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Like Locusts Eat Leaves

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Like locusts eat leaves

New visitors. When they enter my hospice room, their nostrils clot with fear and their bold purpose betrays an awkward limp. They spill the comfort they bring like Onan's seed. Their chatter could be my radio as its dial is twisted.

This room. I have inherited its past. I peel its pain, wrapping it tightly like a phylactery. I listen to its walls whisper. Cancer is a thousand thousand tiny teeth that eats lives like locusts eat leaves.

Cancer's song. I sing until nurses hush me and I drift into a wasteland in which the corpse of calm is buried. I dream I am in my sovereign youth, at the beach, but no crowds cavort, no summer sun caresses.

Lost options. They are a prison I must resist. I had a friend whose company made me whole. His untimely death was a stone I could not chew. To comfort me, he visited, twice, in dreams. Now, years later, I long for his company. I plead with him to come, to call me. If he does not, will I have the courage to wait?

Students What We Learned Co-Teaching an SWS Class

As part of my job as SWS class, an observer to co-teach classes with Sharon, I observe the program in action and questions about incorporation of curriculum. In fall 2000, I spoke with Sociology Sharon Prev of co-teaching one of her winter Social Science Research Methods classes, as she was interested in how students could gain from the co-teaching of me and writing. We'd like to focus on the things we learned from our experience by emphasizing the importance of comprehensive and 2) the ways of using the students' learning and writing.

We chose Sharon's Tu team teaching, as it met just scheduling and planning criteria. Sharon and I met a few times in January, before the semester syllabus, the assignments, and from that point we imagined our distinct role: Sharon would teach content and I would teach writing. Of course, we realized our first writers and teachers. Our role as "writing teacher" and "research teacher" was too narrowly defined for how separate that the two are separate from content and learning about writing of content clarifies, and learning.

To minimize students' writing and Sharon taught...