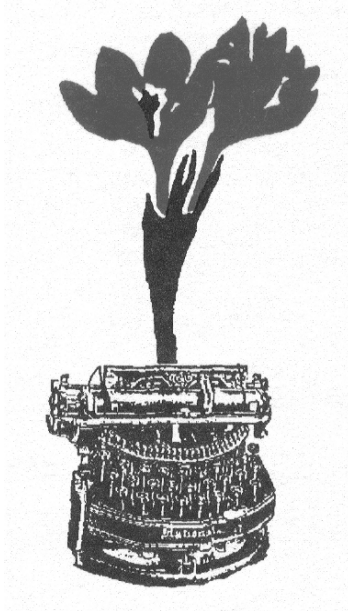


# The Maine Council for English Language Arts



in collaboration with  
The Maine Writing Project, The Maine Composition Coalition and The  
Maine Department of Education, The Regional Teacher Development  
Center Network's CLLC Project and National Council of Teachers of  
English

## ***Too Cool for School? Preparing All Students for College, Career, and Citizenship***

Workshops addressing 21<sup>st</sup> century literacy

Keynote speaker  
Renée Shea, NCTE  
Bowie State University

Conference attendees will receive copies of *The Language of Composition* by Renée Shea, Laurence Scanlon, and Robin Dissin Aufses compliments of Bedford, St. Martin's publisher

**Saturday, October 27, 2007**  
**8:00 a.m. – 2:30 p.m.**  
**Cony High School**  
**Augusta, Maine**

# Preparing all Students for College, Career, and Citizenship

October 27, 2007  
8:00 a.m. – 2:30 p.m.  
Cony High School  
Augusta, Maine

**If you are planning to attend a technology-focused workshop, please bring a laptop.**

## **8:00-8:30**

Registration; Coffee and Continental Breakfast

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## **8:45 – 9:30 Keynote**

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### **Renée Shea – NCTE Co-Sponsored Speakers Program**

*Renée H. Shea is a professor of English at Bowie State University, part of the University System of Maryland and one of the oldest historically Black Colleges. Formerly Director of Freshman Composition, she currently teaches courses in composition, rhetoric, world literature, women's studies, and autobiography. She regularly teaches both honors and graduate courses. Active in the Advanced Placement Program of the College Board for over 25 years, Dr. Shea has served on the Development Committee and as College Board Adviser for AP English Language and Composition. As a reader, table leader, and question leader she has evaluated both AP Literature and Language essays and frequently conducts workshops for teachers on instruction and assessment. Her articles on the AP Exam and instructional approaches appear on AP Central, where she also offers online workshops for teachers. She is the co-author with Larry Scanlon of Teaching Nonfiction in AP English: A Guide to Accompany 50 Essays and The Language of Composition: Reading, Writing, and Rhetoric, a textbook she coauthored with Scanlon and Robin Aufses. Dr. Shea is a recognized scholar on Caribbean women writers and has published extensively on contemporary women (including Rita Dove, Edwidge Danticat, Sandra Cisneros, Grace Paley, Maxine Hong Kingston, and Naomi Shihab Nye) in such publications as Poets and Writers, Women in the Arts, and Callaloo. A frequent presenter at NCTE conventions, she is an author in the High School Literature Series and a member of the NCTE Commission on Literature.*

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## **9:45 – 11:00 -Session 1**

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### **A.1 Sharing the Experience: An Introduction to Digital Storytelling – Seth Mitchell, Maine Writing Project**

*Looking for fresh ways to incorporate technology? Looking for students to produce more authentic writing while investing themselves more seriously in the writing process? Digital storytelling may be the answer. In this workshop, participants will learn the basics of digital storytelling as a powerful classroom tool. Digital stories offer educators a means of strengthening student writing while improving classroom environment and students' self-efficacy as writers. Participants will leave with a greater understanding of digital storytelling as a medium and a concrete way of incorporating this exciting tool in their own classrooms.*

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### **A.2 Transitions to College -Maine Composition Coalition**

*Facilitated discussion about college composition and developmental writing. Composition teachers from across the university and community college systems have reviewed syllabi and materials, developed a description of representative outcomes, and researched best teaching practices. Participants will receive an annotated bibliography of articles that have informed this process. (This workshop is repeated in Session B)*

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### **A.3 Rural Voices Radio: Writing About the Places We Call Home - Ken Martin, Maine Writing Project, Washington County Distance Learning**

*After working on national and statewide radio programs, I wondered what would happen if elementary and high school students in a single school district tried creating a program on their own. Come hear the story of Rural Voices Radio and explore how students can use this exciting approach to write about place, create their own spoken word anthology programs, and connect with other young people from across the country. Participants will receive lesson materials for using Rural Voices programs to create conversations and to write about place.*

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A.4 Life Between the Panels: Demystifying the role of graphic novels in the classroom – Ian Carlson, Maine Writing Project, Brewer High School

*It's a book...It's a comic strip...It's the GRAPHIC NOVEL! In our fast-paced, increasingly visual world, graphic novels hold the potential to meet student literacy needs while engaging them in ways different from traditional texts. Come get copies of graphic novel lesson/unit plans, see student work, and peruse a library of various age appropriate and content specific graphic novels.*

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A.5 Responding to Student Work – Maureen Montgomery, Maine Writing Project, University of Maine

*Looking at portfolio response letters written to high school English students by their teacher and by each other, session participants are invited to see how letters deepen teacher comprehension of student composition, motivate students to engage in their own composition strategies, and build a community of writers.*

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A.6 Literacy Coaching – What does it mean for literacy learning? - Shelly Snow Johnson, Maine Writing Project, McKusick and Guilford Primary School, SAD #4

*Participants will hear a literacy coach's perspective on what literacy coaching entails. From professional development to coaching relationships, whether you are a coach or a teacher being coached, you will leave with an understanding of what coaching is all about.*

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A.7 “Most People Would Rather be in a Coffin than Delivering the Eulogy” – Jerry Seinfeld. Overcoming Public Speaking Fears in the Classroom - Steve Moro, Camden Hills Regional High School

*The presentation will provide numerous examples and approaches for incorporating speech and oral interpretation in the classroom. It addresses two fundamental questions for the classroom teacher: “Is it real?” and “Can I use it?”*

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A.8 Source-based Argument and the Synthesis Essay – Cindy Allen, Camden Hills High School and Beth Carlson, Kennebunk High School

*How can high school English teachers help today's students improve their research-related writing? In this session, two teachers experienced with the AP English Language synthesis essay show how ALL students can move beyond using research to merely "report" what they've found to using research in service of purposeful, illustrated arguments of their own. By combining texts (including images-based texts such as photographs, charts, graphs, cartoons) students can learn to manage their sources and enhance their research experience while finding that they have something important to say. Participants will consider sample assignments and discuss possibilities for synthesis in their own classrooms.*

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A.9 Multigenre Research Writing – Kelly Nobles, Maine Writing Project, Hermon High School

*Would you like to engage your students in a dynamic way to approach research? Multigenre research projects allow students to approach research from a variety of angles that produce rich and complex projects. This workshop will introduce multigenre, provide examples on how to approach mini-lessons for different genres, and ideas for student revision and unity for their project.*

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A.10 Annotating in the 21<sup>st</sup> Century Using Digital Texts – Lisa Hogan, MSAD #75  
Technology Integrator

*Learn ways your students can annotate text and images to capture their thinking as they read. These same strategies can also be used to provide meaningful feedback on student work. **Participants should bring their laptops.** (This workshop is repeated in Session B)*

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A.11 Student-Staffed Writing Centers – Cindy Dean, Maine Writing Project, and a panel of peer tutors from Absolutely Write, the writing center at Erskine Academy

*Almost every university and college across the country has a writing center, usually staffed by students who have been trained to be peer tutors; high schools are increasingly looking at writing centers as a way for students to gain audience, work collaboratively, and improve writing skills. This student-led session will offer information on the process of creating and growing a student-staffed writing center. (This workshop is repeated in Session B)*

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**11:15 – 12:30 Session B**

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B.1 Garage Band Applications: Get Your Hands Dirty in the Garage (3-12) - Jamie Heans, Maine Writing Project, Brewer Middle School

*This session will explore and apply Garage Band recording technology in the classroom to provide digital products and extensions to student writing. **Bring your IBooks with you.***

**Limited to 12 participants.**

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#### **B.2 Transitions to College – Maine Composition Coalition**

*Facilitated discussion about college composition and developmental writing. Composition teachers from across the university and community college systems have reviewed syllabi and materials, developed a description of representative outcomes, and researched best teaching practices. Participants will receive an annotated bibliography of articles that have informed this process.*

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#### **B.3 Literature Circles: Strategies for Close Reading, Collaboration, and Community – Claudette Brassil, Mt. Ararat High School, and Emily Vail, Mt. Ararat High School**

*In the interactive portion of this workshop, participants will practice close reading and collaborative discussion strategies that help students understand and appreciate texts. Then, presenters will share the "Women's Stories/Women's Voices unit, showing how Mt. Ararat H.S. has invited members of the community to join students for "book club" discussions.*

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#### **B.4 Carpe Diem: Technology in the ELA Classroom - Ogden Morse, Jr., Falmouth High School, President/CEO of Way Interactive, Inc.**

*This session will be both a demonstration and discussion of how curriculum-based software is quietly revolutionizing the ELA classroom-- from learning to instruction to assessment -- and, in so doing, opening the doors to wider reforms. Laptops recommended, but not required.*

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#### **B.5 Ramping up Senior Year: Senior Exhibitions at Mt. Desert Island High School – Wendy Lessard , Mount Desert High School**

*Starting with the Class of 2006, seniors at Mt. Desert High School had to successfully complete a Senior Exhibition as a graduation requirement. Senior Exhibition was implemented as a means for students to demonstrate proficiency with Maine's Guiding Principles, and is an avenue for students to explore areas of their own interest in order to add depth and interest to their senior year. This session will allow you to hear about Exhibitions, receive the packet students do, and talk with a teacher who has taught a course section of Senior Exhibition.*

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#### **B.6 Going for Depth of Understanding: Revitalizing Vocabulary Instruction – Jill Spencer, Maine Department of Education**

*Reinvigorating vocabulary instruction is imperative to increasing student learning and achievement. An excellent command of academic vocabulary is a huge indicator of success in school. Unfortunately some students enter 9th grade with the vocabulary of their classmates, and others just simply spout definitions with little understanding of the many contextual layers of meaning. We need to change this situation. In this session we will try out several easily implemented, research-based strategies that will help students internalize new words.*

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#### **B.7 Student-Staffed Writing Centers – Cindy Dean, Maine Writing Project, and a panel of peer tutors from Absolutely Write, the writing center at Erskine Academy**

*Almost every university and college across the country has a writing center, usually staffed by students who have been trained to be peer tutors; high schools are increasingly looking at writing centers as a way for students to gain audience, work collaboratively, and improve writing skills. This student-led session will offer information on the process of creating and growing a student-staffed writing center.*

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#### **B.8 Fitting the Literacy Puzzle Together – Kip Plaisted, Maine Writing Project, Penobscot Valley High School**

*Participants will discuss literacy needs in their classrooms and walk away with literacy strategies that can be used cross-curriculum. Participants are encouraged to bring material students are known to struggle with in the classroom.*

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#### **B.9 Visual Literacy for all Students – David Igmundson, Morse High School**

*Many of the tools once reserved for professional designers, graphic artists and typographers are now available to the average student. Language Arts teachers find themselves wondering where their professional skill sets and classroom practice fit in. How should AP students approach the visual components on the newly introduced synthesis question? How do you help students move beyond the "canned" formulas of PowerPoint templates or the glue and scissors "collage" posters of yesteryear? Share some ideas, resources, and some simple principles and common vocabulary for introducing Visual Literacy into every Language Arts classroom.*

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#### **B.10– A Reading Community in the High School Classroom - Amy Clement, Maine Writing Project, Central High School**

*This workshop explores a variety of methods for engaging high school students in the ownership of their reading. Topics include the uses of sustained silent reading at the high school level, development of classroom conversations, and effective methods for integrating student choice into existing curricula. The workshop draws from current research on high school reading theory and from effective classroom practice.*

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**B.11 Annotating in the 21<sup>st</sup> Century Using Digital Texts – Lisa Hogan, MSAD #75  
Technology Integrator**

*Learn ways your students can annotate text and images to capture their thinking as they read. These same strategies can also be used to provide meaningful feedback on student work. **Participants should bring their laptops.***

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**B.12 Scientific Storytelling: The Lost Art of Writing Real Research Papers– Mark Ford**

*The sections of a real research paper include the abstract, introduction, methodology, results summary, conclusion, and bibliography. We will briefly examine these components as we consider ways to make research papers more inquiry-based, authentic, and manageable. Topics will include designing graphic organizers, gathering raw data in order to create meaningful graphs and then writing about them.*

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**12:30- 1:15 Lunch:** served in the food court

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**1:15 – 2:00 College Ready? – Maine Composition Coalition**

*Composition teachers from across the university and community college systems have invited students from their schools to engage in a dialogue with participants about their experiences in college writing courses.*

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**2:00 – 2:30 Evaluations and feedback**

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## **Registration Information**

**When:** October 27, 2007

**Where:** Cony High School

Augusta, Maine

**Time:** 8:00 a.m. – 2:30 p.m

**Cost:** Registration Fee \$50.00

Full-time student \$20.00

**All MCELA Conference registrations should be completed online. Please visit the Southern Maine Partnership website to find the online registration link**  
<http://www.usm.maine.edu/smp/meetings.htm>