

Ph.D. in Literacy Studies, Middle Tennessee State University

Newsletter

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Dr. Jeanne Gilliam Fain was born in Bowie, Maryland. She pursued her undergraduate degree in Elementary Education at Grand Canyon University in Phoenix, Arizona. She earned a B.S. in Elementary Education with a minor in Spanish. After completion of her Bachelor's degree, she was a bilingual kindergarten teacher for five

years and then moved to first grade for two and a half years in an urban school in Chandler, Arizona. She earned her Master's in Elementary Education with a concentration in Bilingual Education and English as a Second Language at Arizona State University in Tempe, Arizona. At University of Arizona in Tucson, she completed her Ph.D. in Language, Reading, and Culture with a concentration in Biliteracy and Early Literacy. She worked as a Multilingual Coordinator and Senior Lecturer at Arizona State University, while continuing her research on children's talk about critical issues from multilingual texts. After moving to Tennessee, Dr. Fain worked as a research associate and director of Enhanced Language and

Literacy Success, an Early Reading First Grant, for Vanderbilt University. At MTSU, she has continued her research with English Learners and literacy. She is currently analyzing yearlong qualitative data of young Arabic and Spanish pre-kindergarten speakers' oral responses to international texts. Michelle Hasty, Holly Marshall, and Andrea Milligan assisted with the transcription of the video data of the young children's responses. In addition, Dr. Fain is collaborating with Debbie Rowe at Vanderbilt University and Katie Schrodtt, a first year Literacy Studies doctoral student at MTSU. She is working on two distinct studies that examine linguistically and culturally diverse families' written responses to texts.

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Student Profile: Rachel Anderberg



For as long as I can remember I've loved to teach. I have distinct childhood memories of using a chalkboard hung on the wall of my tree house to instruct my begrudging younger siblings. Because of these early experiences it was an easy decision for me to go into education in my undergraduate program at Montana State University, and my love of reading made me choose a Minor in

Reading Education. I was lucky enough to complete my student teaching in Scotland and shortly after moved to Colorado to look for a job. I spent quite a bit of time working in the various Denver-area districts as a substitute and found myself more and more disillusioned by the state of education, to the point where I considered completely leaving the profession. Luckily, in

GOT NEWS?

We are looking for information for upcoming newsletters. Please let us know if you have published, presented or performed other newsworthy events!

Also, if you have questions you'd like answered, please email us the questions and we'll try to provide the answers in the next newsletter.

Email:
skh3g@mtmail.mtsu.edu

*Fall Dates
MTSU Graduate Student
Calendar*

October 13-16, 2012
Fall Break—No Classes

October 30, 2012
Last day to drop with a grade of W

November 2, 2012
*Last day to file dissertations for
December graduation*

November 12-21, 2012
*Early registration for Spring 2013
Semester*

November 22, 2012
Thanksgiving Holiday—No Classes

Looking ahead...
January 31, 2013
*Last day to file Intent to Graduate
Form for May 2013 Graduation*

Student Profile (continued)

2006 I made a spontaneous decision to pick up my life and move to Anchorage, Alaska for a new adventure. Shortly after arriving there I stumbled upon a small private school for students with reading disabilities. Within a few weeks I had a job doing small groups and anything else that needed to be done. By the following fall I had worked my way into a full-time teaching position in a classroom with 5th-8th grade students with various degrees of reading and writing disabilities. It was the hardest and best thing I had ever done. I had a chance to work with an incredible staff that made remarkable changes in the lives of students. While I was daily encouraged by the gains my students made and the way it changed their self-image and confidence in themselves, I became more and more frustrated by the fact that they had made it through the system to middle school without getting the help they so desperately needed. I eventually decided that I needed to go back to school and work to change the system instead of trying to catch all the pieces

And so I'm in the final year of the program here at

MTSU. It's been a journey for sure. In addition to working with the Literacy Studies faculty, I've had the privilege of working with Stuart Bernstein in the psychology department. Through various projects with him, I've discovered that my passion is for implementation research. How do we take everything we know and actually make a difference in the lives of kids each day - particularly as we work in a system with more and more struggling readers and fewer and fewer funds? My dissertation is examining the effects of training high school tutors to work with struggling elementary readers. I love the time I get to spend with both the high school students and the elementary students, and I'm hopeful it will provide a beneficial intervention option as well.

I will finish collecting my data by Christmas and I plan to graduate by May. I'm currently looking at job options involving school district literacy leadership as well as professional development and consulting options. Though I'm not 100% sure which direction I will go next, I'm excited to be starting the next phase of the journey.

DON'T FORGET!

LITS STUDIES
INFORMATION NIGHT
October 10, 2012

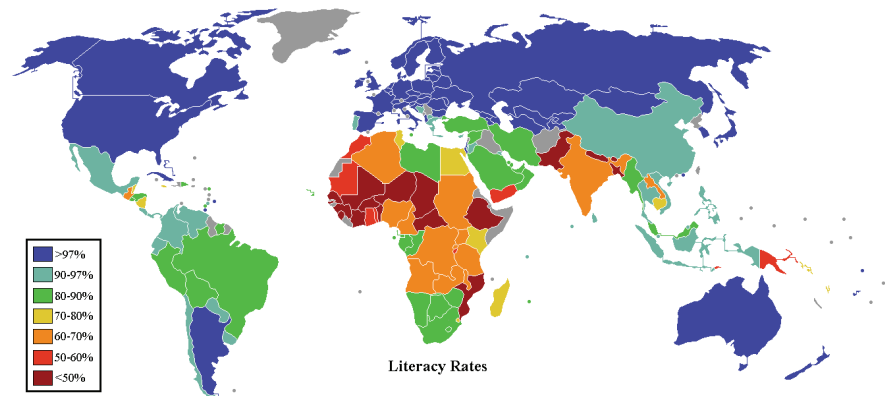
Center for Dyslexia
Room 116
200 N. Baird Lane
Murfreesboro

7:00-8:00pm

- ◆ 7:00-7:30: Practicum
- ◆ 7:30-8:00 Proposals

This is not a required event but is highly recommended for students who are at the relevant crossroads in the program.

World map of literacy, UNHD 2007/2008 report. <http://en.wikipedia.org>.



Source: UN Human Development Report 2007/2008

Fall Conferences

The 38th Annual Tennessee Reading Association Fall Conference, December 2-4, 2012. Murfreesboro.

Deadline for submitting proposals to TRA for student poster presentations is September 28, 2012.

TN Council Teachers of English Annual Conference, September 28-29, 2013. Nashville, TN.

Tennessee Literacy Coalition's Statewide Adult Literacy Conference, Oct. 2. Nashville, TN.

NCTE Annual Conference, November 15-18, 2012. Las Vegas, NV.

The International Dyslexia Association Annual Conference, October 24-27, 2012. Baltimore, MD.

Literacy Research Association 2012 Conference, November 28-December 1, 2012. San Diego, CA.

The 37th Annual Boston University Conference on Language Development, November 2-4, 2012.

The 52nd Annual Meeting of the Psychonomic Society, November 15-18 2012. Minneapolis, MN.

Save the Date—Spring Conferences

The 58th Annual International Reading Association Conference, April 19-22, 2013. San Antonio, TX.

Call for proposals is already closed.

Annual COABE Conference, March 24-27, 2013. New Orleans, LA.

Deadline for submitting proposals is November 30, 2012.

The 20th Annual SSSR Conference, July 10-13, 2013. Hong Kong.

Deadline for Symposia Proposals is Nov. 15, 2012; Deadline for individual papers is Dec. 15, 2012.

The Annual AERA Meeting, April 27-May 1, 2012. San Francisco, CA.

Call for proposals is already closed.

Keep in mind for the future...

IRA Outstanding Dissertation of the Year

The International Reading Association Outstanding Dissertation of the Year Award is a \$1,000 award supported by a grant from SchoolRise LLC. Summaries of winning dissertations are published each year in *Reading Research Quarterly*.

Dissertations in reading or related fields are eligible for the competition. Studies using any research approach

(ethnographic, experimental, historical, survey, etc.) are encouraged. Each study is assessed in the light of this approach, the scholarly qualification of its report, and its significant contributions to knowledge within the reading field.

Eligibility for the 2013 Award:

The competition is open to those who have completed dissertations in any aspect of

the field of reading or literacy between May 15, 2011, and May 14, 2012 and approved by the committee. Applicants must be current members of the International Reading Association. The submission deadline for this year's competition is October 1.

WELCOME TO OUR NEW STUDENTS!

The LITS studies program continues to grow as we add 11 new students to our program this fall.

Words for Thought:

"Literacy is the bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential."

-Kofi Annan



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Preliminary Exams

The next preliminary exam opportunity will occur on **Friday, November 30, 2012**. If you plan on sitting or the exam this semester, please contact Dr. Kim. (jwa.kim@mtsu.edu).

STAY CONNECTED:

Stay connected and informed by taking advantage of the following opportunities:



- join our LITS program listserv (contact Davonna Thomas to join)
- check out our Literacy Studies page on D2L
- “friend” us on Facebook at <http://www.facebook.com/groups/132772590154034>

Student and Faculty Happenings

PRESENTATIONS/POSTERS

- ⇒ **Ling Wang** attended the conference of Southeast Chinese Language Association (SECLA) in early September and presented her paper “Translation as a Learning Strategy for L2 Chinese Language Learners”.
- ⇒ **Dr. Jwa and Kay Kim** presented a poster entitled *Effects of Inter-trait Correlation on Parameter Estimation in Multidimensional Item Response Theory (MIRT)* at the annual meeting of the Psychometric Society, Lincoln, Nebraska.
- ⇒ **Dr. Aleka Blackwell** presented a poster entitled *On the Validity of Timed Lexical Decision Tasks as Measures of Vocabulary* at the 9th annual EALTA (European Association for Language Testing and Assessment) conference, University of Innsbruck, Austria.

PROGRAM MILESTONES

- ⇒ **Davonna Thomas** successfully completed her preliminary exams this summer! She will now enter the dissertation phase of her program.
- ⇒ **Davonna Thomas** completed her practicum with Murfreesboro Central Office this summer.
- ⇒ **Ling Wang** finished her practicum this summer with the Confucius Institute.
- ⇒ **Danica Booth, Michelle Hasty, Casey Brasher, Rachel Peay Cornett, Jennifer Cooper, Kyungtae Kim, and Penny Thompson** fulfilled their residency requirement this summer.

RESPONSIBLE CONDUCT OF RESEARCH

All human research authorized and conducted under the jurisdiction of Middle Tennessee State University is subject to review by the Institutional Review Board for risk, benefit, and informed consent without regard to the source of financial, physical (facilities), or logistical support. This review must be conducted before a project is started.

Middle Tennessee State University is responsible for any research activity that involves physical, behavioral, or social welfare of human subjects that is:

- conducted at Middle Tennessee State University;
- conducted by Middle Tennessee State University faculty, staff, or students.

The IRB shall have the authority to disapprove, discontinue, suspend, or limit research involving human subjects and, by its recommendations, can effect action that withholds or withdraws financial support from projects involving human subjects that are not in compliance with University policies or federal regulations.

How do I get IRB approval?

First make sure you have documentation of completion of Human Subjects Training. You can obtain training from the Collaborative Institute of Training Initiative at their web site: www.citiprogram.org. Register your name and affiliate yourself to Middle Tennessee State University.

Make sure you have a detailed plan for your research process. You should have already conducted a literature review, decided on your research methods, and your plan for analyzing data. This information will be asked for in your IRB application.