

Session 1

Workshops

(Northwoods B) Youth Writing Camps: Professional Learning and Community Outreach

Michelle Draves, Bailey Herrmann, Trixie Smith, Jill Hoort, Dawn Reed, Mitch Nobis, Angela Knight

Join us to discuss organizing and leading youth camps for students in kindergarten through high school. Young writers' camps can be an integral part of a local project's professional learning and outreach. We will discuss how to recruit leaders and campers; the details and logistics of running a camp; fundraising options; prompts/activities; and ways to celebrate the accomplishments of young writers. Come ready to ask questions and bring your own creative ideas to the table.

(5th Quarter) Creating and Cultivating a Culture of Argument and Civil Discourse

Beth Rimer

In this session participants will engage with instructional resources found in the College, Career, and Community Writers Program (C3WP) that focus on engaging students in current issues, recognizing multiple perspectives, scaffolding writing to support source based arguments, and cultivating a culture of civic discourse.

(Northwoods A) Who Can You Trust?

Andrea Marshbank

As society contends with 'fake news,' students need to learn how to find quality information online. Attendees will be provided with numerous digital literacy resources, activity ideas, and instructional strategies that will help them teach their students how to discern the quality of online information.

(Agriculture) Mindfulness in Writing Pedagogy: Strategies and Shifts for Loving the Reality of What we Love to Do

Natalie Owen

We will explore how mindfulness can deepen our enjoyment of teaching writing, encourage authentic student learning, and help us navigate the realities of our teaching contexts.

(Landmark) Teacher Bloggers: Going and Being Public

Jen Doucette, Mark Childs, Janet Neyer, Sharon Murchie, Deb Meister, Liz Brockman, Mark Nepper

As educators, we know the importance of writing for students to clarify thinking, but how can we encourage ourselves to reflect? Participants will discuss how teachers can start as bloggers, how sites might support their teacher-writers in blogging, and what blogging brings to the classroom as teachers of writing.

Roundtable Presentations

Roundtable 1: Equity & Activism

R1- Literacy as Social Justice Activism: Beth Giles

I will introduce Critical Race Theory and discuss designing lessons that bring that theory to life in and around a few popular texts and how those lessons can empower young people to create change agendas to address inequities locally, nationally and globally.

R2- Writing for Equity: Kim Gauen

How can you support students in having their voices heard through writing? Join us for a conversation about how to send a strong message without causing your audience to shut down.

Roundtable 2: Engagement & Inquiry

R1- Using Inquiry to Increase Student Engagement: Liz Mehls

I will share how I've used the process of inquiry in my classroom to develop students' metacognition and therefore increase engagement. I will focus on how to create Essential Questions as a framework for learning, teaching Costa's Levels of Inquiry to develop metacognition, and brainstorm ways that this could be used in your classroom.

R2- Inspiring Reluctant Writers: Texts (and Other Experiences) to Get Students Writing: Jodi Baker

Predictable, supportive environments and structures (including springboard texts and pay-attention-to-the-world experiences) that buoy up reluctant writers as they develop writerly lives will be discussed.

Roundtable 3: Writing Processes & Structures

R1- Amplify: Expanding our Writing Voices with Authentic Audiences:

Andy Schoenborn, Jennifer Laffin, Paula Bourque

Audience matters. Help your students write beyond the classroom by amplifying their writing voices with authentic audiences.

R2- Writing for Real: Engaging Learners in Purposeful Writing: Sandra Taylor-Marshall, Jen Breezee

We will examine student engagement, share examples of authentic writing opportunities, and provide opportunities to brainstorm and share in how to inspire and engage student writers by offering authentic purposes, audiences, and tasks for writing.

Roundtable 4: Writing Processes & Structures

Single-Topic Paragraphs: Learning to Articulate Single Ideas in Writing: Stacy Casper, Cynthia Henning

An instructional model that effectively engages students in learning the structure, parts, and purposes of single-topic paragraphs and how to articulate single ideas in academic writing will be reviewed and its merits discussed.

Session 2

Workshops

(Northwoods B) **Expanding Site Reach: New Teacher & Markets**

Heather Caswell, Mark Nepper, Amy Ruck, Sandra Taylor-Marshall

We'll describe a progression of writing project opportunities our sites have developed which are geared toward preservice teachers, early educators, and those with more experience. These have led to new partnerships and the growth of our local writing projects.

(5th Quarter) **Bringing Argument to Life: Our Views on the College, Career, and Community Writers Program**

Andy Schoenborn, Troy Hicks, Elizabeth Brockman, Jeremy Hyley, Kathy Kurtze, Debbi Meister, and Sharon Murchie

For two years we've collaborated using the NWP's C3WP with great success. We encourage students to view nonfiction texts as readers, writers, reflectors, and reviewers. Our discussion shares observations as teachers, professors, and directors using this process of argumentative writing.

(Northwoods A) **Audience is Everything: Empowering Student Voices in Digital Spaces**

Pauline Levy, Janet Neyer, Sharon Murchie, Kirsten Jamsen

Join us to discuss how students can write for authentic audiences with passion and purpose, and publish in digital spaces. Panelists will share how they have used threaded conversations, design thinking, and genius hour to develop student literacies. Participants should bring a device to practice these approaches and consider how they could be implemented in their own classrooms.

(Landmark) **Teacher as Writer**

Jennifer Lafflin, Chris Kuehn, Jodi Baker, Sharon Daly

This session will invite participants to reflect on their own writing experiences, to discuss practical ideas for participating in the full writing process with students across grade levels, and to connect with other writing teachers to deepen our practice. Great things can happen when teachers share their writing lives with students!

Roundtable Presentations

Roundtable 1: Equity & Activism

R1- ***Environmental Art & Activism: Jan Wellick***

Engaging in environmental art making and documentation with K-12 and college students is an empowering experience for young people! Come share your environmental art projects and ideas and learn from others!

R2- ***Nurturing the American Dialogue: Rebecca D'Angelo, Sandra Laszkiewicz***

What does it mean to be a citizen of this country, to live in a democracy, to look beyond what you understand, to ask questions? What are your civic responsibilities to empower yourself and others to engineer change? These are the types of questions students explore in this project based learning simulation. Attendees will participate in the simulation, understand how to create the structure and use it as a powerful tool for engaging students in literacy and content learning.

Roundtable 2: Engagement & Inquiry

R1- ***Breaking Through Writer's Block: Kim Gauen***

Whether it's writer's block or anxiety, it is hard to watch students struggle. Join the conversation to talk about strategies that will help students overcome invisible barriers.

R2- ***Make Writing: Joan Evans***

Empower students to tell their stories by providing choice in both topic and process. By providing space and tools to tinker, Make Writing can ease writer frustration as well as inspire and enrich their ideas.

Roundtable 3: Writing Processes & Structures

R1- ***Using Narrative to Teach and Understand Science in the Middle Grades: Ben Kulhman***

This presentation will focus on using stories - both as a teaching tool and as a task for students - to help students understand and explore complex science concepts.

R2- ***Writing in Context: Using Authentic Audience in Student Writing: Liz Haen***

This presentation breaks down simple methods to teach understanding of the rhetorical situation (audience, subject, speaker, purpose) for students and ways to develop "authentic" audiences.

Workshops

(Northwoods B) Site Sustainability via C3WP

Heather Payne

In this session, we will discuss how site leaders can take advantage of the opportunities College, Career, and Community Writing Program (C3WP) has to sustain sites across the country during this most crucial time. The session will focus on building professional capital, selling in-service, and developing long-term partnerships.

(5th Quarter) Embracing Argument: C3WP Throughout the Day

Bailey Hermann, Paul Walter, Robyn Bindrich, Stephanie Hurt, Amy Perras, Patti Delacruz, Mark Dziedzic

Join us for a look at how teacher-leaders at three WP sites are using C3WP to engage students in personally meaningful argumentative writing. We'll look at successful practices from middle school to high school and in a variety of content areas.

(Northwoods A) From Texting to Teaching: Grammar Instruction in a Digital Age

Jeremy Hylar

This interactive session will include the use of social media and other digital tools such as Padlet to help students differentiate between formal and informal writing while learning grammar skills.

(Agriculture) Conferencing: Calming the Chaos of Writers' and Teachers' Minds

Jen Doucette, Jennifer Breezee, Mark Nepper, Sandra Marshall-Taylor

Conferencing informs instruction, moves students toward clarity of purpose, creates additional formative assessment opportunities, and ultimately creates better writers. Join us to discuss different conferring and feedback options that will demystify the writing process and move writers forward.

(Landmark) The Writing Marathon: Celebrating 25 Years

Susan Martens

Join us for a quick overview and lively discussion about writing marathon practices within the NWP. We will talk about how they have evolved since the first New Orleans Writing Marathon hosted by the Southeastern Louisiana Writing Project in 1993 and where they might lead us next in teaching writing, supporting teachers, and connecting schools with communities.

Roundtable Presentations

Roundtable 1: Equity & Activism

R1- ***Social Justice: The Power of Choice and Voice: Michelle Lange***

This high school course will engage and empower students in the ELA classroom! Students choose a social justice issue to research throughout the year and choose how they will give a voice to this issue so they can affect change.

R2- ***By Student Design: Inquiry for Community and Classroom: Lee Fisher, Sean Bailey, Oanh Vue, Brandon Phan***

The focus will be the intersections between student inquiry, technology, and literacy as a space for social justice and community development through Connected Learning.

Roundtable 2: Engagement & Inquiry

R1- ***What Do We Really Want for Our Learners? Beth Torrison***

Do you want a more learner-driven classroom? In this session we will practice the Question Formulation Technique, a process that empowers learners to create authentic questions appropriate to all environments, initiate discussion, and cultivate essential critical thinking skills.

R2- ***Multi-Genre Writing Projects: Outside the Box Writing: Kate Miner***

Join a discussion of multi-genre approaches for research and/or analysis writing as an alternative (or supplement) to traditional research assignments.

Roundtable 3: Writing Processes & Structures

R1- ***Student Writing Response Group Redux: A Vital Component of the Writing Workshop: Chris Kuehn***

Collaboration and feedback among young writers are vital to revision and writer growth when writing response groups are shaped to be effective, exciting, and successful components of your writing workshop. Let's talk about how to make those groups work to their best potential.

R2- ***Responding to Student Writing: Processes for Engaging in Writing Feedback: Steph Rollag Yoon, Jodi Baker, Joanna Imm, Jess Emery***

Teachers from different subject areas (ELL and ELA) and levels will present a variety of ways to provide feedback to student writers. In addition to this writing, we will share our ongoing questions and reflections related to the ways we give feedback to students.

Session 4

Workshops

(Northwoods B) **Branching Out: (Re)Building a NWP Satellite/Site**

Kristia Nora, Laura Roop

This presentation discusses the development of the English Education Collaborative, an organization founded to establish stronger ties between California University of Pennsylvania, Southwestern Pennsylvania school systems, and the Western Pennsylvania Writing Project. This work points to how linked hubs can support the reach and sustainability of NWP sites.

(5th Quarter) **C3WP in the Elementary Classroom**

Mary Ann Feutz, Jenny Magee

Come and speak with two elementary school teachers who spent the last year learning about and implementing C3WP in a fourth and a fifth grade classroom, helping students develop the ability to engage in argument thinking, discussion, and writing. We will share experiences and insights into the lessons, what has worked, what hasn't, and how we have adapted C3WP to fit student needs. Student work examples and lesson plan modifications will be shared.

(Northwoods A) **Lessons from the NY Times "Snow Fall"**

Andy Schoenborn

The NY Times "Snow Fall" multimedia project was such a sensation that it spurred NY Times blogger, Nate Silver, to propose journalistic infographics as a new category for the Pulitzer Prize. Participants will learn how to deconstruct the "Snow Fall" project uncovering how strong writing, intentional design, and intuitive multimedia moves impact an audience. We will also explore simple (and free) tools students can use to emulate the project, and inject life into their own writing.

(Agriculture) **Visualization: Using Photographs to Activate Writing**

Heather Caswell, Roger Caswell

Photography, as non-print text, provides an uninhibited opportunity for learners from early childhood to adulthood to read photographs. This strategy of "reading without rules" engages all learners.

(Landmark) **Aligning Assessment Practices with Our Writing Values**

Jen Doucette

As writing teachers, we talk about drafting, revising, and developing voice through taking risks. And then we pull out the rubric and grade the writing against a laundry list of criteria. Join us to explore how we can align our instruction and assessment practices to maximize student growth and learning.

Roundtable Presentations

Roundtable 1: Equity & Activism

R1- Using Writing to Help Adverse Childhood Experiences and Trauma: *Mary Williams*

Writing can help students and adults alleviate some of the learning "blocks" that can occur with ACES and trauma. The discussion will be about ways to help individuals work through issues using writing.

Roundtable 2: Engagement & Inquiry

R2- Nonfiction Mentor Text: Craft, Coach and Content: *Deborah Shefren, Debra Gurvitz*

The use of nonfiction mentor text in primary classrooms (K-2) will be discussed. Mining mentor text for craft lessons will be examined along with student writing samples.

Roundtable 3: Writing Processes & Structures

R1- Composing the Self: Building and Implementing a Cross-Curricular Expressive Writing Tool: *Nick Clohecy*

Writing routine. You can hear the sighs of the students already. Explore Jordan Peterson's (Toronto University) Self-Authoring Program as a potential antidote. Expect to grapple with present, past, and future authoring in our own short writing samples with the goal of equipping ourselves with more effective writing routines.

R2- Journaling to Foster Creativity & Classroom Relationships: *Julie Bernard*

In a time of curriculum standards and Common Core, discover what's at the heart of it all by examining the benefits of journal writing in the classroom. The presentation will include examples, strategies, and practical applications of what journal writing has shown in terms of fostering creativity, and enriching the relationships between teacher and student. Attendees will see examples, apply strategies to their own writing, and learn applicable ways to incorporate journal writing into their own classrooms.