

# iate

Illinois Association of Teachers of English

## newsletter

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Fall 2004

### FERN CHAPMAN: 2004 ILLINOIS AUTHOR OF THE YEAR

STEPHEN B. HELLER

The Illinois Association of Teachers of English is pleased to present the 2004 Illinois Author of the Year Award to Ms. Fern Schumer Chapman. Ms. Chapman will accept this award at the IATE conference luncheon banquet on Friday, October 15, in Oak Brook, Illinois.



Fern Chapman

Ms. Chapman has earned much recognition for her best-selling memoir *Motherland*. An evocative account of the life of an escapee from Nazi Germany, Ms. Chapman's book chronicles a return trip to Germany with her mother, who was able to flee her oppressors as a child. Documenting a journey as much about the present and the future as it

is about the past, *Motherland* explores issues of the author's own identity and the biological and cultural factors that influence who we are. What is also compelling about this memoir is the story of contemporary Germany and how it reconciles its past with its present. Much as Ms. Chapman's identity can only be confirmed by returning to her past, so, too, can a nation begin to understand itself better by revisiting its history.

In *Motherland*, author Fern Chapman returns to Stockstadt, the city from which Ms. Chapman's mother escaped as a young child. During the journey, her mother

————— Heller continued on page 4

### FROM THE PRESIDENT

MARY LOU FLEMAL, IATE PRESIDENT

I hope all of you have had an enjoyable summer, and I know that this newsletter will find you eagerly anticipating a new school year. Most of you are busy preparing a classroom, readying lesson plans, and contemplating the new students you will meet that first week of school. During this hectic time of preparing for school, it is very difficult to think of leaving your classroom for a day or two of professional growth in the middle of October, but I urge you do that now. You owe it to yourself and to your students to register now for the IATE Fall Conference, "Enabling English: Language Arts for

————— Flemal continued on page 4

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## MESSAGE FROM THE EXECUTIVE SECRETARY

JANICE NEULEIB

**Fall IATE Conference:** Once again you are receiving your newsletter announcing IATE's 2004 fall conference. We eagerly look forward to returning to Oak Brook since last fall's conference there was rewarding and exciting. This year's conference, owing to Program Chair Claire Lamonica and her hard-working committee, promises to be equally grand. Please plan to join us.

**2005 and beyond:** The 2005 conference will be at the Holiday Inn in Decatur; plan ahead for that event as well. The 2006 and 2007 conferences will be in Peoria, and the 2008 conference will be back in Oak Brook. See you all at all those places.

**NCTE 2004:** As you no doubt know, NCTE will be in Indianapolis in November 2004. Thus IATE members will have the opportunity to attend the national conference without an airplane ride. Remember that the conference spans the weekend of the 20th and 21st of November as well as the Friday before, so we will all have a chance to attend at least part of the conference without missing school.

**Constitution Changes:** Please note the constitu-

tion changes explained here in the newsletter. This posting constitutes the formal announcement of changes to be voted upon at the conference in October. Take time to read the changes, and please come to the business meeting in Oak Brook this October to support or debate these proposed changes.

**Award Nominees:** The Executive Board nominated Wayne Kosek for the NCTE High School Teacher of Excellence Award and Heather Romanoff for the NCTE Teacher Development Award. NCTE has received these nominations, so please join the board in hoping these teachers win their awards.

**Membership Reminder:** Our efficient secretary Martha Frieberg keeps track of membership. She sends reminders for three months, beginning with the month that membership is due. If you are receiving this newsletter, you are a member in good standing. Do help us, though, by reminding your colleagues to keep their memberships up-to-date by returning their dues when the reminder arrives. Also, remind those who are not members that the first year of membership (and new teacher membership) is free. Let's win the NCTE membership award next year!

**Illinois English Bulletin:** This year Ron Fortune and I served as guest editors for the *Bulletin*. By next fall, we hope that either Ken Lindblom will return or we will have a new editor. Stay tuned for the next *Bulletin*. □

IATE OFFICERS	
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## INTELLECTUAL FREEDOM REPORT

DEBORAH WILL

As the IATE Intellectual Freedom Chair, I'd like to share with you some challenges taking place in Illinois high schools as well as some legislative issues that will soon affect us all. I would also like to stress that we are not advocating that parents give up the right to decide what is and is not appropriate for their own children. However, a small set of parents or community members should not dictate what an entire school community is and is not allowed to read.

First of all, at Normal West High School in Bloomington, several books have been challenged. At present, the challenged books will remain in the curriculum, and a community diversity committee has been appointed by the school board to meet with teachers and

— Will continued on page 3

*Will continued from page 2* \_\_\_\_\_

discuss how they structure units. Alternative texts have been selected for challenged books.

At Zion-Benton Township High School, one parent informally challenged *Invisible Man*, and an alternative text was assigned. This was a very cordial challenge, and the parent did not request that the material be reconsidered for all students. This is certainly the best scenario for a challenged text: the student is assigned an alternative text, there is no board or community-wide action, and parents retain the right to participate in their children's education.

Additionally, several legislative actions are currently affecting matters of intellectual freedom. These are the most current updates at the time of this writing. Please take the time to familiarize yourself with the following issues:

#### **USA Patriot Act**

An amendment to the USA Patriot Act is currently under Senate review. The SAFE Act (Security and Freedom Ensured Act) seeks to tighten language and create a better system of judicial review for the USA Patriot Act.

The SAFE Act has been referred to committee, but the Bush Administration has already threatened a veto. To read more about the Act, please see <http://thomas.loc.gov>.

#### **CIPA, COPA, and CPPA**

The Children's Internet Protection Act (CIPA) requires that all agencies receiving federal funding install filtering software on Internet-capable computers. Despite appeals to the Supreme Court by the ACLU and the ALA, CIPA is now a reality. However, the Court made it clear that being able to disable filters for *adult* users is a necessity for enacting the law. If a filter cannot be disabled appropriately, then libraries will have a legal cause of action against the filtering companies.

The Children's Online Protection Act (COPA) is now currently under review by the Circuit Court. According to the ALA, the Supreme Court returned the Act to the Circuit Court for additional review. The Circuit Court originally ruled the Act unconstitutional based on the fact that COPA "prohibits the transmission of any material over the Internet deemed harmful to minors if the communication was made for a commercial purpose" (ALA). The lower court originally ruled that COPA was unconstitutional based on the diverse interpretations of

"community standards" in an online environment. However, the Supreme Court ruled that this was not at issue and referred the matter again to the lower court.

The Children's Pornography Protection Act (CPPA) prohibits any image that appears to be child pornography, even if the image is a computer-generated image or if the subject is actually an adult appearing to be a child. The Free Speech Coalition filed suit on this Act because it prohibits "otherwise legal, non-obscene images depicting teenagers engaging in sexual activity, such as filmed depictions of *Romeo and Juliet* or *Lolita*" (ALA).

For more information about CIPA, COPA and CPPA, please see <http://www.ala.org/ala/oif/ifissues/issuesrelatedlinks/cppacopacipa.htm>.

As always, if you require rationales or assistance in dealing with a challenged text, if you have questions regarding intellectual freedom issues, or if you need support materials for advocating intellectual freedom in the classroom, please do not hesitate to contact me at [wild@zbths.org](mailto:wild@zbths.org). □

## **OVERVIEW OF THE IATE CONFERENCE 2004 ENABLING ENGLISH: LANGUAGE ARTS FOR ALL LEARNERS**

CLAIRE LAMONICA, SECOND VICE PRESIDENT AND  
CONFERENCE CHAIR

When our eldest child was in the second grade, he took one of those standardized tests that purports to measure both "aptitude" and "achievement." When the scores came back, we were disconcerted to discover that his "verbal aptitude" score was in the 99th percentile—and his "spelling achievement" score was in the 4th. Armed with concrete evidence to support my previously vague intuition that "there's something weird going on with this kid and school," I marched into his classroom and pretty much demanded further testing.

Many weeks and one extensive battery of tests later, we sat in a meeting with a school psychologist who used words like "learning disability" and "possible mild ADD" and predicted that ours was a child who would "probably never read for pleasure."

\_\_\_\_\_ *Lamonica continued on page 5*

Heller continued from page 1

revisits old friends and acquaintances as she begins to learn more about the home she had to leave. While *Motherland* spares the reader many of the graphic horrors of the Nazi concentration camps, the memoir's impact lies more in issues of loss and abandonment—and thus has a more universal appeal.

*Motherland* was previously honored as a Barnes & Noble Discover Great New Writers book and a finalist for the National Jewish Book Award. Film rights to *Motherland* have been optioned for Hallmark Entertainment by producer David Picker. Production was scheduled to start in spring 2004.

*Motherland* was featured on *The Oprah Winfrey Show* as a book that powerfully portrays the bonds of family amid difficult legacies. It is also about the power of endurance and healing, particularly among women. Indeed, Ms. Chapman and her mother become microcosms for the larger pain and healing of the millions who suffered in the Holocaust. In school curricula dedicated to the pursuit of diversity awareness, history, and the understanding of one's national or international roots, *Motherland* provides an unusual mix of all of these traits.

Ms. Chapman has been a featured speaker in Chicagoland schools on the issues of the Holocaust and her memoir. Ms. Chapman has also spoken with students in California, Louisiana, and Colorado. She is available for online chats and audio participation in book club discussions, and Ms. Chapman has also prepared teaching materials to accompany her book. She may be reached through <http://www.fernschumerchapman.com>.

Kenneth Patchen, staff writer for the *Highland Park News*, writes: "At a time when most books sell for about six months and then die on the discount table, *Motherland* is still being bought, taught and discussed, even though the title—*Motherland - Beyond the Holocaust: A Daughter's Journey to Reclaim the Past*—can be deceptive."

Many schools currently teach Elie Wiesel's *Night* as the signature piece for Holocaust studies. Indeed, many schools pair *Motherland* with *Night*. Patchen notes that only six states have mandated the study of Holocaust literature, although other states recommend it be taught and other states include Holocaust education in their social studies standards. California, Florida, Mississippi, New Jersey, and New York require it to be taught.

Ms. Chapman will be available to sign copies of *Motherland* after the recognition ceremony. □

Flemal continued from page 1

All Learners," to be held October 15 and 16 at the Oak Brook Marriott.

With the success of the 2003 convention, I wondered how Claire Lamonica and her program committee would ever be able to match or exceed last year's conference. When the program committee met in April to review all of the program proposal submissions, it became apparent that the 2004 fall gathering was going to be another superb conference. As the program committee reviewed the program proposals, the energy surrounding the conference began to build. Each proposal seemed to be more exciting than the previous one. As you peruse the conference schedule contained in this newsletter, you will see just how many excellent and exciting program selections there are. You will have a difficult time choosing among sessions. I want to thank Claire Lamonica for planning such an inspirational and thought-provoking program.

You will notice a few changes in this year's conference. A new addition this year will be much-needed time for districts to meet on Friday from 4:30–5:15. Back by popular demand is the idea exchange. Members are encouraged to bring three dozen copies of a lesson or unit plan; in exchange they will receive copies of other participants' lesson plans. This year retiring English teachers will be having a "garage giveaway" to pass on to the next generation materials they have collected but can no longer use. On Saturday the brunch will be earlier in the morning with two concurrent sessions to follow. The conference will continue to have the writing strand, but the Illinois State Writing Project will be joined by the Chicago Area Writing Project. The popular strand for prospective and new teachers continues.

If you haven't attended a fall conference before, please consider making "Enabling English: Language Arts for All Learners" your first. Those who have attended for many years know how rewarding this experience will be. I look forward to seeing you on October 15 in program sessions, in the halls, at the luncheons, and at the receptions. Meanwhile, I hope you have a wonderful beginning to the school year. To help you remember the value of our teaching, consider these words from Stephen Spender's poem "An Elementary School Classroom in a Slum":

And show the children green fields and make their world  
Run azure on gold sands, and let their tongues  
Run naked into books, the white and green leaves open  
History is theirs whose language is the sun. □

*Lamonica continued from page 3*

Almost two decades have passed since that blow to our collective solar plexus, and today that son, now a personable young man who will soon complete a master's degree in computer science, is a voracious and sophisticated consumer of texts: in print, on the Web, on tapes, CDs, and MP3s... *many* of which he reads "for pleasure."

In the years between dark prophecy and bright reality, our family encountered a kaleidoscope of caring, dedicated teachers who poured their hearts and minds into finding ways to instill a paradoxically gifted-but-sometimes-struggling student with a love of learning and a love of reading. It is to those women and men, and to their tens of thousands of colleagues across our state, that I dedicate the 2004 IATE Fall Conference: "Enabling English: Language Arts for All Learners."

### Conference Overview

Like our son's education, this year's conference is also a kaleidoscope, and, as such, it can be viewed and enjoyed in a variety of ways. Some of you may want to "build your own," picking and choosing among sessions to create a multifaceted mosaic of ideas and insights about every dimension of our discipline. Others may arrive with a particular issue or area of interest in mind. For you, we offer a number of conference "strands," each addressing a specific disciplinary dimension in a variety of ways.

Back for the third year, for example, is our "Writing Project" strand, featuring teaching demonstrations by Fellows and Teaching Consultants (all classroom teachers themselves) from two of the three National Writing Project sites in our state. Located in the Wheaton Room, each of these interactive sessions features a writing activity you can take right back to your classroom.

Returning with a new name (but still smelling as sweet) is our Professional Growth strand. Formerly known as the "New Teacher" strand, and featuring Larry Johannessen and Tom McCann's incredibly popular "Student and Beginning Teachers Seminar," this year's iteration also includes sessions on surviving the early years, becoming a department chair, mentoring, and innovative approaches to teacher preparation.

If your passion is literature, canonical or not, you'll love our "Teaching Literature" strand. Join your colleagues from across the state in exploring new and exciting ways to get your students truly engaged in the

study of literary texts.

Of course, the study of literature often involves reading, and for some students that can be a challenge. If this problem has reached your classroom, you'll appreciate our "Teaching Reading" strand, which offers a variety of strategies for involving reluctant and struggling readers in the work of the English language arts classroom and improving their reading at the same time.

Other strands this year include "Writing and Research" and "Technology and New Media," as well as a "mini-strand" on "Assessment" and a number of other, less easily categorized sessions on topics like interdisciplinary studies and making the most of classroom discussions. In short, there's something for everyone, and that's just the beginning. Read on to find out what else you'll find at this year's conference.

### Keynote Speaker

I'm particularly excited about this year's Keynote Speaker, Dr. Patricia Dunn. When Patty came to Illinois State several years ago, she and I quickly discovered a shared interest in both composition and dyslexia. Soon after that, Patty's first book, *Learning Re-Abled: The Learning Disability Controversy and Composition Studies*, was published, only to be followed a couple of years later with another valuable work, *Talking, Sketching, Moving: Multiple Literacies in the Teaching of Writing*.

In a very short time, Patty's work had added a whole new dimension to the freshman writing program at Illinois State. It's not unusual these days to see instructors walking into the writing labs armed with plastic bins of markers or to see their students roaming the halls engaged in "walk and talk" sessions... all in the name of improving student writing. In short, Patty's work has helped us see writing as an activity that can benefit from attention to a wide array of cognitive dimensions. I know her address will prove similarly valuable for you and your students.

### Featured Speaker

Another speaker you won't want to miss is Dr. Bob Broad, author of *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing*. Rubrics are everywhere these days, from our textbooks to the Web; in fact, they've become such a standard feature of our teaching that we may sometimes be guilty of accepting them at face value. Bob's work asks us to think critically about the criteria we're using to look at student writing and

*Lamonica continued on page 6*

*Lamonica continued from page 5*

ask about our rubrics: “Is this, in fact, what we *really* value in student writing?”

Bob’s work on large-scale writing assessment is receiving favorable attention nationwide and clearly has the potential to change the face of writing assessment in our classrooms, our schools, our districts, and our states. Most of all, though, Bob has a wonderful way of transforming the way individual teachers think about writing assessment in their classrooms and beyond. I know you’ll find him a thought-provoking, perhaps even an action-provoking, speaker.

### **Free Stuff**

The goal of the IATE Conference, of course, is to bring teachers together in productive ways, and those interactions are certainly not limited to individual sessions. The 2004 Idea Exchange, for example, is an opportunity for you to share your favorite classroom activities with teachers who are looking for ideas to revitalize their teaching. When you come to the conference, bring two to three dozen copies of a successful lesson or unit plan you’re willing to share. Drop them off at the Idea Exchange table, and help yourself to copies of other teachers’ lessons and units. Good ideas are meant to be shared!

New to the conference this year is the “Retiring Teachers’ Garage Sale Giveaway.” If you’re retiring, or recently retired, and have classroom materials you’d like to pass along to a new teacher, bring them to the conference. We’ll provide the space, if you’ll provide the stuff. (Only freebies, though!)

If you’re a new teacher looking for materials you can use in your classroom, here’s your chance to benefit from the generosity of your colleagues. Take what you can use and use it well. This is our way of facilitating “the passing of the torch” to a new generation of English educators.

### **District Meetings**

A networking opportunity that’s new this year is the time we’ve set aside on Friday afternoon (4:30–5:15) for district leaders to host short get-togethers for IATE members in their districts. Here’s a chance for you to meet your district leader (if you haven’t already), get to know other teachers in your IATE district, and share your ideas for concrete ways that IATE can make your professional life just a little easier (or at least more enjoyable)!

### **Conference After Hours**

Clearly, the benefits of attending the IATE Fall Conference extend well beyond the sessions and speakers. In fact, after the sessions end is when the real fun begins. Don’t miss the Friday social hour, the banquet and entertainment, or the President’s Reception and Trivia Contest. Events like these provide some of the conference’s most valuable networking opportunities as well as an opportunity to make new friends or get reacquainted with old ones. Arrange to meet that classmate you haven’t seen in years at this year’s conference or plan to start your holiday shopping after the last session ends on Saturday afternoon. Oak Brook Mall is right across the street!

### **Conference Hotel**

The Oak Brook Marriott isn’t only a great place for a conference; it’s a great place for a weekend getaway. So why not combine the two? Plan to spend at least one night taking advantage of the great conference rate, and you’ll not only be giving yourself a break (letting somebody else make your bed and clean your bathroom), but you’ll be supporting IATE as well. Filling our block of rooms helps keep conference costs down... and don’t forget to save the receipt for your taxes. This weekend your stay at the Marriott is a professional expense! (Consult your tax adviser for specifics, of course.)

### **CPDUs**

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

### **Register NOW!!!**

As you can see, the IATE Fall Conference 2004 has more to offer than meets the eye. Whether you’re a teacher in training or you’ve been teaching for a year, a decade, or more, you will find yourself leaving this event with a renewed sense of professional purpose and a new level of excitement about what you and your students can accomplish together.

So don’t delay; take a few minutes to fill out the registration form in this newsletter and put it in the mail today. You won’t want to miss the IATE at Oak Brook in October. □



as rubrics, peer review, portfolios, and holistic scoring, presenters will explore ways of expediting the often time-consuming aspect of English: grading papers. Evaluation is viewed more as a function of one's planning than one's assessment.

Hinsdale A4 Ryan Aranoff and Dan Argenter, High School Adlai E. Stevenson High School  
**“MAUS-Hunt: Is the Cat Likely to Attack Again?”**

Using video documentaries, memoir excerpts, and a culminating iMovie project, this unit centers around *Maus*, a biographical tale of a father's experience in Auschwitz told through the medium of comic book storytelling, and accentuates to students the pressing need to understand the residual consequences of events in Nazi Germany.

LaGrange A5 Kierstin H. Thompson, Diana High School Kass, and Mary Ellen Podmokly, Downers Grove South High School

**“Integrating Reading Strategy Lessons and Literature Instruction”**

Reading experts suggest that understanding the habits of good readers will help less skilled readers, but how can English teachers cope with teaching reading and writing strategies and still teach literature? This session will offer lesson plans and methods for achieving reading instruction goals without abandoning the literature curriculum.

Lombard A6 Becky Phillips and Joyce High School Kumtinger, Illinois State Board of Education

**“What's New... From the ISBE to You?”**

In the midst of political turmoil, the ISBE has continued to work on professional development rubrics for teachers, as well as standards, rubrics, and other materials for your students. Come hear about our work and let us answer your questions.

Salon G A7 Erin Hynes, Normal West High High School School

**“Using Cartoons in the Classroom”**

This presentation will demonstrate how to use various cartoons to enhance student learning. Lessons include comparing characters in *Lord of the Flies* to those in Charles Shultz's *Peanuts*, analyzing editorial cartoons in conjunction with satire and Mark Twain, creating

gender issues cartoons to analyze stereotypes in Shakespeare, and more.

Wheaton A8 Illinois State Writing Project General

**“Writing Activities for Your Classroom”**

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

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

Elmhurst WA9 Paul Reiff and Carrie Rosenfeld, High School Vernon Hills High School

**“Yes They Can! Literary Theory in the High School Classroom”**

In this interactive session, the facilitators will offer an overview of various literary theories as well as practical, classroom-tested strategies that empower students to perceive texts through various lenses from myriad perspectives, exposing layers of significance and enabling them to discern the power of texts to shape the world in which we live.

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

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

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

Dr. Patricia Dunn, author of two books and several articles designed to help English/language arts teachers recognize and address a wide variety of student learning styles, will give the Keynote Address for the 2004 IATE Fall Conference. IATE President Mary Lou Flemal will conduct the Annual Business Meeting.



Patricia Dunn

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

Salon E B1 Jennifer Arias, Adlai E.  
High School Stevenson High School  
**“Beyond the Multicultural Unit: Promoting Diversity in Our Curriculum”**

How can we promote diversity without reducing it to a separate unit of study? This session will offer an approach that addresses diversity issues through a lens of critical study rather than a “flavor of the month” approach. Works of current influential voices such as An Na, Gail Tsukiyama, Jhumpa Lahiri, and Sherman Alexie will be featured.

Salon F B2 Linda Giovanetto, Tremont  
High School High School  
**“Meeting the Needs of Gifted Students in the Multiability Classroom”**

This session will explore differentiation by content, process, and product as a strategy for addressing the readiness and learning styles of all learners, emphasizing the needs of gifted students in the multiability classroom.

Salon G B3 Janice Neuleib, Illinois State  
General University  
**“Writing with the Wolves”**

Using Estes’s *Women Who Run with the Wolves* as an example, this session demonstrates classroom practices for using folktales as writing prompts.

Hinsdale B4 Paula Ressler and Becca Chase,  
High School/College Illinois State University; Alison  
Nelson, Peoria High School

**“Preparing Preservice Teachers for an Urban Environment: A Partnership”**

New developments in our urban school/university partnership include support from the district administration, issues in urban teaching, professional development and orientation for cooperating teachers, and transformation of the teacher education program to support urban teaching. Presenters will show videos of case studies created by secondary students about cross-cultural communication.

LaGrange B5 Sandi Flanders and Karen  
High School Pierros, Neuqua Valley High  
School

**“And They Read Happily Ever After: Practical Reading Strategies That Work with Your Curriculum”**

Are you looking for reading strategies you can use in your high school English classroom? Are you tired of kids relying on Cliff or Sparky? From literature circles to vocabulary to comprehension, we’ll demonstrate strategies that will work easily with your current curriculum and help all of your students be successful with their reading.

Lombard B6 Daniel Mancoff, Riverside  
High School Brookfield High School  
**“Online *Othello*: Teaching a Classic in the 21<sup>st</sup> Century”**

See how an online bulletin board was used in the teaching of Shakespeare’s *Othello*. This strategy for technology integration is free, simple to set up, and can be used with virtually any literature-based unit. Help your students carry learning outside the classroom walls.

Westchester B7 Kathy Clesson and Suzi Thetard,  
High School University High School; Bev  
Hart, Flanagan High School

**“Cin-E-Poetry and More”**

Looking for something to engage second-semester seniors or inspire wannabe movie directors? Look no further: video poetry and mini-documentaries are exciting ways to combine music, art, still images, and full-motion video. This session will showcase lots of student projects and offer assessment tools as well.

Wheaton B8 Illinois State Writing Project  
General

**“Writing Activities for Your Classroom”**

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

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

The annual luncheon will feature the presentation of Honorary Awards. Fern Chapman, 2004 Illinois Author of the Year, will speak and sign copies of her work.

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

Salon E C1 Marci Albrecht and Debby Kray,  
High School Palatine High School

**“Enabling Teachers to Enable All Learners: The National Board Certification Process”**



Neurauter, Westmont High School

**“Strategies for Success in the Early Years of Teaching”**

New teachers will be faced with many challenges as they work to reach and teach all students. Let us share our experiences with you, as together we explore strategies for success. Your ideas and questions are welcome and will add value to our session.

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

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

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

Salon E D1 Glenn Spitler and Paulette Hydzik, Downers Grove South High School

**“Walking the Line: Integrating American Art and Literature”**

During this interactive session, participants will engage in a dialogue about the benefits of using American art in the study of American literature. Teachers will discuss how to integrate the works of major American artists in the exploration of frequently studied works of American literature such as *The Adventures of Huckleberry Finn*.

Salon F D2 Stanley Gordon West, Author 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, newspapers—to grab them and draw them into the lesson at hand. Each participant will receive one of the author’s novels.

Salon G D3 Ken Holmes, Webster University High School

**“Teaching Global, Local, and Structural Revision through a Kinesthetic/Tactile Activity”**

The presenter will offer a “hands-on” activity using both the short story and the novel, *Flowers for Algernon*. By physically manipulating text, students will see the for-

mulation processes of global, local, and structural revision.

Hinsdale D4 Diane Wessel, Nancy Djongi, High School and Patricia Lasiz, Proviso West High School

**“Reading Rocks”**

This presentation is about the effective use of reading strategies to improve comprehension and engage students at all ability and grade levels in high school. Teachers will share their experiences using reading strategies in the study of literature with at-risk and honors-level freshmen as well as upperclassmen who are struggling and those enrolled in AP classes.

LaGrange D5 John Coppess, Bloomington High School High School

**“Creating Lifelong Readers—Really!”**

How many pages of fiction do your students really read each year? This presenter uses an adaptation of Nancie Atwell’s Reading Workshop and Peter Elbow’s Voice Model to create a classroom atmosphere where students truly become lifelong readers. Reading novels of their own choosing, students have averaged 4,800 pages per student per year over the past thirteen years.

Westchester D6 John O’Connor, Poet/Musician/Author High School

**“Music to Their Ears: Music Makes Poetry Come to Life”**

John O’Connor’s Saturday luncheon presentation at the 2003 Conference was such a hit that we asked him to come back and talk about his work and his book—new from NCTE this fall.

Wheaton D7 Illinois State Writing Project General

**“Writing Activities for Your Classroom”**

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

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

Lombard WD6 Larry R. Johannessen, Northern Middle School/High School Illinois University; Thomas M. McCann, Community High School

**Student and Beginning Teachers’ Seminar**

Thomas McCann of Community High School, West Chicago, and Larry Johannessen 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.

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

Various Locations IATE District Leaders  
Information about district meeting locations will be available at the Conference Registration area. Take this opportunity to meet and network with your district leader and other colleagues from your area.

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

Meet and mingle. Here’s an opportunity to meet informally with colleagues from across the state. Make new friends or catch up with old ones; talk to the members of the IATE Executive Board, letting us know your needs; establish professional connections, but most of all—*relax!*

**6:30 p.m.–8:30 p.m. Annual Banquet and Evening Entertainment (Salon BCD)**

A gala event of good food and good friends. Don’t miss it!

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

This reception will honor outgoing president Mary Lou Flegal and welcome new president Teri Knight. Form a team to play one of the most challenging trivia contests around!

**Saturday, October 16**

**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 Danielle Mall and Monica Cornille, Adlai E. Stevenson High School

**“Teen Issues and 21<sup>st</sup> Century Learners: The Link between the Library and the Classroom”**

A school librarian and an English teacher will demonstrate how to enrich classroom literature units through library research. The focus will be on teen issues and the latest technology available to libraries. A research unit plan and booklists will be provided.

Salon G E3 Heather Romanoff, James B. High School Conant High School

**“Children of the Holocaust: The Butterfly Project”**

The Butterfly Project can be easily integrated into different levels or literature units, providing an emotional connection with the Holocaust experience. Students periodically receive information about a child whose fate in the Holocaust they track over the course of a unit, integrating poetry, art, creative writing, and, above all, empathy.

LaGrange E5 Beth Sallman and Toni Gzehoviak, High School Adlai E. Stevenson High School

**“Teaching Students to Develop a Conversational Reading Voice”**

Instead of choosing easier texts to read, we teach reading skills through difficult ones. In our workshop, we will present lessons inspired by Chris Tovani’s work that can be adapted to any text. Using scaffolding techniques, we begin teaching reading skills with photographs, music, and film. We then transfer these skills to the reading of short fiction and, finally, a novel, in which students learn to maintain their “conversational” reading voices.

Lombard E6 Jennifer Lucchese and Ann High School Cocks, Highland Park High School

**“A Model for All Students: Crafting an Effective Independent Study Course”**

For a course entitled “Immigrant Voices in Literature,” offered to remedial through AP students, students explore Latino immigration and use this as a model for their own research in the second semester. Students choose their own immigrant group and craft a research plan, reading lists, and projects that meet their individual needs and interests.

Wheaton E8 Chicago Area Writing Project General

**“Writing Activities for Your Classroom”**

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

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

Salon F WE2 Thomas M. McCann, Community Middle School/ High School; Elizabeth Kahn, James B. Conant High School; Larry R. Johannessen, Northern Illinois University; Joseph M. Flanagan, York Community High School

**“Authentic Discussion: A Link to High Achievement”**

In this interactive workshop, four panelists will demonstrate strategies for inviting and facilitating authentic discussion in the English language arts classroom. They will illustrate how engagement in authentic discussion helps students develop the knowledge and skills necessary to deal with challenging texts and complex writing assignments.

Elmhurst WE9 Jim Meyer, Carlos Manuel, and Susan Bloome Spangler, Illinois State University; Angie Rynearson, Tremont Grade School

**“Words, Words, Words: New Insights on Vocabulary Development”**

Vocabulary development has traditionally been tied to reading comprehension rather than to language or to writing. We report on a project that examined vocabulary development from the viewpoints of cognitive linguistics and of writing. We will explore classroom applications for K–12, with a special focus on grades 5–8.

Hinsdale WE4 Kathy Clesson, Diane Walker, Shyla Anderson, and Suzi Thetard, University High School.

**“Students Teaching Students: Cross-Age Teaching and Learning That Works”**

Presenters will showcase a range of successful units that tap expertise from one group of students to energize instruction of peers. Examples include a “Tolerance Unit,” a “Harlem Renaissance Unit,” a joint final project for Oral Comm. and Creative Writing, and more.

Westchester WE7 Miriam Fisch, Jason Block, and Doug Koski, Adlai E. Stevenson High School

**“New Literacies for a Media-Saturated World”**

This presentation will showcase strategies for using

teaching print and nonprint texts to teach the media literacy skills basic to a fully developed language-arts curriculum. Each speaker will present a brief lesson to demonstrate how teachers can focus student attention on media texts to develop viewing, reading, writing, and critical thinking skills.

**9:40 a.m.–10:40 a.m. Featured Speaker (Lombard Room)**

Dr. Bob Broad, author of *What We Really Value: Beyond Rubrics in the Assessment of Writing*, will address issues of writing assessment in our state. Where are we now, and where do we go from here?



Bob Broad

**10:45 a.m.–11:45 a.m. President’s Brunch**

**12:00 p.m.–1:00 p.m. Breakout Session F**

Salon E F1 Christine Albright, Maine General South High School

**“Mentoring Matters”**

Colleagues supporting and energizing colleagues creates a school destined for success. Explore the latest research and the best practices related to professional mentoring. Learn about the top recommendations for creating a solid mentoring program. All educators—preservice through veteran—will gain insight into ways to empower each other and improve their schools.

Salon F F2 Karen Coats, Illinois State High School University

**“Literature on the Edge”**

Classic classroom texts for adolescents often reinforce a closed-universe view in which there is a clear moral. This presentation will look at more recent texts that take a different, more open-ended stances toward difficult topics such as bullying, sex, racism, diversity, and capitalism.

Westchester F3 Michelle Lowrance Beck, Effingham High School

**“Assessment: Relinquishing Power through Student Participation”**

Relinquishing control of assessment procedures can be a painful thought, but students need to have the experience of determining criteria for grading in order to increase their understanding of the assignment and to give them ownership of the project. Two projects from different grade levels will be used as examples.

Hinsdale F4 Marc Helgeson  
High School

**“The Debate: A Persuasive Writing Unit”**

Student teaching offered this presenter an opportunity to design and implement a unit that integrates persuasive writing and oral communication skills, including collaboration and teamwork. The culminating activity of the persuasive writing unit is a debate in which students get to showcase their progress and their ideas in a fun-filled setting.

LaGrange F5 Jeff Kargol and Judy Minor,  
High School Community High School  
District #94

**“The Exploration of ‘Morals’ through Literature”**

Two secondary teachers share applications of Kohlberg’s Theory of Moral Development via various literary texts, including *To Kill a Mockingbird*. The team will offer details of how instructional strategies such as frontloading, scaffolding, and gallery applications are used. Participants will brainstorm ideas for their own teaching.

Lombard F6 Jeff Burd, Genevieve Sherman  
High School de Cabrera, and Deborah Will,  
Zion-Benton Township 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, revitalizing research units into quality experiences that feature coteaching techniques and high levels of student success.

Wheaton F8 Chicago Area Writing Project  
General

**“Writing Activities for Your Classroom”**

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

**12:00 p.m.–1:30 p.m. Workshop Session V**

Elmhurst WF9 Norma N. Boyer and Angelo  
Middle School/ Bonadonna, St. Xavier  
High School/ University; Kimberly Puchalski,  
College DePaul University; Jennifer  
Yarmoska, Melissa Fogarty, and  
Carol Medrano, St. Christopher  
School

**“Living the Digital Life: Webfolios, Blogs, and Creative Classroom Computing”**

What do students and teachers need to enter into and enjoy the “digital life”? The presenters will describe and demonstrate how Webfolios, blogs, and creative uses of computers in teaching can be used to invite, cajole, and coerce middle school, high school, and college students into the digital lifestyle and provide them with a “gallery” to record and display their thinking and growth over time.

Salon F WF7 Susan Bloome Spangler,  
High School/College Illinois State University

**“Including the ‘Other’: Privilege and Writing”**

Peggy MacIntosh’s article, “White Privilege and Male Privilege” (available online) prompts my students and me to think about the ways our unique privileges affect our writing. I will lead workshop participants through activities and discussion to consider their own privileges and their impact on ethical and pathetic considerations in written discourse.

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

Salon E G1 Pat Matysik, Belleville West  
High School/General High School

**“First-Year Department Chair: The Good, the Bad, and the Budget”**

Ever wonder what a department chair does all day? Why is she never in her office? What secrets does she discuss behind closed doors? What does she do with all those department funds? Would you want to be in her shoes? Find out the answers to these and other questions from the perspective of a first-year chair.

Salon F G2 Herman Albers and Ted  
High School Batteau, Coulterville High  
School

**“An Interdisciplinary Look ‘Back to the Future’ of Randolph County”**

The presenters will describe a unit that joins English and social studies classes in an examination of the forces that shaped their Illinois county from 1690 to the present. Students then engage in informed speculation about the future of the county and offer suggestions to the county Board of Commissioners.

Salon G            G3        Edwina Jordan and Amy  
High School/General    Shipley, Illinois Central College  
**“From Living in Harmony to a Dysfunctional Society: The Voices of Two Writers from Africa”**

The literary voices of two African writers, Chinua Achebe and Mariama Ba, portray the colonial view and the postcolonial view of their homeland. Both writers link their cultural roots to their land of global intrigue and offer insights into their ethnic cultures. What are teachers teaching? What are the key themes? Are cultural studies relevant?

Hinsdale            G4        Sibyl Krucoff, Hinsdale Central  
High School                    High School; HHS Students  
**“A Winning Research Trifecta: Partners, Publisher, and Perseverance”**

Like racehorses in the gate, students were skittish but excited at the start of this unit. They soon hit their strides, however, and although the backstretch required a determined final push, each crossed the finish line smiling broadly. The final product was a professional-looking booklet modeled after *CQ Researcher*.

LaGrange            G5        Nicole K. Hoog, Maine South  
General                            High School  
**“Crafting Collaboration: Learning Stations and Other Interactive Activities”**

Learn how to engage students and foster learning through fun and interactive classroom activities that utilize multiple intelligences and encourage cooperation. Learning stations and other collaborative techniques allow students to discuss literature, apply literary terms, understand vocabulary, and learn grammar in unique, entertaining, and pedagogically sound ways.

Lombard            G6        Jan Bujan and Annette DeAngelis,  
High School                    Hinsdale Central High School  
**“Inviting All Students into a *Boy’s Life* by Robert McCammon”**

Robert McCammon’s *Boy’s Life* presents instructional challenges for regular level freshmen. A team-teaching approach between a classroom teacher and a special edu-

cation teacher makes the book accessible to all students. Strategies include prereading, vocabulary, comprehension, and thematic analysis. Ready-made lessons provide modifications and adaptations for students with special learning needs in inclusive environments.

Wheaton            G8        Chicago Area Writing Project  
General  
**“Writing Activities for Your Classroom”**

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

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

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## ANNOUNCEMENTS

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### **Proposed changes to the IATE Constitution and Bylaws**

In response to concerns over attendance at Executive Council meetings, the Constitution Committee of the IATE recommends that the Constitution include language to address this issue.

Please find below proposed language changes to the IATE Constitution. The proposed changes are indicated by italicized and underlined text.

These proposed changes were approved by the Executive Council at its April 17, 2004, meeting and will be voted upon by the membership at the business meeting of the fall convention. (See the conference program in this issue of the *IATE Newsletter* for time and location of the business meeting.)

#### **Article III, section 9, Current**

District Leaders and chairs of Standing Committees should each appoint an alternate with full rights and responsibilities to represent them when they are unable to attend the fall or spring meetings of the Executive Council.

#### **Proposed**

District Leaders and chairs of Standing Committees should each appoint an alternate with full rights and responsibilities to represent them when they are unable

to attend the fall or spring meetings of the Executive Council. In the event a District Leader or chair of a Standing Committee is unable to attend or have an alternate or co-leader attend Executive Council meetings, he or she should send a written report.

#### **Article VII, section 3 of the Bylaws, Current**

Tenure of the District Leaders is contingent upon effective performance of duties and upon regular attendance at the annual fall conference and at the annual spring meeting of the Executive Council.

#### **Proposed**

Tenure of the District Leaders is contingent upon effective performance of duties and upon regular attendance at the annual fall conference and at the annual spring meeting of the Executive Council. When a District Leader fails to be present or send an alternate and fails to provide a written report at two (2) consecutive Executive Council meetings (fall and spring), the President shall have the authority, with the approval of the Executive Council, to appoint a new District Leader.

#### **Article IX, section 1 of the Bylaws, Current**

The chairs and members of all standing committees, except the Advisory Cabinet and the Program Committee, shall be appointed by the President with the approval of the Executive Council. Chairs will serve for a period of three years, and may be reappointed for no more than one additional three-year term at the discretion of the President and Executive Council. Chairs will appoint alternates from their committees with full rights and responsibilities to represent them when they are unable to attend the fall or spring meetings of the Executive Council.

#### **Proposed**

The chairs and members of all standing committees, except the Advisory Cabinet and the Program Committee, shall be appointed by the President with the approval of the Executive Council. Chairs will serve for a period of three years and may be reappointed for no more than one additional three-year term at the discretion of the President and Executive Council. Chairs will appoint alternates from their committees with full rights and responsibilities to represent them when they are unable to attend the fall or spring meetings of the Executive Council. In the event a chair of a Standing Committee is unable to attend or have an alternate attend Executive Council meetings, he or she should send a written report. When a Committee fails to have someone present and fails to provide a written report at two (2) consecu-

tive Executive Council meetings (fall and spring), the President shall have the authority, with the approval of the Executive Council, to appoint a new Chairperson.

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### **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 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:

- enrollment forms (preservice and first-year teachers may enroll for free)
- a recent issue of *Illinois English Bulletin*
- the *IATE Newsletter*
- the brochure “What IATE Can Do for You”
- information about the organization from the Web site
- a free IATE tote bag (you’ll be the envy of all you meet)

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.

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### **Proposed Slate of IATE Officers for 2004–2005**

Past President Barb Fuson proposes the following slate of IATE officers for 2004–2005. 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 15, 2004.

President: Teri Knight  
First Vice President: Claire Lamonica  
Second Vice President: Larry Johannessen  
Secretary: Richard Pommier  
Treasurer: Herb Ramlose

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### Speaker's Bureau

IATE is developing a Speaker's Bureau to identify people who are willing to speak to schools and IATE districts about professional issues. Our list of speakers will be published on our IATE Web site (<http://www.iateonline.org>). If you would like to be part of our Speaker's Bureau, please contact Pat Burckhalter, District Leader Coordinator, at [PatB1123@yahoo.com](mailto:PatB1123@yahoo.com).

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### District Leaders

District Leaders are a vital part of our organization at the local level. District Leaders organize district meetings, help to energize local membership, heighten awareness of IATE's professional resources and activities, and promote a sense of IATE's organizational identity. If you are interested in becoming an active member of your state professional organization, please e-mail District Leader Coordinator Patricia Burckhalter at [PatB1123@yahoo.com](mailto:PatB1123@yahoo.com).

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### IATE 2004 Conference

Please mark your calendar right away: The IATE Fall 2004 Conference will take place on October 15 and 16 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.

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### Future Conference Information

Please mark your calendar for these future IATE Fall Conferences:

- October 14–15, 2005: Holiday Inn Select, Decatur
- October 13–14, 2006: Pere Marquette, Peoria
- October 12–13, 2007: Pere Marquette, Peoria
- October 16–18, 2008: Marriott, Oak Brook

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### 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, 2004. Applications must be mailed to Janice Neuleib, Executive Secretary of IATE, and will be accepted no later than September 15, 2004. The specific goals, procedures, 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.

#### PROCEDURES:

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 2004) when the award will be given, and assist the winner in making arrangements to attend the conference. When at all possible, 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.

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*Announcements continued on page 21*

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**IATE CONFERENCE 2004**  
**Enabling English: Language Arts for All Learners**

Illinois Association of Teachers of English  
 October 15–16, 2004  
 Marriott Hotel, Oak Brook, Illinois

**REGISTRATION FORM**

Name \_\_\_\_\_ School \_\_\_\_\_  
 School Address \_\_\_\_\_ City \_\_\_\_\_  
 County \_\_\_\_\_ Zip \_\_\_\_\_ IATE District \_\_\_\_\_  
 Circle Level:      Elementary      Jr. High/Middle School      High School      College/University  
 Home Address \_\_\_\_\_ City \_\_\_\_\_  
 Zip Code \_\_\_\_\_ Preferred E-mail \_\_\_\_\_  
 Home Phone \_\_\_\_\_ Address for IATE mailings (circle one)    HOME    SCHOOL

**REGISTRATION OPTIONS**

<p><b>Student Registration</b></p> <p><input type="checkbox"/> Saturday Only (no meals)      FREE</p> <p><input type="checkbox"/> Friday &amp; Saturday (no meals)      FREE</p> <p><input type="checkbox"/> IATE membership (new)      FREE            (Check here if not already a member.)</p> <p>Please add these meals:</p> <p><input type="checkbox"/> Friday luncheon (reduced rate)      \$20.00</p> <p><input type="checkbox"/> Friday banquet/entertainment      \$50.00</p> <p><input type="checkbox"/> Saturday brunch      \$25.00</p> <p style="text-align: right;">Amount Enclosed _____            (Make check payable to IATE.)</p>	<p><b>First-Year Teacher Registration</b></p> <p><input type="checkbox"/> Saturday Only (brunch included)      \$35.00</p> <p><input type="checkbox"/> Friday &amp; Saturday      \$85.00            (Friday dinner/entertainment &amp;            Saturday brunch included)</p> <p><input type="checkbox"/> IATE membership (new)      FREE            (Check here if not already a member.)</p> <p>Please add:</p> <p><input type="checkbox"/> Friday luncheon      \$35.00</p> <p><input type="checkbox"/> Donation to 2005 student lunch fund \$ _____</p> <p style="text-align: right;">Amount Enclosed _____            (Make check payable to IATE.)</p>
<p><b>IATE Member Registration</b></p> <p><input type="checkbox"/> Saturday Only (brunch included)      \$40.00</p> <p><input type="checkbox"/> Friday &amp; Saturday      \$90.00            (Friday dinner/entertainment &amp;            Saturday brunch included)</p> <p><input type="checkbox"/> IATE Membership Renewal      \$ _____            (Regular=\$20.00; Patron=\$25.00; Retired=\$3.00)</p> <p>Please add:</p> <p><input type="checkbox"/> Friday luncheon      \$35.00</p> <p><input type="checkbox"/> Donation to 2005 student lunch fund \$ _____</p> <p style="text-align: right;">Amount Enclosed _____            (Make check payable to IATE.)</p>	<p><b>Non-Member Registration</b></p> <p><input type="checkbox"/> Saturday Only (brunch included)      \$60.00</p> <p><input type="checkbox"/> Friday &amp; Saturday      \$110.00            (Friday dinner/entertainment &amp;            Saturday brunch included)</p> <p>Please add:</p> <p><input type="checkbox"/> Friday luncheon      \$ 35.00</p> <p><input type="checkbox"/> Donation to 2005 student lunch fund \$ _____</p> <p style="text-align: right;">Amount Enclosed _____            (Make check payable to IATE.)</p>
<p>_____ Please check here if you prefer vegetarian meals.</p>	

**Registration News & Notes:**

- Registration forms are due by **October 4, 2004**. Send this form and your check payable to IATE to: IATE, Campus Box 4240 English, ISU, Normal, IL 61790-4240. Questions? Phone: (309) 438-3957.
- There will be an **additional \$10.00 charge** for on-site registration.
- We are unable to refund registration fees after **October 4, 2004**. Before that date, there will be a \$25.00 service charge for registration refunds.
- **Reserve your room** by calling the Oak Brook Marriott hotel at (630) 573-8555 on or before by October 4, 2004. Be sure to indicate that you are part of the IATE Conference so you receive the conference rate—and so IATE saves on conference costs.

*Announcements continued from page 17* —————

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 nonwhite minority, a person of color.

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### **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 Committee, 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, 2004. Members of the IATE Research Committee anticipate that recipients of the Paul Jacobs Award will share their completed research at an IATE Fall Conference or through publication in the *Illinois English Bulletin*.

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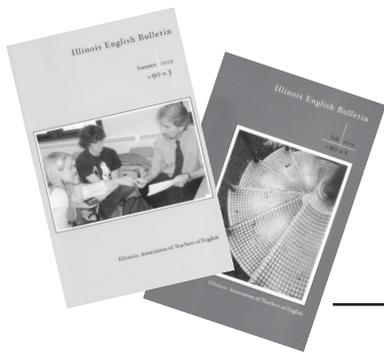
## **CALL FOR PAPERS**

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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 2005 newsletter is November 1, 2004. Please send submissions via e-mail to Bob Broad at: bob.broad@ilstu.edu

# iate online. org

## See what's on the IATE Web site:



- The *IATE Newsletters* \_\_\_\_\_
- Guest Sites, such as the 2004 NEH Summer Institute
- The New Teacher/Instructor Program Information
- IATE Membership Information
- Additional Areas of Interest Include:
  - Locating your district and identifying your district leader
  - A listing of current committees and chairs
  - Guidelines for submitting to the *Illinois English Bulletin*
  - A directory of professional organizations and resources
  - A directory of English programs in Illinois colleges

## 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 Frieburg, 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); [jneuleib@ilstu.edu](mailto:jneuleib@ilstu.edu)

# First-Year Teacher Free Membership

## Attention: First-Year English Teachers

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

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

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

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

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

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

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

City: \_\_\_\_\_ Zip: \_\_\_\_\_ Home phone: (\_\_\_\_) \_\_\_\_\_

Mailing preference: Home \_\_\_\_\_ School \_\_\_\_\_

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Illinois Association of Teachers of English

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

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