

Oregon Writing Project
at Southern Oregon University

2020-21 Site Report



Cover photo

"Teach From Your Best Self" Institute participants, summer 2021

Oregon Writing Project at SOU

2020-21 NWP Site Report

Authors of this report:

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This report documents the work and accomplishments of the Oregon Writing Project at SOU during the 2020-21 academic year.

I. Overview and current context of our Writing Project site

Southern Oregon University (SOU) is a small regional public university serving an extensive, mostly rural, area of the state. The Oregon Writing Project (OWP) at SOU supports teachers' professional development in their classrooms and as leaders in their schools. 2020-21 was our ninth year of re-affiliation with the [National Writing Project](#).¹

In 2020-21, the OWP continued to emphasize the alignment of our work with the university's mission. Now in her final year at SOU, President Linda Schott's energy and focus have helped SOU articulate a clear mission that prioritizes community connections and supports active engagement with our K-12 and community-college colleagues. Dr. Schott's enthusiastic support for the work of the OWP reflects her understanding of our direct contribution to the university's mission as a "regionally engaged learning community." The OWP does this by fostering relationships with teachers and administrators, providing a variety of teacher-led professional development opportunities, offering affordable young-authors' camps, and maintaining strong partnerships with institutions and organizations in our region.

Two SOU faculty members, Dr. Margaret Perrow and Dr. Merrilyne Lundahl, co-direct the OWP. Our intersecting roles help us sustain relationships with teachers as they prepare for a teaching career, continue their professional development as teachers, and become mentors to pre-service teachers. The OWP directors teach in both the English program and the School of Education, working closely with student teachers in secondary schools and with the cooperating teachers who mentor them. The site directors also oversee SOU's Advanced Southern Credit program in English language arts, providing professional learning opportunities for approximately 30 high school teachers (from 12 school districts) who teach these dual-credit courses. Many of these teachers began their careers as undergraduate English majors at SOU, enrolled in the MAT program, and completed their student teaching in classrooms of OWP teacher-consultants.

¹ From 1992 to 2010, the OWP at SOU was an active site supported by a combination of National Writing Project (NWP) federal block grants, and course release time allocated to the site director by the University. From 2010-12 we were an 'inactive' site, due to lack of university support in the wake of the loss of federal funding to the NWP.

This connectivity, or sense of professional ‘home’ throughout their careers that the OWP offers teachers, is part of the vision we hold for the OWP – and is a clear example of the “regionally engaged learning community” that is an integral part of the University’s mission statement.

The OWP also plays a key role in linking teachers with their colleagues. Summer institutes and classes, as well as workshops during the year, create opportunities for teachers to learn from each other’s experience and practice – as participants in colleagues’ workshops, and as facilitators themselves. Summer young-authors’ camps give teachers opportunities to collaboratively develop and try out creative, engaging writing lessons.

A significant change impacting our work this year was a 50% reduction in reassigned time—from eight units (representing two courses) to four units (a single course release, split between the OWP co-directors). This reduction was part of the shared sacrifice faculty and staff were called upon to make in support of SOU’s financial health. Even with two annual course releases supporting the work of our site, the site directors’ time has always far exceeded compensated hours; we have always seen our work as part of our service to the university and community. This was especially true in 2020-21.

Our site had some significant accomplishments in 202-21, especially given the above workload challenges, the impacts of the Alameda Fire, and the continued demands of fully remote teaching. Nonetheless, by January we were up and running/limping, ultimately exceeding the goals we outlined at the end of our 2019-20 site report.

Highlights from 2020-2021 include:

- Workshops and open classes (58 teachers attended one or more workshop/class on teaching poetry for social justice, or the science of reading)
- Intensive institute, Teach from Your Best Self, (36 hours to date; 60 hours in total) attended by 17 teachers
- Summer young writers camps (four camps taught by three teachers and attended by 42 students)

II. The work of the Writing Project: Serving the University mission

In 2020-21, the Oregon Writing Project’s programming—workshops, institutes, and young writers’ camps—directly furthered the University’s role as a learning community in service to our region in the following ways.

Open classes, workshops, and reduced-tuition classes²

Science of Reading workshop March 6, 2021. *See flyer.* This half-day (remote via Zoom) workshop, was led by Sasha Borenstein, author of *How to Teach Reading and Spelling: Bringing the Science of Reading into the Classroom*. Thirty-four teachers (elementary-adult ed) participated in

² Supporting documentation at the end of this report includes flyers and syllabi for the workshops and classes discussed here.

this workshop, taking away engaging, practical strategies to support reading and writing instruction. Participants earned three PDUs through the SOESD. Feedback included comments like:

- *Useful introduction! Felt respectful of teachers, safe for an old dog learning new tricks*
- *Wish I had known so much of this years ago.*
- *Thanks for making it accessible with information, examples, and participation.*
- *The vowel staircase is going to be a game-changer for me!*
- *The connection with like-minded educators was fabulous.*
- *The information was incredible!*
- *This was one of the best workshops I have attended. It was engaging and I learned so much about teaching reading! Finally, after 11 years I get it!*

ENG 509 Structured Literacy: Bringing the Science of Reading into the Classroom. After the majority of participants in the March 6 Science of Reading workshop said they wanted to know more, the OWP created this three-credit graduate-level class for practicing teachers. ENG 509 was offered at a reduced rate of \$100 per graduate credit in winter 2021 and in spring 2021. In summer 2021, we launched a slower-paced version of the course (one credit in each of summer, fall, and winter terms). Margaret Perrow developed the syllabus and served as instructor of record for these courses, which were taught remotely by Sasha Borenstein. Three teachers registered for graduate credits in winter 2021, five in spring 2021, and two in summer 2021. *See syllabus.*

“Spring into Poetry” with Linda Christensen, April 10, 2021. *See flyer.* This three-hour, Saturday-afternoon workshop (via Zoom), led by the always dynamic and inspirational Linda Christensen, focused on using poetry to support student writers in times of rebellion, pandemic, and change. Twenty-two teachers (middle school, high school, college) participated. (16 teachers earned three PDUs each through OWP/SOESD.) Feedback was overwhelmingly positive, and included:

- *Every poem idea was one I plan on using in my classroom!*
- *This is the best Zoom session I've had in a long time! I loved the poems that were shared for modeling. I loved having the chance to write and share with other people. It was fun to be a "student" again, and to hang out with a bunch of people who love words like I do. The session gave me some great ideas to take back to the classroom. Thank you!*
- *This workshop taught me the power of using poetry to process information, develop student writing skills, and build community.*
- *YES! Not only do I have a handful of new poems to play with in the classroom, but I have some examples of my own messy in-progress writing to share with my students.*
- *A lot of juicy actionables for me to use right away in my work :)*

Teach from Your Best Self institute (2021-22) and ENG 507

A \$50,371 grant from the Southern Oregon Education Service District (SOESD) is supporting this yearlong, 60-hour institute. Site director Margaret Perrow and OWP teacher consultant³ Jay Schroder (Central Medford High School) launched the “Teach from Your Best Self” institute in June 2021. This institute represents a departure from our previous intensive institutes, in its foundational and explicit use of reflective and expressive writing to help teachers process experiences/emotions, learn to teach more effectively with less stress, and to respond to challenging situations from a grounded, compassionate stance. Our premise is that this internal work is foundational for culturally

³ OWP teacher consultants are teachers (K-college) who have completed an OWP intensive institute, and who go on to share their leadership with colleagues by leading workshops, giving presentations, providing peer coaching, etc.

responsive and equitable teaching. Seventeen teachers met face-to-face for a week in June and one day in August, and will gather for monthly “second Saturdays” during the academic year 2021-22.

Participating teachers will earn 60 Professional Development Units through the SOESD. Several teachers have opted to earn three reduced-rated graduate credits for ENG 507, Holistic Teaching, a course created by the OWP for this institute. *See syllabus.*

We are collecting feedback regularly, and participants’ comments so far suggest that the institute has been personally and professionally transformative, especially powerful for teachers emerging from more than a year of remote teaching. Margaret Perrow and Jay Schroder will present preliminary findings from this institute at the Holistic Teaching and Learning Conference in Ashland, OR on October 10, 2021.

Supporting young writers

Young authors’ camps

We recruited two new camp leaders and sought financial support from school districts with American Rescue Plan funds, which enabled full scholarships for students from Medford and Eagle Point school districts. We planned six camps, and ultimately offered four (*see flyer*):

- Poetry, taught online by Sherri Beeler
- Sci-fi/Fantasy, taught online by Sherri Beeler
- College Application and Scholarship Essays, taught online by Diane Heider
- Upper Elementary Writing Camp, taught by Katie Boehnlein on the SOU campus

We are pleased with the reach of these camps. By keeping the camp fee low and securing scholarship support, these camps provided 42 students with access to high-quality outside-of-school learning opportunities. The college- and scholarship-essay camp was particularly well attended, situating those students well as they entered their senior year of high school. A parent explained how impactful the upper-elementary camp was for her son:

The first day after camp he said, "Mom, I feel so inspired." He loved every bit of it...And how special that it took place on the SOU campus. It gave us an excuse to talk about college and what possibilities it might hold. We would love to be back!

Scholastic judging

OWP once again served as an adjudicating site for Scholastic’s Alliance for Young Artists and Writers Awards in January 2021. Five graduate students and 14 undergraduate English majors scored student writing submissions online, approximately 8-10 hours of reading each. (Serving as an adjudicator was a requirement for MAT 528B students, launching a discussion of student writing and voice in that winter-term graduate class in teaching English language arts.) Each student judge received a \$50 scholarship in their student account, and a good professional item for their resume. PEAK student Kiersten Hammond once again took the lead coordinating jurors and tracking their work, gaining significant leadership experience.

Partnerships, grants, and publications

University partnerships

Advanced Southern Credit (ASC) professional development

The OWP site directors also coordinate the ASC English program, with benefits to both programs. We invite our 30+ ASC English teachers from high schools throughout southern Oregon and northern California, to OWP events; and we often open our ASC programming to portions of our OWP list.

School of Education

OWP's open courses can serve as a proving ground for classes that can then become part of the formal university offerings (as we have done in the past by piloting courses like Teaching and Learning Grammar in Context, and Teaching Argument-Writing). The enthusiasm and appreciation of the teachers who participated in ENG 509 Structured Literacy points to a gap in teacher-education with regard to the science of reading and its role in literacy instruction. We are currently in conversations with the School of Education, hoping to include ENG 509 Structured Literacy as a formal part of their future graduate-course programming.

District and community partnerships

We have active partnerships with school districts and community organizations including:

- Southern Oregon Education Service District
- Medford School District
- Eagle Point School District 9
- Alliance for Young Artists & Writers / Scholastic
- Oregon Writing Project sites at Lewis & Clark University and George Fox University

Grants

In spring 2021, the OWP received a \$50,371 grant through the SOESD for 2020-21 Teach from Your Best Self Institute (see above).

Publications and presentations

Writing and presenting is a way to share the work of the site (and feature the writing of site leaders and teacher consultants), while also bringing national recognition to the university through the National Writing Project. Some examples from 2020-21:

OWP teacher consultant Camille Schuler gave a presentation on her research on acculturation theory, and its utility in teaching literature in an inclusive AP English class. National Council of Teachers of English annual conference, November 2020.

Site co-director Merrilyne Lundahl gave a presentation, "Teaching Empathy: Rhetorical Situations, Content Warnings, and Compassion in Writing Classes" during the Teacher to Teacher Section of Conference on College Composition and Communication in April, 2021.

Site director Margaret Perrow's book *A Hidden History of Youth Development in South Africa: Learning in Transition* was published in March 2021, and featured on the National Writing Project's *Write Now* website.

Teacher consultant Jay Schroder completed the manuscript of his book *Teach from Your Best Self*, which became the basis for the OWP's equity-focused Teach from Your Best Self institute that launched in June, 2021. He is working on a book proposal for Teachers College Press.

OWP teacher consultants Teresa Connelly, and Kelly Fogg-Johnson and Camille Schuler gave a panel presentation at the 2021 SOESD Equity Summit. "From Access to Equity: Supporting Diverse Students in Advanced High School Classes" was convened, proposed, and moderated by OWP site directors. August 20, 2021, Ashland, OR.

Sustaining the work of the site

Annual renewal meeting

Fifteen people attended this remote event (2/4/21), heard a report on our 2019-20 events, and contributed to our emerging plans for 2020-21. We wrote an inspiring 15-person collaborative poem "I dream a world..." (*see agenda and poem*).

Web Presence

The OWP at SOU is one of the sites featured on the website of the National Writing Project (<https://www.nwp.org/>), where we share our work with site leaders and teachers around the country. Throughout the year, we celebrated the successes of institute participants and teacher consultants, camps, and programs on our Facebook page (<https://www.facebook.com/owpsou>), where we also promote upcoming events and share news/opportunities pertinent to our network. We continue to maintain a website hosted by SOU (<https://inside.sou.edu/owp/index.html>).

III. Looking ahead to 2021-22

As always, we would like to better position our site to find funding to build on our past and current work. Some specific plans for 2021-22 include:

- This past year, we learned more about contracting with districts and accessing American Rescue Act (ARA) funds, and we established relationships with more district leaders. Building on this preliminary work, in the coming year we will seek more funding for students to attend camps, and try to develop a system that fairly reimburses teachers while generating some revenue for the site. We hope that in 2022 we can partner again with school districts to offer face-to-face camps at their sites, as well as hold camps on the SOU campus.
- We are excited about the promise of the Teach from Your Best Self (TFYBS) institute, which is based on the power of expressive writing to help teachers cope with stressful situations, build inclusive learning environments, and work towards equity. We look forward to expanding this institute next year; with the financial support of the SOESD and Jay Schroder continuing as lead facilitator, we envision another TFYBS cohort launching in June, 2022.
- With Jay Schroder taking the lead on the TFYBS institute, we anticipate that Margaret Perrow will be able to offer one additional summer Literacy Leadership Institute or open class such as Teaching and Learning Grammar in Context next summer 2022.

- Offer credit retrieval workshops (perhaps with Medford School District or Eagle Point School District 9) using the approach of C3WP. By locally hosting a spring C3WP institute, we can support teachers in developing curriculum and instruction for summer credit-retrieval programs. We will develop a grant proposal in fall/winter 2021-22.
- Host regular (monthly?) faculty-writing gatherings at the Faculty Writing House, including SOU faculty and OWP teacher consultants.

Longer-term and ongoing goals include:

- Investigate the possibility of a graduate certificate in literacy or teaching writing (check with TSPC, other universities, etc.).
- Solidify a collaboration with the other Oregon WP sites, to share programming and funding opportunities. We have talked about this regularly over the years, and have had a few preliminary discussions with our colleagues at other institutions, but remain challenged to find the time to fully pursue a collaboration.

IV. Concluding Thoughts

The Oregon Writing Project is uniquely positioned at Southern Oregon University to promote connections between K-12 and university programs and instruction. The projects and goals described above reflect the desire and capacity of the OWP at SOU to contribute meaningfully to the mission of the university, as well as the professional development needs of teachers regionally at all stages of their careers, and the field of English language arts more broadly.

For more information, visit www.sou.edu/owp or email owp@sou.edu.

Appendix

“Science of Reading” flyer (March 2021)

ENG 509 “Structured Literacy” syllabus (Spring 2021)

“Spring into Poetry” workshop (April, 2021)

“Teach from Your Best Self” institute flyer (summer 2021)

ENG 507a “Holistic Teaching” syllabus (summer 2021)

Young Writers Camps flyer (summer 2021)

OWP renewal meeting agenda (February 2021)

Collaborative poem “Imagine a World” (February 2021)



*The Oregon Writing Project at SOU is pleased to announce
a workshop with Sasha Borenstein, M.Ed.*

Tips for Teaching: Bringing the Science of Reading into the Classroom

When: Mar.6, 2021, 9:00 am – 12:00 noon

Where: Via Zoom (Zoom link will be sent after you register)

Who: Elementary, middle, and high school teachers who work with students struggling to read and spell at grade level.

Cost: \$15

Join us at this workshop to:

- Learn more about
 - ⇒ *phonology* (sound/letter relationships)
 - ⇒ *orthography* (spelling patterns)
 - ⇒ *morphology* (prefixes, suffixes and root words)
 - ⇒ *etymology* (the origins of English words)
- Experience practical, hands-on strategies to take back to your classroom on Monday morning
- Earn three PDUs

Register here: <https://commerce.cashnet.com/SOU-OWP>

For more information: owp@sou.edu

ENG 509 / Spring 2021
Structured Literacy:
Bringing the Science of Reading into the Classroom
CRN: 7197 / 3 credits

Time & place: April 6– May 27, 2021, 4-6 pm (PST) Tuesdays and Thursdays, Virtual Live format Zoom with Sasha Borenstein, M.Ed.

Instructor: Dr. Margaret Perrow

Contact info: 541-326-7861 howtoteachreadingandspelling@gmail.com

Students who recognize letter-sound correspondences, syllable patterns and morpheme patterns in words of Anglo-Saxon, Latin and Greek origin hold the strategies necessary to read and spell most unfamiliar words. Marcia Henry, Unlocking Literacy

There is no comprehension strategy powerful enough to compensate for the fact that you can't read the words. Anita Archer

Course description

This workshop/practicum in Structured Literacy will guide teachers through the research and the concepts that underlie and govern the English spelling system, answering the question, “Why is this word spelled that way?” Participants will be provided with tools to explicitly and thoughtfully teach all components of reading and spelling of individual words for beginning, emergent, and remedial readers: letter/sound correspondences: phonemic awareness, spelling patterns and syllable types, prefixes, suffixes and roots, and word origins. Teachers will also learn how to assess their students’ skills in each of these key areas and develop strategies to teach students self-correction and self-monitoring skills. Throughout, we will emphasize questions and activities you can use to actively and confidently teach students to grasp *the logic and elegance* of how to spell and read words thoughtfully.

Essential questions

We will grapple with the following essential questions in this course:

- How do students learn to read and spell? What is happening in their brains?
- Is the English language logical and rule bound or chaotic?
- How do I translate the research into how people learn to read and spell into classroom interactions and activities?

Course objectives

After completing this course, you will be able to:

- 1) Know and explain why explicit instruction of literacy skills is necessary for all students to become fluent readers and spellers
- 2) Identify the key instructional components of reading and spelling individual words
- 3) Design lessons and instructional activities that
 - a. Directly and systematically teach the concepts of the alphabetic principle, spelling patterns and morphology

- b. Incorporate phonology, phonemic awareness, and morphology into active, engaging lessons
- c. Apply these decoding and encoding skills to reading and writing activities to help students develop reading fluency
- d. Build students' metalinguistic awareness
- e. Help students meet Common Core Language Standards L.1 – L.3

InTASC focus standards practiced in this course

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #7: Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Evaluation and grading

Course grading: Pass/No Pass

Attendance and participation 50%, practical application and final paper 50%. (A passing grade in this workshop/practicum requires a minimum of 70%.) Here's how to succeed:

- Attend class, participate actively your own learning, and contribute to learning of the group
- Complete assigned readings before class meetings
- Apply the strategies by working with a student or group of students outside of class
- Write a short paper in which you reflect on your experience applying the strategies with a student or group of students (guidelines for this paper will be provided in class)

Texts

Required: *How to Teach Reading and Spelling, Bringing the Science of Reading into the Classroom*, Sasha Borenstein 2021 (included in class fee).

Recommended: *Unlocking Literacy: Effective Decoding and Spelling Instruction*, M.K. Henry, 2014

Accommodations

If you need academic support because of a documented disability (whether psychiatric, learning, mobility, health-related, or sensory), you may be eligible for academic accommodations through Disability Services for Students. Contact the director of DSS at 541-552-6213, or schedule an appointment at the SOU Access Center, Stevenson Union, lower level.

If a child memorizes ten words, the child can read only ten words, but if a child learns ten letters, the child will be able to read 350 three-sound words, 4320 four-sound words and 21,650 five-sound words.

— Dr. Martin Kozloff, Distinguished Professor of Education, UNC Wilmington

The Oregon Writing Project at SOU invites you to

Spring into Poetry!



A workshop with Linda Christensen

When: Saturday, April 10, 2021, 1-4 pm

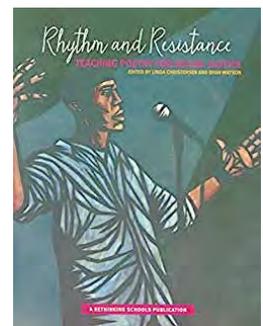
Where: Via Zoom (Zoom link will be sent after you register)

Who: Teachers of all levels—especially middle school, high school, and college

Cost: \$35 (student-teachers \$20)

Linda Christensen is a teacher, social-justice activist, and author. She'll share strategies for supporting student writers during times of rebellion, pandemic, and change.

- Experience a series of poetry prompts and revision activities to take back to your classroom (designed for high school, adaptable to other levels).
- Learn ways to make your classroom a generative space for students to take risks as writers, and improve your ability to give feedback that works.
- Get resources and tips for selecting poems for your classroom.



You'll also get a 20% discount on materials and books from Rethinking Schools (including Christensen's latest book, *Rhythm and Resistance*) and earn three PDUs.



OREGON WRITING PROJECT AT SOU

Spaces are limited! Register online:

<https://commerce.cashnet.com/SOU-OWP>

or email owp@sou.edu for more information.



The Oregon Writing Project at SOU announces

Teach from Your Best Self!

a 2021-22 institute for teachers

Want to create equitable, inclusive classroom communities, where all your students experience safety, significance, and belonging? Looking for ways to teach more effectively with less stress? Join this supportive professional learning community, and learn to transform challenging classroom situations into pivotal moments of possibility and change!

Who:

Middle and high school teachers – all subjects, all southern Oregon districts.

Where:

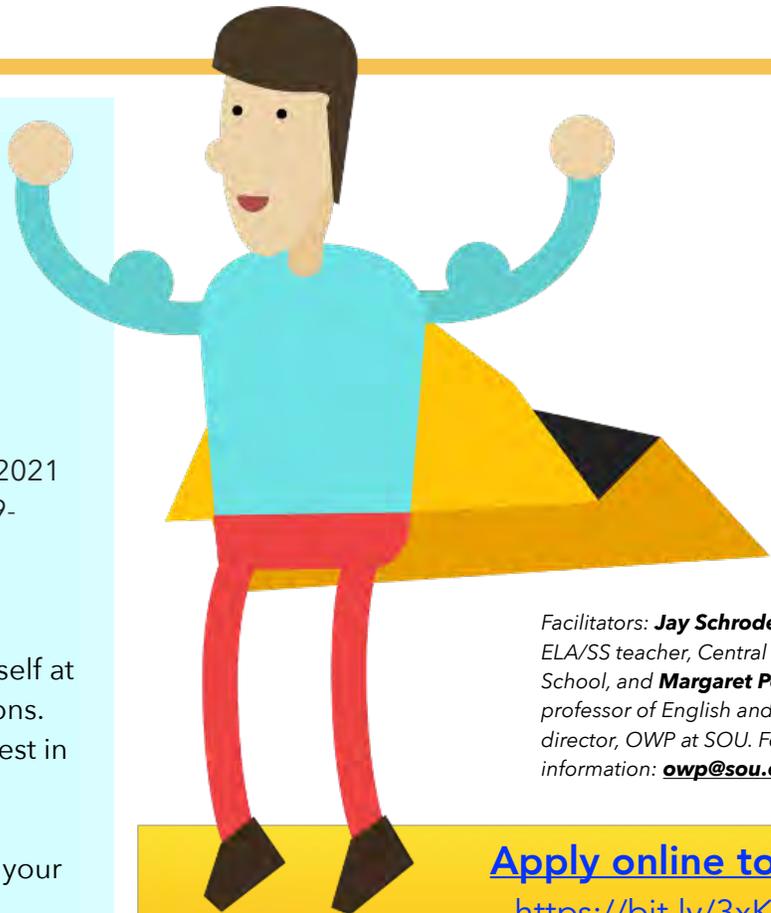
SOU Ashland campus.

When (60 hours):

June 21-25, 2021 (9-3 daily); August 14, 2021 (9-3); eight monthly 'second Saturdays' (9-noon) during the academic year.

What:

- Discover how to teach from your best self at all times, even in high-pressure situations.
- Practice strategies that bring out the best in your students.
- Feel nourished and energized as you leverage the power of writing to build your resiliency and effectiveness.
- Earn 60 Professional Development Units (PDU) and a \$750 stipend.



Facilitators: **Jay Schroder**, ELA/SS teacher, Central High School, and **Margaret Perrow**, professor of English and director, OWP at SOU. For more information: owp@sou.edu.

[Apply online today!](https://bit.ly/3xK4znm)

<https://bit.ly/3xK4znm>

Spaces are limited. **Apply by**

May 28, 2021 for priority consideration.

Preference will be given to teachers with less than five years' teaching experience.



ENG 507a
Summer 2021

**Holistic Teaching (Part 1):
An Institute for Teachers**

CRN: 8872
1 credit

Dates and times: June 21-25, 2021, 9-3 each day, August 14, 2021, 9-3

Place: SOU Ashland campus, Central Hall room 105

Instructor: Dr. Margaret Perrow (with Jay Schroder)

Contact info: 541-552-6632

Course description

This intensive, sustained learning community will explore ways to teach more effectively with less stress. Through course readings, discussions, reflective/expressive writing, and role-plays, participants will learn to transform challenging classroom situations into pivotal moments of possibility and change.

Primary course objectives

This course is designed to:

- 1) Help you teach from your “best self” at all times, even in high-pressure situations;
- 2) Leverage the power of reflective and expressive writing to build your resiliency and effectiveness;
- 3) Begin to revise (or plan new) curriculum and instruction in ways that foster students’ sense of belonging, supporting their receptivity to learning.

InTASC focus standards practiced in this course

Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #7: Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Evaluation and grading

Course grading: A-F

Grade will be based on attendance, active engagement in all seminar activities, and the completion of a short paper in which you 1) reflect on your experience applying the course principles and strategies, and 2) describe your plan for applying the seminar content to your curriculum and instruction in 2021-22. Final paper due September 10, 2021.

Required texts

Culturally Responsive Teaching and the Brain, Zaretta Hammond, Corwin, 2015

Expressive Writing: Words that Heal, Pennebaker & Evans, Idyll Arbor, 2014

Accommodations

If you need academic support because of a documented disability (whether psychiatric, learning, mobility, health-related, or sensory), you may be eligible for academic accommodations through Disability Services for Students. Contact the director of DSS at 541-552-6213, or schedule an appointment at the SOU Access Center, Stevenson Union, lower level.

Coming Summer 2021!



2021 Young Writers Camps

Do you love to write? Would you like to polish and publish your writing?

Spend five mornings discovering and refining your writing talent! Our Young Writers Camps are for students who love to write. These camps offer a unique opportunity to develop creativity and writing skills. Experience in-depth writing instruction and group activities with camp teachers, dedicated time to write, and opportunities to share writing with peers in a relaxed and playful camp atmosphere. We take pride in our low student to teacher ratio that guarantees individual attention.

Campers receive a published anthology containing their writing, and are invited to participate in a fall Young Authors Reading and Reception on the SOU campus.

Spaces are limited!

To register:

<https://bit.ly/3s6CwKw>
or scan the QR code.



Choose a camp for Summer 2021!

Young Writers Camp Grades 4-6

Focus: Fun writing activities for kids who love to write. Multi-genre.

When: June 21-25, 9:00am-12pm

Where: Southern Oregon University

Poetry Writing Camp Grades 6-12

Focus: Dive into your writing while crafting entertaining prose and poetry.

When: June 28- July 2, 10:00am-12:00pm

Where: Online

Sci-Fi/Fantasy Writing Camp Grades 6-12

Focus: Create inventive and believable characters, worlds, and story lines.

When: June 21-25, 10:00am-12:00pm

Where: Online

Young Writers Camp Grades 6-12

Focus: Fun writing activities for kids who love to write. Multi-genre.

When: June 21-25, 9:00am-11:00am

Where: Online

Telling Our Stories Writing Camp Grades 8-12

Focus: Dive into the transformative power of story as we write and share life stories

When: June 21-25, 10:00am-1:00pm

Where: Online

College Application Essay Writing Camp

Focus: Start the school year with having an effective college application essay ready.

Who: 11th graders going into Senior year.

Other grades are also welcome!

When: TBD- Based on individual students

Where: Online

Enrolled Medford School District students will receive full scholarship support

¡Verano de 2021!



Campamento para Escritores Jóvenes 2021

¿Te encanta escribir? ¿Te gustaría refinar y publicar tu escritura?

¡Dedica cinco de tus mañanas en descubrir y perfeccionar tu talento de escritura! Nuestros Campamentos para Escritores Jóvenes son para los estudiantes a los que les encanta escribir. Estos campamentos ofrecen una oportunidad única para desarrollar la creatividad y la escritura. Experimente la instrucción de escritura en profundidad, actividades grupales con los maestros del campamento, tiempo dedicado a la escritura y oportunidades para compartir lo que escribieron con sus compañeros en un ambiente de campamento relajado y divertido. Nos enorgullecemos de nuestra baja proporción de estudiantes a profesores que garantiza la atención individual.

Los campistas reciben una antología publicada que contiene su escritura y son invitados a participar en una Lectura y Recepción en el campus de SOU que sucede en el otoño.

¡Los espacios son limitados!

Para registrarse:

<https://bit.ly/3s6CwKw>
o escanee el código QR.



¡Elige un Campamento para el verano de 2021!

Campamento para Escritores Jóvenes Grados 4-6

Enfoque: Actividades de escritura divertidas para los niños que les encanta escribir. Varios géneros de escritura.

Cuando: 21 al 25 de junio, 9:00am-12pm

Dónde: Universidad del Sur de Oregon

Campamento de Escritura de Poesía Grados 6-12

Enfoque: Sumérgete en tu escritura mientras elaboras prosa y poesía entretenida.

Cuando: 28 de junio al 2 de julio 10:00am-12:00pm

Dónde: En línea

Campamento de Escritura de Ciencia Ficción/ Ficción Grados 6-12

Enfoque: Crear personajes, mundos e historias creativas y creíbles.

Cuando: 21-25 de junio, 10:00am-12:00pm

Dónde: En línea

Campamento para Escritores Jóvenes Grados 6-12

Enfoque: Actividades de escritura divertidas para los niños que les encanta escribir. Varios géneros de escritura.

Cuando: 21-25 de junio, 9:00am-11:00am

Dónde: En línea

Campamento de Escritura- Contando Nuestras Historias Grados 8-12

Enfoque: Sumérgete en el poder transformador de la historia mientras escribimos y compartimos historias de vida.

Cuando: 21-25 de junio, 10:00am-1:00pm

Dónde: En línea

Campamento de Escritura- Ensayos para las Solicitudes Universitarias

Enfoque: Comienza el año escolar teniendo un ensayo efectivo listo para las solicitudes de universidades.

Quien: Estudiantes en el grado 11 que entraran al último año de preparatoria.

¡Otros grados también son bienvenidos!

Cuando: Aún por determinar- basado en los estudiantes

Dónde: En línea

Estudiantes inscritos en el Distrito Escolar de Medford recibirán una beca completa

2/4/21

OWP at SOU Renewal Meeting

4-5 pm via Zoom: <https://sou.zoom.us/j/84793854591>

Welcome

Introductions: *Check Zoom chat for order. Tell us your name, where you teach/taught, and something you've done or hope to do with OWP.*

Report from 2019-20

Possibilities and ideas for 2021

Let's write! Constructing a collaborative poem

Closure and looking forward

Collaborative poetry resources:

https://redroomcompany.org/media/uploads/the_poetry_object/group_poem_warmup.pdf

<https://www.npr.org/2021/01/28/960688815/this-is-our-dream-a-crowdsourced-poem-to-inspire-hope>

Collaborative Poem 2/4/21

“I dream a world...”

I dream a world
 You could step into
 Where nobody expected
 You to be anything
 Or anyone
 A surprise gift even to yourself

A world -- as in a dream -- where unmasked people
 Linger, leave, linger as they please

Of birds of and bugs, where wonder and awe are antidotes

...where abstract fears and outdated superstitions are replaced by real human connection and the
 inclination to thrive

Anxiety and shame no longer hold people hostage - the captives have been set free!

I dream a world in which we enable the dreams of each other.

Dreaming is loving and loving is hard

I dream a world that shoves me out into its blistering daylight once more, forces me to climb. I dream a
 world where I have gear and a group of young people to tug up the slopes behind me.

I dream a world where we are asking them to join
 Being apart but together even if far away
 Feeling the anonymity of sharing without having to feel stared at
 Being courageous from behind an avatar
 Speaking for the first time in the classroom because of the Chat feature
 It isn't all "bad"
 It isn't all a loss of connection
 It isn't all a time for sadness

Where hatred isn't the norm. That kindness is a revolution and opinions matter once more.

I dream a world where everyone knows the value of their worth, a world where they make their stories
 known proudly, without apology

i dream a world that's like a lucid dream where i can see beyond the screen and say, oh, wait, i can
 change this--it doesn't have to be like this, i can choose a different way of being in the now and seeing the
 path forward

I dream a world where kindness always wins over opinions

I dream a world where we could see hearts first and skin second
 Where starry-eyed visions could become the reality that our brown, green and blues eyes see together

Threads of a dream unraveling and waiting for renewal.