

2001 SSWC Program

SSWC

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

Recommended Citation

SSWC, "2001 SSWC Program" (2016). *Student Success in Writing Conference*. 12.
<http://digitalcommons.georgiasouthern.edu/sswc/2007-2013/2007-2013/12>

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.

FEBRUARY 9, 2001

Russell Union, Georgia Southern University, Statesboro, Georgia

3RD ANNUAL

STUDENT SUCCESS

IN



SPONSORED BY

THE DEPARTMENT OF WRITING
AND LINGUISTICS,

COLLEGE OF LIBERAL ARTS

AND SOCIAL SCIENCES,

GEORGIA SOUTHERN UNIVERSITY

**FIRST-YEAR COMPOSITION
CONFERENCE AGENDA**

THIS CONFERENCE IS DEDICATED
TO THE MEMORY OF

DR. BECKY ANN BURKHALTER

MAY 11, 1956 - NOVEMBER 23, 2000

Valued student, friend, teacher and colleague at
Georgia Southern University.

AGENDA

FEBRUARY 9, 2001

Russell Union, Georgia Southern University, Statesboro, Georgia

RUSSELL UNION LOBBY

8:15 - 9:00 AM

CHECK-IN & CONTINENTAL BREAKFAST

ROOM 2047

9:00 - 9:30 AM

WELCOME AND OPENING COMMENTS

SESSION ONE:

CONCURRENT PRESENTATIONS

9:45 - 10:45 AM

ROOM 2041

• **Writing the Personal, Reading Personally**

Jim Wildeman - Covenant College & Jean Corey - Lee University

This workshop will be a conversation aimed at understanding the importance and place of personal writing for students as they explore what it means to be contributing members of academic and professional communities.

ROOM 2048

• **The Regents' Test and Writing Program Development with Portfolio Assessment: Antithetical Agendas?**

Gail Dillard, Mark Steinberg & Oscar Patton - Abraham Baldwin Agricultural College

This innovative department is documenting positive results through portfolio assessment; however, relatively low scores by their students on the Regents' Test are a concern. What influence should the Regents' Test have on the way we teach?

ROOM 2084

• **The Sombrero That Wasn't There: Using Online Photographs to Cross Cultural Boundaries**

Anita Dugat-Greene & Cathy Fussell - Columbus State University

This presentation will demonstrate the use of online photographs from the Internet to prompt student writing that explores cultural boundaries. Related topics will include formulating prompts, teaching students to see, and teaching students to verify claims.

ROOM 2047

• **Follow That Link: Reading and Writing in the Disciplines**

Patricia Price, Mark Richardson & Kathy Harwood - Georgia Southern University

What are the benefits and the problems associated with teaching a literacy-based course in conjunction with a course in another discipline?

ROOM 2070

• **Students Enjoying Research Writing: Strategies for Teaching a Meaningful Research Paper**

Karen L. McCullough - Georgia Southern University

Based on the theory of Ken Macrorie's *I Search* book, Dr. McCullough has developed a step-by-step process for teaching research writing. This approach encourages students to write and research topics meaningful to their lives, usually resulting in well-researched, carefully planned, high-quality papers.

AGENDA

FEBRUARY 9, 2001

Russell Union, Georgia Southern University, Statesboro, Georgia

SESSION TWO:

CONCURRENT PRESENTATIONS

11:00 AM - NOON

ROOM 2047

• **The Exploding Leopard Poem: Dynamic Strategies for Successful Revision**

Diane Howard, Chere Peguesse & Darrell Fike - Valdosta State University

Dynamic revision strategies demand that students move deeply into their drafts and discover what makes their writing work best. Providing students with effective revision techniques should be a primary goal of the first-year composition sequence.

ROOM 2084

• **Identity: Who Am I? Who Are You?**

Lisa Mallory - Atlanta Metropolitan College

Composition teachers often start a semester asking students to write about themselves. This presentation will begin with some tools for helping students analyze their own identities but will also incorporate critical thinking connections and a survey of print and video materials supplementing a semester-long investigation of identity.

ROOM 2070

• **Reading, Thinking, Writing, Sharing: An Assignment Sequence for Multicultural Writing Classes**

Margaret McLaughlin - Georgia Southern University

Workshop participants are invited to collaborate in a mini-lesson simulating an assignment sequence designed to help students read critically, generate relevant essay topics, and value cultural differences.

ROOM 2041

• **Using Argumentation Techniques to Add Power to Paragraphs**

Tom Pynn, Alvin H. F. Smith & Lara Whelan - Berry College

Acknowledging that the secret of powerful writing lies in paragraph development, this workshop shows how strategies taken from argumentation can help students in college prep or freshman composition classes gain the rhetorical edge.

ROOM 2048

• **Learning Logs: An Old Concept with a New Twist**

June Spencer - Georgia Southern University

Learning logs can help students analyze and improve their writing. This session will offer teachers various formats for developing learning logs and practical ways for using them in their classes to individualize instruction.

KEYNOTE LUNCHEON • WILLIAMS CENTER

NOON - 1:30 PM

KEYNOTE ADDRESS: "Authentic Writing in a Virtual World"

Phillip Gardner - Francis Marion University

**Presentation of the Dorothy Golden Award
for Excellence in the Teaching of Composition**

AGENDA

FEBRUARY 9, 2001

Russell Union, Georgia Southern University,
Statesboro, Georgia

SESSION THREE: FEATURED PRESENTATIONS 1:30 - 3:00 PM

ROOM 2084

- **Team-Teaching Strategies: Reviving Freshman Composition**
Debra Dobkins - Director of the Writing Center & Catherine Lewis - Department of English & History - Brenau University
Lewis and Dobkins will lead an interactive discussion that details Brenau's team teaching pilot project and its component parts. Emphasis is placed on a campus-wide writing skills assessment goal that supports writing across the curriculum.

ROOM 2047

- **Wonderfully Workable Teaching Strategies from Georgia Network Sites of the National Writing Project**
Kathy Albertson - Georgia Southern University & Diane Howard - Valdosta State University
This session will introduce teachers to the National Writing Project model of teacher demonstration. Several break-out sessions, each including a hands-on activity, that will incorporate writing and demonstrate how writing can be used in any discipline.

SESSION FOUR: CONCURRENT PRESENTATIONS 3:15 - 4:15 PM

ROOM 2070

- **Improving Student Writing with Well-Crafted Assignments**
Michael Pemberton - Georgia Southern University
A workshop on how to create assignments that lead to student success and reduce confusion about purpose, focus, grading criteria, and sequencing.

Room 2048

- **Success in the Multicultural Classroom**
Frank Beesley - Dalton State College
The difficulty in cross-cultural communication may not be with the diction and syntax, but with cultural expectations. By making use of cultural variety in the class, a teacher can overcome student reluctance to acknowledge cultural differences and use these differences to enhance learning.

*Cross Cultural Dialogs (Book)
(Intercultural Press Inc.)*

ROOM 2041

- **Role-Playing in the Composition Classroom**
Consuella Bennett - Morehouse College
Role-playing is an excellent classroom strategy that will not only improve students' writing, but will also increase class participation and engender a love for writing.

ROOM 2084

- **Accessible Applications of Rhetorical Theory: Fostering Student Success in First-Year Composition**
Sandee K. McGlaun, Donna A. Gessell, Linda S. Williams & Laura J. Getty - North Georgia College & State University
Presenters will introduce and invite conversation about four specific applications of rhetorical theory that have proved useful for enhancing student learning in first-year composition.

ROOM 2047

- **Teaching Grammar in the Context of Writing: Back to the Basics**
Susan R. Morrow - Southern Polytechnic State University
Teaching grammar in the context of student writing by having students generate their own sentences reinforces the application of grammar and mechanics.

CLOSING • RUSSELL UNION THEATER
4:15 - 4:45 PM • REFRESHMENTS & DOOR PRIZES