Writing Workshops

Introduction

To inspire a passion for writing, Geelong author Michael Panckridge is excited to have the opportunity to work with Year 3-8 students in a series of writing workshops. An important goal is to encourage the students to feel empowered by their writing and to make the experience as realistic and authentic as possible. The outline below is an overview of the approach that Michael will take to achieve this. Important elements are giving students choice; helping students become aware and knowledgeable about the different components of the writing process and most importantly, inspiring a passion and excitement about writing. Encouraging self-reflection via the attached rubric will also contribute to promoting self-directed learning. The rubric also forms a very powerful assessment tool for teachers helping them to framework and guide student learning on an individual basis. Michael is well able to adapt his approach to cater for different venues and session numbers. Please email Michael (michaelpanckridge@gmail.com) for further details or to discuss how you can best accommodate a visit from him.

Framework

1. Choice
    a. Poetic
    b. Narrative
    c. Descriptive
    d. Argument
    e. Report
2. Hook
3. Audience
4. Purpose
5. We're authentic writers. We write with purpose to make a difference.

The Process

1. Plan
2. Draft
3. Conference (edit)
    a. 2 other students / 1 other adult
        i. 3 things I like / 3 things to work on
4. Fix
5. Publish

The Room Set Up

1. **Cave**
    a. A silent space for writing.
2. **Café**
    a. Busy / a bit of noise; conferences can take place here
3. **Guru**
    a. Advertised short/sharp 10-15min session by an "expert" who shares his/her knowledge about a skill they have in any area of writing. It could be a…
        i. Visitor / teacher / student(s)
        ii. They must be proficient and competent in their area of expertise
        iii. Optional attendance by any interested students.
4. **Studio**
    a. Publishing House
    b. Movement / hands on
    c. Need lots of stationary etc
    d. Shoutlines / blurbs / promo / design / covers / book trailers / illustrations etc

The Check Up

1. Over a year try and write in at least two different genres
    a. One piece to be published on MP website
    b. Explore the possibility of alternative publishing formats
2. Keep a folio of your work. Each student to have a (nice!) bound journal to record images, drafts, ideas, writing, thoughts etc
3. The drafts, journey, reflections, notes etc are AS IMPORTANT as the final products!

Narrative Rubric

Name: _____

Area to Mark	1 – 4 points	5 – 7 points	8 – 10 points
	I really need to work on this area and make it a focus for my next piece of writing	**I have pretty good mastery of this area but could improve**	**This area is a strength for me and I have pretty much mastered this area**
Following the structure of a narrative / the Story line (plot)	• The structure is out of order and each area is not covered. • The plot is too simple/inappropriate and the reader is not engaged.	• The story moves forward in a logical manner • Each area is covered well and the story makes sense. • The plot is intriguing and leaves the reader mostly satisfied.	• The structure is followed perfectly, it makes sense and multiple complications are included. • The plot is interesting and intriguing because the reader read from start to finish and was engaged in what he/she read.
Appearance	• No effort has been made to paragraph • It is hard for the reader to follow the story	• Some effort has been made to paragraph to help the reader follow the story	• The paragraphing is clean and makes the story easy to read and follow
Use of adjectives (describing words)	• Very few adjectives are evident. • It is difficult to create a picture of the story in the reader's mind.	• Appropriate adjectives are used at the right times. • A good picture is able to be formed in the reader's mind throughout the story.	• Appropriate adjectives are used constantly throughout the story painting a clear picture in the readers head. • Characters, settings and scenes could be accurately illustrated by reading the story.
Characters and personalities	• All characters are hard to understand. • All characters have the same personalities.	• Most characters are understandable. • Most characters have different personalities • Most characters are easy to relate to. • There is evidence of a little growth in the main character	• The reader can relate to all characters. • All characters have different personalities. • The reader can understand all characters. • The main character grows in an emotional way over the course of the story
Varied settings	• The setting is never really explained • The setting is dull and doesn't add to the story	• The setting is explained and helps create a better story • More than one setting is described	• A number of settings are described during the story • The setting really adds quality to the story • The settings are interesting
Title and story beginning	• The title is fairly plain • The title doesn't fit the story • The opening of the story is dull and doesn't really hook me	• The title is reasonably interesting • The opening is good and I'm quite interested to read on	• The title draws the reader into the story. • The title is reflective of the whole story but doesn't give it away. • The opening is amazing and truly hooks me in • I can't put this story down
Spelling, grammar and punctuation	• Most sentences contain spelling and punctuation errors. • Not much of the story makes sense and it's hard to follow because of poor punctuation	• Most spelling, grammar and punctuation are correct and the story makes sense. • There is some evidence of interesting punctuation to make the story more interesting	• Spelling and punctuation is correct and the whole story makes sense. • Creative use of punctuation is used to bring the story alive

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Appropriateness for the audience	• The story is written for the wrong age group. • Language and content strayed away from the intended age group.	• It is appropriate for the audience. • Language and content is appropriate for the intended reader (2 years away from current age)	• The story is suitable for the chosen age group and has characters and settings that are appropriate. • Language and content is perfect for the intended age group.
The Main Idea	• The main idea is not original • The idea is quite plain and simple	• The main idea is interesting and keeps the reader interested	• The main idea is clever and unique • It hooks me in and makes me want to read the story
Presentation	• Little effort has been made to publish the story in an interesting way	• Some effort has been put into presenting the story in an interesting way	• The publication is creative and interesting and makes the whole story even more appealing