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Illinois Association of Teachers of English

NEWSLETTER

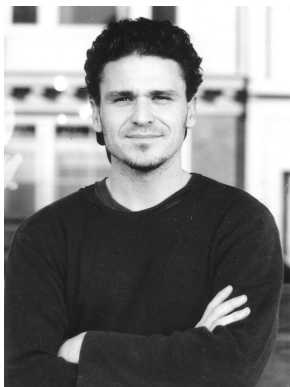
Volume 42 Number 2 Fall 2005

ILLINOIS AUTHOR OF THE YEAR 2005:

DAVID EGGERS

STEVE HELLER

The 2005 Illinois Author of the Year is David Eggers. Best known for his best-selling memoir *A Heart-breaking Work of Staggering Genius* (Simon & Schuster, 2000), Mr. Eggers' work has appeared in *Zoetrope*, *Punk Planet*, and *The New Yorker*.



David Eggers

He has recently authored introductions to new editions of books by John Cheever, Edward Wallant, and Mark Twain, and he has a weekly short-short-story section in the *United Kingdom Guardian* newspaper.

Mr. Eggers writes regularly about art and music for magazines, including *Frieze*, *Blind Spot*, *Parkett*,

and *Spin*. Dedicated to developing the work of other writers, Mr. Eggers opened 826 Valencia, a writing lab for high school students located in San Francisco; there is also an 826NCY in Brooklyn. In 1998 he founded *McSweeney's*, an independent publishing house located in San Francisco that publishes books, a quarterly literary journal, *The Believer*, and a daily humor Web site.

Books that bear Mr. Eggers' work contributions include:

Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers,

Author of the Year continued on page 2

PRESIDENT'S MESSAGE

TERI KNIGHT

My mother tells a funny story about learning to write compositions in school. She recalls the topic: "What I Did on Summer Vacation" and the grade she received: B. The letter grade didn't startle my mother; the teacher's comments did. Her teacher had written, "Your essay is very similar to another student in this class." My mother told her teacher, "It should be. I spent the whole summer with my twin sister." The teacher urged my mother to develop an individual style. From this

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with Daniel Moulthrop and Ninive Clements Calegori (New York Press, June 2005)

Introduction, *Fahrenheit 451* by Ray Bradbury (Modern Library, February 2005)

Introduction, *Forty Stories* by Donald Barthelme (Penguin Classics, January 2005)

Editor, *The Best American Nonrequired Reading 2004* (Houghton Mifflin, 2004)

Introduction, *When We Were Very Maakies* by Tony Millionaire (Fantagraphics Books, 2004)

Created in *Darkness by Troubled Americans: The Best of McSweeney's Humor Category*, co-editor (Knopf, 2004)

Introduction, *A Tramp Abroad* by Mark Twain (Modern Library, 2003)

In *A Heartbreaking Work of Staggering Genius*, Eggers recounts his experiences of becoming an orphan in his early twenties. Growing up in Lake Forest—a

suburb north of Chicago—David found himself in the position of primary caretaker of his younger brother Topher. Comical and sorrowful, this memoir presents the range of experiences that shape this new relationship between family members. An experimenter with form and style in his prose, Eggers' writing parallels the risk and excitement of his own life. Further, Eggers addresses social issues with vigor and candor. As noted in his August 2003 Op-ed piece "Muting the Call to Service" in *The New York Times*:

"Thousands of outrageously qualified applicants were prepared to quit high-paying jobs, to put off graduate school, to move to, say, rural Louisiana—all in the name of national service, in the name of doing something selfless for a country that needed healing. AmeriCorps approved new volunteer slots and assumed it had the support of Congress and the president. Now, on the eve of a new school year, Congress and the White House have turned their backs on these volunteers."

As Oliver Bennet notes in the *London Times* (March 2003) on Eggers story "The Misfit":

"Dave Eggers is not your typical cult novelist—he teaches children to write in the back of a San Francisco pirate store, never reads his reviews, and his journal sells alongside taxidermist supplies in the dusty recesses of a Brooklyn oddity shop."

Recognized numerous times, accolades include, but are not limited to:

National Magazine Award for Fiction finalist, 2004

"The Only Meaning of the Oil-Wet Water" (*Zoetrope*, All-Story, Summer, 2003)

Independent Book Award, 2003, *You Shall Know Our Velocity!*

Pulitzer Prize finalist, 2001, *A Heartbreaking Work of Staggering Genius*

Addison Metcalfe Award, 2001, by the American Academy of Arts and Letters

Dave Eggers attended the University of Illinois. IATE is honored to welcome Dave Eggers to Decatur, Illinois, this October 14, 2005. □

IATE OFFICERS	
Teri Knight	President
Claire Lamonica	1st Vice President
Larry Johannessen	2nd Vice President
Richard Pommier	Secretary
Herb Ramlose	Treasurer
Janice Neuleib	Executive Secretary
Patricia Burckhalter	District Leader Coordinator
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COULD IT HAPPEN TO YOU?

DEBORAH WILL

A teacher was directed to remove a book from his curriculum the day before beginning his unit about the text. A principal insisted that a librarian remove a book from the library shelves based on a single parent complaint without following a written board policy. A school board member discovered that his board policy did not include a reconsideration plan. In the last month, I've spoken to each of these people.

You may believe that a book challenge won't happen in your district, but these events all took place in school districts within three hours from my home. A challenge can happen at any school, and we should all be prepared to handle the situation in a professional manner.

As the IATE Intellectual Freedom Chair, I assist teachers and administrators in dealing with book challenges throughout the state of Illinois. Stories like the ones above make me cringe, but they also make me wonder how many times books have been challenged or removed from our classrooms without following proper procedures.

Let's face it: book challenges aren't fun. Teachers are often faced with the difficult task of defending texts that contain controversial material, and administrators (in an age of harsh accountability) will often simply attempt to appease the challenger and require the teacher to remove the text. This approach comes from fear, and if we act on fear rather than on policy, we have lost a crucial element of the educational process.

I realize many of our members, like the ones I've talked to in the last few months, don't consider looking at their reconsideration policy until a problem occurs, but I encourage all of our membership to make it a priority to understand how their districts require them to deal with challenges.

I also encourage members to contact me for support materials, such as rationales and letters of support from our statewide organization. Often knowing that a larger community of educators is monitoring the way a district is approaching a censorship situation can encourage administrators to follow the district's policy carefully.

Finally, I hope all of our members will remember that according to the National Council of Teachers of English, parents have the right to dictate what their own children will read, so a request for an alternate text is reasonable. However, parents do not have the right to

dictate what all children will read, so the removal of a text based on a single complaint is inappropriate. Rather, district policies should be followed so that all students retain their right to read.

If you need assistance in dealing with a challenge or you need sample language for a district reconsideration policy, I urge you to contact me at (847) 625-0378 or via email at willd@zbths.org. □

FROM THE EXECUTIVE SECRETARY

JANICE NEULEIB

Office and Membership: The IATE contingent received the membership award at NCTE in Indianapolis at the Affiliate Breakfast. IATE continues to be one of the largest affiliates and yet continues to grow thanks to the work of district leaders and of the Vice President in charge of membership. Of course, we always thank Martha Frieberg for her constant work of keeping up the records. Without her watchfulness, none of our membership awards would be possible. The IATE contingent also attended the Affiliate meeting at which a joint membership with NCTE was discussed, but we found that joint membership would not be to our advantage since it promised only the system that we already have in place.

Finances and Publications: The Publications Unit has been cut in funding (one position was reduced for several months), but IATE's work has continued to be a priority. We want to express our appreciation to the ISU English department for continued support.

Bulletin and Newsletter: Bob Broad is now editing the *Bulletin*, and Claire Lamonica is editing the newsletter. Thanks to them for their good work in these responsibilities and thanks to Ron Fortune for his work as *Bulletin* co-editor for the past year. Bob will be accepting the position of Writing Program Administrator in the English Department at ISU next year, so the department will be seeking a new editor. Thanks to Bob for a great year.

NCTE Affiliate Note: Jacqui Joseph-Biddle has asked that we nominate a local site leadership team for the 2011 convention in Chicago. The team will consist of a general chair and 3 associate chairs: elementary, high school, and college. One of the team members must be a person of color. Our president Teri Knight has agreed to be one of the committee members, filling the high school position. Others are considering the positions. Our thanks go to all who are willing to serve on this committee. □

RESPONDING TO THE CONCERNS OF BEGINNERS

In an article in the May 2005 issue of *Educational Leadership*, IATE Vice President Larry Johannessen and IATE District Leader Tom McCann summarize their research about the concerns of beginning teachers and recommend steps that schools can take to ease the induction process. The article, titled “Responding to New Teachers’ Concerns,” is based on their upcoming NCTE book titled *Supporting Beginning English Teachers: Research and Implications for Induction* (summer 2005). The research and the book are intended to help university teacher training programs develop strategies to prepare novice teachers for the realities of what they will encounter in real classrooms; to help schools to develop better ways to ease novice teachers into the profession—better mentoring programs, professional development programs and support systems; and to help novice teachers by pointing out the realities of classrooms and see how other novice teachers have coped with some of the difficulties. □



Student teachers Amy Landsberger, Shawna LeFebvre, and Michele Rodriguez get professional support from an experienced colleague, Judy Minor

PROPOSED SLATE OF OFFICERS FOR 2005-06

The following slate of officers has been proposed for 2005-2006. IATE members will have an opportunity to vote on the slate during the General Meeting at the 2005 Fall Conference in Decatur, IL.

President: Claire Lamonica
First Vice President: Larry Johannessen
Second Vice President: Jean Black
Secretary: Richard Pommier
Treasurer: Herb Ramlose

PROPOSED AMENDMENT TO IATE CONSTITUTION

SCOTT FINDERS

The current political climate is one of great policy activity in education. Elected officials are making decisions on educational issues that affect the lives of teachers and students. IATE has an opportunity to take positions on those issues that relate to the teaching of English. However, the current IATE Constitution has no language in it regarding position statements on educational issues. As a result, IATE has often been unable to participate in public conversations or policy negotiations. The Constitution Committee, with the support of the Executive Council, offers the following addition to the By-Laws of the Constitution as a means of providing IATE an opportunity to have its voice heard on educational issues.

BY-LAWS

ARTICLE XI POSITION STATEMENTS

IATE members present at the general business meeting during the Annual Fall Conference may participate in debate and vote on position statements at the meeting.

In order for position statements to be discussed at the general business meeting, they must first be approved for discussion and debate by a majority vote of the Executive Council during its spring meeting. Subsequent to printing the proposed statement, or a summary of it, in the *IATE Newsletter*, the position statement may then be presented for discussion at the general business meeting.

The Executive Council and other IATE members present at the Annual Business Meeting shall, with at least a vote of two-thirds, approve or disapprove official position statements on educational issues. An official position statement may also be adopted 1) when the Executive Committee submits it on a mail ballot to the entire membership and it is approved by a majority of those responding within 45 days, or 2) when at least two-thirds of the members of the Executive Council have voted to approve it.

IATE members will have the opportunity to vote on this amendment to the organization’s Constitution during the General Meeting at the 2005 Fall Conference in Decatur, IL. □

DISTRICT NEWS

NORTH LAKES DISTRICT

The North Lakes District met at the home of District Leader Patricia Burckhalter on May 13, 2005, for an intimate conversation with Illinois Author of the Year, Fern Schumer Chapman. Fern talked about her book, *MOTHERLAND, Beyond the Holocaust: A Mother-Daughter Journey to reclaim the Past*, her life, her mother's life, and the reception that the book has had since its publication in 2000. Fern was accompanied by Bruce Wasser, author of the *Teacher's Guide to MOTHERLAND*. Everyone, including the author, said that they came away from the meeting having learned something.

NORTHEASTERN DISTRICT HOLDS SPRING MEETING

The Northeastern District met on March 15, 2005, at the Oscar Swan Country Inn in Geneva, Illinois. After a repast of wine and cheese, fruit and sweets, the group engaged in a "Six Traits" writing workshop led by Laura Foote and Elizabeth Murphy, both teachers at Batavia High School.

Foote and Murphy explained the process, then invited participants to analyze K-12 writing samples for the six traits: ideas, organization, word choice, fluency, voice, and conventions. Moments of insight and ripples of conversation guided our decisions as we scanned the rubrics and assigned numbers ranging from 1-6 to each aspect of selected writing pieces.

We were pleasantly surprised to find how consistently we had marked most papers. We found a wonderfully descriptive narrative, for example, that we marked with a 5 for fluency and a 6 for voice; another that we marked with 4 for ideas but only 2 for organization.

As Foote and Murphy explained, the numbers correlate with detailed rubrics that teachers may use "as is" or that they may tailor to specific projects. Either way, the use of traits, numbers, and rubrics will allow students to see the specific strengths and weaknesses of their writing. This form of assessment also provides a way for a student who is good in just one area to see a "6" on his paper even if the other areas are marked "2" or "3."

Workshop participants remarked that they liked this approach. Besides providing specific assessment for students, it could also prove to be a time-saving device for teachers, who are quite often overloaded with paper grading.

Additionally, during the meeting we gained three new IATE members: Mary Lasse (student teacher at Batavia High School), Kirk Nadherny (teacher at Batavia High School), and Krystal Sriner (teacher at Plainfield South High School). Nadherny, Liz Murphy, and Veda Wunsh were recipients of door prizes.

WEST SUBURBAN DISTRICT

The West Suburban District hosted a meeting at Elmhurst College, on Friday, April 29. The meeting, titled "Working Against the Odds for Achievement in English Language Arts," involved instructional leaders from area schools who shared what they are doing to work against the odds to promote literacy learning and achievement. The meeting featured three panelists: Dr. Kathy Black, Argo Community High School; Angela Durkin, Fenton Community High School; and Vicky Edwards, Willowbrook High School.

The participants recognized that the current educational climate that emphasizes accountability and assessment has placed added pressures on English teachers to find ways to close achievement gaps. Schools that have significant populations of minority language learners and students from low income families face special challenges to accelerate learning and achievement.

The panelists, all from schools with diverse student populations, reported strategic steps that their schools are taking to promote accelerated growth in English language arts achievement. They also prompted discussion among the meeting participants who face similar challenges and shared additional programs, strategies, and frustrations.

The April meeting served as a preview to a more extensive workshop offered at Elmhurst College on Tuesday, June 21. The summer workshop, titled "Promoting Reading and Writing Achievement Through Culturally Responsive Teaching," included three connected components: "Culturally Responsive Learning," "Student Writing: Linking Assessment and Achievement," and "Talking in Class: The Role of Discussion in Learning and Achievement." □

WINNING HEARTS AND MINDS IN THE ENGLISH LANGUAGE ARTS CLASSROOM: OVERVIEW OF THE IATE CONFERENCE 2005

LARRY R. JOHANNESSEN, SECOND VICE PRESIDENT AND
CONFERENCE CHAIR

When I arrived in Vietnam in 1966, I was a young marine, and like the nation that sent me there, I was full of youthful optimism that we would win the war in a few months and return home to march down the streets of our home towns as conquering heroes, just like our fathers had done when they came home from World War II. Like many Americans at the time, I believed that we had come to Vietnam to save a struggling democracy from the evils of communism and that we would easily win the “hearts and minds” of the Vietnamese people.

I was very surprised when we began patrolling the villages and hamlets in the area around Chu Lai, Vietnam, and the people did not welcome us with open arms as saviors. I was mystified as we walked by them and they stood silently staring at us with contempt and hatred. After nearly two years in Vietnam, I came home exhausted and troubled by my experiences. I did not understand then what had happened, and it wasn't until 1975 when I sat in my living room and watched the last helicopter take off from the American embassy in Saigon as Vietnam fell to the North Vietnamese communist forces that I felt the full impact of defeat and our failed policies in Vietnam and Southeast Asia.

It took me years to understand that U.S. policy in Vietnam never bothered to look at the history and culture of the people we came to help. Our failure to understand the people was directly linked to our inability to “win the hearts and minds” of the Vietnamese people.

As English language arts teachers we know how important it is to “win the hearts and minds” of our students, especially in these days of high-stakes tests and assessments, in which the emphasis seems to be on teaching students discrete skills that have little or nothing to do with the kinds of rich literacy experiences in which we would like to engage our students. But how do we do that, particularly when our time is limited, our classes are large, our budgets are small, teacher aides are few and far between, and there is increasing pressure to spend our time preparing our students for mandated testing and assessment? Despite the many roadblocks

that my English language arts colleagues must face, I am constantly amazed by how many of them go into their classrooms every day and provide rich and varied literacy experiences that engage, challenge, and inspire students. It is to these tens of thousands of colleagues across our state that I dedicate the 2005 IATE Fall Conference: “Winning Hearts and Minds in the English Language Arts Classroom.”

Conference Overview

Like the many exciting classrooms I see across the state, this year's conference is a kaleidoscope, and, as such, it can be viewed and enjoyed in a number of different ways. Some of you will certainly want to build your own agenda, selecting and choosing among sessions to create a mosaic of practices and ideas about different dimensions of our discipline. Others may come with a particular issue or areas of interest in mind. For you, we offer a number of conference “strands,” each addressing a specific aspect of the discipline in a number of different ways.

Back for the fourth year, for example, is our “Writing Project” strand, featuring teaching demonstrations by Fellows and Teaching Consultants (all classroom teachers themselves) from National Writing Project sites in our state. Located in the DMH Room, each of these interactive sessions features at least one classroom tested writing activity you can take right back to your classroom.

The Professional Growth strand is returning once again, and it will still feature the highly popular “Student and Beginning Teachers Seminar,” coordinated this year by Dianne Chambers and Tom McCann. This year's strand also includes sessions on the job of the department chair, mentoring, innovative approaches to teacher preparation, and what to do in retirement.

If you are interested in literature, you will thoroughly enjoy some of our innovative and exciting sessions in the “Teaching Literature and Reading” strand. One session will examine how to teach literature using a post-modernist approach, while another session explores an exciting way to teach *To Kill a Mockingbird*. Another session looks at how using multiple genres in middle school can increase language arts skills, and another explores how to use pop culture to teach classic literature. In addition, there are sessions that offer a variety of strategies for involving reluctant and struggling readers in the English language arts classroom and improving their reading at the same time.

This year will feature a number of “mini-strands,” including “Writing and Research,” “Technology and New Media,” “Pop Culture,” “Curriculum,” “Discussion and Questioning,” “Assessment,” and “Global Issues.” In brief, there is something for everyone.

Keynote Speaker

I’m very excited about this year’s Keynote Speaker, Dr. Robert Probst, who is currently a Research Fellow at the Center for Urban Education & Innovation, College of Education, Florida International University. Bob is a well known theorist, teacher, researcher, and textbook author. He is best known for his book, *Response and Analysis*, which is now in its second edition. He has written extensively for teachers and English language arts in middle and high school, and has written and spoken on the teaching of literature throughout the U.S. He is the senior author of Holt, Rinehart, and Winston’s *Elements of Literature* series. Bob’s work has helped us all rethink why and how we teach literature. His work has had a powerful impact on helping teachers everywhere find ways to connect their students with literature.

Bob was our featured speaker a few years ago, and his speech was inspiring and very popular. I know his address will be as informative and insightful as his written work and will be valuable for you and your students. Bob will start the conference off on Friday morning by speaking at our opening General Session.

Featured Speakers

This year we are fortunate to have two featured speakers. The first of these is Kent Williamson, Executive Director of the National Council of Teachers of English. Kent will speak on Friday afternoon on current trends and issues in the teaching of English. Kent is an excellent speaker, and he has graciously agreed to drive down from Urbana to fill us in on the latest that is going on from the halls of Congress to the Illinois State Board of Education in Springfield. What could be more exciting than hearing about what is going on in the profession from one of the people in the country who has his fingers on the pulse of the profession?

Another speaker you won’t want to miss is Dr. Hilve Firek, author of *10 Easy Ways to Use Technology in the English Classroom*. Hilve is a former high school English teacher and is currently a professor of English Education at Roosevelt University in Chicago. A few years ago I attended a session of hers at an NCTE

convention in which she said she would have the participants creating our own Web boards by the end of the 75 minute session. I was amazed and thrilled that by the end of the session I felt confident that I knew how to use this technology in my teaching. Hilve will be our Saturday morning brunch speaker, and I know that by the end of her session she will have taught us something new, exciting, and useful about technology.

Free Stuff

The goal of the IATE Conference, of course, is to bring teachers together in productive ways, and those interactions are certainly not limited to individual sessions. The 2005 Idea Exchange, for example, is an opportunity for you to share your favorite classroom activities with teachers who are looking for ideas to revitalize their teaching. When you come to the conference, bring 2-3 dozen copies of a successful lesson or unit plan you’re willing to share. Drop them off at the Idea Exchange table, and help yourself to copies of other teachers’ lessons and units. Good ideas are meant to be shared!

Back for a second year is the “Retiring Teachers’ Garage Sale Giveaway.” If you’re retiring, or recently retired, and have classroom materials you’d like to pass along to a new teacher, bring them to the Conference. We’ll provide the space, if you’ll provide the stuff. (Only freebies, though!)

If you’re a new teacher looking for materials you can use in your classroom, here’s your chance to benefit from the generosity of your colleagues. Take what you can use and use it well. This is our way of facilitating “the passing of the torch” to a new generation of English educators.

District Meetings

As another networking opportunity, we’ve set aside time on Friday afternoon (4:30-5:15) for district leaders to host short get-togethers for IATE members in their districts. Here’s a chance for you to meet your district leader (if you haven’t already), get to know other teachers in your IATE district, and share your ideas for concrete ways that IATE can make your professional life just a little easier (or at least more enjoyable)!

Conference After Hours

Clearly, the benefits of attending the IATE Fall Conference extend well beyond the sessions and speakers. In fact, after the sessions end is when the real fun begins. Don’t miss the Friday social hour, banquet,

and entertainment or the President's Reception and Trivia Contest. Events like these provide some of the conference's most valuable networking opportunities as well as an opportunity to make new friends or get reacquainted with old ones. Arrange to meet that classmate you haven't seen in years at this year's conference or plan to meet for dinner at one of the area's fine restaurants in downtown Decatur.

Conference Hotel

The Holiday Inn Select isn't only a great place for a conference; it's a great place for a weekend getaway. The hotel is like a resort with wonderful facilities. It boasts the finest steakhouse in the Decatur area. So why not combine the two? Plan to spend at least one night taking advantage of the great conference rate, and you'll not only be giving yourself a break (let somebody else make your bed and clean your bathroom), but supporting IATE as well. Filling our block of rooms helps keep conference costs down . . . and don't forget to save the receipt for your taxes. This weekend your stay at the Holiday Inn is a professional expense! (Consult your

tax adviser for specifics, of course.)

CPDUs

Once again this year, teachers needing Professional Development Units can verify their conference attendance by collecting signatures on the CPDU Signature Form in their registration packets. The IATE is an approved CPDU provider, and the Fall Conference is the easiest way to earn a number of units in two short days.

Register NOW!!!

As you can see, the IATE Fall Conference 2005 has a great deal to offer. Whether you've been teaching for a year, a decade, or more, you will find yourself leaving this event with a renewed sense of professional purpose and a new level of enthusiasm about how to "win the hearts and minds" of your students.

So don't delay; take a few minutes to fill out the Registration Form in this newsletter and get it in the mail today. You won't want to miss the IATE at the Holiday Inn Select in Decatur in October! ☐

President's Message *continued from page 1*

moment, my mother says, her imagination grew 10 feet tall and her summers were never the same.

August, for many teachers, is peak imagination season. We are excited about the newness we find at summer's end: new students, colleagues, courses, texts. However, it isn't long before the realities of the first marking period come crashing down and with it, our imaginations wane. Enter, IATE's annual fall conference.

Larry Johannessen has done a wonderful job planning this year's conference, "Winning Hearts and Minds in the English Language Arts Classroom." I invite and encourage you to make plans now to attend the conference in Decatur on October 14-15. IATE is excited to honor Dave Eggers as the Illinois Author of the Year. In addition, Johannessen has an incredible lineup of keynote and featured speakers. We are pleased to welcome Dr. Robert Probst, Research Fellow at the Center for Urban Education and Innovation at Florida International University; Dr. Hilve Firek, author of *10 Easy Ways to Use Technology in the English Classroom*; and Kent Williamson, Executive Director of NCTE.

Johannessen has also carefully organized a diverse

assortment of interesting sessions within the successful writing, technology, and new teacher strands that have become a mainstay for IATE conferences. The Illinois Writing Project and Chicago Writing Project presenters have joined forces again this year. The technology strand features topics ranging from using research paper software to iPods that are sure to inspire your creativity. There will be workshops for new and pre-service teachers, department chairs, and those considering retirement. Thank you, Larry, for your hard work.

CAUTION: As you peruse the conference program printed in this newsletter, your imagination will soar. As teachers, we clearly have the best material for a reality TV show, but lack the million dollar cash prize. At some point, perhaps, we've desired to revise that unscripted moment during a class discussion, yet do not possess a disjointed bewitching nose. At rarer moments, you may feel part of an assembly line that longs for the *je ne sais quoi* of Willy Wonka's chocolate or J.K. Rowling's pen. It is our challenge: to win the hearts and minds of our students. It is our success: to dedicate our hearts and minds to our 10-foot tall best practices. ☐

IATE CONFERENCE SCHEDULE		
WINNING HEARTS AND MINDS IN		
THE ENGLISH LANGUAGE ARTS CLASSROOM		
Thursday, October 13		
5:00-7:00	Registration	Lobby Bar
6:30-7:30	Executive Council Dinner	PPG West
6:00-8:00	Executive Council Meeting	PPG East
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Friday, October 14		
7:00-5:00pm	Registration	Lobby Bar
7:30-9:30am	Continental Breakfast	Hallway in front of Kirkland
8:00-5:00	Book Exhibits	Kirkland
8:00-9:00am	Breakout Session A	Bacharach; Tate & Lyle; Ameren/IP; ADM North; ADM South; Mueller; Caterpillar; DMH
8:00-9:30	Workshop Session I	Millikin
9:00-9:30	Book Exhibits Visitation	Kirkland
9:30-10:30	Speaker/Annual Business Mtg	MLK
10:45-11:45	Breakout Session B	Bacharach; Tate & Lyle; Ameren/IP; ADM North; ADM South; Mueller; Caterpillar; DMH
12:00-1:30	Luncheon	Fountain Hall
1:45-2:45	Breakout Session C	Bacharach; Tate & Lyle; Ameren/IP; ADM North; ADM South; Mueller; Caterpillar; DMH
1:45-3:15	Workshop Session II	Millikin
2:45-3:30	Book Exhibits	Hall Kirkland
3:30-4:30	Breakout Session D	Tate & Lyle; Ameren/IP; ADM North; Mueller; Caterpillar; DMH
3:30-5:00	Student/Beg. Teacher	Millikin
3:30-5:00	Workshop Sessions III	Bacharach; ADM South
4:30-5:15	District Meetings	PPG East
		Open Square for 30 & Other Rooms
5:30-6:30	Reception	MLK East
6:30-8:30	Dinner & Entertainment	Fountain Hall
9:00-12:00	Reception & Trivia Contest	Kirkland
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Saturday, October 15		
7:30-1:00	Registration	Lobby Bar
7:30-9:50	Refreshments	Holiday Hall hallway
8:00-9:00	District Leaders & E.C. Bfast	PPG West
8:00-9:00	Breakout Session E	Bacharach; Tate & Lyle; Mueller; DMH
8:00-9:30	Workshop Session IV	Millikin; ADM North; ADM South; Caterpillar
9:40-10:40	Featured Speaker	MLK
10:45-11:45	President's Brunch	Fountain Hall
Noon-1:00	Breakout Session F	Tate & Lyle; ADM North; ADM South; Mueller; DMH
Noon-1:30	Workshop Session V	Millikin; Bacharach; Ameren/IP; Caterpillar
1:15-2:15	Breakout Session G	Tate & Lyle; Mueller; DMH; Salon F
2:15	Executive Council Meeting	PPG East

**IATE FALL CONFERENCE PROGRAM
WINNING HEARTS AND MINDS IN
THE ENGLISH LANGUAGE ARTS CLASSROOM**

Friday, October 14

8:00 a.m.-9:00 a.m. Breakout Session A

Bacharach A1 Carey Applegate, Lewpoint-High School Washburn High School
“Using Pop Culture to Decode ‘Old School’ Texts”
Many English teachers discover a disconnect between contemporary students and traditional literature. Using pop culture to frame students’ understanding, instructors can reach students on their level and usher them into deeper, meaningful conversations with literature. This workshop explores ways to connect *Beowulf* to the *Matrix*, Shakespeare to hip-hop, and more!

Tate & Lyle A2 Marilyn J. Hollman
General Naperville Central High School (retired)

“Mapping the Genre Code: Writing Across the Curriculum”
Writers need access to a repertoire of genres these days. Rarely do documents represent only one. This workshop, drawing from the work of Tom Romano, Ken Macrorie, Jeff Wilhelm, and others, combines theory with practice to illustrate multigenre writing across the curriculum.

Ameren/IP A3 Kathryn Hutchison, Buffalo High School Grove High School; Cori White, Buffalo Grove High School

“Developing Student Voice in Non-Fiction Writing”
Students’ voices in non-fiction writing are just as important as their use of focus, elaboration, and good grammar—perhaps even more important. This session will enlighten any teachers who either haven’t done much with voice development or who don’t think they need to; it will also provide writing teachers with some concrete lessons for voice development in a variety of essay formats.

ADM North A4 Tim Piatek, Neuqua Valley High Middle/High School School

“Making Connections through Music and Technology”
This presentation offers creative ways to use technology and music in the classroom. Have you ever considered

using blues music to teach the poetry of Langston Hughes? How about using a collection of love songs to teach *Romeo and Juliet*? Everybody appreciates music, and today’s students are no exception.

ADM South A5 Lisa Thomas, Jack London Middle/High School Middle School; Laurel Marr, Jack London Middle School

“Global Interdependence”
Engaging students and differentiating and integrating curriculum while relating it to the real world is difficult to do within one unit. “Global interdependence” is a unit that provides a comprehensive, integrated approach to current global issues and incorporates language arts skills. This presentation will offer the unit’s rationale, provide sample lessons, and involve participants in classroom activities.

Mueller A6 Marci G. Albrecht, Palatine Upper Elem/MS/HS High School; Theresa Christensen, Palatine High School

“All Aboard the Holes Express?”
As a culmination to reading Louis Sachar’s *Holes*, our students boarded the *Holes Express*, embarking on a journey to better understanding and appreciation of the novel. Stopping at various stations along the way, students participated in activities geared to different intelligences. This session shows teachers how to take their students on a journey of understanding and appreciation of a work of literature.

Caterpillar A7 Jim Meyer, Illinois State University High School
“Multiple Genres in Middle School: Increasing Language Arts Skills in Thematic Units”

We recognize that different skills are involved in reading a novel, reading informational text, and reading a folk tale. In this presentation we’ll explore ways to develop effective strategies through a literacy-based humanities unit on Native Americans, leading to student projects meeting all five state goals for English.

DMH A8 Illinois State Writing Project General

“Writing Activities for Your Classroom”
This breakout session will feature one interactive classroom activity focused on writing. The audience will participate in writing and follow up discussion.

8:00 a.m.-9:30 a.m. Workshop Session I

Millikin WA9 Middle/High School Elizabeth Kahn, James B. Conant High School; Joseph M. Flanagan, York Community High School; Thomas M. McCann, Elmhurst Community Unit District

“Discussion: A Gateway to High Achievement”

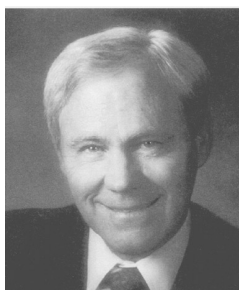
In this interactive session, three panelists will demonstrate strategies for inviting and facilitating authentic discussion in the English classroom. They will illustrate how engagement in authentic discussion helps students develop the knowledge and skills necessary to deal with challenging texts and complex writing assignments.

9:00 a.m.-9:30 a.m. Book Exhibits Visitation (Kirkland)

Qualify for door prizes by visiting our book exhibits during this and other breaks. Drawings will be held at a variety of conference functions; must be present to win!

9:30 a.m.-10:30 a.m. Keynote Speech and MLK Annual Meeting

Dr. Robert Probst, Research Fellow at the Center for Urban Education and Innovation, Florida International University, and the author of several books, including *Response and Analysis, 2nd Edition*, and numerous articles, presentations, and workshops on the teaching of literature, will give the Keynote Address for the 2005 IATE Fall Conference. IATE President Teri Knight will conduct the Annual Business Meeting.



Robert Probst

10:45 a.m.-11:45 a.m. Breakout Session B

Bacharach B1 General Judy Minor, Community High School; Michelle Rodriguez, Illinois State University; Shawna LeFebvre, Illinois State University; Amy Landsberger, Illinois State University

“A Collaborative Workshop Approach to Student Teaching: Part Deux”

The panelists will share their experiences with collaboratively planning and teaching a short unit as an introductory phase to their student teaching. The panelists will share

resources from the unit, which applies Kurt Vonnegut’s short story “Harrison Bergeron” to the larger ethical question: “Just because one can, does it mean one should?”

Tate & Lyle B2 Middle/High School Ann Christiansen, Stevenson High School; Steve Heller, Stevenson High School

“Finding the Common Ground in Diversity”

Multicultural literature serves as both a window and mirror to our classrooms and curricula. This session discusses literature which features characters from diverse backgrounds, but whose experiences are more universal. The presenters will share lesson plans and activities from a diverse groups of literature, including *The Kite Runner*, *Life of Pi*, *Object Lesson*, *Motherland*, and *Reading Lolita in Teheran*.

Ameren/IP B3 High School/College Robin Murray, Eastern Illinois University; Donna Binns, Eastern Illinois University

“Transition from High School to College in the English Language Arts Classroom”

This session explores how to make reading, writing, and viewing relevant to students in order to prepare them for a transition from high school to college that transcends mandated standardized testing. One presenter exams how to use “Writing to Learn” as a way to make written communication accessible and relevant to students and as a way to help students transition from high school to college freshman composition. The second presenter examines how to use film genres as a way to introduce students to writing that draws on what they know (their own history and culture) to enrich their literacy experiences.

ADM North B4 College Janice Neuleib, Illinois State University

“English 101: Changes in Writing and Research”

The required writing course at ISU will be changing this fall. An increased emphasis on researched writing and on critical inquiry will change the content and methodology of the course. In addition, the course will be linked to the required speech communication course so that students will reuse texts across the semesters. This session will provide materials for the new courses and answer questions as to the implications for students coming to ISU.

ADM South B5 Middle/High School Barbara A. Fuson (retired), Sarah Oakes, MacArthur High School

“Come Read Better With Us”

This hands-on presentation will demonstrate activities to use before, during, and after reading in order to improve comprehension and fluency. Various reading strategies will be shared and there will be lots of handouts.

Mueller B6 Tim Pappageorge, Maine South High School
High School High School
“That is the Question’: Getting Students to Ask Questions of Texts”

In the high school classroom, many researchers have noted that thoughtful questioning strategies are central to student comprehension and performance of literacy skills. This session will center on classroom activities that guide students to ask questions of the texts they read. The presenter will introduce and model five strategies, and then engage participants in using them in a discussion of Kate Chopin’s “The Story of an Hour.”

Caterpillar B7 Linda Pont, Kewanee High School
General School
“Layered Curriculum”

The increasing diversity in today’s classroom can be frustrating for teachers. The “layered curriculum” is the practical solution for juggling inclusion, multiple languages, cultures, and abilities all without sacrificing standards. Increase student accountability, teach critical thinking, and facilitate dynamic student centered classrooms using materials you have right now.

DMH B8 Illinois State Writing Project
General
“Writing Activities for Your Classroom”

This breakout session will feature one interactive classroom activity focused on writing. The audience will participate in writing and follow up discussion.

12:00 p.m.-1:30 p.m. Luncheon (Fountain Hall)
The annual luncheon will feature the presentation of Honorary Awards. Dave Eggers, 2005 Illinois Author of the Year, will speak and sign copies of his work.

1:45 p.m.-2:45 p.m. Breakout Session C

Bacharach C1 Kelly Regnier, Zion-Benton Middle/High School
Middle/High School Township High School
“What’s on the Menu: The 5-Paragraph Essay!”

Most teachers know that one of the ways to a student’s heart is through the stomach. Because eating a meal is one

common experience all students have, this presenter will demonstrate a way to teach students to relate the writing of a five paragraph essay to eating a meal. The students love to talk about food and eating, and are able to relate to these ideas well. Participants will have fun here—Bon appetite!

Tate & Lyle C2 George Seidenbecker, Loyola High School
High School Academy
“Is There an Afterlife?”

This session surveys a teacher’s heaven and hell—retirement—and analyzes some options for work and some options for leisure for the retired teacher of English, including the gratifying one of volunteering.

Ameren/IP C3 Monica Freaner, Broomfield Middle/High School
Middle/High School High School
“Grammar that Works”

Many teachers have trouble mixing resources generally available in their classrooms with the more recently developed practices in grammar instruction. This session focuses on ways to blend current traditional grammar resources and new practices in teaching grammar to improve student writing. Lessons, ideas, and examples based on the works of Constance Weaver and others will be presented in the session.

ADM North C4 Dawn Erica Pawlowski, Fox General Tech and Trade Center
General
“Individualizing the English Language Arts Curriculum with Assistive Technology”

Teaching students with disabilities does not have to be difficult. Simple tools such as pencils, grips, highlighters, and bookstands could be used to accommodate special education needs within the English Language Arts curriculum. Come find out what assistive technology is and how to utilize it in your classroom.

ADM South C5 Dorothy Mikuska, Glenbard High School
High School South High School; Maribeth Mohan, Glenbard South High School

“Integrating Technology into Research Paper Writing”
This session reviews the research paper software available to prevent plagiarism, make bibliographies, take and organize notes with citations, and transfer data into a word processing page. With help to avoid plagiarism, technology can diminish anxiety over formatting styles and focus students on reading and thinking about their research.

Mueller C6 Pamela Bracewell Bramlet,
Middle/High School Educational Consultant

“Using Pop Culture to Teach Illinois Standards”

The medium is not the message. You can use high-interest assignments based on music, movies, and television programs to teach advanced reading, writing, thinking, and speaking skills. Use forensics/CSI to teach literary analysis or research writing. Use lyrics to teach poetry genres. Bibliographies, discographies, and ready-to-use lesson plans will be made available. If you don't like current TV programs and popular magazines, this is not the session for you.

Caterpillar C7 Steve Tennant, Zion-Benton
Middle/High School High School; Clemeekia
 Pierre, Zion-Benton High
 School

“Fair Can Be Everywhere: Teaching How Language Makes a Difference.”

Our students have been growing up in a post 9/11 society that tells them to beware the dark forces assembled beyond our borders. We will present a unit (and course rationale) aimed at teaching students how language skills can open up the way we think and feel about our world.

DMH C8 Illinois State Writing Project
General

“Writing Activities for Your Classroom”

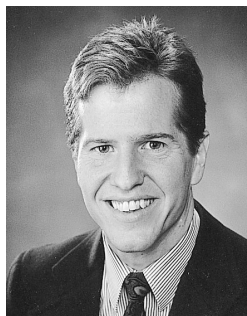
This breakout session will feature one interactive classroom activity focused on writing. The audience will participate in writing and follow up discussion.

1:45 p.m.-3:15 p.m. Workshop Session II

Millikin WC9 Kent Williamson, Executive
General Director, National Council of
 Teachers of English

“Current Trends and Issues in the Teaching of English”

The Executive Director of NCTE will share his insights on current issues and trends in the teaching of English language arts. This session offers the most up to the minute insights on what is going on from the halls of the U.S. Congress to the hallways of Springfield and beyond. There will be an opportunity for questions and answers.



Kent Williamson

2:45 p.m.-3:30 p.m. Book Exhibits Visitation (Kirkland)

Qualify for door prizes by visiting our book exhibits during this and other breaks and. Drawings will be held at a variety of conference functions; must be present to win!

3:30 p.m.-4:30 p.m. Breakout Session D

Tate & Lyle D2 Susan Callahan, Northern
General Illinois University

“Less Pain, More Gain: Grammar Lessons that Stick”

I work to win my preservice English teachers to the philosophy of humane grammar instruction by leading them through a series of language awareness activities they can use within the context of teaching literature and writing. I'll guide you through some and provide handouts for others. You'll walk away with new strategies to take back and use in your own classroom.

Ameren/IP D3 Bob Broad, Illinois State
General University

“The Importance of Teacher-Research: A Conversation with Editor of the Illinois English Bulletin”

Bring your ideas for teacher-research to this conversation and workshop. Bob Broad, editor of the *Bulletin*, will talk with teachers about which *Bulletin* articles they have found most useful and enjoyable, what possibilities for teacher-research lie in their classrooms and the professional lives, and strategies to help get their ideas into writing and into print.

ADM North D4 Andrea Mason, Red Bud High
Middle/High School School

“To Take What We Love Inside: Proven and Practical Strategies for Teaching Poetry”

Nothing can more easily win the “hearts and minds” of students than a highly accessible and interactive study of poetry. Though some students (and teachers) may initially fear the genre, this 4-6 week unit integrates unique poetry writing assignments with more traditional study and explication of poems. It is designed to give all English teachers fresh ideas that can be readily used in the classroom.

Mueller D6 Tom Anstett, Lincoln-Way East
Middle/High School High School

“Author-Student Communicating: Booknoting”

A more thorough comprehension of skills applicable to literature invites dialogue with authors. Learn Lincoln-Way's method for booknoting paperbacks and texts and consider how it can positively impact your students' overall reading and study skills. Receive a detailed explanation of this system called "SUBSEARCH" and student samples. There will be time for discussion about what this method can offer your curriculum.

Caterpillar D7 Michelle Lawrence Beck,
General Effingham High School
"Relinquishing Power through Student Participation"

Relinquishing control of assessment procedures can be a painful thought, but students need to have the experience of determining criteria for grading in order to increase their understanding of the assignment and to give them ownership of the project. Two projects from different grade levels will be used as examples.

DMH D8 Illinois State Writing Project
General
"Writing Activities for Your Classroom"

This breakout session will feature one interactive classroom activity focused on writing. The audience will participate in writing and follow up discussion.

3:30 p.m.-5:00 p.m. Workshop Session III

Bacharach WD1 Sue Thornquist, Downers Grove
Middle/High School South High School
"Finding a Voice: Promoting Engaged Classroom Discussion"

Come lend your voice to a discussion of classroom conversation and participate in discussion activities based on materials appropriate to secondary English classroom. In this session, we will explore strategies for promoting classroom discussions that engage students. Specifically, we will focus on divergent versus convergent questioning approaches, moving from open-ended to specific questions, and the dynamics of student-to-student interaction.

ADM South WE5 Stefanie M. Lovelass, Illinois
General State University
"Incorporating Student-Centered Text Analysis into Conferencing and Teacher Response"

Because the communication breakdown between the student-writer and the teacher is not at all uncommon, it

is critical that, as teachers of composition, we consistently look for new strategies for reading and responding to student text. This workshop will focus on developing effective and efficient strategies for engaging both conferencing and written response.

Millikin WD9 Dianne L. Chambers, Elmhurst
Middle School/High College; Thomas M. McCann,
School Elmhurst Community Unit
School District #205; April
Altott, Sullen Middle School

"Student and Beginning Teachers' Seminar"

Dianne Chambers, Coordinator of English education at Elmhurst College, Thomas McCann, Assistant Superintendent of Curriculum and Instruction for School District #205, and April Altott, in her second year of teaching at Sullen Middle School, will facilitate this open discussion session to discuss fears, hopes, and strategies for success in teaching. Student teachers and teachers in their first and second year of service are invited to talk about challenges and victories. Experienced teachers and others who care about the struggles of novice teachers are encouraged to attend and share their ideas.

4:30-5:15 p.m. IATE District Meetings

Various Locations IATE District Leaders
Information about district meeting locations will be available at the Conference Registration area. Take this opportunity to meet and network with your district leader and other colleagues from your area.

5:30 p.m.-6:30 p.m. Social Hour (MLK East)

Meet and mingle. Here's an opportunity to meet informally with colleagues from across the state. Make new friends or catch up with old ones; talk to the members of the IATE Executive Board, letting us know your needs; establish professional connections, but most of all—*relax!*

6:30 p.m.-8:30 p.m. Annual Banquet and Evening Entertainment (Fountain Hall)

A gala event of good food and good friends. Don't miss it!

9:00 p.m.- ??? President's Reception (Kirkland)

This reception will honor outgoing president Teri Knight and welcome new president Claire Lamonica. Form a team to play one of the most challenging trivia contests around!

Saturday, October 15

8:00 a.m.-9:00 a.m. District Leaders Meeting (PPG West)

8:00 a.m.-9:00 a.m. Breakout Session E

Bacharach E1 Tim Pappageorge, Maine South High School

“The Other Writing Process: Using Inquiry to Guide Authentic Student Writing”

This session addresses the question: How to keep the writing process authentic and vital while helping students increase the complexity of what they write? The presenter will demonstrate specific strategies that help students dialogue with each other and teachers and will explore how using rhetorical strategies can both give students structure in their writing and freedom in their choices of subject matter as they approach the task of writing. The session will show participants how to guide students to create meaning through the careful design and sequence of pre- and during-writing activities for authentic inquiry.

Tate & Lyle E2 Michelle Duffy, Preservice Middle/High School Teacher, Northern Illinois University

“Fabulous Filipino Folklore!”

This presenter will look at Filipino folklore and how you can integrate it into your multicultural teaching curriculum. These are short stories, adapted for use in one or two period lessons, and they will intrigue and enlighten the minds of your students while promoting knowledge and acceptance of other cultures.

Mueller E6 Christine Brown, Northern Middle/High School Illinois University; Catherine Barko, Northern Illinois University; Chrstina Nelson, Northern Illinois University

“From A to Z: A Step by Step Guide to Teaching the Research Paper”

Teaching writing with research to high school/middle school students is a difficult task for the experienced and novice teacher. This guide can help set up a comprehensive curriculum for any level of student and almost guarantee success. The guide includes all materials needed for the project, including grading rubrics. Any English/Language Arts department will find this guide enlightening and highly useful.

DMH E8 Chicago Area Writing Project
General Audience

“Writing Activities for Your Classroom”

This breakout session will feature one interactive classroom activity focused on writing. The audience will participate in writing and follow up discussion.

8:00 a.m.-9:30 a.m. Workshop Session IV

ADM North WE4 Norman Boyer, Saint Xavier High School University; Angelo Bonadonna, Saint Xavier University; Maria Brown, Zion-Benton High School; Carol Medrano, Rich Central High School, Kimberly Puchalski, Saint Xavier University, Derrick Smith, Carl Sandburg High School

“Winning Students’ Hearts and Minds for the Digital Life”

How do you involve students in the “digital life” beyond instant messaging, the internet, and computer games? We will describe and demonstrate ways of winning the hearts and minds of our students for the digital life by using webfolios, blogs, MOO’s, and other creative forms of computing in our classes.

ADM South WE5 Erik Borne, Plainfield High School; Sandy Flannigan, Batavia High School; and Craig Kersemeier, Palatine High School

“Double Double Toil and Triumph: A Perspective on the Position of English Department Chair”

Would you like to become an English Department Chair? Or, are you a current chair who would like to discuss issues or concerns? Please join a panel of current high school English Department Chairs as we discuss topics such as how to get the job, responsibilities you will undertake, issues you will face, and solutions that just may work. Ample time will be available to for questions and discussion.

Caterpillar WE7 Geoffrey W. Layton, Academy of Scholastic Achievement

“Grammar for the Left Brain”

Grammar instruction can be a tedious business of mind-numbing exercises, primarily useful to excise errors from

the final text. “Grammar for the Left Brain,” however, engages students at the very beginning of the writing process, thereby transforming grammar into a creative tool that can help win the hearts and minds not only of students, but also of parents and perhaps even administrators who like to keep track of standardized test scores.

Millikin WE9 Jeff Kargol, Community High School District #94; Jennifer McDowell, Plainfield North High School

“Singing for Our Pleasure: Teaching Life Lessons Through *To Kill A Mockingbird*”

Two secondary teachers share various literary applications in teaching *To Kill a Mockingbird*. The team will exchange details on how instructional strategies such as frontloading, scaffolding, and kinesthetic applications are used. We will also look at ways to engage readers at all levels with some specific strategies for reluctant readers. Participants will brainstorm ideas to connect possibilities for their own districts.

9:40 a.m.-10:40 a.m. Featured Speaker (MLK Room)

Dr. Hilve Firek, author of *10 Easy Ways to Use Technology in the English Classroom*, will address how to incorporate technology into the English Language Arts classroom. She will discuss easy to use strategies and discuss some of the benefits.



Hilve Firek

10:45 a.m.-11:45 a.m. President’s Brunch (Fountain Hall)

Noon-1:00 p.m. Breakout Session F

Tate & Lyle F2 Ann Cox, Central Catholic High School

“Eureka!: A Gold Mine of Writing Through Multi-genre Papers”

When was the last time a student thanked you for assigning writing? Multigenre papers are the solution! During this session, the presenter will discuss her experiences with the multigenre format, and participants will receive materials designed for immediate use in the classroom. Join us! Your students will say, “Thank you!”

ADM North F4 Deborah Will, Zion-Benton Middle/High School; Genevieve Sherman de Cabrera; Jay Rappoport, Learning Express Advantage

“Using Technology to Prepare Students for Standardized Tests”

Do your students love to study for standardized tests? Do you enjoy preparing students for state tests? If you answered, “Are you joking?” to these questions, then this session is for you! We’ve developed a program that allows us to pinpoint areas of academic concern for each student and address these concerns with the integration of technology into our curriculum.

ADM South F5 Laura Klepzig-Dabecic, Middle/High School Nequa Valley High School

“The Jerry Springer Classroom: Infusing Pop Culture with Classic Literature”

Can your students name all the American Idols, but none of the characters in *Macbeth*? In a society obsessed with reality television, game shows, and surreal drama, literature is often labeled “dull” and “outdated” by our students. This presentation will provide ideas and resources to improve your learning climate through the pop culture medium. Teach the intricacies of *Macbeth* through CSI: Scotland. Watch *Judge Chaucer* create peace among the pilgrims on *English Justice*. Updating your lessons with pop culture will keep your lessons fresh and interesting.

Mueller F6 Pamela Bracewell Bramlet, Middle/High School Educational Consultant

“It’s about Time”

Cut grading time without cutting the writing curriculum. You can’t relate to the specific needs of each student, or even stay on top of routine daily work unless you learn to manage efficiently writing instruction and evaluation. The theory is based on Stephen Covey’s 4-quadrant time management paradigm. Ready-to-use applications will be made available.

DMH F8 Chicago Area Writing Project

General

“Writing Activities for Your Classroom”

This breakout session will feature one interactive classroom activity focused on writing. The audience will participate in writing and follow up discussion.

Noon-1:30 p.m. Workshop Session V

Bacharach **WF1** Rich Clark, Buffalo
Middle/High School Grove High School; Kate
Glass, Buffalo Grove High
School

“Learning by Heart: A Post-Modern Exploration of Text”

How to engage the hearts and minds of students? By first allowing them to see that no two hearts are alike. Through the study of Van Gogh’s, “Wheatfield with Crows”, students will discover the implications of post-modernism; that is, that meaning is subjective. Ultimately, students will be asked to consider if there can be such a thing as truth when it comes to interpreting literature. Finally, we will show how this lesson can be adapted for the teaching of poetry and short stories.

Ameren/IP **WF3** Ingrid Wendt, Writer and Poet
Middle/High School

“Poetry in Everyday Life: Reading It, Writing It”

Dutifully many of us include a “poetry unit” in our yearly lesson plans, perpetuating the attitudes we have brought from our own early years: poetry is not relevant to our lives. Can we make it relevant? Can we change this pattern? This session offers numerous strategies for engaging students in reading and writing poetry.

Caterpillar **WF7** Claire Lamonica, Illinois State
High School University

“Reading and Writing Rhetorically: Strategies for Real Students in Real Classrooms”

In this interactive workshop session, I will engage the audience in a variety of activities designed to introduce rhetorical concepts to middle school and high school students. These concepts help students think critically about the texts they read as well as the texts they write.

Millikin **WF9** Marc Furigay, Noble Street
High School/General Charter High School

“Classroom Jams: Music that Puts the Cool in School”

Come hear original songs funk-up Shakespeare’s name, sing Shakespeare’s themes with Dr. Seuss simplicity, put *Hamlet* through prisms of Pink Floyd and Andrew Lloyd Webber. Question: Is the queen behind the tragedy of *Macbeth*? And see how Classroom Jams music wins hearts and minds and puts the cool in school.

1:15 p.m.-2:15 p.m. Breakout Session G

Tate & Lyle **G2** Michelle Ryan, Lincoln
High School Community High School

“Writing to Work: Constructing the Cover Letter”

Erica Lindemann explains in *A Rhetoric for Writing Teachers* that people have economic power in their ability to write well. This workshop addresses an initiative from the Program in Writing and Rhetoric at Stanford University: “Companies and Business organizations look for solid, well-written and carefully constructed cover letters and resumes that attend to the rhetorical situation.” By evaluating company profiles, students will analyze the audience, and then tailor cover letters to address the specific purposes that a job entails.

Salon F **G5** George Seidenbecker, Loyola
General Academy

“Using an iPod for music and more in English Class”

Besides conventionally holding thousands of songs at a click to serve as prompts for speaking or writing, the popular, small Apple MP3 iPod player is a multi-gigabyte hard drive that readily holds books or years of texts and graphics for easy display with a PC or a Mac.

Mueller **G6** Lynda C. Appino, Palatine High
High School School

“Lecture: The Other ‘White’ Meat”

When was the last time you gave a GREAT lecture? No—not when did you last give directions for a period or talk your way through a Powerpoint. When did you last give a *real* lecture with engaging narrative, visuals, quotations, humor, and wisdom? Lecture in the English classroom is still the best bang for the buck around, when teachers learn how to use this method properly.

DMH **G8** Chicago Area Writing Project
General Audience

“Writing Activities for Your Classroom”

This breakout session will feature one interactive classroom activity focused on writing. The audience will participate in writing and follow up discussion.

2:15 p.m. **Executive Council Meeting**
(PPG East)

IATE MEMBERSHIP

Name: _____
 School: _____ Level of Instruction: ELEM__ JRH__ HS__ COL__
 School Address: _____
 City: _____ ZIP: _____
 County: _____ IATE Dist: _____
 Home Address: _____
 City: _____ ZIP: _____
 Home Phone Number: _____ E-mail: _____
 Mailing Address To: School _____ Home _____
 Membership type: First-Year Teacher / Member__ Student__ Regular__ Patron Retired__
Free: Student / First-Year Teacher / First-Year Member
 IATE Yearly Membership Dues (please circle one): \$20 Regular \$25 Patron \$3 Retired
 IATE Membership Pin: \$5 ____
 Check enclosed for amount: \$ _____
Mail to: IATE, Martha Frieberg, Membership Secretary, 4240 English, Illinois State University, Normal, IL 61790-4240
 Phone: (309) 438-3957 Web Site: www.iateonline.org E-mail: mrfrieb@ilstu.edu

ANNOUNCEMENTS

IATE New Teacher/Instructor Program

English Education methods course instructors and/or directors of English Education programs who would like to get their students involved in key professional organizations will be happy to know that IATE offers a “New Teacher/Instructor Program” to encourage pre-service teachers to join the Illinois Association of Teachers of English.

All you need to do is send an e-mail to Martha Frieberg in the IATE Office, mrfrieb@ilstu.edu. Tell Martha how many students you have in your methods class, and she will send you a box of materials for each student. Kits include:

- IATE membership forms (pre-service and first-year teachers may join for free)
- A recent issue of the *Illinois English Bulletin*
- The *IATE Newsletter*
- The IATE brochure, “What IATE Can Do for You”
- Information about the organization from the Web site
- A free IATE tote bag

These materials will introduce student to the many benefits of IATE membership, and they will receive something they can use right now that shows their pride in being a member of the Illinois Association of Teachers of English.

How to Apply for a Paul Jacobs Research Award

The IATE Research Committee is currently accepting applications for Paul Jacobs Research Awards. Members of IATE considering any form of research in English language, literature, writing, speaking, or teaching are encouraged to apply. The research may be part of a candidate’s work on a master’s thesis or doctoral dissertation, or the project may be unrelated to any work connected to one’s graduate studies. The Research Committee will consider proposals from teachers and school administrators, as well as from full-time students seeking advanced degrees. Professionals who have thought about conducting a research project in the past but who have hesitated because of lack of funding may find in the Paul Jacobs Award the financial backing necessary to complete their work. The Research Committee can grant an award for a maximum of 500 dollars.

It is surprisingly easy to apply for an award. Here is how to do it:

1. Write a brief proposal which includes the following:
 - a. A cover letter: Let us know who you are and announce the fact that you are applying for a Paul Jacobs Research Award. Also provide your address and phone number.

- b. A brief description of your project: Identify a central research question or focus and describe a method for conducting the research.
- c. A timeline: Project the timeline for completing the research, or at least the portion that will be funded by the Paul Jacobs Award.
- d. A budget: Identify how much money you need and how it would be used (e.g., to duplicate instructional materials, to pay raters to score papers, to pay fees for computer time, etc.).
- e. A status report: Let us know what you have done so far. Perhaps you have done some initial reading and can supply a brief bibliography.

2. Mail the proposal to IATE Research Committee, 4240 English, Illinois State University, Normal, Illinois 61790-4240.

Applications for awards to be reviewed at the spring Executive Committee Meeting must arrive at IATE headquarters at Illinois State University no later than October 1, 2005. The members of the IATE Research Committee anticipate that recipients of the Paul Jacobs Award will be able to share their completed research at an IATE Fall Conference or through publication in the *Illinois English Bulletin*.

IATE Offers Scholarship for Minority Teacher Education

College juniors and seniors of color who are currently enrolled in teacher education programs and majoring in English, English Education, or Elementary Education with a specialty in Language Arts, and who plan to teach in Illinois are invited to apply for an IATE Scholarship for Minority Teacher Education. Applications for the 2005 scholarship should be mailed to Janice Neuleib, IATE Executive Secretary, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 any time between May 1 and September 15, 2005. The specific goals, procedures, and criteria are as follows:

GOALS

The Illinois Association of Teachers of English is committed to recruiting minority* language arts teachers for both humanitarian and practical purposes. To meet that commitment, IATE reserves \$1,000 each year for one scholarship as designated by the Minority Scholar-

ship Committee, a subcommittee of the Minority Affairs Committee.

PROCEDURES

The Minority Scholarship Committee will issue a call for applications to the chairs of public, recognized language arts teacher education programs in Illinois colleges and universities in the spring. A follow-up call will be issued in August.

After applications are received, they Minority Scholarship Committee will judge the applications, issue an invitation to the winner to attend the fall conference (October 2005) at which the award will be given, and assist the winner in making arrangements to attend the conference. Whenever possible, the winner will be escorted by an IATE member.

In addition to the cash award, winners will receive a complimentary one-year membership to IATE, free registration for the 2005 conference, luncheon and banquet tickets, lodging, and mileage (if an escort cannot be secured).

CRITERIA

1. The candidate must be a member of a minority* group.
2. The candidate must be duly enrolled in a four-year or upper-division, public, recognized teacher-education program in an Illinois college or university.
3. The candidate must have declared a major in English, English Education, or Elementary Education with a specialty in language arts (Junior or Senior status), and plan to teach in Illinois.
4. The candidate must have demonstrated potential for academic success.
5. The candidate cannot be an individual already on full scholarship, and some degree of need for the scholarship must exist.
6. The faculty member who recommends a student for one of the awards must submit these items in one envelope:
 - a. A sample of the candidate's writing done for a class in the past year (instructor comments included).
 - b. A candidate essay on this topic: "What piece of literature by a person of color would you especially like to teach? Explain why you chose this particular piece and how you would go about teaching it."

- c. A sealed recommendation which addresses items 1-5 above in some detail.
- d. A cover sheet with the full name, home address, and phone number of both the candidate and the recommender.

*As in other IATE matters, "minority" here is defined as nonwhite minority, a person of color.

Speaker's Bureau

Is your school or district looking for a speaker for a special event?

Is your department struggling with an issue and feeling the need for an outside perspective from someone with some expertise in the area?

If so, look no further. The IATE Speaker's Bureau has an expert for you! For a complete list of speakers and their areas of expertise, visit the IATE Web site at iateonline.org. To volunteer to join our list of experts, contact Patricia Burckhalter at patb1123@yahoo.com.

NCTE Convention 2005

"On Common Ground" is the theme of the 95th Annual Convention of the National Council of Teachers of English, to be held in Pittsburgh, PA, on November 17-20, 2006. The conference will include over 500 sessions by classroom teachers, administrators, and researchers as well as a wide range of special events featuring well-known authors, illustrators, and educators.

For more information about the conference or to register online, visit the NCTE Web site at <http://www.ncte.org/profdev/conv/annual>.

Two Ways to Find IATE Online

The "glitches" are gone, and teachers now have two ways to access the new IATE Web site. You can find us at either <http://www.iateonline.org> or <http://www.english.ilstu.edu/iate>.

Visit our site for general information about IATE as well as up-to-the minute reports on IATE events like

the 2005 Fall Conference. The conference program and registration forms are now available.

Also, be sure to let us know if you have ideas about ways to make this site more helpful for English teachers in Illinois. E-mail your ideas to us at cclamon@ilstu.edu.

Mark Your Calendars NOW and Plan to Attend CITE 2006

The 2006 Conference for Illinois Teachers of English, or CITE, formerly known as HISED, will be held at the Bone Student Center at Illinois State University on Friday, April 14, starting at 8 a.m. with on-site registration, book exhibits, and coffee service. Welcoming Remarks begin at 8:30, and sessions begin at 9:00.

If you would like to serve on the Planning Committee for this year's conference, or if you have an idea for a topic or conference session, call or e-mail Conference Coordinator, Jan Neuleib, at (309) 438-7858 or jneuleib@ilstu.edu.

CITE welcomes participation by English/Language Arts teachers from every instructional level.

Online Anthology

In the Heydays of His Eyes: An Anthology of Poems about Being Young and Growing Up is now available at www.heydays.ws. Designed for secondary teachers and students, the anthology follows Kenneth Koch's plan of giving students models of subject and form. All of the poems, however, are about being young and growing up; consequently, it is easy for students to find experiences of their own to match those in the models.

The anthology is designed for students who have not written poetry before, but it makes no compromise in the quality of the poems, and there is no talking down to students. The students are not asked to analyze or comment on the poems or to write any manner of prose in response to them; they are asked only to write their own poems.

All or any part of the anthology may be downloaded for any educational purpose without cost.

CALLS FOR PAPERS

Publish Your Work in the
Illinois English Bulletin

Illinois English Bulletin is the written forum in which Illinois teachers of English share their ideas. Please see any recent issue of the *Bulletin* (starting with Spring 2005) for a detailed "Call for Submissions." The deadline to submit materials for possible inclusion in the spring issue is the previous **November 1**, and the deadline for the summer issue is the previous **January 15**. If you need any further information—or encouragement—to complete a teacher-research project and submit it for possible publication, please contact *Bulletin* editor Bob Broad at: bob.broad@ilstu.edu

CALL FOR PAPERS

The *IATE Newsletter* welcomes articles, reviews, reports, announcements, brief teaching narratives, calls for papers, and other material important to the professional lives of English teachers in the state of Illinois. IATE District Leaders are especially encouraged to send reports of district events. The deadline for submitting material for the Spring 2006 *Newsletter* is December 1, 2005. Please send inquiries or submissions via e-mail to Claire Lamonica at cclamon@ilstu.edu.

First-Year Teacher Free Membership

Attention: First-Year English Teachers

IATE offers a free, one-year membership to all teachers who have not previously been members of IATE. IATE membership entitles you to three issues of the *Illinois English Bulletin* and two issues of the IATE Newsletter as well as convention information and district news. Stay current with trends in our profession and gather tips for surviving and thriving during your first year in the classroom. Please fill out the information below and return it to:

IATE
Department of English
Campus Box 4240
Illinois State University
Normal, IL 61790-4240
E-mail: jneuleib@ilstu.edu

Name: _____ Grade levels taught: _____

School: _____

School street address: _____

City: _____ Zip: _____ County: _____

Home street address: _____

City: _____ Zip: _____

Home phone: _____

Mailing preference (please circle one): Home School

IATE CONFERENCE 2005

Winning Hearts and Minds in the English/Language Arts Classroom

Illinois Association of Teachers of English
 October 14-15, 2005
 Holiday Inn Select, Decatur, Illinois

REGISTRATION FORM

Name _____ School _____
 School Address _____ City _____
 County _____ Zip Code _____ IATE District _____
 Circle Level: Elementary Jr. High/Middle School High School College/University
 Home Address _____ City _____
 Zip Code _____ Preferred E-mail _____
 Home Phone _____ Address for IATE Mailings (circle one) HOME SCHOOL

REGISTRATION OPTIONS

<p>Student Registration</p> <p><input type="checkbox"/> Saturday Only (no meals) FREE <input type="checkbox"/> Friday & Saturday (no meals) FREE <input type="checkbox"/> IATE membership (new) FREE (Check here if not already a member.)</p> <p>Please add these meals: <input type="checkbox"/> Friday luncheon (reduced rate) \$20.00 <input type="checkbox"/> Friday banquet/entertainment \$40.00 <input type="checkbox"/> Saturday brunch \$35.00</p> <p>Amount Enclosed _____ (Make check payable to IATE.)</p>	<p>First Year Teacher Registration</p> <p><input type="checkbox"/> Saturday Only (brunch included) \$40.00 <input type="checkbox"/> Friday & Saturday \$85.00 (Friday dinner/entertainment & Saturday brunch included) <input type="checkbox"/> IATE membership (new) FREE (Check here if not already a member.)</p> <p>Please add: <input type="checkbox"/> Friday luncheon \$26.00 <input type="checkbox"/> Donation to 2005 student lunch fund \$ _____</p> <p>Amount Enclosed _____ (Make check payable to IATE.)</p>
<p>IATE Member Registration</p> <p><input type="checkbox"/> Saturday Only (brunch included) \$40.00 <input type="checkbox"/> Friday & Saturday \$90.00 (Friday dinner/entertainment & Saturday brunch included) <input type="checkbox"/> IATE Membership Renewal \$ _____ (Regular=\$20.00; Patron=\$25.00; Retired=\$3.00)</p> <p>Please add: <input type="checkbox"/> Friday luncheon \$26.00 <input type="checkbox"/> Donation to 2005 student lunch fund \$ _____</p> <p>Amount Enclosed _____ (Make check payable to IATE.)</p>	<p>Non-Member Registration</p> <p><input type="checkbox"/> Saturday Only (brunch included) \$60.00 <input type="checkbox"/> Friday & Saturday \$110.00 (Friday dinner/entertainment & Saturday brunch included)</p> <p>Please add: <input type="checkbox"/> Friday luncheon \$26.00 <input type="checkbox"/> Donation to 2005 student lunch fund \$ _____</p> <p>Amount Enclosed _____ (Make check payable to IATE.)</p>

Please check here if you prefer vegetarian meals

Registration forms are due **October 3, 2005**. Send this form and your check payable to IATE to:
 IATE, Campus Box 4240 English, ISU, Normal, IL 61790-4240. Questions? Phone: 309-438-3957.

Register NOW! There will be **an additional \$10.00 charge** for on-site registration. Thank you!



ANNUAL
NCTE
PITTSBURGH 2005
NCTE
CONVENTION

On Common Ground

National Council of Teachers of English
95th Annual Convention
November 17–20, 2005
David L. Lawrence Convention Center
Pittsburgh, Pennsylvania



Photos: Greater Pittsburgh Convention and Visitors Bureau



Share
ideas with classroom teachers
from across the country

Discover
the latest in
teaching resources and strategies

Connect
with the best minds in
English language arts

Attend the 2005 NCTE Annual Convention for interactive sessions, world-class speakers, daylong workshops, special events, and more that will inspire, invigorate, and renew your teaching! You'll return to school with new ideas and energy that will make a difference in your classroom.

For more convention information—including speakers, events, and registration and hotel information—visit <http://www.ncte.org/profdev/conv/annual>.

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Illinois Association of Teachers of English

IATE homepage: <http://www.iateonline.org>

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