

Asilomar 35



“O, Wonder!

How many goodly creatures are there here!”

Asilomar Conference Grounds
Pacific Grove

September 27-29, 1985

Curriculum Study Commission
Central California Council of Teachers of English



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How many goodly creatures are there here!”

Each fall, teachers of English gather at Asilomar to celebrate the wonder that literature and language instill. As they explore issues facing the profession, renew acquaintance with treasured works of literature or meet new ones, and are inspired by the words and deeds of each other, the wonder is rekindled.

At a time when English teachers often feel beleaguered, beset with problems beyond their control, the gathering at Asilomar provides, through a deeply shared sense of professional commitment, a renewal.

At Asilomar, we can truly say, “O, wonder! How many goodly creatures are there here!”

For additional information or extra copies of this brochure, please write:

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6878 Colton Blvd.
Oakland, CA 94611

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The Asilomar conference is sponsored by the Curriculum Study Commission of the Central California Council of Teachers of English, an affiliate of the California Association of Teachers of English and the National Council of Teachers of English.



Program September 27-29, 1985

Friday, September 27

- 3:30-6 p.m. Registration
4:30-6 p.m. Reception hosted by the CCCTE Executive Board
6:00-7 p.m. Dinner
7:00-9 p.m. Registration
7:30-9 p.m. General Session
Featuring the One-Act Theater
9:15-10 p.m. Workshop Session I

Saturday, September 28

- 7:45 a.m. Breakfast for first time Asilomar participants
9 a.m.-noon Workshop Sessions II and III
1:30-3 p.m. Workshop Session IV
4:30-6 p.m. Reception hosted by the Curriculum Study Commission
7:30-8:30 p.m. Richard Rodriguez, writer-in-residence
8:30-10 p.m. START THE REVOLUTION WITHOUT ME, film
Informal Open House

Sunday, September 29

- 9 a.m.-10 a.m. Workshop Session V
10:30-noon General Session II
Mary Metz, President of Mills College

Note: Recommended books are available at the three locations of

A CLEAN WELL-LIGHTED PLACE FOR BOOKS

At the Oaks
21271 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 255-7600

At Larkspur Landing
2417 Larkspur Landing Circle
Larkspur, CA 94939
(415) 461-0171

At Opera Plaza
601 Van Ness Avenue
San Francisco, CA 94102
(415) 441-6670

Featured Presentations

RICHARD RODRIGUEZ—Writer-in-Residence

A writer and journalist, Richard Rodriguez has received, among other honors, the Fulbright Fellowship in 1972 and the National Endowment for the Humanities Fellowship in 1976. His autobiographical *A Hunger for Memory* stimulated thought on the issue of bilingual education. A regular contributor to the *Washington Post*, *Harper's*, *The American Scholar* and other magazines, he is presently at work on a book about Mexico and California.

MARY METZ

Dr. Metz, the President of Mills College, brings to Asilomar an extensive background in literature and language teaching. She studied at the Sorbonne, has published a high school language and literature text, and has varied experience as a teacher. She will speak on the importance of the liberal arts, and especially of language and literature, to all students.

THE ONE ACT THEATER COMPANY

The One Act Theater Company of San Francisco is entering its tenth season of presenting award winning plays. Beginning with *The Elephant Man*, the 1985/86 anniversary season will be one to remember. Led by Simon L. Levy, artistic director, the group performs at 430 Mason Street in San Francisco.

Workshop Sessions

The Asilomar conference is built on group sharing; each person meets with one workshop group throughout the weekend. Although each group will have a resource person, these people are not intended to function as lecturers. Rather, it is the workshop participants themselves who help determine the direction of the discussion which evolves from the program description. This emphasis on good talking, on pursuing intellectual interests together, has given the Asilomar conference its singular reputation.

Please select the workshop—both first and second choice—in which you will enjoy being a contributing member. You are asked to submit two choices since continuation of each workshop depends on the number of sign-ups.

Letters following titles indicate workshops that have a grade-level focus:

E	Elementary
I	Intermediate/Jr. High
S	Secondary
C	College
G	General

1. "Sounds in the Heart": Katherine Paterson (E)

Katherine Paterson, winner of two Newbery Medals, two National Book Awards, and numerous other honors is one of our national treasures in children's literature. Group members will enjoy an opportunity to discuss her works in depth, her unique background, and her power as a writer which enables readers, young and old, to listen to the "sounds in the heart." Recommended reading: *Bridge to Terabithia*, *The Great Gilly Hopkins*, and *The Master Puppeteer*.

2. Isherwood: A Life in Literature (G)

From Cambridge to London to Berlin to Santa Monica, Christopher Isherwood has woven into his novels his experiences, his friendship with Auden and Spender, his homosexuality, and his "conversion" to Vedanta, producing a kind of continuing fictionalized autobiography. Participants will endeavor to separate fact from fiction in a sampling of his books while appreciating this fine writer's personal honesty and literary skill. At least two of the following books should be read before the conference: *A Meeting by the River*, *A Single Man*, *The Memorial*, *Christopher and his Kind*, and *Down There on a Visit*.

3. Neglected Treasures: Shakespeare's History Plays (G)

Everybody teaches *Julius Caesar*, *Macbeth*, *Hamlet*. Teachers are missing several of the Shakespeare plays with potentially the most appeal for students - plays that have it all: comedy, tragedy, romance, murder - the History plays. This section will focus on classroom use of *Richard II*, *Henry IV Part I*, *Henry V*, and *Richard III*. Videotape excerpts from

9. Channeling Chatter: Talking to Learn/Learning to Talk (E,I)

Classroom talk can facilitate a natural flow between elements of literacy. Participants in this group will practice oral language activities guaranteed to stimulate higher levels of reading comprehension and writing fluency. The role of standardized English in language acquisition will be explored with strategies to equip students with this necessary skill.

10. The Multicultural Multilanguage Classroom (E,I,S)

This group will focus on understanding the language needs of mainstreamed limited English proficient students and speakers of nonstandard dialects and on the methods and techniques that will most effectively meet those needs. Participants will receive a packet of articles before the sessions.

11. Huck Finn Revisited (G)

In this centennial year of *Huckleberry Finn*, interest in the novel ranges widely - from the Restored Edition just off the press, to an important find relating to Sam Clemens' racial attitudes, to presidential endorsement of the book. To further celebrate *Huck Finn*, participants will have a chance to compare readings in the new Restored Edition with older versions, learn the history of the new edition as well as examine with one of the editors some of the findings regarding contextual differences, and consider implications of the new scholarship. Participants should bring a copy of the restored edition and bring an older edition of *Huck Finn* for comparison. Copies of the restored edition are available through U.C. Press Bookstore at (415) 548-0585.

12. Working With Special Students (E,I,S)

Participants will discuss how to succeed in teaching learning disabled students who are mainstreamed into English classrooms; share lessons and strategies that have worked with high school and community college students; examine instructional materials and learn about resources including literature about the handicapped. Participants are asked to bring ideas and materials to share.

13. The Writing Process: Making Revision a Habit (I,S)

What do research and classroom experience tell us about the revision process? This group will develop strategies for making response groups more efficient and for helping students review and rewrite their papers. Recommended reading: M. Mohr, *Revision: The Rhythm of Meaning*; Lil Brannon, et. al., *Writers Writing*.

14. Lead-Ins to Expository Writing (S)

The group will discuss strategies for helping students attack the task of expository writing, including prewriting and planning, finding a focus, asking questions and maintaining

19. Weaving Creativity into the Classroom (I,S)

Creativity is a style, a perspective, a way of looking at things. This section for teachers who work with gifted students will explore the behaviors that reflect creativity in the classroom. Participants will assess their own creative teaching styles and share activities that blend creativity into poetry, drama, and other literature. Materials will be provided.

20. Short Story Practicum (I,S,C)

The short story is the most widely used genre at all levels of teaching - as entertainment in its own right and as a means to discuss those literary techniques found in more complex form in the novel. This practicum will examine the structure of the short story, the role of the protagonist and others, and the functions of symbolism and imagery. We will exchange ideas about the short story as stimulus for student modeling and expository writing assignments. Group members will be asked to read and discuss two or three stories, (to be sent to participants in early September), and they will discuss varied techniques for teaching them. The group will also devise and critique assignments based on these works. In addition, all participants are invited to bring 35 copies of one favorite short story with accompanying successful assignments to share. The Friday evening session will begin with a focus on Truman Capote's "A Christmas Memory", which all are asked to read before the conference.

21. Peer Tutoring (I,S)

Based on an existing program, this section will show participants how to start and conduct a peer tutoring English class by training and supervising students tutors to teach reading and other subjects. Questions about tutoring will be encouraged, as well as the sharing of experiences with peer tutoring. The section leader will share methods, materials (including student writing) and tutoring class experience. Among subjects for discussion: 1. recognizing and training tutors 2. recognizing tutees 3. matching tutors and tutees 4. liaison with other teachers and counselors 5. across the curriculum tutor assistance 6. evaluation 7. benefits to tutor, tutee and the school.

22. Turn your Trauma into Profit (G)

Explore the ins and outs of writing for fun and profit as you learn to write interesting leads, personalize generic material, develop your own voice for publication. Participants will discuss when to contact an editor, when to submit query letters, when to make the telephone call. Establish yourself as an expert in your field; bring pieces you have written or ideas for pieces. Or just come and discover how you can transform your own trauma into publishable writing.

23. In the Nature of Things: Some Observations (E,I,S,C)

The naturalist's trained eye turns an ordinary object into a microcosm and provides writers with a model of observation

Membership Fees

Members of CCCTE or any other regional affiliate of the California Association of Teachers of English (CATE) pay the reduced registration fee.

Those who pay the non-member fee automatically receive a one-year membership in CATE, effective October 1, 1985, which entitles them to reduced rates at other conferences, including the annual CATE convention, and a one-year subscription to **California English**.

Current CATE members or those whose membership has expired recently may renew their membership at the Asilomar conference registration desk.

Lodging and Meals

The accommodation fee includes two nights' lodging and six (6) meals, Friday dinner, served at 6:00 p.m. through Sunday lunch.

Please note: Only a limited number of single and no lower priced double rooms are available. Scripps and Lodge are being renovated. All room assignments are on a first-come, first-served basis.

Monterey peninsula residents may register for the conference on a nonresidential basis by paying the off-grounds fee of \$15. Meals are not included; however, individual meal tickets may be purchased at Asilomar.

Saturday Reception

For an additional \$5, participants may attend the reception on Saturday afternoon. Both alcoholic and non-alcoholic beverages will be available.

We hope all of the registration procedures are self-explanatory; however

if you have questions . . .

About registration or lodgings:

Write to Sister Katharine Emery, O.P.,
3693 High St., Oakland, CA 94619

the plays will be shown. Participants should bring copies of the plays and any teaching materials they have developed to teach these plays. Recommended background reading: *The Last Plantagenets* by Thomas B. Costain.

4. William Kennedy (G)

Participants will examine William Kennedy's *Ironweed*, his novel set in the 1930's that won the Pulitzer Prize for Literature in 1984. The group will consider such aspects of the novel as Kennedy's style, especially the variety in his rhetoric, the use he makes of the past, the major themes of the novel, the quality of the characters, the uses of local color in Albany, New York. The group may also examine one outstanding characteristic of Kennedy's writing, the setting of Albany he uses in his novels. Recommended reading: *Ironweed*, *Legs*, and *Billy Phelan's Greatest Game*.

5. The Mystery: From Story to Screen (G)

This group will examine some of the difficulties of transforming a mystery story into a film or television script. Some original television scripts will also be available for analysis. Members of the group will have an opportunity to prepare scripts of scenes from well-known mystery stories.

6. Words and Music: In Search of the Perfect Libretto (G)

Through a listening and discussion of three operas - Massenet's *Manon*, Donizetti's *Elixir of Love*, and Puccini's *Tosca* - the group will explore the relationship between the text and the music, between the words and the music. Listening excerpts will be provided to compare interpretations of various singers and conductors. Fond reminiscences as well as tall tales will be swapped and encouraged. Materials will be provided but group members are encouraged to bring libretti that they may own.

7. Thinking about women (S,C)

At a time when the women's movement is undergoing redirection, and attention has swung away from English or Social Studies courses focusing on women's issues, the need still exists for students and teachers to probe these issues. Participants will work with a unit designed to equip readers with skills to approach literature by and about women without resorting to hand-wringing, or dismissal. Discussion will include ways to deal with classroom literature in a context of equality. Participants are encouraged to bring textbook selection or short story presenting women in a negative way. Recommended reading: Mary Ellman, *Thinking About Women* and Adrienne Rich, *Of Woman Born*.

8. Making Reading/ Writing Connections (E,I,S)

The group will explore ways of integrating reading and writing instruction; using literature to stimulate writing; learning how to "read like a writer" as students analyze and imitate the writing of skilled authors; responding to literature personally and critically; being aware of the reader-audience during the composition process; emphasizing thinking skills in the context of reading and writing. Participants should bring literature to share and examples of ideas they have tried.

voice. Group members are invited to bring student writing samples. Recommended reading: Lucille Payne, *The Lively Art of Writing*.

15. Developing Critical Thinking Skills (E,I,S)

Group members will share ways to teach students more advanced levels of thinking in all classrooms; explore Bloom's taxonomy and activities to use with each level; discuss ways of teaching thinking skills in all subject areas across the curriculum; examine books and instructional materials for teaching thinking. Participants are encouraged to bring ideas they have tried.

16. Global Education: Perspective on India and Ourselves (I,S,C)

One way global education works is by seeing others in a new perspective - theirs, if possible - and then reflecting on our own ways of thinking and doing. *Passage to India* and *The Jewel in the Crown* have put India in the media spotlight, soon after *Gandhi*, *Heat and Dust*, and *The Far Pavillions* ignited interest in the subcontinent. The group will add a film of Satyajit Ray to be seen during the weekend, and compare Indians' perspectives on their own culture with those portrayed on Western screens lately. By examining the degree of "fit" between Indian values and beliefs, such as karma, suttee and how to deal with conflict and violence, and actual experience, group members can gain a new perspective on our own proclaimed values and the degree to which we practice them. Participants are asked to bring book lists, lessons, units, and other materials for sharing and creating new ideas. Our students are already looking at the world with new eyes. Suggested reading: V.S. Naipal, *India, A Wounded Civilization*, and R. K. Narayan, *Mr. Sampath*.

17. Frames of Mind (E,I,S,C)

This section will explore the notion of multiple forms of intelligence (kinesthetic, linguistic, mathematical, spatial/visual) and ask whether literacy is too narrowly defined in English and language arts. The issue is whether visual art and numbers, for instance, have any essential place in English classes. Participants are asked to bring one example of a lesson using combinations of the linguistic and other frames, if they have them. Participants are also asked to read two books (or parts of both, at least): Howard Gardner, *Frames of Mind* and A.R. Luria, *Cognitive Development: Its Cultural and Social Foundations*.

18. Art of the State: New Directives, New Directions (E,I,S)

How do we make lemonade from the lemons, or do we make jam from the plums? Lemons or plums, a whole fruit salad is coming from Sacramento to be digested at school level. Salad ingredients include the Model Curriculum Standards, the Performance Report for California Schools, the Reading/Language Arts Framework, CAP: Survey of Academic Skills Grade 8, and the Handbook for an Effective Literature Program. These and other new state publications and programs will be discussed.

23. In the Nature of Things: Some Observations (E,I,S,C)

The naturalist's trained eye turns an ordinary object into a microcosm and provides writers with a model of observation that leads to clean, spare, imagistic writing. In this workshop, participants will share writings by some of the masters of the eye-mind-hand sequence and explore ways in which these writers can lead our students and ourselves to new ways of looking and seeing. Come prepared to read, to observe, and to write.

Suggested readings:

Barry Lopez

River Notes: The Dance of Herons Avon, 1979

Annie Dillard

Pilgrim at Tinker Creek

Lewis Thomas

Lives of a Cell; The Medusa and the Snail;

Late Night Thoughts on Listening to Mahler

24. Non-linear Processes: The Other Half of Critical Thinking (S)

Participants in this workshop will review the current research on the ways that the right and left hemispheres process information, explore the implications of that research for English teachers to teach critical thinking skills, and share practical teaching techniques which draw upon the non-linear processes of the right hemisphere.

Suggested readings:

Teaching the Two-Sided Mind by Linda Verlee Williams.

Prentice-Hall, 1983

25. Evaluation/Testing/Grading (I,S)

In this workshop, participants will discuss the potential effects of state-wide and district-wide mandated exams on the curriculum and the role of the teacher in the classroom. Teachers are encouraged to bring tests and grading policies to share with others, and suggestions for the ways a school could evaluate its English program or one of its components.

Conference Fees

Registration

Early Registration (by July 1)

Participants will receive a \$5 reduction by paying all conference fees (registration, lodging and meals) by July 1.

Regular Registration (by September 13)

Because a predetermined number of rooms on the Asilomar grounds have been reserved for this conference, registrations are processed in the order they are received until all spaces are filled. To be assured of accommodations, participants must register by paying all fees by September 13.

Refunds

For cancellations, a refund, minus a \$15 processing fee, will be granted if requested by September 13. No refunds will be granted after September 13.

Late Registration (after September 13)

The Asilomar management's more strict procedures now make it impossible to guarantee on-grounds accommodations for late registrants. Participants interested in registering after September 13 must call Madge Holland, (415) 232-3704 or Bill Thomas, (415) 339-8156 to determine whether rooms are still available on grounds.

Registration Form

Please fill out a separate form for each person registering.

Mail this form and your check for the full amount (made out to **Curriculum Study Commission**) to: Sister Katharine Emery, O.P. 3693 High St., Oakland, CA 94619

Name _____ Date _____

Address _____
number street

city zip () daytime telephone

Roommate(s) _____

School & district _____

Please give the number of the Workshop Session preferred:

First Choice _____ Second Choice _____

Registration Fee	CATE member	Non-member	Please fill in amount
Early registration (fees paid in full by July 1):	\$40	\$60	
Regular registration:	\$45	\$65	
Late registration (after September 13):	\$50	\$70	\$ _____

Lodging & Meals

(prices per person)

Please check accommodation desired:

Surf and Sand/Sea Galaxy

View Crescent/North Woods

2 to a room \$90

4 to a room \$80

(Surf and Sand/Sea Galaxy)

Single \$130

(View Crescent/North Woods) \$ _____

Smoker Nonsmoker

Nonsmoker roommate, please

Vegetarian Menu on request

Off-Grounds Fee \$15 \$ _____

Saturday Reception (optional) \$5 \$ _____

Total fees enclosed \$ _____

Please check if this is your first Asilomar conference



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