



Denver Branch
The English-Speaking Union

Education. Scholarship. Understanding.

November-December 2019 Newsletter

Executive Committee

President: Michael Thornton
 Treasurer: Bruce Haefner
 Program Chair: Bonnie Pritchett

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July 2017 – June 2020: Basil Carpenter
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 Susan Stokley
 July 2018-June 2021: Christine DiNunzio
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Committee Chairs

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

Education Program Coordinators

Teachers Learning Kate Murphy
 Abroad UK:
 Dr. Howard F. Beckley
 Writing Competition: Sue Stokley
 Shakespeare Competition: Lauren Wasser
 English In Action: Christine DiNunzio

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PRESIDENT’S CORNER

Dear Members,

I’ve just returned from the ESU national conference in Washington, D.C., where I was joined by Kate Murphy, our President Elect, and Polly Cox, who retired from the national board a year ago, but remains a member of our Denver board. I think that Kate and Polly would agree that the conference was well organized with significant sessions intended to help the branches prosper and grow. Martyn Tipping of Odgis + Co. presented recommendations on rebranding, the major point being how to explain what the English Speaking Union is all about – not just its history, but the programs relevant to its future. I believe everyone was impressed with this firm’s clarification of our mission:

Expanding minds
Strengthening friendships
Unlocking opportunities

The “new ESU” – Dr. Quinn Peeper, board president, often referred to it this way – must be modern, strong, and inclusive.

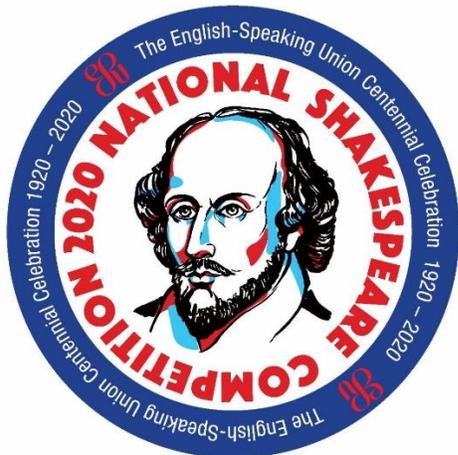
A new director, Karen Karpowich, was approved by the board, and everyone is gearing up to celebrate the centennial of the ESU next year in New York. The conference will probably include a session at the United Nations, along with other events heralding the new ESU.

Other sessions at the conference featured testimony from successful business people from Nigeria and India who emphasized the importance of mastering English in their professions – it is the global language. Breakout sessions on the Shakespeare Competition and membership allowed attendees to share ideas and best practices. Indeed, participants in these sessions wanted more of them, and more time to share. It was suggested that next year there be a workshop on the English in

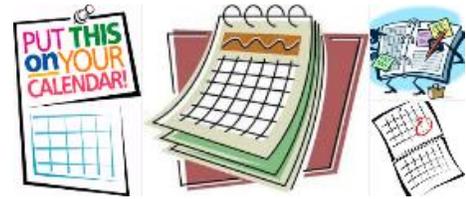
Action program, since several branches want to add this program to their calendar. In Denver, we have put this program on hold, with the drastic decline of immigrants who want to join any program at the moment, due to the growing surveillance of immigrants. We continue to look for participants and collaborators for this English language program.

What may be the most exciting idea emerging from the Centennial group for next year's celebration is the impact that ESU programs have had on a hundred individuals, presented through portraits, interviews, podcasts, quotes from TLab scholars, and English in Action learners. These could be available on the ESU website, and would ostensibly broadcast the truth and consequences of our educational programs. I expect to see many of you in attendance at our annual TLab dinner on November 14, where we hear from this year's scholars. Don't forget the annual Holiday Tea on December 7, where the student winners of our writing competition will read their essays. These are two events where our educational programming shines.

Michael Thornton
 President
 Denver Branch of the English-Speaking Union



The 37th Annual ESU National Shakespeare Competition: Denver Branch will be held in 2020 at the University of Colorado, Boulder. The deadline for area schools to register is December 20th, 2019. The deadline for area schools to hold their competition is January 7th, 2020. Contact Lauren Wasser at lauren.wasser@jeffco.k12.co.us.



Save the Date Upcoming ESU Calendar

- | | |
|--|---|
| Thursday
November 14
6:00 – 9:00 | TLab Dinner
University Club
1673 N. Sherman Street |
| Saturday
November 16
9:30 - 11:30 | Board of Directors Meeting
St. John's Cathedral
1350 Washington Street |
| Saturday
December 7
1:00 – 3:00 | Holiday Tea
Denver Women's Press Club
1325 Logan Street |
| Sunday
February 9
1:00 – 3:00 | Shakespeare Competition
University of Colorado
Boulder University Theatre |

*The Denver Branch of the English-Speaking Union
Invites You To*

The Annual Holiday Tea and Award Presentation



DATE: SATURDAY, DECEMBER 7

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 Tenth Annual Dr. Howard F. Beckley Writing Competition. Guests will hear the honored students read their award-winning entries. 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 English Speaking Union – Denver Branch presents** 

**The Ninth Annual Dr. Howard F. Beckley
High School Writing Competition**

Symbols surround us everywhere we go, whether in art, architecture, literature, or advertising. Consider the power of symbols; how they unite or divide us; how they marginalize or include us; and how they motivate or demoralize us. Do some research, choose a powerful symbol, and discuss through your writing its purpose and impact in our world today.

- **First Prize: \$500.00 and a writing workshop at Lighthouse Writers Inc.**
- **Second Prize: \$250.00**
- **Third Prize: \$100.00**
- **2 Honorable Mention Places**

Your entry will be judged on the following:

- 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!*

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 22th, 2019:

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

Informative/Explanatory Writing Rubric

	<i>Not Yet</i>	<i>Approaches</i>	<i>Meets</i>	<i>Advanced</i>
	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 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</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. 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. I use some academic vocabulary, but I am not consistent. I use some metaphors, similes, and analogies, but I am not consistent. I have some choppy sentences. 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. I use academic vocabulary consistently. I consistently use metaphors, similes, and analogies to manage the complexity of the topic. I vary my sentence structure and avoid choppy sentences. 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. I use academic vocabulary and precise word choice to engage and inform readers. I creatively use metaphors, similes, 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,</p>

	<i>Not Yet</i>	<i>Approaches</i>	<i>Meets</i>	<i>Advanced</i>
	1 (Not Meeting)	2 (Approaching)	3 (Effective)	4 (Distinguished)
conventions of discipline in which they are writing.				and I use it to build readers' interest.
<p>Conventions <u>CCSS.ELA-Literacy.L.11-12.1</u>: Demonstrate command of conventions of standard English grammar and usage when writing or speaking. <u>CCSS.ELA-Literacy.L.11-12.2</u>: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<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>