

# iate

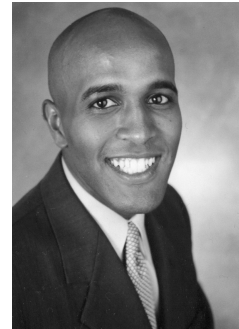
Illinois Association of Teachers of English

## NEWSLETTER

Volume 43      Number 2      Fall 2006

### **MAWI ASGEDOM: 2006 AUTHOR OF THE YEAR**

IATE is pleased to recognize Mawi Asgedom as the 2006 Illinois Author of the Year. Mawi has authored three books: *Of Beetles and Angels*, *The Code: The Five Secrets of Teen Success*, and *Win the Inner Battle*. He has also recorded a four-CD motivational presentation called *Nothing Is Impossible: The*



————— Mawi Asgedom *continued on page 4*

### **OVERVIEW OF THE IATE CONFERENCE 2006:**

#### **SOWING THE SEEDS... REAPING THE HARVEST**

JEAN BLACK

The historic elegance of the Hotel Pere Marquette will provide a wonderful venue for our October 13–14 conference this year. “Sowing the Seeds...Reaping the Harvest” will offer educational, informational, and social seeds for everyone to sow and gather. There are over forty-five sessions and ten workshops planned. Session strands include writing, reading, technology, assessment, pedagogy, professional development, and, for the fourth year, “Activities from the Illinois State Writing Project,” a strand of interactive sessions, each featuring a teaching demonstration by an Illinois State Writing Project Fellow. The annual Student and Beginning Teachers’ Seminar will be held on Friday afternoon. New this year is “A Celebration of Our Writers: A Look at Illinois Writers—Across Time and Genre,” several sessions in which speakers will discuss an Illinois writer and her/his work with a literary focus. Plan to arrive on Thursday evening to be refreshed and ready to enjoy the harvest of opportunities on Friday and Saturday.

Friday promises to be packed with excellent sessions, speakers, and entertainment. Registration will be located in the beautiful upper lobby area of the hotel. Begin sowing seeds as you enjoy continental breakfast sponsored by Lake-Cook Distributors while you peruse the book exhibits showcased in the elegant Cheminee

————— Overview *continued on page 2*

### **IN THIS ISSUE**

Overview of the IATE Conference 2006: Sowing the Seeds...Reaping the Harvest Jean Black	1
Mawi Asgedom: 2006 Author of the Year	1
President’s Message Claire C. Lamonica	3
Proposed Slate of Officers for 2006–07	4
Message from the Executive Secretary Janice Neuleib	5
District News Sandy Flannigan	5
Rebecca Caudill Award Approaches Twentieth Anniversary Donna Blackall	6
From the Classroom Michelle Paulsen	7
Abbreviated Curriculum Vitae for Elizabeth Kahn	8
IATE Conference 2006 Registration Form	9
2006 IATE Fall Conference Schedule	10
IATE Fall Conference Program	11
IATE Fall Conference 2006 Call for Session Chair/Recorders	21
Announcements	22
Calls for Papers	24
First-Year Teacher Free Membership	25
IATE Membership	26

Overview continued from page 1

Room. Book vendors will stamp your exhibit slip so you may be entered into the various drawings held throughout the conference.

President Claire Lamonica will chair the Annual Business Meeting, at which next year's officers will be elected.

Thank you to McGraw-Hill for sponsoring Dr. Doug Fisher, our keynote speaker, who will deliver an address titled, "Improving Adolescent Literacy: Strategies at Work." Those of you who attended the International Reading Convention in Chicago and heard Dr. Fisher speak know what a powerful message he conveys. This session will focus on the results of an urban school's efforts to raise achievement using a schoolwide approach. Beginning in 1999, this school formed a design team of teachers, administrators, and university partners to identify research-based literacy strategies that could be used in all content and elective classes. Since then, professional development at the

school has focused on these strategies as teachers deepen their understanding and extend their practice. Collegial coaching has been developed at the school to foster partnerships between educators. Achievement results show considerable gains on state testing measures—the largest cumulative point gain in the school district. Dr. Fisher is professor of language and literacy education at San Diego State University.

A bountiful harvest awaits us at our three meals. Friday's luncheon will feature the 2006 Illinois Author of the Year, Mawi Asegdom, author of *Of Beetles and Angels*. Dinner will include a bit of mystery, which will segue into an address from our featured speaker, acclaimed James Bond author Raymond Benson. Saturday's brunch will conclude our conference, to be highlighted with a special performance by Paddy Lynn, a professional storyteller and actress.

Other highlights of our conference include: the predinner social hour (a time to relax, get together with old and new friends, and meet the Executive Board); the President's Reception and "Party in Peoria!" (honor outgoing President Claire Lamonica, and enjoy a great party—bring your karaoke voices...); District Meetings (opportunities hosted by your district leaders to meet other educators and get involved in offering your expertise for a district meeting or becoming a leader); the annual Garage Sale Giveaway (donate any books and materials for the classroom to pass along to beginning teachers); and "Sowing Seeds via Lesson Plan Exchange" (bring copies of a successful lesson or unit plan to share and pick up ideas from others).

Saturday in Peoria continues with poetry featuring Illinois native Ingrid Wendt. An NCTE consultant, Ms. Wendt is the author of five books of poems, two anthologies, numerous articles and reviews, and more than two hundred poems in literary journals and anthologies. She will share her poetry and expertise in a hands-on workshop. Excellent sessions and workshops again will be offered. The culminating event will be the President's Brunch, during which Paddy Lynn will portray insights into the life of Emily Dickinson.

As always, CPDUs will be available for teachers attending sessions and workshops. IATE is an approved CPDU provider. Attending both days of the conference is an excellent way to earn units.

Thank you for your participation in making this a successful and stimulating conference. Please make arrangements to sow seeds and reap harvests at the 2006 fall Conference in Peoria. See you in October! □

IATE OFFICERS

<b>Claire C. Lamonica</b>	President
<b>Larry R. Johannessen</b>	1st Vice President
<b>Jean Black</b>	2nd Vice President
<b>Richard Pommier</b>	Secretary
<b>Herb Ramlose</b>	Treasurer
<b>Janice Neuleib</b>	Executive Secretary
<b>Sandra Flannigan</b>	District Leader Coordinator
<b>Martha Frieberg</b>	IATE Office

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*Newsletter* Editor: **Claire Lamonica**  
 Production Director: **Tara Reeser**  
 Production Associate Director: **Sarah Haberstich**  
 Interns: **Leah Jamison** and **Jennifer Pliier**

Please send all *Newsletter* correspondence to Claire Lamonica at cclamon@ilstu.edu or to the address below.

Illinois State University, Campus Box 4240, Normal, IL 61790-4240

## PRESIDENT'S MESSAGE

CLAIRE C. LAMONICA

It is May as I write this, and all across the state young men and women are walking across stages to receive the diplomas that signify their readiness to join the ranks of English teachers in Illinois and across the country. Not six months ago, two dozen of these talented young adults were students in my methods class; less than three weeks ago, I was buzzing around central Illinois observing a half dozen of them during their student teaching. Eight to ten weeks from now, about the time this *Newsletter* reaches your mailbox, these newest colleagues will be walking into their very own classrooms for the first time.

I've been involved in teacher preparation for more than fifteen years now, but this year more than ever I've been struck by how much teacher preparation, like child rearing, "takes a village." The teacher candidates I worked with this year wrote and spoke movingly of the people in their lives who had inspired them to become educators. They identified faculty members in their schools and at the university who had modeled innovative and successful pedagogical approaches. They read articles and attended conference presentations by veteran teachers involved in classroom research. Under the watchful eyes of their methods teachers, they searched for ways to translate theory into practice. And from the safety of caring partnerships with cooperating teachers and university supervisors, they first experienced the demands of providing effective instruction for the hundred or more adolescents who were both their first students and their most demanding teachers.

The job of the village is not yet complete, however. Somewhere along the way to their May graduations, teacher candidates across the state learned one common lesson: they still have much to learn. As they enter their classrooms this fall, they are fortified with sixteen or more years of formal education and—if they're lucky—two or three summer months of intense reading and planning. They are as ready as our current system of teacher preparation allows them to be, but they know and we know that it's not enough. They still need our help.

For not only does the process of becoming a master teacher take a village, it also takes a lifetime, and no matter how confident and exhilarated our new colleagues are feeling at the moment, they are still new to the profession. Over the weeks and months to come, they are going to be bombarded with new demands and expectations. They

may have questions about everything from learning how to use online attendance software to dealing with that disengaged student in the back row.

Now is the time for each IATE member to join English Education programs across the state in their efforts to continue the education of these new professionals. If your school has a mentoring program for new teachers, please take the time to become involved as a mentor and to make sure that the new English teachers in your department find that program helpful. Take a few moments to stop by a new teacher's classroom and ask how it's going. Watch for signs of fatigue and discouragement, and don't hesitate to show your concern for the new teacher's well being.

For no matter how good things may look in August, research suggests that by late October or early November these new teachers are going to be feeling what Tom McCann, Larry Johannessen, and Bernard Ricca characterize as the "debilitating fatigue" of late nights, long hours, midterm grades, challenging students, rigid curricula, social isolation, cocurricular responsibilities, and even "the physical demands of being on [one's] feet all day" (65–7). This is the lowest point on the roller coaster that is the first year teacher's life.

Fortunately, while late October is the time when many new (and, I suspect, veteran) teachers are approaching the nadir of their teaching experience for the year, it is also the time of the annual IATE Conference. Unfortunately, because so many of us—and most especially the least experienced among us—are feeling overwhelmed, stressed, anxious, even physically ill at this point (65), we often fail to take advantage of this opportunity for professional growth and regeneration.

But believe it or not, a single day away from the classroom can accomplish wonders for any teacher. Paradoxically, that day spent away from piles of papers makes the piles seem much more navigable when we return. From a distance, challenging students begin to look loveable, deadlines achievable, and enervating routines interruptible. The act of taking the time for professional conversation reminds us that we are, in fact, professionals, and in the company of fellow professionals we find not only the strength, but the means to tackle the challenges we face behind the too-often closed doors of our classrooms.

In devising the theme of this year's annual conference, Conference Chair Jean Black encourages us to "sow

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President's Message *continued on page 6*

## PROPOSED SLATE OF OFFICERS FOR 2006–07

Past Presidents Mary Lou Flemal and Teri Knight join their Nominating Committee in proposing the following slate of IATE officers for 2006–2007. Be sure to attend the Annual Business Meeting on Friday, October 13—during the 2006 IATE Conference in Peoria, IL—to cast your vote. All IATE members are eligible to vote.

President: Larry R. Johannessen  
1st Vice President: Jean Black  
2nd Vice President: Elizabeth Kahn  
Secretary: Richard Pommier  
Treasurer: Herb Ramlose □

Mawi Asgedom *continued from page 1* —————

### *Ultimate Teen Success CDs.*

In addition to his published work, Asgedom has spoken at hundreds of schools, presenting his life and work as a living, breathing document. Many schools, including Hoffman Estates High School, Rolling Meadows High School, and Batavia High School, have read Asgedom's memoir as a "One Book, One School" selection, and have hosted a visit by Asgedom as part of that experience.

Capturing the segment of nonfiction that couples memoir with storytelling, *Of Beetles and Angels* chronicles the author's life from a Sudanese refugee camp to Harvard University. Hazel Rochman from the American Library Association writes on *Of Beetles and Angels*:

His simple lyrical narrative, both wry and tender, stays true to the child's viewpoint as he grows up, taunted at school, but pretty bad and rough himself. His coming-of-age story is both darkened and enriched by the stories he hears about his parents' lives back home and by the pieces he remembers. At the center of the book is his father, a fierce family disciplinarian, once an all-powerful medical assistant at home, now reduced to a "beetle," unemployed, half-blind, raging at his dependency. Only at the very end, when Asgedom spells out the metaphor of the title, does the message overwhelm the story. What stays with you is the quiet, honest drama of a family's heartrending journey.

Asgedom has continued to demonstrate faith and perseverance amidst adversity. While living in America, two family members were struck by drunk drivers.

Reflecting on his challenges at a presentation at

Lincoln-Way East High School, Asgedom said, "After watching countless refugees battle for survival, I learned that perseverance can lead to a better life."

Of *The Code*, Trisha Ping of BookPage writes:

The mature lives led by today's teens have inspired a crop of self-help and motivational titles. Mawi Asgedom, an Ethiopian refugee whose inspiring memoir, *Of Beetles and Angels* (2000), was a BookSense '76 pick, offers one of the best. *The Code* tells teens how they can improve their lives through knowing their inner character and refining their outer goals. Asgedom shares many inspiring case studies as well as his own experiences of overcoming difficulties in a conversational style that will appeal to teen readers. His practical advice will motivate teens to greater levels of success.

Mawi's journal, *Win the Inner Battle*, is a companion piece to *The Code*.

To complement his publications (with books selling over 100,000 copies), Mawi has spent countless hours speaking to over 300,000 students across North America. Mawi directs his message of inspiration and hope toward middle and high school students, regardless of race or background.

To reach even more students, Mawi recorded four presentations on a CD set called *Nothing Is Impossible*. The *Midwest Book Review* writes:

*Nothing Is Impossible* is an invaluable motivational presentation that should be required listening for every adolescent wanting to be the most they can be and to realize their own life ambitions for themselves, their families, their communities, and their future.

Reflecting on his own adolescence and path to maturity, Mawi is quoted in *Harvard Magazine* as saying: "Growing up, refugees are made to feel bad for being different. I'm impressed by kids who can talk about it." Asgedom, it seems, is partly telling his own story so others may be told.

Asgedom's media appearances include: the *Oprah Winfrey Show*; *Essence*, one of "40 Most Inspiring African-Americans"; *Ebony*, one of "30 Black Leaders Under 30"; *Chicago Tribune*; the *Boston Globe*; and *Harvard Magazine*.

### Work Cited

All quoted material can be found at <http://www.Mawispeaks.com>. □



## MESSAGE FROM THE EXECUTIVE SECRETARY

JANICE NEULEIB

**Illinois English Bulletin:** We wish to thank Bob Broad for his fine editing of the *Bulletin*. He has let me know that he will give up the editorship (we hope not forever) since his new duties of Writing Program Director take a large part of his time. Ron Fortune has volunteered to coedit the *Bulletin* with me again, and the Executive Council has affirmed that arrangement. Ron sees IATE as a very important Illinois State University commitment, and is willing to be a part of our work for the immediate future. I appreciate his offer to serve in this way.

**Conference Site Committee:** A new Site Selection Committee has been appointed, with Past President Barbara Fuson as its chair. The committee will select an IATE Conference site for 2009. The conference will be in Peoria in both 2006 and 2007 and in Oakbrook in 2008.

**2011:** The one-hundredth anniversary of NCTE will be celebrated during the 2011 NCTE Conference in Chicago, IL, where IATE will serve as the host affiliate. IATE members Teri Knight, Amy Lucas, and Michael Day have agreed to chair our committee for the celebration.

**Sesquicentennial:** Illinois State University, the institutional home of IATE, will celebrate its one-hundred-and-fiftieth year in 2007. The ISU College of Education's Council on Teacher Education will be planning a celebration and history of teachers and teaching from ISU with IATE Executive Secretary Janice Neuleib chairing a committee to spearhead the celebration. If you have ideas and/or suggestions, please contact Janice at (309) 438-7858 or [jneuleib@ilstu.edu](mailto:jneuleib@ilstu.edu). □

## DISTRICT NEWS

FROM THE NORTHEASTERN DISTRICT  
SANDY FLANNIGAN

Plan now to attend the Northeastern District fall meeting on September 13 from 4:30–6:30, at the Oscar Swan Country Inn in Geneva, IL. The meeting will feature professional poet and Northeastern district member, Rick Hollinger (from Marmion High School), who will facilitate a poetry writing workshop. After sharing some of his own poetry, Hollinger will invite us to participate in writing exercises appropriate for adults and for students,

grades 6–12. In celebration of American poets, such as Hollinger, we will keep to an all-American theme, enjoying miniburgers, minifries, and chocolate milk shakes.

This summer the Northeastern District held a pitch-in picnic on June 24, 2006, at District Leader Sandy Flannigan's house. Joining the district members were teachers from the Suburban Prairie Conference Literary Festival and members of the Windy City Romance Writers of America. Paddy Lynn, story actor, gave a wonderful presentation on Emily Dickinson. In the garb and persona of the poet, Lynn reminisced about the author's life and recited several of her poems. Following Lynn's presentation, attendees enjoyed a delicious picnic with favorites from the grill, crisp salads, and tempting desserts. As always, Flannigan promoted IATE membership and conference attendance. New members and those who recommended them for membership were eligible to win door prizes of primrose plants in various colors.

As we look to the future, district members are reminded to save these dates: October 13 and 14 for the IATE Fall Conference; as well as December 7, 2006; March 6, 2007; and June 23, 2007, for district events. In December, we will return to Oscar Swan for a poetry fest, as we continue the theme of the fall meeting. At the poetry fest, participants will have a chance to read the poems they wrote in September (or new ones), share poems that their students have written, and share ideas for teaching poetry. We will continue our December tradition of gift baskets for door prizes, and we will enjoy a repast of wine and cheese, along with the Oscar Swan's famous artichoke dip, followed by holiday sweets.

On March 6, 2007, we will have our spring meeting, with a presentation on the 2007 Lincoln Award books. Last spring's talk on the 2006 books proved so popular that we've prevailed upon our speakers to return. Aimee Miller and Dan Russo, both from Batavia High School, will give a book talk on their favorite 2007 Lincoln Award winners, and participants will have a chance to share their own favorites. Following the presentation, we will make our own ice cream sundaes. As we "think spring" and look forward to summer, is there anything more fun than sitting outside with the winning combination of a good book and a refreshing dish of ice cream?

Next summer, of course, we will resume the tradition of the pitch-in picnic. We don't have a speaker yet, but I promise you that he or she will be someone special. For more information on the Northeastern district, contact Sandy Flannigan at [sandra.flannigan@bps101.net](mailto:sandra.flannigan@bps101.net) or at (630) 879-4600 ext. 4849. □

## REBECCA CAUDILL AWARD APPROACHES TWENTIETH ANNIVERSARY

DONNA BLACKALL

IATE, together with the Illinois Reading Council and the Illinois School Library Media Association (ISLMA), is a proud sponsor of the Rebecca Caudill Young Readers' Book Award (RCYRBA). This award is named in honor of Rebecca Caudill, who lived and wrote in Urbana, Illinois for nearly fifty years. She was recognized by IATE as the Illinois Author of the Year in 1972.

Every year since 1987, students in grades four through eight have nominated books copyrighted within the last five years that they believe to have outstanding literary merit. Teachers of these students may also make nominations. From these nominees, the Book Award Committee creates a master list of twenty titles. Schools with students enrolled in any of the grades four through eight may then register and participate in the election process, during which one book and its author are chosen to be honored that year. In 2005–06, over 950 registrations were received.

On March 17, the 2006 Rebecca Caudill Young Readers' Book Award was presented to *Eragon* by Christopher Paolini (Knopf, 2004) at the twenty-sixth Annual Children's Literature Conference at Northern Illinois University. Also announced this spring was the 2007 master list:

- Chasing Vermeer* by Blue Balliett (Scholastic, 2004)
- Peter and the Starcatchers* by Dave Barry and Ridley Pearson (Hyperion, 2004)
- Gregor the Overlander* by Suzanne Collins (Scholastic, 2003)
- Heartbeat* by Sharon Creech (Cotler-Harper, 2004)
- Red Kayak* by Pricilla Cummings (Dutton-Penguin, 2004)
- Sea of Trolls* by Nancy Farmer (Atheneum-Simon, 2004)
- Last Shot: A Final Four Mystery* by John Feinstein (Knopf-Random, 2005)
- Once upon a Marigold* by Jean Ferris (Harcourt, 2002)
- Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World* by Katherine Hannigan (Greenwillow-Harper, 2004)
- Star of Kazan* by Eva Ibbotson (Dutton-Penguin, 2004)
- Hana's Suitcase: A True Story* by Karen Levine (Whitman, 2002)

*Shackleton's Stowaway* by Victoria McKernan (Knopf-Random, 2005)

*Hachiko Waits* by Lesléa Newman (Holt, 2004)

*Airborn* by Kenneth Oppel (Eos-Harper, 2004)

*Thin Wood Walls* by David Patenaude (Houghton, 2004)

*Becoming Naomi León* by Pam Muñoz Ryan (Scholastic, 2004)

*Secrets of a Civil War Submarine: Solving the Mysteries of the H. L. Hunley* by Sally M. Walker (Carolrhoda-Lerner, 2005)

*So B. It* by Sarah Weeks (Geringer-Harper, 2004)

*Each Little Bird That Sings* by Deborah Wiles (Gulliver-Harcourt, 2005)

*Locomotion* by Jacqueline Woodson (Penguin-Putnam, 2003)

A session featuring the RCYRBA and the other two ISLMA student book awards, the Monarch (K–3) and the Abraham Lincoln (high school), will take place at the IATE fall Conference in October. Information about RCYRBA and how to register to participate in the program can be accessed immediately at <http://www.rcyrba.org>. Join us in celebrating twenty wonderful years of reading. □



President's Message *continued from page 3*

the seeds" and "reap the harvest" of professionalism, and she has put together a conference that offers an impressive crop of sessions, speakers, workshops, and special events to nourish our growth as profession educators. So don't delay. Turn to the back of this newsletter today and complete your conference registration form. Send it in now—before the October doldrums convince you that you can't spare the time. And while you're at it, look around your department for those first- and second-year teachers and encourage them to register as well. You'll be doing them—and the profession—a favor.

### Work Cited

McCann, Thomas M., Larry R. Johannessen, and Bernard P. Ricca. *Supporting Beginning English Teachers: Research and Implications for Teacher Induction*. Urbana: NCTE, 2006. □

## FROM THE CLASSROOM

MICHELLE PAULSEN

“Was it Miss Scarlett, in the library, with the candlestick?” one of my students asks me as she enters the Instructional Materials Center (IMC) at Zion-Benton Township High School (ZBTHS). It is the end of our annual mystery/forensic science unit, and my sophomore, Technology Academy English students are excited to be entering a murder mystery designed just for them.

This is the culmination of a unit that catches the interest of even my reluctant readers as it draws them into a world of murder, intrigue, and suspense, while challenging their critical-thinking and deductive skills.

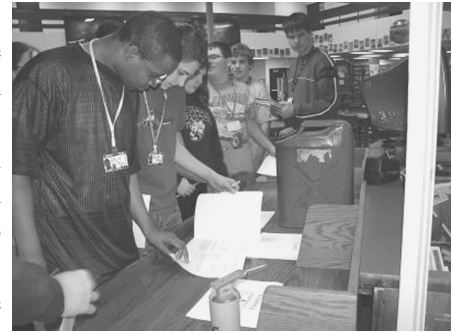
It is also one of my own all-time favorite units. During my years at ZBTHS, I have taught classes in the areas of mathematics, English, and Spanish, but this unit, designed in collaboration with chemistry teacher Kevin Smyk for our sophomore, Technology Academy students, remains at the top of my list. The Technology Academy is a school-within-a-school where each student has his/her own laptop and projects are integrated and collaborative; however, this unit could be adapted to any classroom model.

During this unit, we read short stories, poems, articles, and a novel; we also watch short clips from current shows such as *Law and Order*, *CSI*, and *Forensic Files*. We ask students to read, watch for, and analyze character development, setting, and motive, as well as the use of suspense, detection, and forensic evidence. We invite Zion police detectives to speak with the students about their jobs and about forensic evidence. Students have the opportunity to complete labs about fingerprinting, toxicology, serology, ballistics, and blood spatter. The students also produce (on their own or in teams) their own mystery stories that often keep us teachers on the edges of our seats.

This all brings us to our culminating event in the IMC: the murder mystery. In order to complete this lesson, we work collaboratively with our school’s librarian. I encourage you to explore a similar connection. You may be amazed and pleasantly surprised by the results! I have been very fortunate to work closely with Deb Will on a number of projects including this one. She and her staff graciously undertook the challenge of developing a mystery for my Technology Academy students.

Our murder mystery was adapted from *Teen Library Events: A Month-by-Month Guide* by Kristen

Edwards. This book details the characters and the basic scenario, and Deb Will and her staff used this material to create a working script that we all could easily follow. Students were divided into



*Technology Academy students reviewing evidence*

two groups; half went with “Inspector Will” and half with me, “Inspector Paulsen.” We then proceeded to circle the IMC and interview staff members each also “in character” for the event. Although the setup is basic, it’s as Mary Higgins Clark states, “suspense is created when the ordinary becomes extraordinary, the familiar becomes chilling.” Our students see an ordinary library turned into a crime scene, with real characters, a real murder, and they get into it! After students participated in the interviews, they were allowed to analyze the evidence and the crime scene as well. Each group then decided on and provided a written solution to the mystery, and the truth was soon revealed. Who killed Ms. Bossman, the nasty library director??? You’ll have to try this lesson and find out for yourself! You won’t regret it!

### Learning Goals:

Students will:

- Review elements of motive, character development, evidence, and investigation.
- Use deductive skills and work in small groups to solve the mystery and formulate a written response.
- Experience mystery and suspense in a new and different light.
- Apply what they have learned during our mystery unit in a culminating event that is enjoyable for them.

### Resources:

- Clark, Mary Higgins. “Suspense.” *Mysterious Circumstances*. Logan: Perfection Learning, 2000.
- Edwards, Kristen. *Teen Library Events: A Month-by-Month Guide*. Westport: Greenwood Press, 2002. □

Abbreviated Curriculum Vitae for  
**Elizabeth Kahn**

1253 Reading Court  
Wheaton, IL 60187  
(630) 682-1913 (home)

(847) 755-3600 or  
(847) 755-3715 (work)  
E-mail: ekahn@d211.org

**Current Position**

Chair, English Department, James B. Conant High School, 700 East Cougar Trail, Hoffman Estates, IL 60194.  
District Chair, English, Township High School District 211.

**Education**

1999 PhD in Curriculum and Instruction (English Education), University of Chicago  
1976 MAT in English, University of Chicago  
1975 BA in English, Wake Forest University

**Teaching Experience**

30 years teaching at secondary level (English)  
James B. Conant HS, Hoffman Estates, IL; St. Charles HS, St. Charles, IL

**Publications**

Coauthor of *Talking in Class: Using Discussion to Enhance Teaching and Learning* (NCTE 2006); coeditor of *Reflective Teaching, Reflective Learning* (Heinemann, 2005); co-author of *Writing About Literature* (NCTE, 1984); coauthor of *Designing and Sequencing Prewriting Activities* (NCTE, 1982); and author of articles in *English Journal*, *Research in the Teaching of English*, *Journal of Educational Research*, the *Clearing House*, *Illinois English Bulletin*.

**Presentations**

I have given more than 60 presentations at schools and at local, state, and national conferences, including NCTE and IATE.

**Positions in Professional Organizations**

NCTE Secondary Section Steering Committee (2005–present); Executive Committee of NCTE Conference on English Education (1996–2000); Vice Chair of Conference on English Education (1998–2000); District Leader, IATE Northwest Suburban District.

**Memberships in Professional Organizations**

National Council of Teachers of English  
NCTE Conference on English Education  
NCTE Conference on English Leadership  
National Conference on Research In Language and Literacy  
NCTE Assembly on Literature for Adolescents  
American Educational Research Association  
Illinois Association of Teachers of English

**Honors and Awards**

University of Chicago Fellowship (1984–85), University of Chicago Scholarship (1975–76), BA with Honors in English (1975), Illinois Governor's Master Teacher Award (1984), *Who's Who in American Education* (1989–90), *Dictionary of International Biography* (1995), Spencer Foundation Research Training Grant (1995), National Board Certified Teacher (2004–present)



## IATE CONFERENCE 2006

### Sowing the Seeds...Reaping the Harvest

Illinois Association of Teachers of English

October 13–14, 2006

Hotel Pere Marquette, Peoria, Illinois

### REGISTRATION FORM

Name \_\_\_\_\_ School \_\_\_\_\_

School Address \_\_\_\_\_ City \_\_\_\_\_

County \_\_\_\_\_ Zip Code \_\_\_\_\_ IATE District \_\_\_\_\_

Circle Level:   Elementary   Jr. High/Middle School   High School   College/University

Home Address \_\_\_\_\_ City \_\_\_\_\_

Zip Code \_\_\_\_\_ Preferred E-mail \_\_\_\_\_

Home Phone \_\_\_\_\_ Address for IATE Mailings (circle one) HOME   SCHOOL

### REGISTRATION OPTIONS

<p><b>Student Registration</b></p> <p><input type="checkbox"/> Saturday only (no meals)           FREE</p> <p><input type="checkbox"/> Friday &amp; Saturday (no meals)       FREE</p> <p><input type="checkbox"/> IATE membership (new)           FREE</p> <p>(Check here if not already a member.)</p> <p>Please add these meals:</p> <p><input type="checkbox"/> Friday luncheon (reduced rate)       \$20.00</p> <p><input type="checkbox"/> Friday banquet/entertainment       \$40.00</p> <p><input type="checkbox"/> Saturday brunch                       \$35.00</p> <p style="text-align: right;">Amount enclosed _____</p> <p style="text-align: center;">(Make check payable to IATE.)</p>	<p><b>First-Year Teacher Registration</b></p> <p><input type="checkbox"/> Saturday only (brunch included)     \$40.00</p> <p><input type="checkbox"/> Friday &amp; Saturday                     \$90.00</p> <p style="padding-left: 20px;">(Friday dinner/entertainment &amp; Saturday brunch included)</p> <p><input type="checkbox"/> IATE membership (new)           FREE</p> <p>(Check here if not already a member.)</p> <p>Please add:</p> <p><input type="checkbox"/> Friday luncheon                       \$25.00</p> <p><input type="checkbox"/> Donation to 2006 student lunch fund \$ _____</p> <p style="text-align: right;">Amount enclosed _____</p> <p style="text-align: center;">(Make check payable to IATE.)</p>
<p><b>IATE Member Registration</b></p> <p><input type="checkbox"/> Saturday only (brunch included)     \$45.00</p> <p><input type="checkbox"/> Friday &amp; Saturday                     \$95.00</p> <p style="padding-left: 20px;">(Friday dinner/entertainment &amp; Saturday brunch included)</p> <p><input type="checkbox"/> IATE membership renewal         \$ _____</p> <p style="padding-left: 20px;">(Regular=\$25.00; Patron=\$30.00; Retired=\$5.00)</p> <p>Please add:</p> <p><input type="checkbox"/> Friday luncheon                       \$25.00</p> <p><input type="checkbox"/> Donation to 2006 student lunch fund \$ _____</p> <p style="text-align: right;">Amount enclosed _____</p> <p style="text-align: center;">(Make check payable to IATE.)</p>	<p><b>Non-Member Registration</b></p> <p><input type="checkbox"/> Saturday only (brunch included)     \$65.00</p> <p><input type="checkbox"/> Friday &amp; Saturday                     \$115.00</p> <p style="padding-left: 20px;">(Friday dinner/entertainment &amp; Saturday brunch included)</p> <p>Please add:</p> <p><input type="checkbox"/> Friday luncheon                       \$25.00</p> <p><input type="checkbox"/> Donation to 2006 student lunch fund \$ _____</p> <p style="text-align: right;">Amount enclosed _____</p> <p style="text-align: center;">(Make check payable to IATE.)</p>
<p>_____ <b>Please check here if you prefer vegetarian meals</b></p>	

#### Registration News & Notes:

- Registration forms are due by **October 2, 2006**. Send this form and your check payable to IATE to: IATE Campus Box 4240 English, ISU, Normal, IL, 61790-4240. Questions? Phone: (309) 438-3957. **Please, register now!**
- There will be an **additional \$10.00 charge** for on-site registration.
- We are unable to refund registration fees after **October 2, 2006**. Before that date, there will be a \$25.00 service charge for registration refunds.
- **Reserve your room** by calling the **Hotel Pere Marquette at (800) 447-1676 or (309) 637-6500** on or before **September 25, 2006**. Be sure to **indicate that you are part of the IATE Conference** so you receive the conference rate—and so IATE saves on conference costs.

**2006 IATE FALL CONFERENCE SCHEDULE**

**OCTOBER 12–14, 2006**

**SOWING THE SEEDS...REAPING THE HARVEST!**

**Thursday, October 12**

6:30 p.m.–7:30 p.m. IATE Executive Council Dinner  
7:45 p.m.–9:45 p.m. IATE Executive Council Meeting

**Friday, October 13**

7:00 a.m.–5:00 p.m. Registration (Upper Lobby)  
7:30 a.m.–9:30 a.m. Continental Breakfast

*Sponsored by Lake-Cook Distributors*

**8:00 a.m.–5:00 p.m. Book Exhibits (Cheminee Room)—Open All Day!**  
8:00 a.m.–9:00 a.m. Breakout Session A  
8:00 a.m.–9:30 a.m. Workshop Session I  
9:00 a.m.–9:30 a.m. Book Exhibits Visitation (Cheminee Room)—Open All Day!  
9:30 a.m.–10:30 a.m. Keynote Speech and Annual Business Meeting  
10:30 a.m.–11:00 a.m. Book Exhibits Visitation (Cheminee Room)  
10:45 a.m.–11:45 a.m. Breakout Session B  
12:00 p.m.–1:30 p.m. Luncheon: 2006 Illinois Author of the Year and Honorary Awards  
1:45 p.m.–2:45 p.m. Breakout Session C  
1:45 p.m.–3:15 p.m. Workshop Session II  
2:45 p.m.–3:30 p.m. Book Exhibits Visitation (Cheminee Room)  
3:30 p.m.–4:30 p.m. Breakout Session D  
3:30 p.m.–5:00 p.m. Workshop Session III  
3:30 p.m.–5:00 p.m. Student and Beginning Teachers' Seminar  
4:30 p.m.–5:15 p.m. IATE District Meetings (Various; Consult poster near registration)  
5:30 p.m.–6:30 p.m. Social Hour  
6:30 p.m.–8:30 p.m. Annual Banquet and Evening Entertainment  
8:45 p.m.–???? President's Reception and Beach Party!!!

**Saturday, October 14**

7:30 a.m.–10:30 a.m. Registration (Lobby—2nd floor balcony)  
7:30 a.m.–9:30 a.m. Refreshments  
8:00 a.m.–9:00 a.m. District Leaders Meeting and Executive Council Breakfast  
8:00 a.m.–9:00 a.m. Featured Speaker: Ingrid Wendt  
8:00 a.m.–8:50 a.m. Breakout Session E  
9:00 a.m.–10:30 a.m. Workshop Session IV  
9:00 a.m.–9:50 a.m. Breakout Session F  
10:00 a.m.–10:50 a.m. Breakout Session G  
11:00 a.m.–12:30 p.m. President's Brunch  
2:15 p.m. Executive Council Meeting

**IATE FALL CONFERENCE PROGRAM**  
**SOWING THE SEEDS...**  
**REAPING THE HARVEST!**

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**Friday, October 13**

**8:00 a.m.–9:00 a.m. Breakout Session A**

**TBA A1** Stephanie Gannaway, Effingham High  
**Middle/** School  
**High School**  
**“Having Fun with Shakespeare”**

Having Fun with Shakespeare is a unit designed for lower-level freshman classes, but it can also be used in a middle school setting. This unit incorporates the Shakespearean drama *A Midsummer Night's Dream*, interactive reading, group stimulation, research, and a final project.

**TBA A2** Jon Orech, Downers Grove South High  
**Middle/** School  
**High School**  
**“Digital Inquiry: Making a Documentary”**

Discover the melding of two of the most powerful teaching tools used today: the digital story and the inquiry project. Learn how to take students through an inquiry-based research project that culminates in the creation of a narrated documentary. View specific examples of a *Behind the Music* project that has students research a protest song, the biography of the composer, and the injustices the song attacks. This is research students actually *want* to do!

**TBA A3** Robin L. Murray, Eastern Illinois  
**High School/** University; Donna Binns, Eastern  
**General** Illinois University  
**“Preparing Students for College: The Reading-Writing Connection”**

To help you prepare students for the transition from high school to college, this presentation will propose ways to teach genre analysis through young adult literature and media. Students come to us with an awareness of multiple genres that can serve as a basis for teaching them how to think critically about genre. These skills can potentially transfer from high school to college reading and writing.

**TBA A4** Ann Cox, Bloomington Central Catholic  
**High School** High School  
**“Where Research Meets Creativity: Writing Multi-genre Papers”**

High school students are rarely excited about the research paper. Multigenre papers create that excitement by combining research with creativity. During this session, participants will have the chance to read student-generated examples and discuss my experiences with teaching multigenre writing.

**TBA A5** Karen Humphrey, Mater Dei High  
**High School** School  
**“Encouraging Students to Invest in the English Process”**

The idea of investing usually refers to money. In this case, it refers to time and effort. When students are active participants in their lessons, they feel invested in the educational process. But how do we get them to “buy into” this idea? By making them do more of the work. We have compiled several interesting lesson plans that make the students responsible for the material that needs to be covered in class. These plans are easily adaptable to all achievement levels. They focus on the student as instructor and are useful tools that can be easily applied to any English lesson. We have lessons and ideas to share that include such diverse areas of study as classic mythology, Shakespeare, Chaucer, Dickens, Stephen Crane, and poetry. Learn how to accomplish more in your class by putting the students in charge of presenting the materials.

**TBA A6** Marilyn Hollman, Naperville Central  
**General** High School (retired); Michael Rossi,  
 Nequa Valley High School  
**“A Look at Illinois Writers—Across Time and Genre”**

A Celebration of Our Writers: “William Maxwell—Where Experience and Fiction Intersect” and “Ray Bradbury”

**TBA A7** Illinois State Writing Project  
**General**  
**“Writing Activities for Your Classroom”**

This breakout session will feature an interactive classroom activity focused on writing. The audience will participate in writing and follow-up discussion.

**8:00 a.m.–9:30 a.m. Workshop Session I**

**TBA WA8** Phyllis Hostmeyer, Madison County  
**High School** Regional Office of Education

**“Connecting Reading and Writing with Journals”**

Several approaches to journaling will be presented during this session: 3-2-1-free write, give one/get one, and kindling journals. Participants will have an opportunity to practice the steps of each journal method and then see student writing samples that have been developed from the journal entries.

**9:00 a.m.–9:30 a.m. Book Exhibits Visitation  
(Cheminee Room)**

Qualify for **door prizes** by visiting our book exhibits during this and other breaks. Drawings will be held at a variety of conference functions; must be present to win!

**9:30 a.m.–10:30 a.m. Keynote Speech and Annual  
Business Meeting (TBA)**

Thank you to McGraw-Hill for sponsoring Dr. Doug Fisher, professor of language and literacy education, School of Teacher Education, San Diego State University as our keynote speaker. Dr. Fisher is a widely published author of professional articles and books, and an accomplished lecturer and presenter. The title of his address this morning is: “Improving Adolescent Literacy: Strategies at Work.” IATE President Claire C. Lamonica will also conduct the Annual Business Meeting.

**10:45 a.m.–11:45 a.m. Breakout Session B**

**TBA B1** Nancy DJangi, Proviso West High  
**Middle/** School; Jill Vavrek, Proviso West High  
**High School** School

**“Don’t Just Do It!”**

Assignment: “Act out a scene from this play!” “Act out what this novel’s characters are feeling!” These assignments are doomed to be failed performances. This session offers English teachers some seasoned advice on teaching the presentation process and structuring a meaningful dramatic activity. Don’t cut your students loose to fail!

**TBA B2** Courtney Eddleman, Morton High  
**General** School; Amy L. Lucas, Midland High  
School

**“Best Classroom Writing Practice in the Face of  
Standardized Assessment”**

Too many teachers feel torn between engaging students in best writing practice in the classroom and preparing students for standardized testing. With the re-implementation of the writing assessment portion of the ISAT and PSAE beginning in the spring of 2007, must educators choose between educative writing classroom practice and skill-and-drill test preparation? The answer is no. The two tasks—best practice and test preparation—are not mutually exclusive, and students are best served by consistently incorporating valued writing practices into the classroom, which will ultimately prepare them for the state assessment. This session will deal with the issue of maintaining best writing practices in the classroom while simultaneously preparing students for Illinois’s mandatory writing assessment. Participants will be engaged in reflective activities and discussion of writing practices that approach the state assessment as *one* rhetorical situation rather than *the* rhetorical situation in the classroom.

**TBA B3** Connie Wertheim, Clinton Junior High  
**Middle School** School; Karlyn Carter, Clinton Junior  
High School

**“Connecting the Dots: Helping Students Connect to  
Texts and Teachers to Connect to Students”**

Connecting students to the text is the first step on the way to comprehension. A novel unit taught early in the academic year uses *The Wanderer* by Sharon Creech and student journals to help students connect to texts, learn reading strategies, and help teachers connect to students. Additional ideas for connecting students to fiction and nonfiction will be presented using *Tangerine* by Edward Bloor and *Life Strategies for Teens* by Jay McGraw. Of course, connections to state standards, diverse learning styles, and various levels of thinking will be included. A bonus tip will help connect students to the ISAT extended response on the reading test.

**TBA B4** Tom Anstett, Lincoln-Way East High  
**High School** School

**“Two Seeds for the Price of One”**

How and Why? Two simple seeds that can lead to a harvest of learning. Two ways to engage a class to probe understanding of reading and writing. In two minilessons of twenty minutes each, learn *how* to use these potent questions for enhanced student reading and *why* these words promote better writing. Use of essential questions,



*A Tale of Two Cities*, and student essays will be the foci of this presentation.

**TBA B5** Maria M. Brown, Zion-Benton  
**Middle/** Township High School  
**High School**

**“English/Language Arts in a Technological Era: Incorporating Web Building and Blogs into an English Classroom”**

Have you ever wondered how you could make English appealing to the average student? One way to appeal to your students is to incorporate elements of their world into your classroom through blogging, which will allow you to communicate assignments, comments, suggestions, and grades in a safe, monitored environment. Come to this session and blog all about it!

**TBA B6** Stephen D. Bournes, Evanston Township  
**High School** High School

**“Student-Led Discussions”**

Student-led discussions serve as a means of engaging students in a whole class discussion. They accomplish this task in addition to improving and assessing reading comprehension skills at the literal, interpretive, and applied levels of understanding. The audience will view an excerpt of a class discussion and see the rubrics used to evaluate students. The presentation will explain the process and the preparation used to achieve this goal.

**TBA B7** Sarah M. Luisha, Chicago Teachers  
**General** Center and ISU; Janice Neuleib, Illinois  
State University

**“A Look at Illinois Writers—Across Time and Genre”**

A Celebration of Our Writers: “Children’s Literature—W. Nikola-Lisa” and “Dorothy Cannell: From England to Peoria.”

**TBA B8** Illinois State Writing Project  
**General**

**“Writing Activities for Your Classroom”**

This breakout session will feature an interactive classroom activity focused on writing. The audience will participate in writing and follow-up discussion.

**TBA B9** Patricia A. Meyer, Glenbard East High  
School; Jake Novak, Glenbard East High  
School

**“Front-Loading: Engaging Students Before Reading”**

This presentation will include activities to help students prepare to open a text and begin reading. The more students know about the issues and ideas in a text, the better prepared they are to understand and discuss the material when they read. We will show how *all* readers, especially reluctant readers, will become active participants once they feel confident about the subject matter. All activities shared during this session can be easily adapted to short stories, drama, fiction, and nonfiction.

**12:00 p.m.–1:30 p.m. Luncheon**

The annual luncheon will feature the presentation of Honorary Awards. **Mawi Asgedom, 2006 Illinois Author of the Year**, will speak to us and sign copies of his work!

**1:45 p.m.–2:45 p.m. Breakout Session C**

**TBA C1** Edwina Jordan, Illinois Central  
**High School/** College

**General**

**“It’s a Global Village”**

We have always known the paradigmatic cultural narrative is the traditional American success story of building our country. Introducing students to Chinese American, Puerto Rican, Japanese American, and African American stories that celebrate diversity will enrich the literature experience. Ten tips that work when teaching the literature of America’s diverse population.

**TBA C2** George Seidenbecker, Loyola  
**General** Academy

**“Using Digital Photography To Enrich English”**

One technological breakthrough of the twenty-first century is digital photography that can produce high-quality, concise, easily manipulated, and easily transmitted images as well as documents containing them. This session will summarize some of the ways I have used e-mailed pictures, drugstore-printed pictures, and home-printed pictures to advance academic learning and family life.

**TBA C3** Sandy Flannigan, Batavia High  
**High School** School

**“Teaching the Bible as Literature”**

From Steinbeck’s *The Grapes of Wrath* to Dante’s *Inferno* to a number of other novels, stories, and poems, literature frequently alludes to the Bible. For the past thirty-five years, I have taught the Bible as Literature,

a semester-long course that focuses on stories, history, poems, and letters from both Old and New Testament Bible literature, from a literary point of view. Students learn literary devices, write theme and character essays, and do several creative activities—from imaginative journaling to drama to engaging projects—that make Bible literature a fun and popular course. In this session I will share a course outline, handouts, and authentic assessments teachers can use to develop a unit or an entire course on the Bible as literature.

**TBA C4** Michelle Mowery, Regina Dominican High School; Julie McClure, Regina Dominican High School

**“Teaching the College Application Essay”**

The college application essay is an important component of the overall college application and can be a determining factor in a high school student’s admission to or rejection from a college or university. A working draft of a personal statement can be created within the context of classroom lessons on writing at the junior or senior level. Using a common application essay question, teachers can guide students to: personally reflect on activities and experiences, identify and refine their literary voices, form and prove a clear thesis, and correct grammatical and syntactical errors. The essay is a creative, reflective, and persuasive product that has a personal impact on students.

**TBA C5** Jeff Kargol, Community High School Middle/District 94; Julie Johnson, Community High School District 94

**“Addressing NCLB Through Smaller Learning Communities: The Role of the English Teacher”**

Can a school address NCLB mandates while building community with a cross-curricular focus? A panel of secondary educators explains how they implemented the Smaller Learning Community model for freshmen and sophomores. Participants will receive cross-curricular lessons, capstone events, and effective instructional tools for any English classroom setting.

**TBA C6** Thomas Philion, Roosevelt University; Scott D. Eggerding, Lyons Township High School

**“A Look at Illinois Writers—Across Time and Genre”**

A Celebration of Our Writers: “Illinois Writers for Young Adults” and “Sense of Place in Illinois—A Response”

**TBA C7** Illinois State Writing Project

**General**

**“Writing Activities for Your Classroom”**

This breakout session will feature an interactive classroom activity focused on writing. The audience will participate in writing and follow-up discussion.

**1:45 p.m.–3:15 p.m. Workshop Session II**

**TBA WC8** Erin Lindstrom, Palatine High School High School

**“The Most-Important-Passage Journal: Teaching Literary Analysis to Beginning and Advanced Learners”**

Looking for an instructional alternative to the study guide? The objectives of the Most-Important-Passage journal are to develop critical reading skills, generate analytical student-prompted discussion, and to foster text annotation strategies. The MIP requires students to identify important reading passages in every chapter of a given literary text, justify their importance on the basis of plot advancement, character development, theme relevance, or real-world connections, and respond critically in both oral and written form to the assertions of their peers on similar and differing passages. This method of literary study works well for all high school levels as either a replacement for or supplement to a study guide or other instructional method.

**TBA WC9** Amy L. Lucas, Midland High School General

**“The Evolutionary Classroom”**

The evolutionary English classroom is based on the idea that flourishing English classrooms will have a teacher who creates seven characteristics in his or her classroom. By establishing and maintaining these characteristics in the English classroom, an educator will be able to change and flow with whatever possible content, theory, or mandated changes may come his or her way. This presentation will discuss each of these characteristics, focus on its importance to the changing face of English education, strategize for development of the characteristic, and define what the characteristic looks like in action. A PowerPoint presentation, a packet of strategies and tips, as well as student and teacher reflection samples will be used in presenting the information. Participants will engage in written reflection activities, which will give them the opportunity to explore the level at which

they engage in the evolutionary characteristics in their own classrooms; small group discussions will allow educators to brainstorm and share ideas for change; and a question, answer, and share session will culminate the presentation.

**2:45 p.m.–3:30 p.m. Book Exhibits Visitation  
(Cheminee Room)**

Qualify for **door prizes** by visiting our book exhibits during this and other breaks. Drawings will be held at a variety of conference functions; must be present to win!

**3:30 p.m.–4:30 p.m. Breakout Session D**

**TBA D1** Debra L. Burgauer, Bradley  
**Middle/** University  
**High School**

**“Are They Prepared for College?”**

In this presentation, Deb Burgauer, a lecturer at Bradley University for twenty-six years, will discuss the results of a survey that asked Bradley students and faculty to report how middle school and high school English classes prepared (or did not prepare) students for college-level reading, writing, and critical analysis assignments.

**TBA D2** Jon Orech, Downers Grove South High  
**Middle/** School  
**High School**

**“Hi-Tech Lit Circles”**

Do you use lit circles, but feel you are running in circles? Learn a strategy that uses lit circles as a starting point for a powerful project-based assessment of reading, analysis, writing, revising, cooperation, and advanced tech skill. Students start with “traditional” lit circles, progress to online discussion boards, and culminate in a collaboration of creating an online set of “Cliff Notes” for their novel in the form of a “Wiki.” Blackboard interface will be used for the demonstration; however, the presentation will show free sites that can be used in the same way.

**TBA D3** Molly Moynahan, Evanston Township  
**High School** High School

**“A Workshop to Help English Teachers Use Creative Writing to Teach”**

My students tell stories. I hear my students’ beliefs in

their stories, their struggles, their triumphs, their choices, and their dilemmas. As their English teacher I am responsible for their appreciation for the complexities of narratives such as *The Great Gatsby*, *Invisible Man*, or *Walden*, but I am also eager to tap into their latent ability to tell their own stories. As a creative writing teacher I have an amazing array of writing exercises that reveal truth, describe process, and lead to deep analysis on a focused idea. I think we are renewed by telling stories and able to understand better what inspired writers like Ralph Ellison to write.

**TBA D4** Marnie Heim Batavia High School;  
**High School** Aimee Miller, Batavia High School  
**“Surviving Caesar: Innovative Activities to Enhance Your Lessons”**

Is teaching *Julius Caesar* like having a knife in your back? After this presentation, teachers will be able to take home many innovative and critical thinking activities for their *Julius Caesar* unit. Ready-to-use handouts will be provided for immediate use in the classroom. With these activities, students will have a better grasp on modern day connections between *Julius Caesar* and society today.

**TBA D5** Illinois State Writing Project  
**General**

**“Writing Activities for Your Classroom”**

This breakout session will feature an interactive classroom activity focused on writing. The audience will participate in writing and follow-up discussion.

**TBA D6** Carol Davies, Boylan Catholic High  
**High School** School

[Session Title Not Available]

In keeping with this year’s theme “Sowing the Seeds... Reaping the Harvest,” this interactive breakout session will begin with the presentation of a simple, no-frills “seed” activity guaranteed to foster creativity and get the most reluctant students writing. The session will provide concrete lessons for using the initial activity’s product to introduce “offshoot” units in poetry, sentence structure, and formal language analysis. During this session, participants will have an opportunity to write a prompt, prune the response into a poem, stretch its branches into a paragraph, and craft a literary analysis.

**3:30 p.m.–5:00 p.m. Workshop Session III**

**TBA WD6** Claire Lamonica, Illinois State  
**Middle/High School/General** University

**“Sowing the Seeds of Revision through Effective Peer Response”**

Good revision is the harvest we reap when students sow the seeds of effective peer response, but all too often our students lack the strategies and skills to be effective respondents. This ninety-minute workshop will engage participants in a variety of classroom-tested response activities guaranteed to move students away from barren, “say nothing” response and into the more fertile fields of critical thinking and substantive response.

**TBA WD9** Dianne L. Chambers, Elmhurst College;  
**General** Thomas M. McCann, Elmhurst  
Community Unit School District 205;  
Larry R. Johannessen, Northern Illinois  
University

**“Student and Beginning Teachers’ Seminar”**

Dianne Chambers, coordinator of English Education at Elmhurst College, Thomas McCann, assistant superintendent of Curriculum and Instruction for School District 205, and Larry R. Johannessen, director of Undergraduate Studies at Northern Illinois University, will facilitate this open-discussion session to discuss fears, hopes, and strategies for success in teaching. As McCann, Johannessen, and Bernard Ricca report in *Supporting Beginning Teachers* (NCTE, 2005), teachers early in their career often experience concern about their ability to teach and manage grading, loss of confidence, and increasing fatigue in late October—precisely the time when IATE holds its annual conference. They report that new teachers think about teaching concerns in ways that differ markedly from those of veteran teachers. Student teachers and teachers in their first and second year of service are invited to talk about challenges and victories. Experienced teachers and others who care about the struggles of novice teachers also are encouraged to attend and share their ideas.

**4:30 p.m.–5:15 p.m. IATE District Meetings**

**Various Locations** IATE District Leaders  
Information about district meeting locations will be available in the Conference Registration area. Take this

opportunity to meet and network with your district leader and other colleagues from your area.

**5:30 p.m.–6:30 p.m. Social Hour**

Unwind and relax! Do take advantage of this opportunity to meet informally with colleagues from across the state—establish professional connections, make new friends, visit with old friends, and also meet members of the IATE Executive Board.

**6:30p.m.–8:30 p.m. Annual Banquet and Evening Entertainment Featuring Raymond Benson: “The James Bond Phenomenon”**

Are you prepared to meet James Bond? A bit of mystery will accompany a delicious meal and segue into dinner entertainment with Raymond Benson, acclaimed James Bond author. Between 1996 and 2002, Raymond Benson was commissioned to write the James Bond novels. In total, he penned and published worldwide six original 007 novels, three film novelizations, and three short stories. His book *The James Bond Bedside Companion* was first published in 1984 and was nominated for an Edgar Allan Poe Award by the Mystery Writers of America. Under the pseudonym “David Michaels,” Benson is also the author of the *New York Times* best-selling books *Tom Clancy’s Splinter Cell* (2004) and its sequel *Tom Clancy’s Splinter Cell: Operation Barracuda* (2005). Benson’s original non-Bond suspense novels are *Face Blind* (2003), *Evil Hours* (2004), and most recently *Sweetie’s Diamonds* (2006).

**8:45 p.m.–???? President’s Reception and Beach Party!!!**

This reception will honor outgoing president Claire C. Lamonica and welcome new president Larry R. Johannessen. Prepare to relax beach-party style! Bring your karaoke voices, your trivia expertise, and your beach blankets. Let’s have a ball and “Party in Peoria!”



**Saturday, October 14**

**7:30 a.m.–10:30 a.m. Registration (Lobby—2nd floor balcony)**

**7:30 a.m.–9:30 a.m. Refreshments**

**8:00 a.m.–9:00 a.m. District Leaders Meeting and Executive Council Breakfast**

**8:00 a.m.–9:00 a.m. Featured Speaker: Ingrid Middle/High School Wendt**

Come enjoy morning refreshments and poetry as celebrated Illinois-native poet Ingrid Wendt shares her poetry and expertise with us!

**“Poetry in an Age of Anxiety: Motivating Student Writers”**

Looking for new ways to “snag” students into writing? Ways to make poetry relevant? This hands-on workshop will help non-writers lose their dread of teaching poetry writing in the classroom through playful yet serious activities that bring out the poet in everyone. We’ll begin by looking at writer’s block and ways to get around it. Then—for springboards into writing—we’ll look at free-verse poetry models that work in two ways: 1) by coming from real-life experience; and 2) by employing one or more of poetry’s building blocks (figures of speech, musical language, rhythm, parallel structures, and/or repetition). Wendt’s book *Starting with Little Things* will be available for purchase.

**8:00 a.m.–8:50 a.m. Breakout Session E**

**TBA E1 Jennifer Gulotta, O’Fallon Township Middle/High School; Jodie Bell, O’Fallon High School Township High School**

**“Utilizing Computers: Innovative and Practical Ways to Make Your Writing Classroom More Effective”**

Are you tired of having students rush through revision? Do you want to help deter plagiarism and evoke thoughtful online class discussions? These questions and many more will be answered as you learn to use computers in your classroom as more than just word processors. We will show you some great software programs to make your life as a teacher easier and more beneficial to stu-

dents. This will include plagiarism software and how to implement it, brainstorming software, and a few others. Additionally, we will share with you some classroom-tested tips to help your students use Microsoft Word to their advantage as they revise their essays.

**TBA E2 Ronald O. Neurauter, Westmont High School General School**

**“Focus on Literacy: One Unit District’s Uniform Approach to K–12 Reading Instruction”**

Westmont Unit District 201 (a small, West Suburban K–12 district with approximately 1,700 students in five buildings: three elementary, one junior high, and one high school) has embarked on a multigrade, cross-curricular initiative in which every teacher is being involved in teaching reading. As a member of the Curriculum Advisory Council spearheading staff development in CUSD 201, I will share the reading comprehension and vocabulary strategies that have been “scripted,” presented to teachers, and used in all classrooms over the past year. I will relate the creative, successful efforts used to help teachers in *all subject areas* approach texts and articles as “English teachers do.” Hopefully, this seminar will reinforce those reading/teaching techniques that are second nature to all of us, and help us help our colleagues who are all-too-willing to leave the teaching of reading (as well as PSAE prep) to the English department.

**TBA E3 Elaine Freund, Gibault High School High School**

**“Evoke Enthusiasm with Clever Creative Strategies”**

This session offers half-a-dozen strategies to loosen the creative energies of high school writers. Participants will receive handouts on each of the following: Captions Contest, Description Kits, Word Connections, Show Don’t Tell, A Different and Good Verb/Bad Verb. Opportunity to try out these activities will assure teachers that they not only work but also that they can facilitate students having fun as they develop their more creative side.

**TBA E4 Jeff Kargol, Community High School District 94; Adam Akin, Community High School District 94**

**“Integrating Test-Taking Skills with Curriculum Instruction”**

Is there a way to blend test preparation with daily instruction and not compromise a district’s curriculum? Two

secondary English teachers will explore multiple ways to merge daily lessons with standardized test-taking skills. Participants will receive ideas and handouts covering short stories, novels, and poetry that can be immediately implemented in the classroom.

**9:00 a.m.–10:30 a.m. Workshop Session IV**

**TBA WE5 High School** Norman Boyer, Saint Xavier University; Angelo Bonadonna, Saint Xavier University; Amy Baio, Saint Xavier University; Carol Medrano, Rich Central High School; Danielle Parish, Saint Xavier University

**“Being a ‘Dangerous’ Teacher: New Teachers Talk About Reaching Out to Bring All of Our Students to Harvest”**

No Child Left Behind reminds us to pay attention to the progress of *all* of our students, even the poorly prepared and unmotivated ones. How can we help these students to progress and invest in their own schooling? Can “safe,” traditional teaching work with these students? Or do we need to become “dangerous” teachers, teachers willing to do the unexpected to win over their students, teachers who are as concerned with each and every student as they are with the content being taught? How can we become the *one* teacher who gets a problem student to come to class every day? How do we teach in ways that let the students know that they come first? Join us for a discussion with a third-year teacher and two first-year teachers as they share the thrills and chills of their experiences as “dangerous” teachers, and also share some of their successes.

**TBA WE6 Middle/High School** Thomas M. McCann, Elmhurst College; Larry R. Johannessen, Northern Illinois University; Joseph M. Flanagan, York Community High School

**“A Structured Process Approach to Teaching Writing”**

In this interactive session, the panelists will offer ways that teachers can design writing instruction so it will allow students to learn about writing processes while producing works that are readable. Through the use of several sample activities, the panelists will model what could be called a *structured process* approach to the teaching of writing.

**TBA WE7 Elementary/Middle/High School** Jon Orech, Downers Grove South High School

**“Digital Storytelling Using Photostory 3”**

Digital storytelling is one of the most powerful teaching tools to come along in years. You’ve heard of it, you know a little bit about it, but something scares you: the technology. Come and learn, hands-on, how to use Photostory 3 to create digital stories. It’s fast, it’s easy, and it’s *free*! Participants are encouraged to bring a one-to-two paragraph personal narrative and ten to fifteen digital images to accompany text. You will leave with a finished story, as well as the knowledge to use this in your own classroom.

**TBA WE8 Middle/High School** Laurence Musgrove, Saint Xavier University

**“Picturing a Reader’s Responsibility”**

When students read and respond to literature, they often give up, stop reading, and blame the literature for their own difficulties. However, if we approach reading as a process, and provide students with visual strategies for engaging literature effectively, their comprehension and appreciation of literature improves dramatically. I have developed a model of reading as a process that helps teachers make students aware of what they bring to literature, what the text has to offer, what responses are possible, and what responsibilities they have to review the quality of their responses. In this hands-on workshop, I will present this model of teaching reading as a process, and provide English faculty with clear, practical, and visual ways to help their students become more successful and responsible readers of literature.

**9:00 a.m.–9:50 a.m. Breakout Session F**

**TBA F1 Middle/High School** Rob Vogt, McClure Junior High School

**“Chocolate Monsters, Disco Dancing, and My Good Pal Henry Ford—Helping Your Students Meet State Writing Standards”**

Join published author and veteran English teacher Rob Vogt for this high-energy, interactive presentation! Rob’s “Phenomenal 5” strategy has helped hundreds of students develop into confident, competent writers. Learn how to increase both the quality and quantity

of student writing while simultaneously reducing the amount of papers you have to grade! Teachers will leave this presentation with practical, effective, easy-to-use writing lessons that will engage even the most reluctant student-writer.

**TBA F2** Jim Meyer, Illinois State University  
**Middle/High School**  
**“Using More Informational (Nonfiction) Texts in an English Classroom: Why and How?”**

Reasons for using more nonfiction (NF) texts in English/Language Arts classes are many: some students are more successful at reading NF or simply enjoy reading NF more; NF texts are underrepresented in classrooms, particularly in comparison to standardized testing and to the reading most adults do; and we often require students to produce NF texts but do not provide guidance in reading them. There is a growing body of research on using NF texts in classrooms, though most of it is aimed at elementary classrooms. How can we begin to use NF texts in middle and secondary English classes? We'll look at lesson ideas, brainstorm new approaches, and survey the resources that are available.

**TBA F3** Stephanie Solis, Highland Park High School; Anne Cocks, Highland Park High School  
**Middle/High School**  
**“Nurturing the Writing Community: A Year-Long Commitment to Writing Groups”**

Our commitment to this program emerged from a passion for the teaching of writing and the desire to strategically put into practice the existing research and theories of teaching writing. We believe that writing is an essential tool for understanding and experiencing life at a deeper, more enriching level. We see in writing the potential to build connections between people and to give students authority and ownership. Mostly, we wanted to bring the magic of writing into the classroom. We would like to tell our stories and share why we are so committed to writing groups by describing the process of developing these groups and how we have adapted them for different classes and curricula. We'll also share examples of work and a video that includes students sharing their writing and discussing their experiences in writing groups. Our presentation will address the planning, beginning, format, structure, routines, evaluation, assessment, goal setting, curriculum, publishing/sharing, and obstacles/challenges of writing groups.

**TBA F4** Katie Hoffman, McClure Junior High School; Meredith Wertz, Carl Sandburg Middle School  
**Middle/High School**  
**“How to Sow the Seeds and Reap the Benefits of Critical Theory in Your Classroom”**

When most English teachers think of critical theory, they might think of lofty ivory tower academia. To the contrary, we have found that critical theory can be accessible to students of varying abilities and ages. Our research stems from current practices in middle school and high school classrooms and shows that not only is critical theory accessible to a wide range of students, but it also promotes higher-level thinking and motivates students to engage in reading and discussing texts. Today's English/Language Arts classroom is filled with students of varying needs and abilities; this presentation will demonstrate how critical theory can be a valuable tool in that classroom. The majority of our presentation will provide you with a variety of instructional strategies that can easily be implemented in your classroom. You will also walk away with a sample unit plan that uses critical theory that can be easily modified for use with any instructional unit.

**TBA F5** Illinois State Writing Project  
**General**  
**“Writing Activities for Your Classroom”**

This breakout session will feature an interactive classroom activity focused on writing. The audience will participate in writing and follow-up discussion.

**10:00–10:50 a.m. Breakout Session G**

**TBA G1** Tom Brennan, Prospect High School  
**Middle/High School**  
**“Imitation: The Link Between Studying Literature and Teaching Writing”**

This session will show how imitation is used in all of the arts. By allowing students to use class literature as models for writing, not only will student writing improve, but the literature will also be more relevant, and the course material will be unified into a cohesive entity. We will focus on sentence structure, sentence openings, sensory writing, and verbs.

**TBA G2 Middle/High School** Marci Albrecht, Palatine High School; Theresa Christensen, Palatine High School

**“Putting the Study Back in Study Hall: Learning Strategies for a Captive Audience”**

This presentation will provide an overview of the planning and implementation of the Freshman Study Hall Reading Strategies program—a program that provides freshmen with practical learning strategies twice monthly to help them be successful in their classes. Teachers from all content areas present reading strategies and study skills students can immediately incorporate into their studies. To further enhance the connection between reading skills learned in school and real life, nonacademic staff members from all areas of the school also present lessons, demonstrating the importance of reading not only in their jobs but also in their lives. These strategies are shared with faculty members through a staff development program, Snacking on Strategies.

**TBA G3 High School** Jill Tylk, Community High School District 94; Shannon Foy, Hinsdale South High School

**“Sowing the Seeds of Empathy through the Novel *Forgotten Fire* by Adam Bagdasarian”**

*Forgotten Fire* is a young-adult novel narrated by a twelve-year-old boy during the Armenian genocide. Presenters will cover pre-, post-, and during-reading activities for the novel. These activities are ones that help students connect to and develop an understanding of the importance of studying instances of intolerance and genocide.

**TBA G4 High School** Sandy Flannigan, Batavia High School

**“Grammar on the Road”**

Grammar on the Road is a tried and true way of teaching grammar to students who are struggling with language skills as well as to those who are reluctant to learn. Focusing on the student’s favorite car (or truck or motorcycle), this approach teaches parts of speech, parts of the sentence, phrases and clauses, and other concepts in a fun and meaningful way. Participants in this session will engage in some of the activities that students get to do, including photo-writing for sensory details, completing a unique form of “diagramming” to structure sentences, color coding, etc. Handouts will be available.

**TBA G5 General** Michelle Beck, Belleville West High School  
**“NBPTS and the Illinois Master Teacher Information Session”**

This session will provide information on the National Board for Professional Teaching Standards certification process. Anyone who is interested in learning about the process that has been recognized as the “gold standard of teaching” and that leads to an Illinois Master Teacher certificate should attend.

**TBA G6 General Audience** Illinois State Writing Project  
**“Writing Activities for Your Classroom”**

This breakout session will feature an interactive classroom activity focused on writing. The audience will participate in writing and follow-up discussion.

**11:00–12:30 p.m. President’s Brunch**  
**TBA**

Our conference will conclude with the President’s Brunch featuring **Paddy Lynn**, who will entertain and inform us. Paddy Lynn, professional storyteller and actress, portrays Emily Dickinson, one of America’s most beloved poets. This extraordinary story will provide insight into Emily’s life, love, and inspiring poetry.

**2:15 p.m. Executive Council Meeting**



2005 IATE conference attendees



## IATE FALL CONFERENCE 2006

### CALL FOR SESSION CHAIR/RECORDERS

The 2006 IATE Conference Committee is looking for session chair/recorders to introduce presenters and to assist them by seating latecomers and distributing handouts. In addition, at the end of the session, chair/recorders will sign or initial the CPDU log for each person present.

Please consider serving as a chair/recorder at the 2006 IATE Fall Conference. To volunteer, complete and mail this form on or before **September 25** to:

Jean Black, IATE Program Chair  
Palatine High School  
1111 North Rohlwing Road  
Palatine, IL 60074

OR e-mail the information below to [jblack@d211.org](mailto:jblack@d211.org).

Your help is greatly appreciated.

Name: \_\_\_\_\_

School: \_\_\_\_\_

E-Mail: \_\_\_\_\_

I will chair/record *any* session on

\_\_\_\_\_ Friday morning

\_\_\_\_\_ Friday afternoon

\_\_\_\_\_ Saturday morning

I will chair/record the following sessions (please specify): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# ANNOUNCEMENTS

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## **IATE New Teacher/Instructor Program**

English Education methods course instructors and/or directors of English Education programs who would like to get their students involved in key professional organizations will be happy to know that IATE offers a “New Teacher/Instructor Program” to encourage preservice teachers to join the Illinois Association of Teachers of English.

All you need to do is send an e-mail to Martha Frieberg in the IATE office at [mrfrieb@ilstu.edu](mailto:mrfrieb@ilstu.edu). Tell Martha how many students you have in your methods class, and she will send you a box of materials for each student. Kits include:

- IATE membership forms (preservice and first-year teachers may join for free)
- A recent issue of the *Illinois English Bulletin*
- The *IATE Newsletter*
- The IATE brochure, “What IATE Can Do for You”
- Information about the organization from the Web site
- A free IATE tote bag

These materials will introduce students to the many benefits of IATE membership, and they will receive something they can use right now that shows their pride in being a member of the Illinois Association of Teachers of English.

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## **Mark Your Calendars for CITE**

Mark your calendars now for the 2007 Conference of Illinois Teachers of English (CITE; formerly known as HISED), which will be held at the Bone Student Center at Illinois State University on Friday, April 13, 2007. On-site registration, book exhibits, and coffee service will begin at 8:00 a.m. with welcoming remarks at 8:30 a.m. and sessions beginning at 9:00 a.m. CITE welcomes participation by English/Language Arts teachers from every instructional level. CPDUs will be available. For more information, contact Conference Coordinator Janice Neuleib at (309) 438-7858 or [jneuleib@ilstu.edu](mailto:jneuleib@ilstu.edu).

## **Teacher-Researchers: Apply for an IATE Paul Jacobs Research Award**

The IATE Research Committee is currently accepting applications for the 2006 Paul Jacobs Research Awards. We encourage applications from members of IATE planning any form of research in English language, literature, writing, speaking, or teaching. The research may be part of a master’s thesis or doctoral dissertation project, or the project may be unrelated to graduate studies. The Research Committee will consider proposals from teachers and school administrators as well as from full-time students seeking advanced degrees. If you have thought about conducting a research project in the past but have hesitated because of a lack of funding, the Paul Jacobs Award may provide the support you need to complete your work. The Research Committee can grant an award for a maximum of \$500. Applying is easy. Here’s how:

1. Write a brief proposal that includes the following:
  - a. A cover letter: Let us know who you are and announce the fact that you are applying for a Paul Jacobs Research Award. Also provide your address (U.S. mail and e-mail) and phone number.
  - b. A brief description of your project: Identify a central research question or focus and describe a method for conducting the research.
  - c. A timeline: Project the timeline for completing the research, or at least the portion that will be funded by the Paul Jacobs Award.
  - d. A budget: Identify how much money you need and how it would be used (e.g. to duplicate instructional materials, to pay raters to score papers, to pay fees for computer time, etc.)
  - e. A status report: Let us know what you have done so far. Perhaps you have done some initial reading and can supply a brief bibliography.
2. Mail the proposal to: IATE Research Committee, Campus Box 4240, Department of English, Illinois State University, Normal, IL 61790-4240.

To be reviewed at the fall Executive Committee Meeting, applications must arrive at IATE headquarters

in Normal no later than **October 1, 2006**. Members of the IATE Research Committee anticipate that recipients of the Paul Jacobs Award will share their completed research at an IATE Fall Conference or through publication in the *Illinois English Bulletin*.

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### **IATE Offers Scholarship for Minority Teacher Education**

College juniors and seniors of color who are currently enrolled in teacher education programs and majoring in English, English Education, or Elementary Education with a specialty in Language Arts and who plan to teach in Illinois are invited to apply for an IATE Scholarship for Minority Teacher Education. Applications for the 2006 scholarship should be mailed to Janice Neuleib, IATE Executive Secretary, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 **before September 15, 2006**. The specific goals, procedures, and criteria are as follows:

#### **GOALS**

The Illinois Association of Teachers of English is committed to recruiting minority\* Language Arts teachers for both humanitarian and practical purposes. To meet that commitment, IATE reserves \$1,000 each year for one scholarship as designated by the Minority Scholarship Committee, a subcommittee of the Minority Affairs Committee.

#### **PROCEDURES**

The Minority Scholarship Committee will issue a call for applications to the chairs of public, recognized language arts teacher education programs in Illinois colleges and universities in the spring. A follow-up call will be issued in August.

After applications are received, the Minority Scholarship Committee will judge the applications, issue an invitation to the winner to attend the fall conference (October 2006), at which the award will be given, and assist the winner in making arrangements to attend the conference. Whenever possible, the winner will be escorted by an IATE member.

In addition to the cash award, winners will receive a complimentary one-year membership to IATE, free registration for the 2006 conference, luncheon and ban-

quet tickets, and paid lodging and mileage (if an escort cannot be secured).

#### **CRITERIA**

1. The candidate must be a member of a minority\* group.
2. The candidate must be duly enrolled in a four-year or upper-division, public, recognized teacher-education program in an Illinois college or university.
3. The candidate must have declared a major in English, English Education, or Elementary Education with a specialty in Language Arts (junior or senior status), and plan to teach in Illinois.
4. The candidate must have demonstrated potential for academic success.
5. The candidate cannot be an individual already on full scholarship, and some degree of need for the scholarship must exist.
6. The faculty member who recommends a student for one of the awards must submit these items in one envelope:
  - a. A sample of the candidate's writing done for a class in the past year (instructor comments included).
  - b. A candidate essay on this topic: "What piece of literature by a person of color would you especially like to teach? Explain why you chose this particular piece and how you would go about teaching it."
  - c. A sealed recommendation that addresses items 1-5 above in some detail.
  - d. A cover sheet with the full name, home address, and phone number of both the candidate and the recommender.

\*As in other IATE matters, "minority" here is defined as nonwhite minority, a person of color.

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### **Award Nominations Sought**

The Gloria Barron Prize for Young Heroes, founded by young adult author T. A. Barron, seeks nominations for its 2007 awards. The Barron Prize honors young people ages eight to eighteen who have shown leadership

and courage in public service to people and our planet. Each year, ten national winners each receive \$2000 to support their service work or higher education. Nomination deadline is **April 30, 2007**. For more information, to make a nomination, or to request or download free educational materials about Young Heroes, visit <http://www.barronprize.org/>

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### Family, Youth, and Literature Conference

October 20–22, 2006  
Friday, 4:00 p.m.–Sunday, 12:00 p.m.  
Allerton Park Conference Center  
(located just outside Monticello, IL)

This weekend conference provides an opportunity for people who work with young people and books to meet and discuss the impact of texts, contexts, and literacy on young lives.

We begin Friday afternoon with a “book tasting” event, followed by dinner, and the keynote speech by Hazel Rochman, a former librarian who writes reviews of multicultural literature for *Booklist* (where she is

contributing editor) and who has edited two story anthologies for young readers. The conference continues for all of Saturday and a half-day on Sunday with panel presentations and poster sessions designed to bridge academic research and professional practice. Presenters include youth literature specialists from departments of English, Education, Library and Information Science, and American Indian Studies. CPDUs and CEUs will be available.

For more detailed information about registration, accommodations, conference sessions, etc., go to the conference Web page: <http://conferences.lis.uiuc.edu/Allerton2006>.

Preliminary contact person: April Spisak, [aspisak2@uiuc.com](mailto:aspisak2@uiuc.com)

For more information about Allerton Park: <http://www.allerton.uiuc.edu/>

To read an article by Hazel Rochman: [http://www.hbook.com/Exhibit/article\\_rochman.html](http://www.hbook.com/Exhibit/article_rochman.html)

This conference has been organized by the Youth Literature Interest Group, a coalition of faculty and doctoral students in Education, English Studies, Library and Information Science, and American Indian Studies at the University of Illinois, Illinois State University, and Eastern Illinois University.

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## CALLS FOR PAPERS

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### Publish Your Work in the *Illinois English Bulletin*

*Illinois English Bulletin* is the written forum in which Illinois teachers of English share their ideas. Please see any recent issue of the *Bulletin* (starting with spring 2005) for a detailed “Call for Submissions.” The deadline to submit materials for possible inclusion in the spring issue is the previous **November 1**, and the deadline for the summer issue is the previous **January 15**. If you need any further information—or encouragement—to complete a teacher-research project and submit it for possible publication, please contact *Bulletin* editor Ron Fortune at: [rfortune@ilstu.edu](mailto:rfortune@ilstu.edu).

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### Publish Your Work in the *IATE Newsletter*

The *IATE Newsletter* welcomes articles, reviews, reports, announcements, brief teaching narratives, calls for papers, and other material important to the professional lives of English teachers in the state of Illinois. IATE District Leaders are especially encouraged to send reports of district events. The deadline for submitting material for the spring 2007 *Newsletter* is **December 1, 2006**. Please send inquiries or submissions via e-mail to Claire Lamonica at [cclamon@ilstu.edu](mailto:cclamon@ilstu.edu).



## **First-Year Teacher Free Membership**

### **Attention: First-Year English Teachers**

IATE offers a free, one-year membership to all teachers who have not previously been members of IATE. IATE membership entitles you to three issues of the *Illinois English Bulletin* and two issues of the *IATE Newsletter* as well as convention information and district news. Stay current with trends in our profession and gather tips for surviving and thriving during your first year in the classroom. Please fill out the information below and return it to:

IATE  
Department of English  
Campus Box 4240  
Illinois State University  
Normal, IL 61790-4240  
E-mail: [jneuleib@ilstu.edu](mailto:jneuleib@ilstu.edu)

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Name: \_\_\_\_\_ Grade levels taught: \_\_\_\_\_

School: \_\_\_\_\_

School street address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ County: \_\_\_\_\_

Home street address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Home phone: \_\_\_\_\_

Mailing preference (please circle one): School      Home

## IATE MEMBERSHIP

Name: \_\_\_\_\_

School: \_\_\_\_\_

Level of Instruction: ELEM\_\_ JRH\_\_ HS\_\_ COL\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ ZIP: \_\_\_\_\_

County: \_\_\_\_\_

IATE District: \_\_\_\_\_

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

City: \_\_\_\_\_ ZIP: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Mailing Preference: School \_\_\_\_\_ Home \_\_\_\_\_

Membership type: First-Year Teacher / First-Year Member\_\_ Student\_\_ Regular\_\_  
Patron\_\_ Retired\_\_

**Free:** First-Year Teacher / First-Year Member/Student

IATE Yearly Membership Dues (please circle one):

\$25 Regular      \$30 Patron      \$5 Retired

IATE Membership Pin: \$5 \_\_\_\_

Check enclosed for amount: \$ \_\_\_\_\_

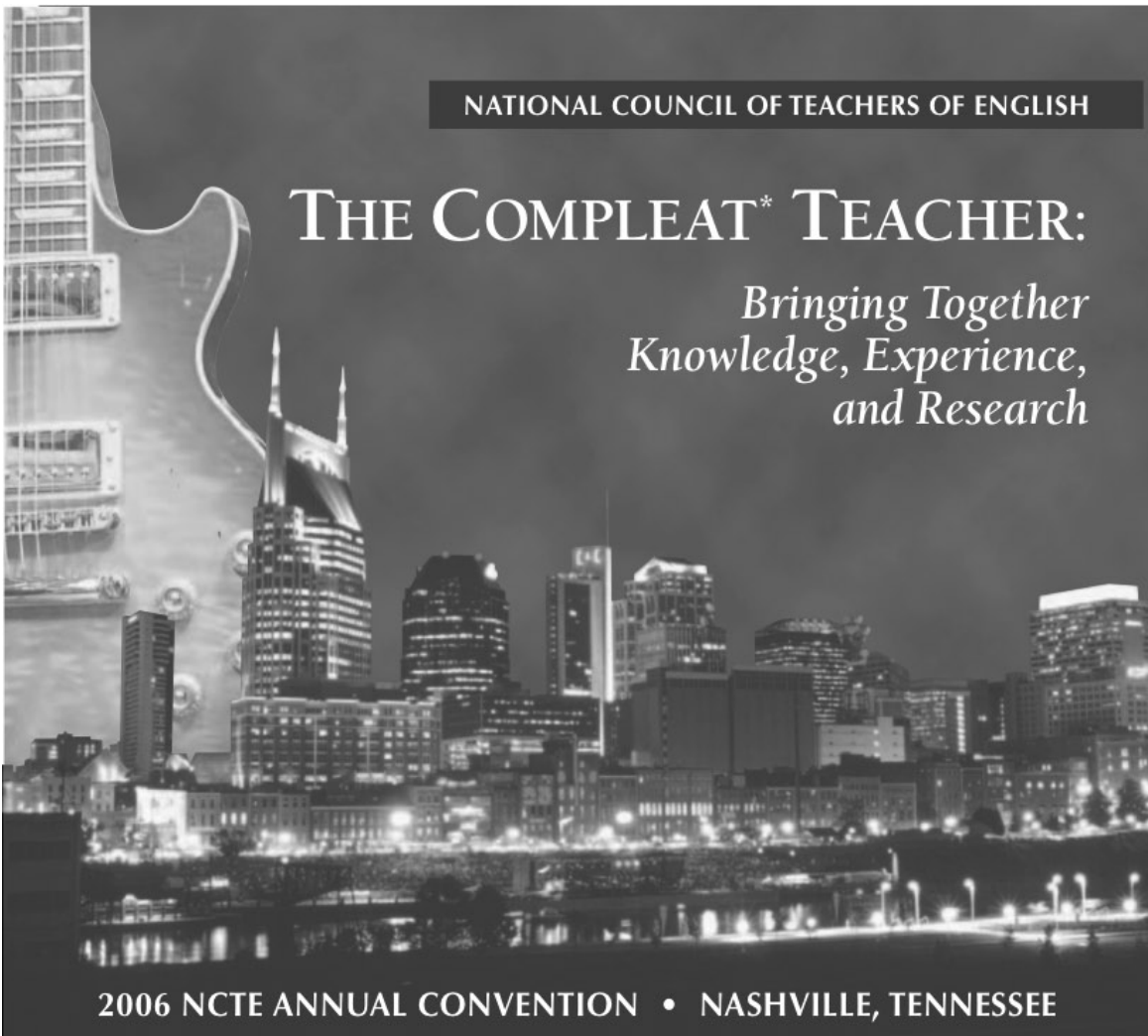
**Mail to:** IATE, Martha Frieberg, Membership Secretary, 4240 English, Illinois State University, Normal, IL 61790-4240

Phone: (309) 438-3957    Web Site: [www.iateonline.org](http://www.iateonline.org)    E-mail: [mrfrieb@ilstu.edu](mailto:mrfrieb@ilstu.edu)

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

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and Research*



2006 NCTE ANNUAL CONVENTION • NASHVILLE, TENNESSEE

**November 16–19, 2006**  
**Gaylord Opryland Hotel &  
Convention Center**

Attend the 96th Annual NCTE Convention in Nashville for interactive sessions, world-class speakers, daylong workshops, special events, and more that will inspire, invigorate, and renew your teaching! You'll return with new ideas and energy that will make a difference in your classroom.

## REGISTRATION INFORMATION

Preregistration fees (until October 23) are \$190 for members, \$240 for nonmembers, \$75 for student members, and \$85 for student nonmembers.

After October 23, registration fees will be \$220 for members, \$270 for nonmembers, \$75 for student members, and \$85 for student nonmembers.

## HOTEL INFORMATION

Gaylord Opryland: 1-615-889-1000, \$167 single; \$187 double

## ADDITIONAL INFORMATION

For more convention information, visit

<http://www.ncte.org/profdev/conv/annual> or contact NCTE Customer Service at 1-877-369-6283.

ANNUAL  
**NCTE**  
NASHVILLE 2006  
**NCTE**  
CONVENTION

\*From Isaac Walton's, *The Compleat Angler*

# iate

Illinois Association of Teachers of English

IATE homepage: <http://www.iateonline.org>

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Illinois Association of Teachers of English  
Campus Box 4240  
Normal, IL 61790-4240

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