

***The Future is Now:  
Exploring 21<sup>st</sup>-Century Teaching Ideas  
with the Next Generation of English Teachers***

2015 NCTE ANNUAL CONVENTION  
SESSION H.18  
SATURDAY, NOVEMBER 21, 11:00-12:15  
MINNEAPOLIS CONVENTION CENTER, ROOM 103

**Session Chairs**

Alan Brown, Wake Forest University  
Luke Rodesiler, Indiana University-Purdue University Fort Wayne

*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 21<sup>st</sup>-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 Meghan Barnes. Session attendees will then join one of fifteen roundtables facilitated by undergraduate and/or graduate students. Most tables will feature three presentations, with each presentation lasting 10-12 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 2016**

If you are interested in bringing undergraduate or graduate students to present as part of this session at the 2016 NCTE annual convention in Atlanta, Georgia, please email Alan Brown at [brownma@wfu.edu](mailto:brownma@wfu.edu) for more information.

**Table 1**

Promise and Peril: Incorporating Young Adult Literature with a Reluctant Collaborating Teacher  
*Lauren Alexander, Kennesaw State University*

Developing Professional Relationships between Students and Student Mentors  
*Katie Heltne, University of Wisconsin – Eau Claire*

Perspectives of Post-Baccalaureate Teacher Candidates on the Teaching Profession  
*Tyler Feucht, Tennessee Tech University*

**Table 2**

Building Understanding through Junior Literature and Dynamic Visual Construction  
*Gabrielle Pound, Brown University and Hingham Public Schools*

Promoting Visual Literacy in the ELA Classroom  
*Gina Mattioli and Brooke Warrington, University of South Florida*

Aurasma in the ELA Classroom: Implementing Augmented Reality in the Classroom  
*Andrea Parker, Michigan State University*

**Table 3**

Makers of the Movement: Exploring the Dynamics of Social Leadership through Literature  
*Alex Gibson, Wake Forest University*

The Inclusion of YAL with English Canonical Texts  
*Lindsey G. Palumbo and Michael Filoramo, SUNY College at Old Westbury*

The Young Revolutionary Reader: A Manifesto  
*Lee Janson, University of Minnesota*

**Table 4**

An Analysis of the Middle Class in Magnolia Award Nominees  
*Anna Rawls, University of Southern Mississippi*

Student-lead Socratic Seminars: Using Adolescent Literature to Start the Conversation  
*Caitlin M. Clark, Shippensburg University*

Getting Students in Kahoot with Assessment  
*Courtney Devine, Shippensburg University*

**Table 5**

"Stick with Me": Teacher Immediacy and Struggling Adolescent Reader Identity  
*Olivia Gardner, Brigham Young University*

Appealing to Reluctant Readers: Using Signposts to Help Guide the Way  
*Rachel Gold, Kennesaw State University*

Adaptations in the ELA Classroom:  
Exploring 21st-Century Methods of Effectively Teaching ELL and EFL Students  
*Rachel Shore, Bradley University*

**Table 6**

Let the Students Do the Talking:  
The Importance of Facilitating Rather than Leading Classroom Discussion  
*Alexandra Harker, Brigham Young University*

Introversion, Extroversion, and Whole-Class Discussion  
*Lindsay Schneider, Wake Forest University*

'Yes, And . . .': Improvisation Activities for Deeper Literature Learning  
*Sarah Duncan, Miami University*

**Table 7**

Exploring and Integrating Students' Out-of-School Literacy Practices: Twitter and Graphic Novels  
*Sean Krazit and Amanda Weiler, University of Delaware*

Fan Fiction: Exploring Tensions between Curricular and Extracurricular Writing  
*Alison Blackburn, Brigham Young University*

Using Story to Create Thesis Statements in Middle School Essay Writing  
*Dexter White, Roosevelt Children's Academy Charter School / SUNY College at Old Westbury*

**Table 8**

Students' Perspectives on the Importance of Experiencing Culturally Relevant Literature in the Classroom  
*Cara Egan & Emily Bruce, Loyola University Maryland*

Representations of Characters with Disabilities in Literature  
*Kristin Cacchioli, SUNY College at Old Westbury*

Implementing a LGBTQ+ Engaged Pedagogy in the English Classroom  
*Steven Neal, Michigan State University*

**Table 9**

Locally Sourced Skills: Reclaiming Educational Standards and Reforms  
to Highlight, Utilize, and Meet the Needs of the Local Community  
*Marina Kuperman, University of Minnesota*

Pushing Through: A Move from Culturally Sustaining Pedagogy to Community-Based Learning  
*Anna Stirling, Michigan State University*

Justifying National Significance and Implementation of Montana's Indian Education for All  
*Catherine Dorian, Montana State University*

**Table 10**

Life As We Knew It: Dystopian Texts in the Secondary Classroom  
*Brittany Wood, Shippensburg University*

Writing through It: Creative Writing Workshops and their Feats and Follies  
*Jordyn Kahlbaugh, Shippensburg University*

“I Knew I Would Succeed”: A Qualitative Report on Student Acceptance of Contract Grading  
in a First Year Composition Classroom  
*Jenna McCarthy and Jack Kelly, University of North Carolina-Wilmington*

**Table 11**

The Complexity of Motivation and Action in Shakespeare's *Hamlet*  
*Nicole Cahill, Wake Forest University*

Defining Good People through the Choices We Make  
*Angelique Reynolds, Wake Forest University*

Engaging Students with Digital Rhetoric:  
How Analyzing Popular Texts on Domestic Violence Promotes Audience Awareness and Critique  
*Brooke Gray, Washington State University*

**Table 12**

How Society Shapes Us:  
Identity Construction of Adolescent Protagonists in Young Adult Literature  
*Elizabeth Kennard, Wake Forest University*

Sparkling Student Interest in Social Justice through the Use of Current Events in English Curricula  
*Adrianna Caton, Loyola University Maryland*

Tying the Knot: Marrying Research, Technology, Social Justice, and Community in the Classroom  
*George Iannuzzi and Veronica Zuccarello, University of Delaware*

**Table 13**

“It’s a good thing to know how to use vocab so you don’t sound like an idiot, but...”:  
How Students Labeled "At-Risk" Identify with English Class/Curriculum  
*Melissa Horner, Montana State University*

The Flourishing Classroom: Nurturing Positive Mental Health in Our Students and Ourselves  
*Graham Arledge, Miami University*

**Table 14**

Redefining Creative Writing and its Place within the Classroom  
*Cooper Franks, Michigan State University*

Guiding English Teachers Who Are New to Journalism  
*Laura Owens, The University of Alabama*

“Taking Students Seriously”: A Qualitative Study of English Graduate Faculty Mentors  
*Henry Blanton, University of North Carolina-Wilmington*

**Table 15**

Identity, Culture, and Narrative:  
A Pedagogical and Theoretical Discussion of the Teaching of Storytelling  
*Anna Mae Tempus, University of Wisconsin – Eau Claire*

"They Gonna Think You Iggnit":  
Student Perceptions of Code-Switching in a Resegregated Southern School  
*Elizabeth P. Eubanks, The University of Alabama*

21st-Century Rhetorical Strategies: Supporting How Students Create and Understand Meaning  
*Jay Mehta, Bradley University*

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