


TYCA-SE FRIENDS AND COLLEAGUES,

In February 1994, TYCA-SE members gathered in Charleston for our annual conference. At that time, the city still bore the scars of Hurricane Hugo's landfall not quite five years earlier. Behind the scenes, though, the city and the surrounding municipalities were coming back strong. Since that time, the city of Charleston has steadily gained recognition by a variety of national and even international publications touting its restaurants, arts scene, hospitality, historical sites, and natural environment. Readers of *Conde Nast Traveler* and *Travel+Leisure* voted Charleston the #1 city in the world to visit or vacation. In addition, the region has exploded with industry and economic expansion. Within the last few years, Boeing has made the area its "Headquarters East," and Mercedes Benz has increased its operational footprint. With Volvo building a facility on the outskirts of Charleston County, Charleston is obviously not just attracting tourists – it has become a "destination" city for companies looking to expand and provide their employees with an attractive place to live and work.

With all of the attention paid to Charleston over the last decade, it was only a matter of time before the TYCA-SE membership wondered aloud, "When are we going back?" Over the last year, with that end in mind, Chattanooga State's Joel Henderson and Ann Nicodemi have worked remotely as Program Chairs, and a dedicated Local Arrangements team consisting of English Department members from Charleston's Trident Technical College and Myrtle Beach's Horry Georgetown Technical College have prepared for your on-site experience. Now, in February 2017, we are excited to show off the Holy City and welcome the TYCA-SE membership back to Charleston with thought-provoking and interactive breakout sessions and discussions. It is with much pride and honor that the English Departments of Trident Technical College, Horry Georgetown Technical College and Chattanooga State Community College host the 2017 TYCA-SE Conference in this great city.

As you will learn during your time with us, if you don't already know, Charleston is a special place. We look forward to fellowship, scholarly pursuits, insightful discussions, and a good time. It's been a long time since TYCA-SE has been to Charleston, and we hope that we won't go another 23 years until the next time!

Local Arrangements Chairs:

Sean J. Glassberg, Horry Georgetown Technical College

Roger West, Trident Technical College

Michael Williams, Horry Georgetown Technical College

Program Chairs:

Joel B. Henderson, Chattanooga State Community College

Ann Nicodemi, Chattanooga State Community College



2017 CONFERENCE SCHEDULE

WEDNESDAY, FEBRUARY 22

- 10:00-4:00 REGIONAL EXECUTIVE COMMITTEE (REC) MEETING {MAGNOLIA A}
- 5:00-7:00 REGISTRATION {FOYER}
- 8:30-MIDNIGHT CHAIR'S RECEPTION {ROOM 259, DETAILS PG. 9}

THURSDAY, FEBRUARY 23

- 8:00-5:00 REGISTRATION {FOYER}
- 9:00-12:00 PRE-CONFERENCE OPPORTUNITIES {DETAILS PG. 10}
- 10:00-5:00 PUBLISHERS' EXHIBITS {FOYER}
- 1:00-2:45 OPENING PLENARY SESSION {MAGNOLIA BALLROOM, DETAILS PG. 12}
- 3:00-5:00 HOSPITALITY SUITE OPEN {ROOM 259, DETAILS PG. 12}
- 3:00-5:00 VOTING FOR REC CANDIDATES {BIOS PG. 52}
- 3:00-3:45 CONCURRENT SESSION I {SESSION DETAILS PGS. 13-14}
- 4:00-4:45 CONCURRENT SESSION II {SESSION DETAILS PGS. 15-17}
- 5:15-6:30 COWAN/DOSTER AWARDS SESSION & RECEPTION {MAGNOLIA BALLROOM, DETAILS PGS. 19-23}
- 8:00-10:00 CREATIVE WRITING READING AND DESSERT RECEPTION {H BAR AND FIREPLACE, DETAILS PG. 17}
- 9:00-MIDNIGHT HOSPITALITY SUITE OPEN {ROOM 259}

FRIDAY, FEBRUARY 24

- 8:00-5:00 REGISTRATION {FOYER}
- 8:00-5:00 PUBLISHERS' EXHIBITS {FOYER}
- 8:00-11:00 VOTING FOR REC CANDIDATES {BIOS PG. 52}
- 8:00-8:45 CONCURRENT SESSION III {SESSION DETAILS PGS. 24-26}
- 9:00-9:45 CONCURRENT SESSION IV {SESSION DETAILS PGS. 26-30}
- 10:00-10:45 CONCURRENT SESSION V {SESSION DETAILS PGS. 30-32}
- 11:00-11:45 STATE MEETINGS {LOCATIONS PG. 32}
- 12:00-1:45 LUNCHEON {MAGNOLIA BALLROOM, DETAILS PG. 33}

FRIDAY, FEBRUARY 24

- 2:15-3:00 CONCURRENT SESSION VI {SESSION DETAILS PGS. 33-35}
- 3:00-5:00 HOSPITALITY SUITE OPEN {ROOM 259, DETAILS PG. 12}
- 3:15-4:00 CONCURRENT SESSION VII {SESSION DETAILS PGS. 36-37}
- 4:15-5:00 REC MEETING {JESSAMINE}
- 7:00-10:00 ANNUAL PARTY {CANNON GREEN, DETAILS PG. 38}
- 9:00-MIDNIGHT HOSPITALITY SUITE OPEN {ROOM 259}

SATURDAY, FEBRUARY 25

- 8:00-10:30 PUBLISHERS' EXHIBITS {FOYER}
- 8:00-8:45 CONCURRENT SESSION VIII {SESSION DETAILS PGS. 39-41}
- 9:00-9:45 CONCURRENT SESSION IX {SESSION DETAILS PGS. 41-43}
- 10:00-10:45 CONCURRENT SESSION X {SESSION DETAILS PGS. 43-45}
- 11:00-12:15 CLOSING SESSION {MAGNOLIA BALLROOM, DETAILS PG. 46}
- 1:00-4:45 POST-CONFERENCE EXCURSIONS {DETAILS PG. 10}



City of Charleston

JOHN J. TECKLENBURG
MAYOR

January 9, 2017

WELCOME!

It is my honor to welcome the Two-Year College English Association—Southeast Region Annual Conference as you visit the City of Charleston on February 22–25, 2017. As Mayor of the City of Charleston, and on behalf of Charleston City Council and all our citizens, I am honored and delighted that you are here.

For some of you, this is your first visit to Charleston, while for others it is a welcome return to our historic city. Twice in a row, Charleston has been voted as the “Top City in the United States” in the Conde Nast Traveler Reader’s Choice Awards. Most recently, Travel & Leisure named Charleston the “World’s Best City” for 2016. These honors are a recognition of the priority we place on ensuring that your visit here is one that is memorable and will inspire you to return again.

As you gather in Charleston, I encourage you to relax and enjoy our slower, graceful way of living. Take in all that you can, including the incredible array of tours, attractions, dining, shopping, and entertainment the Holy City has to offer. There is so much to enjoy that I’m sure you’ll find that one visit is not enough. We look forward to welcoming you back soon.

My best wishes for a great visit!



Most sincerely yours,

John J. Tecklenburg
Mayor, City of Charleston



Office of the President

4501 Amnicola Highway | Chattanooga, TN 37406-1097 | (423) 697-4400 | www.chattanoogaestate.edu

February 22, 2017

Dear TYCA-SE Membership,

As Interim President of Chattanooga State Community College, one of 2017’s sponsoring institutions, I am delighted to welcome you to your annual meeting this year in beautiful Charleston, South Carolina. In my previous position as Vice President of Student Affairs and Workforce Development, I had the opportunity to witness the impact on our students of Chattanooga State’s long and close affiliation with the Two-Year College English Association-Southeast. I also understand the critical nature of what you do as English professors in creating better students, employees, and citizens.

I am delighted that Chattanooga State has had opportunity for interstate collaboration, with Trident Technical College and Horry Georgetown Technical College, in the production of the premier professional development conference for two-year English professors in the southeast region. I know that my faculty are passionate about this organization, and I’ve seen the difference this group makes in their lives and in the lives of our students. Over the next three days, I hope you find much to energize you: thought-provoking sessions, lively conversation with friends old and new, great food, and much merriment. You deserve it.

On behalf of Chattanooga State Community College, welcome to TYCA-SE 2017!

Deborah A. Adams
Interim President



January 20, 2017

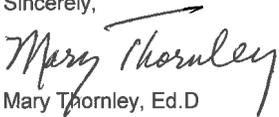
Dear TYCA – SE Membership:

Welcome to Charleston, South Carolina! As both a veteran president and a veteran English/speech teacher, I welcome you to the TYCA – SE 2017 Conference. Our outstanding English faculty from Trident Tech have partnered with colleagues from Horry-Georgetown Technical College and Chattanooga State Community College to host this 52nd annual conference.

Your theme, “Confluent Teaching: Merging Tradition and Innovation in the 21st Century Classroom”, captures the essence of our Charleston region’s challenge of confluence – the confluence of beautiful historic preservation and significant economic momentum. Balance is never **easy** – not for cities, not for classrooms. Thank you for tackling the issue.

I look forward to meeting many of you during your three-day conference. Hopefully, you will return to your English classroom, energized by the power of merging tradition and innovations to enjoy the “aha” moments you spark in your students’ eyes.

Sincerely,



Mary Thornley, Ed.D
President



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The Little Seagull Handbook, 3e

NEW — JANUARY 2017

RICHARD BULLOCK,
MICHAL BRODY,
FRANCINE WEINBERG

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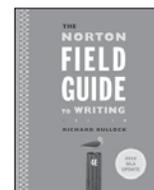


Everyone’s an Author, 2e

2016 MLA UPDATE

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. Examples from across media and cultures about topics that matter to students today.



The Norton Field Guides to Writing, 4e

2016 MLA UPDATE

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.



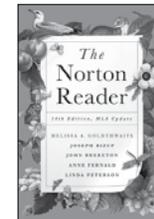
“They Say / I Say”: The Moves That Matter in Academic Writing, 3e

2016 MLA UPDATE

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.

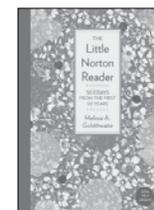


The Norton Reader, 14e

2016 MLA UPDATE

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 Little Norton Reader: 50 Essays from the First 50 Years

2016 MLA UPDATE

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.

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2017 KEYNOTE SPEAKER BIOGRAPHIES

BRETT LOTT



Bret Lott teaches creative writing at the College of Charleston. Former editor of LSU's *Southern Review*, Lott is a resident of Charleston and the author of multiple novels and short story collections, including *Jewel*, which was selected for Oprah's Book Club in 1991 and was adapted to film in 2001.

JOSEPHINE HUMPHREYS



Josephine Humphreys, a Charleston native, is a successful novelist and former English teacher. Humphreys has been the recipient of the Hemingway Foundation/PEN Award, a Guggenheim Fellowship, and the American Academy of Arts and Letters Award in Literature. Her novel *Nowhere Else on Earth* won the 2001 Southern Book Award, and her best-known novel, *Rich in Love*, was adapted to film in 1993.



IF YOU'VE ARRIVED IN CHARLESTON EARLY, JOIN US AT 830 ON WEDNESDAY NIGHT IN ROOM 259 TO GET YOUR CONFERENCE EXPERIENCE KICKED OFF RIGHT!

PRE-CONFERENCE OPPORTUNITIES

OLD EXCHANGE BUILDING AND PROVOST DUNGEON TOUR (\$10)

The Old Exchange is a “must-see” for all Charleston visitors. During your visit, you will discover this building’s integral role in our country’s quest for independence and its important service to our young nation. In addition to its historical significance, this building is rumored to be haunted! \$10 entry fee will be paid at the Dungeon; a Local Host will accompany the group to the site.

Thursday, 10-11 am

WRITING MARATHON I (FREE)

One way to truly experience a city is to write about it. Come join us for a writing marathon, a three-hour journey around Charleston driven by the power of the pen. We will start in Marion Square, a location central to sites worthy of words, such as Mother Emmanuel, the Joseph Manigault House, the Philip Simmons Garden, and so much more. We will walk, we will write, we will share. Bring your walking shoes, a journal, and your pen – and be ready to see what Charleston says through you.

Thursday, 9 am-12 pm

POST-CONFERENCE OPPORTUNITIES

FORT SUMTER TOUR (\$20)

Stand on the grounds where America’s deadliest war began at Fort Sumter National Monument. The first shots were fired here, igniting a conflict that saw more than 700,000 casualties. Experience a feeling of patriotic pride while a National Park Ranger brings each feature to life, evoking images of mortar shells and cannonfire. Your one-hour visit to Fort Sumter allows ample time to explore well-preserved fort ruins and browse Museum Shop souvenirs. \$20 entry fee to be included with conference registration.

Saturday, 2-4:45 pm

WRITING MARATHON II (FREE)

One way to truly experience a city is to write about it. Come join us for writing a marathon, a three-hour journey around Charleston driven by the power of the pen. We will start in Marion Square, a location central to sites worthy of words, such as Mother Emmanuel, the Joseph Manigault House, the Philip Simmons Garden, and so much more. We will walk, we will write, we will share. Bring your walking shoes, a journal, and your pen – and be ready to see what Charleston says through you. (This event is a repeat of the pre-conference offering.)

Saturday, 1-4 pm

PUBLISHING INNOVATIONS FOR HIGHER EDUCATION



Fountainhead Press can help you communicate an array of diverse topics to your students to ensure that they achieve the most from their English course experience.



Writing Moves is a comprehensive first-year guide to writing effectively in and across a range of private, public, and academic communities in a digital world. *Available 2017.*

Praxis, 3rd Edition provides an engaging, practical, and concise presentation of the rhetoric foundational for composition courses.

The Digital Writer is an introduction to writing that extends traditional concepts of argumentation and rhetoric to include an emphasis on how digital rhetorics and technologies transform writing practices in students’ everyday lives as well as their academic and professional careers.

Signs is a concise, practical grammar handbook filled with exercises, usage tips, and example sentences that serve as helpful signposts on the journey toward effective language use.

For more information go to: www.fountainheadpress.com or call 800.586.0330.



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Stop by Room 259 each evening to kick back, relax, and have a drink after the day's activities. Our hosted hospitality suite will have food and drink and plenty of engaging conversation.

OPENING PLENARY AGENDA

President: *Matt Simon, REC Chair*

Welcome by 2017 Conference Chairs

Introduction of Mayor John Tecklenburg:
Sean Glassberg, Local Arrangements Co-Chair

Welcome: *John Tecklenburg, Mayor of Charleston*

Introduction of Trident Technical College President Mary Thornley:
Roger West, Local Arrangements Co-Chair

Welcome: *Dr. Mary Thornley, President of Trident Technical College*

Introduction of National TYCA Representative:
Joel Henderson, Program Co-Chair

Greetings: *Eva Payne, National TYCA Past Chair*

Introduction of REC: *Matt Simon, REC Chair*

Introduction of REC Candidates:
Anne Lotz, REC Nominating Committee Chair

Selection of new Nominating Committee Members:
Anne Lotz, REC Nominating Committee Chair

Adjunct Travel Awards: *Tim Krason, REC Treasurer*

Cowan and Doster Awards: *LaKeya Jenkins, REC Awards Chair*

Introduction of Speaker: *Lise Esch, Trident Technical College*

Speaker: *Josephine Humphreys*

Conference Updates: *Michael Williams, Local Arrangements Co-Chair*

Program Updates: *Ann Nicodemi, Program Co-Chair*

Door Prizes

THURSDAY, FEBRUARY 23

3:00-3:45 | CONCURRENT SESSION I

“Wow! They Learned that Quickly! Four Proven Methods that Accelerate Learning in the IRW Classroom” - *Magnolia A*
Lisa Hoeffner, McLennan Community College (TX)

One of the great challenges in the IRW classroom is finding enough time for students to master all of the various skills we teach. What methods might help us to move from topic to topic more quickly, knowing our students are mastering each skill? And how can we help our students make real progress as writers? What grading methods are truly pedagogical? In this session, we will focus on four teaching/grading methods that accelerate student learning:

- (1) Learn-Teach-Earn Collaboration: This proven method can be used to teach any skill and involves metacognition, student teaching, motivation, and accountability.
- (2) RAW Readings: This method ensures that students will be able to identify main ideas—whether implied or stated—by midterm! Includes a metacognitive element.
- (3) Student-Led Assessment: This method has students *create and own* the grading criteria for writing. They use these criteria to score sample papers, to peer edit, to self-assess; instructor uses them to grade. Includes a metacognitive element.
- (4) QQ Formative Feedback: Students are invited to use a QQ (quick questions) process to get formative feedback throughout the writing process.

Participants will leave with new and effective ideas to use in the classroom immediately.

“Fellowship at the Table: Building Class Community Through Food Writing” - *Magnolia B*

Kelly Ormsby and Laura Black, Volunteer State Community College (TN)

Many innovative instructors are seeking to incorporate high-impact practices in the composition classroom, the highest enrolled course at most of our colleges and universities. Consequently, an abundance of theme-based approaches have emerged. Meanwhile, as we continue addressing communication skills gaps that affect student success in school and beyond, the National Association of Colleges and Employers has called for increasing intercultural competence, defined in part as “the ability to shift perspectives and behaviors related to individual global perspective.” The current political climate has complicated matters further. Food as a topic hub offers a uniquely non-threatening opportunity for students to engage in intercultural conversations, as well as relate research to a range of academic disciplines and career interests, providing meaningful contexts for writing and learning.

THURSDAY, FEBRUARY 23

3:00-3:45 | CONCURRENT SESSION I (CONTINUED)

“Hashtags in Academia: Using Twitter to Teach Comp I and II” - Magnolia C Amber King, Itawamba Community College (MS)

This session will examine how the English instructor can use Twitter (particularly the hashtag) to teach students academic skills that are at the core of Composition I and II. These skills include choosing a topic for a research and/or argumentative essay, organizing research into sub-topics, creating thesis statements and topic sentences that accurately reflect the content of the essay, and properly quoting/paraphrasing/summarizing and citing sources. Students already know how to do all of these on social media, and we will look at some ways to bring those skills into an academic context. Session participants will choose a topic and then help the presenter use tweets to create a thorough outline for an essay on that topic.

“Preserving Honor, Duty, and Courage in the English Classroom”

- Carolina/Palmetto

Gabrielle Fletcher, North Central Texas College (TX)

While contemplating the definition of “confluent,” I believe this presentation illustrates the “flowing or coming together” of different community partners, multiple educational theories, and a variety of skills that as English instructors we recognize are crucial but often find difficult to teach in harmony with other skills. Gainesville, Texas is the only Medal of Honor Host City in the United States, and some of our visiting MOH recipients have bestowed upon our program many items (ephemera). Unfortunately, these items have not been researched, cataloged, or prepared adequately for display to the public for posterity. However, my English students took on the role of archivists. This presentation will explain the conception, implementation, skills utilized/taught, and the successful outcome of this project.

“Rhetoric and the Art of Doing and Making in the Pop Culture Composition Classroom” - Jessamine

Chalet Jean-Baptiste, Northern Virginia Community College (VA)

This paper and presentation will explore the various rhetorical methods of teaching pop culture in a composition classroom, mainly supported by Berlin and Lauer’s research. It will also show how “doing and making,” not only enhances the students’ experience in the classroom, but also connects the educational experience to real-life issues (enhancing, defining, re-defining, creating, and recreating, cultural, social, philosophical, and psychological issues) and the world around them. I have learned that by mixing pedagogies

and multimodal assignments, students are more engaged, and leave the class with more transferable knowledge as well as the rhetorical skills and critical analysis needed for an English class.

THURSDAY, FEBRUARY 23

4:00-4:45 | CONCURRENT SESSION II

“A Transitional Step: Bridging Written Corrective Feedback and Editing”

- Magnolia A

Nagham Awadallah, Austin Community College (TX)

The writing process has become a well-established method in teaching SL writing. Teachers have a variety of activities to ensure that each step yields positive results in the final draft and on students’ writing in the long run. Despite its proven reliability, the transition from the first draft to the final draft is problematic. Even though students receive Written Corrective Feedback (WCF) on their first draft, when students edit their papers, they mostly work on their own. The feebleness of this transition is more tangible when discussed in association with the research on WCF. Research has shown that there is no consensus on the type of WCF that yields the most positive effects in the long run (Lambert, 2015). To enhance the transitional step, I have fashioned a teacher guided self-editing and peer-editing language focused session to transition to the final draft. In my teaching tip, I will explain my transitional step which consists of two parts: a coded WCF and in-class guidance to resolve the mistakes. WCF is broken into two parts: feedback on structure and on language. The feedback on structure is in the form of written comments on organization, structure, and ideas. For language issues, mistakes are highlighted in three different colors; yellow for grammar, green for punctuation, and orange for awkward language. Students are instructed in class to look at each color on its own. They are first given 10 minutes to correct the mistakes in each color, and then they are given 10 more minutes to talk with a partner about the mistakes that they were not able to correct. The teacher is available to answer questions once they start working in pairs. The categorization of WCF and the systematicity of the transitional step empower students through heightening their editing skills.

THURSDAY, FEBRUARY 23

4:00-4:45 | CONCURRENT SESSION II (CONTINUED)

“Conversations in Service-Learning: Lessons from Our First Year”

- Magnolia B

Erica Lux, De'Lara Stephens, Shawn Brabham, and Josh Johnson, Chattanooga State Community College (TN)

Our attendance at the Campus Compact's 30th Anniversary Conference prompted service-learning experimentation in our own classes, such as a veterans project, a community garden, a silent auction to benefit homeless artists, and a College Positive Volunteer (CPV) assignment. If you are considering incorporating service-learning into your classes but are not sure where to begin, join our conversation as we share ideas, experiences, and challenges.

“Calling All Citizens of Collaboration Nation! Work Smarter Together by Using Innovative Best Practices”

- Magnolia C

Deborah Byrd, Carissa Gray, and Amanda Boone, Perimeter College at Georgia State University (GA)

If you are looking for excellent, innovative collaborative teaching techniques which will reach students where they are, this workshop is the one for you. Three presenters will discuss their respective successful collaborations between colleges, between faculty and students, and between students and students. Attendees will see how easily a collaboration between two colleges and six campuses allows hundreds of students to communicate one-on-one with an award-winning, nationally known playwright; how faculty can develop technology-based assessments to collaborate with students through digital feedback portfolios which students use to develop writing, technical, and interpersonal skills; and how crowdsourcing works in the classroom when students collaborate with each other by sharing annotated bibliographies on an open discussion board and then utilizing their classmates' sources within their own essays. Each of these collaborative methods shows a new way to use active learning in both face-to-face and online classes.

“An Alternative to the Traditional Literary Analysis: Multi-Genre Research Projects” - Carolina/Palmetto

Lisa Rhodes, Meridian Community College (MS)

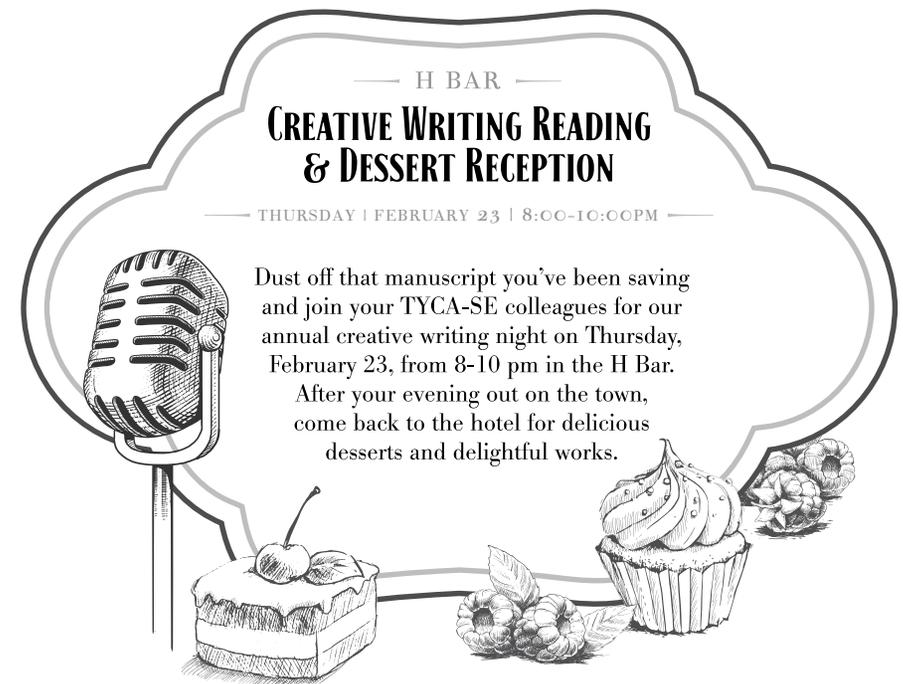
During a quest for a new way to teach a traditional assignment – the literary analysis – I came across the multi-genre research concept. With its roots in the ideas of Tom Romano, my project has become a classroom favorite for both my students and myself. By creating projects that consist of eight different genres,

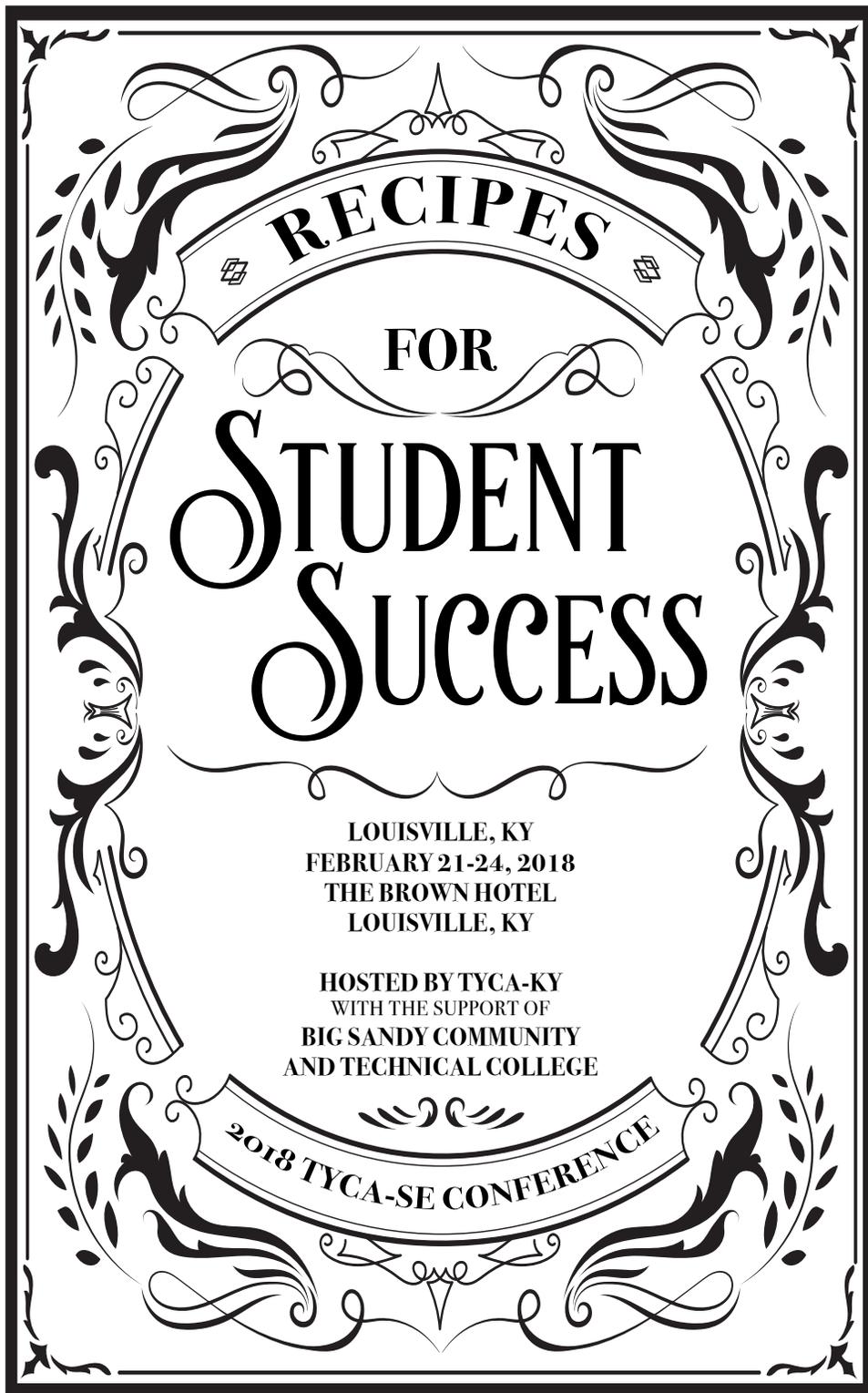
from visual art projects to songs, my students have dug deeper into the literature than any other assignment I have ever used. Each genre can stand alone, but they must also have a connecting theme. The students work to create these projects, and, along with turning in a research essay, these students present their projects to their classmates. The feedback from my students has been all positive with some of them pointing out that they have never had such an in-depth study of literature. My presentation will show the participants my inspirations for the projects, my failures and what I learned from them, the way that I use this project in the classroom, and even some exceptional student samples.

“Redesigning English Composition Courses” - Jessamine

Kathryn Hix and Chuck Baker, Greenville Technical College (SC)

For years, the Greenville Tech English Department has, in essence, treated ENG 101 as a freshman composition course and ENG 102 as an introduction to literature course. Even though titled Composition I and Composition II, there has become such discontinuity due to the extreme focus on literature in ENG 102 that, in practice, they have become almost disparate courses. The course redesign realigns ENG 101 and 102 into a first-year writing curriculum that re-establishes a continuum between the two courses to better align with the South Carolina's CAC description and increase student success. This session will discuss the details of the redesign in its current state after running pilot classes in Spring 2015 and implementing the redesign department-wide in Fall 2016.





Make sure to join us in celebrating the recipients of TYCA-SE's Cowan and Doster Awards. This time of celebration will include presentations by the winners and a variety of food and drink. We'll gather from 5:15-6:30pm in Magnolia Ballroom. Special thank you to Macmillan for their support of our awards session.



COWAN AWARD

The Cowan Award is presented to an outstanding full-time English teacher at a two-year college in the Southeast who is a member in good standing of TYCA-SE. The Cowan Award winner demonstrates exceptional skill in instruction, develops creative approaches to curriculum and instruction, and exhibits a leadership role within the academic department. The winner will receive a plaque, has his or her name added to the permanent plaque and Cowan Award Display, and will receive \$1000.

DOSTER AWARD

The Bill Doster Distinguished Service Award honors individuals who during at least five years of membership have provided distinguished service to TYCA-SE (or SCETC). The winner of the Bill Doster Award receives a plaque and lifetime membership in TYCA-SE. Nominees cannot be current elected or appointment members of the REC. Current elected or appointed REC members cannot nominate candidates for the Doster Award.

THE COWAN AWARD

SINCE 1981

Laura Hammons



Laura Hammons has been teaching in the community college system for twenty years. Her last sixteen years have been at Hinds Community College in Raymond, Mississippi, home of teaching legends like Nell Ann Pickett, Ann Laster, Faye Barham, and Beverly Fatherree. Evelyn Webb and Ovid Vickers also played integral parts in Hammons' involvement with TYCA-SE and her growth as an English instructor.

While at Hinds, Hammons spearheaded efforts to create a textbook that provided both a means of support for the state community college group, TYCAM, and offered an affordable and accessible textbook for students. Fatherree joined Hammons in co-editing the book, and both enlisted the help of dozens of colleagues throughout Mississippi.

Hammons served on the Regional Executive Committee of TYCA-SE as Assistant Chair, State Rep, Awards Chair, and Meeting Planner. Highlights included presenting Chuck McDonnell with the Cowan Award, working with Meg Matheny to energize the Kentucky group, and writing the Meeting Planner's Manual. Working with Joel Henderson was not all that bad.

Serving as one of the founders and as the first Chair of TYCAM is Hammons' favorite bullet point on her resume. With the help of the State Board of Community and Junior Colleges, this organization has a free yearly meeting and luncheon that has grown from several dozen instructors to nearly one hundred active participants. The September conference has become part of the yearly calendar for most Mississippi colleges and has become a vital source of training and networking for English teachers in our system.

THE COWAN AWARD

SINCE 1981

PREVIOUS WINNERS

- | | |
|--|---|
| 2016 – Thad Cockrill
Southwest Community College (TN) | 1998 – Bobbie Jean Wymer
Wytheville Community College (VA) |
| 2015 – Amoena Norcross
Tri-County Technical College (SC) | 1997 – John Hutchens
Pitt Community College (NC) |
| 2014 – No Winner | 1996 – Sue Grady
Greenville Technical College (SC) |
| 2013 – Sean J. Glassberg
Horry-Georgetown Technical College (SC) | 1995 – Penny Sansbury
Florence-Darlington Technical College (SC) |
| 2012 – Debbie McCollum
Hinds Community College (MS) | 1994 – Audrey Roth
Miami-Dade Community College (FL) |
| 2011 – Michele Singletary
Nashville State Community College (TN) | 1993 – Eric Hibbison
J. Sargeant Reynolds Community College (VA) |
| 2010 – Donald Andreus
Chattanooga State Community College (TN) | 1992 – No Winner |
| 2009 – Pat Modenbach
Mississippi Gulf Coast Community College (MS) | 1991 – Donna Reiss
Tidewater Community College (VA) |
| 2008 – Lorne Kotler
Miami-Dade Community College (FL) | 1990 – Ann Laster
Hinds Community College (MS) |
| 2007 – Delora J. Sumerel
Piedmont Technical College (SC) | 1989 – Joyce Hancock
Jefferson Community College (KY) |
| 2006 – Harry Moore
Calhoun Community College (AL) | 1988 – Kevin Morris
Greenville Technical College (SC) |
| 2005 – Susan Poston Allen
Greenville Technical College (SC) | 1987 – Sylvia Holladay
St. Petersburg Junior College (FL) |
| 2004 – Beverly Fatherree
Hinds Community College (MS) | 1986 – Jean Bolen Bridges
East Georgia College (GA) |
| 2003 – Betsy Griffey
Florida State Community College at Jacksonville (FL) | 1985 – Nell Ann Pickett
Hinds Community College (MS) |
| 2002 – Chuck McDonnell
Piedmont Technical College (SC) | 1984 – Blair Spencer Ray
Polk Community College (FL) |
| 2001 – Clem Welch
Coastal Carolina Community College (NC) | 1983 – No Winner |
| 2000 – Win Loria
J. Sargeant Reynolds Community College (VA) | 1982 – Gail Morrison
Midlands Technical College (SC) |
| 1999 – Faye Barham
Hinds Community College (MS) | 1981 – Ray Shepherd
Hinds Community College (MS) |

SINCE 2002

THE DOSTER AWARD



JOEL HENDERSON

Joel Henderson has been teaching at two-year colleges for 23 years, the last 19 of which have been at Chattanooga State Community College. In his first year at ChattState, Joel was told by his new Department Chair and Division Dean, Amanda Wynn and Don Andrews respectively,

that he would, in no uncertain terms, be attending the TYCA-SE conference in Memphis, Tennessee. Since that time, TYCA-SE has served as Joel's professional home.

Henderson began his service on the REC by finishing out a colleague's term as Tennessee State Representative. He has additionally served as Assistant Chair, Chair, Meeting Planner, Web Tender, and Editor of "TYCA to You" for *Teaching English in the Two-Year College*. Henderson has also served as Chair or Co-Chair for the annual TYCA-SE conferences in Huntsville, Chattanooga, Knoxville, and Charleston.

Along the way, he has rubbed elbows with famous authors, eaten more than his share of hospitality suite snacks, made dear lifelong friends, learned to push Laura Hammons's buttons, and witnessed enough pizzazz to last a lifetime. Most importantly, he owes the organization and its members an enormous debt of gratitude for the nurturing they have provided and the tremendous personal and professional growth they have facilitated.

Henderson's love for the organization is evidenced by not only his near continuous 18-year run on the REC, but also by his co-founding of the Two-Year College English Association of Tennessee (TYCAT), with his friend and colleague Carla Todaro. Now in its 11th year of existence, TYCAT is shepherded by Henderson and his colleagues Ann Nicodemi and Buck Weiss. TYCAT gives Tennesseans a local yearly opportunity to capture, in some small way, the excitement and enrichment that TYCA represents.

PREVIOUS WINNERS

2016 – Beverly Fatherree
Hinds Community College (MS)

2015 – Penny Stockman Sansbury
Florence Darlington Technical College (SC)

2015 – Penny Stockman Sansbury
Florence Darlington Technical College (SC)

2014 – No Winner

2013 – Chuck McDonnell
Piedmont Technical College (SC)

2012 – Don Andrews
Chattanooga State Community College (TN)

2011 – Barbara Taylor
Cleveland Community College (NC)

2010 – Amanda Wynn
Chattanooga State Community College (TN)

2009 – Tom LaBelle
Online instructor at multiple colleges

2008 – Ann Laster
Hinds Community College (MS)

2007 – Nell Ann Pickett
Hinds Community College (MS)

2006 – Charles Smires
Florida Community College at Jacksonville (FL)

2005 – Linda Isles Jones
Greenville Technical College (SC)

2004 – Ovid Vickers
East Central Community College (MS)

2003 – Mark Reynolds
Jefferson Davis Community College (AL)

2002 – Jean Bridges
East Georgia College (GA)

NELL ANN PICKET AWARD

We're pleased to announce Jennifer Hitchcock as the winner of the Nell Ann Pickett Award for an outstanding presentation proposal submitted by a part-time instructor.

Make sure to attend Jennifer's presentation entitled "Teaching Writing for Transfer at the Two-Year College," which is slated for Friday, 2:15-3 pm, in Carolina/Palmetto.

FRIDAY, FEBRUARY 24

8:00-8:45 | CONCURRENT SESSION III

“Collaborative Writing in Real-time: Inventing and Composing Using Google Apps for Education Tools” - Magnolia A

Jason Snart, Eric Martinson, and Tim Henningsen, College of DuPage (IL)

Our session is designed to be participatory and hands-on, exploring ways in which we can teach fundamental components of the writing process--like brainstorming, invention, and drafting--in a collaborative, real-time writing environment using the Google Apps for Education (GAPE) suite of tools, including Docs and Slides especially. We will show how working in collaborative writing spaces, like Google Docs, can allow students to write, and to see writing unfold, in real-time, witnessing the moves that other writers make in an immediate, shared composing space. Our goal is to discover new, innovative ways to have students work through some of the most traditional elements of composition. We will provide sample assignments, in addition to covering technical aspects of working in Google Docs and Slides (like set-up and file management how-to's for example); in addition, we plan to have session participants write collaboratively, in real-time, with others, thus experiencing an innovative, 21st-century approach to the teaching of composition, one that merges tradition and innovation in a meaningful way and that invites colleagues to consider broader curricular redesign anchored in the Google Apps for Education tools. Attendees are encouraged to bring a device, like a laptop, to participate in writing activities. Presentation materials, activities, and resources are available at <https://sites.google.com/view/tycase2017gafe>.

“Interdisciplinary Approaches and Methods for Engaging Writers in First-Year Composition” - Magnolia B

Andrea Herrmann and Matthew Herrmann, Coastal Carolina Community College and Craven Community College (NC)

The purpose of our interactive session is to share interdisciplinary teaching strategies as well as practices for engaging first-year composition students while simultaneously introducing participants to existing scholarship and pedagogical theory that advocates for low-stake, student-centered approaches to writing. The presenters, an English instructor along with an English and political science instructor from two eastern North Carolina community colleges, will also seek to foster a broader conversation with attendees regarding the various ways we, as first-year writing instructors, may promote interdisciplinary collaboration and facilitate forward transfer through the utilization of composition-based methodologies. And, by using the presenters' past successes in addition to failures to frame the discussion, we hope that our peers will leave with not only new ideas but also new instructional “tools” for integrating

and scaffolding exercises or activities when teaching first-year composition courses stressing a writing in the disciplines curriculum.

“Cross Campus Collaboration: Creating Open Access E-Texts for First-Year Composition” - Magnolia C

Barbara Hall and Nancy Gilbert, Perimeter College at Georgia State University (GA)

In 2015, six faculty members from the English Department at Georgia State University/Perimeter College embarked on a collaborative writing project under a grant provided by Affordable Learning Georgia (ALG). The project's goal was to develop a comprehensive, and *free*, online e-text for First-Year College Composition courses that met the requirements for course content and provided innovative uses of technology addressing individual learners' needs and federally mandated requirements for online accessibility. The text created, *Successful College Composition: 2016*, was made available through Merlot in January 2016. Since its debut, users in Europe, Asia, Africa, as well as North America have accessed the e-text. Our presentation points to the current trend and need for affordable texts for the two-year college demographic and traces the collaborative writing process for creating “new” texts. The presentation is divided as follows:

- Describe writing/collaboration process creating the text
- Explicate pedagogical theory informing content and organization of text
- Explain merger of technology with traditional teaching techniques
- Discuss practical applications and uses of text

The discussion on practical applications and uses of the e-text covers both high- and low-tech end users with a demonstration of the text's ease-of-use and flexibility to incorporate additional multimedia resources.

“Building Foundations: Scaffolding Research Projects” - Carolina/Palmetto

Amber Dinquel, Richmond Community College (NC)

The session will examine why students often struggle with research -based assignments and how scaffolding those assignments across a semester can help students succeed.

FRIDAY, FEBRUARY 24

8:00-8:45 | CONCURRENT SESSION III (CONTINUED)

“Co-Requisite Composition: Connecting, Comforting, Conferencing”- Jessamine Daniel Kelley, *Columbia State Community College (TN)*

Several years ago, I discovered that fewer and fewer of my composition students were reading and understanding the extensive written feedback and revision suggestions I provided on their essays. As a result, I found myself spending more time in class explaining my comments to confused college writers. One of my fallback comments for particularly weak writing has always been “see me for suggestions.” Instead of filling an entire page with suggestions, it is usually easier—and often more effective—to simply explain what I mean in a face-to-face setting. Well, after writing “see me” on a string of poorly written papers, I put my pen down. It was time for a new system. *All* of my students needed to see me, and I needed to see them. I decided to cancel class for the week and devote twenty minutes to each student in a comfortable conference setting. The results were better than I expected. In this presentation, I will share the details of my conference approach and the benefits my students have experienced. While the individual conference is by no means a “new” teaching method, it is a great way to build and nurture a strong teacher-student writing relationship—a crucial component in our co-requisite model.

FRIDAY, FEBRUARY 24

9:00-9:45 | CONCURRENT SESSION IV

“Old School Meets New Students: Maps, Websites, and Communication in the 21st Century” - Magnolia A
Lisa Currie, Lord Fairfax Community College (VA)

Use your state’s history, landmarks, and geography to help non-native speakers or developmental English students develop a sense of ownership, community and understanding about their own state while teaching reading, writing, speaking and listening skills. This 50-minute session provides instructors of English as a Second Language or developmental English instructors with a step-by-step process to facilitate reading skills, spatial skills, and history/geography skills using the state map, websites, and traditional state advertising/promotional materials, materials that are free, easy to access and vibrant. As a result of the project, students develop a sense of ownership, accomplishment and wonder about the immediate and the distance spaces around them while coming to understand their own locations on the map.

“Service-Learning: Who Cares Anyway???” - Magnolia B
Mary Geren and Stacey Frank, Tri-County Technical College (SC)

In an increasingly apathetic 21st C-century environment, why should community college instructors bother trying to inspire students to engage in service-learning when they seem perfectly content to obsess over the latest social media buzz about nothing? Why? Why? Why, indeed. Like it or not, these Millennials will be the folks steering the ship in twenty years, and exposing them to service-learning NOW will teach them to become empowered collaborators, innovators, and citizens. This presentation will provide practical examples of how SL can be implemented in first-year English and Psychology classes, detailing its status as a high impact practice that merges traditional and groundbreaking pedagogy. Additionally, attendees will witness firsthand the effectiveness of interdisciplinary collaboration.

“It’s about Ethics in Video Games: Using Video Games in the Composition Classroom” - Magnolia C
Eric Niemi, Chattanooga State Community College (TN)

Many of the “tried and true” approaches to teaching composition, rhetoric, and media can be applied to video games. This presentation will provide theory, research, and pedagogy regarding video games and how to integrate them into the English Composition classroom. Additionally, this presentation will discuss how using video games can promote cultural competency and argument in the classroom, refuting many of the assumptions about video games, specifically those that refer to male college students and the “GamerGate” phenomenon.

“Finding Common Ground: Can Composition Teachers Facilitate a Helpful Political Dialogue Through Rethinking Argumentation Models”
- Carolina/Palmetto
Amber King and Anna Begnaud, Itawamba Community College (MS)

Many criticize Generation Z because they cannot “take a stand” and they want everyone to win. In our composition classes, we use standard models of writing such as pro/con essays, classical arguments, and “This I Believe” papers that tend to corral our students into binary thinking – this or that; I’m right, you’re wrong, and here’s why. Most would agree that such binary thinking has contributed to a political environment that limits voting options, discourages cooperation between Democrats and Republicans in Congress, and creates general dissatisfaction for the majority in the middle. By moving away from this type of writing and thinking in the classroom, composition teachers can draw on Generation Z’s preference for compromise and can equip students to change the political conversation by bridging the gap between the two extremes, listening to the voices in the middle, and beginning a shift toward cooperation.

	MAGNOLIA A	MAGNOLIA B	MAGNOLIA C	CAROLINA/PALMETTO	JESSAMINE
S1 TH3-3:45	"Wow! They Learned that Quickly! Four Proven Methods that Accelerate Learning in the IRW Classroom" <i>Lisa Hoeffner</i>	"Fellowship at the Table: Building Class Community Through Food Writing" <i>Kelly Ormsby and Laura Black</i>	"Hashtags in Academia: Using Twitter to Teach Comp I and II" <i>Amber King</i>	"Preserving Honor, Duty, and Courage in the English Classroom" <i>Gabrielle Fletcher</i>	"Rhetoric and the Art of Doing and Making in the Pop Culture Composition Classroom" <i>Chalet Jean-Baptiste</i>
S2 TH4-4:45	"A Transitional Step: Bridging Written Corrective Feedback and Editing" <i>Nagham Awadallah</i>	"Conversations in Service-Learning: Lessons from Our First Year" <i>Erica Lux, De'Lara Stephens, Shawn Brahman, and Josh Johnson</i>	"Calling All Citizens of Collabora- tion Nation! Work Smarter Together by Using Innovative Best Practices" <i>Deborah Byrd, Carissa Gray, and Amanda Boone</i>	"An Alternative to the Traditional Literary Analysis: Multi-Genre Research Projects" <i>Lisa Rhodes</i>	"Redesigning English Composition Courses" <i>Kathryn Hix and Chuck Baker</i>
S3 FRI8-8:45	"Collaborative Writing in Real-time: Inventing and Composing Using Google Apps for Education Tools" <i>Jason Snart, Eric Martinson, and Tim Henningsen</i>	"Interdisciplinary Approaches and Methods for Engaging Writers in First-Year Composition" <i>Andrea Herrmann and Matthew Herrmann</i>	"Cross Campus Collaboration: Creating Open Access E-Texts for First-Year Composition" <i>Barbara Hall and Nancy Gilbert</i>	"Building Foundations: Scaffolding Research Projects" <i>Amber Dinquel</i>	"Co-Requisite Composition: Connecting, Comforting, Conferencing" <i>Daniel Kelley</i>
S4 FRI9-9:45	"Old School Meets New Students: Maps, Websites, and Communication in the 21st Century" <i>Lisa Currie</i>	"Service-Learning: Who Cares Anyway???" <i>Mary Geren and Stacey Frank</i>	"It's about Ethics in Video Games: Using Video Games in the Composition Classroom" <i>Eric Niemi</i>	"Finding Common Ground: Can Composition Teachers Facilitate a Helpful Political Dialogue Through Rethinking Argumentation Models" <i>Amber King and Anna Begnaud</i>	"Reinventing the English Classroom to Engage the Modern Student" <i>Rebecca Ann Mullins</i>
S5 FRI10-10:45	"Finding the Beauty in Reading: From Text Messages to Academia and Beyond" <i>Ashley Craig Lancaster</i>	"Written Reflection: The Core Element of High-Impact Educational Practices" <i>Amoena Norcross</i>	"Tune In, Turn Off, Unplug: What Research Says about Reading, Notetaking, and Writing on Electronic Devices" <i>Denis Kiely</i>	"What We Do in the Classrooms: Using Documentary Film as a Way to Teach Analysis and Synthesis" <i>Andrea West and Amanda Mayer</i>	"Creative Inquiry: Immersive Research at the Two-Year College" <i>Chuck Baker</i>
S6 FRI2:15-3	"Approaching the Flipped Classroom" <i>Margaret Floyd and Mary Colleen Patterson</i>	"Dealing with Anxiety in the Classroom: A Roundtable Discussion" <i>Madonna Fajardo Kemp</i>	"Abracadabra - Students Change Their Profile Essay into a Blog!" <i>Wendy Slater</i>	"Teaching Writing for Transfer at the Two-Year College" <i>Jennifer Hitchcock</i>	"At the Crossroads: Merging Fiction and Non-Fiction in a Revitalized Composition II Course" <i>Joel Wilson, Carla Todaro, and Paul Ludwig</i>
S7 FRI3:15-4	"How Can There be an Organic Hybrid? Let's Discuss" <i>Josh Hite</i>	"Navigating the Waters: Experiments in Cross-Curricular Team Teaching" <i>Dan Fuller</i>	"Let's Discuss: Apps and Quick-Tips for Avoiding Blank Stares" <i>Gina Flowers</i>	"Exploring the Blogosphere: Genre Awareness and Info Literacy in FYC" <i>Rhonda Grego and Julie Nelson</i>	"Let Them Get Their Feet Wet: Writing a Collaborative Controlled Source Essay in Freshman Composition" <i>Liz Cobb</i>
S8 SAT8-8:45	"Raising the Roof: The Dramatic Impacts of a 7-Week Term Schedule at Trident Technical College" <i>Darren Fely and Roger West</i>	"The Value of Calamity Pedagogy: How Ralph Waldo Emerson Helps Us Reconsider Safe Spaces in Education" <i>Christopher Heafner</i>	"Want More Coup in Your Tried and True?" <i>Martha Benn Macdonald</i>	"Engaging Students in a 21st-Century Innovative Classroom" <i>Michele Zath and Rick Zath</i>	"Inviting Academic Integrity Through Assignment Design" <i>Eva Payne</i>
S9 SAT9-9:45	"Writing About Literature in Paired Hybrid Courses" <i>Thad Cockerill, Miki Richardson, Ann Nicodemi, and Joel Henderson</i>	"2017: An Exciting Time to Teach English" <i>Marshall Barth</i>	"Around the World in 14 Weeks: Discussions of Literary Choices in a One-Semester Survey Course" <i>Jennifer Duncan</i>	"Revisiting the Position Paper" <i>Tim Krason</i>	"Food for Thought--It's More than Just Dinner" <i>Kristi Castro</i>
S10 SAT10-10:45	"Rebranding College Success Courses: Putting Success Back In" <i>David Townsend</i>	"Declare Joy: Reflection, Resilience, and Growth" <i>Jonathan Warnock</i>	"A Queer Streak of the Pedantic: Centering Gay Themes in Teaching <i>Billy Budd</i> " <i>Doug Branch</i>	"The Stoic Professor: Using the Principles of an Ancient Philosophy to be a Happier and More Effective Teacher" <i>Chris Wheeler</i>	"I'm Not-So-Silently Correcting Your Grammar: Effective Grammar Instruction in English Composition" <i>Teresa Lopez</i>

FRIDAY, FEBRUARY 24

9:00-9:45 | CONCURRENT SESSION IV (CONTINUED)

“Reinventing the English Classroom to Engage the Modern Student” - Jessamine

Rebecca Ann Mullins, Big Sandy Community and Technical College (KY)

Why do we need to reinvent our classroom, what should we consider while we are reinventing our curriculum, and what outcomes should we expect due to this reinvention? In this interactive presentation, these questions will be addressed. We will also explore how student learning styles and the four teaching ideologies must play a role in actively engaging students. Furthermore, I will share my experiences of continually reinventing my classroom to engage students in not only the classroom environment but the world beyond the college campus. This presentation will touch upon the inclusion of popular literature such as *The Hunger Games* and *Divergent*, popular television shows such as NBC's *Once Upon a Time*, and thematic units such as nutrition and physical fitness.

FRIDAY, FEBRUARY 24

10:00-10:45 | CONCURRENT SESSION V

“Finding the Beauty in Reading: From Text Messages to Academia and Beyond” - Magnolia A

Ashley Craig Lancaster, Itawamba Community College (MS)

As of two years ago, I was tasked with teaching reading in my developmental English classes because these classes became dual writing/reading classes. I assumed that my students 1) knew how to read and 2) read on their own. I was wrong on both counts. Through a beginning-of-the-year survey, I found that most of my students could not read at a college level and, by their own admission, only read text messages. As a result, I decided to start my reading lessons right where they were: with text messages. After examining how my students use text messages, I then guided them through how to read social media and the pictures and hashtags that they post. This discussion led to academic readings in magazines and academic articles. In this presentation, I examine how effective it has been to use “multilevel texts,” a term used by Harold L. Herber in *Teaching Reading in Content Areas*, to reach my students (22), and how I turned these progressive reading assignments into writing assignments that further enhanced my students' reading/writing abilities.

“Written Reflection: The Core Element of High-Impact Educational Practices” - Magnolia B

Amoena Norcross, Tri-County Technical College (SC)

Writing across the curriculum (WAC) programs have had moderate success at universities and four-year institutions, but creating a thriving writing across the curriculum program at the community college level can be challenging and sometimes intimidating to faculty. However, the implementation of high-impact educational practices (HIPs) in academic programs can revitalize writing across the curriculum efforts. In fact, the phrase “high-impact educational practices” is much less threatening to faculty outside of English departments than a phrase that contains the word “writing” in it. This session will inform participants of Tri-County Technical College's initiative to embed at least two (2) HIPs in each academic program and of how written reflection is a core feature of HIPs. At the end of this session, participants will be able to 1) describe various HIPs and their impact on student learning, 2) summarize the role of written reflection in HIPs, 3) draft intentional and relevant reflection prompts, and 4) evaluate reflection responses.

“Tune In, Turn Off, Unplug: What Research Says about Reading, Notetaking, and Writing on Electronic Devices” - Magnolia C

Denis Kiely, Chattanooga State Community College (TN)

Despite surveys indicating that millennials continue to prefer print for pleasure and learning, colleges and universities continue to promote and encourage the use of computers, tablets, and ebooks in the classroom. This presentation will outline current research suggesting that the use of digital devices may have negative impacts on learning and knowing compared to the use of print.

“What We Do in the Classrooms: Using Documentary Film as a Way to Teach Analysis and Synthesis” - Carolina/Palmetto

Andrea West and Amanda Mayer, Midlands Technical College (SC)

Because of improved classroom multimedia resources and easier availability to streaming services, documentary film is an overlooked but effective multimodal way to teach first-year English students rhetorical concepts and research inquiry. In this session, two instructors from Midlands Technical College will demonstrate the versatility of the form, highlighting how to teach our students much-needed skills of analysis and synthesis. As the first-year English curriculum shifts from the strict division between non-fiction and fiction, documentary film is an effective way for students to analyze the confluence of that divide to see how filmmakers “mediate reality, present[ing] a version of it” (Braziller and Kleinfeld). In addition, due to the voiceover narration and multiple interviewees present in most documentaries, the art of synthesis is modeled, as these different voices need to be woven together into a coherent narrative. Finally, documentaries are a way of helping students see the relevance and impact of composition in terms of serving as a catalyst for real-world change.

FRIDAY, FEBRUARY 24

10:00-10:45 | CONCURRENT SESSION V (CONTINUED)

“Creative Inquiry: Immersive Research at the Two-Year College”

- Jessamine

Chuck Baker, Greenville Technical College (SC)

This session will introduce participants to the Creative Inquiry program at Greenville Technical College along with ideas to help other colleges create a similar program. This exciting opportunity lets students engage in collaborative research with a faculty member with similar research interests. Students involved in Creative Inquiry enroll in a three-credit-hour research methods course in their chosen fields. Scholarly and creative activities by students in all academic disciplines are supported. Past projects, curriculum guidance, student contracts, and more will be covered during this informative session.

FRIDAY, FEBRUARY 24

11:00-11:45 | STATE MEETINGS

Alabama	Hospitality Suite
Florida	Palmetto
Georgia	Carolina
Kentucky	Hyatt House E Room
Mississippi	Hyatt House Restaurant
North Carolina	Cafe
South Carolina	Jessamine
Tennessee	Sunroom
Virginia	Hyatt Place Lobby
West Virginia	Hyatt Place Lobby



A very special thank you to

W.W. Norton for their support of our annual luncheon.



NORTON

Agenda

President: Matt Simon, REC Chair

Nell Ann Pickett Award: Ann Nicodemi, Program Co-Chair

REC Election Results: Anne Lotz, REC Nominating Committee Chair

Introduction of Speaker: Barbara Allen, Trident Technical College

Speaker: Bret Lott

Conference Updates: Michael Williams, Local Arrangements Co-Chair

Program Updates: Ann Nicodemi, Program Co-Chair

Door Prizes

FRIDAY, FEBRUARY 24

2:15-3:00 | CONCURRENT SESSION VI

“Approaching the Flipped Classroom” - Magnolia A

Margaret Floyd and Mary Colleen Patterson, Midlands Technical College (SC)

Students and faculty alike have realized that the traditional method of presentation – *the dreaded lecture* – is not entirely effective in reinforcing learning. Moreover, in considering Richard Mayer’s theory of multimedia learning, even beloved PowerPoint and Prezi lectures need more than a little updating for the sake of effective teaching. So, what can we do? To ultimately argue for a fully flipped classroom, this presentation offers research and best practice strategies for revising our presentation styles and class time to provide active learning opportunities and increase student accountability.

FRIDAY, FEBRUARY 24

2:15-3:00 | CONCURRENT SESSION VI (CONTINUED)

“Dealing with Anxiety in the Classroom: A Roundtable Discussion” - Magnolia B

Madonna Fajardo Kemp, Chattanooga State Community College (TN)

Students' claims of inability to complete assignments, attend classes, and finish courses due to issues with anxiety appear to be on the rise at the college level. Of relevance to this trend, according to the Anxiety and Depression Association of America, “Anxiety disorders are the most common psychiatric illnesses affecting children and adults.” In the past academic year, I have had four students who informed me they were dropping out of the course because their anxiety levels were too overwhelming; none responded to my offer of finding them assistance so that they could forego dropping the course. Over the past year, a majority of polled students in each of my classes admitted to dealing with bouts of anxiety. The rise in admitted issues with anxiety serves as exigence for a necessary discussion on how instructors deal with and try to overcome student anxiety in the classroom. This session will allow for a roundtable discussion of experiences, information, and approaches that will aid instructors in understanding and dealing with student anxiety. Please come prepared to honestly participate in the discussion.

“Abracadabra - Students Change Their Profile Essay into a Blog!” - Magnolia C

Wendy Slater, Southern Louisiana Community College (LA)

Students enter the popular world of social networking and online publishing by converting a profile essay into a blog. Students revise their writing by using a social networking site. Revised writing comes alive in the blog with the use of color, design elements, photos, and active links to research.

NELL ANN PICKETT AWARD WINNER SESSION

“Teaching Writing for Transfer at the Two-Year College” - Carolina/Palmetto *Jennifer Hitchcock, Old Dominion University and Northern Virginia Community College (VA)*

Too often educators have assumed that transfer of learning will happen automatically without having to take special steps to encourage it, an assumption termed the “Bo Peep theory” of transfer by Perkins and Salomon. Fortunately, decades of study in transfer theory by Perkins and Salomon and other researchers have helped educators discover a variety of methods and mechanisms to encourage transfer for students. In the case of transfer in writing studies, most of the research has been conducted in four-year university settings with comparatively little research focusing on the unique environment and student body found in the two-year community college. I will briefly review findings from recent research in transfer in writing studies and discuss the characteristics unique to community colleges that may limit the degree to which transfer studies focused on four-year university students can apply to students in two-year colleges. These limiting factors include the relationship between workplace writing and academic writing, strategies for encouraging transfer for students of varying ages and backgrounds, and the problem of adjunct training and workload. I will also discuss the few studies that focus specifically on transfer in two-year college settings.

“At the Crossroads: Merging Fiction and Non-Fiction in a Revitalized Composition II Course” - Jessamine

Joel Wilson, Carla Todaro, and Paul Ludwig, Walters State Community College (TN)

The longstanding debate over Composition II curriculum between those advocating a literature-based course and those advocating a more research-based inquiry course can be vigorous, with both sides citing sound and valid reasons for their approach but often failing to establish common ground. Walters State Community College's English Department, after receiving a revitalization grant for its Composition II curriculum from the Tennessee Board of Regents, seeks to mend this discord. While Writing Across the Curriculum-based Composition II courses have been tried, few have advocated for the confluence of creative and non-fiction veins of literature as the basis for such a course. This, however, is just what the Walters State authors designed and piloted. Exploring both creative and non-fiction literatures as the foundation for essays crafted to emulate a range of interdisciplinary writing assignments addressing topics of concern to the humanities, the behavioral and social sciences, and the STEM and education fields, juxtaposed to the more tried and true literary analyses, WSCC's redesigned Composition II curriculum seeks to engage students in a course that prepares students for all the demands of college writing.

FRIDAY, FEBRUARY 24

3:15-4:00 | CONCURRENT SESSION VII

“How Can There be an Organic Hybrid? Let’s Discuss” - Magnolia A *Josh Hite, Volunteer State Community College (TN)*

While there was once a push for class participation, then there was a push for online classes, and then a push towards hybrid classes to mix the online and the in-class, we hope to find some balancing act to produce the best learning experience for our students. This session aims not only to further student learning through participatory discussions in the physical classroom but also in the online forum. Participants will be exposed to practical applications to help further student discussion in both mediums in a complementary way. Takeaways from this session can include increasing student participation in discussions in both mediums; creating deeper, more organic discussions; helping students provide feedback for fellow students; encouraging students to take the role of an active learner; and providing forums in which every student has a chance to flourish. Hybrids are said to offer the best of both worlds, worlds which teachers should work to leverage. Even if you are only in one of these worlds, this session helps provide a pragmatic approach with solid theory.

“Navigating the Waters: Experiments in Cross-Curricular Team Teaching” - Magnolia B *Dan Fuller, Hinds Community College (MS)*

As part of a recently funded NEH grant, the humanities faculty at Hinds CC-Utica came together to teach a new course – Introduction to the Humanities – built around the unique history of our school’s founder, William H. Holtzclaw. As an HBCU in rural Mississippi, our course seeks to explore the promise and challenges faced by Holtzclaw to start a “little Tuskegee” with an eye toward the implications of this legacy in an increasingly polarized world. In addition to fostering an appreciation for the humanities in American life, our goal for our students in the course is to expose them to rich opportunities for undergraduate research in the humanities (each student developed a semester-long research project in concert with a faculty mentor). Through a series of faculty development workshops and seminars, Seven Hinds faculty members worked together to create and deliver the course content. In this session, we will discuss lessons learned from this adventure in team teaching, as well as suggestions for other community colleges who might want to adopt a similar approach. We will highlight NEH funding opportunities as well.

“Let’s Discuss: Apps and Quick-Tips for Avoiding Blank Stares” - Magnolia C *Gina Flowers, Georgia State University – Perimeter College at Dunwoody (GA)*

As professors, we appreciate the pedagogical power of the Socratic Method. We pose a carefully crafted discussion question, only to be greeted with awkward silence and averted eyes. How do we generate meaningful discussion? Come learn three “tried and true” methods and three innovative cell phone apps for encouraging [read: *forcing*?] thoughtful discussion and confluent learning in your college classroom. We will demonstrate the “tried and true” methods of: Human Continuum, Speed Dating (don’t worry—it is actually a confluent discussion format), and Socratic Seminars. Then we will move on to a hands-on practice session using three apps: Socrative, Kahoot!, and Team Shake. Participants will leave with a ready list of new tools and resources for energizing their classroom discussions.

“Exploring the Blogosphere: Genre Awareness and Info Literacy in FYC” - Carolina/Palmetto *Rhonda Grego and Julie Nelson, Midlands Technical College (SC)*

Given recent attention to “fake news” sites and online echo chambers, the ability to evaluate sources—particularly sources encountered online—is now more than ever at the forefront of conversations about the educational needs of college students. According to Stanford researchers in a November 2016 study, “Many assume that because young people are fluent in social media they are equally savvy about what they find there;” but, the researchers write, “Our work shows the opposite.” Our work teaching two-year college FYC courses shows the opposite as well, and calls on us to take pedagogical action. In this session we will a) describe a classroom-tested unit in which students choose a blog subgenre (nutrition blogs, nursing blogs, climate change blogs, etc.) to research using primary and secondary sources, and b) share our pedagogical experiences not only working with student-researchers on commonly confused online genres, but also discovering the growing use of blogs across career and academic program areas for professional communication and community.

“Let Them Get Their Feet Wet: Writing a Collaborative Controlled Source Essay in Freshman Composition” - Jessamine *Liz Cobb, Florida Gateway College (FL)*

I will offer justification for why collaborative learning is important in a college classroom and share an assignment that requires students to write a group essay incorporating citations from sources the instructor provides. I will also suggest strategies for implementing this complex assignment which include a system for organizing groups, a breakdown/schedule of tasks the groups need to complete, a sample daily work log, and a reflection journal wherein students evaluate the success of the assignment.



TYCA-SE ANNUAL PARTY

MAKE SURE YOU JOIN US BETWEEN 7 AND 10PM AT CANNON GREEN (103 SPRING STREET) FOR A RELAXING EVENING OF GREAT FOOD, LIVELY MUSIC, AND WARM FELLOWSHIP. A SPECIAL THANK YOU TO OUR FRIENDS AT FOUNTAINHEAD FOR THEIR GENEROUS SUPPORT OF OUR ANNUAL PARTY.

FRIDAY, FEB. 24TH



FOUNTAINHEAD PRESS

The entertainment for our Friday night party is provided by a student jazz trio from the College of Charleston. Tim Khayat is a bass player from Grenoble, France, who studies jazz bass at the College of Charleston. John Baldwin is a drummer and music producer. Born and raised in Charleston, he played in various jazz and symphonic groups at the Leonard School of Music. Maxx Bradley is a composer and jazz pianist. A native of Charleston, he grew a passion for jazz performance at the Leonard School of Music and began studying composition with Professor Yiorgos Vassilandonakis before enrolling at College of Charleston.

SATURDAY, FEBRUARY 25

8-8:45 | CONCURRENT SESSION VIII

“Raising the Roof: The Dramatic Impacts of a 7-Week Term Schedule at Trident Technical College” - Magnolia A

Darren Felty and Roger West, Trident Technical College (SC)

In Fall 2014, Trident Technical College transformed the college’s academic schedule by converting the majority of its courses from 14-week classes to 7-week classes. After implementing this change, TTC’s Fall term student success rate increased by 8 percentage points from 2013 and stayed within 1.5 percentage points of this increased success rate level for four consecutive semesters. The college also has seen marked improvements in student retention among first-time freshmen. This session will offer an interactive exchange on (1) student performance and persistence outcomes and (2) the ongoing academic and administrative challenges involved in developing and maintaining 7-week terms. Much of the discussion will focus on the impact compression has had on the English Department.

“The Value of Calamity Pedagogy: How Ralph Waldo Emerson Helps Us Reconsider Safe Spaces in Education” - Magnolia B

Christopher Heafner, Horry-Georgetown Technical College (South Carolina)

The recent presidential election highlighted a term that has been used quite a bit over the last few years—“safe spaces.” As far as the academy is concerned, many proponents of safe spaces rightly claim that even though society has many people who wish to disenfranchise others who don’t look, act or think like they do, college classrooms and campuses should be places where differences are embraced. However, some have pushed this further than simply embracing/protecting differences. I’ve often heard instructors, administrators, students and those outside the academy claim in various ways that college classes should educate without making students feel uncomfortable. Some even claim that there are some topics that should be off-limits because they are too controversial. By looking at Ralph Waldo Emerson’s life and writings, though, we see a person who embraces the value in everyone but, at the same time, sees a benefit to making people feel uncomfortable. This presentation will show how Emerson developed and practiced what I call “Calamity Pedagogy” and how his teaching philosophy is infinitely helpful for teachers in the 21st-century who want to inspire students to become self-reliant scholars.

SATURDAY, FEBRUARY 25

8-8:45 | CONCURRENT SESSION VIII (CONTINUED)

“Want More Coup in Your Tried and True?” - Magnolia C
Martha Benn Macdonald, York Technical College (SC)

As we know, literature reflects society’s pastimes, including pantomime, exercise, dance, games, storytelling, music, and more. Many years ago, I added pastimes to my “Tried and True” (short lecture and group collaborative projects and discussion) in American, British, and/or World Literature classes. Students become involved with their reading and learning. They may dance “The Charleston” in Fitzgerald’s fiction or reel “The Sir Roger de Coverly” from Dickens, pantomime and exercise in Rabelais’ *Gargantua and Pantagruel* or Frost’s poetry, to name a few, play games in *Hamlet*, sing Medieval lyrics, or celebrate storytelling with Marguerite of Navarre’s *Heptameron*. After I model a short lecture, group activities, and a pastime in this session, participants will take a prop, join the fun, and leave with handouts, scripts, and ideas for next week’s class. After all, as most psychologists agree, play is essential for student success in the classroom and beyond. Why not add more pizzazz and, yes, coup, to your own “Tried and True?”

“Engaging Students in a 21st-Century Innovative Classroom”
- Carolina/Palmetto

Michele Zath and Rick Zath, DeVry University (GA)

In this session, the DeVry Video Connected Classroom, where two classrooms are connected via advanced innovative video/audio technologies, will be introduced. The unusual environment, where the instructor is physically present in one classroom but virtually present in the remote classroom, will be described. Conference attendees will also see how students within each classroom use technology to present their own computer desktops via special video hook-up. Finally, in addition to describing the physical and technical equipment and environment, teaching methods will be explained and discussed. Teaching methods are unique for this unusual environment because they must be adapted to be effective in both the classroom where the instructor is physically present as well as in the classroom where the instructor is virtually present. Teaching methodologies that engage students in both classrooms must be used. In addition to flipping the classroom, tried and true methods such as group work and individual presentations (but with innovative twists) are needed. Of course, having to utilize these many different teaching methodologies means extra work for the instructor and students, but it’s worth it, especially in the Connected Classroom where students in both rooms must be kept engaged.

“Inviting Academic Integrity Through Assignment Design” - Jessamine
Eva Payne, Chemeketa Community College (OR)

Current research on academic integrity provides a positive view of how much an instructor can control—through design of assignments—in helping to avoid issues with plagiarism. The presentation will offer specific suggestions for assignment design, cover the common reasons students resort to plagiarism, invite discussion about policies, procedures and penalties, and finish with recommendations of ways instructors can positively respond when plagiarism occurs. The research asserts that smart policies can aid in diminishing cheating and enhance long-term student success if the first incidence of cheating is treated as an opportunity for early intervention rather than being unduly punitive.

SATURDAY, FEBRUARY 25

9-9:45 | CONCURRENT SESSION IX

“Writing About Literature in Paired Hybrid Courses”- Magnolia A
Thad Cockrill, Miki Richardson, Ann Nicodemi, and Joel Henderson, Southwest Tennessee Community College and Chattanooga State Community College (TN)

In Fall 2016, Joel Henderson and Ann Nicodemi, of Chattanooga State Community College, along with Thad Cockrill and Miki Richardson, of Southwest Tennessee Community College, received a grant from the Tennessee Board of Regents to explore contextualizing the research writing course by pairing it with an American literature course. (This grant-funded pilot was a scaled up version of an earlier pilot at Chattanooga State.) In the pilot, students enrolled simultaneously in English Composition II and a 2000-level lit course, which were paired in a hybridized environment to allow completion of six credit hours, half in the traditional classroom, and half online. The panel will discuss the opportunities this pilot has afforded students, as well as the challenges that are faced by the professors in planning the curriculum and keeping students engaged in an environment that blends traditional teaching and 21st-century technology.

SATURDAY, FEBRUARY 25

9-9:45 | CONCURRENT SESSION IX (CONTINUED)

“2017: An Exciting Time to Teach English” - Magnolia B *Marshall Barth, Wallace Community College (AL)*

Concluding *The Renaissance*, Pater notes the flamelike nature of our lives, their being “the concurrence, renewed from moment to moment, of forces... on their ways,” with success in life coming from being “where the greatest number of vital forces unite in their purest energy.” Pater’s definition of success in life remains controversial, but success in teaching does require us to teach from where “vital forces unite,” or, to invoke our conference theme, from the confluence of vital forces. Ours is a challenging and exciting time in which to teach. This presentation examines how the confluence of such forces as process and post-process pedagogies, new literacies, new technologies, and societal changes influence the teaching of English in the two-year college; examples of assignments and classroom projects will be discussed that allow us to retain proven approaches to teaching written composition while preparing our students for a world that demands competence not in a single literacy but in multiple literacies.

“Around the World in 14 Weeks: Discussions of Literary Choices in a One-Semester Survey Course” - Magnolia C *Jennifer Duncan, Perimeter College at Georgia State University (GA)*

When required to transform World Literature into a one-semester course, what texts stay and what must go? This hands-on workshop invites participants to examine the process of turning the traditional two-semester World Literature survey into a 14 week course. Be prepared for discussions of literary canon, multi-culturalism, assessments projects, and some good old-fashioned debates over what students should read in a sophomore literature course. Come armed with your “must read” list and be ready to fight for your favorites.

“Revisiting the Position Paper”- Carolina/Palmetto *Tim Krason, Hinds Community College (MS)*

This session will examine some ways of adapting the traditional “position paper” assignment to encourage students to truly think critically about issues in our culture, allow them to see opposing viewpoints less defensively, gain a clearer understanding of rhetorical context, and begin to see the bias that they bring to their own writing. The assignment that I use was developed for an English Comp II course that requires researched sources and expository writing, but the methods could be used in any course where the instructor wants to emphasize the above mentioned outcomes. While current trends do not seem to emphasize position essays, I have found that requiring students to write essays from “both sides” of an issue has been effective in expanding their overall sense of the complexity of the arguments that surround them in their families, on campus, and in media. This session will allow me to discuss the success I have had with students (from their own reflections on their writing) and some of the challenges that I have encountered.

“Food for Thought--It’s More than Just Dinner” - Jessamine *Kristi Castro, Midlands Technical College (SC)*

Charleston, South Carolina is known for its food. As old dishes commingle with innovative ones, the food of Charleston shows its history and its future. Just as food brings visitors to Charleston, it can be used as a springboard for students to read, to write, to think, and to collaborate. Participants in this session will examine assignments used to spark student engagement and creativity. These assignments include food memories, summaries, food-centric “This I Believe” essays, manifestos, reviews, future of food plate predictions, and projects related to a class nonfiction book. Participants will consider the way assignments are connected, mixed, and remixed as students explore the complexity of food. The study of food can merge with fields such as health, economics, government, agriculture, the environment, race, class, technology, and history. Food writer Michael Ruhlman wrote, “So telling stories about food and cooking is not only natural, it’s necessary for our survival. It’s important to understand how something that is essential to our humanity and our well-being affects all other aspects of our lives and our humanity.”

SATURDAY, FEBRUARY 25

10-10:45 | CONCURRENT SESSION X

“Rebranding College Success Courses: Putting Success Back In” - Magnolia A *David Townsend, Richmond Community College (NC)*

This session will examine the ways in which a small rural North Carolina community college revitalized the curricula for its College Success courses. The session will highlight the components of the revamped curriculum, discuss how it aligns with strategic objectives and college priorities, and share how it is being used as one of the college’s strongest forces in increasing student retention. Over the course of the session, participants will gain an understanding of how the college identified the area(s) of concern, how the curriculum was redesigned, and what impact this newly-revamped curriculum has had on the students, the college, and the campus culture.

“Declare Joy: Reflection, Resilience, and Growth” - Magnolia B *Jonathan Warnock, Tri-County Technical College (SC)*

Author and college president Howard Hendricks declares, “If you stop growing today, you stop teaching tomorrow.” We cultivate in our students skills for personal introspection, critical thinking, and self-discipline, but how often do we nurture our own growth and development? During the merging of tradition and innovation in the 21st-century classroom, we must recognize our role as educator is not as much instructor as it is guide. It has been said that an effective teacher is his or her own best student. Hence, an effective guide is foremost a student—a learner among learners. When was the last time you asked yourself whether you were actively learning?

SATURDAY, FEBRUARY 25

10-10:45 | CONCURRENT SESSION X (CONTINUED)

Henry Thoreau discerned he did not want to come to die and realize he had not lived. Are you actively living? Declare Joy workshops move from the traditional professional development setting to one that evokes personal resilience and professional growth and submerges educators into interactive pedagogical environments. Declare Joy participants are not only encouraged to develop, maintain, and rejuvenate intrinsic value for education but also to continue to impact students and colleagues in a way that promotes innovation and collaboration—a way that cannot be replicated in traditional professional development activities alone.

“A Queer Streak of the Pedantic: Centering Gay Themes in Teaching *Billy Budd*” - Magnolia C

Doug Branch, Southwest Community College (TN)

Herman Melville’s *Billy Budd*, with its lengthy digressions, obscure historical allusions, and difficult diction, can be challenging for sophomore-level literature students. And then there is the overwhelming question: “What is this book really about?” Even a casual reader senses a heady atmosphere of gay male desire on the H.M.S. *Bellipotent*: mysterious sidelong glances, lavish attention to the male body, happy pats on the rear. But what if, rather than a “queer streak” running through the narrative, the book really is, overwhelmingly, about one main thing: homosexual panic, and specifically the desperate lengths to which society goes to avoid recognizing how, in patriarchy, repressed male/male desire “runs the ship?” Considering this thesis while teaching *Billy Budd* provides a valuable conceptual framework. It also helps students through some of their frustrations with the book and, moreover, underlines literary lessons vital for college readers: that narrators can be unreliable, that characters who seem heroic sometimes aren’t, and that literature explores sexuality in ways college students might not have explored deeply, if at all, in high school literature. Furthermore, reading *Billy Budd* with homosexuality front and center helps us, as professors, introduce an essential element of sexual diversity into our American Literature I courses.

“The Stoic Professor: Using the Principles of an Ancient Philosophy to be a Happier and More Effective Teacher”- Carolina/Palmetto

Chris Wheeler, Horry Georgetown Technical College (SC)

Community college English teachers face a host of emotional challenges in the course of their daily work. How do we avoid “burn-out” and keep ourselves fresh for each semester? Perhaps an ancient philosophy might provide us with some of the tools!

“I’m Not-So-Silently Correcting Your Grammar: Effective Grammar Instruction in English Composition” - Jessamine

Teresa Lopez, Pellissippi State Community College (Tennessee)

Teaching grammar is one of the hardest and most essential elements of first-year composition. A recent article in *The Atlantic* by Michelle Navarre Cleary, “The Wrong Way to Teach Grammar,” rails against grammar lessons that involve diagramming sentences, lecturing, memorizing rules, and endlessly repeating workbook activities. The answer to the problem of grammar instruction is simple and yet difficult to implement. Grammar is learned through writing and reading. The more often students practice their writing, the larger their understanding of sentence structure, mechanics, and appropriate word choice grows. Reading helps to ingrain patterns of language in a student’s mind, making the process of composition more instinctive than labored. This presentation will provide an opportunity for instructors to provide their methods for teaching grammar in innovative ways. I will present my approaches to the process while requesting other attendees contribute to the conversation. For example, my course requires students to edit and revise the pre-writing materials of their peers. In addition, our grammar “lessons” involve me providing students with random examples of their responses to our online discussion board and requesting they edit the writing.

Did you present at TYCA-SE? That’s so awesome!

Well, it’s also a little sad, though. Only some people got to see your presentation. If only there were a way to share it with everyone.

Wait! There is!

Turn your presentation into an article and then submit to the *TYCA-SE Journal*.

If you didn’t present at TYCA-SE, that’s okay. You should still send your articles, creative non-fiction pieces, poems, and short stories.

Article submissions are due April 1. Please conform to MLA standards. Send submissions to Ann Nicodemi (ann.nicodemi@chattanooga.state.edu).

CLOSING SESSION AGENDA

MAGNOLIA BALLROOM

PRESIDER: MATT SIMON, REC CHAIR

SECRETARY'S REPORT: LAURA BURRIDGE

TREASURER'S REPORT: TIM KRASON

MEMBERSHIP CHAIR'S REPORT:
INDIGO ERIKSEN

NATIONAL TYCA REPRESENTATIVE'S REPORT:
SUSAN SLAVICZ

TYCA-SE SERVICE AWARDS

INVITATION TO TYCA-SE 2018
IN LOUISVILLE, KY (SEE AD PAGE 37)

PASSING OF THE CONFERENCE BANNER

DOOR PRIZES

DISMISSAL

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Matt Simon | Tri-County Technical College | Pendleton, SC

Assistant Chair

Troy Appling | Florida Gateway College | Lake City, FL

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Laura Burrige | Nashville State Community College | Nashville, TN

Membership Chair

Indigo Eriksen | Northern Virginia Community College | Woodbridge, VA

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Tim Krason | Hinds Community College | Raymond, MS

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LaKeya Jenkins | Piedmont Technical College | Greenwood, SC

National TYCA Representative

Susan Slavicz | Florida State College at Jacksonville | Jacksonville, FL

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Webtender

Joel Henderson | Chattanooga State Community College | Chattanooga, TN

Meeting Planner

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Historian

Beverly Fatherree | Hinds Community College | Raymond, MS

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Roger West | Trident Technical College | Charleston, SC

Program:

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Ann Nicodemi | Chattanooga State Community College | Chattanooga, TN

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Meg Matheny | Jefferson Community & Technical College, Southwest | Louisville, KY

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Thank
you



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2017 REC CANDIDATES

TIM KRANSON, HINDS COMMUNITY COLLEGE (MS)



Tim Krason is in his ninth year of teaching English at Hinds Community College in Raymond, Mississippi. He teaches courses in Developmental English, Composition, and British Literature. This year, he has also taken on the role of Director of the Honors Program at Hinds, which has allowed him some new opportunities such as networking with faculty and staff from other departments for Honors programming and working with the school's Phi Theta Kappa chapter. Tim has been an active member of TYCA-SE during most of his teaching career, and he has served as the Mississippi Representative to TYCA-SE as well as serving one term on the REC. He currently serves the organization as Treasurer.

MICHELLE ZATH, DEVRY UNIVERSITY (GA)



About three years ago, TYCA-SE found me. A colleague suggested I attend the February TYCA-SE annual conference in sunny Florida, which was the same time as ice storm weather for me in Atlanta. As you can imagine, I did not hesitate and made my travel arrangements. After the conference, I was hooked; the TYCA-SE conference was the best conference I had attended in a long time. I heard presentations that taught me practical lessons on how to improve my classroom methods, I made some new friends who I still see at each TYCA-SE annual conference that I attend, and I have the opportunity to share my own practical methods of improving student writing.

Now I would like to contribute to this organization in whatever office you will have me. I have taught Freshman Composition courses for over 25 years and am currently teaching at DeVry University in Decatur, Georgia. I have a Master's degree in Rhetoric and Composition from Purdue University, and my subjects of interest are audience awareness and persuasive writing. I am a strong advocate of academic integrity and am the Turnitin metro administrator at DeVry, and I have won four service awards at DeVry. I believe that a person's communication skills "brand" him/her, and we need to help students understand what they text, say, or type has a lasting first impression.

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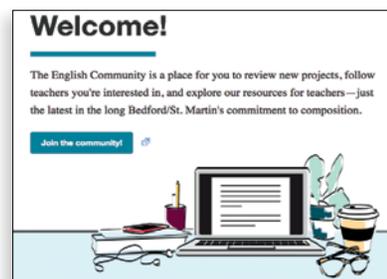
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