Friday
November 22

Registration and Information
7:00 a.m.–6:00 p.m.
Hynes Convention Center/Halls C/D, Level Two

Exposition of Professional and Instructional Materials
Noon–6:00 p.m.
Hynes Convention Center/Halls C/D, Level Two

Today's Timetable: An Overview
8:00 a.m.–9:15 a.m. Friday General Session
9:30 a.m.–3:45 p.m. Meetings of Committees
9:30 a.m.–10:45 a.m. A Sessions
11:00 a.m.–12:15 p.m. B Sessions
12:30 p.m.–1:45 p.m. C Sessions
12:30 p.m.–2:15 p.m. Luncheons
2:30 p.m.–3:45 p.m. D Sessions
2:30 p.m.–5:15 p.m. DE Session
4:00 p.m.–5:15 p.m. E Sessions
5:30 p.m.–7:00 p.m. Annual Business/Board of Directors Meeting
7:00 p.m.–Midnight Cultural Celebration and Social Event
7:30 p.m.–10:00 p.m. College Celebration and Reception
8:00 p.m.–10:00 p.m. The Swapping Ground: An Evening of Storytelling
8:30 p.m.–10:30 p.m. Fountain of the Muse

NCTE's 21st Century Literary Map Project
9:30 a.m.–5:15 p.m.
Hynes Convention Center/Halls C/D, Level Two

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 1990s. 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.

Name badges are required for admission to all sessions.
Meetings and Events

Open Hearings on Resolutions
9:15–11:00 a.m.
Sheraton Boston/Boardroom, 3rd Floor

Committee Members: Kristin Hamilton, University of Maryland, College Park, Chair
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, New York, Associate Chair
Bill Bass, Parkway School District, Chesterfield, Missouri
Teri Knight, Maine South High School, Park Ridge, Illinois
Meenoo Rami, Science Leadership Academy, Philadelphia, Pennsylvania

Black Caucus Executive Committee Meeting
9:15–10:45 a.m.
Sheraton Boston/Jefferson Room, 3rd Floor
Co-chairs: David E. Kirkland, Michigan State University, East Lansing
Elaine Richardson, The Ohio State University, Columbus

Jewish Caucus Open Forum Meeting
4:00–5:15 p.m.
Sheraton Boston/Kent Room, 3rd Floor
Co-chairs: David Bloome, The Ohio State University, Columbus
Roxanne Henkin, The University of Texas, San Antonio

Children’s Literature Assembly Board Meeting
7:00–9:30 a.m.
Sheraton Boston/Beacon A, 3rd Floor
Chair: Lettie K. Albright, Texas Woman’s University, Denton

NCTE/NCATE All Program Reviewers Meeting
7:30–9:15 a.m., working
Sheraton/Gardner Room, 3rd Floor
Chair: Paul Yoder, Truman State University, Kirksville, Missouri

Mentoring Matters: A First-Timers’ Breakfast
7:00–8:00 a.m.
Hynes Convention Center/Room 311, Level Three

Join other new attendees for a quick continental breakfast and the announcement of the 2013 Innovative Teacher Award, presented by Tony Danza. NCTE veterans and leaders will offer tips on how to make the most of your convention experience.

Sponsored by Random House and the Random House Innovative Teacher Award

People attending the Convention for the first time will be wearing yellow ribbons on their name badges. Please make them feel welcome.
Friday General Session
8:00–9:15 a.m.
Hynes Convention Center/Ballroom A/B/C, Level Three

Presiding: Ernest Morrell, NCTE President-Elect, Teachers College, Columbia University, New York, New York

Presentation of the NCTE LeaderShift Initiative:
Advancement of People of Color Leadership Award:
Sandy Hayes, NCTE President, Becker Middle School, Minnesota, will present the award to Vivian Vasquez, American University, Washington, DC

Introducing Speaker: Maisha T. Winn, University of Wisconsin, Madison

Presenting: The First Wave Hip Hop and Urban Arts Learning Community is a cutting-edge multicultural artistic program administered by the Office of Multicultural Arts Initiatives (OMAI) at the University of Wisconsin, Madison. The First Wave Learning Community is the first university program in the country centered on spoken word and hip-hop culture. The First Wave students are dynamic educators, published authors, nationally renowned poets, and rappers who are re-inventing the future of English. They have performed on BET, the National Battle of the Bands, at educational conferences, and at schools and colleges around the world.

The First Wave Hip Hop and Urban Arts Learning Community
Meetings of Council Committees

NCTE committees meeting between the hours of 9:30 a.m. and 3:45 p.m. on Friday are listed alphabetically immediately below and meet at various times as noted. Committees may have open and/or working sessions as indicated after meeting times. Interested individuals are invited to attend open meetings as participants and working sessions as auditors.

Committee on Affiliates
12:30–3:45 p.m., open
Sheraton Boston/Kent Room, 3rd Floor
Chair: Claire Lamonica, Illinois State University, Normal

Committee on Research
9:30–10:45 a.m., working
Sheraton Boston/Beacon C, 3rd Floor
Chair: Valerie Kinloch, The Ohio State University, Columbus

Orbis Pictus Award for Outstanding Nonfiction in Children’s Literature
9:30–10:00 a.m., open; 10:00 a.m.–12:30 p.m., working
Sheraton Boston/Kent Room, 3rd Floor
Chair: Fran Wilson, Madeira Elementary School, Cincinnati, Ohio

Professional Dyads and Culturally Relevant Teaching
9:30 a.m.–2:00 p.m.
Sheraton Boston/Clarendon Room, 3rd Floor
Co-chairs: Susi Long, University of South Carolina, Columbia
Erin Miller, University of South Carolina, Columbia

Racism and Bias
11:00 a.m.–12:15 p.m., open
Sheraton Boston/Jefferson Room, 3rd Floor
Chair: Sheila Carter-Tod, Virginia Tech, Blacksburg

Name badges are required for admission to all sessions.
**A Sessions**

9:30–10:45 a.m.

Initials in parentheses at the end of session titles indicate the level of instruction to which a session is addressed: (E) elementary, (M) middle level, (S) secondary, (C) college, (TE) Teacher Education, and (G) general, or all levels. Many sessions are aimed at more than one level as indicated by combinations of parenthetical initials.

### A.01 THE BATTLE FOR CRITICAL LITERACY IN THE COMMON CORE STATE STANDARDS (G)

**Sheraton Boston/Back Bay B, 3rd Floor**

These presenters will examine a number of terms, including “critical literacy” and “text complexity,” and consider the place for critical literacy in the Common Core State Standards (CCSS). Together with participants, they will discuss what teachers can do to foster critical literacy in their English/language arts classrooms.

**Chair:** Scott Ritchie, Kennesaw State University, Georgia  
**Presenters:** Michael Moore, Georgia Southern University, Statesboro  
JuliAnna Avila, University of North Carolina, Charlotte  
Don Zancanella, University of New Mexico, Albuquerque

### A.02 MOTIVATING AND ENGAGING READERS THROUGH CHOICE, DISCUSSION, WRITING, AND SOCIAL MEDIA (M)

**Sheraton Boston/Back Bay D, 3rd Floor**

In this session, roundtable leaders will discuss techniques that can inspire students to develop independent personal reading lives. Participants can choose to attend conversations on discussion, social media, choice, writing about reading, class libraries, building reading communities, and/or turning students on to books by tapping into edgy fiction and nonfiction.

**Chair:** Laura Robb, Powhatan School, Boyce, Virginia

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<thead>
<tr>
<th>Table Number</th>
<th>Roundtable Leaders and Topics</th>
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<tr>
<td>1</td>
<td>Donalyn Miller, O.A. Peterson Elementary School, Fort Worth, Texas, “Readers in the Wild: Creating Reading Communities Online and Off”</td>
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<td>2</td>
<td>Kelly Gallagher, Anaheim Union High School District, California, “Essential Classroom Library Books”</td>
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<td>3</td>
<td>Laura Robb, Powhatan School, Boyce, Virginia, “Make Reading Social! Book Talking and Discussion Online and Off”</td>
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<tr>
<td>4</td>
<td>James Burke, Burlingame High School, California, “Tools for Teaching Students to Read, Write, and Talk about Texts”</td>
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<td>7</td>
<td>Linda Rief, University of New Hampshire, Durham and Oyster River Middle School, Durham, New Hampshire, “Using Reading-Writing Notebooks to Collect Our Thinking as Readers”</td>
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<td>8</td>
<td>Timothy Rasinski, Kent State University, Ohio, “Poetry and Prosody: A Perfect Pair”</td>
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<td>9</td>
<td>Joan Kindig, James Madison University, Harrisonburg, Virginia, “How Choice Challenges Middle School Readers”</td>
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<td>10</td>
<td>Katherine Bomer, author/consultant, Austin, Texas, “When Kids Choose Their Book and How to Respond to the Book, Their Responses Are Naturally More Elaborated”</td>
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### A.03 PLAYFUL LITERACY THROUGH STORY WORKSHOP AND LITERACY STUDIO (E)

**Hynes Convention Center/Room 103, Level One**

This panel will discuss the innovative approaches to literacy which are evolving at Opal School (a charter of the Portland Children’s Museum) in Portland, Oregon. The teaching of “Playful Literacy” at Opal School is guided by a driving question: What is the connection between literacy, play, and the arts?

**Chair:** Haley Sigler, Washington and Lee University, Lexington, Virginia

**Presenters:** Susan MacKay, Center for Learning, Portland Children’s Museum, Oregon  
Kerry Salazar, Opal Charter School, Portland, Oregon  
Mary Gage Davis, Opal Charter School, Portland, Oregon  
Levia Friedman, Opal Charter School, Portland, Oregon

**Reactor/Respondent:** Vicki Vinton, independent literacy consultant and author, Brooklyn, New York
A.04  **TEACHING HUMANITIES CYBORG-STYLE: CRITICAL THINKING, MULTIMODAL DIGITAL COMPOSING, AND REAL TEACHERS (M–S–C–TE)**
Hynes Convention Center/Room 102, Level One

Presenters in this session will describe and demonstrate an innovative, interactive website for teaching students how to engage in critical and connective thinking about a variety of humanities texts. This approach integrates teacher/mentor guidance. Session participants will learn about why and how this digital humanities project was created, view the site and engage in a few of its activities, and find out how this project can be easily adapted to address ANY broad selection of texts/artifacts for their students to think about, to communicate about, and to connect.

**Presenters:** Roy Fox, University of Missouri, Columbia
Justin Sigiloff, University of Missouri, Columbia
Danielle Johnson, Columbia Public Schools, Missouri

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A.05  **LOCALLY RESPONSIVE PEDAGOGY: A CONVERSATION WITH TRIBAL COLLEGE ENGLISH FACULTY (C)**
Hynes Convention Center/Room 305, Level Three

In this panel, tribal college English faculty will present a study of “locally responsive” writing pedagogy at their institution. In addition to reporting study findings, presenters will discuss the pedagogy which they are using in their classrooms, and how participating in this research study has influenced their teaching practices.

**Presenters:** LaFrenda Frank, Diné College, Tsaile, Arizona
Christie Toth, University of Michigan, Ann Arbor
Susan Ferguson, Diné College, Tsaile, Arizona
Paul Willoto, Diné College, Tsaile, Arizona
Paul Zolbrod, Diné College, Tsaile, Arizona

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Hynes Convention Center/Room 313, Level Three

This presenter will demonstrate a practical approach to having students learn academic writing and engage in the production of knowledge in a secondary English class. He will describe the theory behind the practice and the findings from a yearlong study of student development as a result of using this approach.

**Presenter:** Sheridan Blau, Teachers College, Columbia University, New York, New York

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A.07  **(RE)INVENTING RESEARCH: EXPLORING ACADEMIC DISCOURSE THROUGH COLLAGE (S–C)**
Hynes Convention Center/Room 205, Level Two

College students are part of many communities—most significantly, academic discourse communities. In this session, the presenters will show how to help students better understand community by creating and connecting collages to information literacy strategies in order to develop a deeper understanding of the academic discourse communities to which they now belong.

**Presenters:** Ariela McCaffrey, Johnson and Wales University, Providence, Rhode Island
Eileen Medeiros, Johnson and Wales University, Providence, Rhode Island

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A.08  **TEACHING AMERICAN INDIAN LITERATURE: IDENTITY, VOICE, AND POWER (G)**
Sheraton Boston/Beacon F, 3rd Floor

Using literature written for elementary, middle/high school, and college levels, these presenters will demonstrate how themes of identity, voice, and power can be used to understand a wide range of American Indian realities. Attendees will receive practical methods and resources that will affirm cultural beliefs of diverse students.

**Presenters:** Timothy Petete, University of Central Oklahoma, Edmond
Laura Bolf-Beliveau, University of Central Oklahoma, Edmond

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A.09  **CREATING PROLIFIC, PUBLISHED STUDENT WRITERS (AND TEACHERS!) (G)**
Hynes Convention Center/Room 209, Level Two

In this session, the presenters will share classroom-tested strategies that inspire students to be creative and productive, and to turn what they know best—themselves—into powerful, publishable writing, with lessons developed in Seattle’s acclaimed Writers in the Schools program. Teachers will learn from two teachers-turned-YA authors how to turn their classroom experience into published writing.

**Presenters:** Martha Brockenbrough, young adult author, Seattle, Washington
Kevin Emerson, young adult author/creative writing teacher, Seattle, Washington

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A.10  **LETTING GO: HOW TO GIVE YOUR KIDS CONTROL OVER THEIR LEARNING (S)**
Sheraton Boston/Hampton Room, 3rd Floor

No one learns to drive a car by having someone else take the wheel. Join these presenters as they explore how students can drive their own learning using an inquiry-based...
They will also discuss the importance of the teacher, librarian, and student relationship in this model.

Presenters: Cathy Stutzman, Hunterdon Central Regional High School, New York
Meg Donhauser, Hunterdon Central Regional High School, New York
Marc Zane, Hunterdon Central Regional High School, New York

A.11 INFUSING RIGOR THROUGH THE USE OF THE LITERARY CRITICAL APPROACHES (M–S)
Hynes Convention Center/Room 307, Level Three

These presenters, who teach both high school and middle school, will provide a practical method for teaching the critical approaches to students and scaffolding that instruction to include application to both complex fictional text and nonfiction critical essays. Practical and adaptable classroom materials will be provided.

Presenters: Stacey Kalwa, Baltimore County Public Schools, Maryland
Beth Reed, Baltimore County Public Schools, Maryland

A.12 DIG INTO YOUNG ADULT LITERATURE WITH DIVERSE THEMES! (M–S–TE)
Hynes Convention Center/Room 309, Level Three

These presenters will discuss current and futuristic trends in young adult literature symbolized by the acronym DIG: Dystopian worlds, Immigrant literature, and Gender emphasis, and their effects on assertive female protagonists and reflective male protagonists. The presenters will show how to apply the Common Core Curriculum Standards in teaching these fiction and nonfiction pieces.

Chair: Donna Niday, Iowa State University, Ames

Presenters: Anne Weir, Waco Community Schools, Iowa, “Dystopian Worlds: Protagonists Risking Safety, Relationships, and Values”
Donna Niday, Iowa State University, Ames, “Immigrant Literature: Teens Adapting to a New Culture and Languages”
Kirstey Ewald, Charles City High School, Iowa, “Gender: Assertive Female Protagonists and Reflective Male Protagonists Finding Identity While Being True to Themselves”

A.13 RE-INVENTING THE LITERATURE SURVEY FOR ENGLISH/EDUCATION (S–C–TE)
Sheraton Boston/Constitution Ballroom B, 2nd Floor

In this session, the presenters will examine the prospects for English education and literature pedagogy at the secondary and postsecondary levels that emerge at the convergence of secondary English teacher candidates, the British/American Literature Surveys, and the new Common Core Standards for English/Language Arts.

Chair: John Staunton, Eastern Michigan University, Ypsilanti

Presenters: James Lang, director of the Center for Teaching and Learning, Worcester, Massachusetts, “Turning Points in Teaching/Learning the Survey”
John Staunton, Eastern Michigan University, Ypsilanti, “Transmediating the Survey for Teacher Candidates”
Chris Walsh, Boston University, Massachusetts, “The Blank Syllabus”
Andrew Smyth, Southern Connecticut State University, New Haven, “Teacher Candidates in the Shakespeare Course”

A.14 CULTURAL INFLUENCE IN IMPLEMENTING CRITICAL THINKING IN COLLEGE EFL CLASSROOMS: THROUGH PEER EDITING AND TEACHER-STUDENT CONFERENCE ACTIVITIES (C)
Hynes Convention Center/Room 210, Level Two

Various literacy activities can not only motivate students to learn and practice their knowledge in writing, but also to become independent learners and critical thinkers. In this panel, the presenters will discuss writing activities in EFL contexts that promote these learning outcomes through peer-editing and teacher conference.

Chair: Xiaodi Zhou, The University of Georgia, Athens

Presenters: Jiraporn Dhanarattigannon, Kasetsart University, Thailand
Ivy Haoyin Hsieh, Tamkang University Lanyang Campus, Taiwan

A.15 SPANNING THE 21ST CENTURY RAVINE: MULTIGENRE AS BRIDGE BETWEEN STUDENTS, TEACHERS, AND CURRICULUM (S)
Hynes Convention Center/Room 302, Level Three

Multigenre has infinite iterations that make it the perfect tool for teachers who strive to balance curricular demands, the love of literature and writing, and students’ worlds. In addition to presenting their own adaptations of multigenre from their high school classrooms, these presenters will provide scaffolding ideas, genre mini-lessons, unifying strategies, advice on timing, and assessment strategies.

Chair: Tom Romano, Miami University, Oxford, Ohio

Presenters: Maria Tsougranis, Portsmouth High School, New Hampshire, “Navigating the American Dream: Lessons from Teaching Multigenre Time”
Laura LaVallee, Portsmouth High School, New Hampshire, “The Countryside of the Soul: Bringing Multigenre into the Everyday”
Shana Karnes, Morgantown High School, West Virginia, “A Hero’s Journey: Tying Together Multigenre through Repetend”
Mariana Romano, Evanston Township High School, Illinois, “The Echo of Two Voices: Intertextual Multigenre”

Reactor/Respondent: Kate Kerwin, Evanston Township High School, Illinois
This panel will present ideas for addressing complex and difficult questions of language—in particular, the use of profanity and racist slang in both literature and in the conversations of our students—in ways that are realistic and responsible. Presenters will offer examples from a wide range of classes and levels, from 8th through 12th grade.

**Presenters:**
- Suzanne Linder, University of Illinois Laboratory High School, Urbana, “A True War Story: Teaching Tim O’Brien’s The Things They Carried”
- Elizabeth Majerus, University High School, Urbana, Illinois, “Creative Profanity: Strong Language in Student Work”
- Steve Rayburn, University High School, Urbana, Illinois, “Banned Book Project”

### A.17 IGNITING OUR FUTURE: QUESTIONING THE PAST AND ANALYZING OUR ACTIONS THROUGH CRITICAL LITERACY AND PROJECT-BASED LEARNING (G)

**Hynes Convention Center/Room 203, Level Two**

Learning about our past should impact the choices and changes we make for our future. These presenters will demonstrate the process of project-based learning and critical literacy which combines content area, reading, and writing into a solid integrated unit. Participants will experience example units and have an opportunity to plan their own integrated unit.

**Presenters:**
- Emily Rosen-King, TPS, Great Neck, New York
- Sarah Conroy Jerasa, The Project School, Bloomington, Indiana

### A.19 CEE OPENING ROUNDTABLES:

**EXPLORING POSSIBILITIES AND PRACTICES IN ENGLISH TEACHER PREPARATION (C)**

**Hynes Convention Center/Ballroom A, Level Three**

This session will kick off a full day of CEE-sponsored sessions. The roundtables will explore the challenges and possibilities of English teacher education. Join aspiring, new, and experienced teacher educators in this wide-ranging session.

**Chair:** Louann Reid, Colorado State University, Fort Collins

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**Table Number** | **Roundtable Leaders and Topics**
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1 | Liz Spalding, University of Nevada Las Vegas, Fawn Canady, University of Nevada Las Vegas and Clark County School District, Las Vegas, Nevada, and Julie Roos, Springs High School, North Las Vegas, Nevada, “We’re Not in Kansas Anymore: Modeling Blended Learning in Methods Courses”
2 | Gretchen Oltman, Bellevue Public Schools, Nebraska, “Law 101 for English Teachers”
3 | Mollie Welsh Kruger and Helen Freidus, Bank Street College of Education, New York, New York, “Beyond Forums: Online Teaching to Engage Graduate Students”
4 | Jessica Gallo, Bailey Herrmann, and Marci Glaus, University of Wisconsin, Madison, “Exploring Literacy and Diversity in the Practicum Experience: Preparing Preservice Teachers to Conduct Classroom Research”
5 | Lindsey Wilson, The George Washington University, New York, “Transformative Teacher Education: Learning to Teach Writing (K–5)”
6 | Jennifer Jordan, Amy Broemmel, and Kristin Rearden, University of Tennessee, Knoxville, “Preservice Teachers’ Perceptions of Book Clubs as Professional Development”
7 | Janet McIntosh, Nipissing University, North Bay, Ontario, Canada, “Preservice English Teachers’ Limited Subject Matter Knowledge and the Impact on Emergent Teaching Practice”
8 | Kristin Dragos and Bonnie Sonnek, Western Illinois University, Macomb, “Redesigning Teacher Education Courses: What Graduates Contribute”
9 | Judson Laughter, University of Tennessee, Knoxville, “Effective Preparation Makes Effective Teachers: Exploring a Feedback Loop for Improving English”
10 | Lina Soares and Christine Draper, Georgia Southern University, Statesboro, “Enhancing Preservice Teachers’ Perspectives and Understandings: The Power of Adolescent Literature to Teach Critical Stance”
11 | Carey Applegate, University of Wisconsin, Eau Claire, “Grassroots Advocacy in a Digital World”
12 | Jana Kirchner, Western Kentucky University, Bowling Green, “Preparing Preservice Teachers for the Common Core”

Friday Morning, 9:30–10:45 a.m.
Respondents: Marshall George, Fordham University, New York, New York, “We’re Not in Kansas Anymore: Modeling Blended Learning in Methods Courses”
Sarah Warshauer Freedman, University of California, Berkeley, “Law 101 for English Teachers”
Robert Tremmel, Iowa State University, Ames, “Beyond Forums: Online Teaching to Engage Graduate Students”
David E. Kirkland, Michigan State University, East Lansing, “Exploring Literacy and Diversity in the Practicum Experience: Preparing Preservice Teachers to Conduct Classroom Research”
Leslie Rush, University of Wyoming, Laramie, “Transformative Teacher Education: Learning to Teach Writing (K–5)”
Melanie Shoffner, Purdue University, West Lafayette, Indiana, “Preservice Teachers’ Perceptions of Book Clubs as Professional Development”
Dawn Latta Kirby, Kennesaw State University, Georgia, “Preservice English Teachers’ Limited Subject Matter Knowledge and the Impact on Emergent Teaching Practice”
Deborah Bieler, University of Delaware, Newark, “Redesigning Teacher Education Courses: What Graduates Contribute”
Tara Star Johnson, Purdue University, West Lafayette, Indiana, “Effective Preparation Makes Effective Teachers: Exploring a Feedback Loop for Improving English”
Leah Zuidema, Dordt College, Sioux Center, Iowa, “Enhancing Preservice Teachers’ Perspectives and Understandings: The Power of Adolescent Literature to Teach Critical Stance”
Jamal Cooks, San Francisco State University, California, “Grassroots Advocacy in a Digital World”
S. Miller, University of Missouri, Kansas City, “Preparing Preservice Teachers for the Common Core”
Steven Bickmore, Louisiana State University, Baton Rouge, “Re-Inventing English Professional Development Courses”

A.20 MAKING ARGUMENT MATTER: TEACHING ARGUMENTATIVE WRITING AS ACADEMIC AND ARTISTIC ENGAGEMENT (S)
Hynes Convention Center/Room 303, Level Three
In this session, three English teachers will discuss how they teach high school students to write arguments. Each seeks to teach students the structure of an argument while also pushing them to understand an argument as more than structure. Their teaching of argumentative writing variously emphasizes rhetorical modes of persuasion, the role of content, and understanding both text and image.

Chair: Amy Bradley, The Ohio State University, Columbus
Presenters: Chris Moore, Plymouth Canton Schools, Michigan, “Teaching Warranting in Complex Argumentative Writing”
Kim Leddy, Mosaic Program, Columbus, Ohio, “Supporting Interpretative Argumentation about Visual Narratives”
Andrea Vesceilus, Olentangy Orange High School, Columbus, Ohio, “Becoming Accountable to an Audience in Argumentative Writing”

A.21 NEW APPROACHES TO ELEMENTARY LITERACY (E)
Hynes Convention Center/Room 310, Level Three
Teachers from the Center for Teaching and Learning, a K–8 demonstration school, will share their latest practices: how to teach primary students to read using poetry; nonfiction reading and writing skills and authentic assessments; and the reading roundtable as a platform for literary discussions.
Presenters: Glenn Powers, Center for Teaching and Learning, Edgecomb, Maine
Helene Coffin, Center for Teaching and Learning, Edgecomb, Maine
Ted DeMille, Center for Teaching and Learning, Edgecomb, Maine

A.22 TWO TAKES ON WRITING: MENTOR TEXTS AND COMMON CORE CONNECTIONS (E)
Hynes Convention Center/Room 304, Level Three
Presenters in this session will show how they encourage thoughtful reading and writing in their classrooms by engaging students in interactive discussions about the writing of professional authors. They will also examine two action research investigations that illustrate how to balance student-centered practices with state standards.
Chair: Jenn Manak, Bridgewater State University, Massachusetts
Presenters: Jenn Manak, Bridgewater State University, Massachusetts, “Expanding Mentor Texts: The Impact of Interactive Discussions on Students’ Writing during Writing Workshop”
Joy Myers, University of North Carolina, Greensboro, and Elizabeth Oakley, Grove Park Elementary School, North Carolina, “Finding Balance with Writers Workshop and the Common Core: A Primary Teacher’s Action Research Journey”
Dorothy Suskind, St. Christopher’s School, Richmond, Virginia, “Boy Writers: What’s Gender Got to Do with It?”
A.23  POPULAR MEDIA CULTURE, HIP-HOP, RAINBOW AND MEXICAN CORRIDOS: LYRICS, LESSONS, AND LIFE IN THE ENGLISH CLASSROOM G
Sheraton Boston/Fairfax A, 3rd Floor

This diverse panel will examine the use of hip-hop as a powerful curricular tool in the English classroom. Each scholar will share research studies conducted in her classroom and provide valuable data regarding critical literacies, critical media literacies, youth culture(s), and popular culture.

Presenters: Elizabeth Sevilla, Teachers College, Columbia University, New York, New York, “Transforming the English Classroom through Literacy, Love, and Popular Culture”
Crystal Belle, Teachers College, Columbia University, New York, New York, “Using Hip-Hop Pedagogies to Promote Literary Freedom”
Cati de los Rios, Teachers College, Columbia University, New York, New York, “Employing a Transnational Pedagogy: Mexican Corridos and Hip-Hop as Protest and Possibility in the Secondary Classroom”

A.24  LGBT 101 FOR K–MIDDLE SCHOOL
LGBT CLASSROOMS (E–M)
Sheraton Boston/Fairfax B, 3rd Floor

University and elementary teachers will present the whys and hows of including LGBT topics in K–8 classrooms. They hope to reach out to teachers who struggle with knowing how to begin, and will encourage attendees to both understand and take action concerning LGBT topics and their relevance for classroom work.

Presenters: Caitlin Ryan, East Carolina University, Greenville, North Carolina
Maree Bednar, Indianola Informal K–8, Columbus, Ohio
Jill Hermann-WilmARTH, Western Michigan University, Kalamazoo

Hynes Convention Center/Room 207, Level Two

The presenters in this session will show how literacy instruction can be integrated with thematic social studies units to improve achievement in reading and writing and deepen understanding of social studies concepts. They will also discuss an elementary school curriculum that is a vehicle for literacy learning while encouraging diverse students to be lifelong researchers.

Michael Gervais, Community Roots Charter School, Brooklyn, New York
Danielle Lee, Community Roots Charter School, Brooklyn, New York
Flavia Carvalho, Community Roots Charter School, Brooklyn, New York

A.26  KIDWATCHING IN A DIGITAL WORLD (E)
Sheraton Boston/Gardner Room, 3rd Floor

As “kidwatchers,” teachers observe their students and ask them to reflect on their learning. Digital tools are an integral part of the documentation of ongoing learning in their classrooms. This roundtable session will show how six elementary teachers use these tools to inform and assess.

Table Number  Roundtable Leaders and Topics
1  Mary Bellevance, Waterboro Schools, Maine, “Sharing Information Gathered in Evernote with Other Classroom Teachers and Reading Interventionists”
2  Deb Frazier, Hilliard City Schools, Ohio, “Using VoiceThread in the Classroom to Assess and Document Learning”
3  Katie Keier, Fairfax County Public Schools, Alexandria, Virginia, “The Use of EduCreations to Document, Share, and Celebrate Student Growth”
4  Susan Dee, Biddeford Intermediate School, Maine, “Embedding Google Docs within Evernote to Gather Literacy Data”
5  Cathy Mere, Hilliard City Schools, Ohio, “Using Evernote Notebooks to Capture Student Learning”
6  Karen Terlecky, Dublin City Schools, Ohio, “Digital Learning Objects as Formative Assessment”

A.27  ROUNDTABLES ON MULTIMEDIA AND DIGITAL RESOURCES (G)
Sheraton Boston/Grand Ballroom, 2nd Floor

In this roundtable session, 20 discussions will be held on the use of multimedia and digital resources in the classroom. Participants will be able to join up to three small-group discussions during this 75-minute session.

Table Number  Roundtable Leaders and Topics
1  Daina Lieberman, South Lakes High School, Reston, Virginia, Kathleen Schenker, Margaret Ludlam, and Ruth Mohr, Fairfax County Public Schools, Alexandria, Virginia, and Patricia Smith, Northern
Virginia Community College, Centre-ville, “Re-Inventing English Classrooms for Digital Natives: Spectrum of Special Needs of English Language Learners to Honors (K–12)?”

Howard Miller, Mercy College, Dobbs Ferry, New York, “Open Education: The Great Equalizer or Expansion of the Digital Divide?”

Lee Ann Spillane, Orange County Public Schools, Orlando, Florida, Paul Hankins, Floyds Knobs, Indiana, Penny Kittle, Kennett High School, North Conway, New Hampshire, and Teresa Bunner, Chapel Hill–Carboro City Schools, North Carolina, “(Re)Inventing Book Clubs”

Emily Simnitt, Boise State University, Idaho, Julie Jee, Arlington High School, New York, and Judy Artz, University of Saint Joseph, West Hartford, Connecticut, “From Macbeth Raps to Potential Internships: Twitter in the English Classroom”

Colleen Sheehy, University of Indianapolis, Indiana, “(Re)Inventing the Classroom Experience: Using Digital Literacy to Enhance Instruction”

Melissa Scott and Joanne Starnes, Flint Hill School, Oakton, Virginia, “Digital Books: From Creation to Publication”

Neil Klein and Mary Fiegler, Indiana University, Bloomington, “Connecting Technology to YA Lit”

Katherine Nelson-Born, Columbia Southern University, Pensacola, Florida, “When GALL in the Classroom Is a Good Thing: Gaming-Assisted Learning of Literature”

Mary Wright, University of Wisconsin, River Falls, “Digital Composition as Inquiry: Advancing the Common Core”

Scott Warnock, Drexel University, Philadelphia, Pennsylvania, “Writing MOOCs: Wild Times, but Potential in Peer-Based e-Writer Groups”

Julie Warner, Armstrong Atlantic State University, Savannah, Georgia, “(Re)Inventing the Future of Writing: Scratch Programming as Multimodal Composing Practice in the Language Arts Classroom”

William Torgerson, St. John’s University, Staten Island, New York, “Twitter for Research and Conversation in the Writing Classroom”

Maja Starcevic, Windward School, Los Angeles, California, “Global English: Creating a World Literature Course for 21st Century Global Citizens”

Tiffany Sedberry, Purdue University, West Lafayette, Indiana, “Beyond the Page: Multimodal Poetry and the Disenfranchised Learner”

Daryl Parks, Metropolitan State University, St. Paul, Minnesota, “Including African-American English in the ‘English’ Classroom”

James Carlson, University of Wisconsin, Madison, “Narratives of Critical Literacy from Two Whole Preservice English Teachers: Disrupting Familiar Routines and Attuning to Social and Political Issues”

Cindy Scheibe, Ithaca College, New York, “Engaging Today’s Students (and Teachers) through Interactive Media Decoding of Fiction and Nonfiction”

Meryl Jaffe, Johns Hopkins University Center for Talented Youth, New York, New York, “Graphic Novels Meet CCSS: Pairing Prose Texts with Nonfiction Graphic Novels to Promote 21st Century Literacy”

Emily Howell, Clemson University, South Carolina, “Connected Writing”

Maureen Devlin, Wayland Public Schools, Massachusetts, “Multimedia Literacy Studio”

A.28 (LANGUAGE) ARTS AND SCIENCES: STRATEGIES AND CONCEPTS FOR ENHANCING OUR ENGLISH CURRICULA WHILE SUPPORTING STUDENTS’ SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) NEEDS IN AN ERA OF COMMON CORE (M–S–TE)

Hynes Convention Center/Room 306, Level Three

Current reform movements often feel like an affront to English educators: funding abounds for science and technology while literature and writing are essentially ignored. In this session, teacher educators from English, science, and education technology will instead propose that these reform efforts offer unprecedented opportunities for deepening students’ writing and reading.

Presenters: Tom Liam Lynch, Pace University, Pleasantville, New York
Kerry McKibbin, Teachers College, Columbia University, New York, New York
Stephen Brodbar, Cool Earth Action, New York, New York
A.29 TRANSFORMING THE WORLD ONE STUDENT AT A TIME: A CRASH COURSE IN TEACHING CRITICAL LITERACY (G)
Hynes Convention Center/Room 200, Level Two

Deepen your understanding of critical literacy and take away instructional strategies for helping students actively question the stance found within, behind, and among texts. Learn to guide students to ask questions about representation, marginalization, power, and benefit. This session will benefit elementary and secondary teachers, as well as higher education professors.

Presenters: Stephanie Reid, Hamline University, St. Paul, Minnesota and River Falls School District, Wisconsin
Teresa Christenson, Hamline University, St. Paul, Minnesota

A.30 USING GOOGLE DOCS TO REIMAGINE TEACHER AND STUDENT COLLABORATION THROUGHOUT THE WRITING PROCESS (S)
Sheraton Boston/Beacon E, 3rd Floor

Learn how two English teachers and their students use Google Docs in the classroom and at home to work collaboratively. Presenters will discuss and demonstrate applications for use throughout the writing process (topic selection, drafting, editing, and publishing), propose ways for students to conference virtually, and share examples of student work.

Presenters: Nathan Snyder, Fordham University, New York, New York
Lauren Goldberg, Fordham University, New York, New York and Northern Highlands Regional High School, New Jersey

A.31 BUILDING COMMUNITY AROUND LITERACY: THE CONTENT-AREA LITERACY NETWORK (M–S–TE)
Sheraton Boston/Back Bay A, 2nd Floor

Learn how four rural schools in Northern California, charged with creating leadership teams to spearhead professional development in the Common Core Literacy Standards, have found success through cross-disciplinary collaboration.

Presenters: Rochelle Ramay, Corning Union High School, Chico, California
Amanda von Kleist, Hamilton City High School, California
Carla Truttman, Northern California Writing Project, Weed
Peter Kittle, California State University, Chico

A.32 MENTORING FOR THE DIALOGIC CLASSROOM: ENCOURAGING INQUIRY, VOICE, AND IMPROVEMENT (M–S–TE)
Hynes Convention Center/Room 104, Level One

How can mentors and coaches help preserve and early career teachers to increase the dialogue in their classrooms?

From modeling to collaboration to feedback, experienced teachers and teacher educators will present useful tools for increasing voice in English classrooms, protocols for engaging all learners, and rubrics for assessing understanding.

Chair: Laura Snyder, Brown University, Providence, Rhode Island

Presenters: Laura Snyder, Brown University, Providence, Rhode Island, “Digital Collaboration for the Dialogic Classroom”
Erik Skogsberg, Michigan State University, East Lansing, “Experiencing Models for the Dialogic Classrooms in Teacher Education”
Kate Lorch, Tamalpais High School, San Francisco, California, “Mentoring for Mutual Professional Development”

A.33 SCHOOL LEADERS NETWORK TO IMPROVE LITERACY INSTRUCTION (E)
Sheraton Boston/Republic Ballroom A, 2nd Floor

These presenters will show how quality literacy instruction in and out of the classroom can be improved by a network of school leaders. Come learn how this group of over 50 principals and other leaders keep their own learning alive while supporting their teachers in best literacy practices.

Presenters: Thomas Marshall, Paramus Public Schools, New Jersey
Christine Zimmermann, Mahwah Public Schools, New Jersey
Justin Fiory, Scotch Plains–Fanwood Public Schools, Scotch Plains, New Jersey
Margaret Leininger, Ridgewood Public Schools, New Jersey
Irene Pierides, Glen Rock Public Schools, New Jersey

A.35 NCTE AUTHOR STRAND: HOW DO WE ASSESS READING AND WRITING? MOVING FROM PRINCIPLES TO PRACTICE (E–S)
Hynes Convention Center/Room 204, Level Two

From modeling to collaboration to feedback, experienced teachers and teacher educators will present useful tools for increasing voice in English classrooms, protocols for engaging all learners, and rubrics for assessing understanding.

Chair: Laura Snyder, Brown University, Providence, Rhode Island

Presenters: Laura Snyder, Brown University, Providence, Rhode Island, “Digital Collaboration for the Dialogic Classroom”
Erik Skogsberg, Michigan State University, East Lansing, “Experiencing Models for the Dialogic Classrooms in Teacher Education”
Kate Lorch, Tamalpais High School, San Francisco, California, “Mentoring for Mutual Professional Development”
Do you ever feel a gap between research studies and classroom practice? Do you wonder how to translate those studies into effective and creative literacy instruction? In this session, NCTE authors will share their experiences in moving from research-based principles to practice, drawing from their new books on reading and writing assessment.

**Chair:** Cathy Fleischer, Eastern Michigan University, Ypsilanti

**Presenters:**
- Scott Filkins, Champaign Unit 4 Schools, Illinois, “Beyond Standardized Truth: Inquiry-Based Reading Assessment”
- Eric Turley, Kirkwood High School, St. Louis, Missouri, and Chris Gallagher, Northeastern University, Boston, Massachusetts, “Our Better Judgment: Teacher Leadership for Writing Assessment”
- Diane Stephens, University of South Carolina, Columbia, “Reading Assessment: Artful Teachers, Successful Students”

**A.37 POPULAR CULTURE AND DIGITAL LITERACIES AMONG ADOLESCENTS (TE)**

Hynes Convention Center/Room 308, Level Three

In this session the presenters will explore the ways in which popular culture and digital literacies can be combined in the classroom. They will illustrate how reading activities can be reinvented around the hip-hop aesthetic practice of “ciphering,” and examine the ways in which adolescents use online services like Goodreads to engage with other readers.

**Chair:** Antero Garcia, Colorado State University, Fort Collins

**Presenters:**
- H. Bernard Hall, West Chester University, Pennsylvania, “The (Reading) Cipha: From Hip-Hop as Text to Hip-Hop as Aesthetic”

**A.38 THE TRANSACTIONAL ELA CLASSROOM: DERIVING HUMANISTIC UNDERSTANDINGS FROM LITERATURE (M–S)**

Sheraton Boston/Beacon B, 3rd Floor

Using both traditional and contemporary texts, these secondary teachers will model aesthetic transactional reading, which starts with a big philosophical question—“What is race?”—that expands students’ understanding of self, others, and the world. Transactional instruction does not eliminate literary analysis, but rather fosters closer reading. Lesson plans will be included!

**Presenters:**
- Julie Matson, Westborough High School, Massachusetts
- Carol Ann Cavanaugh, Westborough High School, Massachusetts
- Cheryl Tucker, Westborough High School, Massachusetts

**A.39 TOWARD INFUSING GLOBAL LITERATURE IN THE MIDDLE/HIGH SCHOOL CLASSROOM: SELECTING THE BEST FROM AFRICA, THE MIDDLE EAST, AND LATIN AMERICA (G)**

Sheraton Boston/Independence Ballroom West, 2nd Floor

Educators from the African, Middle East, and Latin American Studies Outreach Councils will discuss outstanding and award-winning literature for young adults and demonstrate lessons based on this literature. These high-interest materials will help students learn more about the cultures, histories, and lives of people in these three regions.

**Chair:** Barbara Brown, Boston University, Massachusetts

**Presenters:**
- Jennifer Hanson, Primary Source, Watertown, Massachusetts
- Elena Serapiglia, Amity Regional Senior High School, Woodbridge, Connecticut

**A.40 USING GRAPHIC NOVELS TO TEACH INFERENCE AND CHARACTERIZATION (S)**

Sheraton Boston/Liberty Ballroom C, 2nd Floor

Graphic novelist Gareth Hinds will be joined by educators and administrators from Community High School District 218 to discuss the connection between inference and characterization and how educators can use graphic novels in the classroom to teach these skills.

**Chair:** Eric Kallenborn, Community High School District 218, Oak Lawn, Illinois

**Presenters:**
- Eric Kallenborn, Community High School District 218, Oak Lawn, Illinois
- Mike Jacobson, Community High School District 218, Oak Lawn, Illinois
- Ronell Whitaker, Community High School District 218, Oak Lawn, Illinois
- Gareth Hinds, Candlewick Press, Somerville, Massachusetts
A.41 KEEP THEM READING: STAMP OUT CENSORSHIP (G)
Sheraton Boston/Independence Ballroom
East, 2nd Floor
The silver lining behind Common Core is an increased emphasis on reading. Nothing will help students in today’s climate more than being immersed in engaging YA novels. One of the greatest challenges, however, is censorship. Join these presenters in a discussion on how to keep books in the hands of students.
Chair: ReLeah Cossett Lent, consultant, Peachtree Publishers, Atlanta, Georgia
Presenters: Jeffrey Kaplan, University of Central Florida, Orlando
Joan Kaywell, University of South Florida, Tampa
Teri Lesesne, Sam Houston State University, Huntsville, Texas

A.42 TEACHING AND LEARNING SHAKESPEARE—SESSION 1: ACTIVE REHEARSAL ROOM APPROACHES (G)
Hynes Convention Center/Room 105, Level One
Five interrelated sessions will introduce teachers to innovative active approaches for teaching Shakespeare developed by the UK Royal Shakespeare Company and Ohio State faculty and used as part of the OSU professional development program for teachers. Workshops will be led by OSU faculty as well as RSC educators. The presenters in this session will discuss RSC active rehearsal room approaches to reading Shakespeare.
Chair: Brian Edmiston, The Ohio State University, Columbus
Presenters: Sandy Giunto, Reynoldsburg City Schools, Ohio

A.43 UNCHAINING LITERATURE (M)
Sheraton Boston/Berkeley Room, 3rd Floor
Enter a world where learning comes to life and break the “chains” of traditional planning. Experience texts talking to each other in a collaborative and rigorous Common Core-aligned unit. Using Laurie Halse Anderson’s novel Chains as the anchor, these presenters will incorporate reading, writing, media, technology and research, as well as offer engaging activities for students.
Chair: Techla Connolly, Revere Public Schools, Massachusetts
Presenters: Ben Adelman, Revere Public Schools, Massachusetts
Christine Gray, Revere Public Schools, Massachusetts

A.44 BUILDING TRUST: COMMUNICATION AND THE TEACHER/LITERACY COACH RELATIONSHIP (G)
Sheraton Boston/Constitution Ballroom A, 2nd Floor
Literacy coaches can help break the teacher isolation cycle. Coaching relationships flourish with trust and communication and coaches benefit from learning to communicate with honesty and respect. These presenters will discuss their research findings and offer suggestions based on the types of communication that coaches used and how these types were perceived by both groups.
Presenters: Gravity Goldberg, Dr. Gravity Goldberg LLC, South Nyack, New York
Gail Cordello, Wyckoff Public Schools, New Jersey
Christine Fuller, Wyckoff School District, New Jersey
Grace White, Wyckoff School District, New Jersey

A.45 DOWNSHIFTING TO SUPPORT THE ACADEMIC GROWTH OF HIGH SCHOOL ENGLISH LEARNERS: LESSONS IN CLOSE READING ACROSS MULTIPLE-GENRE TEXTS (S–TE)
Sheraton Boston/Beacon D, 3rd Floor
These presenters will share lessons which address the challenge of building experiences of academic success for today’s urban teens, including many long term English learners. They will explore and demonstrate strategies for close reading, using thematically related and culturally relevant texts across multiple genres.
Chair: Bonnie Ericson, California State University, Northridge
Presenters: Mira Pak, California State University, Northridge, “The Classroom Context: English Learners, Multiple-Genre Texts, and Close Reading”
Sandra DaLie, Northridge Academy High School, Los Angeles, California, “Graffiti: Art or Vandalism? Lessons in Close Reading across Multiple-Genre Texts”

A.46 USING THE PAST TO REINVENT THE FUTURE: CRITICAL EXAMINATION OF HISTORICAL ARTIFACTS IN A STUDY OF PLACE (G)
Sheraton Boston/Liberty Ballroom A, 2nd Floor
Drawing on a program for teachers hosted by a local historical society, these presenters will demonstrate how to use artifacts and regional literature to uncover hidden histories, interrogate representations of the past, and create place-based units. Participants will learn how to create such CCSS-based units at their instructional level.
Presenters: Nikole Breault, Weare Middle School, New Hampshire
Jill Lawler, ConVal High School, New Hampshire
Elizabeth Lawler, Antrim Elementary School, New Hampshire
Angela Hartmann, ConVal High School, New Hampshire
Meg Petersen, Plymouth State University, New Hampshire

A.47 THE COMMON CORE: CRUSHING OR CULTIVATING CREATIVITY? (M–S)
Sheraton Boston/Back Bay C, 2nd Floor
In this interactive curriculum-based session, presenters will explore the positive influence of the CCSS on both teacher and student inspiration and creativity. They will include practical and immediate application of arts infusion through activities, textual materials, and an annotated bibliography.

Presenters: Barbara Laurain, South Windsor High School, Connecticut
Rebecca Dipintro, University of Saint Joseph, West Hartford Connecticut
Stephanie Simpson, University of Hartford, Connecticut
Leanna Verch, University of Saint Joseph, West Hartford Connecticut

A.48 JOHN F. KENNEDY AND THE POWER OF WORDS (S)
Sheraton Boston/Commonwealth Room, 3rd Floor
Discover how resources from the John F. Kennedy Presidential Library and Museum can help secondary school English teachers reach curriculum goals. Participants will identify and analyze rhetorical devices in JFK’s inaugural address and learn how to enhance students’ writing through the John F. Kennedy Profile in Courage Essay Contest.

Presenters: Esther Kohn, John F. Kennedy Presidential Library and Museum, Boston, Massachusetts
Nina Tisch, John F. Kennedy Presidential Library and Museum, Boston, Massachusetts

A.49 THE CONVERSATION CONTINUES: INTEGRATING COMMON CORE STANDARDS (M–S)
Sheraton Boston/Republic Ballroom B, 2nd Floor
In this session, Carol Jago will speak about integrating Common Core Standards and then continue the discussion in small groups based on audience interest. Participants are encouraged to attend and talk about how they are integrating the CCSS in their own classrooms.

Chair: Kelli Sowerbrower, Georgia State University, Atlanta
Presenter: Carol Jago, University of California, Los Angeles

Table Number Roundtable Leaders
1 Christy McDowell, Western Michigan University, Kalamazoo
2 Sarah Klein, Georgia State University, Atlanta
3 Rozlyn Linder, Douglas County School District, Douglasville, Georgia
4 Makenzie Selland, Utah State University, Orem
5 Allison Wynhoff Olsen, The Ohio State University, Columbus

A.50 AN ENGLISH-Spanish COGNATE CURRICULUM FOR ENGLISH LEARNERS (C–TE)
Sheraton Boston/Beacon G, 3rd Floor
Session attendees will learn how to create vocabulary lessons to accompany their picture book read-alouds for English Learners. The lessons will feature English-Spanish cognates, words in English (“moment”) that are similar to words in Spanish (“momento”). Hands-on activities for creating the lessons will be presented, and resources and handouts of lessons will be provided.

Chair: Anita Hernandez, New Mexico State University, Las Cruces
Presenter: Jose Montelongo, New Mexico State University, Las Cruces

A.51 WE MIGHT BE HEROES: USING PRIMARY SOURCES AND FICTION AND NONFICTION TEXTS TO TEACH RESEARCH METHODOLOGY AND INSPIRE CIVIC ENGAGEMENT IN STUDENTS (G)
Sheraton Boston/Dalton Room, 3rd Floor
Authors Cynthia Levinson, Kathy Landwehr, and Meira Levinson will discuss primary source research techniques for the English/language arts curriculum. Professor Sharon O’Neal will link these techniques to integrating fiction with nonfiction in the classroom. Teachers and writers will learn how best to use nonfiction and fiction texts while engaging their students to be active in their communities as they write the history of tomorrow.

Presenters: Meira Levinson, Harvard University Graduate School of Education, Cambridge, Massachusetts
Sharon O’Neal, Texas State University, San Marcos
Cynthia Levinson, children’s book author, Austin, Texas
Kathy Landwehr; author, Peachtree Publishers, Atlanta, Georgia
B.01 THE RHYTHM OF RHYME: A MINI MASTER CLASS (E)
Sheraton Boston/Beacon E, 3rd Floor
From A. A. Milne's and Clement Moore's classic poems to today's bestselling read-alouds, authors infuse rhyme with musical, rhythmic qualities of language. How do authors rhythmically capture young listeners' ears and imaginations? How can teachers express the rhythms of rhyme to make read-aloud and writing times more engaging and effective?
Tradebook Authors: Amy Bates, Abrams, New York, New York
Julie Sternberg, Abrams, New York, New York
Carey Armstrong-Ellis, Abrams, New York, New York
Deborah Lee Rose, Abrams, New York, New York

B.02 “YOU'RE ALL THEY'RE TALKING ABOUT”: STAR-CROSSED LOVERS FROM DISTRICT 12 AND THE ELA CLASSROOM (S)
Sheraton Boston/Fairfax B, 3rd Floor
Presenters in this session will examine how popular culture influences young adult literature and how to safely explore issues of power and identity in the ELA classroom. Video, cultural artifacts, and lesson plans will be presented.
Chair: Michael Wenk, University of Colorado, Boulder
Presenters: Michael Wenk, University of Colorado, Boulder
Carmela Lanza, University of New Mexico, Gallup

B.03 ROUNDTABLES: ELEMENTARY (E)
Sheraton Boston/Gardner Room, 3rd Floor
In this 75-minute roundtable session, moderators will lead small-group discussions at individual round tables. They will share new research on teaching literature in the elementary classroom, including the evaluation of reading comprehension, the use of writing conferences, and other topics.

Table Number | Roundtable Leaders and Topics
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1 | Belinda Zimmerman, Kent State University, Ohio
2 | Kristen Sheehan, Nova Southeastern University, Fort Lauderdale, Florida, “Writing Conventions: Am I Making Myself Clear?”
3 | Terry Kindervater, Euclid School District, Ohio, and Christine Walsh, Slippery Rock University, Pennsylvania, “Composing Informational Texts Begins with Strong Instructional Scaffolds”

B.04 REINVENTING REVISION: WAYS FOR TEACHERS TO USE THE AUTHOR/EDITOR RELATIONSHIP TO IMPROVE STUDENT WRITING (M–S–TE)
Sheraton Boston/Grand Ballroom, 2nd Floor
Attend this roundtable session to discover how authors and editors work together in the revision process. How does the editor (teacher) provide feedback on the author's (student's) work to improve the writing? Eight authors and their editors will talk about revision and how to apply it in the classroom.
Co-chairs: Sarah Andersen, Fenton High School, Michigan
Jillian Heise, Indian Community School of Milwaukee, Wisconsin
Tradebook Authors: Geoff Herbach, Sourcebooks, North Mankato, Minnesota
Aaron Hartzler, Little, Brown Books for Young Readers, New York, New York
Andrea Cremer, Penguin USA, New York, New York
Lisa McMann, Mesa, Arizona
Elizabeth Eulberg, Scholastic, Inc., New York, New York
Gae Polisner, Greenlawn, New York
Anne Ursu, Walden Pond Press, New York, New York

Table Number | Roundtable Leaders
---|---
1 | Elise Howard, editor and publisher, Algonquin Young Readers, New York, New York
2 | Steve Geck, editor, Sourcebooks, New York, New York
3 | Liesa Abrams, author, Simon and Schuster, New York, New York
4 | David Levithan, editorial vice president, Scholastic, Inc., New York, New York
5 | Jill Santopolo, executive editor, Philomel Books, New York, New York
7 | Kate Sullivan, author, Little, Brown Books for Young Readers, New York, New York

B.05 INNOVATIVE LITERATURE INSTRUCTION: RE-INVENTING PEDAGOGY TO FOSTER CURRICULAR EXPLORATION (S)
Sheraton Boston/Fairfax A, 3rd Floor
Sponsored by the CEE Commission on the Study and Teaching of Adolescent Literature, open to all
How can educators foster adolescents’ authentic explorations of literature? In this session, the presenters will
describe pedagogical approaches and curricular decisions that promote adolescents’ abilities to engage in critical inquiry through literature study. Participants will be invited to pose questions and share their own successful strategies.

**Chair:** Kelly Bull, Notre Dame of Maryland University, Baltimore

**Presenters:** Lisa Hazlett, University of South Dakota, Vermillion, “Connecting Text and Graphics: Using Multimodal Literature Effectively in Secondary Classrooms”
Mark A. Lewis, Loyola University Maryland, Baltimore, “Who Is the Adolescent in Young Adult Literature? Guiding Teachers and Students to Critically Examine Representations of Youth in YAL”
Jacqueline Bach, Louisiana State University, Baton Rouge, “Innovation Just Doesn’t Happen in the ELA Classroom: (Re) Inventing Our Relationships with School Media Centers”
Kelly Bull, Notre Dame of Maryland University, Baltimore, “World Literature for Young Adults: A Collaborative Multimedia Project”

**Respondents:** Sophia Sarigianides, Westfield State University, Massachusetts
Robert Petrone, Montana State University, Bozeman

**B.06 HOW I LEARNED TO WRITE (AND TEACH) DIGITAL STORIES: REINVENTING WRITERS IN THE DIGITAL ERA (M–S–TE)**
Hynes Convention Center/Room 208, Level Two

With adequate resources and training, teachers are poised to balance the curricular demands of the Common Core Standards and assessments and connect the digital literacies of students’ lives. However, in order to embrace contemporary understandings of writing, teachers must first uncover their own biases and develop their own literacies. Presenters in this session will explore the knowledge and skills that writers need to successfully create digital stories, and share classroom implications.

**Chair:** Brian Kelley, Fordham University, New York, New York

**Presenters:** Emilie Jones, Fordham University and CIS 303, New York, New York
Troy Hicks, Central Michigan University, Mount Pleasant
Jodi Stratton, Central Michigan University, Mount Pleasant
Kristen Turner, Fordham University, New York, New York

**B.07 REINVENTING THE WRITER THROUGH NATIVE AMERICAN MENTOR TEXTS: ALEXIE, MOMADAY, ERDRICH, AND OTHERS (S)**
Hynes Convention Center/Room 301, Level Three

Literature by Native American authors inspires students to read, write, and argue about important issues in a modern context. It encourages a critical stance that may inspire a healthier society. In this session, participants will engage with mentor texts as readers and writers and leave with a buffet of teaching strategies.

**Presenters:** Justin Olson, Capital High School, Helena, Montana, “Out of the Room: Using Native American Short Stories and Poems to Inspire Place-Based Writing”
Becca Leaphart, Capital High School, Helena, Montana, “Reinventing Memoir Writing through the Works of N. Scott Momaday and Sherman Alexie”
Brenda Lamb, Capital High School, Helena, Montana, “Penning Our Past: Emulating Narrative Poetry of Alexie, Momaday, Edrich”

**B.08 THE COMMONPLACE BOOK TRADITION AS INNOVATIVE ANALYTICAL WRITING (M–S)**
Sheraton Boston/Back Bay A, 2nd Floor

In this session presenters will explore the process of writing a commonplace book entry in order to demonstrate the elements of a summative and formative assessment that promotes critical thinking, analytical writing, and ongoing reflection. Participants will examine both public and independent school examples of student work.

**Presenters:** Amy Ward, Greenhills School, Ann Arbor, Michigan
Kelly Williams, Greenhills School, Ann Arbor, Michigan
Christopher Erickson, Ann Arbor Public Schools, Michigan

**B.09 PASSION! PLOT! PRIMARY SOURCES! CONNECTING ENGLISH, HISTORY, AND WRITING WITH LITERARY NONFICTION (E–M–S)**
Hynes Convention Center/Room 206, Level Two

Three notable authors of nonfiction for young readers (ages 6–young adult) will reveal their secrets for bringing history to life, and share methods for enhancing students’ writing skills while addressing Common Core principles.

**Chair:** Sandip LeeAnne Wilson, Husson University, Bangor, Maine

**Tradebook Authors:** Marc Tyler Nobleman, nonfiction children’s book author, Bethesda, Maryland, “Passion!”
Rosalyn Schanzer, author/illustrator of children’s nonfiction, Fairfax, Virginia, “Primary Sources!”
Marfe Ferguson Delano, nonfiction children’s book author, Alexandria, Virginia, “Plot!”

**Reactor/Respondent:** Sue Parsons, Oklahoma State University, Stillwater

Friday Morning, 11:00 a.m.–12:15 p.m. 57
B.10 OH IT’S A THEORY! HOW SYSTEMIC FUNCTIONAL LINGUISTICS SUPPORTED A PRACTICING TEACHER AT THE CROSSROADS OF EXPLICIT ACADEMIC LANGUAGE INSTRUCTION AND STUDENT-CENTERED PEDAGOGY (G)
Hynes Convention Center/Room 210, Level Two
Sponsored by the North American Systemic Functional Linguistics Association, open to all

Systemic Functional Linguistics offers concrete tools for studying how language works. In this session, presenters will show how classroom teachers can use this theory to explicitly teach academic language while also valuing urban students’ ownership of and investment in purposeful writing.

Chair: Peter Fries, Central Michigan University, Mount Pleasant
Presenters: Mary Moran, Boston Public Schools, Massachusetts
Patricia Paugh, University of Massachusetts, Boston

B.11 REINVENTING THE WRITING WORKSHOP WITH DIGITAL LITERACY TO IMPROVE STUDENT ENGAGEMENT (S)
Hynes Convention Center/Room 302, Level Three

The Writing Workshop has been reinvented to meet the demands of 21st century learners. This session is appropriate for BYOD, 1:1, and newly emerging digital literacy classrooms and will feature open source software platforms appropriate to the different tasks, purposes, and audiences for writing instruction, along with examples of student work and grading criteria.

Presenters: Jane Smith-Vaniz, Regional District #6, Litchfield, Connecticut
Colette Bennett, Wamogo High School, Litchfield, Connecticut

B.12 POLITICS AND THE ENGLISH TEACHER (C)
Hynes Convention Center/Room 102, Level One

We are teaching ELA in a time of contentious politics and policy. These presenters will discuss two studies that examined professional practices in which teachers discovered how to successfully navigate the current political climate.

Chair: Valerie Combie, University of the Virgin Islands, Kingshill
Presenters: Bruce Robbins, Boise State University, Idaho, “Politics and the New English Teacher”
Laura Snyder, Brown University, Providence, Rhode Island, “High Leverage Practices of Experienced Urban Secondary English Teachers”

Sheraton Boston/Beacon F, 3rd Floor
Sponsored by the Latino Caucus, open to all

In this session, writer Tino Villanueva will read a selection of his poetry, which is featured in The Norton Anthology of Latino literature. A discussion on instructional strategies will emphasize linguistic innovations, democratic literacies, culturally responsive teaching about U.S. Latinas and Latinos, and classic Greek epic poetry themes. The conversation will be informed by cultural identity, geographies, environment, and poetics.

Presenters: R. Joseph Rodriguez, The University of Texas, El Paso
Tracey Flores, Challenger Middle School, Glendale, Arizona
Tino Villanueva, Boston University, Massachusetts
Carol J. Brochin Ceballos, The University of Texas, El Paso
Respondent: Mary Carmen Cruz, Tucson Unified School District, Arizona

B.14 WE MAKE THE ROAD BY WALKING: ASPIRATIONS FOR THE NEXT GENERATION OF ENGLISH LANGUAGE ARTS TEACHING AND LEARNING (M)
Hynes Convention Center/Room 202, Level Two

This session will explore the curricular and pedagogical world and implications for teaching and learning that support students in becoming their best selves in the 21st century classroom so they can fulfill their aspirations.

Chair: Carol Pope, North Carolina State University, Raleigh
Presenters: Ann Hayes, North Carolina State University, Raleigh
Nicole Nesheim, North Carolina State University, Raleigh
Janice Jett, North Carolina State University, Raleigh
Sheryl Long, Chowan University, Murfreesboro, North Carolina, “Film in a World of YouTube”

B.15 DIGITAL COMPOSING IN THE CLASSROOM: PUTTING MULTIMODAL COMPOSITION THEORY INTO PRACTICE (M–S–TE)
Hynes Convention Center/Room 304, Level Three

In this interactive session, presenters will lead the audience in a consideration of three classroom examples in which multimodal composition theory was put into practice. The presenters will each explore how and why digital multimodal composition can be accomplished within the affordances and constraints of school contexts.

Presenters: Kevin Cordi, Ohio Dominican University, Columbus
Darren Crovitz, Kennesaw State University, Georgia
Ryan Rish, Kennesaw State University, Georgia
Friday Morning, 11:00 a.m.–12:15 p.m.

B.16 (RE)INVENTING CLASSICAL TEXTS: BRINGING NEW TWISTS TO THE GOLDEN OLDIES (M–S–TE)
Hynes Convention Center/Room 306, Level Three
What can new teachers contribute to the teaching of classical texts? This session will show how four new career teachers from across the nation use pop culture, simulations, technology, and connections to controversy to help a new generation of students discover the classics.
Chair: Dawan Coombs, Brigham Young University, Provo, Utah
Presenters: Kate Goodwin, Charlottesville High School, Virginia
Lea Rackley, Pearl-Cohn Entertainment Industry Magnet High School, Nashville, Tennessee
Kristen Lofton, Alcovy High School, Covington, Georgia
Maichael Mayans, Sunset Ridge Middle School, Provo, Utah

B.17 WHAT MAKES A HERO? AN INQUIRY INTO UPSTANDERS AND BYSTANDERS OF THE HOLOCAUST (M–S)
Hynes Convention Center/Room 209, Level Two
Using both fiction and nonfiction texts and print and online sources, these presenters will explore young people’s responses to Hitler’s Nazi Regime. This classroom demonstration will model activities that take students through the inquiry cycle, raise questions of moral courage, and consider what lessons can be learned from history that impact our world today.
Presenters: Susan A. Garr, Northeastern Illinois University, Chicago

B.18 ENGAGING AFRICAN AMERICAN AND LATINO MALES THROUGH CULTURALLY RESPONSIVE LEARNING (E–M–S–TE)
Hynes Convention Center/Room 207, Level Two
There is an alarmingly high rate of African American and Latino males who drop out of school. This presenter will argue that for our community, state, and country to succeed, these young men must learn to be successful as 21st century learners.
Presenter: Lori Revel, Winburn Middle School, Kentucky

B.19 OLD SCHOOL CLASSICS MEET NEW SCHOOL METHODS: UPGRADE HOW WE TEACH EIGHTH GRADERS (M)
Sheraton Boston/Independence Ballroom East, 2nd Floor
Our 8th grade canon meets 21st century skills! These teachers will share how they infuse technology (Audacity, Movie Maker, Facebook, Twitter, wikis, and flip cameras) plus informational texts into their instruction of classics such as the works of Edgar Allan Poe, *The Diary of Anne Frank*, and *Flowers for Algernon*.
Chair: Michael J. Vokoun, Corbett Preparatory School IDS, Tampa, Florida
Presenters: Lauren Parriott, Findlay City Schools, Ohio
Susan Foltz, Findlay City Schools, Ohio
Sherri Federici, Findlay City Schools, Ohio

B.20 PROFESSIONAL COLLABORATION USING 21ST CENTURY TOOLS AND STRATEGIES FOR CRITICAL LITERACY AND LEARNING WHILE IMPLEMENTING COMMON CORE STANDARDS (E)
Hynes Convention Center/Room 103, Level One
A collaborative team (classroom teacher, librarian, and professor) will present the ways in which they address Common Core standards through multimodal learning experiences in which children use visual and digital reading and writing (including wikis, blogs, videos), explore critical literacy, and use a variety of texts for close reading through inquiry learning.
Chair: Penny Silvers, Dominican University, Chicago, Illinois
Penny Silvers, Dominican University, Chicago, Illinois, “Overview: Implementing Common Core Standards with a Critical Multiliteracies Curriculum”

B.21 (RE)INVENTING COMMUNITY INVOLVEMENT IN SCHOOLS: URBAN PRESERVICE TEACHERS SERVE COMMUNITIES FROM SUMMER FELLOWSHIP TO STUDENT TEACHING (E–M–TE)
Hynes Convention Center/Room 104, Level One
In this panel discussion, urban teachers will discuss how they (re)invented their notion of community involvement and the teaching of English/language arts by participating in a 4-week teaching and community internship, a summer residency program, and an urban Professional Development School.

Continued on following page
**B.22 “WE DON’T TEACH CURRICULUM, 
WE TEACH STUDENTS”: HUMANIZING 
PEDAGOGIES AND PARTICIPATORY 
COMMUNITIES OF LEARNING (G)** 
Hyatt Regency, Room 305, Level 
Three

In this session, presenters will discuss humanization, participation, and learning by asking: How might culturally-sustaining and humanizing pedagogies impact the learning and participation of urban students? How might learning and participation influence the identities of students, researchers, and teachers? How might learning and participation help us reimagine English and English education for grades K–12 learners?

**Chair:** Tamara Butler, The Ohio State University, Columbus

**Presenters:**
- David Bwire, The Ohio State University, Columbus
- Emily Nemeth, The Ohio State University, Columbus, “Literacy Engagements with Students across Contexts”
- Ashley Patterson, The Ohio State University, Columbus, “Shifting Power, Shifting Identities”

**Discussant:** Valerie Kinloch, The Ohio State University, Columbus

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**B.23 KEEPING POETRY CENTRAL TO OUR 
CORE (G)**

Sheraton Boston/Independence Ballroom West, 2nd Floor

As we (re)invent the future of English in our classrooms we must never lose sight of the reading and writing that is at the core, the heart, of all we do. Poetry teaches us to view the world with precision and with intention—with reason, with feeling, and with surprise.

**Chair:** Maureen Barbieri, University of New Hampshire, Durham

**Presenters:**
- Linda Rief, University of New Hampshire, Durham and Oyster River Middle School, Durham, New Hampshire, “Heart Books: Awakening Eighth Graders to Poetry”
- Tom Romano, Miami University, Oxford, Ohio, “The Heart of Poetry: Description and Surprise”

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**B.24 APPS TO THE CORE: INTEGRATING 
TABLETS AND SMART PHONES INTO 
TODAY’S ENGLISH CLASSROOM (G)**

Sheraton Boston/Liberty Ballroom B, 2nd Floor

Sponsored by the NCTE Media and Digital Literacies Collaborative, open to all

These presenters will describe various apps for use in the English classroom and provide examples of lessons, extensive resources, and tips for selecting relevant, engaging apps and managing them on various devices.

**Chair:** Kimberly E. Lewinski, La Salle University, Philadelphia, Pennsylvania

**Presenters:**
- Katie Dredger, Virginia Tech, Blacksburg
- Richard Beach, University of Minnesota, Minneapolis
- Kristine Pytash, Kent State University, Ohio
- William Kist, Kent State University, Ohio
- Desiree Boardwine, Sabrina Browning, Waneta Carter, Bradley Dalzell, Angie DiAlesandro, Heather Eubank, Lindsay Ibos, Aaron Laning, Danielle Menegos, Randy Ringer II, Maria Sargiovanni, Katelyn Turnbull, Charleton Uveges, and Thomas Williams, students, Kent State University, Ohio

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**B.25 MAKING A CASE FOR PERFORMANCE IN 
THE AGE OF THE COMMON CORE (G)**

Sheraton Boston/Liberty Ballroom C, 2nd Floor

The presenters in this session will describe three lively, memorable approaches to using performance in classrooms designed to help students develop a rigorous understanding of high-quality texts. All are adaptable to a variety of texts, both literary and informational, and to a full range of student background, experience, and skills.

**Chair:** Eileen Landay, Brown University, Providence, Rhode Island

**Presenters:**
- Gina Voskov, Brown University, Providence, Rhode Island, “Doing Shakespeare Is Teaching Shakespeare”
- Theresa Fox, Nathan Bishop Middle School, Providence, Rhode Island, “Give Me Moor Proof: Othello in Seventh Grade”

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**B.26 I AM THY DARKER BROTHER: 
CONTEMPORARY POSTCOLONIAL 
AUTHORS IN THE 12TH GRADE 
CLASSROOM (S–C–TE)**

Sheraton Boston/Constitution Ballroom B, 2nd Floor

These presenters will argue the importance of teaching contemporary postcolonial authors in the 12th grade classroom. In particular, they will suggest six authors that disenfranchised learners will enjoy, and provide tips on how to teach about their work.

**Presenters:**
- Linda Spears-Bunton, Florida International University, Miami
- Keisha McIntyre-McCullough, Florida International University, Miami
B.27 **WORLD WAR I IN LANGUAGE AND LITERATURE: COMMEMORATION AND INNOVATION (G)**  
Sheraton Boston/Republic Ballroom B, 2nd Floor  
The 100th anniversary of World War I will be commemorated in 2014. How will teachers engage young people in a fresh dialogue about “the pity of war”? These presenters will provide ideas and resources for developing creative lessons on the poetry of the First World War.  
**Chair:** Connie Ruzich, Robert Morris University, Moon’s Township, Pennsylvania  
**Presenters:** Julie Blake, The Poetry Archive, Bristol, United Kingdom  
Tim Shortis, University of Bristol, United Kingdom

B.28 **LGBTQ ISSUES IN EDUCATION: COACHING TEACHERS AND STUDENTS TO COMBAT BULLYING (G)**  
Hynes Convention Center/Room 205, Level Two  
Sponsored by the LGBT Issues in Academic Studies Advisory Committee, open to all  
Presenters in this session will discuss the ways in which teachers can combat bullying of LGBTQ individuals and create safe zones at various educational levels. Following the keynote, LGBTQ education experts will lead discussions about activities that effectively teach LGBT topics, prevent bullying, and recreate schools as caring places where change is cultivated.  
**Chair:** Nicole Sieben, Adelphi University, Garden City, New York  
**Keynote Speaker:** Pat Griffin, University of Massachusetts, Amherst, “Addressing LGBTQ Issues in School Sports: What’s English Got to Do with It?”

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<th>Table Number</th>
<th>Roundtable Leaders and Topics</th>
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<td>2</td>
<td>Megan S. Kennedy, Westfield State University, Massachusetts, and Kimberly Slusser, Mansfield University, Pennsylvania, “Reading Allies: How Characters in LGBTQ YA Literature Can Inform and Guide Us in the Fight against Bullying”</td>
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<td>Tiffany Rehbein, East High School, Cheyenne, Wyoming, “Falling Down the School Staircase: Using Narrative and Other Strategies to Teach Stories of Struggle and Success”</td>
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<td>sj Miller, University of Missouri, Kansas City, “Recognizing and Interrupting Microaggressions against Trans and Gender Nonconforming Students”</td>
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<td>Sally Smith, Hofstra University, Hempstead, New York, “Beyond the ‘Bucket’: Creating a Community of Respect through Children’s Literature”</td>
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<td>Laraine Wallowitz, Adelphi University, Garden City, New York, “Teaching Queer Theory to Teacher Candidates”</td>
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<td>Pat Griffin, University of Massachusetts, Amherst, “Using LGBT Sports Literature to Address Homophobia in Athletics”</td>
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<td>Roxanne Henkin, The University of Texas, San Antonio, “Including Shine in Our Book Clubs: Integrating LGBTQ Issues into Our Graduate Literacy Classes”</td>
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<td>Anna Battaglia, George Washington University, Washington, DC, “Bullying through the Political Eye: LGBT Educational and Social Issues”</td>
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<td>10</td>
<td>Paula Taylor-Greathouse, Riverview High School, Sarasota, Florida, “Teaching LGBT Topics in the Secondary Schools: Student-Centered Perspectives and Strategies”</td>
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<td>11</td>
<td>Laura Renzi, West Chester University, Pennsylvania, “Back into the Closet: Bullying in LGBTQ YA Literature”</td>
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B.29 **INFORM ME! (RE)INVENTING AVID READERS AND WRITERS OF NONFICTION (S–TE)**  
Sheraton Boston/Hampton Room, 3rd Floor  
Seventy percent information text? English teachers working with the CCSS have questioned the inclusion of increased amounts of reading and writing of nonfiction in their curriculum. Yet these expectations present exciting opportunities for building close (analytical) reading competence and writing thought-provoking nonfiction.

**Presenters:** Sarah Orme, Timpview High School, Provo, Utah, “Increasing Student Engagement: Nonfiction Is Relevant and Interesting”  
Deborah Dean, Brigham Young University, Provo, Utah, “Re-Inventing Nonfiction Writing: A Wide World of Genres”  
Sirpa Grierson, Brigham Young University, Provo, Utah, “Revisiting Nonfiction Texts: The Power of Close Reading”
B.30 TOWARD A RESTORATIVE ENGLISH EDUCATION (S)
Hynes Convention Center/Room 303, Level Three

This panel will (re)imagine and “(re)invent the future of English education” by raising critical questions about the roles of reading, writing, thinking, and acting in the creation of literate communities for youth in various contexts. The presenters will offer a restorative English education approach which values relationship building, dialogue, and peacemaking.


B.31 REMAKING CITIZEN TEACHERS: NEW POSSIBILITIES FOR DEMOCRACY AND SOCIAL JUSTICE IN TEACHER EDUCATION (TE)
Hynes Convention Center/Room 201, Level Two

In this session, three teacher educators will draw on empirical research conducted in urban communities and schools to discuss how they explore with preservice teachers what it means to be “citizen teachers” in an age of neoliberal globalization and in response to recent critiques of education’s aspirations toward democracy and social justice.

Chair: David Schaafsma, University of Illinois, Chicago


B.32 THE TIME IS NOW: REFLECTION, ASSESSMENT, AND TEACHING IN A WORKSHOP CLASSROOM (G)
Sheraton Boston/Beacon H, 3rd Floor

This panel will show how reading and writing workshop is changing the teaching of English. An administrator, a literacy coach, a staff developer, and a teacher will reflect on changing practices in teaching, show video clips, provide minilessons, describe technology, and distribute book lists used in their workshop classrooms.

Chair: Rob Ross, Westminster Community Charter School, Buffalo, New York

B.33 USING CREATIVE METHODS TO EXPAND READING AND WRITING (M)
Hynes Convention Center/Room 310, Level Three

These presenters will use Movie Maker, picture books, and music to show how to engage middle school readers and writers.

Chair: Carole Pelittari, The College at Brockport, State University of New York

Presenters: Justin Stygles, MSAD 17 Oxford Hills School District, Maine, “Music and Lyrics: Reinventing Reading with Short Text and Close Reading” Donna Werderich and Melanie Koss, Northern Illinois University, DeKalb, “Chester’s Masterpiece: Using a Picture Book as a Mentor Text for Middle School Writers to Explore the Writing Process and Develop the Trait of Voice” Michelle Fowler, Greenville County School District, South Carolina, “Using Windows Movie Maker to Reinvent Interpretation of Nonfiction Texts”

B.34 TEACHING AND LEARNING SHAKESPEARE—SESSION 2: WORKING AS AN ENSEMBLE TO BUILD COMMUNITY WHEN TEACHING SHAKESPEARE (G)
Hynes Convention Center/Room 105, Level One

Presenters in this session will explore how and why to work as an ensemble to build community when reading Shakespeare.

Chair: Maureen Ryan, The Ohio State University, Columbus

Presenters: Maureen Ryan, The Ohio State University, Columbus Kevin McClatchy, The Ohio State University, Columbus Rachel Gartside, Royal Shakespeare Theatre, Warwickshire, England

B.35 BEYOND FROG AND TOAD: TRANSITIONAL READERS AND THE COMMON CORE STATE STANDARDS (E–TE)
Hynes Convention Center/Room 307, Level Three

In this panel, two educators and a classroom teacher will showcase books with easy-to-read text, simple plot lines, and high frequency words that improve reading confidence and fluency. They will also show how partnering with literature assists in meeting the Common Core State Standards.

Chair: Cyndi Giorgis, University of Nevada, Las Vegas

Cyndi Giorgis, University of Nevada, Las Vegas, “Books That Capture Readers’ Attention”
Marie LeJeune, Western Oregon University, Monmouth, “Text, Talking, and Literary Strategies”

B.36 STUDENTS AND TEACHERS AT THE CORE: THOUGHTFUL LITERACY BEYOND THE STANDARDS (G)
Hynes Convention Center/Room 203, Level Two
Sponsored by the NCTE Reading Collaborative, open to all

This session will focus on methods for teaching thoughtful literacy in reading and writing that support NCTE Policy Statements and Resolutions that go beyond the narrow, prescriptive CCSS policies. The presenters will highlight approaches that motivate, engage, and increase achievement for all students that go beyond the mandates of CCSS.

Chair: Michael Shaw, St. Thomas Aquinas College, Sparkhill, New York
Associate Chair: Yvonne Siu-Runyan, University of Northern Colorado, Greeley
Discussion Leaders: Yetta Goodman, University of Arizona, Tucson, “Teaching That Makes a Difference”
Bess Altwerger, Towson University, Maryland, “Outreach Initiatives to Support Thoughtful Literacy”
Regine Rossi, St. Thomas Aquinas College, Sparkill, New York, “Close Reading of Informational Texts to Focus on BIG IDEAS”
Michael Shaw, St. Thomas Aquinas College, Sparkhill, New York, “Students and Teachers at the Core: Thoughtful Literacy beyond the Standards”
Yvonne Siu-Runyan, University of Northern Colorado, Greeley, “Embracing and Teaching Students from Diverse Backgrounds”
Jesse Turner, Central Connecticut State University, New Britain, “Literacy Coaching That Empowers Teachers”
Elisa Waingort, Academia Cotopaxi, Quito, Ecuador, “Teaching English to English Language Learners That Values Cultures and First Languages”

B.37 THE RE-INVENTION OF THE TEACHER: USING AN INQUIRY-BASED APPROACH TO TRANSFORM OUR CLASSROOMS AND OURSELVES (M–S–C)
Hynes Convention Center/Room 200, Level Two

In this session, three teachers at three different junctures in their careers will reveal how and why they redefined their teaching in response to both the new CCSS and time-tested research in instruction. They will provide fresh instructional approaches and a powerful heuristic for using inquiry to invigorate any classroom setting.

Nicole Boudreau Smith, Adlai E. Stevenson High School, Lincolnshire, Illinois
Mark Patton, Adlai E. Stevenson High School, Lincolnshire, Illinois, “Using Inquiry to Connect Students to the Classics”

B.38 LEARNING WITH AND FROM FAMILIES (M–S–TE)
Hynes Convention Center/Room 308, Level Three

The presenters in this session will share three case studies that focus on the impact of the family on literacy education, and discuss how family literacy affects student learning.

Mary Rice, University of Kansas, Lawrence, “Teaching, Learning, and Living Shakespeare: Inquiring into Familial Curriculum”
Catherine Compton-Lilly, University of Wisconsin Madison, “Considering Literacy Capital in Two Low-Income Families”

B.39 USING MEDIA FOR CRITICAL READING AND WRITING (C)
Sheraton Boston/Commonwealth Room, 3rd Floor

Today’s students must read and create various texts ranging from print texts to social media to multimedia. We are now text teachers rather than English teachers, and we must help students to bridge the gaps between text types. These presenters will discuss how they help students engage with source texts and prepare them to use those texts to support their own positions in writing.

Chair: Lorraine Sfeir, Rio Hondo College, Whittier, California
Presenters: Bonnie Hoewing and Lauren Yena, GateWay Community College, Phoenix, Arizona, “The Role of Revision in Critical Reading, Writing, and Thinking”
Jane Nickerson and Paige Franklin, Gallaudet University, Washington, D.C., “(Con)textual Stories: Multimedia Approaches as the Future of English”

B.40 GLOBAL CONNECTIONS ARE OUR FUTURE: ENCOURAGING INTERCULTURAL UNDERSTANDING THROUGH INTERNATIONAL CHILDREN’S AND ADOLESCENT LITERATURE (E–M–S)
Hynes Convention Center/Ballroom A, Level Three

Continued on following page
Engagement with children’s and adolescent literature can invite students to see themselves as connected to a global world as they experience the multiple ways in which people live and think. Each presenter in this session will share instructional strategies that are effective in engaging students with global literature to build intercultural understandings.

**Chair:** Kathy G. Short, University of Arizona, Tucson  
**Presenters:** Heather O’Leary, Schenectady City Schools, Saratoga Springs, New York; Kelly Wissman, University at Albany, New York; Lisa Thomas, Tucson Unified School District, Arizona; “Thinking Globally and Critically within a Community of Readers”  
Jennifer Crosthwaite, University of Nevada, Las Vegas, and Tiffany Altman, Cunningham Elementary School, Las Vegas, Nevada, “Building Compassion through Global Inquiry”  
Joan Zaleski, Hofstra University, Hempstead, New York  
Lenny Sanchez, University of Missouri, Columbia, “A Global Inquiry of Brazil through Social Justice Issues”  
Amy Edwards, Tucson Unified School District, Arizona  
Stephanie Annunziata, Our Lady of Grace Montessori School, Manhasset, New York; Amy Gaddes, Gotham Avenue School, Elmont, New York; Angela Buffalino-Morgan, Bethpage Elementary School, New York; Louise Shaw, Central Connecticut State University, New Britain, Michele Marx, Hofstra University, Hempstead, New York, and Esmeralda Carini, Windward District Office/Kalaeaho Complex, Hawaii, “Globalizing the Common Core State Standards”  
Prisca Martens, Towson University, Maryland, “Global Picture Books and Intercultural Understanding with Young Children”  
Yoo Kyung Sung, University of New Mexico, Albuquerque, “A Global Inquiry of Korean Cultures”  
**Discussant:** Susan Corapi, University of Arizona, Tucson

**B.41 DEVELOPING POWERFUL WRITING THROUGH STORYTELLING AND INQUIRY (E–M–S)**  
Sheraton Boston/Beacon B, 3rd Floor  
Presenters in this session will show how storytelling, the oldest art form, can be used innovatively in the 21st century, along with the Internet and social media and traditional and classical forms of literature, as a force for passion and power in the new era of English instruction.  
**Chair:** Pam Allyn, LitLife/LitWorld, New York; New York  
**Presenters:** Kristin Domm, Mount Saint Vincent University, Nova Scotia, Canada, “Empowering Writers through Language Inquiry”  
Pam Allyn, LitLife/LitWorld, New York, New York, “Powerful Storytelling Leads to Powerful Advocacy: A New Narrative for Literacy Education”

**B.42 MEETING COMMON CORE WITH COMMON SENSE: ENGAGING AND MOTIVATING STRUGGLING LEARNERS (M–S)**  
Hynes Convention Center/Room 309, Level Three  
In the push toward college and career readiness, what happens to disengaged and struggling students? These presenters will share practical strategies for engaging and motivating such students in literacy practices that meet the core standards and promote student excitement through inquiry, choice, and active, independent learning.  
**Presenters:** ReLeah Cossett Lent, consultant, Peachtree Publishers, Atlanta, Georgia, “Strategies for Engaging Struggling Learners in a Time of Common Core”
Friday Morning, 11:00 a.m.–12:15 p.m.

Barry Gilmore, Hutchison School, Memphis, Tennessee, “The Case of Daniel: Examining the Writing and Learning of a Disengaged Student”

Nancy Akhavan, California State University, Fresno, “Texts That Engage and Support the Reluctant Reader”

B.46 “THE ABSOLUTELY TRUE DIARY OF A PART-TIME WHITE GIRL”: USING ALEXIE’S YA NOVEL TO ADDRESS WHITENESS IN HIGH SCHOOL CLASSROOMS (S)
Hynes Convention Center/Room 313, Level Three

A sophomore student and her teacher will present the journal which the student created in which she identified and critiqued her identity as white after reading Alexie's Absolutely True Diary of a Part-Time Indian. Her teacher will share strategies for using the text to initiate conversations about race and privilege with students.

Presenters: Lucy Sternbach, Cambridge Rindge and Latin School, Massachusetts
Kimberly Parker, Cambridge Rindge and Latin School, Massachusetts

B.47 NCTE PRESLM PRESENTS: A REVIEW OF THE COUNTRY’S BEST STUDENT LITERARY MAGAZINES; AND FROM DAEDALUS-GREENWICH ACADEMY: HOW TO BUILD A LITERARY COMMUNITY (S)
Sheraton Boston/Back Bay B, 2nd Floor

Our annual showcase of exemplary student literary magazines: first, a review of 38 Highest Award winners from the 2012 NCTE Student Literary Magazine Recognition Program (PRESLM), and then a presentation by the faculty advisor of DAEDALUS, a perennial award winner from Greenwich Academy in Greenwich, Connecticut, showing how this thriving magazine has grown and helped to create a schoolwide literary community.

Presenters: Jeffrey Schwartz, Greenwich Academy, New York
Thomas Feigelson, NCTE PRESLM (litmag program), Brooklyn, New York, “NCTE PRESLM Presents: A Review of the Country”

B.48 FAKING THE GRADE: WHAT ARE WE GRADING? HOW ARE WE GRADING? (M–S–C)
Sheraton Boston/Beacon D, 3rd Floor

Presenters in this session will question what teachers grade and how they grade it. They will offer alternatives to traditional grading that actually work and make grading simpler and more meaningful for teachers, students, families, and other concerned individuals. Active participation is required.

Presenters: Sandra Baldner, South Shore Vocational Technical High School, Hanover, Massachusetts
Michael Mahoney, South Shore Vocational Technical High School, Hanover, Massachusetts
John Scopelleti, South Shore Vocational Technical High School, Hanover, Massachusetts

B.49 INVENTING THE PAST: HISTORICAL FICTION COMES ALIVE (E–M–S–TE)
Hynes Convention Center/Room 204, Level Two

Complex, creative, and compelling, historical fiction challenges young readers with ideas from a wide range of times and places, offering rich instructional possibilities in this time of Common Core. Join M. T. Anderson, Monica Edinger, Rita Williams-Garcia, and Gene Yang in an exploration of the creation and teaching of fictional works about the past.

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

Presenter: Monica Edinger, The Dalton School, New York, New York

Tradebook Authors: M. T. Anderson, Candlewick Press, Somerville, Massachusetts
Gene Yang, First Second Books, San Jose, California

B.50 INTERGENERATIONAL ORAL HISTORY PROJECT IN UGANDA (M–S–TE)
Sheraton Boston/Republic Ballroom A, 2nd Floor

The influence of the oral tradition on Ugandan students has not been highly researched, but this tradition is integral to students’ sense of identity. In this session, the presenter will focus on the impact of the oral tradition on students K–8 and how it can be used as a vehicle for teaching English.

Chair: Ruth Aman, Teachers College, Columbia University, New York, New York

Presenter: Vanessa Allen-Brown, University of Cincinnati, Ohio
A challenge that English language arts teachers often face is the shift from literary to rhetorical reading and writing instruction. This session will provide strategies for rhetorical analysis, including a range of suggested nonfiction texts, potential writing assignments, and connections to nationally recognized goals and outcomes such as the Common Core Standards.

**Presenters:** Alfonso Correa, Dallas, Texas
Michael Neal, Tallahassee, Florida

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This session will examine how teacher research impacts teaching practices and teacher identity. Four high school teachers and one university professor will discuss their experiences with teacher research, including what teacher research looks like in the era of the Common Core.

**Chair:** Eliza Park, Carlisle Area School District, Pennsylvania

**Presenters:**
- Elizabeth Lewis, Centennial High School, Pueblo, Colorado
- Jennifer St. Romain, Fossil Ridge High School, Fort Collins, Colorado
- Cindy O’Donnell-Allen, Colorado State University, Fort Collins
- Allisa Hall, Rockdale Career Academy, Conyers, Georgia
- Joanna Anglin, The University of Georgia, Athens
  
  **“(Re)Imagining the Teacher as Researcher: Trans/Script as Analytical Process”**

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The CCSS specify goals of instruction rather than methods. Nonetheless, advocates for the standards, most notably David Coleman, have been outspoken in suggesting how teachers should teach in order to achieve them. These presenters will examine three suggestions that they find particularly worrisome and share proven strategies that better facilitate student learning.

**Presenters:**
- Sheridan Blau, Teachers College, Columbia University, New York, New York
- Deborah Appleman, Carleton College, Northfield, Minnesota
- Jeff Wilhelm, Boise State University, Idaho
- Michael Smith, Temple University, Philadelphia, Pennsylvania

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This poster session will include research from the fellows in the 2011–2013 cohort of the Cultivating New Voices among Scholars of Color Program (CNV), which is sponsored by the Research Foundation of NCTE. They will present their research and address questions from participants.

**Chair:** Valerie Kinloch, The Ohio State University, Columbus

**Poster Number**  **Presenters and Titles**

1. April Baker-Bell, Michigan State University, East Lansing, “‘STOP KILLING MY VIBE’: A Critical Language Pedagogy for Speakers of African American Language”

2. Tamara Butler, The Ohio State University, Columbus, “Democratic Engagements and Youth Decision-Making in Social Justice Projects”


4. Denise Davila, The Ohio State University, Columbus, “Censor First, Ask Questions Later: Teachers’ Selection of Children’s Literature for the Classroom”

5. Antero Garcia, Colorado State University, Fort Collins, “Spatial Literacies and Supporting High School Academic Development”

6. Rosa Jimenez, Arizona State University, Phoenix, “Critical and Culturally Relevant Pedagogies with Latina/Latino Immigrant Youth”


9  Karisa Peer, University of California, Los Angeles, “Creando nuevos caminos: Latino Immigrant Families’ Literacy Practices within and beyond a Two-Generation Program”

10  Vaughn Watson, Teachers College, Columbia University, New York, New York, “Literacies Learning, Identities, and Civic Imaginaries: Youth Remixing Discourses of Production”

11  Erica Womack, The Ohio State University, Columbus, “Do I Really Need My Mother? One Black Female Adolescent’s Autoethnographic Account”

12  Haeny Yoon, University of Illinois, Urbana-Champaign, “Assessing Children in Kindergarten: The Narrowing of Identity, Literacy, and Culture in the Testing Era”

B.55  BE A DIFFENDOOFER: HOW DR. SEUSS CAN HELP US REINVENT THE RESEARCH PROCESS (S)
Sheraton Boston/Back Bay D, 2nd Floor

Out with the old, in with the “news”! These presenters will show how to modernize the research process by having students conduct authentic inquiry with online sources and interviews and then write a feature article rather than a traditional paper. Participants will leave with a full research unit plan and activities.

Presenters: Liz Staley, Tuscarora High School, Leesburg, Virginia
Cindy Underhill, Tuscarora High School, Leesburg, Virginia
Mary Pellicano, Tuscarora High School, Leesburg, Virginia
Felisa Cupps, Tuscarora High School, Leesburg, Virginia
# Exposition of Professional and Instructional Materials

**Noon–6:00 p.m.**  
**Hynes Convention Center/Halls C/D, Level Two**

The latest developments in professional instructional materials are featured in nearly 200 exhibit booths, including NCTE Publications—the newest professional publications from the Council.

In addition to booths displaying instructional and professional materials, there are Council-sponsored booths offering special services or concentrating on special areas of interest or concern.

- NCTE Central–Halls C/D  
  2014 Convention in Washington, DC–1720  
- Exhibitor Services–741  
- Assembly for Advisers of Student Publications/Journalism Education Association–1723  
- Gay/Straight Educators’ Alliance (GSEA)–1722  
- International Writing Centers Association–1428  
- NCTE Affiliates, Assemblies, and the Advisory Committee Program to Recognize Excellence in Student Literary Magazines–725  
- National African American Read-In–1721  
- Two-Year College English Association–1719  
- Whole Language Umbrella–1718  
- Anderson’s Bookshop–1631
C.01 TEACHING AND LEARNING
SHAKESPEARE—SESSION 3:
READING SHAKESPEARE AND
WRITING (G)
Hynes Convention Center/Room 105, Level One
These presenters will focus on reading Shakespeare's text and writing in response.
Chair: Brian Edmiston, The Ohio State University, Columbus
Presenters: Patricia Enciso, The Ohio State University, Columbus
Bridget Kiger Lee, The Ohio State University, Columbus
Allison Volz, Hilltonia Middle School, Columbus, Ohio

C.02 UNDERSTANDING DIVERSITY THROUGH
MANY GENRES (LOOKING AT WORLD
WAR II FROM AN ETHNIC PERSPECTIVE)
Sheraton Boston/Beacon F, 3rd Floor
The presenters in this session will use a cross-curricular approach to discuss the topic of diversity and discrimination through literature, history, art, and technology. The conversation will affirm the diversity of American culture and its influence on American history. Special Education modifications as well as lesson extensions and/or transformations will be addressed.
Presenters: Audra Rys, Berne-Knox-Westerlo Central Schools, New York
Jill Roemer, Berne-Knox-Westerlo Central Schools, New York
Beth Davis, Berne-Knox-Westerlo Central Schools, New York

C.03 PRAGMATISTS PUSH BACK ON THE
COMMON CORE STANDARDS (S–C–TE)
Hynes Convention Center/Room 102, Level One
In this panel, three teacher educators will critique the Common Core State Standards from a pragmatist perspective. They will give special attention to the ways in which the standards promote corporate interests, undermine the role of student experience by emphasizing “new critical” reading, and constrain democracy by privileging argumentative writing.
Chair: David Schaafsma, University of Illinois, Chicago
Presenters: Todd DeStigter, University of Illinois, Chicago, “Pragmatist Democracy and the Limits of Argument”
Jory Brass, Arizona State University, Tempe, “Pragmatic Concerns about English Education’s Future under the Common Core”

C.04 GIVING FEEDBACK FOR TODAY AND
TOMORROW: RESPONDING TO
STUDENT WRITING (AND READING)
SO IT STICKS (E)
Hynes Convention Center/Room 103, Level One
How do we provide students with feedback on their current work so they learn something to apply to their future writing, or their next book? Presenters in this session will look at strategies for responding to children in such a way that we teach the writer, not the writing, and the reader rather than the book.
Chair: Rose Cappelli, Pennsylvania Writing and Literature Project, West Chester
Presenters: Gabriel Feldberg, New York City Department of Education, New York, “For the Good of the Whole Class: Making Our Feedback Public”
Carl Anderson, author and literacy consultant, Brooklyn, New York, “Responding to Young Writers in Writing Conferences”
Daniel Feigelson, New York City Department of Education, New York, “Pushing Readers through Writing”

C.05 TEACHING WRITING IN THE ERA OF
CCSS: COLLABORATION IS KEY (M–S–TE)
Hynes Convention Center/Room 201, Level Two
This session will focus on collaboration among secondary teachers, teacher educators, and community leaders as an antidote to the slickly packaged writing programs becoming increasingly prevalent in our CCSS-driven educational world. Such collaborations can challenge and improve our students’ writing while simultaneously engendering teachers’ creativity and passion.
Chair: Peter Golden, Boston Writing Project, Massachusetts
Presenters: Jonathan Lowell, San Jose State University, California, “Collaboration as a Last Resort: What My Students Taught Me about Informational and Argumentative Writing”
Mary Warner, San Jose State University, California, “It Takes a Village: Collaboration That Empowers”

C.06 FROM MULTIPLE WRITING TO MULTIPLE
LEARNING (E)
Hynes Convention Center/Room 305, Level Three
In this session, classroom researchers will report on dimensions of writing used in three elementary classrooms: multigenre research by bilingual students, illustrations central...
to a composition, and reflections (Hansen & Kissel, 2011).

**Chair:** Jane Hansen, University of Virginia, Charlottesville

**Presenters:** Bong Gee Jang, University of Virginia, Charlottesville
April Sommer, Woodbrook Elementary School, Charlottesville, Virginia
Jane Hansen, University of Virginia, Charlottesville, “The Role of Reflection in Young Writers’ Growth”

**C.07 SELF-SCRIPTED: USING THE WRITING process and theatre to explore identity in the 21st century (M–S)**

Hynes Convention Center/Room 205, Level Two

These presenters will share the experience of guiding students through the writing and creation of an original theatrical performance. They will discuss what was necessary for the successful completion of this project, and how it can be used with other students to encourage writing, multimodal creativity, and self-expression.

**Presenters:** Ethan Warner, Platt High School, Connecticut
Clarissa Grabiec, Platt High School, Connecticut

**C.08 WRITING LIFE STORIES: AN INTERDISCIPLINARY ENGLISH, THEATRE, AND COMMUNITY ENGAGEMENT PROGRAM AT COLORADO ACADEMY (S)**

Hynes Convention Center/Room 206, Level Two

Educators from Colorado Academy (Denver) and The Northwest School (Seattle) will discuss and demonstrate lessons from a cross-disciplinary oral history project for 9th grade students. The project combines creative writing, service learning, and drama pedagogies to deepen students’ connections to their community, build self-confidence, and strengthen creative writing skills. This workshop will serve as a model for developing a community-based language arts curriculum, and provide participants with strategies for implementing similar programs in their schools.

**Presenters:** Tom Thorpe, Colorado Academy, Denver
Betsey Coleman, Colorado Academy, Denver
Jennifer Kulik, The Northwest School, Seattle, Washington

**C.09 MAKING IT REAL: REINVENTING THE READING/WRITING CLASSROOM WITH NONFICTION (M)**

Hynes Convention Center/Room 210, Level Two

Students build essential language skills as they share opinions and beliefs with their peers and in the classroom. Today’s emphasis on nonfiction and new presentation possibilities offers opportunities for capitalizing on this naturally occurring phenomenon. These presenters will describe strategies and list nonfiction sources that liberate the writer within, generating writing in genres from digital public service announcements to essays and even poetry.

**Presenters:** Ruth T. Story, University of Southern Maine, Portland
Louisa Polos, Convent of the Sacred Heart, New York, New York
Cathleen Greenwood, Rippowam Cisqua School, Florida, retired

**C.11 (RE)INVENTING THE LITERARY LENS: USING MULTICULTURAL LITERATURE TO CREATE LITERARY EXPERIENCES FOR ALL STUDENTS (G)**

Hynes Convention Center/Room 301, Level Three

By connecting learners from culturally diverse populations with text that promotes positive self-identity, schools increase the potential for academic success. In this session, educators and authors will present methods, strategies, and literature that foster enhanced literacy for second language learners.

**Chair:** Rochelle Robinson-Dukes, Olive-Harvey College, Chicago, Illinois

**Tradebook Authors:** Mitali Perkins, Newton, Massachusetts
Matt de la Pena, Random House, New York, New York
Christina Diaz Gonzalez, Random House, New York, New York

**Presenters:** Cynthia Alaniz, Coppell Independent School District, Texas
Teresa Bunner, Chapel Hill–Carrboro City Schools, North Carolina
Alyson Beecher, Pasadena Unified School District, California

**C.12 WRITING IS . . . HEARING, DANCING, FEELING, EXPERIENCING: USING MUSIC AND MOVEMENT TO INFORM WRITING INSTRUCTION (G)**

Hynes Convention Center/Room 302, Level Three

Writers know that methods of creative expression are complementary. The future of writing instruction will continue to enhance communication by de-isolating expressive methods. To demonstrate, these presenters will share approaches which incorporate music and movement into high school and college classrooms to empower student writers. Come listen, dance, and write with us!

**Chair:** Beatrice S. Moore, St. Joseph’s University, Philadelphia, Pennsylvania

**Presenters:** Shanetia Clark, Salisbury University, Maryland, and Shimana Harris, Central Dauphin School District, Harrisburg, Pennsylvania, “Move to Write: Creating Performance Poetry with Music”
Jason Griffith, Carlisle High School, Pennsylvania, “Listen, Feel, Write: Teaching Tone through Evocative Music”

**Reactor/Respondent:** Harvey Edwards, Selinsgrove Area High School, Pennsylvania

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70  Friday Afternoon, 12:30–1:45 p.m.
C.13 THREE PERSPECTIVES ON FIRST-YEAR COLLEGE COMPOSITION (C)
Hynes Convention Center/Room 304, Level Three

In this session, researchers will discuss challenges and possibilities in the first-year college composition classroom.

**Chair:** Natalie L. Belcher, Delaware State University, Dover

**Presenters:** Sarah Fama, San Francisco State University, California, “The Five-Paragraph Essay on the Five-Paragraph Essay: Making the High School to College Transition Explicit in First-Year Composition”

Lindsay Illich, Curry College, Massachusetts, “(Re)Reading Sentence Pedagogies in First-Year Writing”

C.14 “YOU AIN’T GOTTA BE FROM NYC TO REP NEW YORK”: HOW BUFFALO URBAN YOUTH ARE USING DIGITAL SOCIAL MEDIA TO TRANSFORM ENGLISH/LANGUAGE ARTS (M–S–TE)
Hynes Convention Center/Room 207, Level Two

In this session, an ELA high school teacher and a college professor will share insights from developing and implementing an ELA curriculum that used the tools of Twitter to engage urban youth in the development of critical and academic literacies that align with the CCSS.

**Presenters:** Heidie Caraway, Health Sciences Charter School, Buffalo, New York

Jevon Hunter, Buffalo State College, State University of New York

C.15 (INTER)VIEWING: LOOKING AT AUDIENCE, CONTEXT, AND GENRE (M–S–C)
Hynes Convention Center/Room 306, Level Three

How can we help students craft interviews as both process and product to navigate our modern “interview society” and develop 21st century literacy skills? In this session, presenters from traditional and alternative high schools and a university will raise questions and share adaptable assignments that use interviewing to engage students in active learning.

**Presenters:** Deborah Dean, Brigham Young University, Provo, Utah

Amber Jensen, Edison High School, Alexandria, Virginia

Elizabeth Thackeray, Bryant Alternative High School, Alexandria, Virginia

C.16 NCTE AUTHOR STRAND: TEACHER INQUIRY IN LITERACY WORKSHOPS (G)
Hynes Convention Center/Room 204, Level Two

In this session, authors of *Teacher Inquiry in Literacy Workshops* will talk about how teacher inquiry contributed to their professional growth, empowered them as knowers, and led them to new views of the role of relationships in early literacy.

**Chair:** Judith T. Lysaker, Butler University, Indianapolis, Indiana

**Presenters:** Amanda Anle, Early Learning Center at Brook Park, Indianapolis, Indiana

Karen K. Goldstein, Indianapolis, Indiana

Alyssa Hildebrand, Adams Central Elementary School, Monroe, Indiana

Patricia Durbin Horan, Harrison Hill Elementary School, Indianapolis, Indiana

Kristin Scibienki, Early Learning Center at Amy Beverland, Indianapolis, Indiana

Jennifer Wheat Townsend, Metropolitan School District of Pike Township, Indianapolis, Indiana

C.18 (RE)INVENTING THE LITERATURE, HISTORICAL, NONFICTION CONNECTIONS (M–S–C)
Hynes Convention Center/Room 309, Level Three

Presenters in this session will describe lessons that explore the history behind literature and use partnerships with other departments to bridge the gaps between literature and nonfiction. Using texts such as *The Diary of Anne Frank*, *Julius Caesar*, and *Across Five Aprils*, they will share these lessons, student works, and detailed lesson plans.

**Presenters:** Catherine Klasek, Norman, Oklahoma

Jackie Seabourn, Pathways Middle College High School, Moore, Oklahoma

Johanna Rusk, Evansville, Indiana

Friday Afternoon, 12:30–1:45 p.m. 71
C.19  SAY WHAT YOU MEAN TO SAY: ARTICULATING THOUGHTS THROUGH SPEAKING AND LISTENING IN THE SECONDARY CLASSROOM (M–S)
Sheraton Boston/Independence Ballroom East, 2nd Floor

Students are asked to read and write daily in our language arts classes, but how well do we actually train them to articulate their thoughts out loud? Presenters in this session will describe assessment strategies, practice opportunities, and teaming possibilities that incorporate the Common Core Standards for speaking and listening.

Chair: JoAnna Kidle, Novi High School, Michigan
Presenters: Hattie Maguire, Novi High School, Michigan
JoAnna Kidle, Novi High School, Michigan

C.20  (RE)INVENTING ELA CLASSROOMS USING STANDARDS, RESEARCH, TECHNOLOGY, AND MEDIA (M–S)
Hynes Convention Center/Room 307, Level Three

This presenter will provide strategies for analyzing literary texts in different formats with attention to the full range of ELA standards. Media texts are composed just as print texts. Studying them is not just a time for a break or reward—they offer a window into reading and writing.

Presenter: Stergios Botzakis, University of Tennessee, Knoxville

C.21  CHANGING FACE OF LITERACY: RAINBOW MULTIGENERATIONAL AND MULTICULTURAL FAMILY LITERACY PROGRAM (G)
Sheraton Boston/Gardner Room, 3rd Floor

These presenters will describe the purpose, format, and framework of their family literacy program, which is in its third year of implementation. Parents, students, and faculty from diverse cultures and ethnicities construct a collective curriculum of “shared consciousness” through creative productions including writing artifacts, performances, and presentations.

Presenters: Lynn Armstrong, New Directions Alternative Education Center, Manassas, Virginia
Arvinder Johri, New Directions Alternative Education Center, Manassas, Virginia

C.22  REDEFINING RESEARCH: THE COMMON CORE AND YOUR SCHOOL LIBRARY (S)
Sheraton Boston/Back Bay D, 2nd Floor

The Common Core emphasizes multiple authoritative sources and the use of technology for research and writing. Presenters in this session will explore transliteracy tools and techniques, including researching in “real time” and applying advanced filters. Learn how to teach students to responsibly access, use, and curate information to create a powerful, academic “digital footprint.”

Presenters: Duncan MacDougall, Bay Shore High School, New York
Amy Jo Southworth, Bay Shore High School, New York

C.23  “THE STORY BEHIND THE STORY”: CRITICAL APPROACHES TO CANONICAL TEXTS (M–S–TE)
Hynes Convention Center/Room 313, Level Three

If read uncritically, many canonical novels can reinforce problematic assumptions about dominant cultural narratives. On the other hand, critical readings of canonical texts can give students opportunities to critique dominant narratives, challenge assumptions, and develop critical literacies. Presenters in this session will offer strategies for taking critical approaches to canonical texts.

Presenters: Allen Webb, Western Michigan University, Kalamazoo
Carlin Borsheim-Black, Central Michigan University, Mount Pleasant
Cori McKenzie, Michigan State University, East Lansing
Mike Macaluso, Michigan State University, East Lansing

C.24  RE(INVENTING) UNDERSTANDINGS OF OURSELVES AND OTHERS THROUGH GLOBAL LITERATURE IN THE CONTEXT OF THE CCSS (E)
Sheraton Boston/Beacon H, 3rd Floor

These presenters will describe how prekindergarten, kindergarten, and first grade children re(invented) their understandings of themselves and others through reading, writing, and art experiences around global literature. They will show examples of children’s work and discuss how the teachers’ focus on quality literacy experiences for the children still addressed the CCSS.

Chair: Prisca Martens, Towson University, Maryland
Presenters: Ray Martens, Towson University, Maryland
Robbie Stout, Pot Spring Elementary School, Timonium, Maryland
Christie Furnari, Pot Spring Elementary School, Timonium, Maryland
Elizabeth Soper, Pot Spring Elementary School, Timonium, Maryland
Stacy Aghalarov, Pot Spring Elementary School, Timonium, Maryland
Jenna Loomis, Seventh District Elementary School, Parkton, Maryland
Laura Fuhrman, Pot Spring Elementary School, Timonium, Maryland
Michelle Doyle, Pot Spring Elementary School, Timonium, Maryland
C.25  DOWNTOWN STUDIES (M–S)
Hynes Convention Center/Room 209, Level Two
Downtown Studies is an experience-based learning project that extends across all disciplines. It engages students in a suburban school with the history, the architecture, and the social fabric of the urban center of their city through a semester of research, interviews with experts, and five trips to their downtown project sites.
Presenters: Jane Beckwith, Holland Hall, Tulsa, Oklahoma
Markham Johnson, Holland Hall, Tulsa, Oklahoma
Candace Matthews, Holland Hall, Tulsa, Oklahoma

C.26  FROM BLOCKS TO SOCIAL MEDIA: BOYS’ PLAY-BASED COMPOSING OF SELF AND STORY (E–S–C)
Sheraton Boston/Liberty Ballroom B, 2nd Floor
These presenters will explore the future of literacy classrooms by trying to understand why boys playing in educational spaces are often perceived as disengaged. By looking at contexts ranging from preschool to high school to college, they will offer practical suggestions for re-inventing pedagogical environments that invite boys to participate fully.
Chair: Julie Rust, Indiana University, Bloomington
Presenters: Christy Wessel Powell, doctoral student, Indiana University, Bloomington
Julie Rust, Indiana University, Bloomington
Beth Buchholz, doctoral student, Indiana University, Bloomington

C.27  PRACTICES THAT WORK IN THE HETEROGENEOUSLY GROUPED HIGH SCHOOL ENGLISH CLASSROOM (S)
Sheraton Boston/Constitution Ballroom B, 2nd Floor
To create safer, more inclusive schools, we must provide all students with the equity that heterogeneously grouped high school English classes can offer. Presenters in this session will emphasize practical strategies for teaching typical classroom literary texts in the multilevel classroom with a focus on both academic achievement and the tenets of good citizenship.
Presenters: Silvia Ouellette, Shepaug Valley High School, Washington, Connecticut
Christine Shugrue, Shepaug Valley High School, Washington, Connecticut

C.28  POSSIBILITIES AND PRACTICE: UTILIZING THE GRAPHIC NOVEL IN THE COLLEGE COMPOSITION CLASSROOM (S–C)
Sheraton Boston/Fairfax A, 3rd Floor
Although comic books were long thought to be frivolous children’s entertainment, recent scholarship and pedagogy has shown graphic novels to be exceptionally conducive to teaching multiple aspects of the writing process. This panel will discuss various ways in which graphic novels can be used to teach writing in the college composition classroom.
Chair: Mark Letcher, Purdue University–Calumet, Hammond, Indiana
Presenters: Jela Latinovich, Purdue University–Calumet, Hammond, Indiana
Felicia Dieguez, Purdue University–Calumet, Hammond, Indiana
Brandy Dieterle, Purdue University–Calumet, Hammond, Indiana
Donald Gadberry, Purdue University–Calumet, Hammond, Indiana

C.29  LITERACY WORKSHOP IN THE DIGITAL AGE (E)
Hynes Convention Center/Room 310, Level Three
This multimodal session will provide primary and intermediate classroom vignettes which illustrate how the presenters are reimagining literacy in the classroom because of what they see in their own work and what skills and challenges they see their students bringing to the classroom. They will take a close look at elementary classrooms that have embedded digital tools into their literacy workshops and the journeys which the teachers in these classrooms have taken to understand how digital tools have impacted their teaching and their students’ learning.
Chair: Franki Sibberson, Dublin City Schools, Ohio
Presenters: Ann Marie Corgill, Cherokee Bend Elementary School, Alabama, “A Story of Primary Literacy Workshop”
Bill Bass, Parkway Schools, Chesterfield, Missouri, “A Story of Teacher Learning”
Franki Sibberson, Dublin City Schools, Ohio, “A Story of Intermediate Literacy Workshop”
C.30  THE GRAPHIC CANON: REINVIGORATING THE HIGH SCHOOL ENGLISH CLASSROOM THROUGH GRAPHIC NOVEL ADAPTATIONS OF CANONICAL TEXTS (S)
Sheraton Boston/Back Bay C, 2nd Floor
This panel will offer suggestions for teaching and assessing graphic novel adaptations of books commonly taught in high school English classes, by not only honoring the canon, but also reinvigorating the high school English language arts classroom for striving as well as advanced readers.
Chair: Michael Boatright, Western Carolina University, Cullowee, North Carolina
Presenters: Maya Benko, Colorado State University, Fort Collins
Marcus Viney, Colorado State University, Fort Collins

C.31  RE-INVENTING CLASSROOM DISCUSSION (G)
Sheraton Boston/Commonwealth Room, 3rd Floor
Presenters in this session will describe higher-order questioning and response strategies that have been successfully used in high school literature classrooms. Hands-on activities and materials will be provided.
Presenters: Jessica Meyer, Lincoln North Star High School, Nebraska
Cynthia Maddux, Lincoln North Star High School, Nebraska
Jillian Harpster, Lincoln North Star High School, Nebraska

C.32  HIDDEN PLEASURES: (RE)DEFINING NONFICTION (G)
Sheraton Boston/Constitution Ballroom A, 2nd Floor
Authors Marc Aronson, Deborah Heiligman, Steve Sheinkin, and Tanya Lee Stone will discuss the hidden or dismissed pleasures of nonfiction: pleasures of telling story, revealing history, exposing new knowledge; pleasures of shaping narrative, unveiling lives, discovering images, experimenting with form. Teacher Erica Shipow will discuss the pleasures of reading and learning with nonfiction. Moderated by Cathie Mercier.
Chair: William Kemp, New York University, New York
Moderator: Cathryn Mercier, Center for the Study of Children’s Literature, Boston, Massachusetts
Tradebook Authors: Deborah Heiligman, New York, New York, “You Can’t Make This Stuff Up—How to Use Primary Sources in Narrative”
Tanya Lee Stone, South Burlington, Vermont, “Passionate Nonfiction: The Key to Exciting Readers”
Presenters: Marc Aronson, Rutgers University, The State University of New Jersey, New Brunswick, “Making The Lego-Block Pleasure of Building a Path through the Past”
Erica Shipow, Boston Collegiate Charter School, Massachusetts, “Liberating Nonfiction in the Classroom”

C.33  AUTHOR STRAND: SARAH DESSEN (G)
Hynes Convention Center/Room 208, Level Two
Sarah Dessen grew up in Chapel Hill, North Carolina and attended UNC-Chapel Hill, graduating with highest honors in creative writing. She is the author of several novels, including Someone Like You, Just Listen, and Along for the Ride. A motion picture based on her first two books, entitled How to Deal, was released in 2003. Her eleventh novel, The Moon and More, was published in June 2013. She lives in North Carolina.

C.36  PRACTITIONERS GUIDE TO SECONDARY LITERACY (M–S)
Sheraton Boston/Republic Ballroom B, 2nd Floor
In this session, two literacy coaches will discuss the creation and development of a collaborative coaching culture at the secondary level. They will share their experiences and coaching strategies to assist participants in implementing this culture at their sites.
Presenters: Katie Kelly, Clark County School District, Las Vegas, Nevada
Tracy Pacheco, Clark County School District, Las Vegas, Nevada

C.37  SPACE AND PLACE AS CONTEXTS IN BECOMING LITERATE (G)
Hynes Convention Center/Room 203, Level Two
Issues of place and space take on new relevance within the second wave of reform in the accountability era. It is within this context that these presenters consider three examples of enactment of place and space: policy documents, the testing of our teacher candidates, and the classrooms of our “struggling” readers.
Presenters: Karen Eppley, Pennsylvania State University, Altoona
Jacqueline Edmondson, Pennsylvania State University, University Park
Patrick Shannon, Pennsylvania State University, University Park

C.38  READING RESEARCHERS IN SEARCH OF COMMON GROUND: THE EXPERT STUDY REVISITED (E–TE)
Hynes Convention Center/Room 200, Level Two
This symposium will revisit the original Expert Study, its significance, the results of a recent follow-up study examining what experts identify as the most important literacy
research (positive/negative) over the past ten years, and how these findings could inform contexts and practices of reading instruction. Presenters will share and discuss their views, their research, and their theories.

**Presenters:** Rona Flippo, University of Massachusetts, Boston, “Reader Researchers in Search of Common Ground: The Expert Study Revisited”
Rand J. Spiro, Michigan State University, East Lansing, “Point of View: Principled Pluralism, Cognitive Flexibility, and New Contexts for Reading”
Yetta Goodman, University of Arizona, Tucson, “Point of View: Always a Teacher”
**Reacto/Respondent:** Robert J. Tierney, University of Sydney, Australia

**C.39 SUPPORTING URBAN LEARNERS THROUGH DIGITAL PROJECTS (S)**
Sheraton Boston/Liberty Ballroom A, 2nd Floor

These presenters will consider how to engage contemporary learners in various digital projects that examine the impact of visual text on antebellum literature, the incorporation of service learning, and other applicable strategies.

**Presenters:** Crystal Higgs, Orange County Public Schools, Orlando, Florida, “The Bridge between Urban Learners and Literacy”
Amanda Hughes, Cambridge Rindge and Latin High School, Massachusetts, “‘Seeing the Elephant’: Teaching Nineteenth-Century American Realism via Photography”
Kimual Snow, Whitehaven High School, Memphis, Tennessee, “Service Learning and the Secondary English Classroom: Combining Common Core Standards with Core Values”

**C.40 SCIENTIFICALLY SPEAKING . . . READING AS SCIENTISTS! (E)**
Sheraton Boston/Beacon A, 3rd Floor

Using classroom examples, these presenters will show how reading, writing, and technology can be integrated into units of science study. Using literacy strategies and engaging hands-on scientific content, students develop reading and writing skills. Participants will receive sample lessons and strategies that they can apply to writing and class discussions.

**Presenters:** Amy Wackerly, Indiana Council of Teachers of English, Greenwood
Ann Mennonno, Indiana Council of Teachers of English, Plainfield

**C.41 TEACHING ENGLISH CONTENT TO BILINGUAL STUDENTS USING TRANSLANGUAGING APPROACHES (M–S–C)**
Sheraton Boston/Beacon B, 3rd Floor

These presenters will demonstrate hands-on activities for teaching ELA standards to bilingual students. They will show how monolingual teachers can encourage bilingual students to use linguistic resources both in English and in their native languages.

**Chair:** Amanda Kibler, University of Virginia, Charlottesville
**Presenters:** April Salerno, University of Virginia, Charlottesville
Christine Hardigree, University of Virginia, Charlottesville

**C.42 MAKING THE INVISIBLE VISIBLE: THE USE OF LEARNING PROGRESSIONS IN THE READING WORKSHOP (E)**
Sheraton Boston/Dalton Room, 3rd Floor

The presenters in this session will discuss the creation of learning progressions and their use in reading workshop. Learning progressions help teachers to achieve their goals for student thinking, writing, and talking, and students to achieve a deeper level of reading with the concrete guidance available with this technique.

**Presenters:** Elizabeth Bonesteel, Essex Town School District, Vermont
Carly Epstein, Essex Town School District, Vermont

**C.43 BEYOND THE CONTINUUM: USING OPPOSITIONAL VIEWPOINTS TO ENGAGE STUDENTS IN UNDERSTANDING AND CREATING COMPLEX ARGUMENTS (S)**
Sheraton Boston/Back Bay B, 2nd Floor

In this session, secondary English teachers will examine how moving students away from a linear, either/or approach to argument and toward a multifaceted understanding gives students new opportunities to address the implications and assumptions of any argument. Participants will receive sample lessons and strategies that they can apply to writing and class discussions.

**Chair:** Stephen Heller, Adlai E. Stevenson High School, Lincolnshire, Illinois
**Presenters:** Martha Keller, Adlai E. Stevenson High School, Lincolnshire, Illinois
Noel Johnston, Adlai E. Stevenson High School, Lincolnshire, Illinois
Carly Lacombe, Adlai E. Stevenson High School, Lincolnshire, Illinois

**C.44 INFORMATION, INQUIRY, AND ARTISTRY: THE MANY FACETS OF NONFICTION (G)**
Sheraton Boston/Back Bay A, 2nd Floor

Presenters in this session will encourage participants to consider the role and nature of the nonfiction included in their literacy and literature instruction. They will provide instructional recommendations designed to scaffold readers’ progress from more basic informational texts to increasingly complex texts, including digital and multimodal texts and creative or literary works of nonfiction.

**Presenters:** Mary Rycik, Ashland University, Ohio
James Rycik, Ashland University, Ohio
Joan Knickerbocker, Ashland University, Ohio

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**Friday Afternoon, 12:30–1:45 p.m.**

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C.45 STRATEGIES FOR ELL AND EFL COLLEGE STUDENTS (C)
Sheraton Boston/Beacon G, 3rd Floor
U.S. classrooms and writing centers have become places where students who speak different languages regularly look for writing assistance. Internationally, writing centers are also challenged with meeting the needs of multilingual writers. Presenters in this session will discuss three case studies of EFL college classrooms and share strategies that U.S. educators can learn from international writing center directors and tutors.

Presenters: Shanti Bruce, Nova Southeastern University, Fort Lauderdale, Florida, “Tutoring Second Language Writers: Lessons from International Educators”
Yang Wang, University of Missouri, Columbia, “A Case Study of Using Freewriting in a College EFL Classroom”
Chia-Ho Sun, Kainan University, Taoyuan City, Taiwan, “We’re Hunting ‘The Three Robbers’—Picture Books in College-Level EFL Classrooms”

C.46 LEARNING FROM THE ANGELS: USING TONY KUSHNER’S WORK FOR CRITICAL ANALYSIS, CONVERSATION, AND WRITING ABOUT LGBTQ ISSUES (M–S–C–TE)
Sheraton Boston/Fairfax B, 3rd Floor
These presenters will discuss the implementation of a unit plan on Angels in America by Tony Kushner, where 10th grade students analyzed discrimination surrounding sexual orientation within the text and their communities. Based on these analyses, students then produced writing that confronted these types of societal oppressions.

Presenters: Melissa Schieble, Hunter College, The City University of New York, New York
Jody Polleck, Hunter College, The City University of New York, New York

C.47 IDENTITY AND AGENCY AMONG BLACK AND LATINA/LATINO YOUTH AND ADULTS (S)
Hynes Convention Center/Room 308, Level Three
Youth are engaging new media literacies as they prepare for college, creating opportunities for educators to connect youth’s cultural identities and college readiness with Common Core learning standards. Presenters in this session will discuss three initiatives that foster extended learning across students’ literate and cultural lives.

Chair: Monique Newsome, The University of Georgia, Athens

Presenters: Michelle Knight, Teachers College, Columbia University, New York, New York, “Cultural Identities, ‘College Talk,’ and the Common Core: Engaging New Media Literacy Practices with Black and Latina/Latino Youth”
Jennifer King, University of Rochester, New York, “(Re)Inventing Adolescent Literacies: Documenting Youths’ Enactments of Street Literacies through Youth Participatory Action Research (YPAR) in a School-Based Setting”
Collin Craig, St. Johns University, New York, New York, “‘M4: Making Masculinity Mean More’: Framing the University Black Male Initiative as a Site of Critical Literacy and Identity Formation”
Noah Golden, Graduate Center, The City University of New York, New York, “‘You Actually Became Something’: Young Men of Color and (Re)Positioning Practices”

C.48 TOWARD “POWERFUL ENGLISH”: STUDENTS AS AGENTS OF CHANGE IN THE LITERACY CLASSROOM AND BEYOND (M–S–Rainbow)
Sheraton Boston/Republic Ballroom A, 2nd Floor
In this interactive panel, presenters will describe examples of “powerful English” in urban classrooms and communities and invite discussion around two overarching questions: In what ways can students’ engagement with social issues shape literacy curriculum/instruction? How might our “rapidly changing world” inform innovative approaches to literacy and language education?

Presenters: Meredith Hill, Columbia Secondary School, New York, New York, “Cultivating Literacy and Activism in the Classroom and Community”
Limarys Caraballo, Queens College, The City University of New York, Flushing, “Students as Critical Researchers: Literacy, Research, and Activism in a Hip-Hop Era”

Respondent: Ernest Morrell, Teachers College, Columbia University, New York, New York

C.49 AUTHENTIC ASSESSMENT IN PRACTICE: SOCRATIC/PROTOCOL LITERATURE DISCUSSIONS (S)
Sheraton Boston/Beacon D, 3rd Floor
This session will be a hands-on demonstration of current authentic assessment practices founded in the Common Core State Standards. Participants will engage in a Socratic discussion and protocol discussion around a short text, reflect on their experience, and achieve a clear understanding of authentic assessment and how it supports Common Core State Standards.

Presenters: Mara Capsalis, Newfound Regional High School, Bristol, New Hampshire
Lori DeVost, Newfound Regional High School, Bristol, New Hampshire
David Harlow, Newfound Regional High School, Bristol, New Hampshire
C.50  
CULTURALLY SUSTAINING PEDAGOGY WITH AFRICAN AMERICAN, INDIGENOUS, AND LATINA/LATINO YOUTH: THEORIZING FORWARD THROUGH PRAXIS (G)
Hynes Convention Center/Room 303, Level Three
Sponsored by the Standing Committee on Research, open to all

In this session, former fellows of the NCTE Cultivating New Voices Among Scholars of Color Program (CNV) will draw from their long-term research on cultural justice approaches to teaching with African American, indigenous, and Latina/Latino youth to build on, extend, and nuance the recent conceptualization of culturally sustaining pedagogy (Paris, 2012). From years of research on literature pedagogy with indigenous youth in the urban Southwest, extended participatory research on justice teaching and learning with Latina/Latino youth in the Northeast, to studies of linguistic and literate pluralism with Black and Brown youth in the urban West, and to collaborative community literacy research with African American youth in the Midwest, presenters will argue forcefully in favor of the pedagogies which are needed to create and sustain a pluralist and equitable future across communities.

Chair: Valerie Kinloch, The Ohio State University, Columbus

Presenters:  
Django Paris, Michigan State University, East Lansing, “What Are We Seeking to Sustain through Culturally Sustaining Pedagogy? A Loving Critique Forward”  
Valerie Kinloch, The Ohio State University, Columbus, “I’m a Deep Thinker, Not a Critical Writer: Culturally Sustaining Pedagogy in Schools and Communities”  
Timothy San Pedro, The Ohio State University, Columbus, “Constructing Environmental Safe Spaces: Growth and Understanding in a Native American Literature Classroom”

C.52  
ELEMENTARY GALLERY OF POSTERS (E)
Hynes Convention Center/Ballroom Foyer, Level Three

This year NCTE actively sought poster sessions as a conference format. Please browse through this area, examine the posters, and enjoy one-on-one discussions with the creators. You will find everything from classroom ideas to theory and research.

Poster Number  Presenters and Titles

1  Ysaaca Axelrod and Anna Hall, Clemson University, South Carolina, “Examining Elementary School Students’ Attitudes toward Writing”

2  Meryl Sweeney, Conners Emerson School, Harbor, Maine, “Mock Caldecott Opinion Writing”

3  Maureen Devlin, Wayland Public Schools, Massachusetts, “21st Century Writing: Multimedia Composition”


5  Monica Maxwell-Paegle, Georgetown University, Washington, DC, “Folk and Fairy Tales across Cultures”

6  Xiaoming Liu, Towson University, Maryland, “Examining Meaning Making from Wordless Picture Books in Chinese and English by Three Bilingual Children”

7  Haley Woods-Side-Jiron, University of Vermont, Burlington, “Poverty, Neuroscience, and Innovative Literacy Instruction: New Hope for Closing the Achievement Gap”

8  Jennifer Aaron, New York City Department of Education, New York, “The Literacies within Academic Service Learning”

C.53  
RETHINKING PICTURE BOOKS: HARNESSING THE POWER OF NONFICTION FOR OLDER STUDENTS (M–S)
Sheraton Boston/Berkeley Room, 3rd Floor

Picture books, which are accessible to even the most reluctant middle and high schoolers, are exemplary, engaging models for students to examine and emulate. With the impending advent of Common Core standards, teachers are finding that they must seek out more nonfiction texts for their classrooms. This session will provide ideas for using nonfiction picture books as mentor texts to teach reading strategies and writing craft in creative and meaningful ways.

Presenters:  
Beth Shaum, St. Paul Catholic School, Grosse Pointe Farms, Michigan, “Using Picture Books as Mentor Texts for Writing Instruction”  
Kellee Moye, Hunter’s Creek Middle School, Orlando, Florida, “Picture Books for Higher-Order Thinking and Reading Strategies”  
Jennifer Vincent, School District U-46, Elgin, Illinois, “Picture Books as Support for English Language Learners”  
C.54 SYLVIA AND AKI: MAKING CONNECTIONS THROUGH A CULTURALLY RELEVANT MENTOR TEXT (E)
Sheraton Boston/Liberty Ballroom C, 2nd Floor
This panel will explore how a mentor text, Sylvia and Aki, can be used to elicit oral and written texts in urban schools with majority Latino student populations. Each presenter will examine how social studies and language arts can be effectively integrated for learning that draws on students’ linguistic and cultural knowledge.
Chair: Rosa Jiménez, Arizona State University, Phoenix
Presenters: Lucia Cardenas Curiel, The University of Texas, Austin
María Fránquiz, The University of Texas, Austin
Antonieta Avila, University of Wisconsin, Milwaukee

C.55 STEAMPUNK IN THE CLASSROOM!
REINVENTING THE FUTURE OF ENGLISH INSTRUCTION BY REIMAGINING THE PAST (E–M–S)
Sheraton Boston/Independence Ballroom West, 2nd Floor
How can teachers use alternate history to reach modern students? These presenters will explore the connections between science fiction, history, inventions, inventors, Imperialism, archetypes, and truly fantastic fashion. They will show how to engage students in analysis of technological innovations and the march of progress through the lens of literary characters and events. They will also demonstrate mechanical poetry, show how to develop a Steampunk identity using archetypes, and show how to throw a schoolwide “Con”—and participants will leave with a menu of titles and activities to begin their own “alternate” adventure.
Presenters: Pamela Dechau, Sterling School, Greenville, South Carolina
Sara Newell, Sterling School, Greenville, South Carolina
Linda Reynolds, Sterling School, Greenville, South Carolina

C.56 REINVENTING SENIOR SPRING:
INSPIRING INDEPENDENT CREATIVE WORK THROUGH THE SENIOR ENGLISH CAPSTONE PROJECT (S)
Sheraton Boston/Beacon E, 3rd Floor
These presenters will describe a project which replaces the traditional teacher-driven model, in which students define the scope and sequence of a month-long reading and writing project and present it to a panel of English teachers and peers. They will explain the logistics of the project, show student samples, and lead attendees through their own brainstorming process.
Presenters: German Urioste, Cary Academy, North Carolina
Palmer Seeley, Cary Academy, North Carolina
## Friday Luncheons
### 12:30–2:15 p.m.

### Middle Level
**Hynes Convention Center/ Ballroom C, Level Three**

![Rita Williams-Garcia](image)

**Presiding:** Sara Kajder, Shady Side Academy Middle School, Fox Chapel, Pennsylvania

**Introducing and Presenting Edwin A. Hoey Award:** Shelbie Witte, Florida State University, Tallahassee

**Winner of the Edwin A. Hoey Award:** Brooke Eisenbach, Tomlin Middle School, Plant City, Florida

**Introducing Speaker:** Michael Vokoun, Corbett Preparatory ISD, Tampa, Florida

**Speaking:** Rita Williams-Garcia is the author of the Newbery Honor-winning novel *One Crazy Summer*, which was also a winner of the Coretta Scott King Award, a National Award Finalist, the recipient of the Scott O’Dell Award for Historical Fiction, and a *New York Times* bestseller. She is also the author of six distinguished novels for young adults: *Jumped*, a National Book Award finalist; *No Laughter Here*, Every Time a Rainbow Dies (a *Publishers Weekly* Best Children’s Book); and *Fast Talk on a Slow Track* (all ALA Best Books for Young Adults); *Blue Tights*; and *Like Sisters on the Homefront*, a Coretta Scott King honor Book. Rita Williams-Garcia lives in Jamaica, New York, is on the faculty at the Vermont College of Fine Arts in the Writing for Children and Young Adults Program, and has two adult daughters, Stephanie and Michelle, and a son-in-law, Adam.

### Conference on English Education
**Hynes Convention Center/ Room 311, Level Three**

![Laurie Halse Anderson](image)

**Presiding:** Louann Reid, Colorado State University, Fort Collins

**CEE Award Recognition:**

**James N. Britton Award**

**Co-recipients:** Beyond Standardized Truth, by Scott Filkins, Champaign, IL, published by NCTE

**What Had Happened,** by Ryan Lund Neumann, self-published

**Janet Emig Award**

**Recipient:** Janet Johnson, Rhode Island College, Providence, for her January 2012 article in *English Education* entitled “‘A Rainforest in Front of a Bulldozer’: The Literacy Practices of Teacher Candidates Committed to Social Justice”

**Richard Meade Award**

**Recipient:** Wendy Glenn, University of Connecticut, Storrs, for her July 2012 article in *English Education* entitled “Developing Understandings of Race: Preservice Teachers’ Counter-Narrative (Re)Constructions of People of Color in Young Adult Literature”

**Cultural Diversity Grants**

Susana Priscila C. Alvarado, University of South Carolina, Columbia
Andrew Barrocas, Clemson University, South Carolina
Christina Ivanova, Indiana University, Bloomington
Jorge Lopez, Theodore Roosevelt High School, Los Angeles, California
Natasha Perez, Michigan State University, East Lansing

*Continued on following page*
Introducing Speaker: Marshall George, Fordham University, New York, New York

Speaking: Laurie Halse Anderson is best known for her Young Adult novels. Her debut novel, Speak, was a National Book Award Finalist, a New York Times bestseller, and a Printz Honor book. Her most recent YA novel, Winternight, debuted on the New York Times bestseller list and received starred reviews from Publishers Weekly, School Library Journal, Bulletin of the Center for Children’s Books, Booklist, and Kirkus. Anderson’s first historical fiction novel, Fever 1793, received multiple national and state awards, and was adapted into a stage play in May, 2004. In 2008, Chains was released, the first in a trilogy set in the Revolutionary War time period. Chains was named a National Book Award finalist, and also received the Scott O’Dell Award for Historical Fiction and the ALA Best Book for Young Adults award, together with multiple media and bookseller recognitions. Forge, the sequel to Chains, was published in 2010. In 2009, the Young Adult Library Services Association presented Anderson with the 2009 Margaret A. Edwards Award for Catalyst, Fever 1793, and Speak. In doing so, YALSA “recognizes an iconic and classic storyteller who in her character development has created for teens a body of work that continues to be widely read and cherished by a diverse audience.”

Those without meal tickets who wish to hear the luncheon speakers will find limited seating at the rear of the room. The speakers are not likely to begin their remarks until 40–60 minutes after the beginning of the meal, so auditors need not be present at the beginning of the function.
D Sessions
2:30–3:45 p.m.

D.01 RIPPED FROM THE HEADLINES AND APPLIED TO THE CLASSICS: PAIRING FICTION AND NONFICTION, WITH HELP FROM THE NEW YORK TIMES (M–S)
Sheraton Boston/Back Bay B, 2nd Floor
The Common Core State Standards call for the addition of high-interest literary and informational nonfiction in secondary classes. How can teachers use nonfiction to complement literature, rather than replace it? This conversation will focus on matching literature with current events to engage students, using free online resources such as The New York Times Learning Network.
Chair: Tiffany Waters Stone, Oak Hall School, Florida

D.02 CEE COMMISSION MEETINGS—GETTING INVOLVED IN THE WORK OF ENGLISH EDUCATION (TE)
Sheraton Boston/Back Bay D, 2nd Floor
All interested CEE and NCTE members are invited to attend the commissions of their choice.
Chair: Louann Reid, Colorado State University, Fort Collins

CEE Commission on Social Justice in Teacher Education Programs
Table 1
Co-chairs: Jamal Cooks, San Francisco State University, California
Tara Star Johnson, Purdue University, West Lafayette, Indiana

CEE Commission on New Literacies, Technologies, and Teacher Education
Table 2
Chair: Hannah Gerber, Sam Houston State University, Huntsville, Texas

CEE Commission on the Study and Teaching of Adolescent Literature
Table 3
Chair: Kelly Bull, Notre Dame of Maryland University, Baltimore

CEE Commission on the Teaching of Poetry
Table 4
Co-chairs: Bonner Slayton, Moore-Norman Technology Center, Norman, Oklahoma
Danny Wade, Washburn University, Topeka, Kansas

CEE-CEL Joint Commission for Fair and Responsible Assessment
Table 5
Co-chairs: Scott Eggerding, Lyons Township High School, LaGrange, Illinois (CEL)

CEE Commission on Creating and Sustaining NCTE Student Affiliates
Table 6
Chair: Rebecca Kaminski, Clemson University, South Carolina

CEE Commission on English Methods Teaching and Learning
Table 7
Co-chairs: Samantha Caughlan, Michigan State University, East Lansing
Laura Renzi, West Chester University, Pennsylvania

CEE Commission on Writing Teacher Education
Table 8
Co-chairs: Mark Letcher, Purdue University–Calumet, Hammond, Indiana
Kristen Turner, Fordham University, New York, New York

CEE Commission on Arts and Literacies
Table 9
Co-chairs: Peggy Rice, Ball State University, Muncie, Indiana
Pauline Schmidt, D’Youville College, Buffalo, New York

CEE Commission on In-Service Graduate Programs and Professional Development
Table 10
Chair: Lisa Eckert, Northern Michigan University, Marquette
D.03 “JUST” TEACHING: (RE)INVENTING OUR STUDENTS’ RIGHT TO THEIR OWN LANGUAGE (G)
Hynes Convention Center/Room 203, Level Two
Using CCCC’s Students’ Right to Their Own Language resolution, this panel will look at reevaluating what we do, how we do it, and why it is necessary for our students’ continued success. Also, the panel will address the need to reevaluate this policy given the emergence of 21st century literacies.

Chair: Bob Fecho, The University of Georgia, Athens
Discussants: Stephanie Jones, The University of Georgia, Athens, “How We Do It”
Crystal Beach, Buford High School/The University of Georgia, Athens, “Why It’s Necessary”
Michelle Falter, The University of Georgia, Athens, “What We Do”

D.04 HELPING SECONDARY STUDENTS WRITE TEXT-BASED ANALYTICAL ESSAYS ABOUT THEME TO MEET THE COMMON CORE STATE STANDARDS FOR LITERARY NONFICTION: A COGNITIVE STRATEGIES APPROACH (M)
Hynes Convention Center/Room 206, Level Two
In this session, the presenters will show how to make visible for students the cognitive strategies which readers and writers use to write text-based analytical essays about theme in literary nonfiction, with a special emphasis on best practices for struggling writers and English learners.

Chair: Diana Mullins, University of California, Irvine
Presenters: Carol Booth Olson, University of California, Irvine, “Research on Teaching Text-Based Analytical Writing about Literary Nonfiction to English Learners in Grades 6–8”
Todd Huck, Santa Ana College, California, “A Reading and Writing Scaffold to Teach Text-Based Analytical Writing: Cognitive Strategies, Sentence Starters, Do/What Chart, Topic vs. Theme, Color-Coding, and Academic English”
Catherine D’Aoust, Saddleback Valley Unified School District, Carlsbad, California, “Why Take a Cognitive Strategies Approach to Teaching Text-Based Analytical Writing to Meet the Common Core State Standards for Literary Nonfiction?”

D.05 NEVER TOO YOUNG TO CHANGE THE WORLD: AN INQUIRY APPROACH TO ENGAGING STUDENTS IN CRITICAL LITERACY AND SOCIAL ACTIVISM (E–M–S)
Hynes Convention Center/Room 207, Level Two
Are we educating for the moment or for a lifetime? These presenters will lead participants through an interactive model of a critical inquiry cycle, and show how students in urban areas engage in a cycle that embodies critical thinking and promotes social action.

Chair: Tiana Silvas, PS 277, New York City Public Schools, New York
Presenters: Tiana Silvas, PS 277, New York City Public Schools, New York
Ruairi Gribbon, New York City Public Schools, New York
Manuel Silvas, Trevor Browne High School and Phoenix Union High School, Arizona

D.06 TRANSFORMING THE FUTURE OF ENGLISH: KNOWLEDGE TRANSFER ACROSS THE COMPOSITION CURRICULUM (C)
Hynes Convention Center/Room 313, Level Three
Speakers will present data from three qualitative studies on transfer across the composition curriculum at Wayne State University, and explore the relevance of attention to transfer in writing courses. Following the presentations, speakers will discuss assignments designed to prompt transfer.

Presenters: Adrienne Jankens, Wayne State University, Detroit, Michigan, “The Inquiry-Based FYC Classroom and Responsible Agency: Investigating Transfer via PFL”
Joseph Paszek, Wayne State University, Detroit, Michigan, “Exploring the Role of Disciplinary Acculturation in Intermediate Writing”
Amy Ann Metcalf, Wayne State University, Detroit, Michigan, “The Transformation of Knowledge in Basic Writing: Fostering Self-Efficacy”

D.07 A TALL ORDER FOR PIXAR SHORTS: HELPING STUDENTS TO MOVE BEYOND THE LITERAL (M–S)
Hynes Convention Center/Room 306, Level Three
Today’s students are being visually bombarded. Helping them to find meaning in texts is the challenge that English teachers face. These skills will be crucial for our students in analyzing literature and in being critical consumers of popular culture. The presenters in this session will provide lesson plans that use Pixar Shorts and their multilayered stories as a bridge to various analytical techniques in order to help students move beyond the literal.

Presenters: Mary Halloran, Fayetteville–Manlius High School, Manlius, New York
Julie Parker, Fayetteville–Manlius High School, Manlius, New York
Elizabeth Lutz, Fayetteville–Manlius High School, Manlius, New York
D.08 SOMEONE NOTICED! FOSTERING CARE THROUGH WRITING (M–S)
Hynes Convention Center/Room 201, Level Two
Cultivating a community of care is vital to meeting the academic and social needs of adolescent learners. These presenters will demonstrate multiple cross-curricular writing activities that meet the rigorous curricular demands of today’s classroom, while providing opportunities to foster multidimensional relationships between teacher and students.

Presenters: Jennifer Denmon, University of South Florida, Tampa
Amy Schechter, University of South Florida, Tampa
Brooke Eisenbach, University of South Florida, Tampa

D.09 THE TRUE “COMMON CORE”: HOW CENTERING THE TEACHING OF ENGLISH ON THE PERSONAL AND SOCIAL GROWTH OF STUDENTS CAN HELP US LEVERAGE THE NEW COMMON CORE STANDARDS TOWARD BOTH MEANING AND ACHIEVEMENT (G)
Hynes Convention Center/Room 209, Level Two
Sponsored by the Assembly for Expanded Perspectives on Learning, open to all
What does it mean to be a unique and truly alive human being in meaningful interpersonal communication with others? This question lies at the heart of our profession, but how do we explicitly make it the heart of what happens in our classrooms? Come join these presenters for a passionate dialogue on these questions! Along with teaching materials and a source of ongoing support, you will receive an understanding of how helping our students find the “whys” of their own and others’ lives can give them the energy to tackle whatever “hows” they are confronted with, in school, the workplace, or life.

Chair: Jeff Wilhelm, Boise State University, Idaho
Presenters: Bruce Novak, Indiana University of Pennsylvania, Indiana, “The Heart of the English Teacher”
John Creger, American High School, Fremont, California, “The Personal Creed Project and the Two-Legged Curriculum, in Which Academic Skills are Encompassed by the Expanding Universe of Meaning”
Respondents: Yvonne Siu-Runyan, University of Northern Colorado, Greeley
Sheridan Blau, Teachers College, Columbia University, New York, New York

D.10 REINVENTING THE TEACHING OF ENGLISH: LITERACY LEADERSHIP, GENERATIVE LEARNING, AND RESPONSIVE TEACHING (G)
Sheraton Boston/Hampton Room, 3rd Floor
Some school leaders are reluctant to have conversations about the ramifications of teaching to the test because it might jeopardize their jobs. Other leaders are discontented with the status quo, so they find ways in which to address test expectations and student needs. What are these leaders doing to make a difference? This panel will focus on this question. As we move forward with the implementation of the Common Core and the nationwide institutionalization of high-stakes accountability, how are various school leaders responding?

Chair: Jennifer Isgitt, Keller Independent School District, Texas
Presenters: Carol Revelle, University of North Texas, Denton
Leslie Patterson, University of North Texas, Denton
Mandy Stewart, University of California, Davis
Carol Wickstrom, University of North Texas, Denton
Juan Araujo, University of North Texas, Denton

D.11 MOVING WRITERS FORWARD IN THE ELEMENTARY YEARS (E–TE)
Hynes Convention Center/Room 205, Level Two
All writers eventually reach a plateau and struggle with what to do next. These presenters will focus on plateaus among student writers and the use of selected mentor texts, reading aloud, and conferring as strategies to move them forward. The audience will engage in a dialogue to explore additional strategies.

Tradebook Authors: Reba Wadsworth, consultant and author, Decatur, Alabama
Lester Laminack, author/literacy consultant, Asheville, North Carolina

D.12 THINK! WRITE! TAKE ACTION!
MAKING WRITING PUBLIC IN SECONDARY CLASSROOMS (S)
Hynes Convention Center/Room 201, Level Two
Members of this panel will describe curriculum from three secondary classrooms where students write for community and public audiences. To demonstrate how public writing is integrated into the English language arts curriculum, the presenters will provide concrete strategies for teachers, including examples of writing workshops, teaching calendars, and curricular materials.

Chair: Christina Saidy, Arizona State University, Tempe
Presenters: Jessica Early, Arizona State University, Tempe, “Taking Action: Using Writing as a Vehicle for Community Change”
Mark Hannah, Arizona State University, Tempe, “Connecting Public Writing and Research”
Kim Funk, Carl Hayden Community High School, Phoenix, Arizona, “Writing for the Public, Writing for Change”
D.13 REINVENTING REVIEWS: INTEGRATING TECHNOLOGY, CREATIVITY, AND AUTHENTIC AUDIENCES (M–S)
Hynes Convention Center/Room 303, Level Three

Twenty-first century technologies are advancing at a staggering rate. As teachers face the advent of these new technologies, they are confronted with a new set of literacies for which they must prepare their students. At the same time, teachers also face rapidly declining rates of student reading and an increasing number of reluctant readers in their classrooms. These presenters will describe the use of Audacity, a free digital audio editing and recording software, to engage students in review writing and podcast recording, and in choice reading and authentic writing tasks.

Presenters: Lindsey Brauzer, Prince William County Public Schools, Virginia
Lindsay Burgess, Fairfax County Public Schools, Alexandria, Virginia
Lauren Jensen, New York University, New York

D.14 LESSON PLANNING WITH THE COMMON CORE: TEACHING THE STANDARDS AND THE NOVEL (M–S)
Hynes Convention Center/Room 310, Level Three

How does teaching students to reach the standards differ from teaching the novel? These presenters will show how to help students to “achieve the standard” and also inquire into the human condition in order to acquire the skills necessary to tackle complex and beautiful prose.

Presenters: Katanna Conley, Public Consulting Group, Portsmouth, New Hampshire
Bethany Rice, Public Consulting Group, Portsmouth, New Hampshire
Sharon DeCarlo, Public Consulting Group, Portsmouth, New Hampshire
Lori DiGisi, Public Consulting Group, Portsmouth, New Hampshire

D.15 REPURPOSING GRAPHIC ORGANIZERS INTO POETRY AND ACADEMIC ART (E)
Hynes Convention Center/Room 307, Level Three

In this multimodal session, the presenter will show how to promote students’ deep processing of information or demonstration of understanding, by repurposing ubiquitous graphic organizers into poetry and academic art.

Chair: Deborah Allen, Kean University, Union, New Jersey
Presenter: Ruth Sylvester, University of South Florida, Tampa

D.16 BEYOND ARGUMENT’S SAKE: TEACHING STUDENTS HOW TO DECONSTRUCT, CONSTRUCT, AND DELIVER ACADEMIC ARGUMENTS (M–S)
Sheraton Boston/Independence Ballroom West, 2nd Floor

Teenagers LOVE to argue about everything, but how do we teach them to argue thoughtfully and academically? The Common Core requires a shift to argumentation in both ELA and content-area classrooms. The presenters in this session will demonstrate strategies for helping students analyze, write, and deliver thoughtful, evidence-based arguments.

Chair: Lori Kixmiller, MSD Washington Township, Indianapolis, Indiana

Presenters: Elizabeth Love, Eastwood Middle School, Indianapolis, Indiana, “Shaping a Position: Coaching Students to Write an Argument Using Graphic Organizers”
Andrea Gollnick, Westlane Middle School, Indianapolis, Indiana, “It’s Up for Debate: Engaging Techniques to Address the CC Speaking Standards”

D.17 REDEFINING “INFORMATIONAL TEXTS” FOR THE 21ST CENTURY: INNOVATIVE WAYS TO GET ALL STUDENT WRITERS TO BE HANDS-ON, RHETORICALLY SAVVY, AND INTO THE COMMUNITY (S–C–TE)
Sheraton Boston/Fairfax A, 3rd Floor

This conversation, led by an ESL writing specialist and a professional writing teacher, will ask participants to re-envision “informational texts” for all student writers through hands-on learning, field-based investigations, and professional workplace and community genres. They will focus on inclusive writing pedagogy including opportunities for discussion, activities, and the development of classroom ideas.

Presenters: Christina Ortmeier-Hooper, University of New Hampshire, Durham
Katherine Tirabassi, Keene State College, New Hampshire

D.18 EXPLORING COLLABORATION OF MULTIMODAL LITERACIES IN EARLY CHILDHOOD: DIGITAL FILMMAKING, DESIGNING, AND CO-AUTHORING (E)
Hynes Convention Center/Room 305, Level Three

This panel will explore social practices of multimodal literacies in early childhood. Presenters will examine writers workshop as a space for exploring multimodality as students co-author, design, and reconceptualize what counts as literate practices by examining moviemaking, and discuss how filmmakers use a range of multimodal tools while composing collaborative storyboards.
Presenters: Candace Kuby, University of Missouri, Columbia, “Examining the Social Aspects of Co-Designing in a Multimodal Writing Workshop”
Christy Wessel Powell, Indiana University, Bloomington, “‘Here, Let Me Help You’: Media Moments with Children in PreK–1st Grade”
Linda Coggin and Beth Buchholz, Indiana University, Bloomington, “Embodied Resources for Multimodal Composing”
Tara Gutshall, Columbia Public Schools, Missouri, “Examining the Social Aspects of Co-Designing in a Multimodal Writing Workshop”

D.19 (RE)INVENTING THE FUTURE OF ADVANCED PLACEMENT: OPTIONS AND STRATEGIES (S)
Sheraton Boston/Constitution Ballroom B, 2nd Floor
This panel will present information about a new course option from College Board and discuss less traditional methods for delivering content to AP English classes. Participants will have opportunities for questions and receive materials and rubrics for project-based and multimodal assignments.
Chair: Barry Gilmore, Hutchison School, Memphis, Tennessee
Sue Gilmore, Martin Luther King Jr. Magnet High School, Nashville, Tennessee, “(Re)Inventing Strategies for AP English Classes”
Sharon Chaney, Metro Nashville Public Schools, Tennessee, “College Board Pilot: AP Cambridge Capstone Program and Credential”

D.20 (RE)INVENTING NONFICTION IN THE SECONDARY ELA CLASSROOM (S–C)
Sheraton Boston/Beacon E, 3rd Floor
Sponsored by the New England Association of Teachers of English, open to all
Teachers need to use more nonfiction to meet the Common Core and PARCC, but many are not sure how to use informational texts to promote critical thinking. Presenters in this session will discuss how to find more informational texts, how to teach rhetorical analysis and writing with nonfiction, and how to use blogs, Twitter, and infographics to engage students.
Presenters: Elizabeth Gonsalves, Abington High School, Pennsylvania
Abbey Dick, Massachusetts Department of Elementary and Secondary Education, Malden

D.21 BEYOND THE RESEARCH PAPER: APPLYING RESEARCH SKILLS TO FICTION (G)
Sheraton Boston/Constitution Ballroom A, 2nd Floor
Explore how the third CCSS writing standard, “Research to Build and Present Knowledge” is a key to success of essential writing in any mode: narrative, expository, or persuasive. Get a glimpse from the authors themselves into how they apply research skills to writing high-quality fiction in different genres.
Tradebook Authors: Ruth Culham, Scholastic Inc., New York, New York
Kirby Larson, Scholastic, Inc., New York, New York
Jennifer Nielsen, Scholastic, Inc., New York, New York

D.22 THE CASE FOR FOOD LITERACY (G)
Sheraton Boston/Liberty Ballroom B, 2nd Floor
The presenters in this session will make the case for Food Literacy, a multidisciplinary English class taught at Fern Creek High School, where students are invited to tell their food stories, make and share class meals, work in a school garden, and read food to discover connections to land, community, global issues, and career.
Presenters: Brent Peters, Fern Creek Traditional High School, Louisville, Kentucky
Paul Barnwell, Fern Creek Traditional High School, Louisville, Kentucky
Joseph Franzen, Fern Creek Traditional High School, Louisville, Kentucky
Cecilia Lewis, Cohise College, Sierra Vista, Arizona

D.23 UTILIZING VALUABLE RESOURCES: THE SURFACING OF SOCIAL MEDIA IN THE CLASSROOM (G)
Hynes Convention Center/Room 302, Level Three
All of our students have ample access to social media. Facebook, YouTube, and the like have flooded the classroom, often leaving teachers with an overwhelming sense of apprehension. These presenters will attempt to reinvent the English classroom by changing teachers’ mindsets about social media, and developing it as an educational resource.
Presenters: Jill West, Western Carolina University, Cullowhee, North Carolina
Shaddoe Blackford, Western Carolina University, Cullowhee, North Carolina
Ashley Ball, Western Carolina University, Cullowhee, North Carolina
D.24 DIGITALLY ENGAGED: USING BLOGGING AND TECHNOLOGY TO ENGAGE STUDENTS’ VOICES (S)
Sheraton Boston/Grand Ballroom, 2nd Floor
Teachers must find new ways in which to motivate students in today’s classrooms. In this digitally interactive session, the presenters will demonstrate many of the tools necessary for creating digital learning devices in classrooms of all levels.

**Presenters:** Amanda Biviano, Virginia Tech, Blacksburg, “Moving from Book-It Pizza Rewards to QR Code Pizza Parties: Age-Old Techniques in Today’s Digital Age Classroom”

D.25 DIGITAL INTERNSHIPS WITH POETRY AS PRACTICUM EXPERIENCE (S–C–TE)
Sheraton Boston/Liberty Ballroom A, 2nd Floor
Using a New Literacies approach, these presenters will explore the expert discourse of preservice teachers who participated in a digital internship with ninth grade students at a state college in the school of education. A closed social network afforded the preservice teachers with a practicum experience in a technologically rich classroom.

**Keynote Speaker:** Katie Dredger, Virginia Tech, Blacksburg, “Digital Internships in Poetry”

**Presenters:**
- Jason Augustowski, Belmont Ridge Middle School, Leesburg, Virginia, “Early Career Teaching with Technology”
- Diana Campbell, Colonial Heights High School, Virginia, and Laura Dicker, Christiansburg Middle School, Virginia, “Early Career Teaching with Technology”
- Amanda Meighan, Virginia Tech, Blacksburg, “Preservice Teaching with Wikis”
- Lauren Dalton, Virginia Tech, Blacksburg, “Preservice Teaching with Technology”
- Paige Hayes Horst, Virginia Tech, Blacksburg, “Moving to Expert Discourse with Technology”

D.26 RESPONDING TO LITERATURE: DIGITAL TO THE MATERIAL OF WAR (S–C)
Sheraton Boston/Commonwealth Room, 3rd Floor
Sponsored by the AP English Literature Development Committee, open to all

Three members of the AP English Literature and Composition Development Committee will explore, via novels and poetry focused on war, how to deepen student learning in today’s digital world. They will recommend using texts which highlight the human condition to achieve this deeper understanding and compassionate response to literature.

**Presenters:**
- Kathleen Harrington, United States Air Force Academy, Colorado Springs, Colorado
- Frank Briguglio, AP English Literature Test Development Committee, Honolulu, Hawaii
- Warren Carson, University of South Carolina–Upstate, Spartanburg

D.27 AUTHOR STRAND: T.A. BARRON (G)
Hynes Convention Center/Room 204, Level Two
In 2000, T.A. Barron founded a national award to honor outstanding young people who help their communities or the environment: the Gloria Barron Prize for Young Heroes, which honors 25 highly diverse, public-spirited kids each year. Barron will share strategies for using the study of heroes to hone reading and writing skills.

**Tradebook Author:** T.A. Barron, Gloria Barron Prize for Young Heroes, Boulder, Colorado, Atlantis Rising

D.28 RE-INVENTING TEACHER EFFECTIVENESS THROUGH WRITING AS A TRANSFORMATIVE PROFESSIONAL PRACTICE (G)
Hynes Convention Center/Room 301, Level Three
Through their stories of three radically teacher-centered professional development initiatives, the presenters in this interactive session will challenge the dominant outcomes-based model of teacher effectiveness represented by evaluation methods such as value-added modeling, and illustrate the use of writing as an essential part of teachers’ professional practice.

**Presenters:**
- Robert Yagelski, State University of New York, Albany, “Writing and Teaching as Transformative Practices”
- Brian Rhode, Poestenkill Elementary School, New York, “From Sanctioned to Subversive”
- Christine Dawson, Siena College, Loudonville, New York, “Inventing Teacher-Writers”
- Aaron Thiell, Latham Ridge Elementary School, New York, “Writing, Community, and Whole Teacher Effectiveness”

D.29 STRENGTHENING THE LITERARY-FAMILY CONNECTION: ISSUES OF REPRESENTATIONS WITHIN AND PREFERENCES FOR CHILDREN’S LITERATURE (G)
Sheraton Boston/Independence Ballroom East, 2nd Floor
Members of this panel will emphasize the importance of family in the literature-youth-society relationship. Presenters will discuss educators’ and families’ concerns about representation and the multiplicity of voices in realistic novels, traditional literature, and immigrant picture books. The intersections of tradition, power, and relevance will also be considered.
Chair: Jennifer Graff, The University of Georgia, Athens
Discussion Leader: Xiaoli Hong, The University of Georgia, Athens, “Strengthening the Literary-Family Connection: Issues of Representations within and Preferences for Children’s Literature”
Presenters: Jaehee Kwon, The University of Georgia, Athens, “‘What Kinds of Stories Are You Going to Tell?’ Representations of Koreans in Korean Immigrant Mothers’ Picture Book Choices”
Oksana Lushchevska, The University of Georgia, Athens, “Bridging Cultures through Traditional Literature: What Children’s Literature Eastern European Immigrants in the US Value and Why”

D.30 LITERATURE OF SOCIAL TRANSFORMATION: THE CIVIL RIGHTS MOVEMENT (TE)
Hynes Convention Center/Room 304, Level Three
In response to the Teaching Tolerance report of 2010 (Southern Poverty Law Center), graduate students at Vanderbilt University took part in a special topics course on the literature of social transformation, which focused on the Civil Rights Movement. Presenters will discuss portions of the original report (specifically relating to audience members) and describe projects that can be used to teach the Civil Rights Movement to students in K–12 classrooms.
Chair: Ann Neely, Vanderbilt University, Nashville, Tennessee
Presenters: Claire Coenen, Vanderbilt University, Nashville, Tennessee, “Through My Eyes: A Lesson on Ruby Bridges and Social Change for Elementary Students”
Christine Engelbrecht, Vanderbilt University, Nashville, Tennessee, “A Multigenre Approach to Literature of the Civil Rights Movement”

D.31 TEACHING AND LEARNING SHAKESPEARE—SESSION 4: USING THE RSC TEACHING SHAKESPEARE ONLINE RESOURCE
Hynes Convention Center/Room 105, Level One
Presenters in this session will focus on using the RSC Teaching Shakespeare online professional development resource created by the RSC and the University of Warwick, which features teachers from the UK and Ohio.
**D.34 DEMYSTIFYING THE CORE: GET IT . . . GOT IT . . . GO WITH IT! (M–S)**

Hynes Convention Center/Room 208, Level Two

Presenters in this session will describe multiple hands-on ways in which to unpack targeted Common Core Standards for specific instructional units. They will engage the audience in instructional moments, in which participants will understand both the role of the teacher in creating this process and the experience of the process from the students’ point of view.

**Chair:** Jocelyn Chadwick, Harvard University, Cambridge, Massachusetts

**Presenters:**
- Judith Purvis, Irving High School, Texas, retired, “The American Dream”
- Jocelyn Chadwick, Harvard University, Cambridge, Massachusetts, “Freedom to Choose: Free Will in the Context of Race and Gender”
- John Grassie, independent, Cambridge, Massachusetts, “Making 3G Work”
- Patricia Taggart Munro, Irving High School, Texas, retired, “Hero and the Journey: Relevance”

**D.35 SECONDARY LEVEL GALLERY OF POSTERS (S)**

Hynes Convention Center/Ballroom Foyer, Level Three

This year NCTE actively sought poster sessions as a conference format. Please browse through this area, examine the posters, and enjoy one-on-one discussions with the creators. You will find everything from classroom ideas to theory and research.

**Poster Number Presenters and Titles**

1. Carolyn Fortuna, Franklin High School, Massachusetts, “(Re)Creating Ibsen’s A Doll’s House with Critical Literacy”
2. Christine Kervina, Centreville High School, Clifton, Virginia, “From High Tech to No Tech: Interactive Strategies to Encourage Writing and Discussion”
3. Annie Kim, Cedar Springs High School, Michigan, “Developing Writers through Process and Workshop”
4. Jonathan Ostenson, Thomas Jace Brown, and Dawan Coombs, Brigham Young University, Provo, Utah, “iPad and Adolescent Reader Identities”
5. Jason Dunneback, Evergreen Park Community High School, Illinois, and Byung-In Seo, Chicago State University, Illinois, “When the English and Math Teachers Meet: Having One Help the Other”
7. Andrew Schoenborn, Michigan Council of Teachers of English, Midland, “Fostering Authentic Writing through Digital Feedback”
8. Jacqueline Darvin, Queens College, City University of New York, Flushing, “Inventing the Future of English with Teaching Strategies That Speak to the Common Core State Standards (CCSS) for English Language Arts and Literacy”
10. Michele Castleman, Heidelberg University, Tiffin, Ohio, “Finding a Future for Risky Texts in the Classroom: Reading Young Adult Novels with Killer Protagonists”
13. Peter Billman-Golemme, Belchertown, Massachusetts, “Authentic, Student-Created Vocabulary Assessments”
14. Ashley Davis, Northwest Missouri State University, Maryville, and Tracy Windle, The University of Alabama, Birmingham, “To Read or Not to Read: How Has Accelerated Reader Affected Adolescent Literacy Practices?”
17. Latasha Warner, Auburn University, Alabama, “(Re)Inventing Levels of Interaction: Discussion, Dialogue, Conversation”
D.36 CREATING, CO-CREATING, AND CHALLENGING TEXTS (S–C)
Hynes Convention Center/Room 200, Level Two

Presenters in this interactive session will show how to analyze and revise “texts” in order to use popular culture and online tools as vehicles for building students’ critical literacy.

**Presenters:**
- Jenny Martin, Virginia Tech, Blacksburg and Bridgewater College, Virginia, “Co-Creating Text Using ooVoo and Google Docs”
- Karen Magro, University of Winnipeg, Manitoba, Canada, “Creative Approaches to Teaching Social Justice in English Language Arts”
- Alicia Romero, Elio Arteaga, and Ana Cowo, Florida International University, Miami, “What Are They Really Selling? Developing Students’ Critical Literacy Skills Using Pop Culture”

D.37 RELEVANCE, RELATIONSHIPS, AND READING LIVES: FOSTERING STUDENTS’ READING ENGAGEMENT (G)
Sheraton Boston/Gardner Room, 3rd Floor

All students deserve engaging reading experiences that value their diverse goals and interests while increasing their self-efficacy. In this roundtable session, elementary, middle, high school, and college teachers will discuss children’s and young adult literature, online and offline resources, and instructional strategies that foster students’ reading engagement and growth.

**Chair:** Donalyn Miller, O.A. Peterson Elementary School, Fort Worth, Texas

**Table Number** | **Roundtable Leaders and Topics**
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1 | Kellee Moye, Hunter’s Creek Middle School, Orlando, Florida, “Helping Struggling Readers Find Their Inner Reader”
2 | Teri Lesesne, Sam Houston State University, Huntsville, Texas, “Facilitating Engagement in an Online Environment”
3 | Katherine Sokolowski, Washington School, Monticello, Illinois, “Using Reading Conferences to Increase Student Engagement”

D.38 APPRENTICESHIP IN ACTION (E)
Hynes Convention Center/Room 103, Level One

Faculty from the Center for Inquiry (K–5), along with their university partner, will share collaborative insights, classroom vignettes, and artifacts of children’s learning from their exploration of an apprenticeship model, and discuss how this model has made a difference in supporting children’s learning within and across classrooms.

**Presenters:**
- Scott Johnson, Center for Inquiry, Columbia, South Carolina
- Heidi Mills, University of South Carolina, Columbia

D.39 RE-INVENTING ENGAGEMENT: INVITING CROSS-TEXT CONNECTIONS THROUGH TEXT SETS, WRITING, AND DISCUSSION (E–M–S)
Sheraton Boston/Republic Ballroom A, 2nd Floor

Many college developmental English courses focus on skills and strategies. Yet these tend to deaden students’ with text. These presenters will report on a study which looked at the effectiveness of a different approach that integrates authentic literacy events, and recommend a more ecologically-based developmental English curriculum centered on engagement in a literature-rich classroom.

**Chair:** Nancy Patterson, Grand Valley State University, Grand Rapids, Michigan

**Presenters:**
- Nancy Patterson, Grand Valley State University, Grand Rapids, Michigan
- Elizabeth Storey, Grand Valley State University, Grand Rapids, Michigan
- Pamela Page, Grand Valley State University, Grand Rapids, Michigan
D.40  **UNEXPECTED PAIRINGS: LINKING POETRY AND INFORMATIONAL TEXTS TO IMPROVE READING SKILLS (G)**
Sheraton Boston/Beacon B, 3rd Floor
Pairing poetry and informational texts increases student engagement, but also helps students to discern the approaches that allow them to read different genres skillfully. Presenters in this session will offer specific lessons that pair the two genres and include the reading skills required for each genre and the thematic links that unite the texts.

**Presenters:** Cassandra Tafoya, Metropolitan State University of Denver, Colorado
Jill Adams, Metropolitan State University of Denver, Colorado
Rachel Lundstrom, Metropolitan State University of Denver, Colorado
Emma Rapp, Denver Public Schools, Colorado
Shaun Martin, Castle View High School, Castle Rock, Colorado
CJ Smith, Martin Luther King Junior Early College, Denver, Colorado

D.41  **EXPLORING STUDENTS’ AFFINITY SPACES TO (RE)INVENT THE ENGLISH CLASSROOM (M–S–TE)**
Hynes Convention Center/Room 104, Level One
Presenters in this session will explore how the concept of affinity spaces can be used to frame literacy events that have meaning and value for students beyond “doing school.” Attendees will learn about, discuss, and receive materials from an English education and two high school classrooms, in which affinity spaces were explored with adolescents.

**Presenters:** Darren Crovitz, Kennesaw State University, Georgia
Ryan Rish, Kennesaw State University, Georgia
Derek Wright, Kennesaw State University, Georgia
Aaron Levy, Kennesaw State University, Georgia
David Pegram, Paradise Valley Community College, Phoenix, Arizona

D.42  **WRITING FOR THEIR LIVES: YOUTH RESEARCH AS REVOLUTIONARY (AND STANDARDS-BASED!) LITERACY (G)**
Sheraton Boston/Beacon G, 3rd Floor
In this interactive panel, high school students and teacher researchers will explore the power and possibilities of youth participatory action research (YPAR) as an instructional strategy that can guide urban students toward mastery of academic and critical literacy skills and civic empowerment. Audience members will hear from young people about the process of creating and undertaking complex research projects, as well as adult mentors about how to integrate YPAR into the constraints of the school day and year and how to connect this social justice work to Common Core State Standards in literacy.

**Chair:** Nicole Mirra, University of California, Los Angeles

**Presenters:** Nicole Mirra, University of California, Los Angeles
Antero Garcia, Colorado State University, Fort Collins
Danielle Filipiak, Teachers College, Columbia, University, New York, New York
Jamila Lyiscott, Teachers College, Columbia, University, New York, New York
Brian Bailey, Nazareth College, Rochester, New York

D.43  **CREATIVITY IN THE CORE: HYBRIDITY AND OVERLAPPING TEXT TYPES IN THE CCLS (S)**
Sheraton Boston/Republic Ballroom B, 2nd Floor
Although the Common Core Standards articulate three distinct text types to ensure a balance of classroom experiences, writing in the world simultaneously engages multiple rhetorical strategies. Convincing arguments employ narrative and informational strategies to win an audience. Presenters will explore the concept of text hybridity and share curriculum and student writing samples.

**Chair:** Antonia Mulvihill, Columbus City Schools, Ohio

**Presenters:** Laura Schneider, Sunset Park High School, Brooklyn, New York
Alison Koffler-Wise, New York City Writing Project, New York
Susannah Thompson, New York City Writing Project, New York

D.44  **WRITING, READING, AND CONNECTING: REINVENTING ACADEMIC LITERACIES FOR ENGLISH LANGUAGE LEARNERS (E)**
Sheraton Boston/Beacon F, 3rd Floor
Join educators in this panel as they share how English language learners participating in a nonfiction writing workshop discovered how to connect their lives to their reading and writing of informational texts. Through this process, both teachers and students reinvented the meaning of academic literacies to promote civic engagement. Examples of students’ writings and texts will be presented.

**Presenters:** Andrea Garcia, Hofstra University, Hempstead, New York
Janina Young, Hofstra University, Hempstead, New York
Christine Cirella, Hofstra University, Hempstead, New York
Michele Marx, Hofstra University, Hempstead, New York

D.45  **TEACHING AT THE CROSSROADS: THE TRANSDUCTION OF ENGLISH IN A MEDIAL LANDSCAPE (G)**
Sheraton Boston/Beacon H, 3rd Floor
This panel will examine the use of multimodal social semiotics as a powerful tool that expands the boundaries of “traditional” English and Composition classes. Speakers from elementary...
through college composition will share student projects using various artistic modes to demonstrate the meaning-making potential of this 21st century approach to learning.

**Chair:** Debra Goodman, Hofstra University, Hempstead, New York

**Presenters:** Melinda Smith, Hofstra University, Hempstead, New York, “Reclaiming the Local: Notes from a Sixth Grade Inclusion Class”

Marilyn Buono, Hofstra University, Hempstead, New York, “Writing against Tradition: Countering the Deficit View of Nontraditional Writers”

Sasha Ramlal, Hofstra University, Hempstead, New York, “Co-Constructed Identities and Literacy Practices: How Identities of One Teacher and Her Students Are Enacted and Co-Constructed through Nontraditional Modes of Making Meaning”

**D.46** MONOLINGUAL TEACHER—MULTILINGUAL STUDENT (S–C–TE)

Sheraton Boston/Beacon D, 3rd Floor

In this session, presenters will focus on the impact of students’ native language usage upon their written work. Drawing on their own research at a GED plus school, an urban high school, community colleges, and on other published studies, they will present findings on ELL students and analyze some of the ways in which their English writing can be improved with the use of their native language in the writing process. They will conclude the session with accounts of successfully tested instructional strategies that incorporate native language usage to improve the written performance of ELL students.

**Presenters:** Elise Song, Teachers College, Columbia University, New York, New York City University of New York, New York

Sandra Wozniak, Teachers College, Columbia University, New York, New York

Ruth Aman, Teachers College, Columbia University, New York, New York

Taina Torres, Teachers College, Columbia University, New York, New York City Department of Education, New York

**D.47** EXCELLENCE IN THE MIDDLE: 2013 HALLE AND HOEY AWARD WINNERS (M)

Hynes Convention Center/Room 202, Level Two

Eager to re(imagine) your middle level teaching? Join us in a spirited celebration of the recipients of the 2013 Hoey and Halle awards, each of whom is recognized for his or her exceptional contributions to improving the skills and understandings of the middle level readers and writers with whom they work.

**Co-chairs:** Mike Roberts, Rowland Hall Middle School, Salt Lake City, Utah

Jeffrey N. Golub, teacher/author/consultant, Seattle, Washington

**Presenters:** Brooke Eisenbach, Tomlin Middle School, Plant City, Florida

Tonya Perry, The University of Alabama, Birmingham

**Respondent:** Sara Kajder, Shady Side Academy Middle School, Fox Chapel, Pennsylvania

**D.48** THE FIRST WAVE WORKSHOP (G)

Hynes Convention Center/Room 309, Level Three

Join First Wave students and instructors to learn how to incorporate hip-hop expression into your teaching. Strengthen your teaching and create a platform from which your students will understand the scope of hip-hop history, culture, and politics.

**Co-chairs:** Chris Walker, Madison, Wisconsin

Sofia Snow, Madison, Wisconsin

Willie Ney, Madison, Wisconsin

**D.49** REINVENTING OURSELVES THROUGH OUR LITERATURE: A MIDDLE SCHOOL THEMATIC FOCUS ON THE NOVELS OF GARY SCHMIDT (M)

Sheraton Boston/Beacon Room, 3rd Floor

Teachers at Holten Richmond Middle School created a common literary experience for students using Gary Schmidt’s award-winning novels. Presenters will share instructional activities that engage students in complex texts and guide them through themes and into the creation of their own fictional and nonfictional texts.

**Chair:** Janis Flint-Ferguson, Gordon College, Wenham, Massachusetts

**Presenters:** Gary Schmidt, author, Clarion Books, New York, New York, “Creating Stories That (Re)Invent the Way People Think”

Sarah Redman and Ellen White, Holten Richmond Middle School, Danvers, Massachusetts, “STEALing (Re)Invent Characters’ Thoughts and Readers’ Ideas”

Lauren Lynch, Holten Richmond Middle School, Danvers, Massachusetts, “(Re)Inventing the Characters of Camillo Junior High and Holten Richmond”

**D.50** DYSTOPIA IS OUR FUTURE: USING DYSTOPIAN LITERATURE AND SOCIAL THEORY IN THE ENGLISH CLASSROOM (M–S)

Sheraton Boston/Back Bay A, 2nd Floor

Recent trends in young adult literature illustrate a pervasive interest in dystopian fiction. Members of this panel will offer practical strategies and models for teaching popular young adult dystopian novels through the lens of social theory. They will argue that this approach allows students to grow intellectually, personally, and civically.

**Presenters:** Deborah Appleman, Carleton College, Northfield, Minnesota

Cori McKenzie, Michigan State University, East Lansing

Mike Macaluso, Michigan State University, East Lansing

Bevin Roue, Michigan State University, East Lansing
D.51 DEMOCRATICALLY INCLUSIVE CLASSROOM STRATEGIES (G)
Sheraton Boston/Dalton Room, 3rd Floor
In this interactive session, the presenters will model several democratically inclusive teaching methods which balance attention to both the written texts and the “life-texts” that students bring into the classroom. They will argue that this teaching balance educates students about both their own and others’ “politics of location” (Adrienne Rich).
Chair: Emily Style, Wellesley College, Massachusetts
Discussants: Diane Waff, University of Pennsylvania, Philadelphia
Donald Burroughs, Cambridge Rindge and Latin High School, Massachusetts

D.53 (RE)INVENTING ASSESSMENT: INCREASING RIGOR AND ENGAGEMENT WITH SOCRATIC SEMINARS (S)
Sheraton Boston/Liberty Ballroom C, 2nd Floor
This team of novice and experienced teachers will demonstrate how to facilitate a rigorous text-centered dialogue led by students using Socratic seminars and CCSS, including the analysis of an array of texts connected thematically for diverse students. Methods of assessment for critical thinking and high-level reading will be included.
Presenters: Morgan Carney, St. Pius X Catholic High School, Atlanta, Georgia
Lisa Boyd, Luella High School, Locust Grove, Georgia
Melissa Page, The University of Georgia, Athens
Carla Boudreaux, Luella High School, Locust Grove, Georgia

D.54 IT’S ELEMENTARY: CHANGING THE WORLD, ONE FILM AT A TIME (G)
Sheraton Boston/Back Bay C, 2nd Floor
Sponsored by the Gay/Straight Educators’ Alliance, open to all
Award-winning filmmaker Debra Chasnoff will share her films and the important messages they convey. Her films, Straightlaced, Let’s Get Real, It’s Elementary—Talking about Gay Issues in School, and It’s Still Elementary, among others, are ground-breaking and offer concrete ways in which to help teachers fight prejudice and bullying in their classrooms, their schools, and their communities.
Chair: Roxanne Henkin, The University of Texas, San Antonio
Presenter: Debra Chasnoff, Groundspark, San Francisco, California
DE Session
2:30–5:15 p.m.

DE.01 HIGH SCHOOL MATTERS ROUNDTABLE
(S)
Hynes Convention Center/Ballroom A, Level Three

Where do all the high school teachers meet? High School Matters! This fast-paced, interactive session will feature 23 roundtable discussions on a variety of topics. Participants will choose two different roundtables that meet their specific interests and needs, add their voices to the conversation, and leave with valuable materials for immediate use in the classroom.

Co-chairs: Katie Greene, Milton High School, Georgia
Kimberly Parker, Cambridge Rindge and Latin School, Massachusetts

Introducing Speaker: Kimberly Parker, Cambridge Rindge and Latin School, Massachusetts

Keynote Speakers: Carol Jago, University of California, Los Angeles
Kelly Gallagher, Anaheim Union High School District, California

Table Number Roundtable Leaders and Topics
1 Julie Gorlewski, State University of New York, New Paltz, and David Gorlewski, D'Youville College, Buffalo, New York, "Writing for English Journal"
2 Anna J. Small Roseboro, consultant, Grand Rapids, Michigan, "Literacy Leaders/Department Chairs: Maximizing Meetings and Maintaining Morale"
3 Janet Jelavich, Maryville High School, Tennessee, and Rebecca Dierking, Truman State University, Kirksville, Missouri, "'Nooking' Reluctant Readers"
4 Amanda Hodges, Newberry College, South Carolina, "Fostering Literacy"
5 Annie Ward, Mamaroneck Unified School District, New York, "The Dog Ate My Session; Canines in the Canon"
6 Alison Harper and Angel Baines, Caravel Academy, Bear, Delaware, "A Quest for Learning"
7 Sandy Goldberg, WNET/New York Public Media, New York, "PBS's Shakespeare Uncovered in the Classroom"
8 Amy Usinger, Coe Brown Academy, New Hampshire, "Strategies to Enhance Student Recall of Poetry;
and Rodger Martin, Hobblebush Books, Hancock, New Hampshire, "Strategies to Enhance Student Recall of Poetry"

Colette Bennett, Wamogo High School, Litchfield, Connecticut, "The Blog's the Thing! or I'll Take the Post's Word for a Thousand!"

Katie Roquemore, Weaver Academy, Greensboro, North Carolina, "Reinventing Purpose through Service Learning"
Tara Seale, Bryant High School, Arkansas, and Daniel Bruno, Commonwealth Governor's School, Fredericksburg, Virginia, "(Re)Inventing the Composing Classroom: iPads, Apps, and Web 2.0"

Linda Spears-Bunton, Florida International University, Miami, "Global Lessons of Feminism: Literature and Lessons for the 21st Century"

Joe Geocaris, Adlai E. Stevenson High School, Lincolnshire, Illinois, "Shifting the Instructional Center"

Maureen Connolly, The College of New Jersey, Ewing, and Vicky Giouroukakis, Molloy College, Rockville Centre, New York, "Literacy at the Core of All Curriculum"

Meredith Jeta Donovan, Fordham University, New York, New York, "There's a Why behind Everything I Say": Adolescents’ Language Ideologies of Code-Switching"

LuAnn Fox, Greater Kansas City Writing Project, Kansas, "Using Ourselves: Teaching Source Attribution in Essay Writing"

Denise Vega, Millersville University of Pennsylvania, Millersville, "The Importance of Teaching World Literature in an Urban School District"

James Muchmore, Western Michigan University, Kalamazoo, "The Once and Future Audience: Exploring the Role of Real and Imagined Audiences in Shaping Students' Understanding of Classic Literature"

Mark Meacham, University of North Carolina, Greensboro, "Navigating 21st Century Literacies: An Early Career Teacher Continued on following page
and His Students’ Dialogic Approach to (Critical) Literacy Learning”

20 Jennifer Kirchoff, East Syracuse–Minoa Central High School, New York, “(Re)Inventing the Future of English: Examining and Embracing Young Adult Horror in the Classroom”

21 Enid Baines, Carmel High School, Indiana, “Online Bookmarklets: Tiny Tools to Increase Student Engagement in Big Ways”

22 Monique Cherry-McDaniel, Central State University, Wilberforce, Ohio, “The Green Light at the End of the Tunnel: Teaching The Great Gatsby in Culturally Responsive Ways”

23 Dylan Carter, Lenexa, Kansas, and Ted Fabino, Olathe, Kansas, “Teacher Inquiry Workshops and Professional Development”
E Sessions
4:00–5:15 p.m.

E.01 POWERFUL TEACHING: SEEKING JUSTICE IN ENGLISH EDUCATION (S)
Sheraton Boston/Back Bay B, 2nd Floor
These presenters will show how to conceptualize social justice in an English Education program by engaging in powerful, social justice-oriented teaching using social media in the classroom. They will also include how to establish personal learning networks (PLNs), integrate poetry throughout every unit, and work with at-risk youth in a recovery high school.

Chair: Janet Johnson, Rhode Island College, Providence
Presenters: Janet Johnson, Rhode Island College, Providence, “Becoming Thoughtful, Powerful Teachers”
Ryan Burns, East Greenwich High School, Rhode Island, “Teachers Tweetin’: Social Media as Agentive Tool”
Brian Callahan, Pilgrim High School, Warwick, Rhode Island, “Poetry in Service to Social Justice”
Reid Jagger, Bishop Connolly High School, Fall River, Massachusetts, “Integrating the Arts in Teaching for Social Justice”
Diane Long, educational coordinator, Providence, Rhode Island, “Balancing Mental Health and Academics in a Recovery High School”

E.02 “WE, THE PEOPLE . . . ESTABLISH JUSTICE”: SOCIAL JUSTICE IN OUR TEACHING AND STUDENTS’ LIVES (G)
Sheraton Boston/Beacon F, 3rd Floor
The English language arts educators on this panel will discuss the benefits of embedding social justice in preservice courses and workshops, graduate seminars, and professional development sessions. They will share personal struggles and professional strategies for integrating diverse texts and themes on justice with intersections of race, ethnicity, gender, class, and sexual orientation, among others.

Chair: Wendy Keyser, University of Massachusetts, Amherst
Presenters: Rick Joseph, Bloomfield Hills, Michigan
Carol J. Brochin Ceballos, The University of Texas, El Paso
Discussion Leader: R. Joseph Rodriguez, The University of Texas, El Paso

E.03 THE BIOMEDICALISATION OF GENDER AND SEXUALITY: IMPLICATIONS FOR THE TEACHING OF ENGLISH, LANGUAGE ARTS, AND CULTURAL LITERACY (G)
Sheraton Boston/Fairfax B, 3rd Floor
International Gay Studies Scholar William Spurlin will share his groundbreaking work on biomedicine and queer theory. He will show how medical discourses about childhood gender identity disorder affect LGBT students in our classrooms, and discuss the implications of this for the teaching of literacy in English language arts classrooms.

Chair: Roxanne Henkin, The University of Texas, San Antonio
Presenter: William Spurlin, University of London, England

E.04 FROM POETRY GROUP TO PUBLICATION (M–S)
Sheraton Boston/Beacon E, 3rd Floor
These presenters will show how at-risk students who joined a poetry club in an urban high school found voice, strength, and community through their participation in the club, and showed improvement in academic engagement and self-image. The club promoted a strong sense of community and transformed the dynamics and perception of the student body.

Presenters: Jessica Kendall, Raytown School District, Missouri
Marlee Stempleman, Raytown School District, Missouri

E.05 TRANSFORMING A DEPARTMENT: AN EXPLORATION OF A TEACHER LEADER’S VISION AND COLLABORATION WITH COLLEAGUES TO IMPLEMENT WRITER’S NOTEBOOKS IN A MIDDLE SCHOOL ENGLISH LANGUAGE ARTS CLASSROOM (M–S)
Sheraton Boston/Gardner Room, 3rd Floor
This presenter will focus on how a middle school ELA department chair collaborated with colleagues to implement writer’s notebooks with adolescents. Attention will be given to themes that emerged from lessons designed to engage diverse students with multiple genres, and teachers’ perceptions and experiences with these composing tools.

Presenter: Caron St. Onge, The University of Texas, Austin, “An Exploration of a Department Chair’s Vision and Teacher Collaboration Implementing Writers Notebooks”
E.06 THE RESURRECTION OF REFLECTIVE EXPERIENCE: HOW THE SPIRIT OF ADVENTURE REVIVES WRITERS AND TEACHERS IN THE RECLAMATION OF CARING CLASSROOM HABITATS  
(M–S–TE)  
Hynes Convention Center/Room 104, Level One  

At-risk adolescents need strategic invitations to become more reflective human beings as they learn to live the literate life through writing, reflection, and experiential learning. This panel will feature insights acquired from a pilot program for at-risk youth in a public summer school.  

**Presenters:** Ryan Chrusch, Messiah College, Grantham, Pennsylvania, “Building Community and Lifelong Learners through Adventure in the Classroom”  

E.07 WRITERS WEEK: (RE)INVENTING CONNECTIONS BETWEEN STUDENTS, AUTHORS, AND TEACHERS (E–M–S)  
Hynes Convention Center/Room 201, Level Two  

Our strongest student writers share common ground with their teachers: They frequently do creative work in isolation and find little support. Then Writers Week comes along! The presenters in this session will show how this schoolwide writing festival united professional, student, and faculty writers, while its organizers from four states ventured beyond school walls to redefine professional collaboration.  

**Chair:** Gary Anderson, William Fremd High School, Palatine, Illinois  

**Presenters:** Gina Enk, Hawthorn Woods, Illinois  
Jaclyn Han, William Fremd High School, Palatine, Illinois  
Tony Romano, William Fremd High School, Palatine, Illinois, retired  
Theresa Christensen, Palatine High School, Illinois  
Amy Pine, Lake Zurich, Illinois  
Nicole Hernandez Craig, Avalon Middle School, Milton, Florida  
Deborah Bright, Community School of Naples, Florida  
Russ Anderson, William Fremd High School, Palatine, Illinois  
Douglas Jameson, Hazelwood School District, Missouri  
Katy Paynich, Montana Association of Teachers of English Language Arts, Bozeman  
Jodi Moeller, Hazelwood School District, Missouri  

E.08 THIS ISN’T YOUR MOM’S LANGUAGE ARTS CLASS! REINVENTING AUTHORSHIP AND LITERATURE FOR THE NET GENERATION (E)  
Hynes Convention Center/Room 309, Level Three  

Authorship is changing in the 21st century because of contemporary technologies such as Web 2.0 tools and access to hand-held devices. Through their own agency, children are increasingly choosing tech-enhanced media. These presenters will show how to integrate 21st century technical tools with pedagogies without compromising the integrity of traditional children’s literature.  

**Presenters:** Kari-Lynn Winters, Brock University, St. Catherine’s, Ontario, Canada  
Candace Figg, Brock University, St. Catharine’s, Ontario, Canada  
Vetta Vratulis, Saginaw Valley State University, Michigan

E.09 DEVELOPING THE WRITING SKILLS NECESSARY FOR SCIENCE NOTEBOOKS  
Hynes Convention Center/Room 103, Level One  

In this session the presenters will show how to use writers workshop to develop skills necessary for science notebooks. Participants will have an opportunity to ask questions as they apply scientific writing skills themselves, moving from observational drawing to developing questions, recording and organizing data, and summarizing content in paragraph form.  

**Presenters:** Carolynn Klein, Duke School, Durham, North Carolina  
Geoff Berry, Duke School, Durham, North Carolina  
Ellen Jenkins, Duke School, Durham, North Carolina

E.10 CONTEMPORARY VOICES FROM THE MIDDLE EAST: LITERATURE, TECHNOLOGY, AND STUDENT ENGAGEMENT (M–S)  
Hynes Convention Center/Room 207, Level Two  

High school educators from both independent and public schools will discuss quality Middle East-themed, English language literature for teenagers and demonstrate lessons based on this literature. They will argue that these high-interest materials help American students from various ethnic/cultural backgrounds to learn more about Middle Eastern cultures, religions, and history while they develop communication, collaboration, and critical thinking skills.  

**Presenters:** Jonathan Vogels, Colorado Academy, Denver  
Anne Strobridge, Colorado Academy, Denver  

96 Friday Afternoon, 4:00–5:15 p.m.
E.11 TEACHING AND LEARNING
SHAKESPEARE—SESSION 5: USING
THE OSU DRAMATIC INQUIRY
APPROACH (G)
Hynes Convention Center/Room 105, Level One
Presenters in this session will focus on the OSU dramatic inquiry-based approach to reading Shakespeare.
Presenters: Megan Ballinger, Columbus City Schools, Ohio Lorraine Gaughenbaugh, Reynoldsburg City Schools, Ohio Brian Edmiston, The Ohio State University, Columbus

E.12 RE(INVENTING) RESEARCH IN THE
GOOGLE ERA (M–S)
Hynes Convention Center/Room 209, Level Two
In this session, a social science teacher and an English teacher from an urban school will describe how they reconfigured a traditional “research project” for students living in the Google era, while also incorporating service learning. They will also describe a student TEDx conference modeled after the “real” conference but with new forms of speech, presentation, and media.

E.13 AIMING FOR THE CORE (M–S)
Hynes Convention Center/Room 306, Level Three
The literacy standards in the Common Core expect teachers to provide effective, rigorous instruction in all content areas. In this session, presenters will offer strategies for text analysis and vocabulary that can be used with a variety of texts. Participants will leave this session with instructional activities that can be easily implemented in their own classrooms.
Presenters: Leigh Jones, Rockingham County Schools, North Carolina Tonisha Walden, Rockingham County Schools, North Carolina

E.14 REACHING READERS WITH THE
NEWEST YOUNG ADULT LITERATURE
AWARD WINNERS (M–S)
Hynes Convention Center/Room 313, Level Three
Young adult literature book awards can help teachers discover a wide variety of high-quality titles published annually for teens. Presenters in this session will offer a brief survey of major YA book awards, and give booktalks on the most celebrated YA titles of the past year.
Presenters: Daria Plumb, Riverside Academy, Dundee, Michigan Jennifer Buehler, Saint Louis University, Missouri

E.15 DIALOGUE IN THE MARGINS: REVISION
AS METACOGNITION (S–C–TE)
Hynes Convention Center/Room 205, Level Two
These presenters will describe a mini-workshop on revision as metacognition, and demonstrate three applications of a single technique for showing students how to interrogate their own texts and their own thinking in a way that will enable them to read and revise their writing productively.

E.16 AT THE CROSSROADS: REFLECTING
ON THE PAST, RECONSIDERING THE
FUTURE (C)
Hynes Convention Center/Room 208, Level Two
These presenters will discuss the incorporation of successful methods and techniques from the past when considering what our students should read, how we will respond to their writing, and why they should serve the community beyond the campus.
Presenters: Sally Crisp, University of Arkansas, Little Rock, “How We Respond to Student Writers” Allison Holland, University of Arkansas, Little Rock, “Why We Ask Students to Serve the Community beyond the Campus” Cheryl Harris, University of Arkansas, Little Rock, “What We Require Students to Read”

E.17 INITIATIVES FOR ENGAGING STUDENTS
IN COLLEGE-LEVEL WRITING (C)
Hynes Convention Center/Room 206, Level Two
These presenters will describe how writing workshops are being used by several college and high school partnerships. They will argue that these collaborative programs break down walls between the high school and college worlds and open a dialogue about college writing.
E.18  CORE TIPS AND STRATEGIES FROM READWRITETHINK.ORG (G)
Sheraton Boston/Grand Ballroom, 2nd Floor
You may be familiar with the amazing resources on ReadWriteThink.org, but how can you use these resources to address themes in the Common Core State Standards? Come to this session to learn tips about how to use ReadWriteThink.org in your educational setting to address text complexity, comprehension, communication, and conventions, among other topics.

Presenters: Lisa Storm Fink, ReadWriteThink.org, National Council of Teachers of English, Urbana, Illinois

E.19  MULTIMODAL, MULTIGENRE TEXT SETS ACROSS THE GRADE LEVELS (G)
Hynes Convention Center/Room 302, Level Three
Multimodal, multigenre text sets have an important role to play in language arts and content area classrooms. Presenters in this session will show how to create text sets and discuss the benefits of teaching with text sets in specific schools, across different grade levels and content areas.

Presenters: Mary Ann Cappiello and Erika Thulin Dawes, Lesley University, Cambridge, Massachusetts, “Creating and Organizing Text Sets”
David Williams, Newbury Elementary School, Massachusetts, “Implementing Text Sets in 4th Grade”
Brittany Williams, Newbury Elementary School, Massachusetts, “Implementing Text Sets in 3rd Grade”
Katherine Bousquet, Central School, South Berwick, Maine, “Implementing Text Sets in 2nd Grade”
Vicki Stewart, Maine School Administrative District 35, Eliot, “Coaching with Text Sets at the Middle Level”

E.20  DIGITAL FOOTPRINTS: STUDENTS AND TEACHERS CREATING AND MANAGING NETWORKED LITERACY IDENTITIES (G)
Hynes Convention Center/Room 304, Level Three
The Web 2.0 world has opened new digitally networked spaces so that students and teachers can participate in global communities of readers and writers—leaving behind digital footprints. In this session, presenters will show how to use 21st century digital literacy tools to create and manage positive online identities.

Presenters: Kimberly Higdon, Saint Leo University, Florida
Holly Atkins, Saint Leo University, Florida
Candace Roberts, Saint Leo University, Florida

E.21  THE PERSISTENT CALL OF STORIES (G)
Sheraton Boston/Beacon H, 3rd Floor
School districts around the US are moving toward implementing the Common Core standards. This will likely result in the inclusion of more nonfiction and persuasion in the curriculum, but less inclusion of narrative genres. In this session, presenters will reaffirm the central place of story in the reading/writing classroom.

Presenters: Thomas Newkirk, University of New Hampshire, Durham
Ralph Fletcher, author/consultant, Lee, New Hampshire

E.22  REINVENTING ENGAGEMENT: TEACHING STUDENTS TO LEAD TEXTUAL LIVES (S)
Sheraton Boston/Dalton Room, 3rd Floor
In this session, the presenters will show how texts are the center of classroom life and provide strategies for engaging students in learning how to lead textual lives.

Chair: Daniel Bruno, Commonwealth Governor’s School, Fredericksburg, Virginia

Presenters: W. David Hooten, Stafford County Public Schools, Virginia, and Daniel Bruno, Commonwealth Governor’s School, Fredericksburg, Virginia, “Combining Disciplines and Technology in the ELA Classroom”
Michele Black, Stafford County Public Schools, Virginia, “Drawing Them In: Using Interest to Build Textual Animals”

E.23  LITERACY LEARNING BY DESIGN: DIGITAL, PROJECT-BASED INVITATIONS (S)
Hynes Convention Center/Constitution Ballroom A, 2nd Floor
The presenters in this session will demonstrate how to deliver the curriculum using digital, project-based media.

Presenters: Neil Witikko, College of St. Scholastica, Duluth, Minnesota, “Multigenre Research Comes of (Digital) Age”
Robin Neal, Beaver Country Day School, Chestnut Hill, Massachusetts, “Paper Airplanes for Freedom: 21st Century Literacy and Design Thinking”

E.25  LIGHTING THE FIRE AND WRESTLING WITH THE CANON: RE-INVENTING THE ENGLISH CLASSROOM THROUGH YA LITERATURE (M–S–C)
Hynes Convention Center/Room 310, Level Three
In a fast-paced world of texting, tweeting, and foursquare, teachers must find a way to reach reluctant learners—to catch the spark that creates lifelong readers and also address the demands of Common Core and high-stakes testing. In this session, presenters will tackle tough choices using YA LGBT novels, controversial books, and informational texts.

Presenters: Shannon Edwards, Clayton State University, Morrow, Georgia, “Catching Sparks with The Hunger Games in a Christian School”
E.26 STRAIGHT TALK ABOUT QUEER YOUNG ADULT LITERATURE: IMPLICATIONS FOR THE ENGLISH CLASSROOM (M–S–C–TE)
Sheraton Boston/Liberty Ballroom A, 2nd Floor
Sponsored by the LGBT Issues in Academic Studies Advisory Committee, open to all

The number of quality YA books featuring GLBTQ teen characters has steadily increased over the last decade, but many teachers remain hesitant to use these books in classes. In this session the presenter will review the history of the market for queer YA literature, show video interviews with educators about their concerns, and discuss the solutions to this dilemma.

Presenter: Toby Emert, Agnes Scott College, Atlanta, Georgia

E.27 THE CRITICAL MERITS OF YOUNG ADULT LITERATURE: PAST, PRESENT, AND FUTURE (S)
Sheraton Boston/Commonwealth Room, 3rd Floor

Presenters on this panel will explain and discuss the perceived lack of critical merit in young adult (YA) literature, and address this perception based on their recent research of this literature with respect to both queer theory and black feminist literary theory.

Chair: Crag Hill, University of Oklahoma, Norman
Presenters: KaaVonia Hinton-Johnson, Old Dominion University, Norfolk, Virginia, “I Was Carrying the Burden of My Race: Reading Matters of Race and Hope in YA Literature by Walter Dean Myers and Sherman Alexie”
ss Miller, University of Missouri, Kansas City, “Hungry Like the Wolf: Gender Nonconformity in Young Adult Literature”
Crag Hill, University of Oklahoma, Norman, “Mis/Perceptions: The Critical Merits of Young Adult Literature”

Reactor/Respondent: Janet Alsup, Purdue University, West Lafayette, Indiana

E.28 AUTHOR STRAND: WHERE THE WILD THINGS ARE NOW: USING PICTURE BOOKS TO EXPLORE (EVENTAME?) THE WILD CHILD IN YOUR CLASSROOM (G)
Hynes Convention Center/Room 204, Level Two

The illustrators on this panel have created works featuring the clash between our civilized everyday selves and the uncontrollable monster or beast within. With humor both broad and subtle, they will present visions of how children can begin to negotiate between the two. Peter Brown is a Caldecott Honor winner for Creepy Carrots. His most recent title is Mr. Tiger Goes Wild. Dan Santat is the best-selling illustrator of, among others, Manners Mash-Up: A Goofy Guide to Good Behavior. His most recent book is Crankenstein.

Tradebook Authors: Peter Brown, Little, Brown Books for Young Readers, New York, New York
Dan Santat, Little Brown Books for Young Readers, New York, New York

E.29 RE-INVENTING ENGLISH: RETHINKING CONTENT AND INSTRUCTIONAL APPROACHES AS A MEANS OF CONNECTING WITH AND TEACHING HARD-TO-REACH, STRUGGLING STUDENTS (E–M–S)
Hynes Convention Center/Room 303, Level Three

These presenters will demonstrate how resonant, engaging characters, relevant, fascinating nonfiction, fast-paced, action-filled text, and accessible, supportive inquiry-oriented environments can ignite interest and engagement in hard-to-reach students. They will offer rich tools and insights into how to connect with students, engage them as readers, and help them to develop as proficient, successful lifelong readers.

Donna Knoll, educational consultant/author, Shawnee Mission, Kansas, “The Strength and Power of Words: The Impact of Word Choice in Connecting with Students”
Kathryn Lasky, Candlewick Press, Somerville, Massachusetts, “Resonant Voices: Touching the Hearts and Unleashing the Voices of Readers”
Alexander Gordon Smith, Macmillan Children's Publishing, New York, New York, “Literacy as a Key to Turning Student Lives Around in Favorable Ways”

Presenter: Jeff Wilhelm, Boise State University, Idaho, “Creating Supportive, Inquiry-Oriented Environments: Making Reading and Writing Complex Text Accessible”

E.31 THE PEDAGOGY OF SOCIAL IMAGINATION IN LANGUAGE LEARNING (C)
Hynes Convention Center/Room 101, Level One

The Pedagogy of Social Imagination in Language Learning (PSILLT) is a Title III–Professional Development Project funded by NYC/TC Collaboration in which an interdisciplinary team of faculty members and teacher candidates develop and expand curriculum to support bilingual primary students as they engage in learning/teaching the content...
of STEM fields in multilingual after-school settings. In this session the presenters will discuss what they learned from the first year’s implementation of the project.

**Chair:** Maria Torres-Guzman, Teachers College, Columbia University, New York, New York

**Presenters:** Maria Torres-Guzman, Teachers College, Columbia University, New York, New York
Carmen Martinez-Roldan, Teachers College, Columbia University, New York, New York
Patricia Martinez-Alvarez, Teachers College, Columbia University, New York, New York

**E.33** "‘TWEET,’ ‘PIN,’ ‘SNAP,’ ‘SCOOP,’ AND ‘PECHA KUCHA’!!! USING SOCIAL MEDIA, CURATION PROGRAMS, AND PRESENTATION STANDARDS WITH PRESERVICE TEACHERS (C)

**Hynes Convention Center/Room 200, Level Two**

In this interactive session, presenters will delight and engage participants with innovative ways to use Twitter, Pinterest, Scoop It, Instagram, and Pecha Kucha to help preservice English teachers (and practicing teachers) reinvent our profession.

**Presenters:** Lija Stoltzfus, Millersville University of Pennsylvania, Millersville, “Snap and Pin”
Timothy Shea, Millersville University of Pennsylvania, Millersville, and Jeffrey Carpenter, Elon University, North Carolina, “Tweet, Pin, Snap, and Scoop It: Using Social Media and Curation Programs to Help Preservice Teachers Re-Invent Their Profession”
Janine Davis, University of Mary Washington, Virginia, “The Long and Short of It: Memoir and Pecha Kucha with Preservice English Teachers”

**E.34** THE BEST OF BOTH WORLDS: USING FICTION AND NONFICTION WITH COMMON CORE LESSONS (E)

**Hynes Convention Center/Room 210, Level Two**

Five elementary teachers and two teacher educators explored the pairing of fiction and nonfiction literature in Common Core lessons. In this session, presenters will share paired texts and text-dependent questions which were generated during the study group sessions.

**Presenters:** Michele Ebersole, University of Hawaii, Hilo
Avis Masuda, University of Hawaii, Hilo

The Common Core State Standards give new urgency to an old question: how can postsecondary faculty members support secondary school teacher colleagues? In this session, the presenters will discuss the opportunities and obstacles created by the efforts to establish and sustain effective exchanges between college faculty members and secondary school teachers.

**Chair:** Paula Krebs, Bridgewater State University, Massachusetts

**Presenters:** Elizabeth Gonsalves, Abington High School, Massachusetts
Peter Weyler, Claremont Academy, Worcester, Massachusetts

**E.36** COLLABORATION AND THE COMMON CORE: BRIDGING THE GAP BETWEEN HIGH SCHOOL AND POSTSECONDARY ENGLISH LANGUAGE ARTS INSTRUCTION (S–C)

**Hynes Convention Center/Room 305, Level Three**

Three educators in the Early Assessment Program (EAP) in English at Northern Kentucky University will describe efforts to accelerate literacy instruction through professional development workshops for high school teachers. They will focus on Common Core State Standards and include digital literacies, analyzing texts, managing the writing workload, and writing in the sciences.

**Chair:** Nancy Kersell, Northern Kentucky University, Highland Heights

**Presenters:** Nancy Kersell, Northern Kentucky University, Highland Heights
Jennifer Cellio, Northern Kentucky University, Highland Heights, “What Is the College Writing Classroom Really Like?”
Ben Lusk, Boone County Board of Education, Kentucky, “Analyzing Literature and Annotations Text”

**Respondent:** Jonathan Cullick, Northern Kentucky University, Highland Heights

**E.37** POETRY IN TWO VOICES TO MEET CCSS IN INFORMATIVE WRITING AND READING AND TEACH COMPARE-CONTRAST STRUCTURE (M)

**Sheraton Boston/Beacon G, 3rd Floor**

Middle school students have many fears: fear of failure, fear of rejection, fear of not fitting in, and sadly, fear of poetry. This presenter will discuss two unique strategies for helping students to build a love of poetry and at the same time learn to be more analytical readers.

**Presenter:** Lesley Roessing, Armstrong Atlantic State University, Savannah, Georgia, “Comparing and Contrasting in Two Voices”
E.38 DIFFERENCES THAT MATTER: LANGUAGE, GENDER, AND STRUGGLES IN WHOLE LANGUAGE SETTINGS (E)
Sheraton Boston/Hampton Room, 3rd Floor

Everyday literacy practices, while seemingly inconsequential, impart norms for expected behavior. Teachers must expand their repertoire of literacy practices and behaviors to include theories, practices, and perspectives which honor young children from all backgrounds. These panelists will discuss current research and their own experiences, and share strategies for use in the classroom.

Chair: Mariana Souto-Manning, Teachers College, Columbia University, New York, New York
Presenters: Mariana Souto-Manning, Teachers College, Columbia University, New York, New York
Dorothy Suskind, St. Christopher’s School, Richmond, Virginia
Bessie Dernikos, Teachers College, Columbia University, New York, New York
Haemin Yu, Teachers College, Columbia University, New York, New York

E.39 RESISTANCE AND AGENCY: DEVELOPING MEANINGFUL CONNECTIONS FROM THE PAST TO THE PRESENT (S)
Sheraton Boston/Clarendon Room, 3rd Floor

In this session, the presenters will consider the themes of resistance and agency as pathways to teaching about the Holocaust in the 21st century. They will demonstrate how teachers can integrate these themes into their teaching and ensure that students gain exposure to a range of complex texts, writing strategies, and digital tools.

Chair: Deborah Batiste, Anti-Defamation League, New York, New York
Presenters: Stephanie Smith, National Writing Project, New York, New York
Sherry Bard, University of Southern California Shoah Foundation Institute, Los Angeles
Shira Deener, Facing History and Ourselves, Brookline, Massachusetts
Jennifer Clark, Facing History and Ourselves, Brookline, Massachusetts
Claudia Wiedeman, University of Southern California, Shoah Foundation Institute, Los Angeles
Brandon Haas, University of Southern California, Shoah Foundation Institute, Los Angeles

E.40 EVERYDAY INTERPRETIVE SKILLS IN THE CLASSROOM (M–S)
Hydes Convention Center/Room 202, Level Two

These presenters will describe the range of interpretive resources available for students of color or in poverty—students often seen as “academically deficient.” They will use Carol Lee’s Cultural Modeling Framework to show how to recognize and make explicit students’ out-of-school interpretive practices and leverage those practices in the classroom.

Chair: Sarah Levine, Northwestern University, Evanston, Illinois
Sarah Levine, Northwestern University, Evanston, Illinois, “Everyday Interpretive Practices”
Camille Elly, DuSable Leadership Academy, Chicago, Illinois, “Applying Pop Culture to the Classroom”

E.41 SPOKEN AND WRITTEN LANGUAGE: TWO FUNCTIONAL SEMIOTIC SYSTEMS (G)
Hydes Convention Center/Room 203, Level Two

How we encounter language (e.g. written, spoken, in digital or other form) provides different opportunities and constraints on what we can communicate and what we can learn, but all forms require the normal human ability to create symbols using language. These presenters will explain how access to language in digital contexts provides special new opportunities to learn.

Peter Fries, Central Michigan University, Mount Pleasant, “Reading as Natural Language Processing”
Bess Altwerger, Towson University, Maryland, “The Educational Effects of Limited Access to Digital Technology”

E.42 PRESCHOOLERS READING, WRITING, AND DRAWING (E)
Sheraton Boston/Fairfax A, 3rd Floor

This panel will be a snapshot of collaboration at its finest—collaboration between school and university faculty, between pre-Kindergarten authors and their care-givers, and between teachers and their students, all made pos-

Continued on following page
possible by the belief in the abilities of very young children to capture the essence of human imagination and history through stories.

**Table Number**  | **Roundtable Leaders and Topics**
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1 | Erin T. Miller, University of South Carolina, Columbia, "Writers Workshop in Prekindergarten: Cultivating Teacher Leadership and Literacy Achievement"
2 | Stuart Murphy, independent author, Boston, Massachusetts, "The Image Has Its Day: Honoring the Visual in the Pedagogy of 21st Century English"
3 | Heather Silver, Horrell Hill Elementary School, Hopkins, South Carolina, "Writers Workshop in Prekindergarten: Cultivating Teacher Leadership and Literacy Achievement"

**E.43 (RE)INVENTING THE FUTURE OF ENGLISH: EXPLORING NEW MARRIAGES OF TEXTS AND ART (G)**

Hynes Convention Center/Room 307, Level Three

While the field of graphic novels has exploded in recent years, other text/art connections in YA novels have also become more complex. In this session, two authors, an editor, and two teacher educators will explore the current state of these marriages of texts and art, discuss implications for teaching, and suggest possible futures for text/art relationships.

**Chair:** Eva Thomas, Pocopson Elementary School, West Chester, Pennsylvania

**Presenters:** Lois Stover, St. Mary's College of Maryland, St. Mary's City, "Teaching Future Teachers about Art/Text Connections" Kaylan Adair, editor, Candlewick Press, Somerville, Massachusetts, "Editing Stories When Art and Text Connect" Gary Schmidt, author, Clarion Books, New York, New York, "Marrying Art and Text as an Author" Connie Zitlow, Ohio Wesleyan University, Delaware, retired, "Recent Developments in How Art and Text Connect in Telling Stories" J.J. Johnson, author, Peachtree Publishers, Atlanta, Georgia, "Why Marry Art and Text—How the Author Thinks"

**E.44 LESS CAN BE MORE: THE EVOLUTION OF A SENSIBLE APPROACH TO RTI (E)**

Sheraton Boston/Beacon B, 3rd Floor

The presenters in this session will describe the journey of a small, high-performing, fully inclusive school district in its development of an RTI model focused on providing high-quality literacy instruction for all students. They will discuss this initiative from the perspective of several members of the team—district administrator, consultant, staff developer, principal, reading specialist, and classroom teacher.

**Chair:** Mary Ford, Chappaqua Central School District, New York

**Presenters:** Barbara Frye, University of Colorado, Colorado Springs
Amy Fishkin, Chappaqua Central School District, New York
Mary Ford, Chappaqua Central School District, New York
Traci Everett, Chappaqua Central School District, New York
Stacey Fragin, Chappaqua Central School District, New York
Ellen Moskowitz, Roaring Brook School, Chappaqua, New York

**E.45 SOCIAL JUSTICE, SENSE OF PLACE, AND WRITING NEW STORIES: (RE) INVENTING APPROACHES TO READING (M–S)**

Sheraton Boston/Liberty Ballroom C, 2nd Floor

In this session, the presenters will explore the importance of reading from several instructional and cultural perspectives.


**E.46 BUILDING “OUTROSPECTION” INTO PARTNERSHIPS TO EXPAND EMPATHY, PERSPECTIVE, AND LEARNING (M–S–C–TE)**

Hynes Convention Center/Room 301, Level Three

As Scout Finch famously learned on Boo Radley's porch, perspective and empathy are hard-won but essential human qualities. They can be even more hard-won and essential in teaching and learning. Presenters in this session will demonstrate the role of “outrospection” in shaping partnerships between preservice teachers and high school developmental literacy teachers.

**Chair:** Todd Pernicek, Lincoln Public Schools, Nebraska

**Presenters:** Tara Moore, Lincoln Public Schools, Nebraska, "Students Making Strides: The Impact of Outrospection in the Classroom" Susan Martens, University of Nebraska, Lincoln, "Outrospection: Changing the Way Teachers Think about Students"
E.47 REAL MEN READ CHICK LIT: ENGAGING ADOLESCENT BOYS IN LITERATURE BY AND ABOUT WOMEN (M–S–TE)
Sheraton Boston/Independence Ballroom East, 2nd Floor
How do we engage male students in texts from and about female perspectives? How can we use literature to develop their understanding of gender? Three NYC public school teachers and their male students will show how to design instructional experiences that engage young men in literature by and about women.
Presenters: Rachel Bello, Urban Assembly School for Law and Justice, New York, New York
Tevin Williams, University of Hartford, Connecticut
Rebekah Shoaf, New York City Department of Education, New York
Yves Roger, Urban Assembly School of Design and Construction, New York, New York

E.48 (RE)IGNITING MIDDLE SCHOOL READERS THROUGH COMMUNITY (M)
Sheraton Boston/Berkeley Room, 3rd Floor
Middle school can be the black hole of reading development. In this session, presenters will describe how one school is bridging this abyss by building a dynamic reading community. Join this team of teachers and librarians (which includes a published young adult author and a chair of a state reading list committee) to learn more!
Presenters: Shannon Taliaferro, Highland Park Independent School District, University Park, Texas
Amy Powers, Highland Park Independent School District, University Park, Texas
Kay Honeyman, Highland Park Independent School District, University Park, Texas
Leesa Cole, Highland Park Independent School District, University Park, Texas
Jill Bellomy, Highland Park Independent School District, University Park, Texas

E.49 REINVENTING MINDS WITH NONFICTION YOUNG ADULT LITERATURE: HELPING STUDENTS SUCCEED WITHIN THE COMMON CORE FRAMEWORK (S)
Sheraton Boston/Independence Ballroom West, 2nd Floor
Using a variety of nonfiction young adult texts as models, these presenters will describe multiple strategies for using nonfiction young adult literature in the classroom, including informational texts and increasing text complexity as directed by the Common Core standards.
Presenters: Amanda Montgomery, Park Street Elementary School, Marietta, Georgia
Michelle Goodsite, Kennesaw State University, Georgia
Jennifer Dail, Kennesaw State University, Georgia

E.50 REINVENTING THE FUTURE WITH ENGLISH LEARNERS: READING NONFICTION AND FICTION TEXTS (E–M–S)
Sheraton Boston/Liberty Ballroom B, 2nd Floor
Sponsored by the English as a Second Language Assembly, open to all
Using Martin Luther King Jr.’s “I have a dream” speech, Sandra Cisneros’s The House on Mango Street, and Maurice Sendak’s Where the Wild Things Are, these presenters will demonstrate engaging, student-centered literacy strategies and hands-on activities for developing and supporting the comprehension of English language learners. Attendees will receive a handout of research-based, daily practices which all classroom teachers can use.
Chair: Beth Samuelson, Indiana University, Bloomington
Presenters: Charlotte Pass, State University of New York, Cortland, “Take Your Time (Do It Right): Reading Nonfiction Texts with English Language Learners”
Heather-Lee Baron, Edinboro University of Pennsylvania, Edinboro, “Where Do You Belong? Helping English Language Learners Find ‘Their Place’ In Your Classroom”

E.51 (RE)INVENTING INSTRUCTIONAL STRATEGIES FOR ENGLISH LANGUAGE LEARNERS (M–S)
Sheraton Boston/Beacon D, 3rd Floor
Presenters in this session will explore how to engage ELL learners using transnational literature and academic language.
Presenters: Allison Skerrett, The University of Texas, Austin, “Reinventing English Education in a Transnational World”
Jim Poirier, FFCA Teacher, Calgary, Alberta, Canada, “Academic Language and Vocabulary Acquisition”
E.53  LOW STAKES, HIGH REWARDS:  
TEACHING LITERACY THROUGH PERFORMANCE ASSESSMENTS (E–M–S)  
Sheraton Boston/Beacon A, 3rd Floor  
This presenter will look at how a New York school’s literacy-based assessment strategy links instructional goals across the school and ensures that assessment meaningfully develops reading and writing skills. He will show how through collaboration, his school has produced well-constructed assessments that not only promote student growth, but advocate for teacher efficacy.  
Chair: Carolyn Berg, New Design Middle School, Manhattan, New York  
Presenter: Andrew Wintner, Teachers College, Columbia University, New York, New York

E.54  INCREASING CRITICAL THINKING IN COLLEGE COMPOSITION COURSES  
(S–C)  
Sheraton Boston/Back Bay C, 2nd Floor  
These presenters will describe three different approaches to teaching writing in first-year college courses, and show how these approaches can be used to assist students with cross-disciplinary writing.  
Presenters: Jody Briones, Texas A&M University, Kingsville, “Reinventing the Composition Experience for Mexican American Students: Using Chicana Literature to Create Multimodal Writing Experiences in the Composition Classroom”  
Anne Doyle, Bridgewater State University, Massachusetts, “Persuasive Numbers: Addressing Quantitative Reasoning in Written Argument”  
Jim Charles, University of South Carolina–Upstate, Spartanburg, “Teaching American Indian Literatures to Non-Indian Students: Lessons (Un)Learned”  
Marla De Rosa and Treseanne Ainsworth, Boston College, Massachusetts, “More than Just Literature: Preparing First-Generation College Students for the Academic Language Demands of College Reading and Writing in a Summer Bridge Program”

E.56  AFFILIATE REPRESENTATIVES MEETING  
(G)  
Sheraton/Back Bay A, 2nd Floor  
In this session affiliate representatives will join NCTE leaders to continue discussions begun at the 2013 Affiliate Leadership Meeting. They will show how they are re-framing the stories of their affiliates, and invite participants to join them in thinking about re-framing their organizations’ stories.  
Co-chairs: Claire Lamonica, Illinois State University, Normal  
Kathy G. Short, University of Arizona, Tucson

E.57  PICTURE THIS: USING VISUALS IN THE CLASSROOM (S)  
Hynes Convention Center/Room 308, Level Three  
In this interactive session, the presenters will show the similarity between teaching visual texts and traditional print texts and how visual literacy can be used to expand thinking, speaking, and listening skills in a variety of instructional formats, regardless of socioeconomic background and school resources.  
Presenters: Stavroula Sparagis, Kenwood Academy, Chicago, Illinois  
Kirsten Voelker, Adlai E. Stevenson High School, Lincolnshire, Illinois  
Jennifer Arias, Adlai E. Stevenson High School, Lincolnshire, Illinois  
Lisa Lukens, Adlai E. Stevenson High School, Lincolnshire, Illinois

E.24  CEE GENERAL MEMBERSHIP MEETING AND SOCIAL HOUR (TE)  
Sheraton Boston/Back Bay D, 2nd Floor  
4:00–5:30 p.m.  
At this year’s brief membership meeting CEE members will vote to approve proposed changes to the CEE Constitution and Bylaws. The winners of the 2013–2014 CEE Research Initiative Grant competition will be recognized. All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social, with refreshments, to mingle with representatives from English Education programs nationwide and prospective English Education graduate students and Ph.D. candidates. This is an opportunity to meet experienced, new, and future English teacher educators. As every year, the meeting will include opportunities to announce ELA teacher education position openings and to talk informally with prospective candidates.  
Chair: Louann Reid, Colorado State University, Fort Collins
Annual Business Meeting for the Board of Directors and Other Members of the Council
5:30–7:00 p.m.
Hynes Convention Center/ Ballroom B, Level Three

Presiding: Sandy Hayes, NCTE President and Becker Middle School, Minnesota
Parliamentarian: Kay Parks Haas, Johnson County Community College, Overland Park, Kansas
Presentation of the 2013 Distinguished Service Award: Ernest Morrell, NCTE President-Elect and Teachers College, Columbia University, New York, New York, to Jerome Harste, Indiana University, Bloomington, Professor Emeritus
Presentation of the 2013 James R. Squire Award: Yvonne Siu-Runyan, Chair, James R. Squire Award Selection Committee, University of Northern Colorado, Greeley, to Rudine Sims Bishop, The Ohio State University, Columbus, Professor Emerita
Presentation of Resolutions: Kristin Hamilton, Resolutions Committee Chair, University of Maryland, College Park
NCTE, CEE, TYCA, and NCTE Section nominating committees will be on hand to accept nominations for candidates for the 2014 elections.
The agenda for the meeting will be available at the door. The rules of conduct for the meeting are included in this program book on pages 12 and 13.

Meetings
AA Meeting
6:30–7:30 p.m.
Sheraton Boston/Jefferson Room, 3rd Floor
Alanon Meeting
6:30–7:30 p.m.
Sheraton Boston/Kent Room, 3rd Floor
2013 Cultural Celebration and Social Event
7:00–9:00 p.m.: Cultural Celebration
9:00 p.m.–Midnight: Social Event
Hynes Convention Center/ Ballroom C, Level Three

Presented by the Black and Latino Caucuses, open to all

Social Event Sponsored by Michigan State University’s Center for Applied Inclusive Teaching and Learning in Arts and Humanities

The beat of African drums, the voices and verbs of spoken word poetry, and the eclectic energy of Boston’s youth highlight an evening of culture, history, and performance. This dynamic event will start at the word when music meets breath, interacting and converging in conversation, using spoken word poetry to reclaim identities and challenge inequities around language, privilege and power. Each performance will illuminate issues transcultural and representative of neo-American being, while highlighting children and our stories told through themes of social justice and communities of harmony. Youth poets from the Boston area will provide the platform on which drumbeats and dance will dramatize this new integrative dialogue, staging the power of cultural practices to engage the connective work of inclusion while championing the voices of the next generation folded into vibrations of the past. These young people will excite and delight you, make you feel proud to be a member of our diverse world. After the performances, we invite you to continue conversations, play and dance together at our post-event reception sponsored by Michigan State University’s Center for Applied and Inclusive Teaching and Learning in Arts and Humanities and presented collectively by the Black and Latino Caucuses for all NCTE members and guests. The reception will feature a live DJ and plenty of dance space.

College Celebration and Reception
7:30–10:00 p.m.
Sheraton Boston/Back Bay D, 2nd Floor

Carolyn Calhoun-Dillahunt

Presiding: Patricia Dunn, Stony Brook University, New York
Introducing Speaker: Andy Anderson, Two-Year College English Association Chair and Johnson County Community College, Overland Park, Kansas
Introducing and Presenting Richard Ohmann Award: R. Joseph Rodriguez, The University of Texas, El Paso
Speaking: Carolyn Calhoun-Dillahunt teaches English, primarily developmental writing, and public speaking at Yakima Valley Community College in Washington State. On her campus she has also been actively involved in learning communities (including team teaching a developmental math/writing course developed through a MAC grant), writing centers, and assessment work, and has received accolades for her teaching. Prior to teaching in the community college, she taught middle school Spanish and Language Arts and high school English (literature) and Speech/Debate. She earned her M.A. in Composition and Rhetoric at Washington State University, where her interests included multicultural and developmental education, writing centers, and writing assessment. She continues to actively research basic writing and writing assessment (particularly portfolio-based assessment). She has authored journal articles related to writing programs in the two-year college and teaching developmental writing, and regularly presents at TYCA conferences, the NCTE Annual Convention, and the CCCC Convention. Calhoun-Dillahunt is an engaged member of TYCA, NCTE, and CCCC, having served on the executive committees of each group and regularly participated in committee work. She is the immediate past chair of the Two-Year College English Association (TYCA), and serves as a reviewer for the journal, Teaching English in the Two-Year College (TETYC).
### The Swapping Ground: An Evening of Storytelling (G)

**8:00–10:00 p.m.**  
Sheraton Boston/Dalton Room, 3rd Floor

Nationally recognized storyteller Judith Black will present a show/talkback entitled “ESAU MY SON,” which is a funny, touching, and poignantly honest story about one parent’s learning curve in raising a child whose “educational profile” did not meet with a parent’s or school system’s expectations. The presentation will include FREE SWAG from the National Storyteller’s Network. OPEN MIKE will follow.

**Presenters:** Kevin Cordi, Ohio Dominican University, Columbus  
Judith Black, storyteller, Marblehead, Massachusetts

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### Fountain of the Muse (G)

**8:30–10:30 p.m.**  
Sheraton Boston/Gardner Room, 3rd Floor

The 34th Annual Fountain of the Muse roundtable workshop and open mike poetry and short prose readings of original work will take place on Friday, 8:30–10:30 p.m. The session invites first-time readers as well as established writers to participate together in totally relaxed, small group workshops and open mike readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshopping will begin at 8:30 p.m. with open mike readings beginning at 9:30 p.m. Writers who wish a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small group response. Preregistration for open mike is not necessary, and there is a 40-line or two-page maximum for open mike reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

**Co-chairs:** Michael Angelotti, University of Oklahoma, Norman  
Danny Wade, Washburn University, Topeka, Kansas