



# *Welcome*

Dear Colleagues,

Welcome!

We are delighted to have you join us at the 43rd annual TYCA Northeast Conference. Your hosts from Bergen County Community College , Brookdale Community College, Atlantic Cape Community Colleges, and the TYCA Regional Executive Committee are pleased to provide a rich conference agenda in Atlantic City — a place unique to anywhere in the US. Our location is one steeped in history — famous for the iconic Miss America, the rollaway chairs of the boardwalk, amusements of the Steel Pier. This resort town is now a sparkling reinvention of itself, offering glamorous casinos, restaurants, shows and shopping — old and new, side-by-side, but still Atlantic City. The beautiful Jersey Shore provides a wonderful backdrop for three days of stimulating and informative sessions. Enjoy two conference banquets while listening to our highly acclaimed and respected keynote speakers, novelist Andre Dubus on Thursday and poet Peter Murphy on Friday.

After a day of presentations and roundtables, we invite you to meet your colleagues at a Thursday night hosted dinner, and get into the party mood for the Bedford St. Martin's cocktail party on Friday evening. Others will venture out for a typical Atlantic City Show experience with your pre-ordered tickets to the Yesterday: Beatle Tribute and The Comedy Stop. History buffs can still sign up to join Mary McKee for a Living History Walking Tour offered on Thursday and Saturday.

We thank you for joining us at this important professional event and express our deep appreciation to all who have made this journey to Atlantic City to present at a session or chair a session. We are so pleased to share this time to professional renewal with you as we think, reflect, share, and grow.

We thank our sponsoring institutions and our colleagues at our respective institutions who have helped with all the behind-the-scenes work required by a conference. Special thanks to our colleagues and committees at the our host colleges of Brookdale, Bergen and Atlantic Cape.

Lastly, we would be remiss to not extend our sincere gratitude to REC board member Judy Angona of Ocean County College for her support and encouragement throughout the past year.

Welcome and enjoy!

Karen, Laurie and Denise

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## PUBLISHER LIASON

### Benjamin Franklin Institute of Technology

Jackie Kornog

## SPECIAL THANKS TO THE FOLLOWING

### SPONSORS FOR THEIR GENEROUS SUPPORT:

Cengage: *Coffee Service*  
Pearson/Longman: *Generous donation*  
Bedford/St. Martins: *Friday Night Reception*  
Follet's Bookstore at Bergen County  
College: *Folders*  
Trader Joe's: *Shopping Bags*  
Scroll and Pen Bookstore at Brookdale  
Community College: *Various items*  
Bergen County Community College:  
*Underwriting for Andre Dubus*  
Bedford St. Martin's Press  
McGraw Hill Publishers  
ndxCards  
Atlantic Cape Community College:  
*Technology support*

# Special Activities

## THURSDAY

Oct. 16, 2:00 – 7:00pm

**Registration** – Second floor, outside of Pearl Ball room

**4:00 p.m. (also 2:00 p.m. Saturday)**

**The Boardwalk Living History Walk** – *no charge*

Join Boardwalk Living History Guide and colleague Mary McKee for a walking adventure through time on the Great Wooden Way. This intimate tour group will make its way from the lobby of the Sheraton directly to the Atlantic City Boardwalk and on to the spot where the very first board was installed 138 years ago. Mary will lead you on a journey full of fun, facts and famous stories about the Queen of Resorts. Through the eyes of time, you'll see what isn't there anymore... or is it? It's an easy walk, with frequent stops. This is a 60-minute walk of about 1.5 miles. Bring \$2.25 if you would like to take a jitney back to the hotel when the tour ends. Please register early as the tour has limited space. Meet at TYCA Reception desk.

### Hosted Dinners

Just getting in? Want company for dinner? Hosted dinners are a favorite of TYCA attendees. Break bread with old friends and get to meet new colleagues for a relaxed evening at a local restaurant. Sign up at the registration desk for one of our offerings. We are planning two dinners, one at 6:00 p.m. and another at 7:30 p.m.

## FRIDAY

Oct. 17, 9:00 p.m.

**The Comedy Stop at the Tropicana Resort and Hotel** – *\$33 for show and first drink*

What could be a more typical Atlantic City experience than a show? This small comedy café and cabaret venue is where renowned comedians like Tim Allen, Drew Carey, Brett Butler, Ray Romano, Judy Tenuta, Lewis Black, Richard Lewis and Rosie O'Donnell performed and honed their craft. Be there to unwind, laugh, and discover a new favorite.

**5:00 p.m.- 9:00 p.m.**

**Bedford-St. Martins Press "Meet and Greet Cocktail Party"** – *no charge*

Come join your hosts, Dennis Adams and Richard Cadman, for their famous annual TYCA reception at the Tun Tavern and Micro-brewery (in the Sheraton). Enjoy a "spirited" evening of good conversation, cocktails (open bar) and appetizers – and let's not forget camaraderie. It will be great fun!

**8:30 p.m.**

**"Yesterday": The Beatles Tribute Band at the Tropicana Resort and Hotel** – *\$27*

The British are coming! One of the most popular groups to ever perform at the Tropicana Resort, these acclaimed Beatle-impersonators take us on a magical mystery tour of the Fab Four's most memorable moments. Reviews say this intimate pub experience provides one of the most authentic tributes to the legendary group anywhere. Be sure to get your tickets for this evening activity.

## SATURDAY

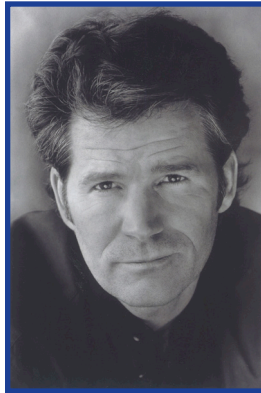
Oct. 18, 2:00 p.m.

**The Boardwalk Living History Walk** (see Thurs. 4:00 for details)

### RATHER EXPLORE ATLANTIC CITY ON YOU OWN?

*There is truly something for everyone. Stroll the along the beach, check out the casinos, shop the upscale outlets by the hotel, visit the annual Atlantique Antique (next door) or the Gourmet Food Shows. Glitz, glamour, excitement – or the calm and beauty of nature. All are waiting for you.*

# Keynote Speakers



**ANDRE DUBUS III**  
Novelist and poet  
Friday Luncheon Speaker

Andre Dubus III is the author of a collection of short fiction, *The Cage Keeper and Other Stories*, and the novels *Bluesman*, *House of Sand and Fog*, and *The Garden of Last Days*. His work has been included in *The Best American Essays of 1994*, *The Best Spiritual Writing of 1999*, and *The Best of Hope Magazine*. He has been awarded a Guggenheim Fellowship, The National Magazine Award for fiction, The Pushcart Prize, and was a Finalist for the Prix de Rome Fellowship from the Academy of Arts and Letters. His novel *House of Sand and Fog* was a fiction finalist for the National Book Award, the Los Angeles Times Book Prize, the L.L. Winship/PEN New England Award, Booksense Book of the Year, and was an Oprah Book Club Selection and #1 New York Times bestseller as well as an Academy Award-winning film. A member of PEN American Center and the Executive Board of PEN New England, Andre Dubus has served as a panelist for the National Endowment for the Arts and has taught writing at Harvard University, Tufts University, Emerson College, and the University of Massachusetts at Lowell. He is married to performer Fontaine Dollas Dubus. They live in Massachusetts with their three children.

#### About *House of Sand and Fog*:

"It is rare these days to encounter a novel that follows the rules of Greek tragedy...Dubus is a taker of risks, and here he ups the ante by making his protagonist, an immigrant trying to establish a foothold in America...A craftsman of character and dialogue, Dubus has dared to push his limits."

*San Francisco Chronicle*

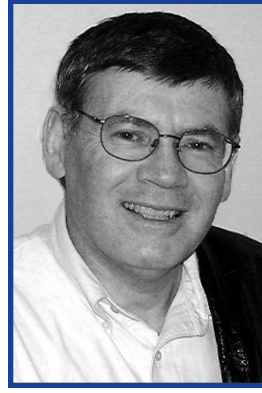
"This is a story, told in highly-visual, descriptive language, about how people you might choose to be your neighbors are repeatedly trapped by circumstances and transformed by events until finally they can—and do—destroy one another."

*The New York Times Book Review*

#### About *The Garden of Last Days*:

"Dubus does a masterful job of allowing the reader to understand, if not forgive, why each character does what he or she does...Difficult to put down, impossible to forget."

*Kirkus Reviews*



**PETER E. MURPHY**  
Poet, writing consultant,  
master teacher  
Saturday Keynote Speaker

Peter E. Murphy was born in Wales and grew up in New York City where he operated heavy equipment, managed a night club and drove a cab. He is the author of two books of poems, *Stubborn Child* (2005), a finalist for the 2006 Paterson Poetry Prize, and *Thorough & Efficient* (2008), both from Jane Street Press. His poetry and essays have appeared in *The American Book Review*, *The Shakespeare Quarterly*, *World Order* and hundreds of other journals. He is a consultant to many organizations including Arts Horizons, the Philadelphia Arts in Education Partnership and the Geraldine R. Dodge Foundation and has been an educational advisor to *Fooling with Words* with Bill Moyers and other PBS poetry programs. Murphy has received fellowships from The Folger Shakespeare Library, The National Endowment for the Humanities, Yaddo, the White House Commission on Presidential Scholars and others. Retired from Atlantic City High School, he continues to teach advanced poetry writing to undergraduates and graduate students at the Richard Stockton College of New Jersey. He is also the founder/director of Murphy Writing Seminars, LLC and the Winter Poetry & Prose Getaway, a conference for writers, artists and teachers held annually in Cape May, New Jersey.

#### About *Stubborn Child*:

"Peter Murphy's superb *Stubborn Child* unflinchingly enacts and examines his own painful childhood, then moves to the often damaged and compromised lives of the high school students he teaches. Like the best delineators of unhappiness, he also brings humor to his task, the dark humor of a survivor. And indeed this is a survivor's book, both transforming and transformative—in the end, Murphy the man able to love and affirm, Murphy the poet able to raise the unruly and the tawdry to the level of art."

*Stephen Dunn, recipient of the 2001  
Pulitzer Prize in Poetry*

# Conference Program

## Thursday

### GENERAL INFORMATION

7:00pm: Registration, second floor outside of Pearl Ballroom

## Thursday 3:30- 4:30pm

### PEARL BALLROOM 1

#### Roundtable Discussion: Charting the Course for Special Needs Students

Chair: Lynn Gold, Bergen County Community College, Paramus, NJ

Participants are invited to discuss and share ways to effectively address the needs of special needs students in the English remedial classroom.

## Friday

### GENERAL INFORMATION

8:00am - 4:00 pm: Registration, second floor, outside of Pearl Ballroom

Publisher Exhibits outside of Pearl Ballroom. Please be sure to visit our sponsoring publishers.

12 noon - 2:15pm: Lunch and Speaker Andre Dubus III in Crown Ballroom 3

5:00- 9:00pm: Happy Hour sponsored by Bedford St Martin's Press at Tun Tavern at the Sheraton

## Friday 8:45-9:45am

### PEARL BALLROOM 1

#### Navigating the Rocky Straits of Curricular Change: Politics, Process, and Pedagogy

Marguerite Yawin, Susan Gentry, and Terry Cassidy, Tunxis Community College, Farmington, CT

Successful development and implementation of basic curricular change will not happen without a clear understanding of inter and intra departmental politics and precise and consistent written and verbal statements about the implications of the change as well as its instructional value. This workshop provides an example of successful change and ideas for anticipating roadblocks.

## PEARL BALLROOM 2/3

### Introduction to Literature Paired with Introduction to Sociology: Learning Communities and the Honors Program

*Dr. Benedict Ngala, Assistant Professor of Sociology and  
Joan Naake, Professor of English, Montgomery College, MD*

The presenters will discuss their Introduction to Literature and Introduction to Sociology Learning Community. They will focus on designing an interdisciplinary syllabus, creating interdisciplinary mid-term and final exams, and teaching strategies that afford students the opportunity of benefiting from and being challenged by the interdisciplinary nature of the course. Copies of exams and student papers will be provided.

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## PEARL BALLROOM 3/4

### Technology in Freshman Composition: For Better or Worse?

*Linda Chandler, Stafford Gregoire and Heidi L. Johnsen, LaGuardia Community College, CUNY*

While technology in the classroom is here to stay, does it produce an enhanced learning experience for the students? Each presenter will focus on a technological tool, wikis, digital storytelling, and Blackboard's Discussion Board, recently incorporated in the classroom and reflect on how the technology has shaped the class, for better or worse. They will highlight the changing face of freshman comp.

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## CROWN BALLROOM 1

### English Composition for Specific Majors and Career Paths

*Dody Welsh and Marc Steinberg, Chesapeake College, Wye Mills, MD*

For the past twelve years, Chesapeake College has offered only one writing course to meet the general education needs of all students, from those in child care certificate programs to those who intend to achieve at least four year degrees in English. The course focuses on writing as a recursive process and has a strong focus on writing the college level research paper. There is little doubt that the course as it has been taught meets the needs of the majority of the students who plan to transfer to four year institutions, but career and technology faculty expressed concerns that a different course might better serve students whose career goals are different.

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## PEARL BALLROOM 2/3

### Teaching and Learning: Making Personal Connections in Research Writing

*Marcia Krefetz-Levine, Associate Professor of English and Geri Girard, Instructor of English  
Brookdale Community College, Lincroft, NJ*

As writing and research instructors, it is crucial that we teach our students the skills and strategies needed to make personal connections with their research material. While the Internet plays a fundamental role in the lives of student researchers and our own research experiences, understanding how learners connect to newly acquired information should inform our practice. Learners need to find a way to make meaning of information through connecting newly acquired knowledge to the knowledge they already possess. Our presentation is centered on how types of connections are the ways in which learners expand their own sense of knowledge.

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*Friday 10:15-11:15am.*

## PEARL BALLROOM 1 Session Chair: Caroline Kelley, Bergen County Community College

### Connecting Developmental Writers with the Community

*Jamie Sondra Sindell, Assistant Professor of English  
Onondaga Community College, Syracuse, NY*

The presenter will discuss an ongoing partnership between her developmental composition students at Onondaga Community College and fifth grade students at Van Duyn Elementary School in Syracuse, NY. She will offer suggestions for re-envisioning the composition curriculum in order to allow students to connect with their community through writing. She suggests that students who participate in a mentoring partnership and other projects with the community often produce more substantive writing.

### Charting a Course for the College Writer with Attention-Deficit/Hyperactivity Disorder

*Dr. Barbara Graham Cooper*

*Howard Community College, Columbia, MD*

The special challenges and needs of college writers with Attention-Deficit/Hyperactivity Disorder (AD/HD) have largely been neglected by composition studies. Barbara Graham Cooper will share her research on how impairment in executive functions of the brain affect writing in college students with AD/HD. To help chart a successful course for these students, she will offer tactics and methods of good composition pedagogy that can help individuals with AD/HD and, at the same time, all student writers.

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## PEARL BALLROOM 2/3 Session chair: Dr. Dulivanette M. Onema, Bergen County Community College

### Two Types of Prewriting Panels

*Jim Freeman, Department of Language & Literature, Bucks County Community College, PA*

Using debate and panel models to ground research papers to avoid students facing the empty paper and reverting to plagiarism, this session provides those attending with shared strategies that ground student researchers in their subjects and insure rich fundings prior to students drafting genuine academic discourse.

### The Learning Community Inside Out:

### Connecting the Curricular with the Extracurricular in the Arts

*Marie Maber, Jack Ryan and Laura McCullough, Brookdale Community College, Lincroft, NJ*

This program focuses on the Learning Community concept evolving to include collaboration across departments and disciplines in and out of the classroom. A 5-minute video of the Brookdale Arts Alive! Festival serves as a model to engage the audience to devise ways that they may bring this idea to their campuses. The question that will focus the discussion is: are members at other institutions developing similar programs, and how do they operate them?

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**PEARL BALLROOM 3/4** Session chair: Walter Blitz, Bergen County Community College

### So, You Want to Be in Print?

John Blois, Instructor, Central Maine Community College, Auburn, ME

Explore the exciting possibilities of getting your writing students published in local free weeklies and town newspapers. From reading as a writer, querying publications, writing and submitting an appropriate article, the process is simple and rewarding for both students and you.

### Letting the Outside In: Teaching Atlantic City in a Community College

Jamey Gallagher, Atlantic Cape Community College, Mays Landing, NJ

This presentation invites teachers to experience Atlantic City as it is known to those invisible in popular representations — the people who actually live there — while it focuses on a community college composition course that moves students toward becoming rhetoricians of real places.

**CROWN BALLROOM 1** Session chair: Katja Hawlitschka, Ocean County College

### Navigating Our Subject Positions: The Place of Autobiography in Our Changing Field

Elizabeth Cone, Associate Professor of English, Suffolk County Community College, Selden, NY

This presentation will analyze the complexity of autobiographical subjectivity in order to contest the practices and discourses that construct our subject positions in our changing world, and thus, argue for a new place for autobiographical writing in the writing classroom as a tool to (re) write our own stories, and break the narratives that are often imposed upon us.

### When the Personal Is Too Public: Changing Perspectives on the Personal Narrative from a First-Year Writing Instructor and a Writing Center Director

Maryanne Cole, PhD, Assistant Professor, English & Humanities and Valerie Tober, Writing Center Director  
SUNY Alfred State, Alfred, NY

Two linked presentations, “Revisiting the Use of Personal Narrative in First Year Writing Classes” (Cole) and “The Impact of Private Discourse in the Writing Center” (Tobin), will focus on the use of assignments in first year writing courses that elicit student self-disclosure that is sometimes emotionally charged, which also impact writing center practice. The presenters will also seek input and discussion from the audience about the types of assignments they use.

**CROWN BALLROOM 2**

### Creating a Contact Zone: Fostering Best Practices for Basic Writing Teachers

Dr. Eileen Ferretti, Associate Professor of English and Director of Developmental English

Dr. Elizabeth Dill, Assistant Professor of English

Dr. Ronna Levy, Assistant Professor of English and CPE Liaison

Dr. Tina Orsini, Assistant Professor of English and Adjunct Mentor

Ms. Sylviane Baumflek, Lecturer and Assistant Director of Developmental English  
Kingsborough Community College, CUNY

The community college brings together an eclectic mix of professionals from graduate students to career academics to practitioners in various fields to both current and retired secondary school teachers. This diverse community of educators needs contact zones where effective practice for basic writing can be examined and cultivated in ways that respect the unique values and contributions of all. This session presents an integrated approach to foster best practices among basic writing teachers.

*Friday 2:30-3:30pm*

**PEARL BALLROOM 1**

### ALP: A New Model for Mainstreaming Basic Writers

Peter Adams, Professor of English

Sarah Gearhart, Adjunct Professor of English

Community College Baltimore County, Baltimore, MD

Presenters will report on a new model for mainstreaming basic writers that builds on the advantages of first generation mainstreaming programs such as stretch programs, studios, and intensive courses. Presenters will delineate the problem being addressed, describe the program itself, and report on first-year data on the program, and discuss the cost of the program.

**PEARL BALLROOM 2/3**

### Getting Graphic: How and Where to Use Comics in the Classroom

David Bordelon, Joaquin Rolon, Heidi Sheridan and Judith Zinis

Ocean County College, Toms River, NJ

Interested in including graphic novels or texts in your syllabus? Join us in a roundtable discussion as we offer classroom proven examples of incorporating graphic texts in intercultural communication, creative writing, film, and short novel courses. Our presentation includes a brief overview of the genre and concludes with a showcase of graphic texts selected with an eye towards the classroom.

**PEARL BALLROOM 3/4**

### Innovative Ideas for Online Discussions

Vickie Melograno, Asst. Prof. of English, Stephanie Natale, Asst. Prof. of English and Leila Crawford,

Asst. Prof. of English, Atlantic Cape Community College, Mays Landing, NJ

Online discussions present special challenges. In this presentation, faculty offer recommendations on composing stimulating discussion questions specific to the online environment. Presenters will show how online discussions can reinforce effective argumentation skills, encourage self-analysis, and foster critical thinking. Additionally, presenters will offer suggestions for responding to students' discussion posts thoroughly without becoming overwhelmed by that endeavor. A brief activity and Q & A session will comprise the last few minutes of the presentation.

**CROWN BALLROOM 1**

### Contemporary Pedagogy in Contemporary Classrooms: The Next Generation of Teachers and Learners

Professor Jeffrey Markovitz, Professor Stephanie Scordia, and Professor Kelly Allen

Delaware County Community College, Philadelphia, PA

This panel focuses on contemporary practices in two-year college writing courses and how new approaches to comprehending and teaching writing pedagogy will create a thoughtful and successful environment for learners. The human experience in academia promotes instruction that is dependent on the relationship between the teacher and the student, and the students amongst themselves. Developing a community setting through unique practices will expose writing as a technical tool and

an art form. Writing courses, being a requisite in all colleges, are sometimes considered a necessary burden, but how can new approaches to teaching writing lead to enthusiasm and empowerment? Today, our classrooms are becoming more diverse, and educators must realize that this diversity adds to the experience of learning writing as opposed to detracting from it. Professors Markovitz, Scordia, and Allen have worked together over the years to hone contemporary pedagogy into successful classroom instruction. This panel discusses these issues and opens up a discourse on how to further prepare for the inevitable changes in our profession.

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## **CROWN BALLROOM 2**

### **A Post-Assessment Reflection on Focus, Research and Reflection**

*David Light, C.L. Costello, Stephanie Andersen, Joanne Gabel, and Joey Flamm Costello*

*Reading Area Community College, Reading, PA*

A writer's ability to relate various points of an argument to a focal idea arguably relies on his/her ability to be reflective. Yet developing such a reflective posture is difficult for basic writers, particularly in research writing. Encourage writers to become more aware of their choices at the micro-level, through précis writing, and in their research, through the personal-narrative "I-Search" paper.

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*Friday 3:45-4:45pm*

## **PEARL BALLROOM 1**

### **Faculty and Student Liaisons**

*Professor Brian Cordell, Dr. Jessica Datema, and Professor Adam Goodell*

*Bergen Community College, Paramus, New Jersey*

Over the past year (Fall 2007-Spring 2008), several Bergen Community College faculty members were appointed and elected to serve as department liaisons to the writing center. We also worked with the Writing Center in the creation of a new role for student tutors who also function as liaisons. Our presentation will describe the role of faculty and student liaisons in the crossing of boundaries through the cooperation of an English department and the writing center.

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## **PEARL BALLROOM 2/3**

### **Roundtable: Assessment**

*Chair: Marcie Simms, Green River Community College*

Join a lively discussion on assessment.

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## **PEARL BALLROOM 3/4**

### **Roundtable: Adjuncts**

*Chair: Peter Ulisse, Humanities Chair, Housatonic Community College, Bridgeport, CT*

Adjunct faculty play an important role in many two year college English Departments. Possible topics: recruiting and retaining adjunct faculty, effective approaches to training, mentoring and supporting adjunct faculty. Share your ideas and learn how other colleges work with adjunct faculty. We welcome the perspectives of full-time and adjunct faculty.

## **CROWN BALLROOM 1**

### **Poetry Roundtable**

*Chair: Gina Lebowtiz*

Share a few of your poems and enjoy listening to the work of your professional colleagues.

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## **CROWN BALLROOM 2**

### **Roundtable: Plagiarism: Jousting with the Monster**

*Chair: Laurie Lieberman*

Plagiarism among students has reached epidemic proportions. What's an educator to do? In this roundtable we will share our theories on this widespread and unethical behavior, and discuss (frustrations and) strategies that some of us have employed to subdue the beast.

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*Saturday*  
GENERAL INFORMATION

7:00 - 8:30am: Coffee Crown Ballroom 3

9:00 - 11:30pm: Publisher exhibits outside of Pearl Ballroom

12 noon - 2:15pm: Lunch and speaker Peter Murphy, Crown Ballroom 3

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*Saturday 8:45 - 9:45am*

## **PEARL BALLROOM 1**

### **Creating Blended Learning, or How to Use Your Supplemental Website for More Than Storing Your Syllabus**

*Lynda Case Lambert, Howard Community College, Columbia, MD*

Blended learning? What does it really mean? This presentation will give attendees the opportunity to explore: 1) the concept of blended learning, 2) what classroom activities may translate well to on-line class websites, 3) how to set up your course to enhance student participation and ease assessment.

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## **Another Weekend, Another Pile of Papers**

*David Buck, Assistant Professor of English, Howard Community College, Columbia, MD*

How many of your weekends have begun with the dreaded pile of student essays that must be graded and returned by Monday? How many times have you said, "There must be a better way to get through this pile!" Discuss the many issues surrounding effective essay assessment and what strategies can be employed to make the process more meaningful for the students and the writing instructor.

## PEARL BALLROOM 2/3

### Navigating the Sea of Fragmented Psychological Chaos in Woyzeck/Wozzeck

*Dr. Sandra Brown and Professor Karin Gargone, Ocean County College, Toms River, NJ*

The presenters, who team-teach literature and music in a Learning Community (LC) course, will illustrate how students have both the right to question art and to trust their instincts in reshaping a controversial 1820 case history murder-cum-art product so that they can more meaningfully come to know literature, music, and human experience.

## PEARL BALLROOM 3/4

### A Classroom Ethnography Assignment That Rocks the Boat: What Happens During Classroom Discussions?

*Jeff Somers, Editor, Teaching English in the Two-Year College*

*Assistant Professor of English, West Chester University, West Chester, PA*

This presentation will explain the process of assigning a classroom ethnography project that examines gendered behavior in classroom discussions. Steps of the assignment include preparing students to do field work, explaining the ethics of ethnographic study, exploring the legitimate use of statistical data generated by the observation, and constructing the final report.

## CROWN BALLROOM 1

### Microtexts to Promote Literary Thinking for Millennials

*Diane Krumrey, Assistant Professor, Bergen Community College, Paramus, NJ*

Reading literature improves millennials' abilities to deal with the uncertainties, eventualities, value judgments, and emotions of real life. By teaching students to analyze microtexts in literature and composition classes, we can promote literary thinking and an appreciation for literature, as well as show students how they already use literary thinking to navigate twenty-first century popular culture. This approach will be explained, practiced, and critiqued in the presentation.

### Changing Students, Changing Needs: "Excuses"

*Session chair: Walter Blitz, Bergen County Community College; Janet-Lynn Garrabrant, CPCU, CLU, MA*

A discussion of the real-life challenges of students and the impact these issues have on both the instructor and the student's learning. For example, what do you do when your student shares with you that her former boyfriend has just been released from prison and, well, she went to Atlantic City with him and well, that assignment just did not get done?

## CROWN BALLROOM 2

### "Does Anyone Know How to Get to the Dinosaur Bar-B-Que?": Empowering and Authorizing Students to Help Us Navigate Change

*Christian Sisack, Onondaga Community College, Syracuse, NY*

This presentation examines how and why we might invite community college students to adopt personae of community experts in first-year Composition courses. Among the benefits of this approach is that it can be model transactional versions of knowledge and authority that many students have not encountered in prior educational experiences.

## Charting a Common Course Online

*Tammy Stuart Peery, Associate Professor of English and Samantha Streamer Veneruso, Associate Professor of English, Montgomery College, MD*

Presenters will share their experiences developing and using a common course template for online composition courses. The templates, being used for the 4th year in a row by full and part-time instructors on multiple campuses of Montgomery College (MD), allow the College to maximize offerings of high quality online composition courses, provide a model for instructors designing their own courses, and give faculty new to online teaching the opportunity to practice teaching online. Presenters will share their process for developing and maintaining the templates and ideas for others who want to develop their own.

*Saturday 10:15 – 11:15*

## PEARL BALLROOM 1

### Spice Up the Research Assignment — "I Can't Read One More Boring Paper!"

*Martha Goodwin, Instructor and Barbara Morris, Adjunct Instructor*

*Bergen Community College, Paramus, NJ*

While many instructors are expected to conduct a research paper assignment, after a few years the assignment can become stale and tedious for the instructors and students alike. A redo is in order! We offer several classroom tested solutions to research paper malaise, such as adding a personal interview, using collaborative groups to work on and complete one paper, and inviting students to incorporate the use of video cameras into their research projects. We will discuss a proven strategy to motivate students to put their skills into practice. Participants will have the opportunity to share their research paper war stories, for presenter and group solutions. Distributed will be handouts, checklists, and model assignments that can be incorporated into any research project as the instructor wishes. One only has the ordinary to lose!

## PEARL BALLROOM 2/3

### Authoring Change: A Class Magazine for Developmental English

*Jill Kronstadt, Montgomery College, Germantown, MD*

This presentation will share the results of designing developmental English assignments around a class magazine in which each student-author published an essay at the end of the term. Assignments focused on practical issues facing students on their own campus and gave students authority on college resources. The session will include strategies for planning and publishing the magazine, examples of finished publications, and student feedback on the project.

## Navigating Developmental Readers and Writers into Successful College Students

*Kathleen Murphey, Associate Professor, Community College of Philadelphia*

An instructor shares experiences using computer enhanced instruction mechanisms and the metaphor of the journey to help students navigate themselves from developmental English students who are underprepared to college-ready students through readings about academic literacy and adjustment, including *A Hope in the Unseen*, to Homer's *The Odyssey* and Toni Morrison's *Song of Solomon*.

## PEARL BALLROOM 3/4

### The Creativity Worker: The Two Year College Creative Creative Writing Program and the Smart Creative Writing Classroom

Laura McCullough, Suzanne Parker, Tim Burke, Jennifer Kaminski, Jeff Ford, Kurt Scheffler, and Colleen Lineberry, Brookdale Community College, Lincroft, NJ

Brookdale Community College is part of the wave of creative writing programs proliferating across the country (over 900). This panel will explain how to develop a comprehensive creative writing program at the two year college beginning with outreach to high schools and ending with developing articulation agreements with four year colleges to offer those students clear paths for their future. In addition, the panel will focus on innovative assessment methods, cutting edge classroom strategies utilizing technology, and curriculum development all of which put BCC on the forefront of two year college programs of this sort in the country.

## CROWN BALLROOM 1

### A Productive Partnership: The First Year Composition Course and the Campus Library

Malkiel Choseed, Ph.D., Onondaga Community College, Syracuse, NY

Many composition classes include a visit to the library, but what do you do once you get there? This interactive presentation explores the practical and theoretical aspects of partnering with your campus library in composition courses. Model workshops and activities for use in the library by composition instructors will be presented and discussed. These practices will also be explored in the context of Writing Across the Curriculum and the Community College Survey of Student Engagement.

## Writers in the Community, Community as Writers: Transformative Education

Helen Lepp Friesen, University of Manitoba, Winnipeg, Manitoba, Canada

Although technology and media saturate today's world, composition and old-fashioned writing skills are still essential in the employment arena. Friesen will discuss transformative education and how we can wake to wonder our writing students by encouraging partnership with the community and the community with the academic world.

## CROWN BALLROOM 2

### Timed Writing in Portfolios: Navigating Various Approaches to Assessing "Seeded" Portfolios

Ann Del Principe, Kingsborough Community College, CUNY, Brooklyn, NY

Often, portfolios used for programmatic assessment include a piece of timed writing. This practice of "seeding" portfolios is done to ensure the authenticity and validity of at least one piece of writing in the portfolio. Unfortunately, these seeded portfolios create a challenging and ambiguous assessment situation for teachers. Teachers differ radically in their ways of integrating the timed writing into a holistic assessment of a portfolio.

## Placing the Student at the Helm of Understanding

D.J. Henry, Daytona Beach Community College, Daytona Beach, FL

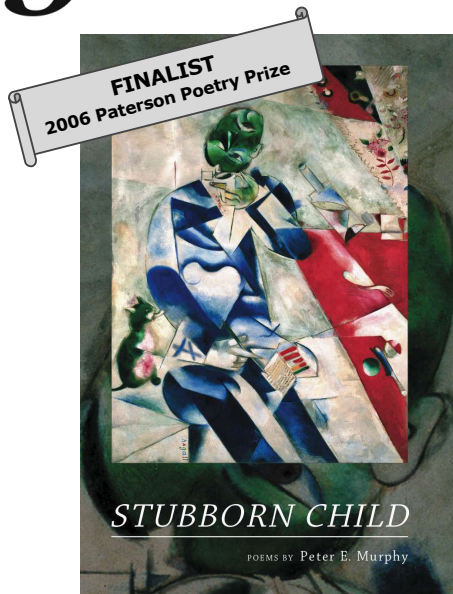
Asystematic approach to authentic assessment that activates student metacognition, motivates student engagement, and deepens student appreciation of the English course content. This three-phase approach to portfolio assessment—The Diagnostic Portfolio, The Writing Portfolio, and The Display Portfolio—develops critical thinking and active learning. Students reflect upon their needs, create a plan of action, monitor their progress, and reflect upon their mastery.

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1978 Washington, DC	1999 Amherst, MA
1979 Pittsburgh, PA	2000 Pittsburgh, PA
1980 New York, NY	2001 Washington, DC
1981 Baltimore, MD	2002 Portland, ME
1982 Boston, MA	2003 Boston, MA
1983 Atlantic City, NJ	2004 Annapolis, MD
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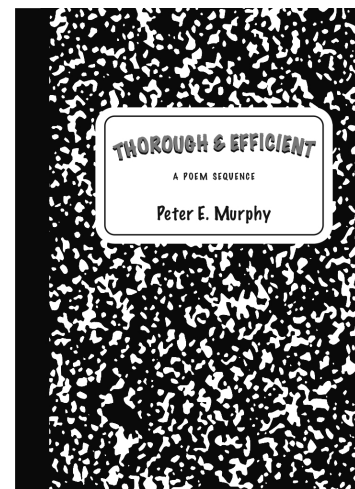
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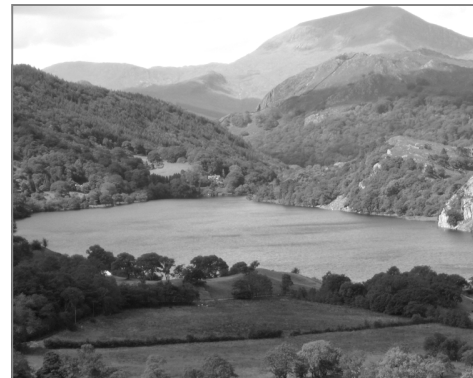
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