

schedule

9 - 9.30

Welcome &
Introduction

9.30 - 10.30

Breakout

Sessions

10.45 - 12.15

Workshops

12.15 - 1

Lunch &

Program

Notes

1 - 2

NCTE Presentation

“Off Campus but in the
Conversation: Acknowledging
Complexity in High School-College
Partnerships”

|Scott Campbell, Lalitha Kasturirangan,
Emily Kilbourn, Kristen Mucinskas, Jeff
Roets, Lauren Shafer, Marc Zimmerman

NCTE 2019 Presentation
(Ballroom)

This presentation explores the variability of sites within a dual credit/concurrent enrollment program. The teachers gathered here consider how their presumed marginal role within the university might be better understood as a significant contribution to the university itself. Our panel features heterogeneous, sometimes competing voices that put pressure on the assumption that college composition can be defined without hearing from the high school teachers who also teach these courses.

Connecting Literature and Composition Pedagogies

Writing Through Literature:
Not Just for 1011



ECE English Conference
Fall 2019
UConn Storrs
Student Union Ballroom
9.00-2.00
10.25.19



workshops schedule

10.45-12.15

ENGL 1011|(Ballroom)

ENGL 1010|(304A)

AP Literature|(304B)

Urban Schools|(304C)

ENGL 1011: Politics and Civic

Discourse|(325)

Breakout Sessions

Multimodal Composition|Lalitha Kasturirangan and Tamara Connors
(Ballroom)

This session will include reading and responding to the text in thoughtful, thought-provoking, and productive ways, through multiple modes of communication and representation. Specifically, we will look at Vuong's excerpt, and make connections to cuisine, culture and identity from an immigrant's perspective!

In-Class Composition |Regan Rowley and Scott Campbell
(304A)

What kinds of in-class work helps students see a text as less an object to be admired and more a resource for writing that can extend beyond the contexts of the novel itself? We'll explore Vuong's text by writing with and through it in a series of small, in-class compositions.

Major Assignment|Kim Shaker and Hannah Taylor
(304B)

We will offer two different multimodal projects that respond to the excerpt from Ocean Vuong's novel or use it as an intellectual starting place. We have created sequences of assignments leading to a photo essay and a podcast.

Research Project|Emily Kilbourn and Jason Courtmanche
(304C)

We'll consider how literary texts invite thinking about sites of inquiry to spur research project development. In addition to considering questions of scope and sequence, we will suggest approaches that include inviting students to curate collections of additional content in order to contextualize a site of inquiry.

In-Class Activity|Caitlin Donahue and Elizabeth Simison
(325)

This session is designed to explore practical strategies for using in-class, student-centered discussion to engage with a text. We will present a number of techniques such as generating questions, preparing for discussion, utilizing diverse formats, and evaluating student participation.