

# Asilomar 53

Asilomar Conference Grounds  
Pacific Grove, California

September 19-21, 2003

## Words Under the Words: Comprehension and Connection Through Literature

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Curriculum Study Commission  
Central California Council of Teachers of English

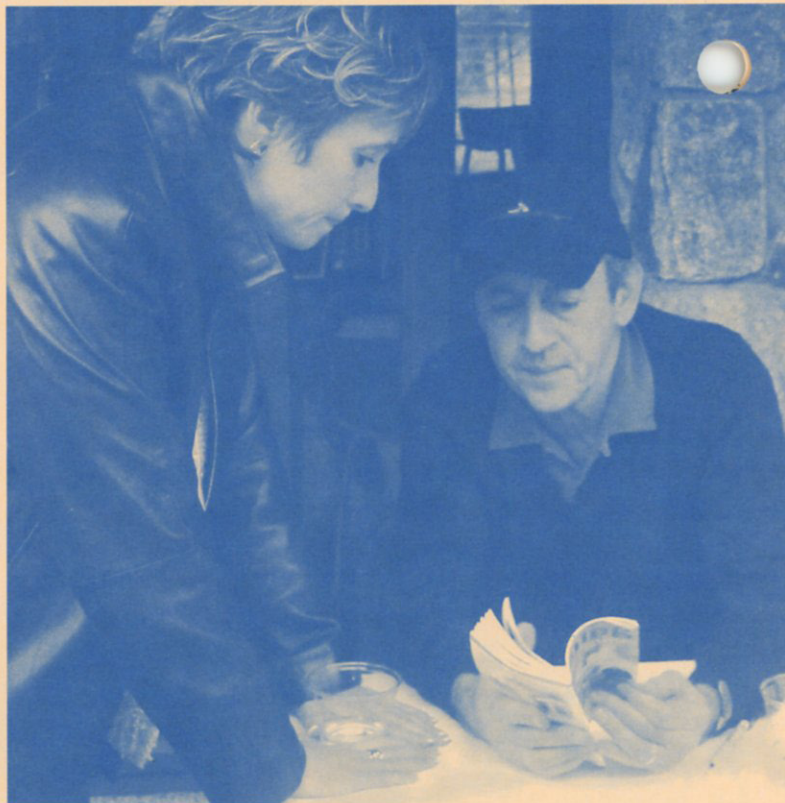


# Asilomar 53 Words Under

**W**ords Under the Words: from the title of the volume of poetry by Naomi Shihab Nye comes the idea that under our words are the words of those who taught us to love language and literature of all sorts. There are layers beneath layers of truth, life, beauty, joy, and comprehension— all connected like a grove of aspens, waiting to rise up and create a new harvest of words for those who read and follow us. Embedded in this idea is the interconnectedness of genres of writing.

The fact that Phillip Lopate writes on so many subjects and has inspired so many people in so many ways is a prime example of this interconnectedness. That Nye is also a teacher, essayist, novelist, storyteller, and anthologist in addition to being a wonderful poet is further evidence of the concept.

We, who join among the beauties of Asilomar to refresh our spirits, reconnect our ideas, and rejoice in our roles as teachers and sharers of the words, are part of the legacy of the Words under the Words.



## Program

### Friday, September 19

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

### Saturday, September 20

- 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 21

- 7:30 – 8:30 Breakfast
- 9:00 – 10:00 Group Session #5
- 10:30 – 11:45 **General Session**  
Naomi Shihab Nye
- 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*:

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

or contact one of the *Conference Chairs*:

Gary Thomas (209) 634-5121  
FAX: (209) 668-3985  
1325 Forest Drive  
Turlock, CA 95380  
• [gthomas@turlock.k12.ca.us](mailto:gthomas@turlock.k12.ca.us)

or

Ruth Nathan (925) 855-8144  
FAX: (925) 855-8419  
448 Oakshire Place  
Alamo, CA 94507  
• [ruthie63@aol.com](mailto:ruthie63@aol.com)



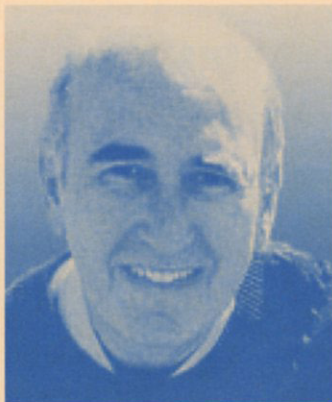
# the Words: Comprehension and Connection Through Literature

## Featured Speakers and Entertainment

◆ **Phillip Lopate** is the author of three essay collections: *Bachelorhood* (1981), *Against Joie de Vivre* (1989), and *Portrait of My Body* (1996); two novels, *Confessions of Summer* (1979) and *The Rug Merchant* (1987); two poetry collections, *The Eyes Don't Always Want to Stay Open* (1972) and *The Daily Round* (1976); and a memoir of his teaching experiences, *Being With Children* (1975).

He has edited numerous anthologies: *The Art of the Personal Essay* (1994), *Writing New York* (1998), and *Journal of a Living Experiment* (1979). *The Phillip Lopate Reader* will be published by Basic Books in Fall, 2003.

Considered one of the foremost American essayists, he has been praised by fellow practitioners Sven Birkerts, as "one of our few essential essayists," Edward Hoagland, as "a heart-rich skeptic ... fastidious in dissent," and Richard Rodriguez, as "the great investigator of normalcy" who "moves us toward the



Phillip Lopate

mystery and the shadows at the center of ordinary life."

His essays, fiction and poetry have appeared in *The Best American Short Stories* (1974), *The Best American Essays* (1987), and several Pushcart Prize annuals. He has written about movies for *The New York Times*, *Vogue*, *Esquire*, and many other publications. A volume of his selected movie criticism, *Totally Tenderly Tragically*, was published by Doubleday-Anchor in 1998. He is currently editing a massive

anthology of American film criticism, from the silent era to today, for Harcourt-Brace.

After working with children for twelve years as a writer-in-the-schools, he taught creative writing and literature to graduate and undergraduate students at various universities. He currently is Professor of English at Hofstra University. He lives in Brooklyn with his wife and daughter.

## Saturday Night Around the Hearth

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

#### **A. Poetry Reading Open Mike**

Poets and story writers who would like a warm, appreciative audience are invited to gather together to read and share their work.

#### **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. Many Californias:**

Gerald Haslam will read from and discuss his award-winning anthology of modern California literature, and read some work he wishes he'd included.

#### **D. "Don't Laugh At Me"**

Singer/songwriter Steve Seskin, composer of "Don't Laugh At Me," the theme song for the tolerance education curriculum, will take you on a musical journey to all your emotions; you'll laugh, cry, think and feel better for it.

#### **E. A story for a Story: Peter Roop**

Peter Roop will delight participants with a presentation on writing for children, tracing the writing process of a book from idea to publication. He'll highlight *Keep the Lights Burning, Abbie*, a Reading Rainbow Feature Book.

### 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. No Teacher Left Behind:**

##### **What It Means to Be a Professional**

What does it mean for a teacher to be "highly qualified"? How can we take up local leadership as professionals? Join Carol Jago in exploring how No Child Left Behind regulations impact teachers.

#### **D. Continuing the Conversation: The Courage to Teach**

Join English teacher and best-selling author Jim Burke in a discussion of our profession and its role, and leave feeling better, lighter, more proud and hopeful.

#### **E. The Vowel Chant**

Don Cummings will work with elementary teachers on the need for understanding English vowels in the teaching of spelling. Together we'll explore the controversial insight that the traditional vowel chant ("a, e, i, o, u, and sometimes y") is off the mark.



# Asilomar 53 Words Under

## Group Discussion Sessions

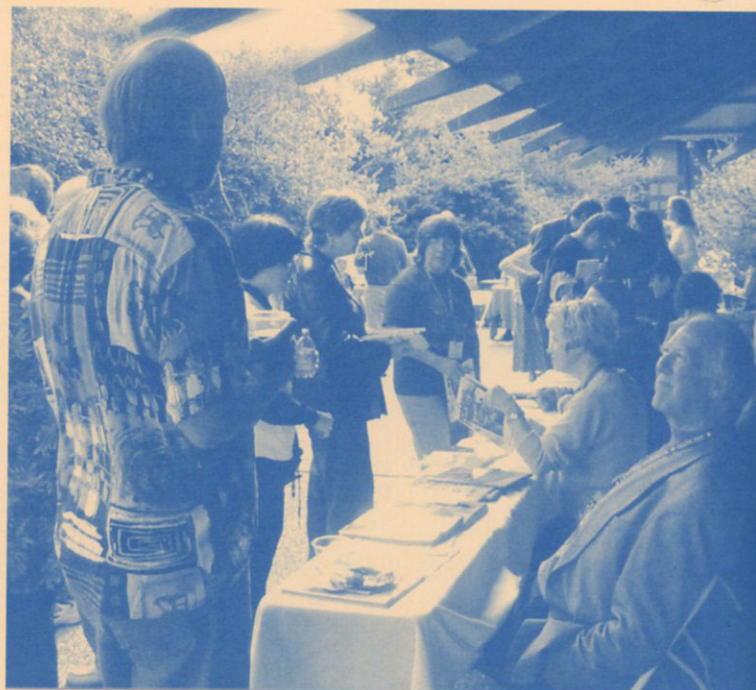
The Asilomar Conference is based on sustained group discussions following the teachers-teaching-teachers, collaborative learning philosophy. The chair and one or more resource persons in each group do not function as lecturers. Rather, participants share information and insights as the discussions evolve. 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 Arts of the Personal Essay** SC  
Explore new paths and refresh the tried-and-true approaches for developing personal writing in high school English classrooms! Taking noted essayist Philip Lopate's own writing, along with his anthology *The Art of the Personal Essay*, as our starting point, we'll read a variety of personal writing, brainstorm and model our own essays, and discuss ways of making personal writing come alive for our students. > Bring Lopate's anthology and any favorite classroom strategies to share.
- 2 With Rigor for All: Teaching the Classics to Contemporary Students** MS  
This session will provide a convincing rationale for teaching the classics to all students. It will offer practical suggestions for overcoming students' fears and loathing of long books, methods for increasing students' reading vocabulary, and ways to help students pass the CAHSEE. Participants will come away with strategies for making challenging texts come alive in their classrooms.
- 3 Shakespeare and the Cinema: Exploring Recent Films** MSC  
The film industry has long demonstrated a fascination with Shakespeare. Focusing on recent films, we will examine ways to 1) help students become more discerning moviegoers, 2) use selected film clips and parallel scenes as exciting teaching tools, and 3) consider productions as reflections of the culture in which they are embedded. Popcorn included. This is a reprise of an Asilomar 51 offering. > A list of movies to screen prior to the conference will be mailed to registrants this summer.
- 4 The Heroic Journey** MS  
This session will explore the heroic journey pattern as a framework for studying literature, film, and writing. We will discuss the tragic hero, the Call Refused, the Trickster, and ways to help your students on their own journeys. Journey and mandala lesson plans, activities, and projects included. > *Romeo and Juliet*, *Ceremony*, *Of Mice and Men*, *The Legend of Bagger Vance* (film), *Smoke Signals* (film).
- 5 The Triggering Town** SC  
Following an idea by teacher/writer Richard Hugo, we'll explore new ways of writing fiction through collaboration and listening. We'll invent a town and write stories that respond to each other as we search through the town's life. We'll overlap details, scenes, and characters, and do plenty of fooling around with language.
- 14 Islam in the English Classroom** MSC  
With more Muslims in the U.S. than the sum of Episcopalians and Presbyterians, how funded are teachers for addressing students in 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.
- 15 Continuing the Community College Conversation** SC  
This session addresses the mission of teaching literacy at the community college, a uniquely American feature of education committed to open enrollment and fostering inquiry. These goals face a challenging and threatening future of budget cuts and curtailment of the institution's aims. How will this future be met?
- 16 Kosinski's *Being There* and Film: A Strategy for Critical Thinking** SC  
Through the power of narrative and the language of film, we address common fallacies that undermine reason: egocentrism, stereotyping, unwarranted assumptions, resistance to change, and conformity in the presentation of self. Chance the gardener, our comic maven in Kosinski's book and its film version, walks us through D.C.'s elite corridors of power and spin.
- 17 Picture Books at Work** EMS  
Picture books to entice reluctant readers, enhance integrated studies, and make challenging research accessible will be discussed. Titles will be shared and books explored. Bring your favorite books with you. A bibliography of exciting titles will be developed and shared at the conclusion of the conference.
- 18 Books That Work for Reluctant Readers** EM  
We know that reading is a major factor in academic success, but how do we convince the reluctant readers to read for pleasure? Sometimes all it takes is one good book to turn a student around. Discussion this group will begin with how to tap student's interests and then focus on the different kinds of books that can work. > Bring and share books that have excited reluctant readers you have known.
- 19 Rediscovering Lost Poems** G  
Too seldom do most of us have the chance to read and discuss poetry that moves us. This session gives us a chance. Each participant will bring 20 copies of a poem, which may or may not be a poem appropriate for the classroom, to discuss and rediscover and enjoy with each other.



# For the Words: Comprehension and Connection Through Literature

## September 19–21, 2003

### 26 California Literature on Film SC

Enrich your classroom unit on California literature or a particular California writer with film versions of classics. This workshop will present excerpts of films of works by Ambrose Bierce, Jack London, William Saroyan, and Amy Tan. Resource materials and teaching strategies will be presented and discussed.

### 27 Steinbeck: Up-Close and Personal G

Join us to explore the life and times of John Steinbeck through interviews, slides, and personal research. We may include a narrated walking tour of Cannery Row. Bring your copy of *Cannery Row* or another of your favorite Steinbeck works to share.

### 28 Writing to Help Us Understand What and How to Teach EMS

Participants will write through the genres and elements of the writer's craft. We will share our writing in Writers' Workshops (a la the Pirate Workshops at Santa Barbara Writers' Conference). We will explore what our own experiences mean for instruction in writers' craft and processes as well as for instruction through the genres and across the curriculum. We will generate curricular implications from our weekend experiences.

### 29 Spelling for Teaching EMS

This workshop will provide you with the materials and the information you need to recognize the smallest meaningful parts of written words, the procedures involved as these parts combine into words, and the sound-to-spelling correspondences so crucial to learning and teaching about spelling.

### 30 Literacy Rituals: Significant Classroom Discourse that Promotes Academic and Personal Growth E

Participants will look closely at the multiple roles of literacy rituals in shaping and defining the shared culture that is an elementary school classroom. Reading, writing, spoken structures, movement, poetry, and song will be explored to help the group see the significant benefits of this work to both academic and personal growth.

### 31 Nonfiction is More Than Just Facts EM

Nonfiction is fascinating for young readers, especially today's nonfiction with its inviting photographs and dramatic texts. Participants will explore the world of nonfiction through outstanding books as well as share the nonfiction writer's perspective from the co-author of over seventy nonfiction books. Books to be highlighted will include science, social studies, and biography for grades 2-8.

### 32 Surviving the First Three Years MS

This section serves teachers in their first three years who want to share strategies that aid new teachers. Participants will investigate ways to conquer the paper dragon and to use standards-based instruction to their benefit, as well as discussing other issues of importance to new teachers.

### 33 Aligning Standards SC

A discussion among secondary and college teachers about the meaning and importance of California standards, as well as areas where the secondary and college standards align or do not align. *Academic Literacy*, a booklet outlining the competencies expected of students entering higher education, will be distributed to participants before the conference.

### 34 Integrating Media Into the Curriculum MSC

Communication Arts & Sciences (CAS) at Berkeley High School allows teachers to collaborate across disciplines on projects involving media communications skills such as photography, video production, web projects, radio, and magazine development. Participants will learn how to tell a simple story using video production, and will have a chance to plan video integration with a lesson they are currently teaching. Each participant should bring a video camera for use throughout the weekend.

### 35 How to Organize and Structure a Reading Class MS

Reading teachers are invited to share ideas, lessons, techniques, problems, and solutions concerning the teaching of reading to reluctant or below grade-level readers. An experienced reading teacher will share successful novel lists and strategies for teaching



vocabulary, comprehension, critical thinking, and writing in a reading class that includes a variety of ability levels and ethnicities.

### 36 Eudora Welty G

According to a Paris Review interview, Eudora Welty's family and the voices of her native region shape her writing and her identity. "It's my source of knowledge. It tells me the important things. It steers me and keeps me going straight, because place is a definer and confiner of what I'm doing. It helps me identify, to recognize and explain... It saves me." Together, we will explore Welty's use of place in her narrative. A reading list will be provided.

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



## 6 Music-Enhanced Language Arts: Ballads in the Classroom EMS

Poetry, history, music, and writing! Ballads tell the stories you don't read in history books. Participants will explore this cross-curricular genre and examine the historical and etymological aspects of ballads, listen to, write, and share ballads, and take away a musical CD of the ballads we discuss.

## 7 Exploring the Works of Naomi Shihab Nye EMSC

This session is an opportunity to share the depth and breadth of Naomi Shihab Nye's work as a poet and anthologist. Participants will experience activities generated from Ms. Nye's work that have been used in the classroom as well as share ideas for author studies and more. ► *Words Under the Words* by Naomi Shihab Nye.

## 8 The Odyssey in the Classroom MSC

This workshop will provide a series of exercises and activities to make the text of *The Odyssey* accessible to students. Structure, epithet, metaphor, simile, and point of view take on new dimensions in this ancient work. Writing, performance, debate, competitions, creation of a game, and graphic art animate the narrative. A packet of materials will be provided. ► *The Odyssey*, translated by Robert Fitzgerald.

## 9 Gerald Haslam, Merle Haggard, and Wilma McDaniel: The Bakersfield Sound in Prose and Poetry SC

Our focus will be on Bakersfield as a center of major American and Californian prose writing and poetry. The group will explore reasons why the Bakersfield/Oildale region has become important for its authentic expression of heartfelt, working class literature. Major attention will be given to Oildale's prize winning writer Gerald Haslam; Merle Haggard, the poet laureate of America's working class; and Wilma Elizabeth McDaniel, the "gravy and biscuits" poet.

## 10 Recording Our Journey in Poetry G

"We write to heighten our own awareness of life, to taste life twice, in the moment and in retrospection. We write to be able to transcend our life, to reach beyond it, to record the journey into the labyrinth."—Anais Nin. This weekend, all who want to join in this journey will gather to write, too, for all of these reasons and others of our own making. If you wish, bring a favorite poem or book of poems to share.

## 11 Images of Women in Literature SC

Participants will examine traditional and emerging images of women in literature in a cultural context as well as looking at how literature written by women about women subverts cultural stereotypes. In a woman's search for self, she must often do battle with the patriarchy. We will examine how this struggle is exemplified in literature. ► *The Awakening, Their Eyes Were Watching God, Woman Hollering Creek and Other Stories.*

## 12 From Edward Hopper to Analytic Thinking SC

By studying visual arts, film and screenplay, students learn how to think and to write analytically. Understanding how artists make meaning illuminates how writers use literary devices to share themes. During the weekend we'll use graphics, reflective journals, graphic organizers, and rubrics as steps on the path.

## 13 The Search for Us SC

The Search for US: each person embodies a culture of peers, parents, and grandparents. Our Self reveals multicultural facets rather than individualistic uniqueness. This session explores ways students can compose US-Searches for English classes—genealogical quests as opposed to I-Searches.

## 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 The Devil Made Him Do It G

The opera group will explore the operatic and literary themes found in the Faust legend. The group will view, listen to, and discuss four selections from the following composers: Berlioz, Boito, Busoni, and Gounod. All of these composers have written operas based on the Faust legend (*La Damnation du Faust, Mefistofele, Doktor Faust, and Faust*). These four operas are being produced by the San Francisco Opera Company sometime during the next three years. Discussion will also include ways of using music and drama in the classroom, when teaching the Faust legend. Libretti and other materials will be provided.

## 22 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.

## 23 Taking Mystery Into Student Writing MS

Engage junior high and high school students in reading, writing, and cultural exploration by reading mysteries (Chester Himes in



particular) and learning the basics of mystery writing. In seminar, we will read and compose mysteries patterned after Himes. ► *Cotton Comes to Harlem, Rage in Harlem, or any "Coffin Ed Johnson/Grave Digger Jones" mystery* by Chester Himes.

## 24 Color of Noir G

We'll take a hard look at the style and substance that is *noir*, one of the most influential and enduring of forms in film and fiction, and discuss such classics as *The Asphalt Jungle, In a Lonely Place, The Grifters*, and *The Big Sleep*, the latter two based on books by Jim Thompson and Raymond Chandler. Wearing black not required. Just view the films and read the novels prior to the conference.

## 25 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.



# Registration Information

## 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 \$45. Meals are not included; individual meal tickets, however, may be purchased at the Asilomar office. **By state law, smoking is forbidden in all rooms.**

### 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

LOCAL PHONE: (831) 624-0544

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

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

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

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# Asilomar 53

## 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
<i>Early Registration</i> (postmarked by June 15)	\$ 75	\$115
<i>Late Registration</i> (postmarked after June 15)	\$100	\$140
<i>Off-Grounds Early Registration</i> (postmarked by June 15)	\$120	\$160
<i>Off-Grounds Late Registration</i> (postmarked after June 15)	\$145	\$185

### 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*.

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

### Unit Credit

Those interested can earn 1.5 quarter units of Extension credit from CSU Hayward. Check the box to the right.

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

(Please check desired accommodation)

#### HISTORIC (private bath)

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

- Single \$285 (very limited availability)
- Double \$190 each (limited availability)

(If selected, you must indicate a second choice. Remit the larger fee.)

#### STANDARD (private bath)

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

- Single \$345
- Double \$210 each

#### Sea Galaxy, Surf and Sand

- 4 to a room \$165 each

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

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

Non-Resident Meal Ticket \$70 \$ \_\_\_\_\_

**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 \_\_\_\_\_

### 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, 2003.

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

• **IMPORTANT!** Be advised to REGISTER EARLY to assure lodging and priority in sessions! Order now if you plan to eat a box lunch on Sunday!



## Sunday Morning Speaker: Naomi Shihab Nye

"In the current literary scene, one of the most heartening influences is the work of Naomi Shihab Nye. Her poems combine transcendent liveliness and sparkle along with warmth and human insight. She is a champion of the literature of encouragement and heart. Reading her work enhances life."  
— William Stafford

■ Naomi Shihab Nye is a poet, essayist, children's author and songwriter. Born to a Palestinian father and an American mother, she grew up in St. Louis, Jerusalem and San Antonio. Drawing on her Palestinian-American heritage, the cultural diversity of her home in Texas, and her experiences traveling in many parts of the world including Asia and the Middle East, Nye uses her writing to attest to our shared humanity.

■ Author of more than twenty volumes, her books include *19 Varieties of Gazelle: Poems of the Middle East*, and *Fuel* (poems); *Never in a Hurry* (a collection of essays); *Habibi* (a novel for young readers); and *Lullaby Raft* (a picture book). Forthcoming are a picture book, *Baby Radar*; a novel for teens, *Florrie Will Do It*; and an anthology for teens of Texas art and poetry.

■ She has worked for 28 years as a visiting writer in schools at all levels and was a Guggenheim Fellow for 1997 and 1998, and Wittner Bynner Fellow (Library of Congress) for 2000. She has received, among other honors, a Lavan Award from the Academy of American Poets, four Pushcart Prizes and numerous awards and citations for her children's literature including two Jane Addams Children's Book Awards.

■ A regular columnist for *Organica*, her work has also been presented on NPR on such shows as *A Prairie Home Companion* and *The Writer's Almanac*. She has



photo by James H. Evans

been featured on two PBS poetry specials: *The Language of Life with Bill Moyers* and *The United States of Poetry*.

■ She currently lives in San Antonio with her husband, photographer Michael Nye, and their teenage son.

# Asilomar 53

September 19-21, 2003

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.