

Room Time	Speakers	Title	Description
Room 265 at 315 pm	ANGELOTTI Mike Angelotti <a href="mailto:mangelotti@ou.edu">mangelotti@ou.edu</a>	Paint-Write: Seeking literacies engagement and growth with images and words	I will share via digital imaging and words my own and student work as examples and talking points amid opportunities for participant Q & A & Response whilst they engage the “never ending image and word” processes using colored pencil, pen, brush or other tool to affix self-generated images and words to paper to session’s climax when they will share work and personal commentaries. For those who have experienced my summer PaintWrite classes, this is a next step forward.
Room 270 at 215 pm	ATCHLEY Jonathan Atchley <a href="mailto:atchleyjo22@gmail.com">atchleyjo22@gmail.com</a>	Digital Literacy - The Tricky One	Attendees will learn feasible ways in which teachers can show students how to speak, listen, read, and write while using technology in the modern ELA classroom. Bring a device and have it charged!
Room 223 at noon	CLAASSEN Ken Claassen <a href="mailto:kclaa@ou.edu">kclaa@ou.edu</a>	Capturing Creativity: Identifying Whitmans among Woolgatherers, DaVincis from Daydreamers and Hawkings with their Heads in the Clouds	Creativity is, without a doubt, the most sought after, the most desired, and the slipperiest trait sought by employers, educators, and artists alike over the last three decades. What if there was a reliable way to define it, identify it in our students, and most importantly, teach for it? Here are a few thoughts on how...
Room 265 at 115	DORSEY Jennifer Dorsey <a href="mailto:jennifer.d.johnson@ou.edu">jennifer.d.johnson@ou.edu</a>	Becoming a Rhetor: Using discussion based practices to enhance writing skills	Mindfully constructed classroom discussion practices can enhance student thinking, listening, and writing. Discussion practices such as Socratic Seminars, literature circles, small group discussions, and Think-Pair-Share, actively engage learners. When these practices are constructed with writing in mind, they improve writing skills while critically engaging students. In this hands on session, we will explore a variety of discussion practices and then work together to create goal directed activities that work to improve writing through speaking and listening.
Room 275 at 215	FISHER Jane Fisher <a href="mailto:jfisher@norman.k12.ok.us">jfisher@norman.k12.ok.us</a>	Spontaneous discussion	Get together to discuss issues of importance with fellow teachers—differentiation, teacher evaluation, life and work balance, frustration, pay, great stories about teaching,
Room 250 at noon	FLORES Josh Flores <a href="mailto:Josh.Flores@sde.ok.gov">Josh.Flores@sde.ok.gov</a>	The new language arts standards	Come learn about the newly adopted language arts standards for Oklahoma
Room 275 at 315	FLORES Josh Flores <a href="mailto:Josh.Flores@sde.ok.gov">Josh.Flores@sde.ok.gov</a>	Open forum on issues on the language arts	Have an issue or want to find answers to a problem in your teaching?

Room 275 at noon	Fuller, Todd <a href="mailto:tfuller@ou.edu">tfuller@ou.edu</a>	New Convergences: OU's Mark Allen Everett Poetry Series	Todd Fuller will offer an overview of the upcoming poetry season and read from his new poetry collection, <i>To the Disappearance</i> .
Room 223 at 115	GATLIN Juli Gatlin <a href="mailto:juligatlin@mooreschools.com">juligatlin@mooreschools.com</a>	The Ring of Fire and other Writing Feedback Strategies	Providing written feedback for multiple essays can drive an English teacher to the brink of no return. The Ring of Fire is one way that an English teacher can read every student's essay in a week and receive feedback. Time saving ideas for grading and giving feedback will be presented. Teachers will practice some of them in the workshop for hands on learning. This workshop will present a few life-saving educational strategies for the English classroom.
Room 270 at noon	HANNA Jennifer L. Hanna <a href="mailto:jlhanna@lawtonps.org">jlhanna@lawtonps.org</a>	Promoting Patience in a Social Media World	With the inundation of mass and social media, the world is more polarized in terms of cultural, racial, religious, and gender issues and teens are more likely to believe what they read or hear in these communication outlets without conducting their own research into the subject. As such, teenagers need a more developed sense of cultural literacy in order to better understand their own identity and also develop a sense of acceptance and tolerance of those who differ from them. This was done in my class through a semester-long unit focusing on individual cultural pluralism identification, nonfiction article discussion and debate, research of various religions, digital media analysis, and the reading of Life of Pi and A Raisin in the Sun.
Room 270 at 215	HANNA Jennifer L. Hanna <a href="mailto:jlhanna@lawtonps.org">jlhanna@lawtonps.org</a>	Paperless Research – Using Google Docs to Teach the Research Process	Students need to learn proper research gathering and reporting skills in order to achieve success in their secondary and collegiate classrooms. However, most students are digital natives and many of the research teaching methods still favor the traditional paper route, this makes the learning the process much more difficult. It is incumbent upon teachers to teach students how to conduct research and report their findings in a digital way. Using Google Docs and other online research resources, teaching the skills of research is not only be easier, but in a format that secondary students are more literate in: technology. This workshop can illustrate not only how to use Google Docs and other online resources to teach the research process, but also how to present, conduct, and assess student work in a paperless manner.
Room 275 at 115	HILL Stacey Hill <a href="mailto:hill8497@gmail.com">hill8497@gmail.com</a>	Teaching the Holocaust to English Language Learners	Working in an urban district provides teachers with a unique struggle: a classroom primarily filled with ELL students. Teaching certain topics and skills becomes increasingly difficult because scaffolding becomes a key part of everyday instruction. Through my own experience, I was able to create a successful Holocaust unit that not only taught my ELL students about the Holocaust curriculum, it also prepared students for skills they need to be successful on the EOI without actually teaching to a test. I was able to create my Holocaust unit as a multi-genre unit. I used children's books, poetry, Night, interviews, film, etc. to create a successful unit. My presentation will not only discuss these specific aspects of curriculum but it will also show specific outcomes per student. I will show student growth through writing and response.

Room 270 at 315	HILL & JETER Crag Hill & Gage Jeter  <a href="mailto:Crag.a.hill@ou.edu">Crag.a.hill@ou.edu</a> <a href="mailto:gagerjeter@ou.edu">gagerjeter@ou.edu</a>	There's More to Writing Than Words on a Page	Participants will go through the process of planning a multimodal composition (video essays, podcasts, comics, advertisements, political cartoons) based on a current event. The two presenters will share examples of multimodal compositions centered on the genre of argument used in freshman composition and university teaching prep classes, as well as rubrics used to evaluate these compositions. Participants will leave with rationales for using multimodal compositions alongside written compositions. Participants are encouraged to bring electronic devices.
Room 250 at 215	HOLLOWAY Jennifer Holloway <a href="mailto:jhollowa@cameron.edu">jhollowa@cameron.edu</a>	Integrating Literacies Workshop	Participants will create hands-on projects that will serve as literacy supports for pre-reading, during reading, and post-reading that are adaptable for multiple grade levels. Examples include ABC Books or Copy Change books. Participants will also practice using strategies to develop students' vocabularies. Lesson plans will be shared for creating short stories and helping students write biographies of famous people in U.S. history using a foldable activity. All materials will be provided, and a variety of quality children's literature will be shared. Relevant learning objectives will be discussed, as well as options for modifying these activities for a wide range of learning styles.
Room 250 at 215	HURST Sylvia Hurst, <a href="mailto:shurst5@uco.edu">shurst5@uco.edu</a>	Integrating Literacies Workshop	Participants will create hands-on projects that will serve as literacy supports for pre-reading, during reading, and post-reading that are adaptable for multiple grade levels. Examples include ABC Books or Copy Change books. Participants will also practice using strategies to develop students' vocabularies. Lesson plans will be shared for creating short stories and helping students write biographies of famous people in U.S. history using a foldable activity. All materials will be provided, and a variety of quality children's literature will be shared. Relevant learning objectives will be discussed, as well as options for modifying these activities for a wide range of learning styles.
Room 250 at 115	JENNINGS-DAVIS Jennifer Jennings-Davis <a href="mailto:Jennifer.JenningsDavis@uafs.edu">Jennifer.JenningsDavis@uafs.edu</a>	Develop Creative Thinkers through Artifacts, Inquiry, Discourse, and Collaborative Writing	How can we facilitate meaningful peer editing where students take ownership? Using artifacts to create a nonlinear tale provided an innovative solution that exceeded expectations and cultivated unanticipated outcomes. Students learned to find solutions, engaged in divergent/convergent thinking, made and defended authorial choices, negotiated diplomatically, built consensus, and exercised leadership. The classroom community became one of inquiry, discourse, civility, and idea exchanges, while the teacher got out of the way and let the kids create! Come experience first-hand this approach to writing. Be prepared to create, engage, and collaborate!
Room 265 at 115	KELLY Ryan Kelly <a href="mailto:rkelly@astate.edu">rkelly@astate.edu</a>	(Re)Inventing the hamburger: Searching for a reading comprehension strategy	Developing a new reading comprehension strategy is often a goal of reading and literacy scholars, but also is a frustrating task. Utilizing the very familiar example of the KWL strategy, this presentation will explore the nature of this challenge. As a strategy, KWL launched off the starting block into our professional development and classroom practice and offered it all: multiple connections among knowledge, a user-friendly interface, logistical simplicity, and was an excellent choice for teachers looking to build their practice toward other strategies. What scholar wouldn't want to create something like this? A process which, sadly, often ends up producing something that is ultimately still a hamburger. No matter how hard the scholar may try, the result is ultimately not far from the original design. And yet, this process helps reaffirm that which we know and

			believe about good reading comprehension strategies: they must activate and organize knowledge, function across the reading process, and fundamentally allow readers to connect pieces of knowledge in new ways. In this end, this presentation will leave attendees with a renewed appreciation for the quest for a reading comprehension strategy, which is really not as much about pioneering one, as it truly is about understanding what they do, and selecting them in order to accomplish what they are meant to do for our readers—build knowledge around a text.
Room 265 at 215	KERSHEN Julianna Kershen <a href="mailto:julianna.kershen@gmail.com">julianna.kershen@gmail.com</a>	Thinking carefully about the “Language of Power” – a (re)noticing of descriptive & prescriptive grammars	This session would invite teachers to think about how they currently teach grammar in their classroom, and offer two central questions: “What is Grammar?” and “What defines the Language of Power?” Our conversation would focus on differentiating between descriptive and prescriptive grammar, then shift into a brainstorming of English language dialects. Among the dialects we would think about approaching Standard English descriptively, as one dialect of English. We’ll close by looking at some text selections to think about describing grammars in literature.
Room 250 at 315	KNIGHT Kelleigh Knight <a href="mailto:Kelleigh.Knight@edmondschools.net">Kelleigh.Knight@edmondschools.net</a>	Maximizing Your Classroom Environment for Success	Discuss and get ideas about organizing and decorating your classroom to promote positive student behavior and work ethic. When a student feels comfortable where they are, then that's how they will learn best. Come and get creative!
Room 250 at 115	KUNSMAN Nancy Kunsman <a href="mailto:nancykunsman@gmail.com">nancykunsman@gmail.com</a>	Lesson from the Smithsonian: Using American Masters in the Language Arts Classroom	This session offers attendees strategies and useful tools to incorporate classic American art pieces into the English/Language Arts curriculum. While the focus for the session will be on American art, the strategies and tools apply to any art the teacher thinks aligns with his or her literature and writing assignments. Using these tools, students will develop deeper, more critical thinking/inquiry habits as they compare and contrast across genres. Teachers will also learn how using art in the classroom will spark a student’s ability to give evidence for claims they make in their writing. Students learn to connect, extend, and challenge new ideas to prior knowledge by pairing artwork to a favorite story or a new character. Collaborative activities include writing poetry and descriptive exercises. Other activities include “Reading Art/Reading Documents” where students compare primary documents such as a slave letter to Winslow Homer’s A Visit From the Old Mistress or World War II posters with letters or telegrams Franklin Roosevelt or “Claim/Support/Question” where students make a claim about the artwork and then support it with evidence and consider new thoughts through questioning. Tools and strategies all incorporate writing and inquiry. Attendees will also be introduced to the Smithsonian Education website as well as learn how to arrange a Smithsonian videoconference for their students.
Room 265 at noon	MCCLANAHAN & NOTTINGHAM Barbara McClanahan & Maribeth Nottingham	Ghostly journals	Attendees will be introduced to a project that combines historical research, creative writing, and multimodal presentation. Students use an actual cemetery gravestone to set the chronological limits of their research, write fictional journal entries in the voice of the person whose grave they chose, and create a multimodal presentation.

	<a href="mailto:bmcclenahan@se.edu">bmcclenahan@se.edu</a> <a href="mailto:mnottingham@se.edu">mnottingham@se.edu</a>		
Room 265 at noon	MYERS Aimee Myers <a href="mailto:aimeemyers@ou.edu">aimeemyers@ou.edu</a>	Reading Images: Using Visuals to Support Critical Literacy	We want to support our students' abilities to analyze, evaluate, and synthesize all types of texts. However, many of our students lack the confidence and practice with these higher order thinking skills. Using visuals in the classroom can provide the scaffolding needed to examine and analyze difficult social and historical texts.
Room 270 at 115	NAHAR Gul Nahar <a href="mailto:gnahar427@yahoo.com">gnahar427@yahoo.com</a>	Using blogs to promote effective writing	Students will have the opportunity to analyze various concepts and issues through blogging. This engagement will promote critical thinking abilities and effective writing. By blogging, students instantly publish their work and can receive immediate feedback from a potentially global audience via a simple, easily accessible platform. This session describes how to use a blog to promote effective writing.
Room 275 at 115	SANDVEN Martha Sandven <a href="mailto:mrtasandven@yahoo.com">mrtasandven@yahoo.com</a>	Many literacies multiply learning opportunities in Language Arts!	In this session, participants will see a gallery of student work samples and student videos from an integrated 7th grade Language Arts class that focuses on multiple literacies over the course of the school year. The co-facilitators will explain and demonstrate how they, as co-teachers, differentiated their classrooms and multiplied results for a range of achievers through projects that developed: visual literacy; cultural literacy; kinesthetic literacy; film literacy; technological literacy; social (inter-personal) literacy; and also traditional (reading/writing/speaking/listening) literacy. Student testimonies (filmed and unedited) will help participants understand the value of integrated literacy activities in the traditional classroom. A portion of the session will invite participants to try some strategies as well as experiment with sample lessons and rubrics. There will also be a Q & A portion during which the co-facilitators will help participants adapt activities for different core subjects as well as SPED, ELL, and alternative classrooms.
Room 250 at 315	SEARCY Lara Searcy <a href="mailto:SearcyL@Nsuok.Edu">SearcyL@Nsuok.Edu</a>	Beliefs And Best Practices About The Teaching Of Writing	Participants will evaluate their beliefs about the teaching of writing and then use research to strengthen those beliefs. Participants will learn about and engage in writing best practices. This presentation establishes a foundation for the WHY and HOW of teaching writing.
Room 223 at 215	STALLING Jonathan Stalling <a href="mailto:stalling@ou.edu">stalling@ou.edu</a>	Teaching Chinese Classical Poetry in English.	Every two years OU sponsors the Newman Young Writers Award which offers awards to Oklahoma students in four categories: elementary, middle school, high school, and college/adult. In this talk I will discuss how the form is taught to different levels of students, how the form teaches basic English skills as well as deep Chinese cultural sensibilities and literacies. Finally, I will end with a wide sample of student poems created over the last several years throughout Oklahoma.
Room 275 at noon	STEPHENSON Jason Stephenson <a href="mailto:jasonstephenson@dcso.org">jasonstephenson@dcso.org</a>	Weekly Poem Project	Poetry can work its way into your classroom through a weekly discussion of a beautiful, accessible poem. Learn the ins and outs of this activity, its successes and challenges in a sophomore English classroom. Discuss a few favorite poems and uncover some great resources for finding poems for your own classroom, K-12.

Room 270 at noon	THOMAS Shaina Thomas <a href="mailto:Shaina.r.thomas-1@ou.edu">Shaina.r.thomas-1@ou.edu</a>	Student Identities Through Literacy	An interactive game that explores the interrelationship between student identity and active engagement in the English/language arts classroom. The objective is to create a space for all educators and guests to collaborate in developing an ideal lesson plan(s) that integrates curriculum/content, current events, and student perspectives while encouraging students to exercise critical literacy.
Room 223 at 215	UNSICKER-DURHAM Shelly Unsicker-Durham <a href="mailto:shellydurham@moor.eschools.com">shellydurham@moor.eschools.com</a>	Integrating Student Life Experience with Time and Choice in the ELA Classroom	Writers write about what they know. Readers make sense of text by connecting with what they read. This presentation focuses on a workshop approach that values life experience, time, and choice as students develop meaningful literacy and learn important ELA standards. Ideas shared have been adapted from ELA gurus, Linda Rief and Nancie Atwell (Global Teaching Award) and tried in an 8th grade classroom (adaptable to other grades).
Room 275 at 215	WICKHAM Anastasia Wickham, <a href="mailto:anastasiawickham@gmail.com">anastasiawickham@gmail.com</a>	Spontaneous discussion	Get together to discuss issues of importance with fellow teachers—differentiation, teacher evaluation, life and work balance, frustration, pay, great stories about teaching,
Room 223 at noon	WILLNER Liz Willner <a href="mailto:LWillner@okcu.edu">LWillner@okcu.edu</a>	Big Ideas: Exploring Philosophy Through Picture Books	<p>What questions does Where the Wild Things Are raise about the human condition? Are there any philosophical issues for which this and other books could serve as a catalyst?</p> <p>This presentation will focus on ways to guide discussions with elementary and middle school students on the big ideas that are present in many picture books. I will use my experiences discussing philosophy with elementary children and the writings of the authors in the references below to support the presentation.</p> <p>First, participants will be asked to listen to Black Dog by Levi Pinfold. Second, they will respond in writing to two prompts then share their ideas with each other. Third, participants will be asked to use their “cheat sheets” to consider the branches of philosophy that could encapsulate their wonders. Fourth, we’ll discuss the way we just approached philosophical study through literature and consider alternatives. Fifth, I will pass out a variety of picture books and ask participants to share with others what “big questions” might be explored through them. I will end with a short discussion of the research that supports philosophical discussions with young students. A handout will be available with a list of picture books that could engender philosophical thinking in students as well as useful professional books and websites.</p>
Room 223 at 315	WITTE Shelbie Witte <a href="mailto:shelbie.witte@okstate.edu">shelbie.witte@okstate.edu</a>	Writing for NCTE publications with the new editor of VOICES IN THE MIDDLE	An informal chat with Shelbie Witte, editor of VOICES IN THE MIDDLE about upcoming calls for papers, writing tips, and challenges of getting published.
Room 270 at 115	WITTE Shelbie Witte <a href="mailto:shelbie.witte@okstate.edu">shelbie.witte@okstate.edu</a>	Livescribe and Literary Analysis: Assessing Student Contributions in	Middle school students may be hesitant to participate in whole-class discussions. Additionally, young adolescents may not have much practice in moving from a literal interpretation of the text to sophisticated analyses of the text. Working with university-

	<a href="#">e.edu</a>	Collaborative Environments	based teacher educators, a sixth grade teacher and her student teacher , working with a young adult novel and Livescribe pens, encouraged higher-level thinking and collaboration within small groups as well as whole group discussions (Socratic Circles).
Room 275 at 215	WOOD Cathy Wood	Spontaneous discussion	Get together to discuss issues of importance with fellow teachers—differentiation, teacher evaluation, life and work balance, frustration, pay, great stories about teaching,
Room 223 at 115	YATES Justin Yates <a href="mailto:yatesjn@hotmail.com">yatesjn@hotmail.com</a>	A self-assessment of the self-assessment essay	Student assessment is an important aspect of education for both teachers and students. With many styles of assessment in academia, finding the proper (and most effective) assessment for English, writing skills in particular, can be difficult to narrow down. I have always been interested in student self-assessment, which led me to attempt it in my college Freshman Composition I class. This presentation is an examination of the student self-assessment essay, showing the pros and cons, and my subsequent journey throughout teaching it.