

Summer 6-15-2017

ENG 5585-001: Writing Project for Teachers

Robin Murray
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_summer2017



Part of the [English Language and Literature Commons](#)

Recommended Citation

Murray, Robin, "ENG 5585-001: Writing Project for Teachers" (2017). *Summer 2017*. 10.
http://thekeep.eiu.edu/english_syllabi_summer2017/10

This Article is brought to you for free and open access by the 2017 at The Keep. It has been accepted for inclusion in Summer 2017 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Writing Workshop for Writing Teachers: Best Writing from our Students and Ourselves

Meeting Times: Online: June 15, 19, 20, 21, 22

On Campus: 10:00 a.m.-3:30 p.m.: June 12, 13, 14, 26, 27, 28, 29, and July 3, 5, and 6

Instructors: Robin Murray, Director; Amber Laquet Co-Director and coach; and Kristin Runyon, Co-Director and coach; Kendall Huffman, teaching consultant and coach.

Course Description: Based on National Writing Project principles, this workshop focuses on the theory and practice of teaching writing across the disciplines in K-12 schools and provides K-12 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms and in a wider professional community.

Texts and Resources:

All resources and reading materials will be provided, acquired through Textbook Rental, or chosen from the class library or on-line browsers and will include *Crafting Digital Writing*, *Content Area Writing: Every Teacher's Guide*, and *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*.

Course Objectives from the National Writing Project

- Improve student writing and learning in K-16 classrooms
- Extend the uses of writing in all disciplines
- Provide schools, colleges, and universities with an effective in-service model
- Identify, celebrate, and enhance the professional role of successful classroom teachers.
- Apply a teacher-centered model to implement these goals

Workshop Objectives and Requirements

- Read and discuss the latest research in classroom practice and respond during online or classroom discussions and on your blog and/or composition book
- Collaborate with other educators while exploring the theory and practice of writing and reading to learn in all content area classrooms
- Build your own research project on a topic useful for your classroom, school, and/or district
- Write an I-Search paper documenting your research "journey"
- Prepare and conduct a demonstration lesson for your institute cohort and revise it for an institute anthology
- Strengthen your professional presentation skills
- Find and expand the writer within you while engaging various styles and genres and collect some of them in a portfolio and an institute anthology
- Join a professional discourse community of educators
- Discover opportunities to further your professional development by participating in EIWP Creative Writing Youth Camp, in-service workshops, writing retreats and marathons, conferences, and study groups.

Writing:

Logs/Chronologies: In pairs institute participants will sign up to be in charge of the log or chronology for one day during the institute. These teams will be in charge of keeping notes during the chosen day and then distributing and talking about the notes to the group on the following day. In addition to presenting the notes to the group, the presenter will also be responsible for posting them on "A Day in the Life" forum. These notes may be presented in any form/genre the presenter chooses. Be creative!

Sacred Writing/Journaling in your D2L blog and/or composition book: Sacred writing lasts for approximately fifteen minutes. This is a writing time for you and may include responses to reading from selected published writing or to individual reading or personal and pedagogical experiences you have had. In the morning, this exercise is silent and sacred. At other times—online, during writing marathons or after reading time—it serves as a place for you to build your portfolio.

i-Search Paper: This piece will provide you with the opportunity to research a topic you can use in your classroom/school/district. It is similar to a traditional research paper, but the idea is to be as close to the authentic research an adult does as possible; for instance, we may research various cars when we're planning to buy a new one – what *Consumer Reports* and owners say, what insurance costs, what options are available, etc. It is written in the first person, as it's a story of personal research – how the writer became interested in the subject, what she did to research, what she learned, what she wondered next. The i-Search paper will provide opportunities for you to explore your research project's "journey." The goal is to examine a topic that will be useful for you and your school, district, and/or ROE.

Creative Writing: Your sacred writing will provide the building blocks for creative writing in a genre of your choice: poetry, fiction, memoir, letter, graphic narrative, etc. You will choose your favorite piece (you're willing to share) to include in our creative anthology.

Portfolio: In your portfolio you will collect your demonstration lesson plan and materials, your i-search paper, and a "creative" piece of your choice. Then you will reflect on your writing in a 1-2 page reflection that explores the process of developing your writing pieces. Please include reflections on what worked well, where you faced challenges, and where you might like to take the pieces from here. Your reflection will help you synthesize your writing process for the SI.

Sharing Writing:

Writing Response Groups: These will meet throughout the institute in order to discuss drafts and ideas and will serve as the main source of feedback for fellows' writing.

Author's chair: During the SI there will be time set aside for Author's Chair. This activity allows individuals time to share writing produced during the institute. For each Author's Chair, writing response group members will select one person from the group to share a specific piece of writing. This writing selection does not need to represent the "best" writing in the group; rather, writing group members may select a piece of writing for any reason: it has undergone the most revision, it tells an important story, it is powerful... During the Author's chair, the author will read his or her selected piece of writing to the group. Questions and positive feedback will follow each reading.

Demonstration: Each fellow will design and present a 60-75 minute workshop during the institute focused on a literacy-focused lesson you would like to hone or develop during the summer institute. Please see resource on D2L for further information about the teaching demonstration.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course.

IL Eastern Illinois Writing Project ☐ Summer Institute 2017 Week 1

Monday [June 12]	Tuesday [June 13]	Wednesday [June 14]	Thursday [June 15]	Friday [June 16]	Notes
<p>Sacred Writing</p> <p>Introduction to EIWP SI and Name Tags</p> <p>Meet with coaches to talk about name tags and complete interviews</p> <p>Research Read [R]: Set up Reading Groups for PPT's and Sharing online</p> <p>D2L and Resource Introduction</p>	<p>Sacred Writing</p> <p>Chronology/Log Demonstration</p> <p>Model Demo [D] Stars and Wishes</p> <p>Demonstration Response Groups</p> <p>I-Search Research Introduction</p>	<p>Sacred Writing</p> <p>Chronology/Log: Research Read [R]</p> <p>Model Demonstration [D] Stars and Wishes</p>	<p>Online Blog entry on individual research</p> <p>Research Read [R] <i>Crafting Digital Writing</i> PPT's and Online Discussions from Groups I, II, and III</p>	<p>Reading and Research on own and with e-anthology</p>	<p>We encourage everyone to bring at least one possible recruit (or individuals important to recruitment efforts such as administrators) to the SI.</p>
Lunch	Lunch	Lunch: Technology	Lunch	Lunch	
<p>Demonstration Stars and Wishes</p> <p>Heinemann intro.</p> <p>Writing Groups [W] Sign up for author's chairs by groups and divide reading by group.</p> <p>Mini-Writing Crawl and author's chair.</p>	<p>Mini-Writing Crawl-Debrief/Discussion</p> <p>Author's Chair [W]</p>	<p>Model Demonstration [D]:Stars and Wishes</p> <p>Writing Groups [W]</p> <p>Assignments for Online Portion of Class: Daily blogging on research. PPT's by Group for three books, and Discussions</p>	<p>Writing Groups [W] Discussion and Online Coaching</p>		<p>They may visit for all or part of a day. Please let Robin, Amber, Kristin, or Kendall know asap when people would like to visit, so we can plan ahead.</p> <p>Please also invite Celebrities to our Celebration Luncheon!</p>

Key: ☐ [D] = participant demonstration [O] = other presentations by directors, teacher-consultants, or guests
[W] = writing response groups [R] = discussion of recent research

IL Eastern Illinois Writing Project ☐ Summer Institute 2017 Week 2

Monday [June 19]	Tuesday [June 20]	Wednesday [June 21]	Thursday [June 22]	Friday [June 23]	Notes
Online Blog entry on individual research Research Read [R] <i>Content-Area Writing</i> PPT and Online Discussion, Group I	Online Blog entry on individual research Research Read [R] <i>Content-Area Writing</i> PPT and Online Discussions, Group II and III	Online Blog entry on individual research Research Read [R] <i>Notice and Note</i> PPT and Online Discussions, Group I	Online Blog entry on individual research Research Read [R] <i>Notice and Note</i> PPT and Online Discussion, Group II and III	Reading and Research on own and with e-anthology	We encourage everyone to bring at least one possible recruit (or individuals important to recruitment efforts such as administrators) to the SI.
Lunch	Lunch	Lunch	Lunch	Lunch	
Writing Groups [W] Discussion and Online Coaching Assignments for Online Portion of Class: Daily blogging on research. PPTs by Group for three books, and Discussions	Writing Groups [W] Discussion and Online Coaching Assignments for Online Portion of Class: Daily blogging on research. PPTs by Group for three books, and Discussions	Writing Groups [W] Discussion and Online Coaching Assignments for Online Portion of Class: Daily blogging on research. PPTs by Group for three books, and Discussions	Writing Groups [W] Discussion and Online Coaching Assignments for Online Portion of Class: Daily blogging on research. PPTs by Group for three books, and Discussions		They may visit for all or part of a day. Please let Robin, Amber, Kristin, or Kendall know asap when people would like to visit, so we can plan ahead. Please also invite Celebrities to our Celebration Luncheon

Key: ☐ [D] = participant demonstration [O] = other presentations by directors, teacher-consultants, or guests
[W] = writing response groups [R] = discussion of recent research

IL Eastern Illinois Writing Project ☐ Summer Institute 2017 Week 3

Monday [June 26]	Tuesday [June 27]	Wednesday [June 28]	Thursday [June 29]	Friday [June 30]	Notes
Sacred Writing Chronology/Log: Demonstration [D]: Stars and Wishes Demonstration Response Groups	Sacred Writing Chronology/Log: Demonstration [D]: Stars and Wishes Research Read [R] own research from handbook or library Discussion	Sacred Writing Chronology/Log: Demonstration [D]: B Stars and Wishes Research Read [R] own research from handbook or library Discussion	Sacred Writing Chronology/Log: Demonstration [D] Stars and Wishes: Research Read [R] own research from handbook or library. Discussion	Reading and Research on own and with e-anthology	We encourage everyone to bring at least one possible recruit (or individuals important to recruitment efforts such as administrators) to the SI.
Lunch: Coaching	Lunch	Lunch: Technology	Lunch: Coaching	Lunch	
Demonstration [D]: Stars and Wishes Research Read [R] own research Discussion Writing Groups [W] Coaching	Mini-Writing Crawl—[W] Debrief/Discussion Author's Chair [W] Coaching	Demonstration [D]: Stars and Wishes Writing Groups [W] Discussion Coaching	Demonstration [D]: Writing Groups— Finish up creative piece and demonstration write up for anthologies! Author's Chair [W]—		Please let Robin, Amber, Kristin, or Kendall know when people would like to visit. Please also invite Celebrities to our Luncheon

Key: ☐ [D] = participant demonstration [O] = other presentations by directors, teacher-consultants, or guests
[W] = writing response groups [R] = discussion of recent research

IL Eastern Illinois Writing Project ☐ Summer Institute 2017 Week 4

Monday [July 3]	Tuesday [July 4]	Wednesday [July 5]	Thursday [July 6]	Friday [July 8]	Notes
Sacred Writing	No Class	Sacred Writing	Sacred Writing Chronology/Log:	Reading and Research on own and with e-anthology	We encourage everyone to bring at least one possible recruit (or individuals important to recruitment efforts such as administrators) to the SI.
Chronology/Log: Demonstration [D]: Stars and Wishes	4 th of July Holiday	Chronology/Log : Writing Crawl	Being Part of the EIWP and NWP Community Institute Evaluations		
Lunch	Lunch	Lunch: Technology	Lunch	Lunch	
Demonstration [D]: Stars and Wishes Demonstration [D] Stars and Wishes	No Class 4 th of July Holiday	Extended Author's Chair [W]	Celebration Luncheon with Celebrities		They may visit for all or part of a day. Please let Robin, Amber, or Kristin, know asap when people would like to visit, so we can plan ahead. Please also invite Celebrities to our Celebration Luncheon

Key: ☐ [D] = participant demonstration [O] = other presentations by directors, teacher-consultants, or guests
[W] = writing response groups [R] = discussion of recent research