

Writing Project Newsletter

Western Kentucky University -- Volume 7, Number 1 -- November 2004

From the Director's Desk

The fall is quickly moving on . . . fall breaks are over . . . Thanksgiving is on the way. I hope you are enjoying your new teaching year and are in good health.

There are many good things taking place in your Project:

- Check out the applications for mini-grants in this issue
- Consider participating in our November 6th Campus Walk-About (see website for details)
- Please talk up our Digital Storytelling and Poetry session on November 20^h
- Put February 3rd on your calendar for a free workshop at which this year's Writing Project 19 will share their standards based units of instruction
- Hold April 16th for our annual reunion. This year Ross Burkhardt, author of *Writing for Real*, will be our guest. He's a graduate of the NYC Writing Project and Stenhouse author. He will help us address issues focused on literacy as he leads us in a hands on "writing as gift" experience.

Our Leadership Team has planned many of these activities for this year. A listing of them appears inside this newsletter. Be sure to thank them for representing you when you see them.

Our application for the summer of '05, Writing Project 20, will soon be online. Please recommend the Project to teachers you know would make good candidates.

Finally, NCTE meets in Indianapolis this November with special NWP workshops on the 18th and 19th, followed by the NCTE convention. And the 69th KCTE/LA Annual Conference will be here in Bowling Green on February 11-12, 2005. Hope many of you can make one or both meetings. Proposal deadline for KCTE/LA has been extended to November 15.

Keep checking your email, as it's the easiest way for us to keep up-to-date!

– John

**Mini-Grant
For Attendance At Writing/Literacy Workshops 2004-2005**

Mini-grants will be awarded up to \$200 for registration costs of workshops. Your district will be expected to provide substitute pay and travel expenses.

Name: _____

District/School: _____

Grade: _____ Subject(s): _____

Home Address: _____

School Address: _____

Writing/Literacy Workshop you wish to attend: _____

Location of Workshop: _____

Date of Workshop: _____

In a paragraph, explain why you want to attend this writing/literacy workshop.
Include your expectations of the workshop.

Mini Grant, continued

How will you share your experiences at the workshop with others in your building and/or classroom?

After attending, you will be responsible for writing an article for our newsletter about the experience.

Do you agree to this? Yes _____ No _____

If he/she is selected, I agree to pay for the substitute teacher and travel expenses for _____ to attend this workshop.

Principal

Please send this form and attachments by November 15, 2004, to John Hagan, WKU Writing Project, English Department, Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101.

Mini Grant: Book Discussion Groups

The WKU Writing Project will be funding Book Discussion Groups for the 2004-2005 school year. Each group will have a limit of eight participants. Selected participants will receive a \$50 stipend to cover the cost of the book and other expenses.

Objective: We realize that teachers often lack time and funds to read recent books that may affect their teaching. The WKU Writing Project will support school groups interested in reading and discussing professional literature and applying the concepts to classrooms.

Structure Responsibilities

The WKU Writing project will:

- Provide \$50 per teacher
- Assist with the selection of the book

You will be responsible for:

- Keeping a short journal based on your readings
- Writing a book review of your text for the WKU Writing Project Newsletter

Please return this form by November 15, 2004, to

**John Haganan, WKU Writing Project, English Department, 1 Big Red Way,
Bowling Green, KY 42101**

Your Name: _____

School: _____

Grade Level: _____ Subject(s) Taught: _____

E-mail: _____

Suggestions for group members:

Writing Project XIX

Eddy Bushelman, Allen County High School

Jeremy Byrn, James E. Bazzell Middle School

Danielle M. Cassady, Ohio County Middle School

Sharon L. Cook, Barren County Middle School

Marie A. Flood, Bowling Green Junior High School

Jennifer Gonzalez, Henry Moss Middle School

Shawna Gray, Drakesboro Elementary School

Heather Hardcastle, Rich Pond Elementary School

Dwight Christopher Holder, Bowling Green Junior High School

Michelle L. Kessler, North Hardin High School

Linda Lightfoot, Butler County Middle School

Mary Louise Majors, Lawler Elementary School

Brandi J. Matthews, Caverna High School

Katherine McCalla, W. R. McNeill Elementary School

Amelia Sue Morris, Irvington Elementary School

Nora Neagle, Green County High School

Rebecca Pearl, Grayson County Middle School

Pat Puckett, Hart County High School

Robert T. Shown, Ohio County High School

Pamela VanMeter, Potter Gray Elementary School

Co-Directors: Bob Bright, Mollie Wade, and Judy Whitson

Director: John Hagaman

San Francisco Reflection

I will forever remember the brisk November wind whipping through one of San Francisco's famed cable cars as educators from across the country huddled close for warmth, laughing and relating their day's adventures. An opportunity of a lifetime? Indeed it was, and I have the WKU Writing Project to thank for helping make this opportunity a reality for me.

I must confess that the location of the 2003 NCTE Annual Conference certainly made the overall experience an exceptional one. San Francisco, the City of Light, endeared itself to me at every possible moment. Being able to combine a historical area with many of the best and brightest in the educational field from across the country was an opportunity almost too good to be true.

Perhaps my best professional experience came when I attended a middle strand with Kyleene Beers as the featured speaker. After reading her book, When Kids can't Read, What Teacher's can Do, I knew that this was one strand not to miss. Her excitement combined with her exceptional knowledge of reading strategies is an educator's dream. She focuses on strategies for every reader's level and presents each in a down-to-earth manner and easily implemented in any classroom. Her book has truly changed my teaching of reading and enhanced my classroom teaching style. For me being able to soak up first hand her gems of wisdom was as good as it gets.

The National Writing Project segment offered several strands suited for every educator's needs. The one segment I found most rewarding was "Writing in the Content Areas." I'm confident that the majority of Kentucky's teachers still struggle with writing authentic transactive pieces. Best Practice strategies abounded which allowed me to return with suggestions for authentic purposes in the middle grades.

Since this was my very first NCTE conference, I truly had no idea of the enormous amount of "free stuff" made accessible to participants. This "free stuff" became a major problem for me on my return trip as I ended up a whopping 50 lbs. over the limit! The airline employee just shook his head at my cache of over fifty books. I just smiled, knowing that I had grabbed as many copies of free books for my students as possible.

My friend, Joy, and I were able to share a room and reminisce about each day's offerings and share our own ideas. At times I felt like a schoolgirl, chattering non-stop and munching on something delectable from room service! Another moment to jot down in my journal.

Upon returning to the real world of 7th grade Reading, my students began bombarding me with questions and ooh's and ahhh's when they saw my stash of books! Joy eventually made a web site and posted pictures of our experiences. My students had never seen the Golden Gate Bridge, and I used a picture of Joy and myself standing close to the bridge as a journal entry. So many emotions and experiences washed over me as I shared with them the beauty of the city and the wonderful opportunities presented to me.

I feel blessed to be part of the Writing Project family. I feel confident that more opportunities will present themselves. I also believe that a realistic goal for any WP participant is setting a goal to be a presenter at a future conference. It is a goal I plan to pursue.

– Marsha Kerr

San Francisco Reflection

With funding at an all time low in our district and NCTE held in California, I had doubts that I would be able to attend this year. However, with the funds made available by the Project, I was again able to participate. This year I choose to attend the Monday and Tuesday all day conferences. What a marvelous experience. I was especially helped by the conference, which focused on thinking and writing. As cluster leader in my school, I am constantly working with content teachers to improve their culminating projects in which they use written responses. The Rural Sites Network Breakfast and report time on Saturday morning was enlightening. I had never participated in that segment of the meetings. The energy and sheer joy I bring home was made possible in part by the Project. Thanks for that unique contribution.

– Bonnie Hartley

Advanced Writing Project Workshop June 14-18, 2004

Last June three co-directors--Shanan Mills, elementary; Cheryl Gilstrap, middle school; and Anne Padilla, high school--met with 12 teachers for a one-week AWP Literacy Workshop: Reading and Writing in the Content Areas. I'm not sure anyone was firm on what the workshop would involve, but we had texts chosen for participants and a "unit of study" for the week. As with all true units of study, this one finished the week battered and misshapen but heavily footprinted. The twelve participants had very clear ideas of what they wanted from the workshop, so from the very first day we adapted plans to meet the needs of the teachers.

We read and organized for presentation and presented chapters from the books we read. We looked over books we did not have time to read and made notes about must-reads.

We shared ideas; it was heartening to watch people scratching down ideas, filling page after page of notebooks. The hunger and thirst after teaching and learning ideas reflected what teaching is about: finding ways to encourage our students to learn--especially in this context to learn more effective strategies for reading and preparing to write.

We covered strategies; we learned that although there are some differences, strategies remain pretty consistent across the grade levels. We combined middle school and high school as we discovered that the similarities were legion and the differences negligible.

We entertained and questioned guest speakers, including Pat Stewart, the technology specialist for Warren County schools; Joe Survant, poet laureate of Kentucky; Tammy Stevens, Literacy consultant; Nancy Huston, on writing feature articles; and Sally Tooley, on differentiating instruction.

The week flew by; our unit of study, battered and footprinted, nevertheless radiated success, the kind of success that teachers working together with shared goals and expectations can achieve. We worked hard; we ate well (of course!); we made friends; we laughed; we celebrated a birthday; and we learned. We left brimming with ideas, excitement, and the conviction that we had spent a very worthwhile week of the summer of 2004 in this Advanced Writing Project workshop.

– Anne Padilla

Campus Writing Walk-About

November 6, 2004

10 a.m. – 12:30

Faculty House

Camaraderie! Writing! Sharing! Fun! Food!

The New Orleans writing marathons are famous in the Writing Project. Richard Louth of Southeastern Louisiana University hosts teachers from around the country to visit restaurants, bars, bookstores, etc in the French Quarter and write when they stop. The rules are simple: travel with three to four others and order something to eat or drink if you stop in a restaurant. Write whatever comes to mind for about 10-15 minutes in this place and then read aloud to your companions. **NO ONE IS TO SAY ANYTHING IN RESPONSE.** Move to a new location and repeat.

We don't have New Orleans, but we do have an attractive campus: the Kentucky Museum, Van Meter Hall, DUC with the new RedZone restaurant, the renovated Diddle Arena, our new Guthrie Bell Tower and Mass Communication Building. Not to mention Preston Center, Cherry Hall, and the Faculty House itself.

Please arrive at the Faculty House at 10 am with comfortable walking shoes and notepad/pen. Return around 12:30 for a debriefing session and some finger food. Please register below if you are interesting in joining the writing walk-about. There is no fee, but we need to order food and arrange groups in advance.

Surely writing is the glue that holds our Project together. Come on over and get reglued!

Register online at www.wku.edu/wp or call the Writing Project office at 745-6587.

CALL FOR ARTICLES

Share your ideas with other Writing Project alumni. E-mail reflections, articles, awards and accolades to newsletter editor Jason Dodson at jdodson@monroe.k12.ky.us, or mail them to Jason Dodson, Monroe County High School, 755 Old Mulkey Road, Tompkinsville, KY 42167.

**Kentucky Council of Teachers of English/Language Arts
69th Annual Conference**

The 69th Annual KCTE/LA Conference, *Lighting the Imagination: Teachers Inspiring Teachers*, will be held on Feb. 11 & 12, 2005 at the [Holiday Inn University Plaza](#) in Bowling Green, KY. Speakers for the conference will be: Laura Robb, author of *Teaching Reading in the Middle School*; Dr. Jeff Golub, author of *Activities for an Interactive Classroom* and *Making Learning Happen: Strategies for an Interactive Classroom*; Margaret Trauernicht, a Zaner-Bloser sponsored speaker and national consultant on reading and writing strategies; Linda Hager Pack, author of *A is for Appalachia*; and Crystal Wilkinson, author of *Blackberries, Blackberries* and *Water Street*.

The hotel phone number is 866.833.9330 and the price per room is \$89.00.

Our conference will focus on many aspects but one in particular will be how to address diversity in the classroom. There are many segments of this and several of our speakers will address this. We want sessions on as many topics as possible, including diversity issues.

The conference chair's contact address is
B. Scott Kelley (President Elect and 2005 Conference Chair)
6 Sloan Drive
Monticello, KY 42633
conference@kcte.org

**2004 NCTE Annual Convention, November 18-23, 2004
"Significance"**



Join thousands of teachers (kindergarten through university), administrators, and other educational professionals, as they gather to hear award-winning speakers, attend idea-packed sessions, share best practices, and test the latest teaching materials at NCTE's 94th Annual Convention in Indianapolis!

New Additions to Writing Project Library

The following books are available for review. Please request a book and share your thoughts in the next issue of the newsletter.

Growing Readers

Kathy Collins:

In her new book, *Growing Readers*, Kathy Collins helps primary teachers launch and maintain an independent reading workshop with units of study for a yearlong curriculum. Each unit includes a sample curriculum and examples of mini-lessons & reading conferences.

Response and Analysis

Robert E. Probst

In this fully updated second edition of *Response and Analysis*, Robert Probst leads you to fresh methods that build lifelong lovers of reading by opening your literature classroom to the power of student-driven interpretation and analysis. The second edition is chocked full of everything you need to plan and build a curriculum that initiates interpretative and critical conversations with and among your students while exposing them to a variety of genres-conversations that encourage students to be active, enthusiastic readers. Probst's updates and revisions speak directly to today's busy teacher, offering:

- a clear, coherent rationale for a more humane approach to literature teaching
- workshop activities that encourage adolescents to formulate articulate responses to texts, and that fit neatly into your existing curriculum
- extensive new suggestions for testing and evaluation in a standards-based education environment, complete with a variety of assessment rubrics and tools
- fresh ideas for utilizing television and film to bolster print literacy and make students more critically astute viewers
- a fully revised and updated discussion of contemporary young adult literature, including new examples, a compendium of online and print YAL resources, and a bibliography of the latest research and professional writing on the subject.

Teachers who have long trusted Probst's techniques for engaging student readers will be excited to find that *Response and Analysis, Second Edition* invites them into a new dialogue

about teaching literature, while new readers will discover how this comprehensive guide uses best-practice literature instruction to help teens make the most of the magical moments they share with authors.

I Won't Read

Marilyn Reynolds:

Marilyn Reynolds has brought many disaffected, school-hostile, and wholly unmotivated students into the ranks of lifelong readers. In this concise, practical book, she shares techniques she has used and personal anecdotes that reveal much about reluctant readers and teachers who struggle daily to engage them. Among many other key topics, Reynolds discusses:

- the importance of respect for students' attitudes, experiences, perceptions, and choices regarding reading
- tips for motivating reluctant readers
- classroom management issues
- student/teacher/program accountability.

In addition to insightful analysis, Reynolds devotes a good portion of her book to practical, immediately usable resources, including answers to frequently asked questions, prompts for teaching, and a separate section of "Tricks of the Trade" with logs, forms, an extensive list of "hit" books, and much more. Read Reynolds and offer your reluctant readers the gift of a reading habit.

Differentiated Instruction

Patti Drapeau:

How does a teacher meet the needs of all learners amid the realities of day-to-day teaching? Patti Drapeau shows us how in this practical book. She offers several strategies, including pacing instruction, varying the depth of content, widening or narrowing the breadth of topics, and altering the complexity of questions. She also shows teachers how to make them work, through tiered task cards, differentiated learning centers, and more.

Read-Aloud Anthology

Janet Allen and Patrick Daley:

You'll reach for this collection of kid-pleasing read alouds again and again. Each short selection will grab kids' attentions, build vocabulary, as well as comprehension, listening, and high-level thinking skills. They are also a great way to introduce kids to genres such as poetry, short story, speeches, expository writing, and more. All have been carefully selected by noted author and educator Janet Allen.

Nonfiction Writing From the Inside Out

Laura Robb:

Robb interviews a number of nonfiction writers on all aspects of nonfiction writing. Robb shows us how reading and analyzing the works of these and other writers can get students excited about reading and writing nonfiction.

Engaged in Learning

Kathleen and James Strickland:

Kathleen and James Strickland provide their students with opportunities for authentic learning through meaningful, reflective activities every day. They firmly believe that if we empower students to make decisions about their learning, to set goals, and to work at a pace that is appropriate for them, they will be engaged in true learning. The Stricklands demonstrate exactly how this happens—how students learn and how beliefs inform behavior, in teachers and students alike. In the process, they provide an indispensable methods book for English language arts teachers.

The authors draw on their backgrounds in composition, linguistics, and literary theory to ground their teaching in a philosophy that is student centered and inquiry based. In each chapter, they address the means to facilitate inquiry—in the reading or writing workshop, in the use of technology, or in assessment and testing. Best of all, they offer stories from real classrooms, numerous examples of lessons and handouts that are immediately usable, and suggestions for new activities that engage students.

Guided Reading Coaching Tool

Daphne Byrd and Polly Westfall:

This handy resource can be used by all teachers, classroom volunteers, and parents for one-to-one or small-group reading instruction. The scripted language and sample questions on each topic (directionality, high-frequency words, comprehension, etc.) provide the "instructor" with key prompts and reading strategies to support the "reader." Also includes a reproducible assessment form for identifying students' strengths and weaknesses.

Shared Reading Coaching Tool

Marsha Spears:

This handy resource can be used by teachers, classroom volunteers, and parents for large-or small-group shared reading instruction. Scripted language, fun activities, and sample questions on topics such as directionality, text conventions, high-frequency words, and comprehension provide the instructor with reading strategies to support beginning and advanced readers.

The Leadership Brain

David A. Sousa:

Cognitive neuroscientists are gaining greater insights into how the brain interacts with and learns from the environment. Now David A. Sousa, one of the foremost experts in translating this research into classroom practice, examines the brain-compatible leadership practices that sustain effective teaching and learning.

The Leadership Brain provides a new model for a whole-brain approach to educational leadership. Examining what we know about the adult brain, and how to apply these lessons to effective school leadership and team management, this powerful resource provides you with the necessary tools to:

- Understand the differences in learning and retention, left and right hemispheric preferences, higher-order thinking, and the nature of creativity
- Initiate and lead productive change within your school
- Effectively shape and manage school culture
- Address the call for ethical and spiritual leadership
- Understand how thinking habits influence our actions, especially with problem solving and conflict resolution

- Reduce misconceptions about students with disabilities, gifted, and minority students
- Use information about the influence that modern society has on student learning and their different expectations

The Leadership Brain includes valuable self-assessment tools, resources, and practical applications that will help instructional leaders develop a modern, creative, team-centered school where all students and teachers can reach their full potential.

Reading for Academic Success

Richard Strong, et al:

Not just for reading teachers, this book is ideal for all secondary content areas. Each chapter includes a wealth of resources including powerful reading strategies, vivid classroom examples, and 'Strategies for Struggling Readers' sections to help close the achievement gap between proficient and at-risk students."

Developing Academic Thinking Skills in Grades 6-12

Jeff Zwiers:

Many classroom tasks and texts require additional cognitive skills beyond the reading strategies usually described in the literature on content area reading. This book will help you design effective activities and assessments that foster the academic thinking skills your students need to understand challenging content area concepts taught in school. The chapters are organized into three parts. Part I explains the importance of developing academic thinking skills and the key role that academic language plays in this development. Part I also discusses the key components of assessment and instruction as they relate to the development of academic thinking. Part II contains the activities, grouped into chapters by 12 thinking skills: Analyzing; Comparing; Categorizing and Classifying; Identifying Cause and Effect; Problem Solving; Persuading; Empathizing; Synthesizing; Interpreting; Evaluating; Communicating; Applying; Each skill-based chapter describes an academic thinking skill, offers a list of academic language terms related to the skill, and provides activities that you can use to strengthen students' use of the skill. All the activities tap into students' multiple intelligences; four intelligences, in particular, are emphasized - social, visual, kinesthetic, and musical - because of their proven effectiveness in how children learn. Part III provides reproducible blackline masters that

complement the activities in chapters 3-14. The appendixes offer additional multiple intelligence activities, a list of possible questions and controversial topics for use in classroom discussions and in several of the book's activities, and familiar songs for designing music-based activities. Use this book to provide your adolescent students with the academic thinking skills and language required to comprehend the content area texts they read.

Classics in the Classroom: Designing Accessible Literature Lessons

Carol Jago:

Continuing in the tradition of her popular book *With Rigor for All*, Jago argues that all students, not just those enrolled in honors classes, deserve to read great literature.

The Curious Writer (preview book)
Bruce Ballenger:

Written in an engaging, student-oriented tone that embodies the author's philosophy, *The Curious Writer* emphasizes inquiry as both a driving force behind the writing process and a method of discovery and learning. The book operates on the principle that writers who begin with questions, rather than answers, achieve better results in their work. It treats research, revision, and critical reading skills (of both texts and visuals) as organic components of every writing process. Each of the eight writing assignment chapters offers integrated coverage of these three key activities and also provides special attention to the Web as a resource for invention and research.

The Literacy Coach's Handbook: A Guide to Research-Based Practice

Sharon Walpole and Michael C. McKenna:

This comprehensive guide presents information and strategies to help literacy coaches meet the demands of designing and directing an elementary reading program. Step by step, the book provides the knowledge needed to ensure that teachers and students benefit from the concepts and methods emerging from scientifically based reading research. Invaluable reproducible tables and figures and many detailed examples illustrate best practices for:

- Collecting and analyzing school-level achievement data
- Selecting and organizing new curricula, texts, and resources
- Conducting ongoing professional development
- Providing feedback and assistance to individual teachers
- Engaging the whole school community in supporting positive change

6 + 1 Traits of Writing

Ruth Culham:

Blueprint for Writing Instruction! Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. Look at

good writing in any genre, and you'll find these traits. Think of them as the fuel that stokes the engine of writing.

Never Too Early to Write: Adventures in the K-1 Workshop

Bea Johnson:

Start kindergarteners writing even before they can print or spell -- and improve their reading readiness. Use the ten effective classroom writing-workshop strategies in a literature-based setting or with any readiness series and reach every child, no matter the literacy level. You'll treasure this lovely and useful resource.

Writing Research Papers: A Guide to the Process

Stephen Weidenborner, Domenick Caruso, and Gary Parks:

This is a clearly written, straightforward description of the process of writing a research paper. I have used various other texts and this provides all the information someone new to the process will need. It takes the reader step-by-step through the process of developing a thesis, hypothesis, reviewing literature and writing the paper. The sample research papers are clearly explained and wonderful examples of successful papers. I will be using this text in my college English class, especially since it provides all the necessary information in an affordable text.

Introducing New Writing Project Graduate Assistant

Joshua Henderson is the new writing project graduate assistant. He recently moved from Texas and is pursuing his master's degree in English literature. He intends to have additions made to the writing project website in the next few weeks. You may contact him at writing.project@wku.edu.

Gender Discrepancies Workshop

The Gender Discrepancies Workshop brought teachers from various sections of Western Kentucky to learn and share knowledge regarding gender discrepancies among our students at all stages of development. Michael Gurian's book *Boys and Girls Learn Differently* and Tom Newkirk's book, *Misreading Masculinity*, referenced research on how the brain influences the discrepancies between boys and girls cognitive skills.

Workshop participants studied the books through the leadership of Michelle Johnson and Lisa Murley. Michelle and Lisa started the workshop with presentations on highlights of the book of study. On the afternoon of the second day, the workshop divided into sections of high school, middle school, and elementary teachers for further study of other selected books. These sessions were led by the co-directors, Debbie Fowler, Richard Haynes, and Beverly Heady.

Dr. Charles Whitaker spoke to the group Wednesday afternoon about developing units of instruction. The remainder of the week was spent through book studies through members

presentations, researching materials for developing units of study, and computer lab time. Participants shared findings of gender discrepancies, ideas for units of study, and many other worthwhile educational information. One could see everyone gleaning much information from his or her colleagues. The workshop produced units of study that addressed the gender discrepancies, intending the reduction of the learning gap among our students. Although the direction of the workshop was somewhat unstable in the beginning, the purpose never faulted or wavered.

Thus, the quality of the unit of study documents and their intent proved the value of this workshop. The group had a great follow-up session on October 23rd at Barnes and Nobel here in Bowling Green. Six of the participants have proposed a panel at KCTE/LA, February 2005.

Beverly Heady

Participants in Gender Discrepancies Summer Workshop

Ashley, Regina	Raley, Sheila
Bakk, Melanie	Sanders, Bethany
Drumheller, Amy	Scott, Karen
Estes, Krysti	Spann, Beth
Goodman, Carri Childress	Symonds, Jena
Gouvas, Margaret	Thomason, Cathy
Kinslow, Amy	Tucker, Josh
Manion, Karen	Fowler, Debbie
Miller, Laura	Haynes, Richard
Naviaux, Laura	Heady, Beverly
Newman, Lauren	Long, Michelle
Peterie, Connie Jean	Murley, Lisa
Price, Jennifer	

Leadership Team 2004-05

Karen Alford	Janet Martin
Byron Darnell	Linda Martin
Yvonne Bartley	Stephanie Martin
Rogerlynnne Briddon	Katherine McCalla
Joyce Elmore	Sonya (Bruce) Otto
Cheryl Gilstrap	Anne Padilla
John Hagaman	Karen Scott
Richard Haynes	Carolyn Shelton
Dwight Christopher Holder	Tom Stewart
Elizabeth Jensen	

Participants in the Advanced Literary Institute

Marsha Kerr	Lori Brewer Dennis
Larissa Haynes	Kyllie Doughty
Joyce Elmore	Alice Penrod
Donna McPherson	Scott Neal
Cindy McIntyre	Denise Reetzke
Lynn O'Keefe	Laura Houchens