

This schedule is interactive: Click on the name of a session and you'll be taken to its description.
 (We recommend downloading this PDF rather than using it in a browser window.)

7:30	Registration and Check-in (Front Foyer)			Light Breakfast (Lobby outside of Theater 13)		
8:30-10:10	Keynote: Jeff Anderson & Debbie Dean Thunder and Lightening: Writing Strategies that Reverberate (Auditorium: Theater 13)					
	Huston 2/3 (80)	Hitchcock (70)	Capra 1 (60)	Capra 2 (50)	Capra 3/4 (65)	Theater 19 (200)
10:20-11:10	Write With Me: Demystifying Drafting and Revision (Ryne Steinecker & Jethro Astle)	Hibakusha Narratives: Using First-Person Accounts to Develop Research Projects (Matthew Winters)	Teachers of the Year Share their Best Ideas (Panel)	Virtually Amazing: Creating an Engaging Online ELA Classroom (Rachel Bellamy)	Fractured Fairy Tales: Narrative Adaptation, Retellings, and Writing for Audience (Tessa White)	Battling the Beast: Revising Revision Attitudes (Debbie Dean)
11:20-12:10	Making Connections (Allison Taft-Johnson)	Battling "Myside Bias" in Argumentative Writing (Lezlie Christensen-Branum & Ashley Strong)	13 Reasons Why YA Books Should Be Part of Your Curriculum (Chris Crowe & Jon Ostenson)	Thriving in the First Years of Teaching (Panel)	Poems and Drums (Pamela Fetzer Hawker)	Patterns of Power: Inviting Young Writers into the Conventions of Language (Jeff Anderson)
12:20	Lunch & Program (Auditorium: Theater 13)					
1:10-2:00	To Monologue or Not to Monologue: Getting a Boost from the Bard (Johanna Chausow)	Fantastic YA Fiction & Strategies to Start Students Talking (Dawan Coombs & Kristin Pierce)	Empowerment & Courage: Engaging Students as Activists through a Public Writing Initiative (Liz Thackery Nelson)	Standards-Based Grading in the Language Arts Classroom (Elisabeth Huber & Amanda Walker)	Integrating Sources: Going Beyond the Data Dump (Lorraine Wallace)	Teaching Elements of Argumentative Writing through Norman Rockwell Paintings (Deanna Stallings & Carol Nielsen)
2:00-2:30	Coldstone Sundaes (Capra and Huston lobbies)					
2:40-3:30	The Best of Utah English Journal 2017 (Panel)	The Laser Loop: A Structured Process Approach Activity for Teaching Argumentative Writing (Larkin Weyand)	Problems of Practice: What Teachers Can Do When They Don't Know What to Do (Tara Pearce)	Getting Your Students Organized and Responsible for Their Work (Lisa Arter)	Poetry Speaks (Dave Mildon & Cassie Cox)	Beyond Book Trailers: Multimedia and Video Projects with a Twist (Ryan Palmer)
3:30	Pick up certificates with re-certification credits (Front Foyer)					
Tips	Finding Your Way: Huston Rooms are on the main floor Capra and Hitchcock rooms are on the second floor Entrances to Theater 19 are located on both the main floor and the second floor			Thirsty? Soda fountains (including water) are located throughout the venue: in the Huston lobby (outside Huston 1), in Huston 2, in Capra 3/4 and in the Capra lobby on the second floor		

UCTE 2017 Annual Conference Full Program

Friday, November 10, 2017

7:30 am Registration and Light Breakfast (Front Foyer and Theater 13)

**Front Foyer
Theater 13** Pick up your materials for the day and then enjoy a breakfast roll and fruit while you wait for the day's events to begin. And don't forget to take advantage of the free soda/drinks at machines scattered throughout the venue!

8:30 am Morning Keynote: Thunder and Lightening: Writing Strategies that Reverberate (Jeff Anderson & Debbie Dean)

**Auditorium:
Theater 13** Add streaks of power, heat, and energy to your students' writing with lessons that reverberate. Join Jeff and Debbie in an interactive session on how to create writing success and joy through playing with strategies such as mentor texts, writer's notebooks, reading-writing connections, revision decisions and more.

10:20 am Breakout Sessions Round A

Huston 2 & 3 **Write With Me: Demystifying Drafting and Revision (Ryne Steinecker & Jethro Astle)**

Students with low reading ability often struggle to find and integrate sources for an essay, decide on salient topics of focus, or evaluate the effectiveness of their own essay drafts. In this interactive demonstration, we share two activities that demystified the writing process for our 9th- and 10th-grade students. Turning the tables and having students give us an assignment also inspired more students to tackle the challenge of essays head-on.

Hitchcock **Hibakusha Narratives: Using First-Person Accounts to Develop Research Projects (Matthew Winters)**

Hibakusha is Japanese for 'survivor' and is a designation given to survivors of the WWII nuclear bombings. Using Hibakusha narratives as a starting point for first person narratives, this session explores how primary, first-person narratives can be utilized by teachers to spark students to connect with and write about global issues.

Capra 1 **Teachers of the Year Share their Best Ideas**

Come share great teaching ideas with some of the state's best English/Language Arts teachers. This session features recent winners of UCTE's Teacher of the Year Award sharing some of their best classroom practices. You'll leave this session enriched with several concrete, high-impact ideas for your classroom.

9:50 am

Breakout Sessions Round A (continued)

Capra 2

Virtually Amazing: Creating an Engaging Online ELA Classroom (Rachel Bellamy)

Online ELA classes can be engaging, fun, and effective! If you teach in a virtual classroom, or if your classroom has an online component, this is the session for you. We will discuss engagement strategies for synchronous and asynchronous learning. There will be 35 minutes of presentation and 10 minutes of discussion and collaboration. Come! Collaborate! Bring your questions and ideas.

Capra 3/4

Fractured Fairy Tales: Narrative Adaptation, Retellings, and Writing for Audience (Tessa White)

Between The Lunar Chronicles, Percy Jackson, Once Upon a Time, and live-action remakes of animated classics, our students are surrounded by reworkings of old stories. In picture books, novels, television, and film, writers are constantly putting new spins on classic tales. Put this booming genre to work in your class by guiding your students through writing their own fractured fairy tales.

Theater 19

Battling the Beast: Revising Revision Attitudes (Debbie Dean)

For many students, revision is a dreaded process suggesting they didn't get it "right" in the first place. They see revision as punishment, forcing them to revisit writing they don't know how to improve. In this interactive session, practice some meaningful strategies for revision that will help students see revision as opportunity, not penalty.

11:20 am

Breakout Sessions Round B

Huston 2 & 3

Making Connections (Allison Taft-Johnson)

By focusing on making connections with students in our class, we invite them to connect with us and our subject. We will discuss ways to effectively and appropriately make connections with our students. Then we will discuss how to help our students connect what they read and write with the world around them.

Hitchcock

Battling "Myside Bias" in Argumentative Writing (Lezlie ChristensenBranum & Ashley Strong)

Today's hyper-polarized digital and news environment is the only information-gathering space many of today's middle- and high-school students have ever known. As a result, much of student writing reflects what scholars have termed the "myside bias," an inclination to support one's own position without consideration of alternative positions. In this session, teachers will learn strategies to help students move beyond biased and unfounded positions to develop arguments founded on mutual understanding, cooperation, and compromise.

11:20 am

Breakout Sessions Round B (continued)

Capra 1

13 Reasons Why YA Books Should Be Part of Your Curriculum (Chris Crowe & Jon Ostenson)

Have you run into roadblocks when you've tried to incorporate YA books into your curriculum? In this session, we will discuss how young adult novels, nonfiction, and graphic novels can enhance the teaching of English language arts. The session will begin with a review of these reasons, during which the presenters will share appropriate YA titles as examples of each reason.

Capra 2

Thriving in the First Years of Teaching (Panel)

Surviving the first years of teaching can be a struggle, and research in the field suggests that attrition rates among young teachers are concerning. If you're a soon-to-be or new teacher (or you work with these teachers as a mentor), come listen to four new teachers share tips and suggestions for surviving and even thriving during these challenging early years.

Capra 3/4

Poems and Drums (Pamela Fetzer Hawker)

In this session we will explore the literal rhythms of poetry using drums. We will beat syllable patterns for poems, names, and well-known rhymes. This ties into the Secondary Music: Music Connections and Music Aesthetics Core. The musical rhythms can then segue into the ELA Utah State Core Standards Curriculum Map: Reading Literature, for grades 7-12. Come prepared for a fun, hands-on class!

Theater 19

Patterns of Power: Inviting Young Writers into the Conventions of Language (Jeff Anderson)

Meaning is made when reading and writing crash together in the conventions of language. Explore ways to harness language conventions to purposefully activate meaning in both comprehension and composition. How do we move the conventions of language from being viewed as a right and wrong proposition with only one correct answer? We know we acquire language through imitation. That's how we learned to talk, read, and write, and if done well, language conventions can also be explored with ease and enthusiasm in much the same way.

12:20 pm

Lunch & Teacher of the Year Program (Theater 13)

Join us as we acknowledge the recipients of this year's UCTE Teacher of the Year awards. Also, we'll be awarding free books to lucky conference attendees who follow UCTE on social media and post about the conference!

1:10 pm

Breakout Sessions Round C

- Huston 2 & 3 To Monologue or Not to Monologue: Getting a Boost from the Bard (Johanna Chausow)**
Do you struggle to teach close reading? Do your kids dread reading Shakespeare? In this interactive workshop, we will talk about how to use Shakespearean monologues to teach essential skills in an engaging way. We will model and practice using monologues to teach strategies like inference-making and compare and contrast. Come dig into the texts so you can help students learn to do the same!
- Hitchcock Fantastic YA Fiction & Strategies to Start Students Talking (Dawan Coombs & Kristin Pierce)**
In this session the presenters will open their suitcase of mesmerizing young adult titles sure to work magic on student motivation and entrance adolescent readers. The presenters will also share a variety of discussion strategies that help unlock students' lips and get them talking in meaningful ways about texts.
- Capra 1 Empowerment & Courage: Engaging Students as Activists through a Public Writing Initiative (Liz Thackery Nelson)**
How can we empower students through authentic writing in communal spaces? By engaging our students in creating public writing initiatives, physical spaces where individuals anonymously compose responses to questions or sentence starters, our students courageously share their writing in real-world contexts to build connection in our community. This presentation offers strategies for involving students in designing and implementing these projects.
- Capra 2 Standards-Based Grading in the Language Arts Classroom (Elisabeth Huber & Amanda Walker)**
Learn how to implement standards-based grading in the language arts classroom. In this session, we will discuss how to begin the standards-based grading journey. Teachers will grapple with theory questions and troubleshoot issues within standards-based grading. We will explore the process of designing standards-based assessments and using rubrics to provide feedback. Teachers will create a standards-based grading plan for their own classroom.
- Capra 3 & 4 Integrating Sources: Going Beyond the Data Dump (Lorraine Wallace)**
Our secondary students know how to find information for their papers. However, their final research projects are frequently a "necklace of quotes" with little commentary and few transitions. Good research writing is more than copy/paste. This session will focus on helping students develop an original thesis and then use the information they have gathered to support their main points.

1:10 pm Breakout Sessions Round C (continued)

Theater 19 **Examining the Text: Teaching Elements of Argumentative Writing through Norman Rockwell Paintings (Deanna Stallings & Carol Nielsen)**
Let's face it, teaching elements of argumentative writing, such as claim, evidence, and warrant of proof, can be an arduous task. This session will take participants through the steps of introducing and teaching these elements using Norman Rockwell paintings and best-practice instructional strategies. Using non-linguistic texts to begin writing instruction provides a scaffold for all students that is engaging and accessible. Presenters will model a multiple-day lesson in this interactive session.

2:00 pm Snack Break: Coldstone Sundaes (Capra Lobby and Upper Lobby)

2:40 pm Breakout Sessions Round D

Huston 2 & 3 **The Best of Utah English Journal 2017**
Come listen to three of this year's *Utah English Journal* authors present their ideas to improve the teaching in your classroom. Ideas range from reading strategies to classroom structures to writing ideas. Come and be invigorated by participating in our discussions.

Hitchcock **The Laser Loop: A Structured Process Approach Activity for Teaching Argumentative Writing (Larkin Weyand)**
In this session, teachers will learn about the structured process approach to writing instruction, where teachers model thinking processes (rather than texts) and then engage students with speaking and writing to practice and extend those thinking processes. In this way, teachers and students use speaking and writing to solve problems together. As a group, we will participate in a structured process activity (The Laser Loop) together and consider how teachers might use The Laser Loop and structured process activities like it in their own classrooms as a way to teach argumentative writing.

Capra 1 **Problems of Practice: What Teachers Can Do When They Don't Know What to Do (Tara Pearce)**
Are concerns about access and inclusion bogging you down? Do you have that one student who never has a pencil, or never does their homework? Do you worry about issues of diversity and race? Do you have work/life balance problems? If there is something about teaching that isn't quite working for you, then this is the session for you. We will utilize a protocol to tap into the expertise of our fellow teachers, and think about how we can take this protocol back to our schools. We will also delve into issues of race, diversity, and inclusion, and discuss how to best support our students with diverse needs.

2:40 pm

Breakout Sessions Round D (continued)

Capra 2

Getting Your Students Organized and Responsible for Their Work (Lisa Arter)

Do you have students who don't turn in their work? Do some claim they did but you lost it? What about students who did it but can't find it? Do parent conferences stress you out because somehow this is all your fault? Worry no more! Join us for ideas on organizing your students and lessening your stress.

Capra 3/4

Poetry Speaks (Dave Mildon & Cassie Cox)

Part discussion, part performance, this presentation will highlight the personal ways Spoken Word Poetry has transformed the lives of students in two schools. Two teachers and their students discuss how Spoken Word Poetry fuels their passion for reading, writing, speaking and engaging more fully in their communities. What started with a couple of teachers and their students has exploded, and the outcome is pure magic. Come take a peek.

Theater 19

Beyond Book Trailers: Multimedia and Video Projects with a Twist (Ryan Palmer)

Book trailers have become increasingly popular in recent years. However, how can we take this format to the next level? How can multimedia projects be used to enhance informational text based units such as explanatory writing and argumentative units? This presentation will focus on how multimedia and video projects can be used to help students take narrative units a bit further, as well as demonstrate how video projects can be used to enhance explanatory and argumentative units.

Presenter Biographies (in alphabetical order after keynote speakers)

Author **Jeff Anderson** spends his days writing and sharing strategies from his books *Mechanically Inclined*, *Everyday Editing*, *10 Things Every Writer Needs to Know*, *Revision Decisions*, and *Patterns of Power* with teachers across the US. His new joy is talking to students about his humorous middle grade fiction series: *Zack Delacruz: Me and My Big Mouth* and *Zack Delacruz: Just My Luck*.

Debbie Dean was a junior high and high school teacher before moving to Brigham Young University to teach pre-service teachers about writing instruction. She is the author of several books, including *Strategic Writing* (NCTE), *Genre Theory* (NCTE), *What Works in Writing Instruction* (NCTE), and *Revisions Decisions* (Stenhouse) with Jeff Anderson. When she's not teaching or writing, she likes traveling with her husband, spending time with grandchildren, and making cookies.

Samantha Andrus-Henry will be teaching ELA courses at Stansbury High School this fall. She has published articles on mentoring online students, writing willpower, and incorporating rhetoric, composition, and discourse analysis into ELA classroom practice. Most recently her chapter proposal "R+J= 4(n)ever: Engaging Semiotics in the ESL/ELL Classroom," has been accepted for the upcoming book, "Teaching Literature and Language Through Multimodal Texts."

A former middle school English and Intervention Literacy teacher, **Lisa Arter** now teaches English pre-service methods courses at Southern Utah University where she directs the English Education and Composite Education degree programs. Her research and publications focus primarily on young adult literature and education pedagogy.

Jethro Astle teaches high school level special education at Cottonwood High.

Rachel Bellamy had dreamed of being an 11th grade English teacher since she was a high school freshman; young Rachel had no idea that her dream job would evolve to include teaching from home (sometimes in her PJs). Now in her fifth year of teaching 11th grade at Utah Virtual Academy, Rachel is thrilled to be at the forefront of virtual education.

Katy Bigham graduated from BYU in 2015 after a full-year internship in Nebo School District. She was hired in 2015 to work for Mountain Ridge Junior High in Alpine School District and has been there ever since. She is in her fourth year teaching.

In the three years that **Johanna Chausow** has taught English, she's taught 7th, 9th, and 12th grade and she's worked on a wide variety of intervention projects, including After School Tutoring programs and a Special Ed Content Link initiative. She's a recent convert to the Utah Shakespeare Festival, and enjoys traveling and learning new things that will benefit her students' education.

Lezlie Christensen-Branum is a Senior Lecturer at Utah State University and has taught college English Composition and Literature courses for over a decade. She is currently pursuing her doctoral degree in Education with a focus on literacy curriculum and instruction.

Dawan Coombs is a former English and reading teacher and currently works in the English teaching program at Brigham Young University.

A former high school English teacher, **Chris Crowe** now teaches at BYU. He also writes young adult literature and about young adult literature.

Amy Geilman has taught Language Arts at West Jordan Middle School for nineteen years. She loves working with middle school students--their unpredictable nature keeps her on her toes! She believes strongly in the value of teaching kids to read critically and communicate clearly. Amy has a bachelor's degree in English education and a master's degree in teacher education and literacy, both from Brigham Young University.

Pamela Fetzer Hawker teaches djembe drums, guitars, ukuleles, and English at Genesis, in the Salt Lake Valley Detention Center. She holds a BA in English from the University of Utah and an MA in Counseling Psychology from Bowie State University.

Rachel Freeze teaches 10th and 11th grade English at Payson High School. This is her second year of teaching, and she graduated from BYU in June 2017. Rachel grew up in Northern California, and she has also lived in Tennessee. Her interests include strategic writing, dialogic teaching, and checking out twenty YA books from the library at a time.

Melissa Heaton has taught for 17 years and currently teaches 8th grade English at Mapleton Jr. High School in Nebo School District. She is an active fellow of the Central Utah Writing Project and is a former Utah Council of Teachers of English conference chair and awards chair. Melissa continues to enjoy her involvement with both of these organizations.

Elisabeth Huber teaches 10th grade ELA at Ogden High School. She is currently working on her Educational Technology Endorsement.

After teaching 8th graders for 27 years at Mount Logan Middle School, **Carol Nielsen** is delighted and relieved that she is not crazy... yet. She has a degree in English from USU plus a plethora of graduate credits.

Liz Thackeray Nelson taught English for 6 years in both traditional and alternative high schools. She is currently pursuing her PhD in Reading and Literacy at the University of Utah.

Jon Ostenson taught middle and high school English for eleven years before he moved to BYU, where he helps prepare future English teachers and direct the First-Year Writing program.

Ryan Palmer teaches 11th and 12th grade ELA at San Juan High School in Blanding. He also teaches English 1010 Concurrent enrollment. Ryan has taught grades 7,8, 10, 11, and 12 in the Nebo, Alpine, and San Juan School Districts.

Gaylynn Parker teaches 7th Grade Honors Language Arts in Nebo School District. She has a Bachelor of Arts in English from UVU, Gifted/Talented Endorsement from BYU Cites, and a Master of Education Degree from SUU.

Kasie Payne is passionate about discussion and student engagement in the high school classroom. She has survived seven years so far, and looks forward to 70 (maybe not that much!) more.

Kristin Pierce has taught English and reading at Provo High School for 27 years. She is also a voracious reader of young adult literature and has presented locally and nationally on this subject.

After teaching for a few years at an alternative high school in the Boston area, **Tara Pearce** started teaching 8th grade at West Jordan Middle School. She received her Master's of Education from Boston University, and she is very interested in student motivation and engagement, utilizing multicultural literature, and improving supports for teachers in the classroom.

Mike Roberts has somehow managed to remain sane despite the fact that he has taught middle school English for eighteen years. His latest book, Hacking Classroom Management, comes out in December.

DeAnna Starling has taught English for 25 years, including English 9-11, AP English Literature, and English 1010 Concurrent Enrollment. She has a Master's Degree in Education Leadership and has served as district literacy/instructional specialist. DeAnna is a four-time recipient of the National Distinguished Teacher Award.

Ryne Steinacker teaches 9th grade ELA, ESL, and ACT Prep at Kearns High School. He has also taught 10th, 11th, and 12th grade. He tries to put good books into his students' hands as much as is humanly possible.

Ashley Strong has taught English and history for 11 years at Roy High school. She has taught AP Language, AP World History, English 10, and World Civilizations. She is currently a doctoral student in Teacher Education and Leadership at USU with a concentration in literacy instruction.

Allison Taft-Johnson is in her second year teaching English at Thomas Jefferson Junior High in Kearns. She excels in making connections with students, even some of the most stubborn or difficult, and getting them to be engaged in her class.

Amanda Walker teaches eleventh- and twelfth-grade English at Ogden High School. Before moving to Utah this summer, she taught high school English for four years in Wisconsin.

Lorraine Wallace currently teaches English Education courses and composition at Utah Valley University. Before coming to UVU, she taught at Juab High School for 18 years.

Larkin Weyand teaches English Education courses at BYU. His research interests include the teaching and learning of writing in secondary schools, classroom discourse, and the social interactions surrounding writing. He also loves to write fiction.

Tessa White is in her fifth year of teaching. When not reading fairy tale retellings or listening to podcasts about folklore, Tessa teaches 7th grade English and Mythology at Mountain Ridge Junior High.

Matthew Winters teaches at Wahlquist Junior High School in Farr West, Utah. His current research interests include cross-curricular uses of research writing, primary narratives, and Irish literature.