

39th Annual Conference on English in the Two-Year College
National Council of Teachers of English/Two-Year College English Association

NCTE/TYCA Northeast, 2004



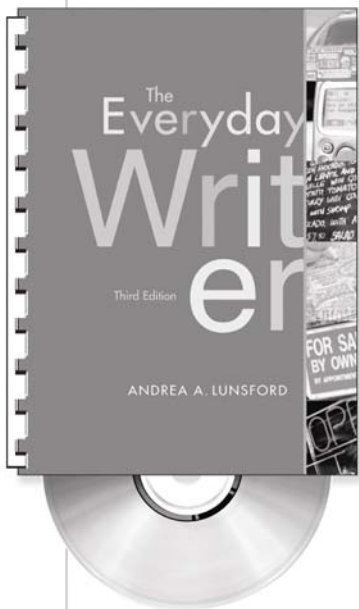
Making Waves:
Innovative Teaching and Learning

November 4-6, 2004
Sheraton Barceló Hotel in Annapolis, Maryland



Host Colleges:
Anne Arundel Community College
Howard Community College

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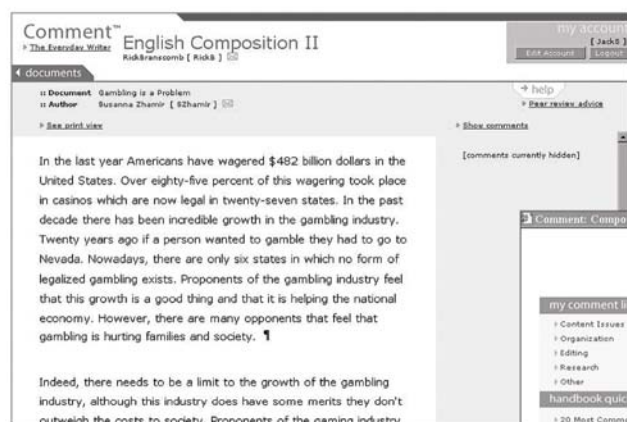
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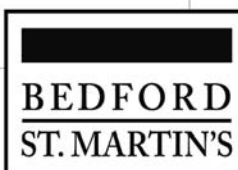


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Acknowledgements



The planning committee members thank the following publishers for their commitment to innovative teaching and learning:

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- ◆ Houghton Mifflin College Division

Their support has made our 2004 Conference possible. Please stop by their exhibits during the course of the conference.

The valued assistance of the following individuals is greatly appreciated:

- ◆ Dr. Martha A. Smith, President, Anne Arundel Community College (AACC)
- ◆ Dr. Andrew Meyer, Vice President for Learning, AACC
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Program at a Glance



Thursday, November 4th

- 4:00-9:00 P.M. Registration in the lobby corridor
- 7:00-10:00 P.M. Waves, Words and Music: Jazz and Poetry Reception

Friday, November 5th

- 8:00 A.M.-12:00 P.M. Registration in the lobby corridor
- 8:00-10:30 A.M. Coffee & Pastries, Sponsored by Bedford/St. Martin's
- 8:00 A.M.-12:00 P.M. Conference Workshops
- 12:00-2:00 P.M. Lunch and Featured Speaker: Dr. Freeman A. Hrabowski, III
- 2:00-5:00 P.M. Conference Workshops
- 6:30 P.M. Hosted Dinners
- 8:00 P.M. Tours & Theater

Saturday, November 6th

- 7:00-10:00 A.M. Beverages, Sponsored by Bedford/St. Martin's
- 7:00-10:00 A.M. Conference Workshops
- 10:30 A.M.-12:30 P.M. Brunch and Featured Speaker: Lucille Clifton
- 2:00 P.M. Tours



Activity Schedule



Thursday, November 4

7:00-10:00 P.M. Waves, Words and Music: Jazz and Poetry Reception

Friday, November 5

12:00-4:00 P.M. Harbor Cruises (on the hour)

5:00 P.M. or later Candlelight Historic House Tours

6:30 P.M. Hosted Dinners

8:00 P.M. *Kid Purple* by Colonial Players

Saturday, November 6

12:00-4:00 P.M. Harbor Cruises (on the hour)

2:00-4:15 P.M. Walking Tour of Annapolis

5:00 P.M. or later Candlelight Historic House Tours



Activity Descriptions



Waves, Words and Music: Jazz and Poetry Reception

Thursday, 7-10 P.M., no charge

Garden Ballroom

Kick off the conference with the syncopated sounds of the Stef Scaggiari Trio and the mellifluous meter of original poetry. You can enjoy wine, cheese and the company of your TYCA colleagues while listening to nationally renowned jazz artists Stef Scaggiari, Frank Russo and Mark Russell, and poets Tara Hart, Bert Hubinger, Shelley Puhak, Henry Sloss and Patricia VanAmburg.

Annapolis Harbor Cruise **Weather Permitting**

Friday or Saturday, on the hour between noon and 4 P.M., \$8

Cruises leave from City Dock and last 40 minutes.

Vans leave from the hotel for the City Dock hourly.

View historic Annapolis Harbor from the water! An expert historian will narrate your tour as you cruise by the City Dock, the banks of the U.S. Naval Academy, and other structures along the scenic Severn River. You will even catch a glimpse of the Bay Bridge from the deck of the Harbor Queen. To assure your place on the boat, arrive fifteen minutes before the hour to buy a ticket.



Candlelight Historic House Tour

Friday or Saturday, anytime between 5-9 P.M., \$30

Self-paced: Start between 5 and 7 P.M. and allow about 2 hours.

Enter some of the most beautiful Victorian homes of Annapolis. This 13th annual showcase allows the public to see the interiors of historic private homes only accessible once every few years for one weekend. You can take the tour at your own pace using a map and brochure to help you, and a docent will answer questions at each house.



Hosted Dinners at Local Restaurants

Friday, 6:30 P.M., cost of your own dinner

Dinner groups leave from the hotel lobby.

Dine with a group of TYCA colleagues at an Annapolis restaurant thoughtfully recommended by experienced locals. You may choose from several restaurants and make reservations at the conference registration desk when you check in. The only charge is for your own dinner.

Kid Purple by the Colonial Players

Friday, 8 P.M., \$15

Colonial Players is located one block off State Circle at 108 East Street.

Take in a brightly funny comedy that uses a heightened comic book style to comment on our times. Benjamin Schwartz was born with "a slight pigmentation abnormality"—he is purple from the neck up. This leads to problems with other kids who call him a "retarded grape." They pick fights that eventually cause Ben to become sidetracked from his mother's dream of his becoming a lawyer. You will need to see the play to find out if Ben ever learns to connect with more than his fists.



Colonial Annapolis Walking Tour

Saturday 2 – 4:15 P.M., \$15

Tour leaves from City Dock Information Booth.

Vans leave from the hotel for the City Dock hourly.

Go on a private, TYCA walking tour of the historic area of Annapolis and the U.S. Naval Academy with a guide in colonial attire. Your tour will include the interior of the Maryland State House, St. John's College, the Naval Chapel, the Crypt of John Paul Jones, and Bancroft Hall. This is a wonderful way to see the highlights of Annapolis while learning about its history.



Featured Speakers



Lucille Clifton, Maryland's Poet Laureate from 1979 to 1982, comes to us from St. Mary's College in Maryland where she is currently Distinguished Professor of Humanities. A poet of enormous depth and breadth who sees her profession as a calling, Clifton remarks, "People wish to be poets more than they wish to write poetry, and that's a mistake. One should wish to celebrate more than one wishes to be celebrated." Clifton was born in Depew, New York in 1936 and, at 16, became a drama major at Howard University in Washington, D.C. Her career as a poet began auspiciously when her first book, *Good Times* (1969), was acclaimed by the *New York Times* as one of the ten best books of 1969. Her other books of poetry include *Mercy* (2004); *Blessing the Boats: New and Selected Poems 1988-2000*, which won the National Book Award; *The Terrible Stories* (1995), which was nominated for the National Book Award; *The Book of Light* (1993); *Quilting: Poems 1987-1990* (1991); *Next: New Poems* (1987); *Good Woman: Poems and a Memoir 1969-1980* (1987), which was nominated for the Pulitzer Prize; *Two-Headed Woman* (1980), also a Pulitzer Prize nominee and winner of the University of Massachusetts Press Juniper Prize; *An Ordinary Woman* (1974); and *Good News About the Earth* (1972). She has also written *Generations: A Memoir* (1976) and more than twenty books for children, and her work has appeared in over 100 anthologies of poetry. Clifton has taught at Coppin State College, Columbia University, and the University of California, Santa Cruz. Her achievements also include fellowships and honorary degrees from Fisk University, George Washington University, and Trinity College; two grants from the National Endowment of the Arts; an Emmy Award from the American Academy of Television Arts and Sciences; and numerous other awards. In 1999 she was elected a Chancellor of The Academy of American Poets.



Freeman A. Hrabowski, III has been the President of the University of Maryland, Baltimore County (UMBC) since 1992 and has helped turn the struggling commuter school into what *U.S. News & World Report* called an educational "powerhouse." Particularly interested in the academic success of African Americans, Hrabowski proudly notes that "UMBC has become the leading producer of African Americans going on to earn Ph.D.s in science and engineering." Hrabowski came from Birmingham, AL and graduated from Hampton Institute with highest honors. By the time he was 24 years old, he had finished his Ph.D. in mathematics at the University of Illinois at Urbana-Champaign. He has committed his career to research in science, mathematics and education, and is co-author of the books, *Beating the Odds: Raising Academically Successful African American Males* (1998) and *Overcoming the Odds: Raising Academically Successful African American Young Women* (2002) as well as the article "African American Fathers of High Achieving Sons: Using Outstanding Members of an At-Risk Population to Guide Intervention" (1998). One of his most important accomplishments has been founding the Meyerhoff Scholarship Program, for which he received the first U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. Hrabowski serves as a consultant to many national agencies and universities, including the National Science Foundation, the National Institutes of Health and the National Academy of Sciences; he serves as a board member to such institutions as the American Council on Education, Baltimore Community Foundation and the Joint Center for Political and Economic Studies. He has also served as president of the Maryland Humanities Council. Hrabowski's awards are numerous and include the Educator Achievement Award, the Andrew White Medal, the Hatikvah Award, the Educator Achievement Award, and the Outstanding Science Educator.

Program Précis



Friday, November 5th

	Chester Room	Glebe Room	Selby Room	Rhode Room	Severn Room
8:00-9:00 A.M. See page 10	<i>We Are What We Always Were: Raising the Bar</i>	<i>Promoting Student Initiative in Creative Writing: Using Blogs and the Student-Generated Prospectus</i>	<i>Starting Near the End in Teaching Research Papers</i>	<i>I Survived <u>Portrait of the Artist</u></i>	<i>(Almost) Everything You Wanted to Know about Your ESL Students</i>
9:00-10:00 A.M. See page 11	<i>Strategies for Teaching ESL Students</i>	<i>Assessment Presentation with Questions & Answers</i>	<i>Clearing the Clutter: Helping Student Writers Value Steps</i>	<i>Assessing Writing through Writing Assignments</i>	<i>Use of the Personal Interview as a Teaching Tool in English Composition</i>
10:00-11:00 A.M. See page 12	<i>Creating a Team: Adjunct and Full-Time Faculty Working Together to Create and Teach</i>	<i>A Midsummer Night's Nightmare: Teaching Canonical Texts as Horror, Science Fiction, and Fantasy</i>	<i>Culturally Responsive Teaching Strategies with a Splash of Feng Shui AND No Scrubs—Using Music in the Composition Classroom</i>	<i>Integrated Instruction for Developmental Writers</i>	<i>Teaching Grammar, Telling Stories: The Use of Creative Writing Portfolios</i>
11:00-12:00 P.M. See page 13	<i>Storytellers and Identities: Facilitating and Assessing Active Learning in the Composition I Classroom</i>	<i>Verse is Better</i>	<i>Meet the TYCA Chair and Learn about National TYCA's Current Initiatives</i>	<i>"Latch On to the Affirmative": Dialect and Dialogue in the Community College Classroom</i>	<i>Interactive Online Learning</i>
12:00-2:00 P.M.	Lunch and Speaker: Dr. Freeman A. Hrabowski, III, with introduction by Dr. Mary Ellen Duncan, Howard Community College President (Garden Ballroom).				
2:00-3:00 P.M. See page 14	<i>Meaningful Error Correction in the ESL Classroom</i>	<i>Service Learning: Innovative Learning that Connects the Classroom to the Community</i>	<i>Using Pop Culture to Enhance Academic Content</i>	<i>Moot Courts and Personal Anthologies: Putting Students in the Middle of the Text</i>	<i>An Interdisciplinary, Team-Taught Honors Course on Jack the Ripper</i>
3:00-4:00 P.M. See page 15	<i>Learning Communities: Changing the Environment of a Technical College</i>	<i>Popular Television and Effective Writing</i>	<i>Successful Service Learning Practices in Freshman Composition</i>	<i>Distance Education: Spanning Differences in Time and Space</i>	<i>Digital Assessment of ESL Students' Academic Discourse</i>
4:00-5:00 P.M. See page 16	<i>Calibrated Peer Review (CPR) for Writing Control</i>	<i>A Report from the Trenches: Using Online Discussions</i>	<i>Poetry Roundtable</i>	<i>Words that Work: Teaching Reading and Writing at a Technical College</i>	<i>Classroom Management: The Business of Learning</i>



Program Précis



Saturday, November 6th

	Chester Room	Glebe Room	Selby Room	Rhode Room	Severn Room
7:00-8:00 A.M. See page 17	<i>Teaching American Literature with Technology</i>	<i>Living in the City: Urban Literature Expanding the Canon</i>		<i>Students and Teachers in the ESL-English 101 Gap</i>	
8:00-9:00 A.M. See page 18	<i>Reinventing the Writing Assignment: Assessing Information Literacy</i>	<i>Two Generations Read a Novel</i> AND <i>Reading Across the Disciplines: A College Novel</i>	<i>Covertly Embedded Grammar Instruction</i>	<i>The Extended Text in the Developmental Classroom: Challenging Students to Read, Think and Write Critically</i> AND <i>The Buck Stops Here: Raising the Level of Expectations in Developmental Studies</i>	<i>Thinking Outside the Box: Using Technology to Enhance Learning</i>
9:00-10:00 A.M. See page 19	<i>Reaching the Reluctant Learner</i>	<i>Student Motivation in Basic Writing Courses: The Past, Present, and Future</i>	<i>Persuasive Voices in Context: Empowering Historical and Personal Arguments</i>	<i>Teaching through Student Involvement in Rubric Design</i> AND <i>Taking a New Tack: Combining Conferences and Peer Response Groups</i>	<i>Mad, Bad and Dangerous to Teach: Strategies for a Safe Classroom</i>
10:30-12:30 P.M.	Brunch and Speaker: Lucille Clifton, with introduction by Dr. Vivian Gist Spencer, Local Arrangements Chair (Garden Ballroom).				

Presentation Descriptions



Friday, November 5th
8:00-9:00 A.M.

We Are What We Always Were: Raising the Bar

Chester Room

Veronica Doerr

Community College of Allegheny County, PA

In a pilot study last year, students read essays from the literary and cultural canon, wrote longer essays demanding critical thinking, and were tested on content. The startling results of the experiment need to be considered as a challenge to the “dumbing-down” of education.

Promoting Student Initiative in Creative Writing: Using Blogs and the Student-Generated Prospectus

Glebe Room

Dorothy Altman and James Zorn

Bergen Community College, NJ

This session focuses on innovative ways to encourage creative writers to generate and share work.

Starting Near the End in Teaching Research Papers

Selby Room

Mary Lane

Prince George’s Community College, MD

This presentation explores the benefits of teaching research by using a different chronological order that emphasizes summarizing and responding to source material as a fundamental cognitive skill and as a first step in writing research papers.

I Survived Portrait of the Artist

Rhode Room

Rae Strickland

Manchester Community College, CT

Follow your bliss—bring your love of literature to the heart of your composition classroom. This session will show you how, using examples from a course whose thematic focus is A Portrait of the Artist as a Young Man by James Joyce.

(Almost) Everything You Wanted to Know about Your ESL Students

Severn Room

Marianne Grayston and Esther Robbins

Prince George’s Community College, MD

This presentation will discuss the challenges and rewards of working with second-language learners, World English Speakers and Generation 1.5 Students.



Presentation Descriptions



Friday, November 5th
9:00-10:00 A.M.

Strategies for Teaching ESL Students

Chester Room

Gail Fernandez, Harold Kahn, and Lou Ethel Roliston
Bergen Community College, NJ

The presenters will discuss some of the teaching issues that exist when there are ESL students in the class as well as strategies that instructors can use to make their classes successful for both the students and the teacher.

Assessment Presentation with Questions & Answers

Glebe Room

Suzanne Parker, Marc Bonagura, Richard Dery, and Debbie Mura
Brookdale Community College, NJ

Are students learning what they need to know? Challenged with assessing how successfully students are meeting core competencies in research writing classes, presenters will discuss their methodology and the results that yielded practical suggestions for increasing student performance.

Clearing the Clutter: Helping Student Writers Value Steps

Selby Room

John Biays and Carol Wershoven
Broward Community College, FL, and Palm Beach Community College, FL

In a world of instant messaging and quick access, students falsely assume they can learn fast and write even faster. Through role-playing, group activities, and humor (including “Grumpy and Dopey in the Faculty Lounge”), the presenters will explore ways to help students clear the decks and navigate the course to writing success.

Assessing Writing through Writing Assignments

Rhode Room

Ezekiel Vifansi
Howard Community College, MD

Using course objectives as the basis for designing writing assignment prompts, participants will produce prompts that systematically ensure the practice and subsequent assessment of specific writing skills.

Use of the Personal Interview as a Teaching Tool in English Composition

Severn Room

Barbara Morris
Bergen Community College, NJ

The personal interview, as a teaching tool in English Composition, is often overlooked in the classroom. Learn how to help students identify and fine-tune the varied and useful skills necessary to plan, conduct, and write the personal interview, while also integrating interview data into a variety of writing assignments.

Presentation Descriptions



Friday, November 5th
10:00-11:00 A.M.

Creating a Team: Adjunct and Full-Time Faculty Working Together to Create and Teach

Chester Room

Sue Frankel, CB Lovell, Sandy Mallare, Lynn Carroll, Luanne Erickson, and Joan Okin
Howard Community College, MD

Full-time and adjunct reading faculty from Howard Community College share their philosophy and strategies for creating and sustaining a team approach to course development and implementation through leadership, communication, curriculum development, and training.

A Midsummer Night's Nightmare: Teaching Canonical Texts as Horror, Science Fiction, and Fantasy

Glebe Room

Tony Vinci
Monroe Community College, NY

A practical study of how to teach canonical texts as horror, science fiction, and fantasy to inspire students and gain new insight into frequently-taught works.

Culturally Responsive Teaching Strategies with a Splash of Feng Shui AND No Scrubs—Using Music in the Composition Classroom

Selby Room

Kimberly Grewe and Tammy Peery
Wor-Wic Community College, MD, and Montgomery College –Germantown, MD

Grewe: Based on elements of culturally responsive teaching, as well as applications of a 4,000-year-old art, this session offers various engaging class activities that help students from diverse backgrounds connect with the material, the instructor, and each other.

Peery: Learn how to liven up the EN101 classroom by using music to spark student interest. Specifically, this session will explain how to use contemporary music to teach a lesson on writing definition expository essays.

Integrated Instruction for Developmental Writers

Rhode Room

Richard Bailey and Linda Denstaedt
Henry Ford Community College, MI

Participants will learn how to do action research to enhance instruction in the developmental writing class.

Teaching Grammar, Telling Stories: The Use of Creative Writing Portfolios

Severn Room

Andrea Herman
Montgomery College, MD

Learn how students in one grammar class generated a small pool of characters, complete with personalities and backgrounds, whose (mis) adventures were the subject of all in- and out-of-class writing assignments.



Presentation Descriptions



Friday, November 5th
11:00-12:00 P.M.

Storytellers and Identities: Facilitating and Assessing Active Learning in the Composition I Classroom

Chester Room

Kathryn Doherty
Howard Community College, MD

Participants in this hands-on workshop will follow the five-part process of an in-class assignment to discover how the assignment both fosters and assesses student learning in the Composition I classroom.

Verse is Better

Glebe Room

Bert Hubinger
Howard Community College, MD

Participants will learn how easy and effective it is to set up an interactive learning experience in which students feel empowered to come up with fresh ways to compare and contrast, evaluate and describe, while developing a real pride and confident desire to excel.

Meet the TYCA Chair

Selby Room

Marilyn Valentino, 2004 National TYCA Chair
Lorain County Community College, OH

Learn what National TYCA has been working on: the Teacher-Scholar document, research on Writing and Teacher Quality, relationships with the National Alliance and NCA, and our national survey on teaching-learning conditions. Time will be available to offer direct input to the "Guidelines for the Preparation of Two-Year College English Teachers."

"Latch On to the Affirmative": Dialect and Dialogue in the Community College Classroom

Rhode Room

Judith Angona, Louise Silverman, and Sandra Brown. (William McGreevy, session chair)
Ocean County College, NJ

A study of literary voices can sensitize students to issues of dialect and invite them into a global community of speakers and writers. This session will include a brief presentation by each panel member, followed by a participation activity.

Interactive Online Learning

Severn Room

Robert Goldberg, Mary Multer Greene, and Mahbub Jamal
Prince George's Community College, MD

How can you increase interactivity and enhance a learning-centered environment in your online classes? Panel members will share interactive strategies tested in their online Business and Technical Writing courses.



Presentation Descriptions



Friday, November 5th
2:00-3:00 P.M.

Meaningful Error Correction in the ESL Classroom

Chester Room

Tamara Jones and Tiffany Wilson-Mobley
Howard Community College, MD, and private tutor in Nashville, TN

There are many opinions regarding how, when, and which ESL student errors to correct. The presenters will address error treatment in two disciplines: speaking and writing.

Service Learning: Innovative Learning that Connects the Classroom to the Community

Glebe Room

Carol Parreco and Anne Davis
Howard Community College, MD, and Carroll Community College, MD

This interactive session will examine the pedagogy of service learning, provide specific examples of how service learning can be incorporated into courses, and explore how students obtain a deep connection to learning.

Using Pop Culture to Enhance Academic Content

Selby Room

Kimberly McFetridge and Alison Randall
Delaware Technical and Community College, DE

Participants will learn innovative ways to integrate clips from contemporary television shows and movies, advertisements and images from popular magazines, music, and websites to raise interest level in their courses.

Moot Courts and Personal Anthologies: Putting Students in the Middle of the Text

Rhode Room

Carl Calendar and Jack Ryan
Brookdale Community College, NJ

Using courtroom techniques with poems and mixing song lyrics with ancient texts, this interactive workshop will suggest ways to improve critical thinking, personal involvement, and interpretation.

An Interdisciplinary, Team-Taught Honors Course on Jack the Ripper

Severn Room

Debra Evans-Rhodes, Beth Hewett and Beverly Peterson
Penn State - Fayette, the Eberly Campus, PA

Participants will learn how to create a community of learners consisting of both faculty and students, and hear about some innovative ways to engage students in critical thinking.



Presentation Descriptions



Friday, November 5th
3:00-4:00 P.M.

Learning Communities: Changing the Environment of a Technical College

Chester Room

Regina Lebowitz, Estela Rojas, and Juanita But
New York City College of Technology (CUNY), NY

Participants will learn about organizing and teaching in learning communities where there are paired classes, shared students and assignments, and faculty collaborations.

Popular Television and Effective Writing

Glebe Room

Jonas Prida
Harford Community College, MD

Participants will get to see how television shows that their students are familiar with can act as devices to engage these same students in reflections about their own academic writing.

Successful Service Learning Practices in Freshman Composition

Selby Room

Stephanie Kizzia and Betsey Zwing
Montgomery College, MD

This presentation will examine how service learning increases student success in freshman composition in the areas of content, audience, and purpose.

Distance Education: Spanning Differences in Time and Space

Rhode Room

Patricia VanAmburg
Howard Community College, MD

This presentation explores both the history of distance education and how several current international approaches can inspire the use of technology in our community college classrooms.

Digital Assessment of ESL Students' Academic Discourse

Severn Room

Kathleen Cash-McConnell
Suffolk County Community College, NY

The presenter will show how a digital camcorder and rubrics can help monitor acquisition of ESL students' use of academic discourse as they create PowerPoint presentations on demographics.

Presentation Descriptions



Friday, November 5th
4:00-5:00 P.M.

Calibrated Peer Review (CPR) for Writing Control

Chester Room

Bette Daudu and Mary Kay Abbey
Montgomery College, Takoma Park Campus, MD

Developmental, ESL, and Generation 1.5 students preparing for academic courses learn to critique compositions of their peers and themselves using Calibrated Peer Review software developed by UCLA.

A Report from the Trenches: Using Online Discussions

Glebe Room

Jeff Suzuki
Bard College, NY

Interested in incorporating an online discussion group into your course? We'll talk about the different options: how to set them up, how to get them started and keep them going, how to keep them from degenerating into flame wars and off-topic ramblings, and how to make them a viable and valuable component of student assessment.

Poetry Roundtable

Selby Room

Regina Lebowitz, facilitator
New York City College of Technology (CUNY), NY

This session is open to all conference participants. Please come ready to read a recent poem or two! Listeners/appreciators also welcome.

Words that Work: Teaching Reading and Writing at a Technical College

Rhode Room

Jackie Cornog and Denise Paster
Benjamin Franklin Institute of Technology, MA

The presenters will discuss a new curriculum they have developed for a College Composition II class, which invites students to consider the concept of work by examining various written genres that focus on this theme. The presenters will share the challenges as well as the "ah-ha moments" they have experienced with this course.

Classroom Management: The Business of Learning

Severn Room

Aressa Williams and Paul Gabriel-Tucci
Anne Arundel Community College, MD

The workshop will focus on ways to operate the classroom as a business. Through role-playing, work agendas, and grade agreements, participants will learn strategies to promote student accountability.



Presentation Descriptions



Saturday, November 6th
7:00-8:00 A.M.

Teaching American Literature with Technology

Chester Room

Bettejane Bolan-Kenney
Brookdale Community College, NJ

This session will demonstrate ways to integrate technology into the teaching of American Literature and discuss the advantages of a web-enhanced literature course.

Living in the City: Urban Literature Expanding the Canon

Glebe Room

Ardencie Hall-Karambe and Annette Onema
Community College of Philadelphia, PA

This presentation explores the use of urban literature in the classroom. Using the works of writers such as Omar Tyree, Raul Villa, Carlo Rotella, Sister Souljah, and others, this presentation examines how urban literature can be utilized to explore culture, space, and place in shaping the identities of people within urban centers.

Students and Teachers in the ESL-English 101 Gap

Rhode Room

Grace Flisser and Steve Jones
Community College of Philadelphia, PA

Former ESL composition students experience two communities of teaching: those of the ESL teacher and the college composition teacher. The presenters discuss the effect of these disciplinary differences on students.

Presentation Descriptions



Saturday, November 6th
8:00-9:00 A.M.

Reinventing the Writing Assignment: Assessing Information Literacy

Chester Room

Grace Sikorski

Anne Arundel Community College, MD

Participants will discover ways to reinvent the essay assignment to more accurately assess information literacy and to help our students develop an appreciation for the standards and good practices of information acquisition, evaluation, and integration.

Two Generations Read a Novel AND Reading Across the Disciplines: A College Novel

Glebe Room

Suzanne Harper and Mary Thompson

Penn State Worthington, PA, and Sussex County Community College, NJ

Harper: What happens when eighteen- to twenty-year-olds discuss a book with senior citizens? “It’s all good,” as young people would say.

Thompson: Participants will discuss the benefits of a shared reading experience and discuss suggestions for specific assignments and activities across disciplines that may be planned in conjunction with the novel.

Covertly Embedded Grammar Instruction

Selby Room

Kathleen Colarusso

College of Southern Maryland, MD

Learn how to use sentence games, quick reference sheets, and writing activities to help your students eliminate punctuation, fragment, run-on, pronoun, and subject-verb agreement errors, and increase sentence sophistication.

The Extended Text in the Developmental Classroom: Challenging Students to Read, Think and Write Critically AND

The Buck Stops Here: Raising the Level of Expectations in Developmental Studies

Rhode Room

James Gentile and Steve Straight

Manchester Community College, CT

Gentile: Developmental students can be motivated to engage an extended text (long fiction or nonfiction work) and thus develop critical reading and writing skills. Effective strategies, projects, and assignments will be explored.

Straight: Our expectations for developmental students should include rigorous academic work with challenging texts, sophisticated assignments based on those texts, plus standards of professionalism in written work, class preparation and classroom behavior that are clearly articulated.

Thinking Outside the Box: Using Technology to Enhance Learning

Severn Room

Kathleen Beauchene and Robyn Younkin

Community College of Rhode Island, RI

Find out how to use technology to reach outside the box of the traditional classroom by incorporating PowerPoint games, websites, and WebCT in writing, literature, and oral communication classes.



Presentation Descriptions



Saturday, November 6th
9:00-10:00 A.M.

Reaching the Reluctant Learner

Chester Room

Susan Kilgard and Marjorie Paoletti
Anne Arundel Community College, MD

During this session, you will learn techniques to inspire and involve students who are reluctant to “fully engage” in your course. It will focus on English and Communication courses but these techniques are applicable to all related disciplines.

Student Motivation in Basic Writing Courses: The Past, Present, and Future

Glebe Room

Elizabeth Butts
Delaware County Community College, PA

In this presentation, participants will learn about what research has been done on student motivation in basic writing courses (little), what is currently being researched (by me), and what needs to be researched (by us all).

Persuasive Voices in Context: Empowering Historical and Personal Arguments

Selby Room

Holly Wheeler and Heather Williams
Monroe Community College, NY

Our presentation will discuss how historical documents in composition classes challenge and clarify students’ critical thinking skills, elevate their writing, expose them to events that have a direct impact on their lives, and foster clear communication across cultural boundaries. The second will examine how, by applying traditional rhetorical strategies and exercising negotiable censorship, instructors can guarantee students opportunities to establish a credible, confident voice in persuasive arguments by mastering the rules of the game.

Teaching through Student Involvement in Rubric Design AND Taking a New Tack: Combining Conferences and Peer Response Groups

Rhode Room

Stasia Callan and Karen D’Agostino
Monroe Community College, NY, and Brookdale Community College, NJ

Callan: When students design their own assignment-specific rubrics, they grasp the assignment criteria clearly and produce better papers.

D’Agostino: Participants will gain insight to new ways of using familiar approaches to teaching. They will also learn about the importance of classroom research in informing pedagogy.

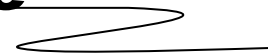
Mad, Bad and Dangerous to Teach: Strategies for a Safe Classroom

Severn Room

Marilyn Valentino, TYCA Chair 2004
Lorain County Community College, OH

How do we deal with the potential dangers of students suffering from psychological disorders, suicidal tendencies, or racism? How can we make learning safe for our students and ourselves? This session will present some research, offer video case studies for discussion, and give general guidelines on pedagogical, ethical, legal and practical issues we face in our role as teachers.

Regional Executive Committee



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Community College of Rhode Island

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Howard Community College

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The Northeast Regional Conference



The Two-Year College English Association (TYCA) is a permanent organization within the National Council of Teachers of English. The Northeast Regional first met in Cazenovia, New York, in 1966, and became the sixth regional conference at its second meeting in Providence, Rhode Island, in 1967. Below, note the dates and locations of the annual conferences from 1966 to the present.

<u>YEAR</u>	<u>LOCATION</u>	<u>HOST COLLEGE (S)</u>
1966	Cazenovia, NY	Cazenovia College
1967	Providence, RI	Rhode Island Junior College
1968	Glens Falls, NY	Adirondack Community College
1969	Philadelphia, PA	Community College of Philadelphia
1970	Boston, MA	Boston University (CBS)
1971	Annapolis, MD	Prince George's Community College
1972	New York, NY	Queensborough Community College
1973	Pittsburg, PA	Community College of Allegheny County
1974	Cranston, RI	Rhode Island Junior College
1975	New York, NY	Suffolk Community College
1976	Philadelphia, PA	Montgomery County Community College
1977	Buffalo, NY	Erie County Community College
1978	Washington, DC	Prince George's Community College, Strayer College
1979	Pittsburg, PA	Community College of Allegheny County
1980	New York, NY	Nassau Community College
1981	Baltimore, MD	Catonsville Community College, Community College of Baltimore
1982	Boston, MA	Bunker Hill Community College, North Shore Community College
1983	Atlantic City, NJ	Atlantic Community College
1984	Teaneck, NJ	Bergen Community College
1985	Portland, ME	Southern Maine Voc-Tech Institute, New Hampshire Technical Institute
1986	Washington, DC	Prince George's Community College Montgomery County Community College
1987	Hyannis, MA	Cape Cod Community College
1988	Pittsburg, PA	Community College of Allegheny County
1989	Albany, NY	Rockland Community College, Schenectady County Community College
1990	Philadelphia, PA	Brandywine College, Spring Garden College
1991	Baltimore, MD	Essex Community College
1992	Boston, MA	Dean Junior College, Bunker Hill Community College
1993	Princeton, NJ	Bucks County Community College, Ocean County College
1994	Harford, CT	Northwestern Connecticut Comm-Tech College Naugatuck Valley Comm-Tech College Three Rivers Community-Technical College
1995	Portsmouth, NH	New Hampshire Technical Institute, North Shore Community College
1996	Rochester, NY	Monroe Community College
1997	New York, NY	Bergen Community College, Ocean County College
1998	Newport, RI	Community College of Rhode Island
1999	Amherst, MA	Holyoke Community College
2000	Pittsburg, PA	Community College of Allegheny County
2001	Washington, DC	Howard Community College, Montgomery College, Prince George's Community College
2002	Portland, ME	Central Maine, York County & N. Maine Community Colleges
2003	Boston, MA	Benjamin Franklin Institute of Tech, Bunker Hill Community College, Community College of Rhode Island, Dean College
2004	Annapolis, MD	Anne Arundel Community College, Howard Community College



Next Year's Conference



The 2005 TYCA Northeast Conference will be held at the Hyatt Regency in Princeton, New Jersey.

October 20-22, 2005



Catch Your Thoughts

