Sessions Presented by Two-Year College Faculty

Concurrent Sessions Presented by Two-Year College Faculty

W.03 Council on Basic Writing Preconvention Workshop: Risky Relationships in Placement, Teaching, and the Professional Organization
AW.13 Ethical Issues for Beginning Researchers
A.02 Prolonging the ALP Effect: A Multi-Pronged Approach to Co-Requisite Enrollment for Developmental Writing Students
A.16 Comp’s Got Ninety-Nine Problems, but Racial Equity Ain’t One—The Risky Business of Engaging Racial Equity in Writing Instruction
B.01 From Remediation to Meaning: Approaches to Structuring Co-Requisite Courses
B.20 Literacy and Affect: Social, Political, and Pedagogical Investigations
C.02 Gauging Preparedness for College-Level Writing: An Investigation of Student Writers’ Development
D.03 Resistance and Participation: Innovative Adaptations to Florida’s SB 1720
D.31 Issues in Dual Enrollment: Rigor, Credentials, Pedagogies, Transitions
Poster Session D Writing Class: How Class-Based Culture Affects Student Experience in College Writing
E.12 Pursuing Work in a Two-Year College: Risk and Reward
F.02 The Risks and Rewards of Accelerating Basic Writing: An Inside Look at Scaling Up, Replication, and Adaptation of a Successful Acceleration Model (ALP)
F.34 Fostering Student Engagement through Multimodality in FYC
G.02 Risking Self-Scrutiny: Redesigning the Writing Curriculum of the Open-Access College
H.02 Comparing Basic Writing Students across Traditional and Accelerated Learning Program Models
H.41 FYC Overhaul: The (Harsh) Realities of Radical Redesign
Poster Session H A Multimodal Research Essay: Curating Arguments With Storify
I.43 Tough Crowd: The Perils and Benefits of Proposing and Piloting a First-Year Composition Program in a Two-Year College
J.01 Learning in the Fast Lane: The Risks and Rewards of Accelerating Developmental Writing
J.19 Facilitating Student Voice and Agency in Community Colleges: A Risky Business
K.16 Bridging the Gap without Falling In: What a Community College and Local High School Learned from College-Readiness and Collaboration
Individual Presentations by Two-Year College Faculty

C.16  Brian Patterson, Yakima Valley Community College, Grandview, WA, “Multiple Objectives: A Multimodal Approach to a Multiliteracies Course”
C.24  Rochelle Gregory, North Central Texas College, Gainesville, “Project Xtreme: Transforming At-Risk Students’ Academic Behaviors and Creating Contextual Learning Environments in Composition I”
D.35  Diane Davis, Johnson County Community College, Overland Park, KS, “Analysis of a Protest Group: Teaching First-Year Composition Students to Stay Focused on Evaluation when They Would Rather Write about Their Own Positions on a Controversial Topic”
F.04  Cara Chang, Leeward Community College, Aiea, HI, “From Mauka to Makai: Incorporating Place-Based Education and Culture-Based Education into Writing Courses”
F.31  Dalel Serda, College of the Mainland, Texas City, TX, “External Cognitive Offloading: The Taxonomy of Marginal Annotation”
F.34  Joy Cooney, Texas Tech University, Lubbock, “Validating Visual Rhetoric in the Composition Classroom: Analyzing Metaphor in Dr. Seuss’s WWII Cartoons”
G.35  Amanda Hayes, Ohio University, Quaker City, “The Power of Our Own Words: Rhetorical Sovereignty for Appalachia”
H.06  Jessica Labbe, Guilford Technical Community College, Greensboro, NC, “Engaging the Muse: The Power of Creative Writing in Unexpected Places”
H.14  Gary Bays, University of Akron, Wayne College, OH, “Institutional Writing: A Cautionary Tale”
H.20  Junie Hayashi, Leeward Community College, Pearl City, HI, “Epic Research in English 100”
H.20  Mia Reisweber, Leeward Community College, University of Hawaii, Hilo, “Epic Research in English 100”
I.02  Erika Johnson, Texas Woman’s University, Denton, “Identity and Heteroglossia: The Language of Hegemony in Basic Writing Syllabi”
I.02 Kara Jensen, Georgia Military College, Macon, GA, “Texting in the Classroom: How to Use the New Dialect”
I.02 Wendy Wright, El Camino Community College, Long Beach, CA, “Writing with Attitude: Burke and the Basic Writer”
J.42 Melissa Dennihy, Queensborough Community College, City University of New York, NY, “Cultivating Attitudes of Ownership in the Community College Composition Classroom: Toward Self-Directed Learning and Assessment”
K.02 Julia Carroll, Queensborough Community College, NY, “How to Utilize an Embedded Librarian in a Basic Writing Class”
K.03 Kerry Lane, Joliet Junior College, IL, “Hegel, Yeats, and Basic Writing: An Acceleration Study involving Basic Writers Completing Comp I with Intervention”
K.42 Mohammed Al Alawi, Sultan Qaboos University, Muscat, Oman, “Decision-Making during Assessments of English Writing in a University Context in the Sultanate of Oman”
L.01 Christian Bednar, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
L.01 Jeremy Branstad, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
M.05 Farah Habib, Bristol Community College, Fall River, MA, “Risks and Rewards of Writing Narrative Non-Fiction: Lessons for Composition Courses”
M.17 Jennifer Maloy, Queensborough Community College, NY, “A Tale of Two Placements: Generation 1.5 Students in ESL and NSE Writing Classes”
M.17 Kerstin Petersen, State University of New York, Binghamton, “The Challenges of a First-Year Writing Classroom Including Monolingual and Bilingual Speakers”

Friday Special Interest Groups (TYCA)

TYCA TALKS
Friday night, 6:30–7:30 p.m.
Marriott, Florida Ballroom IV, Level Two