A Young Writers’ Workshop sponsored by the CSU Writing Project and designed to:

- Capture the stories of students, their families, and the history of the Latino community in Fort Collins
- Combine digital and print-based tools for composing
- Incorporate culturally relevant instruction
- Provide opportunities for collaboration among CSUWP teachers, preservice teachers, schools, and the community
- Combine resources provided by CSUWP, CSU (Office of Service Learning and CRWCT), Poudre School District, community partners, and the National Writing Project
What does it have to do with E402?

• Provides a real-life purpose for the Coherent Assignment Sequence: The materials you create are likely to be used or adapted for SOS programs.

• Constitutes the service-learning project for this class: Integrating Digital Pedagogies in Culturally Responsive Teaching

• Opens up extraordinary professional networking opportunities beyond this class: CSUWP Teaching with Technology Workshop
By completing this assignment and participating in the classroom activities that accompany, you will be able to tell future employers that you know how to:

- **Design standards-based, “culturally relevant” instruction** (Gay, 2000) with the needs of English Language Learners (ELLs) in mind
- **Teach genre-specific** stylistic techniques
- **Integrate print-based** and **digital** tools in your teaching
- **Incorporate guest speakers** and **field trips** into your teaching in meaningful ways
- **Collaborate** with colleagues
What are my options?

• You may choose your own groups.

• We will have six groups total:
  ‣ 3 groups of 4 students
  ‣ 3 groups of 5 students

• Groups will have a defined focus of instruction.
Focus of Instruction

You will have six choices for your focus of instruction, with only one group per focus. These are the choices:

1. **All Things Digital Group** (teaching students how to use digital storytelling tools, such as video, still digital cameras, podcasting equipment, and social networks like Nings or wikis)

2. **Living Histories Group** (teaching students how to capture significant stories pertinent to local Latino history, using digital and/or print-based tools)

3. **Artifacts Group** (teaching students how to write creative texts inspired by photographs, found objects, etc.)

4. **Documentary Group** (teaching students how to write creative texts inspired by archival documents)

5. **Writing Poetry Group** (using mentor texts by Pablo Neruda and Gary Soto to teach students to how write and respond to poetry)

6. **Writing Prose Group** (using mentor texts by Sandra Cisneros to teach students how to write vignettes and respond to prose)
What resources will we have?

- **Equipment:**
  - Macbooks
  - Flip video cameras
  - Digital still cameras
  - Podcasting equipment--IPod Touches, Ipods, and Tune Talks
What resources will we have?

• **SOS Library**
  - Books on culturally relevant teaching
  - Books on digital writing
  - Books of poetry by Neruda and Soto and other Latino authors AND books on teaching poetry
  - *The House on Mango Street* & a book on teaching Sandra Cisneros
  - *Listening Is An Act of Love* - anthology of stories from Story Corps
  - Books on multi-genre research

• **Online Resources**
  - Websites: NWP, Adobe Youth Voices, Radiodiaries, Soundportraits, One-Minute Videos, YouTube handbooks, igniteshow, etc.
What resources will we have?

- People and Places
  - Students from E402 who participated in the SOS Project
  - Megan Baker, social studies teacher at Poudre HS
  - Jake Adam York, documentary poet
  - El Museo field trip with Betty Aragon
IS THIS **COOL**

OR WHAT???