

*The Meadow Brook Writing Project in partnership with the Macomb
Intermediate School District*

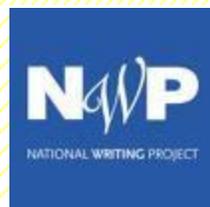
presents

Bridging the Gaps: Promoting Literacy in a New Era

*The Side by Side Symposium 2014: A Conference for Teachers of Writing at All
Levels*

January 25, 2014

44001 Garfield Road
Clinton Township, MI 48038



8:00 – 8:30 a.m.	Registration and Continental Breakfast
8:30 – 9:30 a.m.	Breakout Session A
Room 100A	<p><i>Collaborative Journals for Cross-Curricular Writing</i> Presenter: Celeste Turner Elementary and Middle School Track Description: This workshop provides teachers with the tools to implement collaborative journals to support the writing curriculum. This process is different from traditional journaling because students share a common journal. These journals promote student to student interaction through written dialogue, interpretation of specific subjects, and insight about the personal views of others. The journals benefit teachers by assessing student writing at a glance. Across the curriculum, it gives math, social studies and science teachers the ability to assess student ability to internalize concepts being taught.</p>
Room 100C	<p><i>What Teachers Say. What Students Hear.</i> Presenter: Christina Hall All Levels Description: This session will explore how our teaching styles, assignments, and feedback shape the way students view writing and the role of writing. Sometimes our classroom activities inadvertently send messages that are misperceived by our students, ultimately affecting the way students approach and interpret writing activities, their sense of ownership and level of engagement, and our students' understanding of the role of writing in their lives. Participants will further discuss practical applications in the classroom.</p>
8:30 – 10:30 a.m.	Breakout Session AA
Room 111	<p><i>Student Website Production: Reaching New Audiences</i> Presenter: Marilyn Borner All Levels Description: In a hands-on activity, participants will learn how to use a web-based free hosting site to create a website for a rhetorical project. This is an easy-to-learn and easy-to-teach approach to having students enter conversations with an eye toward a global audience by building their own website for their work. Revising and repurposing work for the constraints of Web writing will also be explored.</p>
9:40 – 10:40 a.m.	Breakout Session B
Room 100A	<p><i>The Six-Word Memoir Approach to Focused and Concise Writing</i> Presenter: Laura Gabrion Middle School, High School and College Track Description: As the old story goes, Ernest Hemingway was challenged to write a short story in six words. After some careful consideration, he produced this: "For sale: Baby shoes, never worn." Participants will work on their own six-word creations and further apply such writing to thesis formation, argument organization, and other individual and collaborative assignments.</p>
Room 100C	<p><i>Preparing Young Children to Write: A Step-by-Step Look at How to Develop Successful Writers</i> Presenters: Ann Denison and Kathleen Hill Elementary Track Description: Using the Write Steps writing program and sample units from Teachers Pay Teachers, this presentation will show a step by step plan with progressions of how to teach writing to young children. This will provide early childhood educators with practical ways of teaching both narrative and informational/expository writing to meet the common core standards.</p>
10:35 – 12:00 noon	Breakout Session BB
Room 111	<p><i>Teaching and Learning with Technology in the Early Childhood Classroom</i> Presenter: Cassandra Joss and Molly Mayernik Elementary Track Description: In this presentation, the use of iPads, YouTube, and educational websites will be shared to enhance literacy in the early childhood classroom. Attendees will be provided with a solid list of educational apps, YouTube stations, and websites that will keep children engaged and having fun while still applying the Common Core Standards. A demonstration of how to use the camera and recording feature on the iPad for students' to reflect on their own learning will also be highlighted. Finally, the technology shared will incorporate brain-based learning practices.</p>
10:50 – 11:50 a.m.	Breakout Session C
Room 100A	<p><i>Writing, Research and Inquiry</i> Presenters: Angelia Mahone and A. Chika Ngozi Middle School Track Description: This session will look at the value of inquiry when implementing a student-centered approach to research-based writing. Participants will look at the impact of students' engagement with research and writing when prompted by their own desire to learn. Finally, participants will discuss ways to enhance synthesis of outside material with the students' own thoughts and observations.</p>
Room 100C	<p><i>Focusing Student Writing</i> Presenters: Felecia Branch Elementary, Middle, and High School Track Description: Participants will be shown two templates which can be used to focus their students' writing. This will enable them to become better student writers by focusing on the main idea as well as any underlying main ideas. Participants will also be provided with strategies to help their students cite specific textual evidence to support their claims and to end with a logical, concise conclusion. Citing textual evidence is now a part of the common core and introducing students to this strategy will greatly increase their writing ability.</p>
12:00 – 12:40 p.m.	Lunch

12:50 – 1:50 p.m.	Breakout Session D
Room 100A	<p><i>Reading Like a Writer</i> Presenter: Kathleen Reddy-Butkovich All Levels Description: Using Katie Wood Ray's "craft moves" and a variety of picture books, participants will be able to see the benefits of close text analysis as well as how to read and analyze texts with their students. This exploration of writers' "craft moves" will provide rich examples of writing that students can model.</p>
Room 100C	<p><i>From Pain to Possibilities: Effective and Efficient Student Feedback</i> Presenters: Christina Hall, Jennifer Coon and Laura Gabrion Middle School, High School and College Track Description: This panel presents research findings from a collaborative project that explored instructor feedback in order to contextualize and pinpoint effective strategies teachers can employ to minimize their workload while continuing to provide high-quality and productive responses to student writing.</p>
12:50 – 2:50 p.m.	Breakout Session DD
Room 111	<p><i>Putting the "I" Back into "Legitimate" Academic Writing: How Reflection Can Promote Metacognition and Transfer in the Writing Process</i> Presenter: Kathleen Lawson Middle School, High School and College Track Description: Do your students sometimes forget some information or skill you are sure you have taught them well? Current teaching practices can result in students not retaining what they have learned from one grade level to the next, from middle to high school and college and beyond—sometimes from one assignment to the next! This workshop will explore the role reflection plays in promoting metacognition and transfer of learning. Participants will come away with assignments designed to help students choose effective writing strategies and learn to analyze and adapt their thinking and writing processes.</p>
2:00 – 3:00 p.m.	Breakout Session E
Room 100A	<p><i>Writing Under the Influence</i> Presenter: Kathleen Hill Elementary Track Description: Atmosphere inspires young writers to write a visual, detailed story. Meadow Brook Writing Camp taught young writers to use setting and historical facts to write a great story. This presentation will give participants some ideas using field trips, mentor texts and atmosphere to ignite writing imaginations.</p>
Room 100C	<p><i>Everything's an Argument</i> Presenter: Mary Cox High School and College Track Description: Teachers will examine Toulmin's Model of Argument and use magazine ads to teach claim, data, warrant and rebuttal. The exercise sharpens students' ability to identify a good argument and also helps them to understand the impressions made by advertisements.</p>
Room 104	<p><i>How to Read Fiction in Plain English through the Example of Stephen Dobyn's Short Story "Kansas"</i> Presenter: Lindy Lindell High School and College Track Description: Lindell will demonstrate how fiction writers operate by using the specific example of the Stephen Dobyns' short story "Kansas" and how the author uses point of view and nine other devices in his fictional craft to tell this compelling story. To get full benefit of how Dobyns' exercises his craft, bringing the story to its startling conclusion, it is suggested that attendees read the story in advance, copies of which will be available at the welcome table in the main hall.</p>