



Bodies in Space: Fostering Connections in Theory and Practice

TYCA-SW Annual Conference 2022 Newsletter

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We are delighted to host this year's annual conference in Oklahoma City. We're excited to bring the TYCA-SW annual conference to Oklahoma and connect with colleagues in "The Sooner State." For those unable to join us physically in Oklahoma City, we are eager to welcome you to conference through Zoom.

This year's conference includes virtual sessions and in-person ones, and our keynote speaker, TETYC editor Darin Jensen, will facilitate an inspiring keynote for all—encouraging us to reflect on the future of our profession and the challenges faced at two-year colleges.

The last time TYCA-SW membership met in person was in 2019, when we convened at Lone Star College-Montgomery in Conroe, Texas. That year's keynote speaker, Dr. Cristina Cedillo (University of Houston-Clear Lake), highlighted the reality that embodied experiences are always part of the classroom. Dr. Cedillo emphasized that our pedagogies must acknowledge the way that bodies situate writers in communities and ways of being that are central to questions of language, literacy, and authorship.

In the three years since that keynote, we have all found ourselves reckoning with the way we think about bodies, communities, access, and the way we inhabit public and private spaces. The COVID-19 pandemic made us all more aware of the fragility of our bodies. Mid-semester class shifts into virtual environments and the proliferation of teaching and meetings through boxes on screens has left many of us disembodied.

Yet, we have also witnessed the power of bodies coming together in spaces: civil rights marches; the attack on the U.S. Capitol on January 6, 2021; an historic surge in workers organizing. The pandemic has also exposed gaps in equitable access to education – from technology divides to understanding how our physical spaces may have excluded people. Now more than ever, we must approach our pedagogies from a framework of embodiment, no matter the modality of instruction.

While some have found a great deal of joy in returning "back to normal" for teaching and learning together, we also have learned to question how we do things and recognized the need to keep adapting to the spaces we inhabit as teacher-scholars. That's why we chose "Bodies in Space: Fostering Connections through Theory and Practice" as this year's conference theme. The connections we forge help us adapt to the challenges before us.

Whether you join us directly in OKC or through Zoom, we are excited to connect with you at conference in October!

TYCA-SW 2022 Conference Co-Chairs,
Erin Beaver, Professor of English @ Colorado Mountain College
Lane Fletcher, English Faculty @ Houston Community College
Allison Laubach Wright, Professor of English @ Lone Star College - North Harris

About the Conference Co-Chairs



Allison Laubach Wright is a Professor of English at Lone Star College-North Harris. They've been involved with TYCA-SW since 2014 and on the Executive Council since 2019.



Erin Beaver is a Professor of English at Colorado Mountain College. She has been involved with TYCA since 2005 and with TYCA-SW since 2009, currently serving as TYCA-SW Vice-Chair.



Lane Ferrero Fletcher is English Faculty at Houston Community College, Northwest. She's been involved with TYCA-SW for several years and now serves on the Executive Council.

About the 2022 Conference

The theme for the 2022 TYCA-Southwest Annual Conference is "Bodies in Space: Fostering Connections in Theory and Practice." How do bodies—whether physically in a classroom/office space, virtually in a Zoom box, and/or asynchronously through another platform—inhabit spaces of teaching and learning? As teacher-scholars, how do we approach our teaching and learning from a framework of embodiment? And, how will we continue to adapt to the changing spaces around us?

In keeping with the theme, this year's conference is adopting a hybrid approach. TYCA-SW members may connect with the conference in person in Oklahoma City or remotely through Zoom. Whether you are joining us at the Aloft Hotel in Oklahoma City or from your computer screen, conference sessions will invite you into a scholarly conversation while actively engaging in the kind embodied pedagogies and strategies you can practice in your own classroom spaces.

TETYC's editor Darin Jensen will join us at conference as our keynote speaker, helping us reflect on the future of the professional spaces we inhabit as teachers of English at two-year colleges.

Congratulations! Our TYCA-SW Conference Travel Award Winners

In 2020, the TYCA-SW Executive Committee created the TYCA-SW Travel Awards, stipend awards designed to help graduate students, contingent faculty, and first-time presenters fund their trip to the Annual Conference. This was a way to bring emerging voices to our conference, voices we might miss otherwise.

The awards recognize the quality of the recipients' proposed sessions, alongside the timeliness and innovation present in the work. Award recipients' sessions sit on the edge of important, complex topics relevant to our teaching situations and reflect the kind of work that can improve our classrooms' access for all of our students and challenge us to push into new ideas for writing, composing, and learning—these are sessions the Travel Award Subcommittee is excited to bring to the TYCA-SW conference.

A hearty congratulations to our 2022 Travel Award Recipients:

Donald Penner

Session Text Focus: Epistemic Authority in Composition Studies: Tenuous Relationship between Two-Year English Faculty and Knowledge Production (Larson, 2019), *Teaching English in the Two-Year College* (vol. 46, no. 2)

Amber Gordon

Session Text Focus: Neither Here nor There: A Study of Dual Enrollment Students' Hybrid Identities in First-Year Composition (Wecker and Wilde, 2020), *Teaching English in the Two-Year College* (vol. 48, no. 1)

Audrey Buchanan

Session Text Focus: Bringing the Community to the Classroom: Using Campus-Wide Collaborations to Foster Belonging for Dual Enrollment Students (Ridinger-Dotterman, Rochford, and Hock, 2020), *Teaching English in the Two-Year College* (vol. 48, no. 1)

Hot off the Presses!

New Publications of Interest

The TYCA-SW Newsletter Editorial Team is dedicated to sharing publications that might interest members, whether for new publications or to highlight content being read and impacting members now.

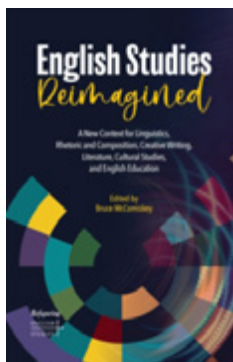
Want to share something you've read/watched that has impacted your teaching? Reach out to the Editorial Team (tyca.southwest@gmail.com) and there could be a professional writing credit in your future!



Materiality and Writing Studies: Aligning Labor, Teaching, and Scholarship (2022)

Holly Hassel and Cassie Phillips

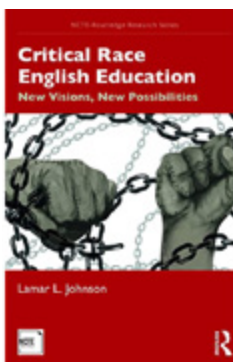
Check out the authors' NCTE Blog content [Materiality and Writing Studies: Reflections from the Authors](#)



English Studies Reimagined: A New Context for Linguistics, Rhetoric and Composition, Creative Writing, Literature, Cultural Studies, and English Education (2022)

Bruce McComiskey, editor

Check out the editor's NCTE Blog content [English Studies Reimagined](#)



Critical Race English Education: New Visions, New Possibilities (2022)

Lamar L. Johnson

Check out the author's Research in the Teaching of English article [Where Do We Go from Here? Toward a Critical Race English Education](#)

TYCA-SW received no compensation for including these books. The Editorial Team shares published content based on membership interests and current conversations happening at two-year colleges.

Students' Perspectives: Bringing Professional Writing and Reading into the First-Year Classroom

Written by Isabella Addington, Jordan Anderson, David Bergthold, Marshall Brown, Max Carner, Eli Encinas, Conner Moodley, Collin Payne, Ben Roth, Zuarlyn Salguero, Cameron Thomas, Cody Tyber, Jordyn Tyber, and one anonymous student

Introduced and arranged by Dr. Sarah R. Fish, TYCA-SW Executive Council

In 2015, The Texas Higher Education Coordinating Board initiated [60x30TX](#) outlining a vision for 60% of the population to be credentialed through certificates and degrees by 2030. This vision's third component area covers "marketable skills," requiring institutions across the state articulate what marketable skills a student could take away from every class, whether in their major or not. So then my questions started.

What "marketable skills" could I develop in my first-year writing course? And how do I prepare students for the writing and content creation they'll do ten years from now? Forbes Magazine just announced a [Top Creators franchise category](#), expanding their lists to include composing practices we've seen developed over the last 20 years. We're seeing a surge in AI writing and questions about what this means for the writing classroom (like [this article from The Chronicle of Higher Education](#)).

Our world's writing spaces and content are ever-evolving--what can we do to keep up? After spending a summer term reading and writing about writing in their (intended) career fields, my Summer 2022 students offer advice based on the prompt "What advice would you give a professor who wanted to connect students to professional writing and reading in ENGL 1301?"

Allow Students to Read Content from Their Fields

When instructing students about writing in their specific field, professors can allow students to read published work in their career fields. They should look at published articles, reports, and scholarly works to create a foundation for their future writing so they have ideas for how to write in the chosen field. They also should familiarize themselves with topics that are relevant and popular to their field of study to integrate from a school setting more easily into real-world work experience.

Having students read published work in their career fields is helpful for the students and is important for their foundation in writing. When students in Comp 1 read published work in their specific career fields, they get to see what skillful writing is and what they might have to write in the future.

Reading these published works is also helpful to students who might want to go into a specific career but are indecisive. Learning about the format used in their specific field might make them stay or leave their degree plan before it is too late. Showing them the writing style and the types of things they will be talking about is good for the development of their writing. Another upside to reading published work in student career fields is that it teaches students the differences between writing types, as well as different platforms they can use to locate sources that fit their needs. Another wonderful thing about having students read published work in their career fields is that they are interested in that area already, so reading these works should be more interesting than an article they might not be interested in.

Incorporate Activities Looking at Writing from Different Fields

To prepare for writing in and out of college, it is crucial to dissect document elements such as design, layout, and reference usage in scholarly writing in different career paths. Different fields have different layouts, writing styles and sources, and it is important to note that each student will experience different types of writing styles when finally accessing their respective field.

By including conversations and activities in a student's field in class, the student can better understand what to expect when starting in their field. By practicing and allowing students to explore different works in their respective fields, they will understand the formatting required. Additionally, students will become accustomed to the language and terminology of their fields, and as a result will become more confident going in. Overall, the use of conversations and activities means students can also explore other fields' writings that they might not have been exposed to beforehand, and in the end, they will have a better professional outlook while beginning a career in their field.

Include Writing Related to Intended Careers

Writing assignments related to students intended fields are important because it helps students explore and learn more about what they might encounter in the future. This is helpful because it helps the student prepare for different challenges down the road.

Reading different relevant sources related to their major helps the student learn what is happening in the industry right now. Reviewing articles and sources in our careers has given us substantial insight into our future professional careers. In our case, we were tasked with reading scholarly articles, which opened a new perspective on our career and the types of writing we may encounter. It is a fantastic way to help people figure out if the field they have entered is right for them.

Writing about intended careers offers opportunity for a starting student to investigate their fields and realize if the field they have chosen is right for them. Having career field-oriented writing assignments is a great alternative to traditional writing assignments as it

better involves them in the assignment as opposed to just doing another generic assignment that can lose the student's interest and become a chore.

Include Collaborative Writing

One way we students can build a better education and prepare for our writing careers is through collaborative assignments. Collaborative writing is essential to learning how to work with a group. When students move into their intended work field, they must communicate efficiently with employers, coworkers, and clients. Writing in a setting where students must work together with others to create one final product is good practice for this aspect of work. Educators could develop projects or assignments where communication and collaborative learning can be done efficiently so that these skills can be polished for future work.

Additionally, everyone within a group could have different ideas and viewpoints to present, which can help students learn more about a specific subject and also help them think in ways they had not thought of. Working with others in a group allows the students to bounce off each other with ideas and strategies for writing. Overall, working in collaborative groups enables students to flourish in communication, experience writing in an intended career, and even grow as a writer with the help of classmates.

For Further Reading:

Andrus, S., Mitchler, S., & Tinberg, H. (2019). [Teaching for writing transfer](#): A practical guide for teachers. TETYC (47.1)

Beemer, C. (2016). [Sophists or SMEs?](#) Teaching rhetoric across the curriculum in the professional and technical writing classroom. TETYC (44.2)

Bivens, K.M, Elliot, T.J., & Wiberg, G.K.H. (2020). [Updating information about technical and professional communication at two-year colleges](#). TETYC (48.2)

Lam, C.C. (2021). [Career matters when life is precarious](#): Finding freedom and agency in the composition classroom. TETYC (49.2)

Moore, J.L. and Bass, R. (2022). [Understanding writing transfer](#) [website]

Russell, K. (2021). [Write now, 3rd Edition](#). McGraw Hill. [textbook]

The TYCA-SW Newsletter Editorial Team supports incorporating students' perspectives into our classrooms and welcomes articles written by students. This article was written by students during a Summer 2022 English Composition I course and edited by their professor for submission to the newsletter. If you have students with something to say, reach out to tyca.southwest@gmail.com.

Nominate a TYCA-SW Member for a Teaching or Service Award

Susan Faulkner Excellence in Teaching Award

Awarded at the annual conference, this award honors the memory of Susan Faulkner, a professor and coordinator of the English Department at Cedar Valley College in the Dallas County CC District in Texas. Susan loved teaching, learning, the English language, TYCA-SW, and her grandchildren most of all. Nominate a TYCA-SW member deserving of this award by sending their name, a brief description of their work, and if possible, comments from students and peers. Nominations can be sent to tyca.southwest@gmail.com.

Robert W. Wylie Service Award

Awarded at the annual conference, the Wylie Service Award is our highest distinction to honor one person for outstanding contributions made to the profession through long-term service to TYCA-SW. Nominate a TYCA-SW member deserving of this award by sending their name, a description of their contributions to the profession and to the organization, supporting documentation for service, and if possible comments from peers and colleagues. Nominations can be sent to tyca.southwest@gmail.com.

2022 TYCA-SW Leadership

Leadership Team

The Leadership Team is made up of voting and non-voting members and those elected by membership and those appointed by the EC.

AL Wright, Chair, 2022 Conference Co-Chair, Conference Travel Awards

Erin Beaver, Vice-Chair, 2022 Conference Co-Chair

David Lydic, Treasurer

David Puller, Secretary

Toni McMillen, 2021 Conference Co-Chair

Sarah Fish, 2021 Conference Co-Chair, Newsletter Editorial Team, Conference Travel Awards

Bruce Martin, National TYCA Rep and NCTE Rep

D. Brian Anderson, Archivist

Michael Berberich, Awards and Political Information

Gina Perkins, Membership

Executive Council

The Executive Council is voted on by the TYCA-SW membership. The elected EC then decides from within this council who serves as Chair, Vice-Chair, Secretary, and Treasurer to serve one-year terms.

Allison Laubach Wright, 2019-2022
Erin Beaver, 2020-2023
Lane Ferrero Fletcher, 2020-2023
Dana Brewer, 2021-2024
Sarah Fish, 2021-2024
David Puller, 2021-2024

State Reporters

TYCA-SW members interested in representing concerns for states in our region should reach out to tyca.southwest@gmail.com