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.
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 currently 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.*

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**Summer Conferences**

**Upcoming Conferences**


Conference Presenters

**Poster Session**

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

*An Analysis and Comparison of Read Well 1, 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, Eleman, 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
Ph.D. in Literacy Studies

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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


Call for Manuscripts and Funding Opportunities


McCarthey 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.mccartheydressman.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