



DENVER  
BRANCH

# November - December 2022 Newsletter

## Executive Committee

President: Cynthia Poinsett  
Treasurer: Bruce Haefner

Hello Denver ESU Members!

## Board of Directors

July 2020 – June 2023: Emily Pool  
Tom Tafoya  
Michael Thornton  
June 2021- June 2024: Ingerid Kelley  
Julia Patterson  
July 2022 – June 2025: Polly Cox  
Bruce Haefner  
Charles Thompson  
Joyce Wilson

Thanksgiving is a good time to recognize the incredibly hard-working board members who do so much to keep our programs alive and well. So here are my “Thank you’s!”

For the first time since Covid, we are again having our TLab Dinner at the University Club on Wednesday, November 30, thanks to the hard work of Ingerid Kelley! Tom Tafoya (Shakespeare’s Globe) and Millicent Ambroggio (Oxford) will be our guests of honor. It will be so exciting to hear of their adventures!

## Committee Chairs

Finance and Governance: Emily Pool  
Membership: Polly Cox  
Programs: Ingerid Kelley

A huge thanks to Bruce Haefner for his tireless work in balancing our budget and providing integrity and transparency in all that he does. He also facilitates our English in Action program and at our most recent Board meeting, reported that there are several individuals that he is assisting in both the Denver Metro area and on the East Coast.

## Education Program Coordinators

Teachers Learning  
Abroad UK: Cami Van Anne  
Dr. Howard F. Beckley  
Writing Competition: Cami Van Anne  
Shakespeare Competition: Cindy Poinsett

Thank you so much to Cami Van Anne who is not only our Administrative Assistant, but is heading up the TLAB Scholarship Program and the Beckley Writing Competition. Tom Tafoya and Ingerid Kelley created an awesome writing prompt for the Writing Competition this year! (see page 4)

**Secretary/Administrator** Cami Van Anne  
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**Facebook** <https://www.facebook.com/ESUDenver/>

Both Bruce Haefner and Michael Thornton attended the National Conference in Charleston, S.C. They both reported that this was a valuable experience allowing them to reconnect with representatives from other Branches that they had not seen in a while. They both mentioned that they gained quite a bit of insight as to how the other branches were attracting and retaining members through social media and special activities. I am so thankful that they were able to go on my behalf since I was in the middle of directing a musical!

## President’s Corner

## Save the Date Upcoming ESU Calendar

Julia Patterson has been continuing work with the University of Colorado, Denver (UCD) to set up a ESU Denver Branch scholarship to help future teachers with the cost of their studies. The Board voted unanimously to offer a \$2,500 scholarship for two consecutive years. During that two-year time, the Branch will start looking for other ways to help those that will teach in the Denver metro area.

Another huge thanks goes out to Sam Wood who heads Shakespeare Education at the Denver Center for Performing Arts (DCPA.) The DCPA has agreed to host the Shakespeare competition this year on February 11, 2023. Please note that this will be held on a Saturday morning to accommodate the adjudicators that they will be providing. A student workshop will be provided for the school winners on February 4, 2023. They are providing all of this at a minimal cost to the Denver ESU.

Well, that's all for now! I hope that you and your family stay safe and well during the holiday season!

Sincerely,  
Cindy Poinsett, President ESU-Denver Branch



**Saturday**  
**Nov. 19**  
**10:00 – 12:00 noon**

Board of Directors Meeting  
St. John's Cathedral

**Wednesday**  
**Nov. 30**  
**6:00 – 9:00pm**

TLab Presentation Dinner  
University Club  
1673 N. Sherman Street

**Saturday**  
**Jan. 21**  
**10:00 – 12:00 noon**

Board of Directors Meeting  
St. John's Cathedral

**Saturday**  
**Feb. 11**

Shakespeare Competition  
Denver Center for Performing  
Arts

## ESUUS Online Happy Hour Series

Wednesday, November 30, 2022 at 5:00 PM (EDT)

### England before the Norman Conquest: History and Historical Vision.

*What do we know and how do we know it?*



This is NOT a history lecture, but rather a brief introduction--through texts, images, and artifacts--to pre-Conquest English culture and to the self-understanding of those who created it.



**Robert W. Hanning**, Professor Emeritus of English and Comparative Literature at Columbia University, has degrees from Oxford and Columbia Universities. He taught at Columbia for forty-five years, and was visiting professor at Yale, Princeton, John Hopkins and NYU. Recipient of Guggenheim, ACLS, NEH, and Rockefeller Foundation fellowships, he has published two major translations and four books, most recently *Boccaccio, Chaucer, and Stories for an Uncertain World* (Oxford University Press, 2021).



# The Denver Branch of the ESU presents

## The 13th Annual Dr. Howard F. Beckley High School Writing Competition

### The Danger of a Single Story

After listening to Chimamanda Ngozi Adichie's TED Talk "The Danger of a Single Story," [Ted Talk Link](#) Write a 500-600 word essay that:

A) Discusses how her ideas apply to young people today. How does your personal narrative amplify Adichie's treatise on the power of multiple perspectives?

OR

B) Discusses how the language of story evolved and changed and how the modern world should incorporate this language into its thinking. Consider your own narrative and how traditional perceptions of youth have impacted your coming of age.

**First Prize:** \$500.00 and a writing workshop at Lighthouse Writers Inc.

**Second Prize:** \$250.00

**Third Prize:** \$100.00

Email your essays as Word attachments, with full name, school & teacher's name to  
**beckleywriting@gmail.com**  
by midnight on

# January 15, 2023

Your entry will be judged on:

\*Adherence to correct English grammar, syntax and punctuation

\*An effective and clear essay structure

\*The quality and originality of your work

\*If you are using any kind of research this must be clearly and appropriately cited.

Winners will be notified by January 25, 2022

Winners are required to record themselves reading their work in order to receive their awards.

All recordings of winning writings will be uploaded to the ESU-Denver website.

## Informative/Explanatory Writing Rubric

	<i>Not Yet</i>	<i>Approaches</i>	<i>Meets</i>	<i>Advanced</i>
	<b>1 (Not Meeting)</b>	<b>2 (Approaching)</b>	<b>3 (Effective)</b>	<b>4 (Distinguished)</b>
<p><b>Focus/Controlling Idea</b>  <b>CCSS.ELA-Literacy.W.11-12.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.  <b>CCSS.ELA-Literacy.W.11-12.4:</b> Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences.</p>	<p>I attempt to address the prompt, but my paper lacks focus or is off-task.</p> <p>I demonstrate little to no understanding of complex ideas and concepts related to the topic or text(s).</p>	<p>I address the prompt appropriately, but I get off-topic at times.</p> <p>I demonstrate limited understanding of complex ideas and concepts related to the topic or text(s).</p>	<p>I address the prompt appropriately and maintain a clear and steady focus.</p> <p>I demonstrate understanding of complex ideas and concepts related to the topic or text(s).</p>	<p>I address all aspects of the prompt appropriately, and I have a strongly developed focus that builds reader interest.</p> <p>I demonstrate strong understanding of the topic or text(s).</p>
<p><b>Organization</b> (Structure: Overall, Lead, Transitions, Ending)  <b>CCSS.ELA-Literacy.W.11-12.2a:</b> Introduce topics; organize complex ideas, concepts, and information so each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.  <b>CCSS.ELA-Literacy.W.11-12.2c:</b> Use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts.  <b>CCSS.ELA-Literacy.W.11-12.2f:</b> Provide concluding statements or sections that follow from and support information or explanation presented (e.g., articulating implications or significance of topics).</p>	<p>I do not introduce my topic, or the way I try to introduce it is confusing.</p> <p>I do not organize complex ideas, concepts, and information in a unified manner due to a lack of structure.</p> <p>I do not use appropriate transitions or syntax.</p> <p>I do not provide a concluding statement or section that follows from and supports the information presented.</p>	<p>I introduce my topic, but I need to preview my points.</p> <p>I organize some complex ideas, concepts, and information in a unified manner, but I am not consistent and/or my structure is confusing at times.</p> <p>I use appropriate transitions and syntax occasionally, but I am not consistent.</p> <p>I try to include a concluding statement or section, but it does not clearly follow from and/or support information I presented.</p>	<p>I introduce my topic and preview my points in a clear manner.</p> <p>I organize complex ideas, concepts, and information in a clear and unified manner.</p> <p>I use appropriate and varied transitions and syntax consistently.</p> <p>I include a clear concluding statement or section that clearly follows from and/or supports information I presented.</p>	<p>I introduce my topic and preview my points in a clear manner that also engages readers' interest.</p> <p>I organize complex ideas, concepts, and information in a clear and unified manner that engages readers.</p> <p>I use appropriate and varied transitions and syntax that clarify relationships among complex ideas and concepts.</p> <p>My concluding statement or section is clear and thought-provoking, and it logically follows from and/or supports information I presented.</p>
<p><b>Development</b> (Elaboration, Description)  <b>CCSS.ELA-Literacy.W.11-12.2b:</b> Develop topics thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audiences' knowledge of topics.  <b>CCSS.ELA-Literacy.W.11-12.2d:</b> Use precise language, domain-specific vocabulary, and techniques, such as metaphor, simile, and analogy, to manage topics' complexity.  <b>CCSS.ELA-Literacy.W.11-12.2e:</b> Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing.</p>	<p>I do not develop my ideas fully, or I do not develop them appropriately to the audience's knowledge of the topic.</p> <p>I do not use academic vocabulary.</p> <p>I do not use any metaphors, similes, or analogies.</p> <p>Most of my sentences are short and choppy.</p> <p>My tone is not objective.</p>	<p>I develop my ideas, but I am not completely consistent or some of my development is confusing or inappropriate to the audience's knowledge of the topic.</p> <p>I use some academic vocabulary, but I am not consistent.</p> <p>I use some metaphors, similes, and analogies, but I am not consistent.</p> <p>I have some choppy sentences.</p> <p>I sometimes use an objective tone, but I am not consistent.</p>	<p>I develop my ideas thoroughly and consistently with well-chosen, relevant information that is appropriate to the audience's knowledge of the topic.</p> <p>I use academic vocabulary consistently.</p> <p>I consistently use metaphors, similes, and analogies to manage the complexity of the topic.</p> <p>I vary my sentence structure and avoid choppy sentences.</p> <p>I consistently use an objective tone.</p>	<p>I develop my ideas thoroughly and consistently with well-chosen, sufficient facts, but I also present them in an interesting manner that is appropriate to the audience's knowledge of the topic.</p> <p>I use academic vocabulary and precise word choice to engage and inform readers.</p> <p>I creatively use metaphors, similes, and analogies to manage the complexity of the topic.</p> <p>I consistently vary my sentence structure using different types of phrases and clauses, as well as different styles of sentences.</p> <p>I consistently use an objective tone, and I use it to build readers' interest.</p>

	<b><i>Not Yet</i></b>	<b><i>Approaches</i></b>	<b><i>Meets</i></b>	<b><i>Advanced</i></b>
	<b>1 (Not Meeting)</b>	<b>2 (Approaching)</b>	<b>3 (Effective)</b>	<b>4 (Distinguished)</b>
<b>Conventions</b> <b>CCSS.ELA-Literacy.L.11-12.1:</b> Demonstrate command of conventions of standard English grammar and usage when writing or speaking. <b>CCSS.ELA-Literacy.L.11-12.2:</b> Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	<p>I make many mistakes in my essay, including run-on sentences and/or fragments.</p> <p>I do not use parallel structure.</p> <p>I have many punctuation, capitalization, and spelling mistakes that detract from the quality of my essay.</p> <p>I do not cite my sources.</p>	<p>I make mistakes in usage, tense, and sentence structure that weaken my overall essay.</p> <p>I attempt to use parallel structure, but I am not consistent.</p> <p>I have several punctuation, capitalization, and spelling mistakes that occasionally detract from the quality of my essay.</p> <p>I cite my sources, but I am not consistent, or I do not cite them correctly.</p>	<p>I have some minor mistakes in usage, tense, and sentence structure, but they do not impact the quality of my essay.</p> <p>I use parallel structure in my essay.</p> <p>I have a few minor errors in punctuation, capitalization, and spelling, but they do not affect the quality of my essay.</p> <p>I cite my sources consistently with a few minor errors.</p>	<p>I have few, if any, errors in usage, tense, and sentence structure, but they do not impact the clarity and quality of my essay.</p> <p>I use parallel structure to develop my points and build readers' interest in my essay.</p> <p>My essay has few, if any, errors in punctuation, capitalization, and spelling, but they do not impact the clarity and quality of my essay.</p> <p>I cite my sources consistently and accurately.</p>