

**UGA Department of Language and Literacy Education**  
**Graduate Student Publications Under LLE Faculty Members' Advisement**  
**(Published or Initiated while at UGA)**

**In press**

- Aaron, J.**, Bauer, E. B., Commeyras, M., **Cox, S.**, **Daniell, B.**, Elrick, E., Fecho, B., **Hermann-Wilmarth, J.**, Hogan, B., **Hernandez, A.**, Roulston, K., Siegel, A., & **Vaughn, H.** (in press). *No deposit, no return: Enriching literacy teaching and learning through critical inquiry pedagogy*. Newark, DE: International Reading Association.
- Alvermann, D. E., & **Wilson, A. A.** (in press). Redefining adolescent literacy instruction. In B. J. Guzzetti (Ed.), *Literacy for a new century*. Westport, CT: Greenwood Publishing Group.
- Baumann, J. F., & **William, T. L.**, (in press). Methods for reading instruction in grades 3-6. In B. A. Guzzetti (Ed.). *Literacy for the new millennium: Childhood literacy*. Westport, CT: Praeger.
- Baumann, J. F., **Ware, D.**, & **Edwards, E. C.** (in press). "Bumping into spicy, tasty words that catch your tongue": A formative experiment on vocabulary instruction. *The Reading Teacher*.
- Boyd, M. P.** & Rubin, D. L. (in press). How Contingent Questioning Promotes Extended Student Talk: The Function of Display Questions. *Journal of Literacy Research*
- Harklau, L., & **Pinnow, R.** (in press). Second language writing. In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook on adolescent literacy*. New York: Guilford.
- Hu, R.**, & Commeyras, M. (in press): A case study: Emergent biliteracy in English and Chinese of a five-year old Chinese child with wordless picture books. *Reading Psychology*.
- Hundley, M.** (in press). Hypertext and young adult literature. In A. Soter, M. Faust, & T. Rogers (Eds.), *Interpretive play: Extending literate thinking using literary theories and young adult literature*. Norwood, MA: Christopher Gordon.
- Kang, O.** (to appear). *The effect of rater background characteristics on the rating of International Teaching Assistants Speaking Proficiency*. Spaan Fellow Working Paper, 6.
- Salas, S.**, & Gyrson, L. (in press). Freewriting across the EFL curriculum. In A. Burns & H. de Silva Joyce (Eds.), *TESOL Curriculum Development Series: Planning and Teaching Within a Required Curriculum for Adults (Vol. 7)*. Alexandria, VA: Teaches of English to Speakers of Other Languages Inc.
- Souto-Manning, M.** (in press). Book review: *Negotiating critical literacies with young children*. *Linguistics and Education*.
- Souto-Manning, M.** (in press). Education for democracy: The text and context of Freirean culture circles in Brazil. In B. Levinson and D. Stevick (Eds.), *"The time of the dictators is over!": How diverse nations and cultures form democratic citizens*. Lanham, MD: Rowman-Littlefield.
- Ware, D.**, **Mallozzi, C. A.**, **Edwards, E. C.**, & Baumann, J. F. (in press). Collaboration in teacher research: Complicated cooperation. In C. A. Lassonde & S. E. Israel (Eds.), *A comprehensive guide to teacher research*. Newark, DE: International Reading Association.
- Washington, R.**, **Bishop, J.**, Bailey, E., & Allen, J. (in press). Teaching for social justice. In B. Guzzetti (Ed.), *Literacy for the new millennium: Childhood literacy*. Westport, CT: Praeger/Greenwood.

- Williams, T. L.** (in press). Informational storybooks. In S.E. Israel (Ed.), *The primary-grade teacher's book of vocabulary word lists: Enhancing literacy using authentic vocabulary and children's literature*. Thousand Oaks, CA: Corwin Press.
- Wilson, A. A.** (in press). Motivating young writers through 'write talks': Real writers, real audiences, real purposes. *The Reading Teacher*.
- Wilson, A. A.** (in press). Moving beyond the page in content-area literacy: Comprehension instruction for multimodal texts in science. *The Reading Teacher*.
- Zoss, M.** (in press). Visual arts and literacy. In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook on adolescent literacy*. New York: Guilford.
- Zoss, M. & Jones, S.** (in press). Enhancing literary reading through visual and language arts practice. In A. Soter, M. Faust, & T. Rogers (Eds.), *Interpretive play: Extending literate thinking using literary theories and young adult literature*. Norwood, MA: Christopher Gordon.

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- Botzakis, S.** (2007). *Pretty in pictures: Questioning magazines*. Mankato, MN: Capstone Press.
- Fecho, B. & Botzakis, S.** (2007). Feasts of becoming: Imagining a literacy classroom based on dialogic beliefs. *Journal of Adolescent and Adult Literacy*, 50, 548-558.
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- Commeyras, M., & Inyega, H. N.** (2007). An Integrative Review of Teaching Reading in Kenyan Primary Schools. *Reading Research Quarterly*, 42(2), 258-281.
- Hermann-Wilmarth, J. M.** (2007). Full inclusion: Understanding the role of gay and lesbian texts and films in teacher education classrooms. *Language Arts*, 84, 347-356.
- Holbrook, T., & Kay, A.** (2007) Book review: A fresh perspective on qualitative inquiry. *Journal of Literacy Research*, 39(2), 281-288.
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- Obijiofor, C.** (2007). Book review. *Journal of Language and Literacy Education* [On-line], 3(1), 87-90. Available: [http://www.coe.uga.edu/jolle/2007\\_1/The\\_Coach\\_s\\_Desk\\_Reference\\_final.pdf](http://www.coe.uga.edu/jolle/2007_1/The_Coach_s_Desk_Reference_final.pdf)
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- Smagorinsky, P., **Cameron, T.**, & O'Donnell-Allen, C. (2007). Achtung maybe: A case study of the role of personal connection and art in the literary engagement of students with attentional difficulties. *Reading & Writing Quarterly*, 23, 333–358.
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