

## 2020 Virtual Summer Literacy Institutes Courses for Graduate Credit and Keynote Speakers

### 6/29 – 7/6 TEACHER AS DECISION MAKER: RE-VISIONING OUR PROCESSES AS TEACHERS OF READING (K-8)

#### Online Course

##### ENGL 920 (10N) (2.0 credits)

June 29–July 6 (1 week) Monday–Friday, 8:15 a. m.–3:30 p.m.

\*No class Friday, July 3 in observance of the July 4th holiday

**Description:** Teachers make thousands of decisions a day. But what guides those decisions? What is our process as decision-makers? As teachers of reading, it is critical that we examine our processes so we can teach responsively and inclusively, responding to what students show us they need and who they show us they are. How might we strengthen our ability to see clearly when making decisions about structures, schedules, groupings, texts, materials, language, and modalities? In this course, we will have the opportunity to stop time—to magnify the moments between observation and action, between planning and teaching. We will metacognitively explore the factors that influence our decision-making as teachers of reading, for better or for worse, such as our own educational experience, personal belief systems, biases, mandated curriculum materials, institutional systems, initiatives, and more.

Participants will:

- use reading, writing, and conversation to think through a number of decision-making areas in our teaching
- build a deeper understanding of both the strengths and struggles in our decision-making processes
- draft a reading autobiography that includes a set of belief statements for teaching reading
- choose an area of teaching reading to closely examine, creating a plan to reach more students and make change.

**Instructor:** Jaclyn Karabinas is an energetic, creative educator who was a classroom teacher until 2014. Now an independent consultant and instructional coach, she is passionate about mixing and matching skill sets from the worlds of educational technology integration, arts integration, and progressive literacy instruction. She holds a Master’s Degree in Arts Integration in Curriculum & Instruction, is a Google for Education Certified Trainer, Heinemann Professional Development Online PD consultant, and UNH Learning through Teaching adjunct.

## 7/6 - 7/17 NOTEBOOKS: WRITING OUTSIDE THE LINES

### Online Course

#### ENGL 911 (10N) (4.0 credits)

July 6–17 (2 weeks), Monday–Friday, 8:15 a. m.–2:30 p.m.

"Today the red pencil does more than beg for my hand. It makes me a promise. It tells me to try."

~The Red Pencil by Andrea Davis Pinkney

What happens when space is provided in the simple concrete vehicle of The Notebook; a sacred, low-stakes space for students and teachers to discover, tinker, wonder, play, create and revise: with time devoted to metacognitive thinking, ideas, and mind moves?

Notebooks provide a space where the learner comes first;. Blank notebooks, no lines, no step by step, no how to instructions asks learners to forget everything they know about school in an effort to dig more deeply to generate and express a personal confluence of thoughts, ideas, inspirations, questions and place in this world. In this course we will explore the role of notebooks in a workshop and how they are a catalyst for engagement, autonomy and identity work. We will:

- Write daily and share in small groups. (The New Hampshire Writing Program is founded on the belief that this kind of engagement with writing provides insights that can be gained in no other way.)
- Read from a variety of experts and scholars and respond.
- Explore multi-modes of expression including: collage, paint, sketch and photography to inspire, influence and intensify our writing explorations.
- Develop a piece of writing to be shared on the last day of class.

“Standing on the shoulders of giants”, Newkirk, Graves, Murray etc. we will further develop our teaching pedagogies, moving from the notebook to the development of a writing piece. In finding our stories and shoring up our guiding principles we will discover our own songs, working in harmony or disharmony: a beautiful cacophony of empowered voices ready to be heard. (Open to all: notebooks 1 and 2 NOT a prerequisite)

**Instructor:** Tomasen 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 and her own literary life.

## **7/6 – 7/10 BUILDING A COMMUNITY OF WRITERS: THE FIRST WEEKS OF SCHOOL IN A WRITING WORKSHOP**

### **Online Course**

#### **ENGL 919 (10N) (2.0 credits)**

July 6–10 (1 week), Monday–Friday, 8:15 a. m.–2:30 p.m.

**Description:** If a writing workshop is going to truly thrive, students need to be part of a trusting community of writers. They need to be able to share personal writing, knowing they'll be respected. They need to ask for, and receive, help from others. They need to feel safe enough to be vulnerable and take risks. As teachers, our primary job at the beginning of the school year is to help pull together a new group of students into a cohesive and supportive group. That's what this active and interactive weeklong course is all about!

In this course, you will...

- Explore key routines to set up so that students can function independently during writing time
- Examine key social and emotional skills to teach to students so they can confer effectively, embrace a growth mindset, manage anxiety about writing, persist through challenges, and more
- Learn how to promote emotional safety through developing collaborative norms, using kind and supportive language, and implementing other key discipline strategies
- Learn about and share practical strategies for helping students get to know each other and learn to trust each other early in the year • Consider how this work in the first few weeks is just the beginning of a year-long endeavor to create a vibrant community of writers

**Instructor:** Mike Anderson has been an educator for more than 20 years. An elementary public school teacher for 15 years, he has also taught preschool and university graduate level classes. In 2004, Mike was awarded a national Milken Educator Award, and in 2005 he was a finalist for NH Teacher of the Year. He also spent many years as a presenter, consultant, author, and developer for Northeast Foundation for Children, a nonprofit organization dedicated to creating safe, joyful, and challenging classrooms through the Responsive Classroom approach to teaching. Mike is the

author of many books about great teaching and learning including "The First Six Weeks of School," 2nd Edition (CRS, 2015) and "The Well-Balanced Teacher" (ASCD, 2010).

## **7/20 - 7/24 TEACHERS AS RESEARCHERS/LEADERSHIP SEMINAR**

### **Online Course**

#### **ENGL 922 (10N) (2.0 credits)**

July 20–July 24, Monday - Friday, 8:15 a.m. - 2:30 p.m.

**Description:** This course includes a series of directed readings, developed by the individual participant with the Director of the NH Literacy Institutes; it is tailored to meet the individual participants' needs for their own goals, school, classrooms, and students. Assignments include regular writing, independently developed projects, and meetings.

## **7/27 - 7/31 WRITING, REDEFINED: POSSIBILITIES & PRACTICES TO ENGAGE ALL STUDENT WRITERS**

### **Online Course**

#### **ENGL 920 (20N) (2.0 credits)**

July 27–31 (1 week), Monday–Friday, 8:15 a. m.–2:30 p.m.

This course can be used toward the Digital Literacy Strand in the MST program.

**Description:** Throughout this course, we will reflect on our assumptions about what writing “is” and will explore a variety of ways that we might broaden our ideas about writing in order to honor the wide range of compositional choices that students in grades K-8 might make, including those who are linguistically diverse. We will also dive into some new compositional waters ourselves and will use these experiences to reflect on how we might revise our practice to make writing more meaningful, authentic, engaging, and culturally responsive for our students. Come ready to play, reflect, and renew your vision of what writing workshop can offer both you and your students!

#### **Instructors: Shawna Coppola *with Tracey Flores, Guest Keynote***

Shawna Coppola has been a public school educator for over twenty years and is grateful for the lessons she learns from her students and her colleagues. She teaches seminars through the University of New Hampshire’s Professional Development & Training program and is a sought-

after speaker and consultant with The Educator Collaborative, a K-12 literacy think tank & professional development organization. She has written two books about writing for teachers, *Renew! Become a Better--and More Authentic--Writing Teacher* (2017) and *Writing, Redefined: Broadening Our Ideas of What It Means to Compose* (2019), both from Stenhouse Publishers.

Tracey T. Flores is an assistant professor of language and literacy in the Department of Curriculum and Instruction at the University of Texas at Austin. She is a former English Language Arts (ELA) teacher, working for eight years alongside culturally and linguistically diverse students and families in schools throughout Glendale and Phoenix, Arizona. Her research interests include Latina girls' language and literacy practices, family and community literacies and the writing instruction and development of Latina youth.

## **Virtual Keynote Speakers – open to all SLI Participants**

### **Bee Pisarn**



**Bee Chamcharatsri** (PhD, Composition and Applied Linguistics, IUP) is Associate Professor (joint appointed) in Department of Language, Literacy, and Sociocultural Studies and Department of English and Literature at University of New Mexico. His research interests include second language acquisition (SLA), emotions, second language (L2) writing, creative writing, and writing center. His publications appear in *Asian EFL Journal*, *Journal of Response to Writing*, *Writing on the Edge*, and many chapters in edited collections.

## Jaed Coffin



**Jaed Coffin** is the author of *A Chant to Soothe Wild Elephants*, a memoir about the summer he spent as a monk in his mother's native Thailand. His most recent memoir, *Roughhouse Friday*, chronicles the year he won the middleweight title of a barroom boxing show in Alaska. A regular contributor to *Down East Magazine*, his essays and stories have appeared in the *New York Times*, *Nautilus*, *Jezebel*, *The Sun*, and many other publications. He's been a featured speaker at TEDx and Moth Radio Hour, as well as a guest at over twenty colleges and universities. Jaed teaches creative writing at the University of New Hampshire and lives in Maine with his wife and two daughters.

## Shawna Coppola



Shawna Coppola has been teaching for two decades, most recently as a K-6 literacy specialist. She has also taught courses through the NH Literacy Institutes, presents at a wide variety of national and regional conferences, and is a sought-after literacy consultant. Her debut book from Stenhouse Publishers, *Renew! Become a Better--and More Authentic--Writing Teacher*, was released in 2017. Her latest book on teaching writing, tentatively titled *Writing, Redefined*, is due out in the fall of 2019.

## **Tracey Flores**

*\*Tracey Flores is a guest contributor and her keynote will be available for those enrolled in ENGL 920.2ON Writing Redefined: Possibilities and Practices for All Student Writers with Shawna Coppola*



Tracey T. Flores is an assistant professor of Language and Literacy at the University of Texas at Austin where she teaches Language Arts Methods and Community Literacies in the K-5 teacher education program. Dr. Flores is a former English Language Development (ELD) and English Language Arts (ELA) teacher, working for eight years alongside culturally and linguistically diverse students and families in schools throughout Glendale and Phoenix, Arizona. Her research focuses on Latina girls' language and literacy practices, the teaching of young writers in culturally and linguistically diverse classrooms, and family and community literacies.