

**The Role of Audience in the Writing Process**  
**A One-Week Mini Institute for Fargo Public Schools Language Arts Teachers, grades 6-12**

<b>Monday 6/21/10</b>	<b>Tuesday 6/22/10</b>	<b>Wednesday 6/23/10</b>	<b>Thursday 6/24/10</b>	<b>Fall Follow-up Meeting TBD</b>
8:30-9:00 Introductions  9:00-9:30 Morning Writing Prompt and Sharing  9:45-11:15 Demo: Dramatizing Audience  11:15-11:45 Research Overview: The Role of Audience in the Writing Process	8:30-9:00 Morning Writing Prompt and Sharing  9:15-10:45 Demo: The Role of Peer Review in Teaching Audience  11:00-11:45 Writing Groups	8:30-9:00 Morning Writing Prompt and Sharing  9:15-10:45 Demo: Technical Writing and Audience  11:00-11:45 Writing Groups	8:30-9:00 Morning Writing Prompt and Sharing  9:15-10:45 Demo: The Research Paper and Audience  10:45-11:45 Authors Chair; discussion of writing group processes	9:00-12:00 Mini-Demos by participants: How are you bringing audience into your writing process classroom?
Lunch: Reading time	Lunch: Reading time	Lunch: Reading time	Lunch: Reading time	
12:45-1:45 Study group formation, reading time  2:00-3:30 Demo: Audience in Levels of Writing	12:45-2:15 Demo: Persuasive Writing and Audience  2:30-3:30 Demo Application: Persuasive Writing Across Grade Levels	12:45-2:15 Demo: Expanding Audience Through Technology  2:30-3:30 National Writing Project Resources for Audience: E-anthology and others	12:45-2:00 Study group presentations  2:15 – 3:15 Coaching and planning for mini-demos  3:15 – 3:30 Evaluation and Horizon Form	

**Notes:** All reading materials will come from a course packet of current research articles provided by RRVWP. Participants will form study groups on the first day of the institute to read articles of most interest to them. Study groups will present their findings from their reading to the whole group on the final day of the institute. During writing groups, participants will receive feedback for revision on their own writing and experiment with ways peer review can enhance the role of audience in the writing process. During the authors' chair session on the final day, participants will read some of their revised writing and discuss what they learned about peer review from being in writing groups. Demos consist of a 60-minute highly interactive demonstration of best practices and a 30-minute discussion of ways individual participants will apply practices from the demo in their own teaching. All demonstrators are affiliated with the Red River Valley Writing Project/National Writing Project and are actively teaching in their own classrooms. On the final day of the institute, participants will be coached by RRVWP teachers in planning their own mini-demos for the fall follow-up session. This includes explicit planning for how to include practices from the institute in participants' fall teaching.