



14th Annual NJWA Conference
The New Jersey Writing Alliance Spring 2013 Conference
Wednesday, May 29, 2013
Middlesex Community College, Edison, New Jersey

***Keeping Pace with Change:
Media, Genres, Curriculum, Students***

The 13th annual NJWA conference will focus on the practical pedagogical, institutional, and economic issues that face us as we help students make the transition from writing in high school to writing in college.

FOR MORE INFORMATION, OR TO REGISTER, PLEASE VISIT WWW.NJWRITINGALLIANCE.ORG

REGISTRATION AND CONTINENTAL BREAKFAST 8:30 am College Center Lobby (*Outside Student Activities Office, Second Floor*)

WELCOME AND OPENING REMARKS: 9:15 am - 9:30 am College Center Cafeteria
Darcy Gioia, Rutgers University, President, NJWA
Bryan Buttler, Gloucester County College, Vice-President, NJWA

SESSION 1: 9:30 - 10:30 am

A. "Data To Differentiate: How One District Leverages Technology To Practice Formative Writing Assessment and Targeted Professional"

Eddie Weinthal, Valerie Santo, Pascack Valley Regional High School

COLLEGE CENTER 103

Students *want* more feedback on their writing, but too often, the feedback comes too late. Valerie Santo will illustrate how she interprets the scores from her students' scores in both Assessments21 and Literary Companion to provide timely formative writing instruction. Dr. Eddie Weinthal will explain how she uses the data generated by Fine Tune to implement meaningful in-house professional development initiatives that guarantee Common Core readiness. Workshop participants will practice scoring student work and preview close reading and written interpretation tasks aligned to the Common Core Standards.

B. "Non-Readers as Writers"

Devon Pizzino, Georgian Court University

COLLEGE CENTER 300 (Corral Restaurant)

This presentation will look at the different types of "non-readers," and the impact of both pre-college academic experiences and the current reading culture on writing. It will also address the importance of incorporating different text mediums, rhetorical strategies, imitative writing, and discussion into the college composition course.

C. "Re-Imagined Thesis: A Hands-on, Multi-Media Approach to Teaching Thesis Statements"

Lindsay Chudzick, Manda Frederick, Roberta Reavey, Rowan University

L'HOMMEDIEU HALL 205

What do scraps of paper, Superman, and reality television have in common? Each can be used to tackle the necessary task of teaching thesis statements to students. This presentation (with workshop elements) will offer hands-on, multi-media activities to model how issues of thesis focus, development, and revision can be addressed in an engaging and memorable way. The presenters

will also lead a discussion on the appropriate point in the writing process to teach thesis statements and if thesis statements should be taught at all.

D. “Synthesizing Sources”

Mary Slender, Fair Lawn High School

COLLEGE CENTER 100

Students must explore the relationships between ideas and come up with their own conclusions. However, do they really know how to do this? This program will address why it is necessary for teachers to integrate the use of synthesis in their curriculum and it will explore ways in which teachers and students can synthesize within and across disciplines.

E. “Creating Relevance: Incorporating Multiliteracies in the Classroom”

Julia Wagner, Jennifer Guercio, Montclair State University

COLLEGE CENTER 319

Students are highly literate online; the question becomes a matter of how to match adolescent digital proclivities and interests inside our classrooms. This session will provide a practice of integrating digital literacies into the academic classroom.

SESSION 2: 10:45 - 11:45 am

A. “Close Reading Non-Fiction for the Common Core”

Michael Goeller, Regina Masiello, Rutgers University

COLLEGE CENTER 300 (Corral Restaurant)

This session will focus on best practices of close reading with non-fiction texts to help high school English teachers adapt to the Common Core State Standards and improve literacy instructions in their classrooms.

B. “Writing Using Numbers”

Trinyan Mariano, Rutgers University

COLLEGE CENTER 100

This 60 minute interactive workshop focuses on techniques for teaching students to write effectively using numbers. The presentation is aimed at facilitating the work of both high school and college writing instructors who are tasked with implementing the Common Core State Standards and/or teaching across the curriculum.

C. “Tweeting Maxims: Using the Limits of Twitter To Teach Writing Within the Genre of the Maxim.”

Drew Kopp, Rowan University

COLLEGE CENTER 103

How can we best use Twitter to cultivate rhetorical intelligence in student users? Participants will be introduced to a set of exercises using Twitter wherein students develop stylistic flexibility, a repertoire of rhetorical maneuvers, and some degree of practical wisdom when measuring and responding to uncertain social situations. Students begin with existing maxims, from the well-known to the obscure, and practice sentence level revisions, including definition, amplification, contradiction, and restatement, all within the 140 character limit. Through a detailed overview of this pedagogical experiment, participants will pursue an inquiry into what difference this digitization of the *progymnasmata* makes in cultivating rhetorical intelligence in both students and teachers of digital writing.

D. “Into the Woods: Experiential Learning in Writing and Humanities Courses”

Christine Flanagan, University of the Sciences

COLLEGE CENTER 334 (Gallery)

At University of the Sciences in Philadelphia, experiential education in the sciences is a non-negotiable requirement: students complete labs, work in clinical rotations, and take practical licensing exams. Why is it, then, that humanities and writing faculty hesitate (even avoid) experiential learning when engagement is so critical to our students' learning? This proposed workshop will present a variety of writing exercises alongside experiential learning activities, all adaptable to a variety of teaching environments (high school or college). Participants will be able to develop their own assignments as well as assessment for these assignments during this session.

E. “AP in the Real World: Advertising as Argument”

Valerie Mattesich, Edie Weinthal, Pascack Valley High School

COLLEGE CENTER 319

Come join us to learn about strategies and projects that infuse authentic, real-world learning experiences into the AP Language and Composition curriculum. Technology, collaborative learning and composing, and encouraging creativity within the composition classroom will be discussed and modeled.

F. **“Removing the “I””: The Transition from Subjective to Objective Writing”**

Caroline Kelley, Bergen Community College

COLLEGE CENTER 205

This presentation will discuss ways that make our students more analytical thinkers, readers and writers, including assignments, reading materials and tools for teaching objective thinking. The scaffolded assignment that is the basis for my presentation employs two editing/expanding techniques, including the removal of the first person, and the synthesis of opposing perspectives, that aim to produce good analytical writing.”

“Transforming the High School Literature Course through Writing: Keeping the Integrity of the Course while Supporting NJCCS Informational Text Requirements”

Laura Hoy, Seneca High School

College writing courses demand that students interpret and apply concepts in complex informational texts. With college expectations and NJCCS reading requirements, high school English teachers fear the possible deterioration their beloved fiction-based courses. Using the frame and case model for writing can blend fiction and nonfiction requirements, providing students with valuable college preparatory reading and writing opportunities. This presentation will explore the transformation of a traditional high school chronological American literature course into a thematic writing course.

LUNCH 11:45 - 12:30 pm COLLEGE CENTER CAFETERIA

Enjoy conversation and local New Jersey networking with other partner institutions.

Textbook and other educational vendors will be on hand discussing their newest products for your classroom and students.

SESSION 3: 12:45 - 1:45 pm

A. **“Teaching Practices and Writing Assignments for Today's Students”**

Charles Nelson, Sally Chandler, Mark Sutton, Kean University

COLLEGE CENTER 319

Students in urban New Jersey are more diverse, more tech savvy, and generally less interested in reading (and writing) canonical genres than students of even 10 years ago. This panel presents how three teachers at Kean University have updated three writing courses commonly taught as part of the writing major—a writing-about-writing course, a research methods course, and an FYC course. During the last section of the panel, participants are invited to share their innovations to these and other courses.

B. **“Giving Literature Teachers More Options in Teaching Composition”**

Olga Polites, Rowan University & Cherokee High School

COLLEGE CENTER 300 (Corral Restaurant)

With so much of the training involved in teaching high school English focused on literature, this workshop hopes to provide teachers with some new composition assignments that take into account the new Common Core Standards. As the Standards become closely tied to student assessment, it is important that teachers take a broader view of teaching composition.

and

“Writing Across Disciplines in Clustered/Non-Clustered Instruction”

Noel Belinski, Monmouth University

COLLEGE CENTER 300

Through the use of writing across disciplines, students can begin to understand small concepts and see overlaps and connections. These become the foundation for developing ideas to make students' writing more thoughtful and developed. Through the use of short, impromptu, informal writing tasks before or after reading and discussing interdisciplinary readings, students are able to understand a thematic concept more in depth and write more comprehensively. Actual experiences in the classroom will be discussed, with emphasis on the positive outcomes that this type of learning provides. In doing so, some actual examples will be discussed to illustrate how interdisciplinary material results in deeper understanding.

C. **“Overcoming Challenges in the Hybrid Writing Classroom”**

Sarah Ghoshal, Rick Reid, Laura Field, Montclair State University

COLLEGE CENTER 103

This panel discussion will touch upon the multiple challenges of the hybrid writing classroom. The committee that has been piloting hybrid composition courses at Montclair State University will share triumphs, challenges and tricks of the trade to make the transition to digital teaching and learning that much easier.

D. **“Using Pop Culture in the Composition Classroom at Raritan Valley Community College”**

Karen Gaffney, Ronald Tyson, Michelle Brazier, Alison Ward, Raritan Valley Community College

COLLEGE CENTER 100

This panel will explore the integration of pop culture into both first-year college writing and high school writing. It will also compare the experience of using pop culture in three different classrooms: college-level writing with college students, college-level writing with high-school students, and high school writing with high school students. One of the panelists has experience with all three levels.

and

“Flipping the Classroom with *The Hunger Games*”

Ellen Feig, Bergen Community College

The program will focus on the experience of my composition I class during the 2012/2013 year when I utilized both the written and film version of *The Hunger Games* in a flipped classroom. Rather than lecturing during class time, all lectures were placed on Moodle - these included notes, tutorials and interactive material. During class time we used the text and film as a jumping off point to discuss dystopia in film and advertising, music and art as a form of narrative, and the idea of pop culture as a manifestation of society's focus. The presentation will give participants a chance to review flipped classroom materials, review classroom projects and student perspective.

E. **“Standards-Based Reading Instruction of Non-Fiction Texts”**

Lori Freeman, Christine Heuner, Hunterdon Central Regional High School

COLLEGE CENTER 334 (Gallery)

Our presentation will offer close-reading strategies as well as tips on how to select rigorous non-fiction texts. Analysis strategies will include use of Aristotle's Rhetorical triangle, Rogerian and Toulmin argumentation methods, as well as reader-response questions to get students thinking about the rhetorical moves that essayists make in their writing.

F. **“I Want My Mtv, and My HBO, and My Shamwow!: Utilizing Pop Culture in the Composition Classroom”**

Robert Hyers, John Findura, Brian Cordell, Bergen Community College

COLLEGE CENTER 205

By the time students reach high school and college, they have been saturated with, and arguably shaped by, a breathtaking amount of pop culture iconography. This iconography can be used in the classroom to assist students in learning various concepts essential to Composition. We'll discuss examples such as using Lady Gaga's "Telephone" to teach information literacy, using HBO's *Treme* to examine the benefits and limitations of Rogerian strategy, and using the Shamwow infomercial to teach students how to construct an argumentative essay, as well as how you can go about finding, and utilizing, pop iconography in your Composition classroom.

SESSION 4: 2:00 pm - 3:00 pm

A. **“Creative Writing in the Composition Classroom”**

Caroline Kelley, Bergen Community College

L'HOMMEDIU HALL 205

Introductory college writing courses have not traditionally implemented creative writing assignments--the idea is to teach analytical thinking skills, but we should consider incorporating creative writing into the general reading, writing and thinking activities that constitute academic composition courses. I would like to discuss ways to integrate creative writing in analytical composition.

and

“Starting a Student-Friendly and Cost-Effective Literary Magazine for Your School or Writing Community”

Manda Frederick, Lindsay Chudzik, Karen Holloway, Rowan University

A literary magazine can strengthen the creative culture of a learning community, while also providing students with publication credits and practical writing and editing experience. Producing a magazine can also help students contextualize writing pedagogy as students see issues like revision, purpose, and audience in practice. The Managing Editors of Glassworks magazine (Rowan University's graduate literary magazine) will present strategies for starting a student-friendly and cost-effective online or print literary magazine for your school or writing community. See the model for their presentation at rowanglassworks.org.

B. “Writing Through ADHD: A Reading and a Discussion”

Susan Naomi Bernstein, Independent Scholar

COLLEGE CENTER 300 (Corral Restaurant)

What strengths to ADHD learners bring to literacy learning, and how can teachers help students who learn “differently” to explore their passions through reading and writing? In this presentation, the speaker will read an excerpt from her literacy autobiography *Writing Through ADHD: A Memoir of Difference*. This memoir explores living with Attention Deficit Hyperactivity Disorder before it had a label—and before it was more accurately identified as a condition that also impacts girls and women.

C. “Employing the Genre-Based Reading-To-Learn Approach for ELLs”

Kathleen Ann Ramos, St. Vincent College

COLLEGE CENTER 319

Participants in this session will learn about the potential effectiveness of employing the genre-based *Reading to Learn* approach for teaching adolescent English language learners to write academically-valued persuasive argument essays. Participants will explore a theoretically-informed, research-based method for creating genre-based, culturally relevant literacy instruction in the secondary English as a Second Language classroom. This session foregrounds the importance of pedagogical practices that support high school ELLs in developing the advanced literacy practice necessary for transitioning to college.

D. “Pop Culture: Relevancy and Research”

Lewis Lazarow, Moorestown High School

COLLEGE CENTER 100

What can analysis of a Jason Bourne film, or an Alan Moore graphic novel, or a reality TV show on Bravo offer anyone as an intellectual experience, much less as the subject of research and composition in an academic setting? A tremendous amount, for those willing to step outside the familiarity of the traditional curricular choices. The benefit: more engaged students, who are more willing—and even eager!—to research and write, when they perceive the subjects of their investigations as familiar elements of their own culture, and produce higher-quality writing as a result.

E. “Somewhere Between Snarky and Touchy-Feely: Preservice English Teachers Learn How To Respond to 9th-Grade Writers”

Kathleen Pierce, Rider University; Mari Ann Blemings, Notre Dame High School

COLLEGE CENTER 103

Preservice English teachers and the high school and university instructors who mentor them through the High School/University Writing Partnership will explain how 9th grade writing helps preservice teachers see theory meets practice. Reviewing the writing of several 9th graders each week, preservice teachers experience opportunities for pedagogical insights and targeted on-on-one teaching with students through their writing folders. Using rubrics to guide their feedback and commentary, preservice teachers learn to craft non-judgmental, useful feedback to individual writers/learners. The Writing Partnership also shows how a writing program can incorporate reading, literature, and writing across various genres and address ELA Common Core Standards as well as Common Core State Standards across the disciplines.

3:15

Distribution of Certificates of Achievement and Conference Evaluations

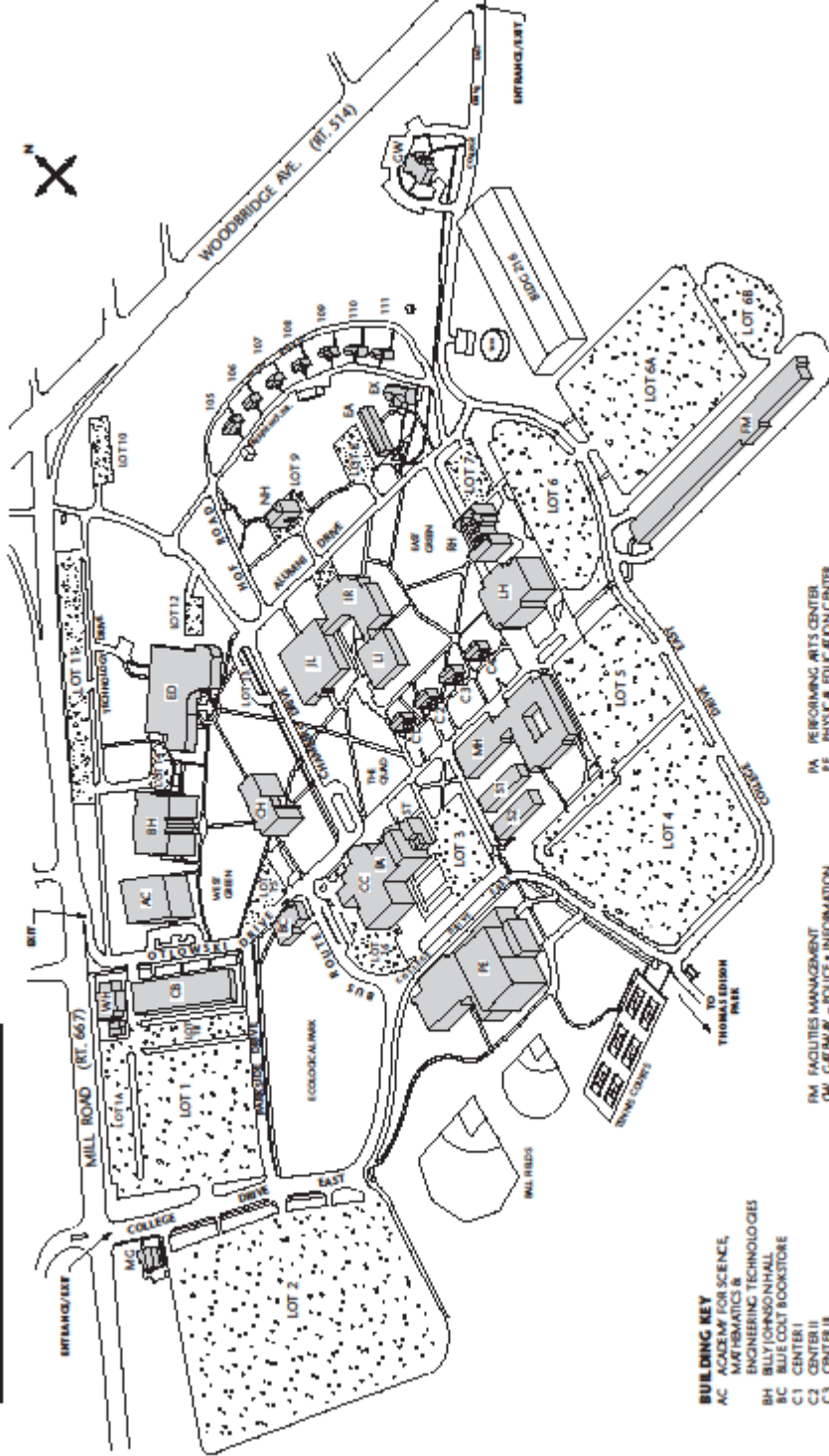
College Center 334 (Gallery)

Light refreshments will be available.

Be sure to “like” us on Facebook!

MIDDLESEX COUNTY COLLEGE

CAMPUS MAP



- BUILDING KEY**
- AC ACADEMY FOR SCIENCE
 - AM MATHEMATICS II
 - EN ENGINEERING TECHNOLOGIES
 - BH BUSINESS ADMINISTRATION
 - BC BUSINESS ADMINISTRATION
 - C1 CENTER I
 - C2 CENTER II
 - C3 CENTER III
 - C4 CENTER IV
 - CH CHAMBERS HALL
 - CB CHARLES HALL
 - CC COLLEGE CENTER
 - EA EAST HALL
 - ED EAST HALL ANNEX
 - EC EDSON HALL

- ECW EAST HALL ANNEX
- EH EAST HALL
- IL INSTRUCTIONAL RESOURCE CENTER
- IR INSTRUCTIONAL RESOURCE CENTER
- LI LIBRARY
- LU LIBRARY
- MA MAIN HALL
- MB MAIN HALL
- MC MILL GATE
- ME MAIN HALL
- MH MAIN HALL
- MI MAIN HALL
- MJ MAIN HALL
- MK MAIN HALL
- ML MAIN HALL
- MN MAIN HALL
- MO MAIN HALL
- MP MAIN HALL
- MQ MAIN HALL
- MR MAIN HALL
- MS MAIN HALL
- MT MAIN HALL
- MU MAIN HALL
- MV MAIN HALL
- MW MAIN HALL
- MX MAIN HALL
- MY MAIN HALL
- MZ MAIN HALL

- PA RECREATING ARTS CENTER
- PE PHYSICAL EDUCATION CENTER
- PH PETERSON HALL
- SI SOUTH I
- S2 SOUTH II
- SR STAFF RESIDENCE (#106 - 110)
- ST STUDIO THEATER
- WH WEST HALL
- 111 MCC FOUNDATION

- PARKING LOTS**
- STUDENTS - 1, 1A, 2, 4, 6, 6A
 - FACULTY/STAFF - 1B, 5, 6B, 7, 8, 9, 10, 11, 16
 - VISITORS - 3, 15
 - DISABLED - ALL LOTS
 - DAY CARE CENTER - 12

Middlesex County College is a Smoke-Free Environment