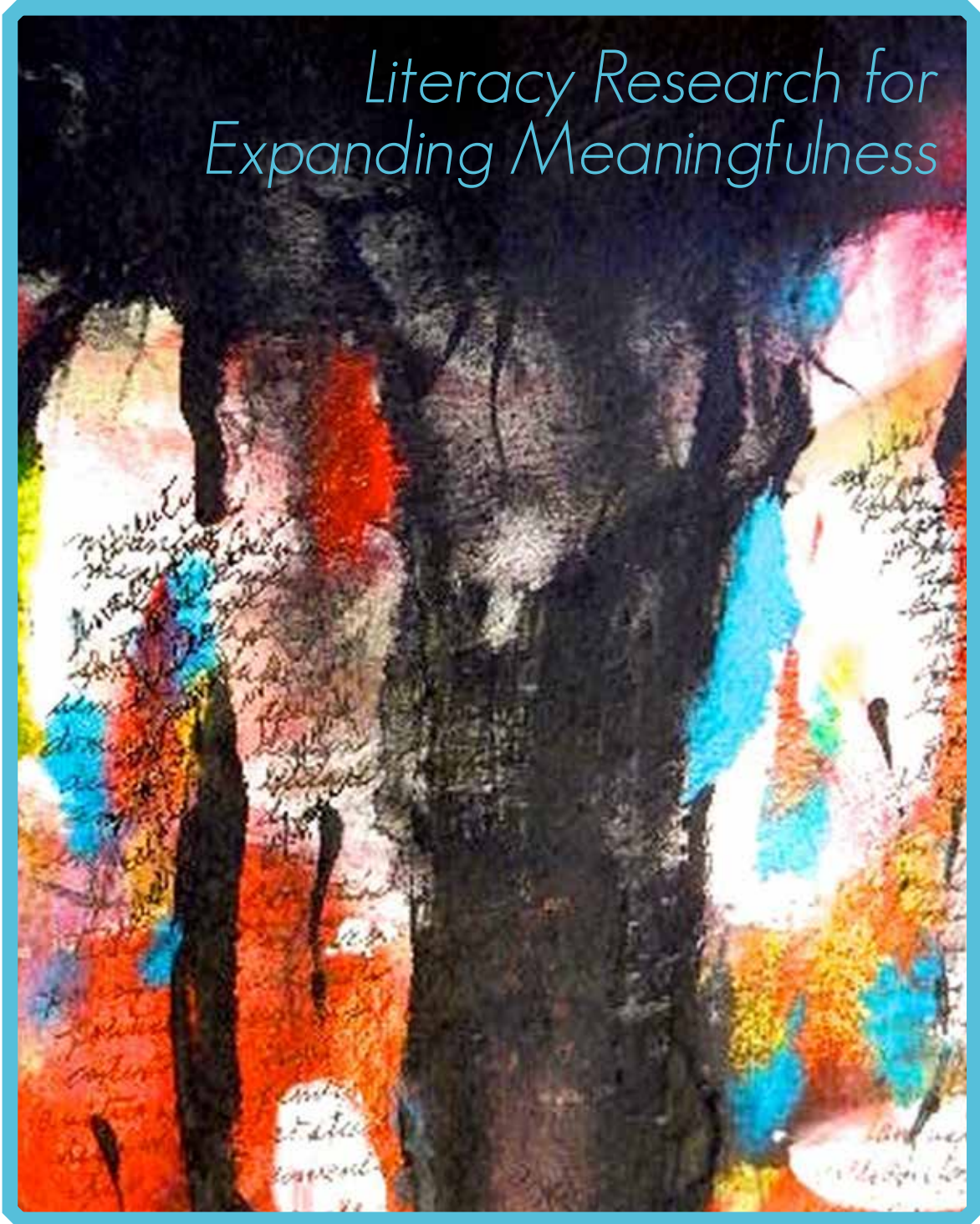




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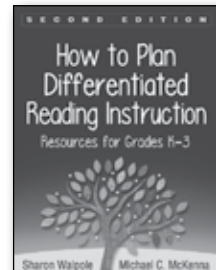
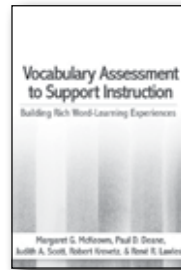
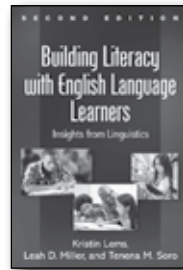
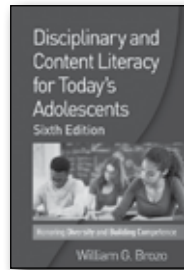
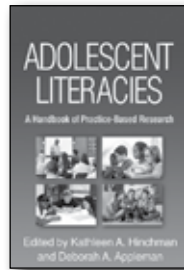
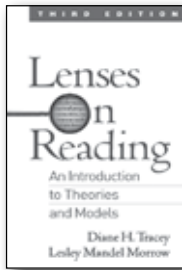
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ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

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

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

For more information, contact LRA Headquarters at 222 S. Westmonte Dr., #101, Altamonte Springs, Florida 32714, Phone: 407-774-7880, Fax: 407-774-6440, 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 at the Registration Desk via cash, credit card, or check (payable to LRA).

Please visit our exhibitors: Guilford Press, Routledge/Taylor & Francis Group, and Teachers College Press.

WELCOME

Dear Colleagues,

Welcome to the 67th Annual Conference of the Literacy Research Association. For those of you attending the LRA conference for the first time, I encourage you to explore the range of opportunities available this week. I want to draw your attention first to some major events you will not want to miss:

- On Wednesday, November 29, at 4:45 p.m., be sure to attend the annual Presidential Address. **LRA President Rebecca Rogers** will present “Literacy Research, Racial Consciousness, and Equitable Flows of Knowledge,” and following her talk, she invites you to join her at the Presidential Reception, which will be held waterside, on the patio.
- Mark your Thursday morning schedule for the annual Oscar S. Causey Address, to be given by last year’s winner, **Kris Gutiérrez**. We will also learn the new winner of the prestigious Oscar S. Causey Award, which is given every year for outstanding contributions to reading research.
- The Annual Integrative Research Review will be presented during the Thursday afternoon plenary time. **Judy Lysaker’s** address, “Expanding Meaningfulness in Literacy Research: Possibilities of a Relational Perspective,” is sure to be both engaging and informative. Longtime attendees will notice the schedule change, as this address is typically given on Saturday morning.
- On Friday afternoon, you will all want to join me in welcoming **Anna Stetsenko** to our conference. Her plenary address, “Infinite Potential: Disrupting Inequality in Education and Beyond,” will undoubtedly give us much to think and talk about this week and well into the future.
- The Distinguished Scholar Lifetime Achievement Award will be presented on Saturday morning at

our final plenary session. This year’s recipient, **Shirley Brice Heath**, will present “Challenge, Creativity, and Curiosity: A Mix Made for Minds Across the Age Spans.”

First-time attendees and doctoral students are also warmly invited to wake up early on Thursday morning and attend the **Newcomers’ & Graduate Students’ Breakfast**, sponsored by the LRA Field Council. This is an excellent opportunity to meet other attendees, chat with LRA leaders, learn more about the organization and how you might become more involved, and have breakfast on us. Doctoral students should check the schedule for the many opportunities offered by the Doctoral Student Innovative Community Group, including a happy hour on Friday evening.

At the heart of our program is the vast array of research to be presented during concurrent session times. I want to thank the Area Chairs, reviewers, and all of you who submitted proposals for this year’s conference. The accepted sessions represent a range of topics, theories, and methodologies. **I invite all participants to join me in a concerted effort this year to seek out perspectives that are unfamiliar to you or that offer contrasting possibilities.** Then let’s have robust and productive discussions of difference over lunch, coffee, and especially during **Vital Issues**, a casual gathering each evening in the hotel lobby bar.

Saturday morning’s concurrent session time (8:45-10:15) is devoted this year to informational and professional development opportunities. Be sure to check the schedule for some really useful presentations, several of which are intended to help mentor newer scholars, for instance, proposal writing and reviewing, planning and presenting scholarly talks, and publishing from your dissertation. There are also several policy-related sessions that will be of interest to a wide range of attendees.

WELCOME

Across the week, consider joining a **Study Group** or visiting the meetings of one of our **Innovative Community Groups** (ICGs).

Plan to attend this year's **Town Hall Meeting** on Thursday evening. We invite you to bring to the LRA community the issues you find significant. This is a time for members to guide the discussion and ask questions, and although traditionally, LRA elected leaders do not participate (or answer questions during this time), your perspectives are heard and are taken up in ongoing and future discussions. Also, please attend the **Annual LRA Business Meeting** on Friday evening. Your participation in the governance of the organization is vital to its future.

I am indebted to so many people who have helped plan and support the development of this conference. First, I would like to thank the **Area Chairs** for the countless hours devoted to the review process. I thank Conference Co-Chair, **Marcelle Haddix**, for her assistance across the year, and I also thank **Rebecca Rogers** for mentoring me in the process last year, as well as **Pat Enciso**. **Gwen McMillon**, LRA Treasurer, is a wise and consistent source of guidance. I owe a lot to all of the **Past Presidents** for their wisdom, and in particular for this year, **Janice Almasi** and **Arlette Willis**. We are all indebted to **Jerry Harste** for the beautiful and meaningful cover art. I thank our headquarters staff at KWMG, especially **Lynn Hupp**, **Briana Melnick**, and **Lyndsay Nicholson**. University of South Florida's **Danielle Dennis**, **Jim King**, **Janet Richards**, and **Jenifer Schneider** were a great help with local arrangements. I have appreciated this year the support of my former colleagues at the **University of Wisconsin-Madison** and my new colleagues at the **University of North Carolina-Greensboro**. I thank friends who have given me sound advice, reassured me, and most of all, made me laugh a lot this year, particularly **Peter Johnston**. I also count among those keeping me sane and energized my current doctoral advisees—**Greg Bartley** and **Hannah Graham**, and former doctoral students now out blazing trails—**Erin Quast** and **Brooke Ward**.

This year's conference theme, *Literacy Research for Expanding Meaningfulness*, was inspired by research I have been involved in during the past few years that centralizes the idea that literacy and literate practices take on new meaning when people come to experience them as tools to enrich their lives and relationships. Engagement in literacy and with others potentially changes the nature and consequences of learning, the landscape of teaching, and perhaps even how we assess these things. I think, though, we still have quite a bit to learn about this. I hope this week's events help to fuel our thinking, and that new questions begin to take shape.

Sincerely,

Gay Ivey
University of North Carolina-Greensboro
LRA President-Elect and 2017 Conference Chair

IN MEMORIAM



Michael C. McKenna

Michael C. McKenna died December 14, 2016, after a brief and unexpected illness. Mike's scholarship was both broad and deep, as was his intellectual curiosity. He had undergraduate degrees in English and Mathematics, Master's degrees in English and Educational Administration, and a Ph.D. in Reading Education. He began his academic career at Wichita State University where he eventually earned the rank of Professor. He spent 16 years as Professor at Georgia Southern University. In 2005, he was appointed the Thomas J. Jewel Professor of Reading at the University of Virginia. In 2016, he was inducted into the Reading Hall of Fame.

Mike had an extraordinary publication record. He co-authored 27 books and 29 research articles and over 100 peer-reviewed articles. He published both in top-tier journals for researchers and for practitioners, viewing both as essential activities for academics in the field of literacy. He was a writing partner and mentor to many LRA members, and he worked in several important areas of literacy.

Mike may be best known for his interest in motivation to read. With the support of cartoonist Jim Davis, Mike was co-author of the 1990 Elementary Reading Attitudes Survey, frequently called the Garfield survey. This assessment has been widely reprinted, translated into Spanish, and used in many research studies to measure the potential impact of research and practice on children's motivation to read. Together with his students, he also explored motivation of adolescents to read printed and digital texts.

Mike had an enduring interest in the role of technology in literacy. He was both an editor and a contributor to the 1998 Handbook of Literacy and Technology which earned NRC's Edward Fry Book Award in 1999. He also served on NRC's and IRA's Technology Committees. He conducted several early research projects on the potential of electronic storybooks to support novice readers. More recently, he served as an advisor to Microsoft.

Mike had a commitment to supporting teachers in schools. He contributed to the generation of evidence that could inform practice. He also studied and participated actively in professional learning. He believed that members of the literacy academy should provide service to teachers. Mike co-created free, web-based professional learning materials for schools and an Open Educational Resource to serve as a free elementary curriculum. To use that curriculum, schools need only purchase books for the children to read.

LRA was his most important professional home. As a young professor, he served 5 years as NRC Conference Coordinator and he was subsequently often on the Program Committee. He presented at NRC/LRA more than 50 times with many collaborators. He earned the Albert J. Kingston Award for lifetime service to NRC in 2006.

Mike McKenna was a humble man with a wry wit and a strong commitment to service. He is survived by his wife, Beverly, their three children, and three grandchildren. He is also survived by a long list of former students and collaborators, and hundreds of principals, coaches, and teachers whom he served directly. His presence in our lives will be sorely missed even as we honor him by continuing his work.

IN MEMORIAM



Brian Vincent Street - October 24, 1943 - June 21, 2017

Brian Vincent Street, professor emeritus at King's College London and visiting professor at the University of Pennsylvania, died on June 21, 2017. He was 73. Street was known for his anthropological studies of literacy which transformed literacy theory and literacy education worldwide.

Street grew up in the village of Buckfastleigh in Devon, England, studied English at Buckland College, followed by an MA and PhD at the University of Oxford under the eminent scholar Evans Pritchard. After conducting anthropological fieldwork in Iran and Afghanistan, he spent the first 20 years of his career at the University of Sussex where he taught social and cultural anthropology. He then moved to King's College London as professor and chair of Language in Education in the School of Education, Communication and Society. He retired from King's College London in 2010 but continued to be active as a scholar and professor. Street was the longstanding chair of the Royal Anthropological Institute Education Committee.

Street lived most of his life in Brighton, England. In 1976, he married Joanna Lowry and they had three children – Chloe, Alice, and Nicholas – and three grandchildren – Robinson, Thomas and Oliver. Although they divorced they remained friends. In 2017, Street married his long-time partner, Maria Lucia Castanheira, a professor at Universidade Federal de Minas Gerais, Brazil.

Street died after a long and determined fight with cancer; true to his nature, until nearly the very end he was writing, engaging colleagues and friends in scholarly conversations, connecting people with similar ideas, opening opportunities for others, lovingly storytelling about his children and grandchildren, and sharing his optimism and zest for life.

Street's most prominent scholarly contribution was in literacy studies. He viewed literacy as a social practice involving the non-trivial use of written language (what he called literacy practices). Although not the first to view literacy as social, Street contrasted his view of literacy practices (which he called an ideological model of literacy) with the dominant view of literacy as a set of decontextualized cognitive and linguistic processes (which he called an autonomous model). One implication of Street's theorizing of literacy was to reframe people's everyday uses of written language as diverse literacy practices; with another implication being the undermining of viewing people as illiterate and simple-minded who did not perform reading and writing as taught in schools or as performed in bureaucratic institutions. Street's theorizing and that of similarly oriented scholars generated a sub-field often called The New Literacy Studies. Scholarship from The New Literacy Studies has had a profound impact on literacy curriculum, instruction, and evaluation around the globe and from pre-school through university through adult education. It has had a profound impact on the education of students from non-dominant cultural and linguistic groups and for students from low-income backgrounds.

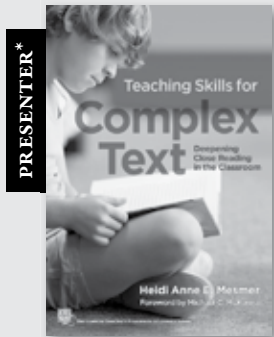
Underlying Street's theorizing and research of literacy practices is an insistence on respect for ordinary people in their everyday lives and for the ways in which they address the circumstances in which they find themselves. From Street's early fieldwork in an Iranian village to studies of children in schools in the U.S, the U.K, India, ordinary people writing for the Mass-Observation Project, and university students acquiring academic literacies, Street foregrounded how people addressed the difficult situations in which they found themselves by attending ethnographically to how they took up, adapted, and sometimes transformed extant social, cultural, economic, political, language, and literacy practices. Street worked closely with many governmental and non-governmental organizations, including the British Association for Literacy Development, focusing on development and educational efforts internationally.

Street authored, co-authored, edited, and co-edited more than 30 books and over 100 articles and book chapters. He was a fellow of the Royal Anthropology Institute and he received the Literacy Research Association's Distinguished Scholar Lifetime Achievement Award in 2008; among numerous other awards and honors. While the scholarly accomplishments are prodigious, those who knew him will most remember conversations with him, perhaps over coffee in one of Kempton's cafes, a bottle of red wine at the Bristol pub, walking along the sea front or on the downs, or in a university seminar room. For Street, conversation was a way of building friendships and family, a way of learning and teaching, a way of researching, a way of connecting people with each other, and a way of being in the world.

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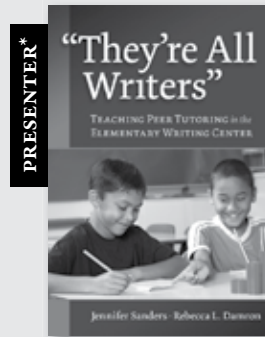
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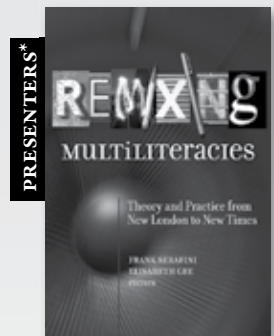
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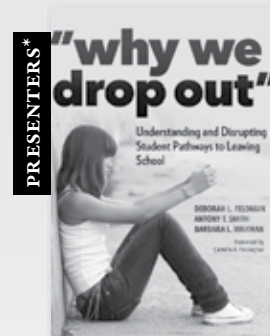
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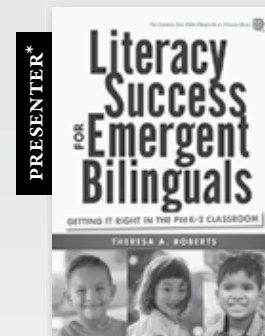
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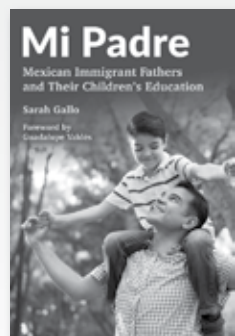
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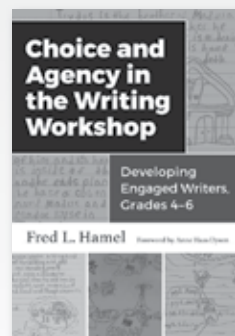
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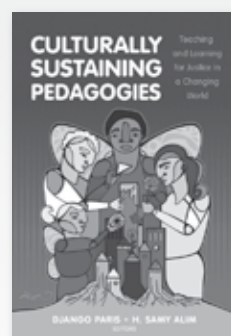
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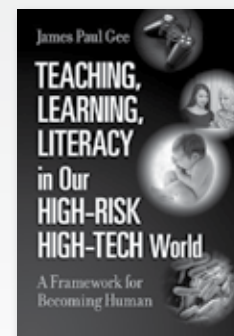
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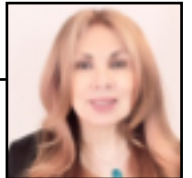
Literacy Research, Racial Consciousness, and Equitable Flows of Knowledge
Rebecca Rogers, *University of Missouri - St. Louis*



Rebecca Rogers

Oscar S. Causey Address – Thursday, November 30, 2017
10:15 am - 11:45 am, Grand Salons E-J

Social Based-Design Experiments: A Proleptic Approach to Literacy
Kris D. Gutierrez, *University of California - Berkeley*



Kris Gutierrez

Integrative Research Review – Thursday, November 30, 2017
4:45 pm - 6:00 pm, Grand Salons E-J

Expanding Meaningfulness in Literacy Research: Possibilities of a Relational Perspective
Judith Lysaker, *Purdue University*



Judith Lysaker

Plenary Address – Friday, December 1, 2017
4:45 pm - 6:00 pm, Grand Salons E-J

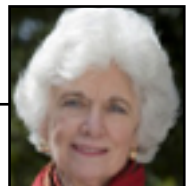
Infinite Potential: Disrupting Inequality in Education and Beyond
Anna Stetsenko, *City University of New York, Graduate Center*



Anna Stetsenko

Distinguished Scholar Lifetime Achievement Presentation –
Saturday, December 2, 2017
10:30 am - 12:00 pm, Grand Salons E-J

Challenge, Creativity, and Curiosity: A Mix Made for Minds Across the Age Span
Dr. Shirley Heath, *Stanford University*



Dr. Shirley Heath

2017 AREA CO-CHAIRS

Program Chair: Gay Ivey, University of North Carolina, Greensboro • Associate Chair: Marcelle Haddix, Syracuse University

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AREA 3. LITERACY INSTRUCTION AND LITERACY LEARNING

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AREA 4. LITERACY ASSESSMENT, EVALUATION, AND PUBLIC POLICY

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AREA 6. ADOLESCENT, COLLEGE, AND ADULT LITERACY PROCESSES

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AREA 7. SOCIAL, CULTURAL, AND POLITICAL ISSUES OF LITERACY PRACTICES IN AND OUT OF SCHOOL

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AREA 8. LITERACY LEARNING AND PRACTICE IN MULTILINGUAL AND MULTICULTURAL SETTINGS

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AREA 9. TEXT ANALYSIS/CHILDREN'S, YOUNG ADULT AND ADULT LITERATURE

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AREA 11. RESEARCH THEORY, METHODS, AND PRACTICES

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AREA 12. INTERNATIONAL RESEARCH ON LITERACY TEACHING AND LEARNING

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AREA 13. STUDY GROUPS

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AREA 14. OTHER TOPICS

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STUDY GROUP ORGANIZERS

Adult Literacy Study Group: Expanding Meaningfulness in Education, Workplaces, Families and Communities

Leah Katherine Saal, *Loyola University Maryland*

Approaches to Discourse Analysis

Amy Vetter, *University of North Carolina, Greensboro*
Diana J. Arya, *University of California, Santa Barbara*
Laura A. Taylor, *The University of Texas, Austin*

Approaches to Studying Graphic Novels

Stergios Botzakis, *University of Tennessee, Knoxville*
Dani Kachorsky, *Arizona State University*
David E. Low, *California State University, Fresno*

Critical Literacy and Social Justice

Carol Jeanne Delaney, *Texas State University*

Culturally Responsive Literacy Instruction Study Group

Doris Walker-Dalhouse, *Marquette University*
Susan Chambers Cantrell, *University of Kentucky*
Rebecca Powell, *Georgetown College*

Design-based Research in Literacy

Jamie Colwell, *Old Dominion University*
Emily Howell, *Iowa State University*

Drama and Literacy

Brian Edmiston, *The Ohio State University*

Early Authoring as Multimodal Practice Study Group

Melanie Reaves, *Northern Michigan University*

History of Literacy Study Group

Norman A. Stahl, *Northern Illinois University*

If I Knew Then, What I Know Now...

Lara Handsfield, *Illinois State University*

Humanizing Research via Data Collection, Organization, Analysis Methodology, and Manuscript Writing

Tiffany Nyachae, *University at Buffalo*

International Research on Literacy Teaching and Teacher Education Study Group

Katina Zammit, *Western Sydney University*

Knotty Articulations: Wrestling with Posthumanism, Intersectionality, and Justice in Literacy Research

Candace Kuby, *University of Missouri*

Literacy Lab/Reading Clinic Study Group

Cheryl Dozier, *University of Albany, SUNY*

Living the Writerly Life in Academia

Jayne C. Lammers, *University of Rochester*
Maria Selena Protacio, *Western Michigan University*

LRA Writing Research Study Group: Argumentation and Disciplinary Writing with Special Guests, Drs. Charles A. MacArthur, Susan De La Paz, and Jennifer VanDerHeide

Zoi A. Philippakos, *University of North Carolina, Charlotte*
Vicki McQuitty, *Towson University*

Publicly Engaged Scholars and Literacy Research

Carolyn A Colvin, *University of Iowa*
Vaughn Watson, *Michigan State University*

Teacher Education Research Study Group (TERSG)

Kenneth Kunz, *Wall Township Public Schools & Rutgers University*

Transnational and Transcultural Literacies: Journeys Across Time, Distance and Space

Iliana Reyes, *Literacy Research Center/ CINVESTAV- UA*

Word Study: Phonics, Vocabulary and Spelling

Donald Bear, *Iowa State University*

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 pm - 1:00 pm - STUDY GROUPS

**Adult Literacy Study Group: Expanding
Meaningfulness in Education, Workplaces,
Families, and Communities
Meeting Room 1 – Second Floor**

Presenters:

Heidi Regina Bacon, *Southern Illinois University*
Tisha Lewis Ellison, *University of Georgia*
Rossina Zamora Liu, *University of Iowa*
Erik Jacobson, *Montclair University*
Kristen H. Perry, *University of Kentucky*
Leah Katherine Saal, *Loyola University Maryland*
Melody Zoch, *University of North Carolina, Greensboro*
Carmela Romano Gillette, *University of Michigan*

The Adult Literacy Study Group develops and supports collaborations among junior and senior scholars and raises awareness of the acute need for adult literacy research. Each day will focus on a broad framework of adult literacy. Researcher-leaders in the field will guide the day's conversations and collaboration around the adult literacy contexts below:

Wednesday: Navigating Research Partnerships with Community Organizations

Thursday: Technology, Critical Literacy, and the Adult Learner

Friday: Adult English Language Learners

**Approaches to Discourse Analysis
Meeting Room 2 – Second Floor**

Facilitators:

Amy Vetter, *University of North Carolina, Greensboro*
Laura A. Taylor, *The University of Texas, Austin*
Diana J. Arya, *University of California, Santa Barbara*

The Approaches to Discourse Analysis (DA) study group is a longstanding study group providing attendees with an opportunity to develop or enhance their understandings and use of discourse analysis as a methodology, as well as providing a space for new and ongoing scholarly collaborations.

**Approaches to Studying Graphic Novels
Meeting Room 3 – Second Floor**

Facilitators:

Stergois Botzakis, *University of Tennessee*
David E. Low, *California State University, Fresno*
Dani Kachorsky, *Arizona State University*

Our purpose is to address the need for the formulation and dissemination of empirical research studies about using graphica

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

**Critical Literacy and Social Justice
Meeting Room 4 – Second Floor**

Facilitator:

Carol Delaney, *Texas State University*

This study group focuses on the use of critical literacy as a tool to foster awareness about the inequities in society, as presented in print and media resources. Speakers will address the American antecedents of critical pedagogy and critical literacy, instructional frameworks for critical literacy and diverse populations, and injustice in today's schools.

**Culturally Responsive Literacy Instruction Study Group
Meeting Room 5 – Second Floor**

Presenters:

Susan V. Bennett, *University of South Florida, St. Petersburg*
Susan Chambers Cantrell, *University of Kentucky*
AnneMarie Alberton Gunn, *University of South Florida, St. Petersburg*
Althier Lazar, *St. Joseph's University*
Iliana Reyes, *University of Arizona, Tucson*

The Culturally Responsive Literacy Instruction Study Group examines issues and theoretical perspectives related to research in culturally responsive/culturally sustaining pedagogy. This is an interactive study group that encourages discussion from participants on a variety of relevant topics.

**Design-based Experiments in Literacy Research
Meeting Room 6 – Second Floor**

Facilitators:

Emily Howell, *Iowa State University*
Jamie Colwell, *Old Dominion University*

Presenters:

James Baumann, *University of Missouri*
Leigh A. Hall, *University of Wyoming*
Barbara Bradley, *University of Kansas*

The purpose of this study group is to provide a forum, focused on invited presenters' current design-based research (DBR) projects, to invite discussion and thinking about the issues researchers face as they use this methodological approach. The goal of the study group is to identify and collaboratively

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

consider how to address common issues that span a wide range of approaches to using DBR.

Drama and Literacy Meeting Room 7 – Second Floor

Facilitators:

Bridget Lee, *The Ohio State University*
Brian Edmiston, *The Ohio State University*

Early Authoring as Multimodal Practice Study Group Meeting Room 8 – Third Floor

Presenters:

Melanie Reaves, *Northern Michigan University*
Judith T. Lysaker, *Purdue University*
Candace Kubly, *University of Missouri*

Our study group's goal is to sustain a dialogue about young children's authoring as multimodal practice. The following facilitators will focus on ways adults respond to children's multimodal authoring to scaffold their literacy development: Day 1: Being a "Good Enough" Teacher by Melanie Reaves, Northern Michigan University Day 2: Young Children's Co-Authoring with Illustrators of Wordless Books by Judith Lysaker, Purdue University Day 3: Multimodal Literacies as Posthuman Project by Candace Kubly, University of Missouri

History of Literacy Study Group Meeting Room 9 – Third Floor

Presenters:

Dixie D. Massey, *University of Washington*
Norm Stahl, *Northern Illinois University*
Jim King, *University of South Florida*
Jennifer Theriault, *Northern Illinois University*
Samuel DeJulio, *The University of Texas, Austin*
Kristie C. O'Donnell, *Texas State University*
Tina Ballard, *Elgin Community College*
Tamara H. Shetron, *Texas State University*

The topic for the sessions for the study group will focus on LRA organizational history along with the resources from organizations (History of Reading News) and the methods for undertaking such history.

Humanizing Research via Data Collection, Organization, Analysis Methodology, and Manuscript Writing Meeting Room 10 – Third Floor

The DSICG Study Group will primarily focus on data collection, organization, analysis, and manuscript writing through the lens of humanizing research (Paris & Winn,

2014). The sessions are designed to invite established literacy scholars to discuss meaningfulness in literacy research through humanizing research practices and the implications for the following: decolonizing researcher and participant interactions; rigorous and critically informed data analysis; and honoring manuscript writing.

If I Knew Then... What I Know Now... Meeting Room 11 – Third Floor

Facilitators:

Dennis Davis, *North Carolina State University*
Lara Handsfield, *Illinois State University*
George Hruby, *University of Kentucky*

Presenters:

Richard Beach, *University of Minnesota*
Elfrieda Heibert, *Text Project*
Kris Gutiérrez, *University of California, Berkeley*
Donna Alvermann, *University of Georgia*
Patricia Edwards, *Michigan State University*
Alfred Tatum, *University of Illinois, Chicago*
Elizabeth Dutro, *University of Colorado, Boulder*
Julie L. Coiro, *University of Rhode Island*

This study group, sponsored by LRA's Research Committee, is intended to support emerging scholars' transition into the literacy research community by inviting seasoned literacy scholars to share their narratives and insights regarding their academic and professional trajectories. Each day features two to three panelists whose work represents a range of research interests and methodologies. Participants are encouraged to ask questions during and after the discussion, and to share related aspects of their own career paths.

International Research on Literacy Teaching and Teacher Education Study Group Meeting Room 12 – Third Floor

International research on literacy teaching and teacher education is vast and includes a broad range of methodologies, epistemologies, ideologies, and trajectories (Dolby & Rohman, 2008). The theme of this year's conference is Literacy Research Expanding Meaningfulness and this study group directly aims to connect international scholars and scholars undertaking research in international contexts in order to learn from each other about literacies and researching literacy in and across international contexts.

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Knotty Articulations: Wrestling with Posthumanism, Intersectionality, and Justice in Literacy Research II Terrazzo – First Floor/Friday Only Florida Salon IV – Second Floor

Presenters:

Candace Kuby, *University of Missouri*
Jon M. Wargo, *Boston College*
Jaye Johnson Thiel, *University of Georgia*
Karen Spector, *University of Alabama*
Angie Zapata, *University of Missouri*

This study group's aims are: 1) propose readings that put posthumanist scholarship in conversation with scholarship on indigenous ways of knowing/being/doing, environmental studies, race, sexual identity, gender, and language, 2) foreground conversations on the ethics and justice commitments of posthumanist work, and 3) honor and recognize the intersectionality of human/nonhuman entanglements specifically in relation to indigenous, racial, gendered, linguistic identities.

Literacy Lab/Reading Clinic Study Group Grand Salon A – Second Floor

Facilitators:

Cheryl Dozier, *University of Albany, SUNY*
Terry Deeney, *University of Rhode Island*
Barbara Laster, *Towson University*

The 2017 Literacy Lab/Reading Clinic Study Group offers directors of literacy labs and reading clinics opportunities to explore research interests, questions, and multiple models of clinical teacher preparation. Our labs/clinics seek to address issues of equity and access for students and families underserved in their schools. Our aim is to understand and research the range of experiences within the clinical practicum and examine how these experiences impact graduates' development as literacy professionals.

Living the Writerly Life in Academia Grand Salon B – Second Floor

Facilitators:

Jayne C. Lammers, *University of Rochester*
Maria Selena Protacio, *Western Michigan University*
Jacquelynn S. Popp, *Lake Forest College*

This study group aims to provide an encouraging context during the conference for members to strengthen their productivity and the meaningfulness of their writing. We plan to examine the following three essential aspects of how to expand the meaningfulness of literacy scholars' research and writing: (1) creating productive writing collaborations; (2) successfully writing grant applications and publishing

from the funded project; and (3) setting writing goals and identifying strategies to attain those goals.

LRA Writing Research Study Group: Professional Development on Writing with Special Guests, Drs. Sarah McCarthey, Charles MacArthur, and Douglas Kaufman Grand Salon C – Second Floor

Facilitators:

Zoi Apostolia Philippakos, *University of North Carolina, Charlotte*
Vicki McQuitty, *Towson University*

The Common Core State Standards brought attention to writing instruction. Unfortunately, teachers report being ill-prepared to teach writing and students' performance is discouraging. Thus, a focus on writing professional development is necessary, timely, and research on writing PD is still developing. The purpose of this study group is to review evidence-based PD approaches on writing, examine their effects on teachers' instruction and on students' performance, and explore additional research questions on PD.

Poetry, Spoken Word, and Hip Hop Literacies in Research and Education Grand Salon D – Second Floor

Presenter:

Andrew Torres, *University of Massachusetts, Amherst*
Adam Henze, *Indiana University*

The aim of this study group is to invite poetry researchers, educators, and artists from numerous backgrounds to consider how spoken word, hip hop, and written verse appear in the ever-changing 21st century classroom. This session uses a creative structure, which includes poetry performances, lectures, workshops, and discussions, which are open to all who love verse. A major focus is on ways poetry provides access to critical themes related to social justice and identity.

Teacher Education Research Study Group (TERSG) Florida Salons I & II – Second Floor

Chairs:

Kenneth Kunz, *Wall Township Public Schools & Rutgers Center for Literacy Development*
Roya Q. Scales, *Western Carolina University*

The TERSG provides LRA members with a forum for asking important questions, discussing key ideas, and collaborating on research projects related to literacy teacher education. This forum has facilitated the growth of the TERSG as a learning community for researchers and literacy educators.

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Word Study: Phonics, Vocabulary, and Spelling Florida Salon III – Second Floor

Presenters:

Susan J. Chambre, *Fordham University*
Lori Helman, *University of Minnesota*
Anne Ittner, *University of Minnesota*
Theresa Roberts, *Oregon Research Institute*
Antony Smith, *University of Washington, Bothell*
Dianna R. Townsend, *University of Nevada, Reno*
Regina Smith, *School District of Lee County*
Donald Bear, *Iowa State University*

Speakers present their work and guide discussion. Topics this year include two topics each day: Print Referencing and Orthographic Facilitation of Vocabulary Learning; Layers, Stages, and Phases: A Discussion of Orthographic Development and Instruction; Tailoring Word Study and Phonics Interventions for Emergent Bilinguals; New Findings and Word Study Practices to Support Early Decoding; and Academic Vocabulary in Math and Science. Handouts are shared with the group, and the discussion is open to all.

Publicly Engaged Scholars and Literacy Research Florida Salon V – Second Floor

Chair:

Carolyn Colvin, *University of Iowa*

Presenters:

Kate Kedley, *University of Iowa*
Rossina Zamora Liu, *University of Iowa*
Patricia E. Enciso, *The Ohio State University*
Cynthia Lewis, *University of Minnesota*
Dorian Leigh Harrison, *University of Illinois, Urbana-Champaign*
Devon Brenner, *Mississippi State University*
Kathleen Marie Alley, *Mississippi State University*
Kristin H. Javorsky, *Mississippi State University*

Our study group is guided by Boyer, as he describes necessary changes to higher education. Boyer called on institutions to evolve, and continue to adapt in order to sustain our vitality and place in society. We propose sessions that address public scholarship, and particularly activist scholarship as the pathway for exploring how literacy research can open conversations and show how scholars can explore more agentive, fulfilling lives for individuals and communities.

EVENTS AT A GLANCE

Time	Event	Room
TUESDAY, NOVEMBER 28, 2017		
8:00 am - 9:00 am	Executive Committee Breakfast.....	Waterside Grill
9:00 am - 12:00 pm	Executive Committee Meeting.....	Meeting Room 1
12:00 pm - 12:45 pm	Executive Committee and Board of Directors Lunch	Meeting Room 2
1:00 pm - 5:00 pm	Board of Directors Meeting.....	Meeting Room 1
3:00 pm - 8:00 pm	Early Bird Registration Open.....	Grand Ballroom Foyer

WEDNESDAY, NOVEMBER 29, 2017		
7:00 am - 5:00 pm	Registration Open.....	Grand Ballroom Foyer
7:15 am - 8:15 am	Concurrent Sessions.....	Page 21
7:15 am - 8:15 am	Annual Sara Bruce McCraw Doctoral Student Networking Session.....	Il Terrazzo
8:00 am - 5:00 pm	Exhibit Hall & Silent Book Auction Open	Grand Ballroom Foyer
8:30 am - 10:00 am	Concurrent Sessions.....	Pages 21-28
8:30 am - 10:00 am	Roundtable Session 1.....	Florida Salon IV
10:15 am - 11:45 am	Concurrent Sessions.....	Pages 28-34
10:15 am - 11:45 am	Roundtable Session 2	Florida Salon IV
12:00 pm - 1:00 pm	Study Groups	Pages 12-15
1:15 pm - 2:45 pm	Concurrent Sessions.....	Pages 34-40
1:15 pm - 2:45 pm	Roundtable Session 3	Florida Salon IV
3:00 pm - 4:30 pm	Concurrent Sessions	Pages 40-46
3:00 pm - 4:30 pm	Roundtable Session 4	Florida Salon IV
4:45 pm - 6:00 pm	2017 Presidential Address: Rebecca Rogers.....	Grand Salons E-J
6:00 pm - 7:30 pm	President's Reception	Lobby Patio
9:00 pm - 11:00 pm	Vital Issues.....	Lobby Bar

THURSDAY, NOVEMBER 30, 2017		
7:00 am - 5:00 pm	Registration Open.....	Grand Ballroom Foyer
7:15 am - 8:15 am	Concurrent Sessions.....	Page 51
7:15 am - 8:15 am	Newcomers' & Graduate Students' Breakfast	Champions Grill
8:00 am - 5:00 pm	Exhibit Hall & Silent Book Auction Open	Grand Ballroom Foyer
8:30 am - 10:00 am	Concurrent Sessions.....	Pages 51-59
8:30 am - 10:00 pm	Roundtable Session 5	Florida IV
10:15 am - 11:45 am	Oscar S. Causey Award Session: Kris D. Gutierrez	Grand Salons E-J
12:00 pm - 1:00 pm	Study Groups	Pages 12-15

EVENTS AT A GLANCE

Time	Event	Room
THURSDAY, NOVEMBER 30, 2017 (continued)		
12:00 pm - 1:00 pm	STAR Luncheon	Florida VI
1:15 pm - 2:45 pm	Concurrent Sessions	Pages 60-66
1:15 pm - 2:45 pm	Roundtable Session 6	Florida IV
2:30 pm - 3:30 pm	LRTMP Reviewer Drop In.....	Florida Ballroom Foyer
3:00 pm - 4:30 pm	Concurrent Sessions	Pages 66-73
3:00 pm - 4:30 pm	Roundtable Session 7	Florida IV
4:45 pm - 6:00 pm	Integrative Review of Research: Judith Lysaker.....	Grand Salons E-J
6:15 pm - 7:00 pm	Town Hall Meeting.....	Florida IV & V
7:00 pm - 8:00 pm	LRA 2020 Launch and Reception	Florida VI
7:30 pm - 9:00 pm	ERM/STAR Reception	Il Terrazzo
9:00 pm - 11:00 pm	Vital Issues.....	Lobby Bar
FRIDAY, DECEMBER 1, 2017		
7:00 am - 5:00 pm	Registration Open.....	Grand Ballroom Foyer
7:15 am - 8:15 am	Concurrent Sessions	Page 77
7:15 am - 8:15 am	Journal of Literacy Research Breakfast (Invitation Only).....	Florida Salons I & II
7:45 am - 8:15 am	Doctoral Student ICG Breakfast	Florida Salon VI
8:00 am - 3:30 pm	Exhibit Hall & Silent Book Auction Open	Grand Ballroom Foyer
8:30 am - 10:00 am	Concurrent Sessions	Pages 77-83
8:30 am - 10:00 am	Roundtable Session 8	Florida IV
10:15 am - 11:45 am	Concurrent Sessions	Pages 84-90
10:15 am - 11:45 am	Roundtable Session 9	Florida IV
12:00 pm - 1:00 pm	Study Groups	Pages 12-15
12:00 pm - 1:00 pm	Past President's Luncheon (Invitation Only).....	Il Terrazzo
12:00 pm - 1:00 pm	Intersectionality Brown Bag Discussion.....	Florida VI
1:15 pm - 2:45 pm	Concurrent Sessions	Pages 91-97
1:15 pm - 2:45 pm	STAR FELLOWS RESEARCH SHOWCASE.....	Meeting Room 1
1:15 pm - 2:45 pm	Roundtable Session 10	Florida IV
3:00 pm - 4:30 pm	Concurrent Sessions	Pages 97-102
4:45 pm - 6:00 pm	Plenary Session: Anna Stetsenko	Grand Salons E-J
6:00 pm - 6:45 pm	Annual Business Meeting.....	Florida IV & V
6:30 pm - 7:30 pm	Purchase Silent Auction Books	Grand Ballroom Foyer

EVENTS AT A GLANCE

Time	Event	Room
FRIDAY, DECEMBER 1, 2017 (continued)		
7:00 pm - 8:30 pm	Doctoral Student ICG Happy Hour	Il Terrazzo
8:00 pm - 9:00 pm	In Memoriam Gathering	Florida IV
9:00 pm - 11:00 pm	Vital Issues	Lobby Bar
SATURDAY, DECEMBER 2, 2017		
7:00 am - 12:00 pm	Registration Open.....	Grand Ballroom Foyer
7:00 am - 8:30 am	Area Chairs' Breakfast	Florida Salon VI
7:00 am - 8:30 am	STAR Fellow & Mentors Breakfast	Florida Salon IV
7:00 am - 8:30 am	Concurrent Sessions	Page 105
8:00 am - 10:30 am	Exhibit Hall Open.....	Grand Ballroom Foyer
8:00 am - 10:30 am	Purchase Silent Auction Books	Grand Ballroom Foyer
8:45 am - 10:15 am	Concurrent Sessions	Pages 105-107
8:45 am - 10:15 am	STAR Program Cross-Cohort Showcase and Mentoring Session	Florida V
10:30 am - 12:00 pm	Distinguished Scholar Lifetime Achievement Presentation	Grand Salons E-J
12:00 pm - 5:00 pm	Living the Writerly Life in Academia: Writing Retreat	Meeting Room 4
12:15 pm - 1:45 pm	Executive Committee and Board of Directors Lunch (STAR Fellows Invited)	Meeting Room 3
1:00 pm - 1:30 pm	Executive Committee Meeting	Meeting Room 6
2:00 pm - 6:00 pm	Board of Directors Meeting.....	Meeting Room 1

SAVE THE DATES 2018 LRA ANNUAL CONFERENCE

RENAISSANCE INDIAN WELLS RESORT & SPA • INDIAN WELLS, CA

NOVEMBER 28 - DECEMBER 1, 2018

Wednesday • November 29, 2017

Wednesday

Literacy Research for Expanding Meaningfulness
67th Annual Conference of the Literacy Research Association
November 29 - December 2, 2017 | Tampa, FL

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

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

PAIRED ROUNDTABLES

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

SYMPOSIUM SESSIONS

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

ALTERNATIVE FORMAT SESSIONS

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

STUDY GROUPS

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

AREA CHAIRS INVITED SESSIONS

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

PLENARY ADDRESSES

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

Registration Desk Open

7:00 am – 5:00 pm

Registration Desk – Second Floor

Field Council Meeting

7:15 am – 8:15 am

Meeting Room 1 – Second Floor

**Annual Sara Bruce McCraw Doctoral Student
Networking Session**

7:15 am – 8:15 am

Il Terrazzo – First Floor

**Formative Experiments/Design-Based Research
Innovative Community Group Meeting**

7:15 am – 8:15 am

Meeting Room 3 – Second Floor

**Gender and Sexualities Innovative Community Group
Meeting**

7:15 am – 8:15 am

Meeting Room 4 – Second Floor

History Innovative Community Group Meeting

7:15 am – 8:15 am

Meeting Room 5 – Second Floor

**International Innovative Community Group
Meeting**

7:15 am – 8:15 am

Meeting Room 6 – Second Floor

**Multilingual/Transcultural Literacies Innovative
Community Group Meeting**

7:15 am – 8:15 am

Meeting Room 7 – Second Floor

**Reading Clinics/Literacy Lab Innovative
Community Group Meeting**

7:15 am – 8:15 am

Meeting Room 8 – Third Floor

Financial Advisory Committee Meeting

7:45 am – 8:15 am

Meeting Room 9 – Third Floor

Book Auction/Silent Auction

8:00 am – 5:00 pm

Grand Salon Foyer – Second Floor

Exhibits

8:00 am – 5:00 pm

Grand Salon Foyer – Second Floor

8:30 am - 10:00 am - PAPER SESSION

Meeting Room 1 - Second Floor

**AREA 8 - (Re)shaping Transnational and
Multilingual Literacy Practices****Discussant:**

Mary Amanda Stewart, *Texas Woman's University*

- 1. Reconfiguring Literacy and Spatial Practices in Transnational Contexts**
Xiqiao Wang, *Michigan State University*
- 2. Transnational Women's Literacies for Social Change Online**
Jin Kyeong Jung, *University of Pennsylvania*
- 3. Social Significance Created by Multilingual Doctoral Students in a Professional Development Web Seminar Series**
Tuba Angay-Crowder, *Kennesaw State University*
- 4. Rethinking the Writer's Workshop in L2: A Cross-Case Transnational Analysis**
Raul A. Mora, *Universidad Pontificia Bolivariana, Sede Central Medellín*
Lina Trigos-Carrillo, *University of Missouri*

8:30 am - 10:00 am - PAPER SESSION

Meeting Room 2 - Second Floor

**AREA 7 - Speaking Out(Loud) About Racial
Justice, Domestic Violence, & Heterosexual
Hegemony: Literacies of Protest, Resistance, &
Interaction****Chair:**

Eliza Braden, *University of South Carolina*

Discussant:

Stephanie Patrice Jones, *Grinnell College*

- 1. Protests Literacies: An Examination of the Language and Literacy Practices of Student-led Racial Justice Protests**
Justin Coles, *Michigan State University*
- 2. A Literacy of Resistance: Domestic Violence, Girlhood, and Disrupting Disordered Subjectivity**
Tracey Pyscher, *Western Washington University*
- 3. Cultivating Conversations About Sexualities and Genders Beyond Heterosexual Hegemony: Interactional Scripts in a High School English Course**
Ryan Schey, *The Ohio State University*

WEDNESDAY

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 3 - Understanding Difference: Improving Pedagogy for Readers Who Struggle

Chair:

Alisa Hindin, *Seton Hall University*

Discussant:

Julie Dwyer, *Boston University*

- 1. Becoming Empathetic Readers and Composers: Critical Interrogations of Disability and Difference**
Robin Jocius, *The Citadel*
Samantha Shealy, *Charleston County School District*
- 2. The Power of Positive Social Interaction to Effect Change in the Literacy Identity of a 3rd-grader: Overcoming Limitations of RTI, IEPs, and Resistant School Personnel**
Kelly Allen, *University of Arizona*
David Yaden, *University of Arizona*
Yetta Goodman, *University of Arizona*
- 3. Understanding the Practices and Needs of Teachers and Students who Struggle with Literacy**
Alisa Hindin, *Seton Hall University*
Mary Mueller, *Seton Hall University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 9 - Meaningful Literature Discussions in Secondary Classrooms

Chair:

Greg Bartley, *University of Wisconsin-Madison*

Discussant:

Amanda Haertling Thein, *University of Iowa*

- 1. Discourses of Adolescence in Diverse High School Students' Responses to Literature**
Jenna Spiering, *University of Iowa*
- 2. Meaningfulness and Deeper-level Talk in Literature Discussions**
Wendy Keyser, *Fitchburg State University*
- 3. The Role of Argument Moves, Specificity and Evidence Type in Meaningful Literary Discussions Across Diverse Secondary Classrooms**
Amanda Godley, *University of Pittsburgh*
Christopher A Olshefski, *University of Pittsburgh*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 1 - Formative Feedback, Mentoring, and Reflective Practices in Clinical Experiences

Chair:

Thomas Crumpler, *Illinois State University*

- 1. Clinical Experiences in Literacy Teacher Preparation**
Nisreen Daoud, *George Mason University*
Alicia Bruyning, *George Mason University*
- 2. Supporting Clinical Practice Through Rehearsals**
Lubna Javeed, *Texas Tech University*
Elizabeth Isidro, *Texas Tech University*
- 3. Tacit Knowledge & Reflective Practice: Enacting Literacy Mentoring in an Elementary Classroom**
Amy Perrien, *Michigan State University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 12 - Global Connections: Literacy Practices for Social Justice

Chair:

Janet S. Gaffney, *The University of Auckland*

Discussant:

Lori Czop Assaf, *Texas State University*

- 1. The Unique Literacy Heritage of Aotearoa New Zealand**
Janet S. Gaffney, *The University of Auckland*
- 2. "A Whole New World Opened Up": Place and Space-based Professional Development in One Rural South Africa Primary School**
Amy Seely Flint, *University of Louisville*
Peggy Albers, *Georgia State University*
- 3. Professional Development as a Catalyst for Empowering Teachers to Create Engaging Environments for Literacy Learning in High-poverty Schools**
Eithne Kennedy, *Dublin City University*
Gerry Shiel, *Educational Research Centre*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 7 - Second Floor

AREA 6 - Academic Language and Disciplinary Learning in High School

Chair:

Jungyoung Park, *University of Florida*

Discussant:

Zhihui Fang, *University of Florida*

Learning to effectively interact with academic language (AL)—and disciplinary texts in general—is key to developing disciplinary literacy and ensuring college/career readiness for all students. This symposium brings together three papers that examine adolescents' use of AL in disciplinary writing and explores ways of promoting AL development and disciplinary learning in high school. It invites discussion of significant issues surrounding disciplinary literacy instruction that are of great interest to the LRA audience.

1. Adolescents' Use of Academic Language in Historical Writing

Ting Shen, *BCC/American Institute of Bilingual Education*
Jiahang Li, *Michigan State University*

2. Explicit Instruction in the Language of School: An Examination of Metalanguage as an Academic Language Scaffold

Christina Dobbs, *Boston University*
Emily C. Galloway, *Vanderbilt University*

3. Reading with a Disciplinary Purpose in High School Classrooms

Dianna R. Townsend, *University of Nevada, Reno*
Hannah Carter, *University of Nevada, Reno*
Julie Begbie, *University of Nevada, Reno*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 8 - Third Floor

AREA 1 - Impact and Influence of edTPA on Preparing Preservice Teachers for Literacy Teaching and Learning

Chair:

Maria Paula Ghiso, *Teachers College, Columbia University*

Discussant:

Maria Paula Ghiso, *Teachers College, Columbia University*

This symposium is organized around the question of how edTPA has impacted elementary and early childhood teacher preparation programs at both public and private universities. Panelists will draw on investigations of the impact and influence of edTPA on preservice teacher candidates and teacher educators using different theoretical perspectives, methodologies, and data sets, as they seek to expand conversations around policy, curriculum, and instruction that at times reduce literacy to a narrow set of measurable skills.

1. "What is my Central Focus?": A Critical Analysis of edTPA Literacy Lessons Taught by Elementary Preservice Teachers

Stephanie Anne Schmier, *College of Staten Island, CUNY*

2. A Bilingual Teacher Educator in a Private Graduate School: A Critical Self Study

Lori Falchi, *Bank Street College*

3. The Limits of edTPA: A Study of Academic Language in Early Childhood Teacher Education

Sara Michael Luna, *Queens College*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 9 - Third Floor

AREA 3 - "Beyond the 'Ordinariness'": Arts-based Pedagogies Reframing Teacher Education

Chair:

Ashley K. Dallacqua, *The University of New Mexico*

Discussant:

Brian Edmiston, *The Ohio State University*

This session documents work of three university professors collaborating across the country, drawing on arts-based pedagogies, even in classrooms that do not automatically invite such perspectives. We position a collection of works by Shaun Tan (including picturebooks, wordless graphic novels, and other multimodal/media texts) as resources for embedding arts in education, in the hopes of supporting and preparing future teachers. Along with sharing our experiences, this session will invite sharing, discussion and engagement with the arts.

1. Multimodal/Media Texts in Children's Literature: A Lesson in Time and Flexibility

Ashley K Dallacqua, *The University of New Mexico*

2. Literacy as Multiple: Evolving Ideas of Literacy Instruction Within a Tutoring Framework

Sara Diane Kersten, *University of Nevada, Reno*

3. Multimodal Teaching + Learning with Shaun Tan: Ambiguous Texts + Student Agency

Mindi Rhoades, *The Ohio State University*

WEDNESDAY

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 5 - Metacognition and Metalinguistic Awareness

Discussant:

Janice F. Almasi, *University of Kentucky*

1. A Correlational Analysis of Students' Dialogue About Their Thinking and Ability to Self-correct During Oral Reading

Sharon Pratt, *Indiana University Northwest*
Anita Martin, *Indiana University Northwest*

2. The Mental State Language of Parents and Their Preschoolers: Self-other Understanding in Narratives and Play

Jen L. Freeman, *The University of Texas, Austin*
Jayce R. Warner, *The University of Texas, Austin*
Molly E. McManus, *The University of Texas, Austin*
Holly E. Griffin, *The University of Texas, Austin*
Diane Schallert, *The University of Texas, Austin*

3. Student Metacognition and Vocabulary Learning

Susan J. Chambre, *Fordham University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 8 - Instruction and Support for Biliteracy Development in Different Contexts and Approaches

Chair:

Natasha Perez, *Michigan State University*

Discussant:

Carmela Romano Gillette, *University of Michigan*

1. Collaborative Inquiry Into Pedagogies of Biliteracy

Leah Durán, *University of Arizona*

2. A Balancing Act: Supporting Emergent Bilinguals in Writing Instruction

Lorien Chambers Schuldt, *Fort Lewis College*

3. A Language-based Approach to Content Instruction (LACI): Scaffolding for Meaningful Interactions in a First Grade Classroom

Luciana C. de Oliveira, *University of Miami*
Loren Jones, *University of Miami*
Carolina Rossato de Almeida, *University of Miami*
Sharon Smith, *University of Miami*

4. Influence of Writing Capital on Emergent Bilinguals' Writing Identity

Stephanie J. Shedrow, *University of Wisconsin-Madison*
Kristin Papoi, *The University of North Carolina, Chapel Hill*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 11 - Multimodal Critical Discourse Analysis in Literacy Research

Chair:

E. Wendy Saul, *University of Missouri-St. Louis*

Discussant:

Meredith Labadie, *Crestwood Elementary School*

This session will include three research presentations that utilized multimodal critical discourse analysis. According to Collins (2004), critical discourse analysis attends to "questions of language, ideology, and power," while multimodal discourse analysis looks beyond speech and writing to include the other resources that individuals use to make meaning (Kress, 2011). Researchers will describe methods, including how transcripts were created. Session attendees will have the opportunity to look at data and transcripts from each study.

1. Analyzing Videos of Preservice Teachers Teaching Writing

Angela M. Kohnen, *University of Florida*
Kathryn Caprino, *University of Florida*
Sally Crane, *University of Florida*
Jane S. Townsend, *University of Florida*

2. Making Meaning: An Examination of Preservice Teachers' Video Book Critiques in a Global Education Course

Michelle P. Whitacre, *Lindenwood University*

3. Teen Science Journalists: Multiple Modes of Writer Identity

Celeste Nicholas, *University of Missouri-St. Louis*

8:30 am - 10:00 am - PAPER SESSION
Grand Salon A - Second Floor

AREA 11 - Social Interactions: Conversations, Tools, and Online Space

Chair:

Phillip Wilder, *Clemson University*

Discussant:

Elizabeth Jaeger, *University of Arizona*

1. Analyzing Social Interactions in an Online Writing Space: A Methodological Innovation

Alecia Marie Magnifico, *University of New Hampshire*
Jen Scott Curwood, *University of Sydney*
Jayne C. Lammers, *University of Rochester*

2. Hidden Literacies: Using Cultural Historical Activity Theory to Uncover Literacies as Meaningful Tools to Solve Real-world Interdisciplinary Problems

Deborah Kozdras, *University of South Florida*
Christine Joseph Picot, *East Carolina University*
Jennifer Barreto, *University of South Florida*

**8:30 am - 10:00 am - SYMPOSIUM
Grand Salon B - Second Floor**

**AREA 11 - Scales, -Scapes, and Spacetime-mattering:
Methodological Explorations in Time, Temporality,
and Literacy Studies**

Chair:

Jon M. Wargo, *Boston College*

Discussant:

Jennifer Rowsell, *Brock University*

Time and temporality, a resurgent area of interest in literacy studies, remains under-theorized in its methodological potential. This session presents new methods and methodologies for exploring temporality and its role in nuancing notions of literacy competence and achievement. In doing so, we view time as both a material and contextual dimension that contributes to how people make sense of themselves, their experiences, and their worlds in the building of more agentic, fulfilling lives.

- 1. Linked Events and Literacy Learning: A Tool for Longitudinal Sense-making**
Catherine Compton-Lilly, *University of Wisconsin-Madison*
- 2. Lives, Lines, and SpaceTimeMattering: An Intra-active Analysis of a “Once ‘OK’” Adult Writer**
Jon M. Wargo, *Boston College*
- 3. Shifting Timescapes and Labor Intensification: Examining the Literacy Labor of New English Teachers**
Robert LeBlanc, *California State Polytechnic University, Pomona*

**8:30 am - 10:00 am - PAPER SESSION
Grand Salon C - Second Floor**

**AREA 4 - Practical Application of Standardized
Assessment Tools**

Chair:

Melanie Walski, *Northern Illinois University*

Discussant:

Peter Afflerbach, *University of Maryland*

- 1. Comparing the Construct of “Reading Proficiency” Across Five Commonly Used Reading Assessments: Implications for Policy and Practice**
Kristin M. Gehsmann, *Saint Michael’s College*
Alexandra Spichtig, *Reading Plus*
Jeffrey P. Pascoe, *Reading Plus*
- 2. Exploring the Concurrent Validity of Two Common Early Literacy Assessments When Used with Young English Learners**
Steve Amendum, *University of Delaware*
Austin Jennings, *University of Delaware*
Henry May, *University of Delaware*
Horatio Blackman, *University of Delaware*
Adrian Pasquarella, *University of Delaware*

Mary Bratsch-Hines, *The University of North Carolina, Chapel Hill*
Lynne Vernon-Feagans, *The University of North Carolina, Chapel Hill*
Leslie Babinski, *Duke University*

- 3. When Statistical Significance Runs Counter to Practical Significance: An Examination of Latent Profiles of Third-grade Readers**
Kristin Conradi, *College of William & Mary*
Steve Amendum, *University of Delaware*
Bong Gee Jang, *Syracuse University*

**8:30 am - 10:00 am - PAPER SESSION
Grand Salon D - Second Floor**

AREA 5 - Foundational Reading Skills

Chair:

Julie Bryant, *Coker College*

Discussant:

Katherine Stahl, *New York University*

- 1. A Preliminary Investigation into the Types of Phonological Awareness Errors Made by High and Low Performing First Grade Readers**
Denyse V. Hayward, *University of Alberta*
Meridith Ann Lovell-Johnston, *Lakehead University*
Linda M. Phillips, *University of Alberta*
- 2. Can Young Children Learn the Confusable Letters B and D Through Storytelling?**
Bruce A. Murray, *Auburn University*
Geraldyn G. Murray, *St. Michael’s Catholic Church*
- 3. Processing Rhythms in Beginning Readers: A Spectrographic Examination of Oral Reading Behavior on Texts of Increasing Difficulty**
Laura Juhl, *Harlem School District #122*

**8:30 am - 10:00 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor**

1) AREA 2

#ReflectionIsKey

- 1. Describing Teacher Reflection: Case Studies of the Teacher Learning Instrument**
Mary-Kate Sableski, *University of Dayton*
Kathryn Kinnucan-Welsch, *University of Dayton*
Catherine Rosemary, *John Carroll University*
- 2. Reflective Narrative as Inquiry: Expanding Our Understanding of In-service Teachers’ Experiences With and Needs in Working With English Language Learners**
Huili Hong, *Towson University*
Karin Keith, *East Tennessee State University*
Renee Moran, *East Tennessee State University*
Jody LaShay Jennings, *East Tennessee State University*
Laura Robertson, *East Tennessee State University*
Stacey Fisher, *East Tennessee State University*

WEDNESDAY

3. “My Students Started Doing Exactly the Things We Want Readers To Do:” Inservice Teacher’s Reflection on Her Implementation of Graduate Level Course Work

AnneMarie Alberton Gunn, *University of South Florida, St. Petersburg*

Susan V. Bennett, *University of South Florida, St. Petersburg*

2) AREA 5

Pre-schoolers’ Literacy Meaning-making

4. Examining Book Distribution Impact on Kindergarten Literacy Development: Year Two Findings

Kimberly Anderson, *East Carolina University*

Terry Stafford Atkinson, *East Carolina University*

Elizabeth A. Swaggerty, *East Carolina University*

5. Preschoolers’ Meaning Making and Composing Practices with Photography

Barbara J. Peterson, *University of South Florida*

3) AREA 3

Adapting Reading Instruction to Improve Practice

Chair:

Keonghee Tao Han, *University of Wyoming*

In this roundtable session, papers will explore imperative topics for strengthening reading instruction, including: exploring text complexity, deliberate choices for vocabulary instruction, instructional adaptations for complex science textbooks, and exploring inferences. Across papers, important insights will emerge for dynamic discussion.

6. From Measures to Meaningfulness: Text Complexity as a Guiding Factor in Reading Instruction

DeDe Small, *Drake University*

Todd Hodgkinson, *Drake University*

7. Instructional Adaptations to Complex Science Text in a Middle School Classroom

Leslie Buffen, *University of California, Berkeley*

8. Types of Inference Instruction Included in One Core Literacy Program

Tim G. Morrison, *Brigham Young University*

Brad Wilcox, *Brigham Young University*

Lauren Bird, *Brigham Young University*

Hannah Bursey, *Brigham Young University*

Mckenzie Helvey, *Brigham Young University*

Erica Murdoch, *Brigham Young University*

4) AREA 6

For Love: Examining Adolescents’ and Adults’ Motivations to Read Across Their Lives

9. Affecting Intrinsic Reading Motivation in High-School Students

Deane Marie Gidlund, *Judson University*

10. Inquiry into the Independent Reading Development of First-generation College Graduates with Advanced Degrees

Matthew Knoester, *University of Evansville*

11. What’s Age Got to Do with It?: Adult Readers of Young Adult Literature and their Rationales for Reading

Katie Thomas, *The University of Tennessee*

5) AREA 2

ELA and Professional Development

12. Filling Their Toolbox: Investigating the Ways a Month-long Professional Development Supported and Refined Teachers’ Knowledge and Skills to Use Content Literacy Strategies

Kathleen Marie Alley, *Mississippi State University*

13. Whole Teacher Development: An Innovative Look at Meeting Teachers’ Professional Development Needs

Cassie K. Norvell, *The University of Tennessee*

Amy Broemmell, *The University of Tennessee*

6) AREA 11

Self-study Methods: Revisiting Our Research and the Self as “Researcher”

14. Tentative Title: Getting it Done! Completing the Dissertation on Time

Keitha-Gail Martin-Kerr, *University of Minnesota*

Rebecca Bauer, *University of Minnesota*

Melody Brennan, *University of Wisconsin-Stout*

15. Using Autobiographical Self-study Methods to Expand Meaningfulness in Literacy Research

Elizabeth Stolle, *Grand Valley State University*

Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*

7) AREA 1

Tools and Talk for Critical Literacy Learning in Pre-service Teacher Education

16. Constructing an “Immigrant Pedagogy” in Teacher Education

Shannon Howrey, *Kennesaw State University*

17. Culture at the Core: Reality Andragogy in Preservice Teacher Education

Mikkaka Overstreet, *East Carolina University*

18. Inquiry Dialogue as a Tool for Critical Literacy

Kathryn Nelson, *The Ohio State University*

Joe Oyler, *Montclair State University*

8) AREA 10

Bridging Digital Literacies and Elementary School Projects

19. Building Digital Literacy Bridges: Connecting Cultures and Promoting Global Competencies Through School-based Virtual Field Trips

Stacy Delacruz, *Kennesaw State University*

20. Integrating Digital Literacies While Covering Standards: A Challenging Project for 3rd, 4th, and 5th Grade Teachers

Meghan Welch, *Georgia State University*

Caitlin Dooley, *Georgia Department of Education*

Zehra Ozturk, *Georgia State University*

8:30 am - 10:00 am - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 7 - Dynamic Literacy Identities Across Contexts: Studies of Latina, Multilingual, and Bilingual Youth

Chair:

Kate T. Anderson, *Arizona State University*

Discussant:

Kate T. Anderson, *Arizona State University*

1. “Struggling” to “Example”: Latina Adolescents Re-authoring Reader Identities While Tutoring Elementary Students

Dustin Drake, *Utah State University*

Amy Wilson-Lopez, *Utah State University*

2. Translanguaging: Multilingual Refugee Adolescents Engaging in Meaningful Literacy Practices in Out-of-school Spaces

Stella M. Rwanda, *Syracuse University*

Louise Wilkinson, *Syracuse University*

3. Exploring Literary Identities of Emergent Bilingual Children in Out-of-school Contexts

Jieun Kim, *University of Wisconsin-Madison*

8:30 am - 10:00 am - PAPER SESSION
Florida Salon III - Second Floor

AREA 2 - Empowering Teachers Through Writing

Chair:

Christian George Gregory, *Teachers College, Columbia University*

Discussant:

Vicki McQuitty, *Towson University*

1. Expanding Meaningfulness in the Teaching of Writing for Social Justice: Practicing Collaborative Professional Inquiry into Student Writing as a “Slow Movement”

Michelle Honeyford, *University of Manitoba*

Amanda Capina, *University of Manitoba*

2. Results of a Year-long Writing Professional Development Model

Zoi Apostolia Philippakos, *The University of North Carolina, Charlotte*

Charles MacArthur, *University of Delaware*

Sarah Munsell, *University of Pennsylvania*

3. The Trickle Down Effect: Building Teachers’ and Students’ Confidence with Writing Through A Professional Learning Community

Jodi Welsch, *Frostburg State University*

8:30 am - 10:00 am - SYMPOSIUM
Florida Salon V - Second Floor

AREA 8 - Promoting Teacher Learning of Translingual Practice: Next Steps for Teacher Education and Professional Development

Chair:

Angie Zapata, *University of Missouri*

Discussant:

Luis Poza, *University of Colorado, Denver*

This symposium brings together researchers working across grade levels and locations to explore how developing understandings of translingual practice--or the use of multiple and varied semiotic resources to negotiate meaning--can prepare teachers for supporting multilingual learners in the literacy classroom.

1. Cultivating Bilingual Literacy Educators Outside of the Bilingual Classroom

Maneka Deanna Brooks, *Texas State University*

2. Translingual Practice and Teacher Preparation: Teaching and Learning Across Languages

Mark Barba Pacheco, *Illinois State University*

Shannon M. Daniel, *Vanderbilt University, Peabody College*

3. Transmediating Literary Analyses: Integrating Multimodal Composition to Support Academic Writing in Multilingual Secondary Classrooms

Blaine E. Smith, *University of Arizona*

Irina Malova, *University of Miami*

8:30 am - 10:00 am - PAPER SESSION
Florida Salon VI - Second Floor

AREA 10 - Vocabulary Instruction & Digital Tools

Chair:

Mary L. Hoch, *National Louis University*

Discussant:

Nancy Flanagan Knapp, *University of Georgia*

1. More Than Just Word of the Day: Vocabulary Apps for English Learners

Laura Northrop, *Cleveland State University*

Elena Andrei, *Cleveland State University*

2. Oral Lexicons and Sight Vocabulary: Harnessing the Affordances of Speech Recognition Apps

Betsy Baker, *University of Missouri*

Chelsea Lea, *University of Missouri*

WEDNESDAY

3. Vocabulary in Educational Media for Preschoolers: A Content Analysis of Word Selection and Screen-based Pedagogical Supports

Katie Danielson, *New York University*
Kevin M. Wong, *New York University*
Susan B. Neuman, *New York University*

4. Advancing Young Children's Disciplinary Literacy Through Connected Learning and Culturally Relevant Teaching

Sarah Davis Blodgett, *Boston University*
Lisa M. O'Brien, *Boston University*
Alejandra Salinas, *Boston University*
Jeanne R. Paratore, *Boston University*

10:15 am - 11:45 am - ALTERNATIVE FORMAT
Meeting Room 1 - Second Floor

AREA 14 - Becoming Full: Women Literacy Scholars' Counternarratives of Possibility

Chair:

Gina Cervetti, *University of Michigan*

Advancing to full professor has always presented a challenging professional pathway for women. Our alternative session features a panel of seven women scholars who have successfully navigated diverse promotion pathways to full. Framed by critical theories of narrative, literacy, and identity, our session serves as a dialogic space that 1.) offers counternarratives that make promotion pathways more visible and viable, and 2.) provides opportunities to share advice and inspiration that helps women navigate academic promotion.

Presenters:

Janice F. Almasi, *University of Kentucky*
Kris Gutiérrez, *University of California, Berkeley*
Lara Handsfield, *Illinois State University*
Gwendolyn Thompson McMillon, *Oakland University*
Mary McVee, *University at Buffalo, SUNY*
Misty Sailors, *The University of Texas, San Antonio*
Arlette Willis, *The University of Illinois, Urbana-Champaign*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 3 - MULTILITERACIES: Graphic Novels and Mobile Devices

Chair:

Julie Rust, *Millsaps College*

Discussant:

Josephine Peyton Marsh, *Arizona State University*

1. (Im)Mobilizing Literacies: Collaboration to Expand Meaningfulness

Julie Rust, *Millsaps College*
Christy Wessel Powell, *Purdue University*

2. Graphic Novels as a Bridge to Historical Learning

Kathryn L. Roberts, *Wayne State University*
Laura Jimenez, *Boston University*
Carla K. Meyer, *Duquesne University*
Kristy Brugar, *University of Oklahoma*

3. Graphic Novels: Making Science Text Meaningful

Carla K. Meyer, *Duquesne University*
Elizabeth M. Hughes, *Pennsylvania State University*
Benjamin Mast, *Duquesne University*
Laura Jimenez, *Boston University*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 8 - Expanding Understanding of Immigrant and Refugee Adolescents' Literacy Experiences and Identity Construction in the U.S. Classrooms

Chair:

Ann Bennett, *Kennesaw State University*

Discussant:

Patriann Smith, *Texas Tech University*

1. Performing Masculinity and Constructing L2 Reader Identity: A Case Study of an Immigrant Adolescent Boy's Identity Negotiation and Reading Investment in a U.S. ESL Classroom

Kongji Qin, *New York University*

2. The Literate Lives and Identities of Two Guatemalan High School Girls in Their First Year in the U.S.

Rebecca E. Linares, *The University of Illinois, Urbana-Champaign*

3. Immigrant Latina/o Students as Writers: Bilingual Literacy in a Fourth Grade Late Exit Classroom

Myriam Jimena Guerra, *Texas A&M University, San Antonio*
Lucila Ek, *University of Texas, San Antonio*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 5 - Understanding Proficient Reading: Readers, Programs, Assessments

Chair:

Jill Freiberg Grifenhagen, *North Carolina State University*

Discussant:

Rachel Brown, *Syracuse University*

1. Expert Elementary Readers: A Profile of Reading Proficiency

Shelley Watson Burton, *The University of Tennessee*

2. Identifying the Inference Demands of Passages in One Core Literacy Program and Three Common Core Assessments

Tim G. Morrison, *Brigham Young University*

Brad Wilcox, *Brigham Young University*
Lauren Bird, *Brigham Young University*
Hannah Bursey, *Brigham Young University*
Mckenzie Helvey, *Brigham Young University*
Erica Murdoch, *Brigham Young University*

3. **What Counts as Good Reading?: A Young Reader's Journey**

Heidi Regina Bacon, *Southern Illinois University*
Jean Kaya, *Southern Illinois University, Carbondale*
Alba Olaya Leon, *Southern Illinois University, Carbondale*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 12 - Exploring Reading Motivation and Assessment Across International Contexts

Discussant:

Mehmet Gultekin, *Georgia State University*

1. **A Comparative Study of Motivation to Read Between American and Japanese Fourth Grade Students**

Hitomi Kambara, *University of Texas, Rio Grande Valley*
Jiening Ruan, *University of Oklahoma*
Lijun Jin, *Towson University*

2. **The Roles of General Knowledge and Reading Motivation in Fourth Graders' Reading Comprehension in Australia, Canada, Germany, Hong Kong, and Singapore**

HyeJin Hwang, *University of Michigan*

3. **Development and Validation of the TEVI2017: A Spanish Vocabulary Assessment for Beginning Readers**

Pelusa Orellana, *Universidad de los Andes*
Melody Kung, *MetaMetrics Inc*
Maria Francisca Valenzuela, *Universidad de los Andes*
Kattia Munoz, *Universidad de los Andes*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 7 - Analyzing Discourse, Privilege, and Failure: Critical Literacies, Culturally Sustaining Pedagogies, and the Walls Around Us

Chair:

Ashley N. Patterson, *Penn State University*

Discussant:

Ashley N. Patterson, *Penn State University*

1. **What's on the Walls?: A Visual Semiotic Analysis of Discourses in Place and Space**

Colleen E. Whittingham, *The University of North Carolina, Charlotte*

2. **"It Doesn't Mean Anything:" Deconstructing Privilege and Developing Critical Literacies**

Sara L. Young, *Worcester State University*

3. **Creative Failures in Culturally Sustaining Pedagogy**

Kelly Puzio, *Washington State University*
Sarah Newcomer, *Washington State University*
Kristen Lynne Pratt, *Washington State University*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 5 - Motivation, Attitudes, and Agency

Chair:

Katie Scieurba, *San Diego State University*

1. **Moving Beyond Cognitive Measures: Considering Elementary Students' Reading Attitudes Toward Print and Digital Texts**

Bong Gee Jang, *Syracuse University*
Kristin Conradi, *College of William & Mary*
Kirsten Aleman, *North Carolina State University*
Dennis Kear, *Emporia State University*

2. **Negotiating Agency in the Context of Literacy Instruction: A Case Study of Nina**

Margaret Vaughn, *University of Idaho*

3. **Reading Motivation Across the Years: An Exploration of Kindergarten Through Sixth Grade Perceptions**

Jacquelynn A. Malloy, *Clemson University*
Leslie Dawn Roberts, *Clemson University*
Rachael L. Ross, *Clemson University*

10:15 am - 11:45 am - SYMPOSIUM
Meeting Room 8 - Third Floor

AREA 11 - Linguaging Relations Across Social Worlds: Re-theorizing Engagement in Literacy Practices in the Classroom

Chair:

Richard Beach, *University of Minnesota*

Discussant:

Judith T. Lysaker, *Purdue University*

This symposium offers a re-theorizing of literacy practices by arguing for (a) a shift from language to languaging, (b) a shift from meaning-making as construction of intersubjectivity to meaning-making as located in the "in-between-ness" of people acting and reacting to each other and (c) a definition of personhood defined by enacted relationships. This re-theorizing builds on theories of distributed sense-making and distributed agency related to effectiveness and reflexivity in interacting with others.

WEDNESDAY

- 1. Toward a Theory of Linguaging Relationships Across Social Worlds**
David Bloome, *The Ohio State University*
Min-Young Kim, *The Ohio State University*
Faythe Beauchemin, *The Ohio State University*
- 2. The Social Construction of Linguaging Thinking Practices in a Series of Socratic Seminars**
George Newell, *The Ohio State University*
- 3. High School Students' Use of Linguaging to Establish Trust in Writing College Admissions Essays**
Richard Beach, *University of Minnesota*
Maren Aukerman, *Stanford University*

10:15 am - 11:45 am - SYMPOSIUM
Meeting Room 9 - Third Floor

AREA 10 - Critical Approaches to Social Media and Literacy Practices of Popular Culture

Chair:

Alexandra Panos, *Indiana University*

Discussant:

Mitzi Lewison, *Indiana University*

The goal of this session is to display multiple approaches to critical media literacy, delineating the various differences and crossovers that aid in questions of methodology, data collection, and analysis. While each author uses a critical sociocultural stance (Lewis, Enciso, & Moje, 2007), this session discusses the intersections between: critical multimodal text analysis, hip hop pedagogy, postcritical ethnography with media lessons, and a critical analysis of teachers use of social media and digital platforms.

- 1. Teaming Up with Ms. Marvel: Students' Critical Readings of Representation in Comics**
Michael Kersulov, *Indiana University*
- 2. Dying of Thirst: Kendrick Lamar and the Call for a "New School" Hip Hop Pedagogy**
Adam Henze, *Indiana University*
- 3. How Do We Decided How to Help (the Refugees)? Dislocation, Christian Charity, and Critical Media Literacies in the Rural Rustbelt**
Alexandra Panos, *Indiana University*
- 4. How Pinteresting! A Critical Examination of Pinterest as a Curricular Resource**
Joanne Yi, *Indiana University*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 7 - Discourses of Identity in Local and Transnational Communities: Disability, Affinity, and Desire

Discussant:

K. Dara Hill, *University of Michigan-Dearborn*

- 1. Transmodal Practices and Identity Constructions: Globally Connected Literacy Practices in Transnational Online Affinity Spaces**
Kewman M. Lee, *Arizona State University*
- 2. Cosmopolitan Desire: Connecting with "Others" in a Literacy Classroom**
Anne Crampton, *University of Minnesota*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 10 - Digital Learning

Discussant:

Michael Manderino, *Northern Illinois University*

- 1. Contextualizing the 3Rs of Online Learning**
Lesley Wilton, *University of Toronto*
- 2. Digital Literacy Practices and Discourses of Distraction**
Merideth M. Garcia, *University of Michigan*
- 3. Epistemic Beliefs During Online Searching and Reading for Investigating Ill-structured Problems**
Cui Cheng, *Michigan State University*
Rand Spiro, *Michigan State University*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 12 - Third Floor

AREA 1 - Reframing Literacy Methods Instruction from a Critical Perspective

Chair:

Lori Ann Norton-Meier, *University of Louisville*

Discussant:

Amy Vujaklija, *Governors State University*

- 1. Noticing Deconstruction and Possibilities in a Preservice Literacy Teacher's "Pushing Back"**
Jessica Rubin, *The University of Texas, Austin*
- 2. Pre-service Teacher Micro-hegemonic Construction of Literacy Teacher Identity**
Brian M. Flores, *University of South Florida*

10:15 am - 11:45 am - PAPER SESSION
II Terrazzo - First Floor

AREA 3 - Dialogism in Early Childhood

Chair:

Christopher Wagner, *Queens College, CUNY*

Discussant:

Christopher Wagner, *Queens College, CUNY*

- 1. Exploring Dialogic Pedagogy in Early Childhood Classrooms: A Review of Research**
Leiah J. Groom, *The Ohio State University*
Ian Wilkinson, *The Ohio State University*
- 2. Exploring Student Uptake of Teacher Talk Guidance in Student Exploratory Talk and Student Writing in a Second Grade Classroom**
Maureen Boyd, *University at Buffalo*
Jon Veenis, *University at Buffalo*
- 3. "Using Our Brains and Our Hearts": Systems Thinking as a Dialogic Approach to Nonfiction Writing in a First Grade Classroom**
Amy Ardell, *Chapman University*
Laurie MacGillivray, *University of Memphis*
Margie Curwen, *Chapman University*

10:15 am - 11:45 am - PAPER SESSION
Grand Salon A - Second Floor

AREA 6 - Expanding Writing Pedagogies: Innovative Approaches to High School and College Writing Instruction

Chair:

Amanda Smith, *University of Hawai'i*

Discussant:

Jon-Philip Imbrenda, *Salisbury University*

- 1. The Meaningful Argument: Pursuing the Blurred Boundaries Between Personal Narrative and Persuasive Writing**
Eleanor Haberl, *University of Colorado*
- 2. Supporting Strategic Writers: Results of an Efficacy Study with Developmental Writers**
Zoi Apostolia Philippakos, *The University of North Carolina, Charlotte*
Charles MacArthur, *University of Delaware*
Jessica Norwood, *The University of North Carolina, Charlotte*
Amanda Jennings, *University of Delaware*
- 3. Preparing for College Literacies Through an Expository Reading and Writing Course**
Norman Unrau, *California State University, Los Angeles*
Nancy Brenylson, *California State University*
Tony Fong, *WestEd*

10:15 am - 11:45 am - PAPER SESSION
Grand Salon B - Second Floor

AREA 1 - Beliefs and Experiences Teaching Writing

Chair:

Marva Solomon, *Angelo State University*

Discussant:

Heather Hurst, *Frostburg State University*

- 1. Pedagogies of Enactment in Literacy Teacher Education: Teaching Candidates to Model Reading & Writing Strategies**
Vicki McQuitty, *Towson University*
Pamela J. Hickey, *Towson University*
Kathy Hart-Smith, *Towson University*
- 2. Writing to Learn: Preservice Teachers Learning to Teach Writing in the Elementary and Middle School Classroom**
Meghan K. Block, *Central Michigan University*
Jennifer A. Knight, *University of Iowa*
- 3. Practices and Pedagogies of Exemplary Writing Methods Instructors**
Jennifer Sanders, *Oklahoma State University*
Joy Myers, *James Madison University*
Roya Q. Scales, *Western Carolina University*
Chinwe Ikpeze, *St. John Fisher College*
Linda Smetana, *California State University, East Bay*
Kelly N. Tracy, *Western Carolina University*
Karen Kreider Yoder, *Goshen College*
Dana Grisham, *California State University*

10:15 am - 11:45 am - SYMPOSIUM
Grand Salon C - Second Floor

AREA 1 - Critical Reflection: The Key to Promoting Meaningful Literacy Practices in the Secondary Classroom

Discussant:

Julie Justice, *Elon University*

Research shows that critical reflection is a difficult, infrequently performed facet of pedagogical reflection (Author, 2014; Author, 2016; Howard, 2003). This symposium's triad of presentations explores ways in which three literacy teacher educators at their respective institutions attempted to stimulate PSTs' critical reflection processes in order to disrupt hegemonic practices and, in doing so, promote agentive realities.

- 1. Differentiating Agentive Literacy Teacher Education: Cultivating Critical Reflection Skills to Expand Culturally Responsive Literacy Practices**
Jeanne Dyches, *Iowa State University*
Wendy Barlow, *Iowa State University*

WEDNESDAY

2. Critical Reflection in Common Places: Preservice Teachers, Daybooks, and Progressive Professional Identifications

Brandon Sams, *Auburn University*

3. Developing Pre-service Teachers' Critical Literacies: Reading Textual Silences and Planning for Practice

Ashley Summer Boyd, *Washington State University*

10:15 am - 11:45 am - SYMPOSIUM
Grand Salon D - Second Floor

AREA 6 - Disciplinary Reading and Argumentation: Project READI and Opportunity to Learn

Chair:

Elizabeth Birr Moje, *University of Michigan*

Discussant:

Elizabeth Birr Moje, *University of Michigan*

The papers in this symposium report on instructional design principles to support disciplinary reasoning and argumentation developed in the IES funded Project READI. Each paper addresses how practices that support a sense of self-efficacy for students and for teachers were enacted in the disciplines of literature, history and science.

1. Expanding Horizons of Possibility: Architecture for Design of Robust and Expansive Learning Through Literature

Carol D. Lee, *Northwestern University*

2. Expanding Students' Disciplinary Literacy Practices and Scientific Understandings with Text-based Investigations in Secondary Science Classes

Cynthia Greenleaf, *West Ed*

3. More Than "Just the Facts, Ma'am" – Moving Middle School Students to Deepen their Historical Understandings

Susan R. Goldman, *The University of Illinois, Chicago*

10:15 am - 11:45 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 9

Action and Impact in Literacy Practices

1. From Fiction to Action: Using Young Adult Literature to Inspire Prosocial Behavior

Alice Hays, *California State University, Bakersfield*

2. The Big Impact of a 'Big Read.'

Amber Malaine Rountree, *The University of Tennessee*

2) AREA 2

ELA and Digital Literacies

3. ELA Today: Research on What It Means to Teach English Language Arts in the Age of Digital Literacy and Public Education Under Siege

Carl Young, *North Carolina State University*

Rachael Debnam-O'Dea, *North Carolina State University*

Nicolette Filson, *North Carolina State University*

4. Elementary School Teachers' Meaning Making of Digital Literacy Integration During Collaborative Planning Sessions in a Project-Based School

Zehra Ozturk, *Georgia State University*

5. Exploratory Study of the Impact of Video-mediated Clinical Experiences on Practice: Teachers' Retrospective Reports of Knowledge They Use

Anne McGill-Franzen, *The University of Tennessee*

Natalia Ward, *The University of Tennessee*

3) AREA 8

Making Meaning: Literacy, Multilingual Students, and Their Teachers

6. Teacher Self-efficacy and English Language Learners' Attainment of Meaningful Literacies

Pamela J. Dunston, *Clemson University*

Tracy Butler, *Anderson University*

Temi Bidjerano, *Furman University*

Rachelle S. Savitz, *Clemson University*

7. An Exploration of Chinese Male Engineering Graduate Students' Oral English Proficiency After Passing TOEFL in the US

Xuezi Zhang, *University of Florida*

Zeyuan Jing, *University of Florida*

8. Expanding Meaningfulness: College English Learners Read in Their Disciplines

Yang Wang, *University of South Carolina*

4) AREA 12

Language and Literacy Across Borders: International Literacy Instruction

9. Expanding Understandings: ICTs, Disciplinary Literacies, and Swedish Teachers

Elizabeth Stolle, *Grand Valley State University*

10. Exploring the Challenges of Mother Tongue-based Education in a Multilingual Country

Mark Preston Lopez, *University of Florida*

Xiaochen Du, *University of Florida*

Annie Grail Ekid, *Mountain Province State Polytechnic College*

11. I am an English and...: Using International Children's Literature to Explore Identity in a Primary Classroom

Melissa Beth Wilson, *Leeds Trinity University*

12. International Students, Language Barriers, and Language Learning Strategies

Claudia C. Pozzobon, *University of Iowa*

5) AREA 5

Literacy for Assessment or Pleasure?

13. Literacy Learning and Assessment and the Whole Child: Paper or Computer?

Katrina W. Hall, *University of North Florida*
Stacy Boote, *University of North Florida*

6) AREA 11

Relational Narratives: Analyzing and Presenting the Storied Lives of Researchers and Participants

14. A Kindergarten Teacher's Experience with Literacy Instruction: Re-examining Narrative Form and Style

Jordan Buckrop, *University of Virginia*

15. The Roles We Play: Exploring Intimacy in Research

Kathleen Marie Alley, *Mississippi State University*

7) AREA 9

Refugees and Displaced People in Literature for Children and Young Adults

16. Reading in the Gaps: Exploring Representations of Refugees and other Displaced Individuals in Children's and Young Adult Verse Novels

Rachel Rickard, *The Ohio State University*

17. Hear Me In: Voice, Agency, and Inclusion in International Immigrant and Refugee Stories

Petros Panaou, *University of Georgia*
Julie Mooney Carbaugh, *University of Georgia*

10:15 am - 11:45 am - ALTERNATIVE FORMAT
Florida Salons I & II - Second Floor

AREA 7 - Storytelling Research: Seeing (Extra)ordinary (In)justice in Youth Narratives and School Practices

Chair:

Patricia E. Enciso, *The Ohio State University*

Discussant:

Cynthia Lewis, *University of Minnesota*

We will tell stories of our work with elementary and middle grade youth who reshaped and reimagined the injustices in their everyday lives through their own superhero storytelling. We disrupt these potentially heroic literacy research stories with scenes of surveillance and discrimination, in school and society, to ask what theory contributes and forestalls, what methods afford and constrain as we forge literacy pedagogies energized by the radical hope of youth storytelling and demands for change.

1. Title IX Story Club: Creating Possibilities for Black Girls in Sports

Rebekah May Degener, *The Ohio State University*

2. Five Boys Talking About Trump: Critical and Dialogic (Re)Storytelling

Beth Krone, *The Ohio State University*

3. Super Villains and Political Power: Elementary Youth Superhero Narratives in an Afterschool Program

Francisco Luis Torres, *University of Colorado, Boulder*
Kelsey Tayne, *University of Colorado, Boulder*

10:15 am - 11:45 am - SYMPOSIUM
Florida Salon III - Second Floor

AREA 5 - What's the Meaning of This? An Examination of Early Writing Development with Attention to Children's Skills, Assessment, and Teachers' Beliefs and Practices

Chair:

Hope Gerde, *Michigan State University*

Discussant:

Gary Bingham, *Georgia State University*

Early writing skills are a critical component of young children's literacy development and predictive of later school achievement. This symposium uses multiple data sources from diverse groups of children and teachers to examine when and for whom child and teacher factors are meaningful influences of early writing. In addition, the assessment of children's composing, the generation of meaningful messages, is examined.

1. When is Self-regulation Meaningfully Contributing to Early Writing Development?

Kyla McRoy, *Michigan State University*
Hope Gerde, *Michigan State University*

2. Meaningful Writing: Measuring Young Children's Early Composing Skills

Margaret Ferguson Quinn, *Georgia State University*
Gary Bingham, *Georgia State University*

3. Meaningful Relations Between Early Childhood Teachers' Knowledge, Beliefs, and Instructional Supports for Early Writing

Hope Gerde, *Michigan State University*
Gary Bingham, *Georgia State University*

4. Kindergarten Teachers' Use of Writing Scaffolds to Support Children's Developing Orthographic Knowledge

Stefanie Copp, *University of Virginia*
Sonia Cabell, *University of Virginia*
Marcia Invernizzi, *University of Virginia*

WEDNESDAY

10:15 am - 11:45 am – INVITED SESSION – AREA 5
Florida Salon V - Second Floor

Beyond Conventions: (Re)mediating Meaningful Literacies by Centering Young Children

Chair:

Kristen White, *Michigan State University*

Discussant:

Beth A. Buchholz, *Appalachian State University*

This symposium centers children's multi-literacies to forward literacies research, theory, and practice. Three qualitative researchers share experiences learning with and alongside children in a Midwestern Title I school, an inclusive public school in a Northeastern metropolis, and a university-affiliated preschool in the Northeast. Authors provide innovative methodologies for amplifying children's voices and snapshots of children using multiple modes to participate in conversations about critical issues. Findings highlight how all children engaged in critical/sociopolitical conversations.

1. Reading Refugee Texts, Writing Representatives: Amplifying Children's Voices in an Era of (Im) Migration

Cassie J. Brownell, *Michigan State University*

2. The Next Generation: Understanding Children's World(s) Through Multimodal Artifacts

Haeny Yoon, *Teachers College, Columbia University*

3. They Have a Camera, and They're Not Afraid to Use It: Young Children's Identities In and Through Photographs

Tran Templeton, *Teachers College, Columbia University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 6 - Transactional Theory, Trust, and Tweets: Supporting New Literacies in Adolescents' Lives

Discussant:

Roberto De Rook, *Nanyang Technological University*

1. Examining the Process of Enculturation of Secondary School Students into the Literary Studies Community

David Alan Smith, *Judson University*

2. New Literacies in Participatory Cultures and the Assumption of Trust

Valerie Lieberman Marsh, *University of Rochester*

Martha J. Hoff, *University of Rochester*

3. Literacy as a Communal Practice: A Critical Exploration of the Literacy Practices and Social Interactions of Urban Youth and English Educators in a Twitter Book Club

Delicia Tiera Greene, *University at Albany, SUNY*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 2 - Second Floor

AREA 14 - Teaching Literacy for Social Justice: A Think-Tank Conversation

LRA has focused mainly on how literacy research might impact social justice issues, and rightly, since we are a community of literacy researchers. But most of us are also teachers, and many of us are teacher educators as well. In this session, participants will brainstorm, discuss, and make plans to collaborate around teaching literacy to students at all age levels in ways that also foster understanding, critical thought, and even action for social justice.

Facilitator:

Nancy Flanagan Knapp, *University of Georgia*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 5 - Writing Processes Across School, Home, and Online Platforms

Chair:

Sinead Judith Harmey, *UCL, Institute of Education*

1. Development of Writing Processes in School-age Children: Evidence from an On-line Narrative Generation Task

Haesik Min, *University at Buffalo, SUNY*

Ling-yu Guo, *University at Buffalo, SUNY*

Jeff Higginbotham, *University at Buffalo, SUNY*

2. Reclaiming Meaning in Writing Development

Bobbie Kabuto, *Queens College*

Kathleen Marie Olmstead, *The College at Brockport, SUNY*

3. The Relationship of Fluency and Comprehension to Persuasive Writing Quality

Sharon Walpole, *University of Delaware*

John Strong, *University of Delaware*

Adrian Pasquarella, *University of Delaware*

David Coker, *University of Delaware*

Marcia Shirilla, *University of Delaware*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 4 - Second Floor

AREA 11 - Lines of Inquiry within Posthuman Literacy Research

Our session pulls together scholars from seven different universities to explore how the posthuman turn in literacy research offers important lines of flight that disrupt assumptions and practices of traditional qualitative research (e.g. Mazzei, 2016; St. Pierre, 2016). Three questions form a moving line of exploration in this session: 1) What are posthuman literacies? 2)

What do they make possible in theory, practice, and research?
and 3) What are their ethical implications?

- 1. Where are the Posthumans in Posthumanism? Configuring Materialities for Literacy Research**
T. Philip Nichols, *University of Pennsylvania*
- 2. Encountering Waste Landscapes: More-than-Human Place Literacies in Early Childhood Education**
Jessica Rubin, *The University of Texas, Austin*
- 3. Care-ful! There are Monsters in Here: Posthuman Ethical Considerations in Literacy Practices**
Jaye Johnson Thiel, *University of Georgia*
Candace Kuby, *University of Missouri*
- 4. Abductions: Critical Posthuman Literacies and Lines**
Karen Spector, *University of Alabama*
- 5. Flickering Texts and the Writing Body: Posthuman Literacies, Authorship and the Nonhuman in the Digital University**
Lesley Gourley, *UCL, Institute of Education*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 5 - Second Floor

AREA 9 - Extending Meaning in K-3 Literacy Education: Working Critically with Pre-service Teachers, Children, and Texts

Chair:

Tracey Pyscher, *Western Washington University*

Discussant:

Tracey Pyscher, *Western Washington University*

Literacy researchers from the political North and the political South report on studies that examine the possibilities of extending meaning by reshaping K-3 student teachers' experiences, by layering collage images with children in Kindergarten, and by reworking online stories written for African children. Each of the presentations works to disrupt existing practices by redesigning texts, images and readings so as to create spaces for socio-critical reflection in relation to existing values and beliefs.

- 1. 'I Would Recommend This Book Because the Story has an Important Moral': Unpacking and Disrupting Preservice Teachers' Understandings of 'Appropriate' Picturebooks for Young Children**
Kerryn Dixon, *University of the Witwatersrand*
Hilary Janks, *University of the Witwatersrand*
- 2. Open License Affords Critical Literacy: The Design and Redesign of African Storybooks**
Lisa Treffry-Goatley, *South African Institute for Distance Education*
- 3. Collage Interpretations of Reading With/Against Text in a Kindergarten Classroom**
Vivian Marie Vasquez, *American University*
Bryan Woods, *Kindree Public School*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 7 - Pedagogies of Possibilities: Critical Conversations About Comic Books, Children's Literature, and Digital Creative Practices

Chair:

Kate T. Anderson, *Arizona State University*

- 1. Comic Book Conversations as Pedagogies of Possibilities in Urban Spaces**
Ewa McGrail, *Georgia State University*
Gertrude Tinker Sachs, *Georgia State University*
Megan Lewis, *Georgia State University*
- 2. Shifting Perspectives Through Critical Literacy: Fifth Graders' Take on Gender, Injustice, & Feminism**
Brooke H. Langston-DeMott, *The University of North Carolina, Wilmington*
- 3. The Project Cafe: Exploring Possibility and Equality in Youth Mobilities Through Digital Spaces and the Arts**
Diane R. Collier, *Brock University*
Mia Perry, *University of Glasgow*
Jennifer Rowsell, *Brock University*
Theresa Rogers, *University of British Columbia*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 2 - Disciplinary Literacy: Planning, Partnership & Practice

Chair:

Angela J. Stefanski, *Ball State University*

Discussant:

Josephine Peyton Marsh, *Arizona State University*

- 1. Moving Toward True Disciplinary Literacy: Examining One Middle School Science Teacher's Use of Literacy Practices During Instruction**
Andrea Gelfuso, *University of Central Florida*
Nicole Rose Damico, *University of Central Florida*
Jonathan Hall, *University of Central Florida*
Su Gao, *University of Central Florida*
- 2. Discipline-specific Text Selection and Inclusion in Planning for Instruction**
Paula Di Domenico, *Leyden District 212*
- 3. Facilitating Literacy Modalities and Strategies for Meaningful University and K-12 Instruction Across Disciplines**
Stephanie L. McAndrews, *Southern Illinois University, Edwardsville*
Shadrack G. Msengi, *Southern Illinois University, Edwardsville*

WEDNESDAY

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 3 - Designing Literacy Instruction

Chair:

Carla K. Meyer, *Duquesne University*

Discussant:

Dawnene D. Hassett, *University of Wisconsin – Madison*

- 1. Urban Elementary Classrooms as Designed Places for Negotiating Literacy Learning**
Lynn Gatto, *University of Rochester*
- 2. Multiliteracies, Design Thinking, and Tinkering in Reading Workshop**
Christiane Wood, *California State University, San Marcos*
- 3. “I Am Designing This Text for a Reason”:
Foregrounding Design in the Teaching of Writing Across Grade Levels**
Charlotte Land, *The University of Texas, Austin*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 9 - Third Floor

AREA 8 - Textual and Instructional Considerations to Foster Multilingualism, Literacy, and Identity: A Transnational/Multilingual ICG-sponsored Symposium

Chair:

Sarah Newcomer, *Washington State University*

Discussant:

Jennifer Collett, *Lehman College, CUNY*

This Transnational/Multilingual ICG-sponsored symposium reflects the conference theme of literacy research for expanding meaningfulness by focusing on ways in which fostering students' multilingualism broadens the scope of literacy instruction and attainment beyond measurable skills. These papers examine various ways in which texts or instruction in various countries and contexts may support or hinder children's development of multilingual and literate competencies and identities and explore the possibilities and potential challenges of using multilingual materials and pedagogies.

- 1. Trends and Language Ideology in Spanish-English Dual-language Picturebooks**
Lisa Domke, *Michigan State University*
- 2. Meeting the Needs of Students in a Multilingual Classroom: Linking Research to Practice**
Rahat Zaidi, *University of Calgary*
- 3. “Who We Are Today”: Latinx Youth Perspectives of Being Bilingual and Bicultural**
Sarah Newcomer, *Washington State University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 2 - Meaningful Practices: Reading Race & Co-constructing Culture

Chair:

Soria Elizabeth Colomer, *Oregon State University*

Discussant:

Ngozi Onuora, *Millikin University*

- 1. Revisiting Racialized Texts: A Study of Racial Literacy**
Carolyn Fuller, *St. Louis Community College*
- 2. Educators Expanded Meaningfulness: A Phenomenological Study of Teaching Literacy to ELs**
Jennifer Stegall, *Missouri Southern State University*
- 3. “And We’re Like Dinosaurs:” One Latino-Jamaican Male’s Position as a Beginning Literacy Specialist**
Elizabeth Stevens, *Roberts Wesleyan College*
- 4. “If People Don’t Know Where You From, They Be Talkin’ for You.”: How Anti-racist Teaching Influences Critical Literacy Teacher Identity**
Alina Adonyi Pruitt, *The University of Texas, Austin*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 9 - Exploring Children’s Literature with a Critical Eye

Chair:

L. Davila, *University of Nevada, Las Vegas*

Discussant:

Ted Kesler, *Queens College, CUNY*

- 1. Expanding Meaningful Literacies via Exploring Discourses in International Children’s Book Translation and Publishing**
Yunying Xu, *University of Nevada, Las Vegas*
- 2. Narratives of “Overcoming” and Deficit Models: A Critical Content Analysis of Disability in Children’s Picturebooks**
Donna Sayers Adomat, *Indiana University, Bloomington*
- 3. Race and Gender of the Story Characters in Three First Grade Core Reading Curricula**
Robert Kelly, *The Ohio State University*
Ryan Iaconelli, *The Ohio State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 2 - Adaptive Expertise for Teaching Literature-related Argumentative Writing in High School English Language Arts Classrooms

Chair:

George Newell, *The Ohio State University*

Discussant:

Richard Beach, *University of Minnesota*

Situated within the teaching of argumentative writing in high school ELA classrooms, this symposium includes three papers that outline a hybrid model of adaptive expertise that takes into account personal, conceptual, and contextual factors, reports and interprets findings from a mixed method study of the cognitive processes by which teachers resolve complex issues related to teaching literature-related argumentative writing, and illustrates contrasting kinds of expertise by describing two teachers' responses to a teaching scenario.

1. Adaptive Expertise for Teaching Literature-related Argumentative Writing in High School English Language Arts Classrooms

Seung-Yon Ha, *The Ohio State University*

Tzu-Jung Lin, *The Ohio State University*

Grace Hsieh, *National Chaio Tung University*

Eileen Buescher, *Eastern Kentucky University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
II Terazzo - First Floor

AREA 7 - Making Beautiful Music: Adolescents' and Teachers' Collaborative Inquiry into All-gender Identity and Inclusion

Presenters:

Sarah Evis, *Toronto District School Board*

Ty Walkland, *University of Toronto*

Pamela Baer, *University of Toronto*

Benjamin Lee-Hicks, *University of Toronto*

Ben Gallagher, *University of Toronto*

This alternative session features a screening of *Gender is Like the Ocean*, a 45-minute film that documents a group of adolescents and teachers as they grapple with questions about gender, identity, representation, and inclusion. The film traces a several-month process of inquiry involving middle school students and teacher candidates from the University of Toronto who co-authored critical literacy curriculum for Kristin Cronn-Mills's young adult novel, *Beautiful Music for Ugly Children* (2012) and co-researched that process.

1. Gender is Like the Ocean

Rob Simon, *University of Toronto*

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon A - Second Floor

AREA 8 - Use of Diverse Texts to Develop Meaningful Engagement Among Diverse Learners

Chair:

Lori Czop Assaf, *Texas State University*

1. Culturally Relevant Children's Literature as Mentor Texts in the Bilingual Classroom

Gilberto P. Lara, *Oregon State University*

María G. Leija, *University of Texas, Rio Grande Valley*

2. Developing Taiwanese Students' Critical Awareness Through Reading Postmodern Picturebooks

Ying-Hsuan Lee, *Washington State University*

3. Expanding (Access to) Meaningfulness in A New Dual Language School Library

Patrick Henry Smith, *The University of Illinois, Urbana-Champaign*

Bethany Thompson, *Champaign Unit 4 Schools*

4. Making Complex Informational Text Accessible for Emergent Bilinguals

Carrie Symons, *Michigan State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Grand Salon B - Second Floor

AREA 7 - Beyond Respectability Politics in Language and Literacy Research: Toward Theories of Justice for Linguistically and Racially-Diverse Students

Chair:

Ramon Martinez, *Stanford University*

Discussant:

Ramon Martinez, *Stanford University*

In this symposium, four critical language scholars of color will discuss and illustrate how linguistic racism (Baker-Bell, 2017) and symbolic linguistic violence (Johnson, Jackson, Stovall & Bazille, 2017; Martinez, 2017) get perpetuated and normalized in our research practices, disciplinary discourses, curricular choices, and pedagogical practices. The four separate but interconnected presentations offer new insights for working toward racial and linguistic at the intersections of theory, research, and practice.

1. "A Seat at the Table": Exploring Black Girls' Perspectives on Black Language

April Baker-Bell, *Michigan State University*

2. Exploring Teacher Knowledge of African American Language and Its Role in Pedagogy

Alice Lee, *Illinois State University*

3. Using Black Literacies to Embrace African American Language in the Classroom

Lamar Johnson, *Michigan State University*

4. Talking Right and Talking White? Black and Latinx Youth Language Ideologies

Danny C. Martinez, *University of California, Davis*

WEDNESDAY

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon C - Second Floor

AREA 1 - Literacy Educators' Understandings and Perspective about Teaching Special Student Populations

Chair:

Ling Wang, *Austin Peay State University*

Discussant:

Antonietta Avila, *University of Wisconsin-Milwaukee*

1. **"We Didn't Really Learn Any Ways to Teach Them": Teachers' Perceptions of Their Preparatory Experiences for Teaching English Learners (ELs)**
Pamela Correll, *Missouri State University*
2. **Building Bridges, Not Walls: Preparing Teachers to Use (Critical) Media Literacy as a Framework to Engage & Empower English Learners**
Kisha C. Bryan, *Tennessee State University*
Katherin E. Garland, *Santa Fe Community College*
3. **Teacher Educators Understandings and Perspectives About Dyslexia**
Jo Worthy, *The University of Texas, Austin*
Cori Salmeron, *The University of Texas, Austin*
Stacia Long, *The University of Texas, Austin*
Vickie Godfrey, *The University of Texas, Austin*
Catherine Lammert, *The University of Texas, Austin*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Grand Salon D - Second Floor

AREA 7 - Intersectionality: "That's Not Literacy Research"

Chair:

Detra Price-Dennis, *Teachers College, Columbia University*

Discussant:

Corrine Wickens, *Northern Illinois University*

This alternative format session is co-sponsored by the Ethnicity, Race, and Multilingualism Committee and Gender & Sexualities Innovative Community Group. The papers in this session will address moments of hegemonic subjugation through a lens of intersectionality, in which literacy research has been characterized through discourses of power (Foucault, 1972) as "not really literacy research." This session will address ways in which corollary issues of advocacy, methodology, and subject matter have been challenged as literacy research.

1. **Intersectionality: "That's Not Literacy Research"**
Carol Brochin, *University of Arizona*
Em A. Kirkwood, *University of Illinois, Urbana-Champaign*
Caitlin Law Ryan, *East Carolina University*
Jill Hermann-Wilmarth, *Western Michigan University*
Dywanna Smith, *University of South Carolina*

1:15 pm - 2:45 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 10 Affordances and Constraints of Online Media

1. **Concepts of Web-based Print and Media**
Jodi Louise Pilgrim, *University of Mary Hardin-Baylor*
Sheri Vasinda, *Oklahoma State University*
Elda Martinez, *University of the Incarnate Word*
Christie Bledsoe, *University of Mary Hardin-Baylor*
2. **The Digital Practices of Struggling Readers: Benefits and Barriers of Digital Tools in a Technology Rich Environment**
Aimee Frier, *University of South Florida*

2) AREA 7 Listening to the "Other": Diaspora, Discourse and Narratives of the Marginalized

3. **Discussions of Discourse Analysis with Language-Minoritized Adolescent Students**
Clare Donovan-Scane, *The University of Illinois, Chicago*

3) AREA 6 Studying Sites for Disciplinary Literacy Teaching and Learning

4. **Disciplinary Literacy and Project-based Learning: An Analysis of the Literacy Texts and Practices in a Project-based Learning School**
David Gallagher, *Mount Saint Mary College*
Matt J. Hollibush, *Mount Saint Mary College*
5. **Undergraduate Literacy Practices: A Case Study of Disciplinary Learners**
Heather Porter, *Salisbury University*

4) AREA 8 Multilingual Lives: Language Maintenance in Bilingual Communities

6. **Filipino Parents' Home Literacy and Language Practices**
Maria Selena Protacio, *Western Michigan University*
7. **Immigrant Korean Bilingual Families' Efforts in Raising Bilingual Children**
Guang-Lea Lee, *Old Dominion University*
8. **Negotiating Moments of Tension for Expansive Learning in a Heritage Language Program**
Tierney Hinman, *The University of North Carolina, Greensboro*

5) AREA 2
Special ELA Partnerships

9. **Investigating University Partnerships on Teacher Knowledge of Best Reading and Writing Practices**
Tala Michelle Karkar Esperat, *Texas Tech University*
Charity G. Embley, *Texas Tech University*
Julie Smit, *Texas Tech University*
10. **Teacher Perceptions of a Project-based Approach to Literacy and Social Studies Instruction**
Katie Ziemba Revelle, *University of Michigan*

6) AREA 9
Powerful Connections: Responding to YA Literature

11. **Critical Readings, Discussions, and Multimodal Responses to Literature: Unity, Loss, and Courage**
Kimberly E. Schmidt, *University of Colorado, Boulder*
12. **Voices Behind Bars: How Literature Unlocks Personal Stories of Incarceration**
Caitlin Elizabeth Murphy, *The Ohio State University*
Sarah Campbell Lightner, *West Chester University*

7) AREA 7
Literacies in the Community: Complicating Assumptions

13. **Complicating the Implicit Binary of In and Out of School Literacy Research: A Metasynthesis**
Jung Kim, *Lewis University*
Susan Cridland-Hughes, *Clemson University*
14. **Multimodal Literacy Practices within a Community**
Amy Burke, *Texas Woman's University*
Nancy Anderson, *Texas Woman's University*

8) AREA 1
Using Technology to Support Pre-service Literacy Teachers

15. **Hashtag Reflective Practitioner: Using Social Media to Support Developing Teachers' Critical Reflection**
Lane Whitney Clarke, *University of New England*
16. **#Identity: Making Pre-service Teacher Identity Development Visible Through Twitter**
Shannon Prince, *Michigan State University*
17. **Using Snapchat to Bridge Theory and Practice: Preservice Teachers' Reflections on Elementary Literacy Practices**
Monica Thomas Billen, *California State University, Fresno*

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 3 - Reflective Practice and Literacy Teaching Improvements

Chair:

Alyssa Michelle Boardman, *University of Wisconsin-La Crosse*

1. **What Does Literacy Instruction in the Intermediate Grades Look Like?**
Zaline Roy-Campbell, *Syracuse University*
2. **Moving Away from Teacher Directed Meaning in Literacy: A Discourse Analysis of How One Teacher Changed his Teaching Practices**
Alyssa Michelle Boardman, *University of Wisconsin-La Crosse*
3. **Shaping Opportunities for Meaningful Literacy Learning: One Teacher's Curricular Adaptations During Reading Comprehension Instruction**
Laura Joy Hopkins, *Michigan State University*

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salon III - Second Floor

AREA 10 - Digital Creation and Engagement

Chair:

Steve Wellinski, *Eastern Michigan University*

Discussant:

Katrina Zammit, *Western Sydney University*

1. **"You Have to Work to Make the Good Stuff Happen": Early Adolescents as Designers of Digital Media via Coding**
Julia Hagge, *The Ohio State University, Marion*
2. **Digital Show and Tell: The Affordances of Multimedia Journals in Learning Disciplinary Language and Literacy**
Deborah Kozdras, *University of South Florida*
Christine Joseph Picot, *East Carolina University*
3. **Using Videogames to Engage Students in Literate Practices**
Carolyn Stuft, *Berry College*

WEDNESDAY

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salon V - Second Floor

AREA 8 - Exploration of Family and Community Literacies and Language Practices

Chair:

Amy Frederick, *University of Wisconsin, River Falls*

Discussant:

Margarita Gomez Zisselsberger, *Loyola University Maryland*

- 1. Developing Literacy and Biliteracy Practices: Children and Adolescents as Language Brokers in Families from Bosnia-Herzegovina**
Nermin Vehabovic, *North Carolina State University*
- 2. Parental Language Use in Storytelling and Children's Language Abilities in Two Languages: A Study on Children in Dual Immersion Programs**
Lu Yang, *University of California, Davis*
Yuuko Uchikoshi, *University of California, Davis*
- 3. "We Can Only Teach What We Know:" Immigrant Mothers' Experiences of Raising Bilingual and Biliterate Children**
Jungmin Kwon, *Teachers College, Columbia University*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 14 - Socio-materiality, Poststructural, Posthuman, & New Literacies

Chair:

Lara Handsfield, *Illinois State University*

Discussant:

Jaye Johnson Thiel, *University of Georgia*

- 1. Meaningful Application of Economic Thinking: A Meta-analysis of New Literacies Research**
George Lovell Boggs, *The Florida State University*
Trevor Thomas Stewart, *Virginia Tech*
- 2. Posthuman Literacy and Jain Nonviolence: Decentering the Humanist Subject**
Jessica Rubin, *The University of Texas, Austin*
- 3. O-o-o-o-o, na-na-na-na-na - On Swishing Winter Trousers: Mobile Children Making Their Home in Literacy Refrains**
Päivi Helena Jokinen, *University of Oulu*
Guy Merchant, *Sheffield Hallam University*
Riitta-Liisa Korkeamäki, *University of Oulu*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 3 - Examining Language in Elementary School Instruction

Chair:

Xavier Eric Fazio, *Brock University*

Discussant:

Judith T. Lysaker, *Purdue University*

- 1. First Grade Teachers' Level of Language During Instruction**
Elizabeth H. Brinkerhoff, *University of South Carolina, Beaufort*
Alysia D. Roehrig, *The Florida State University*
- 2. Linguaging Relationships in Elementary Writing Through Relational-key**
Faythe Beauchemin, *The Ohio State University*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 1 - Poetic, Dramatic, and Embodied Engagements with Texts in Learning to Teach

Chair:

Jamie Colwell, *Old Dominion University*

Discussant:

Carolyn Hitchens, *Ball State University*

- 1. Expanding Meaningfulness of Teacher Gender: An Inquiry into Teacher Drawings by Pre-service Educators**
Anne Swenson Ticknor, *East Carolina University*
- 2. Writing from the Heart: Poetry as a Communicative Platform to Stimulate Education Majors' Reflections About Teaching Literacy**
Janet Richards, *University of South Florida*
Susan V. Bennett, *University of South Florida, St. Petersburg*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 4 - Second Floor

AREA 10 - Expanding Meaning Through Digital Literacies and Inquiry: Research Perspectives from Diverse Geographical and Cultural Contexts

Chair:

Guoyong Wu, *Clemson University*

Discussants:

W. Ian O'Byrne, *College of Charleston*

Shea N. Kerkhoff, *Purdue University*

In this symposium, we share four research papers targeting five countries (i.e., Colombia, Canada, Australia, and China and

the US) in order to offer a comparative analysis of how digital literacies instruction is being taken up in different geographical and cultural contexts. The papers demonstrate how educators and students embrace digital literacies and inquiry to “expand meaningfulness” within school-based literacy learning, specifically in the area of personal and social significance.

1. Early Literacies in Second Languages in Colombia: Multimodal Critical Consciousness in K-5 English Education

Raul A. Mora, *Universidad Pontificia Bolivariana, Sede Central Medellín*

Claudia Cañas, *Universidad Pontificia Bolivariana, Sede Central Medellín*

Angela Patricia Ocampo, *Universidad Pontificia Bolivariana, Sede Central Medellín*

Ana Karina Rodríguez, *Universidad Pontificia Bolivariana, Sede Central Medellín*

Mónica López-Ladino, *Universidad Pontificia Bolivariana, Sede Central Medellín*

2. Development of New Literacies Skills in Canadian Francophone Minority-language Classrooms

Michelle Schira Hagerman, *University of Ottawa*

3. Expanding What Counts as Literacy: Student Engagement and Digital Literacies in an Australian 3rd Grade Classroom

Katina Zammit, *Western Sydney University*

4. Cross-Cultural Digital, Collaborative Inquiry: A Collective Case Study with Students from China and the US

Hiller A. Spires, *North Carolina State University*

Casey Medlock Paul, *North Carolina State University*

Marie Himes, *North Carolina State University*

Erin Lyjak, *North Carolina State University*

Chang Yuan, *North Carolina State University*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 6 - Critical Collaborations: Considering Disciplinary Literacy in Theory and Practice

1. A Systematic Review of Disciplinary Literacy Research

Bong Gee Jang, *Syracuse University*

Yongjun Lee, *University of Minnesota*

2. Transformation Through Convergence: Unlocking the Meaning Potentials in Teacher and Researcher Communities of Practice

Rick Coppola, *The University of Illinois, Chicago*

3. Collaboration Across Disciplines: Understanding the Content, Practices and Pedagogy of Disciplinary and Teacher Education Faculty

Emily N. Skinner, *College of Charleston*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 6 - Second Floor

AREA 10 - Making Meaning In, Across, and Through: Tracing Agency and Semiotic Mobility

Chair:

Jon M. Wargo, *Boston College*

Presenters in this symposium explore semiotic mobility - or the traversals of semiosis across modes, media, technologies, etc. - in the ways youth take up, resist, and remix composing practices across contexts. The panel features research from a range of educational settings as presenters trace meaning-making across expanded and expansive literacy practice. In conversation, these papers offer a generative look at the roles and functions of semiotic mobility through the lens of composer agency.

1. Tracing the Intersections of Youth Literacies and Activism

Jamila Lyiscott, *Teachers College, Columbia University*

2. Tracing Uptake Through Youths' Compositional Moves

Matthew Hall, *The College of New Jersey*

Anna Smith, *Illinois State University*

3. Tracing Affective Engagement in Youth Meaning Making Across Time and Space

Shawndra Allen, *The University of Illinois, Chicago*

Nathan C. Phillips, *The University of Illinois, Chicago*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 6 - Expanding Understanding of Adults' Home, Work, and Lifespan Literacies

Chair:

Gail Lovette, *University of Virginia*

Discussant:

Carmela Romano Gillette, *University of Michigan*

1. The Association Between Adults' Cognitive Literacy Scores and Real-world Practices: What Do PIAAC Survey Results Say?

Donita Shaw, *Oklahoma State University*

Kristen H. Perry, *University of Kentucky*

2. Making Visible the Literacy Practices of Elders: Seeking Meaningful Literacy Education Across the Lifespan

Rachel May Heydon, *Western University*

C. Ann Cameron, *University of British Columbia*

Emma Cooper, *Western University*

Elisabeth Davies, *Western University*

Susan O'Neill, *Simon Fraser University*

WEDNESDAY

3. The Role of Postsecondary Learning Centers in Supporting Graduate Nursing Students Identities as Scholars and Writers

James Arrington, *University of Pennsylvania*
Cassie Lo, *University of Pennsylvania*
Victoria S. Gill, *University of Pennsylvania*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Meeting Room 9 - Third Floor

AREA 12 - Encountering and Contesting Multilingual/Transcultural Meaningfulness in Literacy Research

Chair:

Patricia E. Enciso, *The Ohio State University*

Discussant:

Patriann Smith, *Texas Tech University*

We ask how current multilingual and transcultural literacy research can expand meaningfulness and dignity for and with youth, whose diverse itineraries of migration and linguistic repertoires and transcultural knowledge are vital for humanizing relationships and literacies. We present four multilingual and transcultural literacy studies with diverse theoretical and pedagogical frames. Participants will consider the strengths and limitations of the theoretical, methodological and pedagogical assumptions of the presented and related research.

1. Fostering Language Awareness for Social Justice in Mainstream Schools

Rahat Zaidi, *University of Calgary*

2. Learning to Listen to Multilingual Kids: Merging Theory and Practice in Pre-service Teacher Education

Marjorie Orellana, *University of California, Los Angeles*
Lilia Rodriguez, *University of California, Los Angeles*
Janell Franco, *University of California, Los Angeles*
Sarah Jean Johnson, *University of Southern California*

3. Re-imagining Literacy Pedagogies: Transcultural, Translingual Competencies for all Students

Jacqueline Ann D'warte, *Western Sydney University*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 3 - Linguistic Diversity and Intervention: Supporting English Language Learners and Developing Readers

Chair:

Gilda Martinez-Alba, *Towson University*

1. Integrated Reading-writing Instruction for Elementary School English Language Learners

Irina Malova, *University of Miami*

2. Tailoring a Linguistically Responsive Intervention for Developing Readers: A Formative Experiment with a Teacher Study Group

Anne Ittner, *University of Minnesota*

3. The Effect of A Self-regulated Vocabulary Intervention for Elementary English learners

Qizhen Deng, *University of Nebraska-Lincoln*
Guy Trainin, *University of Nebraska-Lincoln*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 9 - Race Matters: Critical Content Analysis of Literature Across the African Diaspora

Discussants:

Ebony Elizabeth Thomas, *University of Pennsylvania*
Stephanie Patrice Jones, *Grinnell College*

1. Visions of Conflict: A Critical Content Analysis of Racism, Social Justice, Violence, and Hope in Muslim and African American Graphic Novels

Tisha Lewis Ellison, *University of Georgia*
Seemi Aziz, *University of Arizona*

S. R. Toliver, *University of Georgia*

2. Beyond the Problem: Afrofuturism as a Counter to Realistic Fiction about Black Girls

S. R. Toliver, *University of Georgia*

3. Critical Content Analysis and a Text Set: Reading Black Girls Across the African Diaspora

Desiree Cueto, *Western Washington University*
Wanda Brooks, *Temple University*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 7 - Community Engagement and Family Involvement as Meaningful Literacies: Rewriting Relationships Through a Research-practice Partnership

Chair:

Caroline T. Clark, *The Ohio State University*

Discussant:

Gerald Campano, *University of Pennsylvania*

Working out of a NLS framework, presenters describe how teacher education and family involvement were redefined as students, families, and teachers engaged in new ways of reading, writing, and interacting in the context of a research-practice partnership between a city school district, a public-charter school system, and a university. The discussant, who leads similar work in another large city, will provide a comparative perspective and raise further questions regarding RPPs as contexts for meaningful literacies.

1. Place-based Teacher Education: Literacy Learning in a Community Context

Deborah Morbitt, *The Ohio State University*

2. Digital Stories of Family Involvement

Caroline T. Clark, *The Ohio State University*

3. "Single Stories," Intersectionality, and Family Involvement

Jenell Penn, *The Ohio State University*

4. Changing Mindsets Through a Research-Practice Partnership

Bridget Lee, *The Ohio State University*

3:00 pm - 4:30 pm - PAPER SESSION
II Terrazzo - First Floor

AREA 2 - Teacher Discourse Analysis: Making, Expanding & Negotiating Meaning

Discussant:

Danielle Dennis, *University of South Florida*

1. Beyond Mandated Curriculum: Teachers Negotiating Meaningful Literacy Instruction

Sandra Webb, *Georgia College*

Dixie D. Massey, *University of Washington*

2. Can Do or Can't Do: A Critical Discourse Analysis of WIDA in Florida

Shuzhan Li, *University of Florida*

Xue Qiao, *Arizona State University*

3. Developing a Framework for Adaptive Metacognition of Literacy Teachers

Erin Washburn, *Binghamton University, SUNY*

Matthew Lambert McConn, *Binghamton University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon A - Second Floor

AREA 2 - Overcoming Challenges and Barriers That Influence Professional Development

Presenters:

Celeste C. Bates, *Clemson University*

Leslie A. Salley, *Clemson University*

Robin Griffith, *Texas Christian University*

Vicki McQuitty, *Towson University*

Amy Broommel, *The University of Tennessee*

Cassie K. Norvell, *The University of Tennessee*

Sherry Dismuke, *Boise State University*

Susan Martin, *Boise State University*

In this alternative session, we seek to engage participants in conversation concerning challenges and barriers influencing professional development including issues related to time, level of administrative support, content differentiation, and teachers' stance towards professional inquiry. In this shared conversation, researchers and participants will discuss how to address and overcome these factors in our research.

1. Overcoming Challenges and Barriers That Influence Professional Development

Denise N. Morgan, *Kent State University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon B - Second Floor

AREA 10 - Advancing Multimodal Composition Instructional Frameworks and Practices

Chair:

Colin Harrison, *University of Nottingham*

Discussant:

Jill Castek, *University of Arizona*

This alternative session is designed to engage participants in a lively critique and suggestions for advancing theory-based multimodal composing instructional frameworks and practices. The presenters have been working in US and Irish contexts, designing and studying multimodal composing with children, adolescents, and pre-service teachers. They will highlight how they design for diversity, and participants will contribute to revised frameworks for further study.

1. Multiliteracies, Multimodality, Social Semiotics and What's Missing

Emily Howell, *Iowa State University*

2. Balancing Creative Innovation and Explicit Scaffolding: A Pedagogical Model for Multimodal Composing

Robin Jocius, *The Citadel*

3. Inclusive, Instructional Frameworks for Multimodal Composition

Kimberly E. Schmidt, *University of Colorado, Boulder*

4. Scaffolding Multimodal Composing to Support Disciplinary Learning

Blaine E. Smith, *University of Arizona*

Ji Shen, *University of Miami*

5. Scaffolding Authentic Learning Across the Disciplines During Internet Inquiry: A Climate Change Curriculum Unit

Bernadette Dwyer, *Dublin City University*

6. When Composers Become Makers: Designing Tactile Picture Books with Craft Materials and Digital Tools

Bridget Dalton, *University of Colorado, Boulder*

Benjamin Walsh, *University of Colorado, Boulder*

Kristen Musetti, *University of Colorado, Boulder*

Abigayle Stangl, *University of Colorado, Boulder*

WEDNESDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon C - Second Floor

AREA 11 - Positioning Theory and Literacy Research: Methodological and Conceptual Issues

This interactive alternative session explores Positioning Theory (PT) introduced by Davies & Harré (1990). First, PT is explored through a literature review of literacy research studies employing the PT framework. Then, presenters and attendees will critically consider PT in literacy research practices and methodologies in interactive small groups where presenters will raise theoretical and methodological issues grounded in diverse research studies and address topics such as self-as-researcher, engineering literacies, professional learning communities, and trauma literacies.

- 1. Positioning Theory: A Review of Studies in Literacy, Language, and Teaching**
Mary McVee, *University at Buffalo, SUNY*
Nichole Barrett, *University at Buffalo, SUNY*
Kate Shands Haq, *University at Buffalo, SUNY*
Katarina Nicole Silvestri, *University at Buffalo, SUNY*
- 2. Positioning Theory as Tool: Exploring the Unfolding of a Literacy Learning Community**
Cynthia Helen Brock, *University of Wyoming*
Dana A. Robertson, *University of Wyoming*
Adeline Borti, *University of Wyoming*
- 3. Positioning as Affective Potential with/in Critical Trauma Literacies**
Elizabeth Dutro, *University of Colorado, Boulder*
- 4. Rethinking "Researcher Positionality": Positioning Theory and the Changing Role of Researcher**
Joseph C. Rumenapp, *Judson University*
- 5. Multimodal Literacies, Positions, and Opportunities to Learn in an Elementary Engineering Club**
Lynn Shanahan, *University at Buffalo, SUNY*
Katarina Nicole Silvestri, *University at Buffalo, SUNY*
Kate Shands Haq, *University at Buffalo, SUNY*

3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon D - Second Floor

AREA 7 - Expanding the Binary: Tensions & Perspectives

Discussant:

Sarah McCarthey, *The University of Illinois, Urbana-Champaign*

- 1. Exploring the Diversities of Truth (Part 2):**
Carolyn Colvin, *University of Iowa*
Daisy Patino, *University of Iowa*
Elizabeth Willmore, *University of Iowa*
- 2. Tepid Agreement and Superficial Critique: Dialogue About Climate Change Across Perspectives**
James Damico, *Indiana University*
Alexandra Panos, *Indiana University*

3:00 pm - 4:30 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 2 Specific ELA Methods

- 1. Engaging Students in Becoming Literate: Student and Family Perceptions of Literacy Lab/Reading Clinic Experiences**
Terry Deeney, *University of Rhode Island*
Cheryl Dozier, *University at Albany, SUNY*
Tammy Milby, *University of Richmond*
Leslie Cavendish, *High Point University*
Alistair Gaynor, *Vanderbilt University*
D. Beth Scott, *Penn State Harrisburg*
Gae Lynn McInroe, *McMurry University*
Ruth Wharton-McDonald, *University of New Hampshire*
Stephanie L. McAndrews, *Southern Illinois University, Edwardsville*
Shadrack Msengi, *Southern Illinois University, Edwardsville*
- 2. The Power of Collaborative Spaces: A Design-based Model for Supporting Teacher Learning in Meaningful Disciplinary Literacies Instruction**
Angela Fortune, *The University of Illinois, Chicago*
- 3. Thinking Big with Think Alouds: Expanding this Metacognitive Process**
Molly Ness, *Fordham University*

2) AREA 6 Investigating Efforts to Support Adult Literacy Learning

- 4. Constructing Community-centered Curriculum: Inquiring into Meaningful Literacy Education for Adult English Language Learners**
Emily Rose Schwab, *University of Pennsylvania*
- 5. Expanding Opportunities: Assessing the Development of Employment Literacies**
Leah Katherine Saal, *Loyola University Maryland*

3) AREA 3 Writing Collaborations Across Age Levels

This set of roundtables explores sociocultural dynamics in writing instruction for pre-K, middle school, college, and graduate students. Collectively, the papers explore issues of identity, collaboration, acquiring academic language for argumentation, and working with non-native speakers of English. Across papers, several themes will emerge for consequential discussions of writing pedagogy.

- 6. Collaborative Writing in the College Classroom: An Investigation into Student Roles and Products**
Susan F. Skawinski, *Providence College*
Marcy F. Zipke, *Providence College*

7. **We Need to Be Socialized! Writing Workshop with Native and Non-native Graduate Students**
Jungyoung Park, *University of Florida*
Richard Schlight, *Woosong University*

4) **AREA 2**
Teacher Induction

8. **From Student to Teacher: Expanding Meaningful Transitions from Teacher Education Programs into New Teaching Careers**
Elizabeth McCall Bemiss, *University of West Florida*
9. **When “Have Beautiful Conversation” Isn’t Enough: Disciplinary Literacy, English Learners, and Induction for Early-career Teachers**
Christine M. Snyder, *Claremont Graduate University*

5) **AREA 6**
Literacies and Advocacy Beyond Fake News

The aim of this session is to present and discuss 3 papers about modes of literacy that merit increased attention as news outlets and traditional news sources are repositioned and reframed in the current political climate. Each paper engages the production, consumption and understanding of media literacies used in the media in and as resistance, political expression and/or advocacy.

10. **Literacies and Advocacy Beyond Fake News**
Stergios Botzakis, *The University of Tennessee, Knoxville*
Christopher Wenz, *University of Connecticut*
Grace Pigozzi, *The University of Illinois, Chicago*

6) **AREA 5**
Read-alouds

11. **Expanding Meaningfulness with Preschoolers: Text Discussions During Interactive Read-alouds That Support Meaning Constructions and Literary Responses**
Susan King Fullerton, *Clemson University*
12. **Interactive Read-alouds with Informational Texts in Preschool**
Ariel Robinson, *University of Missouri*

7) **AREA 3**
Understanding and Supporting Literacy Development for ALL Students

The papers in this roundtable session provide understanding and support for outstanding literacy instruction for all students, particularly special needs students. Topics will include: school reform to support literacy development, reading comprehension interventions for students with autism, a procedure for adaptive instruction, and supporting the teaching and learning of deaf and hard of hearing students in writing. Common themes across all papers for supporting the literacy learning of all students in school settings will emerge for discussion.

13. **A Systematic Review of Reading Comprehension Interventions for Students with Autism Spectrum Disorder**

Gina Braun, *The University of Illinois, Chicago*

14. **The Relationship Between Deaf and Hard of Hearing Elementary Students’ Language Competence, Writing Performance, and Writing Motivation**

Hannah Dostal, *University of Connecticut*
Kimberly Wolbers, *The University of Tennessee*
Joan Weir, *University of Connecticut*

8) **AREA 3**
Meaningful Change Through Electronic Cognitive Apprenticeships: Co-constructing Knowledge through Authentic, Synergistic Teaching and Learning Experiences Across District, State, and University Partnerships

Chairs:

Adria Klein, *Saint Mary’s College of California*
Salli Forbes, *University of Northern Iowa*

Discussant:

Peter Afflerbach, *University of Maryland, College Park*
Peter Johnston, *University at Albany, SUNY*

Focusing on a multi-state, multi-tiered collaboration of educators across six universities, research and development led to key findings for developing professional expertise through an electronic cognitive apprenticeship model. The presenters focus on three aspects of the study: comprehensive literacy and research-based components; technological tools to observe lessons and coach teachers; and enhancing teacher knowledge through an electronic cognitive apprenticeship.

15. **Comprehensive Literacy and Research-based Components**

Mary Ann Poparad, *National Louis University*
Salli Forbes, *University of Northern Iowa*

16. **Technological Tools to Observe Lessons and Coach Teachers**

Adria Klein, *Saint Mary’s College of California*
Kent Layton, *University of Arkansas, Little Rock*

17. **Enhancing Teacher Knowledge Through Electronic Cognitive Apprenticeship**

Linda Dorn, *University of Arkansas, Little Rock*
Lori Taylor, *University of Maine*

9) **AREA 10**
Peer Collaborations and Digital Media Tools

18. **Peer Feedback in the Writing Workshop Chatroom**

Arsenio Silva, *Clemson University*

19. **Understanding Group Interactions During Collaborative Inquiry Across Multiple Sources**

Changhee Lee, *University of Rhode Island*
Julie L. Coiro, *University of Rhode Island*
Carita Kiili, *University of Oslo*
Desiree Harpel, *University of Rhode Island*
Ryan O’Connell, *Village Green Charter School*

WEDNESDAY

3:00 pm - 4:30 pm - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 1 - Discourse Analysis of Teaching Practices

Discussant:

Julie Rust, *Millsaps College*

- 1. Content or Pedagogy?: Analyzing Secondary Education Methods Instructors' Discourse**
Wendy Barlow, *Iowa State University*
Tammy Slater, *Iowa State University*
- 2. Pre-service Teachers' Conceptions of a Cultural Perspective in Teaching: An Examination of Discourse and Teaching Practices**
Eileen Buescher, *Eastern Kentucky University*
- 3. Unpacking "Collaboration": Using Discourse Analysis to Examine the Talk Between One Cooperating and Preservice Teacher**
Kira LeeKeenan, *The University of Texas, Austin*

3:00 pm - 4:30 pm - SYMPOSIUM
Florida Salon III - Second Floor

AREA 7 - Exploring Intersectionality to Expand the Meaningfulness of Research on Adolescents' Literacy Practices

Chair:

Danny C. Martinez, *University of California, Davis*

Discussant:

Marcelle Haddix, *Syracuse University*

This symposium explores uses of intersectionality as an analytic lens (Núñez, 2014) to expand meaningfulness of research on adolescents' literacy practices. The first paper explores intersectionality in a critical literature review, the second paper explores intersectionality as a research focus, and the third paper explores how intersectionality is enacted in instruction. The session is framed with an introduction by the session chair, an ending discussant to critique the analyses, and time for audience discussion.

- 1. Adolescents' Literacy Practices: Intersectionality in Recent Research**
Kathleen Hinchman, *Syracuse University*
Donna Alvermann, *University of Georgia*
- 2. Adolescents' Literacy Practices: Intersectionality as Methodology**
Katherine Frankel, *Boston University*
- 3. Adolescents' Literacy Practices: Intersectionality as Practice**
Maneka Deanna Brooks, *Texas State University*

3:00 pm - 4:30 pm - INVITED SESSION - AREA 7
Florida Salon V - Second Floor

Human Rights, Justice and Transformative Learning: What Needs to Change?

Presenter:

Audrey Osler, *University College of South East Norway/University of Leeds*

Recent election outcomes in both the U.S. and Europe have highlighted deep political and cultural divides within local and national communities. Teachers may be unsure of how to promote common values and cultivate expressions of solidarity across such divides, at various scales: local, national and global. In this presentation, Professor Osler will explore the possibilities (and the limitations) of human rights as a framework for social justice and peace. Human rights education and literacy education each concern themselves with the transformation of students' lives: enabling individuals to claim their rights and participate in society.

4:45 pm - 6:00 pm - PRESIDENTIAL ADDRESS
Grand Salon E-J - Second Floor

Chair:

Gay Ivey, *University of North Carolina, Greensboro*

Albert J. Kingston Award Presentation

Jennifer Jones-Powell, *Radford University*
Fenice Boyd, *University of South Carolina*

Student Outstanding Research Award Presentation

Doris Walker-Dahlhouse, *Marquette University*

Introduction of LRA President

Gwendolyn Thompson McMillon, *Oakland University*

2017 Presidential Address: Literacy Research, Racial Consciousness, and Equitable Flows of Knowledge

Rebecca Rogers, *University of Missouri-St. Louis*

Rebecca Rogers is a Professor of Literacy Studies at the University of Missouri-St. Louis. She earned her PhD in Reading/Literacy from the University of Albany, State University of New York. Her research and teaching focus on the learning contexts in which people collaborate to transform their schools and communities and the literacy practices that emerge from these efforts. In the context of St. Louis, this involves a particular focus on disrupting racism and using language and literacy to activity pursue educational equity. She is a former Fulbright Fellow in Critical Discourse Studies at the Universidad de San Martín in Argentina. She has written many books including "A Critical Discourse Analysis of Family Literacy Practices" (Routledge, 2003); "An Introduction to Critical Discourse Analysis in Education" (Routledge, 2004); "Designing Socially Just Learning Communities" (with Mosley Wetzel, Kramer & LSJTRG; Routledge, 2009) and "Designing Critical Literacy Education through CDA" (with Mosley Wetzel, Routledge,

2014). Her research has been published in journals such as *Journal of Literacy Research*, *Critical Discourse Studies*, *Race, Ethnicity, and Education*, *Reading Research Quarterly*, *Reading and Writing Quarterly*, *Literacy Research: Theory, Method, and Practice*, *Linguistics and Education*, and *Urban Education*. The authorship on many of these publications reflects the value she places on intentionally seeking out thought partners who cut across lines of difference. Her new book is called “Reclaiming Powerful Literacies: New Directions for Critical Discourse Analysis” (Routledge, 2017) and focuses on positive approaches to discourse analysis in educational contexts. All proceeds from this book will go to LRA’s STAR Mentoring Program (Scholars of Color Transitioning into Academic Research Institutions). LRA has been her professional home for 20 years.

President’s Reception

6:00 pm – 7:30 pm

Il Terrazzo Patio – First Floor

Vital Issues

9:00 pm – 11:00 pm

Hotel Lobby Bar – First Floor

Thursday • November 30, 2017

Thursday

Literacy Research for Expanding Meaningfulness
67th Annual Conference of the Literacy Research Association
November 29 - December 2, 2017 | Tampa, FL

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

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

PAIRED ROUNDTABLES

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

SYMPOSIUM SESSIONS

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

ALTERNATIVE FORMAT SESSIONS

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

STUDY GROUPS

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

AREA CHAIRS INVITED SESSIONS

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

PLENARY ADDRESSES

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

Registration Desk Open

7:00 am – 5:00 pm

Registration Desk – Second Floor

Research Committee Meeting

7:15 am – 8:15 am

Meeting Room 1 – Second Floor

Policy & Legislative Committee Meeting

7:15 am – 8:15 am

Meeting Room 2 – Second Floor

Ethnicity, Race & Multilingualism Committee Meeting

7:15 am – 8:15 am

Meeting Room 3 – Second Floor

Publications Committee Meeting

7:15 am – 8:15 am

Meeting Room 4 – Second Floor

Technology Committee Meeting

7:15 am – 8:15 am

Meeting Room 5 – Second Floor

Ethics Committee Meeting

7:15 am – 8:15 am

Meeting Room 6 – Second Floor

Newcomers' & Graduate Students' Breakfast

7:15 am – 8:15 am

Champions – First Floor

Book Auction/Silent Auction

8:00 am – 5:00 pm

Grand Salon Foyer – Second Floor

Exhibits

8:00 am – 5:00 pm

Grand Salon Foyer – Second Floor

LRTMP Reviewer Drop In

2:30 pm – 3:30 pm

Florida Ballroom Foyer – Second Floor

8:30 am - 10:00 am - PAPER SESSION

Meeting Room 1 - Second Floor

AREA 7 - (Re)presentation, (Re)membering and (Re)visioning: Teaching about Racial Trauma, Hate-based Crime, and Violence in the Classroom

Chair:

Efstathia (Eva) Yerende, *New Mexico Highlands University*

Discussant:

Theda Gibbs Grey, *Ohio University*

- 1. Picture Books vs. Reality?: Depictions of Hate-Based Crime, Bigotry, and Violence**
Katie Scieurba, *San Diego State University*
- 2. "Can We Move the Topic from Police Brutality Because I'm Going to Get Upset": Adolescent Positioning, Contemporary Critical Literature, and Explorations of Civic Engagement**
Kate Shands Haq, *University of Buffalo, SUNY*
- 3. A Pedagogy of (Re)membering and (Re)visioning: Teaching about Racial Trauma in the English Language Arts Classroom**
Stephanie Patrice Jones, *Grinnell College*

8:30 am - 10:00 am - PAPER SESSION

Meeting Room 2 - Second Floor

AREA 1 - Transformative Learning Through Critical Multicultural Education

Chair:

Charity Funfe Tatak Mentan, *University of Minnesota, Twin Cities*

Discussant:

Ngozi Onuora, *Millikin University*

- 1. Imagined Innocence and Lived Experience: Pre-service Teachers Reading Multicultural Literature Alongside Adolescents**
Karly Marie Grice, *Millikin University*
Sarah Campbell Lightner, *West Chester University*
- 2. The Racial Literacy Framework: Cultivating Racial Understanding and Teaching for Racial Justice**
Jill Ewing Flynn, *University of Delaware*
- 3. Using YA Lit and Web 2.0 Tools to Tackle Conversations about Race, Police, and Community Relations in the English Education Classroom**
Shea N. Kerkhoff, *Purdue University*
Michelle Falter, *North Carolina State University*

THURSDAY

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 12 - Fostering Literacy Practices in International Contexts

Chair:

K. Dara Hill, *University of Michigan-Dearborn*

Discussant:

Katina Zammit, *Western Sydney University*

1. **The Perspectives of Culturally Responsive Teachers of High Performing Immigrant Youth in a German Secondary School**

K. Dara Hill, *University of Michigan-Dearborn*

2. **Preparing Global-ready Teachers: Creating Online Learning Spaces that Foster Language Learning, Global Competence, and Meaningful Literacies**

Lotta C. Larson, *Kansas State University*

3. **US Preservice Teachers' Perceptions of ELL Learning in Italian Classrooms**

Joan Rhodes, *Virginia Commonwealth University*

Virginia Massaro, *Virginia Commonwealth University*

Jake Stringer, *Virginia Commonwealth University*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 4 - Second Floor

AREA 2 - (Re)Making Meaningfulness While Cultivating Expertise: How In-service Teachers Critically Negotiate Restrictive Policies, Time(s), and Space(s)

Chair:

Mary L. Neville, *Michigan State University*

Discussant:

Michelle Honeyford, *University of Manitoba*

Four qualitative researchers will amplify in-service agentive teachers' experiences as they contested standardization by (re) making texts, time, and curricula. By foregrounding tactical moves teachers made as they translated standardized lessons and assessments to dynamic scenes for real children, these papers highlight iterative practices teachers used to disrupt common conceptions of planning of seemingly standardized constraints. Findings showcase how teachers' making was informed by experiences across time, producing new time(s) and space(s), while cultivating professional expertise.

1. **(Com)promising Writing: An Exploratory Investigation of How Elementary Teachers are (Re) Making Writing**

Cassie J. Brownell, *Michigan State University*

2. **"How Do You Find Ways To Be Responsive When the Constraints Are Put Upon You?": How Teachers (Re)make Highly Structured Curricula to Enable Student Ownership**

Katrina A. Kennett, *The University of Illinois, Urbana Champaign*

3. **(Re)imagining Literacy Block: Expanding Workshops to 'Playshops' in a K-1 Multiage Classroom**

Christy Wessel Powell, *Purdue University*

4. **What's on My/Your/Our Mind?: (Re)Making Space in the Curriculum, (Con)testing the Hegemonic Grip of Time**

Beth A. Buchholz, *Appalachian State University*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 5 - Second Floor

AREA 9 - Identifying and Interrogating Ideology in Literature: Cultivating Critical/Resistant Reading

Chair:

Laura Apol, *Michigan State University*

This symposium argues that engaging readers in critical /resistant reading helps those readers interrogate textual messages, allows for more nuanced evaluation of textual ideologies, disrupts an unquestioning stance toward written texts, and encourages pedagogical practices that empower readers.

1. **National Policies and Positions for Young Adults as Reflected in Hoa Học Trò Magazine**

Huong Nguyen, *Michigan State University*

2. **Ideologies of Sex/Gender in K-1 Common Core Exemplar Texts**

Kristen White, *Michigan State University*

3. **Disrupting Dominant Ideologies with Global Literature**

Mark D. McCarthy, *Michigan State University*

4. **Pairing Texts to Help Prospective Teachers Identify Ideology and Develop Critical Literacy**

Tracy Weippert, *Michigan State University*

Lisa Domke, *Michigan State University*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 6 - Second Floor

AREA 14 - Foregrounding Disciplinary Culture and Practice: Working with Teachers to Instantiate Responsive Disciplinary Literacy Instruction

Chair:

Phillip Wilder, *Clemson University*

Discussant:

Thomas W. Bean, *Old Dominion University*

Disciplinary literacy has too often remained a largely theoretical concept foregrounding literacy skills while backgrounding disciplinary culture and practice. To contribute to this critical conversation framing disciplinary literacy as cultural practice with implications for responsive teaching, this symposium will discuss disciplinary literacy as it relates to its instantiation into secondary school instruction with both in-service and pre-service teachers.

1. **Formative Assessment as an Access Point into Disciplinary Literacy Research and Practice**
Phillip Wilder, *Clemson University*
Emily Howell, *Iowa State University*
2. **Considering Inquiry to Promote Disciplinary Literacy in Mathematics Teacher Education**
Jamie Colwell, *Old Dominion University*
Mary C. Enderson, *Old Dominion University*
3. **Rediscovering Citizenship Through Disciplinary and Cross-Disciplinary Literacy Work**
Jacy Ippolito, *Salem State University*
Christina Dobbs, *Boston University*
Megin Charner-Laird, *Salem State University*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 7 - Second Floor

AREA 8 - Re-examining the Role of Engagement in Reading Comprehension for English Learners at Three Developmental Points

Chair:

Katherine Frankel, *Boston University*

Discussant:

Dana A. Robertson, *University of Wyoming*

This symposium considers the sociocultural aspects of comprehension engagement given changing demographics and understandings of the social nature of comprehension. Authors present three studies investigating English learners' comprehension and engagement from different but complementary perspectives. Findings suggest relations between social contexts, identity, reading engagement, and comprehension. Using RAND Reading Study Group's (2002) heuristic for reading comprehension, recommendations for a reconceptualized comprehension model considering both cognitive and sociocultural aspects of engagement are presented.

1. **Paper 1: Engaged Reading in a First Grade Sheltered English Immersion (SEI) Classroom**
Lisa M. O'Brien, *Boston University*
2. **Paper 2: Engaging Second-grade ELs in Complex Texts, Topics, and Tasks**
Christine Leighton, *Emmanuel College*
Evelyn Ford-Connors, *Boston University*
3. **Paper 3: The Relationship Between Reading Engagement and Identity for Fifth Grade English Learners**
Jennifer Collett, *Lehman College, CUNY*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 3 - Reimagining and Expanding Writing Development

Chair:

Katherine Elizabeth Batchelor, *Miami University*

Discussant:

Lori Czop Assaf, *Texas State University*

1. **Reimagining Writers and Writing: The End of the Book and the Beginning of Writing**
Candace Kuby, *University of Missouri*
Oona Fontanella-Nothom, *University of Missouri*
2. **Meaningful, Embodied Literacies: Dramatic Play and Revision in Middle School Writers in Warsaw, Poland.**
Katherine Elizabeth Batchelor, *Miami University*
3. **Case Study of a Student's Self-representations as a Writer Across Three Social Media Platforms**
Olivia Grace Stewart, *Arizona State University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 4 - Impact of Standardized Testing on the Culture of Teaching

Chair:

Renee Moran, *East Tennessee State University*

Discussant:

Stephanie L. McAndrews, *Southern Illinois University Edwardsville*

1. **Avoiding the Gaze of the Test: Teachers' Collective Resistance to High Stakes Standardized Assessment**
Thea Williamson, *The University of Texas, Austin*
2. **The Meaning of Reading: Trickle-down Testing Culture in Non-tested Grade**
Melanie Walski, *Northern Illinois University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 7 - Literacies Online: Blogging, Critical Engagement and Collaborative Composition

Chair:

Kate Brodeur, *Bowling Green State University*

1. **Black Girls, Blogs, & Books**
Delicia Tiera Greene, *University at Albany, SUNY*

THURSDAY

2. **The Kids Are Alright: High School Students' Critical Engagement Through Social Media and Its Resultant Maelstrom**

Jane Marie Saunders, *Texas State University*
Gwynne Ellen Ash, *Texas State University*

3. **Collaborative Composition as Inclusive Practice: A Study of Girls with Learning Disabilities Writing Together Across Modalities and Spaces**

Erin Whitney, *Chico State University*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 11 - Third Floor

AREA 3 - Making Literacies That are Critical

Chair:

Jerome C. Harste, *Indiana University*

Discussant:

Gerald Campano, *University of Pennsylvania*

Making has been a central part of education, perhaps more visible in elementary schools, in which children learn by doing, playing, and building (e.g., Montessori, 1912; Reggio Emilia). The title of this symposium, "Making Literacies that are Critical," is about the act of making in literacies, creating spaces for critical responses to social issues, and retheorizing the role that making plays in designing and thinking through engagement in critical curriculum.

1. **Judging a Book by its Cover: Third Graders Interrogating Meanings, Power, and Design in Picture Book Making**

Mitzi Lewison, *Indiana University*
Lee Heffernan, *MCSSC*

Zawan Ahmed Al Bulushi, *Indiana University, Bloomington*

2. **Making Critical Literacies**

Vivian Marie Vasquez, *American University*
Jerome C. Harste, *Indiana University*
Peggy Albers, *Georgia State University*

3. **A Critical Encounter with Shoes Across Time and Space**

Hilary Janks, *University of the Witwatersrand*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 3 - Redesigning Curriculum, Instruction, and Assessment to Expand the Meaningfulness of Vocabulary Knowledge

Chair:

Elfrieda H. Hiebert, *TextProject*

Discussant:

Dianna R. Townsend, *University of Nevada, Reno*

Vocabulary is critical for text comprehension but often vocabulary instruction and interventions have had limited effects. One

explanation for this pattern may lie in the frameworks of vocabulary instruction, which have infrequently considered the nature of the lexicon. Knowledge about the lexicon has increased substantially over the past decade. This symposium brings together four research programs, which have been applying emerging perspectives on vocabulary to one or more dimensions of curriculum, instruction, and assessment.

1. **A Computer-adapted, Standardized Assessment of Morphological Knowledge: Monster, PI**

Amanda P. Goodwin, *Vanderbilt University*
Yaacov Petscher, *Florida Center for Reading Research*

2. **In Pursuit of a Parsimonious Vocabulary Curriculum in Middle School & Beyond**

Elfrieda H. Hiebert, *TextProject*

3. **Words for Academic Vocabulary Exploration and Study (WAVES)**

Kathy A. Ganske, *Vanderbilt University*

4. **English Learners' Opportunities for Developing Word Knowledge in a CCSS Core Reading Program**

Susan Rose Massey, *St. Thomas University*
Mary A. Avalos, *University of Miami*
Irina Malova, *University of Miami*
Alain Bengochea, *University of Nevada, Las Vegas*

8:30 am - 10:00 am - PAPER SESSION
II Terrazzo - First Floor

AREA 2 - Principles & Practices: Connecting Theory & Practice in Literacy Instruction

Chair:

Celeste C. Bates, *Clemson University*

Discussant:

Zoi Apostolia Philippakos, *The University of North Carolina, Charlotte*

1. **Uncovering the Challenges of Facilitating Literary Discussion**

Mary Davenport Hauser, *Stanford University*

2. **Core Practices with Teachers of Record: Scaffolded, Collaborative and Situated Learning**

Wendy Gardiner, *Pacific Lutheran University*

3. **Beliefs About the Teaching of Writing: Espoused Theories and Theories-in-use**

Sinead Judith Harme, *UCL, Institute of Education*
Francesca Teora, *The Graduate Center, CUNY*
Dana M. Murano, *The Graduate Center, CUNY*

8:30 am - 10:00 am - PAPER SESSION
Grand Salon A - Second Floor

AREA 10 - Digital Literacies in Higher Education

Chair:

Marc Nachowitz, *Miami University*

Discussant:

Roberto De Rook, *Nanyang Technological University*

1. **Teacher Candidates' Attitude Toward iPad & Print Books During Read-aloud**
Lauren Eutsler, *University of North Texas*
Angela Randall, *University of North Texas*
2. **Multilingual College Students' Perspectives on Discourses in Films: A Mediated Discourse Analysis**
Zawan Ahmed Al Bulushi, *Indiana University, Bloomington*
3. **Voices from University Classrooms on Effects of Multimodality on Polylingual EAL College Students' Meaning Making**
Olga Gould, *University at Buffalo, SUNY*

8:30 am - 10:00 am - PAPER SESSION
Grand Salon B - Second Floor

AREA 6 - Disciplinary Literacies in Practice and Pedagogy: Investigating Engagement with Professional Practices in Engineering and Laboratory Science

Discussant:

Steve Wellinski, *Eastern Michigan University*

1. **Middle School Students' Readings of Texts Embedded Within Engineering Design Challenges**
Amy Wilson-Lopez, *Utah State University*
Jared Garlick, *Utah State University*
2. **Lessons Learned: Disciplinary Literacies of Practicing Engineers**
Caroline M. Flury-Kashmanian, *University at Buffalo, SUNY*
Lynn Shanahan, *University at Buffalo, SUNY*
3. **"You Have to Start with the Basics": Emerging Disciplinary Literacy and Pre-professional Identities in Medical Laboratory Science Students**
Christina Camillo, *Salisbury University*

8:30 am - 10:00 am - PAPER SESSION
Grand Salon C - Second Floor

AREA 4 - Linking Assessment to Instruction

Chair:

Christopher Wenz, *University of Connecticut*

Discussant:

Thomas Crumpler, *Illinois State University*

1. **Critical Expressive Opportunities Afforded Through Multimodal Compositions: Instruction and Assessment for Engaged Learning**
Whitney J. Lawrence, *University of North Texas*
Janelle Mathis, *University of North Texas*
2. **How Do Early Childhood Teachers' Use Language and Literacy Assessment Data to Inform their Instruction: A Multiple-case Study**
Rachel Schachter, *University of Nebraska*
Shayne B. Piasta, *The Ohio State University*
3. **Teacher as Partner: Mediation and Agency in the Dynamic Assessment of Adolescent Students' Writing**
Sarah Woodward Beck, *New York University*
Karis Michelle Jones, *New York University*

8:30 am - 10:00 am - PAPER SESSION
Grand Salon D - Second Floor

AREA 5 - Talk During Reading and Writing Events

Chair:

Melanie Reaves, *Northern Michigan University*

1. **Inferential Discussions in First Grade: Supportive Children's Literature**
Laura Beth Kelly, *Arizona State University*
Lindsey Moses, *Arizona State University*
2. **Read It to Me: Supporting Preschoolers' Speech/Print Matching During Writing**
Laura Piestrzynski, *Vanderbilt University*
Deborah Wells Rowe, *Vanderbilt University*
3. **Using Talk to Support Students' Independent Comprehension of Informational Text**
Elizabeth Hale, *Harvard Graduate School of Education*

THURSDAY

8:30 am - 10:00 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 7 Roundtable 4

- 1. An Investigation of Hidden Curriculum in Children's Cartoons**
Shane Henderson McGregor, *Mississippi State University*
- 2. Expanding Children's Voice through Early Critical Literacy: A Case Study of Counter-storytelling in a Preschool Classroom**
So Jung Kim, *The University of Texas, El Paso*

2) AREA 2 ELA Leadership

- 3. Following the Literacy Journey of one JROTC Instructor**
Julie Smit, *Texas Tech University*
Stephanie Millett, *Texas Tech University*
- 4. The Sustainment of Specialized Literacy Professionals in Teacher Leadership Positions**
Thea Yurkewecz, *SUNY Geneseo*

3) AREA 6 Reconsidering Classroom Writing in Middle School, High School, and College

- 5. Design Across Contexts: Leveraging Literacies in Secondary and Postsecondary Spaces**
Aimee Hendrix, *The University of Texas, Austin*
- 6. Using Cognitive Strategy Instruction for Writing in a Middle School Social Studies Classroom**
Erin Washburn, *Binghamton University, SUNY*
Peter Gierlach, *Windsor Central Middle School*
- 7. Warranting as Intersubjective Space: A Case in a High School English Classroom of Teaching and Learning of Argument literacy**
Min-Young Kim, *The Ohio State University*

4) AREA 11 Methodological Considerations of Participant Voice: Interpretation and Representation

- 8. Creating Space for Student Voice in Learning: Students with Disabilities "Speak Out" with Photovoice**
Aimee Frier, *University of South Florida*
Mike DiCiccio, *Northern Kentucky University*
- 9. Methodological Considerations for Conducting Meaningful Literacy Research in Multilingual/Multiliterate Communities**
Minda Morren Lopez, *Texas State University*

5) AREA 3 Multiliteracies and Learning in Out-of-school Settings

This series of roundtable papers explore collaboration between schools and local public libraries, ways of supporting students in after-school programs, and using TED talks to support all learners. We anticipate lively discussion across papers.

- 10. Culturally Responsive Teaching in an Afterschool Tutoring Program: Successes and Barriers**
Dana Skelley, *University of Memphis*
Leslee Bailey Tarbett, *University of Memphis*
Margie Stevens, *University of Memphis*
Rebecca Anderson, *University of Memphis*
- 11. Joint Efforts Between Schools and Public Libraries: A Qualitative Study of Communities in the Joy of Reading Literacy Program**
Siinamari Tikkinen, *University of Oulu*
Riitta-Liisa Korkeamäki, *University of Oulu*
Mariam Jean Dreher, *University of Maryland*
- 12. The Effects of an Experimental Reading Enrichment Program in an After-school Setting**
Paula Schwanenflugel, *University of Georgia*
Megan Brock, *University of Georgia*

6) AREA 2 Expanding the Reach of Professional Development: Multiple Perspectives Around the Pathway Project

Chair:

Carol Booth Olson, *University of California, Irvine*

This symposium will present findings on a professional development program studied from multiple contexts. Using both quantitative and qualitative methods, these three studies demonstrate the impact this program had on teachers and students. Symposium participants will gain an understanding of what it takes to build capacity and cultivate an environment for a program to be successful and come away with tools to support teachers' professional growth and student competencies in writing.

- 13. Reducing Achievement Gaps in Academic Writing for Latinos and English Learners in Grades 7-12**
Carol Booth Olson, *University of California, Irvine*
Huy Chung, *University of California, Irvine*
- 14. Becoming a Writer: Critical Moments of Transformation in the Case Study of Leo**
Lauren Godfrey, *University of California, Irvine*
- 15. Scaffolding for Success: How the Grammar Brushstrokes Program Promotes Academic Discourse in Secondary Students**
Jenell Krishnan, *University of California, Irvine*
Rebecca Black, *University of California, Irvine*

7) AREA 5
Writing

16. Elementary and Secondary Students' Informational Writing: A Functional Linguistics Perspective

Zhihui Fang, *University of Florida*
Jungyoung Park, *University of Florida*
Shan Zhu, *University of Florida*

17. Teachers Are Listening to Kindergartners as They Author (Are We?)

Julie K. Kidd, *George Mason University*
Leslie La Croix, *George Mason University*
M. Susan Burns, *George Mason University*
Sehyun Yun, *George Mason University*

8) AREA 3

Developing an Evidenced-based Literacy Instructional Format for Young Students with IEPs

Chair:

Ryan Iaconelli, *The Ohio State University*

Discussant:

Janet S. Gaffney, *University of Auckland*

We report findings from the first two years of a large-scale, three-year, quasi-experimental study to develop an evidenced-based instructional model that will improve literacy outcomes for young children who have been labeled as learning disabled and/or have an IEP for reading instruction. We describe change from multiple perspectives, all of which intersect to deepen our understandings about the complexity of developing and implementing evidence-based literacy practices.

18. Development of a Literacy Instructional Model for Students in Special Education

Jerome D'Agostino, *The Ohio State University*
Emily Rodgers, *The Ohio State University*
Robert Kelly, *The Ohio State University*

19. An External Evaluation of Student Progress

Spyros Konstantopoulos, *Michigan State University*
Jerome D'Agostino, *The Ohio State University*

20. Teacher Perspectives About Change: Tracing Evolving Beliefs, Attitudes, and Knowledge About Literacy Instruction

Emily Rodgers, *The Ohio State University*
Christa Winkler, *The Ohio State University*

21. Describing and Analyzing Change Over Time in Student Progress: A HEROES Case Study

Emily Rodgers, *The Ohio State University*
Leslie McBane, *Southwestern City Schools District*
Robert Kelly, *The Ohio State University*
Rebecca Berenbon, *The Ohio State University*

9) AREA 1

Building Pre-service Literacy Teachers' Knowledge of High-quality Instructional Methods

22. "But No One Ever Read to Me.": Preservice Teachers' Developing Attitudes and Knowledge of Children's Literature

Gina Marie Doepker, *The University of Texas, Tyler*
Annamary Consalvo, *The University of Texas, Tyler*

23. Bridging the Theory-practice Gap in Elementary Teacher Education: High Leverage Practices within Writing Methods Courses

Joy Myers, *James Madison University*
Judy Hicks Paulick, *University of Virginia*

24. Scaffolding During Small Group Reading Instruction: How and Why Teachers Make Scaffolding Moves to Increase Student Learning

Ann M. Castle, *Michigan State University*

10) AREA 12

Multinational and International Perspectives on Teacher Effectiveness and Student Learning

Chair:

Carole Janisch, *Texas Tech University*

In this session of seven papers, three researchers consider the influence of multinational backgrounds on preservice and inservice instructional delivery, one considers Chinese teachers' instructional technology efficacy. Three researchers focus on students: Japan/U. S. comparison of reading motivation, Denmark concept of 'Open School' for enhanced learning, and L2 technology assisted vocabulary learning. The session reveals the "nature and attainment of meaningful literacies."

25. Multinational and International Perspectives on Teacher Effectiveness and Student Learning

Carole Janisch, *Texas Tech University*
Xiaoming Liu, *Towson University*
Jiening Ruan, *University of Oklahoma*
Lijun Jin, *Towson University*
Hitomi Kambara, *The University of Texas, Rio Grande Valley*
Evan Ortlieb, *St. John's University*
Massimiliano Tomassini, *St. John's University*
Annalisa Susca, *St. John's University*
Ran Hu, *East Carolina University*
Qian Wang, *Capital Normal University, Beijing*
Bettina Buch, *University College Absalon*
Xianquan Liu, *University of Nebraska-Lincoln*
Guy Trainin, *University of Nebraska-Lincoln*
Aiqing Yu, *University of Nebraska-Lincoln*

THURSDAY

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Florida Salons I & II - Second Floor

AREA 1 - What Do Computer Coding, Website Creation, Video Trailers, and Flipped Lessons Have in Common? How Innovative Technology Integration in Preservice Teacher Coursework Influences Teaching and Learning

As teacher educators, we work to integrate technology experiences into our preservice teacher education courses to familiarize our students with innovative technology practices, encourage collaboration and production using digital tools, and model a variety of methods to use technology in meaningful ways. The alternative format session will consist of four presentations describing innovative methods of integrating technology into preservice teacher education courses.

- 1. Online Book Clubs, Computer Coding, and Innovative Technology Projects: Preservice Teachers' Knowledge Construction Through Participatory Activities**
Jennifer Smith, *Texas Christian University*
- 2. Creating Websites to Showcase Multigenre Inquiry Projects on Teaching Writing**
Marla King Robertson, *Utah State University*
- 3. Building Technological Confidence and Problem-solving Through a Video Trailer Project**
Kathryn Pole, *The University of Texas, Arlington*
- 4. How Preservice Teachers Intend to Use Flipped Learning in the Secondary English Classroom**
Amy Piotrowski, *Utah State University*

8:30 am - 10:00 am - PAPER SESSION
Florida Salon III - Second Floor

AREA 2 - Making Professional Development Meaningful

Chair:

Jacquelynn S. Popp, *Lake Forest College*

Discussant:

Robin Griffith, *Texas Christian University*

- 1. Teachers' Online Professional Learning Interests: A National Survey**
Allison Ward Parsons, *George Mason University*
Amy Hutchison, *George Mason University*
Leigh A. Hall, *University of Wyoming*
Seth A. Parsons, *George Mason University*
- 2. Return to the Table: A Study of Teacher Learning**
Kathryn Allen, *University of Wisconsin-Oshkosh*
- 3. District Literacy Curriculum and Professional Development: How are Vendors and Consultants Selected?**
Rachael Gabriel, *University of Connecticut*
Sarah Woulfin, *University of Connecticut*

4. Meaningful Professional Development: An Examination of Teacher Shift and Student Outcomes in a Rural, High-needs District

Sarah Hunt-Barron, *University of South Carolina, Upstate*
Rebecca Kaminski, *Clemson University*
Rachel Kaminski Sanders, *University of Georgia*

8:30 am - 10:00 am - INVITED SESSION - AREA 1
Florida Salon V - Second Floor



Research in Literacy Preservice Teacher Education: Literature Syntheses

Chair:

Lara Handsfield, *Illinois State University*

In this session, we report the findings from reviews in eight areas of preservice literacy teacher preparation: Culturally Responsive Pedagogy, Basic Reading Processes, Discussion, Drama, Secondary English, Students Identified with Disabilities, Tutoring, & Writing. These literature reviews draw from the CITE-ITEL data base on preservice teacher preparation. The session is designed to maximize interaction among the participants as well as with the CITE-ITEL website.

- 1. A Synthesis of Research Regarding Preservice Teachers Preparing to Teach in Culturally and Linguistically Diverse Settings**
Melissa Wetzel, *The University of Texas, Austin*
Saba Vlach, *The University of Texas, Austin*
Natalie Svrcek, *The University of Texas, Austin*
Cori Salmeron, *The University of Texas, Austin*
Nathaly Batista-Morales, *The University of Texas, Austin*
Lakeya Omogun, *The University of Texas, Austin*
Erica Steinitz, *The University of Texas, Austin*
- 2. A Synthesis of Research with Preservice Teachers on Tutoring**
James V. Hoffman, *The University of Texas, Austin*
Catherine Lammert, *The University of Texas, Austin*
Natalie Sue Svrcek, *The University of Texas, Austin*
Anne Daly-Lesch, *The University of Texas, Austin*
- 3. A Synthesis of Research with Preservice Teachers on Drama**
Erin Greeter, *Keene State College*
Samuel DeJulio, *The University of Texas, Austin*
Doris Villarreal, *The University of Texas, Austin*
- 4. A Synthesis of Research with Preservice Teachers on English Education**
Michelle Fowler-Amato, *Old Dominion University*
Kira LeeKeenan, *The University of Texas, Austin*
Brady Nash, *The University of Texas, Austin*
Randi Beth Brady, *The University of Texas, Austin*
- 5. A Synthesis of Research with Preservice Teachers on Discussion in Teaching**
Beth Maloch, *The University of Texas, Austin*
Laura A. Taylor, *The University of Texas, Austin*
Rachel Gaines, *The University of Texas, Austin*

6. **A Synthesis of Research with Preservice Teachers on Teaching Students Identified with Disabilities**
 Michiko Hikida, *The Ohio State University*
 Katherine Chamberlain, *Plano Independent School District*
 Cori Salmeron, *The University of Texas, Austin*
 Erica Steinitz, *The University of Texas, Austin*
 Vickie Godfrey, *The University of Texas, Austin*
7. **A Synthesis of Research with Preservice Teachers on the Teaching of Basic Literacy Processes**
 Diane Schallert, *The University of Texas, Austin*
 Susan Tily, *The University of Texas, Austin*
8. **A Synthesis of Research with Preservice Teachers on the Teaching of Writing**
 Randy Bomer, *North Texas State University*
 Charlotte Land, *The University of Texas, Austin*
 Jessica Rubin, *The University of Texas, Austin*
 Lori Van Dike, *The University of Texas, Austin*
9. **A Synthesis of Research with Preservice Teachers on the Teaching with Children's Literature**
 Tracey Flores, *The University of Texas, Austin*
 James V. Hoffman, *The University of Texas, Austin*
 Melissa Wetzel, *The University of Texas, Austin*
 Saba Vlach, *The University of Texas, Austin*
 Catherine Lammert, *The University of Texas, Austin*
 Vickie Godfrey, *The University of Texas, Austin*

8:30 am - 10:00 am - SYMPOSIUM
Florida Salon VI – Second Floor

AREA 11 - Expanding Meanings and Potentialities of Ethnographic Perspectives

Chair:

Jennifer Rowsell, *Brock University*

Discussant:

David Bloome, *The Ohio State University*

The session aims to ask the question: How is ethnography practiced and experienced by multiple researchers? The goal of the session will be to examine contemporary renderings of the ethnographic experience. Thinking about ethnography as methodological and epistemic, four researchers will present vignettes from their research as representative of ethnographic experiences. Each study sits at the intersection of ethnography and literacy across contexts, and each researcher argues for varying interpretations of ethnography as an epistemology.

1. **Artists as Catalysts in Classroom Ethnographies: Participatory Politics in Action**
 Cynthia Lewis, *University of Minnesota*
 Anne Crampton, *University of Minnesota*
2. **Ethnographic Perspectives from the Inside(r)-Out(sider)**
 Cheryl McLean, *Rutgers Graduate School of Education*

10:15 am - 11:45 am – OSCAR S. CAUSEY ADDRESS
Grand Salon E-J - Second Floor

Chair:

Marcelle Haddix, *Syracuse University*

J. Michael Parker Award Presentation

Donita Shaw, *Oklahoma State University-Tulsa*

Oscar S. Causey Award Presentation

Aria Razfar, *The University of Illinois, Chicago*

Elfrieda Hiebert, *TextProject*

Oscar S. Causey Address

Social Design-based Experiments:

A Proleptic Approach to Literacy

Kris D. Gutiérrez, *University of California, Berkeley*

Kris D. Gutiérrez is the Carol Liu Professor at the Graduate School of Education, University of California, Berkeley. Gutiérrez is a leader in the learning sciences, literacy, educational policy, and qualitative, design-based approaches to inquiry. Gutiérrez is a member of the National Academy of Education and fellow of AERA, NEPC, and the Center for Advanced Study in the Behavioral Sciences, and was the Osher Fellow at the Exploratorium Museum of Science. She is past president of the American Educational Research Association and was appointed by President Obama to the National Board for the Institute of Education Sciences, for which she served as vice-chair. Gutiérrez's research examines learning in designed environments, with attention to students from nondominant communities and Dual Language Learners. Her work on Third Spaces examines the affordances of syncretic approaches to literacy and learning, new media literacies, STEM learning, and the re-mediation of functional systems of learning. Her work in social design experiments seeks to leverage students' everyday concepts and practices to ratchet up expansive and equitable forms of learning.

Gutiérrez's research has been published widely in premier academic journals, and is a co-author of *Learning and Expanding With Activity Theory*. Gutiérrez has won numerous awards, including the AERA Division C Sylvia Scribner Award for influencing the field of learning and instruction (2005), the Medal of Excellence from the Columbia University/Teachers College (2016), the AERA Division G Distinguished Contributions to Social Contexts in Education Research – Lifetime Achievement Award (2014) and the Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education (2014). Gutiérrez received the AERA Hispanic Research in Elementary, Secondary, or Postsecondary Education Award and the Inaugural Award for Innovations in Research on Diversity in Teacher Education, Division K (AERA). She served on the U.S. Department of Education Reading First Advisory Committee and was a member of President Obama's Education Policy Transition Team. Professor Gutiérrez was also identified as one of the 2009 Top 100 influential Hispanics.

THURSDAY

Gutiérrez serves on the National Research Council Committee on Strengthening Science Education through a Teacher Learning Continuum and on the Guiding the Implementation of PreK-12 Engineering Education Committee, National Academy of Engineering. Her empirical studies are funded by NSF and the MacArthur Foundation and is currently a co-pi on the MacArthur Funded Connected Learning Research Network.

Key examples of longstanding collaborations with immigrant and migrant communities include Las Redes, a 15-year long after-school afterschool program that privileged hybrid language practices for youth, grades K-5, El Pueblo Mágico, a STEM-oriented after-school program, and the UCLA Migrant Student Leadership Program for California youth from migrant farmworker backgrounds.

12:00 pm - 1:00 pm - MEETING
Florida Salon VI – Second Floor

STAR Luncheon (STAR Cohort & Mentors Only)

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 3 - Teacher Decision-making: Instruction and Approaches

Discussant:

Patricia Scharer, *The Ohio State University*

- 1. Reimagining Teacher Progression and Literacy Instructional Decision-making: A Post-intentional Phenomenology**
Jordan Buckrop, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
- 2. When To Teach Vocabulary? Comparing Before and During Reading Approaches**
Doug Fisher, *San Diego State University*
Nancy Frey, *San Diego State University*
Diane Lapp, *San Diego State University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 3 - Teacher and Student Negotiations During Reading Intervention

Chair:

Sherridon Leigh Sweeney, *University of South Florida*

Discussant:

Janice F. Almasi, *University of Kentucky*

1. Examining Teachers' Instructional Language and Students' Independence During Response to Intervention

Lacia Kay Wymer, *Texas Woman's University*

2. Hearing Kids Think: Creating Meaning in the Intervention Setting

Kristi Tamte Bergeson, *University of Minnesota*

3. Reading is Something I Teach, Not Something Students Do

Dixie D. Massey, *University of Washington*

Samuel Miller, *The University of North Carolina, Greensboro*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 3 - Second Floor

AREA 10 - Identity Performance With/Through Digital and Analog Systems

Chair:

Roberto De Roock, *Nanyang Technological University*

Discussant:

Kevin Leander, *Vanderbilt University*

This symposium addresses timely issues around the politics of literacies and identity performance in and around designed systems. The three papers discuss ways systems (both digital and analog) shape the literacies and identities of their users, which in turn shape and are shaped by individuals' cultural worlds. The papers collectively address ways these identity performances are interrelated with cultural worlds and the broader repercussions of ethnic and gender bias within or around the systems.

- 1. The Materiality of Identity Performance in Online Game Avatar Creation**
Roberto De Roock, *Nanyang Technological University*
- 2. From Gaming Ingenuity to #Gamergate: A Cultural-Historical Analysis of Representation and Power in Tabletop Roleplaying Game Systems**
Antero Garcia, *Stanford University*
- 3. "There's Football Gabriel, and There's Gabriel, Gabriel": A Poststructural Analysis of Digital Storytelling and the Discursively Constructed Self**
Rebecca Beucher, *Illinois State University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 6 - Inquiry and Interpretation: Analyzing Critical Literacy Teaching and Learning

Chair:

Sarah M. Lupo, *James Madison University*

Discussant:

Carol Jeanne Delaney, *Texas State University*

1. Fostering Epistemologies: Teacher and Student Perceptions of Reading in an Eighth-grade Classroom

Hannah Graham, *University of Wisconsin-Madison*

2. Moving Toward the Promise of Meaningful and Ethical Literacy Pedagogy: A Critique of Critical Literacy Practices

Cori A. McKenzie, *SUNY Cortland*

Scott A. Jarvie, *Michigan State University*

3. Teacher Research as a Meaningful Literacy Practice: A Critical Analysis of Two Inquiry-based Projects

Meghan Barnes, *The University of North Carolina, Charlotte*

Jennifer Jackson Whitley, *University of Georgia*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 7 - Bodies of Knowledge: Queer and Transgender Texts, Youth, and Narratives

Chair:

Jen Scott Curwood, *University of Sydney*

Discussant:

Theresa Rogers, *University of British Columbia*

1. “Are We Allowed Going Off the Sheet?”: Exploring Adolescents’ Resistant Readings of a Trans YA Novel

Rob Simon, *University of Toronto*

Sarah Evis, *Toronto District School Board*

Ty Walkland, *University of Toronto*

Pamela Baer, *University of Toronto*

Benjamin Lee-Hicks, *University of Toronto*

Ben Gallagher, *University of Toronto*

2. Bringing the Body Back: Intimate Narratives of Queer and Transgender Youth

Bess Collins Van Asselt, *University of Wisconsin - Madison*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 6 - Second Floor

AREA 11 - Theorizing desde las Grietas: Chicana Feminist Reframings of Literacies

Discussant:

Carol Brochin, *University of Arizona*

In this session, the presenters seek to create spaces for racialized and enfolded literacies within the field of literacy studies. We draw from Chicana feminisms as necessary voices and bodies of work that open up new cracks/grietas in critical literacy perspectives. Further, this panel emphasizes the transformative implications of theorizing literacy from Black and Brown Chicana multiple strategic standpoints as a way to decolonize literacy studies.

1. Chicana Feminist Genealogies of Literacies: Theorizing Literacy Across Borders, Bodies, and Knowledges

Cinthya Saavedra, *The University of Texas, Rio Grande Valley*

Monica Gonzalez, *University of Colorado, Boulder*

2. “My Spanish Was Not Adequate”: Discussing Bilingualism on the Borderlands

Christian E. Zúñiga, *The University of Texas, Rio Grande Valley*

3. Exploring Border Corridos as Literate Practice in the Lives of Mexican Transnational Youth

Cati de los Rios, *University of California, Riverside*

4. Writing as Survival: Latina Mothers and Daughters Writing for their Lives

Tracey Terece Flores, *The University of Texas, Austin*

5. Testimonio as curriculum: Bringing Latinx Language Practices and Lived Experiences into the Language Arts

Christina P. DeNicolo, *Wayne State University*

America A. del Real, *Wayne State University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 7 - Negotiating, (Im)mobilizing & Reinterpreting: Contrasting Perspectives on Teaching, Learning, and Students

1. Negotiating Networks: How One Elementary Teacher Mediates Her Professional Beliefs, Classroom Contexts, and Policy Messages

Aubrey N. Comperatore, *The University of North Carolina, Chapel Hill*

2. (Im)mobilizing Emotions in Hostile Times: Teachers’ Changing Orientations to Intersections of School and Community in the Rural Rustbelt

Alexandra Panos, *Indiana University*

3. “You’re Not a Good Fit”: Reinterpreting Resistance at Last Chance High School Through Contrastive Perspectives

Mary Beth Hines, *Indiana University*

Adam Henze, *Indiana University*

Michael Kersulov, *Indiana University*

Rebecca Rupert, *Monroe County Public Schools*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 1 - Racial Literacies in Teacher Preparation

Chair:

Marcus Croom, *The University of Illinois, Chicago*

Discussant:

Stephanie Patrice Jones, *Grinnell College*

THURSDAY

1. “Lies My Teacher [Educator] Still Tells”: Using Critical Race Counternarratives to Disrupt Whiteness in Teacher Education

Brittany Aronson, *Miami University*
Lateasha Lewis, *Miami University*
Vanessa Winn, *Miami University*

2. Foregrounding Race in Discussions of Literacy: A Critical Examination of Preservice Teachers’ Racialized Practices

Kathleen Cullen, *Utica College*

3. Casting Racial Literacies as the Academic Means to a Social End: Improving Critical Racial Reflection with Pre-service Teachers

Ayanna Fitima Brown, *Elmhurst College*

2. Making Dialogue Meaningful: Pre-service Teachers’ Narratives of Learning to Teach Literacy From a Dialogic Stance

Jennifer VanDerHeide, *Michigan State University*
Ashley Tyson Johnson, *Michigan State University*

3. “A Teaching That Respects Students’ Voices”: Preservice Teachers Learning Dialogic Pedagogy in a Content Literacy Course

Maren Aukerman, *Stanford University*
Lisel Alice Murdock-Perriera, *Stanford University*
Paolo Cancio Martin, *Stanford University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 5 - Summer Reading, Book Clubs, and Family Shared Reading

Chair:

Elizabeth H. Brinkerhoff, *University of South Carolina, Beaufort*

Discussant:

Jacqueline Lynch, *Florida International University*

1. Boys and Book Clubs: Meaningful Instruction to Increase Reading Motivation – (A Formative Experiment)

Leslie Dawn Roberts, *Clemson University*
Koti Lee Hubbard, *Clemson University*
Susan King Fullerton, *Clemson University*

2. Summer Reading Program: Building Student Comprehension and Motivation While Addressing Summer Reading Loss

Leslie Cavendish, *High Point University*

3. Families Experiences of Shared Reading

Christy Irish, *University of Mary Washington*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 1 - Dialogic Pedagogies in Preservice Teacher Education

Chair:

Keitha-Gail Martin-Kerr, *University of Minnesota*

Discussant:

Shannon Howrey, *Kennesaw State University*

1. Collaborative Problem Solving Supports Teacher Candidates’ Efforts to Transcend Competence Through Dialogic Teaching

Trevor Thomas Stewart, *Virginia Tech*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 9 - Examining Racial Narratives in Children’s Literature and Literature Response

Chair:

Stephen Adam Crawley, *University of Georgia*

Discussant:

Jesse Gainer, *Texas State University*

1. From Golden Books to Battle Books: Rewriting Classics in Children’s Literature

Joanne Yi, *Indiana University*

2. Interpretations of Racial Narratives in Culturally Conscious Picturebooks

Susan Browne, *Rowan University*
Wanda Brooks, *Temple University*

3. “They Usually Call It White:” Reading About Race With Young Children

Erin Quast, *Illinois State University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 12 - Third Floor

AREA 3 - Meeting the Challenge: Literacy Pedagogy with Vulnerable Populations in Elementary School

Chair:

Robert Kelly, *The Ohio State University*

Discussant:

Katherine Stahl, *New York University*

1. Examining the Optimal Range of Oral Reading Accuracy for First Graders Experiencing Reading Difficulties

Robert Kelly, *The Ohio State University*

2. Effects of READ 180 on Reading Comprehension and Fluency in Grades 4-5

John Strong, *University of Delaware*
Adrian Pasquarella, *University of Delaware*
Sharon Walpole, *University of Delaware*

3. Writing with Deaf Elementary Students: An Experimental Study

Kimberly Wolbers, *The University of Tennessee*
 Hannah Dostal, *University of Connecticut*
 Jennifer Renée Kilpatrick, *University of North Florida*

1:15 pm - 2:45 pm - PAPER SESSION
 II Terrazzo - First Floor

AREA 3 - Culturally Sustaining Literacy Instruction Across Grade Levels

Chair:

Natasha Perez, *Michigan State University*

Discussant:

Jacquelynn A. Malloy, *Clemson University*

1. Culturally Responsive Instruction: An Exploration of What Matters Most for Student Achievement

Susan Chambers Cantrell, *University of Kentucky*
 Rebecca Powell, *Georgetown College*
 Victor Malo-Juvera, *University of North Carolina, Wilmington*
 Pamela Correll, *Missouri State University*

2. Culturally Sustaining High Leverage Early Literacy: Principles, Processes, and Practices for Meaningful Literacy Instruction

Kindel Nash, *University of Missouri-Kansas City*
 Leah Panther, *University of Missouri-Kansas City*

3. Learning from Quiet Students

Kay Rosheim, *University of Minnesota*

1:15 pm - 2:45 pm - PAPER SESSION
 Grand Salon A - Second Floor

AREA 5 - Cross-Curricular and Disciplinary Literacies

Chair:

Emily Hayden, *Iowa State University*

1. Direct and Transfer Effects of a Model Integrating Reading and Science in Grades 1-2: Results, Broader Impact, and Policy Implications

Nancy Romance, *Florida Atlantic University*
 Michael Vitale, *East Carolina University*

2. Examining Visual-Textual Cohesion and First Graders' Reading of Informational Text

Alison K. Billman, *University of California, Berkeley*
 Bryce Becker, *University of California, Berkeley*

3. Literacy and Social Studies Integration: Using Critical Democratic Literacy to Promote Elementary Students' Understandings of Civil Disobedience

Melissa Bedford, *University of Nevada, Reno*
 Hannah Carter, *University of Nevada, Reno*
 Julie Pennington, *University of Nevada, Reno*
 Kathryn Obenchain, *Purdue University*
 MaryLiz Magee, *University of Nevada, Reno*

4. The Academic Vocabulary of Elementary Grades Core Disciplinary Texts

Jeff Elmore, *MetaMetrics*
 Jill Fitzgerald, *University North Carolina, Chapel Hill*
 Heather Koons, *MetaMetrics*
 Ian Hembry, *MetaMetrics*
 Michael Graves, *University Minnesota*
 A. Jackson Stenner, *MetaMetrics*

1:15 pm - 2:45 pm - SYMPOSIUM
 Grand Salon B - Second Floor

AREA 2 - Participatory Action Research in the Service of Professional Development for Science and Math Teachers of Emergent Bilinguals

Discussant:

Aria Razfar, *The University of Illinois, Chicago*

In responding to this year's call, researchers from three universities have developed a symposium that would bring together three different levels of analysis to offer an expanded view on how participatory action research can be used as professional development (PD) for in-service teachers. Findings from all papers identified the importance of utilizing community resources and developing a science or mathematics curriculum that assisted the learning needs of emergent bilinguals.

1. Participatory Action Research in the Service of Professional Development for Science and Math Teachers of Emergent Bilinguals

Joseph C. Rumennapp, *Judson University*
 Beverly Troiano, *Elmhurst College*
 P. Zitlali Morales, *The University of Illinois, Chicago*
 Joanna Maravilla-Cano, *The University of Illinois, Chicago*

1:15 pm - 2:45 pm - PAPER SESSION
 Grand Salon C - Second Floor

AREA 12 - Literacy Journeys of Discovery in International Contexts

Chair:

Bettina Buch, *University College Absalon*

Discussant:

Lori Ann Norton-Meier, *University of Louisville*

1. Learning Materials in Danish L1 - Is This the L1 Subject We Want?

Bettina Buch, *University College Absalon*
 Simon Skov Foug, *Metropolitan University College*
 Jeppe Bundsgaard, *DPU, Aarhus University*

2. Xiaolong's Early Literacy Voyage In and Across Home-Kindergarten Settings in Aotearoa New Zealand

Bo Zhou, *The University of Auckland*
 Janet S. Gaffney, *The University of Auckland*
 Stuart McNaughton, *The University of Auckland*

THURSDAY

3. The Global Read Aloud: Literacy Teachers Bringing Meaningful Global and Local Reading Communities Into the Classroom

Julie Justice, *Elon University*
Jeff Carpenter, *Elon University*

1:15 pm - 2:45 pm - SYMPOSIUM
Grand Salon D - Second Floor

AREA 3 - Project-Based Learning (PBL) for the Attainment of Meaningful Literacies and Literate Practices: An Interdisciplinary, Multi-Method, Cross-Age, Cross-Context Exploration Across Four PBL Research Projects

Chair:

Annemarie Sullivan Palincsar, *University of Michigan*

Discussant:

Sheila Valencia, *University of Washington*

We feature four projects in which literacy researchers are studying the enactment and outcomes of project-based learning. Researchers representing each project will: describe the context in which they are studying PBL, identify the strengths and limitations of current literacy and learning theories for explaining literacy attainment in PBL, identify where there is evidence that PBL can succeed in its commitments - and under what conditions - and point to limitations in the current knowledge base.

1. Project-based Learning to Develop Second Graders' Social Studies and Literacy in Low-SES Communities

Nell Duke, *University of Michigan*
Anne-Lise Halvorsen, *Michigan State University*
Stephanie Strachan, *Western Washington University*

2. Project-based Learning in Science to Promote Multiple Literacies in the Elementary Grades

Miranda Fitzgerald, *University of Michigan*
Annemarie Palincsar, *University of Michigan*
Meredith Baker Marcum, *University of Michigan*
Linda Kucan, *University of Pittsburgh*

3. Project-based Learning in 9th Grade English Language Arts

Bridget Dalton, *University of Colorado, Boulder*
Alison Boardman, *University of Colorado, Boulder*

4. The Role of Learning from Text in High School PBL Classrooms: Lessons from the Front

Sheila Valencia, *University of Washington*

1:15 pm - 2:45 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 1

Connecting Literacy Teacher Education to the Realities of In-Service Literacy Teaching

1. Meaningful Expansions: How Elementary Literacy Teacher Educators Perceive and Address Literacy Curricular Contexts

Laura Joy Hopkins, *Michigan State University*
Marliese Peltier, *Michigan State University*
Ann Van Wig, *Eastern Washington University*
Courtney Shimek, *University of Georgia*
Stephanie Grayson Davis, *The University of North Carolina, Greensboro*
Elizabeth McCall Bemiss, *University of West Florida*
Roya Q. Scales, *Western Carolina University*

2. Using Informational Texts to Drive Literacy Instruction: A Preservice Teacher's Appropriation of Literacy Practices in Student Teaching

Susan Tily, *The University of Texas, Austin*

3. Transitioning from Preservice to Inservice Literacy Teaching

Samuel DeJulio, *The University of Texas, Austin*

2) AREA 8

Research With and For Communities: Co-Constructing a Multicultural Community-Based Research Center

Chair:

Gerald Campano, *University of Pennsylvania*

This roundtable session will invite an interactive inquiry into how a community-based research center, focused on better understanding the agentive ways that immigrant and minoritized populations utilize a wealth of literacies, might uncover new and social justice-centered, actionable research. Rooted in a seven-year university-community partnership, this project aims to be co-constructed with community members and university researchers. This presentation will discuss the early stages of the project and possible future directions it could take.

4. Research as a Human Right

Maria Paula Ghiso, *Teachers College, Columbia University*
Gerald Campano, *University of Pennsylvania*

5. Building Slow Research Relationships

Grace D. Player, *University of Pennsylvania*
Alicia Rusoja, *University of Pennsylvania*
Victoria S. Gill, *University of Pennsylvania*

6. Building a Community Research Center, Imagining Possibilities

Emily Rose Schwab, *University of Pennsylvania*
OreOluwa Badaki, *University of Pennsylvania*

3) AREA 3

Young Children Developing Literate Identities

7. **Exploring Preschoolers Writing Identities and Implications for Teacher-Student Writing Interactions: “She’s Not a Writer Cause That’s Just Scribble Scrabble”**

Andrea Miller Emerson, *Clemson University*

Anna Hall, *Clemson University*

8. **Urban First-graders’ Emerging Disciplinary Identities: A Multi-site, Cross-case Analysis of ELA Classroom Discourse**

Nicole M. Martin, *Ball State University*

Angela J. Stefanski, *Ball State University*

Linda E. Martin, *Ball State University*

4) AREA 2

ELA and Writing

9. **Now I See It: Developing Pedagogical Content Knowledge in Writing Through Networks of Learning**

Catherine Lammert, *The University of Texas, Austin*

10. **“The Power of Their Own Voices”: Critical Language Conversations with Writing Teachers**

Megan Weaver, *Old Dominion University*

5) AREA 7

Navigating Critical Perspectives Through Dialogic Engagement

11. **Critical Literacy as Dialogic Engagement with Adolescent Readers**

Liam Aiello, *Stanford University*

6) AREA 2

ELA Professional Development

12. **A Decade of Disciplinary Literacy: Successes and Challenges of Professional Development**

Wendy Barlow, *Iowa State University*

Emily Howell, *Iowa State University*

Jeanne Dyches, *Iowa State University*

13. **Enacting Teacher Professional Development Through an Indigenous Framework: Transformative Practices in Implementing Minnesota K-12 English Language Arts Native American Literature Standards**

Dawn Quigley, *St. Catherine University*

7) AREA 8

Responsive for Whom? Literacy Instruction for Linguistically Diverse Students

14. **How Responsive is RTI to the Needs of Emergent Bilinguals? Painting Portraits to Illustrate Policy**

Natalia Ward, *The University of Tennessee*

Amber Warren, *University of Nevada, Reno*

15. **To Find a Voice and Be Heard: Exploring American and Moroccan Youths’ Multiliteracies in a Cross-cultural Photovoice Project**

Janine L. Nieroda-Madden, *Syracuse University*

16. **“And for That, I Won’t Forgive You”: ELL and Migrant Youth Act with Agency for Social Justice Through Multimodal Composition**

Elizabeth Lewis, *Dickinson College*

17. **Linguistic Appropriation?: An Exploration of Teachers’ Language Use While Teaching Critical Language Awareness**

Mike Metz, *University of Missouri*

8) AREA 3

Expanding Notions of Sponsorship Within and Across Multiple Contexts

Chair:

Matthew Hall, *The College of New Jersey*

Discussant:

Alecia Marie Magnifico, *University of New Hampshire*

This symposium brings together four papers that highlight literacy sponsors, not only as individuals, but also as mediators shaped by the material conditions of socio-political contexts. The papers take a critical, reflexive approach to literacy sponsorship in situ showcasing populations from middle school students in a classroom setting, to high school aged youth outside of school, to a college student’s relationship with the researcher as writing sponsor, and the material conditions that sponsor teachers’ planning.

18. **Tracing Familial and Peer Sponsors of Literate Practices**

Sarah McCarthy, *The University of Illinois, Urbana-Champaign*

19. **Reciprocal Sponsorship Among Writers and an Out-of-school Organization**

Anna Smith, *Illinois State University*

20. **Closeness as Method: Leveraging Sponsorship in College Student Writing Research**

Autumn West, *The University of Illinois, Urbana-Champaign*

21. **Enabling Scenes as Sponsors of Teacher Planning**

Katrina A. Kennett, *The University of Illinois, Urbana-Champaign*

9) AREA 7

Exploring Global and Local Images of Self and Other

22. **Remixing Selfies: An Exploration of Funds of Knowledge and Culture Project**

Kinga Varga-Dobai, *Georgia Gwinnett College*

23. **What Global Picture Do Secondary Literature Text Choices Paint?**

Sarah Lillo, *University of Southern California*

THURSDAY

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 7 - Letters, Songs, and Stories: Literacies of Love, Loss, and Incarceration

Chair:

Susan Cridland-Hughes, *Clemson University*

Discussant:

Susan Cridland-Hughes, *Clemson University*

- 1. Letters to Our Loved Ones: Male Students of Color Writing and Witnessing About Familial Death**
Cassie Lo, *University of Pennsylvania*
- 2. "Air I Breathe": Examining Loss and Literacies in a Literacy-and-Songwriting Class**
Matthew R. Deroo, *Michigan State University*
Vaughn W. M. Watson, *Michigan State University*
- 3. Expanding Meaningfulness Behind Bars: Rewriting the Narratives of the Incarcerated**
Deborah Appleman, *Carleton College*

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salon III - Second Floor

AREA 10 - Affordances of Digital Technologies

Discussant:

Colin Harrison, *University of Nottingham*

- 1. Affordances and Constraints of School-based Technology Expansion- Perspectives and Reflections from Teachers and School-based Leaders**
Erin Elizabeth Margarella, *Western Kentucky University*
- 2. The Affordances of a Digital Storytelling Activity: Drawing on Young Children's Funds of Knowledge about Technology**
Nazila Eisazadeh, *University of Toronto*
Shakina Rajendram, *University of Toronto*
- 3. "I Didn't Enjoy Reading Until Now": How Youth and Adults Engage with Interactive Digital Texts**
Leigh A Hall, *University of Wyoming*

STAR Fellows Meeting

1:15 pm - 2:45 pm
Florida Salon V - Second Floor

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room I - Second Floor

AREA 8 - Reflections on Teaching and Researching Linguistic Diversity and ELLs

Chair:

Jennifer Collett, *Lehman College, CUNY*

Discussant:

Carrie Symons, *Michigan State University*

- 1. Productive Struggle: The Interactive Scaffolds of Exemplary Reading Teachers of Middle School Emergent Bilinguals**
Erika M. Johnson, *Stanford University*
- 2. To Conform or Resist? How Middle School Latina Language Teachers Negotiate Internalized Raciolinguistic Ideologies in New Latina/o Communities**
Soria Elizabeth Colomer, *Oregon State University*
- 3. Immigrant Teacher Educators' Uses of Standardized and Non-Standardized Englishes**
Patriann Smith, *Texas Tech University*
- 4. Critiquing Epistemologies in Research on the Literacy Development of Linguistically Diverse Students**
Samuel David, *University of Minnesota*
Mikel Walker Cole, *Clemson University*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 5 - Mobilizing Expansive Theoretical Frames for Literacy Learning

Chair:

Judith T. Lysaker, *Purdue University*

- 1. Reading and Writing Creative Language Play(giarism): Exploring Elementary Children's Writing**
Cassie J. Brownell, *Michigan State University*
- 2. Understanding a Second Grade Class Handshake as a Dialogic Community Building Event**
Maureen Boyd, *University at Buffalo, SUNY*
Chris Jarmark, *University at Buffalo, SUNY*
Brian Edmiston, *The Ohio State University*
- 3. Writing with Wearables? Exploring the Intra-Active Encounters and Rhythmic Realities of Young Children (Re)composing "The Listening Walk"**
Jon M. Wargo, *Boston College*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 5 - Early Writing

Chair:

Sinead Judith Harmey, *University College London*

Discussant:

Elizabeth A. Swaggerty, *East Carolina University*

1. A Comparison of the Writing Behaviors of Low and Average Progress Writers in an Early Literacy Intervention

Sinead Judith Harmey, *UCL Institute of Education*

Emily Rodgers, *The Ohio State University*

Jerome D'Agostino, *The Ohio State University*

2. Early Writing Development: The Role of Discourse Knowledge

Huijing Wen, *University of Saint Joseph*

3. If You're Writing About Animals, Don't Talk About Lollipops: Children's Views on Writing Informational Text

Rebecca Norman, *Mount Saint Mary College*

Kathryn L. Roberts, *Wayne State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 4 - Second Floor

AREA 8 - Teachers' Reflexivity Around Linguistic Diversity: The Mediating Role of Language Ideologies on Practice

Chair:

Chris K. Bacon, *Boston College*

Discussant:

April Baker-Bell, *Michigan State University*

The papers in this session build on a common interest in the role of language ideologies in shaping educational practice by exploring teachers' reflection on beliefs about connections between language, identity, and literacy education. Collectively, papers examine how teachers' (enrolled in courses at three geographically distinct universities) written reflections on experiences and positionalities can illuminate ideologies and disrupt deficit perspectives surrounding culturally and linguistically diverse students' institutional and individual positioning across educational contexts.

1. White English Teachers' Meaningful Understandings of Linguistic Diversity

Christina Marie Ashwin, *University of Pittsburgh*

Amanda Godley, *University of Pittsburgh*

Jeff Reaser, *North Carolina State University*

2. Language Autobiographies as a Window Into Preservice Teachers' Construction of Language Difference

Chris K. Bacon, *Boston College*

3. Discursively Constructing Linguistic Diversity: Enduring Tensions Surrounding the Role of Standardized English in Literacy Education

Kate T Anderson, *Arizona State University*

Eric Ambroso, *Arizona State University*

Joshua Cruz, *Arizona State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 5 - Second Floor

AREA 2 - Identity, Agency and the Pursuit of Relevance in Teacher Development and Student Learning

Chair:

Mary McGriff, *New Jersey City University*

Discussant:

Lara Handsfield, *Illinois State University*

This four-paper symposium includes studies that address how literacy educators negotiate tensions between authentic student needs and an array of school reform initiatives. It closely examines the influences of race, agency and power structures as participants work to establish professional identities within these contexts. Collectively, these papers situate teacher development as locations for identity development and for expansive inquiry into the nature and aims of literacy in teachers' and students' lives.

1. Supporting Emerging Literacy Leader Identities

Carolyn Hunt, *Illinois State University*

Deborah MacPhee, *Illinois State University*

2. "Susan Gets It.": A Case Study of a Mentor Teacher's Identity Development

Lo DeWalt, *The University of Texas, Austin*

Melissa Wetzel, *The University of Texas, Austin*

Catherine Lammert, *The University of Texas, Austin*

Audra Roach, *The University of Texas, Austin*

3. Charter School Teachers' Inquiry, Adaptive Practices, and Identity Development

Mary McGriff, *New Jersey City University*

Muriel Rand, *New Jersey City University*

Regina Adesanya, *New Jersey City University*

4. Exploring Teacher Identity and Agency in an Era of Deprofessionalization

Grace Kang, *Illinois State University*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 3 - Literacy Outcomes from Read Alouds, Fluency, and Independent Reading Practices

Chair:

Amber Meyer, *Salisbury University*

Discussant:

Alyssa Michelle Boardman, *University of Wisconsin-La Crosse*

THURSDAY

- 1. Engaging Early Elementary Students in Read Alouds: A Review of Literature**
Amber Meyer, *Salisbury University*
- 2. Effects of Fluency Oriented Instruction on Reading Achievement and Motivation Among Struggling Readers in First Class in Irish Primary Schools**
Gene Mehigan, *Marino Institute of Education*
- 3. Evaluating the Effectiveness of Paws to Read: Does Independent Reading to Service Animals Improve Student Literacy Outcomes?**
Scott B. Waltz, *California State University, Monterey Bay*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 6 - Constructing Connections to Support Well-Being: Critical Issues in Adolescent and Adult Literacy

Chair:

Greg Bartley, *University of Wisconsin-Madison*

Discussant:

Chen Li, *Purdue University*

- 1. "I Hate Reading Out Loud:" Perspectives of Disconnected Youth on Literacy and Learning**
Antony Smith, *University of Washington Bothell*
Deborah Feldman, *Paragon Education Network*
Barbara Waxman, *Paragon Education Network*
- 2. They Would Not Read Enchanted: Boys, Girls, and the Cost of Highly Gendered Books**
Megan Munson-Warnken, *Champlain College*
- 3. Vulnerability in Book Clubs: Safe Spaces to Aid Interpersonal Connection and Well-being Among Addicted Trauma Survivors**
Leigh Fall Holman, *The University of Memphis*
Laurie MacGillivray, *The University of Memphis*
Leslee Bailey Tarbett, *The University of Memphis*
Wesam Salem, *The University of Memphis*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 8 - Meaning Making within Adolescent Linguistic Diversity

Chair:

Mary Amanda Stewart, *Texas Woman's University*

Discussant:

Mariana Pacheco, *University of Wisconsin-Madison*

- 1. Academic Literacies and Critical Voices: Recent-Arrival Adolescent ELLs in ESL Classrooms**
Jie Yie Park, *Clark University*

- 2. Bilingual Learners' Translanguaging for Meaning Making in Online Reading: An Exploratory Think-aloud Study**
Kwangok Song, *The University of Kansas*
Byeong-Young Cho, *University of Pittsburgh*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 3 - Multimodal Meaning Making

Chair:

Ashley K. Dallacqua, *The University of New Mexico*

Discussant:

Dawnene D. Hassett, *University of Wisconsin-Madison*

- 1. A Multimodal Transmediation Project in College English Writing Courses for Visual Literacy**
Jeeyoung Min, *Buffalo State, SUNY*
- 2. Multimodal Meaning Making in Classroom Affinity Spaces**
Valerie Lieberman Marsh, *University of Rochester*
- 3. "When I Write, I Picture It in My Head": Comics and Graphic Novels as Inspiration for Multimodal Compositions**
Ashley K. Dallacqua, *The University of New Mexico*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 10 - Third Floor

AREA 3 - What Counts as Knowledge and Knowing in Dialogic Literary Argumentation in High School English Language Arts Classrooms: Teachers' Epistemological Transitions

Chair:

George Newell, *The Ohio State University*

Discussants:

Richard Beach, *University of Minnesota*

David Yaden, *The University of Arizona*

Based on ethnographic data collected over a school year in three different high school English language arts classrooms, this symposium explores the theoretical and empirical grounding of how a "dialogic literary argumentation epistemology" is interactionally constructed in a range of institutional contexts. Specifically, we consider the three teachers' epistemological shifts from more traditional epistemologies (e.g., formalism) to reading, discussing and writing about literature as centered on the question: how might this text be read?

- 1. Balancing Exploratory Writing and Test-preparation for High Stakes Writing Assessment: Integrating Skill and Knowledge**
John Edward Brady, *The Ohio State University*

2. Shifting Participant Structures and Writing Assignments to Complexify Literary Understanding: From Reader Response to Dialogic Literary Argumentation

George Newell, *The Ohio State University*
 Subeom Kwak, *The Ohio State University*

3. Beginning with Experience: Warranting Literary Arguments with Social Justice

Theresa Thanos, *The Ohio State University*
 Matt Seymour, *The Ohio State University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Meeting Room 11 - Third Floor

AREA 11 - Literacy Research as Affective Encounter: (Un)framing Data in Response to Brutal Times

Discussants:

Francisco Luis Torres, *University of Colorado, Boulder*
 Jennifer Niedzielski, *University of Minnesota*
 T. Philip Nichols, *University of Pennsylvania*

Presenters:

Gerald Campano, *University of Pennsylvania*
 Grace Enriquez, *Lesley University*
 Maria Paula Ghiso, *Teachers College, Columbia University*
 Mark Vagle, *University of Minnesota*

Our goal in this session is to disrupt some of the expected norms of conference sessions by sharing qualitative data detangled from the frameworks that usually precede them; taking up multiple genres, both print and visual; and incorporating audience movement and voice through multiple forms of interaction. We take up these forms of sharing and experiencing literacy research with the aim to foreground issues of race, class, gender and sexuality in researchers' and participants' positionings.

1. (Un)framing Data in Response to Brutal Times

Elizabeth Dutro, *University of Colorado, Boulder*
 Gerald Campano, *University of Pennsylvania*
 Grace Enriquez, *Lesley University*
 Maria Paula Ghiso, *Teachers College, Columbia University*
 Mark Vagle, *University of Minnesota*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 12 - Third Floor

AREA 7 - Nurturing Literacy Practices in Social Interactions: Families, First Grade, and Intercultural Pen Pals

Chair:

Catherine Compton-Lilly, *University of Wisconsin-Madison*

Discussant:

Catherine Compton-Lilly, *University of Wisconsin-Madison*

1. Meaningful Literacies for Nurturing Family: Expanded Notions of Family Literacy from a Cross-case Analysis

Kristen H. Perry, *University of Kentucky*
 Lyudmyla Ivanyuk, *University of Kentucky*

2. Literate Identity Development in First Grade: A Cross-case Analysis of Strong and Striving Decoders

Lindsey Moses, *Arizona State University*
 Xue Xiao, *Arizona State University*

3. Meaningful Literacy Practice Through Pen Pal Letters: Exploring Intercultural Learning in Interpretive Narratives

Yoo Kyung Sung, *The University of New Mexico*
 Hee Young Kim, *The University of Arizona*

3:00 pm - 4:30 pm - PAPER SESSION
II Terrazzo - First Floor

AREA 2 - Exploring Teacher Beliefs: Perceptions, Perspectives & Professionalism

Chair:

AnneMarie Alberton Gunn, *University of South Florida, St. Petersburg*

Discussant:

Joanna Lynn Neel, *The University of Texas, Tyler*

1. Literacy Specialist Candidates' Perceptions and Understandings of Students' Funds of Literate Identity

Pamela J. Hickey, *Towson University*
 Caroline Hopenwasser, *State University of New York, New Paltz*
 Tarie Lewis, *New Paltz, SUNY*

2. Teachers' Perspectives on Critical Literacy in the Classroom

Casey Medlock Paul, *North Carolina State University*

3. Teachers' Perceptions of Sustained Literacy Professional Learning

Allison Ward Parsons, *George Mason University*
 Lori Wilt Silver, *George Mason University*
 Michelle Picard, *Loudoun County Public Schools*
 Seth A. Parsons, *George Mason University*

THURSDAY

3:00 pm - 4:30 pm - SYMPOSIUM
Grand Salon A - Second Floor

AREA 7 - Re-thinking and Re-defining Early Childhood Literacies with More-than-human-Ontologies: Children/Materials Re-configuring Their Worlds

Chair:

Candace Kuby, *University of Missouri*

Discussant:

Jennifer Rowsell, *Brock University*

This symposium draws together an international group of scholars and aims to challenge and disrupt dominant discourse of early childhood literacies in order to re-imagine, re-define, and re-think the ways children and materials re-configure their worlds through/in/with literacies. We believe this is an ethical commitment to children and the material worlds we become in/with. We must re-think pedagogical and methodological practices in order to better advocate for children/materials.

1. Playful Stick-child Entanglements in the More-than-human Forest

Debra Harwood, *Brock University*

Diane R. Collier, *Brock University*

2. Young Children Moving in Time, Place and More-than-human Worlds

Abigail Hackett, *Manchester Metropolitan University*

Margaret Somerville, *Western Sydney University*

3. Writing Posthumanism, Qualitative Inquiry, and Early Literacy

Sarah Bridges-Rhoads, *Georgia State University*

Jessica Van Cleave, *Mars Hill University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon C - Second Floor

AREA 11 - Constructing Cultural Imaginaries Through Literacy Pedagogies in Contact Zones: What Does It Mean to Critically Prepare Literacy Scholars in Contemporary Times?

Discussants:

Patricia E. Enciso, *The Ohio State University*

Mia Perry, *University of Glasgow*

This alternative session creatively explores issues, possibilities, and practices related to the preparation of critically engaged scholars in the field of literacy studies. We examine a dynamic approach to the study of theories and research to help rethink the preparation of literacy researchers as converging pedagogies in contact zones, where students' experiences across diverse nationalities, cultures, languages, race, and backgrounds are examined in relation to the work we do in the field of literacy studies.

1. Constructing Cultural Imaginaries Through Literacy Pedagogies in Contact Zones: What Does It Mean to Critically Prepare Literacy Scholars in Contemporary Times?

Carmen L. Medina, *Indiana University*

Karen Wohlwend, *Indiana University*

Kristin Anderson, *Indiana University*

Breanya Hogue, *Indiana University*

Jae-hyun Im, *Indiana University*

Hyo Na Park, *Indiana University*

Natalia Ramirez, *Indiana University*

Sara Bangert, *Indiana University*

Zawan Ahmed Al Bulushi, *Indiana University Bloomington*

Jill Scott, *Indiana University*

3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon B - Second Floor

AREA 11 - Research as Lived Practice

Chair:

Ann Bennett, *Kennesaw State University*

Discussant:

George Hruba, *University of Kentucky*

1. Haunting Data: Literacy Research, Loss, and Longing

Amanda Smith, *University of Hawaii*

2. Relational Cultural Theory in Teacher Education Research Design

Anne Swenson Ticknor, *East Carolina University*

3. Teachers as Embodied Toolkits: Exploring the Ways Teachers Live Pedagogy

Alice Lee, *Illinois State University*

3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon D - Second Floor

AREA 3 - Writing in the Classroom: Challenges and Improvements

Chair:

Ted Kesler, *Queens College, CUNY*

Discussant:

Ted Kesler, *Queens College, CUNY*

1. Debate into Writing: Talking Through Evidence for Writing Arguments in Fifth Grade Classrooms

Kelly N. Tracy, *Western Carolina University*

Jacquelynn A. Malloy, *Clemson University*

Roya Q. Scales, *Western Carolina University*

Kristin Menickelli, *Cullowhee Valley School*

2. Process Drama and Writing in K-12 Classrooms: A Review of the Literature

Gretchen Dodson, *University of South Florida*

3. When Writing Workshop Become Formula: An Analysis of K-8 Teachers' Challenges Using "Units of Study"

Douglas Kaufman, *University of Connecticut*

3:00 pm - 4:30 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 3

Beneath the Tip of the Iceberg: Mining Insights from a Science and Literacy Intervention Study

The purpose of this symposium is to share a set of serendipitous findings from an IES funded research project originally designed to develop and evaluate the promise of a Grade 1 integrated science and literacy intervention focused on English Learners. The symposium will report results of the project and insights gained while developing, refining, and evaluating the intervention and the suite of measures used to determine what novice readers/learners learned in the integrated units.

1. The First Grade Second Language Integrated Curriculum Project

Alison K. Billman, *University of California, Berkeley*

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

Yukie Toyama, *University of California, Berkeley*

2. Examining the Interaction of Science Knowledge Acquisition and Language Use

Leslie Buffen, *University of California, Berkeley*

Marjorie W. Rowe, *University of California, Berkeley*

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

3. The Affordances and Constraints of Design-Based Methodologies in a Federally-funded, Multi-Year Project

Alison K. Billman, *University of California, Berkeley*

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

2) AREA 7

Social Justice as a Conceptual and Practical Thread in Literacy and Social Foundations Courses: Engaging Problems of Practice in Elementary Teacher Education

Presenters:

Jana LoBello, *University of Minnesota*

Keitha-Gail Martin-Kerr, *University of Minnesota*

Sara K. Sterner, *University of Minnesota*

This session explores problems of practice that arise when an elementary teacher education program makes efforts to integrate a social justice orientation beyond standalone "diversity" courses and throughout all courses and field experiences. Presenters will co-facilitate a dilemma case analysis process that cuts across narratives shared by the presenters, inviting participants to join in critical dialogic re/viewing of our stories from multiple angles, toward a common goal of justice-oriented teaching in literacy courses and beyond.

4. Social Justice as a Conceptual and Practical Thread in Literacy and Social Foundations Courses: Engaging Problems of Practice in Elementary Teacher Education

Ann Mogush Mason, *University of Minnesota*

Jana LoBello, *University of Minnesota*

Sara K. Sterner, *University of Minnesota*

Keitha-Gail Martin-Kerr, *University of Minnesota*

3) AREA 6

Meaningful Scientific and Engineering Engagement: Disciplinary Literacy in Secondary Classrooms, Postsecondary Learning, and Professions

Chair:

Bridget Maher, *University of Michigan*

Discussant:

Lynn Shanahan, *University at Buffalo, SUNY*

Despite growing consensus that meaningful science learning involves students' development of disciplinary literacy practices, we are still building shared understandings of what science literacy looks like across secondary schooling, college, and careers. This symposium presents findings about science and engineering literacy practices "across a lifespan:" analyzing professional literacy practices in one engineering laboratory, postsecondary science learning experiences among "college-ready" students, and a science and engineering research and community engagement project with middle and high schoolers.

5. Machine Reading: A Study of Literate Practice in One Engineering Laboratory

Carolyn Giroux, *University of Michigan*

6. "College Ready" Students in Science and Engineering Courses

Bridget Maher, *University of Michigan*

7. Sensors in a Shoebox

Elizabeth Birr Moje, *University of Michigan*

4) AREA 5

Support and Scaffolding for Reading

8. Supporting Students Who Have Difficulty Reading: An Examination of Small-group Reading Instruction

Jill S. Jones, *North Carolina State University*

9. Teacher Scaffolding During Guided Reading: Supporting Students' Access to Complex Texts

Juliet Halladay, *The University of Vermont*

Grace Colbert, *The University of Vermont*

THURSDAY

5) AREA 6

Visual and Digital Production: Adolescents Composing Across Modes and Languages

10. Design Decisions: Teens Discuss their Implementation of Design Features in Self-authored Comic Books

Dani Kachorsky, *Arizona State University*

11. Visual Representations of Language and Literacy Practices

Jin Kyeong Jung, *University of Pennsylvania*

6) AREA 2

ELA and the Complexities of Writing

12. Crossover and Negotiation Among Influences: A Complex Account of Teacher Decision-Making and Writing Instruction

Marla King Robertson, *Utah State University*

7) AREA 9

Children's Literature in Teacher Education

13. First We Break Their Hearts: An Examination of Pre-service Teachers' Engagement With a Multicultural Children's and Adolescent Literature Course

Mary L. Neville, *Michigan State University*

Ashley Tyson Johnson, *Michigan State University*

14. The Impact of Children's Literature Courses on Teachers' Selection of Classroom Texts

Lauren Aimonette Liang, *The University of Utah*

Raven Cromwell, *The University of Utah*

8) AREA 3

Learning Literacy Through Persuasion

15. Developing Academic Literacy Through Summary and Argument

Hanna Poist, *Salisbury University*

16. Using TED Talks to Develop Multiliterate Students Across Varying Ability Levels

Matt J. Hollibush, *Mount Saint Mary College*

David Gallagher, *Mount Saint Mary College*

Matthew Freedman, *Newburgh Free Academy*

3:00 pm - 4:30 pm - SYMPOSIUM
Florida Salons I & II - Second Floor

AREA 5 - New Directions in Text Complexity from Kindergarten and Beyond: Evidence from Three Studies

Chair:

Jennifer Jones, *Radford University*

Discussant:

Elfrieda H. Hiebert, *TextProject*

This symposium will present findings from 3 empirical studies that investigates the impact of a diverse set of text features on readers at different developmental levels.

1. Beginning Text Design Word Frequency or Decodability? Testing the Integration of Two Word Features

Heidi Anne Mesmer, *Virginia Tech*

2. Reading Fluency Word by Word: Reader-text Interactions in Second Grade

Laura S. Tortorelli, *Michigan State University*

3. What the Doctor Orders: What Texts Are We Prescribing to Our Striving Readers and What Are the Effects on Comprehension?

Sarah M. Lupo, *James Madison University*

3:00 pm - 4:30 pm - PAPER SESSION
Florida Salon III - Second Floor

AREA 1 - Supporting English Learners: Adaptive Challenges in Bilingualism

Chair:

Amber Warren, *University of Nevada, Reno*

Discussant:

Jie Li, *University of Florida*

1. The Struggle of Emerging (Bi)literate Identities: Narrative Representations of Pre-service Bilingual Teachers' (Bi)literate/Bicultural Experiences Across Time and Space

Idalia Nunez, *The University of Texas, Austin*

Lucia Cardenas, *Michigan State University*

Doris Villarreal, *The University of Texas, Austin*

Samuel DeJulio, *The University of Texas, Austin*

2. What Counts as Bilingualism?: Pre-service Teachers' Language Ideologies

Allison Briceno, *San Jose State University*

Claudia Rodriguez-Mojica, *Santa Clara University*

Eduardo Muñoz Muñoz, *Stanford University*

3. "But Inside Me I Am Wondering...": Preservice Bilingual Teachers' Ambivalence in Creating Positionalities in Online Discussion

Rachel Gaines, *The University of Texas, Austin*

Diane Schallert, *The University of Texas, Austin*

J. Hannah Park, *St. Edward's University*

Eunjeong Choi, *The University of Texas, Austin*
 Lina Matar, *The University of Texas, Austin*
 Jeonghyun Lee, *The University of Texas, Austin*
 Kyle Williams, *The University of Texas, Austin*



3:00 pm - 4:30 pm – INVITED SESSION, AREA 11
Florida Salon V - Second Floor

Methods and Methodologies for Conducting Literacy Research with Youth of Color

Presenters:

Jamila Lyiscott, *Teachers College, Columbia University*
 Nicole Mirra, *Rutgers University*

This session will highlight the experiences of Dr. Jamila Lyiscott and Dr. Nicole Mirra, two nationally recognized scholars who engage in Youth Participatory Action Research scholarship in urban contexts. Both scholars will present papers where they engage in reflexive conversations about how they center the experiences of racialized youth who attend urban schools that are hyper-surveilled and hyper-mediated by traditional literacy curricula. In their own work, both Lyiscott and Mirra have documented the critical literacies and Sociocritical literacies of youth who engage in practices via their roles as Cyphers, researchers, and users of digital technology. In their own respective papers Lyiscott and Mirra will grapple with what it means to conduct literacy research in our current political landscape where youth are feeling more stigmatized and surveilled than ever based on their intersectional identities that span across race, ethnicity, gender, sexual orientation, and citizenship. They will consider the following questions: What does it mean to conduct YPAR with youth of color in our current times? What do researchers of color need to consider as they engage in any research endeavor with children and youth of color? What must white scholars do before and during their own research endeavors with racialized and minoritized children and youth? What do our own subject positions have to do with our methodological practices?

3:00 pm - 4:30 pm - PAPER SESSION
Florida Salon VI – Second Floor

AREA 7 - Resisting Conformity: Literacies of Lived Experience

Chair:

Katie Scieurba, *San Diego State University*

Discussant:

Katie Scieurba, *San Diego State University*

1. Recognizing Heterogeneity in Latino Cultural Knowledge

María G. Leija, *The University of Texas, Rio Grande Valley*
 Gilberto P. Lara, *Oregon State University*

2. “Lived Life Through a Colored Lens”: Culturally Sustaining Poetry in an Urban Literacy Classroom

Emily Machado, *The University of Illinois, Chicago*
 Andrea Vaughan, *The University of Illinois, Chicago*
 Rick Coppola, *The University of Illinois, Chicago*
 Rebecca Woodard, *The University of Illinois, Chicago*

3. “Just Shut Your Mouth”: Religion in a Pre-service English Education Program

William J. Fassbender, *University of Georgia*
 Kevin Burke, *University of Georgia*
 Heidi Lyn Hadley, *University of Georgia*

4:45 pm - 6:00 pm - PLENARY SESSION
Grand Salon E-J - Second Floor

Chair:

Gay Ivey, *University of North Carolina, Greensboro*

Early Career Achievement Award Presentation

Fenice Boyd, *University of South Carolina*

Arthur Applebee Award for Excellence in Research on Literacy Presentation

Virginia Goatley, *University at Albany, SUNY*
 P. David Pearson, *University of California, Berkeley*

Introduction of Plenary Speaker:

Peter H. Johnston, *University at Albany, SUNY*

Integrative Research Review: Expanding Meaningfulness in Literacy Research: Possibilities of a Relational Perspective

Presenter:

Judith T. Lysaker, *Purdue University*

Judith Lysaker is an Associate Professor of Literacy and Language Education at Purdue University. Her research interests include an interdisciplinary exploration of reading as dialogic, relational and imaginative activity. Specific areas of focus, reading comprehension and engagement, microanalysis of wordless book reading and picture book retellings, as well as teaching reading for social understanding.

Town Hall Meeting

6:15 pm – 7:00 pm

Florida Salon V – Second Floor

LRA 2020 Launch and Reception

7:00 pm – 8:00 pm

Florida Salon VI – Second Floor

ERM/STAR Reception

7:30 pm – 9:00 pm

Il Terrazzo – First Floor

Vital Issues

9:00 pm – 11:00 pm

Hotel Lobby Bar – First Floor

Friday • December 1, 2017

Friday

Literacy Research for Expanding Meaningfulness
67th Annual Conference of the Literacy Research Association
November 29 - December 2, 2017 | Tampa, FL

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

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

PAIRED ROUNDTABLES

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

SYMPOSIUM SESSIONS

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

ALTERNATIVE FORMAT SESSIONS

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

STUDY GROUPS

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

AREA CHAIRS INVITED SESSIONS

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

PLENARY ADDRESSES

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

Registration Desk Open

7:00 am – 5:00 pm

Registration Desk – Second Floor

Doctoral Student ICG Proposal Mentoring Project Breakfast

7:15 am – 8:15 am

Florida VI – Second Floor

Albert J. Kingston Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 1 – Second Floor

Distinguished Scholar Lifetime Achievement Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 2 – Second Floor

Early Career Achievement Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 3 – Second Floor

Edward B. Fry Book Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 4 – Second Floor

J. Michael Parker Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 5 – Second Floor

Oscar S. Causey Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 6 – Second Floor

P. David Pearson Scholarly Influence Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 7 – Second Floor

Student Outstanding Research Award Committee Meeting

7:15 am – 8:15 am

Meeting Room 8 – Third Floor

Barr Mosenthal Handbook of Reading Research Fund Committee

7:15 am – 8:15 am

Meeting Room 9 – Third Floor

Journal of Literacy Research Editorial Board Breakfast

7:15 am – 8:15 am

Florida Salons I & II – Second Floor

Book Auction/Silent Auction

8:00 am – 3:30 pm

Grand Salon Foyer – Second Floor

Exhibits

8:00 am – 5:30 pm

Grand Salon Foyer – Second Floor

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Meeting Room 1 - Second Floor

AREA 10 - Expanding Disciplinary Learning Opportunities Through Digital Literacies

Chair:

Jill Castek, *The University of Arizona*

Discussant:

Michelle Schira Hagerman, *University of Ottawa*

Presenters:

Gloria Jacobs, *The University of Arizona*

Michael Manderino, *Northern Illinois University*

Lynn Shanahan, *University at Buffalo, State University of New York*

Mary McVee, *University at Buffalo, State University of New York*

Emily C. Rainey, *University of Pittsburgh*

Scott Storm, *Harvest Collegiate High School*

Digital and disciplinary literacies are not simply tools or cognitive behaviors. They have the potential to provide opportunities for students to better understand themselves, their communities, and their world. The four papers in this alternative session examine different ways of conceptualizing and understanding digital literacies and disciplinary learning and consider implications for teacher education and community outreach efforts.

1. Teaching Literary Inquiry with Digital Texts in High School English

Emily C. Rainey, *University of Pittsburgh*

Scott Storm, *Harvest Collegiate High School*

2. Critical Media Literacies in the Disciplines: A Case Study

Michael Manderino, *Northern Illinois University*

3. Advancing Digital Skills for Problem Solving in Technology Rich Environments

Jill Castek, *The University of Arizona*

Gloria Jacobs, *The University of Arizona*

4. Developing Engineering Identity and Agency through Digital Documentation

Lynn Shanahan, *University at Buffalo, SUNY*

Mary McVee, *University at Buffalo, SUNY*

FRIDAY

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 1 - Implementing Digital Literacies in Preservice Teacher Education

Chair:

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

Discussant:

Marva Solomon, *Angelo State University*

1. Pre-service Teachers' Decision Making Around Lesson Planning: Using Computer Simulations to Develop Professional Practice

Katrina Bartow Jacobs, *University of Pittsburgh*

Michelle Sobolak, *University of Pittsburgh*

2. From Preservice to Practice: Shifting to New Literacies in Secondary Classrooms

Jonathan Bartels, *University of Alaska, Anchorage*

3. Technology to Provide Meaningful Literacy Experiences: Development of a Literacy Teacher Sense of Efficacy Scale

Sarah E. Pennington, *Montana State University*

Julia Hagge, *The Ohio State University, Marion*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 3 - Second Floor

AREA 10 - Affect and Making New Media Online, In and Out of School, and At Camp

Chair:

Christian Ehret, *McGill University*

Discussant:

Jennifer Rowsell, *Brock University*

This symposium focuses on the role of affect in adolescents' experiences making new media across formal and informal learning contexts. Paper 1 describes how adolescents feel participatory pressures while making videos for BookTube. Paper 2 examines an adolescent's use of nerdism—the practices of “nerds” on YouTube—in collaborative, comedic storybuilding. The third explores the relationships between videographers and skateboarders in the action sports, focusing on how they “vibe” with one another during video-production.

1. The Role of Affect In Online Participatory Cultures: Participatory Pressures and Practices of New Media Making On BookTube

Christian Ehret, *McGill University*

Jacy Boegel, *University of Toronto*

Roya Manuel-Nekouei, *McGill University*

2. Almira and the Nerdisms: Affect and Identity Development Through Literate Assemblages

Kimberly Lenters, *University of Calgary*

3. Symbiotic Learning Partnerships in Youth Action Sports: Vibing, Rhythm, and Analytic Cycles

Ty Hollett, *Pennsylvania State University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 8 - Application of Reading and Writing Practices in Early Childhood and Bilingualism

Chair:

Susan V. Bennett, *University of South Florida, St. Petersburg*

Discussant:

Joseph C. Rumenapp, *Judson University*

1. Buddy Pairs: Supporting Writing Among African American and Latina/o Dual Language Kindergarteners

Eury Bauer, *The University of Illinois, Urbana-Champaign*

Vivian Presiado, *The University of Illinois, Urbana-Champaign*

Soria Elizabeth Colomer, *Oregon State University*

2. Exploring the Early Reading Identities of Prekindergarten Dual Language Learners: Opportunities and Obstacles for Supporting Early Reading

Christopher J. Wagner, *Queens College, CUNY*

3. Literate Uses of Language in Play: Emergent Bilinguals' Persuasive and Explanatory Discursive Resources for Negotiating Meaning and Authority

Mileidis Gort, *University of Colorado, Boulder*

Alain Bengochea, *University of Nevada, Las Vegas*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 5 - Second Floor

AREA 7 - Can Posthumanist Theory Produce Humanizing Literacy Research? A Conversation

Chair:

Marjorie Siegel, *Teachers College, Columbia University*

Discussants:

Catherine Compton-Lilly, *University of Wisconsin-Madison*

Arlette Willis, *The University of Illinois, Urbana-Champaign*

Posthumanism has garnered attention with its promise to “make matter matter” (Alaimo, 2008) by decentering the human as research subject and considering agencies of nonhumans. Yet, at the very moment when some literacy scholars are turning to posthumanism to unsettle the humanist ontology, others are calling for literacy research that is humanizing (Paris & Winn, 2013) and contributes to social justice research. This symposium brings together literacy researchers who seek to examine this tension.

1. 'It's Like You Don't Want to Read it Again': Exploring Affects, Trauma, and Willful Literacies

Bessie Dernikos, *Florida Atlantic University*

2. 'We Lost the Plado': Materialities in Early Literacy Reform

Daniel E. Ferguson, *Teachers College, Columbia University*

3. Decentering the Human to Discern the Ethical Relation Between Literacy Educator and Child

Rachel May Heydon, *Western University*
Veronica Pacini-Ketchabaw, *Western University*
Luigi Iannacci, *Trent University*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 6 - Second Floor

AREA 7 - Literacies of Refuge: Examining Race, Home, and Displacement in the Literate Lives of Youth of Color

Chair:

Justin Coles, *Michigan State University*

Discussant:

Carol D. Lee, *Northwestern University*

In this Ethnicity, Race, and Multilingualism (ERM) sponsored session panelists will explore the humanizing processes (Paris & Winn, 2013) and practices in which youth of color employ Literacies of Refuge—literacies that create/cultivate literal and figurative spaces of protection from the oppressive conditions of a white supremacist, patriarchal, heteronormative, capitalist, settler colonial society. Data from panelists will draw from empirical studies carried out with Black and Im/migrant Latinx youth in out of school spaces.

- 1. Liberation Literacies: Multiple Literacies as Spaces of Equity and Refuge**
Jamila Lyiscott, *Teachers College, Columbia University*
- 2. The Souls of Black Literacy(ies): Black Youth Textual Sanctuaries as Means to Refusing Suffering in America's Schools**
Justin Coles, *Michigan State University*
- 3. "Unnormal Sisterhood": Cultivating Interdependence with Girls of Color**
Grace D. Player, *University of Pennsylvania*
- 4. "Because We Have Lived It": Exploring Literacies of Refuge with Im/migrant Latinx Youth**
Monica Gonzalez, *University of Colorado, Boulder*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 3 - Critical Literacies: Improving Pedagogy

Chair:

Delicia Tiera Greene, *University at Albany, SUNY*

Discussant:

Ngozi Onuora, *Millikin University*

- 1. Building Teachers' Capacity to Enact Critical Literacy: A Review of Research and an Instructional Model**
Casey Medlock Paul, *North Carolina State University*
Jill S. Jones, *North Carolina State University*

2. Critical Canon Pedagogy: Applying Disciplinary Inquiry to Cultivate Agentive Literacies

Jeanne Dyches, *Iowa State University*

3. Through the Looking Glass: A Black Female Educator-Scholar's Reflexive Approach to Facilitation in a Black Adolescent Girls' Out-of-school Online Street Literature Book Club

Delicia Tiera Greene, *University at Albany, SUNY*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 4 - Literacy Policy in Practice

Discussant:

Danielle Dennis, *University of South Florida*

- 1. Gateway Retention Policies: Implementations and Perspectives from the Field**
Jennifer Barrett-Tatum, *Western Carolina University*
Kristen Ashworth, *College of Charleston*
- 2. Networking Literacy Policy: Using Actor-Network Theory to Trace the Social Translation of NC Read to Achieve**
Aubrey N. Comperatore, *The University of North Carolina, Chapel Hill*
- 3. Understanding National Trends in Early Literacy Requirements for Prekindergarten Teacher Certification**
Tanya S. Wright, *Michigan State University*
Amy Parks, *Michigan State University*
Bethany Wilinski, *Michigan State University*
Lisa Domke, *Michigan State University*
Laura Joy Hopkins, *Michigan State University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 2 - Technology & Professional Development: Virtual Communities & Connections

Chair:

Lindsay Woodward, *Drake University*

Discussant:

Sarah Hunt-Barron, *University of South Carolina, Upstate*

- 1. Electronic Apprenticeship in the Social Construction of Teacher Knowledge: An Ethnographic Case Study of Online Learning**
Michelle Anne Elliott, *University of Arkansas, Little Rock*
- 2. From the Ground Up: Developing a Virtual Professional Learning Community**
Leslie A. Salley, *Clemson University*
Celeste C. Bates, *Clemson University*
- 3. Fostering an Online Literacy Learning Community for School Librarians**
Nancy Flanagan Knapp, *University of Georgia*
Angie Furney Chambliss, *University of Georgia*

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- 4. Foundational Factors: the Contribution of Tech Prep & a Tech Relaxed Atmosphere to Collaborative Active Engagement in Online Spaces**
Emily Brown Hoffman, *Ball State University*

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 1 - Professional Identity Development and Decision-making of Preservice Teachers

- 1. An Analysis of the Decision Making of Novice Teachers Concerning Literacy Assessment and Instruction: A Longitudinal Study from Texas and Ohio**
Andrew Huddleston, *Abilene Christian University*
Amy Mullins, *Bluffton University*
Denae Shake, *Abilene Christian University*
- 2. Preservice Teachers Establishing Professional Identities in the 21st Century: A Multimodal Approach Through ePortfolios**
Hsiao-Chin Kuo, *Western Michigan University*
Susan V. Piazza, *Western Michigan University*
- 3. Broadening Pre-service Teachers' Perspectives of Literacy Instruction and Technology Integration: Using Digital Professional Collaboration Across Universities**
Carin Appleget, *University of Nebraska, Lincoln*
Christine C Mitchell, *Pennsylvania State Berks*
Laurie A Friedrich, *University of Nebraska, Lincoln*
Chinwe Ikpeze, *St. John Fisher College*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 11 - Third Floor

AREA 6 - College Reading in the Age of Disciplinary Literacies: Change Theory and Mindfulness in Moving the Field Forward

Chair:

Rona Flippo, *University of Massachusetts, Boston*

Discussant:

Sonya Armstrong, *Texas State University*

This symposium is aimed at bringing scholars together to consider the question: How can college reading move from its historical roots in developmental reading methods to address disciplinary literacies and the reading of complex college material?

- 1. Historical Roots of College Reading in an Age of Disciplinary Literacy**
Norman Stahl, *Northern Illinois University*
Jim King, *University of South Florida*
- 2. College Developmental Reading: Then and Now**
Jodi Holschuh, *Texas State University*
Jodi Lampi, *Northern Illinois University*

- 3. College Disciplinary Literacy: Now and the Future**
Thomas W. Bean, *Old Dominion University*
Judith Dunkerly-Bean, *Old Dominion University*
Kristen Howell Gregory, *Old Dominion University*
- 4. The Current State of College Reading Tests**
Rona Flippo, *University of Massachusetts, Boston*
Sonya Armstrong, *Texas State University*

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 7 - From Racial Violence to Racial Justice: Praxis and Implications for English Education

Chair:

Gholnecsar Muhammad, *Georgia State University*

Discussant:

Gholnecsar Muhammad, *Georgia State University*

This transdisciplinary, cross-cultural conversation offers theoretical and pedagogical approaches to decentering Whiteness and moves toward racial justice in English education. Presenters argue that physical violence is common throughout many historical time periods in the US and permeates English Language Arts and teacher education classrooms. This symposium offers deep analysis of race within American society, and explores the complex intersections of race, racism, sexual orientation, gender and other oppressive factors that are mirrored within K-U classrooms.

- 1. Race and Representation: Critical Media Literacy in the Wake of Racial Violence**
April Baker-Bell, *Michigan State University*
- 2. What Assata Taught Me: Witnessing and #Say[ing] Her Name**
Tamara Butler, *Michigan State University*
- 3. Toward Black and Latinx Linguistic Solidarity in the English Language Arts**
Danny C. Martinez, *University of California, Davis*
- 4. Deal with It We Must: Critical Race English Education in a Time of Racial Violence**
Lamar Johnson, *Michigan State University*

8:30 am - 10:00 am - PAPER SESSION
Il Terrazzo - Second Floor

AREA 2 - Meaningful Mentorship Across Contexts

Chair:

Kristy Brugar, *The University of Oklahoma*

Discussant:

Christina Dobbs, *Boston University*

- 1. One English Language Arts Teacher's Journey as a Secondary Teacher-Mentor: Life in the Hyphen**
Josephine Peyton Marsh, *Arizona State University*
Maria Hernandez Goff, *California State University, Fresno*

2. The Co-construction of Conceptual Thinking in Teacher-mentor Conversations

Lisa Pray, *Vanderbilt University, Peabody College*
 Mark Barba Pacheco, *Illinois State University*
 Shannon M. Daniel, *Vanderbilt University, Peabody College*

3. Three Teachers, Three Outcomes: Alternatively Certified Literacy Teachers and Their Use of Mentoring and Support

Karen C. Toralba, *Mississippi State University*
 Devon Brenner, *Mississippi State University*
 Kathleen Marie Alley, *Mississippi State University*

8:30 am - 10:00 am - SYMPOSIUM
Grand Salon A - Second Floor

AREA 10 - Pedagogies of Digital Literacy: Teaching and Learning after the 'Digital Turn'

Chair:

T. Philip Nichols, *University of Pennsylvania*

Discussant:

Glynda Hull, *University of California, Berkeley*

This symposium brings together four presentations that explore possibilities and challenges associated with linking different conceptions of 'digital literacy' with pedagogy. Drawing on a range of methodological and theoretical perspectives, presenters share research that considers configurations of teaching and learning that might address the unique demands of 'the digital turn' while promoting equitable flourishing for students.

1. Genealogies of Digital Pedagogy: A Socio-historical Inquiry

T. Philip Nichols, *University of Pennsylvania*

2. From the 'Digital Turn' to the 'Analog Revolution': Tabletop Games and Literacies Unplugged

Antero Garcia, *Stanford University*

3. Children's Perceptions of Writing, Choice, and Audience in Digital Media Production

Jessica Z. Pandya, *California State University, Long Beach*
 David E. Low, *California State University, Fresno*

4. Teaching and Learning as Personal Digital Inquiry

Julie L. Coiro, *The University of Rhode Island*
 Elizabeth Dobler, *Emporia State University*
 Karen Pelekis, *Greenacres Elementary School*

8:30 am - 10:00 am - SYMPOSIUM
Grand Salon B - Second Floor

AREA 7 - Cultivating Sexual and Gender Diversity in School-Based Literacies: Working Towards Meaningful Queer Activism

Chair:

Ryan Schey, *The Ohio State University*

Discussant:

Jenell Penn, *The Ohio State University*

This symposium explores the critical juncture of LGBTQ identities, literacy research, and school-based activism. To provide a multifaceted discussion, the four papers explore a range of theoretical and methodological approaches, regional contexts, and age levels. The first paper undertakes a textual analysis of LGBTQ memoirs. The second considers elementary parents' perspectives on LG literature. The third explores intersectional literacy practices via teacher interviews. And the fourth examines classroom interactions around anti-racist queer teaching practices.

1. Presenting and Protesting the Heterotrajjectory with LGBTQ Memoirs

Jenna Spiering, *The University of Iowa*
 Kate Kedley, *The University of Iowa*

2. Reconsidering the Monolith: Exploring Parents/Guardians' Responses to Gay and Lesbian-Inclusive Children's Literature and its Use in Elementary Spaces

Stephen Adam Crawley, *University of Georgia*

3. Queering Intersectional Literacies to Redefine Female Sexualities

Stephanie Anne Shelton, *The University of Alabama*

4. Negotiating Tensions in Teaching an Anti-Racist Queer English Language Arts Curriculum in a Comprehensive Urban High School

Ryan Schey, *The Ohio State University*

8:30 am - 10:00 am - SYMPOSIUM
Grand Salon C - Second Floor

AREA 6 - Writing Within and For Advanced Placement English: What Counts as Meaningful Writing

Chair:

Jayne C. Lammers, *University of Rochester*

Discussant:

Michelle Falter, *North Carolina State University*

In this symposium, we question what is considered meaningful writing in Advanced Placement English (AP) classrooms, in relation to writing practices, writing identities, and writing communities preparing for AP exams. We bring together three studies that examine AP English from different perspectives to problematize the practices of AP writing, making claims about the complex role of emotion, how this context shapes a writer's identity, and the power and silencing of students.

FRIDAY

1. “Forgetting Feeling: Examining the Role of Pathos in AP Language and Composition”

Michelle Falter, *North Carolina State University*

2. “On Becoming a Writer: Examining the Impact of AP English as a Writing Context”

Jayne C. Lammers, *University of Rochester*

3. “AP Writing as Intellectual Competition: What an Essay Reveals (or Not) about the Writer”

Allison Wynhoff Olsen, *Montana State University*

8:30 am - 10:00 am - PAPER SESSION
Grand Salon D - Second Floor

AREA 3 - Collaborative Meaning Making: Reading and Writing Practices

Chair:

Dan Reynolds, *Vanderbilt University*

Discussant:

Melanie Reaves, *Northern Michigan University*

1. Faking it, Making it, and Shaking It: Bodies, Materials, and Space Scaffolding Apparent Intersubjectivity as a Bridge Between Students and Texts

Dan Reynolds, *Vanderbilt University*

Amanda P Goodwin, *Vanderbilt University*

2. Friends and Authors: Spontaneous Co-composing in a Writing Workshop

Elizabeth Jaeger, *The University of Arizona*

3. “What Do We Think About the Story?”: Fifth-Graders’ Participation and Appropriation During Discussions of Shared Texts

Maryl A. Randel, *Rowan University*

Catherine Michener, *Rowan University*

8:30 am - 10:00 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 7 Roundtable 3

1. Black Girl Magic and Affirmative Forces

Briana Gilbert Kidd, *The University of Alabama*

2. “You Can Say A Lot By Telling A Story”: Lifting Up the Voices of Black High School Youth Through Personal Statement Writing for College

Theda Gibbs Grey, *Ohio University*

2) AREA 2 ELA and ESL

3. Teachers’ Perceptions on Professional Development for Inquiry Curriculum and New Literacies as they Expand Meaningfulness with an ESL population.

Melissa Stinnett, *Western Illinois University*

3) AREA 6

Exploring Strategies to Support Comprehension Across Texts and Contexts

4. Strategic Processing in Accessing, Comprehending, and Using Multiple Sources Online: A Research Synthesis

Byeong-Young Cho, *University of Pittsburgh*

Peter Afflerbach, *University of Maryland*

Hyeju Han, *University of Pittsburgh*

5. To Prompt or Not to Prompt? Do Prior Knowledge Activation Techniques Work for Competent Readers?

Courtney Hattan, *University of Maryland, College Park*

Patricia A. Alexander, *University of Maryland, College Park*

6. Using Complex Texts to Open Literacy Borders for Content Area Readers

Brian Walker Johnson, *Southern Illinois University Edwardsville*

Stephen Marlette, *Southern Illinois University Edwardsville*

4) AREA 9

Visual Representations and Literacy

7. Picturebook Illustrations: Powerful Pathways for Literacy Learning and Language Acquisition

Katie Egan Cunningham, *Manhattanville College*

Grace Enriquez, *Lesley University*

8. Rereading the Writing on the Walls: Graffiti, Urban Environments, and Arts-Based Practices in Children’s Literature Classrooms

Karly Marie Grice, *Millikin University*

Rebekah May Degener, *The Ohio State University*

5) AREA 8

Diverse Perspectives: Literacy Research, Theory, and Practice

9. Delineating the Middle Ground in Interaction Research

Mikel Walker Cole, *Clemson University*

Juan Li, *Clemson University*

Guoyong Wu, *Clemson University*

Dwane Valera, *Clemson University*

10. Analyzing Diversity Studies in the Journal of Literacy Research: 1969 to the Present

Cynthia Helen Brock, *University of Wyoming*

Adeline Borti, *University of Wyoming*

Rick Fisher, *University of Wyoming*

Tia Frahm, *University of Wyoming*

Dilnoza Khasilova, *University of Wyoming*

Anna Shur, *University of Wyoming*

Marian Karch Stordahl, *University of Wyoming*

Karen Ventura-Kalen, *University of Wyoming*

Darian Thrailkill, *University of Wyoming*

11. Exploring Teacher Awareness of Literacy Practices in a Linguistically Diverse Community, and Its Effect on Their Pedagogical Practice

Sharada Krishnamurthy, *Rowan University*

6) AREA 1

Supporting Pre-service Literacy Teachers' Use of New Pedagogical Practices Across Contexts and Content Areas

12. A Shared Responsibility: Preservice Teachers Integrating Literacy into History Classrooms

Christy Howard, *East Carolina University*

13. Examining Changes in Preservice Teachers' Beliefs about Writing and Their Plans for Future Instruction

Anna Hall, *Clemson University*

14. Preparing Preservice Teachers to Promote Literacy across the Curriculum

James V. Hoffman, *The University of Texas, Austin*
 Catherine Lammert, *The University of Texas, Austin*
 Natalie Sue Svrcek, *The University of Texas, Austin*
 Samuel DeJulio, *The University of Texas, Austin*
 Susan Tily, *The University of Texas, Austin*

7) AREA 3

Exploring Literacy Professionals' Actions, Intentions, and Relationships

15. Problem Solving Complexities of School Reform to Support Literacy Development

Sarah Campbell Lightner, *West Chester University*
 Patricia Scharer, *The Ohio State University*
 Sara Diane Kersten, *University of Nevada, Reno*
 Robert Drewry, *The Joseph Sears School*

16. Adaptive Teaching Observation Protocol (ATOP): Emerging Results from Observations of Literacy Instruction

Julie Winneur Ankrum, *Indiana University of Pennsylvania*
 Aimee L Morewood, *West Virginia University*
 Margaret Vaughn, *University of Idaho*
 Seth A. Parsons, *George Mason University*
 Allison Ward Parsons, *George Mason University*
 Melissa Gallagher, *University of Louisiana, Lafayette*
 Paul Hawkins, *Indiana University of Pennsylvania*

17. Vocabulary Instruction: The Intersection of Intentions and Practice

Elizabeth H. Brinkerhoff, *University of South Carolina, Beaufort*
 Meagan C. Arrastia, *Valdosta State University*
 Amy C. Kunkle, *University of South Carolina, Beaufort*

8) AREA 4

Focused Assessments of Reading and Writing

18. Assessing Inferencing: Creating a Valid, Reliable Instrument for Evaluating Fifth-grade Students' Inferencing Abilities

Tim G. Morrison, *Brigham Young University*
 Brad Wilcox, *Brigham Young University*
 Lauren Bird, *Brigham Young University*
 Hannah Bursley, *Brigham Young University*
 McKenzie Helvey, *Brigham Young University*
 Erica Murdoch, *Brigham Young University*

19. Unearthing the Complexity of Students' Writing Through a Collaborative Examination of Student Work

Kira LeeKeenan, *The University of Texas, Austin*

8:30 am - 10:00 am – INVITED SESSION AREA 14
Florida Salon V - Second Floor

Productive Provocations and Possibilities with Posthumanism: Discussions on Race, LGBTQ2, Translingualism, and Social Class in Literacy Education

Chairs:

Candace Kuby, *University of Missouri*
 Bong Gee Jang, *Syracuse University*

Discussant:

Stephanie Jones, *University of Georgia*

This session extends conversations that have recently begun in literacy education around the material turn, 'new' materialisms, posthumanism, and other object oriented ontologies. In the past few years, questions have surfaced in sessions at LRA about how these 'new' theories address, speak to, and/or open up spaces for conversations on race, gender and/or sexual identities, social class, languages, and other discussions on social justice and ethics in literacy education. Each scholar will present productive provocations and possibilities for attendees to think about in relation to theories we are familiar with in literacy related to race, gender and/or sexual identities, languages, and social class with 'new' theoretical ideas from the broad field of posthumanism.

1. On Never Arriving: Using Posthumanism toward (Always) Becoming Racially Literate

Asilia Franklin-Phipps, *University of Oregon*
 Courtney Rath, *University of Oregon*

2. Queer In/Humanisms and the Limits of Literacies

Jon M. Wargo, *Boston College*

3. (Re)imagining Translingual Literacies as Semiotic Assemblages and Ecological Becomings

Angie Zapata, *University of Missouri*

4. The Affect-laden Knots of Social Class, Literacies, and Posthumanism: Precarious Possibilities

Jaye Johnson Thiel, *University of Georgia*

FRIDAY

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 6 - Math, Meat-Packing, and Meaning Making: Young People's Multimodal Literacies in Theory and Practice

Chair:

Kristine Pytash, *Kent State University*

Discussant:

W. Ian O'Byrne, *College of Charleston*

1. Empowered Literacy Processes: Young Adolescents Co-researching Their Digital and Nondigital Practices

Sandra Schamroth Abrams, *St. John's University*

Mary Beth Schaefer, *St. John's University*

Daniel Ness, *St. John's University*

Charlotte Abrams, *St. John's University*

Molly Kurpis, *St. John's University*

Eric Ness, *St. John's University*

2. Between Meat-packing and Healthcare: Rural Youth Compose Multimodal Nonfiction about Career Prospects and Everything Else

Rossina Zamora Liu, *The University of Iowa*

Kelli A. Rushek, *The University of Iowa*

Yun Loh Garrison, *The University of Iowa*

3. Multimodal Literacies in a Secondary Mathematics Classroom: A Sociocultural Approach

Christine Taylor, *Salisbury University*

10:15 am - 11:45 am - SYMPOSIUM
Meeting Room 2 - Second Floor

AREA 3 - Building Bridges Between Engineering and Language/Literacy Practices Across the School Years – Elementary Through College

Chair:

Patricia C. Paugh, *University of Massachusetts*

Discussant:

Michelle C. Jordan, *Arizona State University*

Disciplinary literacy requires unique language and literacy practices that enable effective participation in a field of study. The three papers offered in this symposium explore the notion of the linguistic repertoire available and expected of participants at three levels of education, elementary, middle/secondary, and college, who engage in textual practices related to engineering. The papers extend current research that explores the crosscutting concepts within science and engineering and connections to literacy development.

1. Engineering Design and Development of Disciplinary Literacies in Urban Elementary Classrooms

Patricia C. Paugh, *University of Massachusetts*

Kristen C. Wendell, *Tufts University*

2. Teacher Discourse Moves that Foster Student-Driven Dialogue Surrounding Texts in Middle School Engineering Classes

Amy Wilson-Lopez, *Utah State University*

Jared Garlick, *Utah State University*

3. Language and Literacy Practices of an Engineering Expert

Suzanne C. Chapman, *University of Florida*

Zhihui Fang, *University of Florida*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 2 - Literacy Coaching: Action, Reflection & Experience

Chair:

Peggy Semingson, *The University of Texas, Arlington*

Discussant:

Kimberle Wagner, *Rockford University*

1. A Model of Joint Action for Literacy Coaching With Video Self-Reflection

Jennifer Sharples Reichenberg, *Medaille College*

2. An Examination of Coaching Discourse and Its Associations to Teacher's Reflective Statements and Uptake of Instructional Ideas

Dana A. Robertson, *University of Wyoming*

Evelyn Ford-Connors, *Boston University*

Jeanne R. Paratore, *Boston University*

Kristen Bock, *Boston University*

Tia Frahm, *University of Wyoming*

Kristine Frey, *University of Wyoming*

3. Mobilizing Schools for Transformation: Reflections from Literacy Coaches Across Two Years

Debra Stevens Peterson, *University of Minnesota*

4. Profiles of Novice Literacy Coaches

Kate Brodeur, *Bowling Green State University*

Susan Massey, *Northern Illinois University*

Lisa Ortmann, *University of North Dakota, Grand Forks*

Cynthia Bertelsen, *Bowling Green State University*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 12 - Global Perspectives: Making a Difference Through Writing Instruction

Chair:

Jen Scott Curwood, *The University of Sydney*

Discussant:

Guang-Lea Lee, *Old Dominion University*

1. Teacher Education in Writing in Global Contexts: An Outsider's Perspective

Sarah McCarthey, *The University of Illinois, Urbana-Champaign*

2. **Telling Stories, Crafting Selves: Spoken Word Poetry in Australia**
Jen Scott Curwood, *The University of Sydney*
3. **Second Language Writing Skill Development in Relation to Standardized Tests: A Vietnamese Case**
Ha Nguyen, *North Carolina State University*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 5 - Language Play and Literacy

Chair:

Beth Beschorner, *Minnesota State University, Mankato*

Discussant:

Patricia Scharer, *The Ohio State University*

1. **Language Play in Literacy Events: The Construction Bakhtin's Carnival and Metalinguistic Awareness Through Metapragmatics**
Faythe Beauchemin, *The Ohio State University*
2. **Meaningful Literacies Through Dramatic Play: A Pre-service Teachers Research**
Megan Lewis, *University of South Florida*
3. **"It's Like Playing, but Learning": Supporting Early Literacy Development Through Responsive Play with Wordless Picturebooks**
Tori K. Flint, *University of Louisiana, Lafayette*
Marietta Adams, *University of Louisiana, Lafayette*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 9 - Young Adult Literature

Chair:

Michelle Falter, *North Carolina State University*

Discussant:

Craig A. Young, *Bloomsburg University of Pennsylvania*

1. **Lost Opportunities: How the Genre and Work of Poetry Are Represented by Tenth Grade Literature Anthologies**
Stephanie Susan Kane-Mainier, *University of Pittsburgh*
2. **What is Adapted in Youth Adaptations?: A Critical Comparative Content Analysis of Military Memoirs Repackaged as Young Adult Literature**
Mark A. Sulzer, *University of Cincinnati*
Amanda Haertling Thein, *The University of Iowa*
Renita R. Schmidt, *The University of Iowa*
3. **Young Adult Literature as Tribal Curriculum: A Case Study in Developing Critical, Historic, and Context-based Literacies**
Ashley Summer Boyd, *Washington State University*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 9 - Tapping the Power of Award-Winning Children's Literature

Chair:

Jennifer Graff, *University of Georgia*

Discussant:

L. Davila, *University of Nevada, Las Vegas*

1. **Chicana/o Children's Literature and the Establishment of Community: Revisiting the themes of Dr. Tomás Rivera in New Times**
Jesse Gainer, *Texas State University*
2. **Educative Experiences in Award-winning Children's Literature**
Peggy Albers, *Georgia State University*
Myoung Eun Pang, *Georgia State University*
Cindy Fujimoto, *Georgia State University*
Jee Hye Park, *Georgia State University*
Caleb Patton Collier, *Georgia State University*
Amanda Sprayberry, *Georgia State University*
3. **What the Children Chose: An Examination of Characteristics in Children's Recent Award-Winning Books**
Lauren Aimonette Liang, *The University of Utah*
Raven Cromwell, *The University of Utah*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 10 - Digital Tools and Immigrant/Bilingual Students

Chair:

Laurie Henry, *University of Kentucky*

Discussant:

Amy Stornaiuolo, *University of Pennsylvania*

1. **All Countries are Mine: Exploring How Transnational Youth Leverage Digital Literacies to Navigate Civic Borderlands**
Nicole Mirra, *Rutgers University*
2. **'I Use the Phone for Words.' How ELLs in a US High School Use Digital Mobile Devices.**
Hugh J. Kesson, *Temple University*
3. **"Dear Future Me": Connecting Writers' Literacy Paths to an Envisioned Future Self Through a Multimodal Project**
J. Hannah Park, *St. Edward's University*
Diane Schallert, *The University of Texas, Austin*

FRIDAY

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 1 - Storytelling and Image-making in Pre-service Teacher Literacy Instruction

Chair:

Aimee Frier, *University of South Florida*

Discussant:

Alison Louise O'Grady, *The University of Sydney*

1. Family Story Interaction: Using Literature and Artifacts to Support Teacher Candidates' Understandings of Families' Funds of Knowledge Outside of School Contexts

Dorea Kleker, *The University of Arizona*

Maria V. Acevedo, *University of Massachusetts Boston*

2. "It Made Me Think About Where, Not Just What": Critically Storytelling as Practice in Literacy Teacher Education

Katrina Bartow Jacobs, *University of Pittsburgh*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 7 - Considerations of Cultural Capital, Power, and the Political

Chair:

Antonieta Avila, *University of Wisconsin, Milwaukee*

Discussant:

Antonieta Avila, *University of Wisconsin, Milwaukee*

1. Literacies as Capital for Newcomer Adolescent Immigrants

Mary Amanda Stewart, *Texas Woman's University*

2. Building Voice, Taking Action: Literacy Workshop as a Political Space

Charlotte Land, *The University of Texas, Austin*

Laura A Taylor, *The University of Texas, Austin*

3. Literacy Capital: Nurturing the Community Cultural Wealth of Marginalized Communities

Lina Trigos-Carrillo, *University of Missouri*

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 7 - Positioning in Adult Literacy: Programs, Tests, and Systems

Chair:

Karen Eppley, *Penn State University*

1. A Longitudinal Critical Inquiry Into Adult Literacy Tutoring Programs in Public Libraries

Donna Alvermann, *University of Georgia*

Jennifer Jackson Whitley, *University of Georgia*

Angelyne Collins, *Brookwood High School*
Nancy Edwards, *Berry College*
Elizabeth E. G. Friese, *Anderson-Livsey Elementary School, Snellville*

Jessica L. Holt-Daniels, *University of Georgia*

Rhett J. Hutchins, *University of Arkansas*

Josephine Peyton Marsh, *Arizona State University*

Leslie Rush, *University of Wyoming*

2. Defining "Quality" Immigrants: The Literacy Test Act of 1917 and Its Lingering Effect

Raquel Wood, *University of Iowa*

3. Coerced Literacies: A Critical Discourse Analysis of Volunteered Skills Training in Prison

Kathrina S. Litchfield, *University of Iowa*

10:15 am - 11:45 am - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 2 - Moving from Deficit-Based to Meaningful Literacies: Five Case Studies

Chair:

Scott Ritchie, *Kennesaw State University*

Discussant:

Amy Seely Flint, *University of Louisville*

This symposium will share results from five case studies conducted with preservice and in-service teachers focused on shifting beliefs. The studies were guided by sociocultural theory (Vygotsky, 1934/1986), communities of practice (Lave & Wenger, 1991), and Critical Race Theory (Ladson-Billings, 2009). The studies are examples of shifts that can occur when pre-service teachers and teachers are given opportunities to critically reflect on their beliefs to gain a deeper understanding of their students' lives.

1. Moving from Deficit-based to Meaningful Literacies: Five Case Studies

Jennifer Allen, *University of West Georgia*

Megan Adams, *Kennesaw State University*

Eliza Braden, *University of South Carolina*

Sanjuana C Rodriguez, *Kennesaw State University*

Natasha Thornton, *Kennesaw State University*

Kamania Wynter-Hoyte, *University of South Carolina*

10:15 am - 11:45 am - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 3 - Applying Classroom Conferences to Expand Literacy Learning and Engagement

Chair:

Michiko Hikida, *The Ohio State University*

Discussant:

Sinead Judith Harmey, *UCL, Institute of Education*

The papers in this session explore classroom conferences in reading and writing to expand students' literacy learning, agency, and relationship-building. In our end-of-session discussion, participants will gain new pedagogical possibilities.

1. Expanding Understanding of Meaningful Literacy Practices in Teacher-student Paper Conferences: Discovery, Agency, and Relationship-building Through Transactional Events

Christi Edge, *Northern Michigan University*

Jessica Betz, *Northern Michigan University*

2. "I Don't Know Where to Go Now": An Analysis of Reading Conferences with "Struggling" Readers

Michiko Hikida, *The Ohio State University*

Jungmin Lee, *The Ohio State University*

3. "Where You At Right Now?": An Analysis of The One-On-One Reading Conferences in a Fifth Grade Classroom

Michiko Hikida, *The Ohio State University*

**10:15 am - 11:45 am - SYMPOSIUM
Grand Salon A - Second Floor**

AREA 3 - Teaching and Learning Argumentative Writing in Three High School Contexts: American Literature, Science and College Readiness

Chair:

George Newell, *The Ohio State University*

Discussant:

Jennifer VanDerHeide, *Michigan State University*

This symposium explores the teaching and learning of argumentative writing in three content areas: literature, science and preparation in early-college writing. Three papers explore the question, if argumentative writing is a set of language practices supportive of participation in particular communities of practice, how is learning shaped by the underlying epistemologies for knowing and doing? Each paper employs "entextualization" as a tool to trace back from the written text to the events, practices, and processes.

1. "You Need To Rewrite This": Clashing Contextual and Decontextual Epistemologies in the Composing of a Literary Argument

Brent Goff, *The Ohio State University*

2. Contexts for Teaching and Learning a Lab Report as an Argument in a STEM Classroom: Constructing Epistemic Levels of Claims

George Newell, *The Ohio State University*

3. Shaping the Context for Argumentative Writing in a College Access Intervention

Jon-Philip Imbrenda, *Salisbury University*

**10:15 am - 11:45 am - SYMPOSIUM
Grand Salon B - Second Floor**

AREA 11 - Telling Temporalities in Literacy Studies

Chair:

T. Philip Nichols, *University of Pennsylvania*

Discussant:

Jennifer Rowsell, *Brock University*

This symposium brings together four presentations that explore the possibilities and challenges that surface in examining temporal dimensions of literacy. Drawing on a range of methodological and theoretical perspectives, presenters share findings that illuminate how varying approaches to studying 'time' can yield generative pathways for research and practice. The symposium will be of significance to scholars interested in methodologies for exploring the temporal dimensions of literacy – or in complicating notions of 'time' in qualitative research.

1. Literacy in the Making: "Innovation" in Philadelphia Public School Reform, 1967-Present

T. Philip Nichols, *University of Pennsylvania*

2. Writers' Temporal Practices, Emergent Developmental Pathways, and Mobilities of Identity

Anna Smith, *Illinois State University*

3. Counternarratives Over Time: Documenting Inequity over Time

Catherine Compton-Lilly, *University of Wisconsin-Madison*

4. Ma(r)king Time Together: The Reiterative Materialization of Young Writers

Beth A. Buchholz, *Appalachian State University*

**10:15 am - 11:45 am - PAPER SESSION
Grand Salon C - Second Floor**

AREA 6 - Literacy Comprehension Across Contexts

Chair:

Rachelle S. Savitz, *Clemson University*

Discussant:

Zoi Apostolia Philippakos, *The University of North Carolina, Charlotte*

1. Reading with Ease: The Impact of an Oral Reading Fluency Intervention with Adolescent Struggling Readers

Ann Van Wig, *Eastern Washington University*

2. Comprehension, Text Difficulty, Background Knowledge, and Talk: A Comparison of K-W-L and Listen Read Discuss

Sarah M. Lupo, *James Madison University*

3. An Interactive Model for Comics Comprehension

Dawnelle Henretty, *Oakland University*

John McEneaney, *Oakland University*

Johnnie Blunt, *Oakland University*

Yu Liu, *Oakland University*

FRIDAY

10:15 am - 11:45 am - SYMPOSIUM
Grand Salon D - Second Floor

AREA 1 - Supporting Teacher Candidates in Enacting Challenging Literacy Practices

Discussant:

Melissa Wetzel, *The University of Texas, Austin*

This symposium showcases unique pedagogical practices used by teacher educators within three institutions utilizing practice-based teacher preparation. Each study investigates the types of scaffolds that best support teacher candidates' deeper understanding of literacy practices that are typically challenging for novice teachers to enact.

- 1. Teacher Candidates Rehearse with Mentors: Taking Rehearsals into Clinical Placements**
Wendy Gardiner, *Pacific Lutheran University*
- 2. Optimizing School-university Partnerships: An Investigation of Professional Learning Situated in Practice**
Kristine M. Schutz, *The University of Illinois, Chicago*
- 3. Using Video Analysis and Reflection to Strengthen Pre-service Teachers' Interactions with Students during Guided Reading**
Sophie C. Degener, *National Louis University*

10:15 am - 11:45 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 3 Disciplinary Literacy - On the Ground

Chair:

Shea N. Kerkhoff, *Purdue University*

Discussant:

Michael Manderino, *Northern Illinois University*

While the field has highly theorized disciplinary literacy, less research has explored instructional practices. The purpose of this symposium is to understand disciplinary literacy instructional practices. The first paper operationalizes and validates disciplinary literacy. The second paper offers perspective of economists to the audience. The third paper offers the engineering perspective, as well as the perspective of elementary school girls. The fourth paper examines disciplinary literacy instruction in a high-needs urban high school.

- 1. Validating the Construct of Disciplinary Literacy**
Hiller A. Spires, *North Carolina State University*
Shea N. Kerkhoff, *Purdue University*
Abbey C. K. Graham, *North Carolina State University*
Isaac Thompson, *North Carolina State University*
John K. Lee, *North Carolina State University*

- 2. Reading Like an Economist: A Multi-Case Study**
Chang Yuan, *North Carolina State University*
- 3. What's Gender Got to Do With it? Girls and Disciplinary Literacies in an Elementary Engineering Club**
Lynn Shanahan, *University at Buffalo, SUNY*
Mary McVee, *University at Buffalo, SUNY*
- 4. Responding and Resisting: Using Formative Design to Engage Teachers in Disciplinary Literacy Teaching**
Phillip Wilder, *Clemson University*

2) AREA 14 Science III-Literacy, Social Constructions of Reading Comprehension, & Writing Pedagogy

- 5. Reproducing Science III-literacy**
Arlette Willis, *The University of Illinois, Urbana-Champaign*
Taylor A. Willis, *Memorial Middle School*
- 6. Writing-as-problem-solving: Expanded Meaningfulness as a Foundation for the Development of Writing Ability**
David Slomp, *University of Lethbridge*

3) AREA 10 Multimodal Compositions

- 7. Meaningful Multimodal Composition: Expanding Rhetoric Instruction Through Lived Literacies**
Fawn Canady, *University of Nevada, Las Vegas*
Chyllis Scott, *University of Nevada, Las Vegas*
Kymberly Martin, *Clark County School District*
- 8. iPad Use for Academic Reading and Writing Purposes in Science: Learning from Experts in the field**
Nance S. Wilson, *Cortland, SUNY*
Victoria M. Cardullo, *Auburn University*
Vassiliki Zygouris-Coe, *University of Central Florida*

4) AREA 8 What is Equity? An Examination of Literacy Learning in Bilingual Education

- 9. "I Have to Choose Between Academic Content or Spanish": Examining Notions of Justice, Language, and Race in Bilingual Education**
Laura Carolina Chavez-Moreno, *University of Wisconsin-Madison*
- 10. Developing Holistic Writing Rubrics with Dual Language (Spanish/English) Immersion Teachers: The Journey Toward Equitable Assessment**
Margarita Gomez Zisselsberger, *Loyola University Maryland*

11. Can Cognate Instruction Improve the Literacy Performance of Bilingual Third Graders in Dual-Language Classrooms?

Georgia Earnest Garcia, *The University of Illinois, Urbana-Champaign*

Beatriz Guerrero Arias, *Universidad del Valle*
Lena J. Sacco, *Leal Elementary School*

12. Toward Equity: Exploring the Biliteracy Program Implementation at One Dual Language School

Alexandra Babino, *University of North Texas*

Ricardo Gonzalez-Carriedo, *University of North Texas*

5) AREA 2

ELA and Coaching

13. Literacy Coaching in the State of Iowa

Lindsay Woodward, *Drake University*

Jennifer Thoma, *Drake University*

14. Reinvisioning Teacher Preparation: Building Agency in University Graduate Literacy Programs with Tiered Coaching

Joyce Caplan Fine, *Florida International University*

6) AREA 2

ELA Coaching

15. A Self-study Inquiry into Instructional Coaching: Developing Understandings of Intentional Coaching

Jody LaShay Jennings, *East Tennessee State University*

Renee Moran, *East Tennessee State University*

Huili Hong, *Towson University*

16. An Autoethnographic Critique of Instructional Coaching: The Situation of Knowledge, Power & Identity in Meaningful Professional Development

Anah Austin, *The University of Iowa*

7) AREA 7

Literacies at Play: Representations in Sports, Engineering and LEGO MakerSpaces

17. Young Children's Literacy Practices in a K-8 After-School LEGO Club

Sohyun Meacham, *University of Northern Iowa*

18. Recasting Failure Through Design: Analyzing Failure in an Elementary Engineering Club

Katarina Nicole Silvestri, *University at Buffalo, SUNY*

19. The Representation of 'Sport Literacies' in Professional, Pedagogical, and Popular Texts

Douglas Keith Hartman, *Michigan State University*

10:15 am - 11:45 am - ALTERNATIVE FORMAT
Florida Salon III - Second Floor

AREA 14 - Interdisciplinary Research and Practice with Pediatricians and Literacy Specialists to Promote Literacy Experiences in the Pediatric Community

This presentation is an interdisciplinary collaboration between pediatricians and reading specialists at a University School of Education and their Medical School. The purpose is to create and improve the literacy training for pediatric residents, to promote literacy in clinics for "at risk" children, and Professional Development (PD) for practicing pediatricians. Based on the findings of research, we hope to create a module of instruction with publications for literacy development for pediatric residents and practicing pediatricians.

Presenters:

Manuel Jimenez, *Rutgers Robert Wood Johnson Medical School*

Steven Levin, *Rutgers Robert Wood Johnson Medical School*

Shilpa Pai, *Rutgers Robert Wood Johnson Medical School*

Julia Mayne, *Rutgers Robert Wood Johnson Medical School*

Joanna Kinney, *Rutgers Robert Wood Johnson Medical School*

Roy Wade Jr., *Children's Hospital of Pennsylvania*

Lin Yong, *Rutgers University: Department of Biostatistics*

Nancy E. Reichman, *Rutgers University, Neonatology/Child Health Institute of New Jersey*

Daniel Lima, *Rutgers Robert Wood Johnson Medical School*

Lesley Mandel Morrow, *Rutgers University*

10:15 am - 11:45 am - INVITED SESSION AREA 3
Florida Salon V - Second Floor

Trauma as Critical, Humanizing Practice in Literacy Research, Theory, Policy, and Pedagogy

Chair:

Ted Kesler, *Queens College, CUNY*

Presenters:

Elizabeth Dutro, *University of Colorado, Boulder*

Andrea Bien, *Boston University*

Megan Ollett, *Colorado Academy*

This session explores the affordances and complexities of taking up a trauma lens in literacy research, policy, and practice, including the challenges of defining what counts as trauma, the ways difficult experiences so often elude categorization, and the need to interrogate trauma-oriented pedagogies.



10:15 am - 11:45 am - ALTERNATIVE FORMAT
Florida Salon VI - Second

AREA 11 - Taking a Critical Stance as Researchers: Critical Content Analysis as Perspective and Methodology

Chair:

Kathy Short, *The University of Arizona*

Critical content analysis offers researchers a methodology for examining representations of power and position, highlighting the critical as locating power in social practices by understanding, uncovering and transforming conditions of inequity. This alternative format session focuses on research studies using critical content analysis as a methodology, describing the critical theory frames and research strategies used to examine different kinds of visual and written texts, including children's literature, advertisements, textbooks, web sites, and blogs.

- 1. Representations of Immigration in Fifth Grade Textbooks for English Language Learners**
Danlei Chen, *The University of Arizona*
- 2. Visual Representations of Korean Culture in Picturebooks**
Enhye Lee, *The University of Arizona*
- 3. Whiteness in Development: The Marketing of the Peace Corps**
Aurora Sartori, *The University of Arizona*
- 4. A Critical Discourse Analysis of Sociocultural Discourses within a Picturebook**
Hee Young Kim, *The University of Arizona*
- 5. Blog Writing by ELL Students: Multimodal Construction and Cultural Representation**
Mariia Khorosheva, *The University of Arizona*
- 6. Intersectionality as a Critical Lens on Representations of Latinas in YA Literature**
Charlene Mendoza, *The University of Arizona*
- 7. Underlying Assumptions in STEM Messaging on School Web Sites**
Camille Martinez-Yaden, *The University of Arizona*
- 8. The Right to Participate: Children as Activists in Picturebooks**
Kathy Short, *The University of Arizona*

12:00 pm - 1:00 pm - SPECIAL EVENT
Florida Salon VI - Second

Intersectionality Brown Bag Discussion

Facilitators:

Detra Price-Dennis, *Teachers College, Columbia University*
Corrine Wickens, *Northern Illinois University*

Co-sponsored by the Ethnicity, Race, and Multilingualism Committee and the Gender & Sexualities ICG

1:15 pm - 2:45 pm - SPECIAL EVENT
Meeting Room 1 - Second Floor

2017-2019 STAR Fellows Research Showcase

Chair:

Mileidis Gort, *University of Colorado, Boulder*

This year's conference theme encourages authors to consider issues of Literacy Research for Expanding Meaningfulness. To this end, the 2017-2019 STAR Fellows Roundtable session brings together a collection of papers that exemplify a variety of ways in which research can bring into focus the nature and attainment of meaningful literacies for students from minoritized communities, their families, and their teachers, inviting conversations on how critical literacies are implicated in the building of more culturally- and linguistically-sustaining, agentive, and fulfilling lives for individuals and communities.

- 1. Immigration and #BlackLivesMatter: Creating Transformative Dialogue Around Social Topics through a Critical Literacy Family Workshop**
Eliza Braden, *University of South Carolina*
- 2. Preparing Teachers to Use (Critical) Media Literacy to Engage & Empower English Learners**
Kisha C. Bryan, *Tennessee State University*
- 3. An Exploration of Pre-Service Teacher Embodiment of African American Language**
Alice Lee, *Illinois State University*
- 4. Characterizing the English(es) of Non-standardized English-Speaking Literacy Teacher Educators**
Patriann Smith, *Texas Tech University*
- 5. Digital Storied Selves: Black Adolescent Girls' Representation of Self Through Multimodal Composition**
Delicia Tiera Greene, *University at Albany, SUNY*
- 6. Using Critical Literacy to Explore Gender Roles in the Bilingual Classroom**
Gilberto P. Lara, *Oregon State University*
- 7. We are Here: Testimonios of Preservice Teachers of Color**
Claudia Rodriguez-Mojica, *Santa Clara University*
- 8. A Pedagogy of (Re)membering and (Re)visioning: A Roundtable Teach-in about Racial Trauma in the English Language Arts Classroom**
Stephanie Patrice Jones, *Grinnell College*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 9 - Challenging Representations of Gender and Sexual Orientation in Literature for Children and Young Adults

Chair:

Craig A. Young, *Bloomsburg University of Pennsylvania*

Discussant:

Caroline T. Clark, *The Ohio State University*

1. Expanding the Analysis of Naidoo's Rainbow Family and World Collections: An Exploration of International LGBTQ-inclusive Children's Literature – Trends and Settings

Stephen Adam Crawley, *University of Georgia*

Mehmet Gultekin, *Georgia State University*

2. Finding Hope in the Future: Challenging Heteronormativity in Dystopian YA Literature

Nora Peterman, *University of Missouri Kansas City*

Rachel Skrlac Lo, *Villanova University*

3. Teachers and Students Queering "Straight" Children's Literature in Elementary School Classrooms

Caitlin Law Ryan, *East Carolina University*

Jill Hermann-Wilmarth, *Western Michigan University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 5 - Reading comprehension processes in multilingual and early childhood contexts

Chair:

Anne Ittner, *University of Minnesota*

Discussant:

Elizabeth Jaeger, *The University of Arizona*

1. Guided Reading: In Pursuit of Early Literacy Processing

Judy Aitken, *The University of Auckland*

Janet S. Gaffney, *The University of Auckland*

Helen Villers, *The University of Auckland*

2. The Multifaceted Nature of Reading Comprehension: Traditional and Novel Predictors in Linguistically Diverse Learners

Ana Taboada Barber, *University of Maryland, College Park*

Kelly Cartwright, *Christopher News University*

Peet Smith, *University of Maryland, College Park*

Brittany Patrick, *University of Maryland, College Park*

Casey J. Archer, *University of Maryland, College Park*

3. The Relationship Between Healthy Struggle and Agency for Dual Language Learners Learning to Read

Mary Jane McIlwain, *Auburn University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 4 - Second Floor

AREA 7 - "Writings on the Wall": Girls of Color (Re) Writing Their Lives

Chair:

Cinthya Saavedra, *The University of Texas, Rio Grande Valley*

Discussant:

Detra Price-Dennis, *Teachers College, Columbia University*

In this Ethnicity, Race, and Multilingualism (ERM) sponsored alternative session, we will discuss practices of meaning making amongst girls of color. Drawing from feminist of color epistemologies, we collectively highlight the findings and implications of our empirical studies. These studies further extend conversations about the literacies of youth of color, with an emphasis on gender specifically outside of the classroom.

1. Becoming Free: Black Girls' Sonic Literacies

Fahima Indigo Ife, *Louisiana State University, Baton Rouge*

2. Cultivando La Voz Mujer: Latina Mothers and Daughters (Re)writing Their Pasts and (Re)imagining Their Futures

Tracey Terece Flores, *The University of Texas, Austin*

3. Exploring Mujerista Literacies Amongst Chicana/Latina Youth

Monica Gonzalez, *University of Colorado, Boulder*

4. "World"- Traveling and Loving Perception with Girls of Color

Grace D. Player, *University of Pennsylvania*

5. Loving Out Loud: Finding Sanctuary in Sisterhood

Dywanna Smith, *University of South Carolina, Columbia*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 5 - Second Floor

AREA 8 - Composing in Multilingual Classrooms: Using Digital Tools to Promote Translanguaging and Intercultural Exchange

Chair:

Ana Christina da Silva, *Vanderbilt University*

Discussant:

Ana Christina da Silva, *Vanderbilt University*

Research conducted from a translanguaging perspective suggests that dual language learners need instruction that supports their multilingual identities and that capitalizes on their translanguaging practices. The papers in this symposium study how students in multilingual classrooms use both their languages to compose multilingual, multimodal texts using touchscreen tablets and digital cameras.

FRIDAY

- 1. Working Toward Third Space: The Affordances of Digital Tools for Creating Hybrid Spaces for Composing in a Multilingual Classroom**
Deborah Wells Rowe, *Vanderbilt University*
- 2. From Bilingual to Multilingual: Recording and Sharing Multilingual eBooks in an English-dominant School Setting**
Lindsey W. Rowe, *Metropolitan Nashville Public Schools*
- 3. "I Taught Them How to Speak Somali": Creating an Instructional Context to Support Translanguaging in English-dominant, Multilingual Classrooms**
Mary Ellen Miller, *Vanderbilt University*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 6 - Second Floor

AREA 9 - Investigating the Increasing Complexity of Children's Literature

Chair:

Frank Serafini, *Arizona State University*

Discussant:

Frank Serafini, *Arizona State University*

Although scholarship on picturebook apps, novels, and comics approach their analyses from different theoretical and methodological perspectives, they all acknowledge the multimodal complexity of the phenomena under investigation. Research into the expanding complexities of the narrative texts readers in elementary schools are required navigate and comprehend is essential for understanding how these texts are taken up in a variety of settings.

- 1. Picturebook Apps, Play, and Literacy in a Digital Age**
Earl Aguilera, *Arizona State University*
- 2. The Changing Nature of Comics**
Dani Kachorsky, *Arizona State University*
- 3. Examining the Multimodal Nature of Illustrated Novels**
Stephanie Reid, *Arizona State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 7 - Second Floor

AREA 5 - Talking Science in the Elementary Classroom

Chair:

Jill Freiberg Grifenhagen, *North Carolina State University*

Discussant:

Susan B. Neuman, *New York University*

Teaching and learning the language of science is a current focus of state and national standards (CCSS, 2012; NGSS, 2013). These standards call for integrating language with science to promote science, language, and literacy learning. Emerging scholarly work in the literacy research community addresses this need.

The three papers in this session explore teaching and learning academic language for science in the primary grades across three language domains: semantic content, vocabulary, and discourse.

- 1. Exploring Symbolic Representations in Science Read-alouds**
Erica M. Barnes, *University at Albany*
Alandeom Oliveira, *University at Albany*
- 2. Supporting Classroom Discourse During Primary Grades Science Instruction: A Review of the Research**
Tanya S. Wright, *Michigan State University*
Amelia W. Gotwals, *Michigan State University*
Blythe E. Anderson, *Michigan State University*
Kirsten D. Edwards, *Michigan State University*
- 3. Supporting Elementary Preservice Teachers' Science Vocabulary Knowledge and Practice**
Jill Freiberg Grifenhagen, *North Carolina State University*
Sarah J. Carrier, *North Carolina State University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 6 - Remixing Composition Research and Practice: Digital and Sonic Innovations

Chair:

Molly Buckley-Marudas, *Cleveland State University*

Discussant:

Kathleen Hinchman, *Syracuse University*

- 1. Remixing the Canon: Using A Pedagogy of Multiliteracies in an Online Student Lounge**
Angelyne Collins, *Brookwood High School*
- 2. Research Revamped: Using Reflective Blogging Throughout the Research-writing Process**
Victoria Billimack, *Judson University*
- 3. Sonic Literacies for Social Action: Composing Sounds of "Struggle"**
Molly Buckley-Marudas, *Cleveland State University*

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 1 - Frameworks and Practices for Approaching Disciplinary Literacy in the Content Areas

Chair:

Steven M. Hart, *California State University, Fresno*

Discussant:

Emily Hayden, *Iowa State University*

- 1. Elementary Pre-service Teachers Understandings of Disciplinary Literacy Instruction in Mathematics**
Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*
Stephanie Buelow, *University of Hawaii, Manoa*

2. Elementary Preservice Teachers Making Meaning of Disciplinary Literacy Instruction in Social Studies

Stephanie Buelow, *University of Hawaii, Manoa*
Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*
Rosela Balinbin Santos, *University of Hawaii, Manoa*

3. Using Moje's Heuristic for Teaching Disciplinary Literacy in Agricultural Science

Stephanie M. Lemley, *Mississippi State University*
Steven M. Hart, *California State University, Fresno*
Jim King, *University of South Florida*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 10 - Third Floor

AREA 7 - Tres Estudios in Raciolinguistics and Literacy Education

Chair:

Luz A. Murillo, *The University of Illinois, Urbana-Champaign*

This symposium explores the ways linguistically minoritized learners experience literacy in three distinct settings: an early childhood center, an elementary school, and prison-based ESL program. A shared objective across the studies was to demonstrate how negative perceptions of linguistic difference are articulated through curriculum (Valdés, 2016) and work to condemn participants to “functional” literacies that keep them from “achieving” in schools.

1. Tres Estudios in Raciolinguistics and Literacy Education

Luz A. Murillo, *The University of Illinois, Urbana-Champaign*
Mary Esther Huerta, *Texas State University*
Jim Sosnowski, *The University of Illinois, Urbana-Champaign*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 11 - Third Floor

AREA 1 - Revising our Pedagogies: Helping Preservice Teachers Learn to Teach Writing in an Age of Standardization

Chair:

Angela M. Kohnen, *University of Florida*

Discussant:

Rebecca Kaminski, *Clemson University*

This symposium includes three studies involving different populations in an effort to understand how preservice teachers learn to teach writing in the age of standardization. Participants across studies were educated during the NCLB era and many held narrow views of what “counts” as literacy instruction. How we might broaden preservice teachers’ concepts of writing instruction so they might “disrupt conversations around policy,

curriculum, and instruction” is an underlying question all three studies seek to answer.

1. Learning to Write Together: Exploring the Use of a Collaborative Writing Approach in Teacher Education Programs

Mario Worlds, *University of Florida*
Xiaochen Du, *University of Florida*

2. Writing for Teachers: Developing Preservice Teachers as Teachers of Writing through Genre Inquiry

Cathie English, *Missouri State University*
Emily Aderhold, *Missouri State University*

3. “That’s Just the Lesson Plan”: Examining Preservice Teachers’ Lesson Plans for Teaching Writing

Angela M. Kohnen, *University of Florida*
Sally Crane, *University of Florida*
Kathryn Caprino, *University of Florida*
Jane S. Townsend, *University of Florida*

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 7 - Cultivating Community, Complexity, and Change Through Pedagogies of Belonging

Chair:

Mitzi Lewison, *Indiana University*

Discussant:

Gerald Campano, *University of Pennsylvania*

This symposium presents an argument for how belonging is a bargaining power that educators and students can exercise to advance goals of a more equitable education and society. Additionally, presenters articulate shifting discourses of belonging to examine how participants forge connections between complex local and global ecologies. The presenters’ findings provide a sense of how individuals flexibly render personal well-being and social concern within and through negotiated spaces of inquiry and radical optimism.

1. A Poetic Inquiry into Pedagogies of Belonging Through a Practice of Place-based Writing

Michelle Honeyford, *University of Manitoba*

2. Leading with Grace: Literacy, Belonging, and Community Leadership

Sarah Vander Zanden, *University of North Iowa*

3. Sustaining a More Peaceful Global Community through Creating Spaces of Belonging

Lenny Sanchez, *University of Missouri*

FRIDAY

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salon VI - Second Floor

AREA 10 - Digital Literacy in the Classroom

Chair:

Deborah Augsburger, *Lewis University*

Discussant:

Elizabeth Stolle, *Grand Valley State University*

- 1. Exploring How an Exemplary Teacher Plans and Implements Digitally-rich Literacy Instruction**
Amy Hutchison, *George Mason University*
Lindsay Woodward, *Drake University*
Jamie Colwell, *Old Dominion University*
- 2. "I Didn't Learn It in School": Expanding Literacy Practices and Empowering Middle School Students in 1:1 Contexts**
Kellie R. Doubek, *The University of Illinois, Chicago*
- 3. Teaching with eTextbooks and OERs: Making Meaning in the ELA Classroom**
Lourdes Hajash Smith, *University of Central Florida*
Vassiliki Zygouris-Coe, *University of Central Florida*

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon A - Second Floor

AREA 7 - Changing Paradigms and Practice: What's Meaningful, What Counts, and What is Gained and Lost?

Chair:

Megan Adams, *Kennesaw State University*

Discussant:

Megan Adams, *Kennesaw State University*

- 1. Literature in the Standards Paradigm: An Evolution of Gains and Losses**
Matthew Lambert McConn, *Binghamton University*
Andy Blaine, *Binghamton University*
- 2. Meaningful Learning of Literary Elements by Incorporating Critical Literacy**
Bogum Yoon, *Binghamton University, SUNY*
Christine Uliassi, *Binghamton University, SUNY*
- 3. The Changing Nature of Literacies in Modern Classrooms: What Counts as Writing?**
Olivia Grace Stewart, *Arizona State University*

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon B - Second Floor

AREA 8 - Exploring the Arts to Expand Identity and Voice for Multilingual Learners

Chair:

Alain Bengochea, *University of Las Vegas, Nevada*

Discussant:

Antonietta Avila, *University of Wisconsin-Milwaukee*

- 1. "It Brought Me Closer to Them": Poetic Translanguaging in an English-dominant Urban Literacy Classroom**
Emily Machado, *The University of Illinois, Chicago*
Rebecca Woodard, *The University of Illinois, Chicago*
Rick Coppola, *The University of Illinois, Chicago*
Andrea Vaughan, *The University of Illinois, Chicago*
- 2. Unpacking a Sense of Selves Through Immigrant Students' Artwork**
Hsiao-Chin Kuo, *Western Michigan University*
Virginia David, *Western Michigan University*
Sanela Spreccic, *Western Michigan University*
- 3. "It's Like Close Reading for Identity": Implementing a Framework of Poetic Discourse Analysis for Writing with Multilingual Learners**
Chris K. Bacon, *Boston College*
Joelle Pedersen, *Boston College*
Audrey A. Friedman, *Boston College*
- 4. Making Meaning Critically and Creatively: Expanding English Language Learners' Meaning Making Through Graphic Novels**
Jie Yie Park, *Clark University*
Lori Simpson, *Claremont Academy*

1:15 pm - 2:45 pm - SYMPOSIUM
Grand Salon C - Second Floor

AREA 8 - Using Translanguaging Pedagogies to Reposition Emergent Bilinguals as Experts

Chair:

Robert Jimenez, *Vanderbilt University*

Discussant:

Robert Jimenez, *Vanderbilt University*

In this symposium, we bring together scholars using translanguaging theory (García & Wei, 2014), cognitive strategy instruction (Chamot & O'Malley, 1996), a communities of practice approach (Lave & Wenger, 1991), and social practices theory (Reckwitz, 2002) to reposition emergent bilingual students as language experts rather than as limited English proficient.

- 1. Students as Our Teachers: Translation as Empowerment for Emerging Bilingual Students**
Caitlin Eley, *Vanderbilt University*
Abigail Do, *Vanderbilt University*

2. **Crutches, Bridges, Signs of Strength: Teacher Learning and Linguistic Resources in the Translanguaging Classroom**
Mark Barba Pacheco, *Illinois State University*
3. **Co-constructing New Translingual Practice in 8th Grade Language Arts Classrooms: Opportunities and Challenges**
Samuel David, *University of Minnesota*
4. **Translanguaging: Cognate Strategy Instruction for Enhancing Emergent Bilingual Students' Development of L2**
Shira Lubliner, *California State University, East Bay*
Dana Grisham, *California State University*

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon D - Second Floor

AREA 3 - Developing Student IDENTITY AND AGENCY to Inform Literacy Instruction

Chair:

Ashley K. Dallacqua, *The University of New Mexico*

Discussant:

Sarah McCarthey, *The University of Illinois, Urbana-Champaign*

1. **A Systematic Review of Student Agency During Literacy Instruction**
Margaret Vaughn, *University of Idaho*
Bong Gee Jang, *Syracuse University*
Vera Sotirovska, *Washington State University*
Heather E. Eriksson, *Syracuse University*
2. **Cupcakes and Beefcakes: On Students' Agentive Readings of Gender/sex/uality in Superhero Comics and Related Media**
Ashley K. Dallacqua, *The University of New Mexico*
David E. Low, *California State University, Fresno*
3. **Dialogic Classroom Discourse Mediates Students' Literate Identities**
Wendy S. Sheets, *The Ohio State University*

1:15 pm - 2:45 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 7

Interrogating the Positioning of "Struggling" and Emergent Literacy Learners

1. **From First to Sixth: Learning, Positioning, and Emergent Bilinguals**
Pamela J. Hickey, *Towson University*
2. **Who Are The Readers Who Struggle?: Clarifying and Interrogating Our Language in the Literacy Education Literature**
Dennis Davis, *North Carolina State University*
Nermin Vehabovic, *North Carolina State University*
Kelli Bippert, *Texas A&M University, Corpus Christi*

2) AREA 5

Talking About Books and Reading in the Elementary Years:

3. **"You Don't Need to Look In No Book!" Literate Conversations During Partner Reading as a Window to Kindergartners' Strategic Thinking**
Jennifer I. Hathaway, *George Mason University*
Paola Pilonieta, *The University of North Carolina, Charlotte*
4. **Close Reading in the Elementary Setting: Is it Meaningful?**
Jennifer Jones, *Radford University*
Jodi Welsch, *Frostburg State University*
Valerie Robnolt, *Virginia Commonwealth University*
Jean Mistele, *Radford University*

3) AREA 2

Text Selections and YALit

5. **Rigor, Relevance, and Resistance: Young Adult Literature in Detracked Secondary ELA Courses**
Henry "Cody" Miller, *University of Florida*
Kathleen Colantonio-Yurko, *Brockport, SUNY*
Jennifer Cheveallier, *University of Florida*
6. **Teachers' Text Selections and Explanations about Text Selection and Use**
Jacquelynn S. Popp, *Lake Forest College*

4) AREA 1

Tensions and Possibilities for Literacy Teacher Education in Clinical Settings

7. **A Field-based Approach to Building Teacher Candidates' Professional Knowledge Base**
Jenna Nelson, *Loyola University Chicago*
Aimee Papola-Ellis, *Loyola University Chicago*
8. **Guiding Critical Inquiry Through Literature: Teacher Education in a Departmentalized Fourth Grade Classroom Setting**
Catherine Lammert, *The University of Texas, Austin*
James V. Hoffman, *The University of Texas, Austin*
Anne Daly-Lesch, *The University of Texas, Austin*
9. **Ready or Not? How Reading Specialist Interns Experience Preparation for This Multi-Faceted Role**
Karen Risling, *University of Pittsburgh*

5) AREA 2

Effects of Standardization

10. **Agents of Literacies: Enacting Educator Identities in an Era of Standardization**
Michael Young, *The University of Iowa*
11. **Early Literacy Learning Standards: A Survey Study of Teachers' Perspectives and Classroom Instruction**
Ya-Fang Cheng, *University of Wisconsin-Madison*

FRIDAY

6) AREA 1

Writing and Teacher Education: Elementary Preservice Teacher Candidates' Developing Knowledge, Dispositions, and Skill in Writing and Writing Instructional Methods

Chair:

Diane Bottomley, *Ball State University*

Discussant:

Joy Myers, *James Madison University*

We share findings from two studies exploring the developing knowledge, dispositions, and skill of elementary preservice teacher candidates in one Midwestern university setting that extend the current knowledge base by simultaneously illuminating problems and possibilities for change in today's writing-focused teacher education programming. We also outline and discuss several key pedagogical practices utilized in writing teacher preparation. A conversation addressing common and disparate themes and contemplating next steps for research will follow.

12. "He Actually Wrote Today!" Compounded Dissonance in Writing Teacher Preparation

Angela J. Stefanski, *Ball State University*

Lisa K. Hawkins, *Ball State University*

Amy Leitze, *Ball State University*

Veronica Fife-Demski, *Ball State University*

Jennifer Cooper, *Ball State University*

13. What is Writing-centric, Field-based Teacher Education?: A Pedagogical Description of Practice

Jennifer Cooper, *Ball State University*

Lisa K. Hawkins, *Ball State University*

14. Writing-centric, Field-based Teacher Education: Moving Teacher Candidates Towards a Deeper Understanding of Writing and Strengths-based Approaches to Writing Instruction

Lisa K. Hawkins, *Ball State University*

Nicole M. Martin, *Ball State University*

Diane Bottomley, *Ball State University*

Jennifer Cooper, *Ball State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Florida Salons I & II - Second Floor

AREA 3 - Thinking Literacy Teaching Through Improvisational Responsiveness

Chair:

Gail Boldt, *Penn State University*

Discussant:

Karen Wohlwend, *Indiana University*

These papers explore improvisational practices that enact an affective, embodied responsiveness to the constantly changing field of possibility and tension in the complex, dynamic systems in which we move. Taking as our models theatrical improvisational and relational play therapy and drawing heavily from Deleuze & Guattari, presenters argue there is much to learn as literacy researchers and teachers from studying the art of a living and working in the improvisational field of receptivity, movement and flow.

1. Improvisational Responsiveness in the Clinic and Classroom

Gail Boldt, *Pennsylvania State University*

2. Improvisational Responsiveness in Anti-racist Whiteness Pedagogy

Samuel Tanner, *Pennsylvania State University, Altoona*

3. Improv Comedy in the Classroom: The (Un)bounded Possibilities for Classroom Literacy Pedagogy

Kimberly Lenters, *University of Calgary*

4. What Kind of Learning is Improvisational Learning? Insights from Learner Biographies and A Designed Course

Kevin Leander, *Vanderbilt University*

Samuel Tanner, *Pennsylvania State University, Altoona*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Florida Salon V - Second Floor

AREA 11 - Epistemological Considerations for Making Visible the Critical Tensions and Silences in Discourse

Chair:

Diana J. Arya, *University of California, Santa Barbara*

Discussant:

Catherine Compton-Lilly, *University of Wisconsin-Madison*

During this alternative format session, we aim to bring scholars from across particular areas of literacy research (teacher education, literacy development, collaborative learning, etc.) to discuss the ways in which we study how discursive "tools" (i.e., interjections, pauses, gesturing, etc.) are used for socially, culturally and politically shaping the ebb and flow of language in use. This session will benefit all attendees who are continually developing their perspectives about and approaches to this work.

1. Letting Silences Speak: Critical Discourse Analysis of Biracial Individuals' YouTube Vlog Entries

Ashley N. Patterson, *Pennsylvania State University*

2. Exploring What is Not Said: Using Critical Discourse Analysis with Teacher Researchers to Foster Critical Conversations

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

Melissa Schieble, *Hunter College*

3. Enacting Literacy, Enacting Race: Considering Identity Construction Through the Lenses of Race and Language

Laura A. Taylor, *The University of Texas, Austin*
Melissa Mosley Wetzel, *The University of Texas, Austin*

4. Addressing the Possibility of Presumptive Conclusions: Identity and Discourse Analysis

Jenny Sperling, *University of California, Santa Barbara*

5. Examining Critical Conversations in Literature Study: A Critical Discourse Analysis of Children's Shifting Perspectives on Identity in Relation to Culture and "Other"

Kathryn Mitchell Pierce, *Saint Louis University*
Carol Gilles, *University of Missouri*

6. Disrupting and Preserving Whiteness in a High School Classroom: A Critical Discourse Analysis of a Dialogic Discussion about Race

Mark A. Sulzer, *University of Cincinnati*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 1 - Second Floor

AREA 10 - Understanding Youth Engagement in Critical Digital Production Within and Across Complex Learning Environments

Chair:

Cassie Scharber, *University of Minnesota*

This symposium will focus on settings where youth engaged in learning that involved digital technologies: schools, public libraries, and community organizations. Findings suggest that youth engage in learning when they have chances to produce with technologies, circulate their work, represent their identities, and take up agentive stances to engage in social justice. Such findings underscore the need to understand settings that effectively make use of digital tools in learning for youth within urban communities.

1. Library Setting

Cassie Scharber, *University of Minnesota*
Maggie Struck, *Hamline University*
Fan Ouyang, *University of Minnesota*

2. Classroom Setting

Anne Crampton, *University of Minnesota*
Cynthia Lewis, *University of Minnesota*

3. Community Setting

Cassie Scharber, *University of Minnesota*
Yolanda Majors, *University of Minnesota*
Debra Ingram, *University of Minnesota*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Meeting Room 2 - Second Floor

AREA 6 - Men Making Media: Writing in Hybrid Forms and Forums

Chair:

Judith Dunkerly-Bean, *Old Dominion University*

Discussants:

Thomas W. Bean, *Old Dominion University*
Kathryn Pole, *The University of Texas, Arlington*
Theodore Ransaw, *Michigan State University*
Erik Jacobson, *Montclair University*
Betsy Baker, *University of Missouri*
Donna Alvermann, *University of Georgia*
Lawrence Baines, *The University of Oklahoma*
George Boggs, *Florida State University*
Stephanie Jones, *University of Georgia*
Marcia Mardis, *Florida State University*
J. Gregory McVerry, *Southern Connecticut State University*
W. Ian O'Byrne, *College of Charleston*
Jennifer Rowsell, *Brock University*

This alternative format session focuses on the multiliteracies of adult men and how they create intertextual media in online and offline forms, including their zines composed of comics, poetry, and prose; their websites; and their social media texts as alternative literacy practices.

1. Diverse Men with Missions Creating Multimedia

Barbara Guzzetti, *Arizona State University*

2. Men Creating Multimedia to Share Lived Experiences

Katina Zammit, *Western Sydney University*

3. "Not Reading as a Spectator": Media Creation for Self-Expression and Interaction

Leslie Foley, *Grand Canyon University*
Judith Dunkerly-Bean, *Old Dominion University*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 3 - Second Floor

AREA 8 - Creating Responsive Translanguaging Learning Environments for Emergent Bilinguals

Chair:

Minda Morren Lopez, *Texas State University*

Discussant:

Rahat Zaidi, *University of Calgary*

In this symposium, we bring together three papers to discuss the importance of implementing translanguaging practices to support the learning of emergent bilinguals in K-12 settings. In addition, the papers will highlight the struggles in enacting such pedagogies that normalize the communicative practices of bilingual and multidialectal students. This symposium will create an intellectual space to identify how to create responsive and meaningful academic environments for these learners from historically underserved communities.

FRIDAY

1. Creating Responsive Translanguaging Learning Environments for Emergent Bilinguals

Maneka Deanna Brooks, *Texas State University*
Luis Poza, *University of Colorado Denver*
Jennifer Collett, *Lehman College, CUNY*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 1 - Community Engaged Projects within Clinical Field Experiences

Chair:

Meghan Barnes, *The University of North Carolina, Charlotte*

Discussant:

Thomas Crumpler, *Illinois State University*

1. Learning to Teach Literacy through Japanese Lesson Study in a University-School Partnership

Kelly Chandler-Olcott, *Syracuse University*
Sharon Dotger, *Syracuse University*
Heather Waymouth, *Syracuse University*
Keith Newvine, *Syracuse University*
Kathleen Hinchman, *Syracuse University*

2. Around the World Through Story and Imagemaking: Creating a Culture of Community and Literacy with Young Learners and Teacher Candidates

Janine Bixler, *Mount Saint Mary College*
Rebecca Norman, *Mount Saint Mary College*
Nancy Benfer, *Bishop Dunn Memorial School*

3. Examining Pre-service Teachers' Use of a Community Cultural Wealth Framework During Literacy Instruction

Melody Zoch, *The University of North Carolina, Greensboro*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Meeting Room 5 - Second Floor

AREA 11 - Potentials of Multimodal and Visual Research Methodologies for Understanding Young Children's Literacy Practices

Chair:

Jennifer Danridge Turner, *University of Maryland*

Discussant:

Angela Wiseman, *North Carolina State University*

Presenters:

Bridget Dalton, *University of Colorado, Boulder*
Marjorie Siegel, *Teachers College, Columbia University*
Peggy Albers, *Georgia State University*
Jon Callow, *The University of Sydney*
Tisha Lewis Ellison, *University of Georgia*
Rachel Skrlac-Lo, *Villanova University*

This alternative session explicates visual methodologies in literacy education research that promote equity for diverse children. Framed by New Literacies theories, this session aims to: 1.) Examine the complexity of multimodal compositions; 2.) Promote multiple visual analytic methods; 3.) Extend equity-oriented frameworks to visual research. We accomplish these goals by first presenting a review of the literature then facilitating a panel of 6 multimodal scholars who will present and analyze visual images from their research.

1. Potentials of Multimodal and Visual Research Methodologies for Understanding Young Children's Literacy Practices

Marva Cappello, *San Diego State University*
Angela Wiseman, *North Carolina State University*
Jennifer Danridge Turner, *University of Maryland*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 10 - Multimodal Writing in the Classroom

Chair:

Nance S. Wilson, *SUNY, Cortland*

Discussant:

Jen Scott Curwood, *The University of Sydney*

1. Investigating Students' Peer Response Repertoire in an Online Collaborative Writing Environment

Sonia M. Kline, *Illinois State University*

2. Multimodal Argumentation: Students Analyzing the Multiple Modes of Persuasion in a Digital Video

Carita Kiili, *University of Oslo*
Blaine E. Smith, *The University of Arizona*
Miika Marttunen, *University of Jyväskylä*

3. Affinity Spaces, Literacies, and Classrooms: Tensions and Opportunities

Alecia Marie Magnifico, *University of New Hampshire*
Jayne C. Lammers, *University of Rochester*
Deborah A. Fields, *Utah State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 7 - Second Floor

AREA 11 - Understanding Complexity in Longitudinal Data: Alternative Lenses for Theorizing the Experiences of Children in Immigrant Families

Chair:

Catherine Compton-Lilly, *University of Wisconsin-Madison*

Discussant:

Anna Smith, *Illinois State University*

This five-year, collective case study explores the identity practices and literacy development of seven children from immigrant families. In this symposium, we revisit our shared data set through a variety of theoretical frameworks. In doing

so, we explore the complex dimensionality that accompanies making sense of longitudinal qualitative data and people's lives. We propose that looking at a shared data set through multiple lenses highlights the complexity and irreducibility of human experiences to singular interpretations.

1. **Assemblages of Being/Becoming across Time**
Catherine Compton-Lilly, *University of Wisconsin-Madison*
2. **How Immigrant Children Conceptualize Reading**
Dana Hagerman, *Edgewood College*
Laura Hamman, *University of Wisconsin-Madison*
Stephanie J. Shedrow, *University of Wisconsin-Madison*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 8 - Unpacking Multiple Identities of Elementary Bilingual and Multilingual Students Across Reading and Writing

Chair:

Raul A. Mora, *Universidad Pontificia Bolivariana, Sede Central Medellín*

Discussant:

Raul A. Mora, *Universidad Pontificia Bolivariana, Sede Central Medellín*

1. **Decoding, Comprehension, and Interpretation of the Text in Three Languages: How Does a Young ELL Student Do It?**
Olha Tsarykovska, *Georgia College*
2. **Dynamic Translanguaging as a Tool to Negotiate Bicultural Identities through Biliteracy Instruction in a 3rd Grade Dual Language Classroom**
Kristen Lynne Pratt, *Washington State University*
Kelly Puzio, *Washington State University*
3. **I Am a Scientist: Developing Scientific Identities in a Bilingual Classroom**
Antonieta Avila, *University of Wisconsin Milwaukee*
4. **Biliterate Reading Profiles of Simultaneous and Sequential Bilinguals in a Two-way Bilingual Immersion Program**
Allison Briceno, *San Jose State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 9 - Third Floor

AREA 6 - Cognition, Cultural Models, and Critical Reading in Multisource Text Environments

Chair:

Byeong-Young Cho, *University of Pittsburgh*

Discussant:

Peter Afflerbach, *University of Maryland*

This symposium challenges a conventional notion of reading competence as a set of skills for decoding and processing one single print text, providing a forum to discuss important aspects of adolescents' multisource text interactions. This symposium invites conversations on this critical perspective by bringing together literacy researchers from different institutions. The diverse perspectives and methods that the presenters bring in will broaden the idea of reading competence as a configuration of sophisticated knowledge and skills.

1. **Adolescents' Epistemic Processing and Critical Questioning with Multiple Internet Sources: Implications for Classroom Instruction**
Lindsay Woodward, *Drake University*
2. **Checking History.com Just Isn't Enough for History Learning: Middle-school Students' Source Identification and Use on the Internet**
Hyeju Han, *University of Pittsburgh*
Byeong-Young Cho, *University of Pittsburgh*
Linda Kucan, *University of Pittsburgh*
3. **Shifting Students' Cultural Models of History Learning for Multisource Text Inquiry**
Darin Stockdill, *University of Michigan*
4. **Evidence-Centered Design for Assessing Students' Argumentative Reasoning with Multiple Sources**
Hyeonjin Ok, *Ewha Womans University*
Sanghee Ryu, *Korea University*
Jong-Yun Kim, *Korea Institute for Curriculum and Evaluation*
Soohyun Seo, *Gwang-Ju National University of Education*
Ji-Youn Kim, *Myongji University*
Insuk Kim, *Korea Institute for Curriculum and Evaluation*
Heedong Kim, *Seoul National University of Education*
Eunha Oh, *Ewha Womans University*

FRIDAY

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 10 - Third Floor

AREA 11 - The Much-desired Intercourse of Literacy Research and Current Developmental Theory: Reframing for Research on Meaningfulness

Chair:

George Hrubby, *University of Kentucky*

Discussant:

Elizabeth Jaeger, *The University of Arizona*

In this symposium session, authors will argue that (1) nothing could be less helpful than decontextualizing Vygotsky's sociohistorical developmental theories, (2) an understanding of developmental process embedded in the proximal context of culturally-mediated human sociality is a better approach to the inherent complexity and variance of childhood literacy development, and (3) instrumentalizing our intuitions about said complexity and variance means taking up difficult methods and moving away from linear, reductive modes of analysis.

1. Meaningfulness, Marxism and Socio-cultural Theory

David Yaden, *The University of Arizona*

2. Expanding Meaningfulness: Examining the Relational Aspects of Early Literacy by Engaging Theories from Human Development

Mona W. Matthews, *Georgia State University*

3. Making System Dynamics Meaningful for Practitioners and Researchers: Metaphor and Minutia

George Hrubby, *University of Kentucky*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 2 - Teacher Research: Reflection, Action, Transformation

Chair:

Marquis Grant, *Grand Canyon University*

Discussant:

Mary McGriff, *New Jersey City University*

1. Developing a "Teacher Researcher" Epistemology in Inservice Teacher Education: Grappling with Literacy Instruction and Assessment for Bilingual Students

Beverly Troiano, *Elmhurst College*

Joseph C. Rumenapp, *Judson University*

2. Overcoming Challenges in University-school Partnerships: The Role of Literacy Champions in Diverse, Underperforming Schools

Julie Smit, *Texas Tech University*

Anita Nigam, *Texas Tech University*

Dawn Burke, *Texas Tech University*

Patriann Smith, *Texas Tech University*

Mellinee Lesley, *Texas Tech University*

3. Travels Across Space and Time: Thinking About Literacy Teacher Learning with Actor-network Theory

Charlotte Land, *The University of Texas, Austin*

Jessica Rubin, *The University of Texas, Austin*

Stacia Long, *The University of Texas, Austin*

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 12 - Third Floor

AREA 6 - Reconsidering and Reimagining Adult Literacy Learning

Chair:

Leah Katherine Saal, *Loyola University Maryland*

Discussant:

Phillip Wilder, *Clemson University*

1. Towards a More Complete Portrait of Adult Literacy Learners: Lessons From the Field

Heidi Regina Bacon, *Southern Illinois University*

Nadia Granados, *The University of Utah*

Kelly Allen, *The University of Arizona*

Patricia Anders, *The University of Arizona*

2. "Making" One's Way to a GED Diploma: An Alternative Curriculum

Rachael Gruen, *The University of Illinois, Chicago*

3:00 pm - 4:30 pm - SYMPOSIUM
II Terrazzo - First Floor

AREA 3 - Meaning Beyond Words: Exploring the Meaningfulness of Reading with Eye Movement Miscue Analysis (EMMA) Research

Chair:

Maria Perpetua Socorro U. Liwanag, *Towson University*

Discussants:

Ken Goodman, *The University of Arizona*

Yetta Goodman, *The University of Arizona*

Though eye movement research has enriched our understandings of the meaningfulness of reading, questions remain. The studies in this symposium highlight how using Eye Movement Miscue Analysis (EMMA) provides opportunities to examine the meaningfulness of reading across diverse readers and texts. The symposium papers collectively demonstrate that while texts, readers' ages/proficiencies, contexts, etc., vary, readers work to gather information to predict and construct meaning.

1. Exploring Oral and Silent Reading of Picturebooks Using Eye Movement Miscue Analysis

Maria Perpetua Socorro U. Liwanag, *Towson University*

Prisca Martens, *Towson University*

Ray Martens, *Towson University*

Christina Pelatti, *Towson University*

2. Using Eye Tracking to Expand Notions of Literacy Achievement

Poonam Arya, *Wayne State University*

3. Using Eye Movement and Miscue Analysis to Understand Diverse Readers as Meaning Makers

Koomi Kim, *Salisbury University*

Judith Franzak, *Salisbury University*

Ariana Sale, *Salisbury University*

Heather Porter, *Salisbury University*

4. Enhancing Meaningfulness in Elementary EFL Science Text Reading: Evidence from Eye Movement Data

Yueh-Nu Hung, *National Taichung University of Education*

Hui-Yu Kuo, *Wanfeng Elementary School*

**3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon A - Second Floor**

**AREA 1 - Becoming Critical Teacher Educators:
Expanding Meaningfulness Through Autoethnography**

Chair:

Julie Justice, *Elon University*

Presenters:

Patricia Edwards, *Michigan State University*

Elizabeth Dutro, *University of Colorado, Boulder*

Lara Handsfield, *Illinois State University*

Judson Laughter, *The University of Tennessee, Knoxville*

Ashley Summer Boyd, *Washington State University*

This alternative session begins with a framework for critical teacher education and autoethnography as a meaningful literacy. Then, a diverse panel of scholars from the project, including LRA researchers from various institutions, at different points in their careers, will present their personal histories and the ways that their experiences have informed their pedagogy. Panelists will then join small groups for interactive inquiry –we will invite attendees to examine their own narratives and pedagogies through structured discussion.

1. Becoming Critical Teacher Educators: Expanding Meaningfulness Through Autoethnography

Frank Blake Tenore, *The Florida State University*

Julie Justice, *Elon University*

**3:00 pm - 4:30 pm - SYMPOSIUM
Grand Salon B - Second Floor**

AREA 7 - Rejecting Neutrality: Critical Youth Literacies of Civic Interrogation and Innovation

Chair:

Maisha Winn, *University of California, Davis*

Discussant:

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*

This symposium highlights the work of researchers from across the country who are exploring the varied critical and multimodal literacy practices young people are leveraging to forge empowered political and civic identities both in and out of school contexts. The studies examine how young people from historically minoritized communities are rejecting the deficit-oriented ways that traditional civic structures often portray them and are creating transformative counter-stories through innovative forms of civic interrogation and innovation.

1. Seeking Change Through Alternative Forms of Resistance

Lauren Leigh Kelly, *Rutgers University*

2. Remapping the Literacies of Activism and Youth Political Participation in an Era of Connected Oppression

Antero Garcia, *Stanford University*

3. Dialogue on Whose Terms? Re-imagining Debate as a Critical Civic Literacy Practice

Nicole Mirra, *Rutgers University*

4. “My City, My Story...”: Sounding Out Civics Through Youth Digital Media Production

Jon M. Wargo, *Boston College*

**3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon C - Second Floor**

**AREA 3 - Literacy Instruction and Adolescence:
Reimagining Classrooms and Pedagogies**

Chair:

Katherine Frankel, *Boston University*

Discussant:

Jon-Philip Imbrenda, *Salisbury University*

1. Contradictions, Transformations, and Nested Activity Systems: Designing a Peer Mentorship Approach to Literacy Learning for Adolescents

Katherine Frankel, *Boston University*

Susan Fields, *Boston University*

Jessica Kimball, *Boston University*

Sarah Thomas, *Boston University*

2. Praisesongs of Place: Spatializing Literacies as Social Justice Stances in a Literacy-and-songwriting Class

Vaughn W. M. Watson, *Michigan State University*

Alecia Dean Beymer, *Michigan State University*

FRIDAY

3. Sarcasm as Pedagogy of Love: Using Ironic Speech Acts in Urban High School English

Joanne Larson, *University of Rochester*
Timothy Morris, *East High School*
Kristen Shaw, *East High School*

3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon D - Second Floor

AREA 11 - Measuring Aspects of Motivation

Chair:

Diana J. Arya, *University of California, Santa Barbara*

Discussant:

Kristin Conradi, *College of William & Mary*

1. Measuring High School Reading Motivation Through Both a Sociocultural and Cognitive Lens Motivation: A Sociocultural Survey Instrument for High School Students

Amanda O. Maher, *Eastern Michigan University*
Robert Carpenter, *Eastern Michigan University*

2. Early Adolescents' Motivation to Read and the Language Arts Classroom: Validation of a New Self-report Instrument

Sarah E. Pennington, *Montana State University*

3. Creation of a Teacher Self-Efficacy Measure for Content-area Reading Instruction

Erin M. Ramirez, *California State University, Monterey Bay*

3:00 pm - 4:30 pm - PAPER SESSION
Florida Salon V - Second Floor

AREA 3 - A Focus on Teachers and Teaching: Strategies for Learner Outcomes

Chair:

Megan McDonald Van Deventer, *University of Minnesota*

Discussant:

Sharon Walpole, *University of Delaware*

1. Situating Teachers on the Novice to Expert Continuum as Midlevel Literacy Experts

Megan McDonald Van Deventer, *University of Minnesota*

2. Skimmers and Plodders: Implications for Practice

Alexandra Spichtig, *Reading Plus*
Jeffrey P. Pascoe, *Reading Plus*
Kristin M. Gehsmann, *Saint Michael's College*
John D. Ferrara, *Reading Plus*
Elias Tousley, *Reading Plus*

3. Reaching Advanced Learners Through Reader's Workshop: Tips and Strategies to Increase Engagement and Learner Outcomes

Joan Weir, *University of Connecticut*

4:45 pm - 6:00 pm - PLENARY SESSION
Grand Salon E-J - Second Floor

Chair:

Gay Ivey, *University of North Carolina, Greensboro*

P. David Pearson Scholarly Influence Award Presentation

Douglas Fisher, *San Diego State University*

Edward B. Fry Book Award Presentation

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*

Introduction of Plenary Speaker:

Deborah Wells Rowe, *Vanderbilt University*

Plenary Address: Infinite Potential: Disrupting Inequality in Education and Beyond

Presenter:

Anna Stetsenko, *The Graduate Center, CUNY*

Anna Stetsenko is Professor in the Human Development and Urban Education PhD Programs at the Graduate Center of The City University of New York. She is recognized for contributions to sociocultural and cultural-historical theories and has worked to advance them across several decades and international contexts. Her research is situated at the intersection of human development, education and social theory including topics of subjectivity, collective agency/action, and identity – all viewed through the lens of social change and activism. With her interdisciplinary expertise in psychology, philosophy, and education and an international background, her writing cuts across many fields and connects cutting-edge developments and insights from a variety of frameworks.

LRA Annual Business Meeting

6:00 pm – 6:45 pm

Florida Salon IV & V – Second Floor

Doctoral Student ICG Happy Hour

7:00 pm – 8:30 pm

Il Terrazzo – First Floor

In Memoriam Gathering

8:00 pm – 9:00 pm

Florida Salon IV – Second Floor

Vital Issues

9:00 pm – 11:00 pm

Hotel Lobby Bar – First Floor

Saturday • December 2, 2017

Literacy Research for Expanding Meaningfulness
67th Annual Conference of the Literacy Research Association
November 29 - December 2, 2017 | Tampa, FL

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

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

PAIRED ROUNDTABLES

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

SYMPOSIUM SESSIONS

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

ALTERNATIVE FORMAT SESSIONS

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

STUDY GROUPS

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

AREA CHAIRS INVITED SESSIONS

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

PLENARY ADDRESSES

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

Registration Desk Open

7:00 am – 12:00 pm
Registration Desk – Second Floor

NCRL Meeting

7:00 am – 8:30 am
Meeting Room 1 – Second Floor

Reading Hall of Fame Meeting

7:00 am – 8:30 am
Grand Salon A – Second Floor

STAR Fellows/Mentors Breakfast

7:00 am – 8:30 am
Florida Salon IV – Second Floor

Area Chairs' Breakfast

7:00 am – 8:30 am
Florida Salon VI – Second Floor

Silent Auction (Purchase Books)

8:00 am – 1:00 pm
Grand Salon Foyer – Second Floor

8:45 am - 10:15 am - SPECIAL EVENT
Meeting Room 4 - Second Floor

Professional Talks That Are Clear, Engaging, and Memorable: Tips From Seasoned Presenters

Chair:

Takeena Everett, *The University of Illinois, Chicago*

Presenters:

Lee Gunderson, *University of British Columbia*

Taffy Raphael, *The University of Illinois, Chicago*

David Reinking, *University of Georgia*

Collectively, the three presenters have nearly 100 years of experience presenting their research at LRA in various formats, from individual papers, symposia, roundtables, to plenary sessions. Based on that experience, the presenters will share resources and personal insights they have found useful in making effective presentations and talks. The session will also provide an opportunity for members of the audience to react and to share their own experiences and what those experiences have revealed about effective presentations and talks

8:45 am - 10:15 am - SPECIAL EVENT
Meeting Room 2 - Second Floor

What Counts as Evidence in Rural Schools? Evidence Based Practice and Practice Based Evidence for Complex Settings

Current policy favors evidence based practice—the use of data to evaluate interventions and guide practice, however, that guidance may not translate to the unique, complex contexts of rural schools. In this interactive session, participants interrogate ways that practice based evidence based on immediately relevant, locally contextualized data may be better suited to evaluate if, how, why, and for whom interventions work in the rural schools that serve one-fifth of the nation's children.

1. **Discussion Area One: What is Rural?**
Devon Brenner, *Mississippi State University*
Karen Eppley, *Pennsylvania State University*
2. **Discussion Area Two: What are Evidence Based Practice and Practice Based Evidence?**
Karen Eppley, *Pennsylvania State University*
3. **Discussion Area Three: The Mismatch of Evidence Based Practice to Rural Areas**
Devon Brenner, *Mississippi State University*
4. **Discussion Area Four: Examples of Practice Based Evidence**
Amy Azano, *Virginia Tech*
5. **Discussion Area Five: A Teacher's Response**
Kara Lycke, *Peoria Public Schools*

8:45 am - 10:15 am - SPECIAL EVENT
Meeting Room 11 - Third Floor

Perspectives on the Role of the Federal Government in Public Education

Chair:

Danielle Dennis, *University of South Florida*

Discussant:

Anne McGill-Franzen, *The University of Tennessee*

Presenters:

Rachael Gabriel, *University of Connecticut*

Richard L. Allington, *The University of Tennessee*

J. Gregory McVerry, *Southern Connecticut State University*

Mark Conley, *University of Memphis*

Kathy Champeau, *Wisconsin State Reading Association*

The purpose of this session is to synthesize and generate ideas about the role of the federal government in PK-12 public education. After a brief introduction highlighting the structure and history of the federal government's role in PK-12 public education, we will present a panel discussion with Q&A. Each panelist has been invited to provide specific insight into the historical and ongoing policy conversations most relevant to their areas of expertise.

SATURDAY

8:45 am - 10:15 am - SPECIAL EVENT
Florida Salon V - Second Floor

STAR Program Cross-cohort Research Showcase and Mentoring Session: Building Sustainable Professional Communities Beyond the Mentoring Program Fellowship Years - Closed to Current and Former STAR Fellows

Chair:

Mileidis Gort, *University of Colorado, Boulder*

Presenters:

Eliza Braden, *University of South Carolina*
Kisha C. Bryan, *Tennessee State University*
Delicia Tiera Greene, *University at Albany, SUNY*
Stephanie Patrice Jones, *Grinnell College*
Gilberto P. Lara, *Oregon State University*
Alice Lee, *Illinois State University*
Claudia Rodriguez-Mojica, *Santa Clara University*
Patriann Smith, *Texas Tech University*

This STAR program sponsored research showcase and mentoring session brings together current and former STAR fellows for community-building and planning for professional collaborations with the ultimate goals of (1) supporting STAR program graduates' sustained engagement with the organization and program, and (2) connecting fellows across cohorts during and beyond their fellowship years.

- 1. Temaxtiani: A Self-study in the Re(dis)covery of Indigenous Literacies**
Antonietta Avila, *University of Wisconsin-Milwaukee*
- 2. Pathways to Cultural, Linguistic, Racial, and Educational Justice for Black Students Across K-U Settings**
April Baker-Bell, *Michigan State University*
- 3. The Borders of Reading Intervention**
Maneka Deanna Brooks, *Texas State University*
- 4. Exploring Secondary Dual-language Programs**
Soria Elizabeth Colomer, *Oregon State University*
- 5. The Dig-A-Girls Project: Linking STEAM, Digital Literacies, and Agency Among Adolescent Girls of Color**
Tisha Lewis Ellison, *University of Georgia*
- 6. Expanding Access to the Teaching Profession**
Mary McGriff, *New Jersey City University*
- 7. Developing Coaching Practices for Working with In-service and Pre-service Teachers of English Learners**
Monica S. Yoo, *University of Colorado, Colorado Springs*
- 8. Lifting Up the Voices of Black Youth Through Writing & Pre-college Mentorship**
Theda Gibbs Grey, *Ohio University*
- 9. Bilingual Teacher Education and Queer Theory in Conversation**
Carol Brochin, *The University of Arizona*

10. Body-poems and Critical Literacy: Children's Literature, Reader Response, and Embodiment for Social Action

Grace Enriquez, *Lesley University*

8:45 am - 10:15 am - SPECIAL EVENT
Grand Salon A - Second Floor

Crafting Multiple Research Articles from a Dissertation

Chair:

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

Presenters:

Virginia Goatley, *University of Albany, SUNY*
Emily C. Rainey, *University of Pittsburgh*
María Fránquiz, *The University of Utah*
Kathleen Marie Alley, *Mississippi State University*
Doris Walker-Dalhousie, *Marquette University*
Miriam Martinez, *The University of Texas, San Antonio*
Julie L. Coiro, *The University of Rhode Island*

In this special session, the editors of JLR and the chairs of the Student Outstanding Research Award, J. Michael Parker award, and the Doctoral Student Innovative Community Group (DSICG), facilitate a panel presentation on moving from a dissertation into publications (and beyond). Panel presenters represent (a) an early career scholar who has successfully published their dissertation in top tier journal(s); (b) a mid-career scholar who has built a research trajectory as a result of their dissertation work; (c) a senior scholar who has advised on the process of publishing out of a dissertation.

8:45 am - 10:15 am - SPECIAL EVENT
Grand Salon B - Second Floor

LRA Awards Informational Roundtables

Presenters:

Patricia Edwards, *Michigan State University*
Jennifer Jones, *Radford University*
Melody Zoch, *The University of North Carolina, Greensboro*
Leah Katherine Saal, *Loyola University Maryland*

8:45 am - 10:15 am - SPECIAL EVENT
Grand Salon C - Second Floor

How to Write Proposals and Review for the LRA Conference

Presenters:

Amy Hutchison, *George Mason University*
Melissa Wetzel, *The University of Texas, Austin*
Barbara Laster, *Townson University*
Amanda Godley, *University of Pittsburgh*

8:45 am - 10:15 am - SPECIAL EVENT
Grand Salon D - Second Floor

Disseminating Literacy Research to Expand Meaningfulness: Meet the Editors of Literacy Research: Theory, Method and Practice

Presenters:

Betsy Baker, *University of Missouri*
 Carol Gilles, *University of Missouri*
 Laurie Kingsley, *University of Missouri*
 Amy Lannin, *University of Missouri*
 Mike Metz, *University of Missouri*
 Lenny Sanchez, *University of Missouri*
 Angie Zapata, *University of Missouri*

In this interactive session, the editors of Literacy Research: Theory, Method, and Practice (LR:TMP) will share insights and tips on how to successfully publish your 2017 LRA presentation in LR:TMP. Editors will explain LR:TMP's role in LRA as well as describe manuscript preparation and the review process. Small group conversations with the editors will provide participants opportunities for questions, clarifications, and critique.

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Florida Salons I & II - Second Floor

Academia 101

During this alternative session, graduate students will learn about various positions in literacy research and education from panelists who have recently made the transition themselves. Through sharing their experiences, panelists will help to apprentice graduate students into future professional worlds. In addition to building from established literature, the panelists will share their own unique insights and provide practical advice for doctoral students who are preparing for their future careers in literacy research and education.

1. Academia 101

Keisha Allen, *University of Maryland, Baltimore County*
 Kate Brodeur, *Bowling Green State University*
 Michelle Falter, *North Carolina State University*
 Jon M. Wargo, *Boston College*

LRA Leadership Orientation
 8:45 am – 10:15 am
 Meeting Room 10 – Third Floor

10:30 am - 12:00 pm – DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD ADDRESS
Grand Salon E-J - Second Floor

Chair:

Patricia Edwards, *Michigan State University*

Challenge, Creativity, and Curiosity: A Mix Made for Minds Across the Age Span

Presenter:

Shirley Brice Heath, *Stanford University*

A great mystery surrounds how we can model curiosity so that learners voluntarily take up habits of mind that feed the desire to know and do more. Artists (and scientists) know the powerful push for learning that being curious and wanting to create bring. When and how does curiosity start and how can we keep it going and growing? To keep our minds growing, we have to like the idea of challenge, trying what's new, and finding different ways to see the world. We have to enjoy our work, even, for the most part, when it frustrates us. We carry ideas, images, and possibilities around in our heads until we can try them out. Using our hands and eyes helps us think. We don't worry so much about how smart we are, but how much we want to do, know, build, try out, and create. If someone asks us for our favorite way of being in the world, we may well answer "being able to follow up on ideas I'm curious about." This talk explores current situations in which the most unlikely learners across the age span voluntarily take up tough literacy challenges. Doing so leads them to the fun of watching themselves reach and stretch for unexpected benefits. We talk often of literacy without connection to action. This talk links letters and other structured symbol systems to action, acceptance, and achievement toward answers, discoveries, and even innovative collaborations.

A linguistic anthropologist who cherishes curiosity, Shirley has spent much of her research life in learning environments where learners of all ages work together for artistic and scientific productions of all kinds. Sometimes, she hangs out in schools and classrooms, and at other times, you may find her on the fields where Little League teams play, or in youth symphony rehearsals, or in performing arts or visual arts after-school or community programs. She has worked in such environments all over the world, figuring out how the brain responds to learning that involves taking risks and letting curiosity drive creativity and a sense of challenge as pleasurable, adventurous, and often full of fun as well. She has taught at universities throughout the world, most notably Stanford University and Ilvoim University, and as Visiting Research Professor at Kings College, University of London, and universities in South Africa, Brazil, Denmark, Sweden, and Australia. She is never satisfied with short-term studies. Instead, she prefers long-term research that helps her understand the effects for learners of heavy immersion in both the arts and sciences. She has published books and articles for

SATURDAY

teachers and artists on learning through visual arts, drama, and ensemble music. In the past decade, she has brought her background in linguistic anthropology and learning sciences to bear in collaborative projects with neuroscientists and cognitive scientists who study bilingualism, visual perception, and habits of mind linked with creativity, curiosity, and a desire to try new and different approaches to identifying and solving problems. She is the author of the classic *Ways with Words: Language, life, and work in communities and classrooms* (Cambridge University Press, 1983/1996), a dozen other books, and several hundred articles and essays.

12:00 pm - 5:00 pm - MEETING
Meeting Room 4 - Second Floor

Living the Writerly Life in Academia: Writing Retreat

Presenters:

Jacquelynn S. Popp, *Lake Forest College*
Maria Selena Protacio, *Western Michigan University*

All writers are welcome to join in this time to build on the energy of the conference to write. Our format will include goal setting for the session, concentrated writing time with intermittent breaks, and culminate in an opportunity to share about your progress. Please RSVP to Jayne Lammers (jlammers@warner.rochester.edu) if you are interested in participating

Board of Directors Meeting
2:00 pm – 6:00 pm
Meeting Room 1 – Second Floor

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Adams-Budde, Melissa	Bleidt, Shirley A.	Chambre, Susan J.	Erickson, Joy Dangora	Gultekin, Mehmet
Afflerbach, Peter	Bloome, David	Chao, Xia	Evans, Leanne M.	Gunn, AnneMarie Alberton
Aguilera, Earl	Boardman, Alyssa Michelle	Chavez-Moreno, Laura Carolina	Falk-Ross, Francine C.	Guo, Ying
Aitken, Judy	Bogard, Treavor	Cheng, Cui	Falter, Michelle	Gutierrez, Sara
Al Bulushi, Zawan Ahmed	Borti, Adeline	Cheng, Ya-Fang	Fiano, Darcy Anne	Guzzetti, Barbara
Albers, Peggy	Bostock, Susi	Choi, YoungAe	Finney, Emily	Gyimah, Mellissa
Allen, Kelly	Botzakis, Stergios	Chung, Huy	Fisher, Stacey	Hackett, Abigail
Alley, Kathleen Marie	Bradley, Barbara	Clark, Caroline T.	Flaskos, Kaliopi	Hagge, Julia
Almasi, Janice F.	Brady, John Edward	Coiro, Julie L.	Flewitt, Rosie	Hall, Allison
Alvermann, Donna	Branson, Stephanie	Colwell, Jamie	Flint, Tori K.	Han, Keonghee Tao
Alvero, Aaron J.	Braun, Gina	Comperatore, Aubrey N.	Fortune, Angela	Handsfield, Lara
Amendum, Steve	Brefeld, Rosemarie	Condie, Cami	Frahm, Tia	Harmey, Sinead Judith
Anderson, Blythe E.	Brenner, Devon	Conradi, Kristin	Frambaugh-Kritzer, Charlotte	Hart, Steven M.
Anderson, Kate T.	Brinkerhoff, Elizabeth H.	Conslavo, Annamary	Frankel, Katherine	Hartman, Douglas Keith
Anderson, Rebecca	Brock, Cynthia Helen	Correll, Pamela	Fredrick, Amy	Hassett, Dawnene D.
Andrews, Micah	Brock, Megan	Crawley, Stephen Adam	Frier, Aimee	Hastings, Kathryn
Arya, Diana J.	Brodeur, Kate	Cridland-Hughes, Susan	Gaffney, Janet S.	Hathaway, Jennifer I.
Assaf, Lori Czop	Broemmell, Amy	Croom, Marcus	Gainer, Jesse	Hauptman, Allyson L
Atkinson, Terry Stafford	Brooks, Maneka Deanna	Crumpler, Thomas	Gallagher, David	Hawkins, Lisa K.
Augsburger, Deborah	Brown, Ayanna Fitima	Curcic, Svjetlana	Gallo, Jessica	Hayden, Emily
Avila, Antonieta	Brown, Sally	Curwood, Jen Scott	Garcia, Georgia Earnest	Hight, Clarene P.
Bacon, Heidi Regina	Brownell, Cassie J.	Dai, Chunhua	Gardiner, Wendy	Hikida, Michiko
Bahlmann Bollinger, Chelsey M.	Bryant, Julie	Davila, L	Gauthier, Lane Roy	Hilaski, Danielle
Ballast, Kerry	Buch, Bettina	de los Rios, Cati	Gerde, Hope	Hinchman, Kathleen
Barnes, Meghan	Buckley-Marudas, Molly	De Roock, Roberto	Ghiso, Maria Paula	Hinman, Tierney
Bates, Celeste C.	Buelow, Stephanie	Delaney, Carol Jeanne	Gibbs Grey, Theda	Hitchens, Carolyn
Beach, Sara Ann	Burke, Amy	Dernikos, Bessie	Gibson, Sharan	Hoch, Mary L.
Bedford, Melissa	Burnett, Cathy	Dobbs, Christina	Gillen, Julia	Hoffman, Emily Brown
Bengochea, Alain	Bustos, Charlene Duke	Donnell, Wendy Johnson	Gioia, Danielle	Hoffman, James V.
Bennett, Ann	Byfield, Lavern	Donovan-Scane, Clare	Gordon Pershey, Monica	Hollibush, Matt J.
Bennett, Susan V.	Canady, Fawn	Drew, Sally	Gorski, Kristin	Honeyford, Michelle
Bernstein, Katie	Cantrell, Susan	Dunkerly-Bean, Judith	Graff, Jennifer	Hopkins, Laura Joy
Beschorner, Beth	Chambers	D'warte, Jacqueline Ann	Graham, Hannah	Howrey, Shannon
	Carlson, Jennifer	Dwyer, Julie	Grant, Christina	Hruby, George
			Grant, Marquis	Huddleston, Andrew

2017 PROPOSAL REVIEWERS

Hunt, Carolyn	Kim, So Jung	Li, Shuzhan	Midgett, Ekaterina
Hunt-Barron, Sarah	Kirkwood, Em A.	Lilienthal, Linda K.	Miller, Catherine
Hurst, Heather	Kline, Sonia M.	Lillo, Sarah	Miller, Diane Morris
Hutchison, Amy	Knapp, Nancy Flanagan	Linares, Rebecca E.	Miller, Samuel
Ikpeze, Chinwe	Koenig, Koala Qi	Lipson, Catherine	Mitchell, Chrystine C.
Imbrenda, Jon-Philip	Kozdras, Deborah	Loomis, Stephanie	Moon, Angela
Ittner, Anne	Kuby, Candace	Lopez, Minda Morren	Mooney Carbaugh, Julie
Ivey, Gay	Kuhn, Melanie	Lopez-Robertson, Julia Maria	Mora, Raul A.
Jaeger, Elizabeth	Kwak, Subeom	Lovering -Powell, Rebecca	Morales, P. Zitlali
Jafari, Samaneh	Kwon, Jungmin	Lovette, Gail	Moran, Renee
James, Ioney	Labadie, Meredith	Lupo, Sarah M.	Neel, Joanna Lynn
Jang, Bong Gee	Lambert, Claire	Lynch, Jacqueline	Newcomer, Sarah
Janisch, Carole	Lammers, Jayne C.	Lysaker, Judith T.	Nogueron-Liu, Silvia
Javorsky, Kristin H.	Lampi, Jodi	MacGillivray, Laurie	Northrop, Laura
Jimenez, Robert	Land, Charlotte	Machado, Emily	Norton-Meier, Lori Ann
Jing, Zeyuan	Langeberg, Melinda E.	Magnifico, Alecia Marie	O'Brien, Lisa M.
Jocius, Robin	Lapp, Diane	Maher, Bridget	O'Byrne, W. Ian
Johnson, Lindy	Larkins, Jill	Malloy, Jacquelynn A.	O'Grady, Alison Louise
Johnston, Peter	Larson, Lotta C.	Manderino, Michael	Olshefski, Christopher A.
Jones, Jill S.	Laughter, Judson	Margarella, Erin Elizabeth	Onuora, Ngozi
Jones, Stephanie Patrice	Lazdowski, Katie	Marsh, Josephine Peyton	Pacheco, Mariana
Jordan, Jennifer	Leach, April Marie	Martinez-Alba, Gilda	Pacheco, Mark Barba
Kachorsky, Dani	Leach, April Marie	Martin-Kerr, Keitha-Gail	Pahl, Kate
Kajder, Sara B.	Leckie, Alisa	Massey, Susan	Panaou, Petros
Kambara, Hitomi	Lee, Guang-Lea	Mathis, Janelle	Panos, Alexandra
Kane-Mainier, Stephanie Susan	Lee, Kewman M.	Matthews, Sharon S.	Papola-Ellis, Aimee
Karam, Fares J.	Lee, SooJin	McCarthy, Sarah	Park, Jaehee Lauren
Keith, Karin	Lee, Vera	McCarthy, Mark D.	Park, Sohee
Kelly, Courtney Ryan	Lee, Ying-Hsuan	McCarty, Ryan	Parsons, Allison Ward
Kelly, Laura Beth	Leija, Maria G.	McClay, Jill	Patterson, Ashley N.
Kelly, Robert	Lemanski, Laura	McConn, Matthew Lambert	Paul, Casey Medlock
Kennedy, Eithne	Lemieux, Amelie	McGriff, Mary	Paulick, Judy Hicks
Kerkhoff, Shea N.	Lenters, Kimberly	McQuitty, Vicki	Pedersen, Joelle
Kersten, Sara Diane	Levi, Amana	MeVee, Mary	Peltier, Marliese
Kesler, Ted	Levine, Sarah	McVicker, Claudia J.	Pennington, Julie
Khasilova, Dilnoza	Lewis, Mark A.	Medina, Adriana Laza	Pennington, Sarah E.
Kilpatrick, Jennifer Renée	Li, Chen	Mentan, Charity Funfe Tatak	Percell, Jay C.
Kim, Jieun	Li, Jie	Mesmer, Heidi Anne	Perez, Natasha
Kim, Min-Young	Li, Juan	Michener, Catherine	Perrien, Amy

2017 PROPOSAL REVIEWERS

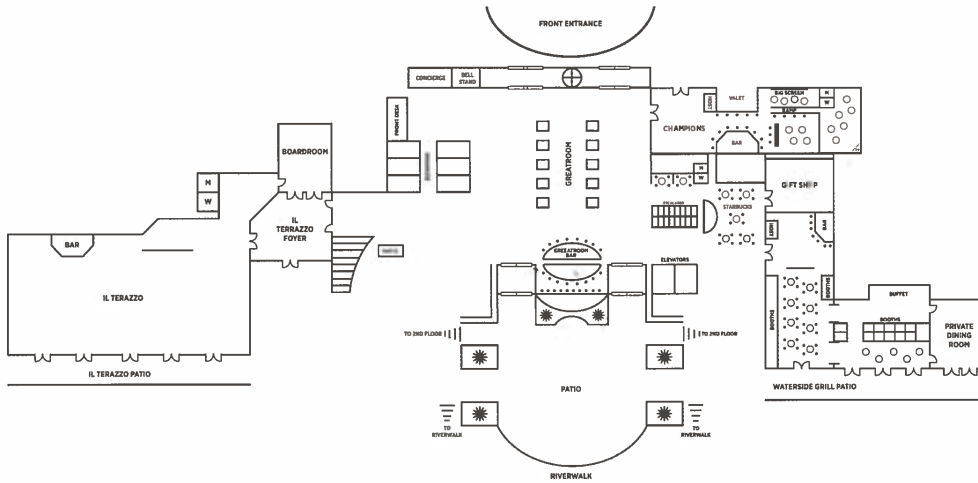
Peterman, Nora	Rumenapp, Joseph C.	Svrcek, Natalie Sue	Warren, Amber
Philippakos, Zoi Apostolia	Rust, Julie	Swaggerty, Elizabeth A.	Watson, Vaughn W. M.
Pilgrim, Jodi Louise	Ryan, Caitlin Law	Swauger, Sarah	Wellinski, Steve
Plummer, Emily	Saal, Leah Katherine	Sweeney, Sherridon Leigh	Welsch, Jodi
Popp, Jacquelynn S.	Sabey, David	Symons, Carrie	Wenz, Christopher
Porath, Suzanne	Santori, Diane	Thein, Amanda Haertling	Wetzel, Melissa
Porter, Heather	Saunders, Jane Marie	Therriault, Jennifer	Wharton-McDonald, Ruth
Pratt, Sharon	Savitz, Rachelle S.	Thoma, Jennifer	White, Kristen
Pressley, Tim	Scales, Roya Q	Thomas, Ebony Elizabeth	Whitmore, Kathryn F.
Price-Dennis, Detra	Scarborough, Burke	Tian, Zhongfeng	Whittingham, Colleen E.
Prince, Shannon	Schey, Ryan	Tierney, Robert	Wickens, Corrine
Pruitt, Alina Adonyi	Schmidt, Renita R.	Toliver, S. R.	Wickstrom, Carol D.
Pyscher, Tracey	Schnellert, Leyton	Toll, Cathy	Wilder, Phillip
Pytash, Kristine	Schwanenflugel, Paula	Tracy, Kelly N.	Willis, Arlette
Qin, Kongji	Sciurba, Katie	Trainin, Guy	Wilson, Melissa Beth
Quast, Erin	Semingson, Peggy	Trigos-Carrillo, Lina	Wilson, Nance S.
Quiroa, Ruth Elizabeth	Shaw, Donita	Tucker-Raymond, Eli	Wilson-Lopez, Amy
Rainey, Emily C.	Shin, Jaran	Usma, Jaime	Wimmer, Jennifer J.
Randel, Maryl A.	Siegel, Marjorie	Valencia, Sheila	Wiseman, Angela
Raymond, Roberta D	Sklrac Lo, Rachel	Van Deventer, Megan	Wood, Christiane
Reaves, Melanie	Smit, Julie	McDonald	Woodward, Lindsay
Reed Marshall, Tanji	Smith, Amanda	Van Vaerenwyck, Leah M.	Worthy, Jo
Reinking, David	Smith, Anna	Vander Zanden, Sarah	Xu, Yunying
Reynolds, Todd	Smith, Jennifer	Vang, May	Yoo, Monica S.
Rish, Ryan	Smith, Patriann	Varga-Dobai, Kinga	Young, Craig A.
Roberts, Kathryn L.	Solomon, Marva	Vaughn, Pamela	Young, Michael
Roberts, Leslie Dawn	Song, Ah-Young	Vines, Nora	Zakeri, Bitah Hazel
Robertson, Dana A.	Song, Kwangok	Vokatis, Barbara	Zammit, Katina
Rodgers, Emily	Sowa, Patience	Vroom Fick, Sara	Zhang, Xuezi
Roe, Mary F.	Stefanski, Angela J.	Wagner, Christopher J.	Zisselsberger, Margarita Gomez
Rogers, Theresa	Stevens, Elizabeth	Wagner, Kimberle	Zoch, Melody
Romano Gillette, Carmela	Stewart, Mary Amanda	Wall, Amanda	Zuccaro, Emily
Rombalski, Abigail	Stewart, Olivia Grace	Walpole, Sharon	
Rosheim, Kay	Stolle, Elizabeth	Walski, Melanie	
Ross, Rachael L.	Stornaiuolo, Amy	Wandermurem, Luciene Soares	
Rounsaville, Angela Rae	Strong, John	Wang, Ling	
Rowe, Deborah Wells	Stufft, Carolyn	Wang, Xiqiao	
Roy-Campbell, Zaline	Sturm, Susan	Ward, Natalia	
Ruan, Jiening	Stutelberg, Erin Beeman	Wargo, Jon M.	

FACILITY MAP

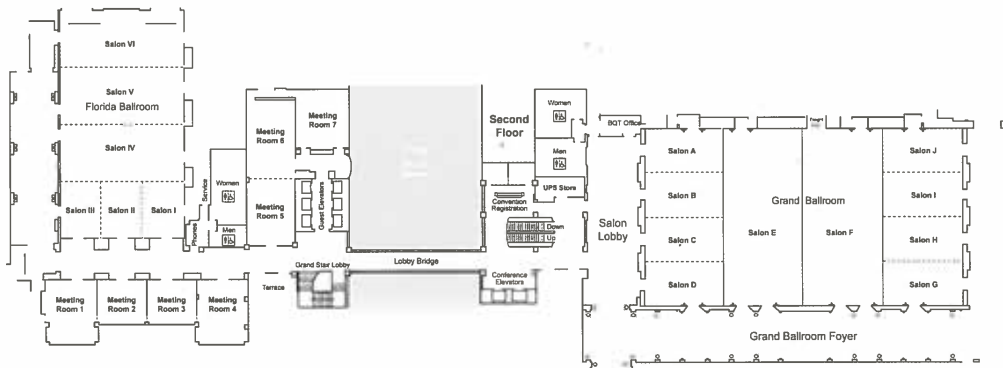
Gender-Sensitivity in Bathrooms

All LRA attendees need to use the bathroom in which they are most comfortable according to their gender identities, which may vary from their outward appearance. Trust that each person has chosen the appropriate bathroom. Gender neutral bathrooms have been designated on Level Three. For more information, please contact Corrine Wickens, Chair, Gender & Sexualities ICG, cwickens@niu.edu.

FIRST FLOOR



SECOND FLOOR



THIRD FLOOR



PARTICIPANTS

Abrams, Charlotte	84	Aukerman, Maren	30, 62	Bien, Andrea	89
Abrams, Sandra Schamroth	84, 113	Avalos, Mary A.	54, 111	Billen, Monica Thomas	39
Acevedo, Maria V.	86	Avila, Antonieta	38, 86, 94, 99, 106, 111, 113, 127	Billimack, Victoria	92
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Aitken, Judy	91, 113	Baer, Pamela	37, 61	Bledsoe, Christie	38
Al Bulushi, Zawan Ahmed	54, 55, 70, 113	Bahlmann Bollinger, Chelsey M.	113	Block, Meghan K.	31
Albers, Peggy	22, 54, 85, 98, 111, 113	Baines, Lawrence	97	Blodgett, Sarah Davis	28
Aleman, Kirsten	29	Baker, Betsy	27, 97, 107	Bloome, David	30, 59, 113
Alexander, Patricia A.	82, 112	Baker-Bell, April	37, 67, 80, 106, 126	Blunt, Johnnie	87
Allen, Jennifer	86	Balinbin Santos, Rosela	93	Boardman, Alison	64
Allen, Kathryn	58	Ballard, Tina	13	Boardman, Alyssa Michelle	39, 67, 113
Allen, Keisha	107	Bangert, Sara	70	Bock, Kristen	84
Allen, Kelly	22, 100	Barlow, Wendy	31, 46, 65	Boegel, Jacy	78
Allen, Shawndra	41	Barnes, Erica M.	92	Bogard, Treavor	10
Alley, Kathleen Marie	111, 112	Barnes, Meghan	61, 98, 113	Boggs, George Lovell	40
Allington, Richard L.	105, 111, 112	Barreto, Jennifer	24	Boggs, George	97
Almasi, Janice F.	5, 24, 28, 60, 111, 112, 113	Barrett, Nichole	44	Boldt, Gail	96
Alvermann, Donna	2, 13, 46, 86, 97, 111, 112, 113	Barrett-Tatum, Jennifer	79	Bomer, Randy	59, 111, 112
Ambroso, Eric	67	Bartels, Jonathan	78	Boote, Stacy	33
Amendum, Steve	25, 112, 113	Bartley, Greg	5, 22, 68	Booth Olson, Carol	56
Anders, Patricia	100, 111	Batchelor, Katherine Elizabeth	53	Borti, Adeline	44, 82, 113
Anderson, Blythe E.	92, 113	Bates, Celeste C.	43, 54, 79, 113	Bottomley, Diane	96
Anderson, Kate T.	27, 35, 67, 113	Batista-Morales, Nathaly	58	Botzakis, Stergios	11, 12, 45, 113
Anderson, Kimberly	26	Bauer, Eury	78, 126, 127	Boyd, Ashley Summer	32, 85, 101
Anderson, Kristin	70	Bauer, Rebecca	26	Boyd, Maureen	31, 66
Anderson, Nancy	39	Baumann, James	12	Braden, Eliza	21, 86, 90, 106, 127
Anderson, Rebecca	56, 113	Beach, Richard	13, 29, 30, 37, 68, 111	Bradley, Barbara	12, 111, 113
Andrei, Elena	27	Bean, Thomas W.	52, 80, 97	Brady, John Edward	68
Angay-Crowder, Tuba	21	Bear, Donald	11, 15	Brady, Randi Beth	58
Ankrum, Julie Winneur	83	Beauchemin, Faythe	30, 40, 85	Bratsch-HInes, Mary	25
Apol, Laura	52	Beck, Sarah Woodward	10, 55	Braun, Gina	45, 113
Appleget, Carin	80	Becker, Bryce	63	Brennan, Melody	26
Appleman, Deborah	2, 66	Bedford, Melissa	63, 113	Brenner, Devon	15, 81, 105, 111, 113
Archer, Casey J.	91	Begbie, Julie	23	Brenylson, Nancy	31
Ardell, Amy	31	Bemiss, Elizabeth McCall	45, 64	Briceno, Allison	72, 99
Armstrong, Sonya	80	Benfer, Nancy	98	Bridges-Rhoads, Sarah	70
Aronson, Brittany	62	Bengochea, Alain	54, 78, 94, 113	Brinkerhoff, Elizabeth H.	40, 62, 83, 113
Arrastia, Meagan C.	83	Bennett, Ann	28, 70, 113	Brochin, Carol	38, 61, 106, 127
Arrington, James	42	Bennett, Susan V.	12, 26, 40, 78, 111, 113	Brock, Cynthia Helen	44, 82, 113
Arya, Diana J.	11, 12, 96, 102, 113	Berenbon, Rebecca	57	Brock, Megan	56
Arya, Poonam	101, 111	Bergeson, Kristi Tamte	60	Brodeur, Kate	53, 84, 107, 113
Ash, Gwynne Ellen	54	Bertelsen, Cynthia	84	Broemmell, Amy	26, 43, 111, 113
Ashwin, Christina Marie	67	Beschorner, Beth	85, 113	Brooks, Maneka Deanna	10, 27, 46, 98, 106, 113, 126, 127
Ashworth, Kristen	79	Betz, Jessica	87	Brooks, Wanda	42, 62, 109, 127
Assaf, Lori Czap	10, 22, 37, 53, 111, 113	Beucher, Rebecca	60, 113	Brown, Ayanna Fitima	62, 113
Atkinson, Terry Stafford	26, 111, 113	Beymer, Alecia Dean	101	Brown, Rachel	28
Augsburger, Deborah	94, 113	Bidjerano, Temi	32	Browne, Susan	62

PARTICIPANTS

Brownell, Cassie J.....	34, 52, 66, 113	Cheng, Ya-Fang.....	95, 113	David, Samuel.....	66, 95
Brugar, Kristy	28, 80	Cheveallier, Jennifer.....	95	David, Virginia.....	94
Bruyning, Alicia	22	Cho, Byeong-Young	68, 82, 99	Davies, Elisabeth	41
Bryan, Kisha C.	38, 90, 106	Choi, Eunjeong	73	Davila, L.	36, 85, 113
Bryant, Julie.....	25, 113	Chung, Huy.....	56	Davila, Denise.....	10
Buch, Bettina	57, 63, 113	Clark, Caroline T.....	42, 43, 91, 113	Davis, Dennis.....	13, 95, 110, 111
Buchholz, Beth A.	34, 52, 87, 112	Clarke, Lane Whitney	39	Davis, Stephanie Grayson	64
Buckley-Marudas, Molly	92, 113	Coiro, Julie L.....	13, 45, 81, 106, 112, 113	de los Rios, Cati	61, 113
Buckrop, Jordan	33, 60	Coker, David	34	de Oliveira, Luciana C.	24
Buelow, Stephanie	92, 93, 113	Colantonio-Yurko, Kathleen.....	95	del Real, America A.	61
Buescher, Eileen	37, 46	Colbert, Grace.....	71	De Roock, Roberto.....	34, 55, 60, 113
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Burke, Amy	39, 111	Collett, Jennifer	36, 53, 66, 98	DeWalt, Lo	67
Burke, Dawn	100	Collier, Diane R.....	35, 70	Debnam-O'Dea, Rachael	32
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Burns, M. Susan.....	57	Colomer, Soria Elizabeth.....	10, 36, 66, 78, 106, 111, 127	Degener, Rebekah May.....	33, 82
Burse, Hannah	26, 29, 83	Colvin, Carolyn	10, 11, 15, 44, 111	Degener, Sophie C.	88
Burton, Shelley Watson.....	28	Colwell, Jamie.....	11, 12, 40, 53, 94, 113	Delacruz, Stacy	27
Butler, Tamara.....	80	Comperatore, Aubrey N.....	61, 79, 113	Delaney, Carol Jeanne.....	10, 11, 12, 60, 113
Butler, Tracy	32	Compton-Lilly, Catherine.....	25, 69, 78, 87, 96, 98, 99	Deng, Qizhen	42
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Callow, Jon	98	Conradi, Kristin	10, 25, 29, 102, 113	Dernikos, Bessie	78, 113
Cameron, C. Ann	41	Consalvo, Annamary	57	Deroo, Matthew R.	66
Camillo, Christina.....	55	Cooper, Emma	41	Di Domenico, Paula	35
Campano, Gerald.....	42, 54, 64, 69, 93, 109, 111	Cooper, Jennifer	96	DiCiccio, Mike.....	56
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Carpenter, Jeff.....	64	Cromwell, Raven.....	72, 85	Domke, Lisa	36, 52, 79
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Carrier, Sarah J.....	92	Crumpler, Thomas.....	22, 55, 98, 113	Donovan-Scane, Clare	38, 113
Carter, Hannah.....	23, 63, 113	Cruz, Joshua	67	Dooley, Caitlin	27
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Chamberlain, Katherine	59	D'warte, Jacqueline Ann	42, 113	Dreher, Mariam Jean	56
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Chavez-Moreno, Laura Carolina	88, 113	Danielson, Katie	28	Dutro, Elizabeth.....	13, 44, 69, 89, 101, 109
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Eley, Caitlin.....	94	Fredrick, Amy	113	Gould, Olga	55
Elliott, Michelle Anne.....	79	Freedman, Matthew	72	Gourley, Lesley	35
Elmore, Jeff	63	Freeman, Jen L.	24	Graff, Jennifer	85, 111, 113
Embley, Charity G.	39	Frey, Kristine	84	Graham, Abbey C. K.	88
Emerson, Andrea Miller	65	Frey, Nancy.....	2, 60, 111, 112	Graham, Hannah	5, 61, 113
Enciso, Patricia E.....	5, 15, 30, 33, 42, 70,	Friedman, Audrey A.	94	Granados, Nadia.....	100
	109, 111, 112, 113, 127	Friedrich, Laurie A.	80	Grant, Marquis	100, 113
Enderson, Mary C.....	53	Frier, Aimee	38, 56, 86, 113	Graves, Michael	63
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Eppley, Karen	86, 105	Fujimoto, Cindy	85	Greenleaf, Cynthia	32
Eriksson, Heather E.	95	Fuller, Carolyn	36	Greeter, Erin	58
Eutsler, Lauren	55	Fullerton, Susan King.....	45, 62	Gregory, Christian George.....	27
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STAR SCHOLARS

Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored four cohorts of emerging scholars of color who are committed to conducting research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds; who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions; and who are active and productive leaders within our organization and in the literacy profession.

STAR Fellows Session:

ERM Committee Meeting

Thursday, November 30, 2017, 7:00 am - 8:30, Second Floor, Meeting Room 3

STAR Welcome Luncheon

Thursday, November 30, 2017, 12:00 pm to 1:00 pm, Second Floor, Florida Salon VI

STAR Mentoring Session

Thursday, November 30, 2017, 1:15 pm to 2:45 pm, Second Floor, Florida Salon V

ERM/STAR Reception

Thursday, November 30, 2017, 7:30 pm to 9:00 pm, First Floor, Il Terrazzo

STAR Fellow Research Showcase

Friday, December 1, 2017, 1:15 pm to 2:45 pm, Second Floor, Meeting Room 1

STAR (Working) Breakfast

Saturday, December 2, 2017, 7:00 am - 8:30 am, Second Floor, Florida Salon IV

STAR Program Cross-Cohort Research Showcase and Mentoring Session

Saturday, December 2, 2017, 8:45 am - 10:15 am, Second Floor, Meeting Room 13

Lunch with the Board of Directors

Saturday, December 2, 2017, 12:15 pm - 1:30 pm, room is TBA

Chair:

Mileidis Gort, *The Ohio State University* (STAR Director)

Marcelle Haddix, *Syracuse University*; Bong Gee Jang, *Syracuse University*; Theda Marie Gibbs, *Ohio University*; April Baker-Bell, *Michigan State University*; Maneka Deanna Brooks, *Texas State University*; Lamar Johnson, *Miami University*; Yolanda Sealy-Ruiz, *Teachers College, Columbia University*; Ramon Martinez, *Stanford University*; Jennifer D. Turner, *University of Maryland*; Eurydice Bauer, *University of Illinois*; Carmen Kynard, *John Jay College of Criminal Justice/CUNY*; Tonya Perry, *University of Alabama at Birmingham*; Connie Williams Farrier, *California State – Fullerton*.

STAR Directors:

Mileidis Gort	2016-2018
Marcelle Haddix	2013-2016
Julia Lopez-Robertson	2010-2012
Jennifer Danridge Turner	2009-2010

PARTICIPANTS

STAR Fellows and Mentors 2017-2018

2017-2019

Eliza Braden
Kisha Bryan
Delicia Greene
Stephanie Jones
Gilberto Lara
Alice Lee
Claudia Rodriguez-Monica
Patriann Smith

University of South Carolina
Tennessee State University
SUNY Albany
Grinnell College
The University of Texas Rio Grande Valley
Illinois State University
Santa Clara University
Texas State University

Aria Razfar
Jamal Cooks
Antero Garcia
Danny Martinez
Grace Enriquez
Carmen Kynard
P. Zitlali Morales
Ramón Martinez

2015-2017

April Baker Bell
Lamar Johnson
Bonnie Jean (Williams) Farrier
Maneka Deanna Brooks
Bong Gee Jang
Patriann Smith
Theda Gibbs

Michigan State University
Miami University
California State University Fullerton
Texas State University
Syracuse University
University of Illinois, Urbana-Champaign
Ohio State University

Tonya Perry
Jennifer Danridge Turner
Carmen Kynard
Eurydice Bauer
Ramón Antonio Martínez
Mileidis Gort
Yolanda Sealey-Ruiz

2013-2015

Monica Yoo
Kwangok Song
Maria Selena Protacio
Mary McGriff
Soria Colomer
Antonieta Avila

University of Colorado at Colorado Springs
Arkansas State University
Western Michigan University
New Jersey City University
University of South Florida
University of Wisconsin Milwaukee

Allison Skerrett
Eurydice Bauer & Mileidis Gort
Robert Jiménez
Yolanda Sealey-Ruiz and Tonya Perry
María Fránquíz & Eurydice Bauer
Aria Razfar

2011-2013

Marva Solomon
Silvia Noguero-Liu
P. Zitlali Morales

Angelo State University
University of Georgia
University of Illinois at Chicago

Wanda Brooks
Patricia Enciso & Marjorie Orellana Faulstich
Kathleen Hinchman

2010-2012

Tisha Ellison
Seemi Aziz
Carol Brochín
Yoo Kyung Sung

Georgia State University
University of Arizona
University of Arizona
University of New Mexico

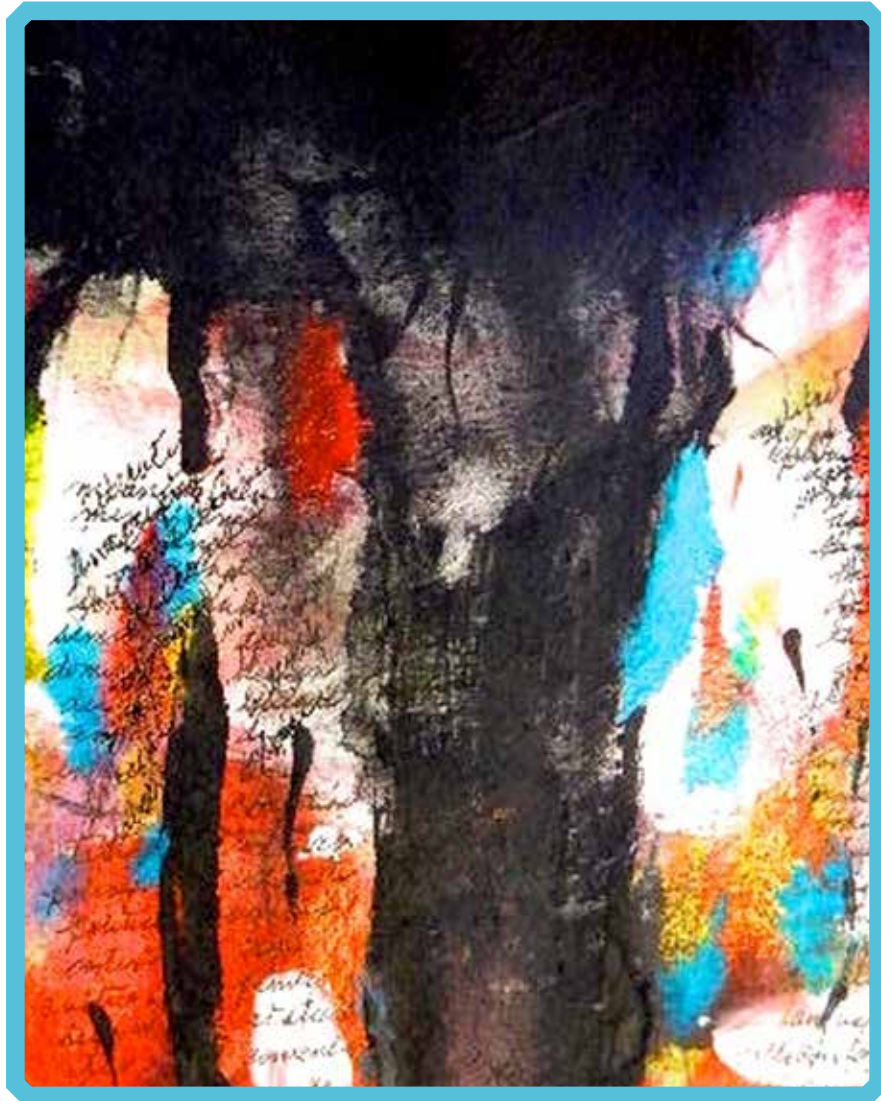
Gwendolyn McMillon
María Fránquíz
María Fránquíz
Kathy Au

2009-2011

Grace Enriquez
Ying Guo
Marcelle Haddix

Lesley University
University of Cincinnati
Syracuse University

María E. Fránquíz
Lee Gunderson
Mark Conley



“Available Discourses as Inscription”

No matter how colorful we are, as groups or as individuals physically apart, we are inscribed by the sign systems and discourses which are available for use in our culture. These discourses, whether expressed in language, art or some other sign system are writ large, giving us particular identities as well as agencies. The theme of the conference, “Literacy Research for Expanding Meaningfulness,” as well as the title of this piece of art, “Available Discourses as Inscription,” are simultaneously meant to have readers/viewers consider both the limiting aspects of discourses as well as their future potential as a semiotic tool for reshaping education and educational research.

*-Dr. Jerome C. Harste, artist, LRA Past President,
Recipient of the 2013 Oscar Causey Award, and member of the Reading Hall of Fame*