

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

Literacy Studies Ph.D. Program

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FACULTY PROFILE: TIMOTHY N. ODEGARD



Dr. Tim Odegard was recently appointed as the Chairholder of the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies. As Chair, his research aims to focus on the potential causes of reading disorders; in addition, his role allows him to advocate for effective interventions for struggling readers.

Dr. Odegard is a Developmental Cognitive Psychologist who, as part of his postdoctoral fellowship, completed the two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children. He is a licensed teacher of dyslexia as well as a Certified Academic Language Practitioner (CALP).

Areas of research include:

- * Cognitive and Neurological Deficits Associated with Developmental Dyslexia;
- * Cognitive Neuroscience;
- * Learning, Memory, and Cognition;
- * Cognitive Development

Dr. Odegard has served as primary investigator on several research grants, including:

- * Auditory Visual Memory Conjunction Project of the Neuroimaging and Biomarkers Studies Research Protocol (January 2008-June 2010);
- * Brain Connectivity in Dyslexic Children after Intensive Reading Intervention (September 2006-September 2007); and
- * National Research Service Award (1 F32 HD047074-01): Cognitive Tools Assessing Normal and Disabled Children (August 2004-August 2005).

4TH ANNUAL LITERACY RESEARCH CONFERENCE

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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This year's conference welcomed Dr. Doug Fuchs, Professor and Nicholas Hobbs Chair in Special Education and Human Development at Vanderbilt University, as Keynote Speaker. Dr. Fuchs' presentation, entitled "Exploring the value of working memory training when combined with skills-based instruction in reading comprehension," addressed the efficacy of working memory training on reading skills. His experience as a world-renowned researcher and former classroom teacher effectively addressed the diverse crowd in attendance at the conference, which included teachers, researchers, and graduate students.

Keynote speaker Dr. Doug Fuchs.

Fall / Summer Semester Dates

Commencement
(College of Graduate Studies)
May 6, 2016

Summer classes
May 9-August 5, 2016

Orientation/Family Day
August 20, 2016 10:00am

Fall classes begin
August 22, 2016

Presentations at this year's conference addressed a wide variety of topics related to reading proficiency. Spoken and poster presentations included studying reading prosody at the neuronal level, analyzing intervention effectiveness, the importance of writing instruction on literacy development, fluency assessment for older students, and the impact of music intervention on struggling readers.

UPCOMING CONFERENCES & PROPOSAL DEADLINES

Middle Tennessee State University
Literacy Studies Ph.D. Program
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Newsletter Editors

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Teacher Education Division of CEC
November 9-12, 2016 Lexington, KY

Proposals due by June 1, 2016

Northeastern Educational Research Association (NERA)
October 26-28, 2016 Trumbull, CT

Proposals due by June 1, 2016

Psychonomic Society
November 17-20, 2016 Boston, MA

Proposals due by June 1, 2016

National Title 1 Conference
February 22-25, 2017 Long Beach, CA

Proposals due by June 16, 2016

Linguistic Society of America (LSA)
January 5-8, 2017 Austin, TX

Proposals due by July 1, 2016

Mid-South Educational Research Association (MSERA)
November 2-4, 2016 Mobile, AL

Proposals due by July 15, 2016

Society for Research in Child Development
April 6-8, 2017 Austin, TX

Proposals due by September 30, 2016

PRESENTATIONS

- Durham-Barnes, J. & Gilbert, S. (April 2016). "Teacher candidates' struggles and successes planning and implementing powerful Social Studies instruction using PBL." (round table). American Educational Research Association, Washington, D.C.
- Elleman, A. M. (2015, October). Increasing engagement and learning from text: Effective comprehension strategies for elementary students. Invited presentation for the CDE READING Conference, Colorado Department of Education, Denver, CO.
- Elleman, A. M. (2016, April). Maximizing comprehension instruction for struggling readers. Invited presentation for the Tennessee International Dyslexia Association, RISE conference, Brentwood, TN.
- Elleman, A. M., & Brasher, C. (2015, November). Making sense of text: Evidence-based strategies for improving comprehension within an RTI framework. Invited presentation for the Tennessee Association of School Psychologists (TASP).
- Gay, V. (March, 2016). The perks and pitfalls of providing co-requisite learning support. League for Innovation in the Community College, Chicago, IL.
- Kim, J. K. (November, 2015). Item response theory: Theories and application. A workshop conducted at the Annual Meeting of the Mid-South Educational Research Association (MSERA), Lafayette, LA.
- Kim, J. K., Fotidzis, T. S., & Hayes, S. (2016, January 30). Effects of E2L status on reading comprehension test scores among third and fifth graders: A latent growth curve analysis. Spoken paper presented at the 4th Annual Middle Tennessee State University Literacy Research Conference, Murfreesboro, TN.
- Magne, C. (2016, January). Relationship between musical aptitude, speech rhythm sensitivity and reading skills. Invited talk for the Science of Music Seminar and Public Lecture series, Vanderbilt University.
- Oslund, E.L., Clemens, N., & Simmons, D.C. (2016, February) Differential intervention effects on adolescent reading comprehension: A quantile regression examination. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Reed, K. N. (2016, July). The presentation of war in young adult literature: A lesson on media messages. Poster to be presented at the annual meeting of the International Literacy Association, Boston, MA.
- Troelstrup, A., Mangione, K. A., & Kim, J. K. (January, 2016). Development and validation of a two-tiered instrument to identify alternative conceptions in ecology. Paper presented at the annual meeting of Association for Science Teacher Education, Reno, NV.

SAWYER-RUDLER RESEARCH FELLOWSHIP IN LITERACY

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.

Casey Brasher was recently awarded this grant for Spring 2016.

Jennifer Cooper, who was awarded the Sawyer-Rudler Research Fellowship in Literacy last fall, used the grant funds to purchase testing protocols to implement her research study.

The deadline to apply for the Fall grant is August 31, 2016.

PUBLICATIONS

- Albakry, M., & Maggor, R. (Eds.) (2016). *Tahrir tales: Plays from the Egyptian Revolution*. Calcutta & Chicago: Seagull Books/ University of Chicago Press.
- Albakry, M., & Williams, R. (2016). Whitewashing slavery in New England: Representation of African slaves in historical newspaper discourse. *Journalism and Discourse Studies*, 1.2, 1-17.
- Farris, E.A., Ring, J., Black, J., Lyon, G.R., Odegard, T.N. (in press). Predicting growth in word level reading skills in children with developmental dyslexia using an object rhyming phonological awareness functional neuroimaging task. *Developmental Neuropsychology*.
- Li, M., & Albakry, M. (In press). Global opportunities and cultural tension: The diverse constructions of English in China's People's Daily. *Journal of Asian Pacific Communication*.
- Magne, C., Jordan, D. K., & Gordon, R. L. (2016). Speech rhythm sensitivity and musical aptitude: ERPs and individual differences. *Brain and Language*, 153-154, 13-19. doi:10.1016/j.bandl.2016.01.001
- Miller, H.L., Odegard, T.N., & Reyna, V.F. (2016). Fuzzy trace theory and Autism Spectrum Disorder: Implications for autobiographical memory and eyewitness testimony. In G. Goodman & P. Mundy (Eds.), *The Wiley Handbook of Autobiographical Memory, Autism Spectrum Disorder and the Law*. Chichester: Wiley-Blackwell.
- Oslund, E.L., Clemens, N.H., Simmons, D.C., Smith, S., & Simmons, L.E. (2016). How vocabulary knowledge of middle-school students from low socioeconomic backgrounds influences comprehension processes and outcomes. *Learning and Individual Differences*, 45, 159-165. doi:10.1016/j.lindif.2015.11.013
- Steady, L. M., Elleman, A. M., Compton, D. L., & Lovett, M. W. (in press). Exploring differential effects across two decoding treatments on item-level transfer in children with significant word reading difficulties. *Scientific Studies of Reading*.

4TH ANNUAL LITERACY RESEARCH CONFERENCE



Keynote speaker Dr. Doug Fuchs presenting his research, "Exploring the value of working memory training when combined with skills-based instruction in reading comprehension."

DISSERTATION DEFENSES



Tyra W. Pickens

The Impact of Race and Socioeconomic Status on the Reading Comprehension Growth Trajectories of Adolescents

Dissertation Committee:

Dr. Jwa Kim, Chair
Dr. Amy Elleman
Dr. Eric Oslund



Melissa Stugart

Common Core State Standards Benchmark Assessments: Item Alignment to the Shifts in Tennessee

Dissertation Committee:

Dr. Jwa Kim, Chair
Dr. Amy Elleman
Dr. James Herman



Jennifer L. Cooper

Examining Incidental Vocabulary Acquisition by Person- and Item-Level Factors in Secondary Students

Dissertation Committee:

Dr. Amy Elleman, Chair
Dr. Jwa Kim
Dr. Aleka Blackwell

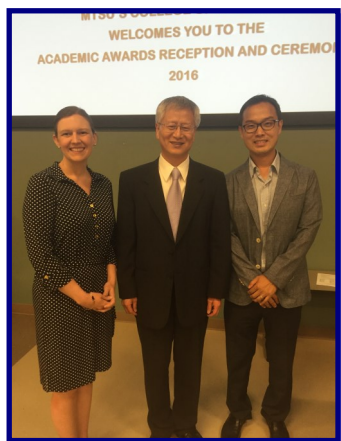
ALUMNI NEWS: RACHEL ANDERBERG

Rachel Anderberg graduated from the Literacy Studies Ph.D. Program in the Spring of 2013 and currently works for the Colorado Department of Education as the Early Literacy Grant Manager. The Early Literacy Grant is a state grant that provides about \$4 million to struggling schools in the state. The current cohort of schools includes 30 schools that are spread across the state of Colorado, representing 15 districts and 7,315 students. Schools must select a Core program and intervention programs from a list that have been thoroughly reviewed and approved as meeting the requirements of SBRR.

Rachel oversees the entire project, ensures that schools are in compliance with the requirements of the grant, and that they are on track to make their goals. When schools are not making progress, she works with them to develop a plan so that they can meet their goals.



OUTSTANDING STUDENT AWARDS



Literacy Studies Ph.D. Program's Outstanding Students for the 2015-2016 academic year:

Summer Talbert and Heechun Moon

These awards were presented at the College of Education Academic Awards Ceremony on April 19, 2016

UPCOMING EVENTS . . .

The Literacy Studies Ph.D. Program

Family Day/Orientation Meeting

August 20, 2016

10:00 am-2:00 pm

(mandatory for all Literacy Studies Ph.D. students)

FACULTY AND STUDENT NEWS

Dr. Mohammed Albakry will spend part of summer, 2016 in China at the Beijing Language and Culture University on an Understanding China Fellowship awarded by the Chinese Language Council International, Hanban. In addition, Dr. Albakry was selected to be a Fulbright English Specialist Roster Candidate by the Department of State's Bureau of Educational and Cultural Affairs, Washington, DC.

Dr. Cyrille Magne was recently interviewed for the *MTSU On the Record* radio program regarding his research on the relationship between music rhythm abilities and speech rhythm sensitivity. You can listen to the interview, "The Music of our Speech," at www.wmot.org.

Doctoral student **Leticia E Skae** is part of the design group for the New Teacher Academy for Metro Nashville Public Schools. She is one of three teachers involved in the design process. In addition, Leticia has been invited to participate in the inaugural national summer Center for Teaching Quality's Value Creation Retreat.

LITERACY RESEARCH CONFERENCE



Jennifer Parrish (pictured) and Summer Talbert collaborated across disciplines in their presentation, "Integrating science and literacy: A meta-analysis."



Tyra Pickens, who recently defended her dissertation, presented a talk on the "Impact of sociocultural influences on the reading comprehension growth trajectories of adolescents."