

**16<sup>th</sup> Annual New Jersey Writing Alliance Conference**

Thursday, May 28, 2015

Georgian Court University, Lakewood, New Jersey

***From Common Core to College Composition: How Do They  
(Dis)Connect?***

The annual NJWA conference focuses on the pedagogical, institutional, and economic issues that we face as teachers of high school and college writing, and presents a unique opportunity for dialogue and collaboration. This year's conference will consider the ways that the NJ Common Core and the assessment of its outcomes are changing the teaching of writing in high school and the readiness of students entering college writing courses.

**REGISTRATION & CONTINENTAL BREAKFAST**

WELLNESS CENTER ARENA

8:30AM - 9:15AM

**WELCOME & OPENING REMARKS**

WELLNESS CENTER ARENA

9:15AM - 9:30AM

Connie Chismar, Professor, Georgian Court University  
Ed Jones, President, NJWA

**KEYNOTE ADDRESS**

WELLNESS CENTER ARENA

9:30AM - 10:30AM

"Common Core ELA Standards Across the Disciplines"  
Kimberley Harrington

Chief Academic Officer & Director of Academic Standards, NJ Department of Education

**SESSION 1: 10:45AM - 11:45AM****A. Wellness Center Arena *Continued Discussion with Kimberley Harrington*****B. Jeffries Hall Little Theater *The Analysis Question on the AP Language Exam*, Don Stoll, Rowan University**

Get an insider's look at the AP English Language analysis question. See what readers reward and what they don't like. Using the Chief Reader's commentary on the 2014 analysis prompt, Abigail Adams' letter, the session will examine the close-reading skills that lead to high scoring essays. The session is designed to be very interactive. Don Stoll has been a reader for 15 years, an APSI Consultant for 8 years, and is part of the leadership team for the 2015 reading.

**C. Casino Ballroom *Empowering Developmental Writing Students through a Non-Traditional Approach to Academic Assistance: An Inter-Institutional Collaborative***

Veronica Guevara-Lovgren, Doreen Castellanos, Danielle Murphy, and Lynn Kraemer-Siracusa, Ocean County Community College, and Neva Lozada, Monmouth University

This presentation will discuss the collaborative partnership between a four-year, private university and a two-year community college in successfully implementing a Supplemental Instruction (SI) program in a developmental writing course. In addition to providing an overview of the guiding pedagogical principles behind SI and its implications for student success, the presentation will also reflect on the adaptation of a non-traditional academic assistance program to fit the needs of an individual campus, as well as faculty, staff, and student experiences, benefits, and testimonials. Though SI is primarily instituted in higher education, adapted models can be implemented in a high school setting, even by merely integrating the principles behind SI (combining what to learn with how to learn, using collaborative learning models, and utilizing effective questioning techniques) in high school teachers' everyday teaching.

**D. Jeffries Hall 119 *Student Affect and the Transition to College*, Rachel Howe, Katie Budris, Andrew Davison, and Bonny Chezik, Rowan University**

Has a student ever told you she is just attending college because her mother made her go? Have students ever demanded grade changes based solely on claims of pathos (I'll get kicked off the soccer team!)? Who has not had a whole classroom look at you in shock when you suggest rewriting the entire paper for the final portfolio rather than fixing grammar mistakes? This panel will address student affect, student success, and how students can learn to "own" their educations. Using Angela Duckworth's "grit" theory of student engagement, we will explore the wider implications of affect for students, faculty, and institutions. The panel will include lecture, presentation, discussion, and group activities.

**E. Jeffries Hall 105 *Implementing a Skills-Based "Reading and Writing Workshop" in High School Classrooms*, Leslie Puente-Ervin, Willingboro High School**

This presentation will feature strategies on how to successfully implement a comprehensive Reading and Writing Workshop at the high school level. Participants of the workshops learn close reading strategies that promote autonomous thinking and the writing process that strengthens their writing fluency and competency. Some of the elements of the workshops are teaching close reading and critical thinking skills, asking text dependent questions, analyzing poetry using a 3 Read Strategy, and allotting time for daily reading and writing.

**F. Jeffries Hall 103 *Let's Take a Closer Look: Best Practices for Implementing Close Reading Strategies in the Classroom*, Marie Palma, Arthur L. Johnson High School**

This workshop will aid instructors in developing instructional tools and flexible strategies for implementing close reading techniques in the classroom. The PARCC assessment highlights the importance of cultivating students' literacy skills by promoting close analysis of a variety of texts. This workshop will provide a step-by-step procedure for implementing a close reading exercise for both short texts (newspaper articles and poems) and long texts (novels or book-length informational texts) by providing a myriad of models and exemplars from both fiction and non-fiction.

**G. McAuley Heritage Chapel *Teaching the Process of Creating Informational Text Essays and Arguments*, Annice Rainone, Southern Regional School District**

This workshop will focus on the importance of the writing process in the performance testing of informational texts. Attendees are welcome to share in a "best practices" open conversation at the end of the workshop.

**LUNCH 11:45 - 12:45 pm in Wellness Center Arena**

**Enjoy conversation and local New Jersey networking with other partner institutions. Please stop by the NJWA Steering Committee table to learn more about what we do or to just say hi!**

**SESSION 2: 1:00PM - 1:45PM**

**A. Jeffries Hall 103 *Maximizing Feedback to Student Writing through Google Drive*, Jude Miller, Rowan University**

This presentation seeks to initially unpack the difficulties that surround the enterprise of responding to student writing, while also presenting some strategies to address those difficulties, and then will open up a discussion of best practices among attendees.

**B. Jeffries Hall Little Theater *The Upside of Teaching to the Test: How the PARCC Aligns with College Composition*, Olga Polites, Cherokee High School and Rowan University**

Since the PARCC tests include mostly nonfiction texts, this presentation provides a few writing assignments that can be used in a typical high school English class, as well as a PARCC sample test. In addition, college composition assignments that clearly show links to the PARCC tests will be shared.

**C. Casino Ballroom *Don't Put Away Your Literature! Frame It with Non-Fiction*, Kathleen Mueller, Central Regional High School**

Don't give up your literature, pair it with non-fiction texts to meet the expectations of the Common Core, and help prepare students for college writing. This presentation will look at examples of writing assignments that pair literary works with non-fiction texts, and discuss the process of creating this kind of assignment, the purpose of which is to engage students in analysis and synthesis across varied types of texts.

**D. Jeffries Hall 105 *The Scaffolded Research Assignment*, Ed Jones, Seton Hall University**

Students confronted with "the" college research paper for the first time tend to feel overwhelmed. One solution is to break down the tasks and introduce them across multiple assignments. Participants can expect handouts that provide assignment sequences, heuristics for student work with sources, and bibliographical information—as well as discussion about the challenges that students face when writing argument-based research papers. Appropriate for advanced high school English classes as well as college classes.

**E. McAuley Heritage Chapel *Synthesize This! How to Help Your Students Rock the Common Core and More*, Kristie-Anne Opaleski-Dimeo, Jackson Liberty High School, and Laurie Hunter, Freehold Regional H.S. District and Brookdale Community College**

This presentation discusses various methods of breaking down the complex task of source-based writing for college prep students. Using a student-centered PowerPoint, differentiated graphic organizers and a case study/model of how this applies in an actual classroom, presenters will engage participants in a dialogue about best practices.

**F. Jeffries Hall 119 *Two Steps Forward: Guided Reading and Writing Strategies for Basic Skills and ESL Students*, Christine Heuner and Erin Sollner, Hunterdon Central Regional High School**

This presentation will be focused on close reading and synthesis strategies used for basic skills students in 11th grade English. Presenters will take participants through a series of activities they have used in their classes that require students to create and develop thesis statements, compare and contrast fiction and nonfiction texts, find supporting quotation, develop body paragraphs, and construct an introduction and conclusion integrating their ideas. Throughout the process, students are working in groups, using models and rubrics, and conferencing with teachers.

**G. Jeffries Hall 104 *PARCC and Recreation: How Nature Writing Is Revitalizing the Core Curriculum at the University of the Sciences*, Christine Flanagan, University of the Sciences**

Authors like Emerson and Thoreau often begin and end a student's exposure to nature writing. But what happens when we assign students the maverick adventures of John Muir, the sharp observations of Annie Dillard, the expert research of John McPhee, or the cross-disciplinary controversy of Suzanne Antonetta? How do these authors illustrate passionate engagement alongside a willingness to pursue unusual rhetorical strategies? From STEM to fine arts, novice writers find satisfaction in the accessible pathways and enjoyable journeys that nature writing offers.

### **SESSION 3: 2:00PM – 3:00PM**

**A. Wellness Center Arena *Norm! How to Know It When You See It: Consistency in Grading Essays*, Roberta Reavey and Don Stoll, Rowan University**

Join a standards calibration session and discussion. Compare your grading of sample essays against others in what's sure to be an hour of discovery and enlightenment.

**B. McAuley Heritage Chapel *Creating PARCC Assessments for the Literary Analysis Task*, Shannon Orosz and Megan Fritz, Point Pleasant Borough High School**

Participants will learn about the PARCC Literary Analysis Task. The workshop will overview the nature of this writing task, methods for developing this assessment, and how to utilize technology in order to better prepare students. A packet of information will be provided that will include how to choose passages, how to create questions, sample tasks, and scored student writing samples.

**C. Jeffries Hall 119 *Accelerating Developmental English at Atlantic Cape: A Success Story*, Stephanie Natale-Boianelli, Leila Crawford, and Richard Russell, Atlantic Cape Community College**

Atlantic Cape Community College's Accelerated Learning Program (ALP) allows students who place into the developmental ENGL080 Reading/Writing II the opportunity to take the college-level ENGL101 Composition I course paired with ENGL099 Accelerated Learning Program Support. Join the Atlantic Cape ALP faculty to learn more about the triad model of acceleration and how it increases student success and retention. Presenters will share lessons learned as they implemented the program and activities and assignments particularly suited to its focus on community-building and mentoring.

**D. Jeffries Hall 103 *From FLC to TLC: An Exploration of Linguistic Differences & Student Experiences with Academic Writing*, Cynthia Kopp and Sharada Krishnamurthy, Rowan University**

This presentation will describe the research of a Faculty Learning Community at Rowan University on linguistic difference and academic literacies. Presenters will provide a brief theoretical framework from which to discuss their study and follow up with a discussion of the pedagogical implications for faculty across the disciplines as well as teachers in a secondary school setting. The presenters will engage the attendees in further discussion around these issues with the goal of sharing ideas, experiences, and research while emphasizing the importance for faculty and teachers to explore their epistemological notions of academic writing, suggesting academic literacies as both a theoretical and a practical tool for helping students make the transition from high school to academic writing.

**E. Casino Ballroom *Common Core, College-Ready: What Do These Mean? Ask a High School or College Teacher*, Olga Polites, Cherokee High School and Rowan University; Kristie-Anne Opaleski-Dimeo, Jackson Liberty High School; Laurie Hunter, Freehold Regional H.S. District and Brookdale Community College; Jessica Hausmann, Georgian Court University; and Amy Woodworth, Rowan University**

Join a diverse group of high school and college teachers of writing for a discussion of the definitions of "college-ready" and "career-ready," and the ways that the Common Core may change our expectations of incoming college freshmen.

**F. Jeffries Hall Little Theater *Preparing Students for the PARCC and College Writing with Synthetic and Analytic Writing Prompts*, Michael Goeller and Lynda Dexheimer, Rutgers University**

This presentation focuses on designing synthetic and analytic writing assignments for the high school class that help students prepare for the expectations of the PARCC and of college writing. Examples that incorporate non-fiction readings with the existing high school literary canon and those that use exclusively non-fiction texts (available online) will be shared and discussed.

**G. Jeffries Hall 105 *Making the Moves: Examining Genres from High School to College Composition***, Fiona Harris-Ramsby, Bloomfield College, and Krystal Chiaravallo, Liberty Academy/Bloomfield Public Schools

This workshop will demonstrate a performance-based approach to writing in genres that highlights the collaboration between Liberty Academy and Bloomfield College's First-Year Writing Program. Using this embodied method of "pulling apart" the kinds of written genres out-going high school students will encounter in first-year college composition, our workshop will tackle how can we teach our students to "transition from one genred discursive space to the next," as they encounter new and often alien "scenes of writing" (Bawarshi, Dewitt and Reiff, 2010).

**Distribution of Professional Development Certificates  
& Conference Evaluations  
Jeffries Hall, Main Lobby  
3:00PM - 3:15PM**

Light refreshments will be available.

***Event Photography:*** NJWA will be videotaping the keynote speech and continued discussion with Kimberley Harrington and taking photos throughout the day to document the event. If you do not wish to appear in the videos, please sit out of the sight-line of the camera. If you do not wish to appear in photographs on the NJWA web site or in other NJWA materials, please let us know.

***Thank you for attending our annual NJWA conference!***

***If you'd like to continue the discussion, be sure to "like" NJWA on Facebook.***

## **NJWA Officers and Committee Members**

### **President**

Ed Jones, Seton Hall University

### **Past President**

Darcy Gioia, Rutgers University

### **President-Elect**

Kristie-Anne Opaleski-Dimeo, Jackson Liberty High School

### **Treasurer**

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Laurie Hunter, Freehold Regional H. S. District and Brookdale Community College

### **Webtender**

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Connie Chismar, Georgian Court University

### **Conference Program Committee**

Amy Woodworth (Chair), Rowan University

Jessica Hausmann, Georgian Court University

Laurie Hunter, Freehold Regional H. S. District and Brookdale Community College

Kristie-Anne Opaleski-Dimeo, Jackson Liberty High School

Olga Polites, Rowan University and Cherokee High School

Roberta Reavey, Rowan University

### **NJWA Steering Committee**

Connie Chismar, Georgian Court University

Darcy Gioia, Rutgers University

Jessica Hausmann, Georgian Court University

Laurie Hunter, Freehold Regional H. S. District and Brookdale Community College

Ed Jones, Seton Hall University

Drew Kopp, Rowan University

Kristie-Anne Opaleski-Dimeo, Jackson Liberty High School

Petrina Pappas, Lawrence Middle School

Olga Polites, Cherokee High School and Rowan University

Roberta Reavey, Rowan University

Amy Woodworth, Rowan University

### **Special thanks to our Georgian Court colleagues**

Alexis Jankowski, Assistant Director of Conferences and Special Events

Patrick Givens, Interim Director of Enrollment Operations

Gail Towns, Director of Marketing & Communications

Christine Maglione, Chartwell's Food Service Coordinator

Our GCU Technology Specialists

John Kaplow, President, NJ MediaWorks LLC