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Friday Dinner: **Pearson Publishing**  
Friday Dinner: **Wadsworth Publishing**  
Saturday Coffee and Snacks: **The Association for Higher Education (AHE)**

## SPECIAL THANKS

The conference planners wish to express their gratitude to those who supported their efforts over the past year, especially the TYCA-PNW Regional Executive Committee, the 2006 conference organizers at Chemeketa Community College, and the English departments at SCC and SFCC. We would also like to thank the following individuals and organizations for their generosity:

Ira Gardner, Spokane Falls Community College  
Cathy Scott, Director, Community Colleges of Spokane Bookstores  
Carla Naccarato-Sinclair, AHE Faculty President, Community Colleges of Spokane

## TYCA-PACIFIC NORTHWEST 2007 CONFERENCE SCHEDULE OVERVIEW

*All sessions will be held in the SCC Lair conference rooms;  
rooms will have the session titles and schedules clearly posted.*

### Friday, October 12

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2:00-3:00	Registration
3:00-4:00	Session 1: Workshops
4:15-5:15	Session 2: Paul Bodmer, Senior Program Officer for NCTE
5:30-9:30	Dinner and Entertainment

### Saturday, October 13

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8:00-8:45	Registration, Continental Breakfast
8:45-9:15	Welcome
9:15-10:15	Keynote Speaker: Victor Villanueva
10:30-11:30	Session 3: Workshops and Panels

11:45-12:45  
1:00-2:15  
2:30-3:30

Session 4: Workshops and Panels  
Lunch, Lisa Ede Awards  
Session 5: Workshops and Panels

**TYCA-PACIFIC NORTHWEST REGIONAL EXECUTIVE COMMITTEE**

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**TYCA-PNW is an association of the NCTE**

**FRIDAY, OCTOBER 12**

**2:00-3:00**  
**Registration**  
**Lair Lobby**

**3:00-4:00**  
**Session 1**

**A. “THAT’S SO GAY!”: ERADICATING HETEROCENTRISM FROM THE CLASSROOM** *(part one of a two-part workshop; one need not attend both sessions)*

Kellie Fischer, Spokane Falls Community College  
Heather Keast, Spokane Falls Community College  
Stormy Rodolph, Spokane Falls Community College  
Barbara Williamson, Spokane Falls Community College

When does sharing opinions in class cross the line, and how do we react when those lines are crossed? How do you respond to a student who says “That’s so gay”--or worse--while respecting free speech? If you’ve ever encountered these nettlesome remarks, had a student of faith feel marginalized by your attempts at inclusivity, or read a paper that supports discrimination, this session is for you. We will look at the ramifications of heterocentrism and heteronormative language in the English classroom and discuss how teachers can create a welcoming atmosphere for all students. Through discussion and activities, participants will be invited to walk the tightrope between academic freedom and safety for all students.

**Sasquatch Room**

**B. CITIZENSHIP IN THE CLASSROOM AND THE COMMUNITY COLLEGE: THE POLITICS OF RESPONSIBILITY**

Risë A. Quay, Central Oregon Community College

There has long been discussion and division in the academy and the composition community regarding the infusion of politics into curriculum and classroom. What roles should faculty take? What are our responsibilities to students? Should we challenge their views? Is it possible to challenge apparently unfounded opinion based on critical thinking? *Are* there bad ideas? Speaker will discuss instructors’ responsibility to teach about politics, civic responsibility, and citizenship in terms of critical thinking and the juxtaposition of various political, civil, and cultural perspectives. Workshop materials will be provided.

**Conference Room**

**4:15-5:15**  
**Session 2**

**Paul Bodmer**, Senior Program Officer for NCTE

“The Shape of Things to Come: The Diverse Academy to Serve the Full Community”

What the Commission on the Future of Higher Education's Report, "A Test of Leadership: Charting the Future of U.S. Higher Education," began, we, as good academicians and scholars who serve the public, must redefine and articulate to create a clear picture of how all of higher education serves all of the citizenry. The calls for more transparency and support for accessibility, affordability, and accountability are calls for clear public policy, informed by the public and all facets of the academy, to educate all our citizens. We must make it more than words.

**Conference Room**

<p style="text-align: center;"><b>5:30-9:30</b> <b>Dinner and Entertainment</b> <b>Library—Building 16</b> <b>Hagan Foundation Center for the Humanities</b></p>
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**5:30-6:00**     Appetizers and Social Hour

**6:00**             Italian Dinner catered by The Barn at Trezzi Farm

**7:00-9:30**     Wine, Music by *Too Many Men*, and Karaoke Party

**SATURDAY, OCTOBER 13**

**8:00-8:45**

**Registration and Continental Breakfast  
Lair Lobby**

**8:45-9:15**

**Welcome**

**Joe Dunlap**, President, Spokane Community College  
**Mark Palek**, President, Spokane Falls Community College  
**Paul Bodmer**, Senior Program Officer for Higher Education, NCTE  
**Sharon Mitchler**, Past Chair, National TYCA, Centralia College

**Auditorium**

**9:15-10:15**

**Keynote Address**

**Victor Villanueva**, Edward R. Meyer Distinguished Professor of Liberal Arts  
Washington State University

**“When Racism Enters Writing”**

The talk, relying on anecdote, scholarship, and poetry, points to the difficulties students and teachers and tutors face when attempting to discuss racism. Villanueva points to the ways in which racism in the ways we've come to understand no longer tends to show itself in the ways we have come to expect, and how those changes can sometimes lull us into believing that racism is more or less a thing of the past.

**Auditorium**

**10:30-11:30**

**Session 3**

**A. POLITICS IN THE COMPOSITION CLASSROOM: WHEN WOR(L)DS COLLIDE**

Sandra Schroeder, Yakima Valley Community College  
Dodie Forrest, Yakima Valley Community College  
Gail Pearlman, Yakima Valley Community College  
Scott Klepach, Yakima Valley Community College

We would like to facilitate a round table discussion in which participants can discuss the rewards and (especially) the challenges of bringing controversial politics into the classroom, particularly when the instructors might be of a more liberal persuasion and many of the students are not only more conservative, but often Christian fundamentalists. How do we address these types of students without alienating them? What teaching experiences and strategies can we share in this

discussion that would help instructor-participants find meaningful and non-confrontational pedagogical approaches for introducing controversial political topics in the classroom? If part of education is to create good future citizens, than how can we do that in a manner that succeeds and satisfies both teacher and student? These are just some of the questions that might set the tone for the discussion, but our hope is that the participants will generate topics that are relevant to their own classroom experience, and that together we may come up with some viable solutions to the challenges that arise when politics enter the classroom.

**Littlefoot Room**

## **B. RETHINKING THE CONVENTIONAL IN THE TWO-YEAR COLLEGE WRITING CENTER**

Sherri Winans, Whatcom Community College

In *Good Intentions*, Nancy Grimm writes that:

When conventional beliefs, conventional practices, and conventional theories cohere into a system of thought, it becomes nearly impossible to doubt the status quo....Writing center workers are often attracted to their work because they enjoy “helping others.” They feel good, so they are unlikely to question the conceptual system that structures what they do. They are more likely to question the students who do not respond appropriately to their helpful suggestions.

Do we *really* believe students should question the status quo? If so, what role can, or should, writing center readers play? Should we encourage writers to become more active participants in their education? Should we facilitate conversations with them that might lead them to rethink their own words and views and experiences? Because of the difficulties many have negotiating systems with conventional beliefs and practices, Grimm asks writing center staff to reexamine our good intentions and our practices. Using scenarios and writing center theory, I want to lead writing faculty and staff in a discussion about potential roles and responsibilities of the writing centers on our campuses.

**Bigfoot Room**

## **C. ISOLATION, EMPATHY, AND THE CLASSROOM ENVIRONMENT**

### **Helping Students Understand Academic Citizenship**

Joanna Semler, Spokane Community College

Academic citizenship begins with students who are aware of themselves as active participants in a community of learners. Too often, students feel isolated intellectually, personally and politically from their peers and from their instructors. In many ways, the community college experience is one of perpetual transition and change; students struggle to discover their own identities as college students.

### **The Politics of Empathy, or Why Do We Teach Multiculturalism, Anyway?**

Janet Lucas, Peninsula College, Port Angeles

This presentation focuses on the results of a study of composition instructors' reasons for including multicultural readings in their courses at a rural community college. Many in composition include such material in their courses not just to expand students' view of the literary canon or to increase their awareness of the practices and beliefs of various cultural groups but in the hope that empathy created through narrative will lead to compassion, political action, and, eventually, a more socially just society. The presenter will provide a group activity, discuss the study and some of its implications, and lead an open discussion

**Sasquatch Room**

#### **D. RACE, CLASS, PRIVILEGE, AND THE COMPOSITION CLASSROOM**

##### **Unchaining racialized voices in the composition classroom – and the college**

Suzy Lepeintre, Bellevue Community College

Robin Bailey, Bellevue Community College

Kim Pollock, Bellevue Community College

Can a college be moving forward in so many ways in regards to diversity and still be completely backwards? Bellevue Community College has won numerous awards for their work in diversity and yet students still report how “they can still feel like they are living under Jim Crow laws here.” Participants will learn how one white and one black composition teacher collaborated to bring racialized teacher voices and content in the composition classroom. A black student from this classroom will talk about the strengths and weaknesses of their approach and the impact these students then had on the whole institution.

##### **Of Politics and Grammar**

Nanette Wichman, Eastern Washington University

One argument advanced against teaching grammar is that it privileges the standard variety of English to the detriment of other voices. Based on research in a pilot class, I suggest that this problem is less a matter of grammar and more a matter of pedagogical practice. This presentation examines the claims and counterclaims about what grammar is and can do toward meeting the needs of all our students as they approach participation in the academic discourse community.

**Conference Room**

**11:45-12:45**

**Session 4**

#### **A. GETTING INSYNC: HELPING STUDENTS INTEGRATE INTO COLLEGE**

Kathy Ewing, Spokane Community College

Denise Lambert-Keen, Spokane Community College

Jean Kavanagh, Spokane Community College

Deb Kyle, Spokane Community College

Joanna Semler, Spokane Community College

Mita Sen, Spokane Community College

SCC's "InSync" is a pilot program created especially for students whose reading and writing scores are at pre-college levels. Offered as a Learning Community for Fall Quarter 2007, "InSync" integrates two courses (writing/reading or writing/study skills) and is team taught by two instructors and support staff. The goal of this innovative approach is to increase retention among this high-risk population by creating a sense of "connectedness" to the college and to themselves as students. Panel participants will discuss the conceptualization and the step-by-step development of "InSync" and student/instructor responses and comments based on the initial weeks of instruction.

**Littlefoot Room**

### **B. WHO NEEDS A TEXTBOOK ANYWAY? TEXT-LESS ADVENTURES IN A PRE-COLLEGE WRITING COURSE**

Samm Erickson, Portland Community College

Caroline LeGuin, Portland Community College

Creating student-centered classrooms is one of the most popular phrases in college education these days, but how exactly do we do that and still create rigorous courses that meet outcome guidelines? Developed out of a frustration with inadequate texts and a disdain for rising textbook costs, this course places the onus on students to decide on, locate, and provide classroom texts for their classmates. Two instructors share their experiences managing developmental writing courses where students choose the subjects and the texts for the entire course. Find out about the advantages and challenges presented when we move to this more student-centered classroom.

**Bigfoot Room**

### **C. "THAT'S SO GAY!": ERADICATING HETEROCENTRISM FROM THE CLASSROOM (*part two of a two-part workshop; one need not attend both sessions*)**

Kellie Fischer, Spokane Falls Community College

Heather Keast, Spokane Falls Community College

Stormy Rodolph, Spokane Falls Community College

Barbara Williamson, Spokane Falls Community College

Who are the "moveable middle," and how are they reached? How can we as English instructors help our students recognize, reconcile, and engage disparate value systems? How can we make institutional changes on our campuses so that people of any sexuality or gender identity—actual or perceived—can feel safe and valued? We will look at a range of interventions and preventions for addressing heterocentrism and homophobia, from the classroom level up to the institutional level.

**Sasquatch Room**

### **D. COMMUNITY, IDENTITY, AND THE COMPOSITION CLASSROOM**

### **Community Building in ESL Learning Communities**

Judith A. Barbanel, Queensborough Community College  
Manette R. Berlinger, Queensborough Community College

Learning communities depend on positive student engagement in shared learning experiences. In ESL learning communities, where classmates often come from countries or cultures with conflicting values or politics, collaboration is especially challenging. Creating an environment and curriculum that enable these students to interact positively is essential to success. This presentation will describe key elements of an ESL LC environment and curriculum that foster the ideals of tolerance, respect, understanding and appreciation that define students' academic and social responsibilities in the classroom and extend to the larger community beyond.

### **Beyond Private and Public Writing: An Ecological Approach to the Writing-from-Sources Classroom**

Todd Lundberg, Cascadia Community College

Discussions of critical pedagogy and civic rhetoric seem caught in a bind: "politics" has no easy place in first-year composition, and college writing classrooms are political spaces. This theory leads compositionists to construct writers as utopian, solipsistic agents who are already competent actors or are too vulnerable to develop authentic positions. Trying to dodge the bind, I argue that writers emerge in an ecology (rather than a culture) that obliges them to grow as interdependent members of communities. I will describe a Comp II assignment sequence that obliges writers to practice engaging generative themes on behalf of local (and virtual) communities.

**Conference Room**

**1:00-2:15**  
**Lunch, Lisa Ede Awards**  
**Lair Cafeteria**

**2:30-3:30**  
**Session 5**

### **A. POLITICIZING BASIC SKILLS: NEGOTIATING BETWEEN COMFORT AND DISRUPTION IN DEVELOPMENTAL ENGLISH AND ADULT BASIC EDUCATION CLASSES**

Reid Sagara, Cascadia Community College  
Adrienne Lugg, Cascadia Community College

In developmental education and adult basic education, teaching is often framed as skills-oriented, and as such, as mostly apolitical. Furthermore, we aim to create a safe, comfortable learning space for our students (many of whom feel disconnected, disempowered, and disenfranchised in official school settings), often by avoiding controversial topics. But are we doing more harm by

keeping out politics and controversy from the classroom, when one of the missions of a college education is to prepare students to be global, politically informed citizens? And if we do teach politics and controversy in the classroom, how much do we want to disrupt the comfort zone of our classroom community? The two presenters—one from developmental English and one from Adult Basic Education—will discuss specific ways that they negotiate between comfort and disruption in pre-transfer-level English classes at a community college. In addition, they invite conference participants to share their insights about the possibilities and problematics of teaching controversial and political issues in developmental English and Adult Basic Education classes.

**Littlefoot Room**

## **B. ENGAGING STUDENTS IN MEANINGFUL SCHOLARSHIP**

James Spaich, Whatcom Community College

Dr. Jeffrey Klausman, Whatcom Community College

This round-table discussion invites participants to present their ideas and experiences in engaging students in civic or political issues, such as sustainability, especially as these ideas and experiences intersect with the teaching of writing. The discussion leaders will offer brief presentations (5-10 minutes) and then lead the participants in brainstorming ideas and sharing experiences. Near the end of the hour, we will come together to consolidate ideas and principles to foster student engagement with political and civic issues while remaining true to and enhancing our composition mission.

**Bigfoot Room**

## **C. THE USES OF TECHNOLOGY**

### **Marketing Learning Communities**

Stacy Kowtko, Spokane Community College

Angela Rasmussen, Spokane Community College

Andrea Reid, Spokane Community College

At last year's conference, we presented a working version of a Learning Communities (LC) Marketing Video designed to attract more students into LC courses at SCC. Since then, we completed the video and began showing it to prospective students. This year's LC classes have filled earlier and with greater numbers than previous years; we attribute the growth in enrollment to several marketing strategies. In this panel, we will share these methods, as well as screen the final version of our LC promotional video.

### **Open Composition: Building Community among Instructors**

Polly Buckingham, Eastern Washington University

I will discuss and demo Open Composition, a Blackboard site used to engage instructors in the important conversation of teaching writing; here instructors can post homework assignments, essays prompts, sample student essays, etc... for adaptation by other instructors. The site also includes podcasts of mini-lectures by instructors about teaching composition. Open

Composition is intended to promote a sense of intellectual community, an atmosphere of scholarly collaboration, and a dialogue on teaching methodology within the Composition Department. The name comes from open source programming such as Linux and Open Office (socialist in by nature) where participants always have a voice.

**Sasquatch Room**

#### **D. LANGUAGE AND POPULAR CULTURE**

##### **Why Ann Coulter Is Awful: From Suspecting to Identifying Logical Fallacies in Popular Media**

Jeff Holmes, Eastern Washington University

This presentation focuses on assignments for teaching sophomore composition students to recognize, analyze and respond to logical fallacies as presented in the media. The assignments ask students to work individually and in groups to invent fallacy examples, to locate fallacies in print and electronic media, to make a group presentation with electronic media requirements, and to apply their growing knowledge of fifteen fallacy types in a formal, academic critique. The presentation features amusing student-generated fallacy examples as well as handout for attendees to apply to their own teaching.

##### **Lessons From a Frustrated Patriot: Applying Aristotelian Rhetoric to the Declaration of Independence in the English 201 Classroom**

Carrie Bucher, Spokane Community College

Jan Strever, Spokane Community College

Since 9/11 and the subsequent military actions in Afghanistan and Iraq, pundits, political leaders and citizens from all parts of the political spectrum have hotly debated what it means to be patriotic. Do we give aid and comfort to the enemy, for example, when we publicly criticize our government's decision to go to war, or is it the duty of a responsible citizen to protest? Sadly, discussions of these and other equally important questions often seem shallow and jingoistic, but the English 201 classroom presents a unique opportunity to raise the level of public discourse on this subject by revisiting the document which launched our country, The Declaration of Independence. Most of today's students have never read this seminal work, let alone participated in an in-depth analysis of it, but by applying the rhetorical concepts of Writer, Audience, Message and Purpose from the work of Aristotle, Corbett and others, we can not only reinforce learning which has occurred in earlier composition courses but also introduce students to the notion that historical documents are not some sort of dead artifact or received truth which cannot be examined or questioned but are instead genuine discourse which must be examined and understood prior to grappling with questions such as those mentioned above. Lastly, the notion of the "general audience" is dispelled once students begin to understand how Thomas Jefferson shaped this document to address the needs of several audiences simultaneously.

**Conference Room**