

# National Reading Conference 2009 CALL FOR PROPOSALS

Proposals Must Be Submitted Electronically by 11:59 PM EST March 1, 2009

Please use the link located at: [www.nrconline.org](http://www.nrconline.org)

---

NATIONAL READING CONFERENCE – 59TH ANNUAL MEETING

*Albuquerque, New Mexico*

*December 2 – December 5, 2009*

*David Reinking, Program Chair*

*Patricia L. Anders, Assistant Program Chair*

---

---

## IMPORTANT DATES

---

- January 12, 2009 First date that proposals for the 2009 Annual Meeting may be submitted online
- February 11, 2009 2008 Annual Meeting papers must be submitted for review to the *Yearbook* Editors to be considered for publication
- March 1, 2009 Proposals for the 2009 Annual Meeting must be submitted electronically at: [www.nrconline.org](http://www.nrconline.org) by 11:59 PM EST
- July 25, 2009 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, 2009 Applications for the Student Outstanding Research Award must be received by the Chair of the committee
- October 1, 2009 Applications for the J. Michael Parker Award must be received by the Chair of the committee

---

### I. Theme

**“Literacy Research Past, Present, and Future: Multiple Paths to a Better World”** The theme of the 2009 Annual Meeting draws attention to how literacy research and the work of literacy researchers past, present, and future contribute, directly and indirectly, to human well being broadly defined and widely considered. Authors of proposals are encouraged to incorporate this theme into the rationale for their proposals and to seek connections to this overarching theme in their research questions, theoretical and methodological orientations, findings, and/or interpretive perspectives (see general criteria in section VIII B).

### II. General Information

The National Reading Conference (NRC), a non-for-profit professional organization, is comprised of individuals who share an interest in advancing literacy research and practice. Interested parties are invited to submit proposals for presentation at the 59th Annual Meeting. The Meeting will be held at the Albuquerque Convention Center in Albuquerque, NM. Guestroom rates for the hotels are \$139 (single/double). For general inquiries and a digital copy of the Call for Proposals, please visit NRC's Web site at: [www.nrconline.org](http://www.nrconline.org). Inquiries about specific areas of research should be directed to the respective Area Chairs (see Attachment A).

### III. General Regulations and Policies

Current membership in NRC 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. Submitters must have the consent of all participants and guarantee that presenters will attend the scheduled session at the assigned time with a 1-2 page précis of their presentation for distribution. Failure to do so may result in rejection of proposals submitted to subsequent meetings.

#### **IV. Guidelines for Submission and Deadlines**

All proposals must be submitted and reviewed online. Proposal submission will be available on January 12, 2009 at our Web site. 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 1, 2009**. 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 Areas 1 through 11 may be submitted to Area 12.

#### **V. Notification**

You will receive an e-mail confirmation when your proposal has been successfully posted online. If you do not receive a confirmation e-mail message, contact NRC Headquarters via e-mail at: [submissionhelp@nrconline.org](mailto:submissionhelp@nrconline.org) for assistance. The individual identified as the contact person when the proposal was submitted will also be notified by NRC Headquarters of the decision regarding acceptance or rejection of the proposal by July 25, 2009. **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.**

#### **VI. Audiovisual Equipment**

NRC will provide LCD projectors/screens for all sessions. Any additional AV must be paid for by the presenters and be requested through NRC Headquarters via e-mail at: [submissionhelp@nrconline.org](mailto:submissionhelp@nrconline.org).

#### **VII. Session Formats**

##### **A. Individual paper and roundtable**

Individual papers will be offered in two formats: paper sessions and roundtables. **Paper Sessions** include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the chair and audience. **Roundtables** allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes. Three types of individual papers will be considered. The **Research Report** provides background, rationale, questions, methodology, results, and implications of a completed study. The **Research-in-Progress Report** describes an on-going study that has made sufficient progress, provides interim results, and is usually presented as a Roundtable. 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.

##### **B. Symposia**

Symposia should focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction. Submitters are responsible for explaining the unifying theme, choosing the contributors and discussant, and identifying a session chair if they choose not to fill that role themselves. In addition, speakers and the discussant should exchange abstracts of their presentations well in advance of the meeting so that all participants can formulate their remarks in the context of the identified theme.

##### **C. Alternative format**

Alternative Format Sessions should focus on 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. Submitters who prepares a session with an alternative format are responsible for identifying a unifying theme and for selecting contributors, a discussant, and a chair for the session, if they choose not to fill that role themselves. Presenters and discussants should exchange abstracts of their presentations well in advance of the meeting so that all persons involved can formulate their remarks to promote understanding of the session's theme.

#### **D. Study group**

The purpose of a study group is to bring people together each day for a meeting to discuss ideas and research related to a topic. Submitters should provide a title identifying the focus of the study group with a strong rationale, a well-organized agenda, and facilitators. Attendance is open to all meeting participants.

### **VIII. Review of Proposals**

NRC is 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. Thus, the proposal review process is designed to favor high-quality research and discussions of important theoretical or methodological issues.

#### **A. Masked review**

All proposals, except for study groups, will receive a masked review by at least 3 reviewers who are NRC members and who have presented their work at previous conferences and/or who have published relevant peer-reviewed research. Proposals must be written carefully to mask the identity of the author(s). Citing one's own work is permissible, and is often necessary and useful, if doing so does not obviously reveal one's 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.

#### **B. General criteria for review**

1. Significance to the NRC membership and consistency with NRC's mission
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
7. Connection to conference theme (Note. An explicit connection to the conference theme is encouraged and will enhance a proposal, but the lack of a clear connection to the conference theme alone will not disqualify a proposal.)

#### **C. Additional criteria for symposia and alternative format**

1. Coherence of the papers or presentations
2. Rating of individual papers or activities

#### **D. Additional criteria for study groups**

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

### **IX. Presenting at the Annual Meeting**

All presenters are expected to make well-organized and coherent oral presentations within the time limits established by the session chair. Papers should not be read. Time must be reserved for a discussant's comments and for discussion among a session's participants and audience members. Each presenter must prepare sufficient copies of a 1-2 page précis for distribution to the audience or upload it to the NRC Web site. The précis should include 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.

### **X. Publication of Papers**

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

## **XI. Student Outstanding Research Award**

The NRC Student Outstanding Research Award was initiated in 1985 to encourage greater participation of students in NRC 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 *NRC Yearbook*. Those interested in applying should visit the awards Web site ([www.nrconline.org/awards/studentaward.html](http://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, 2007.
3. The proposal must have been accepted for presentation at the 2009 Annual Meeting.
4. The applicant must submit the full paper (25 pages or less) electronically by **September 15, 2009**, to the Committee Chair (Bridget Dalton [bridget.dalton@vanderbilt.edu](mailto:bridget.dalton@vanderbilt.edu)) accompanied by a brief note indicating that the applicant is applying for the 2009 Student Outstanding Research Award. See the NRC Web site for information about application materials.
5. The applicant must also mail a completed sponsorship form (available from the committee Chair or the NRC Web site) in which a faculty member at the home institution affirms that the applicant conducted the research.

## **XII. J. Michael Parker Award**

The J. Michael Parker Award was established in 2001 in honor of J. Michael Parker, winner of NRC's Student Outstanding Research Award, to encourage research in adult literacy. The award is given to graduate students and untenured professors who are 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 the full paper (25 pages or less) electronically by **October 1, 2009**. 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, Chair at: [jacobsons@montclair.edu](mailto:jacobsons@montclair.edu)

## PROGRAM AREAS and CHAIRS – 2009 NRC ANNUAL MEETING

### Notes:

1. Please submit your proposal to the most appropriate area. Questions about a topic's fit with an area can be directed to relevant Area Chairs via email or a proposal can be sent to Area 12.
2. Proposals must be submitted electronically. Beginning January 12, 2009, please go to: [www.nrconline.org](http://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, 2009) of the decision. This person must notify all other individuals on the proposal.

### Program 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 and Practices in Literacy
Area 8:	Literacy Learning and Practice in Multilingual and Multicultural Settings
Area 9:	Text Analysis/Children's, Young Adult & Adult Literature
Area 10:	Literacy and Technology/Media
Area 11:	Study Groups
Area 12:	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:

Julie Kidd	George Mason University	<a href="mailto:jkidd@gmu.edu">jkidd@gmu.edu</a>
Karen Spector	University of Alabama	<a href="mailto:kspector@bamaed.ua.edu">kspector@bamaed.ua.edu</a>
Kristien Zenkov	George Mason University	<a href="mailto:kzenkov@gmu.edu">kzenkov@gmu.edu</a>

**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	SUNY Albany	<a href="mailto:cldnsc@aol.com">cldnsc@aol.com</a>
Ellen McIntyre	North Carolina State University	<a href="mailto:ellen_mcintyre@ncsu.edu">ellen_mcintyre@ncsu.edu</a>
Katherine Stahl	New York University	<a href="mailto:kay.stahl@nyu.edu">kay.stahl@nyu.edu</a>
Ruth Wharton-McDonald	University of New Hampshire	<a href="mailto:wharton@unh.edu">wharton@unh.edu</a>

**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:**

Valerie Robnolt	Virginia Commonwealth University	<a href="mailto:vjrobnolt@vcu.edu">vjrobnolt@vcu.edu</a>
Amy Seely Flint	Georgia State University	<a href="mailto:aflint@gsu.edu">aflint@gsu.edu</a>
Jennifer Jones	Radford University	<a href="mailto:jjones292@radford.edu">jjones292@radford.edu</a>

**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:**

Les Burns	University of Kentucky	<a href="mailto:lburn2@email.uky.edu">lburn2@email.uky.edu</a>
Josephine Marsh	Arizona State University	<a href="mailto:josephine_marshall@asu.edu">josephine_marshall@asu.edu</a>
Courtney Zmach	American Institutes for Research	<a href="mailto:courtneyzmach@comcast.net">courtneyzmach@comcast.net</a>

**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	<a href="mailto:barbarab@ku.edu">barbarab@ku.edu</a>
Kelly Cartwright	Christopher Newport University	<a href="mailto:kewright@cnu.edu">kewright@cnu.edu</a>
Kevin Flanagan	West Chester University	<a href="mailto:kflanigan@wcupa.edu">kflanigan@wcupa.edu</a>

**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	<a href="mailto:sbotzaki@utk.edu">sbotzaki@utk.edu</a>
Heidi Hallman	University of Kansas	<a href="mailto:hhallman@ku.edu">hhallman@ku.edu</a>
J. David Gallagher	Mount Saint Mary College	<a href="mailto:jgallagh@msmc.edu">jgallagh@msmc.edu</a>

**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:**

Kristiina Montero	Syracuse University	<a href="mailto:mkmonter@syr.edu">mkmonter@syr.edu</a>
Gwendolyn McMillon	Oakland University	<a href="mailto:mcmillon@oakland.edu">mcmillon@oakland.edu</a>
Rachelle Washington	Clemson University	<a href="mailto:rdw@clemson.edu">rdw@clemson.edu</a>

**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:**

Lori Assaf	Texas State University San Marcos	<a href="mailto:lassaf@txstate.edu">lassaf@txstate.edu</a>
Xiufang Chen	Rowan University	<a href="mailto:chenx@rowan.edu">chenx@rowan.edu</a>
Julia Lopez-Robertson	University of South Carolina	<a href="mailto:lopezrob@gwm.sc.edu">lopezrob@gwm.sc.edu</a>

**AREA 9. Text Analysis/Children's, Young Adult & 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:**

Miriam Martinez	University of Texas San Antonio	<a href="mailto:miriam.martinez@utsa.edu">miriam.martinez@utsa.edu</a>
Janelle Mathis	University of North Texas	<a href="mailto:mathis@coe.unt.edu">mathis@coe.unt.edu</a>

**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 ICT

Technology communities

Alternative media

Adaptive and assistive technologies

Intermediality

Multiliteracies

**Area Co-chairs:**

Erica Boling

Rutgers University

[ecboling@rci.rutgers.edu](mailto:ecboling@rci.rutgers.edu)

David Lund

Southern Utah State University

[lundd@suu.edu](mailto:lundd@suu.edu)

Liqing Tao

City University of New York

[tao@mail.csi.cuny.edu](mailto:tao@mail.csi.cuny.edu)

**AREA 11. 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:**

Laura Henry

University of Kentucky

[lahenry96@gmail.com](mailto:lahenry96@gmail.com)

Nina Nilsson

Saint Joseph's University

[nina.nilsson@sju.edu](mailto:nina.nilsson@sju.edu)

**AREA 12. Other topics**

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

**Area Co-chairs:**

Jackie Malloy

George Mason University

[jmalloy2@gmu.edu](mailto:jmalloy2@gmu.edu)

Nadjwa Norton

City University of New York

[nnorton@ccny.cuny.edu](mailto:nnorton@ccny.cuny.edu)

Lisa Simon

City University of New York

[lisimon@ccny.cuny.edu](mailto:lisimon@ccny.cuny.edu)

## 2009 CALL FOR NRC 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 paper or session with an accompanying reference list must be submitted as a single MS WORD or RTF file. The summary, excluding the reference list, must be no more than 2500 words. The reference list should include only those references cited in the Summary. A total of no more than 5 tables or figures may be included in this file, if necessary. The summary should not contain any obvious clues to identify the author(s) of the proposal. (Note. Citations of an author's work are permissible if they do not clearly identify the author). 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 and/or conclusions; (f) educational or scientific importance of the study, and (g) interest/connection to NRC audience. Submitters are also encouraged to address the conference theme in one or more of the previous sections (see section VIII B).

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, as applicable.
- 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, as applicable. Submitters are also encouraged to address the conference theme in one or more of the previous sections (see section VIII B).

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. Submitters are also encouraged to address the conference theme in one or more of the previous sections (see section VIII B).

Submission Deadline Proposals **must be submitted electronically no later than 11:59 PM EST March 1, 2009.** Any proposal received after that deadline will not be reviewed.