



LAC NOV 18-19 2016

 **HYATT REGENCY GUAM**
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Tamuning, 96913 Guam





College of Liberal Arts and Social Sciences

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Programs

Bachelor of Arts

Anthropology
Communication
(Communication Studies, Journalism & Mass Media)
English
(Language, Literature, or Education)
Fine Arts
(Art, Music, & Theatre)
History
Pacific Asian Studies
(Chamorro Studies)
Philosophy
Political Science
Psychology
Sociology

Minors

Ethics (minor or certificate)
Women and Gender Studies (minor or certificate)
Geography (minor)
Japanese Language (minor)
Writing (minor)
Modern Languages: Chamorro, Tagalog, Spanish,
French, Chinese (academic support programs)

Master of Arts

English
Micronesian Studies (Certificate)

Master of Science

Clinical Psychology



For more information contact:

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UOG Station
Mangilao, Guam 96923

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Message from the Senior Vice President, Academic and Student Affairs

Håfa Adai!

Warmest greetings to the participants and sponsors of the 29th Annual Regional Language Arts Conference!

I continue to profess the development of all literate citizens to support our overall quality of life. Through the collective effort of our partners represented at this conference, we can strengthen the state of readiness of our students to excel throughout their primary and post-secondary years of education. Our students in turn, through improved critical thinking, content and information literacy competencies can become optimal value-added contributors to the societies they live in to benefit not just their generation but generations that follow.

This year's theme, "Reading Writing Together: Collaborate to Calibrate" embodies the commitment by all education partners to foster stronger partnerships that make sense for all. We look forward to the value-added presentation by keynote speaker, Dr. Kevin Colleary, as well as other presenters throughout the conference, that will complement this theme. The strengthened networks that result over the next two days should yield further value as we work towards advancing the purpose of this annual conference.

Si Yu'os Ma'åse' to the University of Guam College of Liberal Arts and Social Sciences' Division of English and Applied Linguistics and co-sponsors, the School of Education and the Guam Council of the International Reading Association (IRA), for another successful collaborative initiative. Many thanks to the Guam Department of Education for continued support and partnership as we work cohesively towards developing the intellectual infrastructure of our island and surrounding region through our progressive educational pipeline. I wish you continued success and growth in the years ahead.

Sinseramente,

Anita Borja Enriquez, D.B.A.



Message from the Dean of College of Liberal Arts and Social Sciences

Dear Conference Participants:

Welcome to the 29th Annual Regional Language Arts Conference!

The College of Liberal Arts and Social Sciences is extremely proud to be the primary sponsor of this regional conference. This year, the conference is bringing over two hundred educators from our region together to discuss a number of very important issues related to the language arts. The foundation of the education of our youth is the language arts.

We are pleased to note that there are more off-island participants this year from Saipan, Rota, and the Federated States of Micronesia.

First and foremost, this conference is an opportunity to learn from each other, share new ideas and techniques for teaching and student learning, and to celebrate your successes.

Congratulations for the impressive array of presentations for the two day conference. The topics are very interesting and informative. There are so many interesting sessions that I believe the challenge facing you today will be deciding which concurrent session to attend.

I hope that you will learn much from this conference, and that you will go back to your respective campuses energized by the sessions and inspired with new ideas for your classes.

Sincerely,

James D. Sellmann

Dr. James D. Sellmann, Dean
College of Liberal Arts and Social Sciences



GUAM ISLAND-WIDE

The Island-wide Writing Challenge is open to all Guam students from K-12th grade and aims to foster a love for writing and reading in and beyond Guam's school environment.

DEADLINE FOR ALL SUBMISSIONS
IS FEBRUARY 15, 2017.

Check our website:
guamwritingchallenge.com
for more details!

**\$100 CASH PRIZE for each
division!**

**All accepted submission will be
included in an e-publication!**



***Submissions should be sent via email to
writingchallengeguam@gmail.com or
dropped off to the English Division
Office, 2nd floor of the English &
Communications Bldg. at U.O.G. by
5:00pm.**

***Submissions should not depict or
contain any illegal, lewd, or offensive
content. This challenge reserves the
right to disqualify any submissions on
these grounds.**

**Sponsored by the College of Liberal Arts and Social Sciences and organized by the students
of the Division of English and Applied Linguistics.**

WRITING CHALLENGE

ELEMENTARY SCHOOL DIVISION



Prompt: "What is your favorite thing and why?"

*Students in K & 1st grade will submit 3-5 sentences, 2nd & 3rd grade will submit 7-10 sentences, and 4th & 5th graders will submit 15 or more sentences of a narrative. Poems will be accepted, with a minimum of 3 sentences describing the creative process. There is no limit on the poem's length.

MIDDLE SCHOOL DIVISION

Prompt: "Writing makes me feel..."



*Students will submit a narrative essay of 400-500 words. Creative pieces, such as poetry, will be accepted, accompanied with no more than 250 words describing the creative process. There is no limit on the poem's length.

HIGH SCHOOL DIVISION

Prompt: "What does cultural identity mean to you?"



*Students will submit a non-fiction or creative narrative of 500-600 words. A student may wish to submit poetry, no less than 20 lines and no more than 45 lines total, with an accompanying 250 words describing the creative process.

Message from IRA President

Hafa Adai and welcome to the 29th Annual Regional Language Arts Conference! The Guam Council of the International Reading Association is pleased to once again co-sponsor this conference. It is one of the literacy highlights of the year.

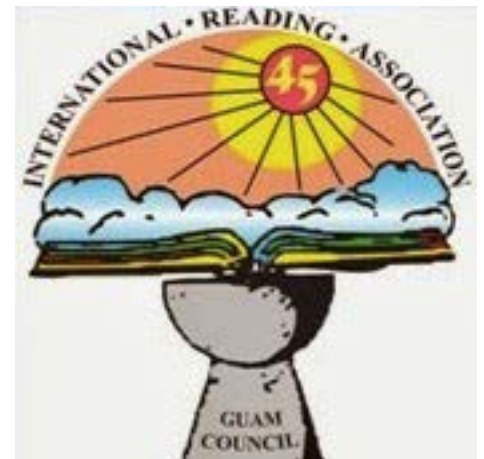
This year's theme, "Reading Writing Together, Collaborate to Calibrate" brings focus to reflecting on our processes and practices of reading writing together with our students and with each other. It is important to authentically examine the work and practice of reading writing together. This will enable us to build a community of strong readers and writers.

We welcome Dr. Kevin Colleary, of McGraw-Hill Education, the keynote speaker who will share the importance of reading writing together in the content areas and effective ways to meet common core standards.

On behalf of the council, I want to thank the committee members who have organized the conference, the sponsors, and to my fellow educators for all that you do to actively engage your students in the learning process.

I encourage you to share ideas and strategies, as well as collaborate with your colleagues to enhance your teaching and ultimately empower your students in the classroom!

Si Yu'os Ma'ase',
Dr. Matilda Naputi Rivera
2016-2017 President
Guam Council of the International Reading Association



Language Arts Conference Commitee

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Language Arts Conference



KEYNOTE SPEAKER: ABOUT DR. KEVIN COLLEARY



Dr. Kevin Colleary is an Adjunct Assistant Professor for the Graduate School of Education at Fordham University in New York. He teaches graduate level courses in educational foundations, philosophy and history of education as well as content area reading methods for science (STEM) and social studies. He works with elementary pre-service science, social studies and reading teachers in public and private schools including supporting them in internship and student teaching roles through supervision, mentoring and classroom instruction. In addition, he works closely with school administrators and classroom teachers on issues related to Common Core State Standards. He has also taught at Hunter College in New York and Harvard University in Cambridge, Massachusetts.

Dr. Colleary is an author for McGraw-Hill Education. He is a member of the senior authorship team, which conceptualizes and writes national and state specific K-6 elementary social studies programs. He creates and provides professional development support materials and seminars for state curriculum leaders, district leadership and classroom teachers on content area reading and social studies curriculum issues. He has also served as Director of National Marketing for Benchmark Education Company in New Rochelle, New York. He served in various positions for McGraw-Hill as Senior Marketing Manager of English, National Marketing Manager of Reading/Language Arts, Director of Social Studies Curriculum, National Social Studies Consultant, and Marketing Manager of Social Studies.

PRESENTATION ABSTRACT:



“Teacher understanding of reading writing together in the content areas can help increase student achievement”

Reading Content, Reading Opinion, Reading Narrative: Reading ALL Sorts of Writing Together!

This presentation will focus on the powerful role that student-teacher collaboration - while working with all forms of student writing - can have on student achievement and learning. The presentation will begin by examining some of the more interesting philosophical background employed in student-teacher collaboration in college composition courses by university researchers and faculty. Taking this into the K-12 world, the presenter will focus on how student achievement can be increased by better understanding the benefits found in reading writing together across all writing types and experiences. A focus on the connections and types of writings expected from the Common Core State Standards will ground the presentation in real world applicability. Another focus will be on the importance of teaching content writing in areas like social studies and science. The presenter will argue that deeper teacher understanding of ‘reading writing together’ in the content areas can help increase student achievement in these areas. Strategies for collaboration will be shared and discussion among teachers will be supported as we work to help English/Language Arts and content teachers better understand how these strategies can help achieve CCSS goals and increase student achievement.

Friday Schedule November 18, 2016

4:00 - 4:30 Registration High Tea		
Ballroom A	4:30 - 5:00 Opening Ceremony with Dr. Anita Enriquez, Dr. James Sellmann, IRA President, Dr. Matilda Rivera	
Ballroom A	5:00 - 6:00 Plenary Session with Dr. Margaruite Smith " Common Core Standards"	
6:00 - 6:45 Presentations		
Ballroom A 6:00 - 6:45	Carol Simpson-Warner Reading Strategies for Success in College Writing	Because much of college writing is in response to text, student success depends in large measure on reading skills that go beyond basic comprehension to include inference, analysis, and synthesis. This workshop will offer reading strategies that students can learn and take with them to college, where a personal repertoire of strategies is helpful because most reading is done independently. High school and middle school teachers can share these strategies with their students within existing curriculum.
Santa Rita 6:00 - 6:45	Dr. Quan's LN400/LN500 Applied Linguistics Students'	
	Ruby Palmes Pragmatics in the movie <i>Shrek</i>	This presentation analyzes the Pragmatics of the speech in the movie <i>Shrek</i> . It introduces the Conversational Maxims and how the utterances/lines in the movie Flouts or Violates these Maxims.
	Criezylle Bayawa His & Her Possessive Pronouns	This scratch program is an interactive educational game to practice students' his/her possessive pronouns at an beginner level for ESL students to match the appropriate possessive pronouns in the examples provided of the sentence structure.
	Kreesha Aquino Frases en Espanol/ Spanish Phrases	This presentation will be about Spanish words and phrases. Attendees will learn some Spanish terms in different contexts.
	Tamar Celis	
Magellan 6:00 - 6:45	Dr. Clarisa Quan Teachers often get stumped when puzzled students ask, "But why..." questions about spelling and irregular word forms. This presentation will provide answers to queries about why English is "tough stuff".	This presentation will give the story behind spelling difficulties in English, and suggests methods teachers can use to address many of them!
Santa Rosa 6:00 - 6:45	Dr. Quan's LN400/LN500 Applied Linguistics Students'	
	Ryo Espinosa Basic Kanjies	I will be introducing the basic kanjies to those who are interested in the learning the types of kanji that are in use
	Artken Cada His & Her Possessive Pronouns	I will be doing a scratch project pertaining to learning basic korean words/phrases that anyone can use. During the presentation, images will be shown that pertain to assisting with learning specific/words/phrases. Also, and will be included on how to pronounce the specific words/phase properly and correctly.
	Julie Garcia Scratch on Chamoru Phrases	This presentation will be about Spanish words and phrases. Attendees will learn some Spanish terms in different contexts.
	Tonisha Lujan Learning Suffixes with Scratch	My presentation is on an educational game that I created using the Scratch program. The game is in the format of a quiz. The questions in the game require the player to give the correct suffix to turn a specific word into another part of speech.

Saturday, November 19, 2016

7:30 - 8:30

Registration

Table Displays Hyatt's Morning Refreshments

8:35

Opening Session & Welcoming Remarks

8:50 - 10:00

Presentations

Ballroom A 8:50	Manny Cruz Addressing Multimodality in the Postcolonial: Literary Arts and Community Publishing in the Study of Indigenous Activism	The past two years have been groundbreaking for Chamorro self-determination and civil rights activism movements. With recent calls by Pacific scholars for transdisciplinary study and an exploration of nontraditional texts, this presentation makes the case for the importance of multimodal research in a neocolonial Guam on the brink of social revolution. By positioning Craig Santos Perez, given fatal impact statements in the discourse of anticolonial rhetoric, a model, or a beckoning at least, is made for other like works to enter into academic conversations of social, economic, political, and environmental contention in the Pacific. It would suffice to say that the fields of study this topic is located in is extremely varied (from literary studies to communication, history, sociology, anthropology, and yes, even composition). This presentation is part of a larger body of work that examines Chamorro activism and political rhetoric from 2015 to 2016.
Ballroom B 8:50	Thomas Santos Poetry of All Kinds	The focus of my presentation will be on creative fiction piece that is loosely based on actual events. The creative piece tells the story of modern day Chamoru students, kids, and adults in our current society and environment. During the construction process of this piece, I relied partially on inspiration from social media. This inspiration has prompted me to observe and analyze patterns between social media writing and academic writing. I wanted to notice if there were trends that can be paralleled between academic writing and non-academic writing. The presentation will focus on this part of my writing process, in contribution to the creative piece as a whole.
Ballroom C 8:50	Teresita Perez Analytical Writing, or some Dos and Don'ts of Meta-Commentary	Every semester, the English Placement Testing (EPT) team at UOG prepare to rate the hundreds of essays that come our way. We look for the college-ready writer, one who can make a claim, deliver specific evidence in support of it, and write an analysis (meta-commentary) linking that evidence back to the claim. We also keep an eye out for the traits of inexperienced academic writing: at worst, the unfocused, free association of ideas to, at best, analyses of very little, if any, specific evidence. Other things of course influence the decision to place someone into EN 110 or not; however, quite a few of the 80% of our incoming freshmen who place into classes for under-prepared academic writers do so because of too much or too little meta-commentary. The presenter, who is the EPT Coordinator for UOG, will discuss and examine the role of meta-commentary in academic writing using both student and professional essays as guideposts; additionally, she and her audience will explore ways to help students write analytically.
Santa Rosa 8:50	Jocelyn Delica Creative Writing and Critical Analysis: From Sentence to Structure	What is the purpose of teaching creative writing in the language arts curriculum? There is a reciprocal benefit to be gained from having high school students practice creative writing in the context of literature, composition, and the language arts. Their creative efforts benefit from the close reading of stories, when they scrutinize character, motivation, plot, pacing, and so on; and those same creative efforts benefit from the study of language, including mechanics and the basic elements of an essay, insofar as they learn to identify and criticize style and structure. Likewise, their practice of creative writing instills a flair, an "edge," if you will, and vigor of engagement (even ownership) in their study of literature, language, and composition. In short, when students are encouraged to create literature, their sense of participation in their studies intensifies where once they felt like mere spectators and consumers. My presentation will highlight these reciprocal benefits in concrete detail, with examples, and argue for the curricular integration of creative writing with language arts in the high school English class.
		10:00 -10:15 Break

10:15 - 11:00 Presentations		
Ballroom A 10:15 - 11:00	Kim Fong Poon-McBrayer Reading and writing workshops: An approach to improve the 3-tier support model in Hong Kong	This presentation will focus on the powerful role that student-teacher collaboration - while working with all forms of student writing - can have on student achievement and learning. The presentation will begin by examining some of the more interesting philosophical background employed in student-teacher collaboration in college composition courses by university researchers and faculty. Taking this into the K-12 world, the presenter will focus on how student achievement can be increased by better understanding the benefits found in reading writing together across all writing types and experiences. A focus on the connections and types of writings expected from the Common Core State Standards will ground the presentation in real world applicability. Another focus will be on the importance of teaching content writing in areas like social studies and science. The presenter will argue that deeper teacher understanding of 'reading writing together' in the content areas can help increase student achievement in these areas. Strategies for collaboration will be shared and discussion among teachers will be supported as we work to help English/Language Arts and content teachers better understand how these strategies can help achieve CCSS goals and increase student achievement.
Ballroom B 10:15 - 11:00	Dr. Toyoko Kang Information Literacy and Library Skills through Moodle.	There are a growing number of researches reporting that bilinguals enjoy more cognitive benefits, compared with monolinguals, regardless of ages, social-economic backgrounds, or the languages they commands. Bilinguals command one more language, compared with monolinguals, but the cognitive benefits I mean here are not commanding extra language, but other cognitive benefits, such as the high abilities of self-regulating, staying-focus, prioritizing tasks flexibly to achieve a goal. These cognitive benefits come from highly developed Executive Functions, which operate in the frontal area of our brains. Disorder cases of EFs are, for example, Attention-Deficit/Hyperactivity Disorder (ADHD), Schizophrenia, Alzheimer, etc. In this presentation I will introduce the findings of those researches, and some non-verbal tests they used, and talk about what the EFs-- Working Memory, Inhibitory Control, Cognitive Flexibility, etc--how important good EFs operations for our daily lives, including children's daily lives, and their school success. Then, the implication of the findings will be discussed in terms of not only bilingual education but also second language/foreign language education.
Ballroom C 10:15 - 11:00	Diane Thurber The Amazing Power of the Six Word Memoir	BACK BY POPULAR DEMAND!!! In this active session, we will write and discuss how to workshop the Six Word Memoir for your middle school Language Arts or high school English courses. This exercise will engage writers of any age and provide an opportunity to focus on the power of the individual word. Lesson plans and project ideas will be provided to all participants.
Santa Rosa 10:15 - 11:00	Dr. Quan's LN400/LN500 Applied Linguistics Students:	
	Didreanne Libranda Japanese Greetings	I will be providing a lesson on sonnets using the scratch presentation program
	Kierstine Lim Filipino Greetings	For my presentation, "Filipino Greetings" I will be using the SCRATCH program. In this SCRATCH project I will introduce and demonstrate some greeting words in Tagalog (Filipino language) into an interactive lesson. The project will include visuals such as pictures and audio. I chose this topic "Filipino Greetings" to teach the audience how to properly greet in the Filipino language.
	Alexander Pascual SCRATCH Project: Expanding Vocabulary	SCRATCH is a free visual language programming software developed by MIT that can be used as a tool to teach a wide variety of educational lessons. In this SCRATCH Project, lessons aimed at expanding students' vocabulary through a wider range of adjectives is observed
	Nicolas Perez Verb Conjunctions in English Parts of Speech: Prepositions & Conjunctions	A SCRATCH project to teach students of English, the various verb conjunctions of the language.
	Kayle Tydingco Learning Interrogatives and Declaratives with Modal and Auxiliary Verbs	In teaching English as a Second Language, providing resroucse for students, as well as, diversifying teaching methods, is integral to student development. Through the use of SCRATCH, a prgram developed by the Lifelong Kindergarten Group at the MIT Media Lab, the presenter created an interactive program to teach ESL Students about the synatactic structure of English interrogative sentences and declarative sentences when using modal or auxiliary verbs, namely can, will, and be. This interactive program can be utilized inside the classroom as a community exercise or at home for additional leaning. Through this interactive program the presenter hipes to contribute to the development of ESL learner's abilities to read, write, and speak English fluently.
	Keith Quejado The Different Types of Speech	My presentation is about identifying the different parts of speech such as verb, noun, pronoun, adjective, adverb, preposition, conjunction, and interjection. My presentation will be delivered through SCRATCH, which is an online teaching tool.

	11:00 - 11:10 Break	
Ballroom A	11:15 - 12:15 Keynote Session with Dr. Kevin Colleary Reading Content, Reading Opinion, Reading Narrative: Reading ALL Sorts of Writing Together!	
	12:15 - 1:15 Lunch, Entertainment, Raffle	
	1:15-2:00 Presentations	
Ballroom A 1:15 - 2:00	Pauline Baird Struggle Letters and Writer's Memos: Ways of Promoting Teacher- Learner Assessment Opportunities in the Writing Proces	In the discussion of engaged pedagogy, bell hooks, in Teaching to Transgress, has argued that one of the goals of teaching in not just to empower students; it is to take risks—both the teacher and the learner. In this presentation “Promoting Teacher-Learner Assessment Opportunities in the Writing Process, I share practices that First Year College students use to invent, compose, share, and assess writing. I will share how students use two genres: The Struggle Letter and the Writer’s Memo as part of the composition process. My greater goal is to practice community-based writing in the classroom where participants compose alongside, across, and within the classroom community to self-assess their learning at critical points. I will invite the audience to share how their experiences, practices, culture, and knowledge allow them to engage or not in these practices that I share.
San Vitores 1:15 - 2:00	Juliana Cruz and Georgiana Quintanilla Engagement and Popularity: Connecting to Characters and the Success of Disney Animated Films through the Years	This is a two-part exploratory presentation that will examine what makes readers more engaged and empathetic with characters. Presenters seeks to examine key traits in characters through personality and character design to seek if there is a common formula that popular characters share. Presenters also wish to explore what makes a Disney animated movie successful or unsuccessful. Presenter will examine key films through the 7 eras of Disney animated films to see if there is a common formula or format that makes Disney films successful. These concepts have potential in relating literature taught in the classroom to by comparing similar characters, plot, themes, and so on found in this study to written material for a more in dept understanding.
San Vicente 1:15 - 2:00	Joel Gozum Agnus Dei	I will be presenting on my creative piece about a teenage boy who has spent his whole life feeling left out because he is deaf. His Christian parents always encourage him to believe in himself, but he falls short of confidence every single time. During a sermon one day he starts to hear a voice; a voice he later finds to be God's. By doing this, I want to incorporate more deaf culture in literature.
Magellan 1:15 - 2:00	Aubrey Yatar & Kiana Brown Applying Digital Tools to Research and Writing	Digital tools are becoming an integral aspect of the research and writing process for students. While traditional composition remains at the forefront, digital composition offers a new approach for collaborative research - especially within the classroom. This presentation aims to discuss the variety of digital tools available to students and how to apply these tools in an academic setting.
Santa Rosa 1:15 - 2:55	Jennie Lyn Barroga, Tamar Celis Elizabeth Rutun, Elisa Balbuena & Albert Perez The Graduate Student Research Showcase	The presenters' research foci differ, which include second language acquisition, syntax, phonology, code switching, post-colonization, and creative writing..

	2:00 - 2:10 Break	
Santa Rosa: 2:10-2:55	Dr. Quan's LN400/LN500 Applied Linguistics Students:	
	Deion Aguon Japanese Greetings	I will be presenting on Japanese greeting using the Scratch Program
	Ihmar Aldana Learning Tagalog and Kapampangan	This Scratch project will be showing the similarities and differences between Tagalog and Kapampangan. Tagalog is the official national language of the Philippines. On the other hand, Kapampangan is the language spoken by Filipinos from Pampanga. This will show some of the words that sound and mean the same in both of the languages. In addition, the process of reduplication in both Tagalog and Kapampangan will be shown. The project will include a few words, which share the same meaning, but sound very different from each language.
	Jason Aquino Tagalog Affixes	My presentation will introduce code-switching: its definition, its characteristics, and the reasons behind why people do it. Code-switching is very common on Guam, with its multi-ethnic and multilingual population. Since English is the language common to everyone on island, many people code-switch between English and their different native languages. Taglish for example, is Tagalog and English code-switching.
	Franklin Castro ALOHA: Hawaiian Greetings	This presentation will be presented via SCRATCH. It will call for some audience presentation. The presentation will display the different ways and types of greetings in the Hawaiian language (in words with no physical contact greetings)
	Ronnie Deseo	This presentation aims to allow for/enhance understanding of the use of possessive pronouns in the Chamoru language (i.e. my, your, his/her, their) across age groups. This presentation is in fulfillment of Dr. Clarisa Quan's LN400: Applied Linguistics course which focuses on language acquisition.
	Samantha Frias Mission 21: Learning Compound Words	For my presentation, I'll be presenting on my Scratch Project pertaining to learning English compound words. Students will be able to identify, create, and determine the meaning of compound words. Embedded in my scratch will be a matching game to assess the students knowledge of the material.
	Ervin Cruz Teaching Chamoru Possessive Pronouns	This presentation aims to allow for/enhance understanding of the use of possessive pronouns in the Chamoru language (i.e. my, your, his/her, their) across age groups. This presentation is in fulfillment of Dr. Clarisa Quan's LN400: Applied Linguistics course which focuses on language acquisition.
	Rochelle Beltran Parts of Speech	This presentation will consist of a lesson plan, targeting elementary school school students in a reading/writing/ESL class on the eight parts of speech. Students will be able to name and explain what the eight parts of speech are and provide examples.
	Brittany Calisay Types of sentences w/ basketball	This presentation aims to teach students the differences between the types of sentences

San Vicente 2:10 - 2:55	Vanalyn Quichocho A Collection of Recollections: From Newbie to Jedi Tutor	This presentation is a creative non-fiction piece that follows my one-year growth as a tutor at University of Guam's Writing Center. The presentation will outline background information that lead to the piece, elements of the piece, and its relevance and importance.
San Vitores 2:10 - 2:55	Kyle Twardowski, Rianne Peredo, and Swetha Kotwal Macroanalysis: A Study of PDN Headlines from 2005 - 2010	News headlines are read throughout the globe everyday, inviting readers to open the newspaper and read the stories that cover pages. These headlines are short summaries that are meant to give readers a one-line description of what the article they are about to read, is about. Readers may read the article based on the headline carrying certain words that attract their attention. Newspaper headlines have the tendency to be misleading, but in other cases, bias. But why is that when journalists are meant to be curating news content that is objective and without opinions that will mislead the reader? This study will be narrowing a focus on newspaper headlines from 2005 to 2010, and conducting an analysis to calculate how many bias headlines there are within this five year period and how often they occur and what category of news they frequent.
Magellan 2:10 - 2:55	Christine Jackson & Megan Manibusan Minority Literature, Minorities in Literature, and Literature	The presentation will examine the "minority's" representation in literature. Specifically, we will discuss how persons with disabilities and our Oceania are represented. As both fall under minority groups, we feel that they are not represented enough in the literary canon. Peoples with disabilities are treated differently than "normal" people. They either come off sensitive or insensitive to their approach. This culture behind the attitudes of the two groups is what manifests the separation between peoples with disabilities and "normal" people. But generally, we are a society that is constantly evolving and peoples with disabilities are slowly taking on the same roles as "normal" people. Pacific literature is a relatively new genre that is slowly growing. As students born and raised in Guam and avid readers, it was saddening to notice that many of the stories we read were about people of different ethnicities, nationalities, and religions. We hardly read about anyone that we could relate to culturally. The lack of cultural literary texts affects local readers. Readers in Oceania should be able to find parts of themselves in the characters- someone who looks like them, shares a cultural background, and understands a specific mindset that characters have in stories.
	2:55 - 3:05 Break	
Ballroom	Pupus and Cocktails Sponsored by McGraw-Hill Afternoon Raffle	





SCIENCE & ART: CONVERGENCE IN OCEANIA



38TH

ANNUAL RESEARCH CONFERENCE

March 10 2017

Humanities and Social Sciences Building

9:00am - 4:00pm



Proposals Due December 1, 2016.

STORYBOARD

A Journal of Pacific Imagery

Storyboard: A Journal of Pacific Imagery is accepting submissions of previously unpublished work from the original writer or artist for **Issue 16** until **December 2 2016**. *Storyboard* publishes quality poetry, fiction, and non-fiction written in English or any other Pacific language (with translations into English), as well as visual art. We welcome submissions from published and unpublished writers in or from the region, or writings about the region. We particularly wish to encourage writers and artists from Micronesia.



Submission Guidelines

- Poetry: Submit up to 5 poems, a maximum of 10 pages.
- Prose: Submit up to 3 prose entries with a maximum of 2,500 words each, double-spaced. For longer works, please query first.
- Artwork: Submit up to 5 pieces of visual art.

For complete details, please visit: the DEAL/CLASS links at www.uog.edu

Submissions via Email

Send electronic submissions to this email address: storyboard@triton.uog.edu

Submissions via Regular Mail

Send the submission with a self-addressed stamped envelope (SASE), using either United States postage or international reply coupons, to this address:

Storyboard Editor

Division of English & Applied Linguistics College of Liberal Arts and Social Sciences University of Guam

Mangilao, Guam 96923, USA



Deadline: 2 December 2016

Storyboard is published by the Division of English and Applied Linguistics in the College of Liberal Arts and Social Sciences of the University of Guam. The purpose of *Storyboard* is to foster and promote literary activity in the Pacific Islands.

STORYBOARD

A Journal of Pacific Imagery

Storyboard: A Journal of Pacific Imagery is accepting submissions of previously unpublished work from the original writer or artist for **Issue 16** until **2 December 2016**. *Storyboard* publishes quality poetry, fiction, and non-fiction written in English or any other Pacific language (with translations into English), as well as visual art. The journal's mission is to foster literary activity in Guam and the broader Pacific. We welcome submissions from published and unpublished writers and artists in or from the region, or writings and artwork about the region. We particularly wish to encourage writers and artists from Micronesia.

Submission Guidelines

- » Poetry: Submit up to 5 poems, a maximum of 10 pages.
- » Prose: Submit up to 3 prose entries with a maximum of 2,500 words each, double-spaced. Longer works may be considered; please query first.
- » Artwork: Submit up to 5 pieces of visual art.
- » Authors of works in Pacific languages should provide at least rough translations into English for initial evaluation. The journal is willing to arrange help with translations.
- » Include your name, address, phone number, email address, and the title of the work on a cover sheet rather than on the work itself.
- » Please advise us if you are submitting the same work(s) to other publications, and let us know if the work is accepted by another publication. *Storyboard* publishes only previously unpublished work submitted by the original author or artist.
- » Works accepted for publication will appear in a print edition of *Storyboard*, will be archived online at *Storyboard's* website, and may appear in *Storyboard* reprints or anthologies. »
Storyboard prefers to receive submissions by email, but accepts submissions sent by regular mail.

Submissions via email

- » Send electronic submissions to this email address: **storyboard@triton.uog.edu**
- » Submit poetry and prose as Microsoft Word documents.
- » Submit artwork in .jpg format (minimum 72 dpi). Artwork accepted for publication will need to be resubmitted in a larger format (minimum 300 dpi).

Submissions via regular mail

- » Send a copy, not the original; we will not be responsible for loss of, or damage to, manuscripts or artwork.
- » Submit prose as complete manuscripts, typewritten, double-spaced, on one side of plain white paper.
- » Poetry should be single-spaced when other spatial considerations are not an issue.
- » Submit photographs, scans, or copies of artwork. If possible, please also submit a CD or DVD with your artwork in .jpg format.
- » Send the submission with a self-addressed stamped envelope (SASE), using either United States postage or international reply coupons, to this address:
 Storyboard Editor
 %Division of English & Applied Linguistics
 College of Liberal Arts and Social Sciences
 University of Guam
 Mangilao, GU 96923, USA
- » If your submission is rejected it will be returned in the SASE, or you may instruct us to destroy the copy and notify you in the SASE.

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