**(13)** I START ALL OVER AGAIN, LOOKING AT A SMALL SLICE—THE VARIABLES IN QUESTION (SELF EFFICACY AND ANXIETY)—IN RELATION TO READING; LEAVING DOGS FOR LATER…

**(12)** SO, I PROPOSE IDEA TO MY ADVISOR: DO EXPERIMENTAL RESEARCH ON EFFECT OF READING WITH THERAPY DOG ON READING FLUENCY…HE APPROVES, I START RESERACHING/WRITING…I WORK THROUGH SPRING AND JULY OF SUMMER 2011—PROPOSAL IS ALMOST READY TO DEFEND…IT BECOMES CLEAR IT’S NOT LOGISTICALLY FEASIBLE..

**(11)** SITTING IN DOUG HARTMAN’S ADOLESCENT LIT CLASS, AND THINKING ABOUT THE THERAPY DOG TRAINING CLASS I HAVE THAT NIGHT WITH MY DOG, I DO A GOOGLE SCHOLAR SEARCH ON THERAPY DOGS AND LITERACY DEVELOPMENT—THERE IS SOME RESEARCH BUT VERY LITTLE ON THE TOPIC—ANECDOTAL EVIDENCE SUGGESTS THAT DOGS REDUCE ANXIETY IN STRUGGLING READERS…I GET EXCITED!

**(10)** SPRING 2011: TIME TO DO DISSERTATION PROPOSAL. BASED ON FINDINGS OF PRACTICUM, WANT TO FOCUS ON INTERNALIZING PROB. AND LIT. DEVELOPMENT BUT NOT SURE WHAT TO DO…

**(9)** FALL 2010: FINISH AND DEFEND PRACTICUM

**(8)** SUMMER 2010: WORKING ON PRACTICUM, HAVING TROUBLE WITH LISREL/SEM BUT STILL LIKING THE PROCESS AND THE TOPIC

**(7)** SPRING 2010: LIKING THE IDEA OF SELF-REG AND LITERACY

TAKE SEM CLASS, RECOMMENDED BY FCE, AND SEE THAT I COULD USE THIS AS PRACTICUM RESEARCH

MEANWHILE—I’VE BEEN READING MORE SELF-REG AND FOUND SPECIFIC INTEREST IN EMOTION-RELATED SELF-REG AND LITERACY DEVELOPMENT

PRACTICUM: ANALYZING NCES ECLES K-5 DATA; RELATIONSHIP BETWEEN INTERNALIZING AND EXTERNALIZING PROB BEHAV. AND LITERACY DEVELOPMENT

**(6)** FALL 2009: START VOLUNTEER RESEARCH W/ FCE

LEARN MORE ABOUT SELF-REG AND LITERACY

IN COURSEWORK, EXAMINING FAMILY LITERACY PRACTICES HOW THIS EFFECTS CHILDREN’S LITERACY OPPORTUNITIES, HOWEVER, NOT FEELING IT…

**(5)** SUMMER 2009: CONTACT PROF IN FAMILY AND CHILD ECOLOGY; WANT RESEARCH EXP. (CURERNTLY DOING NON-RESEARCH ASSISTANTSHIP);

**(4)** SPRING 2009 = LIMBO EXTRAORDIANNAIRE

**(3)** MSU/FALL 2008

START PROGRAM: 912, 930, PROSEM

912, CONTINUE WORK WITH NONSTANDARD VARIETIES

PROSEM: MOTIVATION AND LITERACY

VERDICT: NOT INTERESTED IN NONSTANDARD VARIETIES AS THEY ARE ADDRESSED IN EDUCATION/LITERACY; AND NOT INTERESTED IN MOTIVATION—READING ABOUT IT IS NOT MOTIVATING

**(2)** MICHIGAN/LANSING/MSU:

PRE-PROGRAM RESEARCH WITH NELL DUKE & UNDERGRAD ON K-2 STUDENTS USE/UNDERSTANDING OF INTERNET

**(1)** CALI: MA IN TESOL (DEC. 2007)

THESIS: TEACHING IN CHINA; STUDENT MOTIVATION, CULTURAL EXCHANGE

ADDITIONAL RESEARCH: PSYCHOLINGUISTIC ANALYSIS OF NON-STANDARD VARIETIES OF ENGLISH