News Roundup—Sybil Priebe, Editor, “TYCA to You”

Fall Conference Wrap-ups and Other Delightful Things

Let me tell you all a little story about traveling. I hate flying; however, I love attending the pre-conference TYCA-MW meeting. Yes, I just used _love_ and _meeting_ in the same sentence. Anyhow, these two things were in total conflict as I traveled to Indianapolis this past October. I was slotted to be in Indy by 11 a.m. Thursday; I barely made it in time for the reception and, therefore, missed one of the only meetings—in the world—that I like to attend. But there was an upside: the Midwest crew laughed it off, filled me with cocktails, and forgave the travel gods.

While in Indy, we did non-academic things like beer tours and taco digestion, but the one session I latched onto heavily was one regarding hybrid courses. I gathered so many ideas from the lovely ladies at Kankakee Community College (IL) that I fell down the rabbit hole of Community of Inquiry (COI) and Universal Design. This created a domino effect, and now my Pinterest teaching board is packed with ideas. I even had our campus copy center print up a booklet of those ideas for me (as much as I dig technology, paper copies of things are the best because I can doodle on them and create what looks like football plays).

These rabbit holes are one of the reasons, I think, most of us love conferencing. We need the break, for sure, and then we return with more homework for ourselves than we’ve ever assigned to our students. But we love this homework. It’s the only homework—no offense, Mom—that I enjoy. And, so, it is with our delight that the reps summarize what many of you in the two-year college arena got to partake in during October. Enjoy!

Speaking of conferencing, please consider attending the first annual TYCA National! I think it’s going to be amazeballs! And, yep, as much as I hate flying, I did scoop up a plane ticket. See you all there!
TYCA-West Report from Robert Lively

The TYCA-West conference took place on October 12–13, 2018, at Salt Lake Community College in beautiful Salt Lake City. This year’s conference theme was “The Big Picture: Transfer, Threshold Concepts, and the Two-Year College,” which attracted scholars from the western region and beyond.

The conference was engaging and thought-provoking, looking at both theory and practice in the two-year classroom. One of the clear highlights of the conference was the Keynote Address by Dr. Christie Toth, an assistant professor at the University of Utah, and Dr. Duane Roen, the vice provost of Arizona State University. Their presentation on various aspects of transfer in the college community was diverse and enlightening. The keynotes brought several students to discuss both transfer of credits across campuses as well as knowledge transfer in their classes. The collaborative efforts between the two-year colleges and the universities that both Toth and Roen pointed out suggested several avenues for collaboration in these areas to help bridge the gap between the two-year schools and universities.

The panel presentations varied to further explore and expand the discussion of transfer and threshold concepts. Topics including metacognition across the disciplines, literacy, seasonal writing, digital learning, and collaborative efforts between English faculty and librarians highlighted the conference.

On Saturday night, organizing staff from Salt Lake Community College hosted events at four different eating and entertainment venues across Salt Lake to continue the conversations from the conference and to meet the presenters and attendees in a more relaxed setting. The events were well attended, and the conversations were stimulating. The conference committee of Anne Canavan, Ann Fillmore, and Stephanie Maenhardt did an excellent job of organizing a thoroughly enjoyable conference.

The TYCA-West 2019 conference will convene October 11–12 at Truckee Meadows Community College in Reno, Nevada.

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TYCA-Midwest Report from Alan Hutchison

TYCA Midwest’s conference was held on October 11–13, 2018, on the campus of Ivy Tech Community College in Indianapolis. The conference theme was “Educators on the Edge,” followed by “I want to stand as close to the edge as I can without going over. On the edge, you can see all the kinds of things that you can’t see from the center” (a quote from Indianapolis native Kurt Vonnegut).
Renee Rule, the Conference Coordinator, and her team put together a first-rate conference. Highlights included an open mic night on Thursday evening and two very engaging keynote speakers: Dr. Robert Rebein, an award-winning author and chair of the English Department at Indiana University–Purdue University Indianapolis, and Monica Hesse, a feature writer for the Washington Post and best-selling author of the true crime/love story American Fire.

There were 38 sessions overall, both presentations and workshops, covering a wide range of topics, including advocacy for social change, service learning, multimodality and art in the classroom, literature in the age of Guided Pathways, and teaching abroad.

Every conference is special, and every year I come away energized from both the conference sessions themselves and the interactions with my colleagues. I have cultivated friendships over the years I have been attending, and these connections energize me as much as the sessions do.

The 2019 TYCA-Midwest conference will be held at the University of Akron (OH) on October 17–19.

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TYCA-Southeast Report from Laura Hammons

This year’s TYCA-SE conference, hosted by Southwest Tennessee Community College, featured two Memphis legends—blues and barbeque—and was in the best setting possible: the legendary Peabody Hotel with its parade of ducks, its beautiful decor, and its designation as the “beginning of the Mississippi Delta.” The conference theme, “Dare to Dream: Building Bridges—Paving Pathways,” had eight concurrent sessions scheduled over a three-day period on topics as diverse as current technological innovations and teaching composition in prison.

As usual, this year’s conference started a day early for TYCA-SE’s Regional Executive Committee. A grueling, day-long meeting, however, ended with the Chair’s reception for the REC and the early conference arrivals. As in years past, the hospitality room was packed with teachers eager to see friends and comrades. As Chuck McDonnell said in his Cowan Award speech some years back, the new school year really does begin in February at the TYCA-SE conference. The Chair’s reception on the evening of the REC meeting was hosted by current Chair Tim Kraison from Hinds Community College (MS).

The conference opened with guest author Alan Huffman, whose diverse articles and books have appeared in the New York Times, the Atlantic, Forbes, and Mother Jones. Huffman has written several books on politics, race relations, and history. In addition to his remarkable Mississippi in Africa, which began with a pre–Civil War slave rebellion and ended in present-day Liberia, Huffman authored Sultana, the
fascinating story of “the worst maritime disaster in American history,” which took place not far from the site of the conference.

The first full day of the conference fell on Valentine’s Day this year. The occasion was marked by a Memphis-style barbeque dinner with blues music at the Peabody. TYCAM and TYCAT joined forces to present roses to distinguished couples present. Among those featured at the banquet were Josh and Ann Nicodemi Johnson, newlyweds from Chattanooga State and faithful TYCA-SE attendees.

The sessions were varied and thoughtful. Collaboration with secondary education teachers and with experts in the STEM field—all to build a sense of community and develop a strong sense of self for our students—was emphasized. As always, much knowledge about team teaching, critical thinking, and curriculum development was shared among participants. The rapid growth of dual enrollment and Pathways programs were, as always, hot topics. Beginners and veterans alike shared insights.

During the rare free time between and after sessions, attendees explored Memphis. Some visited the blues clubs on Beale Street or the site of Elvis’s first success, Sun Records, or Elvis’s home, Graceland. Others took a quick Uber ride to the Civil Rights Museum, formerly the site of the Lorraine Motel, location of the assassination of Dr. Martin Luther King. The permanent memorial to Dr. King and the preservation of his motel room are stirring. Dr. King’s powerful words surround each visitor, leaving no one unmoved.

Closing out the conference was featured speaker Robert Gordon, impressive Grammy Award winner, documentary filmmaker, and author. His books and films have included a wide array of topics about southern culture—the blues, Stax Studios, Elvis, Johnny Cash, and Muddy Waters. One documentary not focusing on southern culture, Best of Enemies, explored the television debates between Gore Vidal and William F. Buckley. It was shortlisted for an Academy Award and won the International Documentation Association’s Best Documentary Award. Gordon also discussed his latest book, a collection of essays entitled Memphis Rent Party.

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TYCA-Northeast Report from Leigh Jonaitis

Approximately 150 faculty attended TYCA-Northeast’s annual conference on October 11–13, 2018, in Queens (NY) at LaGuardia Community College. The conference was hosted by three New York community colleges: LaGuardia Community College, Queensborough Community College, and Borough of Manhattan Community College. It was the first time in its 53-year history that TYCA-Northeast held its conference at a college campus, and its success may well indicate that it won’t be the last time. LaGuardia Community College is one of the most vibrant and diverse community colleges in the country and is located in Long Island City,
a formerly industrial section of western Queens. Through the conference theme of “English at the Crossroads: Power and Possibilities,” attendees sought to address the kind of cutting-edge pedagogy that is happening in community college classrooms throughout the country. With state legislatures increasing budget cuts and technology companies promising new avenues to education and on-site job training, the traditional mission of community colleges has come under scrutiny. However, these new challenges also bring new potential, as community colleges have historically served as laboratories for institutional and classroom innovation. The 2018 conference sought to promote this kind of innovation through its speakers and conference sessions.

Keynote speakers for the conference included Cathy Davidson and Jeff Andelora, National TYCA Chair, who described the work that the national TYCA organization has conducted this year, including the highly anticipated first national TYCA conference at CCCC 2019. In her keynote address, Dr. Davidson examined the history of American higher education with special attention to the founding of the community college, offering insight into what higher education can learn from the concept of “college for everyone.” Based on her book *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*, Davidson’s talk included a participatory audience activity that demonstrated how “college for everyone” works in the classroom to prepare students not just to be “workforce ready” but to be “world ready.”

In addition to hosting over 60 concurrent sessions, the conference also featured two casual dinners at local spots on Thursday and Friday nights, a lunch reception, and the annual Poetry Café event, during which attendees share their original works of poetry. During the Poetry Café, a special award was presented to Steve Straight, poet and long-time TYCA attendee and presenter, as he approaches retirement. In addition to his many years presenting at TYCA concurrent sessions, Straight famously filled in as the impromptu keynote at the 2013 Morristown TYCA-Northeast conference when the anticipated keynote speaker that year, novelist Gary Shteyngart, had to bow out at the last minute due to the birth of his child.

TYCA-Northeast would like to acknowledge and thank Conference and Local Arrangements Chair Demetrios Kapetanakos of LaGuardia Community College; Local Arrangements Co-Chair Leah Richards of LaGuardia Community College; Registration Co-Chairs Christa Baiada of Borough of Manhattan Community College and Anita Baksh of LaGuardia Community College; and Program Co-Chairs Margot Edlin of Queensborough Community College and Lilla Töke of LaGuardia Community College.

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**TYCA-Pacific Coast Report from Sravani Banerjee**

**AB 705—Challenges and Opportunities**

The California community colleges, in particular the math and English departments, are grappling with AB 705 implementation, which is our biggest and most
current challenge.

AB 705 is a bill signed by Governor Jerry Brown on October 13, 2017, that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. Furthermore, the colleges are advised to use one or more of the following—high school coursework, high school grades, and high school grade point average—for placement of students into English and math courses. All community colleges are required to be in compliance with AB 705 no later than fall of 2019.

The premise behind AB 705 is an equity issue written to clarify existing regulation and ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course. Assessment instruments and placement policies have serious implications for equity, as students of color are far more likely to be placed into remedial courses, and students placed into remediation are much less likely to reach their educational goals. Evidence suggests that community colleges are placing too many students into remediation and that significantly more students would complete transfer requirements in math and English if enrolled directly in transfer-level English and math courses. Research suggests that assessment tests, such as ACCUPLACER, tend to underplace students when they are used as the primary criterion for placement. Moreover, the research further suggests that a student’s high school performance is a much stronger predictor of success in transfer-level courses than are standardized placement tests.

AB 705 essentially legislates curriculum and has many profound consequences for assessment, reading programs, state funding, and the teaching of English. Some see good intentions behind the law, such as the cases of students of color and low-income students who have been disproportionately placed into developmental English courses and languish in that pipeline, while placing them directly into transfer-level English with support would make them more likely to succeed. “Support” has been defined as adding a corequisite course or lab to the transfer-level English course, more supplemental instruction, embedded counseling and tutoring, intensive skills boot camps, and so on. However, we have heard concerns from English faculty across the state regarding placement changes and curriculum overhaul. Assessment will now be limited to one measure—overall high school GPA. Every campus is determining their own cut-off requirements. Specifically, that means students in some schools with a GPA below 1.9 may go into transfer English with concurrent support; students with 1.9–2.6 GPA will be required to take a concurrent support class or lab. All students with a GPA of 2.6 and above may go into first-year composition. Consequently, we are witnessing the demolition of reading programs and other developmental courses. This is happening despite the existence of other research showing that students succeed in first-year composition when they take a reading course or take a basic composition course. Many colleges
are offering IRW (Integrated Reading and Writing) courses to prepare students for first-year composition. The expectation post–AB 705 is that within two years the data will show improved rates of completion of transfer-level English. Only time will tell if this state mandate will truly result in more equitable outcomes for students of color and low-income students. Meanwhile, all the California community colleges are gearing up for full AB 705 implementation in fall 2019.

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TYCA-Pacific Northwest Report from Teresa Thonney

After co-hosting conferences for eight years, TYCA-Pacific Northwest (TYCA-PNW) and the Pacific Northwest Writing Centers Association (PNWCA) are ending their conference collaborations in April 2019.

Recent decisions about national conferences by both IWCA (International Writing Centers Association) and TYCA have created the need for realignment of our conference timing. In autumn 2017, IWCA announced the decision to hold their national conferences in October, when our joint regional TYCA-PNW/PNWCA conferences had previously been held. As a result, we moved our shared conference to spring. However, the inauguration of TYCA national conferences, also occurring in the spring, created challenges for TYCA members who want to attend both regional and national conferences. Therefore, after April 2019, TYCA-PNW will hold our conferences in October—without PNWCA—to avoid having our regional conferences follow so closely after national TYCA conferences.

We are sorry to see the end of our collaborations with PNWCA, but we look forward to our final joint conference in April. Our conference theme will be “Community: Nurturing Deep Connections on Our Campuses, in Our Classrooms, and in Our Writing Centers.” The call for proposals invites us to consider how we might “forge otherwise hidden connections in our classrooms and writing centers, connections that promote cooperation over competition, compassion over callousness, complexity rather than oversimplification, cultural inclusion instead of ethnocentrism, and resilience in lieu of hopelessness.” This final TYCA-PNW/PNWCA conference promises to be one that, appropriately, celebrates collaboration.

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TYCA-Southwest Report from Liz Ann Báez Aguilar

53rd Annual Conference Report

The 53rd Annual Conference of TYCA-SW Region was held at the beautiful San Luis Resort Conference Center, Galveston (TX), on October 25–27, 2018. The theme for the conference was “The Tides of Change: Meeting the Challenges of
Teaching Writing in the Two-Year College Classroom,” with a special focus on connection, collaboration, and innovation.

Kudos to the TYCA-SW Regional Conference Committee Co-Chairs, Professors Leigh Ann Moore and Thomas Parker, Alvin Community College, for their invaluable commitment toward making this year’s regional conference a most successful event! In addition to the 27 breakout sessions, the 90 conference participants enjoyed conversation, listening to the two keynote speakers (Dr. Lisa Ede, professor and researcher, and Kimber Fountain, editor and author), and a delicious lunch generously hosted by Alvin Community College.

The conference welcomed everyone with an opening reception at the wonderful beachfront resort, and participants enjoyed the Friday dinner conversations at local Galveston restaurants to discuss topics that were introduced throughout the presentations. The conference ended with author Kimber Fountain’s discussion of Galveston’s historical narratives.

TYCA-SW 2019 Annual Conference Update

Dr. Bruce Martin is the newly elected Conference Chair for the 54th Annual Conference, October 24–26, 2019. Lone Star College will host the conference, and the location of the conference is on the campus of Montgomery College, Lone Star College System, in The Woodlands (NW of Houston). The theme for the conference is “Reinvigorating the Public Sphere.” Dr. Martin and his conference committee members are currently working on registration details, hotel arrangements, and the call for proposals.

Executive Committee Meeting Summary

The TYCA-SW Executive Committee meeting was held on October 27, 2018, at the San Luis Resort Conference Center, Galveston. National TYCA Secretary, Suzanne Labadie, attended the conference on behalf of the national organization. She discussed and provided details concerning our first National TYCA Conference in Pittsburgh.

Membership Update and Conversation

As of October 29, 2018, there are 284 active members in TYCA-SW. The Executive Committee further discussed ideas and goals pertaining to increasing membership through the use of various methods including social media.

Toni McMillen and Sarah Fish were acknowledged for their work on the TYCA-SW online newsletter. Raj Chekuri and Nancy Herschap received the 2018 Robert W. Wylie Service Award for TYCA-SW, and Jill Gos presented an update of her work as TYCA-SW’s archivist. Chair Nancy Herschap was recognized for her
excellent work during the past year for TYCA-SW, and Professor Brian Anderson was elected as the forthcoming chair for the 2018–2019 cycle. Other elected positions include Michael Berberich, Vice-Chair; David Lydic, Secretary; and Toni McMillen, Treasurer. All elected positions take effect 30 days after the annual conference. The next TYCA-SW EC meeting is scheduled on Saturday, March 2, 2019, at the Texas Community College Teachers Association Annual Convention in Houston. 

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Deep Reading
Teaching Reading in the Writing Classroom

Patrick Sullivan, Howard Tinberg, and Sheridan Blau, editors

This book argues that college-level reading must be theorized as foundationally linked to any understanding of college-level writing. Measurements of reading abilities show a decline nationwide among most cohorts of students, so the need for writing teachers to thoughtfully address the subject of reading, especially in grades 6–14, has become increasingly urgent.

Contributors to this collection offer an antidote to the current reductive understanding of reading that views readers as passive recipients of information. These authors (1) define the challenges to integrating reading into the writing classroom, (2) develop a theory of reading as a specific type of inquiry and meaning-making activity, and (3) offer practical approaches to teaching deep reading in writing courses that can be put immediately to use in the classroom.

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Mobile Technologies and the Writing Classroom: Resources for Teachers
Edited by Claire Lutkewitte
In this collection, Claire Lutkewitte and her contributors explore both writing for and about mobile technologies and writing with mobile technologies. Coming at a time when instructors are pressured to be professionally innovative but are rarely provided ideal circumstances in which to do so, this book offers (1) a starting point for instructors who haven’t yet used mobile technologies in the classroom, (2) fresh ideas to those who have and proof that they are not alone, and (3) a call of reassurance that we can do more with less.
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Making Hybrids Work: An Institutional Framework for Blending Online and Face-to-Face Instruction in Higher Education
By Joanna N. Paull and Jason Allen Snart
This book provides a resource for institutions of higher education to grow and sustain quality hybrid curricula, outlining an institutional framework by focusing on defining and advertising hybrids; developing, supporting, and assessing hybrid programs; and training faculty. To examine the reality rather than the hype of a hybrid curriculum, authors Joanna N. Paull and Jason Allen Snart look at several existing hybrid courses in a variety of disciplines, as well as explore the possibilities and limitations of teaching with technology.
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As more and more college writing instructors are asked to teach online courses, the need for practical, day-to-day advice about what to expect in these courses and how to conduct them has grown. Scott Warnock, an experienced writing instructor and online writing instruction mentor, hears the questions constantly:

• What do I do each week that specifically constitutes an online course?
• How do students participate and engage in an online writing course (OWC)?

This book narrates the experience of an asynchronous OWC through the dual perspective of the teacher, Scott, and a student, Diana Gasiewski. Both teacher and student describe their strategies, activities, approaches, thoughts, and responses as they move week by week through the experience of teaching and taking an OWC. This narrative approach to describing teaching a writing course in a digital environment includes details about specific assignments and teaching strategies, with the added bonus of the student view. Through the experience of the student author, OWC instructors will better understand how students perceive OWCs and navigate through them—and how students manage their lives in the context of distance education.
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