

S U M M E R 2 0 1 6

# NYCLSA NEWS

NEWSLETTER



## President's Welcome

Happy Summer! Last year was an exciting one for NYCLSA! We enjoyed professional development at several Hub events and the annual Symposium; we read our amazing newsletter, and devoured another fabulous edition of RTDE.

The upcoming year promises to be just as spectacular. The Executive Board is hard at work organizing Symposium 2017. Keep an eye out for a

Save the Date announcement (coming soon). Hub reps are also planning local events for our membership.

We have an opening on our Executive Board for first Vice President. If you're looking for a great way to get further involved in our organization, please consider joining us. As always, spread the word about NYCLSA on your campus -- the more members, the merrier!

**Liz Hynes-Musnisky**  
**NYCLSA President**

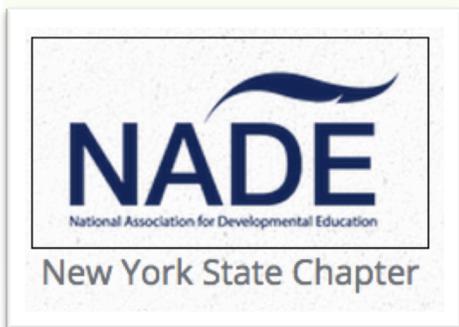
Assistant Professor of Reading & Basic Education  
Nassau Community College  
[elizabeth.hynes-musnisky@ncc.edu](mailto:elizabeth.hynes-musnisky@ncc.edu)

## Save the Date!

**Symposium  
2017**  
TBA

**Regional Hub  
Events**  
**2017**  
TBA

**Scholarships  
2017**  
Full details and deadlines for  
student and faculty awards:  
<https://www.nyclsa.org/nyclsa-scholarship-opportunities.html>.



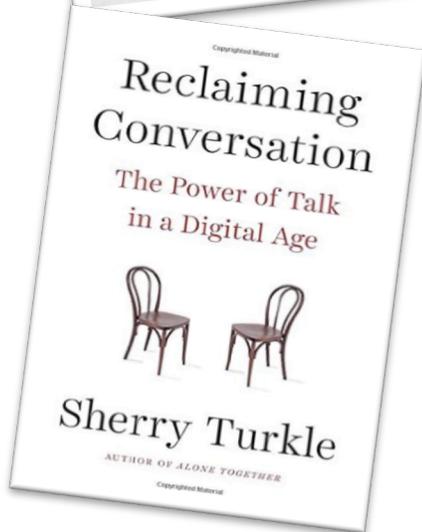
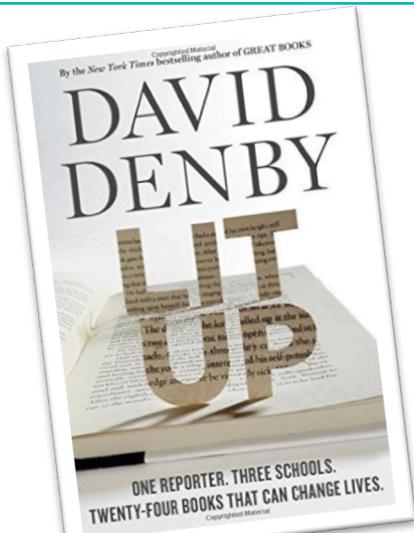
# Summer Reading

Recommended professional reading from our NYCLSA board.

## Lit Up by David Denby

In *Lit Up*, reporter David Denby chronicles his year-long experience as a reporter observing three very different high school English classes in three very different schools. His aim was to see if today's plugged-in students could still engage as readers—and as readers of “great” literature. His discoveries are, interestingly, both surprising and expected. While I enjoyed reading about each unique situation, I especially appreciated the portraits of each teacher: their personalities, teaching styles, knowledge of their students, and honest recognition of their successes and failures. Read *Lit Up* with pen in hand; as you reflect on each classroom, you'll want to steal some ideas for your own.

Allison Bresmer  
Associate Professor of Reading & Basic Education  
Nassau Community College



## Reclaiming Conversation by Sherry Turkle

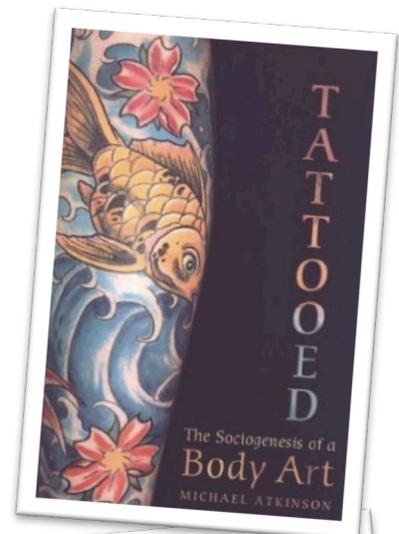
*Reclaiming Conversation* makes a powerful argument for the responsible integration of technological etiquette into our social, educational, and professional spaces. Turkle explores the power of face-to-face conversation and the limits of artificial intelligence in reproducing empathic relations. Her research with high school and college students spans over a decade and highlights best practices for meaningful tech integration.

Gina Siple  
Instructor of Reading & Basic Education  
Nassau Community College

## Tattooed by Michael Atkinson

As part of the research I'm doing for my dissertation proposal, I am reading *Tattooed: The Sociogenesis of a Body Art* by Michael Atkinson. Atkinson explores stories of tattoo enthusiasts and their tattooing stories while confronting the “social stigma attached to body art.” Atkinson explains that tattooing has become a “symbol of inclusiveness” and demonstrates how the entire tattoo experience, from displaying to disclosure, is socially significant.

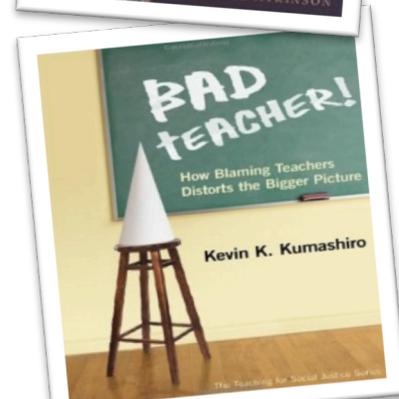
Liz Hynes-Musnisky  
Assistant Professor of Reading & Basic Education  
Nassau Community College



## Bad Teacher by Kevin K. Kamashiro

In his book, *Bad Teacher*, Kumashiro explains why teachers have become the scapegoat for a failing educational system in the United States. Kumashiro states that although as a society we have become obsessed with the notion of winning and losing, do we really want any child to lose?

Peter Ziogiannis  
Department Chair of Liberal Arts and Sciences  
Briarcliffe College



## *The NYCLSA METROPOLITAN HUB ROUNDTABLE SERIES* hosted by SUNY Nassau Community College February 12, 2016

On Friday, February 12, Dr. Cathy E. Fagan and Professor Brian Murphy shared the creation and history of ENGLISH100/Enhanced Composition with two roundtable audiences, at a Metropolitan Hub event hosted by Nassau Community College. The participants included NCC faculty, as well as guests from neighboring colleges and high schools. As was explained by Dr. Fagan and Professor Murphy, ENG100 is equivalent to ENG101, the first credit-bearing course in composition. The course was developed three years ago for underprepared students with marginal writing skills, offering an extra hour per week in a computer lab to provide individualized writing instruction and support. Exactly as does ENG101, the course prepares students to produce clear, well-developed, well-organized, grammatically correct writing with a carefully designed curriculum in pre-writing, drafting, revising, and editing essays, and additional time for review and instruction in structural and developmental issues related to basic composition. ENG100 is also designed to develop skills that enable students to interpret and analyze published texts. In addition to readings assigned in class, students respond to texts they locate themselves through research and write at least one documented research essay. Students who successfully complete ENG100 move directly to ENG102: Writing About Literature.

The success of ENG100 has surprised even its designers. Following the progress of the first full cohort of 546 students in Fall 2014, Dr. Fagan discovered that 81% of them were still enrolled in the

college a year later, in Fall 2015, as compared to 66% of ENG101 students from the same Fall 2014 semester. In addition, the ENG100 students outperformed ENG101 students in direct enrollment into ENG102, achievement of C or better in ENG102, and achievement of C or better in GPA in each successive semester. The English Department credits the smaller class size, extra lab hour, and carefully designed curriculum, as well as the drafting of faculty experienced in teaching both developmental and non-developmental writing and literature with supporting students and making such successes possible.

During the roundtable, robust discussion included a review of the initial rationale for creating the course, an overview of the learning goals and types of assignments included in ENG100, and some debate about the relationship between reading level and success in a composition course. All participants agreed that the event promoted rich conversation about the ways in which composition faculty can meet the needs of high school students as they come to college. Participants look forward to the next NYCLSA event and more dialogue about innovative approaches to serving our many students with basic writing skills needs.

Cathy E. Fagan, Ph.D  
Associate Professor of English  
Assistant Chair of the English Department  
English Writing Placement Coordinator  
Nassau Community College

## The High School Connection

Not long ago, I was asked to lead a roundtable discussion at the NYCLSA Hub regarding the connection, or lack thereof, between secondary and post-secondary curricula. Many professors of English and Reading were feeling a mutual frustration with the quality of work their undergrads were submitting. The groups I spoke with attempted to unearth why their students were lacking fundamental literacy skills. The initial determination, solely supported by anecdotal evidence, was two-fold: an unnecessary reliance on technology and too much emphasis placed on standardized tests instead of long-form research papers. These are topics we hope to continue discussing at a future NYCLSA Hub Event.

Matthew Vogt, MA, M.Ed  
English Teacher  
Roslyn High School

## Symposium Highlights

On April 3-4 2016, sixty members of NYCLSA attended the Annual Symposium at the Gideon Putnam Spa in Saratoga Springs, NY. The conference theme, "Optimizing College Learning: Teacher Expectations & Student Performance" inspired presentations from faculty and staff who shared research and the innovative ways in which they work with students in and out of the classroom to enrich both their college study skills and academic progress.

In his keynote address, Dr. Joe Cuseo, spoke of the Seven Central Principles of Student Learning and Success. The principles highlighted during the interactive address served as a reminder that developmental educators are doing important and valuable work with their students.

The Symposium provided wonderful opportunities for NYCLSA members to see old friends and forge new relationships, engage in professional development, and renew their dedication to the field of developmental education.

Liz Hynes-Musnisky  
Assistant Professor of Reading & Basic Education  
Nassau Community College

### Spotlight on Digital Sessions

#### "Design Gives Context To Content To Engage Learners"

The harmony between form and function not only applies to design, but it also relates to the synergy between educator and learner. It supports both. Good design of information guides the attention of our students, creating a relationship between context and content. It allows for engagement without distraction. When designing information, whether it is course content or strategies for learning skills, it is imperative to engage the visual. The tools and resources for this highly engaging presentation can be found [here](#).

Mercer Hall and Patricia Russac  
The American Society for Innovation Design in Education

#### "Google Tools to Enhance Visual Literacies"

Learning is a social and dynamic process that can be enhanced with specific technological interventions. [This presentation](#) gives and overview of how to incorporate Google Slides, Google + (Social Media), Keep, Wonderwheel, and StreetView into your classroom and how these tools are interoperable with one another. For more information on any of these tools, please reach out to [valerie.fasnello@ncc.edu](mailto:valerie.fasnello@ncc.edu) or [gina.sipley@ncc.edu](mailto:gina.sipley@ncc.edu).

Department of Reading and Basic Education  
Nassau Community College

#### Why Design Matters For Educators And Learners



#### Google Tools to Enhance Visual Literacies

—  
Dr. Helen Davis Rice  
Prof. Valerie Fasanello  
Prof. Gina Sipley

## Ellie Fosmire Receives Professional Development Award

by Sharon Green

NYCLSA is pleased to announce that Ellie Fosmire, Academic Success Coordinator at Fulton Montgomery Community College, is the recipient of our 2016 Professional Development Award. Ellie is well-known to NYCLSA members as a past president and membership coordinator.

Ellie is currently pursuing her doctorate at Concordia University, Portland, OR, in the field of Transformational Education with a Higher Education concentration. She is beginning her research, hoping to focus her dissertation on a Perkins Project that she currently manages, which involves a modified SI model and social media supports. She believes this work will help other tutoring professionals create effective group tutoring programs that support all students. Ellie plans to present her findings at a future NYCLSA



**Ellie Fosmire**

Academic Success Coordinator  
Fulton Montgomery Community College

NYCLSA wishes to thank the members who support our annual Silent Auction, which raises funds for the Professional Development Scholarship.

Please consider applying for this scholarship and remind your colleagues to do so.

The application can be found at

<https://www.nyclsa.org/nyclsa-scholarship-opportunities.html>.



## Two Students Receive 2016 Promising Student Award

by Sharon Green

NYCLSA is pleased to announce that the recipients of our 2016 Promising Student Award.

**Jaime Alvarez**, a freshman at Corning, is the first in his family to attend college. His parents, who emigrated from Guatemala, struggle to pay his college expenses. Jaime earned a 3.27 GPA in his first semester and gained a great deal from Corning's five-credit integrated reading-writing course. Jaime demonstrates a strong work ethic, a drive to succeed, and a willingness to help other students. According to NYCLSA member Edward Dougherty, who nominated Jaime for this award, Jaime has "tremendous potential." Jaime reports that after winning this award, his drive to succeed "...is even bigger because I know I have people besides my friends and family supporting me."

**Braxton Stinson**, a junior at Daemen College and another first-generation college student, is from a disadvantaged background. When Braxton started college, he recognized his weaknesses in writing and reading so he took full advantage of developmental courses and writing coaching. He became an HEOP Peer Counselor, serving as a role model for other disadvantaged students. Braxton has studied diligently to maintain a 2.71 GPA. NYCLSA member Lindsay Masters, who nominated Braxton, noted that Braxton "is always found in the library on campus, studying and completing assignments." Braxton says that he is "blessed to be picked by [NYCLSA] to support my education."

NYCLSA congratulates both of these two hard-working students



**Jaime  
Alvarez**

Corning  
Community  
College

**Braxton  
Stinson**

Daemen  
College



Thank you  
**George Henry  
of Townsend  
Press** for the  
donation that enabled us to  
give two awards this year.

<https://www.townsendpress.net/>

### PROMISING STUDENT AWARD INCREASES TO \$300

Great news: Starting in 2017, NYCLSA's Promising Student Award will increase from \$250 to \$300. This increase, which was approved by the Board in May 2016, is possible because of the generosity of our members. Every year, the Silent Auction and the 50-50 split at the annual Symposium generate enough to cover this award. We are very grateful to all of you who contribute to make this award possible for a deserving student.

Remember to nominate a student for next year's award. The nomination form is on our web site (<http://www.nyclsa.org/nyclsa-scholarship-opportunities.html>) or you can contact Sharon Green, chair of the Scholarship Committee, at [sgreen@niagara.edu](mailto:sgreen@niagara.edu), for a copy.

# Research & Teaching

## In Developmental Education

### Call For Papers

Authors are invited to submit manuscripts on a variety of topics related to developmental education. Of particular interest are articles that address measurement and evaluation procedures; program design and implementation; research and pedagogy as they inform, or are informed by, current theory; and interdisciplinary approaches to major concerns in developmental education.

Please refer to RTDE Manuscript Guidelines on our website: <https://www.nyclsa.org/journal.html>

**Marie Hannan-Mandel, Editor**

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Please contact M. Hannan-Mandel to order back issues of RTDE  
Cost (\$5 members, \$15 non-members)

Send submissions, pitches, photos, and other NYCLSA news to [gina.sipley@ncc.edu](mailto:gina.sipley@ncc.edu) with NYCLSA NEWS in the subject line.

**Gina Siple**  
**NYCLSA News Editor**  
**Instructor of Reading and Basic Education**  
**Nassau Community College**