

Carolyn Chapman to Present at July 14 Conference



On Wednesday, July 14, 2010, the annual Twenty-First Century Conference, co-hosted by the Jacksonville State University Writing Project and the Jacksonville State University Regional In-service Center, will take place at JSU's McClellan campus. This year's conference will feature two workshops by Carolyn Chapman, noted educational consultant, author, and teacher. Ms. Chapman's teaching experience has occurred in classrooms from kindergarten to the university, and that experience has led to her focusing on strategies to make all students successful learners. She is especially interested in differentiated instruction and has authored a number of books on that subject, including *Differentiated Instructional Strategies: On Size Doesn't Fit All*, *Differentiated Instructional Strategies for Reading in the Content Areas*, and *Differentiated Instructional Strategies for Writing in the Content Areas*. Another area about which Carolyn has written is multiple intelligences. Those works include *If the Shoe Fits...How to Develop Multiple Intelligences in the Classroom*, *Multiple Assessments for Multiple Intelligences*, and *Multiple Intelligences Through Centers and Projects*. According to her website, "In her books and her professional opportunities participants are engaged in exciting active learning that puts theory to practice. She walks her walk and talks her talk to make a difference in the journey of learning in today's classrooms" (www.teachersworkshop.com).

Carolyn's morning presentation will share with attendees successful strategies and activities for teaching writing in all the content areas. Her goals in this session will be to show teachers how to teach students to write effectively and to assist content area teachers to include writing as a meaningful part of instruction. Carolyn's afternoon session will "provide means of aligning the best assessment practices to meet the diverse needs of learners in today's classrooms" (www.mylearningplan.com). She will show teachers ways to assess problems and find solutions for barriers to good writing among students.

In addition to Carolyn Chapman's workshop, the conference will offer several one-hour concurrent sessions to choose from in the afternoon. These include "Introducing the Holocaust: A Journey

of Sight, Sound, and Remembrance,” which will teach how to get students to “internalize and synthesize” events of the Holocaust through reading, seeing images, and writing about the stories of the Holocaust. Kyle Shelton, who teaches English at Duran South Junior High will lead this session. A second session, presented by Mica Mecham, who teaches English at Jacksonville State University, will be “Using Bloom’s Taxonomy in the Classroom to Enhance Cognitive Thinking.” She will present various suggestions for how teachers can incorporate each of Bloom’s six levels into classroom learning. For teachers who wish to attend a session on reading, Sherri Shamwell, from Discovery Middle School, in Huntsville, will present “Reading the World,” a workshop focusing on improving students’ functional reading skills. The fourth option will be a panel discussion led by Don Bennett, from Jacksonville State University’s English Department, Joy Maloney, Jacksonville State University, and Gail Kelley and Susan Lancaster, both of Hokes Bluff High School. This discussion will explore the question “What do students need to learn in high school to succeed in college composition classes”; the session will also include input from students in those composition classes.

To register for the conference, just go to the in-service center’s web site, inservice.jsu.edu, click on “Registration,” then click on “Catalog.” Scroll down to the July 14 listings and register for both the workshops and one of the four concurrent sessions. Professional development units will be awarded to those attending. Registration is already in progress, so register as soon as possible. The conference is free, of course. The morning workshop will begin at 8:30 and end at noon; Carolyn’s afternoon workshop will begin at 1:15 and end at 2:45, and the concurrent sessions will be held from 3:00 until 4:00 p.m. We hope to see you there!

Tenth Annual Language Arts Olympiad Held

Thursday, April 29, brought 150 fifth, sixth, seventh, and eighth graders from a number of area schools to Stone Center to compete in the annual Language Arts Olympiad. Students from Kitty Stone, Pleasant Valley, C.E. Hanna, Donoho, and Alexandria wrote essays, interpreted poetry, did skits, gave speeches, and competed in grammar, language, and literature games in the fifth- and sixth-grade events. The overall winners at this level were Kitty Stone, 1st place; Pleasant Valley, 2nd place; C.E. Hanna, 3rd place; Donoho, 4th place; and Alexandria, 5th place. At the seventh- and eighth-grade level, the winners were Oxford, 1st place; Alexandria, 2nd place, Donoho, 3rd place, and Cleburne County, 4th place. In addition to the trophies awarded to the schools, individual and team 1st, 2nd, and 3rd place winners received gold, silver, or bronze Olympic-style medals. If you are interested in bringing students from your school to the 2011 olympiad to be held on the last Thursday in April, contact Gloria Horton (ghorton@jsu.edu) to be put on the mailing list.

The *JSU Writing Project Newsletter* is a publication of the JSU Writing Project, with a circulation of approximately 1,000. It is provided free to teachers of English in Alabama by the JSU Writing Project, an affiliate of the National Writing Project.

JSU Writing Project Director, Gloria Horton

Co-Directors, Lisa Williams, Melissa Shields, Lisa Light

Technology Liaison, Rodney Bailey

For information on the JSU Writing Project or any of its programs, contact Gloria Horton, Director, JSU Writing Project, 115 Stone Center, Jacksonville State University, 700 Pelham Road N., Jacksonville, AL 36265; 256-782-5409; ghorton@jsu.edu

From the Book Shelf

DeSena, Laura Hennessey. "First Things First: Emphasizing Primary Over Secondary Sources."

Preventing Plagiarism: Tips and Techniques. Urbana, IL: NCTE, 2007.

The main focus of this article is to encourage students to develop their own ideas and opinions about a primary source—novel, poem, play, etc.—before venturing on to the research stage of writing. DeSena encourages students to spend as much time as possible in the prewriting stages to thoroughly explore what they find in the primary source and to value their own opinions instead of depending on experts to tell them what an author, poet, or playwright intends. Students should develop their own critical essay of the work, and then they should begin to complement that work with secondary sources, but only sparingly. The article presents guidelines for analyzing a scholarly article before accepting it as a valid source. DeSena believes that basing the essay on a thesis of students' own making validates their own ideas and deters them from feeling the need to plagiarize. Her methods, she believes, are designed to benefit students in all courses across the curriculum.

Reviewed by Susan Ashley, Jacksonville State University

Cunningham, Andie, and Ruth Shagoury. "Connections and Comprehension: "Sprouts Are the Same

Color as Green Power Rangers." *Starting with Comprehension*. Portland, ME: Stenhouse, 2005.

35-45.

Chapter three discusses students making connections in their reading that lead to better understanding. Some of the examples from this chapter are text-to-self, text-to-text, and text-to-world connections. The authors bring in the importance of schema while reading. During reading, they advise students to stop and ask questions to better build a foundation for understanding. The importance of making individual connections is expressed because this brings the student more into the text. This chapter also stresses the importance of weaving schema into daily work patterns to reinforce understanding. This book gives excellent pictures and graphic organizers to make these connections easier in your classroom. The authors also suggest the use of sticky notes to apply to the charts so they may be used many times.

Reviewed by Allyson Tyler, John Jones Elementary School

2009 Jacksonville State University Writing Project Teacher Fellows

Susan Ashley, Jacksonville State University

Ann Blackwood, White Plains Middle School

Vanessa Bonner, Childersburg High School

Gena Christopher, Jacksonville State University

Debbie Fancher, Oxford Elementary School

Julie Higdon, Douglas Middle School

Jesse Kennedy, Munford Middle School

David Myer, Jacksonville State University

Joy Maloney, Jacksonville State University

Sharon Meeks, JSU Graduate Student

Julie Samples, Alexandria Elementary School

Theresa Thomas, Munford High School

Allyson Tyler, John Jones Elementary School

The JSU Writing Project Newsletter

Address Service Requested

PRE-SORTED
STANDARD
US POSTAGE PAID
NON-PROFIT JSU
PERMIT 2