

2026 TYCA-NE Annual Conference

Meeting the Moment:

Connecting the Past, Present, and
Future in English Studies



October 2-3 | Marriott at Penn Square | Lancaster, Pennsylvania

Table of Contents



3-5	Welcome & Info Welcome from the conference co-chairs Venue information Venue maps
Schedule at a Glance Overview of schedule blocks, plenary sessions and rooms	6-8
9-28	Detailed Schedule Full breakdown of session titles, presenters, abstracts and room numbers
Conference Acknowledgments Regional Executive Committee Conference Committees Sponsors & Vendors	29-31
32-36	TYCA-NE Information Past Conferences Nor'easter Journal Future Site



Co-Chairs' Welcome

Dear TYCA Northeast Members,

Welcome to our 2026 TYCA Northeast Conference in Lancaster, PA! We are so grateful that you are participating in our event.

This year's theme for the conference is "Meeting the Moment: Connecting the Past, Present, and Future in English Studies." At this moment, we all are trying to make sense of the rapid changes in student literacies, technology (in every aspect of our lives), and educational landscapes. As we brainstormed ideas for the theme of this conference, our entire group continually returned to the challenges and opportunities that emerging technologies presented to our classrooms and pedagogies. We kept asking ourselves, how do we adapt to the evolution of technology in ways that are pro-active rather than re-active? How do we center the pedagogical practices and values we hold as non-negotiable amidst so much change? A related question became, what is non-negotiable in English Studies, particularly at two-year colleges or in two-year English programs?

This conference brings together diverse points of view to help us think deeply about these questions. As you can see from this program, some presenters will consider the tried and true classroom strategies and activities they are prioritizing in our new reality of chatbots, algorithms, viral videos, and instant responses to search queries. Other presenters focus on the opportunities and risks associated with integrating emerging digital literacies and the use of generative artificial intelligence in the classroom. Our Keynote Speaker, David T. Coad, will provide historic and cultural context to AI while presenting examples of pedagogical practices that center human connection as they incorporate emerging technologies. We hope that over the next day and a half, we all engage in conversations that help us to imagine how we move into the future with an appreciation of a collective set of honed teaching practices as well as a collection of creative ideas for integrating digital literacies, as well as other emerging critical literacies, that support and engage our community college students.

Our work as two-year college English educators is as essential as it ever was in this moment of profound and rapid change. As teachers at community colleges and in two-year English programs, we have an obligation to understand emerging literacies for our students and to ensure that our students are prepared to be participatory and engaged community members beyond our classrooms. To this end, we at TYCA Northeast are committed to helping continue that conversation, both in and beyond Lancaster.

Thanks for going on this journey with us!

Sam McManus and Jennifer Maloy,
TYCA Northeast Co-Chairs



Venue Information

This year's conference is held at the Lancaster County Convention Center, which is directly connected to the conference hotel, the Marriott Lancaster Penn Square. All conference events will occur on the second and third floors of the convention center. For your convenience, maps of both conference floors are included on the next page.



LANCASTER
— COUNTY —
CONVENTION
— CENTER —

INDEPENDENCE ROOM

FEDERAL ROOM

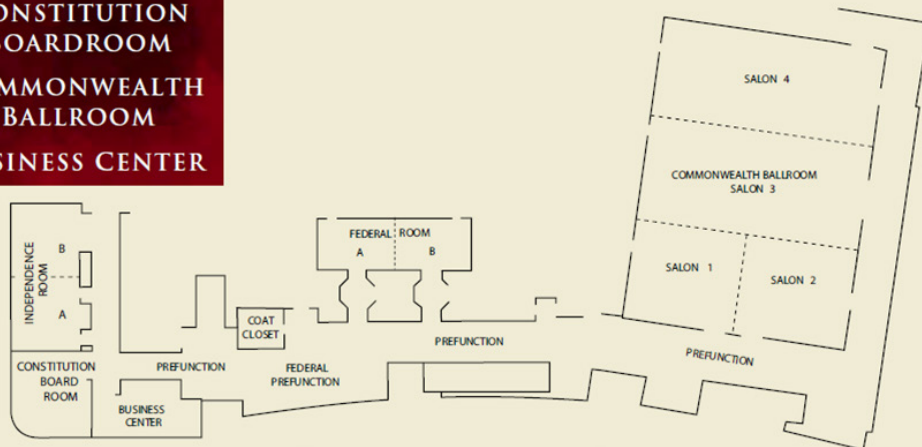
CONSTITUTION BOARDROOM

COMMONWEALTH BALLROOM

BUSINESS CENTER

25 South Queen Street • Lancaster, Pennsylvania 17603

Toll-free 866.503.3786 • Fax 717.207.4028 • www.lancasterconventioncenter.com



Room	Dimensions		Capacity					
	Sq. Ft.	Banquet Rounds	Class-room	Reception	Theatre	U-Shape	Trade-show 8x10	Trade-show 10x10
LEVEL 2								
Commonwealth Ballroom	8,724	500	400	800	800	100	56	45
Commonwealth Salon 4	2,787	150	120	200	225	50	15	15
Commonwealth Salon 3	3,045	180	140	300	300	60	21	15
Commonwealth Salon 2	1,384	70	60	100	90	30	-	-
Commonwealth Salon 1	1,508	70	60	100	90	30	-	-
Commonwealth Prefunction	3,702	-	-	300	-	-	-	-
Independence Room	1,290	60	60	75	90	40	-	-
Independence B	635	30	30	40	40	16	-	-
Independence A	655	30	30	40	40	16	-	-
Constitution Boardroom	660	-	-	-	-	16	-	-
Federal Room	1,017	60	60	75	80	40	-	-
Federal Room A	509	30	25	40	40	16	-	-
Federal Room B	660	30	25	40	40	16	-	-
Federal Prefunction	1,048	-	-	75	-	-	-	-



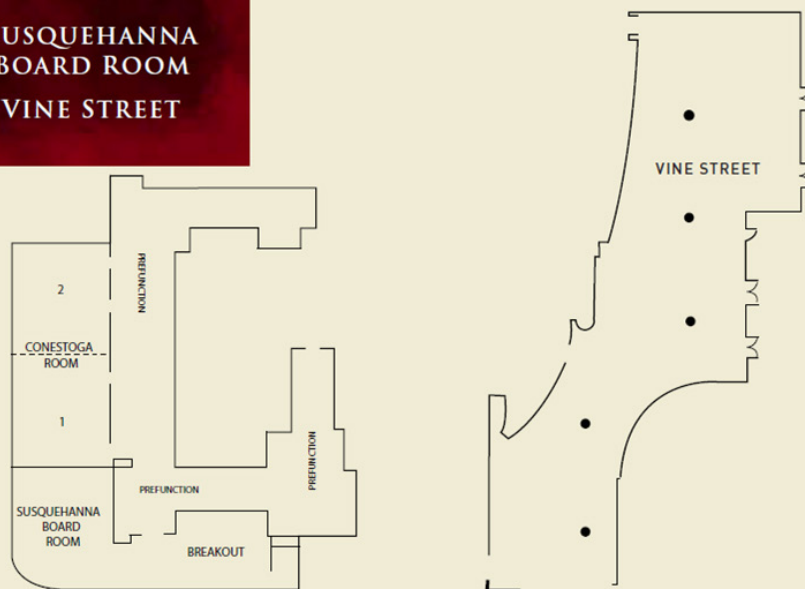
CONESTOGA ROOM

SUSQUEHANNA BOARD ROOM

VINE STREET

25 South Queen Street • Lancaster, Pennsylvania 17603

Toll-free 866.503.3786 • Fax 717.207.4028 • www.lancasterconventioncenter.com



Room	Dimensions		Capacity					
	Sq. Ft.	Banquet Rounds	Class-room	Reception	Theatre	U-Shape	Trade-show 8x10	Trade-show 10x10
LEVEL 4								
Conestoga Room	1,290	60	60	75	90	40	-	-
Conestoga Room 1	655	30	30	40	40	16	-	-
Conestoga Room 2	635	30	30	40	40	16	-	-
Susquehanna Boardroom w/Breakout	660/1,150	-	-	-	-	14	-	-
Vine Street	-	300	100	300	200	40	-	-



Schedule At a Glance

Thursday, October 2

Time	Session	Room
3:00-5:00PM	Registration	Commonwealth Pre-Function
5:30-7:00PM	Meet & Greet	The Exchange Rooftop Bar

See old friends and meet new colleagues at the TYCA Meet & Greet at The Exchange Rooftop Bar, Penn Square Marriott.



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS



W. W. NORTON & COMPANY
Independent Publishers Since 1923

Schedule At a Glance

Friday, October 2

Time	Session	Room
8:00AM-5:00PM	Registration	Commonwealth Pre-Function
8:00AM-5:00PM	Publishers	Commonwealth (CS) 3
8:00-9:00AM	Coffee and Pastries	Commonwealth (CS) 3
8:15-8:45	State Reps Meeting	CS 1
9:00-10:00	Concurrent Sessions A	
10:15-11:15	Concurrent Sessions B	
11:30-12:30	Concurrent Sessions C	
12:30PM-2:00	Lunch & Keynote	CS 3
2:00-2:30	Book Signing & Publisher Spotlight	CS 3
2:00-2:30	Interactive Flash Presentations	CS 3
2:45-3:45	Concurrent Sessions D	
4:00-5:00	Concurrent Sessions E	
5:15-6:45	MVCC School of Humanities Poetry Hour	Hickory

Schedule At a Glance

Saturday, October 3

Time	Session	Room
8:00AM-1:00PM	Publishers	CS 3
8:00-9:00AM	Coffee and Pastries	CS 3
8:15-8:45	REC & Nor'Easter Meet and Greet	CS-1
9:00-10:00	Concurrent Sessions F	
10:15-11:15	Concurrent Sessions G	
11:30-12:30	Concurrent Sessions H	
12:30-1:30PM	Luncheon & TYCA Updates	CS 3



Friday, 9-10:00AM

A. ***Meeting Each Other: How Student-Led, Faculty-Supported Writing Groups Impact FYC Students***

Christian Aguiar, *University of the District of Columbia Community College*

CS-2 Students have so many deadlines, expectations and crises to meet that they don't always have the time or ability to truly meet each other. This presentation explores the potential benefits of building student-led writing groups into a FYC course. Drawing on findings from two cycles of an action research project, it explores how such groups can positively impact students' sense of belonging, self-efficacy, and social engagement. It discusses some best practices for building and supporting the groups as well as some of the major challenges to sustaining them.

The Gift and Fruit of In-Class Writing

Annet O'Mara, *SUNY Onondaga Community College*

Let us explore the value of in-class writing to include brainstorming exercises, composing of one or more paragraphs, sparking curiosity around a theme, squeezing creative original examples, expressing critical opinion, and incorporating credible sources to push beyond what students already know. Instilling such motivation may see students producing original writing.

A.2 ***Reflective Writing in the Age of AI: Encouraging Student Voice in First-Year Composition***

Krista Quinn, *SUNY Orange (Orange County Community College)*

Independence As generative AI becomes more prevalent in higher education, first-year writing instructors are increasingly concerned about the authenticity of student writing. This presentation explores reflective writing as a pedagogical response to AI use, highlighting strategies that promote metacognition, authentic engagement, and student ownership of the writing process.

How Compassion, Creativity, and Confidence Builds Community in the CUNY Start Classroom

Lacey Troy, *Queensborough Community College (CUNY)*

Through themes of identity, leadership, and community service, CUNY Start students at Queensborough Community College designed writing portfolio covers using donated magazine materials, while also contributing to the beautification of the campus garden. These projects highlighted the benefits of experiential and multimodal learning within the developmental reading and writing classroom.

A.3 ***Banned Book Class Vote***

Sarah Carter, *University of South Carolina*

Conestoga Book bans directly impact dual-credit students enrolled at many two-year institutions by significantly decreasing student exposure and awareness to many real-world topics and themes that surround politics, race, gender and diversity. This presentation will share a fun and engaging activity promoting banned books and student autonomy and addresses critical thinking, reading, composing, and rhetorical knowledge.

The Ethics of Self-Expression: Empowerment Through Personal Narrative

Jonathan Pappas, *Community College of Philadelphia*

This presentation walks attendees through the Name Speech, an empowering, AI-resistant assignment that transforms self-reflection into ethical inquiry. Students research expert ideas about names and identity, test those ideas against their own lived experience, and arrive at a universal moral theme adaptable across writing and speaking courses.

A.4 ***Grappling with Standardized English, Translanguaging, and AI in Fostering Academic Literacy among First Year Writing Students***

David Housel, *LaGuardia Community College (CUNY)*

Federal Does the pressure to produce standardized English inadvertently prompt enhanced reliance on artificial intelligence in higher education? Can students' home languages be leveraged to acquire academic English? This session will invite participants to reflect on how language variety and the ethical use of AI can support success in writing classes.

AI in the Prewriting Stage: Using Language Resources to Reduce Cognitive Load for Multilingual Writers

Ashley Oros, *LaGuardia Community College (CUNY)*

Strict AI policies in first-year composition often marginalize multilingual students. Drawing on Cognitive Load Theory, this presentation advocates for asset-based AI integration during the prewriting stage. Through an interactive workshop, participants will design scaffolded, AI-enhanced writing tasks that support multilingual students and foster equitable learning.

Friday, 10:15-11:15

B.1 *Scaffolding and Sequencing Rhetoric With 2026 Considerations: Research, Recording, and Play Make a Difference*

Dianne Stanbach, *Northern Virginia Community College*

CS-1 This proposed presentation discusses how teachers of writing can draw from our experiences as researchers and writers to model for our students how generative AI may be leveraged as a companion to make the work of citation less tedious. Rather than using AI as another citation generator, this presentation discusses the best practices for leveraging AI's dialogic capabilities to document sources.

Documentation through Dialogue

Angela Ridinger-Dotterman, *Queensborough Community College (CUNY)*

With the results from a study of fifty-five Spring 2026 Composition II community college students at Northern Virginia Community College, this presenter seeks to share student perspectives and her conclusions regarding what rhetorical assignments are being taught and how their sequencing matters to student engagement. Many challenges addressed in research often are digital communication, plagiarism, the embrace and use AI or adoption of stricter guidelines, whether reflection works (a form of metacognition), and how high or low stakes grading helps or interferes with the students' completion.

B.2 *License to Prompt: AI in Online Research-Based Composition*

Charles Park, *Berkshire Community College*

CS-2 This presentation will discuss the incorporation of AI into online second-semester research-based composition curriculum that gives students agency. The presentation will cover the rationale behind allowing students to use AI for research and drafting of their papers, the preliminary conversations that occurred, and the results of this experiment.

Connecting Skills to Communities: Video Assignments as Tools for Digital Literacy and Community Engagement

Tonisha Taylor, *Lehigh Carbon Community College*

This presentation highlights a video assignment for an online course that fosters the digital literacy and community engagement skills of community college students. Through this assignment, students develop information and media literacy skills, improve technical proficiency, utilize multimodal communication, and increase their awareness of neighborhood resources.

B.3 ***Get Them Talking: The Case for Book Clubs in the College Literature Classroom***

John Brush, *SUNY Suffolk Community College*

Independence Book clubs are a popular method of teaching literature in middle and high school but not necessarily in the college classroom. Join Prof. John Brush as he shares his experiences teaching with the book club model as a way to reinvigorate class discussion and foster collaboration among students.

The Literary Journal as a Vehicle for Art in Action in the First-Year Classroom

Allison Lorber, *Montclair State University*

Reading of vital, artistic literature is essential, and it's found in literary magazines from varied cultures. Drawing on my research into the literature, and my lesson plan to teach from online, free literary journals, we'll implement unique reading with distinct voices. Reading comprehension, free writing, and critical analysis are exercises.

B.4 ***Scaffolding in the Current Composition Moment***

Jennifer Maloy, *Queenborough Community College (CUNY)*

Benjamin Miller, *Queenborough Community College (CUNY)*

Conestoga The evolution of students' digital practices and information consumption necessitates a re-imagining of the guidance we give to students in academic writing. This panel details possibilities for redesigning academic essay assignments, with a focus on voice and research, to better support critical reading, thinking, and writing for students today.

B.5 ***The Art of Looking: AI, Images, and Writing That Sees the World More Deeply***

Tulay Altin, *Union County College*

Debbie Kemp-Jackson, *Union County College*

Federal This presentation examines how AI tools and digital resources can cultivate empathy and critical literacy in composition classrooms. Grounded in student-centered visual storytelling, presenters will offer practical strategies. Weaving image analysis and multimodal composition into diverse learning environments builds the habits of mind that sustain civic engagement and deep reflection.

Friday, 11:30-12:30

- C.1 ***Basic Writer Turned Writing Instructor: How Lived Experience Shapes Borrowed Belief in the Two-Year Classroom: What Faculty Are Already Doing That Could Change a Student's Life***
Brenda Combs, *Grand Canyon University & BRC Media***P**
- CS-1 Two-year college English faculty hold something most institutions do not: proximity. This session names the relational mechanism beneath student persistence, borrowed belief, and offers faculty practices that preserve it without burning out the educator. Grounded in a former K-8 and university instructor's lived experience and pedagogical research.
- C.2 ***Generative AI Stances and Policy Statements in the Writing Classroom***
James Pacello, *Kingsborough Community College (CUNY)*
- CS-2 This session shares an approach to developing a generative AI policy statement for writing classrooms based on the stance instructors or institutions take toward AI. Participants will be guided through clarifying their own stance and provided resources to help them craft a well-articulated policy statement to include on their syllabi.
- Navigating the AI Landscape: A Practical Guide for Students and Faculty***
Fawcett Dunstan, *Community College of Baltimore County*
- In this session, I will share an AI student and faculty guide that my Maryland Online Leadership Institute (MOLLI) cohort worked on for the past academic year to offer guidance on how to ethically and responsibly use AI in the classroom. An AI student checklist and an AI faculty checklist will be shared with participants.

- C.3** ***Beyond Content Generation: Computational Thinking as a Composition Practice***
Walter Huttner, *Rowan College of Burlington County*
- Independence As AI continues to disrupt rhetoric and composition, faculty face new questions about cultivating critical inquiry over empty content. This presentation examines classwork that uses AI and computational thinking to foster student thinking in action. Attendees will learn strategies for developing arguments that strengthen research practices and refine rhetorical awareness.
- Writing Beyond the Classroom: Public Rhetorical Participation in First-Year Writing***
Justine Matias, *Pace University*
- First-year writing students are often taught to write for a grade rather than toward an audience. This presentation examines how a deliberate progression of assignments, from personal literacy narratives to public analytical writing to genuine rhetorical participation, transforms FYW students from academic performers into confident contributors to conversations beyond the classroom.
- C.4** ***Digital Storytelling in the Human-Centered Classroom***
Chip Gladson, *Montgomery College*
Megan Howard, *Montgomery College*
Jamie Gillan, *Montgomery College*
- Conestoga Explore how digital storytelling fosters authentic voice as well as communication and technical skills through human-centered pedagogy. Student interns from the Digital Storytelling Internship at Montgomery College will screen their digital stories. Faculty coordinators will demonstrate how digital storytelling assignments can enhance first-year writing courses while strengthening students' creativity and demonstrating why telling their own stories in their own words matters.
- C.5** ***Socratic Tutors and "Tough Professors": Grounding Critical GenAI Literacy in Gen Ed Frameworks***
Christian Heisler, *Onondaga Community College*
Michelle Malinovsky, *Onondaga Community College*
- Federal When GenAI crashed first-year composition, panic ensued. Instead of banning the bots, an English professor and a librarian co-created an open-access Brightspace module and OER textbook focusing on critical GenAI research literacy. Learn how we use GenAI "Socratic Tutors" and "vibe-coding" to teach ethical engagement while closing digital equity gaps.

Keynote Speaker

CS 3 **Keynote Address**

David Coad, *Santa Clara University*

Introduced by Sam McManus, TYCA-NE
Co-Chair

David Coad, PhD, is an assistant teaching professor at Santa Clara University in Silicon Valley, California. He previously taught at Solano Community College and Sierra College, where he developed a strong conviction that every student's learning experience matters. His scholarly writing has grown directly out of his teaching experiences with two co-edited books featuring classroom activities: *Dynamic Activities for First-Year Composition* (2023, NCTE), and *Digital Literacies for Human Connection* (2026, NCTE). David serves as editor of the *Writing Spaces* Activities and Assignments section, and has published academic research on student experiences with digital literacies in *Kairos* and *Computers and Composition*. He is thrilled to join in the fun at the TYCA-NE 2026 conference.



David will be available to sign books immediately after the address.

Funding for the keynote speaker provided through the NCTE Cosponsored Speakers Program.



The City College
of New York

MLA Jeopardy: A Low-Stakes Citation Lab for Joyful, Active Learning

Althea Hughes, *Harford Community College*

CS-3/4 MLA Jeopardy! transforms citation instruction into collaborative play. This game helps college freshmen and sophomores practice MLA style through friendly competition, creativity, and immediate feedback. This flash presentation demonstrates how game-based learning makes emerging classroom technologies feel joyful, imaginative, and accessible while strengthening students' confidence with academic conventions and research-based writing.

Ai or Not?: Using Digital Literacy Skills to detect AI pictures

Michelle Kaschak, *Penn State Lehigh Valley*

In an era where AI-generated images are increasingly indistinguishable from real photographs, the ability to critically evaluate visual media has become an essential digital literacy skill. This five-minute flash presentation introduces quick and practical strategies for identifying AI-generated photos in everyday digital environments. Equipping students and faculty with these detection skills is a critical step toward combating misinformation and fostering a more visually literate public.

Reading the City: A Place-Based Composition Curriculum for the Two-Year College

Don Buda, *CT State Community College (Capital)*

This presentation shares a place-based, community-engaged curriculum for first-year composition at an urban community college. Built around Hartford's public spaces and cultural institutions, the three-unit sequence treats the city as a text students learn to read and write about. Attendees leave with an approach they can adapt wherever they teach.

The Power of Paper: How Zines Help Students Reclaim Creativity in Technology-Rich Classrooms

Jennie Field, *Atlantic Cape Community College*

As AI and emerging technologies become commonplace in our writing classrooms, we face the challenges of not only keeping students engaged but also preserving joy, creativity, and authentic human connection. This interactive session explores one answer through the creation of zines - booklets that invite students to think, create, and collaborate in unexpected ways, while also displaying their understanding of various texts.

Zines, the Original Punk Research Paper

Christine Guaragno, *Community College of Philadelphia*

Cut, collage, stamp, sew, photocopy and...cite using MLA! In this flash presentation, learn how to introduce the research paper to students through the use of handmade magazines called zines. Students learn how to research, cite, and write--with an emphasis on audience--through continuing the DIY tradition of zines.

Friday, 2:45-3:45

- D.1 ***Connecting the Past, the Present, and the Future in the English Classroom by Introducing Ethnographic-Based Assignments to Bypass Stereotypes and AI-Generated Fluff***
Maria Ornella Treglia, *Bronx Community College (CUNY)*
- CS-1 This presentation will demonstrate how ethnographic research approaches can be adapted in developmental English, first-year composition, and advanced courses such as History of the English Language to promote student engagement, self-discovery and validation, sociopolitical awareness, and a sense of linguistic equality. Ethnographic-based assignments promote students' curiosity and creativity, steering them away from AI-generated resources.
- Reading Communities as Texts: Regional Public Humanities in the Community College Writing Classroom***
Kelly Allen, *Northampton Community College*
- Community colleges are uniquely positioned for public humanities work because students bring deep knowledge of the places they inhabit. This presentation explores how photo and field journals help students read their communities as texts, by analyzing public writing to investigate local values, identities, and publics while fostering critical literacy and civic engagement.
- D.2 ***Chat GPT, Composition Epistemology, and the Oppression of Basic Writers' Voices***
William Lalicker, *West Chester University*
- CS-2 The academic valorization of generative artificial intelligence represents an attack on the humanization of the basic writer. ChatGPT scrapes digitized (thus privileged) voices to create its models, thus erasing Freireian student knowledge and basic writers' voices. This presentation will supply analysis and options for solutions.
- Creating Community Through Class Contributions***
Alexandra Carey, *CT State Community College- Capital*
- How can we create community in our classrooms, particularly in online asynchronous courses? This presentation takes a Freirean approach to learning, as students contribute to the repertoire of class generated knowledge. Examples and practical strategies from an asynchronous composition course will be given, and can be applied broadly to all modalities.

D.3 ***That Was Then, This Is Now: Why I’m Pivoting to Pen and Paper in the First Year Composition Classroom***
Mary Lawrence, *CT State Community College- Gateway*

Independence While it’s essential that students (and educators!) develop critical digital literacy skills to confidently navigate online environments riddled with disinformation and AI slop, it’s possible to hone these skills through more deliberate, focused hands-on activities sans technology. This workshop will guide participants through scaffolded reading and writing prompts that foster curiosity and critical thinking in the first-year composition classroom.

Teaching Like It's the 90s: Handwriting, Talk, and Presence in the Composition Classroom

Karen Hom-Galli, *Hudson County Community College*
Sovi Pujols, *Hudson County Community College*

Community college students enter the classroom juggling phones, laptops, tablets, smart watches, AI tools, and the occasional amnesia of their username and passwords. This workshop discusses practical solutions for listening and discussing writing and literature. Presenters share low-tech, high-impact practices to adapt immediately for diverse, open-admissions classrooms.

D.4 ***“In My Beginning is My End”: Approaches to Teaching the First Day of Freshman Composition***

Cristina Savarese, *SUNY Suffolk County Community College*
Joseph Gansrow, *SUNY Suffolk County Community College*

Conestoga This workshop allows faculty to consider how to engage students on the first day of class. The facilitators will model methods they use to introduce ENG 101, share survey data about students’ attitudes towards the first day of class, and facilitate a discussion about planning an effective first day lesson.

D.5 ***Finding Voice in The Time of AI***
Michele Sweeting-DeCaro, *City College, CUNY*

Federal The arrival of AI in writing instruction presents educators with a serious challenge in providing student learning without taking over the writing process. My session will explore how writing classes and writing centers can offer asynchronous video tutorials that help build students' confidence, provide access to independent learning, and reduce students' dependence on AI-generated content.

Earning Your Certainty: Using the Belief Dial to Calibrate Confidence in an Age of Accumulating Misinformation

Charles Morgan, *Community College of Rhode Island*

Students don't just believe false things — they believe them with unearned confidence. The Belief Dial is a classroom-tested 0-to-5 scale that maps evidentiary quality onto confidence levels. Using low-stakes paranormal claims before tackling political misinformation, this tool teaches students to earn their certainty through evidence, not feeling.

Friday, 4:00-5:00

E.1 ***From Text Generator to Thinking Partner: Designing a Course-Specific AI Writing Coach for First-Year Composition***

Julie Odell, *Community College of Philadelphia*

CS-1 Many writing instructors feel trapped between banning AI and trying to catch students using it. This presentation explores a different approach: a course-specific AI writing coach designed to function as a thinking partner rather than a text generator. Attendees will learn how structured guardrails and guided prompting can support critical thinking, productive struggle, and student ownership of writing.

From Gatsby to the Galaxy: Teaching Composition Through Cultural Milestones

Michael Geary, *Bristol Community College*

This presentation examines how milestone anniversaries can serve as a unifying theme for ENG 101. Using *The Great Gatsby*, “We Are the World,” and *Star Wars: Revenge of the Sith*, it explores changing cultural perceptions, assignment sequencing, and instructional scaffolding. The session highlights adaptable course design and encourages students to view their own writing as a milestone achievement.

E.2 ***Bridging Past and Present: Building Written, Oral, and Information Literacy Skills for Multilingual English Learners***

Margaret Garroway, *Howard Community College*

Karen Kyger, *Howard Community College*

Independence How might multilingual English learners and other students benefit from a different approach to information literacy instruction? How do we connect their experiences and needs to prepare them for writing-intensive courses? Two instructors will share their strategies and resources and invite you to do the same.

E.3 ***Bridging the Gap: Bringing Environmental Science into the First-Year Rhetoric and Composition Class.***

Erin Wynn, *Johnson & Wales University*

Kristyn DeMarco, *Johnson & Wales University*

Conestoga Tired of teaching core courses in silos and feeling isolated from others’ content, the presenters created a learning community incorporating environmental science and rhetoric and composition. In addition to sharing their interdisciplinary teaching assignments and alternative learning projects, the presenters will discuss the success and challenges faced through this collaboration.

E.4

The Importance of Meeting: In the Moment and Beyond

Kris Messer, *Community College of Baltimore County*

Jamey Gallagher, *Community College of Baltimore County*

Federal

In this moment in which students are being pressured to use or NOT to use AI, we assert the importance of MEETING when “meeting the moment.” Writing and literacy are important, but the time we have in the classroom and the experiences we foster there are the most important things.



Friday, 5:15-6:45

Mohawk Valley Community College Humanities Poetry Hour

Dana Kinsey, *Lancaster Living Poetry Museum*

TYCA-NE invites all conference attendees to attend this year's poetry hour, hosted by Dana Kinsey and the Lancaster Living Poetry Museum. The Lancaster Living Poetry Museum is an interactive, multimedia live theater production created by Lancaster City Poet Laureate Dana Kinsey where performers embody and bring historical and contemporary poets to life in one-person shows.

Refreshments will be served.



Saturday, 9:00-10:00AM

F.1 *Research Paper Reboot: A Completion and Retention Effort for Composition Courses*

Lisa Tittle, *Harford Community College*

CS-1 As an alternative to repeating English Composition, the Research Paper Reboot provides students with a second chance at writing a successful research paper, which leads to a passing grade in English Composition. Participants will learn about a retention and completion initiative that keeps students on track for earning their degrees.

Meeting the Moment: Rebuilding Attention in the Community College Writing Classroom

Kelly Bender, *Passaic County Community College*

Community college writing instructors are increasingly teaching students whose reading stamina, sustained attention, and confidence as writers have been shaped by a fast-paced digital environment. Rather than asking how to return to previous classroom conditions, this presentation asks a more practical question: How do we design writing instruction that meets students where they are while still maintaining high academic expectations?

F.2 *Encouraging Student Voice in the Age of AI*

Regina Johnson, *Harford Community College*

CS-2 As generative tools become more accessible, many students feel tempted to rely on technology instead of their own thinking. This session explores how faculty can foster environments where students feel confident, capable, and valued for their original ideas. Practical strategies for designing meaningful assignments, encouraging authentic expression, and strengthening students' belief in their own ideas will be shared. Grounded in the importance of human connection in education and professional practice, this conversation invites faculty from all disciplines to reflect on ways to encourage the student voice in the age of AI.

Going analog: Managing critical thinking in the age of AI

Sean McClelland, *Community College of Baltimore County*

As Generative AI tools are further integrated into courses, students are offloading their thinking to large language models. Presenters will demonstrate how language instructors are mitigating these challenges by integrating analogue tools into the classroom that support and strengthen students' critical thinking skills.

F.3 ***Teaching Multimodal Composing with Music, Multimedia, and Visual Images in First-Year College Writing Classes***

Barbara Gleason, Michele Sweeting-DeCaro, James Dunn, *City College of New York (CUNY), Medgar Evers College (CUNY)*

Independence This presentation offers three classroom-tested multimodal assignments used by experienced writing instructors at three CUNY colleges. Each presenter will describe an assignment that relies on music, multimedia, or visual images, provide relevant examples, and discuss challenges and rewards of multimodal composing from student and teacher perspectives.

F.5 ***Write Now, Think Later: Reimagining Composition Courses in the Age of AI***

Paige Rogers and Jacqueline Scott, *Community College of Baltimore County*

Federal Rapid developments in remote learning, social media, and AI have done more to change the composition landscape in a couple of years than the previous entire century. We will explore reinventing composition courses in the disruptive wake of our technological revolution. How can we reframe the importance of critical thinking in a cultural context that demands instant acquisition and gratification? We will identify essential skills that students will need to move forward. We will leave the session equipped with techniques and assignments to retool the composition classroom and innovative ideas that can be leveraged to design a flexible, responsive, and recalibrated curriculum



Saturday, 10:15-11:15

G.1 ***AI Everywhere: What Do We Do?***

Ann Loomis Roberts, Community College of Baltimore County

CS-1 This session hopes to get at what we are actually doing in our classrooms and online courses in the face of AI. I'll review the changing state of AI policies at CCBC and present my own approaches to use and misuse in my writing courses and hope for an open dialogue about the thorniness of dealing with AI. Especially: how are we handling what we deem problematic use of AI while educating and honoring the student and her/his/their process?

Resistance, Not Rejection: Revising Our Writing Courses for the AI Apocalypse

Andrew Marvin, CT State Community College, Three Rivers

Our AI-obsessed culture has declared that everyone is cheating their way through college. What do we do? This session will distill my Fall 2025 sabbatical work to mitigate AI abuse in both my composition and literature courses, including new assignments, policies and procedures, and ways of thinking about and evaluating student work.

G.2 ***English Learners' Use of Large Language Models: A Descriptive Formative Examination***

William Key, CT State Community College

CS-2 This study employs a descriptive design to examine how English Language Learners use Artificial Intelligence in their ESOL courses at the Norwalk campus of Connecticut State Community College. The findings illuminated several avenues for continued exploration, notably, ethical considerations raised by both students and instructors.

Antonio Gramsci's Continued Relevance: AI's Threat To Working Class Intellectualism

Steven Cristinzio, West Chester University

Antonio Gramsci explains how an industrialized proletariat is comprised of intellectuals through their need for specialization. While this remains broadly true today, the growth of AI threatens the intellectual abilities of the working class. What are universities to do to combat this and ensure that future generations remain intellectually capable?

- G.3 *Traditional Forms for a New First-Year Composition: Recasting the Five-Paragraph Theme and Rhetorical Modes as Discovery and Amplification***
 C.L. Costello, Stephanie J. Andersen, Brian T. Schell, *Reading Area Community College*
- Independence First-year composition is an ambitious general-education course that has traditionally frustrated students' academic persistence, particularly in community colleges. This presentation will explain how a new FYC curriculum aims to increase student success by turning the familiar five-paragraph theme and rhetorical modes into invention stages in a semester-long writing process.
-
- G.4 *Analog Writing Practices in the Composition Classroom***
 Victoria Tomasulo, William Ryan, *Queensborough Community College (CUNY)*
- Conestoga Two community college professors will discuss how they integrated handwritten essays and journaling in their Introduction to Literature curriculum while giving students the opportunity to revise and reflect on their work. They will reflect on the pros and cons of returning to material practices of literacy and share their students' experiences.
-
- G.5 *Ethnic Studies as a Civic Engagement Tool***
 Kathleen Alves, Chy Sprauve, Robin Ford, Kersha Smith, *Queensborough Community College (CUNY)*
- Federal Critical ethnic studies explores the social and political manifestations of social justice; it also facilitates critical thinking and civic engagement—both essential at this juncture. As faculty currently teaching in and developing the discipline at our institution, we aim to discuss how this field sustains essential political engagement among our students.

Saturday, 11:30-12:30

H.1 ***Meeting the Moment: Emerging Technologies and the Future of Support for Language learners and Multilingual Students in Two-Year-Colleges***

Comfort Mingot, *Montgomery College*

Bryant Davis, *Montgomery College*

Alejandro Leopardi, *Montgomery College*

Colleen King, *Montgomery College*

Ahoefa Mara, *Montgomery College*

CS-1 This panel examines how emerging technologies are transforming Reading, Writing, Critical thinking and Creative expression courses. Presenters will discuss innovative teaching practices that center on human interaction, critical thinking, reflection, and authentic communication that prepare students to thrive in the digital learning environments.

H.2 ***Teaching and Questioning Standard English Grammar at the Same Time***

Danny Katch, *City College of New York (CUNY)*

CS-2 Students have so many deadlines, expectations and crises to meet that they don't always have the time or ability to truly meet each other. This presentation explores the potential benefits of building student-led writing groups into a FYC course. Drawing on findings from two cycles of an action research project, it explores how such groups can positively impact students' sense of belonging, self-efficacy, and social engagement. It discusses some best practices for building and supporting the groups as well as some of the major challenges to sustaining them.

Practical Solutions to Combating Grading Bias

Matt Colburn, *SUNY Suffolk County Community College*

This presentation aims to give faculty practical experience applying rubric-writing guidelines for avoiding bias derived from research that suggests specific criteria can help to reduce or eliminate bias. Faculty participants will be given a chance to write their own rubrics based on what they learn.

H.3 ***Temporal Analyses of Literacy Sponsorship***

Marc McBeth, *John Jay College of Criminal Justice & The Graduate Center (CUNY)*

Andre Perez, *The Graduate Center (CUNY)*

Stefanie Weiss, *The Graduate Center (CUNY)*

Independence Twenty-first century literacy sponsorship insists on our attentions to the chronological timeline of reading, writing, research, and orating—in other words, literacies' temporalities. From diverse perspectives, these panelists use knowledge of our past, to inform our present, so that we can imagine our future.

H.4 ***Play as Pedagogy in the Composition Classroom***

Grace Reeb, *Howard Community College*

Natalie Neale-Lorello, *Anne Arundel Community College*

Federal We will share ideas for engaging composition students in learning objectives through play. We will focus on direct and indirect play for literacy narrative assignments to encourage freedom and critical inquiry. We will invite discussion on the potential benefits—and drawbacks—of play-based pedagogy, and ideas for assignments, lessons, and classroom strategies.

H.5 ***Understanding "Readiness" in Online Writing Courses***

Lynn Reid, *Fairleigh Dickinson University*

Conestoga This presentation examines the rhetoric of student success that is constructed through the use of “readiness assessments” designed to evaluate students’ preparation for postsecondary online learning. These readiness assessments emphasize factors such as time management, motivation, and access to and fluency with technology, suggesting to students that if they possess strengths in these areas, they will likely do well in a course (Reid, 2022). For students who struggle in online writing courses—often disproportionately representing minoritized and historically disenfranchised populations in higher education (Hewett, 2015; Xu and Jagers, 2013)—these readiness assessments fall short of providing the resources that students need to understand the cognitive and literacy demands of online writing courses in particular (2021).

Facilitating Support for Online Student Writers

Sam McManus, *Mohawk Valley Community College (SUNY)*

Essay writing is difficult enough for first year students, and even harder when they’re taking Composition as an online, asynchronous course. During this session I will discuss my ongoing work with online writing students when it comes to scaffolding their essays and writing overall. This includes embedded tutors and librarians, as well as a multi-step individual review and peer review process for each essay in my writing intensive courses.

Saturday, 12:30-1:30

TYCA National Updates

Joanne Giordano, Chair, Two-Year College English Association

Introduced by Jennifer Maloy, Co-Chair, TYCA-NE

- CS-3 Join us for our closing luncheon with remarks provided by the chair of the Two-Year College English Association. You will also learn more about the northeast regional organization, elections, to the Regional Executive Committee, and getting involved!



About TYCA-NE

TYCA (Two-Year College English Association) is an organization under the umbrella of the NCTE (National Council of Teachers of English) designed for two-year college English teachers. Within National TYCA, there are seven regional TYCA organizations.

TYCA-NE represents and serves the states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Washington, D.C., as well as the provinces of New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, and Quebec.

Regional Executive Committee, 2026-2027

Elected

Co-Chair: Jennifer Maloy, Queensborough Community College (CUNY)

Co-Chair: Sam McManus, Mohawk Valley Community College

Treasurer: Misun Dokko, LaGuardia Community College (CUNY)

Secretary: Fawcett Dunstan, Community College of Baltimore County

TYCA National Representative: Mary Jo Keiter, Harrisburg Area Community College

Membership Chair: John Andelfinger, SUNY Orange

Appointed

Sponsorship Chair: Barbara Gleason, City College of New York (CUNY)

Nominations Chair: Robert McAlear, Queensborough Community College (CUNY)

Future Sites Coordinator:

Conference Committee, Lancaster 2026

Program Committee

Co-Chair: Christian Aguiar, University of the District of Columbia Community College

Co-Chair: Jennifer Maloy, Queensborough Community College (CUNY)

Matt Colburn, SUNY Suffolk County Community College

Fawcett Dunstan, Community College of Baltimore County

Barbara Gleason, City College of New York (CUNY)

Mary Lawrence, CT State Community College Gateway

Leigh Martin, Community College of Rhode Island

Kris Messer, Community College of Baltimore County

Wynette Richardson, Community College of Baltimore County

Paige Rogers, Community College of Baltimore County

Jackie Scott, Community College of Baltimore County

Registration Committee

Wynette Richardson, Community College of Baltimore County, Co-chair

Leigh Martin, Community College of Rhode Island, Co-chair

Stephanie Scordia, Community College of Philadelphia

Lauren Smyth, Montgomery County Community College

Local Arrangements Committee

Stephanie Scordia, Community College of Philadelphia

Lauren Smyth, Montgomery County Community College

State Representatives, 2026-2027

Connecticut

Alexandra DeLuise, CT State Community College Housatonic



District of Columbia

Christian Aguiar, University of the District of Columbia Community College

Maryland

Fawcett Dunstan, Community College of Baltimore County

John Kulikowski, College of Southern Maryland

Massachusetts

Mike Geary, Bristol Community College

New York

Annet O'Mara - SUNY Onondaga Community College

Maria O. Treglia, Bronx Community College (CUNY)

Pennsylvania

Michelle Kaschak, Penn State Lehigh Valley

Rhode Island

Leigh Martin, Community College of Rhode Island

States without Representation*

Delaware, Maine, New Hampshire, New Jersey, Vermont

Provinces without Representation*

New Brunswick, Newfoundland, Labrador, Nova Scotia, Ontario, Prince Edward Island, and Quebec



BECOME A STATE REP!

FRIDAY, 8:15AM

CS-1



61 Years of TYCA-NE

1966 Cazenovia, NY	1967 Providence, RI	1968 Glens Falls, NY
1969 Philadelphia, PA	1970 Boston, MA	1971 Annapolis, MD
1972 New York, NY	1973 Philadelphia, PA	1974 Cranston, RI
1975 New York, NY	1976 Philadelphia, PA	1977 Buffalo, NY
1978 Washington, DC	1979 Pittsburgh, PA	1980 New York, NY
1981 Baltimore, MD	1982 Boston, MA	1983 Atlantic City, NJ
1984 Teaneck, NJ	1985 Portland, ME	1986 Washington, DC
1987 Hyannis, MA	1988 Pittsburgh, PA	1989 Albany, NY
1990 Philadelphia, PA	1991 Baltimore, MD	1992 Boston, MA
1993 Princeton, NJ	1994 Hartford, CT	1995 Portsmouth, NH
1996 Rochester, NY	1997 New York, NY	1998 Newport, RI
1999 Amherst, MA	2000 Pittsburgh, PA	2001 Washington, DC
2002 Portland, ME	2003 Boston, MA	2004 Annapolis, MD
2005 Princeton, NJ	2006 Providence, RI	2007 Philadelphia, PA
2008 Atlantic City, NJ	2009 Boston, MA	2010 Washington, DC
2011 Portland, ME	2012 Syracuse, NY	2013 Morristown, NJ
2014 Baltimore, MD	2015 Lancaster, PA	2016 Hartford, CT
2017 Wilmington, DE	2018 Queens, NY	2019 Portland, ME
2020 Virtual Conference	2021 Virtual Conference	2022 Syracuse, NY
2023 Bethesda, MD	2024 Providence, RI	2025 New York, NY
	2026 Lancaster, PA	

Acknowledgments

TYCA-NE and the Lancaster Conference Team would like to thank:

Dr. David Coad, Keynote Panel Speaker

Diana Kinsey and the Lancaster Poetry Museum, Poetry Hour Hosts

Harrisburg Area Community College, printing sponsors for the program

Queensborough Community College (CUNY), sponsors of our TYCA-NE banner

Institutional Sponsors

Mohawk Valley Community College

Lehigh Carbon Community College

City College of New York (CUNY)

Publisher Table Participants

Townsend Press

W.W. Norton

Peter Lang

Institutional Contributors

National Conference of Teachers of English

Thank you, also, to all new and returning TYCA-NE members and conference attendees!

The Nor'easter

Are you interested in submitting an article outlining research you've done or highlighting best practices in the classroom? Please visit our website at [tycanortheast.org](#) to take a look at past submissions (we plan to add new content by the end of this year).

You may submit your article for consideration by following these guidelines:

- Articles are limited to 1500-2000 words.
- Links to articles or additional information referenced should be provided within the article. Please make sure that they are working links.
- Author bios (with picture, if desired) should be provided. See published Nor'easter articles for reference.

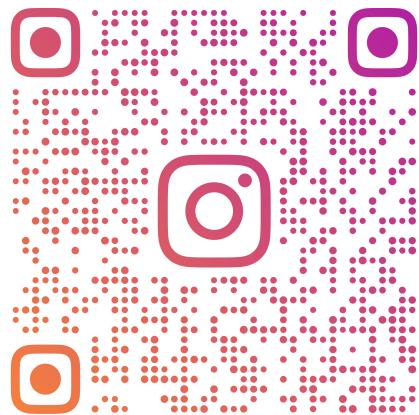
Submissions can be emailed to our current editors, Mary Lawrence and Jennifer Maloy at tycanortheast01@gmail.com.

NOTE: Articles submitted for publication will be reviewed and edited by our TYCA-NE team. The Nor'easter is not a "peer reviewed journal" in the sense that it is officially published, but all English faculty interested in the TYCA-NE organization can reference these articles.



TYCA Northeast 2027: Boston

Join us next fall in the Athens of America for our 2027 annual conference. Monitor our website and follow us on social media to receive updates on dates, details and the call for proposals.



TYCANORTHEAST