

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

2016 NCTE ANNUAL CONVENTION
SESSION I.06
SATURDAY, NOVEMBER 19, 1:15-2:30
GWCC, ROOMS B401-B402

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 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 welcome and overview by session co-chairs Alan Brown and Luke Rodesiler. Meghan Barnes (CEE-Graduate Strand) and Anna J. Small Roseboro and Claudia Marschall (NCTE's Emeritus Assembly) will then share information about their respective organizations, each of which aims to support pre-service and early career teachers. Session attendees will then join one of 21 roundtables facilitated by undergraduate and/or graduate students. Each table will feature three presentations, with each presentation lasting 10-12 minutes. Once presentations have come to an end, presenters will use the remaining time to field questions and continue the conversation with table respondents and attendees.

NCTE 2017

If you are interested in bringing undergraduate or graduate students to present as part of this session at the 2017 NCTE annual convention in St. Louis, Missouri, please email Alan Brown at brownma@wfu.edu for more information.

Table 1

The Process & Progress of Multigenre Inquiry Projects
Angelique Reynolds, Wake Forest University

Lifting the Digital Curtain with Project Based Learning
Natalie Hilley and Joshua Stalheim, Francis Marion University

Creative Assessments: How Alternative Assessment for Imaginative Minds
Can Impact Student Achievement
Kirsten Charrette, Kennesaw State University

Table 2

Queering English Language Arts Curricula and Deconstructing Heteronormativity
Danielle Grunzweig, Montana State University

Representations of LGB Youth in Young Adult Literature
Tod Carnish, Central Michigan University

Literature, Oh the Places You'll Go: The Importance of Literature beyond the Classroom
Tequilla Richardson and Taysha Robinson, The University of Georgia

Table 3

Using Technology to Transform Traditional Teaching
Caroline Brearley and Caroline Holley, Furman University

The Benefits & Challenges of Blended Learning: Personalizing the Secondary ELA Classroom
Nikki Grossfeld, Brown University

Living the Expressivist's Dream: Writing Meets Blogging as Theory Meets Practice
Jacqueline Biger and Mike Wilson, University of Iowa

Table 4

“Together, We Could Be Strong, But the Gun Has Made Us Individuals”:
Exploring How YA Authors Address School Shootings
Kellie Crawford and Amye Ellsworth, Eastern Washington University

Examining Equality and Identity in Harrison Bergeron:
A Closer Look at Critical Topics through Textual Analysis
Ashley Borello, Washington State University

Engaging Empathy through *To Kill a Mockingbird*
Kate Llewellyn, Wake Forest University

Table 5

Students Writing for an Audience beyond the Teacher
Alivia Topp, Indiana University-Purdue University Fort Wayne

Audience, Genre, and Revision: Helping Students Find Authenticity through Writing
Nicole DuBois-Grabkowitz, SUNY College at Old Westbury

Quick Writes: Inspiring Students to Write
Sofia Dias, Brown University

Table 6

Expectations vs. Realities: Reconciling Beliefs about Dialogue with the Challenges of a Real Classroom
Madison Stewart, Brigham Young University

Having Difficult Conversations in the Classroom
Bekah Andrews and Justin White, The University of Georgia

Exploring Dialogic Teaching: A Modified Plan for Middle School Settings
Alexandra Sekulovski, Michigan State University

Table 7

Religion and Spirituality in YA Literature
Daria Solomon, Hope College

Under the Line: Representations of Poverty in Young Adult Literature
Haley Gembarowski, Central Michigan University

Addressing Disability through a Social Justice Lens in Children's Books
Jenna Giordano & Jonathan Noyes, SUNY College at Old Westbury

Table 8

Exploring Issues of Power and Privilege in *Of Mice and Men*
Ethan Cagle, Wake Forest University

Exploring Cinema: A Multi-modal Approach to Character Analysis
Hope Turner, Miami University

Getting Graphic: Creating Graphic Novel Selection Guidelines for Secondary English Teachers
Kristen Todd, University of Delaware

Table 9

Grammar with a Greater Goal: Purpose, Persistence, and Perspective
Kassidy Gaffigan, Kennesaw State University

Engaging English Language Learners as Readers Using 21st Century Digital Tools
Shelby Harrison, Bradley University

The SIOP Model and Exceptional Learners' Reading Comprehension
Connor McCloskey, Loyola University Maryland

Table 10

Immersive Interactions: Reevaluating Pre-teacher's Exposure to Students and Field Work during Their Undergraduate Programs
Jacob Kline and Maria Bolner, West Chester University

Teaching Opportunities Prior to Intern Teaching
Jake Crow, Western Michigan University

Navigating Resistance to Dialogue in PLCs
Rachel Freeze, Brigham Young University

Table 11

Representations of Women in Young Adult Literature
Salina Bosworth, Central Michigan University

Reading a Better Future: Exploring Young Adult Literature's Potential
to Address Sexual Abuse and Sexual Assault in the English Classroom
John Darr, Saint Mary's College

Adolescents and Sexuality: Productive Discussions of Sex in the English Classroom
Sydney Palmer, University of Delaware

Table 12

Motivated to Read: The Role of Discussion in Achieving Reading Independence
Kashmeel McKoena, Brown University

Secondary Student and Teacher Perceptions of Reading
Kristyn Turner, Central Michigan University

Teacher Experiences in a Community-Wide Reading Program
Lauren Sweers, Hope College

Table 13

Political Talk in the Classroom: Preparing for and Reacting to the Election
Lindsay Shafer, Michigan State University

Pairing Young Adult Literature with the Canon to Study Social Class in America:
Reflections of Divides in Literature and Life
Haley Tugaw, Washington State University

With Rebellion, Awareness is Born
Veronica Daigle, Arizona State University

Table 14

"Shaped by Society": Adolescent Identity Construction in Young Adult Literature and Modern Narratives
Elizabeth Kennard, Wake Forest University

Things Fall Apart and Identity: Teaching Through Discovery
Trista Straube, Western Michigan University

Life as a Pendulum: Understanding the Reactive Nature of Literary 'isms' as Visual Learners
Sarah Ugan, The University of Georgia

Table 15

Advocacy for Multiple Intelligences in the 21st Century ELA Classroom
Hannah Smith, Bradley University

Tug-of-War: Applying Kinesthetic Learning to Classroom Discussion
Chris White, The University of Georgia

A Gamified Standards-Based Incentive Program and Middle School Writers
JohnHenry Hain, Loyola University Maryland

High Anxiety & High Stakes Tests: Reading, Writing & Performance Assessment
Erin Simmons, Le Moyne College

Table 16

Read, Notice, and Note: Tools for a Meaningful Literary Journey
Julia Cafaro, Kennesaw State University

NFL Author Study Draft
Sean Gorman, The University of Georgia

Schooling Middle School Normativity
Hannah Bickel, The University of Alabama

Table 17

I Never Saw another Butterfly: Speaking Out About the Holocaust
Gretchen Hauser and Morgan Shornacy, The University of Georgia

Young Adult Historical Fiction and Social Studies Textbooks
Sydney Robertson, Washington State University

The Right Writer for Our Times: Sherman Alexie's Short Stories in the Classroom
Heather Ritter, Shippensburg University

Table 18

Exploring Literary Theme with the Digital Video Sound Bite
Anthony Romano, North Carolina State University

Going Beyond the Norm: Technology in the ELA Classroom
Marcus Ford and Shacara Hanna, Francis Marion University

Digital Writing in the 21st Century Classroom
Jenna Pratt, Michigan State University

Table 19

First Generation University Students Reflect on the Challenges of ELA
Morgan Knowles, Troy University

Overcoming English Majors Disease: Reaching Students Who Aren't Like Me
Demarie Long, Brigham Young University

What Makes a Monster?
Kelsey Garner, Northern Arizona University

Table 20

Language Arts in Science: Bringing Real-world Genres into both Elementary and Secondary Classrooms
Ashland Augustin and Brandi Mason, Troy University

To Kill a Mockingjay: Examining Commonly-taught Literature through an Environmental Lens
Alice Kinney, Western Michigan University

Appropriated Bodies in *The Hunger Games*
Marisa Stickel, University of North Carolina-Wilmington

Table 21

Dialectic Teaching: The Necessity of a Philosophical (!) Approach to Literature
Evan Dixon, The University of Georgia

Getting To Know Them and Getting To Teach Them
Jordan Barnes, Miami University

Friend, Foe, and in Between: A Closer Look at Student-Teacher Relationships in the Classroom
Kristen Oda, Brigham Young University

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