

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

Newsletter

Literacy Studies 2nd Annual Conference

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The Literacy Studies Program held its 2nd Annual Research in Progress Conference on February 15, 2014. This year's audience included students from MTSU and surrounding universities.

The day's keynote speaker was Dr. David K. Dickinson. Dr. Dickinson is a professor at Vanderbilt University in the Department of Teaching and Learning. His research focus considers how children develop language and the various inputs needed from their environments. He has collaborated with Dr. Catherine Snow and Dr. Debbie Rowe.

Dr. Dickinson's presentation was entitled "The Long Road to Reading Comprehension." He highlighted some of the key findings related to the efficacy of

assessments of reading comprehension and the significance of certain aspects of instruction and home influence. In particular, his research focused on academic language and literacy development within early elementary classrooms.

Dr. Dickinson summarized his development as a researcher within the field and presented the questions he is currently pursuing. Dual Language Learners Success in Schools was of particular interest especially within the district that he works. The changing dynamic of students within the classroom was highlighted within this portion of the

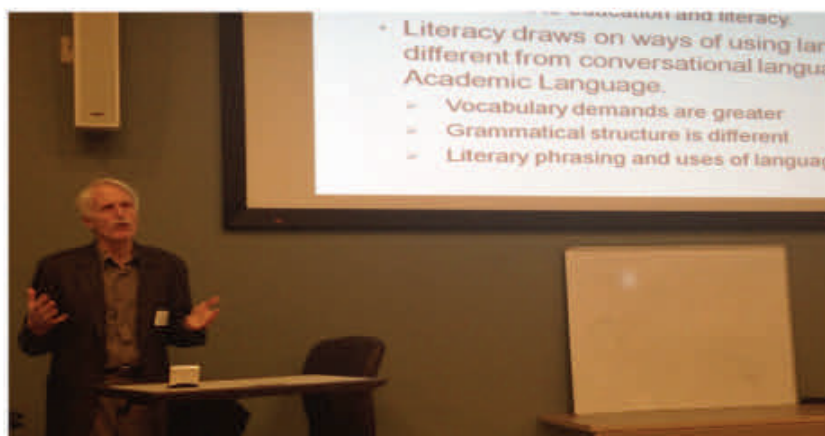


presentation.

Dr. Dickinson ended his presentation with the following conclusion: 'There are different roads for different folks.' Comprehension does not involve an easy two-lane road to success. Instead, teachers and researchers are tasked with discovering the many variations of success that are needed for successful comprehension for all students.

Inside this issue:

2nd Annual Conference	1
Conference Cont.	1-2
Upcoming Events	2
Conference Presentation	3
Destination Dissertation	3
Conference Take-Away	4
Program News	4



Pictured Above: Keynote Speaker Dr. David Dickinson, Vanderbilt University

GOT NEWS?

We would like to publish your news in our 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: dj3z@mtmail.mtsu.edu

Conference cont.

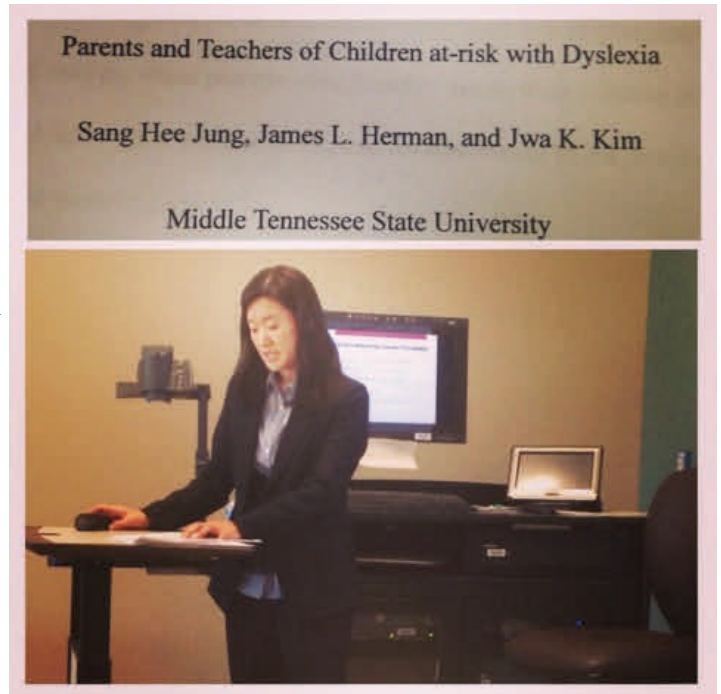
Poster Presentations

The lobby of the education building housed the poster presentations. Many second and third year doctoral students shared findings from completed studies, and others displayed research in progress or reviews of the literature on selected topics.

Students from the Literacy Studies Ph.D. Program as well as the psychology department participated in this portion of the day's events.

Spoken Presentations

The next phase of the conference was filled with small group presentations and round table discussions. Sitting in on some of the presentations was enlightening. There are so many active research studies current-



ly being done. Some students were completing the finishing touches on their research for their dissertation while others had completed small studies for class assignments.

This year also welcomed presentations from other

colleges. Tennessee State University students and faculty joined in presenting during the conference and shared some of the work they were doing in Nashville, TN.

Summary contributed by Dori Johnson, Assistant Editor.

Spring Semester Dates

April 7-18, 2013

Early registration begins

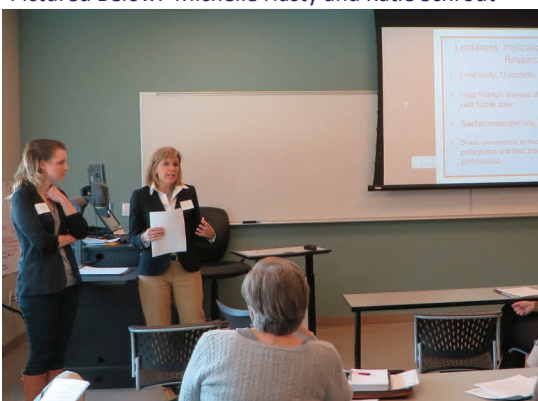
April 30, 2014

Last day of classes

May 10, 2014

Commencement

Pictured Below: Michelle Hasty and Katie Schrodt



Summer Conferences

Upcoming Conferences

AERA Annual Meeting. April 3-7, 2014. Philadelphia, PA. www.aera.org

24th Annual Meeting for the Society for Text & Discourse to be held in Chicago, IL. August 4-6, 2014. <http://ip-068-026.admin.niu.edu>

The 45th Annual Conference of the Northeastern Educational Research Association, October 22-24, 2014. Marriott Hotel, Trumbull, Connecticut. Call for proposals deadline June 6. www.nera-education.org

Conference Presenters

Poster Session

An Analysis of Secondary Vocabulary Intervention Programs; Skae, Clark, Pickens & Jung

An Analysis and Comparison of Read Well I, Language!, and Read Naturally Programs: Effective Components; Coggins, Wildish & Briggs

Using The Corpus of Contemporary American English to Develop Morphological Awareness Tasks; Barnes, Briggs, Coggins, Hays, Kim, Louden, Moon, Phillips, Pickens, Talbert, Wildish, & Blackwell

The Effects of Text Genre on Drawing Inferences; Barnes, Ritchey, Suryanarayan, & Donaldson

Rhythm Sensitivity Affects Your Lexical Decision; Pridmore, Eason, & Magne

Relationship Between Discourse-Level Prosodic Sensitivity and Reading Skills: An Electrophysiological Investigation; Brock, Wolf, Eason, & Magne

Session Presentations

The Impact of a School-Based Reading Tutoring Program on Students' Reading Processes and Tutors' Self-Perceptions; Lin

Connecting the Self-Perception of Middle Grade Learners to Classroom Practices; Hasty & Schrodt

Scaffolding Content-Area Vocabulary Instruction for English Learners; Booth

The Effects of Single and Dual Coded Multimedia Instructional Methods on Chinese Character Learning; Wang

Perception Differences between Parents and Teachers of Children At-Risk of Dyslexia; Jung

Examining Measures of Reading Comprehension: Understanding the Relationship of Underlying Skills Among Different Types of At-Risk Readers; Brasher

Measuring Pre-Kindergarten Classroom Teachers' Knowledge of State Standards through Professional Development Training; Thompson

The Psychometric Analysis of the Elementary Experience Scale and its Predictability of DIBELS Scores – A Pilot Study; Cornett

Longitudinal Curriculum Based Measurements of Oral Reading Fluency: An Application of Latent Growth Curve Modeling; Kim, Elleman, Brooks, & Brooks

Authentic Reading Redefined: Reading Comprehension Support and Vocabulary Acquisition through Glossed Text; Cooper

Round Table Discussions

Literature Review: the Impact of Summer Literacy Programs on the Reading Comprehension of Economically Disadvantaged Students; Pickens

Dyslexia: The Phonological Deficit Theory and Implications for Practice; Milligan

Comparison Between Independent Component Analysis (ICA) and Second Order Blind Identification (SOBI) using EEG/ERP Data in Literacy; Moon

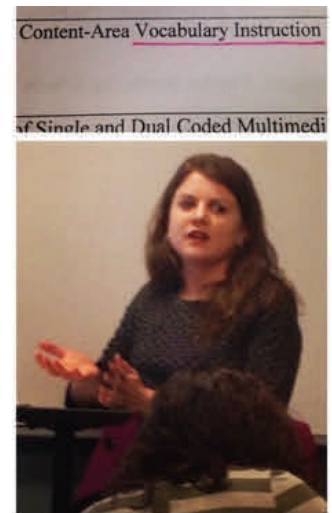
Testlet Response Theory; Kim

Reading Intervention for Hispanic Students: A Quantitative Study on the Effects of Read Live Supplemental Reading Program; Parker & Christian

'She was hurt cuz she's a girl': Disrupting Notions of Power through Text; Johnson

The Differential Impact of Knowledge and Inferential Comprehension Instruction on Textual Understanding and Knowledge Acquisition of Skilled and Less Skilled Readers; Talbert, Barnes, Clark, Marshall, Kim, & Schrodt

Pictured Below: Danica Booth



Pictured Right: Jennifer Cooper



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Program News

Please complete your self-evaluation and send to Angela Morrell by May 26, 2014. This is an annual requirement. The information is also available on the website at http://www.mtsu.edu/literacy/forms/Student_Self-Evaluation_Form.pdf

Intent to Graduate: An Intent to Graduate Form, available on the College of Graduate studies website (www.mtsu.edu/graduate), must be filed by the student by the end of the second week of the semester in which the student plans to graduate or no later than the end of the first week of Summer Session II (for August graduation).

The Program congratulates Danica W. Booth, Rachel Peay Cornett, and Michelle M. Hasty for successfully defending their dissertations in March 2014. (Pictures to come in next issue.)

Conference Presentations

Brasher, C.F. (2014, March). Determining special education eligibility in the TN RTI² Framework. Shelbyville, TN.

Fain, J.; Howard, M.; Hasty, M.; Wood, S. (2014, February). Emergent Understandings: Diverse Schools Generating Close Reading and Multimodal Responses to Global and Informational Texts. 35th Ethnography Conference, Philadelphia, PA.

Johnson, D. (2014, February). Critical Literacy in Elementary Classrooms. 35th Ethnography Conference, Philadelphia, PA.

Call for Manuscripts and Funding Opportunities

2014 Issue of Journal of Urban Learning, Teaching, and Research (JULTR). Manuscript Submission Deadline: Friday, May 2, 2014. www.aera-ultr.org/callforpapers.html

Educational Leadership Against Racism: Challenging Policy, Pedagogy and Practice. To be published in December 2014. All submissions due by July 1, 2014. <http://ijme-journal.org/index.php/ijme/about/submissions-onlineSubmissions>.

McCarthy Dressman Teacher Development Grants for implementation of K-12 instruction. The organization awards up to \$10,000 per year for up to three years. Deadline April 15, 2014. <http://www.mccarthydressman.org>

The IRA Elva Knight Research Grant provides up to US\$8,000 for research in reading and literacy. Projects should be completed within 2 years and may be carried out using any research method or approach so long as the focus of the project is on research in reading or literacy. Activities such as developing new programs or instructional materials are not eligible for funding except to the extent that these activities are necessary procedures for the conduct of the research. Submission deadline: November 1, 2014. http://www.reading.org/resources/AwardsandGrants/research_knight.aspx

