

# *Asilomar 52*

Asilomar Conference Grounds  
Pacific Grove, California

September 27-29, 2002

## **Risking Intensity: Setting the Tone for a New Year**

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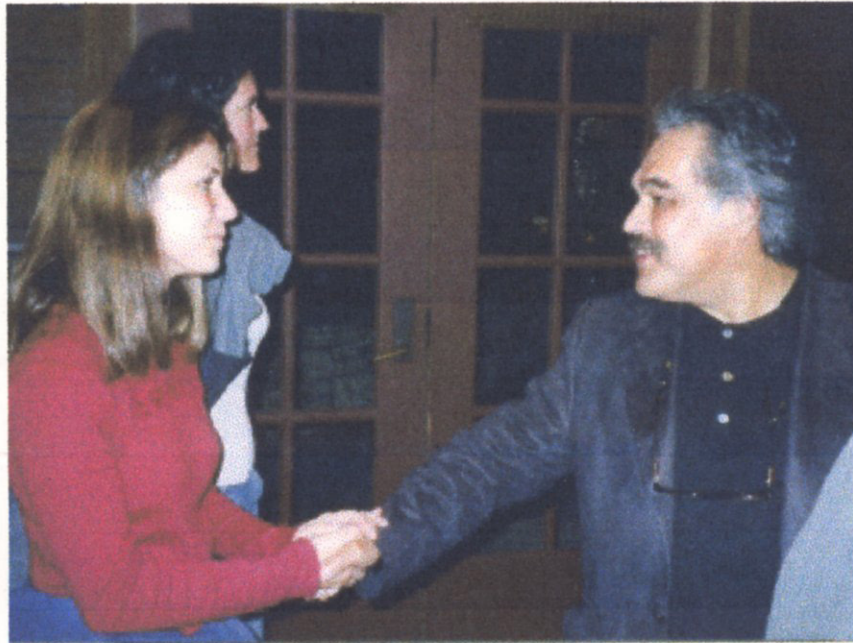


Curriculum Study Commission  
Central California Council of Teachers of English



# Asilomar 52 Risking Int

**T**he role of the teacher is the role of the learner. It is with this spirit that we come from California's length and breadth to Asilomar each fall: to dig deep into our professional philosophies, to ponder the very heart of our daily lessons, to learn anew, and to discuss points of view other than our own. Asilomar 52 is dedicated to the celebration of intensity, the mark of teacher-as-learner, such that the tone of the new year rings strong with our dedication to all learners, sincerity, and with deep pride in the professional voice we bring to the halls of our academy.



## Program

### Friday, September 27

- 3:30 – 9:00 Registration
- 4:30 – 6:00 CCCTE Reception
- 6:00 – 7:00 Dinner
- 7:15 – 8:30 **General Session**  
David Whyte
- 9:00 – 10:00 Group Session #1
- 10:00 – 11:00 Join the NCTE Emeritus Assembly for coffee in the Asilomar Lodge

### Saturday, September 28

- 7:30 – 8:30 Breakfast
- 9:00 – 10:15 Group Session #2
- 10:45 – 12:00 Group Session #3
- 12:00 – 1:00 Lunch

- 1:30 – 3:00 Group Session #4
- 4:30 – 6:00 Reception and Book Signing by resident authors
- 6:00 – 7:00 Dinner
- 7:30 – 8:30 **Around the Hearth Session I**
- 9:00 – 10:00 **Around the Hearth Session II**  
(Choose one session each time)

### Sunday, September 29

- 7:30 – 8:30 Breakfast
- 9:00 – 10:00 Group Session #5
- 10:30 – 11:45 **General Session**  
Billy Collins
- 12:00 – 1:00 Lunch

## If You Have Questions...

... about registration or accommodations, or if you need extra copies of this brochure, write or telephone the *Conference Registrar*:

Dan Wolter (707) 253-9397  
1134 Walnut Street  
Napa, CA 94559  
• [dwolter@napanet.net](mailto:dwolter@napanet.net)

For additional information, please contact *Commission Chair*:

Pat Egenberger (209) 524-3075  
1444 Warfield Avenue  
Modesto, CA 95350  
• [pate@sonnet.com](mailto:pate@sonnet.com)

or contact one of the *Conference Chairs*: or

Ruth Nathan (925) 855-8144  
448 Oakshire Place  
Alamo, CA 94507  
• [ruthie63@aol.com](mailto:ruthie63@aol.com)

Brad Shurmantine (707) 257-7127  
1685 Atlas Peak Road  
Napa, CA 94558  
• [blshurm@napanet.net](mailto:blshurm@napanet.net)

Al Adams (408) 274-9348  
5141 Harvest Estates  
San Jose, CA 95135  
• [albertadams@sbcglobal.com](mailto:albertadams@sbcglobal.com)

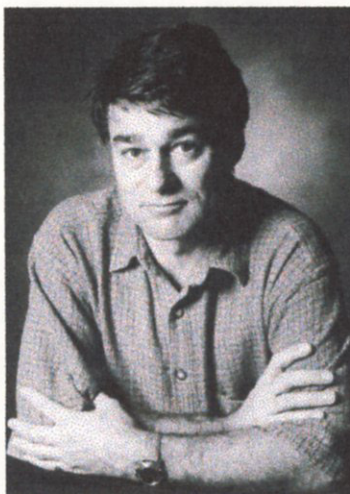
The Curriculum Study Commission gratefully acknowledges a generous donation by the Great Source Education Group to the Asilomar 52 conference for the purpose of bringing Billy Collins to California's shore.



# ensity: Setting the Tone for a New Year

## Featured Speakers and Entertainment

◆ **David Whyte** makes his home in the Pacific Northwest, where rain and changeable skies remind him of his other, more distant homes: Yorkshire, Wales and Ireland. He travels throughout North America, Europe and Asia, reading and lecturing, bringing his own and others' poetry to large audiences. In organizational settings, using poetry and thoughtful commentary, David illustrates how we can foster qualities of courage and engagement, qualities needed if we are to respond to today's call for increased creativity and adaptability in the workplace. He is one of the few poets to bring his insights to



David Whyte

bear on organizational life, working with companies at home and abroad. David is the author of two best-selling books of prose, *The Heart Aroused: Poetry and the Preservation of the Soul in Corporate America*, and *Crossing the Unknown Sea*, his frank discussion of work as the place to bring "a firm persuasion." David has also published four books of poetry. *The House of Belonging* is his fourth collection, following *Songs for Coming Home*, *Where Many Rivers Meet*, and *Fire in the Earth*. David is the keynote speaker Friday evening at 7:15 in Merrill Hall.

## Saturday Night Around the Hearth

### Session I. 7:30 - 8:30

#### A. Poetry Slam & Open Mike

Members of She Slam will perform their poetry, and audience members will be invited to share their own poetry and stories.

#### B. State of the Profession

Miles Myers will lead a discussion dealing with critical issues in education today. Come share your thoughts and learn from your colleagues.

#### C. Giving Voice: A Poem Symphony

Join poet Judy Michaels, who will provide a selection of poems from the Americas as a basis for working together to give voice to words, lines, and entire poems, with volunteer soloists highlighting their favorite phrases.

#### D. Teaching Reading

Bruce Badrigian, a Reading Specialist from Morro Bay, will discuss the nuts-and-bolts of setting up a high school remedial reading program, and share tips on how teachers can better meet the needs of struggling readers in their regular classrooms.

#### E. Forging Freedom

Hudson Talbott and Jaap Penraat, Hudson's hero in the nonfiction book *Forging Freedom*—a true story of heroism detailing Jaap's rescue of 400 countrymen during World War II—will talk of Jaap's experiences and their mutual decision to write about them.

#### F. Islam and English

Teachers interested in broadening their students' understanding of the Islamic culture are invited to join a discus-

sion with Audrey Shabbas, founder of the Arab World and Islamic Resources and School Services program.

### Session II. 9:00 - 10:00

#### A. Word for Word

This award-winning literature-based theater company from San Francisco takes pride in "bringing literature to its feet" by performing works of fiction in their entirety. "Forget books on tape. Word for Word puts books on stage, and does so with skill, intelligence, and insight." (Robert Hurwitz, *San Francisco Chronicle*).

#### B. Jazz on the Sands

End your evening on a rousing note by joining pianist Ray Skjelbred, a recording artist and veteran of the Turk Murphy Band, for an hour of blues, rags, swing, and Tin Pan Alley classics.

#### C. David Harrison

Our Writer-in-Residence will read from his many collections of children and adolescent poetry and demonstrate powerful strategies that help students shape their own poems.

#### D. Marie Ponsot and Rosemary Deen

The writers of *Beat Not the Poor Desk* will read selections of their published work as they talk about their friendship, their collaboration, and their lives as teachers, poets, and essayists.

#### E. National Board Certification

Why spend a year studying your own practice? A panel of teachers who know the process will share their stories and answer your questions. This may be your year to go for it.



# Asilomar 52 Risking Int

## Group Discussion Sessions

The Asilomar Conference is based on sustained group discussions following the teachers-teaching-teachers, collaborative learning philosophy. The chair and one or more resource persons in each group do not function as lecturers. Rather, participants share information and insights as the discussions evolve. The emphasis is on good conversation and the pursuit of intellectual interests. For the group to maintain integrity, it is necessary that the same people stay together for the weekend. It is also essential that people prepare by reading the suggested books for the section they choose.

Please select a first, second, and third choice from the group sessions below. Every effort will be made to assign your first choice, but groups are limited to twenty-five since more would tend to limit discussion. Group sessions will be assigned on a first-come, first-served basis.

The following letters after each title indicate the approximate grade level focus:

(P) Primary (E) Elementary (I) Intermediate  
(M) Middle School (S) Secondary (C) College  
(G) General Enrichment

The ► symbol at the end of some group descriptions indicates requested pre-conference reading or that you bring material in preparation for your session.

### 1 The Teacher's Daybook: Balancing Your Personal and Professional Lives **EMSC**

Participants in this session will use a variety of tools and exercises to help them achieve balance in their lives in the year ahead. All participants will receive *The Teacher's Daybook*, a reflective planner designed to help them meet the different demands they face in the classroom, around school, and at home. Appropriate for all grade levels and subject areas.

### 2 From King Arthur to Modern Heroes: The Purpose of Mythology **MS**

This group will explore how the Arthurian tales, for at least 1500 years, have expressed our desire to reach for the best within ourselves—not just for our own glory, but for service to a greater good. Teachers will discuss this mythic literature and extend its metaphoric imagery to examples of modern heroes. ► Any version of the Arthurian tales.

### 3 Thinking About Lesson Design **S**

Participants will explore some of the latest thinking on lesson design, then do hands-on planning for the curricular year, designing fresh lessons, structures, and approaches. Bring questions and problems, book lists, and a sense of adventure.

### 4 I Still Read Books: Strategies for Teaching a Reading Class **MSC**

Organize a reading class that will help low-level and reluctant readers be successful. We will share ideas, tools, novel lists, and successful programs to ensure success. Experience the joy of helping a child become a life-long reader.

### 5 Risking Intensity: Reading & Writing Poetry with High School Students **S**

Help create a poetry community. Discover not only contemporary poems that speak to you, but also some memorable ways to share them with students and colleagues. Through reading poets of different ethnicities and through talking, performing, and writing together, we'll explore tensions at the heart of our lives and our literature. ► *Risking Intensity*, by Judith Michaels (NCTE).

### 6 Students Discouraging with Students: Lives on the Screen **MSC**

Our session invites teachers to consider a web-based template for engaging students in discourse communities around the world. Using



### 16 The Journey Toward Self **S**

The Heroic Journey is the pattern of human existence. This session will explore an existential approach to the journey in literature and film. We will discuss existentially-oriented classroom activities, including mandalas and reading logs, that will help students better understand the materials they study and the journeys they live. ► *The Things They Carried*, *Hamlet*, *The Legend of Bagger Vance* (film), *Breaking Away* (film).

### 17 The Play Is Not the Thing **MS**

This session will take you through all the steps for creating and using drama in any classroom. Sparked by the philosophy that drama is not about plays, but about exploring the interaction among people, this process will have participants entering, exiting, doing stage "business," and putting it all together.

### 18 Using Technology in the Elementary and Middle School Classroom **EM**

We can use technology to develop children's love of reading and writing. This session will lead participants through the integration of technology to add value to language arts instruction. Participants will discover technology resources, learn strategies of integration, and engage in meaningful discussions about information literacy. This will be a hand-on session with laptops for each participant to use.

### 19 Weaving In the Personal: Course Design for Meaning in the 21st Century **MSC**

In this lively, interactive workshop drawing on James Moffett's *The Universal Schoolhouse*, the group will explore how teachers can honor what is desirable in the standards movement while designing 21st Century courses that help students find satisfying, even spiritual meaning. Course designs, award-winning projects, and classroom-ready materials will help you weave personal meaning into your instruction. ► *The Universal Schoolhouse*, James Moffett.

### 20 Word for Word: Bringing Literature to Its Feet **G**

Word for Word Performing Arts Company leads you through its process of taking a story from the page to the stage. The group will learn how to use a one-to-two page story as a piece of theater, performing every word as dialogue. We will transform evocative writing into theatrical images. Texts will be provided. ► *Flash Fiction*, and *Improvisation for the Theater and Theater Games for the Classroom* by Viola Spolin.

### 21 Nick Hornby: "I Am Man, Hear Me Mumble" **G**

In *High Fidelity* and *About a Boy*, Nick Hornby gives fresh and



# Intensity: Setting the Tone for a New Year

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## 28 Implementing Literacy Strategies MS

This workshop will discuss a variety of practical, hands-on approaches to literacy building in middle and secondary schools. In addition to discussing a variety of best practices, participants will also share their own successes. What do you do, as a matter of course, to improve your students' literacy skills? Bring sample assignments to share.

## 29 Using Grandfather's Journey to Implement Literacy Strategies PEI

Participants will experience many activities, including making literature connections using fiction, poetry, and expository texts; interviewing; creating graphic organizers for clumping information; note taking; reading strategies such as predicting, Quaker reading, found poetry, response journals; using the writing process; and creating mandalas. ► *Grandfather's Journey*, Allen Say.

## 30 Creating Safe Classrooms to Build Confident Learning Communities SC

Participants will discuss and experience what makes a safe learning environment. Some novels and stories make students feel unsafe—can we develop strategies to make these works a vehicle to understanding and acceptance? Using *Beloved* as a model, participants will look at strategies that can develop security and confidence in student learners. ► *Beloved*, Toni Morrison.

## 31 Their Eyes Were Watching God SC

Experience strategies that will make Zora Neale Hurston's great book accessible to all students. We will be addressing the reading of dialect, creating metaphors, using video clips, creating graphic organizers, looking at student work, sharing successful assignments, identifying companion works, and studying influences of the time, such as the Harlem Renaissance.

## 32 Opera: Verdi Is Viagra for the Spirit G

Study two Verdi operas, *Otello* and *Il Trovatore*, both of which are part of the 2002-03 San Francisco Opera Season. Look closely at how the two heroes in each opera, and other characters as well, are impacted by twists of fate. The group will view, listen to, and discuss both operas. Libretti and other materials will be provided.

## 33 Writing Your Roots G

This group will use family stories and photographs to begin writing about family and personal history. Bring photographs of grandparents or other elders and explore ideas for interviewing family members and writing about them as another road to self-discovery. Valuable for students of all ages.

## 34 Albert Camus: The Plague G

Join us for a conversation on Camus' timeless allegory: be it the German occupation of France or our current proffering of globalization or the specter of AIDS The parable places individual responsibility at the heart of all public choices and requires the solidarity of collective resistance against the common scourge. The novel is about "us." ► Camus' *The Plague*, *The Stranger*, *The Rebel*.

## 35 Reflecting on Forgiveness G

World religions and traditional wisdom call on us to forgive, yet few of us fully accept this ideal and live it. This workshop invites participants to reflect on the meaning and purpose of forgiveness both in its personal and social dimensions. We will reflect on personal experience and discuss Simon Wiesenthal's *The Sunflower* and Sister Helen Prejean's *Dead Man Walking*. ► Read both books prior to the conference.

## 36 Dragon, Dragon! M

This dragon unit is an introduction to 7th grade medieval studies. It involves research, literature, art, and poetry. Participants will

experience the entire unit and will leave with a project ready to use in the classroom. Participants will receive a bibliography and ELL modifications. Bring a dragon book to share. ► *Dragon Slayer: Story of Beowulf*, Rosemary Sutcliff.

## 37 Risking the Challenge: Teaching Dickens! S

The weekend discussion will focus on strategies for approaching dense literature, risking intensity in teaching difficult texts for all language learners and learning levels. When simplistic solutions are not enough, what then?

## 38 Pages of Possibilities: The Graphics Connection MSC

Connect life with literature, autobiography with fiction, personal writing with classroom strategies! Working with various graphic strategies, we will examine how these techniques can help students tap into multiple ways of "seeing." Participants will construct graphics pertinent to their own lives, write original pieces from their graphics, and explore ways of using these strategies to study literature in depth.

## 39 Celebrating Steinbeck's *The Grapes of Wrath* and Meeting the Standards S

This year all Californians will be invited to read John Steinbeck's *The Grapes of Wrath*. Find out how you can participate in this "One State, One Book" event with your students and also meet state and district performance standards. We will work with the methods of Doug Reeves and the Center for Performance Assessment by defining Essential Standards, creating Essential Questions, and designing Performance Assessments for your work with *The Grapes of Wrath*. (Please bring your copy of the book with you)

## 40 Storytelling: A Multicultural Journey PEIM

Through stories we can weave the many cultures and languages of our classroom into one community. This group will learn storytelling strategies, share resources, discover curriculum correlations, and present stories.

**Acknowledgments:** Asilomar photography, Ken Williams; brochure layout and design, James Shuman; and the conference planners, members of the Curriculum Study Commission.



variations of pen-pal negotiations between Norway-Romania-US, students can enter pre-established global classrooms to share and improve their writing as they reveal their culture and attitudes. > "Sex, Lies, and Avatars" ([www.wired.com/wired/4.04/turkle](http://www.wired.com/wired/4.04/turkle)).

**7 All This Foolish Beauty: The Poetry of Billy Collins** **G**

We'll explore the unique lyric voice of our US poet laureate, and drawing on his juxtapositions of irony and transcendence, humor and revelation, use his words as wellsprings for our own writing, and as springboards for our students' poetry. Come prepared to share, write, and find news ways of seeing beauty. > Any/all of Billy Collins' published works.

**8 The World of John Steinbeck** **G**

Join in on a centennial celebration of Steinbeck's birth. This session is geared to teachers who want to include Steinbeck's works in their curriculum. We will view slides that show his family life, Steinbeck Country, and stills from his movies. Bring your favorite passage from one of his books or a short story with 25 copies to share.

**9 Easy Lesson Plans That Work** **S**

This session will present easily prepared and graded, high-interest activities that do the job without "over stressing" the teacher. It will feature group practice and "take home and use at once" hand-outs. Participants should also bring a favorite plan.

**10 Searching for "The Truth of the Thing": A Poetry Workshop** **G**

"Ordering thoughts and ideas, we begin to choose our words," writes Lu Chi in *Wen Fu*. Taking his cue, we will write poems, taking our inspiration from the trees and ocean, and our knowledge from Lu Chi's five criteria: music, harmony, true emotion, restraint, and refinement. We will write, share, and support each other's work. > *Lu Chi's Wen Fu: The Art of Writing* (Sam Hamill, trans.).

**11 Beat Not the Poor Desk: Take Joy in Teaching Writing** **SC**

The pleasure of innocent success generates energy in students and teachers. Skills in composition are teachable and learnable, and successfully serve the most democratic kind of creative writing, the expository essay. Together, we'll exhibit aspects of these skills and how they work in practice.

**12 The Minding Collage: A Place for Making Meaning** **SC**

A "Minding Collage"—first visual and then verbal—can become a "home place" for students to write as they research an interest and make meaning of it over time. We'll explore the why's, the how's, and the potentials of this new idea.

**13 How Do I Teach a Word Like...? Brain-Friendly Vocabulary Development Strategies** **EMSC**

Imagine! Research indicates that 50 well-chosen morphemes can lead to 100,000 words. Sessions will examine four brain-friendly vocabulary development methods with emphasis on etymology. Together we will develop strategies to encourage mastery of must-know words in all subjects while rediscovering that vocabulary study ranks among the highest of higher order thinking skills.

**14 Engaging Students in Writing Assessment** **IMS**

Do you ever get the feeling you work harder on your students' papers than they do? This workshop will cover several ways to engage student writers, including focused classroom discussion of exemplary read-alouds, the use of student-build rubrics, and productive student peer-response groups.

**15 Spoken Word: Bringing Poetry Slams Into the Classroom** **SC**

Whether you love Shakespeare, Eminem, or both, you can fit your style into a poetry slam. We'll discuss the basics of slam and how to bring it into your classroom. Also, we'll work on transforming our own poetry into performance, so bring your works in progress or your ideas. > *Poetry Slam: The Competitive Art of Performance Poetry*.

hilarious voice to the dread and doubt breaking out among male troopers in recent campaigns of the War Between the Sexes. In almost slapstick fashion, his "heroes" stumble on, in the right direction. Join us as we revisit male identity (oh boy), pop culture, and, yes, love, and find ways to make this wonderfully appealing writer accessible to our students. > Read Hornby's books and bring a sense of humor.

**22 Teachers as Writers** **G**

Do what you ask your students to do: pause, reflect, write, share, and revise. By Sunday we hope that you'll want to risk sharing your memoir, poetry, or reflection with our group and perhaps with your students, colleagues, or family. Bring a book that motivates you to write.

**23 Writing On the Road** **G**

Freeing students from the classroom can encourage experimentation with different points of view and genres. Participants will select a local destination to explore and write about. Group members will respond to one another's drafts with a view toward producing a classroom publication. Materials will be sent.

**24 Quest for Identity: East/West Tensions in Orhan Pamuk** **G**

Our discussion will focus on the work of the Turkish novelist, often compared to Proust, Calvino, and Borges. Pamuk's characters wrestle with Self-definition, whether in 16th Century Istanbul, 17th Century Venice, or 20th Century Turkey. > *My Name Is Red, The White Castle, The Black Book, & The New Life*.

**25 Islam and the English Curriculum** **MSC**

With more Muslims in the United States than the sum of Episcopa-



lians and Presbyterians, how funded are teachers for addressing students from this population? The group will address issues of cultural geography, historical precedents, literary themes, and the role of family and women in the culture that gave our state its name.

**26 Promoting the California Young Reader Medal Program** **EMS**

Participants will share and experience strategies and activities which promote the books nominated for the 2002-03 California Young Reader Medal. The books are in five categories: primary, intermediate, middle school, high school, and picture books for older readers. Participants should read all nominated books prior to the conference; you can find these titles at [cla-net.org/groups/cyrm](http://cla-net.org/groups/cyrm).

**27 The Value of Valdez** **MS**

Join us as we explore the contemporary satire of Luis Valdez, examining the issues of stereotyping and social commentary reflected in his new one-act plays. Participants will experience multiple approaches to visualizing, contextualizing, and analyzing the style and meaning in these controversial satires. Scripts will be provided.



## On-Site Bookstore

The bookstore will be located in Scripps Conference Room during the conference weekend. Every attempt will be made to have the books listed by the session. If you would like to pre-order, phone, fax or write:

Attn: Pam Bensinger

**THUNDERBIRD BOOKSHOP** (at The Barnyard)

PO Box 22830, Carmel, CA 93922

(800) 94-BOOKS FAX: (831) 624-0549

• [www.thunderbirdbooks.com](http://www.thunderbirdbooks.com) • [pam@thunderbirdbooks.com](mailto:pam@thunderbirdbooks.com)

## Conference Fees

### Registration

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. Historically, this occurs by June 15 or earlier. Register by paying all fees at the same time. No on-site registrations are taken.

### Accommodations (Lodging and Meals)

The accommodations fee includes two nights' lodging and six (6) meals (Friday dinner, served from 6:00 to 7:00 P.M., through Sunday lunch). Only a very limited number of single rooms are available. Rooms fill early and all room assignments are on a first-come first-served basis. Participants lodging off grounds may register for the conference on a nonresidential basis by paying the off-grounds fee of \$30. Meals are not

included; individual meal tickets, however, may be purchased at the Asilomar office. *By state law, smoking is forbidden in all rooms.*

### Refunds

For cancellations by July 15, a refund minus a \$15 processing fee will be granted upon request. Due to changes in Asilomar Conference Center policies, we are no longer able to make refunds after July 15, 2002.

### Unit Credit

Those interested can earn 1.5 quarter units of Extension credit from CSU Hayward; the fee is \$64. Check the box below.

### Membership Fee \*

Members of CATE pay the reduced registration fee. Those who pay the non-member fee automatically receive a one-year membership in CATE, entitling them to reduced rates at other conferences, the CATE convention, and a one-year subscription to *California English*.

### Finding the Funds

Ask your District Office or site administrators for information about the following sources as well as others for funding your professional development opportunity at Asilomar:

SIP funds, Block Grants, BITSAs, PAR, School Site Grants, and Categorical Funds including Titles I and VI, and EIA Bilingual funds.

----- clip here and send bottom portion for registration -----



# Asilomar 52 Registration Form

Please complete and clip a separate registration form (photocopies acceptable) for each person attending and mail in the same envelope with your payment (made out to Curriculum Study Commission) for the full amount to Dan Wolter, 1134 Walnut Street, Napa, CA 94559; telephone 707-253-9397 <[dwolter@napanet.net](mailto:dwolter@napanet.net)>.

Please print! Date \_\_\_\_\_

Number of years teaching \_\_\_\_\_ Gender: M / F

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Evening Phone (\_\_\_\_) \_\_\_\_\_

Roommate(s) \_\_\_\_\_

Preferred Group #: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

### Registration Fees

	CATE member	* Non-member
Early Registration (by June 30)	\$75	\$115
Late Registration (after June 30)	\$100	\$140

Please circle appropriate category and fill in the amount here

\* The Non-member Fee includes a one-year membership in both CCCTE and CATE.

Will you be attending free Saturday Reception? Yes  No

Interest in CSU Hayward Extension Credit? Yes  No

- Vegetarian Menu please
- Wheelchair Access needed
- Box Lunch for Sunday noon

### Accommodations (lodging and meals; prices per person)

(Please check desired accommodation)

#### HISTORIC (private bath)

##### Tide Inn, Hilltop, Lodge, Scripps

- Single \$280 (very limited availability)  
 Double \$185 each (limited availability)

#### STANDARD (private bath)

##### East Woods, North Woods, View Crescent, Long View

- Single \$335  
 Double \$205 each

##### Sea Galaxy, Surf and Sand

- 4 to a room \$160 each

Total Accommodations \$ \_\_\_\_\_

Registration Fee \$ \_\_\_\_\_

Off-grounds Fee \$30 \$ \_\_\_\_\_

Non-Resident Meal Ticket \$60 \$ \_\_\_\_\_

**Total Fees:** \$ \_\_\_\_\_

### Payment Method

Sorry, no school purchase orders can be accepted

Check or money order made payable to CSC

MasterCard  VISA

Card # \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Expiration date \_\_\_\_\_ / \_\_\_\_\_ (month/year)

CCV # \_\_\_\_\_ (3 digits after card # on reverse side in signature space)

Signature \_\_\_\_\_

Be advised to register early to assure lodging and priority in sessions!  
 • **IMPORTANT!** order now if you plan to eat a box lunch on Sunday!



## Sunday Morning Speaker: Billy Collins

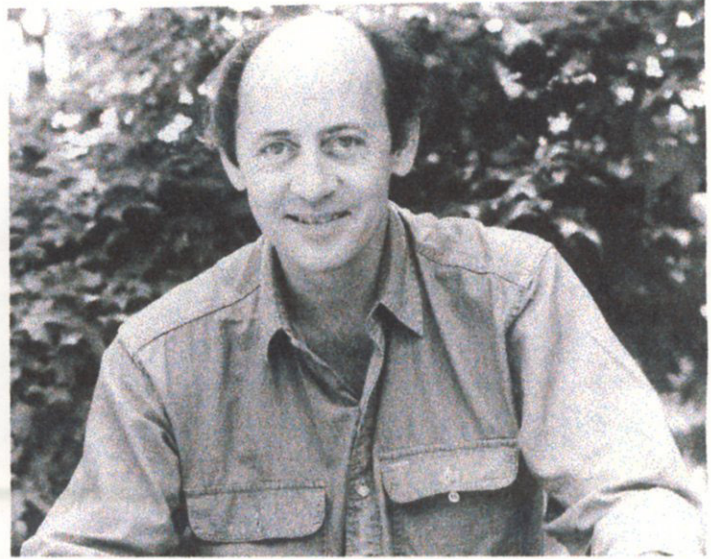
■ Billy Collins, America's Poet Laureate for 2001-2002, will read his poems to us on Sunday morning. Perhaps you've heard him on NPR or bought some of his collections of poems: *Questions About Angels*, *The Art of Drowning*, and *Picnic Lightning* are among poetry's best sellers. His latest book is *Sailing Alone Around the Room: New and Selected Poems*.

■ Billy is a Distinguished Professor of English at Lehman College of the City University of New York and a visiting writer at Sarah Lawrence College.

■ We hope he'll read "Marginalia," where we are reminded "We have all seized the white perimeter as our own . . . pressed a thought into the wayside, planted an impression along the verge." This is where we hope we prove we are exemplary readers — reflecting upon and connecting with text—challenging the author.

■ Because we teach, we hope Billy will share "First Reader," homage to the first characters, Dick and Jane, "who were always pointing at something and shouting 'Look!'"

■ Maybe he'll show us how to console ourselves when eagerly anticipated plans are abruptly scrapped. We



can't go to Europe this summer? Hence, "Consolation": "How much better to command the simple precinct of home than be dwarfed by pillar, arch, and basilica."

■ We suspect after we hear Billy's poems, he'll tell us about Poetry 180, his plan to let high school students hear contemporary poetry each school day. We wonder which poems have students especially enjoyed? How is that plan working?

# Asilomar 52

September 27-29, 2002

Dan Wolter, Registrar  
1134 Walnut Street  
Napa CA 94559.



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.