studies indicate that the quality and amount of peer and teacher talk have important relationships with literacy achievement.

1. *Features of Dialogic Instruction in Upper Elementary Classrooms and their Relationships to Student Reading Comprehension*  
Catherine Michener, *Boston College*
2. *What Should Go in the "E" position? Teacher-Student Talk, Engagement, and Reading Comprehension*  
Dot McElhone, *Portland State University*
3. *Understanding Middle School Teachers' Talk During Vocabulary Instruction*  
Evelyn Ford-Connors, *Boston University*
4. *Does Teacher and Peer Talk in Preschool have a Long-Term Effect on Immigrant Children's L2 Vocabulary Development?*  
Joshua F. Lawrence, *University of California, Irvine*

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## 10:30AM-12:00PM PAPER SESSION

## NAUTILUS 1-LOWER LEVEL

### *Online Communities of Practice Among Preservice Teachers*

**Chair:** Lee Ann Tysseling, *Boise State University*

**Discussant:** Lisa Scherff, *Florida State University*

1. *"Facebook Me:" Student Teachers' Online Communities of Practice and Learning to Teach Writing*  
Belinda S. Zimmerman, *Kent State University*  
Tricia Niesz, *Kent State University*  
Terry Kindervater, *Kent State University*  
William Kist, *Kent State University*
2. *Going Mobile: Reframing Discussion Groups for 21st Century Classrooms*  
Lee Ann Tysseling, *Boise State University*  
Meleah McCulley, *Boise State University*
3. *Keeping the Conversation Going: Using the Ning to Think and Talk Critically About Young Adult Literature*  
Kimberly A. Richard, *Saint Joseph College*

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## 10:30AM-12:00PM PAPER SESSION

## NAUTILUS 2-LOWER LEVEL

### *Dimensions of Literacy Teacher Education Programs*

**Chair:** Julie Ellison Justice, *University of North Carolina at Chapel Hill*

**Discussant:** Lois Haid, *Barry University*

1. *A Non-Expert's First Attempts to Incorporate English Language Learner (ELL) Issues Into a General Literacy Methods Course: Implications for Course Development and Teacher Educator Growth*  
Doug Kaufman, *University of Connecticut*  
Jennifer Dolan, *University of Connecticut*
2. *Literacy Tutoring in the Preservice Field Experience: A Promising Pedagogy*  
Katherine Hilden, *Radford University*  
Brooke Blanks, *Radford University*
3. *Teacher Education Programs' Effects on the Pedagogical Practices of Teacher Candidates*  
Karen Kreider Yoder, *Touro University California*  
Elizabeth Dobler, *Emporia State University*  
Dana L. Grisham, *National University*  
Linda Smetana, *California State University, East Bay*  
Thomas De Vere Wolsey, *Walden University*  
Kathy Ganske, *Vanderbilt University*

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## 10:30AM-12:00PM PAPER SESSION

## NAUTILUS 3-LOWER LEVEL

### *Literacy Instruction and the Writing Development of English Language Learners*

**Chair:** Teresa R. Fisher, *Georgia State University*

**Discussant:** Nora A. Vines, *Appalachian State University*

1. *21st Century Literacies for All: Developing the Interpretive Writing of English Language Learners*  
Tina Matuchniak, *University of California, Irvine*  
Carol Booth Olson, *University of California, Irvine*
2. *Adolescent English Learners' Stances toward Disciplinary Writing: A Report from the National Study of Writing Instruction*  
Kristen Campbell Wilcox, *University at Albany*  
Jill Jeffery, *University of New Mexico*
3. *Examining Instructional Practices and Student Processes: Writing with English Language Learners*  
Laura Keisler, *California State University, Fullerton*  
Erica Bowers, *California State University, Fullerton*  
Shanan Fitts, *Appalachian State University*



# WEDNESDAY

## 10:30AM-12:00PM PAPER SESSION

### NAUTILUS 4-LOWER LEVEL

#### *Cognitive Development through Language Transference*

**Chair:** Cristina Alfaro, *San Diego State University*

**Discussant:** Zaline Roy-Campbell, *Syracuse University*

1. ***Distributing Cognition: Collaborative Translation to Support Bilingual Reading***

Kelly Puzio, *Washington State University*  
Christopher Keyes, *Vanderbilt University*  
Mikel Cole, *Vanderbilt University*

2. ***Patterns of Cross-Language Usage when Reading and Summarizing Academic Text: What Proficient Biliterate Readers Do when Encountering Text in Two Languages***

Hyunjoo Kwon, *Texas State University-San Marcos*  
Diane L. Schallert, *The University of Texas at Austin*

3. ***Translation in the Third Space: Pedagogical Literacies for Monolingual Teachers Working with English Language Learners***

Mark Barba Pacheco, *Vanderbilt University*  
Samuel David, *Vanderbilt University*

## 10:30AM-12:00PM PAPER SESSION

### NAUTILUS 5-LOWER LEVEL

#### *Exploring Theoretical Perspectives for Enacting Socially Responsive Literacy Research*

**Chair:** George G. Hruby, *University of Kentucky*

**Discussant:** Elizabeth Dutro, *University of Colorado Boulder*

1. ***Reconfiguring the Teacher-Student Writing Conference with Material Feminisms***

Mindy Legard Larson, *Linfield College*  
Donna Kalmbach Phillips, *Pacific University*

2. ***Listening To Collaborative Writing: Ethnography of Communication in a 21st Century Classroom as Methodology and Pedagogy***

George Lovell Boggs, *Florida State University*

3. ***Conceptualizing a Theoretical Framework for Conducting Social Class-Sensitive Literacy Research***

Mark D. Vagle, *University of Minnesota*  
Stephanie P. Jones, *University of Georgia*  
Su Yun Choi, *University of Georgia*  
Marsha Francis, *University of Georgia*  
Latoya Johnson, *University of Georgia*  
Stephanie P. Jones, *University of Georgia*  
Shar Rollin, *University of Georgia*  
Kristy Shackelford, *University of Georgia*  
Jaye Johnson Thiel, *University of Georgia*

## 10:30AM-12:00PM ALTERNATIVE FORMAT SESSION

### SEABREEZE I-FIRST FLOOR

#### *Personal Reflections on a Research Career: I Used To Think . . . And Now I Think . . .*

**Chairs:** Caitlin McMunn Dooley, *Georgia State University*

Samuel Miller, *University of North Carolina at Greensboro*

We have asked six prominent and well-known individuals from our community to reflect on changes across their careers in perspectives, epistemologies, and theories in literacy/language arts research. They'll discuss how their research focus evolved across their careers; how these changes affected their views towards the adoption of research theories, methodologies, and tools; the influence of various factors in their lives, e.g., gender, religion, backgrounds, historical or political events, and their advice for beginning researchers.

#### **Presenters:**

Annemarie Palincsar, *University of Michigan*  
Lee Carol, *Northwestern University*  
Kathy Au, *SchoolRise, LLC*  
Peter Johnston, *University at Albany*  
Donald Leu, *University of Connecticut*  
Jerome C. Harste, *Indiana University*

## 10:30AM-12:00PM PAPER SESSION

### SEABREEZE II-FIRST FLOOR

#### *Fostering Vocabulary Development among Young English Learners*

**Chair:** Kristin Conradi, *North Carolina State University*

**Discussant:** Audrey Lucero, *University of Oregon*

1. ***Patterns of Language Production across Activity Settings and Social Contexts in Preschool English Learner and English Only Children***

Theresa Roberts, *California State University, Sacramento*

2. ***Spanish-Speaking Preschool Children's Vocabulary Development***

Jeannette Mancilla-Martinez, *University of Illinois at Chicago*  
Joanna Christodoulou, *Massachusetts Institute of Technology*

3. ***Vocabulary Acquisition and Early Literacy Development through a Bilingual Family Literacy Intervention Program***

Jing Zhang, *Buffalo State College*  
Antoinette Doyle Doyle, *Memorial University of Newfoundland*

## 12:00PM-1:00PM STUDY GROUPS

Literacy Lab/Reading Clinic . . . . Executive Center 1-First Floor

*Current Issues in Literacy Labs/Reading Clinics*

Response to Intervention (RTI): New Challenges and New Literacies

..... Executive Center 4-First Floor

*Overview of RTI, Current Research and Issues*

Adult Literacy. . . . . Marina I-First Floor

*Policy Issues in Adult Literacy; Research Trends*

Living the Writerly Life in Academia . . . . Marina II-First Floor

Guest Presenter: Leigh Hall, *University of North Carolina*

*Maintaining Momentum*

Critical Race Theory. . . . . Marina III-First Floor

*Planning for 2013 Symposium & Group Meeting*

# WEDNESDAY

Writing Research Study Group: Researching Early Writing

.....Marina IV-First Floor

Guest Presenter:  
Deborah Wells Rowe, *Vanderbilt University*

*Multimodal Children's Writing*

Approaches to Studying Graphic Novels . . . Marina V-First Floor

*General Overview of Current Graphic Novel Research*

Word Study: Phonics, Vocabulary, and

Spelling .....Marina VI-First Floor

Guest Presenters:  
Theresa Roberts, *California State University, Sacramento*  
Cynthia Leung, *University of South Florida, St. Petersburg*

*Young Children's Vocabulary Development: Strategic Decoding and Cognitive Flexibility, Motivation in Teaching Decoding, Rasch Modeling for Vocabulary Research*

Approaches to Video/Multimodal Data Analysis in Literacy Research ..... Nautilus 1-Lower Level

Guest Presenters: Charles Kinzer, *Teachers College at Columbia University*  
John McEneaney, *Oakland University*

*Supportive Technologies for Collecting Video Data*

Literacy Instructional Leadership. . . . . Nautilus 2-Lower Level

Guest Presenters:  
Rita Bean, *University of Pittsburgh*  
Susan L'Allier, *Northern Illinois University*  
Laurie Elish-Piper, *Northern Illinois University*  
Evan Ortlieb, *Monash University, Australia*

*Sharing Research on Literacy Coaches and Instructional Leaders*

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher ..... Nautilus 3-Lower Level

*Research, Agency, and Social Networking*

Doctoral Students' Innovative Community Group ..... Nautilus 4-Lower Level

Guest Presenters:  
Donna Alvermann, *University of Georgia*  
Jen Scott Curwood, *University of Sydney*

*Methodologies in New Literacies*

Approaches to Discourse Analysis . . . . . Seabreeze I-First Floor

*Discourse Analysis*

TERSG: The Teacher Education Research Group ..... Seabreeze II-First Floor

*Sharing of Ongoing TERSG Projects and Generating Ideas*

1:15PM-2:45PM

EXECUTIVE CENTER 1-FIRST FLOOR

ALTERNATIVE FORMAT SESSION

*Bringing a Community of Practice Lens to the Preparation of Literacy Scholars: The Case of a History of Literacy Research Course*

**Chair:** Annemarie Palincsar, *University of Michigan*  
**Discussant:** Linda Kucan, *University of Pittsburgh*

In this alternative session, two literacy educators and five students who participated in a history of literacy research course take up the metaphor of "community of practice (COP)" to explore: how doctoral preparation is similar to becoming a member of a COP; how doctoral students can be supported to become members of a COP; and the challenges doctoral students' experience in their efforts to become members of a COP of literacy educators and scholars.

**Presenters:**

Julie E. Learned, *University of Michigan*  
Emily Mihocko, *University of Michigan*  
Michelle Mai Nguyen, *University of Michigan*  
Emily Rainey, *University of Michigan*  
Viktorija Tijunelis, *University of Michigan*

1:15PM-2:45PM

EXECUTIVE CENTER 2A-FIRST FLOOR

PAPER SESSION

*Improving Instruction Through Preservice Teacher Education*

**Chair:** Carol J. Delaney, *Texas State University-San Marcos*  
**Discussant:** Carole Janisch, *Texas Tech University*

1. *Addressing 21st Century Teaching and Learning in a Year-Long Teacher Internship: Preparing Future Educators to Create, Implement, and Evaluate High-Level Tasks to Improve Instruction*

Catherine M. Weber, *Arizona State University*  
Leanna Archambault, *Arizona State University*  
Wen-Ting Chung, *Arizona State University*

2. *Early Access: Learning to Reflect and Adapt While Learning to Teach in a Reading Clinic*

Emily Hayden, *University at Buffalo*

3. *The Running Records of Pre-Service Teachers: Miscuing Miscues and the Possibility of an Expert Novice*

Rachael Gabriel, *University of Connecticut*  
Doug Kaufman, *University of Connecticut*

1:15PM-2:45PM

EXECUTIVE CENTER 2B-FIRST FLOOR

PAPER SESSION

*Adolescent Literacy*

**Chair:** Richard Thomas Holdgreve-Resendez, *Michigan State University*

**Discussant:** Kenneth J. Weiss, *Central Connecticut State University*

1. *Contexts of Expansive Learning? Ninth-Grade Reading Intervention Classes from a Student Perspective*

Katherine K. Frankel, *University of California, Berkeley*

# WEDNESDAY

## 2. *Rigorous Coursework in Urban High Schools: Literacy Challenges for Teachers and Students*

Sheila Valencia, *University of Washington*

Sara Nachtigal, *University of Washington, Seattle*

## 3. *The Impact of Supplemental Reading Instruction on High School Students' Motivation, Self-Efficacy and Achievement*

Susan Chambers Cantrell, *University of Kentucky*

Janis C. Carter, *University of Kentucky*

Margaret Rintamaa, *University of Kentucky*

1:15PM-2:45PM

EXECUTIVE CENTER 3A-FIRST FLOOR

### PAPER SESSION

#### *21st Century/Multiliteracies*

**Chair:** Debbie East, *Ivy Tech Community College*

**Discussant:** Patriann Smith, *University of South Florida*

#### 1. *Literacy for Purposeful Civic Engagement: Learning 21st Century Multiliteracies through Videogames*

Katherine Sanford, *University of Victoria*

#### 2. *Reframing Literacy for Visual Learners*

Marlon Kuntze, *Gallaudet University*

Debbie Golos, *Utah State University*

Charlotte Enns, *University of Manitoba*

#### 3. *"With, Not For:" Collaborative Writing and 21st Century Literacy-Mediated Learning*

George Lovell Boggs, *Florida State University*

1:15PM-2:45PM

EXECUTIVE CENTER 4-FIRST FLOOR

### PAPER SESSION

#### *Learning from the Past in Order to Imagine the Future in Literacy Research*

**Chair:** Elizabeth G. Sturtevant, *George Mason University*

**Discussant:** Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

#### 1. *Looking Back to Look Ahead: Affordances and Constraints Associated With the Use of Legitimate Peripheral Participation as a Theoretical Framework in Literacy Research*

Annamary L. Consalvo, *Fitchburg State University*

Diane L. Schallert, *The University of Texas at Austin*

Elric Elias, *The University of Texas at Austin*

Tran Lu, *Fitchburg State University*

#### 2. *New Literacy Practices and Online Affinity Spaces: Implications for Research*

Jen Scott Curwood, *University of Sydney*

Alecia Marie Magnifico, *University of Illinois at Urbana-Champaign*

Jayne C. Lammers, *University of Rochester*

Jayne C. Lammers, *University of Rochester*

#### 3. *On the Promises and Pitfalls of Using Mixed Methods in Reading and Literacy Research*

Ian A. G. Wilkinson, *The Ohio State University*

Bea Staley, *The Ohio State University*

Taralee Cyphers, *The Ohio State University*

1:15PM-2:45PM

HARBOR ISLAND BALLROOM I-FIRST FLOOR

### SYMPOSIUM

#### *Students as Readers and Writers of Online Texts: Collaborative Inquiry, Comprehension, and Content Construction*

**Chair:** Jonathan T. Bartels, *University of North Carolina at Chapel Hill*

**Discussant:** Lisa Zawilinski, *University of Hartford*

The nature of literacy is rapidly evolving and these changes demand an expanded view of "text" to include visual, digital and other multimodal formats. This symposium uses multiple theoretical lenses to investigate shifts in collaborative inquiry, comprehension, and content construction in online environments.

#### 1. *The Internet and Adolescent Readers: Exploring Relationships Between Online Reading Comprehension, Prior Knowledge, Critical Evaluation, and Dispositions*

Greg McVerry, *Southern Connecticut State University*

#### 2. *From Wired Spaces to Offline Classrooms: Developing a Protocol for Identifying the Relationship of Personal Online Literacies and Professional Classroom Practices*

Jonathan T. Bartels, *University of North Carolina at Chapel Hill*

#### 3. *Facilitating Critical Evaluation Skills through Content Creation: Empowering Adolescents as Readers and Writers of Online Information*

William Ian O'Byrne, *University of New Haven*

1:15PM-2:45PM

HARBOR ISLAND BALLROOM III-FIRST FLOOR

### SYMPOSIUM

#### *Social Networks and Lived Experiences in Adult Literacy*

**Chair:** William Robert Muth, *Virginia Commonwealth University*

**Discussant:** Kristen H. Perry, *University of Kentucky*

We report on ways literacy experiences work at social and cultural levels to inform, transform and reorient the thoughts and beliefs of adults in three social networks: a rural health literacy community in Canada, literacy tutors from a Western state, and U.S. prisoners in a family literacy program. We examine how these networks discursively construct and support communities. Our research increases the adult literacy field's understanding of how literacy practices both transform and oppress lives.

#### 1. *Networks as Discursive Products: A Methodological Approach for Health Literacy Research*

Laura Nimmon, *University of British Columbia*

#### 2. *Women's Literacy and Identity: The Importance of Social Networking in Social Practice*

Heidi Bacon, *University of Arizona*

#### 3. *Recovering Time: Art Literacy and Prison Timescapes*

William Robert Muth, *Virginia Commonwealth University*

Ginger Marie Walker, *Virginia Commonwealth University*

Sandra Joy Casad, *Virginia Commonwealth University*

# WEDNESDAY

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## 1:15PM-2:45PM SYMPOSIUM

### MARINA I-FIRST FLOOR

#### *Improving Our Understanding of School Writing: The Macro- and Micro-Contextual Factors that Shape Adolescent Writers*

**Chair:** Joshua F. Lawrence, *University of California, Irvine*

**Discussant:** Carol Booth Olson, *University of California, Irvine*

Writing instruction for adolescents has been hampered, in part, by a limited understanding of how writing proficiency is fostered in school settings. Notably, few studies have documented on the macro-level, the genres that adolescents write across content areas or, on a micro-level, the language and discourse structures that adolescents employ when engaging in school writing tasks. This symposium brings together three studies that explore the writing produced by adolescents at both macro- and micro-levels.

1. ***Macro-Contextual Factors Impacting the Development of Proficient Analytic Writers: Insights into the Literacy Lives of Adolescents Gleaned from a Comprehensive Document Analysis***

Joshua F. Lawrence, *University of California, Irvine*

Emily Phillips Galloway, *Harvard University*

Soobin Yim, *Harvard University*

Alex Lin, *University of California, Irvine*

2. ***An Investigation into the Language Forms Used By Adolescent Writers and the Proposal of a Pedagogically Relevant Framework for Identifying the Predictors of Persuasive Writing Quality***

Paola Uccelli, *Harvard University*

Christina L. Dobbs, *Harvard University and Boston University*

Jessica Scott, *Harvard University*

3. ***The Role of Vocabulary Learning in the Construction of Persuasive Writing: How Do English Language Learners Make Use of Expanding Linguistic Resources?***

Christina L. Dobbs, *Harvard University and Boston University*

Claire White, *Harvard University*

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## 1:15PM-2:45PM SYMPOSIUM

### MARINA II-FIRST FLOOR

#### *Crossing Borders, Blurring Boundaries*

**Chair:** Susan Goldman, *University of Illinois at Chicago*

**Discussant:** David Reinking, *Clemson University*

This study of a cross-site teacher network provides insights into knowledge-construction for professional development to enhance 6-12th grade teachers' pedagogy in teaching complex comprehension in the three disciplines of history, science, and literature. We focus on how inquiry network participants built upon and transformed design principles and material resources of the overall project. In this symposium, we share the professional development design, content, and flow of the cross-site Teacher Network.

1. ***Designing a Cross-Site and Cross-Disciplinary Teacher Network***

Cynthia Greenleaf, *WestEd*

Taffy E. Raphael, *University of Illinois at Chicago*

MariAnne George, *University of Illinois at Chicago*

2. ***What Teachers Learn as Design Partners for Disciplinary Argumentation***

Irisa Charney-Sirrott, *WestEd*

Gayle Cribb, *WestEd*

Rita Jensen, *WestEd*

Willard Brown, *WestEd*

3. ***Disciplinary Cross Talk and Shared Knowledge in a Teacher Network***

Angela Joy Fortune, *University of Illinois at Chicago*

Mary Pat Sullivan, *University of Illinois at Chicago*

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## 1:15PM-2:45PM SYMPOSIUM

### MARINA III-FIRST FLOOR

#### *Literacy and Poverty: Perspectives from Work in Communities and Schools*

**Chair:** Ellen McIntyre, *North Carolina State University*

**Discussant:** Devon Brenner, *Mississippi State University*

This session will focus on the relationship of literacy and poverty. It will begin with a review of recent books on social class in America and compare rhetoric to reality through a description of three studies in communities and schools. These studies examined social class, culture, policy, and literacy practices in a variety of settings.

1. ***Poverty, Culture, and Educational Achievement: Rhetoric and Reality***

Ellen McIntyre, *North Carolina State University*

2. ***Violence, Poverty and Addiction: Responding to Literature in a Book Club at a Homeless Shelter for Mothers in Recovery***

Laurie MacGillivray, *University of Memphis*

Amy Ardell, *Chapman University*

Margaret Curwen, *Chapman University*

3. ***Teachers' Storybook Practices in the Bible Belt: Negotiating Cultural Models of Instruction***

Allison Henward, *University of Hawaii at Manoa*

Laurie MacGillivray, *University of Memphis*

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## 1:15PM-2:45PM SYMPOSIUM

### MARINA IV-FIRST FLOOR

#### *New Mainstream Literacies across Curricular Tracks and Subject Areas*

**Chair:** Kerry Enright, *University of California, Davis*

**Discussant:** Kerry Enright, *University of California, Davis*

This symposium presents research from linguistically diverse "New Mainstream" classrooms across the curriculum and across curricular tracks, with attention to the experiences of monolingual and bilingual adolescents. Each paper considers New Mainstream literacies from a different perspective: classroom practices and participation, content literacy and knowledge, and youth perspectives on literacies in and out of school. Data are from the Diverse Adolescent Literacies project, a two-year qualitative study of literacies in a California high school.

1. ***Metaphors We Learn By: Student Participation and Literacy Practices in New Mainstream Classrooms***

Victoria Brookins, *University of California, Davis*

Orlando Carreón, *University of California, Davis*

Daniela Torres-Torretti, *University of California, Davis*

Marguerite Wilson, *University of California, Davis*



# WEDNESDAY

2. **Tracking Content Literacy and Knowledge across the Curriculum**  
Kerry Enright, *University of California, Davis*  
Laura Myers, *University of California, Davis*  
Katherina Sibbald, *University of California, Davis*

3. **Literacies of Learners in the New Mainstream: Student Perspectives on Self and School**  
Annalisa Corioso, *University of California, Davis*  
Rebecca Conley, *University of California, Davis*

1:15PM-2:45PM

MARINA V-FIRST FLOOR

## SYMPOSIUM

*Interviewing Young Children: Using Psycho- and Micro-Genetic Design Elements and Methodology to Assess Young Children's Understandings of Reading, Writing and Spelling*

**Chair:** David B. Yaden, Jr., *University of Arizona*

**Discussant:** Robert Rueda, *University of Southern California*

This symposium brings together researchers who have conducted investigations with preschool and kindergarten children using clinical interviewing and dynamic assessment techniques to discuss the methodological challenges of these approaches. The researchers offer recommendations for improving the quality of the information collected from young children who are learning to integrate their nascent knowledge of writing systems with the conventional systems introduced by adults in their home, preschool or after-school environments.

1. **Methodological Reflections on a Psychogenetic Analysis of Spanish-Speaking Preschoolers' Emergent Writing**  
Joan Tardibouno, *University of Southern California*
2. **Young Chinese/English Bilingual Kindergarten and First Grade Children Explore the Similarities and Differences Between Writing Systems**  
Tina Tsai, *The Literacy Guild*
3. **Development of Orthographic Knowledge in a Consonantal Script: Children's Invented Spellings in Farsi**  
Atousa Mirzaei, *Defense Language Institute*
4. **An Analysis of First Grade Deaf or Hard of Hearing Students' Writing Development Using Scaffolded Writing**  
Bridgett Scott-Weich, *Los Angeles Unified School District*
5. **Issues of Establishing Trust Within Vulnerable Populations: An Insider's View**  
Camille Martinez, *University of Arizona*

1:15PM-2:45PM

MARINA VI-FIRST FLOOR

## SYMPOSIUM

*Fostering Depth of Vocabulary Knowledge in Preschoolers through Book Reading and Play*

**Chair:** David K. Dickinson, *Vanderbilt University*

**Discussant:** Susan Neuman, *University of Michigan*

It is now well established that language ability is critical for long-term literacy development, and that academic vocabulary is an aspect of language that is of particular importance, especially for children from low-income homes who are in need of special support in this area. This symposium will report results from a study that is developing a vocabu-

lary intervention that will link book reading to play and support teachers in adoption of new instructional methods.

1. **Language Learning through Play: A Novel Model of Early Childhood Vocabulary Acquisition**  
Katherine M. Newman, *Vanderbilt University*  
David K. Dickinson, *Vanderbilt University*
2. **Investigating the Impact of Varied Shared Book Reading Methods on Vocabulary Development**  
Elizabeth Burke Hadley, *Vanderbilt University*  
Katherine M. Newman, *Vanderbilt University*  
Molly F. Collins, *Vanderbilt University*  
David K. Dickinson, *Vanderbilt University*
3. **Employing Play as a Support for Word Learning and Story Comprehension**  
Bretta Rivera, *Vanderbilt University*  
Molly F. Collins, *Vanderbilt University*  
David K. Dickinson, *Vanderbilt University*

1:15PM-2:45PM

NAUTILUS 1-LOWER LEVEL

## ALTERNATIVE FORMAT SESSION

*Apprenticeship in Academic Literacies: Infusing Technology into Established Literacy Teaching Practices*

**Chair:** Susan Constable, *Otterbein University*

This session engages participants in interactive teaching simulations featuring the 21st century literacy tools (VoiceThread®, Wiki®, Keynote®) and established instructional frameworks (Guided Reading, Writing Workshop, and Modeled Writing). Presenters share the results of three formative research studies exploring the affordances and constraints of specific technologies and ongoing instructional refinements used to optimize student understanding and construction of academic texts.

1. **High-Performance Guided Reading**  
Susan Constable, *Otterbein University*
2. **Writing Workshop 2.0**  
Carrie Blosser Scheckelhoff, *Otterbein University*
3. **Modeled Writing Using iMovie and iPads**  
Jenifer Schneider, *University of South Florida*

1:15PM-2:45PM

NAUTILUS 2-LOWER LEVEL

## ALTERNATIVE FORMAT SESSION

*Critical and Connectional Literacies*

**Chair:** JoBeth Allen, *University of Georgia*

This session focuses on ways digital and print literacy are used in critical and connectional spaces. Our research explores how educators invite students and families to inquire critically into digital and print texts to address racism in various media and classist notions of work. We employ digital tools and remix strategies to create connectional literacies with families and communities.

1. **Where Are The Workers? A Working Class Studies Approach to Elementary Literacy Learning**  
Jaye Johnson Thiel, *University of Georgia*



# WEDNESDAY

2. *An Absent Presence: Examining Critical Racial Literacy*  
Roberta Gardner, *University of Georgia*
3. *It's the Remix!: Using Digital Literacies to Facilitate Middle School Learning*  
Erika Tucker, *University of Georgia*

## 1:15PM-2:45PM PAPER SESSION

### NAUTILUS 3-LOWER LEVEL

#### *Social Contexts of Digital Literacies*

**Chair:** David Gallagher, *Mount Saint Mary College*

**Discussant:** Peggy Semingson, *The University of Texas at Arlington*

1. *Smart Technologies and Refugee Students' Multimodal Literacy Practices*  
Delila Omerbasic, *University of Utah*
2. *Digital Artifacts from Home to School: How Hidden Literacies, Identities, and Objects Create Meaning*  
Tisha Y. Lewis, *Georgia State University*  
Jennifer Rowsell, *Brock University*
3. *Crossing Ideological and Geographical Boundaries: Negotiating Anti-Immigrant Legislation through Digital Media Consumption and Production*  
Silvia Nogueron-Liu, *University of Georgia*

## 1:15PM-2:45PM ALTERNATIVE FORMAT SESSION

### NAUTILUS 4-LOWER LEVEL

#### *Common Core Literacy Standards: Connecting the Content-Area Dots*

**Chair:** P. David Pearson, *University of California, Berkeley*

On June 2, 2010, the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects were released to the public. We propose an alternative session centered on the Literacy Standards for the elementary grades, covering several issues of critical importance, and offering a key recommendation for literacy researchers.

**Presenter:**

P. David Pearson, *University of California, Berkeley*

## 1:15PM-2:45PM ALTERNATIVE FORMAT SESSION

### NAUTILUS 5-LOWER LEVEL

#### *Exploring Practical Ways to Incorporate Culture, Language, Race and Ethnicity in Preservice Teacher Education*

**Chair:** Pamela A. Mason, *Harvard University*

**Discussant:** Althier M. Lazar, *Saint Joseph's University*

With the rapidly changing student demographics in the United States, 21st century teacher education programs are challenged to prepare their predominantly White middle-class students to meet the needs of these culturally and linguistically diverse school-age students. Several teacher educators from across the country have collaborated to investigate innovative ways to teach preservice teachers about the impact of culture and language. In this session we will explore the use of these new literacies in teacher education.

**Presenters:**

Gwendolyn Thompson McMillon, *Oakland University*  
Eurydice Bauer, *University of Illinois at Urbana-Champaign*  
Renee T. Clift, *University of Arizona*  
Rachelle Washington, *Clemson University*  
Hee Young Choi, *Millikin University*  
Beatriz Guerrero, *University of Illinois at Urbana-Champaign*

## 1:15PM-2:45PM PAPER SESSION

### SEABREEZE I-FIRST FLOOR

#### *Reading and Writing in Math and Science*

**Chair:** Kathryn L. Roberts, *Wayne State University*

**Discussant:** Sunday Cummins, *National Louis University*

1. *Developing Written Mathematical Explanations: A Case Study of One Fourth Grade's Journey*  
Margarita Zisselsberger, *University of Miami*  
Kristen B. Doorn, *University of Miami*  
Mary A. Avalos, *University of Miami*  
Walter G. Secada, *University of Miami*
2. *The Emperor's New Clothes: Is There Empirical Support for the Use of Children's Literature in Mathematics?*  
Jennifer Edelman, *University of Wyoming*

## 1:15PM-2:45PM PAPER SESSION

### SEABREEZE II-FIRST FLOOR

#### *Singular Policies, Multiple Outcomes: The Influence of Context and Interpretation*

**Chair:** Chandra P. S. Chauhan, *Aligarh Muslim University*

**Discussant:** Samantha B. Caughlan, *Michigan State University*

1. *Effectiveness of an Early Reading First Outlier Project: Implications for Evaluation and Policy*  
Michael McKenna, *University of Virginia*  
Babara K. Lundy, *ERF*  
Sharon Walpole, *University of Delaware*  
Bong Gee Jang, *University of Virginia*
2. *The Sustainability of a National Reading Reform in Two States*  
Rita M. Bean, *University of Pittsburgh*  
Janice A Dole, *University of Utah*  
Kristin Nelson, *Weber State*  
Elizabeth Belcastro, *Geneva College*  
Naomi Zigmond, *University of Pittsburgh*
3. *Response to Intervention: Implementation and Support by Departments of Education in Five States*  
Jodi G. Welsch, *Frostburg State University*  
Valerie J. Robnolt, *Virginia Commonwealth University*  
Jennifer Jones, *Radford University*  
LaTisha Hayes, *University of Virginia*  
Katherine A.D. Stahl, *New York University*  
Kevin Flanigan, *West Chester University of Pennsylvania*  
Sharon Green, *Hong Kong International School*

# WEDNESDAY

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## 3:00PM-4:30PM EXECUTIVE CENTER 1-FIRST FLOOR ALTERNATIVE FORMAT SESSION

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### *Constructing Writer Identities in a Young Writers' Camp: Implications for Supporting 3rd-12th Grade Writers' Development*

**Chair:** Jennifer Mangrum, *University of North Carolina at Greensboro*  
**Discussant:** Nicole M. Martin, *University of North Carolina at Greensboro*

Success and status in the literacy classroom is often defined by how students situate themselves as readers and writers in the classroom. Likewise, teachers' positioning of students as capable and valued writers is crucial to their learning. To better understand students' learning during authentic writing experiences in academic contexts, we examined how students in grades 3-12 constructed and enacted their writer identities during a two-week young writers' camp.

1. **Writer as an Extended Identity**  
Joy Myers, *University of North Carolina at Greensboro*  
Melissa Adams-Budde, *University of North Carolina at Greensboro*
2. **Writer as a Social Identity**  
Claire Lambert, *University of North Carolina at Greensboro*
3. **Writer as a Critical Identity**  
Mark Ray Meacham, *University of North Carolina at Greensboro*

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## 3:00PM-4:30PM EXECUTIVE CENTER 2A-FIRST FLOOR PAPER SESSION

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### *Perspectives on Standards and Teacher Education*

**Chair:** Steve Wellinski, *Eastern Michigan University*  
**Discussant:** Leslie Susan Cook, *Appalachian State University*

1. **"I Will Not be Teacher-Proofed": Student Teachers' Critical Perspectives on Literacy Policy**  
Rob Simon, *University of Toronto*
2. **Offering Complexity to Definitions of College and Career Readiness: Teacher Identities, Deficit Perspectives, and Standards in an English Language Arts (ELA) Methods Course**  
Holly Hungerford-Kresser, *The University of Texas at Arlington*
3. **Reading Preparation of Secondary English Language Arts (ELA) Teachers: A National Survey of State Requirements**  
Gail E. Lovette, *University of Virginia*  
Stefanie B. Copp, *University of Virginia*

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## 3:00PM-4:30PM EXECUTIVE CENTER 2B-FIRST FLOOR PAPER SESSION

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### *Digital Literacies in the Writing Classroom*

**Chair:** Chandra P. S. Chauhan, *Aligarh Muslim University*  
**Discussant:** Ted Kesler, *Queens College, CUNY*

1. **Developing New Literacies Perspectives in Teaching Composition**  
Jill Kedersha McClay, *University of Alberta*  
Shelley Stagg Peterson, *University of Toronto*  
Christine Portier, *University of Toronto*  
Carol Doyle-Jones, *University of Toronto*

2. **Digital Storytelling and the Concept of Place: A Vygotskian Perspective on High School Students' Multimodal Compositions**  
James S. Chisholm, *University of Louisville*  
Brandie Trent, *Morehead Writing Project*
3. **Write On! The Impact of Digital Writing Workshop on Students' New and Traditional Literacies**  
Vicki Stewart Collet, *University of Arkansas*

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## 3:00PM-4:30PM EXECUTIVE CENTER 3A-FIRST FLOOR PAPER SESSION

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### *Expanding the Views and Purposes of Literacy in the Primary Grades*

**Chair:** JoBeth Allen, *University of Georgia*  
**Discussant:** Patricia L. Anders, *University of Arizona*

1. **Troubling Conceptions of Primary Literacy and Youth Identity: A Queer Perspective**  
Paul Hartman, *University of Illinois at Chicago*
2. **How Kindergarten Students Connect and Critically Respond to Themes of Social Class in Children's Literature**  
Meredith Labadie, *University of Missouri, St. Louis*  
Kathryn Pole, *The University of Texas at Arlington*  
Rebecca Rogers, *University of Missouri-St. Louis*
3. **Enacting Visceral Literacies Pedagogy in a High-Poverty Elementary Classroom: A Three-Year Study of Trauma Literacies in Theory and Practice**  
Elizabeth Dutro, *University of Colorado Boulder*  
Andrea Bien, *University of Colorado Boulder*  
Megan Henning, *University of Colorado Boulder*

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## 3:00PM-4:30PM EXECUTIVE CENTER 3B-FIRST FLOOR PAPER SESSION

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### *Examining the Use of Drama and Reader-Response Methods on Student's Engagement and Response to Literature*

**Chair:** Donna Adomat, *Indiana University*  
**Discussant:** Kathleen Marie Alley, *University of South Florida*

1. **Acting Other, Wise?: Dramatic Literacies and Masculinities in the Design of Characters**  
Treavor Bogard, *University of Dayton*
2. **The Artist, the Teacher, and the Muse: Multiple Literacies in the Performing Arts Classroom**  
Joanne Kilgour Dowdy, *Kent State University*
3. **The Critical Need for Response: Using Reading Response Letters to Promote Reading and Reflection**  
Christine Sherretz, *University of Louisville*  
Lori Norton-Meier, *University of Louisville*

**3:00PM-4:30PM**  
**PAPER SESSION**

**EXECUTIVE CENTER 4-FIRST FLOOR**

*Cultural and Ethnic Identity and Authenticity in Children's Literature*

**Chair:** Deborah Augsburger, *Lewis University*  
**Discussant:** Lisa Scherff, *Florida State University*

1. *A Critical Analysis of South Asian Cultures and Childhood Represented in Picture Books*  
Eun Hye Son, *Boise State University*  
Yoo Kyung Sung, *University of New Mexico*
2. *Recognizing Ethnic Identity of the African American Characters in Newbery Medal and Newbery Honor Books*  
Tami Butler Morton, *Texas A & M University-Commerce*
3. *Consuming Others' Reading Experiences: Critical Content Analysis of Book Reviews of Multicultural Children's Literature*  
Yoo Kyung Sung, *University of New Mexico*

**3:00PM-4:30PM**  
**SYMPOSIUM**

**MARINA I-FIRST FLOOR**

*Academic Language Development and English Language Learners (ELLs): Integrating Language Use and Content Literacy in K-12*

**Chair:** Paula M. Carbone, *University of Southern California*  
**Discussant:** Patricia C. Paugh, *University of Massachusetts Boston*

This symposium brings together university researchers, a district researcher, and classroom teachers to report on effective instructional models for English Language Learners (ELLs). The three presentations all place prominence on students' robust classroom language use in both L1 and L2, and on integrating Academic Language development into content instruction. Access to content knowledge is provided using student-centered learning models, engaging students in speaking, listening, reading, and writing in L1 and L2 concurrently with content instruction.

1. *Bridging Science and Academic Language through K-12, Higher Education Partnerships*  
Eugenia Mora-Flores, *University of Southern California*
2. *Home-Grown Professional Development for Pedagogy Supporting Academic English Development through Bi-Lingual Instruction*  
Katherine Hayes, *University of Southern California*  
Robert Rueda, *University of Southern California*  
Susan Chilton, *Retired*
3. *Developing Academic Writing with Novice Generation 1.5 Writers*  
Paula M. Carbone, *University of Southern California*

**3:00PM-4:30PM**  
**SYMPOSIUM**

**MARINA II-FIRST FLOOR**

*Visual Literacy, Representation and Design*

**Chair:** Frank Serafini, *Arizona State University*  
**Discussant:** Diane Barone, *University of Nevada, Reno*

The three presentations in this symposium address different aspects of visual literacies and explore how pedagogical approaches influence students' interpretations of multimodal ensembles. Drawing on various qualitative methodologies, these studies investigate how visual literacy,

modes of representation and design are important components of 21st century literacies.

1. *Interpreting Multimodal Aspects of Contemporary Picturebooks*  
Suzette Youngs, *University of Northern Colorado*
2. *Viewing as a Literacy Practice*  
Lindsey Moses, *University of Vermont*
3. *Considering Typography as a Semiotic Resource in Reading Contemporary Picturebooks*  
Frank Serafini, *Arizona State University*

**3:00PM-4:30PM**  
**SYMPOSIUM**

**MARINA III-FIRST FLOOR**

*When Scientific and Everyday Practices Grow into One Another: Designing for and Leveraging New Literacies*

**Chair:** Kris Gutierrez, *University of Colorado Boulder*  
**Discussant:** Richard Beach, *University of Minnesota*

This symposium introduces the concept of Connected Learning for informing children's development of and uses of new literacies. Advanced by the MacArthur Foundation's Connected Learning Research Network, Connected Learning is defined as learning that is socially connected, interest-driven, and oriented towards educational and economic opportunity. We theorize and present cases of Connected Learning across activity settings and populations. Our research focuses specifically on work within Latino and immigrant communities.

1. *Leveraging Horizontal and Everyday Practices: Toward a Theory of Connected Learning*  
Kris Gutierrez, *University of Colorado Boulder*  
Lisa Hope Schwartz, *University of Colorado Boulder*  
Annie Allen, *University of Colorado Boulder*
2. *Cases of Connected Learning: Documenting and Expanding Children's Everyday Routines and Science, Technology, Engineering, and Mathematics (STEM) Interests*  
Lisa Hope Schwartz, *University of Colorado Boulder*  
Kris Gutierrez, *University of Colorado Boulder*
3. *Social Computational Thinking Tools: Connecting Children's Game Playing to Game Designing and Programming*  
Alexander Repenning, *University of Colorado Boulder*

**3:00PM-4:30PM**  
**SYMPOSIUM**

**MARINA IV-FIRST FLOOR**

*iPads, Social Networks, and Flash: Multiple Uses of Diverse Digital Tools in Literacy Classrooms*

**Chair:** Glynda Hull, *University of California, Berkeley*  
**Discussant:** Lalitha Vasudevan, *Teachers College, Columbia University*

This symposium features three studies that document the real-world uses of new literacies in schools with teachers, students, and parents who are struggling in very concrete ways to negotiate across everyday literate practices and schooled ones. Focused on the complex intersections of outside-school and in-school literacies, these studies look at a range of literacy practices across contexts, thus facilitating more expansive understandings of what is "new" with new literacies in relation to 21st century education.

# WEDNESDAY

1. *"Are We Getting Our Apps Updated Today?": A Kindergarten iPad Project*  
William Kist, *Kent State University*
2. *"They Don't Have the Time to Just Chit Chat": An Educational Social Networking Project*  
Amy Stornaiuolo, *University of Pennsylvania*
3. *Illuminating Texts in a 21st Century Secondary English Language Arts (ELA) Classroom*  
Jennifer M. Higgs, *University of California, Berkeley*

## 3:00PM-4:30PM SYMPOSIUM

### MARINA V-FIRST FLOOR

#### *Syntheses of Research Related to Literacy Development in Infants, Toddlers, and Preschoolers*

**Chair:** Kathleen A. Paciga, *Purdue University Calumet*

**Discussant:** William Teale, *University of Illinois at Chicago*

This symposium presents four research syntheses related to literacy development from birth to preschool, proposes implications for literacy practices with very young children, and suggests directions for future research. We explore literacy development, language, reading, digital literacies, and writing through the topics of shared reading with infants and toddlers, shared reading with groups of preschoolers, sharing digital texts, and writing with infants and toddlers.

1. *Shared Reading with Infants and Toddlers*  
Christina Marie Cassano, *Salem State University*  
Jennifer DiBarra Crandell, *Salem State University*  
Jessica L. Hoffman, *Miami University*
2. *Supporting Language and Comprehension in Preschool Storybook Reading*  
Molly F. Collins, *Vanderbilt University*
3. *Sharing E-books with Toddlers and Preschoolers*  
Jessica L. Hoffman, *Miami University*  
Kathleen A. Paciga, *Purdue University Calumet*
4. *Writing with Infants, Toddlers, and Preschoolers*  
Judith A. Schickedanz, *Boston University*

## 3:00PM-4:30PM SYMPOSIUM

### MARINA VI-FIRST FLOOR

#### *Integrating Multimodal and Critical Literacy Research into the Teaching of Content Area Literacy: Investigating the Uses of New Literacies as Embedded in Research-Based Pedagogical Practices*

**Chair:** Jill Jeffery, *University of New Mexico*

**Discussant:** Byeong-Young Cho, *Iowa State University*

This symposium will examine the theoretical and pedagogical research implications for teaching multimodal and critical literacy practices as embedded in two research-based programs, pre-service teacher training, and in-service teacher professional development. Speakers will examine notions of critical literacy pedagogy to promote designing of content area literacy to culturally and linguistically diverse students.

1. *Pedagogical Implications for Integrating Multimodal and Critical Literacy Research Findings into Teacher-Training Programs*  
Myrrh Domingo, *New York University*

2. *Pre-Service Teachers' Pedagogical Application of Multimodal and Critical Literacy Research*  
Errol Lee, *New York University*  
Tim Stauffer, *New York University*
3. *Blending Content Area Literacy with Multimodal and Critical Literacy Research for the Professional Development Training of In-Service Teachers*  
Darin Stockdill, *Oakland Schools*

## 3:00PM-4:30PM

## NAUTILUS 1-LOWER LEVEL

### ALTERNATIVE FORMAT SESSION

#### *Area 8 Co-Chairs Invited Session*

**Chairs:** Cristina Alfaro, *San Diego State University*

Jeanne Gilliam Fain, *Middle Tennessee State University*

Lori Helman, *University of Minnesota*

Patrick Henry Smith, *The University of Texas at El Paso*

This session focuses on strategic interventions used to promote literacy development in three developmental domains: the preschool setting among Latino and Native American youth (Wishard Guerra), a five-site system of after-school programs (Vásquez) and a teaching institution's preparation of bilingual-bicultural aspirantes (teachers) (Flores & Clark). Using the culturally relevant, developmentally appropriate and 21st century focus of various aspects of the La Clase Mágica approach, these presentations zoom in on strategically designed literacy activities that help learners acquire narrative skills, negotiate transliteracy competencies privileged in the global society, and teach Science, Technology, Engineering, and Mathematics (STEM)-related literacies. The presentation format will involve multi-media, program personal testimony by program participants and formal presentation.

1. *Playing with Literacy in All the Right Places: After-School, the Community, and Teacher Ed*  
Olga A. Vasquez, *University of California, San Diego*  
Alison Wishard Guerra, *University of California, San Diego*  
Belinda Flores, *The University of Texas at San Antonio*  
Ellen Riojas Clark, *The University of Texas at San Antonio*

## 3:00PM-4:30PM

## NAUTILUS 2-LOWER LEVEL

### ALTERNATIVE FORMAT SESSION

#### *Level Up: Teachers' Perspectives on Commercial Off-the-Shelf Video Games in the Classroom*

**Chair:** Hannah Gerber, *Sam Houston State University*

Understanding connections teachers make between video games and literacy as an instructional tool will help researchers understand ways that digital literacy instruction can be improved in both pre-service education and in-service professional development. This study found that teachers were able to make connections without extensive video game experience when they pulled from existing literacy experiences, which allowed them to create engaging lessons and units of study that incorporated video games for their students.

#### **Presenters:**

Hannah Gerber, *Sam Houston State University*

Debra P. Price, *Sam Houston State University*

Jason Lee, *Pennsylvania State University*

Kellie Gobert, *Sam Houston State University*

Christel Lynn Skeen, *Sam Houston State University*



**3:00PM-4:30PM**  
**ALTERNATIVE FORMAT SESSION**

**NAUTILUS 3-LOWER LEVEL**

*Reluctant Revolutionaries, Repositioned Protagonists, and Identity, Re-Constructors: Dystopian Young Adult Novels as Mentor Texts for Fanfiction*

**Chair:** Kara Moloney, *et al* educational consulting

This alternative session will immerse participants in the upside-down world of popular young adult dystopian novels; explore how 21st century technologies promote the re-positioning of readers as writers; and consider literate identity construction in the context of fanfiction based on popular dystopian young adult novels. After a crash-course in the dystopian tropes of contemporary young adult novels, participants in the symposium will join break-out groups to read and analyze dystopian fanfiction using several theoretical frames.

**Presenters:**

Kara Moloney, *et al* educational consulting  
Corie J. Weaver, *New Mexico Highlands University*  
Maureen N. McBride, *University of Nevada, Reno*

**3:00PM-4:30PM**  
**ALTERNATIVE FORMAT SESSION**

**NAUTILUS 4-LOWER LEVEL**

*Academia 101: Answering Your Questions about Graduate School, the Job Market, and Life After the PhD*

**Chair:** Jen Scott Curwood, *University of Sydney*

This session is designed to meet the needs of doctoral students by presenting information and answering participant questions about topics of particular interest to doctoral students, including: dissertations, searching for a job, expectations on a tenure track, and jobs outside of academia. This alternative session is structured as a series of simultaneous focus groups to maximize active audience participation and meet the interests of students in varying stages of their doctoral program.

**Presenters:**

Elizabeth M. Hughes, *Duquesne University*  
Kristin Conradi, *North Carolina State University*  
Carla K. Meyer, *Appalachian State University*  
Alecia Marie Magnifico, *University of Illinois at Urbana-Champaign*  
Jacquelynn A. Malloy, *Anderson University*  
Jayne C. Lammers, *University of Rochester*

**3:00PM-4:30PM**  
**ALTERNATIVE FORMAT SESSION**

**NAUTILUS 5-LOWER LEVEL**

*Talking Multimodality: How Children, Youth, and Teachers Talk about Multimodal Literacies*

**Chair:** Marjorie Siegel, *Teachers College, Columbia University*

The purpose of this alternative session is to explore the ways children, youth, and teachers talk about how and what multimodal designs mean. Drawing on research undertaken in different instructional spaces, each presenter will convene a work group to examine talk about multimodality. This will be followed by a whole group forum examining the instructional implications, as well as the limits and ironies, of "talking multimodality" for teaching and teacher education in neoliberal times.

1. *Talking Multimodality in a Dual Language Balanced Literacy Curriculum*

Lorraine Theresa Falchi, *La Escuelita*

2. *Talking Multimodality in Multilingual Classrooms*

Maria Ghiso, *Teachers College, Columbia University*  
Patricia Martinez-Alvarez, *Teachers College, Columbia University*

3. *Talking Multimodality in a Practitioner Inquiry Group*

Deirdre Faughey Davison, *Teachers College, Columbia University*  
Mia Hood, *Teachers College, Columbia University*

4. *Talking Multimodality with Teenage Bloggers*

Julie Warner, *Teachers College, Columbia University*

**3:00PM-4:30PM**  
**ALTERNATIVE FORMAT SESSION**

**SEABREEZE I-FIRST FLOOR**

*Constructing Different Literacy Lenses: Language and Power in blogtalkradio.com Interviews*

**Chair:** Donna Alvermann, *University of Georgia*

**Discussant:** Ruth Harman, *University of Georgia*

This alternative format provides opportunities for panelists and audience members to dialogue about approaches to analyzing discourse through lenses of new literacy studies, sociocultural theory, and queer theory. Panelists analyzed excerpts from interviews they participated in on a do-it-yourself online radio program. Analyzing discourse through various frames, panelists discuss the concept of cultural brokering, and developing meta discourse awareness in order to mediate learning and communication in multiple contexts while reflecting on power structures in society.

**Presenters:**

Tobie Bass, *University of Georgia*  
Lindy Louise Johnson, *University of Georgia*  
Stephanie Anne Shelton, *University of Georgia*

**3:00PM-4:30PM**  
**PAPER SESSION**

**SEABREEZE II-FIRST FLOOR**

*Promoting Early Literacy Development: Text Considerations*

**Chair:** Maria Cahill, *Texas Woman's University*

**Discussant:** Tanya S. Wright, *Michigan State University*

1. *Animated E-Books: Useful for Teachers and Instructional for Children?*

Jennifer K. Lubke, *University of Tennessee*  
Anne McGill-Franzen, *University of Tennessee*  
Maria Cahill, *Texas Woman's University*

2. *Parents as Early Literacy Partners: A Model for Collaborative Change*

Amanda Montgomery, *University of Alberta*  
Kathryn Smith, *University of Alberta*

3. *Questioning the Role of Decodable Texts in Early Literacy Development*

Rick Chan Frey, *University of California, Berkeley*

# WEDNESDAY

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**4:45PM-6:00PM**      **HARBOR ISLAND BALLROOM-FIRST FLOOR**  
**PRESIDENTIAL ADDRESS**

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**Chair:** Richard Beach, *University of Minnesota*

**I. Welcome**

Richard Beach, *University of Minnesota*

**II. J. Michael Parker Award Presentation**

William Muth, *Virginia Commonwealth University*

**III. Student Outstanding Research Award Presentation**

Marla Mallette, *State University of New York at Binghamton*

**IV. Introduction of Speaker**

Lee Gunderson, *University of British Columbia*

**V. 2012 Presidential Address - Optimal Outfitting: The Continuing Relevance of Culturally Responsive Instruction**

Robert T. Jiménez, *Vanderbilt University*

**6:00PM-7:30PM**  
**PRESIDENT'S RECEPTION**

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**BAY VIEW LAWN**

**6:30PM-11:00PM**      **FRONT OF HOTEL ON HARBORSIDE DRIVE**  
**FREE SCHOOL BUSES TO SAN DIEGO RESTAURANTS**

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**Thursday • November 29, 2012**

Thursday

**Investigating 21st Century Literacies: Exploring Uses of New Literacies**

62nd Annual Conference of the Literacy Research Association • November 28 - December 1, 2012 • San Diego, CA

## SESSION TYPE DESCRIPTIONS

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### PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



### ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

### 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 noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.



### AREA CHAIRS AWARD SESSIONS

### AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

### CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2012 Conference Chair. 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 timeslots, attendance is open to all attendees, and advance registration is not required.

# THURSDAY

7:30AM-8:30AM GRAND BALLROOM A - FIRST FLOOR  
NEWCOMERS' & GRADUATE STUDENTS' BREAKFAST

7:30AM-8:30AM EXECUTIVE CENTER 2A - FIRST FLOOR  
ALBERT J. KINGSTON AWARD COMMITTEE MEETING

7:30AM-8:30AM EXECUTIVE CENTER 2B - FIRST FLOOR  
DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD  
COMMITTEE MEETING

7:30AM-8:30AM EXECUTIVE CENTER 3A - FIRST FLOOR  
EARLY CAREER ACHIEVEMENT AWARD COMMITTEE MEETING

7:30AM-8:30AM EXECUTIVE CENTER 3B - FIRST FLOOR  
J. MICHAEL PARKER AWARD COMMITTEE MEETING

7:30AM-8:30AM EXECUTIVE CENTER 4 - FIRST FLOOR  
OSCAR S. CAUSEY AWARD COMMITTEE MEETING

7:30AM-8:30AM MARINA I - FIRST FLOOR  
ETHICS COMMITTEE MEETING

7:30AM-8:30AM MARINA II - FIRST FLOOR  
HISTORY INNOVATIVE COMMUNITY GROUP (ICG) MEETING

7:30AM-8:30AM MARINA IV - FIRST FLOOR  
PUBLICATIONS COMMITTEE MEETING

7:30AM-8:30AM MARINA V - FIRST FLOOR  
RESEARCH COMMITTEE MEETING

7:30AM-8:30AM MARINA VI - FIRST FLOOR  
TECHNOLOGY COMMITTEE MEETING

7:30 AM-8:30 AM NAUTILUS 1 - LOWER LEVEL  
ETHNICITY, RACE, AND MULTILINGUALISM COMMITTEE MEETING

7:30AM-8:30AM NAUTILUS 2 - LOWER LEVEL  
MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATIVE  
COMMUNITY GROUP (ICG) MEETING

7:30AM-8:30AM NAUTILUS 3 - LOWER LEVEL  
INTERNATIONAL INNOVATIVE COMMUNITY GROUP (ICG) MEETING

8:00AM-5:00PM BAY VIEW FOYER - FIRST FLOOR  
ATTENDEE REGISTRATION OPEN

8:00AM-5:00PM NAUTILUS FOYER - LOWER LEVEL  
BOOK DISPLAY/SILENT AUCTION/EXHIBITS

8:00AM-5:00PM SPINNAKER II - FIRST FLOOR  
CYBER CAFÉ OPEN

🕒 8:45AM-9:25AM NAUTILUS 5-LOWER LEVEL  
ROUNDTABLES 1A

- I. *"How to Trace Piggie:" Exploring the Use of Mentor Texts, Digital Video, and Student Expertise in Teaching First-Graders the Genre of Writing to a Prompt*  
Maggie Lingle, *University of Tennessee*
- II. *A Comparative Study of Materials Used in Preschools to Teach Writing in America and Turkey*  
Dondu Neslihan Bay, *Michigan State University*  
Ozlem Simsek, *Gazi University*  
Douglas K. Hartman, *Michigan State University*
- III. *A Critical Analysis of Research on Content Area Literacy Strategies*  
Chyllis Elayne Scott, *Texas A&M University*  
Erin K. Washburn, *State University of New York at Binghamton*  
Erin McTigue, *Texas A&M University*
- IV. *A Look at Informational Literature through the Common Core Lens*  
Karla J. Moller, *University of Illinois at Urbana-Champaign*
- V. *A New Tool for Assessing Young Children's Motivation to Read*  
Linda B. Gambrell, *Clemson University*  
Jacquelynn A. Malloy, *Anderson University*  
Barbara A. Marinak, *Mount Saint Mary University*
- VI. *Adolescent Girls' Social Networks: Catalysts to Literacy Learning*  
Jolene Malavasic, *University at Albany*
- VII. *Adolescent Girls' Literacy Practices in a Faith-Based Program for Inner-City Youth*  
Adrian C. Clifton, *University of Missouri*
- VIII. *An Exploration of Small Group Vocabulary Instruction Fostering Expressive Vocabulary Knowledge*  
Laura Michelle Lester, *Virginia Tech*
- IX. *Classroom Cooperative: A Model for Sustainable School-Wide Reading Reform*  
Kathleen Heubach, *University of West Florida*
- X. *Curtailing the Reading Difficulties of Collegiate Students through an Online Eye Training Intervention*  
Evan Ortlieb, *Monash University*  
Tiana McCoy, *Texas A&M University-Corpus Christi*

# THURSDAY

**XI. Examining the Impact of Preservice Literacy Teacher Education: From Student to First-Year Teacher**

Charlotte Anne Mundy, *University of Alabama*  
Carol A. Donovan, *University of Alabama*

**XII. Formation of Writers' Identities During an Integrated Poetry-Science Unit in a 3rd Grade English as a Second Language (ESL) Classroom**

Jesse Gainer, *Texas State University-San Marcos*  
Nancy Valdez-Gainer, *Austin Independent School District*

**XIII. How Can a Literacy-Promoting iPad App be Implemented in an English Pre-School to Increase Children's Narrative Skills and Affect their Engagement in Literacy Activities?**

Natalia Kucirkova, *The Open University*

**8:45AM-10:15AM EXECUTIVE CENTER 1-FIRST FLOOR SYMPOSIUM**

**Preparing and Submitting a Paper for the Student Outstanding Research Award**

**Chair & Discussant:** Marla Mallette, *State University of New York at Binghamton*

Past recipients along with current award reviewers will discuss how to prepare and submit papers for consideration for the LRA Student Outstanding Research Award.

- 1. Preparing and Submitting a Student Research Paper**  
Amy D. Broemmel, *University of Tennessee*
- 2. What Reviewers are Looking for in an Outstanding Student Research Paper**  
Deborah Horan, *University of Denver*
- 3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients**  
Nathan Phillips, *Vanderbilt University*  
Blaine Smith, *Vanderbilt University*  
Michael Manderino, *Northern Illinois University*

**8:45AM-10:15AM EXECUTIVE CENTER 2A-FIRST FLOOR PAPER SESSION**

**Practices to Support Diversity for and with Preservice Teachers**

**Chair:** Stephanie M. Bennett, *University of South Florida*  
**Discussant:** Caitlin McMunn Dooley, *Georgia State University*

- 1. A Study of Preservice Elementary Literacy Teachers' Development of Culturally Sustaining Knowledge in Practice**  
Madeleine Sarah Israelson, *University of Minnesota*  
Deborah Renee Dillon, *University of Minnesota*  
Katherine Brodeur, *University of Minnesota*
- 2. Linking The Watsons Go to Birmingham—1963 and Expository Texts: Cultivating Pre-Service Teachers toward Culturally Relevant Literacy Practices**  
Kirsten Dara Hill, *University of Michigan-Dearborn*
- 3. Multimodal Literacies for Efficacious Teaching: The Impact of Multimodal Literacy Accommodations on Teaching Efficacy for Preservice Teachers with Reading Disabilities**  
Margaret Billings Krause, *University of South Florida*  
Julia Hagge, *University of South Florida*

**8:45AM-10:15AM EXECUTIVE CENTER 2B-FIRST FLOOR PAPER SESSION**

**Discussions about Text in the Classroom**

**Chair:** Dana Rosen, *Pennsylvania State University*  
**Discussant:** Catherine Olsen Maderazo, *California State University, Fullerton*

- 1. Dialogic Literacy Events as Sites for Improvisation in Two Third Grade Classrooms**  
Diane Santori, *West Chester University*  
Michelle E. Jordan, *Arizona State University*
- 2. Does Discussion Make a Difference in Vocabulary Learning from Expository Text Read-Alouds?**  
Sarah Zelinke, *Core Knowledge Foundation*
- 3. Teacher Research into "Talk": What Roles do Teachers Have in Shaping Students' Literate Talk about Text?**  
Marie A. LeJeune, *Western Oregon University*  
Tracy Lynn Smiles, *Western Oregon University*

**8:45AM-10:15AM EXECUTIVE CENTER 3A-FIRST FLOOR PAPER SESSION**

**Using Discussion for Literacy Teaching**

**Chair:** Eurydice Bauer, *University of Illinois at Urbana-Champaign*  
**Discussant:** Jennifer M. Graff, *University of Georgia*

- 1. "Growing the Good Stuff": Crafting Theoretically Defensible Literacy Teaching While Supporting Students with Test Preparation**  
Melody Zoch, *University of North Carolina at Greensboro*
- 2. Locating Literacy Practices through the Online Role-Play of The Hunger Games**  
Stacy Haynes-Moore, *University of Iowa*
- 3. The "Ethos Stuff" of New Literacies: The "Freedom" to Construct and Reconstruct Knowledge in a Classroom Discussion**  
Beth Anne Buchholz, *Indiana University*

**8:45AM-10:15AM EXECUTIVE CENTER 3B-FIRST FLOOR PAPER SESSION**

**Research on Methods of Teaching Reading**

**Chair:** Kathryn Pole, *The University of Texas at Arlington*  
**Discussant:** Kara L. Lycke, *Illinois State University*

- 1. Shortcomings of Phonological and Phonemic Awareness Information in Textbooks on the Teaching of Reading**  
Denyse V. Hayward, *University of Alberta*  
Linda M. Phillips, *University of Alberta*  
Jane Khaemba, *University of Alberta*  
Jennifer Erin Sych, *University of Alberta*
- 2. Sustainability of a Research-Based Collaborative Reading Comprehension Program**  
Karla Scornavacco, *University of Colorado Boulder*  
Amy Eppolito, *University of Colorado Boulder*
- 3. Teaching Word Learning Strategies**  
Michael F. Graves, *University of Minnesota*

**8:45AM-10:15AM**  
**PAPER SESSION**

**EXECUTIVE CENTER 4-FIRST FLOOR**

*Reading Development in an Additional Language*

**Chair:** M. Kristiina Montero, *Wilfrid Laurier University*

**Discussant:** Lori Czop Assaf, *Texas State University-San Marcos*

1. *Exploring the Use of Early Literacy Assessment and Instructional Strategies to Improve the English Language and Literacy Development of Secondary English English Learners (ELLs) with Limited Prior Schooling*

M. Kristiina Montero, *Wilfrid Laurier University*

Sharon Newmaster, *Waterloo Region District School Board*

Stephanie Ledger, *Wilfrid Laurier University*

2. *Is Young Latinos' Native Oral-Spanish Ability Related to English-Reading Growth?*

Sandra Gloria Garcia, *University of North Carolina at Chapel Hill*

Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*

Jackie Eunjung Relyea, *University of North Carolina at Chapel Hill*

Steven J. Amendum, *North Carolina State University*

3. *What Does English-as-a-Foreign-Language Reading Development Look Like at Different Stages of English Learning: A South Korean Example*

Melody Kung, *University of North Carolina at Chapel Hill and MetaMetrics*

Jackie Eunjung Relyea, *University of North Carolina at Chapel Hill*

Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*

A. Jackson Stenner, *MetaMetrics*

Eleanor E. Sanford-Moore, *MetaMetrics*

Heather H. Koons, *MetaMetrics*

Kimberly Bowen, *MetaMetrics*

Kee Hyung Kim, *Lexical Data-Processing Institute*

**8:45AM-10:15AM**

**GRAND BALLROOM A-FIRST FLOOR**

**ALTERNATIVE FORMAT SESSION**

*Area 2 Co-Chairs Invited Session*

**Chairs:** Claudia Haag, *Texas Woman's University*

Lara J. Handsfield, *Illinois State University*

Linda Wedwick, *Illinois State University*

Bogum Yoon, *State University of New York at Binghamton*

This research examines graduate candidates' teaching and learning within two practicum courses. Data were obtained from student assessment results, teacher written portfolios, and teacher reflections. Data suggested that in-class tutoring with coaching and feedback, use of sensitive assessment tools paired with careful observation, debriefing and collaborative planning time, and professional reading and dialogue were all cited as important aspects of teacher growth. As teachers became more strategic in their teaching, they began to note changes in student processing during reading and writing, as well as changes in student engagement and motivation, and performance in areas targeted for instruction, comprehension, fluency, problem-solving, etc. These hands-on experiences with readers and writers, professional dialogue, and opportunities to observe other teachers as they taught, were reported as most strongly influencing changes in professional judgment,

instructional decision-making abilities, and pedagogical understanding as teachers learned to teach close to children's strengths to bring about shifts in processing in during reading and writing.

1. *Teacher Professional Development for Response to Intervention: Learning to Teach Close to Students' Strengths to Achieve Shifts in Students' Processing During Reading and Writing*  
Diane DeFord, *University of South Carolina*

**8:45AM-10:15AM**

**HARBOR ISLAND BALLROOM I-FIRST FLOOR**

**PAPER SESSION**

*Methods for Studying Perceptions of and Strategies for Assisting Struggling or Marginalized Readers*

**Chair:** Eli Tucker-Raymond, *TERC*

**Discussant:** Casey Burkholder, *Concordia University*

1. *Acknowledging "Out-of-the-Box" Textual Resources to Create Learning Opportunities for Marginalized Students*  
Margaret Grigorenko, *Cedarville University*  
Marlene Beierle, *The Ohio State University*
2. *Creating Praxis: Determining Teacher Perceptions of Struggling Readers and Their Impact on Instruction*  
Meghan D. Liebfreund, *North Carolina State University*  
Amy Mattingly, *North Carolina State University*
3. *Understanding the Vulnerable Reader's Literacy Milieu: An Ecological Systems Perspective*  
Elizabeth L. Jaeger, *University of Arizona*

**8:45AM-10:15AM**

**HARBOR ISLAND BALLROOM III-FIRST FLOOR**

**PAPER SESSION**

*Studying the Effects of Inservice Instruction on Teachers' Instruction*

**Chair:** Jacquelyn McClain Culpepper, *Mercer University*

**Discussant:** Misty Sailors, *The University of Texas at San Antonio*

1. *Improving In-Service Teachers' Effectiveness in Literacy Instruction for the Content Areas*  
Margaret A. Berg, *University of Northern Colorado*  
Jingzi Huang, *University of Northern Colorado*  
Dana Walker, *University of Northern Colorado*
2. *In-Service Teacher Development: Embracing Academic Literacy in the Content Areas for Linguistically Diverse K-12 Students*  
Jingzi Huang, *University of Northern Colorado*  
Margaret A. Berg, *University of Northern Colorado*  
Dana Walker, *University of Northern Colorado*
3. *To Script or Not to Script: A Professional Development Study of Teachers' Explicit Comprehension Strategies Instruction*  
Rachel Brown, *Syracuse University*  
Kristen Munger, *SUNY Oswego*

**8:45AM-10:15AM**

**MARINA I-FIRST FLOOR**

**SYMPOSIUM**

*Strong Girls Read Strong Books: The Jennifer Project*

**Chair:** Kathryn F. Whitmore, *University of Iowa*

**Discussant:** Renita Schmidt, *University of Iowa*



# THURSDAY

This symposium disseminates findings from a study that explores and considers female protagonists in contemporary children's and young adult literature and girls' and teachers' responses to these books. Drawing on data from interviews and focus group discussions with scholars, authors, teachers, and young girls, presenters will discuss a new set of criteria and questions grounded in complex and fluid notions of gender for selecting books with strong female protagonists for 21st century girls.

1. *Developing Criteria for Examining and Selecting Texts with Strong Female Protagonists*  
Renita Schmidt, *University of Iowa*
2. *Teachers' Perceptions about Selecting Texts with Strong Female Protagonists*  
Kathryn F. Whitmore, *University of Iowa*
3. *Young Girls' Perceptions about Selecting Texts with Strong Female Protagonists*  
Amanda Haertling Thein, *University of Iowa*

8:45AM-10:15AM

MARINA II-FIRST FLOOR

## ALTERNATIVE FORMAT SESSION

*Ethics of Research in the 21st Century: Addressing Challenges to Ethical Conduct*

**Chair:** Lois Haid, *Barry University*

**Discussant:** Kenneth J. Weiss, *Central Connecticut State University*

As literacy researchers, we must consider ethical issues from the beginning stages of our research as we plan studies and navigate the IRB process to the publication and distribution of our findings. In this alternative session, participants in small groups will investigate ethical issues related to conducting literacy research in the 21st century. Facilitators will share current research and lead discussions. Participants will be invited to join an online forum to continue discussion.

1. *A Model for Assessing Ethical Research Endeavors*  
Norman A. Stahl, *Northern Illinois University*  
James R. King, *University of South Florida*
2. *Navigating the IRB Process*  
Janet C. Richards, *University of South Florida*
3. *Video Recording and Online Publication of Visual Data*  
James F. Baumann, *University of Missouri-Columbia*  
Jeni R. Davis, *University of South Florida*
4. *Research with Bilingual and Dual Language Learners*  
Cynthia B. Leung, *University of South Florida St. Petersburg*
5. *Control of Publishing and Open Access*  
Debbie East, *Ivy Tech Community College*
6. *The Use and Misuse of Literacy Research*  
Nancy Flanagan Knapp, *University of Georgia*

8:45AM-10:15AM

MARINA III-FIRST FLOOR

## SYMPOSIUM

*Cultural Modeling as a Bridge for Literary Reasoning Across Media*

**Chair:** MariAnne George, *University of Illinois at Chicago*

**Discussant:** Pam Grossman, *Stanford University*

This symposium examines connections across the demands of meaning-making in texts in different media, all embodying narratives around particular life themes, coming of age, loss of innocence (and interpretive problems, symbolism). The papers document three interventions that scaffold literary reasoning by scaffolding everyday meaning-making processes that youth, particularly ethnically diverse youth, engage in to interpret texts of different media, connected to youth and popular culture.

1. *Literary Argumentation Across Media: The Role of Cultural Modeling*  
Carol D. Lee, *Northwestern University*
2. *Fostering Symbolic Interpretation and Thematic Understanding with Multiple Media Texts*  
Teresa Sosa, *University of Illinois at Chicago*  
Susan Goldman, *University of Illinois at Chicago*
3. *Using Multiple Media Cultural Data Sets to Make Interpretation Visible*  
Sarah Levine, *Northwestern University*

8:45AM-10:15AM

MARINA IV-FIRST FLOOR

## SYMPOSIUM

*Extending New Literacies Research Through Multiple Lenses*

**Chair:** Sarah Lohnes Watulak, *Towson University*

**Discussant:** Erica C. Boling, *Rutgers, The State University of New Jersey*

Although new literacies research has clear roots in the field of literacy, there is a growing recognition this research requires multiple perspectives, to fully understand the complexity of our literate engagements with digital technologies. The symposium highlights how the study of new literacies can be extended through the use of multiple lenses, including embodiment, domestication theory, expansive learning, and narrative theory.

1. *"You Don't Know the Rules:" How Undergraduates Set Boundaries and Create Norms for Facebook Use*  
Sarah Lohnes Watulak, *Towson University*  
Dean Whitfield, *Towson University*
2. *One Tablet Per Teacher: Sustaining Teachers' Conceptual Exploration of Multimodal Composition through Expansive Learning*  
Leslie Susan Cook, *Appalachian State University*
3. *Relating Perceptual User Interfaces, New Literacies, and Embodied Cognition in Young Children's Literacy Learning*  
Charles K. Kinzer, *Teachers College, Columbia University*  
Daniel L. Hoffman, *Teachers College, Columbia University*  
Selen Turkay, *Teachers College, Columbia University*  
Dao Chantes, *Teachers College, Columbia University*  
Tatyana Dvorkin, *Teachers College, Columbia University*  
Chaiwinij Apichai, *Teachers College, Columbia University*
4. *Writing the Self Into the Web: Examining the Narratives in Classroom Social Networking Sites*  
Dana Wilber, *Montclair State University*

**8:45AM-10:15AM**  
**SYMPOSIUM**

**MARINA V-FIRST FLOOR**

*It Only Looks the Same from a Distance: How U.S., Finnish, and Irish Schools Support Struggling Readers*

**Chair:** Samuel Miller, *University of North Carolina at Greensboro*  
**Discussant:** Colin Harrison, *University of Nottingham*

The study explores how teachers and administrators in three countries, United States, Ireland and Finland, identify and provide assistance to early elementary grade students who have difficulties with beginning reading. A minimum of three schools from each country participated. Results varied by country according to whether educators viewed this process as a measurement or instructional problem with Finnish educators in the latter category because of the value they place on teacher autonomy.

- 1. How U.S. Schools Identify and Support Struggling Beginning Readers**  
Samuel Miller, *University of North Carolina at Greensboro*  
Dixie D. Massey, *University of Washington*  
Melissa Adams-Budde, *University of North Carolina at Greensboro*
- 2. How Finnish Schools Identify and Support Struggling Beginning Readers**  
Riitta-Liisa Korkeamaki, *University of Oulu*  
Riku Korkeamaki, *University of Oulu*
- 3. How Irish Schools Identify and Support Struggling Beginning Readers**  
Eithne Kennedy, *St. Patrick's College*  
Maria O'Rourke, *St. Patrick's College*

**8:45AM-10:15AM**  
**SYMPOSIUM**

**MARINA VI-FIRST FLOOR**

*Re-Imagining Engagement*

**Chair:** Gay Ivey, *University of Wisconsin-Madison*  
**Discussant:** Jerome C. Harste, *Indiana University*

Most research on literate engagement has focused on individual cognition. However, when literacy is viewed as a social practice, a relational, dialogic activity of the self, the nature of engagement shifts. Our purpose is to re-imagine the meaning of the social construction of engagement through reading and writing instruction with children and adolescents, the implications for teachers, and for the nature of literacies acquired in and for the 21st century.

- 1. Engagement in Picture Books, Social Imagination and Intersubjective Relationships**  
Judith T. Lysaker, *Purdue University*
- 2. Social Construction of Engagement**  
Gay Ivey, *University of Wisconsin-Madison*  
Peter Johnston, *University at Albany*
- 3. Adolescents' Life Stories of Engagement—Achieved and Lost—in School**  
Randy Bomer, *The University of Texas at Austin*  
Allison Skerrett, *The University of Texas at Austin*

**8:45AM-10:15AM**  
**PAPER SESSION**

**NAUTILUS 1-LOWER LEVEL**

*Understanding the Development and Uses of Multimodal Texts by Students and Teachers*

**Chair:** Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

**Discussant:** Lea Calvert Evering, *Indiana University of Pennsylvania*

- 1. Multimodal Timelines: Creating a Space for Reader Response and Critical Literacy in the Digital Dimension**  
Robin Jocius, *Vanderbilt University*
- 2. The Storied Self and the Agentive Self: Using Multimodal Resources in Second Language Narratives**  
Shannon Marie Giroir, *The University of Texas at Austin*
- 3. Translating Multimodality Instruction to the Composition of Coherent Multimodal Texts**  
Rachel Karchmer-Klein, *University of Delaware*  
Valerie Harlow Shinas, *University of Delaware*

**8:45AM-10:15AM**  
**PAPER SESSION**

**NAUTILUS 2-LOWER LEVEL**

*Digital Texts and Tools: Has the Definition of New Literacies Been Impacted by These Tools?*

**Chair:** Peggy Semingson, *The University of Texas at Arlington*  
**Discussant:** Ann D. David, *The University of Texas at Austin*

- 1. Dragons, iPads, and Literacy, O-My: Examining the Feasibility of Voice Recognition Apps in a First-Grade Classroom**  
Elizabeth Baker, *University of Missouri*
- 2. Examining iPads and Informational Interactive Read-Alouds in the Science Classroom**  
Jaime Berry, *Sam Houston State University*  
Glenda Ogletree, *Armstrong Atlantic State University*
- 3. Composers on the Move: A Comparative Microanalysis of Two Fifth-Grade Learners Composing with an iPad Touch**  
Christian Ehret, *Vanderbilt University*  
Ty Hollett, *Vanderbilt University*

**8:45AM-10:15AM**  
**PAPER SESSION**

**NAUTILUS 3-LOWER LEVEL**

*Transnationalism and Pedagogy*

**Chair:** Sunita Singh, *Le Moyne College*  
**Discussant:** Lori Helman, *University of Minnesota*

- 1. Tracing Literate Engagement across Multiple Languages and Modalities: The Literacies of Pre-Service Teachers on the U.S.-Mexico Border**  
Erika Mein, *The University of Texas at El Paso*  
Luciene Wandermurem, *The University of Texas at El Paso*
- 2. Issues of Motivation, Identity, and Culture: Two Teachers' Motivational Practices in Helping Immigrant Children Acquire Their Heritage Language Literacies**  
Jung-In Kim, *University of Colorado Denver*  
Diane L. Schallert, *The University of Texas at Austin*

# THURSDAY

## 3. *Reading Capital in Two Immigrant Families: Longitudinal Case Studies*

Cathy Compton-Lilly, *University of Wisconsin-Madison*  
Rohany Nayan, *Alumni of University of Wisconsin-Madison*

8:45AM-10:15AM

NAUTILUS 4-LOWER LEVEL

### ALTERNATIVE FORMAT SESSION

#### *Research Directions: A Report on the IRA/NICHD Expert Panel on Research on the Reading-Writing Connection*

**Chair:** P. David Pearson, *University of California, Berkeley*

In 2011, the International Reading Association (IRA) and the National Institute of Child Health and Human Development (NICHD) convened a panel charged with summarizing the current state of understanding on the relationship between reading and writing and determining priorities for future research. This session, led by two members of the panel and one IRA executive, will summarize the report and provide an opportunity for researchers to explore its implications for their own work.

#### **Presenters:**

P. David Pearson, *University of California, Berkeley*  
Devon Brenner, *Mississippi State University*  
Richard M. Long, *International Reading Association*

8:45AM-10:15AM

SEABREEZE I-FIRST FLOOR

### SYMPOSIUM

#### *Applying the Expanded Grossman Theoretical Framework to the Implementation of Literacy Strategies: Implications for Teacher Preparation*

**Chair:** Klotylda Phillippi, *University of Michigan*

**Discussant:** Karen Wixson, *University of North Carolina at Greensboro*

The theoretical framework for teacher preparation created by Grossman and modified by Moss provides a strong foundation for teaching complex strategies, such as literacy strategies, to teaching interns. The three papers in this symposium describe how the framework was integrated into two teacher education programs, the impact of using the framework to structure preservice teacher experiences in implementing literacy strategies, and implications for reforming teacher education programs.

1. *Using the Expanded Grossman Framework as Guide for Improving Teaching Practices*  
Deanna Birdyshaw, *University of Michigan*
2. *Guiding Teaching Practice Through the Use of Structured Literacy Activities*  
Charles W. Peters, *University of Michigan*
3. *The Teaching of Practice: A Case Study of a Literacy Methods Course for Preservice Teachers Using the Grossman and Moss Framework to Structure Activities*  
Tracy Busse, *University of Pittsburgh*

8:45AM-10:15AM

SEABREEZE II-FIRST FLOOR

### PAPER SESSION

#### *Vocabulary and Reading in Upper Elementary Classrooms*

**Chair:** Valerie J. Robnolt, *Virginia Commonwealth University*

**Discussant:** Juliet L. Halladay, *University of Vermont*

1. *Teaching Individual Words with English-Language Learners: Examining Word Selection, Depth of Vocabulary Knowledge, and Incidental Word Learning*  
Heather Peterson, *University of Wyoming*
2. *Using Cartoons and Revised Definitions to Directly Teach Tier-2 Words to Fifth-Grade Students: A Mixed-Methods Analysis*  
Cindy L. Bengé, *Sam Houston State University*  
Mary E. Robbins, *Sam Houston State University*  
Anthony Onwuegbuzie, *Sam Houston State University*  
Debra P. Price, *Sam Houston State University*
3. *"I Never Thought I Would Read This Much": Changing the Reading Identities of Intermediate Students*  
Diane Barone, *University of Nevada, Reno*  
Rebecca Barone, *Clark County School District*

9:35-10:15AM

NAUTILUS 5-LOWER LEVEL

### ROUNDTABLES 1B

- I. *Adult Literacy Students' Metaphors of Reading and Writing*  
Donita Shaw, *University of Kansas*
- II. *An Ethnographic Study of Out-of-Class Literacies among First-Year English as a Second Language (ESL) Students in a College Town*  
Yin Lam Lee, *St. John's University*
- III. *An Investigation of Teachers' Growing Understandings of the Picturebook Format*  
Miriam Martinez, *The University of Texas at San Antonio*  
Janis Harmon, *The University of Texas at San Antonio*
- IV. *Beyond Common Sense: Preservice Teachers' Emerging Understandings of Effective Literacy Practice*  
Sara Staley, *University of Colorado Boulder*
- V. *Black and Latino Male Youth Speak Resistance and Resilience Through Digital Storytelling*  
Yolanda Sealey-Ruiz, *Teachers College, Columbia University*  
Leshia Jackson, *Teachers College, Columbia University*
- VI. *CCP: Multimodal Informational Text and Primary-Aged Students*  
Sara B. McCraw, *East Carolina University*  
Katrin Blamey, *DeSales University*  
Kristina Najera, *Temple University*
- VII. *Discovering 8th Grade Social Literacies in English Class*  
Susan V. Piazza, *Western Michigan University*
- VIII. *Doctoral Students Charting the Pathway to Academic Writing*  
Carole Janisch, *Texas Tech University*  
Amma Akrofi, *Texas Tech University*  
Mellinee K. Lesley, *Texas Tech University*

# THURSDAY

Leah Carruth, *Texas Tech University*  
 Elizabeth Garcia, *Texas Tech University*  
 Connie Guajardo, *Texas Tech University*  
 Elizabeth Isidro, *Texas Tech University*  
 Lubna Javeed, *Texas Tech University*  
 Anita Nigam, *Texas Tech University*  
 Lisa Nuanez, *Texas Tech University*  
 Stephanie Talley, *Abilene Christian University*

**IX. Exploring the Impact of Literacy Teacher Education Programs on Teacher Candidates' Instructional Practices**

Roya Qualls Scales, *Western Carolina University*  
 Sandra Chambers, *Kutztown University*  
 Linda Wold, *Loyola University*  
 Janet Young, *Brigham Young University*  
 Susan Lenski, *Portland State University*

**X. Historical Perspectives on Teacher Quality: From "Good and Poor" Teachers to Value-Added Models**

Mark Sulzer, *University of Iowa*

**XI. Investigating 21st Century Literacies in Two Secondary Settings: Using Digital Tools to Teach Writing**

Rebecca S. Anderson, *University of Memphis*  
 Gretchen S. Goode, *University of Memphis*  
 Jessica S. Mitchell, *University of Memphis*  
 Rachael F. Thompson, *University of Memphis*

**XII. Peer-Mediation to Promote Equity for English Language Learners (ELLs)**

Mikel Cole, *Vanderbilt University*

Living the Writerly Life in Academia . . . . Marina II-First Floor  
 Guest Presenter: Donna Alvermann, *University of Georgia*

*Collaboration*

Critical Race Theory . . . . . Marina III-First Floor  
*Discussion of Critical Race Theory*

Writing Research: Researching  
 Early Writing . . . . . Marina IV-First Floor  
 Guest Presenter: Douglas Kaufman, *University of Connecticut*

*Video Analysis and Writer's Workshop*

Approaches to Studying Graphic Novels . . . Marina V-First Floor

*Graphic Novel Research in Library Settings*

Word Study: Phonics, Vocabulary,  
 and Spelling . . . . . Marina VI-First Floor

Guest Presenters:  
 James Baumann, *University of Missouri-Columbia*  
 Jeni Davis, *University of Missouri*

*The Development of Word Consciousness in a Multifaceted, Comprehensive Vocabulary Instruction Program*

Approaches to Video/Multimodal Data  
 Analysis in Literacy Research . . . . . Nautilus 1-Lower Level

Guest Presenters: Bridget Dalton, *University of Colorado Boulder*  
 and Teri Holbrook, *Georgia State University*

*Methods for Analyzing Video and/or Multimodal Data*

Literacy Instructional Leadership. . . . . Nautilus 2-Lower Level  
 Guest Presenters:

Julie Meltzer, *Public Consulting Group Education*  
 Nancy Shanklin, *University of Colorado*  
 Evan Lefsky, *Public Consulting Group Education*  
 Jacy Ippolito, *Salem State University*  
 Monica Zucker, *Assistant Principal at Grandview High School, Cherry Creek Schools, Colorado*

*Presentation of Effective Collaboration among Teachers, Coaches, Leaders*

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher . . . . . Nautilus 3-Lower Level

*Video Conferencing and Communication*

Doctoral Students' Innovative Community  
 Group . . . . . Nautilus 4-Lower Level

Guest Presenters:  
 P. David Pearson, *University of California, Berkeley*  
 Annemarie Palincsar, *University of Michigan*  
 Georgia Garcia, *University of Illinois at Urbana-Champaign*

*Mixed-Methods Research*

Approaches to Discourse Analysis . . . . . Seabreeze I-First Floor  
*Mediated Discourse Analysis*

TERSG: The Teacher Education  
 Research Group . . . . . Seabreeze II-First Floor

*Organizing for New or Expanded TERSE Research Projects*

**10:45AM-12:00PM HARBOR ISLAND BALLROOM - FIRST FLOOR  
 OSCAR S. CAUSEY ADDRESS**

**Chair:** Arlette I. Willis, *University of Illinois at Urbana-Champaign*

**I. Oscar S. Causey Award Introduction**

William H. Teale, *University of Illinois at Chicago*

**II. Introduction of Speaker**

Lesley Mandel Morrow, *Rutgers, the State University of New Jersey*

**III. 2012 Oscar S. Causey Address – Reading Motivation and Engagement: Research Dilemmas and Directions**

Linda B. Gambrell, *Clemson University*

**12:00PM-1:00PM**

**STUDY GROUPS**

Literacy Lab/Reading Clinic . . . . . Executive Center 1-First Floor

*Collaborative Research Agenda*

Response to Intervention (RTI): New Challenges and New Literacies . . . . . Executive Center 4-First Floor

Guest Presenter: Peter Johnston, *University at Albany*

*RTI and Assessment*

Adult Literacy . . . . . Marina I-First Floor

*Functional Literacy; Contextualized Instruction; Accountability*



# THURSDAY

📍 1:15PM-1:55PM  
ROUNDTABLES 2A

NAUTILUS 5-LOWER LEVEL

- I. *Beyond the Walls: Understanding Literacy Practices and Funds of Knowledge in a Roma Community*  
Hsiao-Chin Kuo, *Indiana University*
- II. *Blogs and Strategy Videos in Teacher Preparation*  
Jennifer Moon Ro, *SUNY Fredonia*  
Kathleen Magiera, *SUNY Fredonia*  
Rhea Simmons, *SUNY Fredonia*  
Kathleen Gradel, *SUNY Fredonia*
- III. *Comparing Reading Attitudes of Middle School Students in Korea and the United States*  
Bong Gee Jang, *University of Virginia*  
Michael McKenna, *University of Virginia*
- IV. *Critical Literacy: A Content Analysis of Special Education Textbooks*  
Patrick Allen Leytham, *University of Nevada, Las Vegas*
- V. *Effects of Two Summarization Strategies Using Expository Text on Reading Comprehension and Summary Writing of Intermediate-Grade Students in an Urban, Title 1 School*  
Diane Marie Braxton, *Baltimore City Public Schools*  
Mariam Jean Dreher, *University of Maryland, College Park*
- VI. *Fact, Fiction, or a Little of Both? A Look at What Resonates with Struggling Readers*  
Deanna Ramey, *Clemson University*  
Heather McCrea-Andrews, *Clemson University*  
Linda B. Gambrell, *Clemson University*
- VII. *Graduate Education Majors' Relational Care and Transformations in Children's Writing Attitudes, Competency Beliefs, and Motivation in an After-School Program*  
Janet C. Richards, *University of South Florida*  
Stephanie M. Bennett, *University of South Florida*
- VIII. *Improving Reading Practices and Student Outcomes through "Read Malawi": Challenges, Opportunities and Outcomes*  
Misty Sailors, *The University of Texas at San Antonio*  
James V. Hoffman, *The University of Texas at Austin*  
P. David Pearson, *University of California, Berkeley*  
Nicola McClung, *University of California, Berkeley*  
Jaran Shin, *University of California, Berkeley*
- IX. *New Literacies and Global Learning: Designing a New Graduate Literacy Program*  
Hiller A. Spires, *North Carolina State University*  
Kristin Conradi, *North Carolina State University*  
Steven J. Amendum, *North Carolina State University*
- X. *Specific and Schematic Narratives of Immigration in Elementary Students' Digital Stories*  
Jessica Zacher Pandya, *California State University, Long Beach*  
Kathleah Allene Consul Pagdilao, *California State University, Long Beach*  
Aeloch (Eric) Kim, *California State University, Long Beach*

1:15PM-2:45PM  
SYMPOSIUM

EXECUTIVE CENTER 1-FIRST FLOOR

*Disciplinary Literacy Coaching: Examining High School Literacy Coaching from Three Perspectives*

**Chair:** Michael Henry, *Northern Illinois University*

**Discussant:** Laurie Elish-Piper, *Northern Illinois University*

This session reports on a study conducted in a high school district that is in its third year of a formal literacy coaching program that focuses on disciplinary literacy. The coaching program is analyzed from the perspectives of the researchers, the literacy coach, and the teachers. This work informs literacy coaching practices that facilitate high school teachers' incorporation of the Common Core State Standards in their respective disciplines.

1. *Researcher Perspectives on High School Literacy Coaching:*

*Coaching Stance and Shifts in Teachers' Perceptions*

Susan L'Allier, *Northern Illinois University*

Michael Manderino, *Northern Illinois University*

2. *Literacy Coach Perspectives on High School Literacy Coaching: Teacher/Coach Collaboration in the Disciplines*

Paula Di Domenico, *Northern Illinois University*

3. *Teacher Perspectives on High School Literacy Coaching: Moving Towards a Disciplinary Literacy Framework for Teaching*

Laurie Elish-Piper, *Northern Illinois University*

1:15PM-2:45PM  
PAPER SESSION

EXECUTIVE CENTER 2A-FIRST FLOOR

*Preservice Teachers Negotiating Discourses of Teaching and Identity*

**Chair:** Lindsay Grow, *Grand View University*

**Discussant:** Melissa Stinnett, *Western Illinois University*

1. *Change Processes in Preservice Teachers' Conceptual Development of What It Means to Teach*

SoonAh Lee, *The University of Texas at Austin*

2. *Negotiating Discourses of Learning to Teach: Stories from Literacy Teacher Education to First-Year Classroom*

Jacqueline Sydnor, *Indiana University*

3. *Preservice Teacher Identity Development Related to Prior Knowledge and Field Experience*

Lindsay Grow, *Grand View University*

1:15PM-2:45PM  
PAPER SESSION

EXECUTIVE CENTER 2B-FIRST FLOOR

*Self-Study, Reflection, and Development of Teacher Expertise*

**Chair:** Patricia L. Anders, *University of Arizona*

**Discussant:** Mary F. Roe, *Arizona State University*

1. *Adaptive Expertise: A View from the Top, and from the Climb*

Emily Hayden, *University at Buffalo*

Trisha D. Rundell, *Hastings Public Schools*

Sylvia Smyntek-Gworek, *University at Buffalo*

2. *Professional Development as the Study of Self: Using Self-Knowledge to Mediate the Act of Teaching*

Deborah Ann MacPhee, *Illinois State University*



3. *Teacher Experience, Learning, and Change: An Investigation of the Effects of Long-Term Professional Development*  
Kara Coffino, *University of Minnesota*

**1:15PM-2:45PM EXECUTIVE CENTER 3A-FIRST FLOOR  
PAPER SESSION**

*Family Literacies*

**Chair & Discussant:** Lori Czop Assaf, *Texas State University-San Marcos*

1. *Engaging Refugee Families in Print Literacy Through Community Story Events*  
Sunita Singh, *Le Moyne College*  
Frank M. Ridzi, *Le Moyne College*  
Monica R. Sylvia, *Le Moyne College*
2. *Organizational Tool or Literacy Object For Surveillance? Tracing The Student Organizer Across Home-School Contexts*  
Kimberly Lenters, *University of Calgary*  
Marianne McTavish, *University of British Columbia*
3. *Reading in Rural Homes: Connecting Literacy Practices, Socioeconomic Contexts, and Reading Performance*  
Ariel Tichnor, *University of North Carolina at Chapel Hill*  
Justin D. Garwood, *University of North Carolina at Chapel Hill*  
Lynne Vernon-Feagans, *University of North Carolina at Chapel Hill*  
Catherine Darrow, *University of North Carolina at Chapel Hill*

**1:15PM-2:45PM EXECUTIVE CENTER 3B-FIRST FLOOR  
PAPER SESSION**

*Studies of and Issues in Adaptive Teaching and Learning*

**Chair:** Steven J. Amendum, *North Carolina State University*

**Discussant:** Carolyn Hunt, *Illinois State University*

1. *"Oh My God! I Think He's Reading!": One Parent's Perspectives Toward the Literacy Instruction Received by her Child with Autism*  
Michelle A. Duffy, *Syracuse University*
2. *Studying Teacher Learning through Adaptive and Responsive Teaching: Connecting Teaching Decisions to Student Thinking*  
Sharan A. Gibson, *San Diego State University*
3. *The Continuing Search for Thoughtfully Adaptive Teaching: Is There a Light at the End of the Tunnel?*  
Walter Scott Howerton, *University of North Carolina at Greensboro*  
Samuel Miller, *University of North Carolina at Greensboro*

**1:15PM-2:45PM EXECUTIVE CENTER 4-FIRST FLOOR  
PAPER SESSION**

*Literacy, Race, and Social Justice*

**Chair:** Cristina Alfaro, *San Diego State University*

**Discussant:** Eliane Rubinstein-Avila, *University of Arizona*

1. *Le Dijo que si No Paga, que lo Llevarian a la Cárcel: Discussions of Prejudice and Discrimination in a Read-Aloud of Esperanza Rising*  
Jo Worthy, *The University of Texas at Austin*  
Katie Peterson, *The University of Texas at Austin*  
Michiko Hikida, *The University of Texas at Austin*  
Aliny Adonyi Pruitt, *The University of Texas at Austin*  
Leah Durán, *The University of Texas at Austin*



2. *Using Popular Media to Construct Counter-Narratives of Race, Language, and Identity in Urban High School English Classrooms*  
Amanda Godley, *University of Pittsburgh*
3. *"Most Americans Get Like a Mesera": Using Stereotypes and Quantifying Adjectives to Infuse Social Activism into English Language Development Instruction*  
Kathryn Esther Ciechanowski, *Oregon State University*

**1:15PM-2:45PM GRAND BALLROOM A-FIRST FLOOR  
ALTERNATIVE FORMAT SESSION**

*Area 4 Co-Chairs Invited Session*

**Chairs:** Samantha B. Caughlan, *Michigan State University*  
Linda Kucan, *University of Pittsburgh*  
Joan A. Rhodes, *Virginia Commonwealth University*

In this talk, Pam Grossman will draw on several studies that used an observation protocol developed specifically for English Language Arts (ELA)—the Protocol for Language Arts Teaching Observation, PLATO—to discuss how to leverage such instruments for instructional improvement. The protocol, initially developed to look at the relationships between instructional practices and student achievement, is currently being used as the basis of a model of professional development organized around core teaching practices.

1. *From Measurement to Improvement: Leveraging Classroom Observations to Improve Instruction*  
Pam Grossman, *Stanford University*

**1:15PM-2:45PM HARBOR ISLAND BALLROOM I-FIRST FLOOR  
ALTERNATIVE FORMAT SESSION**

*Adolescent Literacies and the Gendered Self Re-Constructing Gender through Global Multimedia Literacy Practices*

**Chairs:** Thomas W. Bean, *University of Nevada, Las Vegas*  
Barbara Jean Guzzetti, *Arizona State University*

**Discussant:** Theresa Rogers, *University of British Columbia*

This alternative format session focuses on the representation and gender positioning of youth in literacy practices within the context of 21st century life and globalization. The dynamic array of literacy practices that rename gender identities in empowering ways that have implications for literacy classrooms are explored. The session is structured by an overview of the issues and format, rotating roundtable presentations of related studies, panel discussion, and a question and answer session.

1. *Reading Gender in Young Adult Literacy*  
Karen A. Krasny, *York University*

# THURSDAY

2. *Masculinity and Portrayals of African American Boys in Young Adult Literature: A Critical Deconstruction and Reconstruction*  
Thomas W. Bean, *University of Nevada, Las Vegas*  
Theodore Ransaw, *University of Nevada, Las Vegas*
3. *Girls' Zines as a Global Literacy Practice: Stories of Resistance*  
Barbara Jean Guzzetti, *Arizona State University*
4. *Striving Reader or Entrepreneur? Gendered Identity Online in a Business Education Class*  
Donna Alvermann, *University of Georgia*
5. *A Cautionary Tale: Online School Book Clubs Are No Panacea for African American Adolescent Females' Coming to Voice*  
Benita R. Dillard, *Augusta State University*
6. *Outside Interests and Literate Practices as Contexts for Increasing Engagement and Critical Reading for Adolescent Boys*  
William Brozo, *George Mason University*
7. *Gender, Multimodal Practices, and Global Citizenship in Rural Settings*  
Carla K. Meyer, *Appalachian State University*  
Leslie Susan Cook, *Appalachian State University*
8. *The Girl Citizen Reader: Gender and Literacy Education for 21st Century Citizenship*  
Judith M. Dunkerly, *University of Nevada, Las Vegas*  
Helen Harper, *University of Nevada, Las Vegas*
9. *Boys, Literacy, and a Global Response to the "Boy Crisis"*  
Michael Kehler, *University of Western Ontario*

## Panel Discussion:

Rebecca Piper, *University of Nevada, Las Vegas*  
Zaid Haddad, *University of Nevada, Las Vegas*  
Char Moffit, *University of Nevada, Las Vegas*  
Felipe Baez, *Arizona State University*  
Leslie Michele Foley, *Arizona State University*  
Fernando Hurtado, *Arizona State University*

## 1:15PM-2:45PM HARBOR ISLAND BALLROOM III-FIRST FLOOR ALTERNATIVE FORMAT SESSION

*Multiple Voices, Multiple Literacies: Privileging the Cultural and Linguistic Resources of Communities of Color*

**Chair & Discussant:** Marcelle Haddix, *Syracuse University*

This alternative format session will engage the literacy research community in a continued and necessary "conversation" about valuing the multiple voices and literacies from diverse racial, cultural, and linguistic backgrounds in urban schools and communities. This session brings together papers by literacy and language scholars of color which examine discourse around race and identity across contexts and public constituencies within literacy research, including student, teacher, and community literacies.

1. *Reading the World in Spanglish: Hybrid Language and Ideological Contestation in a Sixth-Grade English Language Arts Classroom*  
Ramón Antonio Martínez, *The University of Texas at Austin*
2. *Mobilizing Emotion as Mediated Action: Race, Agency, and Critical Engagement in an Urban Classroom*  
Cynthia Lewis, *University of Minnesota*  
Jessica Dockter Tierney, *University of Minnesota*

3. *Competence as Linguistic Alignment: Linguistic Diversities, Affinity Groups, and the Politics of Educational Success*  
Mariana Souto-Manning, *Teachers College, Columbia University*
4. *Counterstorytelling as Pedagogy: Teacher Discourse with Mexican Immigrant Students*  
Rosa Jiménez, *Arizona State University*
5. *Dilemmatic Whiteness: The Challenges of Negotiating Teacher-Student Solidarity Across Hyperdiverse School Contexts*  
Ebony Elizabeth Thomas, *University of Pennsylvania*
6. *Regaño as Caring: Discursive Strategies Promoting Bicultural Academic Identities in a Dual Immersion Classroom*  
P. Zitlali Morales, *University of Illinois at Chicago*  
Valerie Vazquez, *University of Illinois at Chicago*  
Lydia Saravia, *University of Illinois at Chicago*
7. *Asian and Multiethnic Student Voices in Sociocritical Approaches to Literacy, Pedagogy, Community, and Agency*  
Benji Chang, *Teachers College, Columbia University*
8. *Producing Locality: Stories of Place and Agency Among Global Peers in a Local School Community*  
Patricia Enciso, *The Ohio State University*
9. *Teaching Like Our Lives Depend On It: The Process and Potential of Humanizing Education*  
Patrick Camangian, *University of San Francisco*

## 1:15PM-2:45PM SYMPOSIUM

## MARINA I-FIRST FLOOR

*Methodological Issues in Ethnographic Research on Adolescent Literacy in Urban Settings*

**Chair:** Randy Bomer, *The University of Texas at Austin*

**Discussant:** María E. Fránquiz, *The University of Texas at Austin*

This session will present methodological dilemmas and possibilities across three studies of adolescent literacy in different urban contexts, both in and out of school. It will consider: enlisting and sustaining participation, entering into human relationships with participants, negotiating the ethics of representation, and a stance of research as advocacy. The boundaries of school settings create tensions and performances that present challenges for research on literate lives of adolescents, and these studies explore those boundaries.

1. *Meeting Them Where They Are: Studying Youth Literacies In and Out of School*  
Allison Skerrett, *The University of Texas at Austin*  
Randy Bomer, *The University of Texas at Austin*  
Michelle Fowler-Amato, *The University of Texas at Austin*  
Katrina Jansky, *The University of Texas at Austin*
2. *Youth Participatory Action Research and Projects in Humanization (PiH): Methodological Considerations*  
Valerie Kinloch, *The Ohio State University*
3. *Worthy Witnessing in Literacy Research*  
Maisha T. Winn, *University of Wisconsin-Madison*

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

**MARINA II-FIRST FLOOR**

***Supporting Greater Content Knowledge in Early Literacy Instruction***

**Chair:** Tanya S. Wright, *Michigan State University*

**Discussant:** Gina Cervetti, *University of Michigan*

This symposium explores current practice and new interventions for content-rich early literacy instruction. Paper 1 examines vocabulary instruction during informational text read-alouds in kindergarten. Paper 2 looks at the effects of a pre-kindergarten curriculum designed to develop children's vocabulary, concept learning, and scientific inquiry knowledge. Paper 3 examines the impact of teacher expertise on the effects of a content-based shared book reading curriculum for preschool English language learners.

1. ***Informational Text Read-Alouds as a Context for Vocabulary Instruction in Kindergarten: Are They Common Enough for the Common Core?***  
Tanya S. Wright, *Michigan State University*
2. ***Examining the Impact of a Content-Rich Vocabulary Intervention on Children's Developing Understanding of the Information Genre and Scientific Inquiry***  
Susan Neuman, *University of Michigan*
3. ***The Role of Preschool Teacher Instructional Support on the Conceptual and Vocabulary Knowledge Growth of English Language Learners***  
Sharolyn Pollard-Durodola, *Texas A&M University*  
Jorge E. Gonzales, *Texas A&M University*  
Laura Saenz, *The University of Texas at Pan American*  
Aaron Taylor, *Texas A&M University*  
Denise Soares, *Texas A&M University*  
Catherina Carvalho, *Texas A&M University*

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

**MARINA III-FIRST FLOOR**

***Leveraging Contexts, Learning Across Spaces: Research on Adolescents' Literacies***

**Chair:** Jie Yie Park, *Bard College*

**Discussant:** Rena M. Harris, *University of Pennsylvania*

Adolescents today encounter and make sense of multiple texts and contexts, and cross borders—institutional, cultural, social—on a daily basis. Yet, it is common for researchers to compartmentalize, albeit unintentionally, adolescent lives and identities. This symposium brings together the research of educational researchers who work in different learning contexts. We believe sharing our work in different spaces creates a fuller picture of the lives of adolescents as they move within and across contexts.

**Presenters:**

- Mary Frances Buckley, *University of Pennsylvania*  
Susan Bickerstaff, *Teachers College, Columbia University*  
Jie Yie Park, *Bard College*  
Rena M. Harris, *University of Pennsylvania*

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

**MARINA IV-FIRST FLOOR**

***Home-School Partnerships: Engaging Families in Literacy Events Consequential for School Success***

**Chair:** Kenneth Kunz, *Bloomfield College*

**Discussant:** Jeanne R. Paratore, *Boston University*

Research demonstrates that children benefit from collaborative support from families and teachers. Yet, the unevenness in effectiveness of programs intended to support home-school partnerships suggests the lack of clarity around what works. This symposium examines outcomes from three studies designed to increase children's early literacy achievement by engaging families in literacy events consequential for school success. Discussion will focus on the procedures relevant to each program and the extent to which these explain project outcomes.

1. ***Modeling Interactive Story Book Reading and Play with High-Needs Mothers and their Preschoolers to Enhance Language and Literacy: A Video Interactive Program (VIP)***  
Lesley M. Morrow, *Rutgers, The State University of New Jersey*  
Alan L. Mendelsohn, *New York University Langone Medical School*  
Samantha Berkule, *Marymount Manhattan College*  
Kellyanne Healey, *Rutgers, The State University of New Jersey*
2. ***Dads Read***  
Susan Dougherty, *Rutgers, The State University of New Jersey*  
Jennifer Bryson, *Boston University*
3. ***Effects of Family Literacy Program on Literacy Uses of Parents and on Their Children's Literacy Uses and Abilities***  
Jeanne R. Paratore, *Boston University*  
Christina Marie Cassano, *Salem State University*  
Christine Leighton, *Emmanuel College*  
Lisa O'Brien, *Boston University*  
Jamie Baughan, *Boston University*  
Rebecca Katz, *Boston University*  
Barbara Krol-Sinclair, *Chelsea Public Schools*

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

**MARINA V-FIRST FLOOR**

***Reading Across Borders: Researching New Literacies in Australia, Canada and the U.S.***

**Chair:** Katina Zammit, *University of Western Sydney*

**Discussant:** Katina Zammit, *University of Western Sydney*

Our intent is to examine specific examples of reading research related to new literacies and multimodal texts in Australia, Canada and the U.S. By looking across these three countries, within the context of elementary and secondary literacy education, we intend to challenge the notion of what constitutes reading and offer practical suggestions for educators and teacher educators.

1. ***"Good Readers Read Fast"***  
Jacqueline d'Warte, *University of Western Sydney*
2. ***Literacy Practices of Teachers in Challenging Contexts in the Later Years of Schooling***  
Katina Zammit, *University of Western Sydney*

# THURSDAY

3. *Finding a New Place: Options for Critically Analyzing Audio-Visual Texts*  
Lyndsay Moffatt, *University of Western Sydney*

1:15PM-2:45PM

MARINA VI-FIRST FLOOR

## ALTERNATIVE FORMAT SESSION

*Talking about Race, Racism, and Social Justice Education through Literacy Education: Fostering Relationships with 21st Century's Literate and Cultural Identities of Learners and Teachers*

**Chair:** Keonghee Tao Han, *University of Wyoming*

**Discussants:** Cynthia Brock, *University of Nevada, Reno*

Patricia A. Edwards, *Michigan State University*

The purpose for the alternative session is to provide a space to talk about race and social justice issues in schools and teacher education. Research results point to one direction—developing critical consciousness and praxis to work with racial Others. The crucial point is education: Talking about race, researching and seeking approaches for social justice education must charge on.

### Presenters:

Marga Madhuri, *University of La Verne*

Charlene M. Mendoza, *University of Arizona*

Donna King, *Pennsylvania State University*

Bogum Yoon, *State University of New York at Binghamton*

Stephanie Talley, *Abilene Christian University*

Keonghee Tao Han, *University of Wyoming*

1:15PM-2:45PM

NAUTILUS 1-LOWER LEVEL

## PAPER SESSION

*Rethinking Composition: Multimodal Content and Student Content Construction*

**Chair:** Christian Ehret, *Vanderbilt University*

**Discussant:** Jacquelyn McClain Culpepper, *Mercer University*

1. *Reframing Composition in School: A Shifting Focus Analysis of Digital Video (DV) Curriculum Integration*  
David L. Bruce, *University at Buffalo*  
Suzanne Miller, *University at Buffalo*  
Colette Carse, *University at Buffalo*
2. *Studying the Meaning Potential of Digital Storytelling—A Genre Perspective on New Literacies*  
Xiqiao Wang, *University of Michigan*
3. *"I Never in My Life Had Done This and It's Really Special:" Elementary Students' Perceptions of Blogging*  
Ewa McGrail, *Georgia State University*  
Anne Davis, *Georgia State University*

1:15PM-2:45PM

NAUTILUS 2-LOWER LEVEL

## PAPER SESSION

*Literacy, Collaboration, and Facilitation in a Technology-Infused Classroom*

**Chair:** Silvia Nogueron-Liu, *University of Georgia*

**Discussant:** James Lorne Nahachewsky, *University of Victoria*

1. *Building Adolescent Academic Literacies through Online Pre-service Teacher Mentorship*  
Antero Garcia, *Colorado State University*  
Robyn Seglem, *Illinois State University*

2. *Constructing Shape-Shifting Portfolios: A Study of Language Teachers' Experiences with Digital Technologies*  
Ekaterina Tour, *Monash University*

3. *Texting while Writing: Text As Linguistic and Multimodal Design in a Middle School Classroom*  
Ann D. David, *The University of Texas at Austin*

1:15PM-2:45PM

NAUTILUS 3-LOWER LEVEL

## PAPER SESSION

*Studying Methods of Teaching Writing and Giving Feedback*

**Chair:** Catherine Olsen Maderazo, *California State University, Fullerton*

**Discussant:** Roya Qualls Scales, *Western Carolina University*

1. *Improving Student Writing through Peer Feedback*  
Shelley Stagg Peterson, *University of Toronto*  
Robert Kohls, *University of Toronto*  
Jennifer Shade Wilson, *University of Toronto*
2. *Investigating 21st Century Literacies in a Writing Workshop: Exploring the Role of Power in Children's Writing Practices and Collaboration*  
Faryl Kander, *Oklahoma State University*
3. *Teachers' Constructions of Student Writers over Time*  
Sarah McCarthey, *University of Illinois at Urbana-Champaign*  
Rebecca Lindsay Woodard, *University of Illinois at Urbana-Champaign*  
Grace Kang, *University of Illinois at Urbana-Champaign*

1:15PM-2:45PM

NAUTILUS 4-LOWER LEVEL

## ALTERNATIVE FORMAT SESSION

*Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Link Research to Practice*

**Chair:** Deborah Litt, *Trinity, Washington University*

**Discussant:** Victoria Risko, *Vanderbilt University*

During three rounds of concurrent small group sessions, members of the Teacher Education Research Study Group will describe an assignment, activity, or structure they have found to be particularly effective in developing strong literacy teachers. They will also share the findings of their research on the practice.

### Presenters:

Sherry Dismuke, *Boise State University*

Elizabeth Dobler, *Emporia State University*

Kathy Ganske, *Vanderbilt University*

Heather Taxis Greene, *Chapel Hill/Carrboro Schools*

Dana L. Grisham, *National University*

Leigh A. Hall, *University of North Carolina at Chapel Hill*

Chinwe Ikpeze, *St. John Fisher College*

Karen Kindle, *University of South Dakota*

Diane Lapp, *San Diego State University*

Lotta Larson, *Kansas State University*



Deborah Litt, *Trinity, Washington University*  
 Susan Martin, *Boise State University*  
 Leah McKeeman, *Kansas State University*  
 Karen E. Smith, *University of Manitoba*  
 Thomas De Vere Wolsey, *Walden University*  
 Janet Young, *Brigham Young University*

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

**ROOM 411-FOURTH FLOOR**

*Investigating Uses of Literacy Practices: Literacy Coaches' Uses of Literacy Practices and College Students' Uses of Digital Literacies*

**Chair:** Carole Janisch, *Texas Tech University*  
**Discussant:** Nancy Flanagan Knapp, *University of Georgia*

- 1. *Literacy Coaches' Perspectives of Themselves as Literacy Leaders: Results from a National Study of K-12 Literacy Coaching and Leadership***  
 Kristine Calo, *Hood College*  
 Kimberly K. Kopfman, *George Mason University*
- 2. *Mongolian University Students' Everyday Digital Literacy Practices***  
 Daariimaa Marav, *Monash University*

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

**SEABREEZE I-FIRST FLOOR**

*Possibilities for Data Analysis in Literacy Research*

**Chair:** Anne Swenson Ticknor, *East Carolina University*  
**Discussant:** Casey Burkholder, *Concordia University*

- 1. *The Application of a "Histories" Methodology to Analysis of Data from ISMART***  
 Robert Calfee, *Stanford University*  
 Margaret Curwen, *Chapman University*
- 2. *Uses of Discourse Analysis in Literacy Research***  
 Rachael Gabriel, *University of Connecticut*  
 Jessica Nina Lester, *Washington State University*  
 Carlos J. Anguiano, *Washington State University*
- 3. *What Kind of Sign is Occupy Wall Street? : Toward an Integrated Model of Semiotic Analysis for Multimodal Texts***  
 Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

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

**SEABREEZE II-FIRST FLOOR**

*What Motivates Children to Read?*

**Chair:** Chandra P. S. Chauhan, *Aligarh Muslim University*  
**Discussant:** Allison Ward Parsons, *George Mason University*

- 1. *A Mixed-Methods Study on English Language Learners' Reading Motivation***  
 Maria Selena Protacio, *Western Michigan University*
- 2. *Listening to the Voices of Boys: A Mosaic Approach to Exploring the Motivation to Engage in Reading***  
 Krista Fiedler, *University of Denver*

- 3. *"Books I Can Actually Read." Kindergarteners' Reading Choices and Perspectives on Learning to Read***  
 Juliet L. Halladay, *University of Vermont*

**2:05PM-2:45PM**  
**ROUNDTABLES 2B**

**NAUTILUS 5-LOWER LEVEL**

- I. *Challenging Secondary Preservice Teachers' Literacy Beliefs with a New Literacies-Situated Practicum***  
 Steve Wellinski, *Eastern Michigan University*  
 Robert Carpenter, *Eastern Michigan University*
- II. *Constructing Literacy Identities within Communities: Women's Stories of Transformation***  
 Heidi Bacon, *University of Arizona*
- III. *Critical Race Theory and LatCrit as Analytical Tools for Literature Discussions with Young Latino Children***  
 Julia López-Robertson, *University of South Carolina*  
 Lillian Reeves, *University of South Carolina*
- IV. *Developing a Strategy Instruction Curriculum in Writing for Adults: A Formative Experiment***  
 Zoi Apostolia Philippakos, *University of Delaware*  
 Charles MacArthur, *University of Delaware*  
 Katie Smith, *University of Delaware*
- V. *Disciplinary Literacy Practices of Whitewater Adventure Professionals and a College Program that Prepares Them***  
 Stephen G. Mogge, *Towson University*
- VI. *Examining Teacher Knowledge Through Classroom Discourse***  
 Mary Pat Sullivan, *University of Illinois at Chicago*
- VII. *What Literacy Practices Surround the Bible in America's Evangelical Sub-culture(s) and Why Should Literacy Scholars Care***  
 Mary M. Juzwik, *Michigan State University*
- VIII. *Guided Reading and Motivation***  
 Allyson Lynn Hauptman, *University of Nebraska*
- IX. *Methods Used to Teach Early Reading and Writing in Turkey: Continuity and Change across a Century***  
 Yalcin Bay, *Michigan State University*  
 Douglas K. Hartman, *Michigan State University*
- X. *Multimodal Meaning-Making: Social Semiotics in a High School Context***  
 Cynthia Kiefer, *Arizona State University*
- XI. *New Literacies: Been There, Done That, Now What? Two Teacher Educators Reflect on Their Seven Years Working with New Literacies***  
 Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*  
 Elizabeth Petroelje Stolle, *Grand Valley State University*
- XII. *Sociocultural Perspectives and Biliteracy Research: Trends and Directions***  
 Patrick Henry Smith, *The University of Texas at El Paso*  
 Joel E. Dworin, *The University of Texas at El Paso*



# THURSDAY

📍 3:00PM-3:40PM  
ROUNDTABLES 3A

NAUTILUS 5-LOWER LEVEL

- I. **Content Analysis of Critical Literacy Lessons: Unpacking Preservice Teachers' Assumptions and Use of Multiple Literacies in Teaching for Social Justice**  
Rita Chen, *University of Wisconsin, La Crosse*
- II. **Developing the Hive Society: One Teacher's Journey to Harness New Literacies in Her Classroom**  
Jane Marie Saunders, *Texas State University-San Marcos*  
Gwynne Ellen Ash, *Texas State University-San Marcos*
- III. **Digital Divisions in Literary Form: Constructions of Immigrant Youth's Literacy Practices in International Children's Literature**  
Jennifer M. Graff, *University of Georgia*
- IV. **Disciplinary Literacy and Project-Based Learning: An Analysis of the Literacy Texts and Practices in Secondary Project-Based Learning Classrooms**  
David Gallagher, *Mount Saint Mary College*  
Matt J. Hollibush, *Mount Saint Mary College*
- V. **Exploring the Delicate Balances between Child-Centered and Explicit Pedagogy through the Lens of Systemic Functional "Grammatics" in an Urban Third Grade Classroom**  
Patricia C. Paugh, *University of Massachusetts Boston*
- VI. **Extending Book Groups Beyond the Classroom and into Cyberspace: Why Do It?**  
Elizabeth Petroelje Stolle, *Grand Valley State University*
- VII. **Literary Understanding in a Time of Common Core Standards: Conversations Concerning Harper Lee's To Kill a Mockingbird**  
Anne DiPardo, *University of Colorado Boulder*  
Michael Wenk, *University of Colorado Boulder*
- VIII. **One-to-One in the Inclusive Classroom: The Perspectives of Paraeducators Who Support Adolescents with Autism Spectrum Disorder**  
Christopher John Robert Healy, *University of Maine*
- IX. **Professional Development and the Policies that Encompass Reading: Preparing Teachers for the Challenges of the 21st Century**  
Linda E. Martin, *Ball State University*  
Sherry Kragler, *University of South Florida Polytechnic*  
Kathryn L. Bauserman, *Indiana State University*  
Diana J. Quatroche, *Indiana State University*
- X. **Storytelling As a Literacy Tool for Somali Bantu English Language Learners**  
Zaline Roy-Campbell, *Syracuse University*
- XI. **Using a Multiliteracies Pedagogical Framework to Examine Mobile Educational Applications in Content-Area Instruction**  
Rachel Karchmer-Klein, *University of Delaware*  
Chrystalla Mouza, *University of Delaware*  
Sohee Park, *University of Delaware*

3:00PM-4:30PM  
PAPER SESSION

EXECUTIVE CENTER 1-FIRST FLOOR

**Constructing "Struggling" Readers, Disability, and Trauma in Children's Literature**

**Chair:** Seemi Aziz, *Oklahoma State University*  
**Discussant:** Ted Kesler, *Queens College, CUNY*

1. **Perspectives on Disability in Children's Literature Discussions**  
Donna Adomat, *Indiana University*
2. **The Dark Side of Urban Underground: The Constructed Identities of African-American Males in a Book Series for "Struggling" Readers**  
Aimee Rogers, *University of Minnesota*
3. **Summer's End and Sad Goodbyes: Children's Picturebooks about Death and Dying**  
Angela M. Wiseman, *North Carolina State University*

3:00PM-4:30PM  
PAPER SESSION

EXECUTIVE CENTER 2A-FIRST FLOOR

**Preservice Teachers and Disciplinary Literacy Practices**

**Chair:** Lea Calvert Evering, *Indiana University of Pennsylvania*  
**Discussant:** Susan Lenski, *Portland State University*

1. **Questioning Disciplinary Literacy Messages: A Critical Content Analysis of Elementary Literacy Methods Textbooks**  
T. Jared Robinson, *Brigham Young University*  
Jennifer J. Wimmer, *Brigham Young University*  
Roni Jo Draper, *Brigham Young University*
2. **Disciplinary Literacy Pedagogy Development of STEM Preservice Teachers**  
Steve Hart, *California State University, Fresno*  
Stephanie M. Bennett, *University of South Florida*
3. **Preservice Teachers' Conceptions of Using Content Area Texts for Subject Matter Instruction**  
Eric Rackley, *Brigham Young University-Hawaii*  
Deanna Birdyshaw, *University of Michigan*

3:00PM-4:30PM  
PAPER SESSION

EXECUTIVE CENTER 2B-FIRST FLOOR

**Supporting English Learners through Professional Development**

**Chair:** Brian C. Rose, *Georgia Gwinnett College*  
**Discussant:** Lara J. Handsfield, *Illinois State University*

1. **An Ecological Perspective on In-Service English Language Learner (ELL) Teacher Professional Development**  
Brian C. Rose, *Georgia Gwinnett College*
2. **Bridging the Theory-To-Practice Divide: Collaborations that Promote Responsive Literacy and Language Instruction for Beginning Teachers and their Young English Learners**  
Teresa R. Fisher, *Georgia State University*
3. **Collaborative Inquiry Community: Teacher Collaboration to Support English Language Learners (ELLs) across the School Day**  
Kathryn Esther Ciechanowski, *Oregon State University*  
Holly Berman, *Corvallis School District*

**3:00PM-4:30PM EXECUTIVE CENTER 3A-FIRST FLOOR  
PAPER SESSION**

*Language, Culture, and Literacy*

**Chair:** M. Kristiina Montero, *Wilfrid Laurier University*  
**Discussant:** Eliane Rubinstein-Avila, *University of Arizona*

- 1. *Second Language Literacy, Immigration, and Globalization***  
Mary Esther Huerta, *Texas State University-San Marcos*  
Bertha Pérez, *The University of Texas at San Antonio*
- 2. *Latino/a Children and Disciplinary Literacy in Out-of-School Contexts***  
Kathy Marie Bussert-Webb, *The University of Texas at Brownsville*  
Maria E. Diaz, *The University of Texas at Brownsville*
- 3. *Community Voices and the Problem of English: Rethinking Language Practices***  
Amy Vetter, *University of North Carolina at Greensboro*  
Colleen M. Fairbanks, *University of North Carolina at Greensboro*  
Claire Lambert, *University of North Carolina at Greensboro*

**3:00PM-4:30PM EXECUTIVE CENTER 3B-FIRST FLOOR  
PAPER SESSION**

*Studies of Pre-School and Kindergarten Reading and English Language Learner (ELL) Programs*

**Chair:** Kelly Puzio, *Washington State University*  
**Discussant:** Elizabeth L. Jaeger, *University of Arizona*

- 1. *Are the Expectations of Kindergarten Core Reading Programs Aligned with the Common Core State Standards?: A Content Analysis of Kindergarten Reading Programs***  
Meghan K. Block, *Grand Valley State University*
- 2. *Kindergarten Students' Social Studies, Vocabulary, and Content Literacy Learning from Interactive Read-Alouds of Informational Texts***  
Stephanie L. Strachan, *Michigan State University*
- 3. *Pre-Service Teachers' Perspectives on the Language and Literacy Development of Pre-School English Language Learners (ELLs) through Home Visits***  
Iliana Reyes, *University of Arizona*  
Ana Christina Iddings Da Silva, *University of Arizona*

**3:00PM-4:30PM EXECUTIVE CENTER 4-FIRST FLOOR  
PAPER SESSION**

*Multilingualism and 21st Century Literacies*

**Chair:** Kate Elizabeth Kedley, *University of Iowa*  
**Discussant:** Patricia E. Venegas, *University of Wisconsin-Madison*

- 1. *Examining the Influences of Multimodal/Multimedia Composition on Adolescent English Language Learners' (ELLs') Literacy Development and Identity Exploration***  
Elizabeth C. Lewis, *Dickinson College*
- 2. *Reading on Screen and in Print: Investigating the Implications of Literacy Practices of English as an Additional Language (EAL) Learners for Curriculum and Instruction***  
Reginald Arthur D'Silva, *University of British Columbia*  
Lee Gunderson, *University of British Columbia*  
Dennis Murphy Odo, *Georgia State University*

- 3. *Teaching Literacy to Young Newcomers Using E-Readers***  
Sally Brown, *Georgia Southern University*

**3:00PM-4:30PM GRAND BALLROOM A-FIRST FLOOR  
ALTERNATIVE FORMAT SESSION**

*Developing 21st Century Literacy Leaders: Connecting the Work of Principals, Coaches, and Teachers*

**Chair:** Nancy Shanklin, *University of Colorado Denver*  
**Discussant:** Pamela A. Mason, *Harvard University*

This session highlights seven studies of school administrators and teacher leaders working together to teach 21st century literacy skills. The studies show how leaders across levels and settings have been successful in creating and sustaining professional learning systems to improve student literacy achievement. Presentations include school-level case studies, studies of literacy leadership across schools, and examinations of school-based leadership within larger state-level contexts. Participants will discuss findings as related to established frameworks for literacy leadership.

- 1. *How a Principal and Leadership Team Use Video to Focus Adult and Student Learning***  
Jacy Ippolito, *Salem State University*
- 2. *Understanding the Role of a Middle School Principal in Supporting Literacy Coaching Efforts***  
Mia Young, *Florida State University*
- 3. *Using 21st Century Data Systems to Uncover Effective K-12 Urban Principals in Schools Achieving High Growth with English Language Learners (ELLs)***  
Nancy Shanklin, *University of Colorado Denver*
- 4. *Collaborative Leadership Actions that Improved Student Literacy and Engagement in Rural High Schools***  
Julie Meltzer, *Public Consulting Group*
- 5. *District Support of School-Based Literacy Initiatives in an Urban Florida County***  
Judith Irvin, *Florida State University*
- 6. *Examining the Impact of High School Principals' Involvement in School-wide Reading Achievement Using Growth Modeling***  
Monica Zucker, *University of Colorado Denver*
- 7. *"Beating the Odds" Literacy Leadership***  
Evan Lefsky, *Public Consulting Group*

**3:00PM-4:30PM MARINA I-FIRST FLOOR  
SYMPOSIUM**

*Exploring the Identities of High School Readers*

**Chair:** Kristine E. Pytash, *Kent State University*  
**Discussant:** Dixie D. Massey, *University of Washington*

Literacy is a socially situated practice embedded in specific contexts with specific purposes. When studying the literacy practices of adolescents from a sociocultural perspective, researchers must acknowledge the complexity of literacy in the lives of youth and examine the ways that they use literacy in different contexts. The purpose of this symposium is to examine the high school reader in three different settings: the football field, the social studies classroom, and the traditional English classroom.

# THURSDAY

1. **"We All We Got": Discovering and Integrating Football Literacies and Discourse**  
Lynn Rudd, *McKinley High School*
2. **"Putting Ourselves in Their Shoes": Case Studies of Four Teenagers' Reading Experiences with Nonfiction Literature in a Social Studies Classroom**  
Shannon L. Beach, *Chagrin Falls High School*
3. **"What's The Catch?": Implementing Reading Choice in a High School Classroom**  
Denise N. Morgan, *Kent State University*  
Christopher Wagner, *Gabanna Jefferson Public Schools*

3:00PM-4:30PM

MARINA II-FIRST FLOOR

## ALTERNATIVE FORMAT SESSION

### *Navigating the High-Stakes Job Market*

**Chair:** Cynthia B. Leung, *University of South Florida St. Petersburg*

This alternative session will provide a semi-structured and open format session to identify, discuss, and address critical elements surrounding the academic job search process. Panelists will represent three integral roles in the job search and hiring process at this university: Chair of the Search Committee, Committee Member, and Candidate Hired for the Position. Each panelist will provide a situated perspective and share experience gained from a rigorous faculty hiring process at their university.

#### **Presenters:**

- Jan E. Blake, *University of South Florida St. Petersburg*  
AnnMarie Gunn, *University of South Florida St. Petersburg*  
Cynthia B. Leung, *University of South Florida St. Petersburg*

3:00PM-4:30PM

MARINA III-FIRST FLOOR

## SYMPOSIUM

### *Critical Media Literacies in the Content Areas*

**Chair:** Christina L. Madda, *Northeastern Illinois University*

**Discussants:** Michael Manderino, *Northern Illinois University*  
Sana Ansari, *University of Illinois at Chicago*

This symposium addresses issues in critical media literacy and multi-modality in the disciplines, particularly History, Science, and English. Papers include: a mixed-methods analysis of Graphic Novel Histories; a proposal for assessing student-made videos in science; and an exploration of literature, popular culture, and adolescent identity in an English Language Arts classroom. Through the juxtaposition of three disciplines, we will engage the audience in a conversation about disciplinary critical literacies in the 21st century.

1. **Face Down in the Gutter: Affordances and Roadblocks for Critical Reading in Graphic Histories**  
William Boerman-Cornell, *Trinity Christian College*
2. **Don't Dump, Drains to the Brook: Engaging and Assessing Critical Science Literacies through Videomaking**  
Eli Tucker-Raymond, *TERC*
3. **A Raisin, The Flavor of Love, and Critical Literacy**  
Jung E. Kim, *Lewis University*

3:00PM-4:30PM

MARINA IV-FIRST FLOOR

## SYMPOSIUM

### *New Models for New Texts: Shifting from Professional Development to Professional Inquiry*

**Chair:** Lisa Zawilinski, *University of Hartford*

**Discussant:** Katina Zammit, *University of Western Sydney*

Since technological advances are driving much of the change that we see in information and communication, researchers and educators are attempting to answer the important question: How do we design instruction that enables educators to cultivate digital literacies for themselves as well as their students? These studies look at teachers' perceptions of New Literacies and perceived changes in their classroom practice.

1. **New Literacies, New Complexities: A Model of Professional Development with Chinese Teachers**  
Hiller A. Spires, *North Carolina State University*  
Meixun Zheng, *University of the Pacific*
2. **Building Capacity to Utilize Digital Texts and Tools in a Blended Learning Environment**  
William Ian O'Byrne, *University of New Haven*  
Tammy Brown, *Marywood University*  
Jane Helman, *Marywood University*  
Sue Nash-Ditzel, *Georgian Court University*  
Francis DeMatteo, *Marywood University*
3. **Exploring Growth in Teacher Dispositions through the Use of Visual Analogies**  
Greg McVerry, *Southern Connecticut State University*  
Pauline Parker, *Lower Pioneer Valley Educational Collaborative*

3:00PM-4:30PM

MARINA V-FIRST FLOOR

## SYMPOSIUM

### *Readers Discovering Themselves through Retrospective Miscue Analysis (RMA): The 21st Century Reader*

**Chair:** Prisca Martens, *Towson University*

**Discussant:** Patricia L. Anders, *University of Arizona*

This symposium focuses on retrospective miscue analysis as a social practice to advocate a critical and holistic view of literacies in the 21st century. We explore recent work with readers of different ages, proficiencies, and languages to demonstrate relationships between readers' revaluing reading and themselves as readers and their reading proficiency.

1. **The Past, Present and Future of RMA Theory and Practice**  
Yetta Goodman, *University of Arizona*
2. **The Revaluing of "The Mighty Readers"**  
Prisca Martens, *Towson University*
3. **RMA: Critical Dialogues with English Language Learner (ELL) Readers**  
Koomi Kim, *New Mexico State University*
4. **Are They Doing Miscue Analysis?: High School Students "Experience Language" and Revaluing through Collaborative Retrospective Miscue Analysis**  
Heidi Bacon, *University of Arizona*





3:00PM-4:30PM

MARINA VI-FIRST FLOOR

**ALTERNATIVE FORMAT SESSION**

***Exploring Adolescents' Personal Use of New Literacies: The Realities and Implications***

**Chair:** Sharon Pitcher, *Towson University*

The session examines roles new literacies play in adolescents' personal learning from different perspectives. Small group sessions include: a case study of an adolescent's journey from failing to excelling; how a group of struggling, high school readers became passionate about social studies using media; how struggling ninth grade readers used e-books; and how college English Language Learner (ELL) students reflected on using technology. A group discussion will explore what we learned and ideas for further research.

1. ***In Her Own Words: A High School Student's Journey From Failing to Excelling***  
Sharon Pitcher, *Towson University*  
Gilda Martinez-Alba, *Towson University*
2. ***Discovering the Power: A Journey Toward Critical Literacy Through Media***  
Carol J. Delaney, *Texas State University-San Marcos*  
Sandra F. Matson, *Texas State University-San Marcos*
3. ***A Reading Nook***  
Victoria R. Gillis, *University of Wyoming*  
Dennise Peagler, *Berkmar High School*  
Megan C. Marshall, *University of Wyoming*
4. ***Got Tech?***  
Gilda Martinez-Alba, *Towson University*

**3:00PM-4:30PM  
PAPER SESSION**

NAUTILUS 1-LOWER LEVEL

***Shared, Social, and Online: Collaboration and Knowledge Construction on the Internet***

**Chair:** Marva Cappello, *San Diego State University*

**Discussant:** Guy Trainin, *University of Nebraska-Lincoln*

1. ***Cultivating Resistance and Engagement with Social Networking Tools in One Alternative High School Classroom***  
Mary Beth Hines, *Indiana University*  
Rebecca Rupert, *Bloomington Graduate School*
2. ***Literacy Agents Online: Promoting Traditional and New Literacies Through an Electronic Discussion Group***  
Barbara Jean Guzzetti, *Arizona State University*  
Leslie Michele Foley, *Arizona State University*
3. ***Self-Regulated Learning, Authentic Network Formation, and Distributed Knowledge: New Literacy Practices and Massive Online Open Courses (MOOCs)***  
Kristin Gorski, *Teachers College, Columbia University*

**3:00PM-4:30PM  
PAPER SESSION**

NAUTILUS 2-LOWER LEVEL

***Redefining New Literacies and Exploring Specific Literacy Practices***

**Chair:** Lori Norton-Meier, *University of Louisville*

**Discussant:** Kathleen A. Paciga, *Purdue University Calumet*

1. ***A New Culture of Literacy Learning: Bring in the Noise***  
Mary Frances Buckley, *University of Pennsylvania*
2. ***Bridging Traditional and Digital Literacies: An Agenda for Inquiry into Affordances***  
David O'Brien, *University of Minnesota*  
Scott Voss, *Apple Valley School District*
3. ***"Workarounds" and "Walkthroughs" as New Digital Literacies: Circumventing Perceived Design Limitations in Virtual Worlds for Youth***  
Rebecca Black, *University of California, Irvine*  
Stephanie Reich, *University of California, Irvine*  
Ksenia A. Korobkova, *University of California, Irvine*

**3:00PM-4:30PM  
PAPER SESSION**

NAUTILUS 3-LOWER LEVEL

***Methods for Analyzing Adolescents' Engagement and Motivation***

**Chair:** Sonja L. Armstrong, *Northern Illinois University*

**Discussant:** Marie A. LeJeune, *Western Oregon University*

1. ***Intrinsic, Contextual, and Variable: Exploring the Complexity of Adolescent Reading Motivation in an Urban Secondary "Reading School"***  
Chantal Francois, *Rutgers, The State University of New Jersey*
2. ***Methods for Evaluating Literacy Engagement as a Dynamic Construct in an Integrated Social Studies/English Language Arts (ELA) Classroom***  
Jacquelynn A. Malloy, *Anderson University*  
Seth A. Parsons, *George Mason University*  
Allison Ward Parsons, *George Mason University*  
Sarah Cohen Burrowbridge, *Lynbrook Elementary School*
3. ***Relationally Mediated Literacy Engagement among Adolescents: Processes and Transformations***  
Peter Johnston, *University at Albany*  
Gay Ivey, *University of Wisconsin-Madison*

**3:00PM-4:30PM  
ALTERNATIVE FORMAT SESSION**

NAUTILUS 4-LOWER LEVEL

***Scholars of Color and of Diverse Linguistic Backgrounds Bringing Their Teaching Methods, Practices, and Developing Praxis into Spheres of Discourse***

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

**Discussant:** Rachele Washington, *Clemson University*

In this cross-ethnic and institutional session a group of junior scholars of color and of diverse linguistic backgrounds bring their teaching methods, practices, and developing praxis into spheres of discourse. To further the discussion on the sociocultural and sociopolitical context of their own teaching and learning experiences as well as those of the

# THURSDAY

students they teach, presenters will draw from scholarship related to critical literacy, social justice, and multiculturalism.

## Presenters:

Julia López-Robertson, *University of South Carolina*  
Rachelle Washington, *Clemson University*  
Toni Williams, *University of South Carolina*  
Kinga Varga-Dobai, *Georgia Gwinnett College*

## 3:00PM-4:30PM SYMPOSIUM

### SEABREEZE I-FIRST FLOOR

#### *Perspectives on Culturally Responsive Reading Instruction*

**Chair:** Ellen McIntyre, *North Carolina State University*

**Discussant:** Cheryl Dozier, *University at Albany*

With the increasing diversity in U.S. schools in the last few decades, much scholarship illustrating culturally responsive instruction (CRI) has emerged. The purpose of this symposium is to address questions that remain. This session will present three studies focused on issues related to CRI. The presentations will address the principles of culturally responsive practice that are aligned with research-based practice, how culturally responsive reading instruction can be assessed, and professional development for teachers attempting CRI.

1. ***Principles and Practices of Culturally Responsive Reading Instruction: Study and Synthesis***

Ellen McIntyre, *North Carolina State University*  
Nancy F. Hulan, *Western Kentucky University*

2. ***Assessing Culturally Responsive Instruction***

Susan Chambers Cantrell, *University of Kentucky*  
Rebecca Powell, *Georgetown College*

3. ***Seeing Possibilities in Practice: Exploring Elementary Teacher Candidates' Visions of Culturally Responsive Reading Instruction***

Jennifer Turner, *University of Maryland*

## 3:00PM-4:30PM PAPER SESSION

### SEABREEZE II-FIRST FLOOR

#### *Pathways and Perspectives to Biliteracy Development*

**Chair:** Audrey Lucero, *University of Oregon*

**Discussant:** Sunita Singh, *Le Moyne College*

1. ***Examining Biliteracy as Processes: Case Studies of Bilingual Young Adults and Their Lifeworlds***

Nadia Regina Granados, *University of Arizona*

2. ***Demands and Opportunities: Analyzing Academic Language in a First Grade Dual Language Classroom***

Audrey Lucero, *University of Oregon*

3. ***El Camino se Hace al Andar: Biliteracy a Pathway to Closing the English Learner Achievement Gap***

Cristina Alfaro, *San Diego State University*  
Jorge Ramirez, *Chula Vista ESD*

## 3:00PM-4:00PM

### ROOM 411-FOURTH FLOOR

#### ALTERNATIVE FORMAT SESSION

***¡Abas! from the OneVille Project: Designing Communication Infrastructure with Students, Teachers, and Parents in a Diverse Community***

**Chair:** Mica Pollock, *University of California, San Diego*

Most school districts are out to regulate and restrict student texting and fear student-teacher texting as particularly inappropriate. But might this youth-dominated channel in fact be a 21st century portal to personalized social-emotional and academic support for youth, even linking students and teachers across typical boundaries of race, class, and tech literacy? This presentation shares first findings from participatory design research on texting, conducted by youth and teachers in the diverse, immigrant-heavy city of Somerville, MA. In a design research project welcomed by Somerville district and school administration, teachers and students at the district's alternative high and middle school have been testing how one-to-one texting might support students, teachers, and mentors to communicate rapidly about students' personal and academic needs. Their work raises deep questions for city schools considering how to forge supportive student-teacher relationships in the digital age.

1. ***Texting as a Channel for Personalized Youth Support:***

***Participatory Design Research by City Youth and Teachers***

Mica Pollock, *University of California, San Diego*  
Uche Amaechi, *Harvard Graduate School of Education*  
Teachers and Students of Full Circle/Next Wave, *Somerville Public Schools*

## 🗨️ 3:50PM-4:30PM

### NAUTILUS 5-LOWER LEVEL

#### ROUNDTABLES 3B

I. ***"Let's Write About the Book!": Changes in English Language Learners' (ELLs) Writing Through an Interactive Read-Aloud and Interactive Writing Intervention***

Susan King Fullerton, *Clemson University*  
Sheliah G. Durham, *Clemson University*  
Heather McCrea-Andrews, *Clemson University*

II. ***Disciplinary Literacy in History: The Perspectives of Middle Grade Teachers***

Elizabeth G. Sturtevant, *George Mason University*  
Julie K. Kidd, *George Mason University*  
Michelle M. Buehl, *George Mason University*  
Ana Taboada Barber, *George Mason University*

III. ***Enhancing Teacher Knowledge and Skills Related to Early Literacy Instruction***

Kimberly Anderson, *University at Albany*  
Donna Scanlon, *University at Albany*  
Virginia Goatley, *University at Albany*  
Lynn Gelzheiser, *University at Albany*  
Anita DeSarbo, *University at Albany*

IV. ***Exploring Global Literature and Cosmopolitan Critical Literacy with Middle School Students in an International Charter School***

Judith M. Dunkerly, *University of Nevada, Las Vegas*  
Thomas W. Bean, *University of Nevada, Las Vegas*  
LeAnn G. Putney, *University of Nevada, Las Vegas*



# THURSDAY

V. *Factors Affecting the Underuse of Multicultural Texts in Reading Programs*

Claudette Thompson, *St. Bonaventure University*

VI. *High School Students' Emotional Responses to Academic Reading Engagement in Science: Relationships to Achievement*

M. Cecil Smith, *Northern Illinois University*  
Solánly Ochoa-Angrino, *Pontificia Universidad Javeriana*

VII. *Integration of Higher Order Thinking with Authentic and Complex Reading and Writing Tasks: A Framework for High Literacy Teaching in Secondary Language Arts Classrooms*

Matt J. Hollibush, *Mount Saint Mary College*

VIII. *Negotiating in and of the World: The Impact of Rurality on Access to Text*

Anne Gregory, *Boise State University*  
Mary Ann Cahill, *Boise State University*

IX. *Parent-Child Interactions During a Read-Aloud: A Comparison Between Tablet and Traditional Texts*

Kathryn Lake MacKay, *Brigham Young University*  
Kendra Hall-Kenyon, *Brigham Young University*

X. *Shifting with Common Core: How Common Core Standards and Related Factors Influence Teachers' Planning and Instruction in Literacy*

Aimee Lyn Papola, *Loyola University*

XI. *The Constrained Use of Constrained Measures of Reading Achievement*

Robert Calfee, *Stanford University*

XII. *The Impact of E-Readers on Adolescent Students' Reading Motivation*

Robert Greer Raymond, *Sam Houston State University*  
Mary E. Robbins, *Sam Houston State University*  
Debra P. Price, *Sam Houston State University*  
Hannah Gerber, *Sam Houston State University*  
Nancy Votteler, *Sam Houston State University*

6:15PM-7:15PM

GRAND BALLROOM A - FIRST FLOOR  
TOWN HALL MEETING (BRING YOUR LAPTOP)

6:30PM-11:00PM

FRONT OF HOTEL ON HARBORSIDE DRIVE  
FREE SCHOOL BUSES TO SAN DIEGO RESTAURANTS

9:00PM-11:00PM

GRAND BALLROOM A - FIRST FLOOR  
BAND PERFORMANCE: "THE DIPHTHONGS" WITH TOM BEAN AND FRANK SERAFINI (CASH BAR)

4:45PM-6:00PM HARBOR ISLAND BALLROOM - FIRST FLOOR  
PLENARY ADDRESS ONE

Chair: Jennifer Turner, *University of Maryland*

I. *Distinguished Scholar Lifetime Achievement Award Presentation*

Jane A. Hansen, *University of Virginia*

II. *Early Career Achievement Award Presentation*

David O'Brien, *University of Minnesota*

III. *Introduction of Speaker*

David Bloome, *The Ohio State University*

IV. *Plenary Address: How the Online World is Changing the Relationship Between Everyday Literacy Practices and Educational Possibilities*

David Barton, *Lancaster University, United Kingdom*

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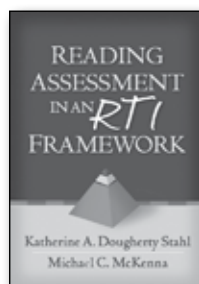
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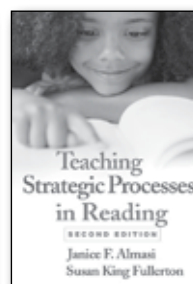
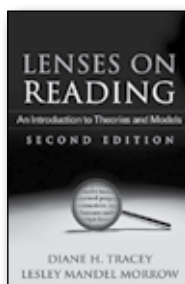
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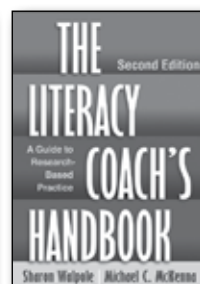
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**Friday • November 30, 2012**

**Friday**

**Investigating 21st Century Literacies: Exploring Uses of New Literacies**

62nd Annual Conference of the Literacy Research Association • November 28 - December 1, 2012 • San Diego, CA

## SESSION TYPE DESCRIPTIONS

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### PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



### ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

### 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 noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.



### AREA CHAIRS AWARD SESSIONS

### AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

### CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2012 Conference Chair. 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 timeslots, attendance is open to all attendees, and advance registration is not required.

**7:30AM-8:30AM GRAND BALLROOM A - FIRST FLOOR**  
**JOURNAL OF LITERACY RESEARCH EDITORIAL BOARD BREAKFAST**

**7:30AM-8:30AM EXECUTIVE CENTER 1 - FIRST FLOOR**  
**DOCTORAL STUDENT INNOVATIVE COMMUNITY GROUP (ICG) MEETING**

**7:30AM-8:30AM EXECUTIVE CENTER 2A - FIRST FLOOR**  
**EDWARD B. FRY BOOK AWARD COMMITTEE MEETING**

**7:30AM-8:30AM EXECUTIVE CENTER 4 - FIRST FLOOR**  
**MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATIVE COMMUNITY GROUP (ICG) MEETING**

**8:00AM-3:30PM NAUTILUS FOYER - LOWER LEVEL**  
**BOOK DISPLAY & SILENT AUCTION**

**8:00AM-5:00PM BAY VIEW FOYER - FIRST FLOOR**  
**ATTENDEE REGISTRATION OPEN**

**8:00AM-5:00PM NAUTILUS FOYER - LOWER LEVEL**  
**EXHIBITS OPEN**

**8:00AM-5:00PM SPINNAKER II - FIRST FLOOR**  
**CYBER CAFÉ OPEN**

**8:45AM-9:25AM NAUTILUS 5-LOWER LEVEL**  
**ROUNDTABLES 4A**

- I. *"Response to Individuals": An Urban School Districts' Journey of Response to Intervention (RTI) Implementation for Emergent Bilinguals*  
 Minda Lopez, *Texas State University-San Marcos*  
 Marie Arnold Mendoza, *Texas State University-San Marcos*
- II. *I Don't Just Teach Social Studies, I Teach Literacy Too: Social Studies Education Pre-Service Teachers' Beliefs About Disciplinary Literacy in a Social Studies Classroom*  
 Stephanie M. Bennett, *University of South Florida*
- III. *If the Book Fits: Appropriate Text Selection for Adolescents with Learning Disabilities and Emotional and/or Behavior Difficulties*  
 Charlotte Anne Mundy, *University of Alabama*  
 Nicole Swoszowski, *University of Alabama*  
 Melinda Leko, *University of Wisconsin-Madison*  
 John Dantzler, *University of Alabama*
- IV. *Investigating 21st Century Literacies: Considering Links between Discourse Patterns, Teacher Epistemologies, and*

*Implications for Student Literacy Acquisition*

Julie W. Ankrum, *University of Pittsburgh at Johnstown*  
 Maria Genest, *University of Pittsburgh*  
 Aimee L. Morewood, *West Virginia University*

- V. *Is "Close Reading" Better Reading?: The History and Pedagogy of Close Reading Practices*  
 Amy Koehler Catterson, *University of California, Berkeley*  
 P. David Pearson, *University of California, Berkeley*
- VI. *Negotiating Teacher and Student Identities in a Diverse Learning Community*  
 Katharine Chamberlain, *The University of Texas at Austin*
- VII. *Preservice Teachers' Modifications for English Language Learners (ELLs) as Reported on the Teacher Work Sample*  
 Melinda Miller, *Sam Houston State University*  
 Helen Berg, *Sam Houston State University*  
 Donna Cox, *Sam Houston State University*
- VIII. *Self-Representation of Black Adolescent Girls Through Writing*  
 Gholnecsar E. Muhammad, *University of Illinois at Chicago*
- IX. *Teacher Professional Development: A Model that Works*  
 Priscilla Griffith, *University of Oklahoma*  
 Jiening Ruan, *University of Oklahoma*
- X. *The Effects of Intervention Duration on the English Vocabulary Development of Native Speakers and English Learners Who Participated in a Multi-Faceted Vocabulary Program*  
 Jeni R. Davis, *University of South Florida*  
 James F. Baumann, *University of Missouri-Columbia*  
 Justin N. Arner, *University of Missouri*  
 Ann Bates, *National Louis University*  
 Camille Blachowicz, *National Louis University*  
 Char Cieply, *National Louis University*  
 Patrick Manyak, *University of Wyoming*  
 Heather Peterson, *University of Wyoming*

- XI. *Using Technology to Foster Participatory Culture in an Elementary Classroom: An Examination of Literacy Practices During Content Learning*  
 Jill Castek, *Portland State University*  
 Jessica Mangelson, *Benedictine University*

**8:45AM-10:15AM GRAND BALLROOM A - FIRST FLOOR**  
**ALTERNATIVE FORMAT SESSION**

**S.T.A.R. Mentoring Program Poster Session**

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

The S.T.A.R. (Scholars of color Transitioning into Academic Research) mentoring program intends to support researchers who conduct high-quality, literacy-related research that addresses the issues and opportunities related to diversity. In this poster session, the STAR mentees will provide an overview of their current research project(s) and how they relate to issues of multiculturalism, diversity, and equity in literacy education. A great opportunity to meet and greet the members of the cohorts participating in this program, and to engage in meaningful



# FRIDAY

conversations on literacy research within culturally and linguistically diverse communities.

## Presenters:

Yoo Kyung Sung, *University of New Mexico*  
Carol Brochin-Ceballos, *The University of Texas at El Paso*  
Tisha Y. Lewis, *Georgia State University*  
Seemi Aziz, *Oklahoma State University*  
Marva Jeanine Solomon, *Angelo State University*  
P. Zitlali Morales, *University of Illinois at Chicago*  
Silvia Nogueron-Liu, *University of Georgia*

## 8:45AM-10:15AM EXECUTIVE CENTER 1-FIRST FLOOR SYMPOSIUM

### *The Power of Visions: Exploring Spaces in Literacy Teacher Education and Development*

**Chair:** Seth A. Parsons, *George Mason University*  
**Discussant:** Amy Vetter, *University of North Carolina at Greensboro*

Researchers suggest that teachers with a vision are best prepared to succeed in the complex job of teaching reading because a vision enables teachers to do what is best for their students despite restrictive mandates commonplace in teaching reading. In this session, researchers from five different institutions present research that used various theoretical perspectives and methods to explore preservice and inservice teachers' visions to examine the role visioning plays in reading teachers' work and development.

- 1. *The Development of Teachers' Visions Over Time***  
Seth A. Parsons, *George Mason University*
- 2. *Visioning: Preservice Teachers Using Autoethnography to Examine their Histories***  
Margaret Vaughn, *University of Idaho*  
Candace Kuby, *University of Missouri*
- 3. *The Evolution of Preservice Elementary Education Teachers' Visions***  
J. Baxter Williams, *Western Carolina University*  
Roya Qualls Scales, *Western Carolina University*
- 4. *Visioning within the University Supervisor and Student Intern Dyad***  
Leslie E. La Croix, *George Mason University*  
Julie K. Kidd, *George Mason University*
- 5. *A Cross-Cultural Study of Preservice Teachers' Visions***  
J. Baxter Williams, *Western Carolina University*  
Eithne Kennedy, *St. Patrick's College*

## 8:45AM-10:15AM EXECUTIVE CENTER 2A-FIRST FLOOR PAPER SESSION

### *Preservice Teachers' Perspectives on Literacy and Nondominant Students*

**Discussant:** Mark D. Vagle, *University of Minnesota*  
**Chair:** Eileen M. Kaiser, *Northeastern Illinois University*

- 1. *Exploring Secondary Education and Middle Grades Preservice Teachers' Beliefs and Attitudes Toward Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Adolescents***  
Pamela J. Dunston, *Clemson University*  
Chris L. Massey, *Clemson University*  
Heather McCrea-Andrews, *Clemson University*  
Lienne Medford, *Clemson University*
- 2. *Preservice Content-Area Teachers' Perspectives on Race and Literacy: A Critical Race Case Study***  
Kathleen A. Cullen, *Syracuse University*  
Kathleen A. Hinchman, *Syracuse University*
- 3. *"Kids Can! I Can!" Reading Specialist Candidates Reflect on How Definitions of "Literacy" and "Disability" Influence Their Work with "Special" Students***  
Kathleen Mary Collins, *Pennsylvania State University*  
Patrick Shannon, *Pennsylvania State University*  
Kathleen Shannon, *Pennsylvania State University*

## 8:45AM-10:15AM EXECUTIVE CENTER 2B-FIRST FLOOR PAPER SESSION

### *Multiple Perspectives on Literacy Coaching and Professional Development*

**Chair:** Deborah Ann MacPhee, *Illinois State University*  
**Discussant:** Antony T. Smith, *University of Washington Bothell*

- 1. *Roles and Responsibilities of Reading Specialists and Literacy Coaches: A National Survey***  
Rita M. Bean, *University of Pittsburgh*  
Jack Cassidy, *Texas A&M-Corpus Christi*  
Virginia Goatley, *University at Albany*
- 2. *Developing Expertise in the Language of Literacy Coaching Using Video-Recorded Lessons***  
JoAnne Vazzano, *Northeastern Illinois University*  
Christina L. Madda, *Northeastern Illinois University*
- 3. *The Emotional Geographies of Becoming a Literacy Coach***  
Carolyn Hunt, *Illinois State University*  
Lara J. Handsfield, *Illinois State University*

## 8:45AM-10:15AM EXECUTIVE CENTER 3A-FIRST FLOOR PAPER SESSION

### *Supporting Literacy Growth in Disciplinary Classrooms*

**Chair:** Corrine Marie Wickens, *Northern Illinois University*  
**Discussant:** Daniel Siebert, *Brigham Young University*

- 1. *The Quantitative Literacy Connection: Is Literacy Instruction the Key to Teaching Mathematical Habits of the Mind?***  
Hope Smith Davis, *Indiana University South Bend*

2. *The Efficacy of Collaborative Strategic Reading in Science and Social Studies Middle School Classes in a Large Urban School District*

Janette Klingner, *University of Colorado Boulder*  
 Alison Boardman, *University of Colorado Boulder*  
 Karla Scornavacco, *University of Colorado Boulder*  
 Amy Eppolito, *University of Colorado Boulder*  
 Rebecca Beucher, *University of Colorado Boulder*  
 Pamela Buckley, *University of Colorado Boulder*

3. *Reading Texts that Move, Dissolve, Break, and Ooze: A Categorization of Actional-Operational Texts in Earth Science and Implications for Comprehension Instruction*

Amy Alexandra Wilson, *Utah State University*  
 Michael D. Boatright, *Western Carolina University*

**8:45AM-10:15AM EXECUTIVE CENTER 3B-FIRST FLOOR  
 PAPER SESSION**

*Research on Writing in Early-Childhood/Elementary Programs*

**Chair:** Judith T. Lysaker, *Purdue University*

**Discussant:** Ann Marie Dromsky, *Independent*

1. *"It Happened to Me:" Third Grade Students Write Towards Critical Perspectives*

Amy Seely Flint, *Georgia State University*  
 Natasha Thornton, *Georgia State University*  
 Eliza Allen, *Georgia State University*  
 Megan Nason, *Georgia State University*  
 Kamania Wynter-Hoyte, *Georgia State University*  
 Sanjuana Rodriguez, *Georgia State University*

2. *Content Analysis of Writing Components in Leading Core Literacy Programs*

Timothy G. Morrison, *Brigham Young University*  
 Kathryn Lake MacKay, *Brigham Young University*

3. *Multilingual Children Network: Multimodal Composing Practices in Early Childhood Classrooms*

Lorraine Theresa Falchi, *La Escuelita*  
 Ysaaca Axelrod, *Clemson University*

**8:45AM-10:15AM EXECUTIVE CENTER 4-FIRST FLOOR  
 PAPER SESSION**

*Reading and Understanding Multimodal and Digital Texts*

**Chair:** Aimee Rogers, *University of Minnesota*

**Discussant:** Craig A. Young, *Bloomsburg University of Pennsylvania*

1. *Reader/Writer/Teacher/Designer: Visually Interactive Children's Literature and You*

Dawnene D. Hassett, *University of Wisconsin-Madison*

2. *The Untapped 90%: Beyond Simple Images to 59 Types of Graphics in Children's Informational Texts*

Lauren Fingeret, *Michigan State University*

3. *Children's Literature on the Digital Move*

Shelby Anne Wolf, *University of Colorado Boulder*

**8:45AM-10:15AM HARBOR ISLAND BALLROOM I-FIRST FLOOR  
 SYMPOSIUM**

*The ORCA Project: Evaluating Seventh-Grade Performance, Across Two States, in Online Research, Comprehension, and Communication*

**Chairs:** Elena Forzani, *University of Connecticut*

Cheryl Burlingame, *University of Connecticut*

**Discussant:** Susan Goldman, *University of Illinois at Chicago*

This symposium presents results from the third year of the ORCA (Online Research and Comprehension Assessment) Project, an IES-funded, developmental, assessment grant designed to develop valid, reliable, and practical assessments of students' ability to conduct research online. Representative state samples of seventh grade students from two different states (1,400 students) completed two online research tasks in science about human body systems. The papers in this symposium present results related to this research project.

1. *Comparing Three Formats for Assessing Online Research, Comprehension, and Communication In Science: The Performance Characteristics of Multiple-Choice, Open Internet, and Closed, Simulated Internet Assessments*

Donald Leu, *University of Connecticut*

Julie Coiro, *University of Rhode Island*

2. *Comparing Representative State Samples of Students' Ability to Conduct Online Research and Communicate Information: A One-to-One Laptop State vs. A State Without One-to-One Laptops*

Clint Kennedy, *University of Connecticut*

3. *Evaluating Representative State Samples of Seventh-Grade Students' Ability to Critically Evaluate Online Information: A Study of Two States*

Elena Forzani, *University of Connecticut*

Cheryl Burlingame, *University of Connecticut*

**8:45AM-10:15AM HARBOR ISLAND BALLROOM III-FIRST FLOOR  
 SYMPOSIUM**

*Editors of Journals and Web-Based Resources Discuss the Role of Multimedia Research Representation and Dissemination*

**Chair & Discussant:** Richard Beach, *University of Minnesota*

This symposium will engage editors from prominent journals and websites/podcasts in discussion about how their venues support representations of multimodal research and how they use multimodal literacies to invite and expand audiences of literacy/reading/language arts research.

**Presenters:**

Peggy Albers, *Georgia State University*

Elizabeth Baker, *University of Missouri*

Erica C. Boling, *Rutgers, The State University of New Jersey*

Caitlin McMunn Dooley, *Georgia State University*

Doug Kaufman, *University of Connecticut*

Susan Neuman, *University of Michigan*

# FRIDAY

8:45AM-10:15AM  
SYMPOSIUM

MARINA I-FIRST FLOOR

## *Re-Conceptualizing Literacy Pedagogy: The What and the How*

**Chair:** Suzanne Porath, *University of Wisconsin-Madison*

**Discussant:** Kristopher Stewart, *University of Wisconsin-Madison*

Over a decade ago, the New London Group (1996) called for a reform in literacy pedagogy. This symposium examines how educators are actively involved in re-defining and re-visioning what constitutes literacy pedagogy in their respective environments and provides a micro (classroom level) to macro (district level) view of how the daily discourses of the educators impact the opportunities for success in their work.

1. ***Critical Literacy in Literature Discussion Groups***  
Mary Guay, *University of Wisconsin-Madison*
2. ***The Evolution of Technological to Authorial Pedagogy in a Reading Workshop: A Case Study***  
Suzanne Porath, *University of Wisconsin-Madison*
3. ***Re-Visioning Instructional Reform: A Tale of Four Literacy Coaches***  
Laura Lang, *University of Wisconsin-Madison*

8:45AM-10:15AM  
SYMPOSIUM

MARINA II-FIRST FLOOR

## *Translation as a Generative Construct for Teaching Literacy: New Pedagogies for the Global Age*

**Chair:** Robert T. Jiménez, *Vanderbilt University*

**Discussant:** Robert Rueda, *University of Southern California*

This symposium will explore new ways of leveraging the bilingual language practices of English Learners (ELs) to improve literacy skills. Presenters from three universities will share approaches to using translation in a variety of ways: as a constructive metaphor to help students understand persuasive writing, as a strategic practice to help students improve comprehension, as a linguistic resource to help students engage in literature discussions. Presenters will describe and share findings from their research.

1. ***Strengthening Literacy through Translanguaging Pedagogies***  
Sue Hopewell, *University of Colorado*
2. ***Leveraging Translation for Writing and the Expansion of Linguistic Repertoires***  
Marjorie Orellana, *University of California, Los Angeles*  
Danny Cortez Martinez, *University of Illinois at Chicago*  
Elizabeth Montano, *Loyola Marymount University*
3. ***"What's a Chunk?": Teaching Strategic Translation for Reading Comprehension***  
Samuel David, *Vanderbilt University*  
Robert T. Jiménez, *Vanderbilt University*

8:45AM-10:15AM  
SYMPOSIUM

MARINA III-FIRST FLOOR

## *Emerging Perspectives on Critical Digital Literacies Theory and Practice*

**Chair:** Sarah Lohnes Watulak, *Towson University*

**Discussant:** JuliAnna Avila, *University of North Carolina at Charlotte*

In our digital society, acts of sharing, collaboration, and expression are enabled and supported by web-based digital technologies. Within this context, functional technology skills are only one piece of a complex digital literacy picture. Critical digital literacies purposefully meld digital and critical literacy practices, to help move beyond skills-focused engagements with technology. This symposium introduces emerging perspectives in critical digital literacy theory and practice, from elementary and middle school sites, to pre-service teacher education programs.

1. ***The Development of a Theoretical Framework for Critical Digital Literacies in Pre-Service Education***  
Sarah Lohnes Watulak, *Towson University*  
Charles K. Kinzer, *Teachers College, Columbia University*
2. ***Let's Talk about Texts: Exploring the Possibilities of a Critical Digital Literacies Framework to Facilitate Difficult Classroom Conversations***  
Stephanie Schmier, *University of Southern California*
3. ***Writing Losses and Design Gains? Findings from an In-School Critical Digital Literacies Project***  
Jessica Zacher Pandya, *California State University, Long Beach*  
Kathleah Allene Consul Pagdilao, *California State University, Long Beach*  
Kim (Eric) Aeloch, *California State University, Long Beach*

8:45AM-10:15AM  
SYMPOSIUM

MARINA IV-FIRST FLOOR

## *Literacy, Language, and Identity in Immigrant Families: Three Case Studies*

**Chair:** Lois Zamzow, *University of Wisconsin-Madison*

**Discussant:** Rohany Nayan, *University of Wisconsin-Madison*

Investigating 21st Century Literacies requires that we recognize and acknowledge the complexities of literacies practices for all children, including children who have emigrated from another country speaking a language other than English. This session examines immigrant families' construction of multiple identities and literacy practices across two school years. The three case studies presented in this symposium draw upon the theories of James Gee to explore issues related to language, literacy, and identity.

1. ***Speaking Spanish in Uruguay and America***  
Cathy Compton-Lilly, *University of Wisconsin-Madison*
2. ***"I Know English": The Beginnings of Language Brokering for a Young Immigrant Child***  
Lois Zamzow, *University of Wisconsin-Madison*
3. ***Speaking Chinglish: Re-Positioned Literacy Identities and Literacy Practices of Chinese Immigrant Parents***  
Christine Meng, *University of Wisconsin-Madison*  
Keying Wen, *University of Wisconsin-Madison*

**8:45AM-10:15AM**  
**SYMPOSIUM**

**MARINA V-FIRST FLOOR**

*Digging up Hidden Treasure: Exploring Alternative Texts for Teaching Academic Literacies*

**Chair:** Xiufang Chen, *Rowan University*

**Discussant:** Paul Boyd-Batstone, *California State University, Long Beach*

This symposium draws together three studies that identify academic literacies embedded in alternative texts, graphic novels, tweets, and comic strips prevalent in outside school settings and discuss the allure and utility of these alternative texts. These studies would provide evidence of academic literacies embedded in alternative texts and potential for teachers to engage struggling, reluctant, and English learners by infusing such texts into instruction of academic literacies for adolescents.

1. *From Dickens to 9/11: Exploring Graphic Nonfiction to Support the Secondary School Curriculum*

Barbara Jean Guzzetti, *Arizona State University*

Marcia Mardis, *Florida State University*

Felipe Baez, *Arizona State University*

2. *"Spacecraft Reveals Recent Geological Activity on the Moon": Exploring NASA Tweets on Twitter as an Alternative Text for Teaching Scientific Literacies*

Mellinee K. Lesley, *Texas Tech University*

3. *Looking Beyond Pictures: Exploring Linguistic Features of Comic Strips*

Shelley Xu, *California State University, Long Beach*

**8:45AM-10:15AM**  
**SYMPOSIUM**

**MARINA VI-FIRST FLOOR**

*Taking Stock of New Literacies: What Literacy Researchers Can Learn from Studies of Embodied Cognition*

**Chair:** Fenice Boyd, *University at Buffalo*

**Discussant:** George G. Hruby, *University of Kentucky*

This year's LRA theme demonstrates how new literacies have risen to prominence within the literacy community. Given this, within this symposium we consider what perspectives from embodied cognition may bring to new literacies and, particularly, multimodality. This set of papers presents a theoretical and historical overview of embodied cognition along with applications of this theory to research projects related to explorations of digital multimodality and the role of gesture in teaching.

1. *Reading the World and Reading the Word: Enacting Meaning through our Bodily-Based Experience*

James R. Gavelek, *University of Illinois at Chicago*

2. *Embodied Teaching and Learning in the Context of Multimodal Digital Composing*

Mary McVee, *University at Buffalo*

Suzanne Miller, *University at Buffalo*

Colette Carse, *University at Buffalo*

3. *Using Gesture and Artifacts to Scaffold Reading Strategy Instruction: Considerations on the Role of Embodiment*

Lynn Shanahan, *University at Buffalo*

Caroline M. Flury-Kashmanian, *University at Buffalo*

Lisa Roof, *University at Buffalo*

**8:45AM-10:15AM**

**ALTERNATIVE FORMAT SESSION**

**NAUTILUS 1-LOWER LEVEL**

*Area 6 Co-Chairs Invited Session*

**Chairs:** Roni Jo Draper, *Brigham Young University*

Melanie Hundley, *Vanderbilt University*

Eliane Rubinstein-Avila, *University of Arizona*

For this session distinguished content-area teacher educators and researchers were invited to consider the role of the new literacies for disciplinary participation. The conversation will focus on how new literacies and disciplinary communities of practice work together to create and influence each other. Implications for teacher preparation and practice will be discussed. Jonathan Osborne's (Shriram Family Professorship in Science Education, Stanford University) research has focused on the role of argumentation in science education both as a means of improving the use of a more dialogic approach to teaching science and improving student understanding of the nature of scientific inquiry. Sam Wineburg's (Margaret Jacks Chair of Education and History, Stanford University) research has focused on how adolescents, teachers, and professional historians interpret historical sources. His current research focuses on the creation of new assessments for measuring historical understanding.

1. *Investigating New Literacies for Science*

Jonathan Osborne, *Stanford University*

2. *Investigating New Literacies for History*

Sam Wineburg, *Stanford University*

3. *Understanding the Place of New Literacies in Content-Area Classrooms*

Jennifer J. Wimmer, *Brigham Young University*

Roni Jo Draper, *Brigham Young University*

**8:45AM-10:15AM**

**PAPER SESSION**

**NAUTILUS 2-LOWER LEVEL**

*Roles and Patterns of Online Discussion in Learning and Literacy*

**Chair:** Terry S. Atkinson, *East Carolina University*

**Discussant:** Cynthia M. Okolo, *Michigan State University*

1. *Change Over Time: A Comparison of Online and Face-to-Face Discussions over Two Semesters*

Sally F. Heineke, *Sam Houston State University*

Joan A. Williams, *Sam Houston State University*

2. *Does It Matter If the Teacher Is There?: The Teacher's Contribution to Emerging Patterns of Interactions in Online Classroom Discussions*

Jeong-bin Park, *The University of Texas at Austin*

The D-Team, *The University of Texas at Austin*

3. *Technology as a Learning Agent: Enhancing Learning through a Single On-Line Discussion Board Activity*

Paula Taylor-Greathouse, *University of South Florida*

Bridget Mahoney, *University of South Florida*



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8:45AM-10:15AM  
PAPER SESSION

NAUTILUS 3-LOWER LEVEL

*Students' Engagement in Reading in Developmental College Reading Programs, Book Clubs, and Book Mobile Programs*

**Chair:** Ann M. Bennett, *University of Tennessee*

**Discussant:** Colleen M. Fairbanks, *University of North Carolina at Greensboro*

1. *Fourth Graders' Participation in Book Clubs in a High-Achieving, High-Poverty Urban Primary School*  
Kirsten Dara Hill, *University of Michigan-Dearborn*
2. *Providing Access to Developmental Reading Courses at the Community College: An Evaluation of Three Presentation Modes*  
Susan Kay Phillips, *Central Arizona College*
3. *The R.E.A.D.Y. Bus, (a Book Mobile for Rural Communities): Does It Affect Voluntary Reading For 3rd Graders?*  
Melissa Stinnett, *Western Illinois University*

8:45AM-10:15AM  
PAPER SESSION

NAUTILUS 4-LOWER LEVEL

*Tools and Techniques for Studying Reading*

**Chair:** Keisha Lynette Green, *Rutgers, The State University of New Jersey*

**Discussant:** Peter Afflerbach, *University of Maryland*

1. *Verbal Reports as a Methodological Tool for Understanding the Reading Processes of Language Learners: Implications for New Literacies and Future Research*  
Patriann Smith, *University of South Florida*  
Deoksoon Kim, *University of South Florida*  
Andrea Lypka, *University of South Florida*
2. *A Taxonomy of Reading Assessment*  
Tony Applegate, *Holy Family University*  
Mary D. Applegate, *St. Joseph's University*
3. *Validating a Classroom Observation Tool for Studying Developmental Word Study Instruction*  
Kristin M. Gehsmann, *Saint Michael's College*  
Kelli Millwood, *Pearson*  
Donald Bear, *Iowa State University*

8:45AM-10:15AM

SEABREEZE I-FIRST FLOOR

ALTERNATIVE FORMAT SESSION

*Talk about Texts: Seeing and Using Language Diversity in Literacy Research*

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

This alternative format presentation will provide LRA members with an opportunity to engage with issues of language and dialect diversity within literacy research. By considering sample texts written by students from different language backgrounds, participants will reflect on how views of language shape our approaches to the diverse literacies of multilingual and transcultural subjects.

**Presenters:**

Patrick Henry Smith, *The University of Texas at El Paso*  
Eurydice Bauer, *University of Illinois at Urbana-Champaign*  
Aria Razfar, *University of Illinois at Chicago*

8:45AM-10:15AM  
PAPER SESSION

SEABREEZE II-FIRST FLOOR

*Response to Intervention (RTI)*

**Chair:** Kathy Ganske, *Vanderbilt University*

**Discussant:** Chandra P. S. Chauhan, *Aligarh Muslim University*

1. *Effects of an Executive Skills Intervention for Reading Comprehension Deficits in an RtI Framework*  
Kelly Cartwright, *Christopher Newport University*  
Amanda Lane, *Christopher Newport University*  
Terrain Singleton, *Christopher Newport University*
2. *Reading Intervention*  
Peter Dewitz, *Mary Baldwin College*  
Pamela Dewitz, *Augusta County Schools*  
Jennifer Jones, *Radford University*
3. *The Efficacy of Computer-Assisted Tier 2 Assessment and Intervention as Part of a Response-to-Intervention Model for First Graders Struggling with Reading Difficulties*  
Beverly Lauren Weiser, *Southern Methodist University*  
Patricia Mathes, *Southern Methodist University*

🗨️ 9:35-10:15AM

NAUTILUS 5-LOWER LEVEL

ROUNDTABLES 4B

- I. *Incorporating Popular Culture into the English Curriculum*  
Leigh A. Hall, *University of North Carolina at Chapel Hill*  
Aubrey Comperatore, *University of North Carolina at Chapel Hill*  
Kate Allman, *University of North Carolina at Chapel Hill*
- II. *Making Literacy Relevant to Pre-Service Mathematics Teachers: Perspectives and Beginning Solutions for Elementary and Secondary Levels*  
Kristy L. Dunlap, *James Madison University*  
Kyle T. Schultz, *James Madison University*  
Kateri Thunder, *James Madison University*
- III. *Making Middle School Writing Meaningful: An Analysis of Factors Increasing or Decreasing Perceptions of Authenticity in Writing*  
Nadia Behizadeh, *Georgia State University*
- IV. *New Literacies and Learning in an Afterschool Program: Convergence and Conflicts of Interest and Their Critical Role*  
Michelle Honeyford, *University of Manitoba*  
Karen Boyd, *University of Manitoba*
- V. *New Ways of Exploring Old Literacies: Deepening Understandings Across Cultures through Dramatic Interpretations of Picturebooks*  
Deborah K. Palmer, *The University of Texas at Austin*  
Nancy L. Roser, *The University of Texas at Austin*  
Miriam Martinez, *The University of Texas at San Antonio*  
Holly Carrell Moore, *The University of Texas at Austin*  
Christian Zuniga, *The University of Texas at Austin*  
Kathryn Henderson, *The University of Texas at Austin*  
Leah Duan, *The University of Texas at Austin*  
Suzanne Garcia Mateus, *The University of Texas at Austin*  
Katie Peterson, *The University of Texas at Austin*



**VI. *Sharing Voices and Visions: Pre-Service Teachers' Images of Becoming Content Area Literacy Instructors***

Rochelle M. Berndt, *Kent State University*

**VII. *Sticky Notes: Tools for New Cultural Competencies for Adolescents***

Ann D. David, *The University of Texas at Austin*  
Annamary L. Consalvo, *Fitchburg State University*

**VIII. *Teachers' Beliefs about Writing Instruction: A Survey of High School Teachers***

Gretchen S. Goode, *University of Memphis*

**IX. *Understanding Opportunities for Oral Language Use and Development in Kindergarten Classrooms***

Ruth Wharton-McDonald, *University of New Hampshire*

**X. *Young Children's Engagement in Multimodal Meaning-Making through Digital Technology***

Kwangok Song, *Bemidji State University*

**🗨️ 10:30AM-11:10AM  
ROUNDTABLES 5A**

**NAUTILUS 5-LOWER LEVEL**

**I. *Investigating College Reading Readiness: A Research Model***

Sonya L. Armstrong, *Northern Illinois University*  
Norman A. Stahl, *Northern Illinois University*  
Joanne Kantner, *Kishwaukee College*

**II. *Marrying Technology to the Common Core State Standards in a Pre-Service Content Area Literacy Course***

Monica S. Yoo, *University of Colorado Colorado Springs*  
Barbara J. Frye, *University of Colorado Colorado Springs*

**III. *Meeting Writing Accountability Without Teaching to the Test: A Study of Writing Instruction in Texas Schools Identified as Exemplary or Recognized***

Melinda Miller, *Sam Houston State University*  
Helen Berg, *Sam Houston State University*

**IV. *Readers' Self-Perception and Shame***

Rhonda D. Goolsby, *University of Oklahoma*

**V. *Teachers' Voices on Literacy, Who is Listening?***

Tammi Davis, *Indiana University, Bloomington*

**VI. *The Pastoral Tradition in Literature Teaching Meets the Common Core: Narrowing the Role of the Teacher, of the Text, and of Reading***

Samantha B. Caughlan, *Michigan State University*

**VII. *What Do Young Children Do as They Read? Case Studies of Four Children Across Two Stories***

Karen M. Feathers, *Wayne State University*  
Poonam Arya, *Wayne State University*

**10:30AM-12:00PM**

**EXECUTIVE CENTER 1-FIRST FLOOR**

**ALTERNATIVE FORMAT SESSION**

***Tapping the Tinkerers, Makers, and Innovators: How Do We Integrate New Media Literacies in Robust and Meaningful Ways?***

**Chair:** John A. Pascarella III, *University of Southern California*

Teacher-educators invite participants to consider how new media literacies (NMLs) extend traditional literacy practices in secondary classrooms. Participants discuss how teacher-candidates are prepared to access and make use of secondary learners' NML skills and position them as "makers" and "innovators" of connected, meaningful literacy artifacts created with the use of various digital tools. Presenters summarize frameworks and models of NMLs in content literacy courses. Analysis and dialogue of how and why we design course components follows.

**Presenters:**

John A. Pascarella III, *University of Southern California*  
Paula M. Carbone, *University of Southern California*

**10:30AM-12:00PM**

**EXECUTIVE CENTER 2A-FIRST FLOOR**

**PAPER SESSION**

***Pre-service Teachers: Struggles, Problem-Solving, and Development of Efficacy***

**Chair:** Jeni R. Davis, *University of South Florida*

**Discussant:** Kathryn Pole, *The University of Texas at Arlington*

**1. *A Study of Factors That Contribute to Pre-service Teachers' Sense of Efficacy for Literacy Instruction***

Charlene S. Martin, *University of Oklahoma*

**2. *Problem-Based Learning Enhances Collective Efficacy and Problem-Solving Skills among Pre-Service Literacy Teachers***

Beth Morton Christian, *Tennessee State University*  
Reney M. McAtee, *Tennessee State University*  
Heather Dillard, *Tennessee State University*

**3. *Reconceptualizing Balanced Literacy: A Phenomenological Analysis of Novice Teachers' Struggles with Balanced Literacy Instruction***

Joanne C. Smith, *University of Missouri-Columbia*  
Elizabeth Baker, *University of Missouri*  
Jeni R. Davis, *University of South Florida*

**10:30AM-12:00PM**

**EXECUTIVE CENTER 2B-FIRST FLOOR**

**PAPER SESSION**

***Enhancing Literacy Instruction and Teacher Expertise through Collaboration and Learning Communities***

**Chair:** Judy A. Abbott, *Stephen F. Austin State University*

**Discussant:** Eileen M. Kaiser, *Northeastern Illinois University*

**1. *Collegial Discourse and Idea Development: Teacher Teams' Shared Understandings of Literacy Pedagogy Concepts***

Jacquelyn S. Popp, *University of Illinois at Chicago*  
Susan Goldman, *University of Illinois at Chicago*

# FRIDAY

## 2. *Transforming Practitioner Knowledge of Literacy Instruction Through Professional Learning Communities*

Danielle Dennis, *University of South Florida*

## 3. *Year 2 of a Longitudinal, Collaborative Literacy Professional Development Project*

Seth A. Parsons, *George Mason University*  
Allison Ward Parsons, *George Mason University*  
Leila N. Richey, *George Mason University*  
Stephanie L. Dodman, *George Mason University*  
W. David Scales, *Western Carolina University*  
Rohini Ramnath, *Howard Road Academy*

10:30AM-12:00PM

EXECUTIVE CENTER 3A-FIRST FLOOR

### PAPER SESSION

#### *Investigating and Supporting the Literacies of Adult Readers*

**Chair:** Donita Shaw, *University of Kansas*

**Discussant:** M. Cecil Smith, *Northern Illinois University*

## 1. *Examining the Relationship Between Fluency, Text Recall, and Reader Miscues in Proficient Adult Readers*

Joan Theurer, *California State University, Long Beach*

## 2. *Investigating 21st Century Emerging Literacy Perspectives: A Literacy Lesson from an Adult "Burgeoning" Reader*

Leah Katherine Saal, *Louisiana State University*  
Margaret-Mary Sulentic Dowell, *Louisiana State University*  
Gerlinde Grandstaff-Beckers, *Louisiana State University*

## 3. *The Contribution of Cognitive Motivation to Adults' Reading Comprehension: Reconsidering the Simple View of Reading*

Kelly Cartwright, *Christopher Newport University*

10:30AM-12:00PM

EXECUTIVE CENTER 3B-FIRST FLOOR

### PAPER SESSION

#### *Studying Linguistically Diverse Students' Literacies and Identities*

**Chair:** Mileidis Gort, *University of Miami*

**Discussant:** Teresa R. Fisher, *Georgia State University*

## 1. *Confined and Constrained in the Classroom: Labeling the Identities and Literacies of Immigrant Students*

Jay Allen Babcock, *University of Wisconsin-Madison*

## 2. *Language Identity Issues in Young Adult Literature*

Nancy L. Hadawy, *The University of Texas at Arlington*  
Terrell A. Young, *Brigham Young University*

## 3. *Monolingual and Bilingual Preschool Teachers Reading Information Books Aloud with Emerging Bilingual Children*

Barbara A. Bradley, *University of Kansas*  
Lonna S. Rocha, *University of Kansas*  
Karen A. Jorgensen, *University of Kansas*  
Micah Schloegel, *University of Kansas*

10:30AM-12:00PM

EXECUTIVE CENTER 4-FIRST FLOOR

### PAPER SESSION

#### *Reading and Responding to Middle East Contexts and Characters in Young Adult Novels*

**Chair:** Jennifer M. Graff, *University of Georgia*

**Discussant:** Melanie Sperling, *University of California, Riverside*



## 1. *"Reading the Middle East: Classroom Readings of Books about the Middle East"*

Kate Allman, *University of North Carolina at Chapel Hill*

## 2. *Save The 'Muslima' Female Muslim Identity and Subjectivity in Young Adult Novels*

Seemi Aziz, *Oklahoma State University*

## 3. *Ninth-grade Students' Negotiations of Aesthetic, Efferent, and Critical Stances in Response to a Novel Set in Afghanistan*

Cheryl Taliaferro, *University of North Texas*

10:30AM-12:00PM

GRAND BALLROOM A-FIRST FLOOR

### ALTERNATIVE FORMAT SESSION

#### *Area 10 Co-Chairs Invited Session*

**Chairs:** Jill Castek, *Portland State University*

Greg McVerry, *Southern Connecticut State University*

William Ian O'Byrne, *University of New Haven*

Dana Wilber, *Montclair State University*

**Discussant:** Richard Beach, *University of Minnesota*

There is a gap between how we engage with literacy in a multimodal, networked world, and how we analyze, interpret, and communicate research on multimodal literacy practices. The presenters in this session are grappling with this tension in their own research and are developing, experimenting, and playing with multimodal tools and analytic approaches to understanding and communicating multimodal composing and learning. This alternative session is designed to spark conversation and generate possibilities for expanding multimodal methods of data collection, analysis, and communication. Our current methodologies, perspectives, tools, and analytic approaches do not fully capture multimodal literacy processes and products. The presenters share research where multimodality is both an object of study and a means of analysis and communication, with special focus on video options. The session will open with an interactive Gallery Walk, followed by a featured speaker and panel discussion. The session facilitator will elicit audience participation throughout. The featured speaker and panelist members will also participate in follow-up sessions scheduled by the Video Study Research Group. The session should be useful to LRA members with interests in multimodal literacies and methodologies.

## 1. *Video Collaboratories for Learning Conversations: New Frontiers of Digital Video for Multimodal Research and Multimedia Authoring*

Roy D. Pea, *Stanford University*

## 2. *Gallery Walk 1: Using Eyetracking, Video/Screen Capture and User-Log Data to Inform our Understanding of Reader Actions in Comprehending Multimodal Texts*

Charles K. Kinzer, *Teachers College, Columbia University*

## 3. *Gallery Walk 2: In the Space Between Reader and Text: A Multi-Stream Video Methodology*

John E. McEneaney, *Oakland University*

## 4. *Gallery Walk 3: Remix as an A/R/Tographic Research Practice*

Teri Holbrook, *Georgia State University*

Nicole Pourchier, *Georgia State University*

5. **Gallery Walk 4: Maintaining Mobility: Investigating Mobile-Device-Enabled Composition in Science, Technology, Engineering, and Mathematics (STEM) 3686**  
Ty Hollett, *Vanderbilt University*  
Christian Ehret, *Vanderbilt University*
6. **Gallery Walk 5: Learning from Pre-School Children's Multimodal Composing with iPad's BookCreator**  
Deborah Wells Rowe, *Vanderbilt University*  
Mark Barba Pacheco, *Vanderbilt University*  
Samuel David, *Vanderbilt University*
7. **Gallery Walk 6: Integrating Students' Composition Processes, Products, and Perspectives through Multimodal Analysis**  
Bridget Dalton, *University of Colorado Boulder*  
Blaine Smith, *Vanderbilt University*  
Robin Jocius, *Vanderbilt University*

## 10:30AM-12:00PM HARBOR ISLAND BALLROOM I-FIRST FLOOR ALTERNATIVE FORMAT SESSION

**Online Research and Comprehension Assessment (ORCA): Exploring Multiple Formats for Evaluating the New Literacies of Online Reading Comprehension**

**Chair:** Clint Kennedy, *University of Connecticut*

**Discussant:** Peter Afflerbach, *University of Maryland*

We use an alternative format to explore 24 new assessments measuring students' ability to conduct online research, comprehend, and communicate online information. These skills are central to the Common Core State Standards Initiative, 2010, and literacy in an online age of information (Wiley, Goldman, Graesser, Sanchez, Ash, Hemmerich, 2009). Our assessments result from a reading assessment grant funded by the Institute of Education Sciences. We seek extended discussion and conversation to improve this work.

1. **Overview of the ORCA Project and the Alternative Session**  
Donald Leu, *University of Connecticut*
2. **ORCA Setup System Procedures and Protocols**  
Cheryl Burlingame, *University of Connecticut*
3. **ORCA-Closed: Features and Methods**  
Michael Hillinger, *Lexicon Systems*
4. **ORCA-Open: Features and Methods**  
Julie Coiro, *University of Rhode Island*
5. **ORCA-Multiple Choice: Features and Methods**  
Clint Kennedy, *University of Connecticut*
6. **ORCA Scoring System**  
Elena Forzani, *University of Connecticut*

## 10:30AM-12:00PM HARBOR ISLAND BALLROOM III-FIRST FLOOR SYMPOSIUM

**Writing: Professional Support for Pre- and In-Service Teachers**

**Chair:** Thomas DeVere Wolsey, *Walden University*

**Discussant:** Diane Barone, *University of Nevada, Reno*

Writing is widely acknowledged as an important aspect of schooling (e.g., CCSS, 2010), but is also an area where teachers are typically underprepared (Authors, 2011; Parr, Glasswell, & Aikman, 2007).

Thus, professional development and teacher preparation programs need to seriously consider means by which they can address this gap. The research presented in this symposium shows effective means by which educators can address the need for informed writing instruction.

1. **Long-Term Professional Development in Schools: Sometimes It's Worthwhile**  
Jane Hansen, *University of Virginia*
2. **Teachers' Perceptions of their Preparation for Teaching Writing**  
Diane Lapp, *San Diego State University*  
Douglas Fisher, *San Diego State University*  
Thomas DeVere Wolsey, *Walden University*
3. **Common Factors Among High-Adopting Teachers Following Professional Development in Writing Instruction**  
Rebecca Kaminski, *Clemson University*  
Sarah Hunt-Barron, *Converse College*  
Kelly N. Tracy, *Western Carolina University*
4. **Self-Initiated Professional Development: Using Close Reading to Support Writing Instruction**  
Diane Lapp, *San Diego State University*  
Barbara Moss, *San Diego State University*  
Douglas Fisher, *San Diego State University*  
Kelly Johnson, *Health Sciences High and Middle College*  
Maria Grant, *California State University, Fullerton*  
Nancy Frey, *San Diego State University*

## 10:30AM-12:00PM MARINA I-FIRST FLOOR SYMPOSIUM

**Immigrant Children's Responses to the Wordless Book *The Arrival: An International Study***

**Chair:** Carmen Medina, *Indiana University*

**Discussant:** Kathy G. Short, *University of Arizona*

The presenters share findings from an international project in which four research teams—from the UK, U.S., Spain, and Australia—examined children's responses to *Flotsam* by David Wiesner and *The Arrival* by Shaun Tan. The interpretive study addresses the questions: How do recent immigrant children make meaning of wordless picturebooks?; In what ways does participation in visual response strategies and discussions of wordless postmodern texts support (or not) recent immigrant children as readers?

1. **The Use of Visual Methods for Investigating Children's Responses to Wordless Picturebooks**  
Evelyn Arizpe, *University of Glasgow*  
Julie E. McAdam, *University of Glasgow*
2. **Immigrant Children's Responses to *The Arrival*: Retelling as Interpretive Work**  
Carmen M. Martinez-Roldan, *Teachers College, Columbia University*  
Elizabeth Lua, *Teachers College, Columbia University*  
Margaux Naomi Pierre, *Teachers College, Columbia University*
3. **Understanding the Craft of Storytelling through Images: The Children's Compositional Responses to *The Arrival***  
Brenda Valentina Bellorin, *Universitat Autònoma de Barcelona*  
Mireia Manresa-Potrony, *Universitat Autònoma de Barcelona*



# FRIDAY

10:30AM-12:00PM

## ALTERNATIVE FORMAT SESSION

MARINA II-FIRST FLOOR

### *Framing RTI: Language, Perceptions, and Practices in the Face of 21st Century Literacies*

**Chair:** Barbara Laster, *Towson University*

Response to Intervention (RTI) is an alternative identification pathway for special education identification and as a way of providing differentiated and responsive instruction for every child. Our research will present a picture of what is occurring at elementary schools across eight different states. Literacy researchers interviewed general educators, special educators, and other professionals to gauge the implementation of RTI especially in terms of literacy assessment and instruction, collaboration, and professional development.

#### **Presenters:**

Julie W. Ankrum, *University of Pittsburgh at Johnstown*  
Linda Carr, *Independent Consultant*  
Kathy Champeau, *University of Wisconsin-Milwaukee*  
Ingrid Enniss, *Oakwood University*  
Lois Haid, *Barry University*  
Jennifer Jones, *Radford University*  
Barbara Laster, *Towson University*  
Barbara A. Marinak, *Mount Saint Mary University*  
Nancy Masztal, *Barry University*  
Valerie J. Robnolt, *Virginia Commonwealth University*  
Alice F. Snyder, *Kennesaw State University*  
Joyce Warner, *Barry University*  
Jodi G. Welsch, *Frostburg State University*  
Rebekah Williams, *Kennesaw State University*

10:30AM-12:00PM

## SYMPOSIUM

MARINA III-FIRST FLOOR

### *Coalitional Literacies: Reframing University-School-Community Partnerships*

**Chair:** Gerald Campano, *University of Pennsylvania*  
**Discussant:** Patricia Enciso, *The Ohio State University*

The four presentations included in this symposium surface the complex experiences of immigrant communities and the potentials of collective agency. These related projects help us theorize and understand the coalitional literacy practices of working across boundaries for increased educational opportunities.

#### **Presenters:**

Katharine Emily Bartow Jacobs, *University of Pennsylvania*  
Maria Ghiso, *Teachers College, Columbia University*  
Alicia Pantoja, *University of Pennsylvania*  
Lan Ngo, *University of Pennsylvania*  
David Low, *University of Pennsylvania*  
Robert J. LeBlanc, *University of Pennsylvania*  
Marina Bach, *St. Thomas Aquinas Parish School*  
Mary Yee, *University of Pennsylvania*  
Karim Mostafa, *University of Pennsylvania*



10:30AM-12:00PM

## SYMPOSIUM

MARINA IV-FIRST FLOOR

### *Pathways and Challenges of Moving and Expanding Digital Practices and Literacies across Contexts: Cases from El Pueblo Mágico*

**Chair & Discussant:** Kris Gutierrez, *University of Colorado Boulder*

This symposium focuses on different learning ecologies created through an educational change initiative. Each paper focuses on a dimension of this complex system: pre-service teachers' understandings of learning and new media; children's out-of-school literacy and technology practices and interests; and the literacies, computational thinking practices, and sociocultural negotiations of undergrads and children's design processes in an after-school program. The session seeks to articulate key challenges and opportunities for promoting 21st century literacies across contexts.

#### 1. *Documenting How Children's New Media Practices Circulate and are Leveraged across Contexts*

Lisa Hope Schwartz, *University of Colorado Boulder*  
Elizabeth Mendoza, *University of Colorado Boulder*  
Edilberto Cano-Rodriguez, *University of Colorado Boulder*  
Kris Gutierrez, *University of Colorado Boulder*

#### 2. *Pre-Service Teachers' Evolving Orientations to Technology as Mediational Tools for Learning and Development*

Andrea Bien, *University of Colorado Boulder*  
Makenzie Selland, *University of Colorado Boulder*

#### 3. *Multimodal Literacy Practices at El Pueblo Mágico: Children and Undergraduates Learning through Multimodal Design Projects*

Annie Allen, *University of Colorado Boulder*  
Jacqueline Hotchkiss, *University of Colorado Boulder*  
Meg Burns, *University of Colorado Boulder*

#### 4. *Connections between Computational Thinking and Elementary Students' Everyday Interests and Gaming Practices*

Ian Her Many Horses, *University of Colorado Boulder*

10:30AM-12:00PM

## SYMPOSIUM

MARINA V-FIRST FLOOR

### *Scaling Up an Educational Innovation: Analyzing the Case of Reading Recovery*

**Chair:** Jerome D'Agostino, *The Ohio State University*  
**Discussant:** David B. Yaden, Jr., *University of Arizona*

The recent award by the U.S. Department of Education to scale up Reading Recovery provides an opportunity to go beyond documenting that the intervention works, to understanding the features of the intervention that are related to the scale up and sustainability. The presenters will review literature related to educational reform and scale up, and relate that research to the case of Reading Recovery in an effort to better understand how to sustain educational innovations.

#### *Scaling Up an Educational Innovation: Analyzing the Case of Reading Recovery*

Emily Rodgers, *The Ohio State University*  
Jerome D'Agostino, *The Ohio State University*  
Celeste C. Bates, *Clemson University*  
Abigail Gray, *University of Pennsylvania*  
Henry May, *University of Delaware*



**10:30AM-12:00PM  
SYMPOSIUM**

**MARINA VI-FIRST FLOOR**

***The Common Core: Implications for the Development of Teacher and Student Disciplinary Knowledge***

**Chair:** James R. Gavelek, *University of Illinois at Chicago*

**Discussant:** Virginia Goatley, *University at Albany*

The aim of this symposium is to examine the progression of disciplinary and content literacy instruction from early childhood through late adolescence. Disciplinary literacy instruction must begin as early as preschool and become more specialized to each unique discipline in the intermediate and middle grade levels (Shanahan and Shanahan, 2008). In high school, it is critical that content-area teachers see themselves outside of their discipline.

- 1. *Developing Academic Language in the Preschool Classroom***  
Michelle McKenna Shabaker, *University of Illinois at Chicago*  
Melissa Tragos, *University of Illinois at Chicago*
- 2. *A "Core" Problem in Adolescent Literacy Reform: The Enduring Baggage of Literacy***  
Steven Kushner, *University of Illinois at Chicago*

**10:30AM-12:00PM  
PAPER SESSION**

**NAUTILUS 1-LOWER LEVEL**

***Critical Literacy and Global Engagement as Viewed through New Literacies***

**Chair:** Ronald Dale Kieffer, *Ohio Northern University*

**Discussant:** Jen Scott Curwood, *University of Sydney*

- 1. *Global Conversations in Literacy Research: A Web Seminar Research Project***  
Peggy Albers, *Georgia State University*  
Christi Pace, *Georgia State University*  
David W. Brown, Jr., *Georgia State University*
- 2. *Media Literacy, Public Practice, and Youth Engagement in Rural Nicaragua***  
Chelsey Hauge, *University of British Columbia*
- 3. *Power, Profit, and Participation: Establishing New Priorities for Media Literacy Education***  
Catherine Burwell, *University of Calgary*

**10:30AM-12:00PM  
PAPER SESSION**

**NAUTILUS 2-LOWER LEVEL**

***Uses of Visual Strategies, Including Digital Storytelling, in the Literacy Practices of Students***

**Chair:** Sheila Benson, *University of Northern Iowa*

**Discussant:** Jacquelynn A. Malloy, *Anderson University*

- 1. *Authoring Ambiguous Media Texts: The Story of Bloody Lenny***  
John Michael Scott, *New York University*
- 2. *Exploring Photographic-Based Strategies as Scaffolds for Literacy Learning***  
Marva Cappello, *San Diego State University*

- 3. *Where Writing Happens: Elevating Student Writing and Developing Voice Through Digital Storytelling***  
Jane Marie Saunders, *Texas State University-San Marcos*

**10:30AM-12:00PM  
PAPER SESSION**

**NAUTILUS 3-LOWER LEVEL**

***Understanding Race/Language Labeling: Examining Racial Literacies and School Labeling based on English Language Learner (ELL) Student Populations***

**Chair:** Alanna Rochelle Dail, *Syracuse University*

**Discussant:** Kirsten Dara Hill, *University of Michigan-Dearborn*

- 1. *Dear Miss: Building Black and Latino Adolescent Males' Racial Literacy through Letter Writing in the English Classroom***  
Yolanda Sealey-Ruiz, *Teachers College, Columbia University*
- 2. *Putting Race in Its Place: Developing Racial Literacy in College English Classrooms***  
Yolanda Sealey-Ruiz, *Teachers College, Columbia University*  
Florence Kabba-Diallo, *LaGuardia Community College*
- 3. *What's in a Name? School District Effects on English Language Learner Identification***  
Patrick Proctor, *Boston College*  
Rebecca Silverman, *University of Maryland*  
Jeff Haring, *University of Maryland*  
Minori Nagahara, *Boston College*

**10:30AM-12:00PM  
PAPER SESSION**

**NAUTILUS 4-LOWER LEVEL**

***Writing Development in the Early Years***

**Chair:** Sunita Singh, *Le Moyne College*

**Discussant:** Ted Kesler, *Queens College, CUNY*

- 1. *Cognitive Reorganization During Early Writing Development: A Comparison of English-Speaking and Spanish-Speaking Children***  
George Kamberelis, *University of Wyoming*  
Melanie Reaves, *University of Wyoming*
- 2. *Young Children's Writing: Learning from Teacher Discussions and Children's Writing Samples***  
Julie K. Kidd, *George Mason University*  
M. Susan Burns, *George Mason University*  
Nedra L. Cossa, *George Mason University*

**10:30AM-12:00PM  
ALTERNATIVE FORMAT SESSION**

**SEABREEZE I-FIRST FLOOR**

***Using a Contingent, Recursive Theoretical Conception of Growth and Change to Study the Literacy Lives and Schooling of Young Adolescents***

**Chair:** Mark D. Vagle, *University of Minnesota*

This alternative format session aims to disrupt stage developmentalism as a theoretical framework for conducting research on the literacy lives and schooling of young adolescents. To this end, session participants will "speed theorize" with three theorists—one of whom will introduce a contingent, recursive conception of growth and change, as the other theorists demonstrate how this theoretical framework can be used in empirical and theoretically oriented literacy research.

# FRIDAY

- 1. Contingent, Recursive Theorizing in Literacy Research**  
Mark D. Vagle, *University of Minnesota*
- 2. Photographic Elicitation, Web-Based Discussions, and the Social Contract of Schooling: Picturing What School Means to U.S. and Haitian Young Adolescents and Teachers**  
Kristien Zenkov, *George Mason University*
- 3. Generating Data to Support Responsive Curricula: Using Students' Funds of Knowledge to Enhance Middle Grades Literacy Education**  
Leigh A. Hall, *University of North Carolina at Chapel Hill*  
Les Burns, *University of Kentucky*

**10:30AM-12:00PM**  
**PAPER SESSION**

**SEABREEZE II-FIRST FLOOR**

*Studying and Measuring the Foundations of Reading*

**Chair:** Elizabeth G. Sturtevant, *George Mason University*  
**Discussant:** D. Ray Reutzell, *Utah State University*

- 1. Irritable Vowel Syndrome: Primary Grade Students Schematizing Vowel Orthography**  
James Erikson, *University of Northern Colorado*  
Catherine Olmsted, *University Schools*
- 2. Rating Reading Expressiveness**  
Paula Schwanenflugel, *University of Georgia*  
Rebekah George Benjamin, *Massachusetts College of Liberal Arts*  
Melanie R. Kuhn, *Boston University*  
Elizabeth Meisinger, *University of Memphis*  
Lilly Steiner, *Monmouth University*  
Carolyn Groff, *Monmouth University*
- 3. The Case for Confusability and Other Factors Associated with Lowercase Alphabet Naming**  
Francis Howard Lim Huang, *University of Virginia*  
Marcia Invernizzi, *University of Virginia*

**11:20-12:00PM**  
**ROUNDTABLES 5B**

**NAUTILUS 5-LOWER LEVEL**

- I. "So We Have a Lot of Just Organic in-the-Moment Conversations": Making Practice Visible**  
Marilyn McKinney, *University of Nevada, Las Vegas*  
Su Gao, *University of Nevada, Las Vegas*
- II. Literacy and Athletics?: Perceptions of Literacy by Male College Football Student-Athletes**  
Pamela H. Segal, *University of Maryland*
- III. NeCoTIP: Inquiry in Motion**  
Kelly C. Goodall, *University of Nevada, Las Vegas*
- IV. New Teachers' Conceptions of New Literacies**  
Anika Spratley Burtin, *Johns Hopkins University*
- V. Service Learning and Reflection on Action: A Transformative Model for Graduate Education Majors' Development of Relational Care and Social Justice Orientation**  
Janet C. Richards, *University of South Florida*  
Stephanie M. Bennett, *University of South Florida*

- VI. The Struggle to Define Literacy in Post-Coup Honduras**  
Kate Elizabeth Kedley, *University of Iowa*
- VII. Unpacking Literacy Beliefs and Practices: A Longitudinal Study of the Transformation from Preservice to Experienced Teacher**  
Amy D. Broemmel, *University of Tennessee*  
Betty S. Blanton, *Roane County Schools*  
Elizabeth A. Swaggerty, *East Carolina University*
- VIII. Youth Self-Representation in Production and Product**  
Maritza Lozano, *University of California, Los Angeles*

**12:00PM-1:00PM**  
**PAST PRESIDENTS' LUNCHEON (INVITATION ONLY)**

**HARBOR ISLAND VIP ROOM**

**12:00PM-1:00PM**  
**STUDY GROUPS**

Literacy Lab/Reading Clinic . . . . Executive Center 1-First Floor

*Transferring Clinic/Lab Practices to Classrooms and Schools*

Response to Intervention: New Challenges and New Literacies  
. . . . . Executive Center 4-First Floor

**Guest Presenter:**  
Patricia A. Edwards, *Michigan State University*

*Teacher Preparedness and the Role of Culture in Implementing Response to Intervention (RTI)*

Adult Literacy . . . . . Marina I-First Floor

*Transitions and Literacy across the Lifespan*

Living the Writerly Life in Academia . . . . Marina II-First Floor

**Guest Presenter:**  
David Bloome, *The Ohio State University*

*Research Agenda*

Critical Race Theory . . . . . Marina III-First Floor

*Discussion of Critical Race Theory*

Writing Research: Researching Early Writing  
. . . . . Marina IV-First Floor

**Guest Presenter:** Myae Han, *University of Delaware*

*Conducting Literacy Research in Pre-K*

Approaches to Studying Graphic Novels . . . Marina V-First Floor

*Identifying Areas for Future Graphic Novel Research*

Word Study: Phonics, Vocabulary, and Spelling  
. . . . . Marina VI-First Floor

**Guest Presenters:**  
Judith Scott, *University of California, Santa Cruz*  
Dianna Townsend, *University of Nevada, Reno*

*Vocabulary Assessment, Common Core State Standards and Vocabulary, Generative Vocabulary Strategies, Assessing and Teaching Academic Vocabulary*

Approaches to Video/Multimodal Data Analysis in Literacy Research . . . . . Nautilus 1-Lower Level

Guest Presenter: Roy Pea, *Stanford University*

*Innovative Ideas for Representing and Sharing Video Data*

Literacy Instructional Leadership . . . . . Nautilus 2-Lower Level

*Sharing Conference Learnings; Research and Collaboration Next Steps*

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher . . . . . Nautilus 3-Lower Level

*Tablet Computing in the Classroom*

Doctoral Students' Innovative Community Group . . . . . Nautilus 4-Lower Level

Guest Presenters:

Susan Neuman, *University of Michigan*

Linda B. Gambrell, *Clemson University*

*Publishing in Reading Research Quarterly*

Approaches to Discourse Analysis . . . . . Seabreeze I-First Floor

*Multimodal Discourse Analysis*

TERSG: The Teacher Education Research Group . . . . . Seabreeze II-First Floor

*Sharing Plans for TERSG Research Projects for 2012-2013*

**1:15PM-1:55PM  
ROUNDTABLES 6A**

**NAUTILUS 5-LOWER LEVEL**

- I. **"Online Diary" is an Oxymoron: The Role of Discourse Analysis in Qualitative Research on Blogging**  
Julie Warner, *Teachers College, Columbia University*
- II. **Literacy in Vocational Programs in Denmark**  
Bettina Buch, *Aarhus University*
- III. **Physical Education Teacher Education (PETE) Candidates' Perceptions of Integrating Content Area Literacy into Physical Education**  
Corrine Marie Wickens, *Northern Illinois University*  
Jin Jung, *Northern Illinois University*  
Jenny Parker, *Northern Illinois University*
- IV. **Prescribing Proficiency: Teaching, Learning and a Packaged Reading Program in the Climate of High-Stakes Testing**  
Andrea Bien, *University of Colorado Boulder*
- V. **Social Influences in Adolescent Reading Practices**  
Cynthia Kiefer, *Arizona State University*
- VI. **The "Artful Story": One Pre-Kindergarten Teacher's Efforts to Integrate Literacy and Science**  
Tim Kinard, *Texas State University-San Marcos*  
Jesse Gainer, *Texas State University-San Marcos*
- VII. **The Role of Youth Services Librarians in Motivating Hispanic Students to Read**  
Mary D. Wehunt, *University of Wyoming*

**VIII. Using Multimodalities to Explore Pre-Service Teachers' Visions and Understandings about Literacy**

Margaret Vaughn, *University of Idaho*

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

**EXECUTIVE CENTER 1-FIRST FLOOR**

***Becoming Reflective Practitioners: How Mentorship, Practice, and 21st Century Technologies Scaffold In-Service Reading Teacher Development***

**Chair:** Mary McVee, *University at Buffalo*

**Discussant:** Emily Hayden, *University at Buffalo*

Reflective teachers are skillful, knowledgeable, and strategic when planning, implementing, and assessing reading instruction and development. Becoming a reflective practitioner is important and is a process that develops with practice and support. What is not as apparent is how in-service teacher development can scaffold this process, particularly in a digital age. The purpose of this symposium is to consider how 21st century technologies, when integrated with other pedagogical tools, facilitate teacher change.

1. ***Using Digital Video as a Reflective Tool to Enhance Teacher Administration and Analysis of Assessments***  
Elizabeth Tynan, *University at Buffalo*
2. ***Improving Literacy Specialist Practice: Clinic-Based Pedagogical Tools Used to Scaffold Teacher Change***  
Ashlee Anne Ebert, *University at Buffalo*
3. ***Parrots, Piranhas and Peacocks: Releasing Literacy Specialist Candidates into the Wild World of a 21st Century Classroom-Based Literacy Practicum Experience***  
Jennifer A. Schiller, *University at Buffalo*
4. ***Using Video Study Groups to Enhance In-Service Teachers' Reflection on Strategy Instruction in Classroom Settings***  
Lynn Shanahan, *University at Buffalo*  
Andrea Tochelli, *University at Buffalo*

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

**EXECUTIVE CENTER 2A-FIRST FLOOR**

***The Impact of Policy, Context, and Teacher Beliefs on Pedagogical Decision Making***

**Chair:** Sunday Cummins, *National Louis University*

**Discussant:** Nancy Flanagan Knapp, *University of Georgia*

1. ***Filling in the Blanks or Creating Hybrid Spaces? The Relationship between Beginning Teachers' Writing Knowledge and Pedagogy***  
Heather T. Hebard, *University of Washington*
2. ***Influences on Teachers' Decisions about Literacy for Students with Severe Disabilities***  
Andrea Ruppert, *University of Wisconsin-Madison*  
Janet S. Gaffney, *University of Auckland*
3. ***Teacher Agency and Improvisation: Reading Instruction in an Age of Intrusive Federal Policy***  
Julie L. Pennington, *University of Nevada, Reno*  
Cynthia Brock, *University of Nevada, Reno*  
Eleni Oikonomidou, *University of Nevada, Reno*

# FRIDAY

1:15PM-2:45PM  
PAPER SESSION

EXECUTIVE CENTER 2B-FIRST FLOOR

## *Integrating Technology and Coaching in Professional Development*

**Chair:** Carolyn Hunt, *Illinois State University*

**Discussant:** Phillip Michael Wilder, *University of Illinois at Urbana-Champaign*

1. ***Enhancing Literacy Instruction Through Coaching and Interactive Technology***  
Patrick Proctor, *Boston College*  
Jeanne R. Paratore, *Boston University*  
Michelle Carney, *Boston University*  
Evelyn Ford-Connors, *Boston University*  
Marcela Ossa Parra, *Boston College*  
Dana A. Robertson, *University of Wyoming*  
Claudia Vargas, *Boston College*
2. ***Literacy Coaching in a Virtual Context***  
Celeste C. Bates, *Clemson University*
3. ***Webcams as Windows: Looking Into Coaches' Support of Classroom Teachers***  
Marnie Ginsberg, *University of North Carolina at Chapel Hill*  
Kathryn Ohle, *University of North Carolina at Chapel Hill*  
Marcia Kosanovich, *University of North Carolina at Chapel Hill*  
Julie Ellison Justice, *University of North Carolina at Chapel Hill*  
Mandy Bean, *University of North Carolina at Chapel Hill*  
Beth Cutrer, *University of North Carolina at Chapel Hill*  
Joy Diamond, *University of North Carolina at Chapel Hill*  
Denise Ricks, *University of North Carolina at Chapel Hill*

1:15PM-2:45PM  
PAPER SESSION

EXECUTIVE CENTER 3A-FIRST FLOOR

## *Supporting Learners' Literacy Practices through Better Instruction*

**Chair:** Mary Frances Rice, *Brigham Young University*

**Discussant:** Rena M. Harris, *University of Pennsylvania*

1. ***In Search of Purpose, Audience, and Structure: An Examination of High School Students' Literacy Strategy and Skill Use during an AP Government Project-Based Learning Unit***  
Susanna Eng, *University of Washington, Seattle*  
Susan E. Cooper, *University of Washington, Seattle*  
Gavin Tierney, *University of Washington, Seattle*  
Kendall Becherer, *University of Washington, Seattle*
2. ***Computer-Based Cognitive and Literacy Skills Training Improves Students' Writing***  
Beth Anastasia Rogowsky, *Rutgers, The State University of New Jersey*  
Paula Tallal, *Rutgers, The State University of New Jersey*
3. ***Promoting Disciplinary Literacy in Middle-School Social Studies and Pre-Service Teacher Education***  
Jamie Colwell, *Old Dominion University*

1:15PM-2:45PM  
PAPER SESSION

EXECUTIVE CENTER 3B-FIRST FLOOR

## *Survey, Genre, and Social Semiotic Methods for Analysis of Text Structures and Informational Texts*

**Chair:** Natasha Perez, *Michigan State University*

**Discussant:** Claudia Jean McVicker, *MidAmerica Nazarene University*

1. ***A Multimodal Social Semiotic Perspective on Pre-Service Teachers' Digital Writing of Informational Texts***  
Xiaoning Chen, *SUNY Fredonia*  
Jennifer Moon Ro, *SUNY Fredonia*  
Clara Beier, *SUNY Fredonia*
2. ***Developing the Information Text Structure Survey (ITS2): A Teachers' Tool for Rating Information Text Features and Structures***  
D. Ray Reutzell, *Utah State University*  
Cindy D. Jones, *Utah State University*  
Sarah K. Clark, *Utah State University*
3. ***Teaching and Learning Genre in K-12 Settings: A Review of the Literature***  
James L. Welsh, *University of South Florida*

1:15PM-2:45PM  
PAPER SESSION

EXECUTIVE CENTER 4-FIRST FLOOR

## *Reading against the Grain: Gender Issues and Social Justice*

**Chair:** Leah Katherine Saal, *Louisiana State University*

**Discussant:** Karla J. Moller, *University of Illinois at Urbana-Champaign*

1. ***Feminist Theory and Content Analysis: Developmental Depictions of Black Girls in Picture, Transitional and Chapter Books***  
Wanda Brooks, *Temple University*  
Lorraine Savage, *Temple University*
2. ***Slashing Heteronormativity in The Hunger Games: [Re] Assembling Identities in Online Fan Fiction***  
Elizabeth Dutro, *University of Colorado Boulder*  
Rebecca Beucher, *University of Colorado Boulder*
3. ***The Reader as Social Justice Teacher: The Nexus of Two Teachers' Reader Responses and Pedagogical Plans for Children's Literature and Social Justice***  
Grace Enriquez, *Lesley University*

1:15PM-2:45PM  
ALTERNATIVE FORMAT SESSION

GRAND BALLROOM A-FIRST FLOOR

## *21st Century Literacies in Context: Research and Developments from the Literacy Achievement Research Center*

**Chair:** Douglas K. Hartman, *Michigan State University*

The term "21st century literacies" is increasingly used in today's world of research, practice and policy. The nature of this usage can vary considerably from one setting, program, policy and project to another. In this alternative format session, we juxtapose 11 studies that employ various versions of "21st century literacies" in particular contexts. The session



begins with overviews of the 11 studies, followed by poster sessions using multimedia, and concludes with an open discussion.

1. ***Understanding and Use of the Internet: A Comprehensive Review Across Childhood and Adolescent Development***  
Autumn M. Dodge, *Michigan State University*  
Douglas K. Hartman, *Michigan State University*
2. ***Online Social Networking as a New Literacy Practice: The Case of Hot Dish***  
Christine Greenhow, *Michigan State University*
3. ***Historical Inquiry in Middle School: Supporting Disciplinary Literacy through Technology***  
Cynthia M. Okolo, *Michigan State University*  
Carol Sue Englert, *Michigan State University*  
Jan Alleman, *Michigan State University*  
Maryl A. Randel, *Michigan State University*
4. ***The Role of Prior Knowledge in 12 Good Writers Searching and Reading Online***  
Jinjie Zheng, *Michigan State University*  
Douglas K. Hartman, *Michigan State University*
5. ***Sixth Graders' Critical Evaluation of Internet Sites***  
Angela K. Johnson, *Michigan State University*
6. ***The Home Literacy Practices of 21st Century Adolescent English Language Learners (ELL)***  
Guofang Li, *Michigan State University*
7. ***New Literacies in Teacher Preparation: Transferring Beliefs to Classroom Practice***  
Amber Meyer, *Michigan State University*  
Stephanie L. Strachan, *Michigan State University*  
Cheryl L. Rosaen, *Michigan State University*
8. ***Learning through Tweeting in a Teacher Preparation Program***  
Annie McMahon Whitlock, *Michigan State University*  
Cheryl L. Rosaen, *Michigan State University*
9. ***Multimodality in Children's Literature: A Case Study***  
Todd Ide, *Michigan State University*
10. ***Linking The Watsons Go to Birmingham—1963 with Multiple, Multimodal Expository Texts: A Preservice Teacher's Use of 21st Century Critical Literacies***  
Kirsten Dara Hill, *University of Michigan-Dearborn*
11. ***New Directions in Reading to Learn Online: Deep and Open Learning on the Web as a Key 21st Century Literacy Skill***  
Rand Spiro, *Michigan State University*
12. ***Reading Comprehension Apps: How Well Do Research and Design Align?***  
Paul Morsink, *Michigan State University*  
Michelle Schira Hagerman, *Michigan State University*  
Douglas K. Hartman, *Michigan State University*

## 1:15PM-2:45PM HARBOR ISLAND BALLROOM I-FIRST FLOOR ALTERNATIVE FORMAT SESSION

***Transcultural Literature and Pedagogies of Place: Research and Practice for 21st Century Students and their Narratives***

**Chair:** Carol Brochin-Ceballos, *The University of Texas at El Paso*  
**Discussants:** María E. Fránquiz, *The University of Texas at Austin*  
Theresa Rogers, *University of British Columbia*

Transcultural literature or 'fictions of the global' are contemporary texts that disrupt representations of bounded nationalities and highlight the social conditions through which transmigrant communities navigate their lives. Four teacher research studies address the questions that arise when mediating this literature with elementary, middle, and college students. The meaning of place and location in transcultural stories will focus the narrative and pedagogical analyses presented in two round-table sessions.

1. ***El Barrio and the Practice of Place: Discovering a Decolonial Pedagogy for Reading Transcultural Children's Literature***  
Patricia Enciso, *The Ohio State University*
2. ***Cultural Boundaries or Geographic Borders?: Prospective Teachers Define "American" in Response to Latino Literature for Children***  
Denise Davila, *The Ohio State University*
3. ***Being, Living, and Reading "Urban": The Importance of Location in Mediating Literature with Middle School Students***  
Allison Volz, *The Ohio State University*
4. ***Locating Latino/a Literature within Larger Textual Ecologies: Pedagogies of Transcultural Memories, Trajectories and Emotions***  
Carmen Medina, *Indiana University*

## 1:15PM-2:45PM HARBOR ISLAND BALLROOM III-FIRST FLOOR ALTERNATIVE FORMAT SESSION

***Exploring New Ways of Teaching and Learning in Online Literacy Education***

**Chair:** Erica C. Boling, *Rutgers, The State University of New Jersey*  
**Discussant:** Josephine Peyton Marsh, *Arizona State University*

The purpose of this alternative session is to highlight what has been learned from research studies related to online teachers, learners, and pedagogy. The session will be organized around eight connected papers around topics that include pedagogy, identities, engagement, and program effectiveness in online literacy education courses. Breakout sessions, a panel discussion, and the use of online social networking sites will also allow participants to engage with the topics before, during, and after the session.

### Presenters:

Karen E. Smith, *University of Manitoba*  
Xiufang Chen, *Rowan University*  
Holly Johnson, *University of Cincinnati*  
Susan Watts-Taffe, *University of Cincinnati*  
Suzanne Ehrlich, *University of Cincinnati*  
Lindy Louise Johnson, *University of Georgia*  
Lane W. Clarke, *University of New England*  
Erica C. Boling, *Rutgers, The State University of New Jersey*  
Erica Holan, *Rutgers, The State University of New Jersey*  
Chesta Khurana, *Rutgers, The State University of New Jersey*

# FRIDAY

1:15PM-2:45PM  
SYMPOSIUM

MARINA I-FIRST FLOOR

*Interpretation of International Children's Literature: Exploring Rose Blanche from Multiple Perspectives*

**Chair & Discussant:** Kathy G. Short, *University of Arizona*

This symposium focuses on three studies detailing intercultural and ideological issues in a translated children's book. The critical analyses of Rose Blanche will help literacy educators explore historical, political, and critical issues in children's books. By teaching critical perspectives of children's books, students will become aware of power relationships and inequities, allowing them to critique these issues in their own world as well.

1. *Critical Discourse Analysis with a Historical Understanding*  
Susan Corapi, *University of Arizona*
2. *Ideological Interpretation of the Korean Version of Rose Blanche*  
Mi-Kyoung Chang, *University of Arizona*
3. *A Critical Analysis of Rose Blanche in Translation: Bringing a Holocaust Story to a Japanese Audience*  
Junko Yokota, *National Louis University*  
Sachiko Adachi, *Niigata University*  
William Teale, *University of Illinois at Chicago*

1:15PM-2:45PM  
SYMPOSIUM

MARINA II-FIRST FLOOR

*Reading Transitions: The Role of Neurology, Epigenesis, and Environment on Variance and Change in Literacy Outcomes*

**Chair:** Mona Matthews, *Georgia State University*

**Discussant:** David B. Yaden, Jr., *University of Arizona*

This session will address the often-vexing instructional challenges posed by students' individual differences in reading ability and development, i.e., the need to differentiate instruction. Specifically, the symposium presenters will argue that theoretical framing drawn from developmental science and educational neuroscience could usefully inform literacy classroom practice, policy, and research on student variance.

1. *Dynamical Systems Within, Across, and Beyond Biological Systems in Reading*  
George G. Hruby, *University of Kentucky*
2. *Self-Organization of Behavior: A Process from Dynamic Systems Theory with Useful Application to Variance and Change in Reading Ability and Development*  
Mona Matthews, *Georgia State University*
3. *Evidence from Neuroscience for the Irrelevancy of Spoken-Language as a Basis of Reading Development for Deaf Readers*  
Debbie Golos, *Utah State University*  
Annie Moses, *John Carroll University*  
Marlon Kuntze, *Gallaudet University*

1:15PM-2:45PM  
SYMPOSIUM

MARINA III-FIRST FLOOR

*The Teaching and Learning of Argumentative Writing in High School Language Arts Classrooms and the Construction of Rationalities*

**Chair:** George Newell, *The Ohio State University*

**Discussant:** Judith Green, *University of California, Santa Barbara*

In this symposium we explore the underlying definitions of rationality implied in the teaching and learning of argumentative writing. The broader research project collected video data, interviews, and other data from 20 high school classrooms. Using discourse analysis, we analyzed select lessons to examine what the underlying definitions of rationality are, the consequences these definitions have for what counts as knowledge and argument, and how these definitions evolve and are promulgated over time.

1. *What Definitions of Rationality are Constructed In and Through The Teaching and Learning of Argumentative Writing?*  
SangHee Ryu, *The Ohio State University*
2. *Where and How Do Definitions of Rationality Come into Play in the Teaching and Learning of Argumentative Writing and To What Consequence?*  
Allison Wynhoff Olsen, *The Ohio State University*
3. *How Definitions of Rationality Build Over Time through the Teaching and Learning of Argumentative Writing*  
David Bloome, *The Ohio State University*

1:15PM-2:45PM  
SYMPOSIUM

MARINA IV-FIRST FLOOR

*The Circulation of Emotion in Textual Meaning-Making*

**Chair:** Carolyn Colvin, *University of Iowa*

**Discussant:** Mary M. Juzwik, *Michigan State University*

With renewed attention to emotion, scholars are challenging the academic discourse that holds emotion as aligned with "all things feminine," signaling tendencies to be weak, shallow, petty, vain, and narcissistic. Scholars invite understandings of emotion that call into question reason and persuasion as the forces that bring us together. Session authors argue that emotion is not only a highly productive heuristic and suggest that its absence in our theorizing limits how we understand learning complexity.

1. *Teacher Talk: Mobilizing Emotion for Critical Engagement in an Urban High School Classroom*  
Cynthia Lewis, *University of Minnesota*  
Jessica Dockter Tierney, *University of Minnesota*
2. *Shifting and Persisting Identities: A Case-Study Analysis of one High School Student's Mobilization of Emotion Across Three Sites of Textual Engagement*  
Amanda Haertling Thein, *University of Iowa*  
Megan Guise, *California Polytechnic State University*  
DeAnn Long Sloan, *University of Pittsburgh*
3. *Sad and Mad about Technology: The Emergence of (Undesirable?) Emotions in 21st Century Literacy Contexts*  
Lindsay Laurich, *Augustana College*

4. *Adult Readers and the Emotion of Powerful Texts*  
Carolyn Colvin, *University of Iowa*  
Yewande Lewis-Fokum, *Mico University*

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

**MARINA V-FIRST FLOOR**

*Using Informative Assessments towards Effective Literacy Practices*

**Chair:** Evan Ortlieb, *Monash University*  
**Discussant:** Earl H. Cheek, *Louisiana State University*

This symposium addresses the ever-changing and critical topic of literacy assessment in the 21st century. Instructional planning and implementation should be informed by data gleaned from a host of informal, formal, and digital assessments. This session brings together diverse, distinguished authors in literacy assessment to examine the utility of assessments, discuss the process of selecting appropriate assessments for particular needs, and recommend advanced curricular planning and instruction from a myriad of assessment sources.

**Presenters:**

Evan Ortlieb, *Monash University*  
Earl H. Cheek, *Louisiana State University*  
Erica Bowers, *California State University, Fullerton*  
Danielle Dennis, *University of South Florida*  
Laurie Elish-Piper, *Northern Illinois University*  
Gerlinde Grandstaff-Beckers, *Louisiana State University*  
Emily Rodgers, *The Ohio State University*  
Kathleen M. Wilson, *University of Nebraska-Lincoln*  
Wolfram Verlaan, *University of Alabama in Huntsville*  
Shelley Xu, *California State University, Long Beach*

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

**MARINA VI-FIRST FLOOR**

*The Developing Awareness of Our English Orthography: Studies in Kindergarten through Twelfth Grade*

**Chair:** Shane Templeton, *University of Nevada, Reno*  
**Discussant:** Donald Bear, *Iowa State University*

This symposium reports on research related to growth in the orthographic development, the awareness of the structure of the writing system of a language, of children in kindergarten through twelfth grade. Four studies are presented, each focusing on a target grade level or range of grades and an aspect of orthographic development appropriate to the level of the students.

1. *An Examination of the Relationship between the Development of Concept of Word in Text and Other Early Literacy Measures*  
Regina E. Smith, *East Central University*
2. *Concept Sorts and Storybook Read-Alouds in the Vocabulary Learning of Diverse Kindergarten Children*  
Karen Carpenter, *Coker College*
3. *Oral Reading and Orthographic Development of Transitional Readers and Within Word Pattern Spellers in Grades 2-5*  
Sarah Negrete, *Great Basin College*
4. *The Relationship between Orthographic Knowledge and Language Proficiency among Secondary English Language Learners*  
Darl Kiernan, *Washoe County School District*

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

**NAUTILUS 1-LOWER LEVEL**

*The Developing Role of Digital Readers in the Literacy Learning of Students*

**Chair:** Ruth Sylvester, *University of South Florida*  
**Discussant:** Joan A. Williams, *Sam Houston State University*

1. *Building Communities of e-Book Readers Across Time and Space*  
Lotta Larson, *Kansas State University*  
Bernadette B. Dwyer, *St. Patrick's College*
2. *Changing Pathways: Investigating the Impact of e-Readers on Students' New Literacies*  
James Lorne Nahachewsky, *University of Victoria*
3. *Exploring the Affordances of Digital Readers to Build Vocabulary*  
Lotta Larson, *Kansas State University*

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

**NAUTILUS 2-LOWER LEVEL**

*Creating Supportive Literacy Spaces for Diverse Learners*

**Chair:** Naomi M. Watkins, *University of La Verne*  
**Discussant:** Kathleen A. Hinchman, *Syracuse University*

1. *"When I'm Code-Switching, I'm Becoming:" Students Examine Code-Switching and Identity in an Urban, High School, English Classroom*  
Scott Storm, *Harvest Collegiate High School*  
Rebekah Judson, *Swarthmore College*  
Diane Downer Anderson, *Swarthmore College*
2. *Living Here, yet Being There: Facebook as a Transnational Space for Newcomer Latina/o Adolescents*  
Mary Amanda Stewart, *University of North Texas*
3. *"The Future Wasn't Always Open": Perspectives on Writing from Somali-Born Male Adolescents with Limited and Interrupted Formal Education*  
Bryan Ripley Crandall, *Fairfield University*

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

**NAUTILUS 3-LOWER LEVEL**

*Issues in Measuring and Assessing Literacy Learning and Standards Implementation*

**Chair:** Anita Nigam, *Texas Tech University*  
**Discussant:** Rebecca Cauffman, *George Mason University*

1. *Examining Item Validity Using Cognitive Interviews*  
Kristin Conradi, *North Carolina State University*
2. *Literacy Accountability, Assessment, and Teaching*  
Mary F. Roe, *Arizona State University*  
Michelle E. Jordan, *Arizona State University*  
Robert Kleinsasser, *Arizona State University*
3. *The Role of Language Learning in Meeting the Common Core State Standards*  
Dana L. Grisham, *National University*  
Shira Lubliner, *California State University, East Bay*

# FRIDAY

## 1:15PM-2:45PM ALTERNATIVE FORMAT SESSION

## NAUTILUS 4-LOWER LEVEL

### *Critical Issues Concerning the Common Core State Standards (CCSS): Research, Policy, Practice and Assessment*

**Chair:** Lesley M. Morrow, *Rutgers, The State University of New Jersey*  
**Discussant:** Linda B. Gambrell, *Clemson University*

This session has four presentations from individuals very involved with the Common Core State Standards. Each will speak about their special area such as: the challenges dealing with policy and practice and the CCSS, the research on text complexity and the CCSS, illustration of what a CCSS lesson looks like, and assessment and the CCSS. A discussant will summarize the presentation and engage the audience in a Q&A session.

#### **Presenters:**

P. David Pearson, *University of California, Berkeley*  
Elfrieda Heibert, *University of California, Berkeley*  
Lesley M. Morrow, *Rutgers, The State University of New Jersey*  
Timothy Shanahan, *University of Illinois at Chicago*  
Linda B. Gambrell, *Clemson University*

## 1:15PM-2:45PM SYMPOSIUM

## SEABREEZE I-FIRST FLOOR

### *Early Childhood Biliteracy as a Linguistic and Community Resource*

**Chair:** Iliana Reyes, *University of Arizona*  
**Discussant:** Luis C. Moll, *University of Arizona*

Most people in the world speak two or more languages because multiple languages are part of family life; therefore, becoming biliterate is a normal part of these children's development (Kenner & Gregory, in press). This symposium contributes to the field by furthering our understanding of the different social and cultural contexts in which children develop biliteracy, and how family's and school's literacy practices play a key role in supporting the child's emergent biliteracy.

- 1. *Young Children's Inventions and Reinventions of Self and the Role of Context***  
Eurydice Bauer, *University of Illinois at Urbana-Champaign*  
Beatriz Guerrero, *University of Illinois at Urbana-Champaign*
- 2. *Emergent Bilingual Children at Play: Negotiation and Meaning-Making in Dual-Language Preschool Classrooms***  
Mileidis Gort, *University of Miami*  
Alain Bengochea, *University of Miami*  
Sabrina Sembiente, *University of Miami*  
Ryan Pontier, *University of Miami*
- 3. *Cross-Linguistic Studies of Biliteracy***  
Iliana Reyes, *University of Arizona*  
Ana Victoria Fierro, *University of Arizona*  
Yi-ping Fu, *University of Arizona*
- 4. *Navigating Biliterate Childhood: An Ethnographic Case Study of Three Immigrant Children***  
Yeon Sun Ellie Ro, *University of Memphis*  
Sarah McCarthy, *University of Illinois at Urbana-Champaign*

## 1:15PM-2:45PM PAPER SESSION

## SEABREEZE II-FIRST FLOOR

### *Literacy Instruction Strategies in Middle School*

**Chair:** Brian C. Rose, *Georgia Gwinnett College*  
**Discussant:** Jacquelyn McClain Culpepper, *Mercer University*

- 1. *Interacting with Curriculum: An Investigation of a Special Education Teacher's Adaptations to an Innovative Middle School Social Studies Literacy Curriculum***  
Leila N. Richey, *George Mason University*  
Ana Taboada Barber, *George Mason University*  
Erin Marie Ramirez, *George Mason University*
- 2. *Long-Term English Learners in Middle School: Using Academic Language in their Writing***  
Elaine Mo, *University of the Pacific*  
Robyn Addington, *University of the Pacific*  
Michelle Rutter, *University of the Pacific*
- 3. *Please Don't Read While You're Walking Down the Hall!: Engaging Middle School Readers***  
Elizabeth A. Swaggerty, *East Carolina University*  
Tanya Cannon, *East Carolina University*  
Kelley Phillips, *Beaufort County Schools*  
Amy D. Broemmel, *University of Tennessee*  
Karen Lucas, *University of Tennessee*

## 🗨️ 2:05PM-2:45PM ROUNDTABLES 6B

## NAUTILUS 5-LOWER LEVEL

- I. *"How Can We Teach Our Students Things We Have Never Tried?": Pre-Service Teachers Explore their Multimodal Compositions to Develop Writing Curriculum***  
Detra Price-Dennis, *The University of Texas at Austin*  
Michelle Fowler-Amato, *The University of Texas at Austin*
- I. *"Writing on the Inside": Literacy Practices of Students Identified with Disabilities in a Seventh Grade Inclusion Classroom***  
Jennifer Lapointe, *University of Rochester*
- II. *A Tier 3 Response to Intervention Approach to Meeting the Needs of Vulnerable Readers***  
Elizabeth L. Jaeger, *University of Arizona*
- III. *More than Words: A Review of Research on Adolescents and Multimodal Composition***  
Blaine Smith, *Vanderbilt University*
- IV. *Pre-Service Teachers Tackle Literacy in Physical Education, Recreation and Dance Class***  
Judith Smith, *East Carolina University*  
Alice Feret, *East Carolina University*
- V. *Putting the Pieces Together: What Can Educators do to Address the Issue of Reading Difficulties in the Upper Elementary Grades?***  
Lori C. Rakes, *Florida Southern College*
- VI. *What Do High School Students Think About Reading Graphic Novels?***  
Stergios Botzakis, *University of Tennessee*



**3:00PM-3:40PM**  
**ROUNDTABLES 7A**

**NAUTILUS 5-LOWER LEVEL**

- I. *"I Will if I Have To!" Considering Educational Television, Language, and Gender through a Feminist Poststructural Lens*  
Rachel Skrlac Lo, *University of Pennsylvania*
- II. *Preparing Prospective Teachers to Be Reflective Practitioners in the U.S. and Abroad*  
Linda Wold, *Loyola University*  
Kathy Ganske, *Vanderbilt University*  
Karen E. Smith, *University of Manitoba*  
Robin Jocius, *Vanderbilt University*  
Anna Lees, *Loyola University*
- III. *Reading Nooks: Affordances of e-Book Readers for Struggling Adolescent Readers*  
Victoria R. Gillis, *University of Wyoming*  
Dennise Peagler, *Berkmar High School*  
Megan C. Marshall, *University of Wyoming*  
Kathy Headley, *Clemson University*
- IV. *Rebirth of Miscue Analysis: Cross-Disciplinary Tool to Upgrade Writing Skills*  
Alice Feret, *East Carolina University*  
Carole Rumpf, *John Jay High School*
- V. *Teaching Candidates Reading, Blogging, and Exploring 21st Century Literacies*  
Sandra M. Webb, *Georgia College & State University*
- VI. *The FOCUS Strategy as a Text Structure Interactive Mapping Technique in the Disciplines for College Students with Identified Learning Disabilities*  
Robin Wisniewski, *University of Arizona*
- VII. *The Role of Multimodal and Digital Literacies in the Socio-Economic Empowerment of Women: A Case Study of a Botswana Basket-Weaving Cooperative*  
Theresa Rogers, *University of British Columbia*  
Penelope Moanakwena, *University of British Columbia*  
Brigid Conteh, *University of British Columbia*  
Pierre Walter, *University of British Columbia*
- VIII. *Vocabulary Framing in a Multifaceted Comprehensive Vocabulary Instruction Program*  
Camille Blachowicz, *National Louis University*  
Ann Bates, *National Louis University*  
Char Cieply, *National Louis University*

**3:00PM-4:30PM** **EXECUTIVE CENTER 1-FIRST FLOOR**  
**ALTERNATIVE FORMAT SESSION**

*Formative Tools Mediate Emerging Literacy Practices*

**Chairs:** Michael Dominguez, *University of Colorado Boulder*  
Shelby Anne Wolf, *University of Colorado Boulder*  
**Discussant:** Donna Begley, *University of Colorado Boulder*

We will showcase case studies of student teachers demonstrating their changing practices through narratives that unfold across their experience. Through each story, we will highlight the structured, formative

assessment tools we use to mediate their learning including the Quality Urban Classroom Observation Protocol, journals, professional growth essays, and video clubs. Through the use of these structured tools, we help student teachers enact a "pedagogy of noticing" to recognize and reflect upon sociocultural literacy practices.

**Presenters:**

Michael Dominguez, *University of Colorado Boulder*  
Kimberly McDavid Schmidt, *University of Colorado Boulder*  
Ashley Cartun, *University of Colorado Boulder*  
Jennie Whitcomb, *University of Colorado Boulder*  
Donna Begley, *University of Colorado Boulder*  
Shelby Anne Wolf, *University of Colorado Boulder*

**3:00PM-4:30PM** **EXECUTIVE CENTER 2A-FIRST FLOOR**  
**PAPER SESSION**

*Literacy Development and Engagement in Preschool and Kindergarten*

**Chair:** Christa van Kraayenoord, *University of Queensland*  
**Discussant:** David B. Yaden, Jr., *University of Arizona*

1. *Preschoolers' Engagement with Reading Behaviors: A Statistical Discourse Analysis of Peer Buddy-Reading Interactions*  
Tanya Christ, *Oakland University*  
Ming Ming Chiu, *University at Buffalo*  
X. Christine Wang, *University at Buffalo*
2. *Reader Response and the Preschool Child: A Continuum of Birth to 5-Year-Old Spontaneous Response to Literature*  
Claudia Jean McVicker, *MidAmerica Nazarene University*
3. *What Do We Miss in Early Childhood Classrooms?: Observations of Emergent Literacy Practices and Literacy Environment*  
Mi-Hyun Chung, *Mercy College*  
Elena Nitecki, *Mercy College*

**3:00PM-4:30PM** **EXECUTIVE CENTER 2B-FIRST FLOOR**  
**PAPER SESSION**

*Digital Literacies and Professional Development*

**Chair:** Jennifer Moon Ro, *SUNY Fredonia*  
**Discussant:** Robyn Seglem, *Illinois State University*

1. *Coaching New Literacies with Student Teacher/Cooperating Teacher Dyads in Elementary Schools*  
Laurie A. Friedrich, *University of Nebraska-Lincoln*  
Guy Trainin, *University of Nebraska-Lincoln*
2. *The iPad Ripple Effect in a Clinical Setting: Benefits for Struggling Readers, University Students, and their Professors*  
Kathleen M. Wilson, *University of Nebraska-Lincoln*  
Laurie A. Friedrich, *University of Nebraska-Lincoln*
3. *Who's Got TPACK? Distinctions and Experiences for English Language Arts (ELA) Teachers*  
Lisa Hervey, *North Carolina State University*

# FRIDAY

3:00PM-4:30PM  
PAPER SESSION

EXECUTIVE CENTER 3B-FIRST FLOOR

## *Using Informational/Nonfiction Texts in the Classroom*

**Chair:** Patricia C. Paugh, *University of Massachusetts Boston*  
**Discussant:** Theresa Roberts, *California State University, Sacramento*

1. *A Comparison of Two Strategies for Teaching Third Graders to Summarize Information Text*  
Ann Marie Dromsky, *Independent*  
Mariam Jean Dreher, *University of Maryland, College Park*
2. *An Examination of the Use of Nonfiction in Preschool Classrooms*  
Alanna Rochelle Dail, *Syracuse University*
3. *The Impact of Exposure and Explicit Instruction on Students' Comprehension of Informational Texts*  
Tiffany Ohlson, *University of North Florida*

3:00PM-4:30PM  
PAPER SESSION

EXECUTIVE CENTER 4-FIRST FLOOR

## *Communities and Literacies*

**Chair:** Roberto de Roock, *University of Arizona*  
**Discussant:** Natasha Perez, *Michigan State University*

1. *Effects of Diffused Literacy Practices in the Tucson Literacy Zones*  
Roberto de Roock, *University of Arizona*  
Patricia L. Anders, *University of Arizona*
2. *Leveraging Rich Contexts, Relationships, and Language Resources: A Community-Based Dialogic Reading Intervention*  
Kate Brayko, *University of Montana*
3. *The Case for Qur'anic Literacy in the 21st Century*  
Rohany Nayan, *University of Wisconsin-Madison*

3:00PM-4:30PM  
ALTERNATIVE FORMAT SESSION

GRAND BALLROOM A-FIRST FLOOR

## *Global Connections on Language and Literacy Instruction*

**Chair:** Colin Harrison, *University of Nottingham*

In this alternative poster session, sponsored by the LRA International Innovative Community Group (ICG), we will showcase research on literacy teaching and learning in 10 different international contexts. Audience members will be invited to interact with the authors and discuss relevant findings and issues.

### **Presenters:**

Lori Czap Assaf, *Texas State University-San Marcos*  
Colin Harrison, *University of Nottingham*  
Amie Sarker, *Dallas Baptist University*  
Judith Smith, *East Carolina University*  
Ran Hu, *East Carolina University*  
Gilda Martinez, *Towson University*  
Gill Johnson, *University of Nottingham*  
Lijun Jin, *Towson University*  
Jiening Ruan, *University of Oklahoma*  
Laurie J. Curtis, *Kansas State University*  
Gumiko Monobe, *Kent State University*  
Patience Sowa, *Zayed University*

Yu Zhenyou, *China Women's University*  
Nancy Pine, *Mount Saint Mary College*  
Kristien Zenkov, *George Mason University*  
Jacqui Dornbrack, *University of Cape Town*

3:00PM-4:30PM  
SYMPOSIUM

MARINA I-FIRST FLOOR

## *Engaging Adolescent Writers*

**Chair:** Denise N. Morgan, *Kent State University*  
**Discussant:** Randy Bomer, *The University of Texas at Austin*

Each paper in this symposium examines adolescents' experiences as writers. Presenters will report on results from a large-scale survey of attitudes and experiences from students in urban, rural and suburban settings and share results from classroom-based writing experiences. Each study examines adolescents' development as writers.

1. *What Adolescents Have to Say About Writing: Survey Results from Urban, Rural, and Suburban Students*  
Denise N. Morgan, *Kent State University*  
Kristine E. Pytash, *Kent State University*
2. *Freshmen, Flash Fiction, and 500 Words: A "Unit of Study" Approach to High School Writing*  
Katherine E. Batchelor, *Kent State University*
3. *Writing with Mentor Text in a High School Economics Classroom*  
Kristine E. Pytash, *Kent State University*  
Elizabeth Edmonston, *Kent State University*  
Arin Miller-Tait, *Gilmour Academy*

3:00PM-4:30PM  
SYMPOSIUM

MARINA II-FIRST FLOOR

## *When a Text is Not: Exploring Non-Traditional Texts in Discourse Analysis*

**Chair:** Christine Mallozzi, *University of Kentucky*  
**Discussant:** Jennifer Rowsell, *Brock University*

The purpose of this symposium is to outline the affordances and challenges of analyzing non-traditional texts using discourse analysis/analyses. Presenters will focus on four texts (policies, toys, bodies, and visual representations) and describe how working with these texts using discourse analysis/analyses can open up new understandings yet still be under certain constraints.

1. *Policy as Text in Discourse Analysis*  
Julie Ellison Justice, *University of North Carolina at Chapel Hill*
2. *Toy Story: A Mediated Discourse Analysis of Toys as Texts*  
Karen Wohlwend, *Indiana University*
3. *Bodies as Texts: Issues within Discourse Analysis*  
Christine Mallozzi, *University of Kentucky*
4. *Visual Discourse Analysis and Visual Texts*  
Peggy Albers, *Georgia State University*

**3:00PM-4:30PM  
SYMPOSIUM**

**MARINA III-FIRST FLOOR**

***Family Backpacks in Schools: Biliterate and Bilingual Families Exploring the Power of Story***

**Chair & Discussant:** Julia López-Robertson, *University of South Carolina*

This symposium investigates how biliterate and bilingual families engage with story and how these families merge these understandings into the classroom as well as educators' perspectives about these backpacks. Families examine backpacks consisting of global texts, response journals, and tell their own stories. Three different Family Backpack Projects are highlighted; we adopted a "funds of knowledge" approach tapping families' existing literacy practices as resources for bridging the gap between home and school.

1. ***Family Story Backpacks, Story, and Funds of Knowledge***  
Kathy G. Short, *University of Arizona*  
María V. Acevedo, *University of Arizona*  
Dorea Kleker, *University of Arizona*
2. ***Family Backpacks, Bilingual Texts, and Family Perceptions***  
Katie Edwards Schrodt, *Middle Tennessee State University*
3. ***Family Backpacks, Dual Language Texts, and Family Response Journals***  
Jeanne Gilliam Fain, *Middle Tennessee State University*

**3:00PM-4:30PM  
SYMPOSIUM**

**MARINA IV-FIRST FLOOR**

***A Formative Investigation of Peer Feedback and Revisions in an Online Writing Environment***

**Chair:** Bill Cope, *University of Illinois at Urbana-Champaign*  
**Discussant:** Donna Alvermann, *University of Georgia*

Our online writing environment facilitates peer writing in a shared space. Three studies analyze the same data set to examine peer feedback. Paper 1 examines the nature of peer review comments; paper 2 addresses textual revisions and their relationship to peer review comments; and paper 3 explores the inter-rater reliability for peer review criteria. These studies build on K-12 studies of face-to-face peer response and extend studies of computer-mediated peer feedback to K-12 classrooms.

1. ***The Nature of Peer Comments and their Relationship to Review Criteria***  
Sonia Kline, *University of Illinois at Urbana-Champaign*  
Rebecca Lindsay Woodard, *University of Illinois at Urbana-Champaign*  
Kirsten Letofsky, *University of Illinois at Urbana-Champaign*
2. ***Relationships Between Peer Review and Revision***  
Alecia Marie Magnifico, *University of Illinois at Urbana-Champaign*
3. ***Quantitative Analysis and Inter-Rater Reliability of Peer Scoring***  
Shannon Carlin-Menter, *University of Illinois at Urbana-Champaign*

**3:00PM-4:30PM  
SYMPOSIUM**

**MARINA V-FIRST FLOOR**

***Preschool Classrooms' Support for Academic Language Development From a Communities of Practice Perspective***

**Chair & Discussant:** David K. Dickinson, *Vanderbilt University*

This session examines children's opportunities for learning academic language in different preschool settings; book reading, small group science instruction, free play, and meal times. Our approach views language learning from a community of practice perspective, (Holmes, 1999; Lave & Wenger, 1991) and when applied to classroom research this approach leads to examination of interaction in a context-specific manner.

1. ***Is Book Reading a Unified Construct? Examining the Relationship between How Teachers Read Texts and Their Use of Extra-Textual Discussions***  
Erica M. Barnes, *Vanderbilt University*  
David K. Dickinson, *Vanderbilt University*
2. ***The Nature of Teacher-Child Interactions in Six Preschool Science Small Group Lessons***  
Jin-Sil Mock, *Vanderbilt University*  
David K. Dickinson, *Vanderbilt University*
3. ***Teachable Moments: Children's Opportunities for Word Learning During Free Play***  
Jill Grifenhagen, *Vanderbilt University*  
David K. Dickinson, *Vanderbilt University*
4. ***Mealtimes as a Context for Supporting Vocabulary Growth of Preschool Children***  
Molly F. Collins, *Vanderbilt University*

**3:00PM-4:30PM  
SYMPOSIUM**

**MARINA VI-FIRST FLOOR**

***The Formation of the Literacy Development of African American Males: Linking Antebellum to the 21st Century***

**Chair & Discussant:** Alfred Tatum, *University of Illinois at Chicago*

While our nation wrestles with solutions for advancing the literacy education for Black males in our country, an interpretive historical frame is often absent from the discussion. The purpose of this symposium is to examine historical contexts of the literacy development of Black males to inform present policy and practice. Through archival research, the authors examined children's literature, poetry writing, and literary societies. Findings suggest that historical lenses can inform current literacy practices for Black males.

1. ***Children's Literature and African American Male Youth***  
Ebony Joy Wilkins, *University of Illinois at Chicago*
2. ***Rhythmic Writings: A Poetic Pathway for African American Males***  
Angela Joy Fortune, *University of Illinois at Chicago*
3. ***Historical Literacy Framings of African American Male Literary Societies***  
Gholnecsar E. Muhammad, *University of Illinois at Chicago*

# FRIDAY

**3:00PM-4:30PM**  
**PAPER SESSION**

**NAUTILUS 1-LOWER LEVEL**

*Seeing Is Believing: The Use of Video in Literacy Activities*

**Chair:** M. Cecil Smith, *Northern Illinois University*

**Discussant:** Lane W. Clarke, *University of New England*

**1. A Video-Based Think-Aloud Study of Online Reading**

John E. McEneaney, *Oakland University*

Wendy Farkas, *Oakland University*

Carmela Romano Gillette, *Michigan State University*

Yeaton Clifton, *Oakland University*

Lizabeth Guzniczak, *Oakland University*

Dawnelle Henretty, *Oakland University*

**2. Screen-Sharing and Joint Attention Work as Literacy Practice**

Aaron Chia Yuan Hung, *University of Washington*

Déana Scipio, *University of Washington*

**3. Videorecorded Direct Instruction Versus Inquiry-Based Online Collaboration: An Efficacy Study Comparing Computer-Based Instruction Using Quasi-Experimental Control Group Design**

Allen Teng, *San Diego State University*

**3:00PM-4:30PM**  
**PAPER SESSION**

**NAUTILUS 2-LOWER LEVEL**

*The Role of Gaming in the Development and Practice of New Literacies*

**Chair:** Kenneth J. Weiss, *Central Connecticut State University*

**Discussant:** Hiller A. Spires, *North Carolina State University*

**1. Narrative, Literacy, and the Design of Video Games for Learning**

Michael K. Thomas, *University of Wisconsin-Madison*

Chris Blakesley, *University of Wisconsin-Madison*

**2. Anatomy of a Gamer: A Case Study of One Gamer's Experience of Symbiotic Flow**

Heather Lynn Lynch, *Georgia State University*

**3. Read, Write, Play: Interest-Driven Literacy Learning in Game-Based Wiki Spaces**

Amanda Ochsner, *University of Wisconsin-Madison*

Crystle Martin, *University of California, Irvine*

**3:00PM-4:30PM**  
**PAPER SESSION**

**NAUTILUS 3-LOWER LEVEL**

*Literacy Learning in International Settings: Chile, Macedonia, and Cambodia*

**Chair:** Zaline Roy-Campbell, *Syracuse University*

**Discussant:** Claudette Thompson, *St. Bonaventure University*

**1. Exploring the Reading Habits of Chilean College Students: Who Reads What, and is Reading a Preferred Recreational Activity?**

Pelusa Orellana, *Universidad de los Andes*

Carolina Melo, *Universidad de los Andes*

**2. New Republic, New Vision**

Richard Thomas Holdgreve-Resendez, *Michigan State University*



**3. The Reading Interests of Primary-Aged Students in Developing Countries: The Case of Cambodia**

James V. Hoffman, *The University of Texas at Austin*

Misty Sailors, *The University of Texas at San Antonio*

Molly Trinh Wiebe, *The University of Texas at Austin*

**3:00PM-4:30PM**

**NAUTILUS 4-LOWER LEVEL**

**ALTERNATIVE FORMAT SESSION**

*Teacher Preparation in Reading Clinics for 21st Century Literacies*

**Chair:** Barbara Laster, *Towson University*

Three research projects on 21st century literacies in reading clinics will be presented. Active citizenship in the 21st century should be informed by a critical stance, active participation, and the use of multiple platforms for reading, writing, speaking, and listening (NCTE, 2008). To be effective, our students (and teachers) must use multimodal literacy practices. Even though print-based text continues to dominate classroom instruction, reading clinics are moving quickly to incorporate a variety of technologies.

**Presenters:**

Mary D. Applegate, *St. Joseph's University*

Erica Bowers, *California State University, Fullerton*

Jeanne B. Cobb, *Coastal Carolina University*

Theresa A. Deeney, *University of Rhode Island*

Cheryl Dozier, *University at Albany*

Meagan Moreland, *Northeastern State University*

Julie Janson Gray, *University of Virginia*

Debra Gurvitz, *National Louis University*

Barbara Laster, *Towson University*

Lisa Lewis, *Loyola College of Maryland*

Stephanie L. McAndrews, *Southern Illinois University  
Edwardsville*

Tammy Marsh Milby, *University of Richmond*

Shadrack Gabriel Msengi, *Southern Illinois University  
Edwardsville*

Evan Ortlieb, *Monash University*

Tammy Ryan, *Jacksonville University*

Stephan Sargent, *Northeastern State University*

Mary Swanson, *Northeastern State University*

Lee Ann Tysseling, *Boise State University*

JoAnne Vazzano, *Northeastern Illinois University*

Belinda S. Zimmerman, *Kent State University*



**3:00PM-4:30PM**  
**SYMPOSIUM**

**SEABREEZE I-FIRST FLOOR**

*Integrating 21st Century Literacies in Bilingual Classrooms*

**Chair:** Danny Cortez Martinez, *University of Illinois at Chicago*

**Discussant:** Ramón Antonio Martínez, *The University of Texas at Austin*

The papers presented in this session will demonstrate meaningful integration of 21st century literacies within content areas in bilingual settings. Through classroom observations, interviews with teachers, and multiple artifact collection to examine how 21st century tools facilitate learning, the researchers will present an approach that considers the successful preparation in academic literacies of students and teachers who are bilingual or becoming bilingual.

1. ***Abriendo las Puertas/Opening Doors: Integrating Tejano History in the Language Arts Curriculum***  
María E. Fránquiz, *The University of Texas at Austin*
2. ***Disrupting Assumptions through Digital, Multimedia Texts: Fostering Inclusive Classrooms for Multilingual Students***  
Carol Brochin-Ceballos, *The University of Texas at El Paso*  
Minda Lopez, *Texas State University-San Marcos*
3. ***Science in Two Languages: Fostering Scientific Literacy in Bilingual Classrooms***  
Antonietta Avila, *The University of Texas at Austin*

**3:00PM-4:30PM**  
**PAPER SESSION**

**SEABREEZE II-FIRST FLOOR**

*Multimodality and Reading*

**Chair:** Chandra P. S. Chauhan, *Aligarh Muslim University*

**Discussant:** Jacquelynn A. Malloy, *Anderson University*

1. ***Multimodality that Promotes Inclusive Learning: Profiles of "Struggling" Students in a Multimodal Literacy Curriculum***  
Angela M. Wiseman, *North Carolina State University*  
Christine Christianson, *North Carolina State University*  
Nicole Nesheim, *North Carolina State University*  
Melissa Pendleton, *North Carolina State University*
2. ***The Affordances of Multimodal Texts and Their Impact on Reading Digital Textbooks***  
Scott Voss, *Apple Valley School District*  
David O'Brien, *University of Minnesota*
3. ***Using Multimodal Texts to Build Background Knowledge of High School and College Students***  
Salika A. Lawrence, *William Paterson University*  
Marie Donnantuono, *William Paterson University*  
Nancy Osborn, *Passaic High School*  
Tiffany Jefferson, *Brooklyn Community Arts and Media High School*

**3:00PM-4:30PM**  
**PAPER SESSION**

**EXECUTIVE CENTER 3A-FIRST FLOOR**

*Literacy and Identities in Middle Childhood*

**Chair:** Natasha Heny, *University of Virginia*

**Discussant:** Jessica Singer Early, *Arizona State University*

1. ***Fifth Graders' Languages, Literacy Practices and Identity Constructions Across Contexts***  
Amy Elizabeth Burke, *University of Nebraska-Omaha*
2. ***Beyond the Standard: A Case Study of a "Shape-Shifting Portfolio" Third Grader***  
Yvonne Pek, *University of Wisconsin-Madison*
3. ***"Everybody Treated Him Like He was from Another World:" Developing Social Awareness Through Read-Alouds***  
Katie Peterson, *The University of Texas at Austin*

**3:50PM-4:30PM**  
**ROUNDTABLES 7B**

**NAUTILUS 5-LOWER LEVEL**

- I. ***"That's Not Reading, That's Just Looking:" What Black Adolescents Have to Say about Reading in the Digital Age***  
Susan L. Groenke, *University of Tennessee*  
Ann M. Bennett, *University of Tennessee*
- II. ***Preservice Teachers Enacting Text-Based Discussions: Application of a Theoretical Framework to Improve Teaching Practice***  
Shannon Henderson, *University of Alabama*  
Ashley L. Davis, *University of Alabama*
- III. ***Secondary Reading Comprehension: A Meta-Analysis of Content Area Literacy Strategies***  
Chyllis Elayne Scott, *Texas A&M University*  
Tracey S. Hodges, *Texas A&M University*
- IV. ***Talk to Me: Two Teachers, Two Students, and their Writing Conversations across a School Year***  
Annamary L. Consalvo, *Fitchburg State University*  
Beth Maloch, *The University of Texas at Austin*
- V. ***The Role of Technology within Leading High School Commercial Literacy Programs***  
Jean Payne Vintinner, *University of North Carolina at Charlotte*
- VI. ***The Social Work of Poetry: Adolescent Writing and Action***  
Logan Alexis Manning, *University of California, Berkeley*
- VII. ***Using Children's Literature to Enhance Teacher Candidates' Knowledge and Skills of Teaching Reading to Students with Special Needs***  
Shelley Xu, *California State University, Long Beach*
- VIII. ***What Writing in Math Can Tell Us about Command of Content***  
Andrea Morency, *University of Nevada, Reno*  
Dianna Townsend, *University of Nevada, Reno*

# FRIDAY

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**4:00PM-7:00PM**                      **NAUTILUS FOYER - LOWER LEVEL**  
**PURCHASE SILENT AUCTION BOOKS**

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**4:45PM-6:00PM**                      **HARBOR ISLAND BALLROOM - FIRST FLOOR**  
**PLENARY ADDRESS TWO**

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

**I. *Edward B. Fry Book Award Presentation***

Melanie Kuhn, *Boston University*

**II. *Introduction of Speaker***

Fenice Boyd, *University at Buffalo, The State University of  
New York*

**III. *Plenary Address: Connected Learning and Literacy***

Mimi Ito, *University of California, Irvine*

**6:00PM-6:30PM**                      **HARBOR ISLAND BALLROOM - FIRST FLOOR**  
**ANNUAL BUSINESS MEETING**

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**6:30PM-11:00PM**                      **FRONT OF HOTEL ON HARBORSIDE DRIVE**  
**FREE SCHOOL BUSES TO SAN DIEGO RESTAURANTS**

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**Saturday • December 1, 2012**

**Investigating 21st Century Literacies: Exploring Uses of New Literacies**

62nd Annual Conference of the Literacy Research Association • November 28 - December 1, 2012 • San Diego, CA

## SESSION TYPE DESCRIPTIONS

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### PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



### ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

### 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 noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.



### AREA CHAIRS AWARD SESSIONS

### AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

### CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2012 Conference Chair. 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 timeslots, attendance is open to all attendees, and advance registration is not required.



# SATURDAY

**7:30AM-8:30AM GRAND BALLROOM A - FIRST FLOOR**  
**2013 CONFERENCE AREA CHAIRS BREAKFAST**

**7:30AM-8:30AM**  
**STUDY GROUPS**

Response to Intervention: New Challenges and New Literacies  
..... Executive Center 4-First Floor

*Impact on Colleges of Education*

Adult Literacy..... Marina I-First Floor

*Professional Development; Practitioner Wisdom; Research Collaborations*

Living the Writerly Life in Academia..... Marina II-First Floor

*Conceptualize and Commit to Writing Goals*

Word Study: Phonics, Vocabulary, and Spelling  
..... Marina VI-First Floor

Guest Presenters: Donald Bear, *Iowa State University*  
Regina Smith, *East Central University*

*Orthographic Development among English Learners, Word Study Online, Concept of Word Assessment, Beginning Phonics, and Rhythmic Sensitivity*

Approaches to Video/Multimodal Data Analysis in Literacy  
Research..... Nautilus 1-Lower Level

*Planning a Study with Video Data*

Digital Texts and Tools: Potential Uses, Assessments, and  
Methodologies for the Literacy Educator and Researcher  
..... Nautilus 3-Lower Level

*Distributed Note-Taking and Collaborative Writing*

Doctoral Students' Innovative Community Group  
..... Nautilus 4-Lower Level

*Sharing Doctoral Research and Networking*

Approaches to Discourse Analysis..... Seabreeze I-First Floor

*Critical Discourse Analysis*

**8:00AM-11:00AM NAUTILUS FOYER - LOWER LEVEL**  
**PURCHASE SILENT AUCTION BOOKS**

**8:00AM-1:00PM BAY VIEW FOYER - FIRST FLOOR**  
**ATTENDEE REGISTRATION OPEN**

**8:00AM-1:00PM SPINNAKER II - FIRST FLOOR**  
**CYBER CAFÉ OPEN**

**8:45AM-10:15AM EXECUTIVE CENTER 1-FIRST FLOOR**  
**ALTERNATIVE FORMAT SESSION**

*Performances of Research: Exploring Critical Issues in Literacy Education with Performative Texts*

**Chair:** Anne McGill-Franzen, *University of Tennessee*

In this alternative session, we invite the audience to participate in readings of three performative texts that explore the conflicts, contradictions, and tensions found in the everyday practices of: literacy assessment, special education meetings, and academic progress monitoring. As an alternative format for disseminating research, performance ethnography creates a space for stories to be told and retold, while providing readers and audiences a chance to participate in the retelling.

**Presenters:**

Rachael Gabriel, *University of Connecticut*  
Jessica Nina Lester, *Washington State University*  
Anne McGill-Franzen, *University of Tennessee*  
Renee Moran, *University of Tennessee*

**8:45AM-10:15AM EXECUTIVE CENTER 2A-FIRST FLOOR**  
**PAPER SESSION**

*Literacy Learning Through Science*

**Chair:** Kendra Hall-Kenyon, *Brigham Young University*

**Discussant:** George G. Hruby, *University of Kentucky*

1. *A Cognitive-Science-Based Multi-Part Strategy for Enhancing Content-Area Reading Comprehension and Writing in Science in Grades 3-5*  
Nancy Romance, *Florida Atlantic University*  
Michael R. Vitale, *East Carolina University*
2. *Observing, Reporting, Communicating: The Impact of Interactive Writing on the Development of Science Literacy*  
Hannah M. Dostal, *Southern Connecticut State University*  
Shannon C. Graham, *University of Tennessee*
3. *The Development of Scientific Literacy: First-Grade Children's Comments in Shared-Book Experiences*  
Mi-Hyun Chung, *Mercy College*  
Barbara Keckler, *Mercy College*

# SATURDAY

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## 8:45AM-10:15AM EXECUTIVE CENTER 2B-FIRST FLOOR PAPER SESSION

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*Analyzing Teacher Talk, Practice, and Reflection to Support Teacher Expertise*

**Chair:** Amy Hutchison, *Iowa State University*

**Discussant:** Seth A. Parsons, *George Mason University*

1. *A Two-Year Study of Literacy Coaches' Expertise through Assisted Performance*

Catherine A. Rosemary, *John Carroll University*

Naomi Feldman, *Baldwin-Wallace College*

Ronald Dale Kieffer, *Ohio Northern University*

Polly Collins, *Muskingum University*

2. *Links between Literacy Teachers' Generation of Pedagogical Ideas and Characteristics of Collaborative Peer Video Analysis Events*

Poonam Arya, *Wayne State University*

Tanya Christ, *Oakland University*

Ming Ming Chiu, *University at Buffalo*

3. *Raising the Bar: Using Talk Analysis to Make Effective Teaching Even Better*

Dana A. Robertson, *University of Wyoming*

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## 8:45AM-10:15AM EXECUTIVE CENTER 3A-FIRST FLOOR PAPER SESSION

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*Exploring Teachers' Beliefs, Perceptions, and Pedagogies*

**Chair:** Ingrid Ennis, *Oakwood University*

**Discussant:** Dana Rosen, *Pennsylvania State University*

1. *Exploring Elementary School Teachers' Perceptions of their Role in Teaching Content Literacy in the Elementary Science and Social Studies Classrooms: A Mixed-Methods Study*

Lisa Michelle Jones-Moore, *Valdosta State University*

2. *Multicultural Literature at an Elite Private School: An Analysis of Teachers' Pedagogy*

Ellyn Jo Waller, *Temple University*

3. *Third Grade Teachers' Beliefs, Knowledge, and Practices Regarding Nonfiction Reading Comprehension Instruction for Struggling Readers*

Nicole Maxwell, *Georgia State University*

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## 8:45AM-10:15AM EXECUTIVE CENTER 3B-FIRST FLOOR PAPER SESSION

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*Genre and Instruction in Poetry and the Humanities*

**Chair:** Linda Wedwick, *Illinois State University*

**Discussant:** Sunday Cummins, *National Louis University*

1. *Does History Matter?: Analyzing the History of Poetry Education in One Journal via Three Perspectives*

Mark Allen Dressman, *University of Illinois at*

*Urbana-Champaign*

Mark Faust, *University of Georgia*

2. *Evoking the World of Poetic Nonfiction Picture Books*

Ted Kesler, *Queens College, CUNY*

3. *Exploring Images in Secondary Humanities Instruction: Invitations to Take a Stance*

Amy Alexandra Wilson, *Utah State University*

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## 8:45AM-10:15AM EXECUTIVE CENTER 4-FIRST FLOOR PAPER SESSION

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*Reading Comprehension Development and Factors That Influence Comprehension*

**Discussant:** Katherine A.D. Stahl, *New York University*

**Chair:** Lindsey Moses, *University of Vermont*

1. *Comprehension Strategies and Discussions Around Text in the Primary Grades*

Cindy D. Jones, *Utah State University*

2. *The Relationship Between Graphical Device Comprehension and Overall Text Comprehension for Third-Grade Children*

Kathryn L. Roberts, *Wayne State University*

Rebecca R. Norman, *Mount Saint Mary College*

3. *The Relationship between Reading Comprehension and Listening Comprehension in the 21st Century: Developmental or Environmental?*

Wolfram Verlaan, *University of Alabama in Huntsville*

Daniel L. Pearce, *Texas A&M University, Corpus Christi*

Evan Ortlieb, *Monash University*

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## 8:45AM-10:15AM HARBOR ISLAND BALLROOM III-FIRST FLOOR PAPER SESSION

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*Using Discourse Analysis to Determine the Influence of Gender, Class, and Academic Language on Literacy Learning*

**Chair:** Karla J. Moller, *University of Illinois at Urbana-Champaign*

**Discussant:** Robert J. LeBlanc, *University of Pennsylvania*

1. *Analyzing a Discourse of Crisis Related to Boys' Reading: Issues of Gender, Interest, and Reading Practice in Institutional Texts*

Christopher L. Kolb, *University of Minnesota*

2. *Contextualizing Academic Discourse: Using CDA as a Literacy Tool for Promoting Agency and Word Consciousness*

Heather Nicole Neal, *Sinclair Community College*

3. *Curricular Inequity in Literacy*

Sue Nash-Ditzel, *Georgian Court University*

Tammy Brown, *Marywood University*

Denise Jacob, *Rahway Public Schools*

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## 8:45AM-10:15AM MARINA I-FIRST FLOOR SYMPOSIUM

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*A Dialogic Stance Toward Student Understandings in the Literacy Classroom*

**Chair:** Maren Aukerman, *Stanford University*

**Discussant:** Annemarie Palincsar, *University of Michigan*

Through discourse analysis, papers in this symposium explicate what it looks like to adopt a dialogic stance towards teaching and learning in four elementary classroom communities (English Language Learner [ELL], bilingual and mainstream) as students talk, read, and write about literature.

1. ***Adopting a Dialogic Stance: Recognizing the Influence of Illocutionary Force in Classroom Discourse***  
Maureen Patricia Boyd, *University at Buffalo*  
Bill Markarian, *University at Buffalo*
2. ***Writing to Tell and Talking to Reason: Extending Reasoning and Literate Thinking in the Classroom***  
Maureen Patricia Boyd, *University at Buffalo*  
Rosa D'Abate, *University at Buffalo*  
Melissa Johnston, *University at Buffalo*
3. ***What Does it Mean to Read? Bilingual Children's Perspectives from Dialogically and Monologically Organized Classroom Environments***  
Maren Aukerman, *Stanford University*  
Lorien Chambers Schuldt, *Stanford University*  
Erica Moore Johnson, *Stanford University*
4. ***Who Is the Reader? Young English Language Learners' (ELLs') Understandings of Audience and Authorial Roles***  
Lorien Chambers Schuldt, *Stanford University*

**8:45AM-10:15AM  
SYMPOSIUM**

**MARINA II-FIRST FLOOR**

***Developing Content-Area Academic Language***

**Chair:** Dianna Townsend, *University of Nevada, Reno*  
**Discussant:** William Nagy, *Seattle Pacific University*

There is wide consensus that secondary students need support with academic language in order to access texts and participate in classroom activities. However, less information is available on supporting content area teachers in incorporating academic language support into lessons. In addition, students' perceptions of their instruction are rarely included in studies examining academic language support. This symposium addresses these issues with four papers from the project (Developing Content-Area Academic Language, [DCAAL]).

1. ***What is DCAAL and What are the Primary Findings from the Project?***  
Dianna Townsend, *University of Nevada, Reno*  
Amy Burton, *Washoe County School District*  
Alexis Filippini, *Mission Learning Center*
2. ***The Role of Group Work in Developing Productive Knowledge of Social Studies Concepts***  
Meghan Sweeney, *University of Nevada, Reno*  
Dianna Townsend, *University of Nevada, Reno*  
Sundae Eyer, *Washoe County School District*
3. ***Using Semiotic Resources to Foster Middle School Students' Science Learning***  
Cynthia Brock, *University of Nevada, Reno*  
Tammie Cagney, *Washoe County School District*  
Tammy Nechita, *Washoe County School District*  
Dianna Townsend, *University of Nevada, Reno*
4. ***How I Learn: Students Discuss Learning in the Content Classroom***  
Andrea Morency, *University of Nevada, Reno*

**8:45AM-10:15AM  
SYMPOSIUM**

**MARINA III-FIRST FLOOR**

***Motivation and Reading: Issues of Instruction, Assessment, and Terminology***

**Chair:** Kristin Conradi, *North Carolina State University*  
**Discussant:** Bong Gee Jang, *University of Virginia*

The role of motivational components in reading is well established: we know that how children feel about reading, how they judge themselves as readers, and whether they value reading are related to reading achievement and reading amount. Unfortunately, despite the importance of motivation, it often fails to be an area of focus in instruction and assessment. Furthermore, research in the area is plagued by a proliferation of terms. We highlight these issues in this symposium.

1. ***Literacy Motivation and Engagement: Instructional Issues in the Age of the Common Core State Standards***  
Linda B. Gambrell, *Clemson University*  
Jacquelynn A. Malloy, *Anderson University*  
Barbara A. Marinak, *Mount Saint Mary University*
2. ***What Do We Assess When We Assess Reading?***  
Peter Afflerbach, *University of Maryland*  
Jong Yun Kim, *University of Maryland, College Park*  
Brie Doyle, *University of Maryland, College Park*  
Byeong-Young Cho, *Iowa State University*
3. ***Motivation Terminology in Research***  
Michael McKenna, *University of Virginia*  
Kristin Conradi, *North Carolina State University*  
Bong Gee Jang, *University of Virginia*

**8:45AM-10:15AM  
SYMPOSIUM**

**MARINA IV-FIRST FLOOR**

***Tinker, Tailor, Soldier, Spy: Reading Professionals' Identities Through Multiple Lenses***

**Chair:** Kathleen A. Hinchman, *Syracuse University*  
**Discussant:** Rita M. Bean, *University of Pittsburgh*

This symposium asks: Who are the individuals who assume positions as reading professionals, engaging in the work often considered central to successful school literacy programs? The session includes three research papers using varied methodological lenses to explore reading professionals' identities, a discussant offering critique and implications for research, teacher education, and school literacy programs, and time for audience discussion.

1. ***Studying to be Literacy Specialists: A Critical Discourse Analysis***  
Elizabeth Y. Stevens, *Syracuse University*
2. ***Becoming Literacy Coaches: An Identity-as-Position Analysis***  
Josephine Peyton Marsh, *Arizona State University*  
David Russell Krauter, *Arizona State University*
3. ***Working as Elementary Reading Specialists: A Narrative Analysis***  
Wendy Woods Bunker, *Syracuse University*

# SATURDAY

8:45AM-10:15AM  
SYMPOSIUM

MARINA V-FIRST FLOOR

*Quantifying the Quality of Teacher-Child Interactions: Using the CLASS™ for Assessment and Coaching*

**Chair:** Carol Vukelich, *University of Delaware*

**Discussant:** Anita McGinty, *University of Virginia*

Improving the quality of preschool teachers' interactions with their young learners is central to enhancing children's language and literacy learning. This symposium highlights three research teams' use of the Classroom Assessment Scoring System as a tool to assess the quality of groups of preschool teachers' interactions with their young learners and to guide professional development aimed at changing low ratings to high ratings.

1. ***Stability of CLASS™ Scores Across Contexts and Time: Teacher-Child Interactions in the Preschool***

Martha J. Buell, *University of Delaware*

Carol Vukelich, *University of Delaware*

Myae Han, *University of Delaware*

2. ***Effect of CLASS Reliability Training on Preschool Teachers' Performance***

Renee Casbergue, *Louisiana State University*

April Bedford, *University of New Orleans*

3. ***High Stakes in the 21st Century: Response to Intervention (RTI) for Teachers***

Karen Burstein, *Southwest Institute for Families and Children with Special Needs*

8:45AM-10:15AM

ALTERNATIVE FORMAT SESSION

MARINA VI-FIRST FLOOR



*Investigating Methods of Discourse Analysis that Critically Examine Literacy Practices in Educational Contexts*

**Chair:** Amy Vetter, *University of North Carolina at Greensboro*

**Discussant:** David Bloome, *The Ohio State University*

This alternative format session explores various approaches to discourse analysis that critically examine literacy practices within a range of educational contexts. Presenters and audience members will examine exemplary studies and engage in discourse analysis of current research that investigates specific aspects of structure, function, and communicative production to answer questions related to literacy and education.

1. ***Identity Work, Positioning Theory, and Discourse Analysis***

Amy Vetter, *University of North Carolina at Greensboro*

Joy Myers, *University of North Carolina at Greensboro*

2. ***Ethnographic Methods and Discourse Analysis***

Patricia C. Paugh, *University of Massachusetts Boston*

3. ***Temporal Discourse Analysis***

Cathy Compton-Lilly, *University of Wisconsin-Madison*

4. ***Understanding Agency through Microethnographic Discourse Analysis***

Deborah Ann MacPhee, *Illinois State University*

8:45AM-10:15AM  
PAPER SESSION

NAUTILUS 1-LOWER LEVEL

*Literacy Learning in Pre-School and Early Childhood Programs*

**Chair:** Alison K. Billman, *University of California, Berkeley*

**Discussant:** Colleen P. Gilrane, *University of Tennessee*

1. ***Predicting Children's Preschool Language and Reading Proficiency***

Linda M. Phillips, *University of Alberta*

Stephen P. Norris, *University of Alberta*

Denyse V. Hayward, *University of Alberta*

Meridith Ann Lovell, *University of Alberta*

2. ***Preschoolers' Literacy and Language Learning from an Educational Video Series in American Sign Language (ASL)***

Debbie Golos, *Utah State University*

Annie Moses, *John Carroll University*

3. ***Quality of the Literacy Environment in Inclusive Early Childhood Special Education (ECSE) Classrooms***

Ying Guo, *University of Cincinnati*

Brook Sawyer, *Temple University*

Laura Justice, *The Ohio State University*

Joan Kaderavek, *University of Toledo*

8:45AM-10:15AM

PAPER SESSION

NAUTILUS 2-LOWER LEVEL

*Literacy Practices with Latino Families*

**Chair:** Craig A. Young, *Bloomsburg University of Pennsylvania*

**Discussant:** Sunita Singh, *Le Moyne College*

1. ***From Just to Justice: A School Translator Reconstructs Her Role Working with Latino Families in Literacy Contexts***

Charna D'Ardenne, *University of North Carolina at Chapel Hill*

2. ***Developing Home Reading Practices that Serves the Needs of Spanish-Speaking Families***

Stephanie Wessels, *University of Nebraska-Lincoln*

3. ***Crossing Literacy Fronteras: Latina Immigrant Mothers' and Children's Multimodal Literacy Practices within and beyond a Two-Generation Program***

Karisa J. Peer, *University of California, Los Angeles*



# SATURDAY

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## 8:45AM-10:15AM PAPER SESSION

### NAUTILUS 3-LOWER LEVEL

#### *Engaging Adolescents in Meaningful Literacy Practices*

**Chair & Discussant:** Kim Walters-Parker, *Kentucky Education Professional Standards Board*

1. *Moving from the Global to the Local: Adolescent Engagement with Content through Global and International Literature*  
Marie A. LeJeune, *Western Oregon University*  
Tracy Lynn Smiles, *Western Oregon University*
2. *Opening the Gates: Creating Real World Writing Opportunities for Diverse Secondary Students*  
Jessica Singer Early, *Arizona State University*
3. *From At-Risk Literacy Labels to Resilient Identity Portrayals: Adolescents Fostering Hope Within Their Dreams, Fights, and Adaptations*  
Shannon Clapsaddle, *Carbondale Community High School*  
Marla Mallette, *State University of New York at Binghamton*

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## 8:45AM-10:15AM PAPER SESSION

### NAUTILUS 4-LOWER LEVEL

#### *Creating Spaces for Students to Learn the Structure of Argument*

**Chair & Discussant:** Matt J. Hollibush, *Mount Saint Mary College*

1. *The Social Turn in Argumentation: A Case Study of Argumentative Writing in a High School Classroom*  
Allison Wynhoff Olsen, *The Ohio State University*
2. *The Effects of Comprehensive Reading and Writing Strategy Instruction on the Persuasiveness of Students' Argumentative Essays in Seventh Grade Inclusive Classrooms*  
Irene Rosenthal, *The College of Saint Rose*  
Ekaterina Midgette, *The College of Saint Rose*
3. *Using Graphic Organizers in Middle School Classrooms: What Do Observations Show About What Teachers Do and What They Can Do?*  
Deborah Beth Scott, *Pennsylvania State University*  
Mariam Jean Dreher, *University of Maryland, College Park*

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## 8:45AM-10:15AM PAPER SESSION

### NAUTILUS 5-LOWER LEVEL

#### *Academic Language and Literacy in the Content Areas*

**Chair:** Audrey Lucero, *University of Oregon*

**Discussant:** Lori Norton-Meier, *University of Louisville*

1. *Exploring English Learners' (ELs') and non-ELs' Mathematical Literacy: Does Reading Math Matter?*  
Mary A. Avalos, *University of Miami*  
Edwing Medina, *University of Miami*  
Kristen B. Doorn, *University of Miami*  
Margarita Zisselsberger, *University of Miami*  
Walter G. Secada, *University of Miami*

2. *Teachers' Use of Linguistic Scaffolding to Support the Academic Language Development of First Grade Emergent Bilingual Students*

Audrey Lucero, *University of Oregon*

3. *Spaces for Translanguaging in a Fifth-Grade Bilingual Classroom*

Jo Worthy, *The University of Texas at Austin*

Leah Durán, *The University of Texas at Austin*

Aliny adonyi Pruitt, *The University of Texas at Austin*

Michiko Hikida, *The University of Texas at Austin*

Katie Peterson, *The University of Texas at Austin*

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## 8:45AM-10:15AM SYMPOSIUM

### SEABREEZE I-FIRST FLOOR

#### *Complicating Ethnicity, Race, and Multilingualism in Literacy Research, Teaching, and Teacher Education*

**Chair:** Lara J. Handsfield, *Illinois State University*

**Discussant:** Richard Ruíz, *University of Arizona*

This symposium will address how literacy educators and researchers understand and trouble ethnicity, race, and multilingualism, and how these constructions afford and/or impede our work as we strive toward equity. The four presentations complicate normative assumptions guiding literacy instruction, teacher education, and research, pushing LRA audience members to move beyond a "best practices" model and to examine their own assumptions about difference.

1. *"I Do Not Like When You Hang Me": (Re)presenting Race and Racism in the Writer's Workshop*  
Terry Husband, *Illinois State University*
2. *Literature Discussions as a Tool for Interrogating a Possible Curriculum: How Using Culturally Relevant Children's Literature with Preservice Teachers Leads to Diverse and Engaging Pedagogy*  
Julia López-Robertson, *University of South Carolina*
3. *Reframing Literacy Pedagogy for a Common Future*  
Patricia Enciso, *The Ohio State University*
4. *Cultivating Racial and Linguistic Diversity in Literacy Teacher Education*  
Marcelle Haddix, *Syracuse University*  
Rosemary Nyaboke Nduati, *Syracuse University*

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## 8:45AM-10:15AM SYMPOSIUM

### SEABREEZE II-FIRST FLOOR

#### *"School Literacies" Outside of School*

**Chair:** Devon Brenner, *Mississippi State University*

**Discussant:** Jennifer Turner, *University of Maryland*

After-school and other out-of-school learning experiences are frequently structured to extend opportunities for students to learn school content and literacy practices, often in an attempt to help students reach academic goals. However, the work of extending school literacy into students' lives outside of school is complex. This symposium offers four studies from different perspectives, each challenging assumptions about school literacies when practiced outside of school.

# SATURDAY

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1. **"What's Our Word?" "Focus": An Analysis of a Tutoring Program at a Family Homeless Shelter**  
Laurie Macgillivray, *University of Memphis*  
Gretchen S. Goode, *University of Memphis*
2. ***Dystopia in the Heartland: Rural Teens Challenge Dominant Ideologies Through Young Adult Literature***  
Kara L. Lycke, *Illinois State University*  
Cori McKenzie, *Michigan State University*
3. ***"It Made Me Hate Reading": Mandatory After-School Reading and Reading Identities Among Preservice Teachers***  
Devon Brenner, *Mississippi State University*
4. ***Summer is For Taking a Break: Mississippi Families' Perceptions of Summer Reading***  
Manya Chappell, *Mississippi State University*

## 10:45AM-12:00PM HARBOR ISLAND BALLROOM - FIRST FLOOR INTEGRATIVE RESEARCH REVIEW

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**Chair:** Janice F. Almasi, *University of Kentucky*

- I. ***Albert J. Kingston Award Presentation***  
Donna Alvermann, *The University of Georgia*
- II. ***Albert J. Kingston Award Presentation for the 2012 Awardee***  
Marla Mallette, *State University of New York at Binghamton*
- III. ***Introduction of Speaker***  
Kelly Chandler-Olcott, *Syracuse University*
- IV. ***2012 Integrative Research Review: Designing New Spaces for Literacy Learning***  
Kevin Leander, *Vanderbilt University*

## 12:15PM-2:00PM EXECUTIVE CENTER 3A&B - FIRST FLOOR EXECUTIVE COMMITTEE LUNCH & MEETING

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## 2:00PM-5:00PM EXECUTIVE CENTER 3A&B - FIRST FLOOR BOARD OF DIRECTORS MEETING

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ddmassey@comcast.net

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Anderson University  
864-650-4581  
jmalloy@andersonuniversity.edu

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Rutgers University  
erica.boling@gse.rutgers.edu

**Dana Wilber (2009-2012)**  
Montclair State University  
wilberd@mail.montclair.edu

---

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Michigan State University  
dhartman@msu.edu

**Susan Florio-Ruane**  
Michigan State University  
sfruane@yahoo.com

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University of Connecticut  
Douglas.kaufman@uconn.edu

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Clemson University  
pdunsto@clemson.edu

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Clemson University  
susanf@clemson.edu

**C.C. Bates**  
Clemson University  
celestb@clemson.edu

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Clemson University  
ksn1177@clemson.edu

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stecker@clemson.edu

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dalverma@uga.edu

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434-962-4149  
jh5re@virginia.edu

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703-400-6911  
gel2fe@virginia.edu

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650-200-9102  
lorienc@stanford.edu

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952-944-2142  
dobrien@umn.edu

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melaniek@bu.edu

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Texas Tech University  
806-742-1997 x 239  
amma.akrofi@ttu.edu

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University of  
Wisconsin-Madison  
646-202-3742  
yvonne.pek@gmail.com

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Towson University  
717-948-6217  
sarahlxm@yahoo.com

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Virginia Commonwealth  
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804-828-8768  
wrmuth@vcu.edu

### Multilingual/Transcultural Literacies Innovative Community Group Co-Chair -2011-2012

**Eurydice Bauer**  
University of Illinois  
217-333-4664  
ebbauer@illinois.edu

### Co-Chair -2011-2012

**Patrick Smith**  
University of Texas at El Paso  
956-299-1707  
phsmith@utep.edu

### Co-Chair -2011-2012

**Aria Razfar**  
University of Illinois at  
Chicago  
312-413-8373  
arazfar@uic.edu

### Oscar S. Causey Award Committee Chair -2010-2013

**William Teale**  
University of Illinois at  
Chicago  
312-996-4669  
wteale@uic.edu

### Student Outstanding Research Award

### Committee Chair -2009-2012

**Marla Mallette**  
State University of New York  
at Binghamton  
618-453-4252  
mallette@siu.edu



---

## Award Recipients

### Albert J. Kingston Award

Harry Singer (1985)  
Irene Athey (1986)  
Frank Greene (1987)  
Thomas H. Estes (1988)  
Michael L. Kamil (1989)  
M. Trika Smith-Burke (1990)  
Edward B. Fry (1991)  
Patricia L. Anders (1992)  
Jerry Harste (1993)  
Jerome A. Niles (1994)  
John E. Readence (1995)  
Richard Robinson (1996)  
Donna E. Alverman (1997)  
Ronald P. Carver (1998)  
Lea M. McGee (1999)  
Lee Gunderson (2000)  
Linda B. Gambrell (2001)  
James V. Hoffman (2002)  
Martha Ruddell (2003)  
Peter Mosenthal (2004)  
Colin Harrison (2005)  
Douglas K. Hartman (2006)  
Michael McKenna (2006)  
John McEneaney (2007)  
P. David Pearson (2008)  
Diane Barone (2009)  
Cathy Roller (2009)  
Susan L'Allier (2010)  
Marla H. Mallette (2011)

### Distinguished Scholar Lifetime Achievement Award

Ann Brown (2000-2001)  
Louise Rosenblatt (2002)  
Marie Clay (2003)  
Courtney B. Cazden (2004)  
Jerome Bruner (2007)  
Brian V. Street (2008)  
Walter Kintsch (2009)  
Janet Emig (2011)

### Early Career Achievement Award

Cynthia Brock (1999)  
Joyce Many (1999)  
Elizabeth Birr Moje (2000)  
Lawrence R. Sipe (2001)  
George Kamberelis (2002)  
Nell K. Duke (2003)  
Rebecca Rogers (2004)  
Melanie R. Kuhn (2005)  
Beth Maloch (2006)  
Sharon Walpole (2007)  
Nancy Frey (2008)  
Misty Sailors (2009)  
Leigh A. Hall (2010)  
Julie Coiro (2011)

### Edward B. Fry Book Award

Elizabeth Bernhardt (1995)  
Sarah Warshauer Freedman (1996)  
David Reinking (1999)  
Michael McKenna (1999)  
Linda D. Labbo (1999)  
Ronald Kieffer (1999)  
Sara Warshauer Freedman (2000)  
Elizabeth Radin Simons (2000)  
Julie Shallhope Kalnin (2000)  
Alex Casareno (2000)  
The M-Class Team (2000)  
Susan Florio-Ruane (2001)  
Cynthia Lewis (2002)  
Dennis J. Sumara (2003)  
Rebecca Rogers (2003)  
Michael L. Kamil (2004)  
Peter B. Mosenthal (2004)  
P. David Pearson (2004)  
Rebecca Barr (2004)  
Elaine Richardson (2005)  
Loukia K. Sarroub (2005)  
Guofang Li (2006)  
Patricia E. Enciso (2007)  
Cynthia J. Lewis (2007)  
Elizabeth Birr Moje (2007)  
Lawrence R. Sipe (2008)  
Randy Bomer (2009)  
Leila Christenbury (2009)  
Peter Smagorinsky (2009)  
Mary M. Juzwik (2010)  
Patricia A. Edwards (2011)  
Gwendolyn Thompson McMillon (2011)  
Jennifer D. Turner (2011)

### Oscar S. Causey Award

Arthur S. McDonald (1967)  
Albert J. Kingston (1968)  
George D. Spache (1969)  
George B. Schick (1970)  
Homer L. J. Carter (1971)  
Al Lowe (1975)  
Paul C. Berg (1978)  
Earl F. Rankin (1979)  
Edward B. Fry (1980)  
George R. Klare (1981)  
J. Jaap Tuinman (1982)  
Joanna P. Williams (1983)  
Harry Singer (1984)  
S. Jay Samuels (1985)  
Philip Gough (1986)  
Richard C. Anderson (1987)  
Monte Penney (Citation of Merit 1987)  
Isabel Beck (1988)  
P. David Pearson (1989)  
Ronald P. Carver (1990)  
Linnea C. Ehri (1991)  
John T. Guthrie (1992)  
Kenneth S. Goodman (1993)  
Shirley Brice Heath (1994)  
Robert Ruddell (1995)  
Keith E. Stanovich (1996)  
Donna E. Alvermann (1997)  
Kathryn H. Au (1998)  
Rebecca Barr (1999)  
Michael Pressley (2000)  
Patricia Ann Alexander (2001)  
Connie Juel (2002)  
Robert Calfee (2003)  
Victoria Purcell-Gates (2004)  
Steven Stahl (2004)  
Annemarie Sullivan Palincsar (2005)  
Michael L. Kamil (2006)  
Scott G. Paris (2007)  
Taffy E. Raphael (2008)  
Barbara M. Taylor (2009)  
Lesley M. Morrow (2010)  
Linda B. Gambrell (2011)

### Student Outstanding Research Award

Peter Afflerbach (1985)  
Deborah Wells Rowe (1986)  
Maribeth Cassidy Schmitt (1987)  
Sally Hague (1988)  
Joyce Many (1989)  
Douglas K. Hartman (1990)  
Joyce Holt Jennings (1990)  
Sarah J. McCarthy (1991)  
J. Michael Parker (1991)  
Debra K. Meyer (1992)  
Janice F. Almasi (1993)  
Janet W. Bloodgood (1994)  
Ann Watts Pailliotet (1994)  
Jane West (1995)  
Kathryn H. Davinroy (1996)  
Susan J. Dymock (1997)  
Lawrence R. Sipe (1997)  
Josephine Peyton Young (1998)  
Patrick Manyak (1999)  
Emily M. Rodgers (1999)  
Rebecca Rogers (2000)  
Nancy A. Place (2001)  
Kim Bobola (2002)  
Yoon-Hee Na (2003)  
Rebecca Deffes Silverman (2004)  
Megan Madigan Peercy (2005)  
Antony T. Smith (2006)  
Elizabeth Stolle (2007)  
Margarita Zisselsberger (2008)  
Gary Paul Moser (2008)  
Susan E. Bickerstaff (2009)  
Amanda P. Goodwin (2010)

### J. Michael Parker Award

Robin Waterman (2006)  
Amy Johnson (2007)  
Kristin Perry (2007)  
Tisha Y. Lewis (2008)  
Amy Trawick (2008)  
Holly Hungerford-Kresser (2009)  
Silvia Cecilia Nogueron (2010)  
Laurie A. Henry (2011)  
Michael Manderino (2011)  
Nathan Phillips (2011)  
Blaine Smith (2011)

---

# 2012 AREA CO-CHAIRS

**Program Chair:** Richard Beach, *University of Minnesota*

**Associate Chair:** Arlette Willis, *University of Illinois at Urbana-Champaign*

## **AREA 1: Pre-Service Teacher Education in Literacy**

Julie Ellison Justice, *University of North Carolina at Chapel Hill*  
justicej@email.unc.edu

Nancy Place, *University of Washington, Bothell*  
nplace@uwb.edu

Emily Rodgers, *The Ohio State University*  
rodgers.42@osu.edu

## **AREA 2: In-Service Teacher Education/ Professional Development in Literacy**

Claudia Haag, *Texas Woman's University*  
chaag@twu.edu

Lara J. Handsfield, *Illinois State University*  
lhandsf@ilstu.edu

Linda Wedwick, *Illinois State University*  
llwedwi@ilstu.edu

Bogum Yoon, *State University of New York at Binghamton*  
byoon@binghamton.edu

## **AREA 3: Literacy Instruction and Literacy Learning**

Marie Tejero Hughes, *University of Illinois at Chicago*  
marieth@uic.edu

Amy Johnson Lachuk, *University of South Carolina*  
johnsoa6@mailbox.sc.edu

Tammy M. Milby, *University of Richmond*  
tmilby@richmond.edu

Molly K. Ness, *Fordham University*  
mness@fordham.edu

## **AREA 4: Literacy Assessment, Evaluation, and Public Policy**

Samantha Caughlan, *Michigan State University*  
caughlan@msu.edu

Linda Kucan, *University of Pittsburgh*  
lkucan@pitt.edu

Joan Rhodes, *Virginia Commonwealth University*  
jarhodes2@vcu.edu

## **AREA 5: Early and Elementary Literacy Processes**

Alisa Hindin, *Seton Hall University*  
alisa.hindin@shu.edu

Melanie R. Kuhn, *Boston University*  
melaniek@bu.edu

Katherine Stahl, *New York University*  
kay.stahl@nyu.edu

## **AREA 6: Adolescent, College, and Adult Literacy Processes**

Roni Jo Draper, *Brigham Young University*  
roni\_jo\_draper@byu.edu

Melanie Hundley, *Vanderbilt University*  
melanie.hundley@vanderbilt.edu

Eliane Rubinstein-Avila, *University of Arizona*  
rubinste@email.arizona.edu

## **AREA 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School**

Jesse Gainer, *Texas State University*  
jg51@txstate.edu

Jevon Hunter, *Buffalo State University*  
hunterjd@buffalostate.edu

Minda Morren Lopez, *Texas State University, San Marcos*  
minda.lopez@txstate.edu

## **AREA 8: Literacy Learning and Practice in Multilingual and Multicultural Settings**

Cristina Alfaro, *San Diego State University*  
calfaro@mail.sdsu.edu

Jeanne G. Fain, *Middle Tennessee State University*  
jfain@mtsu.edu

Lori Helman, *University of Minnesota*  
lhelman@umn.edu

Patrick H. Smith, *The University of Texas at El Paso*  
phsmith@utep.edu

## **AREA 9: Text Analysis/Children's, Young Adult, and Adult Literature**

Donna Adomat, *Indiana University*  
dadomat@indiana.edu

Carmen Martinez-Roldan, *Teachers College, Columbia University*  
cmm2259@tc.columbia.edu

Janine M. Schall, *The University of Texas – Pan American*  
jschall@utpa.edu

## **AREA 10: Literacy Technology and Media**

J. Gregory McVerry, *Southern Connecticut State University*  
jgregmccverry@gmail.com

W. Ian O'Byrne, *University of New Haven*  
wiobyrne@newhaven.edu

Dana J. Wilber, *Montclair State University*  
wilberd@mail.montclair.edu

## **AREA 11: Research Theory, Methods, and Practices**

Marla Mallette, *State University of New York at Binghamton*  
mallette@siu.edu

Mark Vagle, *University of Georgia*  
mvagle@uga.edu

## **AREA 12: Study Groups**

Carol Evans, *University of Arizona*  
cevans@email.arizona.edu

Laurie Katz, *The Ohio State University*  
katz.123@osu.edu

Ana Christina DaSilva Iddings, *University of Arizona*  
aiddings@email.arizona.edu

## **AREA 13: Other Topics**

Thomas P. Crumpler, *Illinois State University*  
tpcrump@ilstu.edu

Thomas DeVere Wolsey, *Walden University*  
tom.wolsey@waldenu.edu

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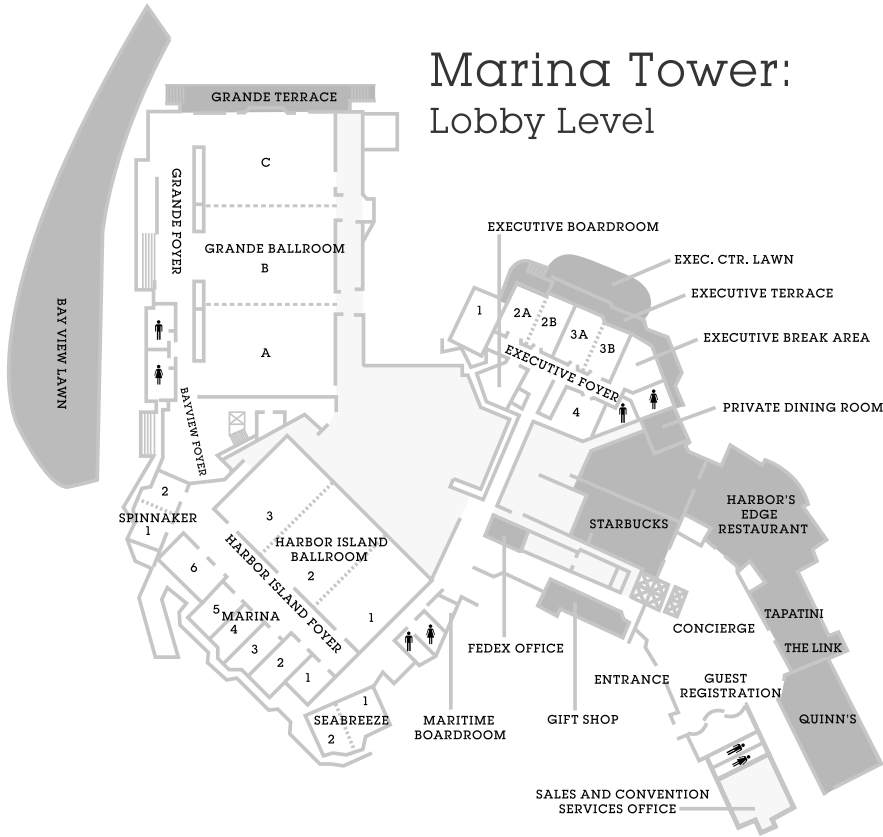
# 2012 PROPOSAL REVIEWERS

Judy A. Abbott	Ysaaca Axelrod	Leslie Maureen Cavendish	Patricia Enciso	Rena M. Harris
María V. Acevedo	Seemi Aziz	Esther Man-Ching Chan	Ingrid Enniss	Steve Hart
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Rebecca S. Anderson	Jan E. Blake	Dennis S. Davis	Maria Ghiso	Carolyn Hunt
Tammy Anderson	Meghan K. Block	Roberto de Roock	Sharan A. Gibson	Jevon Hunter
Julie W. Ankrum	Stergios Botzakis	Tricia DeGraff	Gretchen S. Goode	Terry Husband
Tony Applegate	Maureen Patricia Boyd	Carol J. Delaney	Monica Gordon Pershey	Amy Hutchison
Juan Jose Araujo	Barbara A. Bradley	Danielle Dennis	Jennifer M. Graff	Ana Christina Iddings Da Silva
Evelyn Arizpe	Amy D. Broemmell	Caitlin McMunn Dooley	Keisha Lynette Green	Elizabeth L. Jaeger
Jennifer James Arndt	Sally Brown	Hannah M. Dostal	Robin R. Griffith	Carole Janisch
Hans Christian Arnseth	Tammy Brown	Brie Doyle	Dana L. Grisham	Robert T. Jimenez
M. Caridad Arrastia-Lloyd	Connie Buskist	Mark Allen Dressman	AnnMarie Gunn	Robin Jocius
Gwynne Ellen Ash	Maria Cahill	Ann Marie Dromsky	Debra Gurvitz	Holly Johnson
Lori Czop Assaf	Kristine Calo	Reginald Arthur D'Silva	Barbara Jean Guzzetti	Janet Donnell Johnson
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Mary A. Avalos	David Lee Carlson	Debbie East	Lois Haid	Jennifer Jordan
Antonieta Avila	Jill Castek	Christian Ehret	Juliet L. Halladay	Julie Ellison Justice
JuliAnna Avila	Rebecca Cauffman		Kendra Hall-Kenyon	Eileen M. Kaiser
Kena Terese Avila	Samantha B. Caughlan			

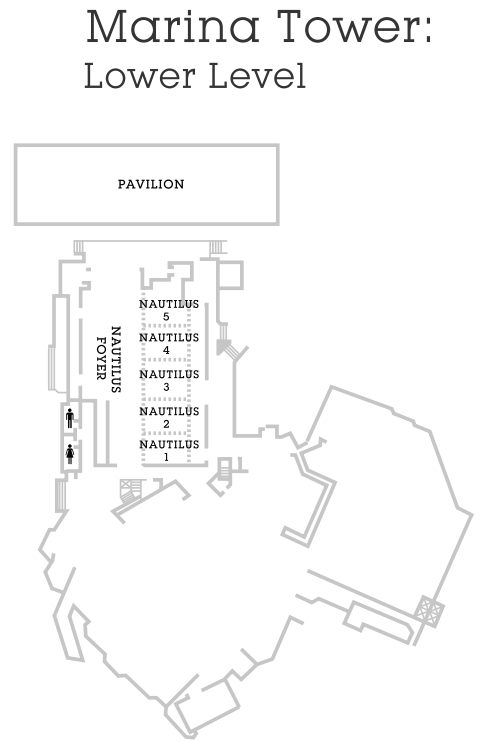
Sara Kajder	Maritza Lozano	Cynthia M. Okolo	Misty Sailors	Margaret Vaughn
Mary Katherine Kallus	Audrey Lucero	Evan Ortlieb	Jane Marie Saunders	Patricia E Venegas
Faryl Kander	Kara L. Lycke	Mary Ellen Oslick	Roya Qualls Scales	Wolfram Verlaan
Rachel Karchmer-Klein	Judith T. Lysaker	Kathleen A. Paciga	Janine Schall	Nora A. Vines
Laurie Katz	Deborah Ann MacPhee	Sangho Pang	Lisa Scherff	Jean Payne Vintinner
Kate Elizabeth Kedley	Catherine Olsen	Allison Ward Parsons	Renita Schmidt	Xiqiao Wang
Clint Kennedy	Maderazo	Seth A. Parsons	Jenifer Schneider	Naomi M. Watkins
Ted Kesler	Alecia Marie Magnifico	Patricia C. Paugh	Diane Sekeres	Catherine M. Weber
Christopher Keyes	Megan Mahowald	Yvonne Pek	Rebecca K. Shankland	Linda Wedwick
Chesta Khurana	Marla Mallette	Kristen H. Perry	Ragina Dian Shearer	Beverly Lauren Weiser
Cynthia Kiefer	Jacquelynn A. Malloy	Zoi Apostolia Philippakos	Kathy G. Short	Kenneth J. Weiss
Ronald Dale Kieffer	Christine Mallozzi	Nathan Phillips	Kelly R. Simon	Steve Wellinski
Ji Eun Kim	Michael Manderino	Nancy Alison Place	Sunita Singh	Ruth Wharton-McDonald
Jung-In Kim	Crystle Martin	Kathryn Pole	Linda Smetana	Kathryn F. Whitmore
Sonia Kline	Susan Martin	Jacquelynn S. Popp	Tracy Lynn Smiles	Corrine Marie Wickens
Nancy Flanagan Knapp	Danny Cortez Martinez	Suzanne Porath	Julie Joanna Smit	Karen M. Wieland
Jennifer Knight	Ramón Antonio Martínez	Debra P. Price	Antony T. Smith	Jeanine Latoya Williams
Christopher L. Kolb	Pamela A. Mason	Detra Price-Dennis	Karen E. Smith	Joan A. Williams
Ksenia A Korobkova	Julie E. McAdam	Maria Selena Protacio	M. Cecil Smith	Arlette I. Willis
Stacey Korson	Sarah McCarthey	Kelly Puzio	Patriann Smith	Jo Worthy
Jayne C. Lammers	Sara B. McCraw	Emily Rainey	Bonggi Sohn	Tanya S. Wright
Sally Lamping	Gae Lynn McInroe	Wilberlee Range	Kwangok Song	David B. Yaden, Jr.
Diane Lapp	Marilyn McKinney	Melanie Reaves	Melanie Sperling	Junko Yokota
Lotta Larson	Vicki McQuitty	Jakraphan Riamliw	Hiller A. Spires	Craig A. Young
Barbara Laster	Claudia Jean McVicker	Mary Frances Rice	Sara Staley	Suzette Youngs
Judson Laughter	Carmen Medina	Peggy Sue Rice	Melissa Stinnett	Katina Zammit
Robert J. LeBlanc	Karla J. Moller	Leila N. Richey	Elizabeth Petroelje Stolle	Angie Zapata
Georgette Lee	Kara Moloney	Bryan Ripley Crandall	Stephanie L. Strachan	Sarah Zelinke
Yin Lam Lee	M. Kristiina Montero	Ryan M. Rish	Elizabeth G. Sturtevant	Binbin Zheng
Christine Leighton	Lindsey Moses	Jennifer Moon Ro	Mary E. Styslinger	Sharon Zumbrunn
Marie A. LeJeune	Kathleen Moxley	Kathryn L. Roberts	Mary Pat Sullivan	Christian Zuniga
Kimberly Lenters	Dennis Murphy Odo	Valerie J. Robnolt	Pamela Sullivan	
Laura Michelle Lester	James Lorne	Emily Rodgers	Elizabeth A. Swaggerty	
Cynthia Lewis	Nahachewsky	Mary F. Roe	Jacqueline Sydnor	
Elizabeth C. Lewis	Mary Claire Newman	Aimee Rogers	Ruth Sylvester	
Tisha Y. Lewis	Diane C. Nielsen	Theresa Rogers	Claudette Thompson	
Virginia Loh-Hagan	Anita Nigam	Brian C. Rose	Anne Swenson Ticknor	
Sarah Lohnes Watulak	Silvia Nogueron-Liu	Dana Rosen	Guy Trainin	
Minda Lopez	Cheryl M.	Nancy L. Roser	Eli Tucker-Raymond	
Tracy J. Lopez	North-Coleman	Deborah Wells Rowe	Mark D. Vagle	
Julia López-Robertson	Lori Norton-Meier	Sean Ruday	Christa van Kraayenoord	
Douglas J. Loveless	Kathryn Ohle	Leslie S. Rush	Kinga Varga-Dobai	



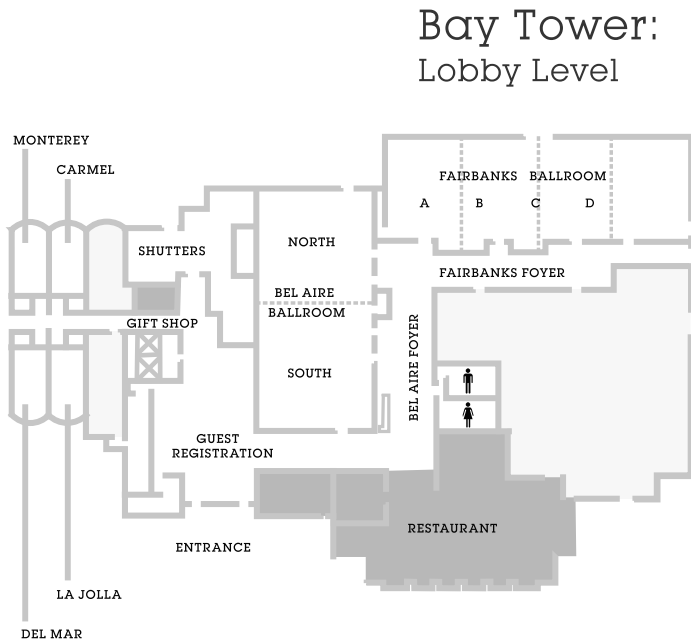
# FACILITY MAP



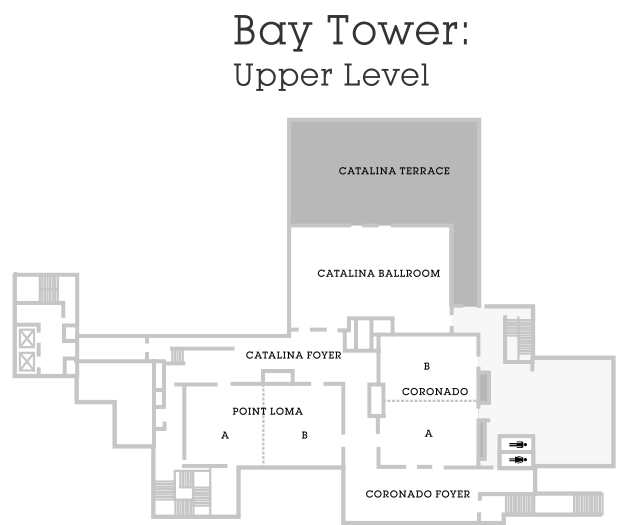
Marina Tower:  
Lobby Level



Marina Tower:  
Lower Level

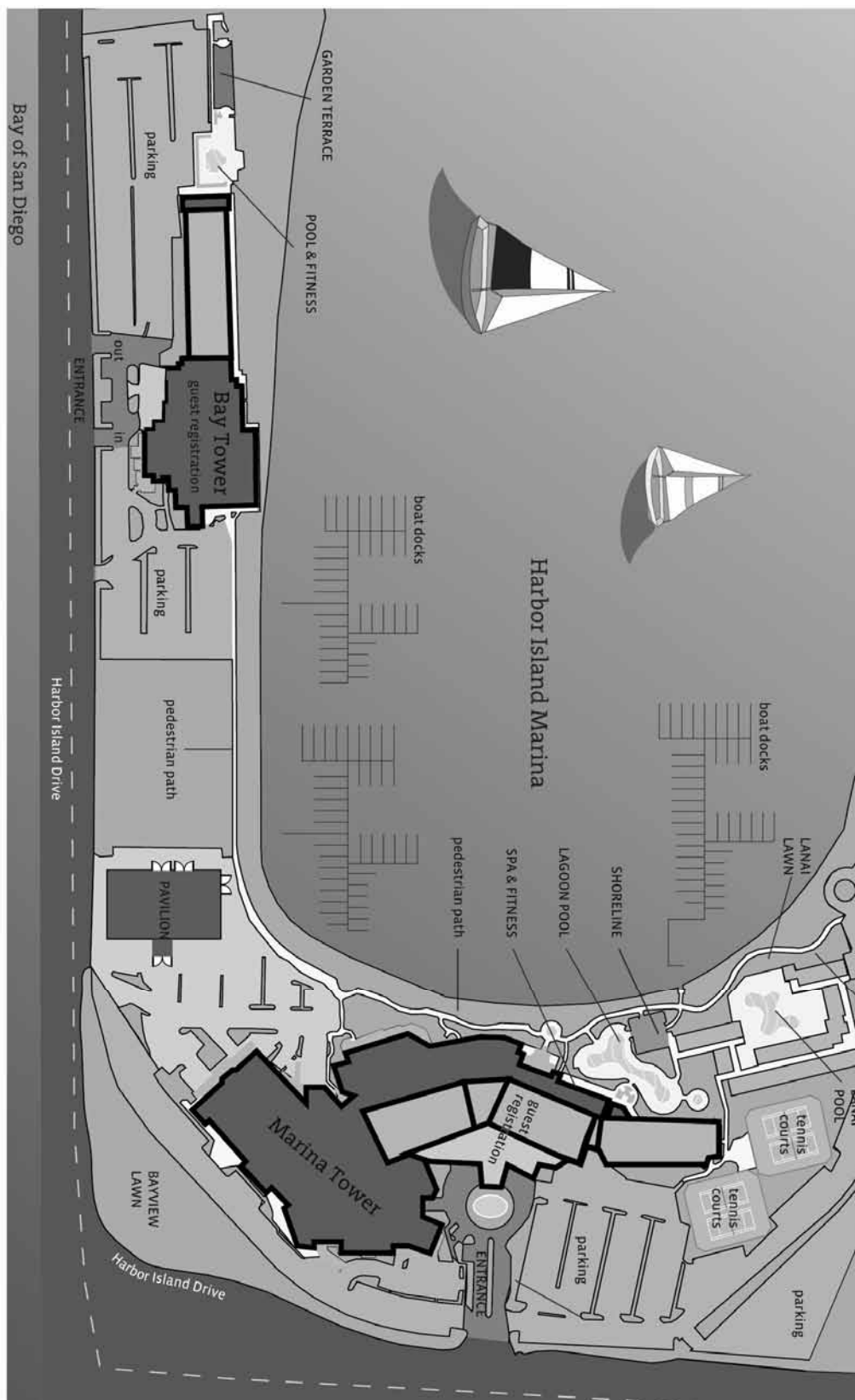


Bay Tower:  
Lobby Level



Bay Tower:  
Upper Level

# GROUNDS MAP



# PARTICIPANTS

## A

Abbott, Judy A., 63, 93  
Acevedo, Maria V., 77, 93  
Adachi, Sachiko, 72  
Adams-Budde, Melissa, 28, 39, 93  
Addington, Robyn, 74, 93  
Adomat, Donna, 28, 48, 92-93  
Afflerbach, Peter, 20, 62, 65, 85, 91, 93  
Akrofi, Amma, 40, 90, 93  
Albers, Peggy, 15, 59, 67, 76, 93  
Alfaro, Cristina, 22, 30, 43, 52, 92-93  
Alleman, Jan, 71  
Allen, Annie, 29, 66, 93  
Allen, Eliza, 59, 93  
Allen, JoBeth, 26, 28, 93  
Alley, Kathleen Marie, 28, 93  
Allman, Kate, 62, 64, 93  
Alvermann, Donna, 16, 23, 31, 41, 44, 77, 88, 90, 93  
Amaechi, Uche, 52  
Amendum, Steven J., 19, 37, 42-43  
Anders, Patricia L., 28, 42, 50, 76, 91, 93  
Anderson, Diane Downer, 73  
Anderson, Kimberly, 52, 93  
Anderson, Rebecca S., 41, 93  
Anderson, Richard, 21  
Anguiano, Carlos J., 47  
Ankrum, Julie W., 57, 66, 93  
Ansari, Sana, 50  
Apichai, Chaiwinij, 38  
Applegate, Mary D., 62, 78  
Applegate, Tony, 62, 93  
Archambault, Leanna, 23  
Ardell, Amy, 25  
Arizpe, Evelyn, 65, 93  
Armstrong, Sonya L., 63  
Arner, Justin N., 57  
Arya, Poonam, 63, 84  
Ash, Gwynne Ellen, 48, 93  
Assaf, Lori Czop, 37, 43, 76, 93  
Atkinson, Terry S., 6, 61, 93  
Au, Kathy, 22  
Augsburger, Deborah, 29, 93  
Aukerman, Maren, 84-85  
Avalos, Mary A., 27, 87, 93  
Avila, Antonieta, 79, 93  
Avila, JuliAnna, 60, 93  
Axelrod, Ysaaca, 59, 93  
Aziz, Seemi, 48, 58, 64, 93

## B

Babcock, Jay Allen, 64, 93  
Bach, Marina, 66  
Bacon, Heidi, 24, 47, 50, 93  
Baez, Felipe, 44, 61  
Baker, Elizabeth, 39, 59, 63  
Barnes, Erica M., 77  
Barney, Daniel, 18  
Barone, Diane, 29, 40, 65, 91, 93  
Barone, Rebecca, 40  
Bartels, Jonathan T., 24, 93  
Bass, Tobie, 31  
Batchelor, Katherine E., 76  
Bates, Ann, 57, 75  
Bates, Celeste C., 66, 70, 93  
Bauer, Eurydice, 14, 27, 36, 62, 74, 89-90, 93  
Baughan, Jamie, 45  
Baumann, James F., 38, 57  
Bauserman, Kathryn L., 48  
Bay, Dondu Neslihan, 35  
Bay, Yalcin, 47  
Beach, Richard, 3, 29, 32, 59, 64, 89, 92-93  
Beach, Sara Ann, 14, 18, 93  
Beach, Shannon L., 50  
Bean, Mandy, 70  
Bean, Rita M., 27, 58, 85  
Bean, Thomas W., 43-44, 52  
Bear, Donald, 6, 16, 62, 73, 83  
Becherer, Kendall, 70  
Beck, Sarah W., 93  
Bedford, April, 86  
Begley, Donna, 75  
Behizadeh, Nadia, 62  
Beier, Clara, 70  
Beierle, Marlene, 37  
Belcastro, Elizabeth, 27  
Bellorin, Brenda Valentina, 65, 93  
Benge, Cindy L., 40  
Bengochea, Alain, 74  
Benjamin, Rebekah George, 68  
Bennett, Ann M., 18, 62, 79, 93  
Bennett, Stephanie M., 36, 42, 48, 57, 68, 93  
Benson, Sheila, 67, 93  
Berg, Helen, 57, 63  
Berg, Margaret A., 37, 93  
Berkule, Samantha, 45  
Berndt, Rochelle M., 63  
Berry, Jaime, 39  
Bertelsen, Cynthia, 19

Beschorner, Beth, 17, 93  
Beucher, Rebecca, 59, 70  
Bezdicek, Joyce, 17  
Biancarosa, Gina, 15  
Bicais, Jeanette, 14  
Bickerstaff, Susan, 45  
Bien, Andrea, 28, 66, 69  
Bigelow, Emily C., 16, 93  
Billman, Alison K., 17, 86, 93  
Bingham, Gary, 18  
Birdyshaw, Deanna, 40, 48  
Blachowicz, Camille, 57, 75  
Black, Rebecca, 51, 93  
Blake, Jan E., 50, 93  
Blakesley, Chris, 78  
Blamey, Katrin, 40  
Blanks, Brooke, 21  
Blanton, Betty S., 68  
Block, Meghan K., 49, 93  
Bloome, David, 53, 68, 72, 86  
Boardman, Alison, 59  
Boardman, Alyssa, 19  
Boatright, Michael D., 59  
Boerman-Cornell, William, 50  
Bogard, Treavor, 28  
Boggs, George Lovell, 22, 24  
Boling, Erica C., 38, 59, 71  
Bomer, Randy, 39, 44, 76, 91  
Booth Olson, Carol, 21, 25  
Botzakis, Stergios, 6, 74, 93  
Bowen, Kimberly, 37  
Bowers, Erica, 21, 73, 78  
Boyd, Fenice, 19, 61, 80, 89  
Boyd, Karen, 62  
Boyd, Maureen Patricia, 17, 85, 93  
Boyd-Batstone, Paul, 61  
Bradley, Barbara A., 64, 93  
Braxton, Diane Marie, 42  
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## **Investigating 21st Century Literacies: Exploring Uses of New Literacies**

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*LRA Headquarters Office, 7044 South 13th Street • Oak Creek, Wisconsin 53154  
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