



# *2010 E-Anthology*

INVITATIONAL SUMMER INSTITUTE WRITINGS AND CONVERSATIONS

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**NWP**



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Welcome **Luke Hokama!**

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## 2010 E-Anthology

Before you begin, please take a moment to review the [Posting and Responding Tips](#).



### Sign the Guestbook

You are joining an online community of K-university teachers from around the country. Please sign the Guestbook and introduce yourself to your colleagues.

[More >](#)



### Classroom Matters

What are your professional concerns and experiences? Check Classroom Matters to read about new ideas, ask questions, and share promising practices.

[More >](#)



### A Day in the Life

What is happening in your summer institute? One way to think of this forum is to imagine it as a kind of archive of a summer institute's activities.

[More >](#)



### Open Mic

Share your personal and creative writing with others and participate in a grand conversation of writing and responding.

[More >](#)

## Welcome to the 2010 E-Anthology, Luke!

English:



Español:



## MEET THE E-TEAM

The E-Team facilitates the summer's E-Anthology. All members of the E-Team are writing project teachers themselves.

[More >](#)

## SUMMER INSTITUTE CALENDAR

Check out the calendar to see which other summer institutes are participating in the E-Anthology this year.



[More >](#)

## TAKE THE E-ANTHOLOGY SURVEY

Fill out a survey near the end of your summer institute and share your experience with this summer's E-Anthology.

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## Welcome!!

The first thing you'll want to do when you join the E-Anthology is sign the **Guestbook**. Doing so gives other participants a chance to get to know a little bit about you.

Your Guestbook entry is your opportunity to give some context to your writing, to tell your readers a little about yourself, your writing experiences, your teaching setting, favorite books, movies. etc. Often, after reading a piece, a participant will visit an author's Guestbook entry to get a little more information on the author.



Some things to consider posting in your entry (not required):

- Grade(s) you teach
- Personal interests
- Why you decided to become a teacher



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## CLASSROOM MATTERS

**Classroom Matters** is a place for you to write about what you know best ... your classroom. What's happening there that has you thinking or wondering? What impacts the choices you make? Ultimately, what is it that really matters?



The writing you post here may take many different forms. You may seek input on a topic of inquiry. You may be thinking about writing an article for publication. Classroom Matters provides an opportunity for you to get feedback from colleagues all over the country.



## A DAY IN THE LIFE

This forum is a place for people to post information on their Writing Project site's Summer Institute. Postings here can include:

- a copy of the log from one day,
- a description of a summer institute conversation that seemed particularly meaningful,
- or information on an excellent demo.



But don't let the forum name fool you; you can post any sort of information about your site's summer institute.

A Day in the Life is an excellent way for you, as a reader, to get a sense of the wider National Writing Project network. Do all sites keep daily logs? Do people in Nevada have the same sort of writing groups that people have in Vermont? Do summer institutes in North Dakota provide better food than those in Louisiana? Check out ADITL to learn more about the work of sites throughout the country.



## OPEN MIC

**Open Mic** is where the majority of posting and responding happens within the E-Anthology.

(In 2009 there were nearly 4,500 pieces published and over 14,000 responses to those pieces posted!)

Open Mic is a place to publish all sorts of work.

- Drama
- Essays
- Experimental genre/Multigenre pieces
- Fiction
- Memoirs
- Poetry
- Other





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### **POSTING IN OPEN MIC**

When posting in Open Mic, you will be asked to answer some questions about your writing and the kind of response you are looking for. Be sure to carefully consider your answers so that you will get feedback that is beneficial to you. The more information you can give, the better others will understand the type of feedback you are expecting.

#### ***Bless, Address, OR Press?***

##### **Ask for *BLESS* when you**

- Are not quite ready for a full blown critique of your work.
- Post writing that is more of a reflective nature or that is highly personal or that you do not plan to develop into a polished piece.
- Post a piece that is just for fun or inspiration.

##### **Ask for *ADDRESS* when you**

- Have a specific area that concerns you.
- Need suggestions for where you should go with the piece.
- Know exactly what you want in feedback.

##### **Ask for *PRESS* when you**

- Have a strong piece of writing that you think is a final draft.
- Are ready to accept and understand suggestions made by others about your work.



## ***RESPONDING IN OPEN MIC***

### ***Why respond?***

#### **Community**

When you respond to pieces of writing in Open Mic you are adding your voice to a community of summer institute participants across the country. Taking the time to read and respond to a piece of writing is an opportunity to connect with an online colleague.

#### **Rewarding**

When you respond to a piece of writing in the E-Anthology you place yourself in a teacher/coach role with a person who *wants* your feedback. It's like the best classroom writing workshop you've ever held! The writer is appreciative of and thankful for your thoughts and ideas.





## ***RESPONDING IN OPEN MIC***

### ***To whom should you respond?***

Responding to people who are not from your summer institute was really the idea at the core of the E-Anthology when it was created in 1997; however, ultimately it is your own decision to respond to postings in or out of your own institute.

Take these points into consideration making your decision:

- People from your own institute may have already read and responded personally to your writing.
- There is nothing quite so wonderful as publishing a piece on the E-Anthology and then reading a response to your writing from a complete stranger 2000 miles away.
- When you respond to someone not from your summer institute...you make that person's day!



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### ***RESPONDING IN OPEN MIC***

#### ***What about language?***

Responding to written work in an online environment requires extra care with respect to language. Comments that are meant as playful asides can be misread or misinterpreted by others. The author can't see you smiling or hear the humor in your voice. Body language doesn't transmit.

Because of this, it's a good practice to re-read a response before you post it. Is there any way that your response could be misunderstood?





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Here is a sample poem taken from the E-Anthology.

On the following slide is the conversation that took place online between two readers and the author.

## "A Giver, a Taker, an Innocence Breaker"

*Posted by Sonya on June 7th at 1:11 PM*

Responses: 9

**Topic/Genre:** Poetry

**Author's Comments:** Thoughts resulting from our Writing Marathon on the Mississippi River.

**Guidelines for Response:** Address

**Address:** What do you hear me saying?

Old Man River.  
Looking for a destination  
To set port.  
The current takes me  
Back in time.  
To a place where childhood memories  
Run deep in the muddy waters.  
Images wash over my soul  
Of cotton and the Blues  
Trickling down to the water's edge.  
Submerged in the Delta culture My mind rolls on  
Like  
Of tides that run deep.  
Father of Rivers  
A giver, a taker and a innocence breaker.  
Use caution, show reverence  
To the Mighty Mississippi  
After all this time.....  
It still keeps  
Rolling along.  
Always drifting me back home.



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## Responses:

**Larry (June 7, 3:31pm):** The title showcases that most musical of lines in your poem. I'm hearing allusions pretty strongly to slavery times in the Old South. Is that what you were hinting at? It sounds like mixed feelings toward the River-ambivalence about your own childhood memories-springing from cultural dichotomies from the deeper past. Am I way off base here? I love this poem, Sonya. Will you be polishing it further, or is it a finished nonce-piece?

**Sonya (June 7, 7:38pm):** Hi Larry. Thanks for your comments. Sorry, but you were way off base. This has nothing to do with race. It is only dealing with respect to my proud southern Mississippi Delta culture. The river is a strong part of our history that has formed who we are today. This a beginning piece that I want to develop further. Thanks again.

**Larry (June 8, 9:23am):** Okay... Back to the drawing-board for me! Thanks for clarifying. I look forward to further development of your piece.

**Shelbie (June 7, 4:56pm):** Use caution, show reverence. These lines really illustrate your feelings for what the Mississippi symbolizes. Your poem also personifies the river as an actual Father figure, someone to revere and someone to fear. One of the best poems I've read so far this summer! Good job!

**Sonya (June 7, 7:45pm):** Shelbie, thanks for your kind comments. Yes, I was in awe of the river with its size and force. As a giver -the river provided transportation and jobs through trade. As a taker -many lives were lost on the river. As a innocence breaker, we listened to stories about the past floods that destroyed everything in its path. I'm so glad that you "got it."



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## E-Anthology Discussion Board

Have a question about accessing a resource? Want to exchange ideas about teaching a topic? The Discussion Board is the place for quick questions and answers in a threaded environment.



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*Now it's your turn!*  
*Let's hear from you!!!*