

**2019**

**TYCAT CONFERENCE**



**TYCAT**  
TWO-YEAR COLLEGE ENGLISH  
ASSOCIATION OF TENNESSEE

Dear TYCAT Colleagues,

We're so excited to welcome you to TYCAT 2019! As we continue to build on the successes of last year's twelfth annual gathering, we again extend many thanks to Laura McClister and our colleagues at Volunteer State Community College for the use of their beautiful building, the Steinhauer-Rogan-Black Humanities Building.

We're happy to again offer your favorite TYCAT conference highlights. Throughout the weekend, you'll be treated to a wide variety of engaging programming, including nine TYCAT Talks and six concurrent sessions from which to choose. Special thanks to our colleagues from Chattanooga State, Columbia State, Dyersburg State, Motlow State, Pellissippi State, Volunteer State, and Walters State for their contributions to the line-up.

Make sure you don't leave hungry. Snacks on Friday and breakfast on Saturday will again be provided by Vol State's wonderful food services. (Don't miss the chicken biscuits.) We'll be having another fabulous party on Friday night thanks, in part, to our friends at Fountainhead Press. Be sure to join us at the EPIC Event Center for a dinner buffet, cash bar, and live music from one of Vol State's talented student ensembles.

On Saturday, we'll enjoy another delicious meal and an engaging luncheon speaker. Special thanks to Alicia Thompson of W.W. Norton for support of Saturday's luncheon appearance by Jessica Chiccehitto Hindman. We hope you enjoy this year's conference giveaway, a copy of Hindman's *Sounds Like Titanic*.

Make sure to visit our exhibitors. You'll find tables from Fountainhead, Hawkes Learning, McGraw Hill, and W.W. Norton in the building's foyer. Due in part to their generous financial support, we remain able to offer our annual conference at such reasonable expense. Please express your appreciation as you make your way through the displays.

For the conference planning committee, TYCAT is an irreplaceable part of the fall season. To both newcomers and old friends, we again welcome you here to share the TYCAT experience with your colleagues from around the state. We think you'll find it to be a refreshing weekend full of thought-provoking presentations, delicious food, and warm conversation. Our hope is that you will return to your institutions refreshed and inspired to try out new ideas in the classroom.

Sincerely,

Your TYCAT Conference Planning Committee

Joel Henderson, Chair  
Ann Nicodemi, Program Coordinator  
Buck Weiss, Entertainment Coordinator

## Friday, November 1

2:30-6 pm	Registration/Refreshments/Exhibits (SRB Humanities Building Entryway)
3-3:15 pm	Welcome (The Performing Arts Studio)
3:15-4:15 pm	TYCAT Talks 1 (The Performing Arts Studio, p. 6)
4:15-4:30 pm	Break
4:30-5:30 pm	Concurrent Session 1 (Various Locations, p. 7)
6-8 pm	Dinner Party and Entertainment at the EPIC Event Center

## Saturday, November 2

8-10:15 am	Registration/Refreshments (SRB Humanities Building Entryway)
8am-1:30 pm	Exhibits Open (SRB Humanities Bldg Entryway)
8:15-9:15 am	TYCAT Talks 2 (The Performing Arts Studio, p. 8)
9:15-9:30 am	Break
9:30-10:30 am	Concurrent Session 2 (Various Locations, p. 9)
10:30-10:45 am	Break
10:45-11:45 am	TYCAT Talks 3 (The Performing Arts Studio p. 10)
12-1:30 pm	Luncheon (Speaker: Jessica Chiccehitto Hindman) (Mary Nichols Dining Room)

# JOIN US FOR BUFFET DINNER & MUSIC

FRIDAY, NOVEMBER 1ST, 6-8PM

AT THE EPIC EVENT CENTER  
394 WEST MAIN STREET, GALLATIN, TN

The Volstate Commercial Music Ensemble began around 1990 to accompany the also newly formed Volstate Singers. As the years passed, they have evolved into a separate entity, doing performances on their own and with other vocal and instrumental groups and ensembles.

The Commercial Music Ensemble is different every semester as the members change frequently. The character of the band changes with the diversified instrumentation that is also changing regularly.

They assist on the CDs produced each semester by the Volstate Recording Department, play major concerts for the Spring and the Holiday seasons, and perform around the community. Volstate students are enriched by the opportunity to perform live.

## The band this semester consists of

Vocals	Hope Williford
Vocals	Annabelle Lee
Guitar/Vocals	David Isenberg
Guitar/Vocals	Brianna Bollinger
Keys/Vocals	Andy Corbitt
Piano	Alex Berman
Trumpet	Chris Farmer
Drums	Michael Whitmore
Bass	Lynn Peterson (Director)



A HISTORY  
OF THE

*Two-Year College English  
Association of Tennessee (TYCAT)*

### 2005, Jackson, Mississippi

At the 2005 conference of the Two Year College English Association–Southeast (TYCA-SE), the idea of TYCAT was conceived, inspired by other state organizations such as TYCAM (Two Year College English Association–Mississippi) and devoted to the mission of establishing the first official association of two-year college English teachers in Tennessee. TYCAT was designed to follow the longstanding TYCA-SE tradition but also to design conferences that were fun, informative, collegial and practical, where both pedagogy and pragmatism figured into the presentations, panels and roundtables. A committee of representatives from a majority of two-year colleges across the state developed bylaws for the organization, looking to TYCA-SE and TYCAM bylaws for guidance, and it planned TYCAT's first annual conference. It built this conference through institutional donations, publisher support, and a generous gift from TYCAM.

### 2005, Dickson, Tennessee

"Tennessee Connections," TYCAT's inaugural conference, was held at the state-of-the-art Renaissance Center in Dickson, TN, and it generated much excitement with attendance of 55 part-time and full-time instructors from across the state. The conference ran from Friday afternoon to Saturday afternoon, with concurrent sessions on each day, keynote speaker Ovid Vickers from Hinds Community College in Jackson, MS, during the Saturday luncheon, and a Friday night laser light show that stunned and amazed all who attended.

### 2006-2009, Dickson, Tennessee

After its inaugural conference, TYCAT was off to a great start, with conferences in 2006, 2007, 2008, and 2009, hosting such writers as Edward Francisco, Steven Womack, and Maggie Barbieri, and enjoying both local and well-known entertainment at its Friday night dinners. As conference attendance grew, instructors from across the state shared best practices from all ends of the discipline: literature, composition, developmental writing, creative writing, and writing centers. In both formal presentation settings and open-discussion roundtable sessions, instructors learned from one another sound ideas that they could employ in their classrooms when they returned home. In an effort to include as many Tennessee instructors as possible, in 2006 TYCAT began awarding adjunct scholarships to offset conference expenses for part-time instructors. Participants enjoyed good food, lively conversation, and TYCAT-embossed gifts, including ink pens, notebooks, and jump drives.

### 2010, Dickson, Tennessee

In 2010, TYCAT celebrated its 5th Annual Conference! Appalachian ballad singer Dr. Katie Hoffman was the keynote speaker/presenter on Friday night, and conference participants' presentations were especially insightful and helpful to all who attended. An expanded conference format allowed for additional presentations by panels and individuals. As a special commemorative keepsake, insulated lunchboxes bearing the TYCAT 5th Anniversary logo were distributed.

**2011-2012, Dickson, Tennessee**

At the sixth annual TYCAT conference, writer and poet Robert Morgan, Kappa Alpha Professor of English at Cornell University and author of novels such as *Gap Creek* and *This Rock*, was the keynote speaker. Mr. Morgan signed books as well as conducted a special presentation entitled “Writing and the Living Voice” in a Saturday afternoon session, just before launching his new book tour. The seventh annual conference hosted Pulitzer Prize-nominated Professor of Biology at Sewanee: the University of the South, Dr. David Haskell, who read from his bestselling book *The Forest Unseen*. Haskell followed his luncheon presentation with a concurrent session entitled “Opening the Senses: Writing From Nature.” The eighth annual conference, in 2013, featured a conference theme for the very first time, “In Search of Authenticity.” Poet and literary critic, Dr. Wyatt Prunty spoke at the Saturday luncheon and read some of his poetry. Afterwards, he signed books and presided over a concurrent session, entitled “How Poems Work.” In 2011, the Friday night dinner at the Greystone Golf Club was followed by music from a cavalcade of Nashville-based singer/songwriters, and 2012’s Friday evening gala featured a dinner theater presentation of the hit musical “9 to 5” in the Gaslight Theater. In 2013, lively bluegrass family-band, The Rigneys, entertained TYCAT dinner-goers. TYCAT giveaways included a golf umbrella, insulated drinkware, and fleece blankets.

**February 2016, TYCA-SE, Knoxville, Tennessee**

Though technically 2015 marked the 10-year anniversary of TYCAT, conference planners elected to conserve resources by foregoing the group’s usual October gathering in favor of a larger celebration in the World’s Fair Sunsphere at the annual TYCA-SE gathering hosted by Chattanooga State Community College and Pellissippi State Community College. The birthday party was a tremendous hit with beautiful nighttime views of Knoxville, delicious food, cool jazz from the Keith Brown Trio, and a moonshine still. To commemorate the occasion, attendees were sent home with engraved mason jars.

**2016-2019, Gallatin, Tennessee**

TYCAT began its second decade of collegiality and professional development by introducing a few changes to the usual mix. Since 2016, the venue has been the Steinhauer-Rogan-Black Humanities Building at Volunteer State Community College in Gallatin, and the session format has shifted to include both concurrent sessions and TEDTalks-style presentations in a black box theater. However, much of what has defined the TYCAT conference remains: an engaging guest speaker (Bev Fatherree, Mary Miller, Beth Ann Fennelly, Jessica Hindman), innovative presentations, fellowship, the Friday night party, live entertainment (Bluegrass Ablaze, Harlan Pease), and cool giveaways.

Many thanks to the TYCAT membership for repeatedly choosing Tennessee’s premier two-year college English association to be a part of their professional journey. We’re excited to welcome you back to Gallatin for TYCAT 2019!

**TYCATTALKS 1 (3:15-4:15 PM) The Performing Arts Studio**

**“Writing for Their Lives: Lessons Learned on Death”;** Catherine Berresheim |  
Volunteer State

*Unit Two at Riverbend Maximum Security Institute, otherwise known as death row, is indeed a non-traditional classroom, but it is also one that holds unexpected lessons in creative writing as a means for healing trauma and discovering personal identity. Using a PowerPoint format, this presentation will first cover the common genres, themes, and motifs of prison literature. The second portion will explore the unique lessons learned from these writers who have been locked up for decades. In order to fill in the gaps of where experience and/or memory fail, these students must stretch the fundamental understanding of how to write vivid description and capture sensory detail. Learn how this writers group fosters a sense of community engagement that creates meaningful relationships and inspires positive emotions in an otherwise oppressive and punitive environment. To conclude, participants will examine sample insider’s work to showcase the elements of how writing enriches well-being, even in prison.*

**“Gaming for Change Part 2: Research with a ‘Purpose’ Boogaloo”;** Buck Weiss |  
Chattanooga State

*After a year of teaching a unit on video games that portray and interact with contemporary social issues in my Comp I classroom, I knew that I had to switch up how I approached researched arguments and the role of audience. This presentation will discuss how creating spaces for performance and allowing the students to take on the personae of researchers helped create a space for stronger enquiry and argumentation in my classroom.*

**“Short, Brown, and Female: Overcoming Student Perceptions and Imposter Syndrome”;** Teresa Lopez | Pellissippi State

*Any instructor can fall victim to the dreaded imposter syndrome, but what happens when on top of the crippling anxiety of not being “prepared,” your natural physical appearance causes students to reject your classroom authority? At the start of my teaching career, I was a 24-year-old graduate teaching assistant who felt as uncomfortable in front of the class as my students felt during the long, drawn out silences that followed my questions. Over time, I tried a variety of techniques to combat my imposter syndrome and to overcome my students’ initial perceptions of me. From being blunt about our cultural and social differences to performing my part as an authority figure through my attire, I found a lot of ways to be an authority but never to be at ease with my role as a professor, especially in those uncomfortable high heels. This talk will discuss some of the methods I used to establish my professorial persona and how I was able to find the most successful routes to move past first impressions and feel comfortable commanding the classroom.*

## CONCURRENT SESSION 1 (4:30-5:30 PM)

**“Teaching, it’s not Magic, or is it?”; Andrea Franckowiak and Janet Adair** | Presentation | Dyersburg State | SRB 204

*How often do you deal with students who resort to plagiarism?*

*Join us to explore how we combat plagiarism with activities that have students deal a round of in-text citations, cruise through stoplights, and rob the bank. Instead of fighting the notion of education as performance, we embrace it. Be prepared to experience, play with, and take away what we do in the classroom.*

**“Digital Learning: A Revolutionary Approach to Reaching the Underserved Student”; Taylor Ireland** | Presentation | Hawkes Learning | SRB 210

*The demands of a first-year composition course, coupled with the newness of college, often enlarge barriers for the underserved student population. These individuals may not feel engaged with traditional lessons that focus on creating the five-paragraph essay; instead, developing writing that resonates with their professional and daily lives is more appealing and less intimidating. As 21st century learners, students need an academic environment in which access to core instructional content is seamlessly paired with a multimodal platform that strengthens reading, writing, and critical thinking skills while polishing the technological savvy imperative to prospective careers. Online corequisite materials help to close the learning gap simultaneously through content and form. Individualized, targeted remediation and the application of study skills promotes an instructional path that meets students where they are and supports them with tangible strategies for success in a composition classroom. Attendees will share their experiences with technology in a composition classroom, as well as any triumphs and struggles of connecting lesson content with 21st-century students’ skills and motivations. Participant outcomes include learning about the role that multimodal composition practices have in increasing student engagement and understanding the different structures and their advantages of corequisite/accelerated learning classrooms.*

**“Alternative Learning Spaces: Presenting and Using Office Hours Effectively”; Adrienne Kaufmann and Drake Farmer** | Roundtable | Chattanooga State | SRB 251

*Ideally, our campus office hours function as an alternative learning environment for our students—a space where they can privately express concerns, collaborate with us on their writing, and learn to interact with us as fellow scholars. Unfortunately, office hours often do not function this way. The personal, one-on-one setting can exacerbate students’ intimidation, imposter syndrome, and feeling that they “don’t belong” or “aren’t good enough”. This is especially true for many community college students with little knowledge of higher education settings. We are in the midst of a research project on community college students’ perceptions of office hours and would love to hear how you use this alternative learning environment in your own pedagogy. Come share with us how you explain, use, and incentivize office hours for your students.*

CONCURRENT  
SESSION 1

Saturday, November 2

TYCATTALKS 2

## TYCATTALKS 2 (8:15-9:15 AM) The Performing Arts Studio

**“Trusting Myself to Teach: A Textbook-Free Approach to Freshmen”; Deb Moore** | Volunteer State

*After 20 years of teaching Freshmen Composition, I finally decided that I might know how to teach students how to write without the aid of a textbook. Between online resources and personal knowledge, I am creating a course that is both structured enough to provide solid writing instruction and flexible enough to meet the specific needs of each section I teach. ENGL 1010 now has a fresh and somewhat organic feel that requires willingness, trust, and full engagement on the part of the students and me. So far, . . . it’s working. Fingers crossed.*

**“Does an Author Really Have an Identifiable Style?”; Brian Hale** | Chattanooga State  
*Edgar Allan Poe and Nathaniel Hawthorne both write dark tales of the supernatural, and any reader reasonably familiar with them can tell them apart, but how exactly? Does each author really have a single, identifiable style? Or as Robert Louis Stevenson’s Dr. Jekyll supposes, will a man eventually be found to be composed of many men? Examine via computer analysis Hawthorne’s Twice Told Tales and Poe’s Tales of the Grotesque and Arabesque and see.*

**“We All Belong Here: Performance Literacy and Collaborative Inquiry Using Journal of the Month”; Jenna Caviezel** | Motlow State

*In Honors English 1010, I use a subscription service called Journal of the Month (JOTM) that ships four recently published literary journals over the course of the semester in lieu of a traditional textbook. Since JOTM launched in 2012, 117 graduate, undergraduate, and high school classes have used classroom subscriptions. So far, mine are the only courses at the community college level. By selecting truly contemporary short fiction as the object of our study, I combat my students’ often negative preconceptions of literature and connect them to work that feels both immediate and relevant to their lives. Because each journal arrives just days or weeks before I teach the texts it contains, I must engage in what Sheridan Blau calls “cold reading.” By engaging with texts this way, I cede my authority as the only literary expert in the room and, in turn, insist upon the kind of collaborative inquiry that builds students’ confidence as readers and encourages them to become more comfortable suspending cognitive closure.*

## CONCURRENT SESSION 2 (9:30-10:30 AM)

**“Supporting Multilingual Student Writers in TN Community Colleges: The View from Pellissippi State”; Moira Connelly |**

*Presentation | Pellissippi State | SRB 204*

Multilingual students, who form an increasing percentage of students in community college classrooms, often feel like imposters in U.S. higher ed. Meanwhile, supporting multilingual students has become so important that TBR has implemented a policy requiring community colleges to formulate a plan to serve those students. To help instructors make multilingual students feel welcome and “seen” in our classrooms, this workshop will give an overview of who our multilingual students are, what their English language acquisition process is, and how Composition instructors can meet their needs as student writers. The content of the workshop is drawn from my study as a doctoral student in Composition and Applied Linguistics and from the combined knowledge of faculty members of Pellissippi State’s robust ESL program and ESL-adjacent Composition track. The workshop is part of work being done as the result of a grant from TBR given to the Pellissippi State ESL program to build capacity in-house and at other institutions to meet the needs of multilingual community college students in Tennessee. If time allows, I will also share information about professional development we are providing in-house for writing tutors and nursing program faculty and what we can offer to other institutions.

**“Applying UDL in the Online Literature Classroom”; Jay McMahan Jr. |** *Presentation | Walters State | SRB 210*

Student disengagement with literature classes can be challenging. Since these courses are often a graduation requirement, some students see the course material as a relic that is irrelevant to their “real” goals, or they may feel they don’t belong in the class. Others may be intimidated by textual analysis if they best express their learning through other mediums. Finally, an online setting can exacerbate these issues because of the lack of traditional contact points between instructors, students, and their peers. This presentation will review how Universal Design for Learning (UDL) principles of Representation, Action and Expression, and Engagement were applied in the restructuring of an online Early American Literature course. Using examples from the class, we’ll review strengths and weaknesses of the UDL implementation and briefly touch on the theory behind the practices. The presentation will detail how content was diversified to emphasize the historical and literary context of the literature using audio, videos, and texts. In addition, we’ll discuss different middle impact assignments in the class which gave the students multiple ways to express their learning. Finally, we’ll discuss how the course strove to make the material salient to students.

**“Proposing a New Narrative”; Stuart Lenig |** *Roundtable | Columbia State | SRB 251*

We are in the era of narratives; everyone has a sexy narrative that situates them in ethnic, nationalistic and political enclaves. Yet, we still struggle with creating new empowering narratives for students. How do we leverage popular culture, media, and legacy media to forge new empowering, enabling students who desire inclusion?

## CONCURRENT SESSION 2

## TYCATTALKS 3 (10:45-11:45 AM)

*The Performing Arts Studio*

## TYCATTALKS 3

**TYCAT Business Meeting; Joel Henderson, Ann Nicodemi, and Buck Weiss |** *Chattanooga State*

Join us for a quick discussion of the state of TYCAT that will answer all your burning questions. Where does the money go? Why do we meet on the weekend? How do I get on program? What does the future hold? If you love our organization, please come ready with questions and suggestions.

**“Creating an OER Course”; Shellie Michael and Sheri Waltz |** *Volunteer State*

We developed the first TNeCampus course using only Open Educational Resources (OER): instructor-curated and instructor-created material with no traditional textbook. Our course is Public Speaking, but the lessons we learned will benefit anyone interested in teaching or developing an OER course. We will explain the types of OER as well as the course-development process, and we will cover the benefits and drawbacks of OER.

**“Self-Expression Through Slam Poetry”; David Rasnake |** *PellissippiState*

In classes where I teach literature—such as English 1020—I have always liked to encourage students to use the poems we read as models for self-expression, since this is how I personally found my voice. What I find with most freshmen, however, is that they have difficulty relating to “traditional” literature. So I have adopted the practice of mixing some slam poetry into my “rotation,” as students seem to much more easily identify with its typically more colloquial language and modern subject matter. In my talk, I will discuss (and quote from) some of the works I utilize and discuss the ways I feel they have benefited my students on the road to self-discovery and self-expression.

## LUNCHEON SPEAKER

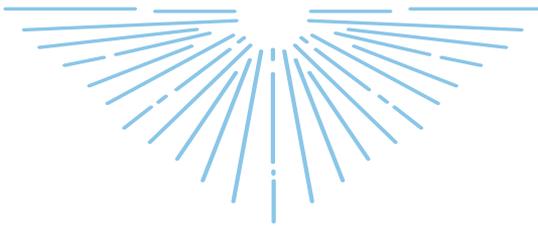
## Jessica Chiccehitto Hindman



Jessica Chiccehitto Hindman (Chick-KET-toe HĪND-man) grew up in the Potomac Highlands of West Virginia and the Shenandoah Valley of Virginia. Her debut, *Sounds Like Titanic: A Memoir* was named a “best book of 2019 so far” by Amazon, described as “moving” by the *New Yorker*, “outrageously funny” by *O, The Oprah Magazine*, “fascinating,” by NPR, and “powerful” by Vox. Her recent writing has appeared in *McSweeney’s Internet Tendency*, *The New York Times Magazine*, *Brevity*, and *Hippocampus*. She holds a BA in Middle Eastern studies and an MFA in creative nonfiction writing from Columbia University, and a PhD in English from the University of North Texas. She is an Associate Professor of English at Northern Kentucky University where she recently won the Outstanding Junior Faculty Award and the Excellence in Research, Scholarship, & Creative Activity Award. She lives in Newport, Kentucky with her husband, the astronomer Nathan De Lee.



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