

2014 SSWC Program

SSWC Conference

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Friday, April 4, 2014

Coastal Georgia Center, Savannah, GA

SSWC

Student Success in Writing Conference

CONFERENCE AT A GLANCE

7:45 – 8:30 a.m.	Registration & Continental Breakfast
8:30 – 9:30 a.m.	Concurrent Sessions
9:30 – 9:45 a.m.	Break
9:45 – 10:45 a.m.	Concurrent Sessions
11 – 11:45 a.m.	Golden Award & Keynote Address
12 – 1 p.m.	Luncheon in Room 115
1:15 – 2:15 p.m.	Concurrent Sessions
2:15 – 2:30 p.m.	Break
2:30 – 3:30 p.m.	Concurrent Sessions
3:45 – 4:45 p.m.	Featured Panel

2014 CONFERENCE PROGRAM

Sponsored by

Department of Writing and Linguistics
College of Liberal Arts and Social Sciences
Georgia Southern University

In Partnership with the Division of Continuing Education

The Student Success in Writing Conference is designed to promote the success of students in writing courses at the secondary and postsecondary levels. The conference also seeks to establish and maintain dialogue between college and high school educators. We are committed to offering practical workshops and theoretical presentations on topics related to the teaching and craft of writing.



Keynote Speaker

“Shared Responsibility for Student Success”

Christopher Caplinger

*Director, First-Year Experience
Georgia Southern University*

Director of First-Year Experience (FYE) at Georgia Southern University, Chris earned

his B.A. from Emory University and his Ph.D. in history from Vanderbilt University. Although he teaches a course most semesters, he has made a career out designing and administering programs that promote student success. In 2006, Chris chaired the task force that transformed FYE from a one-credit hour course on the fringes of academic life to a year-long series of faculty-led initiatives, which include the Conversations with Professors program and two academic courses: First-Year Seminar and Global Citizens. Part of the seminar course exposes students to academic goal setting, and in this capacity, Chris developed and maintains Georgia Southern’s “Academics 101” website as a resource for all first-year students. FYE’s ultimate purpose is to help students become the “self-directed learners” described in the program’s vision statement.

Chris is equally committed to the faculty who teach first-year students, and more than 250 lead one or more of FYE’s major initiatives each year. He has worked to create what he calls “faculty buy-in” for helping students transition to university life. In other words, while individual expertise and good teaching practices are requisite for successful teaching, they are not enough for first-year students: they need faculty who understand and are eager to help them bridge that difficult gap between high school and college.

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Registration and Continental Breakfast - 7:45 - 8:30 a.m.

Concurrent Sessions • 8:30 - 9:30 a.m.

Auditorium • 8:30 - 9:30 a.m.

COLLOQUIUM: BUILDING A MODEL

Session Chair: Leigh Ann Williams, Georgia Southern University

Dan Bauer, Kathy Albertson, and Ellen Hendrix, Georgia Southern University

This presentation traces one institution's preliminary attempt to identify and use the kind of data that will help build a first-year writing program with more impact, more success, and more authentic learning than before. The discussion promises to engage participants in ways that will enable them to begin discussions about successful educational reform based in good general education principles while remaining cognizant of SACS requirements.

Room 129 • 8:30 - 9:30 a.m.

PANEL: BROADENING STUDENT PERSPECTIVES

Session Chair: Ashley Oliphant, Pfeiffer University

Promoting Generosity in Whole-Class Writing Workshops

Sean Barnette, Lander University

This presentation considers how whole-class writing workshops (in which an entire class responds to one student's work) can benefit students. To achieve this benefit, however, teachers need to place more attention on helping students practice generosity in responding to their peers' writing. The presentation will explain how to conduct such workshops successfully and offer ideas for how teachers can promote generosity in their classes.

The World that Came in from the Cold: Internationalizing the Underfunded Composition Classroom

Stefanie Frigo, North Carolina Central University

This presentation examines the challenges and benefits of internationalizing the composition classroom, offers practical classroom strategies to enhance students' global competencies without stretching budgets, and suggests concrete ideas that translate into valuable classroom experiences that develop inter-cultural and international understanding to better equip new graduates for an increasingly global world.

Room 210 • 8:30 - 9:30 a.m.

PANEL: THE POWER OF PEERS: WRITING CENTERS AND WRITING COACHES

Session Chair: Randall McClure, Miami University

The Peer Writing Coach Approach

Wanda Hutchinson, Athens State University

Students' lack of writing skills can negatively affect their attitudes about writing. This presentation describes a study to determine how a peer writing coach identified by the instructor as a "target" writer affected attitudes toward writing for group members identified as "acceptable" or "unacceptable" writers.

Room 211 • 8:30 - 9:30 a.m.

PANEL: MODELING HABITS OF MIND IN THE PROFESSIONS: THEORY AND PRACTICE

Session Chair: Joanna Schreiber, Georgia Southern University

Sherry Alusow Hart and C.C. Hendricks, Appalachian State University

Understanding and navigating different discourses requires certain cognitive and rhetorical skills. This workshop-style presentation will offer an introduction to the theory of habits of mind – how professionals in various disciplines perceive the world differently – and then engage participants in a series of activities to model the practical applications of this theory and provide writing instruction that encourages student reflection and transfer across the curriculum.

Room 212 • 8:30 - 9:30 a.m.

PANEL: UNIVERSITY AMERICAN STYLE: STRATEGIC PROGRAMMING FOR THE SUPPORT AND DIRECTION OF INTERNATIONAL STUDENTS

Session Chair: Jinrong Li, Georgia Southern University

Jennifer Smith Daniel, Jennifer Collins and Angelle Edwards, Queens University of Charlotte

An important aspect of international student support and persistence is the ability of an institution to identify and address gaps in academic and cultural understanding. This presentation shares how a growing international student population has allowed one small university to re-envision how they address international students' academic and social needs, especially in literacy and academic writing.

Room 217 • 8:30 - 9:30 a.m.

PANEL: HIP-HOP HEURISTICS: CONNECTING ETHICS WITH WRITING

Session Chair: Logan Burns, Middle Georgia State College

Paula Tran and Alyson Martin, University of Texas at San Antonio

Academic dishonesty (either intentional or accidental) has become chronic within all levels of our education system. As teachers, we are charged with the mission of nurturing honorable, ethical citizens. This session will present an overview of the problem and then summarize techniques for synthesizing ethics into essay assignments and classroom activities.

Room 218 • 8:30 - 9:30 a.m.

PANEL: WRITING TO LEARN

Session Chair: Farrah R. Senn, Georgia Southern University

Writing Strategy Sampler

Jennifer Macy and Deana Allman, Randolph Community College

Two instructors share low-stakes writing-to-learn strategies that have worked well across the curriculum. Participants will leave with hands-on experience, new strategies to try in class, and examples of how such strategies can enhance students' understanding of course content.

Revision as the Key to Quality Writing: Connection to the Common Core

Holly Thornton, Appalachian State University

A key step in using writing to learn is learning to revise effectively, but students often neglect this essential step for generating quality writing. This session will engage participants in quick, focused ways to get students to strengthen revision strategies. Connections to the common core will be made and approaches to get students to think like critical writers centered on audience and purpose will be shared.

Break • 9:30 - 9:45 a.m.

Concurrent Sessions • 9:45 - 10:45 a.m.

Auditorium • 9:45 - 10:45 a.m.

COLLOQUIUM: ENHANCED INFORMATION LITERACY INSTRUCTION IN THE COLLEGE COMPOSITION CLASSROOM: RESEARCH FINDINGS AND BEST PRACTICES

Session Chair: Susan Smith, Georgia Southern University

Kelly Diamond, David Beach and Alyssa Wright, West Virginia University

This colloquium will review a year-long research project comparing basic and enhanced information literacy instruction in a second-semester research composition course. Using information gleaned from the project, the presenters will discuss successful elements of the project along with best practices for incorporating scalable information literacy instruction into the classroom.

Room 129 • 9:45 - 10:45 a.m.

PANEL: WRITING FROM HIGH SCHOOL INTO COLLEGE

Session Chair: Karen Redding, University of North Georgia

The South Carolina Course Articulation Project

Lynne Rhodes, University of South Carolina Aiken

This presenter will discuss her work within a four-year collaborative model focused on creating a transferable model for students' knowledge, skills, and abilities from the high school setting into the college composition classroom. The project paired high school and post-secondary instructors to more carefully align high school curriculums with college-level expectations.

Beyond "Can You Read My Essay?"; The Role of the High School Composition Class in the College Application Process

Irmgard Schopen-Davis, Deerfield-Windsor School

The writing teacher's role in the high school student's college application process is complex and potentially ethically challenging. This session focuses on how the writing teacher can teach students to negotiate the rhetorical situations of the college application process which also providing an opportunity to hone their research, reading, writing and critical thinking skills.

Room 210 • 9:45 - 10:45 a.m.

PANEL: ARGUING ACROSS THE CURRICULUM AND INTO COLLEGE: USING ARGUMENTATION THEORY TO AID KNOWLEDGE TRANSFER

Session Chair: Michele Rozga, Georgia Southern University

Jane Dunphy and Suzanne Lane, Massachusetts Institute of Technology

Uniting classical stasis theory and recent work on argumentation schemes, the speakers will provide a system for teaching argumentation and transfer of writing knowledge across disciplines. Examples and activities will offer guidance on adopting this approach to prepare students for academic communication in college.

Room 211 • 9:45 - 10:45 a.m.

PANEL: DOES TECHNOLOGY IN THE COMPOSITION CLASSROOM HELP STUDENTS LEARN?

Session Chair: Wanda Hutchinson, Athens State University

From Course Creation to Final Examination: Using Video Game Concepts to Inform the Writing Classroom

Farrah R. Senn, Georgia Southern University

This presentation will discuss how skills acquired during video game play can be transferred to other areas of learning. Discussion will include how to re-conceptualize games as “texts,” cognitive processes involved in game play, and ways of integrating this prior knowledge into the writing classroom. Examples from practice will illustrate some of the cognitive processes and transfer methods discussed.

The LILAC Project: Identifying and Rectifying Problems with Students’ Information Literacy

Leigh Ann Williams, Georgia Southern University

This presentation explains the LILAC Project (Learning Information Literacy across the Curriculum) and explores student research. In this presentation, the discussion will include ways that instructors can use LILAC’s open-source resources to improve student research skills.

Room 212 • 9:45 - 10:45 a.m.

PANEL: NEW LITERACIES: CONSIDERING DIGITAL SPACES AND QUANTITATIVE DATA IN THE WRITING CLASSROOM

Session Chair: Elizabeth Kelly, Georgia Southern University

Gone in 60 Seconds: Trending Information Behavior and Its Impact on the Teaching and Learning of Writing

Randall McClure, Miami University

This presentation offers an overview of recent trends in information behavior and writing and researching in digital spaces. The speaker will suggest ways that both secondary and postsecondary writing teachers can leverage these trends to enhance student success with writing.

Writing for Quantitative Literacy

Gaylynnne Robinson, University of Texas at San Antonio

This presentation explains a university-wide effort to incorporate quantitative literacy into all courses. The speaker will discuss the resulting “Q-Course” in writing which require students in first year composition to generate data and incorporate it into their writing.

Room 217 • 9:45 - 10:45 a.m.

PANEL: ENCOURAGING BETTER INVESTIGATION SKILLS

Session Chair: Loretta Brandon, Georgia Southern University

Using a Scavenger Hunt to Explore the Principles of Effective Documentation

Joanna Schreiber, Georgia Southern University

This presentation discusses a technical report scavenger hunt activity which illustrates the importance of designing usable documentation and key concepts such as parallel structure, visual cues, effective headings, and information frontloading. Additionally, the activity serves as a way to discuss the theoretical foundations of effective documentation.

How to Craft Engaging Literature Assignments: A Quick Demonstration

Ashley Oliphant, Pfeiffer University

In this presentation, participants will examine two adaptable literature assignments that teach students the skills needed for effective literary investigation and independent critical thinking. The assignments focus on obscure texts with no established critical conversation in order to challenge the students’ tendency to seek the “right” answer instead of trusting their own conclusions.

Room 218 • 9:45 - 10:45 a.m.

WORKSHOP: IMITATION AND LEARNING: A BASS-ACKWARD APPROACH

Session Chair: Kevin Psonak, Georgia Southern University

Imitation and Learning: A Bass-Ackward Approach

Theresa M. Welford, Georgia Southern University

In this workshop-style presentation, we will create a deliberately (and hilariously) bad poem using the Goth-o-Matic poetry generator, then discuss ways to transform it into a genuinely good poem. We will also read a badly written short story, discuss ways to make it better and start writing our own new-and-improved versions.

AUDITORIUM • 11 - 11:45 a.m. Keynote Speaker and presentation of Golden Award

Welcome - Golden Award

WELCOME: Nan LoBue, Conference Co-Chair, Georgia Southern University
GOLDEN AWARD PRESENTER: Kathy Albertson, Georgia Southern University

ABOUT THE GOLDEN AWARD

Honoring the memory of Dorothy Golden, Georgia Southern University Assistant Professor Emerita, the Golden Award recognizes dedication to teaching excellence in first-year composition or the preparation of students for first-year composition. One award is given annually by the Department of Writing and Linguistics at Georgia Southern University.

Introduction of Keynote Speaker

Peggy Lindsey, Conference Co-Chair, Georgia Southern University



Keynote Speaker

**“Shared Responsibility
for Student Success”**

Christopher Caplinger
Director, First-Year Experience
Georgia Southern University

Golden Award Recipients

2013 • Chip Rogers, Middle Georgia State College

2012 • June Joyner, Georgia Southern University

2011 • Matthew Gainous, Ogeechee Technical College

2010 • Jane Rago, Armstrong Atlantic State University

2009 • Aimee Taylor, Richmond Hill High School

2008 • Donna Hooley, Ogeechee Technical College

2007 • Deborah Carico, Bulloch Academy

2006 • Mary Ann Ellis, Appling County High School

2005 • Kathy Albertson, GSU, Georgia Southern Writing Project

2004 • Daniel Edenfield, Bulloch County Performance Learning Center

2002 • Pat Fox, Armstrong Atlantic State University

2001 • Linda S. Williams, North Georgia College & State University

2000 • Charlotte Crittenden, Georgia Southern University

ROOM 115 • 12 - 1 p.m. Luncheon

Luncheon Welcome and Announcements

WELCOME: Nan LoBue and Peggy Lindsey, Conference Co-Chairs, Georgia Southern University

BRIEF REMARKS: Bede Mitchell, Dean, Zach S. Henderson Library, Georgia Southern University - OPEN TEXTBOOKS FOR AFFORDABLE LEARNING

Concurrent Sessions • 1:15 - 2:15 p.m.

Auditorium • 1:15 - 2:15 p.m.

PANEL: STUDENT-CENTERED LEARNING

Session Chair: Rachel Van Horn Leroy, Georgia Southern University

Upside Down and Backwards: Student-Driven Learning

Laura Ng and Karen Redding, University of North Georgia

Presenters will explain their use of Virginia S. Lee's Inquiry Model to challenge students to become "academic warriors," wherein they learn to think critically about research and writing in an interdisciplinary classroom. They then discuss how to implement this approach under the guiding principles of backwards design and the pedagogy of the flipped classroom.

'Can We Do That? Please?': (Re)Evaluating Assignment Design Based on Student Feedback

Jennifer P. Gray, College of Coastal Georgia

Assignment design can be hijacked by learning outcomes, departmental standardization, and textbook projects, which, unfortunately, do not take students' enjoyment of an assignment into account. This presenter will discuss student ideas regarding writing assignments and offer suggestions for assignment re-design.

Room 129 • 1:15 - 2:15 p.m.

PANEL: HELPING ESL WRITERS MASTER THE CONVENTIONS OF RESEARCH PAPER WRITING

Session Chair: Michelle Crummey, Georgia Southern University

Katharine Moulton and Jennifer Spiegel, Old Dominion University

The presenters will share enjoyable, interactive activities to help international students in English classes master the conventions of research paper writing in preparation for college study. Activities focus on citing, quoting, and synthesizing source material. Detailed handouts and instructions will be provided.

Room 210 • 1:15 - 2:15 p.m.

PANEL: LESSONS LEARNED FROM A WAC PROJECT AT VALDOSTA STATE UNIVERSITY

Session Chair: : JT Cox, Valdosta State University

The Good, the Bad, and the Ugly: Student Writing in College Algebra

Shaun V. Ault, Valdosta State University

How Scientists Write: Scaffolding Writing Assignments in a Freshman Biology Seminar

Brian Ring, Valdosta State University

Stuck Between a Rock and a Revision: Utilizing Writing in the Geosciences

Paul Vincent, Valdosta State University

Academic Discourse as an Element in Writing a Research Proposal

Anita L. Ondrusek, Valdosta State University

Students often protest when they are expected to write to a professional standard in courses other than English or literature. The presenters, a group of professors from diverse disciplines, will describe methods for integrating writing projects into teaching subjects such as college algebra, biology, geosciences, and library/information science.

Room 211 • 1:15 - 2:15 p.m.

WORKSHOP: TEACHING, TECHNOLOGY, AND THEORY, OH MY!: TEACHING WITH TECHNOLOGY FOR LEARNING'S SAKE

Session Chair: Elizabeth Kelly, Georgia Southern University

Elizabeth Kelly and Susan Smith, Georgia Southern University

Using technology in teaching simply because technology exists makes little sense. On the contrary, writing teachers should use technology as tools for fostering effective teaching and successful learning by grounding that use in practical application and theory. This workshop will focus on practical ways of using technology, placing it in context as a means to an end and not an end in itself.

Room 212 • 1:15 - 2:15 p.m.

PANEL: THE HIGH SCHOOL WRITING CENTER: YES!

Session Chair: June Joyner, Georgia Southern University

Janet T. Atkins and Jade Carpenter, Wade Hampton High School

Writing Centers at the college and university level have proven to be great successes. The presenters will tell how a teacher and a group of students opened a Writing Center for their high school and how they serve the students and teachers who visit the Center seeking to improve their writing lives.

Room 217 • 1:15 - 2:15 p.m.

PANEL: RECLAIMING OUR DOMAIN: DIGITAL LITERACIES AND COMPOSITION

Session Chair: Sherry Alusow Hart, Appalachian State University

Pete Rorabaugh, Southern Polytechnic State University

David Morgen and Dave Fisher, Emory University

"Domain of One's Own" initiatives, which provide pilot classes with their own web domains and incorporate their use into FYC learning outcomes, are resulting in innovative approaches to digital pedagogy, faculty development, and undergraduate research. The presenters will share faculty and student reflections on its implementation.

Room 218 • 1:15 - 2:15 p.m.

PANEL: CREATIVE COMPOSITION PEDAGOGIES

Session Chair: Adrian Coursey, Georgia Southern University

The Logic of Creativity: Cross-Pollinating the Creative Writing and Composition Pedagogies

Logan Burns, Middle Georgia State College

This presenter will address the theories and benefits of cross-pollinating the Creative Writing and Composition classrooms with one another's pedagogical aims and applications. He will show how, through integrating the pedagogies of each field of writing, teachers can help students broaden their skill sets in language-based endeavors in and out of the classroom.

Comp Is Creative

Michele Rozga, Georgia Southern University

Creative writing techniques provide a structured environment to help students learn about the inner workings of invention in their college compositions. The presenter will share a brief bibliographic overview of texts applying creative writing techniques to the composition classroom and a core selection of writing exercises.

Break • 2:15 - 2:30 p.m.

Concurrent Sessions • 2:30 - 3:30 p.m.

Auditorium • 2:30 - 3:30 p.m.

COLLOQUIUM: CROSS-SECTIONAL STUDENT CONFERENCES

Session Chair: Jinrong Li, Georgia Southern University

Marti D. Lee, June Joyner, and Drew N. Keane, Georgia Southern University

Three composition instructors will explain and model the process of conducting cross-sectional group peer conferences in which students conference with peers enrolled in other sections and their instructor. The panelists will share their own insight as well as student feedback on the process.

Room 129 • 2:30 - 3:30 p.m.

PANEL: BLOG ALL ABOUT IT

Session Chair: Theresa M. Welford, Georgia Southern University

The Fletcher-Ridenour Blogging Experience: How Two Instructors Can Cooperatively Use Student Blogs to Improve Metacognitive Skills in First-Year Writing and Motivate Students to Stay in School

Margaret Fletcher and Kimberly Ridenour, Clayton State University

Presenters will show how to develop a combined blog in which individual student blogs are linked to a main blog shared by several instructors. Presenters will also share sample blogging activities designed for the development of writing and improvement of metacognitive skills.

Zombie Can't Dance: Using Blogs to Improve First-Year Research and Writing Skills

Victoria Shropshire, Elon University

Zombies have no hand-eye coordination, no opinions about The Voice. And yet, as a pop culture thread in a digital writing space, they can have great value. The presenter will share her idea for a zombie-themed blog for first-year writers that increases engagement, helps students develop peer-review and collaborative-learning skills, improves research, strengthens rhetorical analysis, and inspires life-long learning.

Room 210 • 2:30 - 3:30 p.m.

PANEL: TRANSFORMATIONS: USING TRANSFER RESEARCH TO GUIDE CLASSES AND PROGRAMS

Session Chair: Lisa Costello, Georgia Southern University

Prior Knowledge and/in the Writing Program: Increasing Learning Transfer through Program Design and Administration

Richard Carpenter, Valdosta State University

Looking Back, Looking Forward: Revising a Two-Semester Composition Sequence to Facilitate Transfer

Gardner Rogers, Valdosta State University

Stimulating Recall: Revising a Sophomore Class Based on Transfer and Outcomes

Donna Sewell, Valdosta State University

The presenters examine transfer (and perhaps the transformation) of writing ability from varied standpoints: those of a composition director, a composition instructor, and an instructor of post-composition courses. Weaving theory and practice together, they demonstrate their work toward helping students improve as writers and thinkers.

Room 211 • 2:30 - 3:30 p.m.

PANEL: MAKING A HABIT OF STUDENT SUCCESS IN DEVELOPMENTAL EDUCATION

Session Chair: Adrian Coursey, Georgia Southern University

Elaine Tomlinson Corum and Carey Smitherman, University of Central Arkansas

Presenters will share practical information on how they developed two courses—a freshman composition course and a developmental writing class—around the eight Habits of Mind endorsed by WPA. This model introduces students to proactive learning approaches, supporting their success in writing across the disciplines.

Room 212 • 2:30 - 3:30 p.m.

PANEL: WHAT CONSTITUTES READINESS FOR FRESHMAN COMPOSITION IN ESL WRITERS?

Session Chair: Rachel Van Horn Leroy, Georgia Southern University

Jessie Hayden and Colleen Ijuin, Georgia Perimeter College

Non-native English-speaking students often appear to have language deficiencies that suggest that these students are not likely to be successful in a first-year composition course. This panel discussion will expand the lens on non-native speaker writing errors, both ones that matter and others that don't.

Room 217 • 2:30 - 3:30 p.m.

PANEL: BEYOND TOOLS: ENGAGING IN CRITICAL DIGITAL PEDAGOGY

Session Chair: Sarah Domet, Georgia Southern University

Kim Haimes-Korn, Jeanne Bohannon, and Ann Parker, Southern Polytechnic State University

The panelists share their efforts to draw on critical and digital pedagogy theories to engage students in digital media, multimodal composition and critical methodologies to present new visions for writing in both academic and real life contexts. They will discuss using Twitter, Storify, Go-Animate, documentaries, and blogs to open up possibilities for analyzing and crafting meaningful communication.

Room 218 • 2:30 - 3:30 p.m.

PANEL: PASS THE PAPER'S THEME THAT HOLDS THE FUTURE

Session Chair: Michelle Crummey, Georgia Southern University

Val Czerny, Linda S. VonBergen, and Kenneth C. Homer, East Georgia State College

This panel will explore the notion of trains as useful metaphor in composition. The presenters consider locomotive progress as a liberating force in freshman writing, discuss how the metaphorical use of the locomotive can encourage students to make connections, and spotlight a "crossroads" perspective where an observer must "read" each individual "rail car" to determine the purpose of a text.

Featured Panel • 3:45 - 4:45 p.m.

Auditorium • 3:45 - 4:45 p.m.

PANEL: BEST PRACTICES TOWARD STUDENT SUCCESS IN THE COMPOSITION CLASSROOM

Session Chairs: Peggy Lindsey and Nan LoBue, Georgia Southern University

Shannon Riggs Stuckey, Metter High School

Matthew Gainous, English Instructor, Ogeechee Technical College

Linda S. VonBergen, Assistant Professor of English, East Georgia State College

Rachel Hayward, Lecturer, English Language Program, Georgia Southern University

June Joyner, Director, Georgia Southern Writing Project, Georgia Southern University

Dan Bauer, Chair, Department of Writing and Linguistics, Georgia Southern University

A panel of experienced writing teachers from secondary and post-secondary writing programs will share their experience, expertise, opinions and ideas on how to help students succeed in writing. Join us for what promises to be a lively discussion of the key questions educators face when teaching writing such as:

- How do you define success in writing?
- What do you think is key to success?
- What do you need to create more success?
- What techniques foster success?
- How can we work together across institutions and grade levels to foster success?

Planning Committee Members

DEPARTMENT OF WRITING AND LINGUISTICS
GEORGIA SOUTHERN UNIVERSITY

Nan LoBue, Co-Chair

Peggy Lindsey, Co-Chair

CONTINUING EDUCATION

GEORGIA SOUTHERN UNIVERSITY

J. Marie Lutz



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