2021 TYCA-SE Conference
Connecting Communities In and Out of the Classroom

Virtually hosted by Florida State College at Jacksonville

TYCA-SE

Two-Year College English Association-Southeast
Regional Affiliate of the National Council of Teachers of English

Dear Members and Friends,

Welcome to the first virtual conference for TYCA-SE! We are happy you decided to join us. With the recent pivot to online learning, you and your teacher-friends have probably been on a continuous scavenger hunt to find new and innovative strategies to engage your on-screen students. If so, this year's conference, fittingly entitled "Connecting Communities In and Out of the Classroom," aims to provide various educational resources to help build and/or strengthen relationships between students, faculty, and staff. Our expert educators have been busy preparing presentations that tackle numerous timely topics, including effective synchronous online learning, trauma-informed teaching and learning, collaborative teaching tools for the 21st century, and more. We invite you to participate in all of these sessions. The presentations consist of traditional (30-minute) sessions, lightning (5-minute) sessions, and roundtable (group) discussions. Afterward, I encourage you to share the information with colleagues at your respective institutions. I am convinced that everyone benefits when instructors are more knowledgeable, adaptable, and compassionate.

In closing, I would like to recognize the hardworking faculty and staff at Florida State College at Jacksonville for hosting this trailblazing, virtual conference. Also, a very special thanks goes out to the Regional Executive Committee of TYCA-SE, the visionaries, developers, and facilitators of the event. Last but not least, thank you to the attendees who registered and participated in the sessions. I appreciate all of your efforts.

Have a productive day!

Lakeya Jenkins

Lakeya Jenkins
TYCA-SE, Chair
Piedmont Technical College

Alabama Florida Georgia Kentucky Mississippi North Carolina South Carolina Tennessee Virginia West Virginia

Welcome from the Conference Chair

Fellow members of TYCA-Southeast,

Welcome and thank you for joining us for our organization's first virtual conference—it is great to "see" each and every one of you, even if it is virtually!

This year's conference theme, "Connecting Communities In and Out of the Classroom," relates closely to the mission of our own organization. TYCA-SE is comprised of a strong community of dedicated, talented educators, and if there's one thing the past year has taught us, it is the value of such communities. These communities provide support, opportunity, fellowship, friendship, and hope when there are challenges to be faced. With the abrupt switch to online-only courses in Spring 2020, and a continuation of the like for many of us, this year since our last TYCA conference has presented us with many difficult challenges: internet accessibility, managing COVID-friendly in-class learning, keeping pets and kids quiet during virtual class time, etc. It is important to rely on community as we grow, learn, and process changes within our new normals, and our annual conference is one of the best ways we can do that.

As such, we hope that your time with us today enables you to feel—even if just a bit—that sense of community that our time at TYCA-SE normally affords. Things will look different, yes, but the heart of our purpose still remains true. We hope you enjoy a new session type we are introducing this year—the lightning talk; likewise, I'm sure the virtual happy hour will be a bright spot in the day that you will not want to miss!

So, sit back, choose your perfect virtual background, and join us as we commune with each other to discuss the importance of community in our work as educators and in the lives of our students.

We look forward to seeing each of you in the flesh next year at TYCA-SE—Atlantic Beach, Florida, running from February 23-26, 2022.

Best,

Elizabeth Rogers

Elizabeth Rogers
Program Chair

Friday, February 19

7:55 am

Welcome Messages
Lakeya Jenkins, TYCA-SE REC Chair
Dr. John Avendano, President, FSCJ

Session I

8:00 am

Mandy Jones
Georgia Northwestern Technical College

Teachers and Librarians:
Equity Leaders in the American Classroom

8:30 am

Session II

Paul Brooks
Campbellsville University—Harrodsburg (KY)

Multimodal Learning as a 'Positive' Test in Composition Assessment

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9:00 am

Break—Publishers' Exhibits

Session III

9:30 am

Leah Wendt
Southcentral Kentucky Community & Technical College (KY)

Taking the Plunge into the OER Pool

10:00 am

Session IV

Julie Trotter
Alamance Community College (NC)

Fostering Curiosity & Independent Learning Through Student Research Projects

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Lightning I

10:30 am

Engaging Students in Courses Utilizing Video Conferencing for Instruction
Laura Morrison & Michelle Ford, College of the Albemarle (NC)

11:00 am

Session V

Krystiane Evans
Spartanburg Community College (SC)

Continuity & Community:
From Transitional Studies to Literature and Linguistics Courses

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Session VI

11:30 am

Gina Flowers & Jennifer Colatosti
Georgia State University - Perimeter College (GA)

Digital Peer Review:
A Safe Space for Building Classroom Community

12:00 pm

Lunch

Session VII

1:00 pm

Eric Kendrick
Georgia State University - Perimeter College (GA)

A Scaffolding Approach to Writing for Blended Instruction

Lightning II

Amplifying Diverse Voices in Course Readings
Tom Geary, Tidewater Community College (VA)

1:30 pm

Finding the Right Fit:
Which LMS Tool Fits Your Teaching Style
Jennifer Duncan, Georgia State University - Perimeter College (GA)

What to Believe About Assigning Narrative Writing
Elizabeth Cobb, Florida Gateway College (FL)

What I Learned from Failing at Ungrading
Tom Geary, Tidewater Community College (VA)

Tearing Down Silos: Benefits of Professional Learning Communities
Elizabeth Rogers, Florida Gateway College (FL)

2:00 pm

Break—Publishers' Exhibits

Session IX

2:30 pm

Wendy Campbell Slater
Southern Louisiana Community College (LA)

A Math & English Learning Safari:
A Study in Animal Conservation

3:00pm

Session X

Laura Morrison
College of the Albemarle (NC)

Building Relationships in Online/ Video-Conferenced Courses

3:30pm

Break—Publishers' Exhibits

4:00 pm

Virtual Happy Hour

WELCOME MESSAGES (7:55AM)

Lakeya Jenkins, TYCA-SE REC Chair

Dr. John Avendano, President, Florida State College at Jacksonville

SESSION I (8:00AM)

Teachers and Librarians: Equity Leaders in the American Classroom

Mandy Jones, Georgia Northwestern Technical College (GA)

Great strides have been made in order to reach digital/technological equality in the American classroom, even more so as we navigate a world pandemic. Despite the multifaceted definition of the digital divide, modern educators must grapple with this gap as we forge a new path in digital learning. Due to Covid 19, teachers have been forced out of the classroom, and left to navigate virtual learning programs with little to no instruction. They have been asked to be leaders, to boldly go forth and navigate the uncharted waters of educating traumatized youth that may not have internet access and/or a mobile device. I suggest the solution for ongoing digital learning education for teachers, and access to wifi by marginalized, and/or low to moderate income students may be as close as the local library. This partnership will further the goal of creating highly educated, ethically minded, digital citizens in the American classroom that are prepared to compete and excel in the 21st century.

SESSION II (8:30AM)

Multimodal Learning as a 'Positive' Test in Composition
Assessment in a Global Pandemic Composition Curriculum

Paul Brooks, Campbellsville University - Harrodsburg (KY)

There is a common, unattributed adage in English Pedagogy that asserts "all learning is multimodal." That is, there is an already existing intersection between modes of learning which, when coupled with creative, relevant and theme-based curriculums offer the opportunity for a diverse, modernistic student population to engage deeper in their learning and assessment experiences. The current Global Pandemic of the Covid-19 virus presents educators with both an opportunity to address a diverse, often remote, student audience with (in this case) pedagogical strategies for learning and assessment that better reflect this intersection between a social-media driven population and course objectives.

BREAK: PUBLISHERS' EXHIBITS (9:00AM)

SESSION III (9:30AM)

Taking the Plunge into the OER Pool

Leah Wendt, Southcentral Kentucky Community & Technical College (KY)

During Fall 2020, OER saved my 120 students a collective $6,000 of textbook course charge fees. When other faculty and students were stressing with publisher content issues, my students kept clicking and working. Having this self-curated set of materials helped me create content more easily. When I needed to create content about plagiarism, for example, I pulled from my various sources, integrated them into the LMS, and provided an effective learning experience in my online freshman composition courses. Using OER content also made me a better instructor. Instead of relying on the publisher-created content that "mostly" did what I needed it to do, I was able to design my courses (all online in Fall 2020) to intentionally provide learning experiences and activities to keep students engaged and on track to fulfill the course competencies. During Spring 2021, I am revamping the second-semester freshman composition course with OER materials. While this means building the plane while I am flying it this term, it is an exhilarating and worthwhile endeavor. This switch to OER was a goal I have had for some time: making course content as accessible as possible in terms of ADA, financially, technologically, and culturally inclusive. I am so glad that despite the pandemic-stress of last year that I took the plunge and did it! I look forward to sharing my triumphs and lessons learned (often the hard way) in hopes to inspire others to make the switch to OER.

Session IV (10:00am)
Fostering Curiosity and Independent Learning Through Student Research Projects
Julie Trotter, Alamance Community College (NC)

Zora Neale Hurston, author and anthropologist, once said, "Research is formalized curiosity. It is poking and prying with a purpose." Since 1978, the Council on Undergraduate Research has promoted "formalized curiosity" opportunities for students during their undergraduate experience. In this session, conference participants will learn the necessary skills for directing and advising qualitative research projects for English and humanities community college students.

In 2008, Joseph Grabowski, Margaret Heely, and Jacob Brindley found that first-year student involvement in research improved retention, while David Lopatto discovered in his 2003 survey of 41 universities that students involved in research increased student success. Student researchers were benefited by: learning tolerance for obstacles, understanding how knowledge is constructed, increasing self-confidence, learning to work independently, improving skills in writing and oral presentations, becoming part of the learning community, and clarifying their respective career paths.

Too many students begin their community college career without a clear idea of what they want to do. Frustrated and confused, these students see curiosity and aspiration as lofty, unreachable ideals. Involving students in research re-ignites curiosity and stimulates their aspiration through developing the mindset poet Mary Oliver calls, "Rise and look!"

Lightning Talks I (10:30am)
Engaging Students in Courses Utilizing Video Conferencing (Zoom) for Instruction
Laura Morrison and Michelle Ford, College of the Albemarle (NC)

In this session we will cover multiple ways to engage students in active participation in web-conferenced classes. From Syllabus and camera policy considerations to using multiple engagement strategies and opportunities, attendees should leave with five ways to show and improve student engagement during video conferencing classes.

Session V (11:00am)
Continuity and Community, from Transitional Studies to Literature and Linguistics Courses
Krystiane Evans, Spartanburg Community College (SC)

Teaching in Spartanburg County, South Carolina requires ENG Instructors to be cognizant of many local language variants. Additionally, due to the presence of BMW and other transnational companies, we must possess a wealth of intercultural knowledge, to meet the needs of our growing international/ESL population. In this session, I will discuss a series of workshops I have utilized for all my students: whether they are ESL learners, or speakers of dialects other than Standard American English (African-American Vernacular English and Appalachian English are the two most commonly-used at our college). Topics include: the use of formal register in composition (a lesson from College Skills, which most–though not all–of our students have taken); the theory of Multiple Intelligences (also a concept covered in College Skills classes, but often, not revisited); navigating our multicultural/multiracial/multilingual identities; mastering code-switching in academia; and incorporating non-standard constructions into formal writing: through dialogue, shared proverbs, introductory hooks, etc. I have found the conversations resulting from these workshops to be beneficial in establishing trust between students (and myself) as we build a writing community. Peer review and individual conferencing, in particular, have become enriched experiences for all of us since these workshops have been incorporated.

Session VI (11:30am)
Digital Peer Review: A Safe Space for Building Classroom Community
Gina Flowers and Jennifer Colatosti, Georgia State University - Perimeter College (GA)

Peer review, when done well, promotes a sense of community in the classroom, whether face-to-face or in the digital environment. If designed as a safe, low-stakes space for practice collaboration, peer review helps students build critical reading skills and learn to incorporate feedback into their own writing process. However, as many composition instructors know, when students misunderstand the purpose of peer review or show lackluster engagement, the endeavor results too often in students not taking the process or their peers' feedback seriously. At this roundtable, Jennifer Colatosti will discuss her experience using MacMillan's Achieve learning platform to foster greater student engagement and more effective collaboration in the peer review process. Gina Flowers will unabashedly share some past failed attempts at online peer review as well as some recent modifications that resulted in more productive outcomes. In this roundtable format, we also hope to hear from other instructors as we crowdsource some innovative techniques for increasing the effectiveness of peer review for our students.

Lunch (Noon)

Session VII (1:00pm)
A Scaffolding Approach to Writing for Blended Instruction
Eric Kendrick, Georgia State University - Perimeter College (GA)

Perimeter College instituted a blended approach to instruction for Fall 2020 to facilitate social distancing in the classroom. Face to face classes were divided into four cohorts that attended class once every two weeks, with the remainder of instruction taking place online. This was basically a new take on the 50-50 hybrid model, but with 75% of the course online & 25% in-class. Prior to the pandemic, students took online or hybrid courses as a choice, but in this new paradigm, online instruction was not optional. This would inevitably present challenges to some students, based on (but not limited to) one or more of the following: learning style; educational background; experience with and access to technology; other commitments outside of school. However, among the most vulnerable were those in corequisite (learning support) sections of Composition I (ENGL 1101 + ENGL 0999). The presenter, while using various components of a scaffolding in previous writing instruction, decided to implement a full-fledged scaffolding approach for the new blended model. The trial was successful on several levels. In addition to learning support, corequisite or ESL courses, components of this approach can be used in general composition courses employing various elements of differentiated instruction.

Lightning Talks (1:30pm)
Amplifying Diverse Voices in Course Readings
Tom Geary, Tidewater Community College (VA)

Several factors inform the selection of our course texts: cost, access, relevance, and recency. Another factor that should be strongly considered is the inclusion of marginalized perspectives. Rather than amplifying the voices of minority scholars, many English composition faculty – likely inadvertently – maintain the status quo by choosing texts without factoring in the writers' identities and backgrounds. These course readings fail to reflect the diverse student population in two-year colleges. Michael Mikail writes, "Students ought to be able to read texts from diverse perspectives, and from scholars who had those particular students in mind when writing them. … Students cannot obtain a world-class education while the scholars they study belong to the same class of white men with access to elite institutions." In this lightning session, I will argue for the importance of amplifying diverse voices via course readings, videos, and podcasts to engage students of various backgrounds in multiple learning styles. I will also share resources and my strategies for incorporating OERs by minority scholars in my technical writing and composition courses.

Finding the Right Fit: Which LMS Tool Fits Your Teaching Style

Jennifer Duncan, Georgia State University - Perimeter College (GA)

As many instructors begin teaching online or hybrid for the first time, they may struggle with how the tools available in their LMS best match their teaching style. In a quick overview, learn which tool best fits your classroom based on your personal teaching philosophy and best practices.

What to Believe About Assigning Narrative Writing

Elizabeth Cobb, Florida Gateway College (FL)

This five-minute lightning session will remind instructors of a resource from the past: "This I Believe" which is still, if not an even more relevant, method of teaching narrative writing. The mode has its cheer-leaders and its opponents in the realm of college teaching, but if we guide students towards writing a story with a purpose, narrative writing can unlock powerful thoughts in students allowing them to see themselves as writers. What a great way to start a composition course!

What I Learned from Failing at Ungrading

Tom Geary, Tidewater Community College (VA)

As writing instructors worldwide revolutionize their classes with asynchronous Zoom sessions, videos and podcasts, and cost-free open educational resources, most of our pedagogy remains firmly rooted in a practice that has been labeled "never fair" and "undermin[ing] learning" [Elbow], "meaningless" and "superficial" [Davidson], and even racist and white supremacist [Inoue 3]. Grading is an oft-criticized as-pect of college instruction that perpetuates a deficit model as students receive letter grades with feed-back highlighting errors. In response, some have shifted to ungrading. Known by various terms like going gradeless, abolishing grading, or even utilizing labor-based grading contracts, ungrading is an increasingly popular pedagogical practice designed to center student learning and, according to Jesse Stommel, to "dismantle traditional and standardized approaches to assessment."

Many articles, presentations, and blog posts detail successful implementations of strategies to un-grade in the composition classroom. In this lightning talk, I argue briefly for the benefits of eliminating grades – such as removing barriers for our students and emphasizing writing as a process – and explain what I learned from my own failure to properly implement the pedagogical approach in my first attempt. My experimental foray into this alternative form of assessment was an unmitigated disaster. Though some might consider my abandoned attempt as easing into a "grade-free zone"– one that isn't a deep dive into the practice but instead a dipping of my feet into the waters – I learned that a grade-free classroom isn't easy; it requires intensive preparation and a shift in mindset [Stommel].

Tearing Down Silos: Benefits of Professional Learning Communities

Elizabeth Rogers, Florida Gateway College (FL)

This five-minute session will define and describe the role a professional learning community (PLC) can play at your institution in the areas of professional development, curriculum, and community building. I will demonstrate these benefits by using the results of my institution's Inclusion + Intersectionality in the Classroom PLC as a working model.

BREAK: PUBLISHERS' EXHIBITS (2:00PM)

Session IX (2:30pm)
A Math and English Learning Safari: A Study in Animal Conservation
Wendy Campbell Slater, Southern Louisiana Community College (LA)

This workshop highlights a learning community completed by a math statistics class and an English Composition I class that explored writing across the curriculum and animal conservation. The statistics class studied patterns of dwindling animal populations, and the composition class explored issues presented in Jane Goodall's book The Ten Trusts. Students exchanged information with a student-produced brochure by the statistics class and a newsletter highlighting the problems presented in The Ten Trusts in the English Composition course. Both classes also visited the zoo for hands-on observation of the animals and heard a naturalist speak about preserving animals indigenous to the area and elsewhere.

Session X (3:00pm)
Building Relationships in Online/Video-Conferenced Courses
Laura Morrison, College of the Albemarle (NC)

Felton and Lambert (2020) argue that students at every level benefit from Relationship Rich Education. They argue this is critical for first generation college students who may not have support outside the college environment. This roundtable will discuss how we create the relationship rich environment virtually.

Break: Publishers' Exhibits (3:30pm)

Virtual Happy Hour! (4:00pm)
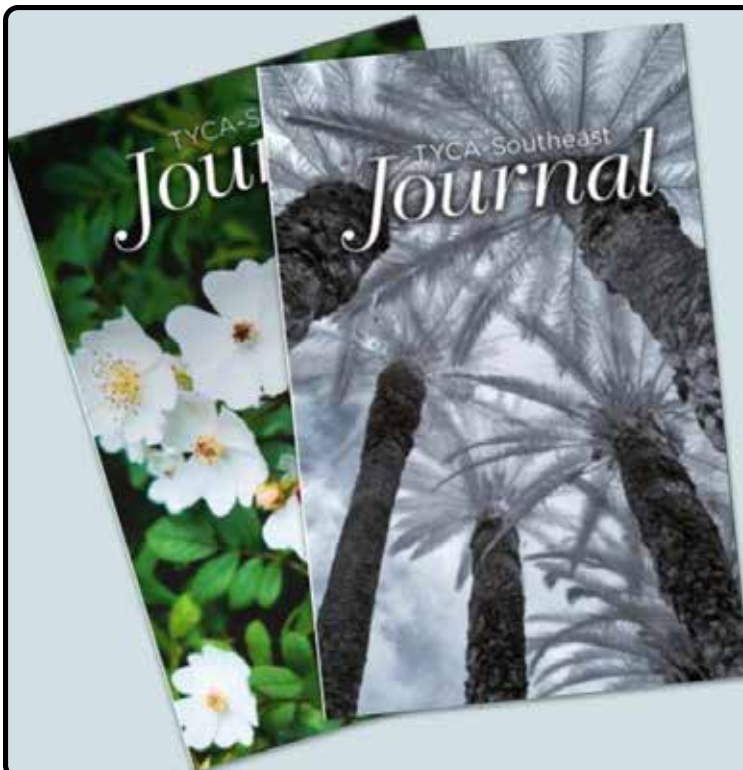
TYCA-SE presenters: Turn your presentation into an article for the *TYCA-Southeast Journal*.

All members should consider sending an article or creative piece to tycasejournal@gmail.com

The deadline for the Spring issue is March 15th.

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2022 TYCA-SE CONFERENCE

February 23-26, 2022
One Ocean, Atlantic Beach, Florida

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