

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

Poster Session K Rhetorical Knowledge and Course Delivery: A Comparison of Expectations and Outcomes

CCCC 2015 Public Image of Two-Year Colleges: Hallmarks of Fame Special Interest Group

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”
- F.37 Nancy Pine, Columbus State Community College, OH, “Deeper and More Personal Risk: The Role of Narrative in Service-Learning Composition at Two-Year Colleges”
- 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