

**[OREGON COUNCIL OF
TEACHERS OF ENGLISH]**

SPRING 2009
ENGLISH LANGUAGE ARTS & READING CONFERENCE

**ASHLAND MIDDLE SCHOOL
ASHLAND, OREGON
APRIL 17 -18**

Friday, April 17
Two Breakout Sessions
3:25 – 5:30 p.m.
Ashland Middle School

Saturday, April 18
Two Breakout Sessions
8:30 a.m. – 10:35 a.m.
General Session
11:00 a.m.
Ashland Middle School

FRIDAY, APRIL 17
SESSION I – 3:25-4:25 p.m.

ROOM 202 – How to Actually Enjoy Revision and Editing!

Mary Palmer Nowland, Writing Specialist Southern Oregon ESD
[Elementary, Middle, Title I]

Do your students speed through one draft and hope they're done? Are you sick and tired of dragging reams of papers home to correct? It's time to hand over the responsibility of correcting to your students. All you need to do is teach some specific strategies for crafting good writing and celebrate when you see the evidence of your teaching.

This workshop offers tricks to show your writers how easy and manageable it is to polish their writing into something they can be proud of. When was the last time you enjoyed writing yourself? I'll show you how!

Mary Palmer Nowland, a long-time classroom teacher, author, and writing specialist, is Co-Director for the Oregon Writing Project at SOU.

ROOM 204 – A Perfect Poetry Unit [grades 9-12]

Timothy E. Cate, Ashland High School

Tim will share his philosophy about how and why all English teachers should teach poetry and the lessons and handouts for a three week unit.

Tim Cate has taught English and social studies in California, Colorado, and Oregon over the last 32 years. He currently works at Ashland High School.

ROOM 205 – The Poster Project: an Alternative, Multidisciplinary Approach to Literature [grades 9-12]

Manuel Mateo, Wilson High School, Portland

Have you ever been moved by a single image or piece of propaganda? What makes some posters visually and intellectually arresting? Using Arthur Miller's "The Crucible," the workshop provides students research opportunities and suggestions for investigation of a particular work. Students design, create and present a visual piece, allowing them to literally "see" beyond a work by placing it in a visual, social and historic context. Prepare to be provoked!

Manuel Mateo, a lifelong learner, has taught English for 22 years in both Portland and New York City high schools. He currently serves as recording secretary on the OCTE Board.

FRIDAY, APRIL 17
SESSION II – 4:30-5:30 p.m.

ROOM 202 - Creative Approaches to Teaching Research Writing

Janna E. Reid [grades K-12]
South Middle School, Grants Pass

Teach the research process, avoid plagiarism, and have your students produce creative papers by using an exciting approach to research writing. This session will show lessons implemented in the middle school classroom, but it will also demonstrate how they can be adapted for elementary and high school teachers. Detailed handouts and student examples will be available.

Janna Reid, an 8th grade English Language Arts teacher, serves on the OCTE Board and edits the OCTE quarterly newsletter Chalkboard.

ROOM 204 – Poetry – For the Page and the Stage [grades 9-12]
Jay Schroeder, Eagle Point High School

This is a fun, hands on training on teaching poetry and staging your own classroom or school-wide poetry slam.

Jay Schroeder is a poet and a high school creative writing/language arts teacher. He started doing poetry slams in his high school eight years ago and loved that these events not only engaged students and pushed them to higher levels of achievement, but they greatly increased student confidence.

ROOM 205 – Word and Worlds of Power: Writing in the Elementary
School Classroom [grades K-12]

David Ward, Willamette University

As educators we know the power of story. But what do children's authors know that we might have missed? This presentation looks at what over 70 children's authors have said about writing and reading and strategies for classroom use.

David Ward is a children's author and assistant professor at Willamette University. As a Canadian citizen and graduate of the University of British Columbia, he has worked extensively in multilingual and diversified communities; he was also a classroom teacher for 11 years. His research focuses on reading and writing connections, mentorship and writing, children's literature and authorship. He has four published novels, two picture books, and two more books in press.

SATURDAY, APRIL 18

SESSION III– 8:30-9:30 A.M.

ROOM 202 – The Beatles, Frost, Jeffers, and Cummings:

An Introductory Poetry Unit

[grades 9-12]

Bob Bumstead, Pacific University

Learn how to use “Sergeant Pepper’s Lonely Hearts Club Band,” and the poetry of Frost, Jeffers, and Cummings to introduce students to the essentials of poetic study and apply those skills to poems and authors having intrinsically high interest for adolescents.

Bob Bumstead taught English at the junior high and high school levels in Eugene for thirty-three years. For the past twelve years he has taught as an assistant professor for Pacific University’s College of Education where he received the President’s Award for Excellence in Professional Education.

ROOM 204 – Experimenting with Paste Papers

Ruth Lizotte, Southern Oregon University

[grades 3-8]

Participants will be taught the art of making paste papers and will be given a chance to experiment with this classroom friendly medium. Paste papers (see Internet descriptions) make durable, unique book covers or can be used as backgrounds for wall displays of student writing.

Ruth Lizotte has been teaching elementary, middle, and high school students for thirty-five years. Although semi-retired now, she continues to teach writing at Willow Wind Community Learning Center in Ashland and is the in-service coordinator for The Oregon Writing Project at SOU. Ruth believes that students produce their best writing when they know it will be published and shared with others. Book making has always been an important part of Ruth’s Language Arts program.

ROOM 205 – Writing Groups/Writing Camps

Clifford Cowley, 7th Grade LA Teacher, Medford

[grades 6-12]

Cliff Cowley will hold an informal, open-ended discussion on how he has successfully maintained a writers’ group for young writers, and how he has implemented the OWP’s Young Writers’ Camp.

Clifford Cowley has been a middle school teacher for the past fifteen years. He is a former editor of The West Wind Review, SOU’s literary publication. He works to promote young writers and works with several writers in the Rogue Valley providing editing service and consultation.

SATURDAY, APRIL 18
SESSION IV– 9:35-10:35 A.M.

ROOM 202 - The Nuts and Bolts of Writer's Workshop: [grades 6-8]

One Classroom Teacher's Philosophy and Approach

Andra Hollenbeck, 6th Grade Teacher, Medford School District

We learn to write by writing. Through this presentation you will learn the foundations and tools to successfully implement a classroom writer's workshop. Discover the essential components of a writer's workshop in your classroom. You will understand how to adapt a workshop approach to your particular teaching situation and get your students to read and write at a more sophisticated level.

Andra Hollenbeck is a teacher and writer who has worked in diverse classrooms for 20 years, writing and experimenting with writer's workshop. Her varied experiences with writer's workshop in the regular classroom, from first grade to eighth grade, have given her experiences and understandings she is anxious to share with others.

ROOM 204 - Word Wraps, Bookmaking for Student Writers

Ruth Lizotte, Southern Oregon University [grades 3-8]

Participants will make three books. The first will be a beautiful little five-page star book that measures 4" x 4" and has five, 4" square pages that unfold to form a star. The second will be a soft backed sixteen-page burrito book, and the third will be a five-page fold book made with a single piece of paper. All are inexpensive and easy to make, and they are a great way to publish student writing.

ROOM 205 - Teaching the American Dream

John Scanlan, Pendleton High School [grades 9-12]

Every election year we hear from our politicians about "The American Dream." Perhaps this election more than any brought "The American Dream" front and center. What do we mean when we say "The American Dream?" Is it a promise, an entitlement, a pipe dream, a house of mirrors, or the best our nation has to offer? Using two great American dramas as the anchors, this workshop will present some resources and techniques for getting students to explore the concept of the American Dream and how it might be seen through a variety of lenses. "

SATURDAY, APRIL 18

GENERAL SESSION

10:40 a.m.

Commons

Presiding

**John Scanlan
OCTE President**

KEYNOTE ADDRESS

“Connecting Art and Life”

Alison Carey, Oregon Shakespeare Festival

Teachers of English are always looking for new, effective ways to connect the works of literature they teach more closely to their students’ own lives. Alison Carey’s method involves giving students ownership of classic art by taking “the powerful poetic metaphors and characters” and allowing “students to re-imagine them in their own world.”

Carey stresses that successfully adapting classic works does not mean “dumbing down” the work. Instead, retaining both the verse form and the original language, while setting the work very much in their own world, is “an incredibly valuable way of allowing students to own the art they are presented with in the culture and also to legitimize their own artistic instincts.”



*Alison Carey is director of **American Revolutions: The United States History Cycle**, a 10-year initiative to create up to 37 new plays sprung from moments of change, inspiration or conflict in American history, inspired by Shakespeare’s history plays and bringing together playwrights, historians and theaters nationwide. Education: BA, Harvard University*