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Dear Principal _____ ,

Over the past few weeks I have had the wonderful opportunity to participate in the Chippewa River Writing Project on the campus of Central Michigan University. In three weeks time, I have had the ability to work with the CRWP co-directors and other colleagues from across the Central Michigan area to collaborate on personal writing, teaching writing in the classroom, and utilizing technology to enhance writing. I would like to share with you some insights I have learned from the latter element, focusing on my belief that our school could greatly benefit from the integration of technology in the classroom to move toward digital writing.

One of the major components we focused on throughout this Writing Project was the integration of technology in writing across the curriculum to help elevate student writing. Through this experience, I had the opportunity to work with digital writing in different mediums including but not limited to Google Docs, Wikispaces, Windows Movie Maker, and Audacity. In the state of Michigan, we must address the need for technology literacy, defined as “the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century” (Devoss, Eidman-Aadahl, & Hicks 96). Following my time with the Chippewa River Writing Project, I believe I have a greater understanding of how to address this responsible use of technology, and I would like to share that understanding with others.

One way to help encourage and nurture the use of digital writing in our district is through a shared study and discussion of the book *Because Digital Writing Matters*. This book’s major goal is to help improve writing for students in environments found online or in multimedia, and it is written by teachers, for teachers. The book addresses issues as varied but still undeniably connected as the “Landscape of Digital Writing” to the “Standards and Assessments for Digital Writing” and “Professional Development for Digital Writing”. With this book, it not only discusses the issues facing administrators, teachers, and schools today but also offers guidance and information on how to work with digital writing in a manner that aligns with state expectations as well as avenues to pursue for further professional development and growth in the area.

In the end note of *Because Digital Writing Matters*, the authors declare that “this is not additive, this is transformative pedagogy” (146). If we are truly to transform the way we write in our classrooms and address the need to enhance our writing through digital means, books like this must be a part of the conversation. I urge you to consider this book during our Professional Development sessions, as I truly believe that it can help in the transformation for our teachers, our student, our school, and our district.

With great sincerity,

Rebecca Conway