



## Presentation Schedule

### **THEMATIC STRAND ONE: 21ST CENTURY LITERACIES AND ENGLISH TEACHER EDUCATION**

**Location: Room 006, Hammerschmidt Memorial Chapel (HC on [map](#))**

#### **Panel #1: Friday, June 19, 2009 at 2:00 p.m.**

##### **Towards a Multimodal Literacy Pedagogy: Teachers and Students Using Digital Composing as a Learning Tool**

- Suzanne Miller, University at Buffalo, NY, "Towards a Multimodal Literacy Pedagogy: Changing the Teaching/Teacher Education Landscape"
- Merridy Knips, University at Buffalo, NY, "Master of Design: An Urban Teacher as Adaptive Expert"
- Monica Blondell, University at Buffalo, NY, "A teacher's design of digital video in English classrooms: Student learning in an urban high school"
- James Cercone, University at Buffalo, NY, "Negotiating Teacher Growth: Adapting Digital Video Composing in an Urban Classroom"

#### **Roundtable #2: Friday, June 19, 2009 at 4:00 p.m.**

##### **Social practices that frame digital technologies and critical literacies**

Jamie Myers, Pennsylvania State University, University Park, PA

#### **Panel #3: Saturday, June 20, 2009 at 1:00 p.m.**

##### **Participatory Media and Web Identity in the 21st Century**

Carl A. Young, North Carolina State University, Raleigh

#### **Panel #4: Saturday, June 20, 2009 at 3:00 p.m.**

##### **Negotiating New Literacies and Traditional Pedagogies: English Teacher Candidates Working Toward Dialogic Instruction through Video-Based On-line Social Networking**

*Session Notes: This project expands on the growing use of video in teacher preparation programs in its longitudinal approach and by using Web 2.0 sites for sharing and peer response and reflection. We explain the difficulties and affordances of this approach for helping students to develop more dialogic methods of instruction.*

- Samantha Caughlan, Michigan State University, East Lansing, "Video-Based Response and Reflection"
- Kelly Merritt, Michigan State University, East Lansing, "Using on-line and other videotapes of teaching as a "course text" in methods courses"
- Mary Juzwik, Michigan State University, East Lansing, "Video-based response and revision: On-line conversations about dialogic instruction in a year-long English internship"
- Michael Sherry, Michigan State University, East Lansing, "Complicating Technologies in English Language Pedagogy"

**Panel #5: Saturday, June 20, 2009 at 4:00 p.m.**

**Digital Composing in/out of Classrooms: Teacher and Student Identity-Making Literacies**

*Session Notes: The researchers in this session have examined the meaning of the shifting notions of literacy for teacher professional development and for students in and out of school. This research works to address how the millennial generation uses multiple forms of literacy to transform and network across multiple spaces--including the context of school—and the impacts on teaching and teacher education.*

David Bruce, University at Buffalo, NY, "Composing and Reflecting with Digital Video: How Students Think about DV"

Stephen Goss, University at Buffalo, NY, "Attitudes to adapt: Professional development and teacher change"

**THEMATIC STRAND TWO: PREPARING TO TEACH LITERATURE IN A GLOBALIZED WORLD**

**Location: Room 007, Hammerschmidt Memorial Chapel (HC on [map](#))**

**Panel #1: Friday, June 19, 2009 at 2:00 p.m.**

**Is It About the Text or the Reader? Preparing the English Major to Teach Young Adult Literature**

Steven T. Bickmore, Louisiana State University, Baton Rouge

Susan Steffel, Central Michigan University, Mt. Pleasant

**Panel #2: Friday, June 19, 2009 at 4:00 p.m.**

**Adolescent Literature: Genre Vs. Content**

Judith Hayn, University of Arkansas at Little Rock, "Young Adult Literature: Defining the Role of Research"

Lynne Alvine, Indiana University of Pennsylvania, "Young Adult Literature as Genre: Shifting Teaching Perception"

Jeffrey S. Kaplan, University of Central Florida, Orlando, "The Changing Face of Young Adult Literature: What Teachers and Researchers Need to Know to Enhance their Practice and Inquiry"

Sue Christian Parsons, Oklahoma State University, Stillwater, "Young Adult Literature and Critical Literacy: Reading Through to Social Change"

**Panel #3: Saturday, June 20, 2009 at 1:00 p.m.**

**Is There Still A Text in this Class?: Preparing Teachers to Teach Traditional and Non-traditional Literary Texts**

*Session Notes: This panel presentation posits the need to redefine literature methods courses through addressing disparities between the required versus leisure literary reading, providing critical lenses that foster responses to ideological aspects of literature, and using online literary discussions designed to foster changes in student agency and critiques of status quo institutions*

Susan Hynds, Syracuse University, NY, "Redefining the Texts of Adolescence/ts"

Deborah Appleman, Carleton College, Northfield, MN, "Critical Theory as a New Literacy: How To Help Preservice Teachers Learn Engage Post Modern Students In Postmodern Theory"

Richard Beach, University of Minnesota, Minneapolis, "Towards "Change-Based" Literature Assessment: Helping Preservice Teachers Identify and Assess Changes Resulting from Learning Literature"

**Panel #4: Saturday, June 20, 2009 at 3:00 p.m.**

**Response and Responsibility**

*Session Notes: "Reader-response" can be seen, not just as one literary theory among others, but as establishing for the first time a holistic ground for democratic life: offering an entryway for the life of each human person to become integrated into the web of larger life and life as a whole. "The text" is no longer just the words on the page, or their hidden oppressive ideology, but the vivifying interweaving of hearts and minds fostered by the relational aesthetic stance. In this session we offer a broadened intellectual context for "reader response," through biological, psychoanalytic, and philosophical understandings of the vital importance of transactional relationships, both in individual human growth and in general human evolution. And we will introduce ways of teaching that, by catalyzing the renewal of the self in the experience of reading, serve to deepen our ways of relating to others and the world, making responsive renewal of the self the gateway to responsible renewal of the world.*

Cristy Bruns, Chapman University, San Juan Capistrano, CA, "Literature as Interpersonal Exploration: The Experience of Immersion and the Ability for Growth and Transformation in the Literature Classroom"

Bruce Novak, The Foundation for Ethics and Meaning, Chicago, IL, "'Reader-Response' and Human Evolution: The Art Instinct, the Drama of Human Time, and the Cultivation of Cosmopolitan Citizens through Engagement in the Human Story"

**THEMATIC STRAND THREE: PREPARING TO TEACH COMPOSITION IN A GLOBALIZED WORLD**

**Location: Room 18, Hammerschmidt Memorial Chapel (HC on [map](#))**

**Roundtable #1: Friday, June 19, 2009 at 2:00 p.m.**

**Beyond the "Methods" Course: Alternative/Enhanced Field Experiences in Writing Teacher Education**

Cheryl Almeda, Western Michigan University, Kalamazoo  
Jonathan Bush, Western Michigan University, Kalamazoo  
Kia Jane Richmond, Northern Michigan University, Marquette  
Kristen Turner, Fordham University, New York, NY  
Liz Spalding, University of Nevada, Las Vegas  
Connie Mietlicki, Tennessee State University, Nashville  
Matthew Kilian McCurrie, Columbia College Chicago, IL

**Roundtable #2: Friday, June 19, 2009 at 4:00 p.m.**

**Roundtables on Teachers as Writers**

*Session Notes: Many of us in English education have embraced the notion of the "teacher as writer" or the belief (made popular through the National Writing Project, but certainly not limited to that context) that "the teacher of writing must also write." Some teachers have embraced identities as writers. In other cases, the notion of the teacher-as-writer remains unfamiliar or even intimidating or inimical to classroom teachers who see it as reflecting the ideals of ivory-tower academics out of touch with the "real world" of messy, fast-paced classroom teaching. The tensions among these points of view are dramatized, for example, in the animated series of articles appearing in *English Journal* in 1990-1991 (e.g. Christenbury, 1990; Jost, 1990a, 1990b). The extent to and manner in which teachers see themselves as writers--and engage in writing activities inside and outside the classroom--is of tremendous importance: first, it influences the way they teach writing and position their students as writers, and second, it is tied to the stances teachers are positioned to take in interactions with colleagues, policymakers, and the field.*

*In this roundtable session, we will examine the notion of teachers as writers from three angles. After a brief session introduction, session leaders at each of three tables will begin the session with a 5-minute presentation to the table that offers a starting point that the group can work from. The presenters will then open discussion to the table members for 30 minutes, guiding and advancing the conversation with open-ended framing questions (such as those listed with the*

*corresponding tables below) and encouraging contribution from all group members. The remaining 20 minutes will be devoted to connecting contributions from across tables.*

James Fredricksen, Boise State University, ID, "Writing in the Everyday Work of Teaching: Teachers as Rhetors"  
Leah Zuidema, Dordt College, Sioux Center, IA, "Teachers as Struggling Writers: Programmatic Support from English Education"  
Anne Elrod Whitney, Pennsylvania State University, University Park, "Teachers as Writers: The Research We Need"  
Michael Ridgeman, Pennsylvania State University, University Park, "Teachers as Writers: The Research We Need"  
Elsie Olan, Pennsylvania State University, University Park, "Teachers as Writers: The Research We Need"

### **Roundtable #3: Saturday, June 20, 2009 at 1:00 p.m.**

#### **Preparing New Teachers of Writing: Holding Fast to Research-based Best Practices**

Cathy Fleischer, Eastern Michigan University, Ypsilanti  
John A. Staunton, Eastern Michigan University, Ypsilanti  
Bill Tucker, Eastern Michigan University, Ypsilanti

### **Roundtable #4: Saturday, June 20, 2009 at 3:00 p.m.**

#### **Genre Practice: Writing Workshop for New Literacies**

Cynthia McCallister, New York University, NY

## **THEMATIC STRAND FOUR: PREPARING TEACHERS TO CLOSE THE ACHIEVEMENT GAP**

**Location: Room 18A, Hammerschmidt Memorial Chapel (HC on [map](#))**

### **Panel #1: Friday, June 19, 2009 at 2:00 p.m.**

#### **Diversity of Methods**

Nelson Graff, San Francisco State University, CA

### **Panel #2: Friday, June 19, 2009 at 4:00 p.m.**

#### **Where Will We Go From Here? Educators Promote Critical and Digital Literacies in a School and Community Project for Social Change**

*Session Notes: Martin Luther King's 1967 text asks Where Do We Go From Here: Chaos or Community? With education gaps for students of color and students of poverty unshaken by conventional reform efforts, preservice and inservice teacher educators seek to ally the power of King's words, a community's commitment to education, and transformative teaching.*

Barry Derfel, Ithaca City School District, NY  
Sean Eversley-Bradwell, Ithaca College, NY  
Kim Fontana, Ithaca City School District, NY

### **Panel #3: Saturday, June 20, 2009 at 1:00 p.m.**

#### **"Literacy" as a Key Construct in Multiple Domains of Knowledge and Equitable Literacy Education in School (co-authored paper)**

Alyson Whyte, Auburn University, AL  
Tonya Perry, University of Alabama Birmingham

## **THEMATIC STRAND FIVE: FUTURE OF GRADUATE STUDIES AND PROFESSIONAL MENTORING IN ENGLISH EDUCATION**

**Location: Room 104, Circle Hall (CH on [map](#))**

**Panel #1: Friday, June 19, 2009 at 2:00 p.m.**

### **Something Tells Us We're Not in Kansas (or Iowa) Anymore: Supporting New English Education Professors as They Support Preservice Teachers**

Monie Hayes, Monmouth College, IL, "Roots and Blooms: Maintaining Connection to a Community of Literacy Educators and Scholars while Cultivating the New Membership in that Community"

Pamela K. Coke, Colorado State University, Loveland, "Replenishing the Well: Balancing Energy-Giving and Energy-Taking Activities"

Sheila Benson, West Virginia University, Morgantown, "Defining English Education Professional Space Within and Across Institutions"

**Roundtable #2: Friday, June 19, 2009 at 4:00 p.m.**

### **Putting Together the Puzzle Pieces of an English Education Doctorate**

*Session Notes: Members of the CEE-Graduate Strand will present on their experiences associated with earning a doctoral degree, including factors involved in choosing a doctoral program, decisions on courses of study and dissertation topics, and navigating the job market. They will also present on the progression and future of the CEE-Graduate Strand.*

Sheryl Rinkol, Arizona State University, Tempe

Mark A. Lewis, University of Colorado at Boulder

Michael B. Sherry, Michigan State University, East Lansing

**Roundtable #3: Saturday, June 20, 2009 at 1:00 p.m.**

### **Collaborative Inquiry Projects That Enhance Everyone's Professional Development**

Bruce Robbins, Boise State University, ID

**Roundtable #4: Saturday, June 20, 2009 at 3:00 p.m.**

### **The Transition Mentoring Project: Developing professional Capacity in an Age of Accountability**

Lisa Mulhall, Siena College, Loudonville, NY

Elda Martinez, University of the Incarnate Word, San Antonio, TX

## **THEMATIC STRAND SIX: EFFECTIVE ASSESSMENT AND ACCREDITATION OF ENGLISH EDUCATION PROGRAMS**

**Location: Room 133, Circle Hall (CH on [map](#))**

**Panel #1: Friday, June 19, 2009 at 2:00 p.m.**

### **The Long and Winding Road: English Teacher Education Program Renewal and Social Change**

*Session Notes: Our faculty recently renewed the teacher education program to address the needs of a changing world. The presentation will be useful for those who are engaged in assessment and accreditation of English education programs, and who are curious about writing new courses or programs with a social justice focus.*

Valerie Mulholland, University of Regina, Saskatchewan, Canada

**Panel #2: Friday, June 19, 2009 at 4:00 p.m.**

**Surrounded: How Policies Shape Practice in Three Locations**

Don Zancanella, University of New Mexico, Albuquerque, "Surrounded: How Policies Shape Practice in Three Locations (New Mexico)"

Andy Goodwyn, Reading University, England, "Surrounded: How Policies Shape Practice in Three Locations (United Kingdom)"

Dana Fox, Georgia State University, Atlanta, "Surrounded: How Policies Shape Practice in Three Locations (Georgia)"

**THEMATIC STRAND SEVEN: PRIMING SOCIAL JUSTICE FOR POLICY IN ENGLISH EDUCATION**

**Location: Room 203, Circle Hall (CH on [map](#))**

**Roundtable #1: Friday, June 19, 2009 at 2:00 p.m.**

**Radical Pragmatism: The Limits and Possibilities of Teaching for Social Justice in Urban Settings**

Todd DeStigter, University of Illinois at Chicago, "Experiential Efficacy and the Promise of Uncertainty"

David Schaafsma, University of Illinois at Chicago, "Spoken Word at Social Justice High School: The War in Iraq to the War in the Streets"

Brian Charest, University of Illinois at Chicago, "Re-thinking Service Learning: Civic Engagement as School-Based Activism"

Sarah Maria Rutter, University of Illinois at Chicago, "The Pre-Service Space Between Theory and Practice: Queer Theory and the Teaching of Literature"

**Roundtable #2: Friday, June 19, 2009 at 4:00 p.m.**

**Priming Social Justice for Policy in English Education**

sj Miller, Indiana University of Pennsylvania, Pittsburgh

**Panel #3: Saturday, June 20, 2009 at 1:00 p.m.**

**Implementing the NCTE Resolution on Strengthening Teacher Knowledge of LGBT Issues**

*Session Notes: Participants will discuss how LGBT issues impact English classrooms, share resources, raise questions and concerns, and suggest further research and professional development and teacher education resources for working with LGBT themes in English classrooms. Ideas will be incorporated into implementing NCTE's 2007 Resolution on Strengthening Teacher Knowledge of LGBT Issues.*

Paula Ressler, Illinois State University, Normal