WELCOME TO THE FIRST ANNUAL

Cavalier Conference on Writing and Literature

2015 Conference Theme: Transitions

Johnson County Community College

Overland Park, Kansas

April 24, 2015

Transitions

Dear Colleagues,

Welcome to Johnson County Community College and to the First Cavalier Conference on Writing and Literature!

This conference evolved from a desire to share ideas among teachers of English at all levels: high schools, two-year colleges and four-year universities. We are all working toward a common goal, and we encounter many of the same issues in our classrooms and institutions.

We chose the theme of Transitions because we are all experiencing change in some way. For most people, transitions are the spaces in time or place where change and growth happen. The transitions – from high school to college, from home to independence or from analog to digital – are sometimes tremendous, sometimes treacherous, but always life changing.

While you are here, we invite you to see some of the best features that Johnson County Community College has to offer, such as the Nerman Museum of Contemporary Art, the Galileo's Pavilion sustainable classroom, the Hospitality and Culinary Academy building, our outdoor art installations, the Carlsen Center performance spaces and our park-like environment.

Thank you for joining the conversation!

All the best,

Beth Gulley, Program Chair

Key Note Speaker

New Directions in Teaching English:

Socially, Culturally, and Technologically Relevant Instruction

Ernest Morrell,
Teachers College, Columbia University

How can we get students excited about literacy learning while also imparting essential 21st-century skills in our English classrooms? Explore a socially, culturally and technologically relevant model of English education developed by Ernest and colleagues that engages secondary and postsecondary students civically and socially and raises and maintains academic excellence in diverse new century classrooms.

Dr. Ernest Morrell is the inaugural Macy Professor of English Education in the department of arts and humanities, and director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. Ernest is also the past-president of the National Council of Teachers of English (NCTE) and a Class of 2014 Fellow of the American Educational Research Association (AERA). Ernest was an award winning high school English teacher and coach in Northern California and he now works with teachers and schools across the country to infuse multicultural literature, popular culture, youth research and digital media production into standards-based literacy curricula and after school programs. He is the author of more than 70 articles and book chapters, and six books including *New Directions in Teaching English, Linking Literacy and Popular Culture and Critical Media Pedagogy: Teaching for Achievement in City Schools*, which was awarded Outstanding Academic Title for 2014 by Choice Magazine of the American Library Association. In his spare time he coaches youth sports and writes poems and plays. Morrell earned his PhD in language, literacy and culture from the University of California at Berkeley where he received the Outstanding Dissertation Award.

Transitions Conference Overview

8-8:30 a.m.	Coffee
8:30-8:50 a.m.	Welcome
9-10:20 a.m.	Workshops
10:30-11:20 a.m.	Session I
11:30 a.m.-1 p.m.	Lunch and Keynote
1-1:50 p.m.	Session II
2-2:50 p.m.	Roundtable Discussion
3-3:15 p.m.	Closing Session

Transitions Conference Organizing Committee:

Beth Gulley, Chair
Sam Bell
Greg Dixon
Maureen Fitzpatrick
Kay Haas
Katherine Karle
Marilyn Senter
Keith Geekie

Schedule

Regnier Center Atrium • Coffee 8-8:30 a.m.

RC 101 • Welcome 8:30-8:50 a.m.

Opening remarks by Dr. Larry Reynolds, Dean,
JCCC English and Journalism Division

Workshops 9-10:20 a.m.

RC 183 The Transition to Flipped Classrooms

Presenter: Lindsay Stephenson, Olathe East High School

Learn about the philosophy behind the flipped classroom and why some educators are seeing a purpose behind its hype. Flipped learning and its application to the English classroom will be explained, and research to support the practices will be shared.

RC 142 The Transition from ESL Program to the Composition Classroom

Presenters: Lorie Paldino, Rebecca Kastendick and Shannon Tumanut, JCCC

This session will provide insight into the final stage of English for Academic Purposes at JCCC and suggest effective techniques for composition instructors. Topics include the use of initial interviews/surveys to assess student needs, the role of conferencing in ESL and composition classroom, plagiarism vs. "patch writing," and best practices for providing feedback.

RC 255 The Transition from Print Culture to Digital Culture

Presenters: Jim McWard and Monica Hogan, JCCC

The growth of online media has given writing instructors and students an opportunity to supplement the traditional essay with exciting digital composition projects. This workshop will explore ways to integrate Prezis, websites, blogs and wikis into writing classes. Workshop participants will also work on creating a sample digital writing assignment.

RC 145 The Transition from High School to College

Presenters: Dan McCarthy and Dannah Hartley, University of Kansas

What do you want to do with your life? Too often this question is posed to students transitioning to college, as though any curriculum were capable of providing an answer. This session provides teachers, counselors and advisers with ways to unpack this absurd and essential question.

RC 146 Transitions in Language Use

Presenter: Sony Heath, University of Kansas

This interactive session will address student word usage and the desensitization to historically offensive language. Through a social justice lens, we will discuss methods designed to challenge students and help them transition their writing from empty rhetoric into meaningful dialogue.

Session I 10:30-11:20 a.m.

RC 142 I-A

Transitioning to Meaningful Measures: English Composition Program Assessment

Presenter: Linda McHenry, Fort Hays State

This presentation traces 10 years of transformation to the assessment procedures of an English-Composition program. Four areas were revised, including student learner outcomes, statistical analysis of data, securing an IRB and closing the loop through student-writing surveys. Session participants will be able to identify key areas of meaningful composition-program assessment.

RC 145 I-B

More than Just Farmers: Enabling Agrarian Student Transitions from Farm to College

Presenter: Morgan Menefee, Centre Junior/Senior High School

Got farmers? Kansas is approximately 90 percent farmland, and 17 percent of Kansas workers are employed in the agriculture industry (KSDA). Students from this agricultural background are attending college in increasing numbers, but how do they navigate this transition from farm to university? How do we, as educators, facilitate this transition?

RC 255 I-C

Transforming the 98-Pound Weakling: A Goal-Based Composition Course

Presenter: Mark Browning, JCCC

A composition course using goals as the subject matter and employing goal language to unpack the complexity of the writing task provides a uniquely genuine and relevant approach to writing. This session will overview such a course and allow the participants to explore its potential in their classrooms.

RC 146 I-D

Transitions from Pathos to Logos: Helping Students Write Effective Essays through Successful Prewriting

Presenters: Erin O'Keefe and Elizabeth Martell, Allen County Community College

Are your students struggling to write persuasive essays that are narrow in focus and based on something other than their personal opinions? This session will focus on encouraging students to practice various prewriting techniques in order to narrow their topic and build strategic cases for succinct, logical arguments.

RC 175 I-E

Electronic Journal Writing for Fun and Reflection

Presenter: Jeremy Gulley, Fort Scott Community College

Discuss how weekly digital journals can help bridge the gap in communication and give students a chance to communicate their thoughts on their education, the classroom experience and life in general. Student examples will be used, in which they share their reflections on their classes and their lives.

RC 270 I-F

Teacher and Tutor Collaborations in Serving English Learners

Presenters: Jan Rog and Mary King-Sibert, MCC Longview

Tutors' challenges working with English Learners and benefits of teacher-tutor collaboration will be in focus during this presentation. The two presenters first collaborated in training sessions in preparation for tutoring English learners; they are currently co-teaching a developmental composition course with English learners, native-born students, traditional and nontraditional students.

RC 183 I-G

Diversity Discourse: Cultures Merging to Ignite Change, Empathy and Action in the Writing Classroom

Presenters: Kenzie Templeton and Marwa Elkeredy, Emporia State University

First-year writing courses: no one wants to take them, and, sometimes, few want to teach them. It's time for that to change. At Emporia State University, graduate composition instructors combat this problem by using rap music and Arabic cultural studies to engage students in unconventional ways, and hopefully, inspire action.

RC 101 • Lunch and Keynote 11:30 a.m.-1 p.m.

Introduction

Andy Anderson, Vice President Academic Affairs/CAO, JCCC

Keynote

New Directions in Teaching English: Socially, Culturally and Technologically Relevant Instruction

Ernest Morrell, Teachers College, Columbia University

Session II 1-1:50 p.m.

RC 255 II-A

The Evolution of Reading and Writing Assignments in the Digital Age

Presenters: Bonnie Butell-Huntoon and Racheal Smith, Baldwin High School

This session will focus on embracing the digital revolution in the English classroom without displacing deep, reflective, analytical reading and thinking; examining close reading strategies using Apps for Mac and PC (Notablility, Doc AS, Diigo, Skim, Adobe); using rich, immediate Internet resources (Khan Academy, Knowmia, YouTube, iTunes U); and flipping instruction.

RC 270 II-B

Welcoming and Acclimating Beginning College Creative Writers

Presenter: Kevin Rabas, Emporia State University

With the traditional K-12 class focus on classic(al) poetry and fiction, part of the college creative writer instructor's role is to bring students up to date about contemporary creative writing's aesthetic trends, forms and demands as well as build a creative writing community through the vehicle of the class.

RC 185 II-C

From Chair to … Where?: Transitioning into and out of the Department Chair Position

Presenters: Cheryl Hofstetter Duffy and Pauline Scott, Fort Hays State University

Transitioning from faculty member to department chair requires new skills and presents the challenge of altered relationships with friends, colleagues, students and administrators. Transitioning back to faculty status presents its own challenges. Two FHSU English Department chairs (current and former) discuss tactics for meeting the challenges and capitalizing on the benefits.

RC 142 II-D

What Can Students Do with Their Writing Beyond Our Courses? Build an Expanded Writing Portfolio

Presenter: Ted Rollins, JCCC

This session will explain potential benefits of having students create an ongoing writing portfolio throughout their college education, show participants some models of cross-course and interdisciplinary portfolios already in place at other institutions, and invite participants to help devise practical ways of integrating such portfolios into their courses and schools.

RC 145 II-E

Nobody Knows Me: Transitions from High School to College Peer Review

Presenter: Amy Pace, JCCC

This session will focus on the challenges students face when transitioning from the expectations of peer review as a required exercise in their high school English classes to college composition courses. Peer review strategies that build student self-efficacy and community will be shared.

RC 146 II-F

Defining 'College Level' Writing: A Research Study of High School English Teachers' Views on the Secondary/ Post-Secondary Transition

Presenters: Melanie Burdick, Washburn University and Jane Greer, UMKC

Presenters will share results from a study of secondary teachers' perceptions of college-level writing. Findings represent teachers' definitions of "college-level" writing, sources of definitions and pedagogical implications. This research is presented as a starting point to discover how secondary and post-secondary teachers might develop more productive partnerships around teaching writing.

RC 175 II-G

Teaching Interdisciplinary and Interculturalism in the First Year of the General Education Program

Presenters: Stephen John Dilks, UMKC and Ntombizodwa Cynthia Gxowa-Dlayedwa, University of Western Cape, South Africa

An external evaluator from South Africa and the professor who led the design team that built the Discourse Program at the University of Missouri-Kansas City engage in a collaborative assessment of this program, focusing on the learning outcome of "Interdisciplinary and Innovative Thinking."

RC 183 II-H

Exploring Academic Literacy with Language Minority Students in 'Third Space'

Presenter: Hyesun Cho, University of Kansas

I discuss the emergence of "third space" (Bhabha, 1994) in undergraduate classes designed for prospective bilingual teachers. Students capitalized on their funds of knowledge by employing personal narratives in class discussions. Students also challenged L2 academic literacy, such as the notion of plagiarism in academia. I make suggestions for instructors working with language minority students.

RC 101 • Roundtable discussion 2-2:50 p.m.

Round Table 1 **Streamlining Comments on a Paper**
Ted Rollins, JCCC

Round Table 2 **Peer Review**
Amy Pace, JCCC

Round Table 3 **Transitioning from a Wall of Text to an Interactive Wonderland**
Mark Browning, JCCC

Round Table 4 **College Composition Readiness**
Kay Haas, JCCC

Round Table 5 **Reading and Writing Poems of Identity: Understanding Others During Times of Intercultural Strife**
Jan Rog, MCC Longview

Round Table 6 **The Research Paper**
Jane Stock, JCCC

Round Table 7 **Take Five: Transitioning Beyond Formulaic Essays**
LuAnn Fox, Olathe Northwest High School

Round Table 8 **Making the Transition from Face-to-Face to Online Writing Classes**
Sharon Graham, Fort Hays State

Round Table 9 **Daniel Pink's book "A Whole New Mind"**
Janice Hodgkin, JCCC

Round Table 10 **Conferencing**
Lorie Paldino, JCCC

RC 101 • Closing Session 3-3:15 p.m.

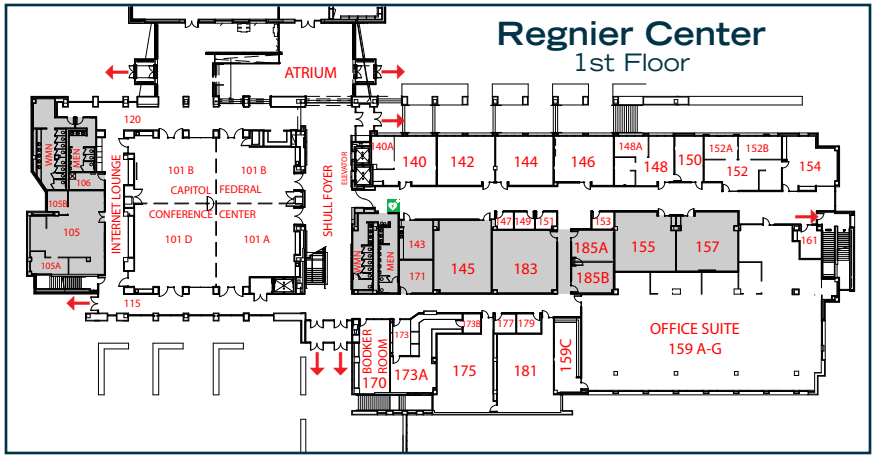
Keith Geekie and Beth Gulley, JCCC

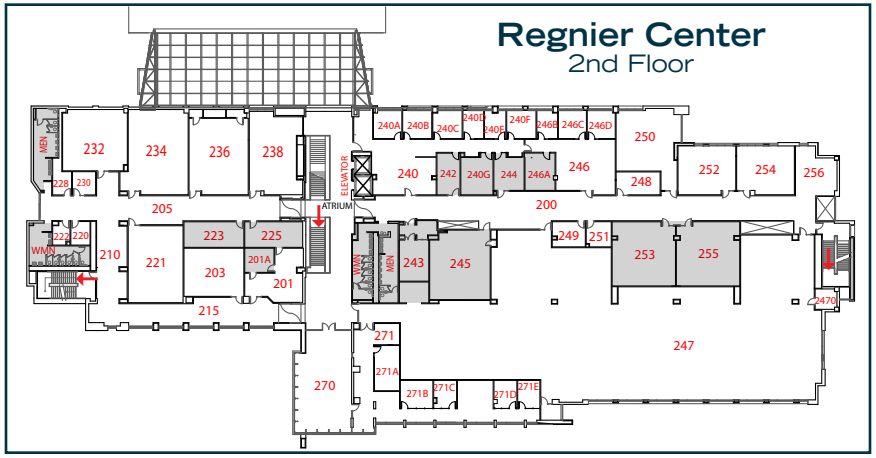
Transitions

See you next year!

April 29, 2016, at JCCC

Thank You





The Transitions Program Committee thanks the following people for their generosity:

Kathy Carlsen, Representative, W.W. Norton & Company – book bags

Pete Belk, Program Director, Admissions – JCCC folders and pens

Renee Kyles, Marketing Coordinator, Performing Arts Series – ticket vouchers

Jennifer Keffer, Bookstore Manager, JCCC Bookstore – writing tablets

Randy Breeden, JCCC Publications – designer for the "Transitions" program

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