

**Conference on College Composition and Communication (CCCC)**

*National Council of English Teachers (NCTE)  
March 14 to 16, 2019 in Pittsburgh, Pennsylvania  
Faculty and Staff Development Fund Report*

The CCCC represented a great opportunity to gather with and learn from fellow English teachers in higher education from around the country. As one of the biggest annual conferences for English teaching professionals in higher education, the amount of professional development options for the multi-day conference was staggering. Each day of the conference was filled with engaging and enlightening presentations, panel discussions, and teaching exchange opportunities.

In addition to the keynote presentation on the topic of Students' Rights to their Own Languages, I attended 12 different 1-hour-and-15-minute professional development sessions over 3 days. The types of sessions that I attended fell into 3 broad categories: Classroom Pedagogy, Program Development, Language in Higher Education. Some of the sessions were specifically focused on 2-year institutions and the unique challenges and opportunities for community colleges. Each session provided nearly 50 different options to choose from.

Listed below are the some sample titles for the sessions I attended:

- Composition Feedback: Beyond What Was Done To Us
- I Didn't Think I Was Allowed to Do That: Performing Undisciplined Research in First-Year Composition Courses
- "It Was the Best of Times, It Was the Worst of Times": A Tale of Two Approaches for Developing and Implementing Online and Hybrid Composition Courses
- First-Year Writing Program Redesign to Facilitate Engagement and Retention of Resident Bilingual Writers

During one of our English department meetings in the Spring 2019 semester, I presented on my key takeaways from the conference to colleagues and led a follow-up discussion. Regarding these takeaways, I have already begun to implement some of the new classroom strategies into my classrooms, and I plan to reshape some approaches for my future courses beginning in Fall 2019. Some of those key takeaways are listed below:

- One key to creating equity in our classrooms is understanding our own "teaching personality" and how this understanding can uncover our own biases. I was provided with an assessment tool.
- Allowing students to drive teacher feedback has many benefits: greater student engagement, increased relevance, teacher efficiency, metacognition/confidence growth. I will utilize this approach.
- Teaching students reading skills needs to occur in two different realms: deep attention reading realm (traditional) and hyper attention reading realm (digital). I have started reading more about this topic.
- Multimodal projects are a key aspect for multilingual learner success in the classroom. I will take this into consideration when designing my next developmental English course for multilingual learners.
- Research writing curricula should help students discern the universals and non-universals of academic writing across different disciplines. I have already incorporated this explicit discussion in my classes.
- A co-requisite approach can assist with increasing reading skills (e.g. Sociology + Reading).
- Embedded tutors (w/ cultural awareness) are a key to success in accelerated reading/writing courses.

Mahalo for the opportunity to attend this impactful conference with the assistance of the Faculty and Staff Development Fund. The conference was highly inspiring, invigorating, and professionally beneficial.