Past Winners of The Mark Reynolds *TETYC* Best Article Award*

2019  Holly Larson, Seminole State College, Sanford, FL  
Epistemic Authority in Composition Studies: Tenuous Relationship between Two-Year English Faculty and Knowledge Production (December 2018)

2018  Mara Lee Grayson, Pace University, New York, NY  
Race Talk in the Composition Classroom: Narrative Song Lyrics as Texts for Racial Literacy (December 2017)

2017  Michael Kuhne, Shannon Gibney, Kathleen DeVore, Renee Long of Minneapolis Community & Technical College; and Taiyon Coleman of St. Catherine's University in St. Paul  
The Risky Business of Engaging Racial Equity in Writing Instruction: A Tragedy in Five Acts (May 2016)

2016  Howard Tinberg, Bristol Community College, Fall River, MA  
Reconsidering Transfer Knowledge at the Community College: Challenges and Opportunities (September 2015)

2015  Hope Parisi, Kingsborough Community College, NY  
Third-Party Address: A Dialogic Option in Portfolio Reflection for Basic Writers (September 2014)  
Christie Toth, University of Utah, Salt Lake City  
Unmeasured Engagement: Two-Year College English Faculty and Disciplinary Professional Organizations (May 2014)

2014  Carolyn Calhoon-Dillahunt and Dodie Forrest, Yakima Valley Community College, WA  
Conversing in Marginal Spaces: Developmental Writers’ Responses to Teacher Comments (March 2013)

2013  Diana Lin Awad Scrocco, Kent State University, OH  
Do You Care to Add Something? Articulating the Student Interlocutor’s Voice in Writing Response Dialogue (March 2012)

2012  Patrick Sullivan, Manchester Community College, CT  
“A Lifelong Aversion to Writing”: What If Writing Courses Emphasized Motivation? (December 2011)

2011  Ann Del Principe, Kingsborough Community College (CUNY), New York, NY  
Variations in Assessment, Variations in Philosophy: Unintended Consequences of Heterogeneous Portfolios (December 2010)

*At the 2010 CCCC Conference in Louisville, the *TETYC* Best Article of the Year Award Committee requested that the TYCA Executive Committee consider renaming this award for a long-time TYCA member who has contributed to the scholarship and mission of TYCA and the *Teaching of English in the Two-Year College* journal. The TYCA EC approved the change. A
Committee was formed. They looked at numerous candidates and unanimously nominated former TETYC editor Mark Reynolds for the honor.

**Past Winners of the TETYC Best Article of the Year Award**

2010  Holly Hassel and Joanne Baird Giordano, University of Wisconsin-Marathon County, Wausau  
Transfer Institutions, Transfer of Knowledge: The Development of Rhetorical Adaptability and Underprepared Writers (September 2009)

2009  David Martins, California State University, Chico  
Scoring Rubrics and the Material Conditions of Our Relations with Student (December 2008)

2008  Gregory Shafer, Mott Community College, Flint, MI  
A Christian Fundamentalist in a Reader-Response Class: Merging Transactions and Convictions (March 2007)

2007  Shir Filler, North Country Community College, Saranac Lake, NY  

2006  Jeffrey Andelora, Mesa Community College, AZ  
The Teacher/Scholar: Reconstructing Our Professional Identity in Two-Year Colleges (March 2005)

2005  Laurie Grobman, Penn State University—Berks-Lehigh Valley College, Reading, PA  
Thinking Differently about Difference: Multicultural Literature and Service Learning (May 2004)

2004  Jay Simmons, University of Massachusetts, Lowell and Timothy McLaughlin, Bunker Hill Community College, Boston, MA  
Longer, Deeper, Better (May 2003)

2003  Loretta Kasper, Kingsborough Community College (CUNY), New York, NY  
Technology as a Tool for Literacy in the Age of Information: Implications for the ESL Classroom (December 2002)

2002  Derek Soles, Wichita State University, KS  
Grading as a Teaching Strategy (December 2001)

2001  Dana Elder, Eastern Washington University, Cheney/Spokane  
Expanding the Scope of Personal Writing in the Composition Classroom (May 2000)

2000  Richard Raymond, University of Arkansas at Little Rock  
Building Learning Communities on Nonresidential Campuses (May 1999)

1999  Kay Thurston, Navajo Community College, Tsaille, AZ  
Mitigating Barriers to Navajo Students' Success in English Courses (September 1998)

1998  Smokey Wilson, Laney College, Oakland, CA  
Acts of Defiance (and Other Mixed Messages): Taking Up Space in a Nontransfer Course (December 1997)

1997  Marilyn J. Valentino, Lorain County Community College, Elyria, OH  
Responding When a Life Depends on It: What to Write in the Margins When Students Self-Disclose (December 1996)

1996  Tom Speer, Pima Community College, Tucson, AZ  
Re-Conceiving the Five-Paragraph Essay in an Era of Uncertainty (February 1995)

1995  William S. Robinson, San Francisco State University, CA  

1994  Julia Ferganchick-Neufang, University of Arkansas at Little Rock  
Reconciling Writing Differences: Collaboration/Gender Characteristics (October 1993)

1993  Betty Palmer Nelson, Volunteer State Community College, Gallatin, TN
A Literature of Her Own (February 1992)
1992 Dana L. Fox, University of Arizona, Tucson
Building a Reading Community: ‘Intertextuality’ and the Adult Reader (October 1991)
1991 Joseph F. Trimmer, Ball State University, Muncie, IN
Telling Stories About Stories (October 199)
1990 Judith Rae Davis, Bergen Community College, Paramus, NJ
The Morton Downey, Jr. Model: Talk Show Influence on Classroom Discussion (October 1989)
1989 Fred Standley, Florida State University, Tallahassee
William Bennett, Allan Bloom, E.D. Hirsch, Jr.: ‘Great Nature has another thing to do to you and me . . .’ (December 1988)
1988 Nadine Pearce and Paul Hunter, North Lake College, Irving, TX
Basic Writers: The Writing Process and Written Products (December 1987)
1987 Richard Raymond, University of Arkansas at Little Rock
Situational Analysis: Providing Answers to ‘So What?’ (October 1986)
1986 Patricia Callaghan, Central Washington University, Ellensburg
A Pedagogy of Process: A Rhetoric of Assent (December 1984)
1985 Sylvia A. Holladay, St. Petersburg Junior College, FL
Directions in Teaching Composition in the Two-Year College (Fall 1983)
1984 Marcia H. Edwards, Lenoir-Rhyne College, Hickory, NC
Expect the Unexpected: A Foreign Student in the Writing Center (Winter 1983)
1983 Tim McCracken and W. Allen Ashby, Union County College, Cranford, NJ
The Sacred Mirror: Testing English 101 (Winter 1982)
1982 Michael E. Adelstein, University of Kentucky, Lexington
Reading Take All: The Theory and Practice of Teaching of Composition (Spring 1981)