

# T&W Blackboard

## *From the Teachers & Writers Collaborative Listserv*

I am looking for thoughtful writing (articles, books, blog posts) about grading student poetry—theory and/or practice.

I find that some of the best writing about teaching poetry comes from people who are writers who visit classrooms, and they very rarely have to deal with the reckoning that is a term mark or report card.

I don't think the process has to be soul destroying! But I'm looking to enrich my own practice.

KATHERINE  
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This is an issue I find very interesting. Here are some sources that I've collected:

Leahy, Anna, ed. *Power and Identity in the Creative Writing Classroom*. Clevedon [UK]; Buffalo: Multilingual Matters, 2005.

LeNoir, W. David. "Grading Student Poetry: A Few Words from the Devil's Advocate." *The English Journal* 91.3 (2002): 59-63.

Scimone, Anthony J. "At Home with Poetry: Constructing Poetry Anthologies in the High School Classroom." *The English Journal* 89.2 (1999): 78-82.

Uppal, Patricia. "Both Sides of the Desk." Kelly Ritter and Stephanie Vanderslice, eds. *Can it Really be Taught? Resisting Lore in Creative Writing Pedagogy*. Portsmouth, NH: Boynton/Cook Heinemann, 2007. 46-

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*Letters should be addressed to Letters to the Editor, Teachers & Writers magazine, 520 Eighth Avenue, Suite 2020, New York, NY 10018. The e-mail address is letters@twc.org. All letters should include the writer's name, address, and daytime telephone number. Letters may be edited for length and clarity. We are unable to acknowledge or return unpublished letters.*