

POINT & COUNTERPOINT

Converging Fugues within Composition and Community

TYCA-West Conference 2009

Salt Lake Community College

Salt Lake City, Utah

October 9-10

TYCA-West Board

Carol Hammond, Yavapai College
Brittany Stephenson, Salt Lake Community College
Ron Christiansen, Salt Lake Community College
Mary Verbout, Yavapai College
Levia Hayes, College of Southern Nevada
Louise Bown, Salt Lake Community College
Jason Pickavance, Salt Lake Community College
Shelley Rodrigo, Mesa Community College
Stephanie Dowdle, Salt Lake Community College

Sandie McGill Barnhouse, Rowan-Cabarrus Community College, TYCA Chair

The soul is so far from being a monad that we have not only to interpret other souls to ourself but to interpret ourself to ourself.

T.S. Eliot

Conference Schedule

Friday, October 9

7:30 am – 9:00 am Registration and Breakfast OAK ROOM

9:00 am – 11:30 am General Session OAK ROOM

Welcome: Dr. Joe Peterson Vice President of Instruction, Salt Lake Community College
TYCA Business: Brittany Stephenson
Keynote Speaker: Deborah Holdstein

11:30 am – 12:30 pm Lunch OAK ROOM

12:40 pm -2:00 pm Breakout Session 1

1. Hayes (College of Southern Nevada), Henkel (College of Southern Nevada) *Comic Books and Visual Literature: Superpower or Kryptonite?*

A semiotic exploration of the exceptional literary contribution of the signs and symbols incorporated in the words and text of comic books and graphic novels in this not-so-new literary form.

SC 221/223

2. Watanabe (University of Utah), Searle (University of Pennsylvania) *A chance to tell your own story: critiquing discourses in and through a multimodal composition*

In light of our observations as practitioner–researchers, we argue that multimodal pedagogies provide students with access to shifting conceptions of audience and identity and give them new tools with which to tell their stories and navigate academic conventions.

SC 219

3. Rousculp (Salt Lake Community College), Malouf (Salt Lake Community College) *Being a Good Two-Year College Neighbor: Writing Centers and the Community*

This panel discussion posits that higher education institutions—in particular, those that are publicly funded—have an obligation to be a “good neighbor” and make available alternative learning environments for people in the community.

PRESIDENT’S ROOM

4. Arendt (Utah Valley University) *Using Open Educational Resources in the Basic Composition Classroom*

We will explore how Open Educational Resources foster learning and the acquisition of competencies in both teachers and learners

AD 226

2:10 pm – 3:30 pm Breakout Session 2

1. Cardinal (Western Washington University), McLain (Western Washington University), Warnke (Western Washington University) *Remediating *Rewriting: *Forwarding Joseph Harris in a Digital World*

This panel details the efforts of three graduate composition instructors to “forward” *Rewriting* in ways that go beyond the text to gain new readers, namely our first-year composition students at Western Washington University.

SC 221/223

2. Goodman (Truckee Meadows Community College) *Building a Reading Program - from Dirt to Cyber Space*

Six years ago Truckee Meadows Community College had only one reading course, which hadn't been taught in years. Today we have over a dozen thriving reading courses spanning developmental to upper division

SC 219

3. Holdstein (Columbia College Chicago) *Submitting papers to CCC and TETYC*

Bring manuscripts and proposals to received feedback from the current CCC editor.

PRESIDENT'S ROOM

4. Mantyla (Salt Lake Community College) (30) *Real Grammar at the college level*

This presentation focuses on how to help students master a broader repertoire of structural choices so they can make decisions based on effectiveness—and begin to think about grammar as part of their rhetoric.

Grover (BYU Idaho) (30) *Pedagogical Outcomes Drive Technological Decisions*

I believe technologies can provide the flexibility to realize not only content outcomes, but also pedagogical outcomes. They can also be adapted to meet the needs of the content, teacher, and student.

AD 226

3:40 pm – 5:00 pm Breakout Session 3

1. Phillips (University of Utah) (30) *Cracking the code: students entering discourse communities through People focused research*

My study will look at approximately forty FYC (Writing 2010, U of Utah) students' negotiation of the sometimes-treacherous path described by Bartholomae, that of entering a discourse community via a research project.

Clifton (Arizona State University) (30) *Gaming First Year Composition: Enticing Students Through Play to Engage in Participatory Discourse Communities*

This presentation will illustrate how the very nature of game design forefronts writing as an iterative process, situates multimodal writing within a discourse, and creates an immediate participatory feedback loop between designers and players.

SC 221/223

2. Henry (Utah Valley University) (30) *Teaching the Rhetorical Context: Three Models of Triangulation and Dramaturgy*

This presentation explains previous models of rhetorical contextualization, while discussing a new third option, a modified version of Goffman's "dramaturgical perspective," for classroom instruction, an option which can help students to uncover many more rhetorical tendencies and a much greater depth of context than previously considered in the classroom.

Gardner (Salt Lake Community College) (30) *The Effects of Working as a Peer Tutor on Community College Students*

Using interviews with community college peer tutors, this presentation explores the positive impact that working in a writing center has on community college students.

SC 219

3. Dahlman (University of Hawaii at Manoa) (30) *Grading with my eyes closed: An argument for full-credit grading*

Backed by empirical data from a 2008-2009 study of FYC ENG100 students and pedagogical practices, this presenter will demonstrate the effectiveness of full-credit grading from both the students' and this instructor's perspective.

Lewis (Salt Lake Community College), Butler (Salt Lake Community College) (30) *It's Not Just a Joke: Using Satire in the Composition Classroom*

Since many composition assignments require students to research and write about social problems, analyzing satire in the media offers instructors a tool to teach rhetorical theory and application in a meaningful and enjoyable way.

PRESIDENT'S ROOM

4. Rodrigo (Mesa Community College) (30) *MyTech: Using Technology to Support At Risk Two-Year College Students*

This presentation reports on a "failed" study of providing "at risk" community college students with the knowledge of portable and web-based applications and how they impacted student learning and success.

Combs (Dixie State College) (30) *"Not Just Another Pretty Page: Wikis as Teaching Tools in First Year Composition*

In this presentation, I explore the benefits of using wikis in first year composition. Times have changed. We no longer teach writing in a "monotone" world.

AD 226

Saturday, October 10

7:30 am – 8:30 am Registration and Breakfast OAK ROOM

8:40 am – 10:00 am General Session OAK ROOM

Keynote Speaker: Joe Harris

10:10 am -11:30 am Breakout Session 4

1. Gardner (Salt Lake Community College), Paine (University of New Mexico), Roen (Arizona State University), Glau (Northern Arizona University), Rose (Arizona State University) *Community College Writing Programs and the Council of Writing Program Administrators: What We Can Learn from Each Other*

The Council of Writing Program Administrators (CWPA) believes that it is important to broaden the base of its membership to include more people from two-year colleges and to build a dialogue between key professional organizations such as TYCA and its regional affiliates.

SC 221/223

2. Standish (College of Southern Nevada), Quinn (College of Southern Nevada), Elison (College of Southern Nevada), Ziebell (College of Southern Nevada) *Composition in Las Vegas: A Sadly Convergent Fugue*

What happens in Las Vegas definitely stays in Las Vegas. Perhaps the business industry values the truth of this nationally-broadcast commercial aphorism, but the education industry does not. What happens here is this: in their local context, students have little or no comprehension of the use and value of the sustained written word.

SC 219

3. Fernley (Salt Lake Community College) (30) *Teaching the conflicts in Queer Studies*

How to use the core debates to keep queer studies from ossifying into an academic discipline of essentialized knowledge.

Jones (University of Wisconsin-Stout) (30) *Embracing diverse communities in the composition classroom through the study of "Others."*

This paper and presentation will address classroom practices and assignments I've used to expand students understanding of the diversity of cultures, such as the Hmong, in the local community that are outside the culture of the university.

PRESIDENT'S ROOM

4. Rodrigo (Mesa Community College) *If I read another "bad" paper, I'll scream! Developing Multi-Modal Assignments*

The ease with which a student can copy and paste information from the internet has made faculty frustrated with assigning traditional term or research papers. The primary rationale for this workshop is to inform faculty on how a variety of web-based applications work and so they might critically use them for alternative assessment activities.

AD 226

11:40 am -1:00 pm Breakout Session 5

1. Glau (Northern Arizona University), Roen (Arizona State University), Rankins-Robertson (Arizona State University) *Writing about Family History in the Basic Writing Classroom*

To make room for family discourse, teachers can expand definition of “academic discourse” to include writing that serves students needs in not only the academic arenas of their lives but also the professional, civic, and personal.

SC 221/223

2. Wells (University of Arizona), Berry (University of Arizona) *Narrative strategies that help student integrate not only Reading, ‘Riting, ‘Rithmetic, Science, and the Arts, but also their life experiences*

Drawing on Susan Griffin’s notion in “Split Culture” that contemporary academic practices foster the splitting of mind and body, thought and feeling, in addition to compartmentalizing and closing off knowledge, this workshop session will share practices of writing that help students integrate life experiences into academic work.

SC 219

3. Hammond (Yavapai College), Verbout (Yavapai College) *Academic Integrity: Institution-wide strategies*

While a myriad of on-line tools are available to help composition instructors teach the mechanics of documentation and catch the students who plagiarize, is there a way for community colleges to take a more positive approach?

PRESIDENT’S ROOM

4. Bickmore (Salt Lake Community College), Pickavance (Salt Lake Community College) *Digital Dystopias/Utopias: Writing’s Fall or Rise*

Presenters will offer perspectives on this debate: New forms of digital writing and communication have generated radically divergent responses. Digital dystopians like Mark Bauerlein argue that digital technologies of communication are producing , to take the title of Bauerlein’s recent book, *The Dumbest Generation*, while digital utopians like Andrea Lunsford and Kathleen Blake Yancey believe we are entering the “age of composition.”

AD 226

1:00-2:00 Lunch OAK ROOM

Keynote Speakers

Deborah Holdstein

Deborah H. Holdstein is Dean of the School of Liberal Arts and Sciences and Professor of English at Columbia College Chicago. She has published widely in such areas as film, literary studies, and rhetoric and composition; until December, 2009, she continues her term as Editor of the premier journal in rhetoric and composition, *College Composition and Communication*. Her books include *On Composition and Computers*; *Rhetorical Choices*; *The Prentice-Hall Anthology of Women Writers*; and her most recent volume, *Judaic Perspectives in Rhetoric and Composition*. Deborah Holdstein also serves as a consultant to colleges and universities and directs the Consultant-Evaluator Program of the Council of Writing Program Administrators. As editor of CCC she inaugurated the first print-online relationship between CCC and CCC Online. She also inaugurated the section of the journal called "Re-Visions" which was devoted to analyzing the history of the field and reminding readers of "our pedagogical and scholarly lineage" (her words). She made considerable effort in the pages of the journal to maintain a constructive relationship between the scholarship of pedagogy and more traditional scholarship.

Joe Harris

Joe Harris is an associate professor in the English Department at Duke where he directed the writing program from 1999-09. In his own words, "I have centered my career on teaching academic writing and directing college writing programs." This is evident in his published works and service. His seminal book, *A Teaching Subject: Composition Since 1996*, explores the history of composition in five key terms. Also, he has written a series of articles arguing for more support for the work of students and teachers of writing. In his most recent book, *Rewriting: How to Do Things with Texts*, offers students a set of strategies for making "strong and generous use" of the writing of others in their own prose. Currently he is working on a book about how the teaching of writing has been portrayed in fiction and film. Additionally, he is currently the Series Editor of *Studies in Writing & Rhetoric* and on the Editorial Board of premier journal in rhetoric and composition, *College Composition and Communication*.

Exhibitors and sponsors OAK ROOM

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