2014 SSWC Program

SSWC Conference

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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.
Room 129 • 8:30 - 9:30 a.m.  
**Panel: Broadening Student Perspectives**  
Session Chair: Ashley Oliphant, Pfeiffer University

**Promoting Generosity in Whole-Class Writing Workshops**  

**Sean Barnette, Lander University**

This presentation considers how whole-class writing workshops (in which an entire class responds to one student’s work) can benefit students. To achieve this benefit, however, teachers need to place more attention on helping students practice generosity in responding to their peers’ writing. The presentation will explain how to conduct such workshops successfully and offer ideas for how teachers can promote generosity in their classes.

**The World that Came in from the Cold: Internationalizing the Underfunded Composition Classroom**  

**Stefanie Frigo, North Carolina Central University**

This presentation examines the challenges and benefits of internationalizing the composition classroom, offers practical classroom strategies to enhance students’ global competencies without stretching budgets, and suggests concrete ideas that translate into valuable classroom experiences that develop inter-cultural and international understanding to better equip new graduates for an increasingly global world.

Room 210 • 8:30 - 9:30 a.m.  
**Panel: The Power of Peers: Writing Centers and Writing Coaches**  
Session Chair: Randall McClure, Miami University

**The Peer Writing Coach Approach**  

**Wanda Hutchinson, Athens State University**

Students’ lack of writing skills can negatively affect their attitudes about writing. This presentation describes a study to determine how a peer writing coach identified by the instructor as a “target” writer affected attitudes toward writing for group members identified as “acceptable” or “unacceptable” writers.

Room 211 • 8:30 - 9:30 a.m.  
**Panel: Modeling Habits of Mind in the Professions: Theory and Practice**  
Session Chair: Joanna Schreiber, Georgia Southern University

**Sherry Alusow Hart and C.C. Hendricks, Appalachian State University**

Understanding and navigating different discourses requires certain cognitive and rhetorical skills. This workshop-style presentation will offer an introduction to the theory of habits of mind – how professionals in various disciplines perceive the world differently – and then engage participants in a series of activities to model the practical applications of this theory and provide writing instruction that encourages student reflection and transfer across the curriculum.

Room 212 • 8:30 - 9:30 a.m.  
**Panel: University American Style: Strategic Programming for the Support and Direction of International Students**  
Session Chair: Jinrong Li, Georgia Southern University

**Jennifer Smith Daniel, Jennifer Collins and Angelle Edwards, Queens University of Charlotte**

An important aspect of international student support and persistence is the ability of an institution to identify and address gaps in academic and cultural understanding. This presentation shares how a growing international student population has allowed one small university to re-envision how they address international students’ academic and social needs, especially in literacy and academic writing.
### Panel: Hip-Hop Heuristics: Connecting Ethics with Writing

**Session Chair:** Logan Burns, Middle Georgia State College

Paula Tran and Alyson Martin, University of Texas at San Antonio

Academic dishonesty (either intentional or accidental) has become chronic within all levels of our education system. As teachers, we are charged with the mission of nurturing honorable, ethical citizens. This session will present an overview of the problem and then summarize techniques for synthesizing ethics into essay assignments and classroom activities.

### Panel: Writing to Learn

**Session Chair:** Farrah R. Senn, Georgia Southern University

Jennifer Macy and Deana Allman, Randolph Community College

Two instructors share low-stakes writing-to-learn strategies that have worked well across the curriculum. Participants will leave with hands-on experience, new strategies to try in class, and examples of how such strategies can enhance students’ understanding of course content.

Revision as the Key to Quality Writing: Connection to the Common Core

Holly Thornton, Appalachian State University

A key step in using writing to learn is learning to revise effectively, but students often neglect this essential step for generating quality writing. This session will engage participants in quick, focused ways to get students to strengthen revision strategies. Connections to the common core will be made and approaches to get students to think like critical writers centered on audience and purpose will be shared.

### Break • 9:30 - 9:45 a.m.

### Concurrent Sessions • 9:45 - 10:45 a.m.

**Auditorium • 9:45 - 10:45 a.m.**

**Colloquium: Enhanced Information Literacy Instruction in the College Composition Classroom: Research Findings and Best Practices**

**Session Chair:** Susan Smith, Georgia Southern University

Kelly Diamond, David Beach and Alyssa Wright, West Virginia University

This colloquium will review a year-long research project comparing basic and enhanced information literacy instruction in a second-semester research composition course. Using information gleaned from the project, the presenters will discuss successful elements of the project along with best practices for incorporating scalable information literacy instruction into the classroom.

**Room 129 • 9:45 - 10:45 a.m.**

**Panel: Writing from High School into College**

**Session Chair:** Karen Redding, University of North Georgia

The South Carolina Course Articulation Project

Lynne Rhodes, University of South Carolina Aiken

This presenter will discuss her work within a four-year collaborative model focused on creating a transferable model for students’ knowledge, skills, and abilities from the high school setting into the college composition classroom. The project paired high school and post-secondary instructors to more carefully align high school curriculums with college-level expectations.

Beyond “Can You Read My Essay?”; The Role of the High School Composition Class in the College Application Process

Irmgard Schopen-Davis, Deerfield-Windsor School

The writing teacher’s role in the high school student’s college application process is complex and potentially ethically challenging. This session focuses on how the writing teacher can teach students to negotiate the rhetorical situations of the college application process which also providing an opportunity to hone their research, reading, writing and critical thinking skills.

**Room 210 • 9:45 - 10:45 a.m.**

**Panel: Arguing Across the Curriculum and Into College: Using Argumentation Theory to Aid Knowledge Transfer**

**Session Chair:** Michele Rozga, Georgia Southern University

Jane Dunphy and Suzanne Lane, Massachusetts Institute of Technology

Unifying classical stasis theory and recent work on argumentation schemes, the speakers will provide a system for teaching argumentation and transfer of writing knowledge across disciplines. Examples and activities will offer guidance on adopting this approach to prepare students for academic communication in college.
Room 211 • 9:45 - 10:45 a.m.
PANEL: DOES TECHNOLOGY IN THE COMPOSITION CLASSROOM HELP STUDENTS LEARN?
Session Chair: Wanda Hutchinson, Athens State University

From Course Creation to Final Examination: Using Video Game Concepts to Inform the Writing Classroom
Farrah R. Senn, Georgia Southern University
This presentation will discuss how skills acquired during video game play can be transferred to other areas of learning. Discussion will include how to re-conceptualize games as “texts,” cognitive processes involved in game play, and ways of integrating this prior knowledge into the writing classroom. Examples from practice will illustrate some of the cognitive processes and transfer methods discussed.

The LILAC Project: Identifying and Rectifying Problems with Students’ Information Literacy
Leigh Ann Williams, Georgia Southern University
This presentation explains the LILAC Project (Learning Information Literacy across the Curriculum) and explores student research. In this presentation, the discussion will include ways that instructors can use LILAC’s open-source resources to improve student research skills.

Room 212 • 9:45 - 10:45 a.m.
PANEL: NEW LITERACIES: CONSIDERING DIGITAL SPACES AND QUANTITATIVE DATA IN THE WRITING CLASSROOM
Session Chair: Elizabeth Kelly, Georgia Southern University

Gone in 60 Seconds: Trending Information Behavior and Its Impact on the Teaching and Learning of Writing
Randall McClure, Miami University
This presentation offers an overview of recent trends in information behavior and writing and researching in digital spaces. The speaker will suggest ways that both secondary and postsecondary writing teachers can leverage these trends to enhance student success with writing.

Writing for Quantitative Literacy
Gaylynne Robinson, University of Texas at San Antonio
This presentation explains a university-wide effort to incorporate quantitative literacy into all courses. The speaker will discuss the resulting “Q-Course” in writing which require students in first year composition to generate data and incorporate it into their writing.

Room 217 • 9:45 - 10:45 a.m.
PANEL: ENCOURAGING BETTER INVESTIGATION SKILLS
Session Chair: Loretta Brandon, Georgia Southern University

Using a Scavenger Hunt to Explore the Principles of Effective Documentation
Joanna Schreiber, Georgia Southern University
This presentation discusses a technical report scavenger hunt activity which illustrates the importance of designing usable documentation and key concepts such as parallel structure, visual cues, effective headings, and information frontloading. Additionally, the activity serves as a way to discuss the theoretical foundations of effective documentation.

How to Craft Engaging Literature Assignments: A Quick Demonstration
Ashley Oliphant, Pfeiffer University
In this presentation, participants will examine two adaptable literature assignments that teach students the skills needed for effective literary investigation and independent critical thinking. The assignments focus on obscure texts with no established critical conversation in order to challenge the students’ tendency to seek the “right” answer instead of trusting their own conclusions.

Room 218 • 9:45 - 10:45 a.m.
WORKSHOP: IMITATION AND LEARNING: A BASS-ACKWARD APPROACH
Session Chair: Kevin Psonak, Georgia Southern University

Imitation and Learning: A Bass-Ackward Approach
Theresa M. Welford, Georgia Southern University
In this workshop-style presentation, we will create a deliberately (and hilariously) bad poem using the Goth-o-Matic poetry generator, then discuss ways to transform it into a genuinely good poem. We will also read a badly written short story, discuss ways to make it better and start writing our own new-and-improved versions.
Welcome - Golden Award

WELCOME: Nan LoBue, Conference Co-Chair, Georgia Southern University
GOLDEN AWARD PRESENTER: Kathy Albertson, Georgia Southern University

ABOUT THE 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.

Golden Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Chip Rogers</td>
<td>Middle Georgia State College</td>
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<td>2012</td>
<td>June Joyner</td>
<td>Georgia Southern University</td>
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<td>2011</td>
<td>Matthew Gainous</td>
<td>Ogeechee Technical College</td>
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<td>2010</td>
<td>Jane Rago</td>
<td>Armstrong Atlantic State University</td>
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<td>2009</td>
<td>Aimee Taylor</td>
<td>Richmond Hill High School</td>
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<td>2008</td>
<td>Donna Hooley</td>
<td>Ogeechee Technical College</td>
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<tr>
<td>2007</td>
<td>Deborah Carico</td>
<td>Bulloch Academy</td>
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<td>2006</td>
<td>Mary Ann Ellis</td>
<td>Appling County High School</td>
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<tr>
<td>2005</td>
<td>Kathy Albertson</td>
<td>GSU, Georgia Southern Writing Project</td>
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<td>2004</td>
<td>Daniel Edenfield</td>
<td>Bulloch County Performance Learning Center</td>
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<td>2002</td>
<td>Pat Fox</td>
<td>Armstrong Atlantic State University</td>
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<td>2001</td>
<td>Linda S. Williams</td>
<td>North Georgia College &amp; State University</td>
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<td>2000</td>
<td>Charlotte Crittenden</td>
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Luncheon Welcome and Announcements

WELCOME: Nan LoBue and Peggy Lindsey, Conference Co-Chairs, Georgia Southern University
BRIEF REMARKS: Bede Mitchell, Dean, Zach S. Henderson Library, Georgia Southern University - OPEN TEXTBOOKS FOR AFFORDABLE LEARNING

Concurrent Sessions • 1:15 - 2:15 p.m.

Auditorium • 1:15 - 2:15 p.m.

Panel: Student-Centered Learning
Session Chair: Rachel Van Horn Leroy, Georgia Southern University

Up and Down and Backwards: Student-Driven Learning
Laura Ng and Karen Redding, University of North Georgia
Presenters will explain their use of Virginia S. Lee's Inquiry Model to challenge students to become “academic warriors,” wherein they learn to think critically about research and writing in an interdisciplinary classroom. They then discuss how to implement this approach under the guiding principles of backwards design and the pedagogy of the flipped classroom.

‘Can We Do That? Please?’: (Re)Evaluating Assignment Design Based on Student Feedback
Jennifer P. Gray, College of Coastal Georgia
Assignment design can be hijacked by learning outcomes, departmental standardization, and textbook projects, which, unfortunately, do not take students’ enjoyment of an assignment into account. This presenter will discuss student ideas regarding writing assignments and offer suggestions for assignment re-design.

Room 129 • 1:15 - 2:15 p.m.

Panel: Helping ESL Writers Master the Conventions of Research Paper Writing
Session Chair: Michelle Crummey, Georgia Southern University

Katharine Moulton and Jennifer Spiegel, Old Dominion University
The presenters will share enjoyable, interactive activities to help international students in English classes master the conventions of research paper writing in preparation for college study. Activities focus on citing, quoting, and synthesizing source material. Detailed handouts and instructions will be provided.

Keynote Speaker

“Shared Responsibility for Student Success”
Christopher Caplinger
Director, First-Year Experience
Georgia Southern University

Keynote Speaker

Introduction of Keynote Speaker
Peggy Lindsey, Conference Co-Chair, Georgia Southern University

Room 115 • 12 - 1 p.m. Luncheon

Luncheon Welcome and Announcements

WELCOME: Nan LoBue and Peggy Lindsey, Conference Co-Chairs, Georgia Southern University
BRIEF REMARKS: Bede Mitchell, Dean, Zach S. Henderson Library, Georgia Southern University - OPEN TEXTBOOKS FOR AFFORDABLE LEARNING

Auditorium • 11 - 11:45 a.m.

Keynote Speaker and presentation of Golden Award

Welcome - Golden Award

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GOLDEN AWARD PRESENTER: Kathy Albertson, Georgia Southern University

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Room 212 • 1:15 - 2:15 p.m.
PANEL: CREATIVE COMPOSITION PEDAGOGIES
    Session Chair: Adrian Coursey, Georgia Southern University

The Logic of Creativity: Cross-Pollinating the Creative Writing and Composition Pedagogies
    Logan Burns, Middle Georgia State College

This presenter will address the theories and benefits of cross-pollinating the Creative Writing and Composition classrooms with one another’s pedagogical aims and applications. He will show how, through integrating the pedagogies of each field of writing, teachers can help students broaden their skill sets in language-based endeavors in and out of the classroom.

Comp Is Creative
    Michele Rozga, Georgia Southern University

Creative writing techniques provide a structured environment to help students learn about the inner workings of invention in their college compositions. The presenter will share a brief bibliographic overview of texts applying creative writing techniques to the composition classroom and a core selection of writing exercises.
## Concurrent Sessions • 2:30 - 3:30 p.m.

**Auditorium • 2:30 - 3:30 p.m.**
**COLLOQUIUM: CROSS-SECTIONAL STUDENT CONFERENCES**  
*Session Chair: Jinrong Li, Georgia Southern University*

**Marti D. Lee, June Joyner, and Drew N. Keane, Georgia Southern University**  
Three composition instructors will explain and model the process of conducting cross-sectional group peer conferences in which students conference with peers enrolled in other sections and their instructor. The panelists will share their own insight as well as student feedback on the process.

**Room 129 • 2:30 - 3:30 p.m.**  
**PANEL: BLOG ALL ABOUT IT**  
*Session Chair: Theresa M. Welford, Georgia Southern University*

**The Fletcher-Ridenour Blogging Experience: How Two Instructors Can Cooperatively Use Student Blogs to Improve Metacognitive Skills in First-Year Writing and Motivate Students to Stay in School**  
*Margaret Fletcher and Kimberly Ridenour, Clayton State University*  
Presenters will show how to develop a combined blog in which individual student blogs are linked to a main blog shared by several instructors. Presenters will also share sample blogging activities designed for the development of writing and improvement of metacognitive skills.

**Zombie Can’t Dance: Using Blogs to Improve First-Year Research and Writing Skills**  
*Victoria Shropshire, Elon University*  
Zombies have no hand-eye coordination, no opinions about The Voice. And yet, as a pop culture thread in a digital writing space, they can have great value. The presenter will share her idea for a zombie-themed blog for first-year writers that increases engagement, helps students develop peer-review and collaborative-learning skills, improves research, strengthens rhetorical analysis, and inspires life-long learning.

**Room 210 • 2:30 - 3:30 p.m.**  
**PANEL: TRANSFORMATIONS: USING TRANSFER RESEARCH TO GUIDE CLASSES AND PROGRAMS**  
*Session Chair: Lisa Costello, Georgia Southern University*

**Prior Knowledge and/in the Writing Program: Increasing Learning Transfer through Program Design and Administration**  
*Richard Carpenter, Valdosta State University*

**Looking Back, Looking Forward: Revising a Two-Semester Composition Sequence to Facilitate Transfer**  
*Gardner Rogers, Valdosta State University*

**Stimulating Recall: Revising a Sophomore Class Based on Transfer and Outcomes**  
*Donna Sewell, Valdosta State University*  
The presenters examine transfer (and perhaps the transformation) of writing ability from varied standpoints: those of a composition director, a composition instructor, and an instructor of post-composition courses. Weaving theory and practice together, they demonstrate their work toward helping students improve as writers and thinkers.

**Room 211 • 2:30 - 3:30 p.m.**  
**PANEL: MAKING A HABIT OF STUDENT SUCCESS IN DEVELOPMENTAL EDUCATION**  
*Session Chair: Adrian Coursey, Georgia Southern University*

**Elaine Tomlinson Corum and Carey Smitherman, University of Central Arkansas**  
Presenters will share practical information on how they developed two courses—a freshman composition course and a developmental writing class—around the eight Habits of Mind endorsed by WPA. This model introduces students to proactive learning approaches, supporting their success in writing across the disciplines.

**Room 212 • 2:30 - 3:30 p.m.**  
**PANEL: WHAT CONSTITUTES READINESS FOR FRESHMAN COMPOSITION IN ESL WRITERS?**  
*Session Chair: Rachel Van Horn Leroy, Georgia Southern University*

**Jessie Hayden and Colleen Ijuin, Georgia Perimeter College**  
Non-native English-speaking students often appear to have language deficiencies that suggest that these students are not likely to be successful in a first-year composition course. This panel discussion will expand the lens on non-native speaker writing errors, both ones that matter and others that don’t.
**Featured Panel • 3:45 - 4:45 p.m.**

**PANEL: BEST PRACTICES TOWARD STUDENT SUCCESS IN THE COMPOSITION CLASSROOM**

Session Chairs: Peggy Lindsey and Nan LoBue, Georgia Southern University

Shannon Riggs Stuckey, Metter High School  
Matthew Gainous, English Instructor, Ogeechee Technical College  
Linda S. VonBergen, Assistant Professor of English, East Georgia State College  
Rachel Hayward, Lecturer, English Language Program, Georgia Southern University  
June Joyner, Director, Georgia Southern Writing Project, Georgia Southern University  
Dan Bauer, Chair, Department of Writing and Linguistics, Georgia Southern University

A panel of experienced writing teachers from secondary and post-secondary writing programs will share their experience, expertise, opinions and ideas on how to help students succeed in writing. Join us for what promises to be a lively discussion of the key questions educators face when teaching writing such as:

- How do you define success in writing?  
- What do you think is key to success?  
- What do you need to create more success?  
- What techniques foster success?  
- How can we work together across institutions and grade levels to foster success?

**Planning Committee Members**

**DEPARTMENT OF WRITING AND LINGUISTICS  
GEORGIA SOUTHERN UNIVERSITY**

Nan LoBue, Co-Chair  
Peggy Lindsey, Co-Chair  

**CONTINUING EDUCATION**  
**GEORGIA SOUTHERN UNIVERSITY**  
J. Marie Lutz

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