Sessions Presented by Two-Year College Faculty

Concurrent Sessions Presented by Two-Year College Faculty

W.05  TYCA Presents Cracking the Books: Integrating Reading and Writing in the Composition Classroom

A.34  Opening Minds in Open Access Classrooms: Alternate-Reality Gaming as Bakhtinian Pedagogy

B.31  From Hula to Hei: Indigenizing English Instruction at Hawai’i Community College

D.28  Teaching Community in the Two-Year College: Successful Group Work Online and in the Classroom

G.32  Open Access Curriculum: (Re)Designing a Competency-Based Writing Program

H.24  Is Open the Same as Access? Teaching Writing in the Two-Year College

I.35  Opening the Writing Program to the Whole Campus: Four Innovative Strategies

K.02  Creative Redesigns for Open Admissions: Increasing Access at Two-Year Colleges

K.25  Getting a Job in a Two-Year College

M.23  Language Diversity in Diverse Pedagogical Scenes: Negotiating Southern, Reservation, and African American Englishes in the Composition Classroom

N.03  “Basic Writers,” “College Writers,” and the Open Gate: Accelerated English and First-Year Composition

N.15  Keeping an Open Mind about Open SUNY: Believing and Doubting SUNY’s Online Learning Initiative

N.31  Disrupting the Literacy Narrative Assignment with Code Meshing and Rival Perspectives

CCCC 2014 Public Image of Two-Year Colleges: Hallmarks of Fame Special Interest Group
Individual Presentations by Two-Year College Faculty

A.27 Brett Griffiths, Enabling Discourses: How Classroom Interactions Can Position Historically Disadvantaged Students for Success

B.26 Dalel Serda, Annotating Marginal Discourse: Fostering Metacognitive “Habits of Mind” in Community College Hispanic Females

D.35 An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution

E.02 Meredith Singleton, MOOCs and Basic Writing: The MOOC as a Non-Traditional Course Textbook

E.02 Hope Parisi, Sharing Students across Studio-Based Landscapes: New Tensions and Possibilities in Basic Writing

F.32 Dominique Zino, Behind Closed Doors, Creating Open Windows: Evaluating a Hybrid Model for WAC/WID Faculty Development Workshops

F.34 Deborah Beertsch, “Delicate Negotiations:” Towards a Discourse of Construction in Asynchronous Online Writing Center Consultations

F.39 Ilka Luyt, Shall We Dance? Exploring Gender and Problem-Based Learning in Asynchronous Online First-Year Composition Courses

G.03 Pegah Motaleb and Wendy Smith, Coming Up to Acceleration: History, Process, and Progress at Our Community College

G.22 Kristen Weinzapfel, Letting the Chips Fall Where They May: Teaching the Legacy of John F. Kennedy’s “The Purpose of Poetry”

G.27 Susan Waldman, Meeting Students Where They Are: Using Local Issues to Focus Writing and Research for a First-Year Composition Course

G.24 Laura Aspinall and Angela Romagnoli, Neurodiversity in the Composition Classroom

I.26 Dianna Shank, “Open” Conversations on Themed Race FYC Courses

I.27 Stephanie Loomis Pappas, Overshare: Adult Learners’ Anxiety and Disinhibition in Online Writing Classrooms

J.03 Tristin Hooker, Writing Home: Teaching Rural Basic Writers as an Insider/Outsider in the Ozarks

K.16 Jean-Paul Nadeau, Straddling the ESL/English Department Divide: Reporting on a Local, Ethnographic Study of Non-Native Speakers’ Writing Development

L.05 Kerry Lane, What Does Hegel’s Dialectic Have To Do With Basic Writing?

L.09 Catherine St Pierre, Military Service and Literacy Sponsoring

L.10 Jennifer Penaflorida, Creating Community: A College/Career Readiness CAPstone Project for Secondary Level

M.25 Leslie Akst, It’s Not a Writing Class until Somebody Cries—The Emotional Implications of Critical Pedagogy in the Composition Classroom
Friday Special Interest Groups (TYCA)

TYCA TALKS
Friday night, 6:30–7:30 p.m.