During this interactive seminar, middle and high school teachers will participate in an intensive study of the teaching of source-based argument writing, close reading for critical thinking, and student inquiry for deep engagement.

Across the two-day study of teaching and learning facilitated by Capital District Writing Project fellows, teachers of all subject areas will:

• engage in collaborative lesson study
• read and consider mentor texts and text sets for classroom use
• build common language around the teaching of argument writing

Argument in Action builds on the work of the National Writing Project’s College, Career, and Community Writers Program, which over the course of a three-year national study was found to have a statistically significant effect on four attributes of student argument writing: content, structure, stance, and conventions.

Date: June 27-28, 2019
8:30am-4pm
Cost: $375
15 CTLE

Questions?
email Carol Forman-Pemberton (carolcdwp@gmail.com)

The Capital District Writing Project, a site of the National Writing Project, is a vibrant community of K-College educators working to enhance the teaching of writing in the Capital Region.