



LITERACY™  
RESEARCH  
ASSOCIATION

# Reclaiming Literacy Research

CENTERING ACTIVISM, COMMUNITY, AND LOVE

## 68th Annual Conference



NOVEMBER 28 – DECEMBER 1, 2018

Renaissance Esmeralda - Indian Wells Resort & Spa | Indian Wells, CA



---

# TABLE OF CONTENTS

General Information .....	3
About, Book Display, Auction, Exhibits	
Welcome .....	5
In Memoriam .....	6-8
Major Addresses .....	10
2018 Area Co-Chairs .....	11
Study Group Organizers.....	12
Study Groups.....	13-19
Events at a glance.....	20-23
Wednesday Schedule.....	24-65
Thursday Schedule .....	66-97
Friday Schedule.....	98-133
Saturday Schedule .....	134-139
LRA Leadership and Honorees.....	140-144
LRA Committees .....	145-147
Award Recipients.....	148-150
2018 Proposal Reviewers.....	150-152
STAR Scholars.....	153
STAR Participants .....	154
Hotel Maps .....	155-156
Participants Index.....	157-167

## 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 fulltime 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>

## BOOK DISPLAY, SILENT AUCTION & EXHIBITS: WEDNESDAY-FRIDAY

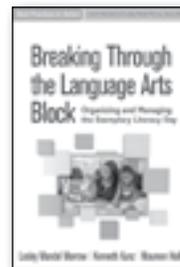
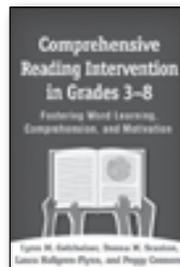
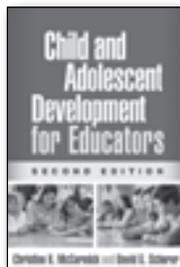
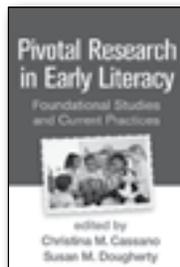
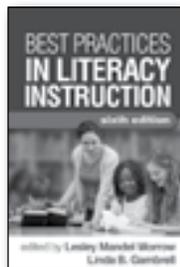
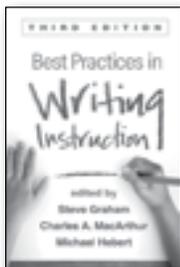
---

The Silent Auction provides a unique and fun way to promote literacy and add to your professional library while bringing in vital revenue to LRA. Professional books authored by LRA members will be displayed throughout the conference. Each book will have a bidding sheet located beneath it. If you wish to bid, just add your name to the end of the list of bids. The highest bids will win the books. Bidding will close at 3:00 pm on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday, November 30, 2018 from 4:00 pm-7:00 pm and Saturday from 8:00 am - 11:00 am. Payment for books can be made at the Registration Desk via cash, credit card, or check (payable to LRA).

Please visit our exhibitors: **Guilford Press** and **Teachers College Press**

# NEW FROM GUILFORD

**VISIT OUR DISPLAY  
AND SAVE 20%  
PLUS FREE SHIPPING!**



*New Edition of a Bestselling  
Practitioner Guide and Text—  
Revised & Updated!*

**Best Practices in Writing  
Instruction, THIRD EDITION**  
Edited by **Steve Graham, EdD**  
**Charles A. MacArthur, PhD**  
**Michael Hebert, PhD**

“Thoughtfully answers the ‘whys,’ ‘whats,’  
and ‘how-tos’ of effective writing  
instruction. Graduate students, teachers,  
and educational specialists will find the  
third edition packed with information.”

—Natalie G. Olinghouse, PhD,  
University of Connecticut



December 24, 2018, 6" x 9" Paperback, 416 Pages  
ISBN 978-1-4625-3796-9, \$42.00

*New Edition of a Bestselling  
Practitioner Guide and Text—  
Revised & Updated!*

**Best Practices in Literacy  
Instruction, SIXTH EDITION**  
Edited by **Lesley Mandel Morrow, PhD**  
**Linda B. Gambrell, PhD**

“An excellent, up-to-the minute volume  
bursting with information....The sixth  
edition features a diversity of relevant  
topics and contains a wealth of cutting-  
edge information. It is an ideal textbook  
for graduate courses in reading education.”

—Maureen McLaughlin, EdD,  
East Stroudsburg University  
of Pennsylvania



2019, 6" x 9" Paperback, 452 Pages  
ISBN 978-1-4625-3677-1, \$45.00

**Pivotal Research  
in Early Literacy**  
*Foundational Studies  
and Current Practices*

Edited by **Christina M. Cassano, EdD**  
**Susan M. Dougherty, EdD**

“In this volume, leading scholars highlight  
and summarize seminal articles while  
situating them in relationship to  
conceptual advances and controversies in  
the field....I will use it as a supplemen-  
tary text for my course on language,  
literacy, and diversity.”

—David K. Dickinson, EdD,  
Vanderbilt University



2018, 6" x 9" Paperback, 326 Pages  
ISBN 978-1-4625-3617-7, \$32.00

*New Edition—Revised & Updated!*

**Child and Adolescent  
Development for Educators**  
SECOND EDITION

**Christine B. McCormick, PhD**  
**David G. Scherer, PhD**

“I will continue to require this ‘must-have’  
text in my courses. Each chapter  
interweaves key topics in development  
with important research....The second  
edition features updated research  
throughout and includes valuable new  
content on neuroscience, gender, and  
other topics.”

—Nicole Merino, PhD,  
Stanford University



2018, 7" x 10" Paperback, 496 Pages  
ISBN 978-1-4625-3468-5, \$60.00

**Comprehensive Reading  
Intervention in Grades 3-8**

*Fostering Word Learning,  
Comprehension, and Motivation*  
**Lynn M. Gelzheiser, EdD**  
**Donna M. Scanlon, PhD**  
**Laura Hallgren-Flynn, MS**  
**Peggy Connors, MS**

“Just what we need—an approach that  
addresses word work, comprehension,  
motivation, and knowledge building  
from text....This is an essential resource  
for teacher educators, teachers, and  
coaches.”

—Sheila W. Valencia, PhD,  
University of Washington, Seattle

Includes a Companion Website

2018, 7" x 10" Paperback, 372 Pages  
ISBN 978-1-4625-3555-2, \$36.00

**Breaking Through  
the Language Arts Block**  
*Organizing and Managing  
the Exemplary Literacy Day*  
**Lesley Mandel Morrow, PhD**  
**Kenneth Kunz, EdD**  
**Maureen Hall, EdS**

“Expanding the focus from the ‘language  
arts block’ to the broader context, the  
authors quickly pull the reader in.  
Research and practical suggestions are  
folded in with spot-on vignettes,  
management tips, straightforward  
recommendations for a comprehensive  
curriculum, and resources for additional  
learning.”

—Allison Swan Dagen, PhD,  
West Virginia University

Includes Reproducible Forms,  
Checklists, & Templates

2018, 7" x 10" Paperback, 232 Pages  
ISBN 978-1-4625-3446-3, \$28.00



**Professors:** Books with this symbol are Free for  
Adoption Consideration. All other titles in  
this ad are available for 60-day review. Visit  
[www.guilford.com/professors](http://www.guilford.com/professors) for details  
and to request copies.

**GUILFORD PRESS**

370 Seventh Avenue, Suite 1200, New York, NY 10001-1020  
Phone 800-365-7006 • [www.guilford.com](http://www.guilford.com)

*Both Both Print & E-Books Available*

---

# WELCOME

Dear Colleagues,

Welcome to the 68th Annual Conference of the Literacy Research Association! The theme for this year's conference is: *Reclaiming Literacy Research: Centering Activism, Community, and Love*. It is my hope that this theme will encourage dialogue and connection about our relationships to and with communities and the purpose and impact of literacy research.

The conference was planned to cultivate community building with opportunities for sharing and learning, for meeting new people, and for celebrating reunions. Here is a list of 10 ways to make the most of your conference experience and to engage with the LRA community.



1. Learn about and acknowledge the history and contemporary lives of the Indigenous people of the Cahuilla nation and the local communities of Color in Indian Wells, CA.
2. Attend the Plenary Sessions for important opportunities for collective engagement with critical issues and topics in literacy research.
3. Join our Town Hall Meeting Sessions throughout the week for ongoing dialogue related to the conference theme and other issues pertinent to LRA members.
4. Check out Area Chair Highlighted Sessions for literacy research illuminating the conference theme of reclaiming literacy research by centering activism, community, and love.
5. Stop by the Poster Sessions on display Thursday and Friday in the Crystal Alcove to have informal discussions with scholars about their “works in progress” and emerging research inquiries.
6. Learn about the STAR (Scholars of color Transitioning into Academic Research institutions) Mentoring Program by attending the STAR Fellows Research Showcase on Friday, 1:15PM to 2:45PM in Crystal G.
7. Attend a Standing Committee Meeting or an Innovative Community Group (ICG) Meeting on Wednesday, Thursday, and Friday mornings to get involved with LRA community, governance, and leadership.
8. First time at LRA? Be sure to attend the Newcomers' & Graduate Student Breakfast Thursday morning and get connected with other attendees new to the LRA community.
9. Join LRA members each evening for Vital Issues in the Glo Lobby Bar—a great opportunity to social, network, and have conversations about relevant issues in literacy research.
10. Refresh your mind and body with daily Sunrise Yoga & Meditation at 6:00am on the Rose Lawn.

For my highlights and updates, follow me throughout the week on Twitter @MarcelleHaddix and use the #LRA18 hashtag.

With love and light,

Marcelle Haddix, 2018 Conference Chair

---

## IN MEMORIAM

### Elizabeth “Betty” Sturtevant

May 19, 1951 - March 29, 2018



On March 29, 2018, Dr. Elizabeth “Betty” Sturtevant passed away from complications from Parkinson’s Disease and Multiple Systems Atrophy at Inova Fairfax Hospital. She was 66. She was intrepid, thoughtful, and dedicated to her children. She is survived by husband David Sturtevant; children Daniel Sturtevant, Paul Sturtevant, and Lee Braddock; grandchildren Trent, Maggie, and Lexi Sturtevant, Kora and Isabelle Braddock; brother

Charles Guiles; and many students, colleagues, and friends. Betty was a devoted wife, mother, and grandmother, a renowned scholar and lifelong educator.

She earned her Ph.D. at Kent State University in 1992 in Curriculum and Instruction with a major in Reading/Writing Education and a minor in Multicultural Education. Earlier in her career she was a middle and high school social studies teacher and reading specialist, working with diverse learners as well as teachers in Maryland and New York. In 1994 she joined the faculty at George Mason University in the College of Human Development and Education. In 2008 she became a full Professor of Literacy and Reading. Betty devoted herself to developing the literacy program for CEHD’s Graduate School of Education. She worked closely with her colleague, Steve White, to design a program in which teachers could earn Masters Degrees in Literacy and Reading Specialists endorsements, and eventually the program grew to include a PhD specialization in Literacy. Betty took great pride in the literacy program she co-created, even winning a grant for Mason’s College of Education to be recognized as a Center for Teaching Excellence in the state of Virginia. GMU’s literacy program continues to thrive today.

Authoring more than 60 publications, her research has been published in books, monographs, and a variety of journals including the Journal of Literacy Research, Journal of Adolescent and Adult Literacy, and Literacy Research and Instruction, focused on literacy coaching, adolescent learning in the content areas, and ways to improve instruction for diverse learners. She also studied contexts that support effective teacher decision making and student motivation. Betty served as co-chair of the International Reading Association’s Commission on Adolescent Literacy and as an editor of the Journal of Literacy Research and the College Reading Association Yearbook.

Betty worked with the United States Agency for International Development (USAID) and the International Reading Association (now the International Literacy Association) across four continents. She was involved in international work with teachers and policy makers through the Secondary Education Activity (SEA) project in the Republic of Macedonia. From 2007-2008 she served as the International Editor for the Broader Middle East and North Africa (BMENA) Literacy Hub, a peer-reviewed resource that provides information on research-based instruction for policy makers in the Middle East and North Africa.

Throughout her career, Betty believed that research and teaching were reciprocal endeavors, and always ensured that her students understood how to read, understand, and apply research in their daily instruction. Generous with her time and energy, she mentored students and newer faculty to help them reach their goals. She has cultivated a generation of teachers and scholars dedicated to the craft of teaching who are working in the field across the U.S and throughout the world.

---

## IN MEMORIAM



### William H. (Bill) Teale

June 19, 1947 to February 3, 2018

William H. (Bill) Teale, a longstanding and important contributor to the LRA community passed away on February 3, 2018. Born in Bentleyville, Pennsylvania, Teale received his BA in English at Pennsylvania State University, and his Ed.D in Reading and English Education at the University of Virginia. He served as a consultant to school districts and libraries across the United States, as well as to Children's Television Workshop, Head Start, public television, Reach Out and Read, and NGOs in developing programs focused on literacy learning and teaching. He

was also an advisor to the National Academy of Education, the U.S. Department of Education, and the National Endowment for the Humanities. He was President of the International Literacy Association, 2016–2017. He was Director of the UIC Center for Literacy, on the Board of Directors of the Literacy Research Association (2007–2009), on the Board of Directors of the International Reading Association (2011–2014), and President of the International Literacy Association (2016–2017).

He was recognized in 2013 with the awarding of the prestigious University Scholar at the University of Illinois at Chicago, where he spent the majority of his career as a scholar, mentor, teacher, and internationally recognized literacy leader. A member of the Reading Hall of Fame since 2003, his work focused on three interrelated strands designed to change both policies and practices in literacy research and education. His research activity was characterized by collaboration. He collaborated with leaders in their respective fields, colleagues at his home institution and multiple organizations, as well as graduate students and early career faculty. As President of the International Literacy Research Association he was able to influence literacy policy, research and practice far and wide. He modeled socially responsible research that was generative of theory (e.g., emergent literacy), informed practices (e.g., emergent literacy, digital tools in teacher preparation and professional development, principals' and literacy coaches' literacy leadership), and encouraged sound policies (e.g., best practices in preschool teacher development and instructional practices). In doing so, he modeled and influenced subsequent generations in what it means to engage in rigorous, theory-driven research designed to enhance the everyday lives and practices of school leaders, instructional practitioners, and their students.

Teale's collaborative spirit is reflected in how he brought others into work he was interested in pursuing, while being sought after by others to collaborate in their lines of work. He has written for numerous scholarly books and for top-tier research and research-into-practice journals such as the *Educational Researcher*, *Research in the Teaching of English*, *The Reading Teacher*, *Young Children*, *Instructional Science*, and *Language Arts*. He has presented papers and colloquia in over 25 countries around the world. By January of 2018, he had contributed over 60 refereed journal articles, over half of which were first authored. In addition, he contributed chapters to a similar number of books published within the United States and internationally. Further, his two books include the now classic *Emergent Literacy* volume co-edited with Sulzby and a co-authored book applying research to practice in early literacy instruction. He has authored a range of editorials through his leadership as editor of *Language Arts* and co-editor of the *Illinois Reading Council Journal* for many years. These publications reflect the core lines

*continued on next page*

# IN MEMORIAM

---

of his research, while also showing his reach into areas that grew out of or were related to his core lines of work. His groundbreaking work in emergent literacy shifted the field from its belief in 'reading readiness' to the widely accepted and almost taken-for-granted belief in emergent literacy. His volume (with Sulzby) introducing the construct of emergent literacy in the United States, based on the work of Marie Clay in emergent reading, has been cited in over 1700 publications between 1986 and 2001. The concepts underlying this research have fundamentally changed the way we as a field, as well as parents and policy-makers, view young children in terms of their use of early sign systems for communicating and interpreting text. His selection as advisor to Sesame Street is yet another indicator of the significance of his scholarship and his reputation as a researcher committed to having an impact on policy and practice, also serving as Director of their Preschool Education Program (PEP) Initiative. The ongoing significance of his emergent literacy research is also seen in his role as principal investigator for three Early Reading First projects between 2006-2013 that have implemented forward-looking preschool literacy programs in some of Chicago's poorest neighborhood schools.

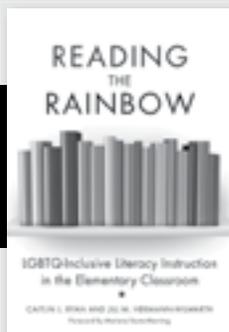
William Teale has led his professional life to enrich the knowledge, understanding, and development of literacy in our multicultural and multilingual world. He has been a colleague within our international community and emphasized the pluralism that is fundamental to our world today.

# NEW FROM TCPRESS

20%  
Conference  
Discount!

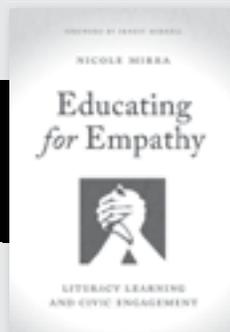
## On Display at LRA 2018

PRESENTERS



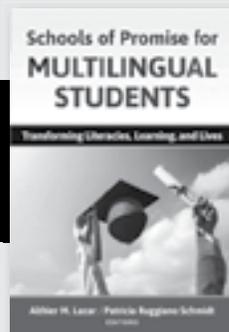
CAITLIN L. RYAN  
JILL M. HERMANN-WILMARTH

PRESENTER



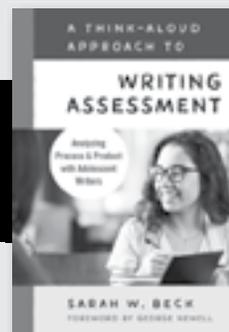
NICOLE MIRRA

PRESENTER\*



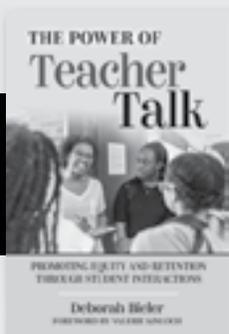
ALTHIER M. LAZAR\*  
PATRICIA RUGGIANO SCHMIDT

PRESENTER



SARAH W. BECK

PRESENTER



DEBORAH BIELER

PRESENTER

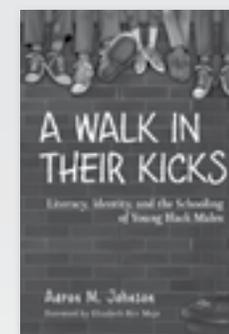


JUDITH T. LYSAKER

PRESENTERS

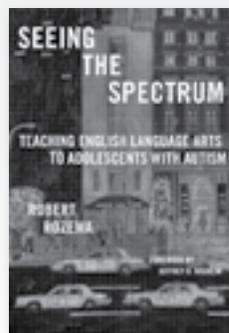


MICHELLE G. KNIGHT-MANUEL  
JOANNE E. MARCIANO



AARON M. JOHNSON

PRESENTER



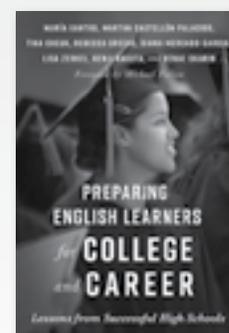
ROBERT ROZEMA

PRESENTER



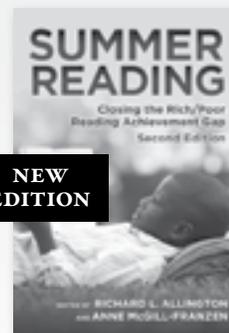
CAROL BOOTH OLSON  
ET AL.

PRESENTER



MARÍA SANTOS  
ET AL.

NEW  
EDITION



RICHARD L. ALLINGTON  
ANNE MCGILL-FRANZEN



TEACHERS COLLEGE PRESS

TEACHERS COLLEGE | COLUMBIA UNIVERSITY

tcpres.com  
800.575.6566

---

# MAJOR ADDRESSES

**2018 Presidential Address – Gay Ivey – Wednesday, November 28**

**4:45 – 6:00 p.m. Esmeralda 4,5,6,7 and 8**

*Engaging Possibilities: Reinvigorating the Call for Research on Reading*



**Oscar S. Causey Address – Peter Johnston – Thursday, November 29**

**10:15 – 11:45 a.m. Esmeralda 4,5,6,7 and 8**

*Talking Children into Literacy: Once More, with Feeling*



**Distinguished Scholar Lifetime Achievement Award Address**

**Luis Moll – Thursday, November 29**

**4:45 – 6:00 p.m. Esmeralda 4,5,6,7 and 8**

*The Translocation and Transformation of Funds of Knowledge: Three International Examples*



**Plenary Address – Bettina Love – Friday, November 30**

**4:45 – 6:00 p.m. Esmeralda 4,5,6,7 and 8**

*We Gon' Be Alright, But That Ain't Alright: Abolitionist Teaching and the Pursuit of Educational Freedom*



**Saturday Town Hall Session – Saturday, December 1**

**10:30 – 11:45 a.m. Crystal G**

*Reclaiming Literacy Research: Centering Activism, Community, and Love: Moving Forward*

April Baker-Bell, Michigan State University

Marcelle Haddix, Syracuse University

Lamar Johnson, Michigan State University

Joseph Rumenapp, Judson University

---

# 2018 AREA CO-CHAIRS

**Program Chairs - Chair,** Marcelle Haddix, Syracuse University. **Co-Chair,** Elizabeth (Betsy) Baker, University of Missouri.

## AREA 1: PRESERVICE TEACHER EDUCATION IN LITERACY

- Melissa Mosley Wetzel – University of Texas at Austin  
mmwetzel@utexas.edu
- Jennifer Danridge Turner – University of Maryland College Park -  
jdtturner@umd.edu
- Darrell Hucks – Keene State College - dhucks@keene.edu
- Noah Golden – Chapman University - ngolden@chapman.edu

## AREA 2: IN-SERVICE TEACHER EDUCATION/PROFESSIONAL DEVELOPMENT IN LITERACY

- Judson Laughter – University of Tennessee – Knoxville – jlaughter3@utk.edu
- Courtney Kelly – Manhattanville College – courtneyranelly@gmail.com
- Mary McGriff – New Jersey City University – mmcgriff@njcu.edu
- Marva Solomon – Angelo State University – Marva.solomon@angelo.edu
- Kristen Hill – University of Michigan-Dearborn - kirdara@umich.edu

## AREA 3: LITERACY INSTRUCTION AND LITERACY LEARNING

- Keonghee Tao Han – University of Wyoming – khan@uwoyo.edu
- Jacqueline Lynch – Florida International University – jaclynch@fiu.edu
- Katherine Frankel – Boston University – kfrankel@bu.edu
- Evan Ortlieb – St. John's University – ortliebe@stjohns.edu
- Jennifer Rowsell – Brock University - jrowsell@brocku.ca

## AREA 4: LITERACY ASSESSMENT, EVALUATION, AND PUBLIC POLICY

- Rachael Gabriel – University of Connecticut – rachael.gabriel@uconn.edu
- Bobbie Kabuto – Queens College – Bobbie.Kabuto@qc.cuny.edu
- Elizabeth Stevens – Roberts Wesleyan College  
Stevens\_Elizabeth@roberts.edu

## AREA 5: EARLY AND ELEMENTARY LITERACY PROCESSES

- Ying Guo – University of Cincinnati – guoy3@ucmail.uc.edu
- Jacquelynn Malloy – Clemson University – malloy2@g.clemson.edu
- Ashley Patterson – Penn State University - anp5404@psu.edu

## AREA 6: ADOLESCENT, COLLEGE AND ADULT LITERACY PROCESSES

- Carol Delaney – Texas State University – cdelaney@txstate.edu
- Heidi Bacon – Southern Illinois University – Carbondale – hrbacon@siu.edu
- Jody Polleck – Hunter College – jody.polleck@gmail.com
- Jill Castek – University of Arizona - jcastek@email.arizona.edu

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

- Kate Pahl – University of Sheffield – k.pahl@mmu.ac.uk
- Lenny Sánchez – University of South Carolina – sanchezl@sc.edu
- Judith Dunkerly-Bean – Old Dominion University – jdunkerl@odu.edu
- Maisha T. Winn – University of California, Davis – mtwinn@ucdavis.edu
- Melody Zoch -University of North Carolina at Greensboro  
mzoch@uncg.edu

## AREA 8: LITERACY LEARNING AND PRACTICE IN MULTILINGUAL AND MULTICULTURAL SETTINGS

- Mariana Pacheco – University of Wisconsin-Madison  
mariana.pacheco@wisc.edu
- Julie Pennington – University of Nevada-Reno – juliep@unr.edu
- Kwangok Song – Arkansas State University – ksong@ku.edu
- Ting Yuan – City University of New York – ting.yuan@csi.cuny.edu

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

- Jesse Gainer – Texas State University – jg51@txstate.edu
- Mark Lewis – Loyola University Maryland – malewis2@loyola.edu
- Amanda Thein – University of Iowa - amanda-haertling-thein@uiowa.edu

## AREA 10: LITERACY TECHNOLOGY AND MEDIA

- Tisha Lewis Ellison – University of Georgia – tishayL@yahoo.com
- Poonam Arya – Wayne State University – parya@wayne.edu
- Tanya Christ – Oakland University – christ@oakland.edu
- Jon Wargo – Boston College - wargoj@bc.edu

## AREA 11: RESEARCH THEORY, METHODS, AND PRACTICES

- Kristin Conradi – The College of William and Mary – conradi@wm.edu
- Danny Martinez – UC Davis – dcmart@ucdavis.edu
- Joseph Rumenapp – Judson University – Joseph.rumenapp@judsonu.edu

## AREA 12: INTERNATIONAL RESEARCH ON LITERACY, TEACHING AND LEARNING

- Lori CzopAssaf – Texas State University – lassaf@txstate.edu
- Katina Zammit – Western Sydney University  
k.zammit@westernsydney.edu.au
- Jacqueline D'warte – Western Sydney University  
j.dwarte@westernsydney.edu.au
- Patience Sowa – Research Triangle Institute International  
patiencesowa95@gmail.com

## AREA 13: STUDY GROUPS

- Keisha Green – University of Massachusetts Amherst – klgreen@umass.edu
- Meghan Barnes – University of North Carolina at Charlotte  
meghan824@gmail.com

## AREA 14: OTHER TOPICS

- Candace Kuby – University of Missouri - kubyc@missouri.edu
- Bong Gee Jang – Syracuse University – bojang@syr.edu

---

# STUDY GROUP ORGANIZERS

**Adult Literacy Study Group: Centering Activism, Community, and Love with(in) Adult, Family, and Community Literacy Spaces:** Leah Katherine Saal – Loyola University Maryland.

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

**Asian American Pacific Islanders & Literacy: Unexplored Complexities of Language, Literacy, Identity and Professional development – A Study Group Proposal** – Betina Hsieh – California State University, Long Beach.

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

**Culturally Responsive Literacy Instruction Study Group** - Susan Cantrell – University of Kentucky, Althier M. Salazar – Saint Joseph's University, Doris Walker-Dalhouse – Marquette University

**Design-Based Experiments in Literacy Research** – Emily Howell – Iowa State University

**Early Authorizing as Multimodal Practice Study Group** – Melanie Reaves – Montana State University Billings

**Engaged Activist Teachers as Public Scholars** – Carolyn Colvin – University of Iowa

**Exploring Space-Time Contexts in Transnational and Translingual Practices** – Wan Shun Eva Lam – Northwestern University

**History of Literacy ICG Study Group 2018** - James King – University of South Florida

**Humanizing Research via Data Collection, Organization, Analysis Methodology, and Manuscript Writing** - Tiffany M. Nyachae – University at Buffalo

**If I Knew Then... What I Know Now** – George G. Hruby – University of Kentucky

**International Research on Literacy Teaching and Teacher Education Study Group** – Katina Zammit – Western Sydney University

**Literacy Lab/Reading Clinic Study Group** – Cheryl Dozier – University of Albany

**Living the Writerly Life in Academia** – Jacquelynn S. Popp – Lake Forest College

**LRA Writing Research Study Group-Research Design on Writing: Challenges and Promises** – Zoi A Philippakos – University of Tennessee Knoxville

**Poetry, Spoken Word, and Hip Hop Literacies in Research and Education** – Adam David Henze – Indiana University

**Reclaiming Rural in Literacy Research** – Amy Azano – Virginia Tech

**Teacher Education Research Study Group (TERSG)** – Roya Q. Scales – Western Carolina University

**Transformative Activist Stance: Concepts and Practices for a 'Pedagogy of Daring'** – Patricia Enciso – Ohio State University, Brian Edmiston – The Ohio State University, Carmen L. Medina – Indiana University

**Wakefulness and Digitally Engaged Publics: Problematizing digitally literate public intellectuals** – Ian O'Byrne - College of Charleston

**What do Posthumanisms/Feminist New Materialisms Add to Activism, Community, and Love?** – Dr. Karen Spector

**Word Study: Phonics, Vocabulary, and Spelling** – Anne Ittner – Western Oregon University

# WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

## **Adult Literacy Study Group: Centering Activism, Community, and Love with(in) Adult, Family, and Community Literacy Spaces: Meeting Room: Barcelona**

**Session Organizer:** Leah Katherine Saal, Loyola University Maryland

**Presenters:**

- Leah Katherine Saal, Loyola University Maryland
- Tisha Lewis Ellison, University of Georgia
- Rachael Gruen, University of Illinois at Chicago
- Erik Jacobson, Montclair State University
- Vera J. Lee, Drexel University
- Silvia Nogueron-Liu, University of Colorado-Boulder
- Rossina Zamora Liu, University of Maryland
- Kristen Perry, University of Kentucky
- Melody Zoch, University of North Carolina at Greensboro

**Abstract:** The Adult Literacy Study Group develops and supports collaborations among scholars and also raises awareness of the acute need for adult literacy research. Researcher-leaders in the field will guide the day's conversations and collaboration around the adult literacy contexts below.

## **Approaches to Studying Graphic Novels Meeting Room: Cannes**

**Session Organizer:**

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

**Presenters:**

- Ashley K. Dallacqua, The University of New Mexico
- Laura M. Jimenez, Boston University
- Carla K. Meyer, Duquesne University

**Abstract:** This study group's purpose is to share empirical research that flesh out theoretical and methodological approaches for 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/sexuality in graphic novels and comics, features that make them appeal to a wide variety of readers.

## **Asian American Pacific Islanders & Literacy: Unexplored Complexities of Language, Literacy, Identity and Professional Development—A Study Group Proposal Meeting Room: Esmeralda 1**

**Session Organizer:**

- Bettina Hsieh, California State University, Long Beach

**Presenters:**

- Jung Kim, Lewis University
- Bic Ngo, University of Minnesota
- Shelley Hong Xu, California State University, Long Beach.
- Betina Hsieh, California State University, Long Beach

**Abstract:** The proposed study group would focus on developing a robust research agenda related to AAPIs and their experiences with literacy education, both as P-20 students and as literacy and language teachers, with a focus on the ways that AAPIs establish, negotiate and re/claim their identities through literate practices.

*continued on next page*

# WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

## Critical Race Theory Study Group Meeting Room: Monte Carlo

### Session Organizer:

- Judson Laughter, University of Tennessee, Knoxville
- Keonghee Tao Han, University of Wyoming

### Presenters:

- Catherine Compton-Lilly, University of South Carolina, Columbia
- Marcus Croom, University of Illinois at Chicago
- Ian O'Byrne, College of Charleston

**Abstract:** For over a decade, the Critical Race Theory Study Group has been a site of induction and support for marginalized voices to become more visible participants in the broader LRA community. The CRT Study Group is a brave place where researchers come to wrestle with the difficult issues of race and racism in literacy research, in education, and in society at large.

## Culturally Responsive Literacy Instruction Study Group Meeting Room: Capri

### Session Organizer:

- Susan Cantrell, University of Kentucky
- Alhier M. Lazar, Saint Joseph's University
- Doris Walker-Dalhouse, Marquette University

### Presenters:

- Arlette Ingram Willis, University of Illinois, Urbana Champaign
- Melissa Wetzel, The University of Texas at Austin
- Georgia Earnest Garcia, University of Illinois, Urbana Champaign
- Patriann Smith, Texas Tech University

**Abstract:** The Culturally Responsive Literacy Instruction (CRLI) Study Group has gathered at LRA for the past five years to examine theories, models, and research related to CRLI. This year, presenters will facilitate discussions on activism, critical literacies, and community. Attendees will challenge one another

to disrupt the marginalization of students, families, and communities within educational systems.

## Design-Based Experiments in Literacy Research Meeting Room: Corfu

### Session Organizer:

Emily Howell, Iowa State University

### Presenters:

- Jamie Colwell, Old Dominion University
- Lindy Johnson, William and Mary
- Grace MyHyun Kin, University of Texas at Austin

**Abstract:** The purpose of this study group is to provide a forum, focused on invited presenters' current design-based research (DBR) projects, to invite discussion and thinking about the issues researchers face as they use this methodological approach. The goal of the study group is to identify and collaboratively consider how to address common issues that span a wide range of approaches to using DBR.

## Early Authoring as Multimodal Practice Study Group Meeting Room: Corsica

### Session Organizer:

Melanie Reaves, Montana State University Billings

### Presenters:

- Sara Kersten Parrish, University of Nevada, Reno
- Judith Lysaker, Purdue University
- George Kamberelis, University of North Carolina Wilmington

**Abstract:** Our goal is to sustain dialogue and generate scholarship about young children's authoring as multimodal practice. 2018 Sessions:  
Day 1: Multimodal Nonfiction Authoring-Sara Kersten Parrish, The University of Nevada, Reno & Forming Research Groups  
Days 2 & 3: Designing scholarly projects-mentored by scholars-Judith Lysaker & George Kamberelis

*continued on next page*

# WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

## Engaged Activist Teachers as Public Scholars Meeting Room: Gibraltar

### Session Organizer:

Carolyn Colvin, University of Iowa

### Chair:

- Carolyn Colvin, University of Iowa
- Kate Kedley, Rowan University

### Presenters:

- Carolyn Colvin, University of Iowa
- Meghan Barnes, University of North Carolina, Charlotte
- Rossina Zamora Liu, University of Maryland
- Joaquin Munos, Augsburg
- Kate Kedley, Rowan University,
- Margaret-Mary Sulentic Dowell, Louisiana State University
- Vaughn Watson, Michigan State University
- Rebecca Rogers, University of Missouri – St. Louis
- Abigail Rombalski, University of Minnesota

**Abstract:** In publicly engaged scholarship, one's pursuit as a scholar involves working with a community partner to take up literacy and learning challenges as together we advocate for change and link our work with theirs. Activist teaching and engaged scholarship are indelibly linked. Our Study Group echoes the conference theme in the ways we speak to how engaged activist teachers can work against social inequities in classrooms and communities.

## Exploring Space-Time Contexts in Transnational and Translingual Practices Meeting Room: Esmeralda 2

### Session Organizer:

Wan Shun Eva Lam, Northwestern University

### Presenters:

- Wan Shun Lam, Northwestern University
- Catherine Compton Lily, University of South Carolina, Columbia
- Mary Amanda Stewart, Texas Woman's University

**Abstract:** This study group, organized by the Multilingual/Transcultural Literacies Innovative Community Group, will explore ways to research and conceptualize the spatial and temporal contexts that are implicated in the movement and border-crossing literacy practices of migrant youth and families. Throughout our sessions, we will work through different conceptual lenses of spatial scale and temporality to consider both the historical and geographical dimensions of transnational and translingual literacy practices as well as their implications for educational practice.

## History of Literacy ICG Study Group 2018 Meeting Room: Malta A

### Session Organizer:

- James King – University of South Florida
- Norman Stahl, Northern Illinois University

### Discussant:

Jennifer Theriault, Northern Illinois University

### Presenters:

- James V. Hoffman, University of Texas at Austin
- Samuel Ray DeJulio, The University of Texas at San Antonio
- Dixie D. Massey, University of Washington

**Abstract:** The History of Literacy ICG will focus on interpretation and analysis of Nils Banton Smith's History of American Reading

## Humanizing Research via Data Collection, Organization, Analysis Methodology, and Manuscript Writing Meeting Room: Malta B

### Session Organizer:

Tiffany M. Nyachae – University at Buffalo

### Presenters:

- Tiffany M. Nyachae, University at Buffalo
- Cindy H. Brock, University of Wyoming
- Gerald Campano, University of Pennsylvania
- Tracey Flores, The University of Texas at Austin

*continued on next page*

# WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

- Carmen Kynard, John Jay College of Criminal Justice
- Hilary Janks, University of Witwatersrand
- Dr. Korina Jocson, University of Massachusetts Amherst
- Dr. Danny C. Martinez, University of California, Davis

**Abstract:** The 2018 DSICG Study Group will again primarily focus on these topics through the lens of humanizing research (Paris & Winn, 2014). This session invites literacy scholars to discuss reclaiming literacy research through humanizing research practices and the implications for the following: decolonizing researcher and participant interactions; rigorous and critically informed data analysis; and honoring manuscript writing.

**If I Knew Then... What I Know Now...  
Meeting Room: Esmeralda 3**

## Session Organizer:

George G. Hruby, University of Kentucky

## Presenters:

- Jerome Harste, Indiana University
- Peter Afflerbach, University of Maryland
- James V Hoffman, University of Texas at Austin
- Tonya Perry, University of Alabama at Birmingham
- SJ Millers, University of Wisconsin-Madison
- Anne McGill-Franzen, University of Tennessee
- Arlette Ingram Willis, University of Illinois, Urbana Champaign
- Yolanda Sealey-Ruiz, Teachers College, Columbia University
- Janice Almasi, University of Kentucky
- Colin Harrison, University of Nottingham
- María E Fránquiz, University of Utah
- Beth Maloch, University of Texas at Austin

## Discussants

- Lara J. Handsfield, Illinois State University
- George G Hruby, University of Kentucky

**Abstract:** This study group, sponsored by LRA's Research Committee, is intended to support emerging scholars' (doctoral students and early career professors) transition into the literacy research community by inviting seasoned literacy scholars to share their personal narratives and insights about their own academic and professional trajectories. Participants will include long-standing LRA researchers with a wide variety of interests, theoretical frameworks, and areas of methodological expertise.

## International Research on Literacy Teaching and Teacher Education Study Group Meeting Room: Esmeralda Board Room

## Session Organizer:

Katina Zammit, Western Sydney University

## Presenters:

- Katina Zammit, Western Sydney University
- Lori Czop Assaf, Texas State University
- Marcella Kehus, University of Toledo
- Rick Marlatt, New Mexico State University
- Claudia Hidle Finkbeiner, University of Kassel
- Patience A. Sowa, Educational Consultant
- Adeline Mansa Borti, University of Wyoming
- Rahat Zaidi, Weklund School of Education, University of Calgary.
- Lina Trigos-Carrillo, University of Missouri-Columbia.
- Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

**Abstract:** The International Innovative Community Group and Area 12 International Research on Literacy Teaching and Learning proposes a continuation of our study group "International Research on Literacy Teaching and Teacher Education." International research on literacy teaching and teacher education is vast and includes a broad range of methodologies, epistemologies, ideologies, and trajectories (Dolby & Rohman, 2008).

*continued on next page*

# WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

## Literacy Lab/Reading Clinic Study Group Meeting Room: Crystal H

### Session Organizer:

Cheryl Dozier, University of Albany

### Presenters:

- Theresa Deeney, University of Rhode Island
- Leslie Cavendish, High Point University
- D. Beth Scott, Penn State Harrisburg

**Abstract:** The 2018 Literacy Lab/Reading Clinic Study Group offers directors of literacy labs and reading clinics opportunities to explore research interests, questions, and multiple models of clinical teacher preparation. Our labs/clinics seek to address issues of equity and access for students and families under served in their schools. Our aim is to understand and research the range of experiences within the clinical practicum and examine how these experiences impact graduates' development as literacy professionals.

## Living the Writerly Life in Academia Meeting Room: Crystal I

### Session Organizer:

Jacquelynn S. Popp, Lake Forest College

### Presenters:

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

**Abstract:** The Writerly Life in Academia study group aims to develop participants' strategies for writing with purpose in multiple contexts and for various audiences. Specifically, we will focus on writing with and for the communities we aim to impact the most. Our goal is to support academics in reclaiming literacy research through dialogue about: (1) writing for practitioner audiences; (2) learning from prolific writers; and (3) setting writing goals and identifying strategies to attain these goals.

## LRA Writing Research Study Group-Research Design on Writing: Challenges and Promises Meeting Room: St. Tropez

### Session Organizer:

Zoi A Philippakos, University of Tennessee Knoxville

### Presenters:

- Emily Howell, Clemson University
- Charles MacArthur, University of DE
- Erin Fitzpatrick, University of North Carolina Charlotte
- Douglas Kaufman, University of Connecticut

**Abstract:** Writing is a complex but important literacy outcome. Instructionally, the use of evidence-based approaches is imperative in supporting students' writing and preparing them for college and their careers. Thus, the examination of research designs that can validate instructional approaches is necessary. The group's sessions will address formative experiments on digital writing, design research in community colleges that resulted to experimental studies, multiple-probe design with students with Learning Disabilities (LD) and teacher self-study.

## Poetry, Spoken Word, and Hip Hop Literacies in Research and Education Meeting Room: Toulon

### Session Organizer:

Adam David Henze, Indiana University

### Presenters:

- Jen Scott Curwood, University of Sydney
- Andrew Torres, University of Massachusetts, Amherst
- Jennifer D. Morrison, University of South Carolina, Columbia
- Mary-Celeste May Schreuder, Clemson University

**Abstract:** The aim of this study group is to invite poetry researchers, educators, and artists to consider how spoken word, poetry, and hip hop can impact literacy learning. The session uses a creative structure, which includes poetry performances, lectures,

*continued on next page*

# WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

workshops, and discussions on topics such as poetic inquiry and spoken word pedagogy. A major focus is on ways poetry provides access to critical themes related to social justice, identity, and community.

## Reclaiming Rural in Literacy Research Meeting Room: Rhodes A&B

### Session Organizer and Chair:

Amy Azano, Virginia Tech

### Discussant:

- Amy Azano, Virginia Tech

### Presenters:

- Karen Eppley, Penn State University
- Devon G. Brenner, Mississippi State University

**Abstract:** This Study Group will engage participants in conversations about reclaiming literacy research in rural communities. Although one-third of all schools are rural, rural schools and the children who attend them are frequently ignored in conversations about diversity, inequality, and social justice. The three study group sessions will each address a unique aspect of rural literacy research, including stereotype threat, deficit ideologies, opportunities for activism, theoretical and methodological considerations, and place-based literacy practices in rural schools.

## Teacher Education Research Study Group (TERSG) Meeting Room: Valencia 1

### Session Organizer :

Roya Q. Scales, Western Carolina University

### Presenter:

Roya Q. Scales, Western Carolina University

**Abstract:** The Teacher Education Research Study Group (TERSG) considers the preparation of excellent literacy teachers to be a professional and personal priority. TERSG provides an opportunity for literacy educators and stakeholders to come together for further study of effective practices in literacy teacher education. Sharing ideas sets the stage for the real

work of TERSG, and that is to facilitate collaboration on research and promote leadership in the field of literacy teacher education.

## Transformative Activist Stance: Concepts and Practices for a 'Pedagogy of Daring' Meeting Room: Valencia 2

### Session Organizers:

- Patricia Enciso, Ohio State University
- Brian Edmiston, The Ohio State University
- Carmen L. Medina, Indiana University

### Presenters:

- Maisha Winn, University of California, Davis
- Anna Stetsenko, CUNY-Graduate Center

**Abstract:** This study group is a collaborative space for literacy scholars to discuss the concepts and implications of the Transformative Activist Stance (TAS) theory proposed by Anna Stetsenko, as a critical expansion of Vygotskian sociocultural theory. Through readings and dialogue with scholars whose research and teaching are informed by TAS, study group attendees will consider how their own and others' research contributes to a vision of literacy education centered in 'activism, community, and love

## Wakefulness and Digitally Engaged Publics: Problematizing Digitally Literate Public Intellectuals Meeting Room: Valencia 5

### Session Organizer:

Ian O'Byrne, College of Charleston

### Chair:

Peggy Semingson, University of Texas Arlington

### Presenters:

- Megan Jones, University of South Florida
- Sherridon Sweeney, University of South Florida
- Colleen E Whittingham, University of North Carolina at Charlotte
- Danielle V Dennis, University of South Florida

*continued on next page*

# WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

- Detra Price-Dennis, Teachers College Columbia
- Anna Smith, Illinois State University
- Ebony Thomas, University of Pennsylvania GSE
- Betina Hsieh, California State University, Long Beach
- Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
- Ana Christina da Silva Iddings, Vanderbilt University
- Christian Faltis, Ohio State University
- Roberto De Rook, Nanyang Technological University
- Leigh Hall, University of Wyoming
- William Kist, Kent State University
- Joan Rhodes, Virginia Commonwealth University
- Elfrieda H Hiebert, TextProject

**Abstract:** This study group will engage participants in discussions about how to individually and collectively transform the Literacy Research Association's (LRA's) role in advocacy for literacy learning and instruction among children, families, and educators through social media, open access spaces, and other channels. This session will bring together a group of scholars from the field to debate the challenges and opportunities that exist as we publicly engage as intellectuals in digital spaces.

**What do Posthumanisms/Feminist New Materialisms Add to Activism, Community, and Love?**  
**Meeting Room: Valencia 6**

**Session Organizer:** Dr. Karen Spector

**Presenters:**

- Amanda Smith, University of Hawai'i
- Jon Michael Wargo, Boston College
- Dr. Karen Spector
- Jaye Johnson Thiel, University of Georgia
- Kimberly Lenters, University of Calgary
- Jessica Cira Rubin, The University of Texas at Austin
- Lakeya Omogun, The University of Texas at Austin

**Abstract:** Our aims are to: 1) engage with readings that put PHs/FNMs into conversation with the concepts of activism, community, and love; 2) foreground conversations on the ethics and social justice commitments of this work, and the intellectually prior work of indigenous and decolonial scholars; and 3) honor and recognize the intersectionality of human/nonhuman entanglements specifically in relation to indigenous, immigrant, racialized, gendered, and linguistic subjectivities through different interfaces.

**Word Study: Phonics, Vocabulary, and Spelling**  
**Meeting Room: Crystal G**

**Session Organizers:**

- Anne Ittner, Western Oregon University
- Kevin Flanigan, West Chester University
- Donald Bear, Michigan State University

**Presenters:**

- Lori Bruner, Michigan State University
- Jeannette Mancilla-Martinez, Vanderbilt University
- Theresa Roberts, Oregon Research Institute
- Kenneth Logan, New York University
- Jeff Elmore, Meta Metrics

**Abstract:** Speakers present their work and guide discussion. There are two topics each day: Cultivating and Sustaining Inclusive Word Study Research, Studying Word Study, Conceptually-Scored Vocabulary Measures: Assessing What You Intend to Assess, Findings and Practices to Support Early Decoding, Exploring the Relationship between Polysemous Word Knowledge and Reading Comprehension among Early Adolescents, and English Prefix and Suffix Frequency Trajectories in Contemporary Grades 1-12 Textbook Programs. Handouts are shared, and discussion is open to all.

# EVENTS AT A GLANCE

Time	Event	Room
<b>MONDAY, NOVEMBER 26, 2018</b>		
10:00 a.m. – 5:00 p.m.	Executive Committee Meeting – Closed Meeting .....	Monaco
<b>TUESDAY, NOVEMBER 27, 2018</b>		
9:00 a.m. – 5:00 p.m.	Board of Directors Meeting .....	Monte Carlo
9:00 a.m. – 7:00 p.m.	Exhibit Hall Set-Up .....	Crystal Ballroom Pre-Function
12:00 p.m. – 1:00 p.m.	Board of Directors Lunch.....	Malta A&B
3:00 p.m. – 8:00 p.m.	Early Bird Registration .....	Crystal Reg Desk
<b>WEDNESDAY, NOVEMBER 28, 2018</b>		
6:00 a.m. – 6:45 a.m.	Sunrise Yoga and Meditation.....	Rose Lawn
7:00 a.m. – 5:00 p.m.	Registration .....	Crystal Reg Desk
7:15 a.m. – 8:15 a.m.	Concurrent ICG Sessions.....	Listed on Page 26
7:15 a.m. – 8:15 a.m.	Sara Bruce McGraw Doctoral Student Networking Session .....	Crystal DEF
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction .....	Crystal Ballroom Pre-Function
8:30 a.m. – 10:00 a.m.	Concurrent Sessions .....	Listed on Pages: 26-35
10:15 a.m. – 11:45 a.m.	Concurrent Sessions .....	Listed on Pages: 35-46
10:15 a.m. – 11:45 a.m.	Roundtable Session 1 .....	Crystal DEF
12:00 p.m. – 1:00 p.m.	Study Groups .....	Listed on Pages:13-19
1:15 p.m. – 2:45 p.m.	Concurrent Sessions .....	Listed on Pages: 46-54
3:00 p.m. – 4:30 p.m.	Town Hall Session: Re-envisioning Literacy Research. Re-envisioning LRA: An intergenerational panel .....	Rhodes A&B
3:00 p.m. – 4:30 p.m.	Concurrent Sessions .....	Listed on Pages: 54-64
3:00 p.m. – 4:30 p.m.	Roundtable Session 2 .....	Crystal DEF
4:45 p.m. – 6:00 p.m.	Presidential Address .....	Esmeralda 4,5,6,7,8
6:00 p.m. – 7:30 p.m.	Presidents Reception.....	Rose Lawn
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Glo Lobby Bar

*continued on next page*

# EVENTS AT A GLANCE

Time	Event	Room
<b>THURSDAY, NOVEMBER 29, 2018</b>		
6:00 a.m. – 6:45 a.m.	Sunrise Yoga and Meditation.....	Rose Lawn
7:00 a.m. – 8:30 a.m.	Thursday Poster Presenter Set-Up .....	Alcove East & West
7:00 a.m. – 5:00 p.m.	Registration .....	Crystal Reg Desk
7:15 a.m. – 8:15 a.m.	Concurrent Standing Committees.....	Listed on Page: 68
7:15 a.m. – 8:15 a.m.	Newcomers' & Graduate Students' Breakfast .....	Crystal ABC
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction .....	Crystal Ballroom Pre-Function
8:30 a.m. – 10:00 a.m.	Concurrent Sessions .....	Listed on Pages: 68-78
8:30 a.m. – 10:00 a.m.	Poster Session 1 .....	Crystal Alcove East
8:30 a.m. – 10:00 a.m.	Poster Session 2 .....	Crystal Alcove West
8:30 a.m. – 10:00 a.m.	Roundtable Session 3 .....	Crystal DEF
10:15 a.m. – 11:45 a.m.	Oscar S. Causey Award Session.....	Esmeralda 4,5,6,7,8
12:00 p.m. – 1:00 p.m.	Study Groups .....	Listed on Pages: 13-19
12:00 p.m. – 1:00 p.m.	STAR Luncheon LRA Annual Conference Closed Event .....	San Remo
1:15 p.m. – 2:45 p.m.	Concurrent Sessions .....	Listed on Pages: 79-86
1:15 p.m. – 2:45 p.m.	STAR Mentoring Session (Closed Event) .....	Crystal I
3:00 p.m. – 4:30 p.m.	Concurrent Sessions .....	Listed on Pages: 86-97
3:00 p.m. – 4:30 p.m.	Roundtable Session 4.....	Crystal DEF
3:00 p.m. – 4:30 p.m.	Town Hall Session: This is America: The Role of LRA During Precarious Times.....	Rhodes A&B
4:45 p.m. – 6:00 p.m.	Distinguished Scholar Lifetime Achievement Award Address.....	Esmeralda 4,5,6,7,8
6:00 p.m. – 7:30 p.m.	Thursday Poster Presenter Tear-Down.....	Crystal Alcove East & West
6:15 p.m. – 7:00 p.m.	Reclaiming the Town Hall Meeting: A Teach In .....	Mountain View
7:30 p.m. – 9:00 p.m.	ERM/STAR Reception.....	Stir
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Glo Lobby Bar

*continued on next page*

# EVENTS AT A GLANCE

Time	Event	Room
<b>FRIDAY, NOVEMBER 30, 2018</b>		
6:00 a.m. – 6:45 a.m.	Sunrise Yoga and Meditation.....	Rose Lawn
7:00 a.m. – 8:30 a.m.	Friday Poster Presenter Set-Up .....	Crystal Alcove East & West
7:00 a.m. – 5:00 p.m.	Registration .....	Crystal Reg Desk
7:15 a.m. – 8:15 a.m.	Concurrent Sessions – Award Committees .....	Listed on Page: 100
7:15 a.m. – 8:15 a.m.	Journal of Literacy Research and LR:TMP Breakfast .....	Crystal ABC
7:15 a.m. – 7:45 a.m.	Doctoral Student ICG Proposal Mentoring Project Breakfast.....	Esmeralda I
7:45 a.m. – 8:15 a.m.	Doctoral Student ICG Business Meeting .....	Esmeralda I
8:00 a.m. – 3:00 p.m.	Exhibit Hall and Silent Book Auction .....	Crystal Ballroom Pre-Function
8:30 a.m. – 10:00 a.m.	Concurrent Sessions .....	Listed on Pages: 100-109
8:30 a.m. – 10:00 a.m.	Poster Session 3 .....	Crystal Alcove East
8:30 a.m. – 10:00 a.m.	Poster Session 4 .....	Crystal Alcove West
10:15 a.m. – 11:45 a.m.	Concurrent Sessions .....	Listed on Pages: 110-120
10:15 a.m. – 11:45 a.m.	Roundtable Sessions 5 .....	Crystal DEF
10:15 a.m. – 11:45 a.m.	Reading Hall of Fame Mentoring Session.....	Crystal ABC
11:30 a.m. – 1:00 p.m.	JLR Transition Meeting .....	Monaco
12:00 p.m. – 1:00 p.m.	Study Groups .....	Listed on Pages: 13-19
12:00 p.m. – 1:00 p.m.	Past President’s Luncheon (Invitation Only) .....	San Remo
1:15 p.m. – 2:45 p.m.	Concurrent Sessions .....	Listed on Pages: 120-126
1:15 p.m. – 2:45 p.m.	STAR Fellows Research Showcase.....	Crystal G
1:15 p.m. – 2:45 p.m.	Town Hall Session: Literacy as Liberatory Practice: Reflections on Incarceration and Transformative Education with Community Partners .....	Rhodes A&B
3:00 p.m. – 4:30 p.m.	Concurrent Sessions .....	Listed on Pages: 126-132
3:00 p.m. – 4:30 p.m.	Highlighted Session: Reading Hall Of Fame Session .....	Rhodes A&B
4:00 p.m. – 7:00 p.m.	Purchase Silent Auction Books .....	Crystal Ballroom Pre-Function

*continued on next page*

# EVENTS AT A GLANCE

Time	Event	Room
4:45 p.m. – 6:00 p.m.	Plenary Session: We Gon’ Be Alright, But That Ain’t Alright: Abolitionist Teaching and the Pursuit of Educational Freedom .....	Esmeralda 4,5,6,7,8
6:00 p.m. – 6:45 p.m.	Annual Business Meeting.....	Esmeralda 4,5,6,7,8
6:00 p.m. – 7:30 p.m.	Friday Poster Presenter Tear-Down.....	Crystal Alcove East and West
7:00 p.m. – 8:30 p.m.	Doctoral Students ICG Happy Hour .....	Stir
8:00 p.m. – 9:00 p.m.	In Memoriam Gathering .....	Esmeralda 3
8:30 p.m. – 9:30 p.m.	Re-envisioning Literacy Research, Re-envisioning LRA: A Fireside Chat .....	Mountain View
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Glo Lobby Bar

## SATURDAY, DECEMBER 1, 2018

6:00 a.m. – 6:45 a.m.	Sunrise Yoga and Meditation.....	Rose Lawn
7:00 a.m. – 8:30 a.m.	Area Chairs’ Breakfast .....	Esmeralda 1
7:00 a.m. – 8:30 a.m.	STAR Fellow and Mentors Breakfast (Closed Event) .....	Esmeralda 3
7:00 a.m. – 12:00 p.m.	Registration .....	Crystal Reg Desk
7:15 a.m. – 9:15 a.m.	Reading Hall of Fame Breakfast .....	Malta A&B
8:00 a.m. – 10:30 a.m.	Purchase Silent Auction Books .....	Crystal Ballroom Pre-Function
8:45 a.m. – 10:15 a.m.	Concurrent Workshops.....	Listed on Pages: 136-138
8:45 a.m. – 10:15 a.m.	STAR Program Cross-Cohort Research Showcase & Mentoring Session (Closed Event) .....	Esmeralda 3
8:45 a.m. – 10:15 a.m.	New LRA Leadership Orientation .....	Esmeralda 2
8:45 a.m. – 10:15 a.m.	Meet the Editors/write for these journals – Panel (Carol Gilles, Misty Sailors, etc.) .....	Valencia 2
10:30 a.m. – 11:45 a.m.	Reclaiming Literacy Research: Centering Activism, Community and Love: Moving Forward April Baker-Bell, Marcelle Haddix, Lamar Johnson, Josph Rumenapp .....	Crystal G
10:30 a.m. – 3:30 p.m.	Exhibitor Tear Down .....	Crystal Ballroom Pre-Function
12:00 p.m. – 5:00 p.m.	Living the Writerly Life in Academia: Writing Retreat .....	Esmeralda 1
12:30 p.m. – 1:30 p.m.	Executive Committee Lunch .....	CAVA
1:45 p.m. – 3:00 p.m.	Executive Committee Meeting .....	Monaco

---

**Wednesday • November 28, 2018**

68TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

**RECLAIMING LITERACY RESEARCH  
CENTERING ACTIVISM, COMMUNITY, AND LOVE**

*November 28 – December 1, 2018 Indian Wells, CA*

Connect with us! #LRA18



---

# SESSION DESCRIPTIONS

## PAPER SESSIONS

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

## ROUNDTABLES

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

## 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

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

## ALTERNATIVE FORMAT SESSIONS

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

## STUDY GROUPS

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

## AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that highlight the conference theme of reclaiming literacy research by centering activism, community, and love. These sessions occur concurrently with other conference sessions.

## PLENARY ADDRESSES

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

# WEDNESDAY

## Sunrise Yoga and Meditation

6:00 to 6:45 am

Meeting Room: Rose Lawn

## Registration

7:00 to 5:00 pm

Meeting Room: Crystal Reg Desk

## Formative Experiments/Design Based Research

### ICG Meeting

7:15 to 8:15 am

Meeting Room: Cannes

## History ICG Meeting

7:15 to 8:15 am

Meeting Room: Capri

## International ICG Meeting

7:15 to 8:15 am

Meeting Room: Corfu

## Field Council Meeting

7:15 to 8:15 am

Meeting Room: Corsica

## Sara Bruce McGraw Doctoral Student Networking Session

7:15 to 8:15 am

Meeting Room: Crystal DEF

## Financial Advisory Committee Meeting

7:15 to 8:15 am

Meeting Room: Sardinia

## Reading Clinics/Literacy Lab ICG Meeting

7:15 to 8:15 am

Meeting Room: St. Tropez

## Exhibit Hall and Silent Book Auction

8:00 am to 5:00 pm

Meeting Room: Crystal Ballroom Pre-Function

## 8:30 am - 10:00 am – Paper Session Meeting Room - Barcelona

### Area 1. Highlighted Session - Exploring Race, Social Justice, Activism and Preservice Teacher Identity

Chair:

*Melissa Wetzel*, The University of Texas at Austin

Discussant:

*Ayanna F. Brown*, Elmhurst College

- **Critical Studyin' for Critical Encounters: Preparing Reading Teachers For Growth Through Crisis**  
*Melanie Acosta*, University of Alabama
- **New Teachers' Notions of "Injustice": A Critical Approach to Educating for Equity**  
*Kristien Zenkov*, George Mason University  
*Michelle Lague*, George Mason University
- **Storied Identities: New Teachers' Experiences with Race in Education**  
*Lee Fisher*, University of Minnesota  
*Abby Boehm-Turner*, University of Minnesota
- **Youth Participatory Action Research as Transformational Resistance: Enacting Pedagogies of Teacher Education and Stances in Literacy Research**  
*Rae L Oviatt*, Michigan State University  
*Vaughn Watson*, Michigan State University  
*Terry K. Flenbaugh*, Michigan State University

## 8:30 am - 10:00 am – Paper Session Meeting Room - Cannes

### Area 10. From Harry Potter to the Bard: Negotiating Meaning and Reclaiming Representation in Online Texts

Chair:

*Nora Peterman*, University of Missouri-Kansas City

Discussant:

*Nora Peterman*, University of Missouri-Kansas City

*continued on next page*

- **Representations of Autism in Online Harry Potter Fanfiction**

*Rebecca Black, University of California, Irvine*  
*Jonathan Alexander, University of California, Irvine*  
*Vicky Chen, University of California, Irvine*

- **“Who is Theseus?”: Negotiating Meaning Through Discourse and Online Texts in 1:1 Contexts**

*Kellie Riley Doubek, University of Illinois at Chicago*

**8:30 am - 10:00 am – Paper Session**  
**Meeting Room - Capri**

## **Area 11. Genealogies of Love in Communities of Literacy**

Chair:

*Ann M Bennett, Kennesaw State University*

Discussant:

*Marjorie Faulstich Orellana, UCLA*

- **A Genealogy of Love for Literacy Education and Research**

*Anne Crampton, St. Olaf College*

- **The Peoples of Aotearoa/New Zealand A Moment in Time: The Land, Place, and Space of Literacy Innovation**

*Janet S Gaffney, University of Auckland*  
*Emma Cunningham, University of Auckland*

- **Fear and loving in urban school reform: What do literacy researchers know about the everyday work of urban schools?** *Joanne Larson, University of Rochester*

**8:30 am - 10:00 am – Paper Session**  
**Meeting Room - Corfu**

## **Area 2. Understanding Teachers’ Professional Learning**

Chair:

*John O’Flahavan, University of Maryland*

Discussant:

*Rachelle S. Savitz, Clemson University*

- **Classroom Drama for Literacy Engagement and Social Justice Explorations: New Teachers’ First Attempts in Diverse Classrooms**

*Steven Athanases, University of California, Davis*  
*Sergio L. Sanchez, University of California, Davis*  
*Rebecca Rosa, University of California, Davis*  
*Pauline V. Holmes, University of California, Davis*

- **The Importance of Teacher Self-efficacy in the Implementation of a Middle and High School Science Writing Initiative**

*Michelle P Whitacre, Lindenwood University*

- **The Language of Apprenticeship During Teacher Collaboration in a Collaborative Literacy Design Model**

*Kimberlee Wagner, Rockford University*

**8:30 am - 10:00 am – Paper Session**  
**Meeting Room - Corsica**

## **Area 14. Critical Understanding of Current Trends and Issues in Literacy Research**

Chair:

*Deborah J Augsburg, Lewis University*

Discussant:

*Christiane Wood, California State University San Marcos*

- **Reflecting on Research: A Critical Discourse Analysis of LRA Sessions**

*Cindi M Koudelka, Judson University*  
*Stacie Noisey, Judson University*  
*Joseph C Rumenapp, Judson University*

*continued on next page*

- **Take Two: Analyzing Diversity Studies in the Journal of Literacy Research from 1969 to the Present**

*Cynthia Brock, University of Wyoming*

*April Heaney, University of Wyoming*

*Melissa Martinez, University of Wyoming*

*Marcos Martinez, University of Wyoming*

*Lauren Breckenridge Padesky, University of Wyoming*

*Margaret Pesch, University of Wyoming*

*Joyce Stewart, University of Wyoming*

- **Historical Inquiry to Promote Community Identity in LRA**

*Annemarie Palincsar, University of Michigan*

*Gabriel DellaVecchia, University of Michigan*

*Kathleen Easley, University of Michigan*

*Laura-Ann Jacobs, University of Michigan*

*Margaret Hanna, University of Michigan*

**8:30 am - 10:00 am – Symposium  
Meeting Room – Crystal G**

## **Area 2. Reclaiming Literacies in Rural Communities through National Writing Project Site-Based Professional Development**

Chair:

*Rebecca Kaminski, Clemson University*

Discussant:

*Rachel Kaminski Sanders, The University of Georgia*

This symposium focuses on how sites involved with the National Writing Project's College, Career, and Community-Ready Writers Program built on the network's longstanding principles and infrastructure to develop meaningful professional development incorporating rural communities' strengths into long-term professional development, reclaiming communities' literacies. Each paper explores highlights the professional development approaches in each community that gave voice to teachers and students and led to robust outcomes for teacher practice and student writing.

- **Reclaiming Our Voices: Making Arguments for Rural Communities**

*Sarah Hunt-Barron, University of South Carolina Upstate*

*Rebecca Kaminski, Clemson University*

- **Overcoming Obstacles to Technology Integration in Rural Literacy Classrooms**

*Emily Howell, Clemson University*

- **Finding her Voice: A Rural Teacher's Career Trajectory**

*Jennifer Penaflores, University of Arkansas*

**8:30 am - 10:00 am – Symposium  
Meeting Room – Crystal H**

## **Area 3. Adult Supports for Emergent Writers**

Chair:

*Colleen E Whittingham, University of North Carolina at Charlotte*

Discussant:

*Colleen E Whittingham, University of North Carolina at Charlotte*

Recent research shows adult support for emergent writing is infrequent in many preschool classrooms. There is an urgent need for research investigating how teachers can support preschool writers. Paper 1 describes writing supports provided by expert emergent writing teachers. Paper 2 describes writing supports offered by Head Start teachers as part of usual instruction. Paper 3 reports findings from a professional development program aimed at preparing preschool teachers to encourage and support preschool writing.

- **Embodied and Verbal Supports Used by Adults to Engage Preschoolers in Writing**

*Deborah Wells Rowe, Vanderbilt University*

*Laura E. Piestrzynski, Vanderbilt University*

*Zarabeth G. Davis, Vanderbilt University*

*continued on next page*

# WEDNESDAY

- **Examining the Nature, Quality, and Frequency of Early Writing Supports in Preschool Classrooms**

*Gary E. Bingham, Georgia State University  
Rebecca Barria, Georgia State University  
Hope K Gerde, Michigan State University*

- **Impact of the iWRITE Professional Development on Head Start Teacher Practices**

*Hope K Gerde, Michigan State University  
Gary E. Bingham, Georgia State University  
Ryan P. Bowles, Michigan State University  
Xiao Zhang, Georgia State University  
Kyla Z. McRoy, Michigan State University*

**8:30 am - 10:00 am – Symposium  
Meeting Room – Crystal I**

## **Area 4. Cultivando Comunidad through Literacy and Love: Learning Alongside Youth and Adults in Community**

Chair:

*María E Fránquiz, University of Utah*

Discussant:

*Gerald Campano, University of Pennsylvania*

This symposium shares findings from three qualitative studies focused on work alongside youth and parents in community spaces located in the Southwestern part of the United States. These studies include: “El Puente,” a literacy partnership between pre-service teachers and parents located at an elementary school, a writing club for high school-aged refugee youth, and “La Escuelita,” a bilingual after-school program for Chicana youth and families focused on issues of health, literacy, and technology.

- **Puente Partnership: Bridging Communities and Literacies** *Tracey Flores, University of Texas at Austin; Lakeya Omogun, The University of Texas at Austin*
- **Exploring the Writer Identity of Refugee and Immigrant Adolescents in “The Walking Together Writing Project”** *Myra Infante Sheridan, University of Nevada, Las Vegas*

- **Food, Health, Technology, and Literacy at La Escuelita After-School Program** *Laura Gonzales, University of Texas at El Paso; Victor Del Hierro, University of Texas at El Paso; Lucia Dura, University of Texas at El Paso*

**8:30 am - 10:00 am – Alternative Format  
Session  
Meeting Room – Esmeralda 1**

## **Area 6. Reclaiming Literacy Research in Adolescent and Adult Community Contexts**

Chair:

*Kristen Perry, University of Kentucky*

Discussant:

*Erik Jacobson, Montclair State University*

We bring together established and emerging scholars who research in community contexts to understand the ways in which adolescents and adults engage in real-world literacy practices. Presenters will share work related to (a) African American and Latinx adolescent females in a community-based STEAM program, (b) incarcerated fathers, (c) migrant Latinx parents in a community program, (d) African American adolescent males’ Photovoice work, (e) a rural farmer, and (f) conceptualizations of “real-world” practices in adult assessment.

- **Identity, Agency, and Unity: Multimodal Community Journaling among Adolescent Girls of Color**  
*Tisha Lewis Ellison, University of Georgia  
Brad Robinson, University of Georgia  
Tairan Qiu, University of Georgia*
- **A Farmer’s Reading Identity**  
*Jill Bindewald, Oklahoma State University*
- **Community-based perspectives of informational texts: Immigrant parents identify and respond to history picturebooks**  
*Silvia Nogueron-Liu, University of Colorado-Boulder*

*continued on next page*

# WEDNESDAY

- **Futurity and Adult Literacy**  
*Bill Muth, Virginia Commonwealth University*  
*Susan Watson, Virginia Commonwealth University*
- **A Fresh Lens: Photo Tapestries of African-American Adolescent Males**  
*Carla Blackwell, Loyola University Maryland*
- **Literacy Practices, Community, and Adult Assessment**  
*Kristen Perry, University of Kentucky*  
*Donita Shaw, Oklahoma State University*  
*Sara Saberimoghaddam, University of Kentucky*  
*Shelley Martin-Young, Oklahoma State University*  
*Abby Weyen, Oklahoma State University*

**8:30 am – 10:00 am – Symposium**  
**Meeting Room – Esmeralda 2**

## **Area 7. The Creativity of Social Life: Re-conceptualising the Literacy Event**

Chair:  
*Christian Ehret, McGill University*

Discussant:  
*Kevin Leander, Vanderbilt University*

Re-conceptualising the literacy event through nonrepresentational theory, papers in this symposium argue that theorizing creativity as intrinsic to sociality and not an exception may better attune the field to how human beings become differently through the use of our literacies in everyday encounters. Authors in the symposium therefore work to express the desires and affects of literacy events as they emerge through the creative act, research writing, and young children's literacies.

- **The literacy event as a creative act: Learning to fail better**  
*Kate Pahl, Manchester Metropolitan University*  
*Steven Pool, Manchester Metropolitan University*
- **Relational transformations through the events of poststructural inquiry**  
*Christian Ehret, McGill University*  
*Lea Ehret, McGill University*

- **Literacy-as-event: tracing the appearance of literacy in the early years**  
*Cathy Burnett, Sheffield Hallam University*  
*Guy Merchant, Sheffield Hallam University*

**8:30 am - 10:00 am – Alternative Format**  
**Session**  
**Meeting Room – Esmeralda 3**

## **Area 5. Is There a Model of Reading All of LRA Can Support?**

This year's conference theme calls for centering community, yet the LRA community is divided in several respects. The purpose of this session is to explore whether there is a single model of reading that is sufficiently inclusive to be supported by all members of the LRA community. We will present a model and then engage attendees in small-group and whole-group discussions about the model and their potential support of it in current or altered form.

Chair:  
*Crystal N. Wise, Michigan State University*

- **Is There a Model of Reading All of LRA Can Support?**  
*Nell K Duke, University of Michigan*  
*Kelly Cartwright, Christopher Newport University*

**8:30 am - 10:00 am – Alternative Format**  
**Session**  
**Meeting Room – Esmeralda Boardroom**

## **Area 7. A Different Kind of Knowing: Art as Fugitive Literacies**

Discussant:  
*Lamar Johnson, Michigan State University*

Drawing from fugitive literacies and arts-based epistemologies, this panel highlights four empirical studies illustrating how poetry, film, dramatic performances, and portraiture bring forth an

*continued on next page*

# WEDNESDAY

unraveling of intersecting identity factors, which allow the research partners (participants) to confess past trauma, analyze and critique dominant narratives, and narrate new understandings.

- **Stories in Verse: Using Ethnopoetics as Love, Healing and Wisdom**  
*Dywanna Smith, Claflin University*
- **Wakanda Forever: Black Literacies as Fugitive Freedom**  
*Jamila Lyiscott, University of Massachusetts Amherst, College of Education*
- **“El que se enoja, pierde\*”: Emotions and Emergent Advocacy among Future Bilingual Teachers**  
*Blanca Caldas Chumbes, University of Minnesota*
- **Self Portraiture & Portraiture: Recovering by Uncovering**  
*Grace D. Player, University of Pennsylvania*

## 8:30 am - 10:00 am – Paper Session Meeting Room - Gibraltar

### Area 9. Intersectionality in YA Literature: Shining a Spotlight on Identity, Power, & Oppression using Critical Textual

Chair:  
*Jennifer Smith, Texas Christian University*

Discussant:  
*Mark Lewis, Loyola University Maryland*

- **Alterity and Innocence: The Hunger Games, Rue, and Black Girl Adulthood**  
*S.R. Toliver, The University of Georgia*
- **Empowered or Oppressed? Intersecting Identities in Literature Read by High Schoolers**  
*Elizabeth Irene Vander Woude, Judson University*
- **We Need More Intersectional Readings of (Young Adult) Literature**  
*Victoria Singh Gill, University of Pennsylvania*

## 8:30 am - 10:00 am – Paper Session Meeting Room – Malta A

### Area 7. Expanding Methodological and Theoretical Boundaries for Literacy and Activist Research

Chair:  
*Carmen L. Medina, Indiana University*

Discussant:  
*Caroline T. Clark, The Ohio State University*

- **Disrupting Status Quo through Viewing Literacies and Linguaging within Bourdieu’s Reflexive Sociology**  
*Mary Amanda Stewart, Texas Woman’s University*  
*Alexandra Babino, Texas A & M University-Commerce*
- **Paulo Freire: Relevancy in the 21st Century**  
*Arlette Ingram Willis, University of Illinois, Urbana Champaign*
- **(Re)reading Mujeres in the borderlands: Centering Chicana feminist epistemology in Literacy Studies**  
*Cinthya M Saavedra, The University of Texas Rio Grande Valley*  
*J. Joy Esquierdo, The University of Texas Rio Grande Valley*  
*Isela Almaguer, The University of Texas Rio Grande Valley*  
*Dagoberto Ramirez, The University of Texas Rio Grande Valley*
- **Unsettling Imaginaries: Improvising Research Methods for Engaging Plurality, Globalization, and Literacies**  
*Carmen L. Medina, Indiana University*  
*Mia Perry, University of Glasgow*  
*Karen Wohlwend, Indiana University*

*continued on next page*

# WEDNESDAY

**8:30 am - 10:00 am – Paper Session  
Meeting Room – Malta B**

## **Area 2. Exploring Students' Literacies across Disciplines**

Chair:  
*Rosalie Hiuyan Chung*, University of Virginia

Discussant:  
*Gloria Belken*, Clara Fields Reading School

- **A Framework for Understanding How Professional Learning Influences Disciplinary Literacy Instruction**

*Christina Dobbs*, Boston University

*Jacy Ippolito*, Salem State University

*Megin Charner-Laird*, Salem State University

- **“Do I really have to read this?”: An Argument for Text Accessibility in the Disciplines**

*David O'Brien*, University of Minnesota

*Laura Lemanski*, University of Minnesota

*Megan McDonald Van Deventer*, University of Minnesota

*Robert Poch*, University of Minnesota

*Deborah Dillon*, University of Minnesota

*Danielle Heinle*, University of Minnesota

*Youngjun Lee*, University of Minnesota

- **Responsive Disciplinary Literacy Pedagogy: Teacher Identities and Agency in Disciplinary Figured Worlds**

*Phillip Wilder*, Clemson University

*Mary-Celeste May Schreuder*, Clemson University

*Stephanie M. Schenck*, Clemson University

*Arsenio Silva*, Clemson University

**8:30 am - 10:00 am – Paper Session  
Meeting Room – Monte Carlo**

## **Area 3. Reading Engagement and Motivation Across the Grades**

Chair:  
*Clarene Hight*, Texas Woman's University

Discussant:  
*Rona Flippo*, University of Massachusetts Boston

- **Development of the Middle Grades Motivation to Read Profile**

*Leslie Roberts*, Clemson University

- **Re/framing Reading Engagement with Phenomenological Maps**

*Amélie Lemieux*, Mount Saint Vincent University

- **Providing Help and Hope: The Impact of 24 Hours in a University Literacy Clinic**

*Katherine Stahl*, New York University

*Margaux Gleber*, New York University

**8:30 am - 10:00 am – Paper Session  
Meeting Room – Rhodes A&B**

## **Area 4. Exploring the Identities of Underrepresented Students in National and International Contexts**

Chair:  
*Theresa Deeney*, University of Rhode Island

- **Adolescent ELs' perceptions of in-school practices, literacy, and academic success: A multiple case study**

*Katie Walker*, Coastal Carolina University

- **Is access to higher education enough in the Chilean context? Exploring underrepresented students' identities through literacy**

*Erika Abarca Millán*, University of Pittsburgh

- **Urban Children's and Adults' Multimodal Conceptualizations of It Takes A Village**

*Gertrude Tinker Sachs*, Georgia State University

*Ewa McGrail*, Georgia State University

**8:30 am - 10:00 am – Paper Session  
Meeting Room – San Remo**

## **Area 6. Critical Consciousness in Learning Spaces: A closer Look at Disciplinary Literacy in Secondary Schools**

Chair:  
*Courtney A Hattan*, Illinois State University

*continued on next page*

# WEDNESDAY

Discussant:

*Carol Jeanne Delaney*, Texas State University

- **What is disciplinary literacy?: A view from the perspective of teachers in grades 6-8**  
*Melissa Mendenhall, Brigham Young University*  
*Leigh Smith, Brigham Young University*  
*Kendra Hall-Kenyon, Brigham Young University*
- **Doing Woke English: Students' Critically Conscious Enactment of Literary Disciplinary Literacies in an Urban English Classroom**  
*Scott Storm, Harvest Collegiate High School*
- **Examining the disciplinary literacy practice of teachers and the contexts mediating their instruction**  
*Emily Rainey, University of Pittsburgh*

**8:30 am - 10:00 am – Paper Session  
Meeting Room – St. Tropez**

## **Area 3. Teachers' and Literacy Leaders' Education and Improvement**

Chair:

*Raven Jones Stanbrough*, Michigan State University

Discussant:

*Judith Dunkerly-Bean*, Old Dominion University

- **Techno-sectionality: A multi-site exploration of new literacies in teacher education**  
*Jamilee Baroud, University of Ottawa*
- **Sedimenting the Complexities of Gender Identity as Literacy Practice: Learning alongside our Student**  
*sj Miller, University of Wisconsin-Madison*
- **Empowering Literacy Leaders in a Reading Specialist Program through Critical Action Research**  
*Katia Ciampa, Widener University*  
*Dana Reisboard, Widener University*

**8:30 am - 10:00 am – Symposium  
Meeting Room – Valencia 1**

## **Area 3. Adopting a Linguaging Perspective for Analysis of Students Responses to and Creation of Narratives for Enacting and Portraying Relations with Others**

Chair:

*Richard Beach*, University of Minnesota

Discussant:

*Ramón Martínez*, Stanford University

This session employs a languaging perspective to analyze students' use of languaging actions in responding to and creating of narratives. Presenters describe students' use of languaging actions for responding to portrayals of race relations in a short story; kindergarten students sharing narratives in ways that reflect certain ideologies of schooling; a student's dialogic responses to picture-books through voicing characters' languaging; and high school students use of narratives to portray uses of supportive relations with peers.

- **Languaging Personhood and Rationality in Classroom Conversations on Alice Walker's "Everyday Use"**  
*David Bloome, The Ohio State University*
- **Languaging Relationships, Language Ideologies and Approaches to Narrative in and Across Literacy Events**  
*Faythe Beauchemin, The Ohio State University*
- **Comprehending as Dialogic Participatory Sense-Making within Peopled Narrative Worlds: An "Enactive" Linguaging Perspective**  
*Judith Lysaker, Purdue University*  
*Christina Wessel Powell, Purdue University*
- **High School Students' Narrative Portrayals of Linguaging Actions to Create Supportive Peer Relations**  
*Richard Beach, University of Minnesota*  
*Maren Aukerman, University of Calgary*

*continued on next page*

**8:30 am - 10:00 am – Symposium  
Meeting Room – Valencia 2**

## **Area 8. Preservice Teachers Using Bilingual and Multimodal Literacy Practices to Critically Explore Linguistic Orientations in the Borderlands**

Chairs:

*Ana Christina da Silva Iddings*, Vanderbilt University  
*Iliana Reyes*, CINVESTAV- UA

Discussant:

*Leah Durán*, University of Arizona

This symposium reports on three research projects developed as part of a university-based teacher education program designed to critically explore linguistic orientations and to advance an asset-based orientation toward the development of bilingualism and biliteracy learning in the borderlands. These projects involve families, community, researchers, and pre-service teacher educators working together to design new forms of activity, spaces, relationships, and new forms of mobilizing these relationships among participants and literacy artifacts to achieve these stated goals.

- **Preservice Teachers Learning about Resources for Biliteracy Development Through Reflection and Action**  
*Iliana Reyes*, CINVESTAV- UA; *Ana Christina da Silva Iddings*, Vanderbilt University
- **Leveraging Bilingualism as a Resource in Emergent Literacy Teaching Through Co-Authored Multimodal Children's Books**  
*Eliza Desiree Butler*, University of Arizona
- **Bilingual Multimodal Compositions: Exploring, Music, Singing, and Dancing in the Arizona-Sonora Borderland**  
*Ana Fierro*, University of Arizona

**8:30 am - 10:00 am – Symposium  
Meeting Room – Valencia 5**

## **Area 3. Reclaiming Development: Toward an Emergent, Transformative, and Humanizing Vision**

Chair:

*Maisha Winn*, University of California, Davis

Discussant:

*Anna Stetsenko*, CUNY-Graduate Center

The concept and mechanisms of “development” in literacy, and education more generally, have historical significance in the reproduction of social inequalities. Though teleological models of literacy development and techno-rational perspectives of teacher development present development as universal, prescribed, and neutral, it is anything but. Drawn from studies of youths’ collaborative storytelling, longitudinal literacy development, and developmental models of teacher learning, the symposium papers assert a reclaimed notion of development that is emergent, transformative, and humanizing.

- **Future Orientations in Superhero Storytelling: Improvisation and Development Unbounded**  
*Patricia Enciso*, Ohio State University  
*Beth Krone*, Ohio State University
- **Revisiting Development as a Means to Revisit Education: A Longitudinal Case Study**  
*Catherine Compton-Lilly*, University of South Carolina, Columbia
- **Unmasking Technorational Visions of Teacher Development in Literacy Instruction**  
*Carolyn S Hunt*, Illinois State University  
*Anna Smith*, Illinois State University

*continued on next page*

**8:30 am - 10:00 am – Symposium  
Meeting Room – Valencia 6**

## **Area 1. Bridging the Gap between Preservice Teachers' Coursework and Fieldwork: Mediated Field Experience (MFE) in an Elementary ELA Methods Course**

Chair:

*Lizbeth Guzniczak*, Oakland University

Discussant:

*Doris Walker-Dalhouse*, Marquette University

In this symposium, we will share how preservice teachers have developed their professional identities planning and executing ELA lessons, depending on how the MFEs are structured. In addition, we will address challenges and issues in revamping the ELA methods class into a mediated field experience (MFE) by collaborating with local classroom teachers and university professors in the same elementary program.

- **Bridging the Gap between Preservice Teachers' Coursework and Fieldwork: Mediated Field Experience (MFE) in an Elementary ELA Methods Course**

*Bong Gee Jang*, Syracuse University

*Zaline Roy-Campbell*, Syracuse University

*Lizbeth Guzniczak*, Oakland University

*Gemma Elizabeth Cooper-Novack*, Syracuse University

**10:15 am – 11:45 am – Paper Session  
Meeting Room – Barcelona**

## **Area 5. Developing Authors with Ideas in the Early Grades**

Discussants:

*Chelsey M. Bahlmann Bollinger*, James Madison University

*Cassie J. Brownell*, Ontario Institute for Studies in Education, University of Toronto

- **Does it need to be a real story? Evaluating a Young Child's Writing**  
*Ted Kesler*, Queens College, CUNY
- **Claiming (and Denying) Authorship and Ownership in Second and Third Grades**  
*Jenn Raskauskas*, West Chester University
- **Examining Young Children's Writing Within Play-Based Curricula**  
*Joy Myers*, James Madison University  
*Chelsey M. Bahlmann Bollinger*, James Madison University

**10:15 am – 11:45 am – Paper Session  
Meeting Room: Cannes**

## **Area 6. Highlighted Session - Literacy as Empowerment: Curating Community Stories and Partnerships**

Chair:

*Heidi Regina Bacon*, Southern Illinois University Carbondale

Discussant:

*Leah Katherine Saal*, Loyola University Maryland

- **"I Need Childcare!": Using funds of knowledge, addressing challenges, and developing literacies with a classroom community of adult ESL learners**  
*Aijuan Cun*, University at Buffalo  
*Christopher Vasquez*, University at Buffalo  
*Mary McVee*, University at Buffalo - SUNY
- **Reclaiming Our History: A Look at one Adult Literacy Class Curating Community Stories as a Form of Activism**  
*Rachael Gruen*, University of Illinois at Chicago  
*Virginia Killian Lund*, University of Illinois - Chicago
- **"Why is everyone so white?": Fostering More Equitable University-Community Partnerships with Immigrant Students**  
*Grace D. Player*, University of Pennsylvania  
*Victoria Singh Gill*, University of Pennsylvania  
*Gerald Campano*, University of Pennsylvania  
*Maria Paula Ghiso*, Columbia University

*continued on next page*

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Capri**

## **Area 8. Creativity and Criticality in Practice: Explorations of How Translanguaging Can Come to Shape Literacy Education**

Chair:

*Mariana Pacheco*, UW - Madison

Discussant:

*Susana Ibarra Johnson*, University of New Mexico

- **Translanguaging among young Latina/o:  
Tapping into biliteracy skills and cultural  
resources**  
*Myriam Jimena Guerra*, Texas A & M University-  
San Antonio  
*Lucila Ek*, University of Texas, San Antonio
- **Decentering Monoglossic Ideologies:  
Translanguaging Manifestations in a Dual  
Language Classroom**  
*Kristen Lynne Pratt*, Western Oregon University
- **Translanguaging for Biliteracy Development:  
Book Reading Practices in a Chinese Bilingual  
Family**  
*Shuling Yang*, UNL  
*Lydia Kananu Kiramba*, university of Nebraska  
Lincoln
- **Translanguaging with superheroes: Creativity  
and power in an after-school program**  
*Francisco Luis Torres*, University of Colorado,  
Boulder  
*Astrid Nicholl Sambolin Morales*, University of  
Colorado Boulder

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Corfu**

## **Area 3. Teacher Knowledge and Instruction for Diverse Learners**

Chair:

*Ayanna F. Brown*, Elmhurst College

Discussant:

*Catherine Michener*, Rowan University

- **“How Do I Do it All?” : A Multicase Study on  
Teacher Decision-Making for Inclusive Literacy  
Instruction**  
*Sarah Schlessinger*, Long Island University-  
Brooklyn  
*Kara G Hollins*, Teachers College, Columbia  
University  
*Jamie L Uva*, Teachers College, Columbia University
- **Curriculum is not enough: The importance of  
teacher knowledge in enactment**  
*Katie Danielson*, New York University  
*Susan Neuman*, New York University
- **Reexamining Instructional Contexts for Els**  
*Lisa O'Brien*, Boston University  
*Christine Leighton*, Emmanuel College

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Corsica**

## **Area 7. Bi/Multilingual Learning Practices and Possibilities**

Chair:

*Maria Leija*, The University of Texas Rio Grande  
Valley

Discussant:

*Eurydice Bauer*, University of South Carolina

- **Biliteracy, Equity, and Testing: Two Latinx  
Teachers Reflect on their Literate Lives Across  
Time**  
*Rosalyn Virginia Harvey*, University of Texas at  
Austin
- **Code Switching in the Bilingual Classroom:  
Negotiating Conflicting Ideologies**  
*Maria Leija*, The University of Texas Rio Grande  
Valley
- **Creating inclusive multilingual learning  
communities under restrictive language policies**  
*Jennifer Collett*, City University of New York  
*Sarah Newcomer*, Washington State University

*continued on next page*

# WEDNESDAY

- **Incorporating Technology and Culturally Responsive Pedagogies to Enhance Early Bilingual Practices: Possibilities of Animated-Folktales**

*So Jung Kim, university of Texas at El Paso*

**10:15 am – 11:45 am – Roundtable Session 1  
Meeting Room: Crystal DEF**

## 1) Area 1. Inclusive Education, Literacy, And Pedagogy

Chair:

*Angela J Stefanski, Ball State University*

- **Pre-service Teacher's Emerging Understandings of Inclusive Education and the Relationships Between Literacy, Dis/Ability and Technology**  
*Erin Whitney, California State University, Chico*

## 2) Area 2. Balance, Equity and Engagement in Literacy Learning

Chair:

*Theresa Deeney, University of Rhode Island*

- **Engaging students in becoming literate: Student and family experiences in literacy labs/reading clinics**

*Theresa Deeney, University of Rhode Island*

*Cheryl Dozier, University at Albany*

*Stephanie McAndrews, Southern Illinois University  
Edwardsville*

*Shadrack G. Msengi, Southern Illinois University  
Edwardsville*

*Leslie Cavendish, High Point University*

*Stephanie Copp, Lynchburg College*

*Erika Gray, University of North Carolina  
Greensboro*

*Debra Gurvitz, National Louis University*

*Barbara Laster, Towson University*

*Tammy Milby, University of Richmond*

*Joan Rhodes, Virginia Commonwealth University*

- **Inviting Student Talk: English Teachers Developing Dialogic Discussion Practices**

*Wendy Keyser, Fitchburg State University*

- **Leveling the linguistic landscape: A formative, sociolinguistics-informed professional learning series for teachers of African American adolescents**

*Teaira C McMurtry, Cardinal Stritch University*

## 3) Area 3. Supporting Literacy Strategies

Chair:

*Miranda Fitzgerald, University of Michigan*

- **Using Literacy as a Tool in the Science Classroom to Reshape Understandings and Re-See the World**

*Anne Daly-Lesch, University of Texas at Austin*

*Catherine Lammert, University of Texas at Austin*

- **"She's Trying to Stay Invisible": Piloting a Literacy Support Framework in Middle School**

*Anna Jennerjohn, University of Minnesota*

*Lori Helman, University of Minnesota*

*Matthew K. Burns, University of Missouri*

- **Building the Empathetic Classroom Through Literacy: From Imagined Community to Enacted Practice**

*John Ben Porco, University of Wisconsin - Madison*

## 4) Area 6. Analyzing English Learners' Writing in Blogs and Dialogue Journals

Chair:

*Mariia Khorosheva, University of Arizona*

- **A Model for Analyzing English Language Learners Blog Writing**

*Mariia Khorosheva, University of Arizona*

- **Writing together: Opening space for dialogic inquiry into English language learning with adult (im)migrant learners through dialogue journals**

*Emily Rose Schwab, University of Pennsylvania*

*continued on next page*

# WEDNESDAY

## 5) Area 7. Asserting Advocacy through Digital and Community Spaces

Chair:

*Stephanie Patrice*, Jones, Grinnell College

- **Exploring Black Women's Literacy Practices through Podcast Consumption**  
*Kyle Lindsey, Grinnell College*  
*Stephanie Patrice Jones, Grinnell College*
- **Public and Private Narratives of Teenage Motherhood: Advocacy through Storytelling**  
*Jana LoBello, University of Minnesota*

## 6) Area 8. Reclaiming Languages and Discourses within Communities

Chair:

*Xia Chao*, Duquesne University

- **Actions Within Academic Discourse: Language-Minoritized Adolescents Engaging in Academic Discourse**  
*Clare Donovan Scane, University of Illinois at Chicago*
- **Reclaiming and Restoring Languages and Literacies in a Bilingual Community Writing Program**  
*Stephanie Lynn Abraham, Rowan University*
- **"Saving Stories": A Community-based Bilingual and Biliteracy Study**  
*Xia Chao, Duquesne University*

## 7) Area 10. Digital Crossroads: Diverse Perspectives on Examining Technology, Teaching, and Literacy

Chair:

*Colleen E Whittingham*, University of North Carolina at Charlotte

- **The Necessary Enculturation of Undergraduate Online Learning Participants into Digital Literacies**

*Emily Brown Hoffman, Ball State University*  
*Colleen E Whittingham, University of North Carolina at Charlotte*

- **Creating community across universities to inspire teacher candidates' use of technology to support literacy instruction**  
*Lauren Eutsler, University of North Texas*  
*Chrystine Mitchell, Penn State Berks*
- **Digital Tools in a Technology Rich Environment: Composition Practices of Students with Reading Difficulties**  
*Aimee Frier, University of South Florida*

## 8) Area 12. Global Perspectives on Self, Literacy Practices, and Language Learning

- **An exploratory qualitative case study of supporting Chinese graduate students to achieve equal academic success through writing**  
*Xuezi Zhang, University of Florida*
- **Writing as Reflective Practice - A Self-Study**  
*Ming-Tso Chien, University of Maine*
- **"Aquí Nadie Lee": Recognizing Literacy Practices Casanare, Colombia**  
*Samuel Ray DeJulio, The University of Texas at San Antonio*  
*Idalia Nuñez, The University of Texas at Austin*

**10:15 am – 11:45 am – Symposium  
Meeting Room: Crystal G**

## Area 10. Critical Literacies for Computational Times: Teaching and Learning in an Age of Data

Chair:

*T. Philip Nichols*, Baylor University

Discussant:

*Kevin Leander*, Vanderbilt University

*continued on next page*

This symposium explores relationships between literacy and data science by interrogating the possibilities and tensions that surface as computational logics are integrated into sites of literacy learning. Panelists consider: What counts as “data”? What ethical concerns surface as data is mobilized in spaces of literacy research, teaching, and practice? And what critical engagements might equip students and teachers to navigate the challenges of our changing, data-fied landscape?

- **Learning analytics as assemblage: Critical literacies in online education**  
*John Scott, University of California, Berkeley*  
*T. Philip Nichols, Baylor University*
- **Body electric: A theoretical framework for integrating data science into secondary English classrooms**  
*Tom Liam Lynch, Pace University*
- **Developing Data Literacy with Adolescents: Supporting Youth as Authors, Architects, and Interpreters of Data**  
*Amy Stornaiuolo, University of Pennsylvania*
- **Digital Problem Solving: Moving past broad trends from big data to examine and support contextualized learning**  
*Jill Castek, University of Arizona*  
*Gloria Jacobs, Portland State University*

**10:15 am – 11:45 am – Symposium  
Meeting Room: Crystal H**

## **Area 11. Creating Learning Communities through Research: Counter-hegemonic Research Methodologies in a Prison**

Chair:  
*Jim Sosnowski*, University of Illinois at Urbana-Champaign

Discussant:  
*Carmen M. Martínez-Roldán*, Columbia University

This symposium examines how decolonizing research methodologies were utilized in a carceral setting in an effort to disrupt deficit-oriented language and literacy ideologies and pedagogies in a peer-taught ESL program. From the perspectives of the incarcerated men, a graduate student, and a university professor, each paper explores how participatory and critical research methodologies contributed to challenging the researchers, incarcerated and non-incarcerated, to consider more culturally sustaining pedagogies and their roles in the production of knowledge.

- **The Power and limits of PAR: Exploring a prison-based ESL program**  
*Bryan Dean, University of Illinois at Urbana-Champaign*  
*Anastacio Esparza, University of Illinois at Urbana-Champaign*  
*Pablo Mendoza, University of Illinois at Urbana-Champaign*  
*Felipe Rodriguez, University of Illinois at Urbana-Champaign*
- **“Are you a researcher?”: Challenging (mis) perceptions of research through PAR**  
*Jim Sosnowski, University of Illinois at Urbana-Champaign*  
*Orlando (Chilly) Mayorga, Precious Blood Ministry of Reconciliation*
- **Decolonizing language and literacy in a prison educational program**  
*Luz A. Murillo, Texas State*

**10:15 am – 11:45 am – Symposium  
Meeting Room – Crystal I**

## **Area 9. Disrupting Silence with Young Adult Literature**

Chair:  
*Mark Lewis*, Loyola University Maryland

Discussant:  
*Stergios Botzakis*, University of Tennessee, Knoxville

*continued on next page*

# WEDNESDAY

Young adult literature has grown in popularity to the point that professional organizations have created special interest groups specifically aimed at reading, analyzing, critiquing, and disseminating information about YAL. YAL provides students and teachers opportunities to (a) discuss race, culture, identity, and histories; (b) expand adolescents' vision of self and world; and (c) reflect and engage in personal development and agency. Papers in this symposium explore YAL as a disruption to social constructs.

- **Examining Portrayals of Immigrant Youth in YA Novels**

*Fares Karam, University of Nevada, Reno*

*Sara Kersten Parrish, University of Nevada, Reno*

*Amber Nichelle Warren, University of Nevada, Reno*

*Amanda Kibler, Oregon State University*

- **All Stories Matter**

*Macy James, Clemson University*

*Donna Confere, Clemson University*

*Pamela Dunston, Clemson University*

- **Envisioning Youth Beyond Hormones**

*Arsenio Silva, Clemson University*

*Janet Tuthill, Clemson University*

*Rachelle S Savitz, Clemson University*

- **There's More Than One Way to be a Lesbian: Queer Females Characters in YA**

*Stacey Reese, Knox County School District*

- **Dead White Guys Aren't the Only Ones Who Can Write with Complexity**

*Julia Kate Bentley, Clemson University*

**10:15 am – 11:45 am – Alternative Format Session**

**Meeting Room – Esmeralda 1**

## **Area 1. Critical, Project-Based Clinical Experiences in Literacy Contexts**

*Lindsey Zurawski, George Mason University*

*Kristine Pytash, Kent State University*

*Lisa Testa, Kent State University*

*Meghan Barnes, University of North Carolina, Charlotte*

*Lindy Johnson, William & Mary*

*Heidi Lyn Hadley, The University of Georgia*

*T. Hunter Strickland, The University of Georgia*

*Kevin Burke, University of Georgia*

*Ashley Cartun, University of Colorado Boulder*

*Elizabeth Dutro, University of Colorado-Boulder*

*Kim Melnychenko, University of Colorado-Boulder*

*Michelle Lague, George Mason University*

*Jamila Lyiscott, University of Massachusetts Amherst, College of Education*

*Limarys Caraballo, Queens College*

*Nisreen Daoud, George Mason University*

*Anthony Pellegrino, University of Tennessee-Knoxville*

*Kelly Chandler-Olcott, Syracuse University*

*Sharon Dotger, Syracuse University*

*Heather Waymouth, Syracuse University*

*Keith Newvine, Syracuse University*

*Janine Nieroda, Syracuse University*

School-embedded clinical preparation is central to the preparation of future literacy educators, and scholars and practitioners are exploring new models of clinical experiences that provide quality learning experiences for preservice teachers while supporting PK-12 students' learning. This session examines our field's steady move toward a clinical orientation, with nine teams of presenters reporting on their implementations around the United States of one literacy-focused clinical experience reform - "critical, project-based (CPB) clinical experiences."

- **Critical, Project-Based Clinical Experiences in Literacy Contexts**

*Kristien Zenkov, George Mason University*

**10:15 am – 11:45 am – Alternative Format Session**

**Meeting Room – Esmeralda 2**

## **Area 11. Expansive Research for Diverse and Marginalized Learners: Potentials of Multimodal and Visual Research**

Chair:

*Angela Wiseman, North Carolina State University*

*continued on next page*

# WEDNESDAY

Discussant:

**Jennifer Danridge Turner**, University of Maryland

This alternative session explicates visual methodologies in literacy education research that promote equity for diverse children. Framed by multimodal social semiotics, this session aims to: 1) Examine the complexity of multimodal compositions; 2) Promote multiple visual analytic methods; 3) Extend equity-oriented frameworks to visual research. We accomplish these goals by presenting a review of the literature then facilitating a panel of literacy scholars who will present and analyze multimodal and visual images from their research.

- **Expansive Research for Diverse and Marginalized Learners: Potentials of Multimodal and Visual Research**

*Marva Cappello, San Diego State University*

*Angela Wiseman, North Carolina State University*

*Jennifer Danridge Turner, University of Maryland*

- **Following the Transmedial Flow: Finding agency in transmedial cultures**

*Jennifer Rowsell, Brock University*

- **Understanding the Multimodal Nature of Comics**

*Frank Serafini, Arizona State University*

*Lindsey Moses, Arizona State University*

- **Multimodal Productions as Material Becomings and Improvisations**

*Angie Zapata, University of Missouri*

- **A Multimodal Interpretation of Cinderella**

*Lasisi Ajayi, California State University, San Bernardino*

**10:15 am – 11:45 am – Alternative Format Session**

**Meeting Room – Esmeralda 3**

## **Area 7. Gender, Sexualities and Literacies Across the Lifespan**

Chair:

**Rebekah Piper**, Texas A & M University, San Antonio

Discussants:

**Jacqueline Lynch**, Florida International University

**Ian O’Byrne**, College of Charleston

**George Lovell Boggs**, Florida State University

**Baines Lawrence**, University of Oklahoma

**jin Kyeong Jung**, University of Pennsylvania

**Greg McVerry**, Southern Connecticut University

**Rebekah Piper**, Texas A & M University, San Antonio

**Tracey Pyscher**, Western Washington University

**Kathryn Pole**, University of Texas at Arlington

**Katina Zammit**, Western Sydney University

This Alternative Format Session focuses on diversity of self-representation in literacy development and practice by presenting studies that critically examine issues related to gender, sexualities, and literacies across generations. The session demonstrates how a range of media can be used and created for advancing identity, forming community, and interrogating essentialist notions and performances of gender, sexuality, and race. Roundtable papers, discussants, and panelist will lead audience members in examining related issues.

- **Gender in the Making: Literacies and Identities in Girls’ Self-Initiated Making Activities.**

*Elisabeth Gee, arizona state university; Priyanka*

*Parekh, Arizona State University*

- **Adolescents’ Critical Rewriting of Classroom Texts**

*Rob Simon, University of Toronto*

*Benjamin Lee Hicks, OISE/University of Toronto*

*Ben Gallagher, University of Toronto*

*Ty Walkland, University of Toronto*

*Sarah Evis, Delta Alternative*

*Pamela Baer, Ontario Institute for Studies in Education, University of Toronto*

- **Outside Voices: Justice-System Involved Adolescent Males Writing Their Identities**

*Judith Dunkerly-Bean, Old Dominion University*

*Thomas W Bean, Old Dominion University*

*Barbara Jean Guzzetti, Arizona State University*

*Julia Morris, Old Dominion University*

*continued on next page*

- **How Gender and Intersectionality Inform Adolescent Literacy Instruction**  
*Kathleen Hinchman, Syracuse University*
- **Voices of Gender Dynamic Adolescents: Changing Schooling and Social Contexts**  
*sj Miller, University of Wisconsin-Madison*
- **Men's Comment Board Posts and Performing Competing Masculinities**  
*Erik Jacobson, Montclair State University*
- **Reading Fatherhood Differently: Fathers' Roles in Children's Literacy Development**  
*Theodore Ransaw, Michigan State University*
- **Diverse Men Making Media for Gender, Sexuality, and Racial Identity Expression**  
*Barbara Jean Guzzetti, Arizona State University*

**10:15 am – 11:45 am – Alternative Format Session**  
**Meeting Room – Esmeralda Boardroom**

## **Area 1. Creating Teachers of Promise for Underserved Communities: Building Asset-Based Views of Students' Literacies and Languages**

Chair:

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

Discussant:

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

Presenters:

*Judy Hicks Paulick*, University of Virginia  
*Alexa Quinn*, University of Virginia  
*Erika Johnson*, Stanford University  
*Lorien Chambers Schuldt*, Fort Lewis College

This alternative format session focuses on powerful engagements within literacy education courses that foster preservice teachers' understandings of the literacy and language assets of students in culturally nondominant communities. Following brief introductions, participants will be invited to share their own experiences developing teacher candidates' understandings and dispositions. Presenters will capture these ideas on one Google document which

will be shared with all participants. The goal is to construct a transformative, equity-oriented vision for literacy education.

- **The Power and Potential of Multiple Grammars in Language Arts Methods**  
*Judy Hicks Paulick, University of Virginia*  
*Alexa Quinn, University of Virginia*
- **Preservice Teachers Developing Students' Critical Literacy Abilities**  
*Erika Johnson, Stanford University*
- **Under Development: Pre-service Teachers' Visions of Students as Sensemakers**  
*Lorien Chambers Schuldt, Fort Lewis College*

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room – Gibraltar**

## **Area 10. Looking Forward, Feeling Backwards: Where Theory and Method Meet in Literacy and Technology**

Chair:

*Byeong-Young Cho*, University of Pittsburgh

Discussant:

*Christian Ehret*, McGill University

- **Histories, hearts, and homes: A post-intentional phenomenological look at feeling and connecting through digital remixing**  
*Donna Alvermann, University of Georgia*  
*Crystal Beach, Buford High School*  
*Stephanie Loomis, Georgia State*
- **From Seen to Unseen: Four Parent-Researchers' Collective Autoethnographic Understandings of Adolescents' Digital Activities**  
*Sandra Schamroth Abrams, St. John's University*  
*Linda Laidlaw, University of Alberta*  
*Joanne O'Mara, Deakin University*  
*Sarah Prestridge, Griffith University*

*continued on next page*

# WEDNESDAY

- **Theorising Offlineness: “Get off your phone!” and other such meaningless statements**

*Elizabeth Nelson, University of Glasgow*

*Mia Perry, University of Glasgow*

*Theresa Rogers, University of British Columbia*

- **(Re)Tracing the Everyday ‘Sitings’: A Conceptual Literature Review of Connective Ethnography and Online/Offline Literacies**

*Shannon Prince, Michigan State University*

## 10:15 am – 11:45 am – Paper Session Meeting Room – Malta A

### Area 2. Professional Learning in Multiple Contexts

Chair:

*Lindsay Woodward, Drake University*

Discussant:

*Laurie Henry, University of Kentucky*

- **Exploring Professional Development for Developing Adaptive Expertise in the Facilitation of Text-Based Discussions**  
*Mary Davenport Hauser, Stanford University*  
*Sarah Schneider Kavanagh, The University of Pennsylvania*  
*Mike Metz, University of Missouri*
- **Meaningful Play: The Collaborative Innovations of Teachers**  
*Dawnene D. Hassett, University of Wisconsin – Madison*  
*Lindsay Stoetzel, University of Wisconsin - Madison*
- **Teachers’ Use of a Long-Term Planning Matrix for Technology Integration: Possibilities for Professional Development**  
*Beth Beschorner, Minnesota State University, Mankato*  
*Lindsay Woodward, Drake University*

## 10:15 am – 11:45 am – Paper Session Meeting Room – Malta B

### Area 5. Authentic and Engaging Literacy Practices

Chair:

*Susan Piazza, Western Michigan University*

Discussant:

*Leslie Roberts, Clemson University*

- **Reading Engagement in Spanish-Speaking Dual Language Learners**  
*Ana M Taboada Barber, UMD*  
*Kelly Cartwright, Christopher Newport University*  
*Peet Taboada Smith, UMD; Casey J Archer, UMD*
- **“We Just Saw a Golden White-Eye!”: Using Authentic Multimodal Informational Texts with Young Children to Bridge In School and Out of School Literacy Practices**  
*Beth Buchholz, Appalachian State University*
- **The role of text difficulty in small-group reading for bilingual students**  
*Laura Beth Kelly, Arizona State University*

## 10:15 am – 11:45 am – Paper Session Meeting Room – Monte Carlo

### Area 9. Showing Love for Diverse Books in Preservice Teacher Education

Chair:

*Courtney Shimek, University of Georgia*

Discussant:

*Ebony Thomas, University of Pennsylvania GSE*

- **Addressing the diversity gap in children’s literature with preservice teachers**  
*Katie Bernstein, Arizona State University*
- **Children’s Literature to Promote Disability Inclusivity and Critical Reflection in a Preservice Teacher Prep Program**  
*Marie LeJeune, Western Oregon University*  
*Melanie Landon-Hays, Western Oregon University*

*continued on next page*

# WEDNESDAY

- **Employing the Four Resources Model to Interpret Preservice and Inservice Teachers' Ideologies and Stances Toward Challenged or Banned Culturally Diverse Young Adult Literature**

*Fenice B Boyd, University of South Carolina*

*Tiffany M. Nyachae, University at Buffalo*

*Cynthia Brock, University of Wyoming*

- **Preservice teachers' conceptions of race, s/ place, and community within culturally diverse literature**

*Lauren Elizabeth Johnson, Michigan State University*

**10:15 am – 11:45 am – Paper Session  
Meeting Room – Rhodes A&B**

## **Area 4. Negotiating Teacher Language and Discourses in the Context of Assessment & Reform**

Chair:

*Renee Moran, East Tennessee State University*

Discussant:

*Arlette Ingram Willis, University of Illinois, Urbana Champaign*

- **“A Culture of Trust”: Negotiating Assessment Discourses within a Literacy Classroom**
- **“It hurts me to say”: Preservice teachers' perspectives on deficit discourse in urban schools**

*Sherridon Sweeney, University of South Florida*

*Brian M Flores, University of South Florida*

- **Minimizing Disruption, Maximizing Utility: How Teachers Mediate Writing Reform**

*Joelle Marie Pedersen, Boston College*

**10:15 am – 11:45 am – Paper Session  
Meeting Room – San Remo**

## **Area 7. Black and Latinx Males Repositioning Their Literacy Practices**

Chair:

*Melody Zoch, University of North Carolina at Greensboro*

Discussant:

*Lamar Johnson, Michigan State University*

- **Dialogic Literacy Experiences: Building Relationships with Black Boys and Text as an Act of Love**
- **Intersections of Worlds and Words: Young Black Men Reflect on a Decade of Reading and Empowerment**
- **Naming and Proclaiming our Voices: Reciprocal Love, Poetry, and Healing with Black and Latinx Male Students**

*Mellissa Gyimah, University of Illinois Chicago*

*Angela Fortune, University of Illinois at Chicago*

*Katie Scieurba, San Diego State University*

*Iesha Jackson, University of Nevada, Las Vegas*

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

*Wanda Watson, Mills College*

**10:15 am – 11:45 am – Symposium -  
Meeting Room – Sardinia**

## **Area 1. Developing Critically Conscious Literacy Educators: A Racial Justice Perspective**

Chair:

*Claudia Rodriguez-Mojica, Santa Clara University*

Discussant:

*Ramón Martínez, Stanford University*

The importance of developing critically conscious teachers has increased exponentially in the current political climate. The three papers in this symposium address the ways that teacher educators at institutions across the country foster the development of teachers who respect, connect with, and honor students' diversity and cultural and linguistic capital. Together, the papers in this symposium explore various methods of developing educators who embrace

*continued on next page*

activism, love, and racial justice in their pedagogy and ideology.

- **Using Book Clubs to Model Racial Justice Teaching**

*Amy E. Burke, Texas Woman's University*

*Mary Amanda Stewart, Texas Woman's University*

- **Combatting linguistic hegemony: Towards guiding principles that prepare and culturally sustain bilingual teachers in the U.S.**

*Claudia Rodriguez-Mojica, Santa Clara University*

*Eduardo Muñoz-Muñoz, San Jose State University*

*Allison Briceño, San Jose State University*

- **"Can I add something?": Academic literacies and meaning making in the social sciences for pre-service teachers**

*Luis E. Poza, University of Colorado Denver*

*Maneka Brooks, Texas State University*

**10:15 am – 11:45 am – Symposium  
Meeting Room – Valencia 1**

## **Area 6. Creating Space for Critical Literacy: Navigating Institutional Obstacles and Fostering Change Across Three Educational Settings**

Chair:

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

Discussant:

*Dr. Kathleen Riley*

This interactive presentation draws upon Janks' (2000) framework of diversity, access, domination and design and theories of sociocritical literacy (Gutierrez, 2008) to consider the experiences of three educators, who have navigated significant institutional obstacles in order to offer increased educational access for historically-marginalized students. Utilizing a range of modalities, these educators will share their inquiries into the obstacles they encountered and articulate concrete strategies for countering such discourses through critical literacy theory and practice.

- **Enacting Trauma Literacies to Reclaim Wholeness in the Classroom**

*Kahlil Simpson, Albuquerque Public Schools*

- **Missing Narratives in Interpreter Education: Revealing the Need for Trilingual Interpreting Curriculum in New Mexico through Critical Literacy Initiatives**

*Amanda Lujan, University of New Mexico*

- **Hidden Curriculum as Domination and Discrimination: Using Critical Literacy Frameworks to Expose Barriers in Post-Secondary Education**

*Cameron Langner, University of New Mexico*

**10:15 am – 11:45 am – Symposium  
Meeting Room – Valencia 2**

## **Area 7. 'Where I'm From' and 'Who I am': Cultivating Community, Creativity, and Identity through Spoken Word Poetry**

Chair:

*Jen Scott Curwood, University of Sydney*

Discussant:

*Kate Pahl, Manchester Metropolitan University*

Spoken word poetry offers youth a real-world, authentic audience for their creative work, encourages them to develop literate identities, and promotes critical dialogue. When today's youth 'talk back' and 'speak the truth', they come to see themselves as activists and agents of change within the community. This symposium includes three papers which highlight qualitative studies on poetry from the United States and Australia to explore spoken word as a practice, process, and product.

- **Telling stories: Spoken word, critical literacy, and culturally responsive pedagogy**

*Katherine Bull, University of Sydney*

*Jen Scott Curwood, University of Sydney*

*continued on next page*

# WEDNESDAY

- **What's wrong with my personality?' Using spoken word poetry to challenge youths' externally imposed identities**  
*Jennifer D. Morrison, University of South Carolina, Columbia*
- **Building greater stories: Using poetry and art to create student-voiced school communities**  
*Adam David Henze, Indiana University*  
*Mary Beth Hines, Indiana University*

**10:15 am – 11:45 am – Symposium  
Meeting Room – Valencia 5**

## **Area 10. Cultivating Critical Literacies through Digital Making with Preservice and Inservice Teachers**

Chair:

*Kyra Baker-Doyle, Arcadia University*

Discussant:

*Kyra Baker-Doyle, Arcadia University*

Teacher educators fostering critical literacy pedagogies engage pre and inservice teachers through digital technologies and composing with and for networked publics. Papers in this symposium situate teachers' digital writing at the intersection of literacies and making. As making occurs within a constellation of literacy and social practices, a writing-as-making approach (Oh, 2015) yields artifacts that are created, shared, and remixed within communities of writers-as-makers. Presenters explain how teachers' digital composing supports critical literacy practices.

- **Digital Making in a Reading Intervention Program**  
*Stephanie Schmier, CUNY College of Staten Island*
- **Making Critical Digital Literacy Curriculum**  
*Elisabeth Johnson, St. Edward's University, Austin*  
*Elena Galdeano, Austin Independent School District*

- **Interest-Driven Teacher Professional Learning in the Writing-as-Making MOOC**  
*Vicki McQuitty, Towson University*  
*Sarah Lohnes Watulak, Towson University*  
*Joe Runciman, Towson University*
- **"It's OK Not to Be An Expert": Pre-service Elementary Educators Designing Digital Disciplinary Pathways**  
*Rebecca Woodard, University of Illinois at Chicago*  
*Nathan C Phillips, University of Illinois at Chicago*  
*Virginia Killian-Lund, University of Illinois at Chicago*

**10:15 am – 11:45 am – Symposium  
Meeting Room – Valencia 6**

## **Area 8. Creating Community Through Translanguaging: Welcoming Newcomers, Developing Language, and Strengthening Pedagogy**

Chair:

*Robert T Jimenez, Vanderbilt University*

Discussant:

*Robert T Jimenez, Vanderbilt University*

This symposium brings together researchers who focus on the ways that Emerging Bilinguals leverage all their available linguistic resources to participate in institutions and communities of learning. We consider the intersection between multilingual and school communities through the lens of the conference theme, particularly how teaching and learning communities can foster translanguaging pedagogies and practices within institutional confines, and how literacy research can be reclaimed to advocate for practices to better serve these children.

- **Supporting Newcomer Emerging Bilingual Students across Communities and Languages**  
*Mark B. Pacheco, Illinois State University*  
*Rabia Hos, University of Rhode Island*

*continued on next page*

# WEDNESDAY

- **Exploring cross language connections in Spanish and English through *Así se dice*, a text-based bilingual translation strategy**  
*Susan Hopewell, University of Colorado Boulder*  
*Kathy Escamilla, University of Colorado Boulder*
- **TRANSLATE-ing Teachers: Examining how “monolingual” teachers can engage students in translanguaging activities**  
*Abigail T Do, Vanderbilt University*  
*Caitlin Eley, Vanderbilt University*
- **The Humanizing Potential of Translingual Professional Learning**  
*Samuel David, University of Minnesota*
- **Translanguaging with Post-Secondary English Language Learners: Incorporating Students’ Language Profiles into the Classroom**  
*Alexis McBride, Vanderbilt University*

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Barcelona**

## **Area 6. Enacting Critically Conscious Disciplinary Argument Writing through Evidence-based Dialogic Instruction**

Chair:  
*Michelle P Whitacre, Lindenwood University*

Discussant:  
*Michael Manderino, Leyden School District 212*

- **“We can do this”: Design-based research on dialogic writing instruction to help Latinx students excel in advanced coursework**  
*Ryan McCarty, National Louis University*  
*Timothy Pappageorge, Maine West High School*
- **When formal and informal reasoning collide: Fact and opinion as conceptual tools in high school students’ written arguments**  
*Jon-Philip Imbrenda, University of Pittsburgh*

- **A Systematic Review of Research on Argumentation in Engineering Education**  
*Amy Wilson-Lopez, Utah State University*  
*Christina Sias, Utah State University*  
*Angie Minichiello, Utah State University*  
*Jared Garlick, Utah State University*  
*Jorge Acosta Feliz, Utah State University*  
*Ashley Strong, Utah State University*

**1:15 am – 2:45 pm – Paper Session  
Meeting Room – Cannes**

## **Area 8. Designing New Social Futures: Decolonizing Pedagogies and Practices that Promote (Re)imagined Possibilities**

Chair:  
*Mariana Pacheco, UW - Madison*

Discussant:  
*Cristina J. Alfaro, San Diego State University*

- **Building on language: Preparing pre-service teachers for multilingual and multicultural classrooms**  
*Shim Lew, The University of West Florida*  
*Nicole Siffrinn, The University of Georgia*
- **Reading in the park: Teacher candidates sharing the joy of giving through reading with children**  
*Angela Randall, University of North Texas*  
*Lauren Eutsler, University of North Texas*
- **Prisms of Promise: Mapping Public-School Teachers’ Cultural and Linguistic Pedagogically Responsive Practices using Frequency Analyses**  
*Sara Gutierrez, Texas Tech University*  
*Patriann Smith, Texas Tech University*
- **Improvisation as resistance pedagogies: Critical literacy research in Puerto Rico and the (im) possibilities of playing with new social futures**  
*Carmen L. Medina, Indiana University*  
*Maria del Rocío Costa, Universidad de Puerto Rico*

*continued on next page*

# WEDNESDAY

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Capri**

## **Area 8. Twenty-first Century Literacies: Living and Learning in/through Multilingual, Multimodal, and Multivoiced Communities**

Chair:  
*Maggie Struck*, Hamline University

Discussant:  
*Wan Shun Eva Lam*, Northwestern University

- **Creating Multimedia-enriched Literacy Environments for Bilingual Learners A Multiple Case Study with Mexican-descent Children**  
*So Jung Kim*, university of Texas at El Paso
- **Emergent Bilingual Students' Use of Multiple Voices in Digital Compositions**  
*Lindsey Rowe*, The Ohio State University
- **Observing literacy learning across WeChat and writing classroom-A scalar analysis of one transnational student's multilingualism**  
*Xiqiao WANG*, Michigan State University
- **How do Immigrant Women Build a Caring Activist Community?**  
*jin Kyeong Jung*, University of Pennsylvania

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Corfu**

## **Area 9. Transgressing Boundaries and Transforming Futures in YA Literature**

Chair:  
*Mark Lewis*, Loyola University Maryland

Discussant:  
*Amanda Haertling Thein*, University of Iowa

- **Lightning Strikes and Jolts of Affect: Using Non-Representational Theory to Reimagine the Relationship Between Literature Instruction and Social Change**  
*Cori McKenzie*, SUNY Cortland

- **“Nameless and Faceless and Free?” Place, Space, and Critical Mobilities in Young Adult Literature**

*Caroline Hamilton*, University of British Columbia  
*Theresa Rogers*, University of British Columbia

- **Repositioning the Reader of Difficult Knowledge in Young Adult Literature**  
*Melissa Schieble*, Hunter College-CUNY

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Corsica**

## **Area 3. Supporting Multimodal Engagement**

Chair:  
*Jacqueline Lynch*, Florida International University

Discussant:  
*Mariam Jean Dreher*, University of Maryland

- **Making space for critical, multimodal/media work in canonical classrooms**  
*Ashley K Dallacqua*, The University of New Mexico  
*Annmarie Sheahan*, The University of New Mexico
- **Using Comics, Publishing, and Choice to Support Literacy and Positive Identity**  
*Lindsey Moses*, Arizona State University  
*Stephanie F Reid*, Arizona State University
- **Young children's digital tool access and use in socially disadvantaged communities: Parents' and teachers' perspectives**  
*Marianne McTavish*, University of British Columbia  
*Jim Anderson*, University of British Columbia  
*Ann Anderson*, University of British Columbia  
*Jan Hare*, University of British Columbia  
*Laura Tiechert*, University of British Columbia

**1:15 pm – 2:45 pm – Symposium  
Meeting Room – Crystal G**

## **Area 14. Theory as a Collaborator in Literacy Research**

*continued on next page*

Chair:

**Donna Alvermann**, University of Georgia

Discussants:

**David O'Brien**, University of Minnesota

**Leketi Makalela**, University of the Witwatersrand

**Maneka Brooks**, Texas State University

**Christian Ehret**, McGill University

**Allison Skerrett**, The University of Texas at Austin

**Deborah Dillon**, University of Minnesota

**Mary McVee**, University at Buffalo - SUNY

**SJ Miller**, University of Wisconsin-Madison

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

In this alternative symposium session, we bring together contemporary literacy theorists to engage participants in a dialogic conversations about the role of literacy theory as a corroborator in the disruption of traditional literacy research. That is, through dialogue, debate, and questioning, we will engage in conversations about the ways in which contemporary literacy theories re-purpose our work as literacy researchers.

- **Theory as a collaborator**

*Norman Unrau, California State University, Los Angeles*

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room – Esmeralda 1**

## **Area 10. Highlighted Session - Examining the Affordances of Multimodal Digital Tools for Addressing Climate Change**

Chair:

**Richard Beach**, University of Minnesota

Given the conference theme of addressing issues facing society, this session presents research on how the affordances of use of multimodal/digital tools fosters increased engagement in addressing climate change. This includes research on use of digital

images/videos to portray climate change effects, creation of interactive digital narratives to engage audiences, and analysis of preservice and inservice teachers' ability to critically analyze and apply literacies in responding to and creating to online information about climate change.

- **Research on Students' Use of Multimodal, Digital Tools for Addressing Climate Change**  
*Richard Beach, University of Minnesota*  
*Jill Castek, University of Arizona*
- **Adolescents Creating Digital Multimodal Science Fictions about Climate Change**  
*Blaine E Smith, University of Arizona*  
*Ji Shen, University of Miami*
- **Pre-Service Teachers Reading Online about Climate Change: A Review of Findings & Analytic Orientations**  
*Alexandra Marie Panos, Indiana University*  
*James Damico, Indiana University*
- **Research on developing digital comprehension instruction to support evaluation and synthesis of climate change information**  
*Nance Wilson, SUNY, Cortland*  
*George Lovell Boggs, Florida State University*

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room – Esmeralda 2**

## **Area 8. Radicalizing Writing Workshops: Multilingualism, Multimodality, and Love**

Chair:

**Carol Brochin**, University of Arizona

Discussant:

**Maria de la Luz Reyes**, University of Colorado at Boulder

In this alternative session, we center the voices of teachers who engage with writer's workshop as activism. Building on the pivotal research of Maria de la Luz Reyes (1992) on process writing and bilingual students, the studies examine the practices being

*continued on next page*

# WEDNESDAY

used in writing instruction and the significance they hold for Latinx students. The audience will engage in dialogic inquiry regarding multilingual, multimodal workshop through a reading of *How will I talk to Abuela*.

- **Building a Better Workshop: Centering Bilingual Latinx Students**  
*Leah Durán, University of Arizona*
- **Imagining a Bilingual Writer's Workshop That Loves and Celebrates Latinx Students, Their Languages, and Their Stories**  
*Claudia Cervantes-Soon, Arizona State University*  
*Rosalyn Virginia Harvey, University of Texas at Austin*
- **The role of multimodal texts in support of cultural and linguistic literacy practices**  
*Lucia Cardenas Curiel, Michigan State University*  
*Christina Ponzio, Michigan State University*
- **Testimoniando in writers workshop: space for collective healing and action**  
*Christina DeNicolo, Wayne State University*

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room – Esmeralda 3**

## Area 9. Acknowledging the Significance of Visual Analysis Tools in Research for Activism

Visual analysis is a critical aspect of designing literacy research that attends to an activist stance. However, frequently, the specific tools that invite researchers and readers into the visual texts are not discussed regarding illustrator's / artists intent and the processes of analysis. This alternative session provides six specific strategies using children's literature that can also be applied to other visual texts.

- **Positioning the Viewer for Identification or Empathy in Images through Gaze**  
*Janelle Mathis, University of North Texas*
- **Ideational Meanings: Visual Elements of Participants, Process, and Circumstance**  
*Junko Sakoi, Tucson Unified School District*  
*Yoo Kyung Sung, University of New Mexico*

- **Systemic Visual Graduation: Individual Images and Narrative Sequences**  
*Denise Davila, University of Nevada Las Vegas*  
*Carmen M. Martínez-Roldán, Columbia University*
- **Pathos and Affect: Aligning Viewers Emotionally**  
*Kathy Short, University of Arizona*  
*Hee Young Kim, University of Arizona*  
*Mary Fahrenbruck, New Mexico State University*
- **The Interpersonal Metafunction of Focalization**  
*Desiree Cueto, Western Washington University*  
*Wanda Brooks, Temple University*
- **Creating Ambience or Mood in Illustration through Color**  
*Deanna Day-Wiff, Washington State University*  
*Seemi Azziz, University of Arizona*

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room – Esmeralda Boardroom**

## Area 11. Beyond the IRB: Ethical Considerations in Literacy Research alongside Schools and Communities

Chair:  
*Gerald Campano, University of Pennsylvania*

Chair:  
*Susan Watts-Taffe, University of Cincinnati*

The theme of the 2018 LRA conference is a collective call for our own community to be self-reflective about what it means to conduct equity-oriented research alongside—rather than merely on—schools, teachers, communities, youth and families. This alternative session is premised on the idea that partnerships are not an answer, but rather a starting point for inquiry into ethical considerations of literacy research.

- **Re-centering Stories and Relationships in Educational Research**  
*Timothy San Pedro, Ohio State University*
- **What counts as participation in participatory research?**  
*Rob Simon, University of Toronto*  
*Benjamin Lee Hicks, OISE/University of Toronto*

*continued on next page*

# WEDNESDAY

- **Collaborative research and grant-funding culture: Navigating tensions and possibilities**  
*Maria Paula Ghiso, Columbia University*
- **Researching in Sisterhood: Feminist of Color Approaches to Research with Girls of Color**  
*Grace D. Player, University of Pennsylvania*

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Gibraltar**

## **Area 1. Building Community and Connection Through Disciplinary Literacies**

Chair:

*Maria-Antonieta Avila*, Independent Scholar

Discussant:

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

- **Analysis of Preservice Teachers' Integration of Technological, Pedagogical, and Content Knowledge as Evidenced by their Literacy Lesson Plans**  
*Poonam Arya, Wayne State University*  
*Tanya Christ, Oakland University*  
*Wen Wu, Oakland University*
- **Pathways to Disciplinary Literacy: Inquiry-Oriented Content-Based eBooks**  
*Chinwe H Ikpeze, St John Fisher College*
- **Supporting Secondary Pre-Service Teachers in Planning for Disciplinary Literacy: A Cross-Discipline Multiple Case Study**  
*Jamie Colwell, Old Dominion University*  
*Valerie Stinson, Old Dominion University*

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Malta A**

## **Area 2. Examining Literacy Learning in Content Areas**

Chair:

*Mary L Hoch*, National Louis University

Discussant:

*Janet L Briggs*, Center for Teacher Effectiveness

- **“Meaningful Math”: Mathematics teacher perceptions of literacy-based approaches in mathematics instruction**  
*Ann M Bennett, Kennesaw State University*  
*Jessica Ferreras-Stone, Western Washington University*
- **Readers, Writers, AND Mathematicians: Content Literacy in K-2 Math Instruction**  
*Sandra Webb, The University of North Carolina at Greensboro*  
*Angel Abney, Georgia College & State University*  
*Doris Santarone, Georgia College & State University*
- **Secondary Teachers' Experiences with Integrating Daily Writing in the Content Areas**  
*Hannah Carter, University of Nevada, Reno*  
*Melissa Bedford, University of Nevada, Reno*

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Malta B**

## **Area 4. Deconstructing Discourses and Positions in State and Federal Policy Documents**

Chair:

*Carla K Meyer*, Duquesne University

Discussant:

*Rachael Gabriel*, University of Connecticut

- **Analyzing Research Use in the Common Core State Standards Appendix A**  
*Emily Hodge, Montclair State University*  
*Rachael Gabriel, University of Connecticut*
- **How the New York Regents Exam Framed Literary Reading and Positioned Students as Readers, 1900-2017**  
*Sarah Levine, Stanford University*
- **Ideological Positionings in Literacy Policy Discourse: A Nation at Risk to No Child Left Behind**  
*Susan Marie Foster, Southern Illinois University Carbondale*

*continued on next page*

# WEDNESDAY

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Monte Carlo**

## **Area 5. Art and Visual Integration: Supporting Comprehension**

Chair:

**P. David Pearson**, UC Berkeley

Discussant:

**P. David Pearson**, UC Berkeley

This session addresses the ways that art and visual analysis can be integrated to support comprehension.

- **“What’s Love Got to Do with It”? Promoting Noncognitive Factors through Elementary Arts Integrated Literacy Practices**  
*Jamie Hipp, Louisiana State University*  
*Margaret-Mary Sulentic Dowell, Louisiana State University*
- **The (im)material in early childhood literacies: The lessons of intergenerational art curricula**  
*Rachel Heydon, Western University*  
*Lisa-Marie Gagliardi, Western University*
- **Using Item Response Theory to Measure Integrative Reasoning in Visual-Narrative Comprehension: Integrating and Evaluating Models of Inferential Reasoning Based on Performance of Intermediate Grade Learners**  
*Alexander Mario Blum, UC Berkeley/San Francisco State University*  
*James Mason, UC Berkeley*  
*Jinho Kim, UC Berkeley*  
*P. David Pearson, UC Berkeley*

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – Rhodes A&B**

## **Area 7. Investigating Student Identities through Diverse Literacy Spaces and Places**

Chair:

**Raven Jones Stanbrough**, Michigan State University

Discussant:

**Lara J. Handsfield**, Illinois State University

- **A Narrative Inquiry of Afghan Refugee High School Young Women: Experiences and Transnational Literacy Practices**  
*Sarah Turnbull, Georgia State University*
- **Fostering the reader self-efficacies of marginalized readers through peer-led, literature-based discussion groups**  
*Elena M Venegas, The University of Texas Rio Grande Valley*
- **Nancy Drew and Waterproof Dresses: The Literate Identities of Elementary Bilingual Students**  
*Pamela Hickey, Towson University*
- **Emergent bilinguals tell their stories and build their worlds: A centerpiece for building community and for enacting love**  
*Mary Esther Huerta, Texas State University*  
*Timothy A. Kinard, Texas State University*  
*Jesse Gainer, Texas State University*

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room – San Remo**

## **Area 7. Establishing Healing and Transformative Practices in the Classroom and Community**

Chair:

**Michelle Honeyford**, University of Manitoba

Discussant:

**Elizabeth Dutro**, University of Colorado-Boulder

- **Reclaiming Lives and Literacies: Narratives of Transformational Resistance**  
*Heidi Regina Bacon, Southern Illinois University Carbondale*  
*Jean Kaya, Southern Illinois University*  
*Abdulsamad Humaidan, Southern Illinois University*  
*Lavern Georgia Byfield, Southern Illinois University Carbondale*

*continued on next page*

- **The New Suspension?: A Case Against Social and Emotional Learning**  
*Tracey Pyscher, Western Washington University*  
*Anne Crampton, St. Olaf College*  
*LeAnne Robinson, Western Washington University*
- **Trauma as Standpoint, Resistive Ambivalence as a Literacy**  
*Tracey Pyscher, Western Washington University*  
*Ann Mogush Mason, University of Minnesota*
- **Writing, Witnessing & Healing: A Community of Black Male Students Confronting Grief & Loss**  
*Cassandra Lo, Georgian Court University*

**1:15 pm – 2:45 pm – Symposium  
Meeting Room – Valencia 1**

## **Area 2. Literacy Professional Development: Opening Conversations to Build Communities**

Chair:  
*Adeline Mansa Borti, University of Wyoming*

Discussant:  
*Robin Griffith, Texas Christian University*

In this symposium we will share findings from four studies that examined literacy professional development (PD) across multiple communities of learners in various geographic regions. Each paper considers participants' active involvement as they strive to build communities of learning with school partners, noting that effective PD is characterized by collaborative, sustained, and active learning opportunities that are firmly situated in participants' ongoing school experiences.

- **BAM! Kicking Teacher Self-Efficacy Up a Notch with Professional Development**  
*Rachelle S Savitz, Clemson University*  
*Pamela Dunston, Clemson University*
- **The Influence of Administrative Support on Literacy Professional Development**  
*Amy Broemmel, University of Tennessee: Knoxville*  
*Cassie Norvell, University of Tennessee: Knoxville*

- **Exploring Educator Learning in the Co-Development of Year One of a Literacy Learning Community**  
*Cynthia Brock, University of Wyoming*  
*Dana A Robertson, University of Wyoming*  
*Adeline Mansa Borti, University of Wyoming*
- **Designing Longitudinal Professional Learning to Support Early Literacy**  
*Allison Ward Parsons, George Mason University*  
*Seth A. Parsons, George Mason University*  
*Christy K. Irish, University of Mary Washington*

**1:15 pm – 2:45 pm – Symposium  
Meeting Room – Valencia 5**

## **Area 10. Opening Up the Ivory Tower: Examining the Elements of Open, Digitally Engaged Scholarship**

Chair:  
*Leigh Hall, University of Wyoming*

Discussants:  
*Elfrieda H Hiebert, TextProject*  
*Norman Stahl, Northern Illinois University*  
*Roberto De Roock, Nanyang Technological University*  
*Ana Christina da Silva Iddings, Vanderbilt University*

This symposium will engage participants in discussions about how to individually and collectively transform the Literacy Research Association's (LRA's) role in literacy learning and instruction among children, families, and educators through social media, open access spaces. This session will present recent research from a group of scholars to engage LRA members with the topics and to invite debate of the challenges and opportunities that exist as we publicly engage as intellectuals in digital spaces.

- **Developing Public Intellectuals in Doctoral Programs**  
*Sherridon Sweeney, University of South Florida*  
*Megan Jones, University of South Florida*  
*Danielle V Dennis, University of South Florida*

*continued on next page*

- **The Digitally Literate Research Project: Assessing how global educators teach literacies with technology**  
*Guoyong Wu, Clemson University*  
*Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*  
*Michelle Hagerman, University of Ottawa*  
*Ian O'Byrne, College of Charleston*
- **New models of open, scholarly work pursued by obnoxious academics:**  
*William Kist, Kent State University*  
*Peggy Semingson, University of Texas – Arlington*  
*Leigh Hall, University of Wyoming*  
*Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*  
*Ian O'Byrne, College of Charleston*
- **Poses, wobbles, and stances: marginalized voices in culturally proactive pedagogies**  
*Greg McVerry, Southern Connecticut University*
- **Digitally literate educators developing a domain of one's own**  
*Ian O'Byrne, College of Charleston*  
*Tracey Hunter-Doniger, College of Charleston*

**1:15 pm – 2:45 pm – Symposium  
Meeting Room – Valencia 6**

## Area 4. Mobilizing Critical Racial Literacy: Knowledge, Activism, and Pedagogy

Chair:  
*Valerie Kinloch, University of Pittsburgh*

Discussant:  
*Valerie Kinloch, University of Pittsburgh*

Educators and educational researchers who draw on a critical racial literacy approach note that such work requires a critical engagement of word (written, oral, visual), as well as the world, such as histories of race, local and global contexts and understandings of power. This panel seeks to expand the understandings of how people of color read and write their worlds in various ways, employing critical racial literacy lens as a means of understanding.

- **“I Didn't Know I was Black”: Critical Racial Literacy Development in Black Immigrant Women**  
*Tanja Burkhard, University of Pittsburgh*
- **Activism as Enacted Knowledge: Employing Critical Racial Literacy as a Tool for Advocacy of Biracial Individuals in Educational Spaces**  
*Ashley Patterson, Penn State University*
- **Race Talk as Connected to Critical Racial Literacy: Teaching Black Students Histories and Contextual Understandings**  
*DaVonna Graham, University of Pittsburgh*

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room – Barcelona**

## Area 11. Researcher or Researched? Identities and Materialisms of Research in Schools

Chair:  
*Jon-Philip Imbrenda, University of Pittsburgh*

Discussant:  
*Tamara T Butler, Michigan State University*

- **What Matter Matters? A Race Centric Critique of the New Materialist Turn in Literacy Research**  
*Rebecca Beucher, Illinois State University*  
*Lara J. Handsfield, Illinois State University*  
*Carolyn S Hunt, Illinois State University*
- **Middle Schoolers and their Middle Aged Parents: A Methodological Discussion of Literacy Research with Children**  
*Sandra Schamroth Abrams, St. John's University*  
*Mary Beth Schaefer, St. John's University*  
*Daniel Ness, St. John's University*  
*Charlotte Abrams, St. John's University*  
*Molly Kurpis, St. John's University*  
*Eric Ness, St. John's University*
- **To West, With Love: Reimagining Literacy Teaching, Research, and Service Through Work With/in a Local High School**  
*Latrise Johnson, University of Alabama*

*continued on next page*

# WEDNESDAY

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room – Cannes**

## **Area 3. Writing and Writing Instruction**

Chair:

*Catherine Michener*, Rowan University

Discussant:

*Ted Kesler*, Queens College, CUNY

- **The use of humor in the persuasive writing of children and adolescents: A comparative analysis**

*Ekaterina Midgette*, The College of Saint Rose

- **Strategic Interactive Writing Instruction with deaf and hard of hearing students in mainstream: Accommodating the itinerant model**

*Rachel Saulsbury*, University of Tennessee

*Joan Weir*, UConn

- **Examining Teacher Educators' Decision Making within Writing Methods Courses**

*Joy Myers*, James Madison University

*Judy Hicks Paulick*, University of Virginia

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room – Capri**

## **Area 12. Uncovering Writing Curriculum, Instruction, and Teacher Education in Four International Contexts**

Chair:

*Katina Zammit*, Western Sydney University

Discussant:

*Lori Czop Assaf*, Texas State University

- **Teacher Preparation for Writing Instruction in Singapore**

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

- **International approaches to writing instruction: Empowering or limiting achievement of students living in poverty**

*Katina Zammit*, Western Sydney University

*Joan Rhodes*, Virginia Commonwealth University

*Tammy Milby*, University of Richmond

- **Adding the Tswana in Botswana: Writing Culturally Sustaining Informational Texts**

*Lynne M Watanabe Kganetso*, Arizona State University

*University*

*Meghan K Block*, Central Michigan University

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room – Corfu**

## **Area 1. Advocacy and Activism in Preservice Teacher Education Field Experiences**

Chair:

*Alice Lee*, Illinois State University

Discussant:

*Kirsten Dara Hill*, The University of Michigan-Dearborn

- **Centering Culturally Affirming Language in Literacy Courses**

*Anne Ticknor*, East Carolina University

*Mikkaka Overstreet*, East Carolina University

*Christy Howard*, East Carolina University

- **Layering Preservice Teacher Course Experience With Sociocultural Knowledge: A Literature Review**

*Natalie Sue Svrcek*, University of Texas at Austin

*Saba Vlach*, The University of Texas at Austin

*Lakeya Omogun*, The University of Texas at Austin

*Erica Steinitz*, University of Texas at Austin

*Cori Salmeron*, The University of Texas at Austin

*Nathaly Batista-Morales*, University of Texas at Austin

*continued on next page*

# WEDNESDAY

- **Learning to Teach Literacy through Community Activism**

*Samuel Ray DeJulio, The University of Texas at San Antonio*

*Nathaly Batista-Morales, University of Texas at Austin*

*Cori Salmeron, The University of Texas at Austin*

- **Preservice Literacy Specialists' Understandings of Assets-based Literacy Intervention**

*Heather Waymouth, Syracuse University*

*Keith Newvine, Syracuse University*

*Kathleen Hinchman, Syracuse University*

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room – Corsica**

## **Area 10. Writing the World, Authoring Experience: Apps, VR, and Online Discussion**

Chair:

*Margaret F Quinn, University of Tennessee, Knoxville*

Discussant:

*Amy Hutchison, George Mason University*

- **The nature, availability, and quality of multimedia apps to support children's early writing**

*Marie Bliss, University of Tennessee, Knoxville*

*Margaret F Quinn, University of Tennessee, Knoxville*

- **360 Degrees of Authorship: Virtual Reality Storytelling for a Global World**

*Devanshi Unadkat, University of California, Berkeley*

*Jessica Adams, University of California, Berkeley*

*John Scott, University of California, Berkeley*

*Glynda A Hull, University of California, Berkeley*

- **"Writing was never my forte": How online in-class discussions influenced first-year students' perceptions about academic writing and their sense of inclusion into a learning community**

*Jeongbin Hannah Park, University of Texas at San Antonio*

*Diane Schallert, University of Texas at Austin*

*Allison Zengilowski, University of Texas at Austin*

**3:00 pm – 4:30pm – Roundtable Session 2  
Meeting Room: Crystal DEF**

## **1) Area 1. Valuing Linguistic Diversity: Inquiry, Advocacy, and Reciprocal Learning**

Chair:

*Myriam Jimena Guerra, Texas A & M University- San Antonio*

- **The place of advocacy in culturally and linguistically sustaining pedagogy: Preservice teacher perspectives**

*Amber Nichelle Warren, University of Nevada, Reno*

*Natalia A. Ward, University of Tennessee, Knoxville*

- **Language, Power, and Genius: When Young Students Become Indigenous Language Teachers of Non-Native Preservice Educators**

*Kate Brayko, University of Montana*

*Adele Martin, Arlee Public Schools*

- **From deficit to assets-based perspectives of linguistically diverse learners through inquiry in teacher education**

*Steven Athanases, University of California, Davis*

*Joanna Wong, California State University, Monterey Bay*

## **2) Area 1. Preservice Teachers Engaging with YA and Children's Literature**

Chair:

*Treavor Bogard, University of Dayton*

- **Examining Pre-service Teachers' Conceptions of Diversity in Children's Literature**

*Jackie Arnold, University of Dayton*

*Mary-Kate Sableski, University of Dayton*

- **Pre-service Teachers' Beliefs and Plans for Teaching Young Adult Literature**

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

*Stephanie Spratt, Missouri Western State University*

*continued on next page*

# WEDNESDAY

## 3) Area 2. Investigating Love and Care in Teacher Learning

Chair:

*Faryl Kander*, Jenks Public Schools

- **By Heart Rather Than Method: Reclaiming the Love of Teaching and Learning Through Purposeful Book Study**  
*Faryl Kander, Jenks Public Schools*
- **Centering appreciative perspectives in professional learning: Inviting and building on out-of-school experiences**  
*Laura May, Georgia State University*  
*Yolanda Santini-Díaz, Georgia State University*  
*Carina Brown, Georgia State University*  
*Zurisaray Espinosa, Georgia State University*
- **Literacy Specialists: Understanding Adaptive Teaching in Elementary Intervention Settings**  
*Bonnie Barksdale, Texas Woman's University*

## 4) Area 3. Views and Critiques of Literacy Instruction and Assessment

Chair:

*Dennis S Davis*, North Carolina State University

- **A Survey of Teachers' Views of Grammar Instruction**  
*Elizabeth Thackeray Nelson, University of Utah*  
*Janice A. Dole, University of Utah*  
*Elisabeth Dibble, University of Utah*  
*Adrienne Lowe, University of Utah*
- **Reading For Understanding: A Synthesis and Critique of Reading Comprehension Instruction Research**  
*Peter Afflerbach, University of Maryland*
- *Matthew Hurt, University of Maryland*

## 5) Area 5. Support for Reading: Parents and Library Assistants

Chair:

*Alvina Mardhani-Bayne*, Syracuse University

- **Early Childhood Literacy Training in Public Libraries: A Descriptive Case Study of Library Assistants' Training, Previous Experiences, and Practices**  
*Alvina Mardhani-Bayne, Syracuse University*
- **Coaching Parents to Ask Higher-Level Questions in Dialogic Reading**  
*Shuling Yang, UNL*

## 6) Area 6. Expanding Analytical Perspectives: Re-presentations of Identity, Intertextuality, and Multimodality

Chair:

*Tiye Cort*, The University of Texas at Austin

- **Girls and Insecure: Representations of Urban Young Professional Women Identities**  
*Tiye Cort, The University of Texas at Austin*
- **Multimodal Content Analysis**  
*Frank Serafini, Arizona State University*  
*Stephanie F Reid, Arizona State University*

## 7) Area 7. Interrogating Male Roles in Student Lives

Chair:

*Jacqueline Lynch*, Florida International University

- **An Exploration of Fathers' Engagement: Building on Home Practices in Schools**  
*Jacqueline Lynch, Florida International University*
- **Toward Progressive Masculinity and the Third Space: An Analysis of the Black Male Teacher Literature**  
*Jamar J. Perry, University of Maryland, College Park*

## 8) Area 8. Teaching Language and Literacy: Exploring Expansive and Empowering Approaches and Practices

Chair:

*Kate T Anderson*, Arizona State University

*continued on next page*

- **Critical Teaching Practices for English Language Learners' Literacy and Empowerment**  
*Christine Uliassi, Ms.*
- **Enhancing self-confidence as a literacy teacher in Korean heritage language schools**  
*Sehyun Yun, George Mason University*  
*Julie K. Kidd, George Mason University*  
*Hye Young Shin, American University*
- **Subjects at Odds: Unpacking Educators' Positionality Around Linguistic Diversity and Standardized English**  
*Joshua M Cruz, Arizona State University*  
*Kate T Anderson, Arizona State University*  
*Eric Ambroso, Arizona State University*

## 9) Area 8. Storying the Identities, Compassion, and Justice-oriented Work of Multilingual Migrant and Refugee Youth

Chair:

*Huili Hong*, Towson University

- **Finding the Missing Stories from and About Refugee English Language Learners: A Community-Based Appreciative Inquiry Project**  
*Huili Hong, Towson University*
- **I Won't Let Society Tell My Story. Yo Soy Yolana.": ELL and Migrant Youth Act with Agency for Social Justice and Compassion through Multimodal Composition**  
*Elizabeth Carol Lewis, Dickinson College*
- **Participant Example and Performing Language Curriculum: Constructing Identities and Power in Classroom Discourses**  
*Kongji Qin, New York University*

3:00 pm – 4:30pm – Symposium  
Meeting Room: Crystal H

## Area 8. Critical Translanguaging: Bridging Translanguaging, Critical Literacies, and Social Justice Pedagogy

Chair:

*Kwangok Song*, The University of Kansas

Discussant:

*Kwangok Song*, The University of Kansas

This symposium, blending conceptual proposals, meta-analyses of literature, and research-based endeavors, will explore the positive synergies between CL and translanguaging as both theory and pedagogy, as a potential answer to the new questions that an increasingly multilingual world poses to a literacy research community interested in broadening their global outreach.

- **Critical mono-literacies? How monolingual orientations threaten the continued vitality of critical literacies**  
*Chris Bacon, Boston College*
- **Positive Synergies of Critical Literacy and Translanguaging: Towards a Pedagogy of Critical Translanguaging**  
*Zhongfeng Tian, Boston College*  
*Nihal Khote, Kennesaw State University*
- **Translanguaging For Critical Bi-Literacy: English And French Teachers' Collaboration In Transgressive Pedagogy**  
*Sunny Man Chu Lau, Bishop's University*
- **Poly/Translanguaging As Literacy Continuum: A Critical View of Multilingual Literacies in the City**  
*Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*  
*Ana María Urrego-Zapata, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*  
*Elizabeth Agudelo, Literacies in Second Languages Project, Universidad Pontificia*

*continued on next page*

## *Bolivariana*

*Helena Yepes, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*  
*Catherin (Millie) Cardona-Urbe, Literacies in Second Languages Project, Universidad Pontificia Bolivariana; Yuly Cárdenas, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*  
*Jhon Arredondo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*  
*Ana María Herrera, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

**3:00 pm – 4:30pm – Symposium**  
**Meeting Room: Crystal I**

## **Area 11. Re-visiting Communities: Considering Longitudinal Affiliation, Care, and Reflexivity**

Chair:

*Kate Pahl*, Manchester Metropolitan University

Discussant:

*Kerryn Dixon*, University of the Witwatersrand

The session focuses on reflexivity as a dimension of 're-visiting' research spaces and participants over time. We focus on the affordances of long-term research for learning about children, families, communities, and educational spaces. However, engaging in long-term relationships with participants or in particular sites, requires particular awareness of one's own positionality. The session takes a series of sustained ethnographic studies and 're-visits' them with attention to reflexivity.

- **Reflexive Layers and Revisiting Research: Revisiting with Christy over Time**  
*Catherine Compton-Lilly, University of South Carolina, Columbia*
- **Re-thinking literacies with communities: Literacy as a collaborative concept**  
*Kate Pahl, Manchester Metropolitan University*
- **Conceptualising mundane classroom literacies in moments across time**  
*Cathy Burnett, Sheffield Hallam University*

**3:00 pm – 4:30pm – Alternative Format Session**  
**Meeting Room: Esmeralda 1**

## **Area 2. Teachers as Researchers: Exploring Culturally Sustaining Literacy Teaching through Converging Theory and Practice**

Presenters:

*Rick Coppola*, University of Illinois at Chicago  
*Paul Hartman*, Illinois State University  
*Kara Taylor*, Indiana University Purdue University Indianapolis - IUPUI  
*Evan Taylor*, Chicago Public Schools  
*Daniel Rocha*, University of Illinois at Chicago

As a teacher action research collaborative comprised of five urban elementary teachers we are all too familiar with the frustration that comes with the marginalization and silencing of teachers' perspectives in educational research. This alternative format presentation highlights the work of a group of five elementary literacy teachers, who worked alongside committed university researchers, as we attempted to develop culturally sustaining literacy teaching and learning experiences in our respective classrooms.

- **Teachers as Researchers: Exploring Culturally Sustaining Literacy Teaching through Converging Theory and Practice**  
*Rick Coppola, University of Illinois at Chicago*  
*Paul Hartman, Illinois State University*  
*Kara Taylor, Indiana University Purdue University Indianapolis – IUPUI*  
*Evan Taylor, Chicago Public Schools*  
*Daniel Rocha, University of Illinois at Chicago*  
*Rebecca Woodard, University of Illinois at Chicago*

*continued on next page*

**3:00 pm – 4:30pm – Alternative Format Session**  
**Meeting Room: Esmeralda 2**

## **Area 11. Reimagining Intellectualism: Challenging Academia to Sustain Pluralistic Productions of Knowledge**

Discussant:

**Valerie Kinloch**, University of Pittsburgh

In reimagining dominant Western academic paradigms which continue to center Eurocentric ways of knowing and being, this panel seeks to disrupt whose knowledges are valued, shared, and storied within curriculum studies and educational research broadly. To examine this, four panelists of color make the crucial move to refuse monolithic representations of historically marginalized youth and themselves by centering pluralistic productions of knowledge through multiple literacies and the arts in the storying of their research.

- **Black and Latinx Youth Narrating Linguistic Solidarity**  
*Crystal Bell, Rutgers University*
- **Black and Latinx Youth Narrating Linguistic Solidarity**  
*Danny C. Martinez, University of California - Davis*
- **Using Hip Hop and Spoken Word for Youth Led Critical Social Research**  
*Jamila Lyiscott, University of Massachusetts Amherst, College of Education*
- **Re-centering Indigenous Paradigms through Storying-as-Literacy**  
*Timothy San Pedro, Ohio State University*
- **“Our hearts beat faster:” Performing the Advocate Bilingual Teacher for Future Story-Making in the Borderlands**  
*Blanca Caldas Chumbes, University of Minnesota*

**3:00 pm – 4:30pm – Alternative Format Session**  
**Meeting Room: Esmeralda Boardroom**

## **Area 10. Building Community: New Literacies, Alternative-Route Teachers, and Students with Low-Incidence Disabilities**

The innovative Teach Connect program supports life skills training for students living with low-incidence disabilities. Housed within a university-based alternative route program, Teach Connect offers hands-on, student-centered activities for children living in urban areas. This project explores the interconnections among alternative-route teacher development, web-based technologies, and the new literacies that support their use.

- **Building Community: New Literacies, Alternative-Route Teachers, and Students with Low-Incidence Disabilities**  
*Alesha Gayle, University of Pennsylvania*  
*Heather Hopkins, Council Rock School District*  
*Lori Ann Noll, University of Pennsylvania*

**3:00 pm – 4:30pm – Paper Session**  
**Meeting Room: Gibraltar**

## **Area 5. Promoting Strategic and Critical Talk in the Early Childhood Classroom**

Chair:

**Thomas Hill**, University of Pittsburgh

Discussant:

**Judith Lysaker**, Purdue University

- **“It Just Looks Like a Girl Somehow” Young Children’s Talk About Gender Between Human and Nonhuman Characters in Picturebooks**  
*Thomas Hill, University of Pittsburgh; Katrina*

*continued on next page*

# WEDNESDAY

*Bartow Jacobs, Univ. of Pittsburgh*

- **Kindergartners' Strategic Talk during Partner Reading**

*Paola Pilonieta, The University of North Carolina at Charlotte; Jennifer I. Hathaway, George Mason University; Amanda R. Casto, The University of North Carolina at Charlotte*

- **Mealtimes in Pre-K Classrooms: Examining Language-Promoting Opportunities in a Hybrid Space**

*Jill Grifenhagen, NC State University; Erica Barnes, University at Albany*

**3:00 pm – 4:30pm – Paper Session  
Meeting Room: Malta A**

## **Area 6. Humanizing Writing: Creating Motivational Contexts and Strategic Supports for Writers**

Chair:

*Kathryn Pole, University of Texas at Arlington*

Discussant:

*Stephanie Schmier, CUNY College of Staten Island*

- **Identity Co-Construction in Interactive Writing Assessment**

*Karis Jones, New York University  
Sarah Beck, New York University*

- **Supporting Strategic Writers: Results of an Efficacy Study with Developmental Writers**

*Charles MacArthur, University of DE  
Zoi A. Philippakos, University of Tennessee  
Knoxville*

*Jill Compello, University of Delaware*

*Andrew Potter, University of Delaware*

*Ashley Voggt, University of North Carolina  
Charlotte*

- **Writing Retreats: Camaraderie and Solidarity to Support Women Faculty Productivity**

*Lina Trigos-Carrillo, University of Missouri-Columbia*

*Amy Lannin, University of Missouri-Columbia*

**3:00 pm – 4:30pm – Paper Session  
Meeting Room: Malta B**

## **Area 7. Critically (Re)Imagining History**

Chair:

*Rob Simon, University of Toronto*

Discussant:

*Judith Dunkerly-Bean, Old Dominion University*

- **It's Our History Not Their History!: The 6th Graders' Nonfiction Reading of the World War II Japanese Internment Camps**

*Yoo Kyung Sung, University of New Mexico  
Junko Sakoi, Tucson Unified School District*

- **Latinx Learners' (Re)imaginings of Literacy Spaces in a Secondary History Class**

*Tierney Hinman, University of North Carolina - Greensboro*

- **"Woah... This book is really traumatizing!" - Critical Inquiry and Respectful Play in Students' Responses to Art Spiegelman's Maus**

*Rob Simon, University of Toronto*

*Sarah Evis, Delta Alternative*

*Ty Walkland, University of Toronto*

*Benjamin Lee Hicks, OISE/University of Toronto*

*Ben Gallagher, University of Toronto*

**3:00 pm – 4:30pm – Paper Session  
Meeting Room: Monte Carlo**

## **Area 3. Social Justice and Literacy Development**

Chair:

*Rosalie Hiuyan Chung, University of Virginia*

Discussant:

*Carla K Meyer, Duquesne University*

*continued on next page*

- **Hopeful Discourse: Elementary Children's Activism Grounded in Dialogic Systems Thinking**

*Margaret Curwen, Chapman University*  
*Amy Lassiter Ardell, Chapman University*  
*Laurie MacGillivray, University of Memphis*

- **Reclaiming Literacy Research by Challenging PCK: An Empirical Examination of Social Justice Pedagogical and Content Knowledge (SJPACK)**

*Jeanne Dyches, Iowa State University*  
*Ashley Summer Boyd, Washington State University*  
*Shelby Rae Stringfield, Iowa State University*

**3:00 pm – 4:30pm – Special Event**  
**Meeting Room: Rhodes A&B**

**Town Hall Session: Re-envisioning Literacy Research. Re-envisioning LRA: An intergenerational panel**

Chair:  
*April Baker-Bell, Michigan State University*

Presenters:  
*Donna Alvermann, University of Georgia*  
*Carmen L. Medina, Indiana University*  
*Patriann Smith, Texas Tech University*  
*Maneka Brooks, Texas State University*  
*Tiffany M. Nyachae, University at Buffalo*  
*Cassie J Brownell, Ontario Institute for Studies in Education, University of Toronto*

In light of the conference theme, this session will showcase how LRA, throughout its 66-year history, has considered Activism, Community, and Love. In particular, a panel of intergenerational scholars will be asked to speak to the history, current state, and future directions of literacy research. After a guided interview with senior, mid-level, and early-career scholars, the audience will be broken into groups to discuss how to claim and reclaim literacy research as paradigms morph, political environments shift, and power dynamics within and around academic organizations change.

**3:00 pm – 4:30pm – Paper Session**  
**Meeting Room: San Remo**

**Area 3. Agency, Resistance, and Humanizing Literacy Pedagogies**

Chair:  
*Amélie Lemieux, Mount Saint Vincent University*

Discussant:  
*Kristen Perry, University of Kentucky*

- **“His name is Rene, and his favorite color is purple”: New teachers negotiating tensions in becoming humanizing literacy teachers**  
*Susan Tily, University of Texas at Austin; Charlotte L. Land, The University of Texas at Austin*
- **Promoting agency by providing opportunities for students to become self-advocates within their classroom literacy communities**  
*Samuel D. Miller, The University of North Carolina at Greensboro; Salem Metzger, The University of North Carolina at Greensboro; Dixie D. Massey, University of Washington*
- **Stretching the Rubberband: Resistance within Limits. A Four Resources Perspective on Reading Goals at Lazarus Elementary**  
*Andrea C Bien, Boston University*

**3:00 pm – 4:30pm – Paper Session**  
**Meeting Room: Sardinia**

**Area 7. Problematizing “Struggle” and (Dis) Ability for Students in Literacy Learning**

Chair:  
*Bong Gee Jang, Syracuse University*

Discussant:  
*Katie Scieurba, San Diego State University*

*continued on next page*

- **A Systematic Review of “Struggling Reader”:  
What Does It Mean in Literacy Research?**  
*Bong Gee Jang, Syracuse University*  
*Sohee Park, University of Delaware*  
*Soojin Lee, University of North Carolina at Chapel Hill*
- **The Entanglement of Materiality, Literate  
Identity, and the Reading (Dis)Ability Construct  
in a First-Grade Classroom**  
*Kristen White, Michigan State University*
- **We All Have Reading Strengths: Changing the  
Identity Narrative of Adolescent Struggling  
Readers**  
*Ann Van Wig, Eastern Washington University*
- **“The Struggle Is Real”: Adolescent Writers  
Navigate the Unfamiliar Space of Writing  
Groups**  
*Kira LeeKeenan, University of Texas Austin*

**3:00 pm – 4:30pm – Symposium  
Meeting Room: Valencia 1**

## **Area 7. Black Feminist Code: @The Intersections of Digital Technologies, Literacy Research, and Black Girl Literacies**

Chair:  
*Detra Price-Dennis, Teachers College Columbia*

Discussant:  
*Tonya Perry, University of Alabama at Birmingham*

Safiya Umoja Noble (2013, 2018) argues that Black feminist critique unravels the material consequences of white supremacy and imperialism in the transnational technology industry. Based on this Black feminist lens on new media, this panel merges what Noble (2016) calls the critical future in “intersectional Black feminist technology studies” with Black girlhood studies and Black girl literacies studies. We thus situate Black girls’ digital production in new understandings of and possibilities for literacy research.

- **“Who is Stacey Dash?”: Examining Black Girl  
Literacies in Sociotechnical Spaces**  
*Detra Price-Dennis, Teachers College Columbia*

- **Hide and Seek and the  
#GamesBlackGirlsDontPlay Online: Exploring  
the Use of Hashtags and Searchability as Black  
Girls Literacies on Twitter**  
*LaToya Sawyer, St. John’s University*
- **“Switchin My Style Up!”: Examining Black  
Adolescent Girls’ Language Practices and  
Identity Play Across Three Contexts**  
*Delicia Greene, University of Albany*
- **“Young. #000000; Feminist.”: Young Black  
Women in College and Their Afrofuturist  
Feminist Literacies**  
*Carmen Kynard, John Jay College and Graduate  
Center of CUNY*

**3:00 pm – 4:30pm – Symposium  
Meeting Room: Valencia 2**

## **Area 3. Humanizing Analysis in Critical Literacies Research**

Chair:  
*Noah Asher Golden, Chapman University*

Discussant:  
*Jessica Zacher Pandya, CSU Long Beach College of  
Education*

This symposium takes up the 2018 LRA call to reclaim literacy research by examining ways that literacy researchers are disrupting reductive framings to center on activism, community, and love in teaching/learning spaces at both the teacher education and secondary levels. The three papers in this symposium center diverse approaches to collaborative or disruptive research methodologies, including scalar analyses of narratives, recursive mixed methods coding, and social-justice oriented participatory inquiry in preservice literacy education classrooms.

- **Grounding adolescent literacies in desire and  
place: The value of a scalar analysis of narratives**  
*Noah Asher Golden, Chapman University*

*continued on next page*

- **Humanizing students and teachers with mixed-methods literacy research on interactions**

*Deborah Bieler, University of Delaware*

- **Emergent curriculum, podcasting and the co-construction of literacy education: Preparing teacher candidates to talk back**

*Alison G Dover, California State University, Fullerton*

## 3:00 pm – 4:30pm – Symposium Meeting Room: Valencia 5

### Area 10. Highlighted Session - Global Collaboration and Networked Writing: Using Digital Tools in Online Communities to Amplify Youth Voices

Chair:

*Matthew Hall, The College of New Jersey*

Discussant:

*Amy Stornaiuolo, University of Pennsylvania*

This symposium examines how writing online serves as a central means for young people to participate in the world now. Presenters explore how youth use new forms of networked writing to work toward social justice and take public action. The session explores how the design of linguistic, curricular, and technological supports worked to amplify the voices of youth activists in a global youth literacy project.

- **Youth as Change Agents: Networked Representations of “Change”**  
*Matthew Hall, The College of New Jersey*
- **Empowering Immigrant Youth as Social Actors Through Connected Learning**  
*jin Kyeong Jung, University of Pennsylvania*
- **The Role of Digital Tools in Building Community**  
*Bethany Monea, University of Pennsylvania*
- **Teachers and Students as Global Collaborators**  
*Emily Plummer, University of Pennsylvania*

## 3:00 pm – 4:30pm – Symposium Meeting Room: Valencia 6

### Area 11. Confronting Changing Conceptions of Multimodality, Method, and Curriculum: Toward the ‘Posts’ and Beyond

Chair:

*Marianne McTavish, University of British Columbia*

Discussant:

*Maren Aukerman, University of Calgary*

In this symposium, we confront changing conceptions of multimodality, method, and curriculum in an era of rapidly emerging new paradigms, including posthumanism, post-qualitative inquiry and post-constructivism. Each recognizes the affirmative inter-connection between self, others, and material things, and literacy as emergent, social and material intra-activity. By presenting empirical challenges they are facing in turning to the posts, and beyond, researchers in this symposium illustrate ways ‘post’-perspectives can expand current understandings of literacy learning and researching.

- **“Donut give up”: Contemplations on multimodal becoming**  
*Kimberly Lenters, University of Calgary*
- **Becoming emergent in postqualitative literacy research: Relational transformations in the Mohawk digital youths’ project**  
*Christian Ehret, McGill University*  
*Curran Katsi’sorókwas Jacobs, McGill University*  
*Daniella Birlain D’Amico, McGill University*
- **Superheroes in-the-making: Re/theorizing curriculum and relational becoming as “Keepers of the Galaxy”**  
*Michelle Honeyford, University of Manitoba*

*continued on next page*

# WEDNESDAY

**4:45 pm – 6:00 pm – Presidential Address**  
**Meeting Room: Esmeralda 4, 5, 6, 7, 8**

Chair:

*Marcelle Haddix*, Syracuse University

**Introduction of STAR Fellows**

*Mileidis Gort*, University of Colorado Boulder

**Albert J. Kingston Award Presentation**

*Lenny Sanchez*, University of South Carolina  
*Eurydice Bauer*, University of South Carolina

**Student Outstanding Research Award Presentation**

*Doris Walker-Dalhouse*, Marquette University

**Introduction of the LRA President**

*Peter Johnston*, University at Albany

**2018 Presidential Address:**

**Engaging Possibilities: Reinvigorating the  
Call for Research on Reading**

*Gay Ivey*, University of North Carolina Greensboro

Twenty-five years ago, a report documenting the mission of the National Reading Research Center (Alvermann & Guthrie, 1993) cited four pervasive problems in literacy: • The large number of U. S. citizens with limited experiences with literacy • Inequity in meeting literacy needs • The stagnation of reading instruction and the limited influence of research on instruction • The prevalence of decontextualized reading research In response and over the next five years, the NRRC proposed and generated an impressive body of research based on a unifying idea that these problems might be productively addressed by prioritizing literacy engagement in schools, homes, and communities. Yet, despite remarkable strides in understanding the potential of engagement on literacy participation (particularly outof-school) and achievement since that time and indeed, the widespread acknowledgement of engagement as important, the fundamental problems around literacy levels, inequity, instruction, and the kinds of research favored in educational policies persist. In this talk, I will propose that an engagement perspective still

matters, but that chipping away at the problems demands a view on reading engagement that implicates the breadth of human development. Can we teach children and young adults about reading while simultaneously and inseparably teaching them how to take control of their own lives and relationships, a possibility that has been just barely touched by research and even less so by educational policies and practice? I will highlight research findings that suggest the promise of literacy engagement for clarifying and expanding how we think about reading assessment, achievement, comprehension, socio-emotional growth, and equity in literacy instruction. And yes, I will argue that in order to influence, through an engagement perspective, the transformation of reading-related policies—and more importantly the agentic transformation of individuals and communities—we must renew our commitment to research conducted in classrooms and in partnership with teachers and families.

**President's Reception**

*6:00 pm – 7:30 pm – Special Event*  
*Meeting Room: Rose Lawn*

**Vital Issues**

*9:00 pm – 11:00 pm – Special Event*  
*Meeting Room: Glo Lobby Bar*

---

**Thursday • November 29, 2018**

68TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

**RECLAIMING LITERACY RESEARCH  
CENTERING ACTIVISM, COMMUNITY, AND LOVE**

*November 28 – December 1, 2018 Indian Wells, CA*

Connect with us! #LRA18



## SESSION DESCRIPTIONS

### PAPER SESSIONS

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

### ROUNDTABLES

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

### 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

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

### ALTERNATIVE FORMAT SESSIONS

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

### STUDY GROUPS

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

### AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that highlight the conference theme of reclaiming literacy research by centering activism, community, and love. These sessions occur concurrently with other conference sessions.

### PLENARY ADDRESSES

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

*continued on next page*

# THURSDAY

## Sunrise Yoga and Meditation

6:00 to 6:45 am

Meeting Room: Rose Lawn

## Registration

7:00 to 5:00 pm

Renaissance Indian Wells: Crystal Reg Desk

## Research Committee Meeting

7:15 to 8:15 am

Renaissance Indian Wells: Barcelona

## Policy and Legislative Committee Meeting

7:15 to 8:15 am

Renaissance Indian Wells: Cannes

## ERM Committee Meeting

7:15 to 8:15 am

Renaissance Indian Wells: Capri

## Publications Committee Meeting

7:15 to 8:15 am

Renaissance Indian Wells: Corfu

## Technology Committee Meeting

7:15 to 8:15 am

Renaissance Indian Wells: Corsica

## New Comer's and Graduate Students' Breakfast

7:15 to 8:15 am

Renaissance Indian Wells: Crystal ABC

## Ethics Committee Meeting

7:15 to 8:15 am

Renaissance Indian Wells: Sardinia

## Gender & Sexualities Committee Meeting

7:15 to 8:15 am

Renaissance Indian Wells: St. Tropez

## Multilingual/Transcultural Literacies ICG Meeting

7:15 - 8:15 am

Gibraltar

## Exhibit Hall and Silent Book Auction

8:00 to 5:00 pm

Renaissance Indian Wells: Crystal Ballroom Pre-Function

## 8:30 am – 10:00 am – Paper Session

Meeting Room: Barcelona

### Area 12. Highlighted Session - Dismantling Structures of Inequity Through Study Abroad, International Service Learning, and a Systematic Review of Education Courses in South African Universities

Chair:

**Lori Czop Assaf**, Texas State University

Discussant:

**Minda M. Lopez**, Texas State University

- **Exploring How a Study Abroad and International Service-Learning Project Shaped Preservice Teachers' Understanding of Humanizing Pedagogy**

*Lori Czop Assaf, Texas State University*

*Kristie O'Donnell Lussier, Collin College*

*Megan Hoff, Texas State University*

*Rachelle Furness, Memorial Early College High School*

- **"Codifying Knowledge": Coaching preservice teachers to notice and name literacy practices unique to a study abroad ecosystem**

*Danielle V Dennis, University of South Florida*

*Sherridon Sweeney, University of South Florida*

*Stephanie Branson, University of South Florida*

- **Taking responsibility for developing literacy teachers: a comparative evaluation of pre-service teacher education courses in South African Universities.**

*Kerryn Dixon, University of the Witwatersrand*

## 8:30 am – 10:00 am – Paper Session

Meeting Room: Cannes

### Area 7. Expanding Teacher, Parent, and Community Partnerships

Chair:

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

*continued on next page*

# THURSDAY

Discussant:

*Amy Azano*, Virginia Tech

- **Centering Relationships: Literacy Research Through the Lens of a Family-Teacher Connection at Home**  
*Laura Szech, University of Iowa*
- **Developing School-Community Partnerships in the Rural Rustbelt: Elementary Teachers' Visions & Practices**  
*Alexandra Marie Panos, Indiana University*
- **Exploring the Diversities of Truth (Part 3): Stories from an Immigrant Parent and Teacher Discussing Education**  
*Carolyn Colvin, University of Iowa*  
*Raquel Wood, University of Iowa*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Capri**

## **Area 3. Using Language Scaffolds to Support Instruction**

Chair:

*Elizabeth Morphis*, SUNY Old Westbury

Discussant:

*Susan Fields*, Texas A&M University

- **Languaging Relationships: Enacting Ways of Being In Literacy Events**  
*Faythe Beauchemin, The Ohio State University*
- **Linguistic-Responsive Instruction within Structure Reading Programs in Superdiverse Schools**  
*Catherine Michener, Rowan University*  
*Sora Suh, Rowan University*
- **Supporting high school students' writing development with interactional and written scaffolds**  
*Sarah Beck, New York University*  
*Karis Jones, New York University*  
*Scott Storm, Harvest Collegiate High School*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Corfu**

## **Area 5. Inquiry and Knowledge Building in the Content Areas**

Chair:

*Elena E Forzani*, Boston University

Discussant:

*Katie Walker*, Coastal Carolina University

- **Supporting the “Feelings and Language of Thinking” in Elementary Student-Directed Inquiry Projects**  
*Katarina Nicole Silvestri, University at Buffalo, SUNY*
- **Visually Mapping Fourth Graders' Strategies for Navigating Multi-modal Science Texts**  
*Sharon Pratt, Indiana University Northwest*  
*Anita Martin, Indiana University Northwest*  
*Julianne Coleman, University of Alabama*
- **The Impact of Knowledge-Building Through Conceptually Coherent Reading on Vocabulary and Comprehension**  
*Gina Cervetti, University of Michigan*  
*Tanya S. Wright, Michigan State University*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Corsica**

## **Area 1. Preservice Teacher Identity Development through Writing and Discussion**

Chair:

*Kathleen Marie Alley*, Mississippi State University

Discussant:

*Claire Lambert*, High Point University

- **Collective Inquiry as a Scaffold for Learning to Lead Discussions in Diverse Classrooms**  
*Steven Athanases, University of California, Davis*  
*Sergio L. Sanchez, University of California, Davis*

*continued on next page*

# THURSDAY

- **Fostering and Analyzing Education Students' Reflections about Teaching Writing through E-Mail Reflections, Self-Portraits, and Poetry**  
*Janet Richards, University of South Florida, Tamoa Hope Taylor, University of South Florida, St. Pterburg*
- **Praxis meets praxis: Exploring Preservice teachers' reflections on learning to teach writing**  
*Kristine Pytash, Kent State University*

**8:30 am – 10:00 am – Poster Session 1  
Meeting Room: Crystal Alcove East**

- **Writing Together: ELA Preservice Teachers Growing Through Participation in a Writing Group**  
*Katie Alford, Arizona State University*
- **Teaching Character Education through Narrative and Informational Texts: Development of an Interdisciplinary, Theme-based Curriculum**  
*Katia Ciampa, Widener University  
Zora Wolfe, Widener University*
- **Exploring Elementary Teachers' Knowledge and Beliefs about Vocabulary Development and Instruction**  
*Min Hyun Oh, Vanderbilt University  
Jeannette Mancilla-Martinez, Vanderbilt University  
Janna B McClain, Vanderbilt University*
- **Social Construction of the "Struggling Reader": A Collective Case Study**  
*Soojin Lee, University of North Carolina at Chapel Hill*
- **Whose Read-Aloud Is It?: Analyzing Model Unit Starter Texts for Cultural Relevance**  
*Natalia A. Ward, University of Tennessee, Knoxville  
Amber Nichelle Warren, University of Nevada, Reno  
Amber Rountree, University of Tennessee*
- **Never Buy Fewer than Five in this Evolving Indigenous Language: The Shape of Literacy Professional Development for Icelandic High School Teachers**  
*Barbara Laster, Towson University  
Sigrídur Ólafsdóttir, University of Iceland  
Kristjan Ketill Stefánsson, University of Iceland*

- **Critical and practice-based Research: Convoking the Radical Imagination in Reading Specialists**  
*Misty Sailors, The University of Texas at San Antonio  
Anita Pickett, The University of Texas at San Antonio  
Marcy Wilburn, University of Texas at San Antonio*

**8:30 am – 10:00 am – Poster Session 2  
Meeting Room: Crystal Alcove West**

- **Transforming Practice-Based Preservice Teacher Preparation with Research**  
*Catherine Lammert, University of Texas at Austin  
James V Hoffman, University of Texas at Austin  
Anne Daly-Lesch, University of Texas at Austin  
Vickie Godfrey, University of Texas at Austin  
Erica Steinitz, University of Texas at Austin*
- **Preservice Teachers Reading Methods Instruction: Changes in Efficacy and Knowledge between Asynchronous and Synchronous Cohorts**  
*Tim Pressley, Christopher Newport University  
Kelly Cartwright, Christopher Newport University  
Earl C. Riggins III, Christopher Newport University*
- **Reframing Literacy Remediation and ESOL Education as a Service-Learning Experience**  
*Michelle Lague, George Mason University*
- **Teaching and Learning the Literacies of Sustainability and Stewardship**  
*Regine Randall, Southern Connecticut State University*
- **Reading Habits, Achievement and Identity Through an E-Reader Intervention in an Under-Resourced School**  
*Anthony Johnston, University of Saint Joseph*
- **An Emerging Toolkit for Analyzing Digital-Multimodal Literacy Experiences**  
*Earl Aguilera, Arizona State University*

*continued on next page*

- **Towards closing the “digital use divide”:  
An investigation into 3rd grade students’  
comprehension of multimodal simulations**  
*Kathleen Easley, University of Michigan*  
*Annemarie Palincsar, University of Michigan*  
*Miranda Fitzgerald, University of Michigan*  
*Meredith Baker Marcum, University of Michigan*

**8:30 am – 10:00 am – Roundtable Session 3  
Meeting Room: Crystal DEF**

## **1) Area 1. Writing and Identities in Preservice Teacher Education**

Chair:

*Charlotte L. Land*, The University of Texas at Austin

- **Complexities of Identity and Belonging: Writing  
from Artifacts in Elementary Teacher Education**  
*Jana LoBello, University of Minnesota*  
*Anna Schick, University of Minnesota*
- **Composition as a Tool for Social Change:  
Negotiating Tensions in a Preservice Teacher  
Writing Course**  
*Grace Yun Kang, Illinois State University*  
*Sonia Kline, Illinois State University*

## **2) Area 1. Topics in Secondary English/Literacy Teacher Education**

Chair:

*Laurie Henry*, University of Kentucky

- **A combination of literacy and history:  
Exploring preservice teachers’ integration of  
literacy in history classrooms**  
*Christy Howard, East Carolina University*
- **Transitioning into the Secondary English  
Classroom**  
*Kira LeeKeenan, University of Texas Austin*  
*Michelle Fowler-Amato, Old Dominion University*  
*Brady Nash, The University of Texas at Austin*  
*Randi Beth Brady, The University of Texas at Austin*

## **3) Area 1. Equity- and Justice-Oriented Literacy Teacher Learning**

Chair:

*Lara J. Handsfield*, Illinois State University

- **Covert Activism: Designing Learning  
Experiences That Support Negotiation of  
Complex Elementary Literacy Teaching  
Environments**  
*Marliese Peltier, Michigan State University*  
*Ann Van Wig, Eastern Washington University*  
*Laura J. Hopkins, 585-307-1385*  
*Courtney Shimek, University of Georgia*  
*Roya Q. Scales, Western Carolina University*  
*Elizabeth Bemiss, University of West Florida*  
*Stephanie Grayson Davis, UNCG*
- **Interdisciplinary Learning Projects as Tools  
to Imagine Community Impact in Literacy  
Instruction**  
*Makenzie Selland, Utah Valley University*  
*Tom Smith, Utah Valley University*
- **Looking Back and Looking Forward: Examining  
Equity-audits in a Secondary English Teacher  
Education Classroom**  
*Mandie Dunn, Michigan State University*  
*Vaughn Watson, Michigan State University*

## **4) Area 5. Making Sense of Pictures and Text: Early Childhood Reading and Writing**

Chair:

*Julie K. Kidd*, George Mason University

- **Learning From Teachers’ Insights Into  
Prekindergarten Children’s Writing**  
*Julie K. Kidd, George Mason University*  
*Leslie La Croix, George Mason University*  
*M. Susan Burns, George Mason University*  
*Sehyun Yun, George Mason Univ.*
- **Between the Pictures: Imagination and the  
Challenges of Comprehending Wordless Books**  
*Judith Lysaker, Purdue University*  
*Rong Zhang, Purdue University*  
*Mengying Xue, Purdue University*

*continued on next page*

# THURSDAY

## 5) Area 6. Participation in Post-secondary Literacy: Contextualizing Reading and Writing Instruction

Chair:

*Donita Shaw*, Oklahoma State University

- **Centering Community in Developmental Postsecondary Literacy: A Case Study of Students' Class Participation**  
*Jennifer Theriault, Northern Illinois University*
- **Adult and College Educators' Metaphors of Reading and Teaching Reading**  
*Donita Shaw, Oklahoma State University*  
*Sonya L Armstrong, Texas State University, San Marcos*  
*Shelley Martin-Young, Oklahoma State University*  
*Abby Weyen, Oklahoma State University*  
*Adam Alejandro, Texas State University*
- **Moving Across Contexts: Patterns of Writing Development from High School to College**  
*Rachel Stumpf, University of California, Irvine*

## 6) Area 6. Multidisciplinary Literacies and Humanization: Care, Critique, and Cultural Relevancy

Chair:

*Caitlin Murphy*, The Ohio State University

- **"We have no say in this!": Navigating tensions of humanization and care in the standardized classroom**  
*Caitlin Murphy, The Ohio State University*
- **Contextualizing a Historical Event in Culturally Relevant Ways**  
*Linda Kucan, University of Pittsburgh*  
*Byeong-Young Cho, University of Pittsburgh*

## 7) Area 6. Dialogue, Collaboration, and Revision: An In-depth Look at Processes in Adolescent Literacy Instruction

Chair:

*Sarah Campbell Lightner*, West Chester University

- **Dialogue as action: Critiquing dominant ideologies in adolescent book groups**  
*Sarah Campbell Lightner, West Chester University*
- **The Influence of Collaboration on Graphic Novel Comprehension**  
*Jennifer Smith, Texas Christian University*
- **Middle School Students' Understanding About Revision**  
*Dawn R. Roginski, Kent State University*  
*Denise N Morgan, Kent State*

## 8) Area 8. Teaching and Learning in the Borderlands: Examining Multilingual Students' Participation in Diverse Literacy Contexts

Chair:

*Janelle Franco*, UCLA

- **Representation across borders: Exploring young multilingual children's literacy and mathematical practices through play**  
*Janelle Franco, UCLA*
- **Teaching Emergent English Learners in the Rural "New Destination" South**  
*Alisa Leckie, Georgia Southern University*  
*Amanda Wall, Georgia Southern University*

## 9) Area 9. Centering Love & Justice in Literature for Children and Young Adults

Chair:

*Nicole Ann Amato*, University of Iowa

- **An Analysis of Emotional Literacy in Contemporary Civil Rights Themed Picture Books**  
*Treavor Bogard, University of Dayton*

*continued on next page*

- **Hungering for Responsible Representation of the Fat Female Body in Young Adult Literature**

*Nicole Ann Amato, University of Iowa*

- **Promotion of Social Justice in Diverse Children's Literature: An Analysis of Fiction Picture Books Printed by Independent Publishers**

*Emily Sherwood, University of Tennessee-Knoxville*

*Laura Beth Anderson, University of Tennessee-Knoxville*

*Stephanie Brennan-White, University of Tennessee-Knoxville*

## 10) Area 7. Examining Social Justice through Literature, Poetry, and Writing

Chair:

*Donna-Marie Cole-Malott, The Pennsylvania State University*

- **"One Color Still Seen as a Threat:" Urban Youth Use Micropoems as Counter-Stories**

*Jevon Hunter, SUNY Buffalo State*

*Gliset Colón, SUNY Buffalo State*

- **Time and Power to Discuss Racial Injustice and Bullying: Four Third-Grade Communities Discuss Mr. Lincoln's Way**

*Susan K Fullerton, Clemson University*

*Koti Lee Hubbard, Clemson University*

**8:30 am – 10:00 am – Symposium  
Meeting Room: Crystal G**

## Area 7. Charting BlackGirl Wake Work Pedagogies

Chair:

*Bria S Harper, Michigan State University*

Discussant:

*Fahima Ife, Louisiana State University*

Using the lens of Christina Sharpe's (2016) of being "in the Wake," this symposium inquires into, illuminates, and interrogates Black girls' evolving experiences and conceptions of Black Girlhood in the midst of anti-Blackness rhetoric and practices. The four interdisciplinary perspectives—intersecting literacy studies, literary studies, education, and trauma studies—examine multiple instances of Black girls being, creating, and imagining in an afterschool program, children's literature, discussions of trauma, and education research.

- **Centering Black Girl Truth Literacies**

*Dywanna Smith, Claflin University*

- **Black Girlhood Wake Literatures**

*Lauren Elizabeth Johnson, Michigan State University*

- **Black Girl Wake Consciousness**

*Bria S Harper, Michigan State University*

- **Methods, Maps and Inquiry Modes: Black Girlhood and Cartographic Wake**

*Tamara T Butler, Michigan State University*

**8:30 am – 10:00 am – Symposium  
Meeting Room: Crystal H**

## Area 3. Understanding Makerspaces as Literacy Environments: Possibilities, Challenges, and Assessment in Early Childhood and Elementary Classrooms

Chair:

*Karen Wohlwend, Indiana University*

Discussant:

*Karen Wohlwend, Indiana University*

This symposium session is designed to advance dialogue and present research related to instructional frameworks, practices, and assessments of children's multimodal literacy enactments and creative

*continued on next page*

productions in early childhood and elementary classroom makerspaces. Five papers will be presented by educational scholars who have researched multimodal literacies, makerspaces, and children's making. The aims of our research were to uncover and understand pedagogical practices, activities, and assessments that occur within literacy classrooms and makerspace environments.

- **Taking Making to the Classroom: Exploring Standards-Based Maker Kits**  
*Robin Jocius, The Citadel*  
*Jennifer Albert, The Citadel*  
*Ashley Andrews, The Citadel*
- **Early Professional Development: Understanding Multiple Literacies through Mentorship, Making, and Materials**  
*Christina Wessel Powell, Purdue University*  
*Kate Shively, Ball State University*
- **"Where's the Writing?": Modernizing Stories of Authorship in the Makerspace**  
*Beth Buchholz, Appalachian State University*
- **Innovative Literacy: "Making" Literacy Fun!**  
*Jill Scott, Indiana University*
- **Negotiations and Decisions: Designing Literacy Lessons and Assessments in Classroom Makerspaces for Young Children**  
*Christiane Wood, California State University San Marcos*

**8:30 am – 10:00 am – Symposium**  
**Meeting Room: Crystal I**

### **Area 3. Literacy Research That Should Expand Meaningfulness Within Public Policies**

Chair:

*Douglas Fisher*, San Diego State University

Discussant:

*Diane Lapp*, San Diego State University

- **Early Literacy & Family Engagement**  
*Nell K Duke, University of Michigan*
- **Access to books and content**  
*Elfrieda H Hiebert, TextProject*

- **Teacher Professional Development and Learning**  
*Allison Skerrett, The University of Texas at Austin*
- **Digital Literacy**  
*Evan Ortlieb, St. John's University*
- **Implications for Policy, Practice, and Research**  
*Nancy Frey, San Diego State University*

**8:30 am – 10:00 am – Alternative Format Session**  
**Meeting Room: Esmeralda 2**

### **Area 7. Everyday Learning: Leveraging Leveraging, Leveling, Sustaining and Expanding the Literacy Practices of Non-Dominant Youth Language in Schools**

Discussant:

*Inmaculada García-Sánchez*, Temple University

This session brings together ten scholars in conversation with the audience about how the quotidian literacy practices of youth from non-dominant communities can be productively built upon in schools. Each author will briefly describe their work in out of school contexts. In a facilitated discussion, we will consider how schools can both sustain and expand locally-valued culturally practices as well as enhance school-valued literacy skills.

- **Language and Literacy Practices of Bilingual Latino/a Pentecostal Students**  
*Lucila Ek, University of Texas, San Antonio*
- **Meaning Making, Narrative, and Nuance in Bilingual Religious Discourses and Practices**  
*Mariana Pacheco, UW - Madison;*  
*P. Zitlali Morales, University of Illinois at Chicago*
- **Multi-lingual resources in super-diverse communities in Australia**  
*Jacqueline Ann D'warte, Western Sydney University*
- **Leveraging Youth Cultural Data Sets for Teacher Learning**  
*Danny C. Martinez, University of California – Davis*  
*Elizabeth Montaña, UC Davis*

*continued on next page*

- **Where everyday translanguaging meets academic writing: Exploring tensions and generative connections for bilingual Latina/o students**  
*Ramón Martínez, Stanford University*
- **Translations and Transliterations: Immigrant Youth Reading and Home and at School**  
*Marjorie Faulstich Orellana, UCLA*  
*Jennifer Reynolds, University of South Carolina*
- **Moroccan youth literacy practices at home and school in Spain**  
*Inmaculada García-Sánchez, Temple University*

**8:30 am – 10:00 am – Alternative Format Session**  
**Meeting Room: Esmeralda Boardroom**

## Area 11. Changing the Dominant Narrative: A Call for Using Storytelling as Language & Literacy Theory, Research Methodology & Practice

Discussant:  
*Justin A. Coles, Michigan State University*

In this session, the presenters will engage attendees in a concentrated dialogue and a set of performances directed to illustrating how six early career language and literacy scholars of Color utilize storytelling to advance the field of language and literacy theory, research methodology, and practice. This demonstration presentation makes visible the various methods of storytelling and the explication of their lived experiences while modeling humanizing, critical and creative theoretical, pedagogical, and curricular methods and practices.

- **The Racial Hauntings of One Black Male Professor and the Disturbance of the Self(ves): Self-Actualization and Racial Storytelling as Pedagogical Practices**  
*Lamar Johnson, Michigan State University*
- **#Sipping Tea: Black Female Literacy Scholars Telling Stories to Redefine our Roles in the Academy**  
*ThedaMarie D Gibbs Grey, Ohio University*  
*Bonnie J. Williams-Farrier, Department of English, Comparative Literature, and Linguistics*

- **“For Loretta”—A Black Woman Literacy Scholar’s Journey to Prioritizing Self-Preservation and Black Feminist-Womanist Storytelling**  
*April Baker-Bell, Michigan State University*
- **Another kind of other: On being a multiracial cross-cultural researcher**  
*Maneka Brooks, Texas State University*
- **Am I a Qualified Literacy Researcher and Educator?: A Counter-Story of a Professional Journey of One Asian Male Literacy Scholar in the United States**  
*Bong Gee Jang, Syracuse University*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Gibraltar**

## Area 10. Reader, Coder, Information Seeker? Cultivating Inquiry through Media and Technology

Chair:  
*Poonam Arya, Wayne State University*

Discussant:  
*Peggy Semingson, University of Texas - Arlington*

- **Refining Ways of Coding Online Collaborative Inquiry with Multiple Sources**  
*Changhee Lee, University of Rhode Island*  
*Julie Coiro, University of Rhode Island*  
*Jesse Sparks, Educational Testing Service*  
*Sanghee Ahn, Korea University*
- **Talk to Read: Examining the Pedagogies of Using Speech Recognition Apps**  
*Elizabeth (Betsy) Baker, University of Missouri*
- **Learning from Expert Information Seekers**  
*Angela M Kohnen, University of Florida*  
*Gillian E Mertens, University of Florida*

*continued on next page*

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Malta A**

**Area 2. Tensions, Challenges and Change in  
Teacher Professional Learning**

Chair:

*Soria Colomer*, Oregon State University

Discussant:

*Jill Grifenhagen*, NC State University

- **“It Changed Everything”: A Literacy Teacher’s Learning and Teaching Nonviolence through Participation in an International Immersion Program**

*Jessica Cira Rubin*, The University of Texas at Austin

- **Models of Resistance: Novice Teachers Negotiating Barriers to Best Practice**

*Andrew P Huddleston*, Abilene Christian University

*Kathryn Ohle*, University of Alaska Anchorage

*Amy Mullins*, Bluffton University

*Jordyn Arendse*, Abilene Christian University

- **Tensions in ELA Teacher Identity: “I think it’s a me thing”**

*Maria Hernandez Goff*, California State University, Fresno

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Malta B**

**Area 9. Intersections of Cultural Diversity and  
Text Complexity in Texts for Children and Youth**

Chair:

*Laura Anne Hudock*, The Pennsylvania State University

Discussant:

*Susan Lee Groenke*, University of Tennessee

- **Dimensions of Selection: A Qualitative Research Synthesis and Selection Heuristic to Support the Inclusion of Authentic Multicultural Literature Texts Across the Curriculum**

*Kate Lechtenberg*, University of Iowa

- **Examining the Quantitative Text Complexity of Graphic Novels**

*Bryce Larkin Chessell Becker*, University of California Berkeley

*Alejandra Ojeda-Beck*, University of California, Berkeley

- **Text Complexity and Picturebooks: Learning from Multimodal Analysis and Children’s Discussions**

*Laura Beth Kelly*, Arizona State University

*Dani Kachorsky*, Arizona State University

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Monte Carlo**

**Area 6. Meeting the Needs of Language Learners:  
Crafting Interactive Scaffolds that Foster  
Communicative Competence and Agency**

Chair:

*Xia Chao*, Duquesne University

Discussant:

*Rosemarie Brefeld*, University of Missouri St Louis

- **Strategies used by linguistically and culturally-diverse learners to express knowledge of the academic register during episodes of language-focused talk**

*Emily Phillips Galloway*, Vanderbilt University

*Christina Dobbs*, Boston University

- **Building Reading Comprehension in Adult ESL Students with Emergent L2 Literacy – A Discourse Analytic Perspective into Socialization and Linguistic Processes**

*Lisa Gonzalves*, UC Davis

*continued on next page*

# THURSDAY

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Rhodes A&B**

## **Area 8. Multilingual and Multimodal Engagement with Texts: Analyzing the Role of Affect, Background Knowledge, and Cultural Difference across Literacy Contexts**

Chair:

*Kwangok Song*, The University of Kansas

Discussant:

*Maria-Antonieta Avila*, Independent Scholar

- **The Impact of Canine-Assisted Reading on Second Language Affective Reading Engagement: A Mixed Methods Study**  
*Amanda Swearingen, University of Minnesota*  
*Kristen Lindahl, University of Texas at San Antonio*  
*Samuel David, University of Minnesota*
- **Incorporating a translanguaging multiliteracies approach in bilingual classrooms: Emergent bilinguals use of multimodal texts in Science**  
*Lucia Cardenas Curiel, Michigan State University*
- **Unpacking schema with bilingual elementary students and their parents: Critical perspectives on the nature and role of background knowledge in informational texts**  
*Silvia Nogueron-Liu, University of Colorado-Boulder*
- **Exploring Synchronicity of Use to Understand Intercultural Tensions in an L2 Telecollaborative Context**  
*Eunjeong Choi, The City University of Seattle*  
*Diane Schallert, University of Texas at Austin*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: St. Tropez**

## **Area 8. Writing New Worlds: Teaching and Learning Powerful Literacies for Equity, Change, and Transformation**

Chair:

*José Ramón Lizárraga*, University of California Berkeley

Discussant:

*Mileidis Gort*, University of Colorado, Boulder

- **Code-Meshing, Translating, and Resisting In/Through Writing: Poetry in a Linguistically Diverse Elementary School Classroom**  
*Emily Machado, University of Washington*
- **“It’s Hard to Write It But It’s Easy to Say It”:  
Exploring and Affirming African American Language in a Primary Writing Workshop**  
*Paul Hartman, Illinois State University*  
*Emily Machado, University of Washington*
- **A Formative Exploration of Teaching Beginning Writing to Middle School Students with Limited or Interrupted Formal Schooling**  
*Amy Frederick, University of Wisconsin - River Falls*
- **Translanguaging as Resistance and Reclamation in a Bilingual Community Writing Program**  
*Stephanie Lynn Abraham, Rowan University*  
*Kate Kedley, Rowan University*

**8:30 am – 10:00 am – Symposium**  
**Meeting Room: Valencia 1**

## **Area 7. Positioning Theory in Literacy Education: A Focus on Equity and Justice**

Chair:

*Amy Vetter*, Amy Vetter

Discussant:

*Mary McVee*, University at Buffalo - SUNY

This symposium explores how positioning theory has been used in research to explore issues of equity and justice in literacy education. We will present three papers about the ways in which youth and in-service teachers positioned themselves and others within literacy contexts. Participants will engage in dialogue about how positionings matter within literacy education and research.

*continued on next page*

# THURSDAY

- **“We Travel More and Gain...Social Capital”:  
Literacies and Positioning in an Alternative  
Place-based Learning Program**

*Noah Asher Golden, Chapman University*

*Jennifer James, Chapman University*

- **Positioning Students During Critical  
Conversations**

*Amy Vetter, Amy Vetter*

- **Positioning Translanguaging Practices as a  
Resource in ELA Classrooms**

*Melissa Schieble, Hunter College-CUNY*

**8:30 am – 10:00 am – Symposium  
Meeting Room: Valencia 2**

## Area 10. Ethical Considerations in Online Literacy Research

Chair:

*Jen Scott Curwood, University of Sydney*

Discussant:

*Grace MyHyun Kim, University of Texas at Austin*

Protecting our research participants is as important when they are writing and thinking in public online spaces as it is when they are learning within classrooms. Literacy researchers must consider diverse and complex ethical issues when designing and conducting research in online spaces. In this symposium, we highlight international studies of literacy learning in online spaces to critically consider how innovative scholarship can adhere to ethical standards.

- **Recruiting Participants in Online Spaces: Issues  
of Access and Age**

*Kate Kovalik, University of Sydney*

*Jen Scott Curwood, University of Sydney*

- **Negotiating Researcher Roles Online: An  
Ethical Commitment to Reciprocity**

*Amy Stornaiuolo, University of Pennsylvania*

- **Protecting Confidentiality and Identity**

*Alecia Marie Magnifico, University of New Hampshire*

- **Respect as a Guidepost in Ethical Online  
Literacy Research**

*Jayne C. Lammers, University of Rochester*

**8:30 am – 10:00 am – Symposium  
Meeting Room: Valencia 5**

## Area 7. Researching Activist Literacies across the Lifespan

Chair:

*Kate Pahl, Manchester Metropolitan University*

Discussant:

*Jennifer Rowsell, Brock University*

Worldwide there remains an urgent need to learn from teacher and student led educational reform. Freire (2016) emphasized the importance of critical educators forming communities of solidarity to problematize the effects of neoliberal social policies. This symposium brings together research from four countries (Canada, Colombia, UK, US) to explore the pedagogical and research tools associated with activist literacies.

- **Researching Activist Literacies across the  
Lifespan**

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

*Kate Pahl, Manchester Metropolitan University*

*Lina Trigos-Carrillo, University of Missouri-Columbia*

*Jennifer Rowsell, Brock University*

*Julianne Burgess, Brock University*

**10:15 am – 11:45 am  
OSCAR S. CAUSEY ADDRESS  
Meeting Room: Esmeralda 4, 5, 6, 7, 8**

Chair:

*Elizabeth (Betsy) Baker, University of Missouri*

**J. Michael Parker Award Presentation**

*Donita Shaw, Oklahoma State University-Tulsa*

*continued on next page*

# THURSDAY

## Oscar S. Causey Award Presentation

*Aria Razfar*, University of Illinois at Chicago

*Kris Gutiérrez*, University of California, Berkeley

## Oscar S. Causey Address

**Talking Children into Literacy: Once More, with Feeling**

*Peter Johnston*, University at Albany

Peter Johnston is Professor Emeritus at the University at Albany - SUNY. His current research explores links among classroom talk, engagement, and children's social, emotional and literate development. He has published over 80 scholarly articles and 11 books, some published in multiple languages. Recognition for his work includes the Albert J. Harris Award from the International Literacy Association for contributions to the understanding of reading disability and the State University of New York, Chancellor's Award for Excellence in Research. Most recently, the Literacy Research Association honored him with the P. David Pearson Scholarly Influence Award, citing his book *Choice Words* as having "demonstrably and positively influenced literacy teaching in classrooms and districts nationally," and the Oscar Causey Award for outstanding contributions to reading research. He is a member of the Reading Hall of Fame.

Children's literate development is mediated by classroom talk, and our theories of literacy and teaching influence that talk. Whether we view literacy and its acquisition as fundamentally social (hence also emotional) rather than as essentially cognitive, affects our orchestration of classroom talk. That same talk also mediates children's emotional, relational, self-regulatory, and moral development, which in turn play surprising roles in their literate development. For example, literacy learning requires cognitive self-regulation (e.g., memory and attention), social self-regulation in interactions with peers and teachers, and emotional self-regulation (e.g., frustration and anxiety). Children who develop self-regulation earlier and to higher levels, also develop decoding and reading comprehension earlier. Similarly, children's attachment to teacher, school and peers, also influenced by classroom talk, is reciprocally related to

whether they become engaged and take short and long term pleasure in the literate activities they experience in school. In other words, children need to acquire "the codes," but the ecology of acquisition matters a great deal both for the ease of acquisition and for the nature of the literacy that is acquired.

**12:00 pm - 1:00 pm - Meeting  
Terrace Level, San Remo**

## STAR Luncheon (STAR Cohort & Mentors Only)

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room: Barcelona**

## Area 14. Rethinking What We Know About Literacy and Literacy Practice

Chair:

*Jeff Elmore*, Meta Metrics

Discussant:

*Amy Azano*, Virginia Tech

- **Examining General-Academic Vocabulary in Core Disciplinary Textbooks in Grades 1-12**  
*Jeff Elmore, Meta Metrics*  
*Jill Fitzgerald, UNC, Chapel-Hill*  
*Heather Koons, MetaMetrics*  
*Ian Hembry, MetaMetrics*
- **Revisiting the Gradual Release of Responsibility: Thirty-Five Years of Practice and Possibilities**  
*Sandra Webb, The University of North Carolina at Greensboro*  
*Dixie D. Massey, University of Washington*
- **Interacting on Common Ground: A Systematic Review of Research**  
*Mikel Cole, Clemson University*  
*Guoyong Wu, Clemson University*  
*Stephanie M. Schenck, Clemson University*

*continued on next page*

# THURSDAY

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Cannes**

## **Area 2. Literacy Teachers Exploring Race and Culture**

Chair:

*Mary McGriff*, New Jersey City University

Discussant:

*Ya-Fang Cheng*, University of Wisconsin

- **Exploring the Spaces of Culturally Sustaining Pedagogy: The Formation of Pedagogical Practices in Literacy Education of Adolescent English Learners**  
*Heek Jeong*, University of Utah
- **'Race Space' Critical Professional Development: Cultivating the Racial Literacy of Urban In-Service Public School Teachers Committed to Social Justice**  
*Tiffany M. Nyachae*, University at Buffalo
- **Reading for Change: Teacher Book Groups as Sociopolitical Action**  
*Kathleen Riley*, West Chester University

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Capri**

## **Area 11. What Counts as Literacy and What Counts as Research? Design and Critique in Qualitative Literacy Research**

Chair:

*Jon-Philip Imbrenda*, University of Pittsburgh

Discussant:

*Andrea C Bien*, Boston University

- **Literacy Teachers and Technology Integration: Using the Activity Theory Model to Clarify Relationships**  
*Catherine Lipson*, North Coast School of Education
- **Post-Qualitative Research: Examining a Rhizomatic Approach**  
*Kelly C Johnston*, Baylor University
- **Literacy and Design: Reclaiming Research for Practice**  
*Emily Howell*, Clemson University  
*Zoi A. Philippakos*, University of Tennessee Knoxville  
*Ashley Voggt*, University of North Carolina Charlotte  
*Amy Updegraff*, Iowa State University

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Corsica**

## **Area 3. Multimodal Learning in Middle and High School**

Chair:

*Christina Wessel Powell*, Purdue University

Discussant:

*Jennifer Rowsell*, Brock University

- **Building Adolescent Literacy Community through Creative Transmediation Practices**  
*April Marie Leach*, G-Star School of the Arts
- **Multimodal Learning Opportunities in a Middle School History Classroom**  
*Hyeju Han*, University of Pittsburgh  
*Byeong-Young Cho*, University of Pittsburgh
- **Text Integration in High School Project Based Learning English Language Arts Classrooms**  
*Alison Boardman*, University of Colorado Boulder  
*Bridget Dalton*, University of Colorado Boulder  
*Mary Rose Kelly*, University of Colorado Boulder  
*Aaron Micah Guggenheim*, University of Colorado, Boulder  
*Benjamin Walsh*, University of Colorado Boulder

*continued on next page*

# THURSDAY

1:15 pm – 2:45 pm – Symposium  
Meeting Room: Crystal G

## Area 7. Getting (Em)bodied: Woman of Color Feminisms and Literacies in the Classroom

Chair:

*Tamara T Butler*, Michigan State University

Discussant:

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

Drawing on women of color feminisms, we examine how love serves as an intellectual and political resource for girls of color; the intersectionalities of race, gender, body image, and literacies as interpreted by Black female students.; how our participant's stories and teaching practices demonstrate how to embody women of color feminisms when working with youth.; and finally, we examine how women of color feminisms of embodiment serve as theoretical tools for literacy.

- **“We Need to Love For Real”: The Intellectual and Political Power of Love for Girls of Color**  
*Grace D. Player, University of Pennsylvania*
- **“I Feel Myself Becoming Fearless”: Renaming and Reclaiming Black Looks, Black Love, and Black Literacies**  
*Dywanna Smith, Claflin University*
- **“If we don't appreciate what they bring, they'll stop bringing it”: Centering Marginalized Feminist Pedagogies**  
*Brooke Harris Garad, Indiana University*
- **Literacies of the Brown Body: Chicana/Latina feminist theories of [Em]bodiment**  
*Monica Gonzalez, University of Colorado, Boulder*

1:15 pm – 2:45 pm – Symposium  
Meeting Room: Crystal H

## Area 5. Highlighted Session - Writing Participation into Action: Locating Expert at the Axis of Critical Literacy and Early Learning

Chair:

*Tracy Donohue*, MSU

Discussant:

*Vivian Vasquez*, American University

Four qualitative researchers provide analytic snapshots of children and teachers composing action through critical literacies (Vasquez, 2014). Each considers how critical literacy is constructed with material, social, and cultural practices of producing. Individual findings challenge traditional notions of what knowledge 'counts' according to how expertise is inscribed by the “official” curriculum. In turn, researchers call for all to live critically literate lives, grounded in the socio-political conditions of their communities (Vasquez, Tate, & Harste, 2013).

- **Inventing Expert in English Language Arts: A Case Study of Critical Literacies in a Third Grade Classroom**  
*Cassie J Brownell, Ontario Institute for Studies in Education, University of Toronto*
- **The Production of Critical Literacy in Second Grade: Social Moments and Movements Towards Civic Participation**  
*Haeny S. Yoon, Teachers College, Columbia University*
- **Tales of a Second Grade Something! Gendered Genius Hour and Writing the Ethos of Expert in a Multi-age Classroom**  
*Jon Michael Wargo, Boston College*
- **Social Justice Inquiries and Competing Notions of Expertise: Latinx Children and Teachers Navigating a Photography and Literacy Curriculum**  
*Maria Paula Ghiso, Columbia University*

*continued on next page*

# THURSDAY

**1:15 pm – 2:45 pm – Special Event  
Meeting Room: Crystal I**

## **STAR Mentoring Session (Closed Event)**

Chair:

*Mileidis Gort*, University of Colorado, Boulder

Presenters:

*Eliza Braden*, University of South Carolina  
*Aria Razfar*, University of Illinois at Chicago  
*Kisha Bryan*, Tennessee State University  
*Jamal Cooks*, Chabot Community College  
*Delicia Greene*, University of Albany  
*Antero Garcia*, Stanford University  
*Stephanie Patrice Jones*, Grinnell College  
*Danny C. Martinez*, University of California - Davis  
*Gilberto P. Lara*, The University of Texas Rio Grande Valley  
*Grace Enriquez*, Lesley University  
*Alice Lee*, Illinois State University  
*Carmen Kynard*, John Jay College and Graduate Center of CUNY  
*Claudia Rodriguez-Mojica*, Santa Clara University  
*Ramón Martínez*, Stanford University  
*P. Zitlali Morales*, University of Illinois at Chicago  
*Patriann Smith*, Texas Tech University

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room: Esmeralda 1**

## **Area 11. “The World is Yours”: The Círculos@Chavez OC Juega (Play) Project**

This alternative session invites LRA members to experience and dialogue around an interactive multimedia art installation created by secondary-level artists/scholars. Following a brief overview of the project and the learning opportunities afforded through it, LRA members and the youth artists/scholars will discuss the situated literacies, place-based learning, and trust that enabled this collaborative project. This session will be a space at LRA for dialogue with youth, and invite literacies researchers to reflect on our axiological responsibilities as they relate to activism, community, and love

- “The World is Yours”: The Círculos@Chavez OC Juega (Play) Project  
*Noah Asher Golden, Chapman University*

**1:15 pm – 2:45 pm – Symposium  
Meeting Room: Esmeralda 2**

## **Area 3. Highlighted Session - On Being the Researcher and Researched: Black Women Literacy Scholars Developing the Literacies of Black Elementary Boys**

Chair:

*Alfred Tatum*, University of Illinois, Chicago

Discussant:

*Sakeena Everett*, University of Georgia

We are Black female literacy researchers who collaborated for 20-months on an elementary literacy project. We each contributed to the development and implementation of an exponential-growth literacy model, which was designed for Black elementary boys to read and write at advanced levels. We then employed Black Feminist Thought to interrogate the personal and pedagogical “literacy shifts” we experienced while teaching the boys (n=124). Findings offer a framework for nurturing literacy instructors of Black boys.

- **Selecting Texts as a Black Female Literacy Instructor of Black Elementary Boys**  
*Tamara Moten, University of Illinois, Chicago*
- **Being a Black British Female Literacy Instructor in US-Based Elementary Classrooms: Using Global Perspectives to Advance the Literacy Development of Black Boys**  
*Mellissa Gyimah, University of Illinois Chicago*
- **Being a Critically-reflective Black Woman Researcher-Practitioner: Building Relationships with Elementary Black Boys and Texts**  
*Shawndra Allen, University of Illinois, Chicago*

*continued on next page*

## 1:15 pm – 2:45 pm – Paper Session Meeting Room: Gibraltar

### Area 7. Fostering Connections and Agency through Science and STEM Learning

Chair:

*Lydia Kananu Kiramba*, university of Nebraska Lincoln

Discussant:

*Patricia Paugh*, University of Massachusetts Boston

- **Environments as Texts: Seeing Environmental Education through a Critical Literacy Lens**  
*Velta Douglas, University of Toronto*
- **Families and Communities Involved in STEM Learning: A Community Cultural Wealth perspective**  
*Kathryn Ciechanowski, Oregon State University*  
*SueAnn Bottoms, Oregon State*  
*Lizbeth Hernandez, Oregon State University*
- **The loving affordances of power-attuned discourse analysis: how classical vs. sociocultural tools help understand how scientific argumentation supports the agency and literacy of nondominant students**  
*M. Lisette Lopez, UC Berkeley*

## 1:15 pm – 2:45 pm – Paper Session Meeting Room: Malta A

### Area 1. Literature Exploration, Emotion and Inquiry for Building Preservice Teachers' Responsive Practices

Chair:

*Sarah Newcomer*, Washington State University

Discussant:

*Joaquin Munos*, Augsburg

- **Encouraging Activism Through Art**  
*Christine Leland, Indiana University*  
*Sara Bangert, Indiana University*

- **“I Just Knew They Came from Africa:” Reading a Multicultural Young Adult Novel as Critical Race Counter-Story in Urban Elementary Preservice Teacher Education**  
*Chonika Coleman-King, University of Tennessee*  
*Susan Lee Groenke, University of Tennessee*  
*Jessica Stone, Western Washington University*
- **Leaning into Racial Tension: Cultivating Emotion and Discomfort in English Education**  
*Amanda Haertling Thein, University of Iowa*  
*Jenna Spiering, University of Iowa*  
*Kate Lechtenberg, University of Iowa*
- **Preservice teachers' emotional responses to culturally diverse young adult literature**  
*Ashley Tyson Johnson, Michigan State University*

## 1:15 pm – 2:45 pm – Paper Session Meeting Room: Monte Carlo

### Area 8. Looking Back and Thinking Forward: Historicizing Approaches to Student Diversity to Shape Contemporary Practice

Chair:

*Marva Solomon*, Angelo State University

Discussant:

*Mariana Pacheco*, UW - Madison

- **The Role of Literacy Textbooks in the Establishment of New American Educational Systems in U.S. Colonies**  
*Lucia Cardenas Curiel, Michigan State University*  
*Leah Durán, University of Arizona*
- **Infusing African American Language Asset-Based Ideology into 21st Century Classrooms**  
*Gina Caneva, UIC doctoral student*
- **“Google No Va a Guatemala”: Recolonizing Messages about Latin America in a Dual Language School Library**  
*Patrick Henry Smith, Texas State University*
- **Understanding how teachers' and parents' needs contribute to the unique literacy and language practices of Syrian Refugee students as they move across transcultural contexts**  
*Christiana Kathryn Kfoury, University at Buffalo*

*continued on next page*

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Rhodes A&B**

## **Area 9. Thinking Globally to Act Locally with Children's Literature**

Chair:

*Erin Quast*, Illinois State University

Discussant:

*Kelly K. Wissman*, University at Albany-SUNY

- **Evaluating Picturebook Narratives about Japanese and Japanese Americans: A Critical Content Analysis**  
*Summer Davis*, Indiana University
- **Have You “Dipped the Bread of [Your] Own Experiences into Our Stew”? Relationships, Peritext, and Cultural Authenticity in Picturebooks Set in Africa**  
*Nithya Sivashankar*, The Ohio State University  
*Sarah E Jackson*, The Ohio State University  
*Rebekah May Degener*, The Ohio State University

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: St. Tropez**

## **Area 2. Agency and Empowerment in Teacher Professional Learning**

Chair:

*Susan Cantrell*, University of Kentucky

Discussant:

*Dennis S Davis*, North Carolina State University

- **Beginning with Perplexity to Support Teacher Agency: The Mediation of Teacher Development of High School Literacy Instruction Through a Reflective Framework**  
*Jennifer Sharples Reichenberg*, Medaille College
- **Empowering Teachers as Decision-Makers with Job-Embedded Professional Development: A Design Based Study**  
*Robin Griffith*, Texas Christian University  
*C.C. Bates*, Clemson  
*Denise N Morgan*, Kent State

- **The Intersections of Identity, Agency, and Activist Efforts of Early Career Urban Literacy Educators**

*Allison Skerrett*, The University of Texas at Austin

*Thea Williamson*, University of Texas at Austin

*Cori Salmeron*, The University of Texas at Austin

*Randi Beth Brady*, The University of Texas at Austin

*Amber Warrington*, Boise State University

**1:15 pm – 2:45 pm – Symposium**  
**Meeting Room: Valencia 1**

## **Area 7. Rehabilitating Literacy Education and the Culture of Schooling through Youth Participatory Action Research**

Chair:

*Nicole Mirra*, Rutgers University

Discussant:

*Gerald Campano*, University of Pennsylvania

This symposium presents youth participatory action research as an epistemological and pedagogical framework that not only supports youth in developing critical literacy skills and identities as public intellectuals, but also has the potential to deconstruct the hierarchical power dynamics of normative literacy education and humanize learning in schools. The papers explore how youth, teachers, and teacher educators used PAR across multiple learning contexts to write their way into mutual understanding and common transformative purpose.

- **Growing Together: An Exploration of Agentive Enactments in a YPAR College Class**  
*Danielle Filipiak*, Teachers College, Columbia University  
*Limarys Caraballo*, Queens College
- **Engaging Multiple Literacies and Identities in the Context of Youth Participatory Action Research**  
*Jamila Lyiscott*, University of Massachusetts Amherst, College of Education

*continued on next page*

- **“It’s Not a Test or Anything”:** The Struggle to Redefine Educator Identity in a YPAR Context  
*Nicole Mirra, Rutgers University*
- **Developing a Peer Writing Culture in High School:** A Collaborative Inquiry into the Impact of Writing  
*Amy Stornaiuolo, University of Pennsylvania*  
*Emily Plummer, University of Pennsylvania*

**1:15 pm – 2:45 pm – Symposium**  
**Meeting Room: Valencia 2**

### **Area 8. Sustaining and Expanding the Locally Valued Literacy Practices of Non Dominant Youth in Schools: Applications for Classrooms and Teacher Education**

Chair:  
*Inmaculada García-Sánchez, Temple University*

Discussant:  
*Marjorie Faulstich Orellana, UCLA*

This session brings together three papers from three different international contexts to address specific ways in which the quotidian literacy practices of youth from non-dominant, new immigrant and multi-lingual communities can be productively built upon in schools and teacher education programs. We consider how the recognition and sharing of everyday practices can support youth in both sustaining and expanding these locally-valued practices. This session has important implications for both classroom practice and for teacher education.

- **Building on multi-lingual resources in super-diverse communities in Australia**  
*Jacqueline Ann D’warte, Western Sydney University*
- **Leveraging Youth Cultural Data Sets for Teacher Learning in US Schools**  
*Elizabeth Montaña, St Mary’s College of California*  
*Javier Rojo, University of California, Davis*
- **Building on Shared Linguistic Heritage Among Moroccan Immigrant Students in Spain**  
*Inmaculada García-Sánchez, Temple University*

**1:15 pm – 2:45 pm – Symposium**  
**Meeting Room: Valencia 5**

### **Area 3. Leveled Texts: Leveling the Playing Field or Sidelining Some Readers?**

Chair:  
*Elfrieda H Hiebert, TextProject*

Discussant:  
*Sheila Valencia, University of Washington*

Matching readers with appropriately leveled texts is a longstanding practice at the elementary level and one growing in popularity at secondary levels. The three studies in this symposium examine assumptions related to text leveling. In two studies, the progression of levels assigned to texts is examined relative to central variables within the Guided Reading Levels model. The third study examines the effects on comprehension from an intervention where students read either “challenging” or “accessible” texts.

- **What about the Words? Quantifying the Theory of Leveled Texts**  
*Laura Tortorelli, Michigan State University*  
*Elfrieda H Hiebert, TextProject*  
*Kristin Conradi Smith, William & Mary*  
*Steve Amendum, University of Delaware*  
*Sarah M. Lupo, James Madison University*  
*Elfrieda H Hiebert, TextProject*
- **Vocabulary and Topic Familiarity: Variable or Static Across Text Levels?**  
*Elfrieda H Hiebert, TextProject*  
*Laura Tortorelli, Michigan State University*  
*Kristin Conradi Smith, William & Mary*  
*Steve Amendum, University of Delaware*  
*Sarah M. Lupo, James Madison University*  
*Devin Kearns, University of Connecticut*
- **Short, Easy Texts: Can They Shortchange Comprehension?**  
*Sarah M. Lupo, James Madison University*  
*Laura Tortorelli, Michigan State University*

*continued on next page*

# THURSDAY

**1:15 pm – 2:45 pm – Symposium  
Meeting Room: Valencia 6**

## **Area 10. Reclaiming the Screen Time Narrative: Literacy in a Technology-Saturated World**

Chair:

*Kristine Pytash*, Kent State University

Discussants:

*Tom Liam Lynch*, Pace University

*Detra Price-Dennis*, Teachers College Columbia

*Elizabeth Years Stevens*, Roberts Wesleyan College

Conversations about screen time in education & mass media focus predominantly on the time youth spend on devices but often overlook fundamentally important questions about what youth are learning by using digital devices, with whom, & for what purposes. This symposium seeks to explore and (re) define the definition of screen time, to connect with digital literacy skills & dispositions, and to explore complex, dynamic, creative digital learning as antidote to the atrophy we all fear.

- **Screen time with my daddy: Lessons in literacy, power, feminism, and race through mediated music video viewing**  
*Kathleen Ann Paciga, Columbia College Chicago*
- **Digital storytelling in early childhood: Student illustrations and screen time shaping social interactions**  
*Ian O'Byrne, College of Charleston*
- **'The Circle' is ruining my social life": Rethinking screen time in our children's emotional, intellectual, and ethical development.**  
*Troy Hicks, Central Michigan University*
- **Can we pretend we're on the iPad?: Literacy Events of Five-Year-Old Triplets Using their First iPads**  
*William Kist, Kent State University*
- **Casting a common understanding: Understanding common themes across disparate populations in the screen time debate**  
*Kristen Turner, Drew University*

**1:15 pm - 2:45 pm - Meeting  
Crystal I**

## **STAR Mentoring Session (Closed Event)**

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room: Barcelona**

## **Area 10. Touching Technology, Building Meaning: Exploring Children and Youth as Designers**

Chair:

*Ian O'Byrne*, College of Charleston

Discussant:

*Cassie J Brownell*, Ontario Institute for Studies in Education, University of Toronto

- **Youth as multimodal tactile designers**  
*Bridget Dalton, University of Colorado Boulder*  
*Kirsten Musetti, University of Colorado Boulder*  
*Benjamin Walsh, University of Colorado Boulder*  
*Abigale Stangl, University of Colorado Boulder*
- **The Building Blocks of Language: How Students Develop Academic Vocabulary Through Lego Robotics**  
*Melissa Bedford, University of Nevada, Reno*  
*Hannah Carter, University of Nevada, Reno*
- **"Let's eat together!": LEGO manipulatives and digital composing as ways of meaning making**  
*Svetlana Mitric, University of Illinois-Chicago*  
*Demetra Disotuar, University of Illinois-Chicago*  
*Andrea Vaughan, University of Illinois at Chicago*

*continued on next page*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Cannes**

## **Area 3. Inquiry and Identity at the Secondary School Level**

Chair:

*Grace Yun Kang*, Illinois State University

Discussant:

*Katherine K Frankel*, Boston University

- **Advocating for Adolescents: Creating a Community of Inquiry**  
*Dixie D. Massey, University of Washington*  
*Samuel D. Miller, The University of North Carolina at Greensboro*  
*Salem Metzger, The University of North Carolina at Greensboro*
- **Listening with Loving Intentions: The Literacy of Actively Empathizing and Aesthetically Contemplating with the Other**  
*Christopher Worthman, DePaul University*
- **Re-figuring the English classroom: Adolescent identity in writing instruction**  
*Thea Williamson, University of Texas at Austin*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Capri**

## **Area 2. Learning in Teacher Communities**

Chair:

*Andrea C Bien*, Boston University

Discussant:

*Gloria Belken*, Clara Fields Reading School

- **A community of practice taking responsibility: Confronting cultural mismatch**  
*Danielle Hilaski, University of North Georgia*  
*Nicole Maxwell, University of North Georgia*
- **Coaching is Relational: Reflections on the Direction of Literacy Coaching Research**  
*Dana A Robertson, University of Wyoming*  
*Lauren Breckenridge Padesky, University of Wyoming*

*Evelyn Ford-Connors, Boston University*

*Jeanne Paratore, Boston University*

- **Vulnerability, Improvisation, Appreciation, and Collaboration: Understanding Teacher Inquiry that Transforms Writing Instruction**  
*Charlotte L. Land, The University of Texas at Austin*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Corfu**

## **Area 6. Motivation and Multimodality Across Diverse Texts and Learning Spaces**

Chair:

*Stephanie Patrice Jones*, Grinnell College

Discussant:

*Amy Wilson-Lopez*, Utah State University

- **Multimodality vs. Traditional Literacy: A Case Study of Comics in Content Area Classrooms**  
*Dani Kachorsky, Arizona State University*
- **Following Their Lead: Insights on How Expert Deaf and Hard of Hearing Readers Interact With Graphic Novels to Make Meaning**  
*Kelsey Holton, University of Tennessee*
- **Fostering Student Motivation and Agency in Multiliteracies Language Learning**  
*Natalie Amgott, University of Arizona*

**3:00 pm – 4:30 pm – Roundtable Session 4**  
**Meeting Room: Crystal DEF**

## **1) Area 1. Building Tools for Reflection, Planning and Collaboration in Literacy Teacher Education**

Chair:

*Kathryn Pole*, University of Texas at Arlington

- **Investing in Equity: Pre-Service Teachers' Use of the Technology Integration Planning Cycle**  
*Kristi Tamte Bergeson, Minnesota State University, Mankato*  
*Beth Beschorner, Minnesota State University, Mankato*

*continued on next page*

- **The New Face of Literature Circles: Digital Collaboration Between Preservice Teachers at Two Universities**  
*Chrystine Mitchell, Penn State Berks*  
*Carin Appleget, University of Nebraska, Lincoln*
- **Co-Teaching: Challenges and Affordances of Peer Coaching in Enacting the Interest-Inquiry-Advocacy Cycle**  
*Catherine Lammert, University of Texas at Austin*  
*Susan Tily, University of Texas at Austin*

## 2) Area 1. Reflection in Literacy Teacher Preparation

Chair:  
*Peggy Semingson, University of Texas - Arlington*

- **Instruction for ALL: Preparing Special Education Teachers for Diverse Classrooms**  
*Gina L Braun, University of Illinois at Chicago*  
*Marie Tejero Hughes, UIC*
- **Investigating Pre-service Teachers' Reflective Practice through an ePortfolio Project**  
*Hsiao-Chin Kuo, Northeastern Illinois University*  
*Susan Piazza, Western Michigan University*
- **What's That We See? Three Professors' Reflection through Self-Study and Professional Dialogue**  
*Melanie Reaves, Montana State University Billings*  
*Rachael Waller, Montana State University Billings*  
*Donna Bulatowicz, Montana State University Billings*

## 3) Area 2. Investigating Teacher Learning across Contexts

Chair:  
*Bev Good, Otterbein University*

- **Scaled Professional Development as a Mechanism to Improve Literacy Instruction for English Learners**  
*Kristin Bourdage, Otterbein University*  
*Bev Good, Otterbein University*

- **Specialized Literacy Professionals Facilitating Teacher Learning**  
*Thea Yurkewecz, State University of New York at Geneseo*
- **Coaching credibility: Establishing and maintaining school based communities**  
*Sara Kersten Parrish, University of Nevada, Reno*  
*Sarah Campbell Lightner, West Chester University*

## 4) Area 2. Teachers Reflecting on Change

Chair:  
*Leigh Hall, University of Wyoming*

- **Creating Online Communities for Equitable Literacy Instruction: Lessons Learned from Year One**  
*Leigh Hall, University of Wyoming*  
*Cynthia Brock, University of Wyoming*  
*Lori Bruner, Michigan State University*
- **Examining the Dimensions of Reflection using the Teacher Learning Instrument**  
*Mary-Kate Sableski, University of Dayton*  
*Kathryn Kinnucan-Welsch, University of Dayton*  
*Catherine Rosemary, John Carroll University*
- **Exploring Multiple Perspectives on a Coaching-Based Practicum Course**  
*Amy Feiker Hollenbeck, DePaul University*  
*Beverly Trezek, DePaul University*

## 5) Area 3. Students' Perspectives on and Engagement in Literacy Learning

Chair:  
*Evan Ortlieb, St. John's University*

- **Classroom carnival: What classroom disruption and clowning reveal about the way students read and analyze literature together.**  
*Matt Seymour, The Ohio State University*
- **In Search of the Relationship Between Peer Mediation Practices and Literacy Outcomes in Multilingual Contexts**  
*John O'Flahavan, University of Maryland*  
*Jennifer Himmel, University of Maryland*  
*Semi Yeom, University of Maryland*

*continued on next page*

## 6) Area 7. Examining Teacher Reflections on Curriculum-Making Practices

Chair:

*Judith Dunkerly-Bean*, Old Dominion University

- **Examining Canadian and US Pre-Service Teachers' Self-Efficacy Beliefs Regarding Literacy Instruction: Results of a 2-Year Study**

*Katia Ciampa*, Widener University

*Tiffany Gallagher*, Brock University

- **Renewing Curriculum and Reclaiming Literacy Research: Sites of Critical Knowledge, Sustaining Networks, and Creative Resistance**

*Michelle Honeyford*, University of Manitoba

- **The Use of Children's Refugee Literature to Explore the Global Refugee Crisis in Canadian Classrooms**

*Lynne Wiltse*, University of Alberta

*Anne Burke*, Memorial University

## 7) Area 7. Exploring Adolescents' Literacy Lives & Identities

Chair:

*Allison Skerrett*, The University of Texas at Austin

- **A Community of Caribbean Youths (Re)Claims Abundant Literate Lives**

*Allison Skerrett*, The University of Texas at Austin

*Saba Vlach*, The University of Texas at Austin

*Lakeya Omogun*, The University of Texas at Austin

*Tiye Cort*, The University of Texas at Austin

*Chea Parton*, The University of Texas at Austin

*Brady Nash*, The University of Texas at Austin

- **Identity and Self-Efficacy of Title I Eligible Adolescents in a Rural Community: Digital and Personal Perspectives of Literacy**

*Zoe Cassady*, Northern Illinois University

*Corrine Wickens*, Northern Illinois University

- **The Writing Identities of Teens** *Amy Vetter*, *Amy Vetter*; *Marie LeJeune*, Western Oregon University;

*Annamary Consalvo*, University of Texas at Tyler

*Allison Heron Hruby*, Morehead State University

*Ann David*, University of the Incarnate Word

*Katrina Jansky*, Texas State University

*Claire Lambert*, High Point University

## 8) Area 8. Expanding the Literacy Practices of Multilingual Children In Early Childhood Contexts

Chair:

*Christina State Cassano*, Salem State University

- **Early literacy practices of a trilingual preschooler in Korean, English, and Farsi**

*Jayoung Choi*, Kennesaw State University

- **I'm gonna make a bumblebee: Using guided drawing to support vocabulary development in preschool-aged dual language learners**

*Christina State Cassano*, Salem State University

## 9) Area 9. Black Narratives: Representing Race, Place, Space and Language in Children's and YA Literature

Chair:

*Christina Ursula King*, University of Missouri

- **An Examination of Authentic Representations of Black Persons in Afro-Diaspora Literature for Children and Youth**

*Christina Ursula King*, University of Missouri

- **Attending to the Intersections of Race and S/Place in Hurricane Katrina Children's and Young Adult Literature**

*Lauren Elizabeth Johnson*, Michigan State University

- **Critical Literary Study: Making Language an Object in a High School English Classroom**

*Beth Krone*, Ohio State University

*continued on next page*

## 10) Area 11. Advocacy and Complexity: Problematizing the Role and Boundaries of Literacy Research

Chair:

*Courtney A Hattan*, Illinois State University

- **Advocacy, Care, and Transformation: A Review of Community-Engaged Scholarship in Literacy Research**

*Angela J Stefanski*, Ball State University

*Kwangok Song*, The University of Kansas

*Veronica M Fife-Demski*, Ball State University

*Scott A Nichols*, Ball State University

- **Complexity Theory: Affordances and Implications for Literacy Teacher Education Researchers**

*Susan Martin*, Boise State University

*Denise N Morgan*, Kent State

*Vicki McQuitty*, Towson University

## 11) Area 12. Responses to Global Conversations and Language Learning

**Elementary Students' Empathic Responses To a Narrative Nonfiction Book on the Holocaust**

*Rachel Brown*, 1955

**Teaching and Learning English as a Foreign Language in Global Literacy Communities**

*Lotta Larson*, Kansas State University

**Global Social Languages beyond Boundaries of a Variety of Languages and Cultures**

*Kewman M Lee*, Arizona State University

## 12) Area 7. Literacy as a Space for Hope and Transgression

Chair:

*April Baker-Bell*, Michigan State University

Discussant:

*David Bloome*, The Ohio State University

The panel will draw attention to how some activists are transforming and re-inventing new ways of lives. Finally, this panel aims at connecting scholars from

different regions of Americas committed to literacy, activism, race, and/or gender frameworks, in order to understand how these phenomena are being investigated in distinct international, theoretical, methodological and analytical perspectives.

- **Voices From the Terminal Station: Narrative Performances of Race and Activism in the Baixada Fluminense**  
*Talita de Oliveira*, Centro Federal de Educação Tecnológica Celso Suckow da Fonseca (CEFET/RJ)
- **Racism and Humor: Empirical Data in a Language Classroom**  
*Marisela Colin Rodea*, Universidad Nacional Autónoma de México
- **The complexities of becoming: Linguaging personhood and “double-self” dilemma in literacy learning**  
*Ayanna F. Brown*, Elmhurst College
- **The web as a Space of Hope for Black Women in Brazilian Context**  
*Glenda Cristina Valim de Melo*, Universidade Federal do Estado do Rio de Janeiro

**3:00 pm – 4:30 pm – Symposium  
Meeting Room: Crystal G**

## Area 7. Enacting Queer Literacy Curricula in K-12 Schools: Working the Tensions of (In)action, (De)humanization, and Love

Chair:

*Caroline T. Clark*, The Ohio State University

Discussant:

*Caroline T. Clark*, The Ohio State University

This symposium examines K-12 enactments of queer literacy curricula and what these reveal about literacy and queering as social processes, the epistemologies these enactments entail, and the tensions that emerge for teachers and students. Panelist draw from multi-year research in multiple sites across urban, rural, and suburban schools to theorize the work that teachers and teacher educators must do in order to better support sexually and gender diverse students through school curricula.

*continued on next page*

- **Reading LGBTQ-Inclusive Novels: Queering Traditional Elementary ELA Practices**  
*Caitlin Law Ryan, East Carolina University*  
*Jill Hermann-Wilmarth, Western Michigan University*
- **Secondary Teachers' Framing of Queer Literacy Curricula: Possibilities, Constraints, and Humanization**  
*Ryan Schey, Auburn University*
- **Queer In the Curriculum and Queering the Curriculum: What's at Stake for Students?**  
*Jenell Igeleke Penn, The Ohio State University*
- **Working the Tensions: Queer Literacy Curricula as (En)Act(ment)s of Love**  
*Caroline T. Clark, The Ohio State University*

**3:00 pm – 4:30 pm – Symposium**  
**Meeting Room: Crystal H**

## **Area 8. Disrupting and Deconstructing Dominant Language Ideologies: Reconceptualizing Languages In Use**

Chair:  
*Angie Zapata, University of Missouri*

Discussant:  
*Luis E. Poza, University of Colorado Denver*

This symposium will engage participants with the possibilities of undoing long-held language ideologies that delegate students as capable or not capable language users. As language education research critiques the common linguistic/metalinguistic approaches to teaching, each paper presentation rethinks languaging in ways that reflect students' dynamic uses and understandings of language. This symposium embodies the conference theme "Centering Activism, Community, and Love" as it addresses the dynamic linguistic and agential flows that make community life.

- **Dominant Language Ideologies in Dual Language Education: A Call to Re-imagine (and Imagine Beyond) Bilingualism**  
*Ramón Martínez, Stanford University*

- **Disrupting Standard and Monolingual Language Ideologies in Teacher Education: Toward More Expansive Views of Language**  
*P. Zitlali Morales, University of Illinois at Chicago*  
*Danny C. Martinez, University of California - Davis*
- **"Now that I'm thinking about it..." Examining Students' Malleable Language Ideologies in Elementary and Secondary Schools**  
*Mike Metz, University of Missouri*  
*Angie Zapata, University of Missouri*

**3:00 pm – 4:30 pm – Symposium**  
**Meeting Room: Crystal I**

## **Area 4. Strange Bedfellows: Carnival and Cosmopolitanism in a World Beyond Reason**

Chair:  
*Tracey Pyscher, Western Washington University*

Discussant:  
*Cynthia Lewis, University of Minnesota*

The rise of populism produces a challenge to education. In order to make sense of this and respond to the expressions of hatred of those in power, we view this LRA symposium as a beginning sense-making effort—a precursor to action in a 'world beyond reason.' Intersections of populism, critical literacy as methodology, and cosmopolitanism are used to understand the politics of carnival to imagine a way forward for an activist pedagogy, beyond critical literacy.

- **Harnessing critical literacy to read the politics of carnival under Jacob Zuma**  
*Hilary Janks, Wits University*  
*Kerryn Dixon, University of the Witwatersrand*
- **The Industrial Wasteland Bites Back: A Rereading of Trumpism as Carnival**  
*Tracey Pyscher, Western Washington University*
- **Gritty cosmopolitanism: Desire for improper distance**  
*Anne Crampton, St. Olaf College*

*continued on next page*

**3:00 pm – 4:30 pm – Alternative Format Session  
Meeting Room: Esmeralda 2**

**Area 8. Highlighted Session - A Diaspora of Love: Radical Genealogies of Women of Color**

In this alternative format session, five women of color and literacy researchers build upon the framework of “Teachers as Embodied Toolkits” (Lee, 2015) as we trace how our research and teaching have embodied love, rooted in radical genealogies. Session attendees are invited to join the dialogue and reflect on the ways love can be a catalyst for critical, ethical and responsible forms of teaching and literacy research.

- **The Embodiment of Mentor “Texts” in the Praxis of Love, Life, and Research**  
*Alice Lee, Illinois State University*
- **Engaging in Activist Practice: Family Histories as Entry Points for Multilingualism**  
*Grace MyHyun Kim, University of Texas at Austin*
- **Learning from my aunties: Placemaking across communities as acts love and survivance**  
*Estrella Torrez, Michigan State University*
- **Lessons from las abuelas: Reflections on 4 generations of Normalistas**  
*Cati V de los Rios, University of California, Davis*
- **A Box of Love Letters: Reflexive Archaeological Project**  
*Tamara T Butler, Michigan State University*

**3:00 pm – 4:30 pm – Alternative Format Session  
Meeting Room: Esmeralda 3**

**Area 7. 12 Angry Moms: Positioned Against Ourselves as Parents and Literacy Educators**

Chair:

*Anne W. Anderson*, Eckerd College

Discussant:

*Sarah Pennington*, Montana State University  
Bozeman

In this session, 12 women share our experiences as literacy researchers and teacher educators who struggled to advocate for our own children’s literacy

learning across various school contexts. Using autoethnographic methods, we frame our personal recollections, artifacts, and documents to illustrate how we experienced the educational systems in which we worked, not as partners in literacy collaboratives, but as parents positioned against ourselves.

- **High Anxiety: My Daughter Under Pressure**  
*Kathleen Marie Alley, Mississippi State University*
- **Everything is Illuminated-Or is it? Five Tentative Assumptions about Literacy Education**  
*Susan Constable, Otterbein University*
- **Johnny Appleseed is Dead**  
*Julia Hagge, The Ohio State University*
- **When a Catholic School Shakes the Faith out of You: The Intellectual Poverty of Cemented Literacies**  
*Jenifer Jasinski Schneider, University of South Florida*
- **The Great Divide: What Counts as Literacy for Talented Boys?**  
*Margaret Krause, University of South Florida*
- **Diminishing Returns**  
*lesley noel, University of south florida*
- **Reading Incentives as Motivators or Antagonists**  
*Rebecca Lovering Powell, Florida Southern College*
- **The Ditto Curriculum and the Aftershocks of Literacy Malpractice**  
*Crystal Dail Rose, Texas Tech University*
- **Why Ben Can’t Read**  
*Carrie Blosser Scheckelhoff, Otterbein University*
- **The Color of Her Skin: Is Black Literature Necessary for my Black Daughter?**  
*Patriann Smith, Texas Tech University*
- **Clip Down: It’s Writing Time**  
*Natasha Swann, University of South Florida*
- **To Kill a “Readingbird”**  
*Mellissa Alonso Teston, University of South Florida*

*continued on next page*

# THURSDAY

**3:00 pm – 4:30 pm – Symposium  
Meeting Room – Esmeralda Ballroom**

## **Area 10. Reclaiming Stuff: Thinking about Activism through Maker and Posthuman Lenses**

Chair:

*Jennifer Rowsell*, Brock University

Discussant:

*Amy Stornaiuolo*, University of Pennsylvania

Building on momentum for materialist and maker perspectives within literacy research, this symposium considers the stuff, materials, artifacts, and ephemera that exist within research sites and their significance in moving literacy studies into expansive, activist stances on meaning making. In this symposium, we bring together researchers across three studies in the United States and Canada to exemplify how maker and posthumanist perspectives have potential to open horizons to build communities of active learners.

- **“Just Playing and Making Stuff”:** Children and Materials as Co-Actants in Early Childhood Makerspaces  
*Karen Wohlwend*, Indiana University
- **Innovation from Below: Making Space for Activism in the High School Literacy Classroom**  
*T. Philip Nichols*, Baylor University
- **High School Makers Manifesting Activism through Documentary Film-Making**  
*Amélie Lemieux*, Mount Saint Vincent University  
*Jennifer Rowsell*, Brock University

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room: Gibraltar**

## **Area 10. Where Love and Tech Meet: Centering Childrens’ and Youths’ Voices in Literacy Research**

Chair:

*Autumn Griffin*, University at Maryland- College Park

Discussant:

*Tisha Lewis Ellison*, University of Georgia

- **Supporting My Sis: Exploring How Black Girls Engage Their Digital Literacies to Offer Emotional Support to One Another**  
*Autumn Griffin*, University at Maryland- College Park
- **Children’s Perceptions of Writing for Digital Video Composition: A Humanizing Approach**  
*Jessica Zacher Pandya*, CSU Long Beach College of Education
- **Disadvantaged Minority Students’ Use of Multimodality and Digital Technology at an Urban Multicultural Elementary School**  
*Jeeyoung Min*, SUNY at Buffalo

**3:00 pm – 4:30 pm – Paper Session  
Meeting Room: Malta A**

## **Area 9. Literature as a Site of Collective Resistance and Community Love**

Chairs:

*James Joshua Coleman*, University of Pennsylvania

*Denise Davila*, University of Texas, Austin

- **Embodied Literacies and the Erasure of Racial Discourse**  
*Kimberly McDavid Schmidt*, University of Denver  
*Rebecca Beucher*, Illinois State University
- **Laughter, Resistance and Joy: Young Women of Color Examine Culturally Diverse Young Adult Literature**  
*Mary M Neville*, Michigan State University
- **Reclaiming Language and Literacy Through the Authentication of Multicultural Children’s Literature**  
*Ramona T. Pittman*, Texas A&M University-San Antonio  
*Rebekah Piper*, Texas A & M University, San Antonio

*continued on next page*

# THURSDAY

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Malta B**

## **Area 5. Young Children’s Writing: Evaluating and Intervening**

Discussants:

*Olha Osobov*, Georgia College  
*C.C. Bates*, Clemson

- **Beginning Writers’ Use of Genre knowledge in Narrative and Descriptive Writing**  
*Huijing Wen*, Moravian College
- **Reciprocity Revealed: Observing Readers and Writers in Early Intervention**  
*Clarene Hight*, Texas Woman’s University
- **Revisiting Miscue Analysis: Applications for Children’s Reading of Their Own Writing**  
*Kelly Koch*, University of Louisiana at Lafayette  
*Amanda Percle*, University of Louisiana at Lafayette  
*Laura Arrington*, University of Louisiana at Lafayette  
*Samuel Ndhlovu*, University of Louisiana at Lafayette  
*Holly Damico*, University of Louisiana at Lafayette  
*Ryan Nelson*, University of Louisiana at Lafayette  
*Jack S. Damico*, University of Louisiana at Lafayette

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Monte Carlo**

## **Area 2. With a Little Help from My Friends**

Chair:

*Jason Doyle DeHart*, The University of Tennessee, Knoxville

Discussant:

*Rachael Gabriel*, University of Connecticut

- **Two teachers’ experiences of whole(hearted) teacher development: An investigation of what supports teacher change**  
*Cassie Norvell*, University of Tennessee: Knoxville  
*Amy Broemmel*, University of Tennessee: Knoxville

- **Where are my Critical Friends?**

*Kira LeeKeenan*, University of Texas Austin

**3:00 pm – 4:30 pm – Special Event**  
**Meeting Room: Rhodes A&B**

## **Town Hall Panel: This is America: The Role of LRA During Precarious Times.**

Chair:

*Marcelle Haddix*, Syracuse University

Presenters:

*Detra Price-Dennis*, Teachers College Columbia  
*Gerald Campano*, University of Pennsylvania  
*Devon G. Brenner*, Mississippi State University  
*Lara J. Handsfield*, Illinois State University  
*Alfred Tatum*, University of Illinois, Chicago

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: St. Tropez**

## **Area 3. In- and Out-of-School Literacy Teaching and Learning**

Chair:

*Carmen L. Medina*, Indiana University

Discussant:

*Carmen L. Medina*, Indiana University

- **“We Are All Projects”: Reclaiming Argumentative Writing in a Summer Camp for Youth Designed with Ubuntu**  
*Bryan Ripley Crandall*, Fairfield University
- **Reading and Inquiring in an Afterschool Tutoring Setting: Working to Re-Imagine the Reading Intervention Paradigm**  
*Dennis S Davis*, North Carolina State University  
*Jill S Jones*, North Carolina State University  
*Nermin Vehabovic*, North Carolina State University  
*Robyn DeIaco*, North Carolina State University

*continued on next page*

- **Integrating Literacies in ELA: Promise and Pitfalls**

*Kerry A Enright*

*Dr. Sergio L. Sanchez, University of California, Davis*

*Joanna Wong, California State University, Monterey Bay*

**3:00 pm – 4:30 pm – Symposium  
Meeting Room: Valencia 1**

**Area 7. Exploring Activist Literacies Across Contexts: Literacy Practices in Teacher, Student, and Community Organizing**

Chair:

*Kathleen Riley, Dr.*

Discussant:

*Alicia Rusoja, Saint Mary's College of California*

This symposium draws on the frameworks of critical literacy and emancipatory education to explore how teacher, student and community activists utilize literacy practices to organize for educational and social justice in four unique contexts. After four activist scholars share papers on the literacies of immigrant, teacher, and student organizers in diverse contexts, the discussant will facilitate a dialogue focused on implications for literacy educators and researchers in K-12 schools, teacher education programs, and community settings.

- **“Nothing About Us Without Us”: Latinx Immigrants Teaching and Learning for Their/ Our Rights**  
*Alicia Rusoja, Saint Mary's College of California*
- **Building a Movement by Reading Together: Teacher Book Groups as an Organizing Tool**  
*Kathleen Riley, Dr.*
- **“We Have the Power to Make Change”: The Struggle of Asian Immigrant Youth Against School Violence**  
*Mary Yee, University of Pennsylvania*

**3:00 pm – 4:30 pm – Symposium  
Meeting Room: Valencia 2**

**Area 1. Towards Humanizing Literacy Teacher Education Through Curriculum, Pedagogy, and Design**

Chair:

*Elizabeth Dutro, University of Colorado-Boulder*

Discussant:

*Elizabeth Dutro, University of Colorado-Boulder*

This session explores what is possible when humanizing and social justice-oriented practices and pedagogies are central goals of literacy methods courses in teacher preparation. We draw on scholarship that emphasizes responsive, humanizing experiences for preservice teachers, practicing educators, and children in K-12 schools. Each study in this symposium highlights our efforts to use literacy methods courses to disrupt assumptions about what it means to teach, to learn, and to share those experiences with others.

- **Justice in Practice: Can Practice-Based Teacher Education Develop Social Justice Educators?**  
*Sarah Schneider Kavanagh, The University of Pennsylvania*  
*Katie Danielson, New York University*
- **Interrupting the Struggling Reader Label in Pre-Service Literacy Methods Courses: Supporting Novice Teachers to Speak and Teach in Ways that Align with Asset Ideologies**  
*Kristine Schutz, University of Illinois at Chicago*  
*Rebecca Woodard, University of Illinois at Chicago*
- **Exploring Critical-Affective Dimensions of Teaching and Learning**  
*Ashley Cartun, University of Colorado Boulder*

*continued on next page*

**3:00 pm – 4:30 pm – Symposium**  
**Meeting Room: Valencia 5**

## **Area 1. How Preservice Teachers “See” Literacy**

Chair:

*Christy K. Irish*, University of Mary Washington

Discussant:

*Danielle V Dennis*, University of South Florida

Teachers are the most important in-school factor influencing students’ literacy learning. Therefore, it is important to understand and support preservice teachers’ perspectives and visions because these influence their instruction. This symposium brings together four studies investigating teachers’ visions for their literacy instruction. The first paper is a comprehensive research synthesis on the construct of teacher visions. The remaining three papers are empirical studies of teachers’ visions using three different methodologies with three different populations.

- **Teacher Visioning: A Research Synthesis**  
*Margaret Vaughn, University of Idaho*  
*Amanda Wall, Georgia Southern University*  
*Roya Q. Scales, Western Carolina University*  
*Seth A. Parsons, George Mason University*
- **Changing Perspectives of Preservice Secondary Content Educators Regarding “Struggling Readers” and Incorporation of Literacy in Classrooms**  
*Rachelle S Savitz, Clemson University*  
*Arsenio Silva, Clemson University*
- **A Cross Section of Teacher Visioning**  
*Roya Q. Scales, Western Carolina University*
- **Preservice Literacy Teachers’ Visioning and Hope**  
*Seth A. Parsons, George Mason University*  
*Nisreen Daoud, George Mason University*  
*Alicia Bruynning Leggett, George Mason University*

**3:00 pm – 4:30 pm – Symposium**  
**Meeting Room: Valencia 6**

## **Area 11. The Necessity of Seeing Anew: New Possibilities for Decolonial Research with Non-dominant Communities**

Chair:

*Joanne Larson*, University of Rochester

Discussants:

*Antero Garcia*, Stanford University

*Mariana Pacheco*, UW - Madison

In this symposium, we present four papers in which we explore how we as literacy researchers can complicate our methods as we work with non-dominant communities. We highlight moments when research participants disrupt our agenda to engage in their own knowledge production. We argue not only for the necessity of deeply understanding the histories and practices of those we research, but also our own histories and practices as representatives of the academy.

- **White Innocence Revisited**  
*Kris D. Gutiérrez, University of California Berkeley*  
*Shirin Vossoughi, Northwestern University*
- **Seeing Ourselves Through the Video Camera: Understanding our Role in Colonial Knowledge Production**  
*Bryce Larkin Chessell Becker, University of California Berkeley*  
*Karen E. Villegas, University of California Berkeley*  
*Kris D. Gutiérrez, University of California Berkeley*
- **Transmedia Storytelling as a Co-mediated Process of Cultural Translation: Rethinking the Dynamics between “Researcher” and “Researched”**  
*Edward Rivero, University of California Berkeley*  
*Peng Yin, University of California Berkeley*  
*Kris D. Gutiérrez, University of California Berkeley*

- **Learning as Movement and Movement as Learning: Seeing Ingenuity and Transformation in Mobile Digital Tool Use of the Everyday**

*José Ramón Lizárraga, University of California Berkeley*

*Arturo Córtez, University of California Berkeley*

*Kris D. Gutiérrez, University of California Berkeley*

**4:45 pm – 6:00 pm – DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD ADDRESS**  
**Meeting Room: Esmeralda 4,5,6,7,8**

**Chair:**

*Marcelle Haddix, Syracuse University*

**Early Career Achievement Award Presentation**

*Fenice Boyd, University of South Carolina*

**Distinguished Scholar Lifetime Achievement Award Presentation**

*Patricia Edwards, Michigan State University*

**Distinguished Scholar Lifetime Achievement Award Address:**

**The Translocation and Transformation of Funds of Knowledge**

*Dr. Luis Moll, University of Arizona*

Luis C. Moll, born in Santurce, Puerto Rico, is Professor Emeritus of the Department of Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona. He was awarded his Ph.D. in Educational Psychology/Early Childhood Development from the University of California, Los Angeles. Prior to his current position, he was an Assistant Research Psychologist at the Laboratory of Comparative Human Cognition of the University of California, San Diego. His main research interest is the connection among culture, psychology and education, especially as it relates to the education of Latino children in the US. His edited volume, *Vygotsky and education* was published in 1990 (Cambridge University Press); his co-edited volume, *Funds of knowledge: Theorizing practices in households, communities, and classrooms*, was published in 2005 (Erlbaum), and his most recent

book, *L. S. Vygotsky and education*, was published in 2014 (Routledge Press). Among his honors, he was elected to membership in the National Academy of Education (1998), named a Kappa Delta Pi Laureate (2013), and Fellow (2009) of the American Educational Research Association. He was awarded the Medal for Distinguished Service from Teachers College, Columbia University in 2015, the Distinguished Scholar Lifetime Achievement Award from the Literacy Research Association in 2018, and the Outstanding Language Arts Educator Award by the National Council of Teachers of English in 2018.

Three international examples in this presentation, I will first provide a review of a “funds of knowledge” approach to culture and education (e.g., González, Moll, & Amanti, 2005). I will summarize three themes that have become identified with this work: (1) the development of household visits to document lived experiences and funds of knowledge; (2) teacher study groups to analyze what can be learned from these visits, and (3) the development of teaching innovations. In the second part I will review, albeit selectively, the “translocation” of the approach by describing work conducted in three international settings: Uganda, South Africa, and Australia, and what we can learn theoretically, methodologically and substantively from this work.

**Reclaiming the Town Hall Meeting: A Teach In**

*6:15 pm – 7:00 pm – Meeting*

*Meeting Room: Mountain View*

Presenters:

*April Baker-Bell, Michigan State University*

*Joseph C Rumennapp, Judson University*

*Lamar Johnson, Michigan State University*

**ERM/STAR Reception**

*7:30 pm – 9:00 pm – Special Event*

*Meeting Room: Stir*

**Vital Issues**

*9:00 pm – 11:00 pm – Special Event*

*Meeting Room: Glo Lobby Bar*

*continued on next page*

---

**Friday • November 30, 2018**

68TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

**RECLAIMING LITERACY RESEARCH  
CENTERING ACTIVISM, COMMUNITY, AND LOVE**

*November 28 – December 1, 2018 Indian Wells, CA*

Connect with us! #LRA18



# FRIDAY

---

## SESSION DESCRIPTIONS

### PAPER SESSIONS

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

### ROUNDTABLES

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

### 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

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

### ALTERNATIVE FORMAT SESSIONS

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

### STUDY GROUPS

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

### AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that highlight the conference theme of reclaiming literacy research by centering activism, community, and love. These sessions occur concurrently with other conference sessions.

### PLENARY ADDRESSES

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

*continued on next page*

# FRIDAY

## Sunrise Yoga and Meditation

6:00 to 6:45 am

Meeting Room: Rose Lawn

## Registration

7:00 to 5:00 pm

Meeting Room: Crystal Reg Desk

## NCRL Business Meeting

7:15 to 8:15 am

Meeting Room: Corsica

## Journal of Literacy Research and LR:TMP Breakfast (invitation only)

7:15 to 8:15 am

Meeting Room: Crystal ABC

## Doctoral Student ICG Proposal Mentoring Project Breakfast

7:15 to 7:45 am

Meeting Room: Esmeralda I

## Doctoral Student ICG Business Meeting

7:45 to 8:15 am

Meeting Room: Esmeralda I

## Albert J. Kingston Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Barcelona

## Distinguished Scholar Lifetime Achievement Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Cannes

## Early Career Achievement Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Capri

## Edward B. Fry Book Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Corfu

## Student Outstanding Research Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Malta A

## Arthur Applebee Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Gibraltar

## Brian Street Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Monte Carlo

## Barr/Mosenthal Handbook of Reading Research Fund Committee

7:15 to 8:15 am

Meeting Room: Malta B

## J. Michael Parker Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Sardinia

## Oscar S. Causey Award Committee Meeting

7:15 to 8:15 am

Meeting Room: St. Tropez

## P. David Pearson Scholarly Influence Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Toulon

## Exhibit Hall & Silent Book Auction

8:00 am to 3:00 pm

Meeting Room: Crystal Ballroom Pre-Function

## JLR Transition Meeting

11:30 am to 1:00 pm

Meeting Room: Monaco

## Purchase Silent Auction Books

4:00 to 7:00 pm

Meeting Room: Crystal Ballroom Pre-Function

## 8:30 am – 10:00 am – Paper Session

Meeting Room: Barcelona

## Area 2. Highlighted Session - Building Teacher Capacity through Transformative Literacy Coaching

Chair:

**Carol Bruzzano**, William Paterson University

Discussant:

**Carol Bruzzano**, William Paterson University

- **LRA proposal: Love, Activism and Hope in Teacher Education: Coaching to Transgress**  
*Melissa Wetzel, The University of Texas at Austin*  
*Nathaly Batista-Morales, University of Texas at Austin*  
*Erica Steinitz, University of Texas at Austin*

continued on next page

# FRIDAY

- **Multi-tiered Models of Literacy Coaching and Professional Learning Facilitation**

*Tiffany Gallagher, Brock University*

*Arlene Grierson, Brock University*

*Rachel St. Hilaire, Brock University*

- **Teacher Coaching in Literacy Clinics Using the Gradual Increase of Responsibility Model**

*Vicki Stewart Collet, University of Arkansas*

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Cannes**

## **Area 1. Literature: Preservice Teachers' Response and Resistance to Race and Language**

Chair:

*Sarah M Fleming, Syracuse University*

Discussant:

*Susan Lee Groenke, University of Tennessee*

- **Considering the Possibilities: Examinations of Preservice Teachers' Discourse of Gender Equality and Queer Inclusion Children's Literature**

*Gilberto P. Lara, The University of Texas Rio Grande Valley*

*Maria Leija, The University of Texas Rio Grande Valley*

- **"I Decided to Lean into It Instead of Shy Away:" A Multicase Study of Critical Literature Units**

*Natalie Sue Svrcek, University of Texas at Austin*

- **Pre-service teachers' (un)certain responses to culturally diverse literature**

*Mary M Neville, Michigan State University*

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Capri**

## **Area 10. #TextTalk? Where Children's and Young Adult Literature Meet Technology**

Chair:

*Shannon Prince, Michigan State University*

Discussant:

*Kristine Pytash, Kent State University*

- **#PublicIntellectual...#YATwitter?: Inquiring into the Digital Transactions of Young Adult Literature Authors and Readers**

*Nora Peterman, University of Missouri-Kansas City*

*Connor K. Warner, University of Missouri-Kansas City*

- **Studying Middle School Readers' Navigation of a Multimodal Digital Narrative**

*Rachel Karchmer-Klein, University of Delaware*

*Valerie Harlow Shinas, Lesley University*

- **Multimodal Responses to Literature: Identities, Positioning, and Discourse**

*Kimberly McDavid Schmidt, University of Denver*

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Corfu**

## **Area 11. Stories of Humanity: Storytelling and Narrative as Method**

Chair:

*Stacie Noisey, Judson University*

Discussant:

*Ann M Bennett, Kennesaw State University*

- **Narrative Knowledgeing in Sociocultural Literacy Research: A Narrative Analysis of the Literature**

*Amy Johnson Lachuk, University of Wisconsin-Whitewater*

- **(Re)claiming Bi/literacy on the Border: Stories from South Texas Escuelitas**

*Enrique David Degollado, The University of Texas at Austin*

*Rosalyn Virginia Harvey, University of Texas at Austin*

*Randy Clinton Bell, The University of Texas at Austin*

- **Stories To Teach By: Examining Literacy Educators' Identity(ies) and Practices Revealed in Narratives**

*Melia Eileen Repko-Erwin, CU Boulder*

*Mary Rose Kelly, University of Colorado Boulder*

*continued on next page*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Corsica**

**Area 12. Global Perspectives on Negotiating Language Ideologies and Academic English Expectations in Post-Secondary Settings**

Chair:

*Kristie O'Donnell Lussier*, Collin College

Discussant:

*Kate Pahl*, Manchester Metropolitan University

- **Education, Language, and Identity: A Narrative Inquiry in Rural South Africa**  
*Kristie O'Donnell Lussier*, Collin College
- **The English Language Needs of Francophone (French speaking) Students in an English as Second Language Context in Ghana**  
*Adeline Mansa Borti*, University of Wyoming
- **Internationalization of U.S. Higher Education: Academic Writing in an EFL Context**  
*Peter Parker*, Plymouth State University
- **Cultural Barriers to Multiliteracies Pedagogy for International Students in Higher Education**  
*Brittany Adams*, University of Florida  
*Angela M Kohnen*, University of Florida

**8:30 am – 10:00 am – Poster Session 3**  
**Meeting Room: Crystal Alcove East**

- **Template Development to Support the Writing of Scientific Explanations in Elementary School**  
*Gabriel Della Vecchia*, University of Michigan  
*Kathleen Easley*, University of Michigan  
*Meredith Baker Marcum*, University of Michigan  
*Miranda Fitzgerald*, University of Michigan  
*Annemarie Palincsar*, University of Michigan
- **Preschoolers' Oral Language in Response to Their Digital vs. Traditional Emergent Writing**  
*Julie Parrish*, Louisiana State University  
*Renee Casbergue*, Louisiana State University  
*Kim Skinner*, Louisiana State University  
*Karen Burstein*, University of Louisiana at Lafayette

- **Changing the Dialogue through Storytelling: Building Bridges of Understanding Amongst Culturally Diverse Students, Families, and School Community through the Power of a Story**  
*Amanda Capina*, University of Manitoba
- **Traversing 50 Volumes of Literacy Research**  
*Misty Sailors*, The University of Texas at San Antonio  
*Erin Faeth*, University at Albany, State University of New York  
*Kayla Victoria Graves*, University of Texas at San Antonio  
*Miriam Martinez*, The University of Texas at San Antonio  
*Dennis S Davis*, North Carolina State University  
*Virginia J Goatley*, University at Albany, State University of New York  
*Christina Treviño*, The University of Texas at San Antonio  
*Rebecca Stortz*, The University of Texas at San Antonio  
*Jill S Jones*, North Carolina State University  
*Colleen van Cura Monaco*, University at Albany, State University of New York  
*Fenice B Boyd*, University of South Carolina  
*Pelusa Orellana-Garcia*, Universidad de los Andes  
*Teresa Sellers*, University of Texas at San Antonio
- **Toward Broader Understandings: Inter-national and Intra-national Literacy Research**  
*Carole Janisch*, Texas Tech University  
*Bettina Buch*, University College Absalon  
*Evan Ortlieb*, St. John's University  
*Hitomi Kambara*, The University of Texas Rio Grande Valley  
*Lijun Jin*, Towson University  
*Jiening Ruan*, University of Oklahoma  
*Xiaoming (Sarah) Liu*, Towson University  
*Amani Saad AlNajim*, Imam Abdulrahman Bin Faisal University  
*Earl Cheek*, Louisiana State University
- **An Investigation of Embodied Literacy in an Inclusive Preschool Setting Through a Critical Disability Lens**  
*Ariel Robinson*, University of Missouri  
*Sarah Reid*, University of Missouri

*continued on next page*

# FRIDAY

- **How Families Use Free Books: Home Literacy Practices in Two Communities Using Dolly Parton's Imagination Library**

*Chad H Waldron, University of Michigan- Flint*

**8:30 am – 10:00 am – Poster Session 4  
Meeting Room: Crystal Alcove West**

- **Childrens' Choice: Linguistic and Cultural Dimensions of Self-Selected Books for Summer Reading**  
*Anne McGill-Franzen, University of Tennessee*  
*Natalia A. Ward, University of Tennessee, Knoxville*
- **Using Prosocial Videogames to Promote Activism and Encourage Dialogue**  
*Carolyn Stuftt, Berry College*  
*Julie Johnson-Pynn, American University in Cairo*
- **What are we Sustaining? White Researchers and Culturally Sustaining Pedagogies as a Theoretical Framework**  
*Leah Marie Panther, Mercer University*  
*Rhianna Thomas, University of Missouri Kansas City*  
*Dea Marx, University of Missouri Kansas City*
- **Pre-service teachers' decision-making around children's literature oriented toward social justice that they regard as potentially controversial and difficult to teach into with their students**  
*Tracey Flores, University of Texas at Austin*  
*James V Hoffman, University of Texas at Austin*  
*Saba Vlach, The University of Texas at Austin*  
*Catherine Lammert, University of Texas at Austin*  
*Susan Tily, University of Texas at Austin*  
*Vickie Godfrey, University of Texas at Austin*  
*Lora Dewalt, University of Texas at Austin*
- **Kosovan Youths Critical Engagement with Culturally Traditional Texts**  
*Anemone Zeneli, Syracuse University*  
*Heather Waymouth, Syracuse University*
- **The Committee Would Like to Suggest: The Risks of Open-Access Publishing and Fluid Definitions of Academic Rigor**  
*Jenifer Jasinski Schneider, University of South Florida*

**8:30 am – 10:00 am – Symposium  
Meeting Room: Crystal G**

## **Area 7. Reclaiming Racial Literacy at LRA and In Education**

Chair:

*Keonghee Tao Han, University of Wyoming*

Discussant:

*Judson Laughter, University of Tennessee, Knoxville*

Literacy is interwoven with racial struggles in the U.S. We, CRT scholars at LRA, believe that connecting race and literacy, racial literacy, is activist work because without our heightened alert in racial literacy, we are the condoners pushing the marginalized again and again to the bottom of the well; racial literacy must continue at LRA; and in all education system, we must foster critical consciousness, ultimately to achieve freedom, human dignity and love for ALL.

- **A Longitudinal Moments of Possibility for Children in an Under-Funded School**  
*Catherine Compton-Lilly, University of South Carolina, Columbia*
- **In Whose Best Interest? Competing Needs and Perspectives in a Dual Language Program**  
*Eurydice Bauer, University of South Carolina*  
*Anjale Welton, University of Illinois*
- **Racial Literacy in Traditional Rural Classrooms**  
*Keonghee Tao Han, University of Wyoming*  
*Rebecca Rogers, University of Missouri-St. Louis*

**8:30 am – 10:00 am – Symposium  
Meeting Room: Crystal H**

## **Area 7. Frictions and Freedoms of LGBTQ Activism in Literacy Research and Education**

Chair:

*Ryan Schey, Auburn University*

Discussant:

*James Joshua Coleman, University of Pennsylvania*

*continued on next page*

Examining a range of stakeholders, age levels, and educational contexts, this symposium explores critical questions concerning relationships among queer lives, literacy, and activism. Through documenting and theorizing frictions and freedoms of literacy and literacy education for LGBTQ people, we resist and reshape dominant heteronormative, cisnormative, and homonormative literacy / research practices to reimagine such practices in more humanizing ways. In so doing, this panel makes space for diverse expressions of queerness, in and beyond classrooms.

- **“How Can We Make This Happen?”: Queer and Ally Mothers’ Quest to Center Love in Elementary School Communities**  
*Adam Crawley, Oklahoma State University*
- **#SoundingOutMySilence: Reading LGBTQ Youths’ Sonic Composing as (Counter) Storytelling**  
*Jon Michael Wargo, Boston College*
- **“Kind of, Maybe, Definitely Gay”: Discourses of Queer Youth Circulating in an LGBTQ Literature Discussion**  
*Jenna Spiering, University of Iowa*  
*Kate Kedley, Rowan University*
- **Youth’s Queer Activism in a Secondary Classroom: Conflict, School-sanctioned Literacy Practices, and Social Change**  
*Ryan Schey, Auburn University*

**8:30 am – 10:00 am – Symposium**  
**Meeting Room: Crystal I**

## Area 10. Theorizing Audience in Children’s and Youth’s Digital Media Production

Chair:

*Jessica Zacher Pandya*, CSU Long Beach College of Education

Discussant:

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

Given the ways digital artifacts might be shared with broad audiences, it is important to theorize what role(s) audience serves for child and youth composers.

The four papers address various ways that audience matters, and to whom, regarding composing in current classroom settings. They also address issues of power—who gets to decide on content, who chooses which texts to share, and who gets to watch—and privacy that are undertheorized in the current moment.

- **Theorizing the Addressive Audience: Children’s Conceptions of their Viewers in Digital Video Production**  
*Jessica Zacher Pandya, CSU Long Beach College of Education*  
*David E. Low, California State University, Fresno*
- **Writing for Authentic Audiences: An Evidence-Based Practice?**  
*Nadia Behizadeh, Georgia State University*
- **The Socio-Material Construction of Audience for Preschoolers’ Digital Compositions**  
*Deborah Wells Rowe, Vanderbilt University*
- **Audience, Affect, and Anxiety: Making Documentaries about PTSD**  
*Jennifer Rowsell, Brock University*

**8:30 am – 10:00 am – Alternative Format Session**  
**Meeting Room: Esmeralda 1**

## Area 11. Literacy Research in Rural Settings: Reclaiming Literacy Research in, with, and for Rural Schools

Chair:

*Devon G. Brenner*, Mississippi State University

Literacy research that centers on activism, community, and love must address the contexts of place to advance equity. Research is not place neutral. 9.7 million students in the US are rural, suggesting a need for research that addresses the unique contexts of rural settings. This interactive, alternative format session will engage participants in small and whole group conversations about rural literacy research in order to promote culturally sustaining research on literacy instruction for students.

*continued on next page*

# FRIDAY

- **So, You Want to do Rural Educational Research?**

*Karen Eppley, Penn State University*

- **How Should I Frame Rural Research to Check my Biases?**

*Amy Azano, Virginia Tech*

- **How do I Design Rural Research?**

*Devon G. Brenner, Mississippi State University  
Dunsmore KaiLonnie, NORC*

**8:30 am – 10:00 am – Alternative Format Session**

**Meeting Room: Esmeralda 2**

## **Area 10. Examination from Multiple Perspectives: New Literacies Revisited**

Discussant:

*P. David Pearson, UC Berkeley*

New literacies is an evolving construct. Some might argue that it is a misnomer because “new” quickly becomes common. Some view new literacies at the intersection of reading, writing, and technologies. Others contend are new literacies exist regardless of technologies. The purpose of this alternative session is to revisit the notion of new literacies from multiple perspectives. Panel members represent behavioral, cognitive, sociocultural, feminist and temporal/spatial perspectives. Discussant will synthesize and invite the audience engagement.

- **Examination from Multiple Perspectives: New Literacies Revisited**

*Elizabeth (Betsy) Baker, University of Missouri*

*Kelly Chandler-Olcott, Syracuse University*

*Kristin Conradi Smith, William & Mary*

*Judith Dunkerly-Bean, Old Dominion University*

*Barbara Jean Guzzetti, Arizona State University*

*Doug Hartman, Michigan State University*

*Elizabeth Carol Lewis, Dickinson College*

*Paul Morsink, Oakland University*

*Ian O’Byrne, College of Charleston*

**8:30 am – 10:00 am – Alternative Format Session**

**Meeting Room: Esmeralda 3**

## **Area 11. Many Possible Ways to Hypothesize Meaning: Imagining Dialogical Stances on Reading**

In this session, one early childhood and one adolescent literacy researcher share theoretical frameworks on teaching reading through dialogical stances. Significant time is then devoted to small groups addressing this question: what would dialogical stances on reading look like with what possibilities/limits? The intent is not to reify dialogical models, but to suggest possibilities that represent directions that adhere to the Freirian ideal that if we “do not love [humans]—[we] cannot enter into dialogue.” dialogical

- **Imagining a Dialogical Stance on Adolescent Reading**

*Bob Fecho, Teachers College, Columbia University*

- **Imagining a Dialogical Stance on Early Childhood Reading**

*Judith Lysaker, Purdue University*

**8:30 am – 10:00 am – Alternative Format Session**

**Meeting Room: Esmeralda Boardroom**

## **Area 8. Art as a Way of Talking for Emergent Bilingual Youth: Democratic Multimodal Literacy Practices**

The purpose of this alternative format presentation is to demonstrate and expand upon findings from multimodal literacy practices which have improved literacy and language skills for emergent bilingual learners in PreK-12. This research, although disparate in scope, has been gathered as part of a co-edited book project aimed at challenging current prescriptions for teaching English to language learners, with an arts-integrated framework grounded in a sense of student, teacher, family, and community agency.

*continued on next page*

# FRIDAY

- **Art as a Way of Talking for Emergent Bilingual Youth: Democratic Multimodal Literacy Practices**

*Cristina J. Alfaro, San Diego State University*  
*Sally Brown, Georgia Southern University*  
*Catherine H. Reischl, University of Michigan*  
*Laura Cranmer, Vancouver Island University*  
*Whitney J. Lawrence, Bedford Independent School District*  
*Dorea J. Kleker, University of Arizona*  
*Mika K. Phinney, Holbrook Language Academy*  
*Gustave J. Weltsek, Indiana University Bloomington*  
*Mariana Souto-Manning, Teachers College, Columbia University*  
*Laura Taylor, Rhodes College*  
*Doris Villarreal, University of Texas at Austin*  
*Janelle Mathis, University of North Texas*  
*Amanda Claudia Wager, Lesley University*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Gibraltar**

### **Area 3. Comprehension at the Secondary Level: Communities and Schools**

Chair:  
*Zhongfeng Tian, Boston College*

Discussant:  
*Laurie Henry, University of Kentucky*

- **Community Literacy Learning Spaces As Counterhegemonic Figured Worlds For African American Readers**

*Shaunte S Duggins, University of Florida*  
*Melanie Acosta, University of Alabama*

- **Cultural Scaffolding for Complex Texts in High School: Understanding how Texts and Interactions Enrich Dialogue and Comprehension**

*Elly Quynn Maras, John Carroll University*  
*Dan Reynolds, John Carroll University*

- **Comprehending and Composing History with Graphic Novels**

*Kathryn Roberts, Dr.*  
*Kristy A Brugar, University of Oklahoma*  
*Laura M Jimenez, Boston University*  
*Carla K Meyer, Duquesne University*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Malta A**

### **Area 2. Learning to Foster Student Writers**

Chair:  
*Jennifer Barrett-Tatum, Western Carolina University*

Discussant:  
*Mary A. Avalos, University of Miami*

- **Reclaiming our Literacy Curricula for Emergent Adolescent Readers and Writers: The Impact of Professional Development on Culturally Relevant Unit Planning**

*Jody Nicole Polleck, Hunter College—CUNY*  
*Jordan Yarwood, Pathways to Graduation*

- **Tracing Teacher Writing Identity Through an Intensive Summer Professional Development Experience**

*Tia Frahm, University of Wyoming*

- **Transformational Professional Development for Writing Instruction: Tools for Supporting Student Agency**

*Charlotte L. Land, The University of Texas at Austin*

*Thea Williamson, University of Texas at Austin*

**8:30 am – 10:00 am – Paper Session**  
**Meeting Room: Malta B**

### **Area 5. Motivation and Engagement in Early Reading**

Chair:  
*Melanie Reaves, Montana State University Billings*

Discussant:  
*Lesley Mandel Morrow, Rutgers University*

- **Effects of Repeated Reading on Reading Motivation among Struggling Readers in First Class in Irish Primary Schools**

*Gene Mehigan, Marino Institute of Education*

*continued on next page*

# FRIDAY

- **Meaningful Words or Isolated-Letter Games: Differential Effects on Preschooler's Literacy Foundations, Language, and Engagement**

*Theresa Roberts, Oregon Research Institute  
Patricia Vadasy, Oregon Research Institute*

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Monte Carlo**

## **Area 1. Exploring the Critical: Media literacy and Critical literacy in Preservice Teacher Education**

Chair:

*Julia Hagge, The Ohio State University*

Discussant:

*Eliza Desiree Butler, University of Arizona*

- **Critical literacy instruction for whom? New pedagogies in teacher education and their potential costs and values for code-meshing teacher candidates of color**  
*Ann Mogush Mason, University of Minnesota*
- **Critical Media Literacy: Inspiring Activism in Secondary Teacher Education**  
*Rick Marlatt, New Mexico State University*
- **Engaging Critical Literacies with Pre-Service Teachers Within and Against the Current Political Times**  
*Dr. Rebecca Sanchez, University of New Mexico  
Richard Meyer, University of New Mexico*

**8:30 am – 10:00 am – Paper Session  
Meeting Room: Rhodes A&B**

## **Area 7. The Power of Writing Places and Spaces**

Chair:

*Kelly C Johnston, Baylor University*

Discussant:

*Kira LeeKeenan, University of Texas at Austin*

- **Sustainable Communities, Sustainable Lives: Urban Youth Perspectives In An Out Of School Writers' Club**

*Kirsten Dara Hill, The University of Michigan-Dearborn*

*Karen Thomas Brown, The University of Michigan-Dearborn*

*LaShorage Shaffer, The University of Michigan-Dearborn*

- **Using the Places We Write: The Physicality of Youths' Writing Processes**  
*Bethany Silva, University of New Hampshire*
- **What does writing do? Changing the perspective on transformational literacy practices**  
*Elizabeth Bolton, OISE, University of Toronto*

**8:30 am – 10:00 am – Paper Session  
Meeting Room: St. Tropez**

## **Area 7. Decontextualizing Curriculum and Schooling for Equity and Diversity**

Chair:

*Sarah Lillo, Southeast Missouri State University*

Discussant:

*Kathleen Hinchman, Syracuse University*

- **"Can you give the phone to someone who speaks English?" Reflections on Immigrant Experiences around Language Use in America**  
*Olabisi Adenekan, Judson University*
- **Conceptualizing Scholarship on Writing Out of School as an Equity Issue: A Literature Review**  
*Andrea Vaughan, University of Illinois at Chicago*
- **Problematising examinations of diversity in curriculum**  
*Sarah Lillo, Southeast Missouri State University*
- **The History, Policy, and Practice of Teaching ELA in Alaskan Villages**  
*Jonathan Bartels, University of Alaska Anchorage  
Jennifer Stone, University of Alaska Anchorage*

*continued on next page*

# FRIDAY

**8:30 am – 10:00 am – Symposium  
Meeting Room: Valencia 1**

## **Area 7. Race(ing) Towards Futurity: Black and Latinx Youths' Multimodal Representations of Future Selves and Literacies**

Chair:  
*Jennifer Danridge Turner*, University of Maryland

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

Framed by Critical Race Theory and multimodality, our symposium examines how Black and Latinx youth imagine future selves through an array of multimodal representations (e.g., digital collages, portraits, drawings). We seek to: 1) illuminate the multiple spaces and media where Black and Brown youths author their future selves from a place of critical awareness, agency, and activism and 2) center the ways in which these youths contest racist narratives and reclaim their futures with possibilities.

- **“I wrote this blurred American flag”: The Racial and Socio-political Realities in Rural Latinx Youth's Counter-Self-Portraits**

*Rossina Zamora Liu*, University of Maryland  
*Kelli Ann Rushek*, University of Iowa  
*Saba Rasheed Ali*, University of Iowa

- **“What can Space do for me?”: A BlackCrit Ethnography of Urban Literacies and the Im/Possibility of Black Futurity**

*Justin A. Coles*, Michigan State University

- **Brown Girls Dreaming: Multimodal Representations of Race, Gender, and Career Aspirations**

*Jennifer Danridge Turner*, University of Maryland  
*Autumn Griffin*, University at Maryland- College Park

**8:30 am – 10:00 am – Symposium  
Meeting Room: Valencia 2**

## **Area 2. Ways of Knowing and Doing: Teacher Research as a Tool for Reclaiming Literacy and Language Research**

Chair:  
*Beverly Troiano*, Elmhurst College

Discussant:  
*Christopher Worthman*, DePaul University

The three papers bring together teacher research projects that use different theoretical frameworks. The first draws on indigenous and postcolonial frameworks to help educators understand the power of indigenous epistemologies. The second develops a case of university researchers and teacher researchers mediating theoretical understandings of local and community knowledges and literacies. The third examines how student teachers use teacher research to critically analyze ESL/bilingual methodologies, thus connecting theory and practice.

- **Navigating the Shores: Indigenous Epistemologies and the Teaching of Research**  
*Brian Charest*, University of Redlands
- **Leveraging through Teacher Research: Toward Community or Colony**

*Joseph C Rumenapp*, Judson University; *Rachel McMahon*, Judson University

- **Working Around Policy and Curricular Restrictions: Student-Teachers Using Teacher Research with English Learners**  
*Beverly Troiano*, Elmhurst College

**8:30 am – 10:00 am – Symposium  
Meeting Room: Valencia 5**

## **Area 11. Researching “With”: Humanizing Mobilities in Literacy Research**

Chair:  
*Joanne Larson*, University of Rochester

*continued on next page*

Discussants:

*Allison Skerrett*, The University of Texas at Austin  
*George H Moses*, North East Area Development, Inc.  
 and Group 14621 Community Association

Shifting from “research on” to “research with” entails a commitment to collaborative relationships in shared research and practice. This symposium focuses on processes of collaboratively developing literacy research considering the mobilities of contemporary life, by bringing together three ongoing efforts to engage in researching “with” on the move. Panelists and respondents representing researchers and community partners will discuss collaborative research-practice in motion across tensions and boundaries, reflecting on the challenges and possibilities in humanizing research.

- **Designing Spaces for Partnership: Building Youth-Adult Relationships in Literacy Research**

*Amy Stornaiuolo*, University of Pennsylvania  
*Bethany Monea*, University of Pennsylvania  
*Emily Plummer*, University of Pennsylvania

- **Toward Answerability: Intentional Closeness through Flexibility of Modes in Participant-Researcher Relationships**

*Autumn West*, University of Illinois at Urbana-Champaign  
*Anna Smith*, Illinois State University

- **A Simultaneity of Stories-So-Far in Tracing (Youth) Transliterations: An Exploration of Research/Practice on the Move**

*Nathan C Phillips*, University of Illinois at Chicago  
*Virginia Killian-Lund*, University of Illinois at Chicago  
*Wendy Gonzales*, University of Illinois at Chicago  
*Shawndra Allen*, University of Illinois, Chicago  
*David Bild*, Chicago Academy of Sciences  
*Peggy Notebaert*, Nature Museum  
*Ilana Bruton*, Chicago History Museum  
*Jaclyn Carmichael*, Chicago educator  
*Emma Martell*, Lincoln Park Zoo  
*Ani Schmidt*, Chicago History Museum

**8:30 am – 10:00 am – Symposium**  
**Meeting Room: Valencia 6**

### **Area 3. Making Curriculum: A Study of Art Processes to Speak Critically to Social Issues**

Chair:

*Peggy Albers*, Georgia State University

Discussant:

*T. Philip Nichols*, Baylor University

Located in Ingold’s theory of making and critical literacy, this symposium investigates process. Researchers asked participants, children and in-service teachers, to rework, rethink, and at times repeat compositions using art materials to push participants further and deeper into understanding process. Participants engaged critically with art as a language system to understand how their expressions--embedded in historical, social, and cultural practices--enabled them to speak to and against social injustices.

- **Foregrounding the Intentions of Activist Writers: Unexpected Intra-Actions between Students, Design, and Texts**

*Mitzi Lewison*, Indiana University  
*Lee Heffernan*, Monroe County Schools  
*Zawan Al Bulushi*, Indiana university Bloomington

- **In Process: Speaking Back to Power With Discarded Bits of Technology**

*Vivian Vasquez*, American University  
*Hilary Janks*, Wits University  
*Bryan Woods*, Peele District, Canada

- **When Materials, Technique, and Process Transact**

*Jerome Harste*, Indiana University  
*Peggy Albers*, Georgia State University

*continued on next page*

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Barcelona**

**Area 8. (Re)claiming Literacy: Making Visible Transnational Students' Literacy Practices across Contexts**

Chair:  
**Lina Trigos-Carrillo**, University of Missouri-Columbia

Discussant:  
**Marjorie Faulstich Orellana**, UCLA

- **(In)Visible Literacies: Investigating the Literacy Practices of Newcomer Transnational Students in a Secondary English Classroom**  
*Brooke Ward Taira, Independent*
- **Characterizing Competing Tensions in the Literacies of Black Immigrant Youth**  
*Patriann Smith, Texas Tech University*  
*Jaehoon Lee, Texas Tech University*  
*Rong Chang, Texas Tech University*  
*Tala Kakar-Esperat, Texas Tech University*
- **Reclaiming Literacy Research through revising scholarly traditions: Examining culturally-cognizant pedagogy in Kenyan classroom talk**  
*David Bwire, The College of New Jersey*
- **(Re)claiming Bilingual Literacy: The Stories of Bilingual Seal Graduates**  
*Soria Colomer, Oregon State University*  
*Chris Bacon, Boston College*

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Cannes**

**Area 9. Using Critical Content Analysis to Explore Nuances of Children's Literature**

Chair:  
**Caitlin Law Ryan**, East Carolina University

Discussant:  
**Melissa Schieble**, Hunter College-CUNY

- **As I Lay Dying: Depictions of Mortality in Children's Literature**  
*Summer Davis, Indiana University*
- **Award-Winning Nonfiction Children's Literature: Changes Over Time**  
*Jennifer Smith, Texas Christian University*  
*Marla Robertson, Utah State University*
- **Reclaiming Literacy Research via Exploring Chinese Families in Selected International Children's Literature**  
*Yunying Xu, University of Nevada Las Vegas*

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Capri**

**Area 1. Continuity, Conflict and Change: Preservice Teachers Encountering Tension and Taking Action**

Chair:  
**Rae L Oviatt**, Michigan State University

Discussant:  
**Caroline T. Clark**, The Ohio State University

- **Appropriation of Practices in a New Community: Transitioning into the First Years of Literacy Teaching**  
*Samuel Ray DeJulio, The University of Texas at San Antonio*
- **English teachers' transition from pre-service through the first year: Narrated beliefs and the curricularization of literacy**  
*Karoline Rose Trepper, Stanford University*
- **"Low money, high money, dollars and pennies": Confronting educational triage through the eyes of pre-service teachers**  
*Sherridon Sweeney, University of South Florida*

*continued on next page*

# FRIDAY

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Corfu**

## **Area 2. Reflecting, Collaborating and Learning about Literacy**

Chair:

*Mary A. Avalos*, University of Miami

Discussant:

*Janet L Briggs*, Center for Teacher Effectiveness

### **Collaboration and Radical Community Building: Challenging Hierarchies in Literacy Learning**

*Jessica Cira Rubin*, The University of Texas at Austin

*Charlotte L. Land*, The University of Texas at Austin

### **Collaborative Self-reflection during Online Professional Development Sessions**

*Hannah Dostal*, University of Connecticut

*Kimberly Wolbers*, The University of Tennessee

*Joan Weir*, UConn

*Jen Kilpatrick*, University of North Florida

*Kelsey Holton*, University of Tennessee

### **Family Collaboration and Professional Learning: How Teachers Think, Practice, and Change**

*Susan Cantrell*, University of Kentucky

*Pamela Correll*, Missouri State University

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Corsica**

## **Area 9. Examining the Multimodality of Texts**

Chair:

*Caitlin Murphy*, The Ohio State University

Discussant:

*Stergios Botzakis*, University of Tennessee, Knoxville

- **Clarity, Culture, and Complications: An Analysis of Spanish-English Dual-Language Concept Books**

*Lisa Domke*, Michigan State University

- **Multimodality in texts from vocational education – presenting a powerful tool for analysis**

*Bettina Buch*, University College Absalon

- **Reading the Invitation - how visual and verbal modes in picture books engage readers with diverse lives and cultures**

*Jon Callow*, The University of Sydney

**10:15 am – 11:45 am – Special Event**  
**Meeting Room: Crystal ABC**

## **Reading Hall of Fame Mentoring Session**

Chair:

*Ray Reutzel*, University of Wyoming

Discussants:

*Jeanne Paratore*, Boston University

*Peter Afflerbach*, University of Maryland

*Kris D. Gutiérrez*, University of California Berkeley

*Janice A. Dole*, University of Utah

*Diane Lapp*, San Diego State University

*Mary Ellen Vogt*, California State University, Long Beach

*Lesley Mandel Morrow*, Rutgers University

*Gay Ivey*, University of North Carolina-Greensboro

*Ray Reutzel*, University of Wyoming.

*Judith Langer*, University at Albany

*Jane Hansen*, University of Virginia

*Patricia Edwards*, Michigan State University

**10:15 am – 11:45 am – Roundtable Session 5**  
**Meeting Room: Crystal DEF**

## **1) Area 1. Teacher Praxis for Inquiry and Textual Exploration in the Elementary-Level Classroom**

Chair:

*Antony T Smith*, University of Washington Bothell

- **Elementary Teachers' Uses of Informational Text and Appropriation of Inquiry**
- **Investigating an Approach to Planning for Disciplinary Literacy in Elementary Grades: A Formative Experiment**

*Catherine Lammert*, University of Texas at Austin

*Jamie Colwell*, Old Dominion University

*Amy Hutchison*, George Mason University

*Lindsay Woodward*, Drake University

*continued on next page*

# FRIDAY

## 2) Area 1. Preparing Teachers to Enact Responsive, Inclusive Practices in Literacy

Chair:

*Kongji Qin*, New York University

- **Exploring Culturally Proactive Pedagogies in Elementary Literacy Methods Courses**  
*Greg McVerry, Southern Connecticut University*  
*Joy Myers, James Madison University*  
*Courtney Shimek, University of Georgia*  
*Carin Appleget, University of Nebraska, Lincoln*  
*Breanya Hogue, Indiana University*  
*Katheleen Cullen, Utica*
- **Funds of Knowledge as a Tutoring Framework in Preservice Teacher Education**  
*Natalie Sue Svrcek, University of Texas at Austin*  
*Lakeya Omogun, The University of Texas at Austin*  
*Saba Vlach, The University of Texas at Austin*
- **Productive or Not?: Preservice Teachers' Use of Inclusive Literacy Practices Through the Lens of Productive Literacy Pedagogies**  
*Julia Hagge, The Ohio State University*  
*Margaret Krause, University of South Florida*

## 3) Area 4. Understanding the Contexts of Literacy Instruction and Practices

- **Context Matters: Integrated Science Literacy Instruction in Two Urban, First Grade Classrooms**  
*Angela J Stefanski, Ball State University*  
*Nicole M Martin, Ball State University*
- **Diggin' Deeper: Understanding Motivation and Marginalized Non-Proficient Readers**  
*Hiawatha Smith, University of Wisconsin River Falls*  
*Samuel D. Miller, The University of North Carolina at Greensboro*
- **Exploring the Literacy Practices and Peer Relationships of 2 African American Kindergarten Girls in a Predominately White After School Program**  
*Nakisha Whittington, Penn State*

## 4) Area 5. Elementary Grade Reading Motivation: Understandings and Differences

Chair:

*Alessandra Ward-Goldberg*, Boston University

- **Teachers' Understandings of Primary Grade Students' Reading Motivation and Engagement**  
*Alessandra Ward-Goldberg, Boston University*
- **Gender Differences in Reading Motivation between American and Japanese Fourth Grade Students in Suburban Communities**  
*Hitomi Kambara, The University of Texas Rio Grande Valley*  
*Zhidong Zhang, The University of Texas Rio Grande Valley*  
*Jiening Ruan, University of Oklahoma*
- **Primary students' emic views of reading intervention: A qualitative case-study of motivation**  
*Joy Dangora Erickson, University of New Hampshire*

## 5) Area 6. Foreign Language Learners' Literacy Practices: Cultivating Spaces for Activism through Community and Love

Chair:

*Minseok Choi*, the Ohio State University

- **Foreign Language Learners' Language and Literacy Practice in an Affinity Space**  
*Hanae Kim, University of Illinois at Chicago*  
*Sunah Chung, University of Illinois at Chicago*
- **Critique in fine arts studio as social construction: Through the lens of intertextuality**  
*Minseok Choi, The Ohio State University*

*continued on next page*

## 6) Area 7. Constructing Teacher Identities

Chair:

*Alice Lee*, Illinois State University

- **Hard Truths and Heavy Questions: An Evangelical Christian Literacy Teacher Negotiates Identity Tensions**  
*Christopher A Olshefski, University of Pittsburgh*
- **Rural Teacher Candidates' Constructed Identities**  
*Kathleen Marie Alley, Mississippi State University*  
*Devon G. Brenner, Mississippi State University*

## 7) Area 7. Developing Pedagogies of Equity in the Classroom

Chair:

*Andrea C Bien*, Boston University

- **Dumbling: Teacher Agency and Activism in Humanizing Research**  
*Leah Marie Panther, Mercer University; Selena Hughes, Cristo Rey High School*
- **Examining Culturally Sustaining Pedagogy in the Neoliberal Classroom**  
*Melanie Walski, Northern Illinois University*  
*Paul Hartman, Illinois State University*  
*Grace Pigozzi, National Louis University*
- **What's Among and Between Us: Arts-Based Practice as Everyday Action**  
*Jessica Whitelaw Schmucker, University of Pennsylvania*

## 8) Area 10. Reading Resources, Identifying Difference

Chair:

*Jo Worthy*, University of Texas, Austin

- **Literacy resources, individual differences, and digital reading comprehension: A secondary analysis of (e)PILRS 2016 United States national data**  
*HyeJin Hwang, University of Michigan, School of Education*  
*Byeong-Young Cho, University of Pittsburgh*

- **Get Help Now! An Examination of Dyslexia Information on the Internet**

*jo worthy, University of Texas, Austin*

*Anne Daly-Lesch, University of Texas at Austin*

*Susan Tily, University of Texas at Austin*

*Cori Salmeron, The University of Texas at Austin*

*Vickie Godfrey, University of Texas at Austin*

## 9) Area 1. Highlighted Session - Challenging the Marginalization of Preservice Teachers of Color in Literacy Teacher Education

Chair:

*Kirsten Dara Hill*, The University of Michigan-Dearborn

- **"Don't Worry... I'll Get Her There": Embodying Black Feminist Praxis in Small Group Chats with Preservice Teachers of Color**  
*Jenell Igeleke Penn, The Ohio State University*
- **Fostering Spaces of Belonging for Preservice Teachers of Color**  
*Haeny S. Yoon, Teachers College, Columbia University*  
*Detra Price-Dennis, Teachers College Columbia*  
*Tran Nguyen Templeton, Teachers College, Columbia University*

## 10) Area 9. Crossing Boundaries & Building Community in Children's Literature

Chair:

*Monica Christine Kleekamp*, University of Missouri-Columbia

- **Building a Literary Community Around Picturebooks: Investigating Children's Responses to Word-Picture Relationships Within and Across Genres**  
*Koti Lee Hubbard, Clemson University*  
*Susan K Fullerton, Clemson University*
- **Crossing Boundaries: Exploring Metaleptic Transgressions in Contemporary Picturebooks**  
*Frank Serafini, Arizona State University*  
*Stephanie F Reid, Arizona State University*

*continued on next page*

- **Sharing Inclusive Children’s Literature: Intersections of Talk and Text**

*Monica Christine Kleekamp, University of Missouri-Columbia*

## 11) Area 1. Preservice Teachers’ Reflective Work in Literacy Teacher Education

Chair:

*Susan Lee Groenke, University of Tennessee*

- **Cracking Open an Idea: Preservice Teachers using Lesson Study to Reevaluate Read Aloud Sessions**

*Megan Renee Brown, The Ohio State University  
Michiko Hikida, The Ohio State University*

- **Preservice Teachers’ Knowledge of Genre, Text Structure, and Author’s Purpose**

*Sara Kersten Parrish, University of Nevada, Reno  
Paola Pionieta, The University of North Carolina at Charlotte*

**10:15 am – 11:45 am – Symposium  
Meeting Room: Crystal G**

## Area 7. “What’s love got to do with it?”: Centering Ethic of Care in Scholars and Educators’ Epistemological Orientations and Pedagogical Practices with Black Girls & Women

Chair:

*Delicia Greene, University of Albany*

Discussant:

*Gholnecsar ‘Gholdy’ Muhammad, Georgia State University*

The purpose of this session is to examine Black girls’ multimodal literacies that reimagine identity development and empowerment (Muhammad and Womack, 2015), digital hush harbors as alternative book-clubbing space (Kynard, 2010), a self-care collective for women of color, and academic othermothering in young adult literature (Collins, 2009).

- **Get Lit: An Auto-Ethnography of Black Millennial Women’s Engagement with a Digital Book Club**

*Melanie Kirkwood, University of Illinois- Urbana-Champaign*

- **Black Girl in Om: A Virtual Ethnography of Black Women’s Self Care Practices in Digital Spaces**

*Autumn Griffin, University at Maryland- College Park*

*Melanie Kirkwood, University of Illinois- Urbana-Champaign*

- **“Literacy teachers are our school parents”:** A literary analysis of Black female literacy educators academically othermothering Black female students depicted in multicultural young adult texts

*Delicia Greene, University of Albany*

**10:15 am – 11:45 am – Symposium  
Meeting Room: Crystal H**

## Area 3. Teaching And Learning Dialogic Literary Argumentation In High School English Language Arts Classrooms

Chair:

*David Bloome, The Ohio State University*

Discussants:

*Jennifer Rowsell, Brock University*

*Richard Beach, University of Minnesota*

Dialogic Literary Argumentation (DLA) is a new perspective on teaching literature. In DLA, the literary text is used as an argumentative prop to explore the human condition. DLA evolved out of our 8 year study of argumentative writing in 61 secondary language arts classrooms. Underlying DLA are (a) a view of rationality as a situated, dialogic, and communicative process, and (b) a view of meaning-making as located in intertextuality constructed in instructional conversations.

*continued on next page*

# FRIDAY

- **Defining Dialogic Literary Argumentation**

*David Bloome, The Ohio State University*

*Tzu-Jung Lin, Ohio State University*

*Seung Yon Ha, Ohio State University*

- **Intertextuality in Dialogic Literary Argumentation**

*John Brady, Ohio State University*

*Matt Seymour, The Ohio State University*

## 10:15 am – 11:45 am – Symposium Meeting Room: Crystal I

### Area 9. Highlighted Session - Speculating on Gender/Identity: Critical Approaches to Dystopian, Fantasy, and Afrofuturistic Young Adult Fiction

Chair:

*Megan Munson-Warnken, Champlain College*

Discussant:

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

In this symposium, we present analyses of young adult (YA) speculative fiction that confront, expand, and reimagine roles of gender, centering the ways in which this genre particularly reshapes notions of what gender is, what it will be, and what it can be. Drawing on the Black Ratchet Imagination, semiotic/content analysis, and queer methodology, we use speculative YA fiction to identify and disrupt stereotypical heteronormative, racial, and gendered norms.

- **To Nnedi, with Love: Black Girl Herstories, Magic, and Ratchet Imagination**  
*S.R. Toliver, The University of Georgia*
- **The Influence of Disney-fiction and Hyperfemininity as Barriers to Reading for Boys**  
*Megan Munson-Warnken, Champlain College*
- **They Lived Happily Ever After: Dystopian Possibilities of the Future**  
*Nora Peterman, University of Missouri-Kansas City*  
*Rachel Skrlac Lo, Villanova University*

## 10:15 am – 11:45 am – Alternative Format Session

Meeting Room: Esmeralda 1

### Area 6. Pedagogy of Possibility: Justice System Involved Youths' Multimodal Literacies as Spaces of Resilience

Discussant:

*Maisha Winn, University of California, Davis*

This alternative session will engage attendees in the exploration of the experiences of adolescents in the juvenile justice system in an urban area in the Southeastern United States. Using a bricolage approach that acknowledges that all understandings are created in a contextualized space, we disrupt the narrative that pathologizes the experiences of youth in the school-to-prison pipeline. We illustrate the powerful literacies utilized by adolescents to speak back to single stories.

- **Writing the Outside, Inside: Literacy as Liberation with Justice System Involved Youth**  
*Thomas W Bean, Old Dominion University*
- **"From a Young Age I've had Troubles": Marginalized Girls Writing Their Lives**  
*Barbara Jean Guzzetti, Arizona State University*
- **"I'm Livin' This Life": Adolescent Males' Aural Literacies as Resistance and Resilience**  
*Julia Morris, Old Dominion University*  
*Judith Dunkerly-Bean, Old Dominion University*

## 10:15 am – 11:45 am – Alternative Format Session

Meeting Room: Esmeralda 2

### Area 3. Think Tank Session: What the Arts Contribute to Our Understanding of Literacy

Chair:

*Peggy Albers, Georgia State University*

Discussant:

*Peggy Albers, Georgia State University*

*continued on next page*

# FRIDAY

Abstract: Come think with three senior literacy research as they share insights they have gained about literacy as they pursued new areas of interest: photography, song writing and art (sepecially mix-media watercolor and collage. Our goal is to discuss among ourselves, the discussant, and the audience, insights into what we feel have relevance for a new or a renewed interest in the underlying processes of literacy and literacy learning.

- **Songwriting: Implications for Pushback on Privileging a Singular Linguistic Mode**  
*Donna Alvermann, University of Georgia*
- **An Artist at Work and in Reflection**  
*Jerome Harste, Indiana University*
- **Photography: Seeing Chicago and Literacy with New Set of Eyes**  
*Taffy Raphael, University of Illinois at Chicago*

**10:15 am – 11:45 am – Alternative Format Session**  
**Meeting Room: Esmeralda 3**

## Area 4. Constructing and Deconstructing Post-Truth Ideology: The Role of Literacy Researchers

Presenters:

*Amy Leigh Tondreau*, Teachers College, Columbia University  
*Alyson Rumberger*, Teachers College, Columbia University  
*Makila Meyers*, Teachers College, Columbia University

We argue that there is a connection between teachers' observations of the current school climate for minority students and the post-truth ideology that influences broader public opinion. As literacy researchers doing work in and around schools, we cannot help but question: what role has academia played in the development of a post-truth ideology? Could we have done better? Our alternative session will invite participants to reread literacy research epistemologies using a lens of post-truth.

- **Is There a Truth to Lose? The Role of Post-Structuralism**  
*Amy Leigh Tondreau, Teachers College, Columbia University*
- **Does the Social Model for (Dis)ability Conceal Truth?**  
*Laurie Rabinowitz, Teachers College, Columbia University*
- **Truth Grounded in Racialized Identities**  
*Makila Meyers, Teachers College, Columbia University*
- **Social Space: Concealing Inequitable Access to Materials?**  
*Alyson Rumberger, Teachers College, Columbia University*

**10:15 am – 11:45 am – Paper Session**  
**Meeting Room: Gibraltar**

## Area 9. Talking Gender in the ECE

Chair:

*Jody Nicole Polleck*, Hunter College--CUNY

Discussant:

*Selena E Van Horn*, California State University, Fresno

- **“But how will I know?” Redefining Gender in the Early Childhood Classroom**  
*Karen Marie Maher, SUNY Albany*
- **“I don’t want him to wear a dress in the winter”:  
A preschool transformative textual conversation**  
*Erin Quast, Illinois State University*
- **“Well, we don’t see boys with long hair often”:  
Kindergarteners’ use of social constructs to interpret gender in picture book read-alouds**  
*Katrina Bartow Jacobs, Univ. of Pittsburgh*  
*Thomas Hill, University of Pittsburgh*

*continued on next page*

# FRIDAY

**10:15 am – 11:45 am – Paper Session  
Meeting Room: Malta A**

## **Area 8. Voice, Rhythm, and Rhyme: Robust Approaches to Supporting Emergent Bilingual Students' Language and Literacy Learning**

Chair:

*Emily Machado*, University of Washington

Discussant:

*Robert T Jimenez*, Vanderbilt University

- **The Semiotics of Reading Comprehension: Voices, Connections and Interactions in the Meaning-making of a Second-Grade Emergent Multilingual**  
*Leah Carey*, University of Minnesota
- **Vocabulary for English learners: A closer look at Newsela and Rewordify.com**  
*Laura Northrop*, Cleveland State University  
*Elena Andrei*, Cleveland State University
- **Helping Students Find Their Voice: Teacher Talk that Supports Young Emergent Bilinguals' Participation in Exploratory Discourse**  
*Christine Leighton*, Emmanuel College  
*Evelyn Ford-Connors*, Boston University

**10:15 am – 11:45 am – Paper Session  
Meeting Room: Malta B**

## **Area 6. Disciplinary Literacies in STEM: Epistemic Practices for Meaningful Design-based Solutions**

Chair:

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

Discussant:

*Michelle Jordan*, Arizona State University

- **Argumentation as Activism: Reconsidering the Development of Epistemic Stance in Disciplinary Literacy**  
*Kristin Black*, New York University
- **The Lab Report Genre in a College Physics Course: Exploring Disciplinary Roles and Activities**  
*Rick Fisher*, University of Wyoming
- **Engineering literacy from lab to classroom: A comparison of literacy engagement between one group of engineering professionals and one group of engineering students**  
*Carolyn S Giroux*, University of Michigan

**10:15 am – 11:45 am – Paper Session  
Meeting Room: Monte Carlo**

## **Area 3. Spelling and Writing**

Chair:

*Linda Laidlaw*, University of Alberta

Discussant:

*Lori Helman*, University of Minnesota

- **Examining the Development of English Learners as Writers of Opinion Pieces**  
*Annie Squire*, Utah State University  
*Sarah K. Clark*, Brigham Young University
- **Collaborative Reasoning and Strategy Instruction on Second Graders' Opinion Writing**  
*Zoi A. Philippakos*, University of Tennessee Knoxville  
*Charles MacArthur*, University of DE
- **Examining English Language Learners' and Native English-Speakers' Spelling Growth after Supplemental Instruction**  
*Tess Dusling*, St. John's University

*continued on next page*

# FRIDAY

**10:15 am – 11:45 am – Paper Session  
Meeting Room: Rhodes A&B**

## **Area 5. Strategic Supports for Elementary Grade Writers**

Chair:

*Joy Towner*, Judson University

Discussant:

*Ted Kesler*, Queens College, CUNY

- **Differential Effects of Professional Development on Persuasive Writing in Grades 1-5**  
*John Strong*, University of Delaware  
*Sharon Walpole*, University of Delaware  
*Adrian Pasquarella*, University of Delaware  
*Marcia Shirilla*, University of Delaware  
*David Coker*, University of Delaware
- **From Seeing to Achieving: Using Graphic Novels as a Tool to Support the Writing Skills of Fifth Grade Boys**  
*Sandi Sumerfeld*, Central State University
- **Using Published Authors as Mentors to Teach Grammatical Conventions**  
*Vicki Stewart Collet*, University of Arkansas

**10:15 am – 11:45 am – Paper Session  
Meeting Room: St. Tropez**

## **Area 3. Influences of Literacy Instruction on Practice**

Chair:

*Judith Scott*, University of California, Santa Cruz

Discussant:

*Elfrieda H Hiebert*, TextProject

- **Investigating Differences in Two Prior Knowledge Activation Techniques: A Mixed Methods Approach**  
*Courtney A Hattan*, Illinois State University
- **The Influences of Leveling Practices on a Transitional Readers Identity, Self-Efficacy, and Self-Perceptions of Growth**  
*Cynthia Gail Gerwin*, Judson University

- **The Effects of a More Frequent and Sophisticated Approach to Guided Reading on Second Graders' Reading Ability**  
*Chase Young*, Sam Houston State University

**10:15 am – 11:45 am – Paper Session  
Meeting Room: Toulon**

## **Area 5. Making Meaning in Multimodal and Multilingual Ways**

Chair:

*Jill Grifenhagen*, NC State University

Discussant:

*Ashley N. Patterson*, Penn State University

- **Embodied Enactments of Meaning: Young Children's Comprehending of Wordless Books**  
*Judith Lysaker*, Purdue University  
*Rong Zhang*, Purdue University  
*Mengying Xue*, Purdue University  
*Kathleen Martin*, Purdue University
- **Storytelling Trajectories in Multilingual Preschool Classrooms**  
*Erin Elizabeth Flynn*, Portland State University
- **Using Video Reflection with Preschool Multilingual Learners: From Monolingual to Multilingual Ideological Perspectives (as Researchers)**  
*P. Zitlali Morales*, University of Illinois at Chicago  
*Joseph C Rumenapp*, Judson University

**10:15 am – 11:45 am – Symposium  
Meeting Room: Valencia 1**

## **Area 7. How to Do Things with Worlds: Literacy and Worldmaking**

Chair:

*T. Philip Nichols*, Baylor University

Discussant:

*Ebony Thomas*, University of Pennsylvania GSE

*continued on next page*

# FRIDAY

The “worlds” we inhabit, imagine, and build -- classrooms, communities, politics -- provide moorings from which we theorize and practice literacy.

“Worlds,” then, are not just neutral containers for activity -- they do things and have real consequences for all who share them. This symposium explores the relationship between worldmaking and literacy across a range of research contexts. It asks: how might notions of worldmaking be mobilized toward justice and equity in literacy research, teaching, and learning?

- **Ways with Worlds: “Innovation” and Cosmopolitics in the Literacy Classroom**  
*T. Philip Nichols, Baylor University*
- **Unnormal Worlds: Feminist World Making with Girls of Color**  
*Grace D. Player, University of Pennsylvania*
- **Making as Worlding: Young Learners Composing Change through Speculative Design**  
*Jon Michael Wargo, Boston College*  
*Jasmine Alvarado, Boston College*
- **Data & Dragons: Worldbuilding, Embodiment, and Literacy Development in Tabletop Roleplaying Games**  
*Antero Garcia, Stanford University*
- **Mati Literacies: Queer/Black Sociomaterial World-Making**  
*Fahima Ife, Louisiana State University*

**10:15 am – 11:45 am – Symposium**  
**Meeting Room: Valencia 2**

## Area 3. Towards a pedagogy of things

Chair:

*Elisabeth Johnson*, St. Edward’s University, Austin

Discussant:

*Diane Collier*, Brock U

This symposium convenes an international group of scholars to explore the role of material agency in co-constituting literacy learning and teaching. It draws on a variety of socio-material perspectives to consider how things act on and are enacted in diverse contexts for literacy education, and explores a number of pedagogical possibilities and implications of bringing

things to the fore. Four presentations will be followed by commentary from a discussant.

- **Animated objects: the pedagogical power of ‘things’**  
*Gabrielle Budach, University of Luxembourg*
- **Brooms, giraffes, iPads: shifting material arrangements and pedagogical invitations**  
*Cathy Burnett, Sheffield Hallam University*  
*Guy Merchant, Sheffield Hallam University*
- **Tracing manifestations of jellyfish, the island of Struay and Bike Baron**  
*Julia Gillen, Lancaster University*
- **Tumbling balls of puppy fluff: YouTube enchantments and ethical literacies**  
*Kimberly Lenters, University of Calgary*

**10:15 am – 11:45 am – Symposium**  
**Meeting Room: Valencia 5**

## Area 7. Literacy Research in Uncertain Times: Becoming “Undisciplined”

Chair:

*Bessie Patricia Dernikos*, Florida Atlantic University

Discussant:

*Marjorie Siegel*, Teachers College, Columbia University

This symposium brings together literacy researchers who seek to trouble traditional efforts to “make the process of qualitative inquiry fit into positivist notions of what research is” (Paris & Winn, 2013, p. xix). Drawing on diverse theoretical perspectives, we hope to offer methodological insights as to what makes justice research im/possible. We consider how becoming “undisciplined” (Sharpe, 2016) requires different modes and methods that are not grounded in violence but, rather, in love.

- **“Austere Love” and “Everyday Use” – (Re) Locating Love across Three Artifacts of Literacy Teaching and Learning**  
*Vaughn Watson, Michigan State University*  
*Joanne E Marciano, Michigan State University*

*continued on next page*

# FRIDAY

- **Literacy as Sonic Boom: Re-membering Fleshy Energies and Other Worlds “Post” Humanism**  
*Bessie Patricia Dernikos, Florida Atlantic University*
- **Inviting Young Children to Present Their Own Perspectives**  
*Elizabeth Morphis, SUNY Old Westbury*
- **Matter for All: (De)Humanizing Materialities of One “Progressive” Literacy Curriculum**  
*Daniel Ferguson, Teachers College, Columbia University*

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Barcelona**

## **Area 2. Dialogue in the Construction of Professional Learning**

Chair:  
*Angela Fortune, University of Illinois at Chicago*

Discussant:  
*Jill Grifenhagen, NC State University*

- **Breaking Through the Noise: Literacy Leaders in the Face of Accountability, Evaluation, and Reform**  
*Sherry Sanden, Illinois State University*  
*Chelsey M. Bahlmann Bollinger, James Madison University*  
*Karen Kleppe Graham, Arkansas State University*  
*Catherine M Kelly, St. Catherine University*  
*Sara E Miller, Longwood University*  
*Michael McManus, University of Central Florida*
- **Dialogues in Action: Cross-Institutional Professional Learning Over Time**  
*Alecia Marie Magnifico, University of New Hampshire*  
*Christina Ortmeier-Hooper, University of New Hampshire*
- **Discourses of science and research by the International Literacy Association and International Dyslexia Association**  
*Rachael Gabriel, University of Connecticut*  
*Joan Weir, UConn*

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Cannes**

## **Area 10. Collaboration, Connection, and Credibility: Promoting Inquiry through Technology**

Chair:  
*Elena E Forzani, Boston University*

Discussant:  
*Elena E Forzani, Boston University*

- **Capturing Dimensions of Collaborative Online Inquiry and Social Deliberation with Multiple-Source Inquiry Tasks in Face-to-Face and Remote Contexts**  
*Julie Coiro, University of Rhode Island*  
*Jesse Sparks, Educational Testing Service*  
*Carita Kiili, University of Oslo*  
*Jill Castek, University of Arizona*  
*Changhee Lee, University of Rhode Island*  
*Kevin Topper, University of Rhode Island*
- **Evaluating the Credibility of Online Information: An Expert-Novice Study**  
*Julie Corrigan, University of Ottawa*  
*Elena E Forzani, Boston University*
- **The collective classroom “we:” How levels of connectedness relate to cognitive and affective experiences of learning community across online and face-to-face discussion environments**  
*Allison Zengilowski, University of Texas at Austin*  
*Jeonghyun Lee, The University of Texas at Austin*  
*Jeongbin Hannah Park, University of Texas at San Antonio*  
*Eunjeong Choi, The City University of Seattle*  
*Rachel E Gaines, University of Texas at Austin*  
*Diane Schallert, University of Texas at Austin*

*continued on next page*

# FRIDAY

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Capri**

## **Area 12. Two International Reading Interventions: Examining Adaptations and Take Up of Early Literacy Skills**

Chair:

*Lina Trigos-Carrillo*, University of Missouri-Columbia

Discussant:

*Patience A. Sowa*, Educational Consultant

- **The Contributions of Language Skills and Comprehension Monitoring to Chinese Reading Comprehension for First Graders in China**

*Aiping Zhao*, Shandong University

*Ying Guo*, University of Cincinnati

*Mark Lai*, University of Cincinnati

- **Are Visual Spelling Bees More Effective Than Traditional Spelling Bees for Learning to Spell and Read Words?**

*Bruce A. Murray*, Auburn University

*Chih-hsuan Wang*, Auburn University

*Geralyn Murray*, St. Michael's Catholic Church

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Corsica**

## **Area 3. Teacher and Student Talk about Critical Issues**

Chair:

*Maria Hernandez Goff*, California State University, Fresno

Discussant:

*Dennis S Davis*, North Carolina State University

- **Operatic “Purgatory”: Literacy and Identity in a Remedial Reading Class**

*Jessica Masterson*, University of Nebraska-Lincoln

- **“We can’t talk about that in school!”: Elementary Teachers Support Students’ Talk about Critical Sociocultural Issues**

*Saba Vlach*, The University of Texas at Austin

- **Writing-with the provocations of a teacher and student’s responses to community violence: Toward post-qualitative approaches in teacher-student inquiry**

*Lea Ehret*, McGill University

**1:15 pm – 2:45 pm – Special Event**  
**Meeting Room: Crystal G**

## **STAR Fellows Research Showcase**

Chair:

*Mileidis Gort*, University of Colorado, Boulder

Discussants:

*Jamal Cooks*, Chabot Community College

*Aria Razfar*, University of Illinois at Chicago

*Antero Garcia*, Stanford University

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

*Grace Enriquez*, Lesley University

*Carmen Kynard*, John Jay College and Graduate Center of CUNY

*P. Zitlali Morales*, University of Illinois at Chicago

*Ramón Martínez*, Stanford University

- **Place, Space, Race”: Examining How Star Fellows’ Home and Community Literacy and Language Traditions Shape Their Scholarly and Educator Identities**

*Delicia Greene*, University of Albany

*Gilberto P. Lara*, The University of Texas Rio Grande Valley

*Eliza Braden*, University of South Carolina

*Patriann Smith*, Texas Tech University

*Kisha Bryan*, Tennessee State University

*Alice Lee*, Illinois State University

*Claudia Rodriguez-Mojica*, Santa Clara University

*Stephanie Patrice Jones*, Grinnell College

*continued on next page*

# FRIDAY

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room: Esmeralda 1**

## **Area 5. Pivotal Research in Early Literacy: Looking to the Past as We Examine Current Practices and Recent Research**

Chair:

*Christina State Cassano*, Salem State University

Presenters:

*Judith Schickedanz*, Boston University

*Colleen E Whittingham*, University of North Carolina  
at Charlotte

*Ruth Wharton-McDonald*, University of New  
Hampshire

*Theresa Roberts*, Oregon Research Institute

*Muriel Rand*, New Jersey City University

*Jeanne Paratore*, Boston University

*Kathleen Ann Paciga*, Columbia College Chicago

*Lesley Mandel Morrow*, Rutgers University

*Emily Brown Hoffman*, Ball State University

*Alisa Hindin*, Seton Hall University

*Molly Fuller Collins*, Vanderbilt University

In this alternate format session, presenters adopt a historical stance as they describe the impact of pivotal studies in early literacy. The presenters explain how they traced the influence of these works to the current day. Participants will interact with several of the presenters in small roundtable groups to discuss the ways they see these works influencing today's teaching practices and to envision the path forward to the very best early literacy experiences for all children.

- **Pivotal Research in Early Literacy: Looking to the Past as We Examine Current Practices and Recent Research**

*Christina State Cassano*, Salem State University

*Susan Dougherty*, Rider University

*Judith Schickedanz*, Boston University

*Colleen E Whittingham*, University of North  
Carolina at Charlotte

*Ruth Wharton-McDonald*, University of New  
Hampshire

*Theresa Roberts*, Oregon Research Institute

*Muriel Rand*, New Jersey City University

*Jeanne Paratore*, Boston University

*Kathleen Ann Paciga*, Columbia College Chicago

*Lesley Mandel Morrow*, Rutgers University

*Emily Brown Hoffman*, Ball State University

*Alisa Hindin*, Seton Hall University

*Molly Fuller Collins*, Vanderbilt University

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room: Esmeralda 3**

## **Area 1. Bringing our Community Together to Further Advocate and Love the Disciplinary Literacies in Elementary Education**

Chair:

*James King*, University of South Florida

Discussant:

*Elizabeth Moje*, University of Michigan

In this alternative session, our individual research questions stem from four different studies that were conducted at three different institutions in the United States. Although our research questions do not overtly study activism, community or love, our collaboration to design this session came out of the desire to foster more activism, community and love surrounding the topic of disciplinary literacies (DL) pedagogy at the elementary education level.

- **Bringing our Community Together to Further Advocate and Love the Disciplinary Literacies in Elementary Education**

*Stephanie Lemley*, Mississippi State University

*Steven Hart*, California State University-Fresno

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

*Stephanie Buelow*, University of Hawaii at Manoa

*continued on next page*

# FRIDAY

**1:15 pm – 2:45 pm – Alternative Format Session  
Meeting Room: Esmeralda Boardroom**

## **Area 10. Expanding Analytical Perspectives on Digital-Age Literacies**

Presenters:

*Olivia Grace Stewart*, St. John's University  
*Areej Mawasi*, Arizona State University  
*Luis Enrique Perez Cortes*, Arizona State University

Increased access to digital technologies is transforming participation in a modern literate society. Despite this, models of formal literacy instruction can feel disconnected from young people's everyday literacies, which often use digital media for exchanging meaning. This alternative format session explores digital-age literacies through several worked examples of literacies as enacted across social media in a high school classroom, video games in an English language learning context, and transmedia experiences in K-8 science education.

- **Expanding Analytical Perspectives on Digital-Age Literacies**

*Earl Aguilera*, Arizona State University  
*Olivia Grace Stewart*, St. John's University  
*Areej Mawasi*, Arizona State University  
*Luis Enrique Perez Cortes*, Arizona State University

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room: Gibraltar**

## **Area 3. Responding to Texts Across Contexts**

Chair:

*Danielle Hilaski*, University of North Georgia

Discussant:

*Patricia Enciso*, Ohio State University

- **An English Language Learner's Reading Experiences in a Classroom Defined by RTI: Ana's Story**

*Rachel Caloia*, Edgewood College

- **A qualitative understanding of bilingual students responding to difficult texts**  
*Laura Beth Kelly*, Arizona State University
- **Investigating How Intertextual Transactions Disrupt Systems of Oppression**  
*Shelby Rae Stringfield*, Iowa State University  
*Jeanne Dyches*, Iowa State University

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room: Malta A**

## **Area 7. Disrupting Classroom Talk**

Chair:

*Robert LeBlanc*, University of Lethbridge

Discussant:

*Louise Wilkinson*, Syracuse University

- **Affectively Charged Literacy Practices in the Classroom and Students' Unsanctioned Engagement**  
*Kelly C Johnston*, Baylor University
- **Projected Hypothetical Direct Reported Speech in Teacher Talk**  
*Robert LeBlanc*, University of Lethbridge

**1:15 pm – 2:45 pm – Paper Session  
Meeting Room: Malta B**

## **Area 5. The Power of Play to Support Written and Spoken Language**

Chair:

*Tori K. Flint*, University of Louisiana at Lafayette

Discussant:

*Christiane Wood*, California State University San Marcos

- **Teacher Oral Language Production to Facilitate Children's Talk in Play Contexts**  
*Audrey Madsen*, OISE, University of Toronto  
*Jade Kim*, OISE, University of Toronto  
*Shelley Stagg Peterson*, OISE, University of Toronto

*continued on next page*

# FRIDAY

- **Kindergarten Students as Playwrights: Utilizing Multimodal Social Strategies in Dramatic Play**  
*Soon Young Jang, OISE, University of Toronto*  
*Christina Tjandra, OISE, University of Toronto*  
*Shelley Stagg Peterson, OISE, University of Toronto*
- **“No, you’re not playing with us!”: An ethnographic discourse analytic study on young children’s pretend play**  
*Jungmin Lee, The Ohio State University*

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: Monte Carlo**

## **Area 6. Examining Racism and Positionality: Critical Literacies for Social Change**

Chair:

*Mia Perry, University of Glasgow*

Discussant:

*Josephine Peyton Marsh, Arizona State University*

- **Telling “My Side of the Story”: Young Adolescent Women Embodying Counter-Narratives through Spoken Word Poetry**  
*Rebecca Woodard, University of Illinois at Chicago*  
*Andrea Vaughan, University of Illinois at Chicago*  
*Rick Coppola, University of Illinois at Chicago*
- **From “Fake News” to racism: A study of change in one high school classroom**  
*Carol Jeanne Delaney, Texas State University*
- **Wandering/Wondering: Critical Literacies in a YPAR Space**  
*Aimee Elizabeth Hendrix-Soto, The University of Texas at Austin*
- **Leadership literacies for social change: Interrogating whiteness in a US middle school**  
*Michael Young, University of Iowa*

**1:15 pm – 2:45 pm – Special Event**  
**Meeting Room: Rhodes A&B**

## **Town Hall Session - Literacy as Liberatory Practice: Reflections on Incarceration and Transformative Education with Community Partners**

Discussants:

*Deborah Appleman, Carleton College*

*Elizer Darris, American Civil Liberties Union*

*Maisha Winn, University of California, Davis*

*Lawrence T Winn, Transformative Justice in America (TJE) Center*

*Keisha Lynette Green, University of Massachusetts*

*Ella Turenne, Occidental College - Assistant Dean for Community Engagement*

*Jimmy Wu, Executive Director - InsideOut Writers - Formerly incarcerated and was a participant of the program*

This interactive session brings together scholars, activists, community partners, and the formerly incarcerated to consider the ways in which our collective understanding about literacy, critical discourse, and restorative justice can influence criminal justice reform. Conference attendees are invited to be in conversation with presenters who will offer examples of practices, in schools and in prisons, designed to interrupt the flow of young people and adults into carceral custody, and to help alter the lived experiences of those who are currently incarcerated. The session will offer opportunities for participants to engage in collective exploration and generative reflection.

*continued on next page*

**1:15 pm – 2:45 pm – Paper Session**  
**Meeting Room: St. Tropez**

### Area 3. New Literacies and Teaching Practice

Chair:

*Diane Collier*, Brock U

Discussant:

*Judith Scott*, University of California, Santa Cruz

- **Unruly Devices, Disruptive Technologies and Resourceful Children: Parent and Teacher Perspectives on Literacy and Technology**  
*Linda Laidlaw, University of Alberta*  
*Suzanna So Har Wong, University of Alberta*  
*Dennis Sumara, University of Calgary*
- **[Text]ure: A New Literacies Dissertation**  
*Rachel Kaminski Sanders, The University of Georgia*
- **Reclaiming Opportunity, Access, and Ownership through Multimodal Literacy Practices in Online Classes: Re-Seeing Teaching Practices and Empowering Learners**  
*Christi Edge, Northern Michigan University*  
*Bethney Bergh, Northern Michigan University*  
*Abby Cameron-Standerford, Northern Michigan University*

**1:15 pm – 2:45 pm – Symposium**  
**Meeting Room: Valencia 1**

### Area 7. Participatory Research and Action through Literacy

Chair:

*Maria Paula Ghiso*, Columbia University

Discussant:

*Nicole Mirra*, Rutgers University

This symposium brings together 4 projects that illuminate what it means to do research with, rather than merely on, minoritized communities, which taken together showcase the range of ways participatory research may look. Their juxtaposition helps braid together various “locals” to paint a

broader picture of educational (in)equities and of action through literacy. The symposium explores the challenges facing participatory research and offers ways forward in addressing its potential as a vehicle for democratic education.

- **Partnering with Immigrant Communities: Critical Inquiries into Educational (In)Equities**  
*Gerald Campano, University of Pennsylvania*  
*Emily Rose Schwab, University of Pennsylvania*  
*Chloe Kannan, University of Pennsylvania*  
*Gordon Divine Assah, University of Pennsylvania*
- **Practitioner Research with Latinx Teachers: Designing a Social Justice Literacy Curriculum Using Photography**  
*Maria Paula Ghiso, Columbia University*  
*Patricia Martínez-Álvarez, Teachers College, Columbia University*
- **Performing Literateness in the Spaces in Between: A Case for Participatory, Community-Based Research**  
*Lalitha Vasudevan, Teachers College, Columbia University*
- **The Art and Literacy of Justice: Creating Life After Rikers Island**  
*Yolanda Sealey-Ruiz, Teachers College, Columbia University*

**1:15 pm – 2:45 pm – Symposium**  
**Meeting Room: Valencia 5**

### Area 6. Reclaiming Student Engagement: New Materialist Perspectives on Student Engagement and a Love for Learning

Chair:

*Cheryl A McLean*, Rutgers University

Discussant:

*Donna Alvermann*, University of Georgia

In this symposium, we step back as researchers working across formal and informal spaces in Canada, the United Kingdom and the United States to problematize framings of ‘student engagement’. What does it mean to be ‘an engaged and motivated literacy

*continued on next page*

learner'? How are policy framings of engagement materialized in our research? In what ways do these materialities produce pedagogic identities? We explore these emerging questions as we think across and juxtapose our research.

- **Posthumanism, student engagement and the 'learnification' of literacy practices in higher education**

*Lesley Gourlay, University College London Institute of Education*

- **You wouldn't know it just by looking at me: Going beyond the surface of student engagement and activism**

*Cheryl A McLean, Rutgers University*

- **Actually, outside of school, I am a professional coder: Debunking a participatory model of student engagement**

*Jennifer Rowsell, Brock University*

## 1:15 pm – 2:45 pm – Paper Session Meeting Room: Valencia 6

### Area 1. Teacher Educator's Practices in Responsive Literacy Teacher Education

Chair:

*Natalie Sue Svrcek, University of Texas at Austin*

Discussant:

*Emily Hayden, Iowa State University*

- **From approximation to contextualization: Using technology as a bridge from literacy teachers' professional learning to professional practice**

*Michelle Sobolak, University of Pittsburgh*

*Katrina Bartow Jacobs, Univ. of Pittsburgh*

- **Preparing to lead: Explorations of preservice teachers' ideas about literacy and teacher leadership**

*Carrie Rogers, Western Carolina University*

*Roya Q. Scales, Western Carolina University*

- **What Are We Saying? An Examination Of Feedback To Teacher Candidates**

*Elizabeth Donat, University of Washington*

*Erin Bird, University of Washington*

*Dixie D. Massey, University of Washington*

## 3:00 pm – 4:30 pm – Paper Session Meeting Room: Barcelona

### Area 8. Diminished Dreams: Critical Perspectives on Language and Education Policy and Programs that Undermine Bilingual Students' Futures

Chair:

*Myriam Jimena Guerra, Texas A & M University- San Antonio*

Discussant:

*María E Fránquiz, University of Utah*

- **"Quietly Failing": Examining the Racialization of Chicano/Latino Emergent Bilingual Students in/through Policymaking Processes**

*Mariana Pacheco, UW - Madison*

- **School Language Policies as Lived by Bilingual Students during the Demise of English-only Law**

*Yalda M. Kaveh, Arizona State University*

- **Two Languages, Multiple Worlds: Exploring the Manifestation of "Diversity" in a Two-Way Immersion Program**

*Jasmine Alvarado, Boston College*

*Renata Love Jones, Boston College*

*Patrick Proctor, Boston College*

- **Critical Realities and Hopeful Possibilities in Dual Language Bilingual Education**

*Kristen Lynne Pratt, Western Oregon University*

*Maria Dantas-Whitney, Western Oregon University*

*Carmen R. Cáceda, Western Oregon University*

## 3:00 pm – 4:30 pm – Paper Session Meeting Room: Cannes

### Area 7. Traversing Adolescent Lives through Narrative, Poetry, and Storytelling

Chair:

*Veena Vasudevan, American Museum of Natural History*

Discussant:

*Maisha Winn, University of California, Davis*

*continued on next page*

# FRIDAY

- **Black Girl Writers Using Poetry For Social Critique**  
*Veena Vasudevan, American Museum of Natural History*
- **“If You Really Knew Me...”: Utilizing Storytelling to Reclaim Narratives About The Lives of Black Middle School Girls**  
*ThedaMarie Gibbs Grey, Ohio University*
- **Putting Culturally Sustaining Pedagogy in Conversation with Universal Design for Learning: A Case Study of a Middle-School Spoken Word Poetry Unit**  
*Rick Coppola, University of Illinois at Chicago*  
*Rebecca Woodard, University of Illinois at Chicago*  
*Andrea Vaughan, University of Illinois at Chicago*
- **“Twitter Changed My Life”: A Case Study on How Black Girls in High School Develop Critical and Media Literacy Practices for Survival and Resistance**  
*Lauren Leigh Kelly, Rutgers University Graduate School of Education*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Capri**

## **Area 3. Teachers’ Writing Strategies at the Elementary School Level**

Chair:  
*Olha Osobov, Georgia College*

Discussant:  
*Kimberly Wolbers, The University of Tennessee*

- **The Influence of State Writing Assessments on the Teaching of Opinion Writing in Linguistically-Complex Elementary Classrooms**  
*Mileidis Gort, University of Colorado, Boulder*  
*Mary A. Avalos, University of Miami*  
*Astrid Nicholl Sambolin Morales, University of Colorado Boulder*  
*Elizabeth Silva, University of Colorado, Boulder*  
*Jody Slavick, University of Colorado, Boulder*

- **The Effects of Writing Strategy Instruction on K to 2 Students’ Opinion and Procedural Writing**  
*Zoi A. Philippakos, University of Tennessee Knoxville*  
*Logan Robinson, University of Delaware*  
*Sarah Munsell, University of Pennsylvania*  
*Ashley Voggt, University of North Carolina Charlotte*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Corfu**

## **Area 7. Community Youth Literacies and Voices**

Chair:  
*Lenny Sanchez, University of South Carolina*

Discussant:  
*Arlette Ingram Willis, University of Illinois, Urbana Champaign*

- **Mentoring Matters: Centering Youth Voice in Community Literacies**  
*William Fassbender, The University of Georgia*  
*Heidi Lyn Hadley, The University of Georgia*
- **Youth Activist Literacies**  
*Abigail Rombalski, University of Minnesota*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Corsica**

## **Area 4. Investigating Practitioners’ Understandings of Assessments and Policies**

Chair:  
*Dan Reynolds, John Carroll University*

Discussant:  
*Richard Allington, University of Tennessee*

- **“If It’s Not About the Test, What’s the Point?”: Confronting Constraints in the Design of a School-Based Literacy Community**  
*Katherine K Frankel, Boston University*  
*Susan Fields, Texas A&M University*  
*Alessandra Ward-Goldberg, Boston University*

*continued on next page*

- **Understanding literacy policies across contexts: A multi-state examination of literacy curriculum decision-making**

*Margaret Vaughn, University of Idaho*  
*Roya Q. Scales, Western Carolina University*  
*Sonia Kline, Illinois State University*  
*Elizabeth Years Stevens, Roberts Wesleyan College*  
*Ann Van Wig, Eastern Washington University*  
*Jennifer Barrett-Tatum, Western Carolina University*  
*Karen K. Yoder, Goshen College*  
*Linda Smetana, California State University East Bay; Debra Wellman, Rollins College*

- **Navigating Retention Policies, Perspectives, and Practices**

*Jennifer Barrett-Tatum, Western Carolina University*  
*Kristen Ashworth, College of Charleston*

- **Exploring Seven Novice Elementary Teachers' Formative Literacy Assessment Practices: A National Study**

*Roya Q. Scales, Western Carolina University*  
*Susan Lenski, Portland State University*  
*Thomas DeVere Wolsey, The Institute to Advance International Education*  
*Dana L. Grisham, California State University East Bay; W. David Scales, Western Carolina University*  
*Linda Smetana, California State University, East Bay*  
*Karen K. Yoder, Goshen College*  
*Beth Dobler, Emporia State University*  
*Janet Young, Brigham Young University*

**3:00 pm – 4:30 pm – Symposium**  
**Meeting Room: Crystal G**

## Area 7. Highlighted Session - Rise Up: Supporting Children and Youth Engagement through Civic Literacies

Chair:  
**Justin A. Coles**, Michigan State University

Discussant:  
**Joanne Larson**, University of Rochester

Four critical researchers articulate an approach to civic literacy learning by building upon Gutierrez's (2008) concept of sociocritical literacy. Panelists center stories of elementary, middle school, and high school students to advocate for a re-imagining of literacy as a crucial form of civic education. Presenters situate citizenship and literacy as social practices influenced by cultural/historical contexts and oriented toward justice. Alongside the discussant, each researcher argues literacy is integral to civic learning.

- **“Keep walls down instead of up!”: Interrogating Children’s Play as Civic Literacies**

*Cassie J Brownell, Ontario Institute for Studies in Education, University of Toronto*

- **My Life is My Evidence: Fostering Critical Civic Empathy through Performative Debate**

*Nicole Mirra, Rutgers University*

- **Taking Space and Making Space: Teaching and Learning about Power, Identity, and Privilege with Girls of Color**

*Tashal Brown, Michigan State University*

- **Letters to the Next President: Exploring Adolescent Civic Literacy Practices**

*Antero Garcia, Stanford University*

**3:00 pm – 4:30 pm – Symposium**  
**Meeting Room: Crystal H**

## Area 8. Love through Advocacy: Clarifying the Invisible Literacies of Immigrant Youth

Chair:  
**Patricia Enciso**, Ohio State University

Discussant:  
**Aria Razfar**, University of Illinois at Chicago

We ‘Reclaim Literacy Research’ across this symposium by offering opportunities for dialogue across a range of scholarly insights, and by problematizing differing representations, of immigrant youths’ invisible literacies. Insights into literacies of immigrants from Arabian, Caribbean, Mexican, and West African backgrounds across seven institutions hold promise

*continued on next page*

for avoiding essentialist narratives in representations of youth, and for acknowledging how race intersects with often-centralized constructs of language and nationality, to (re)define our varied representations of immigrant youth.

- **Love through Advocacy: Clarifying the Invisible Literacies of Immigrant Youth**

*Vaughn Watson, Michigan State University*

*Kisha Bryan, Tennessee State University*

*Patriann Smith, Texas Tech University*

*Lydia Kananu Kiramba, University of Nebraska Lincoln*

*Eliza Braden, University of South Carolina*

*Rahat Zaidi, Werklund School of Education, University of Calgary*

**3:00 pm – 4:30 pm – Alternative Format Session  
Meeting Room: Esmeralda 1**

## Area 7. Intersectionality: Reclaiming Stories and Building Communities

Chair:

*Corrine Wickens, Northern Illinois University*

Discussant:

*Detra Price-Dennis, Teachers College Columbia*

Presenters:

*Dywanna Smith, Claflin University*

*Laura M Jimenez, Boston University*

*Kongji Qin, New York University*

*Guofang Li, University of British Columbia*

*Melanie Kirkwood, University of Illinois- Urbana-Champaign*

*Rachel Skrlac Lo, Villanova University*

This alternative format session is co-sponsored by the Ethnicity, Race, and Multilingualism (ERM) and Gender & Sexualities (G&S) Committees. Together, we examine moments of hegemonic subjugation through a lens of intersectionality, which makes visible dominant and subordinating discourses. We focus on storytelling as a means to access unmitigated truths about race, gender, language, and identity.

Intersectionality, then, is a process of exposing and expanding historical and sociopolitical contexts and thus allows for powerful cultural reimaginings.

- **Loving Loud Black Girls: Examining Intersectionalities and Understanding Why Black Girl Literacies Matter**  
*Dywanna Smith, Claflin University*
- **Beyond the “Ethnic Aisle”: Intersectionality in Children’s Literature**  
*Laura M Jimenez, Boston University*
- **Racism, Linguicism, and Masculinities: Understanding Immigrant Boys’ Identity Negotiation Through a Lens of Intersectionality**  
*Kongji Qin, New York University*  
*Guofang Li, University of British Columbia*
- **Dread Nation: An Afrofuturistic Analysis of Black Girlhood in the Nineteenth Century**  
*Melanie Kirkwood, University of Illinois- Urbana-Champaign*
- **Being an Ally in the Moment: Interactional Dilemmas**  
*Rachel Skrlac Lo, Villanova University*

**3:00 pm – 4:30 pm – Alternative Format Session  
Meeting Room: Esmeralda 2**

## Area 11. Instantiations of silence in discourse within and across communities of learning and practice

Chair:

*Diana Jaleh Arya, University of California, Santa Barbara*

Discussant:

*Catherine Compton-Lilly, University of South Carolina, Columbia*

This proposed alternative session is the next chapter of collaborative work among scholars across ten universities who share interests in exploring the empirical and conceptual complexities of silence (absent or explicit forms of communication) in discourse across diverse communities of learning and practice. Building on our previous LRA session, we

*continued on next page*

aim to present a new conceptual framework about discursive silence, or silent texts, within educational settings, and continuing discussions about approaches for unpacking such complexity.

- **Four Factors that Silence Student Voices in Literature Discussion Groups**  
*Kathryn Mitchell Pierce, Saint Louis University*  
*Carol Gilles, University of Missouri*
- **Reading Silence in Teacher-Student Conferences**  
*Laura Taylor, Rhodes College*  
*Melissa Wetzel, The University of Texas at Austin*
- **Teachers' Experiences of Silence in Whole Class Discussions**  
*Mark Sulzer, University of Cincinnati*
- **Giving Voice to Some Identity Markers while Silencing Others: Black Male Study Abroad Travelers and Conceptions of Race, Gender and Class**  
*Ashley Patterson, Penn State University*
- **Reframing Silence: Examining the Absence of Alternative Discourses During Critical Conversations with Teachers**  
*Amy Vetter, UNC Greensboro*  
*Melissa Schieble, Hunter College-CUNY*

**3:00 pm – 4:30 pm – Alternative Format Session**  
**Meeting Room: Esmeralda 3**

## Area 14. Intersecting Engineering and Literacies: Student Successes in Navigating Teamwork and Tasks

This alternative session explores case studies of engineering research in K-12 settings foregrounding the communicative practices of our students. We synthesize research about literacies and engineering, where students took on unique, agentive positions and perspectives within collaborative groups which shaped both social interactions and engagement with engineering tasks. As researchers of disciplinary literacy and teachers, we can learn from these uncommon students who seem to easily enact social and task goals in design teams.

- **Collaboration within an Elementary Engineering Team**  
*Patricia Paugh, University of Massachusetts Boston*  
*Kristen Wendell, Tufts University*  
*Karen Miel, Tufts University*  
*Chelsea Andrews, Tufts University*  
*Christopher Wright, Drexel University*
- **Power and Language in Engineering Design: A Comparative Case Study of Two High School Groups**  
*Amy Wilson-Lopez, Utah State University*  
*Christina Sias, Utah State University*
- **Navigating Uncertainty in Engineering Design: One Fifth-Grader's Empathetic Leadership**  
*Michelle Jordan, Arizona State University*  
*Diane Schallert, University of Texas at Austin*
- **Engineering a Design Team: One Third-Grader's Positioning of Self and Others to Guide Collaboration and Problem-Solving**  
*Christopher Jarmark, University at Buffalo, SUNY*  
*Katarina Nicole Silvestri, University at Buffalo, SUNY*  
*Mary McVee, University at Buffalo – SUNY*  
*Lynn Shanahan, University at Buffalo - SUNY*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Gibraltar**

## Area 7. Creating Media and Digital Literacies

Chair:  
*Stergios Botzakis, University of Tennessee, Knoxville*

Discussant:  
*Kate Pahl, Manchester Metropolitan University*

- **Appropriated Criticality: Reclaiming Critical Literacies in an era of “Post-Truth” and “Fake News”**  
*Chris Bacon, Boston College*
- **“I Think I Can Speak for Muslims”: Critical Media Literacy Practices in an Era of Islamophobia**  
*Matthew R Deroo, Michigan State University*

*continued on next page*

# FRIDAY

- **Reggaeton en Habana, Cuba; A Video Portraiture of Reclaiming Literacy through Multimodal Remixing and Production**  
*Eliza Desiree Butler, University of Arizona*
- **Social class, digital socialization, and unequal digital literacies**  
*Ron Darvin, University of British Columbia*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Malta A**

## Area 2. Teachers Learning about Words and Meaning-Making

Chair:  
*Angela Fortune, University of Illinois at Chicago*

Discussant:  
*Mary McGriff, New Jersey City University*

- **Equity Through Word Study: Literacy Impact on one Rural Community**  
*Jennifer Jordan, University of Tennessee*  
*Nora Vines, University of Tennessee Knoxville*  
*Amy Broemmel, University of Tennessee: Knoxville*
- **Modifications Needed: Making Writing a Digital, Participatory Process**  
*Emily Howell, Clemson University*  
*Sara Perez, Iowa State University*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Malta B**

## Area 5. Critical Literacy Practices in the K-3 Classroom

Chair:  
*Ann Castle, Michigan State University*

Discussant:  
*Francisco Luis Torres, University of Colorado, Boulder*

- **Collisions Between Beliefs and Practices Related to Critical Literacy: A Case Study of a Kindergarten Teacher's Experiences**  
*Rebecca Lovering Powell, Florida Southern College*

- **Inviting Kindergarteners into Critical Literacy through Poetry, Drama, and Art**  
*Meredith Labadie, Crestwood Elementary School*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Monte Carlo**

## Area 3. Literacy Learning and Instruction

Chair:  
*Janet L Briggs, Center for Teacher Effectiveness*

Discussant:  
*Marla Mallette, Binghamton University*

- **Understanding Students' Comprehension Through Their Visual Texts**  
*Marva Cappello, San Diego State University*  
*Nancy T. Walker, University of La Verne*
- **Overlapping Opportunities for Literacy Learning and Social-Emotional Learning in Elementary-Grades Project-Based Instruction**  
*Miranda Fitzgerald, University of Michigan*

**3:00 pm – 4:30 pm – Special Event**  
**Meeting Room: Rhodes A&B Combo**

## Highlighted Session: Reading Hall Of Fame Session

Chair:  
*Ray Reutzel, University of Wyoming.*

Presenters:  
*Norman Stahl, Northern Illinois University*  
*Mary Ellen Vogt, California State University, Long Beach*  
*Heather Bell, Auckland Literacy Association*  
*Donna Scanlon, University at Albany, State University of New York*

- **Facilitating school-wide improvement in literacy learning and teaching – using practice analysis.**  
*Heather Bell, Auckland Literacy Association*

*continued on next page*

# FRIDAY

- **Historical or Ahistorical: The Literacy Profession's Strained Relationship with Its Past**

*Norman Stahl, Northern Illinois University*

- **Finding Educational Equity for English Learners through the SIOP Model.**

*Mary Ellen Vogt, California State University, Long Beach*

- **Contributions and Failures Related to Understanding, Preventing, and Remediating Reading Difficulties**

*Donna Scanlon, University at Albany, State University of New York*

**3:00 pm – 4:30 pm – Paper Session**  
**Meeting Room: Sardinia**

## Area 1. New Literacies in Preservice Literacy Teacher Education

Chair:

*Kristin Papoi, University of North Carolina at Chapel Hill*

Discussant:

*Katrina Bartow Jacobs, Univ. of Pittsburgh*

- **Beyond “Texting and the Internet are Destroying Literacy”: Preservice Teacher Productive Literacy Pedagogies**

*Julia Hage, The Ohio State University*

*Sarah Pennington, Montana State University Bozeman*

- **Patterns of Preservice Teachers' Digital Text and Tool Integration in Literacy Instruction**

*Tanya Christ, Oakland University*

*Julie Baxa, Oakland University*

*Poonam Arya, Wayne State University*

*Ming Ming Chiu, The Education University of Hong Kong*

**4:45 pm – 6:00 pm – Plenary Session**  
**Meeting Room: Esmeralda 4,5,6,7,8**

Chair:

*Marcelle Haddix, Syracuse University*

**P. David Pearson Scholarly Influence Award Presentation**

*Douglas Fisher, San Diego State University*

**Edward B. Fry Book Award Presentation**

*Iliana Reyes, University of Arizona*

**Introduction of Plenary Speaker:**

*Gholneshcar 'Gholdy' Muhammad, Georgia State University*

**Plenary Address: We Gon' Be Alright, But That Ain't Alright: Abolitionist Teaching and the Pursuit of Educational Freedom**

*Bettina Love, University of Georgia*

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. Her research focuses on the ways in which urban youth negotiate Hip Hop music and culture to form social, cultural, and political identities to create new and sustaining ways of thinking about urban education and intersectional social justice. Her research also focuses on how teachers and schools working with parents and communities can build communal, civically engaged, anti-racist, anti-homophobic, and anti-sexist educational, equitable classrooms. For her work in the field, in 2016, Dr. Love was named the Nasir Jones Hiphop Fellow at the Hutchins Center for African and African American Research at Harvard University. She is also the creator of the Hip Hop civics curriculum GET FREE. In April of 2017, Dr. Love participated in a one-on-one public lecture with bell hooks focused on the liberatory education practices of Black and Brown children.

Dr. Love is one of the field's most esteemed educational researchers in the area of Hip Hop

*continued on next page*

# FRIDAY

education for elementary aged students. She is the founder of Real Talk: Hip Hop Education for Social Justice, an after school initiative aimed at teaching elementary students the history and elements of Hip Hop for social justice through project-based learning.

Dr. Love is a sought-after public speaker on a range of topics including: Hip Hop education, Black girlhood, queer youth, Hip Hop feminism, art-based education to foster youth civic engagement, and issues of diversity. In 2014, she was invited to the White House Research Conference on Girls to discuss her work focused on the lives of Black girls. In addition, she is the inaugural recipient of the Michael F. Adams award (2014) from the University of Georgia. She has also provided commentary for various news outlets including NPR, The Guardian, and the Atlanta Journal Constitution.

Dr. Love is one of the founding board members of The Kindezi School, an innovative school focused on small classrooms and art-based education. Finally, she is the author of the book *Hip Hop's Li'l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South*. Her work has appeared in numerous books and journals, including the *English Journal*, *Urban Education*, *The Urban Review*, and *Journal of LGBT Youth*. In 2017, Dr. Love edited a special issue of the *Journal of Lesbian Studies* focused on the identities, gender performances, and pedagogical practices of Black and Brown lesbian educators. She is currently working on her second book, *We Want to Do More Than Survive: A Pedagogy of Mattering*.

Dr. Love's talk will discuss the struggle and the possibilities of committing ourselves to an abolitionist goal of educational freedom, not reform. Abolitionist Teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving.

## Annual Business Meeting

6:00 to 6:45 pm

*Renaissance Indian Wells: Esmeralda 4,5,6,7,8*

## Purchase Silent Auction Books

4:00 to 7:30 pm

*Renaissance Indian Wells: Crystal Ballroom Pre-Function*

## Doctoral Students ICG Happy Hour

7:00 to 8:30 pm

*Renaissance Indian Wells: Stir*

## In Memoriam Gathering

8:00 to 9:00 pm

*Renaissance Indian Wells: Esmeralda 3*

## Re-envisioning Literacy Research. Re-envisioning LRA: A Fireside Chat

8:30 to 9:30 pm

*Renaissance Indian Wells: Mountain View*

Presenters:

**April Baker-Bell**, Michigan State University

**Lamar Johnson**, Michigan State University

**Joseph C Rumennapp**, Judson University

In our current racial and political climate, it is important that LRA (re)claims literacy research, literacy classrooms, and LRA's town hall as sites of love and justice-oriented spaces. In this session, the attendees will be able to engage in a fireside chat that challenges LRA to (re)imagine literacy research, our town hall, and our identity as an organization.

## Vital Issues

9:00 pm – 11:00 pm – *Special Event*

*Meeting Room: Glo Lobby Bar*

*continued on next page*

---

**Saturday • December 1, 2018**

68TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

**RECLAIMING LITERACY RESEARCH  
CENTERING ACTIVISM, COMMUNITY, AND LOVE**

*November 28 – December 1, 2018 Indian Wells, CA*

Connect with us! #LRA18



# SATURDAY

---

## SESSION DESCRIPTIONS

### PAPER SESSIONS

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

### ROUNDTABLES

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

### 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

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

### ALTERNATIVE FORMAT SESSIONS

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

### STUDY GROUPS

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

### AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that highlight the conference theme of reclaiming literacy research by centering activism, community, and love. These sessions occur concurrently with other conference sessions.

### PLENARY ADDRESSES

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

*continued on next page*

# SATURDAY

## Sunrise Yoga and Meditation

6:00 to 6:45 am

Meeting Room: Rose Lawn

## Registration

7:00 to 12:00 pm

Meeting Room: Crystal Reg Desk

## Area Chairs' Breakfast

7:00 to 8:30 am

Meeting Room: Esmeralda 1

## STAR Fellow & Mentors Breakfast

7:00 to 8:30 am

Meeting Room: Esmeralda 3

## Reading Hall of Fame Breakfast

7:15 to 9:15 am

Meeting Room: Malta A&B

## Purchase Silent Auction Books

8:00 to 10:30 am

Meeting Room: Crystal Ballroom Pre-Function

## New Leadership Orientation

8:45 am – 10:15 am

Meeting Room: Esmeralda 2

## Exhibit Hall Tear-Down

10:30 am – 3:30 pm

Meeting Room: Crystal Ballroom Pre-Function

## Executive Committee Lunch

12:30 pm – 1:30 pm Special Event

Meeting Room: CAVA

## Executive Committee Meeting

1:45 pm – 3:00 pm Special Event

Meeting Room: Monaco

## 8:45 am – 10:15 am – Alternative Format Session

Meeting Room: Crystal G

### Area 4. My State is Considering What?: A Policy and Legislative Committee Workshop on How LRA Members Can be Advocates for Literacy Education Policy

Chair:

*Devon G. Brenner*, Mississippi State University

Presenters:

*Amy Broemmel*, University of Tennessee: Knoxville

*Renee Moran*, East Tennessee State University

*Carolyn Hitchens*, Ball State University

*Danielle V Dennis*, University of South Florida

*Leah Katherine Saal*, Loyola University Maryland

*Rachael Gabriel*, University of Connecticut

*Carolyn Colvin*, University of Iowa

LRA members concerned about policy may not know how to engage effectively with state policy makers. In this interactive session, members of the LRA Policy and Legislative Committee will provide concrete strategies for getting started and sustaining state policy engagement. Discussions and scenarios will help members plan for, meet with, and follow up on visits with state legislators. Session attendees are encouraged to bring a laptop or other device for some portions of the session.

## 8:45 am – 10:15 am – Alternative Format Session

Meeting Room: Crystal H

### Area 14. Academia 101: Navigating the Transition from Graduate Student to Professional

Chair:

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

*continued on next page*

# SATURDAY

Presenters:

**Emily Brown Hoffman**, Ball State University  
**Jon Michael Wargo**, Boston College  
**Maria Hernandez Goff**, California State University, Fresno

The purpose of this alternative format session is to provide graduate students with information about the process of applying for, earning, and maintaining academic positions. Topics of discussion include: how to 'read' a job call, what to include in a cover letter, and how to prepare for and conduct Skype and On-Campus Interviews. Participants are encouraged to bring draft documents of job application materials for panelists to review.

**8:45 am – 10:15 am – Alternative Format Session**  
**Meeting Room: Crystal I**

## **Area 14. Supporting Doctoral Student Writers: Engaging with A Panel of Accomplished LRA Mentors**

Chair:

**Steve Amendum**, University of Delaware

Discussant:

**Gina Cervetti**, University of Michigan

Presenters:

**Donna Alvermann**, University of Georgia  
**Leigh Hall**, University of Wyoming  
**Linda Kucan**, University of Pittsburgh  
**Jennifer Danridge Turner**, University of Maryland  
**Kevin Leander**, Vanderbilt University  
**Aria Razfar**, University of Illinois at Chicago

Developing strong academic writing skills is crucial for successfully completing a doctoral program. Yet, even well-intentioned academic mentors often struggle to support graduate students as writers. We propose an alternative session to bring the wisdom and experience of our community members to bear on questions related to the development of graduate student writers. Using panel and discussion formats,

LRA members who have been nominated as excellent writing mentors will share their strategies and experiences.

**8:45 am – 10:15 am**  
**Meeting Room: Esmeralda 2**

## **New LRA Leadership Orientation**

Chair:

**Elizabeth (Betsy) Baker**, University of Missouri  
**Gwendolyn McMillon**, Oakland University

Presenters:

**Donna Alvermann**, University of Georgia  
**Marcelle Haddix**, Syracuse University  
**James King**, University of South Florida  
**Norman Stahl**, Northern Illinois University

The purpose of this session is to gather LRA leaders to meet and discuss the strategic plan. This year, the focus will be on the research component which states, "LRA aims to promote research that is ethical, rigorous, methodologically diverse, and socially responsible." All committee chairs, committee members, and LRA members who want to know more about leadership are invited to attend.

**8:45 am – 10:15 am – Closed Event**  
**Meeting Room: Esmeralda 3**

## **STAR Program Cross-Cohort Research Showcase & Mentoring Session**

Chair:

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

Participants:

**Eliza Braden**, University of South Carolina  
**Kisha Bryan**, Tennessee State University  
**Delicia Greene**, University of Albany  
**Stephanie Patrice Jones**, Grinnell College  
**Gilberto P. Lara**, The University of Texas Rio Grande Valley  
**Alice Lee**, Illinois State University

*continued on next page*

**Claudia Rodriguez-Mojica**, Santa Clara University  
**Patriann Smith**, Texas Tech University  
**Bonnie J. Williams-Farrier**, Department of English,  
 Comparative Literature, and Linguistics

This STAR program sponsored research showcase and mentoring session brings together current and former STAR fellows for community-building and planning for professional collaborations with the ultimate goals of (1) supporting STAR program graduates' sustained engagement with the organization and program, and (2) connecting fellows across cohorts during and beyond their fellowship years.

- **English (Literacy) Education as a Site for Activism**  
*April Baker-Bell, Michigan State University*
- **Graduates' Perspectives: Who Benefits from Earning the Seal of Biliteracy?**  
*Soria Colomer, Oregon State University*
- **African American and Latinx Girls, Parents, and STEAM Professionals Embrace Identities and Agency through Multimodal Community Journaling**  
*Tisha Lewis Ellison, University of Georgia*
- **Interactive Book Reading with Expository Science Texts in Early Childhood Special Education (ECSE) Classrooms**  
*Ying Guo, University of Cincinnati*
- **Problematising the Whiteness and Colorblindness of Literacy Motivation Research**  
*Bong Gee Jang, Syracuse University*
- **Becoming a Teacher is Activism: Channeling Academic Language Proficiency and Cultivating Pedagogies of Expectancy**  
*Mary McGriff, New Jersey City University*
- **African American Children and their Meaningful Digital Lives**  
*Marva Solomon, Angelo State University*
- **The (re)positioning of a CLD student language broker across home and school**  
*Monica S. Yoo, University of Colorado, Colorado Springs*

- **Language Fallacies: Theoretical and Historical Perspectives on Official English Policies in California**  
*Bonnie J. Williams-Farrier, Department of English, Comparative Literature, and Linguistics*
- **Biliteracy Development Across Time: The Effects of Dual Language Schooling**  
*P. Zitlali Morales, University of Illinois at Chicago*
- **Is this literacy?: How Indigenous and Latinx children navigate contrasting worlds**  
*Maria-Antonieta Avila, Independent Scholar*

**8:45 am – 10:15 am – Special Event**  
**Meeting Room: Valencia 2**

### Meet the Editors/write for these Journals - Panel

Discussants:

**Fenice B Boyd**, University of South Carolina  
**Dennis S Davis**, North Carolina State University  
**Virginia J Goatley**, University at Albany, State University of New York  
**Miriam Martinez**, The University of Texas at San Antonio  
**Pelusa Orellana-Garcia**, Universidad de los Andes  
**Misty Sailors**, The University of Texas at San Antonio  
**Catherine Compton-Lilly**, University of South Carolina, Columbia  
**Eurydice Bauer**, University of South Carolina  
**Lenny Sanchez**, University of South Carolina

**8:45 am – 10:15 am – Special Event**  
**Meeting Room: Valencia 5**

### Meet the Area Chairs: Write and Review LRA Proposals

Discussants:

**Jill Castek**, University of Arizona  
**Jennifer Rowsell**, Brock University

# SATURDAY

**10:30 am – 11:45 am – Plenary Session  
Meeting Room: Crystal G**

## **Reclaiming Literacy Research: Centering Activism, Community, and Love: Moving Forward**

### **Chair:**

*Marcelle Haddix*, Syracuse University

### **Arthur Applebee Award for Excellence in Research on Literacy Presentation**

*Virginia Goatley*, University at Albany – SUNY

*David Pearson*, UC Berkeley

### **Presenters:**

*Lamar Johnson*, Michigan State University

*April Baker-Bell*, Michigan State University

*Joseph C. Rumenapp*, Judson University

There will be a moderated “think tank” discussion with LRA members about the themes of the conference—specifically the ways that literacy research—and this professional organization—has the potential to work against social inequities or to further perpetuate harm and even be used against the people and communities it is meant to serve. It will be an opportunity for members to engage with the strategic plan and to identify action plans for continuing to move us forward as an organization.

**12:00 pm – 5:00 pm Special Event  
Meeting Room: Esmeralda 1**

## **Living the Writerly Life in Academia: Writing Retreat**

### **Session Organizer:**

*Jacquelynn S. Popp*, Lake Forest College

### **Presenters:**

*Maria Selena Protacio*, Western Michigan University

*Jayne C. Lammers*, University of Rochester

*continued on next page*

---

# LEADERSHIP AND HONOREES

## EXECUTIVE COMMITTEE:

---

**Gay Ivey**  
*(President 2017-2018 & Conference Chair 2017)*  
University of North Carolina, Greensboro  
540-568-3698  
[mgivey@uncg.edu](mailto:mgivey@uncg.edu)

**Rebecca Rogers**  
*(Past President 2017-2018 & Conference Chair 2016)*  
University of Missouri-St. Louis  
314-516-5797  
[rogersrl@umsl.edu](mailto:rogersrl@umsl.edu)

**Marcelle Haddix**  
*(President-Elect 2017 - 2018 & Conference Chair 2018)*  
Syracuse University  
315-443-7642  
[mhaddix@syr.edu](mailto:mhaddix@syr.edu)

**Elizabeth (Betsy) Baker**  
*(Vice President 2017-2018 & Conference Chair 2019)*  
University of Missouri  
573-424-4109  
[bbaker@literacyresearchassociation.org](mailto:bbaker@literacyresearchassociation.org)

**Gwendolyn Thompson McMillon**  
*(Treasurer 2015-2018)*  
*Vice President-Elect 2017-2018)*  
Oakland University  
989-714-3053  
[mcmillon@oakland.edu](mailto:mcmillon@oakland.edu)

**Marla Mallette**  
*(Treasurer 2018 - 2019)*  
Binghamton University  
618-559-5338  
[mmallett@binghamton.edu](mailto:mmallett@binghamton.edu)

**Lynn Shanahan**  
*(Secretary 2017-2020)*  
University at Buffalo  
716-688-7261  
[leshanahan@gmail.com](mailto:leshanahan@gmail.com)

**Sharon Walpole**  
*(Parliamentarian 2018-2019)*  
University of Delaware  
302-831-2560  
[swalpole@udel.edu](mailto:swalpole@udel.edu)

## BOARD MEMBERS:

---

**Elizabeth Dutro**  
*(Board Director 2015-2018)*  
University of Colorado  
303-532-7056  
[elizabeth.dutro@colorado.edu](mailto:elizabeth.dutro@colorado.edu)

**David O'Brien**  
*(Board Director 2015-2018)*  
University of Minnesota, MN  
952-944-2142  
[dobrien@umn.edu](mailto:dobrien@umn.edu)

**Carmen Martinez-Roldan**  
*(Board Director 2016-2019)*  
Teachers College, Columbia  
University  
212-678-3218  
[cmm2259@tc.columbia.edu](mailto:cmm2259@tc.columbia.edu)

**Carmen Medina**  
*(Board Director 2015-2018)*  
Indiana University  
787-525-4005  
[cmolina@indiana.edu](mailto:cmolina@indiana.edu)

**Hilary Janks**  
*(Board Director 2016-2019)*  
Wits University  
+27828237358  
[hilary.janks@gmail.com](mailto:hilary.janks@gmail.com)

**Karen Wohlwend**  
*(Board Director 2016 - 2019)*  
Indiana University  
563-320-3762  
[Kwohlwen@indiana.edu](mailto:Kwohlwen@indiana.edu)

*continued on next page*

# LEADERSHIP AND HONOREES

---

## BOARD MEMBERS CONTINUED:

---

**Wanda Brooks**  
(Board Director 2017 - 2020)  
Temple University  
215-204-3344.  
wbrooks@temple.edu

**Allison Skerett**  
(Board Director 2018 - 2021)  
The University of Texas at Austin  
512-820-9266  
askerett@utexas.edu

Board Advisor:  
**Dixie Massey**  
(Historian 2017-2020)  
University of Washington  
253-970-4317  
ddmassey@comcast.net

**Sarah McCarthey**  
(Board Director 2017 - 2020)  
University of Illinois - Urbana-  
Champaign  
217-351-2039  
mccarthe@illinois.edu

**Detra Price-Dennis**  
(Board Director 2018 - 2021)  
Teachers College, Columbia  
University  
614-270-1655  
dmp2192@tc.columbia.edu

**Yolanda Sealey-Ruiz**  
(Board Director 2017 - 2020)  
Teachers College, Columbia University  
347-302-4699  
sealeyruiz@tc.edu

**Ramon Martinez**  
(Board Director 2018 - 2021)  
Stanford University  
213-550-9780  
ramon.martinez@stanford.edu

## STANDING COMMITTEE CHAIRS

---

**Jayne Lammers**  
(Technology Chair 2015-2018)  
University of Rochester  
585-276-6020  
jlammers@warner.rochester.edu

**Detra Price-Dennis**  
(Ethnicity, Race and  
Multilingualism Chair 2015-2018)  
Teachers College, Columbia University  
512-579-0790  
detra.price-dennis@tc.columbia.edu

**Lara Handsfield**  
(Research Co-Chair 2015-2018)  
Illinois State University  
309-438-3745  
lhandsf@ilstu.edu

**Amy Hutchison**  
(Technology Chair 2018 - 2021)  
George Mason University  
864-506-5728  
ahutchi0@gmu.edu

**Bogum Yoon**  
(Ethnicity, Race and  
Multilingualism Chair 2018 -  
2021)  
State University of New York at  
Binghamton  
607-232-4692  
bogumyoon1@gmail.com

**Alfred Tatum**  
(Research Co-Chair 2016-2019)  
University of Illinois at Chicago  
312-996-5641  
atatum1@uic.edu

**Gerald Campano**  
(Ethics Chair 2016-2019)  
University of Pennsylvania  
campano@upenn.edu

**Devon Brenner**  
(Policy & Legislative Chair 2016-  
2019)  
Mississippi State University  
662-325-8062  
dgb19@msstate.edu

**Dana Robertson**  
(Field Council Chair 2017-2020)  
University of Wyoming  
307-766-2367  
drober36@uwyo.edu

**Craig Young**  
(Gender and Sexualities Chair -  
2018-2021)  
Bloomsburg University of PA  
570-389-5180  
cyoung@ibloomu.edu

**Kouider Mokhtari**  
(Publications 2016 - 2019)  
The University of Texas at Tyler  
903-566-7133  
kouider@gmail.com

# LEADERSHIP AND HONOREES

---

## EDITORS

---

### **Journal of Literacy Research Editor:**

**Misty Sailors**  
The University of Texas  
at San Antonio  
Misty.sailors@utsa.edu

### **Journal of Literacy Research Co-Editors:**

**Miriam Martinez**  
The University of Texas  
at San Antonio  
miriam.martinez@utsa.  
edu

**Dennis Davis**  
The University of Texas  
at San Antonio  
dennis.davis@utsa.edu

**Virginia Goatley**  
University at Albany,  
State University of New  
York  
vgoatley@albany.edu

**Fenice B Boyd**  
University of South  
Carolina

**Pelusa Orellana-Garcia**  
Universidad de los  
Andes, Chile

### **Literacy Research: Theory, Method and Practice Editors:**

---

**Carol Gilles, Co-Lead Editor**  
University of Missouri  
GillesC@missouri.edu

**Catherine Compton-Lilly**  
University of South Carolina  
comptonlilly@wisc.edu

**Lenny Sanchez**  
University of Missouri  
sanchezl@sc.edu

**Amy Lannin, Co-Lead Editor**  
University of Missouri  
LanninA@missouri.edu

**Laurie Kingsley**  
University of Missouri  
kingsleyl@missouri.edu

**Angie Zapata**  
University of Missouri  
zapatam@missouri.edu

**Eurydice Bauer**  
University of South Carolina  
bauereb@mailbox.sc.edu

**Mike Metz**  
University of Missouri  
metzml@missouri.edu

*continued on next page*

# LEADERSHIP AND HONOREES

---

## AWARDS COMMITTEE CHAIRS

---

### Albert Kingston Committee

---

*Jennifer Jones Powell*  
(Chair 2016-2019)  
Radford University  
540-831-5311  
jjones292@radford.edu

### Arthur Applebee

---

*Virginia Goatley*  
(Chair 2017-2021)  
University at Albany – SUNY  
518-442-5104  
vgoatley@albany.edu

### Brian Street Memorial Award Committee

---

*David Bloome*  
(Chair 2017 - 2020)  
Ohio State University  
614-688-3051  
davidbloome@gmail.com

### Distinguished Scholar Committee

---

*Patricia Edwards*  
(Chair 2017-2020)  
Michigan State University  
517-432-0858  
edwards6@msu.edu

### Early Career Achievement Committee

---

*Fenice Boyd*  
(Chair 2015-2018)  
University of South Carolina  
803-777-6234  
boydfb@mailbox.sc.edu

### Edward B. Fry Book Committee

---

*Iliana Reyes*  
(Chair 2017-2020)  
University of Arizona  
520-621-4087  
ilianareyes2000@gmail.com

### Ethnicity, Race and Multilingualism Committee

---

*Detra Price- Dennis*  
(Chair 2015-2018)  
Teachers College, Columbia University  
512-579-0790  
dmp2192@tc.columbia.edu

### J. Michael Parker Committee

---

*Donita Shaw*  
(Chair 2016-2019)  
Oklahoma State University  
913-636-0749  
donita.shaw@okstate.edu

### Oscar S Causey Committee

---

*Aria Razfar*  
(Chair 2016-2019)  
University of Illinois  
312-413-8373  
arazfar@uic.edu

### P. David Pearson Scholarly Impact Award Committee

---

*Douglas Fisher*  
(Chair 2015-2018)  
San Diego State University  
619-594-2507  
dfisher@mail.sdsu.edu

### Scholars of Color Transitioning into Academic Research Mentoring Program - (STAR)

---

*Mileidis Gort*  
(Chair 2017-Present)  
University of Colorado, Boulder  
786-390-4799  
mileidis.gort@colorado.edu

### Student Outstanding Research Committee

---

*Doris Walker-Dalhouse*  
(Chair 2015-2018)  
Marquette University  
262-618-4466  
doris.walker-dalhouse@marquette.edu

*continued on next page*

# LEADERSHIP AND HONOREES

---

## INNOVATIVE COMMUNITY GROUP CHAIRS

---

### Doctoral Students Innovative Community Group

---

**Tiffany M. Nyachae (Sr. Co-Chair 2017–2018)**

University at Buffalo  
716-418-0632  
tmnyacha@buffalo.edu

**Stephanie Reid (Jr. Co-Chair 2017–2018)**

Arizona State University  
651-323-8725  
sfreid1@asu.edu

**Lakeya Omogun (Assistant Co-Chair - 2017–2018)**

University of Texas at Austin  
313-287-5230  
lomogun@utexas.edu

### Formative Experiments & Design-Based Research Innovative Community Group

---

**Jamie Colwell (Chair 2017–2018)**

Old Dominion University  
864-356-4405  
jcolwell@odu.edu

### History Innovative Community Group

---

**Norman Stahl (Co-Chair 2017–2018)**

Northern Illinois University  
815-758-8802  
flowercjs@aol.com

**James R. King (Co-Chair 2017–2018)**

University of South Florida  
813-254-3295  
jking9@usf.edu

### International Innovative Community Group

---

**Poonam Arya (Chair 2017–2018)**

Wayne State University  
313-577-1643  
parya@wayne.edu

**Chinwe Ikpeze (Co-Chair 2017–2018)**

St. John Fisher College  
585-385-8364  
cikpeze@sjfc.edu

### Multilingual / Transcultural Literacies Innovative Community Group

---

**Wan Shun Eva Lam (Co-Chair 2017–2018)**

Northwestern University  
847-491-3483  
evalam@northwestern.edu

**Mary Stewart (Co-Chair 2017–2018)**

Texas Women's University  
940-898-2845  
MStewart7@twu.edu

### Reading Clinic/Literacy Labs Innovative Community Group

---

**Barbara Laster (Chair 2017–2018)**

Towson University  
703-203-2967  
blaster@towson.edu

---

# COMMITTEE MEMBERS

---

## Albert Kingston Committee

Jennifer Jones-Powell (jjones292@radford.edu)  
Barbara Bradley (barbarab@ku.edu)  
Lenny Sanchez (sanchezl@sc.edu)  
Bernadette Dwyer (bernadette.dwyer@spd.dcu.ie)  
Paola Pilonieta (pilonieta@uncc.edu)  
Haeny Yoon (haenyoon@email.arizona.edu)  
Terry Atkinson (atkinsont@ecu.edu)

---

## Arthur Applebee Committee

Virginia Goatley (vgoatley@albany.edu)  
Ramon Martinez (ramon.martinez@stanford.edu)  
P. David Pearson (ppearson@berkeley.edu)  
George Newell (Newell.2@osu.edu)  
Deborah Appleman (dapplema@carleton.edu)

---

## Brian Street Committee

David Bloome (davidbloome@gmail.com)  
Kate Pahl (k.pahl@sheffield.ac.uk)  
Alice Street (alicenstreet@gmail.com)  
Constant Leung (constant.leung@kcl.ac.uk)  
Maria Lucia Castanheira (lalucia@gmail.com)  
Jennifer Rowsell (jrowsell@brocku.ca)

---

## Distinguished Scholar Committee

Patricia Edwards (edwards6@msu.edu)  
Stephanie Jones (sjones1@uga.edu)  
Mariam Jean Dreher (mjdreher@umd.edu)  
Nancy Frey (nfrey@mail.sdsu.edu)  
Althier Lazar (alazar@sju.edu)  
Randy Bommer (bommer@austin.utexas.edu)  
Jackie Malloy (malloy2@clemson.edu)

---

## Early Career Achievement Committee

Fenice Boyd (boydfb@mailbox.sc.edu)  
Susan Piazza (susan.piazza@wmich.edu)  
Julia Lopez-Robertson (lopezrob@mailbox.sc.edu)  
Ted Kesler (tedkesler@gmail.com)  
Poonam Arya (parya@wayne.edu)  
Marquis Grant (drmarquisgrant4@gmail.com)  
Pamela Mason (pamela\_mason@gse.harvard.edu)

---

## Ed Fry Book Committee

Illiana Reyes (ireyes@email.arizona.edu)  
Maria Paula Ghiso (ghiso@tc.columbia.edu)  
Maureen Boyd (mpboyd@buffalo.edu)  
Monica Yoo (myoo@uccs.edu)  
Ji Eun Kim (jieun\_kim2@yahoo.ca)  
Diane Lapp (lapp@mail.sdsu.edu)  
Maria Avalos (mavalos@miami.edu)  
Ioney James (ijames@ncat.edu)  
Zaline Roy-Campbell (zmroycam@syr.edu)  
Laura Tortorelli (ltort@msu.edu)

---

## Ethics Committee

Gerald Campano (campano@gse.upenn.edu)  
Barbara Laster (bracha.laster@gmail.com)  
Hannah Dostal (hannah.dostal@uconn.edu)  
Susan Watts-Taffe (taffesn@ucmail.uc.edu)  
Antonietta Avila (avilaa@uwm.edu)  
Kathryn Pole (kpole@uta.edu)  
Tim San Pedro (sanpedro.1@osu.edu)

---

## Ethnicity, Race and Multilingualism Committee

Detra Price-Dennis (detra.price-dennis@tc.columbia.edu)  
Patriann Smith (patriannsmith@gmail.com)  
Ngozi Onuora (nonuora@millikin.edu)  
Melanie Acosta (macosta@bamaed.ua.edu)  
Grace Kang (gracekang77@gmail.com)  
Xia Chao (chaox@duq.edu)  
Laura Jimenez (jimenez1@bu.edu)

*continued on next page*

# COMMITTEE MEMBERS

---

## Field Council

---

Dana Robertson (drober36@uwyo.edu)  
Stephanie Bennett, South Regional, (sbennett@colled.msstate.edu)  
Robin Jocius, South Regional, (robin.jocius@gmail.com)  
Valerie Shinas, Northeast Regional, (vshinas@lesley.edu)  
Hannah Dostal, Northeast Regional, (Hannah.dostal@uconn.edu)  
Debra Peterson, Midwest Regional, (peter328@umn.edu)  
Alice Lee, Midwest Regional, (ayli@ilstu.edu)  
Audrey Lucero, West Region, (alucero@uoregon.edu)  
Margaret Vaughn, West Region, (mvaughn@uidaho.edu)  
Marianne McTavish, International, (Marianne.mctavish@ubc.ca)  
Fiona Maine, International, (flm27@cam.ac.uk)

## Gender and Sexualities Committee

---

Craig Young (cyoung@bloomu.edu)  
Kisha Bryan kbryan@Tnstate.edu  
Nicholas Husbye husbye@uwm.edu  
Laura Jimenez jimenez1@bu.edu  
Jon Wargo wargoj@bc.edu  
Amy Vetter amvetter@uncg.edu  
Rachel Skrlac Lo rskrlac@yahoo.ca

## Handbook of Reading Research Committee

---

Jim Hoffman (jhoffman@mail.utexas.edu)  
Elizabeth (Betsy) Baker (bbaker@literacyresearchassociation.org)  
Gay Ivey (mgivey@wisc.edu)  
Lori Assaf (lassaf@txstate.edu)  
Pelusa Orellano (porellan@uandes.cl)  
Lynne Watanabe Kganetso (lynne.watanabe@asu.edu)  
David Pearson (ppearson@berkeley.edu)  
Gwendolyn Thompson McMillon (mcmillon@oakland.edu)

## J. Michael Parker Committee

---

Donita Shaw (donita.shaw@okstate.edu)  
Vera Lee (vjw25@drexel.edu)  
Kathleen Alley (kalley@colled.msstate.edu)  
Jennifer Smith (jennifer.smith@alumni.twu.edu)  
Melody Zoch (mzoch@uncg.edu)  
Carmela Romano Gillette (cagillet@umich.edu)  
Luz Murillo (lmurillo@illinois.edu)

## Oscar S Causey Committee

---

Aria Razfar (arazfar@uic.edu)  
Peggy Albers (malbers2@gsu.edu)  
Rahat (naqvi) Zaidi (rnaqvi@ucalgary.ca)  
Ana Christina da Silva (chris.dasilva@vanderbilt.edu)  
Bogum Yoon (byoon@binghamton.edu)  
Tisha Lewis Ellison (tishayl@yahoo.com)  
Judith Lysaker (jlysaker@purdue.edu)  
Lisa Zawilinski (zawilinsk@hartford.edu)

## P. David Pearson Scholarly Impact Award Committee

---

Douglas Fisher (dfisher@mail.sdsu.edu)  
Amy Stomaiolou (amystorn@gse.upenn.edu)  
Sarah Levine (srlevine@stanford.edu)  
Jung Kim (kimju@lewisu.edu)  
Patrick Smith (phsmith@illinois.edu)  
Zoi Apostolia (philippakos@gmail.com)  
Gail Lovette (gel2fe@virginia.edu)  
Jennifer Powell (jk7r@yahoo.com)

## Policy and Legislative Committee

---

Devon Brenner (devon@research.mmstate.edu)  
Amy Broemmel (broemmel@utk.edu)  
Carolyn Colvin (Carolyn-colvin@uiowa.edu)  
Danielle Dennis (ddennisusf@gmail.com)  
Joaquin Muñoz (munoz@augsborg.edu)  
Laurie MacGillivray (lmcgllvr@memphis.edu)  
Rachael Gabriel (rachael.gabriel@uconn.edu)

*continued on next page*

# COMMITTEE MEMBERS

## Publications Committee

Kouider Mokhtari (kouider@gmail.com)  
Nancy Frey (nfrey@mail.sdsu.edu)  
Ian O'Byrne (wiobyne@gmail.com)  
Kristen Perry (kristen.perry@uky.edu)  
Katina Zammit (k.zammit@westernsydney.edu.au)  
Jessica Pandya (Jessica.Pandya@csulb.edu)  
Pat Paugh (Patricia.Paugh@umb.edu)

## Research Committee

Lara Handsfield (lhandsf@ilstu.edu)  
Alfred Tatum (atatum1@uic.edu)  
Gwendolyn McMillon (mcmillon@oakland.edu)  
Jennifer Turner (jdtturner@umd.edu)  
Gina Cervetti (cervetti@umich.edu)  
George Hruby (george.hruby@uky.edu)  
Wan Shun Eva Lam (evalam@northwestern.edu)  
Lamar Johnson (john5589@msu.edu)  
Steve Amendum (amendum@udel.edu)

## Student Outstanding Research Committee

Doris Walker-Dalhouse (doris.walkerdalhouse@marquette.edu)  
Mary McGriff (mmcgriff@njcu.edu)  
Amber Meyer (almeyer@salisbury.edu)  
Carolyn Hunt (cshunt@ilstu.edu)  
Theda Gibbs (gibbst1@ohio.edu)  
Tanya Wright (tswright@msu.edu)  
Alice Lee (ayli@ilstu.edu)  
Susan Cantrell (sccant00@uky.edu)  
Soria Colomer (soria.colomer@gmail.com)  
Bong Gee Jang (bojang@syr.edu)  
Amanda Goodwin (amanda.goodwin@vanderbilt.edu)  
Sohyun Meacham (sohyun.meacham@uni.edu)  
April Baker-Bell (adbell@msu.edu)

## Technology Committee

Jayne Lammers (jlammers@warner.rochester.edu)  
Peggy Albers (pma8@comcast.net)  
Raul Alberto Mora (raulmora@illinoisalumni.org)  
Amy Stornaiuolo (amystorn@gse.upenn.edu)  
Delicia Greene (dgreene@albany.edu)  
Marva Solomon (marva.solomon@angelo.edu)  
Sonia Kline (soniakline@gmail.com)

## PAST PRESIDENTS

Oscar S. Causey	1952-59
William Eller	1960-61
George Spache	1962-64
Albert J. Kingston	1964-65
Paul Berg	1967-68
Alton Raygor	1969-70
Wendell Weaver	1971-72
Earl Rankin	1972-74
Edward B. Fry	1974-76
Jaap Tuinman	1976-78
Harry Singer	1978-80
Frank Green	1980-82
Irene Athey	1982-84
Lenore H. Ringler	1984-85
P. David Pearson	1985-86
Jerry Harste	1986-87
M. Trika Smith-Burke	1987-88
James V. Hoffman	1988-89
Gerry Duffy	1989-90
Robert J. Tierney	1990-91
Donna E. Alvermann	1991-92
Rebecca Barr	1992-93
James Flood	1993-94
Jane Hansen	1994-95
Richard Allington	1995-96
Kathryn H. Au	1996-97
Martha R. Ruddell	1997-98
Linda B. Gambrell	1998-99
Taffy E. Raphael	1999-2000
Peter B. Mosenthal	2000-2001
Deborah R. Dillon	2001-2002
Lee Gunderson	2002-2003
Lea M. McGee	2003-2004
Donald J. Leu	2004-2005
Victoria Purcell-Gates	2005-2006
Patricia A. Edwards	2006-2007
Norman A. Stahl	2007-2008
Kathleen A. Hinchman	2008-2009
David Reinking	2009-2010
Patricia Anders	2010-2011
Robert Jimenez	2011-2012
Richard Beach	2012-2013
Arlette Willis	2013-2014
Janice Almasi	2014-2015
Patricia Enciso	2015-2016
Rebecca Rogers	2016-2017

---

# AWARD RECIPIENTS

---

## Albert J Kingston Award

---

Harry Singer (1985)	Donna E. Alverman (1997)	P. David Pearson (2008)
Irene Athey (1986)	Ronald P. Carver (1998)	Diane Barone (2009)
Frank Greene (1987)	Lea M. McGee (1999)	Cathy Roller (2009)
Thomas H. Estes (1988)	Lee Gunderson (2000)	Susan L'Allier (2010)
Michael L. Kamil (1989)	Linda B. Gambrell (2001)	Marla H. Mallette (2011)
M. Trika Smith-Burke (1990)	James V. Hoffman (2002)	Patricia A. Edwards (2012)
Edward B. Fry (1991)	Martha Ruddell (2003)	Norman Stahl (2013)
Patricia L. Anders (1992)	Peter Mosenthal (2004)	David Reinking (2014)
Jerry Harste (1993)	Colin Harrison (2005)	Kathleen Hinchman (2015)
Jerome A. Niles (1994)	Douglas K. Hartman (2006)	Fenice Boyd (2016)
John E. Readence (1995)	Michael McKenna (2006)	Eurydice Bauer (2017)
Richard Robinson (1996)	John McEneaney (2007)	

---

## Arthur Applebee Award

---

(2017) Ghiso, M. P. (2016). The laundromat as the transnational local: Young children's literacies of interdependence. *Teachers College Record*, 118 (1), 1 - 46.

(2017) Goldman, S. R., Britt, M. A., Brown, W., Cribb, G., George, M., Greenleaf, C., Lee, C. D., Shanahan, C. & Project READI (2016). Disciplinary literacies and learning to read for understanding: a conceptual framework for disciplinary literacy. *Educational Psychologist*, 51 (2), 219-246.

---

## Distinguished Scholar Lifetime Achievement Award

---

Ann Brown (2000-2001)	Brian V. Street (2008)	Marylyn Cochran-Smith (2014)
Louise Rosenblatt (2002)	Walter Kintsch (2009)	Susan L. Lytle (2014)
Marie Clay (2003)	Janet Emig (2011)	Gloria Billings (2015)
Courtney B. Cazden (2004)	Michael Halliday (2012)	Allan Lake (2016)
Jerome Bruner (2007)	Keith Raynor (2013)	Shirley Brice Heath (2017)

---

## Early Career Achievement Award

---

Cynthia Brock (1999)	Melanie R. Kuhn (2005)	Kristen H. Perry (2012)
Joyce Many (1999)	Beth Maloch (2006)	Allison Skerritt (2013)
Elizabeth Birr Moje (2000)	Sharon Walpole (2007)	Amy Hutchinson (2014)
Lawrence R. Sipe (2001)	Nancy Frey (2008)	Steven J. Amendum (2015)
George Kamberelis (2002)	Misty Sailors (2009)	Tisha Lewis Ellison (2016)
Nell K. Duke (2003)	Leigh A. Hall (2010)	Amy Wilson Lopez (2017)
Rebecca Rogers (2004)	Julie Coiro (2011)	

*continued on next page*

# AWARD RECIPIENTS

---

## Edward B. Fry Book Award

---

Elizabeth Bernhardt (1995)	Peter B. Mosenthal (2004)	(2011)
Sarah Warshauer Freedman (1996)	P. David Pearson (2004)	Jennifer D. Turner (2011)
David Reinking (1999)	Rebecca Barr (2004)	Leigh Hall (2012)
Michael McKenna (1999)	Elaine Richardson (2005)	Leslie David Burns (2012)
Linda D. Labbo (1999)	Loukia K. Sarroub (2005)	Elizabeth Edwards (2012)
Ronald Kieffer (1999)	Guofang Li (2006)	Guofang Li (2013)
Sara Warshauer Freedman (2000)	Patricia E. Enciso (2007)	JuliAnna Ávila (2014)
Elizabeth Radin Simons (2000)	Cynthia J. Lewis (2007)	Jessica Zacher Pandya (2014)
Julie Shallhope Kalnin (2000)	Elizabeth Birr Moje (2007)	Evelyn Anzpe (2015)
Alex Casareno (2000)	Lawrence R. Sipe (2008)	Teresa Colomer (2015)
The M-Class Team (2000)	Randy Bomer (2009)	Carmen Martínez-Roldan (2015)
Susan Florio-Ruane (2001)	Leila Christenbury (2009)	Kathy A. Mills (2016)
Cynthia Lewis (2002)	Peter Smagorinsky (2009)	Gerald Campano (2017)
Dennis J. Sumara (2003)	Mary M. Juzwik (2010)	Maria Paula Ghiso (2017)
Rebecca Rogers (2003)	Patricia A. Edwards (2011)	Bethany J. Welch (2017)
Michael L. Kamil (2004)	Gwendolyn Thompson McMillon	

## Oscar S. Causey Award

---

Arthur S. McDonald (1967)	Monte Penney	Robert Calfee (2003)
Albert J. Kingston (1968)	(Citation of Merit 1987)	Victoria Purcell-Gates (2004)
George D. Spache (1969)	Isabel Beck (1988)	Steven Stahl (2004)
George B. Schick (1970)	P. David Pearson (1989)	Annemarie Sullivan Palincsar (2005)
Homer L. J. Carter (1971)	Ronald P. Carver (1990)	Michael L. Kamil (2006)
Al Lowe (1975)	Linnea C. Ehri (1991)	Scott G. Paris (2007)
Paul C. Berg (1978)	John T. Guthrie (1992)	Taffy E. Raphael (2008)
Earl F. Rankin (1979)	Kenneth S. Goodman (1993)	Barbara M. Taylor (2009)
Edward B. Fry (1980)	Shirley Brice Heath (1994)	Lesley M. Morrow (2010)
George R. Klare (1981)	Robert Ruddell (1995)	Linda B. Gambrell (2011)
J. Jaap Tuinman (1982)	Keith E. Stanovich (1996)	Jerry Harste (2012)
Joanna P. Williams (1983)	Donna E. Alvermann (1997)	Yetta Goodman (2013)
Harry Singer (1984)	Kathryn H. Au (1998)	Susan B. Neuman (2014)
S. Jay Samuels (1985)	Rebecca Barr (1999)	Elfrieda H. Hiebert (2015)
Philip Gough (1986)	Michael Pressley (2000)	Kris D. Gutierrez (2016)
Richard C. Anderson (1987)	Patricia Ann Alexander (2001)	Peter Johnston (2017)
	Connie Juel (2002)	

## P. David Pearson Scholarly Influence Award

---

Peter Johnson (2013)	Marcia Riddle-Buly (2015)	Kathryn Hu-Pei (2016)
Nell Duke (2014)	Sheila W. Valencia (2015)	Cynthia Shanahan and
Richard L. Allington (2015)	Jana M. Mason (2016)	Timothy Shanahan (2017)

*continued on next page*

# AWARD RECIPIENTS

---

## Student Outstanding Research Award

---

Peter Afflerbach (1985)	Kathryn H. Davinroy (1996)	Margarita Zisselsberger (2008)
Deborah Wells Rowe (1986)	Susan J. Dymock (1997)	Gary Paul Moser (2008)
Maribeth Cassidy Schmitt (1987)	Lawrence R. Sipe (1997)	Susan E. Bickerstaff (2009)
Sally Hague (1988)	Josephine Peyton Young (1998)	Amanda P. Goodwin (2010)
Joyce Many (1989)	Patrick Manyak (1999)	Michael Manderino (2011)
Douglas K. Hartman (1990)	Emily M. Rodgers (1999)	Nathan Phillips (2011)
Joyce Holt Jennings (1990)	Rebecca Rogers (2000)	Blaine Smith (2011)
Sarah J. McCarthy (1991)	Nancy A. Place (2001)	Melody Zoch (2012)
J. Michael Parker (1991)	Kim Bobola (2002)	Angela Zapata (2013)
Debra K. Meyer (1992)	Yoon-Hee Na (2003)	Jaye Johnson Thiel (2014)
Janice F. Almasi (1993)	Rebecca Deffes Silverman (2004)	Beth Buchholz (2015)
Janet W. Bloodgood (1994)	Megan Madigan Percy (2005)	Dan Reynolds (2016)
Ann Watts Pailliotet (1994)	Antony T. Smith (2006)	Jennifer Reichenberg (2017)
Jane West (1995)	Elizabeth Stolle (2007)	

## J. Michael Parker Award

---

Robin Waterman (2006)	Holly Hungerford-Kresser (2009)	Diane Taveggia (2014)
Amy Johnson (2007)	Silvia Cecilia Nogueron (2010)	Xia Chao (2015)
Kristin Perry (2007)	Laurie A. Henry (2011)	Dr. Rossina Zamora Liu (2016)
Tisha Y. Lewis (2008)	Lea Katherine (2012)	Rachel Gruen (2017)
Amy Trawick (2008)	Kathleen Alley (2013)	

# 2018 PROPOSAL REVIEWERS

Brown, Sally	Cavendish, Leslie	Compton-Lilly, Catherine	Doepker, Gina Marie
Brownell, Cassie J	Chao, Xia	Condie, Cami	Donohue, Tracy
Brugar, Kristy A	Chappel, Jacquelyn	Conradi Smith, Kristin	D'warte, Jacqueline Ann
Buzzano, Carol	Chen, Pin-Ju	Consalvo, Annamary	Dyches, Jeanne
Buch, Bettina	Cheng Ya-Fang	Correll, Pamela	Ehret, Christian
Buchholz, Beth	Choi. Minseok	Cridland-Hughes, Susan	Enciso, Patricia
Bustos, Charlene Duke	Choi, Young Ae	Croel-Perrien, Amy	Erickson, Joy Dangora
Butler, Eliza Desiree	Christ, Tanya	Cun, Aijuan	Fernholz, Lynda Dianne
Butler, Tamara T	Ciecierski, Lisa	Curcic, Svyetlana	Fiano, Darcy Anne
Butler, Tracy	Clark, Caroline T.	Curwood, Jen Scott	Finch, Maida
Bwire, David	Clark, Sarah K.	Dallacqua, Ashley K	Fisher, Douglas
Caloia, Rachel	Coiro, Julie	Daly-Lesch, Anne	Flint, Tori K.
Cao, Peijuan	Cole, Mikel	David, Samuel	Fontanals, Patricia
Carbaugh, Julie	Cole-Malott, Donna-Marie	Davila, Denise	Fontanella-Nothom, Oona
Carey, Leah	Coleman, James Joshua	de los Rios, Cati V	Fortune, Angela
Carlson, Jennifer	Collier, Diane	Degollado, Enrique David	Forzani, Elena E
Carruth, Leah	Colomer, Soria	Deng, Qizhen	Frahm, Tia
Carter, Hannah	Colwell, Jamie	Dernikos, Bessie Patricia	Frankel, Katherine K
Castillo, Amarilis M.	Comperatore, Aubrey N.	Deroo, Matthew R	Frederick, Amy

*continued on next page*

# 2018 PROPOSAL REVIEWERS

---

Frier, Aimee	Hill, Kirsten Dara	Kelly, Courtney Ryan	Lovette, Gail
Gabriel, Rachael	Hinchman, Kathleen	Kelly, Laura Beth	Lu, Lin-Miao
Gaffney, Janet S	Hines, Mary Beth	Kerkhoff, Shea	Lupo, Sarah M.
Gainer, Jesse	Hinman, Tierney	Kesler, Ted	Lussier, Kristie O'Donnell
Gardiner, Wendy	Hitchens, Carolyn	Khasilova, Dilnoza	Lynch, Jacqueline
Gerde, Hope K	Hoffman, Emily Brown	Kim, Somin	Lysaker, Judith
Gillette, Carmela Romano	Hong, Huili	Kline, Sonia	Mabry, Megeara Glah
Gioia, Danielle	Hong, Ji Hyun	Koudelka, Cindi M	MacGillivray, Laurie
Godfrey, Vickie	Horner, Sherri L	Krone, Beth	Machado, Emily
Goff, Maria Hernandez	Howard, Christy	Kuby, Candace	MacPhee, Deborah Ann
Golden, Noah Asher	Hsieh, Ming-Yi Grace	Kuhn, Melanie	Malloy, Jacquelynn A
Gordon Pershey, Monica	Huang, Suhua	Laidlaw, Linda	Marsh, Josephine Peyton
Gorski, Kristin	Hucks, Darrell Cleveland	Lambert, Claire	Martin, Nicole M
Green, Keisha Lynette	Hudock, Laura Anne	Lammers, Jayne C.	Martin-Kerr, Keitha-Gail
Gregory, Kristen Howell	Huerta, Mary Esther	Lammert, Catherine	Massey, Susan Lorraine
Grifenhagen, Jill	Hunt, Carolyn S	Lampi, Jodi	Matthews, Sharon D
Griffin, Autumn	Hurst, Heather	Land, Charlotte L.	Maxwell, Nicole
Griffith, Robin	Husbye, Nicholas	Langeberg, Melinda Ellen	McDonald Van Deventer, Megan
Groenke, Susan Lee	Hutchison, Amy	Laster, Barbara	McGriff, Mary
Guay, Mary	Igeleke Penn, Jenell	Laughter, Judson	McKenzie, Cori
Guerra, Myriam Jimena	Imbrenda, Jon-Philip	Leach, April Marie	McMahon, Rachel
Guo, Ying	Ittner, Anne	LeBlanc, Robert	McTavish, Marianne
Gyimah, Mellissa	Jafari, Samaneh	Leckie, Alisa	Mein, Erika
Hagge, Julia	James, Ioney	Lee, Changhee	Meyer, Amber L
Hall, Allison	Jang, Bong Gee	Lee, Soojin	Meyer, Carla K
Halladay, Juliet	Jocius, Robin	Lee, Ying-Hsuan	Michener, Catherine
Hammond, Elizabeth	Johnson, Ashley Tyson	Lee, Yongjun	Mikita, Clara
Jeanne	Johnson, Latrise	Leighton, Christine	Min, Jeeyoung
Han, Keonghee Tao	Johnson, Susana Ibarra	Lemanski, Laura	Mitchell, Chrystine
Handsfield, Lara J.	Johnston, Anthony	Lemley, Stephanie	Mora, Raul Alberto
Haq, Kate	Johnston, Kelly C	Lesus, Melina	Morales, P. Zitlali
Harrison, Dorian	Johnston, Peter	Levi, Amana	Moran, Renee
Hartman, Paul	Jones Stanbrough, Raven	Levine, Sarah	Morrow, Lesley Mandel
Hastings, Kathryn	Jones, Jennie Leigh	Lew, Shim	Munos, Joaquin
Hathaway, Jennifer I.	Jones, Stephanie Patrice	Lewis, Mark	Murphy, Kelly Lee Allen
Hauptman, Allyson L	Jordan, Jennifer	Li, Jie	Myers, Joy
Hawkins, Lisa K.	Kabuto, Bobbie	Li, Shuzhan	Newcomer, Sarah
Hayden, Emily	Kachorsky, Dani	Lilienthal, Linda K	Nielsen, Kristen
Hays, Alice	Kambara, Hitomi	Lillo, Sarah	Noisey, Stacie
Henry, Laurie	Kane-Mainier, Stephanie	Liu, Xiaoming (Sarah)	Northrop, Laura
Hernandez, Jennifer Lynn	Kang, Grace Yun	Lopez, Minda M.	O'Brien, Lisa
Hight, Clarene	Kehus, Marcella	Lopez-Robertson, Julia	O'Byrne, Ian
Hilaski, Danielle	Keith, Karin	Maria	

*continued on next page*

# 2018 PROPOSAL REVIEWERS

---

O'Flahavan, John	Reynolds, Todd	Solomon, Marva	Ward-Goldberg, Alessandra
Ohle, Kathryn	Ricketts Duncan, Jennie	Song, Kwangok	Wargo, Jon Michael
Onayemi, Dana Marie	Lee	Sowa, Patience A,	Warren, Amber Nichelle
Orellana, Marjorie Faulstich	Roberts, Kathryn	Spence, Lucy K.	Weir, Joan
Ortlieb, Evan	Roberts, Leslie	Spiering, Jenna	Wessel Powell, Christina
Osorio, Sandra Lucia	Robertson, Dana A	Stahl, Katherine	Wetzel, Melissa
Pacheco, Mariana	Roe, Mary F	Stefanski, Angela J	Wharton-McDonald, Ruth
Pahl, Kate	Rogers, Rebecca	Sterner, Sara K.	Whitacre, Michelle P
Papoi, Kristin	Rogers, Theresa	Stevens, Elizabeth Years	White, Kristen
Park, Sohee	Rosen, Dana	Strong, John	Whittingham, Colleen E
Parker, Peter	Rowe, Lindsey	Sumerfield, Sandi	Wilkinson, Louise
Parrish, Sara Kersten	Rowsell, Jennifer	Svrcek, Natalie Sue	Williamson, Thea
Parsons, Allison Ward	Rumenapp, Joseph C	Swaggerty, Elizabeth A	Willis, Arlette Ingram
Parsons, Seth A.	Rust, Julie	Taylor, Laura	Wilson-Lopez, Amy
Patterson, Ashley	Ryan, Caitlin Law	Templeton, Tran Nguyen	Wise, Crystal
Paulick, Judy Hicks	Saal, Leah Katherine	Thein, Amanda Haertling	Wohlwend, Karen
Pedersen, Joelle Marie	Salas, Rachel G	Theriault, Jennifer	Wood, Christiane
Peltier, Marliese	Sanchez, Lenny	Thoma, Jennifer	Wood, Raquel
Perry, Kristen	Savitz, Rachelle S	Thomas, Ebony	Woodward, Lindsay
Peterman, Nora	Scales, Roya Q.	Thraillkill, Laurie	Worthy, Jo
Peters, Kimberly Shea	Schallert, Diane	Tian, Zhongfeng	Xu, Yunying
Philippakos, Zoi A.	Schey, Ryan	Tochelli-Ward, Andrea L.	Yang, Na
Pierce, Kathryn Mitchell	Schieble, Melissa	Toliver, S.R.	Yang, Shuling
Pilgrim, Jodi	Schmier, Stephanie	Torres, Francisco Luis	Yoo, Monica S.
Popp, Jacquelynn S.	Sciurba, Katie	Tortorelli, Laura	Young, Craig A.
Porter, Heather	Scott, Chyllis Elayne	Trigos-Carrillo, Lina	Young, Michael
Powell, Rebecca Lovering	Scott, Judith	Turnbull, Sarah	Yuan, Chang
Pozzobon, Claudia	Serafini, Frank	Turner, Jennifer Danridge	Yuan, Ting
Pratt, Sharon	Serpa, Sandro	Van Horn, Selena E	Zhang, Xuezi
Pressley, Tim	Shaw, Donita	Van Wig, Ann	Zoch, Melody
Price-Dennis, Detra	Sherwood, Emily	Vander Woude, Elizabeth	
Prince, Shannon	Shimek, Courtney	Irene	
Pytash, Kristine	Shin, Jaran	Vander Zanden, Sara	
Qin, Kongji	Shinas, Valerie Harlow	Vang, May	
Quast, Erin	Shur, Anna	Varga-Dobai, Kinga	
Quinn, Margaret F	Silva, Bethany	Vasinda, Sheri	
Quiroa, Ruth Elizabeth	Silvestri, Katarina Nicole	Vetter, Amy	
Raymond, Roberta	Skrlac Lo, Rachel	Vieira, Kate	
Reaves, Melanie	Smith, Blaine E	Vines, Nora	
Reed Marshall, Tanji	Smith, Dywanna	Vokatis, Barbara	
Reichenberg, Jennifer	Smith, Hiawatha	Wager, Amanda Claudia	
Sharples	Smith, Jennifer	Wagner, Kimberlee	
Reinking, David	Smith, Patriann	Walker, Katie	
	Smith, Patrick Henry	Wang, Yang	







---

# STAR SCHOLARS

Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored four cohorts of emerging scholars of color who are committed to conducting research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds; who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions; and who are active and productive leaders within our organization and in the literacy profession.

## **STAR Luncheon LRA Annual Conference**

(Closed Event): Thursday, November 29, 2018, 12:00 pm to 1:00 pm, San Remo

## **STAR Mentoring Session**

Thursday, November 29, 2018, 1:15 pm to 2:45 pm, Crystal I

## **ERM/STAR Reception**

Thursday, November 29, 2018, 7:30 pm to 9:00 pm, Stir

## **STAR Fellow Research Showcase**

Friday, November 30, 2018, 1:15 pm to 2:45 pm, Crystal G

## **STAR Fellow & Mentors Breakfast**

(Closed Event): Saturday, December 1, 2018, 7:00 am – 8:30 am, Esmeralda 3

## **STAR Program Cross-Cohort Research Showcase and Mentoring Session LRA Annual Conference**

(Special Event): Saturday, December 1, 2018, 8:45 am – 10:15 am, Esmeralda 3

### ***STAR Directors:***

Mileidis Gort 2016-Present

Marcelle Haddix 2013-2016

Julia Lopez-Robertson 2010-2012

Jennifer Danridge Turner 2009-2010

---

# STAR PARTICIPANTS

## STAR FELLOWS AND MENTORS

### 2017-2018

---

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

### 2015-2017

---

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

---

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

---

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

---

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

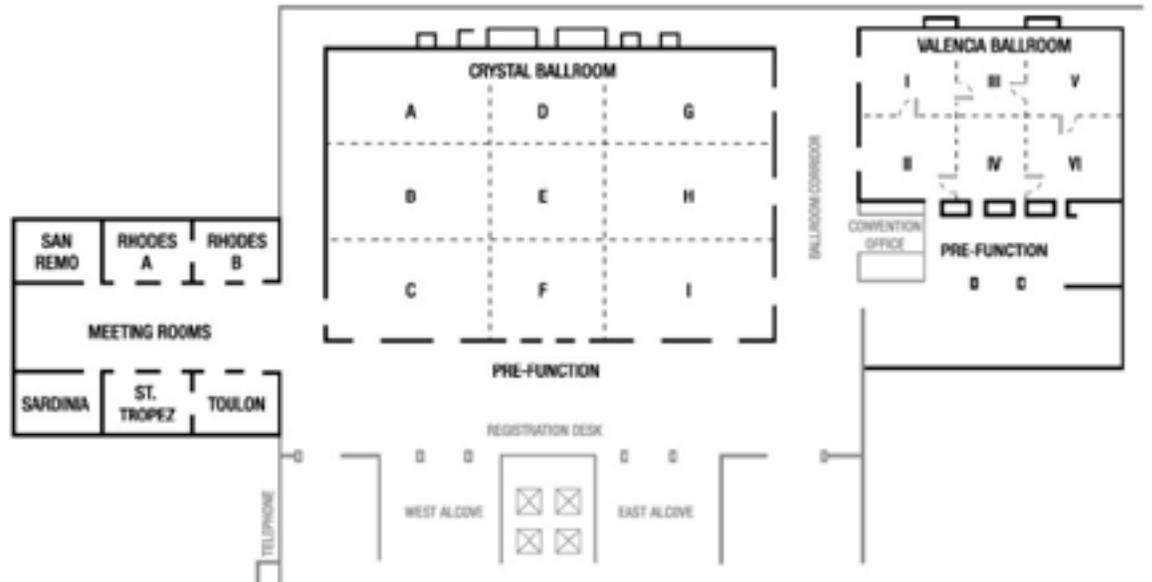
---

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

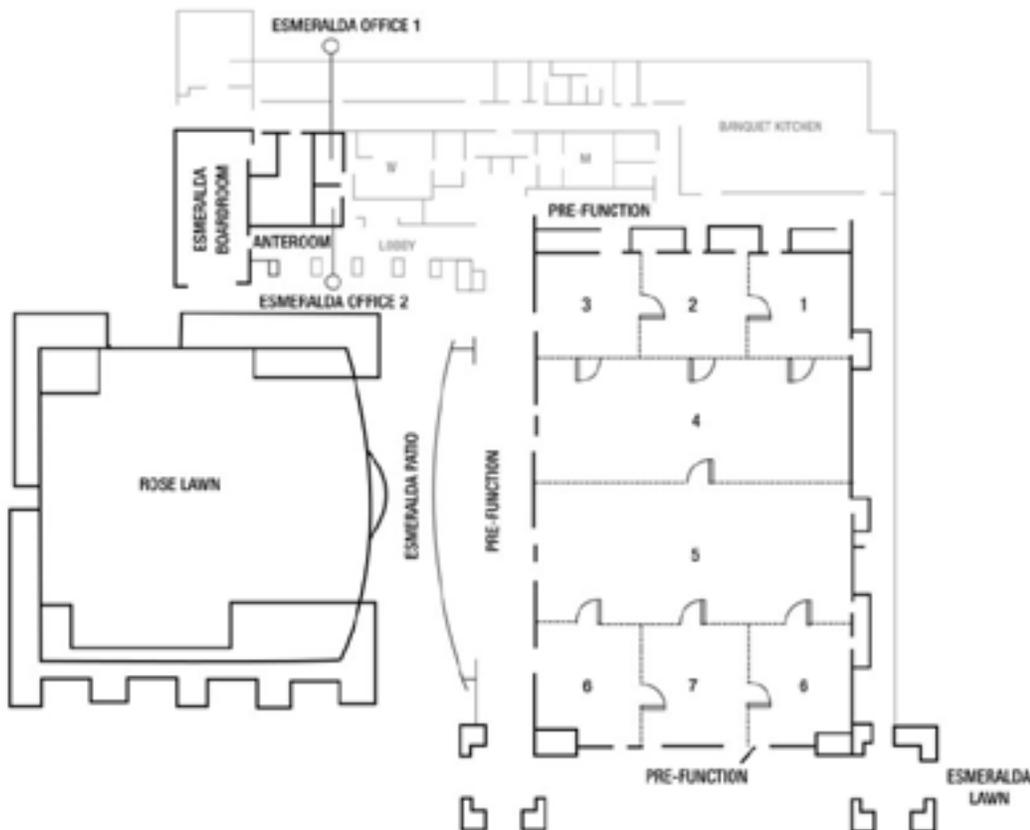
# FLOOR PLAN

## Gender-Neutral Restrooms:

All LRA attendees need to use the restroom in which they are most comfortable according to their gender identities, which may vary from their outward appearance. Trust that each person has chosen the appropriate bathroom. Gender neutral bathrooms have been designated on the Terrace Level, across from the Esmeralda Ballroom, next to the Kid's camp. For more information, please contact Craig Young, President, Gender & Sexualities Innovative Community Group, [cyoung@bloomu.edu](mailto:cyoung@bloomu.edu).

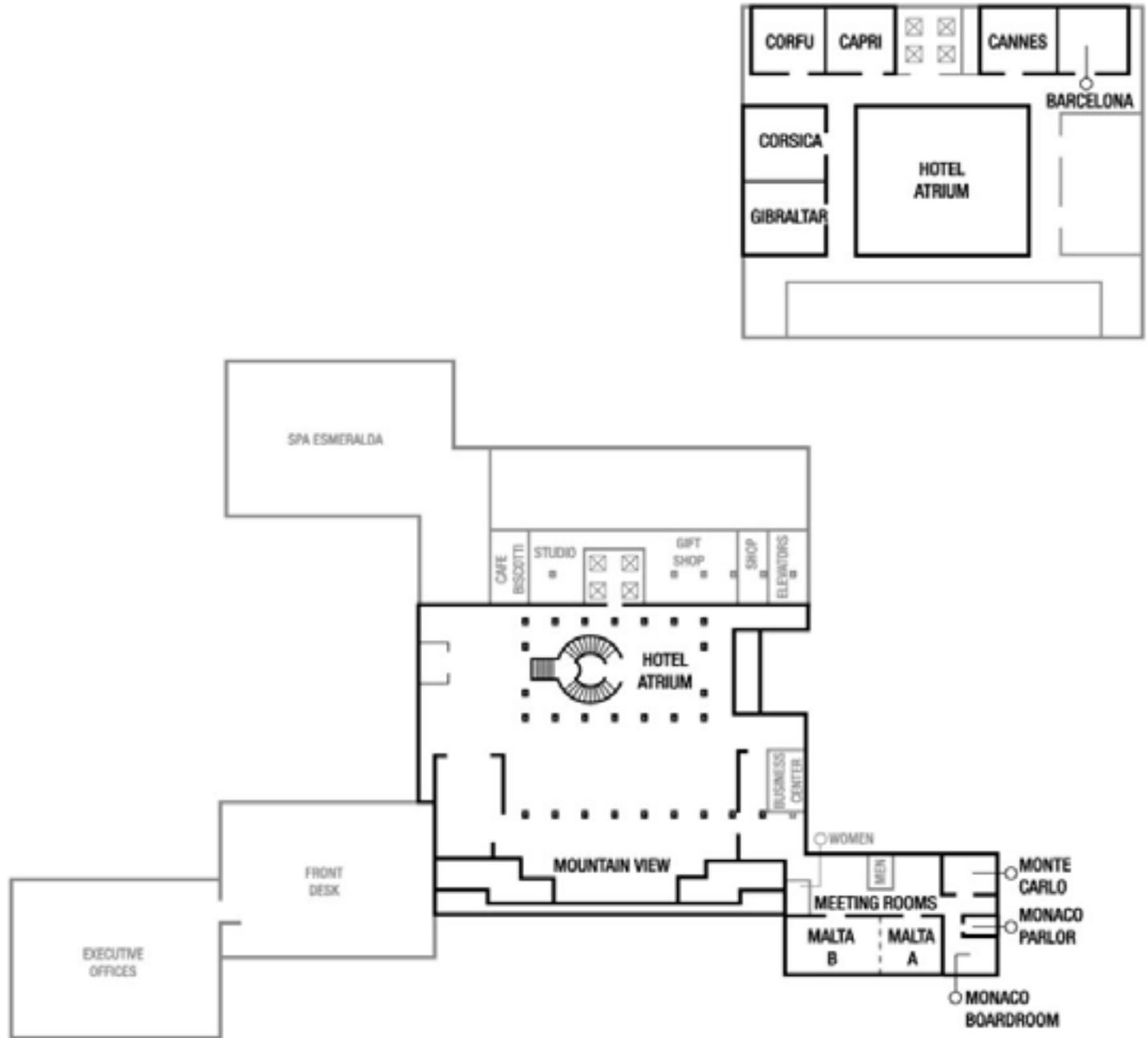


## MEETING ROOM



# FLOOR PLAN

---



# LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Abarca Millán, Erika	32	Archer, Casey J.	43	Bean, Thomas W	41, 115
Abney, Angel	51	Ardell, Amy Lassiter	62	Bear, Donald	19
Abraham, Stephanie Lynn	38, 77	Arendse, Jordyn	76	Beauchemin, Faythe	33, 69
Abrams, Charlotte	54	Armstrong, Sonya L	72	Beck, Sarah	61, 69
Abrams, Sandra Schamroth	42, 54	Arnold, Jackie	56	Becker, Bryce Larkin Chessell	76, 96
Acosta Feliz, Jorge	47	Arrington, Laura	94	Bedford, Melissa	51, 86
Acosta, Melanie	26, 106, 145	Arya, Diana Jaleh	129	Behizadeh, Nadia	104
Adams, Brittany	102	Arya, Poonam	11, 51, 75, 132, 144, 145	Belken, Gloria	32, 87
Adams, Jessica	56	Ashworth, Kristen	128	Bell, Crystal	60
Adenekan, Olabisi	107	Assaf, Lori Czop	11, 16, 55, 68, 146	Bell, Heather	131
Afflerbach, Peter	16, 57, 111, 150	Assah, Gordon Divine	125	Bell, Randy Clinton	101
Agudelo, Elizabeth	58	Athaneses, Steven	27, 56, 69	Bemiss, Elizabeth	71
Aguilera, Earl	70, 123	Atkinson, Terry Stafford	145	Bennett, Ann M	27, 51
Ahn, Sanghee	75	Augsburger, Deborah J	27	Bentley, Julia Kate	40
Ajayi, Lasisi	41	Aukerman, Maren	33, 64	Bergeson, Kristi Tamte	87
Al Bulushi, Zawan	109	Avalos, Mary A.	106, 111, 127, 145	Bergh, Bethney	125
Albers, Peggy	109, 115, 146, 147	Avila, Maria-Antonieta	51, 77, 138, 145, 154	Bernstein, Katie	43
Albert, Jennifer	74	Azano, Amy	12, 18, 69, 79, 105	Beschorner, Beth	43, 87
Alejandro, Adam	72	Azziz, Seemi	50	Beucher, Rebecca	54, 93
Alexander, Jonathan	27	Babino, Alexandra	31	Bieler, Deborah	64
Alfaro, Cristina J.	47, 106	Bacon, Chris	58, 110, 130	Bien, Andrea C.	62, 80, 87, 113
Alford, Katie	70	Bacon, Heidi Regina	11, 35, 52	Bild, David	109
Ali, Saba Rasheed	108	Baer, Pamela	41	Bindewald, Jill	29
Allen, Shawndra	82, 109	Bahlmann Bollinger, Chelsey M.	35, 120	Bingham, Gary E.	29
Alley, Kathleen Marie	69, 92, 113, 146, 150	Baker, Elizabeth (Betsy)	11, 75, 78, 105, 137, 140, 146	Bird, Erin	126
Allington, Richard	127, 147, 149	Baker-Bell, April	62, 75, 90, 97, 133, 138, 139, 147, 154	Birlain D'Amico, Daniella	64
Almaguer, Isela	31	Baker-Doyle, Kyra	46	Black, Kristin	117
Almasi, Janice	16, 147, 150	Bangert, Sara	83	Black, Rebecca	27
AlNajim, Amani Saad	102	Barber, Ana M Taboada	43	Blackwell, Carla	30
Alvarado, Jasmine	119, 126	Barksdale, Bonnie	57	Bliss, Marie	56
Alvermann, Donna	42, 49, 62, 116, 125, 137, 147, 149	Barnes, Erica	61	Block, Meghan K	55
Amato, Nicole Ann	72	Barnes, Meghan	11, 15, 40, 68	Bloome, David	33, 90, 114, 115, 143, 145
Ambroso, Eric	58	Barone, Diane	148	Blum, Alexander Mario	52
Amendum, Steve	85, 137, 147, 148	Baroud, Jamilee	33	Boardman, Alison	80
Amgott, Natalie	87	Barrett-Tatum, Jennifer	106, 128	Boehm-Turner, Abby	26
Anders, Patty	147	Barria, Rebecca	29	Bogard, Treavor	56, 72
Anderson, Ann	48	Bartels, Jonathan	107	Boggs, George Lovell	41, 49
Anderson, Anne W.	92	Bartow Jacobs, Katrina	60, 116, 126, 132	Bolton, Elizabeth	107
Anderson, Jim	48	Bates, C.C.	84, 94	Borti, Adeline Mansa	16, 53, 102
Anderson, Kate T.	57, 58	Batista-Morales, Nathaly	55, 56, 100	Bottoms, SueAnn	83
Anderson, Laura Beth	73	Bauer, Eurydice	36, 65, 103, 138, 142, 148, 154	Botzakis, Stergios	12, 13, 39, 111, 130
Anderson, Rebecca S.	73	Baxa, Julie	132	Bourdage, Kristin	88
Andrei, Elena	117	Beach, Crystal	42	Bowles, Ryan P.	29
Andrews, Ashley	74	Beach, Richard	33, 49, 114, 147	Boyd, Ashley Summer	62
Andrews, Chelsea	130			Boyd, Fenice B	44, 97, 102, 138, 143, 145, 148
Appleget, Carin	88, 112			Braden, Eliza	82, 121, 129, 137, 154
Appleman, Deborah	124, 145			Bradley, Barbara A.	145

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Brady, John .....	115	Butler, Tracy .....	150	Chiu, Ming Ming.....	132
Brady, Randi Beth.....	71, 84	Bwire, David.....	110, 150	Cho, Byeong-Young .....	42, 72, 80, 113
Branson, Stephanie.....	68	Byfield, Lavern Georgia .....	52	Choi, Eunjeong .....	77, 120
Braun, Gina L.....	88	Cáceda, Carmen R.....	126	Choi, Jayoung.....	89
Brayko, Kate .....	56	Caldas Chumbes, Blanca .....	31, 60	Choi, Minseok.....	112, 150
Brefeld, Rosemarie .....	76	Callow, Jon.....	111	Choi, Young Ae.....	150
Brennan-White, Stephanie.....	73	Caloia, Rachel .....	123, 150	Christ, Tanya .....	11, 51, 132, 150
Brenner, Devon G.....	18, 94, 104, 105, 113, 136, 141, 146	Cameron-Standerford, Abby .....	125	Chung, Rosalie Hiuyan.....	32, 61
Briceño, Allison .....	45	Campano, Gerald .....	15, 29, 35, 50, 84, 94, 125, 141, 145, 149	Chung, Sunah.....	32, 112
Briggs, Janet L .....	51, 111, 131	Caneva, Gina.....	83	Ciampa, Katia.....	33, 70, 89
Broadrick, Anna .....	117	Cantrell, Susan .....	12, 14, 84, 111, 147	Ciechanowski, Kathryn .....	83
Brochin, Carol.....	49, 154	Cao, Peijuan.....	150	Ciecierski, Lisa .....	150
Brock, Cynthia .....	15, 28, 44, 53, 88, 148	Capina, Amanda.....	102	Clark, Caroline T .....	90, 91, 110, 150
Broemmel, Amy.....	53, 94, 131, 136, 146	Cappello, Marva.....	41, 131	Clark, Sarah K.....	117, 150
Brooks, Maneka .....	45, 49, 62, 75, 154	Caraballo, Limarys .....	40, 84	Coiro, Julie.....	75, 120, 148, 150
Brooks, Wanda.....	50, 141, 154	Carbaugh, Julie .....	150	Coker, David .....	118
Brown, Ayanna F.....	26, 36, 90	Cardenas Curiel, Lucia.....	50, 77, 83	Cole, Mikel .....	79, 150
Brown, Carina.....	57	Cárdenas, Yuly .....	59	Cole-Malott, Donna-Marie.....	73, 150
Brown, Karen Thomas .....	107	Cardona-Uribe, Catherin (Millie).....	59	Coleman, James Joshua.....	93, 103, 150
Brown, Rachel.....	90	Carey, Leah.....	117, 150	Coleman, Julianne .....	69
Brown, Sally.....	106, 150	Carlson, Jennifer.....	150	Coleman-King, Chonika .....	83
Brown, Tashal.....	128	Carmichael, Jaclyn.....	109	Coles, Justin A.....	75, 108, 128
Brownell, Cassie J .....	35, 62, 81, 86, 128 150	Carruth, Leah.....	150	Colin Rodea, Marisela .....	90
Brugar, Kristy A .....	106, 150	Carter, Hannah .....	51, 86, 150	Collet, Vicki Stewart.....	101, 118
Bruner, Lori .....	19, 88	Cartun, Ashley .....	40, 95	Collett, Jennifer.....	36
Bruton, Ilana .....	109	Cartwright, Kelly .....	30, 43, 70	Collier, Diane .....	119, 125, 150
Bruzzano, Carol .....	100	Casbergue, Renee .....	102	Colomer, Soria .....	76, 110, 138, 147, 150, 154
Bryan, Kisha.....	82, 121, 129, 137, 146, 154	Cassady, Zoe.....	89	Colvin, Carolyn.....	12, 15, 69, 136, 146
Buch, Bettina.....	102, 111, 150	Cassano, Christina State .....	4, 89, 122	Colwell, Jamie .....	14, 51, 111, 144, 150
Buchholz, Beth.....	43, 74, 150	Castek, Jill .....	11, 39, 49, 120, 138	Compello, Jill.....	61
Budach, Gabrielle .....	119	Castillo, Amarilis M .....	150	Comperatore, Aubrey N .....	150
Buelow, Stephanie.....	122	Castle, Ann.....	131	Compton-Lilly, Catherine .....	14, 15, 34, 59, 103, 129, 138, 142
Bulatowicz, Donna .....	88	Casto, Amanda R.....	61	Condie, Cami .....	150
Bull, Katherine .....	45	Cavendish, Leslie .....	17, 37, 150	Confere, Donna .....	40
Burgess, Julianne.....	78	Cervantes-Soon, Claudia.....	50	Conradi Smith, Kristin .....	11, 85, 105, 150
Burke, Amy E. ....	45	Cervetti, Gina.....	69, 137, 147	Consalvo, Annamary .....	89, 150
Burke, Anne .....	89	Chandler-Olcott, Kelly.....	40, 105	Constable, Susan.....	92
Burke, Kevin.....	40	Chang, Rong.....	110	Cooks, Jamal .....	82, 121, 154
Burkhard, Tanja .....	54	Chao, Xia .....	38, 76, 145, 150	Cooper-Novack, Gemma Elizabeth.....	35
Burnett, Cathy.....	30, 59, 119	Chappel, Jacquelyn.....	150	Copp, Stephanie.....	37
Burns, Leslie David .....	149	Charest, Brian .....	108	Coppola, Rick.....	59, 124, 127
Burns, M. Susan .....	71	Charner-Laird, Megin.....	32	Correll, Pamela .....	111, 150
Burns, Matthew K.....	37	Cheek, Earl .....	102	Corrigan, Julie.....	120
Burstein, Karen .....	102	Chen, Pin-Ju.....	150	Cort, Tiye.....	57, 89, 90
Bustos, Charlene Duke .....	150	Chen, Vicky .....	27	Córtez, Arturo.....	97
Butler, Eliza Desiree .....	34, 107, 131, 150	Cheng, Ya-Fang.....	80, 150	Costa, Maria del Rocío .....	47
Butler, Tamara T .....	54, 73, 81, 92, 150	Chien, Ming-Tso.....	38	Crampton, Anne.....	27, 53, 91

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Crandall, Bryan Ripley.....	94	Deng, Qizhen .....	150	Elmore, Jeff .....	19, 79
Cranmer, Laura.....	106	DeNicolò, Christina .....	50	Enciso, Patricia.....	12, 18, 34, 123, 128, 147, 149, 150
Crawley, Adam.....	104	Dennis, Danielle V .	18, 53, 68, 96, 136, 146	Enright, Kerry A .....	95
Cridland-Hughes, Susan.....	150	Dernikos, Bessie Patricia .....	119, 120, 150	Enriquez, Grace .....	82, 121, 154
Croel-Perrien, Amy.....	150	Deroo, Matthew R.....	130, 150	Eppley, Karen .....	18, 105
Croom, Marcus.....	14	Dewalt, Lora.....	103	Erickson, Joy Dangora .....	112, 150
Cruz, Joshua M.....	58	Dibble, Elisabeth.....	57	Escamilla, Kathy .....	47
Cueto, Desiree.....	50	Dillon, Deborah.....	32, 49, 147	Esparza, Anastacio .....	39
Cullen, Katheleen .....	112	Disotuar, Demetra .....	86	Espinosa, Zurisaray .....	57
Cun, Aijuan .....	35, 150	Dixon, Kerryn .....	59, 58, 91	Esquiedo, J. Joy.....	31
Cunningham, Emma.....	27	Do, Abigail T .....	47	Eutsler, Lauren .....	38, 47
Curcic, Svyetlana .....	150	Dobbs, Christina.....	32, 76	Everett, Sakeena .....	82
Curwen, Margaret .....	62	Dobler, Beth .....	128	Evis, Sarah .....	41, 61
Curwood, Jen Scott .....	17, 45, 78, 150	Doepker, Gina Marie.....	150	Faeth, Erin .....	102
da Silva Iddings, Ana Christina ..	19, 34, 53, 146	Dole, Janice A.....	57, 111	Fahrenbruck, Mary.....	50
Dallacqua, Ashley K.....	13, 45, 48, 150	Domke, Lisa .....	111	Faltis, Christian.....	19
Dalton, Bridget .....	80, 86	Donat, Elizabeth .....	126	Fassbender, William .....	127
Daly-Lesch, Anne.....	37, 70, 113, 150	Donohue, Tracy .....	81, 150	Fecho, Bob .....	105
Damico, Holly .....	94	Donovan Scane, Clare.....	38	Feiker Hollenbeck, Amy .....	88
Damico, Jack S. ....	94	Dostal, Hannah.....	111, 145, 146	Ferguson, Daniel.....	120
Damico, James .....	49	Dotger, Sharon .....	40	Fernholz, Lynda Dianne .....	150
Danielson, Katie.....	36, 95	Doubek, Kellie Riley.....	27	Ferreras-Stone, Jessica.....	51
Dantas-Whitney, Maria .....	126	Dougherty, Susan.....	4, 112	Fiano, Darcy Anne .....	150
Daoud, Nisreen.....	40, 96	Douglas, Velta .....	83	Fields, Susan.....	69, 127
Darris, Elizer .....	124	Dover, Alison G .....	64	Fierro, Ana.....	34
Darvin, Ron.....	131	Dozier, Cheryl.....	12, 17, 37	Fife-Demski, Veronica M .....	90
David, Ann .....	89	Dreher, Mariam Jean.....	48, 145	Filipiak, Danielle.....	84
David, Samuel .....	47, 77, 150	Duggins, Shaunte S.....	106	Finch, Maida .....	150
Davila, Denise.....	50, 93, 150	Duke, Nell K.....	30, 74, 148, 149	Finkbeiner, Claudia Hilde .....	16
Davis, Dennis S.....	57, 84, 94, 102, 121, 138, 142	Dunkerly-Bean, Judith.....	11, 33, 41, 61, 89, 105, 115	Fisher, Douglas .....	74, 132, 143, 146, 150
Davis, Stephanie Grayson.....	71	Dunn, Mandie.....	71	Fisher, Lee.....	26
Davis, Summer.....	84, 110	Dunston, Pamela .....	40, 53	Fisher, Rick .....	117
Davis, Zarabeth G.....	28	Dura, Lucia.....	29	Fitzgerald, Jill .....	79
Day-Wiff, Deanna .....	50	Durán, Leah .....	34, 50, 83	Fitzgerald, Miranda.....	37, 71, 102, 131
de los Rios, Cati V .....	92, 150	Dussling, Tess.....	117	Fitzpatrick, Erin.....	17
de Oliveira, Talita.....	90	Dutro, Elizabeth.....	40, 52, 95, 140	Flanigan, Kevin.....	19
De Roock, Roberto .....	19, 53	D'warte, Jacqueline Ann .....	11, 74, 85, 150	Fleming, Sarah M .....	101
Dean, Bryan.....	39	Dyches, Jeanne.....	62, 123, 150	Flennaugh, Terry K. ....	26
Deeney, Theresa .....	17, 32, 37	Easley, Kathleen .....	28, 71, 102	Flint, Tori K. ....	123, 150
Degener, Rebekah May .....	84	Edge, Christi.....	125	Flippo, Rona .....	32
Degollado, Enrique David.....	101, 150	Edmiston, Brian.....	12, 18	Flores, Brian M .....	44
DeHart, Jason Doyle .....	94	Edwards, Patricia .....	97, 111, 143, 145, 147, 148, 149	Flores, Tracey .....	15, 29, 103
DeJulio, Samuel Ray.....	15, 38, 56, 110	Ehret, Christian .....	30, 42, 49, 64, 150	Flynn, Erin Elizabeth .....	118
Del Hierro, Victor.....	29	Ehret, Lea.....	30, 121	Fontanals, Patricia .....	150
Delaney, Carol Jeanne .....	11, 33, 124	Ek, Lucila .....	36, 74	Fontanella-Nothom, Oona .....	150
DellaVecchia, Gabriel.....	28, 102	Eley, Caitlin .....	47	Ford-Connors, Evelyn.....	87, 117
				Fortune, Angela .....	44, 120, 131, 150

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Forzani, Elena E.....	69, 120, 150	Golos, Debbie.....	117	Hall-Kenyon, Kendra.....	33
Foster, Susan Marie.....	51	Gonzales, Laura.....	29	Hamilton, Caroline.....	48
Fowler-Amato, Michelle.....	71	Gonzales, Wendy.....	109	Hammond, Elizabeth Jeanne.....	151
Frahm, Tia.....	106, 150	Gonzalez, Monica.....	81	Han, Hyeju.....	80
Frambaugh-Kritzer, Charlotte.....	51, 122	Gonzalves, Lisa.....	76	Han, Keonghee Tao.....	11, 12, 14, 103, 151
Franco, Janelle.....	72	Good, Bev.....	88	Handsfield, Lara J. ....	16, 52, 54, 71, 94, 141, 147, 151
Frankel, Katherine K.....	11, 87, 127, 150	Gordon Pershey, Monica.....	151	Hanna, Margaret.....	28
Fránquiz, María E.....	16, 29, 126, 154	Gorski, Kristin.....	151	Hansen, Jane.....	111, 147
Frederick, Amy.....	77, 150	Gort, Mileidis.....	65, 77, 82, 121, 127, 137, 143, 153, 154	Haq, Kate.....	151
Freedman, Sarah Warshauer.....	149	Gourlay, Lesley.....	126	Hare, Jan.....	48
Frey, Nancy.....	74, 145, 147, 148	Graham, DaVonna.....	54	Harper, Bria S.....	73
Frier, Aimee.....	38, 151	Graham, Karen Kleppe.....	120	Harris Garad, Brooke.....	81
Fuller Collins, Molly.....	122	Grande, Sandy.....	23	Harrison, Colin.....	16, 148
Fullerton, Susan K.....	73, 114	Grant, Marquis C.....	145	Harrison, Dorian.....	151
Furness, Rachelle.....	68	Graves, Kayla Victoria.....	102	Harste, Jerome.....	16, 109, 116
Gabriel, Rachael... 11, 51, 94, 120, 136, 146, 151		Gray, Erika.....	37	Hart, Steven.....	122
Gaffney, Janet S.....	27, 151	Green, Keisha Lynette.....	11, 151	Hartman, Doug.....	105, 148, 150
Gagliardi, Lisa-Marie.....	52	Greene, Delicia...63, 82, 114, 121, 124, 137, 147, 154		Hartman, Paul.....	59, 77, 113, 151
Gainer, Jesse.....	11, 52, 151	Gregory, Kristen Howell.....	151	Harvey, Rosalyn Virginia.....	36, 50, 101
Gaines, Rachel E.....	120	Grierson, Arlene.....	101	Hassett, Dawnene D.....	43
Galdeano, Elena.....	46	Grifenhagen, Jill.....	61, 76, 118, 120, 151	Hastings, Kathryn.....	151
Gallagher, Ben.....	41, 61	Griffin, Autumn.....	93, 108, 114, 151	Hathaway, Jennifer I.....	61, 151
Gallagher, Tiffany.....	89, 101	Griffith, Robin.....	53, 84, 151	Hattan, Courtney A.....	32, 90, 118
Garcia, Antero.....	82, 96, 119, 121, 128, 154	Grisham, Dana L.....	128	Hauptman, Allyson L.....	151
Garcia, Georgia Earnest.....	14	Groenke, Susan Lee.....	76, 83, 101, 151	Hauser, Mary Davenport.....	43
García-Sánchez, Inmaculada.....	74, 75, 85	Gruen, Rachael.....	13, 35, 150	Hawkins, Lisa K.....	151
Gardiner, Wendy.....	151	Guay, Mary.....	151	Hayden, Emily.....	126, 151
Garlick, Jared.....	47	Guerra, Myriam Jimena.....	36, 56, 126, 151	Hays, Alice.....	151
Gayle, Alesha.....	60	Guggenheim, Aaron Micah.....	80	Heaney, April.....	28
Gee, Elisabeth.....	41	Guo, Ying.....	11, 121, 138, 151, 154	Heffernan, Lee.....	109
Gerde, Hope K.....	29, 151	Gurvitz, Debra.....	37	Heinle, Danielle.....	32
Gerwin, Cynthia Gail.....	118	Gutiérrez, Kris D.....	79, 96, 97, 111	Helman, Lori.....	37, 117
Ghiso, Maria Paula.....	35, 51, 81, 125, 145, 148, 149	Gutierrez, Sara.....	47	Hembry, Ian.....	79
Gibbs Grey, ThedaMarie..	75, 127, 147, 154	Guzniczak, Lizabeth.....	35	Hendrix-Soto, Aimee Elizabeth.....	124
Gill, Victoria Singh.....	31, 35	Guzzetti, Barbara jean.....	41, 42, 105, 115	Henry, Laurie.....	43, 71, 106, 150, 151
Gillen, Julia.....	119	Gyimah, Mellissa.....	44, 82, 151	Henze, Adam David.....	12, 17, 46
Gilles, Carol.....	23, 130, 142	Ha, Seung Yon.....	115	Hermann-Wilmarth, Jill.....	91
Gillette, Carmela Romano.....	146, 151	Haddix, Marcelle.....	5, 11, 65, 94, 97, 132, 137, 139, 140, 153, 154	Hernandez, Jennifer Lynn.....	151
Gioia, Danielle.....	151	Hadley, Heidi Lyn.....	40, 127	Hernandez, Lizbeth.....	83
Giroux, Carolyn S.....	117	Hagerman, Michelle.....	54	Heron Hruby, Allison.....	89
Gleber, Margaux.....	32	Hagge, Julia.....	92, 107, 112, 132, 151	Herrera, Ana María.....	59
Goatley, Virginia J.....	102, 138, 139, 142, 143, 145	Hall, Allison.....	151	Heydon, Rachel.....	52
Godfrey, Vickie.....	70, 103, 113, 151	Hall, Leigh.....	19, 53, 54, 88, 137, 148, 149	Hickey, Pamela.....	52
Goff, Maria Hernandez.....	76, 121, 137, 151	Hall, Matthew.....	64	hicks, benjamin lee.....	41, 50, 61
Golden, Noah Asher.....	11, 63, 78, 82, 151	Halladay, Juliet.....	151	Hicks, Troy.....	86
				Hiebert, Elfrieda H.....	19, 53, 74, 85, 118, 149
				Hight, Clarene.....	32, 94, 151

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Hilaski, Danielle .....	87, 123, 151	Hurt, Matthew .....	57	Jones Stanbrough, Raven .....	33, 52, 151
Hill, Kirsten Dara .....	11, 55, 107, 113, 151	Husbye, Nicholas .....	146, 151	Jones, Jennie Leigh .....	151
Hill, Thomas .....	60, 116	Hutchison, Amy .....	56, 111, 141, 151	Jones, Jill S .....	94, 102,
Himmel, Jennifer .....	88	Hwang, HyeJin .....	113	Jones, Karis .....	61, 69
Hinchman, Kathleen .....	42, 56, 107, 147, 148, 151, 154	Ife, Fahima .....	73, 119	Jones, Megan .....	18, 53
Hindin, Alisa .....	122	Igeleke Penn, Jenell .....	91, 113, 151	Jones, Renata Love .....	126
Hines, Mary Beth .....	46, 151	Ikpeze, Chinwe H .....	51, 144	Jones, Stephanie Patrice .....	38, 82, 87, 121, 137, 145, 151, 154
Hinman, Tierney .....	61, 151	Imbrenda, Jon-Philip .....	47, 54, 80, 151	Jordan, Jennifer .....	131, 151
Hipp, Jamie .....	52	Infante Sheridan, Myra .....	29	Jordan, Michelle .....	117, 130,
Hitchens, Carolyn .....	136, 151	Ippolito, Jacy .....	32	Jung, jin Kyeong .....	41, 48, 64
Hoch, Mary L .....	51	Irish, Christy K. ....	53, 96	Kabuto, Bobbie .....	11, 151
Hodge, Emily .....	51	Ittner, Anne .....	12, 19, 151	Kachorsky, Dani .....	12, 13, 76, 87, 151
Hoff, Megan .....	68	Ivey, Gay .....	10, 65, 111, 140, 146	KaiLonnice, Dunsmore .....	105
Hoffman, Emily Brown .....	38, 122, 137, 151	Jackson, Iesha .....	44	Kakar-Esperat, Tala .....	110
Hoffman, James V .....	15, 16, 70, 103, 147, 148	Jackson, Sarah E .....	84	Kambara, Hitomi .....	102, 112, 151
Hogue, Breanya .....	112	Jacobs, Gloria .....	39	Kamberelis, George .....	14, 148
Holcomb, Leala .....	117	Jacobs, Laura-Ann .....	28	Kaminski, Rebecca .....	28, 125
Hollins, Kara G .....	36	Jacobson, Erik .....	13, 29, 42	Kander, Faryl .....	57
Holmes, Pauline V. ....	27	Jafari, Samaneh .....	151	Kane-Mainier, Stephanie .....	151
Holton, Kelsey .....	87, 111	James, Ioney .....	145, 151	Kang, Grace Yun .....	71, 87, 145, 151
Honeyford, Michelle .....	52, 64, 89	James, Jennifer .....	78	Kannan, Chloe .....	125
HONG, HUILI .....	58, 151	James, Macy .....	40	Karam, Fares .....	40
Hong, Ji Hyun .....	151	Jang, Bong Gee .....	11, 35, 62, 63, 75, 138, 147, 151, 154	Karchmer-Klein, Rachel .....	101
Hopewell, Susan .....	47	Jang, Soon Young .....	124	Katsi'sorókwias Jacobs, Curran .....	64
Hopkins, Heather .....	60	Janisch, Carole .....	102	Kaufman, Douglas .....	17
Hopkins, Laura J. ....	71	Janks, Hilary .....	16, 91, 109, 140	Kavanagh, Sarah Schneider .....	43, 95
Horner, Sherri L .....	151	Jansky, Katrina .....	89	Kaveh, Yalda M. ....	126
Hos, Rabia .....	46	Jarmark, Christopher .....	130	Kaya, Jean .....	52
Howard, Christy .....	55, 71, 151	Jennerjohn, Anna .....	37	Kearns, Devin .....	85
Howell, Emily .....	17, 28, 80, 131	Jeong, Heeok .....	80	Kedley, Kate .....	15, 77, 104
Hruby, Alison .....	89	Jimenez, Laura M .....	13, 106, 129, 145, 146	Kehus, Marcella .....	16, 151
Hruby, George G .....	12, 16, 147	Jimenez, Robert T .....	46, 117, 147, 154	Keith, Karin .....	151
Hsieh, Betina .....	12, 13, 19	Jin, Lijun .....	102	Kelly, Catherine M .....	120
Hsieh, Ming-Yi Grace .....	151	Jocius, Robin .....	74, 146, 151	Kelly, Courtney Ryan .....	151
Huang, Suhua .....	151	Jocson, Korina .....	16	Kelly, Laura Beth .....	43, 76, 123, 151
Hubbard, Koti Lee .....	73, 114	Johnson, Ashley Tyson .....	83, 151	Kelly, Lauren Leigh .....	127
Hucks, Darrell Cleveland .....	11, 151	Johnson, Elisabeth .....	46, 119	Kelly, Mary Rose .....	80, 101
Hudock, Laura Anne .....	76, 151	Johnson, Erika .....	42	Kerkhoff, Shea .....	151
Huerta, Mary Esther .....	52, 151	Johnson, Lamar .....	30, 44, 75, 97, 133, 139, 147, 154	Kesler, Ted .....	35, 55, 118, 145, 151
Hughes, Selena .....	113	Johnson, Latrise .....	54, 151	Keyser, Wendy .....	37
Hull, Glynda A .....	56	Johnson, Lauren Elizabeth .....	44, 73, 89	Kfouri, Christiana Kathryn .....	83
Humaidan, Abdulsamad .....	52	Johnson, Lindy .....	14, 40	Khasilova, Dilnoza .....	151
Hunt, Carolyn S .....	34, 54, 147, 151	Johnson, Susana Ibarra .....	36, 151	Khorosheva, Mariia .....	37
Hunt-Barron, Sarah .....	28	Johnston, Anthony .....	70, 151	Khote, Nihal .....	58
Hunter, Jevon .....	73	Johnston, Kelly C .....	80, 107, 123, 151	Kibler, Amanda .....	40
Hunter-Doniger, Tracey .....	54	Johnston, Peter .....	10, 65, 79, 149, 151	Kidd, Julie K. ....	58, 71
Hurst, Heather .....	151			Kiili, Carita .....	120

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE	
Killian Lund, Virginia .....	35, 46, 109	Langeberg, Melinda Ellen.....	151	Lewis, Elizabeth Carol .....	58, 105	
Kilpatrick, Jen .....	111	Langer, Judith.....	111	Lewis, Mark.....	11, 31, 39, 48, 151,	
Kim, Hanae.....	112	Langner, Cameron.....	45	Lewison, Mitzi .....	109,	
Kim, Hee Young.....	50	Lannin, Amy .....	61, 142	Li, Guofang.....	129, 149	
Kim, Jade .....	123	Lapp, Diane .....	74, 111, 145	Li, Jie.....	151	
Kim, Jinho .....	52	Lara, Gilberto P.....	82, 101, 121, 137, 154	Li, Shuzhan .....	151	
Kim, Jung.....	13, 146	Larson, Joanne .....	27, 96, 108, 128	Lightner, Sarah Campbell.....	72, 88	
Kim, So Jung .....	37, 48	Larson, Lotta .....	90	Lilienthal, Linda K.....	151	
Kim, Somin .....	151	Laster, Barbara .....	37, 70, 144, 145, 151	Lillo, Sarah.....	107, 151	
Kinard, Timothy A. ....	52	Lau, Sunny Man Chu .....	58	Lin, Tzu-Jung .....	115	
King, Christina Ursula.....	89	Laughter, Judson.....	11, 12, 14, 103, 151	Lindahl, Kristen .....	77	
King, James.....	12, 15, 122, 137, 144	Lawrence, Baines .....	41	Lindsey, Kyle .....	38,	
Kinloch, Valerie .....	54, 60	Lawrence, Whitney J.....	106	Lipson, Catherine .....	80	
Kinnucan-Welsch, Kathryn .....	88	Lazar, Althier M.....	12, 14, 42, 145	Liu, Rossina Zamora .....	13, 15, 108, 150	
Kiramba, Lydiah Kananu.....	36, 83, 129	Leach, April Marie.....	80, 151	Liu, Xiaoming (Sarah) .....	102, 151	
Kirkwood, Melanie.....	114, 129	Leander, Kevin .....	30, 38, 137	Lizárraga, José Ramón .....	77, 97	
Kist, William .....	19, 54, 86	LeBlanc, Robert .....	123, 151	Lo, Cassandra.....	53	
Kleekamp, Monica Christine .....	114	Lechtenberg, Kate.....	76, 83	LoBello, Jana.....	38, 71	
Kleker, Dorea J. ....	106	Leckie, Alisa .....	72, 151	Logan, Kenneth.....	19	
Kline, Sonia .....	71, 128, 147, 151	Lee, Alice .....	55, 82, 92, 113, 121, 137, 146,	Lohnes Watulak, Sarah .....	46	
Koch, Kelly .....	94	147, 154	Lee, Changhee.....	75, 120, 151	Loomis, Stephanie .....	42
Kohnen, Angela M .....	75, 102	Lee, Jaehoon .....	110	Lopez, M. Lisette .....	83	
Koons, Heather .....	79	Lee, Jeonghyun.....	120	Lopez, Minda M. ....	68, 151	
Koudelka, Cindi M.....	27, 151	Lee, Jungmin .....	124	Lopez-Robertson, Julia Maria.....	145, 151, 153	
Kovalik, Kate .....	78	Lee, Kewman M.....	90	Love, Bettina .....	10, 132	
Krause, Margaret .....	92, 112	Lee, Soojin .....	63, 70, 151	Lovette, Gail .....	146, 151	
Krone, Beth .....	34, 89, 151	Lee, Vera J. ....	13, 146	Low, David E. ....	12, 13, 104	
Kuby, Candace .....	11, 151	Lee, Ying-Hsuan .....	151	Lowe, Adrienne.....	57	
Kucan, Linda .....	72, 137	Lee, Yongjun.....	151	Lu, Lin-Miao .....	151	
Kuhn, Melanie.....	148, 151	LeeKeenan, Kira .....	63, 71, 94, 107	Lujan, Amanda .....	45	
Kuo, Hsiao-Chin.....	88	Leggett, Alicia Bruyning.....	96	Lupo, Sarah M.....	85, 151	
Kurpis, Molly.....	54	Leighton, Christine .....	36, 117, 151	Lussier, Kristie O'Donnell .....	68, 102, 151	
Kynard, Carmen .....	16, 63, 82, 121, 154	Leija, Maria.....	36, 101	Lyiscott, Jamila.....	31, 40, 60, 84	
La Croix, Leslie .....	71	LeJeune, Marie .....	43, 89	Lynch, Jacqueline.....	11, 41, 48, 57, 151	
Labadie, Meredith .....	131	Leland, Christine .....	83	Lynch, Tom Liam.....	39, 86	
Lachuk, Amy Johnson.....	101	Lemanski, Laura .....	32, 151	Lysaker, Judith.....	14, 33, 60, 71, 105, 118, 146,	
Lague, Michelle.....	26, 40, 70	Lemieux, Amélie.....	32, 62, 93	151	Mabry, Megeara Glah.....	151
Lai, Mark.....	121	Lemley, Stephanie.....	122, 151	MacArthur, Charles.....	4, 17, 61, 117	
Laidlaw, Linda.....	42, 117, 125, 151	Lenski, Susan.....	128	MacGillivray, Laurie.....	62, 146, 151	
Lam, Wan Shun Eva .....	12, 15, 48, 144, 147	Lenters, Kimberly .....	19, 64, 119	Machado, Emily.....	77, 117, 151	
Lambert, Claire.....	69, 89, 151	Lesus, Melina.....	151	MacPhee, Deborah Ann .....	151	
Lammers, Jayne C.....	17, 78, 139, 141, 147,	Levi, Amana .....	151	Madsen, Audrey.....	123	
151		Levine, Sarah.....	51, 146, 151	Magnifico, Alecia Marie .....	78, 120	
Lammert, Catherine....	37, 70, 88, 103, 111,	Lew, Shim .....	47, 151	Maher, Karen Marie .....	116	
151		Lewis Ellison, Tisha.....	11, 13, 29, 93, 138,	Makalela, Leketi.....	49	
Lampi, Jodi .....	151	146, 148	Lewis, Cynthia .....	91, 149	Mallette, Marla.....	131, 140, 148
Land, Charlotte L. ....	62, 71, 87, 106, 111, 151				Malloy, Jacquelynn A .....	11, 145, 151
Landon-Hays, Melanie.....	43					

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Maloch, Beth .....	16, 148	McGrail, Ewa.....	32	Mora, Raul Alberto	16, 19, 54, 58, 147, 151
Mancilla-Martinez, Jeannette .....	19, 70	McGriff, Mary ....	11, 80, 131, 138, 147, 151, 154	Morales, P. Zitlali	74, 82, 91, 118, 121, 138, 151, 154
Manderino, Michael.....	47, 150	McKenzie, Cori.....	48, 151	Moran, Renee.....	44, 136, 151
Maras, Elly Quynn.....	106, 117	McLean, Cheryl A .....	125, 126	Morgan, Denise N .....	72, 84, 90
Marciano, Joanne E .....	119	McMahon, Rachel .....	108, 151	Morphis, Elizabeth .....	69, 120
Marcum, Meredith Baker .....	71, 102	McManus, Michael.....	120	Morris, Julia.....	41, 115
Mardhani-Bayne, Alvina .....	57	McMillon, Gwendolyn..	137, 140, 146, 147, 149, 154	Morrison, Jennifer D.....	17, 46
Marinez-Roldan, Carmen .....	39, 50, 140, 149	McMurtry, Teaira C.....	37	Morrow, Lesley Mandel .....	4, 106, 111, 122, 149, 151
Marlatt, Rick.....	16, 107	McQuitty, Vicki.....	46, 90	Morsink, Paul.....	105
Marsh, Josephine Peyton .....	124, 151	McRoy, Kyla Z.....	29	Moses, Annie.....	117
Martell, Emma .....	109	McTavish, Marianne.....	48, 64, 146, 151	Moses, George H .....	109
Martin, Adele .....	56	McVee, Mary.....	35, 49, 77, 130	Moses, Lindsey.....	41, 48
Martin, Anita .....	69	McVerry, Greg.....	41, 54, 112	Moten, Tamara.....	82
Martin, Kathleen .....	118	Medina, Carmen L. ...	12, 18, 31, 47, 62, 94, 140	Msengi, Shadrack G. ....	37
Martin, Nicole M.....	112, 151	Mehigan, Gene.....	106	Muhammad, Gholnecsar ‘Gholdy’	114, 132
Martin, Susan .....	90,	Mein, Erika.....	151	Mullins, Amy.....	76
Martinez, Danny C....	11, 16, 60, 74, 82, 91, 121, 154	Melnychenko, Kim .....	40	Munos, Joaquin.....	15, 83, 151
Martinez, Marcos.....	28	Mendenhall, Melissa .....	33	Muñoz-Muñoz, Eduardo.....	45
Martinez, Melissa .....	28	Mendoza, Pablo .....	39	Munsell, Sarah.....	127
Martinez, Miriam .....	102, 138, 142	Merchant, Guy .....	30, 119	Munson-Warnken, Megan .....	115
Martínez, Ramón.....	33, 44, 75, 82, 91, 121, 141, 145, 154	Mertens, Gillian E.....	75	Murillo, Luz A.....	39, 146
Martínez-Álvarez, Patricia .....	125	Metz, Mike.....	43, 91, 142	Murphy, Caitlin.....	72, 111
Martínez-Roldán, Carmen M. .....	39, 50, 140, 149,	Metzger, Salem.....	87	Murphy, Kelly Lee Allen .....	151
Martin-Kerr, Keitha-Gail.....	115, 151	Meyer, Amber L.....	147, 151	Murray, Bruce A. ....	121
Martin-Young, Shelley .....	30, 72	Meyer, Carla K.....	13, 51, 61, 106	Murray, GERALYN.....	121
Marx, Dea.....	103	Meyer, Richard.....	107	Musetti, Kirsten .....	86
Mason, Ann Mogush .....	53, 107	Meyers, Makila.....	116	Muth, Bill.....	30
Mason, James M .....	52	Michener, Catherine .....	36, 55, 69, 151	Myers, Joy.....	35, 55, 112, 151
Mason, Pamela.....	145	Midgette, Ekaterina .....	55	MyHyun Kim, Grace.....	14, 78, 92
Massey, Dixie D. ....	15, 62, 79, 87, 126, 141	Miel, Karen.....	130	Nash, Brady .....	71, 89
Massey, Susan Lorraine.....	151	Mikita, Clara .....	151	Ndhlovu, Samuel .....	94
Masterson, Jessica.....	121	Milby, Tammy .....	37, 55	Nelson, Elizabeth.....	43
Mathis, Janelle.....	50, 106	Miller, Samuel D. ....	62, 87, 112	Nelson, Elizabeth Thackeray.....	57
Matthews, Sharon D.....	151	Miller, Sara E.....	120	Nelson, Ryan .....	94
Mawasi, Areej.....	123	Miller, sj .....	16, 33, 42, 49	Ness, Daniel.....	54
Maxwell, Nicole .....	87, 151	Min, Jeeyoung.....	151	Ness, Eric .....	54
May, Laura .....	57	Minichiello, Angie.....	47	Neuman, Susan .....	36, 149
Mayorga, Orlando (Chilly).....	39	Mirra, Nicole.....	84, 85, 125, 128	Neville, Mary M.....	93, 101
McAndrews, Stephanie.....	37	Mitchell, Chrystine.....	38, 88, 151	Newcomer, Sarah.....	36, 83, 151
McBride, Alexis.....	47	Mitric, Svetlana .....	86	Newell, George.....	145
McCarthy, Sarah .....	55, 104, 141, 150	Moje, Elizabeth .....	122, 148, 149,	Newvine, Keith .....	40, 56
McCarty, Ryan .....	47,	Mokhtari, Kouider.....	141, 147	Ngo, Bic.....	13
McClain, Janna B.....	70,	Moll, Luis.....	10, 97	Nichols, Scott A .....	90
McDonald Van Deventer, Megan....	32, 151	Monea, Bethany.....	64, 109	Nichols, T. Philip .....	38, 39, 93, 109, 118, 119
McGill-Franzen, Anne.....	16, 103	Montaño, Elizabeth .....	74, 85	Nielsen, Kristen .....	151
				Nieroda, Janine .....	40

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Nisreen, Daoud.....	40,96	Parrish, Julie.....	102	Polleck, Jody Nicole.....	11, 106, 116
noel, lesley .....	92	Parrish, Sara Kersten.....	14, 40, 88, 152	Ponzio, Christina.....	50
Nogueron-Liu, Silvia....	13, 29, 77, 150, 154	Parsons, Allison Ward.....	53, 152	Pool, Steven .....	30
Noisey, Stacie.....	27, 101, 151	Parsons, Seth A. ....	53, 96, 152	Popp, Jacquelynn S. ....	12, 17, 139, 152
Noll, Lori Ann.....	60	Parton, Chea.....	89	Porco, John Ben .....	37
Northrop, Laura.....	117, 151	Pasquarella, Adrian .....	118	Porter, Heather.....	152
Norvell, Cassie .....	53, 94	Patterson, Ashley .....	11, 54, 118, 130, 152	Potter, Andrew .....	61
Nuñez, Idalia .....	38	Paugh, Patricia .....	83, 130, 147	Powell, Rebecca Lovering.....	92, 131, 152
Nyachae, Tiffany M. .	12, 15, 44, 62, 80, 144	Paulick, Judy Hicks.....	42, 55, 152	Poza, Luis E. ....	45, 91
O'Brien, David .....	32, 49, 140	Pearson, P. David .....	52, 105, 139, 145, 146, 147, 148, 149	Pozzobon, Claudia.....	152
O'Brien, Lisa.....	36, 151	Pedersen, Joelle Marie.....	44, 152	Pratt, Kristen Lynne .....	36, 126
O'Byrne, Ian .....	12, 14, 18, 41, 54, 86, 105, 147, 151	Pellegrino, Anthony .....	40	Pratt, Sharon.....	69, 152
O'Flahavan, John .....	27,88, 152	Penaflorida, Jennifer.....	28	Pressley, Tim .....	70, 152
Ohle, Kathryn .....	76, 152	Pennington, Julie .....	11	Prestridge, Sarah.....	42
Ojeda-Beck, Alejandra.....	76	Pennington, Sarah .....	92, 132	Price-Dennis, Detra .....	19, 63, 86, 94, 113, 129, 141, 143, 145, 152
Ólafsdóttir, Sigrídur .....	70	Percle, Amanda.....	94	Prince, Shannon.....	43, 101, 152
Olshefski, Christopher A.....	113	Perez Cortes, Luis Enrique.....	123	Proctor, Patrick.....	126
O'Mara, Joanne .....	42	Perez, Sara.....	131	Protacio, Maria Selena .....	17, 139, 154
Omogun, Lakeya ....	19, 29, 55, 89, 112, 144	Perry, Jamar J.....	57,	Pyscher, Tracey .....	41, 53, 91
Onayemi, Dana Marie.....	152	Perry, Kristen .	13, 29, 30, 62, 147, 148, 150, 152	Pytash, Kristine.....	40, 70, 86, 101, 152
Orellana, Marjorie Faulstich .....	27, 75, 85, 110, 152, 154	Perry, Mia .....	31, 43, 124	Qin, Kongji.....	58, 112, 129, 152
Orellana-Garcia, Pelusa .....	102, 138, 146	Perry, Tonya.....	16, 63, 154	Qiu, Tairan.....	29
Ortlieb, Evan .....	11, 74, 88, 102, 152	Pesch, Margaret.....	28	Quast, Erin .....	116, 152
Ortmeier-Hooper, Christina.....	120	Peterman, Nora.....	26, 101, 115,152	Quinn, Alexa.....	42
Osobov, Olha.....	94, 127	Peters, Kimberly Shea .....	152	Quinn, Margaret F.....	56, 152
Osorio, Sandra Lucia.....	152	Peterson, Debra Stevens .....	146	Quiroa, Ruth Elizabeth .....	152
Overstreet, Mikkaka.....	55	Peterson, Shelley Staggs.....	123, 124	Rabinowitz, Laurie .....	116
Oviatt, Rae L.....	26, 110	Philippakos, Zoi A.	12, 17, 61, 80, 117, 127, 146, 152	Rainey, Emily .....	33
Pacheco, Mariana .....	11, 36, 47, 74, 83, 96, 126, 152	Phillips Galloway, Emily.....	76	Ramirez, Dagoberto .....	31
Pacheco, Mark B. ....	46	Phillips, Nathan C .....	46, 109, 150	Rand, Muriel .....	122
Paciga, Kathleen Ann.....	86, 122	Phinney, Mika K. ....	106	Randall, Angela.....	47
Padesky, Lauren Breckenridge.....	28, 87	Piazza, Susan .....	43, 88, 145	Randall, Regine.....	70
Pahl, Kate..	11, 30, 45, 59, 78, 102, 130, 145, 152	Pickett, Anita.....	70	Ransaw, Theodore.....	42
Palincsar, Annemarie .....	28, 71, 102, 149	Pierce, Kathryn Mitchell.....	130, 152	Raphael, Taffy.....	116, 147, 149
Pandya, Jessica Zacher	63, 93, 104, 147, 149	Piestrzynski, Laura E.....	28	Raskauskas, Jenn.....	35
Panos, Alexandra Marie .....	49, 69	Pigozzi, Grace.....	113	Raymond, Roberta .....	152
Panther, Leah Marie .....	103, 113	Pilgrim, Jodi .....	152	Razfar, Aria.	79, 82, 121, 128, 137, 143, 146, 154
Papoi, Kristin .....	132, 152	Pilonieta, Paola .....	61, 145	Reaves, Melanie.....	12, 14, 88, 106, 152
Pappageorge, Timothy .....	47	Piper, Rebekah .....	41, 93	Reed Marshall, Tanji.....	152
Paratore, Jeanne .....	87, 111, 122	Pittman, Ramona T. ....	93	Reese, Stacey.....	40
Parekh, Priyanka.....	41	Player, Grace D.....	31, 35, 51, 81, 119, 159	Reichenberg, Jennifer Sharples	84, 150, 152
Park, Jeongbin Hannah.....	56, 120	Plummer, Emily.....	64, 85, 109	Reid, Sarah.....	102
Park, Sohee .....	63, 152	Poch, Robert.....	32	Reid, Stephanie F .....	48, 57, 114, 144
Parker, Peter .....	102, 152	Pole, Kathryn .....	41, 61, 87, 145	Reinking, David.....	147, 148, 149, 152
				Reisboard, Dana .....	33
				Reischl, Catherine H. ....	106

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Repko-Erwin, Melia Eileen .....	101	Runciman, Joe.....	46	Scott, Chyllis Elayne.....	152
Reutzell, Ray.....	111, 131	Rushek, Kelli Ann.....	108	Scott, D.Beth .....	17
Reyes, Iliana .....	34, 132, 143, 145	Rusoja, Alicia .....	95	Scott, Jill.....	74,
Reyes, Maria de la Luz .....	49,	Rust, Julie.....	152	Scott, John .....	39, 56,
Reynolds, Dan.....	106, 127, 150, 152	Ryan, Caitlin Law .....	91, 110, 152	Scott, Judith.....	118, 125, 152
Reynolds, Jennifer .....	75	Saal, Leah Katherine.....	12, 13, 35, 136, 152	Sealey-Ruiz, Yolanda. 16, 44, 108, 125, 141,	154
Rhodes, Joan .....	19, 37, 55	Saavedra, Cinthya M.....	31, 81	Selland, Makenzie.....	71
Richards, Janet .....	70,	Saberimoghaddam, Sara.....	30	Sellers, Teresa .....	102
Ricketts Duncan, Jennie Lee .....	152	Sableski, Mary-Kate.....	56, 88	Semingson, Peggy.....	18, 54, 75, 88
Riggins III, Earl C.....	70	Sailors, Misty.23, 49, 70, 102, 138, 142, 148		Serafini, Frank.....	41, 57, 114, 152
Riley, Kathleen .....	45, 80, 95	Sakoi, Junko.....	50, 61	Serpa, Sandro .....	152
Rivero, Edward.....	96	Salas, Rachel G.....	152	Seymour, Matt.....	88, 115
Roberts, Kathryn .....	106, 152	Salmeron, Cori.....	55, 56, 84, 113	Shaffer, LaShorage .....	107
Roberts, Leslie.....	32, 43	Sambolin Morales, Astrid Nicholl... 36, 127		Shanahan, Lynn .....	130, 140,
Roberts, Theresa A .....	19,	San Pedro, Timothy.....	50, 60, 145	Shaw, Donita .....	30, 72, 78, 143, 146, 152
Robertson, Dana A.....	53, 87, 141, 146, 152	Sanchez, Lenny ..11, 65, 127, 138, 142, 145,	152	Shawndra, Allen.....	82, 109
Robertson, Marla.....	110	Sanchez, Rebecca.....	107,	Sheahan, Annmarie.....	48
Robinson, Ariel.....	102	Sanchez, Sergio L.....	27, 69, 95	Shen, Ji .....	49
Robinson, Brad .....	29,	Sanden, Sherry .....	120	Sherwood, Emily .....	73, 152
Robinson, LeAnne.....	53	Sanders, Rachel Kaminski .....	28, 125	Shimek, Courtney.....	43, 71, 112, 152
Robinson, Logan.....	127	Santarone, Doris .....	51	Shin, Hye Young .....	58,
Rocha, Daniel.....	59	Santini-Díaz, Yolanda .....	57	Shin, Jaran .....	152
Rodriguez-Mojica, Claudia.44, 45, 82, 121,	138, 154	Saulsbury, Rachel .....	55	Shinas, Valerie Harlow.....	101, 146, 152
Rodriquez, Felipe.....	39,	Savitz, Rachelle S .....	27, 40, 53, 96, 152	Shirilla, Marcia.....	118
Roe, Mary F.....	152	Sawyer, LaToya.....	63	Shively, Kate .....	74
Rogers, Carrie .....	126,	Scales, Roya Q. 12, 81, 71, 96, 126, 128, 152		Short, Kathy.....	50
Rogers, Rebecca . 15, 78, 103, 140, 147, 148,	149, 150, 152	Scales, W. David.....	128	Shur, Anna .....	152
Rogers, Theresa.....	43, 48, 152	Scanlon, Donna .....	4, 131, 132	Sias, Christina .....	47, 130
Roginski, Dawn R.....	72	Schaefer, Mary Beth .....	54	Siegel, Marjorie .....	119
Rojo, Javier .....	85	Schallert, Diane.....	56, 77, 120, 130, 152	Siffrinn, Nicole.....	47
Rombalski, Abigail .....	15, 127	Scheckelhoff, Carrie Blosser.....	92	Silva, Arsenio .....	32, 40, 96
Rosa, Rebecca.....	27	Schenck, Stephanie M.....	32, 79	Silva, Bethany.....	107, 152
Rose, Crystal Dail.....	92	Schey, Ryan.....	91, 103, 104, 152	Silva, Elizabeth.....	127
Rosemary, Catherine.....	88	Schick, Anna .....	71	Silverman, Rebecca .....	150
rosen, dana .....	152	Schickedanz, Judith .....	122	Silvestri, Katarina Nicole .....	69, 130, 152
Rountree, Amber.....	70	Schieble, Melissa.....	48, 78, 110, 130, 152	simon, rob.....	41, 50, 61
Rowe, Deborah Wells.....	28, 104, 150	Schlessinger, Sarah .....	36	Simpson, Kahlil.....	45
Rowe, Lindsey .....	48, 152	Schmidt, Ani .....	109	Sivashankar, Nithya .....	84
Rowsell, Jennifer .....	11, 41, 78, 80, 93, 104,	Schmidt, Kimberly McDavid.....	93, 101	SKELLEY, DANA L .....	73
114, 126, 138, 145, 152		Schmier, Stephanie .....	46, 61, 152	Skerrrett, Allison .....	49, 74, 84, 89, 109, 154
Roy-Campbell, Zaline.....	35, 145	Schmucker, Jessica Whitelaw .....	113	Skinner, Kim .....	102
Ruan, Jiening.....	102, 112	Schneider, Jenifer Jasinski .....	92, 103	Skrlac Lo, Rachel .....	115, 129, 146, 152
Rubin, Jessica Cira.....	19, 76, 111	Schreuder, Mary-Celeste May.....	17, 32	Slavick, Jody .....	127
Rumberger, Alyson.....	116	Schuldt, Lorien Chambers.....	42	Smetana, Linda .....	128
Rumenapp, Joseph C... 11, 27, 97, 108, 118,	133, 139, 152	Schutz, Kristine.....	95	Smith, Amanda.....	19
		Schwab, Emily Rose .....	37, 125	Smith, Anna .....	19, 34, 109,
		Scurba, Katie .....	44, 62, 152	Smith, Antony T .....	111,

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Smith, Blaine E.....	49, 150, 152	Strong, John.....	118, 152	Trepper, Karoline Rose .....	110
Smith, Dywanna .....	31, 73, 81, 129, 152,	Struck, Maggie .....	48	Treviño, Christina .....	102
Smith, Hiawatha .....	112, 152	Stuftt, Carolyn.....	103	Trezek, Beverly.....	88
Smith, Jennifer .....	31, 72, 110, 146, 152	Stumpf, Rachel.....	72	Trigos-Carrillo, Lina ...	16, 61, 78, 110, 121, 152
Smith, Leigh .....	33,	Suh, Sora.....	69	Troiano, Beverly.....	108
Smith, Patriann 14, 47, 62, 82, 92, 110, 121, 129, 138, 145, 152, 154		Sulentic Dowell, Margaret-Mary .....	15, 52	Turenne, Ella .....	124
Smith, Patrick Henry .....	83, 146, 152	Sulzer, Mark.....	130	Turnbull, Sarah .....	52, 152
Smith, Peet Taboada.....	43,	Sumara, Dennis .....	125, 149,	Turner, Jennifer Danridge .	11, 41, 108, 137, 147, 149, 152, 153, 154
Smith, Tom .....	71	Sumerfield, Sandi.....	118, 152	Turner, Kristen.....	86
Sobolak, Michelle .....	126	Sung, Yoo Kyung.....	50, 61, 154	Tuthill, Janet .....	40
SOLOMON, Marva... 11, 83, 138, 147, 152, 154		Svrcek, Natalie Sue ...	55, 101, 112, 126, 152	Uliassi, Christine .....	58
Song, Kwangok.....	11, 58, 77, 90, 152, 154	Swaggerty, Elizabeth A.....	152	Unadkat, Devanshi .....	56
Sosnowski, Jim .....	39	Swann, Natasha.....	92	Unrau, Norman .....	49
Souto-Manning, Mariana .....	106	Swearingen, Amanda .....	77	Updegraff, Amy .....	80
Sowa, Patience A,.....	11, 16, 121, 152	Sweeney, Sherridon .....	18, 44, 53, 68, 110	Urrego-Zapata, Ana María.....	58
Sparks, Jesse.....	75, 120	Szech, Laura .....	69	Uva, Jamie L .....	36
Spector, Karen .....	12, 19	Taira, Brooke Ward .....	110	Vadasy, Patricia.....	107
Spence, Lucy K.....	152	Tatum, Alfred.....	82, 94, 141, 147	Valencia, Sheila .....	4, 85, 149
Spiering, Jenna .....	83, 104, 152	Taylor, Evan .....	59	Valim de Melo, Glenda Cristina .....	90
Spratt, Stephanie .....	56	Taylor, Hope .....	70	van Cura Monaco, Colleen.....	102
Squire, Annie .....	117	Taylor, Kara .....	59	Van Horn, Selena E .....	116, 152
St Hilaire, Rachel .....	101	Taylor, Laura.....	106, 130, 152	Van Wig, Ann .....	63, 71, 128, 152
Stahl, Katherine .....	32, 152	Tejero HUGHes, Marie.....	88	Vander Woude, Elizabeth Irene.....	31, 152
Stahl, Norman ....	15, 53, 131, 132, 137, 144, 147, 148,	Templeton, Tran Nguyen.....	113, 152	Vander Zanden, Sarah .....	152
Stangl, Abigale.....	86	Testa, Lisa .....	40	Vang, May.....	152
Stefanski, Angela J .....	37, 90, 112, 152	Teston, Mellissa Alonso .....	92	Varga-Dobai, Kinga.....	152
Stefánsson, Kristjan Ketill .....	70	Thein, Amanda Haertling.....	11, 48, 83, 152	Vasinda, Sheri .....	152
Steinitz, Erica .....	55, 70, 100	Therault, Jennifer.....	15, 72, 152	Vasquez, Christopher .....	35
Serner, Sara K.....	152	Thiel, Jaye Johnson .....	19, 150	Vasquez, Vivian.....	81, 109
Stetsenko, Anna .....	18, 34	Thoma, Jennifer .....	152	Vasudevan, Lalitha .....	125
Stevens, Elizabeth Years.....	11, 86, 128, 152	Thomas, Ebony .....	19, 43, 118, 152	Vasudevan, Veena.....	126, 127
Stewart, Joyce .....	28	Thomas, Rhianna.....	103	Vaughan, Andrea.....	86, 107, 124, 127
Stewart, Mary Amanda.....	15, 31, 45, 144	Thraillkill, Laurie .....	152	Vaughn, Margaret.....	96, 128, 146
Stewart, Olivia Grace .....	123	Tian, Zhongfeng .....	58, 106, 152	Vehabovic, Nermin .....	94
Stinson, Valerie .....	51	Ticknor, Anne .....	55,	Venegas, Elena M.....	52
Stoetzel, Lindsay .....	43	Tiechert, Laura.....	48	Vetter, Amy.....	77, 78, 89, 130, 146, 152
Stone, Jennifer .....	107	Tily, Susan.....	62, 88, 103, 113	Vieira, Kate .....	152
Stone, Jessica .....	83,	Tinker Sachs, Gertrude.....	32,	Villarreal, Doris .....	106
Storm, Scott.....	33, 69	Tjandra, Christina .....	124	Villegas, Karen E.....	96
Stornaiuolo, Amy.....	39, 64, 78, 85, 93, 109, 147	Tochelli-Ward, Andrea L.....	152	Vines, Nora.....	131, 152
Stortz, Rebecca.....	102	Toliver, S.R.....	31, 115, 152	Vlach, Saba .....	55, 89, 103, 112, 121
Strickland, T. Hunter.....	40	Tondreau, Amy Leigh .....	116	Voggt, Ashley .....	61, 80, 127
Stringfield, Shelby Rae .....	62, 123	Topper, Kevin.....	120	Vogt, Mary Ellen.....	111, 131, 132,
Strong, Ashley .....	47	Torres, Andrew .....	17	Vokatis, Barbara.....	152
		Torres, Francisco Luis .....	36, 131, 152	Vossoughi, Shirin.....	96
		Torrez, Estrella .....	92	Wager, Amanda Claudia.....	106, 152
		Tortorelli, Laura.....	85, 145, 152		
		Towner, Joy.....	118		

*continued on next page*

# LIST OF PARTICIPANTS

NAME .....	PAGE	NAME .....	PAGE	NAME .....	PAGE
Wagner, Kimberlee.....	27, 152	Wilder, Phillip.....	32	Young, Janet.....	128
Waldron, Chad H.....	103	WILKINSON, LOUISE.....	123, 152,	Young, Michael.....	124, 152
Walker, Katie.....	32, 69, 152	Williams-Farrier, Bonnie J. ....	75, 138, 154	Yuan, Chang.....	152
Walker, Nancy T.....	131,	Williamson, Thea.....	84, 87, 106, 152	Yuan, Ting.....	111 152
Walker-Dalhouse, Doris	12, 14, 35, 65, 143, 147	Willis, Arlette Ingram ...	14, 16, 31, 44, 127, 147, 152	Yun, Sehyun.....	58, 71
Walkland, Ty.....	41, 61	Wilson, Nance.....	49	Yurkewecz, Thea.....	88
Wall, Amanda.....	72, 96	Wilson-Lopez, Amy.....	47, 87, 130, 152	Zaidi, Rahat.....	16, 129, 146
Waller, Rachael.....	88	Wiltse, Lynne.....	89	Zammit, Katina.....	1, 12, 16, 41, 55, 147
Walpole, Sharon.....	118, 140, 148	Winn, Lawrence T.....	124	Zapata, Angie.....	41, 91, 142, 150
Walsh, Benjamin.....	80, 86	Winn, Maisha.....	11, 18, 34, 115, 124, 126	Zeneli, Anemone.....	103
Walski, Melanie.....	113	Wise, Crystal.....	30, 152	Zengilowski, Allison.....	56, 120
Wang, Chih-hsuan.....	121	Wiseman, Angela.....	40, 41	Zenkov, Kristien.....	26, 40
WANG, Xiqiao.....	48	Wissman, Kelly K.....	84	Zhang, Rong.....	71, 118,
Wang, Yang.....	152	Wohlwend, Karen.....	31, 73, 93, 140, 152	Zhang, Xiao.....	29,
Ward, Natalia A.....	56, 70, 103	Wolbers, Kimberly.....	111, 127	Zhang, Xuezi.....	38, 152
Ward-Goldberg, Alessandra ..	112, 127, 152	Wolfe, Zora.....	70	Zhang, Zhidong.....	112
Wargo, Jon Michael.....	11, 19, 81, 104, 119, 137, 146, 152	Wolsey, Thomas DeVere.....	128	Zhao, Aiping.....	121,
Warner, Connor K.....	101	Wong, Joanna.....	56, 95	Zoch, Melody.....	11, 13, 44, 146, 150, 152
Warren, Amber Nichelle.....	40, 56, 70, 152	Wong, Suzanna So Har.....	125,	Zurawski, Lindsey.....	40
Warrington, Amber.....	44, 84	Wood, Christiane.....	27, 74, 123, 152		
Watanabe Kganetso, Lynne M.....	55, 146	Wood, Raquel.....	69, 152		
Watson, Susan.....	30,	Woodard, Rebecca.....	46, 59, 95, 124, 127		
Watson, Vaughn.....	15, 26, 71, 119, 129	Woods, Bryan.....	109		
Watson, Wanda.....	44	Woodward, Lindsay.....	43, 111, 152		
Watts-Taffe, Susan.....	50, 145	Worthman, Christopher.....	87, 108		
Waymouth, Heather.....	40, 56, 103	worthy, jo.....	113, 152		
Webb, Sandra.....	51, 79	Wright, Christopher.....	130		
Weir, Joan.....	55, 111, 120, 152	Wright, Tanya S.....	69, 147		
Wellman, Debra.....	128	Wu, Guoyong.....	54, 79		
Welton, Anjale.....	103	Wu, Jimmy.....	124		
Weltsek, Gustave J.....	106	Wu, Wen.....	51		
Wen, Huijing.....	94	Xu, Shelley Hong.....	13		
Wendell, Kristen.....	130	Xu, Yunying.....	110, 152		
Wessel Powell, Christina.....	33, 74, 80, 152	Xue, Mengying.....	71, 118		
West, Autumn.....	109	YANG, NA.....	152		
Wetzel, Melissa.....	11, 14, 26, 100, 130, 152	Yang, Shuling.....	36, 57, 152		
Weyen, Abby.....	30, 72	Yarwood, Jordan.....	106		
Wharton-McDonald, Ruth.....	122, 152	Yee, Mary.....	95		
Whitacre, Michelle P.....	27, 47, 152	Yeom, Semi.....	88		
White, Kristen.....	63, 152	Yepes, Helena.....	59		
Whitney, Erin.....	37	Yin, Peng.....	96		
Whittingham, Colleen E.....	18, 28, 38, 122, 136, 152	Yoder, Karen K.....	128		
Whittington, Nakisha.....	112	Yoo, Monica S. ....	56, 117, 138, 145, 152, 154		
Wickens, Corrine.....	89, 129	Yoon, Bogum.....	141, 146		
Wilburn, Marcy.....	70	Yoon, Haeny S.....	81, 113, 145		
		Young, Chase.....	118,		
		Young, Craig A.....	141, 146, 152, 155		



**ON THE COVER:**

“This Meeting at This Tree.”

By: Grace Player ©

June Jordan’s poem, “Calling on All Silent Minorities,” reads, “HEY/ C’MON/  
COME OUT/ WHEREVER YOU ARE/ WE NEED TO HAVE THIS/ MEETING/  
AT THIS TREE/ AIN’ EVEN BEEN/ PLANTED/ YET.”

This painting is a visualization of that meeting, a gathering of people who have chosen to resist and overthrow intersecting oppressions, including racism, sexism, homophobia, transphobia imperialism, and so many others. At that table, under that tree, collective knowledge, theories, love, and power are being harnessed toward justice. And more people are coming, bringing new knowledge, new theories, new love, and new power. The field of literacy has a lot to learn from congregations like the one pictured here. It is time for the centralization of literacy research that is justice oriented, that operates in solidarity with those most affected by intersecting oppressions, and that takes critical love seriously as a mechanism against hatred and dehumanization. This painting is an invitation to imagine literacy research that is of and for and with the people.