

Teaching Reading and Writing in New England

NEATE Annual Fall Conference

October 26-27, 2007

OUTSTANDING GUEST SPEAKERS

Friday's Luncheon Speaker: **Amy Belding Brown** author of *Mr. Emerson's Wife*.

Saturday Morning Speaker: **Thomas R. Jehn, Ph.D.** of the Harvard Writing Project and Calderwood Writing Initiative.

Featuring Special Strands focusing on:

- Teaching reading in the English classroom
- The transition from high school to college
- Teaching writing, the forgotten R in NCLB
- Literature of place
- Managing heterogeneity
- New England writers

FRIDAY'S WORKSHOPS AND PRESENTATIONS (Please go to www.neate.org for complete descriptions and scheduling updates.)

7:00-8:00 Registration

8:15-9:45 Friday Early Morning Sessions

Emily Dickinson: Vesuvius At Home

ALL

Janie Baer-Leighton

This workshop, inspired by the 2007 NEH Faculty Summer Institute titled "Emily Dickinson: Person, Poetry and Place," will introduce new ways for elementary and secondary students to examine and celebrate the life, powerful writings, and dramatic influence of one of New England's most important poets.

Red-Hot Reading for High School Students: Pathway to Success

HS

Ann West and Joanne O'Connor

This workshop will detail the varied, literacy-promoting activities that encompass the position of a high school reading specialist. Participants will receive detailed examples of a broad spectrum of classroom presentations, literacy activities, and school wide activities that a reading specialist oversees. It will also give practical hints on how to implement such a program and how to persuade people in charge that it should be done.

New England Writers, Locales and the Language Equation

HS/UNIV

Paul Merluzzo

Depending on the particular reading/writing class, The Language Equation is a technique incorporating spontaneity, creativity, and self-initiative in a no-fail, student-generated, instructor-guided exercise that will empower students of all writing levels to overcome writer's block, and be creative in self-directed ways. The participants will reference New England writers and locations in a fast-paced composition exercise. Volunteers will read aloud. A good time will be had by all!

NECAP and the Writing Project: A Trial Marriage

EL/MS/HS

Patricia McGonegal, Gail Bourn, Jennifer Cook, John Edmunds, Nancy Mildrum, Meg Peterson, Keith Sanzen, Ellen Temple and Susan Vander Does

Teacher Researchers from the National Writing Project sites in Rhode Island, New Hampshire and Vermont have been exploring the NECAP, the combined standardized assessment for those three states. They have met in study groups and online to discuss readings, writings and class observations in an effort to help students to engage in authentic, engaging, satisfying writing experiences while equipping them to perform well on the NECAP tests. Among the questions they are asking are the following: How do the writing project's research based practices inform and support the skills students need to perform well on the NECAP? What types of professional development can support standardized testing but not allow it to drive all instruction? Study group members will share their questions, their strategies and their observations. They will also make recommendations for exploring the connections between good practice and standardized testing.

It Only Takes a Paragraph

MS/HS

Jessica Levesque and Deidre Varsoke

This workshop will provide teachers with a five-step formula to teach students how to write a logically aligned expository paragraph. The method is easily applied to multi-paragraph essays as well. Sample lessons and student exemplars will be provided.

Courting the Muse: Inspiring Student and Personal Writing

ALL

Jim Brosnan

This interactive workshop will present writing exercises that may be replicated in high school or college level writing courses or used as prompts for professional creative writing by writing instructors. Participants will be given a series of prompts to generate original fiction, poetry, and non-fiction. Journals, writing schedules, and potential publishing markets will also be discussed.

9:45-10:30 EXHIBIT HALL

Visit the Exhibit Hall. Free Continental Breakfast! Win Great Prizes!

10:30-12:00 Friday Late Morning Sessions

How to Become a Better Person: Read!

MS/HS

Jessica Levesque and Joan Mountford

Inspired by *Why Read?*, Mark Edmundson's wonderful book about reading and teaching literature, these two presenters with 65 years combined teaching experience will be talking about using both common core texts and uncommon texts to make students think about what it means to be a good human being. They'll also include practical activities for use in class and out to help students see that a good book not only comes from life but can change it.

Responding to Reading--Managing Student Journals

EL/MS

Rebecca S. DeSmith

In this fast-paced 90 minutes, participants will discover ways to manage the use of reader-response journals in the language arts classroom. This is one module of the popular, 20-hour course entitled Process Reading, Grades 4-8. Examples of journal set-up and content will be provided, as well as directed reading questions that can form the basis of a year of reading instruction.

Study Skills: Helping All Students Achieve

EL/MS/HS

Lisa Cenca

We've all asked ourselves how we can help our students succeed. In addition to instruction in our own subject areas, there are a number of critical study skills that can be taught to our students to further their achievement across the curriculum. By helping students organize their materials, time, and information, we can more effectively teach students how to deal with the complexities of a particular subject area as well as issues they will face in college and life. This workshop will equip teachers with strategies that can be used immediately and can help students achieve greater levels of success. Participants will work with the Master Organization System, graphic organizers, text book usage skills, note-taking systems, and other helpful skills for students. This workshop is intended for teachers of all levels of students, it is appropriate for teachers of all experience levels. The workshop will involve professional dialog amongst participants to share other successful study skills strategies.

What is It, Anyway? The Mystery of College-Level Writing

HS/UNIV

Mary Barszcz and Susan Hirst

This workshop will engage participants in a discussion about the realities of college-level writing and the preparation for that eventuality that occurs in high schools. Hopefully, the exchange of ideas, complete with the types of rubrics used in my English Composition classes to evaluate student papers, will help professionals at the secondary and post-secondary educational levels, to begin a discourse that will result in better "college-level" writing.

NCLB Panel Discussion

ALL

Linda Stimson and Panel

A panel of New England State Department of Education leaders will discuss the challenges and rewards each state has faced in responding to No Child Left Behind legislation. Attendees will have the opportunity to learn about successful policies and programs in place as well as plans for the future.

Round Table Mini Presentations: Choose 3 of the 4 tables to visit during this session.

Future Rhodes Scholars

ALL

Faye Ringel

College English instructors are often asked to write letters of recommendation for and otherwise assist undergraduates applying for prestigious postgraduate fellowships. Any teacher may also be the parent of an undergraduate interested in competing for such scholarships, including the most famous of all, the Rhodes Scholarship for two years at Oxford University. This workshop will supply information on pursuing the Rhodes, Gates-Cambridge, Marshall, Fulbright, Truman and other scholarships, based on Prof. Ringel's experience as a member of the National Association of Fellowship Advisors.

Tripping the Light Fantastic: New England Field Trips

ALL

Terri White

This workshop will focus on the presenter's experiences in traveling New England, and how she has incorporated them into the curriculum. The presentation will also include pitfalls to avoid, tips for successful visits, and a list of New England hot spots under utilized as field trip destinations including museums, historic houses, colleges and fairs.

Introducing Literary Criticism in High School

HS

Kristen Iverson

Connecting Literacy to the Community

HS

Patty Haggerty

This presentation will focus on the reading-writing connection of Write Traits and incorporate aspects of service-learning.

12:00-2:00 Friday Luncheon with Guest Speaker Amy Belding Brown

Amy Belding Brown, a graduate of Bates College, received her Master of Fine Arts degree from Vermont College. Her work has been published in *Yankee*, *Good Housekeeping*, *American Way* and other national and regional magazines. The wife of a United Church of Christ minister and mother of four, she teaches writing at both Worcester State College and Fitchburg State College and is on the staff of the Orchard House museum in Concord, Massachusetts. Her earlier novels include *Island Summer Love* and *Strawberry Lace*. Ms. Brown is also an established Thoreauvian poet. She is currently being praised for her most recent novel *Mr. Emerson's Wife*, a novel about the life of Ralph Waldo Emerson's supportive and influential wife Lidian who was friend to some of the most famous thinkers of her generation. In describing her motivation for writing her latest novel, Ms. Brown says, "I began to feel that the writing of *Mr. Emerson's Wife* was a sort of crusade – a way of bringing Lidian out of the shadows and into the light." (www.amybeldingbrown.com)

2:00-3:30 Friday Afternoon Sessions

NEATE Poetry Competition Finalists

ALL

Karen Wink and Susan Topping

Each finalist of the NEATE poetry competition will give a 5-7 minute reading; there will be a question/answer period at the end of the readings.

2:00-3:30 Friday Afternoon Sessions (continue)

Hands-On Publishing: The Final Step in the Writing Process

EL/MS/HS

Jessica Gott and Naomi Halvorson

Want to motivate your students to write to the best of their abilities? Give them creative ways to publish their work. Combining a variety of bookmaking and scrapbooking ideas, we offer practical ways to engage students' interest with hands-on learning. We will provide handouts and concepts that you can adapt to many texts at every ability level. So get ready to try your hand at making a simple book of your own and fill your bag of tricks with some fresh ideas on publishing student work.

Asian Authors Living and Writing in New England and How to Integrate them Into Your Curriculum

MS/HS

Blanche Milligan and Sheila Jaung

This workshop will help teachers integrate Asian literature into their regular literature classes using a variety of genres by Asian writers currently living and writing in New England as well as some other authors worthy of inclusion in a variety of units of study. Sample selections, lesson ideas and background materials will be shared and discussed.

You Gotta Have ART: Using Visual Arts to Prompt, Probe, Promote and Appraise Student Writing and Understanding of Literature

MS/HS/UNIV

Cathy Nicastro

Seeing is believing, especially for people who are visual learners, so why not use visual art as a way into writing and literature? In this workshop, we'll explore ways to incorporate works by artists like Edward Hopper, Picasso, Winslow Homer, Mary Cassatt, Norman Rockwell and others into your English curriculum. We'll examine art as a way to prompt creative writing, as an assessment tool, as a springboard for analytical discussions and much more.

Hearing Students' Voices in Analytical Writing about Literature (part 1)

HS/UNIV

Bruce Penniman

Literary analysis papers are staples of most secondary English courses, but these assignments rarely engage students' interest in the way that personal and creative writing tasks usually do. This workshop will examine the place of analytical writing about literature in the writing program, explore a variety of preparatory activities that foster engagement in analytical tasks, and review process steps that promote student ownership of analytical essays. Participants will have the opportunity to share assignments, best practices, and ideas for improving writing. NOTE: This is a two-part workshop with Friday and Saturday sessions. Conference participants who are unable to attend both parts are welcome to come for either the first or second half.

SEND PAYMENT AND THE REGISTRATION FORM BELOW TO: Richard West, 843 Gould Hill Road, Contoocook, NH, 03229-2816. Make checks payable to NEATE. (Please note Cancellation Policy on page 5.)

CONFERENCE REGISTRATION FORM

NAME: _____ PHONE: _____

ADDRESS: _____ CITY: _____ STATE: _____ ZIP: _____

SCHOOL: _____ SCHOOL ADDRESS: _____

EMAIL: _____

Would you prefer to receive confirmation by email or mail? Check one: _____ email _____ mail

REGISTRATIONS POST MARKED BY OCTOBER 5, 2007 - TAKE \$15 OFF CONFERENCE FEE.

<p>CONFERENCE FEES: Member Non-member (circle one)</p> <p>Friday only \$100 \$135</p> <p>Saturday only \$75 \$105</p> <p>Friday and Saturday \$155 \$190</p>	<p>MEAL TICKETS: (check one)</p> <p>_____ Friday Luncheon \$25</p> <p>_____ Friday Vegetarian Luncheon \$25</p>
<p>MEMBERSHIP 1 Year 2 Years (circle one)</p> <p>Regular \$35 \$60</p> <p>Full-time Student \$20 \$35</p> <p>Retired Teacher \$20 \$35</p>	<p>AMOUNT DUE:</p> <p>Conference Fee \$ _____</p> <p>Early Registration (10/5/07) (- \$15.00)</p> <p>Sub Total = \$ _____</p> <p>Meals + \$ _____</p> <p>Membership Fee + \$ _____</p> <p>TOTAL = \$ _____</p>

Purchase Order # _____ . NEATE's Tax ID #23-7025784.

Your Purchase order MUST arrive prior to the conference or you will need to pay by check or credit card.

NEATE accepts Visa, Mastercard and Discover. To take advantage of this benefit, please fill in the information below:

Card Number and Type (Visa/MC/Discover)

Expiration Date

Signature

SATURDAY'S WORKSHOPS AND PRESENTATIONS (Go to www.neate.org for complete descriptions and scheduling updates.)

7:30-9:00 Complimentary Continental Breakfast with Guest Speaker Thomas R. Jehn, Ph.D.

Thomas R. Jehn, Ph.D. is the interim Director of the Harvard Writing Project, the oldest writing project in America. Dr. Jehn has been a writing instructor at Harvard since 1997. He is Head of the Expository Writing Program and Director of the Extension School's Writing Center. In addition, he is a recipient of the James E. Conway Excellence in Teaching Writing Award. Students consistently praise him for his patience, enthusiasm, commitment and dedication. Dr. Jehn is Project Director of the Calderwood Writing Initiative at the Boston Athenæum, which sponsors experimental programs and approaches that foster a culture of writing among students and educators. Dr. Jehn is a contributing author of *A Writer's Reference* by Diana Hacker.

7:30-8:00 NEATE Business Meeting. All are welcome.

9:00-10:30 Saturday Early Morning Sessions

Beginning with the Puritans: Teaching The Crucible and Witches Among Us

HS

Lynne Harrington and Sasha Piccione

Hear tried and true techniques to teach and engage secondary and middle school students with *The Crucible* by Arthur Miller. Also, learn how the nonfiction *Witches Among Us* by Steven L. Stern can be used as a good classroom resource when teaching literature about America's beginning. You will come away from this workshop with lessons you can incorporate into your classroom immediately.

Preparing Students for Reading and Writing in College

HS/UNIV

Nora Bicki

"You're not in high school anymore" is a phrase I have frequently used in college freshmen classes. This workshop will include the absolute basics students need to do well in College English. Writing and Grammar essentials as well as good note-taking tips will be discussed and worksheets that can be duplicated will be distributed. Finally, general advice in the words of second semester Freshmen will be presented.

Picture This--When Art and Literature Collide

MS/HS/UNIV

Susanne Rubenstein and Jp Perkins

Art on the wall and art on the page often are more alike than we think. Forms of art, whether literary or visual, often have commonalities. This workshop is designed to offer teachers an innovative way to pair prose and visual art so that students can see the connections in these forms and better understand the culture that produced them. Using the work of Raymond Carver and Edward Hopper, Ann Beattie and Carl Andre, and Jack Kerouac and Jackson Pollack, we'll take a new look at the meaning of "artistic vision."

The Radical Influence of Massachusetts Scholars and Japanese Poetics on American Literature

MS/HS

Karla Drake

"No region of the United States was more enamored of Japan than New England," writes Christopher Benfey in his recent book *The Great Wave*. Benfey, a professor at Mount Holyoke College, is describing the Gilded Age of America. Indeed, it was during the time period from 1868 to 1914 that a number of Massachusetts's scholars, educators and writers traveled to Japan. Ostensibly, they were there to teach, to research, to collect, or just to travel, but they invariably also returned with new literary sensibilities. They acquired new idioms and a new sense of a referential, semiotic capacity in language. This workshop will focus on Japan's influence on American poetry and American poets like Ezra Pound. It will examine one of the many poetic forms - the *tanka* - and especially the *tanka* of Ono no Komachi and Izumi Shikibu. The presenter will introduce and define these compact and compassionate poems, which succinctly describe emotions and nature in only thirty-one syllables. This presentation will also include precise ideas about how to teach our students how to write *tanka* and will include contemporary American examples of the versatile *tanka*.

Hearing Students Voices in Analytical Writing about Literature (part 2)

HS/UNIV

Bruce Penniman

Literary analysis papers are staples of most secondary English courses, but these assignments rarely engage students' interest in the way that personal and creative writing tasks usually do. This workshop will examine the place of analytical writing about literature in the writing program, explore a variety of preparatory activities that foster engagement in analytical tasks, and review process steps that promote student ownership of analytical essays. Participants will have the opportunity to share assignments, best practices, and ideas for improving writing. NOTE: This is a two-part workshop with Friday and Saturday sessions. Conference participants who are unable to attend both parts are welcome to come for either the first or second half.

*"It is the supreme art of the teacher to awaken joy
in creative expression and knowledge."*

--Albert Einstein

10:45-12:15 Saturday Late Morning Sessions

Senior English as a Gateway to College Composition

HS/UNIV

Kent Higgins and Laura Renick-Butera

When our students take college composition, they will be comfortable with both the content and the structure of the class because they have already analyzed personal essays from a college-level anthology, led their own discussions, and written their own personal essays. Participants in this workshop will engage in some of these activities, including student-led discussions. We will also provide practical support in implementing these activities, including standards-based assignments and rubrics.

21st Century New Electronic Portfolios

HS

David Olio and Ed Duclos

New England, since the 1600's, has been a geography connected to tradition. New Englanders have sought excellence in its own territorially defined ways. One would struggle to separate the rocky, hard ground from its ideological predispositions, so the paradox continues. While our predisposition for expression on paper lingers, electronic opportunities emerge. How should a teacher of thinking--of reading, writing, speaking, and listening--structure assessment? In what ways may a student explore his or her world? In what ways may a teacher assist and then assess that exploration? This workshop will bring participants through the presenters' journey to create a student-based, electronic assessment. Participants should expect a brief overview of philosophies about learning underscoring South Windsor's English Department curriculum, examples of elec□

Integrating Writing into Holocaust Studies

MS/HS

Barbara Wahlberg

While a unit on the Holocaust is usually viewed as a subject that should be taught in a social studies or history class, many ELA teachers incorporate texts such as *Night*, *Number the Stars*, and other pieces of Holocaust literature into their curriculum. This workshop will explore the many ways teachers can incorporate those writings, within a Holocaust unit, and how they can create meaningful writing assignments as a response to those readings. Examples of student writing, including poems, letters, journal writing and essays, will be shared within this workshop. We will also examine several texts, including film, diaries, photographs, memoirs and novels, which can be used as springboards into writing.

A Journey into the Transcendentalists' New England

MS/HS

Todd Felton

Using my book as a template, I will focus on how the Transcendentalists of New England interacted with their landscape to help create the American Renaissance. I will include some strategies for visiting these venues and discussing the literature. The workshop will cover Emerson, Thoreau, and Hawthorne as well as Elizabeth Peabody, Margaret Fuller, and Bronson Alcott.

Round Table Mini Presentations: Choose 3 of the 4 tables to visit during this session.

"The craft so long to lerne!" Time for the Fine Arts of Reading and Writing is Well Spent in the Vocational Technical Schools

HS/UNIV

Maureen R. Maguire

Secondary school students who opt for the vocational technical school do not expect to spend their high school years as full-time apprentices to a craft or profession. Thanks to careful curriculum planning on a state-wide scale, these students can expect to receive a high level of English language instruction in small-group settings. Interviews with English teachers in several vocational technical schools will give an overview of their challenges and triumphs.

Using CATs (Classroom Assessment Techniques) for Immediate Feedback

ALL

Nora Bicki

The primary purpose of assessment is to improve teaching and learning. Standardized tests are cumulative in nature, so how can you tell if your students are learning the material along the way? Classroom Assessment Techniques are informal measures that can offer immediate results. They can be done quickly and can be adapted for all types of classes and subject matter. This mini-presentation will explain the concept and advantages of using CATs as well as provide a variety of techniques that teachers can use when they return to the classroom.

How to Survive the Hiring Process

ALL

Debbie Wolflein

Have an experienced administrator answer your questions from finding a good match, to completing the application paperwork that will win you an interview, to succeeding through the interview process. Whether you are a new teacher just starting out or a veteran teacher looking for a change, receive advice that will help you get the job offer you desire.

But...What About the Test? Taking the Plunge Into Alternate Assessments.

MS/HS

Cathy Nicastro

The pen and paper test is not the only way to assess what your students know. Come join the discussion about ways to design creative and challenging assessments that allow for student choice while still holding students accountable.

HOTEL INFORMATION

Make your reservations for The Radisson Hotel, 11 Tara Blvd. Nashua, NH by October 12, 2007 and get the special NEATE rate of \$109.00 (plus tax). Be sure to identify yourself as a NEATE Conference participant. Call today: (603)888-9970 or (800)804-6835. For additional hotel information and directions, see www.radisson.com/nashuanh.

CANCELLATION POLICY

Participants unable to attend may send a substitute without penalty as long as you notify registration; Full refund is available on or before 9/29/07; A \$25.00 handling fee will be charged for cancellation between 9/30/07 -10/13/07; No refund after 10/13/07.

**RECEIVE A \$15 DISCOUNT ON YOUR CONFERENCE FEE FOR REGISTRATIONS POST
MARKED BY OCTOBER 5, 2007**

**The New England Association
of Teachers of English**

Richard West
NEATE Treasurer
843 Gould Hill Road
Contoocook, NH 03229-2816

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Nashua, New Hampshire

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Saturday: 9:00-12:15

OUTSTANDING GUEST SPEAKERS

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Thomas R. Jehn, Ph.D. of the Harvard Writing Project

Addressing the Needs of All Levels

Elementary School (ES), Middle School (MS), High School (HS), College and University (UNIV)

ADDITIONAL FEATURES

- Poetry Contest: Friday 2:00-3:30. Winner announced at the President's Reception.
- The President's Reception: Friday 3:30-5:00. Meet old friends, make new ones and enjoy complimentary hors d'oeuvres, wine, refreshments, music and awards ceremonies.
- Free Entrance to the Exhibit Hall: All day Friday. Includes continental breakfast and FREE PRIZES.
- Mini-Grants: Awarded Saturday.
- Free Continental Breakfast Saturday morning.

FOR UPDATES ON THE PROGRAM AND MORE INFORMATION, GO TO WWW.NEATE.ORG.