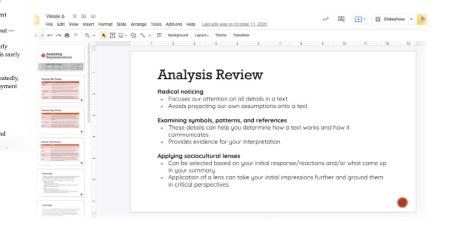
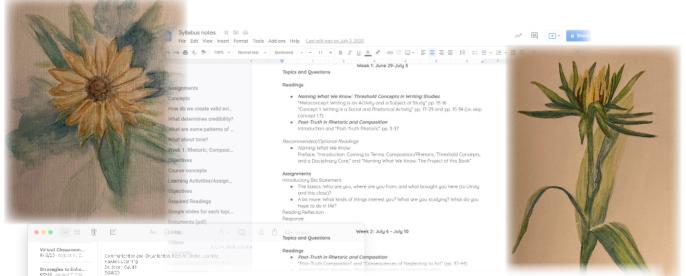


Writing time. Frustrated again about how little professional progress I've made, how little I've published, how much more I need to learn about political history and political discourse, how I just haven't put myself out there. I'm not going to get anywhere if I'm not sharing my writing. I resist writing because I'm afraid of oversimplifying, composing an incomplete picture, drawing premature conclusions. I know I need to shift this perspective and just see writing as necessarily incomplete but still necessary. I need to communicate, and this is the most familiar means of doing so. It's just difficult to figure out what and how to write without a clear sense of exactly where the product will live and who will read it. Yet when I select a journal I feel like I'm wasting time and energy trying to fit into a context that will likely just reject me. Oh well. I might as well just do it since it's not like my time and energy are being used all that productively otherwise...

...well I know that's absolute crap. Even if it's taken a pandemic to realize it. My time and energy are most definitely being used productively, and I've been burning the candle at both ends for years now. I've just succumbed (more than I'd like to admit) to a warped view of productivity – that it should be visible, that my products should be books, academic journal articles, grants, and presentations, that this should be my only priority, that using time and energy productively means serving my profession and that any other use of time and energy is wasteful, including that which I devote to my home, my child, my family, my pets, myself. It's a long process to (re)prioritize, to unlearn/relearn the meaning of work, and to value spending time and energy on my and others' relationships, health, and emotional well-being. I'm learning to see the value of spending half my day reading and writing messages to my son's teachers, doing laundry, scheduling appointments, cleaning the kitchen, painting the basement, emailing students, reformatting lesson slides, revising course policies, and so on - all of the work presumed to be personal or busywork, less important than the real work of research and publishing. My professional identity can't be separate from all of the ways I use my time and What does this accomplish? Lends credibility to claims of critic based on the provided and the second of the based on the second of the based of the second of the secon





Writing time. Dug up my backyard and planted a garden, started some plants from seed in my kitchen, got some other starter plants from a colleague who does urban farming and writes poetry. I love flowers. I wanted to make the backyard look nice, to do something with my hands and body, to make something beautiful. I wanted a yard people would want to hang out in. That didn't really happen. But the process of it all was...needed. It was a lot of work for maybe little visible pavoff, and I'm not even sure any of the flowers will survive and return next year. But I am glad I did it. Seeing things grow and knowing I had a hand in that growth. Digging. Pulling weed after weed after weed. It brought a calm focus. I liked the kind of tired my body felt. I like thinking while I worked. Remembering my mom's garden. That vague and fuzzy sort of just there in the background kind of remembering. Being in our vard, looking at all the flowers, picking cucumbers or green beans or tomatoes, seeing her kneeling in the dirt, trowel in hand. And then all of the other family memories floating up not quite at the center of my attention but still coloring my work. There's always a wistfulness when I think of my family. I wish I was with them more. Especially now. I gardened because I wanted to see if I could make something beautiful and appealing to others, but also comforting and reminiscent of my mother's work. I have a lot more to learn.

we would not want to write that into the law in the department of education, because we will ren adult illiteracy after a while, and we do not want a permanent law and an annual appropriation."

National Reading Improvement Act of 1973, S. 2069 Introduced by Thomas Eacleton

t of Public Welfare 1921, 5, 1

"Senator Sterling speaks in rela th it \$11,500,000. Now, that is a t

Stopp learning ourse for everyone, especially if y

beh tilas lav gotion links whenever possible imbed medic rather than just i hidr for assignments

include ESL statement in sy labus — "if English anything they derit understand, whether it is

Copyright fer viceos? Make videos?Voiceover

Introduced by Lindmass Lagreton Hearings held in April and September, that addressed this act and the Elementary School Reading Emphasi Act. 5. 1318. Characterizes reading as a necessary foundational skill for success in other areas of education and in society

Characterizes reading as a necessary toundational skill for success in other areas of education and in society Focuses primarily on elementary school children and providing teacher training in methods of reading instruction

September hearing centers on the Richmond Public Schools model adopted to address reading need Superintendant Thomas C. Little provides testimony.

Far less sensationalist thetoric evident in these hearings. Participants seem much more concerned with laying out the strengths and weaknesses of the policies, working out proposed adjustments, focusing on how to best implement them, etc. Much more procedural and practical detail than in later hearings The first day of hearings in April has more of the crisis-driven thetoric<sup>\*</sup>

On 9/19 Equipment references the Peter Doc laws and or the crisis-ariven interior: On 9/19 Equipment references the Peter Doc laws and begins focusing on the severity of the numbers of people over 16 than cannot read and claiming it is a problem of "gigantic national importance." Interesting shift and foreshadowing from Equipment with these was an enormous public furor and deepseated public indignation about this national claiming? What If a penet could identify the fones school, and see the test score for the sixth grade for the Jones school, and that the sixth graders are reading at the fourth.



2022

learing Notes

Method

Policy Notes

Reading List 2.

Random not Drafty Draft

1973 Read

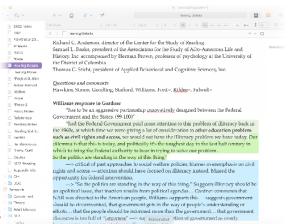
Prose

OWI 8/6/20 August 486,

DREAM Collective 8/4/20 How Do Whit

Challenging the C.

Writing time. It's difficult to keep up. So much keeps happening to shift my perspective on the past and to shape the lens I apply to the documents and events I'm examining. It seems like I'm spending so much more time thinking about how to frame my analysis and how to justify my work than I am actually analyzing anything. Maybe I should say some things about doing historical work, if that is indeed what I'm doing? I'm still overwhelmed by the impulse to articulate some lesson from history or to trace some path to the present, to say "This is how we got here. This is why things are the way they are. Here's where things went wrong." Even though my writing about the past is a bit more involved in that I'm reporting on conversations that were happening in Congressional committees, placing them within a political context, and suggesting different influences on those conversations, it seems that I always end up implying that something caused something else and voilá, here we are. What else is there? Why else do we examine events of the past if not to learn something that can shape our present and future? I think that's a fine rationale but maybe not sufficient. We can never say someone did something 50 years ago with the intention of producing our current reality. Their intentions might have involved a concern with the future but that future remained unknown and connected to their specific context. So historical study has less to do with that kind of intentional cause and effect and more to do with viewing a collection of situated activities that contribute to the construction of an evolving reality. I want to say something about reexamination, about how present perspectives give us insight into the past we could never have at the time.



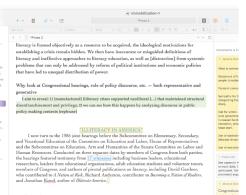
I need to explain all of this in more detail, of course, but I am listening to my son fight to open a bag of carrots and demand that I be done writing because we are home, quarantined, doing our part to prevent the crisis from getting worse, knowing it will get much worse, not knowing when it will get better, struggling with spending so much time together, trying to improve our relationship. trying to avoid frustration and fear and anxiety on so many levels, trying to appreciate the good that is still happening. It is difficult. I need to keep working.

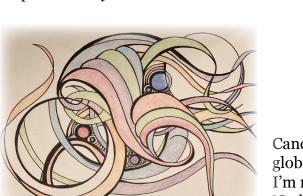


Continue trying to work on this ill-defined project to illuminate policy discourse that was part of the (manufactured) illiteracy crisis of the 1980s and the resulting federal laws, and I am genuinely interested in what was going on at the time, how the social, economic, and political climate can be evidenced by this discourse, how the discourse was made possible by and contributed to different agendas, some noble and some not, some of them concerned with empowering historically disenfranchised groups and reforming deeply entrenched oppressive systems but most of them concerned with maintaining such systems or pursuing policies that would ensure the continued success of a wealthy white elite. I feel this work matters because it speaks to our current context.

And yet as I sit here trying to figure out what historical document to spend my time analyzing, I'm overcome anxiety about what the f\*\*\* is going on right now

Writing time. Right now I'm reminded that work takes an especially heavy physical toll on me. I am anxious. I'm feeling it in my body in ways I haven't for a very long time. I know my current anxiety comes from spending more time and energy over the last few days dredging up and revisiting the thingsthathavehappened. I've been re-reading what I wrote nearly four years ago. I've been trying to do something with it, produce some publishable creative work out of emotional trauma I'm stilling wrapping my head around. It involves work from all parts of me, and now I'm unsettled because of it. But it's not just that. It's all of the other things as well. We are still dealing with a pandemic. I have too many work projects and loose ends to keep track of. My kid is struggling with a fixation that really is just a manifestation of other emotional struggles I can't seem to access. I have big things I want to do but they remain vague abstractions that I can't seem to actualize. I just finished an exceptionally challenging and frustrating semester of virtual everything and don't feel like I have a sense of closure. My next semester courses have yet to Course Evaluations are Open! be planned. My dad has cancer.





•●● □ • 0  •	+ 14	t			8.1		2020-:	21		
l · u ·										
🕐 🔃 Draft					В					
Placemaking Collaboration Gaudens Gaudens Gaudens Collaboration Collabo	< > Weer	and Berry World II berry World II berry The Vayo of Ignorance Kohol G generate Charles Ignorance I	ize personal minds orporate (politica).	erialists of individua institutional o use empir	l) mir rical k	nd. mowle		md	~	



Cancer. Caught later than it might have been if a global pandemic hadn't pushed back doctors' visits. I'm not even sure how or what I'm feeling about it. Nothing good. Nothing dramatic either. Which likely signals some form of shock. I don't feel like this should change anything big picture. Our relationship and interactions should be just as solid and full of love in the absence of disease. I don't want the knowledge of potentially impending death to be a catalyst for increased attention. I should be paying attention anyway. But maybe this should be a wake up call of sorts. A reminder of how much I should appreciate my family. I think I always have appreciated them, though. I don't know. Mostly I just feel like there's so much more to talk about. I want to hear more stories and I want to tell more stories. I wish my son could spend more time with him. I want him to have more stories too.

Writing time. Today I'm thinking about...How you learn about death...

From your sister, who tells you of a childhood friend's death over a decade after he died. She listens to you read the letter the eight-year-old wrote after moving to Washington. *I miss you. I miss playing with you. Love, Donald.* You wonder aloud why he never wrote again. She says Donald never made it to Washington. He died in a lake in Oregon. You put the letter back in the box of keepsakes.

From your classmate, who tells you of another classmate's suicide. You stare in disbelief. You had just seen her two days before to work on your group project. As though such recency could make death impossible. You finish the project.

From your student, who stands in the hall outside of class tearful and shaking and tells you her sister died yesterday. She worries about her final project, she can't give her presentation. You hug her, tell her to be with her family. You return to class and continue with the lesson.

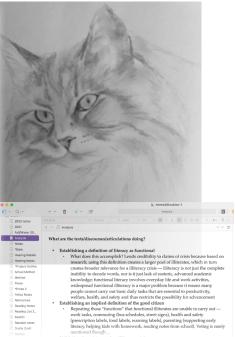
From your doctor, who tells you the ultrasound showed irregularities and the amniocentesis confirmed a fatal genetic disorder and heart defect. You had never heard a doctor say anything with the level of certainty he has when he says the fetus will die. You carry it for another week.

From your uncle, who tells you he requested his ashes be divided up and distributed to all his nieces and nephews. You keep the tiny urn in its tiny box in a velvet bag in a bigger box in your closet.

> From your mother, who tells you grandma died and cradles you on her lap while you cry. She tells you about others after you've outgrown her lap. Great uncle, cousin, aunt, aunt, cat, uncle, grandfather, brother-in-law, aunt, uncle. You tense up when the phone rings, brace yourself for the next one.

From your father, who tells you *it's all existential, man*. He talks about perspective, the limits of our control, and the skull he's kept on his desk for the past ten years, heeding St. Benedict's advice to keep death daily before our eyes. He has six more chemo treatments. You try to stop thoughts that start sounding like a eulogy. You call him more often, ask more questions. You listen to stories. You wait.

Writing time. I don't know if I can type with fake nails on. My mother has always done it with ease, though her nails are real. Every week, she'd spend an evening carefully manicuring them. With these new nails on, my hand now reminds me of hers (I only managed to do one hand so far because I couldn't decide if I wanted to keep them). It's strange seeing normal looking nails on my hand. Nice nails. The kind I've always envied. My real nails are wide, flat, misshapen. They have depressions near their edges. I honestly don't understand how they are they way they are and I have never seen nails like them on anyone. Not that I inspect. And I doubt anyone notices how odd mine are. But my nails are one of many of my physical features that just seem...off. Like my knees, my ears, my ribcage, my chest bone, my birthmark. None of these things is really overtly odd or terribly obvious. But they're so... off. Not like other human bodies.



	reconsider	Language and Conter
		The Cultural Translator
	Salatana and a second	"Researching Language: Inc and examples discussee
	International Column	
<ul> <li></li></ul>		
<ul> <li>e. Purple last &amp; verded performance or scription de last of the last</li></ul>		Using space
<ul> <li>e. Purple last &amp; verded performance or scription de last of the last</li></ul>	And and a second	<ul> <li>brestanguage &amp; words as corres, behaviors, behaviors,</li></ul>
<ul> <li> <ul> <li> <li></li></li></ul></li></ul>		Insider tarse or phrases can refer to interest and the second secon
<ul> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and sets </li> <li>Can be involved and law ords entire cetterious and law ords </li> <li>Can be involved and law ords entire cetterious and law ords </li> <li>Can be involved and law ord</li></ul>		
An	Language and Collars	<ul> <li>Can be informal or formal, songs and chaines complete with can be informal or formal, songs and chaines complete with only complete with a season</li> </ul>
		Jokes, proverbs uses traditional stories, and entire entirements, una traditional stories, initiations, retirements, una
	King and the second secon	behaviors (like wedaniger
Name         August 7, 2020, 134 PM           208407 Projects 2022, 208407 Projects 2022, 208407 Malerskie Standgets & Dishbarce Standgement August 7, 2020, 134 PM         August 7, 2020, 134 PM           Sound Standard Dishbarce Standgets & Dishbarce Standgement August 7, 2020, 134 PM         Hereines Learning Thomas Control (1998), 2020, 134 PM           Sound Standard Dishbarce Standgets & Dishbarce Standgement August 7, 2020, 134 PM         Hereines Learning Thomas Control (1998), 2020, 134 PM           Sound Standard Discover, Market Market Meetings Market Meeting Market Meetings Market Meet	- Table Speed of	
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment	The second secon	
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment		
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment		
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment		
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment		
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment		
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment		
Name         August 7, 2020, 134 PM           2028/07 Projects 2022.         August 7, 2020, 134 PM           2028/07 Medicing Frah.         August 7, 2020, 134 PM           Sound         Hardweis Larring           Sound         Environment environment environment environment environment environment           Sound         Sound Hardweis environment		
Noze Wolze         Homes Science         Homes Science         Homes Science         Homes Science           Board Sound Start         Hereke Learning Hereke Learning         Homes Science         H		
Appart 7, 2020           Popertinent           22/211           Newtee Learning           Sounder           Sounder           Newtee Learning           Sounder           Newtee Meetinger Abs.           Newtee Meetinger Abs.           Newtee Meetinger Abs.           Sounder           Sounder Sounder           Sounder Sounder           Sounder Sounder           Sounder Sounder           Sounder Sounder           Sounder Sounder           Sounder Sounder		Aci 🖉 🔠 🗄 🗸 🖾 Y 🍪 🛄 Qee Searc
Dependence         Herics Learning           20247         Meeting Prach.         Herics Learning           20247         Meeting Prach.         Rependence Herics		
22/2011         Masting Feb         Key focus must be self-directed learning           Sound2         Environ ecours design heigh student work independently         Environ ecours design heigh student work independently           Virtual Class of the independent student work independently         Environ ecours design heigh student work independently           Beckned betract         Environ ecours design heigh student work independently           Beckned betract         Environ ecours design heigh student work independently           Ministry 201         Environ ecours design heigh student work independently           Ministry 201         Environ ecours design heigh student work independently           Ministry 201         Environ ecours design heigh student work independently           Ministry 201         Environ ecours design heigh student work independently           Ministry 201         Environ ecours design heigh student work independently           Ministry 201         Environ ecours design heigh student work independent index index           Ministry 201         Environ ecours design heigh student work independent index index           Ministry 201         Environ ecours design heigh student work independent index index           Ministry 201         Environ ecours design heigh student work independent index           Ministry 201         Environ ecours design heigh student work independent index           Ministrue 201         Environ	House	August 7, 2020, 1:34 PM Strategies to Enhance Student Engagement
Sound:         Enume course design heips student work in dependently           11/2220         Cols displan.         Stupper students what are sporthwater — learning games = .students come up with questions/prome main.           11/220         Cols displan.         Stupper students what are sporthwater — learning games = .students come up with questions/prome main.           11/220         Cols displan.         Environmentation was an expension of the student of the cols are sport was an expension of the student of the cols are sport was an expension of the student of the cols are sport was an expension of the student of the cols are sport was an expension of the student of the cols are sport was an expension of the student of the cols are sport was an expension of the student of the cols are sport of the sport of the student of the cols are sport of the sport of the student of the cols are sport of negotiating a final cont means the sport of the student of the studen	House 2/26/21 Projects 202	August 7, 2020, 1:34 PM Strategies to Enhance Student Engagement August 7, 2020
11/2220 Control digme.         Support taskins who are apporthensivekenning games taskinstragemes taskins	House 2/26/21 Projects 202 Department	August 7, 2020, 1:34 PM Strategies to Enhance Student Engagement August 7, 2020
Inclusion Instructure         Experimentation on your students (good advice regardless of delivery method)           Bit data for the involvement of your councing on students (good advice regardless of delivery method)         Bit data for the involvement of your councing on students (good advice regardless of delivery method)           Menter Meetings Bit 2002         Elemination in the involvement of your councing on students (good advice regardless of delivery method)         Elemination in the involvement of your councing on students (good advice regardless of delivery method)           Bit 2002         Elemination councing on students (good advice regardless of delivery method)         Elemination councing on students (good advice regardless of delivery method)           Bit 2002         Elemination councing on students (good advice)         Elemination councing on students (good advice)         Elemination councing (good advice regardless of delivery method)           Bit 2002         Elemination councing on students (good advice)         Elemination councing (good advice)         Elemination (good advice)           Bit 2004         Elemination (good advice)         Elemination (good advice)         Elemination (good advice)         Elemination (good advice)           Bit 2004         Elemination (good advice)         Elemination (good advice)         Elemination (good advice)         Elemination (good advice)           Bit 2004         Elemination (good advice)         Elemination (good advice)         Elemination (good advice)         Elemination (good advice)	House 2/26/21 Projects 202 Department 2/25/21 Meeting Feb	August 7, 2020, 134 PM Strategies to Enhance Student Ergagement August 7, 2020 Manake Learning Key focus must be self-directed learning
Instance market     Instance active involvement by encouraging students to ask questions     Enclose barries registering & vencinging standard instances     Enclose barries registering & vencinging standard instances     Enclose barries and accompliance     Deal address that students will learn     Borden barries and accompliance     Deal address that students     Beard address     Deal	House 2/26/21 Projects 202 Department 2/25/21 Meeting Feb Soundz	Argust 7, 2020, 134 PM Strategies to Enhance Student Engagement August 7, 2020 Henkes Learning Key forous must be self-directed learning Insure occurs design frees student work independently
Montes Meetings     Meetings     Montes	House 2/28/21 Projects 202 Department 2/25/21 Meeting Feb Soundz 11/22/20 Crote digge	Argust 7, 2920, 134 FM Strategies to Enhance Student Engagement Hankes Learning King from constraints astil-directed latening King from constraints astil-directed latening Support constraints and are approximative non independently Support students who are approximative – learning games – students come up with question/prompts games
10/1220 Contobir 78.0.         Beal about what student will learn Bows how learning will be accompliable           Belanced Discour RP202 Professor & Bearning will be accompliable         Bearning will be accompliable           Virtual Classroom RP202 Professor & Bearning State and learning restances of learning there is a state of the state of the state of the state of the state RP202 Professor & Bearning the state of the state of the state RP202 Professor & Bearning the state of the state RP202 Professor & Bearning the state RP202 Pr	House 2/26/21 Projects 202 Department 2/25/21 Meeting Feb Soundz Inclusive Instructi	Aroust 7, 2020, 134 PM Strategies to Enhance Student Engagement Arought 7, 2020 Were focus must be self-directed learning Ensure course design keys student work independently Sognoof taudients work are aporthenistic – kenning games – students come up with questions/prompts Step Initiating you need control over your students (good advice regardless of delivery method) Step Initiating you need control over your students (good advice regardless of delivery method)
Bioloced Discour         Bioloce hose scring will be accompliated           Bioloced Discour         Determines the evaluation criteriu (unity) for grade           Bioloced Discour         Bioloced Discour           BID20 A close in the interactive and learner negatistics in withing the learning expectations and evidence of learning         Bioloced Discour           MID20 A close in the interactive and learner negatistic in withing the learning expectations and evidence of learning         Bioloced Discour           MID20 A close in the interactive and learner negatistic in a scring contract with their preservoir to respectating a final cert MID20 A close in the interactive and learner negatistic in the interactive account of the interactive account on the interacti	House 2/26/21 Projects 202 Department 2/25/21 Meeting Feb Soundz Inclusive Instructi	Aroust 7, 2020, 134 PM Strategies to Enhance Student Engagement Arought 7, 2020 Were focus must be self-directed learning Ensure course design keys student work independently Sognoof taudients work are aporthenistic – kenning games – students come up with questions/prompts Step Initiating you need control over your students (good advice regardless of delivery method) Step Initiating you need control over your students (good advice regardless of delivery method)
Biolance Officeur         Determines the evaluation criteria (ubric) for grade           PRIADD Privations AL         Both instructure and known explosition writing the barring optical structure of the private instructure	House 2/28/21 Projects 202 Deportment 2/25/21 Meeting Feb Sound: 11/22/20 Crote digge Inclusive Instructi Mentee Meetings	Argust 7, 2920, 134 FM Strategies to Enhance Student Engagement Argust 7, 2920 Hankes Learning King forour nucle basel indexed latenting Scatane course design helps students not independently Support students who are approhensive – learning games – students come up with question/prompts games. Stop thrinking you need control over your students (good advice regardless of delivery method) Stimulate active involvement by encouraging students to all questions Enhance learner engagement by encouraging students to all questions Enhance learner engagement by encouraging teamer interactions
OPADD Preferenz Au-     Bit-Instructor and surver registrates for a learning expectations and undexes of learning     Socialities and surver registrates for a learning contract with their peers prior to registrating a final cont     research project]     Strategies to Enhan.     Strategies to Enhance     Strategies     Strategies     Strategies     Strategies     Strategies     Strategi	House 2/28/21 Projects 202 Deportment 2/25/21 Meeting Feb Sound: 11/22/20 Crote digge Inclusive Instructi Mentee Meetings	August 7, 2020, 134 PM Strategies to Enhance Student Engagement August 7, 2020 Henker Learning Key focus must be self-directed fearning Ensure occurs design Reps student work independently Support students who are aport-henkin– – karning games – students come up with oursions/prompt Solge Triking wave donot work without students food advaction spartices of delivery method Stimulate active involvement by encouraging students to ask questions Enhance learner aggement by encouraging students to ask questions Learning contract Deal about heat student will learn
Virtual Classroom         Budents an trainteem bless for a learning contract with their peers prior to negotiating a final cent research project)           R1223 August 12, 22.         Section 14 Control 14 Contrel 14 Control 1	House 2/28/21 Projects 202 Department 2/25/21 Meeting Peb Sound: 11/22/20 Crote digge Mentee Meetings 10/12/20 October 20	August 2, 2020, 134 PM Strategies to Enhance Bluetent Engagement August 2, 2020, 134 PM August 2, 2020, 134 PM May focus must be stil-directed learning finante occurs diagon heips studient work, fidependently agains Stop thinking your accel control over your utdents (good advice regardless of delivery method) Stop thinking your accel control over your utdents (good advice regardless of delivery method) Stop thinking your accel control over your utdents (good advice regardless of delivery method) Stop thinking your accel control over your utdents (good advice regardless of delivery method) Stop thinking your accel control over your delivery demonstrates of Stop thinking your good accel and a stop the stop of advice to a stop of the stop of t
M17020 August 11 2         Peatiese of LC           Strategies to Enho         Peatiese of LC           M17020 August 2         Strategies to develop of be diversity of learning resets that exist among sollage students, exp. unline marks students' desperi involvement and committenent in learning process Increase accession involvement and committenent in learning procession Students' research involvement and existing of procession involvement and Students' research involvement and existing of procession August and procession involvement and and on other of learning and accession in the student and and accession in the student and learning accession in the student and learning accession in the student and learning accession in the student and learning accession in the student and learning accession in the student accession in the student accession in the student and learning accession in the student accession in the stu	House 2728/21 Projects 202 Department 2725/21 Meeting Peb Soundz 11/22/20 Crote diage Inclusive Instructi 11/19/20 LOBTOHA Mentee Meetings 10/21/20 October 20 Balanced Discour	August 2, 2020, 134 PM Strategies to finhance Student Ergagement August 2, 2020 Henker, Learring Hey focus must be self-directed learning finume occurs design heips student work independently Support of the end of
Positive of LC     Useful tridings to the diversity of learning needs that exist among college students, e.g., online     Spark students' deeper involvement and commitment in learning process     Increase accountability of provide scale(C) parts for two students will demonstrate learning     VI     Student's deeper involvement and commitment in learning process     Spark students'     Student's deeper involvement and commitment in learning     VI     Student's deeper involvement and commitment in learning     Deeper triangle account and imposition of the student will demonstrate learning     Deeper teacher involvement and commitment and commitment and commitment     Deeper teacher involvement and account and imposition of the anning     Deeper teacher involvement and account and imposition     Deeper teacher involvement and account and imposition     Deeper teacher involvement     Deeper teacher involvement     Deeper teacher involvement     Deeper teacher     De	House 27/29/27 Projects 202 Deportment 27/29/27 Meeting Teb Soundz 11/1/2220 Conte disps Inclusive InstructI 11/19/20 Control Ar Mentee Meetings 10/220 October 202 Balanced Discour (PJ2/0 Professor Jaz	Logard 2, 2023, 134 PM Strategies to Schulen Engagement Augunt 2, 2023 Heavies Learning May for some must be all-directed learning finume occurse degrin frees student work independently: Support students who are approximative concurses and an advected learning finume occurse degrine frees student work independently: Support students who are approximative concurses and advected learning finance learning advected learning finance learning advected transmit Streams on a concurse on any unitarity (advected learning finance learning approximative transmitter) Beard advected with student will learn Streams how learning will be accompliated Determines the evaluation retries (unic) for grade Both Instructor and learner application must (judic) for grade Both Instructor and learner application must (judic) for grade Both Instructor and learner application must fing the learning motocations and evidence of learning Students con transmitter) Both Instructor and learner application and evidence of learning Students con strained learning Students con transmitter) Both Instructor and learner applications Both Instructor and learner application Both Instructor and Both Instructon Both Instructor Both I
BY730 August 2 2021     Spark student's depar involvement and commitment in learning process     Increase accessificity and provide eachCP plan for how student will demonstrate learning     VM      Substrating sets in relation to learning objectives     Specific learning resource student commits to using     DREAM Collective     SetSetSing accessification	House 22/20/1 Projects 202 Deportment 22/20/1 Meeting Feb Soundz 22/20/1 Meeting Feb Reclarke Instruction 11/19/20 October 20 Bolonced Discour Bolonced Discour Bolonced Discour	Logard 2, 2023, 134 PM Strategies to Schulen Engagement Augunt 2, 2023 Heavies Learning May for some must be all-directed learning finume occurse degrin frees student work independently: Support students who are approximative concurses and an advected learning finume occurse degrine frees student work independently: Support students who are approximative concurses and advected learning finance learning advected learning finance learning advected transmit Streams on a concurse on any unitarity (advected learning finance learning approximative transmitter) Beard advected with student will learn Streams how learning will be accompliated Determines the evaluation retries (unic) for grade Both Instructor and learner application must (judic) for grade Both Instructor and learner application must (judic) for grade Both Instructor and learner application must fing the learning motocations and evidence of learning Students con transmitter) Both Instructor and learner application and evidence of learning Students con strained learning Students con transmitter) Both Instructor and learner applications Both Instructor and learner application Both Instructor and Both Instructon Both Instructor Both I
W/XV August, ALL     Increase accountability and provide specific plan for how student will demonstrate learning     Use tradicational strategy and provide specific plan for how student will demonstrate learning     Use tradicational strategy and provide specific plan for how student will demonstrate learning     Use tradicational investment of the strategy and provide specific plan for how student will demonstrate learning     DREAM Collective     Section Trades student controls to using     DREAM Collective	House 22/20/1 Projects 202 Deportment 22/20/1 Meeting Feb Soundz 22/20/1 Meeting Feb Reclarke Instruction 11/19/20 October 20 Bolonced Discour Bolonced Discour Bolonced Discour	Learning context Detail both that student Engagement August 2, 2023, 134 PM Strategies to Schwarz Student Engagement August 2, 2023 Hereke Learning Here Context Students with dependently Support Students who are aporthenistive – karning games – students come up with oursions/prompt Students with our are aporthenistive – karning games – attudents come up with oursions/prompt Students exities involvement by encoursign students to ask questions Stimulate exities involvement and the stimulation of the stimulation Stimulate exities involvement by encoursign students to ask questions Stimulate exities involvement and the stimulation of the stimula
BIGI20 August 486     Students' needs in relation to learning objectives     Specific learning rescures student commits to using     DREAM Collective Analysis of the study rescures student commits to using     Assignment[product that will provide evidence of learning	Nesse 228/01 Projects 202 Department 2022/01 Nessing Tele Sourced 2022/01 Control depar Nortice Methods Mentee Methods Methods Discour Phi/2020 October 200 Belanceed Discour Mitted Classroom Virtual Classroom	Legard 2, 2020, 114 PM           Strategies to finhance Student Engagement August 2, 2020, 114 PM           Strate occurs design lengt student work, hölpendently finance occurs design lengt student work, hölpendently figures           Mey focus must be still direkted learning Stop thirding our section to are sport-mission – kanning gemes – students come us with questionupromptit Stop thirding our section to are sport unitaries (good advice regardless of delivery method) Stop thirding our section to are sport unitaries (good advice regardless of delivery method) Stop thirding our section to are sport unitaries (good advice regardless of delivery method) Stop advice to an execution of the section good out the section Deliver and the anterne mapsita in a term Stop deliver and the are completed Deliver to an instatem lead for a learning contract with their geen pror to regostating a final contra measer in priorti; Usuard loop set of the instaty of learning predict among college students, esp. online Usuard loop set of the instaty of learning needs that exist among college students, esp. online
BIGI20 August 486     Students' needs in relation to learning objectives     Specific learning rescures student commits to using     DREAM Collective Analysis of the study rescures student commits to using     Assignment[product that will provide evidence of learning	House	August 2, 2020, 134.994           Bratagies to Enhance Student Engagement August 2, 2020, 134.994           Bratagies to Enhance Student Engagement August 2, 2020, 134.994           Ministration of the student Student Student Student Student Student Student Student Student Student
DREAM Collective Assignment/product that will provide evidence of learning	Herrich 2018/21 Prejects 202 Department 2028/21 Meeting Tel Sound 11/2202 Cross depar Hottes Keetings Martes Meetings Martes Meetings Martes Discour Martes Discour Martes Discour Martes Discour Martes Discour Strotegies E Enha Martes August 1; 2:	Append 2, 2020, 114 PM         Strategies to Enhance Student Engagement Augent 2, 2020, 114 PM         Append 2, 2023         Homes Learning         Instate occurs design heigh student work holependently         Stort binding you need control over your widening (and stort work holependent)         Stort binding you need control over your widening (and sharker regardless of delivery method)         Stort binding you need control over your widening (and sharker regardless of delivery method)         Stort binding you need control over your your gale ware reflected in table, toget advect regardless of delivery method)         Stort binding you need control over your your gale ware reflected in table, toget advecting a final occurs.         Mark of the stort over your your gale ware reflected in the stort over your gale ware reflected in table.         Demines the evaluation criteria (ubrici) for grades.         Dish hortscore and ensure regardles in the stort gale special for a starting.         Dish hortscore and ensure regardles in the stort gale stort on stort and evaluates of learning.         Stort and was to LC         Useful bridges to the divership are for a learning contract with their genes gates to the stort as the stort of stort as the stort of deeper involvment and commitment in learning process.         Menters escore and the stort of stort stort wideward and ensures and ensures the stort of deeper involvment and commitment in advection deeper involvment advection deeper involvment advection and ensures demonstate harming increase.
DREAM Collective Completion dates	House 2022/02 Prejects 202 Department 2022/02 Prejects 202 Sound 2 11/2220 Orole dispes Hotusie Instructi Progeo Lossiburi 20 Belanced Discourt 47/320 Prefessor Jul Virtual Classroom 47/320 August 7, 202. Storbagies 5 Ehha 47/320 August 7, 202.	Agent 7, 2020, 114 PM         Strategies to Enhance Student Engagement August 7, 2020         Mark Learning         Instance cores deline programment August 7, 2020         Mark Learning         Instance cores deline programment August 7, 2020         Store total general programment August 7, 2020         Store total general programment August 7, 2020         Store total general programment Store total general programment August 7, 2020         Store total general programment August 7, 2020         Store total general programment August 7, 2020         Dealar above their dubt main Dealar above their dubt dubt main Dealar above their dubt main Dealar above their main to be the saming objectives
8/4/20 How Do Whit Assessment criteria for grading products and assigning final grade	Neuse         Neuse           2/38/31         Projects 202           Deportment         2/39/31           2/39/31         Meridige Teals           Sourced         Teals 200           Tealstain         Tealstain           Tealstain         Tealstain  <	August 2, 2020, 114 PM         Strategies to Enhance Student Ergagement August 2, 2020, 114 PM         August 2, 2023         Homes Learning         Kinza occurs design-inducted learning         Kinza occurs design-inducted learning         Stort bild by our leed, control over your subdents (good and/over regardleard of design-inducted learning         Stort bild by our leed, control over your subdents (good and/over regardleard of delivery method)         Stort bild by our leed, control over your subdents (good and/over regardleard of delivery method)         Stort bild by our leed, control over your subdents (good and/over regardleard of delivery method)         Board About Inst         Homes to learning of the learning on the learning output of the learning on the learning output of the learning output of the learning on the learning output of the learning output

The doctor who sliced my iliac artery during a routine laparoscopic procedure told me my body was abnormal. In an anesthesia haze after the emergency vascular repair that saved me from bleeding out, I tried listening as he accounted for his mistake (not once calling it a mistake). But I shut down after hearing "you see, in a normal human body..." and all his words became just more noise blending in with the heart monitor, din of voices, and machine hum. I knew he was just saying my body was to blame and while consciously defensive and angry about this, I subconsciously believed he was right. Now I can add lots of scarring and herniated abdominal muscles and a prolapsed bladder repair and a hysterectomy to my list of body oddities, all of them fallout from that emergency surgery that fixed his mistake and kept me alive, all of them not terribly obvious but just ... off ... not normal. So I apply fake nails that I saw in a discount basket on the counter at the thrift store, figuring they were cheap enough that I wouldn't care if they didn't work.

But they did work. And my nails look normal. My fingers don't (the knuckles are still too big) but the nails are actually nice. And I'm not sure how to feel about that. I like looking down and being reminded of my mother's hands, of watching her remove the old polish, file, push cuticles back, paint on a new color. I like remembering how I'd stand in front of her dresser and marvel at all the polishes, wondering how many different colors of pink and red there could be in the world. Yet, these perfect nails are not mine. And they make it hard to type.

					街 Immobilizeti	ion-1			
🗖 v - Qilv	+ 🖂 🗖	8 × 12			4 miljalia		E	1	⊞ ≡
1 2022 notes					E B T D		(14) (84) D		
2021	С. Э. П. Альрия						~ ~		
E Sol) Winter 20									
📕 Aralysis	Discourse is a	ctive, powerful, [li	nked to, defir	ned by, st	ructured by.	driven by, dris	ging		Comments
<ul> <li>Notes</li> <li>"Data</li> <li>Hearing Details</li> <li>Descing Notes</li> </ul>	relations of po a means, a too	ower in social and j d, an activity boun course carries forw	polítical conte d by social as	exte, mar id cultur	upulated by a	actors to accor nd also shapis	nplish ends. 15 those		<ul> <li>Dession</li> <li>This scient</li> <li>Dacklash</li> </ul>
'Froject Outline     Actual Wethod	*	tivity cannot be sep			· · ·	· · · · ·			<ul> <li>Dessies</li> <li>Net, discussion</li> </ul>
Viothoe Prose Frose 2	resulting acce	ow as well as why ! as they have to dis anarces primarily it	cursive resou	roes in a	given contex	t.			
Proce 2     Proce 3     P	strategies for	communicating to bsidize access to si	a particular a	udience.	Secondary n	esources inclu	de anything		1.

Writing time. My dad heads to surgery to remove his pancreas and most estimates say he'll get at most another five years. Not sure what else to say. My kid is almost 12, not old enough to get vaccinated. I have a lot to do for work and home. I feel a lot of things and it's exhausting. I keep writing because I need to keep writing whether I have something interesting to say or not. I'm processing.

> *Processing*. God I've been using that word a lot lately. I'm still processing. I say it through tears. I say it in monotone. I say it while rolling my eyes. I need to process. It seems like an excuse and I don't think I even know how to process. I have unfinished emotional work to do. I have feelings I haven't made sense of. I don't know their exact source. Or I do know and don't want to think about it. They are mixed feelings, not neatly divided into good and bad, happy and sad. They are combinations of layered emotions, laminated and hard pressed under the years. They circulate in me as images and physical sensations. They are memories of feelings bound up with present experiences of feelings and I can't figure out what shapes what. Is this the process? Trying to remember what I felt at a time, realizing I can only ever reshape past feelings into new feelings that aren't brand new but simply reinterpretations of old feelings? Processing. Remembering, replaying, seeing and sensing and feeling old experiences of people, places, and things, situations and conversations. And why do I need to process? Because I don't understand something? Because I don't know what decisions to make or what I should be feeling? Because I feel like I'm overlooking something or that I'm just not getting it or that I'm naive? Anyway. Now I'm just tired again. And don't feel much like the process got me anywhere. A process should lead somewhere by way of an ordered set of steps. It should be forward movement. That's what the dictionary says. Or, as a verb, it should refine, clarify, distill. It should create clear meaning about what happened, what I feel and why. That barely happens. There seems to be no room for processing anymore.

 Image: Sec: Influx Coll Dec Inflox Tool

 Marcine Feb 

 Marcine Generation

 Marcine Generation

 Marcine Generation

 Marcine Medication

 Marcine Microsoft

 Marcine Mic



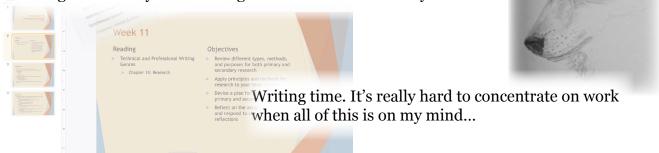
Writing time. Right now I'm thinking about... how the things I should write about require reliving an intimacy I would much rather forget...



Writing time. It's just so impossible to get further than notes and draft for any project I start. And I hesitate to start projects for fear that I'd just be wasting time on something that no one would ever publish. So I end up doing nothing. Or at least feeling like I'm doing nothing. I have little vignettes, a paragraph here or there, many simply about how difficult it is to work or think...

Writing time. Time for a break. It's starting to get to me again. The important things feel too close to write about...

Writing time. Today I'm thinking about... how to talk to my child...





I don't know what is good or helpful or safe to write anymore. This is just so hard. Always. All the time. Nearly all of my energy spent on staying level, remaining calm, reassuring, standing firm, reliable, never wavering, often failing and breaking for a moment or two or three, saying the wrong thing, then spending even more energy maintaining calm during the next round. And, after all this, providing validation, healing, guidance. I well up, I teeter just on the edge of losing it. Then steel myself. Try not to wonder what this is doing to me. I used to break down more in private, when time and space allowed. Now I stare. Do more work. Listen to other people talk. Clean. Stay busy. Anyway. Onward.