



CONNECTIONS

SPRING 2005 VOLUME 5, ISSUE 4

2005 AETA CONFERENCE: OCTOBER 7-8

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CALL FOR PROPOSALS

Proposals for concurrent sessions of 2005 AETA Annual Conference in all areas concerning language arts and Arizona's issues related to them are being accepted. The deadline is August 15, 2005.

If you have offered a workshop or lesson that you'd like to share with Language Arts teachers across the state, send in a proposal for a concurrent session. If you have ideas on how to use multicultural literature, bring your ideas to our Lesson Share.

Send your proposals today, while you're still thinking about your classroom, before the summer break. For more information visit the AETA website www.asu.edu/aeta or contact Conference co-chair:

Mary Setliff | University H.S.
321 N. Arcadia
Tucson, AZ 85710
Phone: 520-318-2208
or cell 520-405-2141



BURIED ONIONS OR BURIED TREASURE? TODAY'S TEACHERS HELPING STUDENTS UNEARTH MEANING

The Fall Conference of the Arizona English Teachers Association will be held at Rincon University High School, Tucson on October 7-8, 2005.

We are excited to be able to present another one of America's foremost writers for you to meet and work with up close and personal, Gary Soto.

In the next weeks and months, try out some of Soto's poetry and prose with your classes and bring your experiences to Tucson to share.



For additional information, please contact the AETA Conference Co-Chairs:

Vonda Douros Email: vondadouros@yahoo.com
Mary Setliff Email: bjeanbiley@aol.com

Conference Features

Join us for professional activity in support of excellence in the teaching of English, reading and the language arts. The two-day event celebrates writing, reading, literature and the efforts of educators and students. This conference offers—

- ⇒ Intensive learning in workshops
- ⇒ Opportunities to interact with our featured author, Gary Soto
- ⇒ A chance to catch up with colleagues from across the state over dinner on Friday night.
- ⇒ Listen and share—bring a piece of your own writing to share at Friday's open mike event

Saturday will be a full day of publisher exhibits, concurrent sessions on a variety of relevant topics, lesson and idea sharing, book signing, and prizes!

Registration form on page 13 of this issue of *Connections*.

SOTO SEES THE DIAMONDS IN THE ROUGH

Reading about Gary Soto as a young man makes me wonder how I would react if a kid like him walked into my classroom. Would I see the diamond hiding beneath the coal? Or would



I, like so many of Gary's early teachers, only see a messed up kid who drove me crazy? Was Gary Soto any of the kids he writes about? That's one of the questions I'm going to ask him when we meet in October at our AETA Conference.

Gary Soto is an author who sees the hope hiding beneath the grimness of many adolescents' lives, kids who live in places like Fresno, Soto's hometown. He says that the content of one's character is what distinguishes a person, not what he wears or what he owns — the externals. He dedicates *The Afterlife*, the companion novel to *Buried Onions*, to two such people, two doctors who work in the barrios of Fresno. These two individuals demonstrate the point Soto makes in both his poems and his novels—that there is a chance for greatness in people, no matter what their surroundings, rich or poor. That's the message we need to hear in America's classrooms. That's the message we need to share.

—Wendy Kelleher, *Ariz. St. Univ., Tempe AZ*



FROM THE AETA PRESIDENT

One of our themes in this issue is using technology in teaching. As a college English methods teacher, I am continually amazed at my students' facility with technology, particularly computer technology — no nerd or geek jokes, just casual competence.

On those occasions like today when I get out into the schools to see a technology-based lesson, I am further struck by the sophistication of today's high school students. Let me describe what I saw.

All students were assigned the task of creating tri-fold brochures to publicize and promote their individual outside readings. Each student was required to demonstrate critical and creative thinking. Specifically, students were to write, select and devise a variety of material for each of the six panels of the brochure: (1) cover with visuals, (2) author information, (3) interesting quotes, (4) themes, (5) plot summary with teaser, and (6) criticism and testimonials.

The student teacher asked her class what skills they thought they needed to bring all this about. She was determining which technology skills she would have to teach them. They glibly responded that they would have to know:

- ⇒ How to use *Microsoft Publisher* templates to create a brochure
- ⇒ How to find visuals—e.g., Google image search
- ⇒ How to find or elicit criticism and/testimonials—e.g., Amazon.com customer reviews
- ⇒ How to locate author websites

Then, they asked if they could go to the computer lab since they already knew how to do these things.

The teacher then asked about the literature and writing skills that they would need. Again students expressed confidence that they would be able to select quotes, write theme statements and plot summaries and format them to provide an attractive and informative brochure. We went to the computer lab with me trailing along.

It seems that the students weren't kidding. The only thing slowing them down was the Internet connectivity speed. Within thirty minutes, every brochure was underway with several panels completed. In addition to the fact that every student was writing about a different book — from *The Andy Warhol Diaries* to *He's Just Not That Into You: The No-Excuses Truth to Understanding Guys* — individual formatting decision were being made about fonts, image placement, and colors. Finally, it was evident from their questions, comments and general behavior that these students saw themselves as being productive.

This is technology instruction at its best. The task is authentic and legitimate [no students challenged this assignment]. Individual reading interests are served. Students are thoughtful and engaged. The teacher is comfortably in the facilitator role. Reading communities are served. Nice work, Rene, at Thunderbird High School!

—Lee Brown, AETA President

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Lee Brown, AETA President



TEACHERS AS WRITERS

ELIGIBILITY: This contest is open to all English language arts teachers at elementary, middle or junior high school, high school, or college levels, and to administrators, curriculum specialists and graduate students in the field. Current membership in AETA is a requirement for entry. The annual membership fee of \$35 may accompany submission. Please make checks payable to AETA.

ENTRIES: Entrants are limited to one entry in each of the three categories. NO entrant may receive recognition in more than one category. Entries should comply with maximum length requirements: Poetry (120 lines); Short story (3,000 words); Nonfiction prose (3,000 words)

AWARDS: Up to three awards may be made in each category at the discretion of the judging panel. Judges reserve the right to declare "no winner" in any category in any given year. Winners will be notified in mid-August about the presentation of the awards at AETA's Annual General Meeting and Statewide Conference. Winning entries will be published in the professional journal of AETA, *Arizona English Bulletin*.

SUBMISSIONS: If you mail your submission, please enclose: 1. Two hard copies of the entry, typed, double spaced (except poetry); 2. *Cover page attached to each copy of the entry; and 3. Floppy disk with entry saved as a Word document. If you email your submission, be sure to: 1. Make a cover page with your name, the genre, title and address; 2. Double space (except poetry); and 3. Attach in Word document format.

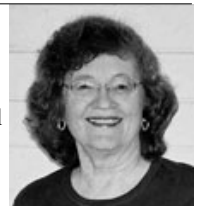
Contest Deadline: September 15, 2005

Send submissions to: Anne Guido, 3556 East Presido Rd., Tucson, AZ, 85716. *Please visit <http://www.asu.edu/aeta> to download cover page.



ASU PROFESSOR ALLEEN NILSEN WINS 2005 ARBUTHNOT AWARD

On May 5th at the International Reading Association Convention in San Antonio, TX, Alleen Nilsen was presented with the Arbuthnot Award given annually to an outstanding college teacher of children's or young adult literature.



Alleen Nilsen

She was cited for being the co-author of *Literature for Today's Young Adults*, which she wrote with Ken Donelson back in 1980. The book is now in its seventh edition and is still the leading textbook used in schools of library science, departments of English, and colleges of education.

The presentation was made at a luncheon attended by over 1,000 teachers who had come to hear Kate DiCamillo, the Newbery Award winning author of *Because of Winn-Dixie* and *The Tale of Despereaux*. Dr. Nilsen's thank-you speech elicited applause and great delight when she said, "Thank you. As Wilbur said at the end of Charlotte's Web 'It's a very satisfying thing to win a prize in front of a lot of people.'" —W.K.



SUBMIT YOUR ARTICLES TO THE *ARIZONA ENGLISH BULLETIN*:
NOW ACCEPTING ARTICLES FOR WINTER 2005 ISSUE

YA FICTION IN THE ENGLISH / LANGUAGE ARTS CLASSROOM — Deadline September 1, 2005

Young adult fiction is among the most vital, exciting, and yet, most controversial of literary genres. What YA literature are you using in your classrooms, and how are you using it? Do you pair it with other works of fiction? Have you had difficulty with issues of censorship? How cooperative are parents and administrators in your experience with using young adult literature? What authors do you use, and how do you use them? What books seem to be most popular among student readers? Let us hear from you as we try to build an issue to offer ideas and support for classroom teachers.



AEB MANUSCRIPT GUIDELINES

Please submit two (2) copies of your manuscript (typed and double-spaced throughout, including quotations and works cited) and a self-addressed, stamped envelope. The *Arizona English Bulletin* uses the MLA style sheet.



You should include an electronic copy of the manuscript in Microsoft Word. Faxed manuscripts will not be accepted. We can, however, accept manuscripts sent as email attachments in Microsoft Word. Be sure to include the author's name, address, school affiliation, and work and home telephone numbers on a cover page.

Mail manuscripts to:
June Harris
Univ. of Arizona
South, 1140 N
Colombo, Sierra
Vista, AZ 85635.

Manuscripts will be reviewed and replies sent, usually within 6-8 weeks, but occasionally later, depending on the editor's schedule and responsibilities.

Authors of published articles will receive two contributor's copies. Compliance with *Arizona English Bulletin* deadlines is appreciated.

TEACHERS SAY BIBLE LITERACY GIVES DISTINCT
ACADEMIC ADVANTAGE

Washington, D.C.— American high school students are deficient in their academic knowledge of the Bible, and it is limiting their ability to study literature and understand art, music, history, and culture, according to a new landmark national study of high school English teachers—funded by the John Templeton Foundation and published by the Bible Literacy Project.

“Leading English teachers reported students without Bible knowledge take more time to teach, appearing ‘confused,’ ‘stumped,’ ‘clueless,’” said principal investigator Marie Wachlin, Ph.D. Her qualitative study of leading high school English teachers from 10 states—recommended as “best” by their peers—shows that 40 out of 41 teachers, more than 98% of those surveyed, believe Bible literacy gives a distinct educational advantage. It also reveals that 90% believe that Biblical knowledge is crucial for a good

education.

In an accompanying Gallup poll, fewer than half the 1,002 youths polled knew that Jesus turned water into wine at the Cana wedding, and nearly two-thirds couldn't identify a quote from the Sermon on the Mount or the relation of the road to Damascus to Paul's conversion. Almost one in 10 thought Moses was one of Jesus' apostles.

The Bible Literacy Project, Inc., is a non-partisan, non-profit organization promoting the academic study of the Bible. In September 2005, it will release a unique new textbook to meet the needs of public high schools.

For more information and the full national report, visit www.bibleliteracy.org.

—Sarah Jenislawski, Executive Director, Bible Literacy Project | 10332 Main St #353 | Fairfax VA



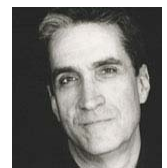
FAVORITE POEM PROJECT

FAVORITE • POEM • PROJECT



Calling all poets and wanna-be-poets, here is a site for you.

Robert Pinsky, the 39th Poet Laureate of the United States, has made his dream of poetry being presented as a vocal art a reality. As Pinsky says of poetry, "it was written with the poet's voice and for a voice."



Robert Pinsky

Reading a poem silently instead of saying a poem is like the difference between staring at sheet music and actually humming or playing the music on an instrument."

In addition to creating collections, the Favorite Poem Project is dedicated to strengthening communities through the art of poetry and has developed successful programs for libraries, communities and schools.

Come experience the ultimate in poetic expression and hear the audio of your favorite poem!

www.favoritepoem.org



Wendy Kelleher

FROM THE EDITOR: BONES TO FLESH

I admit it – I’m a technophile. Anything technology related, and I’m hooked. Not that learning technology comes easily. I can’t make heads or tails of those so-called Technology for Idiots manuals, no matter how many pictures or diagrams. But show me how to do it, give me some

time to practice on my own and scribble a few indecipherable notes, and I’ve got it.

Some of my best moments in the classroom are showing my students the basics of a new program, then watching them add all the excitement and creativity of youth to create technological masterpieces. It’s amazing!

For example, this past semester ASU assigned me a composition classroom in the new Lattie F. Coor building. My classroom had sixteen tables and sixteen computers arranged neatly around two enormous screens that were hooked up to two instructor computers (with a hookup for my laptop, which could be toggled between the two other computers on either screen). The first time I walked into the classroom, I thought I’d died and gone to technology heaven. All that and air conditioning besides!

Every session all semester my students and I did computer related activities, but the one we had the most fun with was the Visual Rhetoric project. After I explained the assignment, my students and I did a guided practice run creating a quickie Visual Rhetoric project (before they began their independent practice projects).

We all selected a quote from our text (James Loewen’s *Lies My Teacher Told Me*), then sat down to the computers and created a PowerPoint poster with the quote and graphics or pictures to illustrate our “point.” We then popped our creations onto the screens for a Round Robin multimedia show – all within one class period of 70 minutes.

Ain’t it amazin’? my dad used to say. I know technology can be overused and abused, but with the right ingredients, technology can transform our practice from dry, dusty bones to living, breathing flesh.

Throughout this issue of *Connections* you’re going to be reading what teachers have to say about their experiences with technology — the good, the bad and the ugly. I’ve included a section from our spring student teacher Blackboard Discussion Board site. Student teachers from across the Greater Phoenix area wrote about what they were seeing in their classrooms and schools, and how technology affects them and their students.

You’ll also read what more experienced teachers have discovered in terms of the tricks of the trade. Read and enjoy! If you have anything to add to this wonderful selection of teacher insights, send me your stories, and we’ll add another technology section to our Summer 2005 issue of *Connections*.

—Wendy K.

SEND CONTRIBUTIONS TO:

Attn: Wendy Kelleher
ASU Department of English
PO Box 870302
Tempe, AZ 85287-0302
or email to: Wendy.Kelleher@asu.edu



==== NATIVE AMERICAN STUDENTS =====

“RAINBOW SECTIONS”

OF

ENG 101 AND 102 FIRST YEAR COMPOSITION:
ARIZONA STATE UNIVERSITY

“We want a language of that different yield. A yield rich as the harvest of earth, a yield that returns us to our own sacredness, to a self-love and respect that will carry out to others.”

—Linda Hogan, *Dwellings*

Native American students who need to take First Year Composition are invited to enroll in special Native American sections of ENG 101 and 102 at Arizona State University. These are standard First Year Composition credit classes, but they feature added emphasis on such things as:

- ⇒ a supportive, encouraging, and non-threatening atmosphere
- ⇒ writing as a tool for personal growth and understanding
- ⇒ the classroom as a helping community
- ⇒ the Feather Circle approach to writing and sharing;
- ⇒ the I-Search Project as the focus for your 102 semester’s work

If you have questions or want to know more about these classes, please see Aaron Woods or Michael Begay (Native American Counselors) in the Student Services Bldg — or G. Lynn Nelson, Rm. 215 of Language and Literature Bldg. Arizona State University (Lynn.Nelson@asu.edu).

*** *Registration Information for ENG 101 Rainbow for Fall 2005:*

Two sections will be offered. Both will meet on Tuesday-Thursday,

S08227 ENG101 FV/First-Year Composition 10:40-11:55 TTH/ LL 248

S39057 ENG101 FW/First-Year Composition 10:40-11:55 TTH/LL 275

At present, these two sections have enrollment caps of 22 students. If, when you register, you encounter a “this section is full” message, contact Wendy Kelleher (480-242-3034) or wendy.kelleher@asu.edu as soon as possible.

We will add sections of Rainbow Composition as THEY ARE NEEDED.

Sign up today!!!



IN THE TRENCHES: TEACHERS SPEAK

Q: HOW DO YOU USE TECHNOLOGY IN YOUR CLASSROOM?

A: I teach three ENG 101 classes at the same time, a joint CAC-FHS-AJHS ITV Partnership. I teach an ENG 101 (102) course to students at Central Arizona College-SMC, Florence High School, and Apache Junction High School simultaneously using an internet based ITV system. The course combines ITV, face-to-face contact, and Blackboard Course Management Software (for an online component). Each site has nearly identical “studios” with cameras, monitors, microphones, a trained distance learning operator, and an instructor’s computer work station with document camera (or Elmo), LCD Flat Screen, and VCR/DVD player. Students are introduced to “contemporary” instructional practices utilizing the technology of interactive television and internet delivery. I can visit any site any time to provide an element of “traditional” instruction, while the Blackboard supplement gives the class an online component that allows students to access course material as needed and to communicate with other students and the instructor (me).



The SMC section has “regular” CAC students. Each high school section contains 12th graders who have been tested (COMPASS) and placed into this course by CAC staff. Currently FHS provides dual enrollment credit—AJHS does not.

Of course, there are some challenges. “Connections” sometime fail mid-class— screens go blank, audio shuts off, communication is lost— frustrations and anxiety can build and we run for the phone and fax!

Students sometimes forget to use microphones or to un- mute microphones.

Events at sites cause disruptions (gas leaks, code red drills, fire drills, field trips, school schedules).

This past term (Spring 05) was my fifth semester of involvement with this program, and I have had, overall, a very positive and memorable experience. I enjoy the flexibility the technology gives our class and

“I enjoy the flexibility the technology gives our class and students, and I enjoy the opportunity to work with bright, motivated high school students.”

students, and I enjoy the opportunity to work with bright, motivated high school students. This past term (Spring 05) was my fifth semester of involvement with this program, and I have had, overall, a very positive and memorable experience. I enjoy the flexibility the technology gives our class and

students, and I enjoy the opportunity to work with bright, motivated high school students.

For information on the technical aspects of this ITV partnership, email Rich King, CAC’s Director of Instructional Technology, at richard_king@centralaz.edu.

— Jeff Ross, Central Ariz. College, Apache Junction AZ

A: When grading high school English papers, I tried to find at least two strengths and two weaknesses. These were noted so I could see how students progressed in subsequent papers. Weaknesses were often with grammar and mechanics, and I found that the best seat in the house for teaching this is next to the student at a computer. Together we could “look over” the text. “Look at this sentence and read it aloud,” I’d say and she would. “I ran two sentences together with only

a comma!” she said. “I spliced it!” My next question: how do you fix it? And so forth and on to the next student. Sitting next to the student for a very brief time can be valuable teachable moments. I guide them to their error, but ultimately they figure out how to fix it. If they don’t figure it out, I’m there to help. “Remember when we talked about using colons?” This is good place to use one.” I might point out, but I’d ask why. “Because I have a list here,” she said. Yes! Using the context of their own writing for revising and editing is more meaningful to them. With each writing piece, there was progress and growth, and with this also came confidence and independence.

“I found that the best seat in the house for teaching this is next to the student at a computer.”

—Marlinda Kaulaity, Ariz. St. Univ., Tempe AZ

A: As an eighth grade language arts teacher, one of the concepts that I teach is the use of persuasive strategies. I introduce these strategies by first immersing the students in the advertising that surrounds them, then actively involving them in the creation of their own ads.

First, we look through magazines and watch a “highlight” video that contains examples of commercials demonstrating various advertising strategies. After defining and discussing techniques such as bandwagon, peer pressure, etc., the students use Powerpoint to create their own presentations.

Students choose three strategies and create an advertisement for each using Powerpoint. The advertisements must clearly demonstrate the use of the strategy. For example, for celebrity appeal, one student’s presentation included an animated athlete named Billy Baseball running across a baseball field.



In the next frame, Billy is sitting in front of a computer, and the caption reads, “When Billy is not hitting home runs, he’s sitting in front of his Compton Computer.”

—Bryan Gillis, Ariz. St. Univ., Tempe AZ

A: The bell rings, and your last students file out the door leaving you staring at a stack of Active Voice worksheets, more or less completed. Some of the students will have understood, but you know that many, maybe most, will have blindly given it their best effort. You brace yourself for the frustration of finding “In Chaucer’s time, Anglo-Norman was spoken by the common people” changed to “Anglo-Norman was spoken by the common people in Chaucer’s time.” You wish that a worksheet could start simple, toughen as the student learns, and self-destruct once she masters the skill. It would be nice, too, if every kid didn’t have the same sentences. A few years back I discovered a way to create such “worksheets.” Using multimedia authoring tools such as HyperStudio, Visual Basic, and Revolution, I have created tiny computer programs that mimic traditional grammar exercises for fragments & run-ons, subject-verb agreement, active/passive voice, etc. They only advance when the student masters a level, every student sees different sentences, and once a student masters the skill, she’s done.

It’s partway between computer programming and building with Lego blocks. You have to be somewhat adventurous to try creating them, but the resulting electronic



(Continued on page 6)



IN THE TRENCHES: TEACHERS SPEAK

Q: HOW DO YOU USE TECHNOLOGY IN YOUR CLASSROOM? *CONTINUED*

(Continued from page 5)

“worksheets” engage the students and provide more appropriate practice than photocopies from the workbook. If you’d like more information, please email me at: markgreenberg@cox.net.

—Mark Greenberg, North H.S., Phoenix AZ

A: I have found it very difficult to conduct any lessons in the computer lab, or to have students work independently in the lab. Computers and the Internet provide so many distractions to students, making it very hard to keep them on task. Students are checking email, surfing the web, chatting, downloading...the list goes on and on. Technology can be such a great thing, if it is utilized properly. I often find technology working against me in the classroom. I have Andy listening to his Apple I-Pod so loud that I can hear the lyrics to the songs. Steven plays photographer with his cell phone and the constant clicking as he snaps pictures of his classmates ticks at my brain like some form of Chinese torture tactic. There are the hand-held games, the cell phone games, the cell phones ringing...and again, the list goes on. Technology is great when it’s working with you, but at Tempe High, I have been in more situations where it seems to be against me. I think we should go back to the days of the one-room schoolhouse where students get a straight edge and a piece of charcoal to write with. That was a real education!

—Ben Walton, Ariz. St. Univ., Tempe AZ

A: Red Mountain High School is also thinking of implementing a program where teachers can post grades online for parents to view using information about students. It should be up and running before Spring Break. I think parents at Red Mountain might actually utilize this tool because they have computers at home. They also work in environments where they work on computers constantly. This is probably one of the most exciting technologies that is emerging for teachers. Parents here are more involved than anywhere else I have ever experienced during my internships. I make at least 3 parent phone calls per day. If I can make grades available online, this might cut down on me spending my entire prey, lunch, and after school on the phone.

I think that incorporating technology into student presentations is an amazing tool. Although knowing about rising action in a short story is helpful for testing purposes in high school, the talent of developing a well-prepared PowerPoint presentation will be more applicable to the rest of their lives more than identifying the parts of a short story.

I like to incorporate current events and history into my lesson planning (because literature does not exist in a vacuum), and I enjoy surfing web pages to show students pictures of what is going on in the world. Often, we write about these events. The main strength of using technology, in my opinion, is that it creates an environment where students are actively engaged in learning. It also allows for more differentiated instruction.

Sometimes, I also wish that technology could be eliminated. At the end of class when I have taken away 6 cell phones for text messaging, asked students to turn down their music because I can hear 50 Cent (if that is how he



spells it) rapping all the way across the room while we are in writing workshop, and taken away those weird Nokia pagers/phones/typewriters/cameras because people are using them to cheat on tests, I wish that they would come without anything that requires batteries or that allows them to communicate without talking to someone across the classroom.

—Brittany Scovel, Ariz. St. Univ., Tempe AZ

A: My students all have their own whatever (technology) but in my classroom as well as at the school, we have several very real and serious rules that the students are completely aware of and practice. In our school, cell phones are not allowed to be anywhere outside of their personal backpack at all times, if a cell phone is in sight they will be taken away and given to the administrators. They will then call their parents and force their parents to come to school and pick up that cell phone. The school acknowledges the usefulness of cell phones, but

“...my students live for their technology devices and do not want to have those tools taken away...”

before school and after school not during. The iPod and MP3 players are of course a part of our students’ lives just like walkmans and CD players were a part of ours. My students understand that I will allow them to use such devices only when I say its ok and at a reasonable level as soon as the person next to them can hear the sounds it is put away. My students take that seriously as they would rather use these devices rather than not be permitted at all. I also use this option to give rewards to my students if they work hard silently and get to specific points then they are rewarded with the option to listen to their music. It works well in my classroom, but my students live for their technology devices and do not want to have those tools taken away from them, so they respect our rules.

—Nicole August, Ariz. St. Univ., Tempe AZ

A: I am fortunate to be teaching in a school with access to technology. I used technology recently (PowerPoint and a projector) to review for the AIMS test. I created a PowerPoint presentation based on a lesson in the book, and we went through all of the information without having the students read through the workbook (they absolutely hate that!). Instead, they received the PowerPoint notes with strategically placed blanks (ala Dr. B!) so that they would be taking notes as we went through the presentation. This worked very well for the students and kept them engaged.

“The PowerPoint ... was a great way to keep them interested ...”

The PowerPoint – at least for my visual students – was a great way to keep them interested during a very boring lesson. I am also a huge fan of using the DVD/video player. In my school, each classroom has a television used to play the announcements and play movies simultaneously in various classrooms. (The sophomore English team is actually using that programming technology to play *Twelve Angry Men* in all of the sophomore classes next week.) I also love to use television or movie clips of things I find to supplement my instruction. For example, I just taped an episode of the Simpsons that involved a spoof of *Cyrano de Bergerac*. We just discussed the play in relation to persuasion (how words of love attempted to persuade) because it was mentioned in the



IN THE TRENCHES: TEACHERS SPEAK

Q: HOW DO YOU USE TECHNOLOGY IN YOUR CLASSROOM? *CONTINUED*

AIMS lesson. I am excited to use the cartoon to highlight ideas we talked about in the class, and I also think my students will enjoy the reference. I am planning to show the students movie trailers as well, pointing out the loaded words and sound bytes involved with those commercials.

—Amanda Humphrey, *Ariz. St. Univ., Tempe AZ*

A: I love the fact that I have Easy GradePro to keep track of grades. It is probably one of the best programs available to teachers. Another wonderful program that is on the market is Easy GradeCheck. It is a system that allows you to correct papers on the computer and then print them out. You can pre program keys so that all you have to do is press something and the computer will automatically place in the margins of the paper comments such as check for “subject/verb agreement.” Of course, this is only beneficial if your students have access to computers and know how to use them. The English department that I am student teaching with is considering proposing this software as an additional teacher’s tool that would become a standard in the classroom. In addition to these kinds of programs, at my school we are currently undergoing a turnitin.com trial.

For those of you who do not know, turnitin.com is an English teacher’s new best friend. It is a website that students submit their work to like an email attachment and sign a “I did not plagiarism this paper” section then submit their work. The program takes their work and compares it to the entire world wide web and then provides a percentage report of how much of a students paper is plagiarized or not (If students do not have computer access, a teacher can also scan a hand written copy of a student’s work and in effect, have the same results, but that’s a little more complicated). A teacher can also assign a paper and set a date and time that turnitin.com will accept the paper, after that day and time has passed; it will not allow students to submit. It also does not allow students to go through and edit their work once it has been submitted and the “problem” areas have been uncovered. It also banks all documents submitted from students everywhere so if a students at Chaparral has a friend that goes to Desert Mountain and they try to submit the same paper, turnitin.com catches it. Brilliant!

We explained to our kids about the new program that we adapted as part of the English department and had the kids do an assignment to turnitin.com. They were, for the most part, furious. They felt that it was entirely unfair that teachers now had a program to all those websites that provide pre-fab essays. Throughout the day I heard kids complain about how teachers should trust their students and how programs like these mean that they have to actually write their own stuff (what a concept). We told them that the program is here to stay so get over it.

—Rachelle Anderson, *Ariz. St. Univ., Tempe AZ*

A: Our school also has a computer lab on each pod that we use regularly (at least twice per week). We are currently conducting Project Imagine, a project in which students do hands-on research, the object being to do something they have never done before, for example cook-

ing, needle arts, redecorating, learning sign language, and so forth. The project requires ‘Do hours’ in which students actually learn the new skill at home but also requires that students do Internet- and print text-

“Technology...creates an environment where students are actively engaged in learning.”

based research, during which students meet numerous performance objectives, such as predicting, connecting to personal experience, finding main ideas and supporting details, summarizing, etc. Writing

targets include persuasive essays and poetry, all research-based. Lab time provided is ample for the assigned tasks.

This week, as I was teaching the process of writing the poetry target, I showed students an example of a visual poem. I began the lesson with a mind map of a topic I had previously researched by using an overhead to display the information. Mind mapping is a graphic tool much similar to webbing but that uses images along with words to enhance memory. Next, I showed how each branch of my mind map became a stanza in my poem. The final part of the process included a representation of how the poem became visual by changing fonts, sizes, and distributions of words. When we got to the lab, many of them used the techniques I had shown them, some incorporating graphics as well. I feel the inclusion of the visual aspect to poetry helped some overcome a dislike for the genre because it added art and fun to the exercise.

Another important element that I added this week that might be considered technology as music. I had just instructed and demonstrated the Frayer model of learning vocabulary and had set students to work on learning the vocabulary lesson. It is said that music is a great attitude adjuster, and I would agree. As soon as the upbeat music came on, the mood in the room changed. Students began to tap feet and smiles began to appear.



—Karen Conner, *Ariz. St. Univ., Tempe AZ*

A: I created an Internet Research Activity for the students to complete. This activity complimented the novel *Brave New World*. The students researched information about Henry Ford, mass production and the T-model. In addition, the students were to find one literary criticism for the book published before 1945 and one after 1990. This was for the students to see how the book’s acceptance has changed throughout the years. By researching the information for themselves, instead of my lecturing on the information, the students were to sift through many sources of information and find for themselves what they believed to be important. The students then had a bank of knowledge that complements many of the facts and issues in the novel.

—Jenny Warren, *Ariz. St. Univ., Tempe AZ*

A: Personally, as a teacher and a student, I love computers. Just this weekend, I figured out how to connect my VCR to my in-laws’ computer, run a video onto the computer, save the video file, and transfer it into a DVD with chapters and everything. It was great. It will make playing the video to my students much easier in the future.



Yes, I too would love to spend time with my students teaching them the usefulness of Word, PowerPoint, MS Publisher (which I know very little about and would have to study the program to teach it), and other

(Continued on page 8)



IN THE TRENCHES: TEACHERS SPEAK

Q: HOW DO YOU USE TECHNOLOGY IN YOUR CLASSROOM? *CONTINUED*

(Continued from page 7)

fun softwares. I feel that computers greatly benefit not only presentations and lesson plans, but it can greatly contribute to the student's learning. For my freshman class, I researched lots of 1930's information. In some of my internet research, I found a website from the Federal Writers Project who documented personal interviews with common people from/in the 1930s. They then had actors recreate the narration and later recorded it onto the website for all to listen to. I transferred this information onto a CD (we'll talk about whether or not that was legal some other time), and played some interesting interviews to the class, while posting on the overhead a picture of the person being interviewed as well as a typed copy of their response. The class LOVED this quick presentation. It really prepared them to understand the historical struggles going on in the book we're studying: *To Kill a Mockingbird*. Today, we always refer to it and we reflect on how some of the characters are related to the people we learned about in the initial presentation. I couldn't have put this presentation together without the use of technology.

—Paola Brown, *Ariz. St. Univ., Tempe AZ*

A: First, an anecdote . . . I share a classroom with a teacher who is doing the best she can with what she's got. She's a permanent sub who just came back to teaching after a decade long hiatus. She is very dissimilar to me personality wise, but every time I try to discount her, she turns around and surprises me with a nugget of wisdom. The other day, remarkably enough, we were talking about technology in the classroom (a pure coincidence since I didn't know that this was the topic for this week's posting). She told me that for several years she and her husband taught in Africa. They were completely isolated in an agricultural community. They had no modern supplies, like chalk, chalkboards, paper, pencils, and no modern conveniences, like running water, toilets, or a sewage system. Yet they still taught. She told me that they would pick up sticks and scratch their lessons into the dirt. The students would gather around and watch them draw in the dirt, and then they would pick up their own sticks, and draw in the dirt. This was their version of technology in the classroom. And, what



I find to be the most heartening part of the whole story is that, not only did her students learn, but the student body increased on a regular basis, that's how hungry the community was for knowledge.

So, back to Gilbert, Arizona, where we have moved far beyond the stick in the dirt method to all the razzle and dazzle that modern technology can provide, to a school where many students have cell phones, I-pods, and laptops. Of all my students in three classes, only five do not have Internet access at home. All of these kids are used to looking at television, videos, overheads, PowerPoint presentations to facilitate their learning.

These students have had opportunities so far removed from the African students with their sticks and their dirt as to be creatures from an

entirely different planet. But, from what I've seen, the norm for these affluent, privileged (or not so affluent and not so privileged) students is a frightening level of apathy. Somewhere along the line, the kids forgot,

"...back to Gilbert, Arizona...to a school where many students have cell phones, I-pods, and laptops."

or never realized, that learning, at its best, is done for learning's sake, for the pleasure and the power that derives from knowing something that you never knew before, for the personal satisfaction of bettering spirit and mind in the pursuit of knowledge that can be refined throughout a

lifetime of experience and passed down to future generations as wisdom. Somewhere along the line, the kids decided that, not only should they be taught (which is an entirely different proposition than learning) but that this teaching should be entertaining. It should mesmerize. It should capture their stubborn, fragmented attention. It should be more like MTV, Superbowl commercials, and text messages — blatant, entertaining, and succinct.

Now, what does this have to do with technology in the classroom? Nothing, and everything. Technology in and of itself isn't what's caused these kids to become the indifferent students that they seem to be. But, the arbitrary use of technology for technology's sake hasn't helped, either. What's the point (no pun intended) of throwing up a PowerPoint presentation with all of the i's dotted and the t's crossed, that requires no independent thought from the students? Yeah, they can organize information easily, they can regurgitate with style and finesse, but what do they really learn? Is our push to integrate technology into the classroom really beneficial to our students, or is it beneficial to our schools' corporate sponsors, who need semi-educated workers who can put together a spiffy PowerPoint to staff their middle management positions?

I don't have all the answers, and I'm not trying to give the impression that I do. However, I am willing to question the drive schools are making towards incorporating technology so heavily into the classroom.

—Erin Parker, *Ariz. St. Univ., Tempe AZ*

A: Using Pivot Tables for AIMS Data and the Classroom: When the Standards test results come in, I am the first at the photocopier getting a copy of the entire document. Usually I struggle through mounds and mounds of data, but no longer. Now I use a pivot table.



A pivot table is an MS Excel function that allows the user to manipulate large amounts of data easily and in a reader friendly way: "a pivot table is a great reporting tool that sorts and sums [adds] independent of the original data layout in the spreadsheet (www.cpearson.com/excel/pivots.htm). This means that the original data stays the same while another spreadsheet uses the data to create the pivot table. It also means that you can span and collate years of data easily.

As educators, pivot tables can allow us more control of the data, the types of data, and the future data that state standards' testing like AIMS generates, thus allowing us to better plot courses of action. With assessment data, you only get what is assessed, not what is not assessed, and there are gaps, according to Lauren Resnick and Daniel Resnick (1992).

Knowing what a pivot table is and how to use it can fill in those gaps



IN THE TRENCHES: TEACHERS SPEAK

Q: HOW DO YOU USE TECHNOLOGY IN YOUR CLASSROOM? *CONTINUED*

for ourselves and for our administrators, plus allow us to interpret the data increasing our credibility, ethos, value, and voice. It is vital when working with data and technology that teachers be able to put faces and names to the numbers they produce, and it is equally important that our students understand and critically reflect on the ways that assessment data and technology shape their lives.



Large testing companies, such as McGraw-Hill, that publish, score, and manage the data that state standardized tests generate record the data on CD-ROMs for their customers. These CD-ROMs are distributed to State education departments then to school districts and can ultimately end up at your school. You should find out how this distribution of information works at your own school—start with contacting your district or school testing coordinator. This data can be imported into an Excel spreadsheet by clicking on the “data” tab, selecting import external data, importing the data—take care to import as delimited fields, and then finally into a pivot table by using the pivot table wizard. The best thing about pivot tables is that the data can be compiled in endless ways — by age, grade, gender, group, and teacher. And, you can add or create your own columns and data to track how effective your own teaching methods have been.

English educators can monitor their own progress and that of their students. What was effective and what wasn't? What things did students “get” and understand, but better yet, who were the ones who did not get it and why? The students who did not get it — are they in aggregated groups like minority students? It also allows us to explore avenues of remediation for students. In departments with standardized curriculum this is especially important because it can let you know what is really working department wide, what is not, and how it might need to be changed.

“A pivot table is an MS Excel function that allows the user to manipulate large amounts of data easily and in a reader friendly way.”

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Pivot tables can also assist any action research you might be doing.

Realizing what pivot tables can do is exciting and scary. They have the potential to measure and count everything taught in a classroom, thus, increasing teacher accountability and expectations. But, if we as English Educators get involved with pivot tables we can have more voice and choice in how the data is interpreted and used. Pivot tables increase the stories of education if English teachers are actively involved in telling the stories of assessment — matching names and faces to numbers. In this sense, they could be a tool used by us for us to improve our students and ourselves.

A Pivot Table Activity for the English Classroom: Pivot tables can be a useful tool in the English classroom teaching our students to understand and use data in their own writing. It is becoming more and more evident that our students will be asked to do this type of work as technology becomes more and more accessible, and as research begins to drive and fuel the decisions of the future. Pivot tables can be an effective way for our students to “see” and understand data and research. Understanding the process of data collection and analysis is a chance for us to teach our students how technology shapes what we see as fact. Pivot tables can also allow students access to and a better understanding of their own data.



Using an LCD projector or an overhead, show a copy of student demographic information from the last state standards' test. Caution: If you use real test results, change the data so that it is still “real” data, but unrecognizable and untraceable to any one student. Or if you do not have data you can use Ben Gottlesman's weight; Gottlesman, the editor of *PC Magazine*, has been tracking his weight, the days he started diets, and other special food or weight related events on an Excel spreadsheet. You can download this data from ftp.extremetech.com/pub/contest/benway.zip. Extreme Tech sponsored a pivot table contest using this data—you could have students make entries for the contest even though it is long past.



Ask the students what they see in the raw data. Show students the data in pivot table form. Ask students if it is the same data and to look at what if anything is different? Which one is easier to use? Why?

1. Show students how to “make” a pivot table using the data. Have students work in pairs or groups at the computer making and playing around with their own pivot tables. Ask students to find trends in the data they see. What do you see? What does it mean? You can assign groups certain categories or tables to make, for instance, one group might look at how well girls did on the test compared to boys.
2. Each group makes a table or chart and presents it to the class explaining what they see and what they think it means. Discuss all the possible reasons and variables that might influence the view of the data we see.
3. Have them take the table or chart they have created and write up the data as if they were researchers presenting their findings to the school, education “cohorts,” or to the state education department. I ask the students to consider the reading needs of their audience. What is the best writing format and structure you should use to present this information to your audience in a reader friendly way? How do you expect your reader to use this information? What is your purpose for writing this information—to persuade or inform? What type of author will you need to be for the audience you are writing to? As the authors of this text, what does this information mean?

Let students conduct their own qualitative research, put that research into a pivot table, and present their findings orally with power point or as a poster presentation, or as an essay. This activity has any number of take off activities like having students' pick local businesses to study to designing pamphlets.

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- Special Thanks to Brian Huot, Elliot Norbert, and Tom Henry

—Samantha Andrus-Henry



IN THE TRENCHES: TEACHERS SPEAK

AN ENGLISH TEACHER'S MODEST PROPOSAL

As I was watching the Academy Award nominated movie *Sideways*, an all-too-familiar scene affronted my senses: the protagonist, an eighth grade English teacher is on vacation in the hotel hot tub, grading his students' essays. I am sure this scene causes a shudder of recognition in many an English teacher besides myself. It exemplifies a critical problem in the education world: the inequity of the amount of essay grading English teachers must do on their own free time.

It is true that English teachers bear the brunt of the grading burden in schools across the country, spending hours of their own free time to read, not professionally written *New York Times* best-sellers, but sophomore research papers. I have to juggle so much grading, in fact, that I have become accustomed to multi-tasking while grading. I have now perfected the art of grading while watching my favorite show, while cooking dinner, while scooping out the cat box, and while exercising on the stair climber at the gym (this may account for some up and down grades).

I tried to draw the line at grading while sitting in traffic until I saw another desperate teacher writing, "Awkward" on the essay she was grading in backed up traffic on Loop 101. I was so inspired by her utilization of that spare time that I mentally gave her

an A+. Stacks of papers are commonplace in my residence, my car, and are permanent fixtures in my bag. My chiropractor told me to lay off the masonry side jobs; I told her it was compare/contrast essays that I'd been carrying around. In my house, the stacks of papers double for coasters, door stops, coffee table legs, room partitions. We've practically added another wing, and are making plans for a rotunda. They do come in handy also for a spill or emergency. One persuasive essay on the importance of the No Child Left Behind legislation was particularly handy when the dog threw up on the carpet.

Yet I am still behind. The chorus of "When are we getting our essays back?" rings in my ears as I enter the classroom with trepidation. The social lives of English teachers suffer as well. My friends have all but stopped inviting me to happy hours. When I explain that I cannot go away for a fun girls-only weekend in Telluride, that I must finish *The Grapes of Wrath* essays from October, they register a blank. Of course they are in insurance, work in offices, or in management; how could they understand that, at the drop of a hat, on any given day after work, I am not really "done with work." In fact, when I am done at school, I go home to my second job of grading papers. At this rate, I will have worked double overtime day after day with no more compensation than the aerobics teacher who makes the same salary I do.

There is, however, a viable solution to this inequity. I propose a simple, yet effective, strategy which will both compensate and motivate English teachers and at the same time operate under the principles of capitalism and competition for which this great nation is revered.

My proposal is a solution which would be integrated so

seamlessly and easily that it could begin at once. Here is what I propose: Surely you have been to the local coffee house, perhaps a Starbucks or Java Central, where not only do you pay \$4.25 for a medium flavored coffee in a thermal sleeve, but you also add a dollar to the tip jar as a thank-you for the specialized attention your beverage received. Why, even at Einstein Brothers Bagels or Jamba Juice, you can first pay for your item and then show your further gratitude for the completion of your order by contributing to the ubiquitous "Tips Appreciated" jar. There seems to be no place where you cannot tip in America: the car wash, pizza delivery, luggage check-in at the airport, teeth cleaning at your dentist's office. We are a nation that understands the idea of special treatment in exchange for a buck. This concept is easily applied to our current dilemma of overworked English teachers and can readily speed up the turnaround time it takes for essays to be graded and returned to the students who so eagerly await their scores.

Why not, then, affix a dollar to one's essay before submitting it to the teacher for grading? In fact, why not two? This is no less than you would do for the cafe-worker you don't even know. Furthermore, that girl who pours coffee into the cup does not hold your fate in her hands as to whether or not you get to go to the dunes this weekend or are grounded. And a greenback would go far to see to an 8-10 page research paper's timely completion. Let he who has properly tipped the teacher be the first and only one to ask "Did you grade my essay yet?"

I guarantee that the appropriate gratuity will produce a smile at this inquiry rather than the customary growl and facial expression befitting a sudden slipped disc. Some critics of this proposal might ask, why, instead of implementing this scheme, couldn't we simply give English teachers fewer students to work with or an extra prep hour in which to complete their extra grading? After all, they have more grading than teachers in other content areas do. Wouldn't it follow suit that they should have fewer students? But that would never work. If English teachers had fewer students or classes, then that inequity would put undue strain upon the relations between English teachers and the social studies teachers who lock their doors and trample students to make it out to the parking lot by 2:18 P.M. each day. We wouldn't want any sense of unfairness and inequity to develop between the content areas because this is a nation founded on equality. And if we lose a few English teachers along the way due to stroke or mental illness brought on by a lack of "having a life," then so be it. We must look out for the greater good.

Therefore, I submit my very humble proposal in hopes of creating equity and renewed vigor in the teaching profession. Ultimately it is better to "pay it forward." And doing so may also help to avoid the recently-unemployed-by-reason-of-insanity English teacher hitting you up outside of Circle K with "Hey buddy, can you spare a dollar?"

—Holly Batsell, Sandra Day O'Connor H.S., Glendale AZ





IN THE TRENCHES: TEACHERS SPEAK *GENERATION 1.5 STUDENTS:* CHALLENGES OF CROSSING OVER INTO ACADEMIC DISCOURSE

Perhaps the fastest growing student population in the U.S. today is one called "Generation 1.5." This recently coined term describes students who fall somewhere between the categories of native English speaker and ESL.

College educators Linda Harklau, Kay Losey, and Meryl Siegal introduced this phrase in their 1999 text, published by Erlbaum, *Generation 1.5 Students and College Writing: Issues in the Teaching of Writing to U.S.-Educated Learners of ESL*. By definition, ways of explaining exactly what Generation 1.5 means is both fluid and overlapping.



Generation 1.5 students are native-born U.S. citizens or they can be children of immigrants. Both of these groups have one or more parents who do not speak English. These students learn English in formal settings, and receive all of their formal education in U.S. schools. Some Generation 1.5 students arrive in the U.S. at a very young age and attend school exclusively in the U.S. As a result, both groups do not perceive themselves as second language learners

"Generation 1.5 students grow up with U.S. culture and schooling, yet they have learning needs like immigrants..."

and they resist placement into ESL courses. In their academic writing, they demonstrate many grammatical and rhetorical

difficulties typical of more recently arrived ESL students. College writing instructors sometimes feel frustrated when working with this population and actively seek meaningful ways to assist Generation 1.5 students with academic language development, as well as revision, editing, and proofreading.

In other words, Generation 1.5 students grow up with U.S. culture and schooling, yet have learning needs much like

immigrants with limited English proficiency or they resemble international students who travel to the U.S. to attend college. Equipped with excellent social skills in English, these students can appear in conversation to be native English speakers. Because academic writing requires familiarity with complex linguistic structures and rhetorical styles not typically used in everyday social interactions, Generation 1.5 students can feel frustrated when they enter the classroom.

"Generation 1.5 students defy existing categories and have only recently begun to enter the research literature."

The academic challenges for both students and teachers are great. Generation 1.5 students are at a high risk for dropping out of college. Some teachers have little or no experience with this population. This student population needs more writing practice, but this solution is quite labor intensive for teachers. Generation 1.5 students defy existing categories and have only recently begun to enter the research literature. Worst of all, Generation 1.5 students can be misunderstood, undetected, ignored, or thought of as under prepared.

As this population increases, especially here in Arizona, teachers may benefit from becoming de facto ESL instructors. With increased knowledge and discussion about the needs of Generation 1.5 students, teachers can begin to find their own solutions for working with this previously un-named group. For a bibliography of articles about Generation 1.5, feel free to email the author of this article.

—Kathryn Ortiz, Univ. of Ariz., Tucson AZ

CONNECTIONS SHOP & SWAP: A LESSON SHARE

Here is a lesson plan published on IRA's ReadWriteThink.org Web site entitled: *Behind the Masks: Exploring Culture and Self through Art and Poetry*. This unit engages high school students in a study of the relationship between masks and cultures. Students research mask making from various cultures, draw sketches of the masks, and take notes that highlight the connections between the masks and the cultural practices of the people who created them. Using this information, students recreate the cultural masks and compose poetry to reveal their understanding and appreciation of these cultural artifacts. Students then analyze aspects of their own culture, and create personal masks and poetry to reflect their culture and themselves.

- ⇒ You can access it at: http://www.readwritethink.org/lessons/lesson_view.asp?id=395
- ⇒ The lesson was a collaboration between the ceramics teacher and myself (then one of the teacher-librarians). We integrated technology for Web research on cultural masks: <http://storytrail.com/masks/resources.htm>
- ⇒ Support for students' poetry writing was also on the Web: <http://storytrail.com/poetry/poeticdevices.htm>
- ⇒ Finally, we published students personal masks and poems: <http://storytrail.com/masks/powerpoint.htm>



—Judy Moreillon, Northern Ariz. Univ., Flagstaff AZ



IN THE TRENCHES: TEACHERS SPEAK

A LETTER REGARDING ROBERT H. REMPE'S ARTICLE IN THE *ARIZONA ENGLISH BULLETIN*

In Robert Rempe's useful article "Using the Poem 'The Little Boy' by Helen E. Buckley in Shakespeare Class" (*Arizona English Bulletin*, Spring 05, pp. 16-18) Rempe writes, "I must confess that I do not know who Helen E. Buckley is, I do not know if indeed she has written other poems, but I am eternally grateful for the educational usage that I have gleaned from the poem over the years."

I know who Helen E. Buckley is and so I decided to share some information about her.

She was a professor of English at the State University of New York in Oswego. I first met her in 1963, a couple of years after her "Little Boy" poem was published in the October 1961 issue of *School Arts Magazine*. My husband had just joined the faculty at SUNY and I was given a part-time job teaching freshman composition. I was assigned to share her office. Apparently there had been some conflict about who was to be my office-mate because when I was being escorted to her neighborhood, I couldn't help but notice a sign on the office next door which said "DO NOT MOVE ANTHING IN THIS OFFICE." I always suspected that I was the "THING" not to be moved into the neighboring office.

In contrast, Helen E. Buckley, who in that era was a fairly well known author of children's picture books, made me feel welcome. I came in only two afternoons a week, but I was there long enough to see how happy her children's literature students were compared to my freshman composition students. At the time, the State of New York was obligated to admit all students in the upper half of their high school classes, but the colleges did not have the money to support this many students and so the job of discouraging students from staying in college was handed over to the freshman composition teachers.

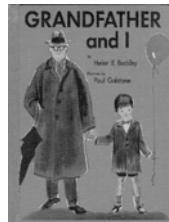
In this dismal situation, Professor Buckley was a shining light of compassion, goodwill, and more-than-common sense. I took her class on writing for children and at her invitation joined a local writing group. She is the one who inspired me to begin working with literature for young readers.

Some twenty years later when I was going back to upstate New York to speak at a library conference at Syracuse University, she sent me a note and reminisced about a story I had written for her class. I am sure that I could not do that for a student I hadn't seen in twenty years.

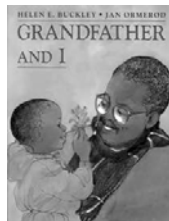
Her best known picture books were *Grandmother and I* and *Grandfather and I*, both published in the 1960s. They were re-issued in 1994 with new artwork showing the families as African American. Amazon.com has them both for sale with five- and four-and-a-half star ratings, respectively. I also checked into the SUNY Oswego website to see if I could get her address because I thought she would enjoy seeing Rempe's article. However, she apparently died in 2001 because that was the date given for memorial books now in the SUNY library.

In conclusion, I thought AETA members would be glad to know that Helen E. Buckley was genuinely the last — not the first — kind of teacher portrayed in her little story. And if she's up there in the great beyond, I'm sure she is pleased to see that her story is getting a second chance at a time when its message is even more needed than it was in the 1960s.

—Alleen Nilsen, Professor of English Education, Ariz. St. Univ., Tempe AZ



1959 edition



1994 edition

"THE LITTLE BOY" — BY HELEN E. BUCKLEY

Once a little boy went to school
One morning,
When the little boy had been in school
awhile,
The teacher said
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds.
Lions and tigers,
Chickens and cows, trains and boats.
He took out his box of crayons

And began to draw.
But the teacher said, "Wait!
It is not time to begin!"
And she waited until everyone looked
ready.

"Now," said the teacher,
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and mangle and blue crayons.

But teacher said, "Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher.
"Now you may begin.

The little boy looked at the teacher.
Then he looked at his own flower
He liked his flower better than the
teacher's.
But he did not say this.
He just turned his paper over
And made a flower like the teacher's.
It was red, with a green stem.

On another day, the teacher said,
"Today we are going to make something
with clay."
"Good!" thought the little boy.
He liked clay.

He could make all kinds of things with
clay.
Snakes and snowmen,
Elephants and mice, cars and trucks,
And he began to pull and pinch
His ball of clay.

But the teacher said,
"Wait! It is not time to begin!"
And she waited until everyone looked
ready

"Now," said the teacher,
"We are going to make a dish."
He liked to make dishes.

And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!
And I will show you how."
And she showed everyone how to make
One deep dish.
"There," said the teacher.
"Now you may begin."

The little boy look at the teacher's dish.
Then he looked at his own.
He liked his dishes better than the teacher's
But he did not say this.
He just rolled his clay in to a big ball again
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait
And to watch,
And to make things just like his teacher.
And pretty soon
He didn't make things of his own anymore

Then it happened
That the little boy and his family
Moved to another house
In another city,
And the little boy
Had to go to another school.

And the very first day
He was there,
The teacher said:
"Today we are going to make a picture
"Good! thought the little boy,
And he waited for the teacher
To tell him what to do.
But the teacher didn't say anything.
She just walked sound the room.

When she came to the little boy
She said, Don't you want to make a
picture?"

"Yes," Said the little boy,
"What are we going to make?"
"I don't know until you make it,"
Said the teacher.
"How shall I make it?" asked the little boy.
"Why any way you like," said the teacher.
"And any color?" asked the little boy.
"Any color," said the teacher.
"If everyone made the same picture,
And used the same colors,
How would I know who made what,
And which is which?"
"I don't know," said the little boy,
And he began to make a red flower with a
green stem.

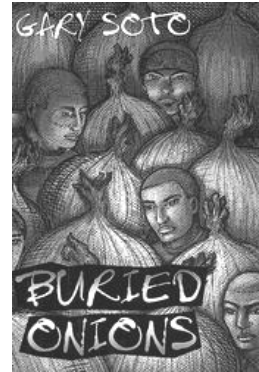


ARIZONA ENGLISH TEACHERS ASSOCIATION (AETA) STATE CONFERENCE
CONFERENCE REGISTRATION FORM

Buried Onions or Buried Treasure?
Today's Teachers Helping Students Unearth Meaning

FEATURING AUTHOR & POET, GARY SOTO

Rincon University High School
 321 N. Arcadia
 Tucson, Arizona 85710
 October 7-8, 2005



*Please register by October 1st or your place in workshops, sessions or meals cannot be guaranteed.
 All participants and presenters are expected to register and pay conference rate and additional fees as selected.*

You may also register online at: www.asu.edu/aeta

2005 AETA CONFERENCE REGISTRATION

Conference Package A (before October 1st)	All Friday & Saturday activities including meals & snack	\$95 members _____ \$140 non-members _____
Conference Package A (after October 1st & onsite)	All Friday & Saturday activities including meals & snack	\$100 members _____ \$150 non-members _____
Conference Package B	Friday activities only	\$40 members & non-members _____
Conference Package C	Saturday activities only	\$ 70 members _____ \$110 non-members _____
Student Registration	All Friday & Saturday activities including meals & snack	\$30 members _____ \$50 non-members _____
AETA Membership 05-06	Educator, new and renewal	\$40 _____
	Student, new and renewal	\$20 _____
		TOTAL SUBMITTED \$ _____

MAIL TO: Jean Boreen, Executive Secretary PO Box 6032 NAU Department of English Flagstaff, AZ 86011-6032	Name _____
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	Affiliation/School _____
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PHOENIX BRANCH

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CONNECTION POINTS:
CONFERENCES AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

**THE WRITING PROJECT:
 METHODS OF TEACHING COMPOSITION**

("The class formerly known as GPAWP")

The Arizona State University Department of English hosts a different kind of class about writing — its philosophy: "Writing teachers writing, and talking about writing and teaching." Dr. G. Lynn Nelson, author of *Writing and Being* and Associate Professor of English at Arizona State University teaches this three-credit course. It meets four days weekly through June: Monday through Thursday, from 8:30 — 11:30 a.m. during the first Summer Session of classes (June 1-28, 2005). It's not too late to register.

Register for the undergraduate or graduate course:
ENG 480 60665 MTWTH LL 240 NELSON, G
ENG 507 68863 MTWTH LL 240 NELSON, G



For information about how to register for classes, or how to apply for enrollment at ASU, please visit this website: <http://www.asu.edu/apply/>

THE YOUNG ADULT WRITING PROJECT (YAWP)

YAWP is a summer writing project for students from 8th—12th grades who want to integrate meaningful and authentic writing into their life work. Every summer young writers from all over Arizona come together as a community to write about their lives, where they are from, and what matters. YAWP's vision is that through poetry and stories, we learn the language that brings healing and peace into our own lives and communities. Published writers and poets visit to share their own stories, ideas and writing styles as well. Throughout the three weeks, young writers work closely and carefully, learning the art of critique and discovering the power of words. At the end they publish a collection of work to take away, as ripples in a huge sea, hungry for stories, the language that heals.

"We want a language of that different yield. A yield rich as the harvests of earth, a yield that returns us to our own sacredness, to a self-love and respect that will carry out to others." (Linda Hogan)



YAWP members come to the summer writing program through teacher or other adult recommendation. They will meet June 6-23, 2005, Mondays through Thursdays, 9 am to 12:30 pm at ASU in Tempe, AZ. Students must be able to arrange their own transportation to and from ASU.

For more information contact:
 G. Lynn Nelson, Assoc. Professor, English Education | Arizona State University | Lynn.Nelson@asu.edu |

(480) 965-2568 or visit YAWP on the web:<http://www.asu.edu/gpawp/yawp>

**CHECK OUT THESE OTHER ASU ENGLISH
 SUMMER CLASSES WITH SEATS AVAILABLE!**

⇒ **ENG 354: African American Literature, Post Harlem Renaissance (#54208)**

Instructed by Dr. Katherine Heenan, First Summer Session, MWTH 6:00-8:50 p.m.

A historical survey of African American literary traditions and cultural contexts from the 1920s.

⇒ **ENG 356: The Bible as Literature (#62860)**

Instructed by Dr. Randel Helms, First Summer Session, MTWTHF 9:30-11:10 a.m.

Readings in the Jewish and Christian Scriptures in modern translation.

⇒ **ENG 394: Arab Women Authors: Bridging Cultures Through English Texts (#89469)**

Instructed by Heather Hoyt, Second Summer Session, M& F Online; TWTH 9:30-11:10 a.m.

Issues of gender, religion, class, nationalism, and colonialism from Arab women's perspectives in English texts by Jordanian, Saudi Arabian, Egyptian, Palestinian, and Arab-American women writers.

⇒ **ENG 471/540: Literature for Adolescents (#87341)**

Instructed by Dr. Jim Blasingame, Second Summer Session, MTWTHF, 9:30-11:10 a.m.

Prose and poetry that meet the interests and capabilities of junior high and high school students. Stresses recent literature.

2005 LITERACIES FOR ALL SUMMER INSTITUTE

The 2005 Literacies for All Summer Institute in San Diego, July 14-17 (NCTE "Whole Language Umbrella"). The title of this conferences is "Teaching for Change: Creating Democratic, Inclusive, Holistic Classrooms."



The presentation proposal deadline has passed, but the conference promises to inform and enlighten for all in attendance: "More now than ever, teachers need to be aware of the research that supports holistic practices so they can communicate with administrators, colleagues and parents" (from www.ncte.org).

For more information, please visit the website: <http://www.ncte.org/profdev/conv/wlu>



AETA MEMBERSHIP APPLICATION

(Annual membership is from fall to fall of each year. Back issues of publications will be provided, as available.)

One-year individual membership (within U.S.) • School year 20__ to 20__	\$35
One-year individual membership (outside U.S.) • School year 20__ to 20__	\$45
One-year institution membership (only within U.S.) • School year 20__ to 20__	\$40
One-year emeritus/student membership • School year 20__ to 20__	\$20
Two-year individual membership • School years 20__ to 20__	\$60

Name: _____

School Affiliation: _____

Mailing Address: _____

Phone (H): _____ Phone (W): _____

Email: _____ FAX: _____

Area of Interest (circle one): K-6 4-8 9-12 Post-secondary

FOR MEMBERSHIP INFORMATION, CONTACT:

Jean Boreen Box 6032 English Department NAU
 Flagstaff, AZ, 86011-6032
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CCCC MAY FOCUS ON WRITING AND READING, BUT CHECK THE ARITHMETIC

Perhaps numbers are the last expected lens to view the nation's premier pedagogical writing event, the annual Conference on College Composition and Communication (CCCC), held this year March 16-29 in San Francisco and thematically titled in honor of its host city "Opening the Golden Gates: Access, Affirmative Action, and Student Success." In an era of federal and state budget cuts for education, however, curiously coupled with increased mandates for accountability underscored by teaching to the test, why expect anything else?

But numbers talk and may be used to elucidate as well as to diminish. They tell us, for instance, the issues college and university writing teachers and administrators around the nation most value.

This year's ten "cluster" CCCC topics, totaling 473 concurrent sessions over three days, each featuring 3-5 individual speakers, included Practices for Teaching Writing (151 sessions, seeming to indicate the good news that writing teachers at every level care about the classroom), Composition Programs (69), Theory (73), History (23), Research (19), Information Technologies (33), Institutional and Professional (60), Language (17), Creative Writing (9), and Professional and Technical Writing (only 19, despite the fact that an unprecedented number of ads for English positions stipulate interest or expertise in these two skills, coupled with other talents, like grant writing), with many of these sessions selectively cross-listed under Adjunct and Contingent Faculty (4), Assessment (30), Basic Writing/Developmental English (34), Civic, Public, Community Writing and Service Learning (32), Disabilities (18), ESL and Generation 1.5 (22), Feminism, Gender, Sexual Orientation (32), Studies in Writing and Rhetoric Authors (21), Two-Year



College Faculty (51), WAC/WIC (25), and Writing Centers/Tutoring (28).

The menu offered not merely an entrée for every taste, but a smorgasbord. I piled my plate with helpings of technology, most memorably "Writing Multimodalities within Literacy and 'Electracy': A Conversation with Gregory Ulmer," whose theory of invention (heuretics) celebrates the text-image environment for encouraging users not merely to interpret (as hermeneutics), but to associate and create; "Evaluating Academic Weblogs: Using Empirical Data to Assess Pedagogy and Student Achievement," a session on blogging, the democratic technology at our fingertips for encouraging citizen-student participation in public debate; and "Opening the Golden Gates through Digital Innovation:

Expanding Access for Students with Disabilities," a session designed to create

awareness via empathy-driven advice (such as "put on a blindfold and 'see' what it's like to access information on your school's computers") and accessibility resources (such as Bobby, a software tool that tests web pages for compliance with accessibility guidelines: <http://bobby.watchfire.com/>).

With so many enticing offerings, I often felt torn between attending one concurrent session and three or four others. The most satisfying part about the CCCC buffet: you can "eat" all you want and never get stuffed.

"Opening the Golden Gates: Access, Affirmative Action, and Student Success" was this year's CCCC theme.



—Cornelia Wells, *Ariz. St. Univ., Tempe AZ*



NEWS IN EDUCATION & LANGUAGE ARTS

“The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems.”

— Gandhi

RESEARCH FOUNDATION GRANTS ARE AVAILABLE

The NCTE Research Foundation is now accepting proposals for Grant in Aid, Teacher Researcher Grants, and Creating Communities of Inquiry Grants to support research projects

related to the teaching of English. Applicants must be members of NCTE. The proposal deadline is **August 15, 2005**. <http://www.ncte.org/announce/120667.htm>

from www.ncte.org

ONLINE SURVEY BY NATIONAL EDUCATION ASSOCIATION (NEA) REVEALS HOW MUCH OF THEIR OWN MONEY TEACHERS SPEND IN THE CLASSROOM

Last academic year the average teacher spent approximately \$1,180 of his or her own money for classroom supplies, lesson

materials, and student incentives — and was not reimbursed for those expenses. For the full story published online in March 2005, please visit the NEA website: <http://www.nea.org/neatoday/0503/classroomsupplies.html>.

from www.nea.org

INFLUENTIAL GROUP CALLS IT QUILTS

As reported in *Inside Higher Ed*, the American Association for Higher Education, which was founded in 1969, announced that it would shut down its operations. In an interview, Clara M. Lovett, president of the association, said that the AAHE has had

difficulty balancing its books for several years and that the board decided, with her support, that it was better to shut down than to compromise the quality of programming. <http://www.insidehighered.com/news/2005/03/25/aahe>

from www.ncte.org

WRITE FOR NCTE *COUNCIL-GRAMS*, GET FREE BOOKS

Are you looking for free giveaways for your affiliate's summer or fall conference? NCTE has a limited number of free books to give away -- these may include review copies of teaching resources from other education publishers as well as slightly

damaged NCTE books. Write an article for *Council-Grams* on your group's recent activity or accomplishment, send it to us, and we'll send one random assortment of five books to your affiliate, as long as supplies last. Please send your article and your free book request to Council-Grams@ncte.org.

from www.ncte.org

KEEPING UP ON THE “STATE” OF ARIZONA’S EDUCATIONAL BUDGET

If you’re feeling brave and want to read about updates to Arizona’s education budget for the next fiscal year, you can visit the following websites for more information:

Information on the Governor’s budget can be found at this link: <http://www.ospb.state.az.us/budgeting.htm>

Information on the legislature’s budget proposal can be found at

this link: <http://www.azleg.state.az.us/jlbc.htm>

Information about Sun Devil Advocates at Arizona State University (“composed of alumni, students, faculty, staff, retirees, parents and community partners who are committed to educating elected officials about the importance of Arizona State University and higher education”) can be found at this link: <http://www.sundeviladvocates.org/>

from ASU Classified Staff Council Friday Digest, May 13, 2005

NCTE STUDENT LITERARY MAGAZINE PROGRAM: 2004 HIGHEST AWARDS ANNOUNCED; 2005 ENTRY FORMS ONLINE

The names of schools honored in the 2004 Program to Recognize Excellence in Student Literary Magazines have been

listed on the NCTE Web site. Also on the Web site is the entry form for the 2005 program; the deadline for submitting literary magazines to state leaders is **July 1**. <http://www.ncte.org/about/awards/student/preslm>

from www.ncte.org



*Would you like to learn effective skills to successfully
begin your first year of teaching?*

**Beginning Educator Support Team
Offers:**

DCI 511

Establishing Effective Teaching Practice

For first-year teachers

online

**Earn 3 ASU graduate credits transferable into
most education master's programs!**

The objective of the course is to help beginning teachers establish and strengthen best practices with curriculum that is directly applied to classroom teaching. Ongoing support is offered to assist the beginning teacher in having a successful first year. Topics covered include: Beginning the Year Successfully, Creating Positive Interactions with Students and Parents, Balancing Teacher Stress and Developing Corrective Discipline Strategies.

**Fall 2005: 8/29/05 through 12/06/05
Registrations are accepted through 8/29/05.**

*Access a registration packet at <http://coe.asu.edu/best/registration.html>
or contact the BEST office at 480-965-4339.*



“Power consists in one's capacity to link his will with the purpose of others, to lead by reason and a gift of cooperation.”

—Woodrow Wilson



LESSONS LEARNED
BY A STUDENT TEACHER

My Inbox this morning had a message waiting for me
From TormntdPnkPrincess@aol.com.
One of my students, of course. Who else
is a Tormented Pink Princess?

"Miss Scovel," she wrote, "I miss coming to school.
I especially miss your class and the way
You make me feel smart.
I like the story you sent home for me to read.
I will write my own when I have enough strength."

This princess is sick and has been absent
Twenty-six days. She has taught me that spirit conquers
Physical circumstances.

Stephany makes animal noises at me
Whenever I walk by.
If looks could kill, I'd be dead
One hundred times over.

I moved her to the back of the room
So she couldn't get any attention.
Her grade dropped from an A to a C.
She sits like a defeated terrorist in the back corner
Staring at me with dead eyes.

Stephany may be the first person
who has openly hated me.
I have learned that I'm okay with being hated.
I don't need another friend.

Tim wears his Harry Potter shirt
Every Tuesday even though he is sixteen.
He waits too long in between haircuts
And studies alone in the library every single morning.

During lunch he sits beneath the stairwell
And eats a single slice of pepperoni pizza.
Tim stays late after school every day.
He talks to me about life, books, movies,
And his weekend plans.

He is nervous and awkward,
Yet incredibly endearing. I tell the female students
That the best kinds of guys are the quiet, dorky kind.
They are loyal, dedicated, and treat women like royalty.
They laugh at me, but Tim proves my point.

I saw him in the parking lot yesterday after school
Picking up scattered papers.
"Tim, what are you doing? You'll miss your bus!"
"It's okay, Miss Scovel, it's already gone.
Molly dropped her notebook and the wind
Blew her papers around."

Students swarmed around Tim and Molly
As they weaved through the legs of aloof students
Snatching scraps of homework and notes
From beneath students anxious to leave.

Molly has never spoken to Tim.
They are not from the same crowd.
She has not spoken to him since.
Tim has taught me about kindness and integrity.
He welcomed me as he would welcome anyone
Who would give him a chance.



—Brittany Scovel, *Ariz. St. Univ., Tempe AZ*



ENGLISH SPEAKING UNION
SHAKESPEARE CONFERENCE:
MICHAEL LOMONICO

Along with two other teachers from my
school, I attended the English Speaking Union
Shakespeare Conference held at the Mesa
Convention Center on March 4, 2005.

At this conference I learned various activities
to use with my students in class while teaching
Shakespeare.

Michael LoMonico was the speaker and
presented many wonderful ideas to bring
Shakespeare to life in my classroom. All the
lessons and advice he gave were very helpful.
Most of the teachers came to the realization

that they had never been taught how to teach
Shakespeare; that our required Shakespeare
classes only focused on reading the plays.

I have already used some of the ideas and
lessons in our class since
attending the workshop. If
you get the opportunity to
attend this conference, I
highly recommend you do.
Two thumbs up from me!



—Kris Guy, *Estrella Foothills H.S., Goodyear AZ*

2005 LINGUISTICS/TESL SYMPOSIUM: ASU:

Three Arizona State University English Edu-
cation doctoral students presented their re-



search and a fourth student
chaired the 2005 Linguistics/
TESL Symposium held on the
ASU-Tempe campus on April
8, 2005. April Brannon's
presentation, "Starbucks Coffee: A Coffee by
any Other Name Would Smell as Sweet,"
examined the Starbucks logo as a multi-media
text, noting how the syntax, semantics, and
pragmatics of the logo are useful in marketing.

David Pegram's presentation, "Wieners,
Balls, and Melons: Language Play and Its Func-

tion in Sexual Metaphor," offered evidence of
the ways in which sexual metaphor is a form of
language play and explored interpretations of
various sexual metaphors.

Finally, Bryan Gillis's presentation,
"Grammar: How Can We Teach It Effec-
tively," introduced teaching strategies that
integrate positive examples from literature and
students' own writing to identify and teach
grammar use. Katherine Mason, another ASU
English Education doctoral student, chaired
this symposium now in its 11th year.

—Katherine Mason, *Ariz. St. Univ., Tempe AZ*

LANGUAGE AT THE BORDERS SPRING CONFERENCE:
THE LOVE OF LANGUAGE IN A TIME OF TESTING

Standardized testing seems to be the issue on
everyone's minds these days, particularly those
of us who find ourselves balancing a state man-
dated curriculum and our own passion for di-
verse language and literacy.

Keynote speaker Dr. Anne-Marie Hall encour-
aged conference goers to think about the impact
high stakes, Anglocentric testing (AIMS) invari-
ably has on ELL students and native speakers
alike. She encouraged conference goers to chal-
lenge legislators who think that this type of test-
ing is an authentic assessment tool in diverse
population groups, such as is common in high
schools across Arizona. Hall is the Director of
the Southern Arizona Writing Project.

Sessions featured teachers and graduate stu-
dents from across the state who have grappled
with efforts to engage a diverse student body in
thinking and writing critically about the world
today. Participants responded by discussing ways

to help students turn information from the class-
room into a real love for learning and for lan-
guages.

Karen Brennan, Barbara Cully, Elizabeth Evans
and Aurelie Sheehan shared book readings during
the delicious lunch served in the commons area
of the Integrated
Learning Center at
the University of
Arizona in Tucson.



The conference
ended with a Town
Hall meeting in which participants and speakers
both shared ideas about ways to change the high
stakes, standardized tests' effects on students in
elementary, secondary and post secondary class-
rooms.

—W.K.

INTERNET CONNECTIONS



Following are some Web links to help you connect — with other teachers, students, and the larger education community.

Writing with Writers: <http://teacher.scholastic.com/writewit/>

A Scholastic Books site. Students work in “workshops” with authors, editors, and illustrators.

Digital Divide Network: <http://www.digitaldividenetwork.org/>

The purposes of the Digital Divide Network are confronting availability of relevant information, overcoming language barriers, and promoting the diversity of cultural voices.

National Center for Children of Poverty: <http://www.nccp.org/about.html>

The National Center for Children of Poverty at Columbia University identifies and promotes strategies to improve the lives of low-income children and their families.

Gary Soto's Website: <http://www.garysoto.com/index.html>

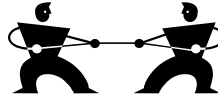
Official website for poet, author, and Keynote Speaker for the 2005 AETA Conference

Pew Hispanic Center: <http://www.pewhispanic.org/index.jsp>

The Pew Hispanic Center at University of Southern California was established in 2001 to improve public understanding of the Hispanic population and chronicle the growing impact of Latinos in the nation.

Educator Reference Desk: <http://www.eduref.org>

The Educator's Reference Desk accesses 2,000 lesson plans, 3,000 links to online education information and 200 question archive responses — one million bibliographic records on education research, theory and practice.



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