

Kansas Association of Teachers of English
presents the

2009 KATE Conference

Wichita Marriott Hotel

October 22 & 23



**The Global Classroom:
*Language Arts
and the
Millennial Student***

Conference Program

Digital learner and "agent of change" Wesley Fryer writes, "I am thrilled to be a 21st Century digital learner! We live in the most exciting age of earth history for anyone with ideas they want to share with a global audience" (*wesfryer.com*). Our 2009 conference, "The Global Classroom: Language Arts and the Millennial Student," provides new opportunities for learning about how millennial students operate in a global marketplace of communication and multimodal literacies.

Focusing on modalities that are familiar to our contemporary students, the 2009 conference not only provides a platform to share new ideas about enhancing pedagogical methods, but it also attempts to cherish and enjoy the great elements of classic literature throughout the world which have always brought joy and depth of thought to readers: poetry, drama and prose which touch our hearts and minds, stretching us to new dimensions. As 2009 KATE president Virginia Beesley notes, the KATE conference "provides an opportunity for English teachers to get together socially and professionally, to share successes and failures, to mentor others and to be mentored, and of course to let our hair down, to be people, not just teachers. Our conference is professional development, but it is so much else, as well" (*KATE Update*, Fall 2009). We welcome you to our 2009 conference, and hope that you will enjoy meaningful professional growth through a variety of breakout sessions and keynote presentations.

We also hope that you will enjoy this conference and time together with colleagues and friends, soaking up the beauty and wry humor of Billy Collins' poetry, learning from one another about innovative new teaching methods and 21st century tools for learning, and simply enjoying being together. Thank you for joining us at the 2009 KATE Conference as we explore what we believe about our roles as teachers, listen to inspiring speakers, presenters, and authors, participate in workshops, and, of course, enjoy the company of our colleagues.

KATE Mission Statement

To provide a forum for dialogue and collegiality among Kansas teachers of English/language arts, pre-kindergarten through post-secondary.

To provide leadership and direction for instruction, curriculum planning, and assessment in English/language arts.

To serve as a vehicle for encouraging and highlighting students and professional writing in Kansas.

To increase public awareness of current theory and practice on issues of literacy.

To serve as a liaison between the community and the schools on matters pertaining to literacy and language use.

To cooperate with other professional organizations and agencies throughout the state and nation in order to achieve common goals through political action.

To conduct, support, and distribute current research and scholarship in English/language arts and to serve as a clearinghouse for information relating to English/language arts.

To initiate and continue dialogue among Kansas teachers for the integration and application of language arts in all curricular areas.

2009 KATE Conference Planning Committee

Chairperson	Kaleen Knopp
Registration and Conference Treasurer	Clark Coker
Publishers' Exhibits	Joy Bunch
Local Arrangements, Door Prizes	Ann Bradford, Ruthann Harris
Idea and Book Exchange	Jane Wagner, Diana Costello
KATE Conference Website	Andy Anderson
Thursday Luncheon Host	Phillip Marzluf
Friday Luncheon Host	Todd Goodson
Photography	Dana Waters
Table Decorations	Deb Kohn
Graphic Artist	Vicki Cooper

Conference Agenda

THURSDAY, OCTOBER 22, 2009

7:30 – 9:00 a.m. Registration and Publisher Exhibits Hotel Lobby

(Continental Breakfast)

9:00 – 10:15 a.m. Opening General Session Grand Ballroom

Keynote Address: Wes Fryer

10:30 – 11:15 a.m. Concurrent Sessions A Salons 1, 2, A, B, C & Topeka

11:30 – 12:15 p.m. Concurrent Sessions B Salons 1, 2, A, B, C & Topeka

12:30 – 1:30 p.m. Luncheon Grand Ballroom

1:30-2:30 p.m. Keynote Address: Billy Collins

2:30 – 3:15 p.m. Concurrent Sessions C Salons 1, 2, A, B, C & Topeka

3:15 – 4:30 p.m. Concurrent Sessions D Salons 1, 2, A, B, C & Topeka

4:30 – 6:30 p.m. Evening Reception Salons D, E

Refreshments and Entertainment: Featuring Madeline Roger, State POL Winner 2008 & 2009

Teaching Practices Award Announcement

Idea/Book Exchange

Poetry Out Loud - winning student performances

6:30 – 8:00 p.m. KATE Executive Board Meeting - Atrium

(Open to all KATE members)

FRIDAY, OCTOBER 23, 2009

7:30 – 8:30 a.m. Registration and Publisher Exhibits Hotel Lobby

8:30 – 9:00 a.m. All Conference Continental Breakfast Grand Ballroom

What KATE Can Do for You

Installation of KATE Officers

9:00 – 9:45 a.m. Concurrent Sessions E Salons 1, 2, A, B, C & Topeka

New KATE board members meeting Grand Ballroom

10:00 – 10:45 a.m. Concurrent Sessions F Salons 1, 2, A, B, C & Topeka

10:45 – 11:30 a.m. Hotel Checkout and Publisher Exhibits

11:30 – 12:15 p.m. Concurrent Sessions G Salons 1, 2, A, B, C & Topeka

12:30 – 2:00 p.m. Luncheon Grand Ballroom

Speakers: Flint Hills Writing Project

2009 K.A.T.E. Featured Speakers & Events



Opening General Session: Moving At The Speed of Creativity

Wesley Fryer is a digital learning consultant, author, digital storyteller, educator and change agent. With respect to school change, he describes himself as a "catalyst for creative engagement and collaborative learning." Wesley serves as a co-convenor for the annual K-12 Online Conference and is the executive director of the nonprofit Story Chasers Inc., the lead partner in the statewide Celebrate Oklahoma Voices digital storytelling project. His blog, "Moving at the Speed of Creativity" (www.speedofcreativity.org) was selected as the 2006 "Best Learning Theory Blog" by eSchoolnews and Discovery Education, and is utilized regularly by thousands of educators worldwide. Wesley secured \$1.3 million in grant funding for West Texas schools participating in the Texas Technology Immersion Pilot Project in 2004-2008. He was named an Apple Distinguished Educator in 2005. He was an elementary classroom teacher for six years in Texas public schools before serving as a college director of distance learning for five years. He worked for AT&T from 2006 - 2008 as the Director of Education Advocacy, and the Director of Technology and Education Outreach for the Oklahoma Heritage Association from July 2008 - January 2009. Wesley is completing his doctorate in Curriculum and Instruction at Texas Tech University.

He has published numerous articles relating to education and technology integration in *Technology and Learning*, *Learning and Leading with Technology*, *District Administrator*, *Interactive Educator*, *The TechEdge*, and the journal *Internet and Higher Education*. He also publishes a weekly podcast. He has presented numerous times at national and international conferences and is a vocal advocate for progressive pedagogy, differentiated instruction and learning pathways, digital learning, student created media, digital citizenship and digital ethics, videoconferencing for collaboration, digital show and tell, collaborative uses of read/write web (web 2.0) technologies, citizen journalism with new media tools, and the uses of primary sources to study the diverse voices of our world.



Thursday Luncheon: Billy Collins Live

Billy Collins is an American phenomenon. No poet since Robert Frost has managed to combine high critical acclaim with such broad popular appeal. His work has appeared in a variety of periodicals including *The New Yorker*, *The Paris Review*, and *The American Scholar*. He is a Guggenheim fellow and a New York Public Library "Literary Lion." His last three collections of poems have broken sales records for poetry. His readings are usually standing room only, and his audience – enhanced tremendously by his appearances on National Public Radio – includes people of all backgrounds and age groups. The poems themselves best explain this phenomenon. The typical Collins poem opens on a clear and hospitable note but soon takes an unexpected turn; poems that begin in irony may end in a moment of lyric surprise. No wonder Collins sees his poetry as "a form of travel writing" and considers humor "a door into the serious." It is a door that many thousands of readers have opened with amazement and delight. In 2001, Collins was named U.S. Poet Laureate. His other honors and awards include fellowships from the New York Foundation for the Arts, the National Endowment for the Arts, and the Guggenheim Foundation. He has conducted summer poetry workshops in Ireland at University College Galway, and taught at Columbia University, Sarah Lawrence, and Lehman College, City University of New York. He lives in Somers, New York.

Friday Luncheon: The Flint Hills Writing Project of Kansas State University, a site of the National Writing Project. Dr. Todd Goodson, Host

Teacher-writers reading their original work will join us at Friday's luncheon to share selections created as part of their work as Fellows of The Flint Hills Writing Project of Kansas State University: Roger Caswell, Suzy Myers Ortel, and Jeremy Gibson.

The more than 200 university-based writing project sites span all 50 states, Washington, D.C., Puerto Rico, and the Virgin Islands, providing professional development and leadership opportunities to more than 100,000 K-16 educators every year. National Writing Project sites focus on the core mission of improving the teaching of writing and improving the use of writing across the disciplines by offering high-quality professional development programs for educators in their service areas, at all grade levels, K-16 and across the curriculum. NWP sites share a national program model that includes developing a leadership cadre of local teachers who have participated in invitational summer institutes in the teaching of writing, delivering customized inservice programs for local schools and institutions providing continuing education and research opportunities for teachers.

In addition, NWP sites may conduct programs for youth, for parents and community members, and for administrators. Each NWP site is housed in a college or university and is constituted as a school/university partnership that identifies, celebrates, and enhances the professional role of successful classroom teachers.

Film Festival: Funded by the Flint Hills Writing Project, a site of the National Writing Project.

Unlimited Possibilities: Using Public Domain Films - Salon C
Thursday 10:30-12:30
Friday 9:00-11:00

Using Video Clips to Enhance the Teaching of Literature - Salon C
Thursday 2:30-4:30
Friday 11:00-12:00

Film sessions will be offered throughout the conference.

Special Guest: Kim Barbieri, Dwight D. Eisenhower Presidential Library and Museum, Education Specialist - "The Use of Historical Documents to Enhance Your Students' Global I.Q."

Educational Program Mission Statement: To preserve and make available to the general public, to students and teachers, to scholars, and to all interested citizens, the history of General of the Army and President Dwight D. Eisenhower and the times in which he lived, through dynamic outreach, creative onsite programs, relevant educational materials, and online resources. Resources useful for English Teachers include: Primary Resources • Educator Workshops • Five Star Leaders • DDE Life Series • WWII Spy Kit • Eisenhower Museum Scavenger Hunt. Teachers come to the Eisenhower Library to research with original documents, to develop document-based curriculum, and to attend conferences and workshops on a wide variety of topics related to the life and times of Dwight D. Eisenhower and the presidency.

For more information about the Dwight D. Eisenhower Presidential Library and Museum Education programs, contact the Education Office at the Dwight D. Eisenhower Library and Museum at 1-877-RING IKE or by email at: kim.barbieri@nara.gov.

Thursday, Oct. 22 (* = Internet)					
		SESSION A	SESSION B	SESSION C	SESSION D
		10:30-11:15	11:30-12:15	2:30-3:15	3:15-4:30
Salon 1	Shakespeare and the 21 st Century Learner	Meeting Millennial Students on Their Own Turf: Using Popular Culture Texts to Teach Writing and Reading	Writing's Relationship to 21 st Century Skills in Kansas	Western Kansas Writing Project Initiative Meeting 3:00-4:30	
	Virginia Beesley	A. Abby Knoblauch	Matt Copeland, Virginia Beesley & Jeff Roper	Jeff Roper	
Salon 2	Happy Festivus: Using Holiday Projects to Enhance Biographical Writing	Rockin' and Researchin': Using Students' Musical Interest to Facilitate Research Projects	Multimodal Literacies in the English Language Arts Classroom	Dual Credit/Concurrent Enrollment	
	Shawn Denton	William C. Sewell	William Sewell & Shawn Denton	Andy Anderson	
Salon A	Google Tools for Language Arts Classrooms	How to Find, Harvest, and Use Video Effectively in the Language Arts Classroom	Simulations and Video Games in the Language Arts Classroom?!	Overcoming Your Fear of Flying in Cyberspace	
	*Curtis Chandler	*Curtis Chandler	*Curtis Chandler & Michael Petermann	* Terri Browning	
Salon B	Documentary Film: <i>Billy Collins: On the Road with the Poet Laureate</i> (59 mins)	Bringing Exciting Poetry to the High School Classroom	The Use of Historical Documents to Enhance Your Students' Global I.Q	Teaching Literature Through Film	
	Kaleen Knopp & Paula Ripple	Kevin Rabas & Kevin Kienholz	Kim Barbieri	Dennis Richards	
Salon C	Flint Hills Writing Project Film Festival #1 <i>Unlimited Possibilities: Using Public Domain Films</i>		Film Festival #2 <i>Using Video Clips to Enhance the Teaching of Literature</i>		
Topeka	Walking the tightrope: Balancing Being a 1 st year teacher and having a life outside of teaching	'Poetry Out Loud' Presented by the Kansas Arts Commission	Seeing the Green in the Text: Using Contemporary Literary Theories in Our Classrooms	Multiple Intelligences: A Means to Individual Student Success in Today's Diverse Classroom	
	Denise Gilligan	Michelle Kirk	Amy Cummins	Ruthann Harris	

Friday, Oct. 23			
	SESSION E	SESSION F	SESSION G
	9-9:45	10-10:45	11:30-12:15
Salon 1	iZora: Incorporating Music, Media, and More into the Instruction of Their Eyes Were Watching God	Meeting the Multimodal Millennial	Images of Literature: Creative Projects to Help Students Think About What They Read
	Christina E. Gaines	Phillip P. Marzluf	Carla Wolfe
Salon 2	Romeo & Juliet: Lessons in Violence Prevention: A New Curriculum	Teacher Research Inquiry Presentation and Multi-Media Cross Curricular Projects: A model of the National Writing Project	Differentiated Instruction: What You're Already Doing and Don't Realize!
	Sally D. Bailey	Patrick Kennedy & Jeff Roper	*Terri Browning
Salon A	Individualized Professional Development to Affect Authentic Student Learning	Dancing Through Another World: Cultural Learning Beyond the Classroom	Keeping Students Engaged Through Meaningful Projects and Assessments
	Roger Caswell & Heather Caswell	Dr. Leslie Hannah & Dr. Jennifer Molidor	Carlene Stueve & Shana Pittenger
Salon B	"Creative Conventions" Using creative writing to teach conventions	Classroom of Tomorrow – The Paperless English Classroom	Writing for <i>Kansas English</i>
	Michael Petermann	*Teralyn Cohn	Andy Anderson, Matt Bova, William Sewell, Matt Copeland
Salon C	Film Festival #3 <i>Unlimited Possibilities: Using Public Domain Films</i>	Film Festival #3 <i>Unlimited Possibilities: Using Public Domain Films</i>	Film Festival #4 <i>Using Video Clips to Enhance the Teaching of Literature</i>
Topeka	Idea Exchange / Book Swap	Idea Exchange / Book Swap	Strategies for Avoiding Plagiarism
	Diana Costello & Jane Wagner	Diana Costello & Jane Wagner	Phillip Marzluf

2009 K.A.T.E. Conference Program

THURSDAY, OCTOBER 22, 2009

Registration **7:30 to 9:00 a.m.** **Hotel Lobby**

Continental Breakfast
Publisher Exhibits

General Session **9:00 to 10:15 a.m.** **Grand Ballroom**

Welcome Virginia Beesley, KATE President

Introduction Kaleen Knopp, Conference Chair

Keynote Speaker **Wes Fryer, *Moving at the Speed of Creativity***

Concurrent Sessions A **10:30 to 11:15 a.m.**

A-1 **Salon 1**

Shakespeare and the 21st Century Learner

Virginia Beesley, Quinter High School

Participants will learn methods for teaching Shakespeare that appeal to our digital students. Using multiple teaching strategies, the presenter will demonstrate how to create a learner-centered classroom organized around a common goal: producing entertaining scenes from Shakespeare's plays. Lessons in such a classroom promote active learning through flexible groups who closely examine selected scenes in order to understand and interpret the text for clues about character and stage directions. Activities include contests, creative writing assignments, alternative readings of scenes, comparing modernized language to Shakespeare's original texts, creating soundtracks, and much more.

A-2 **Salon 2**

Happy Festivus: Using Holiday Projects to Enhance Biographical Writing

Shawn Denton, Ottawa High School

This session explores the "Festivus" holiday project, an entertaining way to incorporate biographical writing in the classroom. In this unit, students create a holiday of their choice and present their holidays to their fellow students. Often, students draw upon their own biographies as they design the holiday. Finally, through the examination of why we celebrate holidays, students have the opportunity to explore their cultures in more depth.

This session features examples of student work from sophomores at Ottawa High School; however, it will be applicable to all academic levels.

A-3

Salon A

Google Tools for Language Arts Classrooms*

Curtis Chandler, Wamego Middle School

Come and explore free tools created by Google that no teacher should be without. No experience is required to take virtual fieldtrips, create and maintain websites, form group pages, keep track of research, post assignments to the web, and much more. Participants will also learn how to create their own customized search engine for their classrooms.
(*Internet Access)

A-4

Salon B

Documentary Film: *Billy Collins - On the Road with the Poet Laureate* (59 mins) Directed by Richard B. Woodward

Hosted by Kaleen Knopp, Kansas State University / Paula Ripple, Dodge City High School

“As always, Collins offers us that trademark, very casual feel to poetry that we settle into, ‘very blue jeans’ -- to use his own words. It all starts with a simple walk in the park or some other seemingly mundane scene, and, a few lines later, we readers are vis-a-vis with an indelible profundity--without all of the formality of the Romantics and elitists” (J. Fritz, *amazon.com*).

A-5

Salon C

Film Festival # 1: *Unlimited Possibilities: Using Public Domain Films*

Sponsored by The Flint Hills Writing Project 10:30-12:30
Hosted by Dr. Todd Goodson, Kansas State University

A-6

Topeka

Walking the Tightrope: Balancing Being a 1st year Teacher and Having a Life Outside of Teaching

Denise Gilligan, Mission Valley High School

Tips and tricks from beginning teachers about how to balance the first few years of teaching and maintain a life outside of teaching. Presentation will highlight lesson planning, grading, time consuming extra duties and other areas that keep a teacher from going home at the end of the day. These areas will include (but are not limited to) Last minute lessons; Easy to facilitate lessons; Quick Grading; Quick Grading Tools; Resources and where to find them, and how to say “No” before you’re tenured.

B-1

Salon 1

Meeting Millennial Students on Their Own Turf: Using Popular Culture Texts to Teach Writing and Reading

A. Abby Knoblauch, Kansas State University

Our students have never lived in a world without MTV. For them, television and movies are not constrained to t.v. sets or big screens – they stream sitcoms and films online, on their iPods, and on their phones. They don't buy albums anymore; they create playlists. They can read full novels (on their iPods or an Amazon Kindle) without ever touching an actual book. They blog, tweet, text, and podcast. They are, in short, plugged in.

This obsession with popular culture can often seem at odds with what students see as the more formal education they're expected to receive in traditional high school and college classrooms. But the divide between the kind of reading and writing that students do "out there" and the kind of reading and writing they do in the classroom does not always have to be so rigid.

This presentation offers ways to use students' involvement in popular culture to teach more traditional writing and reading skills such as analysis, voice, and persuasion. Teachers need not be particularly comfortable or familiar with popular culture in order to employ some its texts in their classrooms. Audience members will leave this presentation with concrete strategies (and handouts) that will assist them in using texts such as the Barenaked Ladies' song "Brian Wilson" to introduce poetry and close reading, the movie *The Field of Dreams* to teach voice and persuasion, and the television show *Buffy the Vampire Slayer* to teach the writing maxim "show, don't tell." Such activities are not meant to take the place of more traditional instruction, nor are popular culture texts meant to replace more traditional literary texts; instead, this presenter will show how using a few popular culture texts can help reduce common student fears surrounding literary analysis, close reading strategies, and that "scary" genre of poetry. Such a move can also reduce student apathy and improve student engagement.

B-2

Salon 2

Rockin' and Researchin': Using Students' Musical Interest to Facilitate Research Projects

William C. Sewell, Ottawa High School

Tired of trying to inspire students to create engaging research projects when all they want to do is drag their feet throughout the project and then copy and paste their work at the last second?

In this presentation, participants will explore the "Rock and Roll Hall of Fame Project." This is a research assignment where students advocate for the induction of a music group of their choice into a fictitious Rock and Roll Hall of Fame. Students create a PowerPoint presentation of the group's history, musicology, and contribution to the music industry and meld pictures and music into their argument.

This session features examples of student work from juniors at Ottawa High School; however, it will be applicable to all academic levels.

B-3

Salon A

How to Find, Harvest, and Use Video Effectively in the Language Arts Classroom*

Curtis Chandler, Wamego Middle School

Research shows that when used properly, video has proven to be an effective classroom tool for building background knowledge, supporting learner transfer, and increasing student motivation. This session will briefly review the research behind the use of video in the classroom and serve as a quick “how to” for harvesting snippets from your own DVD’s and from video found on the web. We will also provide suggestions for making video compatible for use with existing teacher materials. (* Internet Access)

B-4

Salon B

Bringing Exciting Poetry to the High School Classroom

Kevin Rabas & Kevin Kienholz, Emporia State University

Dr. Kevin Rabas will speak on the role poetry can take for high school students. Introducing modern and contemporary poetry to high schoolers can bring excitement to classes. Also, Rabas will present fun and exciting poetry writing activities in confessional and narrative poetry modes. Furthermore, Rabas will talk about fun open and fixed form poetry.

Dr. Kevin Kienholz will continue the poetry discussion by talking about Young Adult verse novels that will work well in the high school classroom. He will introduce exciting old, classic Young Adult verse novels, such as *Out of the Dust*, as well as new ones, such as *Keesha’s House*.

B-5

Salon C

Film Festival # 1: A Continuation of *Unlimited Possibilities: Using Public Domain Films*

Sponsored by The Flint Hills Writing Project: Host, Dr. Todd Goodson

Poetry Out Loud

Michelle Kirk, Kansas Arts Commission

As the Poetry Out Loud website explains, “The National Endowment for the Arts and the Poetry Foundation have partnered with State Arts Agencies of the United States to support the expansion of *Poetry Out Loud*.” This program “invites the dynamic aspects of slam poetry, spoken work, and theater into the English class. It encourages the nation’s youth to learn about great poetry through memorization and performance. This exciting program helps students master public speaking skills, build self-confidence, and learn about their literary heritage.”

The goals of this presentation are to inform secondary language arts teachers of the program’s basic format, encourage participation in this invaluable opportunity, and provide informational kits that support teachers as they organize their local competition. Having the ability to ask questions nurtures the invitation to challenge ourselves and thereby challenge our students to make life-long connections to literature appreciation. This will be an interactive workshop, where teachers themselves will walk through the selection, memorization, and performance of a poem in a supportive fun atmosphere. I will be utilizing laptop and project technology to walk teachers through the website process and poetry collection. Again, teacher “toolkits” and brochures will be distributed.

Luncheon	12:30 to 2:30 p.m.	Grand Ballroom
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Welcome	Phillip Marzluf, 2010 Conference Chair
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Introduction	Kaleen Knopp, 2009 Conference Chair
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Luncheon Speaker Billy Collins <i>Live</i>	Billy Collins
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C-1

Salon 1

Writing's Relationship to 21st Century Skills in Kansas

Matt Copeland (KSDE), Virginia Beesley (Quinter HS), and Jeff Roper (Andover HS)

In April of 2008, Kansas became an official partner state with the Partnership for 21st Century Skills. Among the broad commitments we made in this arrangement were aligning our standards with 21st century skills and infusing these skills into our next generation of state assessments. Come hear additional details of this initiative and discuss writing's role in and relationship with 21st century skills in Kansas.

C-2

Salon 2

Multimodal Literacies in the English Language Arts Classroom

William Sewell & Shawn Denton, Ottawa High School

Multimodal literacy recognizes that for many children, knowledge construction has shifted away from the printed text to screen images. Furthermore, knowledge construction is social and, hence, bound upon situational contexts (Heydon 39-41). What this means is that teachers should shift from traditional literacy instruction, which is based upon the printed text, to instruction based upon multimodal literacies where such texts may be presented in a variety of ways: "cards, books, movies, web sites, and video games, and others" (Cordes 11).

In our interactive presentation, we will demonstrate some of the ways we have utilize multimodal literacies in our secondary English classrooms.

C-3

Salon A

Simulations and Video Games in the Language Arts Classroom?!*

Curtis Chandler & Michael Petermann, Wamego Middle School

You may have heard that video games are being explored as a medium for instruction and learning. Does this have a place in the language arts classroom? Come and see how some language arts teachers are using the most popular form of entertainment to reinforce and explore content.
(* Internet Access)

C-4

Salon B

The Use of Historical Documents to Enhance Your Students' Global I.Q.

Kim Barbieri, Education Specialist, Dwight D. Eisenhower Presidential Library & Museum

In as little as one class period, it *is* possible to pique your students' interest in the world around them and to significantly elevate their worldview through the use of historical documents. Using authentic documents, brief background summaries, and simple reference sheets, they read and analyze documents on topics as diverse as crises in the Middle East, war, espionage, and conflicts with the former Soviet Union. Students quickly come to the realization that many of the issues that define their world today have deep roots in the past and remain unresolved. Working in small cooperative groups, individuals contribute to the development of a cohesive synthesis within the group and then share newfound expertise with the class as a whole. Reading comprehension, critical thinking, focused writing, and oral communication are among the skills students practice in completing this lesson. Session attendees will depart with everything they need to replicate this process in their own classrooms.

C-5

Salon C

Film Festival #2: *Using Video Clips to Enhance the Teaching of Literature*

Sponsored by The Flint Hills Writing Project: Host, Dr. Todd Goodson

C-6

Topeka

Seeing the Green in the Text: Using Contemporary Literary Theories in Our Classrooms

Amy Cummins, Fort Hays State University

This presentation explains and demonstrates ways to apply current literary theories to the interpretation of literature. The five approaches to be outlined are ecocriticism, Marxist literary theory, feminist literary theory, deconstruction, and the New Historicism. These methods expand our repertoire beyond the already established methods of "new criticism," archetypes, and reader response. Handouts include descriptions of simplified techniques and models for applying theories. Activities involve participants' consideration of which theories are currently at work in their classes and the application of various theories to sample texts.

Incorporating contemporary theories into a literature classroom empowers students by creating critical readers of all types of texts. Theory gives students tools for making meaning and for critiquing the ideologies around them. Applying literary theory can encourage multiple and varied responses to literature, make learning fun, and expand creativity. This workshop, the goal of which is to share and discuss simple methods for using theory in application to any literary text, is influenced by Deborah Appleman's *Critical Encounters in High School English: Teaching Literary Theory to Adolescents* (2000, revised edition 2009), Lisa Schade Eckert's *How Does It Mean? Engaging Reluctant Readers Through Literary Theory* (2006), and classroom experiences.

D-1

Salon 1

Western Kansas Writing Project Initiative Meeting 3:00-4:30 pm Thursday

Jeff Roper, South Central Writing Project Co-Director

D-2

Salon 2

Dual Credit/Concurrent Enrollment

Andy Anderson, Johnson County Community College

In 1999, KATE passed a resolution opposing the practice of offering dual enrollment or concurrent credit. This session will offer a brief history of dual enrollment, review current developments promoting the program, and discuss efforts to develop dual enrollment standards and best practices. Also, as the committee chair of the National Two-Year College English Association Dual Enrollment Committee, I would like to gather comments from those currently involved with dual enrollment programs regarding strengths and weaknesses of these programs in Kansas.

D-3

Salon A

Overcoming Your Fear of Flying in Cyberspace*

Terri Browning, Oxford High School

I will be sharing a number of fun sites for teacher and student use that provide some quick and easy ways to implement technology into your classroom. Also included will be some interactive websites, sites for teaching tips, and some slightly more advanced applications. In addition, I'll show students' examples of work in these applications so that you can see final results. Not high pressure-just fun and enlightening! If you have a favorite site to share, feel free to bring it. I plan to create a website for our session or at least a wiki where we can add new discoveries throughout the year. Although I teach in the high school, several of these sites are useful for any grade level; all are appropriate for student use from about grade 6 and above. (* Internet Access)

D-4

Salon B

Teaching Literature Through Film

Dennis Richards, Anderson County High School

The presentation provides a creative way to teach literature terms as well as composition through the use of movies. The students learn how to develop story plot charts while identifying conflict, irony, themes, symbolism, etc. They also can work on composition skill by doing a variety of writing about the films.

D-5

Salon C

Film Festival #2: A Continuation of *Using Video Clips to Enhance the Teaching of Literature*

Sponsored by The Flint Hills Writing Project: Host, Dr. Todd Goodson

D-6

Topeka

Multiple Intelligences: A Means to Individual Student Success in Today's Diverse Classroom

Ruthann Harris, Wichita High School East

Introducing students to the concepts of learning styles and multiple intelligences with activities designed to engage their interest will lead to classroom success for the individual student in classrooms filled with diversity. Each student learns subject matter in a variety of different ways; becoming familiar with this/her own learning style and intelligence strengths facilitates student ownership of learning.

Recognizing their own strengths and weaknesses and those of their peers leads to students' successful classroom interaction, particularly during collaborative learning activities. Intellectual needs are met by constantly being challenged and frequent opportunities for students to exercise their creativity. At the same time, their emotional needs are met by working closely with others. As they develop their diverse strengths, students can begin to understand themselves better as individuals.

Participants will receive lesson plans for Multiple Intelligences classroom activities, as well as websites to explore and an opportunity to adapt a personal lesson plan to include multiple intelligences based activities.

Idea and/or Book Exchange 4:30 to 6:00 p.m. Salon 2

Idea and/or Book Exchange Diana Costello and Jane Wagner

Each participant should bring 75 copies of a successful lesson or favorite teaching idea to share with other teachers. You will have a chance to discuss what you have brought and to answer questions from other participants. Lessons and ideas are sometimes printed in *KATE Update* after the conference, so be sure to include your name, school, and address on each entry.

Participants may also bring professional or personal-pleasure books to exchange as well. Each book can be traded for a coupon that can be used to "buy" another's book from the exchange. Please bring books that are in good shape and relatively free from markings and annotations.

Celebration of Teaching - Reception 4:30 to 6:30 p.m.

Salons D,E

Poetry Out Loud Winning Performances / Light Refreshments

Featuring Madeline Roger, State of Kansas POL Winner, 2008 & 2009

You are invited to let your hair down, share your thoughts and ideas with others, make suggestions, talk about issues, or just kick back and enjoy the music, the poetry, and the company. Members of the executive board will be sprinkled throughout the room to hear from you. This is an opportunity to relax and talk with fellow professionals in an informal setting. Come enjoy the camaraderie with the conference speakers and presenters, catch up with old friends, and meet some new ones.

Relax, visit, enjoy the performance of our state poetry out loud winners, and have some complimentary snacks and beverages (cash bar).

Executive Board Meeting

6:30 to 8:30 p.m.

Atrium

Open to all KATE members

Virginia Beesley, KATE President

E-1

Salon 1

iZora: Incorporating Music, Media, and More into the Instruction of Their Eyes Were Watching God

Christina E. Gaines, Kansas State University

The goal of this presentation is to investigate a unit that engages the students' motivation in the high school literature classroom as well as expanding their applications of technology, both familiar (such as iPods, mp3 players, etc) and unfamiliar (PowerPoint and other presentation media). Student engage with Zora Neale Hurston's exemplary novel by creating "playlists" for characters/chapters of the novel, using different pieces of music that represent characterization, help explain aspects of the plot, by symbolize deeper themes and motifs underlying the entire work. The format/activities of the presentation include a PowerPoint exploring the elements of this unit (handout copies of slides can be used if necessary), as well as a collaborative sample creation of a playlist of the first chapters/characters of the novel. The presentation will focus on Kansas state standards for education.

E-2

Salon 2

Romeo & Juliet: Lessons in Violence Prevention – A New Curriculum

Sally D. Bailey, Kansas State University

"Romeo and Juliet" is one of Shakespeare's most accessible plays for young adults; however, teachers often fear that the characters' desperate actions will be taken as justification for similar behavior. Careful analysis of the play reveals that at every choice point, choices are made that lead to violence and death, instead of communication and conflict resolution. This interactive session introduces a new curriculum for teaching the play in a practical, non-romanticized manner, providing teachers with a safe way of opening up discussions about the themes. The curriculum includes lesson plans for discussion, improvisation, and writing assignments, as well as video components, to bring it to life, engage students, and create relevancy. Specific KDSE standards are addressed (see attached page for itemization).

E-3

Salon A

Individualized Professional Development to Affect Authentic Student Learning

Heather Caswell & Roger Caswell, Dir., Great Plains Center for National Teacher Certification

National Board Certification is a rigorous professional development process designed to advance systemic change. In a candidate's journey toward certification, the candidate assesses her/his best classroom practices to improve the impact on student learning. Collecting data from the individual classroom, allows the candidate to develop a reflective and relevant practice to improve the candidate's (1) pedagogical and content knowledge; (2) design and delivery of

instruction; (3) assessment of student growth connected to instruction; and (4) partnerships with parents and community. Regardless of certification outcome, many teachers consider this the most transformational professional development experience of their careers.

Format/Activities: After a brief introduction of the National Board process, participants will engage in an activity to begin their individual understanding and implementation of one of the four required portfolio entries of a National Board candidate. Depending on size, either small group or whole group discussion will follow. Information packets will be distributed at the end for those interested in pursuing this professional development.

E-4

Salon B

"Creative Conventions" – Using Creative Writing to Teach Conventions

Michael Petermann, Burlington High School

Learn about an easily graded format for teaching, reinforcing, and perfecting conventions. We all know how well a student can do on a multiple choice quiz over conventions and then make silly mistakes within their writing. Well, what if the stakes were lower, but the standards were higher? Sound like an oxymoron? Come check out how conventions became fun in my classroom.

E-5

Salon C

Film Festival #3: *Unlimited Possibilities: Using Public Domain Films*

Sponsored by the Flint Hills Writing Project: Host, Dr. Todd Goodson

E-6

Topeka

Idea and/or Book Exchange

Diana Costello and Jane Wagner

Bring copies of a successful lesson or favorite teaching idea to share with other teachers. You will have a chance to discuss what you have brought and to answer questions from other participants. Lessons and ideas are sometimes printed in *KATE Update* after the conference, so be sure to include your name, school, and address on each entry.

Participants may also bring professional or personal-pleasure books to exchange as well. Each book can be traded for a coupon that can be used to "buy" another's book from the exchange. Please bring books that are in good shape and relatively free from markings and annotations.

F-1

Salon 1

Meeting the Multimodal Millennial

Phillip P. Marzluf, Kansas State University

In this presentation, participants will grapple with multimodality--a new literacy objective that encourages millennial students to compose in alternative modes and move beyond writing print-based tests. For instance, students experience multimodal objectives whenever they are asked to integrate graphics with their writing, create websites, produce YouTube videos, or design multimedia visual projects.

The presenter will provide many examples of multimodality, including the tentative efforts to incorporate multimodal activities in the K-State writing program, and will show how multimodal composing can be introduced in high-school and college classrooms. The presenter will also engage participants in a discussion about the consequences of multimodality: How should we respond to yet another literacy responsibility in our classrooms? How does multimodality change our roles as teachers? How comfortable are we when evaluating multimodal projects? How prepared are our students for multimodal composing?

F-2

Salon 2

Teacher Research Inquiry Presentation and Multi-Media Cross Curricular Projects: A Model of the National Writing Project

Patrick Kennedy, Andover Central Middle School & Jeff Roper, Andover High School

Teachers will observe a Teacher Research Inquiry Presentation from Patrick Kennedy, a Middle School teacher at Andover Central Middle School, and Jeff Roper, Co-Directors of the South Central Kansas Writing Project and English teacher from Andover High School, will explain the multi-media emphasis on the cross curricular American history and literature project for his school's entire junior class.

F-3

Salon A

Dancing Through Another World: Cultural Learning Beyond the Classroom

Dr. Leslie Hannah and Dr. Jennifer Molidor, Kansas State University at Salina

Our goals are to reflect on educational experiences outside the classroom and the immersion of students into an unfamiliar culture. We will discuss the ways students were challenged in their cultural perspectives and the paradigm shifts that followed. We aim to show how educators can bring a curriculum alive and magnify the learning experience by bringing education outside and beyond the classroom walls. Our format will consist of dialogue and a multimedia presentation, including cultural artifacts, from a recent faculty-student field trip to an American Indian Conference & Powwow, from K-State to Tahlequah, OK to address innovative teaching practices.

F-4

Salon B

Classroom of Tomorrow – The Paperless English Classroom*

Teralyn Cohn, Wichita High School Southeast

The teacher will share her format and experience of teaching in a paperless English classroom (now in its fifth year) at an urban high school. Presentation will look at student engagement data, student work and an overview of how class has evolved over four years. Technology applications used include Google sites, wikis, Google Docs, Blackboard, Blogs and other Google Apps will be referenced. Question and answer session and directions for obtaining presenter's manual. Writing Standards and Technology Standards will be the focus. (* Internet Access)

F-5

Salon C

Film Festival #3: A Continuation of *Unlimited Possibilities: Using Public Domain Films*

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F-6

Topeka

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Hotel Check-out and Publisher Exhibits

10:45 to 11:30 a.m.

Hotel Lobby

G-1

Salon 1

Images of Literature: Creative Projects to Help Students Think About What They Read

Carla Wolfe, Marysville High School

Tired of facing another classroom full of passive students who are not actively engaged in thinking about what they are reading? The presenter will share the how's and why's of a number of creative projects that help students engage, analyze, and synthesize their thoughts about the literature that they read in your classroom. Plus-these projects are a whole lot more fun to grade than another stack of essays!

G-2

Salon 2

Differentiated Instruction: What You're Already Doing and Don't Realize!*

Terri Browning, Oxford High School

DI combines many elements of "best practices," drawing on learning styles, multiple intelligences, reading or Lexile levels, and student interest to design lessons and assessments. Join us to see how it all fits together, to celebrate what you're already doing right, and to learn what your next step is. I'll provide helpful resources: books, authors to watch, and online sources. Time will be set aside to share other information or sites. (* Internet Access)

G-3

Salon A

Keeping Students Engaged Through Meaningful Projects and Assessments

Carlene Stueve & Shana Pittenger, Salina South High School

These veteran teachers of high school seniors will present a variety of projects they have used to keep their students engaged, activated, and even motivated throughout the throes of senioritis.

G-4

Salon B

Writing for *Kansas English*Andy Anderson, Matt Bova, William Sewell, Matt Copeland: *Kansas English* Editors

This session offers an opportunity to meet the new editors of *Kansas English*, KATE's scholarly journal, and discuss the themes for upcoming issues. General information will be provided about writing for *KE* and the publication's shift to a peer-reviewed journal. Opportunity will also be provided for participants to discuss any potential pieces they may have in mind for submission.

G-5

Salon C

Film Festival #3: A Continuation of *Using Video Clips to Enhance the teaching of Literature*

Sponsored by The Flint Hills Writing Project: Host, Dr. Todd Goodson

G-6

Topeka

Strategies for Avoiding Plagiarism

Phillip P. Marzluf, Kansas State University

This presentation explores how researchers are discussing the plagiarism of our current generation of the "copy and paste" students and responds to such questions as the following: How have our definitions of plagiarism changed? How do we talk about plagiarism differently? What challenges do digital writing technologies present? This presentation then proposes several activities that are aimed at intervening early in the writing process and that indicate to students when plagiarism occurs and why it is taken so seriously. Participants will be encouraged to offer their own solutions and discuss their own experiences with students.

Luncheon

12:30 to 2:00 p.m.

Grand Ballroom

Welcome

Kaleen Knopp, Conference Chair

Introduction

Dr. Todd Goodson, Flint Hills Writing Project

Luncheon Speakers

Flint Hills Writing Project Kansas Writers Present Their Best

Reading their original work:

Roger Caswell

Suzy Myers Ortel

Jeremy Gibson

Exhibitors

Kansas Association of Teachers of English welcomes these exhibitors and their representatives.

- | | |
|------------------------------------|----------------|
| • Watermark Books | Rebekah Rine |
| • Zaner-Bloser | Jean Farfalla |
| • EMC Publishing | Peter Leverich |
| • Everbind | Dave Landeau |
| • Sadlier-Oxford | Dave Landeau |
| • Perma-Bound Books | Bob Leland |
| • Kansas Writing Project Coalition | Nancy Sturm |
| • Holt McDougal | Kristin May |

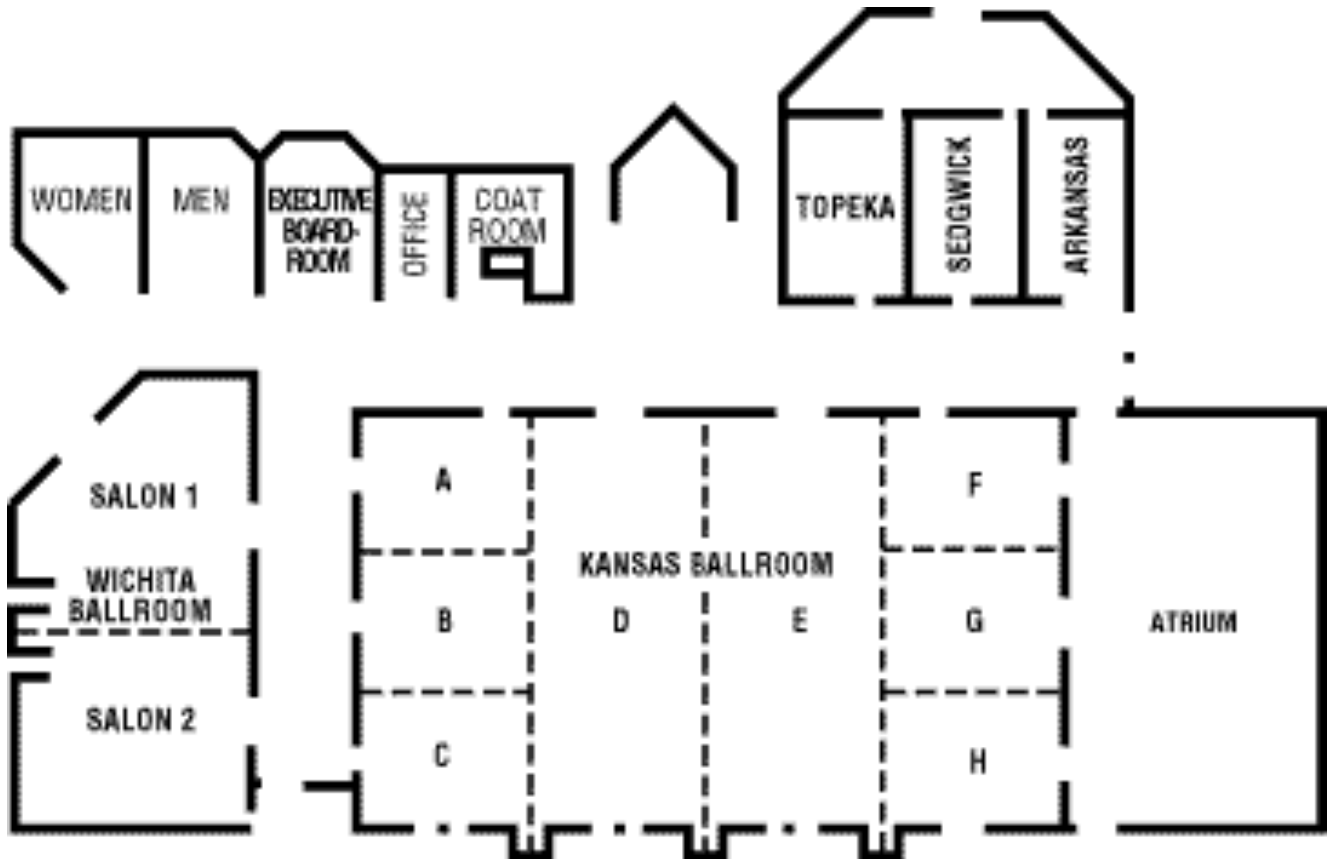
A special thank you to:

◆ Flint Hills Writing Project of Kansas State University for funding the KATE film festival.

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- Kansas Association of Teachers of English
- Kansas State University Department of English
- Kansas State University First Year Seminars Program
- Kansas State University Provost's Office
- Kansas State University Hale Library
- Kansas State University at Salina Library
- Manhattan Public Library
- Claflin Books and Copies

Wichita Marriott



Thank you for attending the Annual Conference of the Kansas Association of Teachers of English. We hope to see you next year when Phillip Marzluf <marzluf@ksu.edu> will be conference chairperson. Please take a Call for Proposals form with you and consider sharing your expertise with all of us at the 2010 conference.