

## TYCA-PNW 2010 Conference Program

### FRIDAY

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2:30-5:00      **Registration and Check in**  
Syre Foyer

3:30-5:00      **Workshop with Nancy Sommers**  
Syre Auditorium

Nancy Sommers will lead a two-hour workshop tentatively scheduled to focus on “The Evocative Object,” a workshop Professor Sommers conducted at the WPA Annual Conference in Minneapolis in Summer 2009 and presented on at the CCCC in March 2010. Her appearance at TYCA-PNW, as well as the “Evening Out,” is through the generosity of Bedford/St. Martin’s. The workshop is open to the first 50 registrants who indicate a desire to attend.

6:00-9:00      **Bedford/St. Martins Dinner and Evening Out**

Join your colleagues and friends at The Bellwether at Squalicum Harbor on Bellingham Bay. Thanks to the generosity of Bedford/St. Martins.

### SATURDAY

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7:30:-8:00      **Breakfast/ Registration and Check in**  
Syre Auditorium

**Session A**  
**8:00-8:50**      **Welcome from Program Co-Chairs**  
Jeff Klausman, Danielle Gray

**FEATURED SESSION:**  
**DK and Morgan: Improv Workshop**  
Syre Auditorium

How does Improv (theory and practice) relate to pedagogy? How can Improv improve our teaching and help us imagine possibilities? Join us and the nationally touring Improv group, DK and Morgan as they lead us in a morning workshop/presentation in the spirit of our conference theme.

## **Session B** **9:00-9:50**

### **PNWCA: Imagining Collaboration and Connection**

Ann Harrington, Everett Community College, PNWCA President,  
Prairie Brown, Central Washington University, PNWCA Secretary

Student presenters (to be determined)

Session Type: Panel

Time: 50 minutes

Writing center theory has long emphasized the importance of collaborations among writing tutors and their tutees. As Angela Lunsford puts it, "Collaboration leads not only to sharper, more critical thinking . . . but to deeper understanding of others" (p. 49). This deeper understanding of others is a focus of the Pacific Northwest Writing Center Association (PNWCA). Beyond the tutor/tutee relationship, the writing center directors who lead the PNWCA have extended collaborative theory to create a cross-school support network, allowing community college and university writing centers to work together toward one common goal: helping student writers to be successful as they navigate the complex higher education system, moving from college to university.

During this panel presentation, PNWCA leaders will describe our collaborative efforts, from our regional conference to our local Director's Day Out, which enable us to share our work within the writing center community and lead us to better understanding of how to mentor the students who visit our writing centers and who work as tutors. Student presenters will share their experiences as tutors and tutees, explaining how writing centers helped them to succeed as college students, to make the transition to university students, and to reach their educational goals. All members of the panel will hypothesize about further ways to strengthen bonds among community college and university writing centers and will discuss the implications of these collaborations. Audience members will be invited to participate in a question and answer session as well as share their ideas for collaboration.

### **Podcasting Poetry and Prose: How To**

100 Minute Session

Bradley Bleck, Spokane Falls Community College

The workshop, taking place over two 50-minute sessions (9:00-10:50), will enable participants to use their creative writing to explore ways we can attain a more vital and vibrant conversation about all kinds of writing through the process of creating poetry (and any other audio/video texts for that matter) podcasts. Participants will use open source software that can be readily downloaded and used when they are ready to tackle similar projects on their own. After being given time to learn how to use open source software such as Audacity on PCs and GarageBand on Macs, poems will be recorded in multiple ways: directly to their computers with a microphone, with digital recorders saved to flash memory before transferring content to computers for editing, and with digital video that can be uploaded to computers for editing and then sharing. Participants will leave the workshop with at least one poem in digital format, whether it is audio or video, either uploaded or ready to upload to a site created for the workshop. It is recommended that participants bring a laptop loaded with appropriate software. Some digital video cameras, recorders and microphones will be provided, but if you have your own, please bring it.

### **Re-Imagining Knowledge Transfer in First Year Writing Courses: Conclusions and New Directions**

50 Minute Session

Jessica Steele and Kathryn Toof, Whatcom Community College

**Session B**  
**9:00-9:50**  
(continued)

Through her recent research, Elizabeth Wardle has concluded that most commonly-used writing assignments in 100-level writing courses do not allow students to transfer writing skills to other situations and disciplines. Wardle's research thus issues a major challenge for first-year writing course instructors to re-imagine the work that we do.

We will examine the issue of transfer of skills' emergence as one of the most prominent theoretical concerns of composition studies and discussion will be two-fold: We will consider knowledge transfer both in terms of Wardle's---and others'--- recent research, as well as in the context of the recommendations for education made by progressive educators, including those in the June 14 2010 special issue of *The Nation*, "A New Vision for School Reform." We will consider the possible ways to strengthen and broaden transfer by linking specific writing assignments to Wardle's three recommendations for transfer and knowledge retention. This topic promises to be an exciting and provocative exercise to imagine what might be possible and optimal in the writing classes that we teach. We will involve participants in discussion and small groups as well as getting feedback on writing assignments.

**Panel Session: Revitalizing Ourselves and Exciting Our Students**

**"The Imagined Bull's Eye: Individualized Research Assignments"**

20 minute session

Patsy Everson, Wenatchee Valley College

I work as both a new Running Start academic adviser and experienced adjunct English instructor of research composition at Wenatchee Valley College. As a Running Start adviser, I have access to students' self-reported goals, interests, and historical enrollment data. As an adjunct English instructor, I teach many Running Start students the art of the research essay, focusing on the process and ceding topic selection to the individual student. Younger students often struggle with appropriate topic selection, and short in-class conferences designed to explore a student's interests may result in initial excitement that fades with time, resulting in a clichéd choice that satisfies neither the student nor the instructor. However, by combining my Running Start responsibilities with my teaching, I could obtain a uniquely detailed portrait of each Running Start student's academic history and evolving goals. Exploring each student's high school experiences, past and present quarterly enrollment patterns, and evolving academic plans, I could then provide each student with a customized list of topics from which to begin their research, one that integrates past success and demonstrated interests with present course schedules. The students would thus learn the recursive process of researched writing while reinforcing previous learning and exploring topics that reflect their current interests and long-term academic goals. Thus, focused guidance of the individual Running Start students' research choices may provide a higher probability of success. Bull's eye.

**"TOEs": Spokane Community College's Thematic English 101 Experience"**

20 Minute Session

Betsy Lawrence, Jeannie Isern, and Andrea Reid, Spokane Community College.

Imagine a more exciting English 101 experience—two years ago, a number of English faculty decided to revisit how we teach English 101. After several months of round-table conversations, we committed to working together every quarter to produce richer assignment sequencing. Our shared classroom experience includes a rotating theme, rigorous readings, and a final portfolio. By exploring themes such as coming-of-age with *The Catcher in the Rye*, surviving disaster with *Bel Canto*, and imagining the future with *The Road*, we have fostered more complex thinking and writing by our composition students and—more importantly—new energy in our faculty. TOEs has proven to be an inexpensive, productive, and fulfilling opportunity for faculty professional development. We will discuss this

**Session B**  
**9:00-9:50**  
(continued)

collaborative process and provide materials that demonstrate how we generate each quarter's course plans, challenge students, and revitalize faculty.

**Rethinking Remediation: Basic Writing in the 21st-Century Community College**

50 Minute Session

Wendy Olson, Washington State University Vancouver

Though most basic writing classes are taught in community college settings, most research and scholarship on basic writing focuses on university programs, practices, and pedagogies. This session moves to both interrogate and remedy—to re-imagine—this scholarly landscape by sharing research on basic writing in Washington State community colleges. Drawing from a state-wide survey and other data collected on basic writing programs in WA state community colleges, this research attempts to describe and assess how the complex relationships among a confluence of factors—the policies and politics of open admissions institutions, assessment procedures, labor and hiring conditions, and pedagogical practices, to name a few—shape and define basic writing in the contemporary two-year college setting. Audience participation and discussion to follow the 20-minute paper presentation.

**Session C**  
**10:00-10:50**

**The Effects of Working as a Peer Tutor on Community College Students**

50 Minute session

Clint Gardner, Salt Lake Community College

Traditionally, assessment instruments of peer tutoring programs measured what students are learning in tutoring sessions, or how effective the tutors are in their work. The aim of such assessment is to determine the impact of the service on the service's primary audience—the student. The theory of peer tutoring is that both students learn from the situation. In other words, there is a measurable effect on both parties in the tutoring situation, not just on the student who is seeking tutoring. According to Kenneth A. Bruffee who was an early pioneer in developing peer tutoring programs in writing centers, "Peer tutoring made learning a two-way street, since students' work tended to improve when they got help from peer tutors and tutors learned from the students they helped and from the activity of tutoring itself" ("Peer Tutoring and the 'Conversation of Mankind.'")

In this presentation, I will focus on an often overlooked subject of assessment: what the peer tutor learns and the impact that working as a peer tutor has on one's educational career and one's life in general. Through use of recorded interviews and other assessment instruments, I will demonstrate the impact that working as a peer tutor has on college students. I will also present methods others can use to assess the impact of working as a peer tutor at their own institutions.

**Transitions from Graduate Education in Comp/Rhet**

50 Minute Session

Bill Smith and Donna Qualley, Western Washington University  
Nick Potter and Mary Hammerbeck, Whatcom Community College

**Session C**  
**10:00-10:50**  
(continued)

In this "fishbowl" discussion, two faculty from Western Washington University's graduate program in composition and rhetoric and two recent graduates of that program and current adjunct faculty at Whatcom Community College will discuss questions about graduate student training in comp/rhet, the transition from graduate student to two-year college faculty,

and the transferability of graduate training. Also discussed will be the perceptions of two-year college work versus the reality of that work. Question from those in attendance will be encouraged.

### **Panel on Overlooked Genres: Syllabi and The Narrative “I”**

#### **“The Imagined Syllabus: Ways of Understanding Genre for Beginning Teachers of Composition”**

Christopher Alexander, University of Louisville  
20 Minute Session

Exploring the composition course syllabus through observations of the intersections of genre theories offers teachers new to the discipline opportunities to explore how teachers' roles are "read" within personal and institutional frameworks. Owing much to the position of the course syllabus as an occluded genre, operating behind the scenes while serving broader commitments and obligations, this simultaneous insider and outsider status offers opportunities for composition instructors to more thoroughly examine what our syllabi are really doing. In terms of explicating authority through positioning versions of one's institutional self, I argue that the course syllabus functions as an "extraordinarily ordinary" genre of academic and professional discourse. Convergences of motives and social forces are read into standardizations contained within course syllabi, particularly in those elements explicitly required by the institution, which include policies on attendance, modifications for those students with disabilities, and statements detailing responses to plagiarism. While some of these are not necessarily set in stone, they often appear that way to the beginning composition teacher, since the institution perpetuates itself by keeping its most essential ideological structures hidden from direct view. In this presentation, I argue that understandings of genre – from modes of classification to modes of social action – can help beginning teachers of composition to better articulate their course syllabi as both personal and institutional documents, designed to create boundaries of a specific course section while simultaneously preserving institutionally sanctioned, wider community boundaries of the general course.

#### **“Imagining a Place for Narrative in the English Classroom”**

20 Minute Session

Sue Ann Cairns, Kwantlen Polytechnic University

I will involve others by inviting them to share their experiences, as teachers or students, with writing that brings in the personal pronoun 'I'. Whether I am teaching Composition, Children's Literature, or English Education, I begin by asking students to write a reflective narrative on their experiences with writing, or with the subject matter I am teaching.

In my experiences teaching at universities in Canada and in the United States, and reading comments of reviewers of the Canadian writing textbook I have co-authored, I have found that Canadian English professors are wary--perhaps more so than faculty in the United States--of narrative writing that may seem too confessional- or that may not appear academic enough to help students with assignments in other classes.

In my experience, however, starting a class with writing in this blurred genre helps to foster engagement and community in the classroom. Although there is no pressure to produce a certain kind of narrative of oppression, trauma, or triumphal heroism, the process of reflecting on their writing and school lives allows students to express any ambivalence they may have toward school-based learning, and to be attended to with respect by a representative of the academy.

**Session C**  
**10:00-10:50**  
**(continued)**

Writing a reflective narrative, reading aloud to others, revising and crafting this narrative lets students experience the way that writing, and identities, are dynamic, subject to the revisions of imagination, memory, and conscious shaping.

**A Community of Teachers: Getting Serious about "College Readiness"**

50-minute session

Mary Fox, Tacoma Community College

Panel discussion. Will include print and electronic resources for participants. In 2006, Tacoma Community College writing and reading instructors invited their high school colleagues to campus for an informal discussion of topics related to "college readiness," such as TCC's college placement exam, assignments and grading in college writing and reading classes, and the textbooks we use. Five years later, the discussion has blossomed into a collaborative, professional partnership among high school, community college and university instructors committed to helping all of our students improve their writing and achieve academic success.

In May, our annual workshop attracted more than 50 public and private high school teachers from the Tacoma area for a full day (seven hours) of formal work and informal, but important, socializing. Presenters included writing instructors from TCC, University of Washington Tacoma and Evergreen State College Tacoma, representatives from the Higher Education Coordinating Board's College Readiness in English pilot project and the Puget Sound Writing Project, and teachers, administrators, students and parents from Lincoln High School's new, innovative extended-day academic program, Lincoln Center.

We will offer a candid discussion of our goals, challenges and successes so that others who are interested in creating high school and college partnerships may have a framework from which to build. We'll address specific issues, such as building support within high schools, our writing department and our institution.

**Session D:**  
**11:00-11:50**

**Do-It-Yourself Information Literacy Reform in a Writing-Across-the-Curriculum Classroom: Four Years of Collaboration between a Reference Librarian and a Full-Time Composition Instructor**

50-minute session

Jeff Holmes and Ielleen Miller

Many of us teach in writing programs that lag behind more ground-breaking models, particularly those innovative programs that seek close collaboration with libraries based on ongoing information literacy scholarship. Similarly, many of us aspire to loftier goals and outcomes in our teaching of information literacy in our research-based writing classes than our programs require, but heavy teaching loads often lessen our abilities to expand our own knowledge sets while at the same time revising our personal curricula. Those of us facing such challenges, including overburdened writing-program administrators looking for ways to better serve students and instructors, should behold the potentially transformative power of nerd fusion between instructors and reference librarians working toward common goals, based on current scholarship.

Our presentation—underpinned by a cross-discipline literature review and four years of highly successful collaboration between presenters—features proven strategies for ongoing collaboration between instructors and reference librarians that can easily be incorporated into

**Session D:  
11:00-11:50  
(continued)**

existing modes of library instruction within programs or that can be adopted as programmatic models. We offer techniques for forging alliances, both from the instructor's and librarian's perspective; developing and teaching a research-writing process for students informed by information literacy research from library-science and composition scholars; and engaging students in rigorous collection, evaluation, analysis, and utilization of scholarly sources and popular culture texts. We also offer anecdotes about dramatic results witnessed through the analysis of student performances on a range of assignments and remarkable strides forward in our effectiveness at our respective jobs.

**Linked classes: Learning to the Power of Two**

50-minute session

Gayatri Sirohi, Highline Community College

Linked classes and other forms of integrated learning are successful learning and teaching strategies for many pedagogical reasons. This session will show how utilizing an existing cohort of professional and technical students in an English 101 course linked to Medical Assisting addresses the challenge of: a) motivating students by providing relevance, immediacy and context b) transferring Composition skills to the students' professional field and c) sharing online content with faculty across disciplines. The presenter will utilize some sample assignments showcasing both Medical Assisting and English Composition content.

The objective of the session is to show a) the methodology of the presenter in creating the linked course, b) how, even if there is minimal interaction with another instructor for use of content, effective and relevant learning across disciplines can be achieved and c) why relevant content achieves transferability of skills more effectively. The objective of the linked course is to have the Medical Assisting students learn English Composition according to the course outcomes specified (such as 'formulate a thesis') while using content such as Medical Terminology that they need to learn as medical assisting students.

The session will take the audience through some typical course assignments such as short discussion board responses to longer persuasive papers and show how the content is presented to the students as both a composition piece and a health related piece. The assessment done and the rubrics used by the instructor will also be presented to show how the English 101 course outcomes are met and assessed. The presenter will also show what kinds of changes need to be made to a pre-existing curriculum to accommodate the specific cross disciplinary content. In essence, the self-same reasons which create a successful course can also be the reason for its failure.

The interaction with other faculty will help this presenter in creating a better course, especially as we address the challenges faced when dealing with content so unique to one particular student cohort. The presenter will address and have the audience respond to such questions as: "How can this methodology be generalized to other course/s?" The use of sample health/medical content to engage in a brainstorming session to create robust content and assessment measures will be extended to other courses so that the above question can be fruitfully explored. This course is conducted in a hybrid classroom environment and the presenter will share and invite feedback on some ways by which instructors across disciplines can share interesting content.

**On the Trail of the Vanishing Thesis Statement**

50-minute session

Daniel Griesbach, Edmonds Community College

**Session D:  
11:00-11:50  
(continued)**

"Where's the thesis?" Composition instructors can find themselves involved in a perpetual hunt for thesis statements, using our best tricks to lure these elusive entities out of hiding. Though the thesis statement is a central piece of college composition, its value has also been a point of contention: calls for liberation from the thesis statement's "tyranny" are met with defenses of the traditional thesis-centered essay. Despite the thesis statement's centrality, composition teachers, writing tutors, authors of writing guides, and student writers themselves all might call to mind something significantly different when they imagine the ideal composition paper and its thesis. David Rosenwasser and Jill Stephen's ideas of the "thesis trail" and the "evolving thesis" draw from the conventional thesis statement and, at the same time, challenge student writers and teachers to stretch that imagined ideal in unexpected and stimulating ways. But these ideas also raise many questions about their practical pedagogical application and even the ultimate purpose of college essays.

This presentation centers on my experience teaching Rosenwasser and Stephen's Writing Analytically in a composition course and shows examples of how I adapt these authors' concepts of "evolving thesis" and "thesis trail" to drafting and reflective activities. Audience members are encouraged throughout to reflect on their own ideas of the thesis statement and the role the thesis statement plays in their composition pedagogy. This proposal is a single presenter for 20 minutes; it possibly could be adapted to the 10 minute format.

**From Imagining To Reality: The Case Study of High School Teachers and College Readiness Definitions in their Classrooms.**

50-minute session

Mark J. Fuzie, English Instructor, Yakima Valley Community College,  
Frances Guerrero, English Teacher, Dept. Chair, Eisenhower High School, Yakima, Wa  
(Others in the pilot team: Bill Condon, WSU, Bobby Cumming, CWU, Sharon Straub, Gonzaga U., Bradley Bleck, SFCC, John Marhall, NCentral HS)

From 2007 to the present, two High school English instructors in collaboration with two-year college English, and four-year college composition instructors incorporated Washington State's Higher Education Coordinating Board's preliminary college readiness definitions, English, into their district's curricula. This combined panel discussion and workshop reveals the discoveries of those collaborators.

In 2006, a very large group of English and Science teachers, grades 9 – 16, created preliminary definitions for college readiness in their disciplines. From 2007 to 2010, a small group piloted the definitions in their pre-college English courses while gathering data about their experience. Student samples, instructor logs, curricular artifacts provide insight into pre-college student attitudes, campus culture in support of pre-college students, and how the definitions affect the learning environment generally. The pilot group also provided training for Gear-up, summer, 2010. To see the definitions and supporting documentation go to [www.learningconnections.org](http://www.learningconnections.org) and click on the College Readiness Project link.

**Genre and the Invention of the Rhet-Comp Profession(al)**

50-minute session

Gretchen Coulter, Whatcom Community College  
Catherine McDonald, Western Washington University  
Amanda Hill, Cornish College of the Arts

Rhet-comp is an uneven field wherein no standard content nor common methodology unifies the discipline. Using genre theory as a powerful lens, this panel examines potential gaps between graduate education and the necessary remix of the field of rhetoric-composition; a remix that professionals must invent in new institutions.

**Session D:**  
**11:00-11:50**  
(continued)

In *Genre and the Invention of the Writer*, Anis Bawarshi uses the theory of genre as social action to demonstrate the power of genre to shape writing and writers in any given rhetorical situation. Bawarshi later theorizes uptake, the non-textual and often invisible relationship between genres, as part of the “discursive resources that function as dispositions that guide our complex, often unconscious, transactions between genres.” Often the durability of these discursive resources can be compromised when they travel across contexts.

While Bawarshi does not address questions of how to train new professionals in the field of rhetoric-composition, this panel articulates how his theories facilitate an examination of uptake between TA training and the genre systems junior and adjunct faculty face in new institutions. How can all writing teachers be prepared for the textual, social, and ideological demands in dissimilar institutional situations? Genre and uptake theory can help us understand the invention of the rhet-comp professional and to know when and how to utilize uptake in our new professional roles. This panel is itself a remix of a composition director and former graduate students who had to rethink their training to transfer it to new places.

**Lunch**  
**12:00-1:00**

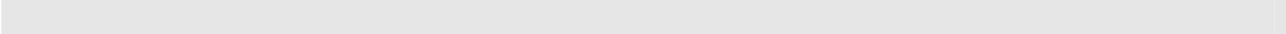
**Lisa Ede Award Presentation**

(Syre Auditorium)

**Keynote**  
**1:10-1:50**

**Charles Altieri**

(Syre Auditorium)



## **Session E** **2:00-2:50**

### **TYCA National: The Voice of Two-Year College English Teachers**

50-Minute Session

Panelists: Clint Gardner, TYCA National Secretary, Jeffrey Klausman, TYCA-PNW co-chair and TYCA EC member, Alexis Nelson, NCTE College Section Steering Committee member and TYCA EC member, Bradley Bleck, TYCA National Webtender.

Have you ever wondered what roles National TYCA plays in representing two-year college English teachers across the nation? Do you know that the TYCA Chair, Associate Chair, and Secretary serve on the CCCC and NCTE Executive Committees as representatives of two-year colleges? Are you curious about TYCA's voice in NCTE's Education Advocacy Day in Washington, D.C.? Are you familiar with our TYCA Website, Awards, and TETYC journal? Do you know about the committee work your regional TYCA representative engages in on a national basis? Would you be interested in working on committees or projects at the national level? Do you have questions for your elected leaders? Join an informal session with your national TYCA and regional representatives where we discuss the range of issues we are engaged in on our members' behalf. The session will encourage discussion, answer questions, demonstrate the new "Connected Community" NCTE website space, and seek your input. Come find out more about how National TYCA strives to make sure two-year college English teachers' voices are being heard.

### **Reading Beyond Written Accent: Best Practices for Responding to Second Language Writing**

50-Minute Session

Wayne Robertson, Whatcom Community College

It's common in our classes to read and respond to papers written by second language writers. We do our best, but very few of us have training in how to work most appropriately with these students. Many of us wonder if we're being fair, if we're being helpful, if we're being too harsh or too lenient, or if we're just spending too long in our responses. This session aims to help us think about our work with second language writers and create better practices for our classrooms. First, we'll discuss some of the larger questions that frame our work with second language writers. For example, how can we evaluate second language writing fairly in the context of other student writing? What specific needs do second language writers have, and how can we respond to those needs both appropriately and helpfully? Then, we'll discuss some concrete strategies for making our work with second language writers more productive and satisfying. What is important to respond to, and what might we focus on less? What do we do when we are having trouble understanding the student? When might surface error matter, and when might it be unproductive to focus on? Interactivity: The entire workshop is based on small group breakouts around questions and then whole group discussions

### **Making the Familiar Strange, and the Strange Familiar: Strategies for Incorporating Field Research Methodologies in the Composition Classroom**

50 Minute Session

Susan Meyers, Oregon State University

"Doing ethnography," explained renowned anthropologist Clifford Geertz, "is like trying to read . . . a manuscript—foreign, faded, [and] full of ellipses." In many ways, ethnography—the practice of gathering qualitative data through interviews, surveys, and observations—is an ideal model for teaching students the complexities, profundity, and excitement of the research process. Qualitative field methods like ethnography are immediately accessible, such that nearly any writing class could easily adapt a small component of field research. At the same

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**(continued)**

time, however, the challenges of analyzing and representing original field data are endlessly complex, allowing for rich classroom discussions of the strategies and ethics of research methodologies across academic disciplines, as well as professional contexts.

This presentation will offer a general overview of principals of field methodology that can be useful to the composition classroom, whether as explicit curricular components or as support to strengthen other course objectives. Specifically, it will offer suggestions for accessible, cross-disciplinary texts that appeal to students; overviews of key themes in qualitative research to generate discussion; models for assignments large and small; and possibilities for immediate field exercises that can be conducted during class time. Audience members will be invited to participate in interactive sample activities, and we will conclude with a discussion of how foundational texts and innovative assignments can be integrated into the traditional composition classroom in order to enliven the research process in all its manifestations.

**The Imagined Bible Versus a Critical View of the Texts: Teaching the Bible as Literature to “Bible Believers,” “Non-Believers” and None of the Above.**  
50 Minute Session

Duane Reed, Yakima Valley Community College

For the past three years I have been teaching the Bible as Literature at Yakima Valley Community College. The course is five credits of Humanities distribution and attempts to give students an overview of the Bible’s history, authorship, audience, and content. Because many people of faith have typically only had the Bible “read” to them from a canonical point of view, looking at the Bible from a critical position is often an awakening. As the Yakima Valley is traditionally a conservative area with a relatively high percentage of evangelical church attendees, developing and teaching such a course has been a challenge. My students have been an eclectic cross section ranging from those being totally ignorant of the Bible and Judeo-Christian beliefs to devoted long time believers, both Christian and Jewish, who believe the Bible to be the inerrant, literal word of God. My approach has worked in bringing students together in a common understanding and respect for divergent views of the Bible and the class has become increasingly popular.

**The Imagined High School – College Connection**  
50 Minute Session

Mary Hammerbeck, Whatcom Community College

This session focuses around building connections between local area high school and college English teachers. I will be working with interested local area high school English teachers to put together presentations and discussion topics that foster this exchange. Goals for this session are to avoid a top-down atmosphere (where college instructors tell high school teachers what they need to do to get students college ready) and to create an opportunity for conversations among colleagues. Possible discussion prompts might include:

1. What kinds of writing will students do at your institution?
2. What are the qualities a student might have to do well in writing situations at your institutions?
3. At what points do you comment on and/or evaluate student writing?

This session will borrow from Mary Fox’s (Written Communications Department, TCC) expertise with Tacoma Community College’s successful workshop series, the annual College Readiness Workshop, hosted by TCC for five consecutive years.

## **Session F** **3:00-3:50**

### **Information Literacy or Information Lunacy?**

50 Minute Session

Shusmita Sen, Jean Kavanagh, and Linda Keys

Participant Involvement: mini-workshops on the research process in the 21st century

We will present the results and assessment of a pilot Advanced English Composition 102 class to be taught Spring Quarter 2010. Most students who enroll in Advanced English Composition 102 classes are heavily reliant on the Internet for research, so there is a drastic need for information literacy, which emphasizes the research process. Students will be given the necessary tools and instruction to competently evaluate and document online sources. For the first time, the instructors will work closely with library staff to integrate their expertise with the appropriate research techniques. Based on this project, an online template for global application is being designed not only for English courses, but other research-oriented disciplines.

### **Ecocomposition in the Community College: Helping New Writers Find their Place**

50 Minute Session

Tanya Perkins, Western Washington University

"Place" as a pedagogical necessity has, at times, been overshadowed by other concerns, even though the demographics of many beginning (or "basic") freshman writers--increasingly part-time, non-traditional, often non-native English speakers--represent those who may find it difficult to form connections with academia's geography. Yet, paradoxically, post-cognitive, post-process composition pedagogies are quick to recognize the highly social, located nature of writing. James Reither observes that "what writers do...cannot be artificially separated from the social-rhetorical situations in which writing gets done," which of necessity implies a locale. My paper includes an exploration of how an ecocompositional approach may allay this difficulty through its emphasis on the relationship between environments, "natural" or otherwise, and discourse, an approach which has the potential to fortify new writers with a sense of place within the academy--that they belong there, but more--that they themselves "are the intersection of academic and nonacademic spatialities," to quote Johnathon Mauk. I also discuss sample assignments that are both an introduction to the kind of analysis academic discourse requires and an opportunity for students to begin to see themselves as the kind of intellectual conduit to which Mauk refers, writers within the real world of community.

### **(Re) Imagining the Essay in English I**

50 Minute Session

Jill Darley-Vanis, Clark College

Jennifer Locke Whetham, Green River Community College

The purpose of this workshop is to reconsider and to renew the potential for the essay in the freshman comp. sequence. We feel that while there are many genres available to us as instructors, we often become locked into traditional forms; our fear is that this is limiting to students and limiting to us as well. As a response, we would like to spend this session rethinking and re-imagining the potential for the essay. Since good assessment only comes from good assignments, we'd like to revisit these possibilities for student writing, expanding our ideas about meaningful opportunities as we do so.

While the presenters will gladly lead the session, we look forward to collaborating with the

**Session F**  
**3:00-3:50**  
**(continued)**

session's participants. We hope to end the session with new ideas and direct-to-classroom prompts as a result.

**The Imagined Meta-Classroom: Exploring how digital student knowledge and transparent understandings of classroom vulnerability lead to empowered, organic learning**

50 Minute Session

Cumi Ikeda, University of Washington Tacoma  
Nick Potter, Whatcom Community College

This dual presentation's goal, focused both on questions of tacit student knowledge of the digital age and the oscillation of power and vulnerability in the instructor/student relationship, is to shape classroom structures toward a "meta" atmosphere of encouraged, empowered learning. Many of our students enter college with a keen understanding of digital and information-heavy culture. Rather than "teach" our students about the negative aspects of using the internet and various technologies as writing tools, we aim to understand how to approach the digital age from a "meta" point of view that allows students to see the strengths and weaknesses of the skills they bring to class for composing academic work. From this perspective, students are able to organically approach their topics in a manner which allows self-generated and self-authorizing learning that goes beyond the mundane repetition of rules. Similarly, we seek to understand the various implications that unexamined vulnerability and power have on the classroom dynamic. Instructors often feel pressured to perform specific ways for both their students and colleagues alike. Factors such as classroom evaluations, traditional teaching methods, and student evaluation practices can contribute to unspoken anxieties between instructor and student. Students, meanwhile, face the vulnerability of constant scrutiny and judgment in their produced work. By bringing often unexamined issues, such as the implications of power dynamics in the classroom and the implications of using digital literacy in the academic setting, to the forefront of the composition classroom, we invite students to engage in a meta learning environment.