



College of Arts and Sciences (CAS) Professional Development Seminar Series 2024-2025

NEIU Pro Dev is back, just in time for the Fall and ready for Spring!

For the 2024- 25 year, we have another solid slate of seminar offerings, with not just one but TWO sessions addressing AI in the classroom, while retaining essentials in Anti-Racism and Social Equity. A fun seminar about the Fab Four and Language has been brought back, plus a hands-on Art + Design session!

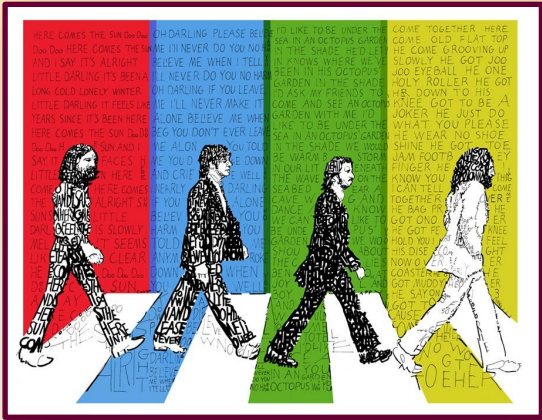
ALL will be presented with the passion and intellectual rigor you expect from our Professional Development Series. Once you’ve perused our new brochure, just go to neiu.edu/pds to begin registration. We look forward to seeing you!

Friday, October 4, 2024 9:00 am-12:00 pm

Integrating the Beatles into Language, Literature and History

Using the example of the Beatles and their language use, attendees of this workshop will engage in hands-on activities to explore new ways of using pop culture singing/lyrics to make English, language arts, and modern cultural history concepts more relevant to students, engaging the students’ curiosity mixed with learning through discovery. Dialects, in particular, will be explored as a means to further student interest in social relationships, social judgments, and identities. Attendees of this seminar will benefit by having another tool with which to engage students in poetry, dialect variation, and cultural history by presenting dialects and poetry via modern pop-culture.

Karen Duchaj, Linguistics Department



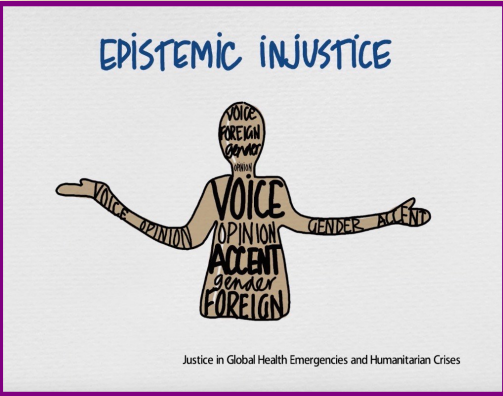
Friday, October 11, 2024 9:00 am-12:00 pm

Epistemic Injustices in the Classroom

In teaching, we want to empower our students as learners. An important part of learning new things is using what we already know: our epistemic agency. This is our capacity for (and comfort with) investigating questions, making claims, casting doubts, and forming judgements about the world around us. In this seminar, we’ll examine how unjust stereotypes and biases can interfere with epistemic agency in the classroom, creating “epistemic injustices.” Participants will have the opportunity to learn about epistemic injustices from the overt to the subtle. They’ll also be able to reflect on philosophical issues of identity, authority, testimony,

the goals of education, and what fairness in the classroom looks like. The takeaway will be knowledge to help you spot epistemic injustices in education, some tactics for dealing with the ones within your control, and some questions to help you think more about agency and education.

Stacey Goguen, Philosophy Department



Friday, October 18, 2024 9:00 am-12:00 pm

Teaching Intersectionality through the Figure of Malintzín

Malintzín, or Malinalli or Marina, is a Nahuatl historical figure known by many names and known for, among other things, serving as a translator for Hernan Cortés during the conquest of Mexico. This seminar offers a historical overview of her life then quickly turns to examining her representation across various literary works from different periods and cultures, with an eye towards using the examination of her and her representation as a way of teaching and modeling intersectionality in the classroom. From the song “La Llorona” by the well-known Mexican rock band Caifanes, to Chicana writer Lucha Corpi’s influential series “The Marina Poems,” to Sandra Cisneros’ short story “Woman Hollering Creek,” along with countless mythological and even horror movie depictions, the figure of Malintzín has been variously made to reveal her own life story and to comment on the racial/gender/colonial issues of the place and time in which writing about her takes place. We will look at several examples of her appearance in literature to develop a multifaceted approach to understanding her that serves both Chicana and non-Chicana student populations.



E. Mar García, English Department

Friday, November 1, 2024 9:00 am-12:00 pm

Persona ~~non~~ Grata: Embracing Persona in the Classroom

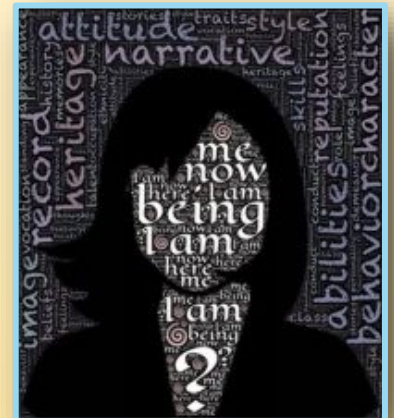
According to the Academy of American Poets, “A persona poem is a poem in which the poet speaks through an assumed voice.” Also likened (and sometimes referred) to as dramatic monologues, persona poems may share certain characteristics with that theatrical device, but in other respects they are quite different, especially functioning as a standalone literary work. In this seminar, we will read and discuss a variety of persona poems, from their beginnings to present day, considering what makes them ‘tick.’ Participants will discover ways in which to engage students in their creation, connecting composition to the research process, enhancing close reading skills, inhabiting the bodies and/or minds of individuals other than themselves, challenging preconceived notions, and encouraging empathy. We’ll also examine the key elements of poems, such as line, stanza, and space, learning how each contributes to a poem’s overall effect above and beyond its language, grammar, and syntactical choices.

Larry Dean, English/Creative Writing Department

Friday, November 8, 2024 9:00 am-12:00 pm

Composition, Feedback, and Identity: Teachers as Writers and Responders

Teaching writing in middle and high school can be relentless, simply due to the number of students we serve and their various individual needs. Writing instruction research indicates that students would benefit from more writing practice in school, but who has time to read the work of 150 students week after week? Research also shows that students benefit from individualized feedback on their writing, but again, who has the capacity to give patient and consistent feedback to all students at the appropriate developmental level? And how can teachers nurture and develop their own writing identities as they guide their students? This workshop engages participants in generating innovative and educationally sound solutions to the dilemmas of writing practice and writing identity in school.



Tim Duggan, Department of Teacher Education

Friday, January 31, 2025 9:00 am-12:00 pm

Mock Spanish vs. Spanglish in the classroom: What's the difference and why does it matter?

Code-switching, the practice of alternating between two or more languages or varieties of language in conversation, is one type of linguistic phenomena that is characteristic of languages in contact, but context and tone play significant roles in whether it is perceived as derogatory or not. Mock Spanish (derogatory) and Spanglish (not derogatory) are both contact language phenomena and it can be challenging to determine the difference. In this seminar, we will look at examples of both and discuss ways to encourage creative expression in Spanish in the classroom without being offensive to others.

Denise Cloonan Cortez de Andersen, Department of World Languages and Cultures



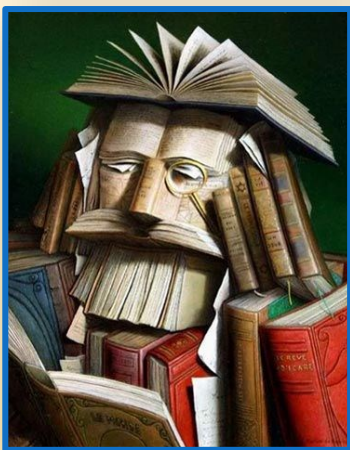
Friday, February 7, 2025 9:00 am-12:00 pm

Early Literatures of Latinx Migration: Teaching History to Inform the Present

Recent waves of migration from Latin America have caused many shifts in the populations and policies of US cities, including those in the Chicagoland area. And yet, Latinx migration and immigration to the US has shaped the US, including its culture and literature, as far back as the 18th century. This seminar offers an overview of the first century or so of Latinx immigrant literature in the US, providing much-needed knowledge and insight to teachers and students, of both Latinx/Latin American, and non-Latinx/Latin American backgrounds. We'll focus on a few authors across genre—including poetry and drama—to allow you to develop teachable lesson plans for inclusion across different classrooms and curricula. Authors featured will include the first Latin American diplomat to the United States, the Venezuelan Manuel Torres, and early Puerto Rican and women's right's activist Julia de Burgos.



E. Mar García, English Department



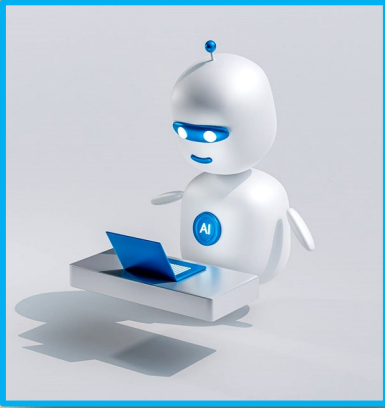
Friday, February 14, 2025 9:00 am-12:00 pm

Believing in Literature: Articulating the Value and Purpose of Literary Study for Students and Ourselves

At the onset of "literature" (itself a contested category) becoming a serious subject of study in schools and universities, the purpose was to inculcate students in the great tradition, teaching them the masterworks of world literature and national literary traditions with the aim of humanizing and enculturating them. And over time different schools of literary theory and criticism defined literature and the purpose of studying it differently. Today, at least one purpose organizing the literature curriculum is the imperative for cultural representation. These competing purposes, often at work in less than coherent ways, manifest themselves, to some extent,

in battles over text selection. This seminar is designed to offer a time to pause and reflect on why we teach literature and what we hope our students take from our classes so that we can provide our students with this metacognitive approach to literary study so they understand the skills they're developing. We will walk through a telescoped history of the origins of literary study in the academy from the 1920s forward, reflecting on the changing purposes of the literature classroom with an eye toward helping you define or confirm your role and helping you articulate this purpose for students.

Timothy Libretti, English Department & Acting Dean of the College of Arts & Sciences



Friday, February 21, 2025 9:00 am-12:00 pm

The Possibilities of Digital Humanities in the Classroom

The opportunities and challenges of AI have many of us wondering what happened to what we used to call the Digital Humanities—a host of engaging approaches to literature and culture emerging in the 21st century (and earlier) that we were just getting around to tackling when the AI revolution hit. Let’s slow down for a few hours and discuss what tools and purposes we still might have from “early” DH (2009?) to help our students engage literature using digital tools that make “cheating” completely beside the point.

Tim Scherman, English Department



Friday, February 28, 2025 9:00 am-12:00 pm

The Protest Poster and Risograph Printing

This hands-on workshop will focus on the history of the protest poster over the centuries (yes, centuries!) and will allow participants to become familiar with Risograph printing. After an introduction to the relationship of the protest poster to social justice and political (to name a few) movements, participants will be able to shape a clear and impactful visual narrative and create a multi-color, multi-layer Risograph poster with the theme and message of their choice. Poster production materials will be provided.

Lauren Meranda, Art + Design



Online Registration available at neiu.edu/pds

All seminars are priced at \$100/seat

Each seminar is **open to registration** up to the **Wednesday** of the same week it is scheduled to be held. All seminars are worth **3 CPDU credits**.

For questions about seminar details after registering, contact Hilary Jirka at h-jirka2@neiu.edu or call **C:** (773) 562-8096 **O:** (773) 442-5829.

Do you have a large group (20 or more) interested in a single seminar delivered at your institution?

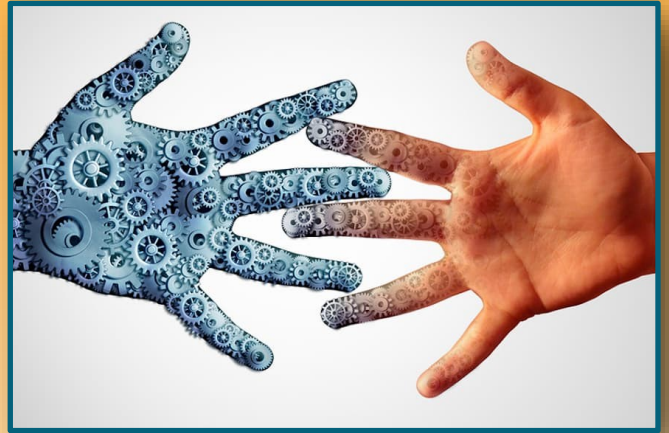
Contact the Coordinator of the CAS Professional Development Series **Brad Greenburg** at b-greenburg@neiu.edu, or our administrator **Hilary Jirka** at h-jirka2@neiu.edu, to work out the details.

Friday, March 7, 2025 9:00 am-12:00 pm

To “AI” or “Not to AI:” Using AI to Boost Creativity and Writing Proficiency in the Classroom

The workshop will focus on how AI technology, in its many forms and applications, can be an effective tool in course design to help boost students' creativity in integrating ideas from a course and apply AI technology to help formulate strategies to develop projects and draft papers. Case studies will be presented and discussed regarding "pitfalls" to avoid in using AI and the "potential" for AI in designing course-related assignments and in-class activities. The workshop will focus on utilizing AI technology to brainstorm ideas related to course content and explore how AI can be used in ways that have not been used before in instructional design. Examples of how AI technology can be used will be presented, and there will be a group discussion about teachers' perceptions of AI usage with students. Next, participants will be paired up to design an AI-related class activity that will be conducted during the actual workshop. Pairs will present their ideas for the AI-supported class activity to the other participants. Finally, there will be a concluding discussion about using AI in the classroom and an exercise regarding how the policies of using AI technology (the "Dos" and "Don'ts") in the classroom can be incorporated into course syllabi.

Lisa Hollis-Sawyer, Psychology Department



Friday, April 11, 2025 9:00 am-12:00 pm

Shakespeare, *Othello*, and Race

In this seminar I'll argue that Shakespeare's *Othello* is a play that reflects the racism of his period, and reflects on it. *Othello* is a work that demonstrates a sophisticated awareness of racial categories, racial bigotry, and racial politics. Written and first performed in the first few years of the 17th century, the play is keen to offer stereotypes as well as deconstructing them. In our time together we'll explore the conception of race in early modern Europe, how *Othello* fits into it, and how the play (arguably) turns these ideological constructions back on themselves.

Bradley Greenburg, English Department



Check out the calendar overview of the Seminar
Series schedule from October 2024 through April 2025
next 3 pages

2024	October					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	01	02	03	04	05	06
				Integrating Beatles into Language, Lit. & History		
07	08	09	10	11	12	13
				Epistemic Injustices in the Classroom		
14	15	16	17	18	19	20
				Teaching Intersectionality thru Malintzin		
21	22	23	24	25	26	27

2024	November					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
28	29	30	31	01	02	03
				Persona non Grata: Embracing Persona in the Classroom		
04	05	06	07	08	09	10
				Teachers as Writers and Responders		
11	12	13	14	15	16	17

2025	January							
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY		
30	31	01	02	03	04	05		
New Year's Day		Holiday Recess	Holiday Recess					
06	07	08	09	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
MLK Day - campus closed	Spring classes begin							
27	28	29	30	31	01	02		
				Mock Spanish vs Spanglish in the Classroom				

2025	February							
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY		
27	28	29	30	31	01	02		
03	04	05	06	07	08	09		
				Early Literatures of Latinx Migration				
10	11	12	13	14	15	16		
		Lincoln's Birthday - campus closed		Believing in Literature				
17	18	19	20	21	22	23		
				Digital Humanities				
24	25	26	27	28	01	02		
				Protest Poster and Risograph Printing				

2025	March						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
24	25	26	27	28	01	02	
03	04	05	06	07	08	09	
				To AI or Not to AI			
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
NEIU SPRING BREAK	NEIU SPRING BREAK	NEIU SPRING BREAK	NEIU SPRING BREAK	NEIU SPRING BREAK			
24	25	26	27	28	29	30	
CPS SPRING BREAK	CPS SPRING BREAK	CPS SPRING BREAK	CPS SPRING BREAK	CPS SPRING BREAK			

2025	April						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
31	01	02	03	04	05	06	
07	08	09	10	11	12	13	
				Shakespeare, <i>Othello</i> , and Race			
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	