

2005 SSWC Program

SSWC

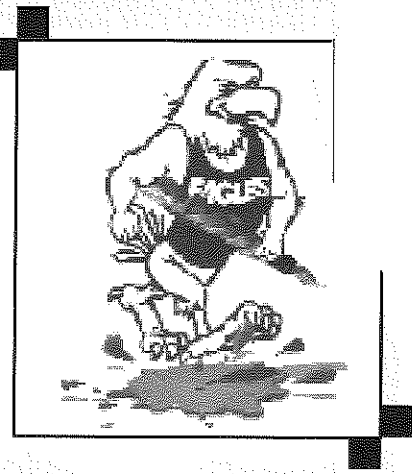
Follow this and additional works at: <http://digitalcommons.georgiasouthern.edu/sswc>

Recommended Citation

SSWC, "2005 SSWC Program" (2016). *Student Success in Writing Conference*. 9.
<http://digitalcommons.georgiasouthern.edu/sswc/2007-2013/2007-2013/9>

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.

7th Annual
Student
Success in
First-Year
Composition
Conference



Friday, February 4, 2005

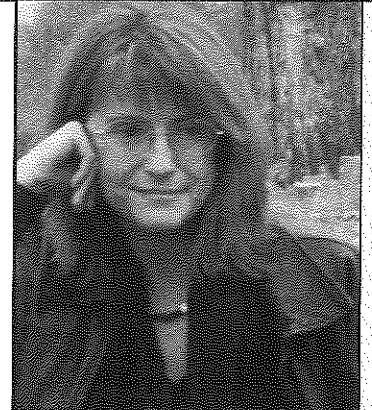
Nessmith-Lane Continuing Education Building,
Georgia Southern University, Statesboro, Georgia

Keynote Speaker: Karen McElmurray

Assistant Professor in the Department of English,
Speech & Journalism at Georgia College & State
University in Milledgeville, Georgia.

**In Defense of Narrative in
Academics: Personal Writing and
Beginning Writers**

Karen McElmurray, currently part of the Creative Writing Program at Georgia College and State University, is originally from the mountains of Eastern Kentucky. McElmurray's debut novel, *Strange Birds in the Tree of Heaven*, was published in 1999 by Hill Street Press and received the 2001 Thomas and Lillie D. Chaffin Award for Appalachian Writing. Her work in fiction has received support from the National Endowment for the Arts, the Kentucky Foundation for Women, and the North Carolina Arts Council. Most recently, McElmurray is the author of a memoir, *Surrendered Child: A Birth Mother's Journey*, recipient of the 2003 Associated Writing Programs Award in Creative Nonfiction.



KAREN
SALYER
McELMURRAY

MISSION STATEMENT



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 an ongoing dialogue between college and high school composition teachers. To that end, 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. We invite writing teachers from four- and two-year colleges, technical schools, and high schools, as well as graduate students.

PRE-CONFERENCE RECEPTION

MEET THE KEYNOTE SPEAKERS and the presenters at a reception on Thursday, February 3, 2005, from 7 to 9 pm. at the Hampton Inn, 616 Fair Road, Statesboro, GA. The Hampton Inn Statesboro is located next to Food Lion shopping center and is directly across the street from the Georgia Southern University campus on Fair Road (Hwy. 67).

REGISTRATION INFORMATION

PRE-REGISTRATION IS REQUESTED. Fee of \$50 includes continental breakfast, keynote luncheon, interactive sessions, breaks, and exhibits. Confirmations will be e-mailed.

CEU CREDITS

THIS CONFERENCE meets the criteria for the nationally accepted Continuing Education Unit (CEU). Each participant successfully completing the program will earn .6 CEUs for 6.0 hours of participation through the Division of Continuing Education and Public Service at Georgia Southern University.

THE 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 seeks nominations by January 28, 2005 for the annual Golden Award.

Access the conference website for complete nomination guidelines at <http://ceps.georgiasouthern.edu/conted/success2005.html>.

NEW THIS YEAR!

FEATURED THREAD: BRIDGES

EVERY HOUR WILL FEATURE A SESSION that focuses on the intersections between high school and first-year composition: students, teachers, expectations.

"Bridges" sessions include

THE TEACHERS SPEAK: THE HIGH SCHOOL/COLLEGE (DIS)CONNECT

GOING THROUGH THE CHANGE--FROM HIGH SCHOOL TO COLLEGE WRITING

THE TEACHERS SPEAK: THE HIGH SCHOOL/COLLEGE (DIS)CONNECT TIME: GOING THROUGH THE CHANGE--FROM HIGH SCHOOL TO COLLEGE WRITING

NATIONAL COMMISSION ON WRITING, THE NEW SAT ESSAY, GEORGIA'S NEW PERFORMANCE STANDARDS

BUILDING PROFESSIONAL RELATIONSHIPS IN FIRST-YEAR COMPOSITION

THE CIVIC ARENA IN ACADEMICS: CIVIC RHETORIC PEDAGOGY AND THE COMPOSITION CLASS

COLLABORATION BETWEEN HIGH SCHOOLS AND COLLEGES: DOES IT WORK?

TABLE TALK: "WHAT DO THEY WANT?" EXPECTATIONS OF FIRST-YEAR COMPOSITION INSTRUCTORS

TABLE TALK: HOT TOPICS FOR CONVERSATION

OUR AFTERNOON GENERAL SESSION will feature a roundtable format, with a different "hot topic" at each table and conversation led by a facilitator with experience and expertise in the area. Bring your ideas, questions, and concerns to share with the table of your choice. "HOT TOPICS" for this year:

- ✓ Journals
- ✓ Portfolios
- ✓ Technology in the Classroom
- ✓ Service Learning
- ✓ Learning Communities
- ✓ Assessment
- ✓ Advanced Placement
- ✓ "Bridges"

TEACHING STRATEGIES TO TAKE ALONG

RECOGNIZING THAT OUR CONFERENCE PARTICIPANTS are among the best teachers in the region, we'd like to compile a booklet of successful assignments, teaching strategies, and classroom activities. Please bring a one-page handout of your favorite assignment or suggestion to contribute to the booklet, which will be available for a nominal fee at the closing session. At the top of your handout, please be sure to include your name, your institution, and a phone number or e-mail address. Also, please be sure to give your handout a descriptive title similar to these: Paragraph Development, Sharpening Your Focus, Grammar and Punctuation Review, Making Your Paper "Flow."

CONFERENCE SESSIONS 9:00-10:00 AM



8:00 – 8:30 AM **REGISTRATION
CONTINENTAL BREAKFAST**

8:30 AM **WELCOME**

9:00 – 10:00 AM **BRIDGES THREAD**
**THE TEACHERS SPEAK: THE HIGH SCHOOL/COLLEGE
(DIS)CONNECT**

Over a year ago, we began an extensive research project that examines the beliefs and experiences of high school seniors, first-year college students, and the teachers who teach them. Our hope is that by gathering the thoughts of students and teachers concerning their beliefs and experiences in composition classes, we can foster the kind of constructive and dynamic dialogue needed to invigorate our classes more profoundly so that our students are more deeply engaged in writing and are more fully prepared for the formal writing demands that they will face. We hope that our research and the voices contained within will be useful to administrators wishing to support teachers in the struggle to provide the skills and knowledge vital to effective written communication.

Kokila Ravi, Atlanta Metropolitan College; Consuella Bennett, Morehouse College & Georgia State University; Carole Raybourn, Morehouse College; and Cindy Lutembacher, Morehouse College

9:00 – 10:00 AM **WORKSHOP**

RUBRICS CUBED: DEVELOPING, IMPLEMENTING, AND EVALUATING STUDENT-GENERATED RUBRICS IN THE COMPOSITION CLASSROOM

Success in the composition classroom can be enhanced by creating and implementing specific student-generated rubrics that serve as concise guidelines for rhetorical goals. These rubrics can help the burdened composition instructor be more efficient in reviewing and responding to essays. We use rubrics to clarify the various components of personal as well as analytical writing in our first-year composition classes. In this workshop session, teachers will learn to apply the use of rubrics to their own situations of teaching and evaluating writing.

Eileen Crowe and James Driggers, University of North Carolina at Asheville

9:00 – 10:00 AM **PRESENTATION**

EMBRACING DIVERSE METHODOLOGY: COMPOSITION TWO COURSES WITH GENERAL, THEMATIC, AND GENRE-BASED EMPHASES

What does it mean for composition programs to reshape the curriculum so the focus is on students as language users, critical thinkers, and readers and writers within various communities? The composition faculty at our university has embraced a model that allows teacher choice: whether it be to modify the traditional version of the course or to break more radically by wrapping course content around theme and genre. In our panel, we explore the ways in which faculty members have pulled from current thinking in the field as well as from their own interests to create courses that are pedagogically sound yet methodologically different.

Mark Stevens, Jon Lindsay, Tom Wiseman, and Nancy Reichert, Southern Polytechnic State University

9:00 – 10:00 AM **PRESENTATION**

TRANSITIONS: RE-ENVISIONING FIRST-YEAR COMPOSITION ETHOS WITH AN ASSESSMENT-FRIENDLY GRADING RUBRIC

After fourteen years, our first-year writing program—employing some 100 teachers and serving over 6,000 students each year—decided to redesign our grading rubric. The five speakers in this presentation describe that process: from the original impetus for change, through the development and implementation of our new standard, and, finally, to our hopes for this rubric's future adaptations and uses. The technology involved in incorporating the new rubric as part of our department's in-house electronic document management software, "emma," will be discussed as well as our future departmental assessment needs.

Ron Balthazor, Robert Cummings, Christy Desmet, University of Georgia; Alexis Hart, Virginia Military Institute and Deborah Church Miller, University of Georgia

CONFERENCE SESSIONS 10:10-11:10 AM

10:10 – 11:10 AM **Bridges Thread**

**NATIONAL COMMISSION ON WRITING, THE NEW SAT ESSAY,
GEORGIA'S NEW PERFORMANCE STANDARDS**

In 2003, the National Commission on Writing issued its alarming report, "The Neglected 'R': the Need for a Writing Revolution." In the report, the Commission states that while most American students can write, three-fourths of American students cannot write well enough to meet present day requirements of colleges, universities and the workforce. Thus beginning this spring, the College Board has added an essay question to the SAT. Likewise, the State of Georgia has issued new Performance Standards, heavy in both reading and writing, to be reflected in next year's testing. How do today's language arts teachers use daily writing in the secondary classroom as a tool to meet these challenges? We will discuss these mandates and share ideas.

Jamie Denty, Writing Consultant

10:10 – 11:10 AM **Workshop**

RECESS FOR WRITERS: PLAYING WITH LANGUAGE AND LAUGHTER

When creative writer David Jauss writes, he engages in "serious play." He wants his students to get the same sense about their own work. Many composition students, however, lose sight of the second aspect, play. Whether they're writing about personal struggles or social issues or other texts, they take their projects, and themselves, so seriously that they can block their own creativity. For this session, we ask teachers/writers to join us for recess as we take a break from the academic seriousness of the conference and find our creativity again. Workshop leaders explain the premise behind the play and then guide participants through a variety of writing exercises designed to promote fluency and fun. We also explore potential uses of such playshops in composition courses: to foster brainstorming activities and to improve fluency.

Stacey Abbott, Sandra Giles, Jana Williams, and Michael Williams, Abraham Baldwin Agricultural College

10:10 – 11:10 AM **Presentation**

**TEACHING THE ARTS OF RESISTANCE IN THE CONTACT ZONES OF
DEMOCRACY**

We have redefined our composition program with a focus on teaching critical literacy as a means of preparing our students to become citizen critics. Our panel will include discussions of how democracy is negotiated within political, virtual, and natural environments. In addition, several panelists discuss how power is engendered and maintained through representations of order.

M. J. Braun, Jody Malcolm, Judy Hale Young, Pam Meyers, Carol J. Hulse, University of West Florida

10:10 – 11:10 AM **Poster Sessions**

**COHERENCE WITHOUT VENTRILOQUISM: THE CONNECTION BETWEEN
PROGRAM FOCUS AND TEACHER FREEDOM**

Kathleen Hassall, University of North Florida

**READING, INTERPRETING, AND DRAWING CONCLUSIONS: MARK TWAIN'S
LESSON FOR READERS AND WRITERS**

Jason Horn, Gordon College

ACADEMIC LANDSCAPES: UTILIZING A SCHOOL'S NATURAL RESOURCES

Lisa Mallory and Beverly Head, Atlanta Metropolitan College

WRITE ON!: THE QUALITY ENHANCEMENT PLAN AT COKER COLLEGE

David McCracken, Coker College

GET INTO STEP WITH WRITING: I AM A SHOE

Enola Mosley, Statesboro High School

DESIGNING A PIECE OF WRITING

Ray P. Murphey, Georgia Southern University

**JUSTIFYING THE EXPENSE OF A WRITING CENTER IN AN ERA OF BUDGET
CUTBACKS**

Steve Raynie, Gordon College

CONFERENCE SESSIONS 11:20-12:20 PM



11:20 AM – 12:20 PM Bridges Thread

GOING THROUGH THE CHANGE—FROM HIGH SCHOOL TO COLLEGE WRITING

First-year college students often arrive in our composition classrooms with ingrained ideas about how to write. And most of these ideas mesh with the writing skills and strategies we encourage them to practice. Each semester, though, a number of students have difficulty adjusting to the expectations of college-level assignments because they're trying to follow unworkable writing "rules" they learned (so they say) in high school. Sometimes these rules take the form of advice translated into absolutes. Sometimes they reveal concerns about audience or task that differ from those of most college-level assignments. Whether our students have misunderstood sound advice or are laboring under inapplicable assumptions, the sooner we can help students identify—and surrender—their problematic notions about writing, the sooner they can move toward college-level writing proficiency.

Sandra Brim, Debra Dobkins, and Kathryn Locey, Brenau University

11:20 AM – 12:20 PM Presentation

DAILY GRAMMAR PRACTICE: ENABLING STUDENTS TO UNDERSTAND AND APPLY GRAMMAR CONCEPTS

Students need a working knowledge of grammar and sentence structure in order to improve as writers. Traditional grammar instruction is ineffective because it takes too much time and yields few results. My approach, Daily Grammar Practice, takes just a few minutes a day and organizes grammar in a unique way, breaking the concepts into manageable parts while allowing students to see how all of the parts fit together. The daily repetition along with the parts-to-whole approach achieves three objectives: Students truly understand the concepts; students can apply the concepts to their writing; and students move the concepts into long-term memory. Across the country, students at all ability levels and grade levels (first grade through college) are using Daily Grammar Practice and showing significant improvement in their understanding and application of grammar, sentence structure, and punctuation. In my workshop, I would like to explain how and why Daily Grammar Practice is effective (and share the research that supports it). Then, I will do a hands-on lesson. Finally, I will show participants how to evaluate progress and ensure that students transfer their understanding to their writing.

Dawn Burnette, McIntosh High School

11:20 AM – 12:20 PM Presentation

PRACTICAL STRATEGIES TO IMPROVE STUDENT WRITING & CRITICAL THINKING

The purpose of this session is to share practical tips for improving student writing that we have found useful. The presentations will offer inventive and traditional ways of helping students explore their ideas, generate interesting content, and develop their critical thinking skills while forming a closely knit writing community in the classroom.

Marc Steinberg, Maria Cahill, and Herbert Shippey, Abraham Baldwin Agricultural College

11:20 AM – 12:20 PM Workshop

WEAVING A WONDERFUL WEB : FROM THEORY TO PRACTICE

This will be an interactive extension of last year's introduction to creating webfolios (online portfolios). The focus of the workshop will be on the rationale for using webfolios in composition classes and will attempt to address some of the nuts-and-bolts issues involved in switching over from paper portfolios to webfolios. This workshop is perfect for technophobes who want to resist the mass migration to online work because the presenter is a technophobe herself!

Laura Kalloniatis, Georgia Southern University

CONFERENCE SESSIONS 2:00-3:00 PM

12:30 – 1:45 PM

KEYNOTE LUNCHEON

IN DEFENSE OF NARRATIVE IN ACADEMICS: PERSONAL WRITING AND BEGINNING WRITERS

Karen McElmurray

Assistant Professor in the Department of English, Speech & Journalism at Georgia College & State University in Milledgeville, Georgia.



GOLDERN AWARD PRESENTATION

2:00 – 3:00 PM

BRIDGES THREAD – JOINT SESSION

(Please Note: The following Joint Session includes 3 presentations)

COLLABORATION BETWEEN HIGH SCHOOLS AND COLLEGES: DOES IT WORK?

Many high school teachers are looking for ways to modify their instruction to help students be better prepared for college English. This session zeros in on the collaboration methods used by Dalton High School and Dalton State College English faculty, focusing on what works best to effectively prepare students for college. Specifically, the methods discussed are classroom observation of college classes, roundtable discussion between the teachers, college presentations to senior English classes, and surveys of students. The purpose of this session is to encourage high school and college teachers to work together toward the common goal of success in first-year composition courses.

Kelley Mahoney, Dalton State College; Teresa Bennett, Dalton High School

BUILDING PROFESSIONAL RELATIONSHIPS IN FIRST-YEAR COMPOSITION

Successful college students must shed their high school personas, but most don't know how, which causes problems for both students and professors. When freshmen come to recognize that their relationship with professors operates under the terms, understandings, and manners consistent with other professional relationships, they can acquire a persona for succeeding in an academic setting. These understandings also make them better writers, for creating a community of writers relies upon similar understandings.

Phillip Gardner, Francis Marion University, Florence, South Carolina

THE CIVIC ARENA IN ACADEMICS: CIVIC RHETORIC PEDAGOGY AND THE COMPOSITION CLASS

High school and college writing classes share a number of objectives, such as a mutual emphasis on the classical rhetorical triumvirate that values reading, writing, and oral discourse. However, these courses often share a paradoxical connection as well, a connection represented by an absence rather than by a shared practice or philosophy, the omission of a civic rhetoric component. This presentation demonstrates how to redress this gap in writing instruction pedagogy and theory, the civic arena, and how to integrate a civic focus in writing classes through the use of what I define as "civic rhetoric pedagogy," writing, reading, speaking, and research assignments that connect academics to communities and that reposition students as citizens.

Renee Love, Lander University, Greenwood, South Carolina

CONFERENCE SESSIONS 2:00-3:00 PM



2:00 – 3:00 PM JOINT SESSION

(Please Note: The following Joint Session includes 3 presentations)

PERCEPTIONS OF PLAGIARISM IN A FIRST-YEAR WRITING COURSE

The focus of this session is to highlight student reactions to, unintentional plagiarism situations in the first-year writing course. This presentation will feature the situation that occurred in a particular English 1101 class and how the professor used the mini-lesson format to illustrate the varying degrees of plagiarism. In particular, this mini-lesson helped students better understand what "voice" is in their own versus others' writing. The teacher and one of her students will share their experiences; writing samples will also be shared in order to elicit whole group interaction.

Kathy Albertson, Georgia Southern University

PERFORMANCE BASED WRITING — THE MULTIPLE INTELLIGENCES AND LITERATURE

What do performance-based standards look like in high school language arts classes? Teaching for understanding means that students can take knowledge and apply it to new situations. Performance assessment is authentic assessment and allows students to access literature through Gardner's Multiple Intelligences as scientists, mathematicians, artists, philosophers, etc. to develop their own meanings, purposes, questions, applications.

Jo Ann Steffen, Charter Conservatory for the Liberal Arts & Technology

FROM ARISTOTLE TO AMERICAN IDOL: GETTING STUDENTS TO THINK ABOUT RHETORICAL CHOICES

Getting first-year composition students to think about their writing as more than just words on a page—as, rather, rhetorical strategies deliberately chosen for a specific effect—is often a daunting challenge. Similarly, getting students to consciously engage in the complex considerations of purpose and audience is often difficult in an age where seemingly infinite messages and mediums compete for our attention. This session will offer a TV-analysis assignment and, among other topics, we'll discuss how the designers of even the most cynical or crass TV shows must consciously consider logos, ethos, and pathos in order to survive past the pilot episode.

Michael Diebert, Georgia Perimeter College

2:00 – 3:00 PM WORKSHOP

THE FOUR HORSEMEN: REVELATIONS ON WRITING FROM A HIGH SCHOOL CLASSROOM

Doom and gloom seem to pervade many departments of English throughout our nation these days. Lamentations over the coming death of the written word are heard from all corners of the secondary curriculum and echo all the way to the college campus. As secondary writing teachers, we would like to offer a counter to these doomsday prophecies. Re-focusing on the four chief types of discourse, the Four Horsemen that snuff and snort through our writing classes every day, may offer some solutions. Through an intensive, course-long *re-focus* on description, narration, exposition, and persuasion, it is our belief that students can finally overcome the apathy and reluctance of putting pen to paper. Helping students return to the pure form of expression they had as children and recalling that time ourselves might be the best place to begin again.

Dana L. Davenport and Melody Williams, Coffee High School, Douglas, Georgia

CONFERENCE SESSIONS 2:00-3:00 PM

2:00 – 3:00 PM JOINT SESSION

(Please Note: The following Joint Session includes 3 presentations)

PORTRAITS OF PAIN: HELPING STUDENTS COPE WITH LOSS IN POST-SEPTEMBER 11TH AMERICA

The purpose of this session is to respond to student writing in the following ways: to recognize clear, concrete signals indicating a student needs professional counseling; to realize ways of helping troubled students; to demonstrate a sample grief-coping exercise. The audience will participate in the exercise as if they were in class, and receive handouts to perform the activity in their own classrooms.

Tobin R. Lovell and Carolyn Thomas, Georgia Southern University

QUALITATIVE INTERVIEW METHODS: AN AFRICAN AMERICAN WOMEN'S BOOK CLUB

The focus of this presentation is literacy and community lifelong learning in nonformal settings. The purpose is to present data which describes minority participation and methods used to obtain data in cross-racial interviewing. The format is "storyboard" presentation of findings as well as audience participation in conducting qualitative "grand tour," "mini tour," and structured follow up questionnaire methods of data collection. In addition, the session will include an activity for conference participants to reflect upon their own history as lifelong readers and their preferred methods for transmitting this information in a research setting.

Michelle Sisson, Armstrong Atlantic State University

A COUNSELING APPROACH TO WRITING CONFERENCES

A burden of power often interferes with our attempt to teach writing in the one-on-one conference, a time when as teachers we are placed in a collaborative setting with our students. Our classroom skills don't always serve us well in this intimate setting, which differs so dramatically from the rows of students sitting at teacher's feet. One way to ease the transition from classroom to individual conferencing is to use a counselor's techniques of structuring and conducting a session with a client. As writing teachers, we can benefit by tapping into this profession's know-how.

David Taylor, Armstrong Atlantic State University

3:10 – 4:10 PM TABLE TALK: HOT TOPICS

INCORPORATING SERVICE EDUCATION INTO THE WRITING CLASS

Nanette Jaynes, Wesleyan College

SUCCESSFUL PORTFOLIOS

Teresa Williams, Chattahoochee Technical College

JOURNAL WRITING IN THE CLASSROOM: IT'S MORE THAN JUST WORDS

Rachel Van Horn, Georgia Southern University

TECHNOLOGY IN THE CLASSROOM

Matthew Gainous and Michele Taylor, Ogeechee Technical College

OTHER HOT TOPICS WILL INCLUDE:

- ✓ Assessment and Grading
- ✓ Advanced Placement
- ✓ Handling Research
- ✓ Mini-Lessons

4:15 – 4:30 PM GENERAL SESSION DOOR PRIZES

Find us on the web at

<http://ceps.georgiasouthern.edu/conted/success2005.html>

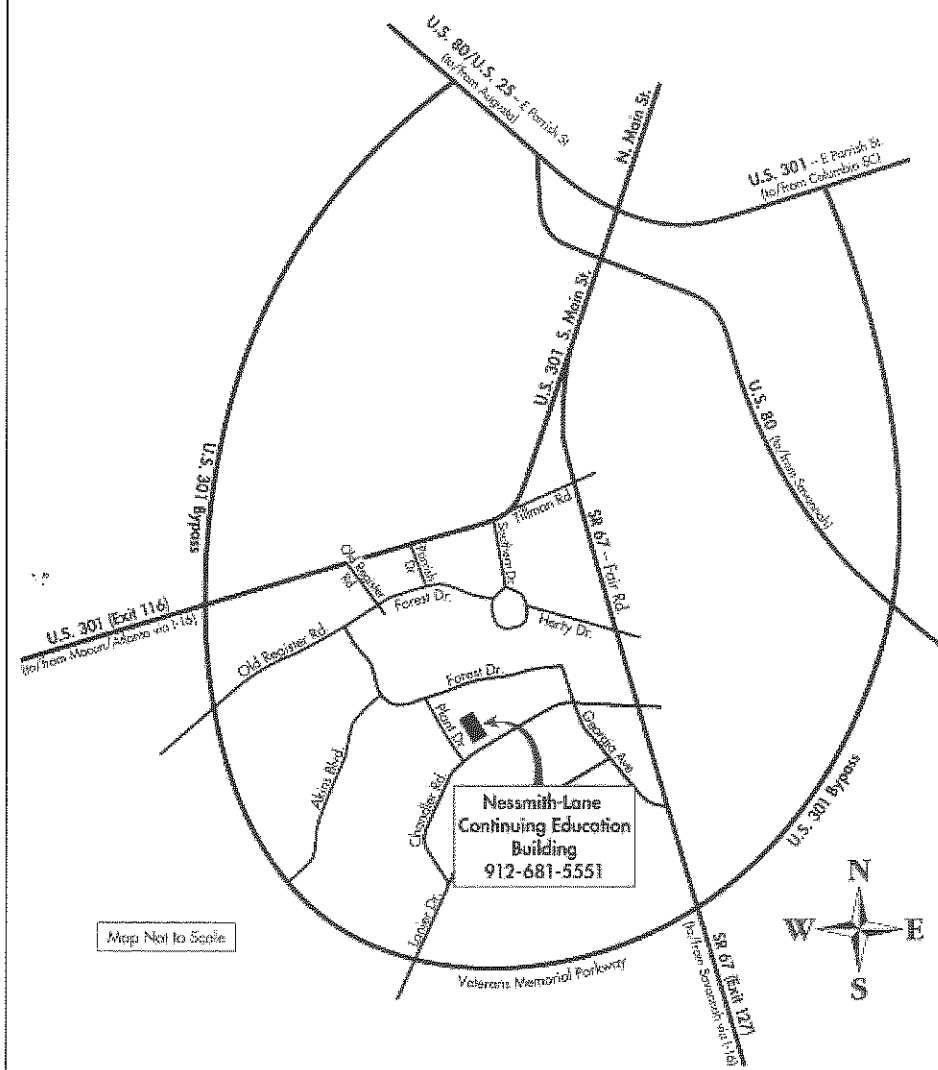
DIRECTIONS/HOTEL LOCATION & PARKING MAP



THE NESSMITH-LANE CONTINUING EDUCATION BUILDING is located on the campus of Georgia Southern University at the corner of Chandler Road and Plant Drive. From I-16, exit at Hwy 67 North. Follow Hwy 67 (Fair Road) approximately 14 miles. At the 5th stoplight, turn left on Chandler Road. Follow Chandler Road to the 2nd stoplight at Plant Drive. Turn right on Plant Drive. The entrance to the parking lot is located on Plant Drive. Please park in the Conference/Event Parking.

THE HAMPTON INN STATESBORO is located next to Food Lion shopping center and is directly across the street from the Georgia Southern University campus on Fair Road (Hwy. 67). They feature a complimentary continental breakfast, free access to Gold's Gym, iron, Jacuzzi rooms, King Deluxe rooms with refrigerator and microwave, outdoor pool, and 25" TV with cable.

**Nessmith-Lane Continuing Education Building
Statesboro, Georgia**



OFFICE HOURS
Monday - Friday
8 am - 5 pm

REGISTRATION
By Phone
Call 912.681.5551 and use a credit card.

By Mail
Complete form and send to address on the registration form.

By Fax
Complete form, copy as needed and send with your credit card number to 912.681.0847.

In Person
Come to the Registration area in the Nessmith-Lane Continuing Education Building. For Directions and Maps please access the website at <http://conted.georgiasouthern.edu/cedirections.html>.

PAYMENT
We accept MasterCard, VISA, checks, money orders or cash (in person only). Make checks payable to: Georgia Southern University.

SPECIAL ACCOMMODATIONS
For special assistance, please request accommodation needs 14 working days in advance of the program.

REFUND POLICY
Refunds due to withdrawals take 2-4 weeks. If payment is made by credit card, your account will be credited. If you cannot attend, please send a friend or colleague in your place. Be sure to notify registration of any substitutions at 912.681.5551.

A 10% processing fee is charged for all withdrawals received two weeks or more prior to the beginning of a program.

A 15% processing fee is charged for all withdrawals received less than two weeks prior to the beginning of a program.

No refunds are given to registrants who fail to withdraw prior to the program.

REGISTRATION REQUEST
STUDENT SUCCESS IN FIRST YEAR COMPOSITION
FEBRUARY 4, 2005 - LA 050204-01

Please PRINT and fill out a separate form for each registrant.

\$50.00 Registration Fee

First Name _____

Middle Initial _____

Last Name _____

Affiliation _____

Home Work

Street Address _____

City _____

State _____ Zip Code _____

Daytime Phone _____

Evening Phone _____

FAX Number _____

E-mail Address _____
Required for E-mail receipt

- Payment Method
- Personal check
 - Company check
 - Cash (in person only)
 - VISA
 - Mastercard

Account number _____

Expiration date _____

Cardholder's name _____

Mail to: Registrations, Georgia Southern University,
PO Box 8124, Statesboro, GA 30460