



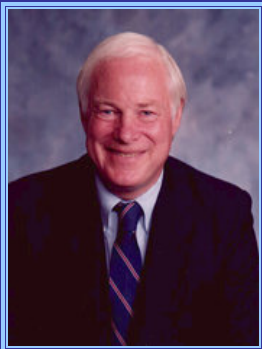
IOWA WRITING PROJECT

E-Newsletter

January 2007

<http://www.uni.edu/continuinged/iwp/>

PLEASE SHARE your
IWP E-Newsletter
with your
colleagues and
friends!



*I am probably the least
disappointed defeated
member of Congress.*

- Jim Leach

Contact Us!

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In Appreciation

Jim Leach's Support for Writing Project

Jim Leach's support for writing project funding has been gratefully acknowledged before in this newsletter. While we hope to cultivate similar support by his successor, it is only appropriate to thank him for that support once again, and for his able representation of Iowa and service to the nation, as he leaves Congress after 30 years. Despite prestigious committee roles and high regard among colleagues and others, Leach was less well known than many long-term congressmen. "He was not a state-of-the-partisan-art Washington politician. He never had an enemies list. He treated his colleagues, his constituents and everybody he met – including those of us in the press – with fairness, openness and consideration." (Mark Shields, *Washington Post*, Nov.11).

Described as short on rancor and long on principle, Leach is known for significant and risky independent votes. One of 9 Republicans who refused to vote for Newt Gingrich for House Speaker in 1997, he also cast astute votes in relation to Iraq. "With the benefit of hindsight, it's clear the vote to go to war in 1991 was the correct one...Just as certainly, the wiser vote in 2002 was to deny the second President Bush authorization to invade Iraq." (*USA Today*, Oct. 30, '06) Of the hundreds of members of Congress eligible to vote both times, only two senators and eight House members – and only three Republicans – voted 'yes' in '91 and 'no' in '02. Jim Leach was one, saying in '92 "Anyone not conflicted in their judgment is not thinking seriously."

Independence and ethics were part of the story this year, according to David Broder (Nov. 30, '06). Leach "became a target for crafting the Unlawful Internet Gambling Enforcement Act", drawing the ire of, and a major campaign from, the Poker Players' Alliance. He also insisted, late in the campaign, that the national GOP drop a planned mailing attacking his opponent's position on gay marriage; this, and his support of embryonic stem cell research offended the Christian Coalition. But Leach says "The big force was the accountability thing – the overwhelming dissatisfaction with the Republican Congress." Nevertheless, he worries about the absence of moderates in the new Congress, the political dynamics of polarization, and decreased representation of the American mainstream.

*Write for yourself, then
others.*

- Donald Murray

Ideally, high personal standards will make another Iowan ‘the conscience of Congress’ and Jim Leach will move on to another position from which to serve his constituents – in Iowa and the nation. His welcoming presence in DC, his genuine interest in students and those who teach them - and his support for sound approaches to helping both - will be missed by those of us who advocate for IWP/NWP funding. Jim’s office, his staff – especially Mary Andrus – and Jim himself were consistently the high point of our ‘Day in DC’. Best wishes to all.

Remembering

Donald Murray

Writer and teacher Donald Murray died of apparent heart failure December 29, 2006. Murray won a Pulitzer Prize in 1954 at age 29 for editorials in the *Boston Herald*. He published numerous memoirs and books on writing and was a professor at the University of New Hampshire for 19 years. He wrote the *Boston Globe’s* “Over Sixty” column (renamed “Now and Then” in 2001) for two decades. At age 82, he was planning a new website to serve aspiring writers. In his last column Dec. 26 he wrote “Each time I sit down to write, I don’t know if I can do it. The flow of writing is always a surprise and a challenge. Click the computer on and I am 17 again, wanting to write and not knowing if I can.”

Murray was born in Boston, grew up in Quincy, and lived in Durham. After an unhappy childhood, treated often in his writing, he was a paratrooper during WW II and graduated from the University of New Hampshire with a degree in English in 1948. After starting as a copyboy, he became a staff writer in 1949. He worked briefly for *Time* magazine and as a freelance writer before joining the UNH faculty in 1963. He retired from the university in 1984, but remained a prolific writer and speaker for many years.

“For decades, I was ashamed of my newspaper and magazine journalism. I had been an English major in college, where I was taught that poetry was the highest form of literature, drama was next, serious novels and some short stories were worthy of study... Then one day, late in a life of writing, in answering a question after a public reading of an example of my nonfiction, I realized the obvious: Art is first craft, and I could take pride in the practice of my craft. More than that, I realized that all I had written in every genre... was built upon the secure foundation of my journalist’s craft.”
Writing to Deadline: The Journalist at Work, 2000.

Murray is best known to most IWPer for his books in the IWP library and his articles in the notebook of institute reading material. Early titles like *A Writer Teaches Writing* and *Write to Learn* (8th edition in 2005) were

But writing isn't a mystery. It is a process, a logical series of language acts that anyone who can write – and read what they have written – can perform.

- Donald Murray

While ethics is an institutional term, the living of an ethical work and management life nonetheless depends absolutely on the moral compasses of the people who must make ethics real by the way they chose to behave.

- James Autry

<The Book of Hard Choices>

followed by collections of articles (*Learning by Teaching*) and books: *Expecting the Unexpected*; *Shoptalk*; *Crafting a Life*; *Writing to Deadline*; *My Twice-Lived Life: A Memoir* and *The Lively Shadow*, about his middle daughter, Lee, who died at age 20. His articles remain among the most informative in IWP institutes. With his colleague Don Graves, who closely observed the writing practices of students and the classroom practices of teachers, Murray revealed nuances of writing processes as practicing writers manifest them, magic resulting from rational steps and decisions.

Murray was enormously influential on the teaching profession not only through his writing, but through his influence on colleagues Don Graves, Tom Newkirk and Chip Scanlon, and on such students as Nancy Atwell, Lucy Calkins, Tom Romano and Ralph Fletcher. He spoke regularly at national, state and regional meetings of teachers. Veteran IWPers will recall his appearance at an IWP fall conference at the Amana Holiday Inn in the early 1980s. The session was introduced by Cleo Martin, Murray was introduced by Sandra Bolton, a fan, and Jim Davis joined him for demonstration conferences during the session. We are among many to benefit from his life and work.

New Releases

James Autry

Some IWPers will recall James Autry's reading at a fall conference luncheon in Des Moines; many will recognize his name from his poetry and his thoughtful, humane books on business management. Jim received national attention as one of the poets featured on Bill Moyer's PBS series *The Power of the Word*. His early collections of poetry are *Nights Under a Tin Roof* and *Life After Mississippi*. Combining prose and poetry, *Love and Profit* ('91) helped establish a new trend in attention to business management and leadership. Subsequent works in that vein include: *Life and Work* ('94); *Confessions of an Accidental Businessman* ('96); *Real Power* ('99); *The Servant Leader* ('01); *The Spirit of Retirement* ('02). Last month saw publication by Random House of *The Book of Hard Choices: How to Make the Right Decision at Work and Keep Your Self-Respect* ('06). This month will see *Looking Around for God: Oddly Reverent Observations by an Unconventional Christian* (Macon, GA: Smyth & Helwys 2007). Since Jim and I share the experience of a Baptist minister father, I'm looking forward to it! Jim is also active as a speaker, and information is available on his website: members.aol.com/jamesautry/ (Or just Google James Autry.) With the transition in state government, he is looking forward to more time at home for his wife, recent Lt. Gov. Sally Pedersen.

Holocaust Education

Washington, D.C.

July 15 – 20, 2007
Middle-High School Teachers
All Expenses Paid!

Want to become a leader in Holocaust education? The United States Holocaust Memorial Museum offers a teacher fellowship program designed to immerse participants in advanced historical and pedagogical issues relating to the Holocaust. You would become part of a national corps of skilled teachers who serve as leaders in their schools, communities and professional organizations (like IWP and ICTE). Following an intensive summer program (2007), create outreach projects to advance Holocaust education in your community, region and state, and then attend a follow-up program (2008) to assess progress and continue your studies.

Participants will:

- * Share ideas and create teaching plans with other teachers;
- * Explore the Museum's extensive resources;
- * Interact with Holocaust survivors, Museum curators, historians and archivists;
- * Work with diverse educational media;
- * Tour exhibits and visit behind-the-scenes collections.

English, history, social studies, foreign language teachers, librarians and media specialists who have extensive knowledge of Holocaust history, have taught the Holocaust for at least five years in U.S. schools, and who are active participants in community and professional organizations, may apply. If you need a letter of recommendation from IWP as one of the two required, please ask. IWP will also send a copy of the application information upon request. You may want to go to the Museum's Web site at www.ushmm.org and, under 'Education', go to 'For Teachers' and then 'Fellowships'. You may also contact the Fellowship Program Coordinator Peter J. Fredlake at 202-314- 0352 or pfredlake@ushmm.org or Education Division, Museum Teacher Fellowship Program, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126. *Applications must be submitted or postmarked by February 9, 2007.*

If you are interested but do not qualify under these criteria, check the Museum Web site for information and an online application to the Arthur and Rochelle Belfer National Conference for Educators June 24 – 26, 2007 (<www.ushmm.org/education/foreducators>). Museum educators and scholars share rationales, strategies and approaches for presenting this complex topic to students, in sessions designed specifically for middle and high school teachers. A set of educational materials and a voucher to purchase Holocaust related resources from the Museum are provided. Contact IWP if you need assistance with some of the expenses involved.

IWP Summer

IWP Summer Opportunities

Writing and Quadrant D:
Rigor/Relevance/Reflection

Beginning College Writing

Terrible things done in the name of standards aren't standards at all; they are just terrible things.

- Susan Ohanian
<NCTE Convention 06>

Opportunities

Plans are developing for IWP activities, Summer 2007. In addition to a Level I and an advanced institute at UNI in June, sites elsewhere across the state are currently being negotiated. Moreover, new workshops are being planned on the following timely matters:

Writing and Quadrant D: Rigor/Relevance/Reflection

Teachers in many districts are encountering a framework for instructional strategies based on the six levels of Bloom's Taxonomy and on five levels of Application. Veterans of IWP know that higher order thinking and authentic application require the additional experience of reflection to fully actualize and internalize learning; Quadrant D teaching embeds written reflection in sound practice. Look for a one week workshop of interest to teachers who want to explore writing and reflection as a way to enhance their teaching. (On campus at UNI; potentially elsewhere by arrangement.)

Beginning College Writing

Providing the beginning college writing experience has grown increasingly complex. For some students it remains a basic requirement, commonly met in the first few semesters in a four-year college. Others take college writing at a two-year college and transfer the credit to a four year school, if they follow that academic path. Especially able students have been able for some time to take AP Language and Composition and pass the AP exam to meet part or all of a college writing requirement. Today, some schools give an impression of rigor by allowing open entry to AP classes, or by offering college credit classes in HS without the AP structure, usually by arrangement with a community college. But what constitutes an introductory college writing class? What teaching and learning experiences in what context characterize college level writing and learning? What is there to the beginning writing course beyond the writing and reading activities? Look for a one week workshop of interest to anyone who teaches beginning college writing in whatever context. (On campus at UNI.)

Expect to see familiar IWP offerings this summer, too. A schedule for *Writing from Historical Documents* (2 weeks; 3 credit hours) is being negotiated with the Herbert Hoover Presidential Library in West Branch, allowing another opportunity for intensive primary source research and writing after a three year hiatus. Look for specifics in the next newsletter, and contact Jim Davis meanwhile if you are especially interested in this opportunity. Also, a *Memoir Writing Workshop* (1 week, half days; 1 credit hour) is being tentatively scheduled in Sioux City, and could be offered elsewhere. Again, see the next newsletter and contact Jim Davis to express interest and/or check further.

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Look for the next Iowa Writing
Project
E-Newsletter Soon!