

# iate

Illinois Association of Teachers of English

## NEWSLETTER

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### CONFERENCE WRAP-UP 2005: WINNING HEARTS AND MINDS IN THE ENGLISH/LANGUAGE ARTS CLASSROOM

LARRY R. JOHANNESSEN

After the IATE annual Conference in Decatur ended last fall, I read the evaluations and was pleased to learn that most attendees felt the hotel facilities were pleasant and the hotel staff was very attentive to our needs. Best of all, most people thought the featured speakers and sessions were very good. In the days and weeks after the conference, I received numerous E-mails, phone calls, and letters from other attendees who wanted me to know how much they enjoyed themselves.

The conference began with a keynote address by Robert Probst, renowned reader-response theorist and currently a research fellow at the Center for Urban



*Keynote speaker Robert Probst told conference-goers, "If we don't teach kids to read texts responsibly...democracy is in jeopardy."*

Education and Innovation at Florida International University. George Shea and Ken Holmes gave a delightful introduction of Dr. Probst that was a cross between an Abbot and Costello routine and a tribute to one the true luminaries in our profession. Probst entertained and informed the audience with stories about how real readers read and the challenges that English/Language Arts teachers must face as they try to teach literature. After the conference,

I received an E-mail from Probst, saying he enjoyed the conference and was very impressed with the Illinois

————— Conference Wrap-Up *continued on page 4*

## PRESIDENT'S MESSAGE

CLAIRE C. LAMONICA

I call it my "conference buzz." It's the "high" I get from attending professional conferences. These opportunities to exchange ideas with colleagues, to laugh with friends, to mentor less experienced teachers and be mentored by more experienced ones, to discuss issues with policy-makers, to meet the authors of books I admire...these are the opportunities that keep me going

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

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and keep me growing as a teacher. I never know when some tidbit of information I pick up at a conference will turn out to be just the piece I needed to make sense of some intricate puzzle of curriculum design, instructional planning, or assessment policies and procedures.

Ironically, just at the time when No Child Left Behind is reminding us that every student deserves highly qualified teachers and the State of Illinois is requiring every teacher to engage in a well-documented program of ongoing professional development, some school districts are responding to budgetary constraints by cutting back on funding for professional travel and others are strictly limiting the number of days teachers can be out of the building for professional reasons, limiting the number of teachers who can be out of the building on any given day, or offering pay incentives to teachers who *don't* use their personal days—even if they're willing to use them for professional purposes.

Clearly, if professional organizations like IATE are going to continue to meet the needs of *all* members, we can't rely solely on our annual conferences to provide opportunities for professional growth and collegiality. The National Council of Teachers of English has recog-

nized this and responded by establishing a strong Web presence, implementing mentoring programs, facilitating teacher research, providing links to professional listservs, publishing high quality periodicals in both print and electronic media, and more.

IATE, too, has a history of providing professional support in a variety of ways. In recent years the organization has established its own Web site (have you visited <http://www.iateonline.org> lately?) and initiated a Speakers' Bureau to provide access to expertise within the state. We also have a listserv for board members and are establishing other listservs for IATE districts that request them. These initiatives are in addition to long-standing programs such as grants for teacher research, scholarships for teacher candidates from underrepresented groups, and, of course, the *Illinois English Bulletin* and the *IATE Newsletter*.

All this is a start, but it's not enough. As long as we have teachers leaving the profession at alarming rates (rates that are even higher and more alarming among new teachers), we must assume that we are not providing sufficient support for our most vulnerable colleagues. It's time for individual IATE districts to make their presence felt, and that means that individual IATE members are going to have to make the effort to get involved at the district level.

The truth is, there's just no substitute for the personal touch. Time and time again, I hear veteran IATE members testify to the difference a single colleague can make in a teacher's life by inviting him or her to attend an IATE event. Each of you can be that colleague. If you're an IATE district leader, look at your calendar and set a date for your next district get-together now. If you're an IATE member, don't wait for an invitation. Call or E-mail your district leader today to find out when the next district event is going to be held, ask if you can help with the planning, and then attend the event!

Most important, though, don't attend alone. Take a colleague, especially if that colleague is a new teacher. Don't listen when s/he tells you about the stack of drafts waiting for response, the pile of quizzes waiting for grades, the lessons to be planned, and the handouts to be written. Don't even listen to the voice in your own head saying you're in the same boat. You'll be amazed at the energy you can bring to those tasks when you've spent even an hour or two interacting with other professionals. It's the "conference buzz" without the conference. Get one soon! □

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## INTERVIEW WITH AN AUTHOR: REBECCA JOHNS, AUTHOR OF *ICEBERGS*

DONNA BLACKALL

In April 2006, Bloomsbury Publishing will release *Icebergs*, the first novel by Rebecca Johns. As an Antioch Community High School student, Rebecca was recognized as one of the “Best Illinois Poetry and Prose” writers in the *Illinois English Bulletin*. Rebecca has graciously consented to update IATE on her life and to provide some words of inspiration for students and teachers alike.

Q: When did you first start writing? Was there an author you emulated? A teacher who guided you?

A: I’ve been writing as long as I can remember. First, it was little poems and stories, often in the vein of the authors I admired. I was a big fan of the Little House series when I was younger. I read them over and over again. In eighth grade, Mrs. Loffredo at Lake Villa Intermediate School introduced me to *The Outsiders* and *Romeo and Juliet*, both of which influenced me quite a bit over the next few years. Then she let me choose my own book for a self-guided project; it was the first time I had ever been given a stake in my own education. I chose *Great Expectations*, and I devoured it. I felt really invested in literature in her class, more than ever before, and it was then that I completed my first attempt at a novel. It was the first time anyone took my desire to write really seriously.

At Antioch High School I had a number of excellent teachers of literature and writing, like Mike Gordy at the student newspaper, *Tom-Tom*, and John Whitehurst at the literary magazine, *Finesse*, both of whom are still there, or were the last time I checked. Those two teachers gave me my first taste of real responsibility as a writer and editor, and the skills I learned in their classrooms I still use today.

Q: IATE was among the first to recognize your talent as a writer by publishing you as a student in the Best Illinois Poetry and Prose issue of the *Illinois English Bulletin*. What are your recollections of this experience? What was the piece?

A: I was so excited to be included in the 1988 *Illinois English Bulletin*. The piece was a poem I’d written

when I was fifteen, called “Goodnight Saigon.” My father is a Vietnam vet (as well as a former specialized teacher at Waukegan High School) and I grew up hearing his stories about the war. I was no Emily Dickinson, but I had something I wanted to say at the time, and it was gratifying to think someone out there was listening. Considering that part of my novel concerns Vietnam, I suppose I haven’t quite run out of things to say about it yet.

I still have that issue of the *Bulletin*. There were some really amazing pieces in it.

Q: What was your “writer’s journey” from Libertyville to now? What was the significance of your time at the Iowa Writers’ Workshop?

A: I always knew I’d be a writer, and I’ve done most recognized forms of writing, including poetry, journalism, and essays. I studied journalism at the University of Missouri and worked in the magazine business in New York for a while as a writer and editor. But I’m not a great reporter. I don’t enjoy interviewing, and that’s the most important part of the job. The stories I really wanted to tell, and the truths I really wanted to get at, were in fiction.

The Iowa Writers’ Workshop was a hugely important experience for me, but it almost didn’t happen. I wanted to get my MFA so I could teach, but after I’d applied to another program and been accepted, I decided to apply to Iowa because I’d always heard great things about it, and because my idol, Marilynne Robinson, was teaching there. I was sure they wouldn’t let me in. My husband was so sure they wouldn’t let me in he agreed to move to Iowa if I got accepted, no questions asked. You should have seen his face when I got the phone call. But we both love Iowa now and have no plans to leave anytime soon.

In the Writers’ Workshop I had a chance to learn and listen from excellent teachers and writers, all of whom influenced me in one way or another. Ethan Canin was a great mentor and friend, and I wrote the very first words of *Icebergs* in his workshop. Elizabeth McCracken helped and inspired me with an early draft. They say writing can’t be taught, but there are aspects of craft that writers can hone. Most valuable, though, is the chance to get direct feedback from people reading your work, from other students

———— Interview with an Author *continued on page 5*

Conference Wrap-Up *continued from page 1*

English teachers he met at the conference.

Our fall conference was to feature Illinois Author of the Year Dave Eggers, but his first child was born just as he was about to leave San Francisco for Illinois. So, unfortunately, Dave was not able to make it to Decatur to receive his award. However, at the Friday luncheon, Dave's former high school English teacher was in the audience, and he graciously accepted the award for him. Then, a number of IATE members read excerpts from Eggers's works. As a result, the audience got to experience a variety of dramatic readings from some of the author's best works.

Conference attendees enjoyed workshops and breakout sessions in the morning and afternoon. Some sessions, such as Tim Pappageorge's on getting students to ask questions of texts, were so full that there was standing room only. Our afternoon featured speaker, Kent Williamson, executive director, National Council of Teachers of English, conducted an inspiring workshop on how NCTE and affiliate organizations like IATE might work together to serve the profession and support English teachers. In the late afternoon, attendees selected from additional workshops and breakout sessions. As usual, IATE's innovative "Student and Beginning Teachers' Seminar" was well attended and provided a forum for novice teachers to discuss openly issues and problems and get help from experienced professionals and other new teachers.



*Future teachers Dawn Chorney, Carrie Skelnik, Emily Johnston, and Carrie Janda (left to right) enjoyed their first professional conference.*

Those who attended the Friday evening social hour experienced quite a treat with the surprise arrival of a special guest, Mr. Mark Twain. Twain claimed to one and all that news of his early demise was highly exaggerated. He circulated and talked with many of those

in attendance. After the Friday dinner banquet, Mark Twain, portrayed by Warren Brown, entertained an enthusiastic audience with his "Catch the Twain!" program that included stories, tales, and humor from the author's life. Brown concluded his program by giving everyone in attendance a DVD of *Catch the Twain!* suitable for classroom use. Friday evening ended with an intense ten-round team trivia game and some late night stories and conversation in the hotel bar with Mark Twain.

On Saturday morning attendees had a wide choice of exciting workshops and breakout sessions to select from, including sessions by two newcomers, Michelle Duffy, a preservice teacher from Northern Illinois University, and Marc Furigay, a new teacher from the Noble Street Charter High School in Chicago. Michelle talked about using Filipino folklore to enhance cultural understanding and Marc talked about using popular music to engage students with classical literature.

Dr. Hilve Firek from Roosevelt University addressed a large group of Saturday morning attendees. Firek discussed how to use technology to win the hearts and minds of our students. She showed us a student-made film of *Macbeth* with a *Star Wars* touch and other technology-based projects. She explained that, "whether we like it or not, today's students are wired," as she showed us a variety of ways to use technology to enhance learning in our own classrooms.



*Hilve Firek, author of Ten Ways to Use Technology in the English Classroom, shares some tips.*

Book exhibits, inspiring sessions, as well as featured and keynote speakers contributed to a lively collegial atmosphere. Lake-Cook Distributors generously provided breakfast and refreshments on Friday and Saturday, and Prentice Hall provided appetizers and beverages for the President's recep-



*Conference chair, Larry R. Johannessen (center) relaxes with Northwest Suburban District leader Elizabeth Kahn (left) and next year's conference chair, Jean Black (right).*

tion and trivia contest.

Thank you to all who made this event a success: presenters, chairs, recorders, volunteers at the registration booth, Debra Will and the folks at Zion-Benton High School and Brian Conant of University High School for the audio-visual equipment, and the very friendly and helpful staff at the Holiday Inn Select. One participant summed up the conference best when she thanked me and IATE for providing her with an opportunity to gather new ideas to use in her classroom, to make new friends, to relax and take a break from teaching, and to return to her classroom refreshed and ready for new teaching challenges.

See you all October 13–14, 2006, at the Hotel Pere Marquette in Peoria, Illinois. □

Interview with an Author *continued from page 3* —————

and writers. That's something you just can't get on your own.

Q: Tell me a little about the inspiration and creation of *Icebergs*.

A: My grandfather's plane crash provided the germ for the story. When his B-24 crashed in the woods in Labrador in the winter of 1944, he was thrown out of the wreck headfirst into a snowbank, with only his flying boots sticking out. He would have died if his friends hadn't been there to dig him out. It was that image that I started with, a man in a snowbank. I kept coming back to the idea that if things had gone just a little bit worse that day in Labrador, everything would have turned out differently. *Icebergs* shows the ripple effect an event like that can have on families, how it reverberates through time and through generations. It's comprised of three interrelated novella-length parts with different characters, different voices, telling their own sides of the story.

Q: Do you consider your writing to have a "midwestern voice?" How much has your environment molded your writing?

A: This is an interesting question for me, because I've lived all over the country at this point and find that it's in the Midwest where I still feel most

at home, and the Midwest that still inspires me. I include Canada in that, because the part of Canada I'm familiar with is midwestern in so many ways. I suppose outsiders think of midwesterners as plain-spoken people, uninterested in literature, but that's really a stereotype. Marilynne Robinson's *Gilead* is a midwestern book, and one of the most erudite pieces of literature ever written.

When I was growing up, Lake County was still fairly rural, and the towns I lived in were small towns where people had known each other most of their lives. But when I lived in New York City and Chicago, I found that the same thing was true there—that people tended to stay in the neighborhoods where they'd grown up, that they knew all the people in the neighborhood, that they had a shared history. In cities, it happens within neighborhoods, and sometimes those boundaries aren't readily apparent to outsiders. Really, though, I think the whole world is made up of small towns, no matter where you live.

Q: Do you write on a schedule—so many hours or words each day? Do you compose on a computer, or are you a pencil and paper author?

A: I try to write in the mornings, when I seem to think more clearly, and when I'm working on a first draft I give myself a word count every day—a thousand words a day, fifteen hundred words a day. This makes working on the computer a necessity, because I use the word count function to keep track. But the first few so-called "novels" I wrote when I was younger, I wrote out longhand in notebooks and typed on an old typewriter. The computer is a terrific invention to aid writers, though. It makes revision so much simpler.

Q: Who are your favorite authors to read for pleasure? Do you enjoy newspapers and magazines as well?

A: I read all the time. These days I'm finding that reading feels more like a job than the pleasurable activity it used to be, but there are still a number of writers who absolutely transport me with their writing and whom I parcel out carefully so I don't read them all too quickly. I adore Alice Munro and Gabriel García Márquez and Marilynne Robinson. William Maxwell's books are so beautiful I've had to read

————— Interview with an Author *continued on page 6*

Interview with an Author *continued from page 5* —————

them all twice. I also read the *New Yorker* and the *New York Times* regularly, and the *Chicago Tribune*. *Esquire* is another favorite magazine—it's always fascinating to see what the opposite sex is reading. I find men very interesting to write about, so I find them very interesting to read about, too.

At the moment I'm reading *A Confederacy of Dunces* and loving it. I have a huge stack of unread books in my house, because I love buying books and owning them. My project for 2006 is to get the stack read.

Q: What advice can you give to teachers of English/Language Arts on inspiring young writers?

A: I think most young writers inspire themselves through their reading. Henry James once wrote that writers are readers moved to emulation, so the more teachers give their students challenging books to read, the more inspired they will be. The books I remember the most clearly were the ones that were the most unusual or the most difficult. When I was a senior, Mr. Corrigan at Antioch High School had us read *Four Quartets*. It was tough, but when I finally "got" it, it felt like a real accomplishment for me. I had teachers in college who said they didn't teach those poems because students found them too difficult. But "difficult" is a good thing when it comes to students invested in literature.

Q: What would you like student writers to know about writing?

A: Frank Conroy, a favorite teacher of mine, once told me that writing is more about character than about talent. I think that's true. I don't believe in talent. I believe in hard work, in getting words on the page. I've known lots of talented writers, people whose work quite simply blew me away, but, who gave up at the first taste of adversity. It takes character to sit down and write every single day when the house needs to be cleaned and the bills need to be paid and the dinner needs to be made. It takes character to keep going when there are people out there who don't like your work or don't take it seriously. You should decide how much it matters to you, and if it does matter, then keep at it. That's what character means. □

## FROM THE CLASSROOM: HUMOR WRITING: UNDERSTANDING THE POSITIVE VALUE OF LAUGHTER IN THE CLASSROOM

PAUL SELINE

Teachers face times that try their souls: the chaos that is homecoming week or the cold and bleak days of January, times when teachers want to depart from routine, have a few laughs, lighten things up. Students like to laugh as much as we do and, when given a little guidance, they can write some hilarious stuff. So, if you need an endorphin boost without chocolate, exercise, or sex, a few days spent with humor writing in the classroom might just be the booster shot you're looking for.

Laughter in the classroom is a wonderful thing. Nagueyalti Warren expresses it: "Sometimes laughter erupts from deep volcanic soul space surprising solemn moments like blue crocuses in spring snow." As students try their hand at humor, they can gain practice with writing in a variety of genres, and you'll have a perfect opportunity to discuss with them both healthy and hurtful types of humor. High school freshmen are my target audience, but at the Illinois Writing Project, where I developed these lessons, middle school and elementary teachers said that the unit could easily be adapted to their grade levels.

As I begin my three or four day humor writing unit with my ninth graders in English I writing, I like to start by warming them up. You don't have to be a comedian to get students to laugh. A little research on the Internet and a few cartoons can do the trick. I tell my students a few of my favorite jokes, one of which is about Bill Gates. If you want a good one about him, you can go to <http://people.howstuffworks.com/laughter.htm/printable>. I also put up overhead transparencies with several of my favorite Gary Larson cartoons.

Then I give them the etymology of the word "sarcasm," which comes from the Greek word "sarkasmos," which means "to tear flesh like a dog." I talk to them about how this is such a hurtful form of humor because it requires a victim to mock or made fun of. You can Google "Yo mama jokes" to find some appropriate samples to share with students. Then I explain the difference between self-deprecating humor, which would begin "My mama is so \_\_\_\_" (you can fill in the blank) versus attack humor, which would begin "Yo mama is so \_\_\_\_." I tell students

that any humor that is at the expense of another student can't be tolerated in the classroom; it leads to hurt feelings or outright hostility. I call this the "Yo Mama" rule of classroom comedy.

This is a good time to have students do one of several learning log entries. I instruct students to write in their learning logs about humor. You might also put up a transparency with a variety of quotes about humor by funny people like Whoopi Goldberg or Mark Twain. They then should consider these questions: What makes something funny, and why do we need humor? Tell students to leave several lines blank after writing so that they can return to write more later. After they've had several minutes to write, you can have a good opening conversation about the importance of humor.

Once you've introduced the topic, it's time for students to try humor writing themselves. One of my favorite pieces to inspire writing is *How to Eat Like a Child (and Other Lessons in not Being a Grown-up)* by Delia Ephron. Of course you'll want to buy the book, but large chunks of it are on the Internet if you need a sample. Ask for student volunteers to read the how-to directions for eating such things as peas, mashed potatoes, and animal crackers. After they have fun reading these, put students into small groups and have them brainstorm other food items for which they could write how-to directions. I encourage students to branch out in their brainstorming, too. What other groups could they target for fun how-to directions? They may also turn the tables and brainstorm how to do things as a teacher or parent. A warning goes with this part of the lesson: Students might start laughing so hard while brainstorming that the teacher next door will wander over to see what all the laughter is about.

Once students have generated lists, they'll be anxious to share their ideas with the class. By the time the sharing session is over, everyone should have a wealth of ideas from which to pick for writing some of his or her own how-to directions. Before writing, you may want to spend a minute or two reviewing tips for writing clear, step-by-step directions with great verbs in the imperative case. Then they will be off, writing original pieces of humor, and anxious to share their results.

This same lesson sequence works for any genre. I like to teach students business letter format by using Ted L. Nancy's hilarious correspondence from *Letters from a Nut*. If you want to have students practice writing original scripts, you can't do better than *A Conversation with My Dog* by Merrill Markoe in *What's So Funny*.

Students will write whacky conversations with their lockers, their shoes, or their bathroom mirrors.

After your students have had a chance to experiment with humor in one or more of these genres, you can instruct them to reflect again in their learning logs and then share their thoughts. I've discovered that, if given quiet reflection time, they have insightful comments about humor.

This unit has helped me see that it's healthy to laugh with students, and the laughter is loudest when students are given a chance to be funny themselves. Whoopi Goldberg said, "I hope that comedy remains open and fun and loose and free, and that people remember tolerance..." I like this unit because it does make a place for humor in the classroom while helping students understand the need for tolerance as they try to be funny.

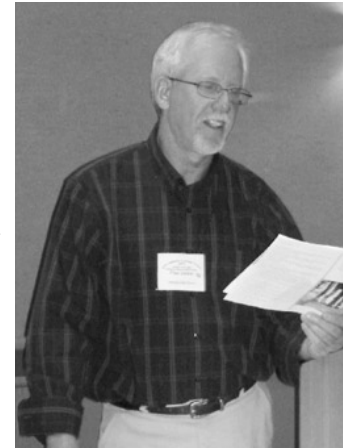
#### Learning Goals:

Students will:

- Review humor vocabulary and quotes
- Write a learning log on the topic of humor
- Read three humor samples, each from a different writing genres
- In small groups, generate lists of writing ideas for the how-to directions, a script, and a business letter
- Share brainstormed ideas with classmates
- Compose a humor piece using one of the three formats
- Understand the value of positive humor

#### Preparation:

- Transparency with quotes by writers on humor
- Handouts of sample letters from *Letters from a Nut* by Ted L. Nancy, *How to Eat Like a Child* by Delia Ephron, and "A Conversation with My Dog" by Merrill Markoe. These texts can be found in *What's So Funny*—see Resources below.
- Blank paper in journal
- Writing materials



Paul Seline, of Olympia High School, likes to bring a little humor to the classroom.

————— From the Classroom continued on page 8

From the Classroom *continued from page 7* —————

**Extensions:**

- Each of the writing genres could be studied in more detail. Each genre could be a lesson by itself.
- Read more literary examples of humor in genres including poetry, essays, and short stories. *What's So Funny* is a great anthology for this. The same writing process could be used to generate writing.
- After compiling a portfolio of humor writing, students could chose a favorite piece or several pieces to submit for peer conferencing and revision.

**Resources:**

- Atwell, Nancie. *Lessons That Change Writers*. Lesson 55, "Ted L. Nancy Letters and other Genres for Humorists." Portsmouth, NH: Firsthand Press, 2002.
- What's So Funny*. Rebecca Christian, editor. Perfection Learning Corporation, 2000.
- Howstuffworks*. "How Laughter Works." HowStuff-Works, Inc., 24 June 2005. <http://people.howstuffworks.com/laughter.htm>, 1998–2005. □

**EXECUTIVE SECRETARY'S REPORT:  
POETRY-PROSE CONTEST CELEBRATED**

JANICE NEULEIB

Kevin Stein, Poet Laureate of Illinois, has contributed greatly to the celebration of Illinois student writers by bringing his prestige and the prestige of the governor's office to the awards. He has combined efforts with IATE by sending out a statewide press release on poetry and prose winners and by doing several radio interviews. He has helped encourage participation in the poetry-prose contest. In addition, he featured a description of last year's competition, the students' winning poems, and IATE contact info on the state Laureate's Web site, <http://www.poetlaureate.il.gov>. He wrote: "We've sent handsome certificates to the teachers of students who earned the Exceptional Merit award. Happily, the First Lady signed each, as did I." On the Web site is a description of the IATE contest, Poet Laureate Stein's partnership with IATE, and the First Lady's support of the contest. There he has listed the winners of the statewide contest and samples of the poems earning exceptional merit. Stein

assures us that the governor's office will be supporting the same awards celebration next year. IATE is grateful for this recognition of its long-standing work with student writing and looks forward to future teamwork. □

**DISTRICT NEWS**

FROM THE NORTHEASTERN DISTRICT  
SANDY FLANNIGAN

"Shop 'til you drop" provided the theme for the Northeastern district's fall meeting, held at Oscar Swan Country Inn on September 29th. Elaine Modene, reading teacher and specialist for the Batavia schools, presented reading strategies on brightly colored paper, which participants could tuck into handy shopping bags. Elaine, a veteran teacher and consultant, grades K–12, presented ideas that had actually been tested in the classroom with units covering *Julius Caesar* and *Lord of the Flies*. Following the presentation, she engaged participants in a discussion of reading strategies and resources they use in their own teaching.

The district added two new members, Tammy Gallagher of Lockport and Maryfrances Madonia of Batavia, during the meeting. Door prizes of miniature Halloween baskets filled with candy went to Cindy Carlson, Maryfrances Madonia, and Elaine Modene. Attendees enjoyed a typical fall fare of pizza, candy apples, and chocolate. For this very clever "shop 'til you drop" idea, the Northeastern district is indebted to Mary Philip and Joann Hoffmann, coleaders of the Kaskaskia Valley District.

On December 7th, the district held its winter meeting, a dramatic reading of Truman Capote's *A Christmas Memory*, presented by Batavia teachers Josh Casburn and Sandy Flannigan. Following the presentation, teachers were given a list of other literary works that lend themselves to dramatic use in the classroom and were encouraged to share their own ideas. In celebration of Capote's famous line, "It's fruitcake weather," slices of fruitcake were given to attendees. We also raffled off our traditional gift baskets sent through time and space by famous authors, each basket including a personal note from the author and a copy of Capote's *A Christmas Memory*. The Oscar Swan, venue for this event, was decked out in its holiday finery, with vintage and antique



Christmas decorations, sparkling lights, and evergreens. A dessert buffet, as beautiful as it was delectable, was presented with tea service and sherry.

Plans are already underway for the spring and summer meetings. In mid-February, in honor of Lincoln's birthday, Batavia's Daniel Russo, LRC director, and Aimee Miller, English teacher, will discuss books that have recently received the Lincoln Awards. For the summer meeting, to be held in June, there will be a picnic and storytelling workshop.

For more information about the Northeastern district, contact district leader Sandy Flannigan at [sandra.flannigan@bps101.net](mailto:sandra.flannigan@bps101.net).

FROM THE ILLINOIS VALLEY DISTRICT  
AMY LUCAS

On a cold Saturday in February, the Illinois Valley District of the IATE met at Cracker Barrel in Ottawa, Illinois, for an informal meeting. The goal of this meeting was to get to know teachers in my district and to recruit new members, as our numbers are down. Many of those present met me, the new district leader, for the first time. After giving the group a bit of background information about myself, I moved on to their pressing concerns about English education. Based on their responses, I have scheduled another meeting in April. This meeting will feature a speaker, who will address one of the concerns raised at the February meeting. It was nice to get together, drink coffee, eat a muffin, and chat. If you'd like to know more about the Illinois Valley District of IATE, you can E-mail me at [alucas@midland-7.org](mailto:alucas@midland-7.org). □



*Peoria district leader Carey Applegate (right) shares a light moment with a member from her district, Linda Elliott (center), and Claire Lamonica.*

## IATE SPEAKERS' BUREAU

Speaker: Herman Albers  
Topic/Area of Expertise: Cross-curricular work  
Based in: Red Bud, IL  
E-mail: [albers@htc.net](mailto:albers@htc.net)  
Phone: (618) 282-3663  
Willing to Travel: Call or E-mail for this information

Speaker: Donna Blackall  
Topic/Area of Expertise: Ideas for teaching writing;  
rubric scoring to assess writing  
Based in: Palatine, IL  
E-mail: [BlueDB@sbcglobal.net](mailto:BlueDB@sbcglobal.net)  
Phone: (847) 359-6233  
Willing to Travel: Call or E-mail for this information

Speaker: Angelo Bonadonna and Norman Boyer  
Topic/Area of Expertise: Using student websites/blogs  
in English Education  
Based in: Chicago (St. Xavier University)  
Phone: (773) 298-3236 and (773) 298-3233  
Willing to Travel: Call or E-mail for this information

Speaker: Bob Broad  
Topic/Area of Expertise: Writing assessment; portfolio  
assessment; authentic assessment; moving beyond  
rubrics  
Based in: Normal, IL (Illinois State University)  
E-mail: [bob.broad@ilstu.edu](mailto:bob.broad@ilstu.edu)  
Phone: (309) 438-7704  
Willing to Travel: Call or E-mail for this information

Speaker: Sandy Flannigan  
Topic/Area of Expertise: Engaging students in active  
learning; autobiographical writing  
Based in: Geneva, IL  
E-mail: [sandra.flannigan@bps101.net](mailto:sandra.flannigan@bps101.net)  
Phone: (630) 879-4600 ext. 5832  
Willing to Travel: Call or E-mail for this information

Speaker: Claire Lamonica  
Topic/Area of Expertise: Collaborative writing; rhe-  
torical approaches to writing instruction; preparing  
students for college writing; interdisciplinary writing

————— IATE Speaker's Bureau *continued on page 10*

## IATE DISTRICTS

(WAC)

Based in: Normal, IL (Illinois State University)

E-mail: cclamon@ilstu.edu

Phone: (309) 438-3297

Willing to Travel: Call or E-mail for this information

Speaker: Geoff Layton

Topic/Area of Expertise: Writing in the context of grammar

Based in: Forest Park, IL

E-mail: writergwl@hotmail.com

Phone: (708) 366-1796

Willing to Travel: Call or E-mail for this information

Speaker: Jim Meyer

Topic/Area of Expertise: Vocabulary development; writing non-fiction

Based in: Normal, IL (Illinois State University)

E-mail: jwmeyer@ilstu.edu

Phone: (309) 438-7508

Willing to Travel: Call or E-mail for this information

Speaker: Janice Neuleib

Topic/Area of Expertise: Writing; generating topics; assessing programs; AP literature; myth; folk tales

Based in: Normal, IL (Illinois State University)

E-mail: jneuleib@ilstu.edu

Phone: (309) 438-7858

Willing to Travel: Call or E-mail for this information

Speaker: Jean Wallace

Topic/Area of Expertise: Poetry reading; King Arthur; Holocaust (Shoah Foundation)

Based in: Henry, IL

E-mail: wallacejean@usa.net

Phone: (309) 364-3208 and (309) 364-2829

Willing to Travel: Call or E-mail for this information

Speaker: Deborah Will

Topic/Area of Expertise: Intellectual freedom

Based in: Zion, IL

E-mail: willd@zbths.org

Phone: (847) 625-0378 (h) and (847) 731-9478 (w)

Willing to Travel: Call or E-mail for this information □

District: Black Hawk

Boundaries: Rock Island, Henry, and Mercer Counties

Leader(s): District Leader needed

District: Calumet Valley

Boundaries: Bounded on the South by Cook County line; on the North by Highway 55; on the East by Indiana state line; on the West by Will County line

Leader(s): Angelo Bonadonna and Norman Boyer

Phone: 773-298-3236 and 773-298-3233

E-mail: bonadonna@sxu.edu and boyer@sxu.edu

District: Central

Boundaries: DeWitt, Livingston, Logan, and McLean Counties

Leader(s): Brian Conant

Phone: 309-438-2828

E-mail: btconan@ilstu.edu

District: Chicago

Boundaries: Public and Parochial Schools in City of Chicago

Leader(s): District Leader needed

District: East Central

Boundaries: Champaign, Ford, Iroquois, Kankakee, Piatt, and Vermillion Counties

Leader(s): Lezlie McMillin

Phone: (217) 427-5710 ext. 320

E-mail: lezlie@catlin.k12.il.us

District: Eastern

Boundaries: Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Moultrie, and Shelby Counties

Leader(s): Jerie Weasmer and Robin L. Murray

Phone: (217) 581-6972 and (217) 581-6985

E-mail: cfjrw1@eiu.edu and cfrlmgoodgirl@hotmail.com

District: Illinois Valley

Boundaries: Bureau, Grundy, LaSalle, Marshall, and Putnam Counties

Leader(s): Amy Lucas

Phone: (309) 463-2507

E-mail: alucas@midland-7.org

District: Kaskaskia Valley  
Boundaries: Clinton, Monroe, St. Clair, and Washington Counties  
Leader(s): Mary R. Philip and Joann Hoffmann  
Phone: (618) 277-5065  
E-mail: maryrphilip@aol.com and joannmhoff@charter.net

District: Marquette  
Boundaries: Bond, Calhoun, Greene, Jersey, and Madison Counties  
Leader(s): District Leader needed

District: Mississippi Valley  
Boundaries: Adams, Brown, Hancock, Pike, and Schuyler Counties  
Leader(s): Mary Ann Klein  
Phone: (217) 228-5435  
E-mail: kleinma@quincy.edu

District: North Lakes  
Boundaries: Lake County  
Leader(s): Mark Onuscheck and Patricia Burckhalter  
Phone: (847) 634-4000 ext. 1643 and (847) 360-5646  
E-mail: monuscheck@district125.k12.il.us and PatB1123@yahoo.com

District: Northeastern  
Boundaries: Kane, Kendall, McHenry, and Will Counties  
Leader(s): Sandy Flannigan  
Phone: (630) 232-8482  
E-mail: sandra.flannigan@bps101.net

District: Northwest Suburban  
Boundaries: Bounded on the South by Highway 19; on the North by Lake County line; on the East by Lake Michigan; on the West by Cook County line  
Leader(s): Elizabeth Kahn  
Phone: (847) 355-3716  
E-mail: ekahn@d211.org

District: Northwestern  
Boundaries: Boone, Carroll, Jo Daviess, Stephenson, and Winnebago Counties  
Leader(s): Carol Davies  
Phone: (815) 229-7616  
E-mail: cdavies10@sbcglobal.net

District: Peoria  
Boundaries: Mason, Peoria, Tazwell, and Woodford Counties  
Leader(s): Carey Applegate  
Phone: (309) 248-7521  
E-mail: Carey.applegate@insightbb.com

District: Rock River  
Boundaries: DeKalb, Lee, Ogle, and Whiteside Counties  
Leader(s): Mary Lou Flemal  
Phone: (815) 756-2233  
E-mail: mlflemal@tbcnet.com

District: South Central  
Boundaries: Cass, Christian, Macon, Macoupin, Sangamon, and Scott Counties  
Leader(s): Jennifer Wellhausen  
Phone: (217) 899-4472  
E-mail: j\_wellhauser@hotmail.com

District: Southern  
Boundaries: Alexander, Franklin, Gallatin, Hamilton, Hardin, Jackson, Johnson, Marion, Massac, Perry, Pope, Pulaski, Randolph, Saline, and Union Counties  
Leader(s): Mackie Garrett and Emily Hughes  
Phone: (618) 457-2174 ext. 253 and (618) 457-2174  
E-mail: mrg\_cchs@hotmail.com

District: Wabash Valley  
Boundaries: Clay, Crawford, Edward, Lawrence, Richland, Wabash, Wayne, and White Counties  
Leader(s): District Leader needed

District: Western Suburban  
Boundaries: Bounded on the South by Highway 55; on the North by Highway 10; on the East by City of Chicago; on the West by Kane County Line  
Leader(s): Tom McCann and Joe Flanagan  
Phone: (630) 876-6333 and (630) 617-2453  
E-mail: tmccann@d94.org and flanagan@elmhurst205.org

District: Western  
Boundaries: Fulton, Henderson, Knox, McDonough, Stark, and Warren Counties  
Leader(s): District Leader Needed □



## 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](http://www.iateonline.org)

E-mail: [mrfrieb@ilstu.edu](mailto:mrfrieb@ilstu.edu)

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

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

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

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

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

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

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

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

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

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

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

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

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

Mailing preference (please circle one): Home    School

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## CALLS FOR PAPERS

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### CALL FOR PAPERS

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

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

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

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## ANNOUNCEMENTS

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### Illinois Philological Association Conference April 7–8

The Illinois Philological Association will hold its ninth annual conference on April 7–8, 2006, at DePaul University in Chicago. Sessions will include presentations from faculty members, independent scholars, creative writers, graduate, and undergraduate students on various aspects of literature, literary criticism, linguistics, composition theory, or literary theory.

Representatives from several Illinois colleges and universities founded the Illinois Philological Association in 1996. Its purpose is to promote fellowship and intellectual exchange among faculty and student members of departments of English, Linguistics, Communication, and Foreign Languages, as well as independent scholars and writers throughout Illinois. Dues are \$5 for students, \$10 for adjunct faculty, retired and emeriti faculty, or individual scholars, and \$15 for full-time faculty.

For more information about the IPA or this year's conference, visit the association's website at <http://www.illinoisphilological.org> or contact Barbara Cass, executive secretary, at [cass.barbara@uis.edu](mailto:cass.barbara@uis.edu).

### IATE Offers Scholarship for Minority Teacher Education

College juniors and seniors of color who are currently enrolled in teacher education programs and majoring in English, English Education, or Elementary Education with a specialty in Language Arts and who plan to teach in Illinois are invited to apply for an IATE Scholarship for Minority Teacher Education. Applications for the 2006 scholarship should be mailed to Janice Neuleib, IATE Executive Secretary, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 any time between May 1 and September 15, 2006. The specific goals, procedures, and criteria are as follows:

#### GOALS

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

## PROCEDURES

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

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

In addition to the cash award, winners will receive a complimentary one-year membership to IATE, free registration for the 2005 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 nonwhite minority, a person of color.

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## IATE New Teacher/Instructor Program

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

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

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

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

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

The IATE research committee is currently accepting applications for the 2006 Paul Jacobs research awards. We encourage applications from member of IATE planning any form of research in English language, literature, writing, speaking, or teaching. The research may be part of a master's thesis or doctoral dissertation project, or the project may be unrelated to graduate studies. The

research committee will consider proposals from teachers and school administrators as well as from full-time students seeking advanced degrees. If you have thought about conducting a research project in the past but have hesitated because of a lack of funding, the Paul Jacobs award may provide the support you need to complete your work. The research committee can grant an award for a maximum of \$500. Applying is easy. Here's how:

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

To be reviewed at the fall executive committee meeting, applications must arrive at IATE headquarters in Normal no later than October 1, 2006. Members of the IATE research committee anticipate that recipients of the Paul Jacobs award will share their completed research at an IATE fall conference or through publication in the *Illinois English Bulletin*.

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### **Applications Available for Illinois State Writing Project Summer Programs**

For more than a dozen years the Illinois State Writing Project has offered Central Illinois teachers a variety of professional development opportunities designed to help them grow as writers and teachers of writing. Among the most exciting of these opportunities are always the summer institutes. Each summer a dozen

or more teachers, pre-K through college, gather on the campus of Illinois State University to write, read, talk, and experience best practices in the teaching of writing. Each Writing Project fellow leaves with a portfolio full of personal and professional writing and teaching ideas.

This summer the ISWP will offer not only the summer institute in Normal, but also a week-long workshop at Eureka College, an additional institute in the Peoria area, and an additional workshop at Eastern Illinois University.

Teachers from any grade level and any subject area who would like to attend one of these events should contact ISWP co-director Claire Lamonica at [cclamon@ilstu.edu](mailto:cclamon@ilstu.edu) or (309) 438-3297 for informational flyers and application materials. Information is also available on the Web at <http://www.iswp.ilstu.edu>.

Teachers who are accepted as ISWP fellows earn graduate credit, a tuition waiver, and a small stipend. Books and materials are provided as well. Consider becoming an ISWP fellow in 2006—and invite a friend or colleague to do the same!

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### **Join Us for CITE 2006**

Whether or not you were able to attend the IATE Conference in Decatur, we hope you'll join us for this year's CITE (Conference for Illinois Teachers of English, formerly known as HISED) at the Bone Student Center at Illinois State University on Monday, March 20, 2006. On-site registration, book exhibits, and coffee service begin at 8:00 a.m., with welcoming remarks at 8:30, and sessions beginning at 9:00.

The planning committee has organized an exciting array of sessions on diverse topics related to the teaching of language, literature, writing, speaking, listening, reading, and research. Lunch (included in the registration fee) is at 1:00, and concludes by 2:00.

If you have not yet received a registration form, or if you need additional copies for colleagues, call or E-mail ISU Conference Services at (309) 438-2160 or [tmsherm@ilstu.edu](mailto:tmsherm@ilstu.edu). For more information about this year's conference sessions, e-mail program chair and acting director of English Education, Janice Neuleib, at [jneuleib@ilstu.edu](mailto:jneuleib@ilstu.edu).

CITE welcomes participation by English/Language Arts teachers from every instructional level.



# CALL FOR PROPOSALS

## THE ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH ANNUAL FALL CONFERENCE

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

October 13 and 14, 2006  
Hotel Pere Marquette, Peoria, Illinois

Renewed, refreshed, and reenergized from summer's rest, we have begun to cultivate the love of learning in our new crop of students. We sow the seeds of knowledge, which will yield a bountiful harvest of writers, readers, and thinkers. What are the tools we use to plant and nurture the seeds of creativity and appreciation of the English language within our students? We invite you to join your colleagues across the Prairie State at the 2006 IATE Fall Conference in Peoria, October 13th and 14th. There we will gather implements, share expertise and ideas, meet friends old and new, discover authors, and peruse book exhibits as we hone our skills to nourish the ideas that have taken root in our students.

Please consider submitting a proposal for either a 50-minute breakout session or a 90-minute workshop session.

PLEASE TYPE OR PRINT ALL INFORMATION

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

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

Zip Code: \_\_\_\_\_ Home Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

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

School Phone: \_\_\_\_\_ School E-mail: \_\_\_\_\_

#### Are there others presenting with you?

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

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

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

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

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

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

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

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

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

**Are you an IATE member?** \_\_\_\_ Yes \_\_\_\_ No (IATE District: \_\_\_\_\_)

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

**Please check the type of equipment you will need:**

\_\_\_\_ TV/VCR                      \_\_\_\_ Internet connection                      \_\_\_\_ Overhead

\_\_\_\_ LCD projector/screen      \_\_\_\_ Other (please specify) \_\_\_\_\_

**This proposal is for a:** \_\_\_\_ 50-minute session      \_\_\_\_ 90 minute workshop

**The intended audience is:**

\_\_\_\_ Elementary      \_\_\_\_ Middle school      \_\_\_\_ High school      \_\_\_\_ General

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

Type or print a description of your presentation below. Your description will be printed in the program booklet.

## CALL FOR PROPOSALS INFORMATION CONTINUED...

You will be notified of program acceptance in late April 2006 and of your exact place in the program in early summer.

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

Thank you for helping us create a wonderful and challenging conference for 2006!



Proposals should be returned by **March 15, 2006** to:

Jean Black, IATE 2006 Conference Chair  
Palatine High School  
1111 N. Rohlwing Road  
Palatine, IL 60074

NOTE: This form is also available on the IATE Website: <http://www.iateonline.org>

# iate

Illinois Association of Teachers of English

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

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

PRESORTED STANDARD  
U.S. POSTAGE  
**PAID**  
ILLINOIS STATE  
UNIVERSITY