

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

Newsletter

Special Issue: First Annual Research-in-Progress Conference

Program Director

Jwa Kim, Ph.D.
Jwa.Kim@mtsu.edu
615-904-8419 COE 321

Interim Co-Director

Aleka Blackwell, Ph.D.
Aleka.Blackwell@mtsu.edu
615-898-5960 PH 370

Program Secretary

Angela Morrell
Angela.Morrell@mtsu.edu
615-904-8434 COE 316

Program Email:

literacy@mtsu.edu



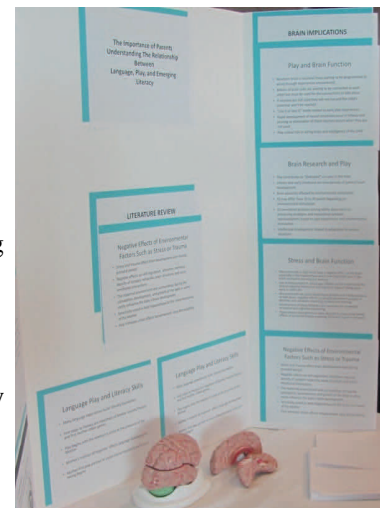
The Literacy Studies Ph.D. Program celebrated its *1st Annual Research-in-Progress Conference* on Jan. 16, 2013. MTSU faculty, graduate students, alumni, and individuals from the community came out to support the program and participate in the activities. A special thank you goes out to Literacy Studies faculty Dr. Fain and Dr. Elleman for overseeing the organization of the conference.

Keynote Speaker Dr. Don

Compton spoke with our attendees about Response to Intervention (RTI) research he has completed while at Vanderbilt University and some upcoming research topics. The emphasis was on early intervention and preventing late emerging reading disabilities in the elementary years.

As he began, his demeanor was that of a familiar colleague. He walked us through his history and how he formed his beliefs within the field of education. This key step helped viewers better understand his background and why these issues were of importance to him.

He spoke about how educators have become empowered using RTI. There are many variations of RTI, but each has the same



goal: getting students the assistance they need faster than in times past. Dr. Compton's work highlighted the advances that have been made in early identification of reading disabilities, as well as the limitations of the RTI process. His work suggests that current models may not address the needs of those most at-risk early enough in the RTI process.

Dr. Compton also introduced upcoming research concerning students with late emerging reading disabilities. Strides are being made for better identification of these students prior to them entering middle and high school levels of education. Dr. Compton can be contacted at donald.l.compton@vanderbilt.edu.



Keynote Speaker Dr. Don Compton, Vanderbilt University

Inside this issue:

1st Annual Conference 1-3

Program News 4

Upcoming conferences 4

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 Overview

Poster Presentations

The second floor of the education building housed the poster presentations and refreshments for the attendees. Several second and third year doctoral students presented completed research studies while others displayed research in progress. Students from our program as well as the psychology department's graduate programs participated in this portion of the day's events.

Spoken Presentations

The next phase of the conference consisted of small group presentations and round table discussions. Sitting in on some of the presentations was enlightening. The variety of ongoing research studies in our program is inspiring. The majority of students in the program participated in the conference, and their presentations ranged from small-scale studies completed as class assignments to completed large dissertation projects.



Spring Semester Dates

April 1-12, 2013

Early registration begins

April 15

Please complete your self-evaluation and submit it to Angela Morrell. This is an annual requirement. The self-evaluation form is available at http://www.mtsu.edu/literacy/forms/Student_Self-Evaluation_Form.pdf

JoAnn Marx is looking for help with post-testing. This is a great chance to see how testing plays out in research. You will also get experience administering tests to students in the READ 1000 classes. If you can help, email Bebe at jm3v@mtmail.mtsu.edu

Thoughts about the conference by Dorian Johnson

The conference was geared toward new researchers and those interested in the Literacy Studies Ph.D. Program at MTSU. There aren't always safe venues to come present your research if you are new to graduate work and conferences. I, therefore, plan to participate in future conferences. These were sentiments shared by other students in the program, all of whom felt that an event like this for those getting started is extremely valuable.

I thought that the round table discussion gave the conference a "get to know you" feel to the event. While I hadn't experienced this type of session previously, I had a prior sense of what to expect. It was great to see the number of people in attendance who were asking a range of questions which not only helped clarify concepts but also gave the presenters new research perspectives and questions to consider.

What I loved the most about this conference was meeting individuals who are interested in coming to the program and adding to the knowledge base at the university.

Conference program

POSTER SESSION

A Psychometric Evaluation of the Word Associates Test as a Measure of Native English speakers' Vocabulary Knowledge (Dr. Aleka Blackwell, Kyungtae Kim, Dr. Jwa Kim)

Becoming Reading Detectives: A Pilot Study Considering the Impact of Inferential Comprehension Instruction on Textual Understanding and Knowledge Acquisition (Jennifer Cooper, Susan Amundrud, Michelle Hasty, Holly Marshall, Casey Brasher, Danica Booth, Rachel Cornett, Candice Nolan, Dr. Jwa Kim, and Dr. Amy Elleman)

The Importance of Parents' Understanding the Relationship Between Emerging Literacy and Play (Jo Ann Marx)

Electrophysiological Study of the Impact of Presentation Mode on Recall of Written Pseudowords (Jaymes Durriseau)

Concept Map of Jean Piaget (Esther Clark)

Neural Markers of Emotional Processing in Music and Language (Michael Pridmore)

Spatial Configuration of Vertically Related Word Pairs Modulates Brain Activity Related Semantic Processing (Tyler Hubbard)

ORAL PRESENTATIONS

The Effects of Cross-Age Tutoring Upon the Reading Abilities of Elementary School Students (Rachel Anderberg)

Effects of Systematic Error Correction Procedures on Reading Accuracy, Fluency, and Comprehension (Beth Waters)

Exploring Culturally Relevant Texts with Kindergarteners and their Families (Katie Schrodt)

Voice and Choice: Critical Response to Relevant Texts (Michelle Hasty)

Power in Discourse: Fifth Grade Girls Positioning for Power in a Literature Discussion Group (Andrea Milligan)

L2 Chinese Learners' Belief about Using Translation as a Learning Strategy (Ling Wang)

Connecting through Books: College Reading Students in Literature Circles (Davonna Thomas)

Students' First Year Success: Should Soft Skills be Taken into Consideration to More Accurately Predict the Academic Achievement of College Freshmen? (Erica Powell)

ROUND TABLE DISCUSSIONS

A Historical View of Headstart (Casey Brasher)

Implementing and Investigating Family Literacy Programs (Rachel Peay Cornett)

A Historical View of Emergent Writing Instruction (Penny Thompson)

Scaffolding Content-Area Vocabulary Instruction for ELL Students (Danica Booth)

The Effectiveness of Vocabulary Intervention on English Language Learners' Word Knowledge: A Meta-Analysis (Kyungtae Kim)

The Role of Prosody Sensitivity in Reading Development and Performance (Melissa Brock)

Edward Fry and Readability (Sang Hee Jung)

Silent Reading: The Continuous Debate on the Effectiveness of Sustained Silent Reading on Comprehension (Holly Marshall)

The History of Written Critical Response to Text in American Secondary Classrooms (Michelle Hasty)

Historical Trends in Womens' Literacy Practices (Andrea Milligan)



Middle Tennessee State University
Ph.D. in Literacy Studies Program
MTSU Box 402
Murfreesboro, TN - 37132

Newsletter Editors

Aleka Blackwell, aleka.blackwell@mtsu.edu
Dorian Johnson, dlj3z@mtmail.mtsu.edu

<http://www.mtsu.edu/literacy/>

Program News

Spring 2013 Program Graduates

Congratulations to Erica Dion Powell for successfully defending her dissertation *Predicting College Students' First Year Success: Should Soft Skills be Taken into Consideration to More Accurately Predict the Academic Achievement of College Freshmen?*

Congratulations to Rachel G. Anderberg for successfully defending her dissertation *The Effects of Cross-Age Tutoring on the Reading Achievement of First and Second Grade Students*.

Best wishes to Davonna Thomas who is scheduled to defend her dissertation *The Effects of Literature Circles on the Reading Achievement of College Reading Students* on April 10, 9 a.m., COE 240.

Literacy Studies Ph.D. Program Outstanding Student Award

The program committee awarded Ms. Casey Brasher with this year's *Literacy Studies Ph.D. Program Outstanding Student Award*. Congratulations, Casey!

Upcoming Conferences, Calls for Papers, and Workshops

Upcoming Conferences

RISE Conference, April 19, 2013, Farragut, TN.
The 58th Annual IRA Conference, April 19-22, 2013. San Antonio, TX.
Annual COABE Conference, March 24-27, 2013. New Orleans, LA.
The 20th Annual SSSR Conference, July 10-13, 2013. Hong Kong.
The Annual AERA Meeting, April 27-May 1, 2012. San Francisco, CA.

Upcoming Workshops

2013 DMAC Institute. A two-week institute on the effective use of digital media in college composition classrooms. May 13-24. OSU.
Literacies for All Summer Institute (NCTE), July 18-20, Hempstead, NY.

Calls for Papers (in order of submission deadline)

AAACE. Lexington, KY, Nov. 5-8, 2013. Theme: "Building Sustainable Futures through Learning and Partnerships." <http://www.aaace.org/2013-conference-call-for-proposals>. **Submission deadline: April 22.**

Asian Literacy Conference. Bali, Indonesia, September 5-7, 2013. <http://www.asiawrites.org/2013/02/call-for-papers-2013-asian-literacy.html>. Theme: "Literacy, Culture and Technology : From Local to Global Perspectives." **Submission deadline: April 30.**

Getting in Touch with Literacy. Providence, RI, Dec. 4-7. <http://www.gettingintouchwithliteracy.org/callforpapersform.php>. Note from organizers: We are looking for workshops from professionals just like you, filled with practical solutions, cutting edge information and research, and the tricks, tips and techniques you use every day. Participants should walk away with handouts, techniques, methodologies, and new ideas they can use with their students immediately upon returning home. **Submission deadline: May 15.**

Reading Recovery. Columbus, OH, Feb. 1-4, 2014. Papers invited for presentations on classroom literacy, reading recovery, implementation, research, administration, and literacy coaching. <http://readingrecovery.org/conferences-a-events/conferences/call-for-proposals-information>. **Submission deadline: May 20.**

Working Papers in Literacy, Culture, and Language Education, Indiana University. <http://portal.education.indiana.edu/lcleowps/Home.aspx>. **Deadline for submissions: May 30.**

Read. Write. Act. Virtual Conference. SCALE. Oct. 31-Nov. 2. <http://readwriteact.org/events/read-write-act-conference/>. **Submission deadline: May 31.**

MSERA. Pensacola Beach, FL, Nov. 6-8. Proposals for (a) Discussion sessions; (b) Display sessions; (c) Symposia; (d) Training sessions; or (e) Research in Progress sessions will be considered. <http://dtm10.cep.msstate.edu/call.htm>. **Submission deadline: July 15.**