

REGISTRATION (Breakfast on your own): **8:00-9:00AM**

BUSINESS MEETING: 8:30-9:00AM

SESSION 1: 9:00-9:45AM

“Addressing Affective Issues in the English Co-Requisite Curriculum” (Panel) – C126

Tina Mickleborough (Chair), Associate Professor
Christine Brandel, Associate Professor
Marsha Turner-Shear, Assistant Professor of English
Natasha Wickenheiser, Adjunct Faculty, Department of English
Department of English and Communication,
Ivy Tech Community College-Bloomington

In an attempt to address the non-cognitive concerns of its developmental students, the Bloomington region of Ivy Tech implemented an “Affective Issues Unit” into its English Co-Requisite curriculum. In this presentation, faculty will discuss the goals of the unit, as well as provide a closer look at particular assignments, activities, and assessments.

“Second Attempters” (Lecture/Discussion) – C130A

Darrin Williams, Pastor/Adjunct at Ivy Tech Community College
PhD Student at Indiana Wesleyan

Second attempters – those students who are willing to get back in the game – need educators who are willing to find new ways and consider the unconventional to help them learn!

“Unconventional Partnerships: Reimagining Writing Centers to Serve English Language Learners” (Lecture/Discussion) – C130B

Emily Suh, Assistant Professor of Education/English as a Second/New Language
Indiana University-Southeast

Austerity policies require more with less. This is challenging when working with English language learners (ELLs). Often times, we send them to the Writing Center. This session describes how a regional university writing center reimagined resources to serve ELLs in a beneficial partnership while maintaining the Center’s pedagogical roots.

SESSION 2: 10:00-10:45AM

**“Collaborative Student Engagement: Co-Curricular Programming in Practice”
(Lecture/Discussion) – C126**

Beth Warner, Director of Student Life & Support Services
Ivy Tech Community College-Bloomington

This session discusses the development of a co-curricular model of programming that encourages collaboration between Student Affairs staff and individual faculty members, deliberately tying programming to classrooms and particular faculty interests. This session will address the history of this initiative, its impact and effectiveness for participants, and its efficiency at spreading limited resources farther.

**“Two Year, Four Year: We All Do Developmental Education” (Lecture/Discussion) –
C130A**

Emily Suh, Assistant Professor of Education/English as a Second/New Language
Indiana University-Southeast

Policy-setting organizations give Developmental Education a bad reputation, but few developmental educators know our theory/history. Remaining uninformed subjects us to others' misguided mandates. This session summarizes developmental education's professionalization and four components: we all do developmental education! Learn about our inter-disciplinary field and how to advocate for it and under-prepared students.

**“Increasing Engagement with Process Writing Using Habits of Mind”
(Lecture/Discussion)-C130B**

Natasha Wickenheiser, Adjunct Faculty, Department of English
Ivy Tech Community College-Bloomington

A developmental writing pedagogy framed by habits of mind positively impacts students' reconceptualization and enactment of process writing. I argue that this writing pedagogy helps students grow as strategic writers and critical thinkers, and I will provide attendees with materials to use and adapt in their own teaching.

SESSION 3: 11:00-11:45AM

“Bringing Homeschoolers ‘Into the Fold’: Collaborative Arrangements with Homeschool Coops” (Lecture/Discussion) – C126

Marsha Turner-Shear, Assistant Professor of English
Ivy Tech Community College-Bloomington

Homeschooling parents’ dreams for their children are similar to those of other parents: to see their children succeed in college and careers. Thus, homeschooling parents often welcome help in preparing their high school students for college. This workshop will explore reasons and strategies for colleges to pursue such collaborative arrangements.

“Feedback and Collaboration in a Peer Coaching Class” (Panel) – C130A

Andrew M. Koke, Coordinator of PASS and Basic Skills
Gabriel Ancil, Department of International Studies
Garrett Carter, Department of Education Leadership & Policy Studies
Laura Clapper, Department of English
Indiana University-Bloomington

IUB’s peer coaching course partners successful undergraduate peer coaches with enrolled students. While following a curriculum based on personal growth, students meet weekly with their peer coach, creating unique weekly plans and reports. This session examines four key moments of collaboration that permit the peer model to respond to student needs quickly and effectively.

“Balancing Act: Strategies for Success in Co-Requisite Integrated Reading and Writing Courses” (Lecture/Discussion) – C130B

Andrea Jefferson, Assistant Professor of English
Ivy Tech Community College-Evansville

The integrated reading and writing co-requisite course is designed to accelerate and support students’ progress in their program-level English course. This presentation will offer strategies for successfully collaborating with other instructors, utilizing quick assessments, and designing effective assignments and collaborative activities that address the unique demands of this course.

KEYNOTE/AWARDS LUNCHEON/INADE OFFICER INDUCTION: 12-2PM

Lamkin Hall

Travis Lawson: “Coming Out to Support the Needs of Sexual Minority Youth within the Classroom”



Adverse Childhood Experiences, or ACEs, are those in which a child has experienced abuse, neglect or some combination of both within the home or at the hands of a close caregiver. Research strongly suggests that pervasive, ongoing and significant exposure to these traumas has a predictive and lasting effect, largely impacting nearly all domains throughout the life course. In particular, higher rates of depression, anxiety, substance use, criminality and interpersonal problems have been associated with multiple adverse experiences during childhood. Beyond this, poorer school performance, engagement and dropout have been linked to higher ACE scores. To this end, it is critical to understand the ways in which educators can buffer the effects of these potentially negative outcomes through providing access to classrooms, campuses and resources which work to promote global student learning, health and overall well-being while being sensitive to the needs of this particularly at-risk population.