Concurrent Sessions

**Concurrent Session I**

**Thursday, Feb. 14**

**3:00 – 3:45**

*Barclay Room*

**Nell Ann Pickett Award Winner**

Jonathan Warnock, Tri-County Technical College

“’Dear Educator,’: Letters of Thanks”

We do more than teach English. We help students build bridges and pave pathways from where they are to where they want to be. Sometimes, however, we underestimate the gratitude students have for the college experience and our impact on their futures. Letters of Thanks are reflective practice opportunities for students to express gratitude to educators and mentors for teaching life lessons, for helping them to overcome life struggles, for offering inspiration, motivation, and hope.

*Landsowne*

Zachary Garrett, Murray State University

“Twin Teachers: Developing a Plan for an Individual Collaboration Between Secondary and Post-Secondary Writing Instructors”

I describe research-based efforts to develop a context-sensitive collaborative plan for secondary and post-secondary writing teachers, bridging differences in professional culture in an approach modeled on the “twin towns”/“sister cities” arrangements among municipalities. This plan will pair high school and college English instructors through a series of in-person and web-based meetings, informing one another about the differences in professional culture with the purpose of helping students through informed adaptation of teaching practices.

*Auburn*

Chris King, Murray State University

“The Harkness Discussion Circle as a Collaborative Learning Approach to Pre-Writing in the Composition Classroom”

The Harkness Discussion Circle is a student-generated and student-moderated approach to class discussion. After reviewing the basic construct of a Harkness Discussion Circle, we will engage in an interactive demonstration of one. We will discuss how this approach can aid students with pre-writing in the composition classroom. Additionally, we will discuss how the Harkness Discussion Circle can be utilized at any point during the composition process.

*Galaxie*

Indigo Eriksen, Northern Virginia Community College, Woodbridge Campus

“Community & Collaboration: Developing Skill and Rapport through the Team Teaching Project”

First-year writing courses introduce college writers to college composition and general college culture. Research shows that students who make a connection within the first weeks of college are more likely to persist. Creating learning opportunities that empower students to work together, develop fundamental writing skills, and take an active role in learning prepares students to succeed academically and professionally. This session introduces participants to the Team Teaching Project, a multi-week project designed for College Composition.

*International*

Allyson Smith, Mallory Hicks, North Georgia Technical College

“Assuming Generational Responsibility in the Composition Classroom”

The two presenters take a closer look at a growing population of grandparents who are raising their grandchildren in the technical college system. Additionally, the presenters will discuss responsibilities grandparents and their grandchildren assume along with their limited resources that seem to hinder success. We will also look at a model English composition course that highlight this and other issues in Southern Appalachian culture, which serves to inform, engage, and educate this growing student population.

**Concurrent Session II**

**Friday, Feb. 15**

**8:00 – 8:45**

*Barclay*

Deborah Byrd, Laura Tartak, Perimeter College at Georgia State University

“Jane Austen, James Bond, and Jack the Ripper Walked into a Pub: Creating a Study Abroad with Broad Appeal”

College students from two-year institutions may not be the first group that comes to mind when we discuss opportunities for studying abroad. Enterprising faculty at Perimeter College at Georgia State University created a study abroad to England that would appeal to such students. By emphasizing fun as well as education, they integrated British film, literary tradition, and research, into three different courses from three different areas of study to introduce students to the joys of study abroad!

*Landsowne*

Crystal Edmonds, Robeson Community College

“Continuous Improvement in Dual Enrollment English Class”

Freshman composition is considered a high enrollment and high fail rate course. Robeson Community College’s English Department implemented strategies within its dual enrollment English course to foster college-level writing and promote student success and connect students to the institution’s support services. This session examines the process taken to evaluate not just student success in the course but also its orientation and support services in order to improve the success rate in that course.

*Auburn*

Matthew Simon, Tri-County Technical College

“Broken into a Million Little Pieces: A Discussion of Contemporary Literature”

The session is an adventure into contemporary literature, discussing works from Ben Lerner, Elif Batuman and others. This session will play with how contemporary literature no longer derives from shared experience or a quest to impress with linguistic ninjutsu. The presentation will follow an active learning structure, focusing the attendees’ input through puzzle group work with twist of class discussion.

*Galaxie*

Jennifer Mazur, College of Central Florida

“Deja Vu All Over Again - Unlimited Revision in Composition “

Revision is at the heart and soul of writing, and yet our students balk at doing it. In this session we will discuss the process of never ending (sort of) revision, and how to utilize it in freshman composition courses. The how and why of this process will be discussed, along with feedback from students who have gone through the process. Example essays that highlight the process used will be shared. Advantages and challenges will be discussed.

*International*

EMPTY

**Concurrent Session III**

**Friday Feb. 15**

**9:00 – 9:45**

*Barclay*

Cheryl Hogue Smith, Kingsborough Community College of the City University of New York

“Textual Abuse in Rhetoric and Logic”

This workshop demonstrates through a hands-on experience a strategy to teach audience awareness and logical fallacies to students through multimodal advertisement projects. The workshop will also present samples of student work, discuss the principles that inform the project, and explain how this multimodal experience helps students discover their own critical and rhetorical power and ethical responsibility as readers and writers of texts.

*Landsowne*

Donna Hill, Murray State University

“Lyrics as Literature”

Music has a universality that transcends many social constructs. The lyrical messaging, much like a piece of text is structured with the objective of getting the listener or reader to feel, think and believe the message, both having the power to shape ideas and view of the world. With music the message is often opaque, hidden beneath the instrumentation. Similarly, the messaging of text may also be opaque because of its use of figurative language and other literary devices. Uncovering and understanding those messages is the objective, specifically as they relate to issues of social justice. These emotional and rhetorical influences and connections lend themselves to self-awareness, the importance of context, critical thinking, process and structure; the hallmarks of first year writing.

*Auburn*

Sarah Beth Tyler, Southwest Tennessee Community College, University of Memphis; Gregory Barlow, Southwest Tennessee Community College; Elizabeth Carter-Allen, University of Memphis; Mike Murphy, Pellissippi State Community College

“Multimodal Projects for the Composition Classroom”

Using technology and various applications to communicate can seem like a daunting task for instructors and students alike. It doesn’t have to be! By considering the knowledge and experience on both sides of the desk, the members of this panel from a variety of institutions will offer ideas and inspiration for how to incorporate technology and new media into writing assignments.

*Galaxie*

Kelly Paul, West Kentucky Community and Technical College

“Teaching Writing from a Journalist's Perspective”

This presentation approaches teaching the writing process with "Real World" applications highlighted, so students can see beyond writing an essay for ENG 101/102. Teaching from a journalist's perspective presents soft skills used in the fields of journalism, human resources, public relations, and marketing. The presentation offers tools that will help students recognize the importance of soft skills including: meeting deadlines/due dates, being concise, revising, using samples, avoiding bias, and identifying people/sources.

*International*

EMPTY

**Concurrent Session IV**

**Friday, Feb. 15**

**10:00 – 10:45**

*Barclay*

Mark Gatlin, Kate Montero, Palm Beach State College; Bill Ventura, Thomas Nelson Community College

“Eliminating Fallacies in Student Writing: Argument Across Disciplines”

This panel examines a collaborative exercise across disciplines and between 2-year college campuses to explore student comprehension and application of fallacies in argument through an asynchronous, multiregional network medium for the purpose of exploring student perspectives based on cultural differences among two diverse student populations (Eastern Virginia and South Florida).

*Landsowne*

Rebeca Mullins, Big Sandy Community and Technical College

“Engaging Students Critically with Purpose”

In this interactive session, Professor Rebecca Mullins shares 3 tools which foster critical thinking while serving a clear purpose that promotes student engagement, community, and deep learning—all of which occurs in a single class session. Session attendees will need to read Deborah Tannen’s article entitled “Sex, Lies, and Conversation” prior to the session in order to fully participate. The article can be located at the following url: https://www.bremertonschools.org/cms/lib/WA01001541/Centricity/Domain/297/EA%202%20Sample%20Sex.pdf. Come discover how the critical friends inquiry process, the Venn Diagram, and self-devised technique "SPARK" can enhance learning while having fun.

*Auburn*

Laura D. Hammons, Hinds Community College

“Desperate Freedom: Teaching Creative Writing in a Mississippi Prison”

Teaching creative writing in the Soldier On program at the Central Mississippi Correctional facility as a volunteer is the subject of this presentation. Their writings and public presentations of their work have been the subject of focus at the prison. For the men, the books provided by friends and colleagues have been the difference between a boring existence and an active thought life. Selected writings will be examined.

*Galaxie*

Dustin Williams, Julie Lester, Southwest Tennessee Community College

“Engaging Minority Students in International Studies / Study Abroad”

Southwest Tennessee Community College has been effectively recruiting minority students in International Studies/ study abroad for decades. In spring 2017, Dustin Williams and Dr. Julie Lester led a successful study abroad course to Havana, Cuba, where students studied the connections between Afro-Cuban culture and local Memphis African American culture. Participants in this session will leave with a road map to recruiting underrepresented students into study abroad programs.

*International*

Paula Hayes, Southwest Tennessee Community College

“Teaching Students How to Write About Community”

Toni Cade Bambara is quoted as having said, "Writing is a legitimate way, an important way, to participate in the empowerment of the community that names me." In this session, we will discuss strategies for teaching students how to write about localized social problems, engage in and conduct localized research through collaborative writing and research groups, and, ultimately, how to write about one's community. This talk will explore the student writer's sense of self and community and how to use community writing assignments as a way to aid and encourage students in constructing a social voice for social agency and social change.

**Concurrent Session V**

**Friday, Feb. 15**

**2:15 – 3:00**

*Barclay*

Laura Matravers, Chattanooga State Community College

“’We Need to Get Out of Our Silos’”: Towards Mending the Conversation within Composition Studies”

This presentation draws on data from a mixed methods study intervening at the intersection of conflicting stories about and apparent disciplinary attitudes toward teaching writing in a two-year college, as portrayed in existing Composition Studies scholarship. The speaker argues for the importance of expanding current conceptions of scholarly activity for the benefit of college writing students across the institutional spectrum, and will engage the audience in discussion on enacting some of the study’s key findings.

*Landsowne*

Zachary Garrett, Murray State University, Shawnee Community College; Rebecca Mullins, Murray State University, Big Sandy Community College; Doug Johnson, Murray State University, Northwest Mississippi Community College

“Unexpected Connections: A Doctoral Program as a Site of Collaboration”

Three representatives from the Doctor of Arts in English Pedagogy program at Murray State University (KY) present perspectives on their doctoral program as an unexpected site for collaboration between educators in different contexts. This program, somewhat uniquely, combines educators from different levels in the four semesters of core coursework, facilitating discussion between teaching professionals who often lack formal opportunities to collaborate. These unexpected connections have the potential to help college English instructors improve their teaching and research through exposure to conditions outside of their immediate surroundings.

*Auburn*

Jennifer Duncan, Georgia State University – Perimeter College

“Sneaky Tricks to Make Students Think I’m Watching”

Communicating with students in an effective and timely manner can be a struggle for instructors teaching online. But what if, while concentrating on teaching and grading you were still able to send personal emails to each student offering feedback, encouragement, or correction? Come learn why Intelligent Agents may be the best feature you’re not using in your LMS and how to leverage the technology to increase communication with students without any extra work for you.

*Galaxie*

Susanna Jackson, Southwest Tennessee Community College

“Using Creative Writing to Teach Academic Writing (and Much More)”

Do you have students who become fearful when they hear the word "essay?" In this session, we will learn how you can make writing in your classroom more fun and approachable for students of all writing abilities by implementing creative writing techniques.

*International*

Forster Agama, Tallahassee Community College

“Engaging the 21st Century’s Culturally and Linguistically Diverse Learners”

Most English Language learners often feel disenfranchised in college and particularly in their composition classes. Somehow, they feel that because they do not share the same cultural, background knowledge as the natives or speak in similar ways as Americans (pronunciations of the English Language etc.) that their English is not good enough. It’s, therefore, imperative that educators celebrate and respect the cultural richness and linguistic diversity that these learners bring into the classrooms. By so doing, these learners will feel included and empowered in the learning process.

**Concurrent Session VI**

**Friday, Feb. 15**

**3:15 – 4:00**

*Barclay*

Harlan Pease, Nashville State Community College

“Courage and Curiosity”

A 2002 update to the original 1982 Statement on Competencies in English Expected of Entering College Freshmen identified courage and curiosity as essential academic qualities missing in students. This presentation will draw on experiences with teaching English Composition and Communication classes to Community College students and incarcerated students, as well as research on vulnerability and fostering courage, to present a theoretical and practical foundation for pedagogical approaches to fostering creativity and curiosity in students.

*Landsowne*

Catherine Berresheim, Volunteer State Community College

“Student Writing and Trauma Informed Response: How to Handle Disclosures and Other Tricky Territories”

The purpose of this workshop is to not only to define trauma, but also, to teach what constitutes a trauma informed response to a student’s written disclosure. Drawing on research of psychologist John Mac Devitt, activist, Shawn Ginwright, and the writings of Louise DeSalvo and Lucia Perillo participants in this experiential workshop will explore the first person narrative and how to respond effectively when students disclose traumatic experiences within their essays or creative writing assignments.

*Auburn*

Wendy Campbell Slater, Southern Louisiana Community College

“Examining Story Elements through Film Adaption “

One of the most common responses to adapted texts---"The book was better"---is a simplistic critical response to film adaptation. This lecture explores what works and what doesn’t when adapting story elements created for children and teens to film. By studying the film and the text, students learn different forms and media, specifically how each has its own conventions of storytelling and audience engagement.

*Galaxie*

Lawrence Nightingale, Indigo Eriksen, Northern Virginia Community College

“STEMinism: Modern Women, Expression, and Technology”

Indigo and Lawrence will guide participants through the process of creating across-discipline collaborations that engage students in creative and critical thinking, while showcasing the possibilities inherent in dreaming outside the lines of a specific discipline. This panel emphasizes the need to reach out to underrepresented student populations through unique and lively assessments that challenge and inspire students to imagine the unexpected, which can ultimately lead to increased student retention, persistence, and success.

*International*

Elizabeth Crain, Southwest Tennessee Community College

“Developing the World Literature Canon”

When we create a literature syllabus, we decide that certain texts are essential reading. We want students to see our list as great literature. But if we sell our favorites, and our favorites haven’t changed in years or decades even, are we selling an outdated understanding of literature? Can we hope to connect with these younger generations of students if we continue to market our favorites, especially if our preferences were the preferences of our own instructors?

**Concurrent Session VII**

**Friday, Feb. 15**

**4:15 – 5:00**

*Barclay*

Lisa Hoeffner, McLennan Community College

“Getting Engaged--Online: Fostering Interest and Retention in Online Composition”

Online classes are here to stay, so solving some of the challenges associated with teaching writing online is imperative. In this session, we will look at how a focus on engagement results in greater persistence, better writing skills, and improvements in critical thinking. Participants will leave with practical strategies for fostering engagement, increasing retention, and creating high-quality online composition courses.

*Landsowne*

Ann Nicodemi, Joshua Johnson, Chattanooga State Community College

“Expanding the Classroom Canva(s): Using Free Design Software in Academic Projects & Assignments”

Tired of traditional research projects and poster boards? Consider some new engaging classroom research projects that can include infographics, social media posts, magazine covers, and more! If this sounds daunting, fear not! The free website Canva.com offers fantastic templates that will allow your students to creatively display their research and to feel like professional designers! Presenters will walk through a basic overview of the website, as well as the various templates and tools it offers, so that attendees will leave feeling ready to experiment with designing their own projects. The presenters will then provide suggestions for how to successfully incorporate Canva into the classroom as a part of both smaller assignments and larger projects. During the course of the presentation, attendees will see actual student work and they will also receive examples of assignments for their own use.

*Auburn*

Melissa Reyna, Southwest Tennessee Community College

“’It Feels Like We’re Out Catching Butterflies, and It Takes Me Forever Just to Get One’: Paving Pathways for Students with Dyslexia”

Among first-time freshmen, dyslexia is the most prevalent learning disability (Hadley, Morrison, and Hemphill). Students with this reading disability often struggle in the composition classroom, given its emphasis on analyzing texts. Unfortunately, many writing instructors remain unfamiliar with the challenges dyslexia creates for their students and/or do not know how to modify their pedagogy. This workshop will provide an overview of dyslexia and practical suggestions for helping dyslexic students engage more effectively with reading assignments.

*Galaxie*

Chuck Baker, Greenville Technical College

“Picture This: Graphic Literature in the Two-Year College”

Graphic literature is a modern, engaging, and culturally relevant genre that has earned its place in literary study. This session will introduce participants to types of graphic literature, suggested readings, sample lessons, and connections with traditional literary study. The creation of a graphic literature course at Greenville Technical College will be discussed along with ways to incorporate graphic novels, comics, and manga into the college classroom.

*International*

William Moorer, Jessica Brown, Holmes Community College

“Y’all Can Do It, Too: The Mississippi Community College Creative Writing Association Builds on Mississippi’s Writing Tradition”

Mississippi authors have a secret. Through the Mississippi Community College Creative Writing Association (MCCCWA), Mississippi offers its students unique opportunities to learn about the literary arts. And y’all can do it, too. Come learn about the statewide contest and conference that offers so much to our students and get a leg up with help to start your own organization.

**Concurrent Session VIII**

**Saturday, Feb. 16**

**8:00 – 8:45**

*Barclay*

Troy Appling, David Hurner, Elizabeth Rogers, Florida Gateway College

“Hardcore Visual Analysis in First-Year Writing: If They Don’t Read, Let’s Try Pictures”

Join members of the Florida Gateway College Department of English as they demonstrate various ways of using visual rhetoric to teach research and writing skills in the second-semester composition course. Come away with practical exercises for teaching visual analysis with first-year writers!

*Landsowne*

Moira Connelly, Pellissippi State Community College

“Responding Inclusively to Multilingual Students in the Writing Center”

This session discusses guidelines designed by the author for the Writing Center at Pellissippi State CC about how to respond respectfully and appropriately to new learners of English. These guidelines also apply to responding to multilingual students in the classroom. To respond well, tutors need a framework for working with these students, understand their potential (and legitimate) sources of frustration, appreciate various cultural perspectives on plagiarism, and understand how to prioritize the type of assistance that multilingual student writers may find most helpful.

*Auburn*

Tiffany Young, Jefferson Community and Technical College

“Empowering Student Learners in the Composition Classroom through Repositioning Rubrics and Inviting Student Voices into Assessment”

Working from a critical and feminist pedagogy that comes from the foundation that students should understand the structures in and outside the classroom that define them, students should be a central part of assessment guidelines and as advocates for their writing. Rethinking rubrics in the methodology of the writing process, incorporating positive language that mirrors continuous learning processes, and sharing grading responsibilities creates transparency in assessment and promotes a more inclusive learning classroom.

*Galaxie*

Marjorie Dernaika, Southwest Tennessee Community College

Teaching Critical Thinking Using Quotes and Videos

Using quotations and videos at the start of class starts discussion and helps students learn critical thinking skills.

*International*

EMPTY

**Concurrent Session IX**

**Saturday, Feb. 16**

**9:00 – 9:45**

*Barclay*

S. Kristi Castro, Midlands Technical College

“Tell Me What You Eat, and I Will Tell You Who You Are: Using the Rhetoric of Refrigerators in English 101”

Rhetoric and food may seem like strange partners, but they can work together to engage English 101 students. French physician and gastronome Jean Anthelme Brillat-Savarin said, “Tell me what you eat, and I will tell you who you are.” This presentation illustrates the way students can use refrigerators, photographs, videos, and food packages to better understand themselves. These assignments can motivate students to draw conclusions, to make connections, and to embrace rhetoric to think critically.

*Landsowne*

Christopher Hastings, Southwest Tennessee Community College; Aleathea Conner, University of Memphis

Cultural Conceptualizations: Cultural Linguistics in the Language Classroom

This session will introduce teachers to the study of Cultural Linguistics through two activities, which participants can immediately replicate in their own classes, designed to help students recognize differing cultural conceptualizations in their own languages and make the connection between language, culture, and thought.

*Auburn*

Julie Trotter, Almance Community College

“Preparing Students for the Workforce or for Transferring to a University: What an English Teacher Can Do”

As students transfer to universities or enter the workforce, they need quality resumes, scholarship letters, admission essays, and cover letters that achieve results. Mastering online communication from Facebook or LinkedIn accounts to the myriad of job search websites is also key to student success. In this session, participants will learn to pair traditional English assignments such as the reflective essay and annotated bibliography with required job or university admission documents. Samples of assignments and resources will be shared.

*Galaxie*

Christina McGee, Murray State University

“What I Can No Longer Keep Silent”

Working from the position that writing arguments give students agency to become active, engaged, and informed citizens, the use of multimodal composition coupled with autonomy in topic choice allows students freedom to express a topic they can no longer keep silent.

*International*

Amber King, Anna Britt-Begnaud, Robin Lowe, Itawamaba Community College

“Persuasive Stories: Using the Narrative to Teach Argumentation with Research”

This session explores how to teach argumentation skills through creative, first-person narratives. This approach encourages students to let their research guide their argument rather than cherry-picking sources to support their bias. We will show how we address the rhetorical triangle, logical fallacies, research techniques, recognition of other perspectives, and the “call to action” that ends a good argument. We will share example essays and instruction materials.

**Concurrent Session X**

**Saturday, Feb. 16**

**10:00 – 10:45**

*Barclay*

Christie Rodgers and Rhea Lawton, Southwest Tennessee Community College

"’Strategies That Work’ Giving Students the Reading Strategies They Need to Improve Comprehension”

“Strategies That Work” will enhance your students’ abilities in the areas of comprehension, curiosity, and questioning what is read. More than a million teachers have benefited from the practical and fundamental advice that will be presented in this session. Based on the research and publications of Stephanie Harvey and Anne Goudvis, this presentation is designed to give powerful strategies which will help instructors teach students some of the most effective ways to analyze, critically think, and evaluate textual evidence. Students must be able to understand how activating background knowledge and using personal experiences enhances one’s ability to effectively understand and comprehend articles, journals, and texts. Activating these simple strategies will give students the tools they need in every class. Participants will be able to rapidly implement these strategies next week!

*Landsowne*

Gary Beagle, Southcentral Kentucky Community and Technical College

“Using Pop Culture in Literature Classes to Increase Student Engagement”

Incorporating pop culture into Introduction to Literature classes is an excellent way to get the students invested in the material. If they can relate it to things they are familiar with they are much more likely to retain the material. This session explores ways to engage students by using things they already know and love to spark an interest in classic literature.

*Auburn*

Thomas Geary, Tidewater Community College

“Soundwriting in First-Year Composition”

I propose integrating soundwriting - thinking through and with audio - as a pedagogical tool in first-year composition that encourages playful innovation and reflection in the writing process, particularly as invention and revision. A writing process that relies on sound and voice can promote associative logic and juxtaposition, raise awareness of pacing and writing voice, serve as a springboard to a remix between modes, and/or help students overcome their fears about academic composition.

*Galaxie*

Ann Nicodemi, Julie Barcroft, Joel Henderson, Adrienne Kaufmann, Erica Lux, Chattanooga State Community College

“Dreaming of a Job: Bridging the Experience Gap through a Post-Master’s Fellowship Program at Chattanooga State Community College”

In an extremely competitive work environment, employers in higher education are looking for candidates with a wide variety of experiences and qualifications. But how do graduates get experience when no one will hire them due to lack of experience? Chattanooga State has attempted to address this problem by converting a tenure-track faculty line into a special new temporary position: a Post-Master’s Fellowship. Presenters will share what they have learned in the last year and a half, and also their goals and vision for the future of this program. At a minimum, attendees will gain renewed respect for the importance of mentorship within the profession, but hopefully some attendees will also begin to consider proposing a similar position at their own institution.

*International*

EMPTY