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D. Brian Anderson

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## **A Welcome Letter from the Chair of TYCA—Southwest**

Dear Friends & Colleagues,

Now more than ever, our professional organizations unite us in the common purpose of serving our discipline and discussing the best ways education can impact students and help them to be successful while shaping the conversation in more productive and meaningful ways. We have transactional duties to our institutions and ethical duties to our students and colleagues, but we also have duties to the community, the nation, and the world, and we must take on those responsibilities with care and due diligence.

As the Chairperson of TYCA Southwest, I encourage my colleagues in English across the region (and beyond) to consider the possibilities embodied in the bold theme for our upcoming fall conference: Reinvigorating the Public Sphere. Although the question of how we turn students into citizens has become a common one in recent years, asked and debated at conferences and dinner tables alike, it is but one possible aspect of this challenging and thought-provoking theme.

The conference conveners and co-chairs, Bruce Martin and Allison Laubach Wright of Lone Star College-North Harris and Haley Stoner and Cliff Hudder of Lone Star College-Montgomery, suggest a number of areas for exploration in their Call for Proposals, including topics that ask us to think about how we might use literature to better understand society, how we might connect issues of research and writing to the real concerns in the lives of students, and how academic theory can inform our writing pedagogy as we ask students to examine and unpack the complicated problems surrounding them.



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These are just a few of the relevant topic areas or suggestions for consideration within this broader theme, and the CFP includes even more ideas designed to stimulate thought and research.

Close reading brings the theme into a different kind of focus. While “reinvigorate” suggests bringing something back to life, it also means, more specifically, a return to strength, a robust health that is within reach if we can find the collective energy and willpower to bring it back. The “sphere” of public discourse or human interaction suggests many possibilities, but the roundness and perfectness of the image reminds us that these analogies often return us to thoughts of our planet, the sphere that holds all of us and all of human history, the pale blue dot photographed by the *Voyager* spacecraft as it left our solar system forever. We all travel together on our own spaceship, as the science-fiction stories remind us, and we have to continue to seek ways to live in peace and productivity.

Honestly, I can’t think of a more relevant theme for our moment in time and history. It is vital that educators engage with the public, and it is vital that disciplines engage with each other and contribute to the larger conversation. Too often, the climate is dominated by the loudest voices or the compact musings of social media, provocations and declarations that may sometimes provide valuable insights and point us in useful directions, but which are all too often uncomplicated by facts, research, and deeper reflection. We can counter and balance this back-and-forth chatter by taking seriously the call that is suggested by our conference theme, reinvigorating our own interests and helping ourselves to help our students to become scholars in the truest sense of the word. I look forward to seeing and hearing the presentations and discussions this theme provokes, and I look forward to talking with each of you at the conference at Lone Star College-Montgomery in October.

D. Brian Anderson  
Chair, TYCA-SW

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Join us for the 2019 conference:  
***Reinvigorating the Public Sphere***

24-26 October 2019  
Lone Star College-Montgomery  
Conroe, Texas

Keynote Speakers:  
Dr. Christina Cedillo  
Sarah Bird

For more information, visit: <http://tycasw.org/TYCA2019/conferenceinfo.pdf>

Register here: <https://www.eventbrite.com/e/two-year-college-english-association-southwest-annual-conference-tickets-61356347487?err=29>

## Meet the 2019 Conference Chairs



**Allison Laubach Wright**

Allison Laubach Wright has been a Professor of Rhetoric and Composition at Lone Star College-North Harris for five years and is also a PhD candidate in Rhetoric, Composition, and Pedagogy at the University of Houston, with research interests in rhetorics of labor and materialist feminism. TYCA and its journal, *TETYC*, are important for bringing together the realities of two year college teaching with the important work in research and theory that is too often focused on four-year institutions. The TYCA-SW conference is a great place to get ideas about teaching, but also about the kinds of research and scholarship that need to be done at our home institutions.



**Haley Stoner**

Haley Stoner, Associate Professor of English at Lone Star College-Montgomery, holds an MA in English from Sam Houston State University (SHSU) and a Masters of Theological Studies from Samford University. She began teaching at Lone Star College as an adjunct in 2008, served as pool faculty at SHSU, and then became a faculty member with Lone Star College in 2015. Haley loves working with community college students, teaching in the Honors College, and using her interdisciplinary bent to create combined courses with disciplines such as Sociology and Ethics. She has presented research in

areas such as Genocide Studies and American Literature, and maintains a dedication to raising awareness for marginalized communities while promoting social change. Haley is drawn to TYCA-SW because of the organization's recognition of community college instructors as academic professionals with a unique set of skills and challenges. The commitment to best practices and the connection to one another makes us stronger, better able to reach our students and communities. She is excited to build relationships with her fellow instructors at this year's conference, and is thankful to have found TYCA-SW.



Cliff Hudder has an MFA in fiction writing from the University of Houston and a PhD in English from Texas A&M University. He teaches composition, creative writing and American Literature on the LSC-Montgomery campus where he also co-chairs the Writers in Performance Reading Series. His short stories and essays on regional literature have appeared in journals such as *The Kenyon Review*, *The Missouri Review*, and *Walt Whitman Quarterly*, and his novel, *Pretty Enough for You*, was named a “Top Ten Texas Fiction Favorite” by Lone Star Literary Life in 2015. In 2017 he was inducted into the Texas Institute of Letters. Cliff

### Cliff Hudder

joined TYCA-SW because of his admiration of the organization’s serious and professional dedication to America’s diverse generations of future writers.



Bruce Martin is professor at Lone Star College-North Harris, exploring intersections of local literacy spaces in urban and suburban spaces and across linguistic heritages. He analyzes Latinx home rhetoric as it enters the public sphere and the two year college environment. His dissertation from the University of Houston researched Latinx literacy in a Houston suburban environment as it contrasts with the writing instructional expectations in a two-year college first year writing program. He also coordinates writing across curriculum initiatives with History, Psychology, and Sociology departments. Throughout, Bruce emphasizes local texts

### Bruce Martin

and discourses as a “fund of knowledge” of community college students. I have been engaged with TYCA-SW for seven years, learning from our

colleagues across the states with their experience and passion for student learning. I lean on the TYCA scholarship with contemporary research and local situation and I have relied on our southwest region professionals to better navigate the somewhat messy political stance in higher education today. I hope that our 2019 conference will continue the tradition of collaborative research, activism, and motivation to strengthen our professional bonds to better serve our communities.

**TYCA-SW seeks ongoing submissions for publication in the TYCA-SW Newsletter. Articles should be no longer than 500 words, and creative works should be no longer than 800 words.**

**Submissions can be sent to Sarah Fish at [sfish@collin.edu](mailto:sfish@collin.edu) or Toni McMillen at [tmcmillen@collin.edu](mailto:tmcmillen@collin.edu) .**



# Co-Req, DeClassified: Helpful Advice for Students from Students

Authors: Nadia Barrett, Colin Brennehan, Kristi Burrow, Jada Dirks, Humberto Gonzalez, Sarah Hansen, Jacob Helton, Larissa Hill, Juliana Islas, Carnelius Johnson, Bindi Kotecha, Hayli Kuite, Tyler Schnitzer, Jake Stallion, Hyaden Velasquez, Bri Williams, Jourden Whitlock, MJ Wonzer, \*\* Sarah Fish (editing)

If you've never taken a co-requisite course before, we have advice to make the experience more successful for learning. It is okay if you don't know everything when you start the class. College courses are hard, but we want you to know that asking for help is normal and it is encouraged in college. Students have a lot of things to think about, but if we make better learning habits and ask for help when we need it, we can be more successful in our courses.

## ***Take Notes to Help Studying Later***

In college writing, it is crucial to take well written notes that you can understand so that you can come back to it later. It would seem at first that note taking is something that could be taken lightly, but there are many things that will swiftly change that idea and make you wish you had been taking well-rounded notes. For a really good example, the worst thing for many of my peers and myself included having correct MLA writing and citations for the sources. It is the worst feeling when you use TurnItIn and you see 10 different citations that are incorrect, need to fix them, and do not remember how because you don't have the proper notes.

***Who better to offer students advice about succeeding in a course than the students who successfully complete it? The next two articles, written by students in a Spring 2019 co-requisite course, offer just that .***

## ***Develop Time Management Strategies***

In order to achieve good time management, purchase a planner and/or calendar to write down every assignment that is due for classes and/or put down when to study for tests. Balance your time as well with your work, educational, and social life because it'll benefit your health overall. You should also be aware of the syllabus schedule so you know when the grades will be posted. It is also important to tell your job your class schedule; that way it won't interfere with class time.

## ***Be Organized about Everything***

Organization is an important factor for being a co-req student because more than usual, you are dealing with two classes that pair together. This can be very stressful for a student because you are not dealing with just one class's assignments but two. Organizing can help

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with due dates for each separate class. A term planner, calendar, and other tools come in handy for being organized. Also, procrastination ties to being unorganized because if you get off schedule, the stress of catching up comes into play, and you scramble with then assignment and the assignment won't be completed like it would be if you had been organized from the beginning.

### ***Adapt to the New Responsibilities***

One thing that high school teachers do not warn students enough about when going into college is that college professors do not hold your hand with due dates. Now there may be that lucky time you get a professor that reminds you when due dates get closer, but typically at the beginning of a semester, professors will give you their syllabus and discuss it that first day. And that may be your only reminder. You are in charge of completing and turning stuff in on time and correctly. There is no more hand holding between professors and students with their work. It is time to put your big pants on and become responsible with your work.

### ***Visit Your Professor During Office Hours***

Office hours are important because this is the time that students can schedule to meet with their professor to ask any questions about assignments, lectures, or any course material they may need clarification on. It is important to attend office hours that your professor schedules because it is an opportunity to work on course material outside of the classroom and it clarifies any concepts that were hard to understand. College learning environments are more rigorous than any previous learning environments so for this reason a way to survive college is to take advantage of these office hours with your professor so the student can prevent falling behind schedule.

### ***Use Tutoring Labs on Campus***

These labs can be helpful for students when they become confused with things going on in class. Of course you could go to your professor, but sometimes to really understand the topic and apply it, hearing from someone else can make a big difference. The labs hours are posted on the school website, and there is [sometimes] no need for an appointment. You can simply go in and talk to someone in the lab and get the help you need. There are math labs, writing centers, etc. located on campus to help.

*\*\*The authors for both co-requisite articles created this work after spending the semester learning about learning, college writing, and navigating college stresses. They read and practiced some of the Habits of Mind activities outlined by the WPA Council, even adding their own strategies, and they read several pieces of advice for navigating college—but all of these pieces didn't specifically address their needs as co-requisite students.*

*So they wrote their own material.*

# Habits of Mind for Postsecondary Co-Requisite Professors

*Authors: Nadia Barrett, Colin Brenneman, Kristi Burrow, Jada Dirks, Humberto Gonzalez, Sarah Hansen, Jacob Helton, Larissa Hill, Juliana Islas, Carnelius Johnson, Bindi Kotecha, Hayli Kuite, Zach McDaniel, Tyler Schnitzer, Jake Stallion, Hyaden Velasquez, Bri Williams, Jourden Whitlock, MJ Wonzer, \*\* Sarah Fish (editing)*

Worried about how to approach co-requisite teaching? That's a good start. It means you want to find out more information, and we need professors who ask frequent questions to help create a better class, whether they are teaching a co-req or something else.

To help with adjusting to teaching co-requisite courses, we, a group of co-req students, have created a response to the Council of Writing Program Administrator's [\*Framework for Success in Postsecondary Writing\*](#)'s Habits of Mind to offer the habits and practices professors should follow to be successful with co-requisite teaching.

## **Curiosity**—"the desire to know more about the world" (4)

Professors demonstrate curiosity when they

- Seek out interesting topics for students to engage with;
- Create assignments that feel original, rather than a five-paragraph essay, so that the professor and the students don't know how everything is supposed to pan out;
- Bring individual research about the topic being taught and use those research results in classroom teaching to give students more accurate ideas/knowledge about what they are learning; and
- Ask students questions about what they are learning to know where the students stand, what the students understand about the topic, and how the professor might guide them whenever is needed.

## **Openness**—"the willingness to consider new ways of being and thinking in the world" (4)

Professors demonstrate openness when they

- Ask and listen to student feedback about what they want to be taught and how that might merge into the class;
- Include games as a way to help with learning, rather than just lecture;
- Include multiple forms of assessment to help students learn material; and
- Practice different teaching styles, instead of doing a lecture-style class.

## **Engagement**—"a sense of investment and involvement in learning" (4)

Professors demonstrate engagement when they

- Walk around the classroom to help students along the way with the assignments given,
- Show up on time to class to welcome students,
- Ask students about how they are doing and if they have questions,
- Make connections with students, having their best interest in mind,
- Have open office hours or a way to communicate outside of those hours, and
- Create groups or one-on-one sessions to help students negotiate questions and concerns with assignment and course work.

## **Creativity**—"the ability to use novel approaches for generating, investigating, and representing ideas" (4)

Professors demonstrate creativity when they

- Give students freedom in writing assignments where they have multiple sources to pull from and write about,



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- Make demanding assignments that push students to use creative solutions,
- Present information in a different way each class meeting to help students learn, and
- Encourage students to try new ways of recording notes, such as visuals to help with mnemonics.

**Persistence**—“the ability to sustain interest in and attention to short- and long-term projects” (5)

Professors demonstrate persistence when they

- Grade student work in a timely way, even if the professor feels overwhelmed;
- Commit to their teaching and work, even when things are difficult; and
- Reward themselves for completing stressful planning and grading because this is no easy task.

**Responsibility**—“the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others” (5)

Professors demonstrate responsibility when they

- Talk students through what specifically needs to be done in each writing assignment;
- Create opportunities where the student gets involved in the writings because it is the student’s responsibility to connect to an audience;
- Return graded material in a timely manner, not waiting until two months later to return work;
- Check on student progress in the course;
- Be fair to all students, not showing favoritism, and treat students with respect; and
- Recognize which students do well without any effort and those that may need more help in order to help the student struggling.

**Flexibility**—“the ability to adapt to situations, expectations, or demands” (5)

Professors demonstrate flexibility when they

- Understand that students struggle with course loads and may need help managing the course and others,
- Adapt teaching if something isn’t helping students learn,
- Provide opportunities for students to complete work if the students have to miss a class meeting for emergencies, and
- Allow students to complete collaborative projects to provide different ways to complete assignments

**Metacognition**—“the ability to reflect on one’s own thinking as well as on the individual and cultural processes and systems used to structure knowledge” (5)

Professors demonstrate metacognition when they

- Teach students how to use writing or learning strategies with examples from the professor’s experience,
- Provide opportunities for the professor and students to share responses to learned material in video or from lecture, and
- Reflect on what teaching styles work and don’t work with students.

## About TYCA-SW

In 1966, the founding members of the Southwest Regional Conference on English in the Two-Year College (SRCE), the original name of TYCA-SW, met in San Antonio, Texas.

Since then, the Conference has met yearly in each one of the six states making up the Southwest Region: in Denver, Little Rock, Bossier City, Hobbs, Oklahoma City, and in various cities in Texas, including Amarillo, Austin, Corpus Christi, Dallas, Fort Worth, Galveston, Laredo, and Waco.

Members enjoy not only the professional growth of attending the annual conferences but also the personal interaction with old and new friends that sparks enthusiasm, confidence, and solidarity.

Programs feature speakers of regional and national reputation. Host colleges traditionally schedule recreational activities that showcase their cities, such as a walk around the San Antonio Riverwalk or a hiking trail through the mountains and scenic routes of Colorado.

**Visit [TYCASW.ORG](http://TYCASW.ORG) for more information.**

## SHOW APPRECIATION

**NOMINATE A COLLEAGUE FOR TYCA-SW AWARDS 2019**

### **Susan Faulkner Excellence in Teaching Award**

The Susan Faulkner Excellence in Teaching Award is presented at the annual TYCA-SW conference. It honors the memory of Susan Faulkner, professor and coordinator of the English Department at Cedar Valley College in the Dallas County Community College District in Texas. Susan loved teaching, learning, the English language, TYCA-SW, and her grandchildren most of all. We urge you to nominate a friend or colleague who merits special recognition for his or her hard work and inspired teaching. Send your nominee's name and a brief description of his or her outstanding work. In addition, you may include brief comments from this individual's students and peers, if possible.

*Nominees must be paid members of TYCA-SW.*

### **Robert W. Wylie Service Award**

Each year TYCA-SW honors one person for outstanding contributions made to the profession through long-term service. The Wylie Award is our highest distinction. To nominate a colleague for this award, send the nominee's name and a description of his or her contributions to the profession. You may include comments from others in your nomination as well. Include the information listed below on this form along with any supporting documents.

*Go to [tycasw.org](http://tycasw.org) to nominate a colleague for the Robert W. Wylie Service Award and Susan Faulkner Excellence in Teaching Award.*

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**TYCA-SW Newsletter**  
**Edited and Compiled by:**

Sarah Fish, Collin College  
Bruce Martin, Lone Star College-  
Montgomery  
Toni McMillan, Collin College