Children’s Literature Assembly (CLA) Breakfast
103

Sponsored by the Children’s Literature Assembly

The Children’s Literature Assembly (CLA) breakfast features KADIR NELSON, a dynamic author/illustrator. Nelson was awarded a Caldecott Honor for Nelson Mandela, and a Coretta Scott King award for We Are the Ship. His books offer portals for teachers and students to see possibilities and opportunities to change the world.

Chairs: Mary-Kate Sableski, University of Dayton, Ohio
Jackie Arnold, University of Dayton, Ohio
Donna Adomat, Indiana University
Co-Chair: Kadir Nelson

Affiliate Roundtable Breakfast
101A

A is for Affiliate, B is for Breakfast, and C is for Capacity Building

SUSAN HOUSER, NCTE Vice President, “NCTE’s Successes in Being an Advocate for Teachers”

SHANNA PEEPLES, Palo Duro High School, Amarillo, Texas, 2015 National Teacher of the Year

The Affiliate Roundtable gives affiliate leaders and other NCTE members the opportunity to discuss issues of mutual concern. The breakfast also serves as a forum for the recognition of state, regional, and national affiliate activity. Affiliates and individuals will be recognized with awards for excellence, leadership, development, membership growth, recruitment of teachers of color, intellectual freedom, multicultural programs, and publications, including journals, newsletters, and websites.

SCOA Chair: Jean Boreen, Northern Arizona University, Flagstaff

Breakfast Co-Chairs: Katherine Nelson, Arrowhead High School, Hartland, Wisconsin; and Meredith Potter, Campbell High School, Litchfield, New Hampshire
3:00–4:15 a.m.

SUNDAY

General Session

Ballroom B

KATHY G. SHORT is a professor in language, reading, and culture at the University of Arizona with a focus on inquiry, dialogue, and global children’s literature. She has worked extensively with teachers to develop curricula that actively involve students as readers and inquirers. She has coauthored and coedited many books, including Creating Classrooms for Authors and Inquirers; Learning Together through Inquiry; Talking about Books; Stories Matter: The Complexity of Cultural Authenticity in Children’s Literature; Essentials of Children’s Literature, 8th Edition; and Essentials of Young Adult Literature, 3rd Edition.

Short is director of Worlds of Words, an initiative to encourage dialogue around global literature in order to build intercultural understanding, and the current President of NCTE. She was named the 2011 Outstanding Educator of the Language Arts by NCTE and served on the 2014 Caldecott Award Committee.

Presiding: Douglas Hesse, NCTE President-Elect, The University of Denver, Colorado

Keynote Speaker: Kathy G. Short, NCTE President, University of Arizona, Tucson, “Reform or Advocacy? Creating a Movement through Collaborative Inquiry”
L Sessions — 10:30–11:45 a.m.

**L.01 Spaces and Possibilities: Promoting the Art of Language with Diverse Teachers and Students**

This presentation will provide practical implications for increasing congruency between home and school for students. Each study highlights the affordances and constraints of teaching various populations (i.e., emergent bilinguals, children of immigrants, and black middle class) by exploring their outside literacy practices.

**Speakers:** Sanjuana Rodriguez, Kennesaw State University
Amy Flint, Georgia State University
Eliza Allen, The University of South Carolina
Kamania Wynter-Hoyte, North Carolina A & T State University
Natasha Thornton, Kennesaw State University

**L.02 From "Oops!" to "Aha!" Reflection as a Creative Act**

English teachers are experts in helping young readers and writers understand that failure is part of creativity, but when our own teaching falls short, we sometimes feel helpless, stuck. We can create resilience instead! Join this lively discussion about how reflection can transform missteps into positive action and professional growth.

**Co-Chairs:** Karen LaBonte, Teachers College, Columbia University, New York, New York
Teresa Bunner, Wake County Public Schools
Gary Anderson, EMC Publishing

**Roundtable 1:** Amy Rasmussen, Lewisville High School, Lewisville, Texas

**Roundtable 2:** Meenoo Rami, Bill and Melinda Gates Foundation

**Roundtable 3:** Cheryl Mizerny, Cranbrook Schools

**Roundtable 4:** Kim McCollum-Clark, Millersville University

**Roundtable 5:** Andrea Zellner, Michigan State University, East Lansing

**Roundtable 6:** Jennifer Roberts, San Diego Unified

**Roundtable 7:** Cindy Minnich, Upper Dauphin Area High School, Elizabethville, Pennsylvania

**L.03 Supporting Preservice and Practicing English Teachers Through Mentoring**

In this session, presenters examine the benefits of three different approaches to mentoring for both preservice and beginning ELA teachers.

**Speakers:** Carey Applegate, Carmen Manning, and Jill Prushieok, University of Wisconsin, Eau Claire, “The Art of Bridge-Building: Mentoring Preservice and Novice ELA Teachers”
Lauren Gatti, Nicole Green, and Sarah L. Thomas, University of Nebraska, Lincoln, “Responsibility and Creativity in English Teacher Education: The Role of Professional Care in Mentoring the Next Generation”
Julie Bell and Mandie Dunn, Michigan State University, Bob Fecho, The University of Georgia, Athens, “Attentive, Targeted Mentoring toward Discussion-based Teaching”

**L.04 Story Workshop: The Role of Play and Aesthetics in Developing Literacy**

This panel will discuss the innovative approaches to literacy being developed at Opal School of the Portland Children’s Museum in Portland, Oregon. The creation of “Story Workshop” has been guided by a driving question: What is the connection between literacy, play, and the arts?

**Chair:** Thomas Newkirk, University of New Hampshire

**Speakers:** Susan MacKay, Portland Children’s Museum Center for Learning
Mary Gage Davis, Opal Charter School, Portland, Oregon
Matt Karlsten, Portland Children’s Museum Center for Learning
L.05  Reading with a Digital Pencil: Annotating with iPads in the Middle Grades  
101D  
In this bring-your-own-device (BYOD) session, we will explore how teachers and students transact with digital texts, with an emphasis on the middle-grades classroom. Participants will be encouraged to share their own goals and practices for annotating digital texts as well as their favorite tools for doing so.  
Speakers: Jennifer Lubke, University of Tennessee-Chattanooga  
Lesli Dabney, Presbyterian School

L.06  Developing Professional Expertise and Advancing Social Justice: English Language Arts Teacher-Researchers Learning to Advocate for Diversity in Sexual Identity and Gender Expression in Schools  
101E  
ELA teacher-researchers interviewed LGBTQQ families and students to understand their experiences in schools, and teachers and administrators to understand barriers and possibilities for advancing social justice for LGBTQQ people in schools. The panelists discuss what they’ve learned, why it matters, and how other teacher-researchers might do similar work in schools.  
Speakers: Mollie Blackburn, The Ohio State University, Columbus, Lane Vanderhule, Hilliard Davidson High School, “What Queer Kids Want from Their Parents, and What Straight and Queer Parents Provide Queer Kids in Schools”  
Courtney Johnson and Jenell Penn, Fort Hayes Arts and Academic High School, Dorothy Sutton, Metro Early College High School, Dublin, Ohio, Kim Swensen, Westerville City Schools, Ohio, “The Risk and Rewards of (In)Visibility in Normative High School Contexts: Voices of LGBTQQ and Gender Creative Students”  
Ryan Schey, The Ohio State University, “‘Even Something That Would Be Beneficial Like This Could Backfire’: Teacher Decision-Making in (Not) Supporting LGBTQQ People in Schools”  
Caroline Clark, The Ohio State University, “Disrupting Binaries, Breaking Down Barriers, and Queering School Spaces: How School Leaders Can Help to Validate, Acknowledge, and Normalize Difference in Schools”

L.07  NOW WHAT? Putting Convention Experiences into Action  
208CD  
Sponsored by the National Center for Literacy Education  
Make sure that what you’ve learned on the 2015 Convention journey doesn’t go home and sit on a shelf or on a to-do list. Join members of Centers for Literacy Education and staff from the National Center for Literacy Education (NCLE) in debriefing your convention take-aways during this working session. Make plans with your collaborative team or in conversation with others for how you will share your learning and put it into practice. Find out how NCLE can support this ongoing work.  
Facilitator: Lara Hebert, National Council of Teachers of English

L.08  Argumentation and Rhetoric: A Gateway to a Limitless World  
206AB  
Sponsored by the National Speech and Debate Association  
Argumentation and communication skills are fundamental for students becoming responsible global citizens, and teachers must find ways to develop these skills in students. This session will explore techniques and best practices to help students identify, evaluate, develop, and present argumentation in creative ways, across topics, for various situations and audiences.  
Speakers: Pam McComas, National Speech and Debate Association  
Renee Motter, National Speech and Debate Association

L.09  Dueling Enrollment: Spaces, Definitions and Dualist Thinking between High School and College  
207AB  
This session focuses on the nexus of high school and college writing, including a study of high school English teachers’ perceptions of college-level writing; the efficacy of mindfulness techniques in the transition from high school to college writing; and a presentation about designing writing programs for creativity and growth rather than control and uniformity, particularly in high school-college partnerships.  
Speakers: Scott Campbell, University of Connecticut, “Dual Enrollment without Dualistic Thinking: Toward a More Rhizomatic Program”  
Melanie Burdick, Washburn University, “How Do High School Teachers Define College Writing? Sources of Professional Knowledge”
L.10 Ramon Veal Seminar

210AB

Sponsored by the Conference on English Education

The L. Ramon Veal Seminar is a manuscript workshop in which one-on-one mentoring is available for novice scholars developing research projects.

Co-Chairs: Cindy O’Donnell-Allen, Colorado State University
Peter Smagorinsky, The University of Georgia, Athens
Michael W. Smith, Temple University, Philadelphia, Pennsylvania

L.11 Resilient Pedagogies in a Time of Technological Flux

202AB

This session explores roles of digital composition pedagogy, wearable computers, multimedia and literature teaching, and diverse public narratives. Presenters will share experiences with teaching and learning multiple technological literacy practices that get students involved in creating and altering text, cultivating technoliteracies that will sustain their composing practices beyond the immediate platform of use.

Speakers: Jason Tham, University of Minnesota, “The HUMN Project: Exploring Literacy Values and Practices through Public Narratives”
Jordan Schugar, West Chester University, “Watching’ Literacy: Understanding the Place and Space of Wearable Computers”

L.12 Celebrating Creativity: Marilyn Singer, Winner, 2015 NCTE Award for Excellence in Poetry for Children

101C

Sponsored by the NCTE Award for Excellence in Poetry for Children Committee

This presentation spotlights the NCTE Award for Excellence in Poetry for Children and Marilyn Singer, the 2015 winner of this award. Ms. Singer will share her insights about her poetry and writing, in general and then members of the award committee will share their favorite poems by the author.

Nancy Hadaway, The University of Texas, Arlington, “Celebrating Creativity: Marilyn Singer, Winner, 2015 NCTE Award for Excellence in Poetry for Children”

L.13 Transforming Informational Writing: Merging Content and Craft

200I

A variety of writing forms and styles that spotlight interesting sentence structures, strong images, and jaw-dropping descriptors transform nonfiction writing. Mentor texts combined with explicit teacher modeling show students how competent writers report facts while remembering to showcase content in a way that captivates a reader.

Kelly Boswell, author/consultant, Bozeman, Montana, “Write Like This”
Linda Hoyt, author/consultant, Powell Butte, Oregon, “The Non-Negotiables of Informational Writing”

L.14 From Van Gogh to Rothko: The Art of Reading, Discussing, and Analyzing a Visual Text

205AB

In this interactive session, attendees will use discussion techniques and the writing process to learn how to successfully analyze and incorporate visual art in the ELA classroom. No previous art analysis experience is required.

Co-Chairs: Christian Goering, University of Arkansas, Fayetteville
Shawn Quinlan, Bentonville Public Schools, Arkansas
Speakers: Josh Vest, Bentonville High School, Arkansas
Hung Pham, University of Arkansas, Fayetteville

L.15 Crafting Cultural Realities: The Artistry and Accountability of Writing Literature for Youth

209AB

Sponsored by the United States Board on Books for Young People

The United States Board on Books for Young People (USBBY) is devoted to building bridges of international understanding through children’s and Young Adult books. In this co-sponsored session, Pura Belpre award-winning author, Meg Medina, will share her insights as a writer and advocate for cultural diversity, intercultural understanding, and youth empowerment.

Speakers: Meg Medina, We Need Diverse Books
Jennifer Graff, The University of Georgia
Ruth McKoy Lowery, The Ohio State University, Mansfield
AFTERNOON EVENTS

11:30 a.m.–1:30 p.m.

Conference on English Leadership Luncheon

200CDE

**STEPHEN DUNN** is the author of eighteen books of poetry, including the recently released *Keeper of Limits* and *Lines of Defense*. His *Different Hours* was awarded the Pulitzer Prize in 2001. Among his other awards are fellowships from the Guggenheim and Rockefeller Foundations, the Academy Award in Literature from the Academy of American Arts & Letters, the James Wright Prize, the Theodore Roethke Prize, the Paterson Prize for Sustained Literary Achievement, and many more. In 2013, Syracuse University Press published *The Room and the World: Essays on the Poet Stephen Dunn*, edited by Laura McCullough.

**Presiding:** Rebecca Bowers Sipe, Eastern Michigan University, Conference on English Leadership Chair

**Speaker Introduction:** Heather Rocco, Chatham High School, New Jersey, Conference on English Leadership Associate Chair

**Speaker:** Stephen Dunn

**CEL Kent Williamson Exemplary Leader Award Presenter:** Heather Rocco

**CEL Kent Williamson Exemplary Leader Award Recipient:** Penny Kittle, Kenneth High School, North Conway, New Hampshire

Conference on English Leadership Annual Convention

The two-day CEL Annual Convention immediately follows the luncheon. Attendees network over breakfast, lunch, and social gatherings. It is the perfect place to hone collaborative leadership skills. All convention activities begin Sunday, November 22, at 1:30 p.m. and continue through Tuesday, November 24 at 1:00 p.m. Session titles and keynote speakers are available on the NCTE Annual Convention app. Registration for the convention is available at NCTE annual Convention registration or prior to the Opening Session in Room 200FGH.
M Sessions — Noon–1:15 p.m.

**M.01 Reclaiming Early Childhood Literacies: Narratives of Hope, Power, and Vision**

101C

**Sponsored by the Center for Expansion of Language and Thinking**

This session presents rich narratives of young children and exemplary literacy practices to reclaim early childhood literacies. Revive the energy, creativity, joy, and hope that were the cornerstone of early childhood prior to oppressive conditions. Let’s talk back to the powers that restrain what we know about young children’s literacies.

**Co-Chairs:** Kathryn Whitmore, University of Louisville, Kentucky
Richard Meyer, University of New Mexico, Albuquerque

**Speakers:**
Renita Schmidt, The University of Iowa
Yetta M. Goodman, University of Arizona, Tucson
Kenneth Goodman, University of Arizona, Tucson
Amy Barnhill, University of Houston - Victoria
Alan Flurkey, Hofstra University, New York
Meg Jacobs, Cornell College, Mt. Vernon, Iowa
Ray Martens, Towson University, Maryland
Koomi Kim, New Mexico State University, Las Cruces
S. Rebecca Leigh, Oakland University, Rochester, Michigan
Sarah Vander Zanden, University of Northern Iowa, Cedar Falls
Prisca Martens, Towson University, Maryland
Tasha Laman, University of Louisville, Kentucky
Lenny Sanchez, University of Missouri

**M.02 Courage, Creativity, and Cooperation: Lessons from the Civil Rights Movement**

202AB

Explore a little-known episode from the Civil Rights Movement, when black and white citizens of one city remained committed to nonviolence. Join a professor, middle grade teachers, and the author of *Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama* discussing effective ways to inspire students with this true story.

**Speakers:**
Ann Neely, Vanderbilt University
Hester Bass, Candlewick Press
Whitney Bradley, Bailey STEM Magnet Middle School, Nashville, Tennessee
Machel Mills, Apollo Middle School, Antioch, Tennessee

**M.03 “Coding” Stories and “Writing” Blocks: Tools to Bring the ART of Coding Language into Your Classroom**

206AB

Are you ready to teach “Code Literacy” to your K–12 students? If you can teach procedural/expository writing then you can teach the Twenty-first century language art of computer programming, too! Come PLAY with coding language in this highly-interactive session for teachers/school administrators. BYODevice recommended. All tech levels welcomed!

**Speakers:**
Lauren Burrow, University of Memphis, Tennessee
Shaunna Smith, Texas State University

**M.04 Making Ourselves Heard**

205CD

Only 9 percent of guests discussing education on cable news are educators. The true experts must enter the conversation at every level, local to national. Anne Lutz Fernandez, co-author of *Schooled: Ordinary, Extraordinary Teaching in an Age of Change*, will lead this presentation on how teachers can make ourselves heard.

**Speakers:**
Anne Lutz Fernandez, Staples High School, Westport, Connecticut
Gary Anderson, EMC Publishing

**M.05 Becoming the Teachers of Reading Our Children Need Us to Be**

201AB

Vicki Vinton, Matt Glover, and Kathy Collins will show how reading instruction that supports students with strategies to read with accuracy, fluency, and comprehension is not enough anymore. They’ll share ideas for nurturing students’ dispositions to be the kinds of learners who face challenges and complexity with resilience and engagement.

**Chair:** Katie Wood Ray, Heinemann

**Speakers:** Kathy Collins, consultant/author, Durham, New Hampshire, “Creating Classrooms that Engage with Complexity”
Vicki Vinton, Independent Consultant/Author, “The Promise of Problem-Based Teaching and Learning”
Matt Glover, independent consultant/author, Cincinnati, Ohio, “Supporting Young Readers to Be Powerful Thinkers and Resourceful Problem-Solvers”
M.06 Multimodal Approaches to Addressing Diversity in Digital and Literate Spaces

This presentation highlights approaches to opening spaces in the classroom that engage students in an exploration of equity, justice and personal identities. Panelists will share their use of hip-hop and multicultural texts that supported teaching and learning experiences in innovative ways.

**Speakers:** Sonia Sharmin, University of Georgia, "Rhizomatic Literacy through Comics: A Way to Social Justice"
Sherell McArthur, Boston University, "Resistin’ and Representin’ Hip-Hop: A Critical Media Literacy Collective for Black Girls"

M.07 Sound Learning: Using Audiobooks and Guys Read/Guys Listen to Support Literacy

Audiobooks have come to the forefront of education, giving children of all ages the power to learn to listen and listen to learn. As educators, we must explore more varied avenues for meeting the literacy needs of all learners. Using audiobooks maximizes auditory learning modalities and provides an appealing, affordable alternative for experiencing quality literature for all students. A panel featuring a researcher/teacher-librarian, publisher, and author will discuss theoretical as well as practical issues related to the role that audiobooks play in the literacy landscape.

**Speakers:** Rose Brock, Sam Houston State University
Jon Scieszka, C/0 Listening Library/BOT
Cheryl Herman, Penguin Random House Audio

M.08 Writing and the Struggle: How Students Use Writing to Challenge, Reflect, and Learn

Four presentations examine how students use writing to examine themselves and the world around them. The session presents writing over different age spans.

**Speakers:** Dana Driscoll, Indiana University of Pennsylvania, “Struggle, Transfer of Learning, and the Development of Expertise: Results from a Longitudinal Study of College Writers”
Ryan Dippre, University of California, Santa Barbara, "Reconsidering Writing Activity in Students"
Noah Asher Golden, Chapman University, Orange, California, "Teaching and Learning beyond Classrooms: Engaging Secondary-level Learners through Creative Intersections of Literary and Social Scientific Analysis"
Wayne Slater, University of Maryland, "Using the Stases as a Reading and Writing Problem-solving Strategy with Minority High School Students"

M.09 Exploring Creative Connections: Text Sets as a Way to Discover the Arts of Language, to Advance Teacher Expertise, and to Teach beyond the Classroom

In this session, the presenters demonstrate how teachers can explore the language arts with their students and advance their own expertise through the incorporation of conceptually themed text sets into their current curriculum. Model text sets, lesson ideas, and possibilities for extending student learning beyond the classroom will be shared.

**Speakers:** Amy Stoltenberg, University of Iowa
Amie Ohlmann, University of Iowa, Iowa City

M.10 Literacy Acoustics: Yearlong Professional Development to Support Content Area Literacies in a K–8 School

How can a K–8 school build a literate community dedicated to content-area conversations about literacy? Easy. They choose to read Acoustic Rooster and His Barnyard Band by Kwame Alexander and plan backwards for results, including interdisciplinary instruction, a visit from the author, and a middle school poetry slam.

**Speakers:** Bryan Ripley Crandall, Fairfield University, Connecticut
Nicole Brown, Hill Central, New Haven, Connecticut
Donna Delbasso, Hill Central, New Haven, Connecticut
M.11 In the Classroom: Lessons that Challenge Expectations

In this session, speakers will take the audience into the classroom to explore a broad range of issues. Presenters will use dramatic readings to focus on characters in Shakespeare’s “Twelfth Night” and Lisa Papademetriou’s novel, M or F? Other panelists will explore how reading beyond required texts can present a multiplicity of perspectives in history/social studies.

Speakers: William Parsons, North Broward Preparatory School, Julia Perlowski, Parthum Middle School, “Opening Windows, Discovering Mirrors: Reading LGBT Characters in Shakespeare and Young Adult Literature”
Thomas Crisp, Georgia State University, Suzanne Knezek, University of Michigan-Flint, Jacqueline LaRose, Eastern Michigan University, Ypsilanti, “Content-area Literacies and the Common Core: A Multiplicity of Perspectives”

M.12 What is our Story? How to Engage Students in World Literature to Ignite Creativity, Build Responsibility, and Embrace the Arts of Language

Six panelists share ways to engage a highly diverse student population in the study of world literature through inquiry into the perennial human issues that unite connected texts. The panelists model structured-process writing instruction, authentic assessment, and research related to Things Fall Apart, The Kite Runner, and Norwegian Wood.

Co-Chairs: Melanie Kleimola, East Aurora High School, Illinois
Francesca Manzella, East Aurora High School, Illinois
Speakers: Christopher Hayes, East Aurora High School, Illinois
Andrew Hermann, East Aurora High School, Illinois
Jessica Bergmann, East Aurora High School, Illinois

M.13 Reaching across the Aisle: Connecting the Past and Present through Interdisciplinary Perspectives

This session presents different approaches towards interdisciplinary study with Social Studies. Panelists will share their experiences in creating interdisciplinary partnerships, developing a shared curriculum, and monitoring student growth in courses such as American Studies and Political Thought. Participants will also gain strategies and activities for interdisciplinary work at both the college preparatory and AP levels.

Speakers: Christina Anker, Adlai E. Stevenson High School, Lincolnshire, Illinois
Stephen Heller, Adlai E. Stevenson High School, Lincolnshire, Illinois
Doug Lillydahl, Adlai E. Stevenson High School, Lincolnshire, Illinois

M.14 A Funny Thing Happened on the Way to the Common Core: Taking Academic Humor Seriously

In this interactive session, we’ll explore how and why to use humorous texts in the classroom, particularly satire. Reading and writing humorous texts engages students in serious learning. Targeting all four strands of the Common Core, this session will be a rich, integrated learning experience.

Speakers: Elizabeth Erdmann, Jefferson High School, Bloomington, Minnesota
Sherri Larson, St. Michael, Minnesota
Charon Tierney, Minnesota Department of Education
M.15 A Place for Wonder: Celebrating Inquiry, Discovery, and Ways to Wonder

Sponsored by the National Center for Families Learning (NCFL)

In this roundtable session participants join the conversation about ways students learn about the world: Wondering, Observing, Navigating, Designing, Exploring, and Researching. Mentor authors, Georgia Heard, Marissa Moss, and lead learners will share work that springs from a Place of W.O.N.D.E.R. inside and outside classroom spaces.

Roundtable 1: “Exploration and Engagement for All Learners: Pairing Texts” JoEllen McCarthy, The Educator Collaborative, Erica Pecorale, Long Island University, Riverhead, New York


Roundtable 3: “Wonderful World of Words” Georgia Heard, author/independent consultant, North Palm Beach, Florida

Roundtable 4: “Observation and Discovery: Building a Culture of Inquiry and Investigation in Classrooms” Paul Hankins, Floyds Knobs, Indiana

Roundtable 5: “Navigating New Questions: Wonderopolis & Wonder Ground for Educators” Maria Caplin, Bailey Elementary School, Dublin, Ohio, Barbara Phillips, Monroe Schools


M.16 Locating and Working through the Challenges of Teaching for Critical Literacy and Social Justice

Presenters will explore student resistance, teacher ambivalence, and other tensions related to critical literacy teaching and learning.

Speakers: Michael Macaluso, Michigan State University, East Lansing, “Conflicting Intentions: Critical Literacy in Translation”

Carlin Borsheim-Black, Central Michigan University, Mount Pleasant, “‘You Could Argue it Either Way’: Ambivalence Related to Teaching about Racism”

Robert Petrone, Montana State University, Bozeman, “Learning as Loss: Examining Student Resistance and the Affective Dimensions to Learning Critical Literacy”

Respondent: Amanda Haertling Thein, University of Iowa

M.17 Multiple Perspectives on Schooling and Argumentative Writing: Shared Knowledge and Responsibilities

Co-Chairs: Brent Goff, The Ohio State University, Columbus, Allison Wynhoff Olsen, Montana State University, “Assignment Analysis: Intertextuality to Facilitate to Deep Learning”

Keynote Speakers: George Newell, The Ohio State University, Columbus, “What Toulmin Really Meant by Argumentation”

Peter Smagorinsky, The University of Georgia, Athens, “What is the Role of Argumentation in the Age of Multimodality?”

Speaker: Jennifer VanDerHeide, Michigan State University, “Teaching Argumentative Talk Moves to Strengthen Argumentative Writing”

Roundtable 1: “Beliefs in Action: Teaching Argumentation as a Reflective Practice” Chris Moore, Olentangy Liberty High School

Roundtable 2: “Moving from Structure to Deep Analysis: Arguing with Evidence and Warrants” Christina Harris, Columbus Alternative High School

Roundtable 3: “Argumentative Writing and Socratic Seminars” Larkin Weyand, The Ohio State University, Columbus

Roundtable 4: “Evidence First: Engaging Students in Suspending Judgment to Create Stronger Arguments” Andrea Vescelius, Olentangy Orange High School

Roundtable 5: “Teaching Argumentative Talk Moves to Strengthen Argumentative Writing” Mandie Dunn, Michigan State University

Roundtable 6: “Conferencing and Argumentative Writing” Eileen Buescher, The Ohio State University, Columbus

Respondents: Sarah Warshauer Freedman, University of California, Berkeley

SangHee Ryu, The Ohio State University, Columbus
N Sessions — 1:30–2:45 p.m.

N.01 Curriculum for the Arts of Language (Diversity): Discovering DARE

Rainbow 101D

The inclusion of language diversity in English was important to the first president of the NCTE, Fred Newton Scott, and remains critical in today’s diverse classrooms. In order to address this need, we present our publically available curriculum Discovering DARE as a way to include language diversity in secondary classrooms.

Speakers: Kelly Abrams and Trini Stickle, University of Wisconsin-Madison

N.02 Think Like an Author: Teach your Students Techniques the Pros Use to Draft and Revise Efficiently

101H

We all want kids to engage deeply with books, and we want them to develop skills in writing and thinking that will help them succeed professionally, no matter what they do. The process of writing like a pro can start now. Three veteran authors and educators share the inside dope on how books are really made.

Speakers: Martha Brockenbrough, Scholastic
Lindsey Leavitt and Robin Mellom, Harper Collins

N.03 2015 Notable Children’s Books in the Language Arts

101E

Sponsored by the Children’s Literature Assembly

This session, sponsored by the Children’s Literature Assembly, features the Notable Children’s Books in the Language Arts selections published in 2014. The seven-member national committee will highlight the thirty winning titles of fiction, nonfiction, and poetry for K–8th graders. Authors and illustrators of some of these books will discuss their work.

Chair: Jean Schroeder, The IDEA School, Tucson, Arizona

Speakers: Holly Sims, Central 13J: Independence Elementary School
Dick Kobiltz, University of Missouri, Columbia
Evelyn Freeman, The Ohio State University, Columbus
Christine Draper, Georgia Southern University
Shanetia Clark, Salisbury University
Pamela Jewett, University of South Carolina
Cindy Jenson-Elliot, Simon & Schuster

Tradebook Authors: Patricia Hruby Powell, Chronicle Books
Ann M. Martin, Feiwel and Friends, Macmillan Publishing
Michael Hall, Harper Collins

N.05 What Is Writing in the Twenty-first Century?: Inter-generational Digital Story Telling and Civil Discourse

208AB

This session includes a corpus study that examines the relationship between language and new media in the writing classroom across writing tasks, genres, and locations. Another presenter shares experience with intergenerational writing workshops in which students created community-based multimodal projects with the underlying principle of sustainability. The third speaker will present a discussion-based teaching method and graphic organizer focused on collaboration and civil discourse.

Speakers: Kristina Lucenko, Stony Brook University, New York, “Sustaining Community: Intergenerational Life Writing and Digital Storytelling”
Patricia Rieman, Carthage College, “Teacher Candidates and Civil Discourse: The Birth of a Content-area Literacy Strategy”
Pegeen Reichert Powell, Columbia College Chicago, “New Media in the Writing Classroom: Responsibilities and Challenges”
N.06  Young Adult Novels and Characters with Disabilities: Challenging or Cementing Stereotypes?

While newer Young Adult novels often feature complex protagonists with disabilities, contemporary texts are not exempt from stereotypical depictions of disability. How can students learn to think critically about how fictional characters perpetuate—or challenge—harmful stereotypes? We will provide guidelines for choosing novels and critical questions to pose about them.

Speakers: Janine Darragh, University of Idaho, Moscow
Ashley Boyd, Washington State University, Pullman
Valerie Walker, Gustavus Adolphus College, Minnesota
Patricia Dunn, Stony Brook University

N.07  Democracy, Empowerment, and the Transformative Impact of Service-Learning

This session will showcase dynamic examples of service-learning combined with reading and writing instruction that encourage reflective inquiry and shape students’ minds for the future in urban Rocky Mountain elementary schools. Teachers working with students, community members, and socially disadvantaged adults used service-learning to redefine the world they live in.

Speakers: Kathryn Osgood, Bigfork Elementary School, Montana
Margaret Opatz, Salt Lake City School District, Utah
Tyson Price, Salt Lake City School District, Utah

N.08  What Does College Writing Look Like? with Listening Tour

Sponsored by the College Section

Each speaker will discuss what college writing looks like at his or her institution, given local and global literacy learning conditions. Eva Payne, for example, will discuss how Oregon’s community college and colleges have adopted (and adapted) the new 2014 WPA writing outcomes for first-year composition.

Speaker: Eva Payne, Chemeketa Community College, Salem, Oregon