

2001: An English Odyssey

MCTE Spring Conference and Membership News

Membership to the Minnesota Council of Teachers of English provides you with six issues of *MCTE News*, our official newsletter, and two volumes of the *Minnesota English Journal* each year. You will be kept abreast of the most current best practices of our profession and have a wealth of contacts and resources made available to you. Furthermore, you will be affirming your commitment to the continuation of our professional conversation. Annual dues are just \$25, or \$10 for current MRA members, undergraduate students, and full-time graduate students. Send your name, address, email address, school name and level (elementary, middle/jr. high, senior high, two year technical college, college, or teacher preparation) and payment to:

Marsha Besch
14702 Oak Run Lane
Burnsville, MN 55306

The MCTE Fall Workshop, entitled "A Day With Jeff Wilhelm: Strategies for Engaging Adolescent Readers," will be held October 30 at Royal Cliff in Eagan from 8:30 to 3:30. Lunch is included in the registration fee of \$100 for nonmembers, \$75 for current members, and \$45 for full-time students. Send payment by October 16 to Marsha Besch at the above address.

The NCTE Convention will be held in Milwaukee on November 16-21.

The MCTE Spring Conference, entitled "2001: An English Odyssey," will be held April 5-7 at the Duluth Convention Center. Proposals for presentations will be accepted through January 15. Proposal forms are available at the MCTE web site:

www.mcte.org

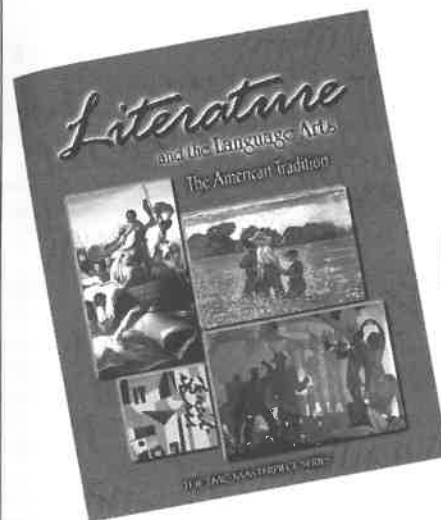
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and conference and membership news.*



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TTY: 1-800-627-3529 SCSU is an affirmative action/equal opportunity educator and employer. This material can be made available in an alternative format. Contact the sponsoring department.

ASSISTANTSHIPS

The usual teaching assignment is one section of freshman composition each quarter. Those interested in teaching one-to-one may be assigned tutoring in the Write Place (SCSU's writing center). Those interested in TESL may be scheduled to tutor or teach ESL.

Graduate assistants receive a monthly stipend during fall and spring semesters. They pay in-state tuition and are granted tuition assistance equal to approximately one-half the tuition for graduate credits, not to exceed tuition for six credits per semester.

VARIETY & FLEXIBILITY

Graduate students in English have a range of professional goals. Many plan further study at the doctoral level. Some intend to teach in community college, vocational-technical colleges, secondary schools, or overseas. Others plan careers in administration or communication. A number of candidates are pursuing careers in creative writing or simply wish to enhance their understanding of and love for literature and language.

A regular rotation of graduate-level courses enables both full-time and part-time students to plan programs to meet their needs. Full-time students can readily complete degree requirements within two years while working as graduate assistants. Part-time students can complete a degree while continuing to work full-time by enrolling in regularly scheduled evening and summer classes.

GRADUATE FACULTY

Caesarea Abartis, Ph.D.
Southern Illinois; Renaissance literature, creative writing

James B. Anderson, Ph.D.
Iowa; Shakespeare, comparative Renaissance

Sharon E. Cogdill, Ph.D.
Michigan State; computers in English, Victorian literature

Frances Condon, Ph.D.
SUNY; composition, rhetoric/critical theory

Michael Connaughton, Ph.D.
Indiana; eighteenth-century British literature, professional writing

Steve Crow, D.A.
Michigan; American Indian literature, creative writing

Richard Dillman, Ph.D.
Oregon; American and Medieval British literature

Judith Dorn, Ph.D.
Yale; eighteenth-century British literature, theory/gender and narrative

Tim Fountaine, Ph.D.
Michigan Tech; technical communication, composition/cultural rhetoric

Judy Foster, Ph.D.
Denver; American literature, rhetoric/pedagogy

Chris Gordon, Ph.D.
Minnesota; English education, composition

Donna Gorrell, D.A.
Illinois State; rhetorical theory/pedagogy, advanced writing

Jack Hibbard, Ph.D.
Purdue; Renaissance and contemporary Christian literature

Robert Inkster, Ph.D.
Wyoming; rhetorical theory/pedagogy, business writing

Tommie Jackson, Ph.D.
Nebraska; African-American and African literature

Philip Keith, Ph.D.
Pennsylvania; rhetoric, American literature

Judith Kilborn, Ph.D.
Purdue; rhetorical theory/pedagogy, business writing

Steven Klepetar, Ph.D.
Chicago; British Romantics, poetry

Ettien Koffi, Ph.D.
Indiana; phonology-orthography, sociolinguistics/translation

Maren Linett, Ph.D.
Michigan; Holocaust studies, twentieth-century British literature

James Lundquist, Ph.D.
Florida; literary theory and criticism, the novel

William Meissner, M.F.A.
Massachusetts; creative writing (poetry and fiction)

Sidney F. Parham, Ph.D.
Tufts; dramatic literature, playwriting

Constance Perry, Ph.D.
Indiana; twentieth-century American literature, women's literature

Raymond Philippot, Ph.D.
Minnesota; English education and composition

James Robinson, Ph.D.
Stanford; TESL, cross-cultural education

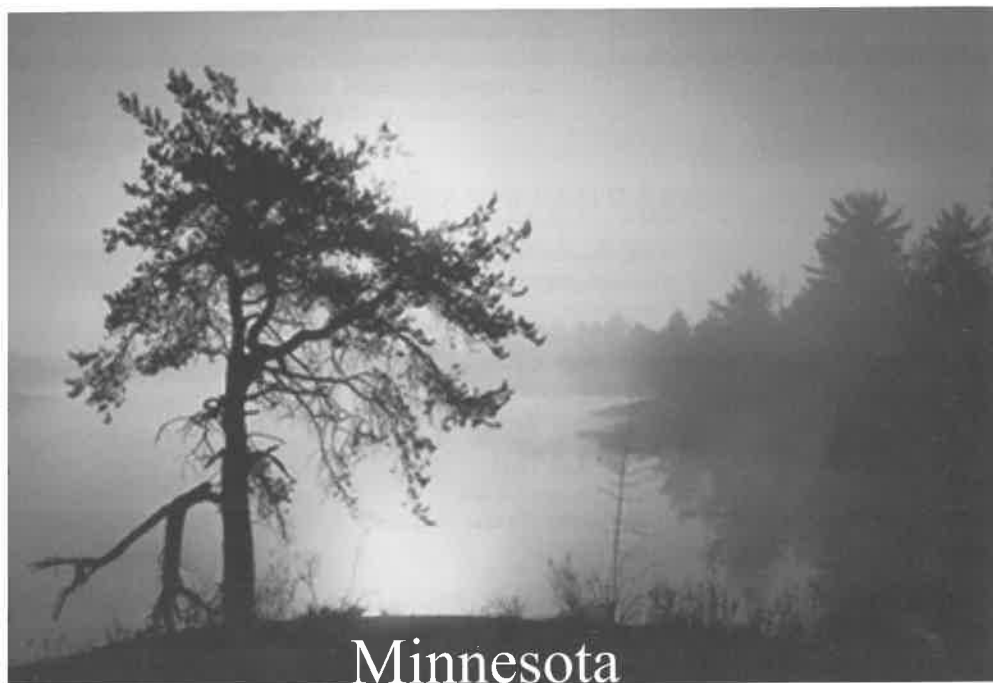
Suzanne Ross, Ph.D.
Illinois; composition/basic writing, general linguistics

Suellen Rundquist, Ph.D.
Minnesota; general linguistics, sociolinguistics/pragmatics

David Sebberson, Ph.D.
Maryland; rhetorical theory/history and interdisciplinary/rhetoric

Rex Veeder, Ph.D.
Arizona; English education, rhetoric/composition

Editor's Note: I wrote the following poem during a bout of homesickness while completing my first year of teaching at Ilima Intermediate School in Ewa Beach, Oahu. Raised in Manitoba and Minnesota, I just couldn't get used to Hawaii's perpetual paradise. I tried to assuage my longing for home by remembering how awful it was to have to shovel snow at six in the morning. The plan failed.



Minnesota

It's a little Manitoba.

One-tenth, according to lakes on license plates.
In tents, counting mosquitoes on mesh
while moccasins dry on paddles by the fire, consider this:
a spring in the right direction sends thoughts flowing to a gulf.
Or follow the north stars and leave
a loon
alone
on a lake.

Water pipe stone land
the Ojibwe met the Sioux, the Vikings
came and decided to stay
there are buffalo now in the zoo.
Spirit trees and eagle nests,
a wolf lopes down to the shore,
trees make a sound when they fall in the woods—
a grouse drums, and then there is more: get out!
of that bloomin' town's malls, portage down!
to some god-dammed falls, camp it up!
By the shores of Gitchigumi shout, "Northern lights, Manitou me!"
and cast your fat head in the night.

Black bears and blueberries
and Bunyan's blue ox, birch bark
canoes and blankets of pox? Reel back!
you can withdraw wild rice
from the bank and lay on pancakes
like a sap: the eyes of fish are walls of ice
palaces in the sky. Ja,

nice place to visit but you wouldn't want to live there
we say to keep others away. But at forty below while shoveling snow
I still remember what we know: that
when the rivers melt and geese return and through the crust
See! Baby fern! The sun comes out and bloodstreams run
into the busy math of a summer's total
and lazy add to a reverent autumnal
age makes a pothole of gold in every puddle.

And even this now, each flake's unique.
I shovel individuality with a paddle and—
drift.

Weak hearts may oh and ah,
mine mends where the rivers wend.

—by Jake Oetting, St. Cloud State University

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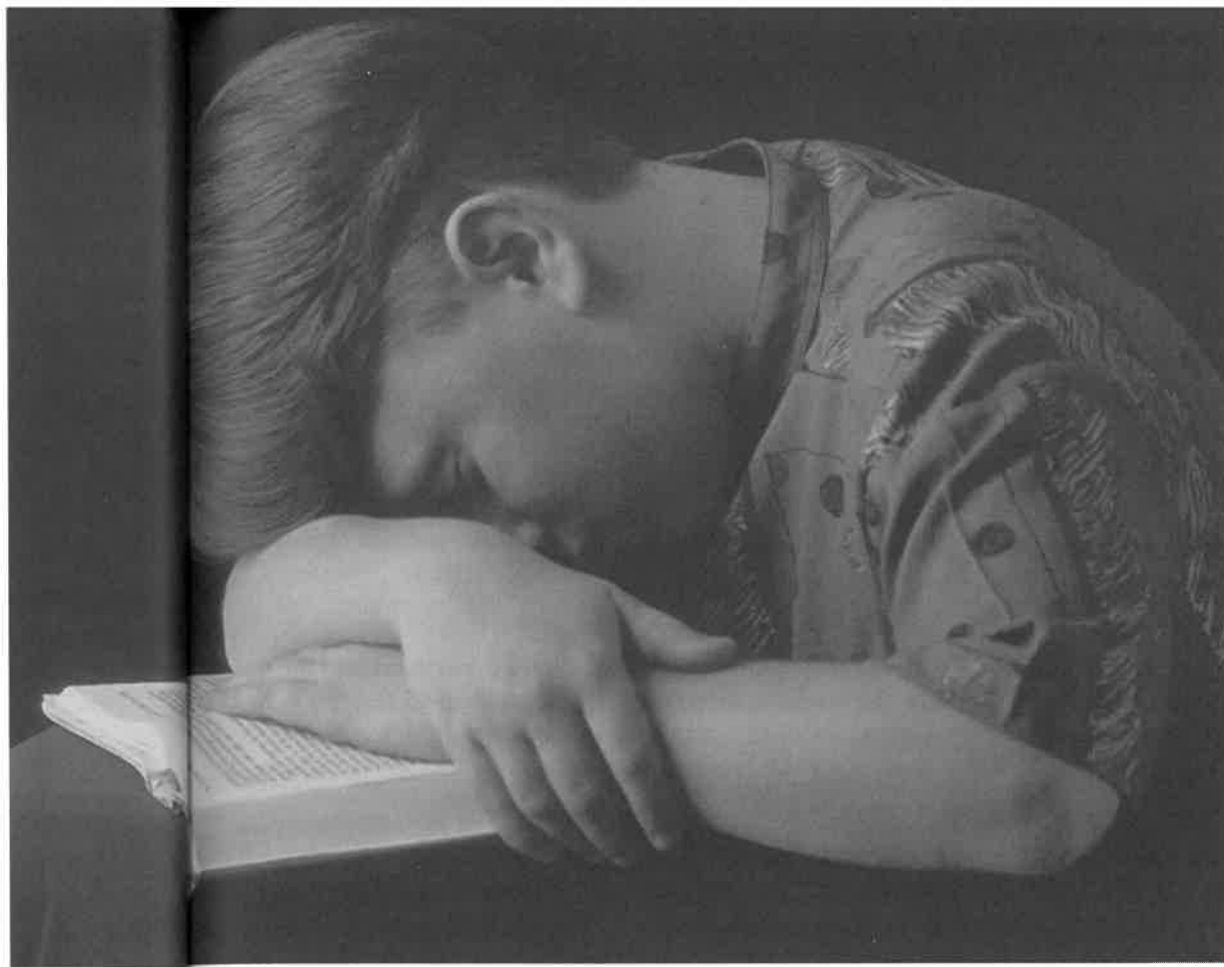
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Minnesota English Journal
has been made possible by:

- **EMC/Paradigm Publishing** of St. Paul,
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- the members of MCTE.

Thanks, members!



MCTE News UPDATE!

by Sandy Hayes, Becker Middle School

Happy Labor Day weekend! Our State Fair appearance yesterday was better than ever! Thanks to Gerry, JeanMarie, Joan, Richard, Bob, and Patty for helping out in the booth and to John for transporting the poetry board. Bob and Patty were real troupers helping me bring the material back to my car, especially since I couldn't quite identify where it was parked and it was starting to rain.

Education Minnesota rearranged the booth so that we had our own area and a more advantageous location. They had an activity that really drew the crowds—they took digital photos and glued them on calendars. They took about 800 pictures. There was not one point in the day when there was no one at our table, talking and interacting.

We had a Harry Potter theme—with drawings for the "kids" for 20 items: books, T-shirts, jellybeans, and some small Harry Potter items (notebooks, bookcovers). Kids invented flavors for Bernie Botts Every Flavor Jellybeans and wrote what they liked about Harry Potter books. Tapes of Harry Potter #4 were playing on the loudspeaker. Professor Minerva McGonagall was present.

One page of photos are up on the website. I hope to finish later tonight. Over 500 kids and about 200 adults entered the drawing—70 adults wrote comments about Harry Potter books—all enthusiastic. We gave out over 1000 bookmarks with a list of other books Harry Potter fans might enjoy while they are waiting for Harry Potter #5. We went through 370 parent flyers with tips for helping with reading and writing. The enthusiasm about reading was amazing! It was also touching to watch parents

helping their children fill out addresses, jellybean flavors and spelling out words explaining their love for Harry Potter. Truly a literacy event!

Since we've found that we can keep the magnetic poetry sets, we had a drawing for some of the kits—93 teachers entered—in addition to English and Language arts teachers, teachers of pre-school, art, ESL, special ed, social studies, and a chemistry teacher entered the drawing.

We handed out freebies and membership info to about 75 teachers of English/language arts in grade 5 and above. Two education students mentioned that they have visited our website (one found it on his own). 14 eligible teachers registered for a scholarship for the NCTE convention.

And stuff . . .

Newsletter—last call—send your articles, news items, congratulation notices as early this week as possible.

Student Anthology project—everything received is on computer, artwork from Art Institute has been received and transformed to CD ("It's Zowie" according to JeanMarie). There are a couple of short reflections and a translation of a poem into Vietnamese still coming. The target mailing is mid-January.

Best wishes to everyone on your opening days—and especially to Anne as she sits in the principal's chair at Crosswinds. May all your Bernie Botts jellybeans be tasty ones!

—Sandy, aka Minerva McGonagall

MINNESOTA ENGLISH JOURNAL

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“Congratulations to Minnesota’s English teachers on their 40th anniversary of MCTE. The teaching of English is a humane art that is simply crucial in any person’s life, a discipline that nobody should be allowed to fail at, and my gratitude to my old teachers Deloyd Hochstetter, Helen Story and Helen Fleischman is without bound. Of course, they encouraged me toward the profession I’m in, but more important, they filled us all with the love of literature, which is the love of language, which is fundamental to civilization. Onward.”

—Garrison Keillor
September, 2000