

2008 TYCA- West Annual Conference

Reaching Across Communities: Service in and out of the Classroom

Friday, October 10 & Saturday, October 11
Valley Verde Campus of Yavapai College
Clarkdale, Arizona

The theme for TYCA-West’s 2008 conference centers on service—within classrooms and faculty groups, among widening circles of the community and profession, as well as across nationalities and other discourse communities.



How do we:

- promote “giving” and “giving back” through curriculum design, assignments and teaching strategies, collaborations and assessments?
- Foster collegiality within our departments?
- Mentor new faculty?
- Encourage professional affiliations?

TYCA – West is a regional affiliate of **NCTE** | The National Council of Teachers of English
TYCA unites teachers committed to the teaching and study of English in the two-year college,
to advancing the profession, and providing a national voice for the two-year college in postsecondary education.

Conference Calendar

Friday October 10, 2008

- 7:45-8:45am: Breakfast (M-137)
 - 9:00-11:00am: General Session/Keynote
 - 11:10am-12:30pm: Breakout Sessions
-

- 12:30-1:30pm: Awards Luncheon (M-137)
 - 1:30-2:50pm: Breakout Sessions
-

- 3:00-4:20pm: Breakout Sessions
-

- 4:30-5:50pm: Breakout Sessions
-

Saturday October 11, 2008

- 7:45-8:30am: Breakfast (M-137)
 - 8:30-10:30am: Workshop Sessions
-

- 10:40am-12:00pm: Breakout Sessions
-

- 12:00-1:00pm: NCTE/TYCA Greetings Luncheon (M-137)
- 1:00-2:30pm Round Table Discussions

Acknowledgements

We couldn't put on this conference without the help of many people.

- The Yavapai College community, for hosting the conference. Special thanks to the **Office of Academic Affairs** and **provost Dr. Utpal Goswami** for covering facilities fees.
- **Kirsten Adaniya**, Yavapai College, Prescott campus & **Teresa Schwickerath**, Yavapai College, Verde campus; they are the folks who have done all the behind-the-scenes work on completing forms, doing walk-throughs, talking to facilities, etc.—all above-and-beyond their usual duties. Without them...there would be no conference!
- **Nancy Schafer**, Yavapai College; local site coordinator and negotiator extraordinaire with the caterer.
- **Mary Verbout**, Yavapai College; TYCA West Awards and also has helped with a lot of prep work, including a trip to the Verde on local arrangements.
- Shelley Rodrigo, Mesa Community College; master planner and whip-cracker on getting proposals in for a full schedule of presentations and workshops.
- Jason Pickavance from Salt Lake Community College; maintaining the website and acting treasurer.
- Brittany Stepheson, Salt Lake Community College; coordinating the communication with book publishers.
- **Carol Hammond**, Yavapai College; conference chairperson and “she-who-got-it-all-done”!

Conference Program

Friday October 10, 2008

7:45-8:45am: Breakfast (M-137)

9:00-11:00am: General Session/Keynote

Value-Creation in the 21st Century Two-Year English Classroom (M-137)

- Dale Allender, Director of NCTE-West

Teaching and learning can and should be an act of value-creation. In the 21st century, individuals and communities in local geographies and beyond are in dynamic communication. This occurs due to social networking, travel of all sorts and other broader political and economic factors. Narrative and the technology and media that crafts, expands, duplicates, and distributes story enable and challenge us to make our teaching responsive to primary audiences—our students; secondary audiences—their communities; society and the world. Teaching and learning should be one whereby we understand narrative and tools of technology and media to build academic knowledge while constructing or contributing something meaningful on personal, communal and societal levels.

Dale Allender spent five years teaching in middle schools and high schools in Milwaukee and Iowa City and a year as an adjunct professor at Grinnell College in Iowa before coming to NCTE. He is helping NCTE in its advocacy efforts on behalf of teachers, and is promoting and helping to answer the needs of urban teachers. He contributes his expertise to NCTE's *Classroom Notes Plus*, a practical publication of teaching ideas for the secondary level, and to *The Council Chronicle*, NCTE's membership newspaper.

11:10am-12:30pm: Breakout Sessions

Reaching Into the Student Experience: An Ethnographic Exploration of Retention in First Semester Composition (M-202)

- Ron Christiansen, Salt Lake Community College
- Brittany Stephenson, Salt Lake Community College

This presentation seeks to explore student retention in English 1010, a major front-door course at SLCC, through an extended year-long ethnographic study. As Vincent Tinto establishes in “Stages of Departure: Reflections on the longitudinal character of student leaving,” “the forces that shape departure during the first year of college, especially during the first six weeks of the first semester, are qualitatively different from those that mold departure in the latter years of college” (439). Our presentation will discuss the unique forces which both contribute to potential student success in English 1010 as well as early departure. We are particularly concerned with how students “take up” our pedagogical practices in ways that create experiences of success and also how the implementation of our pedagogical practices can be adjusted to counteract early departure. We hope to provide and discuss information and resources for both faculty and students which will enhance the learning environment and facilitate greater student success.

Mining Our Own Resources: In-Service Alternatives to Formal Professional Development (M-205 GIFT)

- Carol Hammond, Yavapai College
- Gennie Fuemmeler, Yavapai College
- Jill Fitzgerald, Yavapai College

College-wide professional development days often use expensive outside experts who may not understand the institutional culture or specific needs of faculty. This presentation will share ideas that use "in-house expertise" to promote collegiality, foster informal discussions of teaching strategies, and provide a range of service opportunities for faculty. Included in the presentation:

1. "Sip 'N Stew"--weekly coffee chat, informal conversation around professional readings. This year's topic: Greta Nagel's book *The Tao of Teaching*.
2. "Pass the Hat"-- a variety of division-level strategies for continuous professional development, such as division retreats and Bi-weekly division meetings "pass the hat" of responsibilities for chairing, note-taking and providing "teaching moments."
3. GIFT Center--"Great Ideas for Teaching Center" funded by the College and identified in its strategic initiatives but driven by faculty. Includes a physical space, website, advisory committee to design faculty forums, "ask an expert" faculty assistance, and twice-yearly learning institutes.

Textbook Publisher Display (M-137)

12:30-1:30pm: Awards Luncheon (M-137)

1:30-2:50pm: Breakout Sessions

Enhancing Student Learning: Manifestations of Anxiety in the Writing Classroom (M-202)

- Louise Bown, Salt Lake Community College
- Sue Briggs, Salt Lake Community College
- Jennifer Courtney, Salt Lake Community College
- Stephanie Dowdle, Salt Lake Community College

Our presentation will focus on the results of a study that we conducted this past year in numerous sections of beginning and intermediate composition courses that sought to identify manifestations of anxiety and understand how to interpret those behaviors in ways that enhance student learning. We were looking to see if and how anxiety manifests itself differently for different cultural groups in the writing classroom as well as how writing teacher practices affect anxiety among those groups. Our discussion will include both our initial expectations of the research and our findings. We will discuss specific elements from our survey, such as how students respond to questions about various in-class activities, assignments, group activities, and interactions with writing instructors. As a result of our findings, we have suggestions about curriculum design and teaching methodology. Additionally, we are collaborating with colleagues in the department, particularly colleagues that are studying retention in 1010 and our presentation will include insights about how our findings overlap and how those overlaps impact our curriculum and writing program.

Meeting at the Margins: How Basic Writer Respond to Teacher Comments (M-201)

- Carolyn Calhoon-Dillahunt, Yakima Valley Community College

In Nancy Sommers' landmark study of Harvard student writers, she explored the impact teacher comments have on students' writing development, recognizing that "feedback, more than any other form of instruction, shapes the way a student learns to write." Over the past several years, a colleague and I have conducted several small empirical studies to better understand basic writers' attitudes and rhetorical responses to teacher feedback as well as an in-depth analysis of how several basic writers have understood, reacted to, and used teachers' written comments for revision.

Getting Wired with Google Apps (M-203)

- Devon Adams, Basha High School & Mesa Community College

Teaching various information and techno-literacies with tools like del.icio.us and Google Applications helps both better engage and facilitate reluctant English learners. During this presentation a high school teacher, and adjunct community college instructor, will talk about how and why he incorporated these various tools into his classes. He will also share the results of evaluation and assessment studies of how the technologies are helping students achieve learning outcomes.

Textbook Publisher Display (M-137)

3:00-4:20pm: Breakout Sessions

***Developing Empathy One Course at a Time: Traditional Students Encounter the First Americans and Write Multi-Voiced Narratives* (M-202)**

- Edith Baker, Bradley University

Students at a midwestern university came to my Spring 2008 general education class "Introduction to Native American Literature" course full of stereotypes of the first Americans: American Indians are stoic, humor-less, vanishing, close to nature, and brave. Within one semester I attempted to disabuse them of all those notions by employing pre-and post assessments of their knowledge, introducing them to literature primarily by Native Americans, requiring multiple modes of writing, and establishing peer groups for investigation into the required literature. My contemporary pedagogy includes writing to learn, self-assessment of knowledge gained and writing abilities, reflective writing, imitation of Momaday's multiple-voiced narrative in *The Way to Rainy Mountain*, collaborative and peer work (based on Bruffee's theories), discussion, and historical research. The combination of all these methods has helped students write in their post-assessments of course knowledge that they have come to understand the history of treatment of Native Americans in the United States of America more completely. In my presentation I will provide handouts of the course syllabi, writing assignments, sample student papers (with their permission), and assessment form.

***Sharing Online Tips, Tricks and Best Practices* (M-203)**

- Joan Fisher, Yavapai College

Let's exchange our best online learning ideas in a discussion based session. As a means to start the discussion, Yavapai College English Instructor, Joan Fisher, will present her online Introduction to Shakespeare course which features streamed media, crossword puzzles, YouTube videos, links, and other multi-media items. Come ready to share and learn.

***Textbook Publisher Display* (M-137)**

4:30-5:50pm: Breakout Sessions

Swimming in a Sea of Ignominy: Professional Growth Lifelines for Adjunct Faculty (M-202)

At Arizona State University, we have developed some unique professional growth activities for non-tenure track, contingent composition faculty. In our presentation, we will share our experiences and our research into what other colleges across the country are doing to meet the needs of temporary faculty. Our panel of three speakers will address the following concerns.

- *Current Practices: Faculty Development for Contingent Faculty* (Susan S. Davis, Arizona State University)
- *Imagining Solutions: Assessing and Responding to Adjunct Faculty Needs* (Wendy M. King, Arizona State University)
- *Beyond “the Basement”: A Conference Retreat for Contingent Faculty* (Virginia Simmon, Arizona State University)

Multimedia Infused Freshman Comp (M-203)

- Alisa Cooper, South Mountain Community College

Come see how the new generation of freshman composition courses use podcasting, video, still images and interactivity to engage students in the writing process. Using various Web 2.0 tools, see how podcasting can be used not only as a mode of delivering content, but also as a mode of interaction between faculty and students. Video is used not just as a prewriting activity, but also as a mode of expression and argument. These and many others can be accomplished with little training and inexpensive tools that many students already own.

Textbook Publisher Display (M-137)

Saturday October 11, 2008

7:45-8:30am: Breakfast (M-137)

8:30-10:30am: Workshop Sessions

Teaching in Triplicate: Developing Learning Communities Through English, Service Learning and Content Area Course Links (M-201)

- Dana Brown, Arizona State University
- Jan Kelly, Arizona State University

In an interactive workshop, presenters will provide models of content courses (such as composition, literature, creative writing, linguistics, science, art, math, Spanish, sociology) that Arizona State University links to semester-long, credit-bearing service learning internships and explain how these linked courses form a learning community that enhances student learning in all three courses. Workshop participants will be provided with an approach for designing these campus / community partnerships and asked to generate additional potential service and content course learning communities which would foster collegiality between English faculty and faculty of other discipline areas while benefiting their students and the larger community.

Writing Begins with the Breath: Embodying Your Authentic Voice (M-202)

- Laraine Herring, Yavapai College

There is no single secret to being a writer. The writing process creates a different path for all who take it. But writers in every genre, accomplished or novice, can learn to ask the deeper questions that will open up their craft. In this experiential workshop, we will learn how to sit in the chair and be with ourselves long enough to hear our own words and write without judgment. We will spend our class time generating new and authentic work, moving our bodies, and breathing. Whether you're a writer or a writing instructor, you will benefit from the techniques practiced in this session. You can use these exercises in your classroom as well as part of your own writing process.

Feed Your Read: RSS in the Writing Classroom (M-203)

- Shelley Rodrigo, Mesa Community College

Really Simple Syndication (RSS) is a way to help keep you and your students up to date with the most current information in your field. RSS is a way to help keep student work, and other information, organized and ready to use when you need it. RSS is a way to keep connected between you and your students. During this presentation you will learn RSS, set up a RSS aggregator, and start subscribing to some feeds.

Textbook Publisher Display (M-137)

10:40-12:00pm: Breakout Sessions

Family Writing in First-Year Composition and Beyond (M-203)

- Duane Roen, Arizona State University
- Sherry Rankins-Robertson, Arizona State University

We will discuss why family writing within first-year composition offers an opportunity for students to fuse personally invested writing topics with research-driven methods to construct projects that meet the goals of the Writing Program Administration Outcomes Statement. FYC students complete family writing projects that require fieldwork, including oral histories, as well as incorporation of secondary research. We will show how writing about family melds generations and cultures both inside and outside the classroom. In this presentation, participants will learn how family writing in FYC enriches student composition skills that will not only promote success within the academy, but also foster the opportunities to learn rhetorical writing strategies, conduct research, and develop writing that extends beyond the walls of the university.

Student Evaluations, Biases, and Teaching Lore: A Rhetorical Look at the Data (M-202)

- Regina Clemens-Fox, Arizona State University
- Greg Glau, Northern Arizona University

Question: If your college has separate ESL classes for International students, would you think that student evaluations would be, on average, better or worse than student evaluations for traditional first-year composition classes?

Question: If your college offers online first-year composition classes, would you think student evaluations would be, on average, better or worse than student evaluations for traditional first-year composition classes?

Question: On average, are student evaluations better or worse for female teachers than for male teachers, in first-year composition classes?

While there are contradictions in evaluation research on whether / how biases affect student evaluations of their teachers, preliminary data from our study indicates specific gender issues and confirms the notion that while some factors alone may be insignificant, collectively they are problematic. We will discuss the study, answer the questions above, and also discuss what kinds of ways teachers can take a rhetorical approach to solving the "evaluation problem" to improve learning and teaching.

Textbook Publisher Display (M-137)

12:00-1:00pm: NCTE/TYCA Greetings Luncheon (M-137)

- Carolyn Calhoon-Dillahunt, Yakima Valley Community College (TYCA Secretary)

1:00-2:30pm: Round Table Discussions

- Council of Writing Program Administrators, Arizona Chapter (M-203)
- TYCA West Executive Board Meeting (M-201)

Notes