

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

# Literacy Studies Ph.D. Program

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## 2018 LITERACY STUDIES RESEARCH CONFERENCE

Dr. Marcia Barnes, of Vanderbilt University, ushered in the 6th Annual Literacy Studies Research Conference on February 17.

Dr. Barnes' expertise in the areas of cognitive psychology and developmental neuropsychology combined to offer a fascinating keynote address. Her talk, Sources of Reading Comprehension Difficulties in Adolescents: What Do We Know and What Can We Do About It?, examined the roles of knowledge and inference on students' comprehension abilities.



*Dr. Marcia A. Barnes*

The Literacy Studies Research Conference continues to grow in both variety of presentation topics and number of attendees. This year, the nearly 200 in attendance saw presentations and posters from Literacy Studies faculty and students as well as faculty and students from several regional universities. Research presentations included topics on English-language learners and writing instruction, state policies regarding Response to Intervention for students with learning disabilities, and the impact of Adverse Childhood Experiences (ACE).

## SAWYER-RUDLER RESEARCH FELLOWSHIP

Dr. Diane J. Sawyer held the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies from 1989 until her retirement in 2010. During that time, the TN Center for the Study and Treatment of Dyslexia was established in 1993. Dr. Sawyer also proposed the establishment of the Literacy Studies Ph.D. Program and she served as the first director of the program.

The 2017-2018 award recipients were Stacy Fields and Natalie Griffin.

**The fall application deadline is August 31, 2018**

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## PRELIMINARY EXAMS

*Congratulations to the following students for successfully completing preliminary examinations.*

Stacy Fields—*Summer 2017*

Adam Rollins—*Fall 2017*

Kelli Wallace—*Fall 2017*

Victoria Gay—*Spring 2018*

Melissa McMahan—*Spring 2018*

Leticia Skae—*Spring 2018*

Daren Li—*Summer 2018*



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TENNESSEE**  
STATE UNIVERSITY

## FACULTY & STUDENT NEWS

- The program's Outstanding Students Award in Literacy Studies 2017-2018 was awarded to Stacy Fields and Qian Wang
- Stacy Fields and Qian Wang were awarded the Ethel Bowden Stricklin Scholarship
- Dr. Eric Oslund was awarded the Faculty Research and Creative Activity Grant to examine teacher knowledge of RTI and data-based decision making
- Daren Li was awarded a Provost Writing Fellowship for Fall 2018 and Spring 2019
- Jennifer Meyer was elected as the TESOL International CALL-IS Co-Chair Elect for a three-year term
- Tim Nelson accepted a position as an MTSU faculty member in the University Studies department
- Dr. Elleman was promoted to Associate Professor and granted tenure at MTSU

## CONGRATULATIONS TO THESE RECENT GRADUATES

**Weon H. Kim**

**Summer 2017**

**Application of the  
IRT and TRT Models to a  
Reading Comprehension Test**

*Dissertation Committee*  
Dr. Amy M. Elleman, Chair  
Dr. Ying Jin  
Dr. Mohammed Albakry

**Karen N. Reed**

**Fall 2017**

**Empowering School Librarians  
to be Literacy Instruction Leaders  
Through Professional Development**

*Dissertation Committee*  
Dr. Eric L. Oslund, Chair  
Dr. Amy M. Elleman  
Dr. Charles D. Milligan  
Dr. Terri J. Tharp

## PUBLICATIONS & PRESENTATIONS

- Briggs, L., & Kim, J. K. (2017, July). Students' SES and growth trajectories on narrative and informative/explanatory text: a latent growth curve analysis. Presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Coggins, J., Adkins, K., & Briggs, L. (2017, October). RTI tier III reading instruction and knowing when to refer for SpEd. Presented at the 2017 annual LEAD Conference, Nashville, TN.
- Cornett, R. & O'Neal, D. (2017, December). Camp Wildcat: Writing a Read to be Ready grant. Presented at the Tennessee Reading Association's annual conference in Murfreesboro, TN.
- Elleman, A. M. (2017). Examining the impact of inference instruction on the literal and inferential comprehension of skilled and less skilled readers: A meta-analytic review. *Journal of Educational Psychology*, 109(6), 761-781.
- Elleman, A. M., Steacy, L. M., Elmore, J., Fitzgerald, J., Borovsky, A., Compton, D. L., Coyne-Green, A., Pritchard, E., Olson, C., Fields, S., & Griffiths, N. (2017, April). Modeling the complex nature of vocabulary learning for students with learning differences. Vocabulary SIG presentation at the American Education Research Association Conference, San Antonio, TX.
- \*Fields, S., Gay, V., Talbert, S., Elleman, A.M., Olson, C. (2017, July). Feedback for adolescent ELL writers: A meta-analysis. Presented at Society for the Scientific Study of Reading, July 15, 2017, Halifax, Nova Scotia.
- Fogarty, M., Clemens, N., Simmons, D., Anderson, L., Davis, J., Smith, A., Wang, H., Kwok, O., Simmons, L., & Oslund, E. L. (2017). Impact of technology-mediated reading intervention on adolescents' reading comprehension. *Journal of Research on Educational Effectiveness*.
- Fotidzis, T. S., & Magne, C. L. (September, 2017). Relationship between phonology, prosody, and reading skills: A mismatch negativity experimental paradigm. Poster session presented at the 23rd Annual Architectures and Mechanics of Language Processing Conference, Lancaster University, Lancaster, England, United Kingdom.
- Meyer, J. (2017, November). Transforming instruction: Successfully implementing collaborative teaching. Speech presented at LaTESOL, New Orleans, LA.
- Oslund, E. L., Hagan-Burke, S., Simmons, D. C., Clemens, N. H., Simmons, L. E., Taylor, A., Kwok, O., & Coyne, M. D. (2017). The predictive validity of curriculum-embedded measures on outcomes of kindergarteners identified as at-risk of reading difficulty. *Journal of Learning Disabilities*.
- Reed, K. N., & Oslund, E. L. (2017, November). School librarians as co-teachers of literacy: A study of librarian perceptions and knowledge in the context of the literacy instruction role. Paper presented at the annual meeting of the American Association of School Librarians (AASL), Phoenix, AZ.
- Schrodt, K., Cornett, R., & Tharp, T. (2017, July). Reimagining the literacy connections between theory and practice for teacher candidates. Poster presentation at the International Literacy Association's annual conference in Orlando, Florida.
- Thomas, D. (2018). Really? That counts? A sociocultural examination of post-secondary literature circles. *Journal of College Literacy and Learning*.
- Wallace, K., & Fields, S. (2018, February). Effective implementation of literacy instruction for English language learners. Presented at the 6<sup>th</sup> Annual Literacy Research Conference, Middle Tennessee State University, Murfreesboro, TN.
- Wang, Q. (2017). The predictability of CCSS categories in the 3<sup>rd</sup> grade English language arts test for E2L and non-E2L status through discriminant analysis. Presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

\*This poster earned the Clouse-Elrod Education Research Award at the COE Awards

## UPCOMING CONFERENCES & PROPOSAL DEADLINES

American Educational Research Association (AERA)  
April 5-9, 2019, Toronto, Canada

Proposals due 7/23/18

Tennessee Reading Association  
December 2-4, 2018, Murfreesboro, TN

Proposals due 9/ 8/18

## LITERACY STUDIES PH.D. PROGRAM FAMILY DAY AND STUDENT ORIENTATION

Mark your calendars! August 25, 2018, is our annual, mandatory orientation for ALL Ph.D. students.

Orientation will be held from 10am-2pm at the Foundation House  
(324 W. Thompson Ln., Murfreesboro, TN 37120)

Families are welcome to join us for a potluck lunch following orientation sessions.

## ALUMNI NEWS

Dr. Rachel Peay Cornett (2014) was awarded a scholarship by Alpha Delta Kappa, an international honorary organization of women educators. She completed her leadership licensure with Lipscomb University this spring.

Dr. Katie Schrodt (2015) has joined MTSU as Assistant Professor in the Department of Elementary and Special Education.

Dr. Jennifer Cooper (2016) was named Director for the Tennessee Center for the Study and Treatment of Dyslexia.

## 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 regarding the program, please email us and we will try to provide the answers in the next newsletter.

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## SUMMER/FALL DATES

Summer Commencement	August 11
Orientation/Family Day	August 25
Fall classes begin	August 27