

# Passing Perfect: Celebrating the Journey of Self



Arizona English Teachers Association  
**STATEWIDE CONFERENCE**  
**Friday and Saturday,**  
**September 23 and 24, 2011**  
**ASU Polytechnic**  
**Mesa, Arizona**

## A Message from the Conference Chairs and Site Coordinator

Dear Friends,

The annual AETA conference is an opportunity for all of us to recharge our batteries by engaging in lively conversations about teaching and learning in English language arts classrooms. This year's conference features exciting speakers and interesting sessions that will appeal to teachers at all levels. We return to ASU's Polytechnic campus, which offers state-of-the-art classrooms, vibrant desert landscaping, and convenient parking. Please join us to discuss best practices in teaching, to renew old friendships, and to make new friends.

Tricia Sindel-Arrington, conference chair  
Duane Roen, conference chair  
Renee Rude, conference chair  
Ian Moulton, site coordinator



## A Message from the President of AETA

It is my pleasure to welcome you to this year's conference. Our conference chairs, program director, and site director have been hard at work to provide you with a fantastic event. The keynote speakers, Ellen Hopkins and Beverly Chin, along with a plethora of sessions are sure to please. You won't want to miss Friday night's Hip Hop poetry session with Myrlin Hepworth; an experience that will keep you talking. Please feel welcome to introduce yourself and thank you for coming.

Kris Guy AETA President

SAVE THE DATES! AETA CONFERENCE NEXT YEAR: SEPTEMBER 28-29 2012



**Dr. Beverly Ann Chin** is Professor of English and Director of the English Teaching Program at The University of Montana, where she teaches and mentors beginning and experienced teachers. From 1981 to 1993, Beverly directed the Montana Writing Project. Her national leadership roles include President of NCTE in 1995-1996, Board Member of NBPTS from 1995-2003, and Senior Project Advisor for the 2011 Writing Framework for NAEP. Within NCTE, Beverly has served on the executive committees of the Conference on English Education and the Conference on English Leadership and was honored with the Rewey Bell Inglis Award for her outstanding service. Recently, Beverly was elected to NCTE's Middle Level Section Steering Committee.

A former high school English teacher and community college instructor, Beverly received her Ph.D. in Curriculum and Instruction, with an emphasis in Reading and Language Arts, from the University of Oregon. She has taught at Arizona State University, University of New Orleans, and University of Central Florida in Orlando.

An engaging and inspiring workshop presenter at national and international conferences, Beverly is the Program Consultant for *Glencoe Literature: The Reader's Choice*. In addition, she is the Editorial Director for Annenberg's *Teaching Multicultural Literature: A Workshop for the Middle Grades* and a Literature Scholar/Pedagogy Expert on Annenberg's *The Expanding Canon: Teaching Multicultural Literature in High School*. In 2009, she participated in a seminar for teacher educators at Yad Vashem in Jerusalem, where she studied with Holocaust scholars and survivors. Dr. Chin's keynote is Sponsored by Glencoe/McGraw-Hill.



**Ellen Hopkins**

**Ellen Hopkins** is known for her controversial books written in poetic form. Her first book, *Crank*, started her upward spiral to become one of the best-known young adult authors today. The *Crank Trilogy* is loosely based on her daughter's addiction with meth. The second book, *Glass*, follows Kristina and her addiction while the third book, *Fallout*, shows how a meth addiction can affect the children of the addict. Hopkins books deal also with other prevalent teen issues: religion, teenage prostitution, sexual abuse, psychological disorders, suicide, drinking, homosexuality and

more. Hopkins is so skilled in her character development that her books have more than one main speaker as the POV alternates among characters.

Ellen Hopkins' eighth book, *Perfect*, follows the lives of four high school seniors, all striving for perfection in their lives, yet whose ideas of "perfect" are very different. A companion book to *Impulse*, this book shows how difficult it is to be yourself in a society where not many know their true selves.



**Myrlin James Gonzales Hepworth** has spent the last three years writing and performing poetry across the United States while attending college. He has competed on three National Poetry Slam Teams and performed and taught workshops alongside such esteemed authors as Jimmy Santiago Baca and Stella Pope Duarte. In 2009 Hepworth was selected as a Teaching Artist by the Arizona Commission on the Arts. In 2010, he became the first undergraduate to become a teaching artist for the Young Writers Program at Arizona State University. In addition to

visiting nearly thirty high schools each year, Hepworth makes a living with his art by performing at universities, various youth centers, prisons, group homes, museums, and theaters.

# CONFERENCE SCHEDULE

## At a Glance

### Friday, September 23, 2010

**2:00-6:00pm Cooley Ballroom**  
**Conference Registration**

**2:30-3:15pm Opening Presentation**

**Ellen Hopkins:**  
**“25 Random Things About Me”**

**3:25-4:25pm Santan Hall**  
**Concurrent Sessions: Author-Focus**

**4:35-5:20pm Santan Hall**  
**Concurrent Sessions: A**

**5:30-6:30 pm Cooley Ballroom**  
**Dinner Service**

**6:30-7:30pm Cooley Ballroom**

**Performing Artist Myrlin Hepworth:**  
**“Spoken Word and Poetry As**  
**Performance”**

**LOCATIONS**  
**All concurrent sessions in**  
**SANTN – Santan Hall**  
**General Sessions:**  
**Cooley Ballroom**  
**in the Student Union**

### Saturday, September 24, 2011

**8:00-9:00am Cooley Ballroom**  
**“Chatting Up the Publishers”**

**9:00– 10:00am Cooley Ballroom**

**Keynote Speaker Beverly Ann Chin:**  
**“Teaching Reading and Literature in the**  
**Context of Common Core State**  
**Standards”**

**10:00-10:30am Cooley Ballroom**  
**“Chatting Up the Publishers”**

**10:35-11:30am Santan Hall**  
**Concurrent Sessions: B**

**11:40-12:35am Santan Hall**  
**Concurrent Sessions: C**

**12:30-1:30pm Cooley Ballroom**  
**Lunch and final opportunity to talk to**  
**publishers**

**1:30-2:30pm Cooley Ballroom**

**Ellen Hopkins Author Talk:**  
**“Because No One is Perfect.”**

**2:40-3:35pm Santan Hall**  
**Concurrent Sessions: D**

**3:45pm Cooley Ballroom**  
**Ellen Hopkins Book Signing and Raffle**  
**(must be present to win)**

**STILL HUNGRY? ON CAMPUS VISIT THE POLYTECHNIC CAFÉ**  
**IN THE STUDENT UNION FRIDAY 7AM-8PM SATURDAY 11AM-8 PM**

## Friday, September 23, 2011

**2:00-6:00pm** Registration Cooley Ballroom

**2:30-3:15pm** Opening Presentation – Cooley Ballroom

Ellen Hopkins:  
**“25 Random Things About Me”**

**3:25-4:25pm** **Concurrent Sessions: Author-Focus**

Santan 130

*“Always Reach for the Light:” Cyber Resources for Teaching the Works of Ellen Hopkins*

Presenters: Jim Blasingame and Arizona State University Tempe Students: Jessica Crandall, Bethany Bahl, Meghan Cassidy, Rebecca Hoffman, Rebecca Simpson, Alexandria Marlar, and Lauren Prevallet

Description: Glogs, blogs, wikis, webquests, and XtraNormal! Presenters will share teaching and learning tech tools they have developed for use with the works of Ellen Hopkins.

Participants will receive handouts and tutorials outlining and explaining the use of various technological instructional approaches and activities as well as access to a website that includes it all.

Santan 131

*Using Ellen Hopkins in the Secondary Classroom*

Presenter: Kris Guy

Description: Showcasing student projects based on the works of Ellen Hopkins.

Santan 132

*Powerful, Potent Images: Using Ellen Hopkins to Teach Writing in the ELA Classroom*

Presenters: Mary Powell and Emilia Prosser.

Description: The ability to create vivid images in literature is a hallmark of an exceptional writer and a skill we foster in our students. This presentation uses excerpts from Ellen Hopkins’s novel, *Crank*, and the artwork of Vladimir Kush as models for student writing that are descriptive and powerful. In this session, participants will juxtapose these two artistic mediums and draft creative writing that utilizes Hopkin’s techniques. Teachers will return to their classrooms with strategies to use with their students.

Santan 135

*Burned and the Common Core*

Presenter: Joann Martin

Description: Ellen Hopkins’s free verse novel *Burned* addresses controversial topics such as domestic violence, religion, teen sexuality and pregnancy, peer pressure, wildlife management, nuclear testing, and gender roles. These issues make *Burned* an intriguing read for teens and a valuable resource for curriculum rich with critical thinking opportunities that align with the Common Core Standards. Participants will ponder anticipatory questions and get out of their seats for philosophical chairs. Also, activities for reflective writing will be shared, including life maps and scar stories.

## **4:35-5:20pm      Concurrent Sessions: A**

### **A1. SANTAN 130**

*Have You Become Someone You Don't Like? Strategies to Put the Real You Back in the Classroom*

Presenters: Tammy Scrivner and Leonora Ketyer

Level: General

Description: Imagine a classroom where students respond to your request the first time. Where the noncompliant student learns to self-correct inappropriate behavior. Wouldn't it be great if you could stop spending so much time on correcting low-level behaviors and more time doing what you love...teaching? In 50 minutes we will teach strategies that can be used on Monday to give teachers back time and eliminate some of their stress. The techniques provided will increase the time you spend on academics while at the same time empowering your students to take responsibility for their actions and achieve success.

### **A2. SANTAN 131**

*Co-Constructing Knowledge: Building a Native American Curriculum Based on Student Driven Understanding*

Presenters: Timothy San Pedro and Andi Box

Level: Middle/Senior High

Description: How is knowledge constructed? What part do teachers and students have in this process? In this session, presenters discuss how inquiry based questions help to fuel the construction of knowledge in a Native American Literature classroom that attempts to honor, validate, and deconstruct stereotypes of a population that is often ignored or silenced in U.S. schools. Both Native and non-Native students' voices will help bring light to the important need to teach such a subject in schools. Presenters will also discuss their process of planning, careful selection of Native American texts and the implementation of the curriculum and how this has impacted students. Handouts of mini-lessons, suggestions for readings, and inquiry-based questions will be provided.

### **A3. SANTAN 132**

*Writing Process and Creative Writing*

Presenter: Mark Williams

Level: Middle/Senior High, College

Description: This session is designed to encourage the creative person in all of us and to give ourselves permission to experience that creativity, allowing it to open and bloom. The session will talk about writing and the creativity of writing, using Williams' two novels and components of other literary works; his current novel work process; focusing on imagery, foreshadowing, and other literary elements; the editing process; and publication then and now. The session will discuss the internal struggle with creativity, how to harness it, time management, writing discipline, editing trust, and the endless toil of the rewrite. It will also discuss modern publishing techniques available now to all instead of just a few. Session attendees will learn techniques to help expose the thought process, use and examination of specific literary elements, writer/painter (creative) block, conquering the fear of objective editing, backward by design of the literary work, as well as dialog and questions of a published local author.

#### **A4. SANTAN 135**

*Rock On: Practical Methods for Incorporating Rock Music in the Classroom*

Presenter: Melissa Williamson

Level: Middle/Senior High

Description: This session shows new ways of using rock music in the classroom besides the widely used practice of lyrics as poetry. Rock music can be used for introducing literature, introducing literary concepts, and as a catalyst for writing. Rock music creates new bridges of learning. There are plenty of students in our schools who enjoy rock music so tapping into one of these sources may grab even the most difficult students. The presenter will play Viking metal music during the session to show how to introduce high school students to Beowulf and show a lesson on the punk rhetoric of punk legend Henry Rollins to parallel the persuasive techniques in Thomas Jefferson's and Patrick Henry's colonial speeches. Rock music will be used to encourage students to write their own creative self-journey ballads. We will beat to the music of our own drummer for protest literature and analyze heavy metal lyrics to teach allusion and symbolism.

#### **A5. SANTAN 122**

*Judging a Book from Within Its Cover: "Who I Am"*

Presenter: Cynthia Kiefer

Level: Middle/High School

Description: This session will represent the data and findings from three senior English student interviews centered on "free choice" reading. Through this teacher research study, I wanted to explore the social, family, cultural, and individual factors that influence *my* students' "life-worlds," and consequently, their free-choice reading selections. These powerful, sometimes quite moving, interviews revealed adolescent readers who explore, reify, reject, and refine different identities as they read. In addition to the interviews, these students created related poster projects that provide a visual format for academic and self-expression for display in the classroom. High school and middle school teachers will recognize their own students' voices in the voices of these three students, and I hope will be inspired to learn more about their own students' identity contexts as they are enacted in outside reading selections.

#### **A6. SANTAN 331**

*Spoken Word Poetry: A Reading and Writing Workshop*

Presenters: Mahogney Turner, Merlyn Hepworth, and James Blasingame

Level: General

Description: Local rising stars Myrlyn Hepworth and Mahogney Turner perform spoken word poetry and provide strategies and classroom activities for use with secondary students.

Participants will experience first-hand how to draw fantastic verse out of students who didn't even know they had it in them. In addition, a few ways to facilitate response to poems will round out the workshop. Be ready to speak up!

#### **A7. SANTAN 335**

*Beyond the Book Report: Bringing Self-Selected Reading Projects into Your Curriculum*

Presenter: Shelly Shaffer

Level: Intermediate/Middle/Senior High

Description: As a middle school teacher for the past ten years, I have often struggled to find a way to include self-selected reading in my classroom while holding students accountable for reading progress and grades in the classroom. I have created book projects that include the standards from various units addressed throughout the year for students to complete using the books from their self-selected reading. Each project fits with the writing and reading curriculum being addressed in the classroom, asks students to use higher level thinking skills, and requires "out of the box" thinking. The focus of this session is to bring self-selected reading into a more prominent position within the ELA curriculum.

**5:30-6:30pm**      **Dinner Service**      Cooley Ballroom

**6:30-7:30pm**      Cooley Ballroom

Merlyn Hepworth  
**"Spoken Word and Poetry As Performance"**

**Saturday, September 24, 2011**

**8:00-9:00am**      Cooley Ballroom

Registration and "Chatting Up the Publishers"

**9:00-10:00am**      Keynote: Beverly Ann Chin      Cooley Ballroom

***Teaching Reading and Literature in the Context  
of Common Core State Standards***

Teachers have always been committed to helping students read and enjoy literature. How do the new Common Core State Standards affect our teaching of reading and literature? What strategies support our students as readers and fulfill the Standards? This workshop will provide answers to these questions--and invite you to ask your own questions about the teaching of reading and literature.

**10:00-10:30am**—"Chatting Up the Publishers"

**10:35-11:30am**      **Concurrent Sessions: B**

**B1. SANTAN 130**

*YAZ – Young Authors of Arizona: The New AZ Regional Affiliation with the Alliance for Young Artists & Writers.*

Presenters: William Gerchick, Kelly O'Rourke, Laura Turchi, Jay Morgenstern, Stephanie Knight

Level: Middle/Senior High School

Description: This panel presentation is part of an effort to encourage Arizona teachers to join in the Scholastic Art and Writing Awards program. In a time of budget woes and cutbacks, and under the pressures of testing, we want to promote what's worth fighting for: meaningful student work, shared beyond the classroom. Under the auspices of AETA we have founded – and invite you to join – the new Arizona Alliance chapter, striving to meet the AYA&W's core affiliate objectives (Recognition, Exhibition, Publication, and Scholarship). We need students to enter, we need teachers to judge, and we want to use this Alliance to build new opportunities for Arizona student writers. This will be an information and idea session, including details about the logistics of the competition, and brainstorming about launching a "Best of Arizona Teen Writing 2012" publication.

## **B2. SANTAN 131**

*Writing Our Campus Novel: The Long and Winding Road from Inception to Publication*

Presenters: Jeffrey Ross and Jann Contento

Level: All levels

Description: During this session, the presenters will discuss the genesis, development, and publication of their campus novel. The presenters have authored several Op-Ed pieces for [Insidehighered.com](http://Insidehighered.com), [Times Higher Education](http://Times Higher Education), and [Magnapubs](http://Magnapubs) entities. Their views have frequently questioned higher education's emerging fascination with organizational theory and corporate management. Much of their work has dealt with the journey of self as college employee-- they have repeatedly recommended the adoption of *stewardship* rather than *leadership* as the quintessential model for employee behavior in higher education. The audience will be encouraged to address the following question: Can fiction, specifically satiric fiction, be used to effect change in terms of managerial policy? The authors will discuss their use of personal experiences as filters for developing characters--and their long struggle in finding a publisher and coming to grips with the changing public readership. If time permits, they will also discuss current publication concerns including traditional publishing, self-publishing, POD, e-Books, and social networking utilities as a marketing tool.

## **B3. SANTAN 132**

*The Significant Event Screenplay: Everything You Need to Know to teach a Writing Project Your Students Will Love to Write and You'll Love to Read*

Presenter: Steve Beatty

Level: Middle/Senior High and College

Description: Are your students tired of writing yet another "boring" essay? And what about you: could you accurately grade that stack of student essays you just collected merely by looking at the students' names and their past performance in your class? If you answered yes to either of those questions, then here is the writing assignment for you. The significant event screenplay will interest your students because (a) it's different than the same old essay, (b) it's about a subject they're interested in (a significant event from their own life), and (c) it's a screenplay and screenplays mean movies, and that means video, and video a 21<sup>st</sup> century technology students care about. This presenter will teach you everything you need to know. Plus, he'll even show you clips from a film or two (hey, we're 21<sup>st</sup> century students who like video, too).

## **B4. SANTAN 135**

*Differentiation in Writing: specific writing lessons that are challenging and fun*

Presenter: Chris Hazeltine

Level: Middle/High School

Description: This session will focus on three specific writing lessons that not only address standards found in the Common Core curriculum but gifted instructional strategies as well. The three lessons are: *Stories of the Macabre*; *Poe-fessional Writing*; and the ABC book. With *Stories of the Macabre*, students are introduced to specific themes and elements of macabre writing. Then, they write their own, original, nine-page macabre stories. Finally, using a paper-folding technique, students will create their own bound book for their stories. As an extra bonus, the class can have storytelling sessions where students read their stories out loud. The audience will experiment with the folded paper technique during this session. With *Poe-fessional Writing*, students are given a chance to either rewrite a brief scenario or rewrite a section from the newspaper, as Edgar Allan Poe would write it. This small lesson is ideal in helping students understand mood and tone. With *The ABC Book*, students will create and develop a bound book, emulating an ABC book, and centered on a specific theme. This long-term lesson is ideal for all ranges of student learning. It is especially suited for students who like to draw and illustrate, but talent is not required for this assignment.

**B5. SANTAN 122**

*Opening the Gates: Creating Real World Writing Opportunities for Diverse Secondary Students*

Presenters: Jessica Early and Meredith DeCosta-Smith

Level: Middle/High School

Description: It is widely accepted among educators and researchers that students must acquire good writing skills if they are to gain success in school, college, the workplace, and beyond. In recent years, there have been a number of studies devoted to the teaching and learning of writing showing that alarmingly high numbers of secondary students are not meeting basic levels of writing proficiency. Further, ethnically diverse students continue to fall behind their white peers in writing achievement at the secondary and college levels. Through this presentation, we hope to demonstrate ways to support ethnically diverse secondary students in their transition to college, the workplace, and life beyond high school by teaching real world, gate-opening writing such as college admission essays. By providing students access to authentic writing opportunities, we believe they will be better supported, more prepared, and more confident in their transition from high school to college. This presentation will share findings from a case study of a writing workshop that took place at an urban high school with ethnically diverse twelfth grade students who received instruction on preparing, conducting, and writing college admission essays.

**B6. SANTAN 331**

*Using Instructional Games*

Presenter: Wendy Williams

Level: All levels

Description: Instructional games can be powerful tools that encourage motivation and retention. In this session, participants will play two simple and adaptable games, "Uncover the Word" and "Quiz-Quiz-Trade." The session will also address the use of student-designed games as culminating activities. In addition to noting research on play, handouts will include game directions, templates, and rubrics.

**B7. SANTAN 335**

NAU Best of The Best in Young Adult Fiction

Presenter: Jean Boreen,

Level: Middle/High School

Description: Come to hear about 15-20 of the newest YA Lit books available as well as ideas on how to use them in a 6-12 classroom.

**B8. SANTAN 339**

*"Image of Africa:" Connecting Post-Colonial Literature Study to Real World Contexts*

Presenter: Cynthia Kiefer

Level: Middle/High School

Description: The session and the student work exhibited will illustrate how digital technology and critical literacy skills facilitate high school students' inquiry and learning as they examine their perceptions of Africa, springing from the study of two novels that center on Africa's colonial past. This inquiry-based unit of study in which students, after a study of classic texts Joseph Conrad's *Heart of Darkness*, Chinua Achebe's *Things Fall Apart*, and Chinua Achebe's "Image of Africa," was designed for students to develop their own modern-day "Image of Africa." Written reflections were integrated during the study and provided an important metacognitive feedback loop for the students. Written and conference-style narrative assessments provided the summative evaluation of the students' work on the project. In the session, I hope to engage audience members in a discussion of their ideas for scaling/modifying the unit as well.

**11:40am-12:35pm**

**Concurrent Sessions: C**

**C1. SANTAN 130**

*Rethinking Classroom Discipline: How to Eliminate Repeated Requests...Instantly!*

Presenter: Jeff Martin

Level: K-12

Description: Drama got you down? Are your star-struck students more interested in he said/she said? Do you want to keep student drama on the stage and out of your classrooms?! Eliminate the repeated requests and discipline challenges 50% - 70% in your classroom. Reduce the stress on yourself, increase the teaching time for students and help improve time on task. By setting high expectations and teaching appropriate behaviors you can turn those critical moments wasted on non-educational conflicts in the classroom into invaluable teaching time. This session will present strategies and tools to help the classroom teacher reduce disruptive behavior, keep students on task and allow administrators more time for leading education.

**C2. SANTAN 131**

*PoeTree in Motion*

Presenter: Kelly O'Rourke

Level: All but College

Description: Ellen Hopkins writes her books in poetry form and students cannot get enough. The rise of novels told via poetry has been an exciting new addition to the YA canon. The rendering of plot through the emotional lens of poetry provides a condensed story-telling experience that appeals to emotional teens brought up in the age of instant, tweet-length text delivery systems. This is good news for poetry lovers in the English classroom and my session will focus on two poetry activities that can build on students' exposure to poetry in creative, hands-on, ways that lead them to experience poetry outside the four walls of the English classroom.

**C3. SANTAN 132**

*Getting it "Write": Teaching Students to Write and Revise on Their Own*

Presenters: Kathy Abel and Lisa Crook

Level: Middle/Senior High

Description: This session is intended to teach teachers a simple writing strategy for students that will help them plan, draft, revise, and edit a well-developed essay completely on their own in a short amount of time (ideal for AIMS and other writing tests). We will begin with what we call "The 3x3 Rule", a prewriting strategy we developed that helps students write a first draft that is organized, well developed, and free of redundancy. Then, we will introduce a handy checklist that students can use to go through the revision and editing processes to produce subsequent drafts, including a final, finished project. Teaching students a writing-process strategy that they can follow on their own with no peer or teacher feedback prepares them for the rigors of high-stakes writing tests (e.g., AIMS, SAT, AP, etc.). We have found that this strategy addresses a number of concerns and helping students to approach and use the writing process independently makes it more personal, which can make it a valuable tool in the journey of self-discovery.

#### **C4. SANTAN 135**

*Creating a Place Where the Trendy and the Traditional Meet: Ways to Bring What Teens Like into What They Learn*

Presenter: Marney Welmers and Carrie Dawson

Level: Middle/High School

Description: Jennifer E. Obidah has proposed the concept of “literate currency”, the “bodies of knowledge that are in general use among and between groups of people,” as a composite of academic, popular, culture, peer, and home/community literacies. Although schools necessarily and naturally focus on the small piece that is academic literacy, our students are far more involved with the other aspects of literate currency. We will share some of the ways that we have used our students’ interests – popular, current books and media; technology and applications; collaboration and social networking, -- to connect them to our curricular needs. We will demonstrate the use of comics and graphic novels to teach the elements of literature from plot and conflict to characterization and symbolism. We will share projects that tie history and historical fiction together in a “Museum Box”. We will show how using Big, Essential Questions can be used to create group projects and discussions based on different, self-selected novels. We will join together in generating a list of options for reading and responding that bring their “local” literacies together with our “global” academic goals.

#### **C5. SANTAN 331**

*“Do it Yourself! Using DIY Media in the English Classroom”*

Presenter: Charles “Aron” Jones

Level: All

Description: This session will show teachers how to use Do it Yourself (DIY) or participatory media in the English classroom. The session will also provide theory relating the use of DIY and other forms of New Media to literacy development. We will begin the session with information on the various types of DIY media available to classroom teachers, then discuss Blogs, Social Media Sites, YouTube, Wikis, Fan Fiction, Fan Art, and Web Comics. We will follow up this discussion by exploring Edmodo.com, a social learning network heralded for advanced privacy controls. We will then examine classroom wikis through PBworks. We will discuss how this would be useful in an English classroom. Finally, we will discuss the use of web comics by using Strip Generator and Make Belief Comix. Teachers will be asked to create their own comic, and we’ll showcase a few of them to the group.

#### **C6. SANTAN 122**

*“Humorous Names and Naming in Young Adult Literature”*

Presenter: Don L. F. Nilsen and Alleen Pace Nilsen

Level: Middle/High School

Description: This presentation will focus on humorous names and naming in young adult literature.

#### **C7. SANTAN 335**

*Reading Strategies That Work!*

Presenter: Carissa Morrison

Level: Middle/High

Description: Do your students have difficulties with reading comprehension? Do you find it challenging to engage them in the reading process? This workshop will focus on proven strategies to help all students—with a focus on struggling, reluctant readers—improve their reading abilities and increase their engagement levels. In this interactive session, we will run through activities that have been successful in our classrooms and are based on research by these leading experts: Allen, Beers, Gallagher, Goudvis, Harvey, and Tovani. Materials and handouts will be provided.

**12:35-1:30pm** Lunch and final opportunity to talk to publishers  
**Cooley Ballroom**

**1:30-2:30pm**  
**Cooley Ballroom**

Author talk: Ellen Hopkins  
***“Because No One is Perfect”***

**2:40-3:35pm**      **Concurrent Sessions: D**

**D1. SANTAN 131**

*“Creating a Humanities Course Revolving around Books about Animals”*

Presenter: Eileen Landis-Groom

Level: Middle/Senior High and College

Description: I will discuss the process of creating a Humanities course revolving around books about animals. In the session I would discuss my rationale for creating such a course and the possible structure of the course. The authors being considered include Farley Mowat (*The Dog Who Wouldn't Be*), Sy Montgomery (*Walking with the Great Apes*), Jeffrey Mousaiffe and Susan McCarthy (*When Elephants Weep*), John Sedgwick (*The Peaceable Kingdom*), and John Grogan (*Marley and Me*). I would also like to include material from NPR about animals, certain selections from “Radiolab,” “The Moth,” and “This I Believe” in order to perhaps have the students do similar assignments to communicate their insights into and reactions to the reading. The creation of an annotated bibliography to send other students on reading journeys also will be considered.

**D2. SANTAN 132**

*Excavating the World, Rejuvenating the Self: Powerful Research Makes for Powerful People*

Presenter: Mary Powell

Level: Middle/High School and College

Description: Our school district mandates that every high school senior write a research paper as part of their graduating project on an author, literary time period or fictional theme. I deviated from this “standard,” inspired by Robinson’s (1998) concept of civic literacy, or research connected to the community. After I modeled research writing for my students with my own professional pieces, students crafted 1,500 word research papers that explored themes of their selection including illegal immigration, and prejudice toward the LGBT, and within the African American community. They went into their neighborhoods and interviewed people who could add “voice to their research.” This presentation will share specific strategies that I used to teach research writing in an authentic, meaningful way, including how my journey as a writer impacted my students’ experiences with writing. I will provide handouts on conducting field notes, interviews, crafting research papers and professional power points with secondary language arts students. This project demonstrates the power behind authentic research that allows for teachers and students to journey a selection of topics that are both personal and professional, allowing for teachers and students to explore their lives through the topics they research.

**D3. SANTAN 132***Writing the Threads of Our Lives: A Multicultural/Multilingual After-School Family Writing Project*

Presenter: Tracy Flores, Debra LaPlante and Jessica Early

Level: Primary/Intermediate/Middle/Senior High

Description: This presentation will share stories and strategies for implementing a multilingual, multicultural, and multigenerational after-school writing project with first generation third and fourth grade English Language Learners and their families. This project was created to honor each family's home language, culture, and traditions while providing a space for authentic writing to occur in the hopes of creating a community of writers. This presentation will showcase our after-school writing project to illustrate how first generation English Language Learners and their families used artwork and digital media to write and share the stories of their lives. We offer suggestions and tips for educators about how they might invite students and parents to participate in an after-school writing project. We will share writing samples, photographs, and video clips from the project as well as handouts with resources and strategies for supporting young writers and their parents.

**D4. SANTAN 135***Thinking Differently about Teaching Writing*

Presenter: Samuel Piper

Level: High School/College

Description: This presentation will discuss a number of issues related to writing to communicate. Issues considered will be the double edged sword of negative feedback, coping with the idiolect, conferencing vs. lecture, individualized instruction and feedback vs. generic instruction and feedback, acknowledging the emotional triggers inherent in communication/writing and helping students cope with them, teaching syntax through feelings, and the cultural impacts on teaching writing to bilingual students

**D5. SANTAN 122***High Interest and Low Tech: Bringing Easy-to-Use Technology to the Teaching of Young Adult Literature*

Presenter: Jim Blasingame and Meredith DeCosta-Smith

Level: Intermediate/Middle/Senior High

Description: Over the past twenty-five years, teaching practices and curriculum in English language arts classes have become more innovative than ever before. More and more teachers are paying attention to the importance of engaging students in high interest literacy practices. This includes bringing tech tools to the teaching of literature, including high interest books like young adult novels. This session will offer a number of hands-on strategies to help classroom teachers incorporate user-friendly technology into the teaching of young adult literature. The panelists will discuss the importance of engaging student-readers with interesting and compelling young adult novels while also demonstrating ways to use technology, such as what they read and to advance their understanding of the texts and its themes. The panelists will also provide tips for overcoming fears of technology and young adult literature together, along with handouts and resources to implement these strategies in their own classrooms.

**D6. SANTAN 331**

*A Closer Look: Examining the Texts and Images Used for Teaching African American Literature in the Middle and High School Classroom*

Presenter: Kamian E. Harmon

Level: Intermediate/Middle/Senior High

Description: The text and images used to teach African American Literature and culture in the English classroom can be predictable and at times intimidating. However, a closer examination of the people and who they were or may have been in everyday life, not just in the single portrait of cotton field or Civil Rights protest, can present an alternate perspective useable for the classroom. Everyone, living or dead, is someone with a “self” to celebrate. In a journey to celebrating one’s self it is at times helpful to examine the lives of those who have come before us, or who live in the world around us as it can give a deeper look at who we are. This session is geared towards teachers in middle and high school classrooms. Through the use of visual images and printed text, the audience will be encouraged to engage in activities and discussion that will give different perspectives and alternatives for teaching and using African American Literature and culture in the classroom.

**D7. SANTAN 335**

*Confronting the Issues that Confront Our Communities: Hip Hop and Problem Posing in the ELA Classroom*

Presenters: Jennifer Clifton and James Blasingame

Level: General

Some secondary English teachers and many of the youth we teach enjoy and are influenced by Hip Hop culture, music, language, and literature. Once considered primarily an urban Black culture, Hip Hop has spread globally and is now prevalent as part of Youth Culture even in mainstream settings among middle-class white youth. However, despite the growth of Hip Hop’s influence, the texts, language and culture of Hip Hop are, generally, still not recognized or taught in the English classroom. Some youth do not find their language or their culture represented in schools, and they struggle to see the relevance of school curriculum that aims to meet state and national standards but is still far removed from their day-to-day lives. Many secondary English teachers recognize this issue and want to incorporate Hip Hop in their classrooms, if for no other reason than to offer their students texts that are engaging and relevant. However, attempting to leverage Hip Hop for “engagement” without strategies to interrogate difficult issues that youth face as individuals and as concerned members of their communities, robs youth of the power that Hip Hop in wields as a music and culture of resistance. This panel seeks to explore points of empathy (hooks) and offer strategies for engaging students in and through Hip Hop as a culture of resistance. Jennifer Clifton will offer strategies and examples of classroom activities that work to raise students’ critical consciousness, create deliberative spaces for critical conversations, and help students recognize and value a multiplicity of voices. Jim Blasingame will provide ready-for-classroom poems available on You-Tube.

**3:45pm CLOSING SESSION Cooley Ballroom**

**Book Signing with Ellen Hopkins and Raffle—must be present to win!**

# AETA is proud to announce

## 2011 Teachers of Excellence

### Middle School Teacher of Excellence 2011 - Irene Vucko

Irene is currently an English teacher at Desert Ridge Junior High in Gilbert as well as a Language and Literacy PhD student at Arizona State University. She uses research-based approaches in her teaching of English, specifically reading and writing workshops. Through these workshops, she motivates her students to participate in lively discussions about books and create unique writing pieces. Ms. Vucko maintains positive relationships with her students throughout their time in class, and even continues these relationships as they continue their academic studies. She is truly an inspiration and master teacher.

### High School Teacher of Excellence 2011 - Amy Bolling Metcalf

Amy currently teaches AP English Literature at Cactus Shadows High School in Cave Creek and serves as Department Chair. She is a consummate professional and expert in her field. She not only teaches, but also creates curriculum and new programs for her school. Her colleagues rely on her to develop and teach their most rigorous courses. Ms. Metcalf's extensive content background, degrees and certification, intellectual prowess, and extraordinary talent in the classroom are responsible for the success of her department and excelling high school. Amy was also a semi-finalist this year for the Arizona Education Foundation's Teacher of the Year. Her name will be forwarded to the National Council of Teachers of English for recognition at next year's annual conference.

## 2011 Teachers as Writers Contest Winners

Non-Fiction Prose - Eileen Groom for "A Name"

Poetry – Kelly O'Rourke for "Blueberry Seeds"

Short Story – Chris Hazeltine "Captain Nemo"