

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 Penafloida, 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.