

The Literacy Research Association
(formerly The National Reading Conference)
2010 CALL FOR PROPOSALS

Proposals Must Be Submitted Electronically by 11:59 PM EST March 8, 2010
Please use the link located at: www.nrconline.org

60th ANNUAL MEETING

Fort Worth, Texas

December 1 – 4, 2010

Patricia L. Anders, Program Chair

Robert T. Jimenez, Assistant Program Chair

IMPORTANT DATES

- January 18, 2010 First date that proposals for the 2010 Annual Meeting may be submitted online
- February 10, 2010 2009 Annual Meeting papers must be submitted for review to the *Yearbook* Editors to be considered for publication in the 59th *Yearbook*
- March 8, 2010 Proposals for the 2010 Annual Meeting must be submitted electronically at: www.nrconline.org by 11:59 PM EST
- July 25, 2010 Notification of all proposal review decisions will be sent out via e-mail, but **only to the individual selected as the contact person when the proposal was submitted.** This individual must notify all other proposal participants
- September 15, 2010 Applications for the Student Outstanding Research Award must be received by the Chair of the committee
- September 15, 2010 Applications for the J. Michael Parker Award must be received by the Chair of the committee

I. General Information

The Literacy Research Association (formerly the National Reading Conference), a non-for-profit professional organization, is comprised of individuals who share an interest in advancing literacy theory, research, and practice. We are a community that engages in research and dialogue pertaining to literacy and related topics. We support the professional development of emerging and established scholars. We advocate research-informed improvements in education. We seek high-quality research and discussions of important theoretical or methodological issues. Interested parties are invited to submit proposals for presentation at the 60th Annual Meeting. The Meeting will be held at the Omni Fort Worth Hotel in Fort Worth, Texas. For general inquiries and a digital copy of the Call for Proposals, please visit: www.nrconline.org. Inquiries about specific areas of research should be directed to the respective Area Chairs (see Attachment A).

II. General Regulations and Policies

Current membership in the Association is not required for submitting proposals or attending the Annual Meeting, but all participants and attendees are required to register. Only original work related to literacy not presented or published elsewhere may be proposed. A proposal may be submitted only once and to only one area, following the Guidelines for Submission (Attachment B) and, with the exception of study groups, blinded for review. No individual can appear on the program more than three times, including participation as session chair, discussant, or presenter, but excluding invited talks.

III. Guidelines for Submission and Deadlines

All proposals must be submitted and will be reviewed online. Proposal submission will be available on January 18, 2010 at our Web site (www.nrconline.org). Proposals must be complete and conform to the Guidelines for Submission (Attachment B) to be considered for review. Proposals must be submitted online to the appropriate area **no later than 11:59 PM EST on March 8, 2010**. See Attachment A for a list of the program areas, topic descriptors, and Area Chairs' e-mail addresses for queries. Proposals that do not fall within a defined content area may be submitted to Area 13.

IV. Notification

You will receive an e-mail confirmation when your proposal has been successfully submitted online. If you do not receive a confirmation e-mail message, contact the Headquarters Office via e-mail at: submissionhelp@nrconline.org for assistance. The individual identified as the “contact person” when the proposal was submitted will be the only person notified of the decision regarding acceptance or rejection of the proposal by July 25, 2010. **The contact person must notify all participants of the proposal’s acceptance, scheduled time and date of the session, and other relevant information when this information is received.**

V. Audiovisual Equipment

The Association will provide LCD projectors/screens for all session rooms (with the exception of the Roundtable session room). Any additional AV must be paid for by the presenters and be requested through the Headquarters Office via e-mail at: submissionhelp@nrconline.org.

VI. Types of Submissions

The Association accepts the following types of proposal submissions:

Individual paper

A paper session includes **Research Reports** and **Theoretical Papers**. The session is comprised of three papers grouped together into a session by an Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for the discussant’s comments and audience interaction.

The **Research Report** provides background, rationale, questions, methodology, results, and implications of a completed study.

The **Theoretical Paper** may include, but is not limited to, research syntheses, position papers on critical issues related to literacy research, or presentations of models of literacy, literacy acquisition, or literacy instruction.

Roundtable

A roundtable is a brief paper presentation (approximately 20 minutes) followed by an audience discussion (approximately 20 minutes), for a total session time of 40 minutes each. Typically a roundtable is a **Research-in-Progress Report**, which describes an on-going study that has made sufficient progress and provides interim results.

Symposium

A symposium provides focus on significant issues representing a strong, unifying theme and usually includes a discussant, as well as ample opportunity for audience participation. A symposium typically consists of a chair, three speakers, and a discussant and is scheduled for a 90-minute time period. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

Alternative format

An alternative format session presents significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

Study group

A study group provides an opportunity to discuss ideas and research related to a topic. Study groups meet each day of the Annual Meeting and attendance is open to all meeting participants.

VII. Review of Proposals and Criteria

All proposals, except for study groups, receive a masked review by at least 3 reviewers who are Association members and who have presented their work at previous conferences and/or who have published relevant peer-reviewed research. Proposals must mask the identity of the author(s). Citing one's own work is permissible, and is often necessary and useful, but authors must be careful to not reveal their identity. At the discretion of the respective Area Chairs, proposals that provide obvious clues to an author's identity may be rejected or returned for revision.

General criteria for review

1. Significance to the field
2. Relevance and soundness of theoretical rationale
3. Rigor of methodology
4. Trustworthiness of results and conclusions
5. Appropriateness of citations grounded in the relevant literature
6. Clarity of proposal

Additional criteria for symposia and alternative format sessions

1. Coherence of the papers or presentations
2. Quality of individual papers or collectively

Additional criteria for study groups

1. Strong rationale grounded in the relevant literature
2. Well-organized and feasible agenda
3. Qualified facilitators

VIII. Presenting at the Annual Meeting

All paper and symposium presenters are expected to make well-organized and coherent oral presentations within the time limits established by the session chair. Each presenter must provide a 1-2 page précis for distribution to the audience or upload it to the file library Web site in advance of their presentation. The précis typically includes the name and address of the presenter, a statement of the issue or question being examined, tables or figures for key findings, a summary of the conclusions/interpretations, and key references. Roundtable and alternative session presenters typically provide something similar depending on what is appropriate for their session.

IX. Publication of Papers

Presenters are strongly encouraged to submit their papers for possible publication in either the *Yearbook* or the *Journal of Literacy Research (JLR)*. However, acceptance on the program does not guarantee publication. Consult the *Yearbook* style sheet (available at: www.nrconline.org/yearbook.html) for guidelines in preparing the manuscript. The *Yearbook* editors will send papers to appointed review board members for review. Individuals are also encouraged to submit papers to the ERIC system.

X. Student Outstanding Research Award

The Student Outstanding Research Award was initiated in 1985 to encourage greater participation of students in the Annual Meetings and to honor excellent scholarship. The award is given annually for an outstanding student paper, presented at the Annual Meeting, which may or may not be based on a dissertation. All forms of research, including conceptual papers, are welcomed. A version of the winning paper is published in the *Yearbook*. Those interested in applying should visit the award's Web site (www.nrconline.org/awards/studentaward.html) for application instructions and materials. Please check the criteria described below before requesting award information:

1. The paper must be solely student-authored. It may be co-authored with other students, but *cannot be co-authored with a faculty member, either as presented or in its published form.*
2. The research must have been conducted, at least in part, after August 1, 2008.
3. The proposal must have been accepted for presentation at the 2010 Annual Meeting.
4. The applicant must submit the full paper (25 pages or less) electronically by **September 15, 2010**, to the committee Chair accompanied by a brief note indicating that the applicant is applying for the 2010 Student Outstanding Research Award. See the Web site for information about application materials.
5. The applicant must also mail a completed sponsorship form (available from the committee Chair or the Web site) in which a faculty member at the home institution affirms that the applicant conducted the research.

XI. J. Michael Parker Award

The J. Michael Parker Award was established in 2001 in honor of J. Michael Parker, winner of the Student Outstanding Research Award, to encourage research in adult literacy. The award is given to graduate students and untenured professors who are LRA/NRC members and present research on adult learning or education at the Annual Meeting. Recipient(s) of the award will receive \$500 toward meeting travel expenses. Committee members will rate the submissions on the following criteria:

1. Research is capable of making a significant contribution to theory and/or practice of adult literacy learning and instruction.
2. Methodology is appropriate to the research question and of sufficient rigor.
3. Implications of the research are of a scope needed to impact the field.

Applicants are required to submit their full paper (25 pages or less) electronically by **September 15, 2010**. Papers must be double-spaced and in 12-point font. The text limit does not include references and any appendices. Send application materials to Erik Jacobson, committee Chair at: jacobsons@montclair.edu

PROGRAM CONTENT AREAS and CHAIRS – 2010 ANNUAL MEETING

Notes:

1. Please submit your proposal to the most appropriate content area. Questions about a topic's fit with an area can be directed to relevant Area Chairs via e-mail or a proposal can be sent to Area 13.
2. Proposals must be submitted electronically. Beginning January 18, 2010, please go to: www.nrconline.org for the link to the submission, review, and decision site.
3. DO NOT SUBMIT PROPOSALS DIRECTLY TO AREA CHAIRS!
4. Only the individual selected as the contact person when the proposal was submitted will be notified (by July 25, 2010) of the decision. This person MUST notify all other individuals on the proposal.

Program Content Areas: An Overview

Area 1:	Pre-service Teacher Education in Literacy
Area 2:	In-service Teacher Education/Professional Development in Literacy
Area 3:	Literacy Instruction and Literacy Learning
Area 4:	Literacy Assessment, Evaluation, and Public Policy
Area 5:	Early and Elementary Literacy Processes
Area 6:	Adolescent, College, and Adult Literacy Processes
Area 7:	Social, Cultural, and Political Issues of Literacy Practices In and Out of School
Area 8:	Literacy Learning and Practice in Multilingual and Multicultural Settings
Area 9:	Text Analysis/Children's, Young Adult and Adult Literature
Area 10:	Literacy Technology and Media
Area 11:	Research Theory, Methods, and Practices
Area 12:	Study Groups
Area 13:	Other Topics

PROGRAM AREAS AND TOPICS

AREA 1. Pre-service Teacher Education in Literacy

Research focusing on the study of pre-service teacher education in literacy including:

- Pre-service teacher education
- Pre-service teacher effectiveness
- Pre-service teacher cognition
- Pre-service teacher beliefs
- Pre-service teacher reflection
- Pre-service teacher development
- Pre-service teacher change
- The use of technology in pre-service teacher education

Area Co-chairs:

Seth Parsons	George Mason University	sparson5@gmu.edu
Mark Vagle	University of Georgia	mvagle@uga.edu
Kristien Zenkov	George Mason University	kzenkov@gmu.edu

AREA 2. In-service Teacher Education/Professional Development in Literacy

Research focusing on the study of in-service teacher education and professional development in literacy including:

- Professional development
- In-service teacher effectiveness
- In-service teacher cognition
- In-service teacher beliefs
- In-service teacher reflection
- In-service teacher development
- In-service teacher change
- The use of technology for in-service teacher education/professional development

Area Co-chairs:

Cheryl Dozier	University at Albany, SUNY	cldnsc@aol.com
Ellen McIntyre	North Carolina State University	ellen_mcintyre@ncsu.edu
Tammy Ryan	Jacksonville University	tryan2@ju.edu
Katherine Stahl	New York University	kay.stahl@nyu.edu
Ruth Wharton-McDonald	University of New Hampshire	wharton@unh.edu

AREA 3. Literacy Instruction and Literacy Learning

Research focusing on the nature and effects of literacy instruction and learning, PK-adult, including:

- Instructional practices/effectiveness
- Teacher effectiveness
- Program and instructional material effectiveness
- Instruction of at-risk students
- Technology and literacy instruction/learning
- Learning environments
- School effectiveness
- Compensatory programs
- Instruction of reading/learning disabled students

Area Co-chairs:

Jennifer Jones	Radford University	jjones292@radford.edu
Joan Rhodes	Virginia Commonwealth University	jarhodes2@vcu.edu
Jodi Welsch	Frostburg State University	jwelsch@frostburg.edu

AREA 4. Literacy Assessment, Evaluation, and Public Policy

Research focusing on assessment, evaluation, and public policy including:

- Public policy and literacy
- Large scale assessment
- Diagnosis/Individual assessment
- Technology and literacy assessment
- Classroom assessment
- Alternative assessments
- Assessment methods

Area Co-chairs:

Mary Applegate	Saint Joseph's University	mapple1492@aol.com
Tony Applegate	Holy Family University	tapple1492@aol.com
Jeanne Cobb	Coastal Carolina University	jcobb@coastal.edu

AREA 5. Early and Elementary Literacy Processes

Research focusing on the nature and use of literacy processes in learners of literacy, PK-elementary, including:

- Preschool/Early schooling
- Concepts about print
- Child development
- Vocabulary
- Phonemic awareness
- Writing
- Metalinguistic awareness
- Content-area reading and writing strategies
- Technology and early literacy processes
- Emergent literacy
- Literacy and language development
- Comprehension
- Word recognition
- Spelling
- Metacognition
- Motivation
- At-risk learners

Area Co-chairs:

Barbara Bradley	University of Kansas
Latisha Hayes	University of Virginia
Ana Taboada	George Mason University

barbarab@ku.edu
llh6e@virginia.edu
ataboad1@gmu.edu

AREA 6. Adolescent, College, and Adult Literacy Processes

Research focusing on the nature and use of literacy processes among adolescent, college and adult learners or users of literacy including:

- Comprehension
- Spelling
- Metacognition
- Critical analysis and interpretation
- Learning and study strategies
- Literacy learning and popular culture
- Adolescent development
- Technology and adolescent, college, and adult literacy processes
- Vocabulary
- Writing
- Metalinguistic awareness
- Content-area reading and writing strategies
- Motivation
- Literacy and work
- At-risk learners

Area Co-chairs:

Stergios G. Botzakis	University of Tennessee
J. David Gallagher	Mount Saint Mary College
Heidi Hallman	University of Kansas

sbotzaki@utk.edu
jgallagh@msmc.edu
hhallman@ku.edu

AREA 7. Social, Cultural, and Political Issues of Literacy Practices In and Out of School

Research focusing on the social, cultural, and political issues of literacy including:

- Socio-political issues of literacy teaching and learning
- Social class and literacy
- Critical literacy
- Popular culture
- Community literacy programs
- Technology and social, cultural, or political issues of literacy practices
- Disciplinary discourses
- Gender and literacy
- Culture and literacy
- Literacy and identity
- Family/family literacy
- Political issues of literacy
- School contexts (elementary, secondary, and post-secondary/adult)

Area Co-chairs:

Tanya Christ	Oakland University	christ@oakland.edu
Tisha Lewis	American University	tishal@american.edu
Gwendolyn McMillon	Oakland University	mcmillon@oakland.edu
Rachelle Washington	Clemson University	rdw@clemson.edu

AREA 8. Literacy Learning and Practice in Multilingual and Multicultural Settings

Research focusing on literacy learning and practices in multicultural and multilingual settings including:

- Dialect
- Second language learning
- Bilingualism and bi-literacy
- Technology in multilingual and multicultural settings
- Diversity
- ESL
- Sheltered English instruction
- Multiculturalism
- Political issues in second language/bilingual education

Area Co-chairs:

Xiufang Chen	Rowan University	chenx@rowan.edu
Caitlin Dooley	Georgia State University	cdooley@gsu.edu
Jeanne Fain	Middle Tennessee State University	jfain@mtsu.edu

AREA 9. Text Analysis/Children's, Young Adult and Adult Literature

Research focusing on literature and textual analysis including:

- Literature and authors
- Multicultural literature
- Pedagogical approaches
- Historical texts
- Technology, literature, and textual studies
- Literature and content analyses
- Literature across the curriculum
- Instructional issues
- Reader response

Area Co-chairs:

Cyndi Giorgis	University of Nevada Las Vegas	giorgisc@unlv.nevada.edu
Leigh Hall	University of North Carolina at Chapel Hill	lahall@email.unc.edu
Sharon O'Neal	Texas State University – San Marcos	sfoneal@aol.com

AREA 10. Literacy Technology and Media

Research focusing on the use of technology and media in literacy settings including:

Reading comprehension and hypermedia or Internet technologies

Computer-mediated communication

Literacy and technology

Digital learning

Students' uses of electronic technologies in and out of school

Media literacy

New literacies of the Internet and other Informational Communication Technologies (ICT)

Technology communities

Alternative media

Adaptive and assistive technologies

Intermediality

Multiliteracies

Area Co-chairs:

Julie Coiro

University of Rhode Island

jcoiro@mail.uri.edu

Elizabeth Dobler

Emporia State University

edobler@emporia.edu

Liqing Tao

City University of New York

tao@mail.csi.cuny.edu

AREA 11. Research Theory, Methods, and Practices

Presentations focusing on the literacy research enterprise including:

Innovative research tools

Innovative research approaches

Issues pertaining to the design of literacy investigations

Considerations for linking past research with current and future research

Relationships between research and policy

Relationships between research and practice

Analyses of tensions, dilemmas, issues related to conducting literacy research

Strategies for presenting research to various audiences

Historical, epistemological and paradigmatic issues related to literacy research

Relationship of questions, methods, analysis, and interpretation

Literacy researchers and their publics

Conducting literacy research in varying contexts

Issues related to the quality of evidence; making and justifying educational claims

The politics of research

Researcher identity

The research community

Issues related to standards of review

Issues related to identifying and framing workable problems

Area Co-chairs:

Nell Duke

Michigan State University

nkduke@msu.edu

Marla Mallette

Southern Illinois University Carbondale

mallette@siu.edu

AREA 12. Study Groups

Daily research and study group conversations, usually early in the morning, focusing on topics as they are proposed by the members.

Area Co-chairs:

Jill Castek

University of California, Berkeley

jcastek@berkeley.edu

Jonathan Eakle

Johns Hopkins University

jeakle@jhu.edu

Laura Henry

University of Kentucky

lauriehenry@uky.edu

AREA 13. Other Topics

Research on topics and areas not included in any of the categories above.

Area Co-chairs:

Jackie Malloy
Nadjwa Norton
Ellen Spitler

George Mason University
City College, CUNY
Dowling College

jmalloy2@gmu.edu
nnorton@ccny.cuny.edu
spitlere@dowling.edu

2010 CALL FOR PROPOSALS GUIDELINES FOR SUBMISSION

Proposals that are incomplete and/or do not conform to the following guidelines may be rejected without review.

Proposal Summary and Reference List. A summary of the proposed session with an accompanying reference list must be submitted as a single PDF or WORD file. The summary, excluding the reference list, must be **no more than 1500 words**. The reference list should include only those references cited in the Summary. No more than 5 tables or figures may be included in this file. The summary should not contain any obvious clues that identify the author(s) of the proposal. (Note. Citations of an author's work are permissible if they do not clearly identify the author - APA provides guidelines). The summary must present specific information based on the type of proposal being submitted and detailed as follows:

Paper or Roundtable Sessions. The summary should address the following in the order specified and as applicable: (a) purpose; (b) perspective(s) or theoretical framework; (c) methods and/or techniques; (d) data source(s); (e) results, conclusions and/or interpretations; (f) educational and/or scientific importance of the study, and (g) interest/connection to the audience.

Symposia or Alternative Format Sessions. The summary may be in one of the following two forms:

- A unified summary of all the papers or presentations that addresses *the information requested in the preceding instructions* for "Paper or Roundtable Sessions;" OR
- An overview of the session followed by summaries of each individual presentation containing *the information requested in the preceding instructions* for "Paper or Roundtable Sessions."

Study Groups. The summary should address the following in the order specified and as applicable: (a) importance of the topic; (b) issues to be considered; (c) evidence of members' interest in this area; (d) rationale grounded in current professional literature, including references; (e) an agenda, structure, and organization for the sessions; and (f) activities undertaken prior to the meeting to ensure adequate attendance and a successful study group experience.

Submission Deadline. Proposals **must be submitted electronically no later than 11:59 PM EST March 8, 2010.** Any proposal received after that deadline will not be reviewed.