

## 2007 SSWC Program

SSWC

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## GOLDEN AWARD

Honoring the memory of Dorothy Golden, Georgia Southern University Assistant Professor Emerita, the award recognizes dedication to teaching excellence in first-year composition or the preparation of students for first-year composition. The Department of Writing and Linguistics at Georgia Southern University invites nominations throughout 2007 for the next annual Golden Award.

## SPONSORS/EXHIBITORS

Office of the Provost • Georgia Southern University

Carie Crosby • Bedford St. Martin's Press

## PLANNING COMMITTEE MEMBERS

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Matthew Gainous

### CONTINUING EDUCATION CENTER

J. Marie Lutz  
Kelly Pye

**Mark Your Calendar and Join Us Next Year**  
**Friday, February 1, 2008**

## GOLDEN AWARD RECIPIENTS

2000  
Charlotte Crittenden  
Georgia Southern  
University

2001  
Linda S. Williams  
North Georgia College &  
State University

2002  
Pat Fox  
Armstrong Atlantic State  
University

2004  
Daniel Edenfield  
Bulloch County  
Performance Learning  
Center

2005  
Kathy Albertson  
Georgia Southern  
University/Georgia  
Southern Writing Project

2006  
Mary Ann Ellis  
Appling County High  
School



## Conference at a Glance

8:00 AM – 9:00 AM  
REGISTRATION  
CONTINENTAL  
BREAKFAST

9:00 AM – 10:00 AM  
CONCURRENT SESSIONS

10:10 AM – 11:10 AM  
CONCURRENT SESSIONS

11:10 AM – 11:20 AM  
BEVERAGE BREAK

11:20 AM – 12:20 PM  
CONCURRENT SESSIONS

12:30 PM – 1:45 PM  
KEYNOTE LUNCHEON  
GOLDEN AWARD  
PRESENTATION

2:00 PM – 3:00 PM  
CONCURRENT SESSIONS

3:00 PM – 3:10 PM  
BEVERAGE and  
SNACK BREAK

3:10 PM – 4:10 PM  
POSTER SESSIONS  
TABLE TALK

4:15 PM – 4:30 PM  
CLOSING AND  
DOOR PRIZES



Sponsored by:  
Department of Writing and  
Linguistics,  
College of Liberal Arts and  
Social Sciences,  
Georgia Southern University

In Partnership with the  
Continuing Education Center

**Friday, February 2**  
**2007**

## 9<sup>TH</sup> ANNUAL PROGRAM

## STUDENT SUCCESS IN FIRST-YEAR COMPOSITION CONFERENCE



### MISSION

#### The Student Success in First-Year Composition Conference

is designed to promote the success of students in their post-secondary English composition courses. The conference seeks to establish and maintain dialogue between college and high school educators. We are committed to offering practical, strategy-oriented teaching workshops, as well as theoretical presentations of composition topics that focus on the link between high school and college. Participants include college, technical school, and high school teachers, administrators, and media specialists, as well as graduate students.

### KEYNOTE SPEAKER

#### Gerald A. Boyd

Former Associate Director, Division of  
Curriculum and Instructional Services,  
Georgia Department of Education

Topic: **Left Brain, Write Brain**

### CONFERENCE STRAND



**National Writing Project**

<http://www.writingproject.org>

Workshops in the Writing Project Strand are led by Teacher Consultants who have participated in various sites of the National Writing Project Summer Institute.

*(Please see the inside back cover for more information about the National Writing Project.)*

**8:00 - 9:00 AM REGISTRATION & CONTINENTAL BREAKFAST****9:00 - 10:00 AM • CONCURRENT SESSIONS****9:00 - 10:00 AM ROOM 2903 • PRESENTATION****Peer[ing] Through the E-Port***Beth Beggs, University of Georgia*

In this presentation, the speaker demonstrates some benefits of adopting the electronic portfolio for First-Year writing classes. Using this system, students assist their peers in implementing the writing process while producing unified, introspective e-ports as end-of-term projects.

**9:00 - 10:00 AM ROOM 2911 • WORKSHOP ****Behind the Mask, Beneath the Dialogue***Deborah Carico, Bulloch Academy*

The presenter explores methods of using dialogue analysis to promote a more meaningful understanding of literature in writing class.

**What High School Teachers and College Instructors Don't Know about Each Other (But Should)***Matthew Nelson, Francis Marion University*

This presentation addresses what happens when high school and college teachers get together and talk about writing and what goes on (or doesn't) in the classrooms of their colleagues across the institutional divide.

**9:00 - 10:00 AM ROOM 2904 • PRESENTATIONS****Teaching First-Year Students Information Literacy Skills through Collaboration***Lisa Smith and Mildred Pate, Georgia Southern University*

A university librarian and a writing instructor present a tag-team teaching approach, which allowed them to identify specific information literacy skills that students need to write a multi-genre paper. The presenters include plans for enhancing the program to extend to other classes

**Teaching in Katrina's Aftermath: Getting Students Back into the Writing Classroom***Kelly Keener, Abraham Baldwin Agricultural College*

The presenter offers suggestions for making the writing classroom a space where students can grapple with and reflect on catastrophic events while simultaneously rebuilding their lives.

**9:00 - 10:00 AM ROOM 1908 • PRESENTATION****Literacy as Linchpin: Centering Composition in the Learning Community***Elizabeth Howells, Carol Andrews and Hans-Georg Erney, Armstrong Atlantic State University*

Having taught composition as the linchpin course of a learning community, the presenter will discuss tactics for engaging students in the first-year experience through writing. She has worked with librarians, art historians, philosophers, and mathematicians to collaborate on assignments that ensure students are making connections and creating knowledge across the disciplines.

**ABOUT THE NATIONAL WRITING PROJECT**<http://www.writingproject.org/About> 

The National Writing Project is the premier effort to improve writing in America. Through its professional development model, NWP builds the leadership, programs, and research needed for teachers to help their students become successful writers and learners.

Every student deserves a highly skilled teacher of writing. To that end, each of the nearly 200 NWP sites conducts an annual summer institute, attended by the most experienced teachers in the area. Together, these teachers prepare for leadership roles by demonstrating their most effective practices, studying research, and improving their knowledge of writing by writing themselves.

After the institute, writing project teachers conduct project-sponsored programs in their own schools and in neighboring schools and districts. They attend to two purposes: developing teacher knowledge and leadership in their home communities and putting this knowledge and leadership to work to improve student achievement. Collectively, across 50 states, Puerto Rico, Washington, D.C., and the U.S. Virgin Islands, NWP sites conducted 7,288 programs in 2005. Additional programs were conducted at associated international sites in Hong Kong and Malta.

This model of summer and school-year programs, designed and supported by the National Writing Project, is validated by NWP research. Studies of student achievement, both local and national, show positive results. Importantly, NWP sponsors research directed by local sites as well as research targeted at key educational concerns, for example, how to support new teachers or how to support teachers, grades 4-12, in their efforts to improve students' reading and writing for academic purposes.

NWP sites, all located on university campuses, serve over 141,000 educators annually. NWP continues to add new sites each year with the goal of placing the writing project within reach of every teacher in America.



**3:00 - 3:10 PM • BEVERAGE & SNACK BREAK**

**3:10 - 4:10 PM • POSTER SESSIONS • SOUTHERN BALLROOM**

**POSTER SESSIONS (CONCURRENT WITH TABLE TALK)**

**Authorizing Students: Integrating Collaborative Learning Strategies and Creativity into Second Semester First Year Writing**

*Christy Mroczek, Armstrong Atlantic State University*

The presenter will share two specific methods of integrating collaboration and creativity (Collaborative team projects and multigenre portfolios) while students write and learn about literature.

**Bam! Kicking Up the Classroom with Creative Projects**

*Lisa Mallory and Beverly Head, Atlanta Metropolitan College*

This presentation will focus on individual, group, and class projects that apply to course objectives while inviting individual creative flair.

**3:10 - 4:10 PM • TABLE TALK • SOUTHERN BALLROOM**

**TABLE TALK (CONCURRENT WITH POSTER SESSIONS)**

**AP Courses and First Year Writing Preparation**

*Mary Ann Ellis, Appling County High School*

This session invites college writing and high school AP teachers to ask questions, share strategies, and talk about the demands in each classroom setting.

**Reader Response: When Student Writing Gets Personal, How Do We Respond?**

*Sonya Huber-Humes, Georgia Southern University*

Roundtable participants will be encouraged to share vocabulary useful in taking with students who take on difficult topics.

**Internationalizing the Composition Classroom: Challenges and Prospects**

*Thomas Klein, Georgia Southern University*

The table talk is intended to explore the potential to internationalize curriculum and instruction in English composition and to brainstorm which challenges and benefits could be expected in this enterprise.

**Frustration or Fresh Perspective? The ESL Writer in the Classroom**

*Mary Hadley and Carolyn Thomas, Georgia Southern University*

The discussion will focus on the growing frustration in high school teachers when non-native speakers arrive in their classes: how to balance content and basic grammar instruction.

**4:15 - 4:30 PM**

**SOUTHERN BALLROOM  
CLOSING AND DOOR PRIZES**

**10:10 - 11:10 AM • CONCURRENT SESSIONS**

**10:10 - 11:10 AM ROOM 2903 • PRESENTATION**

**Creating Connections and Community through Art, Writing, and Research**

*Patricia Worrall and Stacy Koffman, Gainesville State College*

This panel will demonstrate how three instructors used an Innovative Teaching grant to create a learning community that promoted technical, visual, rhetorical, and information management literacy skills by designing websites and posters for campus organizations. Presenters will use examples of student work to show how students constructed relationships between visual images and written texts

**10:10 - 11:10 AM ROOM 2911 • WORKSHOP **

**The Rites of Passage: The Song Lyric Workshop**

*Michael Abbott, Georgia Southern University (June Joyner, PRESENTER, Georgia Southern University)*

The speaker demonstrates an exercise in the power of music, one that promotes various types of cultural and language awareness. The audience will participate in a discussion of popular music and its connection to teaching figurative language.

**10:10 - 11:10 AM ROOM 2904 • PRESENTATIONS**

**What Students Can Expect in the Electronic Classroom**

*Tim Giles, Georgia Southern University*

The speaker will introduce internet applications that are being used in the college writing classroom to create discourse communities and opportunities for instructors to respond to student work.

**Why I [Don't] Use Turnitin.com in my Classroom**

*Robert Koch and Mark King, Gordon College*

In this discussion, two college writing professors, one a Turnitin.com subscriber and the other a critic, debate the issue of using this particular software to detect plagiarism.

**10:10 - 11:10 AM ROOM 1908 • PRESENTATION**

**A Toolbox from the Writing Center: Better Writing in 15 Minutes!**

*Philip Gardner, Francis Marion University*

This session focuses on methods from the writing center that are easily transportable to the classroom. Topics include better research papers, better in-class essays, better revisions, better introductory paragraphs, and better class discussions.

**MARK YOUR CALENDAR**

**We welcome your suggestions for conference topics.**

Visit us at <http://ceps.georgiasouthern.edu/conted/ssfyc.html>



Sponsored By The Office of The Provost, Georgia Southern University

## 11:10 - 11:20 AM • BEVERAGE BREAK

## 11:20 AM - 12:20 PM • CONCURRENT SESSIONS

### 11:20 - 12:20 PM ROOM 2903 • PRESENTATION

#### High School Students Find Birth Parents, Open Businesses, and Change Their Communities: The Senior Year Writing Project

*Eleanor Agnew, Groves High School, Savannah, GA*

Describing the Senior Project, the speaker shows how seniors select a social problem that interests them. Developing the three-month project, seniors learn the true meaning of writing, as school-assigned writing is transformed into an activity that they remember for years

### 11:20 - 12:20 PM ROOM 2911 • WORKSHOP



#### More than a Story: Using Great Book to Model Quality Writing

*Kate Taylor, East Georgia College*

This interactive workshop is designed to remind first-year writing teachers of the connection between great reading and better writing. By charging students to mine a text for imagery, detail, and vocabulary, instructors indirectly model techniques that students will try to implement in their own writing. The goal is to bridge first-year writing techniques and reading texts by treasure hunting for gems in already published texts.

### 11:20 - 12:20 PM ROOM 2904 • PRESENTATIONS

#### Dialogic Responses to Student Essay

*Amy England, University of Cincinnati*

The presenter describes a system of dialogic response that encourages student utilization of instructors' comments, as well as facilitates purpose-driven revision.

#### The Emperor Has No Clothes: My Thoughts on Assessment

*Benie Colvin, Clayton State University*

The presenter considers the ideas of key assessment figures in the writing field and weighs their ideas against her students' needs and the reality of assessment in her college classroom.

### 11:20 - 12:20 PM ROOM 1908 • PRESENTATION

#### Avoiding Death by PowerPoint: Integrating Content that Matters

*Lesia Miller Schnur, Ellen Taber and Ruth Goldfine, Kennesaw State University*

This session addresses the Dos and Don'ts of a PowerPoint presentation and includes sample presentations incorporating useful tips and tricks. The speaker explores ways to consider content and audience when designing PowerPoint presentations for classes.

## 12:30 - 1:45 PMSOUTHERN BALLROOM

### WELCOME

*Dr. Curtis Rickter, Associate Dean, College of Liberal Arts and Social Sciences*

### GOLDEN AWARD

*Mary Ann Ellis, Appling County High School, 2006 recipient*

### INTRODUCTION OF KEYNOTE SPEAKER

*Dr. Michael Moore, College of Education*

### WRAP-UP

*Dr. Nancy Dessommes and Dr. Kathy Albertson, Co-Chairs*

## KEYNOTE SPEAKER

### Gerald A. Boyd

Former Associate Director, Division of Curriculum and Instructional Services, Georgia Department of Education



Topic:  
Left Brain, Write Brain

## 2:00 - 3:00 PM • CONCURRENT SESSIONS

### 2:00 - 3:00 PM ROOM 2903 • PRESENTATION

#### Music Videos, Comedy Central, and Hotel Rwanda: Using Media to Understand Rhetoric

*Elizabeth Gassel and Katherine Litchfield, Darton College*

This workshop examines the use of some Aristotelian rhetorical tools in different forms of media, particularly music videos, in helping students understand the art of rhetoric so they might be better, more persuasive writers.

### 2:00 - 3:00 PM ROOM 2911 • WORKSHOP



#### Beyond Paper, Pen, and Lecture: Talking, Walking, and Breaking Ice in Freshman Composition

*Patricia West, Armstrong Atlantic State University*

In this interactive session, the presenter shares strategies of the National Writing Project that help students come alive as learners, writers, and critical thinkers. Participants will receive directions for various writing activities, as well as copies of assessment rubrics.

### 2:00 - 3:00 PM ROOM 2904 • PRESENTATIONS

#### What Interests People More Than Any Other Subject in the World? The Use of Self-identity as a Theme in First-Year Composition Courses

*Kathelyn Patria, Brevard Community College*

The speaker explores ways for teachers to make beginning composition more relevant to students by using themes of self-identity. The session will give an overview of the theme, basic assignments, and an explanation of how this type of teaching affects learning, both in writing and about the self.

#### Give Me the Money: Creating a Proposal for Community Enrichment and Involvement

*Kathy Whitaker, Georgia Southern University*

This presentation describes a project that asks students to prepare a request for a grant to benefit the community. The project strengthens skills in research, argument, and collaboration.