

# CALL FOR PROGRAM PROPOSALS



## (Re)Inventing the Future of English

*“The future cannot be predicted, but futures can be invented.”*

—Dennis Gabor, *Inventing the Future* (1963)

We stand at a crossroads where we must simultaneously champion and transform the discipline of English in a rapidly changing world. How do we effectively entertain the external pushes from political, economic, technological, and cultural forces to fundamentally reconsider what and how we teach without compromising our commitments and our values? How do we juxtapose our traditional commitments to teaching the greatest works of literature in the English language with newer challenges to incorporate informational texts, participatory media technologies, popular culture, the teaching of research, and oral language development to name a few?

Our generation of English teachers, as others before us, must re-evaluate what we do, how we do it, and why it is all still necessary. In a world where we are told the book is a dying relic and that the word is giving way to the image some of our pressing questions include: Why do we insist on teaching the novels, poems, and plays of people who are long since perished; works of fiction and drama written by people who may have held problematic and politically incorrect worldviews that implicitly demeaned the students who are now asked to read and cherish them? Why does the English classroom look so similarly to what it did a generation ago when the world of literacy is so rapidly changing? Should English teaching change as the population of students change? If we hold on to the teaching of literature as a primary focus, what literature should be taught and what approaches to literature should students be encouraged to undertake? Should we amend our priorities in English education as the communications technologies transform to make life utterly unrecognizable to the worlds that many of our canonized authors inhabit? And what in English is sacred and untouchable? What is essential at the elementary and secondary levels? How does it relate, if at all, to English as defined and taught in undergraduate and graduate level seminars at our colleges and universities? And, in the spirit

of the Japanese concept of *Kaizen*, or continuous improvement, what can we do to be more powerful, more relevant, and yet retain our character and traditions?

In short we have to envision what powerful English teaching looks like in today's classrooms as we prepare to invent the future of the discipline. When thinking about these pressing questions I am taken back to an interview that I had during my senior year of college over 20 years ago. I was participating in an obligatory interview session as part of the application process for my university's teacher education program. In response to the perennial question (why English teaching and why you) I offered all of the reasons that any relatively successful undergraduate English major of my era would provide; a love of the text, a love of writing, giving students the gift of language and I was stopped mid-flow by the interviewer who kindly reminded me, "You don't teach English, you teach students English." That reprimand has stayed with me all these years and it informs my thinking as well as my practice. Truly powerful English must exist as a transaction between our students and the worlds of the past and present as represented through a myriad of texts and genres. Our central task is to ascertain what our students want and need from us in this rapidly changing world and what, from the discipline of English, makes the most sense to give them? There are questions of what (curriculum), how (pedagogy), and why (college access, jobs, civic engagement, personal emancipation, or creative production) that need to be continually asked and answered by English teachers across the pre-K–16 spectrum as we work together to understand our students, the changing nature of literacy, and the power of language in our moment in time. I look forward to receiving your proposals and continuing this rich and essential dialogue as we prepare to navigate our second century as an organization.

Ernest Morrell

## Submitting Proposals

---

1. If you submit this paper proposal by surface mail, please type or print all information requested.
2. Complete information and mailing addresses for all participants must be included. Incomplete proposals will not be considered.
3. To promote the participation of newcomers to the profession, NCTE wishes to include early-career teachers in as many sessions as possible. Please check the Early Career box beside the name of any individual who has taught fewer than five years.
4. In order to include as many voices as possible, NCTE policy is that each participant is limited to only **one** speaking program appearance.
5. To promote the participation of urban teachers in the program, program planners find it helpful to know when the students and teachers considered in a session are from public school districts in large cities. If the content of a presentation is especially attentive to the interests of teachers and students in big cities, please check the Urban Teacher box beside the presenter's name.
6. NCTE can provide overhead projectors and screens. We recognize the importance of sessions that employ technology and media equipment, and we regret that financial considerations do not allow us to provide presenters with such equipment. Special sponsorships may provide a few media rooms, and a few presenters will be placed in those rooms if their proposals make clear the necessity of equipment to their content and the potential benefit to the teaching practice of participants. Otherwise, if you desire equipment for your presentation, you may rent it from a supplier whose order form will be sent to you in July, or you may bring your own equipment.
7. Proposals designed to advertise or disseminate information about books, materials, or services for sale will not be accepted.
8. To promote new involvement by people from historically underrepresented groups, NCTE's Conference on English Education invites applications for Cultural Diversity Grants of \$500 to help defray the costs of travel and registration for the NCTE Convention. Applicants are asked (1) to check the CEE Cultural Diversity Grant box on the proposal form and (2) to visit the website (<http://www.ncte.org/cee/awards/culturaldiversity>) to receive instructions to apply for the scholarship. The application deadline is May 16. Direct all questions about the process to [CONVENTIONS@NCTE.ORG](mailto:CONVENTIONS@NCTE.ORG)

## Criteria for Program Selection

---

The Convention Planning Committee is comprised of representatives from the College, Middle, Secondary, and Elementary sections, who judge proposals from their respective levels of education. Members sometime wonder how the proposal review process works. Through the same online review system you use to submit, two educators from the academic level indicated on your proposal (and a rainbow strand or LGBT strand reviewer, if indicated) read, rate, and make comments to clarify their rating as they assign a preliminary score. Then, the proposal is reviewed again at a face-to-face planning meeting where leaders from each program strand make final recommendations to the program chair as to which proposals will fill out their section of the program. All proposals are reviewed a minimum of three times. Though the criteria for excellence vary to some extent among these groups, some common values are listed here:

- *Clarity of the proposal*—Reviewers will favor proposals that are very clear about their content and about what they will do in the session.
- *Diverse activity for participants*—Most reviewers believe that convention attendees should do more than listen to presenters talk; they should have opportunities to participate actively and interact with presenters and other participants.
- *Reference to the professional conversation*—Reviewers favor proposals that situate the presenter's work within a tradition of writing, research, theory, and/or practice. Making explicit the influences on your work helps reviewers to see your proposal as part of a larger field and so helps determine its significance.
- *Consonance with NCTE Standards*—Proposals are viewed more favorably when they are fundamentally harmonious with NCTE's broadly established positions on education, such as the NCTE/IRA Standards for English/Language Arts.

## Online Coaches

---

**Online Coaches** can help you revise your proposal! No later than two weeks before the deadline, you need to send in your draft of a proposal with questions to guide the reviewer. Then you'll receive a response intended to strengthen your submission. For details, see <http://www.ncte.org/annual>.

## Call for Research Presentation Proposals

---

Research proposals must be submitted online. Select the Research Proposal option for proposals that meet rigorous standards for systematic inquiry and evidence. In a peer-review process, members of NCTE's Standing Committee on Research look for proposals that include a clear theoretical framework, research design, and anticipated or completed results. Proposals are judged on the basis of significance to the field, soundness of argument and/or research design, appropriateness of conclusions, and clarity. Research Strand sessions may be individual presentations, panel presentations, or symposia. The Research Strand proposal form is different from the one used for other proposals, so it is especially important for researchers to consult <http://www.ncte.org/annual>.

## Call for Strands

---

Some proposals are accepted into special strands for the convention program, though all proposals do not have to fit within one of these strands. Inclusion in these strands is determined by groups of reviewers representing certain committees or conferences within NCTE. A brief description is provided below. If the content of your proposal is appropriate for one of the strands listed below, please check the appropriate box on the proposal form to send it to appropriate reviewers. Even if your proposal is not accepted for a particular strand, it may still be chosen for the convention program.

### *Call for Convention Strands*

Please check the **CEE Strand** box for proposals that focus on issues, research, and practices pertaining to teacher development, professional development, and teacher education programs, including preservice and induction programs. Successful proposals highlight the practice of those who prepare literacy educators or support their continued development through courses, workshops, and inquiry.

Please check the **LGBT Strand** box for proposals that focus on issues pertaining to lesbian, gay, bisexual, and transgendered students, their families, and their teachers. When selecting LGBT Strand sessions, reviewers look for proposals that address representations of sexual and affectional difference, a broad understanding of diversity, free inquiry and expression, critical pedagogy, democratic teaching practices, and for proposals that encourage the creation of safer, more inclusive schools.

Please check the **Rainbow Strand** box for proposals that focus on issues and strategies related to teaching and affirming culturally and linguistically diverse students. Affirming people of color is the key concept in identifying Rainbow Strand proposals. When selecting Rainbow Strand sessions, reviewers look for proposals that affirm African Americans, Latinos/Latinas, American Indians, Asian Americans, and Pacific Islanders.

Please check the **WLU Strand** box for proposals that focus on whole language theory and practice, to be reviewed by the Whole Language Umbrella. When selecting WLU sessions, reviewers look for proposals that push understandings of critical literacy, inquiry, and collaborative learning, and that integrate literacy with other sign systems and knowledge systems, situated in social, historical, political, and cultural contexts.

Please check the **Early Childhood Education Strand** box for proposals that focus on issues pertaining to the education of children from birth to age eight, their families, and their teachers. Early literacy is a key concept in identifying Early Childhood Education Strand proposals. When selecting Early Childhood Education Strand sessions, reviewers look for proposals that address diversities in early childhood. Successful proposals highlight practices and processes that are situated in social, historical, and cultural contexts. Proposals must honor and value differences while affirming children's diversities.

**PROGRAM PROPOSAL FOR 2013 NCTE CONVENTION**

Proposals may be submitted online at [www.ncte.org/annual](http://www.ncte.org/annual).

Please type or print all information. Follow all directions on facing page.

**PROPOSAL SUBMITTED BY:** (Please use home mailing address.)

**103rd Annual Convention  
National Council of Teachers of English  
Boston, Massachusetts  
November 21–26, 2013**

Name \_\_\_\_\_

Institutional Affiliation/Location \_\_\_\_\_

Home Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone Numbers: Office \_\_\_\_\_ Home \_\_\_\_\_ E-mail \_\_\_\_\_

- FORMAT OF SESSION. (Important: See definitions on page 5.)**
- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Panel                   | <input type="checkbox"/> Roundtable        | <input type="checkbox"/> Conversation           | <input type="checkbox"/> Poster Session |
| <input type="checkbox"/> Classroom Demonstration | <input type="checkbox"/> Day-Long Workshop | <input type="checkbox"/> Special Interest Group |   |
- 20-minute individual presentation to be combined with others

**TITLE OF SESSION (or presentation title if submitting a 20-minute individual presentation):**

\_\_\_\_\_

**ANNOTATION.** A 50-word description of the presentation for use in the program booklet: \_\_\_\_\_

\_\_\_\_\_

**TOPICS OF EMPHASIS.** Every proposal must have one and only one of the following boxes checked. This will allow your proposal to be tagged so that people can find it when they search the convention Web site. Although your session might cover several topics, *please mark only your primary emphasis:*

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Literature            | <input type="checkbox"/> Popular Culture          | <input type="checkbox"/> English Language Learners            |
| <input type="checkbox"/> Reading               | <input type="checkbox"/> Assessment               | <input type="checkbox"/> Adolescent/Young Adult Literacy      |
| <input type="checkbox"/> Writing               | <input type="checkbox"/> Teacher Education        | <input type="checkbox"/> Policy, Politics, and Social Justice |
| <input type="checkbox"/> 21st-Century Literacy | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Other                                |

**REVIEW COMMITTEE.** Proposals are reviewed by subcommittees of the Convention Planning Committee. Please select which subcommittee you wish to review this proposal. Only one committee may be checked.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Elementary (K–5)   | <input type="checkbox"/> Middle (6–8)      | <input type="checkbox"/> Secondary (9–12)  |
| <input type="checkbox"/> College/University | <input type="checkbox"/> Teacher Education | <input type="checkbox"/> General (proposals of interest at all instructional levels) |

**AUDIENCE LEVEL OF INTEREST.** This session will be appropriate for the following level(s):

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Elementary (K–5) | <input type="checkbox"/> Middle (6–8)       | <input type="checkbox"/> General (proposals of interest at all instructional levels) |
| <input type="checkbox"/> Secondary (9–12) | <input type="checkbox"/> College/University |  |

**STRANDS.** See the stand descriptions on page 3. If you want your proposal to be considered for a special strand, check the appropriate box.

- |                                     |   |                                      |                                     |   |
|-------------------------------------|---|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> CEE Strand | <input type="checkbox"/> Rainbow Strand | <input type="checkbox"/> LGBT Strand | <input type="checkbox"/> WLU Strand | <input type="checkbox"/> Early Childhood Education Strand |
|-------------------------------------|---|--------------------------------------|-------------------------------------|---|

**SESSION PARTICIPANTS.** If you have more than three presenters, list them on a separate sheet. If the proposer intends to be a part of the presentation, he/she must be listed below. Check the **Early Career** box for individuals who are in their first **five years** of teaching. Check the Urban Teacher box if the participant is an urban teacher or if the content of their presentation particularly addresses urban teachers' work.

Chair: \_\_\_\_\_  Early Career  
 Urban Teacher  
 1st time presenter

Presenter(s):

1. \_\_\_\_\_ Affiliation with city and state \_\_\_\_\_  Early Career  
 E-mail address \_\_\_\_\_ Complete mailing address \_\_\_\_\_  Urban Teacher  
 1st time presenter

Presentation Title: \_\_\_\_\_

2. \_\_\_\_\_  Early Career  
 Urban Teacher  
 1st time presenter

Presentation Title: \_\_\_\_\_

3. \_\_\_\_\_  Early Career  
 Urban Teacher  
 1st time presenter

Presentation Title: \_\_\_\_\_  Early Career  
 Recorder/Reactor: \_\_\_\_\_  Urban Teacher  
 1st time presenter

Have you contacted all those listed above?  Yes  No Have they agreed to appear if invited?  Yes  No

Please check this box if you would be willing to serve as chair or recorder at another session should your proposal not be selected.

**CEE Cultural Diversity Grant.** See description on page 2, #8. Please check this box if this session should be considered.

**Description:** On an attached sheet, please type or print the title and a description of the content of the session/workshop you are proposing and how you will conduct it. (Maximum length: 500 words). **Proposals submitted by SURFACE MAIL must be postmarked no later than January 11, 2013, and mailed to NCTE 2013 Convention Program, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Proposals received ELECTRONICALLY ([www.ncte.org/annual](http://www.ncte.org/annual)) must be received no later than January 18, 2013.** Faxed proposals will not be accepted. Please keep a copy of your proposal for your own records.

# NCTE 2013 Boston

---

- You are invited to submit a proposal for the 103rd NCTE Annual Convention, November 21–26, 2013.
- Some guidelines and a proposal form are included inside this document. If you have Internet access, please also see <http://www.ncte.org/annual> for additional information and online submission.
- Proposals submitted by SURFACE MAIL must be postmarked by January 11, 2013, and addressed to NCTE 2013 Convention Program, 1111 W. Kenyon Road, Urbana, IL 61801-1096.
- Proposals submitted ELECTRONICALLY must be received by January 18, 2013.
- Faxed proposals will not be accepted.

## Session Formats

---

- **Individual presentations**  
20-minute talks that will be **combined** by the Convention Planning Committee with other individual presentations. Individual 75-minute sessions are usually limited to featured sessions.
- **Panel presentations**  
75-minute presentations in which three or four individuals speak, allowing time for participants' questions and responses.
- **Roundtables**  
75-minute sessions in which a series of small-group discussions about related aspects of a specific topic or theme are led by moderators at individual round tables.
- **Conversations**  
75-minute sessions in which a keynote speaker(s) introduces a topic or issue of concern to the profession, and the audience is provided opportunities for small-and whole-group discussion of the topic or issue. Conversations are occasions that foster cross- instructional-level discussions and offer exchange of teachers' experiences, promising practices, new avenues of inquiry.
- **Poster sessions**  
75-minute sessions in which a number of presenters display posters, or other artifacts of their research or teaching practices, standing nearby to explain and discuss, informally, their displayed work.
- **Classroom demonstrations**  
75-minute sessions with three or four presenters who engage participants, as if they were students, in promising teaching practices.
- **Day-long workshops**  
Workshops are full-day programs that take place on Monday, November 25. Workshop proposals must be explicit about the activities in which participants will engage and the apportionment of time to various activities throughout the day. **Only proposals with more than one presenter will be considered.** Proposals cannot include planned meal functions. Note: Only a limited number of workshops is offered each year.

## Important Notes

---

- Invited participants are required to register for the Convention when they accept their invitations.
- As a nonprofit association, NCTE is unable to reimburse program participants for travel or living expenses.
- Session proposers should advise all involved in their proposal that submission of a proposal does not constitute an invitation to appear on the program. Individual invitations are mailed in late spring following the Convention Planning Committee's review and selection process.
- If a **trade book author** is a part of your proposal and you expect the publisher to provide financial support, you must secure approval from the publisher. If the author's expenses is not in the publisher's budget, the publisher may not sponsor the author.