



2011 *E-Anthology*

INVITATIONAL SUMMER INSTITUTE WRITINGS AND CONVERSATIONS

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Welcome **Kate Leuschke Blinn!**
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Welcome!—*iBienvenidos!*

Need an orientation to the E-Anthology?

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Start Writing and Responding—*Escribe y Responde*

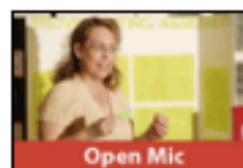
Before you begin, please take a moment to review the [posting and responding tips](#).

**Classroom Matters**

Write about your professional concerns.

**A Day in the Life**

Share your reflections on a day in the life of your ISI.

**Open Mic**

The floor is yours; share and respond to writings on any topic.

**Respond to Others**

Participate in the process with others around the country.

Jump In!—*iTe Toca!*

Here is just one piece from the [Open Mic](#) forum to give you an idea of what others are writing.

The Big Picture of Symfony2

Posted April 26 at 11:21 AM by [Vince Wang](#), National Writing Project

Genre: *Other*

If you've used a web framework before, you should feel right at home with Symfony2. If not, welcome to a whole new way of developing web applications! [Downloading Symfony2](#) First, check that you have installed and configured a Web server (such as Apache) with PHP 5.3.2 or higher. Ready? Let's start by downloading the "Symfony2 Standard Edition", a Symfony distribution that is preconfigured for the most common use cases and also contains some code that demonstrates how to use Symfony2 (get the a ...

[Read full post >](#)

[▶ 1 response <](#)

New for 2011: An Orientation page with everything you need to know!



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Welcome **Kate Leuschke Blinn!**
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Welcome! *Bienvenidos!*

We're so glad you're part of the E-Anthology this summer.
Estamos contentos que seas parte de la E-Anthology este verano.

About You and Your Portfolio

You should create [your E-Anthology guestbook entry](#) and check out the [guestbook entries of your colleagues](#) from across the country.

Once you've posted writings and responses, they'll appear in [Your Portfolio](#).

About the Forums

- > **Classroom Matters** — Classroom Matters is a place for you to write about what you know best—your classroom. What interesting things are happening in your class? What fills you with joy or frustration? What affects the choices you make? Ultimately, what is it that really matters?
- > **A Day in the Life** — This forum is a place to share a snapshot of your site's summer institute. You might post a copy of the daily log, describe a typical day, give some highlights from a few days, or describe teacher demonstrations. Be inventive about the way you describe your summer institute but please avoid including "inside" jokes or references. They don't travel well.
- > **Open Mic** — We welcome all kinds of writing in Open Mic and encourage you to read and respond to postings by other teacher-consultants.

About the E-team

The E-team is a group of your fellow NWP teacher-consultants who support your writing throughout the summer. Learn more about them on the [Meet the E-team page](#).

Connecting with the NWP

Since the E-Anthology began in 19XX, it has been a great way to connect with other Invitational Summer Institute fellows across the US. You can see other Invitational Summer Institutes' Portfolios of writings from the E-Anthology [here](#).

To stay connected with the NWP, try finding us in our other online spaces. [Learn more](#).

Additional Resources

- > [Getting To Know the E-Anthology](#) 
- > [Praising, Questioning, Wishing: An Approach to Responding to Writing](#) 

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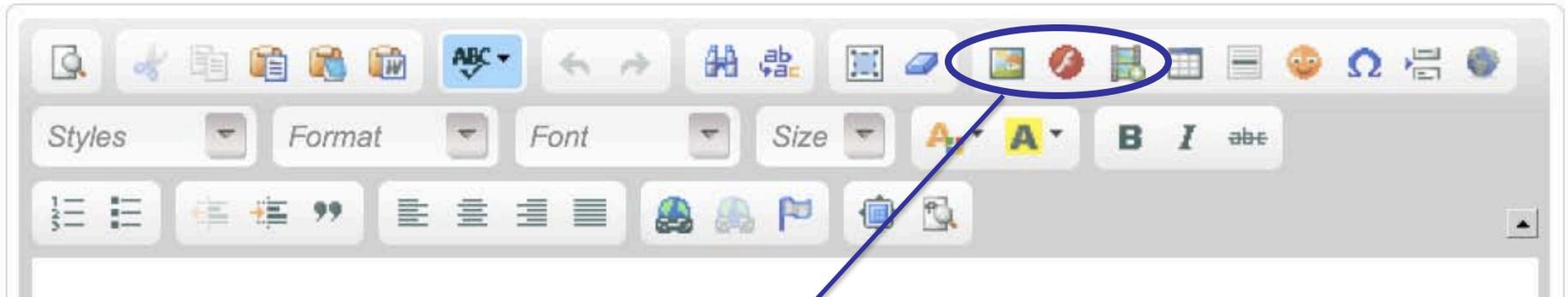
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New for 2011: Tools to add multimedia to your posts!

Post Content

Title of post



Use these three icons to embed images, flash video files, and other video files that you have uploaded to sites like YouTube or Flickr!



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Welcome! *Bienvenidos!*

The first thing to do when you join the E-Anthology is sign the **Guestbook**.

Your Guestbook entry is an opportunity to give your readers some context for your writing and to tell a little about yourself.

Some things to consider posting in your entry:

- Grade(s) you teach
- Personal interests
- Why you decided to become a teacher
- Your teaching setting
- Favorite books, movies, etc.



CLASSROOM MATTERS

Classroom Matters is a place for you to write about what you know best: your classroom.

The writing you post here may take many different forms:

- What's happening in your classroom that has you thinking or wondering?
- What impacts the choices you make?
- Ultimately, what is it that really matters?



A DAY IN THE LIFE

A Day in the Life is a place for you to post information on your Writing Project site's summer institute.

It's also an excellent way for you, as a reader, to get a sense of the wider National Writing Project network.

Postings here can include:

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



OPEN MIC

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

(In 2010 there were over 4,000 topics posted and 12,366 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





Bless, Address, OR Press?

Setting clear expectations about the type of feedback you want helps others respond. Use “Bless, Address, or Press” to help your readers know how to best address your needs.

Ask for *BLESS* when you

- Are not quite ready for a full blown critique of your work
- Post writing that is more reflective or highly personal
- Post writing 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.

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.



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Why respond?

Community

When you respond to pieces of writing 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.

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Respond to Others

One of the benefits of the E-Anthology is the opportunity for teachers from across the country to respond to writing and to receive responses from a wide range of readers. Responding to colleagues' writing is every bit as important as posting, and we would like to encourage a "three-to-one" rule, where for every new piece you post, you read and respond to three posts from your colleagues.

You can use the main forum pages to browse for items you might be interested in, or you can use this page to get a random list of posts you haven't yet responded to that you might want to consider. For more, see [Posting and Responding Tips](#).

Classroom Matters

Research in 7th Grade -- Too much? Too...old? new

Posted May 1 at 12:12 PM by [Erin Beaver](#), Sun Belt Writing Project

Genre: *Editorial/Commentary*

Tags: *writing process*

On our district's curriculum map for 7th grade, the research paper there are no guidelines for what we do and how. Last year, my first I would go ... [Read full post >](#)

▶ [1 response](#) ◀

Testing

Posted April 25 at 12:10 PM by [Ying Sun](#), National Writing Project

Genre: *Other*

... [Read full post >](#)

▶ [2 responses](#) ◀

2010 Youth Writing Conference new

Posted April 28 at 9:31 AM by [Larry Neuburger](#), Ozarks Writing Pro

Genre: *Teaching Stories*

Respond to Others

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.

When you respond to someone not from your summer institute, you make that person's day!

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.

"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.

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



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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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Now it's your turn!
Jump in! Te toca!