MARYANN MANNING
FAMILY LITERACY CENTER
The University of Alabama at Birmingham
School of Education

Spring Literacies Conference 2019
Critical Literacies:
Building Bridges to Empower All Learners

Poster Session Guide

March 9, 2019
12:30-1:30
UAB Hill Student Center
1400 University Blvd
Birmingham, AL 35294

Collaboratively Presented by:
The Red Mountain Writing Project & The MidSouth Reading and Writing Conferen
LaSharee Davis  
Affiliation: Ramsay High School, UAB  
Traditional Master’s in Education Candidate  
Title: Finding the Right Place to Write: Flexible Seating in the Language Arts Classroom  
Description: This presentation will focus on using various seating options in the secondary language arts classroom to give students opportunities to produce writing products in less restrictive ways.  
Advisor: Dr. Sharonica Nelson  
Principal: Cassandra Fells

Patricia Merritt  
Affiliation: University of Alabama at Birmingham  
PhD, Educational Studies in Diverse Populations Student  
Title: Four Language Skills to Aid in Building Adult Immigrant Confidence in English Language Communication  
Description: This presentation will focus on literacy through reading using the following specific areas of focus: fluency, vocabulary, phonemic awareness, and comprehension. The presenter will discuss how utilizing various methods and techniques in order to scaffold the lessons and activities allows for each target to be employed repeatedly and efficiently with the use of comprehensible input.  
Advisor: Dr. Josephine Prado

Carl Floyd  
Affiliation: University of Alabama at Birmingham  
PhD, Educational Studies in Diverse Populations Student  
Title: New Literacies Among English Learners in a High School Level Career Preparedness Course  
Description: This presentation will focus on three main components. The first component focuses on ways to better support the development of new literacies among English Learners in a high school level Career Preparedness course. The second component discusses literature that focuses on cultural and linguistic responsiveness and how it’s used to guide the redesign of this course, while following the Career and Technical Education (CTE) course of study for the state of Alabama. The final component focuses on how the use of language is considered and supported throughout the design of lessons and the delivery of instruction.  
Advisor: Dr. Susan Spezzini

Melinda Harrison & Stacye Fraser Thompson  
Affiliation: University of Alabama at Birmingham  
PhD, Educational Studies in Diverse Populations Students  
Title: Empowering ELLs in Pursuing Written Literacy for Success in College Writing through a Summer Program  
Description: In response to inquiries and requests from local linguistic minority students for college literacy instruction, two doctoral students joined institutional resources to implement a summer ESL writing program. Institutional collaboration involves the local literacy council, a community college, and a university MA-TESOL program. These community institutions have joined resources to empower ELLs in pursuing written literacy for success in college writing. On the eve of the program’s fifth summer, the doctoral students have located program strengths, challenges, and areas of growth and will report on their plans for the Summer 2019 iteration of the program.  
Advisors: Dr. Josephine Prado & Dr. Tondra Loder-Jackson
Britani May, MS, MAT  
**Affiliation:** Minor High School  
**Title:** Your Words, My Words: How to ‘Move’ Texts  
**Description:** This session will give tangible strategies for teaching argumentative writing to secondary students.  
**Principal:** Kalvin Eaton  

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Madison Steen  
**Affiliation:** University of Alabama  
**Title:** Layering Literacy Through Art  
**Description:** The purpose of this presentation is to introduce the benefits of layering literacy through art as a fundamental tenet of ELA instruction. This study determined three outcomes of utilizing art forms in ELA classrooms: critical literacy, transmediation, and transformation. These three outcomes will be discussed in this presentation.  
**Advisors:** Dr. Latrise Johnson & Dr. Karen Spector  

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Hunter McGarity and Morgan Creech  
**Affiliation:** University of Alabama at Birmingham  
**Elementary Education Students**  
**Title:** Brain Breaks: The Positive Effects on Engagement  
**Description:** As future teachers, it is important that we research and understand methods for improving student attention spans to optimize academic instruction. In an effort to improve student attention spans, incorporating physical activity as a small “brain break” from instruction can guide student attention spans in a positive direction. By allowing students to use brain breaks within instruction, students are able to relax from academics. This time allows them to refocus their energy back on schoolwork at the conclusion of the brain break. Our research supports current research and states that physical activity positively impacts students’ attention spans and engagement.  
**Advisors:** Dr. Cora Causey and Lora Haghighi  

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Ashleigh Hancock, Colby Ferrill, & Iesha Adams  
**Affiliation:** University of Alabama at Birmingham  
**Secondary English Language Arts Education Students**  
**Title:** Knowledge is Power: An Analysis of Power Dynamics in Young Adult Literature  
**Description:** This presentation will explore how we as educators can promote critical literacy by helping our students to examine different power dynamics in society and how they are illustrated in literature (using YA novels).  
**Advisor:** Dr. Sharonica Nelson  

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Emily Duley  
**Affiliation:** University of Alabama at Birmingham  
**PhD, Educational Studies in Diverse Populations Students**  
**Title:** Preservice Teachers and Critical Literacy…What Works  
**Description:** This will be a brief dive into the world of preservice educators and the reading strategies that have resonated best for them during their training and internship and those they have continued to use as first and second year teachers. This will be the initial step in the process of assessing the experience of and exposure to more critical literacy for preservice secondary ELA teachers.
Jasmine Clisby
**Affiliation:** University of Alabama at Birmingham  
**PhD, Educational Studies in Diverse Populations Students**  
**Title:** Effective Literacy Strategies to Use in an E/LA Classroom  
**Description:** In this presentation, I will discuss 3 literacy strategies that I use in my secondary English classroom to promote student learning and engagement: 3 Levels of Reading, Post-Mortem of a Protagonist, and Dialectical Journals for AP Literature/advanced.  
**Advisor:** Dr. Tonya Perry

Wendy Martin
**Affiliation:** Wylam K-8 School  
**Title:** Literacy Strategies for Comprehension in the Middle School Urban Classroom  
**Description:** Often times students find it difficult to relay their comprehension of texts, but there are strategies that aid in student engagement and deep comprehension. This presentation will explore best practices strategies for student success.  
**Principal:** Ashley Samuels