Time	Room	Presenter(s) and abstract
10:30am – 11:45am	The Commons 318	*Kimberly Feldman – Language Literacy and Culture (Oral Presentation)* *Beyond the Teachers Lunchroom: Professional Identity, Teacher Voice, and Education Reform* Influenced heavily by the dominant narratives and cultural myths about teachers, education policy in the United States has created bureaucratic burdens that constrain teacher practice, fundamentally change what it means to be a teacher, and raise alarming concerns about the future of the profession. Within the safe space of their professional community, teachers speak passionately about the negative impact current education reform has on teaching and learning. Unfortunately, there is a fundamental disconnect between the professional community of teachers and the businessmen and politicians that shape education policy. Because of the feminization of the profession, the vilification of teachers in the media, and prevailing positivist perspectives of research, those in power devalue the craft knowledge, experience, and expertise of teachers, failing to give teacher voice a place in policy making. In seeking to explore possible avenues for addressing this absence in policy conversations, teacher voice must be validated. This study draws on theory and research related to identity, collective action, and resistance to analyze a series of semi-structured interviews of secondary teachers. Preliminary findings suggest that the marginalization of teacher voice in policy-making stems from lack of time, recognition, discourse, and access. These findings also suggest possible avenues for strengthening teacher voice by providing teachers with the time and space to foster communities of practice and collective action, allowing them to work collaboratively to shift the narrative and challenge prevailing cultural myths about their work.
10:30am – 11:45am	The Commons 331	**Erin L. Berry – Language, Literacy and Culture (Work in Progress)** *Embodied & Disembodied Social Spaces: An Analysis of Sociolinguistic Self- Presentation Training Programs at HBCUs.* The digital landscape is pervasive and fluid and it operates as a multi-modal terrace for people to engage and disengage rhizomatically with their computers, tablets, and smartphones to post, comment, like, tweet, or re-tweet their and other's views. In considering the strategic and purposeful development of these multi-modal spaces and their application to individual lives, the covert and overt contextual consequences of forced and voluntary use and its possible impact in and outside of the digital must be recognized. Younger generations, including the millennials, have grown up in an era in which digital communication and self-expression is the norm. While much scholarship has been focused in the areas of digital and multi-modal voice, presence, and perception of users, senders, and receivers, not enough of it focuses on the impact that (disembodied) social media identity construction has on the (embodied) practices of Black students at Historically Black Colleges and Universities (HBCUs). This presentation will provide a review of online sociolinguistic self-presentation training programs that exist for Black millennials at HBCUs, what these programs accomplish, what they do not accomplish, and the ways that they can prepare Black millennials with a critical skillset of sociolinguistic self-presentation in social media environments as they embark on post-graduate careers.

Ibrahim Er – Language, Literacy and Culture (Work in Progress)
Quantitative Analysis of Scoring in TV Series Adaptations: A Comparison of Monk and Galip Derviş

Ever since 1894, when the Edison Company first attempted to produce a sound film, media scholars have discussed the effect of scoring in motion pictures. Some have seen it as merely supplementary to narrative image, whereas others have gone so far as to call it a narrative by itself that delivers intangible messages of its own. Built upon this contentious debate, this paper brings a new perspective to the analysis of scoring as a narrative by focusing on TV series adaptations in general, and comparing the US and Turkish version of the US television series *Monk* in particular. It will incorporate quantitative data based on relative sequence length, scoring length, and type of music and sound. Additionally, it will explore their differing interplay with the narrative image within their individual cultural setting. To accomplish this, this paper analyzes the first episodes of both TV series, entitled "Mr. Monk and the Candidate" and "Başkana Suikast" ("An Assassination Attempt on the Mayor"). The two episodes share an almost identical story line, location, and characters. However, the Turkish adaptation contains some additional scenes and characters, as well as scenic changes to address cultural proximity issues such as chastity and politics. The biggest divergence occurs in terms of music scoring. Using quantitative data, the paper will compare their interrelationship with the overall narrative structure and content. It will illustrate how this divergence in scoring creates a difference in the overall meaning of the episodes.

Mary Laurents – Language Literacy and Culture (Oral Presentation)
An Expanded Interpretation of Melucci's Concept of Negotiated Collective Identity and its Application to the 19th Century English Public Schools

In *Nomads of the Present*, Alberto Melucci describes the development of collective social phenomena – including what he terms collective identity or the 'collective actor' – as a result of processes that bridge the gap between individual and group identity and action. Melucci defines collective identity as a set of behaviors and a set of values through which a group defines itself. He further sees the formation of collective identity as a process of negotiation between individuals and the group – with the individual adopting group behaviors and values in return for the benefits of group membership. While Melucci's groundbreaking analysis was focused on developing an understanding of the formation and development of (largely Left Wing) socialist activist groups in the 1970s, I believe that the processes that he describes are generalizable and can be applied to analyses of historical situations as well as current or recent socio-political ones. My work focuses on the role of upper class collective identity in supporting the resilience of the British upper class socio-political hegemony in the 19th and early 20th century and seeks to expand the current interpretation of Melucci's analysis to show how the processes he described can be applied to explain the maintenance of that collective identity. The 19th century English Public Schools served as training grounds for upper class men and can be seen as a critical element in the negotiation process underlying the establishment and transmission of collective identity. My work uses 19th and early 20th century "schoolboy" literature as well as memoirs and biographies to show examples of the working of the processes / mechanisms described by Melucci as underlying the establishment and maintenance of upper class collective identity and, by association, of upper class socio-political hegemony.

Lunch **12:00pm-** **12:30pm**	**UC** **Ballroom**	**Welcome Speeches:** **Ms. Romy Hübler**; GRC Chair; Doctoral Candidate, Language, Literacy and Culture, UMBC **Dr. Janet Rutledge**; Vice Provost and Dean of the Graduate School, UMBC **Dr. Philip Rous**; Provost and Senior Vice President for Academic Affairs, UMBC
Keynote Panel **12:30pm-** **1:30pm**	**UC** **Ballroom**	**Topic:** Have you ever wondered what your research would be like if you collaborated with folks from other disciplines? This panel gives you the opportunity to get answers to your questions! Panelists will discuss their work, share insights, and give advice. Don't miss this chance to envision where you can take your research. **Moderator:** **Ms. Rachel Carter;** Doctoral Candidate in Language, Literacy and Culture; Member, UMBC Interdisciplinary Activity Taskforce **Panelists:** **Dr. Judah Ronch**; Dean of the Erickson School, UMBC **Dr. Lee Blaney**; Assistant Professor Chemical, Biochemical, and Environmental Engineering, UMBC **Dr. Michelle Stefano**; Visiting Assistant Professor, American Studies, UMBC; Assistant Director, Maryland Traditions **Mr. Lee Boot**; Associate Director, Imaging Research Center, UMBC
1:45pm – **3:00pm**	**The** **Commons** **318**	**Tymofey Wowk and May F. Chung, Language, Literacy and Culture; Claire Hempel – Statistics (Oral Presentation)** *Understanding the Classroom Context of Latino English Learners and Its Influence on their Social-Emotional Development* This presentation examines the social-emotional development of young Latino English learners (ELs) compared to Latino English speakers, Whites, and Blacks, and the influences of socioeconomic status (SES) and their classroom context by using a newly released national dataset, the ECLS-K: 2010/11. We know that social-emotional development influences academic success. In addition, there are four new social-emotional measures as reported by teachers in this dataset: attentional focus, inhibitory control, conflict, and closeness. It is also important to investigate dimensions of the classroom context, specifically average classroom SES, teacher satisfaction, and classroom climate. Preliminary results indicate that after controlling for SES, teachers reported that Latinos ELs had higher attentional focus and inhibitory control, and lower conflict than Latino English speakers, Whites, and Blacks; however, teachers reported that they felt more closeness with Whites than with Latino ELs. Latino ELs were also rated higher on readiness beliefs than Whites, had more satisfied teachers than Blacks, and attended kindergarten with the lowest average SES among peers in the same classroom. Multi-level model strategies and regression approaches will be used to disentangle the influence of classroom factors on social-emotional development. The findings from this study may be useful in increasing our understanding of, and developing interventions targeted for, the most predominant minority group in U.S. schools, Latino English learners.

David Balosa – Language, Literacy and Culture (Oral Presentation)
Political Discourse Analysis as a Research Methodology in Intercultural Communication Study

The argumentation of the political elites about their support for language domination, such as English monolingualism in the U.S., has perpetuated social inequality and the violation of the right of democratic participation of minorities in the United States' political actions. The deconstruction of this hegemonic language politics needs a research methodology that analyzes speech that masks dominant mindsets. Through various examples that previous PDA's research across institutions and nations-states, PDA provides the insight and tools that students and established scholars in intercultural communication and related disciplines need if their research is to shed light on how hegemonic ideologies function. It also provides orientation about the way one can counterattack these ideologies to eradicate symbolic violence towards minority languages, establish language use legitimacy in compliance with human rights and promote unity within diversity. I draw from sociolinguitics, moral and sociopolitical philosophy, and social psychology to evaluate the critical contribution of PDA for intercultural communication research. I conclude that employing PDA as an approach for intercultural communication research may constitutes an avenue for the radical transformation of the actual political argument that sustains cultural disparagement and mischaracterization of the United States' interculturality into a dialectical discourse of cultural reciprocal recognition and mutual empowerment for a common humanity.

Satarupa Joardar – Language, Literacy and Culture (Oral Presentation)
Twitter and mainstream media discourses of a social movement: An exploratory case study of the Indian anti-corruption movement of 2011

World events of 2010-2011, commonly known as the Arab Spring, led scholars to conduct prolific research about "Facebook revolutions" and "Twitter protests." However, the complete picture and the ground reality of the influence of technology and social media on protest movements is much more complicated and nuanced. Social media cannot and have not caused protests; people have caused these events, with the help of technology and my dissertation research aims to find out how. Therefore, I investigate how the 2011 Indian anti-corruption movement or the Anna Hazare anti-corruption movement was able to use mass media and online social media to play a crucial role in helping social movement activists and organizers broadcast their movement's appeals and needs. Access to the Internet in India is highly fragmented and stratified with only 10% of the nearly 1.2 billion population having access. A larger percentage of Indians, about 70% have mobile phones with potential access to the Internet. The Anna Hazare movement, for the first time in India's rich history of social movements, was able to harness mobile and media technologies to generate offline and on-the-ground support for its cause. My dissertation explores the ways in which this movement was able to accomplish the successful dissemination of the movement's ideology and goals by examining the discourses surrounding the movement in the various media. Specifically, I focus my examination on the discourses that occurred on Twitter, two pan-Indian English language newspapers and the testimonies of a few organizers of the movement.

| 1:45pm – 3:00pm | Commons 331 | **Jiselle Providence – Language, Literacy and Culture (Work in Progress)** *The Ricochet of Resistance: The Cultural Reproduction of Violence in Trinbagonian Mores*

This paper takes a critical approach to the problem of violence in the country of Trinidad and Tobago. In this instance the paper identifies violence as a common form of diasporic resistance. The paper identifies violence as a means through which social supremacy, power and attention were achieved throughout the history of the twin-island republic and proves that violence has become and is still currently an acceptable aspect of Trinbagonian culture; deeply embedded within the fabric of cultural knowing. The paper firstly traces the use of violence as a means of control which was adopted by early colonists and further identifies the ways in which violent acts were used to establish social, political and economic supremacy. Secondly, the paper focuses on violence as a form of resistance which was adopted by the sub-altern population against colonial control. It also highlights the positive outcomes of these acts of violence and the successes which the change agents themselves were able to attain through the use of violence. Thirdly, the paper highlights the re-production, re-enactment and normalization of acts of violence and identifies these acts in various aspects of Trinbagonian culture today. To this end, the paper identifies violence as a reliable, results-oriented act of resistance which is inherent and highly culture driven in Trinbagonian society. |