



Denver Branch
The English-Speaking Union

Education. Scholarship. Understanding.

November-December 2017 Newsletter

Executive Committee

President: Michael Thornton
 Treasurer: Charles Thompson
 Program Chair: Mary McLean
 Bonnie Pritchett
 National Board Representative: Polly Cox

Board of Directors

July 2016 – June 2018: Aimee Arens
 Bruce Haefner
 Todd Madison
 Mary McLean

July 2016 – June 2019: Polly Cox
 Kathleen Murphy
 Charles Thompson

July 2017 – June 2020: Basil Carpenter
 Cindy Poinsett
 Bonnie Pritchett
 Susan Stokley

Committee Chairs

Education:
 Finance and Governance: Sue Stokley
 Membership: Polly Cox
 Program: Mary McLean
 Bonnie Pritchett

Education Program Coordinators

Teachers Learning: Kate Murphy
 Abroad UK: Michael Thornton
 Dr. Howard F. Beckley
 Writing Competition: Aimee Arens
 Sue Stokley
 Shakespeare Competition: Cindy Poinsett

Secretary/Administrator

Cami Van Anne
 ESU Denver Branch
 Address: 5930 South Cimarron Way
 Littleton CO 80123
 Voicemail: 303-755-1752
 Email: denver@esuus.org
 Web Site: www.esuus.org/denver
 Facebook: <https://www.facebook.com/ESUDenver/>

PRESIDENT’S CORNER

I just returned from the ESU national conference in Louisville, KY. Polly Cox, who is on the national board, and Basil Carpenter also attended. The English Speaking Union at the national level has chosen to emphasize its educational mission by focusing on the Shakespeare competitions for high school students, the TLab-UK scholarships for secondary teachers, and middle school debate. They are expanding their program of tutoring immigrants in conversational English. These programs all serve to promote English in Action, the moniker for the tutoring program that is being elevated to serve as a byline for the English Speaking Union itself. It had been my sense that membership could expand with more social events, but clearly the people associated with the ESU longer than me feel that its mission of promoting English as a language of understanding and scholarship supersedes its social implications.

Nevertheless, the national board is promoting more trips and extended learning opportunities. Where at one time the TLab-UK fellowships were offered only to those applicants successful in interviewing with local branches, there are now one-week travel programs open to ESU members, taught by some of the same professors who have been part of the fellowship programs for years. Look on the national site for information on “Shakespeare’s Birthplace Trust” at Stratford-upon-Avon and “The Story and Future of English” at Worcester College, both to be held in July of 2018. The ESU many years ago was almost exclusively devoted to globe hopping through Ports of Call; now you can travel and enhance your knowledge through these Brit-Lit building blocks. Former BUSS scholars may want to take advantage of a one-week refresher course at one of these sites.

Although Denver doesn’t sponsor the middle school debate, I would like to see our branch investigate the one on one tutoring of immigrants by volunteers from our association. I will see what is offered by the libraries and schools in the area, to determine if this ESU program can compliment what is currently available. The Kansas City branch has just begun the program in collaboration with its city libraries. As far as educational opportunities, Denver does sponsor an essay writing competition for high school students, underwritten by Ruth Beckley in honor of her late son. The winners read their essays at our Holiday party at the Denver Women’s Press Club on December 9. To promote English in Action as integral to the educational programs that the Denver chapter sponsors will attract members interested in making a difference in the lives of our students and teachers, as well as new immigrants to this country. We will also make sure that we continue to offer social events that bring people together to learn and converse with each other in civilizing ways.

Michael Thornton
 President, Denver Branch of the English-Speaking Union

2017 National Conference

On October 28, ESU - English In Action welcomed more than 80 national members to the 2017 Annual General Meeting in Louisville, Kentucky. The weekend's events included the Annual General Meeting and Regional Meetings and social events including a dinner featuring guest speaker, Sandie Byrne from Kellogg College, University of Oxford. The Denver Branch was represented by Polly Cox, Basil Carpenter and Michael Thornton.



Basil Carpenter, Polly Cox and Michael Thornton represented the Denver Branch at the ESUUS Annual Meeting



The Group Trip to Churchill Downs
Louisville, Kentucky

Save the Date Upcoming ESU Calendar

Thursday Nov. 9 2017	TLab-UK Recognition Dinner University Club, Denver
Saturday Nov. 18 2017	Board of Directors Meeting St. John's Cathedral
Saturday Dec. 9 2017	Holiday Tea & Awards Denver Women's Press Club
Saturday Jan. 20 2018	Board of Directors Meeting St. John's Cathedral
Sunday Feb. 11, 2018	Shakespeare Competition University of CO, Boulder



The Denver Branch of the English Speaking Union

Invites You To
The Annual Holiday Tea and Award Presentation



DATE: SATURDAY, DECEMBER 3
TIME: 1:00 PM TO 3:00 PM
PLACE: THE DENVER WOMAN'S PRESS CLUB
1325 LOGAN, DENVER CO

Program

Awards will be presented to the winning students in the Eighth Annual *Dr. Howard F. Beckley Writing Competition*. Guests will hear the honored students read their award winning entries aloud.

The teacher and the school of the First Place Winner will also be recognized.

Holiday Tea

A Holiday Tea will be provided by the ESU Denver Branch Board of Directors. It will include tea, punch and sherry, as well as an assortment of tea sandwiches, desserts and other light refreshments.

Children's Book Donations

At this event we will also accept **unwrapped books** for children of all ages. The books will be donated to a local charity

Directions

The historic brick building of the Denver Woman's Press Club is in the middle of the block on the west side of Logan Street between 13th Avenue and 14th Avenue. Logan Street is one-way north. Free parking is available in the parking lot on the north side of the Denver Woman's Press Club building. Turn left into the parking lot and turn left again to park close to the building.

The Seventh Annual Dr. Howard F. Beckley
High School Writing Competition

How does the language of protest incite action?

“Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world...would do this, it would change the earth.”

— William Faulkner

Choose an historical protest movement & discuss how a variety of genres (songs, speeches, poetry, novels, essays, art) played a role in inciting action.

If addressing a current issue, please base your essay on historical context.

- **First Prize: \$500.00**
- **Second Prize: \$250.00**
- **Third Prize: \$100.00**
- **2 Honorable Mention Places**



Your entry will be judged on the following:

- 750-1500 word maximum
- The quality and originality of your work
- An effective and clear essay structure
- Adherence to correct English grammar, syntax and punctuation
- If you are using any kind of research this must be clearly and appropriately cited.

Schools of the 1st Place Student will receive an ESU Award Designation

Teacher of the winning student will receive a free yearlong ESU membership to enjoy all the fun ESU events for the entire year!

Winning students must present their work to the ESU-Denver Branch at our December event.

Students! Email your essays as Word attachments, with your full name, school & teacher's name, as well as a current photograph to the following email address by November 17th, 2017:

beckleywriting@gmail.com

Entries will be evaluated using the rubric below by a panel of judges including high school and college educators; and outstanding members of our ESU community.

Informative/Explanatory Writing Rubric

	Not Yet	Approaches	Meets	Advanced
	1 (Not Meeting)	2 (Approaching)	3 (Effective)	4 (Distinguished)
<p>Focus/Controlling Idea CCSS.ELA-Literacy.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.11-12.4: 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. 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. 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. 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. I demonstrate strong understanding of the topic or text(s).</p>
<p>Organization (Structure: Overall, Lead, Transitions, Ending) CCSS.ELA-Literacy.W.11-12.2a: 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. CCSS.ELA-Literacy.W.11-12.2c: Use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts. CCSS.ELA-Literacy.W.11-12.2f: 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. I do not organize complex ideas, concepts, and information in a unified manner due to a lack of structure. I do not use appropriate transitions or syntax. 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. 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. I use appropriate transitions and syntax occasionally, but I am not consistent. 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. I organize complex ideas, concepts, and information in a clear and unified manner. I use appropriate and varied transitions and syntax consistently. 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. I organize complex ideas, concepts, and information in a clear and unified manner that engages readers. I use appropriate and varied transitions and syntax that clarify relationships among complex ideas and concepts. My concluding statement or section is clear and thought-provoking, and it logically follows from and/or supports information I presented.</p>
<p>Development (Elaboration, Description) CCSS.ELA-Literacy.W.11-12.2b: 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. CCSS.ELA-Literacy.W.11-12.2d: Use precise language, domain-specific</p>	<p>I do not develop my ideas fully, or I do not develop them appropriately to the audience's knowledge of the topic. I do not use academic vocabulary. I do not use any metaphors, similes, or analogies. Most of my sentences are short and choppy.</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. I use some academic vocabulary, but I am not consistent. I use some metaphors, similes, and analogies, 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. I use academic vocabulary consistently. I consistently use metaphors, similes, and analogies to manage the complexity of the topic.</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. I use academic vocabulary and precise word choice to engage and inform readers. I creatively use metaphors, similes,</p>

	Not Yet	Approaches	Meets	Advanced
	1 (Not Meeting)	2 (Approaching)	3 (Effective)	4 (Distinguished)
vocabulary, and techniques, such as metaphor, simile, and analogy, to manage topics' complexity. CCSS.ELA-Literacy.W.11-12.2e: Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing.	My tone is not objective.	I have some choppy sentences. I sometimes use an objective tone, but I am not consistent.	I vary my sentence structure and avoid choppy sentences. I consistently use an objective tone.	and analogies to manage the complexity of the topic. I consistently vary my sentence structure using different types of phrases and clauses, as well as different styles of sentences. I consistently use an objective tone, and I use it to build readers' interest.
Conventions CCSS.ELA-Literacy.L.11-12.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.11-12.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	I make many mistakes in my essay, including run-on sentences and/or fragments. I do not use parallel structure. I have many punctuation, capitalization, and spelling mistakes that detract from the quality of my essay. I do not cite my sources.	I make mistakes in usage, tense, and sentence structure that weaken my overall essay. I attempt to use parallel structure, but I am not consistent. I have several punctuation, capitalization, and spelling mistakes that occasionally detract from the quality of my essay. I cite my sources, but I am not consistent, or I do not cite them correctly.	I have some minor mistakes in usage, tense, and sentence structure, but they do not impact the quality of my essay. I use parallel structure in my essay. I have a few minor errors in punctuation, capitalization, and spelling, but they do not affect the quality of my essay. I cite my sources consistently with a few minor errors.	I have few, if any, errors in usage, tense, and sentence structure, but they do not impact the clarity and quality of my essay. I use parallel structure to develop my points and build readers' interest in my essay. My essay has few, if any, errors in punctuation, capitalization, and spelling, but they do not impact the clarity and quality of my essay. I cite my sources consistently and accurately.



It's registration time for the 2018 ESU Denver Branch Shakespeare Competition
Schools must register by November 30, 2017 and
the school level competition must be held on or before January 26, 2018

To request information be sent to specific teachers and schools
contact Cindy Poinsett at cpoinsett@cherrycreekschools.org