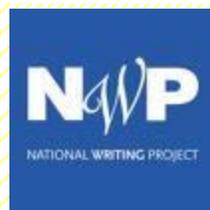


*The Meadow Brook Writing Project in partnership with the Macomb  
Intermediate School District*

*presents*

# **WRITING EXTENSIONS: BUILDING LITERACY CONNECTIONS IN THE 21ST CENTURY**

*The Side by Side Symposium 2012: A Conference for Teachers of Writing at All  
Levels*



8:00 – 8:30 a.m.	Registration and Continental Breakfast
8:30 – 9:30 a.m.	Breakout Session A
Room 100A	<i>Collaborative Writing: Theatre in the Writing Classroom</i> <b>Presenter:</b> Audra Lord <b>All Levels</b> <b>Description:</b> Participants will be involved in a dramatic writing workshop designed to encourage collaboration in the writing classroom.
Room 100C	<i>Creating Take Home Collaborative Journals with Technology</i> <b>Presenter:</b> Celeste Turner <b>Elementary and Middle School Track</b> <b>Description:</b> This writing workshop will show participants how to create and incorporate collaborative journals for classroom and home use. It also has a technology component called blogging, which will be used to encourage collaborative writing using technology. Teachers can use these writing activities for informal assessment of student writing skills. There is minimum prep time, but maximum data can be collected about student writing.
Room 104	<i>Using Advertisements in the Composition Classroom</i> <b>Presenter:</b> Lauren Rinke <b>High School and College Track</b> <b>Description:</b> Traditional approaches to introducing the fundamentals of composition (critical thinking, audience awareness and rhetorical appeals) can often seem daunting or abstract to students. This workshop will give participants the tools to integrate an accessible and creative approach to teaching these concepts through the use of advertisements. Participants will also gain strategies for utilizing such visual arguments in both the secondary and college classrooms.
8:30 – 10:05 a.m.	Breakout Session AA
Room 111	<i>Oral History in the Classroom: A Practical Guide to Interviewing and Sharing</i> <b>Presenter:</b> Cornelia Pokrzywa <b>High School and College Track</b> <b>Description:</b> Oral histories collect memories and personal commentaries of historical significance through recorded interviews, and such projects give students the opportunity to explore the intersections between “data” and “text” as they engage in primary research with an interview subject. In a ninety-minute workshop, engage in inquiry in the classroom, prepare your students for an interview with a family member, and plan an interview with an individual from their wider community. Students learn about interview preparation strategies, oral history protocols, and public sharing of materials. Oral History projects can be extended by further research or contributions to one of many local oral history archives provided in this unit. Students gain an overview of the scope of oral history projects in the US and the guiding principles of oral historians. The project can be completed by collecting an actual interview, creating a digital storytelling project, or writing a reflective piece in response to a prompt. Students engage in primary research: conducting interviews, drawing conclusions, interpreting narratives, and tagging and indexing. Students prepare an archival sound recording with potential for use in additional multimedia projects (including audio slideshows, videos, or podcasts).
9:40 – 10:40 a.m.	Breakout Session B
Room 100A	<i>Creating Characters</i> <b>Presenter:</b> Kathleen Hill <b>All Levels</b> <b>Description:</b> “Creating Characters” is a strategy many authors use to start or develop their stories. A presentation of the lessons taught to kindergarten and elementary students shows the actual process, including the writing, drafts and the feedback contributed by the students. These lessons have mentor texts that were used for modeling and suggestions for character traits. Ultimately, the teachers will go through the lesson creating their own character and a story that the character suggests to them. We will all share what we have written and explore what more can be done.
Room 100C	<i>Summer Days at Meadow Brook Hall: The Importance of Place-based Writing</i> <b>Presenter:</b> Rebecca Rivard <b>All Levels</b> <b>Description:</b> In-house expert and Director of Community Outreach, Rebecca Rivard will guide teachers in their formation of enrichment activities that will enhance student engagement and writing development.
Room 104	<i>Writing an Analysis</i> <b>Presenter:</b> Robert Lamphear <b>High School and College Track</b> <b>Description:</b> One of the challenges in writing is to be able to write an objective analysis, rather than summarizing or including personal experience. This session, beginning with Bloom's taxonomy, will investigate ways to help students develop this critical skill.
10:15 – 11:50 a.m.	Breakout Session BB
Room 111	<i>A New Style of Writing: Digital Storytelling</i> <b>Presenters:</b> Christina Hall and Shaun Moore <b>All Levels</b> <b>Description:</b> This session takes a look at how digital storytelling can reinforce writing process and organization, and offer a clearer perspective on audience and purpose. It will also offer a hands on experience and skills you can take into your classroom.
10:50 – 11:50 a.m.	Breakout Session C
Room 100A	<i>Tell Me in a Letter</i> <b>Presenter:</b> Toni Gibson <b>Elementary Track</b> <b>Description:</b> We love our email, Facebook, smart phone, text messages and the speed of it all. But is it possible to still write a letter? To whom? What for? Wait! Don't dismiss the thought yet. Find out how letters between teacher and students or to the school board or principal or to a pen pal can give our children a tool to ponder and express their opinions, concerns or goals. Letter writing is an entry into the world of writing for many. As Garrison Keillor says, "The more you write, the easier it gets and forty years from now, your grandkids will read it...a glimpse of you and the world."

Room 100C	<p><i><b>The Not So Common Writing to the Common Core</b></i>  <b>Presenters:</b> Grace Velchansky and Lisa Rivard  <b>Elementary and Middle School Track</b>  <b>Description:</b> Writing in all content areas is an integral part of the standards. What is really expected of students and how do we get them there? Participants will explore the critical components within the common core standards and how they transcend to teaching and learning.</p>
Room 104	<p><i><b>De-mystifying the Use of Mentor Texts: Practicing the Persuasive Essay</b></i>  <b>Presenter:</b> Mary Cox  <b>High School and College Track</b>  <b>Description:</b> Participants will practice finding and using mentor texts to improve students' understanding of composing a persuasive essay. Participants will also look at argumentative essays from newspapers and find the parts of the argument: stand, support, counter argument and conclusion. Students' understanding of persuasive texts will enhance their production of effective and strategic arguments.</p>
12:00 – 12:40 p.m.	Lunch
12:50 – 1:50 p.m.	Breakout Session D
Room 100A	<p><i><b>Looking at Student Work</b></i>  <b>Presenter:</b> Kathleen Reddy-Butkovich  <b>All Levels</b>  <b>Description:</b> In this session we will learn to use the Collaborative Assessment Conference (CAC) as a tool for looking at student writing. This protocol encourages a balance in perception--the habit of looking for strength as well as need. Student work can be used as a model of proficiency, an instructional guide, or to validate instruction. Discover ways this information can be used to shape our daily classroom practice. Join the conversation.</p>
Room 100C	<p><i><b>Composition Notebooks and Containers: An Individualized Approach to the Writing Process</b></i>  <b>Presenter:</b> Bridgette Murray  <b>Elementary Track</b>  <b>Description:</b> In this session participants will learn the true value of those marble-covered, lined notebooks. Students need to be continually guided (and goaded) through the parts of the writing process, and this session will illustrate the importance of a “place” for drafting, revision, proofreading, and more. In addition, this session will explore the impact of one-on-one conferencing and targeted written comments upon the students' polished pieces.</p>
Room 104	<p><i><b>The Odd Couple: Service Learning Meets New Media</b></i>  <b>Presenter:</b> Laura Gabrion  <b>High School and College Track</b>  <b>Description:</b> In response to an increasing need to be engaged with the world around us, service learning allows “students (and faculty) [to] grow as writers and as citizens while working in or with the community” (Amare &amp; Grettano, 2007). Simultaneously, we strive to build literate students who can communicate comfortably in a variety of mediums. This presentation will show the effectiveness of responding to service learning activities with multimodal compositions. Beyond the inherent creativity such projects encourage, they also allow students to broaden their audiences because “their multimodal [compositions can be shared] on the Internet, [...] allowing them to put their new skills [...] into play immediately for audiences that may include their family, their friends, and even wider publics” (Clark, 2010).</p>
12:50 – 2:50 p.m.	Breakout Session DD
Room 111	<p><i><b>Using Digital Technology to Create Book Reports and Storyboards</b></i>  <b>Presenter:</b> Felecia Branch  <b>Elementary, Middle and High School Track</b>  <b>Description:</b> This workshop will instruct participants in the use of FREE online story boards and digital movie makers for assigning book reports, storyboards, and more. It gives a variety of interactive uses for book reports, storyboards, and skits, and it is all FREE! Participants should bring a recent book that they have read as they will work with the technology during this session.</p>
2:00 – 3:00 p.m.	Breakout Session E
Room 100A	<p><i><b>To Be or Not to Be...Multimodality and Engagement: Visual, Auditory and Bodily Texts</b></i>  <b>Presenter:</b> Kathleen Lawson  <b>Middle School, High School and College Track</b>  <b>Description:</b> Assigning texts in multimodalities has changed the practices of literacy as well as the ways teachers can help their students to meet them half way. Encouraging students to think through imagery and with the body can allow students to more successfully engage in their learning, reading, and writing experiences. This session is designed as a hands-on workshop. Participants will produce multimodal texts and leave with ideas of their own to take back to their own classrooms.</p>
Room 100C	<p><i><b>A Writing Center Tutors' Perspective: Our Observations of What Is Needed in a Writing Classroom</b></i>  <b>Presenters:</b> Panel of OU Students  <b>High School and College Track</b>  <b>Description:</b> This session will consist of a panel from Oakland University's Writing Center. There will be a discussion and interaction with the participants in the audience regarding our insights as peer tutors. In this position, we feel we have a unique perspective of how students learn the writing process (which is somewhere in between that of students and teachers). We will be offering our insights as we touch upon topics such as commonly overlooked learning points in writing classrooms, what kinds of class activities encourage writing skills, as well as the expectation differences between writing classrooms in high schools and colleges, and what can be done to help close that divide.</p>
Room 104	<p><i><b>The Teacher as Writer</b></i>  <b>Presenter:</b> Toni Gibson  <b>All Levels</b>  <b>Description:</b> Do you teach writing? As a teacher of writing, do you write? It's a question that teachers of writing consider and wonder about. Should I write? Could I write? What would I write about? And when can I find the time to write? In this session, we will discuss personal writing that goes beyond the lists, the lesson plans and the lines of notes and reminders. Then we will dive into some of our own writing and for those who are willing, we'll share the results. Come spend a moment with your thoughts and pen (or computer) and let yourself write. When you begin to see yourself as a “writer,” a creative spark awakens...for you and your students.</p>