



**Eastern Illinois
Writing Project
Spring 2015 Newsletter**
The Eastern Illinois Writing Project
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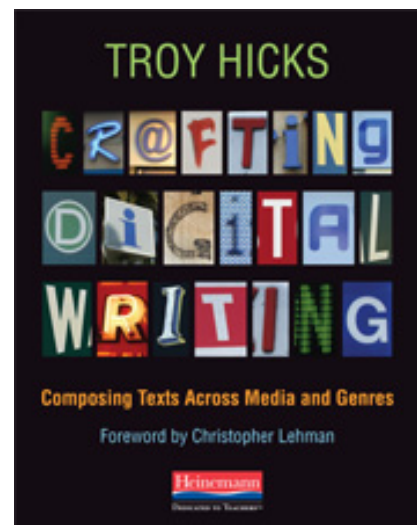
**New Summer Workshops for
Teachers!**

The new EIWP summer workshop series will provide teachers the opportunity to read professionally, participate in small and whole group discussions, learn and practice new teaching strategies that will ultimately improve student writing and learning. This series will show creative ways to integrate reading and writing throughout the curriculum—and still meet the Illinois Common Core Standards.

The workshops will provide a variety of assignments teachers can use with their students. Each session will include demonstrations of strategies, participant writing, and time to brainstorm applications to various content areas/topics. Resources will be shared to encourage both classroom and school-wide changes.

These workshops will occur on June 19 and 26 from 9-12, two Fridays for three hours each. They will serve teachers across disciplines and grade levels and include workshops focused on reading informational texts, writing to learn, writers' workshop, and integrating technology into literacy across the curriculum. CCSS addressed will include CC.K-12.W.R.1-10, CC.K-12.R.I.1-10, and CC.K-12.W.1-10.

Summer Institute 2015!



The 2015 summer institute will provide teachers across the curriculum with opportunities to improve student writing and

learning, extend uses of writing in all disciplines and provide schools with an effective in-service model. Teachers will also learn to identify, celebrate, and enhance the professional role of successful classroom teachers, and apply a teacher-centered model to implement these goals.

Some of the daily and weekly activities that teachers will participate in include writing activities for personal and professional growth, sharing teaching ideas, reading and research, small and large group discussions, and coaching sessions with directors and teaching consultants. They will also collaborate on writing projects and build a community of learners and professionals. I will attach a syllabus for the course, ENG 5585, Writing Workshop for Writing Teachers Across the Curriculum, for further information.

The Eastern Illinois Writing Project follows the National Writing Project principles to facilitate teaching and learning in all of our programs. We believe that the best teachers of teachers are other teachers and that the best teachers of writing are writers themselves.

The National Writing Project has been proven effective by outside evaluators and has become a model for improving classroom instruction in other academic fields. The NWP Legacy Study shows that 98 percent of NWP summer institute participants remain in education until they retire, and 70 percent stay in the classroom throughout their careers.

A second study performed by the NWP examined nine different schools and compared the writing of students studying under NWP teachers and students studying under non-NWP teachers. The study looked at seven different aspects of student writing: content, structure, stance, sentence fluency, diction,

conventions, and holistic score. In every instance, the students studying under NWP teachers outscored the non-NWP taught students.

The 2015 Invitational Summer Institute will address the following CCSS CCR, Reading: Informational Text, and Writing Standards by immersing teachers in literacy and literacy pedagogy across the curriculum. These CCSS include CC.K-12.W.R.1-10, CC.K-12.R.I.1-10, and CC.K-12.W.1-10.

SAVE THE DATE!

Seventh Annual Institute Day

October 16, 2015



The 2015 Institute Day will focus on teaching literacy and technology across disciplines, including math, science, history, social studies, and technical subjects. Teachers from across disciplines and grade levels will share their teaching ideas in multiple breakout sessions, maintaining a teachers teaching teachers model to creatively meet the Common Core Standards. CCSS addressed will include CC.K-12.W.R.1-10, CC.K-12.R.I.1-10, and CC.K-12.W.1-10.

To highlight this interdisciplinarity across grade levels, we are also pleased to announce our keynote speaker: Troy Hicks. Professor Dr. Troy Hicks is an associate professor of English at Central Michigan University and focuses his work on the teaching of writing, literacy and technology, and teacher education and professional development. A former middle school teacher, he collaborates with K-12 colleagues and explores how they implement newer literacies in their classrooms. Hicks directs CMU's Chippewa River Writing Project, a site of the National Writing Project, and he frequently conducts professional development workshops related to writing and technology. Hicks is author of the Heinemann titles *Crafting Digital Writing* (2013) and *The Digital Writing Workshop* (2009) as well as a co-author of *Because Digital Writing Matters* (Jossey-Bass, 2010) and *Create, Compose, Connect* (Eye on Education/Routledge, 2014) in addition to numerous journal articles and book chapters. The following descriptions highlight Hicks's presentation for the October conference:

Keynote: "Mixing Sources, Amplifying Voices: Crafting Writing in a Digital Age": As the inputs continue to multiply, how can we help students find, evaluate, and synthesize information from a variety of sources? More importantly, how can we help them craft digital writing in effective ways, utilizing the information that they have found to develop multimedia texts? Bring your favorite device, because in this interactive keynote we will explore a variety of web-based tools and mobile applications to help students mix together a variety of sources and amplify their digital voices.

The Institute Day will also include teacher-driven presentations and workshops that allow both attendees and presenters to share effective

ideas and confer with one another, emphasizing the belief that the best teachers of teachers are other teachers. Workshops will include "Lessons on Common Core Peer Editing," "Technology and Common Core," "Curriculum Development and Common Core," "Primary Sources and Common Core," "Writing to Learn," and "Google Apps and Common Core." These workshops will help teachers better meet their students' literacy needs across the curriculum and grade levels, facilitating ways for students to mix together a variety of sources and amplify their digital writing voices.

Our Institute Day will end with a catered luncheon and a Post Keynote Luncheon Conversation: "Please bring your questions and ideas from the keynote straight into this follow-up conversation. Here we can discuss some of the digital writing tools in more detail, connect more directly to your classroom practice, and look at more examples of student work. You will help make this session happen, so please come prepared to interact, learn some more, and create your own digital writing."



Institute Day 2014 Keynote Audience

The Graduate Certificate in the Teaching of Writing at EIU



This certificate is available to any already certified teacher across the curriculum and grade levels, and builds on the work completed during the EIWP Summer Institute. To meet the requirements for the certificate you must complete only 18 hours of graduate work in the Teaching of Writing. The only six hours required for this certificate are those earned during the summer institute, ENG 5585.

This certificate (which appears on transcripts) professionally recognizes the accomplishment of completing 18 hours in the teaching of writing. These courses that you complete can also be applied toward an MA in English or other discipline. The following outlines the current requirements for the graduate certificate:

All students must complete the following **six-credit** course:

- ENG 5585 Writing Project for K-12 Teachers**

Students should choose at least **four** of the following **three-credit** courses:

- ENG 4760 Studies in Professional Writing*
- ENG 4801 Integrating the English Language Arts
- ENG 4906 Problems in the Teaching of English*
- ENG 5007 Composition Theory and Pedagogy
- ENG 5011 Studies in Composition and Rhetoric*
- ENG 5091 Studies in Language, Linguistics, and Literacy*

*These courses may be repeated.

** Students must complete one year of teaching before applying for English 5585.

Good News NWP SEED Grant II Approved

We are pleased to inform you that the Eastern Illinois Writing Project has been awarded the second installment of our \$20,000 federal grant over two years for your site's 2014-2016 SEED Teacher Leadership Development Grant proposal. The purpose of this grant is to expand and develop teacher leadership to improve the teaching of writing and learning in the nation's schools. The goal of this funding is to provide new learning opportunities for a minimum of 20 teacher leaders in your service area over the course of the two-year grant. These teacher leaders can be both new fellows and existing teacher leaders participating in programs that expand their capacities and support their effectiveness.

This grant will support our Summer Institutes in 2015 and 2016, our Institute Days in 2014 and 2015, and a possible Middle School Creative Writing Camp!



Books Worth Reading

Letitia Moffitt, *Trace* (Book I in the Trace World Series)

Nola Lantry is a tracist: she can sense the particles of energy that are released when the human body expires. It's a somewhat gruesome ability, and one of questionable value, but Nola tries her best to use it to bring a little more meaning and excitement to her otherwise drab life in upstate New York. She has assisted the Redfort Police Department on missing persons cases, and while most of the cops have little respect for her work, Nola is determined to prove her worth.