

# Starting the Conversation: Teaching, Scholarship, and Activism at Two-Year Colleges

First TYCA National Conference  
March 13, 2019  
Pittsburgh, Pennsylvania  
David Lawrence Convention Center

Welcome to the first Two-Year College English Association National Conference. The purpose of this conference is to bring together TYCA members and professional allies from across the country for opportunities to learn from each other, network, and work together on issues that face two-year college English professionals and their students.

## Conference Schedule at a Glance

8:00–9:30 am	Opening Session
9:45–10:45 am	Breakout Session 1
11:00 am–12:00 pm	Breakout Session 2
12:15–1:45 pm	Luncheon and Keynote Address (separate registration fee required)
2:00–3:00 pm	Breakout Session 3
3:15–4:15 pm	Breakout Session 4
4:30–5:30 pm	Breakout Session 5
6:00 –8:00 pm	Evening Activities

## Conference Sponsors

Conference Mobile App: Pearson

TYCA Luncheon Sponsor: W. W. Norton

Diana Hacker TYCA Outstanding Programs in English Sponsor: Macmillan/Bedford

Table Sponsors: Cengage Learning and McGraw Hill Higher Education

## Conference Planning Committee

Joanne Baird Giordano (Chair), Cheryl Hogue Smith (TYCA Chair), Emily Beals, Beverly Fatherree, Brian Harrell, Leigh Jonaitis (CBW Chair), Sarah Johnson, Travis Margoni, Stephanie Maenhardt, Amanda Reyes

## Welcome from the TYCA 2019 Conference Chair

The Two-Year College English Association looks forward to welcoming you at TYCA's inaugural national conference in Pittsburgh in connection with CCCC 2019. The March 13 conference will bring together teacher-scholars from across the country to address issues related to teaching English in the first two years and working at two-year and other open-access institutions.

A downloadable copy of the conference program with an overview of TYCA resources is available through the [conference website](#).

I invite you to attend the opening session from 8:00 to 9:15, "**Starting the Conversation: Teacher-Scholar Activism and Access to Higher Education.**" After the TYCA Chair's addresses from Cheryl Hogue Smith and Jeff Andelora, attendees will review and respond to recent events and initiatives that affect the work of two-year college English teachers and students at open-access institutions. The opening will provide you with an opportunity to participate in an interactive discussion to identify national priorities for teacher-scholar activism at two-year colleges and other open-access institutions. After the conference, you will receive an opportunity to contribute to a document that will record ideas and suggestions for coordinating the efforts of TYCA members at the national level based on attendees' experiences at the conference.

After the opening session, attendees will participate in five different sessions of morning and afternoon panel presentations, workshops, roundtable discussions, and interactive poster presentations. The presentations offer a rich array of topics that represent diverse experiences of TYCA members and others who teach English in the first two college years. Conference attendees will also have the option to attend sessions in the Council on Basic Writing (CBW) annual workshop. A complete list of session options with links to descriptions is available in the [online conference program](#).

The conference luncheon from 12:15 to 1:45 will include the TYCA program awards and a keynote address from award-winning author Kiese Laymon. The luncheon requires a separate registration and fee through the [CCCC registration site](#).

At the end of the conference, attendees will have the option to attend one of three activities: a post-conference action planning discussion, the annual CCCC Norton party, or an organized small group dinner out on the town at a Pittsburgh restaurant. Sign up sheets for the small group dinners will be available at the opening session and luncheon.

If you have any questions about the conference, please contact me at [joanne.giordano@slcc.edu](mailto:joanne.giordano@slcc.edu).

Joanne Baird Giordano  
TYCA 2019 Conference Chair

# Special Conference Events

## Opening Session: 8:00 to 9:30 am

### ***Starting the Conversation: Teacher-Scholar Activism and Access to Higher Education***

In the opening session, conference attendees will hear messages from Cheryl Hogue Smith and Jeff Andelora, the current and past TYCA Chairs. After a brief overview of national initiatives that affect the work of two-year college English teachers and their students, attendees will participate in an interactive discussion to identify national priorities for teacher-scholar activism at two-year colleges and other open-access institutions. Summaries of the discussion will be distributed through the TYCA listserv and *Teaching English in the Two-year College*.

## Luncheon and Keynote Address

The luncheon will include the annual TYCA awards, messages from sponsoring publishers, and a keynote address from Kiese Laymon, Otilie Schilling Professor of English and Creative Writing at the University of Mississippi. Laymon is also the author of the memoir *Heavy*, which received the 2019 Andrew Carnegie Medal in Nonfiction. **NOTE: The luncheon with the keynote address requires a separate registration and fee through the [CCCC convention registration site](#).** Kiese Laymon will sign books immediately after the luncheon.

## Council on Basic Writing Workshop Sessions

Conference attendees are invited to attend sessions at the Council on Basic Writing workshop sessions in Room 321 at no additional cost. CBW sessions are included on page 5 and in the breakout session schedule.

## Evening Activities

Conference attendees will have three options for interacting with TYCA members and participating in continuing conversations from the conference:

- 1. *Teacher-Scholar-Activist Conference Wrap-Up Discussion*** (6:00 pm to 7:00 pm)  
Join conference attendees in Spirit of Pittsburgh Ballroom B for a facilitated discussion on ways to take action after the conference, along with an opportunity to make connections with colleagues for follow-up projects (research, conference presentations, advocacy work, community outreach, service to the profession, etc.).
- 2. *Dinner Groups*** (6:00 pm to ???)  
Attend a small group dinner on the town at a Pittsburgh restaurant. Sign up at the opening session or at the luncheon.
- 3. *Norton CCCC Party*** (5:30 pm to 7:30 pm at the Westin)  
As a sponsor of the conference, Norton has invited TYCA Conference attendees to attend their annual CCCC party. Pick up an invitation at the opening session or at the luncheon.

# Breakout Sessions

See the online conference program for links to session information.

## Breakout Session I: 9:45 am – 10:45 am

- High Impact Practices to Engage College Writers (406)
- Grading Contracts: Questions and Considerations Emerging from Two-Year Colleges (307)
- Culturally Responsive Teaching in Higher Education (308)
- Online Teaching Strategies (310)
- The Unprepared Elephant in the Room: Creating an Integrated Reading and Writing Class for Highly Challenged Students (311)
- Operationalizing Threshold Concepts: A Play in Three Acts (312)
- Exploring Language Diversity within Institutions and among College Writing Centers (334)
- Out of the Margins: Building WAC at Community Colleges (335)
- Departmental Resilience: Building Teacher-Scholar Practices That Sustain Our Profession (336)
- Teaching Diverse Two-Year College Students (338)
- *CBW Workshop: Teaching with Disabilities* (321)

## Breakout Session II: 11:00 am – 12:00 pm

- Teaching for Transfer: Research Results at Three Community Colleges (406)
- Writing in Third Spaces and Online (307)
- Teaching Critical Thinking and Writing through Active-Learning Strategies (308)
- Redefining the Borders of College Readiness (310)
- Engaging outside Our Silos: Collaborating for Student Success (311)
- Facts, Artifacts, and Counterfacts: Integrated Reading and Writing in ALP (312)
- Building Common Ground in the Community College Writing Center (334)
- Teaching Racial Literacy: An Equitable Framework for First-Year Writing in the Two-Year College (335)
- What Resources Sustain Adjunct/Non-Tenure-Track Faculty? (336)
- Beyond the Classroom: Disciplinary Work and Two-Year Colleges (338)
- *CBW Workshop: Teaching Students How to Perform Science Writing: Rethinking STEM Writing as a Site of Basic Writing* (321)

## Breakout Session III: 2:00 pm – 3:00 pm

- Teaching for Access and Student Engagement (406)
- Working Well Together: Collaboration on Both Sides of the Classroom (307)
- Writing from the Inside Out: Teaching Critical Reading in FYC (308)
- Digital Literacy and Technology to Support Student Success (310)

- Empowering Writers in Developmental Education (311)
- Acceleration, Agency, and the Affective Domain: Teaching Students to “College” (312)
- Flip it! Flip it Good! The Flipped Tutor Training Classroom (334)
- Finding Value in Dual Credit Partnerships (335)
- Support and Advocacy for Contingent Faculty in First-Year Writing Programs (336)
- Emotional Labor and Teaching College Writing (338)
- *CBW Workshop: All Access, All In(clusive)* (321)

### **Poster Sessions: 2:00 pm – 3:00 pm (Spirit of Pittsburgh Ballroom B)**

- The Impact of Working as a Peer Tutor at a Community College Writing Center
- Writing for Life: Linking Nursing Students and First-Year Composition
- Rethinking Teaching Approaches to World Literature: Challenges, Opportunities, and New Voices
- Prepared for What? Career Readiness and Dual Enrollment Composition
- The Challenges of Student-Mothering: Reflections of Student Mothering during the 1st Year of Community College
- The Two-Year College Writing Classroom as “Philosophical Laboratory”
- Ensuring Greater Success for Linguistically Diverse Students
- Shifting Perspectives on Diversity in the Two-Year College Literature Classroom
- It’s All Connected: Promoting Transfer through Thematically Linked Composition Courses
- First-Year Writing Courses for Special Populations
- Practical Use of Free Software in Two-Year College Gateway Courses
- Heroic Research: Institutional Critique in the ALP Classroom
- Two-Year College Representation on the Writing Program Administration Listserv (WPA-L)
- Emotional Literacy in First-Year Writing: Where Selves and Feelings Meet

### **Breakout Session IV: 3:15 pm – 4:15 pm**

- Engaging Students in Research and Scholarship (406)
- Transformative Utility: A Collaborative WAC/WID Performance (307)
- Faculty Engagement and Advocacy (308)
- Writing Center Program Strategies (310)
- Legislated Fast-Tracking: The Good, the Bad, and the Ugly of California’s AB 705 (311)
- Shifting the Goalposts for Greater Equity: Portfolio Assessment in ALP (312)
- Reconsidering Reading Approaches in Community College Writing Courses (335)
- Reciprocal Writing Transfer Partnerships (336)
- When High-Impact Practices Combine: Exploring an Accelerated Course with Embedded Tutors for English Language Learners (338)
- *CBW Workshop: Interrogating and Challenging Deficit Models in Basic Writing* (321)

- **CANCELLED 3:15 presentation:** The Writing Conference as Teaching Encounter: Engaging Our Students in Shared Metacognition in f2f, Online, and Hybrid Environments

### **Breakout V: 4:30 pm – 5:30 pm**

- Rhetorical Strategies and First-Year Writing (406)
- Linguistical Diversity and Student Voices (307)
- Establishing Practices and Cultivating Dispositions: Charting the Future of Information Literacy Pedagogies in the First-Year Writing Classroom (308)
- Perspectives on Teaching College Writing (310)
- Write beside Them: In-Class Tutors as Advocates for Basic Writers (311)
- Literacy as Academic and Cultural Capital (312)
- Shared Strategies for Writing about Literature in the Community College Composition Classroom: What Works Where, and Why? (334)
- Transforming English 101 through Mindset Awareness and Civic Engagement (335)
- Pressures and Opportunities for Mentoring New Colleagues in Teaching-Intensive Colleges (336)
- Graphic Organizers Galore: Supporting Reading across the Disciplines (338)
- *CBW Workshop: Toward a Position Statement on Basic Writing Studies* (321)

### **Council on Basic Writing Workshop Sessions (Room 321)**

#### **Session 1: 9:45 am – 10:45 am**

Teaching with Disabilities—Sara Webb-Sunderhaus

#### **Session 2: 11:00 am – 12:00 pm**

Teaching Students How to Perform Science Writing: Rethinking STEM Writing as a Site of Basic Writing—Robby Nadler, Christy Desmet, Kris Miller, Lindsey Harding, Kimberly Brown

#### **Session 3: 2:00 am – 3:00 pm**

All Access, All In(clusive)—Brenda Jo Brueggemann

#### **Session 4: 3:15 pm – 4:15 pm**

Interrogating and Challenging Deficit Models in Basic Writing—J. Elizabeth Clark and Darin Jensen

#### **Session 5: 4:30 pm – 5:30 pm**

Toward a Position Statement on Basic Writing Studies—Lynn Reid

## **2019 Diana Hacker TYCA Outstanding Programs in English**

Co-Sponsored by Bedford/St. Martin's

Presented by: Sravani Banerjee, Chair, Outstanding Programs Selection Committee

### ***COMPOSITION PROGRAMS AND WRITING***

#### **Outstanding Program Award**

North Central Michigan College, Petoskey

“Accelerated Learning and Writing”

Program Coordinators: Jami Blaauw-Hara and Mark Blaauw-Hara

North Central Michigan College's Accelerated Learning and Writing Program consists of one Accelerated Learning Program developmental course, two first-year composition courses, and an early writing-in-the-disciplines project. Our courses reflect the CWPA Outcomes (3.0) and integrate six key threshold concepts as guiding principles. The curriculum draws from writing-about-writing and teaching-for-transfer scholarship, stressing metacognition and students' development of personal theories of writing.

#### **Outstanding Program Award**

Salt Lake Community College, UT

“Online + at SLCC”

Program Coordinator: Brittany Stephenson and Stephen Ruffus

The Online + program supports instruction in online sections of our general education writing courses: English 1010 and 2010. Online + is an innovative teaching model that leverages the strongest elements of both online and face-to-face learning. This model capitalizes on flexible online discussions and assignments combined with physical and digital meeting spaces to anchor student learning.

#### **Honorable Mention**

Southwestern Illinois College, Belleville, IL

“Placement Reform through Rhetorical Analysis”

Program Coordinators: Bradford Nadziejko and Nicole Hancock

To discontinue use of commercial placement and meet the constraints of placement, the English Department at SWIC created a rhetorically-based placement exam and tested it in their classes for two years with some success. The new exam, while still indirect assessment, covers a different writing construct, one that allows for a shift in placement for misplaced lowest-level Basic Writing students.

# Two-Year College English Association Resources

## About the Two-Year College English Association (TYCA)

TYCA unites teachers committed to the teaching and study of English in the two-year college, to advancing the profession, and to providing a national voice for the two-year college in postsecondary education.

## For More Information about TYCA

[TYCA Website](#)

[Teaching English in the Two-Year College \(TETYC\)](#)

[TYCA Position Statements](#)

[TYCA Awards](#)

## How to Join TYCA

Membership in the Two-Year College English Association is open *only to members of the National Council of Teachers of English*. To become a member of TYCA, go to the [NCTE online store website](#) or call NCTE customer service at 877-369-6283. TYCA members receive an annual subscription to *Teaching English in the Two-Year College (TETYC)*.

## TYCA Regional Associations

Membership in one of the seven TYCA regional associations is separate from membership in the TYCA national organization, and does *not* require membership in the TYCA national organization or NCTE. The registration process for a TYCA regional conference typically includes an option to become a member of the regional association, but the membership process and benefits differ across the regions.

### [TYCA Midwest](#)

*Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, South Dakota, Wisconsin, Manitoba*

Conference: October 17–19, 2019, in Akron, Ohio

### [TYCA Northeast](#)

*Connecticut, District of Columbia, Delaware, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, New Brunswick, Newfoundland, Nova Scotia, Ontario, Quebec*

Conference: October 24–26, 2019 in Portland, Maine

### [TYCA Pacific Coast/ECCTYC](#)

*California*

Conference: October 2020 (details TBA)

### [TYCA Pacific Northwest](#)

*Alaska, Northern Idaho, Montana, Oregon, Washington, Alberta, British Columbia, Saskatchewan, Yukon Territory*

Conference: April 26–27, 2019, in Yakima, Washington

### [TYCA Southeast](#)

*Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia*

Conference: February 14-16, 2019, in Memphis, Tennessee

### [TYCA Southwest](#)

*Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, Texas*

Conference: October 24-26, 2019, in The Woodlands, Texas

### [TYCA West](#)

*Arizona, Hawaii, Nevada, Utah, Southern Idaho, Wyoming*

Conference: October 11–12, 2019, in Reno, Nevada

## **TYCA Executive Committee Members 2018 to 2019**

Cheryl Hogue Smith, Chair

Jeffrey Andelora, Past Chair

Suzanne Labadie, Secretary

Holly Hassel, Editor, *TETYC*

Liz Ann Baez Aguilar, Southwest Representative

Brian Anderson, Southwest Chair

Sravani Banerjee, Pacific Coast/ECCTYC Representative

Iris Bucchino, Northeast Chair

Laura Hammons, Southeast Representative

Alan Hutchison, Midwest Representative

Carmen Carrasquillo Jay, Pacific Coast/ECCTYC Chair

Sarah Z. Johnson, Midwest Chair

Leigh Jonaitis, Northeast Representative

Justin Jory, West Chair

Tim Krason, Southeast Chair

Robert Lively, West Representative

Travis Margoni, Pacific Northwest Chair

Teresa Thonney, Pacific Northwest Representative

Stephanie Maenhardt, TYCA Archivist

Sybil Priebe, Editor, "TYCA to You"

Linda Walters-Moore, NCTE Staff Liaison

## Write for *Teaching English in the Two-Year College*

Consider translating your TYCA National Conference presentation into an article for *Teaching English in the Two-Year College (TETYC)*. *TETYC* publishes articles for two-year college English teachers and those teaching the first two years of English in four-year institutions. Members of the TYCA national organization receive a subscription with their annual membership. The journal seeks articles (4,000–7,000 words) in all areas of composition (basic, first-year, and advanced); business, technical, and creative writing; and the teaching of literature in the first two college years. *TETYC* also publishes articles on topics such as program and curriculum development, assessment, technology and online learning, writing program administration, developmental education in writing and reading, speech, writing centers in two-year colleges, journalism, reading, ESL, and other areas of professional concern.

Also consider submitting to one of the two special issues with upcoming deadlines:

- [Special issue on dual credit programs and courses](#) (April 1)
- [Special issue on Guided Pathways](#) (September 1)

*TETYC* also publishes several regular features:

- **Instructional Notes** are short articles describing successful classroom approaches, 1,200–4,000 words (see [guidelines for writing Instructional Notes](#));
- **Reviews** of books, software, and other nonprint materials (see guidelines for book and media reviewers below)
- **What Works for Me** provides brief descriptions of successful classroom activities, 200–750 words.
- **Review essays** are 2,000–3,000 words and offer a synthesis of recently published works on a common topic or theme. Aimed at the busy teacher-scholar, review essays should indicate how the works included (at least three books, articles, web publications, or other types of professional resources) are interconnected and speak to a shared professional concern. See more information in the [guidelines for book and media reviewers](#).
- **Symposiums** aim to bring together diverse voices on a common topic of interest to two-year college English teachers and may be from 2,000 to 4,000 words. Sample topics might be reflections on white papers or position statements from NCTE, TYCA, or CCCC; commentary on trends in the field; or responses to recent studies, research pieces, or policy reports. Writers interested in contributing a Symposium piece should submit a proposal through Editorial Manager that includes the suggested topic, names and short background on contributing writers, and a brief summary of the perspectives that the piece will offer.
- **Personal Essay**: a manuscript of any length that describes or reflects on a teacher's experiences, either a career or a class period.