

**2009 TYCA-Northeast
Two-Year College
English Association
44th Annual Conference**

Working Together:

**Collaborations
Within and
Beyond the
Classroom**

**November 12-14
Hyatt Harborside
Boston, MA**



State House, Boston MA

High in the sky, poised in the right place, over everything that clustered below, the most felicitous object in Boston, the gilded dome of the Statehouse. – Henry James "A New England Winter"



Shaw Monument, across from State House, Boston

Two months after marching through Boston, /half the regiment was dead; at the dedication, /William James could almost hear the bronze Negroes breathe./Their monument sticks like fishbone/in the city's throat. – Robert Lowell "For the Union Dead"



We had all set our hearts upon getting up to town before night and going ashore, but the tide was beginning to run strong against us . . . and the pilot gave orders to cock-bill the anchor and overhaul the chain . . . In half an hour more we were lying snugly, with all sails furled, in Boston Harbor; our long voyage ended. – Richard Henry Dana "Two Years Before the Mast"

Welcome

Dear Fellow Colleagues,

Welcome to our beloved Boston for the 2009 TYCA Northeast conference. This is the town where we grew up, Marsha from childhood, and I from young adulthood. This is the town where I grew up intellectually and professionally, thriving on the energy of a place built by writers, activists, and revolutionaries. Boston is specialty bookstores and movie houses that only show independent and foreign films, a city of art – galleries and museums, a city of amazing libraries, a place with a thriving folk music scene, the home of NPR and WGBH and Ken Burns. It's a place that sets your mind on fire.

And Boston is also a place where education is innovative, inspiring, and the central business of a city. But it's more than that for me, too. Boston is also the hospital where my two sons were born, the apartment where I lived with my new husband, the colleges where I studied and wrote and made lifetime friendships. This is my town, and I can't think of a better place to meet and talk about the serious, challenging, funny and wonderful work we all do teaching English in two year colleges.

So, while you are here, staying at this fabulous small hotel on the harbor and listening to the work of your colleagues and friends, I hope you make time to venture into the city and light a candle in your mind: buy a book, see a foreign film, go to the theatre, sit in an art museum and just look for an hour, walk the freedom trail, tour Fenway park, eat an oyster if you never have before. Boston is an amazing city.

Welcome!

Dawn Mendoza & Marsha Nourse, Local Arrangements Chairs

Conference Theme

This year's conference theme, "Working Together: Collaborations Within and Beyond the Classroom," reflects the reality of working in a two-year college in the twenty-first century. As an educational institution, the two-year college meets the personal, academic, and professional needs of a diverse student population. It has expanded its mission over the years, currently offering terminal certificates and degrees in a variety of areas as well as providing transfer opportunities for students. Further, the community college—the most prevalent form of the two-year college today—is so firmly rooted in its community that it is continually collaborating with local towns, businesses, and arts and civic organizations. The community college will, of course, always be defined by its unique ability to know and nurture each of its students in an environment where teaching and learning remain the focus of its mission.

Our conference program captures these many areas through the sessions it offers. That program was developed under the leadership of one of this year's conference hosts: the Connecticut Coalition of English Teachers (CCET). CCET is the professional organization for English faculty in Connecticut Community Colleges. As an organization which has collaborated on issues such as common course numbers, common placement policies, and common outcomes, and which has organized conferences during which faculty have shared the best teaching strategies and academic programs on their local campuses, CCET has recognized the value of collaboration in meeting its students', its institutions', and its state's needs. This year's conference offers a unique opportunity for faculty from two-year colleges throughout the Northeast to collaborate with one another.

James Gentile & Ken Klucznik

Co-Chairs, Connecticut Coalition of English Teachers (CCET)

TYCA Northeast Regional Executive Committee 2008-2009

Chair	Barbara Graham Cooper, Howard Community College
Vice Chair	Jackie Cornog, Benjamin Franklin Institute of Technology
Secretary	Yulanda McKinney, Monroe Community College
Treasurer	David Cranmer, New England Institute of Technology
Membership Chair	Vivian Spencer, Anne Arundel Community College
Rep. to National TYCA Executive Committee & Local Arrangements Co-Chair	Marsha Nourse, Dean College
State Representatives Co-Chairs	Lisa Altomari, North Shore Community College Laurie Lieberman, Bergen County Community College
Future Sites	Judy Angona, Ocean County College
Nominating Committee Chair	Kathleen Beauchene, Community College of Rhode Island
Nominating Committee	Grace Flisser, Community College of Philadelphia Stasia J. Callan, Monroe Community College
Program Co-Chairs	Christine Ruggiero, Middlesex Community College Jennifer Seelhorst, Three Rivers Community College
Local Arrangements Co-Chair	Dawn Mendoza, Dean College
Editor of Newsletter, Nor-Easter	Sandra Brown, Ocean County College
Archivist	Tim McLaughlin, Bunker Hill Community College
Web Tender	David Buck, Howard Community College

Tyca State Representatives

CONNECTICUT

James M. Gentile
Department of English
Manchester Community College
JGentile@mcc.commnet.edu
860-512-2667

DELAWARE

Etheline Thomas
Chair, English Department
Delaware Technical & Community College
Thomas@dtcc.edu
302-573-5448

MAINE

Kevin Kelly
Chair, General Education Department
Andover College
KKELLY@andovercollege.edu
207-774-6126 x254

MARYLAND

Tammy Peery
Department of English
Montgomery College,
Germantown Campus
Tammy.peery@montgomerycollege.edu
301-353-7768

MASSACHUSETTS

Lisa Altomari
North Shore Community College
laltomar@northshore.edu
978-739-5446

NEW JERSEY

Dr. Dorothy Altman
English Department
Bergen Community College
daltman@bergen.edu
201-493-3544

Louise Silverman
Humanities Department
Ocean County College
Lsilverman@ocean.edu
732-255-0400 (x2362)

NEW YORK

Milena Christov
Bergen Community College
mchristov@bergen.edu
201-493-3650

Laurie Lieberman
Bergen Community College
Llieberman@bergen.edu
201-493-3631

PENNSYLVANIA

Elizabeth Butts
Delaware County Community College
ebutts@dccc.edu
610-359-5363

RHODE ISLAND

Dave Cranmer
New England Institute of Technology
dcranmer@nelt.edu
401-739-5000 x3342

VERMONT

Mary Findley
Vermont Technical College
mfindley@vtc.vsc.edu
802-728-1000

Acknowledgements

Program

The Connecticut Coalition of English Teachers (CCET)

Program Co-Chairs

Middlesex Community College

Christine Ruggiero

Three Rivers Community College

Jennifer Seelhorst

CCET Co-Chairs

Manchester Community College

James Gentile & Ken Klucznik

CCET Committee Members

Asnuntuck CC

Michaela Mullarkey

Capital CC

Charles Hughes & Jeffrey Partridge

Gateway CC

Alex Boateng & Martha Hayes

Housatonic CC

Jacqueline Leo & Rebecca Samberg

Middlesex CC

Donna Bontatibus

Joan Donati

Christine Ruggiero

Naugatuck CC

Patricia Pallis & Beth-Ann Scott

Northwestern CT CC

Thomas Hodgkin

Norwalk CC

Michael Butcaris & Rebecca Hussey

Quinebaug Valley CC

O. Brian Kaufman

Three Rivers CC

Jennifer Seelhorst

Tunxis CC

Susan Gentry & Sally Terrell

Design

Manchester CC

Nancy Lentocho

Local Arrangements Co-Chairs

Dean College

Dawn Mendoza & Marsha Nourse

Local Support

Benjamin Franklin Institute of Technology

Jackie Cornog

Bunker Hill CC

Audio Visual Department

Central Services

John Giacalone

Tim McLaughlin

Jennifer Rosser

Dean College

Regina Picard

North Shore CC

Sue Herman

Registration

New England Institute of Technology

Dav Crammer

Additional Contributors

Manchester CC

James Gentile & Ken Klucznik

Middlesex CC

Donna Bontatibus, Kim Hogan &

Eric Mielke

Bedford/St. Martin's

Cengage

Pearson

McGraw-Hill

Kendall-Hunt

Special Activities

Thursday, November 12

1:00 - 7:00 p.m.

Registration – **Rafaello Veranda, 2nd floor**

6:00 p.m.

Anthony's Pier 4 – cash bar (*Grab a drink with attendees before taking in the artwork*)

7 p.m.

Institute of Contemporary Art – no charge (*right next door to Anthony's Pier 4*)

Friday, November 13

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.

7:30 p.m.

Esperanza Rising

Attend the musical *Esperanza Rising* downtown at Emerson College's Cutler Majestic Theatre. Emerson Stage delivers a story of immigration in *Esperanza Rising*, following the journey of a young girl from her native Mexico to the fields of Southern California. Based on the book by Pam Munoz Ryan and adapted for the stage by Lynne Alvarez, the play confronts cultural difference while sharing a message of hope.

Saturday, November 14

The Boston Red Sox's Fenway Park

Sign up at the registration table to join a tour.

Literary tour of Beacon Hill

Join Bunker Hill CC Professor Tim McLaughlin for this city excursion.

Local Trails

Walk the Freedom Trail, Black Heritage Trail or Women's Heritage Trail.

Rather explore Boston on your own?

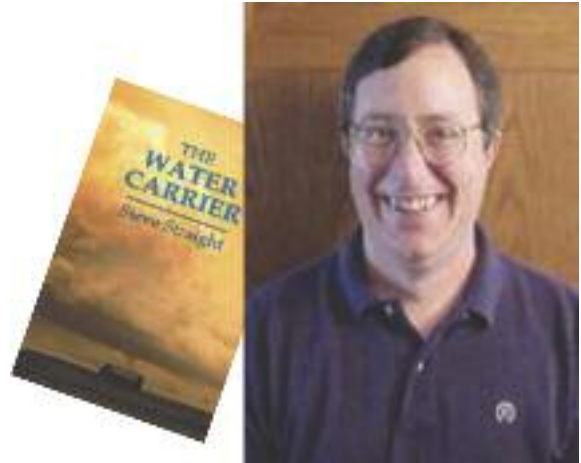
Buy ½ price theatre tickets to *Blue Man Group*, *Fiddler on the Roof* or *Carmen* through www.bostix.com. Buy tickets on the day of the show or in advance. Or head into town for restaurants, music, clubs or shopping.

Information available at registration table, open Friday, 8-4 & Sat., 8-2.

Keynote Speakers



Robert Bly & Donald Hall, Friday Luncheon Speakers



Steven Straight, Saturday Luncheon Speaker

What more can we offer for Friday's luncheon than two of America's finest poets, Robert Bly and Donald Hall, who began their journey of working together, collaborating in college and continuing a literary friendship that now spans over 50 years? Together they spent their college days at Harvard, working on the editorial board of the literary magazine, *The Harvard Advocate*. Bringing Bly and Hall together again on the podium to read from their work and discuss their years of collaboration is a momentous event for these two 80-year old poets who have fulfilled their visionary work intersecting rural landscape, American poetry, and political ideology. In different ways, each has captured a slice of American life in his poetry, essays, and prose pieces. Hall reflects on their relationship in his latest work, *Unpacking the Boxes: A Memoir of a Life in Poetry*. This will indeed be a rare appearance, and our organization is blessed with the respect of these two poets, who care deeply for the work we do as educators, scholars and writers. We are so grateful they accepted our invitation. A book signing/sales event featuring many of the works by these poets will be offered, so plan to purchase some holiday gifts following the reading.

We are fortunate to have so many talented writers within our organization, and with the Connecticut Coalition of English Teachers hosting this year's conference, we couldn't think of a more engaging, warm and humorous poet who is a long-standing member and attendee than the CCC system's own Steve Straight. Steve is Professor of English and director of the poetry program at Manchester Community College. His first full-length book of poetry, *The Water Carrier* is now in a second printing. Poetry from the book has been featured on Garrison Keillor's *The Writer's Almanac*. For many years Straight directed the Connecticut Poetry Circuit, and for many summers he directed the Seminar Series for the Sunken Garden Poetry Festival. He has given workshops on writing and teaching throughout the eastern United States and in Ireland. In 1998 he was named a Distinguished Advocate for the Arts by the Connecticut Commission on the Arts. He lives in South Windsor with his wife, soprano Marian Maccarone. We are thrilled that he has accepted our invitation. A book signing/sales event of *The Water Carrier* will take place following the reading. His work is another great holiday gift idea!

Conference Program

Friday 8:30-9:30 a.m.

A. Improving the Success of Developmental Reading/Writing Students Through New Relationships

Location: Olympia A, 2nd floor

Emily Dibble and Martha Jancaitis, Bunker Hill Community College

Developmental reading and writing students face many academic and personal obstacles. How can community colleges help? College Connection has one answer – building relationships. College Connection is a literacy support and advising service specifically designed to complement work in the classroom, in order to meet the needs of developmental students. This session will focus on how to build and maintain relationships to foster student success.

B. Many Roads to the Same Outcome: 10 Ways to Teach First Year Composition

Location: Queen Mary, 2nd floor

Marsha Nourse, Dawn Mendoza, Wayne Cresser, Kristine Perlmutter, Marge Morian-Boyle, Jo-Ann Reid, Dean College

We've taken the plunge at Dean College; this fall all English faculty will be working collaboratively to teach composition to developmental writers in a six contact hour version of standard composition. With this model, students will no longer be slowed down on the path to graduation by taking non-credit bearing courses, and by the second semester all students will be integrated into the writing program sequence together.

C1. Einstein's Dreams in Literature

Location: Congress, 3rd floor

Stasia J. Callan, Monroe Community College

A science-based novel, Einstein's Dreams, by Alan Lightman, an astrophysicist, offers an imaginative exploration of the mysteries of time. My presentation will feature some of its mini-narratives and suggest critical thinking exercises, topics for journal entries, research projects, and discussions.

C2. Building the Classroom Community at the Community College

Location: Congress, 3rd floor

Mary Rose Meade, Manchester Community College

Building the Classroom Community at the Community College will explore the importance of building the classroom community at the two year college. It is designed to both discuss the importance of building a community in the classroom and provide the opportunity to generate and share techniques for doing so across a variety of disciplines.

D. Responding to Representations of Trauma in College Writing

Location: Olympia B, 2nd floor

Jeanie Tietjen, Jon Edwards, Nina Keery and Kathryn McGrath, MassBay Community College

This roundtable solicits reflections, questions, and concerns on the issue of responding to traumatic self-disclosure in student writing. It examines the effect of such content on pedagogy, how instructors respond, and what (in the post-Virginia Tech consciousness) resources we have to support instructors and students.

E. The Learning Community Connection: A Roundtable Conversation

Location: Olympia C, 2nd floor

Donna Bontatibus, Middlesex Community College

In this roundtable discussion, faculty will participate in a national conversation about the current state of learning communities (developmental to advanced English) at community colleges. How are learning communities being structured? How do collaborations work? What are the successes and challenges experienced by faculty and students? Bringing together participants with a range of experiences will provide a structured opportunity to ask questions, share information, and gain information that can be taken back to college campuses.

F. The Web as Textbook: Teaching Composition Using Topical Texts and Video

Location: Raffaello, 2nd floor

Susan Amper, Bronx Community College/CUNY

Teaching a writing class using web texts and video takes up the challenge of interesting students in myriad forms of culture. Half of Americans waking hours are spent immersed in the mass media, and increasingly thoughtful discussion is being replaced with sound bites and manipulative messages. A teacher must engage the students in current events, yet approach them as Jon Stewart might on *The Daily Show*. Being able to tie what they are learning to what they experience every day helps students, in a variety of modalities, to develop oral and written skills, to deliver formal public presentations and to become comfortable, committed learners.

Break 9:30-9:50 a.m.

Friday 9:50-10:50 a.m.

A1. Redefine Developmental English by Offering Self-Paced Option

Location: Raffaello, 2nd floor

Christine Ruggiero, Middlesex Community College

Offering Developmental English with Self-Paced Option can provide students a more inviting home than the narrow halls of a fifteen week semester. Students can move at their own pace, some knowing they might need to repeat the course, and others who are eligible may accelerate into English Composition, completing two courses in one semester. Follow the session leader through her experience, from pedagogy to logistics, creating a Developmental English course with the Self-Paced option.

A2. Paired Reading and Writing: A New Approach to an Old Standard

Location: Raffaello, 2nd floor

Dale Griffith and Terry McNulty, Middlesex Community College

In this workshop, a mock-classroom will allow participants to experience an abbreviated Paired Reading and Writing session that will demonstrate the instructional methods and underlying curriculum for the course: *Question of the Day*: Do parents today harm their children by obsessing about childhood dangers?

Discussion, brainstorming, and hypothesizing

Read: "Mothering As A Spectator Sport" by Lenore Skenazy

Discussion, brainstorming, and testing our hypotheses

Writing: answering the question on paper

Sharing our work: students present their papers

B1. Encouraging Student Initiative: The Flex Point Strategy

Location: Olympia A, 2nd floor

Jeff Sommers, West Chester University

In order to encourage students to take responsibility for their own learning, I have begun to reward them for exercising their own initiative. The flex points encourage students to "design" their own learning experiences. The presentation will explain the strategy, provide samples of the syllabus explanation, and share student work, illustrating how they have earned flex points.

B2. Make Way for Collaboration: Taking TETYC Discussions from Conversation to Classroom

Location: Olympia A, 2nd floor

Jill Kronstadt, Montgomery College

Although our colleagues are a rich source of innovative teaching ideas, we rarely take the opportunity to engage in discussion of pedagogy when we pass one another in the halls. At MC, a regular *Teaching English in the Two Year College* discussion group has provided this opportunity – as well as a vehicle for collaborating, problem-solving, exchanging best practices, applying recent scholarship, conducting research, and inviting greater part-time faculty participation in the department.

C. Teaching to Team: Faculty Collaborations on Course Design to Promote Successful Student Teamwork

Location: Olympia B, 2nd floor

Jackie Cornog, Brittanie Greco and Jeff Van Dreason, Benjamin Franklin Institute of Technology

The presenters will highlight the collaborative nature of curriculum development as well as the benefits of sharing multiple perspectives throughout the process of designing coursework, while focusing on a college composition curriculum centered on the topic of work.

This course invites students to consider the nature of work, corporate social responsibility, ethics, global awareness, and sustainability. The semester culminates with a project-based research assignment that allows students to practice leadership, teamwork, creativity, and the types of communication used in academic and professional settings.

D. When the Soft Heart Meets Hard Science

Location: Olympia C, 2nd floor

Elizabeth Dunphy and Michael Dubson, Bunker Hill Community College

Our Learning Community, Flesh and Blood, Metaphor and Magic, paired Human Biology with College Writing I. The writing and reading assignments in English asked the students to think about the biological phenomena in personal, social and cultural ways. As they studied the physics and chemistry of biology, they read and wrote about the romance of the fluttering heart and the poetry and metaphor in food, blood and the agony of the suffering soul.

E1. Making Headlines: Building and Sustaining Student-Run Publications at Two-Year Schools

Location: Congress, 3rd floor

Jessica Smith, Central Maine Community College, and Emily Parkhurst, Central Maine Community College and Southern Maine Community College

This presentation will focus on the creation and maintenance of student-run publications at two-year colleges, including tips for securing funding, fostering community involvement, and creative utilization of resources.

E2. Using Online Collaboration Activities in Teaching Writing and Literature

Location: Congress, 3rd floor

Zhanna Yablokova, Borough of Manhattan Community College/CUNY

The purpose of this presentation is to introduce online activities that facilitate students' collaboration outside the classroom. In a writing or literature course, these activities can be used to enhance students' reading experience, improve their reading skills, advance their text analysis skills, and encourage teamwork and collaboration.

F. Understanding Potential Problems for ESL Students Bridging into Composition and other Academic Courses

Location: Queen Mary, 2nd floor

Paula W. Baird, Tunxis Community College, Melanie Majeski, Naugatuck Valley Community College, Carol Brutza, Gateway Community College, Janie Burkhardt, Norwalk Community College, Peggy Schuyler, Capital Community College and Hannah Moeckel-Reike, Norwalk Community College

Non-ESL faculty know when their ESL students are struggling but may not know how to identify the problems or find solutions. This panel is an open forum to discuss the types of problems that have negative impacts on academic success for ESL students. Discussion topics may include separating writing problems from grammar problems, reading comprehension, critical thinking skills, plagiarism, assessment (the role of red ink), and understanding the roles of pronunciation and listening/speaking skills.

G. State Representatives Meeting

Representatives should ask for location details at the Registration Desk.

Break 10:50-11:10 a.m.

Lunch 11:15 a.m.-1:30 p.m.

Location: Skyline Ballroom (2nd floor)

Friday 1:45-2:45 p.m.

A1. Growing Pains: Building a Comprehensive De-centralized Developmental English Program

Location: Raffaello, 2nd floor

Jennifer Seelhorst and Marcie Burch, Three Rivers Community College

Are you looking to enhance your argument that adding resources to developmental programs is key to student persistence and retention? Then join us to see how we made our case. Two instructors share their qualitative and quantitative teacher research on how to build a comprehensive de-centralized developmental English program. This presentation compares the developmental English programs at the 12 schools in the Connecticut Community College System, and offers ideas for enhancing your program, according to best practices from the National Association of Developmental Educators.

A2. Rebuilding the Frankenstein Monster: Integrating a Novel into a Basic Reading Course

Location: Raffaello, 2nd floor

David Goldberg and Toni L. D'Onofrio, The Art Institute of New York City

David Goldberg and Toni L. D'Onofrio teach at The Art Institute of New York City, a two year vocational college. After being assigned to teach Basic Reading with a skill and drill text, these presenters decided to add a novel to their coursework. In this session they will discuss the benefits and drawbacks to using a novel for basic readers, including choosing a text, integrating assignments, and the resistance of students to reading a novel.

B. Building *The Bunker Hill Bridge*: the Literary Magazine of BHCC

Location: Olympia A, 2nd floor

Michael Dubson, Diane Smith, Enzo Surin, and Guixia Yin, Bunker Hill Community College

The collaborators of "Building *The Bunker Hill Bridge (the Literary Magazine of BHCC) Together*" will showcase, with the aid of PowerPoint slides, how two English professors and two library professionals at Bunker Hill Community College collaborated in the funding, advertising, editing, production and circulation of the first ever issue of a literary magazine at the college: a student-centered publication of poems, essays, short-stories, photos and other original artwork revolving around the theme of inspiration.

C. Communications and Community Service Learning: Enhancing Classroom Rigor Through "Real World" Experience

Location: Olympia B, 2nd floor

Rory Senerchia and Geraldine Wagner, Johnson & Wales University

This session examines the challenges and rewards of fostering good citizenship by giving students opportunities to participate in local programs that address a wide variety of issues. By using our own courses as models for what works best and produces the greatest learning, we demonstrate how rigor, active learning, and experiential knowledge are all engaged by community service. Our goal is to encourage others to try this approach by providing strategies for success.

D1. Collaboration: Within, Between, Beside

Location: Congress, 3rd floor

Eileen Medeiros and Terry Novak, Johnson & Wales University

What happens when first-year students become part of a learning community that combines major and general education courses, community service learning, information literacy, and residential life programs? Members of the Collaborative Learning Program at Johnson & Wales University will show you how all of these components help to engage students in university life and make them feel part of the learning community, leading to increased student success. Tips on translating these methods to your program will be shared!

D2. The Real Collaboration in Comp 101: From the Community, to the Classroom, to the Community

Location: Congress, 3rd floor

John F. Cartier, Bergen Community College

This presentation will stress the importance of revitalizing Comp 101 and re-emphasizing the fact that writing is a personal act. It defines our identity and highlights the relationships we have with others in our community. Participants in this session will see how Comp 101 can work more effectively to encourage imaginative thought, self-awareness, community interaction, and social responsibility involving the cultures of the different neighborhoods that are now so much a part of the classroom experience.

E. The Work of Learning Communities: Panel Discussion

Location: Queen Mary, 2nd floor

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

Since the 1970s, LaGuardia Community College has recognized the value of learning communities in enhancing student growth. This panel will briefly highlight LaGuardia's history of successful learning community innovation before discussing our current experiences. At the heart of our presentation will be examining the challenges and rewards of the faculty collaborative process in making classroom experiences truly communal.

F. "Jinging" the Virtual Classroom

Location: Olympia C, 2nd floor

Bob McGovern, Brookdale Community College

One of the frustrations of teaching online is the lack of "show'n tell." What is easily accomplished in the classroom is not so easily accomplished online, especially in a writing course. Many online instructors have to explain concepts over and over, with no assurances that students "get it." Jing easily makes the needed visual connection and speaks to students through a medium – video – in which they are already immersed.

Break 2:45-3:00 p.m.

Friday 3:00-4:00 p.m.

A. Collaborating to Develop a Developmental Writing Program: Creating Identity, Purpose and Cohesion Across Three Campuses, Dozens of Instructors and Thousands of Students

Location: Congress, 2nd floor

Elizabeth Cone, Susan Fanning, Imelda Farrell, Dominique Ficalora, Kimberly Ng Southard, and William Burns, Suffolk Community College

This panel will discuss the successes and pitfalls we have encountered as full-time and adjunct faculty at a diverse three-campus suburban community college collaborate to bring cohesion and a unified mission to a large and disparate developmental writing program that serves an ever-increasing population of developmental students every semester.

B. Alert! Community Colleges Are Disappearing in the USA

Location: Queen Mary, 2nd floor

Lynn Quitman Troyka, Reabeka King, Lester Lambert, Justin March and Michele Sweeting-DeCaro, City College, The City University of New York

This session uses the format of a mock debate followed by a spirited audience discussion to explore the highly complex and dislocating issues related to a major trend in the USA today that impacts two-year colleges—state legislatures mandating that community colleges become BA-granting institutions. Already in place in three states and coming to eleven others, in spite of stiff opposition from statewide education boards, this trend has not yet hit the Northeast USA, but it will. Are we ready? Research shows that after a few years, two-year college conceptual sensibilities that value open access and community outreach are replaced by emphasis on BA-type programming. Some community college faculty and administrations welcome the changes, while others are deeply unhappy with them.

C1. Friday Night Lights and A-Ha Lights

Location: Olympia A, 2nd floor

Craig Wynne, Berkeley College

The author revisits his experiences of learning how to swing a bat when he played Little League baseball by applying the pedagogical philosophies of Anne Lamott, Peter Elbow, and Nancy Sommers. He then connects the narrative and theories to how he approaches his tutoring practices in the writing center.

C2. Local Poetry: You Can Too!

Location: Olympia A, 2nd floor

Carl Carlsen, North Shore Community College

The poetry of specific places in a college's service area is a rich resource that can be tapped through collaborations with libraries and historical organizations. Come see and learn about the decade long effort of North Shore Community College to collect, curate and represent poetry of places in its service area. You'll get some ideas about how to use local poetry in your classroom and your community.

D1. Freshman Composition Goes Global

Location: Olympia B, 2nd floor

Stacy L. Korbela, Howard Community College

Come discover how Freshman Composition students traveled the globe and improved their writing skills without ever leaving the classroom. Learn how globalizing your writing curriculum with help from the Sundance Film Festival, public radio, and the Intercollegiate Ethics Bowl can not only benefit your students, but the entire college and community.

D2. Creating a Global Learning Community in Freshman Composition Classes

Location: Olympia B, 2nd floor

Amelia Yongue and Linda Wiley, Howard Community College

Can composition courses be designed to help students develop increased global awareness? Can that awareness generate excitement in writing assignments, even the research paper project? Yes! Find out the steps necessary to build a collaborative partnership between native-speaking and ESL writing classes. Handouts will include descriptions of proven activities and multi-step writing assignments as well as various suggestions for program design that could be replicated on any campus.

E1. From Conversation Partner to ESOL Mentoring Service: Theory and Practice at Onondaga Community College

Location: Raffaello, 2nd floor

Stephen Pierson and Susan Savedoff, Onondaga Community College

We present the results of our collaboration over the last two years in providing students from a non-English language background with a native-speaking conversation mentor. We describe the aims, participants, logistics, and future goals of the service. Additionally, we discuss the service in the context of theories of mentoring and recent research on the relationship between speaking and writing in second language acquisition.

E2. Helping At-Risk High School Students Prepare for College

Location: Raffaello, 2nd floor

Kaarina Finegan and Tanya Millner-Harlee, Manchester Community College

Learn about a transitional program developed by our college for local high school students; hear about the logistical challenges we faced and the validating successes we had; leave with recommendations for some strategies your own college might implement when pursuing similar initiatives. Sample schedules and lesson plans will be shared.

F. Learning Community Collaborations at an Urban Two-Year College: Towards a Pedagogy of Transformation, Communication and Engagement

Location: Olympia C, 2nd floor

H. Elizabeth Smith, Donna Kessler-Eng and Maria Treglia, Bronx Community College/CUNY

In this session, we will describe some of the ways our learning community faculty fosters collaboration within, between, and beyond our learning community clusters. Our presentations will showcase some of the strategies our learning communities have adopted (service learning projects, digital storytelling) as well as how we negotiate the pitfalls of hyper-bonding in learning communities.

Saturday 8:30-9:30 a.m.

A. Breathe Life into Your Classroom: A Themed Writing Unit

Location: Olympia A, 2nd floor

Desiree DiFabio, Montgomery College

Tired of watching your students sneak furtive glances at the clock or text message under their desk? It's time to Breathe Life into your Classroom through the application of a Themed Writing Unit. Learn how to use music as a medium which generates interest, engagement, and participation on a daily basis. By the end of a semester in your class, students will own their essays, guaranteed!

B1. Building Learning Communities Through Culturally Responsive Teaching

Location: Congress 313, 3rd floor

James Johns and Wynne Ferdinand, The City College of New York/CUNY

A multimedia presentation describing two instructors' efforts to foster positive transitions for non-traditional students from ESOL and ABE classes to the two-year college setting. Samples of student work and one writing lesson plan inspired by Raymond Wlodkowski's "Motivational Framework for Culturally Responsive Teaching" are shared with session attendees.

B2. Collaborative Teaching: When the Other Dancer is the Colleague

Location: Congress 313, 3rd floor

Susan Gentry and Terry Cassidy, Tunxis Community College

If you have ever thought about team teaching or ever thought those who do it are crazy, you will find this session interesting. Through demonstration and discussion, the workshop leaders will present research on team teaching, show the dynamics of the team taught classroom, and candidly discuss the dangers and rewards of working so intimately with a colleague in sustained instructional collaboration.

C. Bring Your "Cause" to the Classroom

Location: Olympia B, 2nd floor

Harold Kahn, Bergen Community College

What is your "cause" – protecting the environment, ending illiteracy, finding a cure for breast cancer? The presenter will bring his "cause" to this workshop and show the audience how, through a variety of activities, they can both stimulate their students' interest in an issue and develop their students' English skills. Additionally, it can lead to Service Learning projects, which further engage students' English language skills while educating them about a worthwhile "cause."

D1. Learning Communities and Interdisciplinarity: How Learning Changes for Students and Teachers

Location: Boardroom, 15th floor

Andrew Maines, Three Rivers Community College

We will have a roundtable conversation about learning communities and other models of interdisciplinary pedagogy at community colleges. We may look at how the learning in these environments is different from that of stand-alone courses, how community is built, what the effects are on students and instructors, and what further support might be needed in order for them to thrive.

D2. Don't Fear the Rewrite: Working Together to Overcome Revision Anxiety

Location: Boardroom, 15th floor

Sara Schupack, University of Massachusetts, Amherst

This paper discusses the attempts to alleviate the fear of failure brought on by the revision process. Students' own words are used to highlight the frustration students feel in a class where doing something "wrong" is not only possible, but expected. The presenter will chronicle his own varied techniques and limited success in the hopes of prompting discussion.

E1. Academic Vocabulary and Critical Thinking: Indispensable Tools for English Language Learners

Location: Olympia C, 2nd floor

Gail Fernandez and Maria Kasparova, Bergen Community College

To improve student comprehension and analytical thinking, the presenters created new curricular components focusing on academic vocabulary and critical thinking for their English as a Second Language reading/writing classes. The presenters will share their research, material development and course outcomes. Attendees will practice developing critical thinking exercises in this session.

E2. The Learner's Journey: Critical Thinking and Civic Engagement

Location: Olympia C, 2nd floor

Susan E. Apshaga, Debra Lilli and Carol Panaccione, Community College of Rhode Island

This informative, interactive session offers a proven active-learning model for those interested in effecting a more successful high school-to-college transition for their students, thereby increasing first-year retention. Showcasing the successful team-taught, humanities-based, critical thinking learning community currently being offered at the Community College of Rhode Island, this session affords participants collaborative activities to create their own course.

F. Writing Assessment Across the Curriculum

Location: Queen Mary, 2nd floor

Dr. Brian Donohue-Lynch, Mark Szantyr, and O. Brian Kaufman, Quinebaug Valley Community College

A panel discussion that will model a holistic approach to assessment under development at QVCC — that often privileges using writing practices —and builds on already existing practices and faculty expertise in the classroom to provide effective and varied evidence of student learning at multiple levels of significance and understanding.

Break 9:30-9:50a.m.

Saturday 9:50-10:50 a.m.

A1. English 094 and FYE – A Paired Class

Location: Queen Mary, 2nd floor

Minati Roychoudhuri, Three Rivers Community College

The paired class or LAMPS is created to give the “at risk” students the additional support of faculty and peers to motivate their learning and help them stay focused. As Eng 094 and FYE students learn basic reading, thinking and writing skills, the paired class will create this environment where students will be spending extra time learning these concepts more than once to master them. The constant interaction will help to foster peer support and motivation. The end result will be learning in a student-fostered classroom, and having the peer network support to help them stay motivated.

A2. Learning to Act: Translating Reading and Research into Human Rights Action

Location: Queen Mary, 2nd floor

Alan Devenish, SUNY/Westchester Community College

Demonstrating how students in a recently developed interdisciplinary Human Rights elective “translate” their engagement with humanitarian issues into a semester-long action project of their choice, this presentation will illustrate ways in which such a course, inter-curricular by nature yet housed in the English Department, integrates reading- and writing-intensive practices into projects that incorporate new technologies, peer collaboration and on-the-ground advocacy and action.

B. Cross Talk – Administrators and Faculty Seeking a Common Vision

Location: Boardroom, 15th floor

Tim McLaughlin, Bunker Hill Community College, Chuck Annal and Lynn Kilchenstein, New Hampshire Technical Community College and France Winter, MassBay Community College

Join two former English Faculty turned high level administrators and two veteran English department chairs for a discussion on how we might reach across the divide that so often seems to separate faculty and administrators. How do administrators see the world? How can faculty influence that vision? How can faculty and administrators come together to solve problems and move their institutions forward? Please join the conversation.

C. CSI: CMCC

Location: Congress 313, 3rd floor

Susan Carbone and Lucinda Coombs, Central Maine Community College and Judy Taylor, Learning Community Student

CMCC’s first learning community fosters collaboration between the life sciences and English faculty, and among students in a shared learning experience. The curriculum pairs forensic science with mystery fiction in an eight-credit combination of courses, in which students learn basic forensic biology, practice forensic analysis in the lab, study mystery fiction as a genre, and write an original mystery story that meet the credibility test for forensics. We will discuss the intent, the curriculum, and the outcomes of this experience.

D1. A Case Study Discovering Part-Time Faculty's Perceptions of Their Needs, Working Conditions, Social Network, and Satisfaction at Three Community Colleges

Location: Olympia A, 2nd floor

Tanya Millner-Harlee, Manchester Community College

This workshop will address the findings in a recent doctoral study that examined the particular professional needs and working conditions that may influence part-time faculties' job satisfaction. In addition, this workshop is designed to foster conversations regarding the increased role that part-time faculty members play at community colleges and how they are perceived by their colleagues, their students, and most importantly, how they perceive themselves.

D2. Everything Adjunct: Roundtable Discussion

Location: Olympia A, 2nd floor

Tanya Millner-Harlee and Jeanine DeRusha, Manchester Community College

E. Engaging Students with Panels as Prewriting Instead of a Ring

Location: Olympia B, 2nd floor

Jim Freeman, Bucks County Community College

Using Debate 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 findings prior to students drafting academic discourse.

F1. A Writing Program in name only: using the WPA Outcomes Statement to stimulate program building

Location: Olympia C, 2nd floor

Malkiel Choseed, Onondaga Community College

A Writing Program Administrator in a community college faces many challenges, the most pressing of which is getting full and part time faculty to work together to create programmatic unity. Many programs exist in name only, with students encountering an extreme diversity and inconsistency in pedagogy and outcomes. Join the presenter for a discussion of how the WPA Outcomes Statement can be used as a catalyst for program building.

F2. Learning Assessment: Numbers that Count

Location: Olympia C, 2nd floor

Janet Hubbs, Ocean County College

Since it's clear that accountability and assessment of higher education are articulated priorities of the Obama administration, it seems a good time to consider meaningful learning assessment strategies for our English programs, strategies that actually collect usable information and yet are still responsive to the call for accountability.

Break 10:50-11:10 a.m.

Lunch 11:15 a.m.-1:00 p.m.
Location: Harborside Pavilion
(ground floor, tented outdoor space)

Tyca Conference Locations

1966 Cazenovia, NY	1988 Pittsburgh, PA
1967 Providence, RI	1989 Albany, NY
1968 Glens Falls, NY	1990 Philadelphia, PA
1969 Philadelphia, PA	1991 Baltimore, MD
1970 Boston, MA	1992 Boston, MA
1971 Anapolis, MD	1993 Princeton, NJ
1972 New York, NY	1994 Hartford, CT
1973 Pittsburgh, PA	1995 Portsmouth, NH
1974 Cranston, RI	1996 Rochester, NY
1975 New York, NY	1997 New York, NY
1976 Philadelphia, PA	1998 Newport, RI
1977 Buffalo, NY	1999 Amherst, MA
1978 Washington, DC	2000 Pittsburgh, PA
1979 Pittsburgh, PA	2001 Washington, DC
1980 New York, NY	2002 Portland, ME
1981 Baltimore, MD	2003 Boston, MA
1982 Boston, MA	2004 Annapolis, MD
1983 Atlantic City, NJ	2005 Princeton, NJ
1984 Teaneck, NJ	2006 Providence, RI
1985 Portland, ME	2007 Philadelphia, PA
1986 Washington, DC	2008 Atlantic City, NJ
1987 Hyannis, MA	

BEDFORD/ST. MARTIN'S

you get more | bedfordstmartins.com

Because there is more than one writing process

NEW



[bedfordstmartins.com/
howtowrite/catalog](http://bedfordstmartins.com/howtowrite/catalog)

How to Write Anything A Guide and Reference with Readings

John J. Ruzkiewicz, *University of Texas at Austin*
Jay Dolmage, *West Virginia University*

Designed to be clear and simple, *How to Write Anything* reimagines how texts work, with support for students wherever they are in their writing process. Now also available in a version with 50 fresh, additional readings from a wide range of sources, organized by the genres covered in the guide. The result is everything you need to teach composition in a flexible, highly visual guide, reference, and reader.

Handbooks that work



