

TYCANE

TWO-YEAR COLLEGE ENGLISH ASSOCIATION NORTHEAST

Making Connections: *Creative Collaboration for Critical Literacy*

Hilton Hartford

October 13-15, 2016

Host Colleges

Capital Community College, Hartford

Gateway Community College, New Haven

Housatonic Community College, Bridgeport

www.tycanortheast.org *[@tycanortheast](https://twitter.com/tycanortheast)* [#tycane16](https://twitter.com/tycane16)



Hartford: "the best and handsomest town I have ever seen."

Mark Twain

Welcome to Hartford
Two Year College English Association-Northeast (TYCA-NE)
51st Annual Conference



**From This Year's Platinum Sponsor of Saturday's Luncheon with Amy Bloom
and TYCA-NE Conference Co-host**



"Love Who You Become" @ CCC

Welcome to Hartford



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Susan Monroe
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Dear Colleagues:

Welcome to Hartford! We are so excited to say that for the first time in twenty-three years, the Two Year College English Association Northeast Conference has returned to Connecticut! And we are prouder still that this year's conference will be held in one of the most historical, literary, and industrious capital cities in the country: Hartford, Connecticut! Once known as "the insurance capital of the world," today's Hartford boasts a world-class arts and culture scene, most of which is easily accessible by foot in our walkable city. Some of downtown Hartford's most popular offerings to educate and entertain its visitors include: The Hartford Stage, TheaterWorks, The Wadsworth Atheneum, The Amistad Center, The Old State House, and the Charter Oak Cultural Center. Furthermore, the Mark Twain House and Museum, the Harriet Beecher Stowe Center, and the Connecticut Historical Society are all only a short bus-ride away from the conference hotel. Finally, our local arrangements team has put together an enviable itinerary of events to keep conference attendees happily engaged in pleasurable intellectual discourse beyond our academic breakout sessions: a talk with musician Patti Smith, ghost tours, a pedagogically focused walking tour of downtown Hartford, an evening of poetry performance with colleagues, and featured guest speakers including textbook author Susan Miller-Cochran, Connecticut based writer Amy Bloom, TYCA National Chair Eva Payne, Connecticut Board of Regents President Mark Ojakian, and BOR Senior VP/Provost Dr. Jane Gates. Twenty-three years was a long time to wait between visits, but 2016 in Hartford, Connecticut, promises to be one of the most successful and memorable conferences in TYCA NE history!

Conference Theme

"Education is simply the soul of a society as it passes from one generation to another." This idea epitomizes in a clear and effective manner the essence of our gathering at our 51st TYCA-NE Conference, a gathering showcasing dynamic leaders and practitioners who apply G.K. Chesterton's philosophic statement to our students' education. Our lineup is powerful; the selected topics are engaging and varied. This fusion of talent, wisdom and diverse experiences creates a dynamic--a current of pride and awe-- within all of us who dedicate our careers to enriching the "soul of our society." The many cooperative, student-centered learning opportunities contained in these presentations encourage students and educators to utilize critical literacy skills, to identify, wrestle with, evaluate, -- and then in a creative, beneficial and practical manner--take action. This year's theme, *"Making Connections: Creative Collaboration for Critical Literacy"* is particularly relevant for us because despite the many challenges we face as English faculty and administrators, over 160 of us from Maine to Maryland to Oregon are gathered at this conference to connect, collaborate, and enjoy!

Cheers!

TYCA -NE 2016 Conference Team

Local Arrangements: Kevin Lamkins, Jeff Partridge, Daniela Ragusa

Registration: Rebecca Adams, Ellie Bloom, Michelle Kocay, Susan Monroe, Rob Nelson, Rebecca Samberg

Program: (l to r) Rick Mastronardi, Lauren O'Leary, Elizabeth Keefe, and Kate Babbitt



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TYCA Northeast Regional Executive Committee 2015-2016

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Immediate Past Chair

Laurie Lieberman, Bergen Community College, NJ



We welcome to our conference

TYCA National Chair, Eva Payne, Chemeketa Community College, Oregon

51 Years of TYCA Northeast

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

2016 Hartford, CT

CONFERENCE HIGHLIGHTS
Two-Year College English Association Northeast (TYCA-NE) Annual Conference
October 13-15, 2016 Hartford, Connecticut

THURSDAY, OCTOBER 13

- 1:00-7:00 p.m.:** **Registration table will be open- 3rd floor foyer outside of Twain room.**
- 2:00-3:30 p.m.:** Pre-Conference Walking Tour of Hartford & Place-Based Learning, hosted by Capital CC, Hartford (meet outside of Twain Room, 3rd floor)
- 4:00-5:00 p.m.:** Session A -concurrent sessions
- 5:10-6:10 p.m.:** Session B - concurrent sessions
- 6:15-7:30 p.m.:** **Welcome Reception - Hilton Ballroom East/Center, 3rd floor**
Refreshments and appetizers served
Co-Sponsored by Gateway CC, New Haven, and Cengage Learning
- 7:00 p.m.:** **Patti Smith talk** (pre-registration required – see program and website).
- 7:30 p.m.:** Dinner with colleagues at local restaurants – sign-up at registration table (optional)

FRIDAY, OCTOBER 14

- 7:00 a.m.:** **Registration table opens – 3rd floor foyer**
- 7:15-8:25 a.m.:** **Breakfast and Introductions – Hilton Ballroom East/Center, 3rd floor**
- 8:30-9:30 a.m.:** Session C - concurrent sessions
- 9:35-10:35 a.m.:** Session D - concurrent sessions
- 10:40-11:40 a.m.:** Session E -concurrent sessions
- 11:45-1:30 p.m.:** **Luncheon and keynote speaker Susan Miller-Cochran – Hilton Ballroom East/Center.**
Sponsored by Bedford/St. Martin's/ MacMillan
- 1:45-2:30 p.m.:** POSTER SESSION #1, 3rd floor foyer, Twain area
- 2:45-3:45 p.m.:** Session F – concurrent sessions
- 3:50-4:50 p.m.:** Session G - concurrent sessions
- 5:00-6:00 p.m.:** Session H - concurrent sessions
- 6:15 p.m.–7:30 p.m.:** **Annual Poetry Café & Open Mic. Night - Hilton Ballroom East/Center, 3rd floor**
Moderated by Steve Straight, Manchester CC. Featuring our own Connecticut CC Poets. All Poets are welcome at the microphone!
Appetizers and Refreshments ~ Hosted by W.W. Norton & Co.
- 7:30 p.m.:** Dinner with colleagues at local restaurants–sign-up at registration table, (optional)
- 8:00, 9:00 p.m.:** Ghost Tours at the Mark Twain House. Register early to reserve a space with TYCA rate. (Details on website).

SATURDAY, OCTOBER 15

- 7:30-8:45 a.m.:** **Breakfast with Eva Payne, TYCA National Chair – Hilton Ballroom East/Center, 3rd floor**
Co-Sponsored by Bergen Community College.
- 9:00-10:00 a.m.:** POSTER SESSION #2, 3rd floor foyer, Twain area
- 10:05-11:05 a.m.:** Session I - concurrent sessions
- 11:10-12:10 p.m.:** Session J - concurrent sessions
- 12:15-1:30 p.m.:** **Luncheon with keynote speaker Amy Bloom – Hilton Ballroom East/Center**
Sponsored by Capital CC, Hartford
- 2:00 p.m.:** Post-conference group excursions and tours of Mark Twain House and other Hartford landmarks. (Sign-ups online and at the registration table).
- 2:00-5:00 p.m.:** TYCA Regional Executive Committee (REC) Meetings – P.T. Barnum Room

Keynote Speakers

Friday Luncheon, October 14

Susan Miller-Cochran



Susan Miller-Cochran, now Director of the Writing Program at the University of Arizona, helped shape the First-Year Writing Program at North Carolina State University while she served as Director from 2007-2015. Her research focuses on instructional technology, ESL writing, and writing program administration. Her work has appeared in *College Composition and Communication*, *Composition Studies*, *Computers and Composition*, and *Teaching English in the Two-Year College*, and she is also an editor of *Rhetorically Rethinking Usability* (Hampton Press, 2009) and *Strategies for Teaching First-Year Composition* (NCTE, 2002). Before joining the faculty at NC State, she was a faculty member at Mesa Community College (AZ). She has served on the Executive Committee of the Conference on College Composition and Communication and the Executive Board of the Carolinas Writing Program Administrators. She currently serves as Vice President of the Council of Writing Program Administrators.

Saturday Luncheon, October 15

Amy Bloom



Amy Bloom is the author of three novels – *Lucky Us*, *Away*, and *Love Invents Us*. Bloom's award-winning short fiction includes *Where the God Of Love Hangs Out*, *Come to Me*, and *A Blind Man Can See How Much I Love You*. Her first nonfiction book was *Normal: Transsexual CEOs, Crossdressing Cops, and Hermaphrodites with Attitudes*. Bloom has also written a children's book, *Little Sweet Potato*.

Bloom is a lively, funny, provocative speaker whose talks on *The Ethical Life*, *Good People and Bad Behavior*, and *A Good and Happy Life and Why It's Hard to Live One* have been favorites.

A practicing psychotherapist for twenty years, Bloom has an acute understanding of human nature and an ear especially attuned to the inner and outer voices of her characters. "I spent my professional life exploring the gap between what people said and how they said it, the chasm between what they felt and what they said they felt," she has said.

Amy Bloom is a National Magazine Award winner and has demonstrated her versatility and wit in the essays she has written for *The New Yorker*, *The New York Times Magazine*, *Vogue*, *The Atlantic Monthly*, *Slate*, and *Salon*. She is the Distinguished University Writer-in-Residence at Wesleyan University.

HARTFORD RESTAURANTS WITHIN WALKING DISTANCE OF HILTON

Vaughan's Public House, 50 Pratt Street

\$\$ · Irish Pub. Cozy pub offering traditional Irish fare.

Sorella, 901 Main Street

\$\$ Italian. Wood-fired pizza and pasta.

City Steam Brewery, 942 Main Street \$\$ Upscale casual menu, award winning brewery and historic setting.

Feng Asian Bistro, 93 Asylum Street

\$\$ · Chinese. Upscale eatery offers creative sushi & a range of Southeast Asian cuisines.

Black-Eyed Sally's Southern Kitchen & Bar, 350 Asylum Street

\$\$ · Barbecue. Southern fare & BBQ in a hip, vibrant roadhouse.

Trumbull Kitchen, 150 Trumbull Street

\$\$ · American. Seafood headlines the eclectic menu at this casual, industrial-chic eatery.

Agave Grill, 100 Allyn Street

\$\$ · Mexican. Tableside guacamole & a long list of tequila star at this lively Mexican restaurant.

Salute, 100 Trumbull Street

\$\$ · Italian. Trendy with an upscale menu of pastas (gluten-free available) & grilled dishes.

The Tavern Downtown, 201 Ann Uccello Street

\$\$ · American. Convivial bar with American craft beers serving hearty pub grub in warm digs.

Max Downtown, 185 Asylum Street

\$\$\$ · American. Upscale spot with prime cuts & seafood, extensive wine list, cocktails.

Black Bear Saloon, 187 Allyn Street

\$\$ · American. Sports bar/restaurant hosts DJs or live music & serves an array of pub food.

Hot Tomato's, 1 Union Place

\$\$ · Italian. Popular spot for big portions of Italian fare & a patio with a view of Bushnell Park.

Siam Hartford Thai, 77 Pratt Street

Thai.

m&m Bistro, 315 Trumbull Street * in Hilton Hartford.

\$\$ American. Contemporary bistro serving menu that includes steaks, pasta & breakfast.

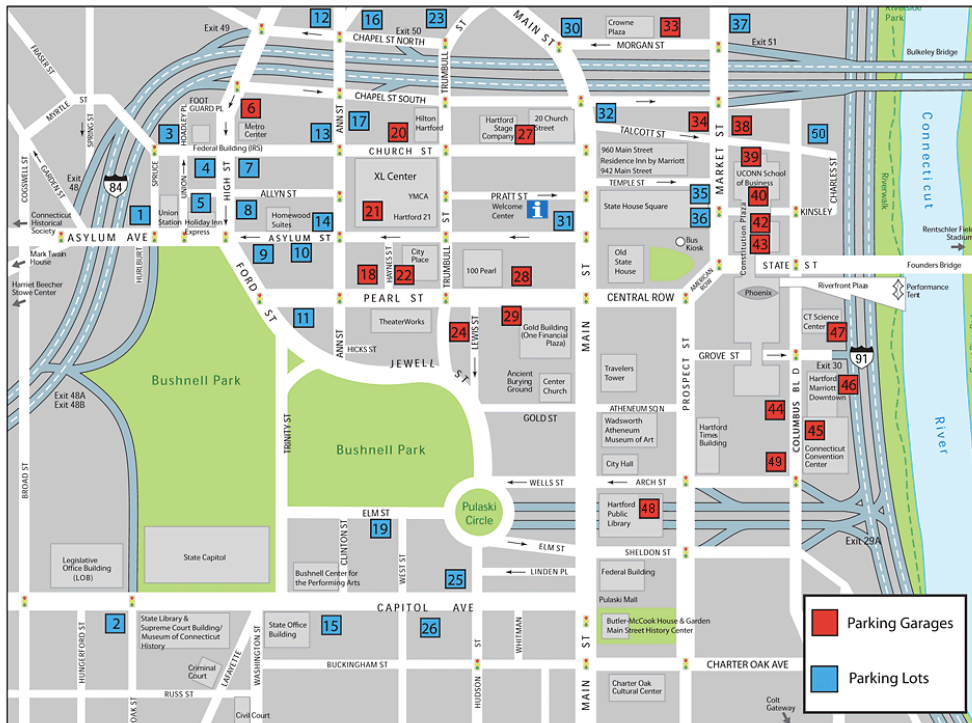
Woody's, 915 Main Street

\$\$ · Hot Dog. Long-running, unfussy eatery serving up a menu of classic dogs, burgers & fish.

Max Bibo's On Trumbull St, 208 Trumbull Street

\$\$ · Deli

DOWNTOWN HARTFORD, CT - PARKING LOTS AND GARAGES



Map provided by the Hartford Business Improvement District & Hartford.com, 2009

HARTFORD EVENTS (October 13-15, 2016)

– look up organization websites for details –

Museums



– 2 miles from Hilton –

Mark Twain House Tours (daily 9:30-4:30, including weekends)

– 2 miles from Hilton –

Visit the home where Twain spent his happiest years!

Discount: \$5 off tour tickets when you show your TYCA conference badge

Ghost Tours at the Twain House (Friday Night: 8:00, 9:00)

Order early – these tours sell out fast!

Discount: \$5 off tickets

Call 860-247-0998 option 5 for tickets and apply the code CCC5OFF



Harriet Beecher Stowe Center (9:30-5:00, Sat noon-5:00)

– 2 miles from Hilton –

The writer whom Lincoln called the “little woman who started this great war” and Mark Twain were neighbors. See her house and visit the center that continues her legacy of social justice.

Present your TYCA badge at Visitor Center to receive \$5.00 off tour prices and 10% off merchandise in the gift shop.



Wadsworth Atheneum (W-F 11-5; Sat 10-5)

– half mile from Hilton –

America’s first public art museum. See the recent makeover the NY Times, Washington Post, the Economist, and others raved about!

Discount: \$5 off admission for you and a guest when you show your TYCA badge at the admissions desk

Lectures



Patti Smith (Th 7pm, Immanuel Congregational Church)

– 2 miles from Hilton –

From the *Mark My Words* lecture series, Mark Twain House

Discount: \$5 off tickets, includes a copy of Smith’s new book

Call 860-247-0998 option 5 and apply the code CCC5OFF

Theatre



The Piano Lesson at Hartford Stage (Th 7:30, Fri 8, Sat 2 & 8)
– across from Hilton –

See August Wilson's Pulitzer-Winning play at this Tony-Award winning theatre

Discount: \$20 tickets for TYCA

Call the Hartford Stage box office at 860-527-5151 and apply the code TYCA20



Relativity at TheaterWorks – (Th 7:30, Fri 8, Sat 2:30 & 8)
– 4 blocks from Hilton –

Starring Richard Dreyfuss – ***Sold Out!***

Discount: half-price tickets (\$25) for TYCA

Call the TheaterWorks box Office at 860.527.7838 and use the code CCC25.

Sports

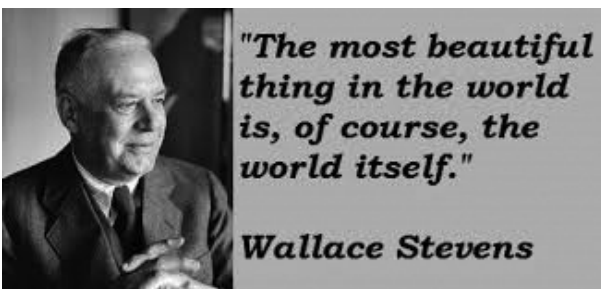


AHL Hockey at XL Center (Friday, October 14, 7:15pm)

– across the street from the Hilton –

New York Rangers affiliate Hartford Wolfpack's home opener! Order tickets at <http://www.hartfordwolfpack.com/>

Self-Guided Walk (free)



Wallace Stevens Walk – renowned poet Wallace Stevens worked as an insurance executive at The Hartford (*less than a mile from the Hilton*) and walked to work every day. You can walk in his footsteps. See how at <http://www.stevenspoetry.org/stevenswalk.htm>

TYCA-NE Conference Schedule

Thursday, October 13

1:00-7:00 p.m. **REGISTRATION TABLE OPEN**

Pre-Conference

2:00-3:30 p.m. (meet outside of Twain room at 1:45, 3rd floor).



Pre-Conference Walking Tour of Hartford and Place Based Learning

Hosted by Jeff Partridge, Antoinette Brim, and Daniela Ragusa, Capital CC, Hartford

“Put on your walking shoes!” Explore Hartford as you experience approaches to place-based pedagogy from Capital Community College’s NEH-sponsored Hartford Heritage Project. Members of Capital’s humanities department will share strategies for student engagement and enhanced learning that take students out of the classroom and into the community around your college – in this case, a history museum, a graveyard, and an art museum.

2:00 p.m. start time at the Old State House—site of the Amistad Trial; concludes at 3:30 p.m. at the Wadsworth Atheneum—America’s first public art museum (participants are free to explore the museum until it closes at 5pm).

Total Walking Distance: 1 mile round trip from the Hilton; or 0.5 miles if returning by Dash (free shuttle).

Conference Presentations

Session A

Thursday, October 13, 4:00 – 5:00 p.m.

Ethan Allen

Session Chair: Elizabeth Keefe, Gateway Community College, New Haven, CT

(A-1) “Online Peer Review to Foster Reading & Writing”

25 minutes

Nick Carbone

Macmillan Publishing

Peer review — the art of teaching student writers how to read closely enough to give one another feedback, and how to read, consider, and apply in revision the feedback received — combines reading and writing in wonderfully productive ways. When done online in new collaborative technologies designed to foster not only peer review, but also created to give teachers and students insights into their peer reading, commenting, and writing processes, peer review can transform a classroom more fully from lecture/discussion to reading and writing workshop.

(A-2) “Empowering Students with Scaffolding in Peer Review Sessions”

25 minutes

Benjamin Blood

Jamestown Community College, New York

Combining minilesson instruction with peer review helps teachers focus on specific chosen aspects of writing and reduces the intimidation and uneasiness that students feel about the process. This session will discuss how providing scaffolding through minilessons helps to make peer review more beneficial and manageable. Peer review practices play an important role in helping teachers move away from the teacher-centered methods described Freire and help students become agents of their own learning.

Silas Deane

Session Chair: Elizabeth Nesius, Hudson County Community College, NY(A-3) “Have You Ever Ripped the Tag off of a Mattress Before? The Use of “Free-writing” as A Lateral Thinking Skill in the Community College Classroom.”

25 minutes

Kenneth DiMaggio

Capital Community College, CT

One way to engage students in a literature classroom is through the “free-write,” an in-class piece of writing the instructor assigns before students engage the text that will soon be discussed. Easy to write, easy to laugh at, easy to throw away, but the free-write helps students use lateral thinking skills they can apply to a text no matter how complex it may initially appear to them.

(A-4) "Creative Synthesis: Helping Students Make Connections Within and Between Texts"

25 minutes

Linsey Muldoon and Lisa Sandoval

Manchester Community College

We will discuss the use of the "Lens and Artifact" assignment across sections of English 101 at MCC to encourage critical thinking and creative synthesis. We will offer explanations of the approach, examples of assignments, and suggestions for exercises that help prepare students to think in these terms and write successful essays using this framework.

Nathan Hale A

Session Chair: Iris Bucchino, Bergen Community College, NJ

(A-5) "Taking on the Text with Your Student Writer"

25 minutes

Cheryl Comeau-Kirschner, Ph.D.

Borough of Manhattan Community College

How can writing instructors enhance the peer review process in their classrooms to move beyond static worksheets, vague questions and/or cursory suggestions for improvement? Adapting a popular reading strategy called Questioning the Author (QtA) for the writing classroom can help peer reviewers and student writers develop a deeper understanding, engage in discussion, and co-construct knowledge about essay drafts.

(A-6) "Destabilizing Monolingual Assumptions: Translingual WAC Workshops"

25 minutes

Joshua Belknap

Borough of Manhattan Community College

Discussion about creating workshop materials reflecting translingual approaches for teaching and tutoring; consideration of how translingual theory and writing instruction can inform and enrich each other. Faculty/tutor workshops will address how embodied linguistic resources move across socially-constructed binaries of class-based, racialized, nationalized and professionalized identity.

Nathan Hale B

Session Chair: Mary Jo Keiter, Harrisburg Area Community College, PA

(A-7) "Let's Get Physical! A Look at How Physically Engaging With Literature and Concepts Can Develop Critical Literacy"

25 minutes

Shoba Parasram and Sovi Pujols

Swedish Institute College of Health Sciences, NY and Hudson County Community College, NJ

We have found that many of our nontraditional students become actively engaged when they physically interact with the content of our lessons. Role playing, song writing, chocolate taste testing, writing and performing skits, etc. develop students' interest through social, visual, and kinesthetic learning, creating knowledge, and engaging independent, critical thinking.

(A-8) "Like Calling Spirits into a Séance: Calling Forth Students' Writing Knowledge into a Literature Class"

25 minutes

Susan Gentry

Tunxis Community College, CT

All I say is "you will write papers in this class." The fluorescent lights sizzle, the projector blinks, and students look stricken. This presentation may be a bit scary, especially when we describe what happens when you don't call forth students' writing knowledge past, but also, when you do.

Mark Twain

Session Chair: Lauren O'Leary, Gateway Community College, CT

(A-9) "Using Drama to Enhance Critical Thinking in Writing"

60 minutes

Carole Bruzzano and Jessica Katz

Hudson & Passaic County Community Colleges, NJ

Participants will experience active learning strategies, specifically - the use of drama and improv to teach and support students' application of various writing developments in formal essay assignments. Two activities will be used to show how drama and improv can be used to teach and reinforce students' understanding and application of writing developments. For this session, cause and effect and argument will be the focus. These activities can be used for teaching other skills as well, which will be provided at the end of the session.

Session B

Thursday, October 13, 5:10-6:10 p.m.

Silas Deane

Session Chair: Jennifer Garner, Howard Community College, MD

(B-2) "Collaboration and Critical Inquiry in the Computer Lab"

25 minutes

Steven Hymowech and Michael Daly

Fulton-Montgomery Community College, New York

This presentation illustrates how collaboration between an English instructor and librarian/information literacy specialist can model for students how to collaborate, and can work to improve critical reading abilities and create critical close readings of poetry within an introductory literature course via group work toward oral presentation of such work.

Mark Twain

Session Chair: James Freeman, Bucks County Community College

(B-3) "Learning Outside the Lines: Connecting Reading and Writing Using an Artist's Sketchbook"

25 minutes

Joseph Selvaggio

Three Rivers Community College, CT

This presentation will explore the use of a sketchbook as a tool for critical engagement in the classroom. Introducing an artist's sketchbook as a notebook and journal offers students a variety of ways to express ideas, process information, and break from traditional notetaking structures to make connections and deepen learning.

(B-4) "Putting the 'I' in Writing: From Journal Writing to College Success"

25 minutes

Marie Basche and Ron Glaz

Capital Community College, CT

For students to find success in college, they first have to find themselves. Through the use of "guided success journals," students in a First Year Experience course at Capital Community College are invited to participate in a journey of self-exploration, and in the process, they develop the confidence and skills to become better students as well as better writers. This presentation will focus on the value of using this tool to help students see their own success within their writing.

Nathan Hale A

Session Chair: Kelly Bender, Passaic County Community College, NJ

(B-5) "Teaching with 'Revolutionary Love' in the Two-Year College"

25 minutes

Mara Lee Grayson

Teachers College, Columbia University, and Pace University, NYC

This interactive presentation seeks to create a dialogue about the concerns and frustrations of teaching in the two-year college. By sharing our stories, we can give voice to anxieties often unshared and provide concrete strategies for teaching through fear and with love.

(B-6) "Collaborative Projects for Business Communications"

25 minutes

Nancy Hynes Lasek

Hudson & Passaic Community Colleges, New Jersey

Collaboration is the key to success in the business world. This workshop will discuss and present various collaborative business communication projects which address current business issues.

Ethan Allen

Session Chair: Iris Bucchino, Bergen Community College, NJ

(B-7) "Create a Reading Across the Curriculum Movement!"

25 minutes

Elizabeth Marsh, Katherine McGivern, and Carol Chovanec

Bergen Community College, New Jersey

This presentation and workshop will demonstrate the efforts made by this team to start a "Reading Across the Curriculum" movement on their campus. Active reading strategies & theory, a self-developed website and case study will be shared.

(B-8) "Writing About Story: Alternatives to the Essay"

25 minutes

Adam Bubrow

City College of New York

Writing about Story: Alternatives to the Essay – Are you tired of reading stacks of what seem like the same essay over and over again? To avoid this academic Groundhog's Day, perhaps it's time to vary your assignments by offering the alternatives to the essay explored in this workshop.



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For full contest details, visit http://assets.cengage.com/pdf/WPA-GO_RR_Contest_Rules-2016.pdf.

Cengage Learning is Proud to Support TYCA-NE as Co-Sponsor of the TYCA-NE Welcome Reception on 10/13.

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THURSDAY, 6:15-7:30 P.M. - WELCOME RECEPTION – REFRESHMENTS AND APPETIZERS. CO-SPONSORED BY GATEWAY CC, NEW HAVEN, AND CENGAGE LEARNING – Hilton Ballroom, 3rd floor.

7:00 P.M. – PATTI SMITH LECTURE (PRE-REGISTRATION REQUIRED)

7:30 P.M. DINNER WITH COLLEAGUES (SIGN UP AT REGISTRATION TABLE - OPTIONAL)

Friday, October 14

7:00 A.M. – REGISTRATION TABLE OPENS – 3RD FLOOR FOYER

7:15-8:25 A.M. – BREAKFAST AND INTRODUCTIONS – HILTON BALLROOM

Session C

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

Mark Twain

Session Chair: Elizabeth Keefe, Gateway Community College, New Haven, CT

(C-1) “Scaling Up” and Other ALP Discussions

25 minutes

Kate Babbitt

Gateway Community College, New Haven

This session will give a brief overview of the “Scaling Up” concept as highlighted at CADE 2016 as well as a discussion about difficulties aligning co-requisite courses in order to meet the needs of students possessing a broad spectrum of skills and non-cognitive issues.

(C-2) “Accelerating Writing at CUNY’s Community Colleges”

25 minutes

Margaret Barrow, Caroline Pari-Pfisterer, and Zhanna Yablokova

Borough of Manhattan Community College

Responding to pressure to move students quickly through the developmental sequence in order to improve attrition, transfer, and graduation rates, we have developed a course that combines one developmental course together with a credit-bearing course. Overall, this course has been successful in getting students to pass exit tests and other requirements, but there are also many challenges to teaching and managing the course. Each presenter will discuss the unique design of the accelerated course and with special attention to successes and pitfalls.

Nathan Hale A

Session Chair: Margy McCampbell, Community College of Baltimore County

(C-3) “Sharing the Space: Instructor, Tutor, and Student Collaboration in the Embedded Composition Classroom”

25 minutes

Andrew Marvin and Kerrylee Pelkey

Three Rivers Community College, CT

This presentation explores the challenges of the embedded classroom and offers practical solutions. Instructors and tutors can build a supportive learning environment to help students overcome their fears of academic work. Issues like balancing instructor-tutor authority, managing extended class time, and teaching a diverse student population will be addressed.

(C-4) “Of Course You Can: Collaborating With Students to Cultivate Ownership in the Writing Center”

25 minutes

Nell McCabe and Matthew Muller

Berkshire Community College, MA

Assistant Professors of English Matt Müller and Nell McCabe discuss the successes and challenges of founding the new Writing Center at Berkshire Community College, including co-teaching the required peer-tutor training course and prioritizing collaboration with students to build a student-oriented writing space from the ground up.

Nathan Hale B

Session Chair: Iris Bucchino, Bergen Community College, NJ

(C-6) "Reading Comprehension Strategies to Help English Language Learners Improve their Vocabulary, Paraphrasing, and Summarizing Skills"

25 minutes

Carol Miele and Leah Carmona

Bergen Community College, New Jersey

This presentation will introduce a three step process that students can use when reading a text. This process guides students on how to predict the content and vocabulary based on the topic, guess meanings based on clues provided by the writer, and find keywords and synonyms to use when paraphrasing and summarizing. The presentation will also demonstrate the use of online resources for finding appropriate synonyms

Silas Deane

Session Chair: Elizabeth Marsh, Bergen Community College, NJ

(C-7) "TED Talks With an Accent: Making Connections to Diverse Englishes in ESL"

25 minutes

Mary Romney-Schaab

Capital Community College, CT

How do you provide your students with diverse models of eloquent speakers of English? How can ESL teachers and all English faculty incorporate these models into their curricula? This workshop demonstrates how the presenter answers these questions using speeches from TED Talks that feature nonnative and World English speakers.

(C-8) "Communicating Social Problems through Music Videos"

25 minutes

Sophia Mitra

Union County College, New Jersey

This session will discuss the use of new media and music videos to communicate social problems through collaborative reading, writing and presentation in the developmental classroom.

Ethan Allen

Session Chair: Elizabeth Nesius, Hudson County Community College, NY

(C-9) "Uniting Against Hate: A Collaboration between ESL Students & Native Speakers"

60 minutes

Marisa Hollywood, Julia Carroll, and Susan Hock

Queensborough Community College, NY

This session will discuss a successful collaboration between ESL students, remedial native speaking students, and an on-campus cultural site, as they joined together to learn about hate crimes. Discussion will explore this thematic content-based reading/writing project, how it imparts crucial Service Learning skills, and suggestions for implementation in your own classroom.

Session D

Friday, 9:35-10:35 a.m.

Mark Twain

Session Chair: Rick Mastronardi, Gateway Community College, CT

(D-1) "Creative Literacy: Activities to Connect, Coordinate, and Contemplate"

25minutes

Lauren O'Leary and Sigrid Nystrom

Gateway Community College, CT

This highly interactive workshop will provide imaginative and non-traditional writing activities that target creative literacy, increase student motivation, and lead to better academic writing.

(D-2) "Language, Identity, and Academic Discourse"

25 minutes

Jacqueline Scott

Community College of Baltimore County

During this session, participants will explore how acknowledging code switching skills can help students navigate through academic discourse communities. This will include looking at specific literature that addresses identity and language, and providing discussion materials and assignments connected with those readings. Additionally, time will be given to participants to brainstorm ideas for lessons that can incorporate ways of acknowledging students' code switching skills into their curriculum.

Nathan Hale A

Session Chair: Nick Carbone, MacMillan Learning

(D-3) "Navigating the Curriculum: The Personal Librarian Bridges the Distance"

25 minutes

Gail Roy, Jennifer Graham, and Lynne Nelson Manion

Northern Maine Community College

This workshop details a semester-long research endeavor to see if embedding a personal librarian into a technical communications course has a positive effect on overall project grades. After discussing the methodology and results, the researchers will discuss tips on how to implement such a study at other institutions.

(D-4) "Library and Writing Center: Overlapping Collaboration in a Low Stakes Environment"

25 minutes

Reabeka King and Maudelyne Maxineau

Kingsborough Community College, New York

This presentation will discuss the library and the writing center's overlapping roles in the basic writer's development as a low stakes environment for high stakes assignments. Since both departments are located in the same facility, we will discuss our attempt to bridge the gap in our services to better serve the writing development of students.

Nathan Hale B

Session Chair: Daniela Ragusa, Capital Community College, CT

(D-5) "When Writers Speak: Collaborating on Teaching Students Presentation Skills"

25 minutes

Siu Ng, Caroline Buff, and Alicia Richardson

Schenectady County Community College, New York

This session addresses the way in which academic departments can authentically collaborate to provide students with a model for effective and engaging oral presentations. Using a student project assigned in a first-year college composition course, the presenters will offer a view inside their partnership and subsequent outcomes.

(D-6) "Literature, Interdisciplinary Thinking, and Composition"

25 minutes

Andrew Bishop

Hudson County Community College, New Jersey

Is there a place for literature in the composition classroom? Yes, but only if we conceive of literature as, first and foremost, a source of questions. This presentation will explore the exciting role literary study can play in inspiring composition students to engage in interdisciplinary research.

Silas Deane

Session Chair: Jeff Partridge, Capital Community College, CT

(D-7) "A Literature Review on the Heuristics of Learning Writing and a Discussion of Academic Rigor"

25 minutes

James A. Freeman

Bucks County Community College, PA

This monograph offers a Review of the Heuristics of Teaching and Learning Writing, as well as a Discussion of Academic Rigor, software Grading and Course Policies, grounded in attitudinal research and universal learning design theory. The author's 1980's student learning preferences research is made contemporary by applying the findings of his longitudinal study of writing growth personality type predictors to current literature and drawing conclusions about how best to teach all content to maximize learning

(D-8) "Making Artists Poets: Building a Creative Writing Workshop of Struggling Students"

25 minutes

Sarah Rothschild and Ashley Babcock

University of Maryland University College/Montgomery College, MD

Two English teachers joined forces to create a multifaceted poetry class for art students. Starting with a thorough survey of poetry, exploring history and form, the class then developed into a writing workshop, becoming a community of poets.

Ethan Allen

Session Chair: Leigh Jonaitis, Bergen Community College, NJ

(D-9) "BMCC Teaching Academy: Conducting SoTL Research in the Composition and ESL Classroom"

60 minutes

Nancy Derbyshire, Deniz Gokcora, and James Hoff

Borough of Manhattan Community College

As a continuation of the 2015 BMCC Teaching Academy panel, this panel will share the experiences of three faculty conducting Scholarship of Teaching and Learning (SoTL) research on critical pre-writing activities in the ESL classroom, differences between student and instructor perceptions of teacher affect, and close reading in digital texts.

Session E

Friday, 10:40-11:40 a.m.

Silas Deane

Session Chair: Mary Jo Keiter, Harrisburg Area Community College, PA

(E-1) "Increasing Cultural Awareness in Schools/Communities"

25 minutes

Vicky Holdridge DiFilippo

Three Rivers Community College, CT

This workshop will help us turn the diversity that we have in our schools and communities into valuable learning opportunities for everyone. You'll leave this interactive session with tools and inspiration for raising cultural awareness and building personal connections.

(E-2) "The Socio-Political Power of Hip Hop: Tupac Shakur 'Menace or Martyr?'"

25 minutes

Frederick-Douglass Knowles II

Three Rivers Community College, CT

This presentation examines the art of Tupac Shakur, utilizing Berlin's composition theory, Expressionistic Rhetoric, in order to delineate the role of social responsibility in Hip-Hop culture. The analysis of Shakur works provides an innovative space for students to study the fundamental principles of academic writing.

Ethan Allen

Session Chair: Kate Babbitt, Gateway Community College, CT

(E-3) "Collaboration Not Confrontation: Rethinking Assessment"

25 minutes

Jeanine DeRusha

Manchester Community College, CT

Assessment can be contentious and often feels like top-down paternalism, but it can be worthy work that tells us what our students are learning. In this presentation I will share strategies that we used to develop a collaborative, meaningful assessment project for our large department.

(E-4) "Husserl's Phenomenology and Faculty Experience of Retention"

25 minutes

Bob Wyckoff

Housatonic Community College, CT

Using Edmund Husserl's phenomenology, this presentation offers a new perspective for interpreting pass rate and retention data, and ends with concrete suggestions about how to connect classroom practices to broader retention goals.

Nathan Hale A

Session Chair: Mary Crosby, Bergen Community College, NJ

(E-5) "Discovery Through Writing: The Research Paper in the Second Language Classroom"

25 minutes

Mahua De

Union County College, New Jersey

The presenter will introduce the 2-course sequence of courses that forms the equivalent of Freshman Composition at her institution. She will discuss the capstone project- the research paper, and how it can be designed to help students become more aware of community resources that are available to them.

(E-6) "Making Connections through Written Commentary"

25 minutes

Maria Ornella Treglia

Bronx Community College

How do students prefer to be addressed on the margins of their essays? Based on a questionnaire given to 140 first-year composition students and interviews conducted with their instructors, this presentation focuses on practical suggestions on how we can improve our feedback practices and connect with our students.

Nathan Hale B

Session Chair: Lisa Sandoval, Manchester CC, CT

(E-7) "Connecting Creativity and Critical Literacy through Video"

60 minutes

Allison Bressmer and Dina Ledwith

Nassau Community College, Long Island

How can we use our students' engagement with media and video to stimulate creativity and critical literacy? This session provides practical, theory-based strategies that answer this question. Attendees will enjoy demonstrations of these strategies and leave with ideas that can be easily and immediately implemented in their own classrooms.

Mark Twain

Session Chair: Kelly Bender, Passaic County Community College, NJ

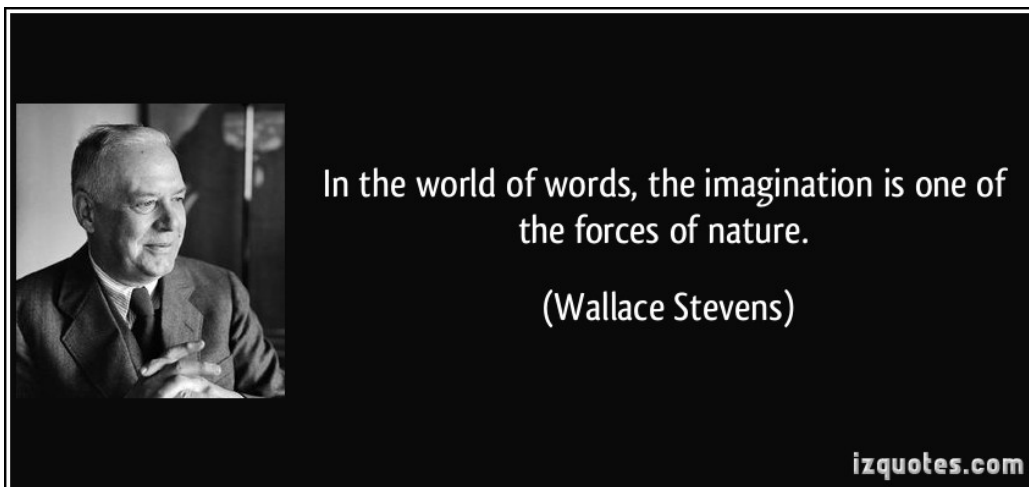
(E-8) "Transforming Developmental Education: Update to a Multiple-Pathways Approach"

60 minutes

Christopher Wahl, Elizabeth Nesius, and Jenny Bobea

Hudson County Community College, New Jersey

Over the past several years, Hudson County Community College has implemented a multiple-pathways approach for students requiring ESL or developmental English, designed to give students options that best fit their diverse needs. This year, we will provide an update on the success of each approach, present data, and explain ideas that worked and lessons learned.



**11:45-1:30 P.M. – LUNCHEON AND FEATURED SPEAKER, SUSAN MILLER-COCHRAN.
SPONSORED BY BEDFORD/ST. MARTIN'S- HILTON BALLROOM**



Don't miss...

SUSAN MILLER-COCHRAN

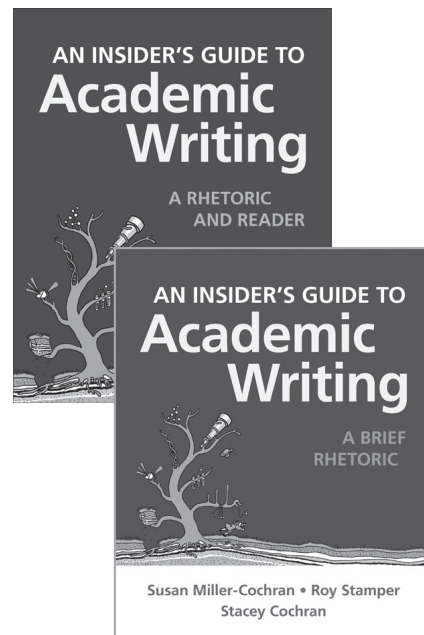
Keynote speaker
at the
**2016 TYCA
Northeast
Conference**



**Keynote Luncheon
Friday, October 14th
11:45 am**

Bedford/St. Martin's congratulates Susan Miller-Cochran for being selected to give the keynote address at this year's TYCA Northeast Conference.

Be sure to stop by the Bedford/St. Martin's exhibit to see our innovative print, digital, and custom solutions for two-year schools.



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Poster Session #1

Friday, 1:45 – 2:30 p.m.

Mark Twain Foyer/ Exhibit Area – 3RD floor

Session Chair: Lauren O’Leary, Gateway CC, New Haven, CT

(P-1) “A Comprehensive Guide to Course Assessment and Reflection”

POSTER

Minerva Santos

Hostos Community College, Bronx

This poster illustrates how to develop an assessment matrix that evaluates a language course and its materials in order to better understand and improve the teaching-learning process. The presenter discusses the components that are necessary for a comprehensive course assessment and shares how reflection is built into this process.

(P-2) “Critical Literacy, Democracy, and Civic Engagement: How Bringing Politicians to the Classroom Helps Students Find Their Voices”

POSTER

Julie Mueller

Bucks County Community College, PA

Democracy depends on an educated and vocal constituency. Unfortunately, many community college students feel their voices go unheard. This poster session explores how transforming Composition courses by adding a patriotic mandate, politicians, and a scholarship helps students experience the value and necessity of learning to read, think, and write critically.

(P-3) “The new MLA 8th edition guidelines: What are you going to do?”

POSTER

Elizabeth M. Marsh and Kate Hossain

Bergen Community College, New Jersey

MLA has just set out new guidelines for documentation but what do they mean? What are you going to do for instruction and formatting? This poster session will explore what the new guidelines for the 8th edition are and how we are going to alter our instruction on documentation in the classroom.

(P-4) “Research – Beyond the Basics”

POSTER

Katie Sweeting

Hudson County Community College, New Jersey

College students engage in research, but do they know how to research, where to look, what questions to ask, and how to document their sources? This poster session will present infrequently explored paths of research, including interviewing experts, visiting sites of interest, and immersion in experiences related to research topics.

(P-5) “Scaffolding Information Literacy Learning in an Online Course: A Professor-Librarian Collaboration”

POSTER

Kelly O. Secovnie and Lane Glisson

Borough of Manhattan Community College

Integrating Information Literacy skills in an online class using library resources can be challenging. This interactive poster session provides a collaborative model for scaffolding necessary skills through creative teaching techniques that use a blend of old and new technologies to reach students and provide them with a solid foundation as researchers and writers.

(P-6) “Double Duty: Student-Parents and the Teaching of Writing”

POSTER

Stella Apostolidis and Robert Lazaroff

Nassau Community College, Long Island

Our poster presentation will expose the challenges of working with these typically hard-to-retain students, highlighting the specific writing problems of students who are also parents, and sharing how our role as mentors informed our own pedagogy and helped foster success for an at-risk population.

(P-7) “Composing Visual Literacy: Concept Mapping for Reading Comprehension”

POSTER

Margot DeSalvo

Kingsborough Community College, Brooklyn

This poster presentation will display how students from basic writing and composition courses have used visual literacy to aid reading comprehension and overall critical thinking.

Session F

Friday, 2:45-3:45 p.m.

Mark Twain

Session Chair: Monica Walker, Ed.D, Community College of Baltimore County

(F-1) "Connecting Course Objectives: From Placement to Exit

25 minutes

Dee McAree and Matthew Ayres

The County College of Morris (CCM), New Jersey

Community colleges face unique challenges in serving a diverse population of students with fluctuating levels of ability. Programs must integrate multiple phases, from an effective placement process to tailored developmental courses to core composition objectives. CCM professors will focus on practices that help create connectivity from placement to exit. Several faculty members will present on three areas (placement, developmental education, and core composition courses) with a focus on practices that help to create connectivity from placement to completion.

(F-2) "Could We Be Partners not Receptacles of High Schools?"

25 minutes

Sharmila Mukherjee

Bronx Community College

As a two-year college English Professor, I want to bring to the table one aspect of pedagogy that we typically tend to marginalize: how we can channel our pedagogical acumen and energy to enable High School curricular units at not only our feeder institutions but also at institutions from where two-year college learners typically emerge—High Schools that been degraded with the misnomers of "struggling" or "under-performing." Such a step would be a highly learner-oriented step, not only in facilitating a learner's acculturation to college academic standards but also to college "life" itself.

Nathan Hale B

Session Chair: Jennifer Garner, Howard Community College, MD

(F-3) "Performing the Dream: How to Tailor Teaching Practices to the Realities of Student Expectations and Institutional Resources"

25 minutes

Chad Seader

Syracuse University, NY

Performing writing in public can be a useful pedagogical tool for helping students find relevance in basic writing courses, but the extent of which depends on institutional resources. This talk addresses how to align alternatives pedagogical approaches with specific student needs and the dynamics of our institutions

(F-4) ""Using Digital Storytelling to Motivate Students in the Writing Classroom"

25 minutes

Shoba Bandi-Rao

Borough of Manhattan Community College

Digital Storytelling combines narratives with images, sound, video and text to create short stories in interesting ways. I will discuss how instructors can harness the power of digital storytelling to motivate students in the writing class. I will review the process of designing, planning, implementing and evaluating digital stories.

Silas Deane

Session Chair: Matt Eberhart, Harrisburg Area Community College, PA

(F-5) "Credit is Due: Using Hip Hop to Teach How to Cite Sources"

25 minutes

Jeff Van Dreason

Benjamin Franklin Institute of Technology, Boston

The foundation of hip-hop as a musical genre has two main components: personal or social narrative set to sampled, established songs. This presentation makes the comparison of the college essay as a hip hop track with outside sources (citations) as the "samples."

(F-6) "Teaching Collaboration: Combining Creative Writing and Visual Art in the College Classroom"

25 minutes

Sarah Kain Gutowski and Meredith Starr

Suffolk County Community College, Long Island

Few writers work in a vacuum. One way to demonstrate this in the writing classroom is to collaborate with visual arts faculty because of the inherent relationship between these disciplines. This talk showcases an assignment that requires creative writing and visual arts students to create poetry and fiction broadsides together.

Nathan Hale A

Session Chair: Daniela Ragusa, Ph.D, Capital Community College, Hartford

(F-7) "Community to Classroom: A Union, a College, and a New Path to Education"

60 minutes

**Kevin Lamkins, Debra Trueax, Alma Farnsworth, Susan Oliver, and Daniela Ragusa
Capital Community College, CT**

In Hartford, CT, SEIU 1199 and Capital Community College collaborate to bring college curriculum to union workers as a pathway into higher education. Using the genre approach to developmental writing and reading, successful participants bypass remedial courses and the placement test to enter credit-level English Composition.

Ethan Allen

Session Chair: Susan Gentry, Tunxis Community College, CT

(F-8) "Community, Commitment, Compromise, Creativity: Ten Years of Departmental Portfolio Assessment"

60 minutes

**Sally Terrell, Kerry Beckford, Robert Brown, Steve Ersinghaus, and James Schlatter
Tunxis Community College, CT**

Our departmental portfolio program has been invaluable in creating and sustaining a strong, vibrant community of writing teachers. This panel discussion will feature the elements of our portfolio assessment process and the best practices emerging from our collaboration, along with practical suggestions for creating a culture of resource sharing and innovation among writing faculty regardless of assessment methods.

Session G

Friday, 3:50-4:50 p.m.

Silas Deane

Session Chair: Annet O'Mara, Onondaga Community College, NY

(G-1) "The Body Remembers What Mind Forgets: Teaching Self-Compassion to Combat Trauma's Impact on Education"

25 minutes

Linda Domenitz

Capital Community College, CT

When students experience trauma, its impact on education is unquantifiable. Self-compassion and mirroring are catalysts for bringing aspiration to fruition. Holding space for students gives presence to suffering. Meditation demonstrates direct engagement with the brain to unlock emotion, increase cognition, and facilitate progression through Maslow's hierarchy of needs to self-actualization.

(G-2) "Collaborative Play, Language and Literary Analysis"

25 minutes

Geraldine Wagner, Ann Schroth, and Anne Shaw

Johnson & Wales University, Rhode Island

Engaging in informal dramatic performance, especially in the form of mock trials of characters in Shakespeare's plays, Humanities and ESL students work together to achieve a number of course-specific goals including improved English language oral communication and a deeper critical examination of character, motivation and conflict.

Nathan Hale A

Session Chair: Lauren O'Leary, Gateway Community College, CT

(G-3) "Embed My Librarian? Faculty-Library Partners in Composition"

25 minutes

Amelia Yongue, Elisa Roberson, Ph.D, and Liz Kocevar-Weidinger

Howard Community College, Maryland

Come discover how to build a teaching partnership with a college librarian! Having an "embedded" librarian in online, hybrid and F2F freshman composition courses can assist professors and students with information literacy and research. Our students became much more information literacy proficient beginning with essay 1 of the semester!

(G-4) "Using Conspiracy Theories to Teach Information Literacy"

25 minutes

Elizabeth Nesius

Hudson County Community College, New Jersey

This presentation will discuss the use of conspiracy theories to engage students while teaching them information literacy skills. In a College Composition II class, students are asked to research a conspiracy theory and draw conclusions as to its validity. Specific assignments and results will be discussed, as well as student reactions to the project.

Nathan Hale B

Session Chair: Mary Crosby, Bergen Community College, NJ

(G 5-6) "An Interdisciplinary Collaboration to Integrate Global Competencies Across the Curriculum"

60 minutes

Cynthia Wiseman, Ed.D, Vincent Tzu-Wen Cheng, Alex d'Erizans

Borough of Manhattan Community College

The presenters will describe an NEH-funded professional development initiative including seminars on globalization culminating in assignments enhanced to target global competencies. They will define these competencies, identify SLOs, describe sample enhanced assignments, e.g., in English and developmental writing, and report the preliminary results of a measure of the effectiveness of the program.

Mark Twain

Session Chair: Donna Bontatibus, Middlesex Community College, CT

(G-7) "Accelerated Learning Program (ALP), CT: A Creative & Collaborative Response to a State Mandate"

25 minutes

Christine Ruggiero and Adam Florida

Middlesex Community College, CT

The effects of PA 12-40 -- not all bad? Session presenters will share their college's assessment results of CT state law which mandated a reduction in developmental education and an increase in embedded learning, comparing their new, adapted ALP co-requisite model to their "old" sequence, showing how they've changed their approach to teaching and student learning.

(G-8) "Accelerate Writing for Success"

25 minutes

Jennifer Cohn, Jac-Lynn Stark, and Robert Whitman

Bunker Hill Community College, MA

Come hear how the Bunker Hill Community College English department takes a creative approach to acceleration with its writing program. This panel will feature professors who have piloted a developmental writing course combined with a college level composition course through thematic curriculum and inclusion of campus resources.

Ethan Allen

Session Chair: Elizabeth Keefe, Gateway Community College, New Haven

(G-9) "Teachers, Scholars, Activists: TYCA and CBW on Developmental Education Reforms and Teacher Training"

60 minutes

Lynn Reid, Leigh Jonaitis, Barbara Gleason, J. Elizabeth Clark, and Marisa Klages

Fairleigh Dickinson University/Bergen Community College/City College of New York/ LaGuardia Community College

In light of the rapidly changing contexts in which developmental education is delivered, this session, co-sponsored by the Council on Basic Writing, will consider the role the "teacher-scholar-activist" might play in teacher training.

Session H

Friday, 5:00-6:00 p.m.

Mark Twain

Session Chair: Christian Heisler, Onondaga Community College, NY

(H-1) "Students Working in Interdisciplinary Groups: A Pedagogy to Develop Critical Thinking, Collaboration, Writing, and Media Literacy"

60 minutes

Kathleen Wentrack, Brigitte Tilley, Eva Knebel Hampton, Patrick Crapanzano, and Tammi Rothman

Queensborough Community College, New York

QCC's Students Working in Interdisciplinary Groups (SWIG) promotes integrative, collaborative learning as students from different disciplines use technology to collaborate on a project and exchange ideas, while learning to recognize and apply different disciplinary lenses in their thinking. SWIG pedagogy, practices, and products will be shared.

Nathan Hale A

Session Chair: Matt Eberhart, Harrisburg Area Community College, PA

(H-2) "The Future is Now: Making Connections at Bronx Community College for Student Success in the 21st Century"

60 minutes

Susan Amper, Donna Kessler-Eng, Swan Kim

Bronx Community College/CUNY

Three full time professors at Bronx Community College, CUNY, Susan Amper, Donna Kessler-Eng, and Swan Kim, also serve as administrators of respectively: the Freshman Writing Program, the Developmental Writing Program, and the WAC program. Each will discuss the challenges and needs of these programs at community colleges

Ethan Allen

Session Chair: Susan Gentry, Tunxis Community College, CT

(H-3) "Safety in Numbers: Using Learning Communities to Increase Retention and Success"

60 minutes

Jennifer Wittke, Marguerite Yawin, Debbie Bradford, and Elizabeth Keifer

Tunxis Community College, CT

For many semesters, Tunxis Community College has utilized learning communities to increase student retention and pass rates. We will showcase our innovative strategies, such as tutors, counselors, common themes, and ePortfolio. The connected classrooms encourage environments where students work collaboratively, create deeper learning, and are more successful in college.

Silas Deane

Session Chair: Sigrid Nystorm, Gateway Community College, CT

(H-4) "Empowering ELLs with Online Teaching"

25 minutes

Joao da Silva

CUNY

This workshop addresses the theoretical orientation, setting, instructional design, and literacy practices used while teaching synchronous online classes in a language immersion program. The discussions will focus on the experience of teaching English for Academic Purposes at an urban community college. Participants will practice using a web-conferencing application.

(H-5) "Transitioning ESL Students to English Comp and Beyond"

25 minutes

Carl Guerriere

Capital Community College, CT

Not all ESL/ELL students are the same. Courses must be designed to meet students' needs. For 25 years, Capital's ESL Program, the oldest and largest in the region, served an ever-changing immigrant population and Puerto Rican community. High student retention and success rates attest to CCC's ability to foster student achievement.

Nathan Hale B

Session Chair: Rick Mastronardi, Gateway Community College, CT

(H-7) "Engage, Inspire, Retain: Google Apps for Academic Success"

25 minutes

Valerie Fasanello, Helen Rice, Ed. D, and Gina Siple

Nassau Community College, Long Island

This interactive presentation will introduce free Google applications to web enhance your course and differentiate instruction by engaging visual literacies.

(H-8) "Poetic Awakening: A Buddhist Approach to Teaching Poetry"

25 minutes

Mike Bove

Southern Maine Community College

More practice than instruction, this presentation will incorporate discussion and workshop to introduce some basic Buddhist concepts and guide participants through a mindful reading of one or two poems, reinforcing the significance of mindful attention to poetic language without over analysis. By reading mindfully and letting go of pretense, instructors can help restore poetry's immediate power to even the most reluctant reader.



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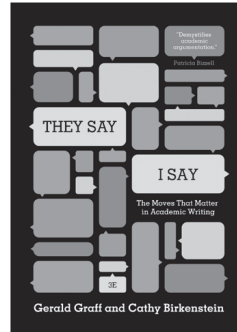
Did you ever think grammar practice could be fun? It is with InQuizitive, Norton's new formative and adaptive learning tool. With gamelike elements and explanatory feedback, InQuizitive motivates students as they learn.



The Little Seagull Handbook, 3e

RICHARD BULLOCK, MICHAL BRODY, FRANCINE WEINBERG

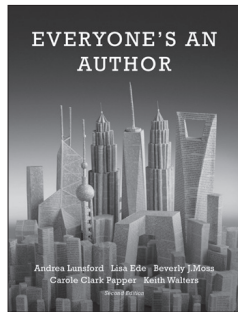
The only pocket-sized handbook that does the work of a full-sized one. Offers the kind of succinct advice students need about grammar, punctuation, documentation, and the writing process—all for only \$21 net.



“They Say / I Say”: The Moves That Matter in Academic Writing, 3e

GERALD GRAFF, CATHY BIRKENSTEIN, RUSSEL DURST

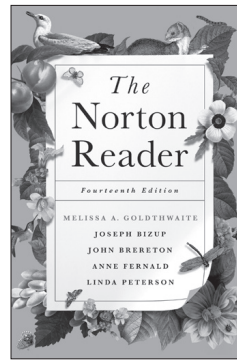
The best-selling book on academic writing. Identifies the key rhetorical moves in academic writing, showing students how to frame their arguments in the larger context of what others have said.



Everyone's an Author, 2e

ANDREA LUNSFORD, MICHAL BRODY, LISA EDE, BEVERLY MOSS, CAROLE CLARK PAPPER, KEITH WALTERS

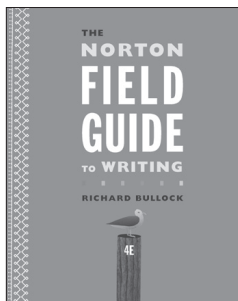
Shows students that the rhetorical skills they already use are the same ones they'll need to succeed in college. With examples from across media and cultures about topics that matter to students today.



The Norton Reader, 14e

MELISSA GOLDTHWAITE, JOSEPH BIZUP, JOHN BRERETON, ANNE FERNALD, LINDA PETERSON

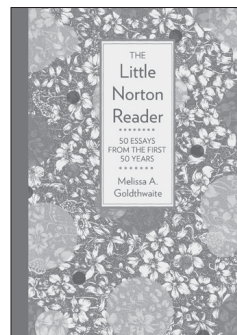
The classic reader that has introduced millions of students to the essay as a genre. The 14e welcomes more than 50 new readings to the book, most written in the last decade.



The Norton Field Guides to Writing, 4e

RICHARD BULLOCK, MAUREEN DALY GOGGIN, FRANCINE WEINBERG

Flexible, easy to use, just enough detail. Modular chapters adapt to a variety of teaching styles. Helpful instruction tells students what they need to know but resists the temptation to tell them everything there is to know.



The Little Norton Reader: 50 Essays from the First 50 Years

MELISSA GOLDTHWAITE

Celebrating *The Norton Reader's* 50th anniversary, this *Little Norton* presents 50 of its most popular essays, organized chronologically to show how the essay has developed over time. Small in size, low in price—only \$25 net.

Please join us at the TYCA-NE Annual Poetry Café, Open Mic Night, and Cocktail Hour, Friday, October 14th, Hilton Ballroom, 3rd Floor—sponsored by W. W. Norton.

6:15-7:30 P.M. – ANNUAL POETRY CAFÉ & OPEN MIC NIGHT

MODERATED BY STEVE STRAIGHT, MANCHESTER CC. FEATURING OUR OWN CONNECTICUT CC POETS. ALL POETS ARE WELCOME AT THE MICROPHONE! APPETIZERS AND REFRESMENTS – HOSTED BY W.W. NORTON AND CO. – HILTON BALLROOM

7:30 – DINNER WITH COLLEAGUES AT LOCAL RESTAURANTS (OPTIONAL).

SIGN UP AT REGISTRATION TABLE

8:00, 9:00 P.M.: GHOST TOURS AT MARK TWAIN HOUSE. (ADDITIONAL FEE).

Saturday, October 15

7:30 –8:45 a.m. – BREAKFAST WITH SPECIAL GUESTS AND EVA PAYNE, TYCA NATIONAL CHAIR. CO-SPONSORED BY BERGEN COMMUNITY COLLEGE – HILTON BALLROOM

TYCA – NE Post-Breakfast Breakout

9:00-9:30 a.m.

Mark Twain

**** Get Involved with TYCA-NE! ****

Iris Bucchino, Leigh Jonaitis, Mary Jo Keiter, TYCA REC Members

Come find out more about hosting a conference, serving on the Regional Executive Committee, or taking on a state representative role. TYCA-NE leaders will discuss opportunities for participation, followed by a question and answer session. Become an active member of TYCA-Northeast and keep our organization going strong for another 51 years!

Saturday, 9:00-10:00 a.m.

Poster Session #2

Mark Twain Foyer/ Exhibit Area – 3RD floor

Session Chair: Kate Babbitt, Gateway Community College, CT

(P2-1) “Camaraderie as Collaboration: Exploring Organic and Therapeutic Faculty Development”

POSTER

Tara Thompson and Margot DeSalvo

Kingsborough Community College, Brooklyn

This presentation will discuss a nuanced approach at faculty collaboration. We will present our findings of how camaraderie can foster intellectual and pedagogical growth of teaching faculty.

(P2-2) “Teacher-Student Conferencing: a Meaningful Approach to Providing Feedback”

POSTER

Yeghia Aslanian

Borough of Manhattan Community College

One-on-one communication with students (in this case advanced ESL writing students) gives depth to classroom experience, encourages the student to take charge, creates a personal, safe space for the student to reflect on his/her thought processes and helps the teacher understand if the written feedback is clear.

(P2-4) “Collaborative Poetry Posters”

POSTER

Nancy Hynes Lasek

Passaic & Hudson County Community Colleges, New Jersey

Read, analyze and relate to poetry through a collaborative poetry project. Two posters will be presented which were created by students.

(P2-5) "Getting Off the Paper Trail: Using Blackboard 9.0 to Design, Preserve, and Create a Collaborative Platform for Student Success"

POSTER

Mel D. Berry

The Community College of Baltimore County

In today's world teaching effectively means teaching efficiently. The Blackboard classroom management system is a technological tool that can dramatically enhance an instructor's effectiveness in the classroom. It offers a wide array of tools that support curricular organization, student engagement, and critical collaboration

(P2-6) "Using Literature Collaboratively to Teach Academic Writing"

POSTER

Robert L. Giron

Montgomery College, Maryland

An interactive way to think about how to use literature in an ESL class or a comp class with ESL students to teach academic writing. Examples will include poetry, short stories, and a novella.

(P2-7) "One Book Program"

POSTER

Jennifer Cohn

Bunker Hill Community College, MA

I would like to share some of the information and insight I have gained from managing the One Book program on Bunker Hill Community College's campus for the last ten years. I would like to show how I have been able to involve faculty, staff and students in the program, as well as community members.

Session I

Saturday, 10:10-11:10 a.m.

Silas Deane

Session Chair: Stacy Korbela, Howard Community College, MD

(I-1) "The Classroom as Museum: Teaching Critical Processes through Works of Art"

25 minutes

James M. Gentile

Manchester Community College, CT

Visual art can help students understand fundamental issues of critical thinking, reading, and writing: the difference between objective description and subjective response, the structural principles of composition, the selection of meaningful details, and the revision process. Teaching strategies, lessons, and collaborative opportunities with arts faculty and museums will be shared.

(I-2) "Teaching Argument to Promote Critical Literacy & Civic Engagement: Three Instructors' Curricula..."

25 minutes

Maria Vint and Brent Lucia

City College of New York

A pilot college composition course focused on argumentation is the context for three different projects that bring hot-button national debates and local controversies into urban public college classrooms for discussion, research and writing

Nathan Hale A

Session Chair: Leigh Jonaitis, Bergen Community College, NJ

(I-3) "Using E-Portfolios to Build a Writing Culture in Freshman Composition"

25 minutes

Thomas Hodgkin

Northwestern CT Community College

Electronic Portfolios can be an effective method to develop a healthy and vibrant atmosphere in a freshman writing class. They can be used to collect work, spur reflection, encourage interaction between students, and showcase student work. This workshop will look at actual student portfolios to illustrate these benefits of EPortfolios.

(I-4) "Creative Writing: Storyboards and Film"**25 minutes****Lynn Petco and John Skinkis****Penn State University**

This session describes a 7-week Creative Writing collaboration between an English instructor and media specialist at Penn State University, Fayette, the Eberly Campus (functions as a two-year college). Students wrote short stories, groups chose one, transcribed theirs into scripts, used Storyboard That, and made 3-4-minute films, using Sony Bloggie cameras and iMovie.

Mark Twain**Session Chair: Nick Carbone, MacMillan****(I-5) "Turning Obstacles into Achievement: Liberal Education in a Retention-Oriented System"****25 minutes****Althea Coleman and Julia Petitfrere****Naugatuck Valley Community College, CT**

Through examining current data on success and retention of underrepresented and at risk students in both Developmental English and English Composition and presenting strategies which have yielded a measure of success for both ourselves and our colleagues, we will engage conference participants in a practical discussion of how to encourage student success while preserving the rigor of a liberal education as defined by Wesleyan President Michael S. Roth.

(I-6) "Three Simple Questions that Improve Classroom Assessment"**25 minutes****Phillip Fox****Goodwin College, CT**

This session will focus on using NearPod software to engage students while also thinking about classroom assessment and active learning strategies. This session will be total audience participation - not a silly demo; you will actually be using the NearPod, so bring a phone or tablet.

Nathan Hale B**Session Chair: Monica Walker, Ed.D, Community College of Baltimore County, MD****(I-7) "Reading is Fundamental to College Success"****25 minutes****Juliet A. Smith, Teri Floyd-Brumm, and Greshen Gaines****Chesapeake College, Maryland**

In this interactive workshop, we will provide a mini-lesson on how we teach a few key reading strategies to our Developmental students so that they can be more successful in handling the reading demands in all of their coursework.

(I-8) "Critical Junctures: Collaboration in the Transition to Integrated Reading and Writing"**25 minutes****Joanna Fortna and Marilyn McCarthy****Northern Essex Community College, MA**

Our goal in this panel discussion is to model our own dialogue and provide planned pauses when participants can pair and share with others about similar critical moments in the process of curriculum reform at their colleges.

Ethan Allen**Session Chair: Kelly Bender, Passaic County Community College, NJ****(I-9) "The Art of Arts in Critical Literacy and Composing"****60 minutes****Paula Rubenstein, Cherise Klebanov, and Brian Centrone****Westchester Community College, NY**

Panelists discuss innovative techniques for building critical literacy by revealing applications of a visual vocabulary from art to a verbal language of writing, and exploring communication vis-à-vis social media. Demonstrated will be the theory behind assignments and the success of creative educational practices which allow students to re-imagine critical thinking.

Session J

Saturday, 11:15-12:15 p.m.

Ethan Allen

Session Chair: Jennifer Garner, Howard Community College, MD

(J-1) "Collaboration through Reading and Writing Circles"

25 minutes

Michele Sweeting-DeCaro and Nayanda Moore

City College of New York

Through adult learning theories, our goal is to show how collaboration with writing consultants, and peer groups can create a climate that supports self-directed learning. We aim to show how a classroom looks with reading and writing circles using andragogy theory and self-assessment strategies.

(J-2) "Growing Pains: Developmental Writing in a Blended Modality"

25 minutes

Mary Jo Keiter

Harrisburg Area Community College, PA

With the recent growing popularity of blended learning at all educational levels across the country, many educators question the efficacy of the blended modality in developmental courses. This session will provide an update about the first year and a half of our blended developmental writing course at Harrisburg Area Community College as well as in-process findings and trials and tribulations.

Mark Twain

Session Chair: Kevin Lamkins, Capital Community College, CT

(J-3) "Underground Rhetoric of the 1960s: Interdisciplinary Exploration of Texts"

25 minutes

John S. Christie, Ph.D.

Capital Community College, CT

A presentation that demonstrates the use of historical artifacts to improve students' skills of oral and written textual analysis and critical thinking. Designed for use in an interdisciplinary, thematic based Capstone Course. We will consider ways to examine iconic images and various texts from radical alternative campus newspapers in order to encourage student interpretations and understandings of issues and movements especially relevant today.

(J-4) "Hath Not Our Syrian Students Educational Aspirations? If They Teach Us, Do We Not Learn?"

25 minutes

Daniela Ragusa, Ph.D. and Nour Alnajjar

Capital Community College, CT

A discussion of the Syrian war's impact on refugee students' educational experiences. Professors, students, and Muslim community leaders seek to illuminate for CommColl educators the importance of learning from students' lived experiences with PTSD, Islamophobia, and their paradoxical invisibility on college campuses whose diversity efforts either overlook or tokenize them.

Nathan Hale A

Session Chair: Peter Helff, Bergen Community College, NJ

(J-5) "Exploring Rhetorical Interdisciplinary Common Ground in Writing Across the Curriculum"

25 minutes

Toni L. D'Onofrio and David Goldberg

Westchester & Kingsborough Community Colleges, New York

Together we'll analyze and discuss how WAC is viewed and used by teachers in other disciplines. Participants will engage in a rhetorical analysis with a focus on understanding how teachers outside of composition incorporate their particular pedagogy into writing assignments. Join us for the chocolate chip conundrum of collaboration in composition

(J-6) "Reconnecting With Critical Literacy"

25 minutes

Margy McCampbell

The Community College of Baltimore County

Over reliance on internet resources is diminishing students' critical literacy skills. Interspersing brief, linked assignments for composition and literature courses helps students connect the importance of reading, researching, evaluating and reflecting with formulating authentic and informed opinions and developing them with credible and logical support.

Nathan Hale B

Session Chair: Chri Annet O' Mara, Onondaga Community College, NY

(J-7) "On Shifting Ground: Creating and Maintaining Excellence in English Programming"

60 minutes

Donna Bontatibus, Terry McNulty, Eva Jones, Catherine Hostetter

Middlesex Community College, CT

How do you maintain excellence in education while redesigning your programs so that they respond to new standards set by outside forces who may know little about your students? Middlesex Community College will share its programs that occur from developmental to honors levels and invite conversation about other departments' programs.

Silas Deane

Session Chair: James Freeman, Bucks Community College, PA

(J-8) "Rethinking Research Writing Assignments: Alternatives to the Textual Response"

60 minutes

Rob McAlear, Angela Ridinger-Dotterman, and Jennifer Maloy

Queensborough Community College, NY

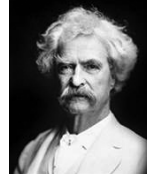
This panel will introduce non-traditional research writing assignments designed to encourage students to see everyday artifacts and experiences as locations for research and to see themselves as capable collaborators in the research writing process.

**12:15-1:30 P.M. – LUNCHEON WITH OUR FEATURED SPEAKER, AMY BLOOM.
SPONSORED BY CAPITAL CC, HARTFORD. – HILTON BALLROOM**

**2:00 P.M. – POST-CONFERENCE GROUP EXCURSIONS AND TOURS OF MARK
TWIN HOUSE AND OTHER HARTFORD LANDMARKS (ADDITIONAL FEE). SIGN
UPS ONLINE AND AT REGISTRATION DESK.**

**2:00-5:00 P.M. – TYCA REGIONAL EXECUTIVE COMMITTEE (REC) MEETINGS –
P.T. BARNUM BOARDROOM**

**The difference between
the right word and the
almost right word is the
difference between
lightning and a lightning
bug.**

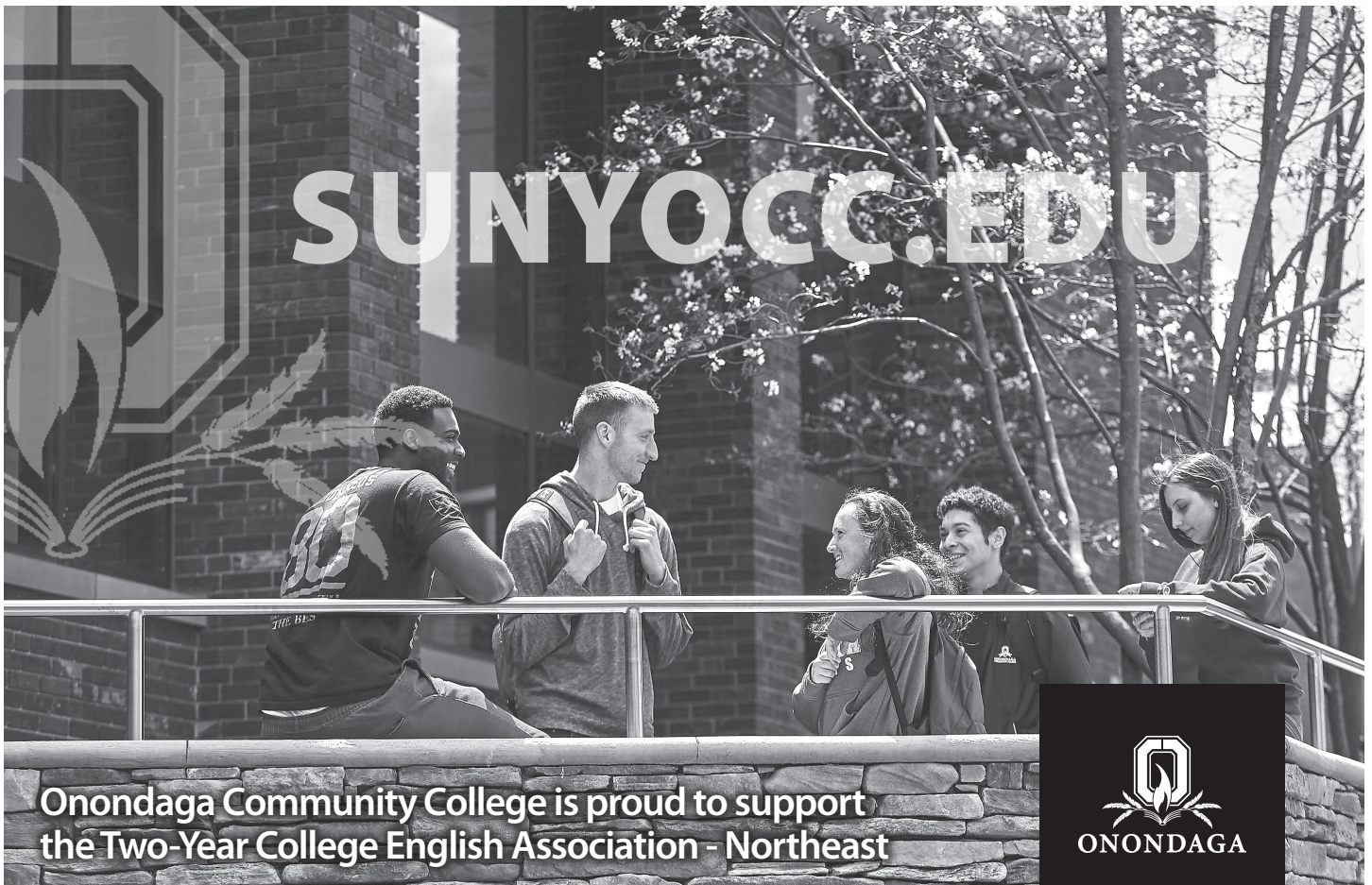


Mark Twain

American Author and Humorist
(1835-1910)

QuoteHD.com

Best Wishes for a successful 51st TYCA Northeast Conference





Passaic County Community College
salutes

The Educators of TYCA

for their commitment to the teaching and study of English.

PCCC is proud of our distinguished English Department faculty and English teachers everywhere, who excite the imaginations and expand the horizons of their students.

Since 2012, English majors served as PCCC valedictorian three times. Alumna Liz Walsh, who earned her degree in English, is now a scholarship graduate student at Cambridge University.

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**Dr. Wilfredo Nieves,
President**

Capital Community College



**Dr. Paul Brodie II,
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And thank you to all the people who have helped us with Registration and as Session Chairs

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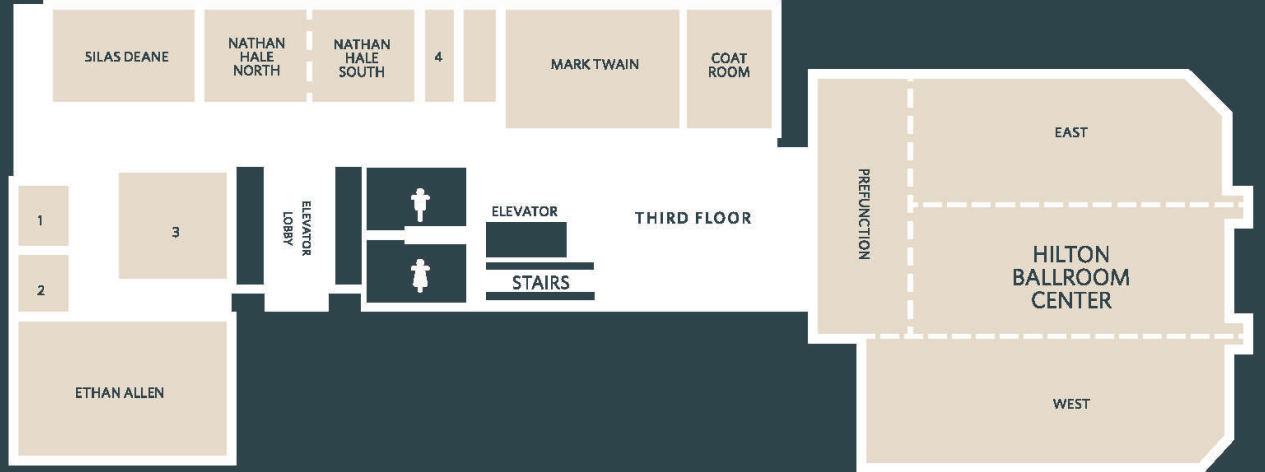
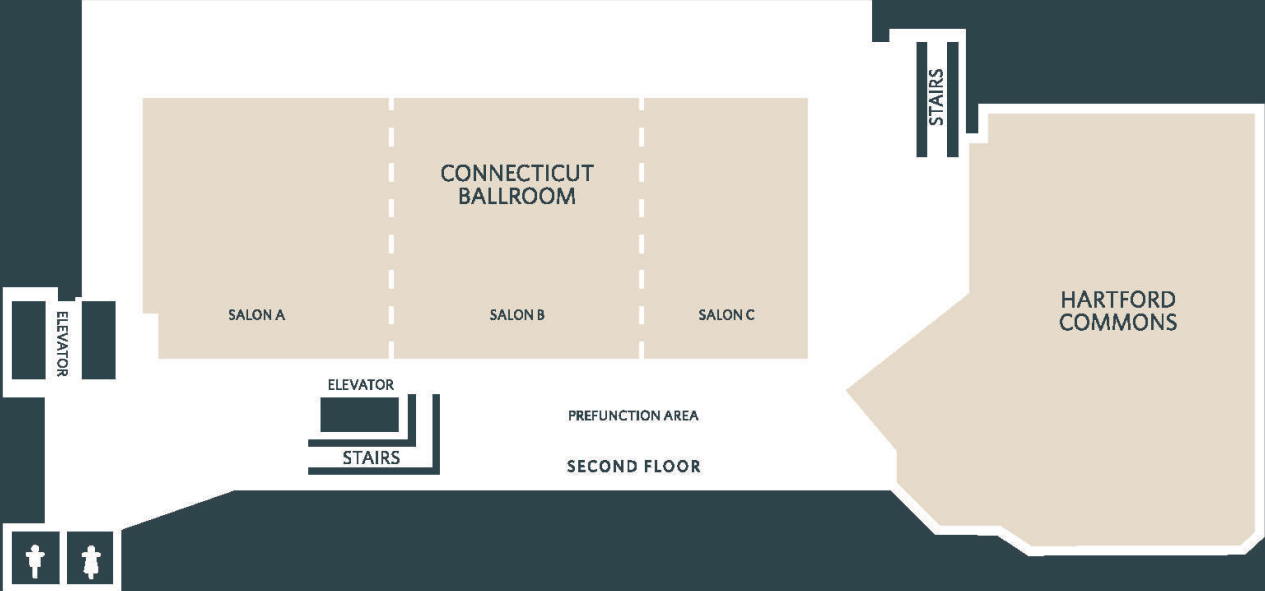
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Notes

CONFERENCE & EVENT ROOMS

FLOOR MAPS



- 1 COLT
- 2 WADSWORTH
- 3 P.T. BARNUM
- 4 BANQUET OFFICE

KEY

- Meeting/Conference Rooms
- Amenities

A photograph of a modern, multi-story building with a curved facade and large glass windows. The building is illuminated from within, showing office spaces and a library area. The sky is a clear, light blue. In the background, another building and some trees are visible.

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*“People don’t care
how much you know
until they know how
much you care”*

John C. Maxwell

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