Sunday
November 20

Registration and Information
8:00 a.m.–3:00 p.m.
Chicago Hilton/Lower Level Exhibit Hall

Who's Where Counter
For Locating Convention Registrants
8:00 a.m.–3:00 p.m.
Chicago Hilton/Lower Level Exhibit Hall

Exposition of Professional and Instructional Materials
9:00 a.m.–1:00 p.m.
Chicago Hilton/Lower Level Exhibit Hall

Today's Timetable: An Overview
7:30 a.m.–9:45 a.m. Children's Literature Assembly Breakfast
8:30 a.m.–9:45 a.m. L Sessions
10:00 a.m.–11:15 a.m. Sunday General Session
11:30 a.m.–12:45 p.m. M Sessions
11:30 a.m.–1:00 p.m. Luncheon
1:00 p.m.–2:45 p.m. N Sessions
1:30 p.m.–5:00 p.m. CEL Convention

NCTE's 21st Century Literary Map Project
9:00 a.m.–1:00 p.m.
Chicago Hilton/History of the Council Hall, Lower Level

In 1957 NCTE encouraged its affiliates to produce literary maps and at that time 20 states did. Since then affiliates have continued to create literary maps, alone and with partners such as tourism boards, humanities councils, and library associations. Often affiliates also created supplemental materials to accompany the maps, materials ranging from postcards to booklists to anthologies.

The NCTE affiliate literary map display has been a feature of the NCTE Convention since the 1990’s. Hundreds of convention-goers have spent time scanning the fabric walls now featuring 35+ maps. Others have enjoyed perusing the supplemental map materials displayed at the Affiliates Booth in the Exhibit Hall.

In 1993, the Library of Congress assembled a collection of literary maps displayed both at the main library and in libraries around the nation. Numerous NCTE affiliate maps were included in this exhibit and then reprinted in Language of the Land: The Library of Congress Book of Literary Maps.

In 2007, a new map project was begun—the NCTE 21st Century Literacies and the 21st Century Literary Map Project. The 20 new literary and literacy maps, created for this project with various materials—paper, pencil, ink, computer Internet, and printer—are the result of collaborative work with students as well as educators.

In preparation for this year’s NCTE Centennial celebration, some affiliates have chosen to create and publicize a new or an updated Literary Map. These maps are included in the display.
Sunday Breakfast
7:30–9:45 a.m.

Children’s Literature Assembly
(Session L.18)
Palmer House/Empire Room, Lobby Level

Co-chairs: Jennifer Graff, The University of Georgia, Athens
Deborah Wooten, University of Tennessee, Knoxville

Speaking: Joyce Sidman is the author of many award-winning children’s poetry books, including two Caldecott Honor books, *Song of the Water Boatman and Other Pond Poems* (also a Lee Bennett Hopkins Poetry Award winner) and *Red Sings from Treetops: A Year in Colors* (which won the Claudia Lewis Poetry Award). She teaches poetry writing to school children and participates in many national poetry events, including the annual “Poetry Blast” at the American Library Association meeting. Her recent book, *Ubiquitous: Celebrating Nature’s Survivors*, has been critically acclaimed and is a *Publisher’s Weekly* Best Book of the Year.

Meetings

NCTE Editorial Board
9:00 a.m.–3:00 p.m.
Chicago Hilton/Conference Room 5A, Fifth Floor
Chair: Kurt Austin, National Council of Teachers of English, Urbana, Illinois

CEL State Liaisons Meeting
9:00–10:30 a.m.
Chicago Hilton/Conference Room 5H, Fifth Floor
Meetings of the Nominating Committees
8:00–9:00 a.m., Open Session; 9:00–10:15 a.m., Closed Session
Chicago Hilton/Grand Ballroom, Second Floor

Play a role in NCTE’s future by nominating yourself or a colleague for consideration as a candidate in the 2012 elections. Members of the nominating committees listed below will accept nominations and answer questions during the “Open Session” times.

Nominations are needed for the following offices:
- Vice President (from the Elementary Section)
- Secondary Representative-at-Large
- Research Foundation Trustees
- Nominating Committee
- Section Steering and Nominating Committees
- CEE Executive and Nominating Committees

NCTE Nominating Committee
Chair: Chris Gallagher, Northeastern University, Boston, Massachusetts

NCTE Elementary Section Nominating Committee
Chair: Jane Bean-Folkes, Teachers College, Columbia University, New York, New York

NCTE Middle Level Section Nominating Committee
Chair: Michael J. Vokoun, Independent Day School, Tampa, Florida

NCTE Secondary Section Nominating Committee
Chair: Linda Milanese Kerschner, Conestoga High School, Berwyn, Pennsylvania

NCTE College Section Nominating Committee
Chair: Jenn Fishman, Marquette University, Milwaukee, Wisconsin

CEE (Conference on English Education) Nominating Committee
Chair: Susan L. Groenke, University of Tennessee, Knoxville
L Sessions are located as below:

<table>
<thead>
<tr>
<th>Chicago Hilton</th>
<th>Palmer House</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>27</td>
<td>35</td>
</tr>
<tr>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>43</td>
<td>42</td>
</tr>
<tr>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td>45</td>
<td>44</td>
</tr>
<tr>
<td>46</td>
<td>45</td>
</tr>
<tr>
<td>47</td>
<td>46</td>
</tr>
</tbody>
</table>
Featured Session

Rainbow G

L.01 Writing Our Relations: The Global Connectivity of English Education (G)
Danling Fu, Soim Shin, and Xiaoye You
Chicago Hilton/Boulevard Room A, Second Floor

Language policies, pedagogies, and teaching materials developed in the United States have deeply influenced how other nations view and teach English and their local languages. This panel will advance a global perspective by bringing writing scholars from China, Korea, and the United States to address cross-national connections in teaching writing.

Chair: Hsiao-Hui Yang, Pennsylvania State University, University Park
Presenters: Danling Fu, University of Florida, Gainesville, “Preparing English Writing Teachers in China”
Soim Shin, University of Florida, Gainesville, “Toward the 21st Century Literacies in South Korea”
Xiaoye You, Pennsylvania State University, University Park, “Remixing East and West: Writing in the Devil’s Tongue”

L.02 DISRUPTING THE PAST: NEW RELATIONSHIPS BETWEEN EXPECTATIONS AND RESPONSIBILITIES (G)
Chicago Hilton/Marquette Room, Third Floor
Despite its label as reform, the common core standards movement projects a traditional banking model of school in which teachers hold high expectations for each student’s responsibility to master a fixed curriculum. Drawing on a century of work within the NCTE, these presenters will seek models based on teacher and student agency.

Chair: Patrick Shannon, Pennsylvania State University, University Park
Presenters: Kathleen M. Collins and Roi Kawai, Pennsylvania State University, University Park, “Kids Do the Darnedest Things”
Karen Eppley, Pennsylvania State University, Altoona, “Facing Each Other in Class”
Patrick Shannon, Pennsylvania State University, University Park, “Challenging Banking Habit(us)”

L.03 RADICAL LESSONS: INDEPENDENT EDUCATION INITIATIVES OF 1960S AND 1970S POWER MOVEMENTS (G)
Chicago Hilton/Conference Room 4M, Fourth Floor
The speakers on this panel will discuss lessons for contemporary public education gleaned from their investigation of independent education initiatives of the civil rights and power movements of the 1960s and 1970s, including the Highlander Folk School, the SNCC Freedom Schools, the Black Studies and Afrocentric Charter School Initiatives, and the American Indian Movement Survival Schools.

Presenters: Sarah Rude, Pennsylvania State University, University Park
Stephen Schneider, University of Louisville, Kentucky
Mat Walker, Pennsylvania State University, University Park

L.04 MULTIPLE PERSPECTIVES OF INQUIRY IN A SOCIAL JUSTICE CLASSROOM: USING MULTIMODAL TECHNIQUES WITH AND FOR LGBT YOUTH (G)
Palmer House/Salon 10, Third Floor
In this interactive session, the presenters will guide participants through a hands-on inquiry of multimodal techniques and materials that make space for the voices of GLBQT youth and their experiences in the ELA classroom. Throughout, presenters will demonstrate how to incorporate these various methods into instruction and par-
Participants will be given opportunities to try the techniques themselves.

Chair: Katie Kikta, Westerville City Schools, Ohio
Presenters: Amy Heath, The Ohio State University, Columbus, “Affordances and Constraints of Inquiry through the Multimodal”
Jamie Rhein, Columbus City Schools and Art for a Child’s Safe America Foundation (ArtSafe), Ohio, “Techniques for Tapping into the Personal Story”
Jill M. Smith, The Ohio State University, Columbus, “Teaching with Tyra: ‘Illicit’ Voices in a Social Justice Classroom”

L.05 OUR WORK IS CHANGING: NEGOTIATING POLICY AND LITERACY IN THE NCLB ERA: A STUDY OF THE POLICY DISCOURSE PRACTICES OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (G)
Chicago Hilton/Boulevard Room B, Second Floor
This presenter will discuss the findings from research on the changes in policy discourse practices that NCTE has made over the past decade. She will consider NCTE’s current role in federal policy-making and invite listeners to suggest how the organization should construct its future role in DC.
Presenter: Donna Risolo, Teachers College, Columbia University New York, New York
Discussants: Barbara Cambridge, Director, National Council of Teachers of English, Washington, DC Office
Kent Williamson, Executive Director, National Council of Teachers of English, Urbana, Illinois

L.06 RENEWING OURSELVES AS PROFESSIONAL EDUCATORS: TAKING HEART FROM OUR TEACHING LIVES AND STORIES (G)
Palmer House/Marshfield Room, Third Floor
As language arts teachers, we need to reconnect to our own passion for literature and our reasons for teaching. The presenters in this session will share examples from teachers in their local “Courage to Teach” community who draw upon the insights of poets, storytellers, and diverse cultural traditions to renew commitment to their profession and their discipline.
Chair: Ruth Shagoury, Lewis and Clark College, Portland, Oregon
Presenters: Sherri Carreker, Lewis and Clark College, Portland, Oregon, “Taking Heart from Our Teaching Stories”
Andie Cunningham, Lewis and Clark College, Portland, Oregon, “Taking Heart from Our Teaching Lives”

L.07 “EVERY OBJECT TELLS A STORY”: USING ARTIFACTS TO EXPLORE EXPERIENCES WITH LITERACY (G)
Palmer House/Burnham Room 1, Seventh Floor
Objects or artifacts tell stories. In this session, the presenters will discuss the ways in which they have used objects in their classrooms and research projects, to elicit literacy stories and experiences from students and tap into their various identities.
Chair: Kathryn Schoon-Tanis, Ferris State University, Grand Rapids, Michigan
Presenters: Bump Halbritter, Michigan State University, East Lansing
Julie Lindquist, Michigan State University, East Lansing
Rebekah Schipper, Holland Christian High School, Michigan
Deborah Vriend Van Duinen, Michigan State University, East Lansing

L.08 COMMON CORE, COMMON GROUND, COMMON SENSE: IMPROVING CLASSROOM PRACTICE THROUGH THE IMPLEMENTATION OF THE ELA COMMON CORE STANDARDS (G)
Palmer House/Salon 7, Third Floor
Most US states are adopting the Common Core Standards in English Language Arts for College- and Career-Readiness. Attend this session to review the background of the CCS initiative, understand how the document is organized, and learn how to use the Common Core Standards to improve your classroom practice.
Presenters: Celeste Allen, MSD of Perry Township, Indianapolis, Indiana
Melanie Chacon, Harrison College, Indianapolis, Indiana
Sandra McCormick, Jeremiah Gray-Edison Elementary School, Indianapolis, Indiana
Ruth Turner, Clinton Young Elementary School, Indianapolis, Indiana

L.09 CREATING POSSIBILITIES FOR COMMUNITY THROUGH CRITICAL LITERACY (G)
Palmer House/Kimball Room, Third Floor
How can teachers nurture students at the intersection of community and literacy development? Presenters in this session will show how to help students become members of a community, by participating in action research, challenging commonplace beliefs, or experiencing the ethic of care.
Presenters: Susan Cridland-Hughes, Bard College, Delano, California, “Centering Care in Critical Literacy”
Jennifer King, University of Rochester, New York, “Writing the Future with Youth as Co-Researchers: Enacting Participatory Forms of Critical Research”
L.10 HELPING TEACHERS SUPPORT AUTHENTIC INTELLECTUAL ACHIEVEMENT IN STUDENT WRITING: EXAMINING TEACHER ASSIGNMENTS AND FEEDBACK ON STUDENT WORK AS A PROFESSIONAL DEVELOPMENT ACTIVITY (G)
Palmer House/Chicago Room, Fifth Floor
This workshop will introduce a new tool designed to build teacher capacity in designing classroom assignments which lead to rigorous, relevant student writing. This tool is based on the “Authentic Intellectual Achievement” (AIA) framework originally conceived by Fred Newmann. The presenters will share their insights based on recent field tests with this framework conducted by the National Writing Project in K–12, teacher education, and professional development settings.
Chair: David Jolliffe, University of Arkansas, Fayetteville
Presenters: Adela Arriaga, Bay Area Writing Project, University of California, Berkeley, Kathy Dudley, Poughkeepsie City School District, New York, and Mary Sawyer, State University of New York, New Paltz. “Supporting Authentic Intellectual Achievement in Today’s Schools: Insights from Field Sites”
Linda Friedrich, National Writing Project, Berkeley, California, “The NWP/AED Study of Authentic Intellectual Achievement: Developing a Professional Development Tool”
Sherry Swain, National Writing Project, Berkeley, California

L.11 L. RAMON VEAL RESEARCH ROUNDTABLE (G)
Chicago Hilton/Conference Room 4E, Fourth Floor
The L. Ramon Veal Research Roundtable allows researchers, graduate students, and teacher-researchers to submit research papers for review by senior researchers who will provide constructive feedback to these often new researchers in the field. The research roundtable is characterized by friendly yet extremely professional feedback from participants who offer a variety of perspectives.
Co-chairs: Christian Goering, University of Arkansas, Fayetteville
Shellie Witte, Florida State University, Tallahassee

L.12 READING AND WRITING IN ELEMENTARY CLASSROOMS (E)
Palmer House/Burnham Room 4, Seventh Floor
What are the various elements of literacy instruction that impact the development of children as readers and writers? These presenters will discuss ways in which to support reading comprehension and scaffold writing in a first grade classroom.
Chair: Haley Sigler, Washington and Lee University, Lexington, Virginia
Presenters: Stephen B. Kucer, Washington State University, Vancouver, “Moving beyond Fluency and DIBELS When Reading Expository Texts”
Cheri Williams, University of Cincinnati, Ohio, “Pencils and Paper and Subject Positions: Paired Writing Activities in First Grade”

L.13 ACTION RESEARCH IN ELEMENTARY EDUCATION: POP CULTURE, MAKING SPACES FOR DIFFERENT VOICES AND REFLECTION (E)
Chicago Hilton/PDR 4, Third Floor
Presenters in this session will explore a range of pertinent literacy action research topics that deal with student engagement, reflection, and identity.
Chair: Margarita Zisselsberger, Boston College, Chestnut Hill, Massachusetts
Sarah Vander Zanden, University of Northern Iowa, Cedar Falls, “The Mysterious Relationship of Justin Bieber, Michael Jackson, and the Cake Boss: Reasserting What Counts as Literacy with Elementary Students”
Margarita Zisselsberger, Boston College, Chestnut Hill, Massachusetts, “Validating Students’ Cultural and Linguistic Diverse Backgrounds in the Writing Classroom: Making Spaces for Different Voices”

L.14 MAPPING IT OUT: NAVIGATING THE TEACHER’S ROLE IN STUDENT-CENTERED INQUIRY (E–T)
Chicago Hilton/Conference Room 4C, Fourth Floor
Drawing upon experiences teaching literacy using an inquiry approach in a primary classroom, these presenters will focus on the teachers’ decisions. They will discuss four areas: teacher talk that either hinders or fosters spaces for inquiry, discourse with colleagues, time to pause and reflect, and the disequilibrium within an inquiry curriculum.
Presenters: Melanie Taylor Drury, University of Missouri, Columbia
Tara Gutshall, Mary Paxton Keeley Elementary School, Columbia, Missouri
Candace Kuby, University of Missouri, Columbia
L.15 “WHO WOULD EVER THINK AN ANT COULD BE SO IMPORTANT?” TEACHING FOR SOCIAL RESPONSIBILITY THROUGH LITERATURE AND INQUIRY (E–M)
Chicago Hilton/Joliet Room, Third Floor
When teachers combine children’s literature, short texts, and teaching through inquiry, students can explore social responsibility. This can help each student to shape his or her moral, political, and cultural self. These presenters will describe two sixth grade inquiry-based literature units which were created to teach for social responsibility, and engage the audience in discussion.

Presenters: Leslie Rector, Tarkington School of Excellence, Chicago, Illinois
Steven Wolk, Northeastern Illinois University, Chicago

L.16 SCAFFOLDING AND CONNECTING FOR SUCCESS: READING, WRITING, AND TESTING (E–M)
Palmer House/State Ballroom, Fourth Floor
Standards and tests often overwhelm teachers with increasing content and less time. Scaffolding the reading-writing connection ensures student success in authentic and practical reading and writing experiences. Join these presenters to explore strategies that teach students to read, write, and test well.

Charles Fuhrken, assessment specialist, Austin, Texas, “Scaffolding Reading Instruction in an Age of Testing”
Terry Thompson, Windcrest Elementary School, San Antonio, Texas, “Scaffolding Reading Instruction”

L.17 CONFRONTING WHITENESS: LITERACY TEACHERS IN URBAN CLASSROOMS (E–M–T)
Chicago Hilton/Grand Tradition Room, Lobby Level
Troubling issues in literacy instruction exist in urban schools where mostly White teachers teach predominantly non-White students. The presenters in this session will discuss their efforts to address this issue by helping preservice teachers confront their Whiteness, and actively working to support entry-level African American teachers in their own urban classrooms.

Chair: Beth Berghoff, Indiana University–Purdue University, Indianapolis

Presenters: Susan Adamson, Indiana Partnership for Young Writers, Indianapolis
Rosemary Clark, Indiana Partnership for Young Writers, Indianapolis
Patricia D. Jones, Indiana Partnership for Young Writers, Indianapolis
Carol Matern, Indiana University–Purdue University, Indianapolis
Terri McLucas, Indiana Partnership for Young Writers, Indianapolis
Shakima Moore, Indiana Partnership for Young Writers, Indianapolis
Jennifer Rogers, Indiana Partnership for Young Writers, Indianapolis
Kelly Royster, Indiana University–Purdue University, Indianapolis
Brandon Warren, Indiana Partnership for Young Writers, Indianapolis
Trish Weis, Indiana University–Purdue University, Indianapolis
April Williams, Indiana Partnership for Young Writers, Indianapolis
Crystal Williams, Indiana Partnership for Young Writers, Indianapolis

L.18 CHILDREN’S LITERATURE ASSEMBLY BREAKFAST WITH JOYCE SIDMAN (E–C)
Palmer House/Empire Room, Lobby Level
Sponsored by the Children’s Literature Assembly, open to all

Joyce Sidman’s poetry provides readers with a poetic journey that invites us to deepen our awareness and understanding about the wonderment of nature. She is the recipient of numerous awards for her books, including a 2011 Newbery Honor, two Caldecott Honors, and a Lee Bennett Hopkins Poetry Award.

Co-chairs: Jennifer Graff, The University of Georgia, Athens
Deborah Wooten, University of Tennessee, Knoxville

Tradebook Author: Joyce Sidman, Houghton Mifflin Harcourt Children’s Book Group, Boston, Massachusetts

L.19 REMEMBERING AND “PASSING IT FORWARD” (E)
Chicago Hilton/PDR 3, Third Floor
In this session, friends and colleagues of Jennifer Wilson will remember her work in the area of talk, literacy embedded within the content areas, and educational outreach to others. Jennifer was a talented professor and researcher who was brutally slain in August. Presenters will explore various facets of her academic work and how that work has been expanded and “passed forward” by colleagues and teachers. Come celebrate the life and work of Jennifer Wilson, who made a difference in the lives of children.

Chair: Carol Gilles, University of Missouri, Columbia

Presenters: Carol Gilles, University of Missouri, Columbia, “Critical Conversations”
Tiffany Haulton, Danville Community High School, Indiana, “Demonstrating the Art/Literacy Connections in Jen’s Classroom”
Pamela Jewett, University of South Carolina, Columbia, “Content Area Literacy (Jen’s work)”
This session will provide a variety of specific activities for teaching students how to write humor in various forms.

Chair: Bruce Goebel, Western Washington University, Bellingham
Presenters: Damon Burnett, student, Western Washington University, Bellingham
Bruce Goebel, Western Washington University, Bellingham

L.21 IMAGE EXAMINATION: DEEPENING ENGAGEMENT AND COMPREHENSION IN THE MIDDLE SCHOOL ELA CLASSROOM (M)
Palmer House/Hancock Room, Sixth Floor
Modern middle schoolers are visual learners. Engaging, well-chosen images not only deepen their comprehension of texts, but encourage them to higher levels of analysis. These three presenters will discuss how they use images to access prior knowledge, deepen comprehension, and foster creativity.

Presenters: Lori Kixmiller, Eastwood Middle School, Indianapolis, Indiana
Jim Payne, Eastwood Middle School, Indianapolis, Indiana
Megan Troxel, Eastwood Middle School, Indianapolis, Indiana

L.22 TEACHERS WRITE THE FUTURE: ACTION RESEARCH AND LITERACY IN THE CLASSROOM (T–G)
Chicago Hilton/PDR 1, Third Floor
In this session, the presenters will show how action research effectively re-engages teachers from diverse communities in sustainable, empowering inquiry focused on reflective thinking and improved instruction. Participants will discover how to use action research to achieve gains in student literacy, and will receive time-tested, easy-to-use templates and references for implementing this systematic, reflective, and collaborative strategy in their classrooms.

Chair: Susan Warren, Azusa Pacific University, California
Presenters: Virginia Kelsen, Rancho Cucamonga High School, California
Raffi Martinian, Westmark School, Encino, California

L.23 CREATIVE WRITING IN HIGH SCHOOLS: WRITING THE FUTURE WITH SUCCESSFUL PROGRAMS AND UNIVERSITY PARTNERSHIPS (M–S–T)
Chicago Hilton/Williford Room A, Third Floor
This cross-institutional panel will discuss activities and initiatives that can make creative writing a dynamic part of a high school’s curriculum. The panel’s focus will be on creative writing programs that both respect the writer as an artist and appreciate the critical skills that creative writing teaches our students.

Chair: Laura Turchi, Arizona State University, Tempe
Presenters: Sean Nevin, Arizona State University Young Writers Program, Tempe
Laura Turchi, Arizona State University, Tempe
Peter Turchi, Arizona State University, Tempe
Lynette Turnbaugh, Tolleson High School, Arizona

L.24 CHALLENGING THE FIVE-PARAGRAPH FORMULA: RETHINKING WRITING IN RESPONSE TO LITERATURE (M–S–T)
Chicago Hilton/Williford Room B, Third Floor
Despite the research challenging the use of a five-paragraph formula, this approach to literary essays persists. In this session a teacher educator and a high school teacher will present research as well as strategies to support students in writing essays that demonstrate thinking, not formula.

Presenters: Kimberly Campbell, Lewis and Clark Graduate School of Education and Counseling, Portland, Oregon
Kristi Latimer, Tigard High School, Oregon
L.25 21ST CENTURY LITERACIES: BRINGING LITERATURE TO LIFE WITH DIGITAL TECHNOLOGIES, SOCIAL MEDIA, AND BOOK TRAILER VIDEOS (M–S)
Chicago Hilton/Continental Ballroom, Salon B, Lobby Level

These presenters will show how to teach literacy using the creation and analysis of book trailers and the use of technology in the language arts classroom.

**Chair:** Sharilyn Steadman, East Carolina University, Greenville, North Carolina

**Presenters:** Lisa Baez and Eric Mills, University of Colorado, Denver; “Te(a)ch-nology in the Urban Language Arts Classroom”
Katie Prast, Plainfield Central High School, Illinois, “Creating Book Trailers for the Benefit of the Audience and the Producers”

L.26 HONORING THE NEWEST AWARD WINNERS IN YOUNG ADULT LITERATURE (M–S)
Chicago Hilton/International Ballroom South, Second Floor

Young adult literature book awards allow teachers to discover a remarkable variety of titles published annually for teens. The presenters in this session will introduce participants to awards that honor literary quality and/or teen appeal across multiple genres, and invite book talks on the newest crop of award-winning YA titles.

**Chair:** Teri Lesesne, Sam Houston State University, Huntsville, Texas

**Presenters:** Jennifer Buehler, Saint Louis University, Missouri
Daria Plumb, Riverside Academy, Dundee, Michigan
Jennifer Walsh, Forsythe Middle School, Ann Arbor, Michigan

L.27 SCAFFOLDS AND BRIDGES: USING YOUNG ADULT LITERATURE AND THEORETICAL LENSES TO DEVELOP STUDENTS’ AFFECTIVE AND ANALYTICAL RESPONSES TO LITERATURE (M–S–T)
Chicago Hilton/Continental Ballroom, Salon C, Lobby Level

In this session two teachers will describe how they help struggling readers develop higher-order analytical skills and connect with what they read, by pairing YA novels with more difficult texts and introducing theoretical frameworks to the study of canonical works.

**Presenters:** Ann Goethals, Niles North High School, Skokie, Illinois, “Using YA to Pry Open Challenging Literature”

L.28 HELPING STUDENTS TO BECOME INDEPENDENT READERS (M–S)
Palmer House/Salon 1/2, Third Floor

In this interactive session, two high school English teachers will discuss the challenge of helping students become independent lifelong readers, and provide practical ways to do this, including the use of self-selected texts and literature circles in middle school and high school classrooms.

**Presenters:** Christi Littell, Downers Grove South High School, Illinois
Sue Thornquist, Downers Grove South High School, Illinois

L.29 RADIO AND FILM DOCUMENTARIES IN THE ENGLISH CLASSROOM: FINDING STORY AND FINDING VOICE THROUGH MEDIA PRODUCTION (M–S–C)
Chicago Hilton/Williford Room C, Third Floor

These presenters will describe the use of radio and film documentaries in the high school English language arts classroom. They will share curriculum resources and show student projects, focusing specifically on the medium’s ability to promote student storytelling and voice through practice of critical analysis, research, and media production.

**Presenters:** Candance Doerr-Stevens, University of Minnesota, Minneapolis
Josh Hirman, Central High School, Saint Paul, Minnesota
Matthew Shipman, Central High School, Saint Paul, Minnesota

L.30 WHAT DO WE WISH COLLEGE FRESHMEN KNEW ABOUT WRITING? (M–S–C–T)
Palmer House/Water Tower Room, Sixth Floor

A high school lead literacy teacher, a freshman composition instructor, and an associate professor of literacy education will share their perspectives and invite discussion on the skills, habits, and attitudes that lead to success in college writing classes.

**Presenters:** Rebecca Manery, University of Michigan, Ann Arbor
April Nauman, Northeastern Illinois University, Chicago
Mary Rose O’Shea, Stephen Tyng Mather High School, Chicago, Illinois

L.31 LITERACY DEVELOPMENT THROUGH INTERNATIONAL LITERATURE EXPERIENCES (M–S–C–T)
Palmer House/Salon 8/9, Third Floor

International literature provides past and present global insights and perspectives while offering a wealth of authentic engagements that ultimately enrich students’ language arts abilities. The text sets shared by these presenters address the critical task of creating informed future citizens with the communicative ability to “write the future.”

**Presenters:** Janelle Mathis, University of North Texas, Denton
L.32 RESPECT AND RECIPROCITY IN THE ENGLISH LANGUAGE ARTS CLASSROOM: SPEAKING, WRITING, AND DIALECTS (M–S–C)
Palmer House/Crystal Room, Third Floor
The presenters in this session will discuss how the variations in spoken and written language affect students’ attitudes toward revision of their work, their exploration of social issues, and the advancement of their literacy skills. They will include language variations in teachers’ evaluation of student work and students’ use of dialects in their writing.
Chair: Lucas Jacob, Trinity Valley School, Fort Worth, Texas
Presenters: Jim Carlson, University of Wisconsin, Madison, “Counter-stories in Young Adult Literature: A Critical Exploration of Immigration and the Space Race”
Lucas Jacob, Trinity Valley School, Fort Worth, Texas, “Neither ‘Good’ nor ‘Bad’: How the Language We Use to Evaluate Writing Affects Our Students’ Attitudes toward Revision”
Heather Lindenman, University of Maryland, College Park, “Rewriting the ‘Standard’: Mixing Dialects in Student Writing”

L.33 WRITING OUR OWN: NEW DIRECTIONS FOR THE FUTURE OF LITERACY INSTRUCTION (M–S–C)
Chicago Hilton/PDR 2, Third Floor
Traditionally, teachers create assignments and students fulfill them, but these teachers experimented with these roles. They wrote their own class assignments and their students wrote their own assignments and shared them with their peers. In this session the teachers will share what they learned and their conclusions and resolutions for the future.
Mary Ann Janda, Utica College, New York, “Writing Along With My Students”
Jackie Shoemaker, Thomas R. Proctor High School, Utica, New York, “For Students, by Students: Student-Designed Curricula”

L.34 REMIXING, REINTERPRETING, AND REWRITING: USING TECHNOLOGY TO REIMAGINE LITERATURE (M–S–C)
Palmer House/Wabash Room, Third Floor
Web 2.0 tools and digital media provide powerful opportunities for students to deconstruct text and build new meaning through collaborative writing. In this panel, members of the Capital Area Writing Project will discuss research regarding the intersection of technology, literature, writing, and collaboration, and provide applications for middle and high school classrooms.
Chair: Shanetta Clark, Pennsylvania State University–Harrisburg, Middletown
Presenters: Jason Griffith, Lamberton Middle School, Carlisle, Pennsylvania, “Students Rewrite the Classics: Using PhotoStory to Interpret Short Stories”
Cynthia Minnich, Upper Dauphin Area High School, Elizabethville, Pennsylvania
Reactor/Respondent: Matthew Skillen, Elizabethtown College, Pennsylvania

L.35 STORYTELLING AND STORY MAKING REVISITED: ALTERNATIVE APPROACHES TO READING AND WRITING NARRATIVES IN THE ELA CLASSROOM (M–S–C–T)
Palmer House/Adams Room, Sixth Floor
Whereas written and spoken language may have constituted the primary mediums through which narratives were told, this is no longer the case. The pervasiveness of texts that conjoin word and image, coupled with the ease with which adolescents are able to access the technology, require literacy educators to remain open to new forms of storytelling. In this session, three presenters will ask and demonstrate what it means to read and write narratives in a digital age.
Presenters: Sean Connors, University of Arkansas, Fayetteville
Kevin Cordi, Ohio Dominican University, Columbus
Ryan Rish, Kennesaw State University, Georgia

L.36 INFORMATION LITERACY: A WRITING MODEL FOR THE FUTURE (M–S–C)
Palmer House/Salon 3, Third Floor
This panel will examine the benefits of integrating literacy learning and science curricula by teaching students to critically read science journalism and write in the genre of science news. Audience members will gain strategies and material support for teaching the genre of science journalism in their classrooms.
Presenters: Angela Kohnen, University of Missouri, St. Louis, “Writing to Learn in the Disciplines: A Practitioner’s Approach”
Wendy Saul, University of Missouri, St. Louis, “What to Do with All of Those Papers in Science Class?”
Nancy Singer, University of Missouri, St. Louis, “Information Literacy: Lessons Learned from the SciJourn Grant”

L.38 TEACHER LEADERSHIP AND LITERACY: IMPROVING STUDENT LEARNING THROUGH COLLABORATION (S)
Palmer House/Salon 4/5, Third Floor
Effective teacher leadership is needed to co-create coherent and engaging literacy learning and is best nurtured...
within professional learning communities. Panelists in this session will share activities and engage participants in collaboratively developed approaches to literacy instruction and assessment which can foster school improvement and student learning.

**Chair:** Joseph Flanagan, Adlai E. Stevenson High School, Lincolnshire, Illinois

**Presenters:** Tim Foley, Adlai E. Stevenson High School, Lincolnshire, Illinois, “What We Have Learned about What We Should Do: Reading and Writing for Tomorrow”


**Reactor/Respondent:** M. Elizabeth Kenney, Adlai E. Stevenson High School, Lincolnshire, Illinois

---

**L.39 READING THE PAST, WRITING THE FUTURE: LITERARY THEORY’S PRODUCTIVE ROLE IN THE HIGH SCHOOL CLASSROOM (S)**

**Palmer House/Grant Park Room, Sixth Floor**

This panel will discuss the dynamic interplay between past and present, and demonstrate how critical theory can be used to complicate the opposition between past and present and show students the constant complex interplay between them, both in the texts they read and the culture within which they are situated.

**Presenters:** Stephen da Silva, Ursuline Academy, Dallas, Texas, “The Empire Writes Back in the High School Classroom”

Miguel Segovia, The Master’s School, Dobbs Ferry, New York, “Situating Chicano Literature in the High School Classroom”

Elizabeth Sutton, Ursuline Academy, Dallas, Texas, “The Law in Literature, the Law as Literature”

---

**L.40 LITERATURE-BASED PROFESSIONAL WRITING: AN OXYMORON WHOSE TIME HAS COME (S)**

**Palmer House/Monroe Room, Sixth Floor**

These presenters will argue that 21st century standards reflect a shift from literature-based writing to technical writing, and that research, postsecondary institutions, and businesses support this new focus. Consequently, teachers are challenged to give priority to this method without sacrificing exposure to literature and higher-order thinking requirements which are necessary for success in the new global community.

**Chair:** Jeffrey Parker, The Norman Howard School, Rochester, New York

**Presenters:** Kelley Newhouse, North Fort Myers High School, Florida, “Literature-Based Professional Writing: The Rest of the Story”

Michele Propper, Lehigh Acres Middle School, Florida, “Literature-Based Professional Writing: A Play on Words”


Barbara Teitelzweig, North Fort Myers High School, Florida, “Literature-Based Professional Writing: An Epic Idea”

---

**L.41 NO VAMPIRES, NO WITCHES, NO DYSTOPIAS: YOUNG ADULT LITERATURE GOES BACK TO ITS ROOTS IN THE HERE AND NOW (S)**

**Chicago Hilton/Boulevard Room C, Second Floor**

Young Adult fiction got its start in realistic novels that reflected real-life challenges in the real world. The trend today is fantasy series set in imagined universes. In this panel, four YA novelists will talk about realistic fiction in 2011—establishing its place once again in the realm of books for teens.

**Chair:** Mark Letcher, Purdue University–Calumet, Hammond, Indiana

**Tradebook Authors:** Donna Freitas, Macmillan Children’s Publishing Group, New York, New York

Julie Halpern, Macmillan Children’s Publishing Group, New York, New York

Tara Kelly, Macmillan Children’s Publishing Group, New York, New York

Andrew Smith, Macmillan Children’s Publishing Group, New York, New York

---

**L.42 WEIGHED DOWN BY OUR TRAINING AS LITERARY CRITICS? A CONVERSATION ABOUT TEACHING HIGH SCHOOL LITERATURE IN THE 21ST CENTURY (S)**

**Palmer House/Salon 12, Third Floor**

Tradition in our field often favors a literary-analytic approach to the study of literature in the high school. But does this approach best serve ALL of our students as readers and writers? Join these presenters for a frank conversation exploring this issue.

**Presenters:** Jay Stott, Fairview High School, Boulder, Colorado

Sarah M. Zerwin, Fairview High School, Boulder, Colorado

---

**L.43 READING THE PAST AND WRITING THE FUTURE: AN URBAN LITERACY INITIATIVE (S–C)**

**Palmer House/Spire Room, Sixth Floor**

The presenters in this session—a high school student, a high school English teacher, a teacher preparation candidate, and a university faculty member—will describe a literacy collaboration between an urban teacher preparation program and an urban high school, and discuss the goals and results of this initiative.

**Presenters:** Joyce Brubaker-Trytten, Hughes High School, Cincinnati, Ohio, “An Urban Literacy Initiative: The High School Teacher”
Mark Kohan, University of Cincinnati, Ohio, “An Urban Literacy Initiative: Freedom Writers”
Chet Laine, University of Cincinnati, Ohio, “An Urban Literacy Initiative: The Teacher Educator”
Ginny Walters, University of Cincinnati, Ohio, “An Urban Literacy Initiative: The Teaching Candidate”

L.44 HANDS-ON IDEAS FOR TEACHING TEACHERS TO TEACH SHAKESPEARE THROUGH PERFORMANCE-BASED ACTIVITIES (C–T)
Palmer House/Red Laquer Ballroom, Fourth Floor

The plays of Shakespeare are included in almost every high school curriculum in the nation. Although preservice teachers are trained to teach a variety of literary styles, few are trained in the most current performance-based methods. The presenters in this session will demonstrate how current performance-based Shakespeare teaching techniques can be incorporated into an English/language arts teaching methods course.

Co-Chairs: Michael LoMonico, Folger Shakespeare Library, Washington, DC
Robert Young, Folger Shakespeare Library, Washington, DC

Presenters: Danette Long, Montana State University, Bozeman
Rick Vanderwall, University of Northern Iowa, Cedar Falls

L.45 READING PROFESSIONAL IDENTITIES OF TWO-YEAR COLLEGE ENGLISH FACULTY (C)
Palmer House/Madison Room, Third Floor
Sponsored by the Two-Year College English Association, open to all

This panel will consider two perspectives on two-year college English faculty professional identity in the context of unprecedented community college enrollment. Drawing on the historical development of the profession and the current and projected challenges faced by community college English instructors, they will examine the conditions and associations that help shape faculty identity.

Chair: Sheldon B. Wrice, Summit College, The University of Akron, Ohio

Presenters: Brett Griffiths, University of Michigan, Ann Arbor, “Critical Inquiry and Critical Exchange: Situating Experience”
Kate Thiroff, University of Michigan, Ann Arbor, “The Socialization Experiences of Newly Hired Adjunct English Faculty at Community Colleges”
Christie Toth, University of Michigan, Ann Arbor, “The Effects of Professional Association Participation on Two-Year College English Faculty”

L.46 FROM INNOCENCE TO EXPERIENCE: DEVELOPING THE PROFESSIONAL TEACHER OF ENGLISH (C)
Palmer House/Indiana Room, Third Floor

The transition from student to teacher can be daunting. This panel will offer ways in which to understand and mediate the challenges faced by preservice and inservice teachers during this transition, through writing, professional learning communities, and reflective practice.

Chair: Melanie Shoffner, Purdue University, West Lafayette, Indiana

Presenters: Michele Ebersole and Avis Masuda, University of Hawaii, Hilo, “Building Beginning Teacher Knowledge to Support Young Writers’ Development: A Professional Learning Community”
Melanie Shoffner, Purdue University, West Lafayette, Indiana, “Reading the First Year: Beginning as English Teachers”

L.47 PERSPECTIVES ON PORTFOLIOS: EXPLORING THEIR ROLES IN WRITING CLASSROOMS AND PROGRAMS (C)
Palmer House/Logan Room, Third Floor

This panel will consider alternative approaches to the design and use of portfolio assessment systems, and explore their uses as tools to support writers, writing classrooms, and writing programs.

Presenters: James Beitler, Roger Williams University, Bristol, Rhode Island, “Embracing Two Types of E-Portfolios in the First-Year Composition Classroom to Facilitate Transfer”
Anne Close, Truman College, Chicago, Illinois, “Developmental Writers, Portfolio Assessment, and Student Success at Truman College”
Elizabeth Lamszus, Northern Illinois University, DeKalb, “A Report on NIU’s First-Year Composition Electronic Portfolio Project: Eight Years of Successes and Challenges”

L.48 SUPPORTING HIGH SCHOOL ELA TEACHERS: A CONVERSATION (S)
Chicago Hilton/Astoria Room, Third Floor

Yesterday’s gum chewing and note-passing can’t compare to the challenges faced by today’s high school ELA teachers! In this session, high school teachers will have the opportunity to share their current challenges and brainstorm solutions, as well as have their voices be heard to guide the Secondary Section Steering Committee.

Chair: Kay Parks Haas, Olathe District Schools, Kansas

Leaders: Janet Atkins, Wade Hampton High School, Greenville, South Carolina
Jeanette Toomer, School for Community Research and Learning, Bronx, New York
Sunday General Session
10:00–11:15 a.m.
Chicago Hilton/Waldorf Room, Third Floor

Presiding: Keith Gilyard, NCTE President-Elect and Pennsylvania State University, University Park

Awards:

Announcement of the NCTE Orwell Award for Distinguished Contribution to Honesty and Clarity and the NCTE Public Doublespeak Award: Jean Boreen, Chair, NCTE Public Language Committee, Northern Arizona University, Flagstaff

David H. Russell Award: Presented by Todd Goodson, Chair, David H. Russell Award Selection Committee, Kansas State University, Manhattan, to Neal Lerner, for The Idea of a Writing Laboratory, published in 2009 by Southern Illinois University Press.

NCTE Media Literacy Award: Presented by William Kist, Chair, Media Literacy Award Selection Committee, Kent State University, Ohio, to the Writing and Communication Program, Georgia Institute of Technology, Atlanta.

Barksdale Turner Scholarship in African American/Black Literature, Black Caucus: Presented by Tonya Perry, The University of Alabama, Birmingham to Kendra Mitchell, Florida State University, Tallahassee

Introducing Yvonne Siu-Runyan: Stephen Krashen, University of Southern California, Los Angeles

Presidential Address: Yvonne Siu-Runyan, NCTE President and University of Northern Colorado, Greeley, “Telling Our Stories”
Sunday Luncheon
11:30 a.m.–1:00 p.m.

Conference on English Leadership
Chicago Hilton/Continental Ballroom, Salon B, Lobby Level

Mawi Asgedom

Presiding: Patrick Monahan, Interlochen, Michigan
Introducing Speaker: Scott Eggerding, Lyons Township High School, LaGrange, Illinois
Speaking: Mawi Asgedom. Mental Karate was founded by Mawi Asgedom, an educator who has written six books, spoken to over 750,000 students, and trained educators at the Harvard School of Education and many international conferences. As a child, Mawi fled civil war in Ethiopia and survived a Sudanese refugee camp for three years. After resettling in the United States, Mawi overcame poverty, language barriers, and personal tragedy to graduate with honors from Harvard University. For the last decade, Mawi’s mission has been to inspire students and educators. Mawi’s bestselling memoir, Of Beetles and Angels: A Boy’s Remarkable Journey from a Refugee Camp to Harvard, has been read as a one-book, one-community reading selection by hundreds of schools and communities including the cities of Philadelphia and Green Bay. His teen-success guides, The Code, Win the Inner Battle, and Nothing Is Impossible, have also been used in thousands of classrooms. Citing the impact of his work, The Illinois Association of Teachers of English named Mawi the 2006 Illinois Author of the Year.

Those without meal tickets who wish to hear the speaker will find limited seating at the rear of the room. Mr. Asgedom will likely begin his remarks 30–40 minutes after the beginning of the meal, so auditors need not be present at the beginning of the function.
M Sessions are located as below:

<table>
<thead>
<tr>
<th>Chicago Hilton</th>
<th>Palmer House</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>47</td>
<td>40</td>
</tr>
<tr>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>
M Sessions
11:30 a.m.–12:45 p.m.

Featured Session

M.01 Reading the Past, Writing the Future of English Teacher Education: “Clinically Rich Models” as Communities of Practice (M–S–C–T)

Kristen Pastore Capuana, James Cercone, Candice Tomic, and Shira Zemel

Chicago Hilton/Grand Tradition Room, Lobby Level

Teacher education programs remain under attack from many critics. How might teacher educators address demands for a “transformation” in teacher education? What models better reflect our core values as English teacher educators? How might experiences of preservice and mentor teachers contribute to the development of these models?

Chair: Suzanne Miller, University at Buffalo, New York
Presenters: Kristen Pastore Capuana, Cheektowaga Central High School, New York, “More than a Job: Rethinking Teacher Identity through Meaningful Professional Relationships”
James Cercone, University at Buffalo, New York, “I Never Saw the Kind of Teaching We Talked About: What ‘Clinically Rich’ Can Really Mean”
Candice Tomic, University at Buffalo, New York, “Approaching Gender Inquiry as a Preservice Teacher: From a Methods Course to a Classroom”
Shira Zemel, University at Buffalo, New York, “School English as Communities of Practice: From Theory to Classroom Space”

M.02 OUTSTANDING BOOKS FOR AND ABOUT YOUNG PEOPLE WITH DISABILITIES (G)
Chicago Hilton/Grand Ballroom, Second Floor

Sponsored by the United States Board on Books for Young People, open to all

Chair: Suzanne Miller, University at Buffalo, New York
Presenters: Kristen Pastore Capuana, Cheektowaga Central High School, New York, “More than a Job: Rethinking Teacher Identity through Meaningful Professional Relationships”
James Cercone, University at Buffalo, New York, “I Never Saw the Kind of Teaching We Talked About: What ‘Clinically Rich’ Can Really Mean”
Candice Tomic, University at Buffalo, New York, “Approaching Gender Inquiry as a Preservice Teacher: From a Methods Course to a Classroom”
Shira Zemel, University at Buffalo, New York, “School English as Communities of Practice: From Theory to Classroom Space”

Sharon M. Draper
Katherine Erskine

USBBY has as one of its objectives to promote books that depict disabled people, with an emphasis on similarities rather than differences in order to give all readers the opportunity to understand this special group. In this session, award-winning authors will discuss their books and how they craft literature that speaks to young readers.

Co-chairs: Kim Ford, Cypress Middle School, Memphis, Tennessee
Edward T. Sullivan, Rogue Librarian, Oak Ridge, Tennessee
Presenters: Sharon M. Draper, author, Simon and Schuster, New York, New York
Katherine Erskine, author, Penguin Young Readers Group, New York, New York
**M.03 EMBRACING THE FUTURE WITH THE TOP TEN TEACHING IDEAS (G)**
Palmer House/Salon 7, Third Floor
*Sponsored by the Standing Committee on Affiliates, open to all*

In this session, aspiring and early career teachers from around the USA will discuss the latest ideas for teaching in the future. Participants may select three roundtable discussions on the topics which are most relevant to their teaching.

**Chair:** Janice Suppa-Friedman, educational consultant, Stanardsville, Virginia  
**Moderator:** Patricia Waters, Troy University, Alabama  
**Topic:** Best Ideas in Preservice Teacher Practice  
**Presenters:** Kristen Bruley, student, Troy University, Alabama  
Jenny Meadows, student, Troy University, Alabama

**Co-chairs:** Amie Ohlmann, University of Iowa, Iowa City  
Bonnie Sunstein, University of Iowa, Iowa City  
**Topic:** The Keys to the Conference: How Teachers and Students Can Most Effectively Prepare for Writing Conferences  
**Presenter:** Benjamin D. Thiel, Kirkwood Community College, Iowa and MA student, University of Iowa, Iowa City

**Topic:** Blinded by Gold: The Power of Award-Winning Books in Juvenile Literature  
**Presenter:** Jacqueline M. Biger, librarian and MAT student, University of Iowa, Iowa City

**Topic:** Multiculturalism in the Language Arts Classroom: Approaches to Exploring the Canon  
**Presenters:** Amari Nasafi, writing coach and MAT student, University of Iowa, Iowa City  
Michelle Bacon Curry, MAT student, University of Iowa, Iowa City

**Moderator:** Joan Mitchell, Wake Forest University, Winston-Salem, North Carolina  
**Topic:** We Don’t Want No Drama: Using Multimedia Programs to Engage Students in Dramatic Texts  
**Presenters:** John Randall Davis, student, Wake Forest University, Winston-Salem, North Carolina  
Emily Satterfield, student, Wake Forest University, Winston-Salem, North Carolina

**Topic:** Teaching Creative and Analytic Writing through Interpretations of Visual Art  
**Presenters:** Christopher Todd Sabolcik, student, Wake Forest University, Winston-Salem, North Carolina  
Katie Rea, student, Wake Forest University, Winston-Salem, North Carolina

---

**M.04 TEACHING “FRUITFULLY AND CREATIONALLY” UNDER THE WEIGHT OF MANDATES: OUR PAST, PRESENT, AND FUTURE (G)**
Chicago Hilton/Astoria Room, Third Floor

Like John Dewey and Lou LaBrant, these roundtable leaders believe good learning experiences require the side-by-side assessment of professional educators who understand the importance of differentiated learning for each student in contextual ways. They will embrace these ideas and advocate for quality experiences that create interested and engaged readers and writers as they demonstrate some ways in which teachers can create real language experiences in their classrooms.

<table>
<thead>
<tr>
<th>Table Number</th>
<th>Roundtable Leaders and Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Niki Amato, Carolina High School and Academy, Greenville, South Carolina, “Graphic Novels: Tools for Digging Up History”</td>
</tr>
<tr>
<td>2</td>
<td>Stephanie Johnson, Eliot Hine Middle School, Washington, DC, “Writing Our Past, Present, and Future: Memoir Writing with Middle Schoolers”</td>
</tr>
<tr>
<td>3</td>
<td>Sarah Methvin, Southside Christian School, Simpsonville, South Carolina, “Middle Schoolers and How They Perceive Themselves as Readers and Writers”</td>
</tr>
</tbody>
</table>
Sunday, 11:30 a.m.–12:45 p.m.

4 Amanda Pepper, Berea High School, Greenville, South Carolina, “Text Sets and Simulations: Creating Relevant Connections”

5 Renita Schmidt, University of Iowa, Iowa City, “Assessing and Evaluating Nonwritten Work”

6 Michael Svec, Furman University, Greenville, South Carolina, “Building Inquiry Science Teaching around Peter Sis’s Tree of Life and Starry Messenger”

7 Paul Thomas, Furman University, Greenville, South Carolina, “Silenced and Ignored—But Accountable?”

M.05 RAISING READERS AND WRITERS: ENVISIONING BEST PRACTICE IN THE 21ST CENTURY (G)
Palmer House/Salon 1/2, Third Floor
Three educators from across grade levels will show how to build on the founding philosophies of literacy education and translate them into best practices for progressive 21st century classrooms.

Presenters: Katie Doherty, Ron Russell Middle School, Portland, Oregon, “Keeping It Real”
Ellie Gilbert, Molalla Online High School, Oregon, “The 21st Century One-Room Schoolhouse”
Ruth Shagoury, Lewis and Clark College, Portland, Oregon, “Nurturing Young Literacy Learners”

M.06 SPEAKING BACK: COLLABORATING AND TRANSFORMING THROUGH POETRY (G)
Palmer House/Salon 6, Third Floor
The presenters in this session will explore how critical literacy allows students and educators to engage with poetry in ways that promote listening and community building. They will discuss how spoken word and performance can validate students’ voice, how found poetry can support reader reflection and response, and how these techniques can address the issues of identity, access, and voice in classrooms and communities.

Presenters: Tamara Butler, The Ohio State University, Columbus, “Dust Tracks: Youth Uncovering Local Narratives through Spoken Word”
Sarah Carnahan, The Ohio State University, Columbus, “Speaking Their Worlds: Spoken Word in the Women’s Studies Literature Classroom”
Betsy Carpenter, The Ohio State University, Columbus, “Spoken Word: Validating Students’ Voices”
Lisa Patrick, The Ohio State University, Columbus, “Found Poetry: A Tool to Support Reader Reflection and Response”

M.07 TEACHING THE TABOO: COURAGE AND IMAGINATION IN THE CLASSROOM (T–G)
Chicago Hilton/PDR 4, Third Floor
In this session, the presenters will engage in an open-ended conversation on how to teach the taboo. They will argue that to teach the taboo effectively, teachers must reexamine the taken-for-granted curriculum and the constraints of standardized testing, and employ the important and inspiring approach of a curriculum of questioning, in order to advance the cause of social justice.

Presenters: Richard Ayers, University of San Francisco, California, “Empowering the Student”
William Ayers, University of Illinois, Chicago, “Curriculum of Questioning”

M.08 EMPOWERING TEACHERS THROUGH A TEACHER INQUIRY GROUP: PRACTITIONER-RESEARCHERS EXPLORE STUDENT ENGAGEMENT AND PARTICIPATION IN READING/LANGUAGE ARTS (G)
Palmer House/Honore Ballroom, Lobby Level
In this session, members of a National Writing Project site will describe their experiences developing a collaborative teacher inquiry group focused on student participation. Panelists will share insights about motivating student engagement and how the teacher inquiry group helped them to better understand themselves and their students, and suggest practical implications of their work.

Chair: Sarah Rizzo, St. Peter’s Elementary School, Mansfield, Ohio

Presenters: Jeane Copenhaver-Johnson, The Ohio State University, Mansfield, “Forging and Sustaining a Teacher Inquiry Group: Connecting Reflective Teachers”
Terri Godby, Hannah Crawford Elementary School, Crestline, Ohio, “Engaging Students in the 5th Grade Classroom Using Socratic Seminars”
Margaret Hersman, The Ohio State University, Mansfield, and Debby North, St. Peter’s High School, Mansfield, Ohio, “Stepping into Teacher Inquiry: Why and How”
Martí Maas, Madison High School, Mansfield, Ohio, “The Socratic Seminar: A Springboard for Literacy Response”
Mary Jo Napholtz, Perkins High School, Sandusky, Ohio, “Digging beneath the Surface: Enhancing Critical Thinking Skills”
Carol Roger, Tuslaw Middle School, Massillon, Ohio, “Searching for the Elusive Voice: Implementing Intentional Listening”
Cathy Rosenberg, The Ohio State University, Columbus, “Learning to Teach (College): An Inquiry into Self”
HopeAnn Wallace, Perkins High School, Sandusky, Ohio, “Motivating Students through Choice in the Classroom”
M.10  LITERACY AND THE URBAN STUDENT: YES, WE CAN! (E–C)
Palmer House/Price Room, Fifth Floor
A group of educators from a variety of urban settings will trace the learning path which their students travel every day. Join them to see what worked with their students so you can help your students travel their path more easily and effectively.
Chair: Jeannine Hurst, The University of Texas of the Permian Basin, Odessa
Presenters: Jeannine Hurst and Roy Hurst, The University of Texas of the Permian Basin, Odessa, “Promoting Academic Vocabulary Successfully: A Case Study of Two Fifth Grade Science Classes in a Low SES School”
Rachel Roseberry, University of Notre Dame, Indiana, “Bridging the Gap: A Case Study of the Heart House Summer Program in Austin, Texas and Its Effects on Student Learning Outcomes”

M.11  LOOKING BACK, MOVING FORWARD: NONFICTION GETS READERS’ ATTENTION (E–M)
Chicago Hilton/Conference Room 4L, Fourth Floor
Four award-winning authors and illustrators of nonfiction for children and young adults will discuss how they make history high-interest for young readers and how teachers can incorporate nonfiction into their classrooms.
Presenters: John Hendrix, author, Abrams Books for Young Readers, New York, New York
Marissa Moss, author, Abrams Books for Young Readers, New York, New York
Linda Barrett Osborne, author, Abrams Books for Young Readers, New York, New York
Glennette Tilley Turner, author, Abrams Books for Young Readers, New York, New York

M.12  BUILDING LITERACY SKILLS THROUGH SCIENCE AND SOCIAL STUDIES PROJECTS (E–M–T)
Chicago Hilton/Conference Room 4C, Fourth Floor
Using classroom examples, these presenters will demonstrate practical strategies for integrating reading, writing, and technology skills into inquiry-based social studies and science projects. Learn how you can help your students to become strong communicators and problem solvers while you address all aspects of the curriculum effectively. Participants will be encouraged to join the conversation.
Presenters: Katie Barber, Episcopal School of Baton Rouge, Louisiana
Kathy Bartelmay, Duke School, Durham, North Carolina
Jeff Burch, Durham Academy, North Carolina
Amy Lau, Duke School, Durham, North Carolina

M.13  INQUIRY CIRCLES: COMBINING COMPREHENSION, COLLABORATION, AND INQUIRY (E–M)
Chicago Hilton/Joliet Room, Third Floor
Inquiry circles encourage students to use expanded comprehension strategies and collaborative social skills that enable them to enhance understanding, acquire knowledge, and take action. This interactive session will describe active literacy practices that engage students in productive, differentiated small group inquiry on a variety of topics, issues, and ideas.
Chair: Stephanie Harvey, Public Education and Business Coalition, Denver, Colorado
Presenters: Sara Ahmed, Burley School, Chicago, Illinois, “Interviewing as a Form of Research”
Katie Muhtaris, Burley School, Chicago, Illinois, “From Lit Circles to Inquiry Circles”
Michele Timble, Burley School, Chicago, Illinois, “Sharing Your Own Inquiry Process as a Means to Teaching Research Strategies”
Kristin Ziemeke, Burley School, Chicago, Illinois, “Modeling and Leaving Tracks of Thinking”

M.14  USING ENGLISH-SPANISH COGNATES TO SCAFFOLD LEARNING FOR LATINO ELS (E–M–S–T)
Chicago Hilton/Boulevard Room B, Second Floor
These presenters will show how to use English-Spanish cognates to scaffold the learning of reading and writing skills by Latino English learners, and how to use cognates in lessons on morphology and cognate recognition.
Presenters: Anita Hernandez, New Mexico State University, Las Cruces
Jose Montelongo, Canutillo Independent School District, El Paso, Texas

M.15  FINDING MY “AMERICAN” VOICE THROUGH DIGITAL STORYTELLING (E–M–S)
Chicago Hilton/Conference Room 4M, Fourth Floor
The presenters on this panel will share the results of a two-year investigation of the use of Digital Storytelling (DST) in a self-contained English as a Second Language (ESL) classroom.
Presenters: Angie McKinney, Williston Middle School, Wilmington, North Carolina
Denise Ousley-Exum, University of North Carolina, Wilmington
Eleni Pappamihel, University of North Carolina, Wilmington
M.16 Author Strand

DON BROWN, PENNY COLMAN, AND SALLY WALKER
Nonfiction Is Literature Too! (E–M–S)
Chicago Hilton/PDR 2, Third Floor

Three master authors of nonfiction for young readers (ages 7–Young Adult) will discuss their approach to presenting history—from how they select their subjects, to research, to storytelling—in creating books for the English classroom. A reviewer will moderate the discussion and offer criteria which teachers can use to select nonfiction books for their classrooms.

Chair: Edward T. Sullivan, librarian and writer, Oak Ridge, Tennessee
Penny Colman, Macmillan Children's Group, New York, New York, author of Elizabeth Cody Stanton and Susan B. Anthony: A Friendship that Changed the World and Thanksgiv-ing: The True Story, “Nonfiction for Young Adults”

M.17 DIMENSIONS OF JOURNALING THAT PROPEL THE ADOLESCENT WRITER (M)
Palmer House/Salon 4/5, Third Floor

Members of this panel will describe the use of journaling for enhancing the writing experience of adolescents in heterogeneous classes and encouraging self-reflection for the development and revision of their writing. They will also discuss the importance of the teacher writing concurrently with the students.

Chair: April Hoover, Shippensburg Area Middle School, Pennsylvania
Presenters: April Hoover, Shippensburg Area Middle School, Pennsylvania, “Journaling Strategies That Free the Adolescent Writer”
Lynn Reinhart, Shippensburg Area Middle School, Pennsylvania, “Journaling in the Middle School Science Classroom”
Cara Vicchiotti, Shippensburg Area Middle School, Pennsylvania, “Web-Based Moodle Journaling”

M.18 TODAY’S READERS, TOMORROW’S LEADERS (M–T)
Palmer House/Salon 12, Third Floor

Making instructional decisions is one of the challenges faced by teachers who work with struggling readers. Using literacy strategies to help students comprehend content texts is a common approach, but which strategy is best for which content area and learning goal? These presenters will share new research on lessons from the field.

Presenters: Kathy Feighan, Research for Better Schools, Philadelphia, Pennsylvania
Jill Feldman, Research for Better Schools, Philadelphia, Pennsylvania
Elizabeth Heeren, Memphis City Schools, Tennessee

M.19 WRITING THE FUTURE OF BULLYING: IT REALLY CAN GET BETTER (M–S–T)
Palmer House/Chicago Room, Fifth Floor

How can teachers support all students who are bullied or cyberbullied? In this session, the presenters will share strategies and lessons that help students become allies for their classmates, and effective literature, videos, and writing strategies that assist young adolescents in confronting bullying and harassment and empower them to write a brighter future.

Chair: Roxanne Henkin, The University of Texas, San Antonio
Presenters: Roxanne Henkin, The University of Texas, San Antonio
Donna Keneady, San Antonio College, Texas
Kelley Meyer, North East Independent School District, San Antonio, Texas, “Confronting Bullying and Harassment in Middle School”

CANCELLED
M.20 TAKING BACK THE CLASSROOM: RETURNING VOICE TO STUDENTS THROUGH THE TRANSFORMATION OF OUR TEACHING (M–S–T)
Chicago Hilton/Boulevard Room C, Second Floor

In this session, high school teachers will show how to transform classroom practice in the face of test-driven curriculum and mandates that constrain learning and teaching. They will also describe aspects of reading and writing workshops (including text sets, student choice, conferencing, and digital literacy) which develop student agency, voice, and proficiency.

Chair: Theresa McGinnis, Hofstra University, Hempstead, New York
Associate Chair: Debra Goodman, Hofstra University, Hempstead, New York
Presenters: Laura Martingano, Massapequa High School, New York
Jillian Rivera, Wantagh High School, New York, “But Reading and Writing Are for English Class: Literacy in the Social Studies Classroom”
Alisa Santamaria, Wantagh High School, New York, “Revaluing Writing and Writers in an AP Class”
Respondent: Sally Smith, Hofstra University, Hempstead, New York

M.21 TEACHING TO THE TEXT: FORCES INFLUENCING TEXT SELECTION IN GRADES 6–12 (M–S)
Palmer House/Salon 3, Third Floor

What does the almost nationwide adoption of the Common Core State Standards and resultant canonical backlash mean for middle and high school English teachers in terms of text choice and teaching pedagogies? This panel will discuss the standards, analyze the Stotsky report, and make recommendations for text and instruction policies for schools.

Presenters: Gwynne Ash, Texas State University, San Marcos
Jessica Ford, University of Wyoming, Laramie
Jodi Holschuh, Texas State University, San Marcos
Leslie Rush, University of Wyoming, Laramie
Jane Saunders, Texas State University, San Marcos

M.22 GUTENBERG’S STATUS UPDATE: MOVING TRADITIONAL LITERACY INTO THE 21ST CENTURY (M–S)
Palmer House/Adams Room, Sixth Floor

This panel will describe affordable, accessible technology which can mold students into stronger readers and writers—so they are highly literate individuals who are prepared to communicate in the 21st century. The presenters will share their own experiences and invite participants to join in a discussion on the changing face of literacy.

Chair: Melinda Wallace, West Jackson Middle School, Jefferson, Georgia
Ann Hall, West Jackson Middle School, Jefferson, Georgia, “Engaging Students through e-Readers”
Chris Pendley, West Jackson Middle School, Jefferson, Georgia, “Real-Time Literacy: Live Discussion Boards during Class”
Melinda Wallace, West Jackson Middle School, Jefferson, Georgia, “Bring Readers and Authors Together through Technology”

M.23 DEVELOPING SELF-EFFICACY THROUGH READING AND WRITING (M–S)
Palmer House/Water Tower Room, Sixth Floor

These presenters will demonstrate and involve participants interactively in research-supported practices designed to develop students’ self-efficacy through reading and writing, including the use of metacognitive strategies. Evidence of student growth in written work and self-reflection will also be shared.

Presenters: Michael Harrison, Big Bear High School, Big Bear Lake, California, “Self-Efficacy via Reading and Writing”
Lisa Waner, Big Bear High School, Big Bear Lake, California, “Developing Student Self-Efficacy through Reading and Writing”

M.24 VOICE AND VISION: SOCIAL JUSTICE IN ART AND POETRY (M–S)
Chicago Hilton/Boulevard Room A, Second Floor

In this presentation, participants will be invited to explore how art and poetry can be interconnected with social justice issues in an integrated unit. The presenters will guide participants through a series of learning activities, including the exploration of social justice poetry and an opportunity to create a poem visually represented by art.

Chair: Karen Magro, University of Winnipeg, Manitoba, Canada
Presenters: Geri Padellford, Saint Ambrose of Woodbury Catholic School, Woodbury, Minnesota
Kristin Woolsey, Saint Ambrose of Woodbury Catholic School, Woodbury, Minnesota
M.25 PUTTING PEDAGOGICAL KNOWLEDGE INTO PRACTICE: WHAT STUDENT TEACHERS REALLY NEED FROM COOPERATING TEACHERS (M–S–T)
Chicago Hilton/PDR 3, Third Floor

Although student teaching is the epitome of preservice teachers’ education, they are often given little guidance or support from their collaborating teachers. In this session, two first-year teachers will share their experiences as student teachers and engage participants in a discussion about what student teachers really need to succeed.

Presenters: Diana Sevidal, Upson-Lee High School, Thomaston, Georgia
Jessica Sprecher, Etowah High School, Woodstock, Georgia

M.26 PLAYING WITH WORDS AND RADICALLY REVISING WITH POETRY (M–S–C–T)
Palmer House/Monroe Room, Sixth Floor

Would you like to play more with poetry? Come explore how poetry can be woven into your current curriculum and rediscover the poet within! Walk away with two original poems, a found poem, and several lesson plans that can transform class writings and assignments into the lively art of poetry.

Presenters: Jodi Pitts, Rock Bridge High School, Columbia, Missouri
Heather Statz, University of Missouri, Columbia

M.27 FROM HAGWON TO “HEY YA’LL”: KOREAN IMMIGRANTS IN AMERICAN SCHOOLS (M–S–C–T)
Chicago Hilton/PDR 1, Third Floor

These presenters will share research which explores some of the complexities and issues facing Korean immigrant and Korean American students in schools. The presentations will be followed by questions and comments from participants.

Chair: Bob Fecho, The University of Georgia, Athens

Presenters: Dawan Coombs, The University of Georgia, Athens
Daniel Gilhooley, The University of Georgia, Athens
C. Allen Lynn, The University of Georgia, Athens
Hye-Young Park, The University of Georgia, Athens

M.28 READING COLONIALISM, WRITING RESISTANCE: CONNECTING WEST AFRICA, THE MIDWEST, AND GLOBALIZATION IN THE ELA CLASSROOM (M–S–C)
Palmer House/Spire Room, Sixth Floor

Presenters on this panel will share curriculum created for the ELA classroom based on Fulbright research about the effects of globalization in Senegal and the United States. They will explore globalization and colonialism and show how students are empowered by analyzing and writing stories of resistance.

Joy Bailey, Crossroads Anti-Racism Organizing and Training, Kalamazoo, Michigan, “The Role of NGOs and Nonprofits”
Jennifer Heymoss, Kalamazoo Central High School, Michigan, “Globalization and Immigration: Yes We Can?”

M.29 MOVING STUDENTS TO LITERARY OWNERSHIP USING CLASSIC EPIC POETRY, A CONTEMPORARY NOVEL, AND DRAMA (M–S–C)
Chicago Hilton/Williford Room C, Third Floor

Attend this session to discuss practical approaches for combining YA novels and film with classic texts, for building a high school–university partnership to give students an awareness of diversity, and for exploring the value of reading and writing literacy narratives.

Chair: Kathryn Spradlin, Florida State University, Tallahassee

Presenters: Brian Hawkins, Bedford North Lawrence High School, Bedford, Indiana, and Zaineb Istrabadi, Indiana University, Bloomington, “Teaching The Kite Runner in the Bible Belt: Building High School–University Partnerships to Teach Diverse Literature”

M.30 HARNASSING THE POTENTIAL OF GOOGLE DOCS (M–S–C)
Palmer House/Wabash Room, Third Floor

Do you use Google Docs as part of your classroom practice? Do you want to use Google Docs but don’t know where to start? In this session, contributors to Lesson Plans for Developing Digital Literacies (NCTE 2010) will share their lessons using Google Docs to assemble and interpret data and create persuasive articles about ethical issues surrounding the use of technology in the classroom.

Chair: Anna Meyers Caccitolo, Lyons Township High School, LaGrange, Illinois


Reactor/Respondent: Mary Christel, Adlai E. Stevenson High School, Lincolnshire, Illinois
M.31 READING AND WRITING IN THE DIGITAL
AGE: TOWARD A DEMOCRATIC VISION
OF THE FUTURE OF LITERACY
EDUCATION (M–S–C–T)
Chicago Hilton/Lake Ontario Room,
Eighth Floor
At one time, signing one's name, memorizing patriotic texts
for cultural transmission, and recording documents defined
what it meant to be literate. What can where we've been
tell us about socially responsible, democratic literacy edu-
cation in light of the drastic changes that are taking place in
today's communicative landscape?
Chair: Teresa Bunner, Orange County Schools, Hillsborough,
North Carolina
Presenters: Riddhi Shah, Teachers College, Columbia Univer-
sity, New York, New York
Julie Warner, Armstrong Atlantic State University, Savannah,
Georgia

M.32 ADDRESSING CRITICAL ISSUES
THROUGH FILM, A NOVEL, AND
TELEVISION (M–S–C)
Chicago Hilton/Continental Ballroom,
Salon C, Lobby Level
Presenters in this session will show how to use multimedia
to assess critical issues in the classroom. They will include
the use of film to engage high school students in conversa-
tions about complex social issues such as racism and ter-
rorism, and how to use televised social commentary and
classics such as The Adventures of Huckleberry Finn to teach
satire and the power of language, as well as to enhance stu-
dent understanding of cultural contexts and their relevance
to issues in the present.
Chair: Tim Klobuchar, Edina High School, Minnesota
Presenters: Tim Klobuchar, Edina High School, Minnesota,
“Doing the Right Thing: Teaching Social Justice through Film
without a Sledgehammer”
Kimberly Rotter, Audubon High School, New Jersey, “Language’s
Power to Entertain and Persuade: Teaching Satire
Using The Daily Show with Jon Stewart and The Adventures
of Huckleberry Finn”

M.33 ENGAGING ADOLESCENT WRITERS
(M–S–C–T)
Palmer House/Hancock Room, Sixth Floor
How can teachers support adolescent writers using tools
such as social networking, scholastic journalism, and writing
workshop?
Presenters: Elizabeth Dinkins, Georgetown College, Ken-
tucky, “Process and Potential of Combined Writing Instruc-
tion: SRSD in a Workshop Classroom”
Sarah Hunt-Barron, Converse College, Spartanburg, South
Carolina, “Social Networking: Promising Practices for Revi-
sion and Collaboration”

M.34 EMPOWERING ENGLISH LEARNERS AS
ACADEMIC WRITERS (G)
Palmer House/Salon 10, Third Floor
These presenters will discuss how teachers can support
academic writers by involving parents in blogging, connect-
ing students with their native culture and linguistic heritage,
and using visual representations.
Presenters: James Cohen and Corrine Wickens, Northern
Illinois University, DeKalb, “Perspectives of Three Undocu-
mented Adolescent Immigrants”
Iman Ismail, Wayne State University, Detroit, Michigan, “Use
of Visual Representations and Drawing for Arabic High
School English Language Learners’ Academic Writing”
Dong-shin Shin, The College at Brockport, State University
of New York, “Reimagining Use of Weblogs for Parental
Support in Teaching ELLs Academic Writing”

M.35 Battling the Tide of Mediocrity—
Beginning Teachers Can Lead for
Excellence with Genuine Writing
Approaches (S)
Palmer House/Grant Park Room, Sixth Floor
In 1911, brave teachers protested, and so began NCTE.
Today teachers face their own traditionalist naysayers. Two
first-year teachers who led their own “revolutions,” will
show how they took huge risks in separate high-perform-
ing but traditional high schools and employed workshop
and studio principles to transform their classrooms.
Chair: Jim Mahoney, The College of New Jersey, Ewing
Presenters: Erin Drulis, Hunterdon Central Regional High
School, Flemington, New Jersey, “All Seeds Start in the
Writer’s Notebook”
Alex Witkowski, South Brunswick High School, New Jersey,
“Portfolios: Or How I Learned to Stop Worrying and Love to
Write”

M.36 Creating a Culturally Responsive
Classroom: Bridging Cultural
Connections Between Novels of
the Canon and YA Literature for
African American Students (S)
Chicago Hilton/Marquette Room, Third Floor
Presenters in this session will discuss the pedagogy of cul-
turally responsive teaching of African American students.
They will analyze characters and themes and describe how
to use novels of the canon, young adult literature, and Web
2.0 tools to bridge the gap between home and school
experiences and enrich learning.
Chair: Clarissa West White, Florida State University, Tallahassee
Presenters: Tammy Hinson, Florida Virtual School, Orlando
Oya Mwanza, University of Central Florida, Orlando
M.37 TWO TEACHERS, TWO TEXTS, TWO CLASSES (S)
Palmer House/State Ballroom, Fourth Floor
Two teachers will share the structure and pedagogy of a curriculum that uses technology and extends learning outside the classroom. Focusing on Native Son (set in Chicago) and The Heart Is a Lonely Hunter, their unit includes collaborative class activities and projects that join reading and writing with social responsibility.
Presenters: Sari Schulman, Paul D. Schreiber High School, Port Washington, New York
Judith Schutzman, Paul D. Schreiber High School, Port Washington, New York

M.38 KNOWING THE PAST TO FOSTER THE FUTURE: PRACTICAL COLLABORATIVE TEAMS (S)
Palmer House/Crystal Room, Third Floor
These presenters will show how collaborative team work guided by the teacher-leader can improve planning, instruction, and assessment. They will describe the integration of essential questions with college/career standards for all students, including second-language learners. Handouts will be provided which list the practices which participants can take back to their schools.
Chair: Jeff Schwartz, Greenwich Academy, Connecticut
Presenters: Stephanie Bailey, Glenbrook South High School, Glenview, Illinois, “Developing Improved Essential Questions to Guide Content Choice”
Deborah Cohen, Glenbrook South High School, Glenview, Illinois, “Using the Core College and Career Standards to Guide Improvement”
Scott Glass, Glenbrook South High School, Glenview, Illinois, “Using Student Work to Examine Rubric Criteria”
Karen LeBlanc, Glenbrook South High School, Glenview, Illinois, “Applying Core Work to WIDA Standards and Second-Language Classrooms”
Susan Levine-Kelley, Glenbrook South High School, Glenview, Illinois, “Setting the Foundation for Improvement”
Julie Schaefler, Glenbrook South High School, Glenview, Illinois, “Threading Common Standards among Senior Elective Courses”

M.39 IMPROVING CONTENT AREA ACHIEVEMENT THROUGH READING COACHING (S)
Palmer House/Empire Room, Lobby Level
In an urban school, these three reading teachers worked with content-area teachers to incorporate reading instruction into their courses without increasing teacher workload. They will show how they coached content teachers to utilize specific methods that support and extend reading instruction, and provide reading tools that improve students’ overall achievement.

M.40 SOCIAL NETWORKING: BUILDING A BRIDGE BETWEEN 21ST CENTURY STUDENTS AND CLASSIC LITERATURE (S)
Palmer House/Red Laquer Ballroom, Fourth Floor
Presenters in this session will demonstrate how social networking is a valuable tool in the English classroom. Using platforms like Facebook, Twitter, NING and Edmodo, students can participate in hands-on, higher-level, individualized learning. Handouts will include curriculum guidelines for setting up and maintaining NING, Edmodo, and a social networking project.
Presenters: Erin Micklo, Illinois Math and Science Academy, Aurora
Nicole Trackman, Illinois Math and Science Academy, Aurora and Teachers College, Columbia University, New York, New York

M.41 TEACHING COMPOSITION IN THE ERA OF DUAL-CREDIT: LESSONS FOR COLLEGE AND HIGH SCHOOL EDUCATORS (S–C)
Chicago Hilton/Continental Ballroom, Salon A, Lobby Level
The presenters in this session will report the findings of a study of high school writers taking gateway courses in a community college. They will describe the expectations placed upon these writers and the extent to which they met these expectations, and discuss the implications for high school and college faculty.
Presenters: Jean-Paul Nadeau, Bristol Community College, Fall River, Massachusetts, “A Study of Dual-Enrolled Writers: Methods, Findings, and Implications”
Howard Tinberg, Bristol Community College, Fall River, Massachusetts, “What the Research Tells Us”
Ron Weisberger, Bristol Community College, Fall River, Massachusetts, “Rethinking Dual Enrollment Design”

M.42 GET IN THERE AND ACT RIGHT: USING CITATIONS TO OPEN UP INTELLECTUAL SPACE FOR FIRST-YEAR WRITERS (S–C)
Palmer House/Salon 8/9, Third Floor
These presenters will demonstrate a strategy for teaching citations which opens spaces for students’ voices and encourages them to revise their prior notion of sources as fixed, passive, or indisputable. This key reconceptualization

Continued on following page
helps students to write a future where they see themselves making contributions as intellectual members of society.

**Chair:** Nancy DeJoy, Michigan State University, East Lansing

**Presenters:** Natalie Graham, Michigan State University, East Lansing, “Quilting in Conversation: Talking to and Stitching Together Sources”

Steven Lessner, Michigan State University, East Lansing, “Jammin’ with Sources: Using Popular Music to Help Students Explore Citation Possibilities”

Walter Sistrunk, Michigan State University, East Lansing, “What’s Good? Evaluating Sources as a Way of Invention”

**M.43 HIP-HOP AS A STEP INTO WRITING:**

**CONNECTING MUSIC, IDENTITY, AND WRITING INSTRUCTION (S–C–T)**

**Chicago Hilton/Williford Room B, Third Floor**

The members of this panel will address the role that hip-hop music can play in helping students become stronger, more reflective writers.

**Presenters:** Bushra Malaibari, University of Tennessee, Knoxville, “’Rappers Delight’: Reading and Writing with Hip-Hop”

Deborah Sanchez, North Carolina Central University, Durham, “’A Call to My Soul’: A Young Man’s Search for Humanistic Understanding through Hip-Hop Literacy”

**M.44 OUR STUDENTS, OUR SELVES:**

**CULTURALLY RESPONSIVE PEDAGOGY AND CRITICAL LITERACY IN TEACHER EDUCATION (C)**

**Palmer House/Marshfield Room, Third Floor**

In this session, literacy teachers will learn how to navigate tensions and theorize practice through constructing narratives, examining accepted practices, and challenging scripted curriculum.

**Chair:** Holly Graham, University of Massachusetts, Amherst

**Presenters:** Kristina Frederickson and Holly Graham, University of Massachusetts, Amherst, “Tensions and Empowerment: Urban Teachers’ Integration of Critical Literacy in a Formalist Environment”

Tambra O. Jackson, University of South Carolina, Columbia, “Why We Can’t Wait: Attending to the Preparation of Teachers of Color at Predominately White Institutions”

Stacie L. Tate, American University, Washington, DC, “It’s Not Just a Job; It’s a Lifestyle”

**M.45 USING CREATIVE WRITING AND POETRY TO TEACH COMPOSITION (C)**

**Palmer House/Madison Room, Third Floor**

The presenters in this session will explore the ways in which creative writing techniques and poetry can enrich the teaching of composition and language for students in basic writing or adult ESL classes.

**Presenters:** Cigdem Catmali, Florida International University, Miami, “Poetry in Adult ESL Classrooms”

Lani Montreal, Malcolm X College, Chicago, Illinois, “Poets in Our Midst: Creative Writing in a Basic Writing Class”

**M.46 BUILDING AN INTERACTIVE LEARNING AND WRITING COMMUNITY IN AN ONLINE MODALITY (C)**

**Palmer House/Logan Room, Third Floor**

In an effort to humanize technology-based educational settings, the presenters in this session will discuss social learning theory and give examples of how one group of writing professionals connects with online students using instructional strategies including asynchronous holistic paper reviews with video feedback, synchronous one-on-one writing tutoring, and embedded writing coaches.

**Presenters:** Kurtis Clements, Kaplan University, Chicago, Illinois

Melody R. Pickle, Kaplan University, Chicago, Illinois

**M.47 TEACHING LATINO/LATINA LITERATURE TWENTY-FIVE YEARS AFTER BORDERLANDS/LA FRONTERA (C)**

**Chicago Hilton/Conference Room 4D, Fourth Floor**

Sponsored by the Latino Caucus, open to all

Beginning with a summary of the pedagogic impact of Anzaldúa’s mestiza consciousness, three students of color will discuss what it means to study Latino literature as emerging readers/writers/critics. Finally, they will comment on Borderlands/La Frontera and The Norton Anthology of Latino Literature.

**Chair:** Cristina Kirklighter, Texas A&M University, Corpus Christi

**Presenters:** Maria Nuñez and Esteban Santis, University of Central Florida, Orlando, “What Is Normal Literature? Students’ Perspectives in Collaboration”

Cecilia Rodriguez Milanés, University of Central Florida, Orlando, “Teaching Latino/Latina Literature before and after Borderlands/La Frontera and the Norton Anthology of Latino Literature”

Lisa Roy-Davis, Collin College, Plano, Texas, “Borderlands/La Frontera: Mestiza Consciousness and/in Latino/Latina Literature at 25”
M.48 MOVING THE BEST PRACTICES OF WRITING PEDAGOGY INTO THE ONLINE CLASSROOM (C–T)
Palmer House/Indiana Room, Third Floor

Presenters on this panel will describe the training program they conducted for online writing teachers, in which they trained faculty how to move the best practices of writing instruction to the virtual classroom. Hewett and Powers (2005), Palloff and Pratt (2007), and Warnock (2009) inspired the pedagogical foundation for this project.

Chair: Jill Heney, Boise State University, Idaho

Presenters: Jennifer Black, Boise State University, Idaho, “The Fall Semester 2010 Shadowing”
Stephanie Cox, Boise State University, Idaho, “The 3-Week Intensive Course”
Jill Heney, Boise State University, Idaho, “The Spring Semester 2011 Shadowing”
Melissa Keith, Boise State University, Idaho, “The Background”

M.49 TEACHING LITERACY FOR LOVE AND WISDOM: BEING THE BOOK AND BEING THE CHANGE (G)
Chicago Hilton/Williford Room A, Third Floor

In 1997, Jeff Wilhelm’s You Gotta BE the Book significantly deepened our understanding of how and why to teach literature. This session will celebrate two new books that seek to definitively place the teaching of literature at the heart of the democratic curriculum: Jeff Wilhelm and Bruce Novak’s new book from which the session title has been taken and Cristy Bruns’s Why Literature? The Value of Literary Reading and What It Means for Teaching. Connecting personal response to literature to personal responsibility for life, these books show how what really counts in the humanities classroom is the humanity we manifest in it, and how this humanity is what brings us to come to count for ourselves and for one another. Come see how!

Chair: Bruce Novak, Indiana University of Pennsylvania, Indiana

Christina Bruns, Chapman University, Orange, California, “Immersion and Transformation: How Literature Provides Space for Both Inner and Outward Exploration”
Bruce Novak, Indiana University of Pennsylvania, Indiana, “Living Democracy in Third Space: Bringing King’s Beloved Community to Life in Our Classrooms and Beyond”
Jeff Wilhelm, Boise State University, Idaho, “Creating ‘Third Space’ Learning Communities: Learning through Immersion in Dialogic Inquiry”
Meetings

NCTE Executive Committee Meeting
Noon–1:30 p.m.
Chicago Hilton/International Ballroom South, Second Floor
Chair: Keith Gilyard, Pennsylvania State University, University Park

Research Foundation
11:30 a.m.–4:00 p.m.
Chicago Hilton/PDR 6, Third Floor
Chair: Stephanie Carter, Indiana University, Bloomington

Assembly on Literature for Adolescents of NCTE—ALAN Executive Board Meeting
1:00–3:00 p.m.
Chicago Hilton/Conference Room 5F, Fifth Floor
Chair: Wendy Glenn, University of Connecticut, Storrs

CCCC Executive Committee Retreat
2:00–5:30 p.m.
Chicago Hilton/Marquette Room, Third Floor
Chair: Gwendolyn Pough, Syracuse University, New York
N Sessions are all being held in the Chicago Hilton

N.01
N.02
N.03
N.04

Did you know that NCTE’s 1911 formation was a protest against college entrance examinations that prized information over the power of pupils to read and express? NCTE members preferred entrance examination questions to be replaced with tests including written composition.
N Sessions
1:00–2:45 p.m.

Featured Session
N.01 Reports from Cyberspace (T–G)
Troy Hicks, Bud Hunt, and Sara Kajder
Chicago Hilton/Waldorf Room, Third Floor

Here are three of the biggest “cyberspace superheroes” in the profession who are doing things in the classroom that haven’t even been invented yet! Find out what is possible and promising when the newest technologies, including blogs, wikis, podcasts, digital stories, and social networks are used to develop the newest literacies.

Chair: Jeffrey N. Golub, Seattle, Washington
Associate Chair: James Strickland, Slippery Rock University, Pennsylvania
Presenters: Troy Hicks, Central Michigan University, Mount Pleasant
Bud Hunt, St. Vrain Valley School District, Longmont, Colorado
Sara Kajder, Virginia Tech, Blacksburg
Respondent: Helen Mulder Wierenga, River Ridge Middle School, New Port Richey, Florida

Featured Session
N.02 Perspectives on Adolescent Literacy: The Evolution of Educators in an Evolving Discipline (M–S–T)
Jim Burke, Alan Sitomer, and Jeff Wilhelm
Chicago Hilton/Grand Ballroom, Second Floor

In this session, the presenters will report their most recent findings on effective adolescent literacy instruction based on their experience in the classroom and what they are studying for their most recent books. The speakers represent a range of experiences—urban, suburban, and rural—and levels, from AP literature to books for those struggling readers looking to pass the state exams. Each speaker will address a different area of adolescent literacy from a perspective that combines research and practice.

Presenters: Jim Burke, Burlingame High School, California, “Effective Adolescent Literacy Instruction”
Alan Sitomer, author, Hyperion Publishing, Los Angeles, California
Jeff Wilhelm, Boise State University, Idaho
Featured Session

N.03 2011 Notable Children’s Books in the Language Arts (G)

April Whatley Bedford, Janelle Mathis, Donalyn Miller, Nancy Roser, Tracy Smiles, and Yoo Kyung Sung

Chicago Hilton/Williford Room C, Third Floor

Sponsored by the Children’s Literature Assembly, open to all

The 2011 Notable Children’s Books in the Language Arts award-winning list will be shared by the committee who was charged with selecting these titles. Small group discussions with authors and illustrators will be held at roundtables during this session of the Children’s Literature Assembly.

Chair: Mary Lee Hahn, Dublin City Schools, Ohio

Table Number  Roundtable Leaders
1     April Whatley Bedford, University of New Orleans, Louisiana
2     Janelle Mathis, University of North Texas, Denton
3     Donalyn Miller, Keller Independent School District, Bedford, Texas
4     Nancy Roser, The University of Texas, Austin
5     Tracy Smiles, Western Oregon University, Monmouth
6     Yoo Kyung Sung, University of New Mexico, Albuquerque

Tradebook Authors: Tom Angleberger, Amulet Books, an imprint of Abrams, New York, New York
Candace Fleming, Random House, New York, New York
Karen C. Fox, Charlesbridge Publishing, Watertown, Massachusetts
Barbara Kerley, Scholastic, New York, New York
Featured Session

N.04 New Thoughts on Working with Struggling Readers and Writers (M)

Kylene Beers, Robert Probst, and Linda Rief

Chicago Hilton/International Ballroom South, Second Floor

Join these presenters as they share strategies for helping struggling readers and writers. This year they will focus on what they are doing to improve reading and writing fluency with students. Additionally, to honor the Centennial, they will offer a look back to the early 20th century at the then “best practices” for helping struggling readers and then will look forward to what promises to be the “best practices” of the early 21st century.

Chair: Kylene Beers, Reading and Writing Project, Teachers College, New York, New York

Robert Probst, Georgia State University, Atlanta, “Improving Reading Fluency through Repeated Readings”
Linda Rief, University of New Hampshire, Durham and Oyster River Middle School, Durham, New Hampshire, “The Art in Language Arts: Improving Writing Fluency with Drawing”
The Annual Colloquium of the Conference on English Leadership will begin this year with the opening workshop on Sunday afternoon from 1:30–5:00 p.m., followed by the get-acquainted social hour at 5:30 p.m. The Colloquium will continue on Monday with breakfast at 8:00 a.m. and a series of workshops until 5:00 p.m. In addition to general sessions featuring speakers, the CEL program will include a variety of panel discussions, workshops, and other presentations as well as ample time at social functions and between sessions for conversation among participants.

**W.16 LEADERSHIP MATTERS**

*Annual Convention of the Conference on English Leadership*

**Chicago Hilton/Continental Ballroom, Salon C, Lobby Level**

**Sunday: 1:30–5:00 p.m.**

**Program Chair:** Rebecca Sipe, Eastern Michigan University, Ypsilanti

**CEL Chair:** Patrick Monahan, Interlochen, Michigan

**CEL Associate Chair:** Wanda Porter, Kailua, Hawaii

**Opening Speakers:** Dominic Belmonte, author, Corwin

Press, *Teaching from the Deep End* and *Teaching on Solid Ground*

Cathy Fleischer, Eastern Michigan University, Ypsilanti

Carol Jago, California Literature and Reading Project, University of California, Los Angeles

**Keynote Speakers:** Pat Mora, author, *Zing! Seven Creativity Practices for Educators and Students*

Steve Zemelman, National-Louis University, Chicago, Illinois

Sara Kajder, Virginia Tech, Blacksburg

Kylene Beers, Reading and Writing Project, Teachers College, New York, New York

**Social Hour for CEL Workshop Participants**

5:30–6:30 p.m.

Chicago Hilton/Waldorf Room, Third Floor

Everyone registered for the CEL Convention is invited to this event, to renew acquaintances and make new friends and meet the candidates for elective office in CEL.
1953—J. N. Hook becomes the first Executive Secretary.

The 1950s deserve a particular note as a decade of transition. The post of Secretary-Treasurer, long a voluntary position subject to annual election, became the continuing, salaried position of Executive Secretary. Headquarters moved to Champaign, Illinois. The section journals, once owned by the editor, became the property of NCTE. Membership tripled from about 20,000 to more than 60,000. McCarthyism was at its height, and NCTE published *Censorship and Controversy*. The Achievement Awards in Writing began, and members passed the first resolution on teacher load: “four classes a day, twenty-five students per high school class.”
Although the title changed from Secretary-Treasurer to Executive Secretary to Executive Director, this group of people, with the help and vision of numerous volunteers, have led the Council over the past 100 years.

James F. Hosic
1911–1919

W. Wilbur Hatfield
1920–1953

J.N. Hook
1954–1960

James R. Squire
1960–1967

Robert Hogan
1968–1981

John C. Maxwell
1981–1989

Miles A. Myers
1990–1997

Faith Z. Schullstrom
1997–2000

Kent Williamson
2001–Present