

Newsletter



Volume 21, Number 4 Spring, 2001

WHAT'S NEW FOR 2001:

New Courses, New Locations for Teachers and Kids

Interested in taking a PAWLP course – or two – this summer? But don't want to drive to Doylestown or West Chester? Teachers living in central and western Montgomery County, eastern Berks, or even western Bucks can take advantage of our new location in the Souderton School District. (See p. 5 for available courses.)

Interested in "Visualizing Words and Worlds," our special course bringing together writing, literature, and visual arts, but don't want to drive to the Michener Museum in Doylestown? This summer, you can take "Visualiz-

ing Words and Worlds" at the Brandywine River Museum in Chadds Ford, too. (See p. 6 for details.)

Then there are our new three-credit courses: Guided Reading and Writing, (K-3); Portfolio Profiles: Teachers and Students (K-12); and Learning to Write/Writing to Learn: Strategies for Teaching Writing (K-12).

And our new one-credit courses: Emergent Literacy in Kindergarten; Writing/Reading Classroom for Students at Risk, K-5; and Writing Reading Classroom for Students at Risk, 6-12.

Or do you want to teach in the Young Writers/Young Readers programs? Three new sites are opening this summer: in Lower Moreland, Wissahickon, and Manheim Township. There are special topic youth programs, too: Poetry Writing, Historical Fiction Writing, and Mystery Writing, each at a different location. (See p.2 for details.)

We're really excited about all the courses offered this summer and described on the gold pages inside. Consider taking a PAWLP course – or two – and find out why!

BARRY LANE TO KEYNOTE SECOND ANNUAL LITERACY CONFERENCE JUNE 21 AND 22

Mark your calendars.

PAWLP's second annual Literacy Conference is June 21 and June 22.

Author Barry Lane, whose books *After the End* and *Reviser's Toolbox* are filled with practical ideas for the writing classroom, is our keynote presenter on Thursday. On Friday, Sue Mowery, a popular staff developer, co-author of the PA Early Childhood Assessment Framework, and member of PDE's Writing and Reading Assessment Committees, will address the conference on "Instructional Applications of the PA Standards for Reading & Writing: Should We Teach to the Tests?" Carmine de Coco Young, newly prominent author of nonfiction picture books, will

close the conference. Ms. Young's *A Letter to Mrs. Roosevelt* is listed among the Teachers' Choice for 2000 as published by the International Reading Association, and is among the titles nominated for state book awards in Pennsylvania, Maine, and Florida.

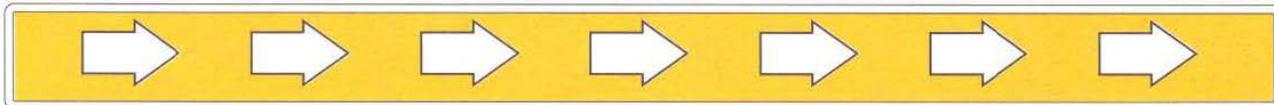
Other presentations address teaching both literature and writing. Topics range from Managing a Reading/Writing Workshop to Including Multicultural Literature in the classroom. All presenters are Fellows of PAWLP.

Partners in the conference are Michaels Associates and the Chester County I.U.

The cost for the conference is

\$110 if registration is postmarked by June 1, \$130 for later registrations and walk-ins. Morning coffee and lunch are included on both days. Participants may also opt to earn one graduate credit by attending the conference for both days as well as completing related work. 15 Act 48 hours may also be earned by attending both days. For those interested in these options, further information will be sent regarding cost and course requirements with your confirmation letter. We look forward to seeing you at the conference. Invite your colleagues to join you!

Diane Dougherty,
PAWLP co-Director



FROM THE DIRECTOR

CAN VIRTUE BE TAUGHT?

During the 2000-2001 school year, a new topic of interest – or should I say concern – has appeared in southeastern Pennsylvania: Character Education.

Like the crocuses that seem to appear overnight, character education programs have sprung up all around us.

In some districts, it is Lickona's program, based on his book, *Educating for Character*. In others it is Charney's *Responsive Classroom* approach. In still others, it is the YMCA's Character Development with its cornerstones, or Character Counts with its pillars. And in many more it is district- or teacher-developed programs based on any number of possible resources. Every one of these people, books and programs answers the question that opens this column with a resounding, uncritical "YES!". Not only can virtue be taught, they tell us, but here's how.

I wish I were so sanguine, so sure. I'm certainly pro-virtue. But I have so many questions about character education. Just for starters, what are the purposes of character education? Do those purposes differ, depending on whom you ask? What are the unintended consequences of character education pro-

grams? To what extent is character education a one-size-fits-all endeavor? What about the differences among kids, among communities, and certainly among educators? What relationships exist between character education and other curricula, i.e., is it an add-on or an integral part of literacy –and other -learning? What kind of staff development do teachers need to be effective character educators? What about the kids – what about the virtues they bring with them from the worlds in which they live? And haven't we been educating for character in the English Language Arts all along?

For all these reasons – and all these questions – I think it's time for the Project to get involved in the character education conversation, as a literacy education voice, of course. So here are my proposals for the Writing and Literature Fellows reading this column. They're listed from the level of least to most involvement:

(1) Participate in a PAWLP survey If your school is involved in character education (or Character Education), send me an email with the name of the program or approach you're using.

(2) Participate in a reading group There are several very interesting books on what "character education" means, especially to kids and to teachers. Groups can choose

their own books, set their own reading schedules, meeting times and places.

(3) Participate in a special workshop/planning group – We need a core group of Fellows particularly interested in this topic to meet with me and Dr. Alice Lesnick, who teaches at Haverford College and who specializes in classroom-based analysis of the literacy-character education connection. In this workshop, on May 5, we will explore the questions implicit in character education and decide what our next steps as a Project might be.

(4) Participate in a teacher research group – Alice and I are looking for teachers who would like to study their own classes, their own students, and their own teaching. Not to change things necessarily, but to see their classrooms through the character/literacy education lens.

I end this column with two recent personal anecdotes that illustrate how a little thinking about this topic has changed my awareness of my own practice: On the first day of my freshman composition class this semester, I asked a boy to take off his hat. I didn't make a big deal about it. I said "please." I always do that. No hats in my class. The boy did what I asked, without comment, verbal or otherwise. No big deal. BUT ever since that day I've been wondering why I've never allowed hats in my classroom. Why was it a school rule

- continued on page 7, column 1

PAWLP YOUTH PROGRAMS FOR THE SUMMER OF 2001

Session I: June 25 - July 6 (no classes July 4) West Chester University

Session II: July 9 - July 20 WCU, Kennett, Kutztown, Central Bucks, Rose Tree Media, Manheim Township, Hatboro-Horsham, Lower Moreland, Methacton, North Penn and Wissahickon

Session III: July 23 - August 3 WCU, Coatesville, Twin Valley, Quakertown, Council Rock, Central Bucks, Garnet Valley, Interboro, Colonial, Upper Dublin, Upper Moreland, and Lancaster City

** New programs for Middle and High School Students **

Poetry Writing for Middle School Students at Rose Tree Media: July 9 - 13

Historical Fiction Writing for Middle School Students at Rose Tree Media: July 16 - 20

Mystery Writing for Middle School Students at Hatboro-Horsham: July 9 - 20

Narrative and Poetry Writing for High School Students at West Chester University: July 30 - August 3

For more information please call: 610-436-3089



Any Fellow interested in teaching please call the office for an application form

Summer 2001 Course Opportunities

On the West Chester University campus

Three credit courses 8:00 a.m. - 4:30 p.m.
Graduate credit: \$762 for PA residents (including fees) C.P.E. credit: \$375

Strategic Guided Reading and Writing, K-3

PWP 599-32 June 25-29

COORDINATOR: ROSE CAPPELLI

- Explore components of *Guided Reading*
- How *Guided Reading* fits into a balanced reading/writing program
- Word study, phonics, leveling books
- Management strategies, record keeping & assessment techniques

Learning to Write/Writing to Learn, K-12

PWP 502-31 July 9-13

COORDINATOR: BRUCE SEIDEL

- Attention to pre-writing, drafting, sharing, publishing
- Focus on variety of revision and editing skills
- Strategies/guidelines for writing response groups and conferences
- Evaluation techniques including practical classroom-based assessments



Portfolio Profiles, Teachers' and Students', K-12

PWP 511-31 July 23-27

COORDINATOR: STEVE HEFFNER

- Rationale for portfolios, teacher and student
- Purposes, content, criteria for selection
- Portfolio conferences, process and product
- Rubrics, checklists, performance tasks

Writing & Children's Lit, K-8

PWP 599-05 July 30-August

COORDINATORS: R. CAPPELLI & L. DORFMAN

- Strategies to guide students in selecting books
- Management of literature discussion circles
- Ways to include written response to poetry, non-fiction & other genres
- Effective mini-lessons to link literature with content area curriculum
- Hundreds of children's books for hands-on activities and browsing

Managing a Writing/Reading Classroom, K-8

PWP 510-31 August 6-10

COORDINATORS: L. GLAVIN & A. FINORE

- Ways to integrate writing and reading processes and curriculum
- Organizing conferences, flexible groups and mini-lessons
- Using peer, self, and teacher assessment

One credit courses 8:00 a.m. - 4:00 p.m.

Graduate credit: \$254 for PA residents (including fees) C.P.E. credit or 15 Act 48 hours: \$125

Developing Mini Lessons for Writing/Reading Processes, K-8

PWP 599-33 June 25-26

COORDINATORS: A. BENSUSAN & M. SELKE

- Develop meaningful writing/reading lessons
- Practical tips for teaching, sources for lessons
- Integrative & thematic techniques, collaborative problem solving
- Modeling, role playing, response group strategies

Poetry Workshop, K-12

PWP 501-31 June 27-28

COORDINATOR: SUE SMITH

- Finding teachers' poetry-writing voices so they can do the same for their students

- Using a process approach to poetry writing
- Authentic assessment practices in poetry
- Topics include poetry reading, poetry immersion, free verse, cinquain, and haiku

Writing Process Revisited, K-12

PWP 501-32 July 2-3

COORDINATOR: VIOLA ALLEN

- For teachers K-12 with limited process-oriented instruction
- Focus on writing processes in the classroom
- New slants on prewriting, revision, and editing methods
- Various methods for publishing student work

Flexible Grouping, K-8

PWP 599-34 July 2-3

COORDINATOR: ERIKA JUCEWICZ

- Ways to meet the needs of diverse learners through grouping options
- Ways to encourage and assist strategic learning for all students
- Practical ideas across the curriculum content

Readers' Workshop, K-8

PWP 599-35 July 5-6

COORDINATORS: D. DINSMORE & L. GLAVIN

- Balancing time, choice, reader response & direct instruction
- Using shared, guided, & independent reading
- Managing evaluation & record keeping

One-credit courses at West Chester University, continued

8:00 a.m. - 4:00 p.m.

Graduate credit: \$254 for PA residents

C.P.E. credit or Act 48 hours: \$125

Readers & Storytelling Theater, K-8

PWP 599-36 July 9-10

COORDINATOR: BEV HANRAHAN

- Scripts and mini-lessons to use the theater approach with various genres
- Opportunities to create your own story lines and scripts
- Links with the Language Arts Standards and the Pennsylvania Framework
- Ties with learning styles, benefits for ESL and at-risk students

Emergent Literacy in Kindergarten

PWP 599-37 July 11-12

COORDINATOR: NANCY McELWEE

- Phonological awareness, interactive writing & shared reading as developmentally appropriate strategies
- Assessment tools with developmental awareness
- Helping parents support their children's literacy development
- Making optimum use of whole and half-day formats

Writing to Learn, 2-12

PWP 501-33 July 16-17

COORDINATOR: STEVE HEFFNER

- Instructional strategies for all content areas
- Using journals to promote thinking
- Helping students take responsibility for learning
- Assessing & evaluating student work

PSSA Math through Writing, 3-12

PWP 517-32 July 16-17

COORDINATOR: BRENDA DeSTEFANO

- Develop effective strategies for writing in mathematics as a tool to improve students' thinking
- Design open-ended mathematics tasks for your students' use
- Develop a thorough understanding of the PSSA Math rubric and practice evaluating responses

Emergent Writers & Readers, K-3

PWP 599-38 July 18-19

COORDINATOR: MARY GLUIBIZZI

- Strategies for teaching emergent writers/readers
- Classroom activities for language growth
- Assessment tools for emergent literacy

- Home activities for literacy acquisition

Persuasive Writing for K-12

PWP 501-34 July 18-19

COORDINATOR: ERIKA JUCEWICZ

- As tested in the PA Writing Assessment
- Writing for specific audiences
- Patterns, purposes, forms, topics
- Applications across grades and content areas

Creating Author Studies, K-8

PWP 599-39 July 23-24

COORDINATORS: R. CAPPELLI & L.

DORFMAN

- Selecting books and authors across the curriculum
- Author study in Reading/Writing Workshop
- Using websites for authors, journals, magazines, and children's books
- Planning and preparing for author visits

Developing Literature Circles I, K-12

PWP 599-02 July 23-24

COORDINATOR: KRIS GARIS

- Classroom-tested strategies to implement Literature Circles
- Resources to validate the use of Literature Circles to parents and administrators
- Using Circles with fiction and non-fiction, whole class, small group, and self-selected texts

Writing/Reading Classroom for Students at Risk, 6-12

PWP 599-04 July 25-26

COORDINATOR: MARY BUCKELEW

- Creating supportive learning environments
- Designing appropriate writing/reading activities
- Instructional techniques and interventions

Developing Literature Circles II, K-12

PWP 599-03 July 25-26

COORDINATOR: KRIS GARIS

- Reflection techniques to enhance Literature Circle strategies already in place
- Strategies for more complete Literature Circle management

- Assessment tools for Literature Circle approaches
- Practical ideas across the curriculum

Manage a Writing/Reading Classroom, 6-12

PWP 599-05 July 30-31

COORDINATOR: STEVE HEFFNER

- Integrate writing and reading processes and curriculum
- Manage conferences, flexible groups and mini-lessons
- Using peer, self, and teacher assessment

Preparing for PSSA Reading, 3-12

PWP 517-32 July 30-31

COORDINATOR: DIANE DOUGHERTY

- What counts as good reading on the PSSA test
- Connecting "best practice" reading instruction to PSSA performance tasks
- Using the PSSA rubric and stances in the classroom

Writing/Reading Classroom for Students at Risk, K-5

PWP 599-06 August 1-2

COORDINATORS: L. GLAVIN & V. COSTIGAN

- Creating supportive learning environments
- Designing appropriate writing/reading activities
- Instructional techniques and interventions

Preparing for PSSA Writing, 3-12

PWP517-33 August 1-2

COORDINATOR: STEVE HEFFNER

- What counts as good writing on the PSSA test
- Using the PSSA rubric in the classroom
- How to prepare students for the assessment
- Connecting process, product and test performance

Multiple Intelligences in the Writing Classroom, K-12

PWP 599-07 August 6-7

COORDINATOR: VICKI STEINBERG

- Recognizing multiple intelligences
- Activities to foster use of all intelligences
- Assessment according to multiple intelligences including portfolios

Courses offered at the Bucks County I.U.

Three credit courses 8:00 a.m. - 4:30 p.m.

Graduate credit: \$762 for PA residents (including fees)

C.P.E. credit: \$375

Writing & Children's Literature,

K-8

PWP 599-71 June 25-29

COORDINATORS: C. COYNE & N. McELWEE

Please see course description under WCU offerings on page 3.

Learning to Write/Writing to

Learn, K-12

PWP 502-70 July 9-13

COORDINATOR: BRENDA KRUPP

Please see course description under WCU offerings on page 3.

One credit courses 8:00 a.m. - 4:00 p.m.

Graduate credit: \$254 for PA residents (including fees)

C.P.E. credit or 15 Act 48 hours: \$125

Emergent Literacy in Kindergarten

PWP 599-72 July 2-3

COORDINATOR: NANCY McELWEE

Please see course description under WCU offerings on page 4.

Developing Mini-Lessons for Writing/Reading Processes, K-8

PWP 599-77 July 24-25

COORDINATORS: S. FERBER & S. MICHEL

Please see course description under WCU offerings on page 3.

Readers' & Storytelling Theater, K-8

PWP 599-73 July 5-6

COORDINATOR: SABRINA SEBASTIANELLI

Please see course description under WCU offerings on page 4.

Writing Process Revisited, K-12

PWP 501-71 July 26-27

COORDINATOR: LAURA BROOKINS

Please see course description under WCU offerings on page 3.

Guided Reading and Writing, K-3

PWP 599-74 July 16-17

COORDINATOR: ROSE CAPPELLI

- Explore components of *Guided Reading*
- How *Guided Reading* fits into a balanced reading/writing program
- Management strategies, record keeping and assessment techniques

Readers' Workshop, K-8

PWP 599-78 July 26-27

COORDINATORS: C. COYNE & S. MICHEL

Please see course description under WCU offerings on page 3.

Developing Literature Circles I,

K-8

PWP 599-75 July 18-19

COORDINATOR: KRIS GARIS

Please see course description under WCU offerings on page 4.

Creating Author Studies, K-8

PWP 599-79 July 30-31

COORDINATORS: C. COYNE & N. McELWEE

Please see course description under WCU offerings on page 4.

Flexible Grouping for Writing/

Reading Classrooms, K-8

PWP 599-76 July 24-25

COORDINATOR: BRENDA KRUPP

Please see course description under WCU offerings on page 3.

Preparing for PSSA Reading, 3-12

PWP 517-71 Aug. 1+3

COORDINATOR: DIANE DOUGHERTY

Please see course description under WCU offerings on page 4.

PSSA Math through Writing, 3-12

PWP 517-72 Aug. 1+3

COORDINATOR: BRENDA DeStefano

Please see course description under WCU offerings on page 4.



Course offerings in Souderton SD

at Franconia Elementary School

3 credits 8:00 a.m. - 4:30 p.m.

Grad credit: \$762 for PA residents

(including fees)

C.P.E. credit: \$375

Managing the Writing/Reading Classroom K-8

PWP 510-75 July 16-20

COORDINATOR: BRENDA KRUPP

Please see course description under WCU offerings on page 3.

1 credit 8:00 a.m. - 4:00 p.m.

Grad credit: \$254 for PA residents

(including fees)

C.P.E. credit or 15 Act 48 hours: \$125

Writing to Learn, 2-8

PWP 501-73 July 25-26

COORDINATOR: BEV HANRAHAN

Please see course description under WCU offerings on page 4.

Developing Literature

Circles I, K-8

PWP 599-13 July 23-24

COORDINATOR: TERRI KELLY

Please see course description under WCU offerings on page 4.

Developing Mini-Lessons for Writing/Reading Processes, K-8

PWP 599-14 July 30-31

COORDINATORS: S. FURBER & S. MICHEL

Please see course description under WCU offerings on page 3.

VISUALIZING WORDS & WORLDS: WRITING, LITERATURE, AND ART

*Two locations
this summer!*

James A. Michener Art Museum

Doylestown, PA
8:00 a.m. - 2:30 p.m.
July 16 - 19 and 23 - 26
PWP 513-75

COORDINATORS: KAREN KLINGERMAN, PAWLP AND
ADRIENNE NESZMELYI, DIRECTOR OF EDUCATIONAL
PROGRAMS AT THE MICHENER MUSEUM

Brandywine River Museum

Chadds Ford, PA
8:00 a.m. - 2:30 p.m.
July 30 - August 2 and August 6 - 9
PWP 513-76

COORDINATORS: JUDY JESTER, PAWLP CO-DIRECTOR AND
MARY CRONIN, SUPERVISOR OF EDUCATION AT THE
BRANDYWINE RIVER MUSEUM

- **Writing in response to and inspired by art of all kinds**
- **Using the visual arts to respond to reading of all kinds**
- **Hands-on art workshops conducted by contemporary artists**

Three graduate credits from West Chester University

\$762 for PA residents

PA Writing & Literature Project
West Chester University
West Chester, PA 19383
610-436-2202

Register early: Enrollment limited to 25 participants

All registrations will be handled by the PAWLP Office. Please do not call the Museum!

Become a Fellow of the Writing or Literature Project!

Writing Institute

2 locations:

WEST CHESTER UNIVERSITY
BUCKS COUNTY IU

- Writing & teaching writing
- Writing processes: theory & practice
- Revision strategies that work
- Peer and teacher conferencing
- Response groups in the classroom
- Writing to learn across the curriculum
- Writing Workshop management
- Portfolio & Performance Assessment
- PSSA Writing Assessment

Summer Institute Stipends of \$500 Available from the National Writing Project!

six graduate credits

Cost: \$ 950

after stipend is applied to tuition

three-credit school year
follow-up available

June 25 - July 20, 2001 (4 weeks)
Monday - Thursday, 8:30 am - 3 pm

Literature Institute

1 location:

COLONIAL SCHOOL DISTRICT,
PLYMOUTH MEETING

- Reading & teaching literature
- Literature circles & reader response
- Multicultural literature
- Young adult & children's literature
- Fiction & non-fiction in the content areas
- Art & visual media as literature
- Reading Workshop management
- Portfolio & Performance Assessment
- PSSA Reading Assessment

Fellows of both Institutes may become paid teacher-consultants eligible to coordinate courses, present in-service programs, and teach in our summer Youth Programs

Act now! Applications are considered on a rolling admission basis and enrollments are limited.
Call the office at (610) 436-2202 and an application form will be sent by return mail.

EDUCATION MATTERS

a column from Michaels Associates

BY STEPHANIE HARVEY

The real world is rich, fascinating and compelling. Primary kids know this. They burst through the kindergarten door brimming with questions about the real world. Sadly, by middle school their questions have all but disappeared. We can nurture this wonder throughout their school lives. Nonfiction, more than any genre, lets us explore the real world, ask questions and find out compelling information.

But how do we engage in authentic inquiry? The typical school hasn't been a paragon of authentic research. Traditional school reports are a case in point. Remember state reports? Each student in the room draws a state out of a hat. Audible groans reverberate from kids who draw states which offer no allure. Cheers burst from the lucky kids who draw hot spots like Hawaii or California. The teacher assigns a list of sub-top-

ics which bears a striking resemblance to a World Book article, and then each student reads the encyclopedia and spends hours rearranging words to avoid plagiarizing, a terrifying offense that might land them a dawn execution. The truth is I not only wrote these reports in school, reducing Louisiana and Nebraska to their lowest common denominator, but also assigned some later on as a teacher. They read like encyclopedias, which is not surprising since we used encyclopedias as models. Real research begins with a question not an encyclopedic outline.

Authentic trade nonfiction is interesting and rich with voice as well as accurate. When kids read interesting nonfiction, they will write interesting nonfiction. Audit the books in your classroom for genre. Many teachers find that the overwhelming majority of classroom books, outside of textbooks, are fiction. Get nonfiction trade books, magazines and newspa-

pers into the hands of kids. Read nonfiction aloud to them. Sponsor nonfiction book clubs. Read nonfiction to find out information. Promote sincere questions. Join your kids in authentic nonfiction inquiry. Choose a topic of interest along with them, ask some questions and conduct research to find out.

Albert Einstein once said, "I have no special talents. I am only passionately curious." The realm of nonfiction encourages young minds to develop and explore that passionate curiosity. Surround them in nonfiction so they can.

Stephanie Harvey is the author of Nonfiction Matters: Reading, Writing and Research in grades 3-8 and Strategies that Work: Teaching Comprehension to Enhance Understanding. She will be a major speaker at the Keystone State Reading Association Conference in the Fall. Both texts are published by Stenhouse and are available from Michaels Associates, whose address and phone number appear on the back cover of this Newsletter.

From the Director

...continued from page 2, column 3

at Carlisle High and why has it become my personal rule ever since? Yes, I think wearing hats in class is a sign of disrespect. That's how the culture that raised me "read" hats. But a man's bare head in my synagogue is a sign of *disrespect*.

And in many places that my students go, hats are a sign of style that has nothing to do with respect or disrespect. When I asked that freshman to remove his hat, was I teaching him respect - or was I establishing my authority? What would I have done if he weren't so compliant? What kind of classroom community was I creating and how did that correspond to the kind I believe supports learning to write?

On the second day of the same course, I did what many Project Fellows know as a "showing, not telling" activity. I put the sentence, "It's nasty outside today," on the board and asked my student to suggest words or phrases

that show a reader what "nasty outside" actually means.

They were silent. "What did you see outside on your way here this morning?" I prompted.

"Cold and rainy?" one student attempted.

"Okay, it's cold and rainy," I continued. "Can you show me the 'cold' or 'rainy' you noticed?"

More silence. Finally one student said, "Wintry conditions create treacherous roads."

The whole class seemed to relax at this, as though they knew that was the answer I wanted.

Ironically, of course, that sentence illustrated the opposite of the many possible answers I wanted. The new sentence still wasn't showing a reader what the writer meant. Instead, it was showing the teacher that the writer could "tell" in more sophisticated language. A triumph of style over content.

In terms of character education, though, I have to wonder: who taught this student, and the others silently applauding his response, to ignore their own experiences so completely? Who taught them to value that impersonal, voiceless sound? Why did they automatically ignore my first-person question and give me third-person answers?

My charge in this class now is to help students learn that as writers their task is to convey substantive meaning to their readers. To do that, though, they will have to discover what they know as individuals, and I will have to believe that they know something - two tasks as much about values as about writing.

Join us as PAWLP explores these new but age-old questions from our special writing and literature vantage point. Call me at the office, 610-436-2202, or send me an email: afishman@wcupa.edu. I look forward to hearing from you!

THE PENNSYLVANIA WRITING & LITERATURE PROJECT NEWSLETTER IS SPONSORED BY

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The Pennsylvania Writing & Literature Project *Newsletter* is published five times a year by and for those affiliated with the Project. Submissions are always welcome and can be mailed to the Pennsylvania Writing & Literature Project, West Chester University, West Chester, PA, 19383.



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ADDRESS SERVICE REQUESTED

Time for a change?

Please let us know by checking the appropriate box below and returning it to us with the above address label. Thank you!

- | | | |
|--|---|---|
| <input type="checkbox"/> Name misspelled | <input type="checkbox"/> Received more than one | <input type="checkbox"/> Contact person changed |
| <input type="checkbox"/> Incorrect address | <input type="checkbox"/> Remove from mailing list | <input type="checkbox"/> Other (Specify) |

PAWLP COURSES

Type of credit must be designated at time of registration.

No registration is complete and no confirmation will be sent until tuition has been paid.

GRADUATE CREDIT

- Tuition for PA residents (non-residents, higher):
One graduate credit = \$254 (\$230 tuition plus additional parttime fees of \$24 per credit)
Three graduate credits = \$762 (\$690 tuition plus additional parttime fees if \$72 per credit)
- Each graduate credit is equal to 30 Act 48* hours.
- To avoid University late fees, **payment** is due with registration; you will **NOT** be billed.
- **Withdrawal** must be made in writing (no phone calls) prior to class start date and mailed, e-mailed or faxed to PAWLP.
- **Refunds** for graduate courses are subject to University policy found on WCU website and in the Graduate Catalog.

CONTINUING PROFESSIONAL EDUCATION (C.P.E.) CREDIT (formerly in-service credit)

- Compliance letters issued through Chester County Intermediate Unit.
- Each C.P.E. credit is equal to 30 Act 48* hours which includes 15 hours of class time and assignments outside of class totaling another 15 hours. (See PDE website for verification.)
- Tuition is **\$125 per credit and \$375 for 3-credit courses** which includes CCIU processing fee. **Payment** is due with registration; you will **NOT** be billed.
- **Withdrawal** must be made in writing and mailed, e-mailed or faxed (no phone calls) to PAWLP.
- Cancellation/refund policy is as follows:
PAWLP cancellation for insufficient enrollment – 100% refund
Withdrawals prior to two weeks before the start date are subject to a \$20 processing fee
Withdrawals between 7 & 14 days prior to first day of class – 75% refund
Withdrawals between 48 hours to 6 days prior to first day of class – 50% refund
Withdrawals less than 48 hours prior to first day of class or after class begins– 0% refund

ACT 48 HOURS (available for 1-credit, 15 hour courses only)

- Compliance letters issued through Chester County Intermediate Unit.
- **ACT 48*** hours total classroom hours.
- Tuition is **\$125 per credit** which includes CCIU processing fee.
- Payment is due with registration; you will **NOT** be billed.
- Withdrawal must be made in writing and mailed, e-mailed or faxed (no phone calls) to PAWLP.
- Cancellation/refund policy is as follows:
PAWLP cancellation for insufficient enrollment – 100% refund
Withdrawals prior to two weeks before the start date are subject to a \$20 processing fee
Withdrawals between 7 & 14 days prior to first day of class – 75% refund
Withdrawals between 48 hours to 6 days prior to first day of class – 50% refund
Withdrawals less than 48 hours prior to first day of class or after class begins– 0% refund

Act 48*

ALL professional school employees are now REQUIRED to participate in continuing professional education activities. Act 48 requires that every five years, beginning July 1, 2000, professional school employees complete one of the following:

Six credits of collegiate study

Six C.P.E. credits

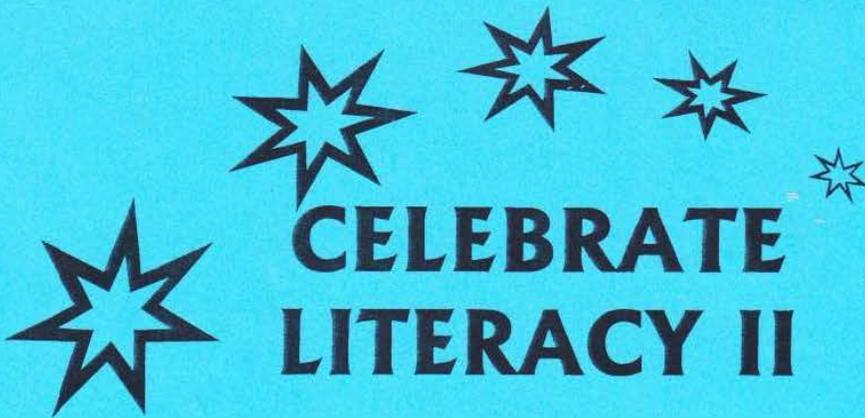
180 hours of professional education activities, **OR**

Any combination of the above.

Graduate credit reported by WCU — C.P.E. credit or Act 48 hours reported by CCIU — Attendance certificate issued by PAWLP

NON-CREDIT/AUDIT (available for 1-credit, 15 hour courses only)

- Available only if space permits. Certificate of Attendance will be issued by PAWLP.
- Fee of **\$100 per course** due with registration; you will **NOT** be billed.
- Withdrawal must be made in writing and mailed, e-mailed or faxed (no phone calls) to PAWLP.
- Cancellation/refund policy is as follows:
PAWLP cancellation for insufficient enrollment – 100% refund.
Withdrawals are subject to a \$20 processing fee.



CELEBRATE LITERACY II

Second Annual Literacy Conference Sponsored by the
Pennsylvania Writing & Literature Project

June 21 and 22, 2001
Sykes Student Union Building
West Chester University
8:30 a.m. - 4:30 p.m.

Keynote Speaker: BARRY LANE

Author of *After the End* and *Reviser's Toolbox*

Featured speakers on Friday, June 22:

Carmine de Coco Young, author of *A Letter to Mrs. Roosevelt*, a Teachers' Choice book for 2000.

Sue Mowery, co-author of the PA Early Childhood Assessment Framework, member of PDE's Writing and Reading Assessment Committees and popular staff developer.

Breakout sessions both days presented by Fellows of the PA Writing & Literature Project on topics addressing the teaching of literature and writing.

Cost: \$110.00 on or before June 1
\$130.00 after June 1 or at the door
Lunch included both days

One graduate credit or 15 Act 48 hours available

Name _____

Address _____

City _____ State _____ Zip _____

School District/Private School Affiliation and grade level _____

_____ Please send me information on earning 15 Act 48 hours.

_____ Please send me information on earning one graduate credit (Cost is \$254).

PAWLP at West Chester University
West Chester, PA 19383
Phone: 610-436-2297 or 2202
E-mail: mshirk@wcupa.edu
FAX: 610-436-3212