

- What is place for writers?
- As we begin to refine content, do we lose chance for writers to have their day?
- Do we risk giving up the wr. course we worked so hard to create - by aligning it with cultural studies,

wr -
wr -

- Wilderness Space

- - Being taken over by real estate developers - who sometimes want to profit

- Endangered species
- adj. faculty
- students
- program

don't want
to turn
courses into
theme parks

some of our students have gotten sick
what are you doing in biology?

Tell a story that characterizes
your program -

story that characterizes my program -
what story will

~~My writing program is one that is always scrambling for~~

Our writing program is always caught short of space for students at the last minute - in Sept, when school starts, students wander from room to room trying to find a teacher who will let them in -

~~Writing teachers to value multiple~~
~~Writing teachers to value multiple~~
~~Teachers don't always~~
drafts; other ~~things~~ don't always merge this - and then complain about student error -

→ & worrying about the students whose needs are not being met - & had a student in my 1st class this past yr who had three first-gr writing 4 times - How do we do a program, even/must we need to that student?

foundational abilities
of FY WR course
Using sources to advance
their own authority

former
previous
• always in flux
↳ the process

Habits of mind

Conflict betw
institutional req to prepare

programs' desire to be
what it is

Stories that
represent
your
program

↳ There common
ground?
↓

- lack of colleagues
- many versions of course
- no coordinator
- no time to reflect
- how to prepare
- community within Engl. Dept lacking
- community " class *

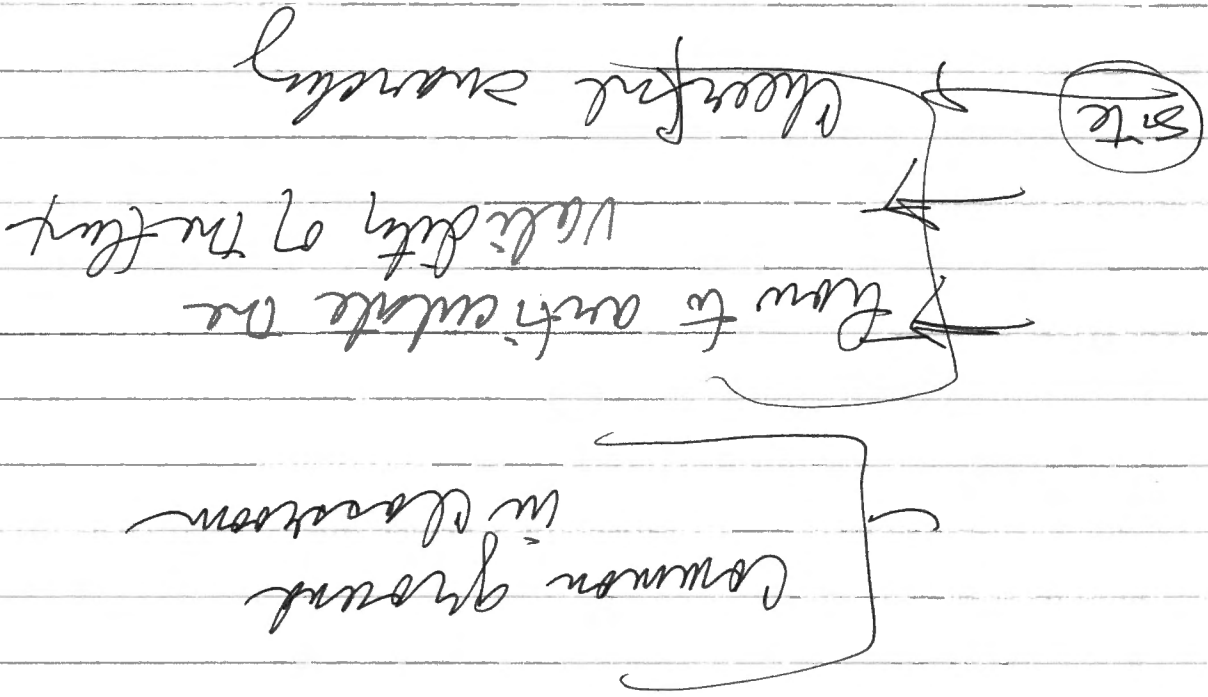
Cheerful anarchy → ○ habits ○
○ how to protect

○ every member teaches FY
writing

program in search
of a metaphor

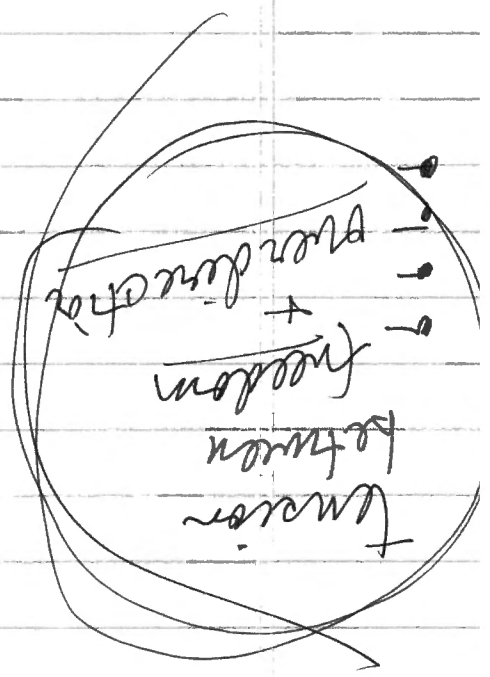
As } Abrets A Curr is now + more
} what happens to FY WR

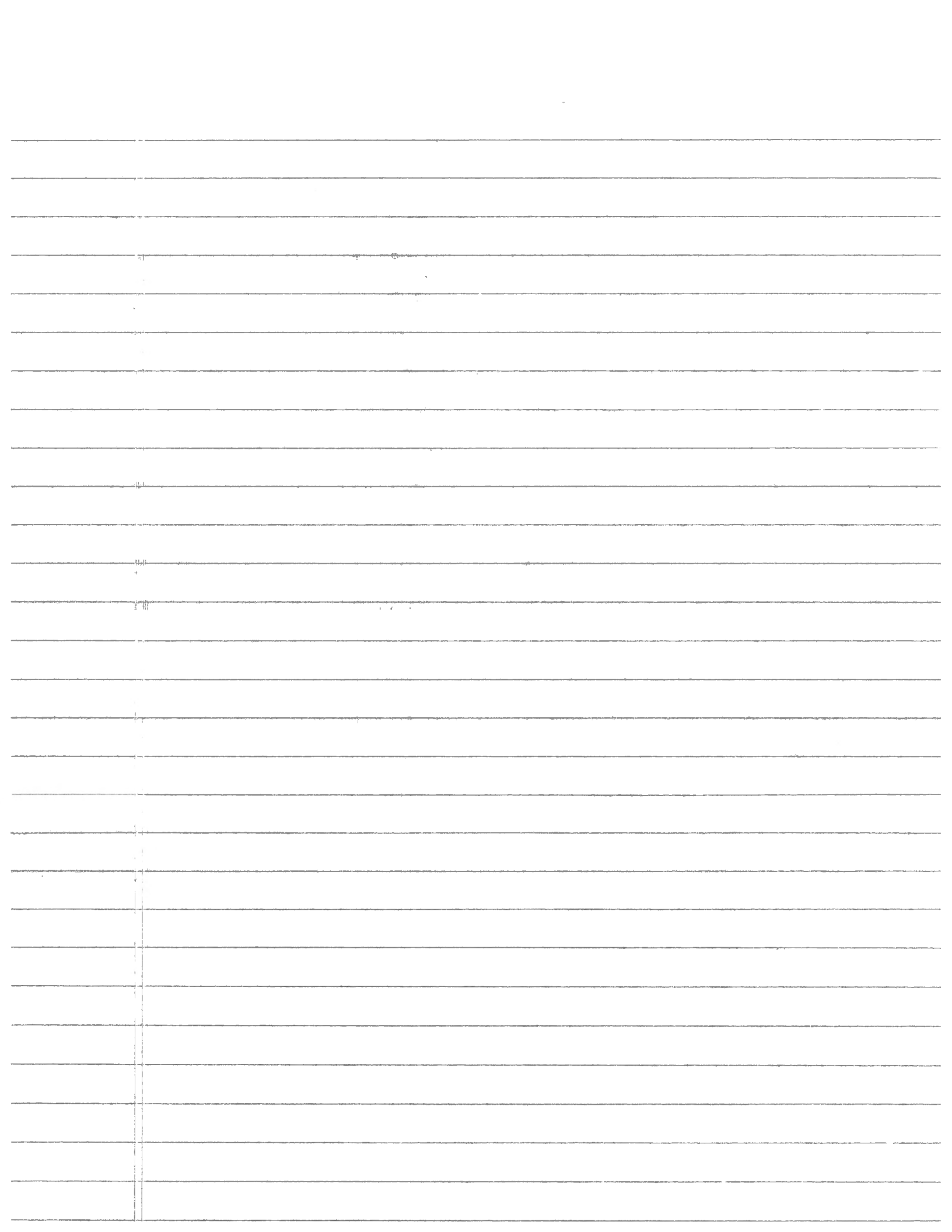
Change (no push for it)
Change as enemy

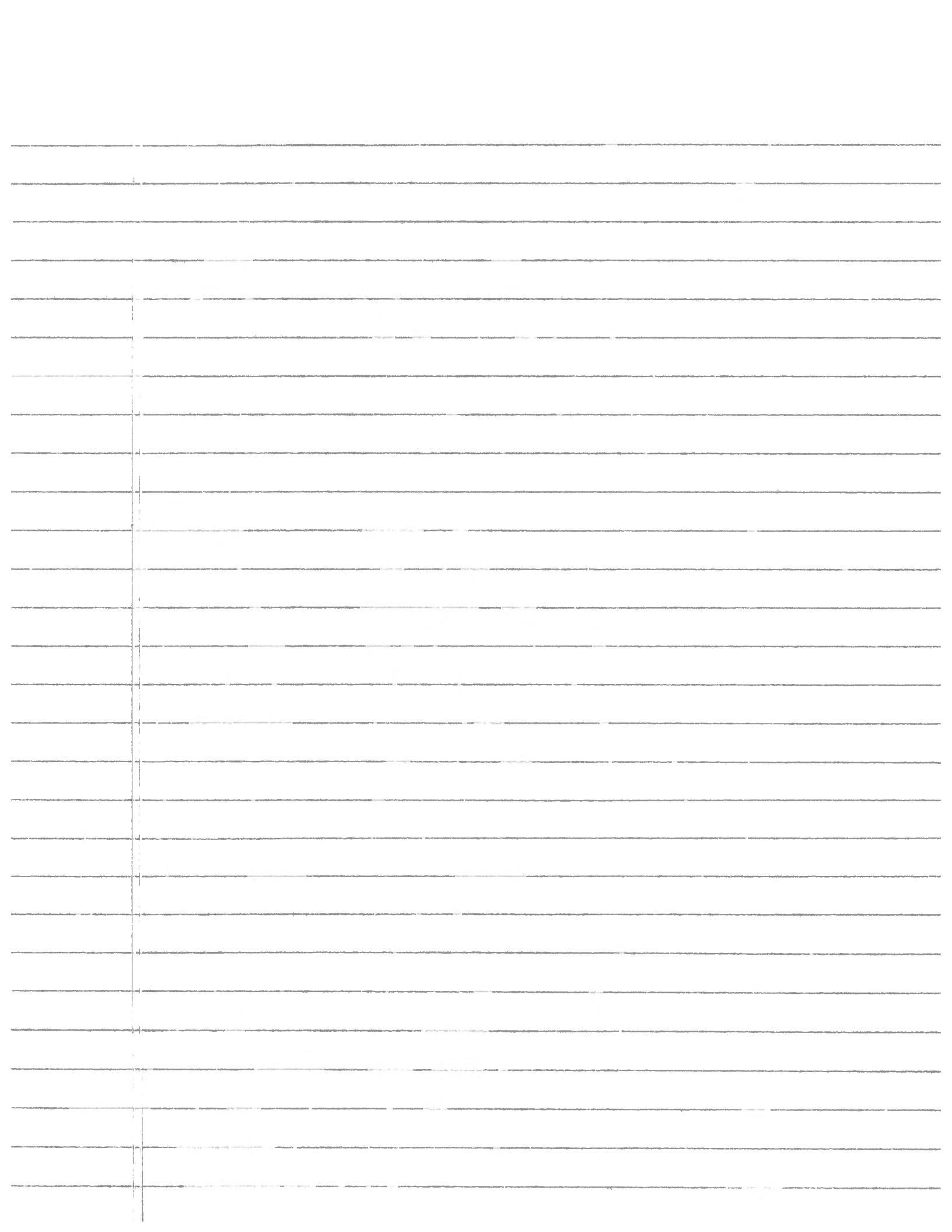


How to make change successfully

Difficulties of change







esp. for community colleges

① Writing Comes Before Reading

②

③

④

What I have to say

- One course in which

student writing is first

→ Need to

do justice to opposite claims

Integration of being <

Make large space for being writing

< Fight for being a writer

Make clear for integrating



make case for 1st yr writing

* -no it is
-no you'd like it to be

* } reasons → action
national → program
theory → practice

348 make case

all like teachers to be well-paid, & I like students to feel their experience was worthwhile, & I like to think we could work with all students - that we could make a difference for every single student -

what
all
like

No it is - I'm pleased with the

Teacher-training that we do - I'm pleased

with the commitment of our teachers - pleased

all
like

with opportunity for students to talk to each

other -

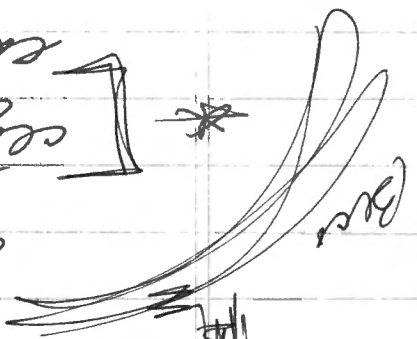
Student learn to respond to each

other's life - students learn to value

each other - students learn to have a

classroom discussion in which they talk to

each other



self-esteem
competency
safe place

active site

active pedagogy
model for other
universities

Because of way we authorize students
to see themselves as readers & writers, we
also ~~teach~~ ^{authorize} them to have classroom
discussion in which they talk to each
other - not the teachers.

Pleased w/ space that's set apart
for socializing student.

[for getting them into the univ.]

"content"

- what's common ground

Options for responding

- ① ⊖ read passage to table water ; then discuss
- ② ⊖ somebody read - next moral lesson
read -
- ③ ⊖ Build a program -
 - each read a promise
 - somebody keeps a list
- ④ read whole text
- ⑤ do something else

c