Announcements and Calls

**Winner of the 2019 Mark Reynolds TETYC Best Article Award:** The winner of the Mark Reynolds *TETYC* Best Article Award is “Epistemic Authority in Composition Studies: Tenuous Relationship between Two-Year English Faculty and Knowledge Production” by Holly Larson, Seminole State College, Sanford, Florida. The article appeared in the December 2018 issue.

The selection committee members were Mara Lee Grayson (chair), Rebecca Fleming, Robert Lazaroff, and Marlena Stanford. The award, which includes a plaque and a cash prize provided by past editor Nell Ann Pickett, was presented at the 2019 Conference on College Composition and Communication’s annual meeting in Pittsburgh, Pennsylvania, in March.

**Winners of 2019 Diana Hacker TYCA Outstanding Programs in English:** The winners of the 2019 Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Colleges and Teachers have been announced as follows:

**AWARDS**

**Composition Programs and Writing**—Accelerated Learning and Writing (North Central Michigan College, Petoskey). North Central Michigan College’s Accelerated Learning and Writing Program consists of one Accelerated Learning Program developmental course, two first-year composition
courses, and an early writing-in-the-disciplines project. Our courses reflect the CWPA Outcomes (3.0) and integrate six key threshold concepts as guiding principles. The curriculum draws from writing-about-writing and teaching-for-transfer scholarship, stressing metacognition and students’ development of personal theories of writing.

**Composition Programs and Writing**—Online + at SLCC (Salt Lake Community College, UT). The Online + program supports instruction in online sections of our general education writing courses: English 1010 and 2010. Online + is an innovative teaching model that leverages the strongest elements of both online and face-to-face learning. This model capitalizes on flexible online discussions and assignments combined with physical and digital meeting spaces to anchor student learning.

**HONORABLE MENTION**

**Composition Programs and Writing**—Placement Reform through Rhetorical Analysis (Southwestern Illinois College, Belleville). To discontinue use of commercial placement and meet the constraints of placement, the English Department at SWIC created a rhetorically based placement exam and tested it in their classes for two years with some success. The new exam, while still indirect assessment, covers a different writing construct, one that allows for a shift in placement for misplaced lowest-level Basic Writing students.