

Annenberg/CPB

Professional Development Workshop Guide

Developing Writers: A Workshop for High School Teachers

An eight-part professional development workshop
for high school English teachers

Produced by Maryland Public Television

Developing Writers: A Workshop for High School Teachers

is produced by
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About the Workshop

Overview

Effective writers of all ages find that many of the personal and professional tasks demanded by our literate and increasingly technological society are greatly eased by their ability to put pen to paper. Meeting academic course demands, writing college admission or employment applications, or presenting opinions and ideas in effective and convincing ways all require a complex range of composing skills and strategies that are best learned experientially. In addition, English classrooms today are called upon to prepare students for future communicative demands that teachers can only begin to imagine. Effective high school teachers understand that having students write is the core of effective instruction.

Typically, their writing classrooms offer students multiple opportunities to write for a wide range of purposes and audiences. They teach explicit strategies for responding to a number of different rhetorical demands, writing for many audiences and purposes. They help students learn the conventions of formal written English, enabling them to produce successful texts. They show students ways in which writing can be an effective tool for exploring and clarifying their thinking as well as for generating new ideas. Students learn that writing processes are various, non-linear, and dynamic. They come to appreciate the value of honest feedback from a wide range of readers. They recognize revision and editing as central components in the production of finely crafted work. *Developing Writers* explores the practical and pedagogical experiences through which classrooms such as these are established and nurtured.

Developing Writers: A Workshop for High School Teachers features eight teachers from around the country who want their students to grow as skilled and effective writers. Their conversations throughout the programs present practical and philosophical advice while examining issues every teacher faces—such as high-stakes assessments and meeting local, state, and national standards. These teachers also invite the audience into their diverse classrooms to observe how they and their students work together to create the writing communities their classrooms have become. Additionally, workshop participants will listen as professional writers share their own processes (and their struggles) as they move from initial concepts to publication. Comments from composition researchers and theorists serve to contextualize these pedagogical snapshots and individual experiences, and participatory workshop activities combine to help participants develop a broad overview into which they can fit instructional strategies effective for them and for their students.

Workshop Descriptions

Workshop 1. First Steps

In this introductory session, you will meet the teachers who will be part of this workshop and find out how they plan their writing classrooms. They will talk about the principles around which they design their writing instruction and explain some of the ways they ask students to write both formally and informally. You will see the teachers in their classrooms, where you can observe how they enact these beliefs with their students, and how they tie their teaching to local, state, and national standards. With a clear understanding of what they—and their students—need to accomplish, these teachers are able to anticipate developing needs and plan productive instruction throughout the year.

Workshop 2. A Shared Path

Many professional writers are members of groups that discuss writing and share their works-in-process in order to benefit from peer feedback. Classroom writing communities have similar goals—to help students learn how to respond to one another's work and benefit from the feedback provided by an expanded audience. Teachers in such classrooms often write when their students do and occasionally share their work (and their struggles) with their students.

About the Workshop, cont'd.

Workshop 3. Different Audiences

Writing for personal purposes—whether to record life experiences, explore thoughts and feelings about a subject, or assimilate new information and concepts—comes easily to most students because they don't have to consider the intellectual needs of anybody other than themselves. However, learning to consider audience—the intended reader(s) of a piece of writing—is central to every writer's broader development. Much school-based writing is aimed toward teacher-as-examiner, and students have to meet the various requirements and expectations of a number of different teachers. Beyond school, the range of audiences expands greatly to include family, friends, employers—perhaps even a general public readership—all of whom place different demands on writers. This session suggests ways in which teachers can help students develop an awareness of these diverse audiences and appropriate strategies for meeting their expectations.

Workshop 4. Different Purposes

"Form follows function" is a common adage among writing teachers as they encourage students to consider what they want their writing to accomplish and then choose its form—both the genre and the level of formality appropriate to those purposes. This session focuses on teaching students useful guidelines to apply when making those choices and shows how mixing styles or genres can be effective and useful under certain circumstances.

Workshop 5. Usage and Mechanics

Spelling counts. We have probably all had experiences where a well-crafted argument was rejected because of mechanical errors. What are the most effective ways to teach students the accepted conventions of formal written English? What does research teach us about direct grammar instruction and its transfer to students' writing? This session explores those questions and demonstrates some ways teachers have learned to help students produce clear, mechanically sound writing by addressing issues of usage in the context of the students' own writing.

Workshop 6. Providing Feedback on Student Writing

The title of this session refers to the peer responses that support student writers in writing classrooms, to the instructional and evaluative feedback students receive from teachers, and to the student self-evaluations that help teachers assess and revise instruction to meet developing student needs. Peer review, portfolio assessment, rubrics and ways of managing the paper load in writing classrooms are all addressed in this workshop.

Workshop 7. Learning From Professional Writers

What does it mean to "read like a writer"? What can the voices and the experiences of published writers teach us as we turn to our own work? In this session, noted authors including Amy Tan, Ruthanne Lum McCunn, Maxine Hong Kingston, Rafael Jesús González, and Margo Jefferson discuss their art and their craft. Additionally, you will see workshop teachers help students approach published writing in a spirit of personal inquiry, eager to discover organizational and stylistic strategies that they might experiment with in their own work.

Workshop 8. Writing in the 21st Century

How we write and how we teach writing has changed radically in the past 20 years. Word processors, email, instant messaging, Web sites, blogs, and 'zines, as well as digital technologies such as sampling and digital video and photography provide opportunities—and challenges—as we sort through useful and viable ways to incorporate them into our writing instruction. This session presents ways teachers have integrated some of these exploding technologies into their classrooms, as well as their successes and difficulties in doing so.

Workshop Components

This guide provides everything you need to know to conduct this workshop, either with colleagues or on your own. The workshop consists of activities carried out with your colleagues on-site (Workshop Sessions) and those to do on your own (Between Sessions). See Helpful Hints for Facilitators on p. 5 for more information on preparing for group workshop sessions.

Workshop Sessions (On-Site)

Weekly workshop sessions may be scheduled around live broadcasts, in which case you will want to begin at least 30 minutes before the scheduled broadcast. You may prefer to pre-record the programs on videocassette and schedule the sessions at a time that is more convenient for all participants. Sessions work best when scheduled for a minimum of two hours.

Each session consists of three parts:

Getting Ready

In preparation for watching the program, you will engage in approximately 30 minutes of discussion and activity.

Watch the Workshop Video

Then you will watch the 60-minute video program. Within each program, there are opportunities to pause the tape for discussion. If you are watching a real-time broadcast, you may want to consider the questions posed while viewing the program, and discuss them later.

Going Further

Wrap up the workshop with an additional 30 minutes of discussion and activity.

Workshop Components, cont'd.

Between Sessions (On Your Own)

The following will help you to practice, read more about, and share ideas about the techniques demonstrated in each workshop session.

Homework Assignment

You will be assigned to write in your journal (see below) about practices learned in the last workshop session, plus readings to prepare you for the next one.

Ongoing Activities

You may want to carry on these activities throughout the course of the workshop.

Keep a Journal

You are encouraged to keep a journal, including thoughts, questions, and discoveries from the workshop itself and learning experiences that take place in your own classroom.

Visit the Web Site

Go to www.learner.org/channel/workshops/writedevelop/ for materials and resources to enhance implementation of the practices shown in the workshop.

Share Ideas on Channel-TalkHSWriters@learner.org

You can subscribe to an email discussion list and communicate with other workshop participants online. To subscribe to Channel-TalkHSWriters, visit <http://www.learner.org/mailman/listinfo/channel-talkswriters>.

Extension: The Classroom Connection

We provide Student Activities that can help you put the practices you learn in this workshop into use in your own classroom, and reflection exercises: Teacher as a Reflective Practitioner.

Additional Reading

Go online to find more resources and suggested readings to deepen your understanding and implementation of the practices shown in this workshop. Go to the *Developing Writers: A Workshop for High School Teachers* Web site at www.learner.org/channel/workshops/writedevelop/.

Helpful Hints for Facilitators

Successful Workshop Sessions

These guidelines will help you conduct successful workshop sessions, particularly the Getting Ready and Going Further segments. These 30-minute, pre- and post-video group discussions will help participants better understand the video programs and enhance the workshop experience. Getting Ready prepares participants for what to focus on during the video programs and Going Further provides the opportunity to analyze and reflect on what they saw.

Designate Responsibilities

Each week, someone should be responsible for facilitating the workshop sessions. This may be a professional facilitator or a volunteer from among the participants, or you may choose to divide and rotate duties among several participants.

Prepare for the Session and Bring the Necessary Materials

The facilitator should review the entire session in this guide prior to arriving for the session, as well as reviewing the Materials Needed for that session. The facilitator will be responsible for bringing enough materials for the participants. If you are viewing the video programs on videocassette, the facilitator may want to preview the programs.

Before the First Session

You may want to photocopy this guide for all participants so they may follow along, refer back to ideas covered in the session, or have their homework assignments handy. Or, you may direct them to the workshop Web site at www.learner.org/channel/workshops/writedevelop/ to print the guide themselves (direct them to "Support Materials"). Either way, you will want participants to have the guide prior to the first session, so they will come prepared. Be sure participants know:

- They should bring a journal and a pen or pencil to each workshop session, including the first;
- There is a suggested reading assignment prior to the first session (see Workshop 1, Background Reading); and
- It would be helpful if they were to review the first session in the guide before arriving.

Keep an Eye on the Time

We have suggested the amount of time you should spend on each question or activity. While these times are merely guidelines, you should keep an eye on the clock, particularly if you are watching a live broadcast. You may want to set a timer before you begin Getting Ready to ensure that you won't miss the beginning of the video. If you are watching the workshops on videotape, you will have more flexibility if your discussions run longer.

Use the Web Site

If you have Internet access, display the companion Web site to this workshop at www.learner.org/channel/workshops/writedevelop/, making participants aware of online resources and interactive opportunities.

Record Your Discussions

We recommend that someone take notes during each discussion, or even better, that you tape-record the discussions. The notes or audiotapes can serve as make-up materials in case anyone misses a workshop.

Share Your Discussions on the Web

The workshop sessions serve as a starting point to share and think about the workshop ideas. Encourage participants to continue their discussions with participants from other sites on Channel-Talk on the workshop Web site.

Materials Needed

You will need to assemble the following materials to help you in using the videos in a professional development workshop:

- A VCR and viewer (television set or monitor) to show the videos
- Notebooks or paper, and pencils or pens
- Other materials may be needed for activities suggested for individual workshop sessions. Consult the appropriate chapter of this guide to find out the scope of these activities and plan your session accordingly.

About the Contributors

Featured Teachers and Schools

Joan Cone, Ph.D., El Cerrito High School, El Cerrito, California

A teacher for nearly 40 years and a published writer, Joan Cone teaches advanced essay writing, the Advanced Placement Language and Composition course, Film and Literature, and ninth-grade English at El Cerrito High School. She was a Fellow in the Carnegie Academy for the Scholarship of Teaching and Learning 2001-03, is a member of the National Conference on Research in Language and Literacy, a reader for the Advanced Placement examination in English Language and Composition, and is active in both the National Council of Teachers of English and the National Writing Project.

School Snapshot: Located in the East Bay of the San Francisco Bay Area, El Cerrito High School is a Bay Area School Reform Collaborative Leadership School and a State of California Digital High School that serves a diverse student body. Administrators and teachers at El Cerrito have eliminated academic tracking, grouping students heterogeneously in grades nine and 10 and offering a menu of electives in grades 11 and 12. The English department has opened up enrollment in Advanced Placement courses in an effort to enhance students' expectations of themselves. Additionally, the school works to develop a strong sense of school community, broadened by parental involvement.

MaryCarmen Cruz, Cholla High Magnet School, Tucson, Arizona

A veteran teacher with more than 20 years in the classroom, MaryCarmen Cruz uses a variety of multicultural texts as models to work with her ESL students at Cholla High Magnet School. Favorite authors include Pat Mora, Rudolfo Anaya, Patricia Preciado Martin, Alberto Rios, Naomi Shihab Nye, Esmeralda Santiago, Lucille Clifton, and Judith Ortiz Coffer. She has her students write both independently and in groups and finds that targeting specific sentences helps students analyze patterns of English usage that they can incorporate into their own work. Active in the National Council of Teachers of English, Ms. Cruz currently serves on its Executive Committee and has served as co-chair of the Latino Caucus and chair of the Committee on Racism and Bias in the Teaching of English. Ms. Cruz is a contributing author to *Writing Across the Curriculum in Secondary Classrooms: Teaching From a Diverse Perspective* (Merrill, 2000).

School Snapshot: Cholla's magnet program was established in 1996 and offers students a number of unusual educational opportunities. A YMCA Youth in Government program teaches governmental leadership skills, training students in negotiating, lobbying, writing legislation, and representing the interests of the voting public as a prelude to the state capital where they "take over" Arizona government for a day. Other students worked with VisionMark's teen leadership team to determine how to handle funding for youth programs in Tucson. Additionally, the Pima County Justice Courts have provided internships in law on the Cholla campus and hold real trials in Cholla's Global Courtroom while students run the high-tech equipment and act as bailiffs, court recorders, and court clerks.

About the Contributors, cont'd.

Charles Ellenbogen, Baltimore City College High School, Baltimore, Maryland

Charles Ellenbogen earned both his B.A. and his M.A.T. degrees from the University of Chicago, and has been a classroom teacher for more than 10 years, including three years at the American School in London. A published writer of both prose and poetry, Mr. Ellenbogen brings both personal experience and professional expertise to his teaching of writing. He expects his students to write both at home and at school because, as he says, "Kids only get better at writing by writing." He wants his students to develop confidence as writers and suggests that they keep their most effective pieces to remind them of their successes. By asking students to write longer pieces (5-10 pages), by helping them learn how to construct and defend logical arguments, and by showing them how to write persuasively and creatively, Mr. Ellenbogen tries to prepare them for the multiple writing demands they will encounter in college.

School Snapshot: Founded in 1839, Baltimore City College High School, a landmark high school, is the third oldest public high school in the United States. City College is a language arts magnet school, was named a national and state Blue Ribbon School of Excellence in 1999-2000, and was recognized by *Newsweek Magazine On-Line* as one of its "Top U.S. High Schools" and by the Gates Foundation as one of only 12 "Breakthrough High Schools" in the nation. Many of the nearly 1200 students struggle with the kinds of home situations that make success difficult; in 2002, nearly half of the students received free or reduced-price lunches. In spite of these difficulties, the students at City College understand the value of education. Ninety-five percent of them go to college. City College is one of eight high schools in Maryland that offer the International Baccalaureate Diploma. In 2003, 112 seniors were eligible for the International Baccalaureate certificate and 15 were eligible for the diploma.

Robyn Jackson, Ph.D., Gaithersburg High School, Gaithersburg, Maryland

With both a master's degree and a doctorate from the University of Maryland, Robyn Jackson has been at Gaithersburg High School since 1993. Currently an English/staff development teacher, she has taught Advanced Placement Language and Composition and designed related curriculum to support the success of diverse learners. An active member of the Maryland Writing Project and an independent consultant, Dr. Jackson conducts workshops, teacher in-service ses-

sions, and Summer Institutes, serves on the advisory committee, and recruits and screens summer Fellows. Dr. Jackson was featured in two *Washington Post* articles, one of which described her resurrection of traditional grammar-teaching methods and the other of which described an online chat room she developed where Gaithersburg High School students meet weekly to discuss literature and writing.

School Snapshot: One of the comprehensive high schools in Montgomery County, Maryland, Gaithersburg High School is located in a suburb of Washington, D.C. Its signature program, The Gaithersburg High School Academy of Communication, Technology, and Science (ACTS) is a school-wide program that gives students opportunities in the advanced study of technology, communication, research, and interpersonal skills. Currently, seven signature strands of study are available within this program. They include Communication Broadcast Technology/Computer Applications, Science, Foreign Language, Social Studies, Academy of Finance, Business Education, and Information Technology.

Susie Lebryk-Chao, Thomas Jefferson High School for Science and Technology, Alexandria, Virginia

A 2003 United States Presidential Scholars Program Teacher Recognition Awardee, Susie Lebryk-Chao teaches senior classes including Advanced Placement Language and Advanced Placement Literature. Her interest in writing developed when she had the opportunity to participate as a Fellow in the Northern Virginia Writing Project Summer Institute. After the Writing Project experience, she found herself a comfortable, confident, and prepared teacher of writing as well as a teacher of literature. In addition to using journals, peer review groups, and writing portfolios, Ms. Lebryk-Chao often writes with her students to gain a perspective on what her students are experiencing. In addition, she uses technology in her classes, particularly email lists and discussion boards as vehicles for students to share their writing with one another.

School Snapshot: Thomas Jefferson High School for Science and Technology is the Governor's regional magnet school designed to offer students with special abilities and interests in science, mathematics, and computer science a comprehensive college preparatory program. The school's nearly 1,700 students are selected on the basis of aptitude and interest in the biological, physical, mathematical, and computer sciences as well as on their intention to pursue college preparation in the sciences, engineering, or related

About the Contributors, cont'd.

fields. A number of programs offered provide a unique curricular experience, including the ninth-grade program, Integrated Biology, English, and Technology.

Lori Mayo, Far Rockaway High School, Queens, New York

Lori Mayo is at Far Rockaway High School where she works as a staff developer, helping teachers develop and implement effective, collaborate learning strategies in their classrooms. A firm believer in helping students become active learners, Ms. Mayo relies on a workshop model for both reading and writing. An active user of technology, she has created her own Web page and published a number of hypertext essays there. Additionally she publishes student work on the Web and in class magazines. In 2000, she won both the New York City Poetry Teacher of the Year Award and the New York State Model Schools Teacher Integration Award.

School Snapshot: On the beach in Queens in what used to be a resort area, Far Rockaway High School strives to encourage its population of nearly 1,400 students (almost 80% of whom qualify for free or reduced-price lunch) to grow into positive, contributing members of the work community. Working collaboratively with parents to monitor student progress, the staff at Far Rockaway focuses on expanding students' academic, creative, and career goals while encouraging self-respect and the development of leadership skills.

The school offers honors and Advanced Placement classes in most major subjects and uses a strong peer tutoring program and small-group instruction to support student learning. Educational options at Far Rockaway include Health Careers, Business/Computer Technology, Fine Arts, Performing Arts, and Law. The Nurse Assisting Health Careers Programs provides eligible students State Education Department (SED) certification as Nurse Assistants. The Business/Computer Technology Program allows students to receive 12 college credits when they graduate. In addition, entrepreneurial internships in the Virtual Enterprise and Cooperative Education Programs give students a taste of real-world experience.

Dennis McFaden, Thomas Jefferson High School for Science and Technology, Alexandria, Virginia

Co-founder of the Integrated Biology, English, and Technology (IBET) program at Thomas Jefferson, Dennis McFaden is a veteran biology teacher who

emphasizes authentic research in his classes at the science and technology magnet school. As part of the IBET program, students learn to read, write, and speak "technically," according to Mr. McFaden, as well as how to find information using databases, how to interview people, and how to present scientific material. They put all of those skills to the test as they present the results of their project at a year-end symposium for parents and other students.

School Snapshot: See snapshot under Susie Lebryk-Chao.

Barbara Nelson, Thomas Jefferson High School for Science and Technology, Alexandria, Virginia

A National Board certified teacher, Barbara Nelson has been teaching English at Thomas Jefferson High School for Science and Technology for over 15 years. Together with biology teacher Dennis McFaden, she founded an innovative program called Integrated Biology, English, and Technology (IBET). This ongoing project involves ninth-grade students in researching and conducting authentic environmental research and reporting their results using technology.

School Snapshot: See snapshot under Susie Lebryk-Chao.

Kelly Quintero, Huntington High School, Long Island, New York

With two master's degrees and graduate work in rhetoric and composition, Kelly Quintero is a life-long learner who works to instill a similar passion in her students. A classroom teacher since 1994, Ms. Quintero currently teaches Advanced Placement Literature, Composition, and ninth- and 11th-grade English. Active in the National Council of Teachers of English, she is column editor for *Voices in the Middle*, reporting on diversity issues and has presented at both local and national conferences.

School Snapshot: In an older and well-established community on Long Island, Huntington High School has a large and growing immigrant population, primarily from El Salvador. The school's immigrant population is now about 25%, many of whom are ESL students. Huntington seeks to set high academic standards for all its students and offers a large selection of Advanced Placement courses in all disciplines. Support programs for students include diversified special education services, inclusive ESL programs, an alternative high school setting, and the offering of extensive extra help sessions provided by the teachers.

About the Contributors, cont'd.

Renee Spencer, Woodrow Wilson High School, Portsmouth, Virginia

An English teacher for 30 years and department chair, Ms. Spencer is a member of Delta Kappa Gamma Society International, an organization promoting professional and personal growth of women educators and excellence in education. She was Wilson's Teacher of the Year in 2002. Since her retirement in 2003, Ms. Spencer continues to conduct workshops city-wide in Portsmouth on topics that include test-taking strategies for the SOLs (Virginia's high-stakes assessments) and writing research papers.

School Snapshot: Formally established in 1888, Portsmouth High School was renamed Woodrow Wilson High School in September 1919. The school has an International Studies Magnet Program. This four-year program is for students whose future careers could impact the international community. Completion of the program requires a meeting of the advanced diploma courses, four years of foreign languages, and completion of world cultures and global affairs classes.

Writer's Workshop Leader

Judith Ortiz Cofer, author

A native of Puerto Rico, Judith Ortiz Cofer is Franklin Professor of English and Creative Writing at the Department of English at the University of Georgia and the author of a number of works, including *Woman in Front of the Sun: On Becoming a Writer*, *The Line of the Sun*, *Silent Dancing*, *Terms of Survival*, *Reaching for the Mainland*, and *The Latin Deli: Prose and Poetry*. Her work has appeared in *The Georgia Review*, *Kenyon Review*, *Southern Review*, *Glamour*, and other journals and has been included in numerous textbooks and anthologies. Ms. Ortiz has won numerous awards and fellowships for her work. She is the 1998 recipient of the Christ-Janner Award in Creative Research from the University of Georgia. The Rockefeller Foundation awarded her a residency at the Bellagio, Italy Conference Center in 1999. During spring 2001, she was Vanderbilt University's Gertrude and Harold S. Vanderbilt Visiting Writer-in-Residence.

Additional Voices

Kylene Beers, Ed.D.

Kylene Beers earned her master's degree and an Ed.D. in curriculum and instruction from the University of Houston. A former classroom teacher, she is currently a senior reading researcher in the School Development Program at Yale University, the editor of *Voices in the Middle*, and a member of the National Council of Teachers of English Middle Level Section Steering Committee and its State of the Profession Committee. Dr. Beers is also active in the International Reading Association. The author or editor of a number of books, her recent publications include *When Kids Can't Read—What Teachers Can Do: A Guide for Teachers Grades 6-12* (Heinemann, 2002) and *All Together Now: Literacy Leaders Speak Out* (Heinemann, 2003).

Amy Benjamin

Amy Benjamin is a curriculum consultant and chair of the English department at Hendrick Hudson High School in Montrose, New York. She has authored several books, including *Differentiated Instruction: A Guide for Middle and High School* (Eye on Education, 2002), *An English Teacher's Guide to Performance Tasks and Rubrics: High School* (Eye on Education, 2000), and *Writing in the Content Areas* (Eye on Education, 1999). She has shared her innovative ideas for teaching English language learners—from using LEGO blocks for parts of speech to analyzing *Romeo and Juliet* to prompt essay organization—with fellow teachers at conferences and workshops across the country.

Kevin Brooks

British writer Kevin Brooks is the author of two quirky, engaging novels for upper-grade students: *Martyn Pig* (2002) and *Lucas: A Story of Love and Hate* (2003). His critically acclaimed first novel, *Martyn Pig*, was described by critics as "at once hard-boiled, wide-eyed and despite its downright grisly subject matter laugh aloud funny." Influenced by J.D. Salinger and fascinated by both detective and western novels, Mr. Brooks writes stories that are filled with mystery and twisting plots. His unusual path to writing included stints as a civil service officer, vendor at the London Zoo, gas station attendant, and crematorium worker, among other odd jobs.

About the Contributors, cont'd.

Lucy McCormick Calkins, Ph.D.

With a master's degree from the University of Hartford and a Ph.D. from New York University, Lucy Calkins is a former elementary school teacher and reading specialist. Now a professor of curriculum and teaching at Teachers College at Columbia University in New York, she is the author of 10 books including the best-selling *The Art of Teaching Reading* and *The Art of Teaching Writing*. Dr. Calkins is also a founding director of the Teachers College Reading and Writing Project, which has been a central influence on literacy instruction in several hundred New York City schools. The Project's methods of staff development have been widely replicated throughout New York City.

Rafael Jesús González

Rafael Jesús González is a poet and teacher of creative writing and literature at Laney College in Oakland, California. Poems from his collection, *El Hacedor De Juegos/The Maker of Games* (Casa Editorial, San Francisco), have appeared in reviews and anthologies, including *Mirrors Beneath the Earth: Short Fiction by Chicano Writers* (Curbstone Press, 1992). In addition to his poetic talents, Mr. González's artwork has been displayed across the country and internationally. Mr. González is actively involved with the Oakland Museum of California, the Alameda County Office of Educational Alliance for the Arts, and the Peace Education Network.

Brock Haussamen

With master's degrees in English from the University of Connecticut and in history from Rutgers University, Brock Haussamen has spent over 30 years teaching reading, writing, and literature as a professor of English at Raritan Valley Community College of New Jersey. Since 2000, he has also served as the NCTE's President of the Assembly for the Teaching of English Grammar (ATEG). He is author or co-author of many books and articles, including *Revising the Rules: Traditional Grammar and Modern Linguistics* (Kendall/Hunt, 1993) and *Grammar Alive: A Guide for Teachers* (NCTE, 2003).

Margo Jefferson

Pulitzer Prize-winning writer Margo Jefferson has been a book reviewer and theater critic and is currently cultural critic for *The New York Times*. Previously she served as a staff writer for *Newsweek* and was a contributing editor to *Vogue* and *7Days*. She has had reviews and essays published in *The Nation*, *Grand Street*, *The Village Voice*, *American Theater*, *Dance Ink*, and *Harper's*. In addition, she has been a professor of journalism at New York University and a lecturer in literature and popular culture at Columbia University.

Patrick Jennings

After teaching preschool and English as a Second Language in the United States and Mexico for several years, Patrick Jennings moved to Arizona to work and write. Since 1998, he has produced numerous novels and novellas, including his award-winning first book, *Faith and the Electric Dogs* (Scholastic, 1998) and his latest work, *The Beastly Arms* (Scholastic, 2003). Mr. Jennings' books are marked by multicultural themes, suspenseful plots, and imaginative characters who see the world in revealing ways. When not writing, Mr. Jennings enjoys holding workshops with younger students to help them explore the writing process and find their "unique and distinctive voices."

Maxine Hong Kingston

Blending biography and fiction, fact and myth, the novels of Maxine Hong Kingston explore the Chinese-American experiences of men and women torn between their heritage and their modern lives. Her renowned companion novels, *The Woman Warrior* (Chivers North America, 1976) and *China Men* (Knopf, 1980), won the National Book Critics Circle Book of the Year and National Book Award, respectively. Her latest book, *The Fifth Book of Peace* (Knopf, 2003) moves from the tale of returning from her father's funeral and finding her house engulfed in flame to a multi-modal exposition on war and memory. This noted author has taught at the University of Hawaii and is currently a senior lecturer in the English department at the University of California at Berkeley.

Martha Kolln

Martha Kolln has spent the greater part of her professional life advocating for the persistent and purposeful integration of grammar in the English and language arts classroom. For 22 years, she taught composition, grammar, and rhetoric as an associate professor in Pennsylvania State University's English Department. She was a founding member of the Assembly for the Teaching of English Grammar, serving as that organization's president during its first 10 years. Since retirement, Ms. Kolln has worked with Robert Funk to perfect the pre-eminent English grammar text today, *Understanding English Grammar* (Pearson Longman, 2001), now in its sixth edition.

About the Contributors, cont'd.

Tracy Mack

An author and editor of children's books at Scholastic, Tracy Mack has written novels for adolescents that describe the pain of difficult circumstances and the power of creative individuals to transcend their trying situations. Her two novels—*Drawing Lessons* (Scholastic, 2000) and *Birdland* (Scholastic, 2003)—draw on her family life, her travels as a teacher of English throughout Europe, and her life in New York City. In addition to writing and editing, Ms. Mack often talks with students about crafting a story, creating characters with a strong voice, and researching a realistic novel.

Ruthanne Lum McCunn

Born in San Francisco of Scottish and Chinese descent and raised in Hong Kong, Ruthanne Lum McCunn's literary work describes both Chinese-American life and feminine encounters with modern society. Her deeply researched books, such as *The Moon Pearl* (2000), *Sole Survivor* (1999), and *Thousand Pieces of Gold* (1989), tell the captivating, tragic, and moving stories of often-overlooked immigrants and workers. A former teacher of high school English and English as a Second Language, Ms. McCunn has taught and lectured at Cornell University, the University of San Francisco, and the University of California at Santa Cruz.

Barbara Monroe

Barbara Monroe, Ph.D. is currently an assistant professor and coordinator of English education at Washington State University in Pullman. Monroe teaches courses both in person and online, mirroring one of her major research interests—learning and teaching in online environments. Her book *Crossing the Digital Divide: Race, Writing, and Technology in the Classroom* examines nonwhite ways of writing, knowing, and interacting in high-poverty schools. She has published articles on technology and teaching in several book collections (*Feminist Cyberscapes*, *Wiring the Writing Center*, and *Taking Flight with OWLs*) as well as in *Computers and Composition*, *English Journal*, *The A.C.E. Journal*, and *Kairos*.

Christopher Myers

Christopher Myers is an author and illustrator of books for children. His works, including *Wings* (Scholastic, 2000) and the Coretta Scott King Honor Book-winning *Black Cat* (Scholastic, 1999), employ bold, rich drawings and innovative montage to tell short but intense tales of imagination and city life. Mr. Myers has often teamed with his father, Walter Dean Myers, to illustrate critically acclaimed stories, among them the Caldecott Honor

Book-winning *Harlem: A Poem* (Scholastic, 1997). A graduate of Brown University and participant in the Whitney Museum of American Art Independent Studio Program and the National Book Foundation's Family Literacy Author Residency program, Mr. Myers relies on storytelling and evocative visual images to produce rhythmic, engaging books for readers of all ages.

Amy Tan

Born in Oakland, California in 1952 several years after her parents immigrated to the San Francisco Bay area from China, Amy Tan is the best-selling author of *The Joy Luck Club*, *The Kitchen God's Wife*, *The Hundred Secret Senses*, and *The Bonesetter's Daughter*. In 1973, she earned a master's degree in linguistics from San Jose State University and worked as a language development consultant and project director for programs serving disabled children from birth to age five. For a while, she was a freelance business writer specializing in corporate communications. In 1985, Amy Tan attended her first writer's workshop, the Squaw Valley Community of Writers and, in 1986, published her first short story, "End Game" (later reprinted in *Seventeen*). *The Joy Luck Club* became a surprise best-seller, spending more than 40 weeks on *The New York Times* list. In addition to short stories and essays that have appeared in *The Atlantic*, *Grand Street*, *Harper's*, *The New Yorker*, and other magazines, Ms. Tan has written two children's books, *Moon Lady* and *The Chinese Siamese Cat*, the basis for the animated children's series *Sagwa*.

Rebecca Wheeler, Ph.D.

Associate professor in the Department of English and Teacher Education at Christopher Newport University in Newport News, Virginia, Rebecca Wheeler holds a master's degree in linguistics from Georgetown University and a Ph.D. in linguistics from The University of Chicago. Dr. Wheeler's pioneering work with former student Rachel Swords on "codeswitching," or using student vernacular to teach differences between informal and formal language and grammar, has led to a series of papers and presentations on working with linguistically diverse classrooms. Her recent works include *Language Alive in the Classroom* (Praeger, 1999), "Believing is Seeing: Errors and Expectations in 2002" (*Journal of College Writing*, 2002), and several forthcoming articles and books on her "codeswitching" research. Dr. Wheeler has served as a consultant with a local school district, a community college, and an educational video series on elementary school grammar.

About the Contributors, cont'd.

Advisory Board/Content Advisors

Dale Allender

Dale Allender currently serves as the associate executive director of the National Council of Teachers of English (NCTE) and as director of NCTE West at UC-Berkeley. A former middle school and high school teacher, Mr. Allender has also taught at Grinnell and Coe Colleges. He has also served the language arts community as an editorial board member of *The New Advocate*, Chair of the Alliance for Curriculum Reform, and as board member for Arte Publico Press's *Rediscovering the U.S. Hispanic Literary Heritage High School Project* for Cable in the Classroom.

A recipient of the National Endowment for the Humanities Summer Institute for Native American Literature fellowship and numerous other awards, Mr. Allender has served as a consultant and curriculum developer for a number of media projects. These include *The Expanding Canon: Teaching Multicultural Literature in High School*, an eight-part professional development workshop for high school teachers; *Songmasters: The American Road*, a music recording of traditional socially conscious songs performed by contemporary popular music artists; *Tutu and Franklin: A Journey Towards Peace*, a dialogue between Desmond Tutu and John Hope Franklin and 21 international, multicultural high school students; and *Regret To Inform*, an award-winning documentary on widows from the Vietnam War, featured on PBS.

Some of Mr. Allender's recent publications include "Deep Reading: Building a Schematic Bridge Across World Mythology and Multicultural Literature" which appeared in *Multicultural Review*, "The Myth Ritual Theory and the Teaching of Multicultural Literature," "Standing on the Border: Issues of Identity and Border Crossing in Young Adult Literature," and "African and African American Voices and Experiences," which is included in *Adventuring With Books*.

Mr. Allender is the chief content advisor for *Developing Writers: A Workshop for High School Teachers*.

Sheridan Blau, Ph.D.

Sheridan Blau teaches in the Department of English and the Graduate School of Education at the University of California, Santa Barbara, where he also directs the South Coast Writing Project and the Literature Institute for Teachers. A former president of the

National Council of Teachers of English, he has served as a member of the Assessment Development Panel for National Board Certification in English Language Arts and as senior advisor to the California Test Development Committee for statewide assessments in reading and writing. Dr. Blau has published widely in the areas of seventeenth-century literature, composition theory, professional development for teachers, and the teaching of composition and literature for middle and high school classrooms. His most recent publication is *The Literature Workshop: Teaching Texts and Their Readers* (Heinemann, 2003).

Azalie Brown Hightower

Azalie Brown Hightower has been a teacher for over 30 years. A former middle school teacher and fellow of the National Endowment of the Humanities Teaching Shakespeare Summer Institute, Ms. Hightower is an active participant in the National Council of Teachers of English and the National Writing Project. She has written curriculum framework for the District of Columbia Public Schools. Ms. Hightower has taught graduate courses for the District of Columbia Writing Project and has been a facilitator for their Summer Invitational Institute. She serves as a cooperating teacher for preservice teachers from Howard, American, and George Washington Universities. She is a teacher and teacher trainer of the College Board's Pacesetter Program. She currently teaches English at Calvin Coolidge Senior High School in Washington, D.C.

Valerie Kinloch, Ph.D.

Valerie Kinloch is an assistant professor in the English Education/Teaching of English Program at Teachers College, Columbia University. She teaches courses in Composition Pedagogy and Theory and the Teaching of Writing. In addition to her teaching and her scholarly articles on writing and literacy practices, educating students of color, and race issues, Dr. Kinloch writes poetry and creative nonfiction.

Tennessee Reed

A recent graduate of the University of California at Berkeley, Ms. Reed has worked for AmeriCorps and is a graduate student at Mills College. She published her first book of poetry at the age of 11. Her fourth book of poetry is forthcoming.

About the Contributors, cont'd.

Paula Simon

A former middle and high school teacher, Paula Simon has been the coordinator of English and Reading, Secondary Programs for the Baltimore County Public Schools since 1993. In that role, she leads school department chairs and teachers in the development of new curriculum, and is involved in professional development and material review.

Victor Villanueva, Ph.D.

Victor Villanueva currently serves as chair of the English department at Washington State University. A high school dropout, Dr. Villanueva returned to school after serving in the military and went on to earn a Ph.D. from the University of Washington. He has won two national awards for *Bootstraps: From an American Academic of Color* and his edited collection *Cross-Talk in Comp Theory* (now in its second edition) has become a staple text in composition programs nationwide. Additionally, he has co-edited three other books on writing and diversity. His research interests are further reflected in his graduate teaching: composition theory, the teaching of writing to non-traditional students, and contemporary rhetorical theory.

Notes
