

2011 TYCA Northeast Conference Program

FRIDAY BREAKFAST—8:00 A.M.-9:30 A.M.

Eastland Ballroom: Lynn Quitman Troika, speaker

FRIDAY SESSION #1—9:45 A.M.-10:45 A.M.

Wyeth A:

Staying Afloat with Developmental English: Addressing Multiple Learning Styles

Donna Bontatibus, Dale Griffith, and Terry McNulty—Middlesex Community College

What happens when an understaffed English department approaches the teaching of developmental English from four directions? Rich conversations, new ideas, and, most importantly, student success are among the benefits. This presentation will profile the four-person MxCC English department who offer students multiple learning opportunities rather than following one prescriptive curriculum.

Why ESL Students Don't Like to Write: A Teacher's Perspective

Maria Kasparova—Bergen Community College

One of the challenges ESL students face in composition class is reading texts aimed at native speakers. This presentation attempts to find a correlation between textbook choice and the students' writing ability. The presenter describes an experiment she conducted in three international sections of composition classes and shares her findings.

Wyeth B:

Building Community in the Classroom: Retention Strategies You Can Use

Stacy Korbela—Howard Community College

Students who play together, stay together! Come discover how the use of creative group projects in composition and literature classrooms can increase retention and improve grades. Whether it's an ethics bowl competition or an afternoon sorting food at a local food bank, assignments that foster a sense of community can go a long way toward improving attendance and GPAs.

College Composition: The Merriweather Post Pavilion Project Service-Learning and Local History Collection

Rick Leith and Brittany Budden—Howard Community College

Students in this section of College Composition participate in a semester-long series of projects focusing on making connections with one another and the local community by studying the area's history and providing a valuable service to the community while achieving the academic objectives of the course and more.

Marsden Hartley:

Facebook Friends and SecondLife Scenes: Social Media and the "New" Classroom

Alexandra L. Della Fera—Passaic County Community College

This presentation will examine ways to incorporate social media sites like Facebook and SecondLife into literature classes as a creative way to discuss elements like character, plot, and theme. The presenter will share successful and creative assignments for other instructors to use. Come prepared to rethink outdated approaches to writing and reading and embrace the technological world of our students for their academic benefit and gain.

Younger Students...How Do We Keep Them Engaged?

John Brubaker—Central Maine Community College

If you find yourself scratching your head when you think about your younger students, this workshop is for you. You will learn how this generation of students – called Gen Y, Gen Why, or Millennials - think, view school and what they are seeking in a classroom experience. You'll learn mistakes to avoid if you want to engage this demographic as well as strategies to bring out the best in them.

Sarah Orne Jewett:

Can We Talk? *Teaching English in the Two Year College* Discussion as Safe Harbor—Right Here at TYCA-NE

Jill Kronstadt—Montgomery College

This interactive session models one way to use TETYC articles to involve full- and part-time faculty in conversations about shared pedagogical concerns. Using a theme from the current issue as a starting point, we'll have an informal discussion and explore ways participants might adapt TETYC discussions for their own campuses.

Hawthorne:

Charting Two Courses: Training Peer Tutors in the Writing Center

Dawn Mendoza—Dean College

Jennifer Rosser—Bunker Hill Community College

This presentation will demonstrate two ways to train peer writing tutors in the 2-year college: a for-credit course, for-pay workshops. Two-year college peer tutoring programs can often face high staff turnover, and our tutor training needs to be responsive to this reality. Both models presented will share syllabi, reading lists or textbooks, and training activities.

FRIDAY SESSION #2—11:15 A.M.-12:15 P.M.

Wyeth A:

Perceptions about College Readiness in Writing: A Study in Maine

Maryellen Doughty—RSU #10 (Maine)

Margaret Nerney—MSAD #58 (Maine)

Two researchers in Maine surveyed former students and interviewed faculty at four Maine colleges and universities to study perceptions of college readiness in writing. The investigation showed that faculty and students had different ideas about the level of preparedness and the areas of greatest importance. Researchers will discuss their findings.

Wyeth B:

Monica Wood, today's featured writer, will lead this workshop.

Easing Into Memoir: Laurie Stone said it best: "The goal of memoir is not to tell your experience as a story, but to find the story in your experience." In this one-hour workshop, novelist Monica Wood will offer simple, effective tips and exercises to help you recognize and begin writing your personal story.

Marsden Hartley:

Neurodiversity in the College Writing Classroom: In-Class Strategies & Individualized Response

Sara Glennon, John Kipp, and Lynne Shea—Landmark College

After an overview of the increasingly heterogeneous nature of the college student population, this panel will target the challenges of working with many different cognitive profiles in one classroom, suggesting strategies that may be generalized to a diverse range of educational settings, focusing specifically on classroom management and response to student writing.

Sarah Orne Jewett:

Helping or Hurting? Negotiating Professional Development, Pedagogical Philosophies, and Proscription in a Faculty Handbook

William Burns, Elizabeth Cone, Meridith Leo-Rowett, and Daniel Linker—Suffolk County Community College

This presentation will discuss the intense revising, debating, and implementation of a faculty handbook for teaching ENG 101 and 102 at Suffolk County Community College. In 2010, the Composition Committee decided to review and revise a faculty handbook giving suggestions for teaching SCCC's introductory writing courses. Can a faculty handbook actually silence or shut down certain conversations or pedagogies that don't fit into an institutional framework?

Hawthorne:

The Heart of Our Work: Constructing a Writing Rubric Through Shared Process

Dawn Hayward and Maureen O'Shea—Delaware County Community College

Through sharing our process for grading written essays, common themes were abstracted through content analysis in order to build consensus on the characteristics of good writing. The result is a dynamic, "non-linear" conceptual framework that captures our shared vision, preserves faculty's diverse grading methods and inspires conversations about teaching and learning.

Better Teaching/Improved Learning

Valerie Balkun and Donna Thomsen—Johnson & Wales University

Are we really teaching what we need to teach to foster better learning for our students? What can we do to vary our instruction for our various learners and informally assess them? In this interactive session, you will revisit a lesson using "backwards planning," while you consider your course, school, and university objectives. What do our students need to know? How can we get them there? How will we assess them? When we do all this well, we ultimately run and manage a more engaged, student-centered classroom!

FRIDAY LUNCH PRESENTATION—12:30 P.M.-2:30 P.M.

Eastland Ballroom: Maine writer and educator, **Monica Wood**, will read from her work. Book sales and signing to follow.

FRIDAY SESSION #3—2:45 P.M.-3:45 P.M.

Wyeth A:

Basic Writing at the Community College: Challenges and Opportunities

Leigh Jonaitis and Kelly Keane—Bergen Community College

Peter Adams—Community College of Baltimore County

Marsha Nourse—Dean College

Stephen Pierson—Onondaga Community College

The teaching of basic writing has increasingly become the responsibility of community colleges. This panel presentation and discussion will explore the challenges and opportunities faced by basic writing programs and faculty—from faculty preparation, development, and scholarship to innovations in the field and connections with other organizations and institutions. This panel discussion will feature presenters representing institutions in four different states.

Wyeth B:

Collaboration for Success: A Three Part Community of Learners

Janie Burkhardt, Hannah Moeckel-Rieke, and Arlette Werner—Nassau Community College

This workshop will describe a successful three part learning community composed of the highest ESL level, basic college composition and Introduction to Sociology or Psychology. Presenters will focus on how their learning community developed through planning, designing scaffolded assignments, assessment, reflection and revision, thereby measurably improving students' retention and success.

Marsden Hartley:

Using *This I Believe* To Inspire Student Writing and Illuminate Class Discussion

Laurel Saiz—Onondaga Community College

This I Believe, the famous NPR series and ongoing online project, has about 150,000 essays covering a range of ideas. This workshop will show the potential of *This I Believe* for a variety of “themed” and multidisciplinary courses. The workshop will include examples of instructor and student essays from two different courses.

Why Should We Teach World Literature to Community College Students... and How Can We Make It Relevant and Engaging?

Catherine Sweeting

Students engage with the texts by performing scenes from plays; conducting trials of epic heroes and heroines; listening to music; viewing art (museum trip); and composing their own poetry. Students' faith backgrounds are affirmed as they read from texts in the original language: Chinese, Arabic, Hebrew, Greek.

Sarah Orne Jewett:

Teaching Information Literacy Skills

Gail Fernandez, Seamus Gibbons, and Beth Snyder—Bergen Community College

Collaboratively, the School of English and the library prepared a research model for all writing students. This presentation will explain how students, who are techno-savvy but information illiterate, are introduced to the research skills necessary in a digital age and how these skills are further developed throughout our courses.

Hawthorne:

Using Jing Videos in Responding to Student Writing

Jeff Sommers—West Chester University

This session will demonstrate the use of audio-video response to student writing and will report on classroom research that suggests such commentary differs not only in degree (it's more expansive and in-depth than written commentary) but also in kind (it promotes alternative kinds of responses).

On the Ebb: Reflecting the Writing Process

Annet O'Mara—Onondaga Community College

This presenter will explore an evergreen, heuristic method for carving space in the writing classroom ~ students engage in self-reflection on their reading and writing processes so that they can *flow forward* and transform their learning. A research-based protocol for reflective prompts will be discussed and students' sample responses showcased.

FRIDAY SESSION #4—4:15 P.M.-5:15 P.M.

Wyeth A:

Correcting Trim: Pulling Developmental Course out of a Death Spiral

Dr. Eleanor Welsh, Dr. Kathryn Barbour, Dr. Andree Fee, and Dr. Juliet Smith—Chesapeake College

By looking closely at selected readings and debating the issues, developmental students in integrated reading and writing courses can practice summarizing, citing authors, and synthesizing responses to academic readings, allowing them to become more proficient academic readers, writers, and thinkers, across the curriculum and navigate credit courses more successfully.

Using Assessment to Help Prepare the Underprepared Student

Kelly Bender—Passaic County Community College

In the academic year of 2009-2010, the Developmental Studies Committee formed an Ad Hoc committee to begin the process of revisiting the structure, course objectives, themes, assignment designs, and methods of assessment for English 004, our top level developmental writing course. One of the main objectives of this committee was to create a more forward-looking developmental writing course that would serve as a bridge between developmental English and college level composition. Participants will learn the necessary process of course and curriculum revision and how to implement those changes. This will benefit new and seasoned faculty looking to either revamp or alter a course or curriculum.

Wyeth B:

Ebbs and Flows of an “Old Practice”: Revisiting Peer Response Techniques

Crystal Bickford—Southern New Hampshire University

This discussion/workshop updates the traditional “peer response” practice and encourages instructors (writing or otherwise) to discuss multiple implementation styles. My classroom/field research will be shared, and participants will have an opportunity to share their own class goals while brainstorming ways peer response may be improved and be of value.

Liberating Students’ Resistance to “Group” Work with a Collaborative Project that Works

Suzanne Harper—Penn State Worthington Scranton

This presentation will present a collaborative assignment that gives students the “real world” experience working as part of a team that the work place demands. In addition, the assignment meets the concerns of students with “group work” where the better students end up doing all the work.

Marsden Hartley:

Fostering a Growth Mindset: Using Meta-Cognitive Tools to Engage Reluctant Students

Suzanne Weinberg—Community College of Vermont

“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.” Sexist language aside, this old proverb is the core of developmental classes. Helping students learn how they learn builds self-confidence, self-knowledge, motivation, and safe community, while improving mastery of material.

The College Summer Initiative: Easing the Transition to College for First-Generation Students

Mary Fraser and Erica Watson—Central Maine Community College

The College Summer Initiative is a one-day event offered prior to the start of fall classes. Students participate in interactive information sessions, self-exploration, study skills workshops and team building activities. By the end of the program, students report feeling significantly more confident about starting college. They form a cohort and develop relationships that will help them persist through their college career. Over the last six years the program has evolved in format in response to student feedback and changes at the College. We will present an overview of that evolution including evaluation and retention data. Handouts will detail the program’s itinerary, some of its activities and assessment tools.

Sarah Orne Jewett

Critical Literacy, Reading, Thinking: What Is Critical?

Minerva Santos and Paula Korsko—Hostos Community College, CUNY

This workshop describes and compares Critical Reading and Critical Thinking to Critical Literacy. The goal is for educators to reflect upon classroom practices that help non-native speakers of English become not only critical readers and thinkers, but also willing and able to engage in action leading to social justice.

Hawthorne:

A Faculty Guide to Cleaning Up the Debris Left by the Tidal Waters of Educational Abuse

Terry Cassidy and Susan Gentry—Tunxis Community College

Many college students have experienced educational abuse and neglect. This interactive workshop defines educational abuse and underscores faculty responsibility in its outcomes. Participants will explore pedagogical methods for responding to educational abuse in ways that facilitate deep learning while supporting and respecting students, especially those in developmental courses.

SATURDAY SESSION #1—8:00 A.M.-9:00 A.M.

Eastland Ballroom: Continental breakfast with the opportunity to gather with your state and regional colleagues to network, to meet your state TYCA–NE representative, and to share ideas about our profession.

SATURDAY SESSION #2—9:15 A.M.-10:15 A.M.

Wyeth A:

Baron Wormser, today’s featured speaker and Maine’s former Poet Laureate, will lead this workshop, which will focus on ways in which we can use poetry, not as an artform in itself, but as a vehicle for teaching literacy and writing.

Wyeth B:

Rap: Sure-Fire Content to Engage Multiple Populations in Improving Writing, Research, and Critical Thinking Skills

Christine Japely, Norwalk Community College

Gil Scott-Heron’s work springboards toward full-blown rap from Tupac to Jean Grae, a feminist rapper who pulls in the issue of normativity: hetero, white, gender-based. The thread from spirituals to blues to Ginsberg’s “Howl” to Scott-Heron to “gangsta” to “conscious” rap is explored. Yale University Press’ 2010 *Anthology of Rap* is used to invigorate and inspire students: returning, underprepared, immigrants, non-native speakers, traditional, and/or honors.

Marsden Hartley:

College Readiness Roundtable: Readiness for first year college composition—how do we define it? How do we determine it? What issues are we encountering in our College 101 RT?

Sarah Orne Jewett:

ESL Writers Aim for Success in Community College Settings

Paula Baird—Tunxis Community College

Craig Machado—Norwalk Community College

Eleni Saltourides—Naugatuck Valley Community College

ESOL professionals, representing diverse community colleges in Connecticut, will share their successes and challenges in preparing non-native speakers of English for college level writing. A variety of approaches, including e-portfolios, hybrid online classes and learning communities will be shared. Presenters will outline best practices for second language writing instruction.

Teaching Writing as an Every Day Treasure Hunt

Helen Lepp Friesen—University of Winnipeg

In today's university and college classroom, professors compete with a plethora of technological stimulation to try to garner not only student attention, but student enthusiasm. This workshop will feature innovative writing techniques that have succeeded in infusing students with excitement for writing while learning valuable and necessary skills.

Hawthorne:

Mysteries in the Margins: Teachers' Comments through Students' Eyes

Nancy Sommers—Harvard Graduate School of Education

This presentation will feature a short film made by the presenter that examines the role teachers' comments have played in seven Bunker Hill Community College students' academic lives. An interactive workshop will follow, using the film as a starting point to talk about responding to student writers.

SATURDAY SESSION #3—10:45 A.M.-11:45 A.M.

Wyeth A:

From Soldier to Student: How to Best Serve Veterans in the Community College

Holly Wheeler—Monroe Community College

This session will provide results of recent research regarding an increasing population in community colleges: veterans returning from deployment in support of wars in Iraq and Afghanistan. This presentation will discuss the myths and realities of veterans as students and offer suggestions and best practices for serving this population.

Wyeth B:

Connecting to Students: Improving Retention in Online Classes

Rich Russell—Atlantic Cape Community College

Issues of student retention in online classes will be addressed. Best practices for translating the traditional English classroom online will be presented. Further: how Blackboard (or other CMS) can help to retain the interest and attention of 21st century learners in literature/writing classes, including effective peer collaboration.

Who Needs Eye Contact Anyway?

Dr. Geraldine Wagner—Johnson & Wales University

Many adult learners are opting for online learning, but courses like Communications online pose exceptional pedagogical challenges. Can speaking performed alone in private simulate public speaking? Is real-time face to face contact necessary for effective business communications given today's rapidly evolving technologies? In my session I will share my struggles with, and strategies for, teaching these audience-centered skills in an online environment.

Marsden Hartley:

Low-Tech High-Tech: Beginning Online Instruction Doesn't Have to Be Hard

Bill Blais—Central Maine Community College

Expanding instruction into the online world doesn't have to be hard. We will show how to begin providing effective online resources and engagement for your students ~ without multiplying your own workload.

Demonstrations will emphasize widely accessible technologies and include narrated PowerPoints, recorded classes, audio-enhanced PDFs, and electronic inking.

Sarah Orne Jewett:

Are Your Students Info-Smart? Using Information Literacy Skills in Assignment Design

Jennifer Garner—Howard Community College

We know that students do their best work when they are engaged in the assignments they are doing. This workshop will look at how we can use information literacy skills to create assignments that are realistic, do-able and relevant to students. Come prepared to share your best assignment ideas and get new ideas from colleagues.

The Effective Research Paper

Elizabeth Keefe—Southern Connecticut State University & Gateway Community College

Daniela Ragusa—Capital Community College

Why do many students have such negative attitudes toward writing the college-level research paper? Instead of being engaged, exciting, and persuasive, very often students' papers are nothing more than dull summaries of poorly constructed research. Many students feel overwhelmed, and they simply do not know how to begin and follow through on the research process. We will present some of our best practices and tips incorporated from authors and texts that can make the research process successful, appealing, and maybe even fun! We will discuss effective fact-finding, source compilation, and proper utilization and incorporation of texts through quotation and paraphrase.

Hawthorne:

The Conference Book Discussion—meet with colleagues to discuss *The College Fear Factor: How Students and Professors Misunderstand One Another*

SATURDAY BRUNCH—12:00 P.M.-2:00 P.M.

Eastland Ballroom: Maine's former Poet Laureate, *Baron Wormser*, will read from and discuss his work, including his recently released ninth volume of poetry. Book sales and signing to follow.