

## NEWSLETTER

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IATE NEWSLETTER

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#### ASSOCIATION INFORMATION

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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 1,000 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.

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#### PUBLICATION INFORMATION

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The *IATE Newsletter* and the *Illinois English Bulletin* are produced at the Publications Unit of Illinois State University's Department of English.

*Newsletter* Editor: Cris Embree

Publications Unit Director: Steve Halle

Production Director: Holms Troelstrup

Graduate Assistant: Hannah Kroonblawd

Please send all *Newsletter* correspondence to Cris Embree at [cechris@ilstu.edu](mailto:cechris@ilstu.edu) or at the following address:

Illinois State University, Campus Box 5150, Normal, IL 61790-5150

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#### SUBMISSION GUIDELINES

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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.

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#### IATE OFFICERS

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## EXECUTIVE SECRETARY'S MESSAGE

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JANICE NEULEIB



As I prepared to head off to Florida for the Advanced Placement English Language Reading, I thought back over the 30-plus years that I have been a Reader and table leader for the exam. I just finished revising a book chapter for a book on writing tests, and in the chapter, I discuss the ways that I have learned to

write and to teach writing. In the last *Newsletter*, I noted that the National Writing Project (NWP) did not receive their funding grant for the coming year. I find that fact so upsetting because I have learned so much of what I know about both writing and teaching writing from the NWP. The most important parts of good writing depend upon the connection between writer and reader and reader and writer.

So I am imagining you, dear reader, as I write this

greeting to all of you. I think of your semester beginning and the school year spreading out before you. I want to remind you that if you wanted to participate in a Writing Project, this past summer was the last with assured funding. Right now, I'm putting all my best hopes and energies into envisioning that the grantors in Washington will understand the value of writing and renew the NWP grant for future years.

Please remember to register for our fall IATE conference, "Educating the Whole Person." It will be a great opportunity to teach and learn with all your peers and friends as well as grow professionally. At NCTE I sat through a long business meeting in which folks discussed "professional development" versus "professional learning" as a motto. I was perplexed by the discussion, but I do know that you will both develop some new ideas and learn a lot about your peers' new ideas Friday and Saturday, October 19–20, 2018.

See you all at the fall conference.

Thanks for all your ongoing work! ✍

## FALL 2018 IATE CONFERENCE: OCTOBER 19–20

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CARRIE THOMAS

Registration is officially OPEN for the 2018 fall conference: <https://iateonline.org/product/2018-conference-registration/>

This year, we invite you to explore the ways you make space for your students as whole people and citizens of the world, learn and share techniques that clear the path for more meaningful collaboration with colleagues, and develop routines and habits that give you peace of mind or time for self-care.

Our keynote speakers include Jeff Zentner, best-selling author of *The Serpent King*; Brendan Kiely, author of *The Last True Love Story* and coauthor of *All American Boys*; Laurie Halse Anderson, renowned best-selling author of many

favorites including *Speak* and the *Chains* trilogy; Roz Varon, ABC News anchor and author of *On the Road with Roz*.

The weekend will feature a new author of the year dinner wherein you will have the opportunity to meet and chat with some of our keynote guests, our current author of the year, and many other authors in an intimate setting.

We will also be offering some restorative yoga and guided meditation sessions to start your day!

Join us for a weekend of inspiration Friday and Saturday, October 19 and 20, 2018, at the Chicago Marriott Northwest in Hoffman Estates. Book your room early, and ask for the IATE rate to get a great deal!

See you there! ✍

Join the Conversation!

Register to attend the 2018 IATE Fall Conference, visit

<https://iateonline.org/product/2018-conference-registration/>

## THE PUBLICATIONS UNIT PARTNERS PROGRAM: SEEKING PARTNERSHIPS WITH ILLINOIS TEACHERS

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STEVE HALLE

Back in 2004, I had been coaching high school football at my alma mater, Saint Viator High School, for three years while working a couple other, shall we say, less-than-desirable jobs that were paying the bills and keeping me underemployed. When the opportunity to join the staff of the high school's Scott R. Scanlan Center came my way, I eagerly accepted the position, which entailed teaching courses in study skills and learning strategies, facilitating a school-wide testing accommodations program, tutoring students during and after school in small group and one-on-one settings, and teaching a lone section of college English, which was meant to be the high

school version of a college first-year writing course. Getting to teach a writing course was, more or less, a bone the powers that be threw me, as they knew I had a keen interest in writing. Little did I know at the time, however, that a couple of my former teachers-cum-colleagues had hatched a scheme. There was interest, they told me, in having a stand-alone literary magazine for the high school (each year a few poems and stories were scattered throughout *Viatome*, the school's yearbook), and wouldn't I, with my interest in creative writing, be just the person to get it off the ground?

Fast forward fourteen years, and I'm now the director of the Publications Unit in the Department of English at Illinois State University, which provides professional editorial, design, typesetting, production, marketing, and distribution services for literary and scholarly books and journals—the *IATE Newsletter* and *Illinois English Bulletin* are but two of

the recurring projects we work on—all while providing a hands-on, applied learning experience for interns and graduate assistants from the department who are interested in publishing and editing. And I often think back on that publishing greenhorn from nearly a decade and a half ago who obviously

could not say no to a bevy of his former English teachers. What would I tell my past self? What hard-won lessons and insights from my professional publishing experience would I share to make his task of founding and sustaining a literary magazine more efficient and able to fit better into the already packed daily routine teachers face?

I can't go back, of course.

But I did have an idea. What if the Publications Unit had a community engagement and service learning initiative that partnered with schools in Central Illinois and throughout the state to support teachers who are already engaging their students in publishing and writing activity (and, by extension, the students driving these projects)? What if we did workshops and consultations in editing, graphic design and layout, and project management (among other things) for publishing for teachers and their students ... for free?

Thinking back to 2004 and the start of the *ROAR* literary magazine at Saint Viator, I'm sure I experienced what a lot of other new teachers experience. Namely, I knew of no existing resources for teachers who are expected (or "encouraged,"



*Chapbook assembly workshop at the Publications Unit*

Partners Program *continued on page 6*

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## More Ways to Connect with IATE

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## RE-BELIEVING PETER ELBOW: AN ENGLISH CLASS MEETS A LEGEND

RACHEL HATCH

Students of English often read the work of living authors, some of whom might be considered living legends. The students in the class Major Figures in the Teaching of Writing did more than read the work of a pioneer of teaching writing, they talked with the man himself.

Peter Elbow, who penned such volumes as *Writing Without Teachers*, agreed to take part in a series of video conferences with the graduate students in Professor Bob Broad's graduate class. "Not only did they read works by Peter Elbow, and criticism of Peter Elbow, the students were able to speak with him," said Broad, who immediately thought of his former mentor Elbow when developing the course.

From his home in Seattle, Washington, Elbow said, "For me, it is such a pleasure to see and read the students' reactions to my work. Talking with others always opens windows to new ideas, even on work I started in the 1970s."

Through his research, Elbow developed many of the practices of freewriting, editing, and revising which are now considered standard practice for teaching writing processes. Broad considered Elbow the perfect fit for his course, whose students were in-service, high school English teachers working on Post-Baccalaureate Certificates in the Teaching of Writing. The students met on Saturdays around their teaching schedules, and Elbow would Skype with them. "The video conferencing really gave the class that rich dimension—just

to see his smile, to hear his jokes and little comments," said Broad. "They could pose questions to him based on their own interests. It made the experience personal and also richer intellectually and in a scholarly way."

Student Clinton Soper found inspiration through the chats with Elbow. "Peter's dedication to the art of teaching writing was clear in his willingness to spend time and energy with our small group of teacher-students on a weekly basis," said Soper, an English teacher at Roanoke-Benson High School in Roanoke. "Peter is a gem, and I miss seeing his infectious smile up there on the screen."

Elbow admitted he chuckled at the idea of being called a "major figure" in teaching, even though his work has spearheaded many modern writing processes—from peer editing to group discussions. "I imagine many of the ideas have been absorbed into the field of writing and teaching writing," said Elbow, "but for me, it was just wonderful to hear all the different approaches to writing the students brought."



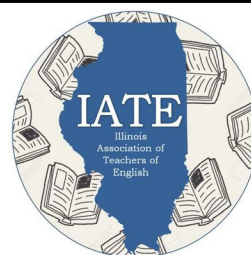
Peter Elbow

The capstone of Broad's course will be the dedication of an entire issue of the *Illinois English Bulletin*, IATE's journal for Illinois teachers of English, to Elbow's work. The issue will contain essays from the graduate students on the impact of Elbow's work, complete with a submission from Elbow himself.

Peter Elbow *continued on page 7*

For more info or to post comments,  
log on to the IATE website today:

<https://iateonline.org>





Partners Program *continued from page 4*

as I was, where we all know the encouragement includes an expectation to say “yes”) to work on cocurricular activities like literary magazines, yearbooks, and newspapers. I also know that the always changing curricular and certification requirements for pre-service teachers are packed and tend not to include managing a submissions process for a literary magazine or designing a literary journal template in Adobe InDesign. While serving as faculty advisor for *ROAR* from 2004 to 2008, I wish I had the publishing know-how to do more than a do-it-yourself pamphlet-style biannual that we managed to publish only because I was able to stay one step ahead of the dedicated groups of sonneteers and fan-fiction warriors who made the journal happen each semester. I felt like I owed more instruc-

tion than I could provide to students like Matt Martinez, who would often be working with me four or five hours after the period nine bell signaled the end of the school day. That’s where the Partners Program comes in.

Before establishing the Partners Program in 2015, I already had two solid, ongoing partnerships with local teachers: Suzie Hutton at Bloomington Junior High School, who has run a lunchtime Poetry Club for seventh graders for years, and Cassandra Graham, who is the advisor for the Creative

Writing Club at University High School in Normal, which also publishes *Brome and Beyond*, the school’s award-winning literary magazine. Establishing the Partners Program allowed me to build community engagement into the Publications Unit’s mission and get more ISU students involved.

We now have programs for graduate student creative writers to work weekly with Suzie and Cassandra as visiting poets and visiting creative writers, respectively. We have also begun to expand to new schools, as we have done journal design and layout InDesign workshops for the *Ricochet Review* at Von Steuben Metropolitan Science Center in Chicago, consulted with teachers at Chicago High School for the Arts, and done a STEAM-focused “Lunch and Learn” workshop on DIY bookmaking



*Publications Unit writing workshop*

at Normal Community High School’s library, among other activities. In short, we’re doing what we can to demystify the process of publishing and help teachers give students the kind of rich, sustainable experience they deserve—where they are not only having fun working on a curricular or cocurricular activity, but also building a bevy of in demand technical and professional skills on the sly.

Partners Program *continued on page 7*

## Call for Papers

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### 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](mailto: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 2019 *Newsletter* is **November 15, 2018**. Please send inquiries or submissions via e-mail to Cris Embree at [cechris@ilstu.edu](mailto:cechris@ilstu.edu). ✍

Partners Program *continued from page 6*

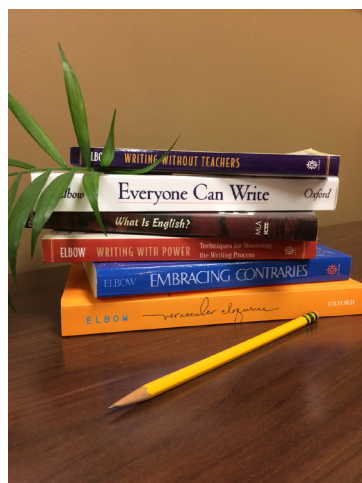
The great thing about the Partners Program is the flexibility it gives to teachers who seek partnerships—our relationships with partner teachers are always evolving and developing. We want to work with teachers and students to meet stated needs and goals, which can sometimes be handled by a 30-minute Skype session for a teacher to ask a question about how to place a graphic in InDesign or set the spine width of a book and sometimes needs a series of face-to-face workshops to establish a project workflow and navigate the selection process for a journal or create a journal template that will be sustainable and easy for

new student editors to use from year to year. Sometimes, as with Suzie at BJHS, it's a period of lunchtime writing workshops that extend to performance and spoken word workshops that extend to collaborating on a poetry chapbook that extend to a celebratory public reading at the end of the year.

In the end, though, it's up to you, dear teacher, to seek out the Publications Unit Partners Program and propose a new collaboration. Find out more about the Partners Program and propose a partnership at <https://english.illinoisstate.edu/pubunit/PartnerProgram>. ✍

Peter Elbow *continued from page 5*

Titled "Re-Believing Peter Elbow," the issue, like the graduate class, takes off from an appendix essay in Elbow's 1973 *Writing Without Teachers*, an essay Elbow calls, "The Doubting Game and the Believing Game: An Analysis of the Intellectual Enterprise."



*Summer 2018 Illinois English  
Bulletin cover image.  
Photo by Lisa Thetard*

"It is a special allusion to a very powerful idea that Peter Elbow introduced," said Broad. "Elbow argued that education, especially higher education, emphasizes the doubting game: You hear an idea and you critique it. You try to

find its weaknesses." But Broad was calling attention to how Elbow, while affirming the value of the doubting game, insisted on the importance of a matching game, namely, the believing game. "That's where you hear an idea that sounds doubtful or wrong, but you look for all the ways it might be fruitful or even true. In order to see the value of ideas that seem dubious or wrong, you must make a leap of faith and try to believe them, at least for now."

In his works, Elbow pushed for writers to employ both approaches. He noted that the positive is needed now more than ever. "People tend to think of positive reinforcement as 'wimpy' or 'mushy,' or not careful," Elbow said, "but it takes just as much discrimination and thought to give positive

comment. In fact, sometimes it's easier to say 'I disagree with this' than to find what is valid or useful in an idea that most people see as obviously wrong."

Soper plans to take the lessons from Elbow back to his classroom and said the lessons will also strengthen his relationship to his pupils. "My students are writing more than ever," said Soper, who noted he will implement daily freewriting, grading contracts, reader-based feedback workshops, and portfolio assessment, as well as a more open approach. "I'm increasingly striving to cultivate a collaborative, constructivist relationship with my students, rather than the potentially adversarial relationship that emerges when students simply see me as the 'grader.'"

Broad said he encourages students to employ both techniques when encountering any new idea or approach. "We need to exercise both the believing muscles, if you will, and the doubting muscles," said Broad, who speaks with a certain relief that teachers are gaining the chance to be reintroduced to Elbow. "I would say that our profession has been playing the doubting game with Peter's work for 30 years and that it is time to play the believing game and to see what value we can find."



*Professor Bob Broad*

*This article originally appeared in Illinois State University News. Find it here: <https://bit.ly/2NifXCv> ✍*

# iate

Illinois Association of Teachers of English

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Illinois State University  
Illinois Association of Teachers of English  
Campus Box 4240  
Normal, IL 61790-4240

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