

2000 SSWC Program

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2nd Annual

Student Success

in First-Year

Composition Conference

Friday, February 11, 2000

8:15 am - 4:30 pm

Russell Student Union

Georgia Southern University

Statesboro, Georgia



SPONSORED BY

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

Division of Continuing Education and Public Services
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Georgia Southern University
Statesboro, Georgia 30460-8124

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CONFERENCE OVERVIEW

This conference is designed to promote the success of students in the first-year composition sequence. In a series of workshops, high school and college writing teachers from around Georgia and neighboring states will share strategies aimed at the effective instruction, assessment, preparation, and motivation of students who fill their classrooms. Because student success at the college level is dependent upon their previous writing experiences, high-school as well as college writing instructors are encouraged to register for this conference.

TARGET AUDIENCE

- College faculty who are interested in methods and goals of college composition, particularly those who frequently teach this discipline.
- High-school English teachers.
- Anyone involved in the administration of college or high-school composition.
- Graduate students, particularly those with expectations of teaching composition.

REGISTRATION INFORMATION

Pre-registration is requested. Fee of \$40 includes keynote address, interactive sessions, breaks, lunch, and certificates. Check-in begins at 8:15 am. Program begins promptly at 9:00 am and ends at 4:30. Confirmations will be e-mailed.

REFUNDS/CANCELLATIONS

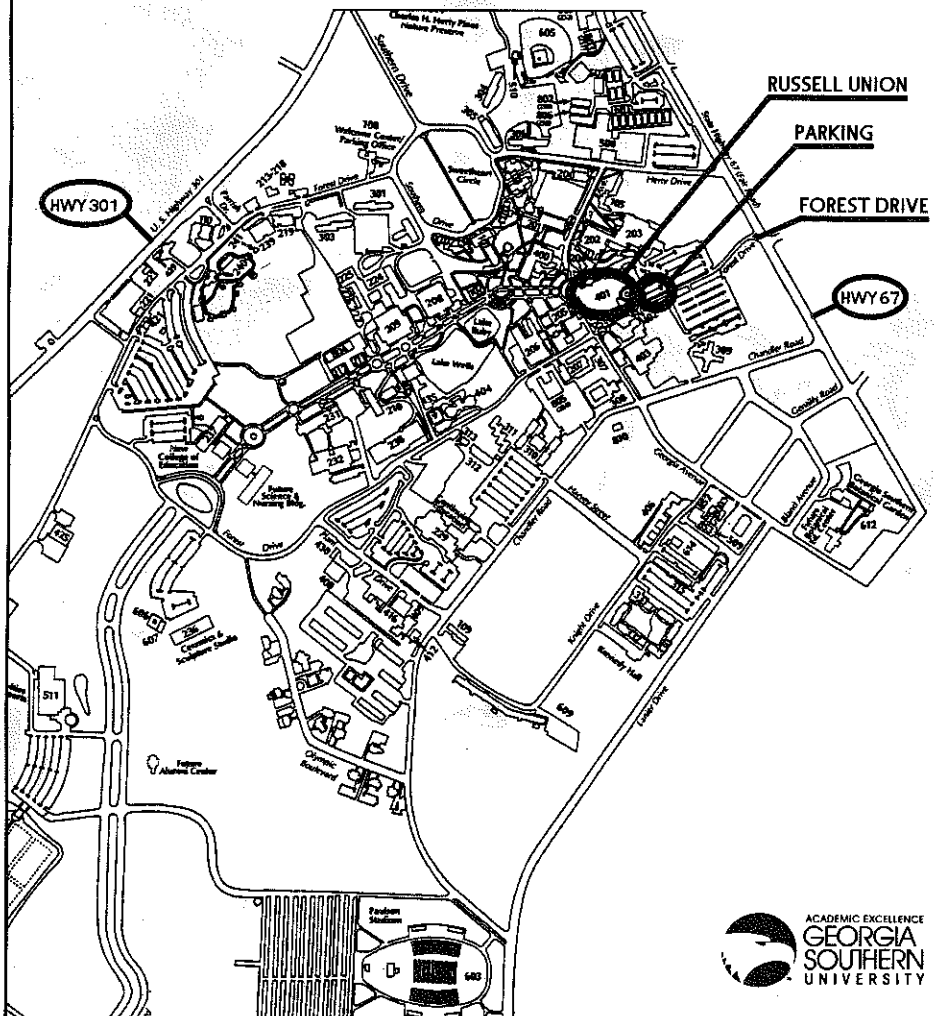
To ensure a refund, cancellations must be received by February 7, 2000. Substitutes are suggested.

CEU CREDITS

This conference meets the criteria for the nationally accepted Continuing Education Unit (CEU). Each participant successfully completing the program will earn .45 CEUs for 4.5 hours of participation through the Division of Continuing Education and Public Services at Georgia Southern University.

DIRECTIONS

The Russell Student Union, where the conference will be held, is on the campus of Georgia Southern University. It is located just off Hwy 67 (Fair Road). Highway 67 is accessible from Interstate 16.



OVERNIGHT ACCOMMODATIONS

A list of local hotels/motels will be provided upon request.



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REGISTRATION FORM

Conference Number: LA 000211-01

RECEIPTS WILL BE AVAILABLE AT REGISTRATION.

FEE: \$40.00 per person



Register Early!

If registering after
January 29, 2000,
call to ensure space
is available.

STEP ONE: *Complete The Following Information.*

Name: _____
Social Security Number: _____
(optional)
Job Title: _____
Work Phone: _____
Home Phone: _____
School: _____
Mailing Address: (Check One) Home School
Address: _____
City: _____
State: _____ Zip Code: _____
E-Mail Address: _____

(E-mail address required for confirmation. No other form of confirmation will be sent.)

STEP TWO: *Select Payment Process.*

_____ • Check (made payable to Georgia Southern University)
_____ • Credit Card VISA MASTERCARD

Card Number: _____

Expiration Date: _____

_____ • Payment to be processed by school (Please provide a letter of intent or purchase order). URGENT! If your school/school system will be processing your registration fee, please complete this form and fax it in immediately to 912-681-0847. Include name, phone number and contact person processing the payment.

STEP THREE: *Get Your Registration To Us ASAP.*

Call: 912-681-5551. *Have Credit Card Information ready!*

Fax: 912-681-0847. *Complete credit card information above. Or, include on lines below name and phone number of contact person processing payment.*

Contact Person: _____ Phone Number: _____

Mail: This completed form with your check, credit card information or letter of intent or purchase order. The address to use is:

Registrations
Georgia Southern University
PO Box 8124
Statesboro, Georgia 30460-8124

Agenda

Friday, February 11, 2000

8:15 am - 9:00 am

REGISTRATION

9:00 am - 9:30 am

KEYNOTE ADDRESS

Dr. Charlotte Crittenden
Department of Writing and Linguistics, Georgia Southern University

9:45 am - 10:45 am

SESSION 1

11:10 am - 12:00 noon

SESSION 2

12:00 noon - 1:30 pm

LUNCH

1:30 pm - 2:30 pm

SESSION 3

2:45 pm - 3:45 pm

SESSION 4

4:00 pm - 4:30 pm

CLOSING • MEET THE PRESENTERS

Marie Franklin and Neal Saye, Conference Co-Chairs
Department of Writing and Linguistics, Georgia Southern University

*Presentation Seating
is limited.*

*Plan to arrive early
to sign up for
the presentation
of your choice.*



KEYNOTE SPEAKER

*Dr. Charlotte Crittenden, Assistant Chair Emeritus
Writing and Linguistics Department
Georgia Southern University*



Dr. Charlotte C. Crittenden, Emeritus Assistant Chair of Writing and Linguistics at Georgia Southern, retired on June 30, 1999. She received the B.S. Ed. Degree from Georgia Southern College in 1962, her Master's degree in 1963, and the Ph.D. in English Linguistics from the University of Georgia in 1987. Dr. Crittenden has completed 32 years of teaching, including 4 years in Georgia public schools, 11 at Waycross College, and 17 at Georgia Southern. From 1965-1970, she served as Instructor in the English Department at GSU. After gaining teaching experience at other schools, she returned to Southern in 1987 and served as Chair of the Composition and Rhetoric Committee of the English Department for several years and as Director of the Composition and Rhetoric Program for six years. She was then appointed Assistant Chair of the newly-formed Department of Writing and Linguistics in the fall of 1997. During these years, she led efforts to strengthen the First-Year Writing Program as well as the institution's linguistics offerings. Most recently, she served as chair of the organizing committee for Student Success in First-Year Composition. Since 1990, Dr. Crittenden has also worked as a consultant for the State Department of Education for a high-school English curriculum entitled Applied Composition and Literature. By directing summer workshops and visiting high-school English teachers throughout the state, she has helped to promote communication between these teachers and University faculty and administration.

FOR MORE INFORMATION

Phone Deborah Champion or Jan Reynolds at 912-681-5555

e-mail dchampion@gsvms2.cc.gasou.edu or janreyn@gsvms2.cc.gasou.edu

Access the web site at <http://www2.gasou.edu/contedu/success2000.html>



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SESSION ONE: 9:45 AM - 10:45 AM

"THOSE CRAZY GATES AND HOW THEY SWING: TRACKING THE SYSTEM THAT TRACKS AFRICAN AMERICAN STUDENTS"

*Eleanor Agnew and Margaret McLaughlin
Department of Writing & Linguistics
Georgia Southern University*

The presenters will share data they collected during a five-year longitudinal study of 61 at-risk writers for the purpose of demonstrating how writing assessment can become linguistic racism when it is used as a tool to punish sociolinguistic diversity.

"MEETING SPECIAL NEEDS:

ACCOMMODATING STUDENTS IN FIRST-YEAR COMPOSITION"

*Wayne Akins, Student Disability Resource Center, Georgia Southern University
Ellen Hendrix, Department of Writing & Linguistics, Georgia Southern University*

Students with diagnosed learning disabilities fear that their needs will not be met in the college composition classroom. This workshop will show how the Student Disability Resource Center and the Department of Writing and Linguistics work together to ensure that disabled students are successful in first-year composition.

"INTRODUCING...INTRODUCTIONS"

Kathy Albertson, Director of the Southern Writing Project and Nancy Dessommes, Department of Writing and Linguistics, Georgia Southern University

This activity recognizes various student learning styles and encourages collaboration. Because the examples use personal essay topics, this workshop would benefit anyone who has to prepare their students for a timed writing like the high school graduation test.

"FICTION WRITING: SHIFTING STUDENT WRITERS FROM EXPOSITION TO DRAMATIZATION"

Frank Beesley, Department of English, Dalton State College

This program will include information about and discussion regarding breaking the exposition habit, imagination, source of meaning, speed and effort and suggested teaching methods for making students imaginative and effective users of all modes of development in the production of fiction.

"A PENNY FOR YOUR THOUGHTS"

*Jamie Denty, English and Journalism,
Wayne County High School*

Participation in the Southern Writing Project inspired this presentation which uses coins, grocery lists, memories to show using all senses to gather details, turning writers' lists into readers' lists, looking and looking again in order to see subtle changes.

"CONTRASTIVE METHODS OF COLLABORATIVE COMPOSING & EDITING"

Nilofer Hashmi, Department of Writing & Linguistics, Georgia Southern University

"Collaborative Composing: Comparative or Sequential?" Comparative and sequential in-class group writing encourages interesting student writing by stimulating competition.

Donna Padgett, Department of Writing & Linguistics, Georgia Southern University

"Collaborative Editing: To Group or to Regroup? A study contrasts students' attitudes and performance in comparable pairs of freshman composition sections—two of which peer-edited and two of which functioned as writing workshops.

"GRAMMAR GAMES: LET THE COLLABORATIVE LEARNING BEGIN!"

*Tracy Mishkin, Department of English, Speech, and Journalism,
Georgia College & State University*

I use collaborative grammar games to reinforce my students' learning. In this workshop, participants will play some of the games and discuss their value to students.

"UNWRITING LITERATURE-CROSSING THE GENRE BOUNDARIES"

Jo Ann Steffen, Department of Writing and Linguistics, Georgia Southern University

Manipulating the mechanics of writing by crossing genre boundaries leads to better understanding. Reducing a short story to its essential blossoms into a poem, while adding details to a poem expands into a short story.

"FARMERS, COW POETRY, 'HIGH ART', OUTDOOR LIFE, AND CRITICAL THINKING"

*Douglas Werden, Department of Humanities,
Abraham Baldwin Agriculture College*

This multimedia presentation will explore how visual and literary representations of rural life from Remington and N. Scott Momaday to Christmas cards and *Outdoor Life* can be used to encourage critical thinking.

"FRESHMAN COMP AS A CURVE BALL: PREPARING STUDENTS FOR THE SWITCH TO ANALYTICAL WRITING"

Michael E. Cooley, Christopher Diller, Tom Pynn, Dan Shiffman, Alvin H. F. Smith, Lara Whelan, Evans School of Humanities & Social Sciences, Department of Rhetoric and Writing, Berry College

This workshop explains why students (even the bright ones) find the switch from the five-paragraph theme to analytical writing difficult and offers practical suggestions for introducing analysis into the composition classroom.

"THE READING AND WRITING CONNECTION: SIMILAR AND SUPPORTIVE PROCESSES"

Rhonda M. Cotten, Department of Basic Studies, Columbus State University

The supportive relationship between reading and writing is both cognitive and developmental in nature. In the presentation a number of classroom activities will be introduced for integrating reading strategies into the composition curriculum. The lessons will demonstrate how direct instruction of reading strategies enhance the writing process. The lessons can be used with a wide range of students.

"THE CLASSROOM WRITING COMMUNITY: FROM THE MARGIN TO THE CENTER"

*Phillip Gardner, The Writing Center,
Francis Marion University*

Developing Community in the Developmental Classroom: The developmental student is often unused to the decentered classroom where full ownership of his or her writing is the primary means of coming to be a full-fledged writer. Through a range of strategies that encourage responsibility, this sense of ownership may lead to more immediate success in subsequent writing classes.

*Robert Parham, Dept. of Languages Literature & Philosophy,
Armstrong Atlantic State University*

The Evolution of Community as a Maturative Model: Using James Moffett's model of discourse as a maturative model, an English 1101 class evolved into a full-fledged community of writers. As this happened, the teacher's in-class role became one of facilitator and resource person. Student progress was notably marked as this broader reliance also brought about a sense of audience and a trust in one's sense of self as a writer.

This presentation will conclude with two students from the above-mentioned classes speaking of their experiences

"TO AVOID THE FRANKEN-QUILT, DESIGN BETTER RESEARCH ASSIGNMENTS"

*Sandra L. Giles, Department of Humanities
Abraham Baldwin Agricultural College*

A Historical Memoir/Oral History research paper assignment provides students with a purpose in writing and researching, integrates primary and secondary research with creative sources from popular culture, and is a Writing Across the Curriculum Assignment.

"BLENDING TECHNOLOGY AND THE WRITING PROCESS"

Diane W. Howard, Director of the South Georgia Writing Project, Department of English, Valdosta State University

This interactive workshop, based on the National Writing Project's philosophy "teachers teaching teachers" will focus on teaching a first-year composition class the writing process in a smart classroom.

"TOWARD CRITICAL THINKING: ANALYSIS OF AN ARGUMENT"

Nan S. LoBue, Department of Writing and Linguistics, Georgia Southern University

Using a published letter from a battered teacher, participants in this workshop will explore how collaboration can help students see and respond in writing to the strengths and weaknesses of written argument.

"YOU AIN'T SEEN NOTHING YET: A 3-YEAR STUDY USING COLLABORATIVE LEARNING STRATEGIES"

Mildred Pate, Department of Writing and Linguistics, Georgia Southern University

At the close of this century, a technique that still works because of its continual flexibility and strength is collaborative learning strategies. This brief study conducted with reading students investigated skills based versus discovery approaches focusing on the social sciences and humanities.

"GRAMMAR: WHAT IS THIS STUFF ANYWAY, AND WHY SHOULD WE TEACH IT?"

*Carole A. Raybourn, Department of English
Morehouse College*

This presentation outlines the history of grammar instruction and current views, and provides a variety of approaches advocated by scholars and teachers on how best to teach grammar to our students.

"BETTER QUALITY IN LESS TIME: THE PROMISE OF ON-LINE RESPONSES TO STUDENTS' WRITINGS"

Ted Walkup, Department of Learning Support and Flo Walsh, The Learning Center, Clayton College & State University

This presentation provides information about on-line comment features, with particular emphasis on new directions in electronic writing assessment at Clayton College & State University.

Make your selections now.

Arrive early to sign

up for the

presentations

of your choice.



"DRAWING AS DISCOVERY"

Jessica L. Clark, Department of Writing and Linguistics, Georgia Southern University

Workshop participants will engage in the same drawing activities their students can use to discover new writing topics after reading an assigned work of literature. The activities may consist of drawing the action that occurs in a work, drawing one's own personal response to the work, and drawing the recurrence of an image to prove it is a symbol. Writing and discussion about each drawing activity will follow. No artistic ability is needed. The activities that will be presented can be used at the high school, as well as at the college level.

"NOT DROWNING BUT SWIMMING: USING THE BUDDY SYSTEM IN THE PORTFOLIO CURRENT"

Gail Dillard and Bobbie Robinson, Department of Humanities, Abraham Baldwin Agricultural College

Afraid of portfolios? This presentation will explain methods, share materials, and discuss results of our collaborative venture into modified portfolio assessment in learning support and first-year composition courses.

"TEAM-TEACHING STRATEGIES: REVIVING FRESHMAN COMPOSITION"

Debra Dobkins, Director of the Writing Center and Catherine Lewis, Department of English and History, Brenau University

Lewis and Dobkins will lead an interactive discussion that details Brenau's pilot project and its component parts (a student handbook created specifically for the sequence entitled, "The Write Stuff: Strategies for Effective Writing and Speaking and the Brenau University Writing Center," which utilized peer tutoring.) Particular emphasis will be placed on a campus-wide writing skills assessment goal that supports writing across the curriculum. Join us for a discussion of cooperative learning at its best.

"COMPOSITION STRATEGIES FOR THE MULTICULTURAL CLASSROOM"

Mary Hadley, Joan Stalcup, Cynthia Hughes, Rhonda da Silva, Hicks Calloway, Intensive English Program and Department of Writing and Linguistics, Georgia Southern University

When teachers have non-native speakers of English in their classes of regular American students, they often feel that it is difficult to plan writing activities which are not too difficult for the international students or too simplistic for the Americans. This presentation, is aimed at all levels K - 12. It will demonstrate a series of practical composition activities suitable for multicultural classes. The activities are simple to adapt to different age and ability levels and are most suitable for group work.

"THE MEMOIR AND THE FIRST-YEAR STUDENT: COMING OF AGE IN THE COMPOSITION CLASSROOM"

Susan S. Lester, Department of English, Reinhardt College

Using memoirs as a basis for the essays required in the first course of a composition sequence offers the first-year student several important advantages in gaining experience with the writing process.

"RESEARCH ASSIGNMENTS: TRADITIONAL, PRACTICAL, THEMATIC, AND CREATIVE"

Lisa Mallory, Department of English, Atlanta Metropolitan College

Traditional research paper assignments often ask students to defend a position on an issue. This presentation will begin with a discussion of traditional research paper format, but will then cover three other research assignments.

"FREEING THE WRITER WITHIN: USING FREE VERSE TO BUILD CONFIDENCE AND COMMUNITY IN THE COMPOSITION CLASSROOM"

Laura Milner, Department of Writing and Linguistics, Georgia Southern University

After reading samples of poems written by first-year college students and discussing ways to build free verse into the pre-writing process, participants will practice writing a poem and experience being in a community of writers.

"LISTENING TO OUR STUDENTS: WHAT I WISH I LEARNED IN HIGH SCHOOL"

Peggy O'Neill, Department of Writing and Linguistics, Georgia Southern University

Participants will access my Nicenet classroom web site, join the class, explore the site (which I will be using for my Spring 1102 classes), and use some of the features as they go through the workshop activities. This workshop will also help students' writing since they will get some feedback from an authentic audience demonstrating how the Internet can be used to facilitate the communicative function of writing.

"GETTING CREATIVE IN THE COMPOSITION CLASSROOM: WHY FUN WRITING IS SERIOUSLY EDUCATIONAL"

Tina Whittle, Department of Writing and Linguistics, Georgia Southern University

This session will present ways that creative writing assignments can be used as learning tools for more traditional compositional genres (such as essays and research papers). Sample interactive assignment included.

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SESSION FOUR: 2:45 PM - 3:45 PM

"BRIDGING THE GAP IN TECHNOLOGY FROM HIGH SCHOOL TO COLLEGE"

Michele Barton, Southeast Bulloch High School

Because of limited resources, many college students have not had experience with the technology required for freshman composition. This presentation will acquaint high school teachers with managing their limited resources, activities for quick Internet research, and the use of PowerPoint presentations as part of research.

"REVISION, METACOGNITION AND GETTING STUDENTS INVOLVED"

Peter M. Carriere, Department of English, Speech, and Journalism, Georgia College & State University

Real revision! Metacognition! Your students will do these things and more without ever mentioning spelling, grammar, and punctuation! It's called a formal revision plan, and it really works! Methods and samples provided.



"TEACHING LITERATURE IN THE FIRST-YEAR COMPOSITION SEQUENCE"

Ann Crowther, Mary Marwitz, Ray P. Muphey, Mark Richardson, Terry Welford, Department of Writing and Linguistics, Georgia Southern University

Is writing about creative literature an effective approach to teaching first-year composition? Our group will consider the debate and offer several approaches to resolving it.

"REVISITING THE RESEARCH PAPER"

Margaret Ann (Peggy) Ellington, Wesleyan College

This workshop will demonstrate an approach that excites students involved in the research process and integrates publishing for a larger audience into the assignment.

"WRITING WITH STYLE"

Kelley Mahoney, Department of English, Dalton State College

Learn how to help your students' writing become "magical" by developing a distinctive style. This workshop will focus on implementing strategies for strengthening verb usage, improving specific word choice and diction, and avoiding awkward sentence structures.

"COMPOSITION LAYING THE GROUNDWORK FOR PROFESSIONAL WRITING SUCCESS"

Peg O'Connor, Humanities Division, Reinhardt College

The skills acquired in first-year composition classes provide a foundation for success in professional writing, particularly in the communication field. The basic considerations for essay development such as purpose, audience and occasion have direct applications for the professional writer.

"CRITICAL THINKING IN COMPOSITION: AN OUTCOME BASED APPROACH TO ASSIGNMENT"

Herbert Shippey, Erin O'Neill, Doug Werden, Department of Humanities, Abraham Baldwin Agricultural College

This three part presentation will offer suggestions on how to develop course outcomes and assignments that incorporate basic critical thinking skills and concepts into composition curricula.

"DEFEATING GENERAL VAGUE"

Tonya Strickland, Department of Arts and Sciences, Waycross College

For composition students to win The Battle of Boring Writing, students must learn to recognize the nemesis of good writing (a character I've named General Vague) and be trained in linguistic tactics to defeat him.