

***The Future is Now:
Exploring 21st Century Teaching Ideas
with the Next Generation of English Teachers***

2014 NCTE ANNUAL CONVENTION
SESSION J.20
SATURDAY, NOVEMBER 22, 2:45-4:00
GAYLORD NATIONAL RESORT, POTOMAC B

Session Chairs

Alan Brown, Wake Forest University
Luke Rodesiler, University of South Florida

This session is sponsored by the CEE-Graduate Strand (CEE-GS)
<http://www.ncte.org/cee/graduate>

Abstract

In this wide-ranging roundtable session sponsored by the CEE Graduate Strand (CEE-GS), undergraduate and master's level pre-service English teachers from across the nation will lead roundtables exploring 21st century teaching ideas and research-driven pedagogical practices.

The session will open with a brief welcome by session co-chairs Alan Brown and Luke Rodesiler and current CEE-GS chair Lindy Johnson. Session attendees will then join one of thirteen roundtables facilitated by undergraduate and/or graduate students.

Most tables will feature three presentations, with each presentation lasting 12-15 minutes. Once presentations have come to an end, presenters will use the remaining time at each table to respond to questions and continue the conversation with respondents and attendees.

NCTE 2015

If you are interested in bringing undergraduate or graduate students to present as part of this session at the 2015 NCTE annual convention in Minneapolis, Minnesota, e-mail Alan Brown at brownma@wfu.edu for more information.

Table 1

Challenging Texts and Online Shortcuts: Balancing the Use of Online Summaries
as Scaffolds while Encouraging Students to Read Complex Texts
Erik Pippenger, Ball State University

Response to Instruction: What is It and How Do I Make It Work?
Jenny Meadows, Troy University

Response to Instruction: What's Reading Got to Do with It?
Jennifer Withrow, Troy University

Table 2

An Ethnography of Women in Fraternities: Studying Literacy Lives to Inform Secondary English Pedagogy
Alyssa Price, Montana State University

The Hidden Battles We Fight: Creating Empathy for the Plight of Others through Literature
Julia Means, Wake Forest University

The Search for Identity through Inner Conflict in *Hamlet*
Jennifer Rollo, SUNY College at Old Westbury

Table 3

Moving Grammar from the Workbook to the Notebook (and Beyond)
Katherine E. Mitchell and Leanne Rogers, Francis Marion University

Writing With the Student: A Personalized Approach to Teaching Writing
David Premont, Brigham Young University

Writing Connections: The Importance of Cross-Curricular Literacy
Lindsey Johnston, SUNY College at Old Westbury

Table 4

Navigating Non-fiction through Drama
Brittany Brewer, Brown University

Using Voices to Change Minds: Oral Performance and Poetry in the English Classroom
Erika Bunpermkoon, Wake Forest University

Witnessing and Responsibility: Exploring Social Action in the ELA Classroom
Bailey Pittenger, Wake Forest University

Table 5

From Potter to Pedagogy: True Scholarly Research Inspired by Fiction
Reegan Alder and Whitney Sommerville, Brigham Young University

Lupin verses Umbridge: Planning and Pedagogy
Nicole Westenskow and Katy Johnson, Brigham Young University

Table 6

"Imagine Dragons' 'Radioactive' is My Anthem":
Using Music as a Culturally Relevant Approach to Teaching Writing
Elizabeth Pratt, The University of Alabama

Moments of Movement: Engaging the Brain and Body in Learning
McKenna G. Wright, Loyola University of Maryland

Movies in Mind: Using Film Concepts to Comprehend Text
Matthew Koval, Wake Forest University

Table 7

“A Story to Pass On”: Navigating Loss and Renewal through Orphan Narratives
Stephen Langford, Wake Forest University

Why Literature Can’t be Black and White: Biracial Families in the ELA Classroom
Lindsay Schneider, Wake Forest University

The Absolutely True Diary of a Part-Time Indian: A Pairing of Young Adult Literature
with Canonical Classics to Promote Student Engagement
Griselda Ureña, SUNY College at Old Westbury

Table 8

Disciplinary Literacy in All Content Areas?: Literature Review of JAAL Articles about Disciplinary Literacy
Elizabeth Blanchette, Hope College

Expanding the Landscape of English Teacher Education: Literacy and Art in the Methods Class
Chea Parton, Purdue University

Breaking Boundaries: A Study of the Educational Methods of One Room School Houses
Alexandra Greene, Montana State University

Table 9

The College Writing Experience for At-Risk High School Students
Caroline Howard, Brigham Young University

Digital Presentations: Traditional Writing in the Digital World
Katelynn Hamons and Nicole Lester, Francis Marion University

Using Technology in the Classroom to Enhance the ELA Experience
Katie Owens, University of South Florida

Table 10

Discourse Communities of Rural Youth: Exploring Education and Learning Practices
Annah Houston, Montana State University

Turning Borders into Bridges: Exploring Geographic Borders in Multicultural American Literature
Laure Parkinson, Wake Forest University

Exploring the Interaction of Identity and Spiritual Belief Systems through Multigenre Inquiry
Quentin Collie, Wake Forest University

Table 11

The Graphic Novel: Re-Envisioning the Classics
David McIntyre, University of South Florida

Books for Boys: Content Analysis of Sports Fiction and Best Selling YA Literature
Nicole Sparbanie and Krista Luedke, Hope College

Masculinities and the Social Construction of Male Literacy Practices
Daniel Charlton, Montana State University

Table 12

The Race to the Top isn't as Far for Some: The Harmful Effects of Obama's Education Initiative
Justine Chew, University of North Carolina Wilmington

A Hypothetical Analysis of a Child Born into the Testing Era
Melina Reed, University of North Carolina Wilmington

Common Core: Ecological Implications
Jack Kelly, University of North Carolina Wilmington

Moving Beyond the Drama: Exemplars for Social Equity
Jenna McCarthy, University of North Carolina Wilmington

Table 13

The Peer Effect: Exploring Positive and Negative Consequences
of Peer Influence in YA Literature and American Society
Rachel Koval, Wake Forest University

Power Plays: Exploring the Conflict between the Power of the Adolescent and the Power of Authority
through Suzanne Collins' *The Hunger Games*
Sarah Clark, The College of William and Mary

Stereotypical Expectations: Exploring the Effects of Racial Stereotypes
on Student Perceptions of Self and Other through YA Literature
Robby Ciarrocca, Wake Forest University

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