

TYCANE

TWO-YEAR COLLEGE ENGLISH ASSOCIATION NORTHEAST

LIGHTHOUSE IN A STORM:

Shining the Beacon on Student Success

Westin Portland Harborview Hotel
Portland, ME

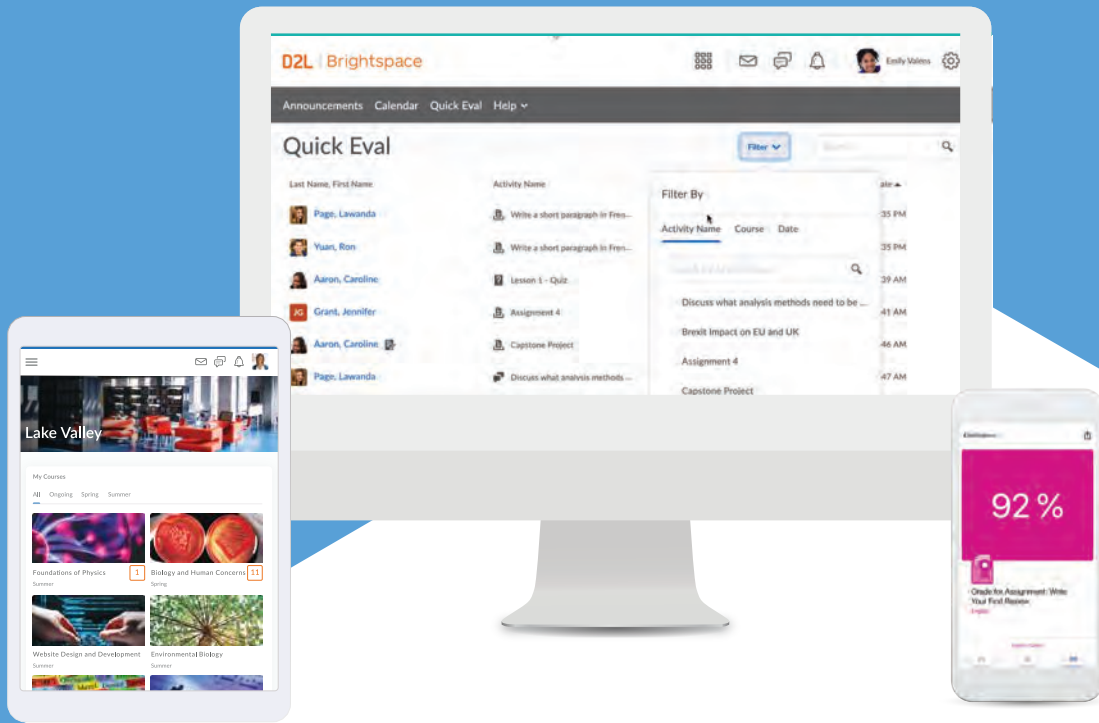
October 24-26, 2019

HOST COLLEGES

Eastern Maine Community College, Bangor, ME
Kennebec Valley Community College, Fairfield, ME
Northern Maine Community College, Presque Isle, ME
Southern Maine Community College, South Portland, ME
Washington County Community College, Calais, ME
York County Community College, Wells, ME






TYCANORTHEAST.ORG | #TYCANE19





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WELCOME TO PORTLAND, MAINE

TWO-YEAR COLLEGE ENGLISH ASSOCIATION—NORTHEAST (TYCA-NE)

Dear Colleagues,

Welcome to Portland, Maine! Portland sits on a peninsula with views of Casco Bay to the south and east, and the White Mountains of New Hampshire to the north and west. The city boasts a vibrant arts district including museums and galleries, a working waterfront, and a generous offering of nationally-honored restaurants. The city is comfortably walkable. The Portland Museum of Art, just across Congress Street from the Westin Portland Harborview Hotel, is free to the public on Friday evenings from 4:00 until 8:00. Check out Casco Bay Lines on Commercial Street for a ride to the surrounding islands. Bookstores abound, with local favorite Longfellow Books in Monument Square a quick stroll away and Yes Books, a used bookstore with an incredible poetry selection, just around the corner from the hotel. Local coffee, lobster rolls, ocean views—there's nothing quite like a visit to Maine's biggest little city.

Mike Bove

Local Arrangements Co-Chair
on behalf of the 2019 Conference Team



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CONFERENCE THEME:

LIGHTHOUSE IN A STORM: SHINING THE BEACON ON STUDENT SUCCESS

A financial, political and cultural storm is swirling around higher education today. Under pressure to increase graduation rates, reduce remediation, and limit student loan debt, colleges across the country analyze data, conduct research and attempt a multitude of strategies to achieve greater rates of "student success." But what does that term constitute, especially in the English classroom? As community college educators negotiating the always-evolving definition of success, we have both the opportunity and challenge of helping students to achieve their goals, whatever they may be: continuing their education, landing a good job, or growing and developing in a variety of ways.

In exploring our theme, "Lighthouse in a Storm: Shining a Beam on Student Success," we look forward to sharing pedagogical, creative, and analytical ideas from community colleges across the Northeast region.

TYCA-NE 2019 CONFERENCE TEAM

Conference Chair:

Dianne Fallon, York County Community College, Wells, ME

Local Arrangements:

Mike Bove, Southern Maine Community College, South Portland, ME, Chair

Registration:

David Raymond, Northern Maine Community College, Presque Isle, ME, Chair

Program:

Amy Havel, Southern Maine Community College, South Portland, ME, Chair

Anna Arquette, Eastern Maine Community College, Bangor, ME

Lola Ellis, Eastern Maine Community College, Bangor, ME

Lesley Gillis, Eastern Maine Community College, Bangor, ME

Molly McDonald, Washington County Community College, Calais, ME

David Susman, York County Community College, Wells, ME

Mike Tardiff, Kennebec Valley Community College, Fairfield, ME

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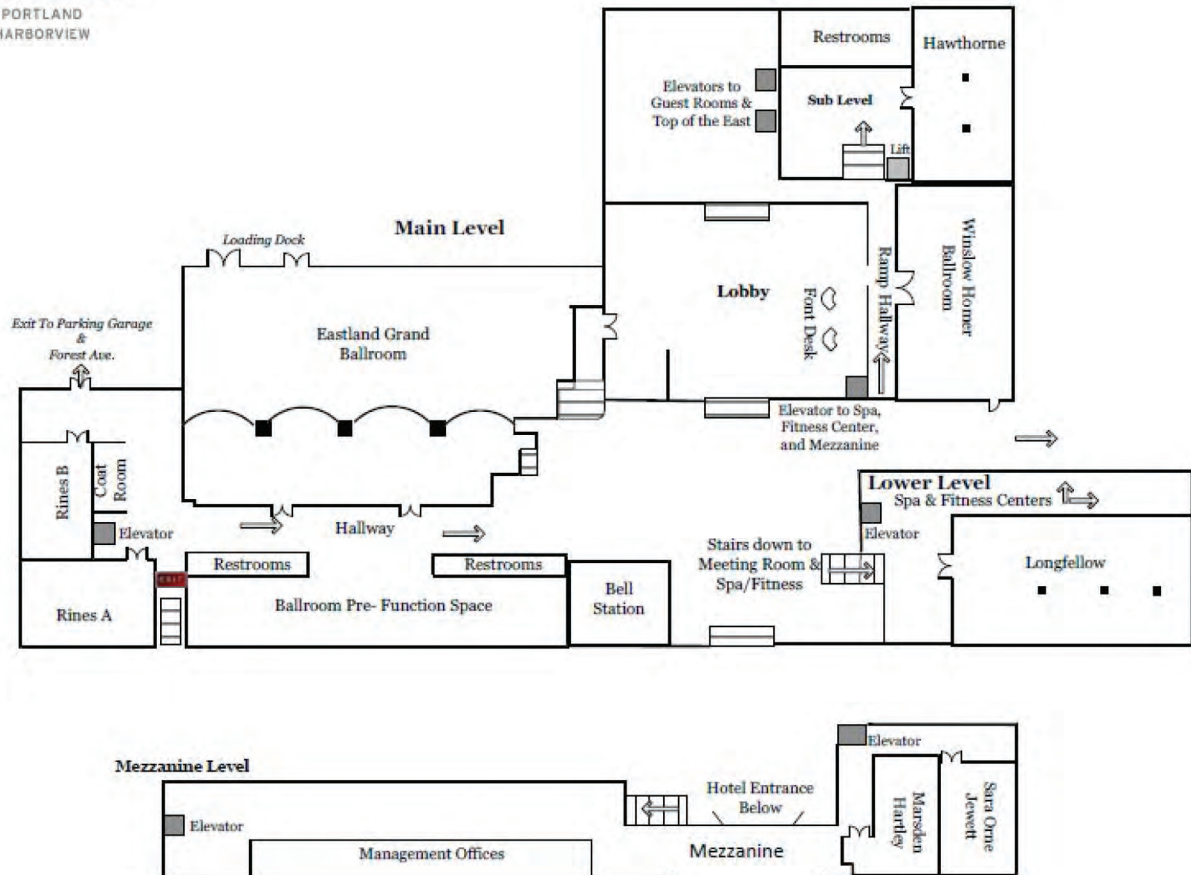
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SCHEDULE-AT-A-GLANCE

TIME	EVENT	LOCATION
THURSDAY, October 24, 2019		
3 - 6 PM	Registration	Hotel Lobby
5:30 - 7 PM	Welcome Reception -- Enjoy appetizers, conversation, and discounted admission to Portland Museum of Art (Buy your own drink)	PMA Café Lower Level
7:30 PM	Sign up for Dinner with TYCA Friends at registration, or dine on your own	Local restaurants
FRIDAY, October 25, 2019		
8 AM – 5 PM	Registration	Lobby
8 AM	Continental Breakfast/All-Day Break, sponsored by Macmillan Learning	Exhibitor Hall
8:30–9:25 AM	Session A – Concurrent Sessions	Meeting rooms
9:40-10:35 AM	Session B -- Concurrent Sessions	Meeting rooms
10:50-11:45 AM	Session C – Concurrent Sessions	Meeting rooms
12-1:30 PM	Keynote Luncheon with Wes McNair	Eastland Ballroom
2:00-2:55 PM	Session D – Concurrent Sessions	Meeting rooms
3:10-4:05 PM	Session E – Concurrent Sessions	Meeting rooms
4:15-5:10 PM	Session F – Concurrent Sessions	Meeting rooms
5:15-6:15 PM	Happy Hour Poster Session & plenty of food and drink, sponsored by Brightspace/D2L	Mezzanine
6:15-7:30 PM	Poetry & Storytelling Cafe	Jewett Room
7:30 PM	Dinner on your own and/or enjoy “Free Friday” at the Portland Museum of Art	Local restaurants
SATURDAY, October 26, 2019		
8:30 -10 AM	Registration	Hotel Lobby
7:30 AM	Continental Breakfast	Exhibition Hall
9 - 9:55 AM	Session G – Concurrent Sessions	Meeting rooms
10:05 -11 AM	Session H – Concurrent Sessions	Meeting rooms
11:15-12:30 PM	Brunch with panel: 21st Century Writing	Eastland Ballroom
1 - 5 PM	TYCA-NE Board Meeting	Marsden Hartley

MAP OF CONFERENCE CENTER

THE WESTIN
PORTLAND
HARBORVIEW



Sessions will take place in these breakout rooms:

Longfellow, Sara Orne Jewett, Nathaniel Hawthorne, Rines A and Rines B, and, on Saturday morning, Mardsen Hartley.

Exhibitions are located in the "Ballroom Pre-Function Space," which also serves as the location for our All-Day Break and Continental

TYCA NORTHEAST LEADERSHIP

REGIONAL EXECUTIVE COMMITTEE

2018-2019

Chair of TYCA-NE

Iris Bucchino, Bergen Community College, NJ

Vice Chair

Elizabeth Keefe, Gateway Community College, CT

Secretary

Annet J. O'Mara, Onondaga Community College, NY

Treasurer

Margot Edlin, Queensborough Community College,
CUNY, NY

Regional Representative to TYCA National

Leigh Jonaitis, Bergen Community College, NJ

Future Sites Coordinator

Mary Jo Keiter, Harrisburg Area Community College, PA

Membership Chair

Jacqueline Scott,
Community College of Baltimore County, MD

Social Media Coordinator

Jerry Kavanagh, Delaware
Technical Community College, DE

Web Tender

Collin McCarthy

Nominations Chair

Jennifer Garner, Howard Community College, MD

Assistant Nominations Chair

Christa Baiada, Borough of Manhattan
Community College, NY

Conference Chair

Elizabeth Nesius, Hudson County
Community
College, NJ

Historian/Archivist

Michael Avery

*We welcome TYCA National Representative Suzanne Labadie of Oakland
Community College, MI, to the TYCA-NE 2019 Conference.*

TYCA Northeast is an association of the National Council of Teachers of English (NCTE)

2019 TYCA-NE CONFERENCE

Conference Chair

Dianne Fallon, York County Community College, Wells, ME

Local Arrangements Chair

Mike Bove, Southern Maine Community College, South Portland, ME

Conference Program Chair

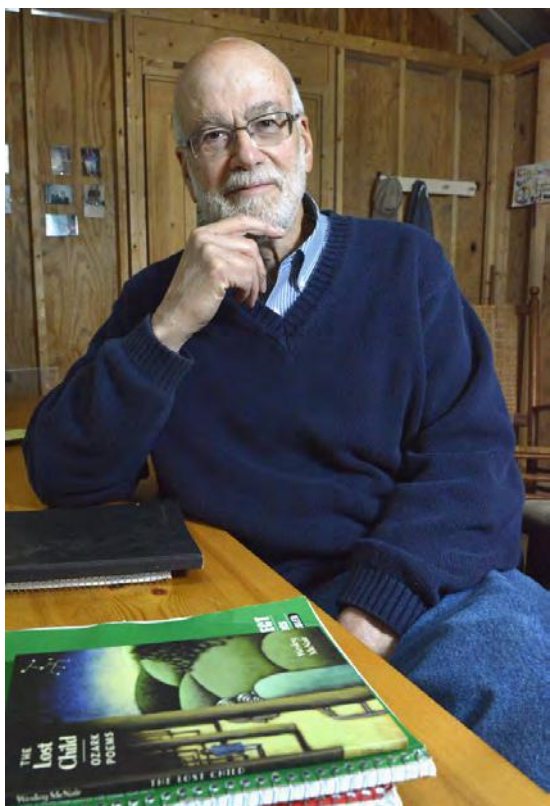
Amy Havel, Southern Maine Community College, South Portland, ME

Registration Chair

David Raymond, Northern Maine Community College, Presque Isle, ME

KEYNOTE SPEAKER: POET WESLEY MCNAIR

"What Poetry Has Taught Me" | 12:00-1:30 PM, Eastland Ballroom



Wesley McNair has been called by poet Philip Levine "one of the great storytellers of contemporary poetry." He is the author of ten volumes of poems and twenty books, including poetry, nonfiction, and edited anthologies. McNair has held grants from the Fulbright and Guggenheim foundations, two Rockefeller grants for study at the Bellagio Center in Italy, two NEA fellowships, and a United States Artist Fellowship as one of America's "finest living artists." He has twice been invited to read his poetry by the Library of Congress, and has served five times on the Pulitzer jury for the Pulitzer Prize in poetry. Other honors include the Robert Frost Award, the Theodore Roethke Prize, an Emmy Award, and the Sarah Josepha Hale Medal, for his "distinguished contribution to the world of letters." His poetry has been featured on NPR's Weekend Edition and 23 times on Garrison Keillor's Writer's Almanac. It has also appeared in the Best American Poetry and over sixty anthologies and textbooks. In 2015 he was named as the recipient of the 2015 PEN New England Award for Literary Excellence in Poetry.

His most recent books are *The Unfastening*, *The Lost Child: Ozark Poems*, and *Lovers of the Lost: New & Selected Poems* (Godine, 2017, 2014, and 2010).

SATURDAY BRUNCH PANEL MODERATOR: MICHAEL J. CRIPPS

11:15 AM-12:30 PM, Eastland Ballroom

Michael J. Cripps chairs the Department of English and directs First Year Writing at the University of New England. He has taught writing in digital environments for nearly two decades and has published articles on hypermedia, game-based learning in basic writing, and more. He is Associate Editor for *Across the Disciplines: A Journal of Language, Learning, and Academic Writing*, an online, international peer-reviewed journal. He serves on the editorial board for the WAC Clearinghouse, the leading resource for information related to the writing across the curriculum movement. He teaches basic and first-year writing at UNE, in addition to advanced writing courses.



SESSION A 8:30-9:25

LONGFELLOW | Chair: Leigh Martin

Jeff Ellenbird, Ashley Paul, Rob Whitman, and Alan Shute, Bunker Hill Community College
Transforming Teaching and Learning at BHCC: Teaching Practices that are Supporting the Curriculum Reforms

In this session participants will learn about and engage around the teaching practices that are supporting the English and ESL curricular reforms at Bunker Hill Community College, which include reading/writing integration, co-requisite learning communities and accelerated models.

SARA ORNE JEWETT | Chair: Jerry Kavanagh

Matthew Stokes, Quincy College
Rethinking Research: Undergraduate Composition and Research Textbooks in the Age of Alternative Facts and Information Overload

The last two decades saw an explosion in the accessibility and volume of information available to students. This presentation explores whether popular composition textbooks (most of which were originally published before widespread use of the internet) are giving students the skills they need to navigate this modern information environment.

Tim Stewart and Ali Khalil, Community College of Rhode Island
Digital Literacy in the Community College Classroom

Panelists will define Digital Literacy and discuss its place in the 21st-century community college classroom. This session will focus on how students digitally collect, synthesize, and distribute messages. Attendees will be asked to reflect upon their own roles as digital authors and consider including digital literacy in a future course.

NATHANIEL HAWTHORNE | Chair: Iris Bucchino

Maria Kasparova, Bergen County Community College
Best Practices in Community College Academic ESL Programs (EAPs)

This presentation reports on findings from a qualitative small sample collective case study that examined the use of high-impact practices in three New Jersey community college EAP programs. Findings revealed the EAPs varied significantly on broader outcomes commanding the use of best practices. The need for shared standards is discussed.

William Lowe, Howard Community College
Language in Motion: Efficacy in Teaching Deaf Students in ESL Courses

Through exploring the challenges faced by deaf students enrolled in English as a Second Language (ESL) writing courses, this presentation will examine the challenges instructors in those courses face in accommodating and teaching those students effectively.

RINES A | Chair: Catherine Sweeting

Ece Aykol and Demetri Kapetanakos, *LaGuardia Community College*

Rethinking “Literary” Analysis in the First Year Seminar: Curricular and Co-curricular Strategies for Student Success

This presentation focuses on how English faculty teaching LaGuardia’s credit-bearing, subject-focused First Year Seminar in the Liberal Arts balance primary course objectives such as habits of mind and a primer on college resources with well-selected literary texts that enable students to engage with the liberal arts disciplinary content.

RINES B | Chair: Eileen Fitzgerald

John Kulikowski, *College of Southern Maryland*

The Hook and Loop Method

Not just for crocheting or velcro, this method uses early assessment, targeted skills-based sessions, individual/group student conferencing, and the building of learning communities to increase retention and student success for both at-risk and in-need student populations.

Jim Brosnan, *Johnson & Wales University*

Creating Story Poems as the Basis of Narratives

This interactive workshop will demonstrate an exercise which can be used to jumpstart the narrative assignment in English Composition courses. A discussion will follow on point of view (the use of the I or a narrator to tell the story), and a limited discussion of figurative language. Participants will be shown how this preliminary work could morph into a personal essay or flash fiction piece for composition class.

SESSION B 9:30 – 10:45

LONGFELLOW | Chair: Lauren O’Leary

Suzanne Labadie, *Oakland Community College*

Rianna Amolsch, *Macomb Community College*

Coming Ashore: Demystifying the Art of Feedback

Faculty often struggle to balance time spent providing feedback for student writing and ensuring meaningful comments that promote their learning. Through the use of priority-driven feedback, student-friendly media, personalized communication, and pre-drafted templates, we will demonstrate strategies for delivering quality formative feedback and creating strong connections with students.

SARA ORNE JEWETT | Chair: Beth Counihan

Eileen Fitzgerald, Michael Berkowitz, Iris Bucchino, Maria Kasparova, Andrew Tomko, Lou Ethel Roliston, Bergen Community College

An Anchor in a Stormy World: English Courses at the Heart of Integrated Learning

The English Department at Bergen has embraced integrated learning as a high-impact practice to support student success: we currently offer learning communities in our Developmental, ESL, Composition, Literature, and Honors programs. Please join us for a discussion of effective learning communities at every level!

NATHANIEL HAWTHORNE | Chair: TBD

Sean DeCaire

Brightspace Learning Management System (TYCA Northeast Sponsor)

Brightspace-D2L, recently adopted by both the Maine Community College System and the University of Maine System, is an online content management system built by educators for educators. Come to this presentation to learn more about this flexible, easy to use, and highly responsive platform that offers a large suite of tools to connect with and engage students.

RINES A | Chair: TBD

Andrew Howard, Ahmad Wright, and Christian Aguiar, UDC Community College

All In Together Now: Inclusive Grading Practices in the Writing Classroom

This panel will consider several techniques for making assessment/grading in two-year writing courses more learner-centered. It will introduce classroom-tested approaches, offer guidelines for implementation, and open up space for further discussion. Topics covered include student-generated rubrics, interactive grading, and student-centered electronic grading.

RINES B | Chair: Mike Tardiff

Elizabeth Toohey, Queensborough Community College/CUNY

Why Journalism: Rethinking the Way We Teach Composition

In making a case for radically rethinking the way we structure composition courses, I draw on pedagogical and critical race theory to consider why students engage so deeply with journalism, in particular, through more self-direction and investment in their research and writing.

Elizabeth Keefe and Eric Maroney, Gateway Community College

Literacy of the Carceral State: Engaging and Advancing At-Risk Developmental Students through Theme-Based Reading and Writing about the U. S. Prison System

Using a variety of rhetorical modes related to the chosen theme of incarceration, students can apply

reading and writing strategies while drawing on background knowledge that supports comprehension of texts with increasing complexity. Sample texts/assignments will be discussed.

SESSION C 10:50 – 11:45

LONGFELLOW | Chair: David Susman

Wes McNair, Professor Emeritus/Writer-in-Residence, University of Maine, Farmington
The Craft of Free Verse: A Workshop for Teachers, and for Teachers Who Write

In this workshop, poet Wes McNair will introduce participants to exercises and ideas for creating and teaching free verse poetry. Bring your notebook and pen, or laptop, for writing poetry.

SARA ORNE JEWETT | Chair: Margot Edlin

Jean Murley, Queensborough Community College/CUNY
Incorporating Anthropology into Composition

This presentation describes and demonstrates an innovative approach to teaching Freshman Composition using writing practices from the discipline of Anthropology. In my composition courses, students write a series of ethnography papers instead of more traditional rhetorical-form-based essays (argument, description, exposition, etc.), and I have achieved great success with this method.

Todd Barry, Three Rivers Community College
Using Law to Engage the Skeptical Literature & Composition Student

Law can be used to effectively engage Literature & Composition students who do not think that literary analysis holds any practical value. Students apply basic criminal statutes to a literary character and reflect on their assumptions about law, literature, and the ways that we create meaning out of language.

NATHANIEL HAWTHORNE | Chair: Mary Jo Keiter

Kathryn Stonich, Community College of Baltimore County
Using the History of English Language to Teach English 101

English 101 doesn't have to focus solely on current events. This presentation will show you how units designed around the creation of English language, mythology, Shakespeare, and modern fiction writing, not only entertain students, but also cover modern day issues that prepare them for college level writing and research.

Maria Ornella Treglia, Bronx Community College/ CUNY
Urban College Students Learn about the Power of Language in History of the English Language Class

Discover how a redesigned linguistics course, History of the English Language, can engage community college students from diverse linguistic and ethnic backgrounds to research and write about topics that give them a better grounding in English and provide insight into the power of language.

RINES A | Chair: Molly McDonald

Jack Morales, *Community College of Allegheny County*

Sponsoring Civic Journalism in the US Community College, 1968-1976

This presentation provides early results from an archival project on the function of civic journalism during the Post Civil Rights Era in New York City. I argue that community colleges are an important site for the study of the role writing plays in community engagement, social networking, and political action.

Lane Glisson, *Borough of Manhattan Community College/CUNY*

"Enemy of the People"? Promoting First Amendment Rights and a Culture of Listening in an Era of Us against Them

Students are barraged online with conspiracy theories, bullying, and partisan spin. Less has been written about the silencing effect that the tone of our current national conversation has on students' willingness to speak candidly in class. This presentation suggests ways to foster empathic dialogue that helps students feel that it's safe to speak up.

RINES B | Chair: Wes Mills

Kathleen Tamayo Alves, Kerri-Ann Smith, Irvin Weathersby, and John Yi, *Queensborough Community College/CUNY*

Emotional Labor of Nonwhite Two-Year College Students and Student Success

This panel will discuss the accounts of four junior, nonwhite faculty members, whose lived experiences provide examples of what emotional labor often entails in higher education and how these experiences provide a lens of the racialized experiences of nonwhite two-year college students. Grounded in critical race theory and antiracist methodologies, we seek to buttress our experiences with recommendations for how community college leaders and faculty may help to alleviate the racialized experiences of nonwhite students.

Jennifer Graham, *Northern Maine Community College*

"You Want Me to Do What?": Faculty Perceptions of Institutional Retention Strategies

Based on findings from a case study of Maine community college faculty, this presentation will explore the gap between institutions' desire for faculty participation in retention efforts and what faculty believe they should be doing to support retention. Participants will be encouraged to share their own best practices for retention.

SESSION D 2:00 – 2:55

LONGFELLOW | Chair: Christina Devlin

Raquel Corona, Madiha Shameem, Sybil White, Valerie Peyer, and Claudia Charles,
Queensborough Community College/ CUNY

Collaborative Mentoring: Using Faculty and Students Partnerships in Mentoring Community College Freshmen

This panel will present the experiences of a collaborative pilot mentoring program between the English Department, the Math Department, and a pre-college remedial program. Panelists will discuss an important factor of the mentoring program: how the faculty and peer mentors worked in partnership as a pair to oversee the advisement of their cohort.

SARA ORNE JEWETT | Chair: TBD

Katie McGrath, Nina Keery, and Matt Walsh, MassBay Community College

Can Students Accelerate and Excel? A Co-Requisite Model in Review

Since 2012, MassBay has offered co-requisite English alongside our traditional developmental English courses. The results: co-requisite students are more likely to complete college-level English, to graduate, and to transfer. Should we eliminate our traditional developmental courses and offer only accelerated courses? Are students really meeting college-level outcomes? If acceleration is the way of the future, what practices are most effective? Please join the discussion!

NATHANIEL HAWTHORNE | Chair: Annette O'Mara

Susan Chenard, Gateway Community College

ADA Compliance and Design Protocol

Present strategies to make online English composition teaching and learning more accessible to all students by improving quality and ensuring ADA compliance. Discuss institutional standards to improve the experience of students and uphold the legal obligation to ensure that all online courses are accessible to all students. Showcase the design protocol with a streamlined and logical institutional appearance for students, meeting legal obligations and integrating a design with a consistent and academically supported approach to best practices associated with course planning and development.

Andrew Marvin, Three Rivers Community College

Humanizing Our Online Courses

This session reveals one instructor's efforts to give writing students an approachable, sane, and human online learning experience. Topics include designing unequivocal course outlines, establishing clear expectations, using video to amplify instructor presence, implementing a reassuring writing process, making peer review more meaningful, and reducing the pain of digital grading.

RINES A | Chair: Beverly Brennan-Overberg

Sophia Mitra and Mahua De, *Union County College*
Promoting Equity in ESL & Developmental English courses

The two presenters will highlight how they ensure equity in their developmental English and ESL classrooms. They will share various strategies they use inside their classrooms and outside, in an effort to empower and engage marginalized students and provide them an equal opportunity for success.

Naoko Akai-Dennis, *Bunker Hill Community College*
The Translingual Approach: Equitable to Underrepresented and Underprivileged Students?

Scholars and teachers who are oriented in translingual approach seem to share the understanding that translingualism is guided by the principles of linguistic social justice, regardless of different concepts of language, etc. And yet. Is the translingual approach equitable to students in community colleges who do not primarily orient themselves in standardized English or in any versions of Englishes?

RINES B | Chair: TBD

Debra Anderson, Elizabeth French, and J. Thomas Grady, *Bristol Community College*
Inviting Authors into the Writing Classroom

This panel examines how guest writers can provide opportunities for creating innovative content for student engagement in the writing classroom, from anchoring values of process writing to seeing working writers as part of a student's ethnography. Substantive curriculum created around these visits can also impact SLO's, motivation and retention.

SESSION E 3:10 – 4:05

LONGFELLOW | Chair: TBD

Joline Blais, *University of Maine/Orono*
Online Formats for Creating and Publishing Stories

The workshop will explore some free tools students can use to create online stories from very simple sound/image projects, to timelines and maps, to full interactive game-like stories. Examples from previous student work published online, as well as lists of resources will be shared.

SARA ORNE JEWETT | Chair: TBD

Crystal Bickford, Sarah Harkness, Alexis Edmond, and Kasey Salter, Southern New Hampshire University

Faculty/Student Perceptions of Reflective Practices in the Classroom

Presented by a faculty member and current students, this panel provides participants with a broad overview of sample reflective learning activities, implementation practices, a brief discussion of faculty intentions as well as student results as shared by the students themselves.

NATHANIEL HAWTHORNE | Chair: Anna Medina

Jacqueline Scott, Community College of Baltimore County

Enthymemes as a Teaching Tool

Understanding enthymemes-- that is the unstated premise that is often understood by both the sender and the receiver (in this case the writer and the reader)-- can help debunk myths of bias and also detect forms of bias in sources. Specifically, my research focuses on comparing news coverage of the 1968 riots in Baltimore after the death of Martin Luther King Jr., and the coverage of the Baltimore uprisings after the death of Freddie Gray. By enhancing students' news literacy skills, they will learn to engage in a close reading of all sources to detect both implicit and explicit forms of bias.

Toni D'Onofrio, Westchester Community College

David Goldberg, Kingsborough Community College

Unpacking Writing-Connected Research and Questioning its Effects on Student Learning Approaches

In this interactive session, presenters will look at both new and dated research that still is being used to shape teaching and learning. We'll question the implications of using this data and research and discuss how, as professionals, we can keep up with new theory in writing and test its soundness.

RINES A | Chair: Jennifer Graham

Enzo Surin and Alison Ruch, Bunker Hill Community College

Crafting a Better Future: Achieving Success through Creative Writing at a Two-Year College

Come learn how students at Bunker Hill Community College are inventing, refining, and publishing their written work via creative writing courses and a student-generated literary magazine.

Maura O'Connor, Manchester Community College

Publishing Student Writing: Poetry and Fiction

Maura O'Connor will present the successful publication of the literary and art magazine of Manchester Community College, *Shapes*, outlining the timeline and process for publishing student writing over an

academic year through faculty collaboration and curriculum design in poetry, creative fiction and design classrooms.

RINES B | Chair: Kristin Rieff

Alejandro Leopardi and Michelle Prendergast, *Montgomery College*

Open Education Resources: Reducing Students' Financial Burden while Increasing Success

The cost of education is an impediment to completion rates. Today, educators can address the skyrocketing costs of textbooks through creative use of Open Education Resources (OERs) in place of traditional textbooks. We will review our experiences with finding, and implementing, OERs in composition and literature classes, and the positive impact on student success.

Catherine Sweeting, *Hudson County Community College*

Calling on Experts!: Augmenting Classroom Lectures with MOOCs, Podcasts, iTunes University, and Guest Lecturers

As community college professors who teach literature survey courses, obtaining assistance from experts on specific authors and texts enhances and deepens class discussions, leading to student engagement and success.

SESSION F 4:15 – 5:10

LONGFELLOW | Chair: TBD

Kevin DeJesus, Rory Senerchia, Dorothy Abram, Anne Shaw, and Patricia Overdeep

Johnson and Wales University

Cultivating the Undergraduate Interdisciplinary Writer: Strategizing for Developing Interdisciplinary Thinking and Writing as Classroom Practice

This roundtable intends to encourage dialogue about the ways in which college and university educators can facilitate interdisciplinary thinking and writing through intentional assignment development. The importance of being a proficient interdisciplinary thinker and writer continues to grow in salience, as employers demonstrate an on-going, growing demand that graduates not only write effectively, but also possess a wide array of knowledges, analytical efficacy and an informed acumen for human relations. Roundtable participants will share with the audience their own experiences and assignments intended to promote and assess interdisciplinary thinking and writing.

SARA ORNE JEWETT | Chair: TBD

Catherine Babbitt, *Gateway Community College*

Decreasing Equity Gaps by Shedding Light on "Achieving the Dream" Data

Upon joining Achieving the Dream, Gateway Community College collected data which indicated that African American and part-time students were not as successful as other ethnicities or full-time students. First year English was highlighted as one of the barriers. Using the disaggregated data, Gateway hopes to decrease the equity gap within these two populations through various strategies.

Anthony Sovak and Emily Churilla, Pima Community College

Using Success Data to Argue for Lower Class Size at Community Colleges

During this panel, presenters will show data on writing class success rates before and after a reduction in class size at Pima Community College and contextualize it with other published studies to create a roadmap better suited for Community College faculty in making the argument to reduce writing class size.

NATHANIEL HAWTHORNE | Chair: Jacqueline Scott

Ellen Creane, Gateway Community College

The 3-Minute Individual Writing Conference

Demonstration of how a brief individual conference for each student on just one aspect of writing an essay focuses the student and achieves successful writing. Presentation plus hands-on audience participation.

Carla White Ellis, Johnson & Wales University

Transparency Through Assignments

This study explored the efficacy of a simple teaching intervention (developed by the TILT Higher Ed Project) in a population of students in the College of Arts & Sciences. The participating faculty members administered either an original version of a student assignment, or a modified version, shown to be effective.

RINES A | Chair: Peter Helff

David Raymond, Northern Maine Community College

"Improving the Silence": The Art and Craft of John Gould of Maine

This presentation will introduce the life, work, and craft of John Gould, Maine character, essayist, humorist, folklorist, and curmudgeon. Participants will learn about this noted Maine author's craft of writing humorous creative works of non-fiction and how his work makes Maine, Mainers, and the Maine way (life the way it should be) both edifying and amusing.

Dean Bowers, Anne Arundel Community College

Dark Literature: A Beacon of Ethics

What can students learn about ethics from a hypocritical doctor? A deformed murderer? An obsessive student? A reanimated being? An inventor of robots? A paranormal investigator? Investigate how dark literature featuring these questionable characters can become a beacon of lessons of ethical responsibility in a composition class... if you dare....

RINES B | Chair: Elizabeth Keefe

Meghmala Tarafdar, *Queensborough Community College*
Classroom Strategies for Facilitating Reflection Activities

Reflection activities are often utilized for supporting the student learning outcomes in English classes. By designing effective reflection prompts, we can stimulate the knowledge, skills, and dispositions for addressing diverse issues within and beyond the parameters of the classroom. Presenter will share strategies for using reflection activities that promote student engagement, foster deep learning, and facilitate students' knowledge construction process.

Debbie Kemp-Jackson and Mahua De, *Union County College*
Exploring Community: One Writing Assignment at a Time

First Year composition courses are of crucial importance for English Language Learners as they navigate the process of acquiring fluency in academic discourse and writing. The presenters will discuss two research assignments centered on media and community literacy that guided students through the steps of academic writing and critical analysis.

HAPPY HOUR POSTER SESSIONS

5:15 – 6:15 Mezzanine

Christina Marie Devlin, *Montgomery College*
Incorporating Quantitative Reasoning into Research Writing via Assignments and Rubrics

Elizabeth Benton, *Montgomery College*
Our Journey: On Solid Ground in English Composition's Era of Reform

Sheila Walsh, *Quincy College*
The Rush to Completion: Considering Success in the Accelerated English Classroom

SESSION G 9:00 – 9:55 Saturday

MARSDEN HARTLEY | Chair: Elizabeth Keefe

Get Involved with TYCA-NE!

Join TYCA NE REC committee members and State Representatives to learn more about how you can contribute to TYCA NE continuing for another 50 years as a vibrant professional organization. We will discuss opportunities for participation, including hosting a conference, serving on the Regional Executive Committee, or taking on a state representative role, followed by a Q & A session.

LONGFELLOW | Chair: TBD

Carrie Steenburgh, Arlene Marcus, and Maria Palmeri-Martinez, Union County College
Helping ESL Students Succeed in an Accelerated Learning Community

Panelists present a situation where ESL students are invited to join an intensive, accelerated learning community, studying academic English as well as learning American culture and history through student-centered experiential tasks.

SARA ORNE JEWETT

Malkiel Choseed and Michael O'Connor, Onondaga Community College
What we talk about when we talk about "Non-Cognitive Barriers to Success"

Learn how English faculty at Onondaga Community College have built structural and pedagogical interventions into their first-year composition courses that support holistic student success, and then take part in a conversation about enhancing this approach as we seek to further innovate to better meet students' needs.

Patricia Sehulster, Westchester Community College/SUNY
The Non-cognitive/Cognitive Connection: A Workshop in Activity Design

How do we address the non-cognitive needs of our students while simultaneously advancing the necessary cognitive skills of our writing courses? In this workshop, participate in a model activity and then design your own.

NATHANIEL HAWTHORNE | Chair: Chris Anderson

Brenda D'Alotto, Massasoit Community College
Social Media and Critical Thinking in the First Year Composition Classroom

This session will explore the use of Social Media to engage learners and to scaffold critical thinking. Using OER content—blogs, news, YouTube, etc., students develop a common vocabulary and context for discussion and analysis. Attendees will participate in an activity designed to raise questions about our casual use of technology.

Brigitte Tilley, *Queensborough Community College/CUNY*

To Meme or Not to Meme?

Our Gen Z students spend three hours a day using social media. How do you get them to engage with a long, philosophical, famously challenging text like Hamlet? Help them connect to the characters and the high drama of the plot by incorporating memes into your lesson plan!

RINES A | Chair: TBD

Mark Lamoureux, *Housatonic Community College*

Tim Stewart, *Community College of Rhode Island*

Found in Translation: Using Translation to Facilitate the Teaching of Poetry

Panelists will discuss using translation, by way of glossaries, multiple translations of the same work, and homophonic translations, as a foundation for teaching students about poetry and prosody. Using translation from the Anglo Saxon to teach Beowulf and translation from the French of Paul Valery will be discussed along with an audience participation exercise.

Lauren O'Leary, *Gateway Community College*

Engaging Students in Minimalist Fiction

This informational session will present information for a structured ENG 102 semester involving the use of minimalist fiction – both traditional prose and more unconventional micro/flash fiction. A model course schedule will be provided, substantiating ELOs, as well as examples of both reading assignments and writing exercises.

RINES B | Chair: TBD

Nell McCabe, Julianna Spallholz and Matthew Muller, *Berkshire Community College*

You'll Never Get a Job Doing That!

Three creative writing faculty discuss their experiences creating a campus culture that celebrates creative writing and cultivates a sense of belonging for students through literary readings, a student-run literary journal, and incorporating creative writing into literature and composition courses.

Benjamin Lawrance Miller and Alison Cimino, *Queensborough Community College/ CUNY*

Collective Engagement: The Student Literary Journal at the Community College

This panel showcases "Collective," the Queensborough Community College Student Literary Journal, an annual magazine created by the Queensborough Creative Writing Club and English Department. We

describe the history of the magazine, how the magazine is produced, how our Creative Writing Club contributes to the journal, and how structural challenges create limitations.

SESSION H 10:05 – 11:00 Saturday

MARSDEN HARTLEY | Chair: Mary Jo Keiter

Steve Straight, *Manchester Community College*
The Best of 40 Years of Teaching

From a 21-time TYCA presenter, this session will include the best assignments, handouts, classroom activities and strategies, unit designs, prompts, ideas, and bits of philosophy culled from a 40-year career teaching all levels of composition plus literature and poetry.

LONGFELLOW | Chair: TBD

Barbara Gleason, Maria Vint, and James Dunn

History and Literature: Designing Integrated Reading/Writing Curricula: A Report from Three CUNY College Classrooms

Student engagement intensifies dramatically when students can relate historical contexts and perspectives to literary texts that they are reading. We offer three examples of reading & writing curricula that rely on supplemental history lessons for courses focused primarily on literature and writing.

SARA ORNE JEWETT | Chair: TBD

Ashley Raithel and Christine Ruggiero, *Middlesex Community College*

Increasing Retention & Improving Student Success for Developmental Students

Middlesex Community College developed a six-credit developmental English course which meets reading, writing, and critical thinking needs aligned with learning outcomes for English Composition. Most recently, we also created a three-credit developmental course for students who score in the top percent at the developmental level on the NextGen Accuplacer. The learning outcomes for both courses are the same. Throughout the course, students work on assignments for a portfolio which is blindly assessed by English faculty at the end of the semester. During the presentation, we will show our evaluation rubric – how it was created and how it is used. Furthermore, we will demonstrate how, through strategic advising, we have been able to achieve a high (77%) retention rate with developmental students. After students have taken the course, they have several options when choosing which level of support they need for Composition (ENG 101). They work with an advisor and their instructor to ensure they are placed in the right English section, and they register for the next semester at that moment. This has been one of our biggest accomplishments in ensuring student success.

NATHANIEL HAWTHORNE | Chair: TBD

Ryan Dippre, Elizabeth Powers, and Jessica Winck, *University of Maine*
Labor-Based Grading Contracts: Exploring their Limits and Possibilities

Asao Inoue's work on anti-racist writing ecologies have reimagined and revitalized contemporary work on grading contracts in Writing Studies. This panel reviews how labor-based grading contracts were taken up at three different campuses, and explores the limits and possibilities that these experiences suggest for applying labor-based grading contracts.

RINES A | Chair: Dan Salerno

Sharon Ross, *University of Maine/Augusta*
Wiki Power: Teaching Research and Digital Literacy with Wikipedia

New writers can't resist using a Google search and Wikipedia on research projects. Learn how to embrace this wiki-habit by switching the student's role to editor. Get tips on how to create a Wikipedia-based project that teaches students how to locate legitimate sources, synthesize information, and develop academic habits of mind.

J. Mark McFadden, *Gateway Community College*
Three Ways to Change the Temperature in Your Classroom without Touching the Thermostat

This presentation will explore three effective strategies for engaging students, including debate circles, pop oral reports, and crossover pairing, with examples of each. Find some new ways to get your students to put down their phones!

RINES B | Chair: Meghan Hardison

Andrea Fabrizio and Gregory Marks, *Hostos Community College/CUNY*
Communities of Practice and Learning: Embedding Humanistic Questions in Composition Courses

Presenters will discuss Hostos Community College's four-year collaboration with Columbia College (at CU) that incorporates elements of the Columbia Core curriculum into the Hostos CC composition classroom as a means of strengthening students' reading and writing skills. Presenters will share pedagogical approaches to making humanistic texts accessible and meaningful to students.

Margot Edlin and Beth Counihan, *Queensborough Community College/CUNY*
Readability Statistics: A Writing Strategy to Support Student Success

The presenters will share their research teaching diverse English composition students to use the Readability Statistics in MS Word to raise the level of sophistication in their writing and as a tool to ensure revision.

SATURDAY BRUNCH PANEL: 21ST CENTURY STUDENT WRITING

11:15 a.m.-12:30 p.m.

EASTLAND GRAND BALLROOM

FACILITATOR:

Michael J. Cripps, English Department Chair/Director of Composition, *University of New England*

PANELISTS:

Tim Dalton, *CUNY Grad Center*

This talk aims to present a semester-long exploration of retelling as a tool to develop academic poise, rhetorical awareness, and authorial voice in first-year writers with the hope of sparking a discussion among composition instructors about ways retelling—defined broadly—can help us to increase student engagement as readers, researchers, writers, and citizens.

Dianne Fallon, *York County Community College*

What is gained, or lost, when we teach students to work with 21st century communication tools, which often prioritize short-form writing? What is the value of the traditional academic paper? I will discuss a persuasive paper assignment and its evolution into a two-part project, as a potential example of “21st century student writing.”

Kelly Secovnie, *Borough of Manhattan Community College*

This lightning talk shows how I use the method/metaphor of speed dating to help students engage with multiple readings, ultimately preparing them to write in more informative and self-reflective ways.

Steve Straight, *Manchester Community College*

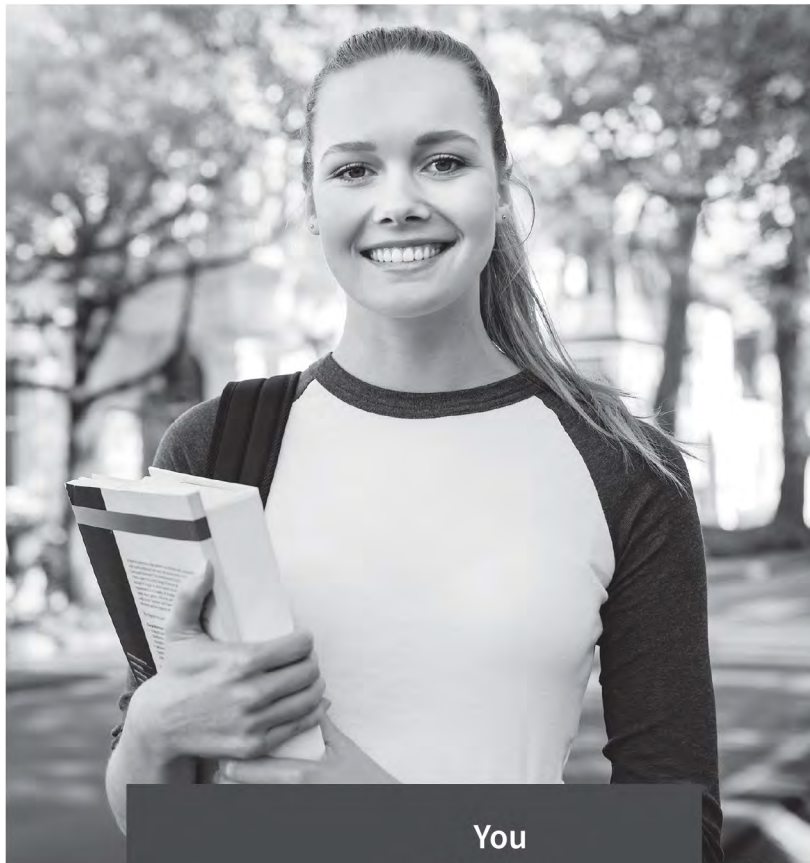
A self-described traditionalist who sometimes wonders if technology eclipses real study discusses the importance of reading deeply, writing about that reading, and connecting to it personally and academically.

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ENJOYING PORTLAND

DINING IN PORTLAND

Portland has a national reputation as a “foodie” town with a plethora of excellent restaurants. A few of *our* favorites are listed below, but there are many more great choices. You can explore these choices and much more at **Visit Portland:** <https://www.visitportland.com>.

Please note that many restaurants do not take reservations and wait times can be an hour or more. Dining early (5:30/6 p.m.) or later (after 8 p.m.) is best to avoid long waits.

Steering Committee favorite dining and snacking spots:

Empire	Flatbread Pizza
Otto	The Holy Donut
Nosh	Mt. Desert Ice Cream
Fore Street	Standard Baking Company
Street and Company	

OTHER ATTRACTIONS

Museums, Tours, and Events:

Check out a sampling of local favorites below, and check the “Events” tab at visitportland.com for information on lighthouse tours, beer tours, festivals, and other happenings.

At the **Portland Museum of Art**, visit the new fall exhibit, “N.C. Wyeth: New Perspectives.” The Museum offers free admission on Fridays, 4-8 p.m.

Children’s Museum of Maine
Maine Historical Society & Longfellow House
Maine Jewish Museum
Victoria Mansion
East End Cemetery tours
Portland Observatory
Portland Women’s History Trail (online app)
Portland Freedom Trail: Self-guided walking tour of African-American history in Portland (online map)

Bookstores:

Longfellow Books
Yes Books (used books)
Print: A Bookstore
Sherman’s

Running, hiking, walking:

Portland Trails (guide to walking, running and hiking trails): <http://trails.org>

ACKNOWLEDGEMENTS

The conference committee would like to thank the following people for their support in making TYCA-NE 2019 Conference happen:

- David Daigler, President of the Maine Community College System (MCCS), and Dr. Janet Sortor, MCCS Chief Academic Officer, for financial support and for their leadership in making sure that our work of teaching in the two-year college is visible and valued.
- Joe Cassidy, President of Southern Maine Community College, for supporting program printing costs and for welcoming attendees.
- Poet Wesley McNair, our keynote speaker, for his participation in the conference and for giving us new ways to think and talk about poetry.
- Dr. Michael Cripps, chair of English at University of New England , for moderating our Saturday brunch panel discussion on teaching students and writing in the 21st century.
- Morgan Lucier, Senior Convention Services Manager at the Westin Portland Harborview, for helping us to plan menus and events, and always being a quick email away, an Zander Stearns, of PSAV, for overseeing technology and fixing the glitches along the way. Thanks also to the staff at the Westin for all their efforts in making us feel at home with their hospitality, food and drink, and friendly service.
- The Two Year College English Association Northeast Board of Directors for choosing Portland as the 2018 conference site and providing the guidance to ensure that the conference was a success.
- Macmillan Learning, for their sponsorship and support of the conference and of community colleges and their faculty.
- Brightspace/D2L, of Toronto, Ontario, for their sponsorship and support of the conference and for their efforts in creating state-of-the-art online learning tools.

We would also like to thank all the Presidents and Academic Deans/Officers at our six institutions for their encouragement and for many SWAG items such as our folders, pens, and notebooks.

And of course, and most of all, thanks to the members of the conference committees, the presenters, the session chairs, and other volunteers, whose dedication, commitment, and hard work deserve a special acknowledgment. The conference would not have been possible without you.

This conference is a massive all-volunteer effort. The fact that busy English faculty have been able to pull off organizing this event for 54 years is truly remarkable. Thank you!!!

Dianne Fallon, Conference Chair, on behalf of the TYCA-NE 2018 Conference Team

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Vermont

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Labrador

Nova Scotia

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Quebec

****Please contact Liz Keefe ekeefe@gwcc.commnet.edu if you are
interested in becoming a State Representative.**

54 YEARS OF TYCA-NORTHEAST

1966 Cazenovia, NY
1967 Providence, RI
1968 Glens Falls, NY
1969 Philadelphia, PA
1970 Boston, MA
1971 Annapolis, MD
1972 New York, NY
1973 Philadelphia, PA
1974 Cranston, RI
1975 New York, NY
1976 Philadelphia, PA
1977 Buffalo, NY
1978 Washington, DC
1979 Pittsburgh, PA
1980 New York, NY
1981 Baltimore, MD
1982 Boston, MA
1983 Atlantic City, NJ
1984 Teaneck, NJ
1985 Portland, ME
1986 Washington, DC
1987 Hyannis, MA
1988 Pittsburgh, PA
1989 Albany, NY
1990 Philadelphia, PA
1991 Baltimore, MD
1992 Boston, MA

1993 Princeton, NJ
1994 Hartford, CT
1995 Portsmouth, NH
1996 Rochester, NY
1997 New York, NY
1998 Newport, RI
1999 Amherst, MA
2000 Pittsburgh, PA
2001 Washington, DC
2002 Portland, ME
2003 Boston, MA
2004 Annapolis, MD
2005 Princeton, NJ
2006 Providence, RI
2007 Philadelphia, PA
2008 Atlantic City, NJ
2009 Boston, MA
2010 Washington, DC
2011 Portland, ME
2012 Syracuse, NY
2013 Morristown, NJ
2014 Baltimore, MD
2015 Lancaster, PA
2016 Hartford, CT
2017 Wilmington, DE
2018 Queens, NY
2019 PORTLAND, ME

SAVE THE DATE

OCTOBER 15-17, 2020

55th Annual TYCA Northeast Regional Conference

Bethesda, Maryland



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2020 VISION: TEACHING ENGLISH IN OUR CHANGING LANDSCAPE

See www.tycanortheast.org for updates!