

The PA Writing & Literature Project Newsletter



Volume 38, Number 1

Fall 2018

Summer Writing Institute 2018 by Pauline Schmidt and Jen Greene

The 2018 PAWLP Summer Institute stood out from years past in many ways. We moved our location from the Graduate Business Center to our (now former) home at 210 E. Rosedale. There were two new instructors who were equal parts excited and intimidated at the thought of leading a Summer Institute. We knew what our own transformational experiences looked and felt like and we did not want to disappoint our inaugural class!

That said, what the Institute lacked in numbers, it more than made up for in professionalism and enthusiasm. The eight participants engaged in discussions, teaching demonstrations, and passionate inquiries in the form of the Multigenre Project. This “fun sized” group of eight participants bonded over walks to the campus food trucks for lunch and supported each other both professionally and personally throughout the summer. When it came time for the Writing Marathon on the final day, this close-knit group opted to stay together and even created a “Flat Stanley” version of a participant who was unable to attend.

Institute participant, Melissa Keer, says “The Writer’s Notebooks are a hit. We’ve been writing every day, and

the kids are starting to talk about their entries, in and outside of class! Daily SSR to start class is also amazing! Kids are talking about books, and plans are in the works to make a hallway bulletin board into an area for students to recommend great books to the entire sixth grade class! Our community of readers and writers is forming, and I haven’t smiled this much in years! We had parent orientation at school last evening, and I was super-excited to

share my personal transformation to becoming a writer! I received some fantastic feedback and am pretty sure I had the support of every person in the room”.

We are looking forward to next year’s institute that will include three spring meetings, three weeks in the summer, and 1 fall date. As in years past, participants will earn six graduate credits from West Chester University, and become Fellows of the Pennsylvania Writing and Literature Project and the National Writing Project. If you have

not done so, we encourage you to take this life-changing course. Applications are accepted on a rolling admission basis.

For more information, please visit www.pawlp.org.





PAWLP Community, Connections, & Collaboration

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A Note from Pauline

Hello Fellows & Friends!

Welcome to another year at the writing project. We start our year with a metaphorical passing of the baton from Mary to me as Director. We would be remiss if we did not thank her for all she has done these past 19 years to cultivate creativity and sustain activity at PAWLP. She is definitely an unsung (s)hero for our cause here on campus!

On a personal note, I am forever grateful to Mary for her friendship, guidance, and mentorship since I arrived at West Chester University in 2012. I hope to continue the legacy of Bob Weiss, Andrea Fishman, and Mary Buckelew. I remain committed to our mission statement and am confident that we are prepared to take PAWLP into her next decade of quality professional development, graduate courses, and youth programs.

I welcome ideas and input from all of you and am truly honored to be your Director.

Fondly,

Pauline Schmidt, PhD

Writing Institute Class of 2018

Gina Bevan

Kennett Consolidated School District

Anne Busciacco

Tredyffrin/Easttown School District

Kate Christein

Central Bucks School District

Liz Corson

Wallingford-Swarthmore School District

Karen DiMascola

Kennett Consolidated School District

Melissa Keer

Kennett Consolidated School District

Tim Patton

Unionville-Chadds Ford School District

Leslee Wagner

Wallingford-Swarthmore School District

JOIN US IN 2019!

INVITATIONAL INSTITUTE DATES

May 4 & 18; June 1, 8am-1pm

June 24-28, July 1-2, July 8-12, 8am-3pm

September 28, 10am-2pm

Attendance required for all of the above dates.

Visit <https://www.wcupa.edu/arts-humanities/writingProject/courses.aspx> to apply.

Applicants who apply by December 1, 2018 will receive a free bundle of pedagogical texts.

Final application deadline is April 15, 2019

Around the Table with PAWLP Literary Magazine

Dear PAWLP fellows,

We need personal narratives, poems, memoir, and fiction for our Around the Table with PAWLP literary magazine. We are also asking for photos, artwork, royalty-free images from Google or other electronic sources, drawings, sketches, and music to be included with your writing, if appropriate, for this new project.

The editors ask that you submit by October 26th.

Word count: under 2000. Creativity: no limitations!

We hope to publish electronically and post on the PAWLP website. Send your writing to:

aroundthetablewithpawlp@gmail.com

We will help you edit your pieces.

Happy writing!

Warm regards,

Lynne Dorfman, Warren Kulp, Peter Suanlarm,
& Sharon Williams

aroundthetablewithpawlp@gmail.com



The Pennsylvania Council of Teachers of English
and Language Arts Conference
"The Stories of Our Lives"
The Central Hotel & Conference Center
Harrisburg, PA
October 19-20



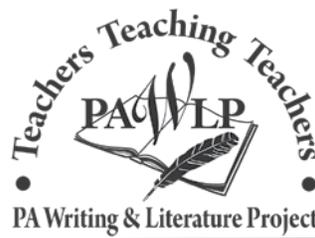
KSLA 2018
Keystone State Literacy Association
Annual Conference
"Literacy's Legacy"
The Penn Stater Hotel and Conference Center
State College, PA
October 28 -31



NCTE/NWP Annual Conference
"Raising Student Voice"
Houston, TX
November 15-18

The Pennsylvania Writing and Literature Project (PAWLP) is one of the oldest sites of the National Writing Project (NWP). PAWLP follows NWP's guiding principles and provides professional development, develops resources, generates research, and acts on knowledge to improve the teaching of writing and learning in schools and communities.

PAWLP believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity.



**What is
PAWLP?**

We work in partnership with institutions, organizations, and communities to develop and support leadership for educational improvement. PAWLP offers summer and school-year courses and workshops in teaching writing, teaching literature, writing-reading connections, authentic assessment, and special topics of interest to educators. For information on how to bring a course or professional development program to your district email Director Pauline Schmidt at pschmidt@wcupa.edu.

College, Career, and Community Writers Program (C3WP)

by Judith Jester, '93, judithmjester@gmail.com

This school year fourteen Kennett Middle School teachers will study the art of argument through a mini-grant provided by NWP. This work is an outgrowth of another grant PAWLP received last year to study the principles of C3WP (College, Career, and Community Writers Program) with secondary teachers from across our service area. This year's grant (and the one that preceded it) focus on teaching students how to craft evidence-based arguments after considering multiple viewpoints.

Teachers will try out mini-units, like how to best connect evidence to text, developed by teachers across the country, multiple times throughout the school year, and will discuss the impact they have made on their students' writing in sessions

facilitated by Pauline Schmidt, Kelly Virgin, and Judy Jester. Student writing will be assessed and feedback will guide what they tackle next.

Grant money provides a small stipend for teachers' after school participation that builds on dedicated biweekly team time to discuss how to best teach rhetoric. All told, teachers will devote 45 hours to learning how to further their students' literacy.

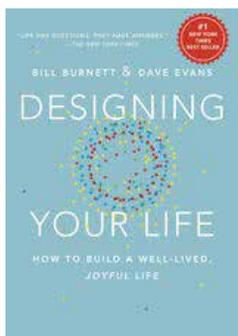
Because last year's grant was such an unqualified success, Rita DiCarne called it, "the most beneficial PD I've had since my Summer Institute", we are hoping for the same results with teachers at KMS.



PAWLP BEFORE YOU READ THE BOOK CLUB

By Rina Vassalo, '94 Writing, rinav818@gmail.com and Kelly Virgin, '10, kellyavirgin@gmail.com

Ten enthusiastic participants met on the evening of Thursday, April 12th to learn about and discuss the concepts from the book *Designing Your Life* by Burnett and Evans at PAWLP's semi-annual Before You Read the Book Club evening.



Designing Your Life: The Movement to Live a Well-Lived Joyful Life is written by two Stanford professors who have utilized the principles of design to teach college students to basically design their life. The book was developed from a very popular elective course by the same name.

Design thinking used in business can be described as creative thinking utilized to problem solve. It follows 5 stages- empathize, define (the problem), ideate, prototype, and test.

In the book, authors Burnett and Evans adapt and personalize this organizational approach to answer the question -what do I do with my life?

The crux of the book is the mindsets they developed to assist in designing your life- curiosity, bias to action, reframing, awareness and radical collaboration. Each step is defined, and multiple examples are presented and discussed. Additionally, the book provides activities to utilize and deepen these concepts.

Though often recommended as a career book, the ideas presented in this book can be utilized by anyone who desires a new approach to add meaning and purpose in life.

During the course of the evening the group learned about the 5 mindsets, were presented with the 5 ways of thinking like a designer and explored the authors “dysfunctional beliefs”. We think/pair /shared, discussed in large group, journaled, did mind maps, drew napkin sketches and took inventory of the major areas of each of our lives.

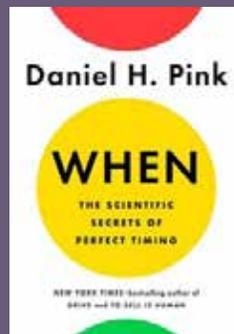
By the end of the evening were able to identify next steps, whether it be expanding our current role, changing our job or exploring what we would do if money was not an issue.

One new participant summed up the evening by saying, “I found a tremendous value in the “Before You Read the Book” book club because I did not feel the pressure of finishing the book, but was interested in learning more about it. The discussion was timely. I have recently been forced to make a change of employment. The exercises we did enabled me to realize that regardless of your stage of your life, it is beneficial to have the opportunity to envision your life as a continual work in progress. The exercises we did together made me think outside the box. The discussion in the group helped me realize that you are never too late to reassess where you are and where you want to go.”

A veteran member added, “The PAWLP book talk group once again provided a wonderful venue to gather with old and new friends to be inspired, engage in thoughtful discussions and creative activities, share life experiences, while always coming away wanting to read a new and exciting book!”

UPCOMING

BEFORE YOU READ THE BOOK CLUB BOOK:



**The Scientific Secrets of
Perfect Timing
by Daniel H. Pink**

**When: Monday, October
8th from 6 to 8 p.m.**

**Where: Room 200 in Main
Hall on West Chester
University's campus**

Pink's latest page-turner looks at scientific research to explain in his own words why “everything is timing”.

In Pink's inimitable style, he weaves fascinating and diverse stories into the research bringing it to life, as well as providing an interesting read.

As Kirkus' review states, Pink will provide insight as to “what a person's optimal time of day is for such things as collegiality, productivity, happiness...”

Along with defining the problem, Pink offers suggestions to maximize time and improve efficiency.

If you've read any of Pink's work then I guarantee this book will also edify you, make you think and look at the world a little differently.

As always, you need not read the book to attend and please bring your PAWLP and your non-PAWLP friends and colleagues to delve into this fascinating read.

Please join us.

Young Writers and Readers at West Chester University Summer Camp 2018

by Kathy Garrison, '94 Writing and Melissa Elison, '05 Writing



This year's 34th annual Young Writers/Young Readers PAWLP camp took place in four locations for three weeks in July. Writers from first grade through eleventh grade had pencils sharpened and journals open at the West Chester University, Upper Dublin, Lower Merion and Valley Forge sites. Donning bright orange camp shirts, students were eager to start each day of camp.

At the WCU site over 120 campers wrote pieces that they shared and published in classroom anthologies. Kathy Garrison, '94 Writing and Melissa Elison, '05 Writing, coordinated a team of ten PAWLP fellows along with an intern from Penn State University, Madeline Leamy. This dedicated group of teachers inspired and advised students in creative writing throughout the two weeks. Our last day included a celebration of writing with a family open house. In addition, campers and their families contributed 60 gently used books to be donated to the Laundromat League. Mrs. Pat Bove collected and delivered them to be used in local laundromats as mini libraries for young children.

Our Lower Merion and Upper Dublin sites ran for two weeks at their local schools with elementary and middle school students. Jamie Adler, the site coordinator and teacher at Upper Dublin, coordinated 40 students and 3

teachers at this long running site. Eileen Hutchinson, the site coordinator and teacher at Lower Merion, team taught over 20 young writers in the library at Cynwyd Elementary School. Smiling campers enthusiastically wrote short stories, poems and plays. Each site invited parents to join their children on the closing day to share their creative stories and self-published anthologies.

Our Valley Forge site, run by Nicole Coppola, focused on the history and land of this National Park. Each day students met at an important location in the park, including Washington's headquarters, to listen to stories



told by park rangers and the teacher. They learned about the soldiers' living conditions and uniforms, the weather and the landscape, in addition to other topics at Valley Forge National Park. One student exclaimed, "We loved listening to the fife and drum concert," when a volunteer corps of musicians played for the group. With great interest, students took notes on facts, feelings and moods related to their experiences at each special location and then wrote poetry and prose related to those events.

Once again, PAWLP's Youth program had another successful summer of reading and writing. As one teacher put it, "This is a unique writing opportunity for children and teachers to experience outside of the regular classroom. Campers have a chance to listen to excellent mentor texts and write creatively in a relaxed, joyful community of writers."





Young Readers Contribute to Laundromat Library League

by Pat Bove, '07 Writing; '13 Literature,
pbove@aol.com

PAWLP's 34th summer of Young Writers/Young Readers completed their sessions at the end of July. Many children were involved in writing and reading to brighten their minds.

At WCU, we started a service project last year. Our students and teachers collected books for the Laundromat Library League. This is a wonderful volunteer organization located in West Chester. Their mission is to place library boxes of children's books in Laundromats as a way of getting books into homes that may have a few or none at all.

Recently a volunteer was doing her laundry and noticed two girls racing around in the laundry carts. The volunteer pointed out the box of books to the girls. They soon picked out a book and were sitting on their Mother's lap while she read the story.

Donating the books has a made a difference in children's lives. Not only learning different ways of writing and reading various genres in our summer program, we have given of ourselves by donating books to children, who can benefit by our love of reading and writing.



PAWLP'S THREE CREDIT GRADUATE COURSES

Spring/Summer 2019

SPRING 2019

PWP599 Argumentative Writing

Hybrid Course, Dates TBD

Location: Bucks County

Intermediate Unit

Taught by Kathy Egan and

Chris Kehan

“Our job as readers of nonfiction is to enter into a text recognizing that the author is not offering the truth, but one vision of the truth.” (Beers & Probst) Therefore, our job as teachers is to teach our young readers to discover the different stances authors take about a topic within a text. Once they learn how to interpret the information as a reader, they are better prepared to write by creating their own claims with reasons supported by facts and details. Strategies for deeper thinking/reasoning about topics that students encounter in their lives will be provided. Participants will interact as readers with opinion/argumentative texts as they learn what writers of this type of nonfiction need to strengthen their stance and reason with an audience. Reading to interpret and writing to argue one’s claim about a topic/subject will be the focus of this course.

SUMMER 2019

PWP 599-21 Reading and Writing the World: Place, Sustainability, & Literacy

Hybrid Course

Face to Face Dates: June 24-28

Location: WCU

Taught by Mary Buckelew

Interested in learning more about place-based education (PBE) and sustainability and how you can apply these concepts to your own setting? Through our own

exploration and analyses, we will create multigenre/modal projects on place & sustainability and create projects/assignments on sustainability and place, all while reflecting on applications, implications, and extensions for our own classrooms, communities and universe.

PWP 503 Strategies for Teaching Writing, Grades 4-12

Hybrid Course

Face to Face Dates: July 15-18

Location: Bucks County

Intermediate Unit

Taught by Rita DiCarne and

Greg Maigur

Do you want to learn new, fresh, practical strategies for teaching writing? You are invited to spend a week participating in writing activities, exploring your own writing style, and sharing strategies for writing instruction with your peers. In this course you will experience community building, pre-writing techniques, drafting, revising, editing, and publishing activities which you can take directly into your classroom for your students to experience. You will also work with a response group to polish your writing and to take on the role of student as writer-teacher.

PWP 503-31 Grammar Matters, Grades 4-12

Hybrid Course

Face to Face Dates: July 15-19

at WCU

Hybrid Course

Face to Face Dates: July 22-25 at Bucks County Intermediate Unit

Taught by Jen Greene and

Kelly Virgin

Does the word “grammar” instill fear in the hearts of your students? Do you have nightmares of grammar drills from the Language Arts classes of your youth? Would you like to be more confident in

your own knowledge of grammar, usage, and mechanics? Grammar Matters will help you to become more comfortable and confident in grammar instruction. You will have the opportunity to design lessons that embed the teaching of grammar into the writing process. You will learn where to find answers to more obscure questions about the rules of the English language as well as create and contribute to an online reference library of rules. In addition, participants will gain experience in providing the “hooks” that will help students learn necessary grammar skills essential to the Common Core Standards. “The instructors were very knowledgeable in conventions and mechanics. The practical lessons are very beneficial for me as a teacher.”

PWP 513 Finding Writing Mentors: Students, Teachers, & Texts

Hybrid Course

Face to Face Dates: July 22-26

Location: WCU

Taught by Lorie Epperson and

Dana Kramaroff

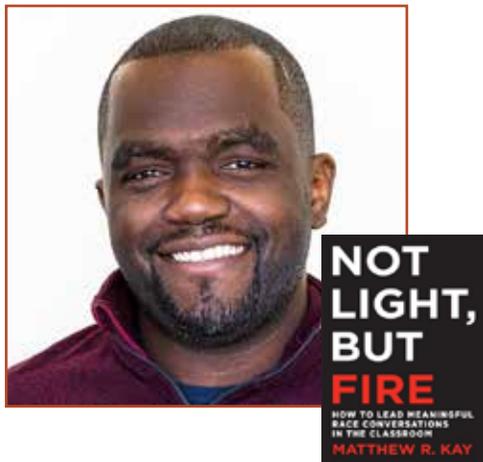
Welcome to the world of picture books – hundreds of texts in one room for you to examine and enjoy. The course facilitators share their love of children’s literature and passion for writing in a relaxed, highly motivating setting. Learn how to connect story elements and literary devices to specific activities, use scaffolds to develop students’ writing, and create strategic mini-lessons that link rich literature to the teaching of writing. Expand your knowledge of mentor texts for models of exemplary writing and reader-response activities designed for various purposes, audiences, and genres. Opportunities to meet Common Core Standards for reading, writing, speaking, and listening wherever applicable.

Get Ready for PAWLP Day 2019!

Save the date! ▶ March 2, 2019

By Lynne R. Dorfman, '89, lynnedorfman@comcast.net

Our PAWLP Days have always offered the opportunity to reconnect with educators in our institutes and summer courses. It is a place for newcomers to become familiar with our wonderful networking capabilities and all that PAWLP has to offer. Lately, our PAWLP Days have followed this format: a keynote to motivate and inspire, breakout sessions offered by PAWLP fellows that often continue the theme for the day, and an author panel with opportunities for questions, answers, book sales, and author signing. Reading Matters is there for browsing and buying of professional books and children's literature. The 2019 PAWLP Day will continue this rich tradition.



On March 2, 2019 we will welcome Matthew R. Kay, a West Chester University graduate and Philadelphia teacher, as our keynote speaker. Matt's recent book, *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom* was inspired by Frederick Douglass's abolitionist call to action, "it is not light that is needed, but fire."

Do you feel prepared to initiate and facilitate meaningful, productive dialogues about race in your classroom? Are you looking for practical strategies to engage with your students? Kay will argue that high school classrooms are one of the best places to have those conversations and also offers a method for getting them right, providing candid guidance on:

- How to recognize the difference between meaningful and inconsequential race conversations.
- How to build conversational "safe spaces," not merely declare them.
- How to infuse race conversations with urgency and purpose.
- How to thrive in the face of unexpected challenges.
- How administrators might equip teachers to thoughtfully engage in these conversations.

With the right blend of reflection and humility, Kay asserts, teachers can make school one of the best venues for young people to discuss race.

"I found myself thinking, "How different would the field of education be if Matt Kay had advised John Dewey? How different would I be if Matt Kay had been my teacher?" The answer: radically so. He is that important, and his work on race is that essential." - Cornelius Minor

Be sure to visit our website for upcoming details. Don't miss an exciting day at the PA Writing & Literature Project!

ADVOCACY: Telling Your Story

by Judy Jester, '93 Writing, '94 Literature



In March Pauline Schmidt, Jen Greene, Brenda Krupp, and Judy Jester visited Capitol Hill to educate our Congressional delegation about how our efforts to teach writing in the classroom have been strengthened by the National Writing Project. We were among one hundred other teachers from across the country doing the same thing.

Our meetings were very productive, filled with student writing and testimonials from parents about how our approach to teaching has reached the children who didn't perceive themselves to be writers or readers before. We also discussed our work with the C3WP grant with teachers from across our service area. Whether or not these offices eventually support legislation that would allow our work to continue, our visits give us a chance to practice what we preach: build a case for what you believe in. It doesn't hurt that those with whom we meet always seem filled with admiration for what we do.

Besides riding the high of a job well-done, we're always swept up in the romance of the city. I don't mean Paris romance but the symbolism of our nation's Capitol. Our Pennsylvania group trudges down a flight of stairs annually - sometimes even under scaffolding - so that we can feel the bowed marble treads under our feet, knowing how many thousands before us have come to plead their cases before our elected officials.

Following our day on the Hill, Pauline and Judy were joined by Kelly Virgin for a workshop on our High Needs School grant. Between meetings, we squeezed in a trip to see the recently unveiled portrait of Michelle Obama and took in a lecture celebrating Ruth Bader Ginsberg's 85th Birthday.

Going to Washington every year to advocate for the National Writing Project is no easy task. Substitute plans must be written, parent conferences fit in around the trip, etc., but it's always worth the effort. We'd never want the future of such an incredible organization to be jeopardized. Making the time to take a stand is a small price to pay what you believe in.



CONTINUITY: There's Room at the Table

Join us for any or all of our sessions this fall:

November 3rd and December 1st

Children's Book Writing session at 9:00-9:50 am

Continuity session meets at 10:00-11:30am

Children's Book Writing

By Dana Kramaroff, dkramaroff.depd@gmail.com

At the heart of the experience of being a PAWLP fellow is living the life as a writer. We write for ourselves, to reflect, learn, explore, and grow.

For some of us, there's a little voice calling to write for others, for children. Perhaps that voice calls to those of us that cannot forget the beauty and laughter found in all the words of our most beloved children's authors. For some of us, we wonder if we could write like that, too.

If you've heard that voice and whether it is a quiet whisper or a top-of-the-lungs thunderous rally cry, please consider joining the Children's Book Writer's Group. We meet before Saturday Continuity sessions with the goal of exploring writing for children. No experience is necessary. All that's needed is a voice that's calling you.

Continuity: Connect at a New Table

By Janice Ewing, '04, janice.ewing@gmail.com and
Liz Mathews, '16, lzmathews81@gmail.com

Continuity is a time and space for Fellows and friends to share ideas about writing, elicit feedback about works in progress, problem-solve, and learn from each other. One of our core values is advocacy, which we have been pursuing in many ways --for individuals or groups of students, for our own agency as teachers, for literacy in our communities and for representation and respect for all voices.

This year we will meet in our new space, Room 200 in Main Hall. We invite you to join us to connect, re-

connect, and/or stay connected with PAWLP — keep up with what's happening in the Project, learn how to get involved in PAWLP activities, and share information about relevant conferences, resources, and other opportunities. You are welcome to bring any issues for discussion or works in progress, if you choose to. We look forward to seeing you at the table.

Anti-Bias/Social Justice Inquiry Group

By Tricia Ebarvia, Janice Ewing, and Liz Mathews

Join PAWLP Fellows and Friends in shared inquiry: we'll regularly meet to discuss issues of social justice. Together we will examine how issues of race, power, and equity affect our work as educators. We will read the following three books this year: *So You Want to Talk About Race* by Ijeoma Oluo; *Not Light, But Fire* by Matthew Kay; and *Troublemakers* by Carla Shalaby. Matthew Kay will also be the keynote speaker for the 2019 PAWLP Day.

We meet every second Saturday, beginning October 13, from 9AM-10:30AM. The next meetings will be November 10 and December 8. Please RSVP to Pauline Schmidt at PSchmidt@wcupa.edu to join the Social Justice Inquiry Group.

Our first meeting is on Saturday, October 13, from 9AM-10:30AM. The first book we're engaging with is Ijeoma Oluo's *So You Want to Talk About Race*. Please join us having read the Introduction and Chapters 1 through 5. For every text we consider, we're keeping these inquiries in mind and will use them to guide our discussion:

-What surprised you?

-What confirmed, challenged, or changed your point of view?

-What did the author assume you knew that you didn't know?

THE PA WRITING & LITERATURE PROJECT

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LEADERSHIP TEAM

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Jolene Borgese	Chris Kehan
Mary Buckelew	Brian Kelley
Rita DiCarne	Dana Kramaroff
Lynne Dorfman	Brenda Krupp
Tricia Ebarvia	Greg Maigur
Janice Ewing	Liz Mathews
Kathy Garrison	Frank Murphy
Jen Greene	Kelly Virgin



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Master's Degree and Certificate Programs

The Pennsylvania Writing and Literature Project (PAWLP) helps K-16 teaching professionals improve their writing, reading, and literature instruction while enabling them to earn graduate credit. PAWLP serves the English M.A. program primarily through a cluster of PWP courses offered in the Writing, Teaching, and Criticism Track, including the required PWP 502: Teachers as Writers. Various other PWP courses are available as electives to students in all three tracks. PAWLP also offers certificates in Writing Instruction and Strategies for Teaching Writing and Literature for elementary and secondary instructors.

Professional Development

PAWLP offers cost effective on-site professional development. We have consultants who specialize in all aspects of teaching writing and reading across the content areas.

- Consulting Opportunities
- Professional Development Seminars
- On-site courses and workshops
- Graduate Certificates

Contact Pauline Schmidt (pschmidt@wcupa.edu) for details.

Important Dates in 2018-19

October 8, 2018 – Before You Read the Book Club, 6-8pm, Main Hall, Rm. 200

November 3, December 1, 2019 – Continuity Saturdays, Main Hall, Rm. 200

November 15-17, 2018 – NCTE in Houston, TX

March 2, 2019 – PAWLP Day, WCU Sykes Student Union