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#### ASSOCIATION INFORMATION

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IATE is a professional organization for teachers of English/language arts. IATE publishes the *IATE Newsletter* and the *Illinois English Bulletin* and hosts an annual fall conference. IATE is organized by districts throughout the state, each district having a district leader and providing local activities to members throughout the year.

IATE also maintains standing committees that address a number of professional interests and works with other professional organizations to further the interests of teachers. Composed of nearly 1,500 teachers throughout the state, IATE provides a working network for the exchange of teaching tips, current research, and professional development as well as enduring friendships.

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#### PUBLICATION INFORMATION

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#### SUBMISSION GUIDELINES

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Manuscripts should usually range in length from 500 to 2500 words (roughly two to ten typed, double-spaced pages). Query about longer manuscripts before you submit them.

If possible, submit your article electronically in Rich Text Format (.rtf) as an e-mail attachment. Alternatively, you may submit your article in hard copy (x3) to the editor's address (see above). Follow current MLA style—including documentation of references and using internal citations wherever possible.

Avoid lengthy notes and references.

Follow the NCTE guidelines for nonsexist use of language.

Include a separate title page with the following information: title of submission, author's name, author's professional affiliation, author's address, and author's telephone number.

Include a cover letter summarizing the article and stating that the work has neither been published nor submitted elsewhere.

The editors will acknowledge receipt of your manuscript and may make minor changes (for clarity, length, or language) in the manuscript without notifying you.

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#### IATE OFFICERS

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<b>Jean Black</b>	President
<b>Elizabeth Kahn</b>	1st Vice President
<b>Deborah Will</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

## IATE FALL CONFERENCE 2008: “101 CONFERENCES: TAKE A CLASSIC AND MAKE IT CURRENT”

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DEBORAH WILL

Wikis, blogs, text messages, and social networking sites are invading our students' literary spaces. Are we adapting our instructional practices to incorporate the changes our students see as part of everyday life? How can we make classic literature a current concern for our students? How can we address the writing styles our students use daily to help them create unique voices in their academic writing? As an organization, we have just passed our century mark, and now we are faced with a significant challenge: How do we honor tradition as we move forward in a new era? The IATE 2008 annual conference will offer a variety of sessions addressing the current concerns of English teachers in 21st-century classrooms as we help students make connections between the literature they read and the lives they lead.

### Conference Overview

As we embrace this new era in our organization, we also honor tradition and classic literature. This blend of literature, technology, and pedagogy make the conference a truly unique experience. On Friday, October 17, and Saturday, October 18, the conference will feature over 50 presentations from classroom teachers discussing current trends and ideas in the teaching of writing, literature, vocabulary, reading, visual literacy, and professional development.

If you don't know what a wiki is or what the term Web 2.0 means, then this conference is certainly for you. If you understand these terms and would like to see how other teachers are effectively incorporating them into meaningful classroom activities, then this conference is also for you. Our 2008 conference will allow members to explore ideas, share successes, and make connections with other English teachers who are engaging students in meaningful learning experiences by using the tools that “digital natives” consider part of daily life. Yet, our conference will not only be about technology; rather, this conference will focus on how teaching practices have developed for 21st-century learners, and our sessions will include classic titles such as *Lord of the Flies*, *Fahrenheit 451*, and *The Grapes of Wrath*.

In keeping with tradition, the Student and Beginning Teachers' Seminar will be held on Friday afternoon. This session allows student teachers and beginning teachers to discuss

the challenges they face, the anxieties they share, and the strategies they have learned to navigate a challenging new career. To lead this informative and inspiring session, IATE is truly fortunate to have two of the authors of *Supporting Beginning English Teachers: Research and Implications for Teacher Induction* (NCTE 2005), Larry R. Johannessen and Thomas M. McCann, along with Diane Chambers from Elmhurst College.

Book exhibits will be available throughout the day on Friday. One of our conference sponsors, Lake-Cook Distributors, is sure to have an array of materials, including the new Rebecca Caudill and Abraham Lincoln award books. If you need extra funds for books and materials, another of our conference sponsors, GrantStation, will be giving away a free membership to its database of federal, foundation, and private granting agencies. Additionally, all conference attendees will be given certificates to purchase subscriptions to this database at a 50% discount.

### Keynote Speaker

We've “stolen” this year's keynote speaker from the South Dakota Council of Teachers of English conference, where he has served as keynote speaker for four of the last six years. Coming to us with the highest recommendations from our South Dakota peers, Tim Duggan writes and performs musical adaptations of classic literature. He has taught at middle schools, high schools, and five colleges. Most recently, he was a professor of English education at the University of South Dakota, but now he has relocated (much to our delight) to Illinois. Duggan has presented at NCTE and has performed in a variety of schools in California, Nebraska, Iowa, and Minnesota. His evaluations in South Dakota have said things like, “Do everything you can to get Tim to come back to this conference.” Well, sorry South Dakota, we're welcoming him to Illinois!

### Friday Evening

Friday evening promises even more quality entertainment. Friday night's dinner is included in your registration fee, so why fight traffic? The best show in town will be at

————— IATE Fall Conference 2008 *continued on page 6*

the Chicago Oak Brook Marriott! The professional theater group Wavelength will be performing *Musical Staff*, a musical about the challenges of being a teacher. Be prepared to laugh your stress away with this entertaining musical about three teachers who face the same challenges we all tackle every day. After dinner and the show, the party will continue at the President's Reception, where our theme will be the 1970s. Karaoke performances will be encouraged but not required, and performance art is expected from IATE past presidents. This is an opportunity for all IATE members to make connections, share some laughs, and simply enjoy being with other truly clever people.

### **Saturday's Featured Speakers**

Each year I sponsor a creative writing contest at Zion-Benton Township High School, and usually, I have 25 entries. This year, I received 260. Why? This year I used an approach I discovered at last year's IATE conference when I spoke with a group of highly energized individuals leaving a workshop room. They had just been introduced to Mark H. Larson and Robert S. Boone and the creative writing seminar based on their book, *Moe's Café: 48 Decidedly Different Creative Writing Prompts* (Good Year 2006). After buying the book, I realized that I want every person who comes to the 2008 conference to experience the excitement that the teachers leaving Larson and Boone's session at the 2007 Conference felt. Equally important, I want every student of every person who comes to the 2008 conference to be able to experience the kind of excitement that lead to the tenfold increase in participation in Zion-Benton's creative writing contest. And, finally, I certainly want every person who comes to the 2008 conference to have a success story to share at the 2009 conference! Don't miss the opportunity to be part of the excitement generated by Saturday's featured speakers: Larson, an English teacher at Highland Park High School, and Boone, an

experienced educator and founding director of Young Chicago Authors, a program dedicated to serving urban youth through creative writing.

### **Conference Hotel**

The Chicago Marriott Oak Brook is located 16 miles from Chicago. Continental breakfasts will be served on Friday and Saturday morning in the Exhibit Hall. This year more than ever, traffic and gas prices make spending the night at the Marriott the sensible solution. And don't forget that filling our block of rooms helps IATE keep conference costs down. Reserve your room by calling the Chicago Oak Brook Marriott at (630) 573-8555 on or before September 26, 2008. Be sure to indicate that you are part of the IATE conference, so that you receive the conference rate and IATE gets credit for having filled a room!

### **CPDUs**

Once again this year, teachers needing Continuing Professional Development Units can verify their conference attendance by collecting signatures on the CPDU signature form in their registration packets. IATE is an approved CPDU provider, and the fall conference is a great way to earn a number of units in just two days.

### **Register NOW!**

Keeping current in pedagogical advances is a hallmark of a good teacher. IATE's 2008 conference caters to teachers who want to maintain quality material in their classrooms as they create meaningful instruction for today's students. I encourage you to take a few minutes to fill out the registration form on page 13 of this newsletter and mail it today. Welcome a new era of our organization as we embrace the classics by employing a variety of current teaching methods. Please see page 15 for the planned conference program. □

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## **PROPOSED SLATE OF OFFICERS FOR 2008-09**

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The Nominating Committee of the IATE Executive Council is recommending that the membership approve the following slate of officers at its 2008 general meeting. The meeting will be held at 9:30 a.m. on Friday, October 17, 2008, at the Chicago Marriott Oak Brook in Oak Brook, Illinois:

President: Elizabeth Kahn

1st Vice President: Deborah Will

2nd Vice President: Amy L. Magnafichi-Lucas

Secretary: Richard Pommier

Treasurer: Herb Ramlose

The Nominating Committee was chaired by Immediate Past President Larry R. Johannessen. □

## PRESIDENT’S MESSAGE

JEAN BLACK



Jean Black

“Renewed, refreshed, and re-energized from summer’s rest, we have begun to cultivate the love of learning in our new crop of students. We sow the seeds of knowledge, which will yield a bountiful harvest of writers, readers, and thinkers. What are the tools we use to plant and nurture the seeds of creativity and appreciation of the English language within our students?”

Two years ago, I used these words to invite you to join with colleagues across the Prairie State and participate in the 2006 IATE fall conference. I would like to thank you for accepting this invitation then and for your continued commitment to the sowing, nurturing, and cultivating of these seeds of learning within our students.

This year, while planning units and lessons to instill knowledge, engage and inspire minds with literature, and foster writing in our students, don’t forget to once again carve out some time for professional development. Please join us in Oak Brook for the 2008 IATE fall conference, “101 Conferences: Take a Classic and Make It Current.” Attending this conference will provide you with numerous opportunities to enhance lessons, sharpen your existing professional tools, and discover new ones. You can also develop professional

connections by meeting other IATE members from your area and around the state. If none of that sounds appealing, come simply to be entertained and enriched all at the same time!

Deborah Will, IATE’s second vice president, has planned a fantastic conference for our 101st. Her theme of taking a classic and making it current for our students really gets to the heart of much of what we as teachers of English are facing with students today as we teach in this advanced age of varied technologies. Looking back at the first 100 years of IATE and the technology used then in creating the classics of today, we must consider how we can inspire and reach our students who have so many avenues of communication and information open to them. We need to discover ways to ensure that such technologies become, not distractions from classic literature, but paths to exploring such literature.

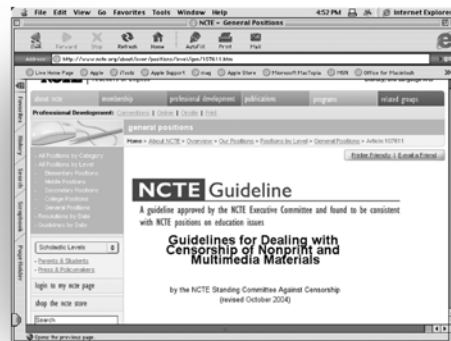
So, why not join with colleagues across the state to address, confront, and discuss these issues? Let’s collaborate in discovering ways to take the classics and make them current. Invite your colleagues, too: Together you can sharpen the tools you use to sow, nurture, and reap harvests of learning in your students, deepen professional relationships, share expertise, and make new friends. Mark your calendars now: October 17–18, 2008, for “101 Conferences: Take a Classic and Make It Current!” See you in Oak Brook! ☐

## Guidelines & Position Statements

The guidelines and position statements published by NCTE present informed views on current and important issues in the profession. Now, many of these items are available on NCTE’s Web site ([www.ncte.org](http://www.ncte.org)). The guidelines and position statements may be printed and copied without permission from NCTE.

**Topics include:**

- Censorship/Intellectual Freedom
- Class Size/Workload
- Educational Practices/Standards
- Cultural Diversity
- Curriculum Development
- Teacher/Student Rights
- Reading
- Writing/Composition



## EXECUTIVE SECRETARY'S MESSAGE

JANICE NEULEIB



Janice Neuleib

I look forward eagerly to the fall conferences. This conference will follow our exciting 100th-anniversary event and will give us a chance to look forward to the next 100 years of IATE. When I look back on my 30-plus years of work with the Executive Board of IATE, I am awed by the commitment and energy of

the many board members I have known. The current board is, if anything, more enthusiastic and energetic than those in the past. IATE is well-served by this new group of leaders.

As many of you will remember, 2011 is NCTE's 100th anniversary. That event will be celebrated in Chicago with IATE serving as the local arrangements organization. It seems early to begin planning, but the anniversary will take considerable preparation and commitment on the part of IATE. Please think of ways that you would like to help. Every IATE member will have a chance to participate.

Two years ago, the IATE Web site was restructured and revised. We hope that you will be sure to check out <http://www.english.ilstu.edu/iate/> or <http://www.iateonline.org> for current information and new events. Amy Magnafichi-Lucas is Web master, most ably supported by Illinois State University English department Associate Chair Jim Kalmbach, technical writing professor.

As editor of the *Illinois English Bulletin*, I want to formally thank my coeditor, Ron Fortune, for all his hard work on the publication. Ron retired from Illinois State University and from his editorial position with the *Bulletin* in May, a great loss to the university community and to IATE. It was Ron, when he was chair of the English department, who provided a site and support for IATE at the university. He has continued in that support during his years in the department. I know that a part of our success has been from Ron's constant support and encouragement. Please join me in thanking him for all that he has done for the organization. □



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## SIMONE ELKELES: 2008 ILLINOIS AUTHOR OF THE YEAR

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GENEVIEVE SHERMAN DE CABRERA

IATE has chosen Simone Elkeles as the 2008 Illinois Author of the Year. Elkeles—author of three popular young adult novels, *How to Ruin a Summer Vacation* (Flux 2006), *Leaving Paradise* (Flux 2007), and *How to Ruin My Teenage Life* (Flux 2007)—is a native of Illinois.

She has a bachelor's degree in psychology from the University of Illinois in Urbana-Champaign and a master's degree in industrial relations from Loyola University in Chicago. In addition to being an award-winning author, she is a "hockey mom" and a Girl Scout leader. She is also in demand as a speaker for schools, libraries, and conferences.

Elkeles's first novel, *How to Ruin a Summer Vacation*, rose to number three on the Teens' Top Ten list by Young Adult Library Services Association, a division of the American Library Association. This success was followed by *Leaving Paradise* becoming a 2008 RITA finalist and a Summer 2007 Book Sense pick. Her third book, *How to Ruin My Teenage Life*, was named a Notable Book for Teens by

the Association of Jewish Libraries. Her next book will be out early in 2009.

Elkeles's books have also been part of a successful effort to get students interested in reading. As part of this effort, librarians in northern Illinois have given away hundreds of copies of *Leaving Paradise* to students in various schools in Lake and Cook counties. The idea was for the students and teachers to read their copies and pass them on, allowing the adults to start talking about reading for fun. Elkeles then visited the schools to talk about the book and her writing process.

To learn more about Elkeles and her work, visit her Web site at <http://www.simoneelkeles.net/>. □



*Simone Elkeles,  
2008 Illinois  
Author of the Year*

## REBECCA CAUDILL YOUNG READERS' BOOK AWARD

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*Drums, Girls and Dangerous Pie* (Scholastic 2006) by Jordan Sonnenblick became the 21st recipient of the Rebecca Caudill Young Readers' Book Award (RCYRBA) in March 2008. The award was announced at the annual children's literature conference at Northern Illinois University. Participating students in grades four through eight from all

over Illinois cast their votes for the book they considered the best of the 20 nominated titles.

IATE was instrumental in the creation of the RCYRBA. Its namesake, Rebecca Caudill, wrote numerous books for young readers including *Tree of Freedom*, a Newberry Honor Book, and was honored in 1972 as IATE's Illinois Author of the Year. Together with the Illinois Reading Council and the Illinois School Library Media Association, IATE helps to

insure that the RCYRBA can continue its contributions to reading excellence.

A brochure listing the 2009 master list of books and all the information necessary to participate in the selection of next year's RCYRBA winner has been mailed to all IATE members. Teachers and librarians are reminded to register early to insure that materials will be in hand for the start of the 2008–09 school year.

Be sure to check your IATE fall conference program for a session featuring the books of RCYRBA and the Abraham Lincoln Illinois High School Book Award, the Illinois high school students' choice book award. Book talks and teaching suggestions as well as contest details will be presented.

For more information about the RCYRBA, including a list of all previous award-winning titles, go to <http://www.rcyrba.org>. For information about the Lincoln Award, go to <http://www.islma.org> and click on Grants/Awards. □

FROM THE SPEAKERS' BUREAU

## **“THEY” ARE “YOU”: ILLINOIS TEACHERS WORKING FOR SOUND ILLINOIS ENGLISH/LANGUAGE ARTS ASSESSMENT**

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DONNA BLACKALL

One of the common misconceptions in the educational community is that policies and procedures, especially in areas of student assessment, are the product of a nebulous group of people commonly referred to as “They,” as in, “They just don’t know students...or best practice...or much of anything at all, educationally reasonable or sound.” While it might be tempting to say these things about the people in government who pass the laws that mandate myriad tests and programs, it is more than ironic to say it about the people who actually create the tools necessary to carry out these mandates. Just who are these people? It is Illinois teachers who do these jobs. “They” are “You!”

In the spring of 1991, Illinois students in grades three, six, eight, and 11 created writing samples as part of the newly mandated Illinois Goals Assessment Program (IGAP). For all its flaws, this writing assessment was superior to the English/language arts assessment that had been originally planned: skill-specific machine score/test company creations. Despite having been told that a writing sample would be cost prohibitive, IATE took a strong philosophical stance: tests being given to Illinois students must be created, designed and executed by Illinois English/language arts educators. To test communication skills, a student must be asked to communicate. The need for a writing sample was obvious and necessary.

As an active participant on the Illinois State Board of Education (ISBE) Language Arts Advisory Committee under the guidance of ISBE consultant Carmen Woods Chapman, and through personal contacts with the ISBE Office of Program Planning and Development, members of the ISBE and Illinois state legislatures, IATE helped to change the face of English/language arts assessment in Illinois. At the 1987 IATE fall conference, then Assistant Superintendent Lyndon Wharton, head of the Department of School Improvement Services announced that the new assessment would contain a writing sample after all.

While all this may seem like ancient history, it serves to demonstrate that Illinois educators, many of them members of IATE, have long been actively involved in providing input to the educational policies and programs that fall under the

direction of the ISBE. For example, current reading committee work includes passage selection, item writing, item review, item selection, standards setting, validation, and range-finding. Various writing committees create, review, edit and select prompts, set standards, and validate scoring. And it was, in fact, in direct response to an outcry from Illinois English/language arts teachers that the Language Arts Assessment Advisory Committee worked to change the formulaic one-rubric IGAP writing assessment to a grade-specific, more instructionally sound writing sample. Of course, this meant “They keep changing the test!” became a battle cry for some. Fortunately, others appreciated it for what it was: “They improved the test.” All in all, there are no less than 152 educators on various assessment committees. And then there are the countless teachers who pilot tests in their classrooms before the assessments are finalized each year.

Beyond the area of English/language arts there are many other educator-member committees. One hundred and eleven teachers serve on math assessment committees. Fifty-two work on science. Ninety-one work with special education, and 112 names are on the list for the former IMAGE test—soon to be the new ELL test. In addition to subject-specific advisory committees, there is also the High School Advisory Committee and the State Testing Review Committee. And this is all just in assessment. Other ISBE divisions, including the office of Curriculum and Instruction, have educator committees of their own.

In this age of No Child Left Behind anxiety and concerns about assessments that can drive curriculum, it is important to know that although it is legislators who make the testing laws, it is Illinois educators who help to insure that even under severe constraints, the tests are as ethical, reliable, and content-sound as possible. By helping to support ISBE committee work and staying actively involved politically with emerging educational policies, IATE continues to carry out its constitutional charge “to organize teachers of English in Illinois for united action in matters of mutual interest.” At a

————— “They” Are “You” *continued on page 10*



## FROM THE CLASSROOM

**A CABIN IN THE WOODS: FINDING A POEM THAT'S RIGHT FOR YOU**

JAN WIEZOREK

When I read poetry, I'm always in search of a poem I can call my very own, one that seems to have been written just for me. I understand the poem. I identify with it and its meaning. And I may choose to read that poem often, especially if I am in need of the guidance only that poem can give.

The search for such a poem, I believe, is a common occurrence. For example, John Barr, president of the Poetry Foundation in Chicago, once told me, "I think often a good poem will tell you something you knew, but didn't know you knew."

"When the poet shares what's bottled up inside," he said, "there's a high level of success for both writer and reader." Perhaps this is just another way of saying the reader has found a poem that's right for him or her.

While English teachers may frequently come across poetry that speaks to them in these ways, students may be less likely to do so without some guidance. I tell my students that finding poems of their own—poems that seem to have been written just for them—may become less difficult if they are willing to do these things: listen, walk, build a cabin, design the interior, do some work, and enjoy the places they've created. Of course, these are metaphors for the things we look for when we read poetry, so I often need to elaborate.

**1. Listen to nature: Does the poem sound right to you?**

I always ask my students to read the following aloud: the title, the name of the poet, and the poem. As they read the poem, my students are to sound like one person reading, not 25 different persons.

I ask them to listen to the sounds in the poem and the sounds of the words. What do they hear? They share those answers with the class.

So, whether you are reading the poem in a classroom or by yourself, I say, be certain to read out loud—and be attentive to the sounds the poet is providing you. Does the poem sound like nature? Or does the sound of the poem echo human nature? If you enjoy or relate to what you hear, you are on the road to making the poem your very own.

**2. Take a walk: Who or what lives in the poem you are walking through?**

*Middle school students from St. Matthias Transfiguration Catholic School in Chicago visiting a cabin at Lincoln's New Salem State Historic Site near Springfield.*

Reading poetry is like a journey along a wooded pathway. On this journey you become attentive to the people, animals, places, and things you discover or meet along the way.

The poet asks you not to tag along on this journey. Instead, you should become involved personally on this trip inside the poem. Begin by answering for yourself some questions about the poem's setting: Is the setting a special place or a place of the mind? What time of day and season does the poem "live in?" What people, thoughts, and actions do you note? Is someone speaking? Is someone listening? If you were part of this poem, what would you be doing? Boost your ability to find meaning and use imagination through your reading of poetry by really taking a journey through the words and images on the page—just as if you were taking a real walk along a pathway.

**3. Build: Is the poem a well-built cabin?**

In my mind there's nothing better than a cabin out in the woods. In this comfortable home, you'll find plenty of windows to view the trees, lake, paths, deer, rabbits, and

————— *A Cabin in the Woods continued on page 10*

“They” Are “You” *continued from page 8*

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recent session at the IATE fall conference, Judie Steinhauser, an IATE and NCTE member who works in the assessment division of ISBE, invited members of the audience who might be interested in getting involved with ISBE committee work to submit their names to her. So maybe you already know “They” are “You!”

*Information for this article was taken from the March 1991 NCTE spring conference presentation and ERIC article “The IATE Role in IGAP Writing Assessment” by Donna Blackall, and from statistics provided by Judie Steinhauser.*

Donna Blackall is a member of IATE and the IATE Speakers’ Bureau. If you would be interested in inviting her to speak at an event or need a presenter for a meeting or professional development session, visit the IATE Speakers’ Bureau link on the IATE Web site at <http://www.iateonline.org>. □

A Cabin in the Woods *continued from page 9*

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squirrels. For me, a poem can be a well-built cabin, a place of relaxation and enjoyment.

What’s well built about the poem you’re reading? Are the lines organized with a rhyme scheme? Which words rhyme and which words don’t? My students enjoy plotting out the rhyme scheme, and sometimes they choose to write their own poems with similar rhymes.

How many stanzas do you see? Has the poet chosen to build the poem in a pattern of unstressed and stressed syllables? How does the meaning of the poem change from stanza to stanza? Has the poet surprised you by his or her placement of the words on the page? When you find answers to these questions, you see the construction of a poem. Does it seem well built to you?

#### **4. Design: Which special words and phrases give meaning to you?**

At the heart of my cabin is a fireplace. The hearth is a setting for warmth, storytelling, and putting your feet up, just watching the flames. At the heart of a poem are words placed by the poet in a certain design. I remind my students to be especially aware of certain figures of speech, including: alliteration, assonance, metaphor, simile, onomatopoeia, personification, hyperbole, and oxymoron. We also pay close attention to not only the words’ denotations, but their connotations as well. The thoughtful choice of words, I remind my students, helps shape the poems we read. The poet included them just for us.

#### **5. Work: What are the mood and motif?**

While I may like poems because they relax me, not every poet wants you to go on vacation as you read poetry. Even at the cabin, there’s sometimes work to do. That may put you in a good mood—or not! So, what is the mood of the poem you are exploring? Happy? Sad? Angry? Fearful? Anxious?

If the poet uses a certain image or idea often in the poem, that may be a motif, or recurring symbol, that represents deep meaning for the poet—and hopefully for the reader. An example of a motif, I tell my students, is Edgar Allan Poe’s “The Bells,” which focuses on four types of bells and his emotional response to them. The ways in which the bells ring may be a motif that symbolizes Poe’s inner thoughts!

By now my students can see that reading poetry requires some work, imaginative analysis, and thought. When they take time to do this work, they are making the poem their own.

#### **6. Enjoy: What themes resonate for you?**

Perhaps the best way to enjoy a poem is to read and reread it until it becomes special to you. Recently, one of my students wrote that to love poetry you have to stop and listen to what the poem is saying. Once we do that, we have started to make the poem our own. If we don’t identify with one poem, then we keep searching. With poetry, we can all find what our hearts desire, so long as we build our own cabins within the words we read. □

DISTRICT NEWS

**DISTRICTS ENGAGE AND EMPOWER TEACHERS**

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Have you attended a district meeting this year? If so, you know how helpful and fun these meetings can be. If not, you're missing a wonderful opportunity to relax, network with colleagues, get great ideas for promoting learning, and renew your energy and enthusiasm for teaching.

**Kaskaskia Valley District**

Those who live in the Belleville area may already be familiar with terms such as "Wrestling at the Chase" and "King Kong Brody." For those who aren't, read on. Larry Matysik, former St. Louis wrestling producer and play-by-play wrestling commentator, has just published his second book, *Brody: The Triumph and Tragedy of Wrestling's Rebel* (ECW 2007). Cowritten with Barbara Goodish, it tells the story of Frank Goodish (aka Brody) and his career in wrestling.

Matysik (husband of IATE member Pat Matysik) recently spoke to the Kaskaskia Valley District, sharing the process he used in writing his latest book. At the March 27 meeting, he reinforced the importance of "writing what you know" as he discussed his approach to the book. In collaboration with Brody's widow, Matysik used anecdotes and pictures to "remove the mask" and personalize the wrestler. In alternating chapters, Matysik and Brody offer first person accounts of their experiences with the wrestler, creating a book that is both interesting and "a quick read." As district coleader Mary Phillip explained, Matysik's approach gave "an extra dimension of the family man that you wouldn't get from just straightforward reporting."

If you live in Clinton, Monroe, St. Clair, or Washington counties and would like more information about the Kaskaskia Valley District, contact district coleaders at maryphillip@aol.com or Marsha Cremer at mcremer@bths201.org.

**South Central District**

The South Central District met at Millikin University on February 23, 2008, to participate in a poetry workshop sponsored by the university and the Illinois State Writing Project. Jim Meyer, a professor at Millikin, organized the event, which focused on encouraging students to write their own poetry. Randy Brooks, chair of the Millikin English department, served as keynote speaker, and several other teachers presented their own lessons on poetry-writing instruction. The workshop provided creative, useful ways to influence student writing.

Thirty-two participants, ranging from classroom educators to college students, took part in Brooks's interactive session on haiku. "[His] presentation and activities made me look at haiku in a completely different way. It now is a more accessible form of poetry for me and my students," commented Jennifer Wellhausen, South Central District leader. Following the presentation, participants broke into smaller workshops guided by teachers from the Athens School District: Peter Pettorini, Molly Welch, Jamie Impson, and Justin Tarrillion. Their fresh ideas made the day even more enjoyable and useful.

This year's venue, speakers, and workshops were wonderful, and the South Central District looks forward to another exciting event next year. "Overall," said Wellhausen, "It was a great experience for a cold and snowy February day."

The South Central District serves teachers in Cass, Christian, Macon, Macoupin, Menard, Montgomery, Morgan, Sangamon, and Scott counties. For further information contact district leader Jennifer Wellhausen at jwellhausen@jax117.morgan.k12.il.us. □

**PARTICIPATE IN YOUR DISTRICT'S ACTIVITIES!**

*All IATE members have been assigned to a district by their county.* If you are not sure who your district leader is, **contact district coordinator Sandy Flannigan by phone at (630) 232-8482 or by e-mail at [sandra.flannigan@sbcglobal.net](mailto:sandra.flannigan@sbcglobal.net)**. Tell her your county, and she will put you in touch with your district leader.

Amy L. Magnafichi-Lucas is the nominee for second vice president of IATE, 2008–09. The abbreviated curriculum vitae below is provided in support of that nomination. The election of the 2008–09 IATE Executive Council will be held at the general meeting during the 2008 annual conference in Oak Brook, Illinois.

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**Amy L. Magnafichi-Lucas**

295 Winter Haven Drive  
Varna, IL 61375  
alucas@midland-7.org

**Education**

- 2005–2008 *Illinois State University – Normal, Illinois*  
MS – English Studies
- 1997–1998 *Dominican University – River Forest, Illinois*  
Secondary Teacher Certification
- 1989–1991 *College – Eureka, Illinois*  
BA – History
- 1986–1988 *Illinois Valley Community College – Oglesby, Illinois*  
AS – General

**Teaching Experience**

- 2004–Present *Midland High School – Varna, Illinois*
- 2002–2004 *Amery High School – Amery, Wisconsin*
- 2000–2002 *Hall High School – Spring Valley, Illinois*
- 1999–2000 *St. Columba School – Ottawa, Illinois*
- Spring 1999 *Putnam County High School – Granville, Illinois*

**Professional Leadership Positions**

- 2005–Present *District Leader – Illinois Valley District – IATE*
- 2006–Present *English Department Chair – Midland High School – Varna, Illinois*
- Fall 2007 *Local Arrangements Chair – IATE Fall Conference*

**Publications**

“Blogging: Reconnecting Students to Writing.” *Illinois English Bulletin*. Summer 2006. Normal, IL: IATE.

Lamonica, Claire, Amy Magnafichi-Lucas, and Peter Pettorini. “Wikis: Writing in the Company of Others.” *Illinois English Bulletin*. Spring 2008.

**Presentations**

More than a dozen presentations at the district and state levels, including four IATE conference presentations and two CITE presentations.

**Professional Memberships**

National Council of Teachers of English  
Illinois Association of Teachers of English

**Honors and Awards**

March 29, 2007 - Member, Sigma Tau Delta, International English Honor Society

2004, 2005, 2006, 2007 - *Who’s Who Among America’s Teachers*

2003 - Commitment to Excellence Award – Amery High School

**IATE CONFERENCE 2008**

**“101 Conferences: Take A Classic and Make It Current”**

Illinois Association of Teachers of English

October 17–18, 2008

Chicago Marriott Oak Brook, Oak Brook, 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 _____	Circle Address for IATE Mailings: HOME SCHOOL

**REGISTRATION OPTIONS**

<p><b>Student Registration</b></p> <p>___ Friday &amp; Saturday (lunches included)      \$30.00</p> <p>___ Saturday only (lunch included)              \$20.00</p> <p>___ IATE membership (new)                      FREE</p> <p>(Check here if not already a member.)</p> <p>Please add:</p> <p>___ Friday dinner                                      \$40.00</p> <p align="right">Amount enclosed \$ _____</p> <p align="center">(Make check payable to IATE.)</p>	<p><b>First-Year Teacher Registration</b></p> <p>___ Friday &amp; Saturday                              \$150.00</p> <p>(Fri. dinner/entertainment &amp; Sat. lunch included)</p> <p>___ Saturday ONLY (lunch included)              \$75.00</p> <p>___ IATE membership (new)                      FREE</p> <p>(Check here if not already a member.)</p> <p>Please add:</p> <p>___ Friday luncheon                                  \$25.00</p> <p>___ Donation to 2008 student lunch fund      \$ _____</p> <p align="right">Amount enclosed \$ _____</p> <p align="center">(Make check payable to IATE.)</p>
<p><b>IATE Member Registration</b></p> <p>___ Friday &amp; Saturday                              \$175.00</p> <p>(Fri. dinner/entertainment &amp; Sat. lunch included)</p> <p>___ Saturday only (lunch included)              \$100.00</p> <p>___ IATE membership renewal                      \$ _____</p> <p>(Regular=\$25.00; Patron=\$30.00; Retired=\$5.00)</p> <p>Please add:</p> <p>___ Friday luncheon                                  \$25.00</p> <p>___ Donation to 2008 student lunch fund      \$ _____</p> <p align="right">Amount enclosed \$ _____</p> <p align="center">(Make check payable to IATE.)</p>	<p><b>Non-Member Registration</b></p> <p>___ Friday &amp; Saturday                              \$210.00</p> <p>(Fri. dinner/entertainment &amp; Sat. lunch included)</p> <p>___ Saturday only (brunch included)              \$135.00</p> <p>Please add:</p> <p>___ Friday luncheon                                  \$25.00</p> <p align="right">Amount enclosed \$ _____</p> <p align="center">(Make check payable to IATE.)</p>
<p>_____ <b>Please check here if you prefer vegetarian meals.</b></p>	

- Registration forms are due by **September 26, 2008**. 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.
- There will be an **additional \$20.00 charge** for on-site registration. **Please, register now!**
- We are unable to refund registration fees after **September 26, 2008**. Before that date, there will be a \$25.00 service charge for registration refunds.
- **Reserve your room** by calling the **Chicago Marriott Oak Brook at (630) 573-8555** on or before **September 26, 2008**. Be sure to **indicate that you are part of the IATE conference** so that you receive the conference rate—and so IATE saves on conference costs.
- Due to conference scheduling costs, IATE does not offer a Friday ONLY registration option.

**IATE Fall Conference Schedule  
October 17–18, 2008  
Chicago Marriott Oak Brook, Oak Brook, Illinois  
“101 Conferences: Take a Classic and Make It Current”**

**Thursday, October 16**

6:00 p.m.–7:00 p.m.	IATE Executive Council Dinner
7:00 p.m.–9:00 p.m.	IATE Executive Council Meeting

**Friday, October 17**

7:30 a.m.–5:00 p.m.	Registration
7:30 a.m.–9:30 a.m.	Continental Breakfast
8:00 a.m.–5:00 p.m.	Book Exhibits
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 Exhibit Visitation
9:30 a.m.–10:30 a.m.	Keynote Speaker, Tim Duggan, and Annual Business Meeting
10:30 a.m.–10:50 a.m.	Book Exhibit Visitation
10:50 a.m.–11:50 a.m.	Breakout Session B
12:00 p.m.–1:00 p.m.	Luncheon: 2008 Illinois Author of the Year, Simone Elkeles, and Honorary Awards
1:15 p.m.–2:15 p.m.	Breakout Session C
1:30 p.m.–3:00 p.m.	Workshop Session II
2:30 p.m.–3:30 p.m.	Breakout Session D
3:15 p.m.–4:45 p.m.	Student and Beginning Teachers’ Seminar
3:15 p.m.–4:45 p.m.	Workshop Session III
3:30 p.m.–4:30 p.m.	District Leader Meeting
3:30 p.m.–5:00 p.m.	Book Exhibit Visitation
5:30 p.m.–6:30 p.m.	Social Hour
6:30 p.m.–8:30 p.m.	Annual Banquet and Evening Entertainment by Wavelength
8:45 p.m.–11:00 p.m.	President’s Reception

**Saturday, October 18**

8:00 a.m.–10:00 a.m.	Registration
8:00 a.m.–9:00 a.m.	Continental Breakfast
8:30 a.m.–9:30 a.m.	Breakout Session E
8:30 a.m.–10:00 a.m.	Workshop Session IV
9:45 a.m.–10:45 a.m.	Breakout Session F
10:50 a.m.–11:50 a.m.	Breakout Session G
12:00 p.m.–1:30 p.m.	President’s Lunch and Featured Speakers, Mark Larson and Robert Boone
1:30 p.m.	Executive Council Meeting

## IATE FALL CONFERENCE PROGRAM

### “101 CONFERENCES: TAKE A CLASSIC AND MAKE IT CURRENT”

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#### Friday, October 17

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

**A1** Kathleen Griesenbeck, Moline High School;  
Sasha Sausedo, Moline High School

#### “Using Comic Life in the Language Arts and Social Studies Classrooms”

Students are reading comics and graphic novels more than ever before. The computer program Comic Life helps students create their own comics and comic strips, and can enhance your high school language arts/social studies curriculum. The presenters will demonstrate how to use Comic Life and show it in action. KA-POW!

**A2** Katherine Kuta, Maine Township High School

#### “Reading and Writing to Learn in the Classroom”

This interactive workshop presentation will involve reading and writing strategies that can be used in the English classroom as well as other content areas. Strategies are based on best practices, cooperative learning, and brain research. Participants will leave with practical ideas and handouts.

**A3** Janice Neulieb, Illinois State University;  
Byung-In Seo, Saginaw Valley State University

#### “C. S. Lewis’s Science Fiction Trilogy: Perelandra and Beyond” and “Interdisciplinary Teaching at its Best: Using Mathematical Ideas and Terminology When Teaching Literature”

C. S. Lewis and J. R. R. Tolkien met twice a week for 35 years to give themselves writing assignments and then read what they had written to the small writing group, the Inklings. Tolkien embarked on his great fantasy work while Lewis tackled fantasy and science fiction. The Perelandra trilogy shows Lewis at work on sci fi and shows many places where Lewis and Tolkien wrote to matching assignments.

Cross-disciplinary instruction is a “classic,” and content-area reading skills are a recent concern. In this session, discover how to bring the geometry of one literacy to bear on the geometry of another.

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

**W1 1** Carolyn Santo-Thomas, Warren Township High School; Blake Thomas, Cashnet USA

#### “Bridging the Gap between Geeks and Nerds: Realistic Technology for Busy Teachers”

Teachers have very specific needs when it comes to practical integration of technology. The presenters will use accessible vocabulary and straightforward instruction to guide participants through a variety of applications, including wikis, podcasts, social networks, blogs, etc., in a way that is geared toward teachers’ specific needs.

**W1 2** Thomas McCann, Elmhurst Public Schools; Joseph Flanagan, York Community High School; Elizabeth Kahn, James B. Conant High School

#### “The Dynamics of Writing Instruction: A Structured Process Approach to Teaching Writing”

In this activity-based session, the panelists will lay out the principles of a “structured process” approach to the teaching of writing. The session will feature designed activities to guide students through a process for writing in relation to particular kinds of writing experiences, including narrative, argument, and critical analysis.

**W1 3** Mary Christel, Adlai E. Stevenson High School; M. Elizabeth Kenney, Adlai E. Stevenson High School

#### “Visualizing the Argument: Deconstructing Persuasive Strategies in Print and Documentary Films”

This session, of particular interest to teachers of the AP Language and Composition Exam, will model strategies that can be used to analyze the persuasive techniques embedded in the print advertising designed to promote “PSAs” or social responsibility messages, as well as the cinematic tools used to construct documentaries that establish controversial theses and build effective arguments to move their audiences to action.

#### 9:00 a.m.–9:30 a.m. Book Exhibit Visitation

Qualify for door prizes by visiting our book exhibits during

this and other breaks. Drawings will be held at a variety of conference functions; you must be present to win!

**9:30 a.m.–10:30 a.m. Keynote Speaker and Annual Business Meeting**

Tim Duggan, University of South Dakota

This dynamic musical performer will showcase his adaptations of Shakespeare's great tragedies as well as sonnets set to song and other great literature performed with guitar and vocals. With titles like "Macbeth's Down Home on the Heath Bloody Villain Country Blues" and "The Western Tale of Romeo and Juliet" this performance is sure to delight and instruct.

**10:30 a.m.–10:50 a.m. Book Exhibit Visitation**

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

**10:50 a.m.–11:50 a.m. Breakout Session B**

**B1** Kelly Taylor, Antioch Community High School; Sarah Ogborn, Antioch Community High School; Wanda Teddy, Antioch Community High School

**"Lord of the Flies—Survivor Style: Modern Ideas for Classic Novels"**

In a world inundated with blogs, instant messages, *MySpace*, and reality TV, how do we capture our sophomores' multimedia-centered attentions? This session will cover how William Golding's classic novel, *Lord of the Flies*, with its *Survivor*-like subject and timeless themes, will capture the imagination and interest of even the most reluctant student.

**B2** Audrey Wells, Illinois Mathematics and Science Academy; Tracy Townsend, Illinois Mathematics and Science Academy; Margaret (Peg) Cain, Illinois Mathematics and Science Academy; Dan Gleason, Illinois Mathematics and Science Academy

**"Classics for 21st-Century Classrooms"**

Four teachers will share four lessons: creating SparkNotes entries for new endings of *Adventures of Huckleberry Finn*; letting Frankenstein's creature respond to issues in bioengineering; designing museum exhibits for Jack London's *The Sea Wolf*; and comparing Oedipus Rex's problem-solving approach with responses to environmentalists' calls to action.

**B3** Andrew Bendelow, York Community High School

**"Wiki-Up, Young American! Using Web 2.0 for Inquiry into Some 'Classic' American Texts"**

Blogs, RSS feeds, wikis, and other "social software" tools can engage students in the study of classic American literature. This session will demonstrate and provide a forum for the discussion of the use of asynchronous online learning media to support 11th graders in a collaborative study of *Adventures of Huckleberry Finn* and *Of Mice and Men*.

**B4** Carey Applegate, Illinois State University  
**"Joining the Caph: Engaging Students through Hip Hop"**

As the hip-hop generation comes of age, the ways that we engage students from this generation must shift. This session will cover a variety of approaches that can be used to draw on students' outside literacies—including hiphopography as research and linguistic investigation and critical analysis of hip-hop lyrics and culture.

**B5** Steven Heller, Adlai E. Stevenson High School; David Noskin, Adlai E. Stevenson High School

**"Reading as Revision: Exploring How Students Find and Use Evidence"**

This session will analyze the types of evidence students use to support a claim and the processes they use to determine effective evidence. Because the determination of evidence comes with a second experience in reading, students need guidance in the reading and rereading of texts (many of which they find online). This session will examine two distinct contexts where students determine evidence found in traditional texts as well as in databases and on Web sites: the literary analysis essay and the research paper.

**B6** Donna Blackall, IATE Rebecca Caudill Chair; Varsha Kulkarni, Warren Township High School

**"What's New in Young Adult Literature"**

Want to get your students excited about books? Want to hear about recently published works that will engage your middle school and high school readers? This is the session for you! Titles from the newly announced 2009 Rebecca Caudill Young Readers' Book Award and Abraham Lincoln Illinois High School Book Award lists will be presented. You will also find out how to participate in the award process to get your students involved!



**B7** Gary Anderson, William Fremd High School; Tony Romano, William Fremd High School

**“The College Application Essay: An Authentic Writing Project”**

College application essays provide teachers with a golden opportunity: motivated students combined with an authentic writing situation. Find out how to help your students write effective college essays while simultaneously providing pedagogically solid composition instruction. This is not for your college-bound seniors only! Other students can also benefit from this assignment.

**B8** Tom Anstett, Lincoln-Way East High School

**“Words, Words, Words”**

Why not take a classic’s *vocabulary* and make it current? Learn some innovative methods that can make vocabulary instruction more useful and practical. These methods will engage students and help them remember and apply words from both the literature they read and the vocabulary “list” they are assigned that week. Even new ways to assess vocabulary learning can be derived from these strategies.

**B9** Carolyn Alessio, Cristo Rey Jesuit High School

**“Dane-gerous Minds in the Flatland: Working With Inner-City Students on Classics Without Feeding into Cliché”**

This session will cover reading *Beowulf*, *Hamlet*, and *Frankenstein* with inner-city high school students and how the gang neighborhoods penetrate the classroom in surprising ways. It will also address the frequent Hollywood sentimentalizations of teaching urban students and how to avoid them in both your approach and your writing about the experiences.

**12:00 p.m.–1:00 p.m. Luncheon: 2008 Illinois Author of the Year and Honorary Awards**

Simone Elkeles, author of *Leaving Paradise*, *How to Ruin a Summer Vacation*, and *How to Ruin My Teenage Life*, will be honored as the author of the year. She will also share with us developments on her new book, *Perfect Chemistry*.

**1:15 p.m.–2:15 p.m. Breakout Session C**

**C1** Amy Magnafichi-Lucas, Midland High School

**“Entering the World of Students: ‘Teaching’ *Fahrenheit 451*”**

*Fahrenheit 451* is a rich text that offers not only a great rhetorical study, but also a perfect opportunity to tie literature to the current world situation. The problem becomes getting students invested in the study of this novel. The answer is meeting students where they are: in the world of technology. This session will offer ideas to bring a novel alive for today’s students. From the use of text messaging to character Web pages, *YouTube* activities to iPod playlists, students will be excited to study this novel.

**C2** Sue Blackall, Moline High School; Chris Thomas, Moline High School; Susie Hafner, Moline High School

**“Weaving the Web Around the Classics”**

This session will look at ways the Web can be used to help students create a deeper understanding and richer appreciation of both traditional and modern-day classics using blogging and podcasting.

**C3** Theodore Davis, Holt Publishing Company

**“Visual and Technological Literacies in the 21st-Century Classroom”**

This is an age that demands technological and visual literacies alongside strong reading and writing skills. Come see how Holt McDougal offers strategies to help students with everything from analyzing visuals to enhance understanding of literary elements, to using technology to deepen their understanding of language arts. Holt McDougal offers students and teachers the tools to be effective communicators in today’s classroom.

**C4** Sibyl Krucoff, Hinsdale Central High School

**“Surf’s Up: Riding the Tide to Fortune”**

Integrating teen cyberspeak and use of social networking into the study of literature is a matter of catching—and riding—the right wave. This session will explore activities designed to challenge students’ imaginations as they discover connections between classic and contemporary worlds. As Marcus Brutus once said, “And we must take the current when it serves, or lose our ventures.” Cowabunga!

**C5** Byung-In Seo, Saginaw Valley State University

**“Making the Old, New: Teaching Writing Using the Fundamentals of Mathematics”**

In today’s fast-paced world, adolescents are used to listening to

their iPods while answering e-mails and sending text messages. While these students are technologically savvy, they often don't see the relationship between different content areas. This session will show how to change your teaching from focusing only on literature and writing skills to understanding and applying the characteristics of mathematics to help improve the teaching of English writing skills to at-risk students.

**C6** Janice Neulieb, Illinois State University  
**“Researched Writing in the ‘New’ AP English Language Question”**

An AP question leader and longtime table leader, the presenter will discuss the changes in the AP English Language and Composition Exam. Handouts will include published discussions of ways to use many types of information (Web sites, charts, images) in the researched paper. Assignments and activities will also be included in the materials provided.

**C7** Scott Eggerding, Lyons Township High School; Marilyn Hollman, Naperville Central High School (retired)

**“Illinois as Crossroads: All Roads Lead In/Through/Over the Flatland”**

*There is no rest for the weary English teacher in the 21st century. The world is flat, and all roads run into the literacy teacher. Response and valediction.* From the Mother Road to Mother Jones, learning about our state and the literature it has produced can make a trip from the city to the country, the migration north, or even a day trip from the city to the suburbs, a richly rewarding experience. Participants will receive an annotated bibliography of movement and migration literature set, at least partially, in Illinois, along with lesson ideas to help students link their own movements, be they physical or digital, to the great literature of the state.

**1:30 p.m.–3:00 p.m. Workshop Session II**

**W2 1** Vicky Gilpin, Cerro Gordo High School  
**“Technology Potpourri: Strategies to Successfully Integrate Technology into the High School English Classroom”**

This presentation will stress the use of technological techniques to foster learning in high school language arts courses. Emphasized areas will be synectic learning, metacognition, using *MySpace* for the power of good, online collaborative Web sites, using technology to enhance writing skills, and blogs as literature. Canonical examples will be used.

**W2 2** Norman Boyer, Saint Xavier University; Angelo Bonodonna, Saint Xavier University; Carrie Fischer, Expeditionary Learning Schools

**“Taking the Next Step: Helping Students Synthesize Across Multiple Texts”**

So, your students have gotten to the point of being able to synthesize information from a single text. This hands-on workshop will show you how to reach the next step—getting your students to move from the individual synthesis to a synthesis of multiple texts.

**2:30 p.m.–3:30 p.m. Breakout Session D**

**D1** Katie Hoffman, McClure Junior High School; Meredith Teuber, Carl Sandburg Middle School

**“Turn Your Students into Pod People: Innovative Ways to use Podcasting in Your Classroom”**

Bored with book reports? Lost your love for literary analysis papers? Dread another diorama? Fed up with final exams? Then podcasting is for you! Learn unique ways to use podcasting in your classroom. Participants will walk away with ready-to-use lessons that are easily adaptable for any grade level.

**D2** Stacey Gonzales, Joliet Township High School; Jamie Grzebielucha, Joliet Township High School

**“Shakin’ It Up Shakespeare Style”**

This session will cover how to use *Romeo and Juliet* to transform your classroom into a modern day Verona without leaving behind the language and style of Shakespeare. Students will begin feeling fearful and end up “biting their thumbs.” Through a series of creative lessons, students will be transformed into Montagues and Capulets and be immersed in the language and lifestyle of Elizabethan England.

**D3** Tim Duggan, University of South Dakota  
**“Thirty-Five Things You Can Do With *Hamlet* (Or Any Shakespeare Play)”**

This workshop will demonstrate activities for bringing performance into your study of Shakespeare. Join an experienced presenter for a hands-on experience combining reading, movement, and consideration of media-based, 21st-century approaches to Shakespeare's texts.

**D4** Maggy Leden, Zion-Benton Township High School

**“The Grapes of Wrath: The American Dream Photographed”**

This activity will bridge overall themes with past activities and projects. It will appeal to students on a personal level because they will study people and settings relevant to their everyday lives, allowing for an increase in their awareness of and appreciation for the photographic qualities that portray everyday realities in a dynamic way. The presentation will include examples of student work.

**D5** Jim Meyer, Millikin University;  
Justin Baer, Millikin University

**“Launching Professional Development During the Practicum”**

NCTE standards for teacher preparation call for candidates to be able to “use teacher-researcher models of classroom inquiry.” Some teacher preparation programs use a teacher work sample to introduce student teachers to teacher inquiry. We will explore ways in which the teacher work sample not only meets this standard but also helps launch new teachers into rewarding professional development.

**D6** Liz Naumann, Palatine High School;  
Erin Lindstom, Palatine High School

**“The Universal Theme Studio: Making Theme in Literature Tangible”**

This session will focus on teaching students to demonstrate abstract concepts—theme, motif, and symbolism—concretely through the development and creation of a theme park. Students will identify theme, motif, and symbolism from literature and represent them through a written component, a visual aid (either map or diorama), and a presentation. A fantastic, fun, culminating unit activity guaranteed to engage your class!

**3:15 p.m.–4:45 p.m. Workshop Session III**

**W3 1** Christina Ordonez, Hoffman Estates High School; Jason Stevens, Hoffman Estates High School; Denise Gilbert, Hoffman Estates High School

**“Connecting to Digital Natives”**

Our students are considered “digital natives,” those who have grown up using multiple technological resources. Many of them are struggling readers and writers in the classroom, but

prolific readers and writers in the cyberworld. This session will give practical examples of how to use technology-based reading and writing strategies to connect the two worlds.

**W3 2** Jeannè Lohfink, Beach Park Middle School

**“History Beyond the Textbook”**

Calling all teachers of tactile learners! Explore the land of replicas and realia and how these items can create excitement in your classroom. This hands-on program will walk you through the steps of using artifacts to involve questioning, thinking students. See how heavy chain mail really is!

**W3 3** Dianne Chambers, Elmhurst College;  
Larry R. Johannessen, Northern Illinois University; Thomas McCann, School District 205

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

Thomas McCann, Assistant Superintendent of Curriculum and Instruction for School District 205, Larry Johannessen, Director of Undergraduate Studies at Northern Illinois University, and Dianne Chambers, Coordinator of English Education at Elmhurst College, will facilitate this open discussion of student and early-career teachers’ fears, hopes, and strategies for success. 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 are encouraged to attend and share their ideas.

**3:30 p.m.–4:30 p.m. District Leader Meeting**

District leaders will meet to share ideas and organize events for their districts in the next year. If your district does not have a leader, please feel free to join the conversation and volunteer to serve!

**3:30 p.m.–5:00 p.m. Book Exhibit Visitation**

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

**5:30 p.m.–6:30 p.m. Social Hour**

This is an opportunity to meet other English teachers from around the state, make new friends, and reconnect with colleagues. Meet the IATE Executive Board and discuss how they can serve you better. Best of all—relax with friends and enjoy the evening.

**6:30 p.m.–8:30 p.m. Annual Banquet and Evening Entertainment by Wavelength**

Great food and great entertainment are planned for Friday evening. Forget the traffic and stay with us! Wavelength, an extraordinarily popular theater company specializing in educational programming, will present its original hit, *Musical Staff*. Imagine such themes as mentoring, tenure, and grading incorporated into a classic musical theater venue. Don't miss this highly amusing performance!

**8:45 p.m.–11:00 p.m. President's Reception**

This reception will honor outgoing President Jean Black and welcome her successor, Elizabeth Kahn. Come join the fun as we return to the classic 1970s for some karaoke and performance art.

**Saturday, October 18**

**8:30 a.m.–9:30 a.m. Breakout Session E**

**E1** Janelle Dufer, Thomas Middle School  
**“Global Issues”**

This presentation will explain how students can explore the global issues facing the world today and, in turn, teach the issues to their peers. This session will feature the following components: initial research to aid in topic selection, format for topic research, format for vocabulary development, and technology format for formal presentation

**E2** Andrew Davis, University High School;  
Anita Beaman, University High School  
**“Teaching Research and Writing through Graphic Texts”**

In this session, the presenters will explore the ways that the unlimited information available to students online has pedagogical implications for teaching writing. They will present a model that addresses the possibilities for not only the teaching of research methods, but also the ways that research can be presented in alternative formats, leading to a richer experience and a deeper understanding for students. This approach focuses on giving students the opportunity to research, write, and illustrate graphic texts. Students may gain a deeper understanding of a culture through this medium than through the traditional research report.

**E3** Pam Trilla, Glenbard East High School;  
Jeff Kargol, Glenbard East High School

**“The Freedom to Write: Connecting Tolerance to Diversity”**

The presenters will model how they incorporated ideas from the Freedom Writers project into an ELL classroom, which can also be adapted for any middle or high school curriculum. They will also demonstrate how the writing and guest speakers helped to inspire the students work toward a capstone writing project.

**E4** Jennifer Arias, Adlai E. Stevenson High School;  
Beth Ahlgrim, Adlai E. Stevenson High School

**“Teaching Postcolonial Literature”**

Concepts of “otherness,” displacement, and the search for an authentic self are highlighted. Navigating ownership of space in regard to land, language, and selfhood will be addressed in such works as Jhumpa Lahiri's *Interpreter of Maladies* and *The Namesake*, F. Sionil José's *Dusk*, Khaled Hosseini's *The Kite Runner* and *A Thousand Splendid Suns*, and T. C. Boyle's *The Tortilla Curtain*.

**E5** Eric Lemke, Glenbard East High School  
**“Why is the Shoe at a Slant? Analyzing Persuasive Strategy in Print and Nonprint Text”**

This presentation will detail a lesson designed for a junior-level AP English Language and Composition course in which students were learning to read and analyze nonprint text. In this lesson, students analyze magazine ads and apply persuasive strategies to create magazine ads of their own for primary source documents.

**8:30 a.m.–10:00 a.m. Workshop Session IV**

**W4 1** Laurie Lawlor, Columbia College  
**“Finding the ‘Still Point’”**

Surrounded by a constant blitz of technology and media, how can today's high school and college students access silence and the “still point” necessary to cultivate observation skills, the bedrocks of original and creative thinking? Journals can offer young writers the opportunity to get to know both the wilderness of their inmost selves and the unpredictable and potent natural world around them. This empowering, hands-on workshop introduces mindfulness techniques teachers can share with students to help them reconnect with the environment while discovering the inner still point in their creative process. These practices will assist in helping students meander with awareness—whether

in a city park or on a remote backpacking adventure in the wilderness.

**W4 2** Michele Duffy, Northern Illinois University;  
Joan Scheffler, Sterling High School

**“Exploring Character Diaries”**

2008 boho! Pair up your teenagers and classic American literature by using character diaries to explore the basic needs for power, freedom, fun, and belonging. This workshop will be based on research for classroom dynamics that will instill internal motivation. A lesson plan/handout will be included.

**9:45 a.m.–10:45 a.m. Breakout Session F**

**F1** Amy Reiman, University High School

**“Shakespeare Characters Online”**

Creating Web pages is an easy way to help students delve into the characters of Shakespeare’s plays. As an approach to the daunting names and language, Web pages are technologically appealing to teenagers. Students will be able to learn Shakespeare’s work and acquire useful technology skills while they are at it.

**F2** Lynn Otterson, Warren Township High School; Heidi Edwards, Warren Township High School

**“Lord of the Flies and Lord of the Halls: A Look at the Classic Novel and the Theme of Bullying in Today’s Schools”**

Today’s classroom is the perfect place to discuss bullying, while tying it to the themes of a classic novel. The presenters will focus specifically on boy/girl bullying within the high school environment. You will receive a novel unit plan, prevention information, and current literary sources on the topic of bullying.

**F3** Beth Ahlgrim, Adlai E. Stevenson High School

**“Snapshot of a Novel Analysis: The Art of Reduction”**

A literary reduction is a student-created and generated, one-page, consolidated, creative, visual synthesis of a novel, which incorporates content, literary, and structural analysis. Reductions, when shared with the class, serve as an engaging review guide.

**F4** Alexis Pride, Columbia College;  
Megan Stielstra, Columbia College;

Ann Hemenway, Columbia College

**“Kafka, Melville, Gogol, and Joe: Making Classic Literature Relevant to Developing Writers”**

The story workshop is a pedagogical approach to the study of classic literature, discussed in relation to teaching creative writing. Parody exercises that will include the works of Kafka, Melville, and Gogol, engage developing writers in examining story structure and narrative movement in order to inform the contemporary writer’s creative process.

**F5** Nancy Spaniak, Homewood-Flossmoor Community High School

**“Building a Comprehensive High School Reading Program that Works”**

Reading scores at Homewood-Flossmoor High School were spiraling downward; however, as will be presented in this session, this three-time Blue Ribbon school is bucking the trend. Through its reading department, the school provides comprehensive, direct reading instruction and offers a variety of literacy supports. As a result, standardized reading scores, particularly among minority students, are posting dramatic increases.

**10:50 a.m.–11:50 a.m. Breakout Session G**

**G1** Christine Gaza, James B. Conant High School

**“Creative Writing Workshops: Letting Students Evaluate the Creative Process”**

This workshop is designed for teachers who either teach creative writing or are looking to incorporate creative writing into their curriculum. The session will instruct teachers in ways to have students think critically about creative writing, use each other as creative critics, and apply those skills to improve their own creative pieces.

**G2** Diana Schmitz, Grayslake North High School

**“The Scarlet Letter: A Contemporary Revelation”**

In this session, participants will explore a WebQuest activity designed to enhance students’ critical reading of *The Scarlet Letter*. Participants will evaluate traditional instructional strategies, complementary analysis from various schools of literary criticism, and online resources, including visual evidence, to enliven *The Scarlet Letter* for contemporary readers.

**G3** Julie Kelly, Thornton Fractional South

High School; John O'Rourke, Thornton Fractional South High School; Ryan Darrah, Thornton Fractional South High School

**“Relevant Research and Authentic Audiences: Environmental Activism through Persuasive Writing”**

This session will demonstrate a layered curriculum unit project that delves into a contemporary issues and culminates in persuasive activism. Foundation-level research and writing skills are integrated as students flesh out their opinions on the issue. Research, annotation, formal persuasive modes, writing, and public speaking skills are emphasized in this student-centered project.

**G4** David Gwizdala, James B. Conant High School; Josh Harbeck, James B. Conant High School

**“Breaking the Discussion Barrier”**

This presentation will promote academic, student-centered

discussion in AP courses. Focusing on Socratic seminars, the presenters will provide methods and materials for engaging all students at varying ability levels, in close textual analysis and conversation, with additional attention to connecting literature to students’ lives.

**12:00 p.m.–1:30 p.m. President’s Lunch and Featured Speakers Mark Larson and Robert Boone**

Get ready for an amazing lunch with Mark Larson and Robert Boone and their innovative creative writing ideas. Teachers interested in new approaches to teaching clear, honest prose will learn proven methods for promoting students to start and complete short story drafts within a single class period. Mark Larson is a teacher at Highland Park High School, and Robert Boone is a veteran educator and founder of Young Chicago Authors, a writing program for urban youth.

**1:30 p.m. Executive Council Meeting**

**IATE FALL CONFERENCE 2008  
CALL FOR SESSION CHAIRS/RECORDERS**

The 2008 IATE Conference Committee is looking for session chairs/recorders to help presenters by seating latecomers and distributing handouts. In addition, at the end of the session, chairs/recorders will sign or initial the Continuing Professional Development Unit (CPDU) log for each person present.

Please consider serving as a chair/recorder at the 2008 IATE Fall Conference. To volunteer, please complete and mail this form on or before **September 22** to:

Deborah Will, IATE Program Chair  
Zion-Benton Township High School  
3901 W. 21st Street  
Zion, IL 60099

You may also e-mail the information below to [willd@zbths.org](mailto:willd@zbths.org). Your help is greatly appreciated.

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Email: \_\_\_\_\_

I will chair/record *any* session on  
 Friday morning  
 Friday afternoon  
 Saturday morning

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

## 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 Jan Neuleib at [jneuleib@ilstu.edu](mailto:jneuleib@ilstu.edu).

### **PUBLISH YOUR WORK IN THE *IATE NEWSLETTER***

Do you have news or an idea worth sharing? 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. The deadline for submitting material for the spring 2009 *Newsletter* is November 15, 2008. Please send inquiries or submissions via e-mail to Claire Lamonica at [cclamon@ilstu.edu](mailto:cclamon@ilstu.edu).

### ***NEW SCRIPTOR* ACCEPTING SUBMISSIONS**

*New Scriptor*, a journal designed to provide a forum for Illinois educators to exhibit their fiction, poetry, drama, art, and expository writing is currently accepting submissions. Submissions should be sent via e-mail to [jbarnabee@district125.k12.il.us](mailto:jbarnabee@district125.k12.il.us). Art submissions, depending on file size, should be emailed or mailed as jpeg images via CD. Send postal mail to Jim Barnabee, Adlai E. Stevenson High School, 1 Stevenson Drive, Lincolnshire, IL 60069. Please include a return e-mail or phone number. All submissions are blind refereed. Past issues and additional information may be found at: [https://blackboard1.district125.k12.il.us/webapps/portal/frameset.jsp?tab\\_id=\\_30\\_1](https://blackboard1.district125.k12.il.us/webapps/portal/frameset.jsp?tab_id=_30_1). *New Scriptor* is open to and published for educators of all kinds, at all levels, and of all interests and professional endeavors.

## 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(es), 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.

**TEACHER-RESEARCHERS:  
APPLY FOR AN IATE  
PAUL JACOBS RESEARCH AWARD**

The IATE Research Committee is currently accepting applications for Paul Jacobs Research Awards. Members of IATE considering any form of research in English language, literature, writing, speaking, or teaching are encouraged to apply. The research may be part of a candidate's work on a master's thesis or doctoral dissertation, or the project may be unrelated to any work connected to one's graduate studies. The Research Committee will consider proposals from teachers and school administrators, as well as from full-time students seeking advanced degrees. Professionals who have thought about conducting a research project in the past but who have hesitated because of lack of funding may find in the Paul Jacobs Award the financial backing necessary to complete their work. The Research Committee can grant an award for a maximum of \$500.

It is surprisingly easy to apply for an award. Here is how to do it:

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. The reviewers will need to see at least a distinct and substantive research question.
  - 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 would need and how it would be used. Here are some examples of appropriate costs: duplicating instructional materials, paying raters to score papers, or paying fees for data processing. Here are some questionable expenses: covering travel costs, purchasing instructional materials that a school normally funds, or paying incentives to participants in the study. The research grant is modest and should be used to support the essential costs of a study.

- 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.

Applications for awards to be reviewed at the fall Executive Committee meeting must arrive at IATE headquarters at Illinois State University no later than October 1. The members of the IATE Research Committee anticipate that recipients of the Paul Jacobs Award will be able to share their completed research at an IATE fall conference or through publication in the *Illinois English Bulletin*.

**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 2008 scholarship should be mailed to Janice Neuleib, IATE Executive Secretary, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 before September 15, 2008. 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, they Minority Scholarship Committee will judge the applications, issue an invitation to the winner to attend the fall conference (October 2008), 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 2008 conference, luncheon and banquet 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.

**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 (please see form on next page)

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: <http://www.iateonline.org>; E-mail: [mrrieb@ilstu.edu](mailto:mrrieb@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)

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

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

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

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

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

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

Home phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Mailing preference (please circle one):    School            Home

# *Because Shift Happens: Teaching in the Twenty-First Century*

**NCTE** National Council of  
Teachers of English

98th Annual Convention  
November 20-23, 2008 • San Antonio, Texas



Join thousands of K-12 classroom teachers, college faculty, administrators, and other educational professionals, as they gather to **hear award-winning speakers, attend idea-packed sessions, share best practices, and test the latest teaching materials** at NCTE'S 98th Annual Convention in San Antonio!

## **REGISTRATION INFORMATION**

**Early Registration Rates (before Oct. 24):**

Member - \$210

Nonmember - \$275

Student member - \$90

Student nonmember - \$100

## **ADDITIONAL INFORMATION**

For more convention information, visit [www.ncte.org/profdev/conv/annual](http://www.ncte.org/profdev/conv/annual) or contact NCTE Customer Service at **1-877-369-6283**.

# iate

Illinois Association of Teachers of English

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

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

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