

National Writing Project in N.H. EN5380—ST: Open Institute for Teachers Theory and Research into Practice (TRIP) Writing and Reflective Practice (WRP)

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The aim of this open institute is to allow you the time, space, and optimal conditions to work on your own writing, explore theory and research in the teaching of writing, and to transform your learning into practice for your teaching. The institute is divided into two interwoven sections: Theory and Research Into Practice (TRIP) and Writing and Reflective Practice (WRP).

Goals of the Institute:

1. Through reading, experience, reflection and refinement of practice, you will learn to support students through structuring writing assignments in your content area.
2. Through reading, experience, reflection and refinement of practice, you will respond effectively to your own and to others' writing.
3. Through reading, experience, reflection and refinement of practice, you will experience the creative power of revision and help others to do the same.
4. Through reading, experience, reflection and refinement of practice, you will assess student writing and use the results to inform instruction.
5. Through reading, experience, reflection and refinement of practice, you will develop an understanding of how to use writing effectively in your content area.
6. Through reading, experience, reflection, and refinement of practice, you will be able to apply the Common Core State Standards for literacy within and across subject areas.

Theory and Research Into Practice (TRIP)

The purpose of this section of the institute is to read deeply and critically in multiple sources related to the teaching of writing in your content area and to develop practice in light of what you learn. You will learn to use writing in your discipline and across disciplines using the Common Core State Standards to expand your thinking and to develop curriculum. You will become familiar with a variety of sources, and appreciate the role professional reading plays in informing practice and developing curriculum. We will accomplish this in these ways:

- ▲ Group examination of common readings on key topics and themes.
- ▲ Individual reading of research and theory related to a curricular topic which interests you. Your individual research will inform your practice.
- ▲ Immersion in reading about the issue or topic, reflecting on your research in a reading log, and preparing a practical demonstration or “draft” of your practice to present to your institute colleagues.

Writing and Reflective Practice (WRP)

The aim of this part of the institute is to engage in the art of writing. You will discover how much writing can enrich your life, and you will grow to know and understand others through sharing your experiences and perspectives. You will reflect directly about how this experience can inform your teaching using writing within and across disciplines. Through participation in the WRP section, you will learn ways of approaching writing in your work with students through looking carefully at your own reactions and responses and analyzing them so as to apply what you have learned to your teaching.

Reflective Practice

In this section, we will examine student work in depth. In these meetings we will be using protocols to structure our conversations.

Materials

Write Like This Kelly Gallagher – Selected chapters

Articles provided by the group facilitators

Requirements

- ⤴ Active and engaged participation in group discussions, individual research, and writing response groups
- ⤴ Creation of a curricular unit
- ⤴ Demonstration of a teaching practice
- ⤴ Maintain a Writer's Notebook
- ⤴ Two pieces of new and original writing with author's notes, drafts, and revisions that led to the completed piece
- ⤴ Response to a colleague's writing

Active and engaged participation – We expect you to have read and reread the article(s) that will be the subject of the day's discussions. You should come to meetings with the text marked, noting passages which you would like to discuss, have questions noted in the margins, and be poised to begin discussion. In the discussions themselves, you should assume responsibility for keeping the discussion focused and productive.

Develop a curricular unit – After you have identified an issue or a topic related to your curriculum and done sufficient research related to that topic, you will seek out texts and artifacts related to the different disciplinary directions, and develop a curricular unit around that issue or topic.

Teaching Practice “Draft” - After you have completed your curricular unit, you will develop a practice to be used within the unit. You will then “try out” the practice on your institute colleagues so that we may all be enriched by your individual work and provide constructive feedback. This will enable you to confidently implement this practice in your teaching.

Writer's Notebook – One of the main purposes of this institute is to support you as a writer, and by extension to demonstrate ways in which you could support your students. Because of this, there will be great variation on how the Writer's Notebook is used. Some people will sketch, list, make notes for possible pieces, and jot down phrases which occur to them. Some people keep a much more traditional journal. We would like you to make the notebook a meaningful part of your life and to experiment with different ways of using it. Carry it with you as you will use it during class.

Pieces of Writing – You will bring two pieces of writing to a stage of completion to submit it as a complete (if not final) draft. We will respond to each others' evolving and final drafts. The final draft should be accompanied by an “author's note” in which you ask questions of your reader and provide information which will enable others to respond wisely and well to your work. These author's notes will be discussed in further detail during an early session.

A Note on Grading – If you are taking this institute for graduate credit and complete all of its

requirements up to the level expected of a professional, you will earn full credit. By this, we mean that you should arrive promptly and treat all sessions as a serious professional commitment. Beyond that, you should read, write, and think broadly and deeply to stretch what you already know. We expect you to question your own assumptions and to respectfully challenge the assumptions of others. We expect you to make connections to your current practice and to consider the implications of what you are discovering for future practice.

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.