

WRITING NOTES

Writing Programs Newsletter • Spring 2020 • Department of English • Arizona State University

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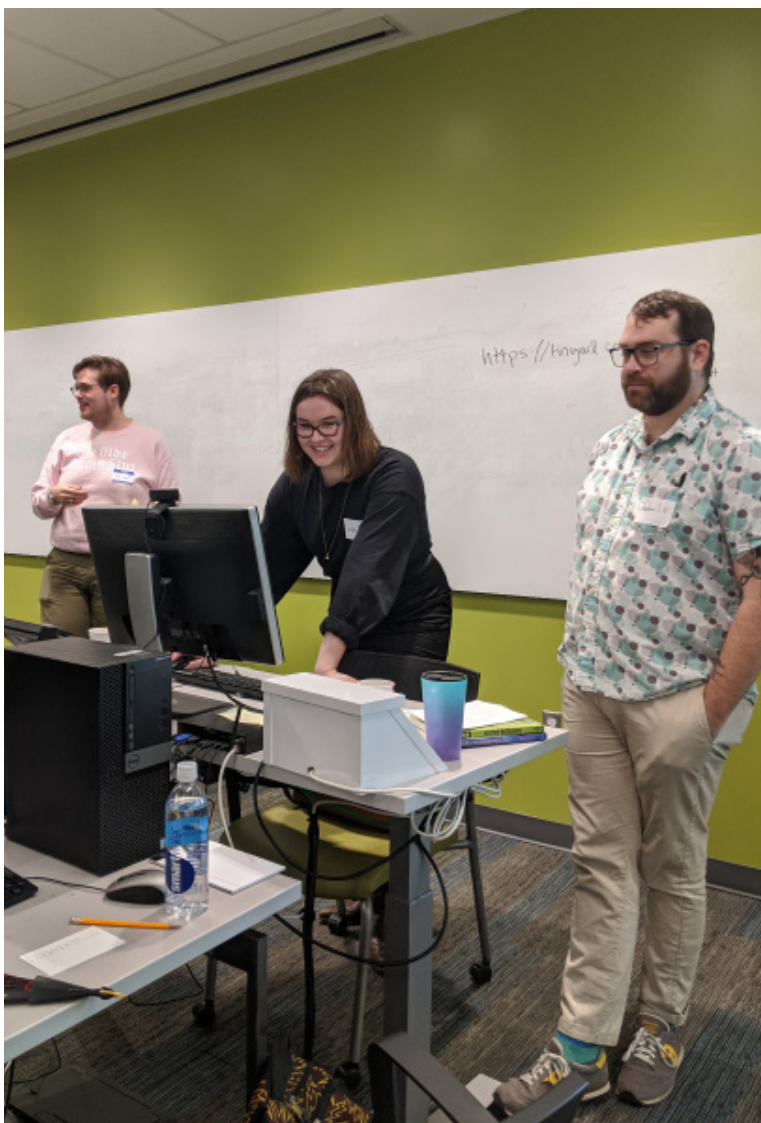
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Editorial Team

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(Above) Writing Programs teachers Ian James, Alexine Gilbert, and Joshua T. Horton (left to right) present at the 2020 ASU Composition Conference.

(Right) The normally bustling first floor of Ross-Blakley Hall is left empty as ASU moved to online instruction. Photo by Doris Warriner.

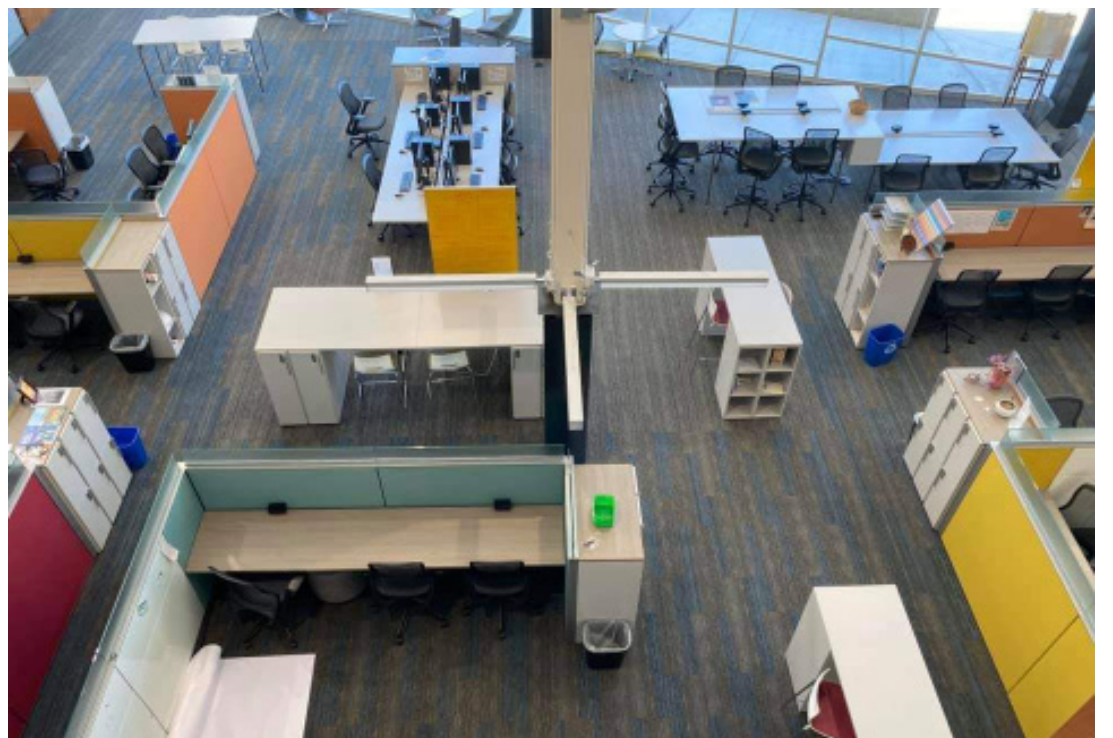
In This Issue

This has been an interesting semester, to say the least. With the arrival of COVID-19, Writing Programs experienced academic shifts, contexts, and requirements that no one could've ever predicted. Our entire ASU community has dealt with hardships and uncertainties professionally and personally. As the situation began to unfold, Dr. Kyle Jensen explained that, as teachers, staff, and administrators, "we are in 'do our best' mode" in dealing with "the novelty of this situation." Yet, the adaptability, dedication, and support demonstrated to our students, to the program, and to one another has brought to light just how great our "best" can be. With the greater appreciation of community that only "social distancing" can impart, this issue of *Writing Notes* is dedicated to recognizing those within Writing Programs doing their best day-in and day-out for the betterment and support of students, the program, and one another.

This issue of *Writing Notes* opens by acknowledging the constraints we now find ourselves in as teachers amidst COVID-19 and highlights the impressive and thoughtful work Writing Programs instructors put in during these strange times. Specifically, we note that the "Kudos" sections are now "Thanks" sections, directed toward appreciating those who have pitched in and offered their ideas, expertise, and time to help Writing Programs transition online. Next first-year PhD student Mohammed Iddrisu shares his perspectives on ASU's 2020 Composition Conference. Then we move to "In the Classroom" with Instructor Kathleen McNamara and PhD student Savannah Woodworth, respectively. Kathleen outlines an ENG 105 assignment centered around climate change and Savannah shares an assignment that has students investigate language. Next, three Writing Programs teachers share a method that has helped their workflows in quarantine: bullet journaling. Our final article gives an update on the good work that the Care Committee has done this past year, and we end with a call for a special summer issue devoted to crowdsourcing ideas, assignments, and practices for teaching the common read, *We are the Weather*.

We hope that you are all staying safe during these trying times.

The Editorial Team



From *Kudos* to *Thanks*

ASU Writing Programs teachers support each other through a crisis

If you are familiar with *Writing Notes*, you know that we regularly feature various *Kudos* sections, in which we congratulate Writing Programs teachers on their numerous individual accomplishments. In this issue, we're doing something a little different and celebrating a particular kind of accomplishment: **coming together**.

As ASU courses transitioned to an online setting this March, and as COVID-19 upended teaching as we know it, Writing Programs teachers responded by supporting each other and their students in profound ways.

As you read through this issue of *Writing Notes*, please take time to read the various sections marked *Thanks*, where we've spotlighted **a mere sampling** of the vital, supportive efforts of Writing Programs teachers in this difficult and unusual Spring semester. Check out the first collection of thanks below!

T H A N K S

Join us in thanking those who worked to help us be social at a distance!

Doris Warriner created and cultivated space for us to meet (despite being away from RBHL) four times per week in *Zoom With Us!* sessions, where we talked about everything—food, television, pets, teaching, scholarship, and more.

Monday Morning Coffee Hour Hosts: As part of *Zoom with Us!*, each Monday, English teachers gathered to discuss it all—from the art of the Zoom background to the safest hiking trails. Here, we thank our hosts: **Jim Blasingame, Michael Begay, Elizabeth Lowry, Kathleen Hicks, and Demetria Baker!**

Thursday Happy Hour Hosts: If the Monday Morning Coffee Hour primed us for the week, the Thursday Happy Hour prepped us for the weekend. Thanks to our hosts, **Heather Crook, Peter Goggin, Elizabeth Lowry, Jacob Day, Melissa Free, and Jake Greene!**

Graduate Scholars of English Association (GSEA) President Kristin Bennett recognized a need for ASU English TAs to socialize with each other in new ways, now that we can't do so in RBHL.

Fall 2019 ePortfolio Winners

Students and teachers crafted sophisticated portfolios

As should be no surprise, Writing Programs students and teachers collected important, challenging, and nuanced writing in elegantly designed digital portfolios. All winners received both prizes and recognition at the 2020 ASU Composition conference, where student winners also delivered presentations about their portfolios. Below, find links to outstanding student and teacher portfolios.

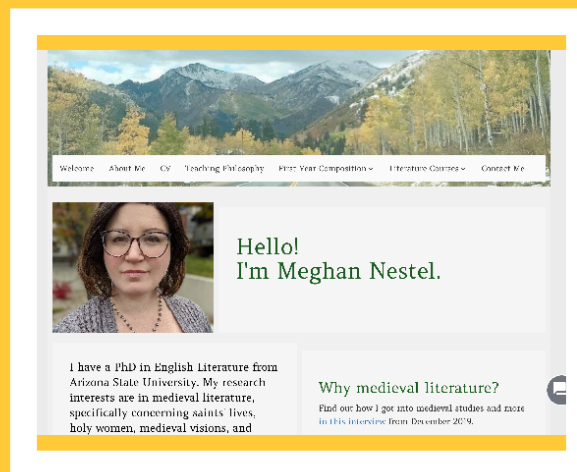
But, first, some thanks to the judges **Eric Brown, Savanna Conner, Avrajit Dey, and Sarah Duerdan**.

STUDENT WINNERS (and their teachers!): [Rachel Brackney](#) (Thomas Bonfiglio); [Rolando Camarillo](#) (Jade Cho); [Chantel Coon](#) (Adelheid Thieme); [Mikaili Hardy](#) (Abigail Oakley); [Meng Jye Lin](#) (Kathrine Keller); [Kacie McLaughlin](#) (Ekkart Ruanglertsilp); [Brooke Meier](#) (Nathaniel Bump); [Kashish Patel](#) (Xuzhen Hao); [Nikol Popova](#) (Andrea Severson); [Yu Shu](#) (Valerie Fazel); [Diane Solorio](#) (Jeremy Meyer); and [Ian Watson](#) (Nathaniel Bump).



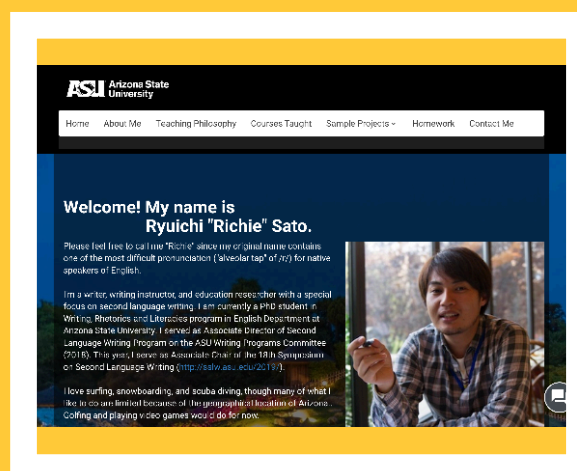
Ashley Coogan

Ashley's portfolio (*left*) has a sleek and measured design, which appropriately uses the desert as a backdrop. Her teaching philosophy exudes enthusiasm, and notes that elated feeling we all get when we teach a good class: **"Having a class go well is a feeling that leaves me energized and can carry me through the day."**



Meghan Nestel

With a bright and playful design, Meghan's portfolio (*right*) reflects her passion for teaching writing and literature. With useful and detailed examples, **she connects her assignments and pedagogy to "cognitive apprenticeship,"** which she notes has been key in developing her teaching style.



Ryuichi Sato

Full of colorful images and backgrounds, Ryuichi's portfolio (*left*) forefronts his work with multilingual students. Noting that we all have stories to tell, his assignments and teaching philosophy center on the notion that **"learning requires an interpersonal activity and that learners should take an active role in discovering and sharing knowledge with others."**

2020 ASU Composition Conference

First-year PhD student Mohammed Iddrisu recounts his experiences at ASU's 2020 Composition Conference

The 2020 ASU Composition Conference (ASUCC) hosted by ASU Writing Programs with support from the ASU Department of English was held on Saturday, February 15, 2020, at Ross-Blakley Hall, ASU, Tempe Campus. The conference attracted graduate students, writing teachers and scholars from various institutions in Arizona to engage in scholarly and pedagogical conversations about connecting reading and writing within the academy and our communities beyond the academy. Many of the presenters and attendees came from Arizona State University, University of Arizona, Northern Arizona University, Arizona Western College, Mesa Community College and South Mountain Community College. The fact that **the 2020 ASUCC marked the conference's 13th year** since its inception is not only an index of following a tradition, but a show of commitment and concern for the advancement of the field through a localized, institutional effort



Susan Miller-Cochran delivers her keynote address. Photo by Don Ownsby.

“ **not only an index of following a tradition, but a show of commitment and concern for the advancement of the field through a localized, institutional effort** ”

Susan Miller-Cochran, Professor of English at University of Arizona, delivered the keynote address. After her address, ASU Writing Programs Director Dr. Kyle Jensen presented teaching awards to ASU Writing Programs instructors who had demonstrated innovative teaching in their respective classrooms. Overall, there were fourteen individual and group presentations, two workshops, two roundtable panel discussions and four poster presentations (a new addition to this year's conference).



PhD Student Marlene Tovar presenting her poster on myths about writing. Photo by Don Ownsby.

Each of the **presentations highlighted composition classrooms as sites for enhancing literacies for students' academic success and their critical engagement with their communities beyond the academy**. Presentations, roundtables, and poster topics included culturally sustaining pedagogies, queer theory, social and digital media for students' activism, pop culture, syllabi and genre construction among other pertinent issues in composition. The critical conversations that characterized the conference activities marked attendees' and presenters' enthusiasm in the topics, an indication that ASUCC is a fertile springboard for exploration and growth of ideas beyond the conference.

Being a first-year PhD student in Writing, Rhetorics and Literacies at ASU, I took advantage of the conference to test my ideas and enhance my conference presentation skills. My presentation focused on how writing instructors may use readings on accents to destigmatize any fears and discomfort students may have about their instructors' and their own accents. Given the ecology of ASU as a highly diverse academic institution, this issue was important for me as a non-native English-speaking writing instructor. I was not alone.

The mixture of native and non-native English-speaking writing instructors who attended my session expressed genuine interest in the topic with some referencing how their own students, domestic and international, had expressed shyness about contributing to class discussions due to their marked accents. This, for me, formed the crux of my participation in the ASUCC 2020: that **it was a platform where I could initiate conversations about shared concerns that our students and we have in our classrooms and engage in generative thinking with colleagues to facilitate our scholarly endeavors** while keeping our promise to our pedagogical commit-



Attendees gathered to hear Susan Miller-Cochran speak.

- Mohammed Iddrisu

In the Classroom

English 105 instructor Kathleen McNamara shares her ASUCC 2020 award-winning assignment sequence

In the September 8, 2019, issue of *The New Yorker*, Jonathan Franzen published an essay titled “What if We Stopped Pretending the Climate Apocalypse Can Be Stopped?” He writes about the struggle to rein in global emissions: “The goal has been clear for thirty years, and despite earnest efforts we’ve made essentially no progress toward reaching it...”

“...the impending catastrophe heightens the urgency of almost any world-improving action. In times of increasing chaos, people seek protection in tribalism and armed force, rather than in the rule of law, and our best defense against this kind of dystopia is to maintain functioning democracies, functioning legal systems, functioning communities. In this respect, any movement toward a more just and civil society can now be considered a meaningful climate action... To survive rising temperatures, every system, whether of the natural world or of the human world, will need to be as strong and healthy as we can make it.”

In Writing Project Two in ENG 105, I ask my students to construct proposal arguments that offer solutions intended to create a more sustainable future. They have two options for the assignment.

Option 1 is to propose a practical solution which addresses a local environmental problem—on campus or in the wider community—a solution which does not require legislation to enact. They also have the opportunity to make their on-campus solution a reality by applying for an “ASU Changemaker Community Action” Grant (pictured below, left).

Option 2 is a researched argument that proposes public policy to address a specific problem related to climate change—problems such as water scarcity, food insecurity, pollution and environmental toxicity, or any of the other myriad economic, human health, and human rights issues that intersect with climate change.



Kathleen McNamara shares this graphic from the World Health Organization with her English 105 students, towards the goal of showcasing an often-unconsidered range of climate change stakeholders.

Sustainability Challenge

- On-campus impact
- Behavior-change
- Grant amount: **\$1,500**
- Apply as an individual, part of a team, or as a student organization

To learn more, visit:
links.asu.edu/CAGSpring2020

Due: March 1, 2020

changemaker central@ASU

I was impressed and inspired by the innovative and workable solutions students presented—from introducing methane-eating bacteria into landfills, to making sustainability curricula mandatory in K-12 education, to creating a closed-loop polyester recycling plant in the garment district of Los Angeles. **I have hope that some of these students may find ways to manifest their creative and persuasive ideas in their careers beyond the classroom.**

- Kathleen McNamara

THANKS

Join us in appreciating those who supported us in supporting our students!

Bruce Matsunaga is never *not* behind our success as networked educators. But he outdid himself this Spring, working tirelessly to help us hone our Zoom or Canvas skills and supporting students accessing newly necessary technologies.

Andrea Dickens not only encouraged *Zoom with Us!* attendees in their teaching endeavors (all while participating in a global knitting contest), but also worked to prepare Summer A and B teachers in their transitions to online instruction.

As you probably know by now, transitioning to online instruction halfway through the semester means testing out a lot of new technologies and features. Thank you, **Paul Kei Matsuda**, **Meghan Nestel**, **Sam Ruckman**, and **Jennifer Waters** for sharing your experiences and ideas!

In the *Zoom with Us!* Tuesday Teacher Talk sessions, **Kathleen Hicks**, **Andrea Dickens**, and **Heather Crook** helped us navigate the struggles and share the triumphs of unexpectedly online teaching.

Sean Moxley-Kelly writes, “Kudos to **William Kruger**! William checks in with me every other week or so on Zoom. He always keeps things on track and helps me get things done. Genuinely, I’d be dragging without his help!” We suspect that we all have someone like William to thank (Savanna and Eric have **Avrajit Dey**!)—so thank you to all the William Krugers!

Writing Programs Workflows

Writing Programs teachers showcase their uniquely aesthetic methods of organizing the work of teaching

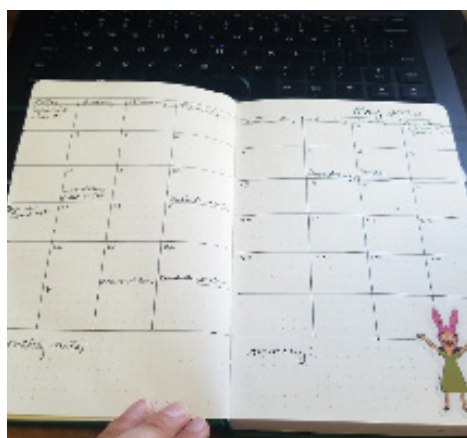
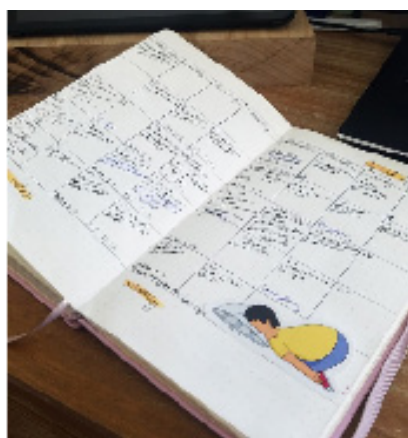
In *Writing Workflows: Beyond Word Processing*, Tim Lockridge and Derek Van Ittersum tell us something that we probably already know: **writing is work. A workflow, the authors explain, is "a habituated, mediated, and personal means of accomplishing something."** While our means of accomplishing teaching and writing are personal, we can grow through reflection and collaboration. As a program, we've had our workflows shaken up by COVID-19. In response, we're launching a new feature: **Writing Programs Workflows**, in which our teachers will share strategies or systems for accomplishing the work of teaching writing. Our first installment showcases a uniquely aesthetic workflow: art journaling. Our contributors, **Andrea Severson**, **Savannah Woodworth**, and **Emily Robinson**, emphasize the visual in their workflows. We encourage you to experiment with the artistic, sticker-laden approaches showcased in their reflections!



Savannah Woodworth

Although I have been living the bullet journal life for roughly three years now, I would say that I have yet to fully buy into the concept. That is to say, as much as I love following bujo Instagrams and seeing my friend's monthly spreads, the idea of sitting down and working on what is essentially a functional art project every week is not something I see myself doing. At the very least, this is not the life I am leading right now.

Pictured alongside (below) this write-up are photos of a typical monthly spread in my "utilitarian" bullet journal. This boils down to a basic grid, and a sticker of some sort purchased off of [Redbubble](https://www.redbubble.com/). The rest of my journal looks similar; grid style habit trackers and note pages abound. Additionally, I use post-it notes for daily to-do lists combining my monthly calendar, daily tasks, and engagements. I sit down every morning to write out this sticky note to help me prioritize my life for the next 24 hours. The amount of effort and skill that people put into their bullet journals is amazing, but it prompts many like me to question if they have the time or creativity for bullet journaling. At the end of the day, no one else will see your journal, so make it work for yourself!



Andrea Severson

I've always been a planner addict and a sucker for a good "to do" list. So when I first discovered the bullet journal system in mid-2016, I knew it was something I wanted to try. I loved the flexibility and creative potential of it. I used a bullet journal for the last two years of my PhD work and dissertation to get me through my comps reading, prep me for my comp exam, and then aid me in writing my dissertation.

I loved that I could have one week be super detailed, structured, and planned down to the minute, and then the next week just have a simple layout with just a basic task list. Pre-printed planners didn't have that flexibility. When I was a grad student my schedule was constantly changing and the bullet journal was a system that allowed for those changes and could change with me. Now, post-PhD, and a full time instructor, I don't have time to draw out the kind of detailed layout I need, so I've switched to a pre-printed planner (left), but I still use a lot of the techniques and planning strategies I developed with my bullet journal.

Emily Robinson

Bullet journaling is highly contagious--if you have a friend who does it, they'll eventually convince you to try it! After Savanna introduced me to the system, I quickly fell in love with the system's possibilities, and I appreciated how it can be both a space for both productivity and art. Productivity-wise, I use my bullet journal to keep track of my multiple commitments as a graduate student and TA. Art-wise, I like to doodle and paint next to my to-do list; it helps me to get through my comps reading, prep for my comp exam, and work on my dissertation.



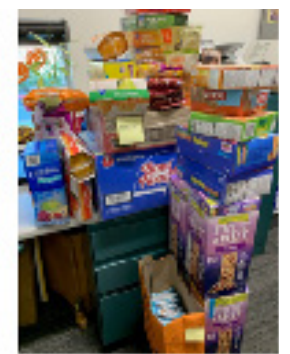
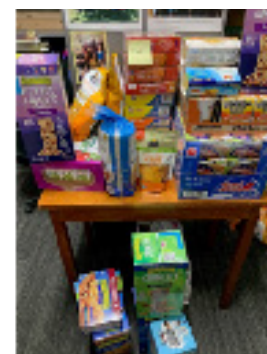
The CARE Committee

The English Department Doing Good Outside of the Classroom

The Committee for Altruistic Research and Experience (CARE)—an ad-hoc, voluntary committee of staff, faculty, and graduate students in the Department of English—has made a name for themselves over the years through their donation campaigns and volunteer work. Each year, the CARE Committee conducts fall "giving" drives to benefit local organizations; and, many of those in Writing Programs participate by offering their time and resources. This year, CARE organized volunteer and donation drives for several worthy organizations.

First was a food drive to benefit homeless youth in the Tempe Union High School District (TUHSD). During any given year, TUHSD has between 200 and 400 teens who qualify as homeless under the McKinney-Vento Homeless Act, a federal act of Congress that defines people living without a bed of their own as homeless. These youth may be living in shelters or cars or moving among relatives' and friends' homes as places to stay. These young people, even with older family members, often go hungry.

Last Fall, after a vigorous donation campaign, CARE was able to deliver food and goods to TUHSD (*four images, below*).



Other CARE campaigns included collecting donations to Mild Cats (*top left*), a campus-based animal support/care program that feeds, neuters, or spays, and releases cats, and Lost Our Homes (*center left*), a local animal shelter begun by a realtor in the 2008 after finding so many animals left behind by homeowners during the Great Recession. This year, through CARE, the English Department donated \$410 and 53 lbs. of food to Mild Cats and \$400 and 5 leashes to the Lost Our Home animal shelter.

Finally, CARE's largest and most popular program is the annual holiday "Adopt a Family" drive. In coordination with the Society of St. Vincent de Paul—a non-profit organization focused on providing individualized care, nourishment and resources to those most in need—and with the generosity of our department in donating over \$2300, CARE was able to shop for, wrap, and deliver gifts (volunteers listed bottom right) and Fry's gift cards for six families: 29 people in all. Two department members also adopted their own families.



A special **thanks** to all those who gave of their time and means to support those in need; and, Kudos to the 2019-20 CARE Committee for their generosity and hard work:

Karen Adams, Danielle Alfandre, Reese Conner, Mollie Connelly-MacNeill, Shauna Dranetz, Karen Dwyer, Julia Fields, Ellen Johnson, Kristen Larue-Sandler, Mark Lussier, Bruce Matsunaga, Tina Norgren, Adelheid Thieme, and Corri Wells.

SHOPPERS: Cajsa Baldini, Mollie Connelly-Macneil, Aviva Dove-Viebahn, Shauna Dranetz, Julia Fields, Ellen Johnson, Kristen LaRue-Sandler, Bruce Matsunaga, Christina Saidy, Ernesto Valesquez

WRAPPERS: Karen Adams, Danielle Alfandre, Kira Assad, Jackie Brady, Mollie Connelly-Macneil, Shauna Dranetz, Valerie Fazel, Kathleen Hicks, Kristen LaRue-Sandler, Bruce Matsunaga, Tina Norgren

DELIVERERS: Danielle Alfandre and family, Tonya Eick and family, Elly Van Gelderen, Corri Wells

THANKS

Join us in appreciating those who supported us (and our students) as scholars and professionals!

Zoom with Us! Friday Flash Talk hosts **Jim Blasinghame, Rachel Emling, Peter Goggin, Claudia Sadowski-Smith, Ellie Van Gelderen, and Katy Tan** chaired events in which scholars across the department shared ideas that have fueled them before and through the shift. Thanks to presenters, too!

The Computer Assisted Language Learning (CALL) Club at ASU hosted a Research Incubator event over Zoom. In an event organized by **Michael Winans**, CALL Club members (many of them Writing Programs teachers) discussed their ideas with *CALICO Journal* editor Dr. Bryan Smith.

Dana Tait showcased excellent undergraduate writing with the Writer's Place Awards. With a team of judges (**Laura Cruser, Andrea Dickens, Michael Hatch, Heather Hoyt, Kevin Lichty, Elizabeth Lowry, Jeremy Meyer, and Jennifer Walters**), Dana uplifted many student writers. Dana has helped Writing Programs teachers as professionals, too! As Danielle Alfandre told us, Dana "made sure to both communicate and hold meetings with the NTT committee, culminating in a well-crafted note to Dr. Ratcliffe regarding our concerns and other goings-on."

THANKS

Join us in thanking those who supported us in supporting our students!

Heather Hoyt created a Canvas shell full of resources for English 302 instructors. She did more, though. As Danielle Alfandre told us, Heather "ma[d]e herself available (like she does) to anyone and everyone who wanted or needed help and guidance with the transition to online."

"While **Nathaniel Bump** might not believe that he deserves recognition, his colleagues and friends in the department can clearly see the powerful impact he has on both his fellow educators and his students. Not one to be deterred by crisis, Nate has organized a weekly Zoom meeting for instructor representatives so they can work together to troubleshoot some of the increasingly complex problems faculty are facing. His humility, composed demeanor, and wry sense of humor in the face of adversity have proved to be a welcome sanctuary from an otherwise frightening and uncertain professional landscape." - Alexandra Comeaux

While **Adelheid Thieme** would likely say that she was just doing her job, Valerie Fazel says differently: "Dr. Thieme responded to a substantial student situation I was having with immediate speed and has taken the time in our conversation for sincere personal concern beyond the requirements of her job title."

Not all help directly addressed online teaching. Sam Ruckman recognized **Kurt Myers** for energetically helping her adapt a book for a 16-week course, and **Andrea Dickens, Shavawn Berry, and Peter Wegner** for teaching her classes during her parental leave.

In the Classroom

Savannah Woodworth shares her etymology-based investigatory assignment sequence, which has been highly successful in her English 102 courses

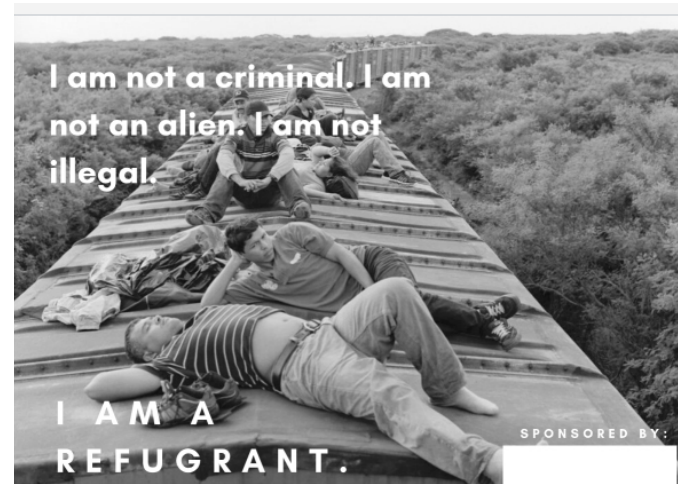
In terms of composition instruction, I, and I think most instructors, strive to teach long lasting/transferrable skills. Because of this goal, I have created a series of assignments that are purposefully open in terms of topic so that students may investigate their own areas of interest within an unusual frame.

This sequence of assignments prompts students to research a topic in depth at its most fundamental level: the etymology of a single word. The point of this assignment is multifaceted as it asks students to

1. Investigate the language they use every day and
2. Take a deep dive into research.

There is no simple googling that can happen here and still be successful.

Once students have established this base knowledge, they investigate an argument that is in stasis due to definitional disagreement surrounding the word that they have previously analyzed. Here students can see how their intensive research from project one is scaffolded into their next. This assignment also drives home the idea that the language we use every day, no matter how seemingly innocuous, builds the world around us. The vast majority of arguments happening in the media and in the political sphere are definitional (and ideological) in nature. By analyzing an argument in stasis through a definitional disagreement, students attain first-hand experience in recognizing this fundamental element of argumentation.



A 102 student creates a portmanteau of "immigrant" and "refugee" for ENG 102.



Another 102 student focused on the role of college athletes, creating the neologism "intermookies."

By asking students to create a new word, they are given creative freedom and are allowed to experience the power that they have through their use of language. Every day words are created and popularized online, and this assignment is a space for students to realize their own linguistic power in this action. It is also just a lot of fun to see the neologisms they come up with so quickly.

By the time the third project rolls around, students are essentially experts in their topic. **They understand the history of the concept, they know the conflict surrounding the concept and the major players, and they understand how this conflict is affecting their stakeholders.** With this foundational understanding, students are finally asked to bridge the stasis they have come to know so well. This is done by either 1) redefining the concept they analyzed in project one, or 2) creating an entirely new word (my favorite).

The key to this assignment is ensuring that students select topics they are passionate about or find interesting. These assignments were compiled with the hope that students would use this time to take a closer look at their own communities and experiences, and to leave with a better understanding of how those ideas are constructed. I've done this assignment several semesters now, and the question that I find myself asking over and over again is: "But does this interest you?" Every time I am able to redirect a student to a topic they personally have an investment in, **the assignment becomes easier, the student learns more, and the transfer of skills and comprehension between essays increases.**

Although etymology may not seem like the most interesting topic in the world for FYC students, I can promise you that the first time a student stands up and gives a presentation on his neologism, Intermookie, you will see just how fun this assignment sequence can be. - Savannah Woodworth

Special Summer Issue: Call for Crowdsourcing

We invite you to share your ideas about teaching *We Are the Weather* in a special summer issue of *Writing Notes*

This Fall, ASU Writing Programs is undertaking something new together: adopting our first common read, Jonathan Safran Foer's *We Are the Weather*. Towards the dual goals of (1) undertaking this exciting challenge as a program and (2) providing support early in the summer (while we are all still designing our courses), we are publishing a special summer issue of *Writing Notes*. The issue, which will be released on July 1st, will be devoted solely to providing support and ideas for incorporating *We Are the Weather* into our classrooms. As Dr. Jensen has noted, *We Are the Weather* is a "nimble" text: it offers myriad possibilities for teachers to simultaneously achieve individual and programmatic outcomes. Therefore, we are open to a host of article topics, but we also have a host of ideas. We invite you to submit:



- **reviews** of *We Are the Weather* (the entire book or individual sections)—especially, we invite reviews that offer your own particular expertise;
- **newly developed activities, assignments, units, or assignment sequences** that incorporate the common read;
- **tried-and-tested activities, assignments, units, or assignment sequences**, which have been revised or expanded to incorporate the common read;
- curated **pathways through the common read**; we invite lists or walkthroughs of passages relevant to teaching about (for example) the writing process; literacy; ethos, pathos, and logos; claims and evidence; citation; academic research; agency; stasis; reflection; multimodal writing; race; sexuality; gender; disability; space; pop culture; religion; technology; class; and multilingual writing (just to name a few);
- **reflections on prior experiences** teaching with a common read or teaching writing through the lens of sustainability;
- **tools or strategies** for hosting and facilitating discussions of the common read;
- guides for approaching **potential or anticipated problems**.

Additionally, we recognize that many ideas will be necessarily untested—as none of us have yet taught *We Are the Weather* through ASU Writing Programs. We encourage you to submit anyway, as we are eager to put *Writing Notes* to work showcasing our teachers' excellent ideas for achieving program outcomes with this exciting common read.

Please direct any questions or ideas to Eric D. Brown (edbrown9@asu.edu). Drafts of 250-1,000 words are due via e-mail as .doc or .docx by June 15th, 2020. Attach any relevant images to the e-mail. Please include, in the draft, any contextual information that you feel would help teachers better apply your ideas in their own classrooms.

“Every time we say 'crisis,' we are also saying 'decision.' We must decide what will grow in our place—we must plant our compensation or revenge. Our decisions will determine not only how future generations will evaluate us but whether they will exist to evaluate us at all.”

- Johnathan Safran Foer, *We Are the Weather*, p. 208

THANKS

Join us in thanking those who helped us stay mentally and physically healthy!

Kurt Myers gave us a reason to laugh early in the transition, sharing video of fellow educator [Michael Bruening's higher-ed-during-COVID-19 parody](#) of Gloria Gaynor's "I Will Survive." Lyrical highlights include "Kept trying hard to mend the pieces of my syllabi" and "As long as I know how to Zoom, I know I'll be alive."

Elenore Long, Kirstin Bennett, and Bruce Matsunaga worked (with Director Jensen) to help GSEA launch the Informational Resource Co-Op. The Co-op is a resource to help not only TAs, but also all faculty associates, instructors, and lecturers in the Department of English, deal with the stress that accompanies both regular and post-shift teaching.

GSEA English Education Representative **Rebecca Chatham** organized two events to support Writing Programs TAs' physical health—a Morning "Joe"-ga and Power Vinsaya session. Thanks, Rebecca!

Nathaniel Bump writes, "[T]he hardest part of COVID-19 has been the slow erosion of future plans, as the world has become increasingly unpredictable, and the hardest part of working remotely is simply the isolation from colleagues that occupy and quietly make meaningful the work space. Both of these absences began to weigh heavily on me a few weeks ago... Then I got an email from [\[Alexandra Comeaux\]](#). While her own personal and professional life has been turned upside down, she took the time to check in with [me], which unbeknownst to her, was exactly what I needed to help reconnect to the ASU community."