

asilomar

september 26-28

TEACHERS AT THE CENTER
58
2008 CONFERENCE



"English teachers remain central to the enterprise of American education ... we are not mere characters but through our best work are some of the authors of the story our nation is trying to tell about itself."

Jim Burke from *The English Teacher's Companion 3rd Edition*

For 58 years the Curriculum Study Commission of the Central California Council of Teachers of English has organized and presented the Asilomar Language Arts Conference based on the idea that teachers could confront their professional problems and work out solutions to them through group process in dialogue with each other. The theme of Asilomar 58 is "Teachers at the Center," a phrase taken from the title of James Gray's (Founder of the Bay Area and National Writing Projects) memoir of the early years of the National Writing Project. This is certainly appropriate, for it was at the 1953 Asilomar conference where Jim first experienced the power of "teachers teaching teachers." Jim wrote of Asilomar, "I had never gone to a conference nor envisioned a place as unique as Asilomar: gorgeous rustic redwood buildings amid pine, redwood, and cypress trees at the edge of white sand beaches along the Pacific Ocean. Despite Asilomar's natural beauty it was the Asilomar conference format that made and still makes this conference so special. Teachers sign up

asilomar

for a three day study group that focuses on a single area of study ... For three days I listened to excited and clearly committed English teachers share their ideas and practices, their successes and questions and concerns ... On the drive back to San Leandro, I very happily talked through my notes from the weekend and announced, 'I have eighteen new ideas about teaching writing and all of the ideas came from other classroom teachers!'" Jim's description points to the essence of the Asilomar experience: teachers building the knowledge we need to address the professional challenges we face, and nourishing one another through sharing and deep dialogue.



This year, in addition to an incredibly wide range of excellent sessions, we are privileged to have as our plenary speakers three teacher-leaders who will definitely challenge and inspire you to take your teaching practice to the next level: on Friday night, Stanford Professor Linda Darling-Hammond, one of the true national champions of the teaching profession; on Saturday night, Jim Burke, a generous and wise friend of new and experienced teachers; on Sunday morning, Alan Sitomer, California Teacher of the Year in 2007. In addition, we will be joined by Richard Sterling, the recently retired Executive Director of the National Writing Project and his successor, Dr. Sharon J. Washington. We invite you and your colleagues to join us in shaping the next chapters of English education.

PROGRAM

Friday, September 26

3:30-9:00	Registration
4:30-6:00	CCCTE Reception
6:00-7:00	Dinner
7:15-8:30	General Session: Richard Sterling Introduces Dr. Sharon Washington Keynote Speaker: Linda Darling Hammond
9:00-10:00	GROUP SESSION #1
10:00-11:00	Join the NCTE Emeritus Assembly for coffee in Asilomar Lodge

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, and Book Tasting
6:00-7:00	Dinner
7:15-8:30	Around the Hearth Session I: Jim Burke in Chapel
8:45-10:00	Around the Hearth Sessions II

Saturday, September 27

7:30-8:30	Breakfast
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Sunday, September 28

7:30-8:30	Breakfast
9:00-10:15	GROUP SESSION #5
10:45-12:00	General Session: Alan Sitomer in Chapel

If You Have Questions...

...about registration or accommodations, or if you need extra copies of this brochure, please visit us online at

<http://curriculumstudy.org>

For additional information, you may write or telephone one of the following:

Conference Registrar:

Dan Wolter
1134 Walnut St.
Napa, CA 94559
707.253.9397
dwolter@napa.net

Commission Chair:

Vivian Boyd
100 Emerson Court.
Pleasant Hill, CA 94523
925.944.1382
amvboyd@comcast.net

Conference Co-chairs:

Paul Rogers
805.729.6427
live1excellence@gmail.com

Miles Myers
510.531.0409
milesmye@pacbell.net

Jim McCarthy
209.524.1550
mccarthy.j@monet.k12.ca.us

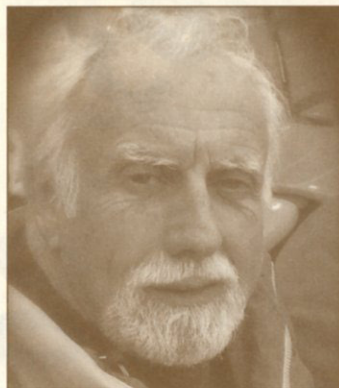
FEATURED SPEAKERS and WRITERS



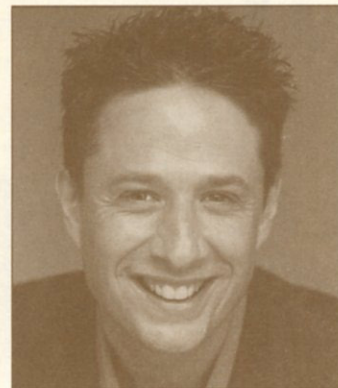
Linda Darling-Hammond



Jim Burke



Russell Hill



Alan Sitomer

Linda Darling-Hammond (Friday Night Speaker)

Linda Darling-Hammond is currently Charles E. Ducommun Professor of Education at Stanford University where she co-directs the School Redesign Network and is co-faculty sponsor of the Stanford Educational Leadership Institute. Her research, teaching, and policy work focus on issues of school restructuring, teacher education, and educational equity. From 1994 to 2001, she served as executive director of the National Commission on Teaching and America's Future, a blue-ribbon panel whose 1996 report, *What Matters Most: Teaching for America's Future*, led to sweeping policy changes affecting teaching and schooling. In 2006, this report was named one of the most influential affecting U.S. education and Darling-Hammond was named one of the nation's ten most influential people affecting educational policy over the last decade. Dr. Darling-Hammond is author or editor of 13 books and more than 250 journal articles, book chapters, and monographs on issues of policy and practice.

Jim Burke (Saturday Night Around the Hearth)

Jim Burke teaches English at Burlingame High School. He is the author of more than a dozen books, including *The English Teacher's Companion*, *50 Essential Lessons for Teaching English Language Arts*, *Writing Reminders*, *Tools for Thought*, and *Reading Reminders*, all of which are published by Heinemann. He is also the author of *The Reader's Handbook* (Great Source) and *Academic Workout* (First Choice Publishing). He has received numerous awards, including the NCTE Intellectual Freedom Award, the NCTE Conference on English Leadership Award, and the California Reading Association Hall of Fame Award. He served on the National Board for Professional Teaching Standards Committee on Adolescence and Young Adulthood English Language Arts Standards.

Russell Hill (Writer in Residence)

Russell Hill continues to teach part-time at Tamalpais High School in Marin County, his 50th year in the classroom. He is the author of several critically-acclaimed novels. His latest, *Robbie's Wife*, has been nominated for the 2008 Edgar Allen Poe award by the Mystery Writers of America. He has authored a number of books on writing and the teaching of literature, has been a writing consultant to universities and colleges throughout the West and is a former editor of *The California Teacher*. A book of essays, *The Search for Sheepheaven Trout* has become a cult classic among fly fishers.

Alan Sitomer (Sunday Morning Speaker)

Alan Lawrence Sitomer is California's 2007 Teacher of the Year. In addition to being an inner-city high school English teacher and professor in the Graduate School of Education at Loyola Marymount University, Mr. Sitomer is a nationally renowned speaker specializing in engaging reluctant readers. He received the 2004 award for Classroom Excellence from the Southern California Teachers of English and the 2003 Teacher of the Year honor from California Literacy. In April 2007 Alan was named Educator of the Year by Loyola Marymount University and in February 2008 Alan was named Innovative Educator of the Year by the Insight Education Group.

Mr. Sitomer has also authored four young adult novels published by Disney which include *The Hoopster*, *Hip-hop High School*, *Homeboyz* and *The Secret Story of Sonia Rodriguez*. *Homeboyz* was named by the American Library Association as a Top Ten Book of the Year 2008, receiving the prestigious ALA Quick Pick Recognition for a young adult novel which best engages reluctant readers.

SATURDAY NIGHT AROUND the HEARTH

First Evening Session 7:15-8:30

Jim Burke

Join Jim as he shares resources and insights into how new and experienced teachers can transform personal practice into knowledge for the profession.

Second Evening Sessions 8:45-10:00

A. Keeping Teachers at the Center: Using Research and Reason in our Classrooms with Ruth Nathan and Kendra Wagner

Using strategies designed to keep teachers at the center, this session will practice an approach teachers can use to analyze directives—from district mandates and departmental requests to national guidelines and reviews of research. The point of the session is to provide a useful heuristic for understanding, discussing, and even challenging directives.

B. Russell Hill

Russell Hill will read from *Robbie's Wife* a nominee for the Edgar Allen Poe mystery of the year award and from new work. It's a chance to talk about teaching and writing and how they come together

C. Tolerance & Dialogue in the Global Village with Dr. Yetkin Yildirim and Dr. Alp Aslandogan

In a time of growing tensions among the world's major faiths and value systems, we have arranged this session to examine interfaith issues that impact education. Globalization crowds populations with seemingly incongruous traditions, with people struggling to maintain identities into the global village. How can social harmony and inner peace be assured to all with populations increasing and natural resources diminishing? One movement to address such tensions is that of Fethullah Gulen, referred to by some as a Muslim Gandhi. This Turkish scholar's writings that advance good will and mutual understanding have inspired a network of nondenominational schools that extends from the Philippines to Brooklyn, a "peer-to-peer"-like network that promotes dialogue and tolerance.

D. State of the Profession

Miles Myers, Richard Sterling, Dr. Sharon J. Washington, and Shobhana Rishi will lead a discussion dealing with the most critical issues facing language arts teachers today. Bring your questions, share your thoughts, and learn from your colleagues.

GENERAL ENRICHMENT

1. Work of Nobel Note V: Kazuo Ishiguro

Born in Japan and educated and living in England, Ishiguro writes "intricately crafted, hauntingly evocative, and psychologically compelling novels" [Shaffer], like Oriental landscapes partially hidden by clouds. His unreliable narrators use a language of both self-deception and self-protection. Join us to discuss, critique, and enjoy the four novels listed below.

PRE-CONFERENCE READING: *Floating World, Pale View, Remains of Day, Never Let Me Go* (all in Vintage paperback)

GRADES 9-12 ♦ USEFUL TO NEW TEACHERS

2. Find Yourself Through Reflection: Self-Reflective Writing and Teacher Development

In this workshop aimed at enhancing classroom performance through reflective practice, participants will write about their dreams, fears, ideas, goals, and issues in teaching. Through reading articles (and some poems!) about teaching, participants will consider various approaches to the connection between self and teaching. We'll write, as well as read, and discuss how our thinking can enhance our teaching lives on Monday morning.

GRADES 9-12 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

3. Remember Me

Teachers as writers. Participants will do a series of exercises using remembered events to write both fiction and non-fiction short narratives. These exercises can be used in the classroom on Monday. Session limited to ten participants.

PRE-CONFERENCE READING: *Regions of Memory*, by W. S. Merwin

GENERAL ENRICHMENT ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

4. Nature Writing for All Ages and Disciplines

This workshop focuses on inter-disciplinary, field-journaling strategies for composing Nature Writing outdoors. Participants will practice different field-journaling methods (for their own writing or teaching), take a nature hike, compose a piece of nature writing, and workshop it in peer-response groups. Pencil, notebook and outdoor clothing required, field guides optional.

GRADES 9-12 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

5. Debate Models for Grounding Research

Using debate models to ground research papers to avoid students facing the empty paper and reverting to plagiarism, this session provides those attending with shared strategies that ground student researchers in their subjects and insure rich findings prior to students drafting academic discourse.

GRADES 9-12 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

6. Development of Writing Abilities

Composing from womb to tomb: How does age and maturation factor in a writer's composing? What should the instructor consider in assigning prompts and giving feedback? Neglected research validates most Asilomar-inspired approaches for eliciting good writing. Come prepared to share your best practices!

GENERAL ENRICHMENT ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

7. Re-Igniting the Democratic Experiment in Our Classrooms

How can English teachers become an important part of the "change" that will hopefully soon appear on the political scene? Our readings will spark discussions and suggest activities that will help our teaching of reading, writing, listening, and thinking bring vibrant democratic life to the varied classrooms and schools in which we teach.

PRE-CONFERENCE READING: Pradl's *Literature for Democracy*, O'Reilly's *The Peaceable Classroom*, Freire and Macedo's *Literacy: Reading the Word and the World*, Moffett's *Teaching the Universe of Discourse*

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Select a first, second, and third choice from the group session choice. Sessions will be assigned on a first-come, first-serve basis.

The Asilomar Conference is based on sustained group discursive learning philosophy. Resource and chair persons in the sessions share information and insights as the discussions evolve of intellectual interests. For the group to maintain integrity throughout the weekend. It is also essential that people prepare by reading and writing about their chosen topic.

GRADES 6-COLLEGE ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

15. Drama in the Classroom

This workshop is a practical approach to creating and portraying literature as action inside the classroom. Taking examples from literature and establishing each as a piece to be acted with students, participants will learn character profiling, subtext, plot summary, and blocking. They will practice this process as a small acting team and should wear comfortable clothing and shoes.

GRADES 6-12 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

16. "Present Listening" with Our Students and Colleagues

This session will focus on developing a listening practice as professional teachers: 1) listening to understand our students' backgrounds, interests, and learning needs; 2) arranging conditions for our students to practice listening to and learning from each other; and 3) listening to our colleagues to improve collaborations and quality of professional life.

GRADES 6-12 ♦ USEFUL TO NEW TEACHERS

17. The Versatile Graphic Novel

With *Persopolis* now a movie and *American Born Chinese* a Priz Award winner, graphic novels are getting increasingly more attention. Come look at the wide variety of graphic novels available and be part of a discussion about how to use them in the classroom (no matter your student population). Reading Scott McCloud's *Understanding Comics* ahead of time is recommended.

GRADES 9-12 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

18. Advising the High School Newspaper

Join us for a weekend discussion that focuses on all aspects of teaching and advising the high school newspaper. Bring your questions, your experiences, and your teaching strategies. Resources, tips & tricks, professional networking, and a multitude of examples will highlight the weekend.

GRADES 4-8 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

19. From Informal Assessment to Explicit Teaching of Fiction and Nonfiction Comprehension

The session's purpose is to explore assessment, reading, and writing strategies such that classroom learning and assignments are student accessible. The session will enhance teaching by connecting informal assessment to lesson-planning so that teachers feel they're teaching their students and the curriculum. All participants should bring assessment and instructional approaches that have proven effective.

THE CENTER 8 sessions CONFERENCE

ons below. Every effort will be made to assign your first d basis.

ussions following the teachers-teaching-teachers, collab- each group do not function as lecturers. Rather, partici- ve. The emphasis is on good conversation and the pursuit , it is necessary that the same people stay together for eading the suggested books for the section they choose.

GRADES 9-12 ♦ TEACHING MATERIAL PROVIDED

28. Project Based Learning

Project based learning is gaining interest in many schools wishing to give their students opportunities outside the "normal" curriculum. What is project based learning? How could it fit in my English curriculum? We will discuss PBL from the small scale to the grand scale—everything is possible!

GRADES 9-12 ♦ TEACHING MATERIAL PROVIDED

29. Teaming & Looping for Language Arts and History

Participants will learn how interdisciplinary teams can be created, implemented, and maintained. Participants will also learn specific goals, strategies, and assessments for use in interdisciplinary teams, specifically, English and history. Participants will learn how to use team strategies even in non-team settings.

GRADES 9-12 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

30. How to Learn to Love Teaching the Literary Criticism Research Paper

Many teachers struggle with the purpose and relevance of the critical research essay. What does it teach? How does it fit in an overburdened curriculum? Teachers can make the process meaningful, efficient and sustainable through useful, practical processes and outcomes, including electronic databases, citation tools, scaffolded writing assignments and more.

GRADES 9-COLLEGE ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

31. Journey to the Center of Learning: Awakening Purpose in English

This session trains educators to design courses and programs that harness students' natural urges to discover themselves and find larger purpose—an approach to learning that provides students satisfying personal rewards for developing academic skills. A classroom simulation of the NCTE-award-winning Personal Creed Project will introduce participants to a deeper, simpler, more workable model of how—and why—we learn.

GRADES 4-COLLEGE ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

32. Google Earth: Google Lit Trips

The developer of the GoogleLitTrips.com project, will lead a collaborative session exploring how great literary journeys are being mapped on Google Earth. Participants will learn Google Earth basics, how to use existing GoogleLitTrips, how to create GoogleLitTrips and how to integrate GoogleLitTrips into their classrooms.

GRADES 4-8 ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

33. Supporting Elementary ESL Students

Our ESL students are often classified as the under performing group. We need to move these students beyond the basics. Bring your ideas and activities that help to develop higher level thinking skills and improve oral language development for our ESL students.

GRADES 6-12 ♦ TEACHING MATERIAL PROVIDED

34. Making the Connections

Using digital technology and active engagement, this workshop will demonstrate how to use historical supplements to help students make vital connections between assigned literature and their underlying questions of values and morality. Topics include a variety of genocide literature and pieces such as *Night*, *The Heart of Darkness*, *The Diary of Anne Frank* and others.

GENERAL ENRICHMENT

35. A Night at the Opera

The opera group will explore the 2008 - 2009 productions of the San Francisco Opera Company. The group will view, listen to, and discuss a number of these operas, which are both traditional and modern. Time will also be spent in contrasting and comparing the voices and singing styles of a number of artists, both past and present.

GENERAL ENRICHMENT ♦ TEACHING MATERIAL PROVIDED ♦ USEFUL TO NEW TEACHERS

36. Centering Ourselves, Finding Our Ways: A Compass for the Classroom

This session will explore poet-voices and activities that focus on realizing and rediscovering the humanity and joy of teaching, featuring ways to assist our students and ourselves via poetry to collaborate and correspond with each other. We'll share our own writing experiences, too, so come prepared to write and share!

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8. Film as Discourse

From satellite television to websites to mobile phones to movies, the literacy development/film production connection is pervasively changing how we receive texts. Learning to create film for audiences, students learn about aspects of writing and become adept at how to read. Participants will make films for classroom "screening."

GRADES 6-COLLEGE • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

9. Wikis

Can our teaching and our writing benefit from Internet technology, especially the wiki? We will present three separate "wiki" opportunities for classroom teachers to use (at no cost). We invite participants to contact us as soon as possible and to explore these possibilities prior to Asilomar. For more: www.wikisintheclassroom.com

GRADES 6-8 • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

10. Strategies That Have Worked to Increase CST Scores in Middle Schools

We will examine the strategies used by four teachers who have improved CST scores in Oakland middle schools, then we will share lessons and approaches group members have used. The session will offer alternatives to (or ways to live with) mandated pacing guides. Bring ideas and sample lessons to share.

GRADES 6-COLLEGE • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

11. Personal Non-fiction

How does narrating our experience change the way we perceive past, present, and future? We will explore the power of personal nonfiction to shape identities, and as political action with primary focus on our own reading and writing, with secondary emphasis on classroom application. Please bring a personal nonfiction assignment you have used in your teaching.

PRE-CONFERENCE READING: "Looking for Zora," an essay by Alice Walker. Download essay from <http://mrproctor.net/asilomar>. The username is "asilomar" and the password is "dunes"

GRADES 6-8 • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

12. Using Poetry and Spoken Word in the Classroom

Learn how to run Poetry and Spoken Word workshops in your classroom to engage unmotivated students, provide an alternate access point to curriculum, encourage creativity, and help students make curriculum relevant to their lives. Also, learn how to nurture a culture on campus that is supportive of student expression.

GENERAL ENRICHMENT • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

13. River of Words: Teaching the Language of Landscape

In this poetry writing session we will write a lot, focusing on the importance of place in creating poetry and understanding the natural history of our homegrounds. Learn fun and engaging ways to spark your students' (and your own) imaginations by writing poetry that informs and inspires. River of Words® is a place-based K-12 program created to promote watershed awareness, literacy and the arts.

GRADES 6-8 • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

14. An Invitation to Engage in the Composing Process—in Art and in Writing.

By looking at the ways creative thinking and problem solving skills are stimulated by the fusion of art and writing, this workshop will provide opportunities for participants to reflect on their own process, as a resource for designing strategies to address student needs in the writing classroom. Bring a favorite poem.

PRE-CONFERENCE READING: *Composing a Teaching Life*, by Ruth Vinz; *Out of Our Minds-Learning to Be Creative*, by Ken Robinson; *Moon Journals*, by Joni Chancer and Gina Rester Zodrow; *Picturing Learning, Artists & Writers in the Classroom*, by Karen Ernst

20. Using Teacher Inquiry to Inform Practice and Influence Policy

Teacher Inquiry groups can be a powerful way of investigating and improving one's practice and advocating for social justice. This workshop focuses on how teachers can form site-based inquiry groups, formulate questions, and use one another as resources in classroom-based teacher research projects. Teachers will leave the workshop with tools to examine their practice and ideas for forming on-site research groups.

GENERAL ENRICHMENT

21. Writing on the Road

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.

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22. Living in a Visual World: Writing as We "See" It

In an increasingly visual world, our definition of literacy must encompass not only the ability to analyze and interpret written text, but to do so with visual genres. Starting from hands-on analyses of everyday "texts," such as cereal boxes, we will explore building upon students' intuitive understandings of genre and familiarity with visual culture to develop explicit rhetorical strategies for students' academic writing.

GENERAL ENRICHMENT

23. Exploring Medieval Literature

Medieval romances and fables teem with characters who cross strange spaces and shift their outward shapes. Ostensibly simple settings and scenarios invite rich interpretations on many levels. Through close readings—and some creative writing—we will explore how courtly verse offers ideas about what makes a world, what counts as love, and other fundamental human concerns. Please read and bring the *Lais of Marie de France*.

GENERAL ENRICHMENT • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

24. Seeing Civil Rights History through Art & Literature

An interactive workshop on using film and images to introduce the complex history of the Civil Rights Movement. We will examine point of view and link to broader themes in literature. Handouts of resources, developed by the SF Freedom School, in collaboration with middle and high school teachers, will be provided.

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25. Hard Times Revisited

Revisiting Charles Dickens' *Hard Times* with enlightened understanding of life's mediocrity, capitalism run amuck, and the Gradgrind school of facts, facts, facts, the text will establish background for provocative parallels to 21st century issues mirrored by NCLB educational structures. Explore strategies for engaging students and bring successful classroom practices that improve student performance.

GENERAL ENRICHMENT

26. Fellini's La Strada

Upon seeing one of the great films in the history of cinema, we are witness to a poetic fable of love and cruelty. The Girl, the Brute and the Fool dramatize a vision of life that purges the heart.

GRADES 6-COLLEGE • TEACHING MATERIAL PROVIDED • USEFUL TO NEW TEACHERS

27. Pioneers in Nonviolence

In this session we'll discuss short readings and videos of leaders in nonviolence whose lives and approach to conflict inspire hope for our future. We'll also look at a project on nonviolence that students can get involved in. Teachers will be provided with resources for a unit or a whole theme on nonviolence in their classes.

Conference Fees

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.**

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 the Curriculum Study Commission) for the full amount to Dan Wolter, 1134 Walnut Street, Napa, CA 94559 (telephone 707-253-9397 <dwolter@umich.edu>).

Please Print! Date _____

Number of years teaching _____ Gender: M / F

Name _____

Address _____

City _____ State _____ Zip _____

email _____

Evening Phone(_____) _____ **Note:** Registration will

Summer Phone(_____) _____ not be processed with-

out a phone number!

Roommate(s) _____

Preferred Group #: 1st _____ 2nd _____ 3rd _____

(Enter your choice of session numbers 1-30 in each blank)

Registration Fees	CATE Member	Non-member*
Early Registration (postmarked by June 22)	\$100	\$140
Late Registration (postmarked after June 22)	\$160	\$200
Off-Grounds Early Registration (postmarked by June 22)	\$160	\$200
Off-Grounds Late Registration (postmarked after June 22)	\$220	\$260

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

UNIT CREDIT

You can earn 1.5 quarter units of university credit. Check the box if you are interested in Cal State East Bay Extension Credit. Yes!

Accommodations (Lodging and Meals)

The accommodations fee includes two nights lodging and six (6) meals (Friday dinner, served from 6:00-7:00 pm, 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 **must pay** the off-grounds registration fee. Off-grounds registration does not include meals; however, a Non-Resident Meal Ticket for six meals is available for \$70. **The following prices include lodging and meals:**

HISTORIC (private bath)

Tide Inn, Hilltop, Lodge, Scripps

- Single \$310
 Double \$210 per person

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

STANDARD (private bath)

East Woods, North Woods, View Crescent, Long View

- Single \$385
 Double \$235 per person

Sea Galaxy, Surf and Sand

- 3 to a room \$190 per person
 4 to a room \$180 per person

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 American Express

Card# _____/_____/_____/_____

Expiration date _____/_____/_____ CCV# _____

Signature _____

Billing Address Same as Mailing Address

Address _____

City _____ State _____ ZIP _____

Refunds

For cancellations by July 15, a refund minus a \$25 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, 2008.

Will you attend the Saturday reception? Yes No

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

(Order now if you plan to eat a box lunch on Sunday!)

Friday Night Honorees



Richard Sterling



Sharon J. Washington

A lifetime service award will be presented to the honorable Richard Sterling, executive director of the National Writing Project from 1994-2008. Sterling will introduce the new executive director, Dr. Sharon J. Washington.

Acknowledgments: Asilomar photography, **Marlowe Boyd**; brochure layout & design, **Jim McCarthy**; and conference planning, **members of the Curriculum Study Commission**.

"Book Tasting" Scheduled During Saturday Reception

After some wine tasting at the author's reception, come in to Triton for a "book tasting." The staff from *The Works* will introduce us to their favorite fiction and nonfiction selections for adults and kids. Whether you're looking for something for your book club, your own pleasure reading, or your SSR library, you're bound to find something here. Titles discussed will be available for browsing and purchase.



On-Site Bookstore

The conference 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:

the Works

Attn: Pamela Hensley pbbear@sbcglobal.net
667 Lighthouse Ave.
Pacific Grove, CA 93950
831.372.2242 fax- 831.372.9184

Morning Yoga

Bring a Yoga mat to Asilomar! Join your colleagues for a gentle, early morning yoga class! No experience required.

Instructor: Brandice Rogers



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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.