

Selected Annotated Bibliography on Community College Teaching, 1993–2003

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1993–2003

The following list of articles and books provides graduate students and directors of graduate programs in English and foreign languages substantive information about community college teaching, types of students, the curriculum, the learning environment, community college culture, and hiring practices. These sources have been compiled for those interested in teaching in community colleges and those involved with preparing the faculties of those institutions.

Preparation and Recruitment of Faculty

Boufis, Christina. "Why I Didn't Get That Community College Job." *Chronicle of Higher Education* 3 Sept. 1999: A12. Print.

Relates the author's personal experience applying for a community college full-time position; points out the gap between her PhD education and community college expectations and her ambivalence about wanting the job; advises candidates for community college jobs to gain a firsthand understanding of the culture of the institution.

Breznau, Anne. "Operationalized Democracy: Teaching English at the Community College." *ADE Bulletin* 120 (1998): 21–23. Print.

Delineates the distinctive qualities of community colleges, especially hiring practices, using Kellogg Community College, Michigan, as an example.

"Considering Community Colleges: Advice to Graduate Students and Job Seekers." *ADFL Bulletin* 34.1 (2002): 58–61. Rpt. in *ADE Bulletin* 131 (2002): 53–57. Print.

Developed by the MLA's Committee on Community Colleges, discusses community colleges' mission, student population, teaching conditions, professional opportunities, and the application and interview process.

Donohue, Stacey. "What a Long, Strange Trip It's Been: Becoming a Community College Teacher." *ADE Bulletin* 126 (2000): 42–45. Print.

Discusses the interrelation of learning to teach at a community college and studying for a PhD as a working-class graduate student.

Evelyn, Jamilah. "The Hiring Boom at Two-Year Colleges." *Chronicle of Higher Education* 15 June 2001: A8. Print.

Describes how community college hiring of full-time faculty members has grown because of retirements and enrollment increases; includes information on what community colleges look for in a candidate.

Haworth, Karla. "More Community Colleges Push to Hire PhDs as Professors." *Chronicle of Higher Education* 8 Jan. 1999: A12–13. Print.

Provides an overview of the pros and cons of hiring PhDs in community colleges.

Kort, Melissa Sue. "Crossing the Great Divide: From the Two-Year College to the University and Back." *Teaching English in the Two-Year College* 21.3 (1994): 177–82. Print.

Recounts returning to graduate school after fifteen years of community college teaching and suggests needed changes in graduate education for two-year faculty members.

———. "PhD at the JC: Preparing Teachers for Two-Year Colleges." *ADE Bulletin* 122 (1999): 65–67. Print.

Examines whether a PhD is appropriate for teaching in a two-year college and what graduate departments can do to inform their students about the realities of teaching at a community college.

Madden, Frank. "A Job at a Real College; or, How I Became a Faculty Member at a Two-Year College." *ADE Bulletin* 111 (1995): 17–19. Print.

Explains how the author got a job and thrived with a PhD at Westchester Community College, New York.

McCann, Jean. "Teacher Preparation Is Part of the Community College Mission." *Community College Week* 8 Jan. 2001: 4. Print.

Discusses the focus on quality teaching at two-year colleges.

Papp, James. "The Stars and Ourselves: An Ordinary Person's Guide to the Foreign Language Market." *ADFL Bulletin* 30.1 (1998): 44–51. Print.

Updates the *MLA Guide to the Job Search*, lists the attributes of job finders as distinct from job seekers, and gives practical advice on how best to prepare for the job search.

Wilson, Donna M. "An Alternative Lesson Plan: Preparing to Teach in a Community College." *ADFL Bulletin* 27.3 (1996): 13–14. Print.

Describes the community college teaching and learning environment and stresses the need to focus on students.

Zimbleman, Dana M. "Interviewing for a Job at a Community College." *Chronicle of Higher Education Community College Career Guide* Fall 2002: S3–4. Print.

Provides practical advice about obtaining information from the hiring institution, doing teaching demonstrations, fielding questions from the hiring committee, and presenting oneself as a job candidate.

Conditions of Employment and Staffing Issues

Bay, Libby. "Teaching in the Community College: Rerouting a Career." *ADE Bulletin* 114 (1996): 27. Print.

Describes how community colleges and their students changed over the author's thirty-year career in community colleges.

Beauchamp, Fay. "Brambles and Jade: Metaphor, Narrative, and the Community College Student." *ADE Bulletin* 127 (2001): 44–47. Print.

Offers a passionate defense of community college students and a vivid description of the author's teaching experiences.

Blessinger, Patrick. ". . . And Education for All." *Community College Week* 3 Sept. 2001: 4. Print.

Explains the educational system in community colleges, the experience of teaching at such colleges, and the factors that make them democratic.

Cohen, Arthur M., and Florence B. Brawer. *The American Community College*. 4th ed. San Francisco: Jossey-Bass, 2003. Print.

Describes how community colleges fit into the American educational system, the services they provide, and the effects they have on the community; discusses consolidation of faculty power, mandatory testing and placement of students, the prominence of developmental education, and state directives on function and funding.

Eaton, Judith. *Strengthening Collegiate Education in Community Colleges*. San Francisco: Jossey-Bass, 1994. Print.

Examines how community colleges can best serve the needs of a diverse student population by providing rigorous, high-quality education; suggests actions needed to strengthen the collegiate purpose across all institutional levels with specific suggestions on reshaping the institutional agenda for faculty members, administrators, presidents, and trustees.

"Faculty on the Past and Future of Two-Year College English: Part II." *Teaching English in the Two-Year College* 27.2 (1999): 176–87. Print.

Provides an overview of teaching in community colleges over a twenty-five-year period from faculty members in a variety of institutions.

Gray, Christine Rauchfuss. "In the Trenches, Teaching at a Community College." *Chronicle of Higher Education Community College Career Guide* Fall 2002: S4. Print.

Describes the author's changing career goals as a teacher in a community college.

Hara, Mark. "Why Teach at a Community College?" *Community College Week* 14 Oct. 2002: 4. Print.

Describes the types of students on two-year campuses and the help they need when encountering the academic environment for the first time.

Hardy, David. "Ethical Considerations Affecting Teaching in Community Colleges: An Abundance of Feelings and Limited Facts." *Community College Journal of Research and Practice* 26.5 (2002): 383–99. Print.

Explores ethical issues faced by community college faculty members in their roles as teachers; discusses the current literature, formal guidelines, and gaps in research; suggests five topics for future studies, such as how faculty members address conflicts between professional codes of ethics and institutional policies.

O'Hara, Sarah. "Why Am I in This Job Again?" *Community College Week* 10 Dec. 2001: 4. Print.

Relates perspectives of teaching, service, and working with students at the two-year college.

Olmstead, Ellen. "It's the Community College Life for Me." *Chronicle of Higher Education* 25 May 2001: B5. Print.

Discusses the misconceptions about community colleges and compares students at community colleges with students at four-year colleges; details how the author became a community college instructor and the joys and challenges of teaching at the college.

Reynolds, Mark. "The Intellectual Work of Two-Year College Teaching." *ADE Bulletin* 122 (1998): 37–40. Print.

Explains with examples how community college teaching can offer rewarding intellectual challenges for faculty members within an environment most often focused on pedagogy.

———. "Twenty-Five Years of Two-Year College English." *Teaching English in the Two-Year College* 17.4 (1990): 230–35. Print.

Provides a review of the accomplishments of two-year faculties during the period of rapid growth of two-year colleges nationwide from 1965 to 1990.

Starr, Al. "Community College Teaching: Endless Possibilities." *Two-Year College English: Essays for a New Century*. Ed. Mark Reynolds. Urbana: NCTE, 1994. 165–74. Print.

Describes the multiple opportunities available on a community college campus to merge professional and personal interests into teaching and campus service.

Twenty-Fifth Anniversary Issue, 1974–99. Spec. issue of *Teaching English in the Two-Year College* 27.1 (1999). Print.

Provides numerous perspectives on working conditions, faculty members, students, and professional issues over a quarter century of two-year college history.

Curriculum and the Scholarship of Teaching

Albert, Janice M. "Teaching and Identity: My Thirty-Five Years in the California Community College System." *Teaching English in the Two-Year College* 27.3 (2000): 333–39. Print.

Describes how faculty members can incorporate personal interests into their teaching and curriculum.

Baker, George A., John E. Roueche, and Rosemary Gillett-Karam. *Teaching as Leading: Profiles of Excellence in the Open-Door College*. Washington: Community Coll., 1990. Print.

Discusses how teachers can recognize and engage students' desire to learn by empowering students, offering guidance, and adding opportunities for success.

Carpenter, Lissette. "Teaching in the Community College: A Possible Road to Be Taken." *ADE Bulletin* 111 (1995): 20–22. Print.

Examines the often misunderstood role of the two-year college with its open admissions policy, which attracts both motivated learners and those unprepared for college work.

Coley, Richard. *The American Community College Turns a Hundred: A Look at Its Students, Programs, and Prospects*. Princeton: ETS, 2000. Print.

Describes the diversity of community college students, programs, and activities; identifies challenges community colleges face as they expand curricular offerings in response to changing needs.

Diaz-Lefebvre, René, and Patricia Finnegan. "Coloring outside the Lines: Applying the Theory of Multiple Intelligences to the Community College Setting." *Community College Journal* Oct.–Nov. 1997: 28–31. Print.

Explores the application of Howard Gardner's theory of multiple intelligences in developing a community college curriculum based on students' dominant intelligences, such as verbal-linguistic or musical-rhythmic.

Galbraith, M. W., ed. *Adult Learning Methods: A Guide for Effective Instruction*. 2nd ed. Malabar: Krieger, 1998. Print.

Contains twenty-one chapters that discuss understanding and facilitating adult learning.

Garfinkel, Alan. "IDEA: Encuesta, Process Writing in Spanish at Secondary and Community College Levels." *Hispania* 83.4 (2000): 864–66. Print.

Presents a detailed description of a way to encourage students to write for a purpose and to engage actively in the evaluation of their writing.

Knodt, Ellen Andrews. "When Teaching Informs Research: Learning from Our Students." *Teaching English in the Two-Year College* 28.2 (2000): 207–11. Print.

Explains how faculty research can arise from student inquiry and be enhanced by faculty-student collaboration.

Kruger, M. L. *A Longitudinal Study of Native American Persistence in Community Colleges*. Olympia: Washington State Board for Community and Technical Colls., 1995. Print.

Investigates the persistence rates of 462 Native American first-time college students enrolled in community colleges throughout Washington State in fall 1988; concludes that developing new techniques to increase the retention of Native American students is an important challenge to higher education; includes a review of literature and description of methodology.

Lively, Madeleine. "The Changing Demographics of the Traditional Student: Making Our Classrooms Relevant for the New Generation." *ADFL Bulletin* 28.3 (1997): 32–36. Print.

Examines the ways college second-language teaching must adapt to new student requirements and the need to find creative methods to meet diverse student goals, including the use of technology.

Long, D. R. "The Experiential Course: An Alternative to Study Abroad for Nontraditional Students." *Foreign Language Annals* 30.3 (1997): 301–10. Print.

Describes an intensive, community-based, experiential foreign language course for nontraditional students unable to participate in study-abroad opportunities; offered during the summer at Ohio State University and conducted entirely in Spanish, the course requires students to participate in three activities a week related to a particular theme and includes weekly guest lectures.

Maceri, Domenico. "The Intermediate Course at a Small Community College: Teaching Spanish 103 and 104 as a Combined Class." *Hispania* 76.2 (1993): 380–82. Print.

Describes how to combine two levels of intermediate Spanish to meet sufficient enrollment numbers.

Moisan, Melaney. "Culture Meets Curriculum: Native American Traditions." *Community College Journal* Aug.–Sept. 2002: 32–35. Print.

Describes the commitment of the Northwest Center for Sustainable Resources at Chemeketa Community College in Oregon to include Native American traditions in its resource management curriculum; recounts the Education and Career Conference sponsored by the college to educate northwestern Native American tribal students about college, careers, and the environment.

Rendón, Laura I. "Community College *Puente*: A Validating Model of Education." *Educational Policy: An Interdisciplinary Journal of Policy and Practice* 16 (2002): 642–67. Print.

Examines issues related to the immigrant population at community colleges, focusing on first-generation immigrants, including naturalized citizens, legal and illegal permanent residents, and persons in the process of legalizing their immigration status; considers questions of access, educational attainment, institutional services, policies, and programs introduced with specific attention to the needs of immigrant students.

Ritschel, R. E. "The Classroom as Community." *Community College Journal* Feb.–Mar. 1995: 16–19. Print.

Discusses the importance of creating a learning community in the classroom to help stimulate community college student success; urges teachers to examine teaching methods and modify content and delivery to meet the complex needs of each new community; urges instructors to encourage cooperation among students and respect diverse talents and ways of learning.

Articulations with Secondary Schools, Four-Year Institutions, and the Greater Community

Albert, Janice M. "I Am Not the Look in Your Eyes." *Two-Year College English: Essays for a New Century*. Ed. Mark Reynolds. Urbana: NCTE, 1994: 9–15. Print.

Provides insight through personal narrative about teaching and students on two-year college campuses as compared with university campuses.

Hill, M. J. "Tribal Colleges: Their Role in U.S. Higher Education." *Portrait of the Rural Community College*. Ed. J. Killacky and J. R. Valadez. San Francisco: Jossey-Bass, 1995. 31–41. Print. *New Directions for Community Colleges* 90.

Examines the history, current status, and future role in higher education of the nation's twenty-six tribal colleges; indicates that they meet the unique educational needs of reservation-based Native Americans better than other higher education institutions; suggests that tribal colleges should work with other institutions to improve educational quality.

Pavel, D. M., E. Inglebret, and S. R. Banks. "Tribal Colleges and Universities in an Era of Dynamic Development." *Peabody Journal of Education* 76.1 (2001): 50–72. Print.

Discusses the development of tribal colleges and universities, highlighting how they have dramatically changed higher education for American Indians and Alaska Natives; uses institutional portraits to demonstrate the intersection between culture and community in such institutions.

"The Pursuit of Excellence at Community Colleges." *Chronicle of Higher Education* 1 Nov. 2002: B16. Print.

In an interview with Ronald A. Williams, president of Prince George's Community College, Maryland, describes how community colleges can become centers of intellectual life without sacrificing their traditional mission of providing access to higher education for low-income students.

Tinberg, Howard B. *Border Talk: Writing and Knowing in the Two-Year College*. Urbana: NCTE, 1997. Print.

Introduces the idea that postsecondary writing instructors are residents of the "border," that is, "the sometimes conflicted space occupied by the two-year college, between high schools and universities, between academia and the workplace"; encourages community college faculty members to combine teaching and scholarship.