



9:00-10:00 Registration
Continental Breakfast (Provided by Cengage)

10:00-11:30 Concurrent Sessions A & B

Minding Your S's and F's: Sequencing and Feedback in Online Courses **Room 106**

Jessica Saxon, Craven Community College

In this session, we will explore the uses of assignment sequences and feedback methods in online courses. We will discuss effective reading and lecture patterns that encourage students to think and dynamic approaches to grading that actually get students to pay attention to the feedback (while cutting down on your grading time!). A literature course will be used as the primary example, but the methods discussed can be easily applied to other online classes. By using some of these techniques, your online classes can incorporate some of the best aspects of the traditional classroom and make them more enjoyable for you and your students.

Practical Grammar Made Quick and Easy **Room 107**

Marian Anders, Alamance Community College

College-level English teachers usually don't want to spend class time teaching grammar and punctuation. Unfortunately, many students turn in papers with fragments, comma splices, run-ons, incorrect punctuation, and problems with subject/verb agreement. Practical Grammar uses a logical, step-by-step process that makes grammar clear and easy for both students and teachers. By spending just one class period on Practical Grammar, you can dramatically improve your students' editing skills and make your life easier when it's time to grade their papers.

Holding It Together: Improving Cohesion in Composition Courses **Room 107**

Theresa Fine-Pawsey, Durham Technical Community College

Always overwhelming, the composition course can be disjointed, especially to novice students. Learn to organize course concepts in ways both logical and meaningful to the instructor and student by

using course themes, units, and assignments that are relevant to students' immediate needs and future career and academic plans.

11:45-1:00 Lunch: Community Room in Student Services Building
(See campus map in folder for directions)

1:15-2:45 Concurrent Sessions C & D

**Preparing Students to Transition to Upper Level University English Courses, Room 106
or “Toto, I Don’t Think We’re in the Community College Anymore**

Sheryll Wood, East Carolina University

Unlike Dorothy, who was eventually able to click her heels and go back to Kansas, students seeking a four-year or graduate degree may also feel like they’ve landed in another world, but will have to stay in the university system “Land of Oz” for the duration. Along with the characters in the “The Wizard of Oz,” these students have all the skills they need to reach their goals, but may not recognize those abilities within themselves. Community college transfer students taking upper level university English courses are generally well prepared academically and often have a stronger work ethic than their counterparts, yet still often lack confidence entering these classes. After over a decade in the NCCCS, I became a lecturer at East Carolina University, teaching numerous junior level students in their first year as transfer students from area community college, in courses such as English 3820 (Scientific Writing), ENGL 3880 (Writing for Business and Industry), and ENGL 4950 (Literature for Children). My presentation will focus on ways that community college English classes can help students be better prepared to make the transition to these classes. While this session will present a picture of what the students are likely to encounter in ECU upper level courses and the areas that sometimes challenge them, I also hope to generate dialogue between instructors sharing best practices already used in preparing students for the transition.

Bringing Literature to Life

Room 107

Anna Maria Cancelli and Deborah Doolittle, Coastal Carolina Community College

Discover creative ways to bring literature to life in the classroom. Practical tactics will be presented to promote student engagement in staging Greek tragedies as episodes of the *Dr. Phil* or *Jerry Springer* show, creating infomercials and advertisements for Dante’s levels of Hell, and allowing the characters in *The House of Mirth* to say what they really think via Facebook. Lessons presented in this session can be practiced with other literary works and are suitable for any level literature course.