**Welcome** **to the**

 **2015 ADVANCED INSTITUTE**

**SOUTHERN ARIZONA WRITING PROJECT**

(English/LRC 597a)

An Affiliate of **THE NATIONAL WRITING PROJECT**

**Facilitator**

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 **Writing Program Office**

Room 380, Modern Languages, 621-3553

 **Classroom**

Transitional Office Building

1731 E. 2nd Street

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**PURPOSE**

The goal of this advanced institute is to prepare you to facilitate a year-long professional development program on argumentative writing in Douglas, Arizona and to deepen your own understanding of argumentative writing instruction.

**POLICIES**

**Attendance**

Attendance is required on a regular basis throughout the Advanced Institute. There are only 20 days of class and this institute is worth 6 units of graduate credit. Therefore we expect you to arrive each day *ready to begin writing* at 8:30 a.m. and to stay until 3:30 p.m.  **Absences and tardiness will result in a lowered grade.**

 **Electronic Devices**

As portable electronic devices multiply, so do the challenges they present in the classroom.  As in any academic setting, we need to establish a respectful, professional atmosphere to support our work during the institute.  To that end, we encourage the use of **laptops** during the hour of personal writing each morning and during the parts of teaching demonstrations that require writing.  We will ask you to keep your laptops closed during the remainder of each day.  You will need to turn your **cell phones** off at the beginning of each day and to confine your use of them to breaks and lunch periods.  Of course, we can make exceptions to this policy if you are facing unusual circumstances.  Please notify a facilitator if you need to make yourself accessible by cell phone on a particular day, put your phone on vibrate, and step outside to take calls under these circumstances.  We will ask participants who are using laptops and cell phones outside of these parameters to please discontinue their use.

 **Weebly Website**

We will be collecting materials and updating our schedule using a weebly website.

To View: www.SAWPi3.weebly.com

To Edit: [www.weebly.com](http://www.weebly.com) (after setting up account through email invitation from Rachael)

**Yapp**

This app provides information regarding the daily ins and outs of the invitational summer institute, our partner program. You can access the Yapp App by downloading the free Yapp to your mobile device and entering SAWPISI as the Yapp ID. You can also access the Yapp with this url: <http://my.yapp.us/SAWPISI2015>

**REQUIREMENTS AND ACTIVITIES**

 As an affiliate of the National Writing Project, the Southern Arizona Writing Project involves fellows in all of the following activities:

**Text Set and Argumentative Writing Prompt**

You will curate a set of 5-9 texts that voice differing opinions on a particular topic. In addition, you will include a writing prompt that asks students to share their own opinion on this topic, backing up their claims with evidence from the texts. We will create criteria for effective text sets together. Due 8:30 AM, 6/22

**90-Minute Argumentative Writing Teacher Demonstrations**

Teaching demonstrations are the heart of this part of the institute. Fellows showcase their best classroom practices incorporating contemporary theory and practice about teaching writing. In keeping with the philosophy of the National Writing Project, these demonstrations support the credo of *teachers teaching teachers better ways to teach writing or to use writing to promote learning.*

**Teaching Demonstration Coaching Group**

Coaching groups are essential to the development of your teaching demonstration.  Fellows participate in small coaching groups to encourage mentoring and collaboration.  Group tasks include helping prepare the demonstration using protocols from Critical Friends Groups material and offering helpful follow-up after the demonstration.  Coaching sessions help fellows assess their strengths in the presentations.

 **Follow Up to Teaching Demonstration**

Each fellow will jot down notes as soon as possible after her/his teaching demonstration.  Arrange to meet with your coach, your mentor, and a selected group of fellows to discuss the strengths and weaknesses of the teaching demonstration. This requirement should be arranged within a few days of the demonstration.  We will follow a protocol modeled on the Critical Friends Groups.

Write a reflection of your teaching demo after your debriefing that will be included in your portfolio.

 **Teaching Demonstration Packet**

Each fellow will submit a packet to accompany her/his teaching demonstration. This packet should include

* a cover document that introduces your demonstration by addressing your rationale and the relevant theory from your research
* an abstract of you teaching demo (This will be used to showcase your work on our webpage)
* the activities that together create the demonstration
* the evaluation form you created for the rest of us to complete
	+ - an annotated bibliography of the sources that influenced your work.

This packet is due on the day of your presentation.

* Make a hard copy for each fellow and an additional copy for SAWP archives.
* For the *entire* group, make paper copies of any handout needed to carry out your demonstration.

**Professional Development Planning**

You will contribute to the plan for professional development in Douglas, Arizona, helping to determine which workshops should be included and taking ownership of certain workshop facilitations.

**WRITING**

 **Daily Writing**

Fellows write for one hour at the start of each day in the Summer Institute. We create a community of writers as we write together, share our work in response groups, and publish. You may write on any subject(s) you wish. We begin writing at 8:30 each morning. **Prompt attendance is essential to fulfill this requirement.  Please be ready to *begin* writing at 8:30.**

 **Writing Groups**

Each fellow will participate in small groups several times during the institute to respond to colleagues’ writing and to receive response to his/her writing. Google Drive will be used for longer pieces of writing that you will be sharing. More information will be given in your writing groups.

 **Walk About Writing Wednesday**

Submit at **least three pieces** of writing during the course of the project.  These writings will be posted to a bulletin board for comments by your peers and to showcase your work every Wednesday.

 **Personal Argument for** **SAWP Writing Anthology**

Toward the end of the institute, each AI fellow will submit a personal argument (limited to 3 pages) that celebrates his or her writing during the Summer Institute. These arguments will be published as a group writing anthology for every member of SAWP.  Due 8:30 a.m. on Monday July 6, 2015.

**Philosophy of Professional Development**

AI fellows will develop a short (1/2 page) philosophy of professional development to include in their portfolio.

**READING**

 **Common Text(s)**

Fellows read from excerpts from various articles and books on argumentative writing and teaching, including *They Say/I Say,* “Teaching that Sticks,” and other resources.

 **SAWP Library**

SAWP maintains a professional lending library to which new titles are added each year.  This library is located in the Transitional Office Building.  You are welcome to borrow books with these conditions: Please limit choices to 5 books out at any time, and a limit of 4 weeks checkout time. Sign the books out with one of the Co-Directors. Books are arranged on the shelves alphabetically by author.

 **PORTFOLIO**

The portfolio is a selection of the work you have completed over the Advanced Institute and should reflect both *process* and *product*.  We ask that you demonstrate growth over time, depth, breadth, and examples of the writing process.  *Please showcase multiple drafts of at least one piece of writing to demonstrate revision.*

 *At a minimum*, the following should be included in your portfolio:

* Your personal argument (including multiple drafts)
* Teacher Demo reflection
* A short philosophy of professional development
* A cover letter that explains your choices and what the selections illustrate about your writing process and growth as a writer.  The cover letter tells your reader how to read your portfolio.

 **MISCELLANY**

 **Electronic files:** You must upload your teaching demonstration to the Weebly website. This requirement should be fulfilled no later than one day after you have delivered your demonstration.

**Evaluations:**  We will ask you to complete at least three evaluations during the weeks of the institute:

* + - * A formative assessment to help guide your facilitator
			* the standard anonymous Teacher-Course Evaluation developed by the University (completed during the last days of the institute)
			* A narrative evaluation that asks you to answer specific questions and to identify yourself as the author (also completed during the last days of the institute).

**NWP Survey:** You will be asked to fill out a survey from the National Writing Project near the end of the institute.

**Reflections:** Complete at least four reflections during the weeks of the institute. More information to follow.

**NWP Online Community**: NWP is using a Google+ Hangout this year as a way for the National Writing Project Community to connect. You can find this community via the internet and we ask that you post at least 1 piece of writing during the face-to-face portion of the institute to gain feedback from this larger community of writers. https://plus.google.com/communities/

108507453718797542744

**FINAL GRADE**

**The grading system for English/LRC 597a is A, B, C, D, E.**  Those who participate fully in the Summer Institute earn 6 units of graduate credit for their work in either English or in Language, Reading, and Culture 597a. Your grade reflects “good faith participation” in all activities and your level of completion of the following requirements:

* Attendance and promptness (contributing to a constructive, professional work atmosphere)
* One 90-minute teaching demonstration and accompanying packet with an annotated bibliography
* Uploading teacher demonstration packet material to Weebly
* Teaching demonstration follow-up meeting with coach and selected group
* One text set and writing prompt
* One personal argument for SAWP writing anthology
* Participation
* Douglas Professional Development Planning Contributions
* Portfolio
* Evaluations