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ASSOCIATION INFORMATION

IATE is a professional organization for teachers of English/language arts. IATE publishes the *IATE Newsletter* and the *Illinois English Bulletin* and hosts an annual fall conference. IATE is organized by districts throughout the state, each district having a district leader and providing local activities to members throughout the year.

IATE also maintains standing committees that address a number of professional interests and works with other professional organizations to further the interests of teachers. Composed of nearly 1,500 teachers throughout the state, IATE provides a working network for the exchange of teaching tips, current research, and professional development as well as enduring friendships.

PUBLICATION INFORMATION

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SUBMISSION GUIDELINES

Manuscripts should usually range in length from 500 to 2500 words (roughly two to ten typed, double-spaced pages). Query about longer manuscripts before you submit them.

If possible, submit your article electronically in Rich Text Format (.rtf) as an e-mail attachment. Alternatively, you may submit your article in hard copy (x3) to the editor's address (see above). Follow current MLA style—including documentation of references and using internal citations wherever possible.

Avoid lengthy notes and references.

Follow the NCTE guidelines for nonsexist use of language.

Include a separate title page with the following information: title of submission, author's name, author's professional affiliation, author's address, and author's telephone number.

Include a cover letter summarizing the article and stating that the work has neither been published nor submitted elsewhere.

The editors will acknowledge receipt of your manuscript and may make minor changes (for clarity, length, or language) in the manuscript without notifying you.

IATE OFFICERS

Deborah Will	President
Amy Magnafichi-Lucas	1st Vice President
Angelo Bonadonna	2nd Vice President
Richard Pommier	Secretary
Herb Ramlose	Treasurer
Janice Neuleib	Executive Secretary
Peter D. Pettorini	District Leader Coordinator
Martha Frieberg	IATE Office

PRESIDENT'S MESSAGE

DEBORAH WILL



I sit writing this in May, wondering what the next school year will bring as the current year begins to fade away. School districts throughout Illinois are struggling with financial issues, and teachers who believed their positions were relatively safe during the current recession have begun to realize how tenuous even those positions

may be. Each day I see new cuts in school districts, and the issue of increased class size is raised consistently. I wonder how English teachers in these districts will fare, and I imagine what their grading load will be with increased class sizes. As these financial woes begin to invade our school environment, some districts have also introduced the possibility of programs wherein teacher evaluation is tied to student achievement on standardized tests, regardless of the student's initial ability level. Essentially, it's a tough time to be a teacher in Illinois.

In the midst of these difficult times we must come together for support and encouragement. During the past year, IATE has offered an increased number of professional development opportunities throughout our IATE districts. These opportunities have been designed to meet local needs at

a cost districts can afford, so all English/language arts teachers throughout Illinois have the opportunity to be involved in professional development that focuses on issues in their content area. We have received very good responses from these workshops, and I certainly hope that these opportunities will continue and expand throughout the coming year.

Angelo Bonadonna and his team have also planned the IATE fall conference around central themes that are important to us all and have included time to discuss current issues in English education not only with our colleagues but also with our representatives from NCTE and administrators from Illinois. We will be given the opportunity to share concerns and pose solutions to pressing problems as a collective group rather than as individual voices.

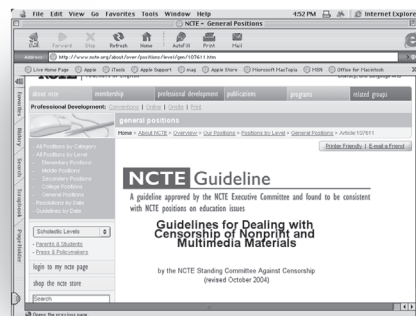
While I don't have a magic ball that will tell me when our current economic situation will improve, I do know that when we work together, we can find solutions to difficult problems and rejuvenate our creative spirits so that we are ready to face the challenges of a new school year. I sincerely hope that you will join us for the IATE 2010 fall conference in Rockford so that we may all work together, share together, and create changes together so that all of our students, schools, and programs may benefit. Perhaps by working together for solutions, we can make being an English teacher in Illinois a little less daunting during these difficult times. □

Guidelines & Position Statements

The guidelines and position statements published by NCTE present informed views on current and important issues in the profession. Now, many of these items are available on NCTE's Web site (www.ncte.org). The guidelines and position statements may be printed and copied without permission from NCTE.

Topics include:

- Censorship/Intellectual Freedom
- Class Size/Workload
- Educational Practices/Standards
- Cultural Diversity
- Curriculum Development
- Teacher/Student Rights
- Reading
- Writing/Composition



EXECUTIVE SECRETARY'S MESSAGE

JANICE NEULEIB



This note will appear just before the fall 2010 conference at the Clocktower Resort and Conference Center in Rockford, October 22–23. I want to thank IATE 2010 Conference Chair Angelo Bonadonna for his fine work on this event. As you can see from the preliminary program given in this newsletter, there will be much

to learn and enjoy at the conference.

Due to the NCTE 100th-anniversary conference in Chicago, November 19–22, 2011, for which IATE will be the local arrangements host, the 2011 IATE conference will not be held until February 16–18, 2012, at the Abraham Lincoln Hotel in Springfield. We'll look forward to seeing you then, but first we'll hope to see as many IATE members as possible in Rockford and at the NCTE 100th anniversary in Chicago.

This summer, the NCTE leadership team and I met with a group of Chicago teachers who are eager to be involved with Chicago support for the event. I encouraged those who are not yet IATE members to join the affiliate as well, so I use this opportunity to welcome them to IATE.

In addition, chairs for the conference local arrangements have been officially selected. Local arrangements chair is Michael Day from Northern Illinois University. There are also chairs for each of the levels of NCTE membership. I will chair the college level; Teri Knight, IATE past president, will chair the high school level; Janice Wirsing, Bloomington middle school language arts teacher, will chair the middle school section; and Vanessa McNorton, Chicago elementary

school teacher, will chair the elementary school section. These chairs will coordinate other volunteers for the following areas: newsroom, workshops, personnel, office helpers, hosts, information desk, typists, meeting room arranging, food and beverage, special sessions, special services, registration. If you are interested in any of these positions, email Michael Day at mday@niu.edu to volunteer.

NOTE: If you are able to give eight hours of your time at the Orlando NCTE to handle meet-and-greet responsibilities at our Chicago table in the book exhibit and you are willing to accept a leadership role on one of the committees listed above, you will receive free registration for the Orlando NCTE.

If you have a new teacher in your department or a colleague who isn't yet a member of IATE, be sure to remind him or her that a first-year membership is free. See the membership form on page 23 for details. AND, if you're a department chair or other administrator, you have a special opportunity to attend this year's fall conference at no charge. All you have to do is build into your departmental or district budget support for two other teachers in your school to attend the conference. The three of you can attend for the price of two. See page 6 for more information. Remember to review the IATE website for more conference information as it becomes available: www.english.ilstu.edu/iate/.

As some of you may know, I officially retired from Illinois State University in May, but I am certainly not going to stop working. I have agreed to stay on to teach graduate courses, work with graduate students, edit the *Illinois English Bulletin*, and serve as IATE executive secretary. So far, as I write this column, I find myself with more on my plate than before I "retired." My retired pals tell me that it gets even busier. □

PROPOSED SLATE OF OFFICERS FOR 2010–11

The Nominating Committee of IATE, convened by 1st Vice President Amy Lucas, offers the following slate of officers for the 2010–11 academic year. The slate will be presented for a vote by the membership present at the Annual Business Meeting during the fall Conference on Friday, October 22, 2010, at the Clock Tower Resort in Rockford.

Proposed Slate:

President: Amy Lucas

1st Vice President: Angelo Bonnadonna

2nd Vice President: Michelle Ryan

Secretary: Richard Pommier

Treasurer: Herb Ramlose □

IATE FALL CONFERENCE 2010

UNFINISHED BUSINESS: HOW ENGLISH TEACHERS MAKE THE WORLD BETTER OR PROCESS AND PRODUCTS, MOVING AHEAD IN TANDEM

ANGELO BONADONNA

“The play’s the thing / Wherein I’ll catch the conscience of the King...” Like a good English teacher, Hamlet had a *plan*. And that plan involved the practical application of *literature*—a play. And despite the fact that his plan led to some *unfinished business*, our scholarly hero (a lifelong learner, if ever there was one) suggests a method for *action*: use literature, language, reading (even if it’s the reading of a face), and the arts to achieve a greater understanding of human motivation, situations, consequences, and action plans.

Even as we hope for better outcomes than those portended by the final scene of Hamlet’s own play, we in the profession of teaching English today need to be as creative and arts-based in our planning and problem-solving as our hero was. The current challenges facing teachers threaten our educational mission in unprecedented extremes. Whatever the issue—the proliferation of standardized testing; inept state budgeting and worse budget management; teacher layoffs; societal ills undermining classroom authority, civility, and respect; quick fixes applied helter-skelter, unreasonably, randomly, and without follow-through; learning environments lacking in every needed resource; misguided approaches to assessment and accountability; ill-conceived, product-oriented pedagogies foisted on process-oriented learning needs and objectives; a top-down solution to every problem and a deaf ear to teacher-developed solutions; technological growing pains on the part of users and non-users, students and teachers, alike—teachers need to take, and *are* taking, *action* to help the profession fulfill its role.

Teachers teach—our first and foremost action—and at IATE’s 2010 fall conference, we will see examples of best practices across an impressive range of processes and products of that teaching. “Unfinished Business” points to what has been done and what is possible in many relevant areas where teachers can have their most potent effect—through developing creative literary, composition, and media units; through implementing strategies for collaborative learning; through infusing technology to achieve traditional, current, and progressive learning goals; and more.

In addition, IATE 2010 picks up where IATE 2009 left

off. While Kimberly Musolf concluded our 2009 meeting with a stunning view of how teachers can use a classroom and curricular approach to enlist students in taking ethical, literate action in the world, IATE 2010 begins with the question of how the profession itself is addressing its challenges—through actions of the NCTE on the one hand, but mainly through exploring and owning its expertise in the processes, products, and responsibilities of literacy—and then getting the word out to all stakeholders, beginning, let’s say, with policy makers and continuing on from there to the most important stakeholders: our students.

A “final” note: The irony, we hope, of using Hamlet as our hero for a conference trying to be a clarion call to action, is obvious. That hero, paralyzed by his contemplations, ethics, qualms, and, frankly, overall intelligence, was a work in progress, and his life ended before he could set things right. Hamlet’s unfinished business, however, remains ours. No, we are not tasked with the obligations of righteous vengeance—yet we remain committed to and passionate about the *investigation of what we should do*. The stakes are high, but as you’ll see at IATE 2010, we have the people and the tools for the job.

Conference Overview

Our program offers a diverse collection of plenary addresses (four keynotes over two days, in addition to the Author of the Year Award and Address at the Friday luncheon) and individual breakout sessions (over forty, dealing with literature, writing, reading, literacy, collaboration, technology, and more). IATE 2010 features a similar schedule and meal arrangement to recent past conferences with some minor adjustments to ensure sufficient break and social time and to facilitate visits to our exhibits.

Featured Speakers

Our featured speakers are leaders who exemplify the qualities needed for just, effective action in education—namely, balance, strength, perseverance, creativity, and long-term

———— IATE Fall Conference 2010 *continued on page 6*

advocacy for the *real* needs of readers, writers, students, and teachers. Carol Jago will deliver the conference's first plenary address at the 9:00 a.m. Annual Business Meeting with a talk entitled, "What's Going On? When Students Read and Write for Their Lives." Jago is current president of NCTE—just one of many leadership roles she has performed in a teaching career that spans 32 years. Her prolific writing of books for Heinemann and NCTE, her numerous articles, her editorial work for journals like *California English*, her work on national education panels and committees, her inspiring conference presentations and keynotes, not to mention her outreach to the public as an education journalist, have made her voice distinctive in the national dialogue on teaching, learning, and reform in English and literacy studies.

Todd Strasser will deliver our Friday afternoon address, "Help! I'm Trapped in Todd Strasser's Body." His award-winning books—130 and counting—are an unlikely accomplishment for someone so "ill-equipped" (his word, not ours) for his profession, overcoming "low expectations, reading problems, and an inability to spell." Strasser's accurate and poignant portrayal of young adult themes makes each of his works an implicit call to social action, if only through a better understanding of the conflicts and lived experiences of his young adult protagonists. "Unfinished Business," as a title, owes a debt of thanks to Strasser and teacher Musolf who "collaborated" to invent the idea of "unfinished business" in the closing plenary address of "English in Action," IATE's fall conference of 2009. Strasser's book *Can't Get There from Here* motivated Musolf to teach kids in ways that "enacted" their literary discussions in the community, which suggested to planners a need to keep this good thing going.

Kent Williamson, executive director of NCTE, will deliver the after-dinner address on Friday. Amidst formidable competition for such a title, Williamson is establishing himself as the most tireless and generous spokesperson and servant leader of the profession, particularly in the area of literacy advocacy as informed by the received and respected knowledge, theory, and practice of the profession. A comment Williamson posted on the NCTE Ning in which he describes NCTE's efforts in regards to the LEARN bill and characterizes, in our view, the tenor of *his own* leadership, "NCTE has worked in alliance with an array of education groups for many months to build a broad consensus for legislation that supports, rather than hinders, best efforts to serve every learner." As for his role in addressing "Unfinished Business," Kent says, "With the ESEA up for reauthorization and the school funding crisis

coinciding with a realization that the country needs a sustained investment in TEACHING, there should be lots to discuss by late October."

"Let's Talk" Session I: Larry Johannessen New Teacher Forum

IATE 2010 features the second annual hosting of the Larry Johannessen New Teacher Forum. Previously known as the Student and Beginning Teachers' Seminar, this long-standing IATE event was, in part, a result of the vision, leadership, and dedication of Johannessen, an exemplary teacher educator and IATE leader, now memorialized as the session's eponym. This forum is a perennial conference highlight, as it gives student teachers and early-career teachers a chance to share stories, provide one another with support, engage in networking, and—possibly most important—to inspire and become inspired by the veteran, mentor teachers who also attend the forum.

"Let's Talk" Session II: Administrator Panel

All the changes occurring in education, society, and policy converge on school administrators, who then must make decisions that affect their schools' missions, curricula, and programs, not to mention the work life of teachers, students, and staff. Given the dynamic and exigent circumstances that all parties must deal with, communication between teachers and administrators does not always result in common understanding and shared purpose. In this session, we will provide a time for English teachers and administrators to talk about current initiatives and policies developing at the state and federal levels. For this session we have recruited building administrators who are or have been English teachers and, thus, are able to see the issues from both perspectives.

Special Administrator Participation Promotion: This conference will implement IATE's new promotion designed to foster a stronger liaison between teachers and administrators. Administrators who fund the participation of two teachers at the fall conference will receive free registration for their own attendance. This promotion supports the sending of a "school team," with an effective conference rate of "three for the price of two."

Technology Panel: Saturday Plenary

What's the difference between being an "early adopting," tech-friendly teacher on the one hand and someone

REBECCA CAUDILL YOUNG READERS' BOOK AWARD

DONNA BLACKALL



All the Lovely Bad Ones: A Ghost Story by Mary Downing Hahn became the twenty-third recipient of the Rebecca Caudill Young Readers' Book Award (RCYRBA) in March 2010 after more than 38,000 participating students in grades four through eight from over 900 Illinois schools cast their votes for the book they considered the best of the 20 nominated titles.

IATE was instrumental in the creation of the Caudill award. Its namesake, Rebecca Caudill, wrote numerous books for young readers including *Tree of Freedom*, a Newberry Honor Book, and was honored in 1972 as IATE's Illinois Author of the Year. Together with the Illinois Reading Council

and the Illinois School Library Media Association, IATE helps to insure that the RCYRBA can continue its contributions to reading excellence.

A copy of the 2011 master list of books and all the information necessary to participate in next year's award procedures is available online at www.rcyrba.com. Teachers and librarians are reminded to register early to insure that materials will be in hand for the start of the 2010–11 school year. Also on this website is a wealth of information about current and previous RCYRBA titles.

Be sure to check your IATE fall conference program for a session featuring the books of RCYRBA and the Abraham Lincoln Illinois High School Book Award, the Illinois high school students' choice book award. Book talks and teaching suggestions as well as contest details will be presented. For information about the Lincoln award, go to www.ismla.org and click on Grants/Awards. □

TONY ROMANO NAMED 2010 IATE ILLINOIS AUTHOR OF THE YEAR

Tony Romano's novel *When the World Was Young* (Harper) was named as a "Hot Summer Read" by the *Chicago Tribune* and listed among their best books of 2007. The novel takes place in Chicago in the summer of 1957, as Italian immigrants Angela Rosa and Agostino Peccatori are caught between worlds, clinging to old-country ways in an era of upending change. But the events of a single tragic evening are about to bring their lives to a sudden, irreversible standstill—as a once resilient family begins to unravel under a crushing burden of guilt.

Romano's second work of fiction, *If You Eat, You Never Die: Chicago Tales* (Harper), was also listed by the *Chicago Tribune* as one of its best books of 2008. This collection of two dozen stories deals with a neighborhood on Chicago's outskirts, where Fabio and Lucia Comingo have built a new American life—and struggle to comprehend the influences that distract and change their restless young sons.

Romano is a two-time winner of a PEN Syndicated Fiction Project Award. His work has been produced on National Public Radio's *Sound of Writing* series and syndicated to

newspapers nationwide. He is also coauthor (with Gary Anderson) of *Expository Composition: Discovering Your Voice* (EMC) and coauthor (with Judith W. McMahon) of *Psychology and You* (McGraw).

Tony Romano has taught English and psychology at William Fremd High School in Palatine since 1981. He is a graduate of Steinmetz High School in Chicago and DePaul University. As a teacher, he has twice received the Those Who Excel award from the Illinois State Board of Education. He has been an organizer of Fremd High School's Writers Week program since 1995. Romano has also been a frequent presenter and speaker at English/language arts conferences around the country, including those sponsored by NCTE and IATE. □



TECHNOLOGY IN THE ENGLISH/LANGUAGE ARTS CLASSROOM

TURNITIN.COM: IT'S MORE THAN A "GOTCHA" TOOL

TOM ANSTETT

Ever try turnitin.com? This web-based tool bills itself as "the global leader in originality checking and plagiarism prevention," and we English teachers are on the constant prowl for originality! Of course, not everyone is a fan. Many teachers have ethical concerns about requiring students to submit their work to a for-profit enterprise which then makes use of that work to "catch" the students' peers engaging in acts of questionable intellectual integrity. Others have philosophical concerns about the "gotcha" mentality the tool can engender among teachers and students alike.

But *Turnitin* is actually more than a "gotcha" device. The *Turnitin* discussion board feature, for example, can shed new light upon *Turnitin*'s reputation. My students in AP Language and Composition used this vehicle several times last fall just for the discussion board, and I found it highly relevant and useful for these reasons:

1. Students like it. This is another method of varying instruction and students get to use a familiar tool of daily communication.
2. Each student reads what *every one* of their peers thinks and writes about the topic under discussion.
3. Students—and teacher—can reply to certain comments that provoke discussion; thus, opening eyes to elaboration methods, methods that cannot be so easily accessed through individual essays that are usually passed between student and teacher only. Since elaboration is always a tough nut to teach, why not help students see all the more examples of how this can be achieved?

After enrolling students in the program at the start of the year, I began blending it into the course. In August, I had students comment on the difference between learning and grades. This helped provoke thinking about their goals and the methods they can consider for improvement in English, improvement that can lead to quality grades. Then, in September, as I was teaching rhetorical strategies and students were reading plenty of material to support this, they were asked to review the late Senator Ted Kennedy's speeches on *YouTube*. Then they had to comment on *Turnitin* about what

rhetorical strategies the senator used in at least two of his speeches. This activity synthesized their reading and viewing with class instruction, plus the topic dealt with a current event applicable to American literature and history. Each activity was worth 20 points, and grades were based on accuracy and the depth of their answers. At times, I also replied to the students' comments.

Next we studied *The Scarlet Letter*, supplementing class discussions with postings that examined the novel. The first one provided schema for beginning the novel. I asked students to answer the question, "How does public perception influence who we are?" Students had to both post an original response and a reply to one other student's answer. The second activity, assigned when we were reading the middle of the book, asked students to select a pertinent passage from chapters 13–16 and consider this question: "How do the rhetorical strategies present in the chosen passage create meaning?" I looked for multiple "layers" within each answer. Students also had to type the passage and cite it, using the correct MLA in-text documentation form.

The final discussion board activity addressed "persona." I gave my students six character options from various points in the novel. They chose one, became that character, and used both creativity and accuracy to write a paragraph. Two examples (with original directions) for this question appear below:

PERSONA WRITING

In persona writing, the writer assumes the persona of another person or character in a book or situation. That is, the writer writes as if he or she is that other person or character. In the following assignment, you will be asked to choose one of the following options and then to write a paragraph or two from that character's perspective. Assume the persona. Become that character temporarily, and write your entry as if you are that person writing.

PERSONA #1: Chillingworth arrives in the colony as Hester is serving her penance on the scaffold. He is horrified that his young wife is

———Technology in the Classroom *continued on page 10*

FROM THE CLASSROOM

THE RIGHT QUESTIONS RESUSCITATE ANNOTATIONS

KIMBERLY MUSOLF

“Annotations”: Whenever that dreaded “a” word leaves my mouth as we embark on a new journey with a text, the groans inevitably begin. Cries of, “It slows me down,” “It breaks my concentration,” and, simply, “I *hate* taking notes when I read,” echo throughout the room. As someone who loves to fill up the margins of my own books with musings and questions, I have struggled to foster that same appreciation in my students. So, I garnered their support; we became co-conspirators in the quest to find any system that works.

We made our way through the year trying out different methods. With *The Crucible*, we tried traditional annotations, underlining and writing comments in the margins. With *The Adventures of Huckleberry Finn*, we tried a bookmark method. Guided by specific categories, we kept a running commentary on the bookmark that traveled with us through the pages.

As we got ready to start *The Great Gatsby*, I was reading Jim Burke’s *What’s the Big Idea? Question-Driven Units to Motivate Reading, Writing, and Thinking*. Although the bookmark method had worked for more students, half the class was still struggling with how useful their annotations were. In his introduction, Burke explores the “art of teaching questions” where students use factual, inductive, and analytical questions to “develop an independence of mind—an intellectual facility that serves them well whether reading or writing, researching or presenting, evaluating or analyzing, comparing or contrasting” (12). His handout explaining these three types of questions was just the resource we needed for our next style of annotations. We discussed the three types of questions, practiced some examples, and then set off, armed with a new appreciation for using the text to generate intriguing, relevant questions. At the end of each chapter, students were required to write one factual question, one inductive question, and one analytical question. As they read, they simply underlined or placed a question mark next to the passages they believed would lend themselves to those kinds of inquiries.

The true success of this process for me and the worth of this method for the students became obvious during a fishbowl discussion. We split the class in half, placing eleven students in the center and eleven students in the outer circle. Using an altered version of the group observer, a Johnson and Johnson cooperative learning strategy, each person on the outside was

paired up with one person in the middle. Outside observers filled out half sheets of paper, keeping tally marks for the following social and academic behaviors: asked a question, commented or answered, asked a follow-up question, offered support/encouragement, and directed group behavior or actions. On the bottom of the sheet, students gave feedback with a more thorough explanation: (1) Give one specific comment about how your partner succeeded in today’s discussion and (2) Give one constructive area to improve on for next time. As typical fishbowl etiquette dictates, those on the inside discussed and those on the outside silently observed.

In previous discussions of this nature, I supplied back-up questions on a PowerPoint slide in case the “fish” needed help keeping the discussion going. Inevitably, they always ended up falling back on my questions. Although I wasn’t taking part in the dialogue, my voice was still leading the content. This time, however, was different. Thanks to Burke’s question method, the discussion was completely theirs. Students moved quickly through their factual questions and spent the rest of the time debating and discussing their inductive and analytical queries. They flipped through their books to find quotes and backed up their opinions with thoughtful evidence and warrants. Students volleyed ideas back and forth, laughing and disagreeing in ways that didn’t happen when my questions directed the conversation.

Students asked a multitude of questions, including the following: “How are *Gatsby* and Tom similar?” “Revenge is an evil thing. Do you believe it was right for Wilson to go after *Gatsby*?” “Daisy says she loved both Tom and *Gatsby*. Is it possible to love more than one person?” “Why did Wilson shoot himself after he killed *Gatsby*?” “How has *Gatsby* changed since the beginning of the book?”

Observing and tallying the group as a whole, I couldn’t write fast enough! They were insightful, engaged, and passionate. They owned the material as they flipped through their books. I had margin fillers after all! I am willing to risk sounding cheesy by saying that this discussion was magical.

The last seven minutes of class were reserved for observer shout-outs. The observers addressed their partner by

————— From the Classroom *continued on page 11*

IATE Fall Conference 2010 *continued from page 6*

who has reinvented school in terms of the possibilities of 21st-century literacies on the other? The Saturday Tech Panel, led by Sheboygan Falls High School “Cyber English” teacher Dawn Hogue, will explore the opportunities—and *challenges*—of fitting tech-infused literacy paradigms and practices into the institutional, curricular, administrative, and societal structures that often constrain innovation as much as they support it.

Conference Hotel

We return to the Clock Tower Inn and Resort for the second year. As stated at its website, the Clock Tower features “newly renovated guest rooms with upgraded bedding packages, complimentary high speed internet and array of leisure or meeting amenities and attractions.” Please reserve a room for the conference at your earliest convenience by calling the Clock Tower Resort at (800) 358-7666. *Be sure to mention that you’re reserving a room for the conference.* Meeting our quota of room reservations helps cover the cost of the event.

NEW for IATE 2010! IATE’s Conference Website

There is still much more information to come on the fall conference. Stay tuned to www.iateconference.org for

information as it develops. Already you will find information on our featured sessions, the Clock Tower, and a conference schedule. The website will continue to evolve as more information becomes available. The site also features a forum for the Online Conference, which we hope will provide a venue for teachers across the state to discuss and collaborate in throughout the year.

CPDUs

Once again this year, teachers needing Continuing Professional Development Units can verify their conference attendance by collecting signatures on the CPDU signature form in their registration packets. IATE is an approved CPDU provider, and the fall conference is a great way to earn a number of units in just two days.

Register NOW!

Don’t make conference registration part of your *unfinished business*! Stay current in the best practices of our profession and stay connected to colleagues and leaders who will help you become the teacher you aspire to be. Please take a few minutes to fill out the registration form on page 15 of this newsletter and mail it today. A registration form is also available through the IATE website. □

Technology in the Classroom continued from page 8

the object of public scorn. Write a paragraph as if you are Chillingworth. Reveal your thoughts as you witness Hester’s ordeal before the citizens of this colony.

PERSONA #6: Pearl has grown up to be a beautiful and normal person. She has inherited the estate of Chillingworth and has married and moved to Europe. Assume the persona of Pearl as an adult. You have a daughter, perhaps about six years old. Your daughter asks you about your own mother and about your experience as a child. She wonders why she does not have a large extended family like others in your town. Explain your early days in Boston and your relationship with your mother to your inquiring daughter.

While my students and I found the *Turnitin* discussion board to be an engaging and useful tool, it is necessary to acknowledge that school districts may not be able to afford this program. The annual fee is based on the number of students

in the entire district, so it can vary from year to year. For example, for the 2009–10 school year, my district paid about \$9,000 based on a fixed price per school of around \$500 and then an additional cost per pupil. Thus, I am fortunate that our district (Lincoln-Way 210) supplies this technology.

Fortunately, other discussion boards are available, some at no cost. These include *Google* blogs; *TeacherWeb*, which I use for my class website; *Ning*, which Gary Anderson wrote about in the last *IATE Newsletter*, and so on, but I have found *Turnitin* to be quite satisfactory as a classroom technology tool, especially as it also offers tools for student drafts and revisions of writing assignments with highlighting options, grammar checks, etc.

It all depends on what technology your district offers. As I note above, I have found the applications available through *Turnitin* both informative and engaging. I was also happy to find that, in spite of mixed reviews among educators, *Turnitin* has some very positive pedagogical uses that are highly supportive of student learning. Give some of them a try, especially the discussion board. □

IATE OFFERS MANY WAYS TO STAY IN TOUCH

JOSEPH GEOCARIS

The challenge of any professional community spread over a large geographic area is to find ways to stay in contact and work together. This year, IATE has begun intensive efforts to build ways for members to stay networked with the organization and with each other:

- *The IATE Online Conference*: A link to the Online Conference on the IATE fall conference web page (www.iateconference.org), provides access to extensive information about the fall conference as it becomes available. The Online Conference also provides a space to continue professional collaborations throughout the year. The forum is hosted by *Google Groups*, so sign up is free and easy. Once you are a member, you will have access to the forum, your colleagues across the state, and all email updates from IATE.
- *Facebook*: Many of you are already members of this expansive social network, but we'd love to have even more of you become fans of IATE on *Facebook*. When you do, you'll receive updates on our activities, as well as helpful links and information of concern to English teachers in your news feed. Just search *Facebook* for Illinois Association of Teachers of English.
- *LinkedIn*: This network assists individuals in

developing professional networks. We have both a profile and a group here. Connecting with us on *LinkedIn* will put you in touch with members of both IATE and NCTE, as well as publishers, authors, and others. Search for Illinois Association of Teachers of English or IATE *LinkedIn*.

- *The English Companion Ning*: Jim Burke's English Companion Ning is a wonderful place to learn from colleagues across the nation. There is now a group for IATE members on this site as well. Share what you learn as you explore this expansive professional community. Search for "Illinois Association of Teachers of English" at englishcompanion.ning.com.
- *iateonline@gmail.com*: Have a question related to IATE, but don't know who to contact? Send your emails to our new email "alias," iateonline@gmail.com. Your email will then be forwarded to the appropriate person.

We hope these new efforts will provide members with new and powerful ways to stay in touch. We also hope they will allow IATE to serve you even better as they take shape and grow. In the meantime, if you have any questions or suggestions about staying in touch with IATE, send them to either iateonline@gmail.com or me at joegeocaris@gmail.com. □

From the Classroom continued from page 9

name and told them how they had succeeded. We only shared the positive out loud, and the result was an earnest, polite, and uplifting culmination to the day. The comments students shared included, "Great job listening and paying attention. You added on to people's comments and supported your answers," and "Your questions were good. Asking what Tom would do if Daisy and Gatsby actually got together started a good conversation."

As we finished *The Great Gatsby*, we discussed the various annotation strategies we had used throughout the year. Students commented how easy it was for them to discuss using their own questions and how, for the first time, they knew how they were going to use their annotations, so they didn't

see them as a waste of time.

As this year comes to a close, our class discussions and students' written work have become more meaningful and rich. I am positive that they are armed with purposeful annotation strategies. I have high hopes that in the years to come, they will find themselves filling up the margins of their texts with zeal and leading conversations with meaningful questions.

Works Cited

- Burke, Jim. *What's the Big Idea? Question-Driven Units to Motivate Reading, Writing, and Thinking*. Portsmouth: Heinemann, 2010. Print. □

NEW DISTRICT LEADER COORDINATOR

PETER D. PETTORINI

The IATE Executive Board has named me to follow in the footsteps of outgoing coordinator Sandra Flannigan, and I have identified a number of immediate goals, as follows:

- revise and make current the District Leader Handbook
- establish open communication with all district leaders
- identify and provide for the needs of each district
- provide support and resources for district leaders
- hold productive district leader meetings

Even during the coordinator transition, district leaders have been busy providing professional development, fostering increased communication with IATE, and acting as overall resources for the teachers in their districts. The following are highlights from a few of our districts:

Central District: Michelle Ryan and Jennifer Goulin

As coleaders, Michelle and Jennifer coordinated the IATE and Illinois State Writing Project Annual Day of Renewal Conference. The focus of the conference was “Issues in Writing,” ranging from grammar usage to visual literacy. The presenters, Jill Uhlman, Nicole Mackinson, Jennifer Smith, Sarah Johnson, Tisha Ortega, and Richard Martin, made this conference a success. Thank you to all presenters, and Michelle and Jennifer, for making this Day of Renewal a triumphant one.

Eastern District: Donna Binns and Robin Murray

Coleaders for the Eastern District are sponsoring two conferences this year. The English Studies Student Conference, at Eastern Illinois University (EIU), focused on undergraduate and graduate presentations in pedagogical workshops and language arts sessions. The forthcoming Back to School Conference, September 18 at EIU, will foreground teaching demonstrations and professional development workshops across the curriculum and grade levels. Thank you Donna and Robin for such positive activity.

North Lakes District: Joe Geocaris and Carrie Thomas

The North Lakes District has established a districtwide email distribution list and a quarterly book club meeting. Additionally, Joe has established a district website, www.iatenorthlakes.org,

to foster increased communication among district members and plan professional development opportunities. Joe and Carrie are also considering another conference about film supplements for literature taking place in the summer. Joe has also created a *Google* Group, IATE Council, as a hub for us to post reports, collaborate, and gain information. Thank you both for your continued effort.

Rock River District: Joelle Sexton

Joelle, a recent district leader appointee, worked under the tutelage of Thomas McCann and sponsored the Critical Thinking in the English Classroom workshop at Northern Illinois University. The sessions were specifically planned to assist and encourage engagement with all students and collaboration with colleagues. Thank you Joelle for taking the ball and running with it.

South Central District: Vicky Sue Gilpin

Vicky has identified several issues within her district and has created an immediate action plan centering on information, communication, and the development of a South Central District activity/workshop. Thanks Vicky.

Western Suburban District: Peter D. Pettorini and Jeff Kargol

The Western Suburban District has taken a grass roots approach to professional development. Professional Learning Community meetings within and among the schools have yielded effective pedagogy, methodology best practices, and an open forum to raise and resolve classroom and school concerns. Thank you Peter and Jeff.

Three-District Collaboration

The North Lakes District, with help from the Northwest Suburban and Western Suburban Districts, hosted a “Writing and Revision” conference at Conant High School on April 17. The four-hour conference offered participants CPDUs and a plethora of writing ideas.

Tony Romano and Gary Anderson opened the conference with their featured presentation “Creatively Bridging Nonfiction Reading and Writing to Make Learning

— *New District Leader Coordinator continued on page 13*

New District Leader Coordinator continued from page 10

Concrete.” Energized by their interactive message, participants headed off to their first of three sessions. Attendees chose from “Life Is Revision or How I Learned to Quit Wor-rying and Just Get on with It” with Timothy Duggan, “Imita-tion and Revision” with Elizabeth Ahlgrim, or “Writing for a Reason” with Carrie Thomas and Heather Culhane. Session two included “The Craft of Novel Writing” with Marilyn Brant, as well as “Learning to Write Arguments: Reason, Elaboration, Debate, and Deliberation” with Thomas Mc-Cann. The day concluded with a final session where partici-pants chose between “Using Questions to Trigger Writing: The ‘Moe Approach’ in Action” with Mark Larson and Bob Boone and “Differentiated Writing Instruction” with Joseph Geocariss and Joseph Flanagan.

For more information, including session explanations, handouts, and pictures, visit the North Lakes District website at <https://sites.google.com/site/iatenorthlakes/home>.

In addition to providing professional development and networking opportunities for members in their districts, IATE district leaders have identified a number of “action points” for the coming months. These include:

- sending introductory emails to all current IATE

members

- surveying members to determine interest for district workshops/conferences
- generating contact lists for all schools in their districts
- soliciting proposals for the fall conference
- developing district *Facebook* pages
- disseminating conference information
- recruiting new IATE members

Finally, the IATE executive board and I look forward to finding leaders for the seven districts that lack them. If you would be interested in serving as a district leader or coleader for a “leaderless” district, please email me at peterpettorini@sbcglobal.com or contact any member of the IATE executive board. The following districts are in need of leaders:

- Black Hawk
- Marquette
- Mississippi Valley
- Northeastern
- Northwestern
- Peoria
- Wabash Valley ☐

IATE FALL CONFERENCE 2010 CALL FOR SESSION CHAIRS/RECORDERS

The 2010 IATE Conference Committee is looking for session chairs/recorders to help presenters by seating latecomers and distributing handouts. In addition, at the end of the session, chairs/recorders will sign or initial the Continuing Professional Development Unit (CPDU) Log for each person present.

Please consider serving as a chair/recorder at the 2010 IATE fall conference. To volunteer, please complete and mail this form on or before **October 1** to:

Angelo Bonadonna, IATE Program Chair
Saint Xavier University
3700 W. 103rd Street
Chicago, IL 60655

You may also email the information below to bonadonna@sxu.edu. Your help is greatly appreciated.

Name: _____

School: _____

Email: _____

I will chair/record *any* session on

___ Friday morning

___ Friday afternoon

___ Saturday morning

I will chair/record the following session(s) (please specify):

Michelle Ryan is the nominee for second vice president of IATE, 2010–11. The abbreviated curriculum vitae below is provided in support of that nomination. The election of the 2010–11 IATE Executive Council will be held at the general meeting during the 2010 annual conference in Rockford.

Michelle Ryan

(217) 737-5274 (home)

Email: mryan@lchs.k12.il.us

(217) 732-4131 (work)

Education

M.A., English—Illinois State University, May 2006

B.S., English Education—Illinois State University, May 1995

Experience

English Teacher, Lincoln Community High School—Lincoln, IL, June 1998 to Present

- Advanced Placement Literature and Composition, Accelerated English IV, English IV, English II, Applied English I, Algebra I
- Created and implemented freshmen writing portfolio requirement for incoming freshmen from six feeder school districts; district Word-of-the-Day Vocabulary Instruction; district Sustained Silent Reading Program
- Faculty consultant to the District Advisory Committee, Reading Comprehension Committee, Curriculum Enhancement Committee
- Coordinator of School Board Debate Night, a locally televised forum for school board member elections
- Faculty writer in legislative communication for Lincoln Community High School Education Association

Teacher, Central Elementary School—Lincoln, Illinois, 1996 to 1998

English Teacher, Glenwood Junior High School—Chatham, Illinois, 1995 to 1996

Chair/Co-Chair Central District, Illinois Association of Teachers of English—2004 to Present

Writer, Prestwick House, Incorporated—2001 to 2008

Reviewer, English Journal—2008 to Present

Publications and Presentations

- “Speech in the Regular English Classroom”—ISTA Fall Conference, East Peoria, Illinois, 2007.
- “More Than Worksheets and Diagramming: Exploring New Attitudes Towards Language and Writing”—District 27, Lincoln, Illinois, May 2007.
- “Writing to Work: Constructing the Cover Letter”—Day of Renewal, Illinois State University, Normal, Illinois, 2006.
- “Writing to Work: Constructing the Cover Letter”—IATE Fall Conference, Decatur, Illinois, 2006.
- “Facilitating Teacher/Parent/Student Interaction Through Edline”—District 404, Lincoln, Illinois, 2006.
- “Gaggle—Using Blackboards to Facilitate Student Dialogue”—District 404, Lincoln, Illinois, 2006.
- “Building Bridges: Using Habitat for Humanity to Bridge School and Community”—HISED, Illinois State University, 1995.
- 30+ literature teaching units, activity packs, advanced placement literature units, test preparation materials (reading and writing), and literary theory packets—Prestwick House, Inc., Delaware

Organizations

- National Council of Teachers of English
- Illinois Association of Teachers of English, Central District Leader

Honors

- Teacher of the Month, Logan County Board, January 2009
- Silver Apple Award, Region 13 Illinois Education Association, 2009

LATE CONFERENCE 2010

“Unfinished Business: How English Teachers Make the World Better or Process and Products, Moving Ahead in Tandem”

Illinois Association of Teachers of English

October 22–23, 2010

Clock Tower Resort and Conference Center, Rockford, Illinois

REGISTRATION FORM

DUE BY OCTOBER 1, 2010

Name _____		School _____	
School Address _____		City _____	
County _____	Zip _____	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

Make Checks Payable to IATE

Please Check Here If You Prefer Vegetarian Meals

STUDENT REGISTRATION ____ Friday & Saturday \$40.00 (includes Friday lunch and dinner; Saturday lunch) ____ Saturday ONLY (lunch included) \$20.00 ____ IATE Membership (new) FREE (Check here if not already a member) Amount Enclosed \$_____	FIRST YEAR TEACHER REGISTRATION ____ Friday & Saturday \$175.00 (includes Friday lunch and dinner; Saturday lunch) ____ Saturday ONLY (lunch included) \$75.00 ____ IATE Membership (new) FREE (Check here if not already a member) Amount Enclosed \$_____
IATE MEMBER REGISTRATION ____ Friday & Saturday \$200.00 (includes Friday lunch and dinner; Saturday lunch) ____ Saturday ONLY (lunch included) \$100.00 ____ IATE Membership Renewal \$_____ (Regular \$25.00, Patron \$30.00, Retired \$5.00) PLEASE ADD: ____ Donation to the 2010 Student Lunch Fund \$_____ Amount Enclosed \$_____	NON-MEMBER REGISTRATION ____ Friday & Saturday \$235.00 (includes Friday lunch and dinner; Saturday lunch) ____ Saturday ONLY (lunch included) \$135.00 Amount Enclosed \$_____

SEND THIS FORM AND CHECK TO: IATE, CAMPUS BOX 4240, ENGLISH, ISU, NORMAL, IL 61790-4240

Questions? Call (309) 438-3957

- There will be an **additional \$20.00 registration charge** for on-site registration. **Please, register now!**
- We are unable to refund registration after October 1, 2010. Prior to this date there will be a \$25.00 service charge for registration refunds.
- **Reserve your room** by calling the **Clock Tower Resort at 1 (800) 358-7666** on or before **October 1, 2010**. Be sure to **indicate that you are with the IATE conference** so you receive the conference rate—and so IATE save on conference costs.
- **Due to conference scheduling costs, IATE does not offer a Friday only registration option.**

IATE Fall Conference Schedule
October 22–23, 2010
Clock Tower Resort, Rockford, Illinois
“Unfinished Business: How English Teachers Make the World Better
or Process and Products, Moving Ahead in Tandem”

Thursday, October 21

6:00 p.m.–7:00 p.m.	IATE Executive Council Dinner
7:00 p.m.–9:00 p.m.	IATE Executive Council Meeting

Friday, October 22

7:30 a.m.–5:00 p.m.	Registration
8:00 a.m.–8:50 a.m.	Breakout Session A
9:00 a.m.–10:00 a.m.	Plenary Session I: Featured Speaker Carol Jago; Business Meeting
10:00 a.m.–10:30 a.m.	Book Exhibit Visitation
10:30 a.m.–11:20 a.m.	Breakout Session B
11:30 a.m.–12:30 p.m.	Plenary Session II: Lunch, Author of the Year Tony Romano, and Honorary Awards
12:30 p.m.–1:00 p.m.	Book Exhibit Visitation
1:00 p.m.–2:00 p.m.	Plenary Session III: Featured Speaker Todd Strasser
2:00 p.m.–2:30 p.m.	Book Exhibit Visitation
2:30 p.m.–3:50 p.m.	Workshop Session I
2:30 p.m.–3:50 p.m.	“Let’s Talk” Session: Larry Johannessen New Teacher Forum
2:30 p.m.–3:50 p.m.	“Let’s Talk” Session: Administrator Panel
4:00 p.m.–4:50 p.m.	Breakout Session C
5:00 p.m.–5:50 p.m.	Breakout Session D
6:00 p.m.–6:30 p.m.	Social Hour (cut to 30 minutes, in deference to the unfinished business)
6:30 p.m.–8:30 p.m.	Plenary Session IV: Annual Banquet and After-Dinner Talk by Kent Williamson
8:45 p.m.–?	President’s Reception

Saturday, October 23

8:00 a.m.–10:00 a.m.	Registration
8:20 a.m.–9:50 a.m.	Workshop Session II
9:00 a.m.–9:50 a.m.	Breakout Session E
10:00 a.m.–10:50 a.m.	Plenary Session V: Technology Panel with Dawn Hogue
11:00 a.m.–11:50 a.m.	Breakout Session F
12:00 p.m.–1:30 p.m.	President’s Lunch and Conference Closing Event
1:30 p.m.–3:00 p.m.	Executive Council Meeting

IATE FALL CONFERENCE PROGRAM

“Unfinished Business: How English Teachers Make the World Better or Process and Products, Moving Ahead in Tandem”

FRIDAY, OCTOBER 22

8:00 a.m.–8:50 a.m. Breakout Session A

A1 Byung-In Seo, Chicago State University
Working in Tandem

Awareness of audience is important in all writing; at the secondary level, the literacy teacher is the key to linking reading and writing skills with content areas, like mathematics. This presentation will explain how the presenter worked with seventh-grade English teachers to understand how students perceived their audience when writing about mathematics. The presenter will also give suggestions on how literacy teachers can help improve writing abilities, so students can move ahead, in tandem, in English and mathematics classes.

A2 Kathleen Harsy, Riverside Brookfield HS
Let's Make Walt Whitman and Arne Duncan Proud! Engaging Students in the World Through the Study of the Purpose and Place within Literary Texts

One idea that Walt Whitman explores within his poem “Crossing Brooklyn Ferry” is the need to find purpose in the place and time we live: “What is it, then between us? ... Whatever it is, it avails not—distance avails not, and place avails not...” Although the sole purpose of educators is not to teach to the test, certainly “the test” has found a place within classrooms. This session will cover lesson plans that push student intellectual progress in the areas of literacy and align with standardized testing expectations. Specifically, multiple texts that spotlight geographical place and purpose will be examined.

A3 Martha Keller, Adlai E. Stevenson HS
Great Texts on Trial

Give your students the opportunity to put literary characters on trial. The presenter, a former attorney, can help participants learn how class trials play to students’ personal strengths. Participants will receive a trial unit plan for *Fahrenheit 451* and strategies for applying the trial structure to a variety of texts.

A4 Jeanne Muzzillo, Bradley University
Language in Tandem: ELA Teachers in Training and Community Outreach Programs

This presenter will share methods and findings from the Introduction to English Education class at Bradley University, which worked collaboratively with youth outreach programs in Peoria. Sophomore teachers-in-training learned about assessing individual student skills, code switching, and contrastive analysis while participating high school students learn to be linguists themselves in these tutoring engagements.

A5 Alex Fireman, Northern Illinois University
Patti Dalton, Northern Illinois University
Teaching Writing as a Critical and Creative Thinking Process

In this session, the presenters will demonstrate how to involve students in thinking and writing processes that will serve them in writing elaborated compositions and will prepare them for timed tests. The sample lesson plans illustrate a visual-inspired approach to teaching students to write fiction narratives and logical arguments.

A6 Elizabeth Schurman, Olivet Nazarene University
Service-Learning: A Junior High School and University Collaboration

In a time of inquiry-based learning and standardized assessments, what role can and should service-learning play in high school and university classrooms? Come and find out what research says about best practices when implementing service-learning projects into the classroom and hear how one project affected students and those they worked with when a university reading class paired with a local junior high school.

**9:00 a.m.–10:00 a.m. Plenary Session I
Featured Speaker and Annual Business Meeting**

Carol Jago, NCTE president, will present her talk, “What’s Going On? When Students Read and Write for Their Lives.”

10:00 a.m.–10:30 a.m. Book Exhibit Visitation

Qualify for door prizes by visiting our book exhibits during

this and other breaks. Drawings will be held at a variety of conference functions; you must be present to win!

10:30 a.m.–11:20 a.m. Breakout Session B

B1 Derrick Smith, Carl Sandburg HS
Improving Adolescent Writing Achievement: Integrating Writing Research into Writing Instruction

Several recent, significant studies analyzing adolescent writing achievement highlight influential instructional techniques for improving students' writing achievement. This presentation will synthesize current writing research and discuss applications to current writing curricula and instruction. It will also include specific discussion of research evidence, recommendations and strategies from research studies, and opportunities for participants to discuss how this research relates to writing teachers.

B2 Gary Anderson, William Fremd HS
Tony Romano, William Fremd HS
Zapping Apathy: Creating a Sense of Community in English Classes

"This is boring!" Anyone who hasn't heard that line has probably never been a high school English teacher! We love writing and literature, so why do our students not love them too? Attend this session to find out about research on engaging students and strategies guaranteed to zap the apathy in any English class.

B3 Carly Wells, Adlai E. Stevenson HS
David Brian Stuart, Improv Playhouse
Making English Interactive Through Improv

This presentation, put together through a collaboration between teachers at Adlai E. Stevenson High School and Improv Playhouse, will show attendees how improvisation-based activities can motivate struggling learners, reinforce the curriculum, and inspire new teaching ideas. The presenters will discuss classroom applications and involve participants in active demonstrations of these valuable improv strategies.

B4 Kristin Dragos, Western Illinois University
Gianna Valentine, Western Illinois University
Literacy for the 21st Century: Motivating Students to Read
This presentation will focus on ways to encourage students to read by utilizing online literature circles and reading groups. Many online sites allow users to share content, reviews, recommendations, and PDF files with group members. Online programs that may be discussed include books.livingsocial.

com, Google Docs, and others.

B5 Colleen Hiles, Glenbard South High School
Dorothy Mikuska, ePen&Inc

Plagiarism-Free Research Papers

Disengaged learning, poor reading strategies, disorganization, inaccurate documentation—educational causes of plagiarism—should determine the solutions that technology can provide. Available software collects data, creates bibliographies, and detects plagiarism. The focus of this presentation will be on database research management software for note taking, source attribution, and synthesis necessary for ethical, rigorous research papers.

B6 Emily Hayes, Carbondale Community HS
Danny Wilson, Carbondale Community HS

Remembering with Mark Twain

These presenters will cover how their students use excerpts from Twain's major works as a jumping-off point to explore their own lives as material for creative writing and how they workshop, revise, and edit their writing to create a portfolio of their best pieces, which display personal, reflective responses to the work of one of America's greatest writers.

11:30 a.m.–12:30 p.m. Plenary Session II Illinois Author of the Year and Honorary Awards Luncheon

Join us in honoring Tony Romano, a high school teacher and the 2010 IATE Illinois Author of the Year.

12:30 p.m.–1:00 p.m. Book Exhibit Visitation

1:00 p.m.–2:00 p.m. Plenary Session III Featured Speaker

Award-winning young adult fiction writer Todd Strasser will deliver the Friday afternoon address, "Help! I'm Trapped in Todd Strasser's Body."

2:00 p.m.–2:30 p.m. Book Exhibit Visitation

2:30 p.m.–3:50 p.m. Workshop Session I

W1 Robert Boone, Glencoe Study Center
Mark Larson, Highland Park HS

Creating a Classroom Event: Using Student Performance to Appreciate Setting

"Maycomb was a tired old town...when I first knew it." Students will enjoy a book more if they understand its world, especially if that world bears a connection to their own. Learn

how to help your students make pre-reading connections by guiding their creative energy into an engaging classroom performance.

2:30 p.m.–3:50 p.m. Let's Talk Sessions

LT1 Dianne Chambers, Elmhurst College
Thomas McCann, Northern Illinois University

The Larry Johannessen New Teacher Forum

Thomas McCann, associate professor at Northern Illinois University, and Dianne Chambers, coordinator of English education at Elmhurst College, will facilitate this open discussion, during which participants can 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.

LT2 Stephanie Palmer, Hinsdale Central HS
Susan Carley, Buffalo Grove HS
Brian Conant, University HS
Michelle Beck, Effingham HS

Administrator Panel

This session will provide time for English teachers to talk about current initiatives and policies happening at the state and federal levels with administrators who have knowledge of them.

4:00 p.m.–4:50 p.m. Breakout Session C

C1 Norman Boyer, Saint Xavier University
Angelo Bonadonna, Saint Xavier University
Roni Nicole Facen, Saint Xavier University
Alca Usan, Saint Xavier University

Filling the Nooks and Crannies: Some Ways to Included Creative Writing (and Technology) in a Tight Class Schedule

How can you fit creative writing into an already tight class schedule? The presenters will share with you some ideas and activities (many also utilizing computers) that can give your classes creative breaks from normal classroom routines.

Special Linked Sessions:

“Nonfiction: Writing to Please and to Get Things Done”

Session C2 (below) is part of a three-session package containing the following:

- *Writers Who Teach, Teachers Who Write*, Elizabeth Kahn and Peter Pero (Session C2)

- *Creative Nonfiction: the Memoir*
Marilyn Hollman and Molly Moynahan
(Session E3)
 - *Reading the Narrative of Student Performance: Finding Meaningful Data in the English Classroom*
Scott Eggerding and Katherine Smith (Session F2)
-

C2 Elizabeth Kahn, James B. Conant HS
Peter N. Pero, Juarez Community Academy HS
Writers Who Teach, Teachers Who Write

These two secondary teachers find time to write for publication. One writes history with a sociological bent. The other writes for literacy professionals. Both collaborate with others such as photographers, graphic artists, and writers. Both meet with regular students every day. They will talk about how teachers who write find their ways.

C3 Andrea Cobbett, Community HS, District 94
Patricia Santella, Elk Grove HS
Seven Habits of Highly Effective English Teachers: Practical Strategies for Building Successful Relationships with Students and Colleagues

Building off of Stephen R. Covey's *Seven Habits of Highly Effective People*, the presenters have developed reading, writing, and critical thinking strategies designed to actively engage students in issues relevant to their lives around texts from Achebe, Shakespeare, Steinbeck, and others, and strategies to encourage colleagues to take action and make changes within their classrooms and schools.

C4 Blair Covino, Community HS, District 94
Chris Covino, Community HS, District 94
Vocabulary Immersion in the Classroom and Beyond

This presentation is intended for those teachers who struggle to communicate the importance of vocabulary to their students. The presenters, a literacy coach and a language arts division head, will discuss strategies for implementing vocabulary instruction at the classroom level as well as part of large school initiatives. Attendees will walk away with tips and tricks for blending vocabulary acquisition into the everyday practices of the classroom teacher.

C5 Shaunte Brewer, University HS
Teaching the Big 'R'

This presentation will serve as an overview of the teaching of rhetoric throughout the years in high school. The presenter will

seek to diffuse the apprehension teachers feel about teaching rhetoric, as well as provide resources that are ready-made to include in other classrooms.

C6 Nancy Sack, Schaumburg HS

Putting the Passion into Poetry: Teaching and Writing Poetry

This session will explore poetic activities and lessons, as well as student poems and the presenter's own poem, to foster an appreciation of poetry in conjunction with life's everyday experiences. Whether it be a chance encounter in a crowded high school cafeteria or the deafening disappointment of the sound of the buzzer signifying the loss of the game, this seminar will explore real-life experiences and how poetry can be a wonderful venue to express the writer's genuine voice and concerns.

C7 Bryan Dunn, Carbondale Community High School
Cheryl Staley, Carbondale Community High School
Resurrecting the Bard

Want help infusing new life into your Shakespeare units? Classroom-tested, student-approved activities that can be adapted to any of the plays will be presented. These activities use music, art, and media to engage 21st-century students in an exploration of Shakespeare's language. Workshop participants will not only receive lesson plans for each of the activities but will also be given the opportunity to write and to perform during the session.

5:00 p.m.–5:50 p.m. Breakout Session D

D1 Lorie Rude, Western Illinois University
Sara Ryan, Western Illinois University

A Flair for the Dramatic: Incorporating Drama in the English Classroom

This active presentation will concentrate on specific drama activities to enhance the English classroom. The presenters will focus on drama as a process by utilizing Shaun Tan's picture book *The Arrival* to demonstrate the theme of "longing and belonging" through drama activities suggested by author and Drama Specialist Patrice Baldwin.

D2 Jennifer Murphy, Metamora Township HS
Making Book Clubs Click for Struggling Adolescent Readers: Blending Technology and Tradition in Secondary Literature Circles

Learn how one high school teacher combines traditional literature circles with web 2.0 communication tools to ignite

struggling readers' motivation for reading. In-class literature circles are infused with online student interaction and a real life "book club" experience. Ideas and examples for using these tools and techniques will be presented.

D3 Kelly Luka, St. Benedict School
Locomotion—Not the Song, Poetry

English teachers are often unsure if poetry should be taught as a unit in and of itself or incorporated into everyday language arts activities. *Locomotion* by Jacqueline Woodson is a book in verse that is worthy of teaching...as long as it can be related to the students' lives.

D4 Donna Blackall, Rebecca Caudill Young Reader's
Book Award Committee
Deborah Will, Zion-Benton Township HS

What's New in Young Adult Literature

Want to get your students excited about books? Want to hear about recently published works that engage your middle school and high school readers? This is the session for you! Titles from the newly announced 2011 Rebecca Caudill Young Readers' Book Award and Abraham Lincoln Illinois High School Book Award lists will be presented. You will also find out how to participate in these awards to get your students involved!

D5 Heather Culhane, Warren Township HS
Carrie Thomas, Warren Township HS

Bringing A Long Way Gone a Little Closer to Home

In this session, the presenters will share a versatile and comprehensive unit targeted at the popular memoir, *A Long Way Gone*, but with widely applicable strategies. They will cover a critical examination of contemporary rap music, a mini-unit on folktales around the world, great reading and writing strategies, and an extensive real-life writing unit leading students through research of a contemporary humanitarian crisis, business letter writing, and more.

D6 Melissa Tedesco, O'Fallon Township HS
Emily Morrison, O'Fallon Township HS
You Can Do for Reading What Glee Did for Singing: Starting a Book Club at Your School or in Your Class

In this session, different ideas will be presented to get the "reading is fun" buzz going around your school by assigning technologically interactive projects such as creating a "Glog" that can be displayed online and in print, starting a book club at your school, and using a book club as an assignment in your class.

6:00–6:30 Social Hour**6:30 p.m.–8:30 p.m. Plenary Session: Annual Banquet and Featured Speaker**

NCTE Executive Director Kent Williamson will engage elements of “unfinished business” as diverse as the Elementary and Secondary Education Act, currently up for reauthorization; the school funding crisis, which has widespread implications for our membership; and the growing realization that our country needs to make a sustained investment in teachers and teaching.

8:45–? President’s Reception**SATURDAY, OCTOBER 23****8:20 a.m.–9:50 a.m. Workshop Session II**

W2 Thomas McCann, Northern Illinois University
Elizabeth Kahn, James B. Conant HS
Joseph Flanagan, Adlai E. Stevenson HS

Writing as a Social Activity: Lessons that Prompt Inquiry and Engage Learners

In this activity-based session, the panelists will share the principles of a “structured process” pedagogy, one that provides explicit instruction through activities designed to engage students and guide their inquiry and composing. The sample activities model how learning to compose can take advantage of social networking technologies.

W3 Rich Clark, Buffalo Grove HS
The J.O.T.© (Jumping Off the Text) Essay Approach: A New Kind of Essay for a New Kind of Student

Push students to be provocative thinkers—students of the world. Give them metacognitive tools to formulate fresh, original arguments. Teach them sophisticated writers’ tricks from mentor texts. Have students make connections across multiple texts (print and nonprint) and time periods. Most of all, provide your students an alternative to the five-paragraph essay.

9:00 a.m.–9:50 a.m. Breakout Session E

E1 Pamela Pleviak, Grayslake Central HS
Building a Better Booktalk

Inject energy into your booktalks using web 2.0 technologies to share books with students. Animoto, a free program for educators, combines images, video, text, and music to create

engaging book trailers. Using current young adult literature, this session will show teachers how to blend technology and talk to pique student interest.

E2 Katherine Schutte, Moline Senior HS
Blogging as a Way to “Situate” Students in 21st-Century Classrooms

Blogging across the curriculum is a way for students to feel more “situated” in their classes. Blogging is one method of writing-to-learn that places students in a relevant and authentic composition situation: students’ voices are relevant, audience authentic, and medium familiar. This constructivist approach decenters authority, creating collaborative writing opportunities.

E3 Marilyn Hollman, Chicago Area Writing Project
Molly Moynahan, Novelist

Creative Nonfiction: the Memoir

Memoirs take many modes from epistle, to narrative, to film, to essay. Ms. Hollman will discuss John Edgar Wideman’s *Brothers and Keepers* as a superb memoir to read with students. Ms. Moynahan is finishing a memoir after three novels, one of which, *Stone Garden*, she has taught in urban and suburban high schools.

E4 Katie MacLennan, Moline Senior HS
Integrating Ethics Education into the Writing Classroom

Integrating ethics education into a composition class improves critical thinking! Placing emphasis on personal values inventories and ethical awareness during research and problem-solving situations, while monitoring students through reflective writing assignments, is key. Through the introduction of focused ethical reasoning, students improve critical thinking and write with deeper and more meaningful investment.

E5 Therese Harrold, Naperville North HS
Read...Write...Speak...Do! Action Plans—Process and Product

Action plans for heightening awareness of issues and/or promoting societal change can grow naturally from students’ interactions with literary works such as *To Kill a Mockingbird* and *The Glass Castle*. This session presents a concrete strategy for generating, researching, and processing such plans. Examples of the student work that resulted from this written and speech communication curriculum will also be provided.

E6 Brian Thelen, Hinsdale South HS
Advancing Placement: Bridging the Gap between Regular

and AP English Classes

While the national dialogue about equity and access in Advanced Placement curricula grows louder, the most recent data suggest a lingering disparity between the success rates of students in various demographic categories. Part of Hinsdale South's response to this challenge has been to develop a summer bridge program to support rising juniors in their attempts to transition from a standard English curriculum to Advanced Placement English Language and Composition. This session will outline the structure of the school's program and chronicle the successes and failures we observed during our first summer of implementation.

E7 Lauren Freeman, Homewood-Flossmoor
Community HS

Avenues for Infusing Literacy across the Content Areas

The Alliance for Excellent Education reports that one in four high school students are not able to independently read and comprehend the information in their textbooks. According to the American Institutes for Research, 87% of American adults are incapable of performing complex literacy tasks. This session identifies approaches the presenter's school has implemented to address and reverse such trends. The school has incorporated research-based best practices to assist students in becoming better readers, writers, and thinkers in all content areas. In this interactive session, participants will find out how the school promotes school-wide literacy, learn about its extensive reading course offerings, and discover ways of taking students through the reading process for more effective learning across the curriculum.

10:00 a.m.–10:50 a.m. Plenary Session V

Technology Panel

The Tech Panel, led by Sheboygan Falls High School Cyber English Teacher Dawn Hogue, will explore the opportunities—and challenges—of “fitting” tech-infused literacy paradigms and practices into the institutional, curricular, administrative, and societal structures that often constrain innovation as much as they support it.

11:00 a.m.–11:50 a.m. Breakout Session F

F1 Christopher Thomas, Lyons Township HS
Bill Allan, Lyons Township HS

Lights, Camera, Action: Using Flip Video Cameras in Your Classroom

Your students probably already know how to use cameras to

record, edit, and upload videos to the web, so why not harness that knowledge into something useful for your classroom? Join the panelists as they go over the operation of the cameras, some simple ways to edit video, and leads on where you can purchase the cameras at a lower cost. Plus, you will leave with some assignment ideas and a how-to video you can take home.

F2 Scott Eggerding, Lyons Township HS
Katherine Smith, Lyons Township HS

Reading the Narrative of Student Performance: Finding Meaningful Data in the English Classroom

Standards and test preparation have given data a bad name that lacks narrative arc, back-story, or dénouement. A broader definition of data that includes space for surveys, rubrics, demographics, personal histories, and support systems gives the classroom teacher powerful information that can link student needs to the story behind the score. Participants will learn how to ask the right questions to get the information to make a difference in the classroom and in the social/emotional lives of students.

F3 Vicky Gilpin, Millikin University
Professional Development and Overcoming Compassion Fatigue

Teachers often become exhausted by the many mounting demands of their jobs. English teachers bear the brunt of papers to grade, pressure for student success in standardized tests, and increased responsibilities that districts cannot fit under other formats. This session uses information from the study, “Rural Educators and Leaders: Compassion Fatigue as a ‘Way of Life,’” responses to the article, “Professional Development: How to Reset Your Attitudinal Dial,” and perspectives about Illinois's Gifted Education Seminar and other professional development activities to discuss the English teacher's specific situation and perspective, as well as provide ways teachers can fight symptoms of compassion fatigue.

F4 Stefanie Andujar, Winston Campus Jr. HS
Sean Hackney, Joliet West High School
Kimberly Kotty, Fenwick HS

Bridging the Gaps in Teacher Training: Pragmatists Meet Theorists

We are all trained to teach literature—but then expected to teach writing. Three teachers describe how they are bringing a deepened understanding of teaching writing to their diverse middle and high school classrooms through graduate study. These three will share practical writing assignments

and curricular initiatives that blend creativity with current writing theories.

F5 Betsy Geiselman, Carbondale Community HS
It's All Greek to Me! Morphology Processes and Products for Improving Vocabulary Acquisition

Tired of telling your students to use context to figure out the meaning of a word? Stuck in a rut using lists of vocabulary words? Come to this workshop and learn how to incorporate morphology to enliven your vocabulary instruction, engage learners, improve comprehension, and see gains in vocabulary knowledge using strategies from *Vocabulary Their Way*.

F6 Erik Borne, Willowbrook HS
Leslie Allenspach, Willowbrook HS
Literature Circles: Why Reinvent the Wheel?

This presentation showcases an effective unit, balancing

student ownership, independence, and collaboration with emphasis on reading, writing, and researching skills. Stations that allow for silent reading, book chatting, responding in writing, and student-teacher conferencing drive a unit that culminates in researching a social issue and creates a more student-centered, skill-based experience.

F7 John Deery
Idle Space to Reading Displays: How Book Walls Get Your Students Reading

In the visual world that engrosses our students, it can be difficult to get students to read anything not on a screen. The “book wall” is an easily incorporated technique that appeals to visual and academic stimuli. This session provides the background, resources, and tools to start a book wall and get your students reading!

1:30 p.m.–3:00 p.m. Executive Board Meeting

Your First Year of Membership is FREE! Attention: All Illinois English/Language Arts Teachers

IATE offers a free, one-year membership to any teacher who has not previously been a member of the organization. IATE membership entitles you to three issues of the *Illinois English Bulletin* and two issues of the *IATE Newsletter* as well as membership in your local district and access to the latest IATE and district information via email. IATE members are also eligible to submit student writing to the Best Illinois Student Poetry and Prose contest each year. Stay current with trends in our profession and gather tips for surviving and thriving in the classroom. Join today!

Please fill out the information below and return it to: IATE, Department of English, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 or send an email with the same information to Janice Neuleib, IATE executive secretary at jneuleib@ilstu.edu.

Name: _____ Grade levels taught: _____

School: _____

School street address: _____

City: _____ Zip: _____ County: _____

Home street address: _____

City: _____ Zip: _____

Home phone: _____ E-mail: _____

Mailing preference (please circle one): School Home

Announcements

TEACHER-RESEARCHERS: APPLY FOR AN IATE PAUL JACOBS RESEARCH AWARD

The IATE Research Committee is currently accepting applications for Paul Jacobs Research Awards. Members of IATE considering any 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.

Here is the process for applying for a grant:

1. Write a brief proposal that 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 (U.S. mail and email) 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. The reviewers will need to see at least a distinct and substantive research question. The language of the question should not be so esoteric as to seem a mystery to the committee members who review proposals.
 - 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. Here are some examples of appropriate costs: to duplicate instructional materials, to pay raters to score papers, to pay fees for data

processing. Here are some questionable expenses: travel costs, purchase of instructional materials that a school normally funds, equipment, or incentives for participants in the study. The research grant is modest and should be used to support the essential costs of a study.

- 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, Department of English, Campus Box 4240, Illinois State University, Normal, Illinois 61790-4240.

Applications for awards to be reviewed at the fall Executive Committee Meeting must arrive at IATE headquarters at Illinois State University no later than October 1, 2010. 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 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 preservice 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 at mrfrieb@ilstu.edu. Tell Martha how many students you have in your methods class(es), and she will send you a box of materials. Kits include:

- IATE membership forms (preservice 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

website

- A free IATE tote bag

These materials will introduce students 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.

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 2010 scholarship should be mailed to Janice Neuleib, IATE Executive Secretary, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 before September 15, 2010. 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 Scholarship 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, the Minority Scholarship Committee will judge the applications, issue an invitation to the winner to attend the fall conference (October 2010), 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 2010 conference, luncheon and banquet tickets, and paid 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 that 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.*

WESTERN ILLINOIS TO HOST SPRING CONFERENCE IN APRIL, 2011

Western Illinois University's (WIU) student chapter of NCTE will host its third annual spring conference on the WIU campus in Macomb, on Saturday, April 9, 2011. Presentations will be made by area teachers and by professors, English education students, and student teachers from WIU. Registration information for presenters and attendees will be available this fall. For more information, contact Penny Rigg at PA-Rigg@wiu.edu.

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* 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 Janice Neuleib at jneuleib@ilstu.edu.

PUBLISH YOUR WORK IN THE *IATE NEWSLETTER*

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 2011 *Newsletter* is **November 15, 2010**. Please send inquiries or submissions via e-mail to Claire Lamonica at cclamon@ilstu.edu.

IATE Membership Renewal Form

Name: _____

School: _____

Level of Instruction: ELEM__ JRH__ HS__ COL__

School Address: _____

City: _____ ZIP: _____ County: _____

IATE District: _____

Home Address: _____

City: _____ ZIP: _____

Home Phone Number: _____ E-mail: _____

Mailing Preference: School _____ Home _____

Membership type: First-Year Teacher / First-Year Member__ Student__ Regular__ Patron__ Retired__

Free: First-Year Teacher / First-Year Member / Student

IATE Yearly Membership Dues (please circle one):

\$25 Regular \$30 Patron \$5 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



Photos courtesy of the Orlando/Orange County CVB, Inc.

Teachers and Students Together: Living Literate Lives

**National Council of Teachers of English
November 18-21, 2010 • Orlando, Florida**

Join thousands of K-12 classroom teachers, college faculty, administrators, and other educational professionals, as they gather to hear award-winning speakers, attend idea-packed sessions, share best practices, and test the latest teaching materials at the NCTE Annual Convention in Orlando!

REGISTRATION INFORMATION

Early Registration Rates (before 9/15/10)

- Member - \$210
- Nonmember - \$285
- Student member - \$90
- Student nonmember - \$100

ADDITIONAL INFORMATION

For more convention information, visit www.ncte.org/annual or contact NCTE Customer Service at **1-877-369-6283**.



iate

Illinois Association of Teachers of English

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

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