Dear NRC Colleagues:

Lea McGee, Ed Grochowski and Roy Smith (at the new NRC Headquarters in Milwaukee), Deborah Dillon and I have had the awesome responsibility and pleasure of organizing the 2002 conference program. We have designed features of the conference around the theme of “Reflections on Literacy and Diversity.” The task of organizing the conference has been made more complex by the transition from NRC’s former management company to Technical Enterprises, Incorporated in Milwaukee, Wisconsin and the transition to on-line submissions. In this regard, the Area Chairs have been superb! They deserve medals.

Thank you Heriberto Godina and Carmen Maria Martinez-Roldan (University of Iowa), Patricia Schmidt (LeMoyne College), Jodi Holschuh (University of Georgia), Beth Berghoff and Mitzi Lewison (Indiana University), LeeAnn Sutherland and Elizabeth Moje (University of Michigan), Tom Bean and Lisa Stevens (University of Nevada-Las Vegas), William H. Rupley (Texas A&M University), William Dee Nichols (Virginia Polytechnic Institute and State University), Kelly Chandler-Olcott (Syracuse University) Pamela Ross and Marva Capelo (San Diego State University), Eurydice Bauer and Linda Harklau (University of Illinois), Anne McGill Franzen (University of Florida), Dennis Mike (Buffalo State), Brenda Shearer (University of Wisconsin-Oshkosh), and Jim Anderson (University of British Columbia) for your magnificent and unstinting contributions to the 2002 conference and to the good of NRC’s membership. They have helped us maintain the very highest of standards for papers accepted for the 2002 NRC conference.

We believe you will find the conference to be most interesting and provocative. The Plenary Speakers are outstanding, including Deborah Dillon (University of Minnesota), NRC President; Patricia Alexander (University of Maryland), the 2001 Oscar Causey Award recipient; John Willinsky (the University of British Columbia); Allan Luke (University of Queensland); and Kathy Au (University of Hawaii), Patricia Edwards (Michigan State University), and Dorothy Strickland (Rutgers University) who will present the annual review of the literature. Dr. Louise Rosenblatt will attend the conference, be awarded the Distinguished Educator Award, and conduct a research session. There are a number of other exciting awards that will be given to NRC members.

You will find that the Hotel Inter-Continental Miami is a grand hotel overlooking Biscayne Bay. It is located next to the Bayside Marketplace that contains 200 shops and restaurants. The meeting rooms are spacious and the open areas are large and inviting. We have a movie theatre that will feature a daily noontime literacy-related movie.

Countless people have worked to make the 52nd annual NRC an outstanding professional research meeting. We are extremely pleased with the number of papers that focus on the theme of the conference “Reflections on Literacy and Diversity.” We are convinced the conference will be exciting and meaningful. Welcome to the 52nd meeting of the National Reading Conference.

Lee Gunderson, Program Chair • Lea McGee, Assistant Program Chair

Mark your calendar for next Year’s NRC Conference in Scottsdale, Arizona (December 3-6, 2003)
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**National Reading Conference**

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The National Reading Conference, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practices. NRC sponsors a conference each year in late November, early December. The program consists of round table discussions, sessions with nontraditional or alternative formats, symposia, paper sessions, and plenary addresses.

In addition to sponsoring the annual conference, NRC publishes a quarterly journal (Journal of Literacy Research); the NRC Yearbook, which contains peer-reviewed papers from the previous year’s conference; a Newsletter, Web Site and Listserv. To support these activities, NRC maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the NRC Office at 7044 South 13th Street, Oak Creek, Wisconsin 53405, Phone: 414-768-8000 ext. 119, Fax: 414-768-8001, E-mail: nrc@nrconline.org or visit our web site at http://www.nrconline.org.

The 2002 Conference will be held at the Hotel Inter-Continental in Miami, Florida December 4-7.

Please make reservations directly with the Hotel Inter-Continental at 305-577-1000, Fax 305-577-0382. The address is 100 Chopin Plaza, Miami, Florida, 33131. The conference room rates are $165/singler $175/double.

Registration fees are as follows:

<table>
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<tr>
<th>Category</th>
<th>Regular</th>
<th>On-Site</th>
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<tr>
<td>Regular Member</td>
<td>$170.00</td>
<td>$200.00</td>
<td>$125.00</td>
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<tr>
<td>Student or Emeritus</td>
<td>$80.00</td>
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<tr>
<td>Non-member</td>
<td>$200.00</td>
<td>$220.00</td>
<td>$140.00</td>
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</table>

Registrations must be postmarked by November 15, 2002 to receive the early registration rates. ALL CONFERENCE REGISTRATIONS POSTMARKED AFTER NOVEMBER 15, 2002 ARE SUBJECT TO THE ON-SITE RATE.

TO REGISTER: You can register online or download the registration form at http://www.nrconline.org or call the NRC Headquarters at 414-768-8000 ext. 119.

One copy of the NRC Program Book (which will be distributed on-site at the conference) is included with your registration fee. If you would like the program book mailed in advance, you must include $5.00 for shipping and handling.

Full Registration includes the NRC Yearbook #52, published in December 2003.
Presidential Address
In Leaving No Child Behind Have We Forsaken Individual Learners, Teachers, Schools, and Communities?
Deborah Dillon, Professor
University of Minnesota

Oscar Causey Address
Profiling the Developing Reader: The Interplay of Knowledge, Interest, and Strategic Processing.
Patricia Alexander, Professor
University of Maryland

2002 Research Address
Saturday, 10:15 - 11:45 a.m. • Versailles Room

Literacy Research and Students of Diverse Backgrounds: Issues, Findings, and Missed Opportunities
Kathryn Au, Dia Ho Chun
Professor of Education
University of Hawaii

Literacy Interventions for Young Children Considered to be at Risk
Dorothy S. Strickland,
Samuel DeWitt Proctor
Professor of Education
Rutgers, the State University of New Jersey

The Impact of Family on Literacy Development: Convergence, Controversy, and Instructional Implications
Patricia A. Edwards
Professor of Language & Literacy
Michigan State University

Plenary Address
Reading in an Age of Information
John Willinsky, Professor
University of British Columbia

Plenary Address
Making Literacy Policy Differently: Globalisation, Diversity and Semiotic Economies
Allan Luke, Professor
Queensland University
### National Reading Conference

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<td>Deborah R. Dillon</td>
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<tr>
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<td>11:45 p.m. - 12:45 p.m.</td>
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<td>11:45 a.m. - 12:45 p.m.</td>
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<td>Kristiina Montero</td>
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<tr>
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<td>Alhambra</td>
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<tr>
<td>10:00 a.m. - 10:15 a.m.</td>
<td>Versailles</td>
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<tr>
<td>10:15 a.m. - 11:45 a.m.</td>
<td>Versailles</td>
<td>Plenary/ Albert J. Kingston Award Presentation</td>
<td>Jérémie Séror</td>
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<tr>
<td>1:00 p.m. - 2:00 p.m.</td>
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<td>Executive Board Meeting</td>
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<td>2:00 p.m. - 5:00 p.m.</td>
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<td>Board Meeting</td>
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<tr>
<td>9:00 p.m. - Midnight</td>
<td></td>
<td>Vital Issues</td>
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Program Session Formats

Alternative Format Sessions
An alternative format session is similar to a symposium in that one person invited the various presenters to share research on a common topic. These sessions differ from symposia in presentation style. The researchers meet and interact with participants in small groups or other discursive formats.

Joint Sessions
Include a symposium, alternative format, or roundtable session that requires two session slots, back-to-back, to present information about a topic in great breadth and/or depth.

Paper Sessions
Paper sessions are occasions for three researchers to present information about their research. The three papers submitted individually are grouped by the conference chair and program chairs.

Roundtable Sessions
Roundtable sessions give participants an opportunity to discuss papers with authors after a brief and informal presentation of a research report.

Sessions
Paper sessions are occasions for three researchers to present information.

Symposium Sessions
In a symposium session, researchers give individual research presentations, but the entire session was submitted by one person who organized a coherent event to feature information on one topic.
Study Groups

The purpose of the study groups is to provide a forum for people interested in specific topics or areas, such as teacher education, technology, reading clinics and portfolios. These groups meet informally every morning, and people may attend any or all of the discussions. Many times, these study groups have led to research projects and sessions for subsequent NRC conferences. These sessions are a great way to collaborate with people sharing common research interests. This is also an excellent forum for new people and long-time members to become involved in NRC.

Study Group 1
Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes
Linnea Ehri – CUNY Graduate Center, Irene Gaskins – Benchmark School
Francine Johnston – University of North Carolina-Greensboro

Study Group 2
Cross-Cultural Awareness and Teacher Preparation
Claudia Finkbeiner – University of Kassel, Andrea Izzo – Le Moyne College

Study Group 3
Teacher Education Research Study Group (TERSG)
Nancy Farnan – San Diego State University, Dana Grisham – San Diego State University

Study Group 4
Literacy and Technology: The Past, the Present, but Mostly the Future
David M. Lund, Southern Utah University, Gregory W. Brooks – Nazareth College of Rochester

Study Group 5
Contemporary Approaches to Discourse Analysis
Rebecca Rogers – Washington University in St. Louis, Cynthia Lewis – University of Iowa

Study Group 6
Reading/Literacy Clinics
Barbara Laster – Towson University, Penny Freppon – University of Cincinnati

Study Group 7
History of Literacy Study Group
Douglas K. Hartman – University of Pittsburgh, Norm A. Stahl – Northern Illinois University
Richard D. Robinson – University of Missouri-Columbia, E. Jennifer Monaghan – CUNY-Brooklyn

Study Group 8
Adolescent Literacy
Elizabeth G. Sturtevant – George Mason University

Book Display Room, Silent Auction & Exhibits

The silent auction provides a unique opportunity to add to your professional library while bringing revenue to NRC. Professional books will be displayed throughout the conference outside the registration area at the times listed.

As you browse through the books, place your name and bid price on the bidding sheet in each book. Bids must be in increments of no less than $1.00. The highest bid wins the book. Bidding will close at noon on Friday. Names of the highest bidders will be circulated on the bidding sheets.

Please purchase books Friday from 1:00 p.m. - 5:30 p.m. or Saturday from 8:00 a.m. - Noon. Checks are to be made payable to NRC.

Please be sure to stop by and welcome our exhibitors.

Vital Issues

Lobby Bar of the Intercontinental Vital Issues is a forum for conference attendees to meet in an informal setting. Many of the day’s presenters will be present to discuss, clarify, and explore issues stimulated by the sessions. Dress is casual.
Symposium Session

The Impact of Reading Programs on 2nd Graders' Reading
Chair: Barbara Laster - Towson University

This study presents findings and discusses implications of multi-dimensional investigations of four constraining reading programs and their impact on the reading strategies and comprehension of low, average, and high second grade readers. Findings will be discussed in relation to controversial issues in reading instruction underlying current reading policies and practices.

I. Introduction
   Barbara Laster - Towson University

II. Brief Description of the Four Sites
   Pat Wilson - Towson University

III. Report on Research
   Functions of Language and Reading Materials Used in the Twelve Classrooms
   Nancy Renman - Towson University
   Deb Lang - Towson University
   Approaches to Words: Phonics, Sound & Graphic Similarity, Semantic and Syntactic Acceptability and Other Patterns
   Poonam Arya - Towson University
   Lijun Jin - Towson University
   Students' Metacognitive Concepts and Teacher Stance
   Nancy Wiltz - Towson University
   Bonnie Mackey - Towson University
   Story Comprehension
   Prisca Martens - Towson University
   Sharon Pitcher - Towson University
   Implications
   Bess Altwerger - Towson University

IV. Audience Response and Questions

V. Reaction
   Discussant: Penny Freppon - University of Cincinnati

8:30-10:00 A.M.  ESCORIAL

Symposium Session

Using Learning Community Perspectives as Multifaceted Lenses to Explore Literacy Learning and Teaching in a Diverse Urban School Setting
Chair: Laura Parks - University of Nevada

This symposium examines the complexity of literacy teaching and learning at one, at-risk urban elementary school. The first paper frames the learning community perspective used for the two subsequent studies. One study explores prospective teachers' learning about literacy instruction for diverse children.
Paper Session

Supporting Struggling Readers in Schools and Communities

Chair: William Bintz - University of Kentucky

I. Perceptions and Perpetuation: High School Remedial Readers
   Kerry A. Hoffman - Indiana University-Indianapolis

II. Building Sophisticated Literacy Curricula for Struggling Secondary Students
    Theresa Rogers - University of British Columbia

III. Improvising Literacy Instruction: Adult Community Members as Literacy Tutors
     William McGinley - University of Colorado
     Shuaib Meacham - University of Delaware
     Sirat Al Salim - University of Colorado

Symposium Session

Problems of Participation: The Researcher's Role in the Study of Home-School Literacy Partnerships

Chair: Nancy Anderson - Texas Woman's University

The purpose of this interactive session is to provide a broader and more complex understanding of the researcher's role and to examine how the roles constructed are related to the researcher's (and the research team members') ideological assumptions. Those assumptions, if left unexamined, may influence the home-school literacy partnerships developed.

   Sheri Pentecost - Texas Woman's University

II. Representing or Constructing Social Reality? Troubling the Role of the Researcher in the Study of Home-School Literacy Partnerships
    Nora L. White - Texas Woman's University
    Discussant: Yvonne Rodriguez - Texas Woman's University

Symposium Session

Learning to Teach Reading: Perspectives and Understandings of Elementary School Preservice Teachers

Chair: Francine Johnston - University of North Carolina at Greensboro

The purpose of this symposium is to examine the perspectives of pre-service elementary school teachers enrolled in reading and language arts methods courses. We will discuss preservice teachers' accounts of their learning in order to provide an alternative view on ways that reading teacher education programs may be strengthened.

I. "I Expect You to Teach Me": Preservice Teachers' Voices on What They Learned and Wanted to Learn in a Reading Methods Course and Professional Development School Internship

II. Complex Lessons in Literacy: Preservice Teacher Case Studies of Struggling Readers

III. "I'd Rather be Teaching": Preservice Teachers' Perspectives on Literacy Methods Courses
    Ann M. Duffy - University of North Carolina - Greensboro
    Mollie W. Lloyd - University of North Carolina at Greensboro
    Karen Broadus - James Madison University
    Dixie D. Massey - University of North Carolina at Greensboro
    Discussant: Gay Ivey - James Madison University

Symposium Session

Time to Teach and Time to Reflect about Teaching

Chair: Jennifer Altieri - St. Louis University

I. It's All About the Teacher...": Teacher Discourse and a Mandated Scripted Reading Program.
   Laurie MacGillivray - University of Southern California
   Amy L. Ardell - University of Southern California
   Margie S. Curwen - University of Southern California
   Jennifer Skoda - University of Southern California

II. Self Awareness of Past Learning as Motivation for Continued Learning: The Application of a General Model to Specific Areas of Literacy Learning for Preservice Reading Teachers
    Diane S. Kaplan - Texas A&M University

III. Time Given to Preparing Reading Teachers: Is it Sufficient?
    Michael F. Graves - University of Minnesota
    Raymond A. Philippot - St. Cloud University
8:30-10:00 A.M.  FLAGLER

Symposium Session

Reading Rocks! Shaking up an Urban High School

Co-Chairs: Victor Lopez, Principal, Miami Senior High, Ben Nelms, Director, Center for School Improvement, University of Florida

Miami Senior High School - a Florida Historic Site - is home to 88% Hispanic, 9% Black, and 3% White students. In the 2000-2001 school year, the school was struggling with typical problems of urban schools, including an increasing number of students who fell into the lowest quartile of the FCAT (State Assessment). The University of Florida invited Miami Senior into a partnership to work on these issues through their UF Alliance Initiative. U of F brought Sandra Hollingsworth to Florida to help the school implement “Reading Rocks!” - a whole school intervention plan.

Phase 1 (implemented in the 2001-2002 school year) requires that students in every class read on an independent level when the period bell rings. Another bell rings after 10 minutes, signaling the start of the regular lesson. Results of Phase I have been remarkable! The between-period hallway struggles have all but ended (security guards report being “bored.”) Students begin lessons in a quiet, reflective manner...content learning has increased. FCAT scores increased 52% overall, and 50% for the lowest quartile. Come and listen to this incredible story of teachers’ dedication to their students' success. Afterward, visit their school to see for yourselves!

Author/Participants:
Stella Crespo - Language Arts Chair, MSH
Maria Elena Diaz-de-Villegas - Counselor, MSH
Evan Ilefsky - Research Asst., University of Florida
Albert Kunze - Fine Arts Chair/School Advisory Council, MSH
Mickie Miller - Assistant Director, Center for School Improvement, University of Florida
Tania R. Seale - Social Studies Chair, MHS
Joe Underwood - TV Production, MSH

Author and Discussant:
Sandra Hollingsworth - Literacy Program Coordinator
San José State University

8:30-10:00 A.M.  SEVILLA

Alternative Format

Issues in Electronic Publishing: An Irresistible Force?

Chair: Donald J. Leu - University of Connecticut

Editors of scholarly and professional literacy journals that are published online join together to discuss critical issues in electronic publishing. Participants will hear each editorial team discuss their journal as well as responding to a set of questions across journals. Time will also be allotted for participant questions.

Participants:
Kyle Higgins - University of Nevada Las Vegas (JSET)
Randall Boone - University of Nevada Las Vegas (JSET)
Donna Alvermann - University of Georgia (RRQ)
David Reinking - University of Georgia (RRQ)
Andrew Garber - University of Georgia (RRQ)
Jonathan Eakle - University of Georgia (RRQ)
Bridge Dalton - CAST (ROL)
Dana L. Grisham - San Diego State University (ROL)

8:30-10:00 A.M.  BALMORAL

Alternative Format

A Workshop on Applying for NICHD and NIH Funding

Chair: Peter B. Mosenthal - Syracuse University

Peggy McCardle - NICHD

8:30-9:15 A.M.  BAYFRONT A

Round Tables

I. Does Using an Electronic Bulletin Board Promote Collegial Conversation and Reflection?
   Carol D. Wickstrom - University of North Texas

II. Enhancing Critical Thinking Skills and Cultural Awareness Through Problem-Posing Dialogue
    Sarah B. Nixon - Southwest Missouri State University

III. Identity, Methodology, & Epistemology: Dilemmas in Early Literacy Research
     Richard J. Meyer - The University of New Mexico

IV. Influence of Bilingual Instruction on Bilingual First Graders’ Code-Switching Patterns
    Jiening Ruan - University of Oklahoma
    Beverly E. Cox - Purdue University
Round Tables

I. A Young Child’s Written Responses to Information Books
Ida K. Maduram - North Park University

II. Reading Success: Implications and Indications from a Coached, Cross-Age Tutoring Project
Greta K. Nagel - California State University, Long Beach

III. Teaching Literacy Specialists via Web-Based Programs
Virginia Goatley - State University of New York at Albany

Paper Session

Texts and Reading: A Content Analysis Across Genres and Time
Chair: Kathy Whitmore - University of Iowa

I. Comparing Authentic Children’s Literature to the Literature Found in Three Currently Used Canadian Elementary Student Anthology Series
Linda M. Phillips - University of Alberta
Martha L. Smith - University of Alberta
Marion R. Leithhead - University of Alberta

II. Constructing Readers and Reading: Depictions of Learning to Read in Children’s Literature
Laura Apol - Michigan State University
Devon G. Brenner - Mississippi State University

III. The Evolution of Genres and Literacy Processes
Charles A. Elster - Purdue University

Symposium Session

Closing the Gap Between Concept and Practice: Towards More Dialogic Discussion in the Language Arts Classroom.
Chair: Discussant: Dawnene Hammerberg - University of Wisconsin-Madison

These papers present research-in-progress from a large-scale implementation study of secondary English classrooms. Teachers are enabled to move beyond recitation and teacher-centered discourse to identify and use more dialogic methods for literature discussion through discourse communities in which teachers write curriculum and develop innovative methods in a supportive professional environment.

I. Exploring the Gap Between Espoused and Enacted Cultural Models of Literature Discussion
Samantha Caughlan - University of Wisconsin-Milwaukee

II. Teachers Moving from Recitation to Discussion: An Analysis of the Process
Mary Alder - State University of New York at Albany
Eija Rougle - State University of New York at Albany

III. Cookies and Dialogic Conversations: The Influence of Interaction on Teacher Change
Eileen Kaiser - University of Wisconsin/Madison
Discussant: Dawnene Hammerberg - University of Wisconsin-Madison

Symposium Session

Listening to the Immigrant Voice in Texts, Talk and Family
Chair: Aurelia de Silva - San Antonio, Texas

This symposium synthesizes findings from three separate studies that address the immigrant literacy experience. The studies illustrate how text, talk and family create the context and the conditions in which immigrant discourses can be integrated into the curriculum, and which children’s voices can be heard in US elementary schools.

I. Listening to Text: Visual and Textual Representations of Immigrants in Latino/a Children’s Literature
Carmen L. Medina - Departamento de Educación San Juan, P.R.

II. Listening to Talk: An Immigrant Girl Reading Against the Grain
Carmen Martinez-Roldan - Arizona State University

III. Listening to Families: Teresita Finds Her Voice
Kathryn F. Whitmore - University of Iowa
Discussant: Aurelia de Silva - San Antonio, Texas

Symposium Session

Voices of Teacher Change: Challenges and Successes in Implementing Guided Reading Instruction.
Chair: Dorothy S. Strickland - Rutgers School of Education

This symposium will look at the process of instructional change as literacy teachers in two schools move toward implementing guided reading instruction. We will examine accompanying issues from the perspectives of various participants-university facilitators/researchers, teachers, and students-and discuss considerations for teacher professional development.

I. Enabling and Limiting Contexts: The Schools

II. I Think I Can . . . I Think I Can: Perceptions of a Third Grade Teacher

III. Through the Eyes of Third Grade Readers and the Researcher

IV. Who Sees What: A Contrast in Perspectives
Kathy Ganske - Rowan University
Pamela Chase - Glenview Elementary School
Elizabeth Asbury - Rowan University
Discussant: Dorothy S. Strickland - Rutgers University
Crossing Discourse Communities

Chair: Kevin Leander - Vanderbilt University

I. Mediated Literacy Learning: The Effect of Peers, Media, and Popular Culture on Middle School Students' Literacy Achievement
   Pamela J. Dunston - Clemson University
   Kathy N. Headley - Clemson University
   Victoria G. Ridgeway - Clemson University
   Brenda Phillips - Clemson University

II. Exploring Academic Discourses: Supporting Graduate Students' Writing of Research
   Elizabeth K. Noll - University of New Mexico
   Dana L. Fox - Georgia State University

III. Crossing Within and Between Achievement Spaces: Literacy Practices of Working-Class Rural Adolescents
   Laura Payne-Bourcy - Syracuse University

Complex and Digital Texts and Comprehension

Chair: Louis Chen - University of Toronto

I. The Influence of Gender on Group Interactions through Post-Typographical Text
   Marion H. Fey - State University of New York - Geneseo

II. An Analysis of Proficient Readers as they Process Complex Text
   JoAnne Caldwell - Cardinal Stritch University
   Lauren Leslie - Marquette University

Foucault and Literacy: Arbitrary Institutions and Alternative Freedom

Chair: Amy Lassiter Ardell - University of Southern California

This session employs the works of Michael Foucault to examine the current state of literacy education, from individual classroom experiences to issues of globalization. Offering both empirical and theoretical outlooks, we begin with individual opening remarks, continue with a "fishbowl" dialogue between presenters, and culminate with a broader audience discussion.

I. Foucault, Governmentality, Literacy
II. "If I Could Choose I Would be a Whole Language Teacher": Subjugated Knowledges Through a Mandated Scripted Reading Program
III. On Foucault and Phonics: Utility, Docility, and Diversity in Beginning Literacy Instruction
IV. Post-Foucault: Analyzing the Discourse and Material Consequences of Literacy Education

Emerging Assessment Issues

Chair: Sharon Walpole - Charlottesville City Schools

I. An Investigation of Elementary School Teachers' Ability to Effectively Diagnose Student Reading Strengths and Needs and Plan Effective Instruction
   Diane Lapp - San Diego State University
   Douglas Fisher - San Diego State University
   James Flood - San Diego State University
   Kelly Moore - San Diego State University
   Nancy Frey - San Diego State University

II. Telling Tales: Using Story Structure in Pre-Reader Comprehension Assessment across Languages
   Marilyn Low - Pacific Resources for Education and Learning

III. Predictive Validity of the Lexile Framework
   Sharon Walpole - Charlottesville City Schools
   Latisha Hayes - University of Virginia
   Valerie Robnolt - University of Virginia
A Description of the School Change Process Across Two Years: Looking Across Eight High-Poverty Schools

Chair: Ann Kroll - University of Minnesota/CIERA

This symposium will describe the school change process in eight high-poverty schools and how their reform efforts over two years have impacted their students’ reading achievement. A teacher from one of these schools will share her perspectives on the complexities, challenges, and successes from implementing school-wide reform.

I. Changes in Classroom Reading Instruction and Reading Achievement.
   Barbara M. Taylor - University of Minnesota/CIERA

II. Changes in School-Level Factors and Reading Achievement
    Debra Stevens Peterson - University of Minnesota/CIERA

III. A Case Study of One School: McKinstry Elementary School
     Carol Watson - Waterloo Community Schools/Title I

Discussant: P. David Pearson - University of California, Berkeley/CIERA

Literacy Events with Technology: Text Processing, Electronic Discussions and New Assessment Strategies

Chair: Joanna M. Kulikowich - University of Connecticut

Three presentations focus on students' literacy processes with computerized texts, electronic discussions, as well as assessment practices evaluating use of the Internet. Results suggest that there is significant need for research in the area of strategic processing. Further, assessments of student reading and writing performance with technology are needed.

I. The Effects of Online Environments on Students' Knowledge, Strategies, and Beliefs: A Study of Persuasive Texts
   P. Karen Murphy - Ohio State University

II. Preservice Teachers' Use of Electronic Discussions to Understand Literacy Instruction and Assessment in the Middle Grades
    Tamara L. Jetton - James Madison University

III. The Role of Technology in Measuring Reading and Writing Performance: Surveying State Assessment Strategies
    Donald J. Leu - University of Connecticut

   Rosemarie L. Ataya - University of Connecticut

   Discussant: Patricia A. Alexander - University of Maryland at College Park

Building on What They Bring With Them: Bridging the Literacy Gap for English Language Learners

Diane M. Staehr - George Mason University

Study Skills, Students with Learning Disabilities, and Middle School

Marie Tejero Hughes - University of Illinois at Chicago
Michele Mits Cash - University of Miami

Things to Know about Pokemon: Shared Literacy Experiences with a First Grader

Susan L. Nierstheimer - Purdue University

Multimedia Technology and Anchored Instruction as Tools to Enhance Middle School Students' Learning of Literacy and Social Studies

LeAnn Seifert - Vanderbilt University
Charles Kinzer - Vanderbilt University

Making the Trade Book to Textbook Transfer Using the Talking-About-Books (TAB) Approach

Janis Harmon - University of Texas at San Antonio
Wanda Hedrick - University of Texas at San Antonio
Karen Wood - University of North Carolina at Charlotte

How Many Feet You Meet": Bakhtin's Dialogism in a Preschooler's Talk

Sarah J. McCarthey - University of Illinois at Urbana-Chicago

Teaching Reading on the Margins: Re-Visioning “Remedial” Reading Pedagogy

Mellinee Lesley - Eastern New Mexico University

Teachers Speak Out: The Efficacy of University Clinic Practice on Professional Lives

Deborah Tidwell - University of Northern Iowa
Charline Barnes - University of Northern Iowa
Kathy Carr - Central Missouri State University

In the Middle: Reading Instruction for Students with Learning Disabilities

Marie Tejero Hughes - University of Illinois at Chicago
Maria Elena Arguelles - University of Miami

Symposium Session

No Straight Lines: Teacher Educators Theorizing Preservice Teachers' Engagement with Literature, Diversity, and Equity.

Chair: Pamela Tracey - Ohio State University

Teachers of children's literacy will present critical and poststructural analysis of descriptive data pointing to intersections among preservice teachers' identities, the literature we select for them, and the learning they/we “borrow, negotiate, and own.” Across the presentations, we examine the meaning of engagement as a construct for guiding our teaching and mediations of literature.

I. “Annie on my Mind”: Preservice Teachers Rethinking the Rules of Engagement
   Christine Jenkins - University of Illinois

II. Bearing Witness: Preservice Teachers Reading “What Jamie Saw”
    Lesley Colabucci - Ohio State University
III. Exoticism, Care Work, and Literacies of Difference Among Preservice Teachers
Tamara Lindsey - University of Wisconsin-Eau Claire

IV. Virgie, Claudia, and Kate: The Paradoxes of Literary Engagement with “Girlhood” in a Preservice Literature Course
Patricia Enciso - Ohio State University
Discussant: Cynthia Lewis - University of Iowa

1:00 - 2:30 P.M. ALHAMBRA
Symposium Session
Negotiating Boundaries: Studies of Youth, Literacy, and Positioning
Chair: Elizabeth Birr Moje - University of Michigan

In this session, we examine how urban youth use literacy and language to negotiate boundaries they encounter in school, social lives, families, and communities. The three papers are drawn from studies of different young people, but are united by their focus on how youth use oral and written texts to position themselves in different spaces and relationships.

I. Youths’ Language and Literacy Practices in Enactments of Identity
Kathryn McIntosh Gechanowski - University of Michigan
Elizabeth Birr Moje - University of Michigan

II. Becoming Critical Researchers: Literacy and Empowerment for Urban Youth
Ernest Morrell - Michigan State University

III. Multiple Constructions of Black Womanness: Literacy and Identity in Black Girls’ Readings of African American Literature
LeeAnn Sutherland - University of Michigan
Discussant: Donna E. Alvermann - University of Georgia

1:00 - 2:30 P.M. RAPHAEL
Paper Session
Enhancing Preservice Teacher Education by Using Technology
Chair: Ann Duffy - University of North Carolina at Greensboro

I. Preservice Teachers as Literacy Tutors: Individualizing Instruction for At-Risk Readers
Dixie Massey - University of North Carolina at Greensboro

II. Using Interactive DVD to Enhance Pre-Service Teachers’ Understandings of Critical Responses to Literature
Laura Apol - Michigan State University
Sheri K. Rop - Michigan State University
Rand J. Spiro - Michigan State University

III. Comparing Traditional Journal Writing with Journal Writing Shared over E-mail List Serves as Tools for Facilitating the Reflective Thinking of Preservice Teachers During Reading Internships
Diane S. Kaplan - Texas A&M University

1:00 - 2:30 P.M. MICHELANGELO
Paper Session
Struggling Readers and Literacy Issues
Chair: Kathleen Brown - University of Utah

I. Who Can Provide Effective Intervention After Grade One: The Role of Teachers’ Aides in Serving Maximum Numbers of Struggling Readers
Kathleen J. Brown - University of Utah
Darrell Morris - Appalachian State University
Matthew Fields - University of Utah
Stacey Lowe - University of Utah
Deborah Skidmore - University of Utah
Constance Weinstein - University of Utah

II. The Other 85%: Ineffective Teaching in the Elementary Classroom
Sara Dolezal - University of Notre Dame
Michael Pressley - University of Notre Dame

III. The Development of Conceptual Understandings of Literacy by Struggling Readers in Print-Rich Classrooms
Misty Sailors - University of Texas at Austin

1:00 - 2:30 P.M. DUPONT
Paper Session
Perspectives on Secondary School Literacy Reform Initiatives
Chair: James Flood - San Diego State University

I. Tales Out of School: Accounting for Adolescents in a Literacy Reform Community
William G. Brozo - University of Tennessee

II. Secondary School Administrators’ Perspectives on Systematic Literacy Reform in an Urban District
Kelly Chandler-Olcott - Syracuse University
Kathleen A. Hinchman - Syracuse University

III. Literacy at Fletcher High: A Case Study of One High School’s Focus on Literacy
Carol J. DeLaney - Syracuse University

1:00 - 2:30 P.M. VERSAILLES
Alternative Format
Reflection, Research and Instruction: Finding the Practical in Good Theory
Chair: Carol Vukelich - University of Delaware

In this alternative session, presenters will describe reflection as a developmental component of effective teaching from multiple theoretical perspectives (e.g., cognitive, skills-based, levels of thinking, developmental, activity theory, critical inquiry, socio-cultural) and articulate what they know about teaching for reflection from these different stances. With audience participation, this session is designed to take a fresh look at the reflection construct in order to generate significant questions for future investigation on reflection.
instruction in reading coursework. Ultimately this discussion will lead to efforts to recast research in ways that will facilitate the study of multiple factors and conditions that affect reflective practices.

I. Reflection: Looking Back to Move Forward
Kathleen Roskos - John Carroll University
Victoria J. Risko - Peabody College of Vanderbilt University
Carol Vukelich - University of Delaware

II. Drawing on Activity Theory to Design Reflective Environments
Tom Bean - University of Nevada-Las Vegas

III. Social Contexts Can Support or Thwart Reflective Development
Sheila Valencia - University of Washington

IV. Taking a Critical Inquiry Stance on Reflection
Bob Fecho - University of Georgia
Michelle Commeyras - University of Georgia
Audience Participation: Victoria J. Risko - Peabody College of Vanderbilt University
Discussant: Rebecca Barr - National-Louis University

1:00 - 2:30 P.M. SANDRINGHAM

Paper Session
Examining Teachers' Beliefs and Practices Across the Curriculum: Making an Impact
Chair: Gwynne Ellen Ash - University of Delaware

I. Investigating Reading Content Specialists' (RCS) Impact on Teaching Reading across the Curriculum at the Middle and High School Levels: A Report on Round Two of a Teacher Survey
Mary Shake - University of Kentucky
William P. Bintz - University of Kentucky

II. Examining Middle School Teachers' Beliefs and Self-Reports of Instructional Practices
Richelle O'Connor - Wright State University

III. What happened in Four Finnish Six-Year-Old Children's Classrooms When the Teachers Designed the Curriculum Based on the Principles Set in the Core Curriculum
Riita Liisa Korkeamaki - University of Oulu
Mariam Jean Dreher - University of Maryland

1:00 - 2:30 P.M. WINDSOR

Paper Session
Evaluation of Effective Teaching Practices
Chair: Sharon A. Feaster - Augusta State University

I. Impact of Preservice Teachers on Student Learning During Field Experiences
Sharon A Feaster - Augusta State University
Beth M. Pendergraft - Augusta State University

II. Teachers' Use of More Cognitively Challenging Teaching Practices and Child Literacy Outcomes in High Poverty Elementary Schools
Lowry Hemphill - Harvard Graduate School of Education
Terrence Tivnan - Harvard Graduate School of Education
Claire White - Harvard Graduate School of Education

III. With So Much Book Sharing Research, How Come We Know So Little? The Promise of Underutilized Statistical Tools
Lisa A. Hammett - University of Georgia
Anne van Kleeck - University of Georgia
Carl Huberty - University of Georgia

1:00 - 2:30 P.M. BALMORAL

Paper Session
Implementation and Evaluation of Effective Reading Instruction
Chair: William H. Rupley - Texas A&M University

I. Evaluating the Success of a Professional Development Initiative: Teacher Satisfaction is Not Enough
Rita M. Bean - University of Pittsburgh
Allison Swan - University of Pittsburgh

II. Multifaceted Staff Development in an Urban District and its Effect on Student Achievement.
Diane Corcoran Nielsen - University of Kansas
Laurie Leiker - Kansas City Kansas Public Schools

III. Field Experiences or Cognitive Apprenticeships: What's the Difference?
Deb Eldridge - Hunter College
Joyce Fine - Florida International University
Janis Harmon - University of Texas at San Antonio
Wanda Hedrick - University of Texas at San Antonio
Miriam Martinez - University of Texas at San Antonio
LeAnn Steinmetz - University of Texas at San Antonio
Susan Keehn - University of Texas at San Antonio
Misty Sailors - University of Texas at San Antonio

1:00 - 2:30 P.M. TRADE ROOM

Paper Session
Explorations of Literacy, Digital Texts, and Distance Education
Chair: Danhua Wang - Oakland University

I. Undergraduate Students' Learning, Comprehension, and Transfer of Knowledge: Differences Among Digital Multimedia, Video Tapes, and Illustrated Text
Jerrell C. Cassady - Ball State University

II. Students' Learning Experiences, Their Locus of Control and Use of Web Resources
Danhua Wang - Oakland University

1:00 - 2:30 P.M. SEVILLA

Paper Session
Writing Approaches and Practices
Chair: Douglas Kaufman - University of Connecticut

I. Middle School Students' Perceptions of Their Note-Taking from Text
Rachel Brown - Syracuse University
II. The Sub-Architecture of the Writing Workshop: Conditions that Support Conditions that Support Methodology
Douglas K. Kaufman - University of Connecticut

III. Engaging Students in Writing Tasks: Effective Teaching and Literacy Learning
Susan D. Martin - University of Washington

1:00 - 2:30 P.M. FLAGLER

Alternative Session
Research Methodologies for Teacher and Student Learning in Reading Clinics/Literacy Centers
Chair: Debra Martin - University of San Diego

This session will examine clinic-based research methodologies used in the study of teacher and children learning. A fishbowl format followed by an open session will provide opportunities to critique clinic methodologies and discuss options for future research.

Barbara Laster - Towson University
Penny Freppon - University of Cincinnati
Margaret Hill - University of Houston - Gear Lake
Jeanne Cobb - University of North Texas
Cheryl Dozier - State University of New York - Albany
Sharon Pitcher - Towson University
Verinda Angell - Southern Utah University
Debra Martin - San Diego State University
Barbara Walker - Oklahoma State University

1:00 - 2:30 P.M. BAYFRONT B

Alternate Session
Seeking Higher (and Lower) Ground: Advocacy Research in Literacy Education
Chair: Renee Weisberg - Arcadia University

Helen Harper - University of Western Ontario
Meredith Rogers Cherland - University of Regina

1:00 - 1:45 P.M. BAYFRONT A

Round Tables
I. Exploring Inservice and Preservice Teacher Beliefs About Best Instructional Practices in Beginning Reading: A Study Using Forced-Choice Methodology
April D. Nauman - Northern Illinois University
Terry Stirling - Northeastern Illinois University
Arlene C. Borthwick - National-Louis University

II. A Volunteer Tutoring Program in the Costa Rican Context: A Comparison with the United States
Anadylia Cuadra - Harvard University
Graduate School of Education
Gabriela Murillo - La Nación en el Aula, Costa Rica
Andrea Rolfa San Francisco - Amigos del Aprendizaje, Costa Rica
Catherine Snow - Amigos del Aprendizaje, Costa Rica
Carmen Ugalde - Amigos del Aprendizaje, Costa Rica
Renata Villers - Harvard University Graduate School of Education

3:00 - 4:30 P.M. ESCORIAL

Alternative Format
Whose Glass Slipper Fits? Examining Multiple Facets of Traditional Literature and Their Impact on the Classroom.
Chair: Alice P. Naylor - Appalachian State University

This session explores the evolution of traditional literature and pre-service/classroom teachers’ perceptions of it. Presenters will share several provocative perspectives on traditional literature and current understandings held by many pre-service/practicing teachers. Breakout groups will examine these issues more thoroughly. Groups will reconvene to share insights and practical recommendations.

I. The History of Traditional Literature and the Continuum Across Media
II. The Cultural-Commercial Dichotomy as Evidenced in Traditional Literature
III. Consensus? What Does It Mean for the Teacher
Janet W. Bloodgood - Appalachian State University
Lynne Bercaw - Appalachian State University
Mary Timothy - Appalachian State University

3:00 - 4:30 P.M. ALHAMBRA

Symposium Session
Literacy Teacher Education for the Appreciation of Diversity
Chair: Patricia R. Schmidt - Le Moyne College
The purpose of this symposium is to present qualitative studies from the sociocultural perspective that explore the problems and possibilities associated with preparing literacy teachers for the appreciation of diversity.

I. Using the ABC's Model to Address Multicultural Issues with Inservice Teachers.
   Stacey Leftwich - Rowan University
   Midge Madden - Rowan University

II. Comparing Two Studies of Culturally Responsive Pre-Service Teaching
    Shelley Hong Xu - Texas Tech University

III. Teachers and Students Coming to Know Each Other Through the ABC's Model.
     Maria Ortiz - University of Arizona
     Discussant: Greta Nagel - California State University

3:00 - 4:30 P.M. RAPHAEL

Paper Session

Theoretical and Empirical Analysis of Readers' Transactions with Texts: Exploring Different Models

Chair: Renita Schmidt - University of Iowa

I. Modeling Transactional Theories of Reading
   John E. McEneaney - Oakland University

II. A Culturally Grounded Reader Response Model: Valuing the Words of Ethnically Diverse Children and Authors
    Wanda Brooks - Howard University

III. Promoting Self-Regulated Learning with High School Students: Is There a First Step?
    Samuel D. Miller - University of North Carolina at Greensboro
    Dixie Massey - University of North Carolina at Greensboro
    Tina Heafner - University of North Carolina at Greensboro
    David B. Strahan - University of North Carolina at Greensboro

3:00 - 4:30 P.M. MICHELANGELO

Symposium Session

How to do Things with Discourse Analysis: Three Examples

Chair: Marjorie Siegel - Teachers College - Columbia University

The purpose of this interactive symposium is to show how Gee’s discourse analysis system can unpack the social meanings of literacy events as varied as volunteer reading programs, dramatic interpretations of Biblical texts, and science writing in a bilingual classroom.

I. Adult-Child-Text Interactions in a Volunteer Read-Aloud Program
   Erika Thulin - Columbia University

II. Interpreting Ancient Narratives Through Tableau
    Shira Epstein - Columbia University

III. Writing Science in a Bilingual Classroom
    Nadine Bryce - Columbia University
    Discussant: Suzanne Wade - University of Utah
I. Examining the Effects of Developmental Spelling Instruction
Steven A. Stahl - University of Georgia
Laura Massey - University of Georgia
Katherine A.D. Stahl - University of Georgia

II. The Effect of Three Segmentation Options on Ease of Blending for Pre-Alphabetic and Partial Alphabetic Readers
Edna G. Brabham - Auburn University
Bruce A. Murray - Auburn University
Margo L. Veal - Auburn University
Susan K. Villaume - Auburn University

III. Developmental Models of Phonological and Phonemic Awareness: A Comparison and Reformulation
Jerrell C. Cassady - Ball State University
Scott Popplewell - Ball State University
Carolyn Walker - Ball State University
Katherine Bouserman - Ball State University
Felecia Jordan - Ball State University
Lawrence L. Smith - Ball State University

3:00 - 4:30 P.M.  SANDRINGHAM

Paper Session
Creating Change Within Self, Within Technology, and Within Literacy Instructional Practices.
Chair: Ewa Jarzab - Syracuse University

I. Reflexive Portfolios: Documenting the Influence of Other on Self
Julie Cheville - Rutgers University

II. Which Way do Bilingual-Biliterate Teachers Think?
Imelda Basurto - California State University - Fresno

III. Teacher, Technology, and Change: Literacy Teachers’ Perspectives
Ewa Jarzab - Syracuse University

3:00 - 4:30 P.M.  WINDSOR

Alternative Session
How Does a Sociocultural Perspective Transform the Roles of the Reading Specialist?
Chair: Tom Crumpler - Illinois State University

This session is designed to engage participants in a discussion of the evolving and emerging roles of the reading specialist in culturally responsive literacy programs. Participants will explore literacy programs that honor the community, family, and school contexts in which literacy events occur. Topics include: multiple literacies, communities, needs assessment, collaborative leadership, “new literacies,” contextualized assessment, and innovative curriculum development.

I. How Does a Sociocultural Perspective Transform the Roles of the Reading Specialist?

II. How Does a Sociocultural Perspective Foster Contextualized Assessment?

III. How Does a Sociocultural Perspective Transform the Curriculum?
Brenda A. Shearer - University of Wisconsin-Oshkosh

MaryEllen Vogt - California State University - Long Beach
Martha Rapp Ruddell - Sonoma State University
Discussant: Patricia Reggiano Schmidt - Le Moyne College

3:00 - 4:30 P.M.  THEATRE

Alternative Session
Excellence in Reading Teacher Preparation
Chair: James V. Hoffman - University of Texas-Austin

The purpose of this presentation is to share the results of the final year’s achievement data for the National Commission on Excellence in Elementary Teacher Preparation’s study of beginning reading teachers. These groundbreaking data are the first to directly examine the relationship between reading teacher preparation and student reading achievement.

I. National Commission on Excellence in Elementary Teacher Preparation Background

II. The Programs

III. The Beginning Teachers

IV. Student Reading Achievement
Diane Barone - University of Nevada - Reno
Cynthia H. Brock - University of Nevada - Reno
Mona Bryant-Shanklin - Norfolk State University
Caitlin Dooley - University of Texas-Austin
Deborah Eldridge - Hunter College
Joyce C. Fine - Florida International University
Amy Seely Flint - Indiana University - Bloomington
Janis M. Harmon - University of Texas - Austin
Wanda B. Hedrick - University of Texas - Austin
Susan Keehn - University of Texas - Austin
James V. Hoffman - University of Texas - Austin
Christine H. Leland - Indiana University - Bloomington
Denise Littleton - Norfolk State University
Beth Maloch - University of Texas - Austin
Miriam G. Martinez - University of Texas - Austin
Bertha Perez - University of Texas - Austin
Connie Poulton - University of Nevada - Reno
Rachel Loven - University of Sioux Falls
Cathy M. Roller - International Reading Association
Misty Sailors - University of Texas - Austin
Mary A. Zapata - University of Texas - Austin
Discussant: Cathy M. Roller - International Reading Association

3:00 - 4:30 P.M.  Balmoral

Paper Session
Social Justice, Immigrant Students, and Success in School
Chair: Paolo Martin - University of California, Berkeley

I. The Effects of English as a Second Language and the Length of Stay in ESL Programs on Secondary Learners’ Academic Performance
Fatima Pirbhai-Illich - University of British Columbia

II. Learning from Success: ESL Students’ Reflections on Reading and Achievement
Louis Chen - University of Toronto
Jerémie Séror - University of British Columbia

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Symposium Session

Books for Beginning Readers: Multiple Perspectives in Leveling Texts

Chair: Nora White - Texas Women's University

The purpose of this presentation is to initiate a dialogue among researchers of differing theoretical orientations regarding determining levels of difficulty in texts for beginning readers. A variety of perspectives will be shared. Findings from studies aligned with those perspectives will also be presented.

I. Text as Scaffold: The Use of Little Books in Beginning Reading
II. Text-Based and Reader-Based Considerations in Leveling Texts
III. Gradients of Difficulty: A Continuum for Texts
IV. Begin with the Child: Leveling Texts for the Hardest-to-Teach Children

Georgia Nemeth - Texas Women's University
Nancy Anderson - Texas Woman's University
Elfrieda Hiebert - University of Michigan Ann Arbor
Shalajia Menon - University of Michigan Ann Arbor
James W. Cunningham - University of New Hampshire
Stephanie Spadorcia - Lesley University
Karen Erikson - University of New Hampshire
Gay Su Pinnell - Ohio State University
Irene Fountas - Lesley University

Discussant: Nora White - Texas Woman's University

Round Tables

I. An Online Window to the Classroom: Monitoring Inservice Teachers' Literacy Field Experiences
   Jane B. Puckett - University of Memphis
   Rebecca S. Anderson - University of Memphis

II. Story Discussion in the Kindergarten: What Are The Links Between the Text and the Talk?
   Lois A. Groth - George Mason University

III. "Today was a Good Day": Contextual Influences on Language Arts Instruction Provided by Special Education Teachers
   Rhonda Nowak - University of Florida
   Nancy Corbett - University of Florida

IV. Principals and Literacy: The Forgotten Connection
   Sara A. Beach - University of Oklahoma
   Joanne McKay - University of Oklahoma
   Vickie Hinkle - University of Oklahoma
   Pamela Fry - Oklahoma State University

V. Joint Roundtable: "Growing-up" Better Teachers: Two Perspectives
   Karen M. Feathers - Wayne State University

Round Tables

I. Comparing The Influence of Peer and Academic Status Characteristics During Three Different Peer-Only Literacy Group Configurations

Mona W. Matthews - Georgia State University
John E. Kesner - Georgia State University

II. Literacy Needs of English-Language-Learners: What Information is Available to Mainstream Teachers?
   A. Jonathan Eakle - University of Georgia

III. Equity Pedagogy in Education: Teacher Discourse During Literacy Instruction With Culturally Diverse Learners
   Sherry W. Powers - Western Kentucky University

IV. Describing Reflection: Preservice Literacy Teachers Using Video Cases
   Sarah H. Martin - University of Southern Mississippi

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Alternate Format

Introduction: Lessons We Have Learned: Integrating Technology into Literacy Teaching and Learning

Chair/Discussant: David G. O'Brien - University of Minnesota

This session describes methods used to confront roadblocks to classroom technology integration. Presenters will share successful tips and strategies used to deal with these challenges — including integration of web-based course management tools, comprehension of internet text, software evaluation, best teaching practices integrating technology, and empowering teachers to use technology.

David M. Lund - Southern Utah University
Gregory W. Brooks - Nazareth College of Rochester
Kenneth J. Weiss - Nazareth College of Rochester
Elizabeth Schmar - Emporia State University
Julie Coiro - University of Connecticut
Peggy A Coyne - CAST

Linda Norris - University of Buffalo

19
National Reading Conference

4:45 - 6:00 P.M. VERSAILLES ROOM

President Address Session
Chair: Kristiina Montero - University of Georgia - Welcome

Announcements
Lee Gunderson - University of British Columbia

Student Outstanding Research Award Presentation
Chair of Committee: Josephine Young - Arizona State University

Introduction of Speaker
Donna E. Alvermann - University of Georgia

Presidential Address
“In Leaving No Child Behind Have We Forsaken Individual Learners, Teachers, Schools, and Communities?”
Deborah R. Dillon, Professor
University of Minnesota

Accountability to students and their parents for the literacy learning of young people is a moral and professional responsibility that teachers and literacy researchers embrace. However, the current political and economic climate has the potential of diverting educators’ and parents’ efforts away from developing the literacy skills and motivations of individual learners—preschool through young adulthood. Teachers and researchers, partnering with parents, other educators, and community leaders, must move the current conversation surrounding literacy teaching and learning beyond the singular focus on standardized testing designed to sort out successful and unsuccessful kids, teachers, and schools. This destructive focus highlights, reproduces, and amplifies existing inequities in broader society. A preoccupation with who can succeed and who can’t as defined by test results, is generally accompanied by packaged programs and strategies that promise remediation of teachers and students alike, but which do nothing to solve deeper issues that must be addressed such as:

(a) understanding how individual students from various cultures and educational backgrounds learn and interact during literacy lessons in home and school contexts,

(b) using this knowledge along with the best strategies, appropriate materials, and experiences we can develop to meet various students’ literacy learning at school, home and in community programs;

(c) learning to adapt teaching and learning strategies in flexible and timely ways to promote quality, equitable, learning that results in high achievement for all students; and

(d) determining ways that educators, schools, parents, and community leaders can work together to solve literacy concerns by developing common goals instead of agendas that contradict each other or promote the abandonment of so-called failing kids, their parents, teachers, and schools, and ultimately the communities in which these schools are located.

What role will NRC members assume in refocusing the current discourse? What can we do individually, community-by-community, state-by-state, and country by-country to collectively provide quality literacy learning experiences for all learners?

6:15 - 7:30 P.M. POOLSIDE

Opening Night/Presidents’ Reception
Master of Ceremonies
Peter B. Mosenthal, Syracuse University

Please join us to honor our 2002 NRC President Deborah R. Dillon and our previous NRC Presidents, and to welcome each other to the conference.

9:00 - MIDNIGHT LOBBY BAR

Vital Issues
I. Addressing the Literacy Needs of English Language Learners in Multiple Settings
   Georgia Earnest Garcia - University of Illinois at Urbana-Champaign
   Angela López - University of Illinois at Urbana-Champaign

II. Literacy Practices of Four Bilingual Students in Three Contexts (Home, School, Church)
   Jennifer M. Ro - University of Georgia

III. Learning About the Literate Lives of Latino Families
   Jeannie R. Paratore - Boston University
   Gigliana Melzi - New York University
   Barbara Krol-Sinclair - Massachusetts Public Schools

8:30-10:00 A.M.  ALAHAMBRA

Symposium Session
Commonalities in Orthographic Development Across Languages among Second and Foreign Language Learners
Chair: Donald Bear - University of Nevada, Reno

The three papers in this session examine students' development in orthographic knowledge in the context of second and foreign language learning. Key ideas addressed include the specific factors of the focus languages (Spanish and Chinese) that influence the development of word knowledge for students learning a new language.

I. An Ecological View of the Interaction of Languages and Literacies
   Donald R. Bear - University of Nevada, Reno

II. Examining the Orthographic Development in English of Native Spanish Speaking Primary-Grade Students
   Lori A. Helman - University of Nevada, Reno

III. An Investigation of Word Decision Process Among Learners of Chinese as a Foreign Language
   Helen H. Shen - University of Virginia

Discussants:
   Chuanren Ke - University of Iowa
   Shane Templeton - University of Nevada, Reno

8:30-10:00 A.M.  RAPHAEL

Paper Session
The Role of Social Context in Literacy Development of ESL Students
Chair: Rosalinda Barrera - University of Illinois at Urbana-Champaign

1. Classroom Libraries: A Study of Differences in Best Practices for Primary (K-2) and Upper Elementary (3-6) Teachers
   Diane Jackson Schnoor - University of Virginia

2. Research and Practice in Teaching Writing: A Trans-Atlantic Perspective
   Roger F. Beard - University of Leeds-England
III. Accelerated Reader: The Absorption of Reading Instruction  
Renita Schmidt - University of Iowa

Janice Almasi - State University of New York at Buffalo  
Paul Thompson - University of Nottingham  
Discussant: Richard Allington - University of Florida

8:30-10:00 A.M.  TRADE ROOM

Paper Session  
Promoting Change in Classroom Reading Instruction  
Chair: Diane S. Kaplan - Texas A&M University

I. Voices from the Classroom: Literacy Beliefs and Practices of Three Novice Elementary Teachers  
Debby Deal - Loyola College of Maryland  
C. Stephen White - George Mason University

II. "It's Been Taken Out of the Teachers' Hands:" Beginning Teachers Respond to Prescriptive Reading Programs  
Deb Eldridge - Hunter College  
Joyce Fine - Florida International University  
Mona Bryant-Shanklin - Norfolk State University

III. Professional Development: Changes in Teachers and Students  
Sarah F. Mahurt - Purdue University  
Maribeth Cassidy - Schmitt - Purdue University  
Tammy Younts - Purdue University  
Mary K. Lose - Purdue University

8:30-10:00 A.M.  SANDRINGHAM

Paper Session  
Reflections on Teaching and Learners  
Chair: Tiffany S. Coleman - Georgia State University

I. Self-Assessment to Promote Preservice and Practicing Teachers' Literacy Teaching  
Linda S. Wold - Purdue University - Calumet

II. Who's the Teacher and Who's the Learner?: Scaffolding Literacy Experiences for Struggling Readers  
Terry S. Atkinson - East Carolina University  
Susan A. Colby - East Carolina University

III. Facilitating Change in Assessment in Literacy Classrooms: The Impact of a Reading Endorsement  
Tiffany S. Coleman - Georgia State University  
Faith H. Wallace - Georgia State University

8:30-10:00 A.M.  VERSAILLES

Alternative Session  
How Should Qualitative Research be Used to Drive Government Policy? A Panel Discussion

The purpose of this session is to provide a forum for discussing how qualitative research should be used to drive literacy policy at a government level, and how researchers might help to encourage this process. The panel will evaluate the mechanisms by which qualitative research can link to pedagogy and policy.

Colin Harrison - University of Nottingham  
Victoria Purcell-Gates - Michigan State University

8:30-10:00 A.M.  BALMORAL

Paper Session  
Struggling Readers: The Intersection of Literacy Contexts  
Chair: Pamela Ross - San Diego State University

I. (Dis)ability and a Trajectory of Literate Development: Implications From a Longitudinal Case Study  
KaiLonne Dunsmore - State University of New York at Albany

II. Literacy in Homes, Family Programs, and Schools: An Analysis of the Intersection of Literacy Uses and Expectations in Multiple Contexts for Low-Income, Low-Literate Families  
Laurie A. Elish-Piper - Northern Illinois University

III. Reading Renaissance and Accelerated Reader: Is it a Renaissance for Lowest Quartile Readers?  
Carol A. Angell - University of Wisconsin-La Crosse

8:30-10:00 A.M.  THEATRE

Paper Session  
The Internet and the Teaching of Literacy Teachers  
Chair: Dennis G. Mike - Buffalo State University

I. Inquiry on the Internet: Constructing Literacy Events Using WebQuest as a Framework  
Kimberly Kimbell-Lopez - Louisiana Tech University
II. Electronic Discourse: Thinking Made Visible
JoAnne Vazzano - Oakland University
Kristine J. Allen - Oakland University
Virginia M. Daniels - Fraser Public Schools

III. Online Teacher Education: Options, Activities and Student Response
Dennis G. Mike - Buffalo State University

III. Traveling Literacy: Listening to Literacy Transactions that Travel from Preschool to Home
Ida K. Maduram - North Park University

IV. Barriers to School-Wide Reform in Literacy Instruction
Peter Dewitz - Somerset County Schools (MD)
Jennifer J. Kovach - University of Virginia

8:30-10:00 A.M. SEVILLA

Alternative Session

Graduate Preparation for Secondary (and Elementary) Literacy Specialists: What are our “Critically Best Practices?”
Chair: Katharine Davies Samway - San Jose State University

Program One: The Challenge of Hierarchical Control
Dana Grisham - San Diego State University

Program Two: Theoretical Backgrounding, Fieldwork and Research
Mary Woltersberger - California State University-Bakersfield

Program Three: Meeting State Standards and Beyond
Brenda H. Spencer - California State University-Fullerton

Program Four: Political Skills for Elementary and Secondary Coaches
Rocio Dresser - San Jose State University
Kate Evans - San Jose State University
David Whitenack - San Jose State University
Discussant: Sandra Hollingsworth - San Jose State University

8:30-9:15 A.M. BAYFRONT A

Roundtables

I. Doing What We Want to Become: Preparing New Urban Teachers
Christine H. Leland - Indiana University
Jerome C. Harste - Indiana University

II. Math and Literacy in Kindergarten
Donald J. Richgels - Northern Illinois University

III. Using Imagination and the Arts with The Story of Ruby Bridges to Examine Preservice Teachers' Engagement with African American Multicultural Children's Literature
Peggy S. Rice - Ball State University

9:15-10:00 A.M. BAYFRONT A

Roundtables

I. Can Eighth Graders Talk About Race Relations Through Discussion of Multicultural Literature?
Jennifer Battle - Southwest Texas State University

II. What Undergraduate Reading Specialization Students Learn in a Field-Based Teacher Education Program: A Cross Case Analysis Describing Contextual Literacy Beliefs
Wayne M. Linek - Texas A&M University-Commerce
Mary Beth Sampson - Texas A&M University-Commerce
Laverne Raine - Texas A&M University-Commerce
Kimberly Klakamp - Texas A&M University-Commerce

10:15 - 11:45 A.M. VERSAILLES ROOM

Oscar Causey Address and Award Presentation Session
Chair: Paolo Martin, University of California, Berkeley

Announcements
Lea McGee - University of Alabama

Early Career Achievement Award Presentation
Chair of Committee
Janet W. Bloodgood - Arizona State University

Oscar Causey Award Presentation
Chair of Committee
Mark W. Conley - Michigan State University

Introduction of Speaker
Diane L. Schullert - University of Texas at Austin

2001 Oscar Causey Honoree Address
Patricia Alexander, Professor
University of Maryland

Profiling the Developing Reader: The Interplay of Knowledge, Interest, and Strategic Processing

For all the decades of systemic research and concomitant advancements, there is yet no comprehensive theory or model that captures the nature of reading development. Without such a developmental theory, it is difficult to profile the changes in knowledge, interest, and strategic processing that should occur in readers as they move toward competence. It is likewise difficult to orchestrate learning environments that fit the needs of readers who populate these distinct profile groups. In this presentation, a model of domain learning will be described and its relevance to the domain of reading considered. Related to this model, various databased profiles of development will be shared. Each profile represents diverse relationships between knowledge, interest, and strategic processing and a varied degree of reading competence. The implications of this model and resulting profiles for reading research and educational practice will be considered.
Alternative Session

On-Line Submissions of 2003 NRC Proposals
Chair: Lea McGee, University of Alabama

This session will describe and discuss the procedures for submitting 2003 NRC proposals for the meeting to take place in Scottsdale, Arizona. All areas will require that proposals be submitted on-line for the 2003 program.

Donald Leu, University of Connecticut

Symposium Session

Interrogating Cultural Constructs, Negotiating Cultural Borders: Critical Inquiry as a Tool for Teachers, Students, and Parents
Chair/Discussant: JoBeth Allen - University of Georgia

This symposium uses the perspective of critical inquiry to explore what it is we come to understand when teachers, students, and parents in elementary, high school, and college settings are asked to cross cultural boundaries in efforts to gain multiple perspectives on the way they interrogate and negotiate the world through literacy.

I. Critical Inquiry Pedagogy: Constructing New Understandings of Classroom Culture
   Betty Hubbard - University of Georgia

II. The Integration of Diverse Viewpoints: An Analysis of “Community” in Two Critical Inquiry High School Classrooms
    Alison Heron - University of Georgia

III. Learning the Rules of the Game of “Parent Involvement” with Latino Families
    Carmen Urdanivia-English - University of Georgia/Hall County School District

IV. Resisting, Complying, or Engaging: Teacher and Students Transacting Through Critical Inquiry
    Bob Fecho - University of Georgia

Symposium Session

Identity Construction in Three Contexts: Exploring Across Classroom Events and Over Time
Chair/Discussant: Kevin Leander - Vanderbilt University

The purpose of this symposium is to explore the links between Bourdieu’s notions of capital and the social construction of identities. Across these three papers, we examine how school and classroom practices intersect with and mediate the ways students, particularly non-mainstream students, enact identities and position themselves in various ways.

I. A Microethnographic Exploration of Symbolic Capital and Social Identity in a Linguistically Diverse Classroom
   Beth Morton Christian - Austin Peay State University

II. An Exploration of Participation and the Construction of Identities Within Literature Discussion Groups in a Third Grade Classroom
   Beth Maloch - University of Texas at Austin

III. Negotiating School: Three Contrasting Cases
    Colleen Fairbanks - University of Texas at Austin
    Mary Arial Broughton - Texas Woman’s University

Symposium Session

Transgressions, Transformations, and Tensions: Adult Learners Developing Literacy
Chair: Patricia L. Anders - University of Arizona

This symposium reports on studies of adult’s development of literacy. In each of these studies, boundaries of typical adult education are transgressed (hooks, 1994), transformations are observed (Mezirow, 1991) and tensions are revealed (Fingeret & Drennon, 1997). Micro-educational processes are described and clarified in contexts of practical activity.

I. Transformations for What?
   Bill Walton - Prescott College

II. Educational Biography: A Tool for Transformative Learning
   Joanna Arnold - The University of Arizona
   Patricia Griesel - Pima Community College

III. Transgressing Learning Disabilities: Women Literacy Learners
    Heidi Silver-Pacuilla - Pima Community College
    Discussant: Perry Gilmore - University of Arizona

Paper Session

Young People's Perspectives on Experiences with Literacy In and Out of School
Chair: Margaret Sheehy - State University of New York - Albany

I. “The Smallest Thing in the World”: Reading Iraqi Secondary Students in an American High School
   Loukia K. Sarroub - University of Nebraska-Lincoln

II. Insights About Discussions: Students’ Perspectives on Understanding Challenging Texts
    Kristy L. Dunlap - George Mason University

III. Boys’ Literacies: Perceptions and Practices
    Heather Blair - University of Alberta
    Kathy Sanford - University of Victoria

Paper Session

NRC - Past and Present
Chair: Jon Shapiro - University of British Columbia

I. Oscar S. Causey, The Founder of NRC: A Retrospective View
   Richard Robinson - University of Missouri-Columbia
II. Albert J. Kingston: A Retrospective  
Richard Robinson - University of Missouri - Columbia

I. The Research Context of NRC: Taking Stock of our International Perspective  
Nora L. White - Texas Women's University  
Nancy Anderson - Texas Women's University  
Yvonne Rodriguez - Texas Women's University

Symposium Session
What are We Fighting About? Politics and Perceptions of K-Adult Reading  
Chair: Bruce Taylor - University of Iowa

In this session we argue for a kindergarten through university perspective on teaching and learning to read. We map out key tensions around the texts, teaching approaches, and politics of reading instruction that have emerged over time when elementary, middle, secondary and college reading are not considered part of a k-16 continuum.

I. The Texts of Reading Instruction Across the Grades  
Carolyn Colvin - University of Iowa

II. Reading Instructional Approaches Across the Grades  
Linda Fielding - University of Iowa

III. Public Awareness and Politics of Reading Across the Grades  
James Marshall - University of Iowa  
Discussant: P. David Pearson - University of California at Berkeley

1:00 - 2:30 P.M.  VERSAILLES

Paper Session
Decisions About Literacy in the Secondary School  
Chair: David G. O'Brien - University of Minnesota

I. Sociocultural Influences in Content Area Teachers' Selection And Use of Multiple Texts  
Nancy T. Walker - University of LaVerne  
Thomas W. Bean - University of Nevada-Las Vegas

II. Literacy Narratives as Critical Instruments: Three Women Teachers' Stories  
Marie D. Hardenbrook - Vanderbilt University

III. The Challenge of Privileging All Adolescent Literacies in Classrooms  
Roger A. Stewart - Boise State University  
David G. O'Brien - University of Minnesota

1:00 - 2:30 P.M.  SANDRINGHAM

Paper Session
Critical Policy Analysis  
Chair: Mark W. Conley - Michigan State University

I. Reading From the Top: The Role of Governors in Reading Policy Agenda Setting  
Tamara V. Young - University of Michigan

Thomas V. Shepley - University of Michigan  
Cecil G. Miskel - University of Michigan

II. No Child Left Behind: What Will It Mean for America's Adolescents?  
Mark W. Conley - Michigan State University  
Kathleen A. Hinckman - Syracuse University

III. Reading First: A Critical Policy Analysis  
Lisa Patel Stevens - Hawaii Department of Education

1:00 - 2:30 P.M.  BALMORAL

Paper Session
Preservice Instruction: Theory and Practice  
Chair: Mary Timothy - Appalachian State University

I. Constructing Essential Knowledge and Skill in the Preservice Reading Teacher  
Deborah Jinks - Tarleton State University

II. Family Stories in K-3 Classrooms: Developing Preservice Teachers' Awareness of Cultural and Linguistic Diversity  
Julie K. Kidd - George Mason University  
Sylvia Y. Sánchez - George Mason University  
Eva K. Thorp - George Mason University

III. What Preservice Teachers Learn by Playing Games to Assist Learning in Tutoring  
Mary Timothy - Appalachian State University  
Corinne Kelsey - Appalachian State University

1:00 - 2:30 P.M.  DOUBLE FORMAT  SEVILLA

Symposium Session
Role of the Reading Specialist in Urban School Reform: Teachers Leading Teachers in Inservice Reading Education  
Chair: Connie Bridge - University of Illinois at Chicago

Many reform models try to improve reading through commercial programs and coaching to the program. However, the Chicago Public Schools has undertaken a large-scale reform based on improving teacher/principal knowledge, and reading specialists are a cornerstone of that effort. This symposium explores the development and role of the reading specialist within the context of this urban school reform.

I. The Chicago Reading Initiative  
Geralynn Wilson - Chicago Public Schools

II. Issues of Early Implementation and the Reading Specialists' Enactment of their Role  
Sharon Greenberg - University of Chicago  
Discussant: Connie Bridge - University of Illinois at Chicago

1:00 - 2:30 P.M.  WINDSOR

Alternative Session
Guided Comprehension and SQP2RS: Two Viable Approaches for Curricularizing Reading Comprehension Instruction  
Chair: Mathew W. Baker - International Reading Association
A review of the current research on comprehension and two new studies focused on curricularizing comprehension instruction in grades 3-8 will be presented in this session. In addition, participants will examine student artifacts and actively engage in Guided Comprehension and SQP2RS (Survey, Self-Question, Predict, Read, Respond, Summarize) in small group settings.

Participants:
Maureen McLaughlin - East Stroudsburg State University of PA
MaryEllen Vogt, California State University, Long Beach

I. Review of Current Research on Comprehension
II. Guided Comprehension: Helping Students Transact with Text
III. Engaging Students’ Metacognition During Expository Text Reading with SQP2RS
IV. Examination of Student Artifacts
V. Demonstration of and Participation in Guided Comprehension and SQP2RS (Survey, Self-Question, Predict, Read, Respond, Summarize)

Discussant: Martha Rapp Ruddell, Sonoma State University, California

Round Tables
I. How Multicultural Children’s Literature is used in Four Primary Classrooms: Year Two
   Bena R. Hefflin - University of Pittsburgh

II. Becoming Teachers: Literacy Instruction as a Context for Constructing Self
   Janet R. Young - Brigham Young University
   Roni Jo Draper - Brigham Young University

III. One Institution’s Change in Reading Program as a Result of Participation in the National Commission for Excellence in Teacher Preparation in Reading: A Case Study
   Susan Keehn - University of Texas at San Antonio
   Janis Harmon - University of Texas at San Antonio
   Miriam Martinez - University of Texas at San Antonio
   Wanda Hedrick - University of Texas at San Antonio
   Bertha Perez - University of Texas at San Antonio
   Leann Steinmetz - University of Texas at San Antonio

IV. The Shaping of Literate Behavior in Literature-Based, Multigee Classrooms
   Zhihui Fang - University of Florida

Symposium Session
Early Literacy Instruction for Diverse Learners: Factoring in Parents’ Understandings of Schooling and Literacy
Chair: Susie Kruger - Champaign Unit 4 Schools, Illinois

Parental perspectives on schooling and literacy, gained in a year-long qualitative case study of a pre-kindergarten classroom serving mostly low-income minority children of Mexican immigrant and African American backgrounds, will be presented and related to the children’s school literacy behaviors, experiences, and outcomes. Implications for educators and researchers will be discussed.

I. Views of Schooling and Literacy of Working-Class African American Parents
   Shaway Williams - University of Illinois at Urbana-Champaign

II. “Cultural Models” of Schooling and Literacy of Mexican Immigrant Parents
   Yolanda Sosa-Ortiz - University of Illinois at Urbana-Champaign

III. Implications of Parents’ Literacy Perspectives for Teachers and Researchers of Latino and African American Children
   Sunita Singh - University of Illinois at Urbana-Champaign
   Alex Lopez - University of Illinois at Urbana-Champaign
   Discussant: Rosalinda B. Barrera - University of Illinois at Urbana-Champaign
Thursday, December 5, 2002

3:00 - 4:30 P.M.  RAPHAEL

Alternative Session

What Counts as Literacy: Challenging the School Standard

Chairs: Marjorie Siegel - Columbia University
Sandra Hollingsworth - San Jose State University

In this alternative session, participants are invited to a conversation on experimenting with the concepts of "multiple literacies." That is, in spite of the political pressure across the United States to maintain a hegemonous single standard of school literacy, mainstream and minority teachers and researchers are recognizing the need to advocate for "community" and "personal literacies," as the accepted "standard" literacy. The purpose of the session is to clarify the "name the obstacles" that challenge a broadened definition of literacy, and to share ways that participants have been able to enact multiple literacies in their practices, regardless of the many obstacles. Panelists (chapter contributors) will provide an overview of their research and guide small group discussions regarding multiple literacies.

Participants:
Rene Galindo - University of Colorado, Denver
Margaret A. Gallego - San Diego State University
Sandra Hollingsworth - San Jose State University
Christine Leland - Indiana University
Leslie Turner Minarik - Highland Elementary
Elizabeth Noll - University of New Mexico
Kathy Short - University of Arizona
Marjorie Siegel - Columbia University

3:00 - 4:30 P.M.  DUPONT

Symposium Session

Official Curriculum, Hidden Literacies and Identity in Middle School Students.

Chair: KaiLonnie Dunsmore - New York State University at Albany

A Year-Long Ethnographic multi-site study of three "reforming" urban middle school ELA classrooms explores the ways official curricula, hidden literacies, and ("struggling") student and teacher identities interact. Papers include interactional analyses and case studies emphasizing the identity dynamics in literature discussions in the complex institution and social ecologies.

I. Ecology, Identity and Literacy
   James Collins - State University of New York at Albany/CELA
   Christine Woodcock - State University of New York at Albany/CELA

II. The Evolution of Literature Discussion Groups and their Participants
   Paula Costello - State University of New York at Albany/CELA
   Peter Johnston - State University of New York at Albany/CELA

III. Mutually Consequential Identity in the Middle School ELA Class
   Cheryl Dozier - State University of New York at Albany/CELA
   Liz Yanoff - State University of New York at Albany/CELA

IV. Discussion

3:00 - 4:30 P.M.  TRADE ROOM

Paper Session

Reflections on Research and Practice

Chair: Theresa Rogers - University of British Columbia

I. Success for All (Some) in Four Urban Schools
   Elizabeth D. Cramer - Colorado University
   Janette K. Klingner - University of Miami

II. What Do Teacher Researchers and Facilitators Learn in a Literacy-Focused, Teacher-Research Course? A Content Analysis of System, Learner, and Spheres of Influence
   Ann M. Duffy - University of North Carolina at Greensboro
   Dixie D. Massey - University of North Carolina at Greensboro

III. A Closer Look At Ourselves
   Cathy A. Toll - Illinois State University

3:00 - 4:30 P.M.  VERSAILLES

Symposium

Exploring the Intricacies of the Doctoral Mentoring Process in Reading and Writing

Chair: William A. Kealy - University of South Florida

Faculty mentors and the advisees are engaged in a socialization process that involves negotiation concerning the parameters of doctoral coursework and preparation for the academy. This symposium explores the creativity involved in effective doctoral mentoring in

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reading/writing through the presentation of three studies of the mentoring process.

I. How the WITS Learn: The Process and Effect of Mentoring on an Informal Doctoral Cohort
   Carol A. Mullen - University of South Florida

II. It’s “Like Going to Disneyland”: An Examination of the Doctoral Mentoring Process
   John E. Readence - University of Nevada-Las Vegas
   Thomas W. Bean - University of Nevada-Las Vegas
   Diane M. Barone - University of Nevada-Reno
   Terry Sylvester - University of Nevada-Reno

III. Being a Friend and a Mentor at the Same Time: Pooled Case Comparison
   Josephine Peyton Young - Arizona State University
   Donna E. Alvermann - University of Georgia
   Joyce E. Many - Georgia State University
   Janie Kaste - College of Staten Island, CUNY
   Susan D. Henderson - The Atlanta School
   Discussant: Thomas W. Bean - University of Nevada-Las Vegas

3:00 - 4:30 P.M. SANDRINGHAM

Paper Session

Teaching Teachers: Can Literacy Teaching Skills be Taught?
Chair: Susan K. L’Allier - Northern Illinois University

I. The Effects of Mentoring on Beginning Early-Primary Teacher Effectiveness, Student Engagement, and Literacy Achievement
   Alysia D. Roehrig - University of Notre Dame
   Catherine Bohn - University of Notre Dame

II. Examining the Influence of Graduate Education on Teachers’ Conceptual Frameworks and Practices
   Susan K. L’Allier - Northern Illinois University
   June E. Barnhart - Northern Illinois University

III. Can Teachers Become Comprehension Strategies Teachers Given a Small Amount of Training?
   Katherine Hilden - University of Notre Dame
   Michael Pressley - University of Notre Dame

3:00 - 4:30 P.M. WINDSOR

Symposium Session

The Evolution of a School-Wide Literacy Assessment System: Professional Development, Leadership, Change Processes, and Accountability
Chair: P. David Pearson - University of California-Berkeley

This symposium describes the development of a school-wide literacy assessment system. It characterizes the situative nature of the professional development process, elaborates on the leadership roles that individuals assumed during the process, describes the motives behind teachers’ changing practices, and addresses how teachers articulate and manage accountability issues.


3:00 - 4:30 P.M. THEATRE

Symposium Session

Building Knowledge, Fashioning Success in Schools

We present the results of a two-year Reading Excellence Act staff development project in grades K-3 of a public school. We address change in teacher knowledge and student learning. In addition, we address the nature of the staff development in the context of studies of successful schools.

I. Teacher Knowledge Growth in Staff Development
   Jim Mosenthal - University of Vermont
   Marjorie Lipson - University of Vermont

II. Staff Development to Build a Successful School
   Jane Mekelsen - University of Vermont
   Ellen Thompson - University of Vermont

III. Change in Student Performance
   Robert Pequignot - JFK Elementary School-Winooski, Vermont
   Mary O'Rourke - JFK Elementary School-Winooski, Vermont

IV. Sharing a Vision and the Opportunity to Engage Text: Change in Kindergarten Instruction
   Deborah LaForce - JFK Elementary School-Winooski, Vermont
Thursday, December 5, 2002

V. Text Collections, Reading Strategies, and Assessment: Change in Grade 2 Instruction
Regan Galipeau - JFK Elementary School-Winooski, Vermont

VI. Building Knowledge and Fashioning Success One School at a Time
Marjorie Lipson - University of Vermont
Jim Mosenthal - University of Vermont

3:00 - 3:45 P.M. BAYFRONT A
Roundtables
I. Creating Multicultural Text Sets: Nurturing Critical Readers, Learners, and Teachers
Janelle B. Mathis - University of North Texas

II. First Year Teacher as a Teacher Researcher: Literacy Practices for At-Risk Middle School Students
Teresa B. Jayroe - Mississippi State University
Janet McCarra - Mississippi State University
Diane Stegall - Mississippi State University

III. Why Do High School Students with Learning Disabilities Keep Reading and Writing?
Kathleen M. Wilson - University of Nebraska-Lincoln

IV. Literacy in an Alternative Program: Adolescents with Fetal Alcohol Syndrome
Elizabeth A. Lee - University of British Columbia

V. Reading, Writing and Alternative Literacies as a Form of Activism: One First Grade Class Speaks
Lori Wolf - Adelphi University

VI. The Effect of Text Set Use in the Secondary Content Classroom on Student Attitude and Achievement
Evan Lefsky - University of Florida

3:45 - 4:30 P.M. VERSAILLES ROOM
Plenary Session
Chair: Fatima Pirbhai-Illich - University of British Columbia

Distinguished Scholar Award
James Gavelek - University of Illinois-Chicago

Introduction of Speaker
Fatima Pirbhai-Illich - University of British Columbia

Plenary Address:
Reading in an Age of Information
John Willinsky
Department of Language and Literacy Education
University of British Columbia

The changes to reading wrought by this digital age are considered within a history of literacy in an effort to address both the required extension of reading skills and the contribution that education research can make, not only to understand this new literacy, but to the political economy of reading.

6:00 - 6:30 P.M. MEZZANINE
Publishers Reception

6:15 - 7:00 P.M. TRIANON
2002 NRC Town Meeting

9:00 - 11:00 P.M. TRIANON
Dance with Willinsky and the Blue Notes
Paper Session
Literacy Instruction: Early Primary Grades
Chair: James V. Hoffman - University of Texas at Austin

I. How Early-Primary Teachers Start the Year
   Catherine M. Bohn - University of Notre Dame
   Alysia D. Roehrig - University of Notre Dame
   Michael Pressley - University of Notre Dame

II. Assessing the Quality of Early-Primary Grade Teachers’ Classroom Behaviors
   Alysia D. Roehrig - University of Notre Dame
   Sara E. Dolezal - University of Notre Dame
   Lindsey Mohan - University of Notre Dame
   Catherine M. Bohn - University of Notre Dame
   Michael Pressley - University of Notre Dame

III. First Grade Reading Performance and the Instructional Design of Decodable Texts
   James V. Hoffman - University of Texas at Austin
   Misty Sailors - University of Texas at Austin
   Angelica Zapata - University of Texas at Austin
   Candice Knight - University of Texas at Austin
   Melissa Howitt - University of Texas at Austin

Symposium Session
Teaching Literacy to Diverse Populations: Voices From Different Traditions
Chair: Jiening Ruan - University of Oklahoma

The purpose of this symposium is to examine three different means that have been used to address the literacy needs of English Language learners within different educational settings. Participants will have the opportunity to discuss the implications of (a) satellite distance learning programs with migrant families, (b) sustained gains of Spanish-speaking children who participated in early literacy intervention programs in Spanish and have since transitioned to English literacy instruction, and (c) whether English language learners profit from early literacy interventions provided in English.

I. An Inquiry into Learner Support for Early Childhood Migrant Students: Project SMART’s Home-Based Summer Distance Learning
   Mary Garza - Texas Women’s University

II. Descubriendo la Lectura: Examining Sustaining Effects
    Kathy Escamilla - University of Colorado-Boulder

III. Early Literacy Intervention for English Language Learners
    Yvonne Rodriguez - Texas Women’s University
    Discussant: Priscilla L. Griffith - University of Oklahoma

Paper Session
Second Language Learners in English Dominant Classrooms
Chair: Robert Jimenez - University of Illinois at Urbana-Champaign

I. On Breaking Ground: Second Language Learners in English Dominant Classrooms
   Chris DaSilva-Iddings - University of Nevada, Las Vegas

II. Fifth Grade Bilingual Students and the Precursors to "Subtractive Schooling"
    Jo Worthy - University of Texas at Austin
    Alejandra Rodriguez - University of Texas at Austin
    Lori Assaf - University of Texas at Texas

III. Content Literacy Development and ESL Students in Regular Classrooms: What Do Core Curriculum Content Standards Have to Say?
    Jingzi Huang - Monmouth University-NJ
    Bonnie B. Mullinix - Monmouth University-NJ

Symposium Session
The Role of Perception and Social Interaction in Learning to Read
Chair: Kelly B. Cartwright - Christopher Newport University

The purpose of this symposium is to examine three different means that have been used to address the literacy needs of English Language learners within different educational settings. Participants will have the opportunity to discuss the implications of (a) satellite distance learning programs with migrant families, (b) sustained gains of Spanish-speaking children who participated in early literacy intervention programs in Spanish and have since transitioned to English literacy instruction, and (c) whether English language learners profit from early literacy interventions provided in English.

I. Reading in a Social Context: Influences of Gender, Male Role Models, and Culture on Children's Self-Perceptions of Reading Skill
   Kelly B. Cartwright - Christopher Newport University
   Timothy R. Marshall - Christopher Newport University

II. I Like to (read) to Learn About Interesting Stuff And I Write a Lot of Things...: First Graders’ Perceptions of Themselves as Readers and Writers
   B. Joyce Wiencek - Oakland University

III. Teacher Interruption Within Literacy Processes: Bringing the Literature Together.
    Tania C. Mertzman - University of South Florida.

Symposium Session
Researching the Online Literacy Practices of Adolescents: New Questions and Methodologies for New Literacies
Chair: Beth Maloch - University of Texas at Austin

In this symposium, we address methodological challenges in researching the online literacy practices of adolescents. Drawing upon diverse
theoretical orientations as well as data from ethnographic studies, we consider how researching online practices challenges current assumptions about literacy, research methods, space-time contexts, and adolescence.

I. Understanding Online Literacy Practices: Issues of Access and Participant Observation in “Electronic Ethnography”
   Dana Cammack - Vanderbilt University

II. Situated Literacies, Digital Practices, and the Constitution of Space-Time
   Kevin Leander - Vanderbilt University

III. Adolescents’ Online Literacy Practices: A Methodological Exploration
   Donna Alvermann - University of Georgia

Discussant: Cynthia Lewis - University of Iowa

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8:30-10:00 A.M. TRADE ROOM

Paper Session

Texts, Science, Literacy, Disabilities and Program Considerations

Chair: Jerémie Serór - University of British Columbia

I. Mathematics Trade Books: Quality Math, Quality Literature, Both, or Neither?
   Tricia D. Hunsader - University of South Florida

II. "This is How we do Literacy Here": A Collaborative Planning Team Negotiates Meanings of Literacy within a Framework of Science Inquiry
   Ann M. Duffy - University of North Carolina at Greensboro
   Heidi B. Carlone - University of North Carolina at Greensboro
   Sandra M. Webb - University of North Carolina at Greensboro

III. Universally Designed Digital Picture Books to Support Beginning Reading in Children with Cognitive Disabilities
   Bridget Dalton - CAST, Inc.
   Margaret A. Coyne - CAST, Inc.

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8:30-10:00 A.M. VERSAILLES

Paper Session

Critical Literacy, Critical Inquiry

Chair: Peter Johnston - State University of New York at Albany

I. The Beauty Walk, This Ain't My Topic: Learning About Critical Inquiry with Adolescent Girls
   Kimberly L. Oliver - University of Georgia

II. At a "Critical" Juncture: Critical Literacy, Critical Thinking, Critical Reading
   James P. Patterson - ACT, Inc./University of Iowa

III. “It Depends on How You Use It!” Young Adolescents’ Uses of Popular Culture and Formations of Self
   Margaret C. Hagood - University of Georgia

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8:30-10:00 A.M. SANDRINGHAM

Alternative Format

OERI’s New Program of Research on Reading Comprehension (PRRC)

Chair: Deborah R. Dillon - University of Minnesota - Twin Cities

The purpose of the PRRC is to expand scientific knowledge of how students develop proficient levels of reading comprehension; how reading comprehension can be taught most optimally, and how reading comprehension can be assessed in ways that reflect as well as advance our current understanding of reading comprehension and its development. The first year of the program targeted research that focuses on one or more of three areas of inquiry:

- Developmental Patterns of Students' Reading Comprehension
- Instructional Interventions for Reading Comprehension;
- Measures of Reading Comprehension that Reflect Empirically Justified Dimensions, Distinguish Reader Differences, and are Sensitive to Instructional Goals.

During this session, Anne P. Sweet will talk about the program, and several grant recipients will describe research projects funded under this national research umbrella.

Anne Sweet - OERI
   Bridget Dalton - CAST, Inc.
   Annemarie Palinscar - University of Michigan

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8:30-10:00 A.M. WINDSOR

Paper Session

Teachers’ Roles During Read-Alouds with Emergent Readers

Chair: Laura Klenk - University of Buffalo

I. Alphabet Book Read-Alouds in Pre-Kindergarten and Kindergarten Classrooms: An Analysis of Teacher Interactions with Emergent Readers
   Barbara A. Bradley - University of Georgia
   Jennifer J. Kovach - University of Virginia - Roanoke Center

II. The Child-Care Teacher’s Role in Providing Reading-Related Literacy Experiences for Four-Year-Old Children
   Sandra Stone - Jacksonville State University
   Sandra Twardosz - University of Tennessee

III. Types of Text and Types of Talk: Preschool Teacher and Assistant Instructional Moves during Alliteration, Rhyme, and Alphabet Text Read Alouds
   Jodi Welsch - University of Virginia

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8:30-10:00 A.M. BALMORAL

Paper Session

Online Exploration in Teacher Education

Chair: Mark W. Conley - Michigan State University

I. When the Zone of Proximal Development Becomes a Virtual Zone: An Examination of Scaffolding Instruction in n Online Literacy Course
Symposium Session
The Multiple Literacies of Diverse Populations of Young Children
Chair: Ellen McIntyre - University of Louisville

The focus of this session is the relationship between the home and community literacies and school instructional practices of diverse populations. This session will share the results of four studies of home-school relationships of African American, Appalachian and Mexican families living in the U.S. Three panelist scholars will respond to questions that emerged across the studies as well as on related work. The panel presentation will be followed by time for audience interaction.

I. Case Study of an African American Parents Role in their Child's Education: Case Study of an African American Family
Melissa Sutherland - Byck Elementary ad University of Louisville

II. Home and School Literacies of Urban and Rural African American and Appalachian Children
Ellen McIntyre - University of Louisville
Diane Kyle - University of Louisville
Karen Miller - Roby Elementary
Gayle Moore - LaGrange Elementary

III. Home Literacies and Writing Instruction for Primary-Grade Mexican Immigrants
Susan Ghiaciuc - University of Louisville

IV. Patterns of Interaction in Home Activity Settings of Mexican Immigrant Children in Kentucky
Billy Bettes - Wright Elementary and University of Louisville

Presenters:
Ellen McIntyre - University of Louisville
Patricia Edwards - Michigan State University
Victoria Purcell-Gates - Michigan State University
Kris Gutierrez - University of California-Los Angeles

Symposium Session
Writing Across the Curriculum: Pre-Kindergarten, Kindergarten, and Grade-One Children Learn to Write and Write to Learn

Chair: Cathy Roller – International Reading Association
This symposium shows the benefits to young children of writing across the curriculum. They use writing to figure out new, puzzling information, and gain an appreciation for the significance of both print and illustrations. The presenters each serve as a classroom-based researcher twice weekly.

I. Pre-Kindergarten Writers Plan and Assess Their Learning
Jenesse Evertson – University of Virginia

II. Kindergarten Writers Talk and Write about the Content of Their Studies
Dorothy Suskind – University of Virginia

III. Grade-One Writers Collaborate to Bring Their Voices into Informational Writing
Jane Hansen – University of Virginia

Discussant: Cathy Roller – International Reading Association

Round Tables
I. Integrating Sign Systems in a Field-based Literacy Methods Class: Preservice Teachers’ Concerns and Dilemmas
Janet C. Richards - University of Southern Mississippi

II. Middle and High School American Indians and Reading: What is the Struggle? - Research in Progress
Marsha Riddle Buly - Western Washington University

III. Preservice Teachers Attitudes/ Beliefs toward ESL Students
Juwan Bae - Syracuse University

IV. New Technologies, New Literacies: Rethinking Literacy Teacher Education
Maria H. Mallette - Southern Illinois University
Rachel A. Karchmer - Virginia Commonwealth University

Round Tables
I. Three Teacher Educators’ Perspectives About the Contextual Complexities of Infusing Technology into the Curriculum
Liqing Tao - College of Staten Island
Nancy Zlomak - Widener University
Shelly Wepner - Widener University

II. Conducting Participatory Action Research in Literacy: The Unfolding Matrix
Heidi Silver-Pacuilla - Pima College

III. Three Steps Forward, One Step Back: Two Preservice Teachers Learn to Teach in Consecutive, Field-Based Courses
Janet C. Richards - University of Southern Mississippi

IV. Supporting ESL Students' Learning: Perceptions of Secondary Content Teachers
Kristine Akey - University of Oklahoma
Sara Ann Beach - University of Oklahoma
Paper Session

Elementary (K-6) Students' Transactions with Literature: Responding to Different Genres
Chair: Carmen M. Martinez - Arizona State University

I. Exploring Sixth Graders' Engagement with Nonfiction Trade Books
   Barbara Moss - San Diego State University

II. Exploring Young Children's Understandings of Radical Change Characteristics and Metafictive Techniques
   Sylvia J. Pantaleo - University of Victoria

III. Extending the Response: Elementary Students Analyze Their Own Responses to Poetry
     Elizabeth Willner - University of Oklahoma

Symposium Session

Cultural Awareness for Literacy Development: Competence, Conflicts, and Cautions
Chair: Youb Kim - Michigan State University

The purpose of this symposium is to present qualitative research reports that examine cultural awareness for literacy development. The studies, performed in the United States and Europe, were guided by the sociocultural perspective.

I. Intercultural Competence: An Autobiographic and Biographic Approach Toward Raising Cultural Awareness in Preservice teachers
   Claudia Finkbeiner - University of Kassel

II. Making Cultural Connections: Using Minority Parent Autobiographies as a Tool
    Ioney James - Our Lady of the Lake University

III. Awareness Raising in the Multicultural Classroom: Report on Empirical Research in Content and Language Integrated Learning (CLIL)
     Sylvia Fehling - University of Kassel

IV. Using the ABC's as Inspiration for Parallel Practices in the Elementary Classroom
     Barbara Regenspan - Binghamton University
     Discussant: Elias Matinez - Binghamton University

Paper Session

Instructional Interventions
Chair: Elizabeth Meisinger - University of Georgia

I. Increasing On-Task Behavior in Partner Reading
   Elizabeth Meisinger - University of Georgia
   Barbara Bradley - University of Georgia
   Paula Schwanenflugel - University of Georgia

II. Engaging Sixth-Grade Readers: An Instructional Intervention
    Emma Schorzman - University of Texas
    Earl H. Cheek, Jr. - Louisiana State University
    Lane Roy Gauthier - University of Houston

III. Interactions That Scaffold Reading Performance
     Emily M. Rodgers - Ohio State University

Symposium Session

Beyond School: Literacies in Diverse Communities
Chair/Discussant: Barbara J. Guzzetti - Arizona State University

The presentation in this symposium examines aspects of literacy beliefs and practices within diverse community settings. Viewed from complementary theoretical issues, all four studies rely primarily on ethnographic/qualitative data collection and analysis. This research direction has the potential to bridge and transform the social and cultural gap between school and other literacies.

I. Points of Contact: School, Community and Personal Literacies Outside the Classroom
    Marjorie Gallego - San Diego State University

II. Community Members' Views on Literacy and Pedagogy
    Elizabeth Noll - University of New Mexico

III. Writing and to Publishing: Urban Youth Expand Upon and Integrate Literacies.
    Elaine Rubinstein-Avila - University of Arizona

IV. Access to Literacy: The Tale of Two Communities.
    Patricia Anders - University of Arizona
Symposium Session

Technology Mediated Assessment in Media Literacy Learning Environments
Advancing models of interactive learning and emerging digital tools are encouraging us to seek alternative systems of assessment in media literacy learning settings. This session will present classroom-based media literacy studies from K-12 and higher education settings. Participants, in this alternative hands-on station format session, will view student artifacts and mediated conversations and apply technology mediated assessments to evaluate student learning processes.

Station 1. Technology-based Literacy Assessments in a Fourth-Grade Classroom.
Ronald D. Kieffer - Ohio State University, Lima

Station 2. Juxtaposing Traditional and Intermedial Assessments to Redefine Literate Competence of Struggling Adolescents
David G. O'Brien - University of Minnesota-Twin Cities

Station 3. Preserve Teacher e-Portfolios: Multiple Dimensions of Electronically Mediated Portfolio Development
Sherry L. Macaul - University of Wisconsin-Eau Claire
Regina G. Chatel - Saint Joseph College, West Hartford

Station 4. Cultivating & Assessing Creativity and Aesthetic Response through Digital Essays
Karen E. Smith - University of Manitoba

Station 5. Learning from Online Conversations: Assessment that Truly Informs Instruction
David M. Lund - Southern Utah University

Station 6. Fostering Students’ Critical Thinking of Media Literacy Events: Assessment Rubrics
Ladislaus M. Semali - Pennsylvania State University

Alternative Format

Writing About Research: Advice from Editors
Chair: Nancy Padak - Kent State University

This session is designed to support researchers who wish to prepare journal-length manuscripts of their work. Presenters include current editors of the Journal of Literacy Research, the NRC Yearbook, Reading Research Quarterly, Reading Research and Instruction, Reading Psychology and the Chair of NRC’s Publications Committee.

1. Introduction and Overview
2. Individual Reflections
3. Small Group Interactions
4. Summary and Synthesis

Participants:
- Diane Allen - University of North Texas
- Donna E. Alvermann - University of Georgia
- James V. Hoffman - University of Texas at Austin
- Alexandra Leavell - University of North Texas
- Wayne Linek - Texas A&M-Commerce
- Janelle B. Mathis - University of North Texas
- Lesley Mandel Morrow - Rutgers University
- Kit Moore - University of North Texas
- Nancy Padak - Kent State University
- Timothy Rasinski - Kent State University
- David P. Reinking - University of Georgia
- Bill Rupley - Texas A&M University
- Diane Schallert - University of Texas at Austin
- Elizabeth G. Sturtevant - George Mason University

Alternative Session

Ethical Issues in Literacy Teaching and Research: Developing an Agenda.
Chair: Nancy F. Knapp - Chair of NRC Ethics Committee

Ethical issues involved in literacy teaching and research at all levels are arising with increasing frequency. The current proposal is intended to facilitate discussion on these issues and encourage members who share a common interest in a specific area to form a collaborative groups for research and action.

Facilitators: Members of the Ethics Committee

Paper Session

Local Interpretations of Reading Reform
Chair: Janice Dole - University of Utah

I. A Wolf in Sheep’s Clothing? The Relationship Between State and Local Reading Standards
Sheila W. Valencia - University of Washington
Elizabeth Dutro - University of Washington

II. Getting Everyone on the Same Page: Agreement of Educators on Classroom Implementation of Reading Reform
Janice A. Dole - University of Utah
David E. Nelson - The Institute for Behavioral Research in Creativity
David G. Fox - The Institute for Behavioral Research in Creativity
John L. Gardner - The Institute for Behavioral Research in Creativity
Laurie Lacy - Utah State Office of Education

III. Reading Excellence and School Improvement: An Investigation of Student Outcomes
Mary C. Shake - University of Kentucky
Angela J. Cox - University of Kentucky

Issues in Secondary Reading Instruction
Chair: Carol Wickstrom - University of North Texas

I. Reconceptualizing Literacy in Content Area Learning
Deborah Begoray - University of Victoria
Kathy Sanford - University of Victoria
II. Secondary Literacy Teachers' Decision-Making in a Mandated Environment  
Carol D. Wickstrom - University of North Texas  
Joan Scott Curtis - Texas Woman's University  
Leslie Patterson - University of North Texas

10:15-11:45 A.M.  
Special Research Session  
A Pragmatist Theoretician Looks at Research: Implications and Questions Calling for Answers  
Chair: Lea McGee - University of Alabama  
Louise Rosenblatt - Princeton, New Jersey

10:15-11:45 A.M.  
Symposium Session  
Reading From Outside of Reading: Perspectives from Beyond the Literacy Literature  
Chair/Discussant: Joe Kincheloe - City University of New York

This panel will address the specific implications for how literacy is conceived and taught, and how the act of reading is conceived, by considering the theoretical developments that have been developed outside of the traditional focal points of reading and literacy education, namely social justice, ecology, and indigenous knowledge.

I. Literacy Wars: And Where Do We Fit, Where Do We Stand?  
Shirley Steinberg - Montclair State University  
Monica Taylor - Montclair State University

II. Elementary Iconoclasm and the Limits of Experience in Reading the World  
David W. Jardine - University of Calgary

III. Repositioning the Place of Literacy and Meaning Beyond the West  
Jan Hare - University of British Columbia

10:15 - 11:45 A.M.  
Paper Session  
Exploration of Fluency Training and Automaticity  
Chair: Judith Wylie - Queen's University-Belfast

I. Fluency: Its Nature and Impact  
P. David Pearson - University of California at Berkeley  
Gina Cervetti - University of California at Berkeley  
Carolyn Jaynes - University of California at Berkeley

II. Group Instruction for Fluency Development  
Melanie R. Kuhn - Rutgers University

III. Using a Chronometric Measure to Explore the Relationship Between Spelling Automaticity and Reading Comprehension in Children  
Gerry Mulhern - Queen's University-Belfast  
Judith Wylie - Queen's University-Belfast

10:15-11:00 A.M.  
Round Tables  
I. A Synthesis of Adult Reading Instruction Research: Report of the Reading Research Working Group of the National Institute for Literacy and the National Center for the Study of Adult Learning and Literacy  
John R. Kruidenier - National Institute for Literacy  
Daphine Greenberg - Georgia State University  
Larry Mikulecky - Indiana University

II. Evaluating the Impact of a Writing Process Course for Urban Teachers  
Althier Lazar - West Chester University  
Sunita Mayor - West Chester University

III. Making Sense of the ESL Learner's World: How Four Adults Experienced Personal Narrative Writing in the Adult Basic Education Classroom  
Nancy L. Goldstein - Arizona State University

IV. Service Learning in Culturally Diverse Contexts: The Pilsen Neighbors Project in Literacy and the Arts  
Chris Liska Garger - Northern Illinois University

11:00 - 11:45 A.M.  
Round Tables  
I. Literacy Instruction and Collaborative Internet Projects: Providing Students with Online Learning Opportunities  
Rachel A. Karchmer - Virginia Commonwealth University

II. Rawlings Reads: The Impact of an Out-of School Reading Program on Reading Achievement  
Barbara J. Frye - University of South Florida  
Gwyn Lightsey - University of South Florida

III. Defining the Middle Ground: Reading Instruction in the Middle Grades  
Deanna M. Stoube - St. Ambrose University

IV. Using Narrative and Case Scenarios in a Literacy Teacher Education Course: A Look at Preservice Teachers Confronting Issues of Diversity  
Erica Boling - Michigan State University

1:00 - 2:30 P.M.  
Alternative Format  
Being There and Being Here: Exploring Teachers' and Researchers' Experiential Processes of "Becoming Multicultural"  
Chair: Patricia Ruggiano Schmidt - Le Moyne College

Focusing on experiences and critical reflections as a tool for developing a multicultural perspective, this alternative session will explore (1) multiple pathways that successful Euro-American teachers of culturally-diverse students have taken in becoming "multicultural"; and (2) discuss significant issues and practical implications of conducting multicultural research in literacy research.
Investigating successful Euro American teachers’ experiential process of “becoming multicultural.”

Part One:
1. An Effective ESL Teacher: Her Teaching Practice and Personal Stories
   Youb Kim - Michigan State University
2. Can “Colorblind” Teachers Be Multicultural Too? Insights From Two Euro-American Teachers who are Successful with Culturally-Diverse Students
   Jennifer Danridge-Turner - Michigan State University

Part Two:
1. Multicultural Research - Creating Spaces and Crossing Borders
   Sonja Denise Moman - Peoria Unified School District
   Youb Kim - Michigan State University/CIERA
   Jennifer Danridge-Turner - Michigan State University/CIERA

1:00 - 2:30 P.M.
Paper Session
Adolescent Reading Process
Chair: Mary L. Arthur - University of North Texas
1. The Effects of Small Group Peer-led Discussion on Ninth Grade Students’ Comprehension of Literary Text: A Pilot Study
   Kathleen Clark - Oakland University
   Jennifer Berne - Oakland University
2. Understanding Strategy Utilization During Reading Comprehension: Relations Between Text Type and Reading Levels Using Verbal Protocols
   Susan E. Israel - Ball State University
3. Reading Apprenticeship with Adolescents: The Nature of Interactions which Facilitate Learning of Word Recognition Strategies
   Mary L. Arthur - University of North Texas

1:00 - 2:30 P.M.
Paper Session
Emergent Literacy Development of Bilinguals: Cultural and Linguistic Factors
Chair: Eurydice Bauer - University of Illinois at Urbana-Champaign
1. Lessons from La Maestra Niria: Deconstructing Deficit Myths About Spanish/English Bilingual Children’s Early Literacy Learning Development
   Leila Flores Dueñas - University of New Mexico
2. The Impact of Spanish/English Language Emergent Literacy Activities During the Preschool Years on First and Second Grade Achievement in English Language and Reading
   David B. Yaden, Jr. - University of Southern California
   Jesus Salazar - Los Angeles Unified School District
3. Early Biliteracy Development: Creating Meaning in Two Languages
   Eurydice Bauer - University of Illinois at Urbana-Champaign
1:00 - 2:30 P.M.  SANDRINGHAM

Paper Session

Reflections on Instruction: Teachers, Parents, Students

Chair: Dana Reisboard - Rutgers University

I. Modeling the Path of Kindergarten Literacy Outcome Predictors
   Laura Justice - University of Virginia
   Sharon Walpole - Charlottesville City Schools
   Chow Sy Miin - University of Virginia

II. Reflections of the Past and Present: The Influence on Skill and Will in Scaffolded Instruction
   Susan King Fullerton - Ohio State University

III. Literacy, Culture and Contact Points: A Study of Home/School Relationships
   Sheri Pentecost - Texas Woman's University

1:00 - 4:30 P.M. DOUBLE FORMAT SESSION VERSAILLES

Symposium Session

Exploring the Use of Video and Web-Based Tools in Literacy Pre-Service Instruction: The Design, Implementation, and Evaluation of Two Federally Funded Literacy Projects.

Chair: Dennis G. Mike - Buffalo State University

The purpose of this double session is to discuss the various aspects of video and web-based technologies for literacy instruction from two perspectives/projects. Short introductions to each technology will be provided, followed by papers representing the (1) design, (2) implementation, and (3) evaluation of both the CTELL and RCE literacy projects.

I. Overview of the Case Technologies Enhancing Literacy Learning (CTELL) Project: Making the Complex Visible
   Linda D. Labbo - University of Georgia
   Jonathan Eakle - University of Georgia
   Mary Love - University of Georgia

II. Overview of the Reading Classroom Explorer Project: Video-Based Cases of Exemplary Literacy Instruction
   Aman Yadav - Michigan State University
   Suzanne Knezek - Michigan State University
   Richard E. Ferdig - University of Florida

III. Identifying Effective Practice in Literacy and Technology: Research-based Principles that Inform Instruction
   Donald J. Leu - University of Connecticut
   Julie Coiro - University of Connecticut
   Julia Kara-Soteriou - University of Connecticut

IV. Experience-Informed Design in the CTELL Development Process
   Michael Hillinger (Lexicon Systems)

V. The Challenges in Developing a School-Wide Video Case of Early Childhood Learning
   Susan Bennett-Armistead - Michigan State University
   James Damico - Michigan State University
   Karen L. Lowenstein - Michigan State University

VI. Teacher Educators Going Digital: Effects on Pre-Service Literacy Methods Courses
   William H. Teale - University of Illinois at Chicago
   Ruby Sanny - University of Illinois at Chicago

VII. Technology and Pre-service Literacy Methodology Courses: Understanding the Role of the Teacher as Implementer
   Richard E. Ferdig - University of Florida
   Jacqueline Love - University of Florida
   Erica Boling - Michigan State University
   Zhihui Fang - University of Florida

VIII. Evaluating the Impact of On-line, Multimedia CTELL Cases in Preservice Literacy Education Courses
   Charles K. Kinzer – Vanderbilt University
   Dana W. Cammack - Vanderbilt University

IX. Exploring the Use of Reading Classroom Explorer in Multiple University Pre-Service Classrooms
   Sharman Siebenthal - Michigan State University
   Laura Roeher - Michigan State University
   P. David Pearson - University of California-Berkeley

Discussant: David Reinking - University of Georgia

1:00 - 2:30 P.M.  WINDSOR

Symposium

The Design and Validation of the Illinois Snapshot of Early Literacy-Spanish Version.

Chair: Michael Dunn - National Louis University

The purpose of this symposium is to describe the process of designing and validating the Illinois Snapshot of Early Literacy-Spanish Version (ISEL-S), an instrument developed to assess the literacy skills and abilities of Spanish speaking children in grades K-1. The symposium will present the research base for the ISEL-S, the interview data that helped shape it, the design and validation process and issues relating to its use.

I. ISEL-S: Design and Validation Issues.
   Rebecca Barr - National Louis University
   Camille Blachowicz - National Louis University

II. The ISEL-S: Procedures for Assessing the Early Literacy of Young Spanish Speaking Children.
   Roberta Buhle - Naperville School District
   Guadalupe Suarez Silva - Chicago Public Schools

III. The ISEL-S: Where Do We Go From Here: Linguistic and Political Issues in Design.
   Roberta Buhle - Naperville School District
   Guadalupe Suarez Silva - Chicago Public Schools

Discussants:
   Rosalinda Barrera - University of Illinois - Urbana Champaign
   Cheryl Welfel - CCSD 15-Palintine, IL
   Rebecca Barr - National Louis University
   Camille Blachowicz - National Louis University
1:00 - 2:30 P.M.  BALMORAL

Paper Session

Words, Vocabulary, Teaching, Literacy, and Culture

Chair: Kris Rodenberg - San Diego State University

I. Counter-Cultural Literacy: A Textual and Artistic/Sculptural Response to the Work of E. D. Hirsch
   Eugene Provenzo - University of Miami

II. The New Role of Leveled High Frequency Word Lists in a Balanced Literacy Classroom
   Iveta Maska - University of South Florida

III. Vocabulary for Reading and Vocabulary for Writing: Examining the Difference
   Kris Rodenberg - San Diego State University
   Leif Fearn - San Diego State University
   Nancy Farnan - San Diego State University

1:00 - 2:30 P.M.  THEATRE

Symposium Session

Literacy as Social Practice: Expanding Cultural Resources/Creating Social Identities

Chair: Amy Seely Flint - Indiana University

This symposium explores how elementary students use classroom literacy practices to mediate relationships, shape identities, negotiate power, and take local action. The three studies offer new understandings of both the promising and problematic aspects of implementing critical literacy practices that encourage children to use a wide-range of cultural resources.

I. The Risk Zone: Identities and Literacy in a Multiage, Multilingual Classroom.
   Katie Van Sluys - Indiana University

II. The Cultural-Commercial Dichotomy as Evidenced in Traditional Literature. Battlefields, Shooter Guys, and Invitations to Belong: Young Learners' Mediation of Literacy
   Tasha Tropp Laman - Indiana University

   Lee Heffernan - Childs Elementary School and Indiana University
   Mitzi Lewison - Indiana University
   Discussant: Jerome Harste - Indiana University

1:00 - 2:30 P.M.  SEVILLA

Alternative Format

Critical Literacy as Comprehension: Teaching and Learning at the Middle School Level

Chair: MaryEllen Vogt - California State University, Long Beach

This session will provide a review of the research on critical literacy theory, introduce new data about middle school students’ use of critical literacy to comprehend text, and offer participants opportunities to learn about classroom applications of critical literacy. The alternative format will provide opportunities for small group discussion, examination of students’ artifacts and active engagement in critical literacy-based teaching and learning experiences using narrative and expository text.

I. Critical Literacy as Comprehension: Two Studies
   II. Student Artifacts: Writing, Sketches, Drama, Discussion Transcripts Critical Literacy
   III. Critical Literacy in Action: Demonstration of and Participation in Classroom Applications of Critical Literacy
   Participants:
   Maureen McLaughlin - East Stroudsburg State University of PA
   Glenn DeVoogd - California State, University Fresno

1:00 - 2:30 P.M.  FLAGLER

Symposium

Bodies that Speak

Chair: Julie Cheville - Rutgers University

This symposium examines the ways that bodies are intricately entwined as part of literate practices. Informed by various theoretical perspectives (phenomenology, developmental psychology, neurobiology, psychotherapy, and philosophy of mind, Deweyan instrumentalism, poststructural theories of desire) four studies illustrate how the body speaks in literate activities in both in-school and out-of-school environments.

I. Body/Language/Culture: Thru-hiker’s Use of Literacies to Describe Pain
   Leslie S. Rush - University of Georgia

II. Meaning is an Ecologically Mediated Bodily State
   George G. Hruby - University of Georgia

III. Emotional Response and Intellectual Interpretation: Responding to “Culturally Relevant” Texts in Senior English
   Alison Heron - University of Georgia

IV. Reading What? Adolescents, Popular Culture, Desire, and Embodiment
   Margaret C. Hagood - University of Georgia
   Discussant: Dennis Sumara - University of Alberta

1:00 - 1:45 P.M.  TRINITY

Roundtables

I. Bringing Out Multi-Logues: Using Existing Electronic Discussion Forums for Enhancing Reflective Exchange Among Graduate Literacy Education Students
   Gaoyin Qian - City University of New York
   Lijing Tao - City University of New York

II. Transactional Comprehension Strategies: The Centerpiece of Sixth Grade Reading Instruction
   Joan Primeaux - University of Alabama

III. Adolescents’ Perspectives on The Literacy-Learning Connection in Career Education
   Stephen Wellinski - Illinois State University
IV. Attack on America: The Use of the Language Experience Approach to Help Preservice Teachers Deal with Tragedy While Increasing their Knowledge of the Teaching Approach
Michelle M. Fazio - Texas A&M University-Commerce
Wayne M. Linek - Texas A&M University-Commerce

Roundtables

I. A Study of Readers Theater in Eighth Grade
Janis M. Harmon - University of Texas at San Antonio
Susan Keehn - University of Texas at San Antonio

II. Using Professional Development to Raise Students' Reading Achievement in a Low Socio-Economic School Setting
Margaret B. Davis - Eastern Kentucky University
Shirley A. Long - Eastern Kentucky University

III. A Partner Model of Professional Development: Middle School Content Area Literacy
Rebecca S. Anderson - University of Memphis
Amy Dietrich - University of Memphis
Jane Puckett - University of Memphis
Jerrie Scott - University of Memphis
Lana Smith - University of Memphis

IV. Evaluation of the National Literacy Strategy (NLS) in England
Kathy A Hall - Leeds Metropolitan University - UK

Alternative Session

Scaffolding Teacher Learning as a Scaffold for Student Learning: Self Examination of a Classroom Practice
Chair: Jeanne Cobb - University of North Texas

The researchers discuss findings that stem from teacher learning research in classroom settings. Teachers were coached in using a transcript analysis process to self-examine practice. Following brief presentations, the researchers and participants will discuss issues of method and other topics of interest in studying teacher learning.

I. What Literacy Coaches and Teachers Learn about the Teaching-Learning Process through Self-Examination of Practice

II. Efficacy of the Teacher Learning Instrument

III. Relationship Between Teachers' Learning and Students' Learning in Teachers' Self-Examination of Practice

Participants:
Cathy Rosemary - John Carroll University
Penny Freppon - University of Cincinnati
Lisa Campbell - University of Cincinnati
Katie Kinnucan-Welsh - University of Dayton
Pat Grogan - University of Dayton
Joyce Feist-Willis - Youngstown State University
Belinda Zimmerman - Kent State University

Symposium Session

The Effects of Professional Development Models in Literacy for In-Service and Pre-Service Teachers
Chair: Dana Reisboard - Rutgers University

The purpose of this symposium is to present three different settings where in-service or pre-service teachers are involved in professional development. In each setting, we examine the models used for professional development and study the strategies teachers are learning to help enhance the literacy development of the children they teach.

I. The Effects of Professional Development in Assisting Teachers to Incorporate New Comprehension Strategies into their Literacy Programs
Cathy Collins Block - Texas Christian University

II. The Effects of Professional Development when Embedding Technology into an Early Literacy Course for In-Service and Pre-Service Student Teachers
Lesley M. Morrow - Rutgers University

III. The Effects of Professional Development in Enabling Teachers to Help Children with Peer Discussions and Journal Writing
Linda B. Gambrell - Clemson University
Kim Bobola - University of Maryland

Discussant: Michael Pressley - University of Notre Dame
**3:00 - 4:30 P.M.**  
**MICHELANGELO**  
**Paper Session**  
Preparing Teachers to Become Culturally Responsive  
**Chair:** Arlette Willis - University of Illinois at Urbana-Champaign  
**I.** Preparing Literacy Teachers in a Diverse World  
- Susan Davis Lenski - Illinois State University  
- Kathleen Crawford - Illinois State University  
- Thomas Crumpler - Illinois State University  
- Corsandra Stallworth - Illinois State University  
**II.** Constructing Culturally Responsive Literacy Teacher Education: Exploring the Practices of Two Teacher Educators  
- Kathleen A. Hinchman - Syracuse University  
- Ted Grace - Syracuse University  
**III.** Encountering Cultural Disequilibrium: A Novice Teacher's Journey  
- Betty S. Bergeron - Arizona State University  

**3:00 - 4:30 P.M.**  
**DUPONT**  
**Symposium Session**  
Students' Popular Culture in Literacy Instruction: Lessons from Students' Literacy Practices with WWF, Teen Zines, and Other Popular Culture Texts  
**Chair:** Shelley H. Xu - Texas Tech University  
This symposium explores connections among students' popular culture interests, literacy practices, and school literacy instruction. Using different theoretical perspectives and research methodologies, two students illustrate students' literacy perspectives with WWF and teen zines; one student shares pre-service teachers' experiences with learning about students literacy practices with popular culture texts and implementing thematic units using student popular culture.  
**I.** What Could the WWF and a High School English Curriculum Possibly Have in Common?  
- Donna Alvermann - University of Georgia  
- Andrew Huddleston - Texas Tech University  
- Margaret Hagood - University of Georgia  
**II.** Exploring Teen Zines: Adolescent Girls Writing Differently on Their Own  
- Barbara Guzzetti - Arizona State University  
- Margaret Gamboa - Arizona State University  
**III.** Pre-Service Teachers Learn to Integrate Student Popular Culture Texts into Literacy Instruction  
- Shelley H. Xu - Texas Tech University  
**Discussant:** Margaret Finders - Washington University  

**3:00 - 4:30 P.M.**  
**TRADE ROOM**  
**Symposium Session**  
Creating an Effective Reading-Writing Connection in K-3 Classrooms Through Deep Training and Coaching: A Large Urban District’s Experience  
**Chair:** Marcelo F. Pinto - Dallas Independent School District  
This session describes a major urban systemic reform effort involving extensive staff development. A “Reading Academy” offered K-3 teachers six graduate hours, materials, implementation goals, and coaching by a master reading teacher. Classroom observations paired with student test scores revealed that the highest scoring students had received a balanced instructional content with a reading-writing connection.  
**I.** The Academy - History of the Delivery System  
- Georgia Thompson - Dallas Independent School District  
**II.** Coaching a Balance of Content  
- Jane Moore - Dallas Independent School District  
**III.** Impact of a Balanced Content on Student Achievement in Reading  
- Katy Denson - Dallas Independent School District  
**Discussant:** Michael Sampson - Texas A&M University at Commerce  

**3:00 - 4:30 P.M.**  
**SANDRINGHAM**  
**Symposium**  
Research and Reflection: Pathways to Professional Development  
**Chair:** Mary S. Rozendal - State University of New York at Buffalo  
This symposium presents an analysis of the impact of a variety of approaches designed to engage and scaffold preservice and inservice teachers in the development of reflective thinking. The approaches include: retrospective miscue analysis, transcript analysis, journals, written responses to assigned readings, and action research in classroom and clinical settings.  
**I.** Supporting Reflection in Graduate Reading Courses  
- Theresa A. Deeney - University of Rhode Island  
**II.** Transcript Analysis as a Research Tool for Mediating Practical Inquiry.  
- Linda Kucan - Appalachian State University  
**III.** Retrospective Miscue Analysis and Reflective Practitioners.  
- Barbara Palmer - Mount Saint Mary's College  
**Discussant:** Victoria J. Risko - Vanderbilt University  

**3:00 - 4:30 P.M.**  
**WINDSOR**  
**Symposium**  
CAL Reads: Teaching, Service and Change in an Integrated Professional Development Program  
**Chair:** Kay moss - Illinois State University  
This symposium presents an analysis of projects that provide individualized literacy instruction to struggling readers and professional development to undergraduate tutors, classroom teachers, and reading specialists in training. Using quantitative and qualitative means, the content of the symposium focuses on the nature of how participating teachers or tutors conceptualize reading instruction and the reading abilities of their students, and how this is related to their effectiveness as teachers relative to their instructional practice and the academic achievement of the students they serve.
I. CAL Reads: Pitfalls and Possibilities for Literacy Intervention within Schools
Richard D. McCallum
Paolo Martin - University of California, Berkeley

II. A Whole Different Story: The Discoursa (re)Construction of Student Ability in Teacher-Generated Assessment Narratives
Maren S. Aukerman - University of California, Berkeley
John Zwolinski - University of California, Berkeley

III. Using Professional Development to Change Teachers Conceptions of Teaching
John Gargani - University of California, Berkeley
Discussant: Richard D. McCallum

3:00 - 4:30 P.M. Balmoral

Paper Session
Literature Reviews: Struggling Readers, Writing and Response to Literature
Chair: Stanley B. Straw - University of Manitoba

I. Literacy Calls: What Does Research Suggest for Middle Level Poor Readers
Mary F. Roe - Washington State University

II. Cooperative Learning in Writing and Response to Literature
Stanley B. Straw - University of Manitoba

III. Teaching without Tracking: Strategies for Supporting Struggling Readers in Secondary Content Area Learning
Nancy Knapp - University of Georgia

3:00 - 4:30 P.M. Flagler

Symposium
Literature Circles, Classroom Practices and Vocabulary Learning: Case Studies of Primary, Intermediate and Middle School Teachers.
Chair: Martha Harrison - University of South Florida

I. Literature Circles, Vocabulary and a Primary Perspective: A Case Study of a Third Grade Teacher
Rewa C. Williams - University of South Florida

II. Literature Circles, Vocabulary and an Intermediate Insight: A Case Study of a Fourth/Fifth Grade Teacher
Nancy L. Williams - University of South Florida

III. Literature Circles, Vocabulary and a Middle School Viewpoint: A Case Study of a Middle School Teacher
Keva Mitchell - University of South Florida
Discussant: Camille Blachowicz – National-Louis University

3:00 - 4:30 P.M. Theatre

Symposium Session
NRC and the Reading Policy Agenda: Where Do We Fit In?

In this featured session, four leading reading policy researchers will engage in a panel discussion on the role of NRC (and literacy researchers more generally) in helping to set federal and state reading policy initiatives. Findings regarding NRCs current position and influence with policy makers will be presented. Panel members will then present their views on the implications of these findings and will suggest strategies for addressing NRCs limited influence in the current policy agenda.

Cecil Miskel - University of Michigan
Cathy Roller - International Reading Association
Richard Allington - University of Florida
Anne McGill-Franzen - University of Florida

3:00 - 3:45 P.M. Trinity

Roundtables

I. Effects of a Research-Based Middle School Language Arts Program on Struggling Readers and Writers: Stories of Three Middle School Teachers
Jamie Ellis, Jeanne-Marie Tamez, Judi Northrup
Linda Ellis - Stephen F. Austin University

II. Pre-Service Secondary Teachers: Building Content Area Literacy through Electronic Notebook Development
B. Joyce Stallworth - University of Alabama
Elizabeth Wilson - University of Alabama
Vivian H. Wright - University of Alabama

III. Children's Emerging Knowledge of Genre and Register
Jeni Arndt - Purdue University
Sharon Snyders - Purdue University

IV. Exploring Inservice Teachers' Learning to Teach Literacy and Language Arts
Chitlada B. Patchen - University of Nevada-Reno
Diane Barone - University of Nevada-Reno

3:45 - 4:30 P.M. Trinity

Roundtables

I. A View of the Literacy Beliefs and Growth Processes of Undergraduate Students Specializing in Reading: Non-Certified Teachers vs. Traditional Field-Based Students
Mary Beth Sampson - Texas A&M University-Commerce
Laverne Raine - Texas A&M University-Commerce
Patricia E. Linder - Texas A&M University-Commerce
Wayne M. Linek - Texas A&M University-Commerce
Ceretha Levingston - Texas A&M University-Commerce

II. White Pre-service Teachers in Urban Schools
Julie L. Pennington - University of Texas at Austin

III. An Examination of How Teacher Education Programs Prepare Pre-service Teachers to Utilize School Library Programs to Support Literacy Development and Instruction
Marlene M. Asselin - University of British Columbia
Ray Doiron - University of Prince Edward Island

IV. Organization and Management Decision-Making in a Second-Grade Classroom: Frequently Ignored but Critical Aspects of Effective Literacy
James F. Baumann - University of Georgia
Plenary Session

**Chair:** Louis Chen - Ontario Institute for Studies in Education

**Edward B. Fry Book Award Presentation**

**Chair of Committee:**
Linda Kucan - Appalachian State University

**Introduction of Speaker**
Louis Chen - Ontario Institute for Studies in Education

**Plenary Address:**

**Making Literacy Policy Differently:**

**Globalisation, Diversity and Semiotic Economies**

Allan Luke, Professor
Queensland University

The making of state and national literacy education policy is not simply a matter of finding the 'scientific truth' of literacy education. This is an insider/outsider narrative account of the making of Australian literacy policy in the face of new economic, cultural and social conditions. Aside from providing an alternative narrative account about working within government bureaucracies, it makes three broad claims: that educational policy formation is a complex and embedded textual, hermeneutic and cultural practice; that educational policy requires complex and articulated linkages with other social policies in order to make a difference; and that, therefore, policy making must draw upon as broad a range of disciplinary and social scientific theory and data as possible. Policy needn't be boring or mysterious.
Alternative Session

"An Encyclopedia of Literacy: Reflections on and Projections for the Field"
Chair: Barbara J. Guzzetti - Arizona State University

The purpose of this alternative format session is to allow participants to review where the field of literacy has been and is currently, as well as to stimulate thought about future directions for the field. As a vehicle for doing so, after brief introductory remarks by the session's chair, the organizer, and the moderator, participants will be given overviews of selected entries representing major categories in a forthcoming encyclopedia of literacy. These overviews will be presented in roundtable format by their authors to allow for audience questioning and interactions with the presenters.

The encyclopedia of literacy (in press) is intended as a complement to, and extension of, The Literacy Dictionary (Harris & Hodges, 1995). Entries present a comprehensive overview of the field, including topics of long standing, as well as recent trends in the field. Each entry begins with a definition of the construct and continues with a review or overview of research related to the topic or issue, including citations and references. The almost 300 entries in the volumes were written by about 250 contributors — researchers well known for their lines of inquiry on the topic, as well as early career scholars and graduate students becoming experts in an area, and practitioners with specialized expertise related to the entry.

Participants:
David Pearson - University of California, Berkeley
Patricia Alexander - University of Maryland
Yetta Goodman - University of Arizona
Yolanda Majors - University of Georgia
Victoria Purcell-Gates - Michigan State University
David Reinking - University of Georgia
Timothy Shanahan - University of Illinois at Chicago
Suzanne Wade - University of Utah

Roundtable Presenters:
JoBeth Allen - University of Georgia
Richard Allington - University of Florida
Patricia Anders - University of Arizona
Rebecca Barr - National Louis University
James Baumann - University of Georgia
Robert Calfee - University of California, Riverside
James Christie - Arizona State University
Michelle Comreyas - University of Georgia
Martha Dillner - University of Houston
Janice Dole - University of Utah
Mark Dressman - University of Illinois at Urbana - Champaign
Jacqueline Edmondston - Pennsylvania State University
Laurie Elish-Piper - Northern Illinois University
Marion Fey - State University of New York
Margaret Finders - Washington University
Margaret Gamboa - Arizona State University
Linda Gambrell - Clemson University
Kenneth Goodman - University of Arizona
Margaret Hagoood - University of Georgia
Jerome Harste - Indiana University
Douglas Hartman - University of Pittsburgh
Cynthia Hynd - University of Illinois at Chicago
Cynthia Lewis - University of Iowa
Michael McKenna - Georgia Southern University
Larry Mikulecky - Indiana University
Elizabeth Moje - University of Michigan
David Moore - Arizona State University
Lesley Morrow - Rutgers University
Sherrie Nist - University of Georgia
David O'Brien - University of Minnesota
Jeanne Paratore - Boston University
Taffy Raphael - University of Illinois at Chicago
Victoria Ridgeway - Clemson University
Richard Robinson - University of Missouri
Martha Ruddell - Sonoma State University
Leslie Rush - University of Georgia
Terry Sallinger - American Institutes for Research
Diame Schallert - University of Texas at Austin
Norman Stahl - Northern Illinois University
Steven Stahl - University of Georgia
Susan Swan - Carnegie Mellon University
Barbara Taylor - University of Minnesota
Sheila Valencia - University of Washington
Arlie Willis - University of Illinois at Urbana - Champaign
Peter Winograd - University of New Mexico

High-Stakes Literacy Testing: Issues and Dilemmas
Chair: Richard Allington - University of Florida

The purpose of this alternative format is to present the history, economics, politics, and philosophy of high-stakes testing, and the impact upon the ultimate stakeholders - the children. Possible solutions will be discussed.

I. High Stakes Literacy Standards and Testing: The Legislation and the Legislators
II. Current Activities in Florida Literacy Accountability Legislation
III. Fiscal Costs of High-Stakes Testing at Elementary Levels.
IV. High for Whom?: Students' Perceptions of High-Stakes Testing
V. I got a 6 on the Florida Writes!: The Impact of High-Stakes Testing on Students' Perceptions of their Writing Ability
VI. I was So Scared!: Children's Knowledge of Words on High-Stakes Tests and their Attempts to Figure it All Out
VII. How it Came to Be: The Perceptions of Multiple Stakeholders about the Emergence of a Statewide High-Stakes Assessment
Participants:
Paula Leftwich - Polk County Public Schools
Jennifer Jasinski Schneider - University of South Florida
Heidi Ann Mesmer - Virginia Commonwealth
Karen F. Thomas - Western Michigan University
Cheri F. Triplett - Virginia Tech
Nancy L. Williams - University of South Florida
Mary A Barksdale - Virginia Tech
Discussant: Richard Allington - University of Florida

Symposium Session
Teaching Children to Become Fluent Readers
Chair: Steven A. Stahl - The University of Georgia

This symposium will present three papers from a larger project designed to implement and understand fluency and its instruction. The first strand of this project examines the effects of two different classroom implementations - one based on repeated reading and one based on wide reading - on children's growth in fluency and comprehension. The second strand is testing the effects of a remedial program, designed to bring children with reading problems to the point where they can take advantage of the instruction provided in strand one. The final strand examines how different reading behaviors relate to fluent reading and, thus, to comprehension.

I. Prosodic Reading and Reading Skill
   Anne Marie Hamilton - University of Georgia
   Paula J. Schwanenflugel - University of Georgia
   Melanie R. Kuhn - Rutgers University
   Katherine Anderson - Rutgers University

II. Home Literacy: Expanding the School Day
   Lesley M. Morrow - Rutgers University

III. Developing Fluency in Classrooms
   Steven A. Stahl - University of Georgia
   Melanie R. Kuhn - Rutgers University
   Discussant: Timothy Rasinski, Kent State University

Symposium Session
Eye Movements from a Whole Language Perspective
Chair: Ken Goodman - University of Arizona

This symposium focuses on eye movement research viewed through a whole language, constructivist framework. Presentations will center around a new method of eye movement analysis combined with miscue analysis and will describe research with experienced and beginning readers. Whole language pedagogical principles derived from eye movement research will be discussed.

I. Eye Movements and Miscue Analysis
   Eric Paulson - University of Cincinnati

II. Eye Movements and Beginning Reading
   Alan Flurkey - Hofstra University

III. Principles for Reading Instruction Based on Eye Movements and Miscue Analysis
   Yetta Goodman - University of Arizona
   Discussant: Ken Goodman - University of Arizona

Symposium Session
Reviews of the Reading Research Literature: Updates and Extensions of the National Reading Panel Reviews
Chair: Anne Sweet - Office of Educational Research and Improvement

This symposium reports on updates and extensions to The National Reading Panel syntheses of reading research. Updates to NRP reviews include new work in teacher education, vocabulary, and technology. The teacher education review was updated to include non-experimental research. New syntheses of research in second language reading and reading assessment are reported.

I. Updates to the Vocabulary and Technology Research Databases
   Helen S. Kim - Stanford University
   Michael L. Kamil - Stanford University

II. Updates and Extensions to the Teacher Education Research Database
   Elizabeth Pang - Stanford University
   Michael L. Kamil - Stanford University

III. Synthesis of Research on Assessment of Reading and Reading Instruction
   Ray Jarvis Rivera - Stanford University
   Michael L. Kamil - Stanford University

IV. Synthesis of Research on Second Language Reading
   Elizabeth Bernhardt - Stanford University
   Helen S. Kim - Stanford University
   Michael L. Kamil - Stanford University
   Discussant: Anne Sweet - Office of Educational Research and Improvement

Symposium Session
Silenced Literacies: Reconceptualizing the Critical Literacies of Black and Latina/o Children and Youth
Chair: Marjorie Siegel - Columbia University

This interactive symposium is designed to raise questions about teaching critical literacies. The centerpiece will be small group discussions of data that show how Black and Latina/o children and youth negotiate critical literacies in the school, peer, family, religious, and community worlds they move within and across.

I. Critical Literacies Within/Across the Multiple Worlds of African American Youth
   Iris Dixon - Columbia University

II. Transforming Our Lives: Collaborating with Children to Create Their Worlds
   Nadja Norton - Columbia University
   Discussant: Penny Oldfather - University of Georgia
Symposium Session

Literacy and the Neurosciences: Myriad Perspectives and Approaches

The purpose of this symposium is to discuss current studies of literacy conducted within the theoretical framework of the neurosciences. The foci for these studies include the simulation and description of the reading process, the remediation of reading disabilities, and the description of neuroanatomical and associated behaviors from biological perspectives.

I. Net-Based Models in Neurology, Cognition, and Social Processes
   John McEneaney - Oakland University

    George Hruby - University of Georgia

III. Technical Advances in the Diagnosis and Treatment of Reading Disabilities
    Liqing Tao - City University of New York

IV. Diagnosis and Correction: How Best Practice in the Classroom Informs Biology
    Denise Smith - Indiana University-South Bend

V. Where Are We? Where Might We go?
    Bill Henk - Southern Illinois University

VI. From Lateral Lines to Audition: Evolution and Auditory Processing
    J. Michael Pickle - Indiana University-South Bend
    John Hoover - St. Cloud State University

VII. Superior Collicus and the Control of Eye Movements
    J. Michael Pickle - Indiana University South Bend
    Roxanne W. Bridges - College of Saint Catherine

Symposium Session

Literacy, Teaching, and Learning with Hypermedia: Using RCE in Pre-service Education

RCE is a hypermedia environment created to support literacy learning in teacher education programs. Previous studies have shown the need for researchers to explore different ways teacher educators use RCE in their classrooms. This session provides data on student learning and the varied ways instructors use RCE to enhance that learning.

Presenters:
Laura Roehler - Michigan State University/CERA
P. David Pearson - University of California-Berkeley/CERA
Suzanne Knezek - Michigan State University/CERA
Erica Boling - Michigan State University/CERA
Terry Atkinson - East Carolina University/CERA
Sharmant Siebenthal - Michigan State University/CERA
Karen Nolan - West Chester University/CERA
Yonghee Suh - Michigan State University/CERA

Symposium Session

Relationships Between Text and Instruction: Evidence from Three Studies

Chair/Discussant: William H. Teale - University of Illinois-Chicago

This session convenes three papers related to relationships between text and instruction. Although stemming from three very different studies, all suggest that texts used in classrooms influence the nature of instruction in classrooms. Text should not be underestimated not only in its role in the reading process, but also in its role in the instructional process.

I. Text and Text-In-Use: A Research Tool for Assessing the Classroom Literacy Environment
   James V. Hoffman - University of Texas at Austin
   Gerald G. Duffy - Michigan State University
   Misty Sailors - University of Texas at Austin

II. Text Purposes and Text Use: A Case from Elementary Science Instruction
    Victoria Purcell Gates - Michigan State University
    Nell K. Duke - Michigan State University
    Cathy Taylor - Michigan State University

III. Text Interventions and Text use: A Study in grade One and Two Classrooms
    Nell K. Duke - Michigan State University
    Susan Bennett-Armistead - Michigan State University
    Mary Kay Johnson - Michigan State University

Symposium Session

The Role of Sign Systems in K-12 and Preservice Teacher Literacy

Chair: Ramona C. Moore - Western Washington University

This symposium extends participants' understanding of transmediation, multiple literacies, semiotic theory, and sign systems. Following a brief discussion of the role of sign systems in literacy education, presenters will discuss research they conducted investigating K-12 students', preservice teachers', and literary teacher educators' use and understanding of signs.

I. So What is Unique about Reading and Writing on a Computer Screen?: Young Students' Cognitive Computer Engagements with Multiple Sign Systems

II. Noticing What's There: A Study of Art in Language Arts/English Projects

III. What Do Literacy Teacher Educators Know about Semiotics and Sign Systems

IV. Sign, Sign, Everywhere a Sign: Multiplying Literacies in the Preservice Teacher Curriculum

V. Integrating Sign Systems in Two Field-Based Literacy Courses: Starting Over and Doing It Right!
   Janet C. Richards - University of Southern Mississippi
   Linda D. Labbo - University of Georgia
In these “new times” everyday literacies, like computer games, are said to teach young people more about literacy than what happens in the English language arts classroom. In order to value such everyday literacies, however, many adult literacy educators will need a change of attitude. Come explore what we know.

I. The Case for Why Literacy Professionals Need to Understand the Everyday Literacy of First Person Shooter Games
   Devon C. Sanner - Indiana University
   Beth M. Lehman - Indiana University

II. The Attitudes and Assumptions Which Adult Literacy Workers Hold Toward First Person Shooter Games
   Kimberly S. Conway - Indiana University
   Cynthia Jackson - Indiana University

III. The Issues and Concerns Adult Literacy Workers Have About the Literacies Involved in First Person Shooter Games
   Julie Ann Enyeart - Indiana University
   Sibel Ariogul - Indiana University

IV. New Literacies in New Times: How Enlightened are Future Elementary Teachers?
   Debra K. East - Indiana University
   Gloria A. Reeves - Indiana University

Discussants:
Vivian Vasquez - Indiana University
Charles K. Kinzer - Vanderbilt University

Dean's Network for Teacher Education
Alliances and Partnerships with Urban Organizations
Leadership and Academies for Urban Education Leaders
Publications for the Urban Teacher and Teacher Preparation Ambassadors to Urban Organizations

Round tables

1. Informational Texts Read Aloud: Preferences and Opinions of Middle School Students
   Lettie K. Albright - Texas Women’s University

2. The Uses of Student Voice in Designing a Reading Class for At-Risk Teens
   April D. Nauman - Northeastern Illinois University
   Becca Manery - Northeastern Illinois University
   Charles Pistorio - Northeastern Illinois University

3. Teacher Perspectives: Assessing Text Difficulty
   Linda M. Carr - State University of New York at Albany

Since Spring 2000, the IRA Urban Diversity Initiatives Commission has been an active group of educators interested in the improvement of urban literacy education. Since 2/3 of all people in the United States reside in urban centers and face challenges such as reduced funding, economic poverty, safety issues, and language, cultural and ethnic diversity (Snyder, 1997), the Commission has been analyzing the effects on urban education. Through problem-posing and problem-solving activities in meetings across the nation, commission members have developed goals that will meet the educational challenges through sensitive and responsive actions (Kozol, 1991; Shirley, 1997; Diller, 1999; Edwards, 1999; Danridge, Edwards, & Pleasants, 2000; Schmidt, 1999 & 2001; Sieeter, 2001, Hammerberg & Grant, 2001). “Making it different to make a difference,” has been the guiding principle established by the commission's founders, Dolores Malcom and Carmelita Williams, past presidents of the International Reading Association Commission. Co-Chairs, David Hernandez and Bill Hammond, educational leaders in public schools, have provided the guidance to move the commission's work forward. The purpose of this session is to report on the Commission’s activities with presentations from Commission Members in the following areas:

I. Informational Texts Read Aloud: Preferences and Opinions of Middle School Students
   Lettie K. Albright - Texas Women’s University

II. The Uses of Student Voice in Designing a Reading Class for At-Risk Teens
   April D. Nauman - Northeastern Illinois University
   Becca Manery - Northeastern Illinois University
   Charles Pistorio - Northeastern Illinois University

III. Teacher Perspectives: Assessing Text Difficulty
   Linda M. Carr - State University of New York at Albany

Round tables

1. Joint Roundtable: Reading Excellence Grants: Case Studies of University/School Partnerships in Literacy Education
   Beverly J. Bruneau - Kent State University
   James Mosenthal - University of Vermont

II. “I Can Write About Anything I Want? Gee Miss, Where Do I Start?” Preservice Teachers Working with Low-Income Latino Students in an After-School Writing Club
   Rachel G. Salas - Texas A&M-Corpus Christi
   Merry Boggis - Texas A&M-Corpus Christi
   Ruth Rechis - University of Texas at Austin

Coffee and Rolls Reception (complimentary)
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| 10:15 - 11:45 A.M. | VERSAILLES | Research Address Session  
Chair: Jerémie Serór - University of British Columbia  
Albert J. Kingston Award  
Chair of Committee: Peter Afflerbach - University of Maryland  
Introduction of Recipient: Linda Gambrell - Clemson University  
Introduction of Speaker: Lesley Mandel Morrow - Rutgers University  
2002 NRC Research Address:  
Literacy Research and Students of Diverse Backgrounds: Issues, Findings, and Missed Opportunities  
Kathryn Au, Dai Ho Chun Professor of Education, University of Hawaii  
Research addressing the challenge of the literacy achievement gap is considered in the context of debates about how literacy is defined, taught, and assessed; what constitutes research; who conducts research; and how research questions are shaped.  
The Impact of Family on Literacy Development: Convergence, Controversy, and Instructional Implications  
Patricia Edwards, Professor of Language and Literacy, Michigan State University  
Research addressing the impact of family on literacy development has been at the center of many hotly contested debates. This review highlights the convergence, controversy, and instructional implications from current research related to: (1) the nature and function of children's emergent literacy knowledge on instruction; (2) the role that poor, minority, and immigrant parents can, should, and do play in literacy development; and (3) the ways that social and cognitive norms acquired at home mediate school literacy practices.  
Literacy Interventions for Young Children Considered to be at Risk  
Dorothy Strickland, Samuel DeWitt Proctor Professor of Education, Rutgers, the State University of New Jersey  
Research on School Readiness Literacy intervention in early care and education is achieving increasing attention as a means to prevent failure in beginning reading. This review attempts to determine what is known about these interventions relative to: (1) key features of curriculum, instruction, and professional development and; (2) how well children demonstrate progress in the established literacy (includes language) goals of the intervention. |
| 12:45 - 4:15 P.M. | VERSAILLES | Research-Based Best Practices in Literacy Instruction  
(see next page for details) |
| 1:00 - 2:00 P.M. |          | Executive Board Meeting |
| 2:00 - 5:00 P.M. |          | Board Meeting |
| 9:00 - Midnight | LOBBY BAR | Vital Issues |
PRELIMINARY SCHEDULE  Saturday, December 7, 2002

8:00-8:30  Early bird registration
8:30-10:00  Early bird research break out sessions (see daily schedule)
9:30-10:15  Registration/ Coffee
10:15-11:45  2002 NRC Research Address
11:45-12:45  Box Lunch
12:45-1:45  Afternoon Keynote Speaker
2:00-3:00  Breakout sessions A
3:15-4:15  Breakout sessions B

Box lunch is provided with paid registration only.

Registration is free of charge to NRC members who are registered for the entire conference. NRC members who wish to attend NRC's 2002 Research-Based Best Practices in Literacy Instruction Conference (free of charge) must register for this portion of the conference prior to December 7, 2002.

12:45-1:45 P.M.  AFTERNOON KEYNOTE

VERSAILLES
What REALLY Matters for Struggling Readers
Richard L. Allington - University of Florida

2:00-3:00 P.M.  BREAKOUT SESSION A

ESCORIAL
Implications of Mandated Commercial Reading Programs on the Literacy Development of Latino Urban Youth
Lilia D. Monzo, Robert Rueda, University of Southern California

SANDRINGHAM
Organization, Management, and Instructional Decision-Making in a Second Grade Classroom
James F. Baumann, University of Georgia

WINDSOR
Reaching Out to ALL Families: Improving Literacy through Alternative Family Involvement
Karen Miller, Roby Elementary School, Bullitt County
Gayle Moore, LaGrange Elementary, Oldham County
Melissa Sutherland, Byck Elementary, Jefferson County
Ellen McIntyre, University of Louisville
Diane Kyle, University of Louisville Room

BALMORAL
What We Have Learned from Studying Exemplary Teachers about Developing Comprehension and Word Study Skills
Lesley Mandel Morrow, Rutgers University
Linda B. Gambrell, Clemson University
Cathy Collins Block, Texas Christian University

3:15-4:15 P.M.  BREAKOUT SESSION B

ESCORIAL
Early Literacy Instruction for Diverse Learners: Factoring in Parents' Understandings of Schooling and Literacy
Rosalinda Barrera, University of Illinois

SANDRINGHAM
Using Student Popular Culture Interests for Literacy Instruction in Elementary, Middle, and High Schools
Shelley Hong Xu, California State University at Long Beach
Donna E. Alvermann, University of Georgia

WINDSOR
Access is More than Providing Books
Jo Worthy, Nancy Roser, Lori Assaf, University of Texas
Rosemary Flores, Allison Elementary, Austin

BALMORAL
Fostering Comprehension Acquisition through Classroom Read Alouds
Laura B. Smolkin, University of Virginia
Carol A. Donovan, University of Alabama
Appendix I

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Appendix II

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Area 1: Children's, Young Adult, and Adult Literature

Area 2: Literacy Processes: Long-Standing NRC Emphasis: Elementary, Middle, and Secondary

Area 3: Literacy Processes: Long Standing NRC Emphasis: College/Adult Reading

Area 4: Literacy Processes: Focusing on Pre-School, Early Childhood and Elementary-Age Learners

Area 5: Literacy Processes: Middle School, High School, and Adult Learners

Area 6: Learning/Teaching Processes

Area 7: Teacher Education - Early Childhood/Elementary

Area 8: Teacher Education - Middle School/Secondary

Area 9: Emergent Literacy

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Area 11: Linguistic and Cultural Diversity

Area 12: Assessment, Evaluation, and Policy Issues

Area 13: Technology and Media

Area 14: General

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