

Lost in Transition: Writing and Literature in the 21st Century

Casper, WY * November 7 and 8, 2014

Colloquium Goals

- Foster conversation and collaboration among language arts teachers across secondary and postsecondary levels.
- Extend discussions from Fall 2013 and Spring 2014 Lost in Transition events, specifically around close reading and the relationship between student reading and writing.
- Deepen teachers' (and ultimately students') understanding about the ways that reading and writing provide mutually reinforcing opportunities for learning and personal growth.
- Generate ideas to help students develop close reading skill and support their writing with textual evidence.
- Explore the CCSS components that create opportunities (and tensions) for connecting student reading and writing.

Agenda

Friday

12:00-12:30 pm	Registration, lunch, and welcomes
12:30-1:30	Panel Discussion: <i>Making it matter: How close reading and writing provide opportunities for deeper learning.</i>
	Panelists Ryan Sennet and Malinda Garcia, Wind River Middle/High School, Pavillion Nicole Bryant, Laramie County Community College Arielle Zibrak, University of Wyoming at Casper
	Facilitator Beth Wiley
1:30-1:45	Break
1:45-3:00	Small group discussions (extended the panel discussion): What is the relationship between reading and writing? Is there one? How do your assumptions affect your approach to teaching reading and writing?
3:00-3:30	Large group reporting out
3:30-3:45	Break
3:45-5:00	Discussion: Close Reading of "In the Lab with Agassiz"
6:00-7:00	Dinner with speaker, Jeff Lockwood
7:00-8:00	Table Discussion: CCSS and connections between literature and writing

Saturday

8:00-8:15 am

Light breakfast treats and registration

8:15-8:30

Overview of the day's agenda, and introduction to table group discussion/respondents

8:30-9:45

Table group discussions: Writing assignments

NOTE: Each participant should bring 8 copies of a writing assignment that requires students to read at least 2 texts (books, movies, charts/graphs, images, news articles, student exemplars, essays, lyrics/poetry, blogs, etc.). We strongly encourage you also to bring a sample student response to the assignment (with student name removed). The sample can be either successful or poor, or one of each if you wish.

9:45-10:00

Break

10:00-10:30

Large group reporting out: formal responders speak out!

10:30-11:30

Table self-guided discussions. Possible topics for discussions:

- On-screen/multimodal/non-traditional reading
- Cross-subject collaborations
- Reading as information literacy
- Connecting "words" and "worlds"
- Class-generated texts as reading

11:30-11:45

Large group reporting out: Top takeaway from each break-out session

11:45-12:00

Wrap-up, evaluations, announcements, door prizes

Event Sponsors

Wyoming School-University Partnership - www.uwyo.edu/wsup

UW LeaRN - <http://www.uwyo.edu/learn/index.html>

Undergraduate Programs, College of Education, University of Wyoming - www.uwyo.edu/ted