



The WLU strand at NCTE 2017 includes 52 sessions. The sessions below focus on social justice issues.



National Council of Teachers of English

St. Louis, Missouri, November 2017

B.03, WLU Opening Session: Rm. 230, Friday, 11/17, 11:00–12:15

**Literacy Educators Talking Back to Public Education Policy, Mandates, and Legislative Trends**

Presenters Bess Altwerger, Towson University, Maryland; Kimberly Feldman, UMBC; Richard Meyer, University of New Mexico, Albuquerque; Nancy Rankie Shelton, University of Maryland  
To assert agency, teachers must learn to work subversively within and around policy. This session provides examples of transformative teacher educators and award-winning teachers redesigning policy mandates to do what is best for students. We'll demonstrate using digital devices to talk back to power and impact future policy.

A.15, Rm. 143, Friday, 11/17, 9:30–10:45

**Youth Writing Leaders In Action: Training the Next Generation of Literacy Advocates,**

Richard Gorham, Bread Loaf School of English; Amaryllis Lopez, Bread Loaf Teacher Network; Beverly Moss, The Ohio State University; Yulissa Nunez, Bread Loaf Teacher Network; Monica Sim, Bread Loaf Teacher Network

Young people from the Lawrence (MA) Bread Loaf Teacher Network will present models for implementing youth-led writing workshops in a high school classroom, a summer enrichment program, and a local café. Participants will engage in a writing workshop, and will learn specific models they can implement in their own contexts.

C.34, Rm. 131 & 132, Friday, 11/17, 12:30–1:45

**Empowering Teachers to Use Literature to Promote an Understanding of People and Cultures of the World**

Kelly Finan Richards, Baltimore County Public Schools; Nancy Bo Flood, Charlesbridge; Tami Morton, Texas A&M University-Commerce; Seemi Aziz Raina, University of Arizona COE; Renita Schmidt, The University of Iowa; Yoo Kyung Sung, University of New Mexico, Albuquerque; Fran Wilson, Madeira City Schools, Cincinnati, Ohio; Sandip Wilson, Husson University; Deborah Wooten, The University of Tennessee

Teachers have the power to promote an appreciation for diverse people and cultures of the world with quality literature. This interactive roundtable session will equip teachers with a list of titles, classroom ideas, and an understanding of how books can be used to celebrate differences and encourage future global citizens.

D.09, Rm. 265, Friday, 11/17, 2:00–3:15

**Teaching Media Literacy: Lessons in Research, Social Media, and Getting News in a Post-truth Era,**

JoAnn Gage, Mount Vernon High School; Jonathan Rogers, Journalism Education Association  
The social media age has provided an abundance of journalism outlets, yet high school students are shockingly susceptible to believing whatever they read. Learn how to teach your students to recognize fake, misleading, biased, and poorly researched articles, and how to find reliable reporting and trusted sources of information.

D.35, Rm. 101, Friday, 11/17, 2:00–3:15

**Rejecting Neutrality: Literacy & Political Engagement in the ELA Classroom**

Patrick Camangian, University of San Francisco, CA; Antero Garcia, Stanford University; David E. Kirkland, New York University; Nicole Mirra, Rutgers University

While it may seem intimidating to welcome politics into the English classroom, students need schools to be places where they can grapple with controversial issues and develop identities as citizens in today's polarized political context. This session highlights powerful learning that emerges when teachers incorporate civics with critical literacy instruction.

E.36, Rm. 242, Friday, 11/17, 3:30–4:45

**Empowering Students to Make a Difference: Teaching Empathy, Voice, and Agency Through Inquiry-Based Projects**

Kathy Bartelmay, Duke School; Natalie Cicero, Duke School; Carolynn Klein, Duke School, Durham, North Carolina; Jenny Murray, Duke School, Durham, North Carolina  
Using classroom examples, teachers and administrators will demonstrate practical strategies for developing inquiry-based projects that help students develop empathy, voice, and agency as well as the skills elaborated in language arts and social studies standards. Participants will engage in conversation throughout and leave with tools for their own classrooms.

E.45, Rm. 264, Friday, 11/17, 3:30–4:45

**(Re)Storying Ferguson, (Re)Finding Our Voices**

Katherine O'Daniels, University of Missouri - St. Louis; Sioux Roslawski, Gateway Writing Project

Join us as we explore how a community mapping project, compositions inspired by field notes, and dabbling in different genres transformed the students' writing at a Ferguson, Missouri elementary school. Participants will engage in writing and sharing, taking away a packet of resources that includes an annotated bibliography.

E.51, Rm. 152, Saturday, 11/18, 1:30–2:45

**Reading Globally through Paired Books: Reading a Book in the Context of Another Book**

Maria V. Acevedo, UMass-Boston; Janelle Mathis, University of North Texas; Jean Schroeder, The IDEA School, Tucson, AZ; Kathy G. Short, University of Arizona  
After explaining the problems with culturally irrelevant teaching, K-4 teachers share examples from their practice as they explain the need for culturally relevant teaching across settings, highlighting culturally relevant strategies, tools, and approaches.

F.02, Rm. 145, Saturday, 11/18, 10:30–11:45

**"Ugh, I hate writing!": Harnessing the Power of Multicultural Literature to Generate Authentic and Enjoyable Writing Spaces**

Eliza Braden, University of South Carolina; Julia Lopez-Robertson, University of South Carolina; Jennifer Morrison, University of South Carolina  
An inservice teacher and teacher educators will share how they were able to harness the power of multicultural literature as a means to build connections between students' identities and school literacy practices and create equitable writing opportunities in early childhood and elementary settings. Mentor texts will be shared.

G.08, Rm. 143, Saturday, 11/18, 12:00–1:15

**Critical Literacy: Engaging Children in Quality Picture Books and Igniting Political Work through Stories**

Christie Angleton, University of Louisville; Dana Frantz Bentley, Buckingham Browne and Nichols School; Nilufer Guler, Avila University; Meredith Labadie, Crestwood Elementary; Brooke Langston-Demott, University of North Carolina Wilmington; Emily Zuccaro, University of Louisville

When teachers engage in critical literacy practices, they create equitable learning spaces for students to explore issues of power, transformation, and action. In this presentation, the presenters will examine teaching practices that sanction political thinking and social justice work in early childhood. In addition, participants will have the opportunity to engage in critical literacy with a lens on gender as they examine picture books for quality and various gendered messages. Student work samples and lessons from a kindergarten classroom will be shared, and participants will learn techniques for engaging students in critical literacy through discussion, writing, drawing, and drama.

G.41, Rm. 106, Saturday, 11/18, 12:00–1:15

**Working with Marginalized Writers**

Earl Aguilera, Arizona State University; Anthony Albright, North Dakota State University; Marissa King, Kendall-Whittier Elementary School; Geraldine Lopez, New Jersey City University; Frances Pistoressi, University of Phoenix; Karen Sheriff LeVan, Hesston College; Jarret Smith, University of Missouri St. Louis

This session will provide strategies for helping different groups of marginalized writers develop their individual voices.

H.11, Rm. 141, Saturday, 11/18, 1:30-2:45

**Merging Reality with Literature to Uncover Voice and Identity**

Jolanta Feliciano, Saint Edward's School; Louise Kennedy, Saint Edward's School  
Attendees will learn to use literature as an entry point for deep, meaningful research to uncover student voice and identity. We will walk through the entire process in a mock form and cover: analysis of literature - finding student voice - building the research paper - developing a call to action.

I.19, Rm. 263, Saturday, 11/18, 3:00-4:15

**Culturally Relevant Literacy Teaching: It's Critical!**

Jessica Martell, Central Park East II, New York City Public Schools; Mariana Souto-Manning, Teachers College, Columbia University  
This workshop introduces culturally relevant ways for teaching language and literacy in kindergarten-2nd grade. Participants will be invited into classrooms where diverse children's experiences, strengths, and expertise are supported and valued.

I.40, Rm. 230, Saturday, 11/18, 3:00-4:15

**Navigating a Landscape of Fake and Real: Creating Authentic ELA Experiences That Transfer**

Cynthia Merrill, University of NH; Susannah Richards, Eastern Connecticut State University, Windham  
It has been 19 years since the debut of fake Internet site for the Pacific Tree Octopus, yet we are still grappling with fake vs. real in today's news. This interactive, multimedia session highlights strategies to integrate thoughtful decision-making to strengthen instruction for critical analysis in ELA and content areas.

J.35 Rm. 125, Saturday, 11/18, 4:30-5:45

**Talking about Culture and Identity: Four Perspectives on Literature Discussion Groups**

Laurie Finken Keller, The Wilson School; Carol Gilles, University of Missouri; Heba Mostafa, Saint Louis University; Kathryn Mitchell Pierce, Saint Louis University; Kathryn Mitchell Pierce, Saint Louis University  
Powerful literature about diverse characters provides a context for learning about and learning through critical conversations. Four teacher-researchers adopted different lenses for analyzing and learning from small-group literature discussions highlighting identity and multicultural understanding. Roundtable presentations will include presenting their work and engaging participants in discussion.

M.27, Rm. 143, Sunday, 11/19, 12:45-2:00

**Survivance and the "Part-Time Indian": Challenging the American Indian in the National Imaginary through an Interdisciplinary Study of Sherman Alexie**

Kate Pole, Illinois State University Laboratory High School; Amy Reiman, Illinois State University Laboratory High School  
Attendees will engage in interdisciplinary activities that explore poverty, alcoholism, and American Indians in the National Imaginary in Sherman Alexie's *Absolutely True Diary of a Part-Time Indian*. Attendees will walk away with interdisciplinary activities and an identity-affirming vocabulary that challenge the ideologies of racism and privilege.