WHAT'S NEW FOR 2001:
New Courses, New Locations for Teachers and Kids

Interested in taking a PAWLP course - or two - this summer? But don't want to drive to Doylestown or West Chester? Teachers living in central and western Montgomery County, eastern Berks, or even western Bucks can take advantage of our new location in the Souderton School District. (See p. 5 for available courses.)

Interested in "Visualizing Words and Worlds," our special course bringing together writing, literature, and visual arts, but don't want to drive to the Michener Museum in Doylestown? This summer, you can take "Visualizing Words and Worlds" at the Brandywine River Museum in Chadds Ford, too. (See p. 6 for details.)

Then there are our new three-credit courses: Guided Reading and Writing, (K-3); Portfolio Profiles: Teachers and Students (K-12); and Learning to Write/Reading to Learn: Strategies for Teaching Writing (K-12).

And our new one-credit courses: Emergent Literacy in Kindergarten; Writing/Reading Classroom for Students at Risk, K-5; and Writing Reading Classroom for Students at Risk, 6-12.

Or do you want to teach in the Young Writers/Young Readers programs? Three new sites are opening this summer: in Lower Moreland, Wissahickon, and Manheim Township. There are special topic youth programs, too: Poetry Writing, Historical Fiction Writing, and Mystery Writing, each at a different location. (See p.2 for details.)

We're really excited about all the courses offered this summer and described on the gold pages inside. Consider taking a PAWLP course - or two - and find out why!

BARRY LANE TO KEYNOTE
SECOND ANNUAL LITERACY CONFERENCE JUNE 21 AND 22

Mark your calendars. PAWLP's second annual Literacy Conference is June 21 and June 22.

Author Barry Lane, whose books After the End and Reviser's Toolbox are filled with practical ideas for the writing classroom, is our keynote presenter on Thursday. On Friday, Sue Mowery, a popular staff developer, co-author of the PA Early Childhood Assessment Framework, and member of PDE's Writing and Reading Assessment Committees, will address the conference on "Instructiional Applications of the PA Standards for Reading & Writing: Should We Teach to the Tests?" Carmine de Coco Young, newly prominent author of nonfiction picture books, will close the conference. Ms. Young's A Letter to Mrs. Roosevelt is listed among the Teachers’ Choice for 2000 as published by the International Reading Association, and is among the titles nominated for state book awards in Pennsylvania, Maine, and Florida.

Other presentations address teaching both literature and writing. Topics range from Managing a Reading/Writing Workshop to Including Multicultural Literature in the classroom. All presenters are Fellows of PAWLP.

Partners in the conference are Michaels Associates and the Chester County I.U.

The cost for the conference is $110 if registration is postmarked by June 1, $130 for later registrations and walk-ins. Morning coffee and lunch are included on both days. Participants may also opt to earn one graduate credit by attending the conference for both days as well as completing related work. 15 Act 48 hours may also be earned by attending both days. For those interested in these options, further information will be sent regarding cost and course requirements with your confirmation letter. We look forward to seeing you at the conference. Invite your colleagues to join you!

Diane Dougherty, PAWLP co-Director
FROM THE DIRECTOR

CAN VIRTUE BE TAUGHT?

During the 2000-2001 school year, a new topic of interest - or should I say concern - has appeared in southeastern Pennsylvania: Character Education.

Like the crocuses that seem to appear overnight, character education programs have sprung up all around us.

In some districts, it is Lickona's program, based on his book, Educating for Character. In others it is Charney's Responsive Classroom approach. In still others, it is the YMCA's Character Development with its cornerstones, or Character Counts with its pillars. And in many more it is district- or teacher-developed programs based on any number of possible resources. Every one of these people, books and programs answers the question that opens this column with a resounding, uncritical "YES!". Not only can virtue be taught, they tell us, but here's how.

I wish I were so sanguine, so sure. I'm certainly pro-virtue. But I have so many questions about character education. Just for starters, what are the purposes of character education? Do those purposes differ, depending on whom you ask? What are the unintended consequences of character education programs? To what extent is character education a one-size-fits-all endeavor? What about the differences among kids, among communities, and certainly among educators? What relationships exist between character education and other curricula, i.e., is it an add-on or an integral part of literacy - and other learning? What kind of staff development do teachers need to be effective character educators? What about the kids - what about the virtues they bring with them from the worlds in which they live? And haven't we been educating for character in the English Language Arts all along?

For all these reasons - and all these questions - I think it's time for the character education conversation, as a literacy education voice, of course. So here are my proposals for the Writing and Literature Fellows reading this column. They're listed from the level of least to most involvement:

1. **Participate in a PAWLP survey.** If your school is involved in character education (or Character Education), send me an email with the name of the program or approach you're using.

2. **Participate in a reading group.** There are several very interesting books on what "character education" means, especially to kids and to teachers. Groups can choose their own books, set their own reading schedules, meeting times and places.

3. **Participate in a special workshop/planning group.** We need a core group of Fellows particularly interested in this topic to meet with me and Dr. Alice Lesnick, who teaches at Haverford College and who specializes in classroom-based analysis of the literacy-character education connection. In this workshop, on May 5, we will explore the questions implicit in character education and decide what our next steps as a Project might be.

4. **Participate in a teacher research group.** Alice and I are looking for teachers who would like to study their own classes, their own students, and their own teaching. Not to change things necessarily, but to see their classrooms through the character/literacy education lens.

I end this column with two recent personal anecdotes that illustrate how a little thinking about this topic has changed my awareness of my own practice: On the first day of my freshman composition class this semester, I asked a boy to take off his hat. I didn't make a big deal about it. I said "please." I always do that. No hats in my class. The boy did what I asked, without comment, verbal or otherwise. No big deal. BUT ever since that day I've been wondering why I've never allowed hats in my classroom. Why was it a school rule?

- continued on page 7, column 1

PAWLP YOUTH PROGRAMS FOR THE SUMMER OF 2001

Session I: June 25 - July 6 (no classes July 4) West Chester University
Session II: July 9 - July 20 WCU, Kennett, Kutztown, Central Bucks, Rose Tree Media, Manheim Township, Hatboro-Horsham, Lower Moreland, Methacton, North Penn and Wissahickon
Session III: July 23 - August 3 WCU, Coatesville, Twin Valley, Quakertown, Council Rock, Central Bucks, Garnet Valley, Interboro, Colonial, Upper Dublin, Upper Moreland, and Lancaster City

**New programs for Middle and High School Students**

Poetry Writing for Middle School Students at Rose Tree Media: July 9 - 13
Historical Fiction Writing for Middle School Students at Rose Tree Media: July 16 - 20
Mystery Writing for Middle School Students at Hatboro-Horsham: July 9 - 20
Narrative and Poetry Writing for High School Students at West Chester University: July 30 - August 3

For more information please call: 610-436-3089

Any Fellow interested in teaching please call the office for an application form
**Summer 2001 Course Opportunities**

**On the West Chester University campus**

<table>
<thead>
<tr>
<th>Three credit courses</th>
<th>8:00 a.m. - 4:30 p.m.</th>
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<tbody>
<tr>
<td><strong>Strategic Guided Reading and Writing, K-3</strong></td>
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<tr>
<td>PWP 599-32</td>
<td>June 25-29</td>
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<tr>
<td><strong>COORDINATOR: ROSE CAPPELLI</strong></td>
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<tr>
<td>- Explore components of Guided Reading</td>
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<td>- How Guided Reading fits into a balanced reading/writing program</td>
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<td>- Word study, phonics, leveling books</td>
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<td>- Management strategies, record keeping &amp; assessment techniques</td>
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<tr>
<td><strong>Portfolio Profiles, Teachers' and Students', K-12</strong></td>
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<tr>
<td>PWP 511-31</td>
<td>July 23-27</td>
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<tr>
<td><strong>COORDINATOR: STEVE HEFFNER</strong></td>
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<tr>
<td>- Rationale for portfolios, teacher and student</td>
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<td>- Purposes, content, criteria for selection</td>
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<td>- Portfolio conferences, process and product</td>
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<td>- Rubrics, checklists, performance tasks</td>
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**Register Early!**

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<tr>
<th>One credit courses</th>
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<tr>
<td><strong>Developing Mini Lessons for Writing/Reading Processes, K-8</strong></td>
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<tr>
<td>PWP 599-33</td>
<td>June 25-26</td>
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<tr>
<td><strong>COORDINATORS: A. BENJUSAN &amp; M. SELKE</strong></td>
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<tr>
<td>- Develop meaningful writing/reading lessons</td>
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<td>- Practical tips for teaching, sources for lessons</td>
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<td>- Integrative &amp; thematic techniques, collaborative problem solving</td>
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<td>- Modeling, role playing, response group strategies</td>
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<tr>
<td><strong>Writing Process Revisited, K-12</strong></td>
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<tr>
<td>PWP 501-32</td>
<td>July 2-3</td>
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<tr>
<td><strong>COORDINATOR: VIOLA ALLEN</strong></td>
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<tr>
<td>- For teachers K-12 with limited process-oriented instruction</td>
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<td>- Focus on writing processes in the classroom</td>
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<td>- New slants on prewriting, revision, and editing methods</td>
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<td>- Various methods for publishing student work</td>
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| **Writing & Children's Lit, K-8** | |
| PWP 599-05 | July 30-August |
| **COORDINATORS: R. CAPPELLI & L. DORFMAN** | |
| - Strategies to guide students in selecting books | |
| - Management of literature discussion circles | |
| - Ways to include written response to poetry, non-fiction & other genres | |
| - Effective mini-lessons to link literature with content area curriculum | |
| - Hundreds of children's books for hands-on activities and browsing | |

| **Managing a Writing/Reading Classroom, K-8** | |
| PWP 510-31 | August 6-10 |
| **COORDINATORS: L. GLAVIN & A. FINORE** | |
| - Ways to integrate writing and reading processes and curriculum | |
| - Organizing conferences, flexible groups and mini-lessons | |
| - Using peer, self, and teacher assessment | |

| **Flexible Grouping, K-8** | |
| PWP 599-34 | July 2-3 |
| **COORDINATOR: ERIKA JUCWICZ** | |
| - Ways to meet the needs of diverse learners through grouping options | |
| - Ways to encourage and assist strategic learning for all students | |
| - Practical ideas across the curriculum content | |

| **Poetry Workshop, K-12** | |
| PWP 501-31 | June 27-28 |
| **COORDINATOR: SUE SMITH** | |
| - Finding teachers' poetry-writing voices so they can do the same for their students | |
| - Using a process approach to poetry writing | |
| - Authentic assessment practices in poetry | |
| - Topics include poetry reading, poetry immersion, free verse, cinquain, and haiku | |

<p>| <strong>Readers' Workshop, K-8</strong> | |
| PWP 599-35 | July 5-6 |
| <strong>COORDINATORS: D. DINSMORE &amp; L. GLAVIN</strong> | |
| - Balancing time, choice, reader response &amp; direct instruction | |
| - Using shared, guided, &amp; independent reading | |
| - Managing evaluation &amp; record keeping | |</p>
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<tr>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
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<tr>
<td>Readers &amp; Storytelling Theater, K-8</td>
<td>PWP 599-36</td>
<td>July 9-10</td>
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<tr>
<td>Emergent Literacy in Kindergarten</td>
<td>PWP 599-37</td>
<td>July 11-12</td>
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<td>Writing to Learn, 2-12</td>
<td>PWP 501-33</td>
<td>July 16-17</td>
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<tr>
<td>PSSA Math through Writing, 3-12</td>
<td>PWP 517-32</td>
<td>July 16-17</td>
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<tr>
<td>Emergent Writers &amp; Readers, K-3</td>
<td>PWP 599-38</td>
<td>July 18-19</td>
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<tr>
<td>Persuasive Writing for K-12</td>
<td>PWP 501-34</td>
<td>July 18-19</td>
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<tr>
<td>Creating Author Studies, K-8</td>
<td>PWP 599-39</td>
<td>July 23-24</td>
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<tr>
<td>Developing Literature Circles, K-12</td>
<td>PWP 599-02</td>
<td>July 23-24</td>
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<tr>
<td>Developing Literature Circles II, K-12</td>
<td>PWP 599-03</td>
<td>July 25-26</td>
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<tr>
<td>Writing/Reading Classroom for Students at Risk, K-5</td>
<td>PWP 599-06</td>
<td>August 1-2</td>
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<tr>
<td>Preparing for PSSA Writing, 3-12</td>
<td>PWP 517-33</td>
<td>August 1-2</td>
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<tr>
<td>Multiple Intelligences in the Writing Classroom, K-12</td>
<td>PWP 599-07</td>
<td>August 6-7</td>
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</table>

**Notes:**
- Graduate credit: $254 for PA residents
- C.P.E. credit or Act 48 hours: $125
- Assortment tools for Literature Circle approaches
- Practical ideas across the curriculum
- Manage a Writing/Reading Classroom, 6-12
- Exploring writing and reading processes and curriculum
- Preparing for PSSA Reading, 3-12
- Preparing for PSSA Writing, 3-12
- Multiple Intelligences in the Writing Classroom, K-12
- Graduation credit: $254 for PA residents
- C.P.E. credit or Act 48 hours: $125
- Visits and tours across the curriculum
- Improving students' thinking
- Using the PSSA rubric in the classroom
- Using the PSSA rubric and practices evaluating responses
- Assessment tools for emergent literacy acquisition
- Home activities for literacy acquisition
- Persuasive Writing for K-12
- Creating Author Studies, K-8
- Developing Literature Circles, K-12
- Developing Literature Circles II, K-12
- Writing/Reading Classroom for Students at Risk, K-5
- Preparing for PSSA Writing, 3-12
- Multiple Intelligences in the Writing Classroom, K-12

**Additional Information:**
- Classroom-tested strategies to implement Literature Circles
- Resources to validate the use of Literature Circles to parents and administrators
- Using Circles with fiction and non-fiction, whole class, small group, and self-selected texts
- Classroom activities for language growth
- Assessment tools for emergent literacy
- Strategies for teaching emergent writers/readers
- Strategies for more complete Literature Circle management
- Assessment according to multiple intelligences including portfolios
Courses offered at the Bucks County I.U.

Three credit courses 8:00 a.m. - 4:30 p.m.
Graduate credit: $762 for PA residents (including fees)
C.P.E. credit: $375

Writing & Children's Literature, K-8
PWP 599-71 June 25-29
COORDINATORS: C. COYNE & N. McELWEE
Please see course description under WCU offerings on page 3.

Learning to Write/Writing to Learn, K-12
PWP 502-70 July 9-13
COORDINATOR: BRENDA KRUPP
Please see course description under WCU offerings on page 3.

One credit courses 8:00 a.m. - 4:00 p.m.
Graduate credit: $254 for PA residents (including fees)
C.P.E. credit or 15 Act 48 hours: $125

Emergent Literacy in Kindergarten
PWP 599-72 July 2-3
COORDINATOR: NANCY McELWEE
Please see course description under WCU offerings on page 4.

Readers' & Storytelling Theater, K-8
PWP 599-73 July 5-6
COORDINATOR: SABRINA SEBASTIANELLI
Please see course description under WCU offerings on page 4.

Guided Reading and Writing, K-3
PWP 599-74 July 16-17
COORDINATOR: ROSE CAPPELLI
- Explore components of Guided Reading
- How Guided Reading fits into a balanced reading/writing program
- Management strategies, record keeping and assessment techniques

Developing Literature Circles I, K-8
PWP 599-75 July 18-19
COORDINATOR: KRIS GARIS
Please see course description under WCU offerings on page 4.

Flexible Grouping for Writing/Reading Classrooms, K-8
PWP 599-76 July 24-25
COORDINATOR: BRENDA KRUPP
Please see course description under WCU offerings on page 3.

Developing Mini-Lessons for Writing/Reading Processes, K-8
PWP 599-77 July 24-25
COORDINATORS: S. FERBER & S. MICHEL
Please see course description under WCU offerings on page 3.

Managing the Writing/Reading Classroom K-8
PWP 510-75 July 16-20
COORDINATOR: BRENDA KRUPP
Please see course description under WCU offerings on page 3.

Writing Process Revisited, K-12
PWP 501-71 July 26-27
COORDINATOR: LAURA BROOKINS
Please see course description under WCU offerings on page 3.

Developing Literature Circles II, K-8
PWP 599-79 July 30-31
COORDINATORS: C. COYNE & N. McELWEE
Please see course description under WCU offerings on page 4.

Creating Author Studies, K-8
PWP 501-72 July 30-31
COORDINATOR: BRENDA KRUPP
Please see course description under WCU offerings on page 3.

Preparing for PSSA Reading, 3-12
PWP 517-71 Aug. 1-3
COORDINATOR: DIANE DOUGHERTY
Please see course description under WCU offerings on page 4.

Preparing for PSSA Math through Writing, 3-12
PWP 517-72 Aug. 1-3
COORDINATOR: BRENDA DE STEFANO
Please see course description under WCU offerings on page 4.

New!

Course offerings in Souderton SD
at Franconia Elementary School
3 credits 8:00 a.m. - 4:30 p.m.
Grad credit: $762 for PA residents (including fees)
C.P.E. credit: $375

Managing the Writing/Reading Classroom K-8
PWP 510-75 July 16-20
COORDINATOR: BRENDA KRUPP
Please see course description under WCU offerings on page 3.

1 credit 8:00 a.m. - 4:00 p.m.
Grad credit: $254 for PA residents (including fees)
C.P.E. credit or 15 Act 48 hours: $125

Writing to Learn, 2-8
PWP 501-73 July 25-26
COORDINATOR: BEV HANRAHAN
Please see course description under WCU offerings on page 4.

Developing Literature Circles II, K-8
PWP 599-13 July 23-24
COORDINATOR: TERRI KELLY
Please see course description under WCU offerings on page 4.

Developing Mini-Lessons for Writing/Reading Processes, K-8
PWP 599-14 July 30-31
COORDINATORS: S. FERBER & S. MICHEL
Please see course description under WCU offerings on page 3.
VISUALIZING WORDS & WORLDS: WRITING, LITERATURE, AND ART

Two locations
this summer!

James A. Michener Art Museum
Doylestown, PA
8:00 a.m. - 2:30 p.m.
July 16 - 19 and 23 - 26
PWP 513-75

Brandywine River Museum
Chadds Ford, PA
8:00 a.m. - 2:30 p.m.
July 30 - August 2 and August 6 - 9
PWP 513-76

COORDINATORS: KAREN KLEINGERMAN, PAWLP AND
ADRIENNE NESZMELYI, DIRECTOR OF EDUCATIONAL
PROGRAMS AT THE MICHENER MUSEUM

- Writing in response to and inspired by art of all kinds
- Using the visual arts to respond to reading of all kinds
- Hands-on art workshops conducted by contemporary artists

Three graduate credits from West Chester University
$762 for PA residents
PA Writing & Literature Project
West Chester University
West Chester, PA 19383
610-436-2202

Register early: Enrollment limited to 25 participants
All registrations will be handled by the PAWLP Office. Please do not call the Museum!

Become a Fellow of the Writing or Literature Project!

Writing Institute

Summer Institute
Stipends of $500
Available from the National Writing Project!

six graduate credits
Cost: $ 950
after stipend is applied to tuition

June 25 - July 20, 2001 (4 weeks)
Monday - Thursday, 8:30 am - 3 pm

Literature Institute

1 location:
COLONIAL SCHOOL DISTRICT, PLYMOUTH MEETING

- Reading & teaching literature
- Literature circles & reader response
- Multicultural literature
- Young adult & children's literature
- Fiction & non-fiction in the content areas
- Art & visual media as literature
- Reading Workshop management
- Portfolio & Performance Assessment
- PSSA Reading Assessment

Fellows of both Institutes may become paid teacher-consultants eligible to coordinate courses, present in-service programs, and teach in our summer Youth Programs

Act now! Applications are considered on a rolling admission basis and enrollments are limited. Call the office at (610) 436-2202 and an application form will be sent by return mail.
EDUCATION MATTERS
a column from Micheals Associates
by Stephanie Harvey

The real world is rich, fascinating and compelling. Primary kids know this. They burst through the kindergarten door brimming with questions about the real world. Sadly, by middle school their questions have all but disappeared. We can nurture this wonder throughout their school lives. Nonfiction, more than any genre, lets us explore the real world, ask questions and find out compelling information.

But how do we engage in authentic inquiry? The typical school hasn’t been a paragon of authentic research. Traditional school reports are a case in point. Remember state reports? Each student in the room draws a state out of a hat. Audible groans reverberate from kids who draw states which offer no allure. Cheers burst from the lucky kids who draw hot spots like Hawaii or California. The teacher assigns a list of sub-topics which bears a striking resemblance to a World Book article, and then each student reads the encyclopedia and spends hours re-arranging words to avoid plagiarism, a terrifying offense that might land them a dawn execution.

The truth is I not only wrote these reports in school, reducing Louisi­ana and Nebraska to their lowest common denominator, but also assigned some later on as a teacher. They read like encyclopedias, which is not surprising since we used encyclopedias as models. Real research begins with a question not an encyclopedic outline.

Authentic trade nonfiction is interesting and rich with voice as well as accurate. When kids read interesting nonfiction, they will write interesting nonfiction. Audit the books in your classroom for genre. Many teachers find that the overwhelming majority of classroom books, outside of textbooks, are fiction. Get nonfiction trade books, magazines and newspapers into the hands of kids. Read nonfiction aloud to them. Sponsor nonfiction book clubs. Read nonfiction to find out information. Promote sincere questions. Join your kids in authentic nonfiction inquiry. Choose a topic of interest along with them, ask some questions and conduct research to find out.

Albert Einstein once said, “I have no special talents. I am only passionately curious.” The realm of nonfiction encourages young minds to develop and explore that passionate curiosity. Surround them in nonfiction so they can.

Stephanie Harvey is the author of Nonfiction Matters: Reading, Writing and Research in Grades 3-8 and Strategies that Work: Teaching Comprehension to Enhance Understanding. She will be a major speaker at the Keystone State Reading Association Conference in the Fall. Both texts are published by Stenhouse and are available from Micheals Associates, whose address and phone number appear on the back cover of this Newsletter.

From the Director
... continued from page 2, column 3

at Carlisle High and why has it become my personal rule ever since? Yes, I think wearing hats in class is a sign of disrespect. That’s how the culture that raised me “read” hats. But a man’s bare head in my synagogue is a sign of disrespect.

And in many places that my students go, hats are a sign of style that has nothing to do with respect or disrespect. When I asked that freshman to remove his hat, was I teaching him respect or was I establishing my authority? What would I have done if he weren’t so compliant? What kind of classroom community was I creating and how did that correspond to the kind I believe supports learning to write?

On the second day of the same course, I did what many Project Fellows know as a “showing, not telling” activity. I put the sentence, “It’s nasty outside today,” on the board and asked my student to suggest words or phrases that show a reader what “nasty outside” actually means.

They were silent. “What did you see outside on your way here this morning?” I prompted.

“Cold and rainy?” one student attmpted.

“Okay, it’s cold and rainy,” I continued. “Can you show me the ‘cold’ or ‘rainy’ you noticed?”

More silence. Finally one student said, “Wintry conditions create treacherous roads.”

The whole class seemed to relax at this, as though they knew that was the answer I wanted.

Ironically, of course, that sentence illustrated the opposite of the many possible answers I wanted. The new sentence still wasn’t showing a reader what the writer meant. Instead, it was showing the teacher that the writer could ‘tell’ in more sophisticated language. A triumph of style over content.

In terms of character education, though, I have to wonder: who taught this student, and the others silently applauding his response, to ignore their own experiences so completely? Who taught them to value that impersonal, voiceless sound? Why did they automatically ignore my first-person questions and give me third-person answers?

My charge in this class now is to help students learn that as writers their task is to convey substantive meaning to their readers. To do that, though, they will have to discover what they know as individuals, and I will have to believe that they know something – two tasks as much about values as about writing.

Join us as PAWLP explores these new but age-old questions from our special writing and literature vantage point. Call me at the office, 610-436-2202, or send me an email: alishman@wcupa.edu. I look forward to hearing from you!
Time for a change?

Please let us know by checking the appropriate box below and returning it to us with the above address label. Thank you!

☐ Name misspelled
☐ Incorrect address
☐ Received more than one
☐ Remove from mailing list
☐ Contact person changed
☐ Other (Specify)
# PENNSYLVANIA WRITING & LITERATURE PROJECT
## REGISTRATION FORM
### REGISTER EARLY!
**Registration Deadline 2 Weeks Prior to Starting Date of Course.**

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Don't wait until the last minute to register for a program! Registration closes two weeks before start date of each course. PAWLP reserves the right to set maximum enrollment or cancel an offering due to insufficient participation. If a course is cancelled or oversubscribed, registrants will be notified by phone, e-mail, or mail. In the event your course is canceled, you may register for another available class or request a full refund.

### PERSONAL INFORMATION

Name: ______________________ Social Security #: __________

Home Phone: ___________ E-Mail: ______________________

Address: ___________________________________________

Town: ______________________ State: __________ Zip: _____

(For Federal, State, and statistical reporting) Birthdate: ______ (yr - mo - day)

Residence county: ______ Citizenship country: ______

Sex: Male __ Female __ Check one: Black/non-hispanic ___ Hispanic ___ Asian/Pacific Islander ___ White/non-hispanic ___

Bachelor's Degree from: ___________________________ Year awarded: ______

Present School/School District in which employed: __________________________

Grade(s)/Level(s)/Subject(s) currently teaching: __________________________

### METHOD OF PAYMENT

(due at time of registration. Credit card information must accompany telephone & faxed registrations.)

Enclosed is my check/money order number ______ for $ ______ payable to West Chester University.

Charge my credit card: Visa MasterCard __ Expiration ______ / ______

Cardholder name: __________________ Signature: __________________ Date: ______

Mailing Address: Pennsylvania Writing & Literature Project, West Chester University, West Chester, PA 19383

For more information, call 610-436-2202 or 2297, fax: 610-436-3212, or e-mail mfnirk@wcupa.edu

PAWLP Website: http://www.pawlp.org http://www.wcupa.edu/ACADEMICS/writing.pr/

For information on WCU offices, catalog, StuView, etc - http://www.wcupa.edu/STUDENTS

Pennsylvania Dept. of Education - http://www.pde.state.pa.us/

Please see reverse side for information on withdrawals and refunds.

WHEN DUPLICATING THIS FLYER, PLEASE COPY BOTH SIDES. Thank you.

3/20/01
PAWLP COURSES

Type of credit must be designated at time of registration.
No registration is complete and no confirmation will be sent until tuition has been paid.

GRADUATE CREDIT
- Tuition for PA residents (non-residents, higher):
  One graduate credit = $254 ($230 tuition plus additional part-time fees of $24 per credit)
  Three graduate credits = $762 ($690 tuition plus additional part-time fees if $72 per credit)
- Each graduate credit is equal to 30 Act 48* hours.
- To avoid University late fees, payment is due with registration; you will NOT be billed.
- Withdrawal must be made in writing (no phone calls) prior to class start date and mailed, e-mailed or faxed to PAWLP.
- Refunds for graduate courses are subject to University policy found on WCU website and in the Graduate Catalog.

CONTINUING PROFESSIONAL EDUCATION (C.P.E.) CREDIT (formerly in-service credit)
- Compliance letters issued through Chester County Intermediate Unit.
- Each C.P.E. credit is equal to 30 Act 48* hours which includes 15 hours of class time and assignments outside of class totaling another 15 hours. (See PDE website for verification.)
- Tuition is $125 per credit and $375 for 3-credit courses which includes CCIU processing fee. Payment is due with registration; you will NOT be billed.
- Withdrawal must be made in writing and mailed, e-mailed or faxed (no phone calls) to PAWLP.
- Cancellation/refund policy is as follows:
  PAWLP cancellation for insufficient enrollment - 100% refund
  Withdrawals prior to two weeks before the start date are subject to a $20 processing fee
  Withdrawals between 7 & 14 days prior to first day of class - 75% refund
  Withdrawals between 48 hours to 6 days prior to first day of class - 50% refund
  Withdrawals less than 48 hours prior to first day of class or after class begins- 0% refund

ACT 48 HOURS (available for 1-credit, 15 hour courses only)
- Compliance letters issued through Chester County Intermediate Unit.
- ACT 48* hours total classroom hours.
- Tuition is $125 per credit which includes CCIU processing fee.
- Payment is due with registration; you will NOT be billed.
- Withdrawal must be made in writing and mailed, e-mailed or faxed (no phone calls) to PAWLP.
- Cancellation/refund policy is as follows:
  PAWLP cancellation for insufficient enrollment - 100% refund
  Withdrawals prior to two weeks before the start date are subject to a $20 processing fee
  Withdrawals between 7 & 14 days prior to first day of class - 75% refund
  Withdrawals between 48 hours to 6 days prior to first day of class - 50% refund
  Withdrawals less than 48 hours prior to first day of class or after class begins- 0% refund

Act 48* requires that every five years, beginning July 1, 2000, professional school employees complete one of the following:
- Six credits of collegiate study
- Six C.P.E. credits
- 180 hours of professional education activities, OR
- Any combination of the above.
Graduate credit reported by WCU --- C.P.E. credit or Act 48 hours reported by CCIU --- Attendance certificate issued by PAWLP

NON-CREDIT/AUDIT (available for 1-credit, 15 hour courses only)
- Available only if space permits. Certificate of Attendance will be issued by PAWLP.
- Fee of $100 per course due with registration; you will NOT be billed.
- Withdrawal must be made in writing and mailed, e-mailed or faxed (no phone calls) to PAWLP.
- Cancellation/refund policy is as follows:
  PAWLP cancellation for insufficient enrollment - 100% refund.
  Withdrawals are subject to a $20 processing fee.
CELEBRATE LITERACY II
Second Annual Literacy Conference Sponsored by the Pennsylvania Writing & Literature Project
June 21 and 22, 2001
Sykes Student Union Building
West Chester University
8:30 a.m. - 4:30 p.m.

Keynote Speaker: BARRY LANE
Author of After the End and Reviser's Toolbox

Featured speakers on Friday, June 22:
Sue Mowery, co-author of the PA Early Childhood Assessment Framework, member of PDE’s Writing and Reading Assessment Committees and popular staff developer.

Breakout sessions both days presented by Fellows of the PA Writing & Literature Project on topics addressing the teaching of literature and writing.

Cost: $110.00 on or before June 1
$130.00 after June 1 or at the door
Lunch included both days
One graduate credit or 15 Act 48 hours available

Name ________________________________
Address ________________________________
City _______________________ State ________ Zip ________
School District/Private School Affiliation and grade level ________________________

Please send me information on earning 15 Act 48 hours.
Please send me information on earning one graduate credit (Cost is $254).

PAWLP at West Chester University
West Chester, PA 19383
Phone: 610-436-2297 or 2202
E-mail: mshirk@wcupa.edu
FAX: 610-436-3212