



TYCA-SE

58TH ANNUAL

CONFERENCE

**TYCA-SE 2023**

CHATTANOOGA, TN



# WELCOME TO TYCA-SE 2023!

TYCA-SE Friends and Colleagues:

It's been thirteen years since we last held our annual gathering in Chattanooga and seven since Pellissippi State and Chattanooga State last teamed up to host our group in Knoxville. Much has changed since then for both our students and for us as their teachers. Like the 1920s, our current higher education situation involves overcoming attacks on social, political, economic, and even biological fronts. As we find ourselves teaching in the post-pandemic world of the 2020s, we invite you to join us this week in celebrating the perseverance and resilience that both we and our students have demonstrated by simply showing up day after day. We embrace the ideals of education to confront the problems of teaching in the current climate and to surmount the shifting contexts of our modern workforce, and that's cause for celebration.

Much has changed since we last had the privilege of welcoming you, our friends and colleagues, to east Tennessee, but many aspects of TYCA-SE remain immutable. In the days ahead, expect to be educated, entertained, inspired, embraced, and invigorated. If you're a veteran TYCA-SE conference attendee, you'll encounter much of what you've come to expect from our meeting, positive characteristics that have made our organization your professional home. If you're new to TYCA-SE, we can't welcome you warmly enough, and we hope that you'll have a fabulous time. We also hope that if you're not, you'll let one of us know. We want your experience to be a positive one and one that will make you join the ranks of those who return year after year.

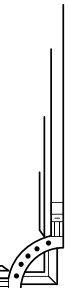
On behalf of the combined faculty of Chattanooga State Community College and Pellissippi State Community College, we want to welcome you to Chattanooga, Tennessee for TYCA-SE 2023, *The Roaring 20s: Celebrating a Century of Resilience*. The following pages are your guide to our 58th annual gathering. Within, you'll find an exciting array of professional development and networking opportunities that will allow you to briefly step away from the quotidian responsibilities of your academic semester. Please let us know if you have any questions or if there is anything we can do to enhance your experience in Chattanooga. Welcome! We're so glad you're here.

Program Chairs:

Teresa Lopez, Pellissippi State Community College  
Kelly Rivers, Pellissippi State Community College

Local Arrangements Chairs:

Joel Henderson, Chattanooga State Community College  
Erica Lux, Chattanooga State Community College





# SCHEDULE-AT-A-GLANCE

Hotel maps and room locations are available on page 44.

## Wednesday, February 22

- 5-7 pm Registration (Centennial Pre-Function, 2nd Floor)
- 8:30 pm-Midnight Chair's Reception (Billiards Room, 1st Floor)(See pg. 27 for details.)

## Thursday, February 23

- 8 am-5 pm Registration (Centennial Pre-Function, 2nd Floor)
- 9-11:30 am Pre-Conference Workshops (See pg. 9 for details.)
- 12:30-5 pm Publishers' Exhibits (Centennial Room, 2nd Floor)
- 1-3 pm Opening Plenary Session (Silver Ballroom, 2nd Floor)(Agenda on pg. 11)
- 3-5 pm Voting for REC Candidates (Centennial Pre-Function, 2nd Floor)(See pgs. 34-35 for candidate bios.)
- 3:15-4 pm Concurrent Session 1 (See pgs. 12-13 for details.)
- 4:15-5 pm Concurrent Session 2 (See pgs. 13-14 for details.)
- 7-10 pm Roaring 20s Party (Silver Ballroom, 2nd Floor)
- 9:30 pm-Midnight Hospitality Suite (Signal Room, 6th Floor, See pg. 10 for directions.)

## Friday, February 24

- 7-8:30 am Continental Breakfast in the Hospitality Suite (Signal Room, 6th Floor)
- 8 am-5 pm Registration (Centennial Pre-Function, 2nd Floor)
- 8 am-5 pm Publishers' Exhibits (Centennial Room, 2nd Floor)
- 8-11 am Voting for REC Candidates (Centennial Pre-Function, 2nd Floor)
- 9-9:45 am Concurrent Session 3 (See pgs. 15-16 for details.)
- 10-10:45 am Concurrent Session 4 (See pgs. 18-19 for details.)
- 11-11:45 am State Meetings (See pg. 17 for details.)
- 12-2 pm Annual Luncheon (Silver Ballroom, 2nd Floor)(Agenda on pg. 17)
- 2:15-3 pm Concurrent Session 5 (See pgs. 19-20 for details.)
- 3:15-4 pm Concurrent Session 6 (See pg. 21 for details.)
- 4:15-5 pm Cowan/Doster Award Session (Green Room, 1st Floor) (See pg. 27 for details.)
- 7-9 pm Creative Writing Reading (Chestnut Room, 1st Floor) (See pg. 10 for details.)
- 8 pm-Midnight Hospitality Suite (Signal Room, 6th Floor)

## Saturday, February 25

- 7-8:30 am Continental Breakfast in the Hospitality Suite (Signal Room, 6th Floor)
- 8-11 am Publishers' Exhibits (Centennial Room, 2nd Floor)
- 9-9:45 am Concurrent Session 7 (See pgs. 24-25 for details.)  
REC Meeting with Newly Elected Officers (Signal Room, 6th Floor)
- 10-10:45 am Concurrent Session 8 (See pgs. 25-26 for details.)
- 11 am-12 pm Closing Session (Silver Ballroom, 2nd Floor) (Agenda on pg. 38)



## City of Chattanooga

Mayor Tim Kelly

As Mayor of the City of Chattanooga, I am thrilled to welcome you to our great city for the 58th annual TYCA-SE conference!

Chattanooga's story is one of renewal—a fitting backdrop for this year's conference theme: "The Roaring 20s: Celebrating a Century of Resilience." Half a century ago, our city was choked by pollution, with dense fog rising from the smokestacks of our local foundries. But thanks to the vision and leadership of many in our community, today our riverfront is clean and vibrant, and our city is recognized worldwide for its stunning natural beauty and outdoor opportunities.



I hope that Chattanooga's resilient spirit inspires your discussions over the next several days, just as it inspires me as mayor each day. As educators, you play a pivotal role in the lives of your students, many of whom are on a nontraditional education path. By engaging in this conference, you're committing yourself to serving those students to the very best of their ability, so that they can build a more resilient and sustainable future for all of us - and I can't thank you enough.

Enjoy your stay with us here in Chattanooga, and be sure to visit us again in the future!

Sincerely,

Mayor Tim Kelly



Sponsored by



**Break out your tuxedo or your flapper dress and join us for an evening of food, drink, music, trivia, and more sponsored by our friends at Bedford/St. Martin's (Macmillan). Step back in time with live jazz, heavy hors d'oeuvres, and a cash bar. Period attire is encouraged!**

**7-7:45pm: Live music from The Gordon Inman Trio**

**7:45-8:45pm: Test your knowledge of the roaring 1920s and 2020s with Trivia Master Eric Swanson as a team or solo. Compete with your peers to see who can walk away as the champion of useless (but interesting!) facts.**

**8:45-9:30pm: Live music from The Gordon Inman Trio and last call**

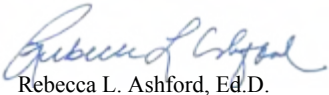


Welcome to the Two-Year College English Association Southeast Conference! We are so pleased to have Chattanooga chosen as the host city for this year's meeting.

This year's conference theme is *The Roaring '20s: Celebrating a Century of Resilience*. How fitting that the conference is being held at the historic Read House, which was recently renovated to reflect the opulence of the roaring 1920s. It is also appropriate that the theme of this year's conference is "Celebrating a Century of Resilience." After the last three years of weathering the storms of the pandemic, two-year college faculty have displayed an impressive degree of resilience.

As we move into our new world following the pandemic, we continue to see seismic shifts in education. The demand for higher education is waning as more people question the need to earn a college degree. There is a growing call to ensure education at all levels and in all disciplines to prepare students for a fast-paced and changing workforce. Today's learners are adept at using technology in the learning environment and expect to use mobile applications to enhance their learning. English faculty are challenged to find new ways of connecting the reading and writing process to the deeper humanity of our students for words and ideas to come alive, inspire, and connect us to one another. Indeed, the need to be resilient will continue into the foreseeable future.

I hope as you convene over the next few days, you will share thoughts and ideas on how you are displaying resilience in your classrooms and challenging today's students to think, learn, and grow in this fast-paced, ever-changing world.



Rebecca L. Ashford, Ed.D.  
President



Dear TYCA Southeast Members, Colleagues, and Friends,

Welcome to Chattanooga! I'm confident you will find many opportunities to enjoy yourself in the Scenic City. Chattanooga is the fourth-largest city in Tennessee and is located between the Ridge-and-Valley Appalachians and the Cumberland Plateau. It offers an array of outdoor activities, a rich history, and an excellent variety of entertainment and dining attractions. I hope you enjoy your time at the conference and encourage you to visit us in Knoxville in the future.

The theme of this year's conference, "The Roaring 20s: Celebrating a Century of Resilience" feels especially relevant right now. Although Higher Education has endured many changes and challenges over the last century, it would be hard to identify a time in recent history that has required more collective resilience than the past few years. Many things have changed in our work and the world at large, but one thing remains the same: Education continues to be one of the most powerful ways to enact social change and increase upward mobility. It has been called the great equalizer, and for good reason. Regardless of what challenges arise in the world, education empowers people to meet them.

In her 2008 book, *Letter to my Daughter*, Maya Angelou wrote, "You may not control all the events that happen to you, but you can decide not to be reduced by them." As educators, our ability to pivot and adapt is crucial to the success of students. As English faculty, your role is essential in helping students develop the ability to communicate, understand, and navigate the many challenges ahead. You help prepare our students to think critically and develop their own sense of resilience in an ever-changing world.

We are grateful for your contributions and hard work. We hope you have a meaningful and rewarding experience at the TYCA-SE conference. I hope your participation energizes you and provides the tools, resources, and support needed to continue the important work you do.

Sincerely,



L. Anthony Wise, Jr.  
President





## CHARLES DODD WHITE

**Charles Dodd White** is the author of four novels and a short story collection. He has received the Appalachian Book of the Year Award and the Chaffin Award for his fiction. He lives in Knoxville, Tennessee, where he teaches English at Pellissippi State Community College. His memoir, *A Year Without Months*, is now available from West Virginia University Press.



## CAROLINE RANDALL WILLIAMS

**Caroline Randall Williams** is a multi-genre writer, educator, performance artist in Nashville, Tennessee, where she is a Writer-in-Residence at Vanderbilt University. Host of the Viola Davis-produced series *Hungry For Answers*, she is also co-author of the NAACP Image Award-winning cookbook *Soul Food Love*. Her debut poetry collection, *Lucy Negro, Redux* was turned into a ballet by Nashville Ballet, with an original score by Rhiannon Giddens. She performs her poetry as a member of the cast. The production made its television debut this year as part of PBS’s Great Performances series. Named by *Southern Living* as “One of the 50 People changing the South,” and ranked by *The Root* as one of the 100 most influential African Americans of 2020, the Cave Canem fellow has been published and featured in multiple journals, essay collections and news outlets, including *The Iowa Review*, *The Massachusetts Review*, *Cherry Bombe*, *Garden and Gun*, *Essence*, and the *New York Times*.



## Pre-Conference Workshops

**“Beyond the Classroom: Developing Self-Sufficient Writers through Metacognition”**  
presented by Jennifer Duncan, Associate Professor of English at Perimeter College at Georgia State University (GA)  
**9:00-10:30am, Thursday, February 23, Crutchfield (2nd Floor)**

As we guide our students through the writing process, what skills are they actually taking away from our class? What techniques can we use to teach writing and to train our students to be independent writers and thinkers once we are no longer around to guide or assess their work? Let’s talk about strategies for increasing student self-reflection and metacognition - strategies that will encourage life-long, independent writers, strategies that will take them beyond our classroom.

**“Teaching and Learning Apps That Will Have Your Students Roaring Like It’s the 20s (The 2020s)!”**  
presented by Sean Glassberg, English Instructor and Director of Faculty Development at Horry-Georgetown Technical College (SC)  
**9:00-10:30am, Thursday, February 23, Gold (2nd Floor)**

Some of our more experienced English faculty members were born closer to 1920 than 2020, but many of our younger students weren’t even born in the 20th century. Today’s students learn in a much different environment than the one in which we learned, and we need to use the tools at our disposal to meet them where they are: in a digital mobile world. In this workshop, we’ll explore how to effectively use Remind (a messaging tool), Screencast-o-matic (a screen recording tool), Padlet (a communication board), Flip (a video communication tool), and a few other apps to help your students learn and stay engaged. Bring your laptop for maximum benefit!

**“Celebrating 100 Years of Resilience in the Visual Arts”**  
presented by Adera Causey, Curator of Education at the Hunter Museum of American Art  
**10:00-11:30am, Thursday, February 23, Meet in hotel lobby at 9:45am**

Join a curated tour of the Hunter Museum’s nationally-recognized collection of American art for an exploration of resplendence, resistance, and resilience in works by artists from the 1920s, featuring the art of Black Southerners Nellie Mae Rowe and Beauford Delaney. Linger after the tour to browse the rest of the collection and then head to lunch at your own expense in the adjacent Bluff View Art District before returning to the Read House for the opening session. For more information on the Hunter, visit <https://www.huntermuseum.org/>. The cost of the tour is \$10.

## Hospitality Suite

Start and end your day in the Hospitality Suite on the 6th floor's Signal Room.

(Directions: If you are staying in the Manor side, take the elevator to the 6th floor, go straight off the elevator, and the room is down the hall on the left. For anyone staying in the Tower side, you will need to come down to the lobby and walk towards the pool/fitness center to take the Manor Elevators up to the 6th floor.)

### Breakfast:

Friday and Saturday, 7-8:30am

Come enjoy coffee, juice, tea, pastries, fruit, and more.

### Late-Night Fun:

Thursday, 9:30pm-midnight

Friday, 8pm-midnight

Don't go to bed before hitting our late-night hangout for food, adult beverages, and fellowship.

## Opening Session Plenary Agenda

THURSDAY, FEBRUARY 23, 1-3 PM  
SILVER BALLROOM

**President: Teresa Lopez, REC Chair**

**A Bessie Smith Musical Welcome: Neshawn Calloway**



Neshawn Calloway is in her 27th year of teaching and her 22nd year as Vocal Music Director at Center for Creative Arts (CCA) where she conducts six vocal ensembles. Her vocal ensembles consistently score superior ratings at regional, state and national festivals and her students consistently place in regional and state honor choirs. Most recently, Neshawn was recognized by the CMA (County Music Association) Foundation as a music teacher of excellence. Neshawn and her students have performed with the Chattanooga Symphony, and she is scheduled to perform with them again later this month. As a performer, Neshawn is a frequent soloist in local churches and performs regularly with her band, Sound Advice. She is versatile in the genres of blues, jazz, gospel, classical and rhythm & blues. In 2012 she traveled to Hamm, where she performed a concert of jazz and blues to a sold-out audience. In May of 2023, she will return to Hamm with a group of students that will perform for audiences in Chattanooga's sister city.

**Welcome: Joel B. Henderson, Local Arrangements Co-Chair**

**Greetings: Dr. Rebecca Ashford, President of Chattanooga State Community College**

**Greetings: Sarah Z. Johnson, National TYCA**

**Introduction of REC: Teresa Lopez, REC Chair**

**Introduction of REC Candidates: Susan Slavicz, REC Nominating Committee Chair**

**Selection of new Nominating Committee members: Susan Slavicz, REC Nominating Committee Chair**

**Adjunct Travel Awards: Charles Smires, REC Treasurer**

**Cowan and Doster Awards: Doug Branch, REC Awards Chair**

**Introduction of Speaker: Ines Gibson, Pellissippi State Community College**

**Speaker: Charles Dodd White, Pellissippi State Community College (See pg. 8 for bio.)**

**Conference Updates: Erica Lux, Local Arrangements Co-Chair**

**Program Updates: Kelly Rivers, Program Co-Chair**

**Door Prizes: Sarah Page, Chattanooga State Community College**

## Creative Writing Reading

FRIDAY, FEBRUARY 24, 7-9PM, CHESTNUT ROOM (1ST FLOOR)

HOSTED BY DR. KIERSTYN LAMOUR, PELLISSIPPI STATE COMMUNITY COLLEGE



Dr. Lamour is a full-time faculty member in the English Department at Pellissippi State Community College in Knoxville, Tennessee, and she currently serves as the Creative Writing Club mentor for its Magnolia satellite campus. She holds degrees in creative writing from Michigan State University (BA) and the University of Tennessee (MA) in poetry, and she completed her Ph.D. in Film, Literature, and Gender Studies from UTK in 2018. The poems published in her master's thesis, "Appeasing the Animal," explore grief and resilience alongside the challenge to seek beauty among the sometimes broken, ordinary, or banal minutiae that can overwhelm and delight the suburban life of a married/woman/mother of three.

Dust off that manuscript you've been saving and join your TYCA-SE colleagues for our annual creative writing night on Friday, February 24, from 7-9pm in the Chestnut Room (1st Floor). After your evening out on the town, come back to the hotel for delicious desserts and delightful works. We'll have a selection of featured readings and an open mic for you to share your own creative works in progress.



Thursday, February 23

**CONCURRENT SESSION 1 (3:15-4:00 PM)**

**Roundtable: “It’s ChatBot Fighting Time!”, or How Many Advanced Degrees Does It Take to Outsmart AI?** | Elizabeth Rogers | Florida Gateway Community College-FL | Chestnut  
We’ve all had those papers: the ones mom “helped” with, those suspiciously using apostrophes and semicolons correctly, and those that sound eerily familiar to another, say, from last semester. Plagiarism is a perennial concern for us as writing instructors, but now there’s a new kid—err, bot—in town, and it’s not playing fair. Much has been made recently of the AI bot ChatGPT and its threats to writing and academic integrity. While the conflict between AI and composition isn’t exactly new, many see ChatGPT as a more formidable adversary for writing instructors. This roundtable, in addition to providing some brief overview of ChatGPT itself, seeks to come away with a set of strategies and resources you can share with other instructors at your institution to beat the bots!

**HIPs Are the Bees Knees: Implementing High Impact Practices in Two-Year English Courses** | Danielle Steele and Rachel Wall | Georgia Highlands College-GA | Gold  
The use of High Impact Practices (HIPs) in courses has been linked to increased skill mastery and learning success, particularly with underserved populations. However, the process of implementing these practices into a course can often feel daunting. In this workshop, three instructors from Georgia Highlands College will share how they included HIPs into their composition and literature courses. The session will focus on inclusion of service learning, undergraduate research, and public demonstration of knowledge, with each instructor sharing tips and best practices along with how they developed their own courses. You are sure to come away from this session thinking HIPs are the bees knees and with ideas to implement the practices into your own courses.

**Sharing Lessons in Culturally Responsive Pedagogy** | Marilyn Painter | Florida State College at Jacksonville-FL | Crutchfield  
This session will be dedicated to sharing lessons learned - and lessons implemented - as a result of my spending several years deeply engaged in trainings through Achieving the Dream (ATD), ACUE, and Lumen Learning Circles Fellowships; my participation in a college team (Building Capacity for Change, with the support of ATD) dedicated to scaling up culturally responsive teaching through creating a certificate program and an annual faculty retreat; and my own experiences implementing what I've learned in my own classes. I hope attendees will also share their thoughts and experiences during the session. Everyone will be able to find something helpful to take away from this session!



**Sell Me On It: A Practical Application of Rhetoric** | Christine Watson | Chattanooga State Community College-TN | West  
In the era of influencer marketing, it can feel like everyone is trying to sell us something. Our students are inundated daily with information and products on TV and social media. As consumers and producers, it’s important that they know how to identify effective and ineffective messaging. This session will focus on using multimodal projects to expand students’ understanding of rhetoric and apply their knowledge by creating their own advertising campaigns.

**Composition for the Post-Pandemic Age: It’s Time to Get Digital** | Rebecca Mullins | Big Sandy Community and Technical College-KY | East  
We have all heard the term multi-modal composition, yet this terminology often has students retreating in fear and questioning their skills as writers and arguers. What if we take away the term and simply say let’s go digital? What does that mean? How do we do that effectively? What do we need to consider when we write digitally? In this session, we will explore the answers to these key questions as I share my experiences of getting students over their initial reservations about writing digitally. Come prepared to share your experiences, ask questions, and become more comfortable with saying "Let's get digital."

**CONCURRENT SESSION 2 (4:15-5:00 PM)**



**Resilience: A Pedagogical Tool** | Elena Maria Fleggas | Wake Technical Community College-NC | Chestnut  
In the spring of 2020, the world stopped. Many educators were forced to reevaluate their pedagogical techniques, adapting their lesson plans to best teach, reach, and help students thrive at a distance and behind a computer screen. Having never taught online myself, I had to hone coping mechanisms I developed from my childhood and begin implementing these into the classroom and outside of it. I would like to a.) share these coping mechanisms with others and b.) hear what intervention strategies other colleagues also use to prioritize their mental health in this everchanging field. Ultimately, sharing these ideas and being receptive to others will make me a more effective educator for my students.

**Roundtable: Grace Doesn’t Live Here Anymore: Changing Expectations in First Year Composition** | Kelly Rivers, Tara Lynn, and Teresa Lopez | Pellissippi State Community College-TN | Gold  
According to Dr. Kenneth Ginsberg, and the American Association of Pediatrics, the healthy development of children and young adults requires seven key characteristics of resiliency. As college professors, we have seen how our students have dealt with the anxieties and obstacles of the pandemic. The post-pandemic community college environment has shifted to reveal that faculty and students now often have conflicting views of college-level work and expectations in our classrooms. But our new normal does not mesh with that of our students, and often, our administrations. We’ve been encouraged to be more flexible and to have “grace” for our students while being tasked with adding non-curriculum-based lessons into our already crowded composition courses. In our roundtable, we’d like to discuss the types of students and student expectations we’re seeing now, the problems we’re facing, and the challenges that lie ahead as we attempt to help our students (and ourselves) master Gilbert’s seven components of resiliency.





## Thursday, February 23

### CONCURRENT SESSION 2 (4:15-5:00 PM)

**Everything, Everywhere All At Once: Learning to Write Through Research** | Amber King | Itawamba Community College-MS | Crutchfield

The session will discuss an eight-week research project that engages beginning writers and teaches the basics of academic writing (creating an outline, writing for a specific audience, developing thesis statements and topic sentences, incorporating transitions, analyzing information, formatting a document, etc.) while the students simultaneously learn to conduct research, synthesize their findings, and write an essay with MLA citations. Students choose individual topics related to a common theme (for us, mental health), read articles, create interview questions from the articles, conduct interviews, and write profiles that they then incorporate into a formal essay. Students work collaboratively to create individual projects. The end result is a multi-paragraph research-based essay that examines a topic and the ways that topic is connected to the lives of the people around the student. I will share resources and excerpts from the research projects completed by ENG 1114 students in Fall 2022. (Spoiler: They're really good.)

**Teaching an Academically Challenging Children's Literature Course** | Mimi Hume | Greenville Technical College-SC | West

This session will review approaches to teaching Children's Literature in order to fulfill all requirements of a transferable literature class. We will review practices, approaches, and challenges.

**Rethinking Citations: Alternate Approaches to Teaching Plagiarism** | Tom Geary | Tidewater Community College-VA | East

From as early as elementary school, children are taught about the importance of respecting authorship and crediting others for their work. Yet, in college composition, one of the focal points - and often one of the most significant obstacles to success - is avoiding plagiarism. Though many faculty utilize detection software like TurnItIn, others have questioned whether academic citation needs to be reimagined. Many have argued that it has become a weaponized obstacle that fosters a culture of fear via policing rather than one of experimentation and learning. In a *Chronicle of Higher Education* article, Kurt Schick denounces plagiarism hysteria. Schick writes, "What a colossal waste. Citation style remains the most arbitrary, formulaic, and prescriptive element of academic writing taught in American high schools and colleges." In this interactive session, I question our definition(s) of plagiarism, inquire into applications of citation in modern forms of communication (e.g., multimodality, remixes, AI), and promote a practical, compassionate approach to academic writing that serves students' needs, particularly at two-year colleges.



## Friday, February 24

### CONCURRENT SESSION 3 (9:00-9:45 AM)

**Making the Grade: How Alternative Grading Can Improve the Composition I Experience for Instructors and Students** | Amy McDonald | Columbia State Community College-TN | Chestnut

In the past several semesters, I have been experimenting with alternative grading options for my Composition I classes and have tried both contract grading and feedback-only grading (sometimes called "ungrading"). Student response has been positive for both high-achieving and struggling students. The high-achieving students have reported that they feel freer to experiment and take chances with their writing, while the struggling students have said that they feel less pressure to achieve a grade and feel more support to improve their writing skills. As an instructor, I feel less pressure to "justify" a grade and have more freedom to focus on feedback for my students. Based on my experiences, I think that incorporating alternative grading practices in the Composition I classroom can benefit students and instructors in many ways. In this session, I'll cover the current research in this area, share my personal experiences, and provide ideas for instructors curious about the practices. If you want to dip a toe in the alternative grading pool or go for the full-body plunge, this presentation can show you some ways to incorporate alternative grading practices in your own classroom.

**A Deep Dive into Professional Development** | Susan Slavicz | FL | Gold  
FSCJ's Academy for Teaching and Learning, formed in January, 2017, has initiated many programs to help faculty improve their teaching skills. One program that I have been involved in has been Lumen Circles, a high-quality professional development program which focuses on faculty learning tangible methods for improved student success in and out of the classroom. Lumen Circles is an intensive, very personal inquiry program that requires participants to analyze their own teaching practices using twenty tags in 5 categories: Supportive, Challenging, Varied, Organized and Belonging. The process has the potential to lead to substantial growth for more experienced faculty, encouraging them through reflection to examine their teaching practices and make thoughtful changes. This workshop will be an overview of the Lumen Circles process and how I feel it shaped and improved teaching at our college.

**Amplify the Power of Belonging in Composition** | Julie Barcroft | Chattanooga State Community College-TN | Crutchfield  
Discover collaborative, quick-to-implement practices that empower students to interrogate, write about, and embody practices of belonging and inclusion. Most educators know these are more than just higher ed buzzwords - but finding organic ways to integrate the principles into coursework and our classroom communities can be challenging. Doing so

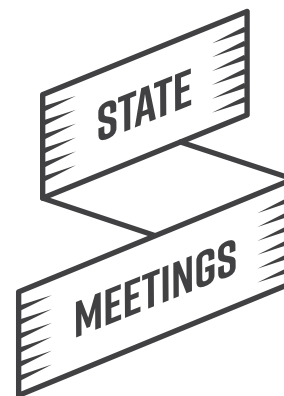
doesn't have to be overwhelming or prompt vulnerability hangovers, though. This session offers assignment strategies and suggested student readings, interdisciplinary inspiration, and examples of Composition faculty and library projects centered on student belonging.



**Interims All the Way Down: A Conversation About Moving from Faculty to Administration (and back again)** | Jessica Lindberg and Julia Reidy | Georgia Highlands College-GA | West

In 2021-2022, the entire chain of leadership at Georgia Highlands College consisted of interim positions: from the Chair of the English Department to the Dean of the School of Humanities, to the Provost and the President of the college, to the Chancellor of the University System of Georgia. In this transitory climate, faculty and administrators alike were also facing the uncertain, as-yet unknowable challenges of a post-Covid landscape. Two veterans of the Interim Year of 2021-2022 discuss how their experiences lent insight into the relationship between administration and faculty in a two-year college environment. This guided conversation will consist of some (fun) role-playing challenges pulled from real-world situations in order to emphasize the opportunities this role can present, both individually and in terms of moving an institution forward. Participants will be encouraged to share their experiences in leadership roles, discuss their own interim service, and contribute to the conversation about improving lines of communication between faculty and administration.

**Saving the Survey: Moving Beyond the Pilots at TCTC** | Matthew Simon, Amelia Borders, and Justin Holliday | Tri-County Technical College-SC | East  
 Matthew Simon, Amelia Borders, and Justin Holliday are all leads in the Literature Resources Committee at Tri-County Technical College. At the 2022 TYCA-SE Conference, the members of this committee presented their original plan, which was a pilot in an American Literature II course and a pilot in an English Literature II course, starting in spring 2022. By focusing on a particular theme, the instructors could create courses allowing students to draw more in-depth connections between units and to promote a more complex understanding of the social/political climates studied to become more informed citizens. Additionally, students expressed increased engagement with course material because they could learn even more clearly how the different literary movements related to the eras studied, as observed by the instructors with both course assignments and class discussions. Redesigning our American Literature II and English Literature II courses with thematic focal points has allowed English faculty, and the college, to gather data on the potential benefits and obstacles created in transforming courses this way. We have been able to ascertain that focusing thematically throughout a literature course helps us push students to engage with specific perspectives and topics in relation to larger literary movements and areas of study.



**Friday, February 24  
 11:00-11:45 AM**

- Alabama-East Room**
- Florida-Green Room**
- Georgia-Gold Room**
- Kentucky-East Room**
- Mississippi-Green Room**
- North Carolina-Crutchfield Room**
- South Carolina-Gold Room**
- Tennessee-Chestnut Room**
- Virginia-West Room**
- West Virginia-West Room**



FRIDAY, FEBRUARY 24. 12-2 PM

SILVER BALLROOM



**President: Teresa Lopez, REC Chair**

**REC Election Results: Susan Slavicz, REC Nominating Committee Chair**

**Introduction of Speaker: Kelly Rivers, Pellissippi State Community College**

**Speaker: Caroline Randall Williams (See pg. 8 for bio.)**

**Conference Updates: Erica Lux, Local Arrangements Co-Chair**

**Program Updates: Kelly Rivers, Program Co-Chair**

**Door Prizes: Sarah Page, Chattanooga State Community College**



## CONCURRENT SESSION 4 (10:00-10:45 AM)

**Creative Research Projects in Early and Modern American Literature** | Anne Pharr and Carlena Miles | Pellissippi State Community College-TN | Chestnut  
The presenters will discuss two inventive research projects. One invites students to argue reasons for an author to be commemorated with a postage stamp. The other requires students to select a character from a text and create a series of letters or journal entries written from the perspective of that individual. These assignments could be adapted for either Early or Modern American Literature.

**The Revolution Will Not Be Graded: Using "Ungrading" to Get Back to What Matters Most in Composition** | Liz Wilfong, Julie Gibson, and Debra Hadaway | Greenville Technical College-SC | Gold  
Ask any English instructor what they dislike most about their job and the answer is universally the same: Grading. But students need grades to help them become better writers...right? In this session, three faculty members will call this basic assumption into question by sharing their research and experience implementing "Ungrading" practices into their ENG 101, ENG 102, and 200-level Literature courses over the last two years. Participants will leave with sample course plans, assignments, 'labor contracts'/rubrics, best practices, and a renewed enthusiasm for teaching composition at the community college level.

**Should We Abandon Attendance Policies in FYC?** | Derrick Stewart | Midlands Technical College-SC | Crutchfield  
In 2021, Midlands Technical College switched to a non-attendance-taking institution, in an effort to remove barriers to student success. Did it work? While there was no penalty for missing class, instructors were still required to keep attendance records in our LMS. I collected and analyzed this data to investigate how student success rates in English 101 were impacted by the new policy.

**Roundtable: Learning Support Gets a Bob: Re-Envisioning Co-Requisite Courses for the 2020s** | Julia Reidy, Danielle Steele, and Cindy Wheeler | Georgia Highlands College-GA | West  
Learning support courses are vitally important to the success of our most at-risk students, but anyone who has taught learning support knows the course presents many challenges. Join four instructors from Georgia Highlands College for a discussion about our ongoing project to revise the way we teach our co-requisite course, Support for English Composition. Our discussion will include revising course-level learning outcomes, attempting to unify the three modalities in which we offer the course (in-person, online asynchronous, and hybrid with required Writing Center appointments), working on offering grammar instruction in-context, and so on. We seek to engage our students as whole people, and we want to create a support course that facilitates our SUPPORT of students as they return to college after recent years of crisis.



**Talk About, Pop Muzik: An Interdisciplinary Approach to Writing about the Musical Experience** | Joel Henderson and Ken Cardillo | Chattanooga State Community College-TN | East  
In this session, the presenters will discuss the genesis of the writing-intensive course that they have co-developed: American Popular Music. Students in this general education elective study the social, cultural, and political history of American pop music, but they also generate over 7000 words of thoughtful prose in response to the course's assigned readings. Come find out how this course builds on the twin skills of critical and referential listening to create a unique gen ed offering and leave with ideas for your composition class or for potential collaborations of your own.

---

## CONCURRENT SESSION 5 (2:15-3:00 PM)



**Poetry in a Post-Pandemic: Using Mentorship and Poetry to Build Resilience in Composition** | Heidi Blaisdell and Jacquelyn Swift | Nashville State Community College-TN and Southern Word-TN | Chestnut  
In our presentation, we will discuss our experience integrating a writer mentor and poetry in first-semester composition to build confidence, manage stress, and foster community. We will engage session participants in a brief poetry writing activity and share practical tips for using creative writing as an invention and reflection tool in composition.

**Time to TILT!: Using Transparent Assignments to Promote Equity in the Composition Classroom** | Elizabeth Rogers | Florida Gateway Community College-FL | Gold  
When faced with "new" concerns like initiatives promoting inclusion and equity in the classroom, sometimes the best place to look for solutions is by going back to the basics! Often overlooked elements of our teaching--like the simple design of an assignment sheet--can greatly affect outcomes related to student success. For underserved students in particular, a pedagogical tool as simple as creating clear assignment sheets can make all the difference. Recent work from UNLV focused on creating transparent assignments has led to growing scholarship and evidence that one of the easiest ways we can ensure equity in our courses is through our design choices. Research also shows that students expect much more transparency in their learning now than they have in the past: students want to know why they are learning what they're learning and how it will make a real difference as they move forward on their path. Sometimes, we as instructors are so enmeshed in our subject that we forget that these connections are not always apparent to students and especially those students who are FTIC or from other underserved groups. This session will explore transparent design and provide time for participants to work on implementing these practices. Participants are encouraged to bring a copy of one of their assignment sheets for workshopping.

**Roundtable: "Know Your Onions": Things I've Learned from My First Year as Department Chair** | Troy Appling | Florida Gateway College-FL | Crutchfield

In the 1920s, the phrase "know your onions" meant to know what you were doing or talking about. Having now completed my first year as department chair, I have learned a few things along the way, such as how to deal with conflict, how to budget, how to use Excel spreadsheets. This session is not just for my fellow chairs and administrators—anyone can participate. Join me in this session as we talk about what I wish I'd known when I started, and what you wish you could tell your department chairs. And since the 1920s was all about bringing people together, come away with plenty of ideas for how to support each other, whether full-time, adjunct, or admin. We can know our onions, without tears, and survive the space between administration and academics!

**Unicode, Emojis, Bitmojis, and Memes - Images as Tools for Student-Focused Messaging and Feedback** | Anna Matsen Cantrell | Pellissippi State Community College-TN | West

Establishing a personal instructor-student connection is important in all classes but especially in online classes, where face-to-face communication can be rare. Instructors infusing their online communications with a human face, personality, and emotions can improve the online (and in-person) student experience and promote student engagement by bestowing upon each message a personal touch. Furthermore, judicious use of images can improve communication by emphasizing what is most important by visually breaking up walls of text, and by setting the exact tone desired by the instructor. In this presentation, I will share communication-focused strategies for using images in online communication with students. I will also share a variety of images that I regularly use and link to resources for finding or creating others. By the end of the session, attendees will be empowered to add useful images to online messages of their choice: regular and intelligent agent e-mails (subject lines, key passages, and signatures), Brightspace announcements and awards, grading rubrics, TurnItIn feedback, and more!

**Labor-Based Grading to Reduce Student Stress** | Indigo Eriksen and Breana Bayraktar | Northern Virginia Community College-VA and George Mason University-VA | East  
Labor-Based Grading is a powerful equity-based approach to evaluating student work because, in addition to encouraging students' autonomous learning and creative risk taking, it reduces instructor bias and hidden (or not-so-hidden) assumptions about what "good" writing looks like. By assigning credit for the labor that goes into a writing course, labor-based grading mirrors the writing process, which prioritizes all aspects of the drafting and revision stages of writing rather than a "perfect" final product. However, translating labor-based grading for multilingual learners (MLLs) in the two-year setting can be particularly challenging due to the diverse backgrounds of both community college and MLL students; thus, learning about labor-based grading from the student perspective is crucial. This presentation shares the results of a small-scale IRB-approved study that explored multilingual learners (MLLs) understandings and experiences of labor-based grading in a first-semester composition course at a large Mid-Atlantic Community College.

**CONCURRENT SESSION 6 (3:15-4:00 PM)**



**Navigating Students After the COVID Years: Using Expressive and Inquiry Writing to Build Student Resilience** | Jeff Russell | Pellissippi State Community College-TN | Chestnut

During the Covid 19 pandemic, many college students had only limited opportunities for social interaction and have suffered from numerous social, financial, and academic obstacles. Now, educators face dealing with these issues as they transition back to hybrid or on-campus format. In this session, the presenter discusses how expressive and inquiry writing can help college students develop resilience to navigate their learning transition.

**Socially Responsible Research and Projects: "Empowering Students to Make a Difference"** | Glenda Yount | Alamance Community College-NC | Gold

This session presents the guides for a project, student-based and requiring volunteer hours, which focuses on a socially responsible research opportunity designed to enhance the second-year composition course. Students are asked to pick a social issue that affects the county, town, or municipality in which they live. They must then do firsthand and secondary research to find the scope of the issue, define the issue, discover ways to help alleviate the issue so they can then propose solutions in which fellow students can participate to "solve" the issue.

**Is Honors Education Still Viable at a Community College?** | Tim Krason | Hinds Community College-MS | Crutchfield

This session will tell the story of the longstanding Honors Program at Hinds Community College. Over the years, the proliferation of dual credit courses in high schools and changes in college personnel have caused current faculty to re-evaluate the objectives of the Honors curriculum and our expectations of students.

**Snapshots: Creative Writing Warm-ups** | Wendy Campbell Slater | Southern Louisiana Community College-LA | West

Participants will discuss a selection of creative writing exercises to be completed solo or with a group. Some prompts inspire story ideas, and others focus on learning specific writing skills. In addition, participants will complete a writing warm-up and share their work.

**We are Not Alone...Faculty Concerns** | Kenneth McNamara | Perimeter College at Georgia State University-GA | East

This presentation will address several concerns that faculty have in the classroom. I will begin with pandemics, which include Covid strains, Flu, Monkeypox, and others. We will discuss the fear of faculty and students receiving vaccinations as well as the personal values of receiving so many vaccinations, which is referred to as vaccination anxiety. If given the time to address more concerns, I would like to address the ever changing gun law rules on college campuses. I would like to incorporate both of these issues as I see more faculty requesting to teach online for their own safety. However, just like students, we cannot hide behind the computer. We must overcome our fear first, and we must discuss strategies to deal with all of the concerns in the modern-day classroom. As a teaching community, my goal is to assist in conquering fears that we have had to deal with in the last 3 to 4 years.



## Chestnut

## Gold

## Crutchfield

## West

## East

**SESSION 1  
THURSDAY  
3:15-4:00 PM**

*Elizabeth Rogers*  
Round Table: "It's ChatBot  
Fighting Time!", or How Many  
Advanced Degrees Does It  
Take to Outsmart AI?

*Danielle Steele and Rachel Wall*  
HIPs Are the Bees Knees:  
Implementing High Impact  
Practices in Two-Year English  
Courses

*Marilyn Painter*  
Sharing Lessons in Culturally  
Responsive Pedagogy

*Christine Watson*  
Sell Me On It: A Practical  
Application of Rhetoric

*Rebecca Mullins*  
Composition for the Post-  
Pandemic Age: It's Time to  
Get Digital

**SESSION 2  
THURSDAY  
4:15-5:00 PM**

*Elena Maria Fleggas*  
Resilience: A Pedagogical  
Tool

*Kelly Rivers, Tara Lynn, and  
Teresa Lopez*  
Roundtable: Grace Doesn't  
Live Here Anymore

*Amber King*  
Everything, Everywhere All At  
Once: Learning to Write  
Through Research

*Mimi Hume*  
Teaching an Academically  
Challenging Children's  
Literature Course

*Tom Geary*  
Rethinking Citations: Alternate  
Approaches to Teaching  
Plagiarism

**SESSION 3  
FRIDAY  
9:00-9:45 AM**

*Amy McDonald*  
Making the Grade: How Alternative  
Grading Can Improve the  
Composition I Experience for  
Instructors and Students

*Susan Slavicz*  
A Deep Dive into Professional  
Development

*Julie Barcroft*  
Amplify the Power of  
Belonging in Composition

*Jessica Lindberg and  
Julia Reidy*  
Interims All the Way Down: A  
Conversation About Moving  
from Faculty to Administration  
(and back again)

*Matthew Simon, Amelia  
Borders, and Justin Holliday*  
Saving the Survey: Moving  
Beyond the Pilots at TCTC

**SESSION 4  
FRIDAY  
10:00-10:45 AM**

*Anne Pharr and Carlena Miles*  
Creative Research Projects in  
Early and Modern American  
Literature

*Liz Wilfong, Julie Gibson, and  
Debra Hadaway*  
The Revolution Will Not Be  
Graded: Using "Ungrading" to  
Get Back to What Matters  
Most in Composition

*Derrick Stewart*  
Should We Abandon  
Attendance Policies in FYC?

*Julia Reidy, Danielle Steele,  
and Cindy Wheeler*  
Roundtable: Learning Support  
Gets a Bob: Re-Envisioning  
Co-Requisite Courses for the  
2020s

*Joel Henderson and  
Ken Cardillo*  
Talk About, Pop Muzik: An  
Interdisciplinary Approach to  
Writing about the Musical  
Experience

**SESSION 5  
FRIDAY  
2:15-3:00 PM**

*Heidi Blaisdell and Jacquelyn Swift*  
Poetry in a Post-Pandemic: Using  
Mentorship and Poetry to Build  
Resilience in Composition

*Elizabeth Rogers*  
Time to TILT!: Using Transpar-  
ent Assignments to Promote  
Equity in the Composition  
Classroom

*Troy Appling*  
Roundtable: "Know Your  
Onions": Things I've Learned  
from my First Year as  
Department Chair

*Anna Matsen Cantrell*  
Unicode, Emojis, Bitmojis, and  
Memes - Images as Tools for  
Student-Focused Messaging  
and Feedback

*Indigo Eriksen and  
Breana Bayraktar*  
Labor-Based Grading to  
Reduce Student Stress

**SESSION 6  
FRIDAY  
3:15-4:00 PM**

*Jeff Russell*  
Navigating Students After the  
COVID Years: Using Expres-  
sive and Inquiry Writing to  
Build Student Resilience

*Glenda Yount*  
Socially Responsible Research  
and Projects: "Empowering  
Students to Make a  
Difference"

*Tim Krason*  
Is Honors Education Still  
Viable at a Community  
College?

*Wendy Campbell Slater*  
Snapshots: Creative Writing  
Warm-ups

*Kenneth McNamara*  
We are Not Alone...Faculty  
Concerns

**SESSION 7  
SATURDAY  
9:00-9:45 AM**

*Mandy Jones*  
Inclusive Language: The Key to  
Facilitating a Culturally  
Relevant Classroom for  
LGBTQ+ Students

*Gracie Rossie and  
Jay McMahan*  
High Impact Practices and  
Student-Directed Learning

*Jennifer Mayes*  
Turning Composition I  
Assignments into a Career  
Jumpstart

*Mayaan Ornath*  
Is the Person Political?  
Post-Pandemic Thoughts on  
the Connection Between  
Both Worlds

**SESSION 8  
SATURDAY  
10:00-10:45 AM**

*Lindley Swift*  
From Looking to Seeing: Using  
Photography as Material  
Objects in the English &  
Humanities Classroom

*Paul Ludwig*  
Using Welty to Broaden  
Student Perspective

*Kelsey Solomon*  
iGen and OEP: Power and  
Freedom in English 1010

*Melody Owens and Emily Morris*  
Looking Back to Look Forward:  
How Metacognitive Reflection  
Improves Students Resilience in  
the Community College  
Composition Classroom

*Kelly Wisdom*  
Theories of Embodied  
Rhetoric and the Trauma-  
Informed Writing Course



## Saturday, February 25



### CONCURRENT SESSION 7 (9:00-9:45 AM)

#### **Inclusive Language: The Key to Facilitating a Culturally Relevant Classroom for LGBTQ+ Students** | Mandy Jones | Murray State University-KY | Chestnut

Culturally relevant education relies heavily on the use of appropriate language. Systemic change towards inclusive classroom language requires a community of teachers that are not only self-reflective, but sensitive and adaptable when creating curriculum to meet the needs of marginalized students, including those of the LGBTQ+ community. Despite the multifaceted aspects of what constitutes a culture, commonly defined by race or ethnicity, Geneva Gay and others draw attention to the function gender and sexuality play in forming an individual's social identity. To facilitate a culturally inclusive classroom, instructors must boldly go forth and navigate the uncharted waters of educating and supporting LGBTQ+ youth that may be: struggling in a resistant rural school, struggling to access LGBTQ+ reading material, and/or struggling with physical and emotional safety issues. I suggest the power to create a culturally relevant and safe classroom lies in the hands of educators through culturally responsive assignments, as well as consistent usage of appropriate and inclusive language. Teachers have been given the opportunity to create and model a safe learning environment which will nurture and foster a compassionate student body for all marginalized populations in the future.

#### **High Impact Practices and Student-Directed Learning** | Gracie Rossie and Jay McMahan | Walters State Community College-TN | Crutchfield

This session reviews an ongoing TBR grant in which Composition 1020 students produce a capstone project rooted in High Impact Practices and student-directed learning principles. Attendees will learn about how we engaged our students in their own learning projects, linking the projects to goals of student autonomy, intrinsic goal setting, and buy-in. We will provide an overview of how the project worked in our respective Composition Two courses while giving tangible takeaways on how to apply the project to any type of course. We will also provide a look at the challenges this high impact practice hopes to address in our learning community and our goal outcomes. We will look at key high impact practices such as goal setting, scaffolding, feedback, and reflection. Attendees will be provided with example rubrics, assignment sheets, learning logs, and example student artifacts.

#### **Turning Composition I Assignments into a Career Jumpstart** | Jennifer Mayes | Tidewater Community College-VA | West

In the 2022 school year, Dr. Jennifer Mayes designed her Composition I course around students' future careers and writing needs. Starting from the first week of class, each student was asked to reflect on their future career plans. From that point, all writing assignments in the course revolved around those chosen career or interest paths.

While this resulted in a few avoidable obstacles, which will be shared, overall, these were some of the best paper topics and writing assignments Dr. Mayes has ever received. While these topics were engaging students' future writing needs, they were designed to mirror traditional Composition assignments, not assignments resembling technical writing or communication. Not only were paper topics interesting and challenging, but students also reacted in unique and surprising ways towards their coursework. The overall change in course design produced exciting results that Dr. Mayes would love to share with you.

#### **Is the Person Political? Post-Pandemic Thoughts on the Connection Between Both Worlds** | Mayaan Ornath | Nashville State Community College-TN | East

In a post-pandemic world, when most of my students are trying to define a physical academic space at which they feel safe, I challenge my students to push their personal boundaries as we discuss somewhat controversial political topics. In pursuing the connection between the personal and the political, my students and I discuss writings, listen to podcast episodes, and watch and analyze speeches, through which we reveal the political power of words. As a byproduct of this process, my students get to think about the role that language plays in the construction of their own worlds, while creating a political message of their own. In my presentation, I offer a discussion of my students' practices of unconventional project-based assignments, such as the creation of their own podcast episodes, in which they share a personal story that ties to a political pressing issue. I demonstrate my students' understanding of social justice in the current American society, as they think about (and criticize) the effect of political decisions on the formation of their personal environments. By acknowledging the power words have on changing worlds, I will be looking at some of the ways teachers of English writing classes can change their students' worlds.

### CONCURRENT SESSION 8 (10:00-10:45 AM)



#### **From Looking to Seeing: Using Photography as Material Objects in the English & Humanities Classroom** | Lindley Swift | Guilford Technical Community College-NC | Chestnut

We often think of photographs as simply illustrations that accompany a concept or something that adds interest to a presentation, but they can be used as valuable, primary sources in our lessons. In this session, photographs will be considered as rich, literary objects that can help students build close reading, visual analysis, and critical thinking skills. We will discuss photography as a medium with a history and format that determines the type of image and how it is used. We will also explore questions for analysis, and I will introduce several assignment ideas that will spark our students' curiosity and make them want to dig deeper.

#### **Using Welty to Broaden Student Perspective** | Paul Ludwig | Walters State Community College-TN | Gold

Teaching stories presents ways of examining literature that are fun, interesting, and often lead to new ideas. One example of this is in teaching Welty's "A Worn Path." So, the presentation will examine Eudora Welty's "A Worn Path" and the cognitive abilities of the

protagonist Phoenix Jackson, and how teaching this short story to students is interesting and illuminating, and allows students to confront their own prejudices, and hopefully thereafter be more open to diverse ideas. After the presentation, the audience will either be baffled by the ideas of the presenter, or happily intrigued by the trickster character Welty has created. Either way, they will have a fun lesson to take back to introductory Literature classes. Note: Familiarity with Welty's story is a must for this session.

**iGen and OEP: Power and Freedom in English 1010** | Kelsey Solomon | Walters State Community College-TN | Crutchfield

It's typically an inverse relationship: The more freedom, the less power we have. If we accrue or sustain any power, then the less freedom we should yield if we are to act ethically. There are times, however, that faculty and students can share both benefits, all while meeting and exceeding expectations. To do so, it is in our best interest to respond to the cultures and communities that we serve to mold our content, delivery, and assessment. As a Teaching and Learning Technologies Fellow, Kelsey Solomon used open educational pedagogy [OEP] to revise her English 1010: English Composition I course to teach mostly dual enrolled, southern Appalachian iGen-ers in post-COVID learning spaces made further complex by multiple measures and divisive concepts. This presentation includes some of those revisions and their origins, as well as activities, student attitudes, and outcomes from three sections of an active pilot phase during Fall 2022.

**Looking Back to Look Forward: How Metacognitive Reflection Improves Students Resilience in the Community College Composition Classroom** | Melody Owens and Emily Morris | Wake Technical Community College-NC | West

This presentation demonstrates how the incorporation of metacognitive reflection, with writing activities in college-level composition classes, leads students to have an increased self-awareness, self-confidence, and ultimately, resilience. This session incorporates audience participation and discussion to focus on developing pedagogical strategies and assignments that can be applied in any classroom.

**Theories of Embodied Rhetoric and the Trauma-Informed Writing Course** | Kelly Wisdom | Mitchell Community College-NC | East

This presentation explores the insights that community college writing instructors can gain by using theories of embodied rhetoric as a conceptual framework for a trauma-informed course design. A variety of groups and organizations around the country have begun to engage in conversations about trauma-informed principles, and educational institutions are important sites for this work. The writing classroom is a particularly important context for developing trauma-informed approaches to teaching. As composition instructors, we often find ourselves reading student writing that recounts a tale of trauma and its lingering effects - even if we don't intentionally open the door to personal writing in our classes. Some students are able to use writing assignments to find a path toward reckoning with a traumatic experience, but it is possible for certain assignments to create moments of great difficulty for students dealing with trauma. Writing teachers engaging in trauma-informed work must be prepared for the risks as well as the rewards involved when students choose to write their trauma in our classes. Theories of embodied rhetoric can allow us to consider the lived experiences of students dealing with trauma more critically and compassionately, as we shift ideas about subjectivity, intentionality, and agency in the writing classroom.

## Chair's Reception

WEDNESDAY, FEBRUARY 22, 8:30PM-MIDNIGHT

TYCA-SE SPEAKEASY (BILLIARDS ROOM TO THE LEFT OF THE LOBBY BAR)

If you arrive at the hotel before midnight on Wednesday, join us in our secret TYCA-SE Speakeasy for a welcome reception hosted by Teresa Lopez, Chair of the TYCA-SE Regional Executive Committee. All are welcome, newcomers and veterans alike, and there will be food, a cash bar, and plenty of Roaring 20s attitude. So, drop your bags and come raise a glass with us...if you know the password. (Okay, it's not that secret since it's in the Billiards Room adjoining the hotel lobby, but we'd love for you to swing by and help us get the conference started in fine fashion!)

## TYCA-SE Awards Ceremony

FRIDAY, FEBRUARY 24, 4:15-5PM

THE GREEN ROOM, 1ST FLOOR

Join us for a celebration of TYCA-SE's most prestigious honors: the Gregory Cowan Memorial Award for Excellence in the Teaching of English and the Bill Doster Distinguished Service Award! Expect presentations by this year's award winners and an array of delicious food and drink.

GOWAN AWARD  
WINNER

JESSICA  
BROWN



DOSTER AWARD  
WINNER

MICHAEL  
WILLIAMS



## TYCA-SE | Cowan Award for Excellence in the Teaching of English

The Gregory Cowan Memorial Award for Excellence in the Teaching of English was established by Elizabeth Cowan in 1980 in memory of her husband, Greg Cowan, who died in 1979. An enthusiastic supporter of community colleges, Greg was the Chair of the National Community College Committee, instrumental in founding the regional organizations, an active member of CCCC and NCTE, and the author of six textbooks. First awarded in 1981, the Cowan Award celebrates excellence in teaching and is determined by the TYCA-SE State Representatives after the nomination process is completed. It is the premier award given by TYCA-SE. As such, the Cowan Award recipient is honored in several ways at the annual conference: with a special session in which he or she gives a presentation to the members, with waived registration fees, with a \$1000 stipend, with a commemorative plaque, and with a reception following the presentation.

### Past Recipients

1981, Ray Shepherd, Hinds Community College (MS)  
1982, Gail Morrison, Midlands Technical College (SC)  
1983, No award given  
1984, Blair Spencer Ray, Polk Community College (FL)  
1985, Nell Ann Pickett, Hinds Community College (MS)  
1986, Jean Bolen Bridges, East Georgia College (GA)  
1987, Sylvia Holladay, St. Petersburg Junior College (FL)  
1988, Kevin Morris, Greenville Technical College (SC)  
1989, Joyce Hancock, Jefferson Community College (KY)  
1990, Ann Laster, Hinds Community College (MS)  
1991, Donna Reiss, Tidewater Community College (VA)  
1992, No award given  
1993, Eric Hibbison, J. Sargeant Reynolds Community College (VA)  
1994, Audrey Roth, Miami-Dade Community College (FL)  
1995, Penny Sansbury, Florence-Darlington Technical College (SC)  
1996, Sue Grady, Greenville Technical College (SC)  
1997, John Hutchens, Pitt Community College (NC)  
1998, Bobbie Jean Wymer, Wytheville Community College (VA)  
1999, Faye Barham, Hinds Community College (MS)  
2000, Win Loria, J. Sargeant Reynolds Community College (VA)  
2001, Clem Welch, Coastal Carolina Community College (NC)  
2002, Chuck McDonnell, Piedmont Technical College (SC)  
2003, Betsy Griffey, Florida Community College at Jacksonville (FL)  
2004, Beverly Fatherree, Hinds Community College (MS)  
2005, Susan Poston Allen, Greenville Technical College (SC)  
2006, Harry Moore, Calhoun Community College (AL)  
2007, Delora J. Sumerel, Piedmont Technical College (SC)  
2008, Lorne Kotler, Miami Dade College (FL)  
2009, Pat Modenbach, Mississippi Gulf Coast Community College (MS)  
2010, Donald Andrews, Chattanooga State Community College (TN)  
2011, Michele Singletary, Nashville State Community College (TN)  
2012, Debbie McCollum, Hinds Community College (MS)  
2013, Sean Glassberg, Horry-Georgetown Technical College (SC)  
2014, No award given  
2015, Amoena Norcross, Tri-County Technical College, (SC)  
2016, Thad Cockrill, Southwest Community College (TN)  
2017, Laura Hammons, Hinds Community College (MS)  
2018, Kathryn Hix, Greenville Technical College (SC)  
2019, David Hurner, Lake City CC/Florida Gateway College (FL)  
2020, Bridgette Weir, Nashville State Community College (TN)  
2021, No award given  
2022, Gaye Winter, Mississippi Gulf Coast Community College (MS)



### 2023 COWAN AWARD FOR EXCELLENCE IN THE TEACHING OF ENGLISH

*Jessica Brown, Holmes Community College*

While Jessica W. Brown grew up with an unceasing sense of curiosity and wonder, the teaching field did not immediately appeal to her. However, her first teaching job found her, a young; unemployed; newly married; graduated; and overall clueless woman, and she has enjoyed the ride ever since. Jessica has taught various courses, including Beginning and Intermediate English and Reading; English Composition I and II; American Literature I and II; British Literature I and II; and World Literature I for Holmes Community College in Goodman, MS for the past seventeen years. She served as the English/Modern Foreign Language/Speech Division Co-Chair from 2016-2022 and has developed curriculum for Beginning and Intermediate English courses, designed various online English courses, and served on various school committees relating to the Humanities field and implementing collegewide goals.

In 2013, Jessica received the Mississippi Humanities Teacher of the Year Award for Holmes Community College where she delivered her presentation, "The Literary Runway." She has since presented different presentations centered on topics of teaching composition and literature at TYCAM, TYCA-SE, and SCMLA. In the Fall of 2015, she received the Excellence in the Teaching of English Award bearing the name of Mississippi's beloved and respected English instructor, the late Ovid S. Vickers, and in the following Spring, the student body at Holmes Community College awarded her with the Sally Wilson Distinguished Educator Award.

At the University of Mississippi, Jessica earned a Bachelor of Arts in English and History while marching Color Guard with the Pride of the South March Band and playing clarinet for the UM Symphonic Band. She also worked at the public library where she enjoyed helping people find a love for literature. However, she credits the love of her life, Jeffrey, a devoted music educator, for awakening her love for teaching. Following a move to Goodman, MS, where Jeffrey began his band directing career, Jessica began her graduate studies at Mississippi State University and earned her Master of Arts in English. Fourteen years later, something hard and heavy must have fallen on Jessica's head because she is now enrolled at Murray State University pursuing her Doctor of Arts in English Pedagogy.

Jessica may not have set out to become an English teacher, but the groundbreaking moments she has experienced as her students come to profound realizations about writing and analyzing literature paired with the boundless opportunities to exercise creativity in instructional design will sustain her to 2:00 p.m. on the day of her funeral (a mere two hours after she finally finishes that doctorate).

When Jessica is not teaching, she is sleeping or running a taxi service for her family. However, outside of her job, she does delight in serving her church, Sacred Heart Catholic Church in Canton, MS, as a lector and children's Sunday School teacher; reteaching herself the piano; reading anything to come up with that next cool lesson; visiting art museums, galleries, bookstores to draw inspiration for the next class project; watching her sons discover their own interests and talents; and making new friends while enjoying the familiar ones. Jessica lives in Canton, MS with her husband, Jeffrey, and their three sons, Jude (11), Malcolm (8), and Frankie (6).

Jessica would like to thank everyone who has supported her teaching career from her immediate family to her closest friend and colleague, Chad Mooror, to her Holmes family to the good people of TYCAM and TYCA-SE who have given her the platform and resources to share and develop her love of an oftentimes difficult yet rewarding career.

**Presentation Title: "No Teacher Is an Island (Though Some May Wish Us to Remain There)"**



## TYCA-SE | Bill Doster Distinguished Service Award

The Bill Doster Distinguished Service Award was established in 2000 by the family of Bill Doster, the first chair of TYCA-SE (then SCETC—The Southeast Conference of English in the Two-Year College). Though Bill taught at several colleges and universities, most of his 40+ years of teaching took place in two community colleges, Miami Dade and the College of DuPage in Illinois. Bill was the author of numerous textbooks and journal articles on teaching, and he was a lively and active supporter of his colleagues and his profession. The Bill Doster Award honors his service by recognizing a TYCA-SE member of at least five years who has also served the organization in an outstanding way. The Doster Award winner is honored at the annual conference in several ways: with a special session in which he or she gives a presentation to the members, with waived registration fees, with a \$500 stipend, with a lifetime membership to TYCA-SE, with a commemorative plaque, and with a reception following the presentation. Current elected or appointed REC members cannot nominate candidates for the Doster Award.

### Past Recipients

2002, Jean Bridges, East Georgia College (GA)  
2003, Mark Reynolds, Jefferson Davis Community College (AL)  
2004, Ovid Vickers, East Central Community College (MS)  
2005, Linda Isles Jones, Greenville Technical College (SC)  
2006, Charles Smires, Florida Community College at Jacksonville (FL)  
2007, Nell Ann Pickett, Hinds Community College (MS)  
2008, Ann Laster, Hinds Community College (MS)  
2009, Tom LaBelle, online instructor at multiple colleges  
2010, Amanda Wynn, Chattanooga State Community College (TN)  
2011, Barbara C. Taylor, Cleveland Community College (NC)  
2012, Don Andrews, Chattanooga State Community College (TN)  
2013, Chuck McDonnell, Piedmont Technical College (SC)  
2014, No award given  
2015, Penny Stockman Sansbury, Florence Darlington Technical College (SC)  
2016, Beverly Fatherree, Hinds Community College (MS)  
2017, Joel Henderson, Chattanooga State Community College (TN)  
2018, Betty Weldon, Jefferson Community and Technical College (KY)  
2019, Susan Slavicz, Florida State College at Jacksonville (FL)  
2020, Annie Lotz, Jefferson Community and Technical College (KY)  
2021, No award given  
2022, Meg Methany, Jefferson Community and Technical College (KY)

### 2023 BILL DOSTER DISTINGUISHED SERVICE AWARD WINNER

*Michael Williams, Horry-Georgetown Technical College*



Michael Williams has been tutoring and teaching English since 1988, serving stints at the University of South Carolina, Midlands Technical College, Clemson University, and Horry-Georgetown Technical College. In 1994, he moved to Myrtle Beach, SC and began working at HGTC. Since that time, he has served as Department Chair and has also been and continues to be Academic Coordinator. In 2001, following its long run at Hinds Community College in Raymond, Mississippi, the Institute in Technical Communication moved to Myrtle Beach, and Mike served as Director until 2004. He was Local Arrangements Chair of the 2006 TYCA-SE Regional Conference in Myrtle Beach, and then again in 2017 he worked as co-Local Arrangements Chair with Sean Glassberg for the TYCA-SE Regional Conference in Charleston. Through the years he has held various positions on the REC and served as South Carolina State Representative at TYCA-SE. He has been actively involved with other South Carolina two-year English instructors for years.

**Presentation Title: "Come Home"**

## TYCA-Southeast Directory 2022-2023 Regional Executive Committee and State Representatives

### ELECTED MEMBERS

#### Chair

Teresa Lopez (2020-23)  
Pellissippi State Community College  
10915 Hardin Valley Road  
Knoxville, TN 37933  
865-694-6439  
tmlopez@pstcc.edu

#### Assistant Chair

Chuck Baker (2020-24)  
Greenville Technical College  
P.O. Box 5616, MS 1042  
Greenville, SC 29606  
864-250-8123  
chuck.baker@gvltec.edu

#### Secretary

Kathryn Hix (2022-25)  
Greenville Technical College  
P.O. Box 5616, MS 1121  
Greenville, SC 29606  
864-250-8217  
kathryn.hix@gvltec.edu

#### Treasurer

Charles Smires (2020-24)  
Florida State College at Jacksonville  
(Retired)  
9104 Sweet Tree Trail  
Jacksonville, FL 32256  
904-642-4247  
zzchas@comcast.net

#### Membership Chair

Elizabeth Rogers (2022-25)  
Florida Gateway College  
149 SE College Place  
Lake City, FL 32025  
386-754-4294  
mary.rogers@fgc.edu

#### Awards Chair/Member-at-Large

Doug Branch (2019-23)  
Southwest Tennessee Community College  
5983 Macon Cove  
Memphis, TN 38134  
901-333-4483  
dbranch@southwest.tn.edu

#### National TYCA Representative

Tom Geary (2022-25)  
Tidewater Community College  
1700 College Crescent  
Virginia Beach, VA 23453-1918  
601-857-3911  
tgeary@tcc.edu

### APPOINTED MEMBERS

#### Journal Editor

Erica Lux (2019-23)  
Chattanooga State Community College  
4501 Amnicola Highway  
Chattanooga, TN 37406-1097  
423-697-3233  
erica.lux@chattanoogastate.edu

#### Webtender

Joel Henderson (2020-24)  
Chattanooga State Community College  
4501 Amnicola Highway  
Chattanooga, TN 37406-1097  
423-697-4403  
joel.henderson@chattanoogastate.edu

#### Meeting Planner

Jennifer Duncan (2019-23)  
Georgia State University's Perimeter College  
555 North Indian Creek  
Clarkson, GA 30021  
678-212-7581  
jduncan@gsu.edu

Nominating Committee Chair  
Susan Slavicz (2022-23)  
Florida State College at Jacksonville (Retired)  
11901 Beach Blvd  
Jacksonville, FL 32246  
904-646-2348  
susanslavicz@hotmail.com

Archivist  
Cynthia Whittington (2020-24)  
Hinds Community College  
PO Box 1100  
Raymond, MS 39154-1100  
601-857-3234  
cdwhittington@hindsc.edu

Historian  
Beverly Derden Fatherree  
(2018-22, 2022-24)  
Hinds Community College (Retired)  
101 Bellemeade Trace  
Clinton, MS 39056  
601-927-1241  
bevfatherree@yahoo.com

#### 2023 Conference Chairs

Local Arrangements:  
Joel Henderson  
Chattanooga State Community College  
4501 Amnicola Highway  
Chattanooga, TN 37406-1097  
423-697-4403  
joel.henderson@chattanoogastate.edu

Erica Lux  
Chattanooga State Community College  
4501 Amnicola Highway  
Chattanooga, TN 37406-1097  
423-697-3233  
erica.lux@chattanoogastate.edu

Program:  
Teresa Lopez  
Pellissippi State Community College  
10915 Hardin Valley Road  
Knoxville, TN 37933

865-694-6439  
tmlopez@pstcc.edu

Kelly Rivers  
Pellissippi State Community College  
10915 Hardin Valley Road  
Knoxville, TN 37933  
karivers@pstcc.edu

#### STATE REPRESENTATIVES

Alabama  
Open

Florida  
Marilyn Painter (2022-25)  
Florida Gateway College  
marilyn.painter@fscj.edu

Georgia  
Sarah G. Harrell (2019-23)  
Georgia State University Perimeter College  
sharrell13@gsu.edu

Kentucky  
Bruce Poteet (2020-24)  
Southcentral Kentucky Community and  
Technical College  
bruce.poteet@kctcs.edu

Mississippi  
Tim Krason (2020-24)  
Hinds Community College  
timothy.krason@hindsc.edu

North Carolina  
Jessica Chapman (2020-24)  
Caldwell Community College and Technical  
Institute  
jchapman@cccti.edu

South Carolina  
Becca Clark (2022-23)  
Greenville Technical College  
Greenville, SC  
rebecca.clark@gvltec.edu

Tennessee  
Eric Fish (2022-25)  
Northeast State Community College  
Blountville, TN  
erfish@northeaststate.edu

Virginia  
Tom Geary (2022-25)  
Tidewater Community College  
tgeary@tcc.edu

West Virginia  
Open

## Special Thanks to our Amazing Sponsors

**CHATTANOOGA STATE**  
COMMUNITY COLLEGE



### “Jay Gatsby” Sponsors



### “Tom Buchanan” Sponsors



# REC ELECTION AT 2023 CONFERENCE

Each year two members are elected for three-year terms to serve on the Regional Executive Committee of TYCA-SE. Candidates will be introduced at the Opening Session of the 2023 Conference in Chattanooga, and the election will run Thursday afternoon and Friday until just prior to the luncheon. The two members who are elected will be announced at the luncheon meeting. Voting will be conducted by ballot at a location near the registration area. Membership in TYCA-SE must be up-to-date in order to cast a ballot. Each member may vote for two candidates on one ballot.

Please direct any questions about the election and/or voting process to Nominating Committee Chair Susan Slavicz (susanslavicz@hotmail.com).

**Please consider the following candidates to the Regional Executive Committee:**

## EMILY FORD

*Southwest Tennessee Community College, Tennessee*



Emily Ford has taught at Southwest Tennessee Community College since 2002, first as an adjunct and beginning in 2015 as a full-time instructor. She now holds the rank of Assistant Professor in the Languages and Literature Department. She graduated from the University of Central Arkansas with a Bachelor's and Master's degree in English and was a member of the Honors College program at UCA. She has given presentations on teaching the Literacy Narrative and Collaborative Writing Assignments at Southwest. Emily also presented at the 2020 TYCA-SE conference on using Collaborative Writing Assignments to build community within the classroom. More recently, she was a part of a Winter 2021/Spring 2022 cohort of Achieving the Dream's "Building Capacity for Change" program which worked to assess and improve professional development at Southwest.

## TERESA LOPEZ

*Pellissippi State Community College, Tennessee*



Teresa Marie Lopez was born in San Antonio, Texas, where she lived until enrolling at the University of Rochester in Rochester, New York, in 2000. After four years of study, which included a semester abroad in Bath, England, Teresa earned a Bachelor of Arts in English with Honors and Distinction, with Clusters in Psychology and General Science in May 2004. She earned a Master's Degree in 2007 and her PhD in 2017 at the University of Tennessee in Knoxville. Teresa is currently a tenured Associate Professor of English at Pellissippi State Community College, where she teaches English composition and literature courses. She has been active in TYCA-SE since August of 2016, as co-chair for local arrangements for the 2017 conference in Knoxville, TN. She lives in Knoxville with her husband, son, and dog.

## DOUG BRANCH

*Southwest Tennessee Community College, Tennessee*



Doug became a lifetime member of TYCA-SE after his first conference in 2000, in Savannah, just months after joining the faculty at Southwest Tennessee Community College. He knew right away that this was an organization with which he wanted to be active for the remainder of his career. He could not have known at the time, though, just how much this organization would enrich his life, both personally and professionally. "Lifetime member," for him, has also meant lifetime friendships with colleagues around the region, all of whom he cherishes as much as he hopes for the new friends he makes each year at TYCA-SE. He values, too, the new ideas he gathers at every conference. He always leaves with at least one new idea that he can't wait to take back to his class.

He has been active in the organization since that fateful conference in Savannah, missing, he thinks, only two in the intervening years. He has presented on numerous occasions and has been a member of the REC for at least five terms, if memory serves, serving as secretary, awards chair, and chair of the nominating committee. He is proud, as well, to have served as program chair for the 2019 Memphis conference and to have been part of the committee that founded TYCAT, an organization that has done much toward giving the English departments of Tennessee community colleges opportunities to collaborate with one another.

He thanks TYCA-SE for what it has done for him over the years, and he looks forward to many more years of both fun and professional development

## AMBER MABUS

*Holmes Community College, Mississippi*



Amber Mabus is the Chair of the English and Foreign Language Division at Holmes Community College. She also teaches English Composition and American and British Literature on the Grenada and eLearning campuses.

She is a Holmes Community College alumna and obtained her Bachelor's and Master's degrees in English Education from Delta State University. Amber is currently working on a Doctorate of Arts degree in English Pedagogy with a specialization in Writing Pedagogy from Murray State University in Kentucky, where she hopes to graduate in May 2024. Amber received the honor of the Ovid Vickers Award for Excellence in the Teaching of English at the 2017 TYCAM conference.

Outside the world of higher education, Amber is a worship leader and Sunday school teacher at her church, and she is the PTA Vice President at her daughter's school. In what little spare time she has, she enjoys traveling, reading, binge-watching tv, and hiking. She lives in Gore Springs, Mississippi, with her husband, daughter, two dogs, a horse, and a host of wild animals.



# TYCA-SE 59<sup>TH</sup> ANNUAL CONFERENCE

## • Electing to Excel •

### FEBRUARY 20-24, 2024

#### • GREENVILLE •

# SOUTH CAROLINA



Presenter	College	Email
Appling, Troy	Florida Gateway College	troy.appling@fgc.edu
Barcroft, Julie	Chattanooga State Community College	julie.barcroft@chattanoogaastate.edu
Bayraktar, Breana	George Mason University	bbayrakt@gmu.edu
Blaisdell, Heidi	Nashville State Community College	heidi.blaisdell@nsc.edu
Borders, Amelia	Tri-County Technical College	aborders@tctc.edu
Cardillo, Ken	Chattanooga State Community College	ken.cardillo@chattanoogaastate.edu
Eriksen, Indigo	Northern Virginia Community College	ieriksen@nvcc.edu
Fleggas, Elena Maria	Wake Technical Community College	emfleggas@waketech.edu
Geary, Tom	Tidewater Community College	tgeary@tcc.edu
Gibson, Julie	Greenville Technical College	Julie.Gibson@gvltec.edu
Hadaway, Debra	Greenville Technical College	debra.hadaway@gvltec.edu
Henderson, Joel	Chattanooga State Community College	joel.henderson@chattanoogaastate.edu
Holliday, Justin	Tri-County Technical College	jhollid6@tctc.edu
Hume, Mimi	Greenville Technical College	Mimi.hume@gvltec.edu
Jones, Mandy	Murray State University	mjones147@murraystate.edu
King, Amber	Itawamba Community College	anking@iccms.edu
Krason, Tim	Hinds Community College	timothykrason@hindscc.edu
Lindberg, Jessica	Georgia Highlands College	jilindber@highlands.edu
Lopez, Teresa	Pellissippi State Community College	tnlopez@pstcc.edu
Ludwig, Paul	Walters State Community College	paul.ludwig@ws.edu
Lynn, Tara	Pellissippi State Community College	tlynn@pstcc.edu
Matsen Cantrell, Anna	Pellissippi State Community College	aematsen@pstcc.edu
Mayes, Jennifer	Walters State Community College	jennifer.mayes@ws.edu
McDonald, Amy	Columbia State Community College	amcdonald6@columbiastate.edu
McMahan, Jay	Walters State Community College	jay.mcmahan@ws.edu
McNamara, Kenneth	Perimeter College at Georgia State University	kmcnamara@gsu.edu
Miles, Carlana	Pellissippi State Community College	cnmiles@pstcc.edu
Morris, Emily	Wake Technical Community College	ermorris@waketech.edu
Mullins, Rebecca	Big Sandy Community and Technical College	rebecca.mullins@kctcs.edu
Ornath, Maayan	Nashville State Community College	maayan.ornath@nsc.edu
Owens, Melody	Wake Technical Community College	maowens1@waketech.edu
Painter, Marilyn	Florida State College at Jacksonville	marilyn.painter@fscj.edu
Pharr, Anne	Pellissippi State Community College	bapharr@pstcc.edu
Reidy, Julia	Georgia Highlands College	jreidy@highlands.edu
Rivers, Kelly	Pellissippi State Community College	karivers@pstcc.edu
Rogers, Elizabeth	Florida Gateway College	mary.rogers@fgc.edu
Rossie, Gracie	Walters State Community College	gracie.rossie@ws.edu
Russell, Jeff	Pellissippi State Community College	jarussell2@pstcc.edu
Simon, Matthew	Tri-County Technical College	msimon@tctc.edu
Slater, Wendy	Southern Louisiana Community College	wendy.perniciaro@solacc.edu
Slavicz, Susan	Retired from FSCJ	susanslavic@hotmail.com
Solomon, Kelsey	Walters State Community College	Kelsey.Solomon@ws.edu
Steele, Danielle	Georgia Highlands College	dsteale@highlands.edu
Stewart, Derrick	Midlands Technical College	Dhstewart21@gmail.com
Swift, Jacquelyn	Southern Word	jacqui@southernword.org
Swift, Lindley	Guilford Technical Community College	lnswift@gtcc.edu
Wall, Rachel	Georgia Highlands College	rwall@highlands.edu
Watson, Christine	Chattanooga State Community College	christine.watson@chattanoogaastate.edu
Wheeler, Cindy	Georgia Highlands College	cwheeler@highlands.edu
Wilfong, Liz	Greenville Technical College	liz.wilfong@gvltec.edu
Wisdom, Kelly	Mitchell Community College	kwisdom@mitchellcc.edu
Yount, Glenda	Alamance Community College	goyount838@alamancecc.edu



SATURDAY,  
FEBRUARY 25  
11 AM-12 PM



SILVER  
BALLROOM

**President: Teresa Lopez, REC Chair**

**Secretary's Report: Kathryn Hix**

**Treasurer's Report: Charles Smires**

**Membership Chair's Report: Elizabeth Rogers**

**National TYCA Representative's Report: Tom Geary**

**TYCA-SE Service Awards: Doug Branch**

**Invitation to TYCA-SE 2024 in Greenville, South Carolina**

**Passing of the Conference Banner**

**Door Prizes**

**Dismissal**

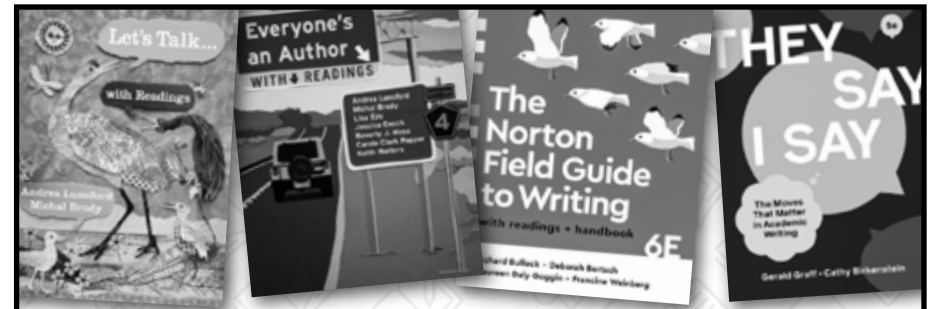
**Thanks for presenting at  
this year's conference!**

**Have you considered turning that presentation  
into an article for the TYCA-SE Journal?**

**The Journal welcomes your submissions, including comments on  
professional issues, book reviews, announcements, poetry, fiction,  
conference presentations, memorials, teaching tips, and articles  
on relevant topics.**

**Please use MLA format and send Word-compatible documents.  
Email submissions to [tycasejournal@gmail.com](mailto:tycasejournal@gmail.com).**

**Share your conference photos in the TYCA-SE Facebook group!  
#TYCASE23**



100

**W. W. NORTON & COMPANY**

*Celebrating a Century of Independent Publishing*

W. W. Norton & Company is the oldest, largest  
book publishing house owned by its employees.

At 100, we take pride in our independence,  
stay true to our founding vision, and  
give back to the community.

**Please visit us at our booth to see  
what's new and noteworthy in person!**

Learn more about our history and  
explore a century of books that live:





## Need help managing writing assignments in your Learning Management System?

### We've got you covered with **Achieve for English!**

Achieve provides a dedicated composition space that helps to solve writing classroom challenges by streamlining feedback over multiple drafts and supporting students at all levels.

1

Easy access to the e-textbook version

2

Personalized diagnostics with study plans

3

Intuitive writing tools

Visit [macmillanlearning.com/tyca2023](https://www.macmillanlearning.com/tyca2023) for a complete listing of all Bedford/St. Martin's titles in Achieve

### Explore our writing tools!

#### Revision Planning

Give students agency over the revision process

#### Commenting (Instructor or Peer)

Enable feedback from instructor to student, and student to student, based on draft goals

#### Reflection Questions

Provide questions that support metacognitive learning

#### Side-by-Side Drafting (and Grading)

See progress from draft to draft

#### Customizable/Gradable Rubrics

Use or edit existing rubrics or create your own

#### Peer Review Tools

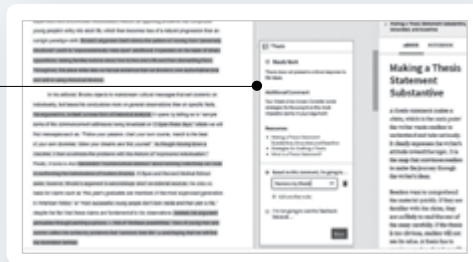
Manage groups and monitor progress

#### Plagiarism Check

Help students use and cite sources ethically, prior to draft submission

#### Writing Process Insights

Monitor trends across writing assignments



Group 1						
Name	Write to Submission Draft Completed	Review Received	Yes	Peer Review Submissions Review Completed	Yes	Individual Comment Set on Peer Review
Michael Bennett	January 26, 2023	0/3	0	0/3	0	Comment Bank
Chloean Gault	January 27, 2023	0/3	0	0/3	0	Write to Review
Maxwell Broussard	January 26, 2023	0/3	0	0/3	0	

Group 2						
Name	Write to Submission Draft Completed	Review Received	Yes	Peer Review Submissions Review Completed	Yes	Individual Comment Set on Peer Review
Maxwell Gault	January 27, 2023	0/3	0	0/3	0	Comment Bank
Priscilla Pappas	January 28, 2023	0/3	0	0/3	0	Comment Bank
Henry Robinson	January 27, 2023	0/3	0	0/3	0	



Schedule a full demonstration! Visit: [go.oncehub.com/AchieveDemos](https://go.oncehub.com/AchieveDemos)  
Meet with a Learning Solutions Specialist: (choose Achieve Demo for English)



# 1ST FLOOR



# 2ND FLOOR

