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Illustrations contributed by Karen Ernst daSilva.
This course was an important deviation from many other courses that I have taken for education.
MARY EHRENWORTH is Senior Deputy Director at the Teachers College Reading and Writing Project, a not-for-profit literacy think tank. She works with schools and districts around the globe, and is a frequent keynote speaker at national and international conferences. Mary’s interest in literacy leadership, critical literacy, interpretation, and literacy as a human right inform the books and articles she has authored, coauthored, or edited, including, among others, *Looking to Write; The Power of Grammar; Pathways to the Common Core; Historical Fiction and Nonfiction Clubs; A Deep Study of Character; Investigating Characterization.*

MEREDITH HALL’S memoir, *Without a Map* (Beacon Press, 2008), was a *New York Times* Bestseller, and was named Kirkus “Best Book,” BookSense “Pick of the Year,” Elle magazine’s “Reader’s Pick of the Year,” and was included on Oprah’s “Top Ten Memoirs to Read” list. Her work has appeared in *The New York Times, Southern Review, Kenyon Review* and many others. Hall is currently writing a novel and is Emeritus Instructor in the MFA program at the University of New Hampshire.

SONJA CHERRY-PAUL is a literacy consultant who has taught English in middle schools for twenty years. She is the co-author of *Teaching Interpretation, Flip Your Writing Workshop,* and *Breathing New Life Into Book Clubs* (Spring 2019). Sonja served on the Jane Addams Children’s Book Award committee for ten years. She leads presentations about literacy at national conferences and provides professional development for educators on reading and writing instruction and racial literacy. Sonja is a doctoral candidate at Teachers College, Columbia University whose dissertation focus is teaching about race and racism in predominantly White educational spaces.

TRICIA EBARVIA is the English Department Chair and co-Director for the PA Writing & Literature Project. Tricia’s pedagogy is grounded in an anti-bias, critical literacy approach, through which students can become responsible, engaged members of their communities. An educator with 18 years of experience, she is also a Heinemann Fellow, a literacy consultant with The Educator Collaborative, and a Co-Founder of #DisruptTexts, which seeks to reshape a more inclusive literary canon. As a consultant, Tricia presents on adolescent literacy: independent reading, writing with mentor texts, multi-genre research writing, digital literacies, anti-bias pedagogy, and curriculum design. Tricia has been published in *Education Week,* *Literacy Today,* and *English Journal,* among others.
The New Hampshire Literacy Institutes consist of graduate-level courses offered for one week (2.0 credits) or two weeks (4.0 credits), as well as non-credit workshops. Classes are scheduled Monday through Friday, 8:15 AM to 2:15 PM, except where noted. Undergraduates who receive their bachelor's degree in May are eligible to attend in July. Permission is required. You can register for a course or a workshop or both, but auditing privileges will not be allowed. For more information, please contact us.

Lisa Miller, Current Director, Email: L.C.Miller@unh.edu
Christina Ortmeier-Hooper, Acting Director Summer and Incoming Director Fall 2019, Email: Christina.Ortmeier@unh.edu
Sabina Foote, Administrator, Email: NH.Literacy@unh.edu

Mail: NH Literacy/UNH English, 95 Main Street, Hamilton Smith Hall, Durham, NH 03824
Tel: (603)862-1168 | Fax: (603)862-3563 | TTY: 7-1-1 (Relay NH) | Web: www.cola.unh.edu/nhliteracy

COURSES DESCRIPTIONS

ENGL 920-01 (2.0 credits)

July 1-5 (1 week; no class July 4)
Monday-Friday, 8:15-3:30 (Note: extended time due to holiday)

Insightful Reading Response: Book Clubs to Reading Projects, Grades 4-9

For teachers to bring creativity, insight, and innovation to the reading response of students, they need opportunities to practice, study, and refine their own reading responses. With an eye toward creating toolkits for teachers, we will create demonstration texts from reading children's and young adult literature. We will infuse joy and personal experience into this work, while at the same time building structures and curriculum that help students reflect on and raise the level of their own reading over time. Come ready to read, talk, sketch, write, reflect, and prepare to return to your classroom with new energy.

Instructor:
Mary Ehrenworth (see Keynote Speakers, p. 2)
ENGL 911-01 (4.0 credits)
July 1-12 (two weeks; no class July 4)
Monday-Friday, 8:15-2:15

From Memory to Story: Writing Memoir

How do we carry our memories onto the page in ways readers will find worthwhile and engaging? Which stories matter? Where do we start? How do we protect the people we love as we tell our stories? Memoirists have tools available that provide solutions to these questions. By utilizing the essential narrative skills of the fiction writer—details of place and character, bodies in action, dialogue and reflection—we are able to see the shape and meaning of the stories we carry as memories. By trusting the act of making “story,” the writer is relieved of the burden of telling the reader what to think and why it matters. This move has the effect of freeing the writer in a process that can be startling and exhilarating. And it’s fun!

We will write a series of short narrative pieces, crafting memory into story. Each writer will receive workshop feedback from the other participants and from the instructor. We will read and discuss published essays as models of narrative memoir. Each writer will have an individual conference with the instructor. We will work as a committed, lively, kindly group of writers seeking to improve our own writing and helping others to do the same. And we will celebrate the great pleasure that comes with mastering narrative memoir!

PLEASE NOTE: This course will not satisfy the writing requirement for MFA students.

Instructor:
Meredith Hall  (see Keynote Speakers, p. 2)

ENGL 911-02 (4.0 credits)
July 1-12 (two weeks; no class July 4)
Monday-Friday, 8:15-2:15

Multigenre Writing

For hundreds of years writers have combined genres in a single work of literature: think of modern literature for children and young adults. Think, too, of classic literature like Moby Dick, John Dos Passos’ trilogy USA, and the poetry and copper etchings of William Blake. Blending genres is nothing new. Doing so in academic settings, however, is rare, though not as rare as it was before multigenre writing burst into classrooms.
in the late 1980s. Since then, some teachers at just about every level of education across the land are leading students into writing multigenre research papers. Participants in this course will explore how to weave multigenre into their curricula, how to support students in their multigenre projects, and how to assess students’ growth and accomplishment. For the culminating project, participants will create their own multigenre research papers about personally important topics.

Topics and activities include:
- Daily writing workshop
- Conferences with instructor
- Peer response to writing
- Study and practice of various genres/subgenres
- Evaluation of multigenre papers
- Examination of how multigenre meets CCSS
- Speculation about how multigenre fits into the K-12 curriculum

PLEASE NOTE: Before the course begins, participants will be required to read one of five books about teaching multigenre writing. The instructor will contact you in the spring.

Instructor:
Tom Romano is the Heckert Professor of Literacy at Miami University. He got his PhD from UNH in 1991 and has taught in the UNH Literacy Program since 1987. Tom’s two most recent books are Fearless Writing: Multigenre to Motivate and Inspire (2013) and Write What Matters (Zigzag 2015). He got the writing bug when he was 12 years old and hasn’t been able to shake it.

ENGL 920-02 (2.0 credits)
July 15-19 (1 week)
Monday-Friday, 8:15-2:15

Notebooks 2: Spaces Where Students Matter

When you think about the power of the pen and how it has been used to change the world, of course, a pen in (students’) hands and the ability to tell their own stories and to have their stories be relevant and important in the world is really empowering.

-Jacqueline Woodson

The notebook, a collection of bound pages, provides the perfect canvas for students to improvise, create and express meaning in deeply personal ways. Sharing these pages builds a safe community where students begin to unravel what it means to problem-solve, inquire, analyze and find their stories. Notebooks foster long-standing relationships amongst peers and with teachers, as well as with content.

My experience with this class was positive!
I feel armed with so much material and new knowledge!
Notebooks are simply a place where student voice and choice are at the root of their everyday experiences, a place where they matter.

In this course, we will make and keep our own notebooks with a focus on reading response, visual literacy, inquiry and writing. We will write, sketch, paint, play, read, respond and create. Blank pages and things to “try” move us to live with a deeper sense of presence, bearing witness to our experiences and our journeys through this world.

Notebooks 1 is not a prerequisite. All are welcome!

Instructor:
Tomosen M Carey is a Senior Lecturer in the English Department at the University of New Hampshire where she is the Field Coordinator of the Learning Through Teaching Program and Director of UNH Writers Academy for youth. She is the voice behind the blog, Conversation Education (conversationeducation.com) where she shares resources, questions the current state of education, and reflects on her work with teachers and students.

ENGL 922-01 (2.0 credits)
July 15-19 (1 week)
Monday-Friday, 8:15-2:15

Adventures in Relevance: Exploring Techniques for Teaching Research Projects

Take a week to explore fresh approaches to teaching research projects! Well-designed research projects allow students to pursue their curiosity, make connections amongst their interests and experiences, and think critically, making research relevant to their own lives and others.

In this class, we will explore possibilities for the research project, pushing students beyond confirmation biases and pro-forma arguments to produce authentic projects that relate the stories of engaging, challenging topics. First, we will map out options for forming research topics or questions, such as examining award-winning photos (Subhani, “Photos as Witness”), local issues, or literature. Then, we will generate activities to help students compose their projects,
such as evaluating and synthesizing sources, or analyzing materials. We will also experiment with recent technologies that can aid students’ work, such as online research organizers or multimedia formats.

Our venture into research will yield new activities and mini research projects (essays, multimedia presentations, call-to-action letters, and more) to share as models with your students. Gather ideas to help students investigate their own research interests, navigating sources to create new knowledge.

**Instructor:**

A former high school teacher and coach, Laura Smith is a Senior Lecturer in English at UNH, where she teaches English education courses, young adult literature, first-year composition, and American literature

**ENGL 922-02 (2.0 credits)**

*July 22-26 (1 week)*  
*Monday-Friday, 8:15-2:15*

**Writing in the Wild: Fanfiction as a Classroom Practice**

Fanfiction writing—the practice of using storylines, characters, and settings from existing media such as books, television shows, movies, and the like as source material for creative writing that extends or transforms the original work—is a fan-based literacy practice that is increasingly coming out of the shadows. When young people write and share fanfiction in online communities, they engage in practices highly valued in literacy classrooms, such as close reading of texts, deep character analysis, and peer review of works-in-progress. Opportunities exist for teachers to tap into fanfiction participation for instructional purposes, and doing so requires careful navigation.

In this class, you will explore existing spaces where youth read and write fanfiction, compose your own fanfiction or transformative works (e.g. fiction, art, poetry, soundtracks), and consider how to incorporate such work in your own classroom. We will think together about how to allow students to respond creatively to literature, use digital and analog tools to create and share this work, and offer generative questions and critique.

**Co-Instructors:**

Alecia Magnifico is an Assistant Professor of English Teaching and the coordinator of the English Teaching program at the University of New Hampshire. She is a former secondary teacher who loves to read and write. Alecia is especially interested in partnerships among teachers, and in how teachers and students learn to communicate with a variety of different audiences in classrooms, extracurricular environments, and online. Her recent work appears in *Literacy, Computers and Composition, and Technology, Knowledge, and Learning*.

Jayne C. Lammers is an Associate Professor of education and the Director of Secondary English Teacher Preparation at the University of Rochester’s Warner School of Education and Human Development in Rochester, NY. A former middle and high school Literacy/ELA teacher, Dr. Lammers’s research explores adolescents’ interest-driven writing practices in online spaces, always asking the question: “why should English teachers care?” Her scholarship has appeared in the *Journal of Adolescent & Adult Literacy, Research in the Teaching of English*, and she is a regular contributor to ILA’s *Literacy Daily* blog.
We Have Work to Do: Culturally Sustaining Practices in Schools & Classrooms  
July 8-10 Monday-Wednesday, 8:15-2:15

It is not enough for teachers to decorate classrooms with posters of inclusive platitudes or reserve specific times of the year (November, February) for instruction around “diverse” histories, stories, and identities. Research shows that everyone—educators and students alike—carry hidden racial, ethnic, and cultural biases throughout the year and throughout our lives. Knowing this is vital as we examine our curricula, methods, materials, and environments in order to recognize, identify, and work to overcome these biases.

In this three-day, non-credit workshop, we will reflect, rethink, and revise our practice as we collectively work toward culturally sustaining pedagogy. We will center the knowledge, wisdom, and insight of intersectional people of color (IPOC) who have been doing this work for generations. Attention will be paid to those who teach in diverse schools, classrooms, and communities as well as those who serve more homogenous populations. We have work to do. Let's dig in

Co-Instructors:
Shawna Coppola is a literacy specialist, consultant, speaker, and author of the book Renew! Become a Better—and More Authentic—Writing Teacher (2017). She has spent almost two decades working with students and teachers in grades K-8, most notably in the areas of literacy and inquiry. Her next book is due to be published in the fall of 2019.

Kathy Collins is coauthor with Matt Glover of the title I Am Reading. Kathy is the beloved author of Growing Readers as well as Reading for Real. She presents at conferences and works in schools all over the world to support teachers in developing high-quality, effective literacy instruction in the elementary school grades. Kathy has worked closely with the Teachers College Reading and Writing Project at Columbia University, and she was a first grade teacher in Brooklyn, New York.
A Way to Love This World: Poetry for Everyone  
**July 15-17, Monday-Wednesday, 8:15-2:15**

“The meaning of poetry is to give courage,” says Garrison Keillor. Poetry helps us pay attention to the world, become aware of the perspectives of others, and reexamine our own assumptions. Poetry helps us to recognize what is beautiful and to examine hard realities. In many instances, poetry becomes a vehicle for social change. In this workshop we will seek to understand the power and relevance of poetry in our lives—both the reading and writing of it—so that we can help our students see it too. We will sketch and draw to sharpen our skills of observation. We will read widely—funny poems, sports poems, contemporary poems, traditional poems, hip-hop poems—collecting favorites in personal anthologies, and discovering new poets from one another. Playing with language, experimenting with form, and getting response from the group will help us express in our own poetry what matters most to us.

**Instructor:**

Mau**re**n Barbieri has taught middle and high school and has been a principal and staff developer in New York City. Her first book, Sounds from the Heart received the James N. Britton Award for Inquiry with the English Language Arts from the National Council of Teachers of English as well as the International Educator’s Award from the Delta Kappa Gamma Society. She is also the author of Change My Life Forever. Maureen served for eight years on the faculty of NYU’s Steinhardt School of Culture, Education, and Human Development. She is currently a literacy editor at Stenhouse Publishers.

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Institute for Racial Equity in Literacy  
**July 23-25, Tuesday-Thursday, 8:15-2:15**

Urging all of us to open our minds and hearts so that we can know beyond the boundaries of what is acceptable, so that we can think and rethink, so that we can create new visions, I celebrate teaching that enables transgressions—a movement against and beyond boundaries. It is that movement which makes education the practice of freedom.

-bell hooks (Teaching to Transgress)
Teaching to transgress—to fulfill the promise of democracy—can feel like a daunting, if not impossible, task given today’s current social and political climate. Too often, fear—as manifested through overt and systemic racism and xenophobia—has placed a stranglehold on our ability to communicate with one another honestly and responsibly. As educators, we have a responsibility to not only guide our students through this time, but to empower them to be an antidote to divisiveness and a voice for justice.

In order for teachers to do internal work needed to be truly equitable in their practices, this institute will spark critical reflection and action. How can we help students read, write, and speak up for justice? How can we ensure that our practices are not just inclusive but equitable? How can we use our power and position as educators to transform systems, whether those systems be our individual classrooms, districts, or greater communities? Together, we will discover the possibilities for students when equity is the foundation for our literacy practices. In short, we will explore ideas that bring us closer to addressing the following overarching question of this institute: How can we use reading and writing to advance social justice?

Co-Instructors:
Sonja Cherry-Paul and Tricia Ebarvia (see Keynotes p. 2); with Penny Kittle as chair of the workshop.
**REGISTRATION & PAYMENT**

**COURSES**
Courses require permission before registering. Please send a 2019 NH Literacy Permission Form to make your request. No deposit is required. However, any remaining balance on your student account must be paid-in-full at the time of registration.

Summer registration opens **March 25, 2019**. At that time, returning eligible students can make a full payment and register online through Webcat. Please register before any coursework begins or risk being dropped.

New students will not have access to Webcat. Please call the Registrar’s Office (603)862-1500 on or after March 25 and be prepared to pay for your coursework in full. Purchase orders are not accepted as a means of payment by the Registrar’s Office. No one will be permitted to audit a course.

Current tuition rates and mandatory fees are listed below. They are subject to change without notice.

**SUMMER TUITION:**  
- **NH resident:** $535 per credit;  
- **Non-resident:** $590 per credit.

**MANDATORY FEES:**  
- **Registration:** $20 non-refundable;  
- **Student Services:** $15 non-degree, $138 UNH matriculated;  
- **Technology** (prorated based on total credits at registration): 1-4 cr. = $26, 5-8 cr. = $51.25, 9+ cr. = $102.50.

**WORKSHOP FEE ($650)**
The registration fee for each three-day workshop is $650 and must be paid separately. Please visit the NH Literacy Institutes online for a secure link to pay by credit card. Payments by check will not be accepted unless an approved purchase order has been received. No one will be permitted to audit a workshop.

**SUMMER HOUSING AND DINING**
Campus housing and dining services are available options to all participants. The rooms are air-conditioned and include linen. Most facilities offer secure Wi-Fi, laundry, vending, and elevators. Each area features multiple lounges and a shared kitchen on the first level. Call UNH Conferences & Catering (603)862-1900.

**PARKING**
A valid permit must be displayed in your vehicle to park on campus. Summer permits can be purchased online in May. Pay & Park kiosks are also available at the visitor lots on Sage Way, Edgewood Road, and Campus Crossing at Mill Road. Call Transportation Services (603)862-1010.

Like us on Facebook. Follow @UNHLit on Twitter & Instagram. Join the #UNHLit conversation!
The MST degree is designed for certified/licensed teachers who want to extend their skills as readers and writers and to learn effective strategies for literacy instruction. Candidates often complete their requirements within three seasons of the summer NH Literacy Institutes. The MST is a flexible program in offering courses that meet a variety of personal and professional interests. Applications are accepted online. Please visit: https://cola.unh.edu/english/academics/graduate-information

Lisa Miller, Current Director, Email: LC.Miller@unh.edu
Christina Ortmeier-Hooper, Acting Director Summer and Incoming Director Fall 2019, Email: Christina.Ortmeier@unh.edu
Sabina Foote, Administrator, Email: NH.Literacy@unh.edu
Mail: NH Literacy/UNH English, 95 Main St., Hamilton Smith Hall, Durham, NH 03824
Tel: (603)862-1168 | Fax: (603)862-3563 | TTY: 7-1-1 (Relay NH) |
Web: www.cola.unh.edu/nhliteracy
To request permission for a course, please complete this form and send it to the address below (email is accepted).

On March 25, 2019, returning students can make a full payment and register online through Webcat. New students must call the Registrar’s Office (603-862-1500) to register and make a full payment. No deposit is required. However, all students must be paid-in-full and registered before their coursework begins or they will be dropped.

Classes fill on a first-come, first-served basis. PO’s are not accepted and no one will be allowed to audit the program.

To register for a non-credit workshop, please visit our Website: www.cola.unh.edu/nhliteracy

Mail: NH Literacy/UNH English, 95 Main Street, Hamilton Smith Hall, Durham, NH 03824

Email: nh.literacy@unh.edu | Tel: (603)862-1168 | Fax: (603)862-3563 | TTY: 7-1-1 (Relay NH)

DOB: _____/_____/______ (mm/dd/yyyy)

**NEW STUDENTS:** please enter your SSN & DOB; an alternate ID# will be assigned. (SSN is requested for federal reporting; DOB is requested for identification only.)

**RETURNING STUDENTS:** please use your UNH student ID#

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Email

Preferred email address is needed to receive UNH registration confirmation.

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Please include area code for each phone number.

Employer: Occupation/grade level:

What is your highest academic achievement (circle one)?  (BA/BS) (MA/MS) (PhD) Other:

Have you taken a course at UNH before? If yes, please specify last term:

Have you previously used another name at UNH? If yes, please specify name:

Are you currently admitted as a UNH graduate student? If yes, please specify program:

Please make your English (ENGL) course selection below:

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