

Asilomar 49

Asilomar Conference Grounds
Pacific Grove, California

September 24–26, 1999

Millenium Threshold: Looking Forward, Looking Back



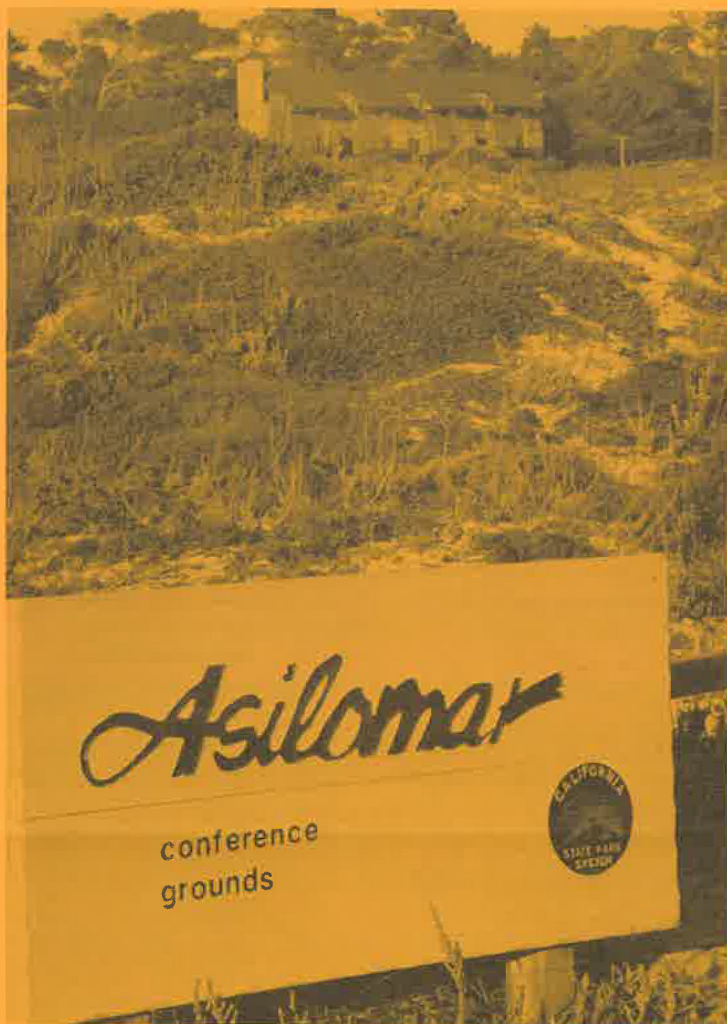
Curriculum Study Commission
Central California Council of Teachers of English

Asilomar 49

Millenium Threshold: Looking Forward, Looking Back

As we approach the millenium, we take time to look back at the ground we've covered; as teachers, how have we grown and changed? As learners, what perspective greets us as we look ahead? What stays with us, and what have we left behind? This weekend, we gather to share the company of colleagues, of gifted learners and teachers, as we ask ourselves: what do we see, ahead of us and behind us? How shall we make the connections we need to make as we cross the millenium threshold?

Anne Lamott, looking at the connections we make between past and future in writing, observes in her book *Bird by Bird: Some Instructions for Writing and Life*, "All the good stories are out there waiting to be told in a fresh, wild way. Mark Twain said that Adam is the only man who, when he said a good thing, knew that nobody had said it before. Life is like a recycling center, where all the concerns and dramas of humankind get recycled back and forth across the universe. Everything you need is in your head and your memories, in all that your senses provide, in all that you've seen and thought and absorbed."



Program

Friday, September 25

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

Saturday, September 26

- 7:30 – 8:30 Breakfast
- 9:00 – 10:15 Group Session #2
- 10:15 – 10:45 Coffee
- 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
Writer-in-Residence Anne Lamott
- 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 27

- 7:30 – 8:30 Breakfast
- 9:00 – 10:00 Group Session #5
- 10:00 – 10:30 Coffee
- 10:30 – 12:00 **General Session**
Frank Sopper
- 12:00 – 1:00 Lunch

Featured Speakers and Entertainment

◆ **Anne Lamott** (Friday Keynote speaker and Writer-in-residence) is the author of five novels as well as three best-selling books of non-fiction, including *Bird by Bird: Some Instructions on Writing and Life*, which has proved indispensable in helping budding writers, from ninth-graders to sixty-nine year olds, to find their wings with words. Her most recent non-fiction work, *Traveling Mercies*, topped the Bay Area Non-Fiction Bestseller List this spring. She has taught writing at conferences, at UC Davis, and at workshops nationwide.



Anne Lamott

◆ **Frank Sopper** (Sunday morning speaker), will discuss **What teachers have always known about learning (that cognitive scientists have just discovered (but that no one ever does anyway because there isn't time (except coaches and music teachers (whose programs are the first to get cut) and people training top executives because then it really matters)))**. Mr. Sopper is a renowned speaker on learning differences and alternative learning styles; he is also author of feature stories and articles in publications as diverse as the *Los Angeles Times* and *Men's Health*. He currently teaches English and serves as Dean of Admissions at Landmark College in Vermont.



Frank Sopper

Saturday Night Around the Hearth

Session I. 7:30 - 8:30

A. Classics on the Dunes. Join Asilomar registrar John Cotter for classical piano.

B. The State of the Profession. We live in interesting times. Come share in a frank and open discussion about STAR, the framework, the standards, graduation exams, and other realities that are shaping the nature and meaning of our profession today.

C. What's Working: Practical Ideas from the Classroom. Join other "results oriented" colleagues in a session inspired by the "ditto exchange" of the past. Bring a hand-out or a good, cogent oral description of a classroom activity that really works. Inspire and be inspired.

Session II. 9:00 - 10:00

A. Word for Word. This San Francisco Performing Arts Company brings literature to its feet in theaters, libraries, and schools. They will both show and tell their user-friendly theater techniques.

B. Jazz on the Sands. Pianist Ray Skjelbred, a recording artist and veteran of the Jack Teagarden, Lu Watters, and Turk Murphy bands, will play his repertoire of blues, rags, stomps, stride, swing, and Tin Pan Alley classics.

C. 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.

D. Working Man Blues: Country Music in California. Gerald Haslam, whose new book traces the history of country and folk music in California, will host this conversation.

If You Have Questions...

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

John Cotter (510) 357-5425
2882 Marineview Drive, San Leandro, CA 94577

For additional information, please contact *Commission Chair*:

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

or contact one of the *Conference Chairs*:

Vicky Greenbaum (650) 766-7244
488 Manor Drive, Pacifica, CA 94044
• vgreenbaum@menloschool.org

and

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

Asilomar 49 Millennium

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. How to Teach High School and Still Have a Life S

This workshop is designed to help teachers who are new to the classroom (or relatively new, or maybe just tired!) discover different methods for working with the usual stress of teaching—classroom management, paperload, divergent student learning styles. Learn from “veteran” teachers and one another.

2. Putting It All Together: Managing Your Primary Classroom PE

We'll explore the nuts and bolts of successful primary teaching. Participants will discuss organizing curriculum, calendar, day, and kids to create an exciting year for your students, and a less stressful year for yourself.

3. Basals . . . Is That All There Is? EIM

Is it back to the basal and basic skills at all costs? How about using techniques that enhance and deepen your students' understanding? These practical strategies from the California Reading and Literature Project will engage your students in the work of understanding picture books, novels, poetry, and even non-fiction.

4. Noam Chomsky: Power, Propaganda, and Democracy SC

Virtually exiled from the media mainstream, Noam Chomsky remains one of America's most important political thinkers. This workshop will focus on crucial aspects of his critique and on ways to arouse students' critical consciousness regarding how the media work in our society—how to move them beyond passivity into commitment to a more healthy democracy. Participants will be sent selected readings.

5. Voices of the Children E

This session will explore multicultural literature that is critically relevant to children's lives and realities and provides practice in information gathering. We will explore how to address English language development and the needs of English language learners through multicultural literature. Bring a piece of literature that has been successful with your students.

15. Sounds of Language: Listening and Speaking PEI

If verbal intelligence is based on listening (interpreting thought from our inner voice and the voices of others) and speaking (inventing thought to talk to ourselves and others), doesn't oral language deserve more attention? Explore with other K-6 teachers the making of a program, including oral composing, storytelling, oral interpretation, listening comprehension, and the powerful persuasion of culture. Bring books and ideas which might be valuable to others.

16. Kingsolver's *Animal Dreams*: Various Approaches SC

Discover the words and wisdom of Kingsolver's *Animal Dreams*. Delve into the author's style through discussions of imagery, point of view, and Native American and Mexican American cultures. Create an art project based on Native American mythology. A wealth of curriculum relating to the text will be explored. ► Read *Animal Dreams* prior to the conference.

17. Readers Theater: A Learning Process, Not Just Show Biz IMS

Participants will focus on how to teach students to do their own scripting of fiction, nonfiction, and poetry for readers theater. Students develop a deeper understanding of the text as they create and perform their scripts. Please bring 25 copies of a literary piece (1-3 pages).

18. Desktop Publishing for the Classroom EIMSC

Learn how to create professional-quality publications in the classroom using technology that is available to most teachers. Share ideas, resources, and products in a “hands-on” workshop setting. You may want to bring a laptop or portable computer to this session.

19. Mystery Writing MS/G

Mystery writing makes a great foundation for teaching writing. It provides structure in plot, demands pace, enhances character, incorporates setting, and best of all, has a definite beginning, middle, and end. All stories are really mysteries—come learn how you and your students can write them.

20. A Village of Words: Creating a Writing Group for Teachers G

This hands-on workshop will explore the delights and dangers of building and running a community of writers among colleagues, and how to share our work with other writers and readers, including our students. Plus, we'll do some writing.

Threshold: Looking Forward, Looking Back

Please Post

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26. Getting to Know You: The New Language Arts Framework and Standards, Grades 4-8 IM

What's new and what's old in these new state documents? Participants in this group will share how they have adapted their curriculum and instruction to meet the new requirements without excessively compromising what was most valuable in their classrooms.

27. Learning to Use the New Language Arts Framework and Standards, Grades 9-12 S

Members of this group will share methods of incorporating the new framework and content standards into their classrooms. How can these documents be adapted to encourage and sustain good teaching? Participants should bring the state English Language Arts Standards, the new State Framework, copies of lessons, and student work reflecting changes in curriculum.

28. Take Me Back to Ithaca—William Saroyan and The Human Comedy S/G

Share teaching and reading experiences of this first novel by William Saroyan, who wrote, "A man and his friends are liars to one another. They are friends only of one another's best . . . A man is not a guilty thing, he is an innocent thing, as he himself knows." ► Please read *The Human Comedy* prior to the conference, and bring along your copy.

29. Writers on Writing G

In *Bird by Bird* Ann Lamott shares her life as a writer. Participants in this group will have a grand conversation about this book and others in the genre. Bring some samples of your own work to share and be prepared for more inspiration to write.

30. Ted Hughes: The Hawk in the Rain SC

Who really was the late Poet Laureate of England? What is the nature of his literary work, its scope and its vision? How important is he to contemporary poetry? Or is his only claim to fame really being the principle villain of Sylvia Plath's story? Did the publication of *Birthday Letters* rehabilitate him for American readers? The answers to these and other questions will be explored in this reading/discussion group. ► Read *The Hawk in the Rain*, *Wodwo*, and *Birthday Letters*.

31. Developing Academic Reading Abilities: The Puente Project Approach SC

Participants will experience a range of activities designed to involve non-habitual readers in working with more challenging academic texts. After an initial overview of successful strategies, participants will collaborate in designing scaffolding activities for reading a range of texts from both English classes and other academic areas.

32. Teaching Reading and Writing to a Variety of Learning Styles S

High school teachers will share strategies and exchange ideas about creative approaches to teaching which will benefit students with a wide variety of learning styles. Participants will discuss the use of learning tools such as mind-mapping and Inspiration software. Please bring successful strategies you have used which challenge traditional teaching methods.

33. Voices of the Gold Rush I

Experience the Gold Rush through written and primary sources. Explore methods for strengthening students' visual literacy skills. This new curriculum has been developed by the Oakland Museum of California. Participants will receive sample lessons.

34. Teaching the Holocaust: An Interdisciplinary Approach SC

The Holocaust cannot be studied apart from its history and the suffering it unleashed, nor from the literature and art that have responded to it. Working with interdisciplinary sources and materials, we will consider and expand upon our teaching of this event within the context of the English classroom. This is a reprise of last year's presentation.

35. "More, Please:" Dickens and Oliver Twist MSC

Explore the world of Oliver through historical perspectives and contemporary issues surrounding London's shadowy underworld and its favorite workhouse child. Our conversations will build resources for integrated thematic instruction drawing on historical research and a variety of media and poetry to introduce students to the fascinating literary world of Dickens. ► Read *Oliver Twist* prior to the conference.

36. Universal Themes in California Literature MSC

Join us as we explore universal themes in the literature of California, such as work, growing up, culture, relationship with the land, and more. Bring your favorite short poem or story by a California author. ► *Many Californias*, 2nd Ed. (Gerald Haslam, Editor).



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

6. Literature and Composition in a Human Rights Framework SC

Literature and composition should connect to students' lives but should also provide emancipatory knowledge for social change and a more democratic world. We will look at ways to introduce human rights into our courses and provide and plan further lessons that use The Universal Declaration of Human Rights.

7. Helping Secondary Students Read Better MSC

Too many secondary students can't read well. This group will explore and share insights into reading processes and strategies. We'll read fiction and nonfiction excerpts, then watch videotapes of ninth graders reading similar texts. As we analyze our own reading processes, we'll explore ways of applying these insights in our classrooms.

8. Weaving the Threads of Diversity PEI

The purpose of this workshop is twofold: 1) To demonstrate to elementary teachers how to use children's literature across the curriculum and elicit multicultural awareness; 2) To recognize and validate the cultural diversity in the classroom.

9. Facing History and Ourselves Through Literature MSC

Join with Program Director Jack Weinstein of Facing History and Ourselves in a study of the role of the individual in society. Learn about using literature to combat racism, prejudice, and anti-Semitism and to nurture participatory citizenship, moral courage, and student voices.

10. Crossing Borders with Literature SC/G

Where is America? In which America do you live? Explore the multifaceted realities of border culture through the eyes of Chicano/a and Latin American writers, documentarians, visual artists, and activists.

11. Is the *Iliad* Still Worth Teaching? SC

How would you answer this question? You're invited to read or reread this work, selecting provocative or treasured episodes, and bring your text to Asilomar where we'll share these highlights and hear their recent verse translations; then we'll consider other ideas and questions seeking the *Iliad's* place in a changing canon. Pre-conference materials will be mailed.

12. I'm All Ears: Sing Into Reading P

Fun and fanciful interactive songs, chants, and tongue-twisters develop phonological awareness skills—the backbone of early literacy. Participants will learn twenty-three original songs, which introduce, develop, and reinforce the sequence of phonological awareness skills.

13. Short Cuts: Robert Altman and Raymond Carver G

Our discussion will focus on such problems as adapting for film, directorial intent, and audience response. As writing and directing invite discovery, so too are reader and viewer offered indelible portraits of American innocence and loss set in contemporary Los Angeles.

14. Opera Madness—Lucia and Nabucco G

In *Lucia de Lammermoor* the soprano is driven mad by frustrated love and a cruel brother. In *Nabucco* the king of Babylon's hubris causes God to strike him with a lightning bolt. The group will listen, view, and discuss the operas by Donizetti and Verdi. Libretti will be provided.

21. 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.

22. Bringing Literature to Its Feet G

Word for Word Performing Arts Company takes you through its process of staging a short story. 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. What better way to illustrate the power of the written word! Texts will be provided. ► *Flash Fiction*, and *Improvisation for the Theater* and *Theater Games for the Classroom* by Viola Spolin.

23. Surviving Standardized Tests: Legitimate Approaches to Test Preparation EIMS

As standardized tests figure more prominently in teacher accountability schemes, teachers, students, and parents need to understand how these tests work. This workshop focuses on legitimate approaches to test preparation for students: understanding test language, navigating test formats, avoiding traps. Guidelines will be given for responsible interpretation of test results. ► *A Teacher's Guide to Standardized Reading Tests*—Calkins, Montgomery, and Santmam (Heineman).

24. Media, Literacy, and Mediocrity: Exploring the Impact of Mass Media on Student Literacy MSC/G

What role does our image-saturated commercial environment play in weakening student literacy? What can teachers do to counteract the



onslaught of mediocre ideas, language, and images promoted by mass media? This interactive workshop will probe the connections between popular culture and traditional concepts of literacy. Participants will develop strategies that promote a healthy skepticism about the image of the world shaped for us by the media. ► *Bonfire of the Humanities* by David Marc.

25. contextualizing grammar MSC

Looking for ways to connect grammar to writing? For a positive approach to grammar teaching? This workshop offers both, by studying sentence grammar as a means of creating coherence in texts, and by helping shift the mindset from "one right way" to contextual appropriateness. Bring student writing to work on.

Registration Information

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:

BOOKWORKS

667 Lighthouse Avenue, Pacific Grove, CA 93950
 (831) 372-2242 FAX: (831) 372-9184
 • ekhicks@ix.netcom.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 10 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 \$21. 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, 1999.

The above restructuring of fees results from the Asilomar management's new series of required deposits which the Commission must begin paying 90 days in advance of the conference dates.

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 for funding your professional development opportunity at Asilomar:
 SIP funds, Block Grants, BITSA, CFAST, School Site Grants, and Categorical Funds including Title I, IV, VI, and VII.

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Asilomar 49

Please complete and clip a separate registration form (photocopies acceptable) for each person attending and mail in the same envelope with your check (made out to Curriculum Study Commission) for the full amount to John Cotter, 2882 Marineview Drive, San Leandro, CA 94577.

Date _____ M / F
 Name _____
 Address _____
 City _____ State _____ ZIP _____
 Evening Phone (____) _____
 Roommate(s) _____

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

Around the Hearth Preference	Session I:	A	B	C
	Session II:	A	B	C D

	CATE member	*Non-member
Early Registration (by June 15)	\$75	\$115
Late Registration (after June 15)	\$90	\$130

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

Please circle appropriate category and fill in the amount here

Registration Form

Accommodations (lodging and meals; prices per person)

(Please check desired accommodation)

- HISTORIC (private bath)
 Tide Inn, Hilltop, Lodge, Scripps
- Single \$215
 - 2 to a room \$155 each

- DELUXE (private bath)
 Sea Galaxy, Surf and Sand
- 4 to a room \$145 each

- East Woods, North Woods, View Crescent, Long View
- 2 to a room \$165 each

Total Accommodations \$ _____
 Registration Fee \$ _____
 Off-grounds Fee \$21 \$ _____
 Non-Resident Meal Ticket \$60 \$ _____

Total fees enclosed (payable by check only): \$ _____

Sorry, no school purchase orders can be accepted

- 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!** order now if you plan to eat a box lunch on Sunday noon!

For office use only

Revd: _____

Log # _____

Lodging _____

Asilomar 49



“Writing and reading decrease our sense of isolation. They deepen and widen and expand our sense of life: they feed the soul. When writers make us shake our heads with the exactness of their prose and their truths, and even make us laugh about ourselves, or life, our bouyancy is restored.”

Anne Lamott

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John G. Cotter

2882 Marineview Dr.

San Leandro CA 94577



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.