

iate

Illinois Association of Teachers of English

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Fall 2003

SANDRA CISNEROS: 2003 ILLINOIS AUTHOR OF THE YEAR

STEPHEN HELLER

The Illinois Association of Teachers of English is pleased to present the 2003 Illinois Author of the Year Award to Ms. Sandra Cisneros. Ms. Cisneros will receive the award at the Friday luncheon of the IATE fall 2003 conference in Oak Brook, Illinois.



Sandra Cisneros

Ms. Cisneros was born in Chicago in 1954 and educated in the Midwest. She earned her B.A. (1976) from Loyola University and her M.F.A. from the University of Iowa (1978). For the past fifteen years she has lived on and off in central Texas and currently makes her home in San Antonio. She is the author of three books of poetry, two books of fiction, and a children's

book. Her most recent publication is *Caramelo* (Random House, 2002). Other publications include *Bad Boys* (Mango Press, 1980), *My Wicked Ways* (Third Woman, 1987/Random House, 1992), *The House on Mango Street* (Vintage, 1991), *Woman Hollering Creek and Other Stories* (Random House, 1991), *Hairs/Pelitos* (Alfred A. Knopf, 1994), and *Loose Woman* (Alfred A. Knopf, 1994).

Ms. Cisneros has taught writing at practically every level. She worked as an artist-in-the-schools in two states. For three years (1979–1982), she worked for the Illinois Arts Council teaching grades two through twelve. In 1985, she taught creative writing to grades two through five for the San Antonio Independent School District. In addition,

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FROM THE PRESIDENT

BARB FUSON, IATE PRESIDENT

As another school year gets under way, I hope you are all energized with anticipation of new students, new ideas, and perhaps a new school or curriculum assignment. Perhaps with the shadow of No Child Left Behind hanging over you it is difficult to find that enthusiasm. Suddenly meeting standards in reading and writing with even the most difficult student has taken on a new urgency.

The fall conference of IATE may be just what the doctor ordered. Second Vice President Teri Knight has put together a program that has something for everyone. Workshop and breakout sessions will feature well-known experts in the field as well as master teachers.

In the area of reading, sessions include a focus on comprehension strategies for all students, including early

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language learners as well as students in need of remediation. Other sessions will offer new insights and ideas for teaching particular genres or pieces of literature. Writing is a major emphasis with numerous sessions presented by participants in the Writing Project. Collaborative writing, assessment, and revision are but three of the areas addressed.

One strand of the program will be devoted to honoring George Hillocks, Jr. Jeff Wilhelm, Michael Smith, Peter Smagorinsky, and others of Professor Hillocks's former students will conduct sessions on both days of the conference.

The meal events will also be a treat. The Friday luncheon features the Illinois Author of the Year, Sandra Cisneros. Her *House on Mango Street* is in the curriculum of many schools. Having heard her speak at NCTE last fall, I am looking forward to a repeat performance. The Friday evening banquet will feature an improv comedy group.

In this era of increased stress, decreased dollars for materials, added pressure of mandated tests, and increased accountability aimed at the classroom teacher, the IATE conference offers an opportunity to address all areas. Unwind with the social events, gain new ideas about test preparation, and network with your peers from across the state.

Your time will be well spent at the Oak Brook Marriott October 17 and 18. And if you can't get away on Friday, Teri has prepared an equally impressive array of sessions on Saturday. Don't miss out. □

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Ms. Cisneros has taught literacy skills, Latin American Literature, Spanish for Spanish-Speakers, and Creative Writing (1978–1980) while working at Latino Youth Alternative High School of Chicago, a school for returning high school dropouts. Five of her Latino Youth students received Gwendolyn Brooks Poetry Awards in the annual citywide competition. In 1982, Ms. Cisneros initiated "City Songs," a weekly community poetry workshop for adults funded through the Chicago Council on Fine Arts.

Her books have been translated into ten languages and published internationally, most recently in Mexico. She has lectured extensively at institutions throughout the country as well as in Mexico and Europe. Highlights have included an invitation from poet laureate Gwendolyn Brooks to read at the Library of Congress in 1986 and again by poet laureate Rita Dove in 1995.

Ms. Cisneros has published her poetry, stories, and essays in *The New York Times*, *The Los Angeles Times*, *The New Yorker*, *Glamour*, *Elle*, *Ms.*, *Vis A Vis*, *Grand Street*, *Bomb*, *The Village Voice*, *The Texas Observer*, and *The Texas Humanist*, and her work has been included in numerous trade anthologies and textbooks, among them *The Oxford Book of American Short Stories*, *We Are the Stories We Tell: The Best Short Stories by North American Women Since 1945*, and *American Voices: Best Short Fiction by Contemporary Authors*. *The House on Mango Street* has sold over a million copies. It is assigned reading in elementary, middle school, high school, and college and university classrooms across the country.

In 1995, Cisneros was awarded the prestigious MacArthur Foundation Fellowship. Other literary honors include two fellowships, in fiction and poetry, from the National Endowment for the Arts, 1982, 1987; an honorary Doctor of Letters from the State University of New York at Purchase, 1993; the Roberta Holloway Lectureship at the University of California, Berkeley, 1988; the Chicago Short Story Award from the University of Arizona, 1986; the Texas Institute of Letters Dobie-Paisano Fellowship, 1984; an Illinois Artists Grant, 1984; and an artist residency at the Foundation Michael Karolyi, Venice, France, 1983. At the 2002 NCTE Secondary Luncheon in Atlanta, Georgia, Ms. Cisneros was the featured speaker.

Over the last two decades, Ms. Cisneros's works have been lauded by a range of reviewers. Writing in *The Washington Post* (1991), Susan Wood stated: "Sandra Cisneros knows both that the heart can be broken and that it can rise and soar like a bird. Whatever story she chooses to tell, we should be listening for a long time to come." Writing in the

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IATE OFFICERS

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MESSAGE FROM THE EXECUTIVE SECRETARY

JANICE NEULEIB

Membership: Thanks to IATE office secretary Martha Frieberg, who has diligently managed membership and conference issues for our organization. IATE continues to offer introductory memberships to new and first-time teachers; this practice has been successful in bringing in a new group of members to IATE.

Mail: Our mailings are now tax-deferred. We have found that it seems not to be working with other aspects of our business, but we are working on this problem.

Awards: The call has gone out for new minority awards submissions. We have to work on reviving this call so that we have more schools involved. Please encourage minority students at colleges and universities in your area to apply.

CPDUs: A reminder from last year, any district leader or district member who wants to give CPDUs for meetings not covered by local schools should let me know at least two months ahead. We need to describe the program, send it to the state with our number (100781), and then hand out signed forms at the event. Evaluation copies must be kept on file as well.

In the Year 2011: Chicago, Here we come! Jacqui Joseph-Biddle from NCTE has asked IATE to serve as local site for the national conference in 2011 in Chicago. The Executive Council has agreed, so we all need to start thinking about this exciting event. The conference was first held in Chicago in 1911, so it will be a major anniversary. Everyone will hear much more about this great event in the next couple of years. Stay tuned. □

OVERVIEW OF IATE FALL CONFERENCE 2003: A CIRCLE OF LEARNING: COMMUNITIES AND EMPOWERMENT

TERI KNIGHT, SECOND VICE PRESIDENT AND
PROGRAM CHAIR

This year's IATE Conference offers sixty presentations (forty-four breakout sessions and sixteen ninety-minute workshops—including the popular New Teacher Seminar) related to our theme of "A Circle of Learning: Communities and Empowerment." Sessions cover a va-

riety of topics: assessment, legislation, storytelling, performance, research, spoken word poetry, technology, and interdisciplinary learning. The Illinois Writing Project will provide a strand of demonstrations on the writing process, and there will be a strand of presentations based on the work of George Hillocks, Jr., from The University of Chicago.

Book exhibits will be available on Friday only. Teachers will find two time slots in the program specially designated for visiting the book exhibits. Registration materials will include a card to gather ten signatures from book exhibitors. Completed cards will be drawn for door prizes.

Professor Hillocks will be the keynote speaker on Friday morning immediately following the IATE Annual Business meeting. During the Friday luncheon, the IATE Lifetime Achievement Award and the Minority Scholarship Award will be presented. The Illinois Author of the Year Award will go to Sandra Cisneros, who will speak at the luncheon and sign copies of her books. Women and Children First bookstore will make copies of Cisneros's works available for purchase. Please note: the Friday luncheon is not included in the conference registration fee. Purchase your Friday luncheon tickets soon, because seating will be limited. During the pre-dinner social hour, Dr. Hillocks will be recognized for his contributions to English education, and there will be time to meet colleagues from around the state.

The Friday dinner banquet is included in the registration fee. The Chicago Comedy Company will provide improvisational entertainment after dinner. The President's Reception will include the annual team trivia contest with moderator Jason Marsicano. Form a team and unwind with colleagues.

Dr. Carol Lee from Northwestern University will speak Saturday morning after the first round of breakout sessions. Refreshments will be provided during this short break, followed by two additional breakout sessions before the Saturday luncheon.

The Saturday luncheon will honor past presidents of IATE. Local writers will join us for lunch, giving participants an opportunity to talk with them about their work.

Participants will be able to easily collect CPDUs for recertification at the conference. Each registration packet will contain a completed evidence form and other recertification validation forms. Participants will need to complete the evaluation form and return it to the registration desk to receive CPDU credit.

Exciting speakers, stimulating sessions, great exhibitors, entertainment, and prizes—I hope to see you in Oak Brook. □

**2003 CONFERENCE SCHEDULE
A CIRCLE OF LEARNING:
COMMUNITIES AND EMPOWERMENT**

Thursday, October 16

5:00 p.m.–7:00 p.m. Registration
6:30 p.m.–7:30 p.m. IATE Executive Council Dinner (LaGrange)
7:45 p.m.– 9:45 p.m. IATE Executive Council Meeting (Hinsdale)

Friday, October 17

7:00 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 (Salon A)
8:00 a.m.–9:00 a.m. Breakout Session A
8:00 a.m.–9:30 a.m. Workshop Session I
9:00 a.m.– 9:30 a.m. Book Exhibits Visitation Time (Salon A)
9:30 a.m.–10:30 a.m. Keynote Speaker: George Hillocks, Jr., from The University of Chicago and the IATE Annual Business Meeting
10:45 a.m.–11:45 a.m. Illinois Writing Project Network Meeting (Salon H)
10:45 a.m.–11:45 a.m. Breakout Session B
12:00 p.m.–1:30 p.m. Luncheon: Illinois Author of the Year, Sandra Cisneros (book signing to follow) and Honorary Awards (Salon BCD)

1:45 p.m.–2:45 p.m. Illinois Writing Project Network Meeting (Salon H)
1:45 p.m.–2:45 p.m. Breakout Session C
1:45 p.m.–3:15 p.m. Workshop Session II
2:45 p.m.–3:30 p.m. Book Exhibits Visitation Time (Salon A)
3:30 p.m.–4:30 p.m. Breakout Session D
3:30 p.m.–5:00 p.m. Student and Beginning Teachers’ Seminar
5:30 p.m.–6:30 p.m. Social Hour (Marquis Room)
6:30 p.m.–8:30 p.m. Dinner: Chicago Comedy Company Improvisational Performance (Salon BCD)
9:00 p.m.–??? President’s Reception sponsored by Prentice Hall and Trivia Contest moderated by Jason Marsicano, Maine South High School.

Saturday, October 18

7:30 a.m.–1:00 p.m. Registration
8:00 a.m.–9:00 a.m. District Leaders and Executive meeting (Salon H)
8:00 a.m.–9:00 a.m. Breakout Session E
9:05 a.m.–9:45 a.m. Featured speaker: Dr. Carol Lee, Northwestern University
9:50 a.m.–11:20 a.m. Workshop Session III
10:10 a.m.–11:10 a.m. Breakout Session F
11:25 a.m.–12:25 p.m. Breakout Session G
12:30 p.m.–2:00 p.m. President’s Luncheon featuring local writers
2:00 p.m. Executive Council Meeting

**IATE FALL CONFERENCE PROGRAM
A CIRCLE OF LEARNING:
COMMUNITIES AND EMPOWERMENT**

Friday, October 17

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

Salon E A1 Megan Zelk and Darcie Schanou, Maine South High School
High School “Focusing on Revision: Looking at Poetry from a New Angle”

You can’t write a good poem in one draft. For many students this is all the work they put into a poem. We’ve designed a poetry unit that focuses on getting students to understand the importance of revision and deliberate word choice in writing poetry. We’ll model activities and share lessons that have inspired our students to move beyond first drafts of their poems and see what amazing poetry they can create.

Elmhurst A2 Christine Albright, Maine South High School
General Audience “Mentoring Matters”
Colleagues supporting and energizing colleagues creates a school destined for success. Explore the latest research

and the best practices related to mentoring. Learn about the top recommendations for creating a solid mentoring program. All educators—from preservice to veteran—will learn to how to empower each other and their schools.

Hinsdale A3 Cheryl Urow
Elementary
“I get it now’: Making Language Comprehensible for the English Language Learner in the Regular Education Classroom”

This workshop is for regular education teachers who are looking for techniques and activities to use in the classroom that will serve both those students who are learning English and native English speakers. Teachers at this workshop will participate in a variety of lessons and activities designed for multilevel, heterogeneous classrooms.

Lombard A4 Joette Conger and Kathy Krepps,
Downers Grove South High School
High School
“Get Graphic at Your Library: A Novel Approach to Increasing the Literacy of Low-Level Learners”

We will provide lesson plans to aid students in choosing a graphic novel, activities to help them process and document what they’ve read, and suggestions on how to use Scott McCloud’s book *Understanding Comics* to help students see beyond the “comic book” to the art and structure of graphic novels.

Wheaton A5 Illinois State Writing Project
General Audience
“Classroom Activities from the Writing Project”

This breakout session will consist of one interactive classroom activity focused on writing. The audience will participate.

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

Salon F W1 Thomas M. McCann, Community High School; Larry R. Johannessen, Northern Illinois University; Elizabeth Kahn, James B. Conant High School
High School
“Talking in Class: Strategies for Initiating and Sustaining Authentic Discussion”

In this interactive session, three panelists will demon-

strate strategies for inviting and facilitating authentic discussion, using classroom practices that actively involve students in discussing questions that connect with their lives and link their knowledge to the literature they study.

Salon G W2 Christine Hicks, Hinsdale Central High School; Matt Elwell, The Comedy Sportz Theatre of Chicago
General Audience
“Zip Zap Text: Improv in the English Classroom”

In 2002, Christine Hicks invited an improv comedian to work with her high school students during their drama unit. Hicks and her collaborator, Matt Elwell of The Comedy Sportz Theatre, will discuss improv’s impact on the secondary English classroom. Using actual improv games, they show how improv empowers students to connect to literature and each other.

LaGrange W3 Susan Bloome, Bob Broad, and Lori Kixmiller, Illinois State University; Mike Boyd, Morton High School; Brian Conant, University High School; Monica Freamer, Brimfield High School; Ann Nussbaum, Prairie Central High School; Sarah Parlier and Christina Wike, Beverly Middle School
High School
“Making State Writing Assessment Educative: Proposal for Illinois Statewide Portfolio Assessment”

Building on the research and observations of teachers who know that timed statewide standardized writing tests fail both students and schools, this workshop will propose an alternative method of statewide writing assessment which aims to make assessment more valuable and realistic by requiring students to submit portfolios which will be evaluated by local teachers.

Westchester W4 Julianna Cucci, Seth MacLowry, and Charles Gray, Maine West High School
High School
“An Argument for Argument”
Presenters will engage the audience in inquiry-based activities used in their vertical plan for teaching argument. First, research on argument conducted by George Hillocks, Jr., will be introduced. Then participants will see how that research translates to a specific sequence

of activities in a unit of study. Finally, a vertical plan will be suggested as a way to reinforce writing skills throughout the high school curriculum.

9:00 a.m.–9:30 a.m. Book Exhibits Visitation (Salon A)

9:30 a.m.–10:30 a.m. Keynote Speech (Salon BCD)

This keynote address marks the official opening of the conference. The speaker will be University of Chicago Professor George Hillocks, Jr. IATE president Barb Fuson will also conduct the Annual Business Meeting.

10:45 a.m.–11:45 a.m. Illinois Writing Project Network Meeting (Salon H)

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

Elmhurst B1 Nancy Sack, Schaumburg High School
High School
“Welcome to *House on Mango Street* and My Neighborhood”

This session will focus on creative ways to help students appreciate the richness of language in Sandra Cisneros’s *House on Mango Street* while reflecting on their own experiences.

Hinsdale B2 Leah Wannell and Erin O’Malley, Maine South High School
High School
“From Skeptics to Believers: Two Teachers Introduce Writing Portfolios to High-Ability Students—And Live to Tell about It.”

Writing portfolios have been widely touted in English education for years. But does portfolio-based writing instruction work in the real world of the high school classroom? Can it be implemented without creating a crushing grading load? Is the portfolio approach rigorous enough for high-ability students? And, most importantly, does it produce better writing? We’re happy to say that after two years, the answer to each of our initial questions is a resounding “yes.” We’ve turned from skeptics to believers—and so have our students. We’ll share our experiences along with samples of assignments, rubrics, and student writing.

LaGrange B3 Stanley Gordon West, novelist
High School
“Whose Lingo Do You Speak With Your Students—Yours or Theirs?”

The author will demonstrate the use of art forms from

your students’ world as valuable and available teaching tools in yours, using teenagers’ vernacular—music, movies, TV, cartoons, and newspapers—to grab them and draw them into the lesson at hand. All participants will receive one of the author’s novels.

Lombard B4 Theresa Christensen, Palatine High School; Sandra Dowty, Hoffman Estates High School
High School
“Journaling the Novel in Cyberspace”

The presentation will demonstrate how to plan a cyber journal project in which students are paired with others reading the same novel at a different school. Methods for creating productive e-mail correspondence and for motivating students to read their novels, along with ideas for culminating projects and assessments, will be presented.

Westchester B5 Steven Gevinson, Oak Park River Forest High School
General Audience
“Increase the Peace: An Interactive CD-ROM for Preventing School Violence, Incorporating Activities Inspired by the Curriculum Design Teachings of George Hillocks, Jr.”

“Increase the Peace” educated students about violence prevention by engaging them in complex thinking and dialogue around realistic situations. A CD-based interactive program designed by three Oak Park fathers, ITP tests gut reactions, separates myth from reality, presents challenging scenarios, provides on-camera expert testimony, and requires analysis of actual violence.

Wheaton B6 Illinois State Writing Project
General Audience
“Classroom Activities from the Writing Project”

This breakout session will consist of one interactive classroom activity focused on writing. The audience will participate.

12:00 p.m.–1:30 p.m. Luncheon (Salon BCD)

The annual luncheon will feature the presentation of Honorary Awards. Sandra Cisneros, 2003 Illinois Author of the Year, will speak and sign copies of her work provided by Women and Children First bookstore.

1:45 p.m.–2:45 p.m. Illinois Writing Project Network Meeting (Salon H)

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

Salon F C1 Erin Hynes, Normal Community High School

High School **“Animal Farm: A Pop Culture and Media Approach”**

This presentation includes various student-centered activities for teaching George Orwell’s *Animal Farm*. Lessons for teaching “Beasts of England” by analyzing protest songs, analyzing propaganda techniques through commercials and current film, comparing Old Major’s speech to Martin Luther King’s “I Have A Dream” speech, and creating a mock trial as alternative assessment are just some of the activities that will be discussed. Multiple handouts are included.

Salon G C2 Stephen Heller and Ann Christiansen, Adlai E. Stevenson High School

High School **“Nothing But the Truth? Bias in the Portrayal of Children as Victims in Fiction and Nonfiction”**

The presentation of children as victims serves to review compelling social issues. How are readers to discern the legitimacy of an author’s argument? This presentation explores how some texts succeed and others fail. Specific strategies in teaching students to become more aware of bias include: a clear examination of author purpose, understanding of characters’ behaviors, and rhetorical strategies for developing argument.

Hindsdale C3 Alison Nelson, Central High School; Paula Ressler and Becca Chase, Illinois State University

General Audience **“Promoting Writing and Literacy through a University/Secondary School Partnership”**

Presenters organized a cohort of student teachers, cooperating teachers, and university supervisors in two underachieving Peoria high schools. The goal is to improve students’ literacy by forming a university-school partnership enhancing the professional development of all parties through monthly team meetings and other activities.

Wheaton C4 Illinois State Writing Project

General Audience **“Classroom Activities from the Writing Project”**

This breakout session will consist of one interactive classroom activity focused on writing. The audience will participate.

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

Salon F W5 Patrick Monahan, Downers Grove South High School

General Audience **“Try to Be a Compass, Not a Map: Helping Students to Organize Their Own Compositions”**

In this interactive presentation, teachers will examine the relationship between non-directive teaching strategies and student writing. The presentation will illustrate several principles of performance-based learning, especially those that can be used to assist students in organizing their writing.

Elmhurst W6 Bob Broad, Illinois State University

General Audience **“What We Really Value: Dynamic Criteria Mapping for Writing Assessment in Classrooms and Departments”**

Participants will take part in “Dynamic Criteria Mapping,” a new method for bringing to light the many hidden values we draw on when evaluating students’ writing. We will read student texts and discuss what we value or do not value in them. Then we will map the rhetorical values we discover in a way that would be meaningful and valuable to teachers, students, administrators, parents, and others. This method provides teachers of writing the opportunity to articulate, negotiate, and portray what they value in student writing with an accuracy, complexity, and level of detail that traditional rubrics do not provide.

Lombard W7 Bernie Heidkamp, Oak Park River Forest High School; Kevin Coval and Avery Young, Spoken Word Poets

High School **“Spoken Word, Poetry, and Teaching Oral Tradition”**

Understanding oral tradition can be a key component in any American Literature or American Studies curriculum. Many English teachers, however, make only a passing mention that certain cultures—Native American, African, and others—have relied on oral tradition rather than written records for their culture and history. Appreciating the differences between oral and written cultures and discovering what we are missing (and who we are excluding) by denying our oral roots is essential for a full appreciation of the diversity of cultures in America and the barriers to acceptance that many of those cultures have faced and still face. It is also impor-

tant in order to recognize the seemingly forgotten role of community in the production of meaning in our lives.

Westchester W8 Michael Smith, Rutgers University
Middle School High School
“Reading ‘Don’t Fix No Chevys’: Literacy in the Lives of Young Men”

In this presentation, we’ll explore the findings of the study Jeff Wilhelm and I did of the literate lives of a very diverse group of young men, focusing on curricula and instruction that will help make the literacy learning young men do inside school more like the learning and activity they embrace in their out-of-school lives.

LaGrange W9 Sherry Medwin and Sharon Weiner, New Trier High School
High School
“Favorite Poem Project: From Performance to Analysis”

Personal and critical responses to poetry need not be mutually exclusive. An extension of Robert Pinsky’s Favorite Poem Project, this workshop demonstrates how students can build on personal responses to and performance of poetry. Using selections from the Favorite Poem Project’s videotapes, we will model inquiry activities designed to move students from affective to critical responses.

2:45 p.m.–3:30 p.m. Book Exhibits Visitation (Salon A)

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

Salon E D1 Katherine Kuta, Maine East High School
General Audience
“Practical and Creative Activities and Projects Based on Standards for Fiction”

This presentation will involve viewing student products and learning about the use of choice and variety in order to meet the needs of various learning styles in classrooms. A handout with over fifty ideas will be shared.

Salon F D2 Roxy Ekstrom, and Yolanda Robertson, Schaumburg Township District Library
Elementary Middle School
“Once Upon a Curriculum: The Importance of Stories in Your Classroom”

This will be an interactive workshop presentation. Information will be provided on: why to use stories, how to use stories, when to use stories, types of stories, and

examples of stories. Participants will have the opportunity to help create at least one teaching story.

Salon G D3 Jennifer Lucchese, Highland Park High School
High School
“New Ways of Seeing: Investigating the State of America’s Promise of Equality”

Students employ investigative journalism skills for this multidisciplinary project that asks them to look at America through the eyes of currently marginalized American citizens. In the midst of our unit, which explores and defines institutional racism, students dig deeply into the issue through research of one particular field, profession, or government institution that interests them (i.e., the medical field or sports broadcasting). Ultimately, students build a new view of America’s promise of equality and their roles as citizens of the United States.

Elmhurst D4 Sandy Flannigan, Batavia High School

Middle School High School
“The Play’s the Thing”

This session focuses on drama and role-playing activities that help make learning easier and a lot more fun. Participants will be invited to do activities on *Huckleberry Finn*, *The Canterbury Tales*, and the poetry of William Blake. They will also work collaboratively to design a drama activity for use in their own classrooms. A handout of ideas will be available.

Hinsdale D5 Kim Shade, Schaumburg High School

High School
“Schoolwide Fine Arts Week”

The main goal of a Fine Arts Week is to expose all students and staff to the arts through creative, innovative, and inventive experiences. Basic information on how to organize students, staff, facilities, events, and a budget will be offered for large and small high schools. Currently, all state standards for the arts are not being met. Many districts have chosen to incorporate those standards into the English curriculum. A Fine Arts Week will not replace an art requirement but will provide staff and teachers with assistance on integrating the arts.

LaGrange D6 Judie Steinhauser, Illinois State Board of Education
General Audience
“Illinois State Board of Education”

Judie Steinhauser will discuss data from the 2003 ISAT and PSAT test administration, forthcoming changes in the ISAT writing assessment, and NCLB.

Westchester D7 Peter Smagorinsky, University of Georgia
 Middle School
 High School
“Principles of Practice: The Enduring Influence of George Hillocks, Jr., on the Teaching of English”

In this presentation, I’ll talk about what I’ve learned from studying with George Hillocks. I was first a student of George’s in 1976. His ideas still form the basis for my teaching. This presentation will review the principles of practice that informed my high school teaching from 1976 to 1990 and my work as a teacher educator from 1990 to the present.

3:30 p.m.–5:00 p.m. Student and Beginning Teachers’ Seminar (Lombard)

Thomas McCann of Community High School, West Chicago and Larry Johannesen of Northern Illinois University and Chair of IATE’s Teacher Education Committee will lead this open discussion session for all student teachers and teachers who are in their first or second year of service.

5:30 p.m.–6:30 p.m. Social Hour (Marquis Room)

6:30 p.m.–8:30 p.m. Annual Banquet (Salon BCD)

Our Friday evening banquet will feature improvisation by the Chicago Comedy Company.



Chicago Comedy Company

9:00 p.m.–??? **President’s Reception (Salon A)**

This reception will honor outgoing president Barb Fuson and welcome new president Mary Lou Flegal. Form a team to play trivia!

Saturday, October 18

8:00 a.m.–9:00 a.m. District Leaders meeting (Salon H)

8:00 a.m.–9:00 a.m. Breakout Session E

Salon E E1 Elizabeth Neurauter, Glenbard South High School
 General Audience
“ESL Students in Mainstream English Classes: Ensuring Success through Networks of Support”

Enrich your life! Go where others fear to tread! English as a Second Language (ESL) students can be successful in mainstream academic classes. Build upon a network of support, which may already exist in your school, and learn strategies to help students ensure their own success.

Salon F E2 Jessica Hockett, Emerson Middle School; Melissa Walters, Lincoln Middle School
 Middle School
“Challenges and Controversies in Choosing Novels for Gifted Middle School Readers”

Selecting novels for gifted middle school students is a balancing act that requires careful planning and difficult choices. This presentation will address issues that complicate the selection of novels that are content- and reading-level appropriate, high interest, diverse in authorship, and representative of both classic and contemporary choices.

Salon G E3 Mary McCormick, Joann Capra, and Mary Clare Lynch, Mother McAuley Liberal Arts High School; Jackie Marks, Brighton Park School
 Middle School
“High School Interdisciplinary Mentoring Unit”

High school sophomores technologically linked up with seventh graders to accomplish a three-fold task: to improve organization, read beyond the literal meaning, and draw proper conclusions for the sophomores; to enhance study skills, reading comprehension, and writing skills for seventh graders; and to collaborate on a service learning project.

Elmhurst E4 Kathleen McInerney, Chicago State University
 General Audience **“Using Technology on the Southside: Supporting New Secondary Teachers of English through Technology in Urban Schools”**

How can technology support beginning urban teachers in under-resourced schools? This presentation examines the ways in which technology-infused preservice preparation programs can support and sustain a community of teachers in challenging and challenged urban schools. Technology offers a medium of induction, support, and reflection that can mitigate against the attrition of new teachers in urban settings.

Hinsdale E5 Robin Murray, Eastern Illinois University
 High School **“The Circle of Learning: Collaborative Writing in the High School English Language Arts Classroom”**

This presentation/workshop will demonstrate how a collaborative writing project can build community in a high school English language arts classroom and empower individual students to negotiate conflicts with peers and with opposing positions.

LaGrange E6 Latitia Brown
 High School **“Teaching Consequences in Literature through ‘Choose Your Own Adventure’ Stories”**

This presentation will model a lesson based on “choose your own adventure” stories I created while student teaching. My goal was to help students better relate to the types of choices the characters in ‘Romeo and Juliet’ make and the consequences of those actions. I provided various fictional scenarios for students, and they were asked to “choose their own adventure.” The activity can be adapted to any piece of literature involving choices. It can also serve as a tool to teach creative writing. The presentation will include handouts and the audience will participate by “choosing their own adventure” and discussing their choices.

Lombard E7 Laura Brown and Judy Merola, Adlai E. Stevenson High School
 General Audience **“Teaching with iMovie”**

Let us show you how you can use iMovie as a teaching and learning tool that can engage students in any cur-

riculum while improving students’ media literacy. We’ll share project ideas and, of course, we’ll watch movies—some we’ve made and some created by students. Who’s bringing the popcorn?

Westchester E8 Joanne Marshall, Loyola University Chicago
 General Audience **“A Framework for Discussing Controversial Works in the English Classroom: Critically Thinking about Harry Potter”**

Using the controversial Harry Potter books as an example, this workshop presents a framework to use in classrooms in order to analyze controversial works’ details and potential effect on students. A brief overview of the Potter controversy will precede hands-on group practice with the framework.

Wheaton E9 Illinois State Writing Project
 General Audience **“Classroom Activities from the Writing Project”**

This breakout session will consist of one interactive classroom activity focused on writing. The audience will participate.

9:05 a.m.–9:45 a.m. Featured Speaker: Dr. Carol Lee, Northwestern University

9:50 a.m.–11:20 a.m. Workshop Session III

Salon E W10 Jennifer Barz and Noelle Young, Mundelein High School
 High School **“Creating Communities of Empowerment through Diverse Assessment”**

The English Language classroom is an opportune place for teachers to create a sense of community among their students. Because teachers’ classrooms are multi-faceted, multi-cultural, and multi-leveled, students need diverse assessments to build and boost their confidence. This presentation will showcase three teachers of different classrooms, and how they develop assessments that empower students to achieve. The presentation will feature collaborative learning assessments, community project initiatives, useful classroom-ready handouts, and tons of energy.

Salon F W11 Kerri Jass and Tom O’Donnell, Highland Park High School; Carol Porter, Deerfield High School

Middle School
High School

“Improving Reading Comprehension: Strategies for Middle and High School Readers”

Do you have students who struggle with their assigned reading and others who read to complete the assignment but lack insight about the deeper meaning of the text? Does your classroom seem to lack student commitment and equal participation with few new ideas generated? In this interactive workshop, participants will read a sampling of fiction, nonfiction, and poetry selections appropriate for middle and high school classrooms and experience a variety of strategies used to improve reading comprehension. Approaches for small-group discussion, ideas for creating interest and background information on topics of study, activities for writing and representing to learn will also be used with the literature. Participants will generate variations to these approaches. Methods for assessing the work that students produce while using these strategies will also be shared and practiced during the workshop. The strategies and materials used during the workshop will be provided for the participants at the end of the session.

Salon G W12 Katherine McKnight, Andrew Jeter, Roger Passman, Maureen Musker, and Jordan Wankoff, Northeastern Illinois University

General Audience

“Reading ME! Choosing Texts that Reflect the Cultural Diversity of Today’s Students”

These teachers will explore the inclusion and instruction of specific multicultural literature in the middle and secondary school that reflect their diverse student populations. They will present methods and materials for teaching these texts.

Hinsdale W13 Jena Abrahamsen and Carrie Dabelow, Mundelein High School

High School

“Two Teachers Alike in Dignity: Collaborating Drama in the English Classroom to Enrich Shakespearean Study”

In this demonstration, we will increase teacher awareness of the importance of collaboration with the drama resources in their educational facility to increase student achievement in Shakespearean works. Shakespeare was meant to be seen, not read. By developing a team-teaching approach to Shakespearean study, both teachers and students are able to make those cross-curricular connections that enrich their devel-

opment. We will present Act III, scene iii of Julius Caesar to the participants as we guide them through activities and strategies that we have used successfully. The participants will have a chance to learn acting techniques that better acquaint any reader with an enhanced understanding of Shakespeare’s amazing use of language.

Lombard W14 Jeff Wilhelm, Boise State University

General Audience

“Assisting Readers with Think Alouds and Action Strategies!”

Learn how to assist students to take on and use sophisticated strategies of reading, like seeing complex relationships, understanding main ideas, comprehending symbolism, etc., through the use of think aloud and drama/action strategies.

Westchester W15 Kevin Perks, Noble High School

General Audience

“Look Who’s Talking: An Investigation into Dialogues in the Classroom”

In order to coach and guide our students effectively we must come to know them well. Yet, if we truly wish to know our students well and coach them effectively we must engage in dialogue with them regularly. But what does such dialogue look like, and how do we foster an environment in which it can prosper? In this workshop, participants will be encouraged to share classroom experiences that will be used to develop a working definition of authentic pedagogical dialogue. The discussion will then shift to exploring the implications such dialogue can have on classroom practices and how it can inform curriculum and lesson design.

10:10 a.m.–11:10 a.m. Breakout Session F

Elmhurst F1 Thomas Anstett, Lincoln-Way Central High School

High School

“Scrambling the Socratic Seminar”

When you attempt the activity called “class discussion” does true, equal student participation occur? Why not pursue in-depth discussion from all your students and hold them accountable for their reading comprehension? This workshop will review components of Socratic Seminar and show formats for student involvement. Teachers will experiment with these forms. Handouts will detail all the steps. Join us!

LaGrange F2 Andrea Cobbett and Steve Kellner, West Chicago Community High School
 High School **“Interdisciplinary Approaches to Teaching English: World Cultures in the English Classroom”**

In this ever-increasing global community, high school students studying English need to understand the link between literature and the world. During this session, one English teacher and one Social Studies teacher will lead participants through activities that link literature with the study of geography and culture.

Wheaton F3 Illinois State Writing Project
 General Audience **“Classroom Activities from the Writing Project”**

This breakout session will consist of one interactive classroom activity focused on writing. The audience will participate.

11:25 a.m.–12:25 p.m. Breakout Session G

Salon E G1 Jeffrey C. Markham, New Trier High School
 High School **“Ethics and Inquiry in the Classroom: James, Dewey and the Echo of Pragmatism in a Post-9/11 Environment”**

The aftershock of 9/11 and our actions in Iraq bring ethical questions to the center of an inquiry-based curriculum. Yet, how do we negotiate the territory that is circumscribed by both moral relativism and various conflicting absolutes? This ninety-minute workshop begins with theoretical elements of Pragmatism (using excerpts from William James and John Dewey), then moves directly to concrete approaches in the form of lesson plan suggestions followed by lively discussion.

Salon G G2 Sharon Arbiture and Becky Triska, Vernon Hills High School
 General Audience **“Speech Objectives in the English Classroom”**

The state objectives focus on the four communication skills: reading, writing, speaking, and listening. Communicating through speaking is different from communicating through writing. These presenters will provide ideas and hands-on materials that will enhance the integration of speaking and listening instruction and assessment tools that can be adapted into the traditional curriculum.

Salon G G3 Patricia Meyer and Cheryl Bosky, Glenbard East High School; Steve Heller, Adlai E. Stevenson High School
 High School **“Strategies That Promote Comprehension and Analysis”**

The presenters of this workshop will share strategies that help all students increase their comprehension of texts and analysis of content. This workshop will begin with a description of class assessments, then show how reading and writing strategies help students gain skills to be successful on these assessments. Although examples will be drawn primarily from *Of Mice and Men* and *Ellen Foster*, the principles are applicable to any level and any text.

Elmhurst G4 Jeff Kargol and Katie Jones, Community High School; Nancy Eichelberger, Plainfield High School
 General Audience **“Survivor: How to Keep New Teachers on Education Island.”**

A staggering number of beginning teachers leave the profession each year after having spent thousands of dollars and hours preparing for a dream job. In response to this epidemic, our panel will report on current research and provide an opportunity for dialogue between new and experienced teachers as well as department chairs and administrators. This discussion will help new teachers overcome frustration and embrace a rewarding career.

Hinsdale G5 Shannon Foy, Hinsdale South High School; Nicole Blanco, Hinsdale South Middle School; Janice Bujan, Hinsdale Central High School
 High School **“Creating Connections with Sandra Cisneros”**

This presentation will share ideas and supplementary materials for teaching a unit on *The House on Mango Street*. The presentation will cover collaborative and independent activities facilitating students’ understanding of the novel, including the facets of identity in both characters and themselves.

LaGrange G6 Jacquie Cullen, Chris Heckel-Oliver, M. Elizabeth Kenney, Lisa Lukens, and Beth Sallman, Adlai E. Stevenson High School
 High School **“Nontraditional Use of Film: How to Read a Movie”**

With so many appropriate movie versions available for classroom use, this panel presentation will offer ways to incorporate nontraditional films that complement classic literature. Selected titles include *Emma*, *The Great Gatsby*, and *The Odyssey* as well as classroom-tested discussion questions and assignments to implement immediately.

Lombard G7 Jeff Burd, Genevieve Sherman de Cabrera, and Deborah Will, Zion-Benton Township High School

High School **“Revitalizing Research”**
Research doesn’t have to mean frustrated students and overwhelmed teachers. We will share models we have designed and implemented for successful collaboration between teachers and librarians that have revitalized research units into quality experiences that feature coteaching techniques and high levels of student success.

Westchester G8 Jennifer Roloff Welch, Harvard Graduate School of Education; Kierstin Thompson, Downers Grove South High School

High School **“How Will Students Remember What I Teach Them?”**

This presentation is intended for teachers of all grade levels and includes theory and practice for metacognition activities (student self-assessment) as part of a regular English curriculum. This presentation included two parts: 1) the theory of metacognition, its importance for learners’ development and growth, and the process of self-assessment as a tool for learners to step back and take a look at their own progress, and 2) hands-on methods for self assessment (including case scenarios) and samples of high school students’ work on thinking about their learning process, particularly in writing assignments.

Wheaton G9 Illinois State Writing Project
General Audience **“Classroom Activities from the Writing Project”**

This breakout session will consist of one interactive classroom activity focused on writing. The audience will participate.

12:30 p.m.–2:00 p.m. President’s Luncheon

This luncheon will provide participants with an opportunity to dine with local writers.

2:00 p.m. **Executive Council Meeting**

ANNOUNCEMENTS

IATE Members Nominated for NCTE Awards

At their April 2003 meeting, the Executive Council of IATE selected two IATE members for NCTE Awards. Greg Leitner has been nominated as IATE’s selection for a 2003 NCTE High School Teacher of Excellence Award. Mr. Leitner has taught English at Community High School, West Chicago, since 1972. He has been a frequent program participant at IATE conferences and at IATE district meetings, and he has contributed to the *Illinois English Bulletin*. As a recipient of a 2003 NCTE High School Teacher of Excellence Award, Mr. Leitner will be recognized at the Secondary Section luncheon at the NCTE Convention in San Francisco, on November 22, 2003.

The Executive Council also nominated Katie Jones for a 2003 NCTE Leadership Development Award, sponsored by Prentice Hall–Pearson Education. The award is presented to only one early career teacher from each state. The awardee is someone who has “demonstrated a capacity for professional leadership” and has expressed a willingness to participate in the NCTE affiliate. A graduate of Illinois State University, Ms. Jones completed her first year of teaching at Community High School, West Chicago. She has been a program participant at the IATE Fall Conference and at the Conference for Illinois Teachers of English. She will join a panel presentation on teacher induction and retention at the 2003 IATE Fall Conference in Oak Brook and will also appear on the program at the NCTE convention. As part of the award, Ms. Jones will receive a stipend to help defray costs for attending the NCTE convention in San Francisco, where she will be recognized at the Affiliate Breakfast on November 23, 2003.



Greg Leitner and
Katie Jones

IATE 2003 Conference

Please mark your calendar right away: The IATE Fall 2003 Conference will take place on October 17 and 18 at the Oak Brook Marriott Hotel. Registration information and materials are included with this newsletter. For more information, please phone the IATE office at (309) 438-3957.

Future Conference Information

Please mark your calendar for these future IATE Fall Conferences:

- October 14–16, 2004: Marriott, Oak Brook
- October 13–15, 2005: Holiday Inn Select, Decatur

Proposed Slate of IATE Officers for 2003–2004

Past President Alison Nelson proposes the following slate of IATE officers for 2003–2004. This slate will be voted on by the IATE membership at our Annual Business Meeting during the IATE Fall Conference in Oak Brook on October 17, 2003.

President: Mary Lou Flemal
First Vice President: Teri Knight
Second Vice President: Claire Lamonica*
Secretary: Richard Pommier
Treasurer: Herb Ramlose

* Please see page 16 for Claire Lamonica's Curriculum Vitae.

IATE Scholarship for Minority Teacher Education

IATE issues this call for applications for its minority scholarship awards to chairs of recognized language arts teacher-education programs in Illinois colleges and universities. Applications—which must include a sample of student writing, a student essay, a recommendation from a professor, and a cover sheet—will be accepted beginning May 1, 2003. Applications must be mailed to Janice Neuleib, Executive Secretary of IATE, and will be accepted no later than September 15, 2003. The specific goals, procedure, and criteria are these:

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.

PROCEDURE:

The Minority Scholarship Committee will send out 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 made in August.

After applications are received, the Minority Scholarship Committee will judge the applications, issue an invitation to the winner to attend the fall conference (October 2003) when the award will be given, and assist the winner in making arrangements to attend the conference. When at all pos-

sible, the winner will be escorted by an IATE member.

In addition to the cash award, winners will also receive a complimentary one-year membership in IATE, free registration for that year's conference, luncheon and banquet tickets, 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 which 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 non-white minority, a person of color.

IATE New Teacher/Instructor Program

If you teach an English Education methods course or direct an English Education Program and you would like to get your students involved in key professional organizations, then you will be happy to know that IATE has just launched a "New Teacher/Instructor Program" to help get preservice teachers on board at the Illinois Association of Teachers of English.

All you need to do is send an e-mail to IATE's Office Secretary, Martha Frieberg, at mrfrieb@ilstu.edu. Tell Martha how many students you have in your methods class, and she will send you a box of materials for each student. Kits include:

- IATE enrollment forms (preservice and first-year teachers may enroll for free)
- a recent issue of *Illinois English Bulletin*
- the IATE *Newsletter*
- the IATE brochure “What IATE Can Do for You”
- information about the organization from the Web site
- something new that we are very excited about—a free IATE tote bag.

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

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

tee, Campus Box 4240, Department of English, Illinois State University, Normal, Illinois 61790-4240.

To be reviewed at the fall Executive Committee Meeting, applications must arrive at IATE headquarters in Normal no later than October 1, 2003. Members of the IATE Research Committee anticipate that recipients of the Paul Jacobs Award will share their completed research at an IATE Fall Conference or through publication in the *Illinois English Bulletin*.

CALLS FOR PAPERS

Fountain of the Muse: Share Your Writing at the 2004 CITE Conference

For several years, the Conference for Illinois Teachers of English has featured a session entitled “Fountain of the Muse,” in which attendees share brief writings. All IATE members and other teachers of English in Illinois are invited to attend the CITE Conference at Illinois State University on Friday, April 16, 2004, and to bring a poem, brief essay, story, journal entry, or other writing to share. Please plan to limit your reading to five minutes. For more information, please contact CITE Program Co-chair Paula Ressler in ISU’s Department of English (Phone: (309) 438-7705; E-mail: pressle@ilstu.edu). We hope to see—and hear—you at CITE 2004.

IATE *Newsletter* Call for Papers

The *IATE Newsletter* welcomes articles, reviews, reports, announcements, 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 2004 newsletter is November 1, 2003. Please send submissions via e-mail to Bob Broad at: bob.broad@ilstu.edu

Heller continued from page 2

Los Angeles Times Book Review (1991), Barbara Kingsolver noted: “All poets would do well to follow the example of Sandra Cisneros, who takes no prisoners and has not made a single compromise in her language. When you read [*Women Hollering Creek*], don’t be fooled: It’s poetry. Enjoy it, revel in it. Just don’t tell your mother.” In *Poets & Writers* (2002), Renee H. Shea lauded *Caramelo* by citing Cisneros’s adherence to cultural legacy: “I’ve always thought that my literary antecedents were not writers but weavers. Maybe my grandmothers didn’t know how to write their names. I think about them sitting with a backstrap loom connected to a hook on the wall or a tree. What is telling a story but keeping track of those threads?” □

Abbreviated Curriculum Vitae for
Claire Coleman Lamonica

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Normal, IL 61761
E-mail: cclamon@ilstu.edu

home phone: (309) 454-1645
work phone: (309) 438-3297
Web site www.english.ilstu.edu/cclamon

Current Positions Held

Associate Director, Writing Programs, Illinois State University
Co-director, Illinois State Writing Project
Associate Editor, *Illinois English Bulletin*
Co-leader, IATE Central District

Education

1996 D.A. in English Studies, Illinois State University
1983 M.A. in English, Illinois State University
1976-78 15 hours graduate credit (English and Education), Northern Illinois University
1975 B.S.-Secondary Education (English and Journalism), University of Missouri-Columbia

Administrative Experience

Seven years of administrative experience (programmatic) at the secondary and university levels

Teaching Experience

11 years teaching at college/university level (primarily courses in writing and the teaching of writing)
Illinois State University; Heartland College; Lincoln College

8+ years teaching at secondary level (English and journalism)

Glenbard West HS, Glen Ellyn, IL; Evansville-Vanderburgh School Corporation, Evansville, IN;
University HS, Normal, IL

Teacher Education Experience

10 years experience in teacher education, including supervision of clinical experiences, supervision of student teaching, teaching secondary methods courses, and more.

Events Organized

In the past five years, I have personally organized or been on the planning committees for more than 40 individual events at the local and state level, including professional development workshops, professional conferences, young writers, workshops, workplace writing workshops, and more.

Professional Publications

In addition to collaboratively designing, compiling, writing, and/or editing a half dozen programmatic publications such as course guides, readers, and handbooks, I have authored or co-authored eight articles/book chapters.

Professional Presentations

Since 1989, I have given more than 65 presentations at local, state, regional, and national conferences, including CITE (formerly HISED), IATE, NCTE, NWP, CCCC, CIW, WPA, and NHSA. Frequent topics include collaborative writing, the teaching of writing, writing program administration, and interdisciplinary instruction.

Professional/Community Service

In addition to being a frequent parent volunteer at the University Laboratory Schools, I have served on numerous Laboratory School committees as well as departmental and university committees at Illinois State University. I also volunteer my time as the director of ISU's Young Writers Workshops, as a program reviewer for NCTE/NCATE, as a judge for various writing contests/competitions, and as a faculty mentor.

Memberships in Professional Organizations

Illinois Association of Teachers of English
National Council of Teachers of English
National Writing Project
Council of Writing Program Administrators

Honors and Awards

Over the years, I have been honored to receive more than a dozen awards, including fellowships, research grants, teaching awards, and recognition for outstanding scholarship.

2003—A Circle of Learning: Communities and Empowerment

Illinois Association of Teachers of English

October 17–18, 2003

Marriott Hotel, Oak Brook, Illinois

REGISTRATION FORM

Name _____ School _____

School Address _____ City _____

County _____ Zip Code _____ IATE District _____

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

Home Address _____

City _____ Zip Code _____

Home Telephone Number _____ Address for IATE Mailings (circle one) School Home

Registration Details—Place a check next to your selections below to determine your cost for the IATE Conference. Registration includes the Friday dinner banquet and entertainment by The Chicago Comedy Company, an improvisational group. Additional fees regarding membership dues and additional meal tickets can be added below. If you choose to register on site, there will be an additional \$10.00 charge.

1. Registration options:

Option A

Advanced Registration for Friday and Saturday

Select One

IATE Member \$80.00 _____

Nonmember \$100.00 _____

Student Free registration does not include meals

Optional Meal tickets

Friday Luncheon \$30.00 _____

Saturday Brunch \$25.00 _____

Check here if you want all vegetarian dishes _____

Option B

Advanced Registration for Saturday ONLY

Select One

IATE Member \$45.00 _____

Nonmember \$65.00 _____

Student Free registration does not include meals

Check here if you want all vegetarian dishes _____

2. Additional meal ticket purchases

Additional meal tickets may be purchased for the Friday dinner banquet and Saturday luncheon for guests not attending the conference.

Friday dinner banquet \$45.00 _____

Saturday luncheon \$25.00 _____

Bring a Student Teacher to Lunch Program or Donations (limited tickets; Friday luncheon only)

Your student teacher \$15.00 _____

Donation to student teacher luncheon program \$ _____

3. IATE Dues- Renewals only

Regular \$20.00

Patron \$25.00

Retired \$3.00

Student Free

1st year Teacher Free

Total \$ _____

Please make all checks payable to IATE.

The Friday morning keynote speaker will be George Hillocks, Jr., from The University of Chicago. Friday luncheon features Sandra Cisneros. The Saturday morning keynote speaker will be Dr. Carol Lee from Northwestern University. Saturday luncheon will feature local writers.

Reserve your room by calling the Oak Brook Marriott Hotel by October 2 at (630) 573-8555. Room rates are \$94.00 per night for single or double room.

Registration forms are due **October 6, 2003**. Send this form along with your check to: IATE, English Department, Campus Box 4240. Illinois State University Normal, Illinois 61790-4240

Phone: (309) 438-3957, Fax: (309) 438-5414, www.iateonline.org

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

Name: _____ Grade levels taught: _____

School: _____

School street address: _____

City: _____ Zip: _____ County: _____

Home street address: _____

City: _____ Zip: _____ Home phone: (____) _____

Mailing preference: Home _____ School _____

IATE MEMBERSHIP

Name: _____

School: _____ Level of Instruction: ELEM__ JRH__ HS__ COL__

School Address: _____

City: _____ ZIP: _____

County: _____ IATE Dist: _____

Home Address: _____

City: _____ ZIP: _____

Home Phone Number: _____ E-mail: _____

Mailing Address To: School _____ Home _____

Membership type: First-Year Teacher/Member__ Student__ Regular__ Patron__ Retired__

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

IATE Yearly Membership Dues (please circle one): \$20 Regular \$25 Patron \$3 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 E-mail: mrfrieb@ilstu.edu; jneuleib@ilstu.edu