

# iate

Illinois Association of Teachers of English

## NEWSLETTER

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### PRESIDENT'S MESSAGE

LARRY R. JOHANNESSEN



Larry R. Johannessen

His name was Edward Chauncey Baldwin, and he was a professor of seven-teenth-century literature at the University of Illinois, Urbana-Champaign. He began his career at the University of Illinois in 1902, five years before he became IATE's first president, exactly one hundred years ago. Yes, IATE is celebrating its centennial, and I feel a close kinship to

Professor Baldwin. History has always held a fascination for me, and when I learned that I would serve as president for IATE's one-hundredth anniversary year, I wanted to find out as much as I could about the man who was the organization's first president and who had a great deal to do with shaping the organization.

I learned that the organization was created on November 22, 1907. At that time, according to a history of the presidents of IATE that is currently being written by longtime IATE members George Shea and Ken Holmes, there was a meeting of the English section of "the high school conference." At that meeting, the English section suggested "that a permanent organization should be effected, to be known as 'The Illinois Association of Teachers of English.'" According to Shea and Holmes, a committee was then formed and either appointed or elected Professor Baldwin as the newly formed association's first president.

————— President's Message *continued on page 2*

### EXECUTIVE SECRETARY'S MESSAGE

JANICE NEULEIB

**IATE Honored at NCTE Convention:** Illinois Association of Teachers of English was honored at the Affiliate Roundtable Breakfast with an Affiliate Membership Recruitment Award. This means that IATE was one of three highest in both recruiting new members and



Janice Neuleib

————— Executive Secretary's Message *continued on page 4*

### IN THIS ISSUE

President's Message Larry R. Johannessen	1
Executive Secretary's Message Janice Neuleib	1
Harvest of Memories Reward 2006 Conference Chair and All Attendees Jean Black	3
IATE Member Earns National Recognition Angelo Bonadonna	5
Ramlose Named 2006 IATE Lifetime Achievement Award Recipient Genevieve Sherman de Cabrera and Deborah Will	5
Chicago Area Writing Project Gets New Home	5
SLATE: An NCTE Effort Worth Supporting Marilyn J. Hollman	6
Reading, Writing, and Viewing: Expanding Literacy Mary T. Christel	7
Calls for Papers	10
First-Year Teacher Free Membership	10
Conference Proposal Form	11
Announcements	13
IATE Membership	15

One has to wonder why a scholar of seventeenth-century literature was so interested in the teaching of English at the high school level that he would attend a meeting focusing on the teaching of English at a high school conference and then agree to be part of a committee that created IATE and become the organization's first president. He must have cared deeply about the teaching of English in the schools. Furthermore, he must have cared a great deal about IATE because after serving as president he became secretary of the organization. I know that much of what the organization is today has its roots in the vision that he and those other English education pioneers created in November of 1907.

As you read this issue of the *IATE Newsletter*, it is important that you know that just as the Illinois Association of Teachers of English was created to serve the needs of English teachers in the early 1900s, the current organization is here to serve your professional needs in 2007. At the grassroots level, many IATE local districts offer spring renewal meetings. Notices of these meetings often appear in the *Newsletter*, are sent via

district listservs, and/or are mailed to district members as well as to department chairs or principals. If there is not a spring meeting in your local district, contact your local district leader and become involved at the local level. Volunteer to work on establishing a spring meeting for 2008.

An IATE goal over the last few years has been to improve the visibility of IATE across the state. The organization has established its own Web site (<http://www.iateonline.org> or <http://www.english.ilstu.edu/iate>) and initiated a Speakers' Bureau to provide access to expertise within the state. We also have listserv for board members, one for district leaders, one for each IATE district, and one in the works for directors of teacher education programs. We have recently worked with the Illinois Speech and Theater Association to publicize our Fall Conference at theirs and with the Association of Illinois Middle Schools to explore possible links between our two organizations. These initiatives are in addition to long-standing programs such as grants for teacher research, scholarships for teacher candidates from underrepresented groups, and, of course, the *Illinois English Bulletin* and the *IATE Newsletter*.

However, these initiatives are only a start. With nearly half of all new teachers leaving the profession within their first five years (see McCann, Johannessen, and Ricca, *Supporting Beginning English Teachers: Research and Implications for Teacher Induction*, Urbana: NCTE, 2005), we must work harder to provide support for our most vulnerable colleagues. Research indicates that getting actively involved in professional activities can be of critical importance in helping new teachers stay in the profession. IATE continues to provide free membership to preservice and first-year teachers to encourage them to get involved. In addition, a few years ago, IATE began offering a Student and Beginning Teachers' Seminar at each Fall Conference. The seminar provides a forum for novice teachers to talk about their problems, issues, and concerns, and get help from other professionals. The seminar has become a staple at the Fall Conference, and a "must-attend" session for preservice and early career teachers as well as those concerned with teacher education. This past fall, the Student and Beginning Teachers' Seminar was one of the most popular and well-attended sessions at the Conference. The popularity of the session is one reason

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## HARVEST OF MEMORIES REWARD 2006 CONFERENCE CHAIR AND ALL ATTENDEES

JEAN BLACK

Fall is one of my favorite times of the year—back to school, football season, crisp air, the brilliant and changing colors of the season, and harvest time—so how fitting that the IATE Annual Conference is held in October! While driving home from Peoria this past October, I was hoping to take in the beautiful autumn scenery, but my mind was whirling with reflections on the conference. The bountiful harvests of learning, teaching, professionalism, and friendships that had been sown and reaped were truly exciting! I have since received many notes from attendees excited about implementing the ideas gathered during the conference. Thank you and congratulations to all who sowed seeds and reaped bountiful harvests at the conference!

Conference attendees were welcomed to the Pere Marquette Hotel in Peoria with delicious rolls, coffee, and tea generously provided by Lake-Cook Distributors and served in the Marquette South Ballroom where the book exhibits were brightly displayed. What a great opportunity this was to browse and examine new books and materials, meet the book vendors (while getting door prize slips stamped), and chat with colleagues! A hearty thank you goes out to our vendors who generously provided the wonderful door prizes awarded throughout the conference.

Friday was filled with terrific, informative sessions and workshops given by enthusiastic presenters. Midmorning, President Claire Lamonica conducted the IATE annual business meeting during which the membership



*Past president Ken Holmes, keynote speaker Doug Fisher, and executive secretary Janice Neuleib celebrate an inspiring keynote address.*

voted to accept the slate of officers for the next term. Next, keynote speaker Dr. Doug Fisher captivated and informed us as he addressed school-wide literacy instruction, stressing the importance of reading every day in every discipline. (As I write these conference highlights, I am still receiving

e-mails and other communications complimenting Dr. Fisher's outstanding address and informing me that his ideas and insights are being incorporated into everyday lessons.) Many thanks to Julie Hill and McGraw-Hill for sponsoring and providing Dr. Fisher as our keynote address speaker!

At Friday's luncheon, Mawi Asgedom was honored as the 2006 Illinois Author of the Year. Asgedom introduced his family and spoke of how truly thrilled he was to receive this honor. He was passionate in his reminder that we must reach out to all students by motivating them to set personal goals for success and give them the tools they need to strive for that success.

Friday afternoon provided a wealth of opportunities from which to reap professional benefits as the book exhibits, breakout sessions, and workshops continued, complemented by informal district meetings and the annual Student and Beginning Teachers' Seminar.

After an invigorating day, conference attendees enjoyed a more relaxing social hour sponsored by Perfection Learning in the elegant Cotillion Ballroom. The social hour was followed by delectable dinner and "Murder at Pali Beach," a dinnertime mystery written and organized by District Leader Coordinator Sandy Flannigan. Everyone enjoyed themselves as each table attempted to solve this engaging mystery!



*Sandy Flannigan, author of the murder mystery "Murder at Pali Beach," prepares to distribute clues at Friday night's dinner.*

The mystery theme continued after dinner as featured dinner speaker, Raymond Benson, explored the world of James Bond in his presentation, "The James Bond Phenomenon." Dinner concluded with the presentation of the IATE Lifetime Achievement Award to IATE Treasurer Herb Ramlose. (See related story on p. 5.)

After dinner the festivities continued in the beautiful LaSalle Room with the President's Reception in honor of outgoing President Lamonica. Special thanks to Prentice-Hall for sponsoring the refreshments enjoyed during this luau and karaoke party planned by Intellectual Freedom Chair Deb Will and Minority Affairs Chair Genevieve Sherman. Several IATE members demonstrated real talent, others demonstrated real courage, and all enjoyed the accompanying conversation and camaraderie.

Ingrid Wendt, native Illinois poet and featured

Harvest of Memories *continued on page 4*

Executive Secretary's Message *continued from page 1* —

retaining old members. The organization thanks Martha Frieberg for doing such excellent work with membership reminders and records.

**Conference 2006:** This year's Fall Conference was an educational delight in every way. My students, who are student teaching now, were especially enthusiastic about Dr. Doug Fisher's address on "Improving Adolescent Literacy: Strategies That Work." The speech reinforced the lessons we had been learning in class about the need for teachers to model the learning they hope to see happen in their classrooms and for group work to reinforce learning and encourage critical literacy. Illinois Author of the Year, Mawi Asgedom, spoke movingly about the route to teen success and



*Luncheon speaker and 2006 Illinois Author of the Year Mawi Asgedom with his sister, Mehret, and Mary Philip, Kaskaskia district leader and recipient of the 2006 Teacher of Excellence Award at NCTE.*

the part that teachers can play in that success. Finally, I never tire of E. D., and Paddy Lynn's performance of Dickinson's life moved and inspired all those at the final session of the conference. I thank Jean Black for bringing together all the parts of this wonderful event.

**Conference 2007:** Please join us once again in Peoria at the Pere Marquette next October 12–13, 2007, when Elizabeth Kahn will serve as conference chair for another exciting Fall Conference. That conference will be our one-hundredth anniversary celebration. Begin to plan now for this once in a lifetime event. The following year, 2008, we will be back at the Oakbrook Marriott again.

**Web Site Update:** Watch for the new and improved IATE Web site. Illinois State University's College of Arts and Sciences Laboratory for Integrated Learning and Technology is giving our Web site a facelift this fall. Jim Kalmbach, Associate Chair of ISU's English Department and a professor in the area of technical writing, is providing leadership for this redevelopment. The change will make it much easier for Martha Frieberg, our secretary, to update the site and give all of us accurate and up-to-date information. Claire Lamonica, past president and *Newsletter* editor, and I continue to work on the project as well. □

Harvest of Memories *continued from page 3* —

speaker, conducted a wonderful poetry workshop to open Saturday's sessions while Lake-Cook Distributors and Vantage Learning provided morning refreshments once again. More excellent sessions and workshop filled out the morning, and the conference concluded with a splendid buffet at the annual Past Presidents' Brunch. Storyteller and actress Paddy Lynn provided entertainment with her one-woman show portraying Emily Dickinson.

Following Lynn's performance, President Lamonica honored retiring IATE Executive Board members Patricia Burckhalter, Scott Finders, and Steve Heller with Golden Apple awards and thanked them for their many years of service to



*Featured speaker Ingrid Wendt signs copies of her book Starting with Little Things.*



*Storyteller and actress Paddy Lynn portrays Emily Dickinson at the Past Presidents Brunch.*

IATE. The final event was Lamonica's passing of the president's gavel to Larry Johannessen.

Thanks to all who came to sow seeds and reap harvests at the IATE Fall Conference, and special thanks to Illinois Central College, which provided A/V equipment and to John Strauch who made sure it got to all the right places in good, working order. Another big thank you goes to all who volunteered their time throughout the conference and to Martha Frieberg who always makes things run smoothly at the registration desk.

I hope all those who attended the Conference last year will use the tools they gathered there as they continue to sow and nurture the seeds of learning and reap bountiful benefits by instilling the love of English in our students. Be sure to save the dates for next year's Conference: October 12–13, when we'll be back at the Pere Marquette in Peoria to celebrate IATE's one hundredth anniversary. This will be a very special Conference, so plan now to come and bring a colleague or two. □

## IATE MEMBER EARNS NATIONAL RECOGNITION

ANGELO BONADONNA

Derrick Smith, a second-year teacher at Carl Sandburg High School in Orland Park, IL, is IATE's 2006 winner of the New Leadership Development Award sponsored by the NCTE. The purpose of this award is "to nurture the development of new leaders within state/ regional/ provincial affiliates and NCTE." It is given to "any early career teacher (one to five years experience) who has never attended an NCTE Annual Convention and who has demonstrated a capacity for professional leadership as well as a willingness to join and participate in the affiliate during the upcoming academic year."

Smith teaches English and journalism and moderates the award-winning newspaper at Carl Sandburg. After his first year of teaching, he was named "2006 English Teacher of the Year" by the school's Student Council.



*Derrick Smith in his classroom  
at Carl Sandburg High School*

Smith became a member of IATE in 2004 when he was completing his master's degree in education at Saint Xavier University. He has presented on topics dealing with digital literacy, the educational uses of blogging, and sensible, practical reform at IATE conferences in 2004 and 2005.

As a student teacher at Shepard High School in spring 2005, he implemented an online journaling approach to teaching writing, though no formal support structures existed either in the school or in his teacher preparation program for such a technology program. As a student and as a teacher, he has made various and widespread use of class Web sites, online portfolios, and interactive writing spaces. Smith is currently pursuing a graduate degree in Educational Organization and Leadership at the University of Illinois.

The New Leadership Development Award was presented at the affiliate breakfast of the NCTE Annual National Convention, in Nashville, Tennessee, on Sunday, November 19, 2006. □

## RAMLOSE NAMED 2006 IATE LIFETIME ACHIEVEMENT AWARD RECIPIENT

GENEVIEVE SHERMAN DE CABRERA

AND DEBORAH WILL

Herb Ramlose, recipient of IATE's 2007 Lifetime Achievement Award, has been an educator for more than thirty-eight years. Many of those years have been spent as a member of the IATE Executive Board.



*Herb Ramlose*

Ramlose, of Zion-Benton Township High School, has a long history of dedication to students, mentoring staff, and generally making a difference in education. He began his career at Alvernia, an all-girls school in Chicago, where he served as a debate coach, recruitment chair, and English department chair. Later, he moved to Zion-Benton Township High School, where he is currently in his twenty-ninth year

Throughout his career, Ramlose's consistent dedication to students has not waned. Even in 2006-07, his final year of teaching, he is volunteering for the School Improvement Planning committee and making important contributions to realigning Zion Benton's curriculum.

Every decision Ramlose makes is guided by the question, "What's best for kids?" He is an educator in the truest sense. He builds lasting relationships with students and, by example, encourages professionalism among his department's faculty and teachers across the state.

Illinois has been lucky to have Herb as an educator for the last thirty-eight years, and IATE is proud to honor him with this award. □

## CHICAGO AREA WRITING PROJECT GETS NEW HOME

The Chicago Area Writing Project (CAWP), established in 1979 as Illinois's first site of the National Writing Project, has moved. As of January 2007, CAWP

Writing Project *continued on page 6*

President's Message *continued from page 2* —————

for the continued growth in student and new teacher membership.

As IATE passes the century mark, it is important to ensure that the organization continues to grow and change in order to serve English/Language Arts teachers throughout the state. In order to do this, we need to hear from our members across the state. One way to make your voice heard is to attend the 2007 Conference, which promises to be exciting and very special. Second Vice President Elizabeth Kahn is program chair, and she is busy planning an event worthy of celebrating IATE's first one hundred years. The theme of the Conference is "The Company We Keep: Celebrating 100 Years." I hope that you will attend the Fall Conference at the historic Hotel Pere Marquette in Peoria, on October 12 and 13, and consider submitting a proposal for a session or workshop. Share classroom activities and teaching ideas with others in the profession, especially as we conclude our first one hundred years as a professional organization. Join us in Peoria and enjoy the wonderful company that we keep, our fellow English/Language Arts teachers.

I also hope you will take a moment to remember our first president, E. C. Baldwin, and his commitment to establishing IATE to serve English teachers. Make the same sort of commitment by attending an IATE event, and inviting a colleague to attend with you. If you are an IATE district leader, look at your calendar and set a date for your next district get-together now. If you're an IATE member, don't wait for an invitation. Take the initiative as E. C. Baldwin did and call or e-mail your district leader today to find out when the next district event is going to be held. Ask if you can help with the planning, and then attend the event!

As I remember our first president, I know that he must have felt as I do about the value of interacting with other professionals at a conference, workshop, or other event. I always look forward to it in part because I know I will learn something new about teaching, but also because I will have the opportunity to interact with other people, the professionals. Yes, it is truly the company we keep that is the heart of what IATE is all about. E. C. Baldwin, thank you for all that you did to create a place for the company we keep. We know your spirit of professionalism will be with us in Peoria in October, and we hope a record number of IATE members will be there as well! □

Writing Project *continued from page 5* —————

is associated with the University of Illinois at Chicago, and CAWP Acting Director Dr. Barbara Kato will coordinate the Project's programs with Dr. Christine Pappas, UIC professor.

CAWP will continue to hold after-school and Saturday workshops at school sites for teachers in Chicago and its suburbs, and for the twenty-eighth year, CAWP will offer an Invitational Summer Institute in Writing for teachers who wish to become teacher trainers. The 2007 Summer Institute is free to selected teachers and will be held on the UIC campus. K-14 teachers from throughout northern Illinois are invited to apply.

One emphasis in the 2006-2007 CAWP workshops will be the reinstatement of and changes in the Illinois Standards Achievement Tests in Writing (ISAT). The ISAT writing test was terminated in 2004, but with the efforts of CAWP teacher consultants, it returns to the state testing agenda in spring 2007.

Deadline for 2007 Summer Institute applications: Tuesday, April 17, 2007

Interviews: Saturday, May 5, 2007

Orientation Day: Saturday, May 19, 2007

SUMMER INSTITUTE (4 weeks total) 8:30 a.m.-3:30 p.m.

Week 1: Monday, June 25-Thursday, June 28, 2007

Week 2: Monday, July 2-Thursday, July 5, 2007 (no Wednesday)

Week 3: Monday, July 9-Thursday, July 12, 2007

Week 4: Monday, July 16-Thursday, July 19, 2007

For more information, e-mail Barbara Kato, acting director, at [bjkato@sbcglobal.net](mailto:bjkato@sbcglobal.net). □

## **SLATE: AN NCTE EFFORT WORTH SUPPORTING**

MARILYN J. HOLLMAN

When you renew your NCTE membership, be sure to check the box to support SLATE (Support for

————— SLATE *continued on page 7*

SLATE *continued from page 6* —————

the Learning and Teaching of English), which “seeks to influence public attitudes and policy decisions affecting the teaching of English/Language Arts at local, state, and national levels; to implement and publicize the policies adopted by NCTE; and serves as NCTE’s intellectual freedom network.”

If you’ve ever spent time responding to parental or community concerns about book selection or student writing choices or assignments—or even if you’ve been spared that—your support of SLATE is well worth the effort. Organized in 1975, SLATE provides support for teachers when they need it most.

As several Illinois school districts have learned in recent years, advance planning pays off when it comes to book challenges and other intellectual freedom issues. (Did you know that during the past year, several court cases have revolved around students’ right to write?) Through SLATE, NCTE offers guidelines for literacy teachers and administrators who want to prepare to meet—or even forestall—such challenges.

SLATE also recognizes individuals or organizations who support intellectual freedom. Illinois Senator Richard Durbin was honored in this way in 2005, and IATE is always happy to nominate other worthy individuals or groups. If you have a nominee in mind for the 2007 Intellectual Freedom Award, contact IATE Intellectual Freedom Chair, Deb Will at WillD@zbths.org.

To learn more about SLATE, what it can do for you, and what you can do for it, visit the SLATE page on the NCTE Web site, <http://www.ncte.org/about/issues/slate>. □

## **READING, WRITING, AND VIEWING: EXPANDING LITERACY**

MARY T. CHRISTEL

Even though English teachers long have had access to films, filmstrips, newspaper, magazines, among other media, media literacy unfortunately has been on the periphery of English/Language Arts curricula. We all have used those media channels as instructional tools at one time or other, but do we implement those

texts, among others, into our curriculum with the rigor of literary texts, both fiction and nonfiction, that stand at the core of English/Language Arts instruction? It probably is safe to assume that we usually do not build units around nontraditional print or nonprint texts even though, as technology evolves, we find many of them at the center of contemporary culture and our students’ lives outside of the classroom. But what place do media and popular culture have in our academic settings? And what kinds of literacy strategies are necessary to properly analyze these ubiquitous messages? These are questions we need to ask ourselves.

Many teachers recognize that media literacy skills are part of our evolving notion of what it means to be a literate and productive individual. In the past, it might have been difficult to justify to an administrator or supervisor the spending of a week screening and discussing a film to examine the components of nontraditional narratives or the use of print and nonprint advertising to teach persuasion. Some of our administrators might not believe this to be the best use of class time and student energy. That’s why it’s important to know that NCTE and the National Board of Professional Teaching Standards have established mandates for the integration of media literacy into comprehensive curricula and the skills of an accomplished teacher. The efforts of these professional organizations in combination with Howard Gardner’s theoretical work on multiple intelligences, which recognizes visual and auditory learning styles, easily legitimize the use of media texts in a range of analyzing and composing experiences within a unit of study.

So now that you have “permission,” where do you begin? First of all, let’s review the basic approach that media literacy specialists advocate. In the broadest terms the study of any media text would require *identifying* the ways in which that message is constructed. For example, in presenting a film, one would need to recognize that cinematic texts borrow many narrative elements that make them similar to literary texts like fiction and drama, but it would be necessary also to examine how a film employs visual, auditory, and kinetic techniques that make it distinct from a print text. Once the structural elements have been identified, a comprehensive study of that text would need to focus on *analyzing* the message or content conveyed through those techniques. As a final step in the process of acquiring skills that make

————— Expanding Literacy *continued on page 8*

an individual “media literate,” a consumer of media should then be transformed into a producer of media messages, so with varying levels of sophistication one would become engaged in *composing* a media message that could be a response to or an extension of the text that was analyzed. Media literacy should empower a media consumer with the tools to both analyze and respond to the messages that they consume.

Another dimension of media literacy considers that a media message is a commercial product designed to be a part of the economic landscape. For example, the film adaptations of classic literature we routinely screen in our classrooms are produced for theatrical release. The casting of actors and reworking of the source material certainly try to maximize the work’s appeal to a mass audience willing to pay the price of admission to a theatrical showing or a DVD rental for a home viewing. Producers and directors don’t necessarily fret over English teachers’ reception of their work. Think about all the adaptations of the works of Shakespeare that are difficult to show in a high school classroom since they are rated R. The examination of the commercial purpose of any medium text will foster a deeper understanding of the role of media in our cultural and academic environment.

As we consider the process of integrating media literacy into existing curricula, we do need to consider expanding our notion of “teachable texts.” An exemplary media literacy initiative should include a variety of both print and nonprint texts, so screening films is simply not enough. Since the Internet has become a blessing and a bane to English teachers, especially in the realm of research for term papers, an important media literacy lesson could focus on evaluating Internet sites for reliability of information, or students could explore the issues of audience by analyzing existing Web sites that are related to their area of research and then creating their own sites to share the results of their research with a target audience.

Now putting special focus on computer technology is probably an easy sell. But, what might be the benefits of integrating an episode of a television series? How might the use of “popular culture texts” complement typical instructional or thematic foci? Would you pair the examination of the American dream with family sitcoms, compare narrative structures in suspense literature along with TV dramas like *Lost* or *24* or analyze the

representative of race, class, and gender with news and entertainment programming to model similar approach applicable to print texts? Obviously, any time we add something to the curriculum we must make painful cuts, but we need to consider how expanding students’ literacy is necessary and will become inevitable.

The composing or production aspect of a comprehensive media literacy spectrum might be the most daunting hurdle for teachers who have not been composers of media messages themselves, but this should not be an insurmountable hurdle. Composition doesn’t necessarily mean producing elaborate videos or creating sophisticated Web sites. Media production can involve creating print ads that reflect an understanding of effective and responsible tools of persuasion. This activity could literally involve the “cut-and-paste” method of assembling elements from existing print ads into exemplars. The same activity could be transferred to composition that requires the use of computer hardware and software. Students could access components for their ads from Web sites and composite them in an electronic file. Perhaps students could compose audio “spots” for radio or podcasts for their MP3 players. Those ads could come to life even more vividly by using a program such as iMovie. These activities could begin with brainstorming and a preliminary search for material in the classroom and move outside the classroom for the more time-consuming composition process. Production should be seen as a flexible and adaptable tool using available technology. Also teachers should recognize what a tremendous resource their technologically savvy students represent and rely on their expertise.

Since most, if not all, of us have no formal training in media literacy, a set of helpful resources for both the novice and experienced media teacher appear below. It also is helpful to become a part of a media literacy teacher network. The National Telemedia Council (NTC) was founded over fifty years ago and offers an excellent journal, *Telemedium*, that covers issues related to media and its role in cultural, personal, and academic spaces. NCTE sponsors a special interest group, the Assembly on Media Arts (AMA). The AMA works together with NTC to offer its members issues of *Telemedium* and access to a blog that posts items of interest and fosters interaction between media literacy teachers across the

country. NTC and AMA offer a combined annual membership for \$35 or a “basic” membership in AMA only is offered for \$10. Information regarding membership for either group is available by e-mailing me at mchristel@district125.k12.il.us.

This summer the Alliance for Media Literate America is sponsoring a conference in St. Louis that will offer plenary sessions featuring speakers who represent important voices in media literacy as well as sessions that showcase effective implementation of media literacy concepts into classroom activities. Information can be found at <http://www.amlainfo.org>. And if you are a regular attendee of IATE’s or NCTE’s annual conferences, you will find sessions devoted to the effective teaching of media. These resources certainly will prove sufficient for gathering basic theory and field-tested activities for media literacy instruction.

Media literacy as an “emerging literacy” can work to enhance what English/Language Arts teachers have long made use of in their classroom in a more powerful and integrated manner. It also opens up the notion of what a “teachable text” can be. This shift is merely a matter of taking media texts more seriously and applying the same rigor to analyzing and composing those texts as would require of the typical texts that we use in our curricula.

### Recommended Resources

- Alvermann, Donna E., Jennifer S. Moon, and Margaret C. Hagood. *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Newark, DE: International Reading Association, 1999.
- Considine, David M. and Gail E. Haley. *Visual Messages: Integrating Imagery into Instruction*. 2nd ed. Englewood, CO: Teacher Ideas Press, 1999.
- Costanzo, William V. *Great Films and How to Teach Them*. Urbana, IL: NCTE, 2004.
- Duncan, Barry, and Kathleen Tyner, eds. *Visions/Revisions: Moving Forward with Media Education*. Madison, WI: National Telemedia Council, 2003.
- Golden, John. *Reading in the Dark: Using Film as a Tool in the English Classroom*. Urbana, IL: NCTE, 2001.
- Johnson, Steven. *Everything Bad Is Good for You: How Today’s Popular Culture Is Actually Making Us Smarter*. New York: Riverhead, 2005.

- Kist, William. *New Literacies in Action: Teaching and Learning in Multiple Media*. New York: Teacher’s College Press, 2005.
- Krueger, Ellen and Mary T. Christel. *Seeing and Believing: How to Teach Media Literacy in the English Classroom*. Portsmouth: Heinemann, 2001.
- Rushkoff, Douglas. *Media Virus!: Hidden Agendas in Popular Culture*. New York: Ballantine, 1994.
- Tasley, Alan B. and Anne Wilder. *Reel Conversations: Reading Films with Young Adults*. Portsmouth: Heinemann, 1997.
- . “Reading Their Television World.” *Reading Their World: The Young Adult Novel in the Classroom*. Ed. Virginia R. Monseau and Gary M. Salvner. Portsmouth: Heinemann, 2000.
- Worsnop, Chris M. *Screening Images: Ideas for Media Education*, 2nd ed. Mississauga, Ontario: Wright Communications, 1999.

### Web sites

- The Film Foundation*: <http://www.film-foundation.org>  
*The Media Literacy Clearinghouse*: <http://www.frank-wbaker.com> □

Mary Christel is the Chair of the Assembly on Media Arts, an NCTE Special Interest Group, and former Director of the NCTE Commission on Media. She is also a member of IATE and the IATE Speaker’s Bureau. If you would be interested in having a representative from the Speakers’ Bureau speak at your IATE, school, or district event, you can contact him or her through the IATE Web site, <http://www.iateonline.org> or <http://www.english.ilstu.edu/iate>.

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# CALLS FOR PAPERS

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## *Illinois English Bulletin*

The *Illinois English Bulletin* invites essays on teaching and learning, teacher research, the history of teaching in Illinois, and other issues of interest to teachers. We especially invite conference participants to submit papers taken from their presentations at each fall's conference. The spring issue will feature these essays. Mail manuscripts to Janice Neuleib and Ron Fortune, Campus Box 4240, Department of English, Illinois State University, Normal, IL 61790-4240. Manuscripts may also be e-mailed to [jneuleib@ilstu.edu](mailto:jneuleib@ilstu.edu) and [rfortune@ilstu.edu](mailto:rfortune@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 fall 2007 *Newsletter* is May 1, 2007. 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)

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

# CALL FOR PROPOSALS

Illinois Association of Teachers of English Conference 2007

## The Company We Keep

### Celebrating 100 Years

October 12 and 13, 2007

Hotel Pere Marquette, Peoria, Illinois

As English/Language Arts teachers, we are united by the company we keep – the literature we cherish, the writers we read and reread, the mentors who inspire us, the students we nurture, the values we share. At IATE’s centennial we will celebrate the company we have kept for the past one hundred years and the company with which we will build the next century. We encourage you to share with colleagues teaching strategies and instructional activities that have been effective with your students. The IATE 2007 Conference invites program proposals that address any and all issues related to the teaching of English/Language Arts at all levels, elementary through college.

#### PLEASE TYPE OR PRINT ALL INFORMATION

Proposal submitted by: \_\_\_\_\_

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

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

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

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

School Name and Address: \_\_\_\_\_

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

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

Are there others presenting with you?

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

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

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

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

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

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

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

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

Can you name a colleague or two who might serve as chair or recorder for your session if accepted?

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

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

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

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

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

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

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

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

Are you an IATE member?      Yes \_\_\_\_\_      No \_\_\_\_\_

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

Have you presented at an IATE convention before?      Yes \_\_\_\_\_      No \_\_\_\_\_

Please check the type of equipment you will need:

\_\_\_\_\_ TV/VCR/DVD monitor

\_\_\_\_\_ overhead projector

\_\_\_\_\_ Internet connection

\_\_\_\_\_ screen for LCD projector (*NOTE: Presenters will need to provide their own LCD projector and cables.*)

\_\_\_\_\_ other (please specify): \_\_\_\_\_

This proposal is for a

\_\_\_\_\_ 50-minute session

\_\_\_\_\_ 90-minute workshop

The intended audience is

\_\_\_\_\_ elementary

\_\_\_\_\_ middle school

\_\_\_\_\_ high school

\_\_\_\_\_ general

Presentation title: \_\_\_\_\_

Type or print a fifty-word description of your presentation and attach to this form. Your description will be printed in the program booklet.

*NOTE: All conference participants, including presenters, are required to register and pay for their conference attendance. As a not-for-profit organization, IATE relies on this support from its members to be able to host this annual event.*

Proposals should be returned by **March 30, 2007** to:  
Elizabeth Kahn, IATE 2007 Program Chair  
James B. Conant High School  
700 East Cougar Trail  
Hoffman Estates, IL 60169  
ekahn@d211.org

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# ANNOUNCEMENTS

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## 2007 IATE Conference Proposals Due March 30

Get your pens, pencils, and keyboards ready! Proposals for the 2007 IATE Conference, "The Company We Keep: Celebrating 100 Years," are due to Elizabeth Kahn, IATE second vice president and conference chair, on or before March 30, 2007.

The 2007 Conference, to be held at the Pere Marquette Hotel in Peoria on October 12 and 13, will be an exciting celebration of one hundred years of professionalism by English teachers in Illinois. As the oldest professional organization for English teachers in the country (yes, we're older even than NCTE), IATE has a history rich in the promotion of promising practices and collegial interaction, so don't miss this opportunity to share what you've learned through your teaching and to learn from your colleagues as well.

A proposal form for the 2007 Conference appears on page 11 of this *Newsletter* and is also available at <http://www.iateonline.org>. It doesn't take long to complete a proposal, and your chances of having it accepted are good, so it's well worth the effort. Get started today, and we'll look forward to seeing you in Peoria in just a few short months.

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## Mark Your Calendars for CITE

The Conference for Illinois Teachers of English (CITE; formerly known as HISED) will be back at its usual time and day of the week this coming spring (Friday, April 13). Plan to attend and bring a friend. Registration can be completed easily through Illinois State University's Conference Services, by mail at Campus Box 8610, Illinois State University, Normal, IL 61790-8610, or by phone at (309) 438-2160. Online registration is also available at <http://www.exu.ilstu.edu/conferences>.

CITE features sessions for teachers in all stages of their careers, opportunities for preservice teachers to attend and participate in the conference, and book exhibits by major publishers of middle and high school texts.

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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.

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## Teacher-Researchers:

### Apply for a 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 seek-

ing advanced degrees. Professionals who have thought about conducting a research project in the past but 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 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 spring Executive Committee meeting must arrive at IATE headquarters at Illinois State University no later than March 1, 2007. 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*.

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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 2007 scholarship should be mailed to Janice Neuleib, IATE Executive Secretary, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 before September 15, 2007. 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 IATE Fall Conference (October 2007), 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 2007 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 must not 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

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)

# 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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