



**NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH  
2017 FALL CONFERENCE  
SCHEDULE OF WORKSHOPS**

**(Please note that any schedule may be subject to change.)**

**F 8:15-9:45**

**World Café: A Model for Student Engagement (H) (Board Room)**

**Workshop description:**

What percentage of student engagement makes a successful class? Is 50% acceptable? Is 75% enough? World Café is a discussion model that elicits 100% student engagement by providing students the opportunity to respond to questions, listen to their peers, record ideas, and synthesize their thoughts. A protocol that is practiced in schools and businesses around the globe, World Café is easily adaptable to any grade, any book, or any problem in the high school curriculum. In this interactive session, audience members become students in a hands-on demonstration of this dynamic instructional tool.

**Presenter(s):**

**Corinne Woodworth** is an English teacher at Duxbury High School, where she teaches AP English Language and Sophomore English in a co-taught model. In April 2017 she presented her unit “Campaign Rhetoric: Preparing the Voters of the Future” at the Student Success in Writing Conference at Georgia Southern University.

**Graphic Novels: The Unicorn of Literary Instruction (G) (Director’s Room)**

**Workshop description:**

This workshop is designed to contextualize graphic novels in a new light. Beyond establishing graphic novels as ‘real’ literature, this workshop not only highlights the multiple uses of graphic novels within diverse college-level, literacy-learning contexts, but reimagines graphic novels as the ‘unicorns’ of literary instruction. Graphic novels facilitate conversations, activities, and assessments that are difficult with other literary genres. By embracing and using graphic novels

in original and even ‘unorthodox’ contexts, instructors can awaken within their students a desire to engage with, learn from, and teach with a renewed zest by tapping into an all-too-often overlooked and even dismissed resource.

### **Presenter(s):**

**Katharine Covino**, an Assistant Professor of English Studies at Fitchburg State University, teaches writing, literature, and teacher-preparation courses. Her research interests include critical literacy, critical pedagogy, gender, discourse, identity, and literacy praxis. Her scholarship explores the implications of the inclusion of critical literacy/critical pedagogy in elementary literacy-learning classrooms.

**Kisha G. Tracy** is Associate Professor of English Studies and Co-Coordinator of the Center for Teaching and Learning at Fitchburg State University. She is writing a book, *Students Are People Too*, and serving as Book Review Editor for *Currents in Teaching and Learning* and board member of NEFDC and ISETL.

### **Creating Change: Opening Worlds One Book at a Time (M) (Amphitheater)**

#### **Workshop description:**

As parents and educators, we know that books open worlds, but how? Which books are most effective? What makes a child love a book enough to read and reread it—to remember the story and want to change the world? Children love appealing characters as well as plots that engender a sense of fun and adventure, but stories that inspire must contain more. In this interactive session, three picture book authors will engage participants in a discussion about how books, writing, and word choice can be used in the classroom to affect change and create an appreciation for others and their communities.

### **Presenter(s):**

**Cheryl Lawton Malone** is the author of *Dario and the Whale* and *Elephants Walk Together*. She presented at NCTE and NerdCamp in 2016 and taught creative writing at Lesley University. She offers workshops, seminars and manuscript-consulting services.

**Nancy Tupper Ling** is an award-winning poet as well as the author of *My Sister, Alicia May*, *Double Happiness*, and *The Story I’ll Tell*. She presented at NerdCamp in 2016 and has taught creative writing classes through SCBWI and others to children, teenagers, senior citizens, teachers and fellow authors.

**Heather Lang** writes picture book biographies about brave women from history, such as *Fearless Flyer: P Ruth Law and Her Flying Machine* and *Swimming with Sharks: The Daring Discoveries of Eugenie Clari*. She presented at NerdCamp in 2016 and enjoys teaching children and educators about her research and writing process.

## **Creating an Understanding of an Unfamiliar Culture (Islam) Through Young Adult Literature (H) (Greenwood)**

### **Workshop description:**

The reality that our students exist in a xenophobic cultural moment is rarely addressed in schools. This workshop will demonstrate how to use YA literature featuring Islamic and Muslim protagonists to foster exciting, worthwhile discussion about individual choices and society as a whole. Presenters will share important elements of Islam and Muslim culture, demonstrating how to educate students on a potentially unfamiliar culture. They will provide synopses of four recommended texts as well as eight activities to go along with the texts. Participants will gain tools to encourage safe discussions about perceptions, stereotypes, othering, personal connections, culture, equity, authority and authenticity of texts.

### **Presenter(s):**

**Danielle King** taught high school English for seven years and is currently a Ph.D. candidate at the University of Connecticut, where her research focuses on young adult literature. She currently serves on the Board of Directors for The Assembly on Literature for Adolescents of NCTE (ALAN) and is an Assistant Editor of *The ALAN Review*.

**Arianna Drossopoulos** is a ninth grade English teacher at East Hartford High School, CT. She graduated from the University of Connecticut with her Bachelor's and Master's degree in Secondary Education. This is her fifth year teaching at East Hartford High.

## **Teaching Rhetoric to Understand the World (MH) (Boxwood)**

### **Workshop description:**

Once reserved for AP Language and Composition, rhetorical analysis has gained new importance through its inclusion in the new SAT essay. It is also an essential tool for students to understand the world around them: advertisements, commercials, news, opinion, social media, and fake news. In this interactive, thought-provoking workshop, teachers will learn about and practice effective methods, lessons, activities, and projects to teach pathos, ethos, and logos to 7-12 students of all levels. They will leave the session with student handouts, lesson plans, assignments, and rubrics to help them incorporate rhetorical analysis lessons into their own classrooms.

### **Presenter(s):**

Dr. Michael Harten is Dean of Academics and English teacher at The Woodstock Academy in Woodstock, CT. He has taught middle and high school English for 15 years and has presented at AERA, NCTE, NEATE, and the CT Reading Association. His research interests include written reflection, metacognition, and discussion.

Kelly Danielson has taught English and creative writing at The Woodstock Academy in Woodstock, CT, since 2007. She has presented about student writing and discussion at NCTE

and NEATE. *The Art of Undressing*, her collection of short stories, will be published by Wolfson Press through Indiana University at South Bend.

**Language and Identity: The Challenges and Possibilities of a College Classroom (C)  
(Wedgwood)**

**Workshop description:**

Like the five-year Richard Rodriguez at the beginning of “Aria: A Memoir of a Bilingual Childhood,” college students in a Composition class feel disoriented as they enter a classroom faced with new writing demands as students and new possibilities as adults. In his essay, Rodriguez distinguishes between private and public language and explores how both shape identity. Using this text as a lens, students consider these ideas through other literacy narratives and their own experiences as students. This workshop will offer strategies for reading challenging texts (including graphing), developing a “lens/artifact” assignment, teaching the “academic” essay, and integrating student self-assessment.

**Presenter(s):**

**James Gentile**, Professor of English at Manchester Community College, is co-chair of his department as well as chair of the Connecticut Coalition of English Teachers and Director of the Connecticut Poetry Circuit. He is actively engaged in state-wide Center for Teaching programs and works as a consultant for eTutoring.

**F 10:45-12:15**

**Reading the Apocalypse: Using Cormac McCarthy’s *The Road* to Develop a Multimodal Analysis (HC) (Board Room)**

**Workshop description:**

Multimodal analysis motivates students to read and enables them to contextualize the elements of fiction they need to construct meaning from a text. The presenter will describe his success in teaching Cormac McCarthy’s *The Road* through such an approach, sharing student models to demonstrate how a critical reading of students’ work reveals a clear understanding of the author’s purpose and craft. Sharing the tools he uses to guide students through the invention, drafting, and presentation process, the presenter will help participants to experience both the possibilities and challenges of teaching multimodal analysis as they consider how they might develop their own units.

In this presentation, I will place participants into groups and provide them with a packet of information that will contain the “topic invention worksheet,” “drafting worksheet,” “revision guide,” and student model essays.

**Presenter(s):**

Matthew Pifer is an associate professor of English at Husson University in Maine. He has presented at 4Cs, SAMLA, and was the NCTE Maine Higher Education Analyst from 2013-2015. Recently, he is interested in multimodal composition and macroanalysis as ways of developing nuanced literary interpretations.

**Strengthening Literacy Skills utilizing the SAT Suite of Assessments and SAT Practice on Khan Academy Resources (G) (Director's Room)****Workshop description:**

The revised SAT and its related suite of assessments has potential far beyond its traditional role of determining a student's admittance to colleges and universities. This session will provide teachers with instructional strategies and resources that can be utilized in a variety of classroom settings. Participants will gain a deeper understanding of the Evidence-based Reading and Writing portion of the SAT Suite of Assessments and how to use the results to build up students' knowledge, skills and understandings. They will explore in depth the SAT Essay as well as investigate SAT Official Practice with Khan Academy's ELA resources.

**Presenter(s):**

**Sabrina Lavieri** started working for the College Board over ten years ago as a National Consultant and now serves as a Director of State and District Partnerships for the College Board. Most recently she was the director of Educational Planning, Student Assessment and Program Improvement for the Newington Public Schools in Connecticut.

**Jennifer Caccavale** is a Director of State and District Partnerships for the College Board, supporting educators in Massachusetts and Vermont. She started her career as a middle school history teacher in Washington, D.C. through the Teach for America Corps and then was director of college counseling at a Massachusetts high school.

**Simon Edgett** is District Lead for High School English in New Haven Public Schools and Adjunct Professor of Composition at Southern Connecticut State University. He has worked with students in grades six through college and is especially interested in helping students to bridge the gap between high school and college.

**From the Page to Life – Reading Roadmap to Empathy, Courage, Forgiveness and Gratitude (M) (Amphitheater)****Workshop description:**

Empathy, courage, forgiveness, and gratitude are tenets at the heart of this workshop. An educator and an author will share research that provides a foundation for embracing social-emotional learning and integrating these principles into the curriculum by focusing on the whole child. The presenters will share specific ways to use books as windows, mirrors, and doors,

encouraging compassion and connecting globally to celebrate diversity and build meaningful reading communities. Participants will learn ways to use stories to team-up with authors and connect with other passionate educators to have a positive impact on their students.

### **Presenter(s):**

**Elly Swartz** is the author of *Finding Perfect* (FSG 2016), a story about Molly, slam poetry, courage, and OCD. Her next novel, *Smart Cookie* (Scholastic 2018) introduces the spunky and big-hearted Frankie, all about family with a dash of mystery. *Give and Take* (FSG) is scheduled for a 2019 release.

**Jimmy Sapia** is a passionate and dedicated sixth grade Individuals and Societies teacher in Stamford, CT. He is proud to be an active member of the Twitter educational community. He was the Stamford, CT Teacher of the Year in 2014-2015. He loves children's literature and strives to become better every day.

### **Erasing the Transactional: Argumentation as Authentic, Action-Based Learning (H) (Greenwood)**

#### **Workshop description:**

How can we help students interact critically and authentically with a text? Two teachers and a Boston Debate League instructional coach will share strategies to transform lessons via argumentation, empowering students as critics both in and outside of the classroom. The presenters will model two Evidence Based Argumentation activities, Mini Debate and Evidence Scavenger Hunt, to prepare educators for their own EBA implementation. Participants will also learn how to extend EBA activities into summative assessments such as a Full Class Debate and Trial. They will leave with activities to help students speak, write, and read critically in a student-centered classroom.

### **Presenter(s):**

**Mary Dibinga** teaches 10th grade English and 12th grade AP Literature and Composition at Boston Latin Academy.

**Jana McCarthy** teaches 10<sup>th</sup> grade English and is her school's Teacher Leader of Instruction as well as EBA facilitator at West Roxbury Academy. As a Calderwood Writing Fellow, she researched teacher urgency and writing stamina. She received Honorable Mention in Boston Public Schools 2017 Educators of the Year Program.

**Sarah Mayper** is an EBA instructional coach for three Boston public schools. She works with teachers across all disciplines to help them incorporate EBA activities into their classrooms. She collaborates with her co-presenters to discover and refine instructional practice that make argumentation a dynamic, student-led process.

### **Publishing Your Work in *The Leaflet* (G) (Boxwood)**

#### **Workshop description:**

Have you ever wanted to publish your work, but did not know how? Do you want help shaping an idea that just will not seem to form? In this workshop, participants will meet the editor of NEATE's professional journal, *The Leaflet*, who will share available publication opportunities, including upcoming themes. The presenter will discuss the logistics of publishing work, how to conduct and present research, revising work, and the expectations of the journal, including the peer review process and submission guidelines. Following a Q-and-A session, participants can pitch their ideas and work together to develop and strengthen their ideas.

**Presenter(s):**

Dr. Mark A. Fabrizi is *The Leaflet* editor. A high school English teacher for eighteen years, he is currently assistant professor of English education at Eastern CT State University. He has presented research in five countries on three continents and recently published an edited volume: *Fantasy Literature: Challenging Genres* (Sense Pub).

**The Literacies of Personal and Social Change: Teaching for Joy and Justice in the ELA Classroom (G) (Wedgewood)**

**Workshop description:**

Using selections from Linda Christensen's book *Teaching for Joy and Justice: Re-imagining the Language Arts Classroom* (Rethinking Schools, 2009) as a guide, this session will explore ways in which ELA teachers can put students' lives at the center, focus on social justice, and create a curriculum that matters. Participants will read and discuss excerpts from the book and work together to make new meanings of the conference theme, "Literacy for Change." *NOTE: This workshop is part of a University of Massachusetts Amherst graduate credit extension offered by the Western Massachusetts Writing Project. The credit option requires attending both days of the conference, but this session is open to Friday-only attendees. Copies of the Christensen book will be available at the conference or may be purchased online from Rethinking Schools or Amazon. Course registration information will be provided during the session.*

**Presenter(s):**

Bruce M. Penniman taught English for 36 years in the Amherst (Massachusetts) Regional Schools, where he also served as department chair, newspaper advisor, and writing center coordinator. He is currently the site director of the Western Massachusetts Writing Project at the University of Massachusetts Amherst. His book *Building the English Classroom: Foundations, Support, Success* was published by NCTE in 2009.

**F 2:30-4:00**

**"Click, Clack, Moo!" And Critical Theory (H) (Board Room)**

**Workshop description:**

What does critical theory have in common with Dr. Seuss and Doreen Cronin? Teaching students at a younger age to be critical readers of text and their world can ultimately foster more empathy through awareness of multiple perspectives. Critical theory and topics like feminism, Marxism, psychoanalysis, eco-criticism, and New Historicism are often taught in post-secondary literature and composition courses, but rarely integrated in middle or high school classrooms. Through a series of engaging activities, participants will practice applying three specific lenses of critical theory that they can bring to their own classrooms: lenses based in the text, lenses that incorporate historical and cultural context, and lenses that push students toward deep analysis.

### **Presenter(s):**

**Stephanie Hendrix** has taught English in Maine for fifteen years. In addition, she is a full-time doctoral student in Literacy Education at the University of Maine. A Maine Writing Project Teacher Consultant, she has presented for the MWP and MCELA, and she will be presenting at NCTE this year.

### **Moving Beyond the Two-Sided Debate: Using the Case Study Method to Bring Multiple Voices into Difficult Conversations (H) (Director's Room)**

#### **Workshop description:**

This workshop will explain what the case study method is and how it can be adapted for and applied to the high school English classroom, enabling students to research, read non-fiction, construct an argument, communicate effectively either in conversation or in writing, and listen actively to other points of view. Presenters will provide two examples of case studies they have successfully utilized in their classrooms to facilitate difficult conversations about controversial social issues and to teach argument and rhetoric. The workshop will also provide time for participants to begin developing their own case studies to use in conjunction with texts they teach.

### **Presenter(s):**

**Emily Coates** has been teaching English at Westford Academy since 2004. She teaches ninth, tenth, and twelfth grades and serves as tenth grade team leader. Emily has a B.A. in English from the University of Wisconsin Madison and a MAT from Simmons College. Prior to teaching, she worked in publishing.

**Kimberly Hart** has been teaching English at Westford Academy since 2004. She teaches ninth, eleventh, and twelfth grades and serves as ninth grade team leader. Kim has a B.A. in English from Princeton University and an Ed.M. from Harvard University. Prior to teaching, she worked in corporate management.

### **Gamify English Language Arts: Rethinking Literacy, Learning, and Student Success (G) (Amphitheater)**



### **Workshop description:**

How can we use the pervasive and engaging gaming phenomenon to redesign and supercharge the literacy learning experience? The presenter will share how teachers are using gamification in the classroom to improve literacy, student collaboration, content learning, and critical thinking. Participants will experience different gaming platforms and create game based experiences to bring back to their classrooms, learning how to build a boss battle, create a leaderboard, and design challenges and quests that immerse students in collaborative and inquiry-driven learning experiences. **Attendees should come prepared with electronic devices** to immerse themselves in game based literacy learning that will engage and motivate them and their students.

### **Presenter(s):**

**Michele Haiken, Ed.D.** is a middle school English Teacher and adjunct Professor of Literacy at Manhattanville College in Purchase, NY. She shares ideas for digital technology in the classroom at her blog, The Teaching Factor. Michele is the editor of the book *Gamify Literacy: Boost Comprehension, Collaboration, and Learning* (ISTE, 2017).

### **Connecting through Story: YA Literature and Social-Emotional Learning (M) (Greenwood)**

#### **Workshop description:**

How do we engage the social and emotional needs of middle level learners? How can young adult literature help? Presenters in this engaging, hands-on session will model a variety of researched-based practices that serve to engage the essential competencies of social emotional learning through YA literature. They have tailored strategies to meet the needs of diverse learners in the middle level ELA classroom by interweaving the academic with social and emotional competencies. Participants will engage in round table, small group discussions with hands-on practice of strategies matched with contemporary and classic titles to motivate adolescent learners.

### **Presenter(s):**

**Brooke B. Eisenbach** is Assistant Professor of Middle and Secondary Education at Lesley University. She taught middle level ELA for nine years and virtual ELA for two years. She has published in *English Journal* and *ALAN Review* among others. She has presented workshops at conferences including NCTE, AMLE, and NELMS annual conferences.

**Caitin Corrieri** is a middle level English Language Arts teacher at Chenery Middle School in Belmont, MA. She has taught middle level ELA for ten years. Coordinator of Mentoring and Induction for First and Second Year Educators in Belmont, she serves on the district's English Curriculum Steering Committee.

**Luccia Arruda** is a pre-service teacher within the English Education department at Lesley University. She presented a workshop focused on social emotional learning and YA literature at

the 2017 NELMS annual conference, and she will be presenting on the same topic at the 2018 AMLE conference in Philadelphia, PA.

**Julia Roberto** is a pre-service teacher within the English Education department at Lesley University. She will be co-presenting at the 2018 AMLE conference in Philadelphia, PA.

**Rob Forrester** is a pre-service teacher within the English Education department at Lesley University. He presented a workshop at the 2017 NELMS annual conference, and will be presenting at the 2018 AMLE conference. He has an article coming out in September in *AMLE Magazine* focused on SEL and YA literature.

**Kenzie Moniz** is a pre-service teacher within the English Education department at Lesley University. She presented a workshop at the 2017 NELMS annual conference and will be presenting at the 2018 AMLE conference. She has an article coming out in September in *AMLE Magazine* focused on SEL and YA literature.

### **Media Literacy for Social Change: Teaching with Informational & Primary Texts (MHC) (Boxwood)**

#### **Workshop description:**

Composition and discourse studies are changing dramatically as technology is integrated more and more into English and writing classrooms, but sometimes teachers neglect to teach relevant skills of media literacy that enhance instruction of informational and primary texts. Participants will explore various informational and primary texts as vehicles for social change, particularly through topics such as gender representation, youth and advertising, politics and propaganda. They will leave with examples of multi-modal texts, from print media to links to videos and audio files and will have the opportunity to enhance an existing unit through media literacy.

#### **Presenter(s):**

**Christine Oskar-Poisson** has 23 years of experience as a NH educator. She served as Humanities Department Chair at Mascenic High School in NH and currently teaches at Nashua Community College and New England College. A doctoral candidate at New England College, she is studying the intersection of composition studies and educator preparation programs.

### **Mindful Writing: A Close Read of the Self (G) (Wedgwood)**

#### **Workshop description:**

Research supports that practicing mindfulness reduces stress, increases compassion, gratitude, and overall psychological well-being. This station-styled workshop will offer a menu of strategies to facilitate student exploration of self-identity through mindful writing. The presenters will structure the session into four engaging, fifteen-minute stations: Warming-up for Mindfulness, Mindful Poetry Writing and Mindful Coloring, Mindful Reflection, and Gratitude Writing. Participants will learn more about uncovering truths, developing compassion for the self

and others, and focused awareness in the present. They will leave this session with a toolkit of resources to grow mindfulness practices rooted in writing in the classroom.

**Presenter(s):**

**Erin Baier** is a doctoral student in Instructional Leadership at Western Connecticut State University and a second grade teacher at Region 15 Public Schools in Middlebury, CT.

**Aimee Clavette** is a doctoral student in Instructional Leadership at Western Connecticut State University and a Special Services Facilitator for the Danbury CT Public Schools.

**Samantha Gati-Tisi** is a doctoral student in Instructional Leadership at Western Connecticut State University and a sixth grade ELA teacher at New Milford Public Schools in CT.

**Parvin Taraz** is a doctoral student in Instructional Leadership at Western Connecticut State University and Assistant Director of Teaching and Learning at Wooster School in Danbury, CT.

**S 10:15-11:45**

**Seeded & Leveled Text as a Differentiated Approach for Vocabulary and Comprehension (MHC) (Board Room)**

**Workshop description:**

Given the diversity of learners in middle and high school classrooms, differentiated texts can be integrated to support comprehension and interpretation of classic and modern literature. Participants will be offered strategies to differentiate content through the use of leveling and ‘seeding’ literature to promote the development of vocabulary knowledge and comprehension. Seeding promotes an uninterrupted, read-on strategy that offers vocabulary support at the word/phrase level and connects contextual factual elements to increase background knowledge. Presenters will share a variety of methods to make texts accessible at multiple readability levels so students can independently comprehend the written material.

**Presenter(s):**

**Mark Schmidek**, a certified Speech, Language Pathologist and English teacher, currently works for Newsela, leveling news articles and non-fiction primary sources. The author of *The Expressionary* and co-author of *Guide to Narrative Language: Procedures for Assessment*, Mark has presented at national conferences, state conventions, hospitals, universities and public school workshops.

**Hannah Dostal** is an Associate Professor of Literacy Education in the Department of Curriculum and Instruction and a Research Scientist for the Collaborative on Strategic Education Reform at the University of Connecticut. Hannah is a certified reading specialist and holds a PhD in Education with a concentration in literacy studies and deafness.

## **Negotiating the Personal, Professional, and Political: Teaching for Social Justice in the English Classroom (G) (Director's Room)**

### **Workshop description:**

This workshop seeks to build personal and professional empowerment by and for the integration of a vision of social justice in and out of the classroom. Presenters will encourage participants to become involved in their home states through advocacy and policy, a call to action, supporting local revolution. The workshop panelists will share their own classroom experiences, ranging from the college classroom to high school, each with its own impact on teaching for social justice. Through small group break outs, large group dialogue and personal writing, the presenters will seek to find out what teachers are concerned with and dialogue ways to take action.

**Ryan Burns** is a high school English teacher in Smithfield, Rhode Island, an adjunct writing professor at Rhode Island College, and a doctoral candidate in Literacy, Culture, and Language Education at Indiana University - Bloomington.

**Janet D. Johnson** is an Associate Professor of Secondary Education and Co-Director of the URI/RIC Ph.D. Program in Education at Rhode Island College. She is the co-author with Ryan Burns of "'Reconciling the Personal and Professional: Coming Out from the Classroom Closet," from *Educators Queering Academia: Critical Memoirs* (2016).

**Reid Jagger** is a high school English teacher in Warwick, Rhode Island.

**Diane Long** is the Director of Professional Development & Curriculum at the Collaborative for Educational Services in Massachusetts.

## **A Shift in the Learning Paradigm: Toward Digitally Reflective Teaching Practices and Literacies (G) (Amphitheater)**

### **Workshop description:**

Our society—whether we want it to or not— is morphing from a text-based world to a screen-centric universe. English teachers at all levels, then, are faced with managing expectations of screen-centered student learning against our personal and professional literate learning histories, anchored in text-based engagement. This interactive workshop situates this learning gap, between the text and the screen, and provides practical strategies in the teaching of writing that negotiates virtual spaces. This workshop will feature a combination of small group discussions, sample assignments, technology demonstrations, and collaborative lesson planning. Participants are invited to bring their own electronics.

### **Presenter(s):**

**Nicholas Sanders** is a second-year M.A. candidate and instructor of composition in the English department at the University of Maine, concentrating in writing studies. His research focuses on the meaningful interaction between writing and power, drawing on critical race theory, literacy studies, critical theory, and multimodal rhetorics.

### **Questioning the Questions: Helping Students Connect to Essential Questions (MH) (Boxwood)**

#### **Workshop description:**

Essential questions often guide our planning for writing and reading units. They address broad issues and big ideas. In today's world of portable technology, however, most students believe that all questions are "easy" to answer. The first reaction to a question is to look up the "right answer" rather than spend time with the question and consider its nuances. Giving students the skills and time to sit with essential questions can help them develop curiosity. Participants will practice using a "question the question" technique that encourages students to broaden their approach to essential questions and gain confidence in their own questioning techniques.

#### **Presenter(s):**

**Mary-Lou Devine** teaches at Stonington High School in Connecticut and was the district's 2017 teacher of the year. She has published poetry and short fiction in a variety of literary magazines. She worked for fourteen years in the field of publishing, where she wrote training materials for human resource professionals.

#### **S 12:00-1:30**

### **Making a Difference with Grammar (G) (Board Room)**

#### **Workshop description:**

Grammar is an essential tool for creating powerful written and oral expression, enabling writers to create mood, add impact, and engage readers. Powerful instruction of grammar teaches not only the knowledge and identification of language and sentence structure, but also how to use language and structure with intention and purpose. How do we move beyond naming grammatical structures into the realm of using them intentionally? The presenters will provide a sample philosophy statement, a CCSS aligned scope and sequence, and lessons that move students toward developing their own intentional use of language as it relates to grammar.

#### **Presenter(s):**

Nilda Irizarry is the Simsbury High School English Department Chair. She led workshops on "Using Depth-of-Knowledge to Increase Rigor," "Learning Targets," and "Differentiation and Co-teaching." Before her experience in Simsbury, she taught English in Fairfield, CT, where she was nominated as a "Top Teacher" by *Fairfield Living Magazine*.

Melanie is the Elementary Writing and Social Studies Coordinator in Simsbury, CT, previously having served as an elementary special education teacher. She is a co-author at *Two Writing*

*Teachers*, an on-line blog dedicated to the teaching of writing and literacy, and she co-wrote the Connecticut Social Studies Frameworks.

### **Understanding 21st Century Colonialism through Joseph Conrad's 19th Century *Heart of Darkness* (HC) (Director's Room)**

#### **Workshop description:**

The workshop provides an overview of a unit of study that begins with Joseph Conrad's *Heart of Darkness* and ends with inquiry into the practices of global corporations today. *Heart of Darkness* is well known for its satire of Belgium's colonization of the Congo. Participants will discuss several questions: How can Conrad's critique be applied in the 21<sup>st</sup> century? Is globalization 21<sup>st</sup>-century colonization? How are the ideas – the ideologies – of these companies used to justify the acquisition of global markets? Are those ideas similar to 19<sup>th</sup>-century Belgian ideology? Students investigate, for example, Facebook's desire to "wire the world" and the branding of Apple and Google.

#### **Presenter(s):**

Robert D. Ford, the 6-12 ELA Coordinator for North Branford Public Schools in Connecticut, has taught high school English for 12 years. Since 2014, he has published articles in *The English Journal* and *The Explicator*, and he has also presented at several conferences, including the annual NCTE conference in 2016.

### **Atticus, An Advocate: Developing Rhetorical Analysis Skills in *To Kill a Mockingbird* (G) (Amphitheater)**

#### **Workshop description:**

Compassionate advocacy promotes change, even if speakers at first seem unsuccessful. In this session, attendees will unpack an interdisciplinary unit plan for Harper Lee's *To Kill a Mockingbird* that prompts students to consider such advocacy. Participants will actively explore strategies for teaching *To Kill a Mockingbird* in a nuanced, rhetorical way. They will receive handouts for a rhetorical analysis essay in which students explain how Atticus' closing argument utilizes persuasive appeals in order to challenge Maycomb's "status quo." Giving students this kind of exposure to analysis shows them how literacy can help individuals advocate for justice.

#### **Presenter(s):**

Currently pursuing an M.A. at Middlebury's Bread Loaf School of English, Kristina Aste-Mayer (Boston College, B.A. '09, M.Ed '10) teaches English at Danvers High School. Also a 2016 NCTE convention presenter, Kristina's publications include "Music Therapy" in the *Chicken Soup* series and "Music as Mirror" in *Elements*, a research journal.

### **Raising Student Voice: Using Slam Poetry in the Classroom (MH) (Boxwood)**

#### **Workshop description:**

Poetry Slam is the competitive art of spoken word poetry, engaging students in the process of writing and presenting poems that typically explore social and political issues. Students generate their own questions; investigate independent topics; and participate in the world around them with authenticity and passion. In this workshop, presenters will share strategies and materials that illustrate how teachers can integrate poetry slam into their classrooms, while emphasizing critical and conceptual thinking. Workshop participants will engage in a group poem activity to understand the impact of this art form and the possibilities for incorporating it into class.

**Presenter(s):**

**Shannon Janovitz** has been teaching English for twenty years, thirteen of which have been at Burlington High School in Massachusetts as AP Literature and Composition instructor.

**Callie Graham** has been teaching English at Burlington High School for fourteen years, working with students of all ability levels. She has just begun her career as their high school teacher librarian. Callie and Shannon work together as the co-advisors of the high school's poetry club and coaches of their slam team. They have facilitated multiple student poetry workshops and professional development sessions to advocate for the consistent use of poetry in the classroom. Both women believe deeply in the power of student voice.