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

Bridging the Gaps: Promoting Literacy in a New Era

The Side by Side Symposium 2014: A Conference for Teachers of Writing at All Levels

January 25, 2014

44001 Garfield Road
Clinton Township, MI 48038
<table>
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<th>8:00 – 8:30 a.m.</th>
<th>Registration and Continental Breakfast</th>
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<td>8:30 – 9:30 a.m.</td>
<td>Breakout Session A</td>
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| **Room 100A**   | **Collaborative Journals for Cross-Curricular Writing**  
| **Presenter:** Celeste Turner  
| **Elementary and Middle School Track**  
| **Description:** This workshop provides teachers with the tools to implement collaborative journals to support the writing curriculum. This process is different from traditional journaling because students share a common journal. These journals promote student to student interaction through written dialogue, interpretation of specific subjects, and insight about the personal views of others. The journals benefit teachers by assessing student writing at a glance. Across the curriculum, it gives math, social studies and science teachers the ability to assess student ability to internalize concepts being taught. |
| 8:30 – 10:30 a.m. | Breakout Session AA                    |
| **Room 111**    | **Student Website Production: Reaching New Audiences**  
| **Presenter:** Marilyn Borner  
| **All Levels**  
| **Description:** In a hands-on activity, participants will learn how to use a web-based free hosting site to create a website for a rhetorical project. This is an easy-to-learn and easy-to-teach approach to having students enter conversations with an eye toward a global audience by building their own website for their work. Revising and repurposing work for the constraints of Web writing will also be explored. |
| 9:40 – 10:40 a.m. | Breakout Session B                     |
| **Room 100A**   | **The Six-Word Memoir Approach to Focused and Concise Writing**  
| **Presenter:** Laura Gabrion  
| **Middle School, High School and College Track**  
| **Description:** As the old story goes, Ernest Hemingway was challenged to write a short story in six words. After some careful consideration, he produced this: “For sale: Baby shoes, never worn.” Participants will work on their own six-word creations and further apply such writing to thesis formation, argument organization, and other individual and collaborative assignments. |
| 10:35 – 12:00 noon | Breakout Session BB                    |
| **Room 111**    | **Teaching and Learning with Technology in the Early Childhood Classroom**  
| **Presenter:** Cassandra Joss and Molly Mayernik  
| **Elementary Track**  
| **Description:** In this presentation, the use of iPads, YouTube, and educational websites will be shared to enhance literacy in the early childhood classroom. Attendees will be provided with a solid list of educational apps, YouTube stations, and websites that will keep children engaged and having fun while still applying the Common Core Standards. A demonstration of how to use the camera and recording feature on the iPad for students’ to reflect on their own learning will also be highlighted. Finally, the technology shared will incorporate brain-based learning practices. |
| 10:50 – 11:50 a.m. | Breakout Session C                     |
| **Room 100A**   | **Writing, Research and Inquiry**  
| **Presenters:** Angela Mahone and A. Chika Ngozi  
| **Middle School Track**  
| **Description:** This session will look at the value of inquiry when implementing a student-centered approach to research-based writing. Participants will look at the impact of students’ engagement with research and writing when prompted by their own desire to learn. Finally, participants will discuss ways to enhance synthesis of outside material with the students’ own thoughts and observations. |
| **Room 100C**   | **Focusing Student Writing**  
| **Presenters:** Felecia Branch  
| **Elementary, Middle, and High School Track**  
<p>| <strong>Description:</strong> Participants will be shown two templates which can be used to focus their students’ writing. This will enable them to become better student writers by focusing on the main idea as well as any underlying main ideas. Participants will also be provided with strategies to help their students cite specific textual evidence to support their claims and to end with a logical, concise conclusion. Citing textual evidence is now a part of the common core and introducing students to this strategy will greatly increase their writing ability. |
| 12:00 – 12:40 p.m. | Lunch |</p>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Presenter(s)</th>
<th>Track</th>
<th>Description</th>
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| 12:50 – 1:50 p.m. | Breakout Session D                          | 100A  | Kathleen Reddy-Butkovich            | All Levels                 | **Reading Like a Writer**  
**Presenter:** Kathleen Reddy-Butkovich  
**All Levels**  
**Description:** Using Katie Wood Ray's "craft moves" and a variety of picture books, participants will be able to see the benefits of close text analysis as well as how to read and analyze texts with their students. This exploration of writers' "craft moves" will provide rich examples of writing that students can model. |
| 12:50 – 2:50 p.m. | Breakout Session DD                        | 111   | Christina Hall, Jennifer Coon and Laura Gabrion | Middle School, High School and College Track | **From Pain to Possibilities: Effective and Efficient Student Feedback**  
**Presenter:** Christina Hall, Jennifer Coon and Laura Gabrion  
**Middle School, High School and College Track**  
**Description:** This panel presents research findings from a collaborative project that explored instructor feedback in order to contextualize and pinpoint effective strategies teachers can employ to minimize their workload while continuing to provide high-quality and productive responses to student writing. |
| 2:00 – 3:00 p.m. | Breakout Session E                          | 100A  | Kathleen Lawson                     | Middle School, High School and College Track | **Putting the “I” Back into “Legitimate” Academic Writing: How Reflection Can Promote Metacognition and Transfer in the Writing Process**  
**Presenter:** Kathleen Lawson  
**Middle School, High School and College Track**  
**Description:** Do your students sometimes forget some information or skill you are sure you have taught them well? Current teaching practices can result in students not retaining what they have learned from one grade level to the next, from middle to high school and college and beyond—sometimes from one assignment to the next! This workshop will explore the role reflection plays in promoting metacognition and transfer of learning. Participants will come away with assignments designed to help students choose effective writing strategies and learn to analyze and adapt their thinking and writing processes. |
| 2:00 – 3:00 p.m. | Breakout Session E                          | 100C  | Mary Cox                            | High School and College Track | **Everything’s an Argument**  
**Presenters:** Mary Cox  
**High School and College Track**  
**Description:** Teachers will examine Toulmin's Model of Argument and use magazine ads to teach claim, data, warrant and rebuttal. The exercise sharpens students' ability to identify a good argument and also helps them to understand the impressions made by advertisements. |