

TYCA 2005 CONFERENCE PROGRAM SCHEDULE

Thursday, October 20

Conference Registration

12 noon ~ 8:00 p.m.

Gallery Corridor

Princeton Art Museum Tour

2:15 p.m.

Hotel Lobby

“Welcome-Back-to-TYCA”: Poetry, Jazz, Food, & Drink

7:00 ~ 10:00 p.m.

Witherspoon

Friday, October 21

Breakfast

7:00 ~ 8:30



Sponsored by McGraw Hill

Catch a Rising Star Club

Conference Registration

8:00 a.m. ~ 12 noon

Gallery Corridor

Publishers' Exhibits

8:30 a.m. ~ 4:30: p.m.

Witherspoon

Coffee and Tea

8:30 a.m. ~ 4:30 p.m.

Sponsored by Houghton-Mifflin

Witherspoon

Concurrent Sessions: A

Friday 8:30 – 9:30 a.m.



A-1

Wilson

Innovation Through Technology: The Classroom and Beyond

Technically Speaking: Using Technology to Enhance the Public Speaking Classroom

Don't have enough time to cover material in your public speaking course? Tired of doing the same thing, the same way? This workshop illustrates how incorporating Word, PowerPoint games, internet resources, and WebCT can enhance your course, ultimately save you time, and engage your students.

Kathleen Beauchene
Community College of Rhode Island, RI

A Moveable Feast: Writing the Autobiography in an Online Composition II Class

If you're thinking of setting up a fully online composition course for advanced writing students and need a unique approach, this is the workshop for you.

Robyn Younkin
Community College of Rhode Island, RI

A-2

Stockton

The Role of Co-curricular Activities in Meeting General Education Goals

Co-curricular activities offer a protected environment where students can practice the skills learned in the classroom and have learning experiences that cannot be replicated in the classroom. This presentation will provide (and invite participants to share) strategies faculty can use to enhance students' learning through co-curricular activities. Topics include faculty/student life collaboration, designing activities that transform knowledge into judgment and action, assessing co-curricular activities, and the student newspaper's role in bringing students into the culture of college.

Creating Co-curricular Activities in which Everyone Wins

Suzanne Beal
Frederick Community College, MD

If Learning Takes Place Outside the Classroom, Can It Still Be Assessed?

Kelly Trigger
Frederick Community College, MD

The Student Newspaper and the Responsible Learner

Ken Kerr
Frederick Community College, MD

A-3

Einstein

Appreciative Critical Thinking in Literature Courses

Does the focus in English composition on questioning assumptions, ferreting out logical fallacies, and eliminating emotionalism keep students from valuing their own and others' experiences? The topics in this presentation encourage participants to share how they use

literature to help their students see more, feel more, and apply appreciative critical thinking to real life problems. Topics include creating assignments that demand appreciative thinking, assessing that thinking, and using information gained from assessment to improve student learning while the course is in progress.

Moving from Rational to Appreciative Thinking and Mapping Critical Thinking in Course Design

Ted Taft

Frederick Community College, MD

Creating Rubrics that Encourage Higher-level Thinking

Betty Holton

Frederick Community College, MD

Closing the Critical Thinking Assessment Loop

Mary Noel

Frederick Community College, MD

A-4

Dickinson

Special Topics in Freshman Writing: Tasting Other Disciplines

Howard Scheiber, Session Chair

Middlesex County College, NJ

You Write What You Eat: Using Food to Teach the Research Paper

Using such diverse texts as the Mexican novel *Like Water for Chocolate*, the Danish short story “Babette’s Feast,” and the *Koran*, this course on “Writing About Food” brings students into discussions of their own family culinary experiences as a basis for research into topics that deal with religious, political, economic, and anthropological aspects of eating.

Loren Hoekzema

Middlesex County College, NJ

Whose Slipper Fits Best? Using Psychological Interpretations of “Cinderella” to Teach Essential Composition Skills

By delving deeply into the deceptively simple childhood story of Cinderella, students enrolled in course “Writing About Psychology” develop the skills of critical reading and critique, comparative thinking and writing, and analysis.

Mathew V. Spano

Middlesex County College, NJ

Writing About Politics and Government

Political issues can provide a stimulating springboard for college writers. This presentation explores the links between politics, government, and writing.

Daniel Zimmerman
Middlesex County College, NJ

A-5

Oppenheimer

Turning Student Expectations into Achievement

Tim McLaughlin, Session Chair
Bunker Hill Community College, MA

Wanted: Critical Thinkers

Critical thinkers understand and apply many specific concepts essential to argument, scientific research, semantics, and 21st century instant communication. As colleges emphasize “critical thinking,” faculty should respond by identifying and then basing assignments on those specifics that will help students become capable, critical thinkers.

Barbara Stout
Montgomery College, MD

Global English, Writing to Learn, and Successful Transfer

As more community college students set transfer as their goal, faculty must put more emphasis on writing to learn through increased use of primary sources, informational literacy, and collaborative and interdisciplinary strategies.

Cecilia Macheski
La Guardia Community College, CUNY, NY

A-6

Cleveland

All Are Needed by Each One*: Community and Global Learning Collaborations

* ~Emerson

Lucille Alfieri, Session Chair
Middlesex County College, NJ

Perfect Together: The Two Year College in Partnership with the Community's Senior Population

OCC's Continuing Education Department's *Academy for Lifelong Learning* is offering innovative non-credit programs for those 55 and over which meet the growing intellectual needs of the community's senior population. We will provide an overview of the mission and programs and discuss course modules designed for both off and on-site for our "senior scholars."

Joanne Padrone
Ocean County College, NJ

Alice Botein - Furrevig
Ocean County College, NJ

Frankenstein: A Literary Travelogue

Mary Shelley's *Frankenstein* is an ideal text to explore as a travelogue. Experiencing such diverse settings in the novel as Geneva, Chamounix, and Ingledstadt by visiting the actual locales not only brings the novel and its characters to life but may also inspire seminar participants to create their own literary travelogue experiences.

Mary Ellen Carr
Ocean County College, NJ

Concurrent Sessions: B
Friday 9:45 – 10:45 a.m.



B-1

Wilson

The Future: Exit Exams (Everything You Ever Wanted to Know About the C.P.E. (CUNY Proficiency Exam))

For the past four years, all twenty branches of CUNY have required its graduating students to pass the CUNY Proficiency exam (CPE). This presentation will discuss the test's history as well as changes and its future and use actual examples of its two parts.

Regina Lebowitz
New York City College of Technology, CUNY, NY

Juanita But
New York City College of Technology, CUNY, NY

B-2

Einstein

And the Fire and the Rose Are One*: Linking Literature and Music

*~ Eliot

Two professors of English and Humanities will discuss their design for and methodology in an Honors course incorporating principles of the Learning Community. The focus is on two classics, *Sleeping Beauty* as it appears in the art forms of fairy tale, poetry, and the ballet, and *Heidenröslein (Rose on the Heath)* as it is cast in poem and art song. A live musical performance will illustrate how one theme can be interpreted in more than one artistic medium, a collaboration that encourages students to create their own adaptations.

Sandra Brown
Ocean County College, NJ

Karin B. Gargone
Ocean County College, NJ

B-3

Stockton

Brain Power: The Affective Domain's Influence on the Cognitive Domain in the English Classroom

Through research, the presenters have concluded that the affective (emotional) domain not only works in conjunction with, but also drives, the cognitive (mental) domain. This presentation concentrates on these concepts and offers ways to incorporate the affective domain into the English curriculum as well as individual assignments.

Kimberly Clark McFetridge
Delaware Technical and Community College, DE

Alison Randall
Delaware Technical and Community College, DE

B-4

Cleveland

Scaling Barriers to Linked Courses

The research is in: linked courses invigorate teaching and improve student learning. Why, then, are not all community colleges linking courses? This interactive presentation offers solutions to problems associated with linking; a review of the research; suggestions for interesting faculty in teaching linked courses and attracting students to links; and provides case studies of English course links (developmental reading and writing links, English composition linked with speech or freshman seminar, American literature linked with American history). In addition, we present a plan to compensate instructors for the extra time involved in linking.

What Works

Craig Weincek
Frederick Community College, MD

Creating a Buzz

Beth Holmberg
Frederick Community College, MD

Cost Effectiveness

Robin Abell
Frederick Community College, MD

The Sum is Greater Than the Parts

Pam Clark
Frederick Community College, MD

B-5

Oppenheimer

Writing the World in the College Classroom

Barbara G. Cooper, Session Chair
Howard Community College, MD

Using Students' Ignorance to Design Composition Courses or Units

Students are increasingly ignorant of many subjects—history, geography, economics, even current events—that affect their lives. These subjects are fertile grounds for fascinating composition course and unit themes. This presentation will feature detailed examples from three subjects: food consumption, globalization, and consumerism. The guiding question for creating such a design is, “What should an educated person know about this subject, and why?”

Steve Straight
Manchester Community College, CT

Dialectic of Opposites: Students' Compromising in Academic Writing

Students go through cultural adjustments while writing for the academy and reaching toward an elusive superstructure of the ideal essay. In search of such an ideal, students often feel that they must compromise their personal experience from the world outside the academy and adopt a language and voice foreign to them. This presentation demonstrates how personal writing can ease students' entry into the academic world as they maintain a sense of personal identity and text ownership.

Maria Kranidis
Suffolk County Community College, NY

B-6

Dickinson

Just Say Yes: Creating a Positive Environment for Writing

Santi Buscemi, Session Chair
Middlesex County College, NJ

Creating a Collaborative Project that Works

This session will present a college reading/writing collaborative assignment in a freshman composition class that minimizes the negatives of many collaborative projects by using a point system.

Suzanne Harper
Penn State Worthington Scranton, PA

Collaborative Writing, Collaborative Teaching: Using Comments from Multiple Sources in a College Composition I Class

In this presentation, we will discuss the ways comments, both from instructors and classmates, can be built more naturally into the recursive nature of assignments in a college composition class.

Jackie Cornog
Benjamin Franklin Institute of Technology, MA

Denise Paster
Benjamin Franklin Institute of Technology, MA

Concurrent Sessions: C
Friday 11 a.m. – 12 noon



C-1

Stockton

From Theory to Practice: Strategies for Incorporating Reading in the Developmental Writing Curriculum

Forging reading and writing courses together is a process fraught with many obstacles, administrative and otherwise. Two professors will explain the research which supports incorporating reading into the developmental writing curriculum, give specific strategies for doing so, and describe a successful classroom experience.

Elizabeth Butts
Delaware County Community College, PA

Gina Gennari
Delaware County Community College, PA

C-2

Einstein

WAC + Outcomes Assessment + Professional Development = A Happy Synergy

An assessment project that begins in the English department expands to include faculty from other disciplines, which leads to professional development activities that give a boost to the WAC program, which leads to increased interest in college-wide writing assessment, which leads to. . .

Writing Assessment Across the Curriculum

Tim McLaughlin
Bunker Hill Community College, MA

The Consequences for WAC and Professional Development

Natalie Oliveri
Bunker Hill Community College, MA

A History and Government Professor's Perspective

Mike McSweeney
Bunker Hill Community College, MA

C-3

Wilson

“Tell Me Your Stories”: Linking College Composition to Local & National Oral History Projects

Community college students maintain roots in their communities as they continue their education. College composition teachers continually reinvent curricula for students to write about. The two can come together through the reinvigorated local and national interest in oral history projects—and even history itself—since 9-11. As students collect and document the stories of friends, relatives, and neighbors, they become producers and interpreters of history. Three professors will share with the audience the “how-to” of their formative experiences with oral history taking and teaching, along with necessary start-up materials and tips for success.

Lisa Prothers
Ocean County College, NJ

Karen R. Veselits
Ocean County College, NJ

Maysa Hayward
Ocean County College, NJ

C-4

Oppenheimer

New Directions: The Blossoming of Global English

Robert Roth, Session Chair
Middlesex County College, NJ

Incorporating Cultural Awareness in Literary Analysis

This collaborative project meets objectives of both traditional literature and ESL speech courses. Based on a modern short story by a Japanese author, it consists of interview, oral presentation, and writing components. Handouts for participants will include copies of the project overview and rubrics for every assignment involved.

Deborah W. Ridolfi
Johnson & Wales University, RI

Ann Monahan Schroth
Johnson & Wales University, RI

African Literature for the Dazed and Confused

To teach African literature to today’s hip-hop generation is challenging and rewarding. This presentation will discuss problems encountered in teaching African Literature (i.e., works in translation and intercultural intricacy of various texts) and will propose classroom activities (i.e., film and music) which will aid the instructor’s teaching of African literature.

Annette Onema
Community College of Philadelphia, PA

C-5

Dickinson

Note-worthy Connections: Enriching Literature Through Music and the Other Arts

Lisa Altomari, Session Chair
North Shore Community College, MA

“Art Inspires Art”: Exploring the Relationship Between Great Literature and the Symphonic Repertoire

There are many different works of art—paintings, poems, orchestral pieces—that have found their inspiration in a common source. Often this source has been a work of literature. Handouts, demonstrations, and some discussion will suggest possibilities for relating the other arts—specifically music—to works commonly under consideration in college literature courses.

Craig H. Bennett
Valley Forge Military College, PA

C-6

Cleveland

Everything New Under the Sun: New Systems for a New Century

Louise Silverman, Session Chair
Ocean County College, NJ

What’s a Nice English Professor Like You Doing in a Place Like This?

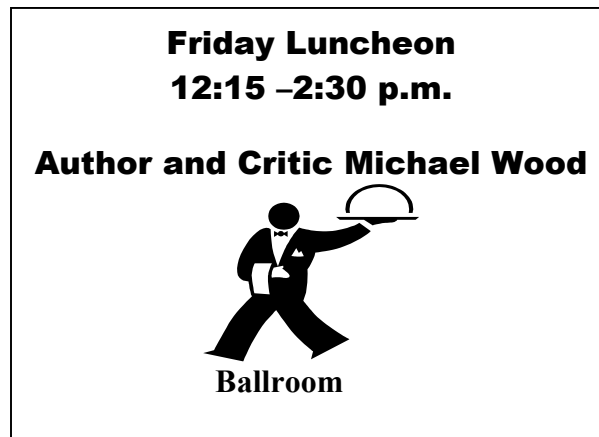
This presentation talks about the metamorphosis of an English Professor into one of “them,” (as in the objective case of “we-they”) and how what she has learned about institutional assessment might be of interest—even to English Professors.

Janet Hubbs
Ocean County College, NJ

Using a Systems Thinking Approach to Assess Student Learning Outcomes (SLOA)

Assessing a 21st Century curriculum necessitates using a 21st Century approach. This session reviews how to apply a systems thinking approach for assessing student learning outcomes. Discussion will explain the steps in an assessment cycle and how to enable faculty to fully participate in the effort.

Jeanette Lonia
Delaware Technical & Community College, DE



Greetings from Host Colleges:

**Dr. Frank Wetta, Vice President for Academic Affairs,
Ocean County College**

**Dr. Karen Hays, Vice President for Academic and Student
Affairs, Middlesex County College**

**Dr. Thomas Wilfred, Vice President for Academic Affairs,
Mercer County Community College**



D-1

Wilson

**Talking About Books: Transforming Literature Classes Through Online
Discussions**

This presentation will demonstrate the ways in which the use of online discussion forums has improved literature classes through increasing student class participation, encouraging greater depth in class discussions, and facilitating further critical study of the literary texts.

Bettejane Bolan-Kenney
Brookdale Community College, NJ

Karen D'Agostino
Brookdale Community College, NJ

D-2

Stockton

Telling Stories: Paths to a Happy Ending

Sandra Brown, Session Chair
Ocean County College, NJ

Reading and Writing in the Context of Expectations, or Did Things Always End Happily “Once Upon a Time”?

Studying fairy tales allows students to understand reading and writing as processes that involve anticipating, meeting, and breaking expectations. This presentation describes a literacy-themed course opening with fairy tales from different cultures, including lessons and collaborative activities.

James M. Gentile
Manchester Community College, CT

A Non-Traditional Approach to Teaching Introduction to Literature

Career-focused sophomores are introduced to significant themes and techniques in literature with an emphasis on how literature can provide insight into dealing with everyday situations. In this presentation the audience will become the students and will be asked to analyze one or more short stories using a case-study approach by exploring story conflicts/concepts in situ, instead of as abstract concepts.

David J. Cranmer
New England Institute of Technology, RI

D-3

Einstein

Globalizing Undergraduate English Courses

Frank Madden, Session Chair
Westchester Community College, SUNY, NY

A faculty team describes an award-winning departmental initiative to internationalize pivotal introductory and elective course offerings by incorporating major indigenous literary texts from the developing world (Far East Asia, India/Pakistan, Latin America and the Caribbean, Africa) into new and existing syllabi.

Translating Second Level Composition: Introducing Students to Global Literature

The cultural center of second level composition is shifting from Anglo to Arabic, Asian, and African. When the professor journeys away from his/her own Anglo center, he/she must also translate modes of classroom discourse to accommodate a culturally de-centered approach to the course.

Scott Zaluda
Westchester Community College, SUNY, NY

Restaging the Theater of Ideas in a “New” World Literature Course

This presentation offers a model for a “new” contemporary world literature elective based on Modernity Theory, an approach typically associated with Asian studies departments but readily applicable to undergraduate English courses. Such a course would provide the cornerstone for an internationally-based literature and humanities program designed to prepare students for participation in a 21st century global economy.

Linda Ching Sledge
Westchester Community College, SUNY, NY

Teaching a Literature of Witness

Worldwide human rights and the teaching of an increasingly global literature can and should join powerfully in our classrooms and curricula. Methods and texts for a general curricula as well as a particular course on the literature of witness will be discussed.

Alan Devenish
Westchester Community College, SUNY, NY

D-4

Cleveland

Who Looks Inside, Awakens*: Writing the Self

*~Jung

Sharon D’Agastino, Session Chair
Hudson County Community College, NJ

First-Year Success Theory in the First Year Composition Classroom

Session participants will learn of an attempt to blend goals of a first-year success course with those of a first-year composition course. Assignments and exercises will be shared and discussed to analyze the rationale, methods, and results of this merger.

Jean-Paul Nadeau
Bristol Community College, MA

“The Contract for a B Grade” and the Learning-Centered Classroom: One Method for Writing Instruction at the Two-Year College

This paper will examine the use of contract grading—specifically a “Contract for a B Grade”—in community college English classes as a way to foster student-centered learning while maintaining high standards. This presentation will offer a brief literature review of contract grading and alternative assessment in general; discuss my own application of contract grading in the classroom and its results; and conclude with videotaped and written student reflections on the contract grading system.

Jeffrey Hotz
Montgomery College, Takoma Park Campus, MD

Good Writing Is Much, Much More Than Merely Good Grammar

Of the several characteristics of good writing, this hands-on presentation will focus upon writing efficiency, in which every word must contribute to meaning.

Wayne H. Rambo
Gloucester County College, NJ

D-5

Oppenheimer

From Conflict to Consensus: Academic Issues Revisited

Linda Di Desidero, Session Chair
Prince George’s Community College, MD

Faculty and Administration: Closing Collaborative Circles

Are faculty perceived and evaluated more for “additional responsibilities” than their role as educators? Are administrators really a nuisance? An in-depth examination of the “real” roles of both groups leads to less suspicion and greater collaboration.

Peter J. Ulisse
Housatonic Community College, CT

The Inadequacy of and Inherent Problems in Multiculturalism

With the best of intentions, perhaps, because we have not adequately/accurately diagnosed the actual dynamics operating in our classrooms with respect to race and ethnicity, we may have convinced ourselves, to the detriment of our ethnic students, that *Multiculturalism*, a truly inadequate response to the effects of racism and white supremacy, is in fact a sufficient response, a good and an effective response, even the *right* response. REVISITING *multiculturalism* is exactly what we need to do.

Jack Taub
Kingsborough Community College, NY

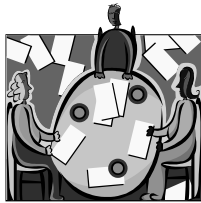
D-6

Dickinson

Poets' Roundtable

The poets among us read and discuss their original work.

Regina Lebowitz, Moderator
New York City College of Technology, CUNY, NY



Concurrent Sessions: E
Friday 4 – 5 p.m.



E-1

Stockton

City as Text: Using Non-Traditional Texts in First-Year Composition

Jackie Atkins, Session Chair
Penn State, Du Bois, PA

“City as Text” is a metaphor for critically reading and writing about the artistic culture of a city/metropolitan area. Participants will learn about a fun, multi-faceted writing assignment in which students collaborate to become critical viewers, readers and writers of their surrounding culture.

Lisa Hastings
Delaware Technical and Community College, DE

Elizabeth Kelleher
Delaware Technical and Community College, DE

E-2

Oppenheimer

The Student-Generated Lecture: Turn Your Students Into the Instructor

This session will be a hands-on workshop where participants will become students who are led into creating a “student-generated” lecture using *Self-Reliance*, *Gilgamesh*, and *The Frog King* as sample texts.

Carl Calendar
Brookdale Community College, NJ

Jack Ryan
Brookdale Community College, NJ

E-3

Cleveland

The Global Classroom: Designs for the Twenty-First Century

Maysa Hayward, Session Chair
Ocean County College, NJ

Muslim Students in the Classroom: New Teaching Strategies for Effective Classroom Teaching

This presentation will focus on discussing specific teaching strategies for a class that includes Muslim students, much needed after the tragedy of September 11. Such new strategies focus on understand the other, Islam, and engaging Muslim students in a real, productive dialogue. I will apply Paulo Friere’s theory; implementing it can create a better environment, conducive to learning. Muslim students will be able to reshape themselves from being a segregated culture in the class to a culture that is communicative and social with other cultures.

Mohammed Elnahal
Owens Community College, OH

Making the Most of Multiple Intelligences: International Curriculum Development in the College Composition/Literature Classroom

Since learning environments in the college writing/literature classrooms are mostly instructor designed and directed and ethnocentric in nature, rather than learner oriented and global, the drive to incorporate globally competent citizenship, utilizing Howard Gardner's Multiple Intelligence paradigm, appears exceedingly promising.

Katerina Baitinger
Middlesex Community College, CT

E-4

Wilson

What to Do and Where to Go: Strategies and Resources for Combating Plagiarism

Educators wanting to impress on their students the vagaries of plagiarism need to work against four primary and two secondary factors, and they need to have at their disposal many free, interactive, user-friendly resource and tutorial websites to assist them in teaching research and academic writing skills.

Michele D'Angelo-Long
Rider University, NJ

Robert J. Lackie
Rider University, NJ

E-5

Einstein

Accuplacer ESL Panel: The Effectiveness of Computerized Testing in ESL Placement

The panel will address the effectiveness of the Accuplacer ESL Computerized Test in placing ESL students, including validity, cost effectiveness, limits, and use with and without interviewers/evaluators.

Carole Weisz
Middlesex County College, NJ

Richard Roy
Middlesex County College, NJ

Joyce Hollowell
Middlesex County College, NJ

Carol Miele
Bergen Community College, NJ

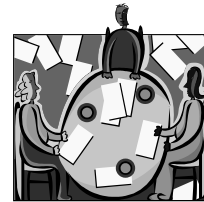
Michael Orlando
Bergen Community College, NJ

Cathy Mikulas
Vantage Learning, NJ
E-6

Dickinson

Roundtable: The Liberal Classroom in a Defensive Society

Participants will explore the effects of war, terrorism, and emboldened fundamentalist viewpoints on academic freedom.



Sandie McGill Barnhouse, Moderator
Rowan-Cabarrus Community College, NC
National TYCA Secretary

Marsha Nourse, Moderator
Dean College, MA
TYCA-NE National Representative

Friday, October 21 (Evening)

Hosted Dinners
7:15 p.m.

McCarter Theater Trip
Gem of the Ocean
7:15 p.m.

Hotel Lobby



Saturday, October 22

**State Reps Breakfast
Meeting
7 ~ 8 a.m.**



West Windsor

**Continental Breakfast
7 ~ 10 a.m.
Sponsored by Houghton-Mifflin**

Witherspoon

**Conference Registration
7:30 ~ 9:30 a.m.**

Gallery Corridor

**Publishers' Exhibits
8:00 ~ 11:30 a.m.**

Witherspoon



Concurrent Sessions: F
Saturday 8:00 – 9:00 a.m.



F-1

Wilson

The First Chapter in the Book of Wisdom*: Encouraging Honesty in the Classroom

*~Jefferson

David Steinhart, Session Chair
Community College of Allegheny County, PA

Struggling to Create the Plagiarism-Proof Research Paper Topic

This presentation discusses pairing two works to create research paper topics difficult to plagiarize. It also discusses unique assignments that make it difficult for students to copy from Sparknotes.com or other such services.

Kathleen Murphey
Community College of Philadelphia, PA

Combating Plagiarism: Active Teaching Strategies and Preventative Attitudes

This presentation provides a preventative perspective of plagiarism and focuses on strategies that more effectively engage students in the learning process and in understanding how academic integrity is a collaborative effort of both instructor and students. Emphasis is on tools used in courses across the disciplines to employ students' honor, to disengage students from "high school" expectations, and to replace "punishment" with "strategy" in the vocabulary we use in classroom discussions.

David H. Brantley
College of Southern Maryland, MD

Judith Allen-Leventhal
College of Southern Maryland, MD

F-2

Stockton

Lighting the Educational Fire: Motivational Methodology

Judy Nygard, Session Chair
Mercer County College, NJ

Igniting a Fire: Tools for Motivation in Developmental Classrooms

This highly interactive workshop will allow instructors of developmental students to share and receive solutions to common frustrations. Using a second-level developmental reading class as a backdrop, participants will become involved in a role-playing exercise that requires them to model the behaviors of their own students as they appear at the onset of any given semester. A step-by-step approach that addresses issues raised by the participants will be shared at the conclusion of the exercise.

Donna L. Richardson-Hall
Mercer County Community College, NJ

F-3

Cleveland

Winning the Day: Successful Strategies for ESL Learners

Veronica Singer, Session Chair
Community College of Allegheny County, PA

Using Observational Diaries in ESL Academic Speech Class: An Anthropological Tool

This presentation trains instructors to incorporate student “anthropological field notes” into ESL speech class activities that sensitize students to the roles and speech performances in American academic settings.

Linda E. Dwyer
Howard Community College, MD

The Impact of Topic Selection on the Writing Success of Second Language Learners

In this interactive presentation, the presenter will share his research on the best topics to include in your classes, and show you how to create winning topics that will allow your students to improve their writing.

Neil Orkin
Union County College, NJ

F-4

Einstein

A Purely Human Affair*: Presenting Ethical Matters in the Writing Classroom

*~Einstein

Yulanda McKinney, Session Chair
Monroe Community College, NY

Negotiating Morality: Facilitating Debate About “Moral” Issues

This presentation analyzes data from student debates about gay marriage to argue for more effective ways in which instructors can help students examine, negotiate, and debate positions on moral issues.

Linda DiDesidero
Prince George’s Community College, MD

Kicking it up a Notch in the Writing Classroom

There’s no end to what you can do in an active classroom where academic *acts* are preludes to academic *artifacts* and where learning is student-centered. Issues of sexual ethics are subjects for panel debates as a preparation for writing meaningful papers in English, Social Science, and Humanities courses.

James A. Freeman
Bucks County Community College, PA

F-5

Oppenheimer

Laurie Lieberman, Session Chair
Bergen Community College, NJ

Refreshing Alternatives: Professional Development and the Seasoned Educator

The Princeton Mid-Career Fellowship: An Opportunity for Personal and Institutional Development

This presentation describes the Princeton Mid-Career Fellowship, a program for professional development of two-year college faculty. Fellows have the opportunity to take courses at Princeton and attend a seminar with their colleagues where they develop individual projects.

Dorothy J. Altman
Bergen Community College, NJ

This presenter will offer a brief description of the mechanics of the Princeton Mid-Career Fellowship Program and how the experience can be applied successfully in the fields of English and Art History.

Jayne M. Yantz
Burlington County College, NJ

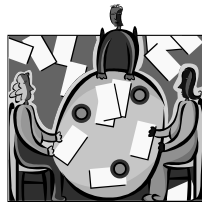
F-6

Dickinson

Roundtable: “Play the Game?” or “Hold the Line?”

Department Chairs and Coordinators share administrative perspectives.

George Perabo, Moderator
Ocean County College, NJ



Concurrent Sessions : G
Saturday 9:15 – 10:15 a.m.



G-1

Oppenheimer

A Learning Community Approach to Teaching About the 1960s

This presentation describes the first Learning Community offered to OCC students, which coupled HIST 179: *America in the 1960s* and ENGL 202: *From Literature to Film*. The courses were co-requisites. Faculty collaborated on reading selections, film selections, and final projects. Each faculty member was a frequent visitor/participant in the other section. Student response was positive as the material cut across a variety of disciplines and perspectives.

Martin Novelli
Ocean County College, NJ

Judith Zinis
Ocean County College, NJ

G -2

Einstein

The Very Heart and Core of Ages Past*: A Discussion of Literature's Place in the Curriculum

*~ Amy Lowell

Vivian Spencer, Session Chair
Anne Arundel Community College, MD

Literature as Dialectic: New Historicism in an Introduction to Literature Class

To a large extent, literature is one of many historical discourses contributing to the definition and understanding of culture. The literary text contains a variety of voices which the reader needs to interpret in order to find meaning. This presentation will explore the interpretive strategy of New Historicism and demonstrate through analyses of Blake's poem, "London," and Chevalier's novel, *Girl with a Pearl Earring*, how it can be taught in an Introduction to Literature class.

Stasia Callan
Monroe Community College, NY

No Frigate Like a Book: Literature as Antidote

This presentation will discuss teaching literature as an antidote to the often anxiety-ridden and anti-intellectual climate of outcomes assessment-obsessed institutions.

James Tolan
Borough of Manhattan Community College, CUNY, NY

G-3

Stockton

A Greater Sense of Presence: The Rewards of Collaboration in Technology-Based Courses

Katerina Baitinger, Session Chair
Middlesex Community College, CT

Greeting Computer Scoring with Skepticism and a Smile: Or, I Don't Kiss on the First Date

The risks and potential rewards of the computer scoring of placement essays are discussed as is the need that writing instructors—both freshman and developmental – be actively involved in monitoring and evaluating this relatively new scoring technology.

Santi V. Buscemi
Middlesex County College, NJ

Technology Collaboration: Finding and Implementing Writing Lab Scheduling Software

This session explains how collaboration and communication among tutors, faculty, and tech support staff were integral to product selection and successful implementation of web-based Writing Lab appointment-scheduling software.

Kelly Parr
Brookdale Community College, NJ

Sheri Stanford
Brookdale Community College, NJ

Kathy Hammond
Brookdale Community College, NJ

G-4

Cleveland

One Book, Many Voices: Learning as a Community

Frances Winter, Session Chair
Massachusetts Bay Community College, MA

This session details the OneBook Project at MassBay Community College. For two years, the MBCC has sponsored the reading of a single book that includes planning and participation from all parts of the college community, from anthropology to radiology; administrators and students services; bookstore, library and lab; the school nurse to the switchboard operation; to local parents, businesses and residents. We will discuss how this college-wide learning community experience began, how it was implemented, and how it has reinvigorated students, faculty and professional staff.

Nina B. Keery
Massachusetts Bay Community College, MA

Gerald Lorentz
Massachusetts Bay Community College, MA

Linda Stern

Massachusetts Bay Community College, MA

Vira Ameli, Student
Massachusetts Bay Community College, MA

G-5

Dickinson

Form or Function: Responding to the Muse?

Ben Marshall, Session Chair
Middlesex County College, NJ

I'll Be There In Any Kind of Measure: Working In and Against Traditional Form

This presentation will examine how three contemporary poets respond to and extend traditional definitions of stanza and line arrangement. In doing so, each critiques the poetic tradition and writes beyond it, expanding the possibilities in particular forms.

Tony Leuzzi
Monroe Community College, NY

Teaching Fiction Writing on an Introductory Level

Students on an introductory level often confuse the writing of fiction with that of non-fiction. This presentation will discuss how to engage such students, with emphasis upon methods to clarify the confusion between the two genres.

William Kanouse
Ocean County College, NJ

G-6

Wilson

Ellen Shur, Session Chair
Middlesex County College, NJ

Look Both Ways Before Crossing: Seeking Alternatives for Writing Students

Rethinking the Anthology: An Alternative

Anthologies have been a standby for composition courses for many years, yet they can be problematic for less experienced readers in that they are by nature out of date and tend to reflect the interests and agendas of their editors and publishers, rather than their readers.

This presentation proposes successful strategies for finding more appropriate reading material for our students which engages them and fulfills our pedagogical purposes.

Wayne Fulks
Sullivan County Community College, NY

The Nature of Holistic Thinking in Comp 101

This presentation centers on helping students become better writers by focusing on themes from nature, such as nature’s definition, the use and abuse of nature, global warming, biodiversity, and other related topics, as well as the holistic research paper, which focuses upon natural health, from acupuncture to yoga. By experiencing and writing about such topics, students not only become better writers but also involve themselves in ways to be healthier, providing them with a lighter touch on the planet.

Richard Marranca
Passaic County College, NJ

Incorporating “Real World” Writing into Business Communications Courses

This presentation describes writing assignments for a business communications course which often bring to light important campus issues and encourage campus personnel to make improvements; other times, they allow students to interact with personnel at local companies. Assignments include memos, letters, and evaluations for campus and community “real world” audiences.

Jackie Atkins
Penn State Du Bois, PA



H-1

Oppenheimer

Theater at the Edge: Incisive Scenes of Contemporary Life

David Critchett, Session Chair
Community College of Rhode Island, RI

Theatre of War: Dramatizing the Israeli-Palestinian Conflict for a Modern Audience

The Suicide Bomber, an original full-length play, explores the complexities of the Israeli-Palestinian conflict as seen by a female suicide bomber and the Minister of Defense.

Jayanti Tamm
Ocean County College, NJ

New Plays by New Jersey Writers

In its first twelve years, *Playwrights & Company* has presented 45 new plays by 26 writers. *P & C* plays have gone on to have productions at Playwrights Horizons Studio (New York), Dorset Theatre Festival (Vermont), the Workshop Theatre Co. (New York), and the New Jersey Rep (Long Branch), among many others. Two playwrights, Ken Javie and William C. Kovacsik, will read from their works.

John Morrison
Ocean County College, NJ

H-2

Wilson

Perfect Blends: Opposites that Attract

Charles DiDomenico, Session Chair
Middlesex County College, NJ

Teaching a Blended Class

Classes that blend face-to-face instruction with distance learning are becoming increasingly popular. This presentation will cover the advantages of blended instruction, as well as the challenges it poses, for both instructors and students.

Nancy Noe
Brookdale Community College, NJ

Students Helping Students: A Virtual College-High School Partnership

In 2004-2005, students at Brookdale Community College tutored high school students in writing using WebCT. We will discuss how we arranged the partnership, organized the peer tutoring sessions, trained the college students to provide training as well as what we learned and how the project is evolving.

Richard H. Dery

Brookdale Community College, NJ

Shawnda Floyd
Brookdale Community College, NJ

H-3

Einstein

A Small Drop of Ink, Falling, Like Dew*: Deadlines and Bylines

*~Lord Byron

Mary Ellen Carr, Session Chair
Ocean County College, NJ

Academic Freedom and the Teaching of Journalism

When students exercise their First Amendment rights, serious classroom complications and threats to academic freedom may result. This presentation discusses the dynamics of teaching Journalism and problems inherent in the publication of an award-winning community college newspaper.

Karen Bosley
Ocean County College, NJ

Issues with Each Issue—Controversy, Apathy, Agony, Ecstasy: The Literary/Art Magazine at the Community College

What is the place of a literary/art magazine at the community college level? This presentation provides a brief review of the history and function of the genre and discusses its problems and successes. Sample magazines will be provided; a discussion to follow will be encouraged with the purpose of sharing ideas from the audience.

William J. McGreevy
Ocean County College, NJ

H-4

Cleveland

Much More: Gaining Knowledge and Appreciation of the Other

Karen Veselits, Session Chair
Ocean County College, NJ

Gaining Knowledge and Appreciation of the Writing and Publishing Processes

Students enrolled in a course in Children's Literature experienced both publishing and philanthropy in their class project, producing a children's picture book for professional

publication. At a reception that introduced the new authors/illustrators and their books, a representative from Sinai Hospital received copies of the books for the Pediatric Oncology ward. This presentation consists of a short explanation of the project and a slide show of the book reception, demonstrating the course's objectives: to gain knowledge and appreciation of the writing and publishing processes.

Carleen B. Grossman
Howard Community College, MD

A "Queer" Rose for Emily

Faulkner's story lends itself to multifaceted gender and "queer" studies classroom approaches, allowing students to recognize queer theory as concerned with much more than just "outing" authors or characters.

Katja Hawlitschka
Ocean County College, NJ

H-5

Stockton

The Persistence of Memory: Implications for the Study of Language and Literature

Jennifer Rosser, Session Chair
Bunker Hill Community College, MA

This discussion will focus on James Gee's "Discourse" theory and implications for ESL writing instruction, including ways in which ESL students' previous Discourses interfere with their acquisition of Academic Discourse.

Joaquin Rolon, Jr.
Ocean County College, NJ

Discovering Ancestral History through Sicilian Short Fiction

Over the past three decades, literature anthologies have featured multicultural selections, but rarely include the Modern Italian short story. The short fiction of Giovanni Verga and Leonardo Sciascia provides vivid images of Italian-American students' families' collective memories, even those that may have been forgotten.

Catherine Don Diego
Ocean County College, NJ

H-6

Dickinson

What English Professors Want: How to Publish, Present, and Participate with Confidence


Conference participants can meet with TYCA officers for a myriad of suggestions for publishing articles, presenting at conferences, and participating in professional organizations. Who could ask for anything more?

Sandie McGill Barnhouse
Rowan-Caberras Community College, NC
National TYCA Secretary

Marsha Nourse
Dean
TYCA-NE

Saturday Luncheon
11:30-1:30 p.m.

Novelist Chang - Rae Lee



Ballroom

College, MA
National
Representative

**Greetings : Dr. Sandie McGill Barnhouse, TYCA-NE National Representative
Rowan-Caberras Community College, NC**

~~~~~

**Princeton Tours / Grounds for Sculpture Tour**

**2:15 p.m.**

Hotel Lobby

~~~~~

TYCA REC Meeting

5:00 ~ 7:00 p.m.

West Windsor

~~~~~