

**Sample proposals are listed alphabetically by the submitting presenters' last names.  
Personal/contact information is listed at the discretion of each presenter.**

**Name**

Dennis Jolley

**School, Library, University, or Organizational Name**

Cherokee High School  
Kennesaw State University

**Current Position**

Teacher  
Adjunct Professor

**Presentation Category**

Children's/YA Literature in the Classroom.

**Practitioner or Research Based?**

Practitioner

**Title of Presentation**

Muggles Can Make Magic, Too!--Turning Non-Readers into Readers and Writers in the Classroom

**Abstract for Conference Program**

How many times have you heard a kid say they don't like to read? If you're like us, too many. This practical panel will illustrate how one local has used YA Literature to create a culture of literacy. YA Literature, author visits, and creative writing have transformed our school.

**Presentation Description**

When a friend and I decided to implement a new reading program in our high school classrooms several years ago, our goal was to create a true culture of reading. I'd been guilty of saying to my teacher friends, "These kids just won't read." We started thinking about why we became English teachers – for the love of literature. What we did brought amazing results:

In a three-year period (continuing to gather data), we increased our SAT Critical Reading scores by 30 points, while other schools in our county increased at an average of 8.5 points. On the 2013 SAT Scores, we topped all six high schools in our district in Critical Reading. Our media specialists reported an increase in circulation from 9,510 in the three years prior to our program to 19,763 in the three years of its implementation. These gains were achieved in a school with over 60% on free and reduced lunch, a high minority representation, and a very large population of students served by special education.

My colleague and I will discuss what we do on a daily basis to create a culture of reading among the vast majority of students. We've implemented a three-prong approach that brings reading, writing, and authors together in a way that is truly transformational. Our presentation is designed to work interactively in order to provide a surface level understanding of the program and the success, while providing hope that students will read if they present it in the proper fashion.

<https://nerdybookclub.wordpress.com/2013/12/06/muggles-can-make-magic-too-turning-non-readers-into-readers-and-writers-by-dennis-jolley-with-justin-jones/>

**Name**

Diane Mergele

**School, Library, University, or Organizational Name**

West Jackson Primary School

**Current Position**

Kindergarten Teacher

**Contact**

[dmergele@jackson.k12.ga.us](mailto:dmergele@jackson.k12.ga.us)

**List the names of any co-presenters and their organizations (i.e., John Smith - The University of Georgia)**

Bronwyn Sheffield - West Jackson Primary School

**Presentation Category**

Children's Literature in the Classroom

**Practitioner or Research Based?**

Practitioner

**Title of Presentation**

Literature-Based Collaborative Writing in the Primary Grades

**Abstract for Conference Program**

Can even the youngest writers be successful working in collaborative groups to complete creative, literature-based writing projects? Absolutely! Two kindergarten teachers host a workshop demonstrating how this can be achieved, while increasing student engagement, motivation, and self-confidence. Participants view authentic student work and receive lesson plans with suggested literature lists.

**Presentation Description**

Can even the youngest writers be successful and benefit from working in pairs and small groups to complete creative, literature-based writing projects? Absolutely! Two kindergarten teachers with a combined 35+ years of experience teaching primary learners present a workshop sharing practical, literature-based collaborative writing projects (ELACCW7) for the primary grades. The teachers demonstrate how collaborative/shared writing projects in the early grades increase student engagement, motivation, and self-confidence with writing. Authentic examples of student work from these writing projects are shown. The teachers discuss the organization and structure of classrooms to provide an environment which supports and encourages collaboration and student success. They show how groups can be organized to allow for differentiation and growing independence, and how the teacher serves as facilitator. Participants will receive teacher-friendly lesson plans that can be adapted to fit any primary classroom; these plans include suggested children's literature to be used as a catalyst for writing, as well as practical ideas for collaborative writing projects which have been proven successful in the classroom with beginning writers.

**Name**

Marianne Snow

**School, Library, University, or Organizational Name**

University of Georgia

**Current Position**

Doctoral Student

**Presentation Category**

Public Libraries and Children's Literature

**Practitioner or Research Based?**

Research Based

**Title of Presentation**

Little Free Libraries: What, Where, Why?

**Abstract for Conference Program**

This interactive session will focus on Little Free Libraries, a very popular resource for sharing children's literature in the United States and around the world. The session attendees and I will discuss potential benefits and problematic elements of these libraries and brainstorm ways to make them as effective as possible.

**Presentation Description**

During this interactive session, attendees will learn more about Little Free Libraries (LFLs) and have the opportunity to hear and share multiple perspectives about these popular book-sharing resources. I will first present basic information about LFLs, including what they are, their history, their intended purpose, and their popularity nationwide. Next, I will suggest potentially problematic features of LFLs that I have noticed during my observations of these libraries in a medium-sized city in the southeastern United States, such as their typical location in higher-income neighborhoods and their relative lack of culturally relevant children's literature that reflects the diversity of the city's residents. Additionally, I will share several "traditional" public and school librarians' opinions about LFLs. Session attendees will then discuss these points in small groups; and as a whole group, we will evaluate the potential advantages and disadvantages of LFLs as a way to share children's literature.

**Name**

Jaye Johnson Thiel and Stephani Phelps (Research Assistant)

**School, Library, University, or Organizational Name**

University of Tennessee, Knoxville

**Current Position**

Assistant Professor

**Presentation Category**

Inquiry Into Children's Literature

**Practitioner or Research Based?**

Practitioner

**Title of Presentation**

Book Hacking: (Re)Making Stories

**Abstract for Conference Program**

Have you ever wished you could alter a story's characters? Setting? Illustrations? Well, maybe you can! In this interactive session, participants will explore the concept of children's book hacking as a way to engage in playful literacy practices that also have the power to challenge social inequities.

**Presentation Description**

Have you ever wished you could alter a story? Have you ever wanted to change a character? A setting? An illustration? An ending? Well, you can! In this interactive session, the presenter will explore book hacking as a way to engage in textual play while exploring the elements of text and challenging social inequities through reconstructing stories.

Connected to messing about (Hawkins, 2003), tinkering and the maker's movement (Buchholz et al., 2014; Vossoughi et al., 2013)—which creatively combines technology and the arts to deepen practical skills and knowledge—book hacking asks readers to playfully enter a text, critically deconstruct that text, and thoughtfully reconstruct it within the pages of the book.

Using the book, *Battle Bunny* (Scieszka & Barnett, 2013) as a mentor text, preservice teachers in a literacy methods course were asked to engage in a book hacking project. As part of this project, preservice teachers chose a book they perceived as a low-interest text to hack. Students were asked to consider perspective, positioning, and power (Jones, 2006) as they experienced the book and to think about ways they might rewrite the text that would increase interest level and engage in issues of equity. Then, using art supplies and simple circuitry, students creatively alter and redesign the book's pages as part of the book hacking process.

Participants will see examples of books that have been hacked and will be given the opportunity to try out book hacking during the session.

**Name**

Jennifer Whitley

**School, Library, University, or Organizational Name**

University of Georgia

**Current Position**

Graduate Teaching Assistant

**List the names of any co-presenters and their organizations (i.e., John Smith - The University of Georgia)**

Margaret Robbins, the University of Georgia

**Presentation Category**

Inquiry Into Children's/YA Literature

**Practitioner or Research Based?**

Practitioner

**Title of Presentation**

Diversifying Female Representation: Getting Critical with YA Graphic and Dystopian Texts

**Abstract for Conference Program**

Women (particularly women of color) are getting more recognition for their roles as female protagonists, particularly in the grafica/comics genre and in Dystopian YA Literature. This presentation will explore graphic novels and Dystopian YA literature with strong female protagonists and suggest classroom activities for implementing instruction.

**Presentation Description**

Women (particularly women of color) are getting more recognition for their roles as female protagonists, particularly in the grafica/comics genre and in Dystopian YA Literature. If educators present these texts to students with feminist and critical media literacy lenses, students can have conversations about how the roles of women are changing.

This presentation will explore the graphic YA novels *Saints* by Gene Luen Yang and *How Mirka Got Her Sword* by Barry Deutsch, as well as the YA dystopian texts *Orleans* by Sherri Smith and Scott Westerfeld's *Uglies* series (specifically *Extras*). We will do a text analysis of these novels from a new literacies stance followed by a workshop activity. The workshop element will give teachers the choice between a "Where I am From" poem to examine identity from a critical stance or a remix activity, which implements technology and pop culture into the classroom.

We'll begin with a text analysis from a new literacies stance, including critical media literacy and feminist lenses (15 minutes). Then, we'll introduce Knobel and Lankshear's (2008) model of remixing through our own examples (5 minutes). Lastly, we'll invite our audience to participate in a writing workshop, using remixing and/or Lyons' (1989) "Where I'm From" poetry model to respond to texts with the group. It is our hope that this activity will allow the audience to trouble female representation in books and in media.