

Sabbatical Proposal

Statement of Purpose

It all begins with the imagination. That's the premise I use to reach students and to get them interested in any kind of writing, particularly poetry – no matter who they are, where they are, where they come from or how old they are. The goal of this semester-

Implementation

Procedure:

I will spend the bulk of my time writing memoir about my teaching experiences. I will research other texts that have been used to teach writing, particularly creative writing, notably published by Norton, Teachers and Writers Collaborative and Shambhala Press, to see how they present exercises and will read memoirs on experiences teachers, particularly poets, have had teaching writing.

For writing guidance, I will attend an Antioch University's MFA residency, open to alumni, and will focus on participating in creative nonfiction (memoir) lectures and workshops. I will consult with other poets, specifically those who have taught through California Poets in the Schools, as well as other college writing professors, to get their feedback and ideas, and I will present the writing I do to my monthly writing group for critiquing. I have identified a few other poets and creative nonfiction writers who will serve as editors, as well. I have already created an outline for the book and have written the first chapter.

I will begin each chapter with an original poem or a series of poems about my teaching experiences, some of which portray particular students. Then I will follow with a memoir about that experience. I will end each chapter with one or more writing exercises, most appropriate to that particular population. The writing exercises will include sample poems by both students and adult professional poets that can be used as models. I will spend some time reviewing poetry books to find appropriate poems for each exercise.

There will be several chapters to the book, but I envision three sections: an introduction; chapters on teaching poetry at various locations, including: community colleges (particularly Oxnard College), in the community (for specific populations), and at schools (public and private) grades K – 12 (including gifted, special education, second-language learners and at-risk populations); and a conclusion acknowledging all the sponsors who've awarded me grants and a sabbatical, the administrators who've provided funding, my teachers and my mentors. (See attached proposal outline.)

Since I plan to use poems by professional writers, I will research how to gain permission to republished them. I will also solicit model poems from my creative writing students. In addition to writing the book, I will also take time to query editors about publishing it. I will consult with a few poets I know who have written similar texts to see how they pursued publishers. I will research perspective publishers and prepare a synopsis and a query letter to send to them. If I run into difficulties, I will secure an agent 's assistance. I will also pursue a copyright for the manuscript.

Projected Results:

The result of my project I will be a completed manuscript. If I'm lucky, by the end of the sabbatical my book will have generated some interest from publishers, maybe even a contract. I have learned from past publishing experiences to be patient; however, I am confident that this unique and exciting book will get published. I will have done my research and will staunchly and systematically pursue every avenue I can find until someone picks up my book.

Finally, during the fifth month, I will do extensive editing of the book. If I haven't heard back from the three selected publishers, I will write to other publishers to see where there's an interest in my book and will look into getting an agent, if

Hueneme are now showing up in my English classes at our college with fond memories of being excited about writing

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