

2012 SSWC Program

SSWC

Follow this and additional works at: <http://digitalcommons.georgiasouthern.edu/sswc>

Recommended Citation

SSWC, "2012 SSWC Program" (2015). *Student Success in Writing Conference*. 6.
<http://digitalcommons.georgiasouthern.edu/sswc/2007-2013/2007-2013/6>

This presentation (open access) is brought to you for free and open access by the Programs and Conferences at Digital Commons@Georgia Southern. It has been accepted for inclusion in Student Success in Writing Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

<http://ceps.georgiasouthern.edu/conted/success.html>



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

CONFERENCE PROGRAM

Student Success in Writing Conference



Friday, February 3, 2012

Coastal Georgia Center, Savannah, GA

MISSION

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.

NATIONAL WRITING PROJECT



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

<http://www.writingproject.org>

CONFERENCE AT A GLANCE

8:00 a.m. – 8:40 a.m.	Registration & Continental Breakfast
8:40 a.m. – 9:40 a.m.	Concurrent Sessions
9:50 a.m. – 10:50 a.m.	Concurrent Sessions
10:50 a.m. – 11:00 a.m.	Morning Break
11:00 a.m. – 12:00 p.m.	Concurrent Sessions
12:00 p.m. – 1:30 p.m.	Luncheon in Room 115 Golden Award Keynote Address
1:40 p.m. – 2:40 p.m.	Concurrent Sessions
2:40 p.m. – 2:50 p.m.	Afternoon Break
2:50 p.m. – 3:50 p.m.	Concurrent Sessions



KEYNOTE SPEAKER Dr. Sandra Jamieson

Professor of English and Director of Composition, Department of English Literatures & Language, Drew University, Madison, NJ

Keynote Address:
"Rethinking Research: Engaging Students (and Teachers) in Researched Writing"

**Mark Your
Calendar and
Join Us Next Year
Friday
February 8, 2013**

8:00 - 8:40 AM • REGISTRATION & CONTINENTAL BREAKFAST

8:40 - 9:40 AM • CONCURRENT SESSIONS

ROOM 210 – PRESENTATIONS

8:40 - 9:40 AM

YOU ARE WHO YOU WRITE? THE CONNECTION BETWEEN LITERACY AND IDENTITY

MARY JO CARUSO, MANHATTANVILLE COLLEGE

This presentation focuses on the results of research into existing scholarship regarding racial and ethnic diversity in the field of composition studies and the results of work conducted at Manhattanville College.

RELEASING THE SHACKLES OF LINGUISTIC IDENTITY

MARY B. ZEIGLER, GEORGIA STATE UNIVERSITY

The presenter examines comparatively, in selected passages, the patterning of pronunciation, verb structures, or diction used by different writers to represent caste variation, cultural heritage, and the historical time period.

ROOM 217 – PRESENTATION

8:40 - 9:40 AM

IMAGE AND TEXT: A COLLABORATION BETWEEN VISUAL ART AND CREATIVE WRITING

JENNIFER LINDQUIST AND RICH CURTIS, THOMAS UNIVERSITY

This presentation will feature photographs and excerpts from essays written by participants in a summer writing program that used personal description to inspire the imagery for portrait photographs.

ROOM 211 – PRESENTATIONS

8:40 - 9:40 AM

DECORUM DAY: WEARING OUR RHETORIC

AMANDA HEDRICK, GEORGIA SOUTHERN UNIVERSITY

When asked to arrive to class out of decorum, students creatively and insightfully demonstrate a clear understanding of audience, purpose, context and the effect of their presentation on each. The speaker will share her Decorum Day experiment and its persistent benefits to first-year students and their writing.

PERSONAL WRITING PORTFOLIOS FOR “AT-RISK” STUDENTS

LINDY BLOUNT, AUGUSTA STATE UNIVERSITY

This presentation is intended for teachers seeking new ways to meet the needs of their ‘at risk’ students as it discusses how portfolio building functions as a means for helping students understand the writing process.



ROOM 218 - PANEL

8:40 - 9:40 AM

STUDENT NARRATIVES: A BRIDGE TO FRESHMAN COMPOSITION

TRACY DARAVIRAS AND NICOLA BLAKE, NEW COMMUNITY COLLEGE/CUNY

Using New York City as a platform for learning, the panel illustrates how instructors can use a cosmopolitan area as a learning environment for all students, including English Language Learners.

ROOM 212 – WORKSHOP

8:40 - 9:40 AM

WRITE AWAY

NICHOLAS VICK, PITT COMMUNITY COLLEGE (INSTRUCTOR) / EAST CAROLINA UNIVERSITY (GRADUATE STUDENT)

In this interactive workshop, the presenter incorporates a variety of instructional strategies to engage students in multiple classroom settings and equip teachers with a ‘toolbox’ of techniques that enhances instruction and promotes high quality writing.

9:50 - 10:50 AM • CONCURRENT SESSIONS

ROOM 210 – PRESENTATIONS

9:50 - 10:50 AM

YELLING THE HUMANITIES

SAMUEL PRESTRIDGE, GAINESVILLE STATE COLLEGE

Volunteers will read poems, which will be followed by a short presentation on the logic of yelling poetry and a discussion on the merits of yelling as it applies to the musicality of language.

CAN CREATIVE WRITING BE TAUGHT?

MARY HELEN KENNERLY, UNIVERSITY OF IOWA

If literary genius cannot be learned, can creative writing be fostered? This presenter argues that written expression is beneficial for young adults' development and prescribes an immersion in good literature as the best way to teach writing.

ROOM 217 – PRESENTATIONS

9:50 - 10:50 AM

ENGAGED WRITERS: THE IMPACT OF SERVICE LEARNING PROJECTS ON STUDENT WRITERS AND COMMUNITY PARTNERS

ELIZABETH WURZ, COLLEGE OF COASTAL GEORGIA

This presentation shares the impact that a service learning project to attract new foster/adopt parents had on student learning and the community partner's need, and provides the audience with other articles on the impact of service learning in writing courses.

PEER MENTORING IN FIRST-YEAR WRITING: A SERVICE LEARNING INITIATIVE TO ENHANCE STUDENT SUCCESS

DIANA EIDSON AND ANGELA HALL-GODSEY, GEORGIA STATE UNIVERSITY

This session describes a new service learning program that aims to boost retention, promote dialogue, clarify program goals, and enhance the achievement of writing outcomes.

ROOM 211 – PRESENTATIONS

9:50 - 10:50 AM

WRITING AND NEW MEDIA: CHALLENGES AND OPPORTUNITIES

CATHERINE RAMSDALL, SAVANNAH COLLEGE OF ART AND DESIGN-ATLANTA

Writers today have to know how to do a lot more than just write. They may be asked to code a page, take photos, or create an audio slide story. This presenter focuses on new media and shows how educators can help students work and write in the digital age.

THE BALANCE OF ACADEMIA AND BUSINESS: TEACHING ENGLISH TO CAREER SCHOOL STUDENTS

ANN READING, MCCANN SCHOOL OF BUSINESS AND TECHNOLOGY

The presenter explores adult learners going back to school after being laid off. Her approach to writing can at times be unconventional, but she is always trying to find innovative ways to reach the tactile learner.

ROOM 218 – PANEL

9:50 - 10:50 AM

VAMPIRES, BANNED BOOKS, AND ADVERTISEMENTS - OH MY! : SIGNIFICANT GIMMICKS IN THE WRITING CLASSROOM

ERIKA J. GALLUPPI, EAST CAROLINA UNIVERSITY

KRISTIN HARKINS, NASH COMMUNITY COLLEGE

SUMMERLIN PAGE, CENTRAL CAROLINA COMMUNITY COLLEGE

A 'significant gimmick' achieves more meaningful and practical student engagement. This panel shows how using three frameworks for the writing classroom-- vampires, banned books, and advertisements-- can successfully prompt student autonomy, awareness, and success.

ROOM 212 – WORKSHOP

9:50 - 10:50



TEACHING COMPOSITION IN THE ONLINE CLASSROOM: BUILDING YOUR COURSE FROM THE GROUND UP!

LAURA HOWARD, GEORGIA STATE UNIVERSITY

Participants will leave this session with an increased knowledge of online course design, including resources, such as handouts and discussion notes, and drafts of assignments for use in the online composition classroom.

Sponsored By The Office of The Provost Georgia Southern University

10:50 AM - 11:00 AM • BREAK

Second Floor Alcove

11:00 AM - 12:00 PM • CONCURRENT SESSIONS

ROOM 210 – WORKSHOP

11:00 AM - 12:00 PM

USING REFLECTIVE WRITING FOR CROSS-DISCIPLINARY CONNECTIONS



OLIVIA HOWARD AND ALICIA HOWE, GEORGIA SOUTHERN UNIVERSITY

In order to make learning experiences more meaningful and effective to specific disciplines, workshop participants will be exposed to an innovative way to use reflective writing in order to make cross-disciplinary connections.

ROOM 217 – PRESENTATIONS

11:00 AM - 12:00 PM

READING & WRITING ABOUT BULLYING/SCHOOL VIOLENCE IN THE URBAN ENGLISH CLASS

LORI UNGEMAH, THE NEW COMMUNITY COLLEGE AT CUNY

This speaker will introduce several writing strategies and partner texts that can be used in the English classroom to approach the topics of bullying and other forms of school violence.

EMBRACING ECOTONE IN THE COMPOSITION CLASSROOM

SARAH ZOE PIKE, IOWA STATE UNIVERSITY

Using the concept of ecotone-- a transitional area between two different ecosystems, such as a forest and a grassland-- the presenter will examine ways of teaching writing from a lens where civility, citizenship, and community are the focus of the college classroom.

ROOM 211 – PRESENTATIONS

11:00 AM - 12:00 PM

HOW TO MAKE AN ARGUMENT: TEACHING PERSUASION IN FIRST-YEAR WRITING COURSES

HEATHER BRAUN, MACON STATE COLLEGE

The speaker will show how using the technique of live debate can demonstrate to students that the skill of persuasive argument stands to help them well beyond the classroom.

LET’S TALK SEDUCTION

PHILLIP GARDNER, FRANCIS MARION UNIVERSITY

This session demonstrates how to structure arguments, write effective introductions and conclusions, and develop purposeful essays without talking dirty.

ROOM 218 – PRESENTATIONS

11:00 AM - 12:00 PM

DEAR MR. PRESIDENT: A CROSS-CURRICULUM LETTER WRITING PROJECT

CAROLYN THOMAS AND DANIEL MANCILL, EAST GEORGIA COLLEGE

This presentation shares the challenges and successes of encouraging civic engagement by having students write letters to the President and mailing them to the White House.

USING LOGOS, PATHOS, AND ETHOS TO STRENGTHEN PERSUASIVE WRITING & ARGUMENTATION

NICOLE NOLASCO, ISLANDS HIGH SCHOOL

This interactive presentation will examine the most prevalent propaganda techniques used in advertising and analyze their effectiveness in argumentation to give writers the ad-vantage.

ROOM 212 – WORKSHOP

11:00 AM - 12:00 PM

LIGHTS! CAMERA! WRITE!



JULIE STRICKLAND, MATTHEW GAINOUS, AND LAURA CHAMBERS, OGEECHEE TECHNICAL COLLEGE

Having used multimedia compositions as models to teach writing, the presenters will show how these ‘model compositions’ have served student writers as generators for pre-writing, tools for revision, maps for narrative structure, springboards for multi-genre responses, and inspiration for student-created multimedia responses.

12:00 PM - 1:30 PM • LUNCHEON IN ROOM 115

WELCOME AND GOLDEN AWARD • DR. CURTIS RICKER
ASSOCIATE DEAN, COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

INTRODUCTION OF KEYNOTE SPEAKER • DR. JANICE WALKER
DEPARTMENT OF WRITING AND LINGUISTICS

WRAP-UP • DR. NANCY DESSOMMES AND DR. MARY HADLEY
DEPARTMENT OF WRITING AND LINGUISTICS

PLANNING COMMITTEE MEMBERS

NANCY DESSOMMES, Co-CHAIR
MARY HADLEY, Co-CHAIR
DEPARTMENT OF WRITING AND LINGUISTICS, GEORGIA SOUTHERN UNIVERSITY

LINDA VONBERGEN
EAST GEORGIA COLLEGE

MATTHEW GAINOUS
OGEECHEE TECHNICAL COLLEGE

J. MARIE LUTZ
CONTINUING EDUCATION, GEORGIA SOUTHERN UNIVERSITY

SPONSORS/EXHIBITORS

OFFICE OF THE PROVOST • GEORGIA SOUTHERN UNIVERSITY

ANDREA KESTERKE • CENGAGE LEARNING

AMANDA BACHER • PEARSON EDUCATION

MARK PATTERSON • GEORGIA CENTER FOR ASSESSMENT

CONTINUING EDUCATION UNITS (CEU'S)

THIS CONFERENCE MEETS THE CRITERIA FOR THE NATIONALLY ACCEPTED CONTINUING EDUCATION UNIT (CEU). EACH PARTICIPANT SUCCESSFULLY COMPLETING THE PROGRAM WILL EARN .6 CEU'S FOR 6.0 HOURS OF PARTICIPATION THROUGH THE DIVISION OF CONTINUING EDUCATION AT GEORGIA SOUTHERN UNIVERSITY.



Keynote Address:
"Rethinking Research: Engaging Students (and Teachers) in Researched Writing"

KEYNOTE SPEAKER
Dr. Sandra Jamieson

Professor of English and Director of Composition, Department of English Literatures & Language, Drew University

Co-author of *The Bedford Guide to Teaching Writing in the Disciplines: An Instructor's Desk Reference* (1995) and co-editor of *Coming of Age: The Advanced Undergraduate Writing Curriculum* (2000), Professor Jamieson won the Council of Writing Program Administrators' Best Book of 2000-2001 Award.

Since 2008 she has been a Principle Researcher in the Citation Project, a multi-institution study of how student writers use source materials in researched writing (CitationProject.net). A response to educators' concerns about plagiarism and the teaching of writing, data from this research project helps educators make informed decisions as they formulate academic integrity policies. Beyond that, it offers a snapshot of what student writers are doing with sources and challenges us to develop a pedagogy that teaches rhetorically effective and responsible methods of writing from sources.

She recently finished a three-year term on the Executive Committee of the Conference of College Composition and Communication (CCCC) and remains chair of the CCCC Committee on the Major in Writing and Rhetoric. In 2004 she won the Will Herberg Distinguished Professor Award from Drew University where she teaches College Writing and Creative Non-Fiction.

1:40 PM - 2:40 PM • CONCURRENT SESSIONS

ROOM 210 – PRESENTATION **1:40 - 2:40 PM**

A BACKDOOR APPROACH TO CONCEPT WRITING: USING FANTASY AND SEUSS TO TEACH CONCEPTS AND ANALYSIS
BENIE COLVIN, CLAYTON STATE UNIVERSITY

This presentation will explore outcomes from a recent classroom experiment using a creative fantasy novel and a little Dr. Seuss to teach techniques of analysis and concept writing to reluctant readers in a first-year writing class.

ROOM 217 – PRESENTATION **1:40 - 2:40 PM**

TECHNOLOGY, TEXTING, AND TEACHING EMERGING WRITERS: FRIENDS NOT ENEMIES
TERESA MARIE KELLY, KAPLAN UNIVERSITY

Rather than battling the effects of emerging technologies that seem to consume students' lives, composition instructors can harness the power of the smartphone to give students more options for creative expression and improvement of writing skills.

ROOM 211 – PRESENTATIONS **1:40 - 2:40 PM**

CREATIVE, FUN WRITING ASSIGNMENTS IN UPPER-LEVEL LITERATURE COURSES
MARTHA BENN MACDONALD, YORK TECHNICAL COLLEGE

The presenter will describe some creative assignments she has developed to make writing about American, British, and World literature truly enjoyable and engaging for students.

WARRIOR-POETS OF THE 21ST CENTURY: TEXT-BASED ROLE-PLAYING IN ONLINE LITERATURE SURVEYS

ADAM YOUNG, MIDDLE GEORGIA COLLEGE

Structuring World Literature course content as a text-based role-playing game motivates students to improve their reading, writing, and thinking while developing humility, compassion, and an awareness of language's fundamental role in achieving peaceful conflict resolution.

ROOM 218 – PANEL **1:40 - 2:40 PM**

WAC + UNDERGRADUATE RESEARCH=STUDENT SUCCESS
ELIZABETH HOWELLS, ALLISON BELZER AND 4 ARMSTRONG UNDERGRADUATES, ARMSTRONG ATLANTIC STATE UNIVERSITY

Grounding their discussion in current theory on Writing Across the Curriculum and undergraduate research, these presenters-- one a composition instructor and Director of Composition and one a history instructor and Coordinator of Undergraduate Research-- along with a pair of undergraduates, will each describe a model for WAC and how they can break down the artificial barriers between disciplines.

ROOM 212 – WORKSHOP **1:40 - 2:40 PM**

RETWEET: 'SNOOKIE' THINKS IT'S "AWKWARD" THAT THEIR EYES WERE WATCHING GOD
MARIAN MULDROW, UNIVERSITY OF WEST GEORGIA

Through an analysis of reality TV, social networking sites, and advertisements, the instructor can show students how to read pop culture; then the transition to student texts and an understanding of how ideas keep recycling through literature will tumble across the pages of their writing.

2:40 - 2:50 PM • BREAK *Second Floor Alcove*

2:50 - 3:50 PM • CONCURRENT SESSIONS

ROOM 210 – PRESENTATIONS

2:50 - 3:50 PM

ENEKE THE BIRD AND POOR RICHARD - TEACHING THE PROVERBS IN *THINGS FALL APART*

WILLIAM B. HARRISON, GEORGIA PERIMETER COLLEGE

Beginning with Nassim Nicholas Taleb's discussion of 'short form' literary genres, this presentation will examine the functions of the proverb by introducing cultural cognates, wise aphorisms, Biblical quotations, and Nasrudin jokes, all of which help students to understand Achebe's proverbs and the purpose they serve.

THE NO 1. LADIES' DETECTIVE AGENCY: GLOBAL ISSUES IN THE COMPOSITION CLASSROOM

PATRICIA B. WORRALL, GAINESVILLE STATE COLLEGE

Set in Botswana, Alexander McCall Smith's novel provides a means of introducing global issues in the composition classroom. The presenter will provide class assignments, research topics, and essay prompts.

ROOM 217 – PRESENTATIONS

2:50 - 3:50 PM

COMPOSITION FOR CHANGE: DOCUMENTARY PROJECTS IN FIRST-YEAR COMPOSITION COURSES

JEANNIE PARKER BEARD, KENNESAW STATE UNIVERSITY

This presentation will review how students can create documentaries to reach a wide and real audience as they propose solutions to the most important issues of the day. The speaker will also address concerns with multimedia assignments, such as considerations of copyright and fair use as students navigate the right-click digital age.

WHAT'S SO NORMAL ABOUT XTRANORMAL™?

SUSAN SMITH, GEORGIA SOUTHERN UNIVERSITY

Writing instructors are discovering what advertisers already knew about Xtranormal, the newest viral text-to-movie technology: it's fun with benefits. What a clever tool for students to recognize how their voice fits into a scholarly conversation.

ROOM 211 – PRESENTATIONS

2:50 - 3:50 PM

AFRICAN FILM IN THE WRITING CLASSROOM

JOHN ROOKS, MORRIS COLLEGE

The presenter looks at four African movies: Two (*Zan Boko and Mapantsula*) can be used to accompany themes of personal values and political responsibility; one (*Lumumba: Death of a Prophet*) as an element in a research topic; and one (*Everyone's Child*) as an accompaniment to a novel.

INDEPENDENCE DAY: WHAT ARE WE SO AFRAID OF?

KAREN E RAYNE, SALISBURY UNIVERSITY



Using a popular science fiction film as the centerpiece, this presentation outlines an assignment that combines a demonstration of effective argumentative writing with an acknowledgment of important social themes, such as including 'the other,' xenophobia, manipulation of perceptions of our 'enemies,' and real versus idealistic views of who Americans are.

ROOM 218 – PANEL

2:50 - 3:50 PM

PRACTICAL HELPS FOR RESPONDING

MICHELLE CRUMMEY, NAN LOBUE, AND ERIN MURK, GEORGIA SOUTHERN UNIVERSITY

With some strategic innovations, the often overwhelming task of responding to student writing can become manageable and markedly proficient.

ROOM 212 – PANEL

2:50 - 3:50 PM

RE-VISUALIZING COMPOSITION THROUGH NEW MEDIA AND PARTICIPATORY LEARNING

KIM HAIMES-KORN, JEFF ORR AND IRAJ OMIÐVAR, SOUTHERN POLYTECHNIC STATE UNIVERSITY

In this session, panelists look at re-visualizing composition through assignments that engage students in meaningful acts of composition through combining rhetorical strategies and new media with participatory learning. Panelists will share innovative, multimodal, new media assignments, such as Visual Mapping, Tweets, Blogs, and Participatory Journalism through Social Media.

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.

UPCOMING EVENTS

• DAVID STARNES MEMORIAL READING

SATURDAY, FEBRUARY 4 • 7 PM

The Book Lady Bookstore
6 E. Liberty Street, Savannah, GA
(across from the DeSoto Hilton)

• SAVANNAH BOOK FESTIVAL

FEBRUARY 15 - 19

Savannah (several venues)
www.savannahbookfestival.org

• VISITING WRITERS SERIES - SANDRA BEASLEY

TUESDAY, FEBRUARY 21

GEORGIA SOUTHERN UNIVERSITY CAMPUS

Poet and memoirist Sandra Beasley will read from her poetry and prose. Her most recent books are the memoir *Don't Kill the Birthday Girl: Tales from an Allergic Life*, and the poetry collection *I Was the Jukebox*, winner of the Barnard Women Poets Prize. For more information, call 912.478.0739.

• VISITING WRITERS SERIES - TODD BOSS

WEDNESDAY, APRIL 4

GEORGIA SOUTHERN UNIVERSITY CAMPUS

Poet Todd Boss will read from his works. His debut collection, *Yellowrocket*, received widespread critical and popular acclaim and was named one of the ten best poetry books of 2008 by Virginia Quarterly Review. For more information, call 912.478.0739.

<http://ceps.georgiasouthern.edu/conted/success.html>



GOLDEN AWARD RECIPIENTS

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
GEORGIA SOUTHERN UNIVERSITY/
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