

Sessions

10:00 a.m. – 10:50 a.m.

Virginia Gaines

Room 3140

Impact of Socioeconomic Status on Student Learning

Socioeconomic status (SES) is one of the most significant factors that impacts educational outcomes for students. Issues concerning SES are most commonly associated with urban areas. However, many of the same issues for urban areas also affect isolated rural areas. I propose to illustrate the similarities by using personal experiences from living in the inner city of Chester, Pennsylvania (one of the poorest cities in the United States) compared to Mission, South Dakota on the Rosebud Sioux Reservation (one of the poorest counties in the United States). Using actual stories of children's experiences along with Census Bureau statistics I will illustrate that the SES impact is actually quite similar. As future teachers, we need to be aware that our students are greatly impacted by their SES whether they live in the inner city or in a rural community.

Jeanne Meyers

Construction Zone: Character Building

Forty-eight states have implemented "moral education" or "character education" programs into their school's curriculum; however, the role of the teacher in the moral development of students continues to be debated by educators. This presentation will include the view of psychologist Lawrence Kohlberg, who advocates individual moral development based on the "justice" principle, and the opposing view of psychologist Carol Gilligan, who supports moral education based on the "care" principle. A handout with suggestions for activities connected to moral education across the curriculum will be provided.

James R. Koenig

Room 3150

The GLBTQ Genre of Young Adult Literature

My topic will be Young Adult Literature focusing on the GLBTQ genre. My content will be young adult GLBTQ books that would be good for educators and librarians. My presentation will also include a brief history of GLBTQ young adult literature. I will also include a handout, perhaps a bibliography.

Susan Woo

Graphic Novels in English Classroom

The subject of my presentation will concern the use of graphic novels in the classroom. I will explain several reasons why graphic novels should be used in the English classroom and provide information as to how English teachers can use graphic novels.

Leslie Hancock

Room 3160

Grammar in the English Language Arts Classroom

Grammar is every high school English teacher's nightmare. In my presentation we will go over the best ways to teach grammar according to modern grammarians and secondary level teachers. My presentation targets future high school language arts teachers or anyone teaching in an ESL program. I will be using Power Point to present my topic and to show examples of the different techniques or tricks of teaching grammar to a high school classroom.

Nathan L. Ogle

Teaching Grammar at the Secondary Level

This presentation addresses the teaching of grammar at the secondary level. By way of background information, I will cover the development of grammar studies from its beginnings through the modern era. From there, I will discuss our current position in this evolution and suggest what steps we can take to further the progress. This will be somewhat of a paper reading.

Carrie Mueller

Room 3170

Creative Writing in the Classroom

Intended for an audience primarily of future and/or current language arts educators, this presentation will discuss some of the benefits of having a creative writing unit in the language arts classroom. Suggestions will be offered for creative writing in the classroom and commentary will be given on why students enjoy creative writing. Suggestions for creative writing and prompts for the classroom will also be given as well as some time to practice with the writing prompts.

John Klyczek

Writing as Art

Writing is an art before it is a business skill; but sadly, this is not how it is taught in secondary education. The materialist ideology of capitalism has so pervaded our culture that education has been redefined as preparation for the work force. As such, the language arts curriculum has been reconstructed so that proficiency in standard American English prose is the primary objective for each student while creative writing proficiency has been all but removed. This reading will explore the implications of this pedagogy while simultaneously exploring the implications of a more balanced pedagogy in which creative writing is valued and rewarded in the same way as prose proficiency.

Sessions

11:00 a.m. – 11:50 a.m.

Sabrina Nevler

Room 3130

Icebreakers

Let's get to know each other! This presentation will focus on introductory activities or icebreakers that kick off a new school year right. Important information regarding the effectiveness of introductory activities in the classroom will be briefly discussed. The majority of the presentation will be spent on numerous examples of fabulous icebreakers teachers can use in their future classrooms. We will also take a look at some activities that just don't work as well to stimulate the students' minds. Finally, observers will participate in a short introductory activity that involves some sweet treats. This presentation will give teachers a fresh look at icebreakers they can use for the fall 2007 first day of school!

Katherine Reynertson

Using Journals in the Classroom

Using Journals in the Classroom is a PowerPoint presentation exploring various uses and benefits of using journals in the classroom. It will incorporate theoretical support, several different types of journals and their suggested uses, grading suggestions, and additional tips and precautions when employing journals in your classroom.

Slides include:

| | | |
|-----------------------|---------------------|---------------------------|
| Learning Theory | Class Journals | Tips and Precautions |
| Argument and Support | Personal Journals | Benefits |
| Double-Entry Journals | Research Logs | Suggested Further Reading |
| Dialogue Journals | Class Participation | (Sources) |

Laila Abdelghani

Benefits and Challenges of Peer Revision

I will be presenting on the benefits and challenges of peer revising. Peer revising is an interesting topic that will only progress and become more challenging in the future. In order to effectively use and benefit from peer revising, students must be taught the proper way to revise. Since the students need to be taught, we, as teachers, must understand the process. The presentation will be geared toward current and prospective teachers.

“Words, Words, Words” in Shakespeare

This panel, made up of students enrolled in Dr. Christopher Wixson’s English 4752, endeavors to demonstrate the power of Shakespearean language in papers focused around a single word, chosen from some of Shakespeare’s more neglected plays. Each presenter will argue how the word in question (replete with etymological baggage, connotative association, and multiple usages) helps to shape the thematic issues of the drama as a whole. They will each focus upon how the meaning of the word evolves, transforms, and ultimately gathers profound resonance by the play’s conclusion.

Panel #2: Korinn Eisenberg / “burr” in *Measure for Measure*
Arwen Tyler / “censure” in *Measure for Measure*
Jennifer Anderson / “perjure” in *Love’s Labour’s Lost*
Lindsey Gehl / “razed” in *Measure for Measure*

Lucinda Hamilton
Laura Pietkiewicz

Room 3150

Reluctant Readers in the English Classroom

Wouldn't it be nice, as a teacher, to be able to wave a magic wand and tap each reluctant reader upon the shoulder, instantly transforming him or her into a voracious and active reader? For those of you who have either misplaced your magic wand or have broken it in half in frustration, this presentation is for you. The presentation will explore how to attract reluctant readers in the English classroom and offers various ideas and suggestions on how to actively engage the reluctant reader with the text once attracted.

Shauna Searcy

Room 3160

The Interdialect Approach: Theory, Process, and Results

In the spring of 2006, the workshop “Writing for the African American English Speaker...” was held at Eastern Illinois University in efforts to improve the writing of AAE speakers through a fresh and innovative approach—The Interdialect Approach. Join us for an overview of the theory that sparked interest, the process that brought dialectal awareness, and the results that suggest the value of The Interdialect Approach. You will also hear about the impressive results from “Project Interdialect,” an improved and refined workshop, conducted at an elementary school in the Chicagoland area. If you are interested in helping students who speak non-standard dialects, you won’t want to miss this presentation!

Introducing Poetry Through Rap Music

There are many people who would say that rap and poetry are not the same thing, but I would argue that when looking critically at the lyrics of rap one cannot help but see poetry there. Using rap is an excellent way of teaching students how to read poetry out loud, discover the tone of the author, and better understand the use of alliteration, assonance, simile, and metaphor. In my presentation I will lay out the different controversial issues that surround rap music, specifically violence, gender, politics, and censorship. I will argue that rap is a legitimate expression of the human experience, which cannot be ignored, and therefore rap should not be excluded from a high school English classroom. The final point that I would like to make in my presentation is that rap music is listened to by an incredibly large number of students, while poetry is not as popular. Many students are put off by poetry and do not see any connection between themselves and poetry. Rap can be used as a bridge to get students interested in reading poetry, because of the connections between poetry and rap. Students who feel comfortable with rap will be more apt to pick up poetry and read it if they realize that there is a connection. My presentation will be mostly a lecture, but there will be time at the end for questions and/or discussion.

Nate Rawley

Poetry in the Urban Classroom

Literacy scores in some urban High Schools are at an all time low, funding to improve teaching conditions continues to be cut as a result, and students are quickly losing interest in writing altogether. Some think the solution is to cut poetry from the curriculum and spend that time on grammar. Discussing the importance of keeping poetry in the urban classroom, I will confront several of the main issues surrounding poetry and its merits in today's High School English class. It will be a paper reading/summarization and there will be time at the end for discussion and questions.

Sessions

12:00 p.m. – 12:50 p.m.

Bruce Brown
Lindsay Green
Kathy Thomas

Room 3130

Harlequin, Love Notes, and Coca-Cola: Extracurricular Literacies and Their Place in the Classroom

This presentation will take the form of a workshop / discussion panel. The presenters will read from their own literacy narratives, then open up the floor for discussion about literacy formation outside of the classroom, as well as how to integrate such literacies into an academic setting. Audience participation is greatly encouraged.

Sally Regan

Room 3140

Using Television in the English Classroom

My presentation for the English studies student conference will be about using television in the classroom as a way to enhance students' critically analyzing skills. I will also discuss how teaching students to evaluate what they watch on television can actually cut down on the amount of television they watch. I will present possible ideas for incorporating television in the classroom as well.

Erica Stotts

Incorporating Literacy Elements by Using Television and Film in the Classroom

I plan on discussing how to teach literary elements by using television and film. I will briefly explain an element or two, then show a clip from a show, then explain how that element is used within that clip.

Teaching ESL Composition: Methods to the Madness

My presentation deals with English as Second Language (ESL) students and the writing process. It covers misconceptions and different methods to help the ESL student perform better in the area of composition in the Classroom. I will be using PowerPoint to help the audience better understand what is being said. My target audience is current or future teachers and anyone interested in learning a little more about helping ESL students.

Itzel López

Meeting ESL Students' Needs in the English Classroom

I was one of those students who learned English as my second language. Being an ESL student helped me learn a lot about myself and my literacy background. I would like to present the importance of ESL students' needs being met in the English classroom. I will briefly talk about the private and public domains in which ESL students become, and call for literation (literacy). I will then explain how some of these domains are helpful as well as problematic things in the classroom. The last things I will talk about are ways to accommodate the needs of the students, ways to address common issues, and raise awareness. I am very much an advocate for bilingual education which can be an option that effectively meets ESL students' needs. This program, that I was involved in, helped me understand the ways of instruction that work and don't work.

Luke Anliker

Ebonics in the Classroom

My presentation will be focused on the incorporation of Ebonics into certain classrooms. In making my argument for the inclusion of Ebonics, I will first establish credibility for the field of Ebonics, and then take use that credibility to argue for integration of Ebonics curriculum. I will be arguing that we as teachers only to teach Ebonics to certain students and that it should be used as bridge for students to better understand proper English.

As such, the bridge idea will be my most important and most talked about point. Many are unaware of the issues involving Ebonics and most don't even know what is being asked for by those wishing to incorporate it into the education system. I will make sure to clarify this, as well as explain why and how the requests came about. In addition, I will explain how this has already worked in California and can work all over our country if we as teachers give it a chance. Lastly I will discuss how to maintain a sensitivity and open attitude when teaching students who are different from us.

Freud According to Charles Brockden Brown

Mostly we read the works of writers like Charles Brockden Brown according to what Sigmund Freud claims in works of psychoanalytic theory, such as *The Interpretation of Dreams*. But the process can work the other way about, with Freud's writings read according to gothic novelists like Brown; indeed the paper I wish to read deals with just that. Firstly, Brown's novel *Edgar Huntly* (1799) as though it were a dream yet to be analyzed, and secondly, I take several important particulars of Freud's process of dream analysis, condensation, which warps time in Edgar's world and displacement, which places Clithero, in Edgar's mind, in Queen Mab's place as far as suspicions are concerned, as well as the root premise of Freud's theory, that all dreams are wish fulfillments. The key scene of Edgar's awakening in a pit creates a problem with this dream reading, as in Edgar's world, the events stemming from it are real. In other words, the dream world has merged with the real one. I discovered an interesting solution from the pen of Harriet Hustis, which deals not merely with the subconscious at work in these fight and flight scenes, but also a rationalization and even denial that this subconscious is even driving Edgar at all. I then return to the premise of wish fulfillment and conclude with an analogy to Darwin's theory of evolution.

Margaret Bertucci Hamper

“Why He Killed the Very Birds He Seemed to Like So Much:” California's Marriage Problem in Sara Orne Jewett's *A White Heron*

Although habitually overlooked, the late nineteenth century was a queer period for marriage and fertility in the United States. Sara Orne Jewett, often typified as a regionalist writer, embeds in her short story, *A White Heron* (1886), references to a discussion of the strange patterns in marriage and fertility in California at this time although contemporary scholars limit her scope to the New England states. I uncovered sources in the American Periodical Series that make it clear that California's lax marriage laws and high divorce rates were of national interest and controversy.

Sylvia, the main character in *A White Heron*, is a young, Californian migrant to Maine who is steeped in images of fertility, migration and nature. She is paired with a white heron, a bird known to migrate from California to Maine, and is faced with a choice to preserve the heron's life or to please a foreign hunter whom, through a love metaphor, Sylvia is involved with. Sylvia chooses freedom, both for herself and the heron, thus escaping their return to California, the hot-bed of unhappy and infertile marriages.

Through a discussion of marriage, divorce and inter-state migration rates, references to flora and fauna with roots in New England and California, and Jewett's use of various literary devices, this paper reading proposes that Jewett uses the national anxiety of fruitless and unhappy marriages in California to present her own negative estimation of mainstream marriage. This should be of interest to students and scholars alike as it breaks new ground in the discussion of the short story, *A White Heron*, and for the first time known releases Sara Orne Jewett from the stigma of regionalist writerhood and widens her scope to that of a national perspective.

Erich Schumacher

Room 3170

Gigavolt and Chris

It's another ordinary day at home for Chris and Henry: Dad outside mowing the lawn, Mom in the garden right near the door. The living room floor has turned to molten lava, and explosions are rocking the house from top to bottom. Then something unusual happens.

Sarah Whitney

Ruby and the Green Door

Everyone knows that girl reindeer can't fly; their hooves and their antlers are too small. But Ruby has a secret, crazy ambition to win a spot on Santa's A-team. Why not, since she already flies as well as any boy she knows?

ENG 4752 Students

Room 3609

“Words, Words, Words” in Shakespeare

This panel, made up of students enrolled in Dr. Christopher Wixson's English 4752, endeavors to demonstrate the power of Shakespearean language in papers focused around a single word, chosen from some of Shakespeare's more neglected plays. Each presenter will argue how the word in question (replete with etymological baggage, connotative association, and multiple usages) helps to shape the thematic issues of the drama as a whole. They will each focus upon how the meaning of the word evolves, transforms, and ultimately gathers profound resonance by the play's conclusion.

- Panel #1: **Chris Ludwig** / “sword” in *Titus Andronicus*
Joe Kassem / “moor” in *Titus Andronicus*
Erika Olsen / “martyr” in *Titus Andronicus*
Robert Bruggeman / “four” in *Love's Labour's Lost*
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Session
1:00 p.m.

Life in the (Teaching) Trenches

Amanda Bright

Shannon Littleton Sherer

Andy Werhane

Room 3130

After you grab your free lunch, you are welcome to join us for a panel presentation by one first-year teacher and two student teachers from our English Language Arts teacher certification program. They will discuss their classroom experiences and answer your questions about their transitions from students to teachers.

The English Department thanks the Dean of the College of Arts & Humanities, Dr. Johnson, for supporting our English Studies Student Conference.