

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

2017 NCTE ANNUAL CONVENTION

SESSION K.03

SUNDAY, NOVEMBER 19, 8:00-9:15

ROOMS 222, 223, 226, & 227

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. Session attendees will then join one of 23 roundtables facilitated by undergraduate and/or graduate students from universities across the country. 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 session attendees.

Stay Connected to NCTE

You can find more information about this session, including student testimonials and past programs, at <https://nctefutureisnow.weebly.com/>. On Twitter, be sure to tag @NCTE and use hashtags #NCTE17 and #FutureIsNow17.

2018 NCTE Annual Convention

If you are interested in bringing undergraduate or graduate students to present as part of this session at the 2018 NCTE Annual Convention in Houston, Texas, please email Alan Brown at brownma@wfu.edu for more information. If you are interested in serving as a respondent in next year's session, please email Luke Rodesiler at rodesilerl@gmail.com.

Table 1

Break the Silence: How Violence and Trauma Affect Young Women:
A Multigenre Inquiry Project based on Laurie Halse Anderson's *Speak*
Elizabeth Davis, Wake Forest University

"Different horrors, same Hell:" Teaching Gendered Differences through Holocaust Memoirs
Samantha Sawyer and Lindsey Galloway, University of North Carolina Wilmington

Exploring Themes of Innocence and Otherness in AP Lit
Lauren Funk, Lincoln East High School/ University of Nebraska-Lincoln

Table 2

Making the Case for Teaching Graphic Novels
Molly Brantingham, Bradley University

A Picture Paints a Thousand Words: Using Graphic Novels in The Classroom
Kelly Moore, University of the Incarnate Word

How Does Poverty Shape the Way We See the World?:
A Multigenre Inquiry Project based on Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*
Parker Hunt, Wake Forest University

Table 3

Taking Back School: Modern Research on Three Tensions in High School English Classrooms:
Slowing Down Twenty-First Century Technology
Elizabeth Petersen, University of Iowa

StudySync Online Textbook
Rachel Combs, Miami University

Table 4

Addressing Mental Health Issues in English
Alex Bondar, Western Michigan University

Representations of Mental Illness in Young Adult Literature
Randi Bennett, Central Michigan University

Writing and Anxiety: A Coping Mechanism for Today's Teens
Sarah Peregory, University of the Incarnate Word

Table 5

Bringing the Community to the Classroom: Exploring Reading with Others
Theaphania Patterson and Ashley Pantan, Hope College

Literacy in the Ozark Lives: Community Outreach
Sarah Gill, University of Arkansas

From the Field to the Classroom: Engaging Student Athletes in the Discipline of English
Katy Branigan, Michigan State University

Table 6

Women in Disguise: Exploring Gender Roles in Young Adult Literature
Kaitlyn Thiede and Kaila Shaffer, Eastern Washington University

How Do Relationships Affect Identity Development?:
A Multigenre Inquiry Project based on Alice Walker's *The Color Purple*
Rebecca DePalma, Wake Forest University

Supporting Exceptional Learners' Out of School Writing through Fan Fiction
Greta Peterson, Northwest Missouri State University

Table 7

An Interdisciplinary Approach to Developing Empathy Through Writing
Matt Lawrence, Montana State University

Taking Back School: Modern Research on Three Tensions in High School English Classrooms:
Recognizing Empathy for Today
Anna Nelson, University of Iowa

Teaching for Empathy in Literature Circles
Colleen McBride, Moore Middle School, Lincoln Public Schools, University of Nebraska-Lincoln

Table 8

Taking Back School: Modern Research on Three Tensions in High School English Classrooms:
Re-Reading is Not a Waste of Time
Christina Crowley, University of Iowa

Bridging the Gap: Supporting Readers Who Struggle in Middle and High School
Caitlin Finan and Kellsey Wiser, Saint Mary's College

Fifty Shades of Fairy Tales: Using Fantasy to Teach "Banned Knowledge" to Adolescents
Aaron Tinker, University of Alabama

Table 9

The Value of Young Adult Literature for Readers of All Ages Inside and Outside the Classroom
Alexander Wizeck, Indiana University South Bend

Young Adult Literature for 6th Grade Classrooms: Culturally Responsive Texts and Social Justice Pedagogy
Rachel Roloff, Washington State University

"Choose Kind": Building Character Through Literacy: A Multigenre Inquiry Project based on R.J. Palacio's *Wonder*
Amanda Kim, Wake Forest University

Table 10

Revolutionizing Grammar! Standard English through a Pedagogical Lens
Erin Slayton, Westfield State University

Using Morphological Instruction and Word Sorts to Improve Literacy in Emerging Bilingual Learners
Patricia Auray and Mary LoPiccolo, Loyola University Maryland

Using Models to Teach Rhetoric and Composition
Tom Elgort, SUNY College at Old Westbury

Table 11

Connecting the Dots Through Comics
Emily Wynn, Kennesaw State University

Comics for Big Kids: Teaching Comics to Teach Discussion about Literature
Aaron Handloser and Genevieve Lyons, University of Arkansas

Possibilities for Visual Arts Integration with Literature in the ELA Classroom
Brookelyn Wharton, Hope College

Table 12

Humans of New York Photojournalism Project
Brandi Benson, Lincoln Southwest High School/University of Nebraska-Lincoln

Classroom Gallery Walk: The Odyssey
Sarah Flum, Miami University

Observing an Hour of Literacy: Dissecting Students' Daily Practices
Meredith Palmer and Alix Ann Laws, University of Arkansas

Table 13

Student Autonomy as Authentic Learning
Jillian Harpster, Lincoln North Star High School/ University of Nebraska-Lincoln

Differentiated Instruction in the 21st Century ELA Classroom
Elizabeth Brisson and Emilee Meincke, University of Wisconsin-Platteville

Experiential Learning in the English Classroom
Marie DeMersseman, The University of Georgia

Table 14

Investigative Writing: The American Dream Book Cover Project
Natasha Lopez, University of Notre Dame

The Beauty of Identity: How Literature Influences the True Self:
A Multigenre Inquiry Project based on Zora Neale Hurston's *Their Eyes Were Watching God*
Julio Ramirez, Wake Forest University

Student Leadership Opportunities in Literary Magazine Publication
Maggie Deschaine, Lincoln North Star High School/ University of Nebraska-Lincoln

Table 15

Two Processes, One Goal: Taking Ownership of the Writing Process Through Video Production
Michael Brinkmeyer, Missouri State University

Peer Editing Mash-Up: Bringing High School Peer-Edit to New Heights
Lilly Whalen, Westfield State University

Writing to a Real Audience: Creating Authenticity Through Simulated Writing Experiences
Jessi Theurer, Provo High School/ Brigham Young University

Table 16

Awareness of Sociopolitical Power in the ELA Classroom
Melissa Oliver, Kennesaw State University

Bringing Mathematics to English via Social Issues
Nikki Callen and Kirsten Stowell, Western Michigan University

Contextualization or Politicization: Teaching Political Literature in the Era of Trump
Bryce Myers, University of Kansas

Table 17

Bringing Literature to Life: Creating Engaged Readers Through Collaborative Performance
Rachel Davis, Truman State University

How to Engage Individuals in Group Projects
Lara Hawley, University of Connecticut

Analyzing Isabel: Exploring A Fierce and Subtle Poison through Action Strategies
Tess Tyler, Western Illinois University

Table 18

Deep Questions, Deep Thinking: A Critical Inquiry Framework for Middle Grade Students
Darby Evans, University of Notre Dame

What Does the Future Sound Like? Exploring 21st-Century Musical Creation and Composition
Charles Zodique, State University of New York at Buffalo

iGen Language: Discourse and Writing of the New Generation
Ashley Kowalczyk, University of the Incarnate Word

Table 19

Hypothesis: A Digital Tool for Social Annotation
Holly Buescher and Kelly Byker, Illinois State University

Novice English Teachers Establishing a Dialogical Classroom Community at the Beginning of the School Year
Emily Brown, Brigham Young University

The Influence of Recording Devices on the Authenticity of Student Discussion
Rachel Swift, Michigan State University

Table 20

Checking the Right Boxes: Challenging the Use of Rubrics to Grade Student Writing
Alexandria Bottelsen, Danbury High School/ University of Connecticut

Low-Stakes Writing for High-Quality Learning
Grace Brownlee, Kennesaw State University

Using a Structured Process Approach to Teach Writing in a Workshop Format
Natalie Parenti, Michigan State University

Table 21

Foundations of Social Justice for Rural Teachers
Caleb Keller, Montana State University

Native American Curriculum: Examining Teacher Perception and Implementation in Washington State
Dalia Hernandez Farias, Washington State University

Ozark Lives Project: Analyzing Diverse Literacy Practices in the Region
Bailey Deloney and Kayla Peterson, University of Arkansas

Table 22

Undergrad Sub: Working as a Substitute Teacher before Licensure
Jordan Terry, Troy University

The War Against Ourselves: Combating the Effects of Teacher Expectations
Hillary Hoffman and Ellyse Verdev, University of Wisconsin-Platteville

Pre-Service Teachers Explore Praxis Through Peer Tutoring
Ian McGhee, Allison Luciano, and Devon Lahr, Northern Michigan University

Table 23

Cultivating Cultural Literacy through Detournement
Jacob Campbell, University of Arkansas

Culturally Sustaining Poetry: Inviting Students' Lives into the Classroom
Janelle Harwell, University of the Incarnate Word

Using Critical Narrative Pedagogy to Teach Social Justice
Jaycey Ells, Montana State University

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