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**Submissions:** We encourage submissions for four of our columns: "Practical Matters," which gives specific classroom activities; "Student Talk," providing a student's perspective on learning; "Guest Spotlight," addressing thoughts on theory or philosophy of teaching; and "Poetry," a spot where colleagues can exhibit their creative side. Submissions should be between 200-400 words and sent electronically in an attached document form (preferably Word). Be sure to include your school affiliation along with your name, address, phone, and email. The deadline for the spring issue is April 10th.

**Two-Year College Association Pacific Northwest Newsletter****Conference 2011 in Yakima: Harvest was the Theme!*****From the Editors***

After a week of dreary wintry weather, on the day of our annual regional conference, Yakima lived up to its reputation of being all bright and sunshiny. What wasn't so bright and sunshiny as we started out this new school year, however, was the knowledge that we would be facing more and more budget



*TYCA Participants Enjoying A Session*

cuts. One of the first cuts to be made at YVCC – and I'm sure by many other CC's as well – was professional development funds. What a surprise, then, that over 120 folks attended our recent conference in Yakima, many on their own dime! This year's conference was a success on many levels, not the least of which was the collaboration between TYCA-PNW and PNWCA in "sharing" this conference. Participants were clearly excited about the people they met, the sessions they attended, and the genuine collegiality of the attendees. The number of the participants and their enthusiasm demonstrates our continued need for professional development opportunities. They refresh, renew, and sustain us.

As teachers at all levels are having resources cut due to budgetary constraints, at the same time we are being

asked to do more: teach more classes, raise class caps, and, in some cases, take salary cuts. We have always known how to do more with less, but that ability is being profoundly challenged. Without professional development opportunities like our recent conference, we often feel adrift on our own. It's reassuring to confer with colleagues from other institutions to see that we are all in the same drifting boat.

While professional development funding may be low on the list to most administrators, and in the grand scheme of things to many of us as well, it is more essential now than ever. As legislators demand more from teachers regarding their accountability, one wonders who is holding *them* accountable for the continued waste of tax dollars on bureaucratic machinations when professional development funds are non-existent, programs are cut, faculty are laid off, and students are, as a result, denied access? Maybe an all too painful awareness of these factors helped contribute to the camaraderie that pervaded the conference. Professional development is



*Conference Camaraderie*

We need encouragement and motivation as we confront the economic challenges still ahead. In confluence with the climate of the day, thanks to all of you who delivered that bright and sunshiny encouragement and motivation at our TYCA-PNW/PNWCA conference!

**Sandy and Julie**

Yakima Valley Community College, WA

not a waste of taxpayer dollars; it's a valuable investment in what seems a pretty uncertain future for education.

### *A Note from the Co-Chair*

Bushels and baskets of professional development abounded at our first ever joint conference between TYCA-PNW and the Pacific Northwest Writing Centers Association. The Harvest celebration (this year’s conference theme) commenced on October 7 with a featured session on student perspectives of teachers’ comments. After viewing Nancy Sommers’ latest video, *Beyond the Red Ink*, we listened to a panel of two-year college students share their stories, insights, and advice about the feedback we write on their papers. A video recording of the panel will be included in the national *Tour of TYCA*, an online showcase of sessions from the seven TYCA regions across the country. You can find the video by following the TYCA Connected Community link available at [www.ncte.org/tyca](http://www.ncte.org/tyca). Or you can watch the video on YouTube by entering the title “Teachers’ Comments Through Students’ Eyes.”

After the student panel, conference-goers were treated to wine tasting and hors d’oeuvres. Since the Yakima Valley is hailed as “wine country,” the tasting was paired with an informative presentation on wine production in the valley as well as palette training for us

novice wine lovers. More than 100 conference attendees from Washington, Oregon, and as far away as Alaska, gathered on Saturday morning, October 8. We had the pleasure

of hearing from our national TYCA chair, Carolyn Calhoun-Dillahunt, who welcomed us all with a playful, harvest-themed introduction and call to serve our affiliate organizations on either the regional or national level. Renowned scholar Lisa Ede delivered the keynote address which focused on sustaining ourselves and our students.



*Sharing a Laugh: Keynote Speaker, Lisa Ede, Dodie Forrest, and Laura May*

Professor Ede—an award winning author in composition and rhetoric, writing center theory and practice, and collaborative writing—embodied the coming together of our two organizations, TYCA-PNW and PNWCA. She spoke to our shared interests as writing and literature teachers, peer tutors, and writing center administrators, all of us devoted stakeholders in student learning. Twenty-four outstanding sessions followed the morning address with an array of topics that included the Common Core Standards, queer pedagogy and LGBT texts, teaching Tolkein, successful practices for online instruction, supporting English language learners as well as developmental writers in the classroom and the writing center, and ways to apply writing center principles in the classroom. The afternoon came to a close in a serene, sun-filled haze, as colleagues departed on their journeys home.

On matters of business, the Regional Executive Committee expresses much gratitude to member-at-large Bradley Bleck whose term on the REC has come to an end; Bradley will remain active in the organization as web tender. We also want to extend a hearty welcome to Siskanna Naynaha from Lane Community College, our newly elected at-large representative. Welcome, Siskanna!

Plans for the 2012 conference are already stirring. We’ll be congregating on the west side of the Cascades at Highline Community College next fall, very likely for another joint conference, since our TYCA-PNW and PNWCA collaboration was a smashing success. Before we totally leave behind the Harvest of this year’s conference, however, you might enjoy taking a look at a video synopsis of the conference created by our local arrangements chair, Dan Peters. Go to YouTube. Search for “Harvest 2011 TYCA and PNWCA.” Revel in our shared memories!

#### **Dodie Forrest**

Yakima Valley Community College, WA  
TYCA-PNW Co-Chair

### Practical Matters

Eva Payne from Chemeketa CC in Oregon, conducted a session sharing a “best practices” assignment at the recent TYCA-PNW/PNWCA conference in October. Although she designed the following peer review self-evaluation rubric for her online technical writing course, and to “solve the conundrum of students not reading [her] comments,” those present saw the possibility of adapting this rubric to other classes that use online-enhanced courses as well. See a mini-version of Eva’s presentation at <http://breeze.chemeketa.edu/p30662395/>

| Grade  | Posting My Drafts for Review   | Reviewing Drafts of Peers   | Reflecting on Eva’s Comments   | Responding to Postings   |
|--|--|---|--|--|
| <b>85-100%</b><br>Stellar Active Peer Review             | Submitted each assignment by Sunday midnight giving peer reviewers two days ( <i>Monday and Tuesday</i> ) to respond before the Wednesday 8:30 A.M. due date   | Reviewed drafts posted by two peers following Lannon’s guidelines   | Posted reflections on Eva’s comments each week on my graded assignments for each of three assignments returned to me | Posted encouragement, questions, and posted either my draft or my plan for writing my draft each week this unit by the Monday deadline and responded to peer’s posting ( <i>minimum of three times</i> ) |
| <b>70-84%</b><br>Moderate Engagement in Peer Review      | Submitted at least two of the three assignments for the unit, but my assignments were posted a bit late ( <i>by Monday at midnight</i> ) leaving less time for thoughtful feedback and subsequent revision | Reviewed at least one draft for a peer following Lannon’s guidelines  | Posted reflections on Eva’s comments on my graded work for two of the three assignments returned to me this unit     | Posted encouragement, questions, and my plan for writing my draft two weeks of the three possible by the Monday deadline and responded to peer’s postings ( <i>minimum of two times</i> )                |
| <b>55-69%</b><br><b>Working on Improving Peer Review</b> | Submitted just one assignment but too late to reasonably expect thoughtful feedback ( <i>Tuesday after 9:00 P.M.</i> )   | Looked at peer’s drafts and offered minimal comments-didn’t follow many of Lannon’s guidelines                          | Posted reflections on Eva’s comments on my graded work for one of the three assignments returned to me this unit     | Posted encouragement, questions, and my plan for writing my draft one week of three this unit by the Monday deadline and responded just once to a peer’s postings  |
| <b>Late Paper Option</b><br><b>Maximum 74%</b>           | Posted none of my own papers in time for peer review. ( <i>Hint: posting papers after the due date and time automatically puts you at the 75% or less level</i> )  | Provided helpful reviews following Lannon’s guidelines to peers on a minimum of two of the three assignments this unit. | Posted reflections on Eva’s comments on my graded work for two of the three assignments returned to me this unit     | Posted encouragement, questions, and my plan for writing my draft two of three weeks this unit Responded ( <i>minimum of twice</i> ) to peer’s posting   |

### Student Talk

In deciding to attend college, I needed to choose a degree program and a life path. I literally typed in my various interests in Google and hit enter. I found the degree of anthropology. I combined this with a life-long interest in art for a major in Anthropology and a minor in Art. This interdisciplinary approach fit wonderfully well for a project I would develop in 2010, using art, writing, and research in a service-learning project titled, “The Art and Science of Climate Change.”

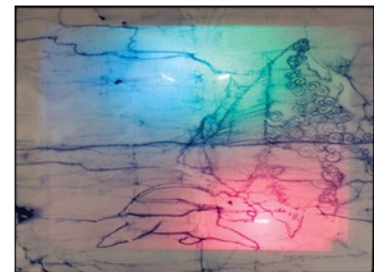


Student Panel Session

Using research methods from writing and anthropology classes, I delved into the subject matter and came to really understand the issues facing our planet as the climate changes.

I interpreted this information using the artistic side of my education and attempted to present my understanding of the issues in a thought-provoking manner. My piece and reflective writing were part of many student works that drew attention to this critical issue and generated a discussion in the community. My art is included below, titled “Arctic Melt.”

This service-learning project at Kenai Peninsula College brought together diverse voices on a subject of community interest and gave students and residents a chance to share their perspectives in writing and art.



Student Art

**Brandi Kerley**  
Kenai Peninsula College, Alaska

*Guest Spotlight*

I am honored to receive the Lisa Ede Teaching Excellence Award and to be part of the outstanding work my colleagues in Team DEgree and the English department have accomplished. This last year, Spokane Falls CC received a grant from the Gateway to College National Network to become one of their "Project DEgree" schools, one of only four in the nation at that time. Essentially, this opportunity has initiated a critical look at developmental English education, as well as how the "whole" college can unite to help our most at-risk students. Project DEgree students, 18-26 years old who have assessed as triple developmental—reading, writing, and math—are placed in year-long cohorts and provided a college team that acts to help them succeed. As the English lead in Project DEgree, I have had the opportunity to teach and facilitate change. The program has brought attention to redesigning curriculum, instruction, and student-service processes in ways that help students thrive because their experiences are positive, holistic and considerate of their circumstances. Now, more than ever before, first-year developmental students are vulnerable as they struggle with more than academic problems;



*TYCA 2011: A Session in Progress*

they are, most often, fighting to secure basic needs—a warm winter coat, a day's meal, a place to sleep. Team DEgree members and English department faculty have contributed to these students' needs. The Lisa Ede award money will help keep small essentials available as students need them.

**Lori Monnastes**  
Spokane Falls Community College, WA

***Seattle's Highline Community College will be hosting next year's TYCA Conference! More news to come!***

When I received the Lisa Ede Excellence in Teaching Award, I surely did not see that one coming. I was stunned into silence - something at least one colleague noted as being very much out of my character! I think that the honor and the surprise took any words away. So now: Thanks! It is a terrific honor, and I am so grateful included in this and will contribute to our students. I am fortunate to be an adjunct and mentors



*Joy Clark, After Receiving the Lisa Ede Award*

well as honors them as professionals. The American Federation of Teachers reports that in community colleges, about 70% of classes are taught by adjunct faculty. This large number, though not represented in all departments, underscores the need for productive relationships between adjunct faculty and the full-time faculty who have so much experience and wisdom to share with them. I submit my department at Yakima Valley Community College as a model for others! In our department, I have benefited frequently from an open exchange of ideas, the sharing of assignments and grading expertise and insights, and have also received much encouragement and the ability to always check my perceptions with an experienced teacher. Teaching Composition allows us to constantly generate ideas, and those ideas are most effective when tuned in concert with other players. Although teaching causes us to be independent leaders in a classroom,



*TYCA 2011*

I am mindful of the ways in which others' voices are speaking with me when I teach. It is the best job in the world, and not at all lonely.

**Joy Clark**  
Yakima Valley Community College, WA



*A Lively TYCA Session*



*TYCA Conference Participants Receive Palette Training as They Sample YVCC Wines*



*TYCA Participants*

#### *Regional Executive Committee*

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### *Poetry*

#### **EMMA BOVARY AT POOLSIDE**

Emma Bovary arrives at the motel  
and comes along with me to the motel pool,  
watching my youngest daughter swim

as I turn the pages of the novel,  
a plastic cup of Chardonnay wedged  
between my thighs. My daughter,

also named Emma, flings herself  
at intervals onto my lap, making the wine  
taste of chlorine. Like Flaubert's Emma,

she is our spoiled darling. She swims for hours  
and I sit sipping wine and reading  
in thin mountain air. Emma Bovary

is discarded by one lover and taken up  
by another. My husband brings me  
a second glass of wine and I smile vaguely

at him, dipping back into the book as one set  
of children departs and another arrives.  
Our Emma, who has never met a stranger—

though one wonders why Emma Bovary  
would fling herself at men,  
what it could have been that made her

so needy. I finish the book and the wine,  
deciding that it is just Gustave Flaubert,  
clueless and male. Four teenaged boys

take over the pool and Emma at last  
is asking for a towel and her dinner.  
I drop Emma Bovary on the chair,

leaving her to the mercy of these boys  
who are dark haired and shaggy like the bears  
Flaubert believed danced when he sang.

**Bethany Reid**

Everett Community College, WA

**TYCA-PNW 2011-2012 Membership Form**

\_\_\_ Enclosed is my check for US \$20 payable to TYCA-PNW for a one-year membership.  
\_\_\_ Enclosed is my check for US \$10 payable to TYCA-PNW for a one-year student membership (students, part-time faculty, retired faculty).  
My membership includes discounted conference fees at TYCA-PNW's annual conference.

Your name: \_\_\_\_\_  
HOME ADDRESS: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
School affiliation: \_\_\_\_\_ Telephone: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Web page: \_\_\_\_\_

Check one area you'd like to be active in:

- Membership
- Program
- Newsletter
- Regional representative

Are you currently a member of the National Council of Teachers of English (NCTE)? \_\_\_ Yes \_\_\_ No

Thank you for your membership. Are there other comments you'd like to make?

\_\_\_\_\_  
\_\_\_\_\_

Send to: Betsy Lawrence  
Spokane Community College  
1810 North Greene Street  
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