

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

Newsletter

Faculty Profile: Eric Oslund, Ph.D.

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Dr. Eric Oslund received his Ph.D. from Texas A&M in Educational Psychology with an emphasis in Special Education. He also earned a certificate in advanced research methodology. He worked at the University of Texas at Austin as a statistician on the Read for Under-

standing IES grant, which examined new ways to improve reading comprehension in adolescent students. Prior to that, he worked on the Early Reading Intervention IES grant, which examined a Tier 2 intervention for struggling kindergarten readers. He was also a consultant for the state of Texas and analyzed measures the state was considering adopting as approved measures.

Before finishing his doctoral work, Dr. Oslund was a school psychologist in Texas. He also consulted with the local school districts and worked with ELL students with behavior issues. He worked with charter schools and helped them set up their special education programs

and provided psychological and assessment services. In addition, Dr. Oslund worked as a crisis interventionist with suicidal and homicidal patients for the state of Texas.

Dr. Oslund joined MTSU and the Literacy Studies Ph.D. Program in August. His current research interests are examining multi-component models of reading comprehension and the utility of curriculum-embedded measures in predicting reading outcomes for struggling young readers.

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Inside this issue:

Faculty Profile	1
Student Profile	1-2
Conferences	2
Publications/ Presentations	3
Faculty Profile	3
Program News	4
Looking ahead	4

Student Profile: Katie Schrod



A big part of my heart lives in Texas, where I was raised for most of my life, and where all of my family currently lives. I went to the University of North Texas and received my B.A. in Elementary Education. After teaching Kindergarten and 3rd grade in Texas for three years, my husband and I packed everything up and made

the big move to Tennessee! Jacob's music career brought him to Nashville, and I ended up in a wonderful Kindergarten job at a small private school in Franklin called New Hope Academy. After teaching there for a year, I decided to continue my education in the Masters of Literacy program at MTSU. It was in this program that I met many influential pro-

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: dgi2d@mtmail.mtsu.edu

Annual MTSU Linguistics Olympiad

TBA

Email Dr. Blackwell if you'd like to help out by pretesting problems or serving as a judge.

Fall 2014 Semester Dates

Fall Break 10/11-10/14

Spring Registration begins 11/10

Thanksgiving Break 11/26 –11/29

Last Day of Classes 12/03

Commencement 12/13



[Download](#) the 2014 Infographic from UNESCO

Student Profile (continued)

fessors who would eventually encourage me to continue on for my doctorate.

Dr. Bobbie Solley in particular ignited my passion for early writing and encouraged me to participate in the Middle Tennessee Writing Project, where I became a teacher consultant and trainer in emergent writing instruction using writer's workshop. It was during this time that I became passionate about teaching teachers. Today I still work with Dr. Solley, along with Melanie Maxwell in a totally different capacity as we train teachers in Haiti through a non-profit called Healing Hands International.

I soaked in everything I could possibly learn about literacy instruction in my two years at MTSU, and graduated with my Masters in Literacy

Studies in 2012. After teaching Kindergarten at New Hope for 3 years, I decided to quit to pursue my dream of teaching at the college level, and began the Literacy Studies Ph.D. Program in August of 2012. Throughout my time in this program, I have learned so much through research opportunities, study abroad to Korea, collaboration with colleagues, and teaching Undergraduate Literacy courses for pre-service teachers. First and foremost I am a teacher. I do what I do to encourage teachers and hopefully impact children.

I just recently proposed my dissertation project and have started on my intervention for my dissertation. I am currently working under the wonderful Dr. Elleman on a project that combines two of my

passions- teaching Kindergarten and Writer's workshop. I was greatly influenced by the work of Carol Dweck, and hope that adding a motivation and mindsets element to writer's workshop will help young children push through difficult writing hurdles and grow to love writing! I am planning on graduating in May, and also having TWINS in between now and then!

If I could give one piece of advice, it would be to learn from and collaborate with the people around you! I could not have done this program without the help of some key friends/colleagues- Michelle Hasty, Melanie Maxwell, Sanghee Jung, Penny Thompson, and many more.

Fall/Spring Conferences

Upcoming Conferences

TN Reading Association 2014 Conference - December 7-9, 2014 - Embassy Suites Hotel, Murfreesboro, TN - <http://www.tnreads.org/AnnualConferencePage.html>

International Dyslexia Association (IDA) Annual Reading, Literacy, & Learning Conference - November 12-15, 2014 - San Diego, CA - <http://www.interdys.org/AnnualConference.htm>

Literacy Research Association 64th Annual Conference - December 3-6, 2014 - Marco Island, FL - <http://www.cvent.com/events/lra-64th-annual-conference/event-summary-9ab13705008b4698a7dc8b8767eca4e4.aspx>

Boston University Conference on Language Development - November 7-9, 2014 - Boston, MA - <http://www.bu.edu/buclid/>

Psychonomic Society's 55th Annual Meeting - November 20-23, 2014 - Long Beach, CA - <http://www.psychonomic.org/2014-annual-meeting>

Mid-South Educational Research Association - November 5-7, 2014 - Knoxville, TN - <http://www.msra.org>

2014 ASCD Conference on Educational Leadership - October 31-November 2, 2014 - Orlando, FL - <http://ascd.org/conference-on-educational-leadership.aspx>

2014 NCTE Annual Convention - November 20-23, 2014 - Washington D.C. - <http://www.ncte.org/annual>

Call For Papers

2015 22nd Annual Society of the Scientific Study of Reading Meeting (SSSR) - July 15-18, 2015 - Hawaii - **Deadline for papers and posters: December 15, 2014** - <http://triplesr.org>

2015 ASCD Conference on Teaching Excellence - June 26-28, 2015 - Nashville, TN - **Call for proposals has not been issued yet; check website for details** - <http://ascd.org/conference-on-teaching-excellence.aspx>

2015 NCTE Annual Convention - November 19-22, 2015 - Minneapolis, Minnesota - **Proposals are generally accepted between early-December and mid-January; check website for details** - <http://www.ncte.org/annual/future>

Learning and the Brain World Class Minds Conference: Improving Education, Teaching, and Testing in a Global World - May 7-9, 2015 - New York, NY - **Deadline for poster submissions April 15, 2015** - <http://www.learningandthebrain.com/Event-300/World-Class-Minds/Program>

Publications and Presentations

Elleman, A. M., Lindo, E. J., Talbert, S. M., Cooper, J. Kim, K., Steacy, L. M., & Morphy, P. (2014, July). *Examining the sensitivity of standardized measures in comprehension interventions: A meta-analytic review*. Interactive paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Elleman, A. M., Lindo, Endia J., Morphy, P., Steacy, L. M., Talbert, S., Cooper, J., & Kim, K. (March, 2014). Examining contextual and participant characteristics that impact the effectiveness of comprehension instruction: A meta-analytic review. Interactive presentation for the British Dyslexia Association Conference in Guildford, England.

Kim, K., Kim, K., Elleman, A.M., & Brooks, C. (2014, July). *Latent growth curve analysis for curriculum-based measurement of reading*. Interactive paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Schrodt, K. & Hasty, M. M. (2014, September). *Mindsets and Writer's Workshop: Creating Self-Regulated Writer's in Elementary School*. Session presented at the Middle Tennessee Writing Project Annual Conference. Murfreesboro, TN.

Schrodt, K., Hasty, M. M. & Maxwell, M. (2014, November). *Connecting the stories of students and authors through text pairings, digital literacies, and critical response*. Classroom demonstration presented at the 2014 NCTE Annual Convention in Washington, D.C.

Talbert, S., Elleman, A. M., Barnes, Z., Marshall, H. B., Clark, E. T., Kim, W., Schrodt, K. (2014, August). *The differential impact of inferential comprehension instruction and content knowledge instruction on the comprehension and knowledge acquisition*. Poster presented at the Twenty-Fourth Annual Meeting of the Society for Text and Discourse, Chicago, IL.

* Casey Brasher presented 16 sessions across the state of TN for educators on linking literacy assessment to intervention. The sessions were 3 hours in length and were presented at the 8 CORE regions across the state. Nearly 500 educators across the state were provided information on literacy development, assessment, and intervention.

Faculty Profile: Joanna Durham-Barnes, Ph.D.

Dr. Joanna Durham-Barnes is a native of Bowling Green, Kentucky where she earned an undergraduate degree in Elementary Education from Western Kentucky University. Following graduation, she accepted a teaching position in an inner-city elementary school in Louisville, Kentucky where she taught fourth grade and K-5 Arts and Humanities.

As a result of this classroom experience, Dr. Durham-Barnes became interested in advocating for more effective educational policies and decided to pursue a Master's degree in International Education Policy at Harvard University's Graduate School of Education. By the time her year at Harvard came to an end, she knew teacher education was her true vocation. Soon thereaf-



ter, she began her doctoral work at Indiana University in Bloomington where she conducted qualitative research focusing on the life histories and resiliencies of career urban teachers for her dissertation. Dr. Durham-Barnes's coursework at Harvard University Graduate School of Education and Indiana University helped shape her educational philoso-

phy and thoughts about effective teaching. She is passionate about developing equitable and effective schools for all children through the use of democratic teaching practices and effective teacher education. Her teaching philosophy is founded on the principles of critical thinking, civic participation, and active learning. Her research interests include theoretical and practical issues relating to diversity and culture, preparing teachers to work with diverse populations, transformative Social Studies, and creating positive classroom environments. Some of the researchers who have influenced her work include multicultural education scholars such as Geneva Gay, James Banks, Christine Bennett and Gloria Ladson-Billings and scholars on social justice like bell hooks, Paulo Freire and Nel Noddings. This is Dr. Durham-Barnes's second year as an Assistant Professor

at MTSU and first year as an affiliate faculty member of the Literacy Studies Ph.D. program. She is a certified trainer for the COMP classroom management program and is certified by the Academy for Co-Teaching and Collaboration to conduct co-teaching trainings. She teaches undergraduate and graduate coursework in the areas of diversity, social studies, classroom environment, and assessment and is excited to begin teaching LITS 7130 "Literacy in the Socio-cultural Context" for the Literacy Studies program in the summer of 2015.

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Program News

The Program successfully finished the 5-year program review in February with an external reviewer, Dr. Caitlin Dooley, from Georgia State University. Dr. Dooley met each faculty member, a group of students, and the University Administrators. The results are very positive with a couple of areas for improvement, including faculty teaching load and research space for students. We will be working on these areas. Thank you for your effort and hard work.

Congratulations also go out to Rachel Peay Cornett, Danica Booth, & Michelle Hasty who graduated on May 10, 2014!!!

The program congratulates the following students for passing the preliminary examination: Holly Marshall (January 2014) - Kyungate Kim, Andrea Milligan, Katie Schrodt, & Penny Thompson (April 2014)

Katie Schrodt successfully completed the 60hr practicum in Spring 2014.

Eleven new students joined the program in fall 2014.



Michelle Hasty

Committee Members: Dr. Jeanne Fain, Dr. Cyrille Magne, & Dr. Aleka Blackwell

“How Students’ Critical Engagement with Text and Self-Perceptions as Literate Learners Can Explain Literacy Performance and Inform Classroom Literacy Practice”



Rachel Peay Cornett

Committee Members: Dr. James O. Rust, Dr. Jwa Kim, & Dr. Amy Elleman

“Psychometric Analysis of the Elementary Experience Scale and its Predictability of Literacy Scores”



Danica Booth

Committee Members: Dr. Jwa Kim, Dr. Amy Elleman, & Dr. Laura Clark

“Scaffolding Content-Area Vocabulary Instruction for EL”

Be part of our community’s annual literacy event

Reading in the Schools Day

September 19, 2014

Organized by Read to Succeed

readtosucceed.org



Looking Ahead...

SAVE THE DATES!!

**December 13, 2014
End of the Year Potluck
Families Invited**

**February 28, 2015
3rd Annual Literacy
Research Conference**