



**Welcome!**

**The UNLV 2021 Online Summit on the Research and Teaching of YA Literature**

Sponsored by The UNLV College of Education, The Department of Teaching & Learning, Lied Library, Zeiter Literacy Center, and Clark County School District

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**June 10, 11, 12, 2021**

All meetings held online in **Pacific Standard Time**

(Mountain Time Zone plus 1 hour, Central Time Zone add 2 hours, Eastern add 3 hours)

[Program Thursday](#) → [Program Friday](#) → [Session Descriptions with Resource Links](#) →  
[Chair and Host Roles](#) → [Presenter Tips](#) →

**(Links will be emailed via Eventbrite Wed. 6/9 in the evening.)**

Link to all General Sessions and Keynotes:

Link for A Concurrent Session:

Link for B concurrent Sessions:

Link for C concurrent Sessions:

Thursday, June 10


all times PST

**MORNING**

**\*Please be sure you have the most updated version of Zoom on your device. [Zoom update steps.](#)**

8:00 -8:30 PST 30 min.	All Summit Welcome <b>Dr. Steven T Bickmore @sbickmore55, Dean Danica Hayes, and others</b> Host: <b>Sarah J. Donovan, @SarahJDonovan9</b>		
8:35 – 9:25 PST 50 min.	Keynote Author: <b>Mitali Perkins</b> Chair: Host: <b>Sarah J. Donovan</b>		
<b>Concurrent Session 1</b>			
9:30 – 10:20 PST 50 min.	Young Adult Literature Chair: <b>Shelly Shaffer</b> Host: <b>Gretchen Rumohr</b>  1A.1: <b>Amy Piotrowski, Utah State</b> Being Human and Working Towards Justice in the Digital Age Through the Study and Teaching of Young Adult Literature  1A.2: <b>Margaret Robbins, The Mount Vernon School</b> Comics and Immigration Issues: How Superheroes and Everyday Life Heroes Enrich a Middle School Humanities Curriculum	Young Adult Literature Chair: <b>Patricia Dunn</b> Host: <b>Dani Rimbach-Jones</b>  1B.1: <b>Mandy Luszeck &amp; Tom Smith, Utah Valley University</b> Creating a more caring world: Identifying and developing empathy with YAL  1B.2: <b>Darby Simpson, Arizona State University</b> Sick Lit: Considerations and Representations of Chronic Illness in YAL	Children’s Literature Chair: Host: <b>Lawrence McLeod</b>  1C: <b>Nikki Bylina-Streets, Clark County School District</b> Putting an Elementary Twist on the YA Summit Authors
<b>Concurrent Session 2</b>			
10:30 -11:20 PST 50 min.	Young Adult Literature Chair: <b>Bird Cramer</b> Host: <b>Darby Simpson</b>	Young Adult Literature Chair: <b>Sharon Pajka</b> Host: <b>Dani Rimbach-Jones</b>	Children’s Literature Chair: <b>Nikki Bylina-Streets, Clark County School District</b>

	<p>2A.1: <b>Ashley D. Black, Northwest Missouri State University</b> Engaging Young Adult Literature for Racial Literacy Development</p> <p>2A.2: <b>Leilya Pitre &amp; Sam Tarpley, Southeastern Louisiana University</b> Even When We Hurt, We Find Hope: Rediscovering Strength, Love, and Joy with YA Literary Characters</p>	<p>2B.1: <b>Michelle Falter, NC State</b> Disrupting Heteronormativity and Cisnormativity Through LGBTQ YA Literature</p> <p>2B.2: <b>Stephanie Branson, Lewisville ISD, Texas</b> Exploring Poetry to Amplify Our Voices: Using Mentor Texts to Create Spaces for Students to Courageously Express Bravery and Joy in the Secondary Classroom</p>	<p>Host: <b>Lawrence McLeod</b></p> <p>2C: <b>Dr. Sophie Ladd, UNLV Orbis Pictus Award Committee</b></p> <p>Come see how the award committee functions.</p>
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<p>11:30 - 12:20 PST 50 min.</p>	 <p>SCHOOL OF <b>TEACHING, LEARNING AND EDUCATIONAL SCIENCES</b></p> <p><b>Debut Author Panel</b></p> <p>Sponsored by Oklahoma State University's Doctorate in Language, Literacy, &amp; Culture <a href="#">Program</a></p> <p>Alda P. Dobbs, Daniel Aleman, Payal Doshi, Margarita Longoria, &amp; Maria E. Andreu</p> <p>Chair: <b>Katie Sluiter</b> Host: <b>Sarah J. Donovan</b></p>
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**AFTERNOON**

**Concurrent Session 3**

<p>12:30 – 1:20 PST 50 min.</p>	<p>Young Adult Literature Chair: <b>Laura Davis</b> Host: <b>Darby Simpson</b></p> <p>3A.1: <b>Susan Rose, University of Idaho; Ashley S. Boyd, Washington State University; &amp; Janine Darragh, University of Idaho</b> From Avoiding to Embracing: Exploring Teachers' Responses to Mental Health in a Rural Book Club</p> <p>3A.2: <b>Heather Waymouth, West Chester</b></p>	<p>Young Adult Literature Chair: <b>Laura Smith</b> Host: <b>Dani Rimbach-Jones</b></p> <p>3B.1: <b>Angela Insenga, West Georgia</b> Reconciling the Present through the Past: "Histo-Spec" Texts, the Paranormal Pathway, and Pedagogy for Adolescent Learners</p> <p>3B.2: <b>Jeff Kaplan, University of Central Florida &amp; Jean Brown, Rhode Island College</b> Avoiding the Censors: Developing Good Rationale instead of Good Intentions</p>	<p>Children's Literature Chair: Host: <b>Lawrence McLeod</b></p> <p>3C: <b>Amber Lehner, Clark County School District</b></p>
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	<b>University; Keith Newvine, Syracuse University; Sarah Fleming, Westhill High School</b> From Inside and outside: A critical content analysis of multi-voiced YA novels		
<b>Concurrent Session 4</b>			
1:30 - 2:20 PST 50 min.	Young Adult Literature Chair: <b>Steffany Maher</b> Host: <b>Darby Simpson</b>  4A.1: <b>Rene Saldaña, Elizabeth Stewart, &amp; Brian Horstman, Texas Tech University; Olivia Perez, Texas Tech University and Carrollton-Framers Branch ISD</b> Hijacking Whitman: Toward Reading the Battered and the Beautiful  4A.2: <b>Sarah Fleming, Westhill High School</b> Internment, Exclusion & Inclusion: Pairing Samira Ahmed's Internment with George Takei's They Called Us Enemy for a More Inclusive Curriculum	Young Adult Literature Chair: <b>Holly Riesco</b> Host: <b>Dani Rimbach-Jones</b>  4B.1: <b>Shelbie Witte, Oklahoma State; Melissa Gross &amp; Don Latham, Florida State University</b> Exploring the Peritext and Epitext: Enhancing Critical Thinking in YAL Non-Fiction  4B.2: <b>Diane Scrofano, Moorpark College</b> FilipinX YA Literature	Children's Literature Chair: Host: <b>Lawrence McLeod</b>  4C: <b>Paul Ricks, Brigham Young University</b> Designing Difficult Discussions: How to Prepare for Picturebook Read-Alouds that Deconstruct Stereotypes
2:30-3:20 PST 50 min.	Keynote Author: <b>Sharon G. Flake</b>  Chair: <b>Morgan Bryant Jackson</b> Host: <b>Sarah J. Donovan</b>		
3:30 - 4:00	Sharing Thoughts and Ideas Alda P. Dobbs		
4:00-5:00 PST 60 min.	<b>Virtual Social Hour</b> Join this last session to meet with colleagues in breakout rooms. After a brief introduction, participants will be put into random groups for 10-15 minutes and then be regrouped for another round. We also invite you to create your own Zoom sessions to meet-up with colleagues. Chair: <b>Steve Bickmore</b> Host: <b>Sarah J. Donovan</b>		

## Friday, June 11

all times PST

### MORNING

<b>Concurrent Session 5</b>			
8:00-8:30 PST 50 min.	Welcome and Announcements Chair: <b>Steve Bickmore</b> Host: <b>Sarah J. Donovan</b>		
8:30 - 9:20 PST 50 min.	Keynote Author: <b>Jo Knowles</b> Chair: <b>Gretchen Rumohr</b> Host: <b>Sarah J. Donovan</b>		
<b>Concurrent Session 5</b>			
9:30-10:20 PST 50 min.	<p>Young Adult Literature Chair: <b>Marshall George</b> Host: <b>Dani Rimbach-Jones</b></p> <p>5A.1: <b>Chea Parton, The University of Texas, Austin</b> Make Space for Me: Identity and Teaching Rural YAL in the Secondary ELA Classroom</p> <p>5A.2: <b>Rebecca Weber &amp; Sarah Donovan, Oklahoma State University</b> Navigating Characters, Coursework, and Curriculum: Preservice Teachers Reading Young Adult Literature Featuring Disability</p>	<p>Young Adult Literature Chair: <b>Susan Giraldez</b> Host: <b>Amy Piotrowski</b></p> <p>5B.1: <b>Cindi Koudelka, Aurora University</b> Maslow Meet Bloom: Bridging SEL Needs and Literacy Standards</p> <p>5B.2: <b>Katie Sluiter, Jonathan Bush &amp; Megan Oldham, Western Michigan University</b> Never Forget: Affirming Humanity Through Thoughtful Holocaust Education in Secondary ELA.</p>	<p>Children's Literature Chair: <b>Kenny Varner</b> Host: <b>Lawrence McLeod</b></p> <p>5C: <b>Cynthia Tyson, The Ohio State University</b></p>
<b>Concurrent Session 6</b>			
10:30-11:20 PST 50 min.	<p>Young Adult Literature Chair: <b>Sharon Kane</b> Host: <b>Dani Rimbach-Jones</b></p> <p>6A.1: <b>Melanie Hundley &amp; Emily</b></p>	<p>Young Adult Literature Chair: <b>Stacia Long</b> Host: <b>Amy Piotrowski</b></p> <p>6B.1: <b>Coley Lehman, Columbia University</b></p>	<p>Children's Literature Chair: Host: <b>Lawrence McLeod</b></p> <p>6C. <b>Shanetia Clark, Salisbury</b></p>


	<p><b>Pendergrass, Vanderbilt University</b> Novels in Verse: Using YA Novels as Mentor Texts for Student Writing</p> <p>6A.2: <b>Bryan Ripley Crandall, Connecticut Writing Project-Fairfield University &amp; Susan James, The University of West Florida</b> Padding Our Rooms with Young Adult Lit and Letting Our Writers Go</p>	<p>Reading as a Political Act: Reading for Ourselves, Our Communities, and Our Liberation</p> <p>6B.2: <b>Ashley Boyd &amp; Rachael Wolney, Washington State University</b> Reading Young Adult Literature through a Disabilities Studies Lens: Preparing Pre-Service Teachers for Understanding and Selection</p>	<p><b>University; Jackie M. Arnold, University of Dayton; Josie Bustos, Jefferson Academy and California State University Fresno; and Jenice Mateo-Toledo, Teachers College, Columbia University</b> Using Empathetic Literature: How Jane Addams Book Award Selections Can Support Classroom Instruction</p>
11:30-12:20 PST 50 min.	<p>The Duo Keynote: <b>Eric Gansworth and Cynthia Leitch Smith</b></p> <p>Chair: <b>Ricki Ginsberg</b> Host: <b>Sarah J. Donovan</b></p>		
<p><b>Concurrent Session 7</b></p>			
12:30 – 1:20 PST 50 min.	<p>Young Adult Literature Chair: <b>Sheila Benson</b> Host: <b>Dani Rimbach-Jones</b></p> <p>7A.1: <b>Rebecca Chatham-Vazquez &amp; James Blasingame Arizona State University; Ricki Ginsberg, Colorado State University</b> Reclaiming Apples &amp; Unbreaking Hearts: The Rise of Indigenous Voices for Young Readers with Eric Gansworth &amp; Cynthia Leitch Smith.</p> <p>7A.2: <b>Julie Hoffman, Springfield Public Schools</b> Reconciling My Past: A Self-Study Using Novels by Sharon G. Flake Toward My Own Healing</p>	<p>Young Adult Literature Chair: <b>Danielle Kachorsky</b> Host: <b>Amy Piotrowski</b></p> <p>7B.1: <b>Stephanie Branson, Lewisville Independent School District, Texas</b> Reconciling YA and the Classics: The Responsibilities of Layering Racial Literacy as White Teachers in the Secondary Classroom</p> <p>7B.2: <b>Nora Shalaway Carpenter, author</b> Reframing 'Write What You Know' to Increase Student Engagement and Empathy</p>	<p>Children's Literature Chair: <b>James Blasingame</b> Host: <b>Lawrence McLeod</b></p> <p>7C: <b>Cynthia Leitch Smith</b> Native Now: Sharing Indigenous Voices &amp; Stories with Young Readers.</p>
<p><b>Concurrent Session 8</b></p>			
1:30-2:20	Young Adult Literature	Young Adult Literature	Children's Literature

<p>PST 60 min.</p>	<p>Chair: <b>Morgan Bryant Jackson</b> Host: <b>Dani Rimbach-Jones</b></p> <p>8A.1: <b>Jen Johnson &amp; Fawn Canady, Sonoma State; Dani Rimbach-Jones, Clark County School District</b> Remixing Poetry as a Call to Action - Tupac and a Demand for Black Linguistic Justice ?</p> <p>8A.2: <b>Brian Kelley, Borough of Manhattan Community College</b> Research into Practice: Affective Inquiry &amp; YA Literature</p>	<p>Chair: <b>Kristien Zenkov</b> Host: <b>Amy Piotrowski</b></p> <p>8B.1: <b>Jennifer Dail &amp; Stephen Goss, Kennesaw State</b> Rethinking Literature Circles in Online Asynchronous Spaces: An Exploration of Roles and Strategies</p> <p>8B.2: <b>Trista Owczarzak, Oakfield High School</b> Sharing Recipes for Success: How to Teach YA Lit in the High School without Starting from Scratch</p>	<p><b>No session</b></p>
<p>2:30-3:20 PST 50 min.</p>	<p>Keynote Author: <b>Maria Padian</b> <i>and closing with Steve Bickmore</i></p> <p>Chair: <b>Steven T. Bickmore</b> Host: <b>Sarah J. Donovan</b></p>		
<p>3:30 - 4:00 30 min</p>	<p>Sharing Thoughts and Ideas</p>		
<p>4:00-5:00 PST 60 min.</p>	<p><b><i>Virtual Social Hour</i></b></p> <p>Join this last session to meet with colleagues in breakout rooms. After a brief introduction, participants will be put into random groups for 10-15 minutes and then be regrouped for another round. We also invite you to create your own Zoom sessions to meet-up with colleagues.</p> <p>Chair: <b>Steve Bickmore</b> Host: <b>Sarah J. Donovan</b></p>		

**Saturday, June 12**

**all times PST**

**MORNING**

8:00-8:30 PST 50 min.	Welcome and Announcements Chair: <b>Steve Bickmore</b> Host: <b>Sarah J. Donovan</b>		
8:30 - 9:20 PST 50 min.	 SCHOOL OF <b>TEACHING, LEARNING AND EDUCATIONAL SCIENCES</b> <b>Keynote Author: K. A. Holt</b> Sponsored by Oklahoma State University's Doctorate in Language, Literacy, & Culture <a href="#">Program</a> Chair/Host: <b>Sarah J. Donovan</b>		
<b>Concurrent Session 9</b>			
9:30-10:20 PST 50 min.	Young Adult Literature Chair: <b>Terri Sucio</b> Host: <b>Darby Simpson</b>  9A.1: <b>Kimberly Dyar &amp; Samantha Heil, Rising Sun High School; Mary Beth Barbro, Highlands Elementary</b> Developing A More Inclusive High School Curriculum Through A YA Lit Elective Emphasizing Diversity  9A.2: <b>Deleon Awill, Baton Rouge Magnet High School</b> The Exploration of Black Mental Health in YA Literature	Young Adult Literature Chair: <b>Susan Giraldez</b> Host: <b>Amy Piotrowski</b>  9B.1: <b>Elizabeth Yomantas, Pepperdine University</b> The Power of Story: Anti-Racist Texts as Social Justice Beginnings for Undergraduate Readers  9B.2: <b>Andy Schoenborn, Mt. Pleasant High School</b> Trending Topics: Blending Student Voice and Choice with YA Lit	Children's Literature Chair: <b>Morgan Jackson</b> Host:  9C: <b>Sophie Ladd, University of Nevada, Las Vegas</b> Critical Conversations for Young Readers
<b>Concurrent Session 10</b>			
10:30-11:20	Young Adult Literature	Young Adult Literature	Children's Literature



<p>PST 50 min.</p>	<p>Chair: <b>Terri Sucio</b> Host: <b>Darby Simpson</b></p> <p>10A.1: <b>Anthony Celaya, Southeast Missouri State University; Jason Griffith, Penn State University; Sybil Durand, Arizona State University</b> Using a Community Cultural Wealth Lens to Disrupt Deficit Views and to Tell Counternarratives</p> <p>10A.2: <b>Sandra Saco, Sybil Durand, &amp; Rebecca Chatham-Vazquez, Arizona State University</b> Using Culturally Sustaining Pedagogies to Teach YA Literature</p>	<p>Chair: <b>Holly Reisco</b> Host: <b>Amy Piotrowski</b></p> <p>10B.1: <b>Abbey Bachmann, University of Houston</b> Using YA Texts to Build Sociopolitical Consciousness</p> <p>10B.2: <b>Rosa Nam, University of Houston</b> What are ya'll reading? A survey of diverse literature used in secondary ELA classrooms</p>	<p>Chair: <b>Bird Cramer</b> Host:</p> <p>10C: <b>Tina Stevens, Clark County School District</b> Breaking Boundaries with Book Clubs</p>
<p>11:30-12:20 PST 50 min.</p>	<p>The Duo Keynote: <b>Julia Torres and Tricia Ebarvia</b></p> <p>Chair/Host: <b>Sarah J. Donovan</b></p>		
<p style="text-align: center;"><b>Concurrent Session 11</b></p>			
<p>12:30 – 1:20 PST 50 min.</p>	<p>Young Adult Literature Chair: <b>Bird Cramer</b> Host: <b>Darby Simpson</b></p> <p>11A.1: <b>Michelle Falter &amp; James Daniels, North Carolina State</b> Examining Black Girlhood/Womanhood in #ProjectLit YA Texts</p> <p>11A.2: <b>Sarah Fleming, Westhill High School &amp; Keith Newvine, Syracuse University / West Genesse High School</b> Dystopias for Disruption: Using Neal Shusterman’s Scythe to Challenge the Curriculum</p>	<p>Young Adult Literature Chair: Host: <b>Amy Piotrowski</b></p> <p>11B.1: <b>Ritu Radhakrishnan, SUNY Oswego</b> Kamala Calling: Examining Female South Asian Perspectives in YA Literature</p> <p>11B.2: <b>Tracey Flores, University of Texas at Austin; Felicia Oakman, Navarro Early College High School; Jimena Santillano, Lakeside Junior High School; &amp; Alyssa Vega, Navarro Early College High School</b> Latina Girls Rising: Centering &amp; Amplifying Latina Girls Experiences through Children’s and YA Literature</p>	<p><b>No Session</b></p>

1:30-2:20 PST 50 min.	Keynote Author: <b>Ellen Hopkins</b> <i>and closing with Steve Bickmore</i> Chair: <b>Susan James</b> Host: <b>Sarah J. Donovan</b>
2:30-3:00	Sharing Thoughts and Ideas
3:00 -3:30	Final Thoughts

## Session Descriptions

1A.1	<p><b>Amy Piotrowski, Utah State</b>            Being Human and Working Towards Justice in the Digital Age Through the Study and Teaching of Young Adult Literature  <i>This presentation will share how young adult literature explores ethical issues of the digital age. What does it mean to be human in a world that has tools such as artificial intelligence, online networks, and virtual reality? How can digital tools be used to promote justice when they can also be used to enable oppression? Several young adult texts and teaching ideas will be shared.</i></p>
1A.2	<p><b>Margaret Robbins, The Mount Vernon School</b>            Comics and Immigration Issues: How Superheroes and Everyday Life Heroes Enrich a Middle School Humanities Curriculum  <i>Informed by the theoretical perspectives and conceptual frameworks of critical race feminism, transformational resistance, and affinity spaces (Gee, 2005), this presentation describes teaching comics and graphic novels, using literature circles and lessons related to multimodality, as part of a 7th grade Humanities unit on immigration.</i></p>
1B.1	<p><b>Mandy Luszeck &amp; Tom Smith, Utah Valley University</b>            Creating a more caring world: Identifying and developing empathy with YAL  <i>Instructing literature through an empathy lens provides teachers the necessary framework to navigate students towards the heart of social responsibility: caring (Wolk, 2009). Using YA works, this panel shares practical teaching strategies to help students identify and develop empathy while using and learning rich, important literacy skills for the 21st century.</i></p>
1B.2	<p><b>Darby Simpson, Arizona State University</b>            Sick Lit: Considerations and Representations of Chronic Illness in YAL  <i>While disability and mental illness in young adult literature have gained attention in recent years, characters with chronic illness are often missing or are problematic in their representation. This presentation will engage audience members in conversations about students with chronic illness and the texts that can support or discourage their self-reflection and advocacy.</i></p>
1C	<p><b>Nikki Bylina-Streets, Clark County School District</b>            Putting an Elementary Twist on the YA Summit Authors  <i>We've heard from the best in YA literature, but what are some companion picture books you can pair with your elementary classroom. This session will focus on pairing picture books with similar themes to our featured YA authors and how you can use them in your classroom.</i></p>
2A.1	<p><b>Ashley D. Black, Northwest Missouri State University</b>            Engaging Young Adult Literature for Racial Literacy Development  <i>This panel presentation explores how YAL teachers can design and incorporate racial literacy pedagogy into the classroom. How to transform traditional and/or antiracist learning objectives into racial literacy learning objectives and practical classroom activities will be presented.</i></p>
2A.2	<p><b>Leilya Pitre, Southeastern Louisiana &amp; Sam Tarpley, Southeastern Louisiana University</b></p>

	<p>Even When We Hurt, We Find Hope: Rediscovering Strength, Love, and Joy with YA Literary Characters</p> <p><i>This workshop session discusses three YA novels featuring diverse characters experiencing social injustice, trauma, and pain, but find strength to move forward choosing love and rediscovering hope. The audience is invited to develop coping tools by creating a Tree of Hope with haiku writing and Picking up the Pieces activities.</i></p>
2B.1	<p><b>Michelle Falter, North Carolina State</b></p> <p>Disrupting Heteronormativity and Cisnormativity Through LGBTQ YA Literature</p> <p><i>This session will discuss how to affirm and support LGBTQ students through inclusive LGBTQ YA literature. The session hopes to disrupt heteronormative and cisnormative culture in schools and will engage the attendees in conversations about LGBTQ books and strategies for teaching the books in the secondary classroom.</i></p>
2B.2	<p><b>Stephanie Branson, Lewisville ISD, Texas</b></p> <p>Exploring Poetry to Amplify Our Voices: Using Mentor Texts to Create Spaces for Students to Courageously Express Bravery and Joy in the Secondary Classroom</p> <p><i>"I'm practicing the poems in my dreams. And the more I write the braver I become." The previous quotation by Elizabeth Acevedo details the power of writing poetry with bravery and joy. This workshop presents strategies drawing on the work of Marchetti and O'Dell to utilize poetry authentically and courageously with students.</i></p>
2C	<p><b>Orbis Pictus</b></p>
3A.1	<p><b>Susan Rose, University of Idaho; Ashley S. Boyd, Washington State University; &amp; Janine Darragh, University of Idaho</b></p> <p>From Avoiding to Embracing: Exploring Teachers' Responses to Mental Health in a Rural Book Club</p> <p><i>This presentation shares research from a study examining practicing teachers' participation in a book club and their perspectives on using young adult literature with a focus on mental health. We will illustrate how, through collaborative conversation, teachers from rural areas shifted from avoiding a novel that addresses mental health to embracing it subversively in their classroom curricula.</i></p>
3A.2	<p><b>Heather Waymouth, West Chester University; Keith Newvine, Syracuse University; Sarah Fleming, Westhill High School</b></p> <p>From Inside and outside: A critical content analysis of multi-voiced YA novels</p> <p><i>This session explores how the characterizations painted by multi-voiced YA novels can operate as windows, mirrors, AND as sliding glass doors (Sims Bishop, 1990). We will discuss a critical content analysis of 20 recently published multi-voiced YA novels and implications for using these novels with young people.</i></p>
3B.1	<p><b>Angela Insenga, West Georgia</b></p> <p>Reconciling the Present through the Past: "Histo-Spec" Texts, the Paranormal Pathway, and Pedagogy for Adolescent Learners</p> <p><i>Unlike the portal narrative structure in C.S. Lewis's Chronicles of Narnia books or Lewis Carroll's Alice's Adventures in Wonderland, histo-spec texts rely on the depiction of an historically situated world connected to a realistic narrative in the present. These narrative sites come together via paranormal means, wherein the past visits the present metaphysically, reconciling painful cultural moments. The histo-spec narrative structures in Madeleine Roux's Asylum series (2013), A.J. Hartley's Cold Bath Street series (2017), and Jewell Parker Rhodes' Ghost Boys (2018) reveal histo-spec's paranormal pathway and highlight how characters support and educate each other across time as they seek recompense and redemption.</i></p>

3B.2	<p><b>Jeff Kaplan, University of Central Florida &amp; Jean Brown, Rhode Island College</b> Avoiding the Censors: Developing Good Rationale instead of Good Intentions</p>
3C	<p><b>Amber Lehner, Clark County School District</b></p>
4A.1	<p><b>Rene Saldana, Elizabeth Stewart, &amp; Brian Horstman Texas Tech University; Olivia Perez, Texas Tech University and Carrollton-Framers BranchISD</b> Hijacking Whitman: Toward Reading the Battered and the Beautiful <i>In his poem "I Hear America Singing," Whitman lists the "varied carols" largely excluded from the rolls that made up his America. Participants will be challenged to consider whose carols should be added based on their experiences as pre- and in-service educators, with a goal of selecting their First Book.</i></p>
4A.2	<p><b>Sarah Fleming, Westhill High School</b> Internment, Exclusion &amp; Inclusion: Pairing Samira Ahmed's Internment with George Takei's They Called Us Enemy for a More Inclusive Curriculum <i>This session presents the pairing of Samira Ahmed's YA novel Internment with George Takei's graphic memoir They Called Us Enemy following the traditional study of Elie Wiesel's Night. Students consider connections between the holocaust, Japanese American internment camps, and a possible future in which Muslim Americans are registered and interned.</i></p>
4B.1	<p><b>Shelbie Witte, Oklahoma State; Melissa Gross &amp; Don Latham, Florida State University</b> Exploring the Peritext and Epitext: Enhancing Critical Thinking in YAL Non-Fiction <i>This workshop will provide a hands-on opportunity to explore the peritexts and epitexts surrounding YAL non-fiction using the Peritextual Literacy Framework and the Epitextual Literacy Framework.</i></p>
4B.2	<p><b>Diane Scrofano, Moorpark College</b> FilipinX YA Literature <i>Join me for a book talk of four excellent recent YA novels that illuminate and provide representation of the experiences of FilipinX young adults. Together, we will brainstorm ways to use these books in the classroom and highlight them in library programming.</i></p>
4C	<p><b>Paul Ricks, Brigham Young University</b> Designing Difficult Discussions: How to Prepare for Picturebook Read-Alouds that Deconstruct Stereotypes <i>This session focuses on the ways that K-12 educators can use Adichie's (2009) "The Danger of a Single Story" to guide paired picturebook read-alouds about race, class, gender, and power.</i></p>
5A.1	<p><b>Chea Parton, The University of Texas, Austin</b> Make Space for Me: Identity and Teaching Rural YAL in the Secondary ELA Classroom <i>Because place is instrumental to the ways culture is embodied, developed, and enacted, it is vital for teachers and students to engage with rural texts across rural and sub/urban ELA classrooms. This presentation explores connections between teachers' place-connected identities, text selection, and reading instruction.</i></p>

5A.2	<p><b>Rebecca Weber &amp; Sarah Donovan, Oklahoma State University</b>  Navigating Characters, Coursework, and Curriculum: Preservice Teachers Reading Young Adult Literature Featuring Disability  <i>We conducted a study with pre-service teachers asking them to read and discuss a YA novel featuring a character with a disability. What we found beyond their impressions of the literature was that inclusion of disability or disabled authors in the curriculum was almost non-existent.</i></p>
5B.1	<p><b>Cindi Koudelka, Aurora University:</b>  Maslow Meet Bloom: Bridging SEL Needs and Literacy Standards  <i>Learn how to embed YA literature into instruction to help students develop self-awareness and coping skills, build empathy, and deal with trauma. When mentored through a lens of compassion and hope, adolescents develop a network of strategies and resources to successfully navigate SEL challenges and succeed academically at higher levels.</i></p>
5B.2	<p><b>Katie Sluiter, Jonathan Bush, &amp; Megan Oldham, Western Michigan University</b>  Never Forget: Affirming Humanity Through Thoughtful Holocaust Education in Secondary ELA.  <i>Those affected by the Holocaust had their humanity systemically stripped from them. It's imperative to "never forget" this tragic event due the collective impact on individuals and their culture. Teaching the Holocaust in ELA classrooms is recommended; therefore, this panel will provide participants with teaching criteria, grade-appropriate literature, and best practice approaches.</i></p>
5C	<p><b>Cynthia Tyson, The Ohio State University</b></p>
6A.1	<p><b>Melanie Hundley &amp; Emily Pendergrass, Vanderbilt University</b>  Novels in Verse: Using YA Novels as Mentor Texts for Student Writing  <i>This interactive session focuses on using young adult novels written in verse as mentor texts for student writing. The presenters will share reading lists, sample lessons, and scaffolds as well as model writing instruction using poetry. Participants will create a piece of writing and a lesson with a poem.</i></p>
6A.2	<p><b>Bryan Ripley Crandall, Connecticut Writing Project-Fairfield University &amp; Susan James, The University of West Florida</b> Padding Our Rooms with Young Adult Lit and Letting Our Writers Go  <i>In 2014, a conversation began between two individuals with one intent: How can diversity and inclusivity through young adult literature springboard better written outcomes for youth in and out of school? 7 years later they have an answer. It's always THE WRITE TIME for great books (&amp; Padlet helps, too)</i></p>
6B.1	<p><b>Coley Lehman, Columbia University</b>  Reading as a Political Act: Reading for Ourselves, Our Communities, and Our Liberation  <i>This study examines the experiences of seven middle school teachers in a YA social justice book club. How do teachers explore their own reading lives and interrogate texts? How do teachers take their experiences of "reading for justice" to inform or reimagine reading as a political act in their classrooms?</i></p>
6B.2	<p><b>Ashley Boyd, Washington State University &amp; Rachael Wolney, Washington State University</b>  Reading Young Adult Literature through a Disabilities Studies Lens: Preparing Pre-Service Teachers for Understanding and Selection</p>

	<p><i>This presentation will share an approach that a team of university educators took with pre-service teachers in their young adult literature course to cultivate their understandings of disabilities studies as a lens for selecting and reading young adult texts. Presenters will share selection criteria, novel-based activities, and sample student work.</i></p>
6C	<p><b>Shanetia Clark, Salisbury University; Jackie M. Arnold, University of Dayton; Josie Bustos, Jefferson Academy and California State University Fresno; and Jenice Mateo-Toledo, Teachers College, Columbia University</b>  Using Empathetic Literature: How Jane Addams Book Award Selections Can Support Classroom Instruction  <i>Empathy is the “ability to step into the shoes of another person, aiming to understand their feelings and perspectives, and to use that understanding to guide our actions.” The Jane Addams Children's Book Award (JACBA) seeks to recognize books that encompass empathy at the core. This year, all of the Jane Addams finalist and award winning books exemplify elements of empathy, kindness, and appreciation for others throughout our world. This session will present these books with the hope that readers are inspired to become disrupters and agents of change in our global world.</i></p>
7A.1	<p><b>Rebecca Chatham-Vazquez &amp; James Blasingame Arizona State University; Ricki Ginsberg, Colorado State University</b>  Reclaiming Apples &amp; Unbreaking Hearts: The Rise of Indigenous Voices for Young Readers with Eric Gansworth &amp; Cynthia Leitich Smith.  <i>Join us in a discussion about infusing Indigenous Children's and Young Adult Literature into classrooms and to dive deep into current trends and issues in YAL.</i></p>
7A.2	<p><b>Julie Hoffman, Springfield Public Schools</b>  Reconciling My Past: A Self-Study Using Novels by Sharon G. Flake Toward My Own Healing  <i>The researcher will share components of her self-study, including a description of the YA novels used, excerpts from the researcher’s reflective journal, analyses of the navigation between the text and reflections, and a metacognitive summary of researcher learning, self-reconciliation, and healing that emerged throughout engaging in the self-study process.</i></p>
7B.1	<p><b>Stephanie Branson, Lewisville Independent School District, Texas</b>  Reconciling YA and the Classics: The Responsibilities of Layering Racial Literacy as White Teachers in the Secondary Classroom  <i>Many ELAR teachers find the relationship between YA literature and classics difficult to navigate. Framing texts through the lens of racial literacy necessitates classics to be used in conjunction with YA literature to understand the racial ideologies constructed and present in many texts and affirm the humanity of students of color.</i></p>
7B.2	<p><b>Nora Shalaway Carpenter, author</b>  Reframing 'Write What You Know' to Increase Student Engagement and Empathy  <i>If we’re not careful, how we teach writing can alienate and discourage students from lower socio-economic backgrounds. This session offers exercises that will both heighten students’ enjoyment of writing and connect them to characters through universal human emotions, thereby improving student empathy and helping promote anti-bias and anti-racist thinking.</i></p>
7C	<p><b>Cynthia Leitch Smith, Author and Advocate</b>  Native Now: Sharing Indigenous Voices &amp; Stories with Young Readers.</p>

8A.1	<p><b>Jen Johnson &amp; Fawn Canady, Sonoma State, Dani Rimbach-Jones, Clark County School District</b>  Remixing Poetry as a Call to Action - Tupac and a Demand for Black Linguistic Justice ?  <i>In 1798 Preface of Lyrical Ballads presented the argument that poetry is not just defined for one class of people -- music is a direct representation of this argument. While Wordsworth and Coleridge were arguing on socio-economic class in England, the arise of Hip Hop arose as a commentary on culture and socio-economics in one of the poorest boroughs, the Bronx.</i></p>
8A.2	<p><b>Brian Kelley, Borough of Manhattan Community College</b>  Research into Practice: Affective Inquiry &amp; YA Literature  <i>This presentation shares key findings from a research study on affect and the literary reading of the sequential art young adult narrative, Refresh, Refresh. This session will focus on the practical, empirical-based, strategies for integrating affective inquiry into ELA curricula built around or including YA literature.</i></p>
8B.1	<p><b>Jennifer Dail, Kennesaw State &amp; Stephen Goss Kennesaw State</b>  Rethinking Literature Circles in Online Asynchronous Spaces: An Exploration of Roles and Strategies  <i>This workshop will engage participants in applying a rethinking of the traditional literature circles model (Daniels, 2001) through the lens of graduate research studies and reading young adult literature in a multicultural literature course. We will engage with texts and discussion of outcomes and possibilities.</i></p>
8B.2	<p><b>Trista Owczarzak, Oakfield High School</b>  Sharing Recipes for Success: How to Teach YA Lit in the High School without Starting from Scratch  <i>This session will focus on the creation of a high school YA literature course, focusing on thematic book clubs featuring relevant topics. Attendees will examine a class curriculum “menu” to create a “sampling” that would fit into any ELA course. Topics include mental health, grief and loss, racism, and coming of age.</i></p>
8C	
9A.1	<p><b>Kimberly Dyar &amp; Samantha Heil, Rising Sun High School; Mary Beth Barbro, Highlands Elementary</b>  <a href="#"><u>Developing A More Inclusive High School Curriculum Through A YA Lit Elective Emphasizing Diversity</u></a>  <i>This panel discussion explores how we created a YA Lit elective for high school that centers diverse literature in order to create greater self-awareness and empathy in a rural community without much diversity. We will share our vision, approach, a focus lesson, and suggestions for creating this type of course for a public school district.</i></p>
9A.2	<p><b>Deleon Awill, Baton Rouge Magnet High School</b>  The Exploration of Black Mental Health in YA Literature  <i>This research explores how mental health in the Black community is addressed in YA literature. It also discusses strategies for how this can be taught in classrooms utilizing staff and community members.</i></p>
9B.1	<p><b>Elizabeth Yomantas, Pepperdine University</b>  The Power of Story: Anti-Racist Texts as Social Justice Beginnings for Undergraduate Readers</p>



	<p><i>This presentation discusses findings from a research study situated in an undergraduate young adult (YA) literature course. The study aims to: 1) understand which course texts aided students in developing new critical consciousness of social justice issues; and 2) unpack the new understandings opened through the engagement with the text(s).</i></p>
9B.2	<p><b>Andy Schoenborn, Mt. Pleasant High School</b>  Trending Topics: Blending Student Voice and Choice with YA Lit  <i>Begin with the question “What topics are currently trending in your lives?” and listen as students respond with topics of BLM, LGBTQ+, and Mental Illness to name a few. Empower students. Honor their voices. Give them agency to unpack their experiences through using YA fiction and authentic writing.</i></p>
9C	<p><b>Sophie Ladd, University of Nevada, Las Vegas</b>  Critical Conversations for Young Readers -  <i>This session will explore strategies to engage young readers in critical conversation to develop meaning based dialogue that expand traditional notions of comprehension . Presenters will share a variety of picture books as well as materials for supporting young readers at home and in the classroom.</i></p>
10A.1	<p><b>Anthony Celaya, Southeast Missouri State University, Jason Griffth, Penn State University; Sybil Durand, Arizona State University</b>  Using a Community Cultural Wealth Lens to Disrupt Deficit Views and to Tell Counternarratives  <i>Young people bring a rich diversity of community and cultural capital to class that is often devalued in schools. The presenters share how engaging with YA literature and other youth-centered media with a community cultural wealth (Yosso, 2005) lens can provide counternarratives to disrupt deficit views.</i></p>
10A.2	<p><b>Sandra Saco, Sybil Durand, &amp; Rebecca Chatham-Vazquez, Arizona State University</b>  Using Culturally Sustaining Pedagogies to Teach YA Literature  <i>This panel brings together three educators committed to using YAL to center diverse students’ experiences. Panelists will offer critical perspectives and practices for implementing YAL in culturally sustaining ways and address tensions surrounding anti-racist conversations. Participants will leave with strategies for sustaining student identities and enacting anti-racist classroom practices.</i></p>
10B.1	<p><b>Abbey Bachmann, University of Houston</b>  Using YA Texts to Build Sociopolitical Consciousness  <i>The appeal of YA texts with students paves the way for teachers to hook students’ attention in the English classroom. Using YA texts as a tool to build sociopolitical consciousness, teachers can leverage the societal issues that YA texts address to allow students to advocate for equity and social justice.</i></p>
10B.2	<p><b>Rosa Nam, University of Houston</b>  What are ya'll reading? A survey of diverse literature used in secondary ELA classrooms  <i>While the publishing industry has made strides towards publishing more OwnVoices and diverse literature, are these stories making their way to classrooms? To what extent? This study provides an overview of findings from a survey on the diverse literature use of secondary teachers in a large city in the South.</i></p>

10C	<p><b>Tina Stevens, Clark County School District</b>            Breaking Boundaries with Book Clubs  <i>Join 5th grade teacher and book club extraordinaire for a session centered around hosting book clubs in the elementary classroom. Tap into your undiscovered readers by breaking down boundaries and finding the perfect text for every student.</i></p>
11A.1	<p><b>Michelle Falter &amp; James Daniels, North Carolina State</b>            Examining Black Girlhood/Womanhood in #ProjectLit YA Texts  <i>This presentation examines depictions of Black female characters in YA literature from the national grassroots literacy network Project Lit texts in an effort to determine whether these texts affirm and center or marginalize and negate the lived experiences and the humanity of Black women and girls.</i></p>
11A.2	<p><b>Sarah Fleming, Westhill High School &amp; Keith Newvine, Syracuse University / West Genesse High School</b>            Dystopias for Disruption: Using Neal Shusterman’s Scythe to Challenge the Curriculum  <i>This session focuses on the prevalence of dystopia in YA Lit as means for prompting young people to respond critically to issues around race, equity and justice, using Shusterman’s Scythe. Attendees will learn how we (classroom teachers) are using Scythe to disrupt canonical dystopian texts like Fahrenheit 451.</i></p>
11B.1	<p><b>Ritu Radhakrishnan, SUNY Oswego</b>            Kamala Calling: Examining Female South Asian Perspectives in YA Literature  <i>The 2020 election introduced new representation into our society. Kamala Harris is the first Woman to be elected Vice-President, the first Black Woman to be elected Vice-President, and South Asian Woman to be elected Vice-President. As more voices of South Asian authors, and specifically Female South Asian authors become integrated into more classrooms and libraries, it is crucial that we amplify these voices.</i></p>
11B.2	<p><b>Tracey Flores, University of Texas at Austin; Felicia Oakman, Navarro Early College High School; Jimena Santillano, Lakeside Junior High School; &amp; Alyssa Vega, Navarro Early College High School</b>            Latina Girls Rising: Centering &amp; Amplifying Latina Girls Experiences through Children’s and YA Literature  <i>This panel brings together Women of Color educators and researchers committed to centering Latina voices through contemporary and historic literature that amplifies our joy, love, and advocacy. We share personal testimonios and student art and writing to illuminate our “Latina Girls Rising,” while offering suggestions for practice and continued research.</i></p>
11C	<p><b>? Student</b></p>

### Responsibilities of Zoom Host

- Log onto your UNLV Zoom account using the UNLV gmail assigned to you.
- No need to speak during the Zoom session.
- Promote to panelists to the speaker role and allow screen-sharing.
- Mute any attendees as needed.
- Monitor the Zoom chat for tech questions;the Chair will be tracking the presentation-related questions

- Tweet -- #YASummit2021

### Responsibilities for the Chair

- Remind people the meeting is being recorded.
- Call to order the beginning of the session.
- Introduce yourself as chair: the timekeeper and voice of that chat/ presentation-related questions
- Remind attendees about muting and suggest minimizing use of email or other apps to help with bandwidth.
- Announce time for questions at the end and to put all questions about the presentations in the Zoom chat feature; tech questions go to the host.
- Panel/Featured Session:
  - Introduce keynote/panel
  - Monitor time, these are typically 40 minute sessions
  - Facilitate question-answer at the end or during depending on the speakers' preferences
  - End the session on time.
- General Session:
  - Turn the presentation over to the speaker; no need to introduce the speaker.
  - Time keeping: 25 minutes each presentation, 10 minutes for questions; then end the session on time.

### Responsibilities for the Presenters

- Program
- **Materials:** Send your slides or handouts to sarah.j.donovan9@gmail.com if you'd like those linked in the program rather than putting resource links in the Zoom chat. If there are any screen-sharing issues or an unstable wi-fi, your Zoom host or chair will be able to present your slides. If you want to share resources during your presentations, create a google/URL link that you paste into the Zoom chat box.
- **Setting:** If possible, set up your home-office-closet presentation space so that you are facing a natural light source (window) or, at minimum have a lamp in front of you rather than being back or side lit. We recommend doing a practice Zoom presentation at home (invite a friend or family member to join) to be sure your video and sound are strong. Here is one helpful [tutorial](#) about the aesthetic of online presenting, but YouTube has many.
- **Bandwidth:** Also, during the presentation, be sure to close any apps on your device that you do not need to preserve bandwidth. If you do have problems, during the presentation, you can turn off your video to save bandwidth.
- Check into the session early. Sessions will be open 10 minutes prior to the start; be sure you have screen sharing access from the Zoom host and have shared your computer sound if needed.
- **Be mindful of time**, 25 minutes. The chair will facilitate a discussion in the final 10 minutes about both presentations using questions and comments from the Zoom chat feature.
- Tips for presenting at a virtual conference.