

Eastern Illinois University

*English Studies
Student Conference*

Presented by

*English Undergraduate and
Graduate Students*

**April 2, 2011
Third Floor Coleman Hall
10:00 a.m. – 2:00 p.m.**

Coleman Hall 3130, 3140, 3150,

Sessions 10:00 am

Room 3130

Journaling to Journalism

Joshua Letourneau

“Becoming Diverse Writers through Journalism”

Figuring out ways of getting students to creatively write can be a difficult task for any educator. Incorporating journalism into a classroom can allow students to write in multiple styles on a variety of topics that interests them. This presentation will explore the most effective ways to incorporate journalism into the classroom.

*Greg Kuhn
Krystina Lamorte*

"Reflective Journaling as a Pedagogical Tool in the Classroom"

Through the use reflective journals, students are enabled to enhance their critical thinking and cognitive skills, understand their own learning process, stimulate personal connections between themselves and the world, and establish a “voice” to express themselves. By teachers modeling reflective skills and applying relevant course material to journals, reflective journaling can serve as a great pedagogical strategy to use in all classrooms.

****MODERATOR: *Ben Potmesil*****

Literature and Reading Instruction

Lacie Ball

Utilizing Reading Strategies for the Classroom

“Literature has the capacity to enter lives, to interact with what we already know and believe, and perhaps even change us” (Landt 690). This presentation will talk about three reading strategies that English teachers can utilize in their classrooms. Sustained silent reading, literature circles and multicultural literature are all ways to get students interested, engaged, and thoughtful about what they read.

Chelsey N. DeYoung

Incorporating Death and Disease Literature Into the Classroom

Discussions about death and disease are widely ignored in high school English classrooms, whether because of the teacher’s own sense of insecurities about the subject or fear of creating emotional distress among the students. However, research shows that these discussions are not only valuable, but also desired by most students.

Jennifer Kelly

Teaching Literature Pedagogy

This paper discusses my personal beliefs in the best practices in teaching literature in the classroom based on research. My pedagogy on teaching literature will touch on my belief that book clubs, literature circles, and sustained silent reading can work together and benefit students learning literature in the classroom.

****MODERATOR: *Jessica Glade*****

“Words, Words, Words” in Shakespeare

These three panels, made up of students enrolled in Dr. Christopher Wixson's English 5002, endeavor to demonstrate the dexterity of Shakespearean language in papers focused around a single word. Each presenter will argue how the word in question (replete with etymological baggage, connotative association, and multiple usages) helps shape the thematic issues of the tragedy 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

- Rashelle McNair* “receptacle” in *Titus Andronicus*
- Stephanie Uebinger*..... “consecrate” in *Titus Andronicus*
- Jennifer Hudson* “entrails” in *Titus Andronicus*

****MODERATOR: *John Stromski*****



Sessions

11:00 am

Room 3130

"Words, Words, Words" in Shakespeare

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Panel #3

Bryan Hebler..... "barren" in *Love's Labour's Lost*
Philip Gallagher..... "parley" in *Love's Labour's Lost*
Benjamin W. Potsmeil "liberal" in *Love's Labour's Lost*

MODERATOR: *Kenneth Webb*

Multi-media Approaches to Writing

Room 3140

Stacy Pollack

Using Your Own Creative Writing in the Classroom

My presentation focuses on teachers using their creative pieces in the classroom. I will first have a reading of my own creative nonfiction work then present a Power-Point that explains the benefits and pedagogical approach to using your own writing in the classroom.

Stephanie Evensen

Using Facebook in the Classroom

As society's use of technology progresses, particularly the use of social networking sites, educators are trying to find ways to integrate technology in the classroom to maintain student interest. Using Facebook as a teaching tool opens up different possibilities in the way we teach literature.

Rachel Kocurek

Using Music to Get Students Writing

Many new teachers look forward to using music in their classrooms, but are not sure how to do so. Although several methods will be covered, this session will focus on using music to introduce students to creative writing. Come listen to Explorations in the Sky and participate in a mini writing session.

MODERATOR: *Kim Hunter Perkins*

Technology in the ELA Classroom

Amanda Wood

Teaching Film in an English Language Arts classroom

This presentation focuses on teaching Film in a high school English Language Arts classroom. It will demonstrate the benefits in teaching film to students, as well as methods of using this particular branch of text in an everyday ELA classroom.

Danielle Shirtino

Teaching in the Era of Technology Sparknotes and Wikipedia and EasyBib, Oh My!

The ever-increasing world of technology has opened up a vast universe for teacher accommodations. However, this path is one of two ways as students are also finding study “accommodations” of their own. This presentation will explain the pros and cons of such websites and ways to better inform students of their coinciding benefits.

Kathryn Best

Title of Individual Presentation: "Upgrading the Learning Environment: Web 2.0 Technology in the Classroom"

The ever-expanding array of resources available to teachers has come to include technologies like blogs, discussion boards, and wikis. These web-based methods of sharing and collaboratively creating information, already popular among students in forms such as Wikipedia or LiveJournal, can easily become classroom tools that engage students while building crucial skills.

Anastasia Deligianis

Film and Literature

In Secondary English Language Arts courses, it is valuable and beneficial to introduce film adaptations with the complex literary works and theories students will be reading. By implementing film interpretations into the curriculum students will be required to “adopt an essential and persistent double-mindedness” that enhances literary analysis skills (Cutchins 88). This teaching method accommodates many of Gardner’s learning styles, ensuring that student’s interest and comprehension levels will increase.

Sessions 12:00 noon

Room 3130

“Words, Words, Words” in Shakespeare

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Panel #2

Laura Gallardo “lodge” in *Love’s Labour’s Lost*
Jessica Glade..... “lamb” in *Love’s Labour’s Lost*
John Stromski..... “anchor” in *Titus Andronicus*

MODERATOR: *Ben Potmesil*

Giving Voice to All

Julie Goss

Session Title & Focus: Race, female gender, and sexuality.

Paper title, “The triple disadvantage: race, gender, and sexuality”. The topic explores controversial issues and incorporates literature (novel and poem). Thesis “Race, gender, and sexuality have truly illustrated a struggle in literary works, and the women referenced can be examined as individuals who have a difficult time growing up as the limited individuals.”

Chris Robison

Langston Hughes and the Female Voice Singing of Heartache in the Blues

I wish to discuss Hughes’ poem “Misery,” and relate the lamenting female in that poem to actual female Blues singers as Ma Rainey and Bessie Smith.

Shauna Miller

Teaching Our Students to Speak

As English instructors, we have the opportunity to teach controversial novels, but there is no point if students cannot identify with them. This presentation offers a lesson plan that will not only work for the novel *Speak* but other controversial novels you could teach in the future.

Matt Titus

It’s Our Job: Preparing Teacher Candidates to Counteract GLBT Bullying

One of the most difficult, and most important, issues teachers face today is how to integrate GLBT acceptance into the culture of their school. This presentation aims to equip teacher candidates with a fundamental understanding of the hardships confronting GLBT students and what teachers can do to help them.

****MODERATOR: *Kim Hunter-Perkins*****

English Studies Across Genres

Jake Smith

English Pedagogy at the Normal School

Given that most histories of academic literary studies, such as Gerald Graff's *Professing Literature*, focus primarily on research-oriented major universities, this project is an attempt to present English pedagogy as it evolved in the Normal Schools, and compare that evolution to a history such as the one Graff provides.

Rebekah Simcox

"Thomas Hardy's *Two on a Tower*: Differences Over Time"

Hardy's 1912 version of his novel *Two on a Tower* drastically alters the persona of the main female character. In the paper, I explore these changes and make suppositions about why they occurred.

Sarah Kriz

The Roles of Women in *Bell In Campo*

I will be examining the commentary on women's roles presented in Margaret Cavendish's play *The Bell in Campo*. I will be examining how woman's role in marriage is portrayed within this play through the juxtaposition of the strong and independent Lady Victoria and the obedient and respectable Madame Jantil.

Laura Wagner

Title: Teaching Students to Learn how to Learn: Analyzing Instructional Scaffolding, Young Adult Literature, and Literature Circles

Abstract: My essay, "Teaching Students to Learn how to Learn: Analyzing Instructional Scaffolding, Young Adult Literature, and Literature Circles," explores the controversy behind standardized tests, the Language Arts, and authentic assessments. This essay will argue that by using scaffolding methods and authentic assessments (such as Literature Circles) LA educators can help their students become more confident readers. Building this confidence, this essay argues, is key for improvement in reading scores. This essay supports this theory through a myriad of case studies.

Sessions

1:00 pm

Room 3130

Life in the (Teaching) Trenches

Kayla Blue

Jennifer Hudson

Heather Lindenmeyer

Heather Miller

Vickie Pierce

After you grab your free lunch, you are welcome to join us for a panel presentation by two first-year teachers 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 student to teacher.

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

Notes