



University of Minnesota
Twin Cities
August 2–3, 2019

National Writing Project Midwest Conference
August 2–3, 2019, in Nicholson Hall
Conference at a Glance

FRIDAY, August 2

- 8:00–8:30 Breakfast
- 8:30–10:30 Writing Marathon
- 10:45–12:00 Welcome + **Keynote with Maria Asp**
- 12:00–1:00 Lunch
- 1:15–2:30 **Breakout Session #1**
- 2:45–4:00 **Breakout Session #2**
- 4:15–5:15 Social Hour at Annie’s Parlor and the Kitty Cat Klub

Dinner on your own

SATURDAY, August 3

- 8:00–8:45 Breakfast (Writing Into the Day at 8:30)
- 9:00–10:15 **Breakout Session #3**
- 10:30–11:45 **Breakout Session #4**
- 12:00–1:30 Lunch + **Keynote with Bao Phi**
- 1:45–3:00 **Breakout Session #5**
- 3:15–4:00 Reflecting on the conference and looking ahead to the next NWP Midwest Conference

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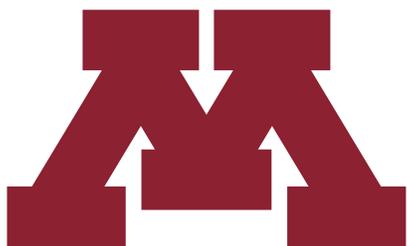
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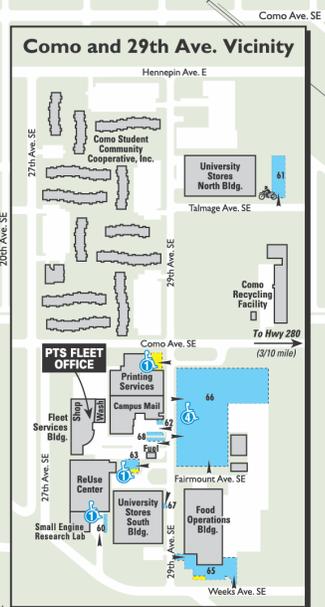
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am						pm					
6	7	8	9	10	11	12	1	2	3	4	5
← Every 15 min Intercession/Breaks (Monday-Friday) ←						→ Summer 9:30 →					
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← Every 15 min Intercession/Breaks (Monday-Friday) ←						→ Summer 9:30 →					
← University Ave. Circ. - 122 (Monday-Friday) ←						→ Summer 9:30 →					
← Every 10 min 9:00 - 10:00 →						← Every 20 min 3:00 - 5:30 →					
← East Bank Circulator - 120 →						No service					

Saturday-Sunday (Fall/Spring/Finals)											
am						pm					
8	9	10	11	12	1	2	3	4	5	6	7
← Every 15 min Saturday 8:30 →						→ Saturday 12:15 →					
← Every 15 min Sunday 9:30 →						→ Sunday 12:15 →					
← University Ave. Circulator - 122 (Saturday) ←						→ Saturday 12:15 →					
← University Ave. Circulator - 122 (Sunday) ←						→ Sunday 12:15 →					

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Annie's Parlor & Kitty Kat Club



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Monday-Friday (Fall/Spring/Finals)											
am						pm					
6	7	8	9	10	11	12	1	2	3	4	5
← Every 5 min 7:30 →						← Every 10 min 6:30 →					
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← University Ave. Circulator - 122 (Mon-Wed) ←						← Every 15 min 12:15 →					
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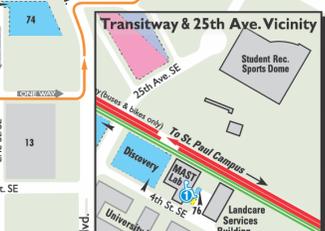
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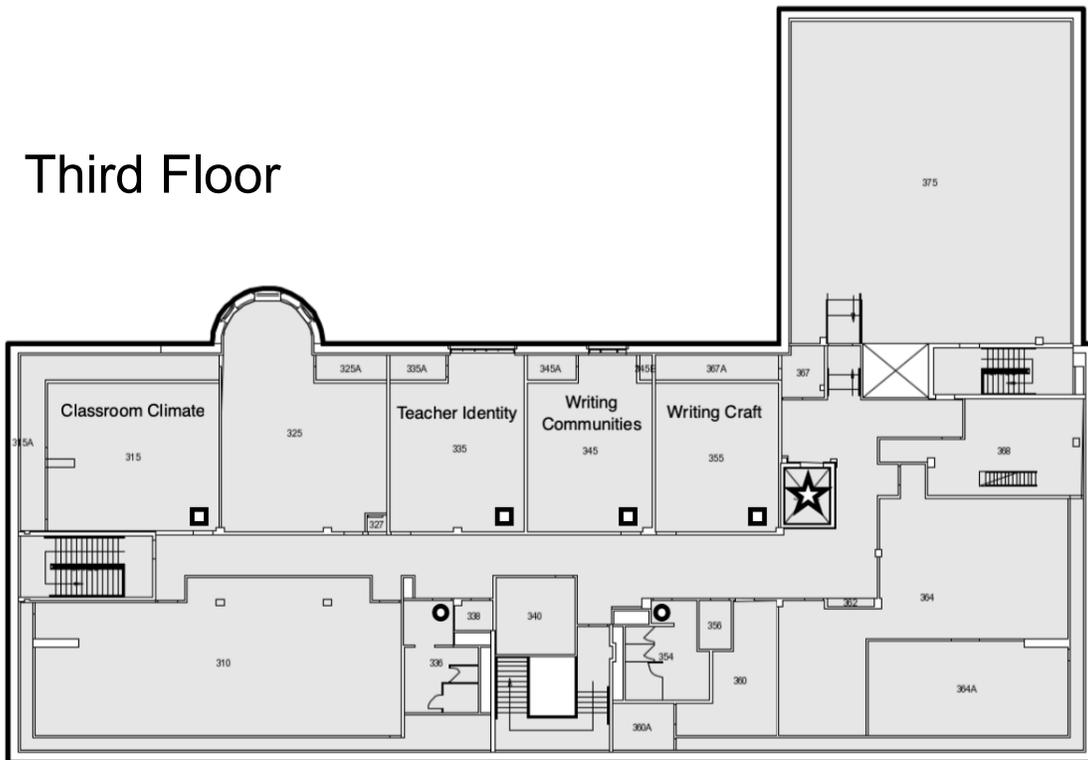
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Third Floor



Building Map Key

- ★ Conference Headquarters / Registration / Info
- All-Gender Bathrooms
- Women's and Men's Bathrooms
- ☆ Elevator
- Presentation Rooms
- ◆ Lactation Room
- ⬡ Prayer Room

Keynote Speakers



Friday, August 2

Maria Asp has been with The Children's Theatre Company's Neighborhood Bridges program since its beginning and serves as the Program Director. As an actor, Maria has appeared in twenty-three productions at Frank Theatre, including *The Cradle Will Rock*, and *The Love Song of J. Robert Oppenheimer*. Maria is also an arts organizer and educator and is part of the Million Artist Movement.



Saturday, August 3

Bao Phi is the author of *A Different Pond*, a picture book which received a Caldecott honor, an Ezra Jack Keats new author honor, the Charlotte Zolotow award for excellence in children's book writing, and six starred reviews; and two collections of poetry, *Thousand Star Hotel* and *Sông I Sing*, both of which are taught in classrooms across the country.

He was *Minnesota Monthly's* Author of the Year 2017 and *City Pages' Best Author* 2018. He continues to tour as a featured guest speaker and artist across the country. He is the program director of events and awards at the Loft Literary Center. (Photo credit: Anna Min.)

Welcoming remarks



Elyse Eidman-Aadahl is Executive Director of the National Writing Project (NWP), where she draws upon 15 years of experience designing and leading national programs, partnerships, and action-learning efforts for the NWP and other educational organizations.

A main focus of Eidman-Aadahl's research is how educators from diverse backgrounds research and reason together about this social transformation—as well as literacy, equity, and agency—for themselves and their youth. She is a broadly published author and presenter, well-known for co-authoring *Because Digital Writing Matters* (Jossey-Bass, 2010) and *Writing for a Change: Boosting Literacy and Learning through Social Action* (Jossey-Bass, 2008).

NWP Midwest Conference Curated Writing Marathons

(Adapted from Dr. Richard Louth, Director, Southern Louisiana WP)

Overview: The MWP Writing Marathon gives everyone a chance to write on anything they want and to share their writing in small groups, with no criticism, while experiencing the University of Minnesota campus and surrounding area as writers.

Purpose: The purpose of our writing marathon is twofold. First, we use the writing marathon as a space to build community. Take this time to listen to those joining you on the marathon both during the sharing and as you move from one location to another. Second, the writing marathon invites you engage with and draw on the power of observation and location. What do you experience in these spaces? What does it help or push you to think about?

1. The MWP Style Writing Marathon

The MWP-style writing marathon combines Natalie Goldberg's conceptualization with a format influenced by Richard Louth from the Southeastern Louisiana Writing Project.

- Writers begin a marathon by turning to each other and saying, "I'm a writer."
- We split into writing groups to go to different locations around campus where we write and share our way across the landscape.
- We follow Goldberg's basic rules: allow about 10 minutes of uninterrupted writing time, share, and limit responses to a simple "Thank you" after each reading.
- Emphasis is on giving yourself time and space to write in good company.

2. Natalie Goldberg conceptualized the "Writing Marathon" in *Writing Down the Bones*:

Everyone in the group agrees to commit [themselves] for the full time. Then we make up a schedule. For example, a ten minute writing session, another ten minute session, a fifteen minute sessions, two twenty minute sessions, and then we finish with a half-hour round of writing. So for the first session, we all write for ten minutes and then go around the room and read what we've written with no comments by anyone....A pause naturally happens after each reader, but we do not say 'That was great' or even 'I know what you mean.' There is no good or bad, no praise or criticism. We read what we have written and go on to the next person. People are allowed to pass and not read twice during the marathon. Naturally there should be some flexibility. If someone feels the need to pass more often or less often, that is fine. What usually happens is you stop thinking: you write; you become less and less self-conscious. Everyone is in the same boat, and because no comments are made, you feel freer and freer to write anything you want. (150)

3. A Possible Structure

- Time: 90 minutes
- Meet with your group and introduce yourself.
- Travel to the first location.
- Say out loud "I am a writer." Then write for 10 minutes.
- Sit/stand so everyone can see each other and volunteers take turns reading from their writing.
- After everyone has shared (if they choose to), you might briefly share about the *process/experience* of writing (emotions, physical sensations, etc.).
- Move to the next location and repeat the process again.
- Feed your senses. Even when you are not writing, you're a writer on a marathon, so enjoy observing the world as a writer when you venture from place to place.

4. Marathon Options

- **Campus Collections: From the Formal to the Abstract**
Curated and led by Molly Vasich
- **Can You Hear Me?**
Curated and led by Sean Golden
- **Embracing Serendipity**
Curated and led by Kay Rosheim
- **Cool Places to Cry on Campus**
Curated and led by e oroepza and Alan Avilez
- **A River Runs Through You**
Curated and led by Adam Koehler
- **Taking Time**
Curated and led by Ann Thompson

Write

In

Strand Descriptions

Based on information from presenters, the conference committee has created a set of eight strands for the conference presentations. These strands will help attendees find sessions that speak to their interests. Most sessions within a particular strand are in the same room. The strand descriptions below, and on the following Session Schedule, are organized numerically by their room location.

Responding to Writers & Writing: These sessions address various contexts and considerations related to providing feedback to writers and on writing. The combination of writers *and* writing reminds us that there is a close relationship between a writer's writing and their sense of self.

Teacher Identity: These sessions recognize the importance of our professional identities in our work with students and writing. We are not neutral agents—nor should we be! How do we see ourselves? How do students in our classrooms see us? And how are we engaging with these identities in meaningful ways?

Engaging Students: These sessions offer new ideas to revitalize our curriculum through exciting lesson and unit plans. These workshops will include teaching demonstrations along with resources for attendees to take with them. Learn about live action role playing, hip-hop pedagogy, spoken-word poetry, afro-futurism, and video game design.

Writing Craft: These sessions explore the craft of writing in a variety of forms. More than just an activity, they suggest that considering craft is a way to develop the voice of a writer and empower us to speak and create in new and important ways.

Classroom Climate: These sessions examine different components of the environments we and students create in learning spaces, grounding all sessions in the importance of recognizing students as full and complex individuals who deserve just as much attention as our curriculum.

Student Identity: These sessions address the fact that students hold and balance many identities as they navigate multiple expectations from friends, families, and schools. Acknowledging this—and the nuances from one student to another—allows us to think about students and their writing beyond the assignment.

Writing Communities: These sessions look at the relationships between communities and writing, naming the sustaining power of collaboration as we work to challenge isolating or oppressive practices.

Institutional Power: These sessions acknowledge that the work of teaching and learning exist within powerful institutions that influence what we do, say, and think is possible. Changing what we do, how we talk about things, and what we strive for means addressing these systems of power in ways that can be challenging but ultimately rewarding.

Breakout Session Schedule

	FRIDAY, AUGUST 2		SATURDAY, AUGUST 3		
	Breakout 1 (1:15–2:30)	Breakout 2 (2:45–4:00)	Breakout 3 (9:00–10:15)	Breakout 4 (10:30–11:45)	Breakout 5 (1:45–3:00)
Responding to Writers & Writing Room 110	<i>Constructive Coaching Conversations</i> All Ages	<i>Embracing Unthinkable Dilemmas: Navigating Sensitive Topics in Elementary Writing Spaces</i> Elementary	<i>Empowering Our Writers</i> All Ages	<i>Inviting Student Voice to the Revision Process</i> All Ages	<i>Observe-Think-Question: Slowing Down the Thinking Process to Provide Deeper Feedback</i> All Ages
Teacher Identity Room 115	<i>The Role of Teacher-Writers in Modeling What Writers Do in the World and Encouragers of Student Voice</i> All Ages		<i>Understanding Intersectionality to Create Brave Learning Spaces</i> All Ages	<i>Counter-Storytelling: How Witnessing, Remembrance, and Testimony Can Change the Narrative of Teachers of Color</i> All Ages	
Engaging Students Room 120	<i>Practice Spaces for Democracy: Rhetorical Listening through Live-Action Roleplaying Games</i> College		<i>Poetry Writer's Workshop: Power and Possibility</i> Secondary	<i>Switch It Up: Using Afrofuturism to Revitalize the Student Narrative</i> Secondary	<i>Extracurricular Benefits of Video Game Design</i> All Ages
Institutional Power Room 125		<i>Race, Writing, Power, and the Body: Moving Thinking, and Writing Together</i> College	<i>Beyond "Thanks for Sharing": Responses that Validate and Illuminate Institutional Racism</i> College	<i>Consciousness-Raising with White Students</i> All Ages	
Multiple Strands Room 145	<i>Writing Project Site Leadership: A Conversation with Elyse Eidman-Aadahl</i> (Strand: Writing Project Leadership) All Ages	<i>Why the Writing on Demand Unit in C3WP is a Tool for Equity</i> (Strand: Institutional Power) Secondary	<i>Building Bridges and Forging Pathways: Empowering Students with Disabilities in Language Arts</i> (Strand: Classroom Climate) Secondary		<i>Russian for a Deal: Negotiating Solutions to Controversial Territorial Disputes in World Geography</i> (Strand: Engaging Students) Secondary
Classroom Climate Room 315	<i>Humanizing the Classroom</i> Secondary	SHORT SESSIONS <i>Gender Inclusive Writing</i> College <i>Paradigm of Violence</i> All Ages <i>Challenging the Power</i> All Ages	<i>Creating (Learning) Communities for Change Using Reading, Reflection, & Dialogue</i> Secondary	<i>The Hate We Give: Centering Students of Color in the Literacy Classroom</i> College	<i>Let Their Voices Ring: De-Centering Power in the Composition Classroom</i> All Ages
Student Identity Room 335	<i>Transcribing Trauma: Karen Refugee Education</i> Secondary			<i>Creating Literary Activists by Teaching with Critical Race Theory</i> Secondary	<i>Journeys and Movements: The necessity of creating space for the Absent Narratives</i> All Ages
Writing Communities Room 345	<i>Racial Justice Work in Writing Centers/Writing-Centered Clubs</i> Secondary	SHORT SESSIONS <i>Writing Climate Change</i> All Ages <i>Graphic Novels</i> Secondary <i>Identity in Video Games</i> All Ages	<i>Power, Privilege, and Peer Tutoring: Activities at the Intersection of Writing, Research, and Inclusivity</i> College	<i>Mallard Island: The Role of the Writing Retreat in Challenging Structures of Power and Privilege</i> All Ages	<i>Writing as a Way of Being</i> All Ages
Writing Craft Room 355	<i>"Bold in a light place": Writing Toward Empowerment</i> Elementary	<i>Student Satire: Tearing Down Power, Privilege, and Fallacy</i> College	<i>Using Text Sets to Inspire Argumentative Writing</i> All Ages	<i>La Loteria—Celebrating the Trans-Border Collaboration of Juan Felipe Herrera and Artemio Rodriguez</i> Secondary	<i>Making Moves with Evidence</i> Secondary

Breakout 1 Sessions: Friday, August 2, 1:15–2:30

(Rm 110) **Constructive Coaching Conversations (Workshop)**

Jennifer Breezee, Sandra Taylor-Marshall

Explore tools and strategies for engaging in non-evaluative, non-threatening coaching conversations in order to elevate students' achievement in literacy. With a focus on student learning and literacy best practices, conversations among stakeholders become opportunities for reflection, inquiry, collaboration, and growth.

Strand: Responding to Writers & Writing

Geared Toward: Educators for All Ages

#FacilitatingDiscussion #Pedagogy

(Rm 115) **The Role of Teacher-Writers in Modeling What Writers Do in the World and Encouragers of Student Voice (Panel Discussion)**

Dr. Kay Rosheim, Dr. Jodi Baker, Nicole Kronzer

How do we engage students in authentic work that matters to them? In what ways can a teacher-writer's experiences and identity impact the work and identity of student-writers? Our panel of teacher-writers share how their experiences and writing identities have influenced their instruction and empowered their learners.

Strand: Teacher Identity

Geared Toward: Educators for All Ages

#Pedagogy #PoliticalLiteracy #TeachersAsWriters

(Rm 120) **Practice Spaces for Democracy: Rhetorical Listening through Live-Action Roleplaying Games (Workshop)**

Sara Lovett

This session asks how we can help students develop ethical literacy skills through an election-themed roleplaying game, in which participants portray voters, campaign staff, and journalists. After participating in the game, attendees will brainstorm adaptations to use in their own classrooms.

Strand: Engaging Students

Geared Toward: College Educators

#CurrentDebates #PoliticalLiteracy #Power&Privilege

(Rm 145) **Writing Project Site Leadership: A Conversation with Elyse Eidman-Aadahl (Roundtable)**

Kirsten Jansen, Barbara Kato, Katy Smith (Moderators)

This session is a chance for those involved with or interested in Writing Project site leadership to discuss current issues and share resources.

Strand: Writing Project Leadership

Geared Toward: Educators for All Ages

#Leadership #Networking #NWP

(Rm 315) **Humanizing the Classroom (Workshop)**

Patti Minegishi Delacruz

How does a classroom safely invite students to unpack parts of their identities? During this session, teachers will explore methods for facilitating dialog among students as they critically analyze mainstream and personal beliefs on race, culture, and language. Activities are most applicable to middle and high school students.

Strand: Classroom Climate

Geared Toward: Secondary Educators

#CriticalLiteracy #Power&Privilege #Storytelling

(Rm 335) **Transcribing Trauma: Karen Refugee Education (Workshop)**

sa jin kwok

If education and empowerment begin with the self, how can you cultivate critical self-awareness in communities different than your own? Examining the experiences of one Korean Amerasian educator and his Karen students, participants will collaborate and reflect upon making education meaningful for marginalized students.

Strand: Student Identity

Geared Toward: Secondary Educators

#FacilitatingDiscussion #Pedagogy #Power&Privilege

(Rm 345) **Racial Justice Work in Writing Centers/Writing-Centered Clubs (Workshop)**

Shannon Dahmes Puechner

In this workshop, practitioners will brainstorm and crowd-share ideas for developing awareness of racialized and racist language in everyday writing such as school assignments, yearbooks, newspapers, etc. We will also brainstorm strategies for teaching students how to produce more justice-oriented writing in these contexts.

Strand: Writing Communities

Geared Toward: Secondary Educators

#CriticalLiteracy #Power&Privilege

(Rm 355) **"Bold in a light place": Writing Toward Empowerment (Workshop)**

Ellen Fee, Cristeta Boarini

Discover new tools to engage students around four key themes: defining power, feeling powerful, those who empower us, and how we empower others. Participants will experiment with writing prompts and map plans to bring concepts of power and empowerment to their work. Presented by Mid-Oceanographic Institute in association with 826 National.

Strand: Writing Craft

Geared Toward: Elementary Educators

#Poetry #Power&Privilege #Storytelling

Breakout 2 Sessions: Friday, August 2, 2:45–4:00

(Rm 110) **Embracing Unthinkable Dilemmas: Navigating Sensitive Topics in Elementary Writing Spaces (Workshop)**

Luis Estrada Guzman & Jana Lo Bello Miller

Teachers are often led to believe that they need to be better at responding to classroom dilemmas. This presentation will provide an opportunity to analyze thoughts and experiences related to dilemmas around sensitive topics that occur in classroom writing spaces in order to see these as situations to embrace.

Strand: Responding to Writers & Writing

Geared Toward: Elementary Educators

#ClassroomDilemmas FacilitatingDiscussion #Pedagogy

(Rm 115)

(Rm 125) **Race, Writing, Power, and the Body: Moving, Thinking, and Writing Together (Workshop)**

Maija Brown, Jasmine Kar Tang

How might educators responsibly engage with embodiment and mindfulness activities in their classrooms to work toward racial justice and to create supportive spaces for students of color and indigenous students? This is a movement-based writing workshop for teachers to identify how they/we are positioned in relation to others.

Strand: Institutional Power

Geared Toward: College Educators

#Pedagogy #Power&Privilege

(Rm 145) **Why the Writing on Demand Unit in C3WP is a Tool for Equity**

Kelly Sassi

Students deserve reasons for writing on demand that transcend the exigencies of high stakes tests, and every teacher should support students with developing writing on demand skills that will open college doors, advance their careers, and enable them to add their voices to conversations and political actions in their communities.

Strand: Institutional Power

Geared Toward: Secondary Educators

#HStoCollegeTransition #TeachingArgumentation

positions, students gain an awareness of writing's powerful (and often dangerous) appeals, while also undermining those positions and appeals.

Strand: Writing Craft

Geared Toward: College Educators

#CriticalLiteracy #CurrentDebates #Power&Privilege

Short Sessions

Held in two adjacent rooms, the 75 minutes is divided into three 20-minute presentations, including Q&A, with five minutes of move time if attendees wish to switch rooms for another presentation.

2:45–3:05	Presentation 1
3:05–3:10	Move Time
3:10–3:30	Presentation 2
3:30–3:35	Move Time
3:35–4:00	Presentation 3

Attendees are encouraged to move between rooms during Move Time to catch the Short Presentations they wish to see. There will be signs posted outside each room with the presentations. There will also be a volunteer in the hallway to help answer questions and direct people to their desired rooms. See the Short Presentations Descriptions on the following pages.

(Rm 355) **Student Satire: Tearing Down Power, Privilege, and Fallacy (Workshop)**

Ben Melby

We will look at writing samples and activities that students can use to write satirical commentary on the topic of immigration. Exaggerating the rhetorical strategies of anti-immigrant

Breakout 2 Short Presentation Descriptions

ROOM 315

Presentation 1—2:45–3:05

Teaching Gender Inclusive Writing in the French Language Classroom:

Chloe Mais Hagen

How can gender-inclusive language practices be integrated into the collegiate French language classroom in the United States? Teaching writing using gender-inclusive language and non-binary pronouns in French engages students in the polarizing debate on inclusive language in France and creates an inclusive classroom environment for all gender identities.

Strand: Student Identity

Geared Toward: College Educators

#Gender #LGBTQIA+ #Pedagogy

Presentation 2—3:10–3:30

The Classroom as a Paradigm of Violence: Race, Writing, and “States of Emergency”

Dr. Kelvin J. Monroe

This presentation seeks to engage its audience in dialogue along several trajectories: To what extent is the classroom a paradigm of violence? How does Christopher Dorner’s “Manifesto” to America move us toward investing in strategies of redress and ethical classroom facilitation and knowledge production?

Strand: Classroom Climate

Geared Toward: Educators for All

Ages

#ClassroomSafety

#FacilitatingDiscussion #Pedagogy

#Power&Privilege

Presentation 3—3:35–4:00

Challenging the Power of Status and Race in a Classroom Space

Nattaporn Luangpipat

This presentation will question the invisible unbalanced power of status and race in a classroom and the impact of the classroom setting. The presenter will show and discuss how moving human and non-human bodies in the classroom can change the classroom atmosphere and what students can learn from that.

Strand: Classroom Climate

Geared Toward: Educators for All Ages

#ClassroomSpace #Power&Privilege

ROOM 345

Presentation 1—2:45–3:05

Writing Activities for Engaging Audiences to Address Climate Change

Richard Beach

This presentation describes the use of blog/social media posts, place-based writing/digital storytelling with visual representations of climate change effects, report cards assessing local community sustainability efforts, amicus briefs on pending lawsuits, and manifestoes/guides to encourage audiences to take action to address climate change.

Strand: Engaging Students

Geared Toward: Educators for All Ages

#DigitalLiteracy #PoliticalLiteracy

#TeachingArgumentation

Presentation 2—3:10–3:30

Graphic Novels and Reluctant Writers

Jacob Juliar

Students in my high poverty, high trauma middle school are not always interested in reading or writing, but students of all levels respond to the stories they read in graphic novels. I will present on how teacher-created graphic novels can encourage even reluctant writers to write and illustrate their own stories. I will share the process I have used of selecting texts, telling stories, and creating texts.

Strand: Engaging Students

Geared Toward: Secondary Educators

#Non-TraditionalTexts

#Power&Privilege #Storytelling

Presentation 3—3:35–4:00

Storytelling Identity in Video Games

e oropeza

I will be presenting storytelling methods in video games, specifically in how they tell stories about identity.

Through this presentation, I hope to show my findings on how race is told in video games, and how to empower youth to critique these stories.

Strand: Engaging Student

Geared Toward: Educators for All Ages

#Non-TraditionalTexts

#Power&Privilege #Storytelling

Breakout 3 Sessions: Saturday, August 3, 9:00–10:15

(Rm 110) Empowering Our Writers (Workshop)

Sandra Taylor-Marshall

Do you ever start a writing conference wondering what to say to the writer? This session will explore the power of the pause, questioning on a continuum, and ways to empower writers to say more about what's on their minds rather than what they think their teachers want to hear.

Strand: Responding to Writers & Writing

Geared Toward: Educators for All Ages

#FacilitatingDiscussion #Pedagogy

(Rm 115) Understanding Intersectionality to Create Brave Learning Spaces (Workshop)

Dr. Heather Caswell, Dr. Roger Caswell, Stacy Harrison, Kate Miner

We all have a blind spot. Teachers grow cultural competency by embracing awareness of the intersections among race, class, gender and the privileges and oppressions hidden in their blind spots. Participants will explore identity work and intersectionality through resources, materials, and activities they can implement.

Strand: Teacher Identity

Geared Toward: Educators for All Ages

#Power&Privilege

(Rm 120) Poetry Writer's Workshop: Power and Possibility (Workshop)

Julie Kuntz

This demonstration will model a middle school spoken word poetry writer's workshop through collaborative writing activities and spoken word poetry resources. We will also engage in reflection about writer's workshop and the tensions of teacher role and emotional labor when students write about their own experiences.

Strand: Engaging Students

Geared Toward: Secondary Educators

#FacilitatingDiscussion #Poetry #TeachersAsWriters

(Rm 125) Beyond "Thanks for Sharing": Responses that Validate and Illuminate Institutional Racism (Workshop)

Rebecca Disrud

Drawing on Bonilla-Silva's four frames of colorblind racism, this teaching demonstration shares a three-step process and sample phrases developed by university writing center tutors for responding to racist statements and to personal experiences with racism that connect individual comments to larger systems of oppression.

Strand: Institutional Power

Geared Toward: College Educators

#CriticalLiteracy #FacilitatingDiscussion #Power&Privilege

(Rm 145) Building Bridges and Forging Pathways: Empowering Students with Disabilities in Language Arts

Laurie Hahn Ganser, Dr. Meghan Hickey, Jacqueline Pieper

Three educators share work done at Park Center Senior HS to rebuild ELA courses for students with disabilities. Teachers of general education English courses and Special Education English courses built much-needed bridges while students with disabilities were given long-deserved opportunities to write, read, and speak about sophisticated concepts.

Strand: Classroom Climate

Geared Toward: Secondary Educators

#CriticalLiteracy #Curriculum #SpecialEducation

(Rm 315) Creating (Learning) Communities for Change Using Reading, Reflection, & Dialogue (Workshop)

Jessie Smorodin Sarber

We will learn in community through reading an excerpt by a justice-oriented author, writing about it, and discussing race, class, power, and privilege. Participants can expect to leave with a model for engaging students in challenging conversations and suggested texts for fostering reflection on social marginalization.

Strand: Classroom Climate

Geared Toward: Secondary Educators

#Changemaking #PoliticalLiteracy #Power&Privilege

(Rm 345) Power, Privilege, and Peer Tutoring: Activities at the Intersection of Writing, Research, and Inclusivity (Workshop)

Bridget Draxler, Maggie Epstein

Students transitioning to college can benefit from instruction that recognizes how power and privilege play a role in writing and research success. In this session, presenters will share activities used to train Embedded Writing and Research Tutors who provide individualized, inclusive support to first-year college students.

Strand: Writing Communities

Geared Toward: College Educators

#HStoCollegeTransition #Power&Privilege

(Rm 355) Using Text Sets to Inspire Argumentative Writing (Workshop)

Kim Rensch

Using text sets is an excellent way to teach students how to join discussions of civic matters. Participants will explore the use of text sets, where students read for claims, reasons, and evidence; receive graphic organizers to collect reasons, evidence, and commentary; discover resources to shape their own text sets.

Strand: Writing Craft

Geared Toward: Educators for All Ages

#C3WP #TeachingArgumentation

Breakout 4 Sessions: Saturday, August 3, 10:30–11:45

(Rm 110) Inviting Student Voice to the Revision Process (Workshop)

Karla Rempe, Elizabeth Stevens

Looking for ways to shift the work of revision to methods that more fully engage student writers themselves? This workshop will explore three tools teachers can use within the classroom to invite all writers to step up, put their writing knowledge into practice, share their voice, and grow in a strong community of writers.

Strand: Responding to Writers & Writing

Geared Toward: Educators for All Ages

#ClassroomClimate #FacilitatingDiscussion #Power&Privilege

(Rm 115) Counter-Storytelling: How Witnessing, Remembrance, and Testimony Can Change the Narrative of Teachers of Color (Panel)

Alexei Casselle, Jasmine Lane, Leyla Suleiman, Justin Grinage (moderator)

Using counter-storytelling, three English education teacher candidates of color discuss ways in which the need to not only hire but retain teachers of color is desperately needed to begin to change systemic inequities in education. This panel offers a current look at topics concerning scholars of color in education.

Strand: Teacher Identity

Geared Toward: Educators for All Ages

#CriticalLiteracy #Power&Privilege #Storytelling

(Rm 120) Switch It Up: Using Afrofuturism to Revitalize the Student Narrative (Workshop)

Sean Golden

Getting tired of teaching the same personal narrative? Switch It Up!! Learn how afrofuturism can be used in writing! In this 75-minute workshop, the audience will learn the answers to the following questions: what is afrofuturism, how can it be used in the classroom, and the accessibility of afrofuturism for all.

Strand: Engaging Students

Geared Toward: Secondary Educators

#Curriculum #Non-TraditionalTexts #Storytelling

(Rm 125) Consciousness-Raising with White Students (Workshop)

Natalie Owen

Schools have the opportunity to raise white students' consciousness around critical social justice issues, specifically racial justice. We will explore proactive classroom approaches such as hosting productive conversation around race and building the emotional resilience of white students.

Strand: Institutional Power

Geared Toward: Educators for All Ages

#Power&Privilege #RacialJustice

(Rm 315) The Hate We Give: Centering Students of Color in the Literacy Classroom (Roundtable)

Sarah Groeneveld Kenney, Joaquin Muñoz

We explore reading, talking, and writing that engages topics of whiteness, racism, and antiracism on a racially diverse University campus. We will investigate ways that we can offer reading and writing experiences that demonstrate to students of color that they matter and that the classroom space belongs to them.

Strand: Classroom Climate

Geared Toward: College Educators

#Power&Privilege

(Rm 335) Creating Literary Activists by Teaching with Critical Race Theory (Workshop)

Beth Giles

This workshop will discuss using Critical Race Theory to design literature lessons that create student equity activists. Participants will have an opportunity to discuss how this works with a number of commonly taught texts, some new popular texts and other materials such as non fiction texts, or films.

Strand: Student Identity

Geared Toward: Secondary Educators

#CriticalLiteracy #Pedagogy #Power&Privilege

(Rm 345) Mallard Island: The Role of the Writing Retreat in Challenging Structures of Power and Privilege (Workshop)

Kelly Sassi, Beth Waterhouse

Join Beth Waterhouse for a virtual orientation to Mallard Island, between Canada and Minnesota. Next, write with Kelly Sassi, and learn about how the retreat was collaboratively designed to explore Anishinaabe/Ojibwe culture, support indigenous NWP leaders, and challenge existing power structures.

Strand: Writing Communities

Geared Toward: Educators for All Ages

#Power&Privilege #TeachersAsWriters

(Rm 355) La Loteria—Celebrating the Trans-Border Collaboration of Juan Felipe Herrera and Artemio Rodriguez (Workshop)

Charles Sanderson

Participants explore our first Latino poet laureate Juan Felipe Herrera and artwork of Artemio Rodriguez, as they reinvent the magical world of La Loteria. We'll analyze the intersection of art, poetry and politics and create our own Loteria Card that celebrates or dismantles the world in which we live.

Strand: Writing Craft

Geared Toward: Secondary Educators

#Poetry #TeachersAsWriters #VisualArts

Breakout 5 Sessions: Saturday, August 3, 1:45–3:00

(Rm 110) **Observe-Think-Question: Slowing Down the Thinking Process to Provide Deeper Feedback (Workshop)**

Dr. Jodi Baker

Do your student-writers struggle providing effective feedback to each other? Ever feel like your feedback to student-writers is stale or redundant? In this session we will explore a unique way to engage students (and teachers!) in providing deeper feedback to other writers. We will practice multiple applications of the process.

Strand: Responding to Writers & Writing

Geared Toward: Educators for All Ages

#FacilitatingDiscussion #Inquiry #Pedagogy

(Rm 120) **Extracurricular Benefits of Video Game Design (Workshop)**

David Binkard

Video games are everywhere these days! But what are the educational benefits of MAKING them? This presentation will examine the multidisciplinary aspects of extracurricular video game design, how it incorporates out-of-classroom skills and knowledge, and feature a hands-on demonstration of the branching narrative!

Strand: Engaging Students

Geared Toward: Educators for All Ages

#DigitalLiteracy #Pedagogy #Storytelling

(Rm 145) **Russian for a Deal: Negotiating Solutions to Controversial Territorial Disputes in World Geography**

Colleen Schmidt, Jeannine Griffith, Holly Reardon

Moving beyond maps and memorization, come learn about a reimagined 8th Grade World Cultures / Geography curriculum. Our unit involves multiple perspectives, claim-making, ranking evidence, and representing Russia / Ukraine in peace negotiations. Students gain a deeper understanding of the complexity of real world issues and power structures.

Strand: Engaging Students

Geared Toward: Secondary Educators

#ClassroomDebates #Curriculum #PoliticalLiteracy

(Rm 315) **Let Their Voices Ring: De-Centering Power in the Composition Classroom (Workshop)**

Amy F. Miller

Participants will have the opportunity to write and reflect on the idea of de-centering power, and to share in small and whole group discussions as we think through ways we can privilege certain voices in our classrooms and ask ourselves how those choices relate to the larger issue of equity.

Strand: Classroom Climate

Geared Toward: Educators for All Ages

#Pedagogy #Power&Privilege

(Rm 335) **Journeys and Movements: The necessity of creating space for the Absent Narratives**

Marian Hassan, Anthology Editor

This session will highlight the collaborations and creation of the first of its kind Anthology of Somali Youth Stories titled: **Crossroads: Stories of Resilience and Hope by Somali Youth**. We will share selections of stories and poems from the Anthology. Teachers will learn about the process of working with young people to tell their stories about the past and the present as a healing practice essential for a positive sense of self and identity.

Strand: Student Identity

Geared Toward: Educators of All Ages

#CriticalLiteracy #EngagingStudents #Facilitation/Discussion

(Rm 345) **Writing as a Way of Being (Workshop)**

Gabrielle Kelenyi, Nattaporn Luangpipat

Inspired by Yagelski's "A Thousand Writers Writing," this workshop demonstrates the capacity of writing-in-the-moment activities to bridge gaps between in- and out-of-school writing. Writers, educators, and students will leave with tools to create educational spaces that invite access, belonging, and meaningful conversations.

Strand: Writing Communities

Geared Toward: Educators for All Ages

#FacilitatingDiscussion #Pedagogy #Teachers as Writers

(Rm 355) **Making Moves with Evidence (Workshop)**

Angela Hase

Participants will experience first hand how to use evidence in different ways by trying a C3WP unit called Making Moves with Evidence. Most students use evidence as an example to back up a point. Teaching students to authorize, extend, and counter can help students create more complex and nuanced arguments.

Strand: Writing Craft

Geared Toward: Secondary Educators

#Curriculum #TeachingArgumentation

***People to
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& ideas***

***connect with,
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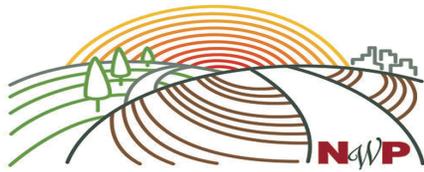
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National Writing Project Midwest Conference

CALL FOR PROPOSALS

2020 (Re)Vision: Looking Backward, Looking Forward, Acting
Now!

Fargo

July 31–August 2, 2020

“If [people] are unable to perceive critically the themes of their time, and thus to intervene actively in reality, [they] are carried along in the wake of change. They see that the times are changing, but they are submerged in that change and so cannot discern its dramatic significance. And a society beginning to move from one epoch to another requires the development of an especially flexible, critical spirit.”
~ Paulo Freire

Join Midwest teachers and writers in Fargo, North Dakota, the homelands of the indigenous Dakota and Ojibwe people, for the 3rd Annual NWP Midwest Conference, and nurture your critical spirit with guest speaker Cornelius Minor, who believes that “[a]s educators, we know that we find much of our power in collaborative work. When our ways of seeing children, planning for them, facilitating opportunities, and reflecting on those experiences are informed by what we learn from each other, all kids benefit” (Minor, 2019, p. xiii). This year’s theme, “2020 (Re)Vision: Looking Backward, Looking Forward, Acting Now!” invites us to (re)vision the work we do (pedagogical, collaborative, community-oriented) by critically perceiving the contradictions “between the ways of being, understanding, behaving, and valuing which belong to yesterday and other ways of perceiving and valuing which announce the future” (Freire, 2005, p. 6).

Looking backward

What do we need to know about our past to fully understand the issues involved in teaching and learning in the present? What do we want to hold on to from our past work at our writing project sites and in our communities? What conversations from previous NWP annual meetings and the Madison and Minneapolis Midwest Conferences do we want to continue? Or change? Why do we seem to have the same conversations over and over again, like those about race and colonization?

Looking forward

In announcing the future, the National Writing Project approaches its 50th anniversary, which occasions several critical questions around the implications for NWP sites, its teacher-leaders, and the communities served. NWP director Elyse Eidman-Aadahl will join us in thinking through these implications as well as questions around the nexus of the NWP national network and local communities. In this way, we can collectively act now in our looking backwards and looking forward.

Acting Now

Our call to “Act Now!” acknowledges that what is needed are not just methods, practices, techniques, but dialogues, collaborations, and emergent pathways that engage rigorously with the idea that “to teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin” (hooks, 1994, p. 13). As with any National Writing Project event, all teachers and their expertise are deeply respected.

Proposal Themes

We seek proposals of 300 words or less that attend to the theme's holistic (future-past-present) as well as its specific points of inquiry (historicizing, strategizing, praxis). Points of inquiry we urge you to consider but to which you are not limited, include:

- equity and empowering change through literacy
- student-centered approaches (empowering student voice, "survivance," trauma & grief writing, strategies for healing & redress)
- emergent teaching and learning practices
- civil/civic discourse/argument
- professional growth & development (thriving as an educator, networking, reading widely, teacher-as-learner)
- rural education
- the construction of what counts as knowledge
- interdisciplinarity (cross-disciplinary teaching & collaboration; disciplinary transgression)
- classroom ecologies and engaged pedagogy (cultivating engaged classroom ecologies)
- geopolitics of knowledge: power, place, pedagogy
- writing process/writing as craft (the *subject* of writing/the *writer* as subject)
- site work (how to re-vision our work, making connections with community and outreach, recruiting teachers, integrating different groups of writers into site leadership)
- understanding the consequences of neoliberalism in education & environments of learning
- issues of educational "safety" vs. "security" (to what extent do they diverge and why?)

Session formats

Conference sessions are 75 minutes in length.

- **Teaching demonstration:** One or more educators model a lesson from their current teaching practice, engaging participants in the activities and reflecting on how such lessons might work in different contexts.
- **Roundtable discussion:** These sessions feature 3–4 speakers and a moderator, with a discussion organized around a specific topic or question. After presenters speak, the moderator facilitates a discussion among presenters and audience members.
- **Individual presentation:** 15-minute presentation on some aspect of one's teaching, research, and work in education. NOTE: Individual presentations will be grouped together by the conference planning committee and given a moderator to create a full 75-minute session.
- **Panel:** A team of 2–4 educators present aspects of their teaching, research, and work in education organized around a shared topic or theme, engaging the audience in Q&A.
- **Performance:** A presentation involving theater, music, reading, dance, or something else. This may also be participatory. The performance may take the entire session or may include opportunities for the audience and artist(s) to process in some way.

Submit proposals (word limit of 300 words) to <https://tinyurl.com/y59hthft>

References

- Freire, P. (2005). *Education for Critical Consciousness*. New York: Continuum.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Minor, C. (2019). *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*. Portsmouth, NH: Heinemann.

MINNESOTA



WRITING PROJECT

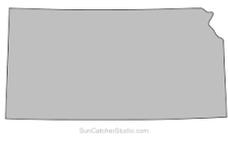
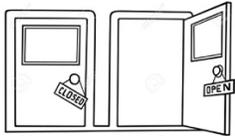
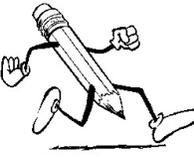
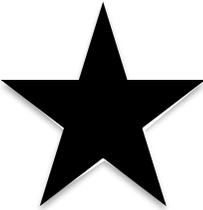
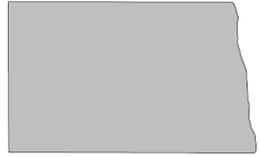
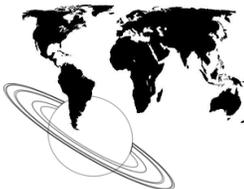


Get engaged!

- Writing and Social Justice Institute (summer 2020)
- Invitational Summer Institute (summer 2021)
- Youth Camps for grades 1–12 (every June)
- Saturday Sessions (throughout the school year)
- School/District Professional Development (by request)
- And more!

Go to z.umn.edu/MWPinterestform to get hooked in and find out more!

Take your MWP Midwest Conference game to the next level by playing NWP MC Bingo! Take pictures of yourself completing the NWP MC Bingo tasks and post them using #NWPMC2019

NWP Midwest Conference 2019 Bingo				
<p>Meet someone from</p> 	<p>Attend a session on Writing Communities</p> 	<p>Meet someone from</p> 	<p>Check out the Weisman Art Museum on campus</p> 	<p>Meet someone from</p> 
<p>Attend a session on Classroom Climate</p> 	<p>Check out the Spoon and Cherry at the Minneapolis Sculpture Park</p> 	<p>Brainstorm ideas for the 2020 NWP MC in North Dakota!</p> 	<p>Attend a Friday Writing Marathon</p> 	<p>Attend a session on Responding to Writers and Writing</p> 
<p>Meet someone from</p> 	<p>Attend a session on Student Identity</p> 		<p>Attend Maria Asp's Friday Keynote</p> 	<p>Meet someone from</p> 
<p>Visit the sculpture at the Physics and Nanotechnology Building</p> 	<p>Attend Bao Phi's Saturday Keynote</p> 	<p>Attend a session on Engaging Students</p> 	<p>Attend a session on Institutional Power</p> 	<p>Check out the Shoe Tree on the West side of the Washington Bridge</p> 
<p>Meet someone from</p> 	<p>Attend a session on Teacher Identity</p> 	<p>Meet someone outside the Midwest</p> 	<p>Attend a session on Writing Craft</p> 	<p>Meet someone from</p> 

Acknowledgements

We wish to thank all who gave their time, energy, and imagination to bring together this conference.

Volunteers:

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Tanya Miller
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Liv Riggins

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Conference Planning Committee:

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Robyn Madson
Leyla Suleiman

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Kelly Sassi, Angela Hase, Kim Rensch, and Ben Melby: Red River Valley Writing Project
Barbara Kato: Chicago Area Writing Project
Katy Smith: Illinois Writing Project

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Most sincerely,
The Conference Chairs

Lee Fisher
Kirsten Jansen
Jasmine Kar Tang
Terri Wallace

Minnesota Writing Project Director
Minnesota Writing Project Co-Director
Minnesota Writing Project Assistant Director
Center for Writing Administrator