

Newsletter

3rd Annual MTSU Literacy Studies Conference

Program Director

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

Program Secretary

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

Program Email:

literacy@mtsu.edu

The Literacy Studies Ph.D. Program held its 3rd Annual MTSU Literacy Studies Conference on February 28, 2015. The keynote speaker was Dr. Laurie E. Cutting.

Dr. Cutting, Professor of Special Education, Psychology, Radiology, and Pediatrics at Vanderbilt University, is the principal investigator of NIH-funded research projects on reading comprehension, reading disabilities, and ADHD. She also serves as a Senior Scientist at Haskins Laboratories and is a member of the Vanderbilt Brain Institute and Vanderbilt's Center for Cognitive and Integrative Neuroscience.



Dr. Cutting's keynote address, entitled "Unraveling the Neurobiological Correlates of Reading Comprehension," addressed the educational and neurobiological underpinnings of reading disabilities in adolescents, including basic characterization of the neural architecture of brain development and how that

relates to education; what a child's brain is doing while reading; and how utilization of cutting-edge neuroimaging techniques can predict who will respond to specialized educational interventions. Specifically, she presented fMRI imaging data that shows differences between the brain activity patterns of good vs. poor readers.



Inside this issue:

3rd Annual MTSU Literacy Studies Conference	1-3
Publications	3
Program News	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: deji2d@mtmail.mtsu.edu

Important Dates

Summer/Fall 2015 Registration Begins
4/6/15

Last Day of Classes
4/29/15

Final Exams
5/1/15 - 5/7/15

Spring Commencement
5/9/15

Full, S1, S5 Summer Classes Begin
5/11/15

S2 & S4 Summer Classes Begin
6/1/15

S3 Summer Classes Begin
7/6/15

Out of the Blue

The Literacy Studies Ph.D. Program is highlighted in an episode of MTSU's *Out of the Blue*. Check it out [here](#).

Conference (continued)

Spoken Presentations

Baker-Mood, M. I. *The Necessity of Incorporating Effective Study Techniques Into Primary Education Curricula.*

Blackwell, A., & Wildish, D. *Operationalizing and Measuring Lexical Aptitude.*

Brasher, C., Cooper, J., Coggins, J., & Elleman, A. *Examining Two Reading Comprehension Assessments: Understanding the Relationship of Underlying Skills Among At-Risk Readers.*

Coggins, J., Cooper, J., & Kim, J. *Psychometric Analyses of Adolescent Reading Comprehension Assessments: Comparisons of Using Item Response Theory (IRT) and Classical Test Theory (CTT).*

Elleman, A. *Detectives and Explorers: Considering the Impact of Two Methods of Reading Comprehension Instruction Designed to Improve Inference Ability and Knowledge Development.*

Kim, J., & Fotidzis, T. *Differential Item Functioning (DIF) Analysis for the Second Grade ELL and Non-ELL Students on a Reading Comprehension Test.*

Kim, W. *Psychometric Calibration of an Eighth-Grade Reading Comprehension Test.*

Luo, D., Wu, D., & Gong, J. *Does Dialect Influence Children's Mandarin Chinese Reading Comprehension Based on Reading Literacy Assessment in Guangxi Zhuang Autonomous Region of China?*

Magne, C. *Relationship Between Music Abilities, Prosody Sensitivity and Reading Skills.*

Moon, H., & Magne, C. *Electrophysiological Neural Basis of the Noun/Verb Distinction in English Stress Homographs.*

Oslund, E. *A Multicomponent Model of Reading Comprehension in Adequate and Struggling Readers.*

Schrodt, K. *The Relationship Among Mindset Instruction, Kindergarteners' Performance and Motivation in Writer's Workshop.*

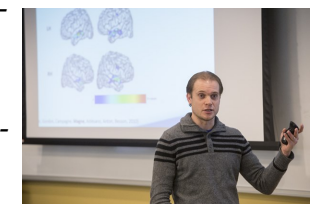
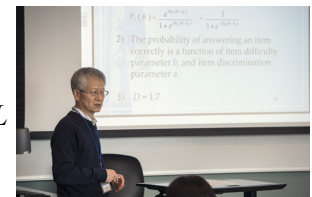
Statom, Y., & Harris, S. *Identifying Successful Literacy Strategies Implemented by Teachers in High Performing, High Poverty Schools.*

Steady, L. *Word Learning Efficiency and Transfer in First and Second Graders At-Risk for Reading Disabilities.*

Thompson, P. *Scaffolding Emergent Literacy Skills in Pre-Kindergarten Through Writing Instruction.*

Roundtable Discussions

Barnes, Z. *Teachers Standing TALL for High Quality Literacy: What are the Critical Legislative Issues?.*



Roundtable Discussions (continued)

Cooper, J., & Elleman, A. *A Comparison of the Effectiveness of Two Vocabulary Instructional Approaches; Mnemonic and Morphological Vocabulary Instruction.*

Gibson, N., Slaughter, P., & Sanders, A. *22nd Century Skills for 21st Century Teachers: Information Literacy and Pre-Service Teacher Quality.*

Hu, W. *Development and Validation of the Scale of Reading Attitudes Across Languages (SRAAL) with Rasch Model.*

Milligan, A. *Embedding Literacy Activities in Middle and High School Science Classes: Impact on Achievement and Motivation.*

Pickens, T. *The Psychometric Properties and Predictive Validity of Four High School English Language Benchmark Tests.*

Talbert, S. *Integrating Science and Literacy: An Examination of Research.*

Poster Presentations

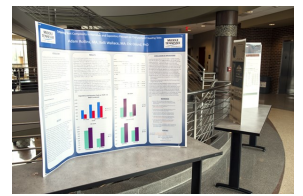
Fotidzis, T., & Kim, J. *Item Validation for a 5th Grade CCSS Reading Comprehension Test for Special Education and Non-Special Education Students.*

Fields, S., Fotidzis, T., Victoria, G., Kent, R., Maxwell, M., Reed, K., Rollins, A., Wallace, K., Coggins, J., Luo, D., & Blackwell, A. *Knowledge of Bound Morphemes as an Indicator of Morphological Awareness in Adults.*

Louden, P. *Predicting ADHD: Can ADHD be predicted from dyslexic students using executive function including working memory, rapid automatic naming, and processing speed?*

Pickens, T. *A Historical Analysis of National Literacy Initiatives in the United States.*

Rollins, A., & Wallace, K. *Text Complexity in Narrative and Expository Passages.*



In other news...

Publications by Program Students and Faculty

Coons, J., Gould, C., **Kim, J.**, Farley, R., & Caputo, J. (in press). The chronic effects of static and dynamic stretching on agility. *Journal of Human Sport and Exercise.*

Durham-Barnes, J. E. (Jan-March, 2015). Engaging preservice teachers in critical dialogues on race. *Sage Open*, 5(1). DOI: 2158244015572505

Oslund, E.L., Simmons, D. C., Hagan-Burke, S., Simmons, L.E., Coyne, M. D., Kwok, O., & Taylor, A. (2015). Can curriculum-embedded measures predict the later reading achievement of kindergarteners' at risk of reading disability? *Learning Disability Quarterly*, 38, 3-14. DOI: 10.1177/0731948714524752

Simmons, D. C., Fogarty, M., **Oslund, E. L.**, Simmons, L., Harriel, A., Davis, J., Anderson, L., Clemens, N., Vaughn, S., Roberts, G., Stillman, S., Fall, A.-M. (2014). Integrating content knowledge-building and student-regulated comprehension practices in secondary English language arts classes. *Journal of Research on Educational Effectiveness*, 7, 309-330. DOI: 10.1080/19345747.2013.836766

Wang, L. & Blackwell, A. A. (to appear). Effects of dual coded multimedia instruction employing image morphing on learning a logographic language. *Journal of Educational Multimedia and Hypermedia.*

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

Newsletter Editors

Aleka Blackwell,
aleka.blackwell@mtsu.edu

Deana Wildish,
dgj2d@mtmail.mtsu.edu

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

Program News

Students from the program won top awards in the COE competition at this year's Scholars Week. Congratulations!!!

First Place — Kim, W. *Psychometric calibration of an eighth-grade reading comprehension test.*

Second Place — Brock, M., Otte, C., Moon, H., & Magne, C. *Prosody sensitivity and reading skills: event-related brain potentials and individual differences.*

Third Place — Briggs, L. *An examination of early readability measures (1893-1950).*

Congratulations to Jennifer Cooper and Katie Schrodt for being named Outstanding Students in the Literacy Studies Ph.D. Program.

Congratulations to Jennifer Cooper for passing the preliminary examination.

Congratulations to our graduating students who successfully defended their dissertations.

IMPORTANT REMINDERS

All students in the program are required to complete an annual self-evaluation. Click [here](#) to download the form. Due date: May 22.

All students wishing to be considered for a GA assignment must apply. Click [here](#) to download the application. Due date: May 22.

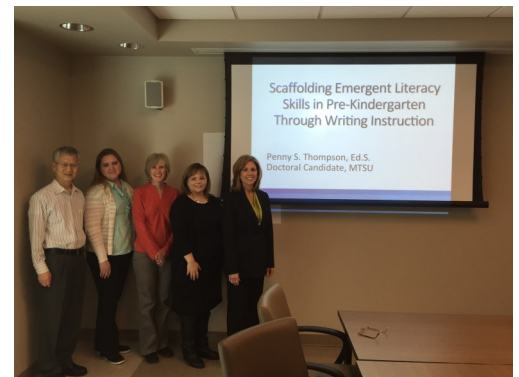
If you plan to register for the preliminary exam in summer 2015, registration is due the first two weeks of the semester.



Katie Schrodt

“The Relationship Among Mindset Instruction, Kindergarteners’ Performance, and Motivation in Writer’s Workshop”

Committee: Dr. Amy Elleman (Chair), Dr. Terri Sharp, Dr. Jwa Kim, Dr. Joanna Durham-Barnes



Penny Thompson

“Scaffolding Emergent Literacy Skills in Pre-Kindergarten Through Writing Instruction”

Committee: Dr. Amy Elleman (Chair), Dr. Jwa Kim, Dr. Robin Ridgley, Dr. Joanna Durham-Barnes



On April 20, 2015, Jennifer Cooper and Katie Schrodt were named Outstanding Students in the Literacy Studies Ph.D. Program



Kyungate Kim

“Model Comparisons Among Testlet Response Theories (TRT) on a Reading Comprehension Test”

Committee: Dr. Jwa Kim (Chair), Dr. Amy Elleman, Dr. Cyrille Magne



Melissa Brock

“The Relationship Between Prosodic Sensitivity at the Discourse Level and Reading Skills: An Electrophysiological Investigation”

Committee: Dr. Cyrille Magne (Chair), Dr. Aleka Blackwell, Dr. Amy Elleman, Dr. Jwa Kim