DIRECTOR’S CORNER
Funding Opportunities Threatened Under New Administration

Just before National Writing Project site directors and teacher-leaders descended upon Capitol Hill for the Spring Meeting, President Trump released what has come to be known as “The Skinny Budget,” which proposed stripping $13 million from the Department of Education and eliminating Title II funds, which provide funds for the recruitment and training of teachers and principals. It’s where the NWP gets a significant amount of its funding.

The weekend was supposed to be what elected officials call a get-away weekend, which means they all return to their home states, but a planned Saturday vote of the failed health care budget kept everyone in town and also opened up their schedules, which allowed our group of teachers to meet not only with education aides but with several congress people, such as John Larson, Jim Himes, and Joe Courtney.

Everyone we met with expressed dismay over President Trump’s proposals for education funding, but none believed his proposals would come to pass. Rep. Himes was the most dismissive, saying simply that “This is just a proposal. The President doesn’t write the budget. Congress does.” He was certain that Title II funds would be restored by Congress.

When the budget made its way to the Senate, it was declared dead on arrival, and Sen. Cochran (R-MI), one of the original sponsors of the 1990 bill that funded the NWP, decried the potential loss of funds for quality professional development for teachers. So there's still hope!

Jason Courtmanche, Amanda Navarra, Bryan Crandall, Jim Himes, Elizabeth Simison, Danielle Pieratti, Molly Gondelman, Kelly Cecchini, and Katie Grant.
Recognition Night Honors Student Writers and Artists in Connecticut Student Writers

by Alexandra Retter, Summer Writing Intern

Family members, friends and teachers of student contributors to this year's Connecticut Student Writers magazine gathered at the Connecticut Student Writers Student Recognition Night on the evening of Thursday, May 11, 2017, to commend these students' achievements.

The event took place at the University of Connecticut’s Jorgensen Center for the Performing Arts from about 5 to 7 p.m.

Connecticut Writing Project Director Jason Courtmanche said that 2017 marks the magazine's 29th edition. He added he has seen its popularity increase over the last ten years since he became director.

"My first year, we received perhaps 750 submissions. That grew to around 900, then 1000, and then the last three years we have exceeded 1500. Last year we had more than 1700," Courtmanche said. "We're seeing submissions from the students of about 400 teachers from about 200 different schools each year. Next year for the 30th, I hope we can exceed 1800 submissions."

Courtmanche said that event attendance was also at a peak this year.

"For my first several years we had 450, then 500 attendees. Then two years ago we exceeded 700 for the first time, and last year exceeded 900. This year we had to have exceeded 1000. The orchestra area seats 1300 plus and we were pretty filled up," Courtmanche said.

Courtmanche and Connecticut Student Writers Editors-in-Chief Susan Laurençot and Marcy Rudge gave opening remarks and introduced staff members from both groups to event attendees.

"There are about 78 student writers published in the magazine, another 30 published artwork in the magazine and about 330 will receive an honorable mention, which still is total only about 27 percent of the submissions," Courtmanche said.

Courtmanche said that with a greater number of submissions has come the award of more honorable mentions.

"We used to publish about 78 students and give honorable mention to an equal number (roughly 6 per grade level) but last year we awarded 330 or so awards total and this year about 440," Courtmanche said.

Courtmanche said that help from teachers and students contributes significantly to the magazine's production. This includes the volunteer labor of around 25 teachers, as well as the part time labor of one graduate student and two undergraduate interns, "none of whom have ever done this before, and all of whom have other projects."

"(The magazine) really is a testament to all of you. I sure couldn't do it alone. It's a huge job," Courtmanche said.

Rudge expressed gratitude to the student contributors' family members for the role they play in the magazine's creation.

"Thank you to the families for their encouragement, their patience, for their monetary funding to your great artists," Rudge said.

Courtmanche then introduced keynote speaker Gina Barreca, an English and Feminist Theory Professor at UConn.

"Gina Barreca is a scholar in her own right and does a lot to get her students' writing published," Courtmanche said. "If you read an editorial in the Hartford Courant by an 18 to 22-year-old, they were probably taught by Gina Barreca."

In her keynote speech, Barreca discussed the importance of storytelling in her own life and encouraged students to continue to write and be creative.
“Writing everything down makes you a witness to your own life and lets you tell your story in your own way, lets you make sense of the world in your own way,” Barreca said. “When your voice comes through, people want to celebrate it; it’s one of the most meaningful things that can happen. Congratulations. Keep doing it. Keep making trouble. Keep making stories.”

Next, one selected student from each grade level, Kindergarten through twelfth grade, read his or her magazine submission to the crowd from a podium at center of stage.

Laurenço and Rudge then distributed a certificate and free copy of the magazine to student art contributors, students with writing published in the magazine and students who received an honorable mention. The Editors-in-Chief called these students’ names and invited them to the stage to receive the items.

One grade level at a time came to the stage. Students shook hands with the Editors-in-Chief, Barreca and Courtmanche as they crossed the stage with their certificates and magazines.

“It was a very good experience for her to receive the award she got,” Laeda Esposito, relative of a student, said.

7th grade student contributor Sydney Soucy said the Connecticut Student Writers magazine gave her the opportunity to write humorously about a part of her daily life.

“I kind of just wrote what sounded good to me, then sorted it until it sounded good and kind of comical and funny,” Soucy said. “I wrote a poem about a computer and if it could say something, what it could say.”

To conclude the event, Courtmanche acknowledged teachers who have a substantial number of students with work published in this year’s magazine. He first recognized teachers who accomplished this high rate of student publishing at the grade K-6 level, then the grade 7-12 level.

“We have been giving Platinum, Gold, Silver, and Bronze awards to teachers who have multiple students published or honored each year. The Platinum only goes to a teacher or two. Last year I gave awards to grade K-6 teachers with two or more honored students and grade 7-12 teachers with three or more, but I had to up the ante to 3 and 4 this year or else I would have been honoring 60 teachers,” Courtmanche said.

According to Courtmanche, donations and grants will be sought for next year and in future years to offset its $10,000 to $12,000 cost. This cost arises from magazine, program and certificate production, in addition to Jorgensen’s rental, catering, advertising and keynote speaker honoraria (this year’s keynote speaker was pro bono), he added.

“It’s an incredibly worthwhile endeavor but more costly than I think people realize,” Courtmanche said.

Courtmanche said that other measures have been taken to meet the magazine’s production costs.

“A few years ago, Scholastic contacted me about hosting an annual Region-at-Large Judging site for their annual contest, which we have done,” Courtmanche said. “About 20 to 25 teachers sign up and score about 100 submissions apiece, for which Scholastic gives us about $2000 to $2500, which helps defray our expenses for our own magazine.”

Planning has begun for next year’s event, Courtmanche said.

“For the 30th next year, we already have a date (Thursday, May 10) and a keynote speaker—Matt de la Peña, who recently won the 2016 Newbery Medal and the National Council of Teachers of English (NCTE) Intellectual Freedom Award for Last Stop on Market Street,” Courtmanche said.
CWP Teachers’ Participation in College Readiness Project Leads to Publication

Deep Reading follows up on success of What Is 'College-Level' Writing?

by Alexandra Retter, Summer Writing Intern

Last year, CWP Director Jason Courtmanche and several other Teacher-Leaders of the CWP served on the Connecticut College Readiness Project at the University of Saint Joseph. These included Kim Kraner (SI 14), Tami Fagan (SI 99), Amanda Navarra (SI 07), Amanda Greenwell (SI 15), and Kelly Cecchin (SI 01).

The program, run by the Center for Academic Excellence, brought together eight high school English teachers from Hartford, Manchester, Rocky Hill, and Avon along with twelve college and university English professors from Manchester Community College, Central Connecticut State University, the University of Saint Joseph, and UConn.

CWP interns Amarís Vasquez and Kelsey Dias also participated on one panel.

The goal of the program was to discuss college-level writing and to plan collaborative endeavors between and among high schools and colleges.

Among the participating professors was Patrick Sullivan of Manchester Community College and lead editor of What Is 'College-Level' Writing? Volumes 1 and 2, published by NCTE. At the conclusion of the program, Patrick invited his colleagues to contribute proposals to a new volume on college-level reading.

That invitation has resulted in Deep Reading: Teaching Reading in the Writing Classroom, also published by NCTE, which came out in print this Spring.

Besides Patrick Sullivan as editor alongside Howard Tinberg and Sheridan Blau, three members of the CCRP add their voices to the discussion that surrounds the connections between college-level reading and college-level writing. They are Jason Courtmanche, Kelly Cecchini, who is the head of the English Department at Manchester High, and Ellen Carillo, Associate Professor of English and Coordinator of Writing Programs at UConn-Waterbury.

Kelly Cecchini, who along with Amanda Navarra is currently running the CWP’s College Ready Writers Program High Need School grant, contributed the essay “Getting Our Students Ready for College and Career: It Doesn’t Have to Be Greek to Us.”

“I was asked to write about my experience in improving college and career readiness for students at Manchester High School,” Cecchini said. “I had previously been involved with a federally funded grant program (the College Access Challenge Grant) that charged participants with (a) increasing the rigor of high school ELA curricula—in particular for 12th grade students—and (b) working closely with post-secondary institutions to ensure a more seamless transition from 12th grade to college.”

Cecchini said she enjoys her work as an educator and was pleased to write about that work in her contribution to the collection.

“Because I teach high school English and also teach as an adjunct at UConn and two community colleges, I was pretty excited to do this work—and to write about it,” Cecchini said. “We had impressive success in improving the transition for MHS students, and my curriculum has now been adopted by five or six other Connecticut high schools.”

Professor Carillo’s essay “Preparing College-Level Readers to Define Reading as More than Mastery” expands upon her recent research into transfer, which is a shorthand term to describe the complex cognitive processes that inform the reading-writing connection. Her new book, Securing a Place for Reading in Composition: The Importance of Teaching for Transfer, was just published by Utah State University Press (2015).

Professor Courtmanche’s essay “Why Read? A Defense of Reading and the Humanities in a STEM-Centric Era,” grew out of a two-year research study he conducted of Honors First-Year STEM majors taking a First Year Experience course with him on the importance of reading literary fiction. He has made several recent presentations of his research at NCTE, MLA, and ADE conferences on panels sponsored by the MLA’s Committee for K-16 Alliances, of which he is a member.

The book can be purchased here: https://secure.ncte.org/store/deep-reading.
Teacher-Leaders Meet with DC Legislators and Aides to Advocate for Funding

At the National Writing Project Spring meeting, the CWP Director, four teachers, and two undergraduates joined site directors and teachers from around the country to conduct legislative visits. Danielle Pieratti (SI 14) of South Windsor High and Elizabeth Simison (SI 14) of Bacon Academy in Colchester were joined by Amanda Navarra (SI 07) and Kelly Cecchini (SI 01) of Manchester High. Danielle, Elizabeth, and Amanda ran the College Ready Writers Program grant this past year, which Kelly participated in, and Amanda and Kelly will be running the next phase of that grant, which requires the CWP to partner with a specific high need middle or high school—in this case, Manchester High.

The Teacher-Leaders, CWP-Storrs Director Jason Courtmanche and CWP-Fairfield Director Bryan Crandall met with the education aides for Senators Murphy and Blumenthal, and Representatives DeLauro, Courtney, Larson, Himes, and Esty. Congressmen Larson, Himes, and Courtney met personally with the Directors and the teachers. Both Senators and four of the Representatives (being on the Appropriations Committee, DeLauro cannot sign) signed the Dear Colleague Letters in support of a set aside of Title II funds for Teacher Professional Development, which permits national professional development organizations such as the National Writing Project to continue to compete for federal funds.

As part of an Independent Study in Grant Writing, the Director sponsored the submission of a Travel Grant to the Office of Undergraduate Research, which was awarded at $500. This helped defray the cost of bringing two undergraduates to DC to meet with legislators and education aides alongside the teachers.

Katie Grant, a sophomore who was just admitted into the Neag School of Education for Secondary English, and Molly Gondelman, a senior double-majoring in English and Women’s, Gender, and Sexuality Studies, joined the teachers in their meetings and later made poster presentations at UConn on their research. Katie will be interning with the CWP in the fall, and she and the Director will be pursuing other undergraduate grant opportunities.
CWP Wins Additional $20,000 to Continue Work of College Ready Writers Program
Also receives $15,000 grant for 2017-2018 Teacher Leadership Institutes

This August the CWP will close out an 18-month grant of $20,000 for the College Ready Writers Program. We ran a three-day Advanced Institute last June for 21 secondary English teachers from 14 different school districts, most of which were high need (meaning at least 50% of the students served qualify for reduced or free lunch). There were also four teachers who worked on special payroll to run that program. Following last summer’s Advanced Institute, the teachers met quarterly in one of two locations (Storrs or Manchester/Glastonbury) to discuss writing assignments, analyze samples of student writing, and enter data into a database administered by the National Writing Project. At the November NWP Annual Meeting, our site earned kudos from the national administrators of the CRWP because our participating teachers far exceeded the average for number of samples of student work scored and entered into the database.

Building on our success with the CRWP grant, this February we learned that we had been awarded an additional $20,000 for another 18-months to continue the work of the CRWP grant, this time partnering with a specific high need school. We have partnered with Manchester High (and will also be working secondarily with Illing Middle School in Manchester, Manchester Community College, and Rockville High). This grant requires the participation of at least 75% of the English Department at the high school, which is 14 teachers. We will also be working with 4 to 6 members of the Social Studies Department, 1 or 2 members of the middle school’s Language Arts Department, 2 members of MCC’s English Department, and 3 to 4 members of Rockville High’s English Department. There will be another 3-day Advanced Institute this June, followed by regular professional development during the academic year in Manchester High, and monthly Saturday workshops in Storrs. The grant requires that at least 20 teachers participate in 25 hours of PD by December 2017, and in 45 hours by August 2018.

This February we were also awarded $15,000 for the period of March 1, 2017 to August 31, 2018 as part of a Teacher Leadership grant. This grant will help fund Fellowships for teachers to attend the 2017 and 2018 summer institutes. The grant requires that at least 12 new teachers receive funding. We have 10 participating in this summer’s institute.

CWP-Storrs Partners with Mark Twain House and Museum to Pursue NEH Grant

Currently, the CWP is one of five National Writing Project sites working together to compile a proposal for an NEH Community Conversations grant. The application is due this August, and if awarded would provide $20,000 for each of the next three years to partner with the Mark Twain House and Museum to provide community programs around the theme of Home. Our application involves issues of race, and includes the participation of UConn English professors Shawn Salvant and Martha Cutter, both of whom specialize in Africana Studies, and University of Saint Joseph English professor Kerry Driscoll, a noted Twain scholar.

Other participating NWP sites and museums include Red River Valley Writing Project and the Fort Totten State Historic Site in North Dakota, the Nebraska Writing Project and the Homestead National Monument and Heritage Center, the Bay Area Writing Project and the Rosie the Riveter World War II National Historical Park in California, and the Red Clay Writing Project and the Gullah/Geechee Cultural Heritage Corridor in Georgia. Funding is for three years of programming.

35th Invitational Summer Institute at CWP-Storrs runs June 26 to July 21

A small but talented cohort of ten teachers will comprise the CWP’s 35th Summer Institute. Fifteen teachers applied to the 2017 Summer Institute. In April, we completed interviews of a very strong group of applicants, and offered 10 Fellowships. All ten have accepted our offers.
This year’s group is young, with seven of the teachers having fewer than five years teaching experience, but there are also three veteran teachers, one with 20 years experience who is also the head of his department. Most are secondary English teachers but we also have one sixth-grade LA and Social Studies teacher and one high school social studies teacher.

Two participants are preservice and in Neag’s IB/M program. Another is in Neag’s 6th Year program in Curriculum and Instruction. One is currently an Early College Experience English teacher and one is applying the credits toward her application to be one. One is the lead teacher in the CWP’s collaboration with the Writing Center on our Secondary School Outreach Program. Her school—Mansfield Middle School—will be where we help set up a writing center next year. One currently teaches in a high need district (Manchester), and is also participating in our College Ready Writers Program High Need School grant.

This cohort will bring our numbers of SI participants to 529.

Writing Center Secondary School Outreach to Hold 10th Annual Conference

On September 29, the University Writing Center and the CWP will host the 10th installment of the annual fall Writing Center Conference to support middle and high school teachers in their endeavors to establish peer writing centers in their school.

This year’s partner teacher and school were Melanie Zamorski at Sport and Medical Sciences Academy in Hartford. The partner teacher and school for 2017-18 will be Melissa Batulevitz from Mansfield Middle School.

A peer writing center at MMS will complement the writing center at Ashford School so that two of the three towns that send students to E. O. Smith, which hosts one of the most established of the writing centers we helped establish, will host writing centers of their own. Melissa will be attending the Summer Institute this summer.

To learn more about the fall conference, go here: [http://writingcenter.uconn.edu/high-school-outreach/](http://writingcenter.uconn.edu/high-school-outreach/).
MA for Teachers Graduates First Student, Looks to Expand

Evening, Summer, and Online graduate courses being considered

Five years ago, the Executive Committee of the English Department approved the CWP Director’s proposal for a program to enable qualified high school English teachers to earn an MA in English. Courtney Payzant (SI 15) became the first teacher to complete this program this May.

Currently there are two other teachers enrolled in this program—Kim Kraner (SI 14) and JD Marona. The CWP Director and Writing Center Director Tom Deans have been working the Department Head, the heads of Graduate English and First-Year Writing, and representatives from Neag to expand and improve this program in response to new certification legislation and NACEP standards.
Awards, Grants, New Jobs, and other Accomplishments and Cool New Happenings

*Professor Wendy Glenn of the Neag School of Education, who supervised the Secondary English Education program, has accepted a new job at University of Colorado-Boulder. Dani King will be teaching Wendy's classes while a search is conducted for a new supervisor.

*CWP Director Jason Courtmanche (SI 99) was nominated for the Outstanding First Year Experience Teaching award for the second year in a row.

*Amy Nocton (SI 14) took a new job at EO Smith, where she wrote a new AP curriculum for Spanish 4 and chaperoned students abroad to Salamanca, Spain. This year and next she will be teaching UConn Spanish, as well. Amy just completed her second year of teaching English 1003 in Storrs.

*Vicky Nordlund (SI 95) of Rockville High and Susan Laurençot (SI 15) of Montville High will be teaching this summer in the Neighborhood Studios Program sponsored by the Greater Hartford Arts Council and hosted by the Mark Twain House and Museum.

*Susan Laurençot (SI 15) was awarded a Fund For Teachers grant to go to Italy to write about her family. Her research will become part of an ECE English project in which students will be working on an assignment about their own ancestral ghosts. Susan has also organized a poetry series at the Hygienic Art Space in New London. This has included many CWP teachers and their students, including Montville High's Wendy Halsey (SI 02), The Metropolitan Learning Academy's Rebecca DiPinto (SI 15), South Windsor High's Danielle Pieratti (SI 14), and Willimantic's Arts at the Capitol Theater's John Wetmore (SI 14).

*Ricki Ginsberg (SI 09) (formerly of Rockville High) received her PhD in Curriculum and Instruction from the Neag School of Education and accepted a job as Assistant Professor of Education at Colorado State University.

*Jacqueline Kremer (SI 16) of Huntington Elementary School in Norwich had her essay "Relay Race" published in Chicken Soup for the Soul: Random Acts of Kindness.

*Kate Craven (SI 13) started a new position at Ashford School as Writer's Workshop and Digital Literacy Teacher. She also became a Fund For Teachers Fellow and will be traveling to Germany to follow the Brothers Grimm Fairy Tale Trail this summer. She presented a paper titled “Transferring Responsibility: Helping students understand their responsibility as 21st century learners” at the NELMS conference. She also worked with Teachers in Space to design a cubesat that was launched into low earth orbit, and wrote about the experience at ashfordadventures.weebly.com.

*Jenn Todisco’s (SI 09) ECE American Studies students from University High School in Hartford were First Runners Up in the ECE’s Globalization and New Migrations Patterns Conference.

*Steve Straight (SI 91) of Manchester Community College published a chapbook of poems titled Some Assembly Required. He was also the Hartford Courant’s June Poet of the Month: http://www.courant.com/entertainment/arts-theater/hc-ct-poet-for-june-20170610-story.html#nt=featured-content.

*Sarah King (SI 12) of the Masters School in Simsbury received a Small Classroom Grant from the ECE program and won the ECE program’s Excellence in Course Instruction award.

*Dara Bowling (SI 10) brought YAL author Laurie Halse Anderson to Windham High’s Locked-In for Literacy event.

*Kisha Tracy (SI 10) just earned tenure in the English Department at Fitchburg State University.

*Alexandria Bottelsen (SI 16) took her first job at Danbury High.

*Eric Maroney (SI 11) is now the head of the English Department at Engineering and Science University Magnet School in New Haven.

*Lauren Midgette (SI 12) of Sage Park Middle School in Windsor received The William A. Yandow Educator's Award from The Bushnell, recognizing local educators who use the arts to foster transformational growth, and presented two papers at Confratute.

*Shirley Cowles (SI 10) was one of two English teachers accepted into the Stanford Hollyhock Leading Fellowship. This national fellowship is a continuation of the 2-year Stanford fellowship that she completed this past year with a team from her school (Bulkeley High in Hartford).

*Shirley Cowles (SI 12) of Sage Park Middle School in Windsor received The William A. Yandow Educator’s Award from The Bushnell, recognizing local educators who use the arts to foster transformational growth, and presented two papers at Confratute.

*Jane Cook (SI 07) received her 6th Year Certificate of Advanced Graduate Studies in Educational Administration from the Isabelle Farrington College of Education at Sacred Heart University, and received the Dean’s Outstanding Research Award.

*Jessica Gillespie (SI 08) of Griswold High received her 6th year degree in Administration through Sacred Heart University. She was also the Griswold Public Schools teacher of the year.
Connecticut Writing Project, TWR

*Courtney Payzant (SI 14) of Lyme-Old Lyme High School became the first teacher to complete the UConn English Department’s MA for Teachers.

*John Wetmore (SI 14) of ACT Magnet High School in Willimantic was named Manchester Community College’s Outstanding Young Poet for 2017.

*Amanda Greenwell (SI 16) from USJ published “Rhetorical Reading Guides, Readerly Experiences, and WID in the Writing Center” in *WLN: A Journal of Writing Center Scholarship*, and has had two additional papers accepted for publication in *Children’s Literature and Jeunesse: Young People, Texts, Cultures*. She also presented two papers at the Annual International Conference of the Children's Literature Association, and won the Children’s Literature Association’s 2017 PhD-level Graduate Essay Award for “Jessie Wilcox Smith's Critique of Teleological Girlhood in ‘The Seven Ages of Childhood.’”

*Vicky Nordlund’s (SI 91) Creative Writing Program at Rockville High had a typically successful year, with 122 Scholastic Arts and Writing Awards, and a variety of other awards from the CT Slam Team, the Wallace Stevens Poetry Contest, the Sunken Garden Fresh Voices Poetry Contest, Poetry Outloud, the Eugene O’Neill High School Playwriting Competition, the Hartford Stage’s Write On! Program, and many others.

*Vicky Nordlund’s students also earned 1st and 2nd place honors in the Wallace Stevens Poetry Competition, and Kim Kraner’s students from Avon High attended the Wallace Stevens Poetry Program at Classical Magnet School in Hartford, which this year featured poet A. E. Stallings.

*Gillian Zeiger (SI 13) took a new job at Willington High School as their new library/media specialist.

*Emma Kraner, the daughter of Kim Kraner (SI 14), just earned her BA in English and won the Creative Writing Program’s Collins Literary Prize for her poem “Uffizi Gallery.” Emma also won Honorable Mention for her poem “Dissection.”

Recent interns have had success:

*Shannon Bollard (Spring 15) won the English Department’s Distinguished Scholar Award.

*Eric Miller (Fall 15) was accepted into the MSED program in Literature, Culture, and Language Education at Indiana University.

*Amaris Vasquez (Fall 15 and Spring 16) is completing her MA in Student Affairs Administration at George Washington University and just accepted a position as Exchange Program Assistant.

*Julia Vitti (Fall 16) and Kat Kelly (Spring 17) were accepted into Neag’s TCPCG for SPED and Secondary English Education, respectively.

*Kelsey Dias (Fall 16) was accepted into Boston University's MA program in Secondary English Education.

*Ally Rodman (Fall 15) hiked the entire Appalachian Trail between February 2 and June 8.

Former CWP graduate assistants have done well, too:

*Shawna Lesseur (09-10) just accepted a new position as Program Coordinator with UConn Environmental Health and Safety.


*Joel Nebres (12-13) is now the Academic Advisor and Internship Administrative Coordinator in the Communications Department at UConn.

*Sara Austin (14-15) has been awarded the ChLA Hannah Beiter Graduate Student Research Grant for archival research for her dissertation project, “The Evolution of Monsters in Contemporary American Children’s and Young Adult Culture.”
The 36th Invitational Summer Institute at the CWP-Storrs

Now is the time to apply or recommend a colleague to the Summer Institute.

Application deadline is March 19, 2018.

Go to http://cwp.uconn.edu/summer-institute/

Orientation will be May 12.

The Institute will run from June 25 to July 20.

Contact Kelly Andrews-Babcock at ab_crunch@hotmail.com or Jason Courtmanche at jason.courtmanche@uconn.edu for more information.

The 30th edition of Connecticut Student Writers magazine

Submission deadline January 22! Reading Day is February 10!

It’s never too early to submit your student writing!

The online submission form is here:

http://cwp.uconn.edu/student-writers-magazine-submission-form/

Or you can mail in a submission to cwp@uconn.edu or snail mail it to our address (found on the back page of the newsletter).

Recognition Night will be Thursday, May 10, and our keynote speaker will be Newbery-award winning author Matt de la Peña.
The Connecticut Writing Project (CWP)-Storrs, one of the oldest sites of the National Writing Project, was established at the University of Connecticut in 1982. The CWP offers a variety of professional development services to teachers and school districts, as well as a state-wide student writing contest. Through its annual Invitational Summer Institute, the CWP offers opportunities for professional growth to teachers in all disciplines who recognize the worth of using writing as a means of learning any subject matter. Improving writing skills improves thinking skills and thus leads to higher levels of achievement in all areas.

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