MIDDLE TENNESSEE STATE UNIVERSITY

COLLEGE OF EDUCATION

LITERACY RESEARCH CONFERENCE 2020

Saturday, February 29, 2020
8:30 a.m.–4:00 p.m.

8th Annual
LITERACY RESEARCH
CONFERENCE

SCHEDULE

8:30–9:00	**Registration** Light Refreshments
9:00–10:15	**Keynote** COE 160
10:30–11:30	**Session I**
11:30–12:30	**Lunch** **Poster Session**
12:30–1:30	**Session II**
1:45–2:45	**Session III**
3:00–4:00	**Session IV**

Sponsored by the
MTSU Literacy Studies Ph.D.
Program

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LITERACY RESEARCH CONFERENCE 2020

KEYNOTE SPEAKER

College of Education Building Room 160

JEANNE WANZEK

LEADING THE WAY WITH INTENSIVE READING INTERVENTIONS

Jeanne Wanzek is a professor in the Department of Special Education and the Currey-Ingram Endowed Chair at Peabody College of Vanderbilt University. She conducts research examining effective reading instruction and intervention for students with reading difficulties and disabilities.

Prior to receiving her doctorate, Wanzek worked as a special educator and as an elementary teacher. In addition to several federally funded research projects, she has over 100 publications in the areas of early reading, learning disability, and adolescent reading intervention.

Wanzek has worked with several elementary and secondary schools conducting research to improve core classroom instruction and reading intervention implementation. In addition, she has consulted with several schools and districts across the country on the implementation effective reading instruction.

SESSION I: SPOKEN PRESENTATIONS (10:30–11:30)

Room	Session Title	
141	Enhancing Learning Through Movement: Interventions Based on Theories of Embodied Cognition (K)(P)	Collin Olson, Eric L. Oslund, and Amy M. Elleman Middle Tennessee State University
	Visual Literacy and Language Education (K)(P)	Masoud Mahmoodi-Shahrebabaki and Eric L. Oslund Middle Tennessee State University
142	Using EEG With an Audiovisual Oddball Task to Investigate Letter-Speech Sound Perceptions (U)(R)	Kaitlyn E. Berry, Robyn M. Sessler, Kellie Payne, Sarah Pope, Emily A. Farris, and Timothy N. Odegard Middle Tennessee State University
	Impacts of Experimental and Linguistic Frequency: A P300 Analysis of Grapheme-Phoneme Correspondence (U)(R)	Robyn, M. Sessler, Kaitlyn E. Berry, Kellie D. Payne, Sarah N. Pope, Emily A. Farris, and Timothy N. Odegard Middle Tennessee State University
145	Online Literacy in the Writing Center (U)(P)	James Hamby and Keri Carter Middle Tennessee State University
	The Need for Direct Instruction of Discourse Markers in Secondary Classrooms for Students' Success in College Reading and Writing (H)(P)	Holly Cunningham and Mohammed Albakry Middle Tennessee State University
149	Uncovering the Impact of Growth Mindset Factors on the Text Selection of Middle School Students (M)(P)	Jasmine Jackson and Amy M. Elleman Middle Tennessee State University
	The Impact of Growth Mindset Intervention on Vocabulary, Comprehension, and Persistence (E)(P)	Natalie Griffin, Amy M. Elleman, and Eric L. Oslund Middle Tennessee State University
153	Practical Applications for Literacy Intervention Research on Math Word Problem Solving (M)(P)	Molly Risley and Amy M. Elleman Middle Tennessee State University
	The Relationship Between the Intercept and the Slope in Upper Elementary Reading and Mathematics (E)(P)	Bingshi Zhang and Jwa K. Kim Middle Tennessee State University
164	**SYMPOSIUM:** READING P. I.: A NEW NONFICTION COMPREHENSION INTERVENTION FOR STUDENTS IN GRADES 3–5	
	Reading P.I.: Improving Nonfiction Comprehension for Students in Grades 4-5 (E)(P)	Sam Patton and Grace Davis Vanderbilt University
	Reading P.I.: Improving Nonfiction Comprehension for Students in Grade 3 (E)(P)	Meagan Walsh Vanderbilt University

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LUNCH PROVIDED, 11:30–12:30, College of Education Building, Second Floor

PROSPECTIVE STUDENT LUNCHEON: College of Education Building Room 249

Interested in pursuing a Ph.D. in Literacy Studies? Join faculty and a panel of students to learn more about the program.

POSTER PRESENTATIONS (11:30–12:30), SECOND FLOOR

P1	Transactional Theory: A Means to Shape Literacy Programs KP	Daniel Sukowski Tennessee Technological University
P2	Print and Online Medical Information Resource Efficacy in the Senior Population UP	Jordan Yancey and Stuart E. Bernstein Middle Tennessee State University
P3	Measures of General Anxiety and Task Specific Anxiety in Relation to Resiliency UR	Ashley Hewitt, Gracen Crosslin, Lindsay Eslick, and Kendra Robertson Middle Tennessee State University
P4	Prediction of ACT Scores With College Equipped Readiness Tool (CERT) Among High School Students: Application of Multivariate Multiple Regression HR	Alejandro Botia and Jwa K. Kim Middle Tennessee State University
P5	Literacy Instructional Strategies to Engage ELL Students in Learning Vocabulary KP	Ashley Stanley Lincoln Memorial University
P6	Music, Language, and Emotion: Event-Related Potentials and Individual Differences UR	Jennifer Johnson, Jessica Steele, and Cyrille L. Magne Middle Tennessee State University
P7	Structural Equation Modeling of Reading and Mathematics Intercepts and Change in Seventh Grade Students MR	Jessica Payne and Jwa K. Kim Middle Tennessee State University
P8	Phrasing Strategy to Fluency Improvement EP	Lori Chew Middle Tennessee State University
P9	Making Language Accessible to ALL Readers in Grades 4–6 EP	Pamela Shewalter and Mohammed Albakry Middle Tennessee State University

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POSTER PRESENTATIONS (11:30–12:30), SECOND FLOOR

P10	Morphological Awareness Across RTI Tiers: Deficit or Strength? EP	Garrett Baber, Stuart E. Bernstein, and Danielle M. Thompson Middle Tennessee State University
P11	The Civil Discourse Project's Impact on Media Literacy UR	Katie Gruber and Natonya Listach Middle Tennessee State University
P12	The Impact Cognitive and Environmental Factors Have on Children's Reading Resilience KR	Hannah Johnson, Emily A. Farris, and Timothy N. Odegard Middle Tennessee State University
P13	Psychometric Validation of the College Equipped Readiness Test (CERT) KR	Gene Cowart and Jwa K. Kim Middle Tennessee State University
P14	The Relationship Between Language Ability and Emotional Regulation and Conflict Management Style UR	Kristen Huddleston and Cyrille L. Magne Middle Tennessee State University
P15	Language Skill Acquisition, a Buffer for Science Education/Learning Difficulties in Nigeria HR	Ifeoluwa Popoola and Mohammed Albakry Middle Tennessee State University
P16	Exploring the Types and Sources of Iranian EFL Univerisity Students' Writing Errors UR	Nooshin Shiva and Hossein Navidinia University of Birjand
P17	Phases of Learning: A Knowledge First Approach to Curriculum Implementation KP	Cortney Crews Middle Tennessee State University

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SESSION II: SPOKEN PRESENTATIONS (12:30–1:30)

Room	Session Title	
141	Investigating the Effect of Formulaic Language Sequences on Fluency on Computer-Based Speaking Tasks for Elementary and Middle School English Learners (M)(P)	Jennifer Meyer and Mohammed Albakry Middle Tennessee State University
	What is Equitable Vocabulary Instruction? (E)(P)	Chloe Talbott and Rachel Helling Vanderbilt University
142	Application of Item Response Theory (IRT) in Diagnostic Reading Comprehension Tests (E)(R)	Ping Wang and Jwa K. Kim Middle Tennessee State University
	The Impacts of Student-Level and School-Level Factors on Students' Reading Achievement: An Application of Hierarchical Linear Modeling (E)(R)	Qian Wang, Jwa K. Kim, Eric L. Oslund, Amy M. Elleman, and Ying Jin Middle Tennessee State University
145	Reading Profiles of Students in Response to Intervention (RTI^2) and Special Education (E)(P)	Tamera Hutchings Middle Tennessee State University
	Dyslexia Policy: How Tennessee's "Say Dyslexia" Law Compares to Other States (K)(P)	Zachary T. Barnes and Tiffany K. Peltier Austin Peay State University
149	The Effect of College English Textbooks in Cultivating Students' Intercultural Competence: Investigating Perceptions and Attitudes of Students and Teachers (K)(P)	Zheng Peng and Mohammed Albakry Middle Tennessee State University
	Understanding the Professional Development Methods That Transform Teacher Practice and Learning About Culturally Responsive Teaching (K)(P)	Tequila Cornelius Concordia University Chicago
153	The Effect of Science Interactive Read-Alouds on Reading, Writing, and Vocabulary Outcomes in First Grade Students (E)(P)	Nicole Crouch, Eric L. Oslund, and Amy M. Elleman Middle Tennessee State University
	Fostering Child Engagement With Multimodal Methods to Promote Word Learning in Guided Play (C)(R)	Katherine Newman Vanderbilt University
164	**SYMPOSIUM:** SEAL OF BILITERACY: A SHIFT TOWARDS BILINGUALISM AND LANGUAGE EQUITY IN THE CLASSROOM	
	Bilingualism and Language Equity (K)(P)	Angelica DaSilva Central Magnet School
	Volunteer State Seal of Biliteracy (K)(P)	Samantha Singer Jesse Gray Metro Nashville Public Schools, and Volunteer State Seal of Biliteracy

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SESSION III: SPOKEN PRESENTATIONS (1:45–2:45)

Room	Session Title	
141	Analysis of Diagnostic Information Provided by Published Texts of Decoding and Word Reading (K)(P)	Jessica Dainty, Timothy N. Odegard, and Emily A. Farris Middle Tennessee State University
	Effective Literacy Practices in Selecting Complex Text (K)(P)	Kim Bell Middle Tennessee State University
142	Brain, Music, and Cognitive Abilities (K)(R)	Cyrille L. Magne Middle Tennessee State University
	Phonology, Prosody, and Reading Skills: A Mismatch Negativity Experiment (U)(R)	Tess Fotidzis Middle Tennessee State University
145	Lexical Semantics of the Bloom Taxonomy Verbs and Webb's Depth of Knowledge on the Tennessee State Standards and Exams (H)(P)	Jessica Payne, Anoulom Phimphivong, and Mohammed Albakry Middle Tennessee State University
	A Systems Approach Toward Building Fluency in Literacy Using Precision Teaching in Any PreK-12 Classroom (K)(P)	Zaf Khan Middle Tennessee State University
149	Five Recommendations for Middle School Vocabulary Instruction (M)(P)	Katie Myers, Amy M. Elleman, Eric L. Oslund, and Natalie Griffin Middle Tennessee State University
	Evidence-Based Practices for Increasing Students' Intrinsic Motivation to Read (E)(P)	Jennifer Grow and Amy M. Elleman Middle Tennessee State University
153	An Exploration of Community Factors That Predict Child Readiness for Reading Instruction in Kindergarten (C)(P)	B. Anne Phillips Middle Tennessee State University
	Connecting Predictors of Reading Research to Classroom Practice (C)(P)	Cynthia Ables Middle Tennessee State University
164	Searching for Deeper Meaning: Evidence-Based Strategies for Improving Comprehension With Elementary and Middle School Students (K)(P)	Amy M. Elleman Middle Tennessee State University
	Integrating Literacy Into Content Area Instruction (A)(P)	R. Stacy Fields Middle Tennessee State University

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SESSION IV: SPOKEN PRESENTATIONS (3:00–4:00)

Room	Session Title	
141	Incorporating Multicultural Literacy in Teaching Literature in Secondary School (H)(P)	Jessica Abarquez-New and Mohammed Albakry Middle Tennessee State University
	Dual Language Writing Assessments for Upper Elementary English Language Learners (E)(R)	Karilena Yount and Mohammed Albakry Middle Tennessee State University
142	Dyslexia Legislation and the Identification of Dyslexia (K)(P)	Timothy N. Odegard Middle Tennessee State University
	Methodological Considerations in Determining Special Education Disproportionality: A Review of Literature (S)(R)	Adam Rollins and Eric L. Oslund Middle Tennessee State University
145	Online Educator Training in Evidence-Based Literacy Instruction is as Effective at Improving Knowledge of Areas That Inform Literacy Instruction as Analogous Stand-and-Deliver (K)(P)	Shonna Donovan Phelps, Timothy N. Odegard, and Emily A. Farris Middle Tennessee State University
	Characterizing the Knowledge of Educators Across the Tiers of Instructional Support (K)(P)	Susan Porter, Emily A. Farris, Melissa McMahan, and Timothy N. Odegard Middle Tennessee State University
149	Teaching Across the Difference: How White Women Teach Racially Diverse Authors to Students of Color (A)(P)	Jessica Lauren Grossman and Cameron Williams Vanderbilt University
	She's Not Mad, Sex-Driven, or Your Mama: Combating Stereotypical Tropes of Black Girls in an ELA Classroom (A)(P)	Victoria Coe Vanderbilt University
153	Engaging Secondary Students in Literacy Practices (A)(P)	Leticia Skae-Jackson and Eric L. Oslund Middle Tennessee State University
164	**SYMPOSIUM:** CRITICAL LITERACY AND THEORY IN THE MIDDLE AND HIGH SCHOOL CLASSROOM	
	Reading Between the Lines: Promoting Critical Literacy in the Classroom (A)(P)	Emily Waltman Vanderbilt University
	A Practical Look at Critical Theory in the Secondary Classroom (A)(P)	Laura Hollandsworth Vanderbilt University and Williamson County Schools
	Teaching Texts Through the Gender Lens (A)(P)	Jade Wilkison Vanderbilt University

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