

THE UCI WRITING PROJECT, THE WRITE CENTER, AND  
THE NATIONAL WRITING PROJECT PRESENT

# Healing Hearts, Growing Minds: Creating Just and Equitable Classrooms through Next Generation Literacy Instruction

## In-Person Program

**DECEMBER 7, 2023**

8:45 A.M. - 3:45 P.M. PST  
9:45 A.M. - 4:45 P.M. MST  
10:45 A.M. - 5:45 P.M. CST  
11:45 A.M. - 6:45 P.M. EST

### Featured Speakers:

ANTERO GARCIA  
TRICIA EBARVIA  
PATRICK HARRIS  
NICOLE MIRRA  
ALIX DICK  
JESSICA EARLY  
JIM BURKE  
DEBORAH DEAN  
JENNIFER FLETCHER  
STEVE GRAHAM, RUI ALVES,  
XINGHUA LIU, KAREN HARRIS,  
AND MICHAEL HEBERT

### Co-sponsored by



[writingproject.uci.edu](https://writingproject.uci.edu)

# SCHEDULE

**8:00 - 8:45 A.M. PST**

**REGISTRATION**

**8:45 - 10:00 A.M. PST**

**MORNING KEYNOTE ADDRESS:**

Antero Garcia

Shift, Return, Heal: Creating Classrooms as Sites of Healing and Equity (Livestream)

**10:00 - 10:15 A.M. PST**

**BREAK**

**10:15 - 11:45 A.M. PST**

**MORNING WORKSHOPS**

Alix Dick & Antero Garcia  
Jennifer Fletcher  
Patrick Harris  
Nicole Mirra (Featured Livestream)  
Jim Burke  
Deborah Dean  
Jessica Early

**11:45 - 12:45 P.M. PST**

**LUNCH**

**12:45 - 2:00 P.M. PST**

**AFTERNOON KEYNOTE ADDRESS:**

Tricia Ebarvia

Let's Get Free: Anti-bias Literacy Instruction for Stronger Readers, Writers and Thinkers (Livestream)

**2:00 - 2:15 P.M. PST**

**BREAK**

**2:15 - 3:45 P.M. PST**

**AFTERNOON WORKSHOPS**

Patrick Harris (Featured Livestream)  
Tricia Ebarvia  
Deborah Dean  
Nicole Mirra & Antero Garcia  
Jim Burke  
Jennifer Fletcher  
Jessica Early  
Steve Graham, Rui Alves, Xinghua Liu,  
Karen Harris, and Michael Hebert

# Morning Keynote

## Shift, Return, Heal: Creating Classrooms as Sites of Healing and Equity



**ANTERO GARCIA**

**FEATURED LIVESTREAM**

Ours is a polarized and sometimes scary world. The choices facing young people in the coming years hold nothing less than human freedom and global inter-species life in the balance. Amidst these urgent demands for imaginative action, literacy can be the pathway for transformation. This presentation offers guidance on maintaining classrooms as sites of healing and equity. Through sharing research and classroom strategies, Antero Garcia offers an overview of how literacy instruction can support young people as civic dreamers and social innovators.

**Antero Garcia** is an Associate Professor at Stanford University School of Education. His research explores the possibilities of speculative imagination and healing in educational research. Based on his research on gaming in various learning environments, he co-designed the Critical Design and Gaming School - a public high school in South Central Los Angeles. He has authored or co-edited more than a dozen books about the possibilities of literacies, play, and civics in transforming schooling in America, including *Tuned-In Teaching*, *Centering Youth Culture for an Active and Just Classroom* with Ernest Morrell (Heinemann), *Everyday Advocacy: Teachers Who Change the Literacy Narrative* with Cathy Fleischer, and *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators and Students* with Nicole Mirra and Ernest Morrell (Routledge).

# Morning Workshops

## Listening, Healing and Social Change: Transforming Classrooms through Storytelling, Grades K-12

**ALIX DICK AND ANTERO GARCIA**

In this workshop, Alix and Antero will explore the use of personal narrative as a tool for understanding complex social and political issues. Rather than centering political debate and argumentation, they focus on storytelling as an act of empathy and personal reflection. During this workshop, they will offer hands-on activities for three different kinds of storytelling practices on: 1) how young people learn to interpret other people's stories, and the role of teachers in supporting reading diverse perspectives; 2) how our classrooms can help situate personal narratives within the context of larger movements; and 3) how to support classrooms as spaces for students to tell their own stories as narratives for social change.

Building on autoethnographic research conducted for their forthcoming book *The Cost of Convenience: Accounting for Undocumented American Life*, writer & filmmaker Alix Dick and researcher Antero Garcia will use the backdrop of U.S. immigration as an example of how personal narratives intersect with broader political movements.

**Alix Dick** is a filmmaker, writer, and producer originally from Mexico. In addition to her film work, Alix has worked closely with multiple immigrant rights organizations. She has written feature stories and opeds related to immigration, labor, and human rights. She is the co-founder and editor of La Cuenta, an online publication centering the voices and perspectives of individuals labeled as undocumented. Alix currently lives in Los Angeles where she conducts research as she completes her current book project, *The Cost of Convenience: Accounting for Undocumented Life in America*.



**Antero Garcia** is an Associate Professor at Stanford University School of Education. His research explores the possibilities of speculative imagination and healing in educational research. Based on his research on gaming in various learning environments, he co-designed the Critical Design and Gaming School - a public high school in South Central Los Angeles. He has authored or co-edited more than a dozen books about the possibilities of literacies, play, and civics in transforming schooling in America, including *Tuned-In Teaching*, *Centering Youth Culture for an Active and Just Classroom* with Ernest Morrell (Heinemann), *Everyday Advocacy: Teachers Who Change the Literacy Narrative* with Cathy Fleischer, and *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators and Students* with Nicole Mirra and Ernest Morrell (Routledge).



# Morning Workshops

## Developing Students' Argument Skills through Pictures, Stories and Talk, Grades 3-8

### JENNIFER FLETCHER

This workshop will focus on developing elementary and middle school students' argument skills through pictures, stories, and talk. In addition to photos of "everyday arguments" (e.g., shopping cart returns, signs, hotel towel signs, greeting cards) and strategies for strengthening argument and reasoning through stories about personal experience, Jennifer will share protocols for classroom discussion that promote elaboration, clarification, justification, and synthesis (e.g., "Save the Last Word," "Pancake and Syrup," and "T-Chart and 3-Chart").

**Jennifer Fletcher** is a Professor of English at California State University, Monterey Bay and former English teacher with twenty-five years of experience. She serves as Steering Committee Chair for the California State University Expository Reading and Writing Curriculum (ERWC), a nationally recognized rhetoric-based literacy initiative. Her books include *Teaching Arguments*, *Teaching Literature Rhetorically*, and *Writing Rhetorically* (Stenhouse).



## Gaming Beyond the Screen: Empowering Students through Interviews, History, and Game Development, Grades 4-12

### PATRICK HARRIS

Gaming has been a problem at school. This just opens up a new window of instruction for students. Behind every successful, binge-worthy video game is a story and a writer. In this session, you will learn an innovative project-based learning assessment that blends the nuance of writing, creativity, and empathy within video games. You will walk away with assignment details, a model example, and a new way of thinking about gaming culture in your schools.



**Patrick Harris** is a Black queer writer, storyteller, and middle school humanities teacher and author of *The First Five: A Love Letter to Teachers* (Heinemann). He has won multiple national teaching awards for his leadership and innovation in the classroom, including recognitions from NCTE, ASCD, and ILA. Teaching and creating is only part of who Patrick is. He is a big brother, a cat dad, lover of all things horror, a WWE fanatic, and is obsessed with scenic hikes. Find Patrick on Twitter & Instagram @PresidentPat.

# Morning Workshops

## Thriving through Troubled Times: Fostering Critical Civic Empathy in Our Classroom Practice, Grades 6-12



**NICOLE MIRRA**

FEATURED LIVESTREAM

Amid the stresses created by the pandemic and a deeply divided country, our students come to class trying to figure out not only who they are, but also how to engage with the troubled world they face. We educators have a responsibility to orient our teaching toward the ultimate goal of preparing young people to face the challenges facing our democracy with consciousness, compassion, and commitment to equity and justice. This workshop offers literacy practices that teachers can integrate into their classrooms to foster a new kind of empathy – one that goes beyond simply “being nice” and instead fosters a shared sense of engaged democratic community. Strategies such as textual analysis, classroom discussion, research, and digital literacy will be re-imagined as the basis for both powerful learning and transformative civic innovation.

**Nicole Mirra** is an Associate Professor of Urban Teacher Education in the Department of Learning & Teaching at the Rutgers University Graduate School of Education. She previously taught secondary literacy and debate in Brooklyn, New York and Los Angeles, California. Her work utilizes participatory design methods in classroom, community, and digital spaces to collaboratively create civic learning environments with youth and educators that disrupt discourses and structures of racial injustice and creatively compose liberatory social futures. Her books include *Educating for Empathy: Literacy Learning and Civic Engagement* (Teachers College Press), *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Students* with Antero Garcia and Ernest Morrell (Routledge), and *Civics for the World to Come: Committing to Democracy in Every Classroom* with Antero Garcia (Norton).



# Morning Workshops

## Teaching Better Everyday: Six Core Practices to Help With Students' Wellbeing, Grades 6-12

### JIM BURKE

In 2022, teaching achieved the unfortunate distinction of being recognized as the most stressful profession in the United States at the same time that teachers and students were struggling mentally and academically in the wake of COVID. Participants in this workshop will learn about the six core practices from *Teaching Better Day by Day: A Planner to Support Your Instruction, Well-Being, and Professional Learning*. After receiving an overview of these practices, participants will engage in a series of reflections and conversations designed to help them apply these ideas to themselves as teachers and their classroom instruction. The guiding premise is that to teach well we must be well.

**Jim Burke** recently retired after teaching English for thirty-five years, mostly at Burlingame High School. He spent his last few years teaching in a Middle College program on a two-year campus, an experience which deepened his understanding of the academic literacy demands of college classes. His most recent books are *Teaching Better Day by Day: A Planner to Support Your Instruction, Well-Being, and Professional Learning* (Corwin) and *The Six Academic Writing Assignments: Designing the User's Journey* (Heinemann). He is also the editor of the Norton Anthology *Uncharted Territory* which is now in its second edition.



## Teaching Revision Decisions as Craft, Grades 6-12

### DEBORAH DEAN

Many students think of revising as punishment: "Something must be wrong if I have to revise." They see revision as simply "fixing" mistakes. And revising can be hard. Even more experienced writers sometimes wonder what they can do to revise. In this session, we will practice sentence-level revisions that can help students see some revising principles as both helpful and fun. As helpful for creating meaning and powerful writing. Sentence combining builds writers as it helps them see what revision means when it's small, how it can be applied when it's bigger, and how it benefits them as readers, too.



**Deborah Dean** is the Director of the Central Utah Writing Project, a local site of the National Writing Project, and Professor and Chair of the English Department at Brigham Young University. Her books include *Strategic Writing: The Writing Process and Beyond in the Secondary Writing Classroom* (NCTE); *Revision Decisions: Talking through Sentences and Beyond* with Jeff Anderson (Stenhouse); and *What Works in Grammar Instruction* (NCTE).

# Morning Workshops

## Next Generation Genres: Teaching the Turning Point Essay, Grades 6-12

**JESSICA EARLY**

As we emerge from a time of profound disruption, we are also hungry for new ways to support students in making sense of and engaging with the world they live in. This is a pivotal time to use the teaching of literacy to tap into our students' lived experiences and stories, and to help them understand how writing and reading are transformative tools to voice their ideas, plan for their futures, and influence change. What we need is a new set of genres for writing instruction: genres that will speak to students who are already immersed in rich and multifaceted literacy practices through social media, gaming, and new technologies. This presentation will share a genre framework for teaching writing to help educators open their writing curriculum to support youth in academic and civically engaged writing for audiences and purposes within and beyond the classroom walls. In this workshop, participants will read, write, and share a turning point essay.

**Jessica Early**, Professor of English at Arizona State University, is a scholar of English education and secondary literacy. She is the Director of the Central Arizona Writing Project, a local site of the National Writing Project, at ASU. She initially began her career in the field of education as a high school English language arts teacher. Her research combines qualitative and quantitative methods to examine the teaching of writing and writing practices in ethnically and linguistically diverse secondary English Language Arts classrooms as well as the preparation and professional development of urban English Language Arts teachers. She is the author of the *Next Generation Genres: Teaching Writing for Civic and Academic Engagement* (Norton) and *Real World Writing for Secondary Students: Teaching the College Admission Essay and Other Gate Opener for Higher Education* (Teachers College Press).





# Afternoon Keynote

## Let's Get Free: Anti-bias Literacy Instruction for Stronger Readers, Writers and Thinkers



**TRICIA EBARVIA**

**FEATURED LIVESTREAM**

In today's challenging climate of book bans and anti-CRT backlash, it can be hard to know how to engage in the necessary work we know all of our children need and deserve. Using her own personal story and the story of her classroom over the years, Tricia will discuss the possibilities for freedom and powerful learning when we root our reading and writing practices in anti-bias instruction.

A co-founder of #DisruptTexts and co-founder/director of the Institute for Racial Equity in Literacy (IREL), **Tricia Ebarvia** advocates for literacy instruction rooted in equity and liberation through critical literacy. An educator with more than 20 years of classroom experience, she is currently the Director of Diversity, Equity, and Inclusion at a PK-8 independent school in Philadelphia. Previously, Tricia taught and served as English department chairperson at a large public high school where she taught courses in American literature, AP Language, and AP Literature. A National Writing Project Teacher Consultant, Tricia was the recipient of the 2021 Divergent Award for Excellence in Literacy Advocacy, as well as the NCTE High School Teacher of Excellence award. Tricia's work has been featured in various publications and academic journals and the author of a professional book on anti-bias literacy instruction entitled *Get Free: Anti-Bias Literacy Instruction for Stronger Readers, Writers, and Thinkers* (Corwin). Follow her @triciaebarvia and at triciaebarvia.org.

# Afternoon Workshops

## Teaching in 360 degrees: Supporting New Teachers in Challenging Times, Grades K-12



**PATRICK HARRIS**

**FEATURED LIVESTREAM**

If a new teacher answers the call to teach in these challenging times, schools should do all within their power to support them. In this webinar, Patrick Harris, author of *The First Five: A Love Letter to Teachers* (Heinemann), uses stories, not just strategies, to help new teachers and those who support them to see teaching as human work. Specifically, he'll bring to life two crucial secrets to teaching for the long haul: (1) teaching in 360 degrees and (2) how to find a school to call home. Teachers and their supporters should prepare for storytelling and practical tips to ensure teachers feel a sense of connection.

**Patrick Harris** is a Black queer writer, storyteller, and middle school humanities teacher. He has won multiple national teaching awards for his leadership and innovation in the classroom, including recognitions from NCTE, ASCD, and ILA. Teaching and creating is only part of who Patrick is. He is a big brother, a cat dad, lover of all things horror, a WWE fanatic, and is obsessed with scenic hikes. Find Patrick on Twitter & Instagram @PresidentPat.

# Afternoon Workshops

## World Building Civic Education: Committing to Democracy in Every Classroom, Grades K-12

**NICOLE MIRRA AND ANTERO GARCIA**

Now more than ever, teachers understand that the world cannot and should not be kept out of the classroom. Indeed, students encounter the world – including its threats of polarized politics, racial inequity, pandemic, and climate disaster – as their primary site of learning each and every day. If our teaching isn't preparing young people to tackle the fundamental problems of our time with commitments to justice and humanity, we are abdicating our greatest responsibility as educators – and missing our greatest opportunity. This workshop offers teachers across grade levels and subject areas a grounding framework and concrete strategies for integrating critically important civic learning across the curriculum and supporting young people to interrogate and innovate their way to a more equitable future.

**Nicole Mirra** is an Associate Professor of Urban Teacher Education in the Department of Learning & Teaching at the Rutgers University Graduate School of Education. She previously taught secondary literacy and debate in Brooklyn, New York and Los Angeles, California. Her work utilizes participatory design methods in classroom, community, and digital spaces to collaboratively create civic learning environments with youth and educators that disrupt discourses and structures of racial injustice and creatively compose liberatory social futures. Her books include *Educating for Empathy: Literacy Learning and Civic Engagement* (Teachers College Press), *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Students* with Antero Garcia and Ernest Morrell (Routledge), and *Civics for the World to Come: Committing to Democracy in Every Classroom* with Antero Garcia (Norton).



**Antero Garcia** is an Associate Professor at Stanford University School of Education. His research explores the possibilities of speculative imagination and healing in educational research. Based on his research on gaming in various learning environments, he co-designed the Critical Design and Gaming School - a public high school in South Central Los Angeles. He has authored or co-edited more than a dozen books about the possibilities of literacies, play, and civics in transforming schooling in America, including *Tuned-In Teaching*, *Centering Youth Culture for an Active and Just Classroom* with Ernest Morrell (Heinemann), *Everyday Advocacy: Teachers Who Change the Literacy Narrative* with Cathy Fleischer, and *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators and Students* with Nicole Mirra and Ernest Morrell (Routledge).

# Afternoon Workshops

## What Research Tells us About Teaching Writing: An International Perspective, Grades K-12

**STEVE GRAHAM, RUI ALVES, XINGHUA LIU,  
KAREN HARRIS, AND MICHAEL HEBERT**

Writing is a complex task that can be influenced by writing purposes, language, culture, social contexts, and writing communities. This symposium will explore what research tells us about how these factors might shape how we teach writing from an international perspective. The presenters will share findings about considerations for writing instruction in the United States, Portugal, and China, and the wider international community. The presenters will then lead a discussion about what international writing research can tell us about how to teach writing in local California schools.

**Steve Graham** is a Regents and the Warner Professor in the Division of Leadership and Innovation in Teachers College at Arizona State University. For 43 years he has studied how writing develops, how to teach it effectively, and how writing can be used to support reading and learning. His research involves typically developing writers and students with special needs in both elementary and secondary schools, with much of occurring in classrooms in urban schools.



**Rui A. Alves** is an Associate Professor of Psychology at the University of Porto. His main research interests are the cognitive and affective processes in writing, which he studies using experimental methods and logging tools. He and his team developed many evidence-based writing interventions addressing cognitive, motivational, and self-regulatory aspects of writing. He serves on several editorial boards and is associate editor of the journal *Reading & Writing*, Springer. Currently, he is the interim coordinator of the European Literacy Network, ELN, and serves on the executive boards of ISAWR and EARLI.



**Xinghua (Kevin) Liu**, PhD., is an Associate Professor at School of Foreign Languages, Shanghai Jiao Tong University, China. He serves on the editorial boards of *International Journal of TESOL Studies* and *International Journal of Chinese Language Teaching*. He is currently a member of the steering committee for International Society for the Advancement of Writing Research. His research interests include intercultural rhetoric, corpus and SFL-based discourse analysis, cognitive processes of written production, individual differences in writing classrooms, and writing-based diagnosis and treatment for patients with mental disorders.



**Karen Harris** is Regents Professor Emeritus and Research Professor at Arizona State University. She is currently co-PI of three national instructional grants. Her research focuses on validating instructional approaches derived from integrating multiple theoretical views and evidence-based practices, as well as effective practice-based PD for these approaches. Dr. Harris developed the Self-Regulated Strategy Development (SRSD) model of strategies instruction, deemed an evidence-based practice. She is a former editor of the *Journal of Educational Psychology* and was lead editor of the *APA Educational Psychology Handbook*. She has authored 14 books and more than 200 peer-reviewed articles and chapters. Dr. Harris' awards include the APA Division 15 (Educational Psychology), Career Award, the AERA Division C Scribner Award for a program of work that has significantly influenced learning and instruction, the AERA Division K Exemplary Publication Award for research in professional development, and the Council for Exceptional Children Career Award for Research.



**Michael Hebert** is an Associate Professor at UCI School of Education, and the director of the UCI Writing Project. His research interests include reading and writing development, how writing instruction influences reading development, and the identification of effective "writing to read" practices. Hebert received his Ph.D. from Vanderbilt University after spending eight years as a classroom teacher and reading specialist in public schools in Arizona, Massachusetts, and California.



# Afternoon Workshops

## Teaching in Troubled Times: Helping Students Navigate “Contended Discussions,” Grades 4-12

**JIM BURKE**

Efforts to challenge teachers, censor titles, and dismiss techniques have all left teachers struggling at times to know what to teach or how best to teach it. This session will focus on the challenges teachers face in these contentious times and how they can still create assignments that engage students while developing in them the critical literacies they need as adults. Participants will learn a framework they can use and apply to any assignment they have created or hope to teach this year.

**Jim Burke** recently retired after teaching English for thirty-five years, mostly at Burlingame High School. He spent his last few years teaching in a Middle College program on a two-year campus, an experience which deepened his understanding of the academic literacy demands of college classes. His most recent books are *Teaching Better Day by Day: A Planner to Support Your Instruction, Well-Being, and Professional Learning* (Corwin) and *The Six Academic Writing Assignments: Designing the User’s Journey* (Heinemann). He is also the editor of the Norton Anthology *Uncharted Territory* which is now in its second edition.





# Afternoon Workshops

## How Do We Get Free? Anti-bias Literacy Instruction for Stronger Readers, Writers, and Thinkers, Grades 6-12

**TRICIA EBARVIA**

To be liberatory educators, teachers whose literacy instruction helps students be their most authentic and best selves, we must consider the ways in which our own biases, personal and systemic, can get in the way. In this interactive workshop, participants will walk through strategies for helping students read in more informed and responsible ways, how to consider their own responses to texts in the context of other perspectives, and how to engage in meaningful work around their identities in ways that are engaging and empowering.

A co-founder of #DisruptTexts and co-founder/director of the Institute for Racial Equity in Literacy (IREL), **Tricia Ebarvia** advocates for literacy instruction rooted in equity and liberation through critical literacy. An educator with more than 20 years of classroom experience, she is currently the Director of Diversity, Equity, and Inclusion at a PK-8 independent school in Philadelphia. Previously, Tricia taught and served as English department chairperson at a large public high school where she taught courses in American literature, AP Language, and AP Literature. A National Writing Project Teacher Consultant, Tricia was the recipient of the 2021 Divergent Award for Excellence in Literacy Advocacy, as well as the NCTE High School Teacher of Excellence award. Tricia's work has been featured in various publications and academic journals and the author of a professional book on anti-bias literacy instruction entitled *Get Free: Anti-Bias Literacy Instruction for Stronger Readers, Writers, and Thinkers* (Corwin). Follow her @triciaebarvia and at triciaebarvia.org.





# Afternoon Workshops

## Making “What Works in Grammar Instruction?” Work, Grades 6-12

### DEBORAH DEAN

Questions about teaching grammar have been front and center in research and publications for decades. But even when we feel that we have answers/practices, it's hard to know how those work in our classrooms. What does it really mean to teach grammar in context, to teach grammar with reading and writing? What does that look like? How can we make such a study engaging and authentic? Sometimes, it can just seem so much easier to purchase a program or print off worksheets and hope for the best. This workshop will guide teachers in practices to incorporate grammar into the fabric of the classroom, naturally, and with a few principles that can apply to multiple grade levels and a variety of texts and genres. Join Deborah for some language fun.

**Deborah Dean** is the Director of the Central Utah Writing Project, a local site of the National Writing Project, and Professor and Chair of the English Department at Brigham Young University. Her books include *Strategic Writing: The Writing Process and Beyond in the Secondary Writing Classroom* (NCTE); *Revision Decisions: Talking through Sentences and Beyond* with Jeff Anderson (Stenhouse); and *What Works in Grammar Instruction* (NCTE).



## Cultivating Students' Reasoning Skills through a Principled Approach to Feedback and Revision, Grades 6-12

### JENNIFER FLETCHER

Identifying and acting on principles are important aspects of argument writing. If we just teach arguments as claims plus evidence, we're not teaching toward the deeper understandings that support critical reasoning and transfer of learning. This interactive session explores strategies for surfacing the assumptions, beliefs, inquiry methods, and values that justify connections between evidence and claims. Participants examine feedback and revision practices—such as anticipating reader needs or making context-specific choices about writing conventions--that develop principled argumentation.



**Jennifer Fletcher** is a Professor of English at California State University, Monterey Bay and former English teacher with twenty-five years of experience. She serves as Steering Committee Chair for the California State University Expository Reading and Writing Curriculum (ERWC), a nationally recognized rhetoric-based literacy initiative. Her books include *Teaching Arguments*, *Teaching Literature Rhetorically*, and *Writing Rhetorically* (Stenhouse).

# Afternoon Workshops

## Next Generation Genres: Teaching the Public Service Announcement, Grades 6-12

**JESSICA EARLY**

As teachers of writing, we want to give students ways of sharing their expertise and interest in digital worlds and to expand their repertoire of written genre form to allow them to engage with real audiences and for purposes that matter deeply to them. One way to do this is by expanding the definition of what counts as writing in our secondary and college writing classrooms. Instead of teaching the same genres again and again, we can teach writing that harnesses students' ideas and passions to prepare them for the kinds of writing that are used in the world. In this workshop, participants will receive hands-on strategies for teaching innovative genres that tap into student's interests, ideas, and digital expertise. We will experience a workshop focused on a genre that does all of this: the public service announcement.

**Jessica Early**, Professor of English at Arizona State University, is a scholar of English education and secondary literacy. She is the director of the Central Arizona Writing Project, a local site of the National Writing Project, at ASU. She initially began her career in the field of education as a high school English language arts teacher. Her research combines qualitative and quantitative methods to examine the teaching of writing and writing practices in ethnically and linguistically diverse secondary English Language Arts classrooms as well as the preparation and professional development of urban English Language Arts teachers.





Join us for:

## Healing Hearts, Growing Minds: Creating Just and Equitable Classrooms through Next Generation Literacy Instruction

**WHEN:** December 7, 2023  
8:45 a.m. - 3:45 p.m. PST

**WHERE:** UCI Student Center

**COST:** \$260  
Includes parking, coffee and pastries, lunch,  
and afternoon refreshments

Discounts available for 5+ registrations

**REGISTRATION:** Opens August 15, 2023

**Co-sponsored by**

