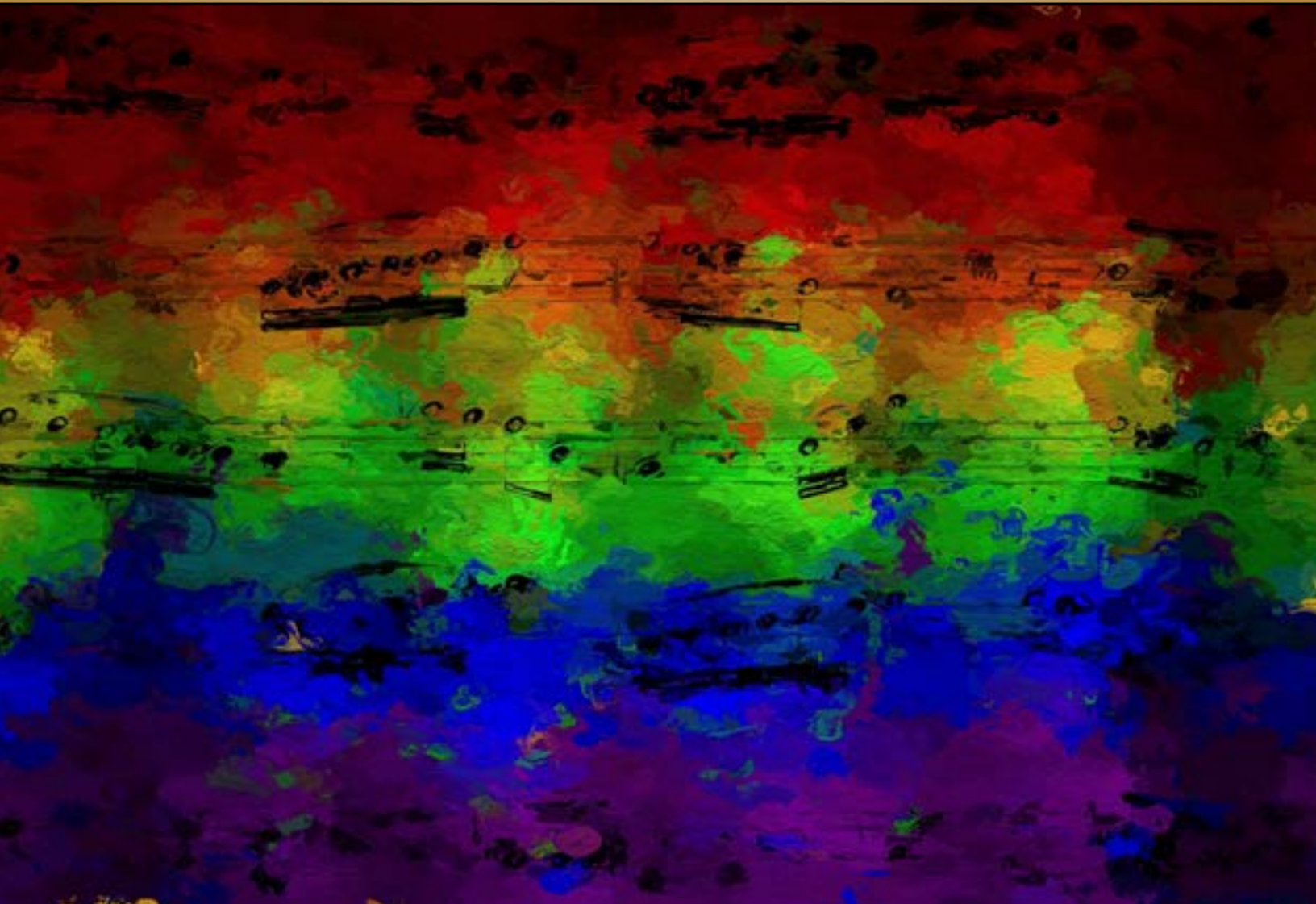




71st Annual LRA Conference

DECEMBER 1-4, 2021 Atlanta, GA

Widening the Angles of Literacy Research: *Honoring Untold Stories Using Contrapuntal Approaches*





Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.

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ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association is composed of scholars who share an interest in improving literacy research and practices. LRA advocates research that enhances knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA sponsors a conference each year consisting of plenary addresses, paper sessions, roundtable discussions, alternative format sessions, and symposiums.

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 Lagrange, GA.

For more information contact the LRA Headquarters at P.O Box 3105 Lagrange, GA 30241.

Phone: 706-443-1334, Fax: 706-883-8215,
<http://www.literacyresearchassociation.org>

WELCOME

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

Doris and I want to extend a hearty welcome to all of you attending the 71st Annual Meeting of the Literacy Research Association in Atlanta, Georgia! Although the impact of the pandemic during these past two years has left indelible and sometimes tragic marks upon many of our personal and professional lives, despite these challenges, LRA succeeded in having its first virtual conference in 2020, now followed by its first hybrid conference in 2021. These professional adjustments in the Annual Meeting demonstrate the flexibility and resilience of the LRA research community in continuing our collective effort to disseminate cutting-edge, compelling, and culturally relevant literacy research for the purposes of creating better theory, more sophisticated methodology, and solution-driven praxis in multilingual and multicultural settings.

We believe this research energy is captured in the theme of the Literacy Research Association's 71st Conference, **"Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches."** This theme draws its inspiration from the oeuvre of the late Palestinian activist and language scholar Edward Said as well as the current work of Carla O'Connor, Arthur F. Thurnau Professor of Education, at the University of Michigan. O'Connor's phrase "wide angle view" and Said's description of "contrapuntal stories" refer to the complexity of the lived experience particularly of persons of color that is seldom evident in typical research reports which tend to tell only "one story"—usually from the researcher's point of view—about an individual or group, rather than narrating the multiple, intersectional identities which create the richness and potentialities of any person or community. The 2021 theme is meant to encourage the LRA research community to counter, as O'Connor claims, the "misrecognition" that so often occurs when describing a research population by only static variables such as race, ethnicity, income, gender, occupation, test scores, etc. Thus, by taking "wide angle views" or "contrapuntal" approaches which illuminate all the various stories that give insight into any person's, families', or communities' multimodal literacy behaviors, greater insight is provided as to how to enhance the potentialities toward more equitable, inclusive and just participation in society for all persons.

We feel also that this theme is superbly reflected in the 2021 conference logo created by New Mexico artist and composer, Lon Chaffin, known for his inter-leavings of music, visual art, and poetry. Chaffin's image of the rich comingling, contrast and complementarity of color and musical notation, metaphorically calling forth the complexities, life melodies, and overlapping of culture, history, and narrative in the experience of individuals and communities, is meant to remind us that our research collaborations are more than demographics, rather dynamic, rhythmical stories and multidimensional histories are there for the telling in order that representation is fair, equitable, just, and hopeful. In our time together this week, I think you will see this theme evident in the content and structure of the conference.

Speaking of conference content and structure, we also want to announce an exciting slate of plenary speakers for the week of LRA Conference 2021:

- ⇒ **Gwendolyn Thompson McMillon**, Professor of Literacy at Oakland University, and President of LRA, will deliver the Presidential Address on Wednesday, December 1st, from 4:45 pm - 6:00 pm. The title of her address is *"MyStory, YourStory, OurStory: Literacy Development in the Black Church - Past, Present & Future."* All attendees are invited to attend the Presidential Reception immediately following the address.

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- ⇒ **Patricia A. Edwards**, Distinguished Professor of Language and Literacy at Michigan State University, will present the Oscar S. Causey Award address on Thursday, December 2nd, from 10:15 am - 11:45 am. Her speech is entitled “*Cultivating a Dream as a Child Growing Up in the Deep South.*”
- ⇒ **James Paul Gee**, Mary Lou Fulton Presidential Professor of Literacy Studies and Regents Professor at Arizona State University, will give the Distinguished Scholar Lifetime Achievement Award presentation on Thursday, December 2nd, from 4:45 pm – 6:00 pm. The title of his talk is “*Sense, Sensitivity, and Language: What We Got Badly Wrong About Human Beings and the Price We Paid.*”
- ⇒ **Mary Helen Immordino-Yang**, Professor of Education, Psychology and Neuroscience at the University of Southern California, and Director of the USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE), will deliver an invited plenary address entitled “*Solving the Frankenstein Problem: Why Literacy Development is Cognitive, Social, Emotional and Cultural to the Brain*” on Friday morning, December 3rd, from 10:15 am – 11:45 am.
- ⇒ **Alfredo J. Artiles**, Stanford University Lee L. Jacks Professor of Education, and Director of the Stanford Center for Opportunity Policy in Education and Director of Research at Stanford’s Center for Comparative Studies in Race & Ethnicity, will present the Friday afternoon invited plenary address from 4:45 pm - 6:00 pm. The title of his presentation is “*The Dual Nature of Disability: Notes on Future Interdisciplinary Research on Racial Disparities.*”
- ⇒ The **Integrative Research Review plenary session** will be held on Saturday, December 4, from 10:30 am – 12:00 pm and include a distinguished panel of scholars and researchers involved in the design of the National Assessment of Educational Progress (NAEP) Reading Framework. Entitled *The 2026 NAEP Reading Framework: Promise and Politics*, and chaired by **P. David Pearson** and **Cynthia Greenleaf**, Panel members **Peter Afflerbach**, **Nancy Brynelson**, **Gina Cervetti**, **Kathy Hinchman**, **Carol Lee**, and **Allison Skerrett** will guide attendees on a journey through an unexpectedly charged ideological and epistemological landscape in the framing of the nation’s Report Card.

In addition to noteworthy presentations by the STAR scholars and new Reading Hall of Fame inductees, we would also like to draw your attention to other places in the program where LRA has created new spaces for additional discussion as to how our research might become more inclusive to a broader research community.

- ◆ The Gender & Sexualities Standing Committee will host a **Mentoring Program** on Wednesday, between 8:30 am – 10:00 am, in Augusta 1 that is open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities.
- ◆ Hosted by the Field Council, LRA will have its first **Black, Indigenous, People of Color (BIPOC) Luncheon** on Wednesday, from 12:00 pm– 1:00 pm in Chastain F. This luncheon is open to any scholars who identify as BIPOC.

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- ◆ The **National Academy of Education** and LRA will hold jointly sponsored sessions on both Thursday and Friday from 3:00 pm – 4:30 pm for LRA members to learn about the *NAEd Civic Reasoning and Discourse Project* and engage in discussion about potential collaborations regarding the development and dissemination of practitioner briefs across various disciplines and topic areas.
- ◆ On Friday, December 4th, from 12:00 pm – 1:00 pm, the Ethnicity, Race, & Multilingualism and Gender & Sexualities Standing Committees will host a **Brown Bag discussion on Intersectionality** in literacy research.

Along with these special events, we encourage members to attend both the **Town Hall** on Thursday, December 2, from 6:15 pm – 7:15 pm in Chastain F, G, & H, and the **Annual Business Meeting** on Friday, from 6:15 pm – 7:15 pm which will be held in the Peachtree Ballroom. Both of these events, particularly the Town Hall, provide a forum for members to discuss relevant literacy issues related to LRA's mission and to provide feedback to the LRA Board of Directors and Officers about decision-making and organizational priorities in moving forward.

Attendees will also note that some research sessions are designated as (Highlighted) and further distinguished by a light grey background. While all of the paper, roundtable, poster, symposium and alternative sessions appearing in the program have gone through a rigorous review process within the area submitted, the Area Chairs of the 14 disciplinary topic areas were asked to select 3 proposals from their accepted submissions that “received strong support from reviewers in the peer review process and that the Area Chairs judged to be significant for representing and advancing topics, issues, and/or research in their area” (*LRA Policy & Procedures Handbook*, p. 36). Make it a point to attend some of these highlighted sessions along with the many other stellar research presentations listed in the 71st Annual Conference program.

One great privilege of being Program Chair for the 2021 Annual Meeting is that I get a front row seat in appreciating and admiring all the work, thought, and creative planning which the conference planning team brings to the task of designing, managing, and organizing the annual conference. I want to recognize and thank, in particular, Doris Walker-Dalhouse, Conference Associate Chair/Vice President, Marla Marlette, Treasurer, Amy Hutchinson, Technology and Digital Communications Committee Chair, and all of the Area Chairs who invested hours upon hours of time, effort, thought, and care in their jobs as stewards of these disciplinary areas that form the intellectual research backbone of our conference. You can find a list of the Areas and Area Chairs [here](#). Be sure to introduce yourself to them and thank them for their diligent work in guiding the review process and developing sessions.

Of course, putting on the Annual Conference would be impossible without the expertise and organizing ability of our management company team who are instrumental in coordinating the technical end of our conference. Sincere thanks goes to V.J. Mayor, LRA's new Executive Director as of 2021, and to his dynamic team: Kelly Atkinson, Conference Services Director, Kendra Tyner, Program Services Coordinator, and Caitlin Hyatt, LRA's former Executive Director and Association Services Group Partner.

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Finally, we would like to comment on a few factors which have impacted the 2021 annual meeting. Conference attendees in Atlanta this year may observe a smaller group of LRA members than in years past. A major factor, of course, is the continuing impact of COVID-19 all over the world that has restricted freedom of travel both internationally and domestically, in addition to creating environmental conditions which pose challenges to the health and well-being of many members. In order to mitigate as much as we can regarding these health risks, we have made it a requirement that all who attend must be fully vaccinated and wear masks in all sessions. We have also instituted a procedure where attendees can specify their comfort with various options of social distancing. We trust that these safety precautions, in addition to those implemented by the Westin, will provide suitable barriers ensuring the safety of our LRA members.

Another factor, however, that has impacted attendance is the membership's expressed desire to have more virtual and hybrid options for the Annual Conference. Unfortunately, a truly hybrid conference where both onsite presentations and remote live-streaming are supported by the required technology was not financially feasible this year. However, in order to begin meeting this need, for the first time, LRA 2021 has offered an **OnDemand** option which allowed accepted presenters who could not attend to prerecord their presentation to be played at a time shortly after the onsite conference. The OnDemand presentations are listed beginning on page 153 of this program. We are now exploring ways to make these OnDemand videos more interactive with perhaps weekly open forums and discussions in the new year. More information will be distributed about these options in the weeks to come.

In terms of conference planning, the past two years has presented significant challenges to LRA's leadership, but as mentioned at the outset of this letter, it has also created opportunities for LRA to grow and expand its research footprint. The LRA membership is absolutely crucial to understanding the future directions of the organization, and the leadership will be seeking your input in the coming months regarding key issues expressed in our Strategic Plan and possible formats for the Annual Meeting in years to come. In the meantime, Doris and I look forward to the camaraderie we know we will experience in Atlanta during the 2021 LRA Annual Meeting! See you there!

Sincerely and enthusiastically,



David Yaden, *President-Elect and 71st Annual Meeting Conference Chair*



Doris Walker-Dalhouse, *Vice President and 71st Annual Meeting Associate Chair*

2021 LITERACY RESEARCH ASSOCIATION IN MEMORIAM

Jack Cassidy 1941 - 2021



Dr. Jack Cassidy, long-time member of IRA, left a fingerprint that can be found everywhere in the field of literacy education. He first served as a teacher, reading specialist, and reading supervisor in PA, HI, and DE. He then began teaching at Millersville University. After 20 years there, he retired and began teaching at Texas A&M University - Corpus Christi where he eventually became Associate Dean retiring in 2011. He was granted Emeritus status at both institutions.

Jack was the author of many textbooks and professional articles. For over 25 years, he conducted an often cited yearly study, “What’s Hot in Literacy.” Additionally, he was a member of the Reading Hall of Fame, former President of the International Reading Association (youngest of all time), as well as the founder of two literacy organizations—the Specialized Literacy Professionals SIG and the Texas Association for Literacy Education.

IN MEMORIAM

David O'Brien

1953 - 2021



David Gerard O'Brien, Professor Emeritus of Literacy Education, University of Minnesota, passed away on October 9, 2021. David was born on May 10, 1953, in Anaconda, Montana. He completed his Bachelor's degree in English Education and an M. Ed. in English Education with a reading endorsement at the University of Montana, and his doctoral degree in Reading Education at the University of Georgia, where he met his wife, Deborah Dillon. Dave taught middle school for several years before pursuing higher education and he routinely drew from his teaching experiences to inform his research and university teaching. David's first higher education position was in the literacy education program at Purdue University from 1984 to 2001, where he was promoted to professor prior to moving to the University of Minnesota in 2001, where he taught until his retirement in Summer, 2021.

David's many scholarly publications represent a major contribution to literacy education in three areas that consistently overlapped in innovative ways. David's work began with research that examined how and why teachers understood the integration of literacy teaching into secondary school content areas. In many ways, David was the scholar responsible for the evolution of disciplinary literacy because he examined how teachers' (and students') decision-making about literacy teaching and learning within school subjects was a function of the cultural practices associated with disciplines. Drawing from Herber's and Alvermann's work, David re-positioned literacy teaching as a cultural practice defined by what teachers and students believed to be the work of disciplinary learning. His students carried that work forward, but there is no doubt that David was the driving force behind ideas that are now associated with the disciplinary literacy movement.

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In later years, a central focus of David's publications was on how content literacy instruction positioned students in problematic ways by labeling them as "at-risk" and in need of literacy intervention. David instead argued for the need to adopt a multi-literacies approach to engaging students. His later publications extended this research focus by examining the use of digital multi-literacies for engaging students and ways of meshing reading and writing instruction.

David's more recent research and publications returned to the disciplinary literacies construct, positing the need to adopt sociocultural perspectives and embracing more multi-disciplinary perspectives, particularly for engaging students who are alienated by and from traditional literary instruction. Based on his many years of research, he also published reflections on paradigms that have shaped current literacy research and argued for qualitative and mixed methods approaches to examining students' classroom experiences.

Underlying all of David's work was his keen and consistent concern with engaging students from non-dominant families who are often written off in school settings. His most recent multi-year research focused on students in a highly diverse, low-income community high school, examining how to engage these students through multi-disciplinary methods.

David was an active member of LRA through his many presentations and yearbook publications, including serving on the LRA Board of Directors from 2015-2018. He also served as co-editor from 1988-1993 of *The Reading Teacher* and was a steadfast, thoughtful, and timely reviewer for numerous scholarly journals. Most recently, David served as a reading researcher on the National Accessible Reading Assessment Projects.

David supervised many doctoral students in his time at Purdue University and at the University of Minnesota, all of whom are now themselves active literacy researchers. His students, advisees, and colleagues much admired his thoughtful mentoring, innovative instruction, and many personal contributions to their work and lives. Even the students of Dave's students' benefited from his leadership in the field, noting that whenever they were at LRA they would look for Dave at "Vital Issues" because he always welcomed them, made them feel like colleagues, and gave them a sense of community.

Dave managed to be a stellar scholar while also being a stellar family member. He and Deborah were married for 35 years and have one daughter, Erin. More than anything, Dave loved being with his family and made the most of every moment they had together.

Dave's dry wit, his intelligence, and his kindness will always be remembered and appreciated by those who had the honor of knowing and working with him. Given his many contributions to the field of literacy research, his university teaching and mentoring, his close relations with colleagues, and his overall goodness as a human being, Dave will be deeply missed.

IN MEMORIAM

Christine C. Pappas

1941 - 2021



Chris passed on October 11, 2021. Chris's work spanned several areas: how children understand informational texts, dialogicality in read alouds, learning in elementary grade science/literacy contexts, and teachers as researchers in their own classrooms. She is mainly known for shifting perceptions on what types of books young children find compelling to be more inclusive of informational texts as well as how they read those texts. She co-authored several books on teachers as researchers and an integrated literacy textbook for elementary grade pre-service teachers. Her last major appointment was as a Professor in the Literacy, Language, and Culture Department at the University of Illinois at Chicago. She was also known for bringing several kinds of bread to every research team meeting and dancing whenever she could, including having a dance party for her retirement.

IN MEMORIAM

Bob Ruddell

1937 - 2021



Robert B. Ruddell, noted professor at University of California-Berkeley, was born in Ronceverte, West Virginia in 1937. Robert finished high school at age 14 and became the youngest student ever to enroll at Morris Harvey College (now, Charleston University) at the age of 15. He obtained his undergraduate and master's degree at West Virginia University, after which he, himself, taught in a one room schoolhouse in rural West Virginia. Later, Robert received his PHD at Indiana University focusing on literacy education. He began working for UC Berkeley at the age of 26, and remained working there for 35 years. While at UC Berkeley, he reached the rank of full professor. During his role as professor, he worked closely with his 86 EdD. and PhD. doctoral students, advising them and directing their research and dissertations to completion. One of his many research projects was the 27 U.S. Office of Education "Nationwide 1st-Grade Studies."

Based on his teaching and research experiences, Robert published numerous articles, chapters, and wrote 12 textbooks about literacy including the successful 'Pathfinder' series, guiding a generation of educators and emerging readers. Most notable was his being the author of the widely used literacy text *How to Teach Reading to Elementary and Middle School Students: Practical Ideas from Highly Effective Teachers*. He worked closely with teachers in both urban and inner-city schools and conducted lectures and workshops in all 50 U.S. states, as well as England, Sweden, Germany, Australia, Canada and the Ivory Coast. He also received many awards including the William S. Gray Citation of Merit and the Oscar S. Causey Research Award and Robert was inducted into the Reading Hall of Fame in 1989.

IN MEMORIAM

Jay Samuels

1929 - 2020



Jay Samuels was a giant in the field of Reading Research. He was a leader who moved us forward in understanding how reading developed in beginning readers. I sat at his workbench for many years as a doctoral student at the University of Minnesota—Twin Cities and continued contact once in my new position as an Assistant Professor at The University of Texas—San Antonio in 1981 and throughout the years thereafter. Jay Samuels taught at the University of Minnesota for 40 years, after earning his doctorate at UCLA.

His passing on in December 2020, at 91, has caused me to question what matters in being a scholar in academia today-- and what it meant for Jay Samuels. The contrast could be characterized as dramatic. He had extraordinary focus. His attention to his goals was paramount in his life. He never “wasted” a day. He was compelled on a daily basis to understand how reading skill evolves and develops over experience, why some children easily acquire this vital activity for learning and schooling, and other children struggle and fail to advance, experiencing defeatist attitudes.

Samuels was and is most known for his Theory of Automaticity in Reading, with relevance for fields beyond reading, developed in consultation with David LaBerge. A paper published in 1974, with near 6,000 citations world-wide, has changed our understanding of beginning reading. In his autobiographical account of his career that appeared in the *Journal of Literacy Research* (2006), he conveys that it was important to him to produce practical applications of this Model. He viewed the professoriate in education as research-based --but ultimately a calling to change the lives of children.

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His work centered around child development with text. In addition to Reading, his manuscripts gave attention to the history of writing across civilizations, from cave markings to Chinese symbols that moved the reader directly to meaning. While at his workbench in the Burton Hall Ed Psych Office with couch and tables, we also discussed the effects of pictures in aiding or distracting learning to read, comprehend, and the attitudes children held from different economic groups; attention in child learning, the unit of language perception, changes by age and with skill development, expository text structure in reading and characteristics of exemplary reading programs. His work as Editor of *The Reading Research Quarterly* demonstrated the precision he exercised in identifying and reviewing exemplary studies. Surprisingly, Jay noted he never had a course in Reading!

Interestingly, he compared Reading practices to those skills and the performance/ goals achieved by famous experts—musicians and athletes. His work, as 1 of 8 selected to serve on The National Reading Panel, was a challenge with many discomforts which he writes about in his autobiography. But the possibility of identifying and organizing research that made a difference was a vital goal for the field—and Jay. In a review of his career, he quotes Marva Collins, “Enter to Learn, leave to Serve.”

Jay Samuels embodied ‘driven to discover,’ a University of Minnesota institution theme. He was a man on a mission. There was little time spent on promoting himself or for publicity. He did the work and let the academic community take it on for future research. He could easily hold an audience of over 1,000 in the palm of his hand. There was clarity, passion, and an unyielding determination to advance knowledge.

Submitted by Rosalind Horowitz

Professor, The University of Texas at San Antonio; AERA Executive Leadership, SIG Research in Reading and Literacy Program

A Memorial will be held at the University of Minnesota in the Spring, 2022.

The above was prepared for a Newsletter to the American Educational Research Association Membership, and for a Memorial on April 9, 2021, with speeches from Rosalind Horowitz, Joanna Williams, Jim Cunningham, William Bart, David Neil Rapp, Marilyn Adams, Wayne Slater, and and Paul van den Broek.

MAJOR ADDRESSES

Gwendolyn Thompson McMillon – 2021 Presidential Address

Wednesday, December 1, 2021, 4:45 – 6:00 p.m.

Title: *MyStory, YourStory, OurStory: Literacy Development in the Black Church - Past, Present & Future*



Abstract:

The Black Church is the oldest anti-racist institution in America. Having educated generations of Black families, given birth to schools, universities, hospitals, financial institutions, various genres of modern music, and a litany of civil rights lawyers, politicians, and martyrs for freedom including access to literacy, it is directly responsible for many of the most significant gains in racial equity in American history. Yet, the Black Church has largely been ignored in conversations concerning the best way to educate Black students in America's schools. A question for the 21st century is: "What can educators, particularly literacy researchers, learn from the Black Church?" The Black Church is an extremely underutilized gold mine of cultural capital that should be used as a resource to develop best practices in literacy education to potentially reduce educational inequities with persistence. What are some of these best practices? An in-depth discussion will highlight sources of incongruence and points of connection between church and school settings of Black students and families, and inform scholarship of the role of the Black Church as the established expert in the education of Black people.

Biography:

Gwendolyn Thompson McMillon is professor of literacy and incoming department chair of the Reading & Language Arts Department at Oakland University in Rochester, Michigan. Her research focuses on examining literacy experiences of African American students in the Black Church and other out-of-school learning environments to improve literacy teaching and learning in their classrooms at school. She also develops ways to help students negotiate successful border-crossing between cultural learning environments. Dr. McMillon has conducted community-based participatory research for 20+ years, and helped improve the literacy lives of many students and their families. Her research is published in various journals, handbooks and edited books. She is co-author of best-selling *Change is Gonna Come: Transforming Literacy Education for African American Students* (2010), which received the Edward Fry Book Award. She is also co-author of *Bridging Equity and Literacy: Guidelines for Social Equity Teaching* (2012), and soon to be released *Affirming the Lives and Literacies of Black Students: Bearing Witness* (2022). Professor McMillon's work has been awarded approximately \$2 million from various funding sources for her research, including: Spencer Foundation, Michigan Department of Education, Dow Chemical Corporation, Dow Corning Corporation, YWCA, Nexteer Inc., Hemlock Semi-conductor, Saginaw Community Foundation, Wickes Foundation, and Greater Flint & Genesee Community Foundation.

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Dr. McMillon is president of the Literacy Research Association and was recently appointed by Governor Whitmer to Michigan's PreK-12 Literacy Commission. She serves in many other capacities including: vice-president of the Wolverine State Missionary Baptist Convention Women's Auxiliary, chaplain for Eta Upsilon Omega Chapter of Alpha Kappa Alpha Sorority, and project director for the WSMBC *I Read, I lead, I Succeed* Statewide Reading Program for K-5 students. Additionally, Dr. McMillon and her youngest son, Joshua, are co-owners of ROOTEDin - a publisher of authentic, culturally relevant online books and animated videos that center Black culture.

Lady Gwendolyn Thompson McMillon (affectionately called *Lady G*), is First Lady of St. Paul Missionary Baptist Church in Saginaw, Michigan, where she serves in the music ministry. She also willingly works in any capacity needed in support of her pastor and husband, Rev. Dr. Vincent D. McMillon. They have five sons: Joshua Adam, David Benjamin, Morgan Gabriel, Brian Joel, and Vincent Duane II, and five grandchildren: Bailey, Briana, Elijah, Vincent III, and Christian. Pastor & Sister McMillon have been married for 35 years.

Professor McMillon is the youngest of 8 children born to Pastor M. T. & Sister Pecola Thompson. She received a B.A. in Economics (University of Michigan), M.Ed. in Educational Leadership (Saginaw Valley State University), and Ph.D. in Curriculum Development, Teacher Education & Social Policy with a focus in Literacy (Michigan State University).

Dr. McMillon has been called by God into the teaching ministry and is joyfully fulfilling her divine purpose.

Dr. Patricia A. Edwards – *Oscar S. Causey Address*

Thursday from 10:15 a.m. – 11:45 a.m.

Title: *Cultivating a Dream as a Child Growing Up in the Deep South***Abstract:**

The 2021 Oscar S. Causey Award Address presented at the Literacy Research Association by Professor Dr. Patricia Edwards is a response to two self-reflexive questions: “How were my dreams cultivated as a little Black girl growing up in Albany, Georgia during the mid-fifties, sixties, and early seventies?” and “What implications does my story have for cultivating the dreams of today’s children?” To explore these questions, Edwards uses a qualitative methodology termed portraiture (Lawrence-Lightfoot & Davis, 1997) to capture her insights and experiences, allowing her to “paint” rich pictures of the participants “in an effort to capture the complexity, dynamics, and subtlety of human experience and organizational life” (p. xv). Through portraiture, which relies heavily on the use of storytelling and narration, Edwards converts the term “research” into “I-search,” affording her the opportunity to reflect on her lived experiences and share those moments and events with the world while also abolishing the “gaze” that some forms of quantitative and qualitative methodologies employ. In turn, she leverages narratives – via pictures, portraits, and audio -- of her life as a Black girl growing up in Albany, Georgia, to share her story while constructing meaning of her experiences and of her life. In doing so, Edwards highlights the impact of The Albany Civil Rights Movement in cultivating her dream. She invites teachers, school districts, literacy leaders and the broader community to use her narrative portrait as a basis for creating a new norm that cultivates the dreams of young Black students, and of students of color in general.

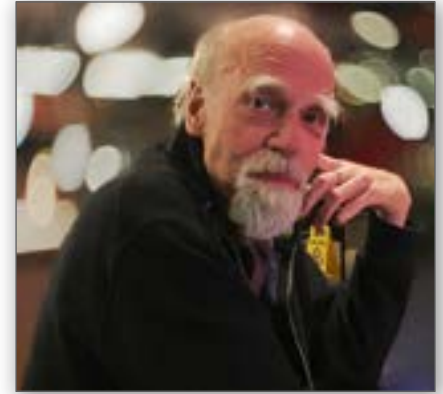
**Biography:**

Patricia A. Edwards is a member of the Reading Hall of Fame, a NCRL (National Conference on Research in Language and Literacy) Distinguished Scholar, and a Professor of Language and Literacy in the Teacher Education Department at Michigan State University. She is a nationally and internationally recognized expert in family engagement and has written several books on the topic. In 2019, she received the AERA Scholars of Color Distinguished Career Contribution Award (senior level). She was recently appointed by Governor Whitmer to the 2020-2024 Michigan PreK-12 Literacy Commission. She is co-editor of *The Reading Teacher* and won the 2020 LRA Oscar S. Causey Award for Reading Research. From 2018-2020, she was chair of AERA Family School, Community Partnership SIG #43). She is a past president of the Literacy Research Association as well as the International Literacy Association.

Professor James Gee – *Distinguished Scholar Lifetime Achievement Award Presentation*

Thursday, December 2, 2021, 4:45 p.m. – 6:00 p.m.

Title: *Sense, Sensitivity, and Language: What We Got Badly Wrong About Human Beings and the Price We Paid*



Astract:

We have been deeply wrong about what sorts of creatures we humans are.

The dire effects of this mistake are in evidence everywhere as we live through the greatest extinction of life on earth, this time possibly including us. Of course, in a time like this, “business as usual” should cease, the very business that brought us to these dire straits, though it continues apace. Work on evolution, development, and the nature of life across a variety of collaborating disciplines is giving us a truer view of humans and insight into why we have made so little progress on equitable learning, respect for diversity, or panhuman collaboration in the face of disaster. I will try to illuminate this emerging view of humans and its implications for language, learning, literacy, and “cognition” (a topic about which we have been very wrong).

Biography:

James Paul Gee is a Regents’ Professor Emeritus at Arizona State University. He has been a professor at six universities and tenured at seven. His work has been in syntactic theory, psycholinguistics, sociolinguistics, discourse analysis, literacy studies, learning theory, and digital games and learning. He is now a small farmer on the Verde River in Northern Arizona.

Dr. Mary Helen Immordino-Yang – *Friday Morning Plenary Session*

Friday, December 3, 2021, 10:15 a.m. – 11:45 a.m.

**Title: *Solving the Frankenstein Problem:
Why Literacy Development is Cognitive, Social,
Emotional and Cultural to the Brain*****Abstract:**

Emotions shape our thoughts, actions, and experiences—how we think and who we become. But how? And what does this mean for teachers and the design of educational environments and activities that promote literacy? Mary Helen Immordino-Yang will present her research on the neurobiology and psychology of social emotions, including these emotions' deep visceral roots in the feeling and regulation of the body and consciousness, their connections to memory and abstract thought, and their propensity to heighten one's own subjective sense of self-awareness, motivation and purpose. The findings have important implications for our understanding of child and adolescent development, and can help educators to think in new ways about the purpose, scope and assessment of high-quality literacy instruction and developmentally appropriate literacy skills. Her studies underscore the necessity of supporting students' scholarly and personal development in a coordinated way, to optimally support their academic excellence.

Biography:

Mary Helen Immordino-Yang, EdD is a Professor of Education, Psychology and Neuroscience at the University of Southern California and Director of the USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE). She studies the psychological and neurobiological development of emotion and self-awareness, and connections to social, cognitive and moral development in educational settings. She uses cross-cultural, interdisciplinary studies of narratives and feelings to uncover experience-dependent neural mechanisms contributing to identity, intrinsic motivation, deep learning, and generative, creative and abstract thought. Her work has a special focus on adolescents from low-SES communities, and she involves youths from these communities as junior scientists in her work.



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A former urban public junior high-school science teacher, she earned her doctorate at Harvard University in 2005 in human development and psychology and completed her postdoctoral training in social-affective neuroscience with Antonio Damasio in 2008. Since then she has received numerous awards for her research and impact on education and society, among them an Honor Coin from the U.S. Army, a Commendation from the County of Los Angeles, a Cozzarelli Prize from the Proceedings of the U.S. National Academy of Sciences editorial board, and early career achievement awards from the AERA, the AAAS, the APS, the International Mind, Brain and Education Society (IMBES), and the Federation of Associations in Behavioral and Brain Sciences Foundation (FABBS).

Immordino-Yang was a 2018-2019 Spencer Foundation mid-career fellow. She served on the U.S. National Academy of Sciences committee writing *How People Learn II: Learners, Contexts and Cultures*, and on the Aspen Institute's National Commission on Social, Emotional and Academic Development. Currently Immordino-Yang is conducting several funded, multiyear neurobiological research studies on adolescent students and their teachers. She is serving on the advisory board of the UNESCO World Education Assessment, and as past president of IMBES, among other national and international roles.

Dr. Alfredo J. Artiles – *Friday Evening Plenary Session*

Friday, December 3, 2021, 4:45 p.m. – 6:00 p.m.

Title: *The Dual Nature of Disability: Notes on Future Interdisciplinary Research on Racial Disparities*

Abstract: I will frame this talk with the notion of the dual nature of disability as an object of protection and a tool of stratification. This duality can produce equity paradoxes in which an equity remedy (such as special education) can create new inequities (e.g., racial segregation, reduced educational opportunities). I will examine this problem through an analysis of racial disparities in disability identification. I will critique traditional research that questions the existence of racial inequities and resists acknowledging the historical and structural weight of race, thus advancing a deficit discourse about students of color. I will argue an interdisciplinary reframing of this research is urgent and outline three guidelines for future research: adopt a historical imagination, disrupt Black abstraction, and interrupt ideology-ontology circuits that erase difference to reproduce difference.



Biography: Dr. Alfredo J. Artiles is the *Lee L. Jacks Professor of Education* at Stanford University. He received an Honorary Doctorate from the University of Göteborgs (Sweden) and is an Honorary Professor at the University of Birmingham (United Kingdom). Dr. Artiles is the Director of the Stanford Center for Opportunity Policy in Education and Director of Research at Stanford's Center for Comparative Studies in Race & Ethnicity. His programmatic work engages the questions “*how do educational equity remedies create new injustices and what are effective ways to reduce these paradoxes?*” His scholarship aims to understand how responses to disability intersections with race, social class, gender and language *advance* or *hinder* educational opportunities for disparate groups of students.

Dr. Artiles has published extensively in the general, special and bilingual education fields. He is the editor of the book series *Disability, Culture, & Equity* published by Teachers College Press. Dr. Artiles has served on three consensus panel of the National Academies of Sciences, Engineering and Medicine. He served on the Obama White House Advisory Commission on Educational Excellence for Hispanics and received mentoring awards from The Spencer Foundation, the American Educational Research Association (AERA), and Arizona State University. Dr. Artiles is an elected member of the National Academy of Education and Fellow of AERA, the Learning Policy Institute and the National Education Policy Center.

INTEGRATIVE RESEARCH REVIEW PANEL

Chairs: **P. David Pearson and Cynthia Greenleaf**

Panel Members: **Peter Afflerbach, Gina Cervetti, Carol Lee, Kathleen Hinchman, Allison Skerrett and Nancy Brynelson**

Saturday, December 4, 2021, 10:30 a.m. – 12:00 p.m.

Title: *The 2026 NAEP Reading Framework: Promise and Politics*

Abstract: The goal of this session is to share findings and insights about the outcomes and the processes that emerged in the development of the 2026 NAEP Reading Assessment Framework. The authors of the papers in this session were all involved in developing the Framework, either as appointed members of the Development Panel or as members of the WestEd Content Team responsible for implementing and managing the development process. Presenters hope that the reports of their experience will aid literacy researchers in learning about the important but fragile relationships among the key elements that should drive framework development—theory, research, practice, and policy—all situated within a politically charged context. Among other things, presenters will share the purpose of frameworks in NAEP, provide a comparison between our initial vision and the eventual adopted version of the framework, talk about how the current political tensions (both in the literacy field and the broader society) have shaped possibilities, and discuss what members of the profession must do in the future to monitor the conceptual integrity and equitable uses of NAEP.

The session includes 5 presentations and an open discussion among attendees.

Co-Chairs: **P. David Pearson and Cynthia Greenleaf**

- **A Brief History of NAEP and its Frameworks**
Peter Afflerbach, Byeong-Young Cho and P. David Pearson
- **Timeline(s) and Key Tensions: The Disruption of Normative NAEP Framework Development Practices**
Cindy Greenleaf, Sarah Aguirre, Alicia Ross, and Mira-Lisa Katz
- **Goals and Outcomes: What We Wanted, What We Got**
Allison Skerrett, Paola Uccelli, Julie Coiro, Mariana Pacheco, and Georgia Earnest Garcia
- **Interpreting the Contexts of the NAEP 2026 Reading Framework**
Kathy Hinchman, Gina Cervetti, Nancy Brynelson and Bonnie Hain
- **NAEP Going Forward: Honoring Commitments and the Journey Toward a More Informative NAEP**
Carol Lee, Elena Forzani, and John Guthrie

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

Pearson is currently the Evelyn Lois Corey Emeritus Professor of Instructional Science at UC Berkeley. With degrees from UC Berkeley (BA in history) and Minnesota (PhD in education), Pearson's agenda in retirement focuses on historical and policy-oriented essays about reading processes and pedagogy. A member of the National Academy of Education and the Reading Hall of Fame, an AERA Fellow, and the recipient of many awards, Professor Pearson taught elementary school in California for several years and went on to complete his Ph.D. in Reading Education at the University of Minnesota.



Cynthia Greenleaf, *WestEd*

Cynthia L. Greenleaf is a Senior Research Scientist at WestEd, where she directs research, development and professional learning design to promote high-level academic and disciplinary literacy. For the past three years, she has served as Content Lead for the development of the 2026 NAEP Reading Assessment.



Allison Skerrett, *The University of Texas at Austin*

Allison Skerrett is a Professor of language and literacy studies in the Department of Curriculum and Instruction at The University of Texas at Austin. She also serves as the Director of Teacher Education for the College of Education. Dr. Skerrett's research centers on adolescent literacy and secondary English education in urban and transnational contexts. She has been a member of LRA since 2007 and has served in a number of roles, including as a member of the LRA Board of Directors.

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Nancy Brynelson, *California State University*

Nancy Brynelson recently retired as the co-director of the California State University (CSU) Center for the Advancement of Reading and Writing. Before arriving at the CSU, she served as a bilingual teacher, elementary school principal, school district administrator, and language arts consultant for the California Department of Education. Until recently, she oversaw the CSU's Expository Reading and Writing Curriculum and several related federal grants. She also co-wrote the 2015 English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. A 2010 inductee into the California Reading Association (CRA) Reading Hall of Fame, she is also the recipient of the

CRA 2014 Marcus Foster Memorial Award and the California Association of Teachers of English 2017 Award of Merit.



Peter Afflerbach, *University of Maryland*

Dr. Peter Afflerbach is Professor of Education at the University of Maryland at College Park. His research interests are individual differences in reading, factors influencing reading achievement, reading comprehension strategies, and reading assessment. Afflerbach has served on National Academy of Education and National Academy of Science committees related to literacy and literacy assessment. He is a member of the NAEP 2025 Reading Framework Development Committee, and has served on the NAEP Standing Reading Committee and prior Reading Framework Committees. Afflerbach is Chair of the Literacy Assessment Task Force of the

International Literacy Association. He was elected to the International Literacy Association's Reading Hall of Fame in 2009, and is a Research Fellow of the American Educational Research Association.

Afflerbach is the author of *Teaching readers (Not reading): Moving beyond skills and strategies to reader-focused instruction* (2022), and *Understanding and Using Reading Assessment, K-12* (2018). He is the editor of the *Handbook of Individual Differences in Reading: Reader, Text, and Context* (2016), and co-editor of the *Handbook of Reading Research, 4th Edition* (2010) and *5th Edition* (2020). He is a founding editor of the journal *Metacognition and Learning*, and he has published in numerous theoretical and practical journals, including *Reading Research Quarterly*, *Cognition and Instruction*, *Elementary School Journal*, *Journal of Adolescent and Adult Literacy*, *Language Arts*, *Theory into Practice*, and *The Reading Teacher*. Prior to his employment at Emory University and then the University of Maryland, Afflerbach served as a Chapter 1 remedial reading teacher, reading and writing teacher in middle school, and high school English teacher.

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Gina Cervetti, *University of Michigan*

Gina N. Cervetti is an associate professor of Educational Studies at University of Michigan. Dr. Cervetti's research focuses on early literacy development and instruction, particularly the roles of language and world knowledge in reading comprehension. She is currently serving as a member of LRA's Board of Directors. She served as a member of the Development Panel and Visioning Panel for the NAEP 2026 Reading Framework.



Kathleen Hinchman, *Syracuse University*

Kathleen A. Hinchman is Professor Emerita in Reading and Language Arts Education in the School of Education at Syracuse University. Her scholarship includes numerous grants, articles, and books with a focus on teachers' and youth's perspectives toward literacy instruction and assessment. She has served as a co-editor of several peer-reviewed publications and as a Board Member and President of several professional organizations, including the Literacy Research Association.

SPECIAL INVITED SESSION WITH THE NATIONAL ACADEMY OF EDUCATION

Presenters: Carol Lee, Gwendolyn McMillon, David B. Yaden, Jr., Doris Walker-Dalhouse, Patriann Smith and Cynthia Brock

Thursday, December 2, 2021, 3:00 p.m. - 4:30 p.m.

Friday, December 3, 2021, 3:00 p.m. - 4:30 p.m.

Title: *NAEd/LRA Civic Reasoning and Discourse*

Abstract:

This session provides an opportunity for LRA members to learn about the NAEd Civic Reasoning and Discourse project. LRA members are invited to engage in discussions surrounding the potential collaborations between NAEd & LRA regarding the development and dissemination of one or more of the following practitioner briefs: (a) discipline-specific practitioner documents with practical illustrations of learning principles through real-world examples in each discipline (i.e., identified topics include history & social studies, literacy, digital literacy, mathematics, and science); (b) policy sub-committee that focuses on policy implications (and NAEP); (c) development of a brief representing positions across organizations in response to attacks on educators, schools, and districts over highly contested topics; and (d) cross-disciplinary development of a document on a specific topic such as COVID or climate change to illustrate how each discipline can contribute to student learning with practical illustration of lessons and as professional development materials for teachers.



Carol Lee,
Northwestern University



Gwendolyn McMillon,
Oakland University



David B. Yaden, Jr.,
University of Arizona



Doris Walker-Dalhouse,
Marquette University



Patriann Smith,
University of South Florida



Cynthia Brock,
University of Wyoming

2021 AREA CO-CHAIRS

Program Chairs

Conference Chair, **David B. Yaden, Jr.** – *University of Arizona*

Associate Conference Chair, **Doris Walker-Dalhouse** – *Marquette University*

Area 1: Preservice Teacher Education in Literacy

- **Jason Moore** – *Oakland University* – jasonmoore@oakland.edu
- **Frank Serafini** – *Arizona State University* – serafini@asu.edu
- **Michelle Kwok** – *Texas A&M University* – michkwok@tamu.edu
- **Crystal Wise** – *University of Illinois at Chicago* – cnwise@uic.edu
- **Kristine Schutz** – *UIC College of Education* – kschutz@uic.edu

Area 2: In-Service Teacher Education/Professional Development in Literacy

- **Vicky McQuitty** – *Towson University* – vmcquitty@towson.edu
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- **Pelusa Orellana** – *Universidad de los Andes* – porellan@uandes.cl
- **Kristin Gehsmann** – *Virginia Tech* – kgehsmann@vt.edu

Area 3: Literacy Instruction and Literacy Learning

- **Zhihui Fang** – *University of Florida* – zfang@coe.ufl.edu
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Area 4: Literacy Assessment, Evaluation, and Public Policy

- **Kelly Puzio** – *Washington State University* – kelly.puzio@wsu.edu
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- **Samuel Tanner** – *Penn State University* – sjt20@psu.edu
- **John Strong** – *University at Buffalo* – jstrong3@buffalo.edu

Area 5: Early and Elementary Literacy Processes

- **Sonia Cabell** – *Florida State University* – scabell@fsu.edu
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- **Rebecca Norman** – *Mount St. Mary's College* – rebecca.norman@msmc.edu
- **Kathryn Roberts** – *Wayne State University* – eo9096@wayne.edu
- **Anne Marie Alberton Gunn** – *University of South Florida* – gunn@usf.edu

Area 6: Adolescent, College and Adult Literacy Processes

- **Phillip Wilder** – *Clemson University* – pwilder@clemson.edu
- **Saba Vlach** – *University of Iowa* – saba-vlach@uiowa.edu
- **Jennifer Theriault** – *Northern Illinois University* – jtheriault@niu.edu

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2021 AREA CO-CHAIRS

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

- Huili Hong – *Towson University* – hiliary0504@gmail.com
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Area 9: Text Analysis/Children's Young Adult, and Adult Literature

- Mark Lewis – *James Madison University* – lewis6ma@jmu.edu
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Area 10: Literacy Technology and Media

- Beth Beschorner – *Minnesota State University-Manakato* – elizabeth.beschorner@mnsu.edu
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Area 11: Research Theory, Methods, and Practices

- Jamie Colwell – *Old Dominion University* – jcolwell@odu.edu
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- Lucy Spence – *University of South Carolina* – lucyspence@sc.edu
- Amelie Lemieux – *Mount Saint Vincent University* – amelie@lemieux@msvu.ca

Area 12: International Research on Literacy, Teaching and Learning

- Claudia Finkbeiner – *University of Kassel-Germany* – cfink@uni-kassel.de
- Jiening Ruan – *University of Oklahoma* – jruan@ou.edu
- Zaline Roy-Campbell – *Syracuse University* – zmroycam@syr.edu

Area 13: Study Groups

- Aaron Johnson – *Farmington Public Schools* – amdj9265@gmail.com
- Rebecca Woodard – *University of Illinois-Chicago* – beccawoodard@yahoo.com

Area 14: Other topics

- Bridget Dalton – *University of Colorado* – bridget.dalton@colorado.edu
- Kisha Bryan – *Tennessee State University* – kbryan@tnstate.edu

STUDY GROUP ORGANIZERS

Adult Literacy Study Group: A Wide Angle View of Adult, Family, & Community Literacy Spaces

Leah Katherine Saal, *Loyola University Maryland*

Approaches to Discourse Analysis Study Group

Laura A. Taylor, *Rhodes College*

Approaches to Studying Graphic Novels

Dani Perrine Kachorsky, *Texas A&M University - Corpus Christi*

Authoring as Multimodal Practice Study Group

Melanie Reaves, *Montana State University Billings*

Children's and Young Adult Literature

Amy Burke, *Texas Woman's University*

Culturally Sustaining Literacy Pedagogy Study Group

Doris Walker-Dalhouse, *Marquette University*, and

Susan Cantrell, *University of Kentucky*

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

Design-Based Experiments in Literacy Research

Ryan Patrick McCarty, *National Louis University*

Doctoral Student ICG Study Group Session: Sustaining

Critical Research: Collaborations, Communities, & Theory-building

Scott Storm, *New York University*

Dyslexia and the Science of Reading: What counts as evidence?

Dixie D. Massey, *Seattle Pacific University*

History of Literacy ICG Study Group

Norman A. Stahl, *Northern Illinois University*

If I Knew Then What I Know Now...The Road to Tenure

Tran Nguyen Templeton, *University of North Texas*

Improvisational Performance as Affective Pedagogy

Gail M. Boldt, *Pennsylvania State University*

International Research from a Wide Angled View:

Language Awareness and Cultural Awareness

Claudia Hilde Finkbeiner, *University of Kassel*

Literacy Lab/Reading Clinic Study Group

Cheryl Dozier, *University of Albany*

Postsecondary Literacy Study Group: Honoring and Encouraging Multiple Voices and Perspectives

Meagan Hoff, *Collin College*

Professional Development on Writing: Challenges and Opportunities Across Spaces and Grade Levels with Drs. Zoi Philippakos, Emily Howell, Charles MacArthur, and the Postsecondary Literacy Group

Zoi A. Traga Philippakos, *University of Tennessee*

Publicly Engaged Literacy Scholars Consider How We Shift Hierarchies to Reconfigure How Research is Done

Carolyn Colvin, *University of Iowa*

Resisting Linguistic Hegemonic Practices: Centering Black and Indigenous Language as Contrapuntal

Matthew R. Deroo, *University of Miami*

Science Literacies, Sustainability, and Climate Justice

Jill Castek, *University of Arizona*, and

Kristine Schutz, *University of Illinois at Chicago*

Teacher Education Research Study Group (TERSG)

Courtney H. Shimek, *West Virginia University*

Trauma, Educational Theory, & Literacy Studies

Tracey Pyscher, *Western Washington University*

Widening the Angles of Literacy Research by Thinking Theories Through One Another: Post Philosophies and Theories Study Group

Karen Spector, *University of Alabama*

Word Study: Phonics, Vocabulary, and Spelling

Donald Robert Bear, *Iowa State University*, and

Annie C. Ittner, *Western Oregon University*

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Adult Literacy Study Group: A Wide Angle View of Adult, Family, & Community Literacy Spaces

Session Organizer:

Leah Katherine Saal, *Loyola University Maryland*

Chair:

Carmela Romano Gillette, *University of Michigan*

Presenters:

- Jill Castek, *University of Arizona*
- Leah Katherine Saal, *Loyola University Maryland*
- Tisha Lewis Ellison, *University of Georgia*
- Silvia Nogueron Liu, *University of Colorado-Boulder*
- Amy Pickard, *Indiana University School of Education*
- Melody Zoch, *University of North Carolina at Greensboro*
- Erik Jacobson, *Montclair State University*

Abstract: The Adult Literacy Study Group develops and supports diverse collaborations among scholars and raises awareness of the acute need for adult literacy research. Each day, a group of scholars across the career trajectory will guide the day's conversation collaboration around the past, present, and future of adult, family, and community literacy with a wide angle view of spaces including:

Wednesday: Policy

Thursday: Family Literacy

Friday: Digital Literacy & Learning

Approaches to Discourse Analysis Study Group

Session Organizers:

Laura A. Taylor, *Rhodes College*

Amy Vetter, *University of North Carolina Greensboro*

Chair:

Amy Vetter, *University of North Carolina Greensboro*

Presenters:

- Rebecca Rogers, *University of Missouri – St. Louis*
- Danny Martinez, *University of California - Davis*

Abstract: The Approaches to Discourse Analysis (DA) study group is a longstanding study group providing attendees with an opportunity to develop their understandings and use of discourse analysis as a methodology, as well as providing a space for new and ongoing scholarly collaborations. The first two study group meetings will feature experienced discourse analysts sharing their approaches to research, while the third day will allow attendees to build future collaborations.

Approaches to Studying Graphic Novels

Session Organizer:

Dani Perrine Kachorsky, *Texas A&M University – Corpus Christi*

Chair:

Stergios Botzakis, *University of Tennessee, Knoxville*

Presenters:

- Stergios Botzakis, *University of Tennessee, Knoxville*
- Dani Perrine Kachorsky, *Texas A&M University – Corpus Christi*
- Jason D. DeHart, *Appalachian State University*

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Abstract: This study group's purpose is to share empirical research that flesh out theoretical and methodological approaches of texts that combine words with images, with the ultimate goal of supporting researchers/educators of all experience levels in developing work on graphic novels in literacy education. We will also be discussing representations of race, class, language, culture, (dis)ability, and gender/sex/uality in graphic novels and comics, features that make them appeal to a wide variety of readers.

Authoring as Multimodal Practice Study Group

Session Organizer:

Melanie Reaves, *Montana State University Billings*

Chair:

Melanie Reaves, *Montana State University Billings*

Presenters:

- **Cassie J. Brownell**, *University of Toronto-OISE*
- **John M. Wargo**, *Boston University*

Abstract: Study group goal: sustain dialogues/ collaborative research about authoring as multimodal practice. 2021 sessions include:

Day 1: Cassie J. Brownell and Jon M. Wargo will facilitate our thinking around Developing “Sound” Methods: Provocations for Multimodal Authoring & Forming Research Groups

Day 2: Designing Scholarly Projects and Discussing Research and Theory Connected to Authoring as Multimodal Practice

Day 3: Designing Scholarly Projects and Discussing Research and Theory Connected to Authoring as Multimodal Practice

Children's and Young Adult Literature

Session Organizer:

Amy Burke, *Texas Woman's University*

Chair:

Aimee Hendrix-Soto, *Texas Woman's University*

Presenter:

- **Saba Vlach**, *The University of Iowa*
- **Amy Burke**, *Texas Woman's University*
- **Aimee Hendrix-Soto**, *Texas Woman's University*

Abstract: This study group will focus on the application of theory to understand youth texts and the reciprocal use of youth texts as a lens for understanding literacy theories. We aim to further understanding of youth texts as a part of everyday reading lives and classroom pedagogies, as meaning-making tools including critical understandings of the world, and as material and productive artifacts. This work is situated various within theories of literacy including sociocultural, critical, and posthumanist.

Culturally Sustaining Literacy Pedagogy Study Group

Session Organizer:

Doris Walker-Dalhouse, *Marquette University*

Susan Cantrell, *University of Kentucky*

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

Chair:

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

Presenters:

- **Laurie M. Rabinowitz**, *Bank Street College of Education*
- **Kate Augustus**, *Bank Street School of Education*
- **Kelly K. Wissman**, *University at Albany-SUNY*
- **AnnMarie Alberton Gunn**, *University of South Florida*
- **Susan V. Bennett**, *University of South Florida*

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Abstract: This study group examines culturally sustaining pedagogy (CSP) in literacy classrooms, communities, and teacher education programs. Study group organizers meet with Presenters and Participants to explore CSP and its outcomes for students, families, and those studying to be teachers. This group is invested in supporting scholarship in CSP and currently is working on a book project. Newcomers are welcome.

Design-Based Experiments in Literacy Research

Session Organizers:

Ryan Patrick McCarty, *National Louis University*

Chair:

Ryan Patrick McCarty, *National Louis University*

Presenters:

- **Emily Smothers Howell**, *Clemson University*
- **Kelly Tracy**, *Western Carolina University*
- **Jacquelynn A. Malloy**, *Clemson University*
- **James V. Hoffman**, *University of North Texas*
- **Melissa Wetzel**, *The University of Texas at Austin*
- **Beth Maloch**, *The University of Texas at Austin*

Abstract: The Formative and Design-Based Experiments in Literacy Research Study Group provides an essential forum for researchers to share expertise and discuss issues faced when conducting design-based research (DBR) and formative experiments. Though DBR has gained in influence, it is not universally understood by editorial boards, publishers, or grant officers. This year's study group, *Dilemmas in Writing Up and Disseminating Design-Based Research*, will share practical tips and insights from leading researchers about successfully publishing DBR.

Doctoral Student ICG Study Group Session: Sustaining Critical Research: Collaborations, Communities, & Theory-building

Session Organizer:

Scott Storm, *New York University*

Chair:

Tairan Qiu, *The University of Georgia*

Alex Corbitt, *Boston College*

Marisa Saris Segel, *Boston College*

Presenters:

- **Antero Garcia**, *Stanford University*
- **Nicole Mirra**, *Rutgers University*
- **Yolanda Sealey-Ruiz**, *Teachers College, Columbia University*
- **Detra Price-Dennis**, *Teachers College, Columbia University*
- **Tracey Terece Flores**, *University of Texas at Austin*
- **Alice Y. Lee**, *University of California, Riverside*
- **Justin A. Coles**, *Fordham University*
- **Angie Zapata**, *University of Missouri*
- **Latrise Johnson**, *NWD*
- **Michiko Hikida**, *The Ohio State University*
- **David Bwire**, *TCNJ*
- **Ramon Antonio Martinez**, *Stanford University*

Abstract: The process of engaging in and sustaining humanizing and justice-driven research over a career trajectory can feel oblique to doctoral students and seasoned researchers alike. Thus, the 2021 Doctoral Student ICG Study Group assembles a coalition of scholars to offer a behind-the-scenes look at "Sustaining Critical Research." The Study Group explores how to build professional collaborations of co-conspirators, serve communities through sustained engagement, and build critical theories to advance our field.

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Dyslexia and the Science of Reading: What counts as evidence?

Session Organizer:

Dixie Massey, *Seattle Pacific University*

Chairs:

Dixie Massey, *Seattle Pacific University*

Margaret Vaughn, *Washington State University*

Presenters:

- Rachael Gabriel, *University of Connecticut*
- George G. Hruby, *University of Kentucky*
- Kathryn Stahl, *New York University*

Abstract: The topic of dyslexia within the larger science of reading emphasis continues to dominate legislative policy, academic journals and contexts, teacher preparation programs, and mainstream media. Our goal is to continue the conversations that were generated in last year's study group, as well as inform participants of the impact of Science of Reading on pedagogy and children and plan thoughtful responses for purposes of instruction and policy.

History of Literacy ICG Study Group

Session Organizer:

Norman A. Stahl, *Northern Illinois University*

Chair:

James Robert King, *University of South Florida*

Discussant:

Salem Metzger, *UNC Greensboro*

Presenters:

- Dixie D. Massey, *Seattle Pacific University*
- Samuel DeJulio, *University of Texas at San Antonio*

Abstract: Across the three days each session will consist of a short presentation by a veteran historian (mentor) followed by a breakout where each mentee new to the historical arena will receive direct mentorship focused on a potential scholarly product. Mentees with similar interests will be teamed together. Mentoring will continue after the sessions into the months ahead with the desire to prepare a product for the 2022 conference.

If I Knew Then What I Know Now... The Road to Tenure

Session Organizer:

Tran Nguyen Templeton, *University of North Texas*

Chairs:

Erin Quast, *Illinois State University*

Tran Nguyen Templeton, *University of North Texas*

Discussants:

Idalia Nunez, *University of Illinois Urbana-Champaign*

Seth Parsons, *George Mason University*

Lina Trigos-Carrillo, *Universidad de la Sabana*

Jon M. Wargo, *Boston College*

Presenters:

- Janice F. Almasi, *University of Kentucky*
- Ana Christina da Silva Iddings, *Vanderbilt University*
- Gay Ivey, *University of North Carolina-Greensboro*
- Ruth McKoy Lowery, *University of North Texas*
- Sandra Lucia Osorio, *Illinois State University*
- Jennifer D. Turner, *University of Maryland*
- Phillip Wilder, *Clemson University*
- Rebecca Woodard, *University of Illinois at Chicago*
- Haeny Yoon, *Teachers College, Columbia University*

Abstract: This study group, sponsored by LRA's Research Committee, is designed to support doctoral students' and emerging scholars' transition into the academy and the literacy research community. Seasoned literacy scholars, at different points in

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

their careers and representing a diversity of research perspectives, will share personal narratives and insights about their professional and academic trajectories. Conversations will focus on how scholars have navigated the job market, midterm reviews, and the tenure process.

Improvisational Performance as Affective Pedagogy

Session Organizer:

Gail M. Boldt, *Pennsylvania State University*

Chair:

Samuel Jaye Tanner, *Penn State University*

Presenters:

- **Samuel Jaye Tanner**, *Penn State University*
- **Gail M. Boldt**, *Pennsylvania State University*
- **Laura Carter-Stone**, *Vanderbilt University*
- **Kevin Michael Leander**, *Vanderbilt University*

Abstract: Viewing the performance of theatrical improvisation as a powerful tool for expanding the stories that find space in the classroom as we seek pathways toward greater justice and inclusivity, this Study Group will engage participants in doing improv led by four trained improvisers who are also literacy researchers. Improv rounds will be followed by reflection and critical analysis with the audience, with special attention to affective movements and intensities.

International Research from a Wide Angled View: Language Awareness and Cultural Awareness

Session Organizer:

Claudia Finkbeiner, *University of Kassel*

Chair:

Claudia Finkbeiner, *University of Kassel*

Discussants:

Zaline Roy-Campbell, *Syracuse University*

Desiree Maria Pallais, *The University of Texas at Austin*

Chinwe H. Ikpeze, *St. John Fisher College*

Presenters:

- **Rahat Zaidi**, *University of Calgary*
- **Sofia Esmann**, *University College Absalon*
- **Maria Sussex**, *Kassel University*
- **Bettina Buch**, *College Absalon*

Abstract: In 2021 the International Research on Literacy Teaching and Teacher Education Study Group will present projects which give space to wide-angled views, underline the importance of listening to untold stories, and include the complexity of experiences of indigeneous narrators. Our goal is to promote literacy worldwide based on research and focus on the role of cultural awareness, language awareness and indigenous literacies in teacher education internationally.

Literacy Lab/Reading Clinic Study Group

Session Organizer:

Cheryl Dozier, *University at Albany*

Chair:

Theresa Deeney, *University of Rhode Island*

Abstract: The Literacy Lab/Reading Clinic study group is a longstanding study group for attendees interested in working together to explore the impact of lab/clinic experiences for teachers, learners, and families. Our labs/clinics focus on equity and access for all. During sessions, attendees will share questions and issues, examine models of clinical teacher preparation, and develop collaborative research to strengthen clinical teacher preparation experiences.

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Postsecondary Literacy Study Group: Honoring and Encouraging Multiple Voices and Perspectives

Session Organizer:

Meagan Hoff, *Collin University*

Chair:

Jennifer Theriault, *University of Findlay*

Abstract: The field of postsecondary literacy requires and deserves wide-angled, alternative, and overlooked perspectives. This study group provides three days of guided conversations and collaborations to honor the complexities of the multiple, intersectional identities of students, faculty, and researchers. Sessions will include a panel of doctoral students presenting current research, a guided facilitation of future research collaborations, and a joint session with members from the Reading and Writing Connections study group.

Professional Development on Writing: Challenges and Opportunities Across Spaces and Grade Levels with Drs. Zoi Philippakos, Emily Howell, Charles MacArthur, and the Postsecondary Literacy Group

Session Organizer:

Zoi A. Traga Philippakos, *University of Tennessee*

Chair:

Zoi A. Traga Philippakos, *University of Tennessee*

Presenters:

- Zoi A. Traga Philippakos, *University of Tennessee*
- Emily Smothers Howell, *Clemson University*
- Charles MacArthur, *University of Delaware*

Abstract: The COVID-19 pandemic affected schooling and learning in ways we have yet to determine. Considering teachers' and students' transition to online writing instruction, and that teachers' report being ill-prepared to teach writing, a focus on writing PD is timely and necessary. The purpose of the group is to examine PD on evidence-based practices and discuss online PD applications that can support teachers' knowledge and instruction across K to 12 grades and in postsecondary settings.

Publicly Engaged Literacy Scholars Consider How We Shift Hierarchies to Reconfigure How Research is Done

Session Organizer:

Carolyn Colvin, *University of Iowa*

Chair:

Carolyn Colvin, *University of Iowa*

Presenters:

- Carmen Liliana Medina, *Indiana University*
- Kate E. Kedley, *Rowan University*
- Alexandra Panos, *University of South Florida*
- Carolyn Colvin, *University of Iowa*
- Christy Wessel-Powell, *Purdue University*
- Rae Leah Oviatt, *Eastern Mochigan University*

Abstract: We explore the work of Indigenous scholars/researchers who focus on decolonization and decolonizing forms of power in Western research traditions and welcome new knowledges that question and shift traditions of Western "avant guard" intellectualism into community-engaged 'rear-guard' public intellectuals (Santos, 2006). We consider how and why to recenter voices traditionally marginalized in research processes by examining what it means to, and what is lost, when we "listen," "participate," in decolonizing publicly engaged literacy scholarship.

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Resisting Linguistic Hegemonic Practices: Centering Black and Indigenous Language as Contrapuntal

Session Organizer:

Matthew R. Deroo, *University of Miami*

Chair:

Samuel Sherman David, *University of Minnesota*

Presenters:

- Matthew R. Deroo, *University of Miami*
- Patriann Smith, *University of South Florida*

Abstract: The Multilingual and Transnational ICG's study sessions will build with scholars who are disrupting long held assumptions regarding "standard English" intricately connected to notions of whiteness and white supremacy. Specifically, we seek to foster sustained learning for two focal Areas: Black Englishes and Indigenous languages. Attendees will learn with and from Drs. Frances Kvietok Dueñas and Patriann Smith as we collectively work to decenter hegemonic language ideologies connected to whiteness.

Science Literacies, Sustainability, and Climate Justice

Session Organizers:

Jill Castek, *University of Arizona*

Kristine Schutz, *University of Illinois at Chicago*

Chairs:

Rebecca Woodard, *University of Illinois at Chicago*

Richard Beach, *University of Minnesota*

Presenters:

- James Damico, *Indiana University*
- Alexandra Panos, *University of South Florida*
- Eli Tucker-Raymond, *Boston University*
- Maria Olivares, *Boston University*

Abstract: This study group will discuss science literacies, sustainability, and climate justice in varied

contexts, including teacher education, out of school sites (e.g., youth-serving organizations, libraries, makerspaces, and in schools).

Teacher Education Research Study Group (TERSG)

Session Organizer:

Courtney Shimek, *West Virginia University*

Chairs:

Ann Van Wig, *Eastern Washington University*

Abstract: Since 1991, TERSG has brought together teacher educators/researchers in a professional learning community to consider the preparation of excellent literacy teachers. TERSG has three primary purposes: To provide a forum for the exchange of information and ideas for teacher educators, to support individual and collaborative research efforts towards scholarship, and to challenge our own conceptions and beliefs as they relate to literacy teaching and learning.

Trauma, Educational Theory, & Literacy Studies

Session Organizer:

Tracey Pyscher, *Western Washington University*

Discussant:

Anne Crampton, *Western Washington University*

Abstract: Trauma is having a moment. Researchers in and outside of literacy have exposed the capacity of systemic, intellectual, and popular discourses that contribute to reproducing the inequities in relation to theorizing trauma. The second year of this study group will continue to make connections with LRA members interested in critical perspectives related to trauma and literacy/learning contexts. Members have opportunities to discuss their related work with other colleagues so to think better together.

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Widening the Angles of Literacy Research by Thinking Theories Through One Another: Post Philosophies and Theories Study Group

Session Organizer:

Karen Spector, *University of Alabama*

Chairs:

Jaye Johnson Thiel, *University of Alabama*

Bessie Dernikos, *Florida Atlantic University*

Kim Lenters, *University of Calgary*

Karen Spector, *University of Alabama*

Elizabeth Anne Murray, *Baylor University*

Towani Mahalia Duchscher, *University of Calgary*

Presenters:

- Latrise Johnson, *NWD*
- Mitzi Lewison, *Indiana University*
- Hilary Janks, *Private*
- Maria Paula Ghiso, *Teachers College, Columbia University*
- Gerald Campano, *University of Pennsylvania*
- Asilia Franklin-Phipps, *SUNY New Paltz*
- Cati de los Rios, *Berkeley*

Abstract: Formerly the Posthumanisms/Feminist New Materialisms Study Group, we changed names, signaling our commitment to diverse critical philosophies and theories. This year, we focus on what is produced when we collectively push the boundaries of knowing/becoming/doing literacies in a post-world. We invited scholars from critical perspectives to think together about the difficult issues that continue to affect our shared world. Each day, scholars will discuss a literacy event using key concepts that cut across traditions.

Word Study: Phonics, Vocabulary, and Spelling

Session Organizers:

Donald Robert Bear, *Iowa State University*

Annie C. Ittner, *Western Oregon University*

Chair:

Amy Frederick, *University of Wisconsin - River Falls*

Abstract: We explore topics related to research in word study, phonics, and vocabulary. We will discuss current studies from three researchers in these Areas and support innovative research through collaborative discussions.

LITERACY RESEARCH: THEORY, METHOD, AND PRACTICE, VOL. 71

Call for Manuscripts

Editors of the 71st volume of *Literacy Research: Theory, Method, and Practice (LR: TMP)* are accepting manuscripts presented at the 2021 Annual Meeting for consideration for publication. Manuscripts must be prepared according to the style guide, submitted electronically, and received by 11:59 pm Pacific Standard Time. The [style guide](#) can also be found on the [LR: TMP page](#) of the Literacy Research Association website. For any questions, please email the editors at LRTMP@ua.edu.

MANUSCRIPTS DUE: Monday, February 14, 2022

Submit manuscripts to Scholar One at <https://mc.manuscriptcentral.com/lrtmp>.

Call for Reviewers

Reviewers are needed! *Literacy Research: Theory, Method, and Practice (LR: TMP)* is a peer-reviewed publication that reports on contemporary research and theory in literacy and literacy education. Each year we invite professors and doctoral students to serve as reviewers. Your involvement is important. To review, please create or update your account on ScholarOne (<https://mc.manuscriptcentral.com/lrtmp>) and email verification to LRTMP@ua.edu.

Thank you!

**To find out more about this publication and
access the current issues, access the [SAGE Website](#).**

EVENTS AT A GLANCE

Time (Eastern)	Event	Room
MONDAY, NOVEMBER 29, 2021		
7:00 p.m. – 8:30 p.m.	STAR Welcome Dinner (Closed)	Offsite Location
TUESDAY, NOVEMBER 30, 2021		
8:00 a.m. – 9:00 a.m.	STAR Breakfast	Chastain F
8:00 a.m. – 10:00 a.m.	Executive Committee Meeting & working Breakfast	Chastain D & E
9:00 a.m. – 12:30 p.m.	STAR Writing Retreat	Chastain F
9:00 a.m. – 7:00 p.m.	Silent Auction & Posters	The Overlook
10:30 a.m. – 12:30 p.m.	Board of Directors Training	Chastain D & E
12:30 p.m. – 1:15 p.m.	Joint BOD & STAR Lunch	Chastain G
1:30 p.m. – 5:00 p.m.	Board of Directors Meeting	Chastain D & E
3:00 p.m. – 8:00 p.m.	Registration Open	Peachtree Terrace
5:30 p.m. – 6:30 p.m.	Newcomer Welcome Reception – hosted by Field Council	Chastain 1 & 2
6:15 p.m. – 8:00 p.m.	STAR Dinner	Offsite Location
9:00 p.m. – 11:00 p.m.	Vital Issues	Bar 210

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EVENTS AT A GLANCE

Time (Eastern)	Event	Room
WEDNESDAY, DECEMBER 1, 2021		
7:00 a.m. – 5:00 p.m.	Registration	Peachtree Terrace
7:15 a.m. – 8:15 a.m.	Concurrent ICG Sessions	
7:15 a.m. – 8:15 a.m.	Sara Bruce McGraw Doctoral Student Networking Session	Chastain F
8:00 a.m. – 5:00 p.m.	Silent Book Auction	The Overlook
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	
8:30 a.m. – 10:00 a.m.	Gender & Sexualities Standing Committee Mentorship Program Meeting .. Mentoring Program (<i>open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities</i>)	Augusta 1
8:30 a.m. – 10:00 a.m.	Roundtable Session 1	Chastain F
10:15 a.m. – 11:45 a.m.	Concurrent Sessions	
12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	BIPOC Luncheon (Open to scholars who identify as BIPOC)	Chastain F
12:00 p.m. – 1:00 p.m.	STAR Luncheon (Closed Event).....	Chastain G
1:15 p.m. – 2:45 p.m.	STAR Mentoring Session (Closed Event)	Chastain G
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	
1:15 p.m. – 2:45 p.m.	Roundtable Session 2	Chastain F
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	
3:00 p.m. – 4:30 p.m.	Roundtable Session 3	Chastain F
4:45 p.m. – 6:00 p.m.	Presidential Address	Peachtree Ballroom
6:00 p.m. – 7:30 p.m.	President’s Reception	Whitehall
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Bar 210

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EVENTS AT A GLANCE

Time (Eastern)	Event	Room
THURSDAY, DECEMBER 2, 2021		
7:00 a.m. – 5:00 p.m.	Registration	Peachtree Terrace
7:00 a.m. – 8:30 a.m.	Thursday Poster Presenter Set-Up	
7:00 a.m. – 8:30 a.m.	Reading Hall of Fame Breakfast and Induction Ceremony	Chastain F
7:15 a.m. – 8:15 a.m.	Concurrent Standing Committees Sessions	
8:00 a.m. – 5:00 p.m.	Silent Book Auction	The Overlook
8:30 a.m. – 10:00 a.m.	Reading Hall of Fame Inaugural Addresses	Chastain F
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	
8:30 a.m. – 10:00 a.m.	Roundtable Session 4	Chastain G
8:30 a.m. – 10:00 a.m.	Poster Session 1	The Overlook
10:15 a.m. – 11:45 a.m.	Oscar S. Causey Award Session	Peachtree Ballroom
12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	ERM Brown Bag Session: Mentoring for Publications on Community Engagement in Literacy	Chastain F (rounds)
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	
1:15 p.m. – 2:45 p.m.	Roundtable Session 5	Chastain F
1:15 p.m. – 2:45 p.m.	STAR Peer Mentoring Session (Closed Event)	Chastain G
3:00 p.m. – 4:30 p.m.	Reading Hall of Fame Mentoring Session	Chastain F
3:00 p.m. – 4:30 p.m.	NAEd/LRA Civic Reasoning and Discourse	Augusta A
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	
4:45 p.m. – 6:00 p.m.	Distinguished Scholar Lifetime Achievement Award Address	Peachtree Ballroom
6:00 p.m. – 7:30 p.m.	Thursday Poster Presenter Tear-Down	
6:15 p.m. – 7:00 p.m.	Town Hall Meeting	Chastain FGH
7:30 p.m. – 9:00 p.m.	ERM/STAR Reception	Augusta B
9:00 p.m. – 11:00 p.m.	Betsy's Vital Issues	Bar 210

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EVENTS AT A GLANCE

Time (Eastern)	Event	Room
FRIDAY, DECEMBER 3, 2021		
7:00 a.m. – 5:00 p.m.	Registration	Peachtree Terrace
7:00 a.m. – 8:30 a.m.	Friday Poster Presenter Set-Up	
7:15 a.m. – 8:15 a.m.	Concurrent Sessions – Award Committees	
7:15 a.m. – 8:15 a.m.	Journal of Literacy Research and LR:TMP Breakfast	Chastain F
7:15 a.m. – 7:45 a.m.	Doctoral Student ICG Proposal Mentoring Project Breakfast	Chastain G
7:45 a.m. – 8:15 a.m.	Doctoral Student ICG Business Meeting	Chastain G
8:00 a.m. – 1:00 p.m.	Silent Book Auction	The Overlook
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	
8:30 a.m. – 10:00 a.m.	Roundtable Session 6	Chastain F
8:30 a.m. – 10:00 a.m.	Poster Session 2	The Overlook
10:15 a.m. – 11:45 a.m.	Friday AM Plenary Talk	Peachtree Ballroom
12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	Past President’s Luncheon (Invitation Only)	Chastain F
12:00 p.m. – 1:00 p.m.	ERM and Gender & Sexuality Intersectionality Brown Bag Discussion	Chastain G
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	
1:15 p.m. – 2:45 p.m.	Roundtable Session 7	Chastain F

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EVENTS AT A GLANCE

Time (Eastern)	Event	Room
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FRIDAY, DECEMBER 3, 2021 CONTINUED

1:15 p.m. – 2:45 p.m.	STAR Fellows Research Showcase.....	Chastain E
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	
3:00 p.m. – 4:30 p.m.	Roundtable Session 8.....	Chastain F
3:00 p.m. – 4:30 p.m.	NAEd/LRA Civic Reasoning and Discourse	Augusta A
4:00 p.m. – 7:00 p.m.	Purchase Silent Auction Books	Peachtree Terrace
4:45 p.m. – 6:00 p.m.	Friday Plenary	Peachtree Ballroom
6:00 p.m. – 6:45 p.m.	Annual Business Meeting.....	Peachtree Ballroom
6:00 p.m. – 7:30 p.m.	Friday Poster Presenter Tear-Down	
7:00 p.m. – 8:30 p.m.	Doctoral Students ICG Happy Hour	Chastain F
7:00 p.m. – 9:00 p.m.	STAR Reception (Closed Event)	Augusta B
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Bar 210

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EVENTS AT A GLANCE

Time (Eastern)	Event	Room
SATURDAY, DECEMBER 4, 2021		
7:00 a.m. – 8:30 a.m.	Area Chairs' Breakfast	Chastain F
7:00 a.m. – 8:30 a.m.	STAR Fellow and Mentors Breakfast (Closed Event)	Chastain G
7:00 a.m. – 12:00 p.m.	Registration	Peachtree Terrace
7:00 a.m. – 11:00 a.m.	Purchase Silent Auction Books	Peachtree Terrace
8:45 a.m. – 10:15 a.m.	Concurrent Sessions	
8:45 a.m. – 10:15 a.m.	STAR Program Cross-Cohort Research Showcase (Closed Event)	Chastain G
8:45 a.m. – 10:15 a.m.	Catch the Vision Leadership Summit	Chastain E
10:30 a.m. – 12:00 p.m.	Integrative Research Review Panel	Peachtree Ballroom
12:15 p.m. – 1:00 p.m.	Executive Committee and Board of Directors Lunch	Chastain G
1:00 p.m. – 1:45 p.m.	Executive Committee Meeting	Chastain D&E
2:00 p.m. – 6:00 p.m.	Board of Directors Meeting	Chastain D&E



**LITERACY
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FUTURE LRA CONFERENCE LOCATION

NOVEMBER 29 - DECEMBER 3, 2022

Arizona Grande Resort & Spa

8000 Arizona Grand Pkwy

Phoenix, AZ 85044



DECEMBER 1-4, 2021 Atlanta, GA

**Widening the Angles
of Literacy Research:
*Honoring Untold Stories
Using Contrapuntal Approaches***

Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.



Art: *Contrapuntal Timbre* by Lon W. Chaffin
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Tuesday • November 30, 2021

71ST ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

December 1 – December 4, 2021

Connect with us! #LRA2020



SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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.

Executive Committee Meeting & Working Breakfast
LRA Annual Conference Special Event

8:00 a.m. – 10:00 a.m. – Special Event

Westin Peachtree Hotel: Chastain D

Officers:

- **Gwendolyn Thompson McMillon**, *Oakland University*
- **David B. Yaden, Jr.**, *University of Arizona*
- **Doris Walker-Dalhouse**, *Marquette University*
- **Elizabeth (Betsy) A. Baker**, *University of Missouri*
- **Cassie J. Brownell**, *University of Toronto-OISE*
- **Marla Mallette**, *Binghamton University*
- **Rachel Salas**, *University of Nevada Reno*

S.T.A.R. Breakfast
LRA Annual Conference Special Event

8:00 to 9:00 am

Westin Peachtree Hotel: Chastain F (rounds)

Chair:

Mileidis Gort, *University of Colorado Boulder, School of Education*

Participants:

- **Patricia Abril-Gonzalez**, *The University of Texas at Austin*
- **Carmen Liliana Medina**, *Indiana University*
- **Earl Aguilera**, *California State University, Fresno*
- **P. Zitlali Morales**, *University of Illinois Chicago*
- **Idalia Nunez**, *University of Illinois Urbana-Champaign*
- **Carmen M. Martínez-Roldán**, *Teachers College*
- **Rebecca Linares**, *University of Colorado Boulder*
- **Patricia Baquedano-López**, *UC Berkeley*
- **Bianca Julvette Nightengale-Lee**, *Florida Atlantic University*
- **Latrise Johnson**, *NWD*
- **Tiffany Nyachae**, *The Pennsylvania State University*

- **Jennifer D. Turner**, *University of Maryland*
- **Alicia Rusoja**, *Saint Mary's College of California*
- **Danny C. Martinez**, *University of California, Davis*
- **Tran Nguyen Templeton**, *University of North Texas*
- **Ana Christina da Silva Iddings**, *Vanderbilt University*

S.T.A.R. Writing Retreat
LRA Annual Conference Special Event

9:00 to 5:00 pm

Westin Peachtree Hotel: Chastain F (rounds)

Chair:

Mileidis Gort, *University of Colorado Boulder, School of Education*

Exhibit Hall Set-Up
LRA Annual Conference Special Event

9:00 to 7:00 pm

Westin Peachtree Hotel: The Overlook

Board of Directors Training
LRA Annual Conference Special Event

10:30 to 12:30 pm

Westin Peachtree Hotel: Chastain D

Joint Board of Directors and S.T.A.R. Lunch
LRA Annual Conference Special Event

12:30 to 1:15 pm

Westin Peachtree Hotel: Chastain G (rounds)

Board of Directors Meeting
LRA Annual Conference
Meeting

1:30 to 5:00 pm

Westin Peachtree Hotel: Chastain D

Registration
LRA Annual Conference Special Event

3:00 to 8:00 pm

Westin Peachtree Hotel: Peachtree Terrace

Newcomer Welcome Reception
hosted by Field Council
LRA Annual Conference Special Event

5:30 to 6:30 pm

Westin Peachtree Hotel: Chastain 1&2



DECEMBER 1-4, 2021 Atlanta, GA

**Widening the Angles
of Literacy Research:
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Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.



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Art: *Contrapuntal Timbre* by Lon W. Chaffin

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Wednesday • December 1, 2021

71ST ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

December 1 – December 4, 2021

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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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

LRA Annual Conference
Special Event
7:00 to 5:00 pm

Westin Peachtree Hotel: Peachtree Terrace

Reading Clinic / Literacy Labs ICG Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 1

International ICG Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 3

History ICG Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta A

Formative Experiments & Design-Based Research

ICG Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta D

Multilingual / Transnational ICG Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta E

Sara Bruce McGraw Doctoral Student Networking

Session

LRA Annual Conference
Special Event
7:15 to 8:15 am

Westin Peachtree Hotel: Chastain F (rounds)

**Gender & Sexualities Standing Committee
Mentorship Program Meeting**

LRA Annual Conference
Special Event

8:30 to 10:00 am

Westin Peachtree Hotel: Augusta 1

The overarching purposes of the Gender & Sexualities Standing Committee are (a) promote impactful research, policy, and practice around the intersections of literacy and gender/sexuality; and (b) forward an agenda of justice, equity, equality, and diversity centered around gender and sexualities and their intersections with other factors, including race/ethnicity, culture, language, age, ability, religion.” To that end, we are beginning a mentorship program that will pair doctoral students and junior scholars with established researchers who will work together to advance research that foregrounds the experiences of members with marginalized identities. This session is open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities.

**Teachers, Students and Curriculum:
Deconstructing Whiteness
Paper Session
8:30 to 10:00 am**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta 2

Chair:

Kelly C. Johnston, Baylor University

Discussant:

Amy Vetter, UNC Greensboro

continued on next page

Participants:

- **And We Are Whites: Exploring Primary-Grade Students' Racial Positions to Race Talk in a White Rural School**
Keonghee T. Han, University of Wyoming

- **(Highlighted Presentation) Reinforcing Whiteness: Critical Analysis of a Scripted Curriculum**
Amanda Kate Rigell, University of Tennessee Knoxville
Arianna Banack, University of Tennessee
Amy Broemmel, University of Tennessee
Amy G. Maples, University of Tennessee, Knoxville
Nora Vines, University of Tennessee, Knoxville
Jennifer J. Jordan, UTK

- **The Untold Stories of [white] Teachers Learning and Teaching about the Tulsa Race Massacre Dawn (Shelley) Martin-Young, Oklahoma State University**

**Teacher Thinking for Professional Development and Practice
Paper Session
8:30 to 10:00 am**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Westin Peachtree Hotel: Augusta 3

Chair:
Stephanie M. Lemley, Mississippi State University

Discussant:
Zoi A. Traga Philippakos, University of Tennessee

Participants:

- **Distributed Cognition in Teachers' Planning**
Katrina Kennett, University of Montana Western
Sarah Mccarthey, University of Illinois at Urbana Champaign

- **Examining Novice Teachers' Transactions with Professional Texts for Learning**
Nance Wilson, SUNY Cortland
Brittany Adams, SUNY College at Cortland
Elizabeth Y. Stevens, Roberts Wesleyan College
Tess Dussling, Saint Michael's College
Jennie Baumann, Michigan State University
Ann Van Wig, Eastern Washington University
Shuling Yang, East Tennessee State University
Linda Diane Smetana, California State University, East Bay
Jane Bean-Folkes, South Orange & Maplewood School District
Kristen Driskill, Roberts Wesleyan College
- **Metacognitive Think-Aloud Training: Exploring the Angles of Teacher Professional Development**
Sarah Woods, Sarah Woods

**Academic Writing and Research Methods
Paper Session
8:30 to 10:00 am**

**AREA 11. Research Methods,
Practices and Theory**

Westin Peachtree Hotel: Augusta A

Chair:
Joseph Sweet, University of North Carolina, Pembroke

Discussant:
Sarah W. Beck, New York University

Participants:

- **Complexities of Practitioner Research in Literacy Contexts: Seeking Hallmarks of Quality**
Maida Finch, Salisbury University
- **Topic Modeling the Field of Literacy Education**
Emily C. Rainey, University of Pittsburgh
Scott Storm, New York University

continued on next page

- **Rethinking Collaborative Writing: Promoting more Equitable and Inclusive Participation in Academic Writing**
Elizabeth Stolle, *Grand Valley State University*
Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*

Composing Multimodal Civic Futures through Literacies of Political Learning, Resistance, and Activism
Symposium
8:30 to 10:00 am

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta B (rounds)

This panel explores the varied critical and multimodal literacy practices that youth and adults from a range of communities are leveraging to forge agentive and resistant political and civic identities that challenge systemic racism and foster civic dreaming. The papers examine how racial literacy practices of civic interrogation and innovation across formal and informal learning environments open portals of possibility within which alternative humanizing futures can be composed.

Chair:

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

Discussant:

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*

Participants:

- “Walking in the Beauty of Resistance”: Las Posadas Navideñas as Lived Civics
Cati de los Rios, *UC Berkeley*

- **Futures Bound: Re-Designing Literacy Research as a Conduit for Connected Civic Dreaming**
Nicole Mirra, *Rutgers University*
Antero Garcia, *Stanford University*

Preservice Teachers’ Experiences with Literature
Paper Session
8:30 to 10:00 am

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Westin Peachtree Hotel: Augusta B

Chair:

Lisa Domke, *Georgia State University*

Discussant:

Robin R. Griffith, *Texas Christian University*

Participants:

- **Factors that Impact Preservice Teachers’ Learning About and Leading Text-Based Discussions**
Erin Hogan, *University of Maryland*

Examination of Learning, Measurement, and Motivation
Paper Session
8:30 to 10:00 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta D

Chair:

Laura Tortorelli, *Michigan State University*

Discussant:

Patricia L. Anders, *University of Arizona*

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Participants:

- **The Impact of Variation in Response Style on the Psychometric Properties of Word Identification Fluency Growth Rates**
Rebecca Fay Berenbon, *The Ohio State University*
Jerome D'Agostino, *The Ohio State University*
Emily Rodgers, *The Ohio State University*
- **Intrinsic and Extrinsic Reading Motivation: Context and Measurement**
Samantha T. Ives, *George Mason University*
Seth Parsons, *George Mason University*
Deidre Cutter, *George Mason University*
Sara A. Field, *George Mason University*
Madelyn Stephens Wells, *George Mason University*
Michelle Lague, *George Mason University*

Games and Algorithms: Understanding Technology in Our Everyday Lives
Paper Session
8:30 to 10:00 am

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta E

Chair:

Gillian Mertens, *University of Florida*

Discussant:

Laurie Crystina Thrailkill, *East Carolina University*

Participants:

- **Anticipatory and elusory participation in the age of the algorithm: A thirty-year retrospective on participatory culture and Deleuzian control**
William T. Wright, *University of Georgia*

Exploring Deficit Narratives and Social Justice in Teacher Education
Paper Session
8:30 to 10:00 am

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Augusta F

Chair:

Michelle Mai Kwok, *Texas A&M University*

Discussant:

Marla R. Goins, *Ohio State University*

Participants:

- **Countering a Deficit Narrative: Exploring Complexity in Pre-service Teacher Beliefs on Diversity and Literacy Instruction**
Michelle Mai Kwok, *Texas A&M University*
Ambyr Ruth Rios, *Texas A&M University*
Andrew Kwok, *Texas A&M University*
- **Journeying Towards Socially Just Literacy Teaching: Narratives of Experience**
Elizabeth Isidro, *Western Michigan University*
Laura Teichert, *Western Michigan University*
- **Preparing Future Educators for the Classroom: Whole-child Learning and Literacy Instruction**
Anne E. Gregory, *Purdue University Northwest*
Mary Jane Eisenhauer, *Purdue University Northwest*
Mary Ann Cahill, *Bellarmino University*

continued on next page

**Critical Literacy in Rural Spaces
Paper Session
8:30 to 10:00 am**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta G

Chair:
Summer Davis, *Western Michigan University*

- Participants:**
- **Discourses of Equity-Oriented Professional Development as Told through Multiple Lenses: Two Researchers' Collaborative Reflections on Collaborating in Rural Spaces**
Ashley N. Patterson, *Penn State University*
Emily Annette Nemeth, *Denison University*
 - **Middle class African-American parents' aspirations for rigor and reading curriculum during the pandemic era in Detroit schools**
Kirsten Dara Hill, *University of Michigan-Dearborn*

**Who Are You Wearing?: The Politics and Hybrid Ontologies of Embodied Role-Play Symposium
8:30 to 10:00 am**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta H

This symposium presents analyses of three embodied roleplaying contexts, examining how the material, imagined, and ideological come together in activities like cosplaying, LARPing, and dramatic improvisation. Extending upon Garcia (2020), we are interested in the ways that Participants shift identity-laden literacy practices while navigating imagined

worlds, communal activities, and worlds beyond. We examine the fluid and affective ways Participants compose their sociopolitical identit(ies) as they move across these communal, emergent and ephemeral literacy spaces.

Chair:
Jon M. Wargo, *Boston College*

Discussant:
Kevin Michael Leander, *Vanderbilt University*

- Participants:**
- **Quest for the Ineffable: Tracing Ephemeral Cosplaying Encounters at New York City Comic Con**
Karis Jones, *Hobart & William Smith Colleges*
 - **Laminated Role-Playing Ontologies: Considering the Elusive "Me" and "We" in a Virtual LARPing Community**
Alex Corbitt, *Boston College*
 - **It's Okay to "Yes-And, But": Dramatic Improvisation and Cross-Identity Role-Play**
Laura Carter-Stone, *Vanderbilt University*

**Re-thinking Writing as So Much More: Multilingual and Multimodal Composing Paper Session
8:30 to 10:00 am**

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Chastain A

Chair:
Rebecca Woodard, *University of Illinois at Chicago*

Discussant:
Rebecca Woodard, *University of Illinois at Chicago*

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Participants:

- **“Like” vs. “Goal”: Internal Contradictions of a Middle Schooler’s Multimodal Composing**
Amber Deig, *University of Florida*
Mark B. Pacheco, *University of Florida*
- **Social Functions of Students’ Bilingual Composing in an English-dominant, Second-grade Classroom**
Lindsey Rowe, *The Ohio State University*
- **“Writing is So Much More than Just Writing in English”: Bilingual Teacher-Writing in an Elementary Writing Methods Course**
Emily Machado, *University of Wisconsin-Madison*
Grace Cornell Gonzales, *University of Washington*

**Race, Equity, Theory, and Literacy
Paper Session
8:30 to 10:00 am**

**AREA 11. Research Methods,
Practices and Theory**

Westin Peachtree Hotel: Chastain C

Chair:

Kristen Howell Gregory, *East Carolina University*

Participants:

- **Beyond Performativity: A Decolonial Embodied Literacies Approach to Diversity Equity & Inclusion**
Bianca Julvette Nightengale-Lee, *Florida Atlantic University*
Grace Enriquez, *Lesley University*
- **Knowing and Being: What Lies Below the Surface**
Rhonda Hylton, *Faculty*

**Literacy Experiences of Newcomer and Refugee Students
Paper Session
8:30 to 10:00 am**

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Chastain D

Chair:

Amy Frederick, *University of Wisconsin - River Falls*

Discussant:

Amy Frederick, *University of Wisconsin - River Falls*

Participants:

- **Deconstructing Classroom Literacies: Exploring the Practices of a Newcomer Student in a Secondary English Classroom**
Brooke Ward Taira, *University of Hawai’i at Mānoa*
- **(IP/AS) Hearing the Voices of Newly Arrived Students: Teaching English Language Learners to Write Effective Personal Narratives in their New Language**
Ekaterina Midgette, *St. John’s University, Queens, NY*

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**Promoting and Investigating Differences
in Quality Literacy Instruction
Paper Session
8:30 to 10:00 am**

**AREA 5. Early and Elementary
Literacy Processes**

Westin Peachtree Hotel: Chastain E

Chair:

Tracy Donohue, *Michigan State University*

Discussant:

Kathryn L. Roberts, *Wayne State University*

Participants:

- **Child Care Characteristics During Toddlerhood that Explain Income Gaps in Literacy Skills in Preschool: The Role of Daily Reading to Children**
Kyle DeMeo Cook, *St. John's University*
Caitlin McPherran Lombardi, *University of Connecticut*
Eleanor Fisk, *University of Connecticut*
- **"I Like It, I Think": Successes and Challenges of Remote, Early-Literacy Instruction**
Jill Grifenhagen, *NC State University*
Jill Spargur Jones, *North Carolina State University*
Stephen McKinney, *North Carolina State University*

**Roundtable Session 1
8:30 to 10:00 am**

Westin Peachtree Hotel: Chastain F (rounds)

**Centering Diverse Populations
through Book Selection
Roundtable Session**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Discussant:

Desiree Cueto, *Western Washington University*

Participants:

- **A Culturally Responsive Book Club: Perspectives on African American Students' Learning**
Brittney Jones, *Florida International University*
Jacqueline Lynch, *Florida International University*
- **YA Novels and a Teaching Approach to Develop LGBTQ Inclusivity in ELA Classrooms**
Eric R. Junco, *Northern Illinois University*

**Critical Reading Practices of Youth:
Expanding Possibilities
Roundtable Session**

**AREA 6. Adolescent, College, and
Adult Literacy Processes**

Participants:

- **Middle School Students' Critical Digital Literacy Practices with a Current Social Issue**
Hyeju Han, *National Louis University*
Byeong-Young Cho, *Hanyang University*
- **(Highlighted Presentation) Reading the Tulsa Race Massacre: Considering the Role of Text Genre in History Teaching**
Emma P. Bene, *Stanford University*

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- **Social Identities, Voices, and Representation of Our World: Heteroglossia in the Middle School ELA Classroom**
Tasha Adrienne Lindo, *The University of Iowa*

(Inter)Disciplinary Teaching in Pre-service Teacher Education Roundtable Session

AREA 1. Pre-service Teacher Education in Literacy

Chair:

Emily Hayden, *Iowa State University*

Participants:

- **A critical analysis of a collaborative elementary education program: Striving for integrated literacy teaching**
Benjamin Boche, *Valparaiso University*
- **“I Never Really Thought of Literacy Like That Before”: Examining the Impact of Three Research-Based Disciplinary Literacy Practices on Preservice Teachers’ Perceptions of Literacy**
Jessica Masterson, *Washington State University Vancouver*

From Coaching Models to COVID Mandates: Teachers Navigating Complex Classroom Environments to Maintain Equity and Justice for Students Roundtable Session

AREA 1. Pre-service Teacher Education in Literacy

Chair:

Amy Tondreau, *Austin Peay State University*

Participants:

- **Equity Pedagogies and Practice Based Teacher Education**
Vicki McQuitty, *Towson University*
Pamela Hickey, *Towson University*
Carla Finkelstein, *Towson University*
- **Literacy Coaching for Justice in Virtual Settings**
Melissa Wetzel, *The University of Texas at Austin*
Claire Collins, *University of Texas at Austin*
Heather Dunham, *University of Texas at Austin*
Erica Holyoke, *Keene State College*
Elizabeth Ries, *University of Texas at Austin*
Lauren Wright, *University of Texas at Austin*
- **Reading public facing school policy: Applying critical literacies and language analysis to public texts affecting teachers during the COVID-19 pandemic**
Kristin Valle, *University of South Florida*
Katharine Hull, *University of South Florida*
Alexandra Panos, *University of South Florida*

Interrogating, Sleuthing, & Tinkering: A Fellowship of Approaches for Innovative Oral Language Research Symposium 8:30 to 10:00 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Chastain G (rounds)

This symposium explores three “wide-angle views” that offer innovative approaches for fostering language skill in preschool and middle grade children. The first study examines assumptions of language-focused professional development that contribute to unintended epistemological tensions. The second study explores the relationship between distal influences (child characteristics) and proximal classroom processes (conversational opportunities)

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for teachers and children. The third study illuminates contributions of the learner, classroom contexts, and teachers' linguistic scaffolding to students' academic language learning.

Chair:

Molly F. Collins, *Vanderbilt University*

Discussant:

Jeannette Mancilla-Martinez, *Vanderbilt University*

Participants:

- **Analyzing the Features and Underlying Assumptions of Language-Focused Professional Development for Early Childhood Educators**
Kaitlin Herbert, *Vanderbilt University, Peabody College*
- **Identifying Levers for Improvement: Examining Proximal Processes and Contextual Influences on Preschool Language Development**
Elizabeth Burke Hadley, *University of South Florida*
- **The Role of Educator Oral Language Scaffolds in Academic Language Development during Middle Childhood**
Emily Phillips Galloway, *Vanderbilt University*

**Issues of Identity and Interpretation
in Literature
Paper Session
8:30 to 10:00 am**

**AREA 9. Text Analysis, Adult, Children's,
and Young Adult Literature**

Westin Peachtree Hotel: Chastain H

Chair:

Mark Lewis, *James Madison University*

Discussant:

Adam Crawley, *The University of Texas at Austin*

Participants:

- **“Exist[ing] in the margins” but “Deserv[ing] Better than that”: Black Girl Representations in 19 Young Adult Texts**
Michelle M. Falter, *North Carolina State University*
Courtney Samuelson, *North Carolina State University*
Brittani Clark, *North Carolina State University*
James Daniels, *North Carolina State University*
- **Moving beyond interpretive monism: Disciplinary literacy as a bridge between literary and literacy theory**
Todd Reynolds, *University of Wyoming*
Jodi Lampi, *Northern Illinois University*
Leslie S. Rush, *University of Wyoming*
Jodi Patrick Holschuh, *Texas State University*

**Enhancement and Expansion of Disciplinary Literacies through Authentic Research Experiences, Engineering Habits of Practice, and Culturally Sustaining Pedagogy
Paper Session
8:30 to 10:00 am**

**AREA 6. Adolescent, College,
and Adult Literacy Processes**

Westin Peachtree Hotel: Chastain I

Chair:

Kelli M. Bippert, *Texas A&M University - Corpus Christi*

Discussant:

Michael Louis Manderino, *Northern Illinois University/Leyden High School District 212*

Participants:

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- **Disciplinary Literacies in Engineering: Affirming the Role of Context and Community in Problem Scoping**
Amy Wilson-Lopez, *Utah State University*
Ashley Strong, *Roy High School*
- **The Value of Disciplinary Literacy in Early Research Experiences Among College Students**
Marla Mallette, *Binghamton University*
Susan Flynn, *Binghamton University*
Ashley Frantellizzi, *Binghamton University*
Megan Fegley, *Binghamton University*
Caitlin Light, *Binghamton University*
Michelle Withers, *Binghamton University*
Robert Bills, *Binghamton University*
Anthony Onwuegbuzie, *University of Cambridge*
- **(IP/AS) Culturally Sustaining Disciplinary Literacy: A Spoken Word Multiyear Case Study**
Rick Coppola, *University of Illinois at Chicago*

**Equity, Technology, and Diversity
in Teacher Education
Paper Session
8:30 to 10:00 am**

**AREA 1. Pre-service Teacher Education
in Literacy**

Westin Peachtree Hotel: Chastain J

Chair:
Suhua Huang, *Midwestern State University*

Discussant:
Blake Tenore, *Florida State University*

- Participants:**
- **(IP/AS) Reinforcing Hegemonic Norms: What the Discourse of the edTPA Implicitly Communicates to Pre-Service English Teachers**
Carrie L. James, *University of Illinois at Urbana-Champaign*

- **Considering Equity in Technology Integration**
Kristi Tamte Bergeson, *St Cloud State University*
Beth Beschorner, *MSU, Mankato*
- **(Re)Imagine the Possibilities: Learning Teaching as an Interpretive Process in Literacy Education**
S. Michelle Vaughn, *Mercer University*
Leah Panther, *Mercer University*
Vicki Luther, *Mercer University*

**Disrupting Traditional Perspectives in
Pre-service Teacher Education
Paper Session
10:15 to 11:45 am**

**AREA 1. Pre-service Teacher
Education in Literacy**

Westin Peachtree Hotel: Augusta 1

Chair:
Kinga Varga-Dobai, *Georgia Gwinnett College*

Discussant:
Kirsten Dara Hill, *University of Michigan-Dearborn*

- Participants:**
- **Applying an Intersectional Framework to the Literacy Worlds of Preservice Teachers**
Heather Dunham, *University of Texas at Austin*
Kerry Alexander, *The University of Texas*
 - **Disrupting Niceness in Literacy Teacher Education: Non-linear Trajectories Toward Anti-Racist Anti-Bias Pedagogy**
Amy Tondreau, *Austin Peay State University*
Wendy Gardiner, *Pacific Lutheran University*
Nance Wilson, *SUNY Cortland*
Tierney Hinman, *Auburn University*
Sophie C. Degener, *National Louis University*
Tess Dussling, *Saint Michael's College*
Elizabeth Y. Stevens, *Roberts Wesleyan College*
Kristen White, *Northern Michigan University*

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- **What Exploration of Economic and Relational Figured Worlds Reveals About White Supremacy in Preservice Literacy Specialists' Perspectives**
Elizabeth Y. Stevens, *Roberts Wesleyan College*
Kathleen Hinchman, *Syracuse University*

(IP/AS) Genders, Cultures, and Literacies: Understanding Intersecting Identities in Literacy Development and Practice
Alternative Format Session
10:15 to 11:45 am

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta 2

This session offers research on intersecting cultural identities and gender representations in multimodal/multi-textual practices, examining literacy practices across racial groups and cultures, and recognizing multiple representations of gender beyond binaries. This session responds to the need for information alleviating ignorance of difference by dispelling stereotypical notions of performing gender and race. The session focuses on the conference theme by providing studies of identity expression conducted from multiple theoretical perspectives on gender and culture, and multiple approaches.

Chair:

Leslie Michele Foley, *Grand Canyon University*

Discussant:

Erik Jacobson, *Montclair State University*

Participants:

- **Critical Digital Storytelling, Intersectionality, and Family Involvement**
Caroline T. Clark, *The Ohio State University*
Jenell Igeleke Penn, *The Ohio State University*

- **Dream a Little [STEAM] of Me: Exploring Adolescent Black Girls' STEAM Career Futures and Literacies**
Jennifer D. Turner, *University of Maryland*
Autumn Griffin, *University of Pennsylvania*
- **Digital Storytelling, Black Masculinity, and Assemblages of Racial Capitalism**
Becky Beucher, *Illinois State University*
Kimberly Schmidt, *University of Denver*
- **Positioning Gender: Responding to Characters in a Multicultural Text**
Monica S. Yoo, *University of Colorado-Cororado Springs*
- **: Rereading Fathers Behind Bars: Children's Literacy Assistance Practices of Incarcerated African American, Native American, Hispanic, and White Fathers**
Theodore S. Ransaw, *Michigan State University*
Tyler Thur, *Michigan State University*
- **Writing Girlhood: Narratives of Healing Among Culturally Diverse Adolescent Girls in a Community-Based Organization**
Crystal Chen Lee, *North Carolina State University*
Kelsey Virginia Dufresne, *North Carolina State University*
Laura Emily Jacobs, *North Carolina State University*
Caitlin Donovan, *North Carolina State University*
- **Gender and Culture in the Literacy Practices of Seminole Youth**
Melissa Wicker, *University of Oklahoma*
Jiening Ruan, *University of Oklahoma*
- **Tales from TikTok: Gendered and Cultural Intersectionalities**
Donna Alvermann, *University of Georgia*
Ellen Wynne, *University of Georgia*
William T. Wright, *University of Georgia*

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- **Voices from the Margins: Latinx, Chicana/ Filipina, and Mestizo Women Writing Ephemeral Texts for Representation and Resistance**
Barbara Guzzetti, Arizona State University
- **Men's Zines Down Under: Exploring Gender, Race, and Social Class through Literacies**
Katina Zammit, Western Sydney University
- **Performing Intersecting Identities and Resisting Power through Satirical Digital Composition**
Wan Shun Eva Lam, Northwestern University
Addie Shrodes, Northwestern University
Jolie Matthews, Northwestern

A Wide Angle View on Teacher Development, from Novice to Expert Paper Session
10:15 to 11:45 am

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Westin Peachtree Hotel: Augusta 3

Chair:
Kathryn Mitchell Pierce, Saint Louis University

Discussant:
Lori Norton-Meier, University of Northern Iowa

Participants:

- **Examining Novice Teachers' Professional Identities: A Longitudinal Study**
Joy Myers, James Madison University
Christy Howard, East Carolina University
Claire Smith Lambert, High Point University

- **Performing ELA in Performance Assessment: How Teachers Represent Accomplished ELA Teaching in National Board Portfolios**
Karoline Trepper, Stanford University

Transgressive Language in Literacy Practices Symposium
10:15 to 11:45 am

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Augusta A

Learning environments are constituted by linguistic norms (Bloome, 1990; Gutiérrez, Rymes and Larson, 1995; Kirkland, 2011). This session focuses on when students or teachers break these linguistic norms. In our papers we ask: What is the function of transgressive language in these situated events? How is it marked as transgressive? By whom? For what purposes? What consequence(s) does it have for the Participants involved in the event?

Chair:
Faythe Beauchemin, University of Arkansas

Discussant:
Huili Hong, Towson University

Participants:

- **"Bathroom, Bathroom": Young Children's Transgressive Language Practices in a Primary Writing Workshop**
Emily Machado, University of Wisconsin-Madison
Paul Hartman, Chicago Public Schools

- **Undoing "Appropriateness" in Literacy Instruction: Listening to and Learning from a Preservice Teacher of Color**
Faythe Beauchemin, University of Arkansas
Heather Hill, Cleveland State University
Melissa I. Wilson, The Ohio State University
- **"There's literally nowhere for us to hide:" Second-graders' transgressive talk and composing about an imagined school shooting**
Lindsey Rowe, The Ohio State University

continued on next page

- **Students' Use of Narratives for Portraying Transgressive Language for Enacting Conflicted Peer-group and Family Relations**
Richard Beach, *University of Minnesota*
Faythe Beauchemin, *University of Arkansas*

Play Under Lockdown: Critical Perspectives on Children's Play in a Global Pandemic Symposium
10:15 to 11:45 am

AREA 12. International Research on Teaching and Learning

Westin Peachtree Hotel: Augusta B (rounds)

Three critical qualitative research teams from two countries share observations and analysis of play experiences in the time after COVID-19 was classified as a pandemic. Together, they resituate the conversation on play, including how adults and the media discuss play. Through detailed noticings of play, the authors share global perspectives of play in a pandemic to showcase how play is an intellectual and creative act that children use to make (sense of) social worlds.

Chair:
Cassie J. Brownell, *University of Toronto-OISE*

Discussant:
Haeny Yoon, *Teachers College, Columbia University*

- Participants:**
- **Chalk and Stone: Children Together Apart in Western Canada's COVID Lockdown**
Kim Lenters, *University of Calgary*
Jana Kirsten Boschee, *University of Calgary*

- **Digital Play in Australian Homes During COVID-19: The Imagined and The Reality**
Lisa Kervin, *University of Wollongong*
Kate Lewis, *University of Wollongong*

- **Navigating Play in a Pandemic: Examining Children's Outdoor Neighborhood Play Experiences in Canada**
Cassie J. Brownell, *University of Toronto-OISE*

"The New Language of the Authority is the Language of Computers": Examining Potentialities for More Equitable, Inclusive, and Just Participation in a Networked Society Alternative Format Session
10:15 to 11:45 am

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta C (rounds)

As state and national standards for literacy learning in the US continue to evolve, computational thinking (CT), which encompasses the set of problem-solving practices and habits of mind that draw on concepts from computer science, is rapidly becoming an integral piece of P-12 curricula. This alternative format session will explore and highlight the potential of leveraging disciplinary literacy practices as a means to support richer and more nuanced understandings of CT principles, and vice versa.

Chair:
Melanie Blanton, *The Citadel*

Discussants:
Colin Harrison, *University of Nottingham*
Kathryn Pole, *University of Texas at Arlington*
Evan Ortlieb, *The Citadel*

- Participants:**
- **Understanding Teachers' Perceptions About Students with Disabilities and Computational Thinking: A Means to Creating More Inclusive Pathways**
Amy Hutchison, *George Mason University*
Jamie Colwell, *Old Dominion University*

continued on next page

- **Infusing Computational Thinking into Middle and High School ELA Classrooms**
Robin Jocius, *University of Texas at Arlington*
W. Ian O’Byrne, *College of Charleston*
Melanie Blanton, *The Citadel*
- **Towards a Grounded Theory of Disciplinary Computational Thinking**
Jennifer Albert, *The Citadel*
Deepti Joshi, *The Citadel*
Richard Robinson, *The Citadel*
- **The development and validation of a computational thinking digital badging infrastructure**
W. Ian O’Byrne, *College of Charleston*
Ashley Andrews, *The Citadel*

(Highlighted Session) Widening our Views on Culturally Sustaining Classroom Practices
Paper Session
10:15 to 11:45 am

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Westin Peachtree Hotel: Augusta D

Chair:
Stephanie M. Lemley, *Mississippi State University*

- Participants:**
- **IP/AS The Pursuit of Praxis: Centering Reflection in Critical Literacy Teacher Practice**
Mary Rose O’Shea, *University of Illinois at Chicago*
 - **Constructivist Professional Learning Approaches: Using Lab Classrooms to Prepare Teachers for Culturally Sustaining Literacy Instruction**
Jody Polleck, *Hunter College*

Agency, Identity, and Learning Within a Critical Literacy Pedagogy
Paper Session
10:15 to 11:45 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta E

Chair:
Catherine Rand, *Rutgers University*

Discussant:
Rihana Shiri Mason, *Georgia State University*

- Participants:**
- **Sixth-Grade Students’ Evolving Reading Identities when Literacy is Positioned as a Tool for Change**
Kierstin Giunco, *Boston College*
Christine Leighton, *Emmanuel College*
Lisa O’Brien, *Merrimack College*

- **(Highlighted Presentation) Critical literacy in practice: How educators leverage supports and overcome challenges to enact critical literacy pedagogy in their classrooms**
Olivia A. Murphy, *University of Maryland, College Park*

- **Black Women: Literacy Activist Teachers**
Arlette I. Willis, *University of Illinois, Urbana Champaign*

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**Critical Literacies in Childhood Education
Paper Session
10:15 to 11:45 am**

**AREA 7. Critical, Cultural, and Social Issues
of Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta F

Discussant:

Judith Dunkerly, *Old Dominion University*

Participants:

- **Engaging Preschoolers in Early Critical Literacy through Counter-storytelling: A Case Study**
So Jung Kim, *University of Texas at El Paso*
Alyse Hachey, *University of Texas at El Paso*
- **“You Should Fight Your Stereotypes!”:
Exploring the Potential of Literacy Instruction to Challenge Gender Stereotypes in Elementary Children**
Alyssa Jo Whitford, *Michigan State University*
- **Fostering Empathy through Critical Literacies in Early Childhood Education: Towards Authentic Peace Education**
Lina Trigos-Carrillo, *Universidad de la Sabana*
Aura Urrea, *Universidad de la Sabana*

**Exploring Pre-service Teacher Discourse
on Language and Literacy
Paper Session
10:15 to 11:45 am**

**AREA 1. Pre-service Teacher
Education in Literacy**

Westin Peachtree Hotel: Augusta G

Chair:

Lauren Fletcher, *University of Louisville*

Discussant:

Jason J. Griffith, *Penn State University*

Participants:

- **(IP/AS) Preservice Teachers’ Development of Professional Reasoning across Divergent Figured Worlds of Writing Instruction**
Britnie Kane, *The Citadel*
- **Getting Comfortable Being Uncomfortable: Pre-service Teachers Explore Issues of Injustice during Critical Conversations about Texts with Elementary Students**
Amanda Diaz, *University of Illinois at Chicago*
Kristine Schutz, *University of Illinois at Chicago*
Rebecca Woodard, *University of Illinois at Chicago*
- **Protective Discourse Moves as “Shielding” in PST Talk on YAL**
Taylor Rose-Dougherty, *University of Louisville*
James S. Chisholm, *University of Louisville*
Mike Cook, *Auburn University*

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**Reading, Discussing, and Writing
within a STEM Context
Paper Session
10:15 to 11:45 am**

**AREA 5. Early and Elementary
Literacy Processes**

Westin Peachtree Hotel: Augusta H

Chair:

Renee Moran, *East Tennessee State University*

Discussant:

Nell K. Duke, *University of Michigan*

Participants:

- “What I Do”: Uncovering Expert Identities and Multiple Literacies in an Elementary STEM Class through Mediated Discourse Analysis
Jennifer Parker Monger, *Indiana University*
- Story Time STEM: Building Understanding and Exploring Diversity Through Mathematized Read-Alouds
Antony T. Smith, *University of Washington Bothell*
Allison Hintz, *University of Washington Bothell*

**Exploring Identity Through Multimodal
Methods
Paper Session
10:15 to 11:45 am**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Chastain A

Discussant:

Matthew R. Deroo, *University of Miami*

Participants:

- A Self-Study through Video Portraiture: The Emotional Dimensions of Funds of Knowledge
Eliza Butler, *Miami Dade College*
Tori K. Flint, *University of Louisiana at Lafayette*
Jessica Espinosa, *Miami Dade College*
- “... Voy a grabar los pájaros...”: Aural Literacies of Indigenous Guatemalan Youth Making a Place in the US
Alexander Feliciano Mejia, *Stanford University*

**Multilingual and Multimodal Practices in
Community and University Settings
Paper Session
10:15 to 11:45 am**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Chastain B

Chair:

Lara J. Handsfield, *Illinois State University*

Discussant:

Renata Love Jones, *Georgia State University*

Participants:

- Biliteracy in the Flesh: Latina Students Connect Language Theory to Their Lived Experiences in a Bilingual University Setting
Mandy Stewart, *Texas Woman’s University*
Zulma E. Mojica, *Texas Woman’s University*
Liliana Grosso Richins, *Texas Woman’s University*
- “That’s how I got to live in the dorms’: Using literacy to broker a higher education
Kaia Simon, *University of Wisconsin, Eau Claire*

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**The Contrapuntal Poem of Rural Literacy
Research: From Discursive to Dialogue
Alternative Format Session
10:15 to 11:45 am**

**AREA 11. Research Methods, Practices
and Theory**

Westin Peachtree Hotel: Chastain C

Literacy research rarely addresses rurality directly, though one in five students are rural. This interactive session will allow Participants to engage in critical conversations about the conduct of research in, with, and for rural settings and to consider pervasive narratives about rural places and histories of exploitation, environmental injustice, and economic disparities that must be confronted as we work together in research related to anti-racist, critical, and inclusive pedagogies.

Chair:
Devon G. Brenner, Mississippi State University

- Presenters:**
- *Amy Azano, Virginia Tech*
 - *Karen Eppley, Penn State University*

**What Literacies Count in an
Entangled and Unequal World?
Visual, Situated, and Sustainability Literacy
Practices in Diverse Contexts
Symposium
10:15 to 11:45 am**

Westin Peachtree Hotel: Chastain D

What literacies count in the disconnects and alignments between scholarship, school curricula, and policies that govern and inform those contexts? The participants have lived different literacy journeys in incomparable contexts. The symposium includes presentations by European International literacies scholars, a North American school teacher, and an

African artist educator. Our common ground is that literacies are multiple, situated and emergent. Reflective of this, our practices and learner needs could not be more different.

Chair:
Mia Perry, University of Glasgow

Discussant:
Adam Crawley, University of Texas at Austin

- Participants:**
- **Literacy Provocations**
Cathy Burnett, Sheffield Hallam University
 - **Cultural and Visual Literacies**
Diane Collier, Brock University
Zachary Rondinelli, Brock University
Melissa McKinney-Lepp, Brock University
 - **Ecological and Sustainability Literacies**
Mia Perry, University of Glasgow
Reagan Kandole, University of Glasgow
 - **Educational Importance**
Jennifer Rowsell, University of Bristol

**The Pandemic's Impact on Literacy Teachers
and Literacy Instruction
Paper Session
10:15 to 11:45 am**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Westin Peachtree Hotel: Chastain E

Chair:
*Abdulsamad Yahya Humaidan, Southern Illinois
University Carbondale*

Discussant:
Dennis Davis, North Carolina State University

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Participants:

- **The Impact of COVID-19 on a Graduate Student-Led Literacy Camp for Children**
Katie Mathew, *Drexel University - School of Education*
Whitney Impellizeri, *Drexel University*
Vera Lee, *Drexel University*
- **“We’re teaching in between”: A Teacher’s Narrative of COVID-19**
Sarah Dempsey Dawson, *North Carolina State University*

**Being and Becoming Literate
Through Textual Play
Symposium
10:15 to 11:45 am**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Chastain H

This symposium focuses on the importance of, and creative unfoldings within, children’s textual-play. We define textual-play as play that involves the consumption and/or the production of texts across semiotic modes using both digital and non-digital media. Our aim is to explore the different assemblages and affects in a range of playful textual intra-actions across three international contexts to offer a wider angle on show multiple possibilities for children’s literacy being and becoming in the world.

Chair:

Mitzi Lewison, *Indiana University*

Discussant:

Mitzi Lewison, *Indiana University*

Participants:

- **Narrative landscapes: Mapping imagined worlds**
Kerryn Dixon, *University of Queensland*
Hilary Janks, *Private*

- **Entanglements of Text and Self: One Journey towards Becoming a Writer**
Cathy Compton-Lilly, *University of South Carolina*
- **Children, digital and print literacies, and the natural world in open playworlds: Playing outside with iPads and paper.**
Annette Woods, *QUT*

**Supporting Pre-service Teachers’ Learning
Experiences
Paper Session
10:15 to 11:45 am**

**AREA 1. Pre-service Teacher Education
in Literacy**

Westin Peachtree Hotel: Chastain J

Chair:

Courtney H. Shimek, *West Virginia University*

Discussant:

Catherine Lammert, *Texas Tech University*

Participants:

- **Building Pre-Service Teachers’ Critical Sociocultural Knowledge with Young Adult Literature**
Brittany Adams, *SUNY College at Cortland*
Gillian Mertens, *University of Florida*
- **Teacher candidates’ backchannel-texting about course assignments as a transitional discourse of learning: “Ain’t nobody got time to start from scratch”**
George L. Boggs, *Young Harris College*
Blake Tenore, *Florida State University*
Tessa Calhoun, *Brookstone School*
Daniel Vega Gregorio, *Doral Academy Charter High School*
Christina Pulzone, *Thornton Middle School*
Sarah Elizabeth Shepherd, *Florida State University*

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BIPOC Luncheon
(Open to scholars who identify as BIPOC)
LRA Annual Conference Special Event
12:00 to 1:00 pm

Westin Peachtree Hotel: Chastain F (rounds)

S.T.A.R. Luncheon (Closed Event)
LRA Annual Conference Special Event
12:00 to 1:00 pm

Westin Peachtree Hotel: Chastain G (rounds)

Animating Texts in Place and Space
Paper Session
1:15 to 2:45 pm

**AREA 6. Adolescent, College, and
Adult Literacy Processes**

Westin Peachtree Hotel: Augusta 1

Chair:

Melissa C. Ingram, *Air University*

Discussant:

Dolores Greenawalt, *Carroll University*

Participants:

- **Tracing Discord: An Intertextual Study in Two Parts**
Kristin Black, *NYU*
Menelek Mcshall, *State University of New York at Buffalo*
Huanchun Xu, *Baruch College, City University of New York*
Ashley Loor, *Hunter College, City University of New York*

- **Basic Writers and the Challenges of Writing from Sources: Experimental Study of a Strategy Instruction Approach**
Charles MacArthur, *University of Delaware*
Zoi A. Traga Philippakos, *University of Tennessee*
Henry May, *University of Delaware*
- **(IP/AS) The Relationship of Text Use with Digital Problem-Solving Among the U.S. Workforce**
Kristen H. Perry, *University of Kentucky*
Donita Shaw, *Oklahoma State University*
Takashi Yamashita, *University of Maryland, Baltimore County*

Bilingual Literacy Instruction: Book Discussions and the Simple View of Reading
Paper Session
1:15 to 2:45 pm

**AREA 5. Early and Elementary
Literacy Processes**

Westin Peachtree Hotel: Augusta 2

Discussant:

Lisel Alice Murdock-Perriera, *Sonoma State University*

Participants:

- **Reading miscues and the linguistic influences of the writing system: A cross-linguistic study**
Peter G. Parker, *Bowie State University*
- **Teacher and Students Mediation in Book Discussions within an Emergent Bilingual Instructional Context**
Iman Bakhoda, *Oakland University*
Tanya Christ, *Oakland University*
Ming Ming Chiu, *The Education University of Hong Kong*
Hyonsuk Cho, *University of North Dakota*
Yu Liu, *Oakland University*

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**Content Analyses of Children's and
Young Adult Literature
Paper Session
1:15 to 2:45 pm**

**AREA 9. Text Analysis, Adult, Children's, and
Young Adult Literature**

Westin Peachtree Hotel: Augusta 3

Chair:

Mark Lewis, *James Madison University*

Discussant:

James Joshua Coleman, *San Jose State University*

Participants:

- **An Analysis of the Semiotic Resources of Contemporary Movable Picturebooks**
Frank Serafini, *Arizona State University*
- **Reading the Word and World Through Activism: A Critical Content Analysis of Children's Literature**
Lauren Fletcher, *University of Louisville*
Erica Holyoke, *Keene State College*

**Exploring and Disrupting Cultural, Equitable,
and Multimodal Aspects of Teacher Education
Paper Session
1:15 to 2:45 pm**

**AREA 1. Pre-service Teacher Education in
Literacy**

Westin Peachtree Hotel: Augusta A

Chair:

Margaret Berg, *University of Northern Colorado*

Discussant:

Carin Appleget, *Creighton University*

Participants:

- **(IP/AS) Using Stories to Explore Differences and What Unites Us through Multimodal Texts and Learners' Cultural Assets**
Janine Bixler, *Mount Saint Mary College*
Rebecca R. Norman, *Mount Saint Mary College*
- **Disrupting Deficit Narratives of Difference: Towards Multimodal Asset-Oriented Literacy Pedagogies in Teacher Education**
Jennifer Parker Monger, *Indiana University*
Mary Beth Hines, *Indiana University*
- **From Social Justice Curricular Ideas to Equity-Oriented Pedagogical Actions: A Ten-Year Study of Preservice and Early Career English Teachers' Principles and Practices**
Kristien Zenkov, *George Mason University*
Michelle Lague, *George Mason University*
Marion Zavolas Taousakis, *George Mason University*

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**Intergenerationality & Age Heterogeneity in
Literacy, Learning, and Life
Symposium
1:15 to 2:45 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta B (rounds)

This symposium draws attention to intergenerational and cross-age contexts for literacy learning to critique the age-homogeneity imposed by schools and highlight possibilities that intergenerational and age heterogeneous contexts afford. This panel explores three studies: 1) how Latinx parents figure in their teenage daughters' literacy practices; 2) how parental involvement among Native American children counters deficit scholarship focused on Native families/communities; and 3) how age heterogeneity within skateboarding facilitates literacy for working-class, racially-diverse male youth.

Chair:

Robert Petrone, *University of Missouri*

Discussant:

Gerald Campano, *University of Pennsylvania*

Participants:

- **Writing to Live: Latina Girls and their Parents Authoring their Worlds**
Tracey Terece Flores, University of Texas at Austin
- **Discovering Lessons of Indigeneity: Intergenerational Stories between Native American Mothers and Their Children**
Timothy San Pedro, The Ohio State University
- **“Putting them under your wing”: Lessons from Skateboarders on Designing Cross-age Literacy Learning Environments for Youth labeled “At-risk”**
Robert Petrone, University of Missouri

**Multilingual Literacy Research that Centers
Student, Teacher, and Family Voices
Symposium
1:15 to 2:45 pm**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Augusta C (rounds)

This group showcases researchers who center student, teacher, and family voices in multilingual literacy research. The three-day study group features one speaker per day, presenting for 30 minutes, followed by a 15-minute discussion. Each presenter is a multilingual literacy scholar using critical and applied methods to understand the implications of literacy instruction for teachers, students, and families. The session's goal is to engage around effective methods to “widen the angles” of multilingual literacy research.

Chair:

Patrick Proctor, *Boston College*

Discussant:

Patrick Proctor, *Boston College*

Participants:

- **Bilingual Students' Meaning Making in a Biliteracy Curriculum**
Marcela Ossa Parra, Queens College - City University of New York
- **Jazz, hands, and monologue: Exploring multilingual students' engagement during language-based reading instruction**
Renata Love Jones, Georgia State University
- **(AS) Building Equitable Community-school Collaborations in in Early Childhood Dual-Language Online Classrooms During the Pandemic: Stories from Classrooms and Families**
Yalda M. Kaveh, Arizona State University

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**Identities and Experiences of
Refugees and Immigrants
Paper Session
1:15 to 2:45 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta D

Chair:

Eric B. Claravall, *CSU Sacramento*

Discussant:

Brittany Frieson, *University of North Texas*

Participants:

- **What Happened at School Today? Exploring refugee, immigrant, and visiting professional high school students' perceptions of school experiences using two-way text conversations and in-depth interviews.**
Karen Rissling, *The College of St. Scholastica*
- **(IP/AS) Amplifying religious being and belonging in cultural asset literacy pedagogies: Three transnational youth writing in secondary US classrooms**
Matthew R. Deroo, *University of Miami*
Christina Ponzio, *Michigan State University*
Mary M. Juzwik, *Michigan State University*
Lance Wheatley, *Valley Christian High School*

**Supporting Digital Integration Through
Professional Development
Paper Session
1:15 to 2:45 pm**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta E

Chair:

Lindsay Woodward, *Drake University*

Discussant:

Laurie Crystina Thrailkill, *East Carolina University*

Participants:

- **Do Novice Teachers Leverage TPACK Once Entering the Profession?: A Mixed-Methods Study of Technology Integration**
Rachel Karchmer-Klein, *University of Delaware*
- **Sandcastles, Dragons, and Algorithms: Using Read-Alouds to Develop Computational Thinking Skills**
Robin Jocius, *University of Texas at Arlington*
Melanie Blanton, *The Citadel*
Jennifer Albert, *The Citadel*
Ashley Andrews, *The Citadel*
Deepti Joshi, *The Citadel*
- **Understanding the Effectiveness of a Model of Professional Development for Integrating Computer Science into Literacy Instruction in Inclusive Elementary Classrooms**
Amy Hutchison, *George Mason University*
Jamie Colwell, *Old Dominion University*

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Language, Race, and Education: Addressing Justice Through a Lens of Intersectionality
Paper Session
1:15 to 2:45 pm

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Learning and Instruction During a Global Pandemic
Paper Session
1:15 to 2:45 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta F

Chair:

Patriann Smith, *University of South Florida*

Discussant:

Patriann Smith, *University of South Florida*

Participants:

- **(Highlighted Presentation) Shifting Epistemologies Amidst Whitestream Norms: Centering Black Language in an Elementary Literacy Methods Course**
Alice Y. Lee, University of California, Riverside
- **Exploring the Intersection of Language and Race in the Language Experiences across the Educational Pipeline of US Latina/o/x Bilingual Teachers**
Nancy Dominguez-Fret, UIC-Chicago
- **We Don't Need to be Saved, Just Stop the Exploitation: An Intersectional Analysis of a Charter School Community**
Victoria Singh Gill, University of Pennsylvania

Westin Peachtree Hotel: Augusta G

Chair:

Lyudmyla Ivanyuk, *Trinity Christian College*

Discussant:

Laura Tortorelli, *Michigan State University*

Participants:

- **Re-Visioning Writing Instruction: How Elementary Teachers Adapted Writing Instruction During the COVID-19 Pandemic**
Sara A. Field, George Mason University
- **Examining the Complexities of Digital Access and Digital Literacy During a Global Pandemic**
Laura Teichert, Western Michigan University
Susan V. Piazza, Western Michigan University
- **Contrapuntal Voices from Literacy Clinics during Covid 19: What Do We Harvest to Use in the Future?**
Barbara Laster, Towson University
Leslie Cavendish, High Point University
Tiffany L. Gallagher, Brock University
Shelly Huggins, Towson University
Sheri E. Vasinda, Oklahoma State University
Cheryl Dozier, University at Albany

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Theresa Deeney, *University of Rhode Island*
Deborah Beth Scott, *Penn State Harrisburg*
Pelusa Orellana, *Universidad de los Andes*
Mary Hoch, *National Louis University*
Shadrack Msengi, *Southern Illinois University
Edwardsville*

Tammy M. Milby, *University of Richmond*
Rachael Waller, *Montana State University Billings*
Joan A. Rhodes, *Virginia Commonwealth
University*

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

Debbie Gurvitz, *National Louis*

Tracy Johnson, *The Ohio State University*

Melinda S. Butler, *University of Southern Maine*

**Spaces to Empower Students with Language
Paper Session
1:15 to 2:45 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta H

Chair:

Juan C. Borda, *Texas Woman's University*

Discussant:

Lara J. Handsfield, *Illinois State University*

Participants:

- **"You Are Talking in That Language!":
Languaging Thinking as Ways of Reading and
Ways of Empowering Tacit Knowledge**
Min-Young Kim, *Grand Valley State University*
- **"Today We're Learning About Planets":
Language and Literacy in a Brazilian Immigrant
Child's Tutorial Videos in the United States**
Mariana Lima Becker, *Boston College*

**Conversations in Digital Spaces:
Chat and Social Media
Paper Session
1:15 to 2:45 pm**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain 1

Chair:

Beth Beschorner, *MSU, Mankato*

Discussant:

Jayne C. Lammers, *University of Rochester*

Participants:

- **"The Conversational Has More Levels:"
Exploring Zoom's Text Chat as a Discussion
Mediator in Literacy Teachers' Online
Professional Development**
Brady Lee Nash, *The University of Texas at Austin*
Allison Zengilowski, *The University of Texas at
Austin*
Diane L. Schallert, *University of Texas*
- **#WidenWhatCountsAsLiteracy: A multi-case
study approach of Black and Brown youth
literacy practices in social media spaces**
Dominique S. McDaniel, *The University of North
Carolina at Greensboro*

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**Using Storytelling and Personal Narratives
with Multilingual Learners
Paper Session
1:15 to 2:45 pm**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Chastain A

Chair:
Jennifer Collett, *CUNY Graduate Center/ Lehman
College*

Discussant:
Stephanie Lynn Abraham, *Rowan University*

Participants:

- (Re)claiming Cultural Identity Through Digital Storytelling
Melissa Wicker, *University of Oklahoma*
Jiening Ruan, *University of Oklahoma*

**Culturally Sustaining Literacy
Experiences of Youth
Paper Session
1:15 to 2:45 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Chastain C

Chair:
Christina V. Salazar, *Texas Woman's University*

Discussant:
Amy Vetter, *UNC Greensboro*

Participants:

- Incidents in the lives of Melanated adolescents, reported by themselves: Eliciting Narratives of students racialized experience
Joy Valentine, *University of Illinois at Chicago*

- To be Challenged “Both Culturally and Intellectually”: Young Men of Color and the (Re) imagining of Literacy Education
Katherine Sciorba, *San Diego State University*
- It is not in the syllabus: A critical discourse analysis of course documents as they welcome historically resilient students and perspectives
Julia Poplin, *Minnesota State University Moorhead*

**Exploring Mentorship and Epistemic
Beliefs on Students' Writing
Paper Session
1:15 to 2:45 pm**

**AREA 1. Pre-service Teacher Education
in Literacy**

Westin Peachtree Hotel: Chastain D

Chair:
Kathleen Alley, *Mississippi State University*

Discussant:
Lori Czop Assaf, *Texas State University*

- Participants:**
- “Contributing New Perspectives”: Writing Mentors Taking up Positions in an After-School Writing Club
Bryan Walker, *University of Memphis*
Sarah Langley, *University of Memphis*
Kimberly Owens-Pearson, *University of Memphis*
Laurie MacGillivray, *University of Memphis*
 - Dismantling Writing Hegemony: Centering Voice in a University Peer Mentoring Writing Program
Sharon Matthews, *Texas A&M University*
Susan Fields, *Texas A&M University*
Ambyr Ruth Rios, *Texas A&M University*

continued on next page

- **Novice Teachers' Epistemic Beliefs About Historical Writing**
Andrew del Calvo, *University of Pennsylvania*

Listening and Learning from Youths' Untold Stories of Trauma and Identity Construction
Paper Session
1:15 to 2:45 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain E

Chair:

Kristine Pytash, *Kent State University*

Discussant:

Leslie Dawn Roberts, *Georgia Southern University*

Participants:

- **Centering Youth Testimony and Contending with Trauma: A Mixed Methods Case Study**
Leah Panther, *Mercer University*
Latoya Tolefree, *Mercer University*
- **Writing Ourselves into Community: The Re-authoring Practices of Muslim Youth**
Phillip Wilder, *Clemson University*
Daniel Stockwell, *Clemson University*

Roundtable Session 2
1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain F (rounds)

Equity in Literacy Instruction and Curriculum Roundtable Session

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Chair:

Kwangok Song, *The University of Kansas*

Participants:

- **Promoting Language Equity in Teacher Education: Designing Translanguaging Interventions for Academic Writing**
Ryan Patrick McCarty, *National Louis University*
Colleen Hamilton, *National Louis University*
- **Can You Hear Me Now? BIPOC Voices in the Secondary ELA Curriculum**
Tracey Kumar, *North Carolina Central University*
- **Community-Based Chinese Heritage Language Teachers' Funds of Knowledge in Teaching Literacy**
Lu He, *Kansas University*
Kwangok Song, *The University of Kansas*

continued on next page

Examination of Assessment in the Context of Learning and Planning Roundtable Session

AREA 3. Literacy Assessment, Learning, and Teaching

Participants:

- **Assessment During and After Reading: Differences in Elementary Readers' Strategic Actions and Processes**
Kathryn L. Roberts, *Wayne State University*
Kristy A. Brugar, *University of Oklahoma*
- **Complexities of Literacy Assessments for Multilingual Learners**
Kristi Tamte Bergeson, *St Cloud State University*
Kay Rosheim, *Eden Prairie Schools*
Mary Jo Jo Froemming, *St. Cloud State University*

Exploring Diversity in Literature and Instructional Resources Roundtable Session

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Participants:

- **Representation of Diversity in Children's Literature: Reexamining a Field-Tested Rubric**
Mary-Kate Sableski, *University of Dayton*
Jackie Marshall Arnold, *University of Dayton*
- **Seen But Not Heard: Diversity in Wonders' First-Grade Read Aloud Materials**
Dorian Harrison, *Ohio State University*
Rebecca Linares, *University of Colorado Boulder*
Stacey Korson, *Eastern Kentucky University*
- **What Are Ya'll Reading? A Survey of Diverse Literature Use and Integration in Secondary ELA Classrooms**
Rosa Nam, *University of Houston*

Gamifying Instruction, Student Learning, and Podcasting Roundtable Session

AREA 10. Literacy Media and Technology

Participants:

- **Gamification of Professional Development: Engaging Rural Teachers During the Pandemic**
Emily Smothers Howell, *Clemson University*
Rebecca Kaminski, *Clemson University*
Tobiatha Pirolla, *Upstate Writing Project*
Sarah Hunt-Barron, *USC Upstate*
- **Students' Perceptions and Experiences with Podcasts as a Supplementary Text in a Critical Media Literacy Framework**
Anne E. Gill, *St. John's University*

**S.T.A.R. Mentoring Session (Closed Event)
LRA Annual Conference Special Event
1:15 to 2:45 pm**

Westin Peachtree Hotel: Chastain G (rounds)

**LiterACTivities: Walking toward research-creation in literacies studies
Alternative Format Session
1:15 to 2:45 pm**

AREA 14. Other Topics

Westin Peachtree Hotel: Chastain H

This alternative session invites attendees to reflect on key themes from Nathan Snaza's 2019 book *Animate Literacies: Literature, Affect, and the Politics of Humanism* by way of engaging in one of five walks as a research-creation methodology. The purpose of this session is to collectively generate new emergent re/definitions of literacy and research by discussing the themes as they emerge through the walks. Participants should dress accordingly for this mobile, outdoor event.

continued on next page

Discussant:

Candace R. Kuby, *University of Missouri*

Participants:

- **Literacy as Contact Zone**
Amélie Lemieux, University of Montreal
- **Literacy as Bewilderment**
Candace R. Kuby, University of Missouri
- **Literacy as Abolitionist, Love**
Bessie Dernikos, Florida Atlantic University
- **Literacy as Affective Hauntings**
Christian Ehret, McGill University
- **(AS) Literacy as Dwelling**
Jennifer Rowsell, University of Bristol

Preparing Pre-Service ELA Teachers to Lead Discourse-Rich Learning in Virtual Spaces Symposium
1:15 to 2:45 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain I

The research project investigated how teacher educators collaborated around how to teach discussion in practice-based online methods courses. The project included nine researchers, across six institutions, examining five methods courses spanning K-12. One study examines the use of approximations of practice in online contexts, another dives into one particular contexts' use of representations of practice, and the final paper discusses the collaborative work done in a learning community of teacher educators.

Chair:

Katie Danielson, *University of Portland*

Discussant:

Amy Stornaiuolo, *University of Pennsylvania*

Participants:

- **Comparing pedagogies of enactment in in-person and virtual spaces: What matters for the preparation of novice literacy teachers?**
Elizabeth Gotwalt, University of Pennsylvania
Amy Guillotte, University of Pennsylvania
Katie Danielson, University of Portland
Paul S. Sutton, Pacific Lutheran University
- **“Like desks bolted to the floor”: Constraints of representing the practice of facilitating discussion through an online platform**
Mike Metz, University of Missouri
Paul S. Sutton, Pacific Lutheran University
Gavin Tierney, California State University, Fullerton
- **Engaging as a learning community of practice-based teacher educators**
Katie Danielson, University of Portland
Sarah Kavanagh, University of Pennsylvania
Emily C. Rainey, University of Pittsburgh
Rebecca Smith, University of Portland

Theorizing Transnational Literacies and (Re)imagining Future Directions for Transnational Literacies Research
Alternative Format Session
1:15 to 2:45 pm

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Chastain J

The theorizing of transnational literacies from diverse perspectives can illuminate its multifaceted nature and push literacy scholars to (re)imagine new directions of transnationalism and transnational literacy/ies studies across community, institutional, and national settings.

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In this session, transnational literacy scholars will come together to engage in communal conversations and reflections. We explore the theorization of transnational literacies through our empirical/methodological/theoretical work in teaching and collaboration with communities.

Chairs:

Wan Shun Eva Lam, *Northwestern University*
Tairan Qiu, *The University of Georgia*

Participants:

- **Understanding and Becoming Transnational Together: Expanding from Singular to Collective Perspectives on Transnational Identities, Literacies, and Communities**
Saba Vlach, *The University of Iowa*
Allison Skerrett, *The University of Texas at Austin*
Lakeya Omogun, *The University of Texas at Austin*
- **Global Flows, Untold Stories, and Critical Cosmopolitanism in the Life of an Immigrant Youth**
Cathy Compton-Lilly, *University of South Carolina*
- **Collective Inquiry and Action Toward Making Young Immigrant Children's Transnational and Multilingual Expertise Visible**
Jungmin Kwon, *Michigan State University*
- **Chronotopic Discourse in Transnational Literacies: How Chinese and Mexican Youth Live and Imagine Social Worlds in Their Digital Media Practices**
Wan Shun Eva Lam, *Northwestern University*
Martha Sidury Christiansen, *The University of Texas at San Antonio*
- **Theorizing Corrido Literacies: From Tradicionales to Tumbao**
Cati de los Rios, *UC Berkeley*
Yared Protillo, *UC Berkeley*

Anti-Racist, Critical, and Equitable Literacy Practices Paper Session
3:00 to 4:30 pm

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Westin Peachtree Hotel: Augusta 1

Chair:

Patricia L. Anders, *University of Arizona*

Discussant:

Nell K. Duke, *University of Michigan*

Participants:

- **Accessing agency to create equitable literacy practices**
Jennifer Collett, *CUNY Graduate Center/ Lehman College*
- **Examining Anti-Racist Advocacy Through Multimodal Discourse Synthesis**
James Robert King, *University of South Florida*
Jenifer Jasinski Schneider, *University of South Florida*
Aimee Frier, *University of South Florida*
- **IP/AS Complicating Narrative Tellings: Student-Generated Critical Incidents as Frames for Pedagogical Change**
Tierney Hinman, *Auburn University*

continued on next page

Family Literacy: Connecting culture with pedagogy for classroom practices
Paper Session
3:00 to 4:30 pm

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Westin Peachtree Hotel: Augusta 2

Participants:

- **Widened Views of Teacher Questioning Patterns: Sites for Connecting Family Literacy Practices with Classroom Instruction**
Marliese Peltier, *University of Michigan-Flint*
- **Teachers' Artifactual Literacies in Support of Asset Pedagogies: Seeing Families' Cultural Models During Home Visits**
Judy Paulick, *University of Virginia*
Fares Karam, *University of Nevada, Reno*
Amanda Kibler, *Oregon State University*
- **"That Was Really a Win": Teachers' Experiences with Culturally Responsive Instruction and English Learners (ELs)**
Pamela K. Correll, *Missouri State University*

Improving and Reshaping Perspectives on Literacy Communities of Practice
Paper Session
3:00 to 4:30 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta 3

Participants:

- **Counter Literacy among Brazilian Natural Hair Teacher-Activists**
Marla R. Goins, *Ohio State University*

- **Cultivating virtual communities of care: reflections on community-based research in times of socio-political precarity**
Claire Wan, *University of Pennsylvania*
Ankhi Guha Thakurta, *University of Pennsylvania*
Ericka Staufert Reyes, *University of Pennsylvania*
Maria Paula Ghiso, *Teachers College, Columbia University*
Gerald Campano, *University of Pennsylvania*
- **Deconstructing Representations of Reading Disability: Critical Literacy Book Clubs for Literacy Specialists**
Laurie M. Rabinowitz, *Bank Street College of Education*
Amy Tondreau, *Austin Peay State University*

Mattering, Movement, and Being Moved in Early Literacy: Widening the Angle Symposium
3:00 to 4:30 pm

AREA 5. Early and Elementary Literacy Processes

Westin Peachtree Hotel: Augusta A

We draw on data from primary grades classrooms to ask how literacy comes to participate in vital mattering. Working variously from psychoanalytic infant research, feminist materialist work, affect theory, and critical geographies, we examine how literacy is carried through the "qualities, rhythms, forces, relations, and movements" (Steward, 2007, p. 445) that come together in being moved and mattering in classrooms. We call for interrogating literacy as a practice of affective justice.

Chair:

Gail M. Boldt, *Pennsylvania State University*

Discussant:

Kevin Michael Leander, *Vanderbilt University*

continued on next page

Participants:

- **Vital Mattering in the Literacy Classroom**
Gail M. Boldt, *Pennsylvania State University*
- **Willful Objects and Animate Literacies: Examining Young Children’s ‘Moorings’ in the Geographies of Play**
Jon M. Wargo, *Boston College*
- **Chokeholds and Chick-fil-A Cows: Intimate Literacies and the Mattering Body**
Kortney Sherbine, *Utah State University*

Future-forming Conversations: Creating Spaces for Educators and Researchers to Consider Anti-racist Work With/Through/Across Texts Alternative Format Session
3:00 to 4:30 pm

AREA 14. Other Topics

Westin Peachtree Hotel: Augusta B (rounds)

This interactive alternative session considers: How can texts of all kinds be used to broaden our views to engage in future-forming research related to anti-racist, critical, and inclusive pedagogies? The session creates spaces for researchers, teachers, graduate students, and educators to engage in dialogue and exploration of stories and texts. The session foregrounds texts that consider antiracism, activism, equity, and justice through visioning and imagining or practical steps and “how to’s” in a conversational format.

Chair:

Jennifer D. Turner, *University of Maryland*

Participants:

- **Children’s Literature Instruction: Moving from Representation to Activism**
Laurie Macgillivray, *University of Memphis*

Wideline Seraphin, *University of Memphis*
Leslee Kathryn Bailey-Tarbett, *University of Memphis*

- **Equity and Social Justice by Design: Activists’ Expedition to Serve Under-served and Under-represented Students in Charleston County Public Schools**
Jennifer D. Turner, *University of Maryland*
Fenice B. Boyd, *University of South Carolina*
- **Not Just a Bookclub: Graduate Students Form an ARRC for Justice for University-based Change**
Odette J. Reid, *University at Buffalo*
Kristian Douglas, *University at Buffalo, SUNY*
- **More than a Bookclub: Forming an Anti-racist Reading Collective (ARRC) for Justice in Colleges, Schools, or Communities**
Cynthia Helen Brock, *University of Wyoming*
Jennifer D. Turner, *University of Maryland*
Mary McVee, *University at Buffalo, SUNY*
- **Coalition-building to support sustainable activism for racial justice in higher education**
Alexia Buono, *SUNY Brockport*
Charles H. Gonzalez, *Austin Peay State University*
Katarina Nicole Silvestri, *SUNY Cortland*
Andrea L. Tochelli-Ward, *Le Moyne College*
- **Place Matters in Anti-racist Pedagogies: Diverse Representations of Rural Communities**
Devon G. Brenner, *Mississippi State University*
Karen Eppley, *Penn State University*
Kate E. Kedley, *Rowan University*

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**(Highlighted Session) The State and Struggles
Over Reading Curriculum and Measurement
Paper Session
3:00 to 4:30 pm**

**AREA 4. Public Engagement and Policy in
Literacy**

Westin Peachtree Hotel: Augusta C (rounds)

Chair:

John Strong, *University at Buffalo*

Discussant:

Carolyn Colvin, *University of Iowa*

Participants:

- **The State and the ‘Science’ of Reading: Ideology and Struggle for Teachers in Conflict**
Michael Young, *University of Minnesota Duluth*
- **“This Test Can’t See How I Am as a Teacher”:
Illuminating the Stories of Early Educators’
Experiences with the Wisconsin Foundations of
Reading Exam**
Kathryn Allen, *UW Oshkosh*
Amy Frederick, *University of Wisconsin - River
Falls*
Lindsay Kay Hollingsworth, *University of
Wisconsin - Platteville*
Yuko Iwai, *University of Wisconsin-La Crosse*
Theresa Kohlmeier, *UW Stout*
Kristine Marver Lize, *University of Wisconsin -
Milwaukee*

**Instructional Practices and Learning Processes:
Examination of Literacy Skills and Practices
Paper Session
3:00 to 4:30 pm**

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Augusta E

Chair:

Robert D. Carpenter, *Eastern Michigan University*

Discussant:

Elena E. Forzani, *Boston University*

Participants:

- **Analyzing Elementary ACCESS Scores to
Investigate Connections between Receptive and
Productive Literacy Skills**
Miranda L. Sigmon, *Winthrop University*
Donna F. Fogelson, *Virginia Tech*
- **Associations Between Preschool Teachers’
Emergent Literacy Data Practices and Children’s
Literacy Gains**
Rachel Erin Schachter, *University of Nebraska-
Lincoln*
Gloria Yeomans-Maldonado, *The University of
Texas Health Science Center*
Shayne B. Piasta, *The Ohio State University*
- **(IP/AS) Chilean Elementary Students’ Spanish
Reading Growth Trajectories.**
Pelusa Orellana, *Universidad de los Andes*

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**Writing Pedagogy and Applications in
Classroom Discourse
Paper Session
3:00 to 4:30 pm**

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Augusta G

Chair:

Kristi Tamte Bergeson, *St Cloud State University*

Discussant:

Sarah W. Beck, *New York University*

Participants:

- **Correlations between Language Use in Writing Instruction and Student Writing Outcomes**
Kaitlin Glause, *Millikin University*
Heather L. Reichmuth, *Michigan State University*

**Writing: Addressing Assessment and
Instruction
Paper Session
3:00 to 4:30 pm**

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Augusta H

Chair:

Laura Tortorelli, *Michigan State University*

Discussant:

Laura Tortorelli, *Michigan State University*

Participants:

- **(Highlighted Presentation) Learning through talk: A mixed methods analysis of classroom talk and persuasive writing**
Shireen Al-Adeimi, *Michigan State University*
Jennie Baumann, *Michigan State University*

**Content Area Literacies: Instruction and
Experience with Science
Paper Session
3:00 to 4:30 pm**

**AREA 5. Early and Elementary Literacy
Processes**

Westin Peachtree Hotel: Chastain A

Chair:

Maureen P. Fennessy, *Valdosta State University*

Participants:

- **(IP/AS) Teachers' Vocabulary Talk Moves in Early-Elementary Science Instruction**
Teachers' Vocabulary Talk Moves in Early-Elementary Science Instruction
Blythe E. Anderson, *University at Buffalo*
Tanya S. Wright, *Michigan State University*
Amelia Wenk Gotwals, *Michigan State University*
- **(IP/AS) Fourth and Fifth Grade Students' Reading of Illustrated Science Texts**
Sungyoon Lee, *Middle Tennessee State University*
- **(IP/AS) Teacher and Student Mediations and Development during Science-Focused Read-Aloud Discussions**
Tanya Christ, *Oakland University*
Iman Bakhoda, *Oakland University*
Ming Ming Chiu, *The Education University of Hong Kong*

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X. Christine Wang, *State University of New York at Buffalo*
Alexandra Schindel, *University at Buffalo-SUNY*

**Reimagining Roles and Research
on Field Experiences
Paper Session
3:00 to 4:30 pm**

**AREA 1. Pre-service Teacher Education
in Literacy**

Westin Peachtree Hotel: Chastain C

Chair:

Jason Moore, *Oakland University*

Discussant:

Heeok Jeong, *University of Massachusetts Amherst*

Participants:

- **“Boundary-Spanning” Literacy Educators’ Evolving Roles, Research, and Practices: Case Studies to Illustrate the Evolution of a Profession**
Kristien Zenkov, *George Mason University*
Kristine Pytash, *Kent State University*
Michelle Lague, *George Mason University*
- **Creating A Strategic Partnership with Methods Course and Field Experiences: What English Language Arts Preservice Teachers Report Learning**
Kristine Pytash, *Kent State University*
Denise N. Morgan, *Kent State University*

**Theories for Inclusive Literacy Pedagogies
Paper Session
3:00 to 4:30 pm**

**AREA 11. Research Methods, Practices
and Theory**

Westin Peachtree Hotel: Chastain D

Chair:

Inviolata L. Sore, *St. John’s University*

Discussant:

Renata Love Jones, *Georgia State University*

Participants:

- **(IP/AS) Theoretical Musings on Refutation Text Research: Navigating the Tensions Between Addressing Students’ Misconceptions and Culturally Responsive Pedagogy**
Allison Zengilowski, *The University of Texas at Austin*
Brady Lee Nash, *The University of Texas at Austin*
Brendan Alexander Schuetze, *The University of Texas at Austin*
Diane L. Schallert, *University of Texas*
- **Trauma-Informed Literacy Research Methods for Inservice Teachers**
Angela M. Wiseman, *NC State University*
Sarah Dempsey Dawson, *North Carolina State University*

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**Wide Angle Views on Supports for
Literacy Teachers
Paper Session
3:00 to 4:30 pm**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Westin Peachtree Hotel: Chastain E

Chair:

Heather Waymouth, *West Chester University of PA*

Discussant:

Lori Norton-Meier, *University of Northern Iowa*

Participants:

- **Lessons Learned from Listening to Teachers
Reflect on their Experiences with External
Coaches**
Susan Cantrell, *University of Kentucky*
Kristen H. Perry, *University of Kentucky*
Brittany Manion, *University of Kentucky*
- **“It is prohibited”: Supports and Stumbling
Blocks to Best Practices in Reading Instruction**
Jennifer Barrett-Tatum, *Western Carolina
University*
Courtney H. Shimek, *West Virginia University*
Chelsey M. Bollinger, *James Madison University*
Jenn Manak, *Rollins College*
- **The Wobbling of Novice Literacy Coaches:
Nonviolent Communication as Empathetic
Practice**
Phillip Wilder, *Clemson University*
Lisa Denise Aker, *Clemson University*

**Roundtable Session 3
3:00 to 4:30 pm**

Westin Peachtree Hotel: Chastain F (rounds)

**Digital Literacies, Media Perspectives on
Multilingual Experiences
Roundtable Session**

AREA 10. Literacy Media and Technology

Participants:

- **“Here and There”: Digital Information Literacy
Practices of a Transnational Chinese Student**
Huan Gao, *University of Florida*
- **Taking a long view of critical media literacy: A
content-analysis of one immigrant detention
center in the news**
Mikel Walker Cole, *University of Houston*
Susan Anne Cridland-Hughes, *Clemson
University*
Stephanie Madison, *Clemson University*
- **The Clinic Pivots During the Pandemic to Meet
Fourth Grade Bilingual Student**
Andrew Thomas Holt, *Gilman*
Barbara Laster, *Towson University*

**Engaging with Texts to Support PSTs’ Learning
Roundtable Session**

**AREA 1. Pre-service Teacher
Education in Literacy**

Chair:

Laurie A. Henry, *Salisbury University*

Participants:

- **Rebelling Against Standardization: An
Emerging Teacher’s Desire to Support Students
Navigate the World Beyond the Classroom**
Jessica Anne Murdter-Atkinson, *UT Austin*
Elizabeth Ries, *University of Texas at Austin*

continued on next page

- **Anti-racist Teacher Preparation in Field-Based Methods Courses**
Jessica Anne Murdter-Atkinson, *UT Austin*
Tracey Terece Flores, *University of Texas at Austin*
- **Panel Reading and Writing: Finding and Creating the Essence of Graphic Novels by Teacher Candidates**
Francine Falk-Ross, *Pace University*

**Exploring Literacy as Agency
Roundtable Session**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Participants:

- **“I’m from Congo, right?”: Children and Youth Resettled as Refugees and Afterschool Tutors Navigate Transcultural Identities**
Nermin Vehabovic, *University of Missouri - St. Louis*
- **Examining Agency During Literacy Instruction**
Margaret Vaughn, *Washington State University*

**Exploring Multiple Frameworks for Text
Analysis
Roundtable Session**

**AREA 9. Text Analysis, Adult, Children’s, and
Young Adult Literature**

Participants:

- **An Analysis of Minh Lê’s Drawn Together: Converging Semiotic, Discursive, Literary, and Artistic Frameworks**
Stephanie F. Reid, *University of Montana*
Frank Serafini, *Arizona State University*

- **Ideological Messages About Mathematics in Popular Children’s & Adolescent Graphic Novels**
Dani Kachorsky, *Texas A&M University - Corpus Christi*
Debra Plowman, *Texas A & M University-Corpus Christi*

**Language Arts and Reading Classrooms
and Assessments
Roundtable Session**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Participants:

- **Colonial Grammars in English Education**
Clint LaFuente, *The University of Texas at Austin*
- **“I am changed because of that test”: Unearthing the storied effects of a state’s “read or fail” test**
Jill A. Scott, *Indiana University*
Summer Davis, *Western Michigan University*
- **The Impact of Sexual Violence on ELA Instruction: One Teacher’s Approach**
Stacia Long, *UGA*

**Engaging in Play and Storytelling
in Digital Spaces
Paper Session
3:00 to 4:30 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Chastain H

Chair:

Nance Wilson, SUNY Cortland

Discussant:

Zaline Roy-Campbell, Syracuse University

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Participants:

- **Roblox as Community Composition: Tracing Literacies and Digital Play Among Brazilian Multilingual Youth**
Alex Corbitt, *Boston College*
Mariana Lima Becker, *Boston College*
- **Bringing play in from the margins: An argument for fan-based literacies' role in post-pandemic ELA pedagogy**
Jayne C. Lammers, *University of Rochester*
Alecia Marie Magnifico, *University of New Hampshire English Department*
Anlun Wang, *University of Rochester*
- **Mutants, Memes, and My Hero Academia: Examining 7th Graders' Transmedial Superhero Storytelling**
Beth Krone, *Ohio State University*
Patricia E. Enciso, *Ohio State University*

A Variety of Approaches to Support Young People's Writing Processes through Feedback
Paper Session
3:00 to 4:30 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain I

Chair:
Lyudmyla Ivanyuk, *Trinity Christian College*

Discussant:
Kristin Black, *NYU*

- Participants:**
- **Use of a Cognitive Apprenticeship Model on Scientific Argumentation Writing Outcomes for 8th-grade Students**
Cameron Butler, *University of Maryland*

- **How feedback on writing quality and feedback on revision practices shape the writing of college-level ELLs**
Tianzhi Zhang, *University of Pittsburgh*

Presidential Address
LRA Annual Conference Special Event
4:45 to 6:00 pm

Westin Peachtree Hotel: Peachtree Ballroom

Albert J. Kingston Award Presentation
Jayne Lammers, *University of Rochester*

Introduction of STAR Fellows and Mentors
Miledis Gort, *University of Colorado, Boulder*

Student Outstanding Research Award Presentation
Soria Colomer, *Oregon State University*

Presidential Speaker Introduction:
Rev. Dr. Vincent D. McMillon, *Senior Pastor, St. Paul Baptist Church, Saginaw, MI*

2021 Presidential Address
MyStory, YourStory, OurStory:
Literacy Development in the Black Church - Past, Present & Future

Presenter:
Gwendolyn Thompson McMillon, *Oakland University*

Presidential Reception
LRA Annual Conference Reception
6:00 to 7:30 pm

Westin Peachtree Hotel: Whitehall

Presenter:
Gwendolyn Thompson McMillon, *Oakland University*



DECEMBER 1-4, 2021 Atlanta, GA

**Widening the Angles
of Literacy Research:
*Honoring Untold Stories
Using Contrapuntal Approaches***

Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.



LITERACY
RESEARCH
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Art: *Contrapuntal Timbre* by Lon W. Chaffin

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Thursday • December 2, 2021

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December 1 – December 4, 2021

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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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.

Reading Hall of Fame Breakfast and Induction Ceremony

LRA Annual Conference
Special Event
7:00 to 8:30 am

Westin Peachtree Hotel: Chastain F (rounds)

Chair:

Diane Lapp, San Diego State University

Registration

LRA Annual Conference
Special Event
7:00 to 5:00 pm

Westin Peachtree Hotel: Peachtree Terrace

Thursday Poster Presenter Set-Up

LRA Annual Conference
Special Event
7:00 to 8:30 am

Westin Peachtree Hotel: The Overlook

Ethics Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 1

Ethnicity, Race and Multilingualism Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 2

Field Council Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 3

Gender & Sexualities Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta A

Policy and Legislative Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta D

Publications Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta E

Research Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta F

Technology Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Augusta G

**Promoting Methodological Diversity in LRA:
Perspectives from Association Committees and
Innovative Community Groups
Alternative Format Session
8:30 to 10:00 am**

AREA 14. Other Topics

Westin Peachtree Hotel: Augusta 1

At the 2020 LRA conference, the ad hoc Committee on Research Methodologies in LRA presented its report to the Board of Directors. This committee was asked to explore the epistemological and methodological representation in the LRA conference, publications, and leadership. The current alternative format session, organized by the standing Research Committee, includes a panel of representatives from

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multiple LRA committees and ICGs to respond to and offer recommendations based upon this report.

Chairs:

- Seth Parsons**, *George Mason University*
Jon M. Wargo, *Boston College*
Tran Nguyen Templeton, *University of North Texas*
Erin Quast, *Illinois State University*
Lina Trigos-Carrillo, *Universidad de la Sabana*
Idalia Nunez, *University of Illinois Urbana-Champaign*
Amy Wilson-Lopez, *Utah State University*

Discussant:

Elizabeth (Betsy) A. Baker, *University of Missouri*

Presenters:

- **Lara J. Handsfield**, *Illinois State University*
- **Bogum Yoon**, *State University of New York at Binghamton*
- **Patriann Smith**, *University of South Florida*
- **Corrine M. Wickens**, *Northern Illinois University*
- **Bianca Julvette Nightengale-Lee**, *Florida Atlantic University*
- **Earl Aguilera**, *California State University, Fresno*
- **Tiffany Nyachae**, *The Pennsylvania State University*
- **Bettina Buch**, *University College Absalon*
- **Tairan Qiu**, *The University of Georgia*
- **Alex Corbitt**, *Boston College*
- **Reka C. Barton**, *San Diego State University*

**Fluency and Vocabulary of
Multilingual Learners
Paper Session
8:30 to 10:00 am**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Augusta 2

Chair:

Jayoung Choi, *Kennesaw State University*

Discussant:

Clay Walker, *Wayne State University*

Participants:

- **Bilingual Fluency When Reading Dual-Language Books**
Lisa Domke, *Georgia State University*
- **Reimagining Prosody from a Sociocultural Perspective and Implications for Fluency Assessment**
Mark D. McCarthy, *Springfield College*
Lisa Domke, *Georgia State University*
Yue Bian, *University of Washington Bothell*

**Harnessing the Science of Early Literacy to
Support Teaching and Learning
Symposium
8:30 to 10:00 am**

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Augusta 3

In this symposium, we present a selection of theoretical papers, based on chapters from the forthcoming Handbook on the Science of Early Literacy (under contract with Guilford Publications, for release in 2022). These papers provide research reviews written by experts in the field, from 5 research-intensive institutions, who have conducted cutting-edge and transformative research on the science of early literacy instruction.

Chair:

Nicole Patton Terry, *Florida Center for Reading Research/FSU*

Discussant:

Sonia Cabell, *Florida State University*

continued on next page

Participants:

- **The Science of Early Literacy Instruction: Supporting Integrated Instruction in Science, Oral Language, and Literacy in K-2 Classrooms**
Tanya S. Wright, *Michigan State University*
Amelia Wenk Gotwals, *Michigan State University*
- **Literacy Architectures: Making the Case for Systemic Approaches to Support Multilingual Learners to Become Readers and Writers**
Nonie Lesaux, *Harvard University*
Emily Phillips Galloway, *Vanderbilt University*
- **Using the Science of Early Literacy in Professional Development: Early Writing PD for Preschool Teachers**
Hope K. Gerde, *Michigan State University*
Gary Bingham, *Georgia State University*

Meaning Making through Digital Literacies
Paper Session
8:30 to 10:00 am

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta B (rounds)

Chair:

Lyudmyla Ivanyuk, *Trinity Christian College*

Discussant:

Phillip Wilder, *Clemson University*

Participants:

- **Transformational Healing in Collective Media-Making: Students' Collaborative and Critical Care in Times of Crisis**
Bethany Monea, *University of Pennsylvania*
Dianne Wellington, *Indiana University Bloomington*
- **Bringing Critical Digital Literacy Practices into Courses**
Olivia Grace Stewart, *St. John's University*

- **“im a us citizen and ppl think im a wetback”:**
Secondary Students' Use of Computer-mediated Discussion to Express Critical Awareness about Race, Diversity, and Equity
J. Hannah Park, *UTSA*

Geographies and Literacies, Intermingled and Illuminated
Alternative Format Session
8:30 to 10:00 am

AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Augusta C (rounds)

We will share methodological approaches for storying place in literacies research. Attendees will join us in probing the “tender geographies” (Lawrence-Lightfoot, 2003) across consequential places. Using reflective and reflexive approaches to the geographic nature of our research sites, we explore collaborative and multimodal methodological layering, framed by our responsibilities and assumptions as researchers. This session includes an opportunity for attendees to engage in hands-on methodological approaches aligned with the intermingling of geographies and literacies.

Chair:

Alexandra Panos, *University of South Florida*

Virginia Killian Lund, *University of Rhode Island*

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

Presenters:

- **Carolyn Colvin**, *University of Iowa*
- **Alecia Beymer**, *Michigan State University*
- **Michael Cody McLane**, *Michigan State University*

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Putting Students Full Center: A Classroom Agreement Process, Translanguaging, and Multimodal Testimonios Symposium
8:30 to 10:00 am

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta D

We present three studies where dialogic pedagogical values and practices purposefully plan for and honor student democratic involvement (co-authoring classroom community); dynamic linguistic practices (translanguaging); and multimodal and embodied meaning-making that challenge social equity issues (testimonios). Employing critical, sociocultural, and embodied SFL discourse analysis, these studies speak to the complexity of lived experience as Participants (teachers and students) grapple in different ways and in different contexts with dialogic, counter-puntal meaning-making.

Chair:

Brian Edmiston, *The Ohio State University*

Discussant:

Maren Aukerman, *University of Calgary*

Participants:

- **Co-Authoring a Classroom Agreement: Signaling Community and Community Participation**
Maureen P. Boyd, *University at Buffalo*
Chris R. Vasquez, *University at Buffalo*
Cara Monaco-Shevlin, *State University of New York at Buffalo*
- **Translanguaging in service of student stories in a heritage language program: Centering dynamic linguistic practices for meaning-making**
Emily Voegler, *Liverpool Central School District*

- **Testimonios within the Context of Youth Participatory Action Research**
Ruth Harman, *University of Georgia*
Maverick Yunqiang Zhang, *University of Georgia*
Yamileth Aubain, *University of Georgia*
Shuang Fu, *University of Georgia*

Meaning Making in Specialized Literacy Contexts Paper Session
8:30 to 10:00 am

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta E

Chair:

Dorian Harrison, *Ohio State University*

Discussant:

Kristen H. Perry, *University of Kentucky*

Participants:

- **An Interactional Sociolinguistics of Educational Prayer**
Robert LeBlanc, *University of Lethbridge*
- **(Highlighted Presentation) “What if what I want to say isn’t enough for what I have to say?” Expanding Meaning-Making Opportunities by Using Adinkra Symbols and Yoruba Proverbs**
Mellissa Gyimah-Concepcion, *Judson University*
Olabisi Adenekan, *Judson University*
- **Developing Health Literacy through Biliteracy: A Case Study of Second and Third Graders doing YPAR**
Joseph C Rumenapp, *Rosalind Franklin University of Medicine and Science*
Beverly Troiano, *Elmhurst University*

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**(Highlighted Session) Speak Up and Be Loud!
Amplifying Community Literacies
through Radio Productions
Symposium
8:30 to 10:00 am**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta F

As more interactions shift online, we must rethink how children and youth participate in and are prepared for the digital worlds they inhabit. In this session, the critical qualitative inquiries examine child-produced radio supported by a community organization as an alternative way to enhance digital literacies and understand community experiences. Ultimately, panelists outline the transformative potentials of using youth-radio to mobilize young people within formal and extracurricular learning spaces.

Chair:
Cassie J. Brownell, *University of Toronto-OISE*

Discussant:
Colin Harrison, *University of Nottingham*

Participants:

- **Be Loud!: Examining Child-Radio as a Site for Community Literacies**
Alex Owens, *Be Loud Studios*
- **Considering Kid Confidence: Analyzing Children's Creative Expression and Courageous Collaboration in Child-Radio Broadcasts**
Cassie J. Brownell, *University of Toronto-OISE*
- **Pass the Mic: Educators Storied Experiences of Community, Learning, and Designing for the Implementation Audio Production with Youth**
Christiane Wood, *California State University San Marcos*

**Influencing Identities: How Ethics,
the Pandemic, and Choice Shape Student
Self-Perceptions
Paper Session
8:30 to 10:00 am**

**AREA 6. Adolescent, College, and
Adult Literacy Processes**

Westin Peachtree Hotel: Augusta G

Chair:
Margaret Berg, *University of Northern Colorado*

Discussant:
Amy Vetter, *UNC Greensboro*

Participants:

- **(IP/AS) What Helps or Hinders Ethical Investigations of Literature?**
Ross Collin, *Virginia Commonwealth University*
- **Exploring the Reading Motivation of Middle Grade Students: A Multiphase-Mixed Methods Study**
Leslie Dawn Roberts, *Georgia Southern University*

**Disrupting the All-white Narrative of Education
in K-12 and Teacher Education Settings
Symposium
8:30 to 10:00 am**

**AREA 1. Pre-service Teacher
Education in Literacy**

Westin Peachtree Hotel: Augusta H

Presenters in this symposium draw on pro-blackness, emotional justice, Afrocentric praxis, revolutionary love, and land education in their research. Teacher and university researchers from across the United

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States share study findings that demonstrate what is not only possible but necessary in and out of teacher education in order to create more joyful, responsive, racially- and socially-just learning environments.

Chair:

Amy Seely Flint, *University of Louisville*

Discussant:

Tasha Marie Tropp Laman, *Western Washington University*

Participants:

- **Linguistic policies for African American Language speakers: Moving From anti-Blackness to pro-Blackness**
Gloria Swindler Boutte, *University of South Carolina*
Mary Earick, *New Mexico Highlands University*
Tambra O. Jackson, *Indiana University Purdue University Indianapolis*
- **“Why didn’t I know this?:” Land education as an antidote to settler colonialism in teacher education and culturally sustaining pedagogies for preservice teachers.**
Anna Lees, *Western Washington University*
Tasha Marie Tropp Laman, *Western Washington University*
Dolores Calderon, *Western Washington University*
- **You matter here and the stories we tell: Culturally sustaining pedagogies in elementary classrooms**
Amy Seely Flint, *University of Louisville*
Wanda Jagers, *Jefferson County Public Schools*
- **A Framework for Supporting PSTs in Culturally Sustaining Nonfiction Writing.**
Eliza Braden, *The University of South Carolina*
Valente’ Gibson, *Jackson Creek Elementary*

- **A revolutionary love story: How a teacher educator, inservice teacher and student intern used Afrocentric teaching to humanize Blackness.**
Kamania J. Wynter-Hoyte, *University of South Carolina*
Mukkaramah M. Smith, *Richland School District One*
Kaitlin Jones, *Richland School District Two*
- **Creating spaces for emotional justice in culturally sustaining literacy education: Implications for policy & practice.**
Roberta Price Gardner, *Kennesaw State University*
Sandra Lucia Osorio, *Illinois State University*
Shashray McCormack, *Jefferson County Public Schools*
- **Our legends and journey stories: Exploring culturally sustaining family engagement in classrooms.**
Tracey Terece Flores, *University of Texas at Austin*
Sandra Springer, *Austin Independent School District*

Writing for Meaning: Exploring Multimodal Composition and opportunities for meaningful experiences
Paper Session
8:30 to 10:00 am

AREA 5. Early and Elementary Literacy Processes

Westin Peachtree Hotel: Chastain 2

Chair:

Amy Burke, *Texas Woman’s University*

Discussant:

Chelsey M. Bollinger, *James Madison University*

continued on next page

Participants:

- **Representing Information: Analyzing First-Graders' Multimodal Compositions**
Lindsey Moses, *Arizona State University*
Frank Serafini, *Arizona State University*

- **(Highlighted Presentation) Exploring Children's Opportunities to Write for Meaning in Early Childhood Classrooms**
Clarielle Gabas, *University of Nebraska-Lincoln*
Laura Cutler, *The Ohio State University*
Rachel Erin Schachter, *University of Nebraska-Lincoln*

Theories to Practices: Scaffolding Students' Reading of Complex Texts
Alternative Format Session
8:30 to 10:00 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Chastain A

In this alternative format session, we widen the angles of literacy research on text complexity. A group of 20 scholars and practitioners from 17 institutions will share and critique a framework to maximize the impact and relevance of empirical work on teaching with complex texts, elevating the voices and perspectives of teachers and students. We will engage the LRA audience in discussions to refine the framework and generate goals for new research and collaborations.

Chair:

Sarah M. Lupo, *James Madison University*

Discussants:

Elfrieda H. Hiebert, *TextProject*

Sharon Walpole, *University of Delaware*

Meghan McCarthy Welch, *Georgia Department of Education*

Lauren Hauser, *University of Virginia*

Participants:

- **#WeNeedMirrors: First-Grade Literacy Decodables Analysis with Culturally Relevant Education**
Amber Lawson, *Michigan State University*
- **A Framework for Matching Instruction to Texts**
Sarah M. Lupo, *James Madison University*
John Strong, *University at Buffalo*
Courtney Hattan, *Illinois State University*
Laura Tortorelli, *Michigan State University*
- **Scaffolding During Small Group Reading Instruction: How and Why Teachers Make Scaffolding Moves to Increase Student Learning**
Ann Castle, *Michigan State University*
- **"Batting" Ideas about Text Complexity: A Study of Preservice Teachers' Knowledge of Text Selection**
Catherine Lammert, *Texas Tech University*
Samuel DeJulio, *University of Texas at San Antonio*
Elfrieda H. Hiebert, *TextProject*
- **In Their Own Words: High School Emergent Bilingual Students' Perceptions of Texts and Reading Comprehension Instruction**
Dianna Townsend, *University of Nevada, Reno*
Lizeth Lizarraga, *UT Austin*
Cynthia Helen Brock, *University of Wyoming*
Lisa Johnson, *WCSD*
Rachel Knecht, *University of Nevada, Reno*
- **What Happens When High School Students Meet Complex Texts? Describing the Moments of Scaffolding Through Struggles**
Dan Reynolds, *John Carroll University*
Helen W. Fisher, *John Carroll University*
- **Text Complexity and the Middle School ELA Experience**
Laura Northrop, *Cleveland State University*

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**Unlocking Language and Literature in
Pre-service Literacy Education
Paper Session
8:30 to 10:00 am**

**AREA 1. Pre-service Teacher Education
in Literacy**

Westin Peachtree Hotel: Chastain C

Chair:

Kristine Schutz, *University of Illinois at Chicago*

Discussant:

Sarah W. Beck, *New York University*

Participants:

- **A LangCrit Analysis of Teachers' Beliefs about Language Learning and Language Diversity**
Christina L. Dobbs, *Boston University*
Christine Montecillo Leider, *Boston University*
- **Beyond Keywords: Unlocking the Language of Word Problems in Math**
Michelle Mai Kwok, *Texas A&M University*
Jason Moore, *Oakland University*
Rachael Welder, *Texas A&M University*
Ashley M. Williams, *Texas A&M University*

**Reading and Writing Across Digital Contexts
Paper Session
8:30 to 10:00 am**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain E

Chair:

Sam von Gillern, *University of Missouri*

Discussant:

Laurie A. Henry, *Salisbury University*

Participants:

- **(IP/AS) Engaging in Disciplinary Practices: Empowering Middle School Students with Just-In-Time Online Inquiry in the ELA Classroom**
Kellie Riley Doubek, *University of Illinois at Chicago*

**Reading Hall of Fame Inaugural Address
LRA Annual Conference Special Event
8:30 to 10:00 am**

Westin Peachtree Hotel: Chastain F (rounds)

Reading Hall of Fame Inaugural Addresses- This session is open to any member wishing to attend. 90 minutes requested. During this session six members elected in 2020 will deliver their inaugural addresses

Presenters:

- **Janice F. Almasi**, *University of Kentucky*
- **Kathleen Hinchman**, *Syracuse University*
- **Arlette I. Willis**, *University of Illinois, Urbana Champaign*
- **Doris Walker-Dalhouse**, *Marquette University*
- **Carol D. Lee**, *Northwestern University*
- **Vivian L. Gadsden**, *University of Pennsylvania*

Chair:

Diane Lapp, *San Diego State University*

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**Roundtable Session 4
8:30 to 10:00 am**

Westin Peachtree Hotel: Chastain G (rounds)

**(Highlighted Session) Understanding
Teacher Voices in Global Contexts
Roundtable Session**

**AREA 12. International Research on
Teaching and Learning**

Participants:

- **A Critical Discourse Analysis of Kosovar Teachers' Engagement with Critical Literacies Pedagogy**
Anemone Zeneli, Syracuse University
- **Honoring Untold Stories: A Cross-Cultural Study on Exploring Preservice Teachers' Conceptualization of Literacy**
Adeline Mansa Borti, Grand Valley State University
- **Case Study of a First Grade Teacher In Rural South Africa: A Generative Professional Development Project on Robust Vocabulary**
Lori Czop Assaf, Texas State University

**Cultivating PSTs' Understandings of
Themselves and Others
Roundtable Session**

**AREA 1. Pre-service Teacher Education
in Literacy**

Participants:

- **Culturally Responsive Book Club Experiences for Preservice Teachers**
Bonnie A. Barksdale, Middle Tennessee State University

Katie Schrodt, Middle Tennessee State University
Robin Stacy Fields, Middle Tennessee State University
Janna McClain, Middle Tennessee State University

- **Excavating Identities: Interrogating Biases and Beliefs to Advance Anti-Bias/Anti-Racist Pedagogy**
Kristen White, Northern Michigan University
Amy Tondreau, Austin Peay State University
Wendy Gardiner, Pacific Lutheran University
Tracy Donohue, Michigan State University
Sophie C. Degener, National Louis University
Carin Applegat, Creighton University
- **"I didn't think about that perspective": Preservice Teachers' Development of Critical Stances Through Communal Knowledge**
Elizabeth Ries, University of Texas at Austin
Erica Holyoke, Keene State College

**From Families Experiences with Literature to
Tracking Literacy Learning Over Time
Roundtable Session**

**AREA 5. Early and Elementary Literacy
Processes**

Participants:

- **Marginalized Families' Experiences and Representation Through Children's Literature**
Melanie Marie McCormick, Michigan State University
- **Change over Time in Beginning Readers' Word-solving Decisions**
Tracy Johnson, The Ohio State University
Emily Rodgers, The Ohio State University
Jerome D'Agostino, The Ohio State University

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**Literacy Learning of Special Populations
in Global Context
Roundtable Session**

**AREA 12. International Research on
Teaching and Learning**

Participants:

- **Becoming French: A Small Story Narrative Analysis of One Algerian, Muslim, Immigrant Student's Experiences in France**
Janette A. Metzger, *Indiana University*
- **(IP/AS) Using Multimodal Texts to Support Science Learning: Disciplinary Literacies Practices in a Special Education Science Classroom**
Kara Kennedy, *Northern Illinois University*
Michael Louis Manderino, *Northern Illinois University/Leyden High School District 212*
- **Widening our Lens on Intervention and Literacy Clinics: A Global Perspective**
Tammy M. Milby, *University of Richmond*
Joan A. Rhodes, *Virginia Commonwealth University*

**Disciplinary Literacy: Considerations
and Perspectives
Paper Session
8:30 to 10:00 am**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Westin Peachtree Hotel: Chastain H

Chair:

Marla King Robertson, *Utah State University*

Discussant:

Emily Hayden, *Iowa State University*

Participants:

- **Impact of Professional Development on Teachers' Disciplinary Literacy Instruction and Perspectives**
JeanMarie Farrow, *University of Pennsylvania*
Sarah Kavanagh, *University of Pennsylvania*
- **Is it good science teaching or is it literacy?: A CHAT Case Study**
Heather Waymouth, *West Chester University of PA*
- **Science Teachers' Considerations When Implementing Text-Rich NGSS-based Investigations in Online Learning Environments**
Willard L. Brown, *WestEd*
Cynthia L. Greenleaf, *WestEd*
Kathleen Hinchman, *Syracuse University*
Heather Howlett, *WestEd*

**Poster Session 1
LRA Annual Conference Poster Session
8:30 to 10:00 am**

Westin Peachtree Hotel: The Overlook

Participants:

- **Engaging Working Class Students in Literacy Discussions**
Katharine Hull, *University of South Florida*
- **Exploring the Ecology of Writing, Feedback, and Revision in an Upper-Level English Course**
Kelsie Endicott, *Salisbury University*
- **Extended Language Use Opportunities for Emergent Bilinguals in Preschool English-Only Policy Classrooms**
Laura Buckley, *Vanderbilt University*
Jeannette Mancilla-Martinez, *Vanderbilt University*
Merve Ozdemir, *University of North Carolina Greensboro*

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- **(IP/AS) Podcasts as a Contrapuntal Approach to Traditional Professional Development**
Stephanie Branson, *USF*
Lindsay Persohn, *University of South Florida Sarasota-Manatee*
Csaba Osvath, *University of South Florida*
- **(IP/AS) Voices of Prospective and Practicing Reading Teachers: Untold Stories of Professional Learning**
Holly Lane, *University of Florida*
Valentina A. Contesse, *University of Florida*
Colleen Pollett, *University of Florida*
Talia Campese, *University of Florida*
Christina M. Flake, *University of Florida*
Kelley Annette Taksier, *University of Florida*
- **Teacher Inquiry as Dialogic Process Towards Expansive Writing Pedagogy in Restrictive Elementary Education Contexts for Emergent Bilingual Students**
Joanna Wong, *CSU Monterey Bay, Department of Education and Leadership*

Oscar S. Causey Address
LRA Annual Conference Special Event
10:15 to 11:45 am

Westin Peachtree Hotel: Peachtree Ballroom

Chair:

Fenice B. Boyd, *University of South Carolina*

Arthur Applebee Award Presentation

Kathleen Hinchman, *Syracuse University*

Oscar S. Causey Award Presentation

Fenice Boyd, *University of South Carolina*

2021 Oscar S. Causey Address

Cultivating a Dream as a Child Growing Up in the Deep South

Dr. Patricia A. Edwards, *Michigan State University*

Abstract:

The 2021 Oscar Causey Award Address presented at the Literacy Research Association by Professor Dr. Patricia Edwards is a response to two self-reflexive questions: “How were my dreams cultivated as a little Black girl growing up in Albany, Georgia during the mid-fifties, sixties, and early seventies?” and “What implications does my story have for cultivating the dreams of today’s children?” To explore these questions, Edwards uses a qualitative methodology termed portraiture (Lawrence-Lightfoot & Davis, 1997) to capture her insights and experiences, allowing her to “paint” rich pictures of the participants “in an effort to capture the complexity, dynamics, and subtlety of human experience and organizational life” (p. xv). Through portraiture, which relies heavily on the use of storytelling and narration, Edwards converts the term “research” into “I-search,” affording her the opportunity to reflect on her lived experiences and share those moments and events with the world while also abolishing the “gaze” that some forms of quantitative and qualitative methodologies employ. In turn, she leverages narratives – via pictures, portraits, and audio -- of her life as a Black girl growing up in Albany, Georgia, to share her story while constructing meaning of her experiences and of her life. In doing so, Edwards highlights the impact of The Albany Civil Rights Movement in cultivating her dream. She invites teachers, school districts, literacy leaders and the broader community to use her narrative portrait as a basis for creating a new norm that cultivates the dreams of young Black students, and of students of color in general.

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**ERM Brown Bag Session: Mentoring for
Publications on Community
Engagement in Literacy
LRA Annual Conference Special Event
12:00 to 1:00 pm**

Westin Peachtree Hotel: Chastain F (rounds)

Graduate students and early career scholars of color who need mentoring for publications are welcome to this session. During this session, we will cover a brief overview of this project and participation. We will also discuss our work on community engagement. The special theme issue editors and mentees will discuss lessons learned pertaining to publishing research in the *Journal of the Community Development Society* and the *Journal of Literacy Innovation*. The topics in this discussion will include feedback from newly published scholars in the field, nuances of race research, and the publishing process.

Chairs:

Tiffany J. Armstead-Flowers, *Georgia State University
Perimeter College*

Kwangok Song, *The University of Kansas*

Presenters:

- **Dr. Sean Ruday, Editor** - *The Journal of Literacy Innovation*
- **Dr. Craig Talmage, Editor** - *Community Development*
- **Dr. Linda Wilson-Jones, Editor** - *The Journal of Research Initiatives in Education*

**Critical Approaches to Media:
Analysis and Activism
Paper Session
1:15 to 2:45 pm**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta 1

Chair:

Becky Beucher, *Illinois State University*

Discussant:

Olivia Grace Stewart, *St. John's University*

Participants:

- **Cruel Optimism and Digital Dis-Mis-Info: An Actor-Network Analysis of Post-Truth Media Responses**
Brad Robinson, *Texas State University*
Will Fassbender, *Montana State University*
- **Paint, Post, and Push with Pride: Understanding Antoniobtwo's User-Created Procedural Beauty Discourse as LGBTQ Activism**
Jon M. Wargo, *Boston College*

**Multimodality, Disciplinary Learning,
and Perspectives
Paper Session
1:15 to 2:45 pm**

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Augusta 2

Chair:

Julie L. Coiro, *University of Rhode Island*

Discussant:

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

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Participants:

- **“In pictures, they can understand what I’m trying to say:” Scientific Modeling as an Example of Disciplinary Literacy**
Gabriel DellaVecchia, *University of Michigan*
- **Teachers’ Perspectives on the Integration of Multiple Literacies in a Project-Based Approach to Disciplinary Learning**
Miranda Fitzgerald, *University of North Carolina at Charlotte*
Gabriel DellaVecchia, *University of Michigan*
Kathleen Easley, *Learning Partnership*
Yutong Wu, *University of Cambridge*
Annemarie S. Palincsar, *University of Michigan*

**Writing as a Tool for Transformation
Paper Session
1:15 to 2:45 pm**

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta 3

Chair:

Phylicia Anderson, *Texas Woman’s University*

Discussant:

Matthew R. Deroo, *University of Miami*

Participants:

- **Pushing Back Against the Writing Curriculum: Agency for a First-Grade Writer**
Lindsey Moses, *Arizona State University*
Danielle Rylak, *Arizona State University*
- **Discursive Alliances and the Writing Process: Why do Students’ Intellectual Circles beyond the Classroom Matter**
Amir Kalan, *McGill University*

**Widening the Angles of Theory and Theorizing Among Literacy Researchers
Alternative Format Session
1:15 to 2:45 pm**

AREA 14. Other Topics

Westin Peachtree Hotel: Augusta A

This alternative format session extends a discussion about theory that was initiated in a symposium last year. This session focuses on the extent to which investment in a preferred theory or domain of theories may limit the development of a meaningful, integrated, and useful research base for understanding and promoting literacy. It also addresses how the field can approach theory to avoid separating researchers into silos that serve as thought collectives with incompatible discourses.

Chairs:

David Reinking, *University of Georgia*
Seth Parsons, *George Mason University*
George G. Hruby, *University of Kentucky*
David B. Yaden, Jr., *University of Arizona*

Discussant:

Carol D. Lee, *Northwestern University*

Presenters:

- Ana M. Taboada Barber, *UMD College Park*
- Ashley N. Patterson, *Penn State University*
- Jennifer Rowsell, *University of Bristol*
- Sharon Walpole, *University of Delaware*
- Kris D. Gutiérrez, *UC, Berkeley*

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Seen but Not Heard: Black Soundscapes in the English Language Arts and Bilingual Classrooms Symposium
1:15 to 2:45 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta B (rounds)

Black language and phonology are Black diaspora literacies, and soundscapes reflecting linguistic histories, oral traditions, storytelling, writing, and everyday facets of Black lives. Black soundscapes include the use of Black language, e.g., tones, linguistic repertoires, discourse patterns, rhythms, intonations, and dialects reflecting evidence of African Diasporic identity. The three papers in this session explore Black language and literacies as valuable but underutilized assets and archives for supporting and expanding opportunities in ELA and biliteracy teaching.

Chair:
Eliza Braden, *The University of South Carolina*

Discussant:
Justin A. Coles, *Fordham University*

Participants:

- **Young Black Children’s Soundscapes in the Bilingual Classroom: Orientations of Linguistic Play, Justice, and Liberation**
Brittany Frieson, *University of North Texas*
- **Black Soundscapes as Literary Archives of Meaning**
Roberta Price Gardner, *Kennesaw State University*

Racist Discourse Against Asian Americans in the U.S.: From “the Model Minority” to “Chinese virus” Symposium
1:15 to 2:45 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta C (rounds)

This panel addresses racism against Asian-Americans in US society through reviews of “the model minority” myth and the stereotypes of Asian-Americans in popular culture and studies that explore how these stereotypes are amplified during the COVID-19 pandemic time and how Asian-Americans are presented in the children’s literature.

Chair:
Danling Fu, *University of Florida*

Discussant:
Danling Fu, *University of Florida*

Presenter:
Jiayi Xu, *University of Florida*
Lin Deng, *University of Florida*

The Role of Text and its Use in Instruction and Learning Paper Session
1:15 to 2:45 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta D

Chair:
Laura Tortorelli, *Michigan State University*

Discussant:
Rihana Shiri Mason, *Georgia State University*

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Participants:

- **Making Challenging Social Studies Texts Accessible for Struggling Readers: An Intervention**
Melanie Kuhn, *Purdue University*
Grace Pigozzi, *Purdue University*
- **Diverse Texts are Not Enough: The Need for Elementary Literacy Teachers' Humanizing Critical Sociocultural Knowledge**
Saba Vlach, *The University of Iowa*
Laura Taylor, *Rhodes College*
- **A diverse tapestry of voices: Weaving reflexive and text-focused academic discussion**
Heather Meston, *Vanderbilt University*
Emily Phillips Galloway, *Vanderbilt University*
Katherine Addison Barrack, *Metro Nashville Public Schools*

Developing Critical Literacy Practices with Young People with Poetry, Digital Resources, and Reflection
Paper Session
1:15 to 2:45 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Augusta H

Chair:

Kelli M. Bippert, *Texas A&M University - Corpus Christi*

Discussant:

Margaret Berg, *University of Northern Colorado*

Participants:

- **Towards Developing Critical Literacy Practices for Students with Learning Differences Using Langston Hughes' Poetry**
Eric B. Claravall, *CSU Sacramento*
Patricia Garcia, *California State University, Sacramento*

- **The Sociocultural Role of Imagination among Adolescents Engaged in Critical Digital Literacy in Three Settings**
Cynthia J. Lewis, *University of California, Santa Cruz*
Anne E. Crampton, *Western Washington University*
Cassandra Scharber, *University of Minnesota - Twin Cities*
- **"How am I as an individual personally processing this?": Reflective Journaling for Critical Literacy Development**
Brittany Adams, *SUNY College at Cortland*

A Wide-Angle View of Teacher Preparation Research on Family and Community Engagement with Multilingual Families Symposium
1:15 to 2:45 pm

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Chastain A

Presenters aim to widen the lens on teacher preparation research focused on engaging families and communities of multilingual learners. Three unique projects from around the U.S. will share research on how their professional development programs advance teacher knowledge and competencies around culturally sustaining pedagogies for emerging multilingual students. The session will conclude with an open dialogue on the significance of developing strong teacher education pedagogies and the complexities of engaging families and communities.

Chair:

Cynthia Helen Brock, *University of Wyoming*

Discussant:

Cynthia Helen Brock, *University of Wyoming*

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Participants:

- **Plans May Differ: Implementing Projects to Engage Families**
Monica S. Yoo, *University of Colorado-Colorado Springs*
Leslie Grant, *University of Colorado Colorado Springs*
Veronica Garza, *University of Colorado, Colorado Springs*
Lisa Fetman, *University of Colorado Colorado Springs*
- **The Influence of Teachers' Beliefs and Self-Awareness on Implementing Family & Community Collaboration**
Kristen H. Perry, *University of Kentucky*
Sara Saberimoghaddam, *University of Kentucky*
Susan Cantrell, *University of Kentucky*
- **Narrative Analysis of Teachers' Family Engagement Experiences**
Susan V. Piazza, *Western Michigan University*
Maria Selena O. Protacio, *Western Michigan University*
Virginia David, *Western Michigan University*

A Wide Angle View of Literacy Teaching: Interpreting a State-wide Exploration of Teachers' Beliefs about Language and Literacy Teaching Symposium
1:15 to 2:45 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Chastain D

The studies in this symposium take different slices of an expansive state-wide data set to unpack trends in teachers' conceptions of literacy, purposes for teaching, and language ideologies. We look across grade levels and school contexts to examine the impact of teachers' knowledge and beliefs on contemporary instructional decisions. Findings reveal

teachers torn between traditional approaches and new understandings of the evolving nature of language and literacy.

Chairs:

Heather M. Knight, *University of Missouri, Columbia*
Mike Metz, *University of Missouri*

Discussants:

Amanda Haertling Thein, *University of Iowa*
Melissa Wetzel, *The University of Texas at Austin*

Participants:

- **A cross-contextual study of pK-12 grade teachers' beliefs about language and language teaching**
Mike Metz, *University of Missouri*
Matthew Gordon, *University of Missouri*
Thanh Phuong Nguyen, *University of Missouri-Columbia*
Heather M. Knight, *University of Missouri, Columbia*
- **"Phonics before lunch, literacy in the afternoon": Understanding texts & materials in preK-12 classrooms**
Candace R. Kuby, *University of Missouri*
Angie Zapata, *University of Missouri*
Ermal Hoxha, *University of Missouri*
- **"Freshman get falling in love in a day": Connections between ideas of students, literacy, and pedagogy**
Robert Petrone, *University of Missouri*

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**Roundtable Session 5
1:15 to 2:45 pm**

Westin Peachtree Hotel: Chastain F (rounds)

**Exploring, Expanding, and Disrupting
PSTs' Perceptions
Roundtable Session**

**AREA 1. Pre-service Teacher
Education in Literacy**

Chair:

Brooke Ward Taira, *University of Hawai'i at Mānoa*

Participants:

- **Discourses of Disruption: A Multi-State Study of Teacher Candidates' Memories of Writing**
Sonia Kline, *Illinois State University*
Pamela Hickey, *Towson University*
Xiufang Chen, *Rowan University*
Lisa K. Hawkins, *Ball State University*
Chinwe H. Ikpeze, *St. John Fisher College*
Vicki McQuitty, *Towson University*
Grace Y. Kang, *Illinois State University*
Linda Diane Smetana, *California State University, East Bay*
Amy Tondreau, *Austin Peay State University*
Amanda Wall, *Georgia Southern University*
Shuling Yang, *East Tennessee State University*
- **Expansive Views: Preparing Teachers to Promote Productivity, Inclusivity, and Equity for Students with Dyslexia**
Margaret Billings Krause, *University of South Florida*
Julia Hagge, *Ohio State University*
- **Perceptions of Elementary Pre-service Teachers on their Teacher Preparation Program**
Melody Zoch, *University of North Carolina at Greensboro*

**Learning to Read and Write in Global Contexts
Roundtable Session**

**AREA 12. International Research on
Teaching and Learning**

Participants:

- **Designing Research-based Remedial Instruction to Meet College Students' Language Needs**
Carina Ionela Branzila, *Al. I. Cuza' Iasi*
Mihaela Gazioglu, *Clemson University*
- **The use of images in learning to read and write**
Bettina Buch, *University College Absalon*
- **Towards a Globalizing Literacy: Literacy Practices of International Schools in South Korea**
Geoffrey Hughes, *University of Iowa*

**Supporting and Serving Students in
Higher Education with Remote Learning,
Information Literacy Skills, and
Literacy Support Programming
Roundtable Session**

**AREA 6. Adolescent, College, and
Adult Literacy Processes**

Participants:

- **Credibility in an Unfamiliar Culture: Information Literacy of transnational students in U.S. university**
Huan Gao, *University of Florida*
- **Supporting Student "Readiness" for Literacy in Nursing: Widening the Angles of Postsecondary Literacy Research in Career Technical Education Areas**
Sonya L. Armstrong, *Texas State University*
Norman A. Stahl, *Northern Illinois University*
James Robert King, *University of South Florida*

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James Michael Dyer, *Texas State University*
Britt Annalyse Posey, *Northwest Vista College*
Kbeck Mark Killingbeck, *Texas State University*

S.T.A.R. Peer Mentoring Session (Closed Event)
LRA Annual Conference Special Event
1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain G (rounds)

Closed mentoring session for current STAR fellows and mentors

Chair:

Mileidis Gort, *University of Colorado Boulder, School of Education*

Presenters:

- Carmen Liliana Medina, *Indiana University*
- Patricia Abril-Gonzalez, *The University of Texas at Austin*
- Earl Aguilera, *California State University, Fresno*
- P. Zitlali Morales, *University of Illinois Chicago*
- Idalia Nunez, *University of Illinois Urbana-Champaign*
- Carmen M. Martínez-Roldán, *Teachers College*
- Rebecca Linares, *University of Colorado Boulder*
- Patricia Baquedano-López, *UC Berkeley*
- Bianca Julvette Nightengale-Lee, *Florida Atlantic University*
- Latrise Johnson, *NWD*
- Tiffany Nyachae, *The Pennsylvania State University*
- Jennifer D. Turner, *University of Maryland*
- Danny C. Martinez, *University of California, Davis*
- Alicia Rusoja, *Saint Mary's College of California*
- Tran Nguyen Templeton, *University of North Texas*
- Ana Christina da Silva Iddings, *Vanderbilt University*

Critical Thinking through Challenging Conversations, (de)Colonizing Perspectives, and Creative Expressions
Paper Session
1:15 to 2:45 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain H

Chair:

Dolores Greenawalt, *Carroll University*

Discussant:

Corrine M. Wickens, *Northern Illinois University*

Participants:

- (IP/AS) Who Needs a Hero?: A Phenomenological Investigation of Postsecondary Colonization
Stephanie M. Finau, *Texas State University*
Emily Summers, *Texas State University*
- Linguaging Literature Writing
Matt Seymour, *University of Wisconsin--Eau Claire*

Student Voices as Roadmaps for Equitable Practice
Paper Session
1:15 to 2:45 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain I

Chair:

Cindi M. Koudelka, *Aurora University*

Discussant:

Emily Plummer Catena, *Florida State University*

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Participants:

- **(IP/AS) The Lived Experiences of Confusion: Students' Voices Making Sense of Being Confused**
Allison Zengilowski, *The University of Texas at Austin*
- **What Mediates Manifestations of Student Voices?: A Case Study of Undergraduates' Voices in a Children's Literature Course**
Lauren Fletcher, *University of Louisville*

What have we learned? Challenges and Affordances of Remote Field-based Teacher Education to Support Culturally and Linguistically Responsive Teachers in a COVID-19 World
Alternative Format Session
3:00 to 4:30 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Augusta 1

Field-based experiences are a central component of preparing teachers to work with culturally and linguistically diverse students. Due to COVID-19, field experiences have had to make a rapid online shift. In this alternative session, four presentations explore the challenges and affordances of remote field-based learning this year. With substantial time for audience discussion, this session will explore what these re-envisionings of field-based teacher education mean for the future of literacy research and teacher education.

Chair:

Lorien Chambers Schuldt, *Fort Lewis College*

Participants:

- **Relationship-building virtual home visits: Disrupting false narratives and inviting partnership**
Judy Paulick, *University of Virginia*

- **Linguistically responsive writing instruction in the age of Zoom**
Pamela Hickey, *Towson University*
Vicki McQuitty, *Towson University*
- **"I'm not sure I'm ready for this:" Pre-service teachers as remote tutors for emergent bilingual students**
Lorien Chambers Schuldt, *Fort Lewis College*
Kelly Bowman von Stroh, *Durango 9R Schools*
- **When the field is a screen: Reconceptualizing field-based teacher education for language diversity in online learning**
Chris Chang-Bacon, *University of Virginia*
María Guzman Antelo, *University of Virginia*

Systems and Structures to Implement and Grow Disciplinary Literacy Work: Research and Practice at the State and Local Levels
Symposium
3:00 to 4:30 pm

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Westin Peachtree Hotel: Augusta 2

Research has found that instruction focused on content-Area and disciplinary literacy can support students to develop a wide repertoire of literacy practices and strategies, and enrich conceptual learning in the disciplines. This symposium is devoted to understanding teachers' professional learning about content-Area and disciplinary literacy. Conducted in very different regions across the United States, the symposium will allow Participants a broad view of state and local-level supports for teachers' learning about content-Area and disciplinary literacy.

Chair:

Elizabeth McDonald, *Clemson University*

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Discussant:

Cathy Compton Lilly, *University of South Carolina*

Participants:

- **Privileging teachers' voices: Understanding teacher perceptions of cross-content literacy instruction in middle and high schools**
Britnie Kane, *The Citadel*
Jennifer Morrison, *The University of South Carolina*
W. Ian O'Byrne, *College of Charleston*
Rachelle S. Savitz, *Clemson University*
- **A Work in Progress: Designing a Statewide Professional Learning Initiative to Support Disciplinary Literacy Instruction Despite Pandemic Pivots**
Darin Stockdill, *University of Michigan*
Laura Gabrion, *Wayne Regional Educational Service Agency*
Jenelle Williams, *Oakland Intermediate School District*
Mary Starr, *Michigan Mathematics and Science Leadership Network*
- **Understanding the Systems, Structures, and Leadership that Support Disciplinary Literacy Professional Learning in a Middle School Context**
Jacy Ippolito, *Salem State University*
Christina L. Dobbs, *Boston University*
Megin Charner-Laird, *Salem State University*

(Highlighted Session) Black Diaspora Literature for Youth: A Solidifying and Evolving Literary Tradition Symposium**3:00 to 4:30 pm****AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature****Westin Peachtree Hotel: Augusta C (rounds)**

Critical analysis focusing on the literary depictions of black youth, their families, communities, and worlds remains scant in literacy studies. This symposium brings scholars together who study Black diaspora youth literature to share how this literary tradition is solidifying and, at the same time, evolving. As a collective, the papers reveal and probe the narrative, visual and aural representations of Black humanity that elucidate the multifaceted nature of Blackness found in literature for youth.

Chair:

Jennifer D. Turner, *University of Maryland*

Discussant:

Desiree Cueto, *Western Washington University*

Participants:

- **BlackCrit in Children's Literature -Why the Specificity of Blackness Matters in An Anti-Black World**
Roberta Price Gardner, *Kennesaw State University*
- **Composite Truths: Novellas Unveil the Construction of White Supremacy**
Susan Browne, *Rowan University*
Wanda Brooks, *Temple University*

continued on next page

- **Who is Telling the Stories?: Reflections of Black Audiobook Narrators**
Shanetia Clark, *Salisbury University*
- **Imagining Africa from Picturebook Jacket Covers: A Critical Content Analysis of Promised and Actual Stories**
Vivian Yenika-Agbaw, *The Pennsylvania State University, University Park*
Jocelyn R. Amevuvor, *Pennsylvania State University*
Phoebe Quaynor, *Pennsylvania State University*
- **We Have Always Dreamed of (Afro)Futures: The Brownies' Book and the Black Fantastic Storytelling Tradition**
Ebony Elizabeth Thomas, *University of Pennsylvania*

Makerspaces as Critical Literacy Experiences
Paper Session
3:00 to 4:00 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta D

Chair:
Anemone Zeneli, *Syracuse University*

Discussant:
Meagan Hoff, *Collin College*

- Participants:**
- **Community Literacies: Examining Dimensions of Making as Relationality**
Veronica Oguilve, *University of Arizona*
Yousra Abourehab, *University of Arizona*
Wen Wen, *The University of Arizona*
Amanda Faye Bermudez, *University of Arizona*
Em Bowen, *The University of Arizona*
Elizabeth Gaxiola, *University of Arizona*

- **“They expect us to be grownups, but they baby us with their rules”: An Exploration of Adolescents Critiquing Adolescence through Media Literacy**
Robert Petrone, *University of Missouri*
Ermal Hoxha, *University of Missouri*

Contrapuntal Theoretical Approaches to Literacy
Paper Session
3:00 to 4:30 pm

AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Augusta E

Chair:
Lindsay Persohn, *University of South Florida*
Sarasota-Manatee

Discussant:
Cassie J. Brownell, *University of Toronto-OISE*

- Participants:**
- **Collaborative Metaphor Analysis: Widening the Angles of Research as a Contrapuntal Method**
Donita Shaw, *Oklahoma State University*
Sue Christian Parsons, *Oklahoma State University*
Sheri E. Vasinda, *Oklahoma State University*
 - **The Impact of Podcasts as a Contrapuntal Approach to Research Dissemination**
Lindsay Persohn, *University of South Florida*
Sarasota-Manatee
Stephanie Branson, *USF*
Csaba Osvath, *University of South Florida*

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**Writing Pedagogies for
Bi/Multilingual Learners
Paper Session
3:00 to 4:30 pm**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Augusta G

Chair:

Brittany Frieson, *University of North Texas*

Discussant:

Mikel Walker Cole, *University of Houston*

Participants:

- **Exploring Korean Heritage Language Teachers' Instructional Writing Strategies with Emergent Bilingual Children**
Sehyun Yun, *George Mason University*
Leslie La Croix, *George Mason University*
Julie K. Kidd, *George Mason University*
- **Teaching Writing with Purpose for Bi/Multilingual Learners**
Mileidis Gort, *University of Colorado Boulder, School of Education*
Molly Hamm-Rodríguez, *University of Colorado Boulder*
- **Writing Beyond the Constraints of Data: Literacy Pedagogical Designs to Disrupt the Educational Survival Tactics of Multilingual Classrooms**
Mary Beth Snow Balderas, *University of Colorado Boulder*
Molly Hamm-Rodríguez, *University of Colorado Boulder*
Mileidis Gort, *University of Colorado Boulder, School of Education*

**Translanguaging in Writing Practices
Paper Session
3:00 to 4:30 pm**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Augusta H

Discussant:

Natalia Ward, *East Tennessee State University*

Participants:

- **Translanguaging as a Comprehensive Early Literacy Development Strategy for Children Living in Marginalised Areas in Kenya**
Adelheid Marie Bwire, *Kenyatta University*
- **Untold stories of a multilingual child's translingual writing in and out of school: Korean and English**
Jayoung Choi, *Kennesaw State University*

**Reading Motivation, Reading Competence,
and Teacher Knowledge in Global Contexts
Paper Session
3:00 to 4:30 pm**

**AREA 12. International Research on
Teaching and Learning**

Westin Peachtree Hotel: Chastain A

Chair:

Adeline Mansa Borti, *Grand Valley State University*

Discussant:

Bettina Buch, *University College Absalon*

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Participants:

- **Print exposure, bilingualism, and their combined effect on Spanish reading competence in Guatemalan students**
Eira Idalmy Cotto Giron, Syracuse University
- **Widening the Angles of Literacy Research: Researching with “Unreached” Preservice Teachers in an International Context**
Adeline Mansa Borti, Grand Valley State University

**Teacher Education in Virtual Spaces
Paper Session
3:00 to 4:30 pm**

**AREA 1. Pre-service Teacher Education
in Literacy**

Westin Peachtree Hotel: Chastain C

Chair:

Sam von Gillern, University of Missouri

Discussant:

Caroline Bedingfield, Georgia State University

Participants:

- **Developing preservice teachers’ knowledge of asset-based writing instruction through mentoring experience in a virtual writing center**
Sarah W. Beck, New York University
Scott Storm, New York University
- **Pre-service teachers’ use of culturally relevant texts during pandemic era virtual field placements**
Kirsten Dara Hill, University of Michigan-Dearborn
- **Reflective Cognitive Processes for Literacy Think-Alouds in Teacher Education**
Sharon M. Pratt, Indiana University Northwest
Tracey S. Hodges, University of Alabama

**Provocations for (Re)thinking Social Inequality in Young Children’s Literacies: Invitations to Dialogue on Literacies and Language as Material-Discursive Practices
Alternative Format Session**

3:00 to 4:30 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Chastain D

In this interactive, alternative session, **Presenters** engage attendees with the conference theme on widening the angles of literacy research specifically related to (re)thinking social inequality in young children’s literacies. We do this by engaging in transdisciplinary theories inspired by post-philosophies and innovative methodological practices in various global contexts. Attendees are invited to engage in interactive inquiry discussions. We hope this interactive session produces greater insights with potentialities toward more equitable, inclusive and just literacies.

Chairs:

Abigail Hackett, Manchester Metropolitan University
Kate Heron Pahl, Manchester Metropolitan University

Discussants:

Jaye Johnson Thiel, University of Alabama
Abigail Hackett, Manchester Metropolitan University
Kate Heron Pahl, Manchester Metropolitan University

Participants:

- **(Re)Thinking Children as Fully (In)Human and Literacies as Otherwise Through (Re) Etymologizing Intervene and Inequality**
Candace R. Kuby, University of Missouri
Tara Rucker, Lee’s Summit R-7

continued on next page

- **Inhuman Hands and Missing Child: Touching a Literacy Event in a Finnish Primary School**
Karin Murriss, *University of Oulu*
Päivi Jokinen, *University of Oulu*
- **Tracing the Word Gap: Engaging Multiplicities to Unsettle Certainties about Young Children's Language**
Cathy Burnett, *Sheffield Hallam University*
Michelle Margaret Neumann, *Griffith University*
- **Feeling the Future: Attuning to "Fleshy" Frequencies with/in Readers Workshop**
Bessie Dernikos, *Florida Atlantic University*

Exploring Literacy Practices in Black Communities and Learning Spaces
Paper Session
3:00 to 4:30 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Chastain E

Chair:

Jungmin Kwon, *Michigan State University*

Discussant:

Patriann Smith, *University of South Florida*

Participants:

- **"Being a Community with Reading": Black Girls' Collective Reading Motivation**
Sara Ann Jones, *Vanderbilt University*
- **Black Children's Visual Messages Reflecting the Dual Pandemics of 2020**
Marva Cappello, *San Diego State University*
Reka C. Barton, *San Diego State University*

- **Enacting Black Reparatory Justice Literacies through Participatory Action Research in Black Communities**
Charity T. Gordon, *Georgia State University*
Thais Council, *University of Kentucky*

Reading Hall of Fame Mentoring Session
LRA Annual Conference Special Event
3:00 to 4:30 pm

Westin Peachtree Hotel: Chastain F (rounds)

During this session Chaired by President Diane Lapp, the following Hall of Fame members will be available in breakout chat rooms to talk with LRA members who share similar Areas of research interest, Patricia Anders, *University of Arizona*, Adolescent literacy; community literacy; teacher beliefs; teacher education, not early childhood; Patricia Edwards, *Michigan State University*, Family Engagement; Kathleen Hinchman, *Syracuse University*, Tips when writing for practitioner journals; Gay Ivey, *University of North Carolina-Greensboro*, Engaged Readers and Writers in K-12 Classrooms; Judith Langer, *University of Albany*, The Power of Literature; Carol D. Lee, *Northwestern University*, The multi-dimensional demands of reading comprehension: Implications for research and teaching.

Chair:

Diane Lapp, *San Diego State University*

Presenters:

- **Patricia L. Anders**, *University of Arizona*
- **Patricia Edwards**, *Michigan State University*
- **Kathleen Hinchman**, *Syracuse University*
- **Gay Ivey**, *University of North Carolina-Greensboro*
- **Carol D. Lee**, *Northwestern University*
- **Judith Langer**, *University at Albany, State University of New York*

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**NAEd/LRA Civic Reasoning and Discourse
LRA Annual Conference
Special Event
3:00 to 4:30 pm**

Westin Peachtree Plaza: Augusta A

This session provides an opportunity for LRA members to learn about the NAEd Civic Reasoning and Discourse project. LRA members are invited to engage in discussions surrounding the potential collaborations between NAEd & LRA regarding the development and dissemination of one or more of the following practitioner briefs: (a) discipline-specific practitioner documents with practical illustrations of learning principles through real-world examples in each discipline (i.e., identified topics include history & social studies, literacy, digital literacy, mathematics, and science); (b) policy sub-committee that focuses on policy implications (and NAEP); (c) development of a brief representing positions across organizations in response to attacks on educators, schools, and districts over highly contested topics; and (d) cross-disciplinary development of a document on a specific topic such as COVID or climate change to illustrate how each discipline can contribute to student learning with practical illustration of lessons and as professional development materials for teachers.

Presenters:

Carol Lee, *Northwestern University*
Gwendolyn McMillon, *Oakland University*
David B. Yaden, Jr., *University of Arizona*
Doris Walker-Dalhouse, *Marquette University*
Patriann Smith, *University of South Florida*
Cynthia Brock, *University of Wyoming*

**State Level Implementation of The Striving
Readers Comprehensive Literacy Initiative:
Shared Challenges and Unique
Opportunities Across Three U.S. States
Symposium
3:00 to 4:30 pm**

**AREA 4. Public Engagement and
Policy in Literacy**

Westin Peachtree Hotel: Chastain I

The Striving Readers Comprehensive Literacy Grants were designed to promote student literacy outcomes for children birth through grade 12. Core tenets of the program were the importance of local control and innovation that would be customized to the unique needs of learners and communities across a variety of US contexts. Three states share their SRCL approaches and highlight implementation successes and challenges focused on professional learning, literacy instruction, and student literacy achievement.

Chair:

Caitlin McMunn Dooley, *Georgia Department of Education*

Discussant:

Sharon Walpole, *University of Delaware*

Participants:

- **Virtual Coaching in Kansas: Not just a pandemic solution**
Suzanne E. Myers, *University of Kansas*
- **Georgia Districts Who Are Beating the Odds: Examining Literacy Implementation and Student Achievement**
Gary Bingham, *Georgia State University*
Rihana Shiri Mason, *Georgia State University*
C. Kevin Fortner, *Georgia State University*

continued on next page

- **Continuous Improvement Cycles for the Improvement of Comprehensive Literacy Instruction PK-12**
Terri Barclay, *Montana State Department of Education*

Educators Integrating Technology to Support Instruction
Paper Session
3:00 to 4:30 pm

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain J

Chair:
Blaine Smith, *University of Arizona*

Discussant:
Robert Carpenter, *Eastern Michigan University*

- Participants:**
- **Teaching with Telepresence in an EdD Literacy Program**
Sarah Capello, *Judson University*
Mellissa Gyimah-Concepcion, *Judson University*

- **Preparing Literacy Professionals During COVID-19: A National Survey of Graduate Literacy Faculty's Experiences and Perceptions of Teaching Online**
Xiufang Chen, *Rowan University*
Shuling Yang, *East Tennessee State University*
Ann Van Wig, *Eastern Washington University*
Chelsey M. Bollinger, *James Madison University*
Tala Michelle Karkar-Esperat, *Eastern New Mexico University*
Nance Wilson, *SUNY Cortland*
Kathryn Pole, *University of Texas at Arlington*

Distinguished Scholar Lifetime Achievement Award Presentation
LRA Annual Conference Special Event
4:45 to 6:00 pm

Westin Peachtree Hotel: Peachtree Ballroom

Early Career Award Presentation
Julia Lopez-Robertson, *University of South Carolina*

Distinguished Scholar Lifetime Achievement Award Presenter
Tisha Lewis Ellison, *University of Georgia*

Chairs:
Tisha Lewis Ellison, *University of Georgia*
Detra Price-Dennis, *Teachers College - Columbia University*

Distinguished Scholar Lifetime Achievement Award Address Presentation
Professor James Gee, *Arizona State University*

Sense, Sensitivity, and Language: What We Got Badly Wrong About Human Beings and the Price We Paid

Astract: We have been deeply wrong about what sorts of creatures we humans are. The dire effects of this mistake are in evidence everywhere as we live through the greatest extinction of life on earth, this time possibly including us. Of course, in a time like this, "business as usual" should cease, the very business that brought us to these dire straits, though it continues apace. Work on evolution, development, and the nature of life across a variety of collaborating disciplines is giving us a truer view of humans and insight into why we have made so little progress on equitable learning, respect for diversity, or panhuman collaboration in the face of disaster. I will try to illuminate this emerging view of humans and its

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implications for language, learning, literacy, and “cognition” (a topic about which we have been very wrong).

Biography: James Paul Gee is a Regents’ Professor Emeritus at Arizona State University. He has been a professor at six universities and tenured at seven. His work has been in syntactic theory, psycholinguistics, sociolinguistics, discourse analysis, literacy studies, learning theory, and digital games and learning. He is now a small farmer on the Verde River in Northern Arizona.

Thursday Poster Presenter Tear-down
LRA Annual Conference Special Event
6:00 to 7:30 pm

Westin Peachtree Hotel: The Overlook

Town Hall
LRA Annual Conference Special Event
6:15 to 7:15 pm

Westin Peachtree Hotel: Chastain FGH

The purpose of the LRA Town Hall meeting is to provide an open forum to hear the views of LRA members concerning issues that are of interest to you.

Moderators:

Fenice Boyd, *University of South Carolina*
Zhihui Fang, *University of Florida*

ERM/STAR Reception
LRA Annual Conference Special Event
7:30 to 9:00 pm

Westin Peachtree Hotel: Augusta B

Betsy’s Vital Issues
LRA Annual Conference Special Event
9:00 to 11:00 pm

Westin Peachtree Hotel: Bar 210

Chair:

Elizabeth (Betsy) A. Baker, *University of Missouri*

Discussant:

Elizabeth (Betsy) A. Baker, *University of Missouri*

Presenter:

Elizabeth (Betsy) A. Baker, *University of Missouri*

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DECEMBER 1-4, 2021 Atlanta, GA

**Widening the Angles
of Literacy Research:
*Honoring Untold Stories
Using Contrapuntal Approaches***

Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.



LITERACY
RESEARCH
ASSOCIATION

Art: *Contrapuntal Timbre* by Lon W. Chaffin

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Friday • December 3, 2021

71ST ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

December 1 – December 4, 2021

Connect with us! #LRA2020



SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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

LRA Annual Conference

Special Event

7:00 to 5:00 pm

Westin Peachtree Hotel: Peachtree Terrace

Friday Poster Presenter Set-Up

LRA Annual Conference

Special Event

7:00 to 8:30 am

Westin Peachtree Hotel: The Overlook

Arthur Applebee Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 2

**P. David Pearson Scholarly Influence Award
Committee Meeting**

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 3

**Student Outstanding Research Award Committee
Meeting**

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta A

Albert J. Kingston Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta 1 (rounds)

**Barr/Mosenthal Handbook of Reading Research
Award Committee Meeting**

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta C (rounds)

**Brian Street Memorial Award for Scholarship
Bridging Anthropology, Education & Literacy
Practices Award Committee Meeting**

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta D

**Distinguished Scholar Lifetime Achievement
Award Committee Meeting**

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta E

**Early Career Achievement Award Committee
Meeting**

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta F

Edward B. Fry Book Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta G

J. Michael Parker Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Westin Peachtree Hotel: Augusta H

**Journal of Literacy Research and LR:TMP
Breakfast**

LRA Annual Conference

Special Event

7:15 to 8:15 am

Westin Peachtree Hotel: Chastain F (rounds)

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**Doctoral Student ICG Proposal Mentoring
Project Breakfast + Business Meeting**

LRA Annual Conference
Special Event
7:15 to 8:15 am

Westin Peachtree Hotel: Chastain G (rounds)

Oscar S. Causey Award Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am

Westin Peachtree Hotel: Chastain I

**Theoretical Explorations to Reframe Literacy
Paper Session
8:30 to 10:00 am**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta 1

Chair:

Deborah Augsburg, *Lewis University*

Discussant:

Kirsten Dara Hill, *University of Michigan-Dearborn*

Participants:

- **The Privileged Reader: Problem and Process in Critical Literature Pedagogy**
Matthew L. McConn, *Binghamton University, SUNY*
- **An Historical Overview of the Framework of Critical Literacies**
Bogum Yoon, *State University of New York at Binghamton*
- **Humanizing Literacy: A Turn in the Focus of Trauma-Informed Literacy Instruction**
Erin Elizabeth Silcox, *University of Wyoming*

**Rethinking Adolescent Literacy Instruction and
Intervention: Implications for Policy, Research,
and Practice
Symposium**

8:30 to 10:00 am

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Augusta 2

The purpose of this symposium is to bring together scholars who share a commitment to critically examining research to prompt a rethinking of adolescent literacy instruction and intervention from the perspectives of policy, research, and practice. Taking a wide-angle view, we seek to generate insights about adolescent literacy that (a) illuminate necessary changes to existing policies and practices, and (b) support teachers, policymakers, and researchers to design equitable and inclusive literacy learning opportunities for adolescents.

Chair:

Mark Lewis, *James Madison University*

Discussant:

Maneka Deanna Brooks, *Texas State University*

Participants:

- **Secondary educators' beliefs and practices about supporting adolescents' literacy learning**
Sarah M. Lupo, *James Madison University*
Katherine K. Frankel, *Boston University*
Allison Wilson, *Schoolkit Group*
Mark Lewis, *James Madison University*

continued on next page

- **Checking our assumptions: Perspectives on adolescent literacy policy at the national, state, regional, and local levels**
Dan Reynolds, *John Carroll University*
Joshua Lawrence, *University of Oslo*
Rachel Lang Daniels, *ESC of Central Ohio*
- **“I’ve never done a presentation before”: Middle school students’ learning, motivations, and identities in a summer intervention program**
Dixie D. Massey, *Seattle Pacific University*

Exploring Dialogue and Interaction in Language Instruction
Paper Session
8:30 to 10:00 am

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Augusta 3

Chair:
Yang Wang, *University of South Carolina*

Discussant:
Olivia Grace Stewart, *St. John’s University*

- Participants:
- **“I Can Do Slapsticks”: Humor as Humanizing Pedagogy for Science Instruction with Multilingual Adolescent Immigrant Learners**
Kongji Qin, *New York University*
Faythe Beauchemin, *University of Arkansas*
 - **Protestation and Piggybacking: Strategic Ways Students Gain and Keep the Interactional Floor in an ESL Book Group**
Jackie Ridley, *Kent State University*
 - **“They go hand in hand”: Dialogic pedagogy and linguistic belonging in two elementary classrooms**
Lisel Alice Murdock-Perriera, *Sonoma State University*

Teacher Knowledge for Effective Writing Instruction
Paper Session
8:30 to 10:00 am

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Westin Peachtree Hotel: Augusta A

Chair:
Robin R. Griffith, *Texas Christian University*

Discussant:
Vicki McQuitty, *Towson University*

- Participants:
- **The Developmental Growth Trajectory of K-12 Teachers’ Writing Pedagogical Content Knowledge**
Jennifer Sanders, *Oklahoma State University*
Sarah J. Donovan, *Oklahoma State University*
Danielle DeFauw, *University of Michigan-Dearborn*
Joy Myers, *James Madison University*
 - **Design and Implementation of a Writing Professional Development Model in Grades K to 2**
Zoi A. Traga Philippakos, *University of Tennessee*

continued on next page

Georgia's Implementation of a State Level Comprehensive Literacy Plan: Attention to Community Partnerships, Instruction, and Student Learning Symposium
8:30 to 10:00 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta B (rounds)

This symposium examines Georgia's implementation of a state-wide literacy initiative (LAGA: Literacy for Learning, Living, and Leading) as part of the US Striving Readers Comprehensive Literacy (SRCL) initiative. Attention is given to 39 districts implementing state approved literacy plans. Studies employ qualitative and quantitative methodologies to focus on literacy instructional decisions and implementation, social network analysis to examine the strength of community relationships, and preschool to 5th grade student literacy achievement.

Chair:

Meghan McCarthy Welch, *Georgia Department of Education*

Discussant:

Patricia Edwards, *Michigan State University*

Participants:

- **Examining Instructional Priorities and Implementation in a Statewide Literacy Initiative**
Rihana Shiri Mason, *Georgia State University*
Gary Bingham, *Georgia State University*
Meghan McCarthy Welch, *Georgia Department of Education*

- **Using Social Network Analysis to Evaluate the Community Partnership Impact on a Statewide Literacy Initiative**
Meltem Alemdar, *Georgia Institute of Technology*
Christopher Cappelli, *Georgia Institute of Technology*
Justina Jackson, *Georgia Tech*
- **But is it working? Examining student literacy achievement in a state wide literacy**
C. Kevin Fortner, *Georgia State University*
Holly Schmidt-Davis, *Georgia Department of Education*
Rihana Shiri Mason, *Georgia State University*
Gary Bingham, *Georgia State University*

Adopting Critical, Transdisciplinary Perspectives for Teaching About the Climate Crisis in Methods Courses and K-12 Schools
Alternative Format Session
8:30 to 10:00 am

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta C (rounds)

This session focuses on research related to fostering teachers and their students' adoption of critical inquiry, transdisciplinary perspectives to consider the moral, ethical, and environmental justice issues associated with climate change effects resulting in taking action to address the climate crisis. This research demonstrates the value of fostering students' critical stances for reading about climate change as well the value of using of digital media/videos to portray climate change effects and foster audience activism. climatecrisislra2021.pbworks.com

Chair:

Richard Beach, *University of Minnesota*

continued on next page

Participants:

- **Towards a Taxonomy of Transdisciplinarity: Constructing Meaning in a More Real-World Context Where Disciplines Intersect, Combine, and Work Together**
Nenad Radakovic, *College of Charleston*
W. Ian O’Byrne, *College of Charleston*
Tracey Hunter-Doniger, *College of Charleston*
Melissa Negreiros, *College of Charleston*
- **High Stakes Environmental Literacy Events: Dancing with an Intersectional and Transdisciplinary Climate Feminism**
Alexandra Panos, *University of South Florida*
James Damico, *Indiana University*
Michael B. Sherry, *University of South Florida*
Elle Perry, *Indiana University*
- **Climate Oriented Literacy Teacher Identities**
Nance Wilson, *SUNY Cortland*
George L. Boggs, *Young Harris College*
- **EdTech for Social Good: Providing Opportunities for Students to Develop a Tolerance for Ambiguity, Perseverance, and the Capacity to Work with Open-Ended Problems**
Melissa Negreiros, *College of Charleston*
- **Analysis of Online Videos By and About Adolescents Addressing Climate Change**
Richard Beach, *University of Minnesota*
Blaine Smith, *University of Arizona*

**Critical and Digital Literacies
Paper Session
8:30 to 10:00 am**

**AREA 11. Research Methods, Practices
and Theory**

Westin Peachtree Hotel: Augusta D

Chair:

Brad Robinson, *Texas State University*

Discussant:

Shea Kerkhoff, *University of Missouri - St. Louis*

Participants:

- **(IP/AS) “Who Tells Your Story?”: Restoried Critical Literacies and Counter-stories as Emancipatory Research Practice**
Judith Dunkerly, *Old Dominion University*
Julia Poplin, *Minnesota State University Moorhead*
Thomas W. Bean, *Old Dominion University*
- **Defining Online Multimodal Reading**
Hyoju Ahn, *University of Maryland*
- **Widening the Angle to Critically Examine Digital Literacies for Disciplinary Learning**
Michael Louis Manderino, *Northern Illinois University/Leyden High School District 212*
Jill Castek, *University of Arizona*
Yousra Abourehab, *University of Arizona*
Amanda Faye Bermudez, *University of Arizona*
Em Bowen, *The University of Arizona*
Elizabeth Gaxiola, *University of Arizona*
Veronica Oguilve, *University of Arizona*
Wen Wen, *The University of Arizona*

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**Literacy Teaching in Times of Crisis in
Global Contexts
Paper Session
8:30 to 10:00 am**

**AREA 12. International Research on
Teaching and Learning**

Westin Peachtree Hotel: Augusta F

Chair:

Zaline Roy-Campbell, *Syracuse University*

Discussant:

Lori Czop Assaf, *Texas State University*

Participants:

- **The Memories of the Forgotten War and
Thereafter**
Ahrum Jeon, *Boston College*
- **Culturally Responsive Teaching in Times of
Crises**
Chinwe H. Ikpeze, *St. John Fisher College*
- **Lessons from COVID-19: Empowering
Vulnerable Newcomer Youth**
Rahat Zaidi, *University of Calgary*

**Social Justice Literacy Practices: Read Alouds,
Responses and Access to Texts
Paper Session
8:30 to 10:00 am**

**AREA 5. Early and Elementary
Literacy Processes**

Westin Peachtree Hotel: Augusta G

Chair:

Michael Young, *University of Minnesota Duluth*

Discussant:

Michael Young, *University of Minnesota Duluth*

Participants:

- **“She Looks Like Me!” Access to Multicultural
Children’s Literature During Covid**
Susan V. Bennett, *University of South Florida*
AnnMarie Alberton Gunn, *University of South
Florida*
- **Widening the view on disability: Young
children’s responses to strengths-based
representations of disability in picture books**
Emily Hayden, *Iowa State University*
Angela Tuttle Prince, *Iowa State University*

**Thinking About Voice, Criticality and Multiple
Languages in Writing Pedagogies
Paper Session
8:30 to 10:00 am**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Augusta H

Chair:

Christina L. Dobbs, *Boston University*

Discussant:

Brooke Ward Taira, *University of Hawai‘i at Mānoa*

Participants:

- **Fostering critical translingual writing in an
elementary English dominant classroom**
Cori Salmerón, *Georgia State University*

continued on next page

**Literacy Practices: Independent, Partner
and Repeated Readings
Paper Session
8:30 to 10:00 am**

**AREA 5. Early and Elementary Literacy
Processes**

Westin Peachtree Hotel: Chastain A

Chair:

Tiffany J. Armstead-Flowers, *Georgia State University
Perimeter College*

Discussant:

Juliet Halladay, *University of Vermont*

Participants:

- **Contributions to silent reading rate: The interaction between academic vocabulary knowledge, silent reading rate, and comprehension**
Alexandra N. Spichtig, *NA*
Kristin M. Gehsmann, *Virginia Tech*
Jeffrey Pascoe, *NA*
John Ferrara, *Reading Plus LLC*
Fei Gu, *Virginia Tech*
- **“I started this whole read to younger kids thing and I read more”: Repeated Reading for Authentic Purposes**
Rebecca R. Norman, *Mount Saint Mary College*
Nancy Jean Benfer, *Mount Saint Mary College*
Charles Benfer, *Mount Saint Mary College*
- **What’s going on? Analysis of interactions during partner reading**
Kathryn L. Roberts, *Wayne State University*
Poonam Arya, *Wayne State University*
Kathleen K. Plond, *Wayne State University*

**Teacher Agency, Identity, and Positioning in PD
and Research Partnerships
Paper Session
8:30 to 10:00 am**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Westin Peachtree Hotel: Chastain B

Chair:

Sonia Kline, *Illinois State University*

Discussant:

Antony T. Smith, *University of Washington Bothell*

Participants:

- **Accessing Writerly Identities to Increase Teachers’ Agency and Reduce Feelings of Pedagogical Risk**
Christy Goldsmith, *University of Missouri-Columbia*
- **Exploring Member Positioning During Year Three of a Collaborative Literacy Professional Development Initiative**
Cynthia Helen Brock, *University of Wyoming*
Dana A. Robertson, *Virginia Tech University*
Adeline Mansa Borti, *Grand Valley State University*
Avia Kelly, *University of Wyoming*
Cherilyn Smith, *University of Wyoming*
Victoria P. Flores, *University of Wyoming*
- **Literacy intervention and implementation research as a symbiotic relationship in Research Practice Partnerships**
Christina Budde, *University of Delaware*
Rebecca Silverman, *Stanford University*

continued on next page

**Assessment and Instruction in Online
and Traditional Settings
Paper Session
8:30 to 10:00 am**

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Chastain D

Chair:

Julie L. Coiro, *University of Rhode Island*

Discussant:

Patricia L. Anders, *University of Arizona*

Participants:

- **“I could teach to this test”**: Teachers imagine their curricula in response to a historical sample of literature tests
Sarah Levine, *Stanford University*
Daniel Moore, *Stanford Graduate School of Education*
Emma P. Bene, *Stanford University*
- **From Concepts about Print to Concepts about Online Text: Authentic assessment of digital reading as part of a multifaceted heuristic of reading**
Sheri E. Vasinda, *Oklahoma State University*
Jodi Louise Pilgrim, *University of Mary Hardin-Baylor*

**Instructional Practices for Critical
Literacy Development
Paper Session
8:30 to 10:00 am**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Chastain E

Discussant:

Mikel Walker Cole, *University of Houston*

Participants:

- **Developing multilingual students’ analysis and reasoning skills during language comprehension**
Erika Johnson, *University of Iowa*
- **Morning Meetings as Spaces for Critical Global Conversations**
Christine Uliassi, *SUNY Cortland Childhood Education, 1241 EDUC BLDG*
- **The Need to “C” Language-based Content Instruction Through a Critical Lens**
Johanna M. Tigert, *University of Massachusetts Lowell*
Christine Montecillo Leider, *Boston University*

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**Roundtable Session 6
8:30 to 10:00 am**

Westin Peachtree Hotel: Chastain F (rounds)

**Literacy Discussions that Promote
Discussions, Perspectives, and
Content Area Learning
Roundtable Session**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Chair:

Michelle Mai Kwok, *Texas A&M University*

Discussant:

Susan V. Piazza, *Western Michigan University*

Participants:

- **“I feel courage-able”:** Social and Emotional Learning through Read Aloud in a STEAM-focused Kindergarten Classroom
Catherine Lammert, *Texas Tech University*
Sarah L. Drummond, *Round Rock Independent School District/ Harvard Graduate School*
- **Interrogating Teachers’ Stories: Beliefs and Practices Enacted in Student-led Literature Discussions**
Carol Gilles, *Mizzou*
Kathryn Mitchell Pierce, *Saint Louis University*
Sarah D. Reid, *University of Missouri*

**Perspectives on Literacy Coaching
and Instruction
Roundtable Session**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Chair:

Brian M. Flores, *Salisbury University*

Participants:

- **Perceptions of Literacy Coaches, Administrators, and Teachers on the Role of Literacy Coaching**
Jennifer Thoma, *Drake University*
Lindsay Woodward, *Drake University*
- **Transforming Literacy Pedagogy for Early Career Teachers through Inquiry-Oriented Professional Learning**
Tracy Harper, *Baylor University*
- **Understanding Teachers’ Beliefs and Experiences in a Dual Language Program**
Melody Zoch, *University of North Carolina at Greensboro*

**Youth Perspectives on Identity, Literacy,
and Research
Roundtable Session**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Participants:

- **I am a reader: What does it look like when students construct reading identities? Reviewing the Literature**
Evelyn Mathys Pollins, *University of Illinois at Chicago*
- **Listening to Students: Youth Activism and Social Justice Art Work in Public Spaces**
Tara C. Warmerdam, *Indiana University*
- **Sticky Realities: Examining Youth Perspectives on Data Collection in School-Based YPAR**
Mary Frances (Molly) Buckley-Marudas, *Cleveland State University*

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**Below the Digital Surface: Platforms, Data,
and Critical Digital Literacies
Symposium
8:30 to 10:00 am**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain G (rounds)

While digital literacies have found growing resonance in education research and policy, less attention has been given to the technical and economic substrates that underwrite and animate these practices. This symposium examines the relationships among digital platforms, users, and literacy practices: their competing logics, their productive and performative elements, their political and economic entanglements, and their alignments and breakdowns in-use.

Chair:

Robert LeBlanc, *University of Lethbridge*

Discussant:

Earl Aguilera, *California State University, Fresno*

Participants:

- **Media Pedagogy and the Limits of “Literacy”:
Ecological Orientations to Performative
Platforms**
T. Philip Nichols, *Baylor University*
Robert LeBlanc, *University of Lethbridge*
- **Platforms and pedagogies for collaboration
online: Designing for impact**
Glynda A. Hull, *University of CA, Berkeley*
John Scott, *Blackboard Inc.*
Devanshi Unadkat, *Berkley*
- **Digital platforms and online discussions:
Teachers’ participation in digital discussions
about literature**
Amy Stornaiuolo, *University of Pennsylvania*
Autumn Griffin, *University of Pennsylvania*
Bethany Monea, *University of Pennsylvania*
Rabani Garg, *University of Pennsylvania*

- **“Digital citizenship” for DREAMers: Social
media platforms, surveillance, and political
participation in digital citizenship curricula**
Sarah Burriss, *Peabody College, Vanderbilt
University*
Laura Carter-Stone, *Vanderbilt University*

**Creating and Composing in Multimodal Spaces
Paper Session
8:30 to 10:00 am**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain I

Chair:

Becky Beucher, *Illinois State University*

Discussant:

Lori Norton-Meier, *University of Northern Iowa*

Participants:

- **Digital Citizenship and the Analyze, Create,
Then Share (ACTS) Approach: Ideas from
Preservice Teachers**
Sam von Gillern, *University of Missouri*
Ben Gleason, *Iowa State University*
- **Posthuman poetry: Composing with AI and
becoming with machines**
William T. Wright, *University of Georgia*
- **Using an Interconnected Domain-based
Framework for Assessing Digital Multimodal
Writing**
Ewa McGrail, *Georgia State*
Kristen Turner, *Drew University*
Amy Piotrowski, *Utah State University*
Kathryn Caprino, *Elizabethtown College*
Mary Ellen Greenwood, *Utah State University*

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Poster Session 2
LRA Annual Conference Poster Session
8:30 to 10:00 am

Westin Peachtree Hotel: The Overlook

Participants:

- **Learning through liberatory literacy practices**
Jennifer Collett, *CUNY Graduate Center/ Lehman College*
- **The Local Enactment of Literacy Policy in Places of Poverty: A Systematic Literature Review**
Kristin Valle, *University of South Florida*
- **Switch those Lenses: Overcoming the Limits of a Single Lens Perspective**
Meagan Hoff, *Collin College*
Deena Vaughn, *University of Maryland Global Campus*
- **Text and Visual Analysis of Graphic Novels**
Karyn Zalman Mendez, *University of South Florida*
- **Family-School Early Literacy Partnerships During a Period of Trauma**
Tracy Donohue, *Michigan State University*
- **Translanguaging: Contextualizing Language and Learning with Multilingual Students in the United States**
Ayah Issa, *MSU*

Friday Morning Plenary Session
LRA Annual Conference Special Event
10:15 to 11:45 am

Westin Peachtree Hotel: Peachtree Ballroom

Chair:

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

J. Michael Parker Award Presenter

Kathleen Alley, *Mississippi State University*

Plenary Speaker Introduction

Dr. George G. Hruby, *Executive Director, Collaborative Center for Literacy Development, University of Kentucky*

2021 Invited Keynote Address

Mary Helen Immordino-Yang, *University of Southern California*

Solving the Frankenstein Problem: Why Literacy Development is Cognitive, Social, Emotional and Cultural to the Brain

Abstract: Emotions shape our thoughts, actions, and experiences—how we think and who we become. But how? And what does this mean for teachers and the design of educational environments and activities that promote literacy? Mary Helen Immordino-Yang will present her research on the neurobiology and psychology of social emotions, including these emotions' deep visceral roots in the feeling and regulation of the body and consciousness, their connections to memory and abstract thought, and their propensity to heighten one's own subjective sense of self-awareness, motivation and purpose. The findings have important implications for our understanding of child and adolescent development, and can help educators to think in new ways about the purpose, scope and assessment of high-quality literacy instruction and developmentally appropriate literacy skills. Her studies underscore the necessity of supporting students' scholarly and personal development in a coordinated way, to optimally support their academic excellence.

Biography: Mary Helen Immordino-Yang, EdD is a Professor of Education, Psychology and Neuroscience at the University of Southern California and Director of the USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE). She studies the psychological and neurobiological development of emotion and self-awareness, and connections to social, cognitive and moral

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development in educational settings. She uses cross-cultural, interdisciplinary studies of narratives and feelings to uncover experience-dependent neural mechanisms contributing to identity, intrinsic motivation, deep learning, and generative, creative and abstract thought. Her work has a special focus on adolescents from low-SES communities, and she involves youths from these communities as junior scientists in her work.

A former urban public junior high-school science teacher, she earned her doctorate at Harvard University in 2005 in human development and psychology and completed her postdoctoral training in social-affective neuroscience with Antonio Damasio in 2008. Since then she has received numerous awards for her research and impact on education and society, among them an Honor Coin from the U.S. Army, a Commendation from the County of Los Angeles, a Cozzarelli Prize from the Proceedings of the U.S. National Academy of Sciences editorial board, and early career achievement awards from the AERA, the AAAS, the APS, the International Mind, Brain and Education Society (IMBES), and the Federation of Associations in Behavioral and Brain Sciences Foundation (FABBS).

Immordino-Yang was a 2018-2019 Spencer Foundation mid-career fellow. She served on the U.S. National Academy of Sciences committee writing *How People Learn II: Learners, Contexts and Cultures*, and on the Aspen Institute's National Commission on Social, Emotional and Academic Development. Currently Immordino-Yang is conducting several funded, multiyear neurobiological research studies on adolescent students and their teachers. She is serving on the advisory board of the UNESCO World Education Assessment, and as past president of IMBES, among other national and international roles.

**Past President's Luncheon
LRA Annual Conference Special Event
12:00 to 1:00 pm**

Westin Peachtree Hotel: Chastain F (rounds)

**ERM and Gender & Sexualities Intersectionality
Brown Bag Discussion
Special Event
12:00 to 1:00 pm**

Westin Peachtree Hotel: Chastain G

The Ethnicity, Race, and Multilingualism Standing Committee and the Gender & Sexualities Standing Committee would like to invite any member of LRA dedicated to intersectional work and research to this Brown Bag discussion. The committee chairs will facilitate conversations regarding literacy research important to marginalized communities, as well as how LRA can address social justice and issues of equity in the field and in our organization.

**Theorizing Global Critical Literacy and
Language Education
Paper Session
1:15 to 2:45 pm**

**AREA 12. International Research on
Teaching and Learning**

Westin Peachtree Hotel: Augusta 1

Chair:

Shea Kerkhoff, *University of Missouri - St. Louis*

Discussant:

Sarah Mccarthey, *University of Illinois at Urbana Champaign*

continued on next page

Participants:

- **Theorizing affective geographies of critical language education: Understanding the affective conditions of Colombian, English language teachers' placemaking practices in remote, rural instruction**

Tatiana Becerra, *McGill University*
Christian Ehret, *McGill University*

- **Theorizing Global Literacies: Navigating and Transcending Borders**
Shea Kerkhoff, *University of Missouri - St. Louis*
Hiller A. Spires, *North Carolina State University*

- **The Literacy Boost Assessment in Indonesia: Definitions, evaluations, and practices of literacy**

Jenny Zhang, *The Spencer Foundation*

**Expanding Approaches to Support Literacy Instruction and Teacher Development
Paper Session
1:15 to 2:45 pm**

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Augusta 3

Chair:

Sonia Kline, *Illinois State University*

Discussant:

Mary McVee, *University at Buffalo, SUNY*

Participants:

- **Engaging in Video Clubs of Exemplar Elementary Teachers: Teacher Candidates' Visioning of Linguistically Responsive Literacy Instruction**

Lori Czop Assaf, *Texas State University*
Michelle Forsythe, *Texas State University*

- **Using Mixed Reality to Support Literacy Practices**

S. Michelle Vaughn, *Mercer University*
Deana J. Ford, *Mercer University*
Sara E. Luke, *Mercer University*

**Broadening the Science of Reading Discussion:
Topics That Warrant Additional Attention**

**Symposium
1:15 to 2:45 pm**

**AREA 3. Literacy Assessment, Learning,
and Teaching**

Westin Peachtree Hotel: Augusta B (rounds)

The purpose of this symposium is to present studies of four topics that warrant additional attention in an effort to broaden the science of reading (SoR) discussion beyond word reading and phonics. The four papers present research on the effects of an elementary reading and writing curriculum, a review of teacher preparation to teach code-related reading skills, and conceptual papers on the roles of reading motivation and instruction for multilingual learners in the SoR discussion.

Chair:

Laura Tortorelli, *Michigan State University*

Discussant:

Courtney Hattan, *Illinois State University*

Participants:

- **Effects of Bookworms Literacy Curriculum on Reading Achievement in Grades 2-5**

John Strong, *University at Buffalo*
Sharon Walpole, *University of Delaware*
Henry May, *University of Delaware*

continued on next page

- **What Counts as Knowledge, and Whose Knowledge Counts? Findings from an Integrated Literature Review on Teacher Preparation for Code-related Reading Instruction**
Laura Tortorelli, *Michigan State University*
Sarah M. Lupo, *James Madison University*
Barbara C. Wheatley, *Eastern Mennonite University*
- **Why Motivation Matters When Considering the Science of Reading**
Kristin Conradi Smith, *William & Mary*
Bong Gee Jang, *Syracuse University*
- **Toward a Science of Reading for Multilingual Learners**
Steve Amendum, *University of Delaware*
Christina Budde, *University of Delaware*

**Linguistic and Literate Lives on the Margins:
Exploring How Learners and Teachers Make
Sense of the “Untrue”
Symposium
1:15 to 2:45 pm**

AREA 14. Other Topics

Westin Peachtree Hotel: Augusta D

This symposium draws on the wide-angle view as a means of privileging the perspectives of individuals who are often distorted and to understand their linguistic/literate lives. Frameworks across the papers include Culturally Sustaining Pedagogy, Sociocultural Theory, and Linguistically Responsive Teaching. Methodologies include case study, autoethnography, and discourse analysis. Perspectives of black and brown incarcerated males, diverse first year teachers in a large urban district, and white, female, monolingual, pre-service teachers from rural Appalachia are analyzed.

Chair:

Natalia Ward, *East Tennessee State University*

Discussant:

Renee Moran, *East Tennessee State University*

Participants:

- **Hearing the Linguistic and Literate Lives of Adult Males Who Were Incarcerated**
Susan V. Bennett, *University of South Florida*
AnnMarie Alberton Gunn, *University of South Florida*
- **Novice Monolingual Teachers Making Sense of the Linguistic Lives of Multilingual Students**
Natalia Ward, *East Tennessee State University*
Shuling Yang, *East Tennessee State University*
Renee Moran, *East Tennessee State University*
Amber N. Warren, *University of Nevada, Reno*
- **“Expectation vs. Reality”: A meta-ethnography of beginning teachers’ literate lives in urban schools**
Monica Billen, *California state university fresno*
Steve Hart, *CSU-Fresno*
Ana Soltero Lopez, *CSUF*

**A Collectivist Approach to Imagining
Literacy Futurisms
Alternative Format Session
1:15 to 2:45 pm**

AREA 14. Other Topics

Westin Peachtree Hotel: Augusta E

Over the past two years, the 2019-2021 STAR cohort has been working as a collective-in-the-making to refuse the neoliberal precepts and coloniality of academia. As an emerging literacy collective, we inquire into what our collective responsibility is within an imperialist academy. Expanding upon our literacy futurisms framework, this 90-minute alternative

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session invites the larger literacy community to engage in multimodal and epistemic play to grapple with a collectivist approach to imagining literacy futurisms.

Chair:

Jennifer D. Turner, *University of Maryland*

Discussants:

P. Zitlali Morales, *University of Illinois Chicago*

Latrise Johnson, *NWD*

Carmen Liliana Medina, *Indiana University*

Presenters:

- **Alicia Rusoja**, *Saint Mary's College of California*
- **Tran Nguyen Templeton**, *University of North Texas*
- **Idalia Nunez**, *University of Illinois Urbana-Champaign*
- **Bianca Julvette Nightengale-Lee**, *Florida Atlantic University*
- **Rebecca Linares**, *University of Colorado Boulder*
- **Tiffany Nyachae**, *The Pennsylvania State University*
- **Patricia Abril-Gonzalez**, *The University of Texas at Austin*
- **Earl Aguilera**, *California State University, Fresno*
- **Danny C. Martinez**, *University of California, Davis*
- **Carmen M. Martínez-Roldán**, *Teachers College*
- **Ana Christina da Silva Iddings**, *Vanderbilt University*
- **Patricia Baquedano-López**, *UC Berkeley*

**Posthuman Approaches to Literacy
Paper Session
1:15 to 2:45 pm**

**AREA 11. Research Methods, Practices
and Theory**

Westin Peachtree Hotel: Augusta F

Chair:

Kristin Black, *NYU*

Discussant:

Kristin Black, *NYU*

Participants:

- **Diff/reading Data as a Method of Attending to Literacies of the Other-wise**
Kelly C. Johnston, *Baylor University*
Fiona Louise Scott, *The University of Sheffield*
Amélie Lemieux, *University of Montreal*
- **Unbounding the Case: Using Posthumanist Theory to Acknowledge the Expansive Potential of Literacy Research**
Stacey Hanzel, *Werklund School of Education*
Jana Kirsten Boschee, *University of Calgary*

**'Compelling' Writing as Identity Development,
and the Complexity of Literacy Learning and
Teaching in Bilingual Environments
Paper Session
1:15 to 2:45 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta H

Chair:

Victor Lozada, *Texas Woman's University*

Discussant:

Christina L. Dobbs, *Boston University*

Participants:

- **"I still have the letters my best friends and high school sweetheart wrote to me": "Noticing texts" toward justice-oriented literacy instruction**
Mary Neville, *New Mexico State University*
- **Preservice Teachers Learning to Integrate Language within Content Instruction in Dual-Language Classrooms**
Lisa Domke, *Georgia State University*
Melody Kung, *GSU*

continued on next page

Laura May, *Georgia State University*
Roselyn Harvey-Torres, *Georgia State University*
Gary Bingham, *Georgia State University*

**Translanguaging Across Different
Social Contexts
Paper Session
1:15 to 2:45 pm**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Chastain A

Chair:

Tairan Qiu, *The University of Georgia*

Participants:

- **New Approach to Translanguaging with Global Pop-Culture**
Kewman M. Lee, *Missouri State University*
- **Translanguaging as an Act of Resistance and Restoration in a Community Literacy Center**
Stephanie Lynn Abraham, *Rowan University*

**Storytelling in Early Childhood Settings:
Focus on Comprehension, Dialogic
Reading and Verbal Narratives
Paper Session
1:15 to 2:45 pm**

**AREA 5. Early and Elementary Literacy
Processes**

Westin Peachtree Hotel: Chastain B

Chair:

Rihana Shiri Mason, *Georgia State University*

Discussant:

Rihana Shiri Mason, *Georgia State University*

Participants:

- **Teaching for Narrative Comprehension in an Oral Storytelling Intervention for Preschoolers: Affordances and Challenges of a Teaching Artist-Led Participatory Approach**
Marjorie Rowe, *East Carolina University*
- **(IP/AS) Coherence and Cohesion: A Cross-Case Study of Children's Verbal Narratives of a Wordless Book from Kindergarten to Second Grade**
Rong Zhang, *Purdue University*

**(Highlighted Session) Critical Readings of
Reading Science and Pedagogy
Paper Session
1:15 to 2:45 pm**

**AREA 4. Public Engagement and Policy
in Literacy**

Westin Peachtree Hotel: Chastain C

Chair:

Robert D. Carpenter, *Eastern Michigan University*

Discussant:

Michael Young, *University of Minnesota Duluth*

Participants:

- **A Critical Metaphor Analysis of Media Portrayals of the Science of Reading**
Lara J. Handsfield, *Illinois State University*
Deborah MacPhee, *Illinois State University*
Patricia Paugh, *University of Massachusetts Boston*
- **A Critical Review of Recent Meta-analyses on Effective Reading Programs and Interventions**
Jerome D'Agostino, *The Ohio State University*
Tracy Johnson, *The Ohio State University*

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- **Literacy In Crisis and the Third Grade Commitment: Marketing a District's Second-Grade Retention Policy**
Laura Taylor, *Rhodes College*
Aixa Marchand, *Rhodes College*

Supporting Teacher Education in Challenging Times
Paper Session
1:15 to 2:45 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain D

Chair:

Adam Crawley, *University of Texas at Austin*

Discussant:

Crystal Dail Rose, *Tarleton State University*

Participants:

- **Pre-Service Teachers' Literacy Tutoring in a Virtual Space**
Laura Teichert, *Western Michigan University*
Elizabeth Isidro, *Western Michigan University*
- **Seismic Waves: Revising a Reading Practicum for Students with Reading Differences During Shifting Times**
Margaret Billings Krause, *University of South Florida*
Jenifer Jasinski Schneider, *University of South Florida*
Aimee Frier, *University of South Florida*
Lindsay Persohn, *University of South Florida Sarasota-Manatee*
Mellissa Teston, *USF*
Lesley S. Noel, *University Of South Florida*
Karyn Zalman Mendez, *University of South Florida*
Gretchen Dodson, *University of South Florida*
Stephanie Branson, *USF*

- **Stories from a pandemic: Embracing wobble and exploring teacher candidates' senses of self.**
Trevor Thomas Stewart, *Virginia Tech*
Lauren May, *Virginia Tech*

S.T.A.R. Fellows Research Showcase
LRA Annual Conference Special Event
1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain E

Chair:

Mileidis Gort, *University of Colorado Boulder, School of Education*

Abstract:

Over the past two years, the 2019-2021 STAR cohort has been working as a collective-in-the-making to refuse the neoliberal precepts and coloniality of academia. As an emerging literacy collective, we inquire into what our collective responsibility is within an imperialist academy. Expanding upon our literacy futurisms framework, this 90-minute alternative session invites the larger literacy community to engage in multimodal and epistemic play to grapple with a collectivist approach to imagining literacy futurisms.

Roundtable Session 7
1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain F (rounds)

What are we saying? Examining Literature and Informational Writing with and through Students' Discourses
Roundtable Session

AREA 6. Adolescent, College, and Adult Literacy Processes

Chair:

Abdulsamad Yahya Humaidan, *Southern Illinois University Carbondale*

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Discussant:

Christian George Gregory, *Saint Anselm College*

Participants:

- **Creating Frames for Reading Literature Through Linguaging Student Positionality**
Matt Seymour, *University of Wisconsin--Eau Claire*
- **Genre and Register Features of Sixth-Grade Students' Informational Writing**
Zhihui Fang, *University of Florida*
Valerie T. Gresser, *University of Florida*
Peijuan Cao, *University of Florida*

**Young children's translanguaging and multilingual practices
Roundtable Session**

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Chair:

Mihaela Gazioglu, *Clemson University*

Participants:

- **Active Trilingual at Four? An Exploration of Trilingual Language Practices in One PreK Child**
Mihaela Gazioglu, *Clemson University*
- **Emergent Bilinguals' Metalinguistic Awareness During Collaborative Translation**
Samuel Sherman David, *University of Minnesota*
Amanda J. Swearingen, *University of Minnesota*
Lilly Knopf, *University of Minnesota*
Julia Bach, *University of Minnesota*
Steven Rowekamp, *University of Minnesota*
- **Emergent bilinguals' translanguaging practices: Messy or creative?**
Pengtong Qu, *Indiana University Bloomington*

**New Literacies and Problem-Solving Practices within a Realm of Need and Learning Experience
Roundtable Session**

AREA 3. Literacy Assessment, Learning, and Teaching

Participants:

- **Collaborative Self-Study of an Online Literacy Master's Program Pilot Year: Problem-Solving Practices in a Pandemic**
Katarina Nicole Silvestri, *SUNY Cortland*
Brittany Adams, *SUNY College at Cortland*
Charlotte L. Pass, *SUNY Cortland*
Nance Wilson, *SUNY Cortland*
- **Preservice Teachers' Knowledge of Using New Literacies in the Classroom**
Tala Michelle Karkar-Esperat, *Eastern New Mexico University*
Zachary Stickle, *Texas Tech University*
- **Privileging Justice and Fairness in Assessment: Towards a Conception of Critical Assessment Practices for New Literacies and Beyond**
Elena E. Forzani, *Boston University*
David Hendrik Slomp, *University of Lethbridge*
Julie A. Corrigan, *Concordia University*

**Engaging with Texts in the Elementary Classroom
Roundtable Session**

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Participants:

- **Am I Here? A Critical Content Analysis of a Core Reading Program**
Angela L. Justice, *Western Michigan University*

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- **(IP/AS) Exploring Elements of Engagement in Texts for Beginning Readers**
Maria Leija, *The University of Texas at San Antonio*
Samuel DeJulio, *University of Texas at San Antonio*
Miriam Martinez, *University of Texas at San Antonio*

(IP/AS) Educational Neuroscience on Reading Development: From Theoretical and Methodological Challenges to Educational Applications Symposium
1:15 to 2:45 pm

AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Chastain G (rounds)

In this symposium session, three literacy education scholars will elaborate four Areas of interpretive challenge in neuroscience-related literacy education scholarship: (1) the need for theoretical coherence in neurobiologically-informed designs and interpretations for application to literacy; (2) challenges in utilizing and interpreting cutting edge neuroscience methodologies; (3) concern over popularized over-interpretations of findings for education policy in literacy education; and (4) use of neuroscience findings to illuminate and interpret reading development in school settings.

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

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

- Participants:**
- **Cautiously Exploring Well-manured Fields**
George G. Hruby, *University of Kentucky*

- **Exploring the Use of Resting State QEEG Coherence in Understanding Literacy Markers**
Ayan Mitra, *University of South Carolina*
- **The Return of the Son of the Bride of Neuro-genetic Determinism**
George G. Hruby, *University of Kentucky*
- **One Child's Strategic Cognitive Reading Process**
Lucy Spence, *University of South Carolina*

(Re)claiming Identities, Challenging Assumptions Paper Session
1:15 to 2:45 pm

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Chastain H

Chair:
Amy Burke, *Texas Woman's University*

Discussant:
Desiree Cueto, *Western Washington University*

- Participants:**
- **Assembling the Global: Beyond Static Cosmopolitan Literacies**
Catherine Park, *UC Berkeley*
 - **"I'm Still a Father...Even though I'm in Here": Navigating Multiple Identities Behind and Beyond Bars**
Tori K. Flint, *University of Louisiana at Lafayette*
Eliza Butler, *Miami Dade College*

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**Digital Literacies: Practices and Policies
Paper Session
1:15 to 2:45 pm**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain I

Chair:

Tracy Donohue, *Michigan State University*

Discussant:

Michael Louis Manderino, *Northern Illinois University/Leyden High School District 212*

Participants:

- **Platform Practices in a Digital Literacy Learning Space: Multimodality, Governance, and Economics**
Brad Robinson, *Texas State University*

**Critical Discourse and Text Analysis
Paper Session
1:15 to 2:45 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Chastain J

Chair:

Joseph C Rumenapp, *Rosalind Franklin University of Medicine and Science*

Discussant:

Joseph C Rumenapp, *Rosalind Franklin University of Medicine and Science*

Participants:

- **“Take a Risk”: A Critical Discourse Analysis Unpacking the Shift from Ally to Co-Conspirator**
Katie Priske, *University of Iowa*
Saba Vlach, *The University of Iowa*

- **Literacy As Religion: A Critical Discourse Analysis of a Secondary Remedial Reading Class**
Jessica Masterson, *Washington State University Vancouver*
- **Self-Directed Learning as Self-Determination: Lessons in Literacy Learning from Formerly Enslaved People**
CoCo Massengale, *Stanford University*

**Deconstructing Complexities in
Teacher Practice Toward Equity
Paper Session
3:00 to 4:30 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta 3

Chair:

Craig Allen Young, *Bloomsburg University of PA*

Discussant:

Corrine M. Wickens, *Northern Illinois University*

Participants:

- **Teachers as Mentor Texts: Crafting Masculine Counternarratives through Interactive Read Alouds**
Giberto P. Lara, *The University of Texas at San Antonio*
- **Embracing the Mess: A Wide Angle Lens on Teaching About Issues Labeled “Controversial” in Literature**
Kate Lechtenberg, *University of Iowa*

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**NAEd/LRA Civic Reasoning and Discourse
LRA Annual Conference
Special Event
3:00 to 4:30 pm**

Westin Peachtree Plaza: Augusta A

This session provides an opportunity for LRA members to learn about the NAEd Civic Reasoning and Discourse project. LRA members are invited to engage in discussions surrounding the potential collaborations between NAEd & LRA regarding the development and dissemination of one or more of the following practitioner briefs: (a) discipline-specific practitioner documents with practical illustrations of learning principles through real-world examples in each discipline (i.e., identified topics include history & social studies, literacy, digital literacy, mathematics, and science); (b) policy sub-committee that focuses on policy implications (and NAEP); (c) development of a brief representing positions across organizations in response to attacks on educators, schools, and districts over highly contested topics; and (d) cross-disciplinary development of a document on a specific topic such as COVID or climate change to illustrate how each discipline can contribute to student learning with practical illustration of lessons and as professional development materials for teachers.

Presenters:

Carol Lee, *Northwestern University*
Gwendolyn McMillon, *Oakland University*
David B. Yaden, Jr., *University of Arizona*
Doris Walker-Dalhouse, *Marquette University*
Patriann Smith, *University of South Florida*
Cynthia Brock, *University of Wyoming*

**Digital Literacies: Passé or Paramount?
Alternative Format Session
3:00 to 4:30 pm**

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta B (rounds)

Digital texts permeate our technology-infused world. The ability to read, analyze, compose and communicate with digital texts requires Digital Literacies (DL). Yet, DL remains perplexing to many in educational contexts. This alternative session will engage attendees in conversations with scholars who examine DL from diverse perspectives, paradigms, and contexts to discuss whether DL are passé or paramount. Each will pose misunderstandings and/or obstructions to DL adoption and offer solutions derived from their research.

Chairs:

Elizabeth (Betsy) A. Baker, *University of Missouri*
Julie L. Coiro, *University of Rhode Island*

Presenters:

- **Carita Kiili**, *Tampere University*
- **Byeong-Young Cho**, *Hanyang University*
- **David Reinking**, *University of Georgia*
- **Michelle Schira Hagerman**, *University of Ottawa*
- **Amy Stornaiuolo**, *University of Pennsylvania*
- **Jill Castek**, *University of Arizona*
- **Virginia Killian Lund**, *University of Rhode Island*
- **Bong Gee Jang**, *Syracuse University*
- **Laurie C. Sheldon**, *University of Arizona*
- **Autumn Griffin**, *University of Maryland - College Park*

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**Exploring Literary Disciplinary Literacies
and Justice in Secondary English
Symposium
3:00 to 4:30 pm**

**AREA 6. Adolescent, College, and
Adult Literacy Processes**

Westin Peachtree Hotel: Augusta C (rounds)

Drawing on disciplinary literacy and critical literacy scholarship, we propose literary literacies as a form of teaching for social justice. We will share complementary empirical studies and conceptual arguments focused on teaching and learning in secondary English. The session will invite substantive audience discussion about the promise of foregrounding justice and criticality in disciplinary literacy research and teaching.

Chair:

Beth Krone, *Ohio State University*

Discussants:

Kathleen Hinchman, *Syracuse University*

Rebecca Woodard, *University of Illinois at Chicago*

Participants:

- **Rethinking the Role of Aesthetics in Critical ELA Classrooms**
Beth Krone, *Ohio State University*
- **Resisting Interpretive Erasure: Verbal Protocols of Adolescents Engaging with Critical Literary Theory**
Scott Storm, *New York University*
- **Exploring Authenticity, Disciplinarity, and Literary Literacies**
Emily C. Rainey, *University of Pittsburgh*

- **What is an ELA Text Set? Surveying and Integrating Cognitive, Disciplinary, and Critical Lenses**
Dan Reynolds, *John Carroll University*

**Black Youth Living: Centering Black youth
Literacies in a Climate of Perpetual
Anti-blackness
Symposium
3:00 to 4:30 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta D

Researchers theorize Blackness and antiblackness in literacy education and contend with the question: “Can Black youth have life?” From examinations of multimodal renderings centering Black love and creativity, to critical literacy artifacts produced by students in Black English outer spaces, to critical teacher reflections on Counter-fairy tale (CFT) framework, researchers explicitly center Black youths’ literacy brilliances and resistances. Together they show how their work honors the full humanity of Black youth living.

Chair:

Rossina Zamora Liu, *University of Maryland*

Discussant:

Stephanie Patrice Jones, *Grinnell College*

Participants:

- **“What am I without being Black?”: Youth Rupturing Antiblackness in Black English Outer Spaces**
Justin A. Coles, *Fordham University*

continued on next page

- **Black Living for Black Liberation: Black Students' Creative Multimodal Renderings of Resistance to Anti-Blackness**
Autumn Griffin, *University of Pennsylvania*
Jennifer D. Turner, *University of Maryland*
- **Once Upon an AntiBlack Time: Unpacking the Counter Fairy Tales (CFT) Framework to Engage Black Girls in Culturally Responsive Literacy Instruction**
Jemimah L. Young, *Texas A&M University*

How, What, and Why?: Examining early writing instructional and assessment practices

**Symposium
3:00 to 4:30 pm**

**AREA 5. Early and Elementary
Literacy Processes**

Westin Peachtree Hotel: Augusta F

Young children's early writing experiences in preschool settings support their emergent literacy development and later school success. Despite this importance, research documents that preschool teachers spend little time in writing interactions. This symposium presents three studies to address this research-practice gap. Utilizing diverse theoretical and methodological approaches, studies attend to the instructional practices of expert and novice preschool teachers and present innovative ways of assessing young children's early writing development.

Chair:

Gary Bingham, *Georgia State University*

Discussant:

Chenyi Zhang, *Georgia State University*

Participants:

- **Promoting Writing as a Choice During Preschool Learning Centers: Observations of Expert Early Writing Teachers**
Deborah Wells Rowe, *Vanderbilt University*
Amanda Shimizu, *Vanderbilt University*
Zarabeth Gayle Parker Davis, *Vanderbilt University, Peabody College*
- **Are they in sync? Examining associations between teachers' early writing practices and children's early writing development.**
Gary Bingham, *Georgia State University*
Hope K. Gerde, *Michigan State University*
- **Understanding children's early composition: Meaningful assessments for teacher**
Margaret Ferguson Quinn, *University of Tennessee, Knoxville*
Rebecca Rohloff Rohloff (Clough), *Georgia State University*

**Providing Support for Literacy Learners
Paper Session
3:00 to 4:30 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Augusta G

Participants:

- **Maintaining Reading Gains: Implementing a Summer Reading Program for Students Served in Reading Recovery®**
Celeste C. Bates, *Clemson University*
Christy Jenkins Brown, *Clemson University*
Hayley J. Hoover, *Clemson University*
Stephanie Madison, *Clemson University*
Jacquelynn A. Malloy, *Clemson University*
Meghan J. Malloy, *Clemson University*

continued on next page

- **The Ethic of Cariño for Equity Driven Literacy: Fostering Literacy Development of Culturally and Linguistically Diverse Students**
Karla Lomeli, *Assistant Professor*
- **When “Home” Means More Than One Country: Transnational Immigrant Community as a Resource for Heritage Language Curriculum**
Jungmin Kwon, *Michigan State University*
Ji Soo Lee, *Michigan State University*

**Transcultural Takes on Identity and Pedagogy
Paper Session
3:00 to 4:30 pm**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Chastain A

Chair:

Raquel Elizabeth Wood, *University of Iowa*

Discussant:

Lara J. Handsfield, *Illinois State University*

Participants:

- **“They aren’t really literate”: Using testimonios to recenter what counts as literacy.**
Jason Mizell, *University of Miami*
- **(Re-)Storying Schooling & Success: Native Students’ Perspectives on a Culturally Sustaining Revitalizing Pedagogy**
Robert Petrone, *University of Missouri*
Adrianna Gonzalez, *University of Missouri-Columbia*

**Multilingual Students, Theory, and Literacy
Paper Session
3:00 to 4:30 pm**

**AREA 11. Research Methods, Practices
and Theory**

Westin Peachtree Hotel: Chastain C

Chair:

Laura Taylor, *Rhodes College*

Discussant:

Lina Trigos-Carrillo, *Universidad de la Sabana*

Participants:

- **Reading Enrichment for Rural, Middle School Students: A Two-Summer Study**
Kathrina Marie O’Connell, *Bemidji State University*
- **Collaboratively Designing an Intervention for Emergent Bilingual Readers: Building Knowledge and Language through Inquiry (KLI)**
Courtney Samuelson, *North Carolina State University*
Sarah Dempsey Dawson, *North Carolina State University*
Dennis Davis, *North Carolina State University*
Jackie Eunjung Relyea, *North Carolina State University*
T. Fulya Eyupoglu, *Graduate Research Assistant*
Becky H. Huang, *The University of Texas at San Antonio*
Davy My Tran, *The University of Texas at San Antonio*

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**Multimodal Pedagogy, Critical Dialogical
Genre-Based Pedagogy, and Positioning
Analysis: Pedagogies to Disrupt Literacy
Research and Teacher Education
Alternative Format Session
3:00 to 4:30 pm**

**AREA 1. Pre-service Teacher Education
in Literacy**

Westin Peachtree Hotel: Chastain D

In this inquiry-based session we take the stance that all teachers are teachers of multilingual learners and call for literacy researchers and teacher educators to reposition their work to center multilingual learners. **Presenters** will share distinct contrapuntal approaches to working with pre-service teachers of multilingual learners that reorient different ways of understanding language and literacy practices and audience members will be invited to consider new ways of meaning-making in their own work.

Chair:

Christina L. Dobbs, *Boston University*

Participants:

- **Leveraging Multimodality and Social Semiotics to Support Language and Literacy Teacher-Education**

Matthew R. Deroo, *University of Miami*

- **Exploring Potentialities of a Critical Dialogical Genre-Based Pedagogy**

Fernanda Marinho Kray, *WIDA at the Wisconsin Center for Education Research, University of Wisconsin-Madison*

Cynthia Ann Lundgren, *WIDA@WCER UW-Madison*

- **Engaging in positioning analysis with teachers to unpack implicit beliefs about language hierarchies**

Christina L. Dobbs, *Boston University*

Christine Montecillo Leider, *Boston University*

**Meet Literacy Journal Editors: Learn More
about How to Publish Your Work
Alternative Format Session
3:00 to 4:30 pm**

AREA 14. Other Topics

Westin Peachtree Hotel: Chastain E

Meet the editors from four literacy journals and get a behind-the-scenes view of the article publication process. During this panel-style presentation, members of the editorial teams from literacy journals will each share information about their journals. Editors will discuss the types of manuscripts that can be submitted and the review process. Editors will also provide tips for authors about submitting manuscripts to each journal. There will be time for the panel to answer audience questions.

Chair:

Tanya S. Wright, *Michigan State University*

Participants:

- **The Reading Teacher**

Tanya S. Wright, *Michigan State University*

Patricia Edwards, *Michigan State University*

Shireen Al-Adeimi, *Michigan State University*

Lucía Cárdenas Curiel, *Michigan State University*

Laura Tortorelli, *Michigan State University*

- **Journal of Literacy Research**

Eurydice Bauer, *University of South Carolina*

Cathy Compton-Lilly, *University of South Carolina*

continued on next page

- **Reading Research Quarterly**
Amanda Goodwin, *Vanderbilt*; Robert Jiménez, *Vanderbilt*
- **Journal of Adolescent and Adult Literacy**
Judith Franzak, *Salisbury University*
Laurie A. Henry, *Salisbury University*
Koomi Kim, *Salisbury University*
Heather Porter, *Salisbury University*
Thea Williamson, *Salisbury University*

Roundtable Session 8
3:00 to 4:30 pm

Westin Peachtree Hotel: Chastain F (rounds)

Teacher Preparation, Reflection, and Student Learning, Practice, and Motivation Roundtable Session

AREA 3. Literacy Assessment, Learning, and Teaching

Participants:

- **“Playing Culturally Sustaining Catch-Up”:
Teacher Reflections on Culturally Sustaining Pedagogy and the Nature of Pre- and Post-State Test ELA Instruction**
Daniel Moore, *Stanford Graduate School of Education*
- **Teachers’ Perceptions of Student Choice and the Effect on Student Reading Motivation**
Abbey Bachmann, *University of Houston*
- **Understanding an edTPA Pilot Through the Preservice Teacher’s Lens**
Crystal Dail Rose, *Tarleton State University*

Teachers as highly engaged and competent professionals: the importance of sophisticated decision-making skills for complex, diverse environments.
Roundtable Session

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Chair:

Brian M. Flores, *Salisbury University*

Discussant:

Bonnie A. Barksdale, *Middle Tennessee State University*

Participants:

- **Elementary Teachers’ Understandings of Language as an Epistemic Tool for Teaching Science**
Catherine Lammert, *Texas Tech University*
Chenchen Ding, *University of Iowa*
- **Computational Thinking and Generative Self-Efficacy in Multimodal Approaches to Literacy**
Sean Justice, *Texas State University*
Lori Czop Assaf, *Texas State University*

continued on next page

**(Highlighted Session) Supporting Equity
in Literacy Instruction
Roundtable Session**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**

Discussant:

Patricia L. Anders, *University of Arizona*

Participants:

- **Asking the Hard Questions: Examining our Classrooms through an Anti-Bias Lens**
Rebecca Kaminski, *Clemson University*
Ellen Shelton, *The University of Mississippi*
- **“Critical Literacy in our Classrooms”:
Exploring the perspectives and experiences of teachers engaging with critical literacy in an urban high school in New York City**
Kristian Douglas, *University at Buffalo, SUNY*
- **High School Educator LGBTQ Allyship:
A Wide Angle View of Their Challenges,
Experiences with Professional Development,
and Supportive Practices**
Eric R. Junco, *Northern Illinois University*
Kelly Downer, *Northern Illinois University*
- **(IP/AS) Reimagining Instructional Planning to
Address Socially Just Topics**
Pratigya Marhatta, *University of North Carolina
at Greensboro*

**Digital Queerness: Leveraging Media and
Technologies for Literacies of Resistance
and Transformation
Symposium**

3:00 to 4:30 pm

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Westin Peachtree Hotel: Chastain H

This symposium considers how queer digital tools, made by or used by LGBTQ+ communities, mediate literate practices of resistance to, and transformation of, interlocking systems of oppression. The papers explore the role of digital media and technologies in negotiating geographies of surveillance, resisting dominant ideologies, and gesturing toward new possible social futures. The symposium expands understanding of LGBTQ+ literacies and nurtures attention to the role of digital tools in counter-hegemonic and speculative literacies.

Chair:

Addie Shrodes, *Northwestern University*

Discussant:

Jon M. Wargo, *Boston College*

Participants:

- **Mapping Futures, Mapping Life: Digital Survival Skills for #QueerYouthGeographers**
Cindy Cruz, *University of Arizona*
- **Glitteracies of the Fifth Dimension: Leveraging Queerness in the Design of Online Teacher Learning and Making & Tinkering Ecologies**
José Ramon Lizárraga, *University of Colorado, Boulder*

continued on next page

- **Staging Resistance on YouTube: Considering How Reaction Videos Mediate Choreographies of Trans and Queer Possibility**
Addie Shrodes, Northwestern University

Representations of Asians and Asian Americans in Visual Literature
Paper Session
3:00 to 4:30 pm

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Westin Peachtree Hotel: Chastain I

Chair:

Stergios Botzakis, *University of Tennessee, Knoxville*

Discussant:

Stergios Botzakis, *University of Tennessee, Knoxville*

Participants:

- **American-born Chinese Adolescents' Journey of (Re)Discovering Identities through Multicultural Literature in a Culture Circle**
YuWen Chen, Boise State University
Eun Hye Son, Boise State University
- **Inside the Mirrors: Exploring How Korean Immigrants' Experiences Are Racialized by Korean Immigrant Authors or Illustrators in Picturebooks**
EunYoung Yeom, University of Georgia
- **Racialization, Representation, and Resistance in Asian American Picturebooks**
Joanne Yi, Indiana University

Deconstructing Discourses of Undervalued Literate Practice
Paper Session
3:00 to 4:30 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain J

Chair:

Phillip Wilder, *Clemson University*

Discussant:

Phillip Wilder, *Clemson University*

Participants:

- **(IP/AS) Talking Process: A Discourse Analysis of Podcast Process Texts Reveals Community Cultural Wealth**
Jason J. Griffith, Penn State University
Anthony Celaya, Southeast Missouri State University
Joseph D. Sweet, University of North Carolina, Pembroke
- **The Role of Writing During Multilingual Adolescents' Digital Multimodal Composing Processes**
Blaine Smith, University of Arizona
- **Doing Character Voices: Stylization and Indexicality in Classroom Talk**
Robert LeBlanc, University of Lethbridge

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**Silent Auction Book Pick-Up
LRA Annual Conference Special Event
4:00 to 8:00 pm**

Westin Peachtree Hotel: Peachtree Terrace
(Registration Desk)

**Friday Evening Plenary Session
LRA Annual Conference Plenary Session
4:45 to 6:00 pm**

Westin Peachtree Hotel: Peachtree Ballroom

Chair:

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

**P. David Pearson Scholarly Influence Award
Presenter**

Jung Kim, *Lewis University*

Edward B. Fry Book Award Presenter:

Bianca Nightengale-Lee, *Florida Atlantic University*

Plenary Speaker Introduction

Dr. Iliana Reyes, *Associate Dean, College of
Education, University of Arizona*

2021 Invited Keynote Address

Dr. Alfredo J. Artiles, *Stanford University*

***Disrupting the View from Nowhere in Research
on Disability-race Intersections***

Abstract: I will frame this talk with the notion of the dual nature of disability as an object of protection and a tool of stratification. This duality can produce equity paradoxes in which an equity remedy (such as special education) can create new inequities (e.g., racial segregation, reduced educational opportunities). I will examine this problem through an analysis of racial disparities in disability identification. I will critique traditional research that questions the existence of racial inequities and resists acknowledging the historical and structural weight

of race, thus advancing a deficit discourse about students of color. I will argue an interdisciplinary reframing of this research is urgent and outline three guidelines for future research: adopt a historical imagination, disrupt Black abstraction, and interrupt ideology-ontology circuits that erase difference to reproduce difference.

**Friday Poster Presenter Tear-down
LRA Annual Conference Special Event
6:00 to 7:30 pm**

Westin Peachtree Hotel: The Overlook

**Annual Business Meeting
LRA Annual Conference Meeting
6:15 to 7:15 pm**

Westin Peachtree Hotel: Peachtree Ballroom

**Doctoral Students ICG Happy Hour
LRA Annual Conference Special Event
7:00 to 8:30 pm**

Westin Peachtree Hotel: Chastain F (rounds)

**STAR Reception
LRA Annual Conference Special Event
7:00 to 9:00 pm**

Westin Peachtree Hotel: Augusta B

continued on next page



DECEMBER 1-4, 2021 Atlanta, GA

**Widening the Angles
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Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.



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Art: *Contrapuntal Timbre* by Lon W. Chaffin

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Saturday • December 4, 2021

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December 1 – December 4, 2021

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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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.

Area Chairs Breakfast Meeting

LRA Annual Conference
Special Event
7:00 to 8:30 am

Westin Peachtree Hotel: Chastain F (rounds)

S.T.A.R. Fellows and Mentors Breakfast (Closed Event)

LRA Annual Conference
Special Event
7:00 to 8:30 am

Westin Peachtree Hotel: Chastain G (rounds)

Registration

LRA Annual Conference
Special Event
7:00 to 12:00 pm

Westin Peachtree Hotel: Peachtree Terrace

Silent Auction Book Pick-Up

LRA Annual Conference
Special Event
7:00 to 12:00 pm

*Westin Peachtree Hotel: Peachtree Terrace
(Registration Desk)*

LRA Leadership Orientation

LRA Annual Conference
Special Event
8:45 to 10:15 am

Westin Peachtree Hotel: Chastain E

Integrative Research Review

LRA Annual Conference
Special Event
10:30 to 12:00 pm

Westin Peachtree Hotel: Peachtree Ballroom

Executive Committee Meeting and Board Lunch

LRA Annual Conference
Meeting
12:15 to 1:00 pm

Westin Peachtree Hotel: Chastain G (rounds)

Executive Committee Meeting

LRA Annual Conference
Meeting
1:00 to 1:45 pm

Westin Peachtree Hotel: Chastain D&E

Board of Directors Meeting

LRA Annual Conference
Meeting
2:00 to 6:00 pm

Westin Peachtree Hotel: Chastain D&E

STAR Program Cross-Cohort Research Showcase (Closed Event)

**LRA Annual Conference Special Event
8:45 to 10:15 am**

Westin Peachtree Hotel: Chastain D

Chair:

Mileidis Gort, *University of Colorado - Boulder*

Closed mentoring session for current STAR fellows and STAR program alumns.

**Integrative Research Review
LRA Annual Conference Special Event
10:30 am to 12:00 pm**

Westin Peachtree Hotel: Peachtree Ballroom

***The 2026 NAEP Reading Framework:
Promise and Politics***

Chair:

P. David Pearson, *University of California, Berkeley*
Cynthia Greenleaf, *WestEd*

Panel Members:

Peter Afflerbach, *University of Maryland*
Gina Cervetti, *University of Michigan*
Carol Lee, *Northwestern University*

Kathleen Hinchman, *Syracuse University*
Allison Skerrett, *The University of Texas at Austin*
Nancy Brynelson, *California State University*

The goal of this session is to share findings and insights about the outcomes and the processes that emerged in the development of the 2026 NAEP Reading Assessment Framework. The authors of the papers in this session were all involved in developing the Framework, either as appointed members of the Development Panel or as members of the WestEd Content Team responsible for implementing and managing the development process. Presenters hope that the reports of their experience will aid literacy researchers in learning about the important but fragile relationships among the key elements that should drive framework development—theory, research, practice, and policy—all situated within a politically charged context. Among other things, presenters will share the purpose of frameworks in NAEP, provide a comparison between our initial vision and the eventual adopted version of the framework, talk about how the current political tensions (both in the literacy field and the broader society) have shaped possibilities, and discuss what members of the profession must do in the future to monitor the conceptual integrity and equitable uses of NAEP.

The session includes 5 presentations and an open discussion among attendees.

Co-Chairs:

P. David Pearson, *University of California, Berkeley*
Cynthia Greenleaf, *WestEd*

- **A Brief History of NAEP and its Frameworks**
Peter Afflerbach, Byeong-Young Cho and P. David Pearson
- **Timeline(s) and Key Tensions: The Disruption of Normative NAEP Framework Development Practices**
Cyndy Greenleaf, Sarah Aguirre, Alicia Ross, and Mira-Lisa Katz

- **Goals and Outcomes: What We Wanted, What We Got**
Allison Skerrett, Paola Uccelli, Julie Coiro, Mariana Pacheco, and Georgia Earnest Garcia
- **Interpreting the Contexts of the NAEP 2026 Reading Framework**
Kathy Hinchman, Gina Cervetti, Nancy Brynelson and Bonnie Hain
- **NAEP Going Forward: Honoring Commitments and the Journey Toward a More Informative NAEP**
Carol Lee, Elena Forzani, and John Guthrie

Executive Committee Meeting and Board Lunch
LRA Annual Conference Meeting
12:15 to 1:00 pm

Westin Peachtree Hotel: Chastain G (rounds)

Executive Committee Meeting
LRA Annual Conference Meeting
1:00 to 1:45 pm

Westin Peachtree Hotel: Chastain D&E

Board of Directors Meeting
LRA Annual Conference Meeting
2:00 to 6:00 pm

Westin Peachtree Hotel: Chastain D&E



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2021 LRA OnDemand Presentations

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Asynchronous Alternative Format Sessions

(IP/AS) Genders, Cultures, and Literacies: Understanding Intersecting Identities in Literacy Development and Practice Area 7. Critical, Cultural, and Social Issues of Literacy Practices in and Out of School

This session offers research on intersecting cultural identities and gender representations in multimodal/multi-textual practices, examining literacy practices across racial groups and cultures, and recognizing multiple representations of gender beyond binaries. This session responds to the need for information alleviating ignorance of difference by dispelling stereotypical notions of performing gender and race. The session focuses on the conference theme by providing studies of identity expression conducted from multiple theoretical perspectives on gender and culture, and multiple approaches.

Chair(s):

Leslie Michele Foley, *Grand Canyon University*

Discussant(s):

Erik Jacobson, *Montclair State University*

- **Critical Digital Storytelling, Intersectionality, and Family Involvement**
Caroline T. Clark, *The Ohio State University*
Jenell Igeleke Penn, *The Ohio State University*
- **Dream a Little [STEAM] of Me: Exploring Adolescent Black Girls' STEAM Career Futures and Literacies**
Jennifer D. Turner, *University of Maryland*
Autumn Griffin, *University of Pennsylvania*
- **Digital Storytelling, Black Masculinity, and Assemblages of Racial Capitalism**
Becky Beucher, *Illinois State University*
Kimberly Schmidt, *University of Denver*

- **Positioning Gender: Responding to Characters in a Multicultural Text**
Monica S. Yoo, *University of Colorado-Colorado Springs*
- **:Rereading Fathers Behind Bars: Children's Literacy Assistance Practices of Incarcerated African American, Native American, Hispanic, and White Fathers**
Theodore S. Ransaw, *Michigan State University*
Tyler Thur, *Michigan State University*
- **Writing Girlhood: Narratives of Healing Among Culturally Diverse Adolescent Girls in a Community-Based Organization**
Crystal Chen Lee, *North Carolina State University*
Kelsey Virginia Dufresne, *North Carolina State University*
Laura Emily Jacobs, *North Carolina State University*
Caitlin Donovan, *North Carolina State University*
Jennifer Mann, *North Carolina State University*
- **Gender and Culture in the Literacy Practices of Seminole Youth**
Melissa Wicker, *University of Oklahoma*
Jiening Ruan, *University of Oklahoma*
- **Tales from TikTok: Gendered and Cultural Intersectionalities**
Donna Alvermann, *University of Georgia*
Ellen Wynne, *University of Georgia*
William T. Wright, *University of Georgia*
- **Voices from the Margins: Latinx, Chicanx/ Filipina, and Mestizo Women Writing Ephemeral Texts for Representation and Resistance**
Barbara Guzzetti, *Arizona State University*
- **Men's Zines Down Under: Exploring Gender, Race, and Social Class through Literacies**
Katina Zammit, *Western Sydney University*

continued on next page

- **Performing Intersecting Identities and Resisting Power through Satirical Digital Composition**
Wan Shun Eva Lam, *Northwestern University*
Addie Shrodes, *Northwestern University*
Jolie Matthews, *Northwestern*

(Highlighted Session) Intergenerational Queer Method: Exploring Inquiries, Epistemologies, and Ontologies in Queer Literacy Research
AREA 11. Research Methods, Practices and Theory

Queerness is changing, and representations of queer histories, elders, and ancestors has opened queer literacy research to novel connections across generations. To explore this intergenerational potential, this alternative session features seven emerging scholars entering into paired dialogue with seven established scholars. Specifically, in a series of ten minute dialogues, emerging scholars pose an epistemological, ontological, or methodological inquiry from their queer literacy research, and established scholars respond to their query.

Chairs:

Ryan Schey, *Auburn University*
James Joshua Coleman, *San Jose State University*

Discussant:

Mollie Blackburn, *The Ohio State University*

Participants:

- **Congruence or Incommensurability? Toward Disability Justice in Queer Futures**
Addie Shrodes, *Northwestern University*
- **Why does Black feminism get so much shade?: Endarkening queer feminist literacy futures**
Ileana Jiménez, *Teachers College, Columbia University*

- **The Identities in Between the Letters: Exploring Intersectional Narratives of LGBTQIA+ Youth of Color**
Abdul-Qadir Islam, *Teachers College, Columbia University*
- **“No, I’m asking you!”: Navigating Roles of Researcher and Informed Other with Uncertain Allies**
Adam Crawley, *University of Texas at Austin*
- **Observing Generational and Geographical Tensions in Queer Research Connections**
Gemma Cooper-Novack, *Syracuse University*
- **Tapping into the Queer-borg collective: Leveraging the Digital to Connect Our Humanity**
José Ramon Lizárraga, *University of Colorado, Boulder*
- **Queer Pedagogy/Trans Bodies: Moving Beyond “LGBT-Inclusion” with Critical Trans Pedagogies**
Liz Helton, *Columbia University, Teachers College*

Presenters:

- Carol Brochin, *University of Arizona*
- Cindy Cruz, *University of Arizona*
- Latrise Johnson, *NWD*
- Rob Simon, *University of Toronto*
- Corrine M. Wickens, *Northern Illinois University*
- Craig Allen Young, *Bloomsburg University of PA*

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Asynchronous Symposium Presentations

Building on family language and literacy practices in early childhood classrooms Area 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

This symposium brings together a collection of papers that showcase the perspectives, abilities and practices of young children in culturally and linguistically complex classrooms and communities. Using diverse methodologies—formative/design study, ethnography, and teacher action research—this symposium shares examples of children’s linguistic dexterity, agency and innovation, and highlights how teachers can develop asset-based pedagogies which build on these strengths.

Chair(s):

Michelle Aguilera, *University of Arizona*

Discussant(s):

Perry Gilmore, *University of Arizona*

- **“I Know Spanish”: Spanish Heritage Children’s Resistance to English Label in a Spanish Dual Language Kindergarten Classroom**
Michelle Aguilera, University of Arizona
- **Exploring Play-Based Writing in a Hybrid Preschool Classroom**
Rebecca L. Lopez, University of Arizona
- **Cultivating Playful Biliteracies in Preschool**
Leah Duran, University of Arizona

(IP/AS) Educational Neuroscience on Reading Development: From theoretical and Methodological Challenges to Educational Applications Area 11. Research Methods, Practices and Theory

In this symposium session, three literacy education scholars will elaborate four Areas of interpretive challenge in neuroscience-related literacy education scholarship: (1) the need for theoretical coherence in neurobiologically-informed designs and interpretations for application to literacy; (2) challenges in utilizing and interpreting cutting edge neuroscience methodologies; (3) concern over popularized over-interpretations of findings for education policy in literacy education; and (4) use of neuroscience findings to illuminate and interpret reading development in school settings.

Chair(s):

George G. Hruby, *University of Kentucky*

Discussant(s):

George G. Hruby, *University of Kentucky*

Participant(s):

- **Cautiously Exploring Well-manured Fields**
George G. Hruby, University of Kentucky
- **Exploring the Use of Resting State QEEG Coherence in Understanding Literacy Markers**
Ayan Mitra, University of South Carolina
- **The Return of the Son of the Bride of Neuro-genetic Determinism**
George G. Hruby, University of Kentucky
- **One Child’s Strategic Cognitive Reading Process**
Lucy Spence, University of South Carolina

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Emergent Learning and Relationships Through Classroom Peer Interaction for Multilingual Students: A Microethnographic Analysis **AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings**

This symposium explores multilingual students' classroom peer interactions in varied contexts. Employing a microethnographic analysis (Bloome et al., 2005), each of the four papers examines issues of language and literacy practices within peer interactions. This session advances our understanding of how students collaboratively make meaning and construct their identities and relationships, as well as adopt and adapt particular cultural practices drawn from the inside and outside of the classroom.

Chair:

Huili Hong, *Towson University*

Discussant:

Amanda Kibler, *Oregon State University*

Participants:

- **Multilingual Students' Classroom Underlife: An Ethnographic Case Study in a 1st-Grade ELA Classroom**
Jungmin Lee, *The Ohio State University*
- **Peer Interaction of Spanish-English Bilingual Students: Co-construction of Equitable Learning Opportunities Through Translanguaging**
Grace Jue Yeon Kim, *Ohio State University*
- **Adolescents Interacting Alone: The Challenges for Linguistically Isolated Same-Language Peers in Superdiverse School Contexts**
Brian Seilstad, *American College Casablanca*
- **Negotiation of Identity and Stance in Collaborative Planning**
Min-Seok Choi, *The Ohio State University*

Humanizing and decolonizing mentoring relationships between professors and students in a community-engaged research study **Area 14. Other Topics**

This symposium will focus on examining what it means to enact humanizing research engagement for U.S.-born professors who mentor a cohort of global student researchers, some of whom have refugee experiences during a three-year longitudinal study called Centering Connections. Reflecting on this work, the professors and students will engage personal narratives to describe the affordances and tensions of negotiating language and culture in a plurilingual research and academic discourse community.

Chair:

Tiffany J. Armstead-Flowers, *Georgia State University Perimeter College*

Discussant:

Joy Valentine, *University of Illinois at Chicago*

Participants:

- **Listening with multiple positionalities and agency in a research study**
Hemant Ghising, *University of Vermont*
Ashraf Alamatouri, *UVM*
- **Undergraduate Student Perspectives in a Community-Engaged Research Study**
Madina Dhahir Haji, *RA*
Rachel Hurwitz, *UVM*
- **Negotiating primary and secondary discourses in graduate school for multilingual writers**
Arby M. Ghemari, *University of Vermont*
Hemant Ghising, *University of Vermont*
Ashraf Alamatouri, *UVM*
- **Reciprocity: Affordances and Tensions of Learning with Students**
Shana Haines, *University of Vermont*
Cynthia Reyes, *University of Vermont*

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Listening to Learners: Educators' Centering of Student Voice and Agency through Literacy Practices
Area 7. Critical, Culutral, and Social Issues of Literacy Practices in and Out of School

Student voice and agency are recognized as vital to educators for fostering equity and inclusion. Presenters from four institutions explore lived experiences of teachers and students who engage in such topics as perspective-taking in elementary classrooms; high school readers' experiences with dystopian literature; gender non-binary alumni's reflections on their K-12 schooling; and Latina teacher candidates' COVID-19 coping strategies. These accounts illuminate literacy practices that elicit greater student voice and ensure "just participation in society."

Chair(s):

Margaret S. Curwen, *Chapman University*

Discussant(s):

Laurie Macgillivray, *University of Memphis*

Participant(s):

- **"Multiple Perspectives and Many Connections": Elementary Children's and Teachers' Responses to a Systems Thinking Curriculum**
Amy Ardell, *Chapman University*
Margaret S. Curwen, *Chapman University*
- **Youth Literacy Practices During and Beyond a High School Dystopian Fiction Book Club**
Christopher Lewis, *El Mont Union High School District*
- **Honoring the Untold Stories of Non-Binary Experiences in K-12 Schools**
Katherine Lewis, *Dominican University of California*

- **The Importance of Voices and Experiences: Latina Teacher Education Candidates during the COVID-19 Crisis**

***Nancy T. Walker**, *University of La Verne* -
nwalker@laverne.edu

Research-based Strategies for Teaching Argument Writing: Cognitive, Sociocognitive/ Sociocultural, and Design-Based Lenses
AREA 2. In-service Teacher Education/ Professional Development in Literacy

This symposium focuses on contrapuntal lenses for teaching argument writing: cognitive, sociocognitive/ sociocultural, and design-based lenses. The first paper draws on a validated teacher professional development program for writing arguments of literary analysis. The second paper focuses on a sociocognitive approach to empower students to participate in civic engagement. The third paper takes a design-based approach to developing argument writing assessments. Presenters will provide a wide-angle view for supporting secondary students' argument writing.

Chair:

P. David Pearson, *UC Berkeley*

Discussant:

Judith Langer, *University at Albany, State University of New York*

Participants:

- **Research-based Strategies for Teaching Arguments of Literary Analysis in ELA**
Carol Booth Olson, *University of California, Irvine*
Huy Chung, *University of California, Irvine*
- **Research-based Strategies for Teaching Arguments of Opinion for Civic Engagement**
Tanya N. Baker, *National Writing Project*

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- **Research-based Strategies for Teaching Argument Writing in History**
Jacob Steiss, *Doctoral Student*
Jenell Krishnan, *UC Irvine*

Toward Expansive Methodologies at the Intersections of Literacy and Dis/ability
AREA 11. Research Methods, Practices and Theory

This symposium examines expansive methodological intersections for dis/ability and literacy research through three distinct projects incorporating inclusive and equitable representations of dis/abled identities and dis/ability experiences from strengths-based and disability studies perspectives. To do so, presenters unpack critical decisions enacted at the levels of research design, data production/collection methods, and analysis procedures. Collectively, this session contributes to justice-oriented scholarship in the LRA community by centering an often-absent but ever-present line of research.

Chair:

Monica Kleekamp, *Maryville University*

Discussant:

Usree Bhattacharya, *University of Georgia*

Participants:

- **“I’m Partially to Blame...” Shaping Interdependent Methodologies to Promote Equitable Literacy Research in Isolated Special Education Classrooms**
Monica Kleekamp, *Maryville University*
- **A Multiplicity of Possibilities: A Postconventional Framework for Literacy Research with Families within the Dis/ability Community**
Alexandra Lampp Berglund, *The University of Georgia*
- **Non-Duality and Disability Studies: Decolonizing Methodology in Literacy Research**
Usree Bhattacharya, *University of Georgia*

Asynchronous Individual Roundtable Presentations:

“Actually, Reading is not Boring!”: Promoting Muslim Youth’s Literacy in Online Book Club
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Fatima Seyma Kizil, *Syracuse University*
Zaline Roy-Campbell, *Syracuse University*

“Are you a teacher first, or are you a human first?” A Contrapuntal Reading of Student and Teacher Perspectives
AREA 2. In-service Teacher Education/ Professional Development in Literacy
Josephine Peyton Marsh, *Arizona State University*
Deborah Renee Gonzalez, *ASU*

A Critical Examination of Practitioner’s Selections of Coretta Scott King Award Winning Young Adult Literature
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Melanie Alese Marshall, *University of Illinois at Urbana-Champaign*

A Tale of Two Classrooms: Exploring Kindergarten Literacy Learning Across a School Year
Area 5: Early and Elementary Literacy Processes
Macie G. Kerbs, *Sam Houston State University*
Kendra O’Neal, *Sam Houston State University*

Building on Empathy Literacy: A Social-Constructivist Approach Using Picturebook Read-Alouds to Strengthen Student Writing
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Lori Qian, *Utah State University*
Amanda Deliman, *Utah State University*

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Engaging Students with a Dialogic Approach to Teaching Poetry

AREA 6. Adolescent, College, and Adult Literacy Processes

Wendy Keyser, *Fitchburg State University*

Exploring Critical Literacy in Pre-Service Teachers

AREA 1. Pre-service Teacher Education in Literacy

Vera Sotirovska, *University of Idaho*

Faculty and Student Attitudes Towards Diverse Language and Literacy Practices: Pilot Study Findings at a Midwestern Research Intensive University

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Clay Walker, *Wayne State University*

Adrienne Jankens, *Wayne State University*

Mariel Krupansky, *Wayne State University*

Anna E. Lindner, *Wayne State University*

Getting to the Core of Apple: A Call for Common Sense in Phoneme Segmentation Instruction and Assessment

AREA 3. Literacy Assessment, Learning, and Teaching

Gwynne Ash, *Texas State University*

Identities and social practices of Burmese refugee students attending community colleges

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Janet Francisco, *University of Iowa*

Indigenous Children's Literature as Counter Narratives

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Dawn Castagno-Dysart, *Rochester Public Schools*

Ariel Robinson, *Lindenwood University*

Intergenerational Multilingual Practices of Asian American Immigrants: A Multiple Case Study of Korean American families

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Jee Hye Park, *Georgia State University*

Looking at Gamification from Within: Gamers-as-Teachers Transforming their Classrooms

AREA 10. Literacy Media and Technology

Raúl A. Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Carlos Andrés Sánchez, *Literacies in Second*

Languages Project, Universidad Pontificia Bolivariana

Juan Camilo Mazo, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Julián Londoño-Mazo, *Literacies in Second*

Languages Project, Universidad Pontificia Bolivariana

Tatiana Gómez-Ramírez, *ELT Think Tank*

Andrés Martín, *Literacies in Second Languages*

Project, Universidad Pontificia Bolivariana

Jeferson Sanmartín-Arango, *Literacies in Second*

Languages Project, Universidad Pontificia Bolivariana

J. David Díez-Trujillo, *Literacies in Second*

Languages Project, Universidad Pontificia Bolivariana

Rebuilding an Antiracist Academy One Story, One Syllabus at a Time

AREA 1. Pre-service Teacher Education in Literacy

Amy Walker, *Indiana University*

Dianne Wellington, *Indiana University Bloomington*

Remembered Rebellions in Writing:

Noncompliance as a Narrative Marker of Writer Maturity

AREA 6. Adolescent, College, and Adult Literacy Processes

Jessica R. Campbell, *Teachers College*

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Striving to Belong: Arab Muslim Immigrant Families' Lived Experiences Through Children's Picture Books

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Mohamed Elhess, *Minnesota State University*

Margaret Vaughn, *Washington State University*

Transforming the World One Book at a Time

AREA 1. Pre-service Teacher Education in Literacy

Deanna Day, *Washington State University*

Understanding Affordances and Challenges of Multicultural Literature in Teacher Education

AREA 1. Pre-service Teacher Education in Literacy

Marisol Masso, *Michigan State University*

Weaving Contrapuntal Approaches of Play-Based and Foundational Skills Instruction Together to Support Beginning Readers: Kindergarten Educators' Literacy Instructional Strengths and Challenges

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Melody Zoch, *University of North Carolina at Greensboro*

Asynchronous Individual Paper Presentations:

Academic Language Socialization for International Students in Disciplinary Literacy: Collaborative Imagining through Studio Desk Crits

AREA 6. Adolescent, College, and Adult Literacy Processes

Min-Seok Choi, *The Ohio State University*

A Case Study of the In and Out-of-School Literacies of Two Latino Middle School Boys: A High Achiever and a Low Achiever

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Carmen Gordillo, *Rutgers*

Lesley Mandel Morrow, *Rutgers University*

A Content Analysis of the Top Educational Technology Journals: Technology and Writing Using Digital Storytelling in Session: Digital Literacies: Practices and Policies

AREA 10. Literacy Media and Technology

Krystle Brom, *UNT*

A Critical Content Analysis of Language in Literacy

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Cynthia Villarreal Cantu, *University of Texas Rio Grande Valley*

An analysis of elementary classroom communication in a virtual learning environment: A microethnographic approach

Area 10. Literacy and Media Technology

Catherine Rand, *Rutgers University*

An Urban Teacher Residency and Literacy Teacher Preparation: Intersecting Views on Efficacy Development

Content Area: AREA 1. Pre-service Teacher Education in Literacy

Doreen L. Mazzye, *SUNY Oswego*

Michelle A. Duffy, *SUNY Oswego*

"Becoming" a Literacy Teacher: The Case Study of One PE Teacher's Learning Trajectory in a Graduate Literacy Program

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Elizabeth Stolle, *Grand Valley State University*

Nancy DeFrance, *Grand Valley State University*

Min-Young Kim, *Grand Valley State University*

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Beginning Teachers' Stories as Routes to Professional Development

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Deoksoon Kim, *Boston College*
Drina Kei Yatsu, *Boston College*
Mary Austin, *Boston College*
Qingyue Chen, *Boston College*
Xin Shen, *Boston College*
Yanzhi Wang, *Boston College*

Black Women Teachers of Adolescents and Literacy: Agency, Beliefs, and Positionality

AREA 3. Literacy Assessment, Learning, and Teaching

Chantal Francois, *Towson University*

Bridging the Textual-Visual Gap: A Multi-Analytical Approach to Examining Picture Books for Critical Pedagogy in the Elementary Classroom

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Jessica Lee Lavina Edwards, *Central Connecticut State University*

Champagne Problems & Popular Feminism: A Critical Review of Young Adult Literature Marketed as Feminist

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Nicole Ann Amato, *University of Iowa*
Katie Priske, *University of Iowa*

Characters with Dyslexia in Picture Books

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Vera Sotirovska, *University of Idaho*
Margaret Vaughn, *Washington State University*

Children's Reading of Visuals in Informational Picturebooks

AREA 5. Early and Elementary Literacy Processes

Sunah Chung, *University of Northern Iowa*

Collaborative Conversations: Widening the Angle for Culturally Sustaining, Socially Just Language and Literacy Education

AREA 1. Pre-service Teacher Education in Literacy

Sarah Newcomer, *Washington State University*
Kathleen M. Cowin, *Washington State University*

Complexity of Reading Motivation Development and Achievement Levels from Perspectives of Students in the Chinese Context

AREA 12. International Research on Teaching and Learning

Jiening Ruan, *University of Oklahoma*
Lijun Jin, *Towson University*

Confirmation Bias in Argumentative Writing

AREA 3. Literacy Assessment, Learning, and Teaching Paper

Zawan Al Bulushi, *Indiana University Bloomington*

Critical Unpacking of the Single Story in Books about Malala Yousafzai

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Seemi Raina-Aziz, *University of Arizona*

Designing an Early Childhood Instructional Coaching Model to Support Early Literacy Instruction

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Maria D. Shaheen, *Primrose Schools*

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Developing Multimodal Literacy in Over-the-Screen Family Miscue Analysis
Area 3. Literacy Assessment, Learning, and Teaching.

Ling Hao, *University of South Carolina*
Yang Wang, *University of South Carolina*

“Doubting themselves”: The Narrowing Effects of Platform Pedagogies for ‘at-risk’ Youth
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Noah Asher Golden, *California State University, Long Beach*

Elementary Students Talking about Race and Racism: Developing Racial Literacy across a Year of Discussions

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Annie Daly, *The University of Texas at Arlington*

Emergent Bilingual Students’ Vocabulary Engagement Across More and Less Culturally Relevant Books during Read-Aloud Discussions
Area 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Tanya Christ, *Oakland University*
Hyonsuk Cho, *University of North Dakota*

Enhancing Children’s Perspective-Taking Skills through Bullying-Themed Literacy Curricula: A Case Study in South Korea

AREA 12. International Research on Teaching and Learning

So Jung Kim, *University of Texas at El Paso*
Su Jeong Wee, *California State University, Los Angeles*

Examining the Impact of an Integrated STEM and Writing-to-Learn Unit on Third Graders’ Writing Knowledge and Performance
AREA 5. Early and Elementary Literacy Processes

Amy Gillespie Rouse, *Southern Methodist University*
Murphy Keller Mogensen, *Southern Methodist University*

Explicit Instruction for Composing Workshop
AREA 5. Early and Elementary Literacy Processes

Ted Kesler, *Queens College, CUNY*

Examining Ourselves as Researchers: An Intrinsic Case Study of a Research Team Taking a Wide-Angle Lens to Literacy Research Methods

AREA 11. Research Methods, Practices and Theory

Whitney Beach, *Texas Tech University*
Elizabeth Stewart, *Texas Tech University*
Mellinee Lesley, *Texas Tech University*

Exploring Writer’s Block as Embodied Experience Across the Grades

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Grace Enriquez, *Lesley University*
Andrea Vaughan, *University of Illinois at Chicago*

Facilitating Parents’ Support of Pre-Adolescents’ Critical Media Literacy through Design-Based Research

Area 10. Literacy Media and Technology

Tiffany L. Gallagher, *Brock University*
Diane Collier, *Brock University*
Yvonne Lesley Messenger, *Brock University*
Taylor Downes, *Brock University*

How do Burmese Mothers Engage with Social Literacy Practices in the United States?

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Aijuan Cun, *University of New Mexico*

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**“I am not a teacher just yet, however...”:
Preservice Teachers Discursive Engagement in
an Online Literacy Professional Development
Course**

**AREA 1. Pre-service Teacher Education in
Literacy**

Sarah Bausell, *Friday Institute for Educational
Innovation*

Hiller A. Spires, *North Carolina State University*

Andrea Lorraine Gambino, *University of California
Los Angeles*

**Imagining Multimodal and Translanguaging
Possibilities for Authentic Cultural Writing
Experiences**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Lucía Cárdenas Curiel, *Michigan State University*

Christina Ponzio, *Michigan State University*

**Growing Inventor’s Mindset: Enhancing Science
Learning and Literacy**

**AREA 3. Literacy Assessment, Learning, and
Teaching**

So Lim Kim, *Boston College*

Deoksoon Kim, *Boston College*

**Influencing Perceptions of Identity, Culture,
and (Dis)ability through an Intersectionality
Stance to Reading**

**AREA 9. Text Analysis, Adult, Children’s, and
Young Adult Literature**

Janelle Mathis, *University of North Texas*

**Inservice white teachers’ perspectives and
growth while taking an online cultural diversity
class**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Oluwaseun A. Oti-Aina, *Clemson University*

Rachelle S. Savitz, *Clemson University*

**Intergenerational Learning: Scaffolding
Literacies and Cultural Awareness**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Mahsa Bashang, *Southern Illinois University*

**“It’s not that simple!”: A Conceptual Model
for Phonological Awareness Learning for
Preschoolers**

**AREA 5. Early and Elementary Literacy
Processes**

Christina Marie Cassano, *Salem State University*

Kathleen Ann Paciga, *Columbia College Chicago*

Caitlin Ciaramitaro, *Salem State University*

**Leveraging Dialogic Storytelling for Productive
Classroom Discussion in Preschool**

**AREA 5. Early and Elementary Literacy
Processes**

Erin Elizabeth Flynn, *Portland State University*

**MeToo Moments: Disclosures of Sexual
Violence from Teacher Candidates Considering
Trauma Literature Pedagogy**

**AREA 1. Pre-service Teacher Education in
Literacy**

Amber Moore, *The University of British Columbia*

**Museums as Sites of Learning to Extend
Literacy Teacher Education from the University
Classroom to the Local Community**

**AREA 1. Pre-service Teacher Education in
Literacy**

Matthew R. Deroo, *University of Miami*

Svetlana Radojic, *University of Miami*

**“Music Helped Me Think Critically”: A Multiple
Case Study of a Music-themed Biliteracy
Curriculum**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

So Jung Kim, *University of Texas at El Paso*

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Opportunities for Word Learning in Preschool Storybook Apps

Area 10. Literacy Media and Technology

Lori Bruner, *Michigan State University*

Preservice Literacy Teachers Practicing Cultural Responsiveness: A review of Literature
Area 1. Pre-service Teacher Education in Literacy

Fay Mentzer, *Purdue University*

Wonki Lee, *Purdue University*

Preservice Teachers' Responses to Refugee Experiences in a Graphic Novel
AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Jongsun Wee, *Winona State University*

Ruth E. Quiroa, *National Louis University*

Preservice Teachers' Experiences with Literature
AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Jongsun Wee, *Winona State University*

Ruth E. Quiroa, *National Louis University*

Primary Grade Writing Instruction: A Glimpse into K-2 Classrooms
AREA 3. Literacy Assessment, Learning, and Teaching

JoAnne M. West, *Michigan State University*

Questioning the STEM Paradigm in Early Childhood: Should Literacy Drive Early Technology Instruction?
AREA 10. Literacy Media and Technology
Christopher Wagner, *Queens College, City University of New York*

Raising Critical Readers in the 21st Century: Developing a Critical Reading Assessment
AREA 3. Literacy Assessment, Learning, and Teaching

Diana Jaleh Arya, *UC Santa Barbara*

Sabiha Sultana, *University of California Santa Barbara*

Somer Levine, *UC Santa Barbara*

Reading Diversity through Picture Books: Preservice Teachers Explore Authenticity of Multicultural Picture Books
Area 1: Pre-service Teacher Education in Literacy

Mengying Xue, *Purdue University*

Fay Mentzer, *Purdue University*

Helen Claire Bentley, *Purdue University*

Wonki Lee, *Purdue University*

Reading-Writing Connections among L2 Learners: A Review of Correlational Studies
Area 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Ye Shen, *University of Delaware*

(Highlighted Presentation) Reimagining "Resistant" Readers: Centering Closeness in Literacy Learning During a Time of Physical Isolation
Area 6. Adolescent, College, and Adult Literacy Processes

Marisa Saris Segel, *Boston College*

Relational Literacies and Educational Responsibility: Tensions between Materials, Technologies and Mattering
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Amélie Lemieux, *University of Montreal*

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Remixing Bilingual Identities through Digital Stories

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Stanton Wortham, *Boston College*

Deoksoon Kim, *Boston College*

Yan Li, *Boston College*

Margarett Burke, *Boston College*

Anne Miles, *Boston College*

Yuqi Wang, *Boston College*

Benjamin Chieng, *Boston College*

Spanish words are fine, but Chinese words are confusing: Pre-service Teachers' Responses to Non-English Words in Children's Literature

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Yoo Kyung Sung, *University of New Mexico*

Eun Hye Son, *Boise State University*

"Speaking up and telling my story": A Comparative Case Study on the Impact of High School Experiences on Refugees' Pursuits of Higher Education

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Jennifer C. Mann, *North Carolina State University*

Storytelling in Multicultural Preschool Classrooms: The Potential of Transcultural, Translanguaging Exchanges

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Erin Elizabeth Flynn, *Portland State University*

Students and Teachers Co-construct Chat as a Safe Place for Caring and Learning in an Online Synchronous 9th grade Project-based ELA Unit

AREA 10. Literacy Media and Technology

Jacqueline Smilack, *University of Colorado Boulder*

Bridget Dalton, *University of Colorado Boulder*

Benjamin Walsh, *University of Colorado Boulder*

Ellie Haberl Foster, *University of Colorado at Boulder*

Supports and Barriers to Literacy Professors' Instruction of Teachers for Integrating Technology in K-12 Classrooms

Area 10. Literacy Media and Technology

Poonam Arya, *Wayne State University*

Tanya Christ, *Oakland University*

Ming Ming Chiu, *The Education University of Hong Kong*

Sustaining Equitable Reading Instruction in Teacher Education: State Policy Shifts, Science of Reading, and Literacy Coursework Redesign

Area 4. Public Engagement and Policy in Literacy

Silvia Nogueron Liu, *University of Colorado-Boulder*

Emily Johns-O'Leary, *University of Colorado Boulder*

Kristen Driscoll, *University of Colorado Boulder*

Emily Yerkes, *University of Colorado, Boulder*

Teacher Decision Making in Guided Reading

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Brittany Worthen, *Asbury University*

Telenovelas as Sitios of Testimonio y Platica in Chicanx Households

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Jodi Aguilar, *Graduate Student*

Texts for Reading Instruction and the Most Common Words in Egyptian Arabic: An Investigation

AREA 12. International Research on Teaching and Learning

Thomas DeVere Wolsey, *The American University in Cairo*

Ibrahim M. Karkouti, *The American University in Cairo*

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The Affordances of In-school Video Production for a Late-to-literacy Refugee-background Learner: A Longitudinal, Ethnographic Case Study

AREA 10. Literacy Media and Technology

Amir Michalovich, *University of British Columbia*

The Blended Learning Model and Elementary Literacy Instruction: Benefits and Best Practices

AREA 10. Literacy Media and Technology

Kimberly Wheedleton, *University of Delaware*

Stephanie Del Tufo, *University of Delaware*

The Path Untold: A Refugee-Background Somali-Bantu's Multilingual Practice in the U.S

Area 8: Literacy Learning and Practice in Multicultural and Multilingual Settings

Xia Chao, *Duquesne University*

The Praxis of Family Literacy with Preschoolers and Their Families

AREA 5. Early and Elementary Literacy Processes

Chad H. Waldron, *The University of Michigan-Flint*

The Simple View: Too Simple to Explain Reading Comprehension in Emergent Bilinguals and English Monolinguals?

Area 5. Early and Elementary Literacy Processes

Ana M. Taboada Barber, *UMD College Park*

Kelly B. Cartwright, *Christopher Newport University*

Susan Lutz Klauda, *University of Maryland*

Uncovering Native-Speakerism in Popular English Language Learning Book Covers in South Korea

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Saesaem Yoon, *Arizona State University*

Woo Yeong Kim, *Arizona State University*

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Jerome Bruner (2007)	Marylyn Cochran-Smith (2014)	Sonia Nieto (2019)
Brian V. Street (2008)	Susan L. Lytle (2014)	Dr. Rudine Sims-Bishop (2020)

Early Career Achievement Award

Cynthia Brock (1999)	Beth Maloch (2006)	Amy Hutchinson (2014)
Joyce Many (1999)	Sharon Walpole (2007)	Steven J. Amendum (2015)
Elizabeth Birr Moje (2000)	Nancy Frey (2008)	Tisha Lewis Ellison (2016)
Lawrence R. Sipe (2001)	Misty Sailors (2009)	Amy Wilson Lopez (2017)
George Kamberelis (2002)	Leigh A. Hall (2010)	Anterio Garcia (2018)
Nell K. Duke (2003)	Julie Coiro (2011)	Zoi A. Traga Philippakos (2019)
Rebecca Rogers (2004)	Kristen H. Perry (2012)	Cati V. de los Rios (2020)
Melanie R. Kuhn (2005)	Allison Skerrett (2013)	

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Edward B. Fry Book Award

Elizabeth Bernhardt (1995)	P. David Pearson (2004)	Leigh Hall (2012)
Sarah Warshauer Freedman (1996)	Rebecca Barr (2004)	Leslie David Burns (2012)
David Reinking (1999)	Elaine Richardson (2005)	Elizabeth Edwards (2012)
Michael McKenna (1999)	Loukia K. Sarroub (2005)	Guofang Li (2013)
Linda D. Labbo (1999)	Guofang Li (2006)	JuliAnna Ávila (2014)
Ronald Kieffer (1999)	Patricia E. Enciso (2007)	Jessica Zacher Pandya (2014)
Sara Warshauer Freedman (2000)	Cynthia J. Lewis (2007)	Evelyn Anzpe (2015)
Elizabeth Radin Simons (2000)	Elizabeth Birr Moje (2007)	Teresa Colomer (2015)
Julie Shallhope Kalnin (2000)	Lawrence R. Sipe (2008)	Carmen Martínez-Roldan (2015)
Alex Casareno (2000)	Randy Bomer (2009)	Kathy A. Mills (2016)
The M-Class Team (2000)	Leila Christenbury (2009)	Gerald Campano (2017)
Susan Florio-Ruane (2001)	Peter Smagorinsky (2009)	Maria Paula Ghiso (2017)
Cynthia Lewis (2002)	Mary M. Juzwik (2010)	Bethany J. Welch (2017)
Dennis J. Sumara (2003)	Patricia A. Edwards (2011)	Caitlin L. Ryan (2018)
Rebecca Rogers (2003)	Gwendolyn Thompson McMillon (2011)	Jill Hermann-Wilmarth (2018)
Michael L. Kamil (2004)	Jennifer D. Turner (2011)	Allison Skerrett (2019)
Peter B. Mosenthal (2004)		Kate Vieira (2020)

Oscar S. Causey Award

Arthur S. McDonald (1967)	Isabel Beck (1988)	Annemarie Sullivan Palincsar (2005)
Albert J. Kingston (1968)	P. David Pearson (1989)	Michael L. Kamil (2006)
George D. Spache (1969)	Ronald P. Carver (1990)	Scott G. Paris (2007)
George B. Schick (1970)	Linnea C. Ehri (1991)	Taffy E. Raphael (2008)
Homer L. J. Carter (1971)	John T. Guthrie (1992)	Barbara M. Taylor (2009)
Al Lowe (1975)	Kenneth S. Goodman (1993)	Lesley M. Morrow (2010)
Paul C. Berg (1978)	Shirley Brice Heath (1994)	Linda B. Gambrell (2011)
Earl F. Rankin (1979)	Robert Ruddell (1995)	Jerry Harste (2012)
Edward B. Fry (1980)	Keith E. Stanovich (1996)	Yetta Goodman (2013)
George R. Klare (1981)	Donna E. Alvermann (1997)	Susan B. Neuman (2014)
J. Jaap Tuinman (1982)	Kathryn H. Au (1998)	Elfrieda H. Hiebert (2015)
Joanna P. Williams (1983)	Rebecca Barr (1999)	Kris D. Gutierrez (2016)
Harry Singer (1984)	Michael Pressley (2000)	Peter Johnston (2017)
S. Jay Samuels (1985)	Patricia Ann Alexander (2001)	James V. Hoffman (2018)
Philip Gough (1986)	Connie Juel (2002)	William H. Teale (2019) <i>posthumous</i>
Richard C. Anderson (1987)	Robert Calfee (2003)	Patricia Edwards (2020)
Monte Penney (Citation of Merit 1987)	Victoria Purcell-Gates (2004)	
	Steven Stahl (2004)	

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Student Outstanding Research Award

Peter Afflerbach (1985)	Susan J. Dymock (1997)	Susan E. Bickerstaff (2009)
Deborah Wells Rowe (1986)	Lawrence R. Sipe (1997)	Amanda P. Goodwin (2010)
Maribeth Cassidy Schmitt (1987)	Josephine Peyton Young (1998)	Michael Manderino (2011)
Sally Hague (1988)	Patrick Manyak (1999)	Nathan Phillips (2011)
Joyce Many (1989)	Emily M. Rodgers (1999)	Blaine Smith (2011)
Douglas K. Hartman (1990)	Rebecca Rogers (2000)	Melody Zoch (2012)
Joyce Holt Jennings (1990)	Nancy A. Place (2001)	Angela Zapata (2013)
Sarah J. McCarthy (1991)	Kim Bobola (2002)	Jaye Johnson Thiel (2014)
J. Michael Parker (1991)	Yoon-Hee Na (2003)	Beth Buchholz (2015)
Debra K. Meyer (1992)	Rebecca Deffes Silverman (2004)	Dan Reynolds (2016)
Janice F. Almasi (1993)	Megan Madigan Peercy (2005)	Jennifer Reichenberg (2017)
Janet W. Bloodgood (1994)	Antony T. Smith (2006)	Joy D. Erickson (2018)
Ann Watts Pailliotet (1994)	Elizabeth Stolle (2007)	Jungmin Kwon (2019)
Jane West (1995)	Margarita Zisselsberger (2008)	Monica C. Kleekamp (2020)
Kathryn H. Davinroy (1996)	Gary Paul Moser (2008)	

J. Michael Parker Award

Robin Waterman (2006)	Silvia Cecilia Nogueron (2010)	Dr. Rossina Zamora Liu (2016)
Amy Johnson (2007)	Laurie A. Henry (2011)	Rachel Gruen (2017)
Kristin Perry (2007)	Lea Katherine (2012)	Emily Rose Schwab (2018)
Tisha Y. Lewis (2008)	Kathleen Alley (2013)	Lyudmyla Ivanyuk (2019)
Amy Trawick (2008)	Diane Taveggia (2014)	Jim Sonsnowski (2020)
Holly Hungerford-Kresser (2009)	Xia Chao (2015)	

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Alley, Kathleen
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Amendum, Steve
Anders, Patricia L.
Anderson, Blythe E.
Anderson, Kate
Anderson, Phylicia
Appleget, Carin
Armstead-Flowers, Tiffany J.
Arya, Poonam
Assaf, Lori Czop
Augsburger, Deborah
Bacon, Heidi Regina
Barber, Michael
Barksdale, Bonnie A.
Baumann, Jennie
Beach, Sara
Bean-Folkes, Jane
Bennett, Susan V.
Berenbon, Rebecca Fay
Berg, Margaret
Bergeson, Kristi Tamte
Beschoner, Beth
Bingham, Gary
Black, Kristin
Boche, Benjamin
Boehm, Shelby
Bollinger, Chelsey M.
Borti, Adeline Mansa
Brewer, Amanda
Brown, Sally
Browne, Susan
Brownell, Cassie J.
Bruner, Lori
Buch, Bettina
Burke, Amy

Byfield, Lavern
Capello, Sarah
Carpenter, Robert D.
Castek, Jill
Chandler-Olcott, Kelly
Chao, Xia
Chaudhri, Amina
Cheng, Ya-Fang
Choi, Sungshim
Christian, Beth
Chung, Rosalie Hiuyan
Chung, Sunah
Claravall, Eric B.
Clark, Caroline T.
Clark, Esther
Coffey, Debra Jean
Coiro, Julie L.
Cole, Mikel Walker
Coleman, James Joshua
Collett, Jennifer
Colvin, Carolyn
Colwell, Jamie
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Conradi Smith, Kristin
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Doepker, Gina Marie
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Huddleston, Andrew Prescott
Huggins, Shelly
Humaidan, Abdulsamad Yahya
Hungerford-Kresser, Holly
Hupert, Naomi
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Laster, Barbara
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Young, Michael
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Yun, Sehyun
Zeneli, Anemone
Zengilowski, Allison
Zhang, Rong
Zoch, Melody
Zuccaro, Emily

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.

2021 MEETING EVENTS:

STAR Mentoring Session (*Closed Event*): Wednesday, December 1, 2021, 1:15 - 2:45 p.m.

STAR Peer Mentoring Session (*Closed Event*): Thursday, December 2, 2021, 1:15 - 2:45 p.m.

STAR Fellows Research Showcase: Friday, December 3, 2021, 1:15 - 2:45 p.m.

STAR Program Cross-Cohort Research Showcase: Saturday, December 4, 2021, 8:45 - 10:15 a.m.

STAR DIRECTORS:

Mileidis Gort 2017-Present

Marcelle Haddix 2013-2017

Julia Lopez-Robertson 2010-2012

Jennifer Danridge Turner 2009-2010

STAR PARTICIPANTS

STAR FELLOWS AND MENTORS

2019-2021 Fellows

Mentors

Paty Abril-Gonzalez	<i>University of Texas at Austin</i>	Carmen Medina
Earl Aguilera	<i>California State University, Fresno</i>	Tisha Lewis Ellison
Rebecca Linares	<i>Montclair State University</i>	Patricia Baquenao-Lopez
Tran Nguyen	<i>Templeton University of North Texas</i>	Ana Christina da Silva Iddings
Bianca Nightengale-Lee	<i>Florida Atlantic University</i>	Latrise Johnson
Idalia Nuñez Cortez	<i>University of Illinois, Urbana-Champaign</i>	Carmen Martinez-Roldán
Tiffany Nyachae	<i>Buffalo State College, SUNY</i>	Jennifer Danridge Turner
Alicia Rusoja	<i>St. Mary's College of California</i>	Danny Martinez

2017-2019 Fellows

Mentors

Eliza Braden	<i>University of South Carolina</i>	Aria Razfar
Kisha Bryan	<i>Tennessee State University</i>	Jamal Cooks
Delicia Greene	<i>SUNY Albany</i>	Antero Garcia
Stephanie Jones	<i>Grinnell College</i>	Danny Martinez
Gilberto Lara	<i>The University of Texas Rio Grande Valley</i>	Grace Enriquez
Alice Lee	<i>Illinois State University</i>	Carmen Kynard
Claudia Rodriguez-Monica	<i>Santa Clara University</i>	P. Zitlali Morales
Patriann Smith	<i>Texas State University</i>	Ramón Martinez

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STAR PARTICIPANTS

2015-2017 Fellows

Mentors

April Baker Bell	<i>Michigan State University</i>	Tonya Perry
Maneka Deanna Brooks	<i>Texas State University</i>	Eurydice Bauer
Theda Gibbs	<i>Ohio University</i>	Yolanda Sealey-Ruiz
Bong Gee Jang	<i>Syracuse University</i>	Ramón Antonio Martínez
Lamar Johnson	<i>Michigan State University</i>	Jennifer Danridge Turner
Bonnie Jean (Williams) Farrier	<i>California State University Fullerton</i>	Carmen Kynard

2013-2015 Fellows

Mentors

Monica Yoo	<i>University of Colorado at Colorado Springs</i>	Allison Skerrett
Kwangok Song	<i>Arkansas State University</i>	Eurydice Bauer & Mileidis Gort
Maria Selena Protacio	<i>Western Michigan University</i>	Robert Jiménez
Mary McGriff	<i>New Jersey City University</i>	Yolanda Sealey-Ruiz and Tonya Perry
Soria Colomer	<i>University of South Florida</i>	María Fránquiz & Eurydice Bauer
Antonieta Avila	<i>Independent Scholar</i>	Aria Razfar

2011-2013 Fellows

Mentors

Marva Solomon	<i>Angelo State University</i>	Wanda Brooks
Silvia Noguerón-Liu	<i>University of Colorado - Boulder</i>	Patricia Enciso & Marjorie Orellana Faulstich
P. Zitlali Morales	<i>University of Illinois at Chicago</i>	Kathleen Hinchman

2010-2012 Fellows

Mentors

Tisha Ellison	<i>University of Georgia</i>	Gwendolyn McMillon
Seemi Aziz	<i>University of Arizona</i>	María Fránquiz
Carol Brochín	<i>University of Arizona</i>	María Fránquiz
Yoo Kyung Sung	<i>University of New Mexico</i>	Kathy Au

2009-2011 Fellows

Mentors

Grace Enriquez	<i>Lesley University</i>	María E. Fránquiz
Ying Guo	<i>University of Cincinnati</i>	Lee Gunderson
Marcelle Haddix	<i>Syracuse University</i>	Mark Conley

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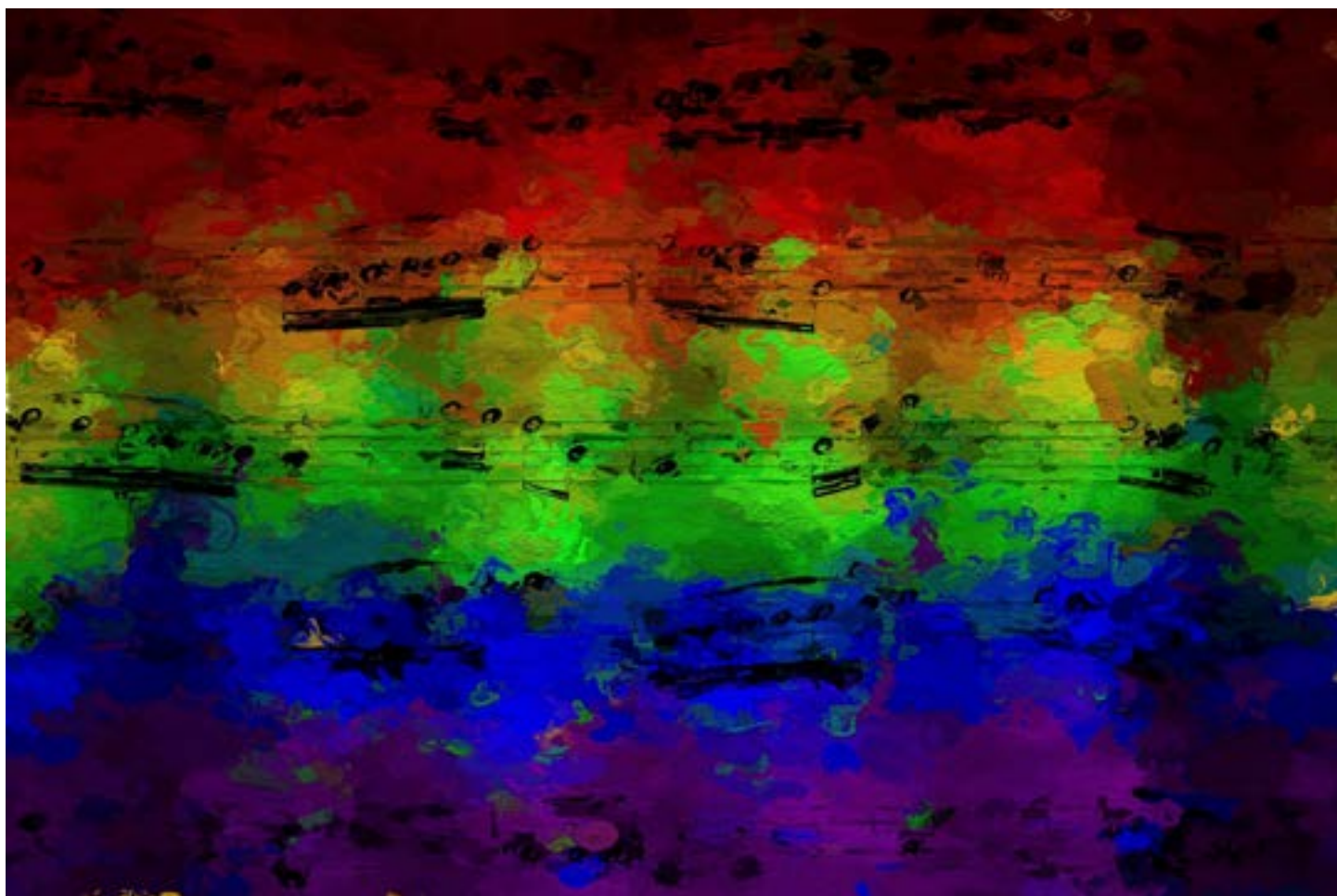
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