

Asilomar 50

Asilomar Conference Grounds
Pacific Grove, California

September 22–24, 2000

Teaching the Many Dimensions of Mind: The Challenge of the New Century



English/Language Arts Conference



Curriculum Study Commission
Central California Council of Teachers of English

Asilomar 50 Teaching the Many Dimensions of Mind

For fifty years, the English teachers of Northern and Central California have been coming to Asilomar for their annual renewal as the school year gets underway. This year is the beginning of a new century, and, it seems, a new world. This world presents to our students new challenges in communication, human relations, and work, and for us, their teachers, the challenges to teach them, to help them use the many dimensions of mind, have never been greater. In Asilomar's pattern of general sessions and small groups, participants will find their way into the complexities of contemporary teaching.

Featured Speakers and General Session Chairs

◆ **Friday:** The Friday night session is chaired by Jess Perry, a former teacher in Oakland, California, and former president of the National Council of Teachers of English. The speakers are Mike Rose and Cris Gutierrez. Cris Gutierrez, a teacher from

Thomas Jefferson High School in Los Angeles, is currently a K-12 Carnegie Fellow. Mike Rose, a professor from the UCLA Graduate School of Education, is the author of the award winning *Lives on the Boundary* and *Possible Lives*, both an intimate look at



Jess Perry



Mike Rose



Cris Gutierrez

Program

Friday, September 22

- 3:30 – 9:00 Registration
- 4:30 – 6:00 CCCTE Reception
- 6:00 – 7:00 Dinner
- 7:15 – 8:30 **General Session I**
Chair: Jess Perry
Speakers: Mike Rose and Cris Gutierrez
- 9:00 – 10:00 Group Session #1
- 10:00 – 11:00 Join the NCTE Emeritus Assembly for coffee in the Asilomar Lodge

Saturday, September 23

- 7:30 – 8:30 Breakfast
- 9:00 – 10:15 **General Session II**
Chair: Carol Tateishi
Speaker: Fran Claggett
- 10:15 – 10:45 Coffee

- 10:45 – 12:00 Group Session #2
- 12:00 – 1:00 Lunch
- 1:30 – 3:00 Group Session #3
- 3:00 – 3:15 Break
- 3:15 – 4:15 Group Session #4
- 4:30 – 6:00 Reception and Book Signing by Writers-in-Residence
- 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 24

- 7:30 – 8:30 Breakfast
- 9:00 – 10:00 Group Session #5
- 10:00 – 10:30 Coffee
- 10:30 – 12:00 **General Session III**
Speaker: Leonard Shlain
- 12:00 – 1:00 Lunch

public school classrooms, K–12. Ted Sizer has said, “Rose reminds us how great teachers see their work...”

◆ **Saturday:** The Saturday morning session is chaired by Carol Tateishi, a former middle school teacher and the director of the Bay Area Writing Project at the University of California, Berkeley. The speaker is Fran Claggett, a recent recipient of the Career Achievement Award of the California Association of Teachers of English, a former high school English teacher in Alameda, California, and a former

chair of the CSC. She has published many books and articles on the teaching of English.

◆ **Sunday:** The Sunday morning session features Dr. Leonard Shlain, chief of laparoscopic surgery at California Pacific Medical Center in San Francisco and author of *Art and Physics*. In his talk, he will focus on the issues in his groundbreaking book *The Alphabet and the Goddess*. He will argue that alphabetic literacy—the process of reading itself—has a profound impact on brains, minds, and culture.



Carol Tateishi



Fran Claggett



Leonard Shlain

Saturday Night Around the Hearth

Session I. 7:30 - 8:30

Session II. 9:00 - 10:00

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

B. The State of the Profession. Who is listening to teachers these days? Come vent (and listen) as we touch on a wide array of issues critical to our profession: standards, SAT 9, STAR, teacher preparation and support.

C. Metaphor and Math in Literature. Explore the intersections between literature and math that recent books (such as *Cryptonomicon* and *Wit*) reveal. We will discuss ways to awaken the literature gene in your math-and-science-oriented students by helping them find vital connections between math and the humanities in fiction.

D. Gerald Haslam. Join a long-time friend and favorite of the Asilomar conference in a hearthside conversation regarding his recent books, *Manuel and the Madman* and *Straight White Male*. He will read excerpts and share some background on their creation.

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. Richard Barre. “One of the best hard-boiled detective novelists of the '90s” (*S.F. Chronicle*), Richard Barre won the Shamus Award for First Best Novel in 1997 and has subsequently published four more novels. Richard will read from his works and host a 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 the *Conference Chair*:

Miles Myers (510) 531-0409
5823 Scarborough Drive
Oakland, CA 94611

• Miles.myers@worldnet.att.net

or one of the *Conference Co-Chairs*:

Brad Shurmantine (707) 257-7127
1685 Atlas Peak Road
Napa, CA 94558

• blshurm@napanet.net

or

Ken Williams (209) 551-3600
3600 Jeffrey Drive
Modesto, CA 95357

• KenXWms@aol.com

Asilomar 50 Teaching the Many Dimensions of Mind:

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 Saying Our Lines: Poetry as Conversation and Correspondence** G
This hands-on workshop will explore ways to assist our students and ourselves in conversing and corresponding with one another and the world-at-large, using very accessible poetry forms as means to meaningful dialogue and good writing. We'll share our writing experiences, so come prepared to converse and write!
- 2 Myth, Meaning and the Hero's Journey** MS
Tim O'Brien wrote, "Stories can save us." What is the saving link between the stories we read and the stories we live? Using the Heroic Journey pattern as a foundation, we'll explore the relationship between literature and life from several perspectives, including mandalas, mythology, and archetypal psychology. ► *The Things They Carried* (O'Brien); *Bless Me, Ultima* (Anaya); *Ceremony* (Silko); Hero's Journey material on website: <http://www.napanet.net/~aripub>.
- 3 Life Is But a Dream** G/SC
Mid-century playwrights disturbed postwar complacency by revealing a USA not visible from a Chevrolet. Illusion and reality, fantasy and truth, loneliness and love are important motifs in *Death of a Salesman* and *A Streetcar Named Desire*. Participants will explore these motifs by sharing position papers they've written and then evaluate whether both plays have continuing importance. ► *Death of a Salesman* and *A Streetcar Named Desire*.
- 4 Short Story Practicum** MS
The short story can be the vehicle for incorporating into the curriculum a diversity of cultures, an equity of gender, a breadth of ideology, and a respite from novels. One and two-day lessons will be developed cooperatively. Please bring twenty copies of a favorite short story, preferably one that will make us laugh.
- 5 Teaching LEP Students in the Mainstream English Classroom** MS
Teachers attending this session will become familiar with teaching strategies that help the English learner succeed in the mainstream English classroom. They will cooperatively redesign a literature unit

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

This workshop is designed to help teachers who are new to the classroom discover different methods for working with the usual stress of teaching—classroom management, paper load, divergent student learning styles. Learn from "veteran" teachers and one another. This study group is especially suitable for new teachers or teachers recently assigned to teach English.

15 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.

16 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.

17 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).

18 Collaboration: Steinbeck, Ricketts, and The Sea of Cortez G

"... From the tidepool to the stars and then back to the tidepool again." This session will examine the fascinating process of collaboration between Steinbeck and Ricketts that resulted in *The Sea of Cortez*. Participants will discover first-hand how two great minds inspired one another.

19 Art in the English Classroom S

This group will explore art activities to enhance the study of literature and writing for secondary students of all ability levels. The workshop will include studio time for participants along with step-by-step lesson plans, including creating Photoart as prewriting for the College Essay and developing comics to review literature. Partici-

the Challenge of the New Century

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26 Parents, Projects, Play, and Portfolios: Building Minds and Community in Your Elementary Classroom E

With parents often “absent” or busy, with attention spans dwindling, yet with the demands of the marketplace for highly literate, considerate teamplayers, how can we make our classrooms work so that our students leave prepared for the future, including their next year in school? This workshop will explore ways real teachers build workable communities, involve parents, and keep minds on task through projects that command attention, demand precision, and are tied to California’s standards.

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 Celebrating Diversity: Day of Respect MS

The best way to open a mind is to move the heart. A successful school-wide event arouses students’ respect for diversity when teachers invite community volunteers into classrooms to tell their stories of discrimination. This session will explore how a “Day of Respect” is created and the educational opportunities it affords. Guest speakers will be included, allowing participants to experience the impact of the event.

29 Hamlet SC

Place odds on Shakespeare’s *Hamlet* as a tool for all kinds of student experience. Get classes involved with critical thinking, analysis (including psycho-), interpretation and re-interpretation, creative and performance assignments. Bring your markable copy of *Hamlet* and your willingness to be involved. Take away handouts, ideas, and the fun of experiential learning.

30 Explorations Into Self and Culture Through Literature SC

Members of this group will experiment with ways to use personal writing in conjunction with a literary work in order to help students discover self and cultural concepts. They will work with Naguib Mahfouz’s *Fountain and Tomb*, use some actual classroom activities, and develop others during the weekend.

31 Mexican American/ Latino Literature SC

With its focus on Mexican American/Latino literature, the Puente Project encourages high school and college students to stay in school and meet their transfer goals. In this workshop, we will consider some of the “border writing”—fiction, non-fiction, and poetry—as well as some of the specific assignments that instructors use to inspire, challenge, and engage their students. A packet of reading materials will be mailed to registered participants prior to the conference.

32 Developing Academic Reading Abilities: The Puente Project Approach SC

Puente teachers will share strategies and tools designed to involve non-habitual readers in working with more challenging academic texts, including non-fiction and poetry. 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.

33 Taste Technology: Develop Your Own Multimedia Assignment EMSC

Participants will review a model multimedia assignment and design one of their own. Using Internet and presentation software in a nearby lab, each teacher will develop a model of an assignment. Bring your own storage disks.

34 Beyond the Village: Raising Strong Women S

Is gender bias nothing but hype? Do girls have equal access in our society? This workshop will examine gender bias inside and outside of high schools. We’ll discuss issues that affect teenage women and brainstorm effective strategies to address those issues. We’ll talk about programs that are successfully working to empower young women and how to start a similar program in your own district. ▶ Read *Reviving Ophelia* by Mary Pipher prior to the conference.



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

they regularly teach to accommodate the English learner in their classrooms. Factors influencing the academic performance of limited-English-proficient students, as well as demographics, cultural, and legal issues, will be discussed.

6 Cover to Cover: Exploring Literacy through Bookmaking **EM**

Making books is an engaging way to enhance students' literacy as they write, illustrate, and design entire books. We will construct a variety of book formats from simple folded to Japanese bound books. A fifteen dollar fee for materials will be collected during the workshop.

7 The California Private Eye: Then and Now **G**

Raymond Chandler was master of the hard-boiled detective novel in the first half of the 20th Century. Richard Barre, winner of the Shamus Award for Best First Novel, continues the tradition in the last half of the century. Participants should read Chandler's *The Long Good-bye* and Barre's *The Ghosts of Morning*, and be ready to discuss with Barre how Chandler inspired his novel.

8 Opera Through Tears and Laughter **G**

In *Aida*, Verdi combines a tragic love story with the most impressive spectacle in Grand Opera. In *L'Elisir D'Amore* Donizetti spins a tale of rustic love complicated by French wine. This group will listen, view, and discuss both operas. Libretti will be provided.

9 Motivating and Engaging Reluctant Readers **S**

A group of teachers will share materials and strategies designed to motivate reluctant readers and "trick" them into actively engaging with text. We will explore issues we face as teachers of increasingly non-literate students. Bring one title (fiction or non-fiction) that works with students to share on Sunday. *► It's Never Too Late* (Janet Allen).

10 Teaching with Picture Books **PEIM**

Explore what picture books have to offer across the grades—models for writing, launching pads for theme study, exemplary artistic media, support for reading development, intriguing information, introduction to literary features, multicultural concepts, and more! Bring your favorite picture books to share plus lesson ideas.

11 Children and Schoolmasters: Challenges to Education in Dickens' World **MS**

This workshop will closely examine classrooms as represented in literature. What are the challenges that face children and teachers—then and now? Bring copies of student work and lessons that address issues in educational reform. *► Hard Times; David Copperfield; Nicholas Nickleby, Great Expectations, Jane Eyre, Little Women.*

12 Cultural Consciousness **MSC**

Examine the effects of white supremacist consciousness within yourself as an important piece of homework for teaching in California today. This experiential, reflective, and interactive forum is designed to promote awareness and engender dialogue across differences. Bring suggestions for fostering cultural consciousness in students and staff.

13 Teachers as Writers **G**

Teachers write to reflect, to model, to communicate, and to take a break. Join us in supporting our "inner writers." By the end of the weekend we hope that publishing—whether for a parent newsletter, a local newspaper, or a professional journal—seems more possible.

pants will receive an extensive packet of activities for immediate use.

20 Images of Transcendence in Beloved **SC**

Join in a discussion of universal resonance found within Toni Morrison's *Beloved*. Archetypal images, myths from Africa and Greece, deconstructing the bindings of slavery, motherhood, womanhood, and masculinity—all may be found within this transcendent novel. We will explore various readings of the text, examining how it might best be taught. *► Read Beloved* and bring any classroom materials you may have to share.

21 What's Hot in YA Literature **EMS**

Discover exciting new titles and the authors who appeal to middle grade and young adult readers. Explore fiction, non-fiction, and picture books that work in thematic units, connect to content areas, or stand alone. Bring your favorite books to share with the group.

22 Surviving Standardized Tests: Legitimate Approaches to Test Preparation **EMS**

Standardized test scores are assuming an increasingly powerful role in holding teachers and schools accountable for student performance. We need to know exactly how these tests work and to learn new strategies for helping students understand the special demands of test language and formats. This workshop will present test preparation methods that have been used successfully in schools. *► A Teacher's Guide to Standardized Reading Tests* by Calkins, Montgomery, and Santman (Heinemann).

23 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 analyze.



24 Brave New World **G**

Did Huxley get it right? As we bravely enter into the 21st Century, we pause to discuss this prophetic dystopian fantasy of 1931. Are we so sure about our assumptions on technology, progress, and "uniformity"? Do we educate for freedom? *► Read Brave New World* prior to the conference.

25 Young California Reader Medal **IM**

Help your classes join this student-empowered community of readers. This group will share strategies for class participation, grades 4 through 8, in the YCRM program. Participants should bring copies of books nominated for their grade level as well as the other grade levels, if possible.

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 \$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, 2000.

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, BITSAs, CFAST, School Site Grants, and Categorical Funds including Title I, IV, VI, VII, and mentor funds.

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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	D
	Session II:	A	B	C	D

Registration Fees		
	CATE member	*Non-member
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 \$225
 2 to a room \$160 each

DELUXE (private bath)

Sea Galaxy, Surf and Sand

- 4 to a room \$150 each

East Woods, North Woods, View Crescent, Long View

- 2 to a room \$175 each

Total Accommodations	\$ _____
Registration Fee	\$ _____
Off-grounds Fee	\$30 \$ _____
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!

▶▶▶ Be advised to register early, as the on-site lodging sells out early, and to assure first-choice priority in sessions. ◀◀◀

Asilomar 50

“ The classroom should be a microcosm of what is most positive about America, its diversity and flexibility. The hybrid strength that comes from continual synthesis seems to be humanity’s chief adaptation now for survival in a very changing world.”

James Moffett

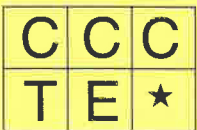


The Curriculum Study Commission was formed in 1949 after the first West Coast convention of the National Council of Teachers of English, in San Francisco in 1948. Bay area leaders in English language arts at local schools, colleges, and universities decided to continue to meet and bring their colleagues together to discuss major educational issues and try to resolve some pedagogical problems. In 1950 these first few organized what has since become the annual Asilomar Language Arts Conference normally occurring on the last full weekend of September. The Commission has continued to function somewhat autonomously within the Central California Council of Teachers of English and even assisted the Council along with councils in southern California in forming CATE, the statewide organization. Periodically, the Commission has sponsored spring conferences, more limited in scope and attendance, focused on a topic such as censorship or linguistics or multiple intelligences. It has also published position papers on issues of timely importance.

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