



## **Friday Sessions and Events**

### **Young Adult Literature**

#### **Friday General Session: Reshaping the Landscape of Story: Creating Space for Missing and Marginalized Voices**

**Time:** 8:00:00 AM to 9:15:00 AM

Each of these panelists has taken leadership as authors and/or illustrators in speaking out about the under-representation of people of color in books for children and young adults. The heart of the panel will be the importance of literature as mirrors and windows, as well as its importance as maps of imagination in the lives of children. The panel discussion will explore the continual decline in people of color in books and why that matters, and will suggest steps for action and ways we can each assume responsibility for change.

*Presenters:*

Christopher Myers, Author; Rudine Sims Bishop, The Ohio State University; Matt de la Pena, Random House Publishers, New York, New York; Rukhsana Khan, author and storyteller, Toronto, Ontario, Canada; Mitali Perkins, Charlesbridge Publishing

#### **A.17: LGBTQ STORIES IN EDUCATION: BUILDING HOPEFULNESS, HELPFULNESS, AND HAPPINESS**

**Time:** 9:30:00 AM to 10:45:00 AM

Audience: General

Participants will engage in activities and conversations aimed at increasing the presence and influence of LGBTQ stories in K-college school curricula. Using diverse approaches to storytelling, the keynote speaker and roundtable leaders will guide attendees in exploring themes of LGBTQ multimodal texts that build positive conditions in schools and society.

*Presenters:*

Roxanne Henkin, The University of Texas, San Antonio; Michelle Falter, The University of Georgia; Rick Joseph, Bloomfield Hills, Michigan; Megan S. Kennedy, Westfield State University, Massachusetts; Bill Konigsberg, Scholastic, Inc., New York, New York; Donald McCarthy, Adelphi University, Garden City, New York; Tiffany Rehbein, East High School; Scott Ritchie, Kennesaw State University, Georgia; Stephanie Shelton, The University of Georgia, Athens; Nicole Sieben, SUNY College at Old Westbury, New York; Nicole Sieben, SUNY College at Old Westbury, New York; Kimberly Slusser, Mansfield University of Pennsylvania, Mansfield; Paula Taylor-Greathouse, Tennessee Technological University, Cookeville; Laraine Wallowitz, Adelphi University, Garden City, New York

#### **A.19: MAKING THE CONNECTION: STORYTELLING AS THE SPRINGBOARD TO CROSS-CURRICULAR LITERACY**

**Time:** 9:30:00 AM to 10:45:00 AM

Audience: Middle

Literacy Leader Paul W. Hankins joins forces with Jon and Pamela Voelkel, authors of The Jaguar

Stones, a high-interest series for upper-elementary/middle grade readers. Offering practical ideas and free resources, they will discuss how teachers can use the power of storytelling to enrich literacy across their curriculum.

*Presenters:*

Paul Hankins, Floyds Knobs, Indiana; Jon Voelkel, author, Norwich, Vermont; Pamela Voelkel, author, Norwich, Vermont

**A.21: CORE CREATIVITY: LESSONS USING NONFICTION FOR IMAGINATIVE WRITING AND THINKING (FOR TEACHERS WHO CRAVE AUTHENTIC TEACHING AND LEARNING BEYOND TESTS)**

**Time:** 9:30:00 AM to 10:45:00 AM

Audience: Middle, Secondary, Teacher Education

Stories can be told in many ways and through many lenses, from nonfiction to poetry to fiction. We'll share strategies and list sources that support the importance of reading, writing, and thinking critically in multiple genres while engaging students to connect creatively and authentically to their own and others' stories.

*Presenters:*

Cathleen Greenwood, Dunedin Historical Museum, Florida; Cathleen Greenwood, Dunedin Historical Museum, Florida; Louisa Polos, Rippowam Cisqua School, New York, New York; Ruth T. Story, University of Southern Maine, Portland

**A.26: ADOLESCENT MALES' GRIEF IN YOUNG ADULT LITERATURE: EXPLORING THEIR SURVIVOR'S GUILT**

**Time:** 9:30:00 AM to 10:45:00 AM

Audience: General

Grief, like most emotional constructs, is amplified during the adolescent years. In this panel presentation, the presenters will unpack the ways in which adolescent males navigate their way through grief and examine a selection of young adult novels in which the male protagonist's grief is magnified by survivor's guilt.

*Presenters:*

Shanetia Clark, Salisbury University, Maryland; Matt de la Pena, Random House Publishers, New York, New York; Jenny Hubbard, Random House Publishers, New York, New York; Matthew Skillen, Elizabethtown College, Pennsylvania

**B.10: WHY DO WE NEED THE THINGS IN BOOKS? THE ENDURING POWER OF LIBRARIES AND LITERATURE**

**Time:** 11:00:00 AM to 12:15:00 PM

Audience: General

As education reform focuses on Common Core and preparing students for the workforce, the importance of libraries, children's access to books, and children's/young adult literature are often ignored. This panel champions the need to re-dedicate classrooms to the joys of literature as central to why stories matter.

*Presenters:*

Renita Schmidt, University of Iowa, Iowa City; Sean Connors, University of Arkansas, Fayetteville; Paul Thomas, Furman University, Greenville, South Carolina; Paul Thomas, Furman University, Greenville, South Carolina

**B.16: THE NERDY BOOK CLUB: SHAPING READING IDENTITY THROUGH COMMUNITY, STORY, AND CHOICE**

**Time:** 11:00:00 AM to 12:15:00 PM

Maryland A

Audience: General

To sustain lifelong reading habits, students must develop positive reading identities. Join the Nerdy Book Club and learn how to foster students' reading identities in this fast-paced, interactive session. Attendees will reflect on practices, explore instructional moves, and build communities that help students write (or revise) their reading stories.

*Presenters:*

Cindy Minnich, Upper Dauphin Area High School, Elizabethville, Pennsylvania; Jonathan Auxier, Abrams, New York, New York; Sarah Gross, High Technology High School, Lincroft, New Jersey; Tony Keefer, Dublin City Schools, Ohio; Teri Lesesne, Sam Houston State University, Huntsville, Texas; Donalyn Miller, O. A. Peterson Elementary School, Fort Worth, Texas; Karin Perry, Sam Houston State University, Huntsville, Texas; John Schumacher, Brook Forest Elementary School, Naperville, Illinois; Katherine Sokolowski, Washington School, Monticello, Illinois

### **B.21: STORY AS DESTINATION AND JOURNEY: BUILDING MEANING THROUGH COMPANION TEXTS**

**Time:** 11:00:00 AM to 12:15:00 PM

Annapolis 4

Audience: Middle

This session puts story, whether fictional or literary non-fiction, at the heart of students' engagement with multiple text forms. It will demonstrate how to use multi-genred companion texts that build prior knowledge, vocabulary, skills, and, engagement. Teachers will leave with strategies and lessons to use in their classrooms.

*Presenters:*

Pam Page, Grand Valley State University, Grand Rapids, Michigan; Nancy Patterson, Grand Valley State University, Grand Rapids, Michigan; Nancy Patterson, Grand Valley State University, Grand Rapids, Michigan; Elizabeth Storey, Grand Valley State University, Grand Rapids, Michigan

### **B.27: THE PERFECT PAIRINGS: CONNECTING YA LITERATURE TO MORE TRADITIONAL READINGS (CLASSICS, MEMOIRS, AND INFORMATIONAL TEXTS)**

**Time:** 11:00:00 AM to 12:15:00 PM

Woodrow Wilson B

Audience: Middle, Secondary, Teacher Education

Reading young adult books makes students more sophisticated readers and thinkers while keeping reading relevant. Pairing YA with classics, memoirs, and informational texts can prepare students for the rigor of many types of reading experiences. The presenters will recommend pairings of texts and provide ideas about classroom implementation.

*Presenters:*

Anne Weir, Waco Community Schools, Mount Pleasant, Iowa; Kirstey Ewald, Charles City High School, Iowa; Donna Niday, Iowa State University, Ames; Donna Niday, Iowa State University, Ames

### **B.37: WHY KEYWORDS, NOW? TEACHING DEEP READING IN THE 21ST CENTURY CLASSROOM**

**Time:** 11:00:00 AM to 12:15:00 PM

Audience: College

This panel, will examine 'keyword' studies as a pedagogical tool for teaching reading and writing beyond

the traditional literature survey, introducing models for assigning and assessing keyword projects in teacher education, interdisciplinary studies, and introductory English major courses.

*Presenters:*

Charles Baraw, Southern Connecticut State University, New Haven; Joel Dodson, Southern Connecticut State University, New Haven; Joel Dodson, Southern Connecticut State University, New Haven; Jeanne Dubino, Appalachian State University, Boone, North Carolina; Andrew Smyth, Southern Connecticut State University, New Haven

### **Conference on English Education (CEE) Luncheon**

**Time:** 12:30:00 PM to 2:15:00 PM

CEE will open the luncheon program with the presentation of the following awards: Janet Emig Award, Richard Meade Award, and the Cultural Diversity Grants.

Matt de la Peña is the author of five critically acclaimed young adult novels: *Ball Don't Lie*, *Mexican WhiteBoy*, *We Were Here*, *I Will Save You*, and *The Living*. He's also the author of the award-winning picture book *A Nation's Hope: The Story of Boxing Legend Joe Louis* (illustrated by Kadir Nelson). His debut novel, *Ball Don't Lie*, was made into a major motion picture of the same name starring Ludacris, Nick Cannon, Emilie de Ravin, Grayson Boucher, and Rosanna Arquette. In 2013 de la Peña wrote a book in Scholastic's popular Infinity Ring series called *Curse of the Ancients*. He has also published short fiction and essays in various newspapers, literary journals, and websites, including *The New York Times*, *NPR.org*, *Pacific Review*, *One Teen Story*, *The Vincent Brothers Review*, *Chiricú*, *George Mason Review*, and *Allegheny Literary Review*.

De la Peña received his MFA in creative writing from San Diego State University and his BA from the University of the Pacific, where he attended school on a full athletic scholarship for basketball. He currently lives in Brooklyn, New York, where he teaches creative writing at NYU and Vermont College and visits high schools and colleges all over the country.

*Presenters:*

Louann Reid, Colorado State University, Fort Collins; Matt de la Peña, Random House Publishers, New York, New York

### **Middle Level Luncheon**

**Time:** 12:30:00 PM to 2:15:00 PM

Joseph Bruchac is a writer and traditional storyteller whose work often reflects his American Indian (Abenaki) ancestry and the Adirondack Region of northern New York, where he lives in the house in which his grandparents raised him. He holds a BA in English from Cornell University, an MA in literature and creative writing from Syracuse University, and a PhD in comparative literature from the Union Institute of Ohio.

Founder and executive director of the Greenfield Review Literary Center and the Greenfield Review Press, Bruchac draws on his Abenaki Indian ancestry for much of his writing. A martial arts expert, he holds a 5th-degree black belt and Master's rank in Pentjak-silat and a blue belt in Brazilian jiu jitsu. He and his two grown sons, James and Jesse, who are also storytellers and writers, work together on projects involving the preservation of Native culture, Native language renewal, the teaching of traditional Native skills, and environmental education. He is the author of more than 120 books in several genres for young readers and adults, and his experiences also include running a college program in a maximum security prison and teaching in West Africa.

Bruchac's newest books include a picture book coauthored with his son James, *Rabbit's Snow Dance*; a bilingual collection of poems in English and Abenaki co-authored with his younger son Jesse, *Nisnol*

*Siboal / Two Rivers*; and the young adult post-apocalyptic novel *Killer of Enemies*, winner of the 2014 Native American Librarians Association's American Indian Youth Literature Award.

*Presenters:*

Sara Kajder, The University of Georgia, Athens; Joseph Bruchac, Author

### **C.02: HOW STORY COMES TO BE**

**Time:** 12:30:00 PM to 1:45:00 PM

**Audience:** General

In rotating roundtables, authors and their editors share methods of working together in drafting and revising to create stories (in middle grade, young adult, and professional books). As they work with student writers, teachers can model interactions after these author/editor relationships to provide guidance and support in communicating their stories.

*Presenters:*

Sarah Andersen, Fenton Area Public Schools, Michigan; Atia Abawi, Penguin Young Readers Group, New York, New York; Tobey Antao, editor, Heinemann, Portsmouth, New Hampshire; Jennifer Lynn Barnes, Disney Book Group, New York, New York; Jordan Brown, editor, Walden Pond Press, New York, New York; Christopher Paul Curtis, Scholastic, Inc., New York, New York; Caitlyn Dlouhy, editorial director, Atheneum Books, New York, New York; Trish Doller, Bloomsbury Children's Books; Kevin Emerson, Walden Pond Press, New York, New York; Pam Gruber, editor, Little, Brown Books for Young Readers, New York, New York; Karen Harrington, Little, Brown Books for Young Readers, New York, New York; Jillian Heise, Indian Community School of Milwaukee, Wisconsin; Miranda Kenneally, Sourcebooks, New York, New York; Christopher Lehman, Christopher Lehman Consulting, New York, New York; Andrea Pinkney, editor, Scholastic, Inc., New York, New York; Annette Pollert, editor, Sourcebooks, New York, New York; Jason Reynolds, Simon and Schuster, New York, New York; Kate Roberts, Teachers College, Columbia University, New York, New York; Jennifer Rush, Little, Brown Books for Young Readers, New York, New York; Jill Santopolo, executive editor, Philomel Books, New York, New York; Nancy Siscoe, editor, Random House Children's Books, New York, New York; Bethany Strout, editor, Little, Brown Books for Young Readers, New York, New York; Katherine Tegen, HarperCollins Children's Books, New York, New York; Wendelin Van Draanen, Random House Children's Books, New York, New York; J. A. White, HarperCollins Children's Books, New York, New York; Brett Wright, Bloomsbury Children's Publishing, New York, New York; Lisa Yoskowitz, editor, Disney Book Group, New York, New York

### **C.03: EMBODYING SOCIAL ISSUES: TEACHING YA LITERATURE AS ACTIVIST INTERVENTION**

**Time:** 12:30:00 PM to 1:45:00 PM

**Audience:** Middle, Secondary, College

YA texts' frequent focus on characters embodying social issues invites readers' proactive responses. Sharing content from, and teaching strategies around, four 'embodied' themes (depicting racial/ethnic identity, body as trauma site, disabled bodies, and cyborg/technology-shaped bodies), we offer approaches for linking these YA narratives with informational texts and social justice exploration.

*Presenters:*

Sarah Robbins, Texas Christian University, Fort Worth; Denise Davila, The University of Georgia, Athens; Margaret Robbins, The University of Georgia, Athens; Julie Vu, Texas Christian University, Fort Worth

### **C.24: STORIES OF WAR: USING YOUNG ADULT LITERATURE TO INVESTIGATE CONFLICT AND NAVIGATE CHANGE**

**Time:** 12:30:00 PM to 1:45:00 PM

**Audience:** Middle, Secondary

How does conflict lead to change? Utilizing the lens of war, the presenters in this session will explore rigorous and meaningful ways to incorporate young adult literature into a middle or high school English class. This engaging session will provide creative, multigenre connections to the Common Core, classroom-ready resources, and a shared dialogue about authentic assessments.

*Presenters:*

Amanda Schear, Withrow University High School, Cincinnati, Ohio; Sheila Benson, University of Northern Iowa, Cedar Falls; Karla Hieatt, Wilmington High School, Ohio; Colleen Ruggieri, Ohio University, Athens

### **C.31: CAPTURING OUR HEARTS AND LEAVING US COMING BACK FOR MORE: POPULAR AUTHORS OF SERIES NOVELS FOR MIDDLE GRADE AND YOUNG ADULT READERS**

**Time:** 12:30:00 PM to 1:45:00 PM

**Audience:** Middle, Secondary

There is nothing like the anticipation of waiting for a new title in a favorite series. In this session, authors Stephanie Perkins, Adam Rex, Sarah Maas, and Graham Salisbury share their experiences writing a series, connecting with readers, and providing sneak peeks into their latest series installments.

*Presenters:*

Sarah J. Maas, Bloomsbury Children's Books; Melanie Koss, Northern Illinois University, DeKalb; Stephanie Perkins, Penguin Young Readers Group, New York, New York; Adam Rex, Disney Publishing Worldwide, New York, New York; Graham Salisbury, Random House Children's Books, New York, New York

### **C.37: YOUNG ADULT LITERATURE TEACHING AS STORY: LITERARY THEORY MEETS PEDAGOGY**

**Time:** 12:30:00 PM to 1:45:00 PM

**Audience:** Teacher Education

In this presentation, two experienced instructors of YA literature will present results of a study that examined preservice teacher learning in a co-teaching model that combined study of literary theory and dialogic pedagogy in a university YA literature course.

*Presenters:*

Michelle Goodsite, Kennesaw State University, Georgia; Megan Marshall, University of Wyoming, Laramie; Tammy Mielke, University of Wyoming, Laramie; Ann Van Wig, University of Wyoming, Laramie

### **C.38: RESEARCH ON REPRESENTATION AND IDENTITIES IN YOUNG ADULT AND CHILDREN'S LITERATURE**

**Time:** 12:30:00 PM to 1:45:00 PM

**Audience:** General

This session presents research on representations of poverty, race, ethnicity, gender disability, and (in)justice in literature read with young people and taught by literary educators.

*Presenters:*

Grace Enriquez, Lesley University, Cambridge, Massachusetts; Janine Darragh, University of Idaho, Moscow; Rebecca Gasiewicz, University of Cincinnati, Ohio; Crag Hill, University of Oklahoma, Norman

### **D.07: SILENCED STORIES: TECHNIQUES FOR TEACHING TEACHER CANDIDATES ABOUT CENSORSHIP**

**Time:** 2:30:00 PM to 3:45:00 PM

**Audience:** Teacher Education

When stories are silenced through censorship, particular ways of knowing the world are cut off at the pass. This classroom demonstration will set the stage with background information before engaging participants in several activities for teaching about censored books with teacher candidates.

*Presenters:*

Hilary Brewster, Marshall University, Huntington, West Virginia; Michele Castleman, Heidelberg University, Tiffin, Ohio; Lisa Patrick, The Ohio State University, Columbus; Erin Reilly-Sanders, The Ohio State University, Columbus; Erin Reilly-Sanders, The Ohio State University, Columbus

### **D.11: WRITING THEIR OWN STORIES: DESIGNING WRITING AND PERFORMANCE ACTIVITIES THAT EMPOWER, RATHER THAN 'OTHER,' LGBTQ STUDENTS**

**Time:** 2:30:00 PM to 3:45:00 PM

**Audience:** Middle, Secondary

Presenters will address both the promise and the challenge of creating powerful narrative and poetry writing assignments, as well as performance opportunities, for students-particularly those who are LGBTQ. Based in the stories of actual students, this presentation offers writing prompts and addresses important considerations for designing such activities.

*Presenters:*

Karen Tollafeld, Kent State University, Ohio; Deborah Bertlesman, Cardinal O'Hara High School, Buffalo, New York; Heather Killelea McEntarfer, State University of New York, Fredonia

### **D.12: YA LITERATURE AS THE LANDSCAPE OF KNOWING LGBT**

**Time:** 2:30:00 PM to 3:45:00 PM

**Audience:** Teacher Education

Three action research projects focus on the use of YAL with LGBTQ themes to inform and change perceptions among those who work with young people and literacy acquisition.

*Presenters:*

Linda Parsons, The Ohio State University, Marion; Judith Hayn, University of Arkansas, Little Rock; Judith Hayn, University of Arkansas, Little Rock; Julie Warner, Teachers College, Columbia University, New York, New York

### **I.46: MAPPING THE SIGNIFICANCE OF EXPERIENCE: AUTHORS DISCUSS THEIR BOOKS, THEIR READERS, AND THE SPACES THEY CREATE**

**Time:** 2:30:00 PM to 3:45:00 PM

**Audience:** Secondary

A panel of YA authors, known for their 'edgy' novels, discuss the significance of experiences. By participating in a conversation with these authors, audience members will be able to set the stage for students about the 'human experience,' and provide a context for 'understanding the chaotic \*stuff\* of daily life.'

*Presenters:*

T. Gail Pritchard, University of Arizona, Tucson; Ilsa J. Bick, Egmont, New York, New York; Ally Condie, Penguin, New York, New York; Ava Dellaira, Macmillan Publishing Group, New York, New York; Deborah Dimmett, University of Arizona, Tucson; Gayle Forman, Penguin Group, New York, New York; Ellen Hopkins, Simon and Schuster, New York, New York; T. Gail Pritchard, University of Arizona, Tucson; Andrew Smith, Penguin, New York, New York

**E.19: 'MEXICAN AMERICA' IN CULTURALLY RELEVANT YA BOOKS: THREE LAYERS OF READERS AND WRITERS**

**Time:** 4:00:00 PM to 5:15:00 PM

**Audience:** General

Culturally relevant YA books engage and ignite any groups of students who find their home cultures marginalized in school. Participants in this session will share stories of using culturally relevant materials in their own classrooms and receive bibliographies, strategies, and rationales for engaging Mexican American students in culturally relevant curricula.

*Presenters:*

Myra Infante-Sheridan, Donna North High School, Edinburg, Texas; William Broz, The University of Texas-Pan American, Edinburg; William Broz, The University of Texas-Pan American, Edinburg

**E.29: THE POWER OF KNOWING OUR HISTORY: HOW ENGAGEMENT WITH NONFICTION TEXTS AND LOCAL COMMUNITY ARTIFACTS DEEPENS OUR UNDERSTANDING OF SOCIAL JUSTICE**

**Time:** 4:00:00 PM to 5:15:00 PM

**Audience:** Elementary, Middle, Secondary

This session will provide resources for gathering local information about social justice history. Participants will learn how teachers used Linda Christensen's 2011 work to explore civil rights history and how their students engaged in the investigation of social justice activism in their own communities.

*Presenters:*

Laura Lee Stroud, Hopewell Middle School, Round Rock, Texas; Linda Christensen, Jefferson High School, Portland, Oregon; Cynthia Levinson, Peachtree Publishers, Atlanta, Georgia; Lynn Masterson, Texas State University, San Marcos; Sharon O'Neal, Texas State University, San Marcos; Debbie Shepherd, Meridian World School, Round Rock, Texas; Karen Wood, University of North Carolina, Charlotte