Teaching Writing in the Changing Classroom

October 22, 2015

A Gateway Writing Project Conference
8:00 a.m. – 3:00 p.m.
University of Missouri-St. Louis
J.C. Penney Building

UMSL Education
Welcome & Keynote Address  8:15-9:00

Cathy Cartier (Affton)  Summit Lounge
From Room 4 to the Oval Office: Why Teacher Voice Matters
My experiences as Missouri State Teacher of the Year in 2013 helped me realize that my responsibilities as a teacher reach beyond my classroom. Teachers need to be in on the conversation about student needs and effective teaching. I hope to hit the highlights of an incredible year of professional development and outline what I learned along the way.

Session A  9:00 – 10:30

Kim Gutchewsky (Ladue)  Room 202
Using Technology to Enhance Students’ Thinking about Literature (6th grade – 12th grade)
While argument and analysis will always be staples of an English Language Arts Classroom, technology is changing our pedagogy. We can now give students opportunities to dig deeper into texts, think more critically about evidence, and create products more connected to their worlds. This presentation will explore the ways one high school English teacher uses iPad minis in her classroom to enhance student learning and increase cognitive engagement. Sample lessons will include using Twitter for prewriting, iMovie for compare and contrast, and illustrator apps for research synthesis. Student samples and concrete handouts will be provided, and very little technology experience is necessary to make sense of it all.

Bethany Kjellesvik (Northwest R-1)  Room 402
Getting Students to Ask Questions (3rd grade – college)
Questions are a reflection of our thinking, but all too often teachers pose most of those questions in the classroom—shortchanging opportunities to gauge students’ understanding. With the Question Formulation Technique (QFT), students will pose the questions, evaluate their merits, rank their significance, and use them to facilitate truly student-led discussions that lead to richer, more differentiated writing content and deeper understanding of classroom themes. Participants will experience the QFT for themselves, examine its flexibility as both pre- and post-assessment, and walk away with a plan for implementing this strategy in their own classrooms.

Jarret Smith (St. Louis Public)  Room 403
Using Culturally Relevant Pedagogy to Engage Students in Literacy (6th grade – 12th grade)
Culturally relevant pedagogy (CRP) is an approach to literacy teaching that gives explicit attention to academic excellence, cultural competence, and sociopolitical awareness. In this session, we will discuss how CRP benefits all students and is not just a tool to use with students of color. We will review teaching strategies that connect each of these tenets to classroom practice in the area of reading and writing. Participants will leave this presentation with practical instructional strategies that they can immediately implement in their classrooms.

Tracy Brosch (Sunrise R-IX)  Room 404
Produce Publish Interact Collaborate (K – 8th grade)
Powerful writing takes place when students are given time to talk, read, and interact. Even more powerful writing takes place when students are given the opportunity to publish to a genuine audience. Our goal as educators is to guide students to use technology to produce, publish, interact, and collaborate when they write. This presentation will provide an exploration of strategies and technology tools to make this happen.
About Us…

The premise of GWP is that when given time, teachers embrace learning from each other. This October day will be about just that…teachers learning with and from teachers. Join the energy of the day, and return to your classrooms powered up with new strategies, deeper thinking about teaching writing, and new friendships in the field.

GWP has remarkable talent in its ranks. Each of the presenters is a highly successful GWP Teacher Consultant, ready to share what works with students. Sessions will have you writing in your Writer’s Notebooks (bring them!) and sharing your ideas and thinking with other bright teachers of writing across the region.

Session B 10:45 – 12:00

Troy Kozak (Affton)  Room 202
The Great Gatsby Hunt: A Twitter Scavenger Hunt to Replace the Webquest
(6th grade – college)
The Great Gatsby Hunt comes from a Twitter collaborative game, and it’s meant to be an opportunity for students to experience the background of a novel when class time isn’t available or prudent. Come to this session to hear about how I created the scavenger hunt, and how to make your own, or how to join mine for an inter-district project.

Gwyndolyn Savens & Jen Ferguson (Bayless)  Room 402
Student-Led Portfolios
(5th – 8th grade)
Presenters will walk participants through a workshop model of what we do with our students to help them identify what makes good writing. Participants will have the opportunity to explore, evaluate, rank, and define what makes good writing using student examples. Participants will also have the chance to view student digital portfolios. The portfolios include student self reflections of what makes their writing pieces effective based on the criteria that they continually set through discussions. At the end of the session, participants will have time to create their own digital portfolios for use in their classrooms.

Jodi Moeller (Hazelwood); Rita Chapman (Webster Groves)  Room 403
& Randy Meyer (Meramec Valley R-III)
Writers Week: A Celebration of Students’ Voices and All Things Written
(K – 12th grade)
Tired of students’ groans and apathy when it comes to writing? Frustrated with the lack of authentic writing being produced in classrooms today? Find yourself shaking your head and wishing students could love writing like you do, even for a single minute? Ever dream of having your most talented writers become as celebrated as your school’s best athletes? If you answered yes to any of these questions, join three teachers who have found success in combatting the “writing woes” through school-wide writing festivals that unite professional, student, and faculty writers. In this session, Writers Week organizers from three vastly different schools in the St. Louis area (and beyond) will discuss and answer questions about managing a Writers Week event.

Caitlin Quatmann (UMSL/Fontbonne)  Room 404
Teaching Research as Inquiry
(9th grade – college)
This session will explore and discuss teaching the research paper in the college composition classroom. Traditional research papers often ask students to report information without fully engaging students in the inquiry process. Current scholarship on the teaching of research writing emphasizes that such projects should be personally meaningful to students and cultivate their critical reading and writing skills. This session will outline how such scholarship may align with actual teaching practices when assigning researched writing. Examples of non-traditional research assignments will be shared, including the assignment sequence and research project used in the presenter's classroom.
Session C  1:00 – 2:15

Cathy Beck (Clayton, Retired)  Room 202
Real Deal Revision: Strategies to Deepen Revision (3rd grade – 12th grade)
Student writers frequently struggle with revision, sometimes thinking that simply tidying up the page is revision. Although revision is the most important part of writing process, students spend little time with it, usually because they don't really know how to "re-see" their piece; they lack a toolbox of concrete revision strategies from which to draw. This session offers teachers a number of revision strategies that will help students deepen their concept and practice of revision and their willingness to do it. Teachers will practice the strategies themselves on a quick write completed at the beginning of the session.

Dona Coleman & Jaimie Becker (Fort Zumwalt)  Room 402
A Novel Quest: Reading, Writing, and Role-Playing in Choice Novels (6th grade – college)
Allowing students to choose their own reading material sparks interest and creates life-long readers, but for teachers, designing interactive, engaging units that incorporate writing can be a challenge. A Novel Quest is a Dungeons and Dragons-inspired gaming unit that brings students together over literature and/or non-fiction to explore characters, themes and textual analysis in their choice novels, including an option to incorporate literary theory. Students will also synthesize a creative scenario with which to play the game. The combination of contemporary game play and original writing inspire a community atmosphere that is both trusting and competitive. While this workshop will concentrate on high school-level instruction, A Novel Quest can be adjusted to suit all grade levels—and beyond! (We've even played it in adult book discussion groups.) Participants in this session are urged to come with a character from your favorite work in mind!

Mike Phoenix (St. Louis Public) & Tim Woodcock (Grand Center Arts Academy/St. Louis Priory School)  Room 403
Comics in the Classroom: Why & How? (K – college)
This session will serve as a launch point for classroom teachers and administrators to consider using comics with their own students to promote writing, reading, critical thinking and visual literacy. Woodcock and Phoenix have used comics to teach 8th grade students in two, different, urban schools. They will briefly discuss the growing role of comics as a semiotic resource in elementary, secondary and college level settings. Then the teachers will share their experiences using comics and graphic novels in their own teaching and provide session participants with a menu of practical ideas and lessons adaptable to a range of grade levels and academic content areas.

John Dorroh (Educational consultant) & Hannah Cunningham (University City)  Room 404
Cross-Curricular Strategies for Vocabulary Instruction (6th grade – 12th grade)
Students often need help demystifying difficult vocabulary and concepts across all academic disciplines. In this session, teachers will engage in strategies that demonstrate how to make sense out of intimidating vocabulary that is often an obstacle in understanding concepts and principles.

Closing Session 2:15-3:00

Jenni George & Nina O'Daniels (Fort Zumwalt)  Summit Lounge
No time to read all the YA on your To-Read list? Not to worry. During the final session of the day, participants will examine the relevancy and power of some recent publications in Young Adult literature. In this fun, fast, and furious session Jenni and Nina will give you the rundown on the hottest 2014-2015 titles. You’ll leave with an awesome list of books you can't wait to read and hand off to your students. Stay to the end of this session for your chance to walk away with a free book!
## Schedule

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<tr>
<td>7:45-8:15</td>
<td>Registration check-in &amp; Continental Breakfast</td>
<td>J.C.P. Bldg.—Summit Lounge</td>
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<tr>
<td>8:15 - 9:00</td>
<td>Welcome + Keynote Address</td>
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<tr>
<td>9:15 - 10:30</td>
<td>Session A</td>
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<td>10:45 - 12:00</td>
<td>Session B</td>
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<td>12:00 - 1:00</td>
<td>Lunch (Boxed Lunch provided)</td>
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<td>1:00 - 2:15</td>
<td>Session C</td>
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<td>2:15 - 3:00</td>
<td>Closing Session</td>
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## Registration Information

General teacher participant - $75

Teacher Consultant (TC), one who has completed the GWP Summer Institute - $50 (promo code required)

Pre-service teacher - $30 (promo code required)

*Buddy Offer* TCs may bring ONE “buddy” teacher with them for the reduced rate - $50 (promo code required)

Register Online at: [http://www.umsl.edu/services/gwp](http://www.umsl.edu/services/gwp)

Questions??

Contact Katie O’Daniels
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