Investigating 21st Century Literacies: Exploring Uses of New Literacies

62ND ANNUAL CONFERENCE PROGRAM

Wednesday, November 28-Saturday, December 1, 2012
Sheraton San Diego Hotel & Marina - San Diego, California
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ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

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

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, Journal of Literacy Research, and the Yearbook, which contains peer-reviewed papers selected from the previous year’s conference, as well as a newsletter. It also sponsors a Website and listserv. To support these activities, LRA maintains a full-time administrative staff in Oak Creek, Wisconsin.

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

BOOK DISPLAY, SILENT AUCTION, & EXHIBITS WEDNESDAY–FRIDAY

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

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

CYBER CAFÉ

In the Cyber Café, you will have access to computers and a printer, or bring your own laptop and take advantage of the free wireless access.
Dear Colleagues, Friends, and Members of the Literacy Research Association,

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

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

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

Conference To-Do List

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

Use the SCHED app to plan your conference schedule.

You can use the SCHED app http://lra2012.sched.org to plan your conference schedule on your mobile devices/computers. You can access the app using the QR code image on the program front cover. Once you log in using Facebook or Twitter and create an account, please create a profile providing more information about yourself. On the schedule list, you can hover over or click on a session or even to find out more about that session or event. You can also view the schedule by day (select the calendar on the top right), room (select San Diego, CA), or event type (the list of options on the right). You can also search the schedule by session topic or presenter name (select Search). To create your personal schedule, just select the star to save the session or event to your schedule. You can also share information via iCal, a printer, Twitter, or Facebook.

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

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

Ride a free bus to downtown San Diego restaurants.

There are only a few restaurants in walking distance from the hotel; most restaurants are located in downtown San Diego. To get to these restaurants, we’ve provided free transportation on school buses provided by a local school; thanks to LRA Board member, Doug Fisher, San Diego State University; and Jeff Woods, Health Science High School, San Diego, for organizing this bus transportation. On Wednesday-Friday, buses will be leaving every half-hour starting at 6:30 PM and going until 8:30 PM from the hotel entrance to 5th and Market in the downtown Gaslamp Quarter and then returning from 5th and Market starting at 9:00 PM and going until 11:00 PM. They will also be leaving on the hour starting at 6:30 PM and going until 8:30 PM to Little Italy (India and Grape), Old Town (Old Town Theatre on Twigg St.), and Hillcrest (Forth and Robinson parking lot) and then returning from those stops starting at 8:30 PM and going until 10:30 PM. (For Gaslamp Quarter restaurants: http://www.gaslamp.org/dining; Little Italy restaurants http://tinyurl.com/92eczbf; Old Town restaurants: http://tinyurl.com/9pjo5p6; Hillcrest restaurants: http://tinyurl.com/9lg3w2u).

Attend the plenary speaker presentations.

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

Attend an Area Chairs’ Invited Speaker Session.

We also have a series of five Area Chair Invited Speaker sessions featuring well-known scholars. The Area 2 (In-service Teacher Education/Professional Development in Literacy) speaker will be Diane DeFord, University of South Carolina. The Area 4 (Literacy Assessment, Evaluation, and Public Policy) speaker is Pam Grossman, Stanford University. The Area 6 (Adolescent, College, and Adult Literacy Processes) speakers are Jonathan Osborne...
and Sam Wineburg, Stanford University; and Jennifer J. Wimmer and Roni Jo Draper, Brigham Young University. The Area 8 (Literacy Learning and Practice in Multilingual and Multicultural Settings) speakers are Olga A. Vásquez and Alison Wishard Guerra, University of California, San Diego; and Belinda Flores and Ellen Riojas Clark, University of Texas, San Antonio Academy for Teaching Excellence. The Area 10 (Literacy Technology and Media) speaker is Roy Pea, Stanford University.

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

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

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

Attend an Innovative Community Group (ICG) session/meeting.
The History of Literacy ICG, Doctoral Students ICG, Multilingual and Transcultural Literacies ICG, and International ICG will be meeting and sponsoring sessions; if you’re interested in becoming active in these ICGs, attend one of their events listed in the program.

Visit a nationally recognized school known for its English Language Learner (ELL)/diversity program.
On Thursday morning from 8:00 AM – 10:00 PM, you can visit the Chula Vista Learning Community Charter School in Chula Vista, California. It served as a model for success in raising its 95% Latino students’ academic performance through an innovative cultural and linguistic diversity curriculum. RSVP required; RSVP Betsy Purcell at b.purcell@literacyresearchassociation.org.

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

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

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

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

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

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

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

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

Submit your paper(s) to the website repository and/or LRA Yearbook.
Submit your paper to the LRA conference paper repository and/or to the LRA Yearbook (20 pages or less to LRA_Yearbook@clemson.edu by February 10, 2013).

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

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

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

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

Hal’s contributions to the profession were many. He was a member of the International Reading Association (IRA) for over 45 years and served on the IRA Board of Directors. From 1968 to 1973, Hal and a Syracuse University colleague, Margaret J. Early, co-edited the *Journal of Reading*, which was renamed the *Journal of Adolescent & Adult Literacy*. In 1984, he was the second recipient of the IRA Outstanding Teacher Educator in Reading Award (now called the IRA Jerry Johns Outstanding Teacher Educator in Reading Award). He was inducted into the Reading Hall of Fame in 1987, and he received the IRA William S. Gray Citation of Merit in 1989. He also directed the Reading Commission for the National Council of Teachers of English.

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

Kelly Chandler-Olcott
MAJOR ADDRESSES

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

Optimal Outfitting: The Continuing Relevance of Culturally Responsive Instruction
Robert T. Jiménez, Vanderbilt University

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

Reading Motivation and Engagement: Research Dilemmas and Directions
Linda B. Gambrell, Clemson University

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

How the Online World is Changing the Relationship Between Everyday Literacy Practices and Educational Possibilities
David Barton, Lancaster University (United Kingdom)

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

Connected Learning and Literacy
Mimi Ito, University of California, Irvine

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

Designing New Spaces for Literacy Learning
Kevin Leander, Vanderbilt University
STUDY GROUP ORGANIZERS

ADULT LITERACY STUDY GROUP
Erik Jacobson, Montclair State University

APPROACHES TO DISCOURSE ANALYSIS
Julie Ellison Justice, The University of North Carolina at Chapel Hill
Amy Vetter, The University of North Carolina at Greensboro
Christine Mallozzi, University of Kentucky
Melissa Wetzel, The University of Texas at Austin

APPROACHES TO STUDYING GRAPHIC NOVELS
Stergios Botzakis, University of Tennessee, Knoxville
Sean P. Connors, University of Arkansas
Karen Gavigan, University of South Carolina

APPROACHES TO VIDEO/MULTIMODAL DATA ANALYSIS IN LITERACY RESEARCH
Julie Coiro, University of Rhode Island
Jill Castek, Portland State University
Lizabeth Guzniczak, Oakland University

CRITICAL RACE THEORY STUDY GROUP
Keonghee Tao Han, University of Wyoming
Judson Laughter, University of Tennessee, Knoxville

DIGITAL TEXTS AND TOOLS: POTENTIAL USES, ASSESSMENTS, AND METHODOLOGIES FOR THE LITERACY EDUCATOR AND RESEARCHER
Jonathan Bartels, University of North Carolina, Chapel Hill
David M. Lund, Southern Utah University
J. Greg McVerry, Southern Connecticut State University
W. Ian O’Byrne, University of New Haven
Joan Rhodes, Virginia Commonwealth University
DeVere Wolsey, Welden University
Katina Zammit, University of Western Sydney

DOCTORAL STUDENTS’ INNOVATIVE COMMUNITY GROUP STUDY GROUP
Lorien Chambers Schuldt, Stanford University
Gail E. Lovette, University of Virginia
Jennifer Smith, Texas Woman’s University

LITERACY INSTRUCTIONAL LEADERSHIP STUDY GROUP
Jacy Ippolito, Salem State University
Pamela Mason, Harvard Graduate School of Education

LITERACY LAB/READING CLINIC STUDY GROUP
Cheryl Dozier, University at Albany, State University of New York
Terry A. Deeney, University of Rhode Island
Barbara Laster, Towson University

LIVING THE WRITERLY LIFE IN ACADEMIA
Terry S. Atkinson, East Carolina University
Johna L. Faulconer, East Carolina University
Robin R. Griffith, Texas Christian University
Jane Hansen, University of Virginia
Jayne C. Lammers, University of Rochester
Elizabeth A. Swaggerty, East Carolina University

RESPONSE TO INTERVENTION: NEW CHALLENGES AND NEW LITERACIES
Lois Haid, Barry University
Joanna Marasco, Barry University
Debra Coffey, Kennesaw State University
Rebekah Williams, Kennesaw State University

TERSG: THE TEACHER EDUCATION RESEARCH STUDY GROUP
Roya Qualls Scales, Western Carolina University
Karen Kreider Yoder, Touro University
Chinwe Ikpeze, St. John Fisher College

WORD STUDY: PHONICS, VOCABULARY, AND SPELLING
Donald Bear, Iowa State University

WRITING RESEARCH STUDY GROUP: RESEARCHING EARLY WRITING
Zoi Philippakos, University of Delaware
Vicki McQuitty, Towson University

SAVE THE DATES
2013 LRA ANNUAL CONFERENCE
DALLAS, TX
DECEMBER 2-7, 2013
# EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td><strong>TUESDAY, NOVEMBER 27, 2012</strong></td>
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<tr>
<td>8:00am-9:00am</td>
<td>S.T.A.R. Mentoring Program Breakfast</td>
<td>Executive Center 4 - First Floor</td>
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<tr>
<td>8:00am-9:00am</td>
<td>Executive Committee Breakfast</td>
<td>Executive Center Boardroom - First Floor</td>
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<tr>
<td>8:00am-5:00pm</td>
<td>S.T.A.R. Mentoring Program Meeting</td>
<td>Executive Center 4 - First Floor</td>
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<tr>
<td>9:00am-12:00pm</td>
<td>Executive Committee Meeting</td>
<td>Executive Center Boardroom - First Floor</td>
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<tr>
<td>12:00pm-1:00pm</td>
<td>Board of Directors Lunch</td>
<td>Executive Center Foyer - First Floor</td>
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<tr>
<td>12:00pm-1:00pm</td>
<td>S.T.A.R. Mentoring Program Lunch</td>
<td>Executive Center Foyer - First Floor</td>
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<tr>
<td>1:00pm-5:00pm</td>
<td>Board of Directors Meeting</td>
<td>Executive Center 1 - First Floor</td>
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<tr>
<td>3:00pm-8:00pm</td>
<td>Attendee Registration Open</td>
<td>Nautilus Foyer - Lower Level</td>
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<tr>
<td>5:00pm-7:00pm</td>
<td>Executive Committee, Board of Directors, and Star Reception</td>
<td>Executive Center Foyer - First Floor</td>
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<tr>
<td><strong>WEDNESDAY, NOVEMBER 28, 2012</strong></td>
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<td>7:00am-5:00pm</td>
<td>Attendee Registration Open</td>
<td>Bay View Foyer - First Floor</td>
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<tr>
<td>7:30am-8:30am</td>
<td>Field Council Meeting</td>
<td>Executive Center 1 - First Floor</td>
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<tr>
<td>7:30am-8:30am</td>
<td>Student Outstanding Research Award Committee Meeting</td>
<td>Executive Center 2A - First Floor</td>
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<tr>
<td>7:30am-8:30am</td>
<td>Policy and Legislative Committee Meeting</td>
<td>Executive Center 2B - First Floor</td>
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<tr>
<td>8:00am-5:00pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Nautilus Foyer - Lower Level</td>
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<tr>
<td>8:00am-5:00pm</td>
<td>Cyber Café Open</td>
<td>Spinnaker II - First Floor</td>
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<tr>
<td>8:45am-10:15am</td>
<td>Concurrent Sessions</td>
<td>See Pages 13-17</td>
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<tr>
<td>9:00am-5:00pm</td>
<td>Exhibits Open</td>
<td>Nautilus Foyer - Lower Level</td>
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<tr>
<td>10:30am-12:00pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 17-22</td>
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<tr>
<td>12:00pm-1:00pm</td>
<td>Study Groups</td>
<td>See Pages 22-23</td>
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<td>1:15pm-2:45pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>3:00pm-4:30pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 28-31</td>
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<tr>
<td>4:45pm-5:00pm</td>
<td>J. Michael Parker Award Presentation</td>
<td>Harbor Island Ballroom - First Floor</td>
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<td>4:45pm-5:00pm</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Harbor Island Ballroom - First Floor</td>
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<td>5:00pm-6:00pm</td>
<td>2012 Presidential Address</td>
<td>Harbor Island Ballroom - First Floor</td>
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<td>6:00pm-7:30pm</td>
<td>President’s Reception</td>
<td>Bay View Lawn</td>
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<td>6:30pm-11:00pm</td>
<td>Free School Buses to San Diego Restaurants</td>
<td>Front of Hotel on Harborside Drive</td>
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<td>Time</td>
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<tr>
<td>7:30am-8:30am</td>
<td>Newcomers' &amp; Graduate Students' Breakfast</td>
<td>Grand Ballroom A - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Albert J. Kingston Award Committee Meeting</td>
<td>Executive Center 2A - First Floor</td>
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<tr>
<td>7:30am-8:30am</td>
<td>Distinguished Scholar Lifetime Achievement Award Committee Meeting</td>
<td>Executive Center 2B - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Early Career Achievement Award Committee Meeting</td>
<td>Executive Center 3A - First Floor</td>
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<tr>
<td>7:30am-8:30am</td>
<td>J. Michael Parker Award Committee Meeting</td>
<td>Executive Center 3B - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Oscar S. Causey Award Committee Meeting</td>
<td>Executive Center 4 - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Ethics Committee Meeting</td>
<td>Marina 1 - First Floor</td>
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<td>7:30am-8:30am</td>
<td>History Innovative Community Group (ICG) Meeting</td>
<td>Marina II - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Publications Committee Meeting</td>
<td>Marina IV - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Research Committee Meeting</td>
<td>Marina V - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Technology Committee Meeting</td>
<td>Marina VI - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Ethnicity, Race, and Multilingualism Committee Meeting</td>
<td>Nautilus 1 - Lower Level</td>
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<td>7:30am-8:30am</td>
<td>Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting</td>
<td>Nautilus 2 - Lower Level</td>
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<tr>
<td>7:30am-8:30am</td>
<td>International Innovative Community Group (ICG) Meeting</td>
<td>Nautilus 3 - Lower Level</td>
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<tr>
<td>8:00am-5:00pm</td>
<td>Attendee Registration Open</td>
<td>Bay View Foyer - First Floor</td>
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<tr>
<td>8:00am-5:00pm</td>
<td>Cyber Café Open</td>
<td>Spinnaker II - First Floor</td>
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<tr>
<td>8:45am-9:25am</td>
<td>Roundtable Session 1A</td>
<td>Nautilus 5 - Lower Level</td>
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<td>8:45am-10:15am</td>
<td>Concurrent Sessions</td>
<td>See Pages 35-40</td>
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<tr>
<td>9:35am-10:15am</td>
<td>Roundtable Session 1B</td>
<td>Nautilus 5 - Lower Level</td>
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<tr>
<td>10:45am-11:00am</td>
<td>Oscar S. Causey Award Presentation</td>
<td>Harbor Island Ballroom - First Floor</td>
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<td>11:00am-12:00pm</td>
<td>2012 Oscar S. Causey Address</td>
<td>Harbor Island Ballroom - First Floor</td>
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<td>12:00pm-1:00pm</td>
<td>Study Groups</td>
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<td>Roundtable Session 2A</td>
<td>Nautilus 5 - Lower Level</td>
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<td>Concurrent Sessions</td>
<td>See Pages 42-47</td>
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<tr>
<td>2:05pm-2:45pm</td>
<td>Roundtable Session 2B</td>
<td>Nautilus 5 - Lower Level</td>
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<tr>
<td>3:00pm-3:40pm</td>
<td>Roundtable Session 3A</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>3:00pm-4:30pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 48-52</td>
</tr>
<tr>
<td>3:50pm-4:30pm</td>
<td>Roundtable Session 3B</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>4:45pm-5:00pm</td>
<td>Distinguished Scholar Lifetime Achievement Award Presentation</td>
<td>Harbor Island Ballroom - First Floor</td>
</tr>
<tr>
<td>4:45pm-5:00pm</td>
<td>Early Career Achievement Award Presentation</td>
<td>Harbor Island Ballroom - First Floor</td>
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<tr>
<td>5:00pm-6:00pm</td>
<td>Plenary Address One</td>
<td>Harbor Island Ballroom - First Floor</td>
</tr>
<tr>
<td>6:15pm-7:15pm</td>
<td>Town Hall Meeting</td>
<td>Grand Ballroom A - First Floor</td>
</tr>
<tr>
<td>6:30pm-11:00pm</td>
<td>Free School Buses to San Diego Restaurants</td>
<td>Front of Hotel on Harborside Drive</td>
</tr>
<tr>
<td>9:00pm-11:00pm</td>
<td>Band Performance: “The Dipthongs” with Tom Bean and Frank Serafini</td>
<td>Grand Ballroom A - First Floor</td>
</tr>
</tbody>
</table>
### FRIDAY, NOVEMBER 30, 2012

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

### SATURDAY, DECEMBER 1, 2012

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

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

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

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday–Friday from noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.

AREA CHAIRS AWARD SESSIONS

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

CONFERENCE CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2012 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
WEDNESDAY

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

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

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

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

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

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

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

8:45AM-10:15AM  EXECUTIVE CENTER 1-FIRST FLOOR
SYMPOSIUM
Secondary Literacy Coaching: Examining the Role of Content Knowledge and Literacy Processes to Facilitate Disciplinary Literacy Instruction
Chair: Michael Manderino, Northern Illinois University
Discussant: Elizabeth G. Sturtevant, George Mason University
This symposium draws on three studies of literacy coaching at the secondary level. The three papers address the role of the literacy coach teacher beliefs about learning, challenges and opportunities of working with discipline-specific teachers in high schools, and the negotiation of disciplinary literacy when coaching heavy in secondary contexts.
1. Exploring Changes in Secondary Teachers’ Learning Orientation Through the Use of Literacy Coaching
Christopher Lilly, Concordia University
2. Coaching Heavy in Secondary Classrooms: Negotiating Disciplinary Learning for Adolescents
Phillip Michael Wilder, University of Illinois at Urbana-Champaign
3. Secondary Literacy Coaching: Exploring the Role and its Challenges
Paula Di Domenico, Northern Illinois University

8:45AM-10:15AM  EXECUTIVE CENTER 2A-FIRST FLOOR
PAPER SESSION
Making Instruction “Visible” for Preservice Teachers
Chair: Rena M. Harris, University of Pennsylvania
Discussant: Jaime Madison Vasquez, University of Illinois at Chicago
1. Getting Reflection Off the Page and into the Classroom: Scaffolding Preservice Teacher Reflections to Inform Overt Action
Andrea Gelfuso, University of South Florida
Danielle Dennis, University of South Florida
2. Making Practice Visible: Modeling Writing Instruction for Preservice Teachers in an Urban School-University Partnership
Tricia DeGraff, University of Missouri-Kansas City
3. Without Adding these Details, Your Writing is Meaningless: Evaluating Preservice Teachers’ Constructive Feedback on a Writing Assignment
Carlton J. Fong, The University of Texas at Austin
Kyle M. Williams, The University of Texas at Austin
Diane L. Schallert, The University of Texas at Austin

8:45AM-10:15AM  EXECUTIVE CENTER 2B-FIRST FLOOR
PAPER SESSION
Twenty-First Century Literacies and Teacher Development
Chair: Elizabeth Petroelje Stolle, Grand Valley State University
Discussant: Mark Allen Dressman, University of Illinois at Urbana-Champaign
1. A Narrative Inquiry into Teaching/Learning Writing Across One Canadian Province: A Preliminary Study to Co-Create a 21st Century Infrastructure for Equitable and Socially Just Literacy Pedagogies
Michelle Honeyford, University of Manitoba
Wayne Serebrin, University of Manitoba
Jennifer Watt, University of Manitoba
2. New Literacies and Teacher Professional Development
Jen Scott Curwood, University of Sydney
3. Secondary English Teachers’ Beliefs and Attitudes Regarding Digital Literacies in the Classroom
Sean Ruday, Longwood University
Natasha Heny, University of Virginia
Gail E. Lovette, University of Virginia

8:45AM-10:15AM  EXECUTIVE CENTER 3A-FIRST FLOOR
PAPER SESSION
Supporting Writing in College Composition Courses
Chair: Kara L. Lycke, Illinois State University
Discussant: Jean Payne Vintinner, University of North Carolina at Charlotte
**WEDNESDAY**

1. **The Relation of College Student Attitudes toward Writing and Writing Self-Regulation: Writing Feedback Perceptions as a Mediating Variable**
   Sharon Zumbrunn, Virginia Commonwealth University
   Eric Ekholm, Virginia Commonwealth University
   Sarah Conklin, Virginia Commonwealth University
   Elizabeth Danielle Roberts, Temple University

2. **Writing Motivation and Achievement of Basic College Writers**
   Charles MacArthur, University of Delaware
   Zoi Apostolia Philippakos, University of Delaware

3. **Multimodal Composition and the Community College Classroom: Students’ Perceptions**
   Jessica DeCola, Rutgers, The State University of New Jersey

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

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

**Chair:** Melanie Sperling, University of California, Riverside

**Discussant:** Toni Williams, University of South Carolina

1. **The Word Was With God: Literacy Practices and Religious Discourse in a Faith-Based Immigrant Community**
   Robert J. LeBlanc, University of Pennsylvania

2. **Liberation or Colonization? A Critical Analysis of Family Literacy Materials**
   Tracey L. Kumar, The University of Texas at San Antonio

3. **Motivation for Reading Complex Religious Texts: A Study of Latter-Day Saint and Methodist Youth**
   Eric Ruckley, Brigham Young University-Hawaii

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

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

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

**Discussant:** Kristin M. Gehsmann, Saint Michael's College

1. **Young Learners: An Exploration of the Notion of “By Different Paths to Common Outcomes” in Early Literacy Assessment**
   Esther Man-Ching Chan, University of Melbourne

2. **“I Skim Through and Find the Answers”: A Bourdieusian Analysis of the “Search and Destroy” Method of Reading within a Test-Based Grade Retention Policy**
   Andrew Huddleston, Abilene Christian University

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

**Studying Writing Teachers’ Beliefs and Methods**

**Chair:** Carolyn L. Cook, Mount Saint Mary University

**Discussant:** Leslie S. Rush, University of Wyoming

1. **An Empirical Complication of the Tenet that “Writing Teachers Must Write”**
   Rebecca Lindsay Woodard, University of Illinois at Urbana-Champaign

2. **Situated Pedagogy: Disciplinary Socialization of Graduate Students as Writing Instructors**
   Young-Kyung Min, University of Washington Bothell

3. **Writing Instruction in Room 11: Investigating an Expert Writing Teacher**
   Dana L. Grisham, National University
   Jeanette Bicaia, California State University, East Bay
   Susan Crosby, Napa Valley Language Academy

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

**Literacy in International Contexts**

**Chair:** Eurydice Bauer, University of Illinois at Urbana-Champaign

**Discussant:** Minda Lopez, Texas State University-San Marcos

1. **Literacy Learning and Official Languages: A Synthesis of Educational Policy and Research in Post-Apartheid South Africa**
   James R. King, University of South Florida

2. **High Implementing Schools in Malawi: What Does it Mean to Implement a School-Wide Reading Program?**
   Misty Sailors, The University of Texas at San Antonio
   James V. Hoffman, The University of Texas at Austin
   Troy Wilson, The University of Texas at San Antonio
   Lorena Villarreal, The University of Texas at San Antonio
   Katie Peterson, The University of Texas at Austin

3. **Early Adolescents’ Views of Good Readers and Writers in School and Their Literate Identities: An International Exploration**
   Sara Ann Beach, University of Oklahoma
   Angela Ward, University of Saskatchewan
   Libby Limbrick, University of Auckland
   Jill Paris, University of Otago
   Sapargul Misreitova, Kazakstan Reading Association
   Klaudia Lorinczova, Keuka College
   Marcela Maslova, Orava Association for Democratic Education

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

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

**Chair:** Jerome C. Harste, Indiana University

**Discussant:** Peter Johnston, University at Albany

This symposium presents three studies that demonstrate a critical approach to teaching children’s literature. Each study focuses on how teachers in different contexts worked with children and adults to imple-
ment a variety of critical experiences that served to complicate participants' textual and world understandings.

1. Exploring Transmediation with Young Children
   Christine H. Leland, Indiana University–Purdue University
   Indianapolis
   Anne Ociepka, Indiana University–Purdue University Indianapolis

2. Podcasting with a Purpose: Position Taking in a Third Grade Classroom
   Mitzi Lewison, Indiana University, Bloomington, Lee Heffernan,
   Fairview Elementary School

3. Responses to Risky Texts
   Peggy Albers, Georgia State University
   Vivian Vasquez, American University
   Jerome C. Harste, Indiana University

8:45AM-10:15AM MARINA II-FIRST FLOOR
SYMPOSIUM

Academic Vocabulary Instruction Across the Content Areas: Results from a Randomized Trial of the Word Generation Program
Chair: Joshua F. Lawrence, University of California, Irvine
Discussant: Gina Biancarosa, University of Oregon

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

1. An Efficacy Trial of Word Generation: Results from the First Year of a Randomized Trial
   Joshua F. Lawrence, University of California, Irvine
   E. Juliana Pare-Blagoev, Strategic Education Research Partnership
   David Francis, University of Houston
   Catherine E. Snow, Harvard University

2. Developing Youth Civic Engagement Though Discussion of Controversial Issues
   Alex Lin, University of California Irvine
   Joshua F. Lawrence, University of California Irvine
   Patrick Hurley, Strategic Education Research Partnership

3. Investigating the Role of Academic Vocabulary in Reading Comprehension for Redesignated Fluent English-Proficient Middle School Students
   Jin Kyoung Hwang, University of California, Irvine
   Elaine Mo, University of the Pacific
   Patrick Hurley, Strategic Education Research Partnership

4. Patterns of Students' Vocabulary Improvement from One-Time Instruction and Review Instruction
   Wenliang He, University of California, Irvine
   Emily Phillips Galloway, Harvard University
   Judy Hsu, University of Illinois at Urbana-Champaign
   Claire White, Harvard University
   Joshua F. Lawrence, University of California, Irvine
   Catherine E. Snow, Harvard University

8:45AM-10:15AM MARINA IV-FIRST FLOOR
SYMPOSIUM

Picturing Adolescents' and Teachers' Perspectives on Literacy Curricula and Pedagogies
Chair: Kristien Zenkov, George Mason University
Discussant: Alfred Tatsumi, University of Illinois at Chicago

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

1. Class-Sensitive Photo-Storying
   Mark D. Vagle, University of Minnesota
   Stephanie P. Jones, University of Georgia

2. Reading their Lives In and Out of School
   Allison Skerrett, The University of Texas at Austin
   Katharine Chamberlain, The University of Texas at Austin
   Michelle Fowler-Amato, The University of Texas at Austin
   Caron Sharp, The University of Texas at Austin

3. Seeing Adolescent Literacies
   Kristien Zenkov, George Mason University
   Jade Wexler, University of Maryland
   Marriam Ewaida, George Mason University
What Preschoolers’ Texts Reveal about Their Emerging Understandings of Literacy

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

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

1. Developmental Patterns in 2- and 5-Year-Olds’ Approaches to Writing: Results from the Write Start! Writing Assessment
   Deborah Wells Rowe, Vanderbilt University

2. Nonfiction Writing in Preschool: An Analysis of Science Journals
   Tanya Flushman, Vanderbilt University

3. iWrite: An Analysis of E-mails Composed by Preschool Children
   Emily C. Bigelow, Vanderbilt University

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

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

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

1. Insights into Morphology: Looking at Student Knowledge and the Demands of Text in 4th and 5th Grade
   Susan Leigh Flinspach, University of California, Santa Cruz
   Judith A. Scott, University of California, Santa Cruz
   Jack Vevea, University of California, Merced

2. Examining Greek and Latin Morpheme Instruction: Analysis of Effectiveness and Possible Mediators
   Amanda P. Goodwin, Vanderbilt University
   Alene Harris, Vanderbilt University

3. Solve it or Skip it: Examining Morphological Problem-Solving Strategies Used to Determine the Meanings of Unknown Words
   Mark Barba Pacheco, Vanderbilt University
   Amanda P. Goodwin, Vanderbilt University

A Developmental Perspective on the Relationships between Orthographic and Morphological Knowledge in Students from the Intermediate through the Secondary Grades

Shane Templeton, University of Nevada, Reno
Donald Bear, Iowa State University

Cases of Composition in Multi-Modal Spaces

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

1. Traditional Literacy Tools and 21st Century Learners: Helping Adolescent Boys Plug-in and Turn-on to Writing
   Carla K. Meyer, Appalachian State University
   Trevor Thomas Stewart, Appalachian State University
   Nora A. Vines, Appalachian State University

2. “It Sounds All Dramatic Like in a Movie”: Two African American Males Collaboratively Design Their Multimodal Story
   Bridget Dalton, University of Colorado Boulder
   Blaine Smith, Vanderbilt University

3. “As If” a Writer of Flash Fiction: A New Literacy for an Old(er) Professor
   Donna Alvermann, University of Georgia

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

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

1. Fifth Graders’ Use of Textual Resources During Collaborative Robotics Engineering Design Tasks
   Michelle E. Jordan, Arizona State University
2. Interactive Whiteboard Use: Changes in Teacher Pedagogy in Reading Instruction in the Primary Grades
   Meridith Ann Lovell, University of Alberta

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

8:45AM-10:15AM NAUTILUS 4-LOWER LEVEL
PAPER SESSION
Improving Literacy Development through Multi-Modal Literacy Practices
Chair: Sally Lamping, Wright State University
Discussant: Rebecca Katz, Boston University

1. Harnessing the Power of Students’ Out-of-School Literacies: Incorporating Popular Culture and Tools of Technology in an English Language Arts Curriculum
   Stephanie M. Buelow, University of Hawaii at Manoa

2. Dynamic Strategy Interplay in Internet Reading: A Verbal Protocol Analysis
   Byeong-Young Cho, Iowa State University

3. How Listening as Part of a Small Group’s Multi-Literacy Practices is Related to Individual Performance
   Jane S. Vogler, The University of Texas at Austin

8:45AM-10:15AM NAUTILUS 5-LOWER LEVEL
ALTERNATIVE FORMAT SESSION
Dialoguing About the Gap between Theory and Practice in Social Equity Literacy Teaching and What Teacher Educators Can Do About It
Chair: Pamela A. Mason, Harvard University

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

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

8:45AM-10:15AM SEABREEZE I-FIRST FLOOR
SYMPOSIUM
Through the Lens of Sociocultural Theory: Teachers’ Roles for English Language Learners in the 21st Century
Chair: Bogum Yoon, State University of New York at Binghamton
Discussant: Hoe Kyeung Kim, Cleveland State University

This symposium presents four empirical studies that are framed within sociocultural perspectives to explore teachers’ roles for English Language Learners (ELLs) in the 21st century. The purpose of the symposium is to show the LRA audience the vivid examples of teachers’ roles in the classroom settings. The findings highlight how teachers support ELLs’ language and literacy learning in diverse contexts and across curriculum.

1. How Teacher Talk can Guide Student Exploratory Talk: Communication, Conjecture, and Connections in a 4th and 5th Grade English Language Learner (ELL) Classroom
   Maureen Patricia Boyd, University at Buffalo

2. Mediating Learning and Negotiating Curricular Ideologies in a Fourth Grade Bilingual Classroom
   Lara J. Handsfield, Illinois State University

3. Teachers’ Roles in Facilitating Novice Writers from Generation 1.5
   Paula M. Carbone, University of Southern California

4. Working with Preschool English Language Learners: A Sociocultural Approach
   Joyce Bezdicek, Millikin University
   Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

10:30AM-12:00PM EXECUTIVE CENTER 1-FIRST FLOOR
SYMPOSIUM
Reimagining the Preparation of Teachers to Identify and Support Disciplinary Literacies
Chair: Jennifer J. Wimmer, Brigham Young University
Discussant: Roni Jo Draper, Brigham Young University

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

1. Preparing Teachers to View Disciplines as Communities of Practice vs. Disciplines as Bodies of Knowledge
   Sirpa Grierson, Brigham Young University
   Amy P. Jensen, Brigham Young University

2. Preparing Teachers to View Classrooms as Locations to Engage in Disciplinary Literacies vs. Locations for Practicing General Literacy
   Paul Broomhead, Brigham Young University
   Jennifer Nielsen, Brigham Young University

3. Preparing Teachers to Support Authentic Disciplinary Practices vs. General Literacy Instructional Strategies
   Jeffery D. Nokes, Brigham Young University
   Daniel Barney, Brigham Young University

4. Preparing Teachers to Focus on Participation Literacies vs. Learning Literacies
   Jennifer J. Wimmer, Brigham Young University
   Steven Shumway, Brigham Young University

5. Preparing Teachers to Use a Framework for Investigating Disciplinary Participation vs. a Framework for Instruction
   Roni Jo Draper, Brigham Young University
   Daniel Siebert, Brigham Young University

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

Media and Technology as Promising Pedagogies for Preservice Teacher Education

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

1. 21st Century Action Research: Exploring Research Paradigms through Music Videos
   Judson Laughter, University of Tennessee

2. Connecting Theory to Practice Through Blogging in an Elementary Literacy Methods Course
   Kyle F. Kaatberg, University of Nevada, Las Vegas

3. Using Digital Transmedia Storytelling Projects to Prepare Preservice English Language Arts (ELA) Teachers to Teach 21st Century Literacies
   Jennifer Conner-Zachocki, Indiana University

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

Writing Instruction and Teacher Professional Development

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

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

2. Writing-to-Learn in Content Area Classrooms: Labeling Teacher Practice
   Darcie Punches, Johnson Junior High School
   Leslie S. Rush, University of Wyoming

3. “All Those Voices and All Those Thoughts”: English Teachers’ Perspectives on Designing and Staffing a Summer Writing Institute
   Kelly Chandler-Olcott, Syracuse University
   Bryan Ripley Crandall, Fairfield University
   Janine Nieroda, Syracuse University

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

University Contexts of Literacy Instruction

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

1. Talking within Practice: Adult Immigrant Students and University Tutors as Co-Participants in Learning
   Carolyn Colvin, University of Iowa
   Melanie Reichwald, University of Iowa
   Mackenzie O’Connor, University of Iowa
   Renee Martin, University of Iowa

2. Researching to Write, Writing to do Research: The Situated Learning in Training Graduate Students
   Sonia Cadena Castillo, Universidad Autonoma de Occidente
   Emma Adriana De La Rosa Alzate, Universidad Autonoma de Occidente

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

Research on Reading Comprehension

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

1. Evidenced-Based Argumentation as a Scaffolding for Advanced Reading Comprehension
   Cindy Litman, WestEd
   MariAnne George, University of Illinois at Chicago
   Cynthia Greenleaf, WestEd
   Angela Joy Fortune, University of Illinois at Chicago
   Irisa Charney-Sirott, WestEd
   Ursula Sexton, WestEd

2. How Comprehension Strategies Work: Competing Mechanisms in Research and Practice
   Dennis S. Davis, The University of Texas at San Antonio

3. Responsive Reading: an Examination of Interactive Read-Alouds Using Traditional Texts and E-Readers
   Laura May, Georgia State University
   Gary Bingham, Georgia State University
   Meghan Pendergast, Georgia State University
Examining the Adequacy and Utility of Assessment Tools
Chair: Gae Lynn McInroe, McMurry University
Discussant: Danielle Dennis, University of South Florida
1. Pilot Study to Determine the Utility of a Quantitative Scoring System for Measuring Growth in Representing Both Phonemes and Graphemes in Developmental Spelling Inventories
Richard M. Oldrieve, Bowling Green State University
Cynthia Bertelsen, Bowling Green State University
2. Reconceptualizing Oral Language's Impact on Reading Proficiency: A Practitioner-Friendly Assessment Tool for Oral Language
Megan Mahowald, Indiana University

A Multimodal, Web-Based Instructional Space to Improve Bilingual Adolescents' English Writing: Considerations for Development and Practice
Chair: Charles K. Kinzer, Teachers College, Columbia University
Discussant: Sarah Lohnes Watulak, Towson University
To improve the English writing of Latino English Language Learners, we received funding to develop and test a web-based space based on an anchored instruction model and framework that provides a thoughtful exploration of the world through the lenses of science, technology, and social studies. Last year, this project's underpinnings and initial design were presented. This year, we will present our updated design work, data collection procedures, and findings from two schools.

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

Research on Early-Reading/Literacy Instruction in Diverse Classrooms
Chair: Leslie Maureen Cavendish, High Point University
Discussant: Beverly Lauren Weiser, Southern Methodist University
1. A Partnership for Ensuring Early Reading Success in an Urban District
Lori Helman, University of Minnesota
Alyssa Boardman, University of Minnesota
Keitha-Gail Martin-Kerr, University of Minnesota
2. Classroom-Based Early Reading Intervention and Situated Professional Learning
Steven J. Amend, North Carolina State University
Meghan D. Liebfreund, North Carolina State University
3. Comprehension and Vocabulary Instruction in Linguistically Diverse Grade 3-5 Classrooms
Rebecca Silverman, University of Maryland
Patrick Proctor, Boston College
Jeff Harring, University of Maryland
Brie Doyle, University of Maryland, College Park
Anna G. Meyer, University of Maryland, College Park
Marisa A. Mitchell, University of Maryland, College Park

Envisioning Research in the Literacy Clinic in an Era of New Literacies: Exploring Teacher-Student Interactions in Tutoring Sessions
Chair: Fenice Boyd, University at Buffalo
Discussant: James Erickson, University of Northern Colorado
This symposium is organized around the proposition that in a 21st century context, literacy clinics are more essential than ever. We examine the role that literacy centers can play when they archive data from tutoring sessions, (e.g. video, plans, teacher reflections, etc.) and make use of digital research tools, (e.g. nvivo) in analysis. Here we focus on three studies of talk, interpreted from different theoretical perspectives, (e.g. classroom interaction, embodiment and engagement, and activity theory).

1. Identifying Patterns of Acquisition and Participation in Talk Between Novice Literacy Specialists and a Struggling Reader
Rosa D’Abate, University at Buffalo
Jennifer A. Schiller, University at Buffalo
2. The Overlooked Role of Teacher Feedback During Literacy Instruction: Tensions Between Engagement, Embodiment, and Ipseity
Tyler Rinker, University at Buffalo
Jennifer A. Schiller, University at Buffalo
3. Teachers Balancing Kinds of Talk for Struggling Readers: An Analysis of Literacy Instruction as Activity
Caroline M. Flury-Kashmanian, University at Buffalo
Mary McVee, University at Buffalo
### 10:30AM-12:00PM  MARINA II-FIRST FLOOR  SYMPOSIUM

**The Nature of Transitions in Adult Literacy**

**Chair:** Erik Jacobson, Montclair State University  
**Discussant:** William Robert Muth, Virginia Commonwealth University

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

1. **Policy Supports and Constraints for Building Transition Programs**  
   Erik Jacobson, Montclair State University

2. **“ Relevant” Reading-Related Instruction: The Role of Identity Work for Adults in Transition**  
   Amy Trawick, Appalachian State University

3. **English Language Learners in Transition**  
   Carmela Romano Gillette, Michigan State University

### 10:30AM-12:00PM  MARINA III-FIRST FLOOR  SYMPOSIUM

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

**Chair:** Candace Kuby, University of Missouri  
**Discussant:** Deborah Wells Rowe, Vanderbilt University

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

1. **Young Children Negotiating Identities through Artistic Encounters**  
   Margaret Vaughn, University of Idaho  
   Candace Kuby, University of Missouri

2. **Embodied Composing in Cultural Imaginaries**  
   Karen Wohlwend, Indiana University  
   Carmen Medina, Indiana University

3. **Modal Learning: The New Literacy**  
   Jennifer Rowsell, Brock University

4. **Expanding the “Reach” of Modes: Kamishibai, Paper Theater in 21st Century Classrooms**  
   Tara McGowan, University of Pennsylvania

### 10:30AM-12:00PM  MARINA IV-FIRST FLOOR  SYMPOSIUM

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

**Chair:** Angie Zapata, The University of Texas at Austin  
**Discussant:** Frank Serafini, Arizona State University

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

1. **Inquiry and Informational Texts: Third Graders Making Meaning from Informational Trade Books and Online Texts**  
   Beth Maloch, The University of Texas at Austin  
   Angie Zapata, The University of Texas at Austin

2. **Comparing Third, Fourth, and Fifth Graders’ Collaborative Interactions while Engaged in Online Inquiry**  
   Jill Castek, Portland State University  
   Julie Coiro, University of Rhode Island  
   Lizabeth Guzniczak, Oakland University  
   Diane Sekeres, University of Alabama

3. **Disciplinary Literacy Online: The Role of Multimodality**  
   Michael Manderino, Northern Illinois University

### 10:30AM-12:00PM  MARINA V-FIRST FLOOR  SYMPOSIUM

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

**Chair:** Marla Mallette, State University of New York at Binghamton  
**Discussants:** Peter Afflerbach, University of Maryland  
   Sylvia Lee, Southern Illinois University Carbondale  
   Anthony Onwuegbuzie, Sam Houston State University

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

**Presenters:**
   Marla Mallette, State University of New York at Binghamton  
   Julie Swigonski, Benton School  
   Ashley Summers, West Frankfurt School  
   Leah Wolfe, West Frankfurt School  
   Char Mumbower, Benton School
Classroom Discourse and Literacy Outcomes: The Importance of Talk to Support Literacy Achievement

Chair: Catherine Michener, Boston College
Discussant: Richard Anderson, University of Illinois at Urbana-Champaign

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

1. Features of Dialogic Instruction in Upper Elementary Classrooms and their Relationships to Student Reading Comprehension
   Catherine Michener, Boston College

2. What Should Go in the “E” position? Teacher–Student Talk, Engagement, and Reading Comprehension
   Dot McElhone, Portland State University

3. Understanding Middle School Teachers’ Talk During Vocabulary Instruction
   Evelyn Ford-Connors, Boston University

4. Does Teacher and Peer Talk in Preschool have a Long-Term Effect on Immigrant Children’s L2 Vocabulary Development?
   Joshua F. Lawrence, University of California, Irvine

Dimensions of Literacy Teacher Education Programs

Chair: Julie Ellison Justice, University of North Carolina at Chapel Hill
Discussant: Lois Haid, Barry University

1. A Non-Expert’s First Attempts to Incorporate English Language Learner (ELL) Issues Into a General Literacy Methods Course: Implications for Course Development and Teacher Educator Growth
   Doug Kaufman, University of Connecticut
   Jennifer Dolan, University of Connecticut

2. Literacy Tutoring in the Preservice Field Experience: A Promising Pedagogy
   Katherine Hilden, Radford University
   Brooke Blanks, Radford University

3. Teacher Education Programs’ Effects on the Pedagogical Practices of Teacher Candidates
   Karen Kreider Yoder, Touro University California
   Elizabeth Dobler, Emporia State University
   Dana L. Grisham, National University
   Linda Smetana, California State University, East Bay
   Thomas DeVere Wolsey, Widener University
   Kathy Ganske, Vanderbilt University

10:30AM-12:00PM NAUTILUS 1-LOWER LEVEL PAPER SESSION

Online Communities of Practice Among Preservice Teachers

Chair: Lee Ann Tysseling, Boise State University
Discussant: Lisa Scherff, Florida State University

1. “Facebook Me:” Student Teachers’ Online Communities of Practice and Learning to Teach Writing
   Belinda S. Zimmerman, Kent State University
   Tricia Niesz, Kent State University
   Terry Kindervater, Kent State University
   William Kist, Kent State University

2. Going Mobile: Reframing Discussion Groups for 21st Century Classrooms
   Lee Ann Tysseling, Boise State University
   Meleah McCulley, Boise State University

3. Keeping the Conversation Going: Using the Ning to Think and Talk Critically About Young Adult Literature
   Kimberly A. Richard, Saint Joseph College

10:30AM-12:00PM NAUTILUS 2-LOWER LEVEL PAPER SESSION

Literacy Instruction and the Writing Development of English Language Learners

Chair: Teresa R. Fisher, Georgia State University
Discussant: Nora A. Vines, Appalachian State University

1. 21st Century Literacies for All: Developing the Interpretive Writing of English Language Learners
   Tina Matuchniak, University of California, Irvine
   Carol Booth Olson, University of California, Irvine

2. Adolescent English Learners’ Stances toward Disciplinary Writing: A Report from the National Study of Writing Instruction
   Kristen Campbell Wilcox, University at Albany
   Jill Jeffery, University of New Mexico

3. Examining Instructional Practices and Student Processes: Writing with English Language Learners
   Laura Keisler, California State University, Fullerton
   Erica Bowers, California State University, Fullerton
   Shanan Fitts, Appalachian State University

10:30AM-12:00PM NAUTILUS 3-LOWER LEVEL PAPER SESSION
WEDNESDAY

10:30AM-12:00PM  NAUTILUS 4-LOWER LEVEL  PAPER SESSION

Cognitive Development through Language Transference
Chair: Cristina Alfaro, San Diego State University
Discussant: Zaline Roy-Campbell, Syracuse University
1. Distributing Cognition: Collaborative Translation to Support Bilingual Reading
   Kelly Puzio, Washington State University
   Christopher Keyes, Vanderbilt University
   Mikel Cole, Vanderbilt University
2. Patterns of Cross-Language Usage when Reading and Summarizing Academic Text: What Proficient Biliterate Readers Do when Encountering Text in Two Languages
   Hyunjoo Kwon, Texas State University-San Marcos
   Diane L. Schallert, The University of Texas at Austin
3. Translation in the Third Space: Pedagogical Literacies for Monolingual Teachers Working with English Language Learners
   Mark Barba Pacheco, Vanderbilt University
   Samuel David, Vanderbilt University

10:30AM-12:00PM  NAUTILUS 5-LOWER LEVEL  PAPER SESSION

Exploring Theoretical Perspectives for Enacting Socially Responsive Literacy Research
Chair: George G. Hruby, University of Kentucky
Discussant: Elizabeth Dutro, University of Colorado Boulder
1. Reconfiguring the Teacher-Student Writing Conference with Material Feminisms
   Mindy Legard Larson, Linfield College
   Donna Kalmbach Phillips, Pacific University
2. Listening To Collaborative Writing: Ethnography of Communication in a 21st Century Classroom as Methodology and Pedagogy
   George Lovell Boggs, Florida State University
3. Conceptualizing a Theoretical Framework for Conducting Social Class-Sensitive Literacy Research
   Mark D. Vagle, University of Minnesota
   Stephanie P. Jones, University of Georgia
   Su Yun Choi, University of Georgia
   Marsha Francis, University of Georgia
   Latoya Johnson, University of Georgia
   Stephanie P. Jones, University of Georgia
   Shar Rollin, University of Georgia
   Kristy Shackelford, University of Georgia
   Jaye Johnson Thiel, University of Georgia

10:30AM-12:00PM  SEABREEZE I-FIRST FLOOR  ALTERNATIVE FORMAT SESSION

Personal Reflections on a Research Career: I Used To Think... And Now I Think...
Chairs: Caitlin McMunn Dooley, Georgia State University
       Samuel Miller, University of North Carolina at Greensboro

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

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

10:30AM-12:00PM  SEABREEZE II-FIRST FLOOR  PAPER SESSION

Fostering Vocabulary Development among Young English Learners
Chair: Kristin Conradi, North Carolina State University
Discussant: Audrey Lucero, University of Oregon
1. Patterns of Language Production across Activity Settings and Social Contexts in Preschool English Learner and English Only Children
   Theresa Roberts, California State University, Sacramento
2. Spanish-Speaking Preschool Children’s Vocabulary Development
   Jeannette Mancilla-Martinez, University of Illinois at Chicago
   Joanna Christodoulou, Massachusetts Institute of Technology
3. Vocabulary Acquisition and Early Literacy Development through a Bilingual Family Literacy Intervention Program
   Jing Zhang, Buffalo State College
   Antoinette Doyle Doyle, Memorial University of Newfoundland

12:00PM-1:00PM  STUDY GROUPS

Literacy Lab/Reading Clinic . . . . Executive Center 1-First Floor
Current Issues in Literacy Labs/Reading Clinics
Response to Intervention (RTI): New Challenges and New Literacies
Overview of RTI, Current Research and Issues
Adult Literacy . . . . . . . . . . . . . . . . . . Marina I-First Floor
Policy Issues in Adult Literacy; Research Trends
Living the Writerly Life in Academia . . . . Marina II-First Floor
Maintaining Momentum
Critical Race Theory . . . . . . . . . . Marina III-First Floor
Planning for 2013 Symposium & Group Meeting
WEDNESDAY

1:15PM-2:45PM EXECUTIVE CENTER 1-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

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

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

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

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

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

Improving Instruction Through Preservice Teacher Education

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

1. Addressing 21st Century Teaching and Learning in a Year-Long Teacher Internship: Preparing Future Educators to Create, Implement, and Evaluate High-Level Tasks to Improve Instruction
   Catherine M. Weber, Arizona State University
   Leanna Archambault, Arizona State University
   Wen-Ting Chung, Arizona State University

2. Early Access: Learning to Reflect and Adapt While Learning to Teach in a Reading Clinic
   Emily Hayden, University at Buffalo

3. The Running Records of Pre-Service Teachers: Miscuing Miscues and the Possibility of an Expert Novice
   Rachael Gabrielle, University of Connecticut
   Doug Kaufman, University of Connecticut

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

Adolescent Literacy

Chair: Richard Thomas Holdgreve-Resendez, Michigan State University
Discussant: Kenneth J. Weiss, Central Connecticut State University

1. Contexts of Expansive Learning? Ninth-Grade Reading Intervention Classes from a Student Perspective
   Katherine K. Frankel, University of California, Berkeley
1. Looking Back to Look Ahead: Affordances and Constraints Associated With the Use of Legitimate Peripheral Participation as a Theoretical Framework in Literacy Research
Annamarie L. Consalvo, Fitchburg State University
Diane L. Schallert, The University of Texas at Austin
Elric Elias, The University of Texas at Austin
Tran Lu, Fitchburg State University

2. New Literacy Practices and Online Affinity Spaces: Implications for Research
Jen Scott Curwood, University of Sydney
Alecia Marie Magnifico, University of Illinois at Urbana-Champaign
Jayne C. Lammers, University of Rochester

3. On the Promises and Pitfalls of Using Mixed Methods in Reading and Literacy Research
Ian A. G. Wilkinson, The Ohio State University
Bea Staley, The Ohio State University
Taralee Cyphers, The Ohio State University

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

21st Century/Multiliteracies
Chair: Debbie East, Ivy Tech Community College
Discussant: Patriann Smith, University of South Florida

1. Literacy for Purposeful Civic Engagement: Learning 21st Century Multiliteracies through Videogames
Katherine Sanford, University of Victoria

2. Reframing Literacy for Visual Learners
Marlon Kuntze, Gallaudet University
Debbie Golos, Utah State University
Charlotte Enns, University of Manitoba

3. “With, Not For:” Collaborative Writing and 21st Century Literacy-Mediated Learning
George Lovell Boggs, Florida State University

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

Learning from the Past in Order to Imagine the Future in Literacy Research
Chair: Elizabeth G. Sturtevant, George Mason University
Discussant: Mark Allen Dressman, University of Illinois at Urbana-Champaign

1. Networks as Discursive Products: A Methodological Approach for Health Literacy Research
Laura Nimmon, University of British Columbia

2. Women’s Literacy and Identity: The Importance of Social Networking in Social Practice
Heidi Bacon, University of Arizona

3. Recovering Time: Art Literacy and Prison Timescapes
William Robert Muth, Virginia Commonwealth University
Ginger Marie Walker, Virginia Commonwealth University

1:15PM-2:45PM HARBOR ISLAND BALLROOM III-FIRST FLOOR SYMPOSIUM

Social Networks and Lived Experiences in Adult Literacy
Chair: William Robert Muth, Virginia Commonwealth University
Discussant: Kristen H. Perry, University of Kentucky

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

1. Networks as Discursive Products: A Methodological Approach for Health Literacy Research
Laura Nimmon, University of British Columbia

2. Women’s Literacy and Identity: The Importance of Social Networking in Social Practice
Heidi Bacon, University of Arizona

3. Recovering Time: Art Literacy and Prison Timescapes
William Robert Muth, Virginia Commonwealth University
Ginger Marie Walker, Virginia Commonwealth University

1:15PM-2:45PM HARBOR ISLAND BALLROOM I-FIRST FLOOR SYMPOSIUM

Students as Readers and Writers of Online Texts: Collaborative Inquiry, Comprehension, and Content Construction
Chair: Jonathan T. Bartels, University of North Carolina at Chapel Hill
Discussant: Lisa Zawilinski, University of Hartford

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

1. The Internet and Adolescent Readers: Exploring Relationships Between Online Reading Comprehension, Prior Knowledge, Critical Evaluation, and Dispositions
Greg McVerry, Southern Connecticut State University

2. From Wired Spaces to Offline Classrooms: Developing a Protocol for Identifying the Relationship of Personal Online Literacies and Professional Classroom Practices
Jonathan T. Bartels, University of North Carolina at Chapel Hill

3. Facilitating Critical Evaluation Skills through Content Creation: Empowering Adolescents as Readers and Writers of Online Information
William Ian O’Byrne, University of New Haven
1. **Designing a Cross-Site and Cross-Disciplinary Teacher Network**

   **Cross-Site Teacher Network.**

   **Chair:** Joshua F. Lawrence, University of California, Irvine
   **Discussant:** Carol Booth Olson, University of California, Irvine

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

   1. **Macro-Contextual Factors Impacting the Development of Proficient Analytic Writers: Insights into the Literacy Lives of Adolescents Gleaned from a Comprehensive Document Analysis**
      
      *Joshua F. Lawrence, University of California, Irvine*
      *Emily Phillips Galloway, Harvard University*
      *Soobin Yim, Harvard University*
      *Alex Lin, University of California, Irvine*

   2. **An Investigation into the Language Forms Used By Adolescent Writers and the Proposal of a Pedagogically Relevant Framework for Identifying the Predictors of Persuasive Writing Quality**
      
      *Paola Uccelli, Harvard University*
      *Christina L. Dobbs, Harvard University and Boston University*
      *Jessica Scott, Harvard University*

   3. **The Role of Vocabulary Learning in the Construction of Persuasive Writing: How Do English Language Learners Make Use of Expanding Linguistic Resources?**
      
      *Christina L. Dobbs, Harvard University and Boston University*
      *Claire White, Harvard University*

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

   **Chair:** Ellen McIntyre, North Carolina State University
   **Discussant:** Devon Brenner, Mississippi State University

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

   1. **Poverty, Culture, and Educational Achievement: Rhetoric and Reality**
      
      *Ellen McIntyre, North Carolina State University*

   2. **Violence, Poverty and Addiction: Responding to Literature in a Book Club at a Homeless Shelter for Mothers in Recovery**
      
      *Laurie MacGillivray, University of Memphis*
      *Amy Ardell, Chapman University*
      *Margaret Curwen, Chapman University*

   3. **Teachers’ Storybook Practices in the Bible Belt: Negotiating Cultural Models of Instruction**
      
      *Allison Henward, University of Hawaii at Manoa*
      *Laurie MacGillivray, University of Memphis*

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

   **Chair:** Angela Joy Fortune, University of Illinois at Chicago
   **Discussant:** Mary Pat Sullivan, University of Illinois at Chicago

   This study of a cross-site teacher network provides insights into knowledge and practice that shape adolescent writers across three disciplines of history, science, and literature. We focus on how grade teachers' pedagogy in teaching complex comprehension in the 6-12th grade classrooms across the curriculum and across curricular tracks, with attention to the experiences of monolingual and bilingual adolescents. Each paper considers New Mainstream literacies from a different perspective: classroom practices and participation, content literacy and knowledge, and youth perspectives on literacies in and out of school. Data are from the Diverse Adolescent Literacies project, a two-year qualitative study of literacies in a California high school.

   1. **Metaphors We Learn By: Student Participation and Literacy Practices in New Mainstream Classrooms**
      
      *Victoria Brookins, University of California, Davis*
      *Orlando Carreón, University of California, Davis*
      *Daniela Torres-Torro, University of California, Davis*
      *Marguerite Wilson, University of California, Davis*
2. Tracking Content Literacy and Knowledge across the Curriculum
   Kerry Enright, University of California, Davis
   Laura Myers, University of California, Davis
   Katherine Sibbald, University of California, Davis

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

1:15PM-2:45PM MARINA V-FIRST FLOOR
SYMPOSIUM

Interviewing Young Children: Using Psycho- and Micro-Genetic Design Elements and Methodology to Assess Young Children’s Understandings of Reading, Writing and Spelling
Chair: David B. Yaden, Jr., University of Arizona
Discussant: Robert Rueda, University of Southern California

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

1. Methodological Reflections on a Psychogenetic Analysis of Spanish-Speaking Preschoolers’ Emergent Writing
   Joan Tardibouono, University of Southern California

2. Young Chinese/English Bilingual Kindergarten and First Grade Children Explore the Similarities and Differences Between Writing Systems
   Tina Tsai, The Literacy Guild

3. Development of Orthographic Knowledge in a Consonantal Script: Children’s Invented Spellings in Farsi
   Atousa Mirzaei, Defense Language Institute

4. An Analysis of First Grade Deaf or Hard of Hearing Students’ Writing Development Using Scaffolded Writing
   Bridgett Scott-Welch, Los Angeles Unified School District

5. Issues of Establishing Trust Within Vulnerable Populations: An Insider’s View
   Camille Martinez, University of Arizona

1:15PM-2:45PM MARINA VI-FIRST FLOOR
SYMPOSIUM

Fostering Depth of Vocabulary Knowledge in Preschoolers through Book Reading and Play
Chair: David K. Dickinson, Vanderbilt University
Discussant: Susan Neuman, University of Michigan

It is now well established that language ability is critical for long-term literacy development, and that academic vocabulary is an aspect of language that is of particular importance, especially for children from low-income homes who are in need of special support in this area. This symposium will report results from a study that is developing a vocabulary intervention that will link book reading to play and support teachers in adoption of new instructional methods.

1. Language Learning through Play: A Novel Model of Early Childhood Vocabulary Acquisition
   Katherine M. Newman, Vanderbilt University
   David K. Dickinson, Vanderbilt University

2. Investigating the Impact of Varied Shared Book Reading Methods on Vocabulary Development
   Elizabeth Burke Hadley, Vanderbilt University
   Katherine M. Newman, Vanderbilt University
   Molly F. Collins, Vanderbilt University
   David K. Dickinson, Vanderbilt University

3. Employing Play as a Support for Word Learning and Story Comprehension
   Bretta Rivera, Vanderbilt University
   Molly F. Collins, Vanderbilt University
   David K. Dickinson, Vanderbilt University

1:15PM-2:45PM NAUTILUS 1-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Apprenticeship in Academic Literacies: Infusing Technology into Established Literacy Teaching Practices
Chair: Susan Constable, Otterbein University

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

1. High-Performance Guided Reading
   Susan Constable, Otterbein University

2. Writing Workshop 2.0
   Carrie Blosser Scheckelhoff, Otterbein University

3. Modeled Writing Using iMovie and iPads
   Jenifer Schneider, University of South Florida

1:15PM-2:45PM NAUTILUS 2-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Critical and Connectional Literacies
Chair: JoBeth Allen, University of Georgia

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

1. Where Are The Workers? A Working Class Studies Approach to Elementary Literacy Learning
   Jaye Johnson Thiel, University of Georgia
2. An Absent Presence: Examining Critical Racial Literacy
Roberta Gardner, University of Georgia

3. It’s the Remix!: Using Digital Literacies to Facilitate Middle School Learning
Erika Tucker, University of Georgia

1:15PM-2:45PM NAUTILUS 3-LOWER LEVEL
PAPER SESSION

Social Contexts of Digital Literacies
Chair: David Gallagher, Mount Saint Mary College
Discussant: Peggy Semingson, The University of Texas at Arlington

1. Smart Technologies and Refugee Students’ Multimodal Literacy Practices
Delila Omerbasic, University of Utah

2. Digital Artifacts from Home to School: How Hidden Literacies, Identities, and Objects Create Meaning
Tisha Y. Lewis, Georgia State University
Jennifer Rowswell, Brock University

3. Crossing Ideological and Geographical Boundaries: Negotiating Anti-Immigrant Legislation through Digital Media Consumption and Production
Silvia Nogueron-Liu, University of Georgia

1:15PM-2:45PM NAUTILUS 4-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Common Core Literacy Standards: Connecting the Content-Area Dots
Chair: P. David Pearson, University of California, Berkeley

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

Presenter:
P. David Pearson, University of California, Berkeley

1:15PM-2:45PM NAUTILUS 5-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Exploring Practical Ways to Incorporate Culture, Language, Race and Ethnicity in Preservice Teacher Education
Chair: Pamela A. Mason, Harvard University
Discussant: Althier M. Lazar, Saint Joseph’s University

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

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

1:15PM-2:45PM SEABREEZE I-FIRST FLOOR
PAPER SESSION

Reading and Writing in Math and Science
Chair: Kathryn L. Roberts, Wayne State University
Discussant: Sunday Cummins, National Louis University

1. Developing Written Mathematical Explanations: A Case Study of One Fourth Grade’s Journey
Margarita Zisselsberger, University of Miami
Kristen B. Doorn, University of Miami
Mary A. Avalos, University of Miami
Walter G. Secada, University of Miami

2. The Emperor’s New Clothes: Is There Empirical Support for the Use of Children’s Literature in Mathematics?
Jennifer Edelman, University of Wyoming

1:15PM-2:45PM SEABREEZE II-FIRST FLOOR
PAPER SESSION

Singular Policies, Multiple Outcomes: The Influence of Context and Interpretation
Chair: Chandra P. S. Chauhan, Aligarh Muslim University
Discussant: Samantha B. Caughlan, Michigan State University

1. Effectiveness of an Early Reading First Outlier Project: Implications for Evaluation and Policy
Michael McKenna, University of Virginia
Barbara K. Lundy, ERF
Sharon Walpole, University of Delaware
Bong Gee Jang, University of Virginia

2. The Sustainability of a National Reading Reform in Two States
Rita M. Bean, University of Pittsburgh
Janice A Dole, University of Utah
Kristin Nelson, Weber State
Elizabeth Belcastro, Geneva College
Naomi Zigmond, University of Pittsburgh

3. Response to Intervention: Implementation and Support by Departments of Education in Five States
Jodi G. Welsch, Frostburg State University
Valerie J. Robnolt, Virginia Commonwealth University
Jennifer Jones, Radford University
LaTisha Hayes, University of Virginia
Katherine A.D. Stahl, New York University
Kevin Flanigan, West Chester University of Pennsylvania
Sharon Green, Hong Kong International School
3:00PM-4:30PM  EXECUTIVE CENTER 1-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

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

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

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

1. Writer as an Extended Identity
   Joy Myers, University of North Carolina at Greensboro
   Melissa Adams-Budde, University of North Carolina at Greensboro

2. Writer as a Social Identity
   Claire Lambert, University of North Carolina at Greensboro

3. Writer as a Critical Identity
   Mark Ray Meacham, University of North Carolina at Greensboro

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

Perspectives on Standards and Teacher Education

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

1. “I Will Not Be Teacher-Proofed”: Student Teachers’ Critical Perspectives on Literacy Policy
   Rob Simon, University of Toronto

2. Offering Complexity to Definitions of College and Career Readiness: Teacher Identities, Deficit Perspectives, and Standards in an English Language Arts (ELA) Methods Course
   Holly Hungerford-Kresser, The University of Texas at Arlington

3. Reading Preparation of Secondary English Language Arts (ELA) Teachers: A National Survey of State Requirements
   Gail E. Lovette, University of Virginia
   Stefanie B. Copp, University of Virginia

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

Digital Literacies in the Writing Classroom

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

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

2. Digital Storytelling and the Concept of Place: A Vygotskian Perspective on High School Students’ Multimodal Compositions
   James S. Chisholm, University of Louisville
   Brandie Trent, Morehead Writing Project

3. Write On! The Impact of Digital Writing Workshop on Students’ New and Traditional Literacies
   Vicki Stewart Collet, University of Arkansas

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

Expanding the Views and Purposes of Literacy in the Primary Grades

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

1. Troubling Conceptions of Primary Literacy and Youth Identity: A Queer Perspective
   Paul Hartman, University of Illinois at Chicago

2. How Kindergarten Students Connect and Critically Respond to Themes of Social Class in Children’s Literature
   Meredith Labadie, University of Missouri, St. Louis
   Kathryn Pole, The University of Texas at Arlington
   Rebecca Rogers, University of Missouri-St. Louis

3. Enacting Visceral Literacies Pedagogy in a High-Poverty Elementary Classroom: A Three-Year Study of Trauma Literacies in Theory and Practice
   Elizabeth Dutro, University of Colorado Boulder
   Andrea Bien, University of Colorado Boulder
   Megan Henning, University of Colorado Boulder

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

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

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

1. Acting Other, Wise?: Dramatic Literacies and Masculinities in the Design of Characters
   Treavor Bogard, University of Dayton

2. The Artist, the Teacher, and the Muse: Multiple Literacies in the Performing Arts Classroom
   Joanne Kilgour Dowdy, Kent State University

3. The Critical Need for Response: Using Reading Response Letters to Promote Reading and Reflection
   Christine Sherretz, University of Louisville
   Lori Norton-Meier, University of Louisville
Cultural and Ethnic Identity and Authenticity in Children’s Literature
Chair: Deborah Augsburger, Lewis University
Discussant: Lisa Schertl, Florida State University
1. A Critical Analysis of South Asian Cultures and Childhood Represented in Picture Books
   Eun Hye Son, Boise State University
   Yoo Kyung Sung, University of New Mexico
2. Recognizing Ethnic Identity of the African American Characters in Newbery Medal and Newbery Honor Books
   Tami Butler Morton, Texas A & M University–Commerce
3. Consuming Others’ Reading Experiences: Critical Analysis of Book Reviews of Multicultural Children’s Literature
   Yoo Kyung Sung, University of New Mexico

Academic Language Development and English Language Learners (ELLs): Integrating Language Use and Content Literacy in K–12
Chair: Paula M. Carbone, University of Southern California
Discussant: Patricia C. Paugh, University of Massachusetts Boston
This symposium brings together university researchers, a district researcher, and classroom teachers to report on effective instructional models for English Language Learners (ELLs). The three presentations all place prominence on students’ robust classroom language use in both L1 and L2, and on integrating Academic Language development into content instruction. Access to content knowledge is provided using student-centered learning models, engaging students in speaking, listening, reading, and writing in L1 and L2 concurrently with content instruction.
1. Bridging Science and Academic Language through K–12, Higher Education Partnerships
   Eugenia Mora-Flores, University of Southern California
2. Home-Grown Professional Development for Pedagogy Supporting Academic English Development through Bi-Lingual Instruction
   Katherine Hayes, University of Southern California
   Robert Rueda, University of Southern California
   Susan Chilton, Retired
3. Developing Academic Writing with Novice Generation 1.5 Writers
   Paula M. Carbone, University of Southern California

Visual Literacy, Representation and Design
Chair: Frank Serafini, Arizona State University
Discussant: Diane Barone, University of Nevada, Reno
The three presentations in this symposium address different aspects of visual literacies and explore how pedagogical approaches influence students’ interpretations of multimodal ensembles. Drawing on various qualitative methodologies, these studies investigate how visual literacy, modes of representation and design are important components of 21st century literacies.
1. Interpreting Multimodal Aspects of Contemporary Picturebooks
   Suzette Youngs, University of Northern Colorado
2. Viewing as a Literacy Practice
   Lindsey Moses, University of Vermont
3. Considering Typography as a Semiotic Resource in Reading Contemporary Picturebooks
   Frank Serafini, Arizona State University

When Scientific and Everyday Practices Grow into One Another: Designing for and Leveraging New Literacies
Chair: Kris Gutierrez, University of Colorado Boulder
Discussant: Richard Beach, University of Minnesota
This symposium introduces the concept of Connected Learning for informing children’s development of and uses of new literacies. Advanced by the MacArthur Foundation’s Connected Learning Research Network, Connected Learning is defined as learning that is socially connected, interest-driven, and oriented towards educational and economic opportunity. We theorize and present cases of Connected Learning across activity settings and populations. Our research focuses specifically on work within Latino and immigrant communities.
1. Leveraging Horizontal and Everyday Practices: Toward a Theory of Connected Learning
   Kris Gutierrez, University of Colorado Boulder
   Lisa Hope Schwartz, University of Colorado Boulder
   Annie Allen, University of Colorado Boulder
2. Cases of Connected Learning: Documenting and Expanding Children’s Everyday Routines and Science, Technology, Engineering, and Mathematics (STEM) Interests
   Lisa Hope Schwartz, University of Colorado Boulder
   Kris Gutierrez, University of Colorado Boulder
3. Social Computational Thinking Tools: Connecting Children’s Game Playing to Game Designing and Programming
   Alexander Repenning, University of Colorado Boulder

iPads, Social Networks, and Flash: Multiple Uses of Diverse Digital Tools in Literacy Classrooms
Chair: Glynda Hull, University of California, Berkeley
Discussant: Lalitha Vasudevan, Teachers College, Columbia University
This symposium features three studies that document the real-world uses of new literacies in schools with teachers, students, and parents who are struggling in very concrete ways to negotiate across everyday literate practices and schooled ones. Focused on the complex intersections of outside-school and in-school literacies, these studies look at a range of literacy practices across contexts, thus facilitating more expansive understandings of what is “new” with new literacies in relation to 21st century education.
WEDNESDAY

1. "Are We Getting Our Apps Updated Today?": A Kindergarten iPad Project
   William Kist, Kent State University

2. “They Don’t Have the Time to Just Chit Chat”: An Educational Social Networking Project
   Amy Stornaiuolo, University of Pennsylvania

3. Illuminating Texts in a 21st Century Secondary English Language Arts (ELA) Classroom
   Jennifer M. Higgs, University of California, Berkeley

3:00PM-4:30PM MARINA V-FIRST FLOOR

SYMPOSIUM

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

Chair: Kathleen A. Paciga, Purdue University Calumet
Discussant: William Teale, University of Illinois at Chicago

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

1. Shared Reading with Infants and Toddlers
   Christina Marie Cassano, Salem State University
   Jennifer DiBarra Crandell, Salem State University
   Jessica L. Hoffman, Miami University

2. Supporting Language and Comprehension in Preschool Storybook Reading
   Molly F. Collins, Vanderbilt University

3. Sharing E-books with Toddlers and Preschoolers
   Jessica L. Hoffman, Miami University
   Kathleen A. Paciga, Purdue University Calumet

4. Writing with Infants, Toddlers, and Preschoolers
   Judith A. Schickedanz, Boston University

3:00PM-4:30PM MARINA VI-FIRST FLOOR

SYMPOSIUM

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

Chair: Jill Jeffery, University of New Mexico
Discussant: Byeong-Young Cho, Ithaca State University

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

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

3:00PM-4:30PM NAUTILUS 1-LOWER LEVEL

ALTERNATIVE FORMAT SESSION

Area 8 Co-Chairs Invited Session

Chairs: Cristina Alfaro, San Diego State University
        Jeannie Gilliam Fain, Middle Tennessee State University
        Lori Helman, University of Minnesota
        Patrick Henry Smith, The University of Texas at El Paso

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

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

3:00PM-4:30PM NAUTILUS 2-LOWER LEVEL

ALTERNATIVE FORMAT SESSION

Level Up: Teachers’ Perspectives on Commercial Off-the-Shelf Video Games in the Classroom

Chair: Hannah Gerber, Sam Houston State University

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

Presenters:
   Hannah Gerber, Sam Houston State University
   Debra P. Price, Sam Houston State University
   Jason Lee, Pennsylvania State University
   Kellie Gobert, Sam Houston State University
   Christel Lynn Skeen, Sam Houston State University
**3:00PM-4:30PM  NAUTILUS 3-LOWER LEVEL**

**ALTERNATIVE FORMAT SESSION**

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

Chair: Kara Moloney,  et al educational consulting

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

**Presenters:**

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

**3:00PM-4:30PM  NAUTILUS 4-LOWER LEVEL**

**ALTERNATIVE FORMAT SESSION**

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

Chair: Jen Scott Curwood, University of Sydney

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

**Presenters:**

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

**3:00PM-4:30PM  NAUTILUS 5-LOWER LEVEL**

**ALTERNATIVE FORMAT SESSION**

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

Chair: Marjorie Siegel, Teachers College, Columbia University

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

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

Chair: Richard Beach, University of Minnesota

I. Welcome
   Richard Beach, University of Minnesota

II. J. Michael Parker Award Presentation
    William Muth, Virginia Commonwealth University

III. Student Outstanding Research Award Presentation
     Marla Mallette, State University of New York at Binghamton

IV. Introduction of Speaker
    Lee Gunderson, University of British Columbia

V. 2012 Presidential Address - Optimal Outfitting: The Continuing Relevance of Culturally Responsive Instruction
    Robert T. Jiménez, Vanderbilt University

6:00PM-7:30PM BAY VIEW LAWN
PRESIDENT’S RECEPTION

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

PAPER SESSIONS

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

ROUNDTABLE SESSIONS

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

SYMPOSIUM SESSIONS

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

ALTERNATIVE FORMAT SESSIONS

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

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.

AREA CHAIRS AWARD SESSIONS

AREA CHAIRS INVITED SESSIONS

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

CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2012 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
### Thursday

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<tr>
<th>Time</th>
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<th>Event</th>
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<tbody>
<tr>
<td>7:30AM-8:30AM</td>
<td>Grand Ballroom A - First Floor</td>
<td>Newcomers' &amp; Graduate Students' Breakfast</td>
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<tr>
<td>7:30AM-8:30AM</td>
<td>Executive Center 2A - First Floor</td>
<td>Albert J. Kingston Award Committee Meeting</td>
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<tr>
<td>7:30AM-8:30AM</td>
<td>Executive Center 2B - First Floor</td>
<td>Distinguished Scholar Lifetime Achievement Award Committee Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Executive Center 3A - First Floor</td>
<td>Early Career Achievement Award Committee Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Executive Center 3B - First Floor</td>
<td>J. Michael Parker Award Committee Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Executive Center 4 - First Floor</td>
<td>Oscar S. Causey Award Committee Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Marina I - First Floor</td>
<td>Ethics Committee Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Marina II - First Floor</td>
<td>History Innovative Community Group (ICG) Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Marina IV - First Floor</td>
<td>Publications Committee Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Marina V - First Floor</td>
<td>Research Committee Meeting</td>
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<td>7:30AM-8:30AM</td>
<td>Marina VI - First Floor</td>
<td>Technology Committee Meeting</td>
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<tr>
<td>7:30AM-8:30AM</td>
<td>Nautilus 1 - Lower Level</td>
<td>Ethnicity, Race, and Multilingualalism Committee Meeting</td>
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<tr>
<td>7:30AM-8:30AM</td>
<td>Nautilus 2 - Lower Level</td>
<td>Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting</td>
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<tr>
<td>7:30AM-8:30AM</td>
<td>Nautilus 3 - Lower Level</td>
<td>International Innovative Community Group (ICG) Meeting</td>
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<tr>
<td>8:00AM-5:00PM</td>
<td>Bay View Foyer - First Floor</td>
<td>Attendee Registration Open</td>
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<tr>
<td>8:00AM-5:00PM</td>
<td>Nautilus Foyer - Lower Level</td>
<td>Book Display/Silent Auction/Exhibits</td>
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<tr>
<td>8:00AM-5:00PM</td>
<td>Spinnaker II - First Floor</td>
<td>Cyber Café Open</td>
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<td>8:45AM-9:25AM</td>
<td>Nautilus 5 - Lower Level</td>
<td>Roundtables 1A</td>
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**I.** “How to Trace Piggie:” Exploring the Use of Mentor Texts, Digital Video, and Student Expertise in Teaching First-Graders the Genre of Writing to a Prompt  
Maggie Lingle, University of Tennessee

**II.** A Comparative Study of Materials Used in Preschools to Teach Writing in America and Turkey  
Dondu Neslihan Bay, Michigan State University  
Ozlem Simsek, Gazi University  
Douglas K. Hartman, Michigan State University

**III.** A Critical Analysis of Research on Content Area Literacy Strategies  
Chyllis Elayne Scott, Texas A&M University  
Erin K. Washburn, State University of New York at Binghamton  
Erin McTigue, Texas A&M University

**IV.** A Look at Informational Literature through the Common Core Lens  
Karla J. Moller, University of Illinois at Urbana-Champaign

**V.** A New Tool for Assessing Young Children’s Motivation to Read  
Linda B. Gambrell, Clemson University  
Jacquelynn A. Malloy, Anderson University  
Barbara A. Marinak, Mount Saint Mary University

**VI.** Adolescent Girls’ Social Networks: Catalysts to Literacy Learning  
Jolene Malavasic, University at Albany

**VII.** Adolescent Girls’ Literacy Practices in a Faith-Based Program for Inner-City Youth  
Adrian C. Clifton, University of Missouri

**VIII.** An Exploration of Small Group Vocabulary Instruction Fostering Expressive Vocabulary Knowledge  
Laura Michelle Lester, Virginia Tech

**IX.** Classroom Cooperative: A Model for Sustainable School-Wide Reading Reform  
Kathleen Heubach, University of West Florida

**X.** Curtailing the Reading Difficulties of Collegiate Students through an Online Eye Training Intervention  
Evan Ortlieb, Monash University  
Tiana McCoy, Texas A&M University—Corpus Christi
THURSDAY

XI. Examining the Impact of Preservice Literacy Teacher Education: From Student to First-Year Teacher
Charlotte Anne Mundy, University of Alabama
Carol A. Donovan, University of Alabama

XII. Formation of Writers’ Identities During an Integrated Poetry-Science Unit in a 3rd Grade English as a Second Language (ESL) Classroom
Jesse Gainer, Texas State University-San Marcos
Nancy Valdez-Gainer, Austin Independent School District

XIII. How Can a Literacy-Promoting iPad App be Implemented in an English Pre-School to Increase Children’s Narrative Skills and Affect their Engagement in Literary Activities?
Natalia Kucirkova, The Open University

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

Preparing and Submitting a Paper for the Student Outstanding Research Award
Chair & Discussant: Marla Mallette, State University of New York at Binghamton

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

1. Preparing and Submitting a Student Research Paper
Amy D. Broemmel, University of Tennessee

2. What Reviewers are Looking for in an Outstanding Student Research Paper
Deborah Horan, University of Denver

3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients
Nathan Phillips, Vanderbilt University
Blaine Smith, Vanderbilt University
Michael Manderino, Northern Illinois University

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

Practices to Support Diversity for and with Preservice Teachers
Chair: Stephanie M. Bennett, University of South Florida
Discussant: Caitlin McMunn Dooley, Georgia State University

1. A Study of Preservice Elementary Literacy Teachers’ Development of Culturally Sustaining Knowledge in Practice
Madeleine Sarah Israelson, University of Minnesota
Deborah Renee Dillon, University of Minnesota
Katherine Brodeur, University of Minnesota

2. Linking The Watsons Go to Birmingham—1963 and Expository Texts: Cultivating Pre-Service Teachers toward Culturally Relevant Literacy Practices
Kirsten Dara Hill, University of Michigan-Dearborn

3. Multimodal Literacies for Efficacious Teaching: The Impact of Multimodal Literacy Accommodations on Teaching Efficacy for Preservice Teachers with Reading Disabilities
Margaret Billings Krause, University of South Florida
Julia Hagge, University of South Florida

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

Discussions about Text in the Classroom
Chair: Dana Rosen, Pennsylvania State University
Discussant: Catherine Olsen Maderazo, California State University, Fullerton

1. Dialogic Literacy Events as Sites for Improvisation in Two Third Grade Classrooms
Diane Santori, West Chester University
Michelle E. Jordan, Arizona State University

2. Does Discussion Make a Difference in Vocabulary Learning from Expository Text Read-Alouds?
Sarah Zelinke, Core Knowledge Foundation

3. Teacher Research into “Talk”- What Roles do Teachers Have in Shaping Students’ Literary Talk about Text?
Marie A. LeJeune, Western Oregon University
Tracy Lynn Smiles, Western Oregon University

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

Using Discussion for Literacy Teaching
Chair: Eurydice Bauer, University of Illinois at Urbana-Champaign
Discussant: Jennifer M. Graff, University of Georgia

1. “Growing the Good Stuff”: Crafting Theoretically Defensible Literacy Teaching While Supporting Students with Test Preparation
Melody Zoch, University of North Carolina at Greensboro

2. Locating Literacy Practices through the Online Role-Play of The Hunger Games
Stacy Haynes-Moore, University of Iowa

3. The “Ethos Stuff” of New Literacies: The “Freedom” to Construct and Reconstruct Knowledge in a Classroom Discussion
Beth Anne Buchholz, Indiana University

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

Research on Methods of Teaching Reading
Chair: Kathryn Pole, The University of Texas at Arlington
Discussant: Kara L. Lycke, Illinois State University

1. Shortcomings of Phonological and Phonemic Awareness Information in Textbooks on the Teaching of Reading
Denyse V. Hayward, University of Alberta
Linda M. Phillips, University of Alberta
Jane Khaemba, University of Alberta
Jennifer Erin Sych, University of Alberta

2. Sustainability of a Research-Based Collaborative Reading Comprehension Program
Sarah Zelinke, Core Knowledge Foundation

3. Teaching Word Learning Strategies
Michael F. Graves, University of Minnesota

36 Investigating 21st Century Literacies: Exploring Uses of New Literacies
62nd Annual Conference of the Literacy Research Association • November 28 - December 1, 2012 • San Diego, CA
reported as most strongly influencing changes in professional judgment, dialogue, and opportunities to observe other teachers as they taught, were These hands-on experiences with readers and writers, professional dia-
gussed for instruction, comprehension, fluency, problem-solving, etc. in student engagement and motivation, and performance in areas tar-
when teachers learned to teach close to children's strengths to bring about shifts in processing in during reading and writing.

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

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

PAPER SESSION

Methods for Studying Perceptions of and Strategies for Assisting Struggling or Marginalized Readers
Chair: Eli Tucker-Raymond, TERC
Discussant: Casey Burkholder, Concordia University

1. Acknowledging “Out-of-the-Box” Textual Resources to Create Learning Opportunities for Marginalized Students
Margaret Grigorenko, Cedarville University
Marlene Beierle, The Ohio State University

2. Creating Praxis: Determining Teacher Perceptions of Struggling Readers and Their Impact on Instruction
Meghan D. Liebfreund, North Carolina State University
Amy Mattingly, North Carolina State University

3. Understanding the Vulnerable Reader’s Literacy Milieu: An Ecological Systems Perspective
Elizabeth L. Jaeger, University of Arizona

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

PAPER SESSION

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8:45AM-10:15AM GRAND BALLROOM A-FIRST FLOOR

ALTERNATIVE FORMAT SESSION

Area 2 Co-Chairs Invited Session

Chairs: Claudia Haag, Texas Woman's University
Lara J. Handsfield, Illinois State University
Linda Wedwick, Illinois State University
Bogum Yoon, State University of New York at Binghamton

This research examines graduate candidates' teaching and learning within two practicum courses. Data were obtained from student assess-
ment results, teacher written portfolios, and teacher reflections. Data suggested that in-class tutoring with coaching and feedback, use of sensitive assessment tools paired with careful observation, debriefing and collaborative planning time, and professional reading and dialogue were all cited as important aspects of teacher growth. As teachers became more strategic in their teaching, they began to note changes in student processing during reading and writing, as well as changes in student engagement and motivation, and performance in areas tar-
gested for instruction, comprehension, fluency, problem-solving, etc. These hands-on experiences with readers and writers, professional dialogue, and opportunities to observe other teachers as they taught, were reported as most strongly influencing changes in professional judgment,
This symposium disseminates findings from a study that explores and considers female protagonists in contemporary children’s and young adult literature and girls’ and teachers’ responses to these books. Drawing on data from interviews and focus group discussions with scholars, authors, teachers, and young girls, presenters will discuss a new set of criteria and questions grounded in complex and fluid notions of gender for selecting books with strong female protagonists for 21st century girls.

1. Developing Criteria for Examining and Selecting Texts with Strong Female Protagonists
   Renita Schmidt, University of Iowa

2. Teachers’ Perceptions about Selecting Texts with Strong Female Protagonists
   Kathryn F. Whitmore, University of Iowa

3. Young Girls’ Perceptions about Selecting Texts with Strong Female Protagonists
   Amanda Haertling Thein, University of Iowa

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

1. Literary Argumentation Across Media: The Role of Cultural Modeling
   Carol D. Lee, Northwestern University

2. Fostering Symbolic Interpretation and Thematic Understanding with Multiple Media Texts
   Teresa Sosa, University of Illinois at Chicago
   Susan Goldman, University of Illinois at Chicago

3. Using Multiple Media Cultural Data Sets to Make Interpretation Visible
   Sarah Levine, Northwestern University

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

Chair: Lois Haid, Barry University
Discussant: Kenneth J. Weiss, Central Connecticut State University

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

1. A Model for Assessing Ethical Research Endeavors
   Norman A. Stahl, Northern Illinois University
   James R. King, University of South Florida

2. Navigating the IRB Process
   Janet C. Richards, University of South Florida

3. Video Recording and Online Publication of Visual Data
   James F. Baumann, University of Missouri-Columbia
   Jeni R. Davis, University of South Florida

4. Research with Bilingual and Dual Language Learners
   Cynthia B. Leung, University of South Florida St. Petersburg

5. Control of Publishing and Open Access
   Debbie East, Icy Tech Community College

6. The Use and Misuse of Literacy Research
   Nancy Flanagan Knapp, University of Georgia

Extending New Literacies Research Through Multiple Lenses

Chair: Sarah Lohnes Watulak, Towson University
Discussant: Erica C. Boling, Rutgers, The State University of New Jersey

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

1. “You Don’t Know the Rules”: How Undergraduates Set Boundaries and Create Norms for Facebook Use
   Sarah Lohnes Watulak, Towson University
   Dean Whitfield, Towson University

2. One Tablet Per Teacher: Sustaining Teachers’ Conceptual Exploration of Multimodal Composition through Expansive Learning
   Leslie Susan Cook, Appalachian State University

3. Relating Perceptual User Interfaces, New Literacies, and Embodied Cognition in Young Children’s Literacy Learning
   Charles K. Kinzer, Teachers College, Columbia University
   Daniel L. Hoffman, Teachers College, Columbia University
   Selen Turkay, Teachers College, Columbia University
   Tao Chantes, Teachers College, Columbia University
   Tatjana Dvorkin, Teachers College, Columbia University
   Chaiwinij Apichai, Teachers College, Columbia University

4. Writing the Self Into the Web: Examining the Narratives in Classroom Social Networking Sites
   Dana Wilber, Montclair State University
3. Adolescents’ Life Stories of Engagement—Achieved and Lost—in School
   Randy Bomer, The University of Texas at Austin
   Allison Skerrett, The University of Texas at Austin

2. Social Construction of Engagement
   Gay Ivey, University of Wisconsin-Madison
   Peter Johnston, University at Albany

1. Engagement in Picture Books, Social Imagination and Intersubjective Relationships
   Judith T. Lysaker, Purdue University

4. Re-Imagining Engagement
   Chair: Gay Ivey, University of Wisconsin-Madison
   Discussant: Jerome C. Harste, Indiana University

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

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      Randy Bomer, The University of Texas at Austin
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8:45AM-10:15AM MARINA VI-FIRST FLOOR SYMPOSIUM

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   Randy Bomer, The University of Texas at Austin
   Allison Skerrett, The University of Texas at Austin

8:45AM-10:15AM NAUTILUS 1-LOWER LEVEL PAPER SESSION

Understanding the Development and Uses of Multimodal Texts by Students and Teachers
Chair: Mark Allen Dressman, University of Illinois at Urbana-Champaign
Discussant: Lea Calvert Evering, Indiana University of Pennsylvania

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

8:45AM-10:15AM NAUTILUS 2-LOWER LEVEL PAPER SESSION

Digital Texts and Tools: Has the Definition of New Literacies Been Impacted by These Tools?
Chair: Peggy Semingson, The University of Texas at Arlington
Discussant: Ann D. David, The University of Texas at Austin

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

8:45AM-10:15AM NAUTILUS 3-LOWER LEVEL PAPER SESSION

Transnationalism and Pedagogy
Chair: Sunita Singh, Le Moyne College
Discussant: Lori Helman, University of Minnesota

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

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3. Reading Capital in Two Immigrant Families: Longitudinal Case Studies  
Cathy Compton-Lilly, University of Wisconsin-Madison  
Rohany Nayan, Alumni of University of Wisconsin-Madison

8:45AM-10:15AM  NAUTILUS 4-LOWER LEVEL
ALTERNATIVE FORMAT SESSION
Research Directions: A Report on the IRA/NICHD Expert Panel on Research on the Reading-Writing Connection  
Chair: P. David Pearson, University of California, Berkeley  
In 2011, the International Reading Association (IRA) and the National Institute of Child Health and Human Development (NICHD) convened a panel charged with summarizing the current state of understanding on the relationship between reading and writing and determining priorities for future research. This session, led by two members of the panel and one IRA executive, will summarize the report and provide an opportunity for researchers to explore its implications for their own work.

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

8:45AM-10:15AM  SEABREEZE I-FIRST FLOOR
SYMPOSIUM
Applying the Expanded Grossman Theoretical Framework to the Implementation of Literacy Strategies: Implications for Teacher Preparation  
Chair: Klotylda Phillippi, University of Michigan  
Discussant: Karen Wixson, University of North Carolina at Greensboro  
The theoretical framework for teacher preparation created by Grossman and modified by Moss provides a strong foundation for teaching complex strategies, such as literacy strategies, to teaching interns. The three papers in this symposium describe how the framework was integrated into two teacher education programs, the impact of using the framework to structure preservice teacher experiences in implementing literacy strategies, and implications for reforming teacher education programs.

Deanna Birdyshaw, University of Michigan

2. Guiding Teaching Practice Through the Use of Structured Literacy Activities  
Charles W. Peters, University of Michigan

3. The Teaching of Practice: A Case Study of a Literacy Methods Course for Preservice Teachers Using the Grossman and Moss Framework to Structure Activities  
Tracy Busse, University of Pittsburgh

8:45AM-10:15AM  SEABREEZE II-FIRST FLOOR
PAPER SESSION
Vocabulary and Reading in Upper Elementary Classrooms  
Chair: Valerie J. Robnolt, Virginia Commonwealth University  
Discussant: Julie L. Halladay, University of Vermont

1. Teaching Individual Words with English-Language Learners: Examining Word Selection, Depth of Vocabulary Knowledge, and Incidental Word Learning  
Heather Peterson, University of Wyoming

2. Using Cartoons and Revised Definitions to Directly Teach Tier–2 Words to Fifth-Grade Students: A Mixed-Methods Analysis  
Cindy L. Benge, Sam Houston State University  
Mary E. Robbins, Sam Houston State University  
Anthony Owuegbuzie, Sam Houston State University  
Debra P. Price, Sam Houston State University

3. “I Never Thought I Would Read This Much”: Changing the Reading Identities of Intermediate Students  
Diane Barone, University of Nevada, Reno  
Rebecca Barone, Clark County School District

9:35-10:15AM  NAUTILUS 5-LOWER LEVEL
ROUNDTABLES 1B

I. Adult Literacy Students’ Metaphors of Reading and Writing  
Donita Shaw, University of Kansas

II. An Ethnographic Study of Out-of-Class Literacies among First-Year English as a Second Language (ESL) Students in a College Town  
Yin Lam Lee, St. John’s University

III. An Investigation of Teachers’ Growing Understandings of the Picturebook Format  
Miriam Martinez, The University of Texas at San Antonio  
Janis Harmon, The University of Texas at San Antonio

IV. Beyond Common Sense: Preservice Teachers’ Emerging Understandings of Effective Literacy Practice  
Sara Staley, University of Colorado Boulder

V. Black and Latino Male Youth Speak Resistance and Resilience Through Digital Storytelling  
Yolanda Sealey-Ruiz, Teachers College, Columbia University  
Lesha Jackson, Teachers College, Columbia University

VI. CCP: Multimodal Informational Text and Primary-Aged Students  
Sara B. McCraw, East Carolina University  
Katrin Blamey, DeSales University  
Kristina Najera, Temple University

VII. Discovering 8th Grade Social Literacies in English Class  
Susan V. Piazza, Western Michigan University

VIII. Doctoral Students Charting the Pathway to Academic Writing  
Carole Janisch, Texas Tech University  
Amma Akrofi, Texas Tech University  
Mellinee K. Lesley, Texas Tech University
Leah Carruth, Texas Tech University
Elizabeth Garcia, Texas Tech University
Connie Guajardo, Texas Tech University
Elizabeth Isidro, Texas Tech University
Lubna Javeed, Texas Tech University
Anita Nigam, Texas Tech University
Lisa Nuanez, Texas Tech University
Stephanie Talley, Abilene Christian University

IX. Exploring the Impact of Literacy Teacher Education Programs on Teacher Candidates’ Instructional Practices
Roya Qualls Scales, Western Carolina University
Sandra Chambers, Kutztown University
Linda Wold, Loyola University
Janet Young, Brigham Young University
SusanLenski, Portland State University

X. Historical Perspectives on Teacher Quality: From “Good and Poor” Teachers to Value-Added Models
Mark Sulzer, University of Iowa

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

XII. Peer-Mediation to Promote Equity for English Language Learners (ELLs)
Mikel Cole, Vanderbilt University

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

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

I. Oscar S. Causey Award Introduction
William H. Teale, University of Illinois at Chicago

II. Introduction of Speaker
Lesley Mandel Morrow, Rutgers, the State University of New Jersey

II. 2012 Oscar S. Causey Address – Reading Motivation and Engagement: Research Dilemmas and Directions
Linda B. Gambrell, Clemson University

12:00PM-1:00PM  STUDY GROUPS

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

Collaborative Research Agenda

Response to Intervention (RTI): New Challenges and New Literacies . . . . . Executive Center 4-First Floor
Guest Presenter: Peter Johnston, University at Albany

RTI and Assessment

Adult Literacy . . . . . . . . . . . . . . . . . Marina I-First Floor
Functional Literacy: Contextualized Instruction; Accountability

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

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

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

Video Analysis and Writer’s Workshop

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

Graphic Novel Research in Library Settings
Word Study: Phonics, Vocabulary, and Spelling . . . . . . . . . Marina VI-First Floor

Presentation of Effective Collaboration among Teachers, Coaches, Leaders

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher . . . . Nautilus 1-Lower Level
Guest Presenters: Bridget Dalton, University of Colorado Boulder
and Teri Holbrook, Georgia State University

Methods for Analyzing Video and/or Multimodal Data

Presentation of Effective Collaboration among Teachers, Coaches, Leaders

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher . . . . Nautilus 1-Lower Level
Guest Presenters: Bridget Dalton, University of Colorado Boulder
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Mixed-Methods Research

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

TERSG: The Teacher Education Research Group . . . . . . . . . . Seabreeze II-First Floor
Organizing for New or Expanded TERSG Research Projects
I. Beyond the Walls: Understanding Literacy Practices and Funds of Knowledge in a Roma Community
   Hsiao-Chin Kuo, Indiana University

II. Blogs and Strategy Videos in Teacher Preparation
    Jennifer Moon Ro, SUNY Fredonia
    Kathleen Magiera, SUNY Fredonia
    Rhea Simmons, SUNY Fredonia
    Kathleen Gradel, SUNY Fredonia

III. Comparing Reading Attitudes of Middle School Students in Korea and the United States
    Bong Gee Jang, University of Virginia
    Michael McKenna, University of Virginia

IV. Critical Literacy: A Content Analysis of Special Education Textbooks
    Patrick Allen Leytham, University of Nevada, Las Vegas

V. Effects of Two Summarization Strategies Using Expository Text on Reading Comprehension and Summary Writing of Intermediate-Grade Students in an Urban, Title 1 School
    Diane Marie Braxton, Baltimore City Public Schools
    Mariam Jean Dreher, University of Maryland, College Park

VI. Fact, Fiction, or a Little of Both? A Look at What Resonates with Struggling Readers
    Deanna Ramey, Clemson University
    Heather McCrea-Andrews, Clemson University
    Linda B. Gambrell, Clemson University

VII. Graduate Education Majors’ Relational Care and Transformations in Children’s Writing Attitudes, Competency Beliefs, and Motivation in an After-School Program
    Janet C. Richards, University of South Florida
    Stephanie M. Bennett, University of South Florida

VIII. Improving Reading Practices and Student Outcomes through “Read Malawi”: Challenges, Opportunities and Outcomes
    Misty Sailors, The University of Texas at Austin
    P. David Pearson, University of California, Berkeley
    Nicola McClung, University of California, Berkeley
    Jaran Shin, University of California, Berkeley

IX. New Literacies and Global Learning: Designing a New Graduate Literacy Program
    Hiller A. Spires, North Carolina State University
    Kristin Conradi, North Carolina State University
    Steven J. Amendun, North Carolina State University

X. Specific and Schematic Narratives of Immigration in Elementary Students’ Digital Stories
    Jessica Zacher Pandya, California State University, Long Beach
    Kathleah Allene Consul Pagdilao, California State University, Long Beach
    Aeloch (Eric) Kim, California State University, Long Beach

I. Adaptive Expertise: A View from the Top, and from the Climb
   Emily Hayden, University at Buffalo
   Trisha D. Rundell, Hastings Public Schools
   Sylvia Smyntek-Gworek, University at Buffalo

2. Professional Development as the Study of Self: Using Self-Knowledge to Mediate the Act of Teaching
   Deborah Ann MacPhee, Illinois State University
3. Teacher Experience, Learning, and Change: An Investigation of the Effects of Long-Term Professional Development
Kara Coffino, University of Minnesota

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

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

1. Engaging Refugee Families in Print Literacy through Community Story Events
Sunita Singh, Le Moyne College
Frank M. Ridzi, Le Moyne College
Monica R. Sylvia, Le Moyne College

2. Organizational Tool or Literacy Object For Surveillance? Tracing The Student Organizer Across Home-School Contexts
Kimberly Lenters, University of Calgary
Marianne McTavish, University of British Columbia

3. Reading in Rural Homes: Connecting Literacy Practices, Socioeconomic Contexts, and Reading Performance
Ariel Tichnor, University of North Carolina at Chapel Hill
Justin D. Garwood, University of North Carolina at Chapel Hill
Lynne Vernon-Feagans, University of North Carolina at Chapel Hill
Catherine Darrow, University of North Carolina at Chapel Hill

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

Studies of and Issues in Adaptive Teaching and Learning
Chair: Steven J. Amendum, North Carolina State University
Discussant: Carolyn Hunt, Illinois State University

1. “Oh My God! I Think He’s Reading!” One Parent’s Perspectives Toward the Literacy Instruction Received by her Child with Autism
Michelle A. Duffy, Syracuse University

2. Studying Teacher Learning through Adaptive and Responsive Teaching: Connecting Teaching Decisions to Student Thinking
Sharan A. Gibson, San Diego State University

3. The Continuing Search for Thoughtfully Adaptive Teaching: Is There a Light at the End of the Tunnel?
Walter Scott Howerton, University of North Carolina at Greensboro
Samuel Miller, University of North Carolina at Greensboro

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

Literacy, Race, and Social Justice
Chair: Cristina Alfaro, San Diego State University
Discussant: Eliane Rubinstein-Avila, University of Arizona

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

2. Using Popular Media to Construct Counter-Narratives of Race, Language, and Identity in Urban High School English Classrooms
Amanda Godley, University of Pittsburgh

3. “Most Americans Get Like a Meezen”: Using Stereotypes and Quantifying Adjectives to Infuse Social Activism into English Language Development Instruction
Kathryn Esther Ciechanowski, Oregon State University

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

Area 4 Co-Chairs Invited Session
Chairs: Samantha B. Caughlan, Michigan State University
Linda Kucan, University of Pittsburgh
Joan A. Rhodes, Virginia Commonwealth University

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

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

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

Adolescent Literacies and the Gendered Self Re-Constructing Gender through Global Multimedia Literacy Practices
Chairs: Thomas W. Bean, University of Nevada, Las Vegas
Barbara Jean Guzzetti, Arizona State University
Discussant: Theresa Rogers, University of British Columbia

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

1. Reading Gender in Young Adult Literacy
Karen A. Krasny, York University
2. Masculinity and Portrayals of African American Boys in Young Adult Literature: A Critical Deconstruction and Reconstruction
   Thomas W. Bean, University of Nevada, Las Vegas
   Theodore Ransaw, University of Nevada, Las Vegas

3. Girls' Zines as a Global Literacy Practice: Stories of Resistance
   Barbara Jean Guzzetti, Arizona State University

4. Striving Reader or Entrepreneur? Gendered Identity Online in a Business Education Class
   Donna Alvermann, University of Georgia

5. A Cautionary Tale: Online School Book Clubs Are No Panacea for African American Adolescent Females' Coming to Voice
   Benita R. Dillard, Augusta State University

6. Outside Interests and Literate Practices as Contexts for Increasing Engagement and Critical Reading for Adolescent Boys
   William Brozo, George Mason University

7. Gender, Multimodal Practices, and Global Citizenship in Rural Settings
   Carla K. Meyer, Appalachian State University
   Leslie Susan Cook, Appalachian State University

8. The Girl Citizen Reader: Gender and Literacy Education for 21st Century Citizenship
   Judith M. Dunkerly, University of Nevada, Las Vegas
   Helen Harper, University of Nevada, Las Vegas

9. Boys, Literacy, and a Global Response to the "Boy Crisis"
   Michael Kehler, University of Western Ontario

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

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

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

Chair & Discussant: Marcelle Haddix, Syracuse University

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

1. Reading the World in Spanglish: Hybrid Language and Ideological Contestation in a Sixth-Grade English Language Arts Classroom
   Ramón Antonio Martínez, The University of Texas at Austin

   Cynthia Lewis, University of Minnesota
   Jessica Doctier Tierney, University of Minnesota

3. Competence as Linguistic Alignment: Linguistic Diversities, Affinity Groups, and the Politics of Educational Success
   Mariana Souto-Manning, Teachers College, Columbia University

4. Counterstorytelling as Pedagogy: Teacher Discourse with Mexican Immigrant Students
   Rosa Jiménez, Arizona State University

5. Dilemmatic Whiteness: The Challenges of Negotiating Teacher-Student Solidarity Across Hyperdiverse School Contexts
   Ebony Elizabeth Thomas, University of Pennsylvania

6. Regaño as Caring: Discursive Strategies Promoting Bicultural Academic Identities in a Dual Immersion Classroom
   P. Zithali Morales, University of Illinois at Chicago
   Valerie Vazquez, University of Illinois at Chicago
   Lydia Saravia, University of Illinois at Chicago

7. Asian and Multietnic Student Voices in Sociocritical Approaches to Literacy, Pedagogy, Community, and Agency
   Benji Chang, Teachers College, Columbia University

8. Producing Locality: Stories of Place and Agency Among Global Peers in a Local School Community
   Patricia Enciso, The Ohio State University

   Patrick Camangian, University of San Francisco

1:15PM-2:45PM MARINA I-FIRST FLOOR
SYMPOSIUM

Methodological Issues in Ethnographic Research on Adolescent Literacy in Urban Settings

Chair: Randy Bomer, The University of Texas at Austin
Discussant: María E. Fránquiz, The University of Texas at Austin

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

1. Meeting Them Where They Are: Studying Youth Literacies In and Out of School
   Allison Skerrett, The University of Texas at Austin
   Randy Bomer, The University of Texas at Austin
   Michelle Fowler-Amato, The University of Texas at Austin
   Katrina Jansky, The University of Texas at Austin

2. Youth Participatory Action Research and Projects in Humanization (PhD): Methodological Considerations
   Valerie Kinloch, The Ohio State University

3. Worthy Witnessing in Literacy Research
   Maisha T. Winn, University of Wisconsin-Madison
Supporting Greater Content Knowledge in Early Literacy Instruction
Chair: Tanya S. Wright, Michigan State University
Discussant: Gina Cervetti, University of Michigan
This symposium explores current practice and new interventions for content-rich early literacy instruction. Paper 1 examines vocabulary instruction during informational text read-alouds in kindergarten. Paper 2 looks at the effects of a pre-kindergarten curriculum designed to develop children’s vocabulary, concept learning, and scientific inquiry knowledge. Paper 3 examines the impact of teacher expertise on the effects of a content-based shared book reading curriculum for preschool English language learners.

1. Informational Text Read-Alouds as a Context for Vocabulary Instruction in Kindergarten: Are They Common Enough for the Common Core?
   Tanya S. Wright, Michigan State University
2. Examining the Impact of a Content-Rich Vocabulary Intervention on Children’s Developing Understanding of the Information Genre and Scientific Inquiry
   Susan Neuman, University of Michigan
3. The Role of Preschool Teacher Instructional Support on the Conceptual and Vocabulary Knowledge Growth of English Language Learners
   Sharolyn Pollard-Durodola, Texas A&M University
   Jorge E. Gonzales, Texas A&M University
   Laura Saenz, The University of Texas at Pan American
   Aaron Taylor, Texas A&M University
   Denise Soares, Texas A&M University
   Catherina Carvalho, Texas A&M University

Leveraging Contexts, Learning Across Spaces: Research on Adolescents’ Literacies
Chair: Jie Yie Park, Bard College
Discussant: Rena M. Harris, University of Pennsylvania
Adolescents today encounter and make sense of multiple texts and contexts, and cross borders—institutional, cultural, social—on a daily basis. Yet, it is common for researchers to compartmentalize, albeit unintentionally, adolescent lives and identities. This symposium brings together the research of educational researchers who work in different learning contexts. We believe sharing our work in different spaces creates a fuller picture of the lives of adolescents as they move within and across contexts.

Presenters:
   Mary Frances Buckley, University of Pennsylvania
   Susan Bickerstaff, Teachers College, Columbia University
   Jie Yie Park, Bard College
   Rena M. Harris, University of Pennsylvania

Home–School Partnerships: Engaging Families in Literacy Events Consequential for School Success
Chair: Kenneth Kunz, Bloomfield College
Discussant: Jeanne R. Paratore, Boston University
Research demonstrates that children benefit from collaborative support from families and teachers. Yet, the unevenness in effectiveness of programs intended to support home–school partnerships suggests the lack of clarity around what works. This symposium examines outcomes from three studies designed to increase children’s early literacy achievement by engaging families in literacy events consequential for school success. Discussion will focus on the procedures relevant to each program and the extent to which these explain project outcomes.

1. Modeling Interactive Story Book Reading and Play with High-Needs Mothers and their Preschoolers to Enhance Language and Literacy: A Video Interactive Program (VIP)
   Lesley M. Morrow, Rutgers, The State University of New Jersey
   Alan L. Mendelsohn, New York University Langone Medical School
   Samantha Berkule, Marymount Manhattan College
   Kellyanne Healey, Rutgers, The State University of New Jersey
2. Dads Read
   Susan Dougherty, Rutgers, The State University of New Jersey
   Jennifer Bryson, Boston University
3. Effects of Family Literacy Program on Literacy Uses of Parents and on Their Children’s Literacy Uses and Abilities
   Jeanne R. Paratore, Boston University
   Christina Marie Cassano, Salem State University
   Christine Leighton, Emmanuel College
   Lisa O’Brien, Boston University
   Jamie Baughan, Boston University
   Rebecca Katz, Boston University
   Barbara Krol-Sinclair, Chelsea Public Schools

Reading Across Borders: Researching New Literacies in Australia, Canada and the U.S.
Chair: Katina Zammit, University of Western Sydney
Discussant: Katina Zammit, University of Western Sydney
Our intent is to examine specific examples of reading research related to new literacies and multimodal texts in Australia, Canada and the U.S. By looking across these three countries, within the context of elementary and secondary literacy education, we intend to challenge the notion of what constitutes reading and offer practical suggestions for educators and teacher educators.

1. “Good Readers Read Fast”
   Jacqueline d’Warte, University of Western Sydney
2. Literacy Practices of Teachers in Challenging Contexts in the Later Years of Schooling
   Katina Zammit, University of Western Sydney
THURSDAY

1:15PM-2:45PM  MARINA VI-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Talking about Race, Racism, and Social Justice Education through Literacy Education: Fostering Relationships with 21st Century’s Literate and Cultural Identities of Learners and Teachers
Chair: Keonhee Tao Han, University of Wyoming
Discussants: Cynthia Brock, University of Nevada, Reno
Patricia A. Edwards, Michigan State University

The purpose for the alternative session is to provide a space to talk about race and social justice issues in schools and teacher education. Research results point to one direction—developing critical consciousness and praxis to work with racial Others. The crucial point is education: Talking about race, researching and seeking approaches for social justice education must charge on.

Presenters:
Marga Madhuri, University of La Verne
Charlene M. Mendoza, University of Arizona
Donna King, Pennsylvania State University
Bogum Yoon, State University of New York at Binghamton
Stephanie Talley, Abilene Christian University
Keonhee Tao Han, University of Wyoming

1:15PM-2:45PM  NAUTILUS 1-LOWER LEVEL
PAPER SESSION

Rethinking Composition: Multimodal Content and Student Content Construction
Chair: Christian Ehret, Vanderbilt University
Discussant: Jacqueline McClain Culpepper, Mercer University

1. Reframing Composition in School: A Shifting Focus Analysis of Digital Video (DV) Curriculum Integration
   David L. Bruce, University at Buffalo
   Suzanne Miller, University at Buffalo
   Colette Carse, University at Buffalo

2. Studying the Meaning Potential of Digital Storytelling—A Genre Perspective on New Literacies
   Xiqiao Wang, University of Michigan

3. “I Never in My Life Had Done This and It’s Really Special:” Elementary Students’ Perceptions of Blogging
   Ewa McGrail, Georgia State University
   Anne Davis, Georgia State University

1:15PM-2:45PM  NAUTILUS 2-LOWER LEVEL
PAPER SESSION

Literacy, Collaboration, and Facilitation in a Technology-Infused Classroom
Chair: Silvia Nogueron-Liu, University of Georgia
Discussant: James Lorne Nahachewsky, University of Victoria

1:15PM-2:45PM  NAUTILUS 3-LOWER LEVEL
PAPER SESSION

Studying Methods of Teaching Writing and Giving Feedback
Chair: Catherine Olsen Maderazo, California State University, Fullerton
Discussant: Roya Qualls Scales, Western Carolina University

1. Improving Student Writing through Peer Feedback
   Shelley Stagg Peterson, University of Toronto
   Robert Kohls, University of Toronto
   Jennifer Shade Wilson, University of Toronto

   Faryl Kander, Oklahoma State University

3. Teachers’ Constructions of Student Writers over Time
   Sarah McCarthy, University of Illinois at Urbana-Champaign
   Rebecca Lindsay Woodard, University of Illinois at Urbana-Champaign
   Grace Kang, University of Illinois at Urbana-Champaign

1:15PM-2:45PM  NAUTILUS 4-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Link Research to Practice
Chair: Deborah Litt, Trinity, Washington University
Discussant: Victoria Risko, Vanderbilt University

During three rounds of concurrent small group sessions, members of the Teacher Education Research Study Group will describe an assignment, activity, or structure they have found to be particularly effective in developing strong literacy teachers. They will also share the findings of their research on the practice.

Presenters:
Sherry Dismuke, Boise State University
Elizabeth Dobler, Emporia State University
Kathy Ganske, Vanderbilt University
Heather Taxis Greene, Chapel Hill/Carrboro Schools
Dana L. Grisham, National University
Leigh A. Hall, University of North Carolina at Chapel Hill
Chinwe Ikpeze, St. John Fisher College
Karen Kindle, University of South Dakota
Diane Lapp, San Diego State University
Lotta Larson, Kansas State University
1:15PM-2:45PM  ROOM 411-FOURTH FLOOR
PAPER SESSION
Investigating Uses of Literacy Practices: Literacy Coaches’ Uses of Literacy Practices and College Students’ Uses of Digital Literacies

Chair: Carole Janisch, Texas Tech University
Discussant: Nancy Flanagan Knapp, University of Georgia

1. **Literacy Coaches’ Perspectives of Themselves as Literacy Leaders: Results from a National Study of K-12 Literacy Coaching and Leadership**
   Kristine Calo, Hood College
   Kimberly K. Kopfman, George Mason University

2. **Mongolian University Students’ Everyday Digital Literacy Practices**
   Daarimaa Marav, Monash University

1:15PM-2:45PM  SEABREEZE I-FIRST FLOOR
PAPER SESSION
Possibilities for Data Analysis in Literacy Research

Chair: Anne Swenson Ticknor, East Carolina University
Discussant: Casey Burkholder, Concordia University

1. **The Application of a “Histories” Methodology to Analysis of Data from ISMART**
   Robert Calfee, Stanford University
   Margaret Curwen, Chapman University

2. **Uses of Discourse Analysis in Literacy Research**
   Rachael Gabriel, University of Connecticut
   Jessica Nina Lester, Washington State University
   Carlos J. Anguiano, Washington State University

3. **What Kind of Sign is Occupy Wall Street? Toward an Integrated Model of Semiotic Analysis for Multimodal Texts**
   Mark Allen Dressman, University of Illinois at Urbana-Champaign

1:15PM-2:45PM  SEABREEZE II-FIRST FLOOR
PAPER SESSION
What Motivates Children to Read?

Chair: Chandra P.S. Chauhan, Aligarh Muslim University
Discussant: Allison Ward Parsons, George Mason University

1. **A Mixed-Methods Study on English Language Learners’ Reading Motivation**
   Maria Selena Protacio, Western Michigan University

2. **Listening to the Voices of Boys: A Mosaic Approach to Exploring the Motivation to Engage in Reading**
   Krista Fiedler, University of Denver
I. Content Analysis of Critical Literacy Lessons: Unpacking Preservice Teachers’ Assumptions and Use of Multiple Literacies in Teaching for Social Justice
   Rita Chen, University of Wisconsin, La Crosse

II. Developing the Hive Society: One Teacher’s Journey to Harness New Literacies in Her Classroom
   Jane Marie Saunders, Texas State University–San Marcos
   Gwynne Ellen Ash, Texas State University–San Marcos

III. Digital Divisions in Literary Form: Constructions of Immigrant Youth’s Literacy Practices in International Children’s Literature
   Jennifer M. Graff, University of Georgia

IV. Disciplinary Literacy and Project-Based Learning: An Analysis of the Literacy Texts and Practices in Secondary Project-Based Learning Classrooms
   David Gallagher, Mount Saint Mary College
   Matt J. Hollibush, Mount Saint Mary College

V. Exploring the Delicate Balances between Child-Centered and Explicit Pedagogy through the Lens of Systemic Functional “Grammatics” in an Urban Third Grade Classroom
   Patricia C. Paugh, University of Massachusetts Boston

VI. Extending Book Groups Beyond the Classroom and into Cyberspace: Why Do It?
   Elizabeth Petroelje Stolle, Grand Valley State University

VII. Literary Understanding in a Time of Common Core Standards: Conversations Concerning Harper Lee’s To Kill a Mockingbird
   Anne DiPardo, University of Colorado Boulder
   Michael Wenk, University of Colorado Boulder

VIII. One-to-One in the Inclusive Classroom: The Perspectives of Paraeducators Who Support Adolescents with Autism Spectrum Disorder
   Christopher John Robert Healy, University of Maine

IX. Professional Development and the Policies that Encompass Reading: Preparing Teachers for the Challenges of the 21st Century
   Linda E. Martin, Ball State University
   Sherry Kragler, University of South Florida Polytechnic
   Kathryn L. Bauserman, Indiana State University
   Diana J. Quattoche, Indiana State University

X. Storytelling As a Literacy Tool for Somali Bantu English Language Learners
   Zaline Roy-Campbell, Syracuse University

XI. Using a Multiliteracies Pedagogical Framework to Examine Mobile Educational Applications in Content-Area Instruction
   Rachel Karchmer-Klein, University of Delaware
   Chrystalla Mouza, University of Delaware
   Sohee Park, University of Delaware

3:00PM-3:40PM
NAUTILUS 5-LOWER LEVEL
ROUND TABLES 3A

3:00PM-4:30PM
PAPER SESSION
EXECUTIVE CENTER 1-FIRST FLOOR

Constructing “Struggling” Readers, Disability, and Trauma in Children’s Literature
Chair: Seemi Aziz, Oklahoma State University
Discussant: Ted Kesler, Queens College, CUNY
1. Perspectives on Disability in Children’s Literature Discussions
   Donna Adomat, Indiana University
   Aimee Rogers, University of Minnesota
3. Summer’s End and Sad Goodbyes: Children’s Picturebooks about Death and Dying
   Angela M. Wiseman, North Carolina State University

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

Preservice Teachers and Disciplinary Literacy Practices
Chair: Lea Calvert Evering, Indiana University of Pennsylvania
Discussant: Susan Lenski, Portland State University
1. Questioning Disciplinary Literacy Messages: A Critical Content Analysis of Elementary Literacy Methods Textbooks
   T. Jared Robinson, Brigham Young University
   Jennifer J. Wimmer, Brigham Young University
   Roni Jo Draper, Brigham Young University
2. Disciplinary Literacy Pedagogy Development of STEM Preservice Teachers
   Steve Hart, California State University, Fresno
   Stephanie M. Bennett, University of South Florida
3. Preservice Teachers’ Conceptions of Using Content Area Texts for Subject Matter Instruction
   Eric Rackley, Brigham Young University-Hawaii
   Deanna Birdyshaw, University of Michigan

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

Supporting English Learners through Professional Development
Chair: Brian C. Rose, Georgia Gwinnett College
Discussant: Lara J. Handsfield, Illinois State University
1. An Ecological Perspective on In-Service English Language Learner (ELL) Teacher Professional Development
   Brian C. Rose, Georgia Gwinnett College
2. Bridging the Theory-To-Practice Divide: Collaborations that Promote Responsive Literacy and Language Instruction for Beginning Teachers and their Young English Learners
   Teresa R. Fisher, Georgia State University
3. Collaborative Inquiry Community: Teacher Collaboration to Support English Language Learners (ELLs) across the School Day
   Kathryn Esther Ciechanowski, Oregon State University
   Holly Berman, Corvallis School District
2. Reading on Screen and in Print: Investigating the Implications of
Examining the Influences of Multimodal/Multimedia Composition
Chair: M. Kristiina Montero, Wilfrid Laurier University
Discussant: Eline Rubinstein-Avila, University of Arizona
1. Second Language Literacy, Immigration, and Globalization
Mary Esther Huerta, Texas State University-San Marcos
Bertha Perez, The University of Texas at San Antonio
2. Latino/a Children and Disciplinary Literacy in Out-of-School
Contexts
Kathy Marie Bussert-Webb, The University of Texas at Brownsville
Maria E. Diaz, The University of Texas at Brownsville
3. Community Voices and the Problem of English: Rethinking
Language Practices
Amy Vetter, University of North Carolina at Greensboro
Colleen M. Fairbanks, University of North Carolina at Greensboro
Claire Lambert, University of North Carolina at Greensboro

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

Studies of Pre-School and Kindergarten Reading and English Language Learner (ELL) Programs
Chair: Kelly Puzio, Washington State University
Discussant: Elizabeth L. Jaeger, University of Arizona
1. Are the Expectations of Kindergarten Core Reading Programs Aligned with the Common Core State Standards?: A Content Analysis of Kindergarten Reading Programs
Meghan K. Block, Grand Valley State University
2. Kindergarten Students' Social Studies, Vocabulary, and Content Literacy Learning from Interactive Read-Alouds of Informational Texts
Stephanie L. Strachan, Michigan State University
3. Pre-Service Teachers' Perspectives on the Language and Literacy Development of Pre-School English Language Learners (ELLs) through Home Visits
Iliana Reyes, University of Arizona
Ana Christina Iddings Da Silva, University of Arizona

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

Multilingualism and 21st Century Literacies
Chair: Kate Elizabeth Kedley, University of Iowa
Discussant: Patricia E. Venegas, University of Wisconsin-Madison
1. Examining the Influences of Multimodal/Multimedia Composition on Adolescent English Language Learners' (ELLs) Literacy Development and Identity Exploration
Elizabeth C. Lewis, Dickinson College
2. Reading on Screen and in Print: Investigating the Implications of Literacy Practices of English as an Additional Language (EAL) Learners for Curriculum and Instruction
Reginald Arthur D'Silva, University of British Columbia
Lee Gunderson, University of British Columbia
Dennis Murphy Odo, Georgia State University

3:00PM-4:30PM  GRAND BALLROOM A-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Developing 21st Century Literacy Leaders: Connecting the Work of Principals, Coaches, and Teachers
Chair: Nancy Shanklin, University of Colorado Denver
Discussant: Pamela A. Mason, Harvard University
This session highlights seven studies of school administrators and teacher leaders working together to teach 21st century literacy skills. The studies show how leaders across levels and settings have been successful in creating and sustaining professional learning systems to improve student literacy achievement. Presentations include school-level case studies, studies of literacy leadership across schools, and examinations of school-based leadership within larger state-level contexts. Participants will discuss findings as related to established frameworks for literacy leadership.
1. How a Principal and Leadership Team Use Video to Focus Adult and Student Learning
Jacy Ippolito, Salem State University
2. Understanding the Role of a Middle School Principal in Supporting Literacy Coaching Efforts
Mia Young, Florida State University
3. Using 21st Century Data Systems to Uncover Effective K-12 Urban Principals in Schools Achieving High Growth with English Language Learners (ELLs)
Nancy Shanklin, University of Colorado Denver
4. Collaborative Leadership Actions that Improved Student Literacy and Engagement in Rural High Schools
Julie Meltzer, Public Consulting Group
5. District Support of School-Based Literacy Initiatives in an Urban Florida County
Judith Irvin, Florida State University
6. Examining the Impact of High School Principals' Involvement in School-wide Reading Achievement Using Growth Modeling
Monica Zucker, University of Colorado Denver
7. "Beating the Odds" Literacy Leadership
Evan Lefsky, Public Consulting Group

3:00PM-4:30PM  MARINA I-FIRST FLOOR
SYMPOSIUM

Exploring the Identities of High School Readers
Chair: Kristine E. Pytash, Kent State University
Discussant: Dixie D. Massey, University of Washington
Literacy is a socially situated practice embedded in specific contexts with specific purposes. When studying the literacy practices of adolescents from a sociocultural perspective, researchers must acknowledge the complexity of literacy in the lives of youth and examine the ways that they use literacy in different contexts. The purpose of this symposium is to examine the high school reader in three different settings: the football field, the social studies classroom, and the traditional English classroom.
Thursday

1. "We All We Got": Discovering and Integrating Football Literacies and Discourse
   Lynn Rudd, McKinley High School

2. "Putting Ourselves in Their Shoes": Case Studies of Four Teenagers' Reading Experiences with Nonfiction Literature in a Social Studies Classroom
   Shannon L. Beach, Chagrin Falls High School

3. "What’s the Catch?": Implementing Reading Choice in a High School Classroom
   Denise N. Morgan, Kent State University
   Christopher Wagner, Gahanna Jefferson Public Schools

3:00PM-4:30PM MARINA IV-FIRST FLOOR
SYMPOSIUM

Retrospective Miscue Analysis
Chair: Prisca Martens, Towson University
Discussant: Patricia L. Anders, University of Arizona

Readers Discovering Themselves through Retrospective Miscue Analysis (RMA): The 21st Century Reader
Chair: Prisca Martens, Towson University
Discussant: Patricia L. Anders, University of Arizona

New Models for New Texts: Shifting from Professional Development to Professional Inquiry
Chair: Lisa Zawilinski, University of Hartford
Discussant: Katina Zammit, University of Western Sydney

Since technological advances are driving much of the change that we see in information and communication, researchers and educators are attempting to answer the important question: How do we design instruction that enables educators to cultivate digital literacies for themselves as well as their students? These studies look at teachers' perceptions of New Literacies and perceived changes in their classroom practice.

1. New Literacies, New Complexities: A Model of Professional Development with Chinese Teachers
   Hiller A. Spires, North Carolina State University
   Meixuan Zheng, University of the Pacific

2. Building Capacity to Utilize Digital Texts and Tools in a Blended Learning Environment
   William Ian O'Byrne, University of New Haven
   Tammy Brown, Marywood University
   Jane Helman, Marywood University
   Sue Nash-Ditzez, Georgian Court University
   Francis DeMatteo, Marywood University

3. Exploring Growth in Teacher Dispositions through the Use of Visual Analogies
   Greg McVerry, Southern Connecticut State University
   Pauline Parker, Lower Pioneer Valley Educational Collaborative

3:00PM-4:30PM MARINA V-FIRST FLOOR
SYMPOSIUM

Critical Media Literacies in the Content Areas
Chair: Christina L. Madda, Northeastern Illinois University
Discussants: Michael Manderino, Northern Illinois University
           Sana Ansari, University of Illinois at Chicago

This symposium addresses issues in critical media literacy and multimodality in the disciplines, particularly History, Science, and English. Papers include: a mixed-methods analysis of Graphic Novel Histories; a proposal for assessing student-made videos in science; and an exploration of literature, popular culture, and adolescent identity in an English Language Arts classroom. Through the juxtaposition of three disciplines, we will engage the audience in a conversation about disciplinary critical literacies in the 21st century.

1. Face Down in the Gutter: Affordances and Roadblocks for Critical Reading in Graphic Histories
   William Boerman-Cornell, Trinity Christian College

2. Don’t Dump, Drains to the Brook: Engaging and Assessing Critical Science Literacies through Videomaking
   Eli Tucker-Raymond, TERC

3. A Raisin, The Flavor of Love, and Critical Literacy
   Jung E. Kim, Lewis University

Readers Discovering Themselves through Retrospective Miscue Analysis (RMA): The 21st Century Reader
Chair: Prisca Martens, Towson University
Discussant: Patricia L. Anders, University of Arizona

This symposium focuses on retrospective miscue analysis as a social practice to advocate a critical and holistic view of literacies in the 21st century. We explore recent work with readers of different ages, proficiencies, and languages to demonstrate relationships between readers' revaluing reading and themselves as readers and their reading proficiency.

1. The Past, Present and Future of RMA Theory and Practice
   Yetta Goodman, University of Arizona

2. The Revaluing of "The Mighty Readers"
   Prisca Martens, Towson University

3. RMA: Critical Dialogues with English Language Learner (ELL) Readers
   Koomi Kim, New Mexico State University

4. Are They Doing Miscue Analysis?: High School Students “Experience Language” and Revaluing through Collaborative Retrospective Miscue Analysis
   Heidi Bacon, University of Arizona
Exploring Adolescents’ Personal Use of New Literacies: The Realities and Implications

Chair: Sharon Pitcher, Towson University

The session examines roles new literacies play in adolescents’ personal learning from different perspectives. Small group sessions include: a case study of an adolescent’s journey from failing to excelling; how a group of struggling, high school readers became passionate about social studies using media; how struggling ninth grade readers used e-books; and how college English Language Learner (ELL) students reflected on using technology. A group discussion will explore what we learned and ideas for further research.

1. In Her Own Words: A High School Student’s Journey From Failing to Excelling
Sharon Pitcher, Towson University
Gilda Martinez-Alba, Towson University

2. Discovering the Power: A Journey Toward Critical Literacy Through Media
Carol J. Delaney, Texas State University–San Marcos
Sandra F. Matson, Texas State University–San Marcos

3. A Reading Nook
Victoria R. Gillis, University of Wyoming
Dennise Pegler, Berkmar High School
Megan C. Marshall, University of Wyoming

4. Got Tech?
Gilda Martinez-Alba, Towson University

Redefining New Literacies and Exploring Specific Literacy Practices

1. A New Culture of Literacy Learning: Bring in the Noise
Mary Frances Buckley, University of Pennsylvania

2. Bridging Traditional and Digital Literacies: An Agenda for Inquiry into Affordances
David O’Brien, University of Minnesota
Scott Voss, Apple Valley School District

3. “Workarounds” and “Walkthroughs” as New Digital Literacies: Circumventing Perceived Design Limitations in Virtual Worlds for Youth
Rebecca Black, University of California, Irvine
Stephanie Reich, University of California, Irvine
Ksenia A. Korobkova, University of California, Irvine

Methods for Analyzing Adolescents’ Engagement and Motivation

1. Intrinsic, Contextual, and Variable: Exploring the Complexity of Adolescent Reading Motivation in an Urban Secondary “Reading School”
Chantal Francois, Rutgers, The State University of New Jersey

2. Methods for Evaluating Literacy Engagement as a Dynamic Construct in an Integrated Social Studies/English Language Arts (ELA) Classroom
Jacquelynn A. Malloy, Anderson University
Seth A. Parsons, George Mason University
Allison Ward Parsons, George Mason University
Sarah Cohen Burrowbridge, Lynbrook Elementary School

3. Relationally Mediated Literacy Engagement among Adolescents: Processes and Transformations
Peter Johnston, University at Albany
Gay Ivey, University of Wisconsin–Madison

Scholars of Color and of Diverse Linguistic Backgrounds Bringing Their Teaching Methods, Practices, and Developing Praxis into Spheres of Discourse

In this cross-ethnic and institutional session a group of junior scholars of color and of diverse linguistic backgrounds bring their teaching methods, practices, and developing praxis into spheres of discourse. To further the discussion on the sociocultural and sociopolitical context of their own teaching and learning experiences as well as those of the
students they teach, presenters will draw from scholarship related to
critical literacy, social justice, and multiculturalism.

Presenters:
Julia López-Robertson, University of South Carolina
Rachelle Washington, Clemson University
Toni Williams, University of South Carolina
Kinga Varga-Dobai, Georgia Gwinnett College

3:00PM-4:30PM SEABREEZE I-FIRST FLOOR
SYMPOSIUM

Perspectives on Culturally Responsive Reading Instruction
Chair: Ellen McIntyre, North Carolina State University
Discussant: Cheryl Dozier, University at Albany

With the increasing diversity in U.S. schools in the last few decades, much scholarship illustrating culturally responsive instruction (CRI) has emerged. The purpose of this symposium is to address questions that remain. This session will present three studies focused on issues related to CRI. The presentations will address the principles of culturally responsive practice that are aligned with research-based practice, how culturally responsive reading instruction can be assessed, and professional development for teachers attempting CRI.

1. Principles and Practices of Culturally Responsive Reading Instruction: Study and Synthesis
Ellen McIntyre, North Carolina State University
Nancy F. Hulan, Western Kentucky University

2. Assessing Culturally Responsive Instruction
Susan Chambers Cantrell, University of Kentucky
Rebecca Powell, Georgetown College

3. Seeing Possibilities in Practice: Exploring Elementary Teacher Candidates’ Visions of Culturally Responsive Reading Instruction
Jennifer Turner, University of Maryland

3:00PM-4:30PM SEABREEZE II-FIRST FLOOR
PAPER SESSION

Pathways and Perspectives to Biliteracy Development
Chair: Audrey Lucero, University of Oregon
Discussant: Sunita Singh, Le Moyne College

1. Examining Biliteracy as Processes: Case Studies of Bilingual Young Adults and Their Lifeworlds
Nadia Regina Granados, University of Arizona

2. Demands and Opportunities: Analyzing Academic Language in a First Grade Dual Language Classroom
Audrey Lucero, University of Oregon

3. El Camino se Hace al Andar: Biliteracy a Pathway to Closing the English Learner Achievement Gap
Cristina Alfaro, San Diego State University
Jorge Ramirez, Chula Vista ESD

3:00PM-4:00PM ROOM 411-FOURTH FLOOR
ALTERNATIVE FORMAT SESSION

¡Ahás! from the OneVille Project: Designing Communication Infrastructure with Students, Teachers, and Parents in a Diverse Community
Chair: Mica Pollock, University of California, San Diego

Most school districts are out to regulate and restrict student texting and fear student-teacher texting as particularly inappropriate. But might this youth-dominated channel in fact be a 21st century portal to personalized social-emotional and academic support for youth, even linking students and teachers across typical boundaries of race, class, and tech literacy? This presentation shares first findings from participatory design research on texting, conducted by youth and teachers in the diverse, immigrant-heavy city of Somerville, MA. In a design research project welcomed by Somerville district and school administration, teachers and students at the district’s alternative high and middle school have been testing how one-to-one texting might support students, teachers, and mentors to communicate rapidly about students’ personal and academic needs. Their work raises deep questions for city schools considering how to forge supportive student-teacher relationships in the digital age.

1. Texting as a Channel for Personalized Youth Support: Participatory Design Research by City Youth and Teachers
Mica Pollock, University of California, San Diego
Uche Amaechi, Harvard Graduate School of Education
Teachers and Students of Full Circle/Next Wave, Somerville Public Schools

3:50PM-4:30PM NAUTILUS 5-LOWER LEVEL
ROUNDTABLES 3B

I. “Let’s Write About the Book!”: Changes in English Language Learners’ (ELLs’) Writing Through an Interactive Read-Aloud and Interactive Writing Intervention
Susan King Fullerton, Clemson University
Sheliah G. Durham, Clemson University
Heather McCrea-Andrews, Clemson University

II. Disciplinary Literacy in History: The Perspectives of Middle Grade Teachers
Elizabeth G. Sturtevant, George Mason University
Julie K. Kidd, George Mason University
Michelle M. Buehl, George Mason University
Ana Taboada Barber, George Mason University

III. Enhancing Teacher Knowledge and Skills Related to Early Literacy Instruction
Kimberly Anderson, University at Albany
Donna Scanlon, University at Albany
Virginia Goatley, University at Albany
Lynn Gelzheiser, University at Albany
Anita DeSarbo, University at Albany

IV. Exploring Global Literature and Cosmopolitan Critical Literacy with Middle School Students in an International Charter School
Judith M. Dunkerly, University of Nevada, Las Vegas
Thomas W. Bean, University of Nevada, Las Vegas
LeAnn G. Putney, University of Nevada, Las Vegas
V. Factors Affecting the Underuse of Multicultural Texts in Reading Programs
   Claudette Thompson, St. Bonaventure University

VI. High School Students’ Emotional Responses to Academic Reading Engagement in Science: Relationships to Achievement
   M. Cecil Smith, Northern Illinois University
   Solanlly Ochoa-Angrino, Pontificia Universidad Javeriana

VII. Integration of Higher Order Thinking with Authentic and Complex Reading and Writing Tasks: A Framework for High Literacy Teaching in Secondary Language Arts Classrooms
   Matt J. Hollibush, Mount Saint Mary College

VIII. Negotiating in and of the World: The Impact of Rurality on Access to Text
   Anne Gregory, Boise State University
   Mary Ann Cahill, Boise State University

IX. Parent-Child Interactions During a Read-Aloud: A Comparison Between Tablet and Traditional Texts
    Kathryn Lake MacKay, Brigham Young University
    Kendra Hall-Kenyon, Brigham Young University

X. Shifting with Common Core: How Common Core Standards and Related Factors Influence Teachers’ Planning and Instruction in Literacy
   Aimee Lyn Papola, Loyola University

XI. The Constrained Use of Constrained Measures of Reading Achievement
    Robert Calfee, Stanford University

XII. The Impact of E-Readers on Adolescent Students’ Reading Motivation
    Roberta Greer Raymond, Sam Houston State University
    Mary E. Robbins, Sam Houston State University
    Debra P. Price, Sam Houston State University
    Hannah Gerber, Sam Houston State University
    Nancy Votteler, Sam Houston State University

4:45PM-6:00PM HARBOR ISLAND BALLROOM - FIRST FLOOR
PLENARY ADDRESS ONE

Chair: Jennifer Turner, University of Maryland

I. Distinguished Scholar Lifetime Achievement Award Presentation
   Jane A. Hansen, University of Virginia

II. Early Career Achievement Award Presentation
    David O’Brien, University of Minnesota

III. Introduction of Speaker
    David Bloome, The Ohio State University

IV. Plenary Address: How the Online World is Changing the Relationship Between Everyday Literacy Practices and Educational Possibilities
    David Barton, Lancaster University, United Kingdom

6:15PM-7:15PM GRAND BALLROOM A - FIRST FLOOR
TOWN HALL MEETING (BRING YOUR LAPTOP)

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

9:00PM-11:00PM GRAND BALLROOM A - FIRST FLOOR
BAND PERFORMANCE: “THE DIPTHONGS” WITH TOM BEAN AND FRANK SERAFINI (CASH BAR)
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SESSION TYPE DESCRIPTIONS

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

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

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

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

**STUDY GROUPS**
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.

**AREA CHAIRS AWARD SESSIONS**

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

**CONFERENCE CHAIR INVITED SESSIONS**
are sessions where the speakers have been invited to present by the 2012 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

**PLENARY ADDRESSES**
are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
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**Friday Schedule**

- Minda Lopez, Texas State University-San Marcos
- Marie Arnold Mendoza, Texas State University-San Marcos

**II. I Don’t Just Teach Social Studies, I Teach Literacy Too: Social Studies Education Pre-Service Teachers’ Beliefs About Disciplinary Literacy in a Social Studies Classroom**
- Stephanie M. Bennett, University of South Florida

**III. If the Book Fits: Appropriate Text Selection for Adolescents with Learning Disabilities and Emotional and/or Behavior Difficulties**
- Charlotte Anne Mundy, University of Alabama
- Nicole Swoszowski, University of Alabama
- Melinda Leko, University of Wisconsin-Madison
- John Dantzler, University of Alabama

**IV. Investigating 21st Century Literacies: Considering Links between Discourse Patterns, Teacher Epistemologies, and Implications for Student Literacy Acquisition**
- Julie W. Ankrum, University of Pittsburgh at Johnstown
- Maria Genest, University of Pittsburgh
- Aimee L. Morewood, West Virginia University

**V. Is “Close Reading” Better Reading?: The History and Pedagogy of Close Reading Practices**
- Amy Koehler Catterson, University of California, Berkeley
- P. David Pearson, University of California, Berkeley

**VI. Negotiating Teacher and Student Identities in a Diverse Learning Community**
- Katharine Chamberlain, The University of Texas at Austin

**VII. Preservice Teachers’ Modifications for English Language Learners (ELLs) as Reported on the Teacher Work Sample**
- Melinda Miller, Sam Houston State University
- Helen Berg, Sam Houston State University
- Donna Cox, Sam Houston State University

**VIII. Self-Representation of Black Adolescent Girls Through Writing**
- Gholnecsar E. Muhammad, University of Illinois at Chicago

**IX. Teacher Professional Development: A Model that Works**
- Priscilla Griffith, University of Oklahoma
- Jiening Ruan, University of Oklahoma

**X. The Effects of Intervention Duration on the English Vocabulary Development of Native Speakers and English Learners Who Participated in a Multi-Faceted Vocabulary Program**
- Jeni R. Davis, University of South Florida
- James F. Baumann, University of Missouri-Columbia
- Justin N. Arner, University of Missouri
- Ann Bates, National Louis University
- Camille Blachowicz, National Louis University
- Char Cieply, National Louis University
- Patrick Manyak, University of Wyoming
- Heather Peterson, University of Wyoming

**XI. Using Technology to Foster Participatory Culture in an Elementary Classroom: An Examination of Literacy Practices During Content Learning**
- Jill Castek, Portland State University
- Jessica Mangelson, Benedictine University

**S.T.A.R. Mentoring Program Poster Session**
**Chair:** Julia Lopez-Robertson, University of South Carolina

The S.T.A.R. (Scholars of color Transitioning into Academic Research) mentoring program intends to support researchers who conduct high-quality, literacy-related research that addresses the issues and opportunities related to diversity. In this poster session, the STAR mentees will provide an overview of their current research project(s) and how they relate to issues of multiculturalism, diversity, and equity in literacy education. A great opportunity to meet and greet the members of the cohorts participating in this program, and to engage in meaningful discussions.
FRIDAY

conversations on literacy research within culturally and linguistically diverse communities.

Presenters:
Yoo Kyung Sung, University of New Mexico
Carol Brochin-Ceballos, The University of Texas at El Paso
Tisha Y. Lewis, Georgia State University
Seemi Aziz, Oklahoma State University
Marva Jeanine Solomon, Angelo State University
P. Zitlali Morales, University of Illinois at Chicago
Silvia Nogueron-Liu, University of Georgia

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

SYMPOSIUM

The Power of Visions: Exploring Spaces in Literacy Teacher Education and Development

Chair: Seth A. Parsons, George Mason University
Discussant: Amy Vetter, University of North Carolina at Greensboro

Researchers suggest that teachers with a vision are best prepared to succeed in the complex job of teaching reading because a vision enables teachers to do what is best for their students despite restrictive mandates commonplace in teaching reading. In this session, researchers from five different institutions present research that used various theoretical perspectives and methods to explore preservice and inservice teachers’ visions to examine the role visioning plays in reading teachers’ work and development.

1. The Development of Teachers’ Visions Over Time
   Seth A. Parsons, George Mason University

2. Visioning: Preservice Teachers Using Autoethnography to Examine their Histories
   Margaret Vaughn, University of Idaho
   Candace Kuby, University of Missouri

3. The Evolution of Preservice Elementary Education Teachers’ Visions
   J. Baxter Williams, Western Carolina University
   Roya Qualls Scales, Western Carolina University

4. Visioning within the University Supervisor and Student Intern Dyad
   Leslie E. La Croix, George Mason University
   Julie K. Kidd, George Mason University

5. A Cross-Cultural Study of Preservice Teachers’ Visions
   J. Baxter Williams, Western Carolina University
   Eithne Kennedy, St. Patrick’s College

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

PAPER SESSION

Preservice Teachers’ Perspectives on Literacy and Nondominant Students

Discussant: Mark D. Vagle, University of Minnesota
Chair: Eileen M. Kaiser, Northern Illinois University

1. Exploring Secondary Education and Middle Grades Preservice Teachers’ Beliefs and Attitudes Toward Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Adolescents
   Pamela J. Dunston, Clemson University
   Chris L. Massey, Clemson University
   Heather McCrea-Andrews, Clemson University
   Lienne Medford, Clemson University

2. Preservice Content-Area Teachers’ Perspectives on Race and Literacy: A Critical Race Case Study
   Kathleen A. Cullen, Syracuse University
   Kathleen A. Hinchman, Syracuse University

3. “Kids Can! I Can!” Reading Specialist Candidates Reflect on How Definitions of “Literacy” and “Disability” Influence Their Work with “Special” Students
   Kathleen Mary Collins, Pennsylvania State University
   Patrick Shannon, Pennsylvania State University
   Kathleen Shannon, Pennsylvania State University

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

PAPER SESSION

Multiple Perspectives on Literacy Coaching and Professional Development

Chair: Deborah Ann MacPhee, Illinois State University
Discussant: Antony T. Smith, University of Washington Bothell

1. Roles and Responsibilities of Reading Specialists and Literacy Coaches: A National Survey
   Rita M. Bean, University of Pittsburgh
   Jack Cassidy, Texas A&M-Corpus Christi
   Virginia Goatley, University at Albany

2. Developing Expertise in the Language of Literacy Coaching Using Video-Recorded Lessons
   JoAnne Vazzano, Northeastern Illinois University
   Christina L. Madda, Northeastern Illinois University

3. The Emotional Geographies of Becoming a Literacy Coach
   Carolyn Hunt, Illinois State University
   Lara J. Handsfield, Illinois State University

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

PAPER SESSION

Supporting Literacy Growth in Disciplinary Classrooms

Chair: Corrine Marie Wickens, Northern Illinois University
Discussant: Daniel Siebert, Brigham Young University

1. The Quantitative Literacy Connection: Is Literacy Instruction the Key to Teaching Mathematical Habits of the Mind?
   Hope Smith Davis, Indiana University South Bend
2. The Efficacy of Collaborative Strategic Reading in Science and Social Studies Middle School Classes in a Large Urban School District
   Janette Klingner, University of Colorado Boulder
   Alison Boardman, University of Colorado Boulder
   Karla Scorravacco, University of Colorado Boulder
   Amy Eppolito, University of Colorado Boulder
   Rebecca Beucher, University of Colorado Boulder
   Pamela Buckley, University of Colorado Boulder

3. ‘Reading’ Texts that Move, Dissolve, Break, and Ooze: A Categorization of Actional-Operational Texts in Earth Science and Implications for Comprehension Instruction
   Amy Alexandra Wilson, Utah State University
   Michael D. Boatright, Western Carolina University

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

PAPER SESSION

Research on Writing in Early-Childhood/Elementary Programs
Chair: Judith T. Lysaker, Purdue University
Discussant: Ann Marie Dromsky, Independent

1. “It Happened to Me”: Third Grade Students Write Towards Critical Perspectives
   Amy Seely Flint, Georgia State University
   Natasha Thornton, Georgia State University
   Eliza Allen, Georgia State University
   Megan Nason, Georgia State University
   Kamania Wynter-Hoyte, Georgia State University
   Sanjuana Rodriguez, Georgia State University

2. Content Analysis of Writing Components in Leading Core Literacy Programs
   Timothy G. Morrison, Brigham Young University
   Kathryn Lake MacKay, Brigham Young University

   Lorraine Theresa Falchi, La Escuelita
   Ysaca Axelrod, Clemson University

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

PAPER SESSION

Reading and Understanding Multimodal and Digital Texts
Chair: Aimee Rogers, University of Minnesota
Discussant: Craig A. Young, Bloomsburg University of Pennsylvania

1. Reader/Writer/Teacher/Designer: Visually Interactive Children’s Literature and You
   Dawnene D. Hassett, University of Wisconsin-Madison

2. The Untapped 90%: Beyond Simple Images to 59 Types of Graphics in Children’s Informational Texts
   Lauren Fingeret, Michigan State University

3. Children’s Literature on the Digital Move
   Shelby Anne Wolf, University of Colorado Boulder

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

SYMPOSIUM

The ORCA Project: Evaluating Seventh-Grade Performance, Across Two States, in Online Research, Comprehension, and Communication
Chairs: Elena Forzani, University of Connecticut
       Cheryl Burlingame, University of Connecticut
Discussant: Susan Goldman, University of Illinois at Chicago

This symposium presents results from the third year of the ORCA (Online Research and Comprehension Assessment) Project, an IES-funded, developmental, assessment grant designed to develop valid, reliable, and practical assessments of students’ ability to conduct research online. Representative state samples of seventh grade students from two different states (1,400 students) completed two online research tasks in science about human body systems. The papers in this symposium present results related to this research project.

1. Comparing Three Formats for Assessing Online Research, Comprehension, and Communication In Science: The Performance Characteristics of Multiple-Choice, Open Internet, and Closed, Simulated Internet Assessments
   Donald Leu, University of Connecticut
   Julie Coiro, University of Rhode Island

2. Comparing Representative State Samples of Students’ Ability to Conduct Online Research and Communicate Information: A One-to-One Laptop State vs. A State Without One-to-One Laptops
   Clint Kennedy, University of Connecticut

3. Evaluating Representative State Samples of Seventh-Grade Students’ Ability to Critically Evaluate Online Information: A Study of Two States
   Elena Forzani, University of Connecticut
   Cheryl Burlingame, University of Connecticut

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

SYMPOSIUM

Editors of Journals and Web-Based Resources Discuss the Role of Multimedia Research Representation and Dissemination
Chair & Discussant: Richard Beach, University of Minnesota

This symposium will engage editors from prominent journals and websites/podcasts in discussion about how their venues support representation of multimodal research and how they use multimodal literacies to invite and expand audiences of literacy/reading/language arts research.

Presenters:
   Peggy Albers, Georgia State University
   Elizabeth Baker, University of Missouri
   Erica C. Boling, Rutgers, The State University of New Jersey
   Caitlin McMunn Dooley, Georgia State University
   Doug Kaufman, University of Connecticut
   Susan Neuman, University of Michigan
FRIcDAY

8:45AM-10:15AM MARINA I-FIRST FLOOR SYMPOSIUM

Re-Conceptualizing Literacy Pedagogy: The What and the How
Chair: Suzanne Porath, University of Wisconsin-Madison
Discussant: Kristopher Stewart, University of Wisconsin-Madison
Over a decade ago, the New London Group (1996) called for a reform in literacy pedagogy. This symposium examines how educators are actively involved in re-defining and re-visioning what constitutes literacy pedagogy in their respective environments and provides a micro (classroom level) to macro (district level) view of how the daily discourses of the educators impact the opportunities for success in their work.

1. Critical Literacy in Literature Discussion Groups
   Mary Guay, University of Wisconsin-Madison
2. The Evolution of Technological to Authorial Pedagogy in a Reading Workshop: A Case Study
   Suzanne Porath, University of Wisconsin-Madison
3. Re-Visioning Instructional Reform: A Tale of Four Literacy Coaches
   Laura Lang, University of Wisconsin-Madison

8:45AM-10:15AM MARINA II-FIRST FLOOR SYMPOSIUM

Translation as a Generative Construct for Teaching Literacy: New Pedagogies for the Global Age
Chair: Robert T. Jiménez, Vanderbilt University
Discussant: Robert Rueda, University of Southern California
This symposium will explore new ways of leveraging the bilingual language practices of English Learners (ELs) to improve literacy skills. Presenters from three universities will share approaches to using translation in a variety of ways: as a constructive metaphor to help students understand persuasive writing, as a strategic practice to help students improve comprehension, as a linguistic resource to help students engage in literature discussions. Presenters will describe and share findings from their research.

1. Strengthening Literacy through Translanguaging Pedagogies
   Sue Hopewell, University of Colorado
2. Leveraging Translation for Writing and the Expansion of Linguistic Repertoires
   Marjorie Orellana, University of California, Los Angeles
   Danny Cortez Martinez, University of Illinois at Chicago
   Elizabeth Montano, Loyola Marymount University
3. “What’s a Chunk?”: Teaching Strategic Translation for Reading Comprehension
   Samuel David, Vanderbilt University
   Robert T. Jiménez, Vanderbilt University

8:45AM-10:15AM MARINA III-FIRST FLOOR SYMPOSIUM

Emerging Perspectives on Critical Digital Literacies’ Theory and Practice
Chair: Sarah Lohnes Watulak, Towson University
Discussant: JuliAnna Avila, University of North Carolina at Charlotte
In our digital society, acts of sharing, collaboration, and expression are enabled and supported by web-based digital technologies. Within this context, functional technology skills are only one piece of a complex digital literacy picture. Critical digital literacies purposefully meld digital and critical literacy practices, to help move beyond skills-focused engagements with technology. This symposium introduces emerging perspectives in critical digital literacy theory and practice, from elementary and middle school sites, to pre-service teacher education programs.

1. The Development of a Theoretical Framework for Critical Digital Literacies in Pre-Service Education
   Sarah Lohnes Watulak, Towson University
   Charles K. Kinzer, Teachers College, Columbia University
2. Let’s Talk about Texts: Exploring the Possibilities of a Critical Digital Literacies Framework to Facilitate Difficult Classroom Conversations
   Stephanie Schmier, University of Southern California
3. Writing Losses and Design Gains? Findings from an In-School Critical Digital Literacies Project
   Jessica Zacher Pandya, California State University, Long Beach
   Kathleah Allene Consul Pagdilao, California State University, Long Beach
   Kim (Eric) Aeloch, California State University, Long Beach

8:45AM-10:15AM MARINA IV-FIRST FLOOR SYMPOSIUM

Literacy, Language, and Identity in Immigrant Families: Three Case Studies
Chair: Lois Zamzow, University of Wisconsin-Madison
Discussant: Rohany Nayan, University of Wisconsin-Madison
Investigating 21st Century Literacies requires that we recognize and acknowledge the complexities of literacies practices for all children, including children who have emigrated from another country speaking a language other than English. This session examines immigrant families’ construction of multiple identities and literacy practices across two school years. The three case studies presented in this symposium draw upon the theories of James Gee to explore issues related to language, literacy, and identity.

1. Speaking Spanish in Uruguay and America
   Cathy Compton-Lilly, University of Wisconsin-Madison
2. "I Know English": The Beginnings of Language Brokering for a Young Immigrant Child
   Lois Zamzow, University of Wisconsin-Madison
   Christine Meng, University of Wisconsin-Madison
   Keying Wen, University of Wisconsin-Madison
8:45AM-10:15AM  MARINA V-FIRST FLOOR
SYMPOSIUM
Digging up Hidden Treasure: Exploring Alternative Texts for Teaching Academic Literacies
Chair: Xiu-fang Chen, Rowan University
Discussant: Paul Boyd-Batstone, California State University, Long Beach

This symposium draws together three studies that identify academic literacies embedded in alternative texts, graphic novels, tweets, and comic strips prevalent in outside school settings and discuss the allure and utility of these alternative texts. These studies would provide evidence of academic literacies embedded in alternative texts and potential for teachers to engage struggling, reluctant, and English learners by infusing such texts into instruction of academic literacies for adolescents.

1. From Dickens to 9/11: Exploring Graphic Nonfiction to Support the Secondary School Curriculum
Barbara Jean Guzzetti, Arizona State University
Marcia Mardis, Florida State University
Felipe Baez, Arizona State University

2. “Spacecraft Reveals Recent Geological Activity on the Moon”: Exploring NASA Tweets on Twitter as an Alternative Text for Teaching Scientific Literacies
Mellinee K. Lesley, Texas Tech University

3. Looking Beyond Pictures: Exploring Linguistic Features of Comic Strips
Shelley Xu, California State University, Long Beach

8:45AM-10:15AM  MARINA VI-FIRST FLOOR
SYMPOSIUM
Taking Stock of New Literacies: What Literacy Researchers Can Learn from Studies of Embodied Cognition
Chair: Fenice Boyd, University at Buffalo
Discussant: George G. Hruby, University of Kentucky

This year’s LRA theme demonstrates how new literacies have risen to prominence within the literacy community. Given this, within this symposium we consider what perspectives from embodied cognition may bring to new literacies and, particularly, multimodality. This set of papers presents a theoretical and historical overview of embodied cognition along with applications of this theory to research projects related to explorations of digital multimodality and the role of gesture in teaching.

1. Reading the World and Reading the Word: Enacting Meaning through our Bodily-Based Experience
James R. Gavelek, University of Illinois at Chicago

2. Embodied Teaching and Learning in the Context of Multimodal Digital Composing
Mary McVee, University at Buffalo
Suzanne Miller, University at Buffalo
Colette Carse, University at Buffalo

3. Using Gesture and Artifacts to Scaffold Reading Strategy Instruction: Considerations on the Role of Embodiment
Lynn Shanahan, University at Buffalo
Caroline M. Flury-Kashmanian, University at Buffalo
Lisa Roof, University at Buffalo

8:45AM-10:15AM  NAUTILUS 1-LOWER LEVEL
ALTERNATIVE FORMAT SESSION
Area 6 Co-Chairs Invited Session
Chairs: Roni Jo Draper, Brigham Young University
Melanie Hundley, Vanderbilt University
Eliane Rubinstein-Avila, University of Arizona

For this session distinguished content-area teacher educators and researchers were invited to consider the role of the new literacies for disciplinary participation. The conversation will focus on how new literacies and disciplinary communities of practice work together to create and influence each other. Implications for teacher preparation and practice will be discussed. 

1. Investigating New Literacies for Science
Jonathan Osborne, Stanford University

2. Investigating New Literacies for History
Sam Wineburg, Stanford University

3. Understanding the Place of New Literacies in Content-Area Classrooms
Jennifer J. Wimmer, Brigham Young University
Roni Jo Draper, Brigham Young University

8:45AM-10:15AM  NAUTILUS 2-LOWER LEVEL
PAPER SESSION
Roles and Patterns of Online Discussion in Learning and Literacy
Chair: Terry S. Atkinson, East Carolina University
Discussant: Cynthia M. Okolo, Michigan State University

1. Change Over Time: A Comparison of Online and Face-to-Face Discussions over Two Semesters
Sally F. Heineke, Sam Houston State University
Joan A. Williams, Sam Houston State University

2. Does It Matter If the Teacher Is There?: The Teacher’s Contribution to Emerging Patterns of Interactions in Online Classroom Discussions
Jeong-bin Park, The University of Texas at Austin
The D-Team, The University of Texas at Austin

3. Technology as a Learning Agent: Enhancing Learning through a Single On-Line Discussion Board Activity
Paula Taylor-Greathouse, University of South Florida
Bridget Mahoney, University of South Florida
8:45AM-10:15AM  NAUTILUS 3-LOWER LEVEL
PAPER SESSION

Students’ Engagement in Reading in Developmental College Reading Programs, Book Clubs, and Book Mobile Programs
Chair: Ann M. Bennett, University of Tennessee
Discussant: Colleen M. Fairbanks, University of North Carolina at Greensboro

1. Fourth Graders’ Participation in Book Clubs in a High-Achieving, High-Poverty Urban Primary School
Kirsten Dara Hill, University of Michigan–Dearborn

2. Providing Access to Developmental Reading Courses at the Community College: An Evaluation of Three Presentation Modes
Susan Kay Phillips, Central Arizona College

3. The R.E.A.D.Y. Bus, (a Book Mobile for Rural Communities): Does It Affect Voluntary Reading For 3rd Graders?
Melissa Stinnett, Western Illinois University

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

Tools and Techniques for Studying Reading
Chair: Keisha Lynette Green, Rutgers, The State University of New Jersey
Discussant: Peter Afflerbach, University of Maryland

1. Verbal Reports as a Methodological Tool for Understanding the Reading Processes of Language Learners: Implications for New Literacies and Future Research
Patriann Smith, University of South Florida
Deoksoon Kim, University of South Florida
Andrea Lycka, University of South Florida

2. A Taxonomy of Reading Assessment
Tony Applegate, Holy Family University
Mary D. Applegate, St. Joseph’s University

3. Validating a Classroom Observation Tool for Studying Developmental Word Study Instruction
Kristin M. Gehsmann, Saint Michael’s College
Kelli Millwood, Pearson
Donald Bear, Iowa State University

8:45AM-10:15AM  SEABREEZE I-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Talk about Texts: Seeing and Using Language Diversity in Literacy Research
Chair: Patricia Enciso, The Ohio State University

This alternative format presentation will provide LRA members with an opportunity to engage with issues of language and dialect diversity within literacy research. By considering sample texts written by students from different language backgrounds, participants will reflect on how views of language shape our approaches to the diverse literacies of multilingual and transcultural subjects.

Presenters:
Patrick Henry Smith, The University of Texas at El Paso
Eurydice Bauer, University of Illinois at Urbana–Champaign
Aria Razfar, University of Illinois at Chicago

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

Response to Intervention (RTI)
Chair: Kathy Ganske, Vanderbilt University
Discussant: Chandra P. S. Chauhan, Aligarh Muslim University

1. Effects of an Executive Skills Intervention for Reading Comprehension Deficits in an RTI Framework
Kelly Cartwright, Christopher Newport University
Amanda Lane, Christopher Newport University
Terrain Singleton, Christopher Newport University

2. Reading Intervention
Peter Dewitz, Mary Baldwin College
Pamela Dewitz, Augusta County Schools
Jennifer Jones, Radford University

3. The Efficacy of Computer-Assisted Tier 2 Assessment and Intervention as Part of a Response-to-Intervention Model for First Graders Struggling with Reading Difficulties
Beverly Lauren Weiser, Southern Methodist University
Patricia Mathes, Southern Methodist University

9:35-10:15AM  NAUTILUS 5-LOWER LEVEL
ROUND TABLES 4B

I. Incorporating Popular Culture into the English Curriculum
Leigh A. Hall, University of North Carolina at Chapel Hill
Aubrey Comperatore, University of North Carolina at Chapel Hill
Kate Allman, University of North Carolina at Chapel Hill

II. Making Literacy Relevant to Pre-Service Mathematics Teachers: Perspectives and Beginning Solutions for Elementary and Secondary Levels
Kristy L. Dunlap, James Madison University
Kyle T. Schultz, James Madison University
Kateri Thunder, James Madison University

III. Making Middle School Writing Meaningful: An Analysis of Factors Increasing or Decreasing Perceptions of Authenticity in Writing
Nadia Behizadeh, Georgia State University

IV. New Literacies and Learning in an After School Program: Convergence and Conflicts of Interest and Their Critical Role
Michelle Honeyford, University of Manitoba
Karen Boyd, University of Manitoba

V. New Ways of Exploring Old Literacies: Deepening Understandings Across Cultures through Dramatic Interpretations of Picturebooks
Deborah K. Palmer, The University of Texas at Austin
Nancy L. Roser, The University of Texas at Austin
Miriam Martinez, The University of Texas at San Antonio
Holly Carrell Moore, The University of Texas at Austin
Christian Zuniga, The University of Texas at Austin
Kathryn Henderson, The University of Texas at Austin
Leah Duan, The University of Texas at Austin
Suzanne Garcia Mateus, The University of Texas at Austin
Katie Peterson, The University of Texas at Austin
VI. Sharing Voices and Visions: Pre-Service Teachers' Images of Becoming Content Area Literacy Instructors
   Rochelle M. Berndt, Kent State University

VII. Sticky Notes: Tools for New Cultural Competencies for Adolescents
   Ann D. David, The University of Texas at Austin
   Annmary L. Consalvo, Fitchburg State University

VIII. Teachers' Beliefs about Writing Instruction: A Survey of High School Teachers
      Gretchen S. Goode, University of Memphis

IX. Understanding Opportunities for Oral Language Use and Development in Kindergarten Classrooms
    Ruth Wharton-McDonald, University of New Hampshire

X. Young Children's Engagement in Multimodal Meaning-Making through Digital Technology
    Kwangok Song, Bemidji State University

10:30AM-11:10AM NAUTILUS 5-LOWER LEVEL

1. Investigating College Reading Readiness: A Research Model
   Sonya L. Armstrong, Northern Illinois University
   Norman A. Stahl, Northern Illinois University
   Joanne Kantner, Kishwaukee College

2. Marrying Technology to the Common Core State Standards in a Pre-Service Content Area Literacy Course
   Monica S. Yoo, University of Colorado Colorado Springs
   Barbara J. Frye, University of Colorado Colorado Springs

3. Meeting Writing Accountability Without Teaching to the Test: A Study of Writing Instruction in Texas Schools Identified as Exemplary or Recognized
   Melinda Miller, Sam Houston State University
   Helen Berg, Sam Houston State University

4. Readers' Self-Perception and Shame
   Rhonda D. Goolsby, University of Oklahoma

5. Teachers' Voices on Literacy, Who is Listening?
   Tammi Davis, Indiana University, Bloomington

6. The Pastoral Tradition in Literature Teaching Meets the Common Core: Narrowing the Role of the Teacher, of the Text, and of Reading
   Samantha B. Caughlan, Michigan State University

7. What Do Young Children Do as They Read? Case Studies of Four Children Across Two Stories
   Karen M. Feathers, Wayne State University
   Poonam Arya, Wayne State University

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

ALTERNATIVE FORMAT SESSION

Tapping the Tinkerers, Makers, and Innovators: How Do We Integrate New Media Literacies in Robust and Meaningful Ways?

Chair: John A. Pascarella III, University of Southern California

Teacher-educators invite participants to consider how new media literacies (NMLs) extend traditional literacy practices in secondary classrooms. Participants discuss how teacher-candidates are prepared to access and make use of secondary learners' NML skills and position them as "makers" and "innovators" of connected, meaningful literacy artifacts created with the use of various digital tools. Presenters summarize frameworks and models of NMLs in content literacy courses. Analysis and dialogue of how and why we design course components follows.

Presenters:
   John A. Pascarella III, University of Southern California
   Paula M. Carbone, University of Southern California

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

PAPER SESSION

Preservice Teachers: Struggles, Problem-Solving, and Development of Efficacy

Chair: Jeni R. Davis, University of South Florida

Discussant: Kathryn Pole, The University of Texas at Arlington

1. A Study of Factors That Contribute to Preservice Teachers' Sense of Efficacy for Literacy Instruction
   Charlene S. Martin, University of Oklahoma

2. Problem-Based Learning Enhances Collective Efficacy and Problem-Solving Skills among Pre-Service Literacy Teachers
   Beth Morton Christian, Tennessee State University
   Reney M. McAtee, Tennessee State University
   Heather Dillard, Tennessee State University

3. Reconceptualizing Balanced Literacy: A Phenomenological Analysis of Novice Teachers' Struggles with Balanced Literacy Instruction
   Joanne C. Smith, University of Missouri-Columbia
   Elizabeth Baker, University of Missouri
   Jeni R. Davis, University of South Florida

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

PAPER SESSION

Enhancing Literacy Instruction and Teacher Expertise through Collaboration and Learning Communities

Chair: Judy A. Abbott, Stephen F. Austin State University

Discussant: Eileen M. Kaiser, Northeastern Illinois University

1. Collegial Discourse and Idea Development: Teacher Teams' Shared Understandings of Literacy Pedagogy Concepts
   Jacquelynn S. Popp, University of Illinois at Chicago
   Susan Goldman, University of Illinois at Chicago
Investigating 21st Century Literacies: Exploring Uses of New Literacies

Area 10 Co-Chairs Invited Session

Chair: Jill Castek, Portland State University
Discussant: Richard Beach, University of Minnesota

There is a gap between how we engage with literacy in a multimodal, networked world, and how we analyze, interpret, and communicate research on multimodal literacy practices. The presenters in this session are grappling with this tension in their own research and are developing, experimenting, and playing with multimodal tools and analytic approaches to understanding and communicating multimodal composing and learning. This alternative session is designed to spark conversation and generate possibilities for expanding multimodal methods of data collection, analysis, and communication. Our current methodologies, perspectives, tools, and analytic approaches do not fully capture multimodal literacy processes and products. The presenters share research where multimodality is both an object of study and a means of analysis and communication, with special focus on video options. The session will open with an interactive Gallery Walk, followed by a featured speaker and panel discussion. The session facilitator will elicit audience participation throughout. The featured speaker and panel members will also participate in follow-up sessions scheduled by the Video Study Research Group. The session should be useful to LRA members with interests in multimodal literacies and methodologies.

   Roy D. Pea, Stanford University

2. Gallery Walk 1: Using Eyetracking, Video/Screen Capture and User-Log Data to Inform our Understanding of Reader Actions in Comprehending Multimodal Texts
   Charles K. Kinzer, Teachers College, Columbia University

3. Gallery Walk 2: In the Space Between Reader and Text: A Multi-Stream Video Methodology
   John E. McEneaney, Oakland University

4. Gallery Walk 3: Remix as an A/R/Tographic Research Practice
   Teri Holbrook, Georgia State University

Ninth-grade Students’ Negotiations of Aesthetic, Efferent, and Critical Stances in Response to a Novel Set in Afghanistan
Catherine Taliaferro, University of North Texas

1. “Reading the Middle East: Classroom Readings of Books about the Middle East”
   Kate Allman, University of North Carolina at Chapel Hill
2. Save The ‘Muslima’ Female Muslim Identity and Subjectivity in Young Adult Novels
   Seemi Aziz, Oklahoma State University
3. Ninth-grade Students’ Negotiations of Aesthetic, Efferent, and Critical Stances in Response to a Novel Set in Afghanistan
   Cheryl Taliaferro, University of North Texas
Thus, professional development and teacher preparation programs need to seriously consider means by which they can address this gap. The research presented in this symposium shows effective means by which educators can address the need for informed writing instruction.

1. **Long-Term Professional Development in Schools: Sometimes It's Worthwhile**
   Jane Hansen, University of Virginia

2. **Teachers' Perceptions of their Preparation for Teaching Writing**
   Diane Lapp, San Diego State University
   Douglas Fisher, San Diego State University
   Thomas DeVere Wolsey, Welden University

3. **Common Factors Among High-Adopting Teachers Following Professional Development in Writing Instruction**
   Rebecca Kaminski, Clemson University
   Sarah Hunt-Barron, Converse College
   Kelly N. Tracy, Western Carolina University

4. **Self-Initiated Professional Development: Using Close Reading to Support Writing Instruction**
   Diane Lapp, San Diego State University
   Barbara Moss, San Diego State University
   Douglas Fisher, San Diego State University
   Kelly Johnson, Health Sciences High and Middle College
   Maria Grant, California State University, Fullerton
   Nancy Frey, San Diego State University

**FRIDAY**

**SYMPOSIUM**

**Immigrant Children's Responses to the Wordless Book: The Arrival: An International Study**

Chair: Carmen Medina, Indiana University

Discussant: Kathy G. Short, University of Arizona

The presenters share findings from an international project in which four research teams—from the UK, U.S., Spain, and Australia—examined children's responses to *Flotsam* by David Wiesner and *The Arrival* by Shaun Tan. The interpretive study addresses the questions: How do recent immigrant children make meaning of wordless picturebooks? In what ways does participation in visual response strategies and discussions of wordless postmodern texts support (or not) recent immigrant children as readers?

1. **The Use of Visual Methods for Investigating Children's Responses to Wordless Picturebooks**
   Evelyn Arizpe, University of Glasgow
   Julie E. McAdam, University of Glasgow

2. **Immigrant Children's Responses to The Arrival: Retelling as Interpretive Work**
   Carmen M. Martinez-Roldan, Teachers College, Columbia University
   Elizabeth Lua, Teachers College, Columbia University
   Margaux Naomi Pierre, Teachers College, Columbia University

3. **Understanding the Craft of Storytelling through Images: The Children's Compositional Responses to The Arrival**
   Brenda Valentina Bellorin, Universitat Autònoma de Barcelona
   Mireia Manresa-Potrony, Universitat Autònoma de Barcelona

**ALTERNATIVE FORMAT SESSION**

**Online Research and Comprehension Assessment (ORCA): Exploring Multiple Formats for Evaluating the New Literacies of Online Reading Comprehension**

Chair: Clint Kennedy, University of Connecticut

Discussant: Peter Afflerbach, University of Maryland

We use an alternative format to explore 24 new assessments measuring students' ability to conduct online research, comprehend, and communicate online information. These skills are central to the Common Core State Standards Initiative, 2010, and literacy in an online age of information (Wiley, Goldman, Graesser, Sanchez, Ash, Hemmerich, 2009). Our assessments result from a reading assessment grant funded by the Institute of Education Sciences. We seek extended discussion and conversation to improve this work.

1. **Overview of the ORCA Project and the Alternative Session**
   Donald Leu, University of Connecticut

2. **ORCA Setup System Procedures and Protocols**
   Cheryl Burlingame, University of Connecticut

3. **ORCA-Closed: Features and Methods**
   Michael Hillinger, Lexicon Systems

4. **ORCA-Open: Features and Methods**
   Julie Ciro, University of Rhode Island

5. **ORCA-Multiple Choice: Features and Methods**
   Clint Kennedy, University of Connecticut

6. **ORCA Scoring System**
   Elena Forzani, University of Connecticut

**SYMPOSIUM**

**Writing: Professional Support for Pre- and In-Service Teachers**

Chair: Thomas DeVere Wolsey, Welden University

Discussant: Diane Barone, University of Nevada, Reno

Writing is widely acknowledged as an important aspect of schooling (e.g., CCSS, 2010), but is also an area where teachers are typically underprepared (Authors, 2011; Parr, Glasswell, & Aitkman, 2007).

**5. Gallery Walk 4: Maintaining Mobility: Investigating Mobile-Device-Enabled Composition in Science, Technology, Engineering, and Mathematics (STEM) 3686**
   Ty Hollett, Vanderbilt University
   Christian Ehret, Vanderbilt University

**6. Gallery Walk 5: Learning from Pre-School Children's Multimodal Composing with iPad's BookCreator**
   Deborah Wells Rowe, Vanderbilt University
   Mark Barba Pacheco, Vanderbilt University
   Samuel David, Vanderbilt University

**7. Gallery Walk 6: Integrating Students' Composition Processes, Products, and Perspectives through Multimodal Analysis**
   Bridget Dalton, University of Colorado Boulder
   Blaine Smith, Vanderbilt University
   Robin Jocius, Vanderbilt University

**10:30AM-12:00PM HARBOUR ISLAND BALLROOM I-FIRST FLOOR**

**ALTERNATIVE FORMAT SESSION**

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   Julie Ciro, University of Rhode Island

5. **ORCA-Multiple Choice: Features and Methods**
   Clint Kennedy, University of Connecticut

6. **ORCA Scoring System**
   Elena Forzani, University of Connecticut

**10:30AM-12:00PM MARINA I-FIRST FLOOR**

**SYMPOSIUM**

**Immigrant Children's Responses to the Wordless Book: The Arrival: An International Study**

Chair: Carmen Medina, Indiana University

Discussant: Kathy G. Short, University of Arizona

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   Brenda Valentina Bellorin, Universitat Autònoma de Barcelona
   Mireia Manresa-Potrony, Universitat Autònoma de Barcelona
Presenters: Patricia Enciso, *The Ohio State University*

Chair: Gerald Campano, *University of Pennsylvania*

The four presentations included in this symposium surface the complex experiences of immigrant communities and the potentials of collective agency. These related projects help us theorize and understand the coalitional literacy practices of working across boundaries for increased educational opportunities.

Presenters:

- Julie W. Ankrum, *University of Pittsburgh at Johnstown*
- Linda Carr, *Independent Consultant*
- Kathy Champsau, *University of Wisconsin-Milwaukee*
- Ingrid Ennis, *Oakwood University*
- Lois Haid, *Barry University*
- Jennifer Jones, *Radford University*
- Barbara Laster, *Towson University*
- Barbara A. Marinak, *Mount Saint Mary University*
- Nancy Mstat, *Barry University*
- Valerie J. Robnolt, *Virginia Commonwealth University*
- Alice F. Snyder, *Kennesaw State University*
- Joyce Warner, *Barry University*
- Jodi G. Welsch, *Frostburg State University*
- Rebekah Williams, *Kennesaw State University*

**10:30AM-12:00PM MARINA III-FIRST FLOOR SYMPOSIUM**

Coalitional Literacies: Reframing University-School-Community Partnerships

Chair: Gerald Campano, *University of Pennsylvania*

Discussant: Patricia Enciso, *The Ohio State University*

The four presentations included in this symposium surface the complex experiences of immigrant communities and the potentials of collective agency. These related projects help us theorize and understand the coalitional literacy practices of working across boundaries for increased educational opportunities.

Presenters:

- Katharine Emily Bartow Jacobs, *University of Pennsylvania*
- Maria Ghiso, *Teachers College, Columbia University*
- Alicia Pantoja, *University of Pennsylvania*
- Lan Ngo, *University of Pennsylvania*
- David Low, *University of Pennsylvania*
- Robert J. LeBlanc, *University of Pennsylvania*
- Marina Bach, *St. Thomas Aquinas Parish School*
- Mary Yee, *University of Pennsylvania*
- Karim Mostafa, *University of Pennsylvania*
10:30AM-12:00PM  MARINA VI-FIRST FLOOR  SYMPOSIUM

The Common Core: Implications for the Development of Teacher and Student Disciplinary Knowledge

Chair: James R. Gavelek, University of Illinois at Chicago
Discussant: Virginia Goatley, University at Albany

The aim of this symposium is to examine the progression of disciplinary and content literacy instruction from early childhood through late adolescence. Disciplinary literacy instruction must begin as early as preschool and become more specialized to each unique discipline in the intermediate and middle grade levels (Shanahan and Shanahan, 2008). In high school, it is critical that content-area teachers see themselves outside of their discipline.

1. Developing Academic Language in the Preschool Classroom
   Michelle McKenna Shabaker, University of Illinois at Chicago
   Melissa Tragos, University of Illinois at Chicago

2. A “Core” Problem in Adolescent Literacy Reform: The Enduring Baggage of Literacy
   Steven Kushner, University of Illinois at Chicago

10:30AM-12:00PM  NAUTILUS 1-LOWER LEVEL  PAPER SESSION

Critical Literacy and Global Engagement as Viewed through New Literacies

Chair: Ronald Dale Kieffer, Ohio Northern University
Discussant: Jen Scott Curwood, University of Sydney

1. Global Conversations in Literacy Research: A Web Seminar Research Project
   Peggy Albers, Georgia State University
   Christi Pace, Georgia State University
   David W. Brown, Jr., Georgia State University

2. Media Literacy, Public Practice, and Youth Engagement in Rural Nicaragua
   Chelsey Hauge, University of British Columbia

3. Power, Profit, and Participation: Establishing New Priorities for Media Literacy Education
   Catherine Burwell, University of Calgary

10:30AM-12:00PM  NAUTILUS 2-LOWER LEVEL  PAPER SESSION

Uses of Visual Strategies, Including Digital Storytelling, in the Literacy Practices of Students

Chair: Sheila Benson, University of Northern Iowa
Discussant: Jacyqulynn A. Malloy, Anderson University

1. Authoring Ambiguous Media Texts: The Story of Bloody Lenny
   John Michael Scott, New York University

2. Exploring Photographic-Based Strategies as Scaffolds for Literacy Learning
   Marva Cappello, San Diego State University

3. Where Writing Happens: Elevating Student Writing and Developing Voice Through Digital Storytelling
   Jane Marie Saunders, Texas State University–San Marcos

10:30AM-12:00PM  NAUTILUS 3-LOWER LEVEL  PAPER SESSION

Understanding Race/Language Labeling: Examining Racial Literacies and School Labeling based on English Language Learner (ELL) Student Populations

Chair: Alanna Rochelle Dail, Syracuse University
Discussant: Kirsten Dara Hill, University of Michigan–Dearborn

1. Dear Miss: Building Black and Latino Adolescent Males’ Racial Literacy through Letter Writing in the English Classroom
   Yolanda Sealey-Ruiz, Teachers College, Columbia University

2. Putting Race in Its Place: Developing Racial Literacy in College English Classrooms
   Yolanda Sealey-Ruiz, Teachers College, Columbia University
   Florence Kabba-Diallo, LaGuardia Community College

3. What’s in a Name? School District Effects on English Language Learner Identification
   Patrick Proctor, Boston College
   Rebecca Silverman, University of Maryland
   Jeff Harring, University of Maryland
   Minori Nagahara, Boston College

10:30AM-12:00PM  NAUTILUS 4-LOWER LEVEL  PAPER SESSION

Writing Development in the Early Years

Chair: Sunita Singh, Le Moyne College
Discussant: Ted Kesler, Queens College, CUNY

1. Cognitive Reorganization During Early Writing Development: A Comparison of English-Speaking and Spanish-Speaking Children
   George Kamberelis, University of Wyoming
   Melanie Reaves, University of Wyoming

2. Young Children’s Writing: Learning from Teacher Discussions and Children’s Writing Samples
   Julie K. Kidd, George Mason University
   M. Susan Burns, George Mason University
   Nedra L. Cossa, George Mason University

10:30AM-12:00PM  SEABREEZE I-FIRST FLOOR  ALTERNATIVE FORMAT SESSION

Using a Contingent, Recursive Theoretical Conception of Growth and Change to Study the Literacy Lives and Schooling of Young Adolescents

Chair: Mark D. Vagle, University of Minnesota

This alternative format session aims to disrupt stage developmentalism as a theoretical framework for conducting research on the literacy lives and schooling of young adolescents. To this end, session participants will “speed theorize” with three theorists—one of whom will introduce a contingent, recursive conception of growth and change, as the other theorists demonstrate how this theoretical framework can be used in empirical and theoretically oriented literacy research.
FRIDAY

10:30AM-12:00PM PAPER SESSION

**SEABREEZE II-FIRST FLOOR**

**Studying and Measuring the Foundations of Reading**

**Chair:** Elizabeth G. Sturtevant, George Mason University  
**Discussant:** D. Ray Reutzel, Utah State University

1. **Irritable Vowel Syndrome: Primary Grade Students Schematizing Vowel Orthography**
   James Erickson, University of Northern Colorado  
   Catherine Olmsted, University Schools

2. **Rating Reading Expressiveness**
   Paula Schwanenflugel, University of Georgia  
   Rebekah George Benjamin, Massachusetts College of Liberal Arts  
   Melanie R. Kuhn, Boston University  
   Elizabeth Meisinger, University of Memphis  
   Lilly Steiner, Monmouth University  
   Carolyn Gruff, Monmouth University

3. **The Case for Confusability and Other Factors Associated with Lowercase Alphabet Naming**
   Francis Howard Lim Huang, University of Virginia  
   Marcia Invernizzi, University of Virginia

12:00PM-1:00PM HARBOR ISLAND VIP ROOM

**PAST PRESIDENTS’ LUNCHEON (INVITATION ONLY)**

12:00PM-1:00PM STUDY GROUPS

**NAUTILUS 5-LOWER LEVEL**

**11:20-12:00PM**

**ROUNDTABLES SB**

1. **“So We Have a Lot of Just Organic in-the-Moment Conversations”: Making Practice Visible**
   Marilyn McKinney, University of Nevada, Las Vegas  
   Su Gao, University of Nevada, Las Vegas

2. **Literacy and Athletics?: Perceptions of Literacy by Male College Football Student-Athletes**
   Pamela H. Segal, University of Maryland

3. **NeCoTIP: Inquiry in Motion**
   Kelly C. Goodall, University of Nevada, Las Vegas

4. **New Teachers’ Conceptions of New Literacies**
   Anika Spratley Burtin, Johns Hopkins University

5. **Service Learning and Reflection on Action: A Transformative Model for Graduate Education Majors’ Development of Relational Care and Social Justice Orientation**
   Janet C. Richards, University of South Florida  
   Stephanie M. Bennett, University of South Florida
VIII. Using Multimodalities to Explore Pre-Service Teachers’ Visions and Understandings about Literacy
Margaret Vaughn, University of Idaho

1:15PM-2:45PM
EXECUTIVE CENTER 1-FIRST FLOOR
SYMPOSIUM
Becoming Reflective Practitioners: How Mentorship, Practice, and 21st Century Technologies Scaffold In-Service Reading Teacher Development
Chair: Mary McVee, University at Buffalo
Discussant: Emily Hayden, University at Buffalo

Reflective teachers are skillful, knowledgeable, and strategic when planning, implementing, and assessing reading instruction and development. Becoming a reflective practitioner is important and is a process that develops with practice and support. What is not as apparent is how in-service teacher development can scaffold this process, particularly in a digital age. The purpose of this symposium is to consider how 21st century technologies, when integrated with other pedagogical tools, facilitate teacher change.

1. Using Digital Video as a Reflective Tool to Enhance Teacher Administration and Analysis of Assessments
Elizabeth Tynan, University at Buffalo

2. Improving Literacy Specialist Practice: Clinic-Based Pedagogical Tools Used to Scaffold Teacher Change
Ashlee Anne Ebert, University at Buffalo

3. Parrots, Piranhas and Peacocks: Releasing Literacy Specialist Candidates into the Wild World of a 21st Century Classroom-Based Literacy Practicum Experience
Jennifer A. Schiller, University at Buffalo

4. Using Video Study Groups to Enhance In–Service Teachers’ Reflection on Strategy Instruction in Classroom Settings
Lynn Shanahan, University at Buffalo
Andrea Tochelli, University at Buffalo

1:15PM-2:45PM
EXECUTIVE CENTER 2A-FIRST FLOOR
PAPER SESSION
The Impact of Policy, Context, and Teacher Beliefs on Pedagogical Decision Making
Chair: Sunday Cummins, National Louis University
Discussant: Nancy Flanagan Knapp, University of Georgia

1. Filling in the Blanks or Creating Hybrid Spaces? The Relationship between Beginning Teachers' Writing Knowledge and Pedagogy
Heather T. Hebard, University of Washington

2. Influences on Teachers' Decisions about Literacy for Students with Severe Disabilities
Andrea Ruppar, University of Wisconsin-Madison
Janet S. Gaffney, University of Auckland

3. Teacher Agency and Improvisation: Reading Instruction in an Age of Intrusive Federal Policy
Julie L. Pennington, University of Nevada, Reno
Cynthia Brock, University of Nevada, Reno
Eleni Oikonomidoy, University of Nevada, Reno

Approaches to Video/Multimodal Data Analysis in Literacy Research
Guest Presenter: Roy Pea, Stanford University

Innovative Ideas for Representing and Sharing Video Data

Literacy Instructional Leadership

Sharing Conference Learnings, Research and Collaboration Next Steps
Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher

Tablet Computing in the Classroom

Doctoral Students’ Innovative Community Group

Sharing Plans for TERSG Research Projects for 2012-2013

TABLE TOPS 6A
1:15pM-1:55pM NAUtILUs 5-LoWER LEVeL

I. “Online Diary” is an Oxymoron: The Role of Discourse Analysis in Qualitative Research on Blogging
Julie Warner, Teachers College, Columbia University

II. Literacy in Vocational Programs in Denmark
Bettina Buch, Aarhus University

III. Physical Education Teacher Education (PETE) Candidates’ Perceptions of Integrating Content Area Literacy into Physical Education
Corrine Marie Wikens, Northern Illinois University
Jin Jung, Northern Illinois University
Jenny Parker, Northern Illinois University

IV. Prescribing Proficiency: Teaching, Learning and a Packaged Reading Program in the Climate of High-Stakes Testing
Andrea Bien, University of Colorado Boulder

V. Social Influences in Adolescent Reading Practices
Cynthia Kiefer, Arizona State University

VI. The “Artful Story”: One Pre–Kindergarten Teacher’s Efforts to Integrate Literacy and Science
Tim Kinard, Texas State University–San Marcos
Jesse Gainer, Texas State University–San Marcos

VII. The Role of Youth Services Librarians in Motivating Hispanic Students to Read
Mary D. Wehunt, University of Wyoming
**Friday**

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

**Integrating Technology and Coaching in Professional Development**  
Chair: Carolyn Hunt, Illinois State University  
Discussant: Phillip Michael Wilder, University of Illinois at Urbana-Champaign  
1. **Enhancing Literacy Instruction Through Coaching and Interactive Technology**  
   Patrick Proctor, Boston College  
   Jeanne R. Paratore, Boston University  
   Michelle Carney, Boston University  
   Evelyn Ford-Connors, Boston University  
   Marcela Ossa Parra, Boston College  
   Dana A. Robertson, University of Wyoming  
   Claudia Vargas, Boston College

2. **Literacy Coaching in a Virtual Context**  
   Celeste C. Bates, Clemson University

3. **Webcams as Windows: Looking Into Coaches’ Support of Classroom Teachers**  
   Marnie Ginsberg, University of North Carolina at Chapel Hill  
   Kathryn Ohle, University of North Carolina at Chapel Hill  
   Marcia Kosanovich, University of North Carolina at Chapel Hill  
   Julie Ellison Justice, University of North Carolina at Chapel Hill  
   Mandy Bean, University of North Carolina at Chapel Hill  
   Beth Cutrer, University of North Carolina at Chapel Hill  
   Joy Diamond, University of North Carolina at Chapel Hill  
   Denise Ricks, University of North Carolina at Chapel Hill

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

**Supporting Learners’ Literacy Practices through Better Instruction**  
Chair: Mary Frances Rice, Brigham Young University  
Discussant: Rena M. Harris, University of Pennsylvania  
1. **In Search of Purpose, Audience, and Structure: An Examination of High School Students’ Literacy Strategy and Skill Use during an AP Government Project-Based Learning Unit**  
   Susanna Eng, University of Washington, Seattle  
   Susan E. Cooper, University of Washington, Seattle  
   Gavin Tierney, University of Washington, Seattle  
   Kendall Becherer, University of Washington, Seattle

2. **Computer-Based Cognitive and Literacy Skills Training Improves Students’ Writing**  
   Beth Anastasia Rogowsky, Rutgers, The State University of New Jersey  
   Paula Tallal, Rutgers, The State University of New Jersey

3. **Promoting Disciplinary Literacy in Middle-School Social Studies and Pre-Service Teacher Education**  
   Jamie Colwell, Old Dominion University

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

**Survey, Genre, and Social Semiotic Methods for Analysis of Text Structures and Informational Texts**  
Chair: Natasha Perez, Michigan State University  
Discussant: Claudia Jean McVicker, MidAmerica Nazarene University  
1. **A Multimodal Social Semiotic Perspective on Pre-Service Teachers’ Digital Writing of Informational Texts**  
   Xiaoning Chen, SUNY Fredonia  
   Jennifer Moon Ro, SUNY Fredonia  
   Clara Beier, SUNY Fredonia

2. **Developing the Information Text Structure Survey (ITS2): A Teachers’ Tool for Rating Information Text Features and Structures**  
   D. Ray Reutzel, Utah State University  
   Cindy D. Jones, Utah State University  
   Sarah K. Clark, Utah State University

3. **Teaching and Learning Genre in K–12 Settings: A Review of the Literature**  
   James L. Welsh, University of South Florida

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

**Reading against the Grain: Gender Issues and Social Justice**  
Chair: Leah Katherine Saal, Louisiana State University  
Discussant: Karla J. Moller, University of Illinois at Urbana-Champaign  
1. **Feminist Theory and Content Analysis: Developmental Depictions of Black Girls in Picture, Transitional and Chapter Books**  
   Wanda Brooks, Temple University  
   Lorraine Savage, Temple University

2. **Slashing Heteronormativity in The Hunger Games: [Re] Assembling Identities in Online Fan Fiction**  
   Elizabeth Dutro, University of Colorado Boulder  
   Rebecca Beucher, University of Colorado Boulder

3. **The Reader as Social Justice Teacher: The Nexus of Two Teachers’ Reader Responses and Pedagogical Plans for Children’s Literature and Social Justice**  
   Grace Enriquez, Lesley University

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

**21st Century Literacies in Context: Research and Developments from the Literacy Achievement Research Center**  
Chair: Douglas K. Hartman, Michigan State University  
The term “21st century literacies” is increasingly used in today’s world of research, practice and policy. The nature of this usage can vary considerably from one setting, program, policy and project to another. In this alternative format session, we juxtapose 11 studies that employ various versions of “21st century literacies” in particular contexts. The session
begins with overviews of the 11 studies, followed by poster sessions using multimedia, and concludes with an open discussion.

1. Understanding and Use of the Internet: A Comprehensive Review Across Childhood and Adolescent Development
   Autumn M. Dodge, Michigan State University
   Douglas K. Hartman, Michigan State University

2. Online Social Networking as a New Literacy Practice: The Case of Hot Dish
   Christine Greenhow, Michigan State University

3. Historical Inquiry in Middle School: Supporting Disciplinary Literacy through Technology
   Cynthia M. Okolo, Michigan State University
   Carol Sue Englert, Michigan State University
   Jan Alleman, Michigan State University
   Maryl A. Randel, Michigan State University

4. The Role of Prior Knowledge in 12 Good Writers Searching and Reading Online
   Jinjie Zheng, Michigan State University
   Douglas K. Hartman, Michigan State University

5. Sixth Graders’ Critical Evaluation of Internet Sites
   Angela K. Johnson, Michigan State University

6. The Home Literacy Practices of 21st Century Adolescent English Language Learners (ELL)
   Guofang Li, Michigan State University

7. New Literacies in Teacher Preparation: Transferring Beliefs to Classroom Practice
   Amber Meyer, Michigan State University
   Stephanie L. Strachan, Michigan State University
   Cheryl L. Rosaen, Michigan State University

8. Learning through Tweeting in a Teacher Preparation Program
   Annie McMahon Whitlock, Michigan State University
   Cheryl L. Rosaen, Michigan State University

9. Multimodality in Children’s Literature: A Case Study
   Todd Ide, Michigan State University

    Kirsten Dara Hill, University of Michigan-Dearborn

11. New Directions in Reading to Learn Online: Deep and Open Learning on the Web as a Key 21st Century Literacy Skill
    Rand Spiro, Michigan State University

12. Reading Comprehension Apps: How Well Do Research and Design Align?
    Paul Morsink, Michigan State University
    Michelle Schira Hagerman, Michigan State University
    Douglas K. Hartman, Michigan State University

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

Transcultural Literature and Pedagogies of Place: Research and Practice for 21st Century Students and their Narratives
Chair: Carol Brochin-Ceballos, The University of Texas at El Paso
Discussants: María E. Fránquiz, The University of Texas at Austin
            Theresa Rogers, University of British Columbia

Transcultural literature or ‘fictions of the global’ are contemporary texts that disrupt representations of bounded nationalities and highlight the social conditions through which transmigrant communities navigate their lives. Four teacher research studies address the questions that arise when mediating this literature with elementary, middle, and college students. The meaning of place and location in transcultural stories will focus the narrative and pedagogical analyses presented in two round-table sessions.

1. El Barrio and the Practice of Place: Discovering a Decolonial Pedagogy for Reading Transcultural Children’s Literature
   Patricia Enciso, The Ohio State University

2. Cultural Boundaries or Geographic Borders?: Prospective Teachers Define “American” in Response to Latino Literature for Children
   Denise Davila, The Ohio State University

3. Being, Living, and Reading “Urban”: The Importance of Location in Mediating Literature with Middle School Students
   Allison Volz, The Ohio State University

4. Locating Latino/a Literature within Larger Textual Ecologies: Pedagogies of Transcultural Memories, Trajectories and Emotions
   Carmen Medina, Indiana University

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

Exploring New Ways of Teaching and Learning in Online Literacy Education
Chair: Erica C. Boling, Rutgers, The State University of New Jersey
Discussant: Josephine Peyton Marsh, Arizona State University

The purpose of this alternative session is to highlight what has been learned from research studies related to online teachers, learners, and pedagogy. The session will be organized around eight connected papers around topics that include pedagogy, identities, engagement, and program effectiveness in online literacy education courses. Breakout sessions, a panel discussion, and the use of online social networking sites will also allow participants to engage with the topics before, during, and after the session.

Presenters:
Karen E. Smith, University of Manitoba
Xiufang Chen, Rowan University
Holly Johnson, University of Cincinnati
Susan Watts-Taff, University of Cincinnati
Suzanne Ehrlich, University of Cincinnati
Lindy Louise Johnson, University of Georgia
Lane W. Clarke, University of New England
Erica C. Boling, Rutgers, The State University of New Jersey
Erica Holan, Rutgers, The State University of New Jersey
Chesta Khurana, Rutgers, The State University of New Jersey
1. Critical Discourse Analysis with a Historical Understanding
Susan Corapi, University of Arizona

2. Ideological Interpretation of the Korean Version of Rose Blanche
Mi-Kyoung Chang, University of Arizona

3. A Critical Analysis of Rose Blanche in Translation: Bringing a Holocaust Story to a Japanese Audience
Junko Yokota, National Louis University
Sachiko Adachi, Niigata University
William Teale, University of Illinois at Chicago

1:15PM-2:45PM MARINA I-FIRST FLOOR
SYMPOSIUM

Interpretation of International Children's Literature: Exploring Rose Blanche from Multiple Perspectives
Chair & Discussant: Kathy G. Short, University of Arizona

This symposium focuses on three studies detailing intercultural and ideological issues in a translated children's book. The critical analyses of Rose Blanche will help literacy educators explore historical, political, and critical issues in children's books. By teaching critical perspectives of children's books, students will become aware of power relationships and inequities, allowing them to critique these issues in their own world as well.

1. Critical Discourse Analysis with a Historical Understanding
   Susan Corapi, University of Arizona

2. Ideological Interpretation of the Korean Version of Rose Blanche
   Mi-Kyoung Chang, University of Arizona

3. A Critical Analysis of Rose Blanche in Translation: Bringing a Holocaust Story to a Japanese Audience
   Junko Yokota, National Louis University
   Sachiko Adachi, Niigata University
   William Teale, University of Illinois at Chicago

1:15PM-2:45PM MARINA II-FIRST FLOOR
SYMPOSIUM

Reading Transitions: The Role of Neurology, Epigenesis, and Environment on Variance and Change in Literacy Outcomes
Chair: Mona Matthews, Georgia State University
Discussant: David B. Yaden, Jr., University of Arizona

This session will address the often-vexing instructional challenges posed by students’ individual differences in reading ability and development, i.e., the need to differentiate instruction. Specifically, the symposium presenters will argue that theoretical framing drawn from developmental science and educational neuroscience could usefully inform literacy classroom practice, policy, and research on student variance.

1. Dynamical Systems Within, Across, and Beyond Biological Systems in Reading
   George G. Hruby, University of Kentucky

2. Self-Organization of Behavior: A Process from Dynamic Systems Theory with Useful Application to Variance and Change in Reading Ability and Development
   Mona Matthews, Georgia State University

3. Evidence from Neuroscience for the Irrelevancy of Spoken-Language as a Basis of Reading Development for Deaf Readers
   Debbie Golos, Utah State University
   Annie Moses, John Carroll University
   Marlon Kuntze, Gallaudet University

1:15PM-2:45PM MARINA III-FIRST FLOOR
SYMPOSIUM

The Teaching and Learning of Argumentative Writing in High School Language Arts Classrooms and the Construction of Rationalities
Chair: George Newell, The Ohio State University
Discussant: Judith Green, University of California, Santa Barbara

In this symposium we explore the underlying definitions of rationality implied in the teaching and learning of argumentative writing. The broader research project collected video data, interviews, and other data from 20 high school classrooms. Using discourse analysis, we analyzed select lessons to examine what the underlying definitions of rationality are, the consequences these definitions have for what counts as knowledge and argument, and how these definitions evolve and are promulgated over time.

1. What Definitions of Rationality are Constructed In and Through The Teaching and Learning of Argumentative Writing?
   SangHee Ryu, The Ohio State University

2. Where and How Do Definitions of Rationality Come into Play in the Teaching and Learning of Argumentative Writing and To What Consequence?
   Allison Wynhoff Olsen, The Ohio State University

3. How Definitions of Rationality Build Over Time through the Teaching and Learning of Argumentative Writing
   David Bloome, The Ohio State University

1:15PM-2:45PM MARINA IV-FIRST FLOOR
SYMPOSIUM

The Circulation of Emotion in Textual Meaning-Making
Chair: Carolyn Colvin, University of Iowa
Discussant: Mary M. Juzwik, Michigan State University

With renewed attention to emotion, scholars are challenging the academic discourse that holds emotion as aligned with “all things feminine,” signaling tendencies to be weak, shallow, petty, vain, and narcissistic. Scholars invite understandings of emotion that call into question reason and persuasion as the forces that bring us together. Session authors argue that emotion is not only a highly productive heuristic and suggest that its absence in our theorizing limits how we understand learning complexity.

1. Teacher Talk: Mobilizing Emotion for Critical Engagement in an Urban High School Classroom
   Cynthia Lewis, University of Minnesota
   Jessica Dockter Tierney, University of Minnesota

2. Shifting and Persisting Identities: A Case-Study Analysis of one High School Student’s Mobilization of Emotion Across Three Sites of Textual Engagement
   Amanda Haertling Thein, University of Iowa
   Megan Guise, California Polytechnic State University
   DeAnn Long Sloan, University of Pittsburgh

3. Sad and Mad about Technology: The Emergence of (Undesirable?) Emotions in 21st Century Literacy Contexts
   Lindsay Laurich, Augustana College
4. Adult Readers and the Emotion of Powerful Texts
Carolyn Colvin, University of Iowa
Yewande Lewis-Fokum, Mico University

1:15PM-2:45PM    MARINA V-FIRST FLOOR
SYMPOSIUM
Using Informative Assessments towards Effective Literacy Practices
Chair: Evan Ortlieb, Monash University
Discussant: Earl H. Cheek, Louisiana State University
This symposium addresses the ever-changing and critical topic of literacy assessment in the 21st century. Instructional planning and implementation should be informed by data gleaned from a host of informal, formal, and digital assessments. This session brings together diverse, distinguished authors in literacy assessment to examine the utility of assessments, discuss the process of selecting appropriate assessments for particular needs, and recommend advanced curricular planning and instruction from a myriad of assessment sources.

Presenters:
Evan Ortlieb, Monash University
Earl H. Cheek, Louisiana State University
Erica Bowers, California State University, Fullerton
Danielle Dennis, University of South Florida
Laurie Elish-Piper, Northern Illinois University
Gerlinde Grandstaff-Beckers, Louisiana State University
Emily Rodgers, The Ohio State University
Kathleen M. Wilson, University of Nebraska–Lincoln
Wolfram Verlaan, University of Alabama in Huntsville
Shelley Xu, California State University, Long Beach

1:15PM-2:45PM    MARINA VI-FIRST FLOOR
SYMPOSIUM
The Developing Awareness of Our English Orthography: Studies in Kindergarten through Twelfth Grade
Chair: Shane Templeton, University of Nevada, Reno
Discussant: Donald Bear, Iowa State University
This symposium reports on research related to growth in the orthographic development, the awareness of the structure of the writing system of a language, of children in kindergarten through twelfth grade. Four studies are presented, each focusing on a target grade level or range of grades and an aspect of orthographic development appropriate to the level of the students.

1. An Examination of the Relationship between the Development of Concept of Word in Text and Other Early Literacy Measures
Regina E. Smith, East Central University

2. Concept Sorts and Storybook Read-Alouds in the Vocabulary Learning of Diverse Kindergarten Children
Karen Carpenter, Coker College

3. Oral Reading and Orthographic Development of Transitional Readers and Within Word Pattern Spellers in Grades 2–5
Sarah Negrete, Great Basin College

4. The Relationship between Orthographic Knowledge and Language Proficiency among Secondary English Language Learners
Darl Kiernan, Washoe County School District
Critical Issues Concerning the Common Core State Standards (CCSS): Research, Policy, Practice and Assessment

Chair: Lesley M. Morrow, Rutgers, The State University of New Jersey
Discussant: Linda B. Gambrell, Clemson University

This session has four presentations from individuals very involved with the Common Core State Standards. Each will speak about their special area such as: the challenges dealing with policy and practice and the CCSS, the research on text complexity and the CCSS, illustration of what a CCSS lesson looks like, and assessment and the CCSS. A discussant will summarize the presentation and engage the audience in a Q&A session.

Presenters:
P. David Pearson, University of California, Berkeley
Elfrida Helbert, University of California, Berkeley
Lesley M. Morrow, Rutgers, The State University of New Jersey
Timothy Shanahan, University of Illinois at Chicago
Linda B. Gambrell, Clemson University

Early Childhood Biliteracy as a Linguistic and Community Resource

Chair: Iliana Reyes, University of Arizona
Discussant: Luis C. Moll, University of Arizona

Most people in the world speak two or more languages because multiple languages are part of family life; therefore, becoming biliterate is a normal part of these children’s development (Kenner & Gregory, in press). This symposium contributes to the field by furthering our understanding of the different social and cultural contexts in which children develop biliteracy, and how family’s and school’s literacy practices play a key role in supporting the child’s emergent biliteracy.

1. Young Children’s Inventions and Reinventions of Self and the Role of Context
   Eurydice Bauer, University of Illinois at Urbana-Champaign
   Beatriz Guerrero, University of Illinois at Urbana-Champaign

2. Emergent Bilingual Children at Play: Negotiation and Meaning-Making in Dual-Language Preschool Classrooms
   Mileidis Gort, University of Miami
   Alain Bengochea, University of Miami
   Sabrina Sembiane, University of Miami
   Ryan Pontier, University of Miami

3. Cross-Linguistic Studies of Biliteracy
   Iliana Reyes, University of Arizona
   Ana Victoria Fierro, University of Arizona
   Yi-ping Fu, University of Arizona

4. Navigating Biliterate Childhood: An Ethnographic Case Study of Three Immigrant Children
   Yeon Sun Ellie Ro, University of Memphis
   Sarah McCarthey, University of Illinois at Urbana-Champaign

Literacy Instruction Strategies in Middle School

Chair: Brian C. Rose, Georgia Gwinnett College
Discussant: Jacqueline McClain Culpepper, Mercer University

1. Interacting with Curriculum: An Investigation of a Special Education Teacher’s Adaptations to an Innovative Middle School Social Studies Literacy Curriculum
   Leila N. Richey, George Mason University
   Ana Taboada Barber, George Mason University
   Erin Marie Ramirez, George Mason University

2. Long-Term English Learners in Middle School: Using Academic Language in their Writing
   Elaine Mo, University of the Pacific
   Robyn Addington, University of the Pacific
   Michelle Rutter, University of the Pacific

3. Please Don’t Read While You’re Walking Down the Hall!: Engaging Middle School Readers
   Elizabeth A. Swaggerty, East Carolina University
   Tanya Cannon, East Carolina University
   Kelley Phillips, Beaufort County Schools
   Amy D. Broemmel, University of Tennessee
   Karen Lucas, University of Tennessee

“How Can We Teach Our Students Things We Have Never Tried?”. Pre-Service Teachers Explore their Multimodal Compositions to Develop Writing Curriculum

Detra Price-Dennis, The University of Texas at Austin
Michelle Fowler-Amato, The University of Texas at Austin

Writing on the Inside”: Literacy Practices of Students Identified with Disabilities in a Seventh Grade Inclusion Classroom

Jennifer Lapointe, University of Rochester

A Tier 3 Response to Intervention Approach to Meeting the Needs of Vulnerable Readers

Elizabeth L. Jaeger, University of Arizona

More than Words: A Review of Research on Adolescents and Multimodal Composition

Blaine Smith, Vanderbilt University

Pre-Service Teachers Tackle Literacy in Physical Education, Recreation and Dance Class

Judith Smith, East Carolina University
Alice Feret, East Carolina University

Putting the Pieces Together: What Can Educators do to Address the Issue of Reading Difficulties in the Upper Elementary Grades?

Lori C. Rakes, Florida Southern College

What Do High School Students Think About Reading Graphic Novels?

Stergios Botzakis, University of Tennessee
FRIDAY

3:00PM-3:40PM NAUTILUS 5-LOWER LEVEL ROUNDTABLES 7A

I. “I Will if I Have To!” Considering Educational Television, Language, and Gender through a Feminist Poststructural Lens
   Rachel Skrlac Lo, University of Pennsylvania

II. Preparing Prospective Teachers to Be Reflective Practitioners in the U.S. and Abroad
   Linda Wold, Loyola University
   Kathy Ganske, Vanderbilt University
   Karen E. Smith, University of Manitoba
   Robin Jocius, Vanderbilt University
   Anna Lees, Loyola University

III. Reading Nooks: Affordances of e-Book Readers for Struggling Adolescent Readers
   Victoria R. Gillis, University of Wyoming
   Dennise Pagler, Berkmar High School
   Megan C. Marshall, University of Wyoming
   Kathy Headley, Clemson University

IV. Rebirth of Miscue Analysis: Cross-Disciplinary Tool to Upgrade Writing Skills
   Alice Feret, East Carolina University
   Carole Rumpf, John Jay High School

V. Teaching Candidates Reading, Blogging, and Exploring 21st Century Literacies
   Sandra M. Webb, Georgia College & State University

VI. The FOCUS Strategy as a Text Structure Interactive Mapping Technique in the Disciplines for College Students with Identified Learning Disabilities
   Robin Wisniewski, University of Arizona

VII. The Role of Multimodal and Digital Literacies in the Socio-Economic Empowerment of Women: A Case Study of a Botswana Basket-Weaving Cooperative
   Theresa Rogers, University of British Columbia
   Penelope Moanakwena, University of British Columbia
   Brigid Conleth, University of British Columbia
   Pierre Walter, University of British Columbia

VIII. Vocabulary Framing in a Multifaceted Comprehensive Vocabulary Instruction Program
   Camille Blachowicz, National Louis University
   Ann Bates, National Louis University
   Char Cieply, National Louis University

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

Formative Tools Mediate Emerging Literacy Practices

Chairs: Michael Dominguez, University of Colorado Boulder
        Shelby Anne Wolf, University of Colorado Boulder

Discussant: Donna Begley, University of Colorado Boulder

We will showcase case studies of student teachers demonstrating their changing practices through narratives that unfold across their experience. Through each story, we will highlight the structured, formative assessment tools we use to mediate their learning including the Quality Urban Classroom Observation Protocol, journals, professional growth essays, and video clubs. Through the use of these structured tools, we help student teachers enact a “pedagogy of noticing” to recognize and reflect upon sociocultural literacy practices.

Presenters:
Michael Dominguez, University of Colorado Boulder
Kimberly McDavid Schmidt, University of Colorado Boulder
Ashley Cartun, University of Colorado Boulder
Jennie Whitcomb, University of Colorado Boulder
Donna Begley, University of Colorado Boulder
Shelby Anne Wolf, University of Colorado Boulder

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

Literacy Development and Engagement in Preschool and Kindergarten

Chair: Christa van Kraayenoord, University of Queensland
Discussant: David B. Yaden, Jr., University of Arizona

1. Preschoolers’ Engagement with Reading Behaviors: A Statistical Discourse Analysis of Peer Buddy-Reading Interactions
   Tanya Christ, Oakland University
   Ming Ming Chiu, University at Buffalo
   X. Christine Wang, University at Buffalo

2. Reader Response and the Preschool Child: A Continuum of Birth to 5-Year-Old Spontaneous Response to Literature
   Claudia Jean McVicker, MidAmerica Nazarene University

3. What Do We Miss in Early Childhood Classrooms?: Observations of Emergent Literacy Practices and Literacy Environment
   Mi-Hyun Chung, Mercy College
   Elena Nitecki, Mercy College

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

Digital Literacies and Professional Development

Chair: Jennifer Moon Ro, SUNY Fredonia
Discussant: Robyn Seglem, Illinois State University

1. Coaching New Literacies with Student Teacher/Cooperating Teacher Dyads in Elementary Schools
   Laurie A. Friedrich, University of Nebraska–Lincoln
   Guy Trainin, University of Nebraska–Lincoln

2. The iPad Ripple Effect in a Clinical Setting: Benefits for Struggling Readers, University Students, and their Professors
   Kathleen M. Wilson, University of Nebraska–Lincoln
   Laurie A. Friedrich, University of Nebraska–Lincoln

3. Who’s Got TPACK? Distinctions and Experiences for English Language Arts (ELA) Teachers
   Lisa Hervey, North Carolina State University
FRIDAY

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

Using Informational/Nonfiction Texts in the Classroom
Chair: Patricia C. Paugh, University of Massachusetts Boston
Discussant: Theresa Roberts, California State University, Sacramento
1. A Comparison of Two Strategies for Teaching Third Graders to Summarize Information Text
   Ann Marie Dromsky, Independent
   Mariam Jean Dreher, University of Maryland, College Park
2. An Examination of the Use of Nonfiction in Preschool Classrooms
   Alanna Rochelle Dail, Syracuse University
3. The Impact of Exposure and Explicit Instruction on Students' Comprehension of Informational Texts
   Tiffany Ohlson, University of North Florida

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

Communities and Literacies
Chair: Roberto de Roock, University of Arizona
Discussant: Natasha Perez, Michigan State University
1. Effects of Diffused Literacy Practices in the Tucson Literacy Zones
   Roberto de Roock, University of Arizona
   Patricia L. Anders, University of Arizona
2. Leveraging Rich Contexts, Relationships, and Language Resources: A Community-Based Dialogic Reading Intervention
   Kate Brayko, University of Montana
3. The Case for Qur’anic Literacy in the 21st Century
   Rohany Nayan, University of Wisconsin-Madison

3:00PM-4:30PM  GRAND BALLROOM A-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Global Connections on Language and Literacy Instruction
Chair: Colin Harrison, University of Nottingham
In this alternative poster session, sponsored by the LRA International Innovative Community Group (ICG), we will showcase research on literacy teaching and learning in 10 different international contexts. Audience members will be invited to interact with the authors and discuss relevant findings and issues.

Presenters:
   Lori Czop Assaf, Texas State University-San Marcos
   Colin Harrison, University of Nottingham
   Amie Sarker, Dallas Baptist University
   Judith Smith, East Carolina University
   Ran Hu, East Carolina University
   Gilda Martinez, Towson University
   Gill Johnson, University of Nottingham
   Lijun Jin, Towson University
   Jiening Ruan, University of Oklahoma
   Laurie J. Curtis, Kansas State University
   Gumiko Monobe, Kent State University
   Patience Sowa, Zayed University

3:00PM-4:30PM  MARINA I-FIRST FLOOR
SYMPOSIUM

Engaging Adolescent Writers
Chair: Denise N. Morgan, Kent State University
Discussant: Randy Bomer, The University of Texas at Austin
Each paper in this symposium examines adolescents' experiences as writers. Presenters will report on results from a large-scale survey of attitudes and experiences from students in urban, rural and suburban settings and share results from classroom-based writing experiences. Each study examines adolescents' development as writers.

1. What Adolescents Have to Say About Writing: Survey Results from Urban, Rural, and Suburban Students
   Denise N. Morgan, Kent State University
   Kristine E. Pytash, Kent State University
2. Freshmen, Flash Fiction, and 500 Words: A "Unit of Study" Approach to High School Writing
   Katherine E. Batchelor, Kent State University
3. Writing with Mentor Text in a High School Economics Classroom
   Kristine E. Pytash, Kent State University
   Elizabeth Edmonston, Kent State University
   Arin Miller-Tait, Gilmour Academy

3:00PM-4:30PM  MARINA II-FIRST FLOOR
SYMPOSIUM

When a Text is Not: Exploring Non-Traditional Texts in Discourse Analysis
Chair: Christine Mallozzi, University of Kentucky
Discussant: Jennifer Rowsell, Brock University
The purpose of this symposium is to outline the affordances and challenges of analyzing non-traditional texts using discourse analysis/analyses. Presenters will focus on four texts (policies, toys, bodies, and visual representations) and describe how working with these texts using discourse analysis/analyses can open up new understandings yet still be under certain constraints.

1. Policy as Text in Discourse Analysis
   Julie Ellison Justice, University of North Carolina at Chapel Hill
2. Toy Story: A Mediated Discourse Analysis of Toys as Texts
   Karen Wohlwend, Indiana University
3. Bodies as Texts: Issues within Discourse Analysis
   Christine Mallozzi, University of Kentucky
4. Visual Discourse Analysis and Visual Texts
   Peggy Albers, Georgia State University
3. Quantitative Analysis and Inter-Rater Reliability of Peer Scoring

2. Relationships Between Peer Review and Revision

1. The Nature of Peer Comments and their Relationship to Review studies of computer-mediated peer feedback to K-12 classrooms. Additional studies build on K-12 studies of face-to-face peer response and extend textual revisions and their relationship to peer review comments; and Paper 1 examines the nature of peer review comments; paper 2 addresses space. Three studies analyze the same data set to examine peer feedback. Our online writing environment facilitates peer writing in a shared University of Georgia

Donna Alvermann, Discussant:

University of Illinois at Urbana-Champaign

Bill Cope,

Chair:

Writing Environment

A Formative Investigation of Peer Feedback and Revisions in an Online Writing Environment

Chair: Bill Cope, University of Illinois at Urbana-Champaign

Discussant: Donna Alvermann, University of Georgia

Our online writing environment facilitates peer writing in a shared space. Three studies analyze the same data set to examine peer feedback. Paper 1 examines the nature of peer review comments; paper 2 addresses textual revisions and their relationship to peer review comments; and paper 3 explores the inter-rater reliability for peer review criteria. These studies build on K-12 studies of face-to-face peer response and extend studies of computer-mediated peer feedback to K-12 classrooms.

1. The Nature of Peer Comments and their Relationship to Review Criteria

Sonia Kline, University of Illinois at Urbana-Champaign

Rebecca Lindsay Woodard, University of Illinois at Urbana-Champaign

Kirsten Letofsky, University of Illinois at Urbana-Champaign

2. Relationships Between Peer Review and Revision

Alecia Marie Magnifico, University of Illinois at Urbana-Champaign

3. Quantitative Analysis and Inter-Rater Reliability of Peer Scoring

Shannon Carlin-Menter, University of Illinois at Urbana-Champaign

3:00PM-4:30PM MARINA III-FIRST FLOOR

SYMPOSIUM

Family Backpacks in Schools: Biliterate and Bilingual Families Exploring the Power of Story

Chair & Discussant: Julia López-Robertson, University of South Carolina

This symposium investigates how biliterate and bilingual families engage with story and how these families merge these understandings into the classroom as well as educators’ perspectives about these backpacks. Families examine backpacks consisting of global texts, response journals, and tell their own stories. Three different Family Backpack Projects are highlighted; we adopted a “funds of knowledge” approach tapping families’ existing literacy practices as resources for bridging the gap between home and school.

1. Family Story Backpacks, Story, and Funds of Knowledge

Kathy G. Short, University of Arizona

Maria V. Acevedo, University of Arizona

Dorea Kleker, University of Arizona

2. Family Backpacks, Bilingual Texts, and Family Perceptions

Katie Edwards Schrodt, Middle Tennessee State University

3. Family Backpacks, Dual Language Texts, and Family Response Journals

Jeanne Gilliam Fain, Middle Tennessee State University

3:00PM-4:30PM MARINA IV-FIRST FLOOR

SYMPOSIUM

A Formative Investigation of Peer Feedback and Revisions in an Online Writing Environment

Chair: Bill Cope, University of Illinois at Urbana-Champaign

Discussant: Donna Alvermann, University of Georgia

Our online writing environment facilitates peer writing in a shared space. Three studies analyze the same data set to examine peer feedback. Paper 1 examines the nature of peer review comments; paper 2 addresses textual revisions and their relationship to peer review comments; and paper 3 explores the inter-rater reliability for peer review criteria. These studies build on K-12 studies of face-to-face peer response and extend studies of computer-mediated peer feedback to K-12 classrooms.

1. The Nature of Peer Comments and their Relationship to Review Criteria

Sonia Kline, University of Illinois at Urbana-Champaign

Rebecca Lindsay Woodard, University of Illinois at Urbana-Champaign

Kirsten Letofsky, University of Illinois at Urbana-Champaign

2. Relationships Between Peer Review and Revision

Alecia Marie Magnifico, University of Illinois at Urbana-Champaign

3. Quantitative Analysis and Inter-Rater Reliability of Peer Scoring

Shannon Carlin-Menter, University of Illinois at Urbana-Champaign

3:00PM-4:30PM MARINA V-FIRST FLOOR

SYMPOSIUM

Preschool Classrooms’ Support for Academic Language Development From a Communities of Practice Perspective

Chair & Discussant: David K. Dickinson, Vanderbilt University

This session examines children’s opportunities for learning academic language in different preschool settings; book reading, small group science instruction, free play, and meal times. Our approach views language learning from a community of practice perspective, (Holmes, 1999; Lave & Wenger, 1991) and when applied to classroom research this approach leads to examination of interaction in a context-specific manner.

1. Is Book Reading a Unified Construct? Examining the Relationship between How Teachers Read Texts and Their Use of Extra-Textual Discussions

Erica M. Barnes, Vanderbilt University

David K. Dickinson, Vanderbilt University

2. The Nature of Teacher–Child Interactions in Six Preschool Science Small Group Lessons

Jin-Sil Mock, Vanderbilt University

David K. Dickinson, Vanderbilt University

3. Teachable Moments: Children’s Opportunities for Word Learning During Free Play

Jill Grifenhagen, Vanderbilt University

David K. Dickinson, Vanderbilt University

4. Mealtimes as a Context for Supporting Vocabulary Growth of Preschool Children

Molly F. Collins, Vanderbilt University

3:00PM-4:30PM MARINA VI-FIRST FLOOR

SYMPOSIUM

The Formation of the Literacy Development of African American Males: Linking Antebellum to the 21st Century

Chair & Discussant: Alfred Tatum, University of Illinois at Chicago

While our nation wrestles with solutions for advancing the literacy education for Black males in our country, an interpretive historical frame is often absent from the discussion. The purpose of this symposium is to examine historical contexts of the literacy development of Black males in form present policy and practice. Through archival research, the authors examined children’s literature, poetry writing, and literary societies. Findings suggest that historical lenses can inform current literacy practices for Black males.

1. Children’s Literature and African American Male Youth

Ebony Joy Wilkins, University of Illinois at Chicago

2. Rhythmic Writings: A Poetic Pathway for African American Males

Angela Joy Fortune, University of Illinois at Chicago

3. Historical Literacy Framings of African American Male Literary Societies

Gholnecsar E. Muhammad, University of Illinois at Chicago
Friday

3:00PM-4:30PM  NAUTILUS 1-LOWER LEVEL
PAPER SESSION

Seeing Is Believing: The Use of Video in Literacy Activities
Chair: M. Cecil Smith, Northern Illinois University
Discussant: Lane W. Clarke, University of New England

1. A Video-Based Think-Aloud Study of Online Reading
   John E. McEneaney, Oakland University
   Wendy Farkas, Oakland University
   Carmela Romano Gillette, Michigan State University
   Yeaton Clifton, Oakland University
   Lizabeth Guzniczak, Oakland University
   Dawnelle Henretty, Oakland University

2. Screen-Sharing and Joint Attention Work as Literacy Practice
   Aaron Chia Yuan Hung, University of Washington
   Déana Scipio, University of Washington

3. Videorecorded Direct Instruction Versus Inquiry-Based Online Collaboration: An Efficacy Study Using Quasi-Experimental Control Group Design
   Allen Teng, San Diego State University

3:00PM-4:30PM  NAUTILUS 2-LOWER LEVEL
PAPER SESSION

The Role of Gaming in the Development and Practice of New Literacies
Chair: Kenneth J. Weiss, Central Connecticut State University
Discussant: Hiller A. Spries, North Carolina State University

1. Narrative, Literacy, and the Design of Video Games for Learning
   Michael K. Thomas, University of Wisconsin-Madison
   Chris Blakesley, University of Wisconsin-Madison

   Heather Lynn Lynch, Georgia State University

3. Read, Write, Play: Interest-Driven Literacy Learning in Game-Based Wiki Spaces
   Amanda Ochsner, University of Wisconsin-Madison
   Crystle Martin, University of California, Irvine

3:00PM-4:30PM  NAUTILUS 3-LOWER LEVEL
PAPER SESSION

Literacy Learning in International Settings: Chile, Macedonia, and Cambodia
Chair: Zaline Roy-Campbell, Syracuse University
Discussant: Claudette Thompson, St. Bonaventure University

1. Exploring the Reading Habits of Chilean College Students: Who Reads What, and is Reading a Preferred Recreational Activity?
   Pelusa Orellana, Universidad de los Andes
   Carolina Melo, Universidad de los Andes

2. New Republic, New Vision
   Richard Thomas Holdgreve-Resendez, Michigan State University

3:00PM-4:30PM  NAUTILUS 4-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Teacher Preparation in Reading Clinics for 21st Century Literacies
Chair: Barbara Laster, Towson University

Three research projects on 21st century literacies in reading clinics will be presented. Active citizenship in the 21st century should be informed by a critical stance, active participation, and the use of multiple platforms for reading, writing, speaking, and listening (NCTE, 2008). To be effective, our students (and teachers) must use multimodal literacy practices. Even though print-based text continues to dominate classroom instruction, reading clinics are moving quickly to incorporate a variety of technologies.

Presenters:

Mary D. Applegate, St. Joseph’s University
Erica Bowers, California State University, Fullerton
Jeanne B. Cobb, Coastal Carolina University
Theresa A. Deeney, University of Rhode Island
Cheryl Dozier, University at Albany
Meagan Moreland, Northeastern State University
Julie Janson Gray, University of Virginia
Debra Gurvitz, National Louis University
Barbara Laster, Towson University
Lisa Lewis, Loyola College of Maryland
Stephanie L. McAndrews, Southern Illinois University Edwardsville
Tammy Marsh Milby, University of Richmond
Shadrack Gabriel Msengi, Southern Illinois University Edwardsville
Evan Ortlieb, Monash University
Tammy Ryan, Jacksonville University
Stephan Sargent, Northeastern State University
Mary Swanson, Northeastern State University
Lee Ann Tyseling, Boise State University
JoAnne Vazzano, Northeastern Illinois University
Belinda S. Zimmerman, Kent State University
Integrating 21st Century Literacies in Bilingual Classrooms

Chair: Danny Cortez Martinez, University of Illinois at Chicago
Discussant: Ramón Antonio Martínez, The University of Texas at Austin

The papers presented in this session will demonstrate meaningful integration of 21st century literacies within content areas in bilingual settings. Through classroom observations, interviews with teachers, and multiple artifact collection to examine how 21st century tools facilitate learning, the researchers will present an approach that considers the successful preparation in academic literacies of students and teachers who are bilingual or becoming bilingual.

1. "Abriendo las Puertas/Opening Doors: Integrating Tejano History in the Language Arts Curriculum"
   Maria E. Fránquiz, The University of Texas at Austin

2. "Disrupting Assumptions through Digital, Multimedia Texts: Fostering Inclusive Classrooms for Multilingual Students"
   Carol Brochin-Ceballos, The University of Texas at El Paso
   Minda Lopez, Texas State University-San Marcos

3. "Science in Two Languages: Fostering Scientific Literacy in Bilingual Classrooms"
   Antonieta Avila, The University of Texas at Austin

Multimodality and Reading

Chair: Chandra P.S. Chauhan, Aligarh Muslim University
Discussant: Jacquelynn A. Malloy, Anderson University

1. "Multimodality that Promotes Inclusive Learning: Profiles of "Struggling" Students in a Multimodal Literacy Curriculum"
   Angela M. Wiseman, North Carolina State University
   Christine Christianson, North Carolina State University
   Nicole Nesheim, North Carolina State University
   Melissa Pendleton, North Carolina State University

2. The Affordances of Multimodal Texts and Their Impact on Reading Digital Textbooks
   Scott Voss, Apple Valley School District
   David O'Brien, University of Minnesota

3. "Using Multimodal Texts to Build Background Knowledge of High School and College Students"
   Salika A. Lawrence, William Paterson University
   Marie Donnanuto, William Paterson University
   Nancy Osborn, Passaic High School
   Tiffany Jefferson, Brooklyn Community Arts and Media High School
FRI DAY

4:00PM-7:00PM NAUTILUS FOYER - LOWER LEVEL
PURCHASE SILENT AUCTION BOOKS

4:45PM-6:00PM HARBO R ISLAND BALLROOM - FIRST FLOOR
PLE NARY ADDRESS TWO

Chair: Patricia Enciso, The Ohio State University
I. Edward B. Fry Book Award Presentation
   Melanie Kuhn, Boston University
II. Introduction of Speaker
   Fenice Boyd, University at Buffalo, The State University of New York
III. Plenary Address: Connected Learning and Literacy
   Mimi Ito, University of California, Irvine

6:00PM-6:30PM HARBO R ISLAND BALLROOM - FIRST FLOOR
ANNUAL BUSINESS MEETING

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

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

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

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.

AREA CHAIRS AWARD SESSIONS

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

CONFERENCE CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2012 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
Response to Intervention: New Challenges and New Literacies
Executive Center 4-First Floor

Impact on Colleges of Education
Marina I-First Floor

Professional Development; Practitioner Wisdom; Research Collaborations
Living the Writerly Life in Academia . . . . . Marina II-First Floor

Conceptualize and Commit to Writing Goals

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

Guest Presenters: Donald Bear, Iowa State University
Regina Smith, East Central University

Orthographic Development among English Learners, Word Study
Online, Concept of Word Assessment, Beginning Phonics, and Rhythmic Sensitivity

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

Planning a Study with Video Data

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

Distributed Note-Taking and Collaborative Writing

Doctoral Students’ Innovative Community Group
Nautilus 4-Lower Level

Sharing Doctoral Research and Networking

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

Critical Discourse Analysis

Performances of Research: Exploring Critical Issues in Literacy Education with Performative Texts

Chair: Anne McGill-Franzen, University of Tennessee

In this alternative session, we invite the audience to participate in readings of three performative texts that explore the conflicts, contradictions, and tensions found in the everyday practices of literacy assessment, special education meetings, and academic progress monitoring. As an alternative format for disseminating research, performance ethnography creates a space for stories to be told and retold, while providing readers and audiences a chance to participate in the retelling.

Presenters:
Rachael Gabriel, University of Connecticut
Jessica Nina Lester, Washington State University
Anne McGill-Franzen, University of Tennessee
Renee Moran, University of Tennessee

Literacy Learning Through Science

Chair: Kendra Hall-Kenyon, Brigham Young University
Discussant: George G. Hruby, University of Kentucky

1. A Cognitive–Science–Based Multi–Part Strategy for Enhancing Content–Area Reading Comprehension and Writing in Science in Grades 3–5
Nancy Romance, Florida Atlantic University
Michael R. Vitale, East Carolina University

2. Observing, Reporting, Communicating: The Impact of Interactive Writing on the Development of Science Literacy
Hannah M. Dostal, Southern Connecticut State University
Shannon C. Graham, University of Tennessee

3. The Development of Scientific Literacy: First–Grade Children’s Comments in Shared–Book Experiences
Mi–Hyun Chung, Mercy College
Barbara Keckler, Mercy College
SATURDAY

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

Analyzing Teacher Talk, Practice, and Reflection to Support Teacher Expertise

Chair: Amy Hutchison, Iowa State University
Discussant: Seth A. Parsons, George Mason University

1. A Two-Year Study of Literacy Coaches’ Expertise through Assisted Performance
   Catherine A. Rosemary, John Carroll University
   Naomi Feldman, Baldwin-Wallace College
   Ronald Dale Kieffer, Ohio Northern University
   Polly Collins, Muskingum University

2. Links between Literacy Teachers’ Generation of Pedagogical Ideas and Characteristics of Collaborative Peer Video Analysis Events
   Poonam Arya, Wayne State University
   Tanya Christ, Oakland University
   Ming Ming Chiu, University at Buffalo

3. Raising the Bar: Using Talk Analysis to Make Effective Teaching Even Better
   Dana A. Robertson, University of Wyoming

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

Exploring Teachers’ Beliefs, Perceptions, and Pedagogies

Chair: Ingrid Emniss, Oakwood University
Discussant: Dana Rosen, Pennsylvania State University

1. Exploring Elementary School Teachers’ Perceptions of their Role in Teaching Content Literacy in the Elementary Science and Social Studies Classrooms: A Mixed-Methods Study
   Lisa Michelle Jones-Moore, Valdosta State University

2. Multicultural Literature at an Elite Private School: An Analysis of Teachers’ Pedagogy
   Ellyn Jo Waller, Temple University

3. Third Grade Teachers’ Beliefs, Knowledge, and Practices Regarding Nonfiction Reading Comprehension Instruction for Struggling Readers
   Nicole Maxwell, Georgia State University

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

Genre and Instruction in Poetry and the Humanities

Chair: Linda Wedwick, Illinois State University
Discussant: Sunday Cummins, National Louis University

1. Does History Matter?: Analyzing the History of Poetry Education in One Journal via Three Perspectives
   Mark Allen Dressman, University of Illinois at Urbana-Champaign
   Mark Faust, University of Georgia

2. Evoking the World of Poetic Nonfiction Picture Books
   Ted Kesler, Queens College, CUNY

3. Exploring Images in Secondary Humanities Instruction: Invitations to Take a Stance
   Amy Alexandra Wilson, Utah State University

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

Reading Comprehension Development and Factors That Influence Comprehension

Discussant: Katherine A.D. Stahl, New York University
Chair: Lindsey Moses, University of Vermont

1. Comprehension Strategies and Discussions Around Text in the Primary Grades
   Cindy D. Jones, Utah State University

2. The Relationship Between Graphical Device Comprehension and Overall Text Comprehension for Third-Grade Children
   Kathryn L. Roberts, Wayne State University
   Rebecca R. Norman, Mount Saint Mary College

3. The Relationship between Reading Comprehension and Listening Comprehension in the 21st Century: Developmental or Environmental?
   Wolffram Verlaan, University of Alabama in Huntsville
   Daniel L. Pearce, Texas A&M University, Corpus Christi
   Evan Ortlieb, Monash University

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

Using Discourse Analysis to Determine the Influence of Gender, Class, and Academic Language on Literacy Learning

Chair: Karla J. Moller, University of Illinois at Urbana-Champaign
Discussant: Robert J. LeBlanc, University of Pennsylvania

1. Analyzing a Discourse of Crisis Related to Boys’ Reading: Issues of Gender, Interest, and Reading Practice in Institutional Texts
   Christopher L. Kolb, University of Minnesota

2. Contextualizing Academic Discourse: Using CDA as a Literacy Tool for Promoting Agency and Word Consciousness
   Heather Nicole Neal, Sinclair Community College

3. Curricular Inequity in Literacy
   Sue Nash-Ditzel, Georgian Court University
   Tammy Brown, Marywood University
   Denise Jacob, Rahway Public Schools

8:45AM-10:15AM  MARINA I-FIRST FLOOR
SYMPOSIUM

A Dialogic Stance Toward Student Understandings in the Literacy Classroom

Chair: Maren Aukerman, Stanford University
Discussant: Annemarie Palincsar, University of Michigan

Through discourse analysis, papers in this symposium explicate what it looks like to adopt a dialogic stance towards teaching and learning in four elementary classroom communities (English Language Learner [ELL], bilingual and mainstream) as students talk, read, and write about literature.
1. **Adopting a Dialogic Stance: Recognizing the Influence of Illocutionary Force in Classroom Discourse**
   Maureen Patricia Boyd, University at Buffalo
   Bill Markarian, University at Buffalo

2. **Writing to Tell and Talking to Reason: Extending Reasoning and Literate Thinking in the Classroom**
   Maureen Patricia Boyd, University at Buffalo
   Rosa D’Abate, University at Buffalo
   Melissa Johnston, University at Buffalo

3. **What Does it Mean to Read? Bilingual Children’s Perspectives from Dialogically and Monologically Organized Classroom Environments**
   Maren Aukereman, Stanford University
   Lorien Chambers Schultd, Stanford University
   Erica Moore Johnson, Stanford University

4. **Who Is the Reader? Young English Language Learners’ (ELLs’) Understandings of Audience and Authorial Roles**
   Lorien Chambers Schultd, Stanford University

**8:45AM-10:15AM MARINA II-FIRST FLOOR SYMPOSIUM**

**Developing Content-Area Academic Language**

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

**Discussant:** William Nagy, Seattle Pacific University

There is wide consensus that secondary students need support with academic language in order to access texts and participate in classroom activities. However, less information is available on supporting content area teachers in incorporating academic language support into lessons. In addition, students’ perceptions of their instruction are rarely included in studies examining academic language support. This symposium addresses these issues with four papers from the project (Developing Content-Area Academic Language, [DCAAL]).

1. **What is DCAAL and What are the Primary Findings from the Project?**
   Dianna Townsend, University of Nevada, Reno
   Amy Burton, Washoe County School District
   Alexis Filippini, Mission Learning Center

2. **The Role of Group Work in Developing Productive Knowledge of Social Studies Concepts**
   Meghan Sweeney, University of Nevada, Reno
   Dianna Townsend, University of Nevada, Reno
   Sundae Eyer, Washoe County School District

3. **Using Semiotic Resources to Foster Middle School Students’ Science Learning**
   Cynthia Brock, University of Nevada, Reno
   Tammie Cagney, Washoe County School District
   Tammy Nechita, Washoe County School District
   Dianna Townsend, University of Nevada, Reno

4. **How I Learn: Students Discuss Learning in the Content Classroom**
   Andrea Morency, University of Nevada, Reno

**8:45AM-10:15AM MARINA III-FIRST FLOOR SYMPOSIUM**

**Motivation and Reading: Issues of Instruction, Assessment, and Terminology**

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

**Discussant:** Bong Gee Jang, University of Virginia

The role of motivational components in reading is well established: we know that how children feel about reading, how they judge themselves as readers, and whether they value reading are related to reading achievement and reading amount. Unfortunately, despite the importance of motivation, it often fails to be an area of focus in instruction and assessment. Furthermore, research in the area is plagued by a proliferation of terms. We highlight these issues in this symposium.

1. **Literacy Motivation and Engagement: Instructional Issues in the Age of the Common Core State Standards**
   Linda B. Gambrell, Clemson University
   Jacquelynn A. Malloy, Anderson University
   Barbara A. Marinak, Mount Saint Mary University

2. **What Do We Assess When We Assess Reading?**
   Peter Afflerbach, University of Maryland
   Jong Yun Kim, University of Maryland, College Park
   Brie Doyle, University of Maryland, College Park
   Byeong-Young Cho, Iowa State University

3. **Motivation Terminology in Research**
   Michael McKenna, University of Virginia
   Kristin Conradi, North Carolina State University
   Bong Gee Jang, University of Virginia

**8:45AM-10:15AM MARINA IV-FIRST FLOOR SYMPOSIUM**

**Tinker, Tailor, Soldier, Spy: Reading Professionals’ Identities Through Multiple Lenses**

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

**Discussant:** Rita M. Bean, University of Pittsburgh

This symposium asks: Who are the individuals who assume positions as reading professionals, engaging in the work often considered central to successful school literacy programs? The session includes three research papers using varied methodological lenses to explore reading professionals’ identities, a discussant offering critique and implications for research, teacher education, and school literacy programs, and time for audience discussion.

1. **Studying to be Literacy Specialists: A Critical Discourse Analysis**
   Elizabeth Y. Stevens, Syracuse University

2. **Becoming Literacy Coaches: An Identity-as-Position Analysis**
   Josephine Peyton Marsh, Arizona State University
   David Russell Krauter, Arizona State University

3. **Working as Elementary Reading Specialists: A Narrative Analysis**
   Wendy Woods Bunker, Syracuse University
Investigating the Quality of Teacher–Child Interactions: Using the CLASS™ for Assessment and Coaching
Chair: Carol Vukelich, University of Delaware
Discussant: Anita McGinty, University of Virginia
Improving the quality of preschool teachers’ interactions with their young learners is central to enhancing children’s language and literacy learning. This symposium highlights three research teams’ use of the Classroom Assessment Scoring System as a tool to assess the quality of groups of preschool teachers’ interactions with their young learners and to guide professional development aimed at changing low ratings to high ratings.
1. Stability of CLASS™ Scores Across Contexts and Time: Teacher–Child Interactions in the Preschool
   Martha J. Buell, University of Delaware
   Carol Vukelich, University of Delaware
   Myae Han, University of Delaware
2. Effect of CLASS Reliability Training on Preschool Teachers’ Performance
   Renee Casbergue, Louisiana State University
   April Bedford, University of New Orleans
3. High Stakes in the 21st Century: Response to Intervention (RTI) for Teachers
   Karen Burstein, Southwest Institute for Families and Children with Special Needs

Investigating Methods of Discourse Analysis that Critically Examine Literacy Practices in Educational Contexts
Chair: Amy Vetter, University of North Carolina at Greensboro
Discussant: David Bloom, The Ohio State University
This alternative format session explores various approaches to discourse analysis that critically examine literacy practices within a range of educational contexts. Presenters and audience members will examine exemplary studies and engage in discourse analysis of current research that investigates specific aspects of structure, function, and communicative production to answer questions related to literacy and education.
1. Identity Work, Positioning Theory, and Discourse Analysis
   Amy Vetter, University of North Carolina at Greensboro
   Joy Myers, University of North Carolina at Greensboro
2. Ethnographic Methods and Discourse Analysis
   Patricia C. Paugh, University of Massachusetts Boston
3. Temporal Discourse Analysis
   Cathy Compton-Lilly, University of Wisconsin-Madison
4. Understanding Agency through Microethnographic Discourse Analysis
   Deborah Ann MacPhee, Illinois State University

Literacy Learning in Pre-School and Early Childhood Programs
Chair: Alison K. Billman, University of California, Berkeley
Discussant: Colleen P. Gilrane, University of Tennessee
1. Predicting Children’s Preschool Language and Reading Proficiency
   Linda M. Phillips, University of Alberta
   Stephen P. Norris, University of Alberta
   Denyse V. Hayward, University of Alberta
   Meridith Ann Lovell, University of Alberta
2. Preschoolers’ Literacy and Language Learning from an Educational Video Series in American Sign Language (ASL)
   Debbie Golos, Utah State University
   Annie Moses, John Carroll University
3. Quality of the Literacy Environment in Inclusive Early Childhood Special Education (ECSE) Classrooms
   Ying Guo, University of Cincinnati
   Brook Sawyer, Temple University
   Laura Justice, The Ohio State University
   Joan Kaderavek, University of Toledo

Literacy Practices with Latino Families
Chair: Craig A. Young, Bloomsburg University of Pennsylvania
Discussant: Sunita Singh, Le Moyne College
1. From Just to Justice: A School Translator Reconstructs Her Role Working with Latino Families in Literacy Contexts
   Charna D’Ardenne, University of North Carolina at Chapel Hill
2. Developing Home Reading Practices that Serves the Needs of Spanish-Speaking Families
   Stephanie Wessels, University of Nebraska-Lincoln
3. Crossing Literacy Fronteras: Latina Immigrant Mothers’ and Children’s Multimodal Literacy Practices within and beyond a Two-Generation Program
   Karisa J. Peer, University of California, Los Angeles
SUNDAY

8:45AM-10:15AM PAPER SESSION

NAUTILUS 3-LOWER LEVEL

Engaging Adolescents in Meaningful Literacy Practices

Chair & Discussant: Kim Walters-Parker, Kentucky Education Professional Standards Board

1. Moving from the Global to the Local: Adolescent Engagement with Content through Global and International Literature
   Marie A. LeJeune, Western Oregon University
   Tracy Lynn Smiles, Western Oregon University

2. Opening the Gates: Creating Real World Writing Opportunities for Diverse Secondary Students
   Jessica Singer Early, Arizona State University

3. From At-Risk Literacy Labels to Resilient Identity Portrayals: Adolescents Fostering Hope Within Their Dreams, Fights, and Adaptations
   Shannon Clapsaddle, Carbondale Community High School
   Marla Mallette, State University of New York at Binghamton

8:45AM-10:15AM PAPER SESSION

NAUTILUS 4-LOWER LEVEL

Creating Spaces for Students to Learn the Structure of Argument

Chair & Discussant: Matt J. Hollibush, Mount Saint Mary College

1. The Social Turn in Argumentation: A Case Study of Argumentative Writing in a High School Classroom
   Allison Wynhoff Olsen, The Ohio State University

2. The Effects of Comprehensive Reading and Writing Strategy Instruction on the Persuasiveness of Students’ Argumentative Essays in Seventh Grade Inclusive Classrooms
   Irene Rosenthal, The College of Saint Rose
   Ekaterrina Midgette, The College of Saint Rose

3. Using Graphic Organizers in Middle School Classrooms: What Do Observations Show About What Teachers Do and What They Can Do?
   Deborah Beth Scott, Pennsylvania State University
   Mariam Jean Dreher, University of Maryland, College Park

8:45AM-10:15AM PAPER SESSION

NAUTILUS 5-LOWER LEVEL

Academic Language and Literacy in the Content Areas

Chair: Audrey Lucero, University of Oregon
Discussant: Lori Norton-Meier, University of Louisville

1. Exploring English Learners’ (ELs) and non-ELs’ Mathematical Literacy: Does Reading Math Matter?
   Mary A. Avalos, University of Miami
   Edwing Medina, University of Miami
   Kristen B. Doorn, University of Miami
   Margarita Zisselsberger, University of Miami
   Walter G. Secada, University of Miami

2. Teachers’ Use of Linguistic Scaffolding to Support the Academic Language Development of First Grade Emergent Bilingual Students
   Audrey Lucero, University of Oregon

3. Spaces for Translanguaging in a Fifth-Grade Bilingual Classroom
   Jo Worthy, The University of Texas at Austin
   Leah Durán, The University of Texas at Austin
   Alinyi adonyi Pruitt, The University of Texas at Austin
   Michiko Hikida, The University of Texas at Austin
   Katie Peterson, The University of Texas at Austin

8:45AM-10:15AM SYMPOSIUM

SEABREEZE I-FIRST FLOOR

Complicating Ethnicity, Race, and Multilingualism in Literacy Research, Teaching, and Teacher Education

Chair: Lara J. Handsfield, Illinois State University
Discussant: Richard Ruiz, University of Arizona

This symposium will address how literacy educators and researchers understand and trouble ethnicity, race, and multilingualism, and how these constructions afford and/or impede our work as we strive toward equity. The four presentations complicate normative assumptions guiding literacy instruction, teacher education, and research, pushing LRA audience members to move beyond a “best practices” model and to examine their own assumptions about difference.

1. “I Do Not Like When You Hang Me”: (Re)presenting Race and Racism in the Writer’s Workshop
   Terry Husband, Illinois State University

2. Literature Discussions as a Tool for Interrogating a Possible Curriculum: How Using Culturally Relevant Children’s Literature with Preservice Teachers Leads to Diverse and Engaging Pedagogy
   Julia López-Robertson, University of South Carolina

3. Reframing Literacy Pedagogy for a Common Future
   Patricia Enciso, The Ohio State University

4. Cultivating Racial and Linguistic Diversity in Literacy Teacher Education
   Marcelle Haddix, Syracuse University
   Rosemary Nyaboke Nduati, Syracuse University
1. "What's Our Word?" Focus: An Analysis of a Tutoring Program at a Family Homeless Shelter
Laurie Macgillivray, University of Memphis
Gretchen S. Goode, University of Memphis

2. Dystopia in the Heartland: Rural Teens Challenge Dominant Ideologies Through Young Adult Literature
Kara L. Lycke, Illinois State University
Cori McKenzie, Michigan State University

3. "It Made Me Hate Reading": Mandatory After-School Reading and Reading Identities Among Preservice Teachers
Devon Brenner, Mississippi State University

4. Summer is For Taking a Break: Mississippi Families' Perceptions of Summer Reading
Manya Chappell, Mississippi State University

10:45AM-12:00PM HARBOUR ISLAND BALLROOM - FIRST FLOOR
INTEGRATIVE RESEARCH REVIEW
Chair: Janice F. Almasi, University of Kentucky
I. Albert J. Kingston Award Presentation
   Donna Alvermann, The University of Georgia
II. Albert J. Kingston Award Presentation for the 2012 Awardee
   Marla Mallette, State University of New York at Binghamton
III. Introduction of Speaker
     Kelly Chandler-Olcott, Syracuse University
IV. 2012 Integrative Research Review: Designing New Spaces for Literacy Learning
     Kevin Leander, Vanderbilt University

12:15PM-2:00PM EXECUTIVE CENTER 3A&B - FIRST FLOOR
EXECUTIVE COMMITTEE LUNCH & MEETING

2:00PM-5:00PM EXECUTIVE CENTER 3A&B - FIRST FLOOR
BOARD OF DIRECTORS MEETING
LEADERSHIP AND HONOREES

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AREA 13: Other Topics
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Thomas Devere Wolsey, Walden University
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