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Student Success in Writing Conference

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Sponsored by:
Department of Writing and
Linguistics,
College of Liberal Arts and
Social Sciences,
Georgia Southern University
In Partnership with the
Continuing Education Center

Conference Program

Friday, February 1, 2008



Conference at a Glance

8:00 AM – 9:00 AM
REGISTRATION
CONTINENTAL
BREAKFAST

9:00 AM – 10:00 AM
CONCURRENT SESSIONS

10:10 AM – 11:10 AM
CONCURRENT SESSIONS

11:10 AM – 11:20 AM
BEVERAGE BREAK

11:20 AM – 12:20 PM
CONCURRENT SESSIONS

12:30 PM – 1:45 PM
KEYNOTE LUNCHEON
GOLDEN AWARD
PRESENTATION

2:00 PM – 3:00 PM
CONCURRENT SESSIONS

3:00 PM – 3:10 PM
BEVERAGE and
SNACK BREAK

3:10 PM – 4:10 PM
TABLE TALK

4:15 PM – 4:30 PM
CLOSING AND
DOOR PRIZES

10TH ANNUAL STUDENT SUCCESS IN FIRST-YEAR COMPOSITION CONFERENCE

MISSION

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 dialogue between college and high school educators. 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. Participants include college, technical school, and high school teachers, administrators, and media specialists, as well as graduate students.



KEYNOTE SPEAKER

Lil Brannon

Professor of English,
Associate Dean, College of Arts and Sciences,
University of North Carolina at Charlotte, NC

Topic: Thinking Out loud on Paper

CONFERENCE STRAND



National Writing Project

<http://www.writingproject.org>

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

(Please see the inside back cover for more information about the National Writing Project.)



8:00 - 9:00 AM**REGISTRATION & CONTINENTAL BREAKFAST****9:00 - 10:00 AM • CONCURRENT SESSIONS****ROOM 2908 – PRESENTATION****Dancing with Diversities--One-to-One***Anne Melfi, American InterContinental University Dunwoody campus**Jeannie Parker Beard, Kennesaw State University**Dixie Elise Hickman, American InterContinental University Dunwoody campus*

Given the new needs in our multicultural classrooms filled with “non-conventional” students, along side young, multi-media-literate students fresh from high school, this panel will take a fresh look at the one-on-one conference: how different teachers use the strategy, both logistically and pedagogically.

ROOM 2903 – PRESENTATION**Bringing Workplace Identities into the Composition Classroom***Aaron A. Toscano, University of North Carolina at Charlotte*

The speaker will discuss strategies for helping students improve their writing skills by showing how workplace identities offer teachers precious engagement opportunities. The speaker uses the lesson of career identities to bring out the values, attributes, and practices students perceive certain individuals in a career embody.

Civic Writing and the Genres of First-Year Composition*Mark Richardson, Georgia Southern University*

This presentation argues that first-year composition, rather than gracefully bowing off the academic stage, ought to refocus its generic approach onto a particular kind of writing that is important in the world.

ROOM 2904 – WORKSHOP**That Touch of Thesis: A Link Between Reality and Composition***Sarah V. Bell, Gainesville State College*

Making learning fun as well as practical, this workshop explores ways to de-mystify the writing process by taking the basics of composition out of the realm of abstraction and into the visible and tactile.

ROOM 2905 – WORKSHOP **From Writers' Workshop to Print Shop: Performance Standards for Regents Preparation and Publication, Too!***Patricia A. West, Armstrong Atlantic State University*

The presenter will demonstrate useful activities, such as Skittle-Skuttle, campus writing marathons, use of technology, and writing response groups that motivate students to write, revise, and share. Participants will experience several direct instruction strategies used to address problems in freshman composition.

MARK YOUR CALENDAR*We welcome your suggestions for conference topics.**Visit us at <http://ceps.georgiasouthern.edu/conted/ssfyc.html>*

10:10 - 11:10 AM • CONCURRENT SESSIONS

ROOM 2908 – PRESENTATION

Pulling Alice Out of the Rabbit Hole: Rescuing Students from Faux Reality

Jenee Wilde and Anita Turlington, Gainesville State College

In this session, three college English instructors will discuss how various works of creative nonfiction can be used successfully in composition classes to shift the focus of students away from a myopic vision of self in a virtual world toward a real connection between self and the actual world.

ROOM 2905 – PRESENTATION

“We never wrote in school”: Exploring Workable Ways to Sneak Writing into the Schools

Amy S. Gerald, Winthrop University

After a brief presentation of composition theories and corresponding practices that have been successful in improving first-year students’ writing, this session will break into roundtable discussions of practical applications of these practices.

ROOM 2903 – PRESENTATION

And All the Net a Stage

Tim Giles, Georgia Southern University

This presentation describes how the Internet can function as the text in a first-year composition classroom. Topics appropriate for class discussion will be presented, along with relevant assignments and useful supplementary texts to focus on the Internet as a rhetorical entity.

Idea Pickers and Info Grazers: How Technology is Changing Literacy and the Freshman Mind

David Taylor, University of Maryland University College

This illustrated presentation traces the history of the “new visual style,” examines the psychological basis of “chunking” (the mind’s optimum way of processing information-in a limited number of discrete bits) and presents examples of the impact of chunking and information mapping on literacy and the teaching of first-year composition.

ROOM 2904 – PRESENTATION

Intensive Peer Review in First-Year Composition

Crystal Woods and Cathy Fussell, Columbus State University

In this session, the presenters will compare their methods of intensive peer review, which differs from the traditional small-group format. Then they will distribute a sample student paper for participants to discuss in terms of modeling the process of intensive peer review.



11:10 - 11:20 AM • BEVERAGE BREAK

Sponsored By The Office of The Provost, Georgia Southern University

11:20 AM - 12:20 PM • CONCURRENT SESSIONS

ROOM 2908 - PRESENTATION

Running the RELAY: Making the Transition from High School to College English

Alexander M. Bruce, University of Montevallo and Paula Buck, Florida Southern College

The panelists will describe RELAY (Readying English Learners for Another Year), a program developed through a high school-college partnership and designed to help students understand the expectations of college-level writing. The presenters will outline how the program came about, what the on-campus program specifically covered, and how the experience led to different types of college-high school interactions.

ROOM 2905 – WORKSHOP

The Writing Process in Steps: A Sequenced Approach

Rachel Van Horn, Georgia Southern University

The presenter will describe a version of the process approach to student writing in various genres, demonstrating this approach's effectiveness with Benjamin Bloom's Taxonomy as a model, as well as personal classroom experience. Breaking writing into a sequence that can make the process enjoyable and digestible, one step at a time, increases student involvement and writing quality.

ROOM 2903 – PRESENTATION

How "Creative" Should Non-fiction Be in the FYW Class?

Darrell Fike, Valdosta State University

This session will seek to define creative non-fiction, describe an assignment sequence for first-year writers using creative non-fiction techniques, and offer ideas for responding to and assessing this kind of writing.

Beginning Creative Writing Courses: It's NOT About Your Feelings

Virginia Dupont-Poston, Lander University

After more than a decade of teaching courses in writing fiction, creative non-fiction and scriptwriting, the speaker has developed some assignments to get student writers past the "but it's about my feelings," "anything goes," and "you mean the words matter?" places where a lot of beginning writers get stuck. By focusing on craft, theory, and technique, writers can surprise themselves (and their instructors) with writing of merit and potential.

ROOM 2904 – PRESENTATION

Streamlining Assessment: Using the MS Comment Feature to Give Feedback to Students

William Poston, Lander University

The speaker focuses on setting up a system to respond to student writing that facilitates returning student writing in a timely and user-friendly way.

Making Assessment Relevant: Practical Applications for Institutional Directives

Brad Rhines, Gulf Coast Community College

This presentation will cover ways in which assessment, rather than being an imposed burden, can have an immediate positive impact in the classroom while meeting the goals of the institution.

12:30 - 1:45 PM • LUNCHEON IN THE SOUTHERN BALLROOM

WELCOME

Dr. Curtis Ricker, Associate Dean, College of Liberal Arts and Social Sciences

GOLDEN AWARD

Dr. Charlotte Crittenden, Georgia Southern University, 2000 recipient

INTRODUCTION OF KEYNOTE SPEAKER

Dr. Kathy Albertson, Department of Writing & Linguistics

WRAP-UP

Dr. Nancy Dessommes and Ellen Hendrix, Co-Chairs



KEYNOTE SPEAKER

Lil Brannon

Professor of English,
Associate Dean, College
of Arts and Sciences,
University of North Carolina
at Charlotte, NC

Topic: Thinking Out loud on Paper

2:00 - 3:00 PM • CONCURRENT SESSIONS

ROOM 2908 – PRESENTATION

Writing Assessment

Cindy Lutembacher, Morehouse College; Carole Raybourn, Georgia Perimeter College; Kokila Ravi, Atlanta Metropolitan College

This panel will focus on three professors' individual struggles to engage in authentic assessment in an age when No Child Left Behind testing and "accountability" challenge colleges and universities to prove that they are meeting their stated goals.

ROOM 2905 – WORKSHOP **NWP**

Students in Transition: Preparing Students for College Research

June Joyner, Georgia Southern University

In this session, the presenter will demonstrate that the Library of Congress Classification system (and college research in general) is a genre that students can learn to work within. Participants will receive a complete copy of the assignment with the follow-up library activity.

ROOM 2903 – PRESENTATION

The Five-Paragraph Theme in Practice

Christopher Barnes, Gainesville State College

The speaker will survey the arguments for and against the usefulness of the five-paragraph essay and call for a change in terminology and emphasis that will allow writing instructors to salvage the useful aspects of the form while minimizing its pedagogical limitations.

Shifting Purpose: Writing Is Not in Essay Form Only

Kathy Albertson, Georgia Southern University

This session illustrates a first-year writing assignment that moves students away from thesis-driven writing. The presentation will give high school and college teachers ways to address student learning outcomes and state performance standards for non-fiction writing.

ROOM 2904 – WORKSHOP

Using Contrastive Scenarios to Teach Writing Center Ethics

Michael Pemberton, Georgia Southern University

The purpose of this workshop is to show how the use of contrastive scenarios—descriptions of tutorial situations that are, on the surface, quite similar but which vary in important particulars—can be used to highlight some of the critical features that determine our judgments about ethical response in conferences.



3:00 - 3:10 PM • BEVERAGE & SNACK BREAK

3:10 - 4:10 PM • TABLE TALK • SOUTHERN BALLROOM

Slaying the Monster: Techniques and Tactics to Prepare Students for the Regents' Test

Lisa Mallory and Beverly Head, Atlanta Metropolitan College

The discussants will share innovative assignments and activities that have helped them prepare students for the Regents' Test.

They Say, We Say: The Dialogue Disconnect Between High School and College

Lisa Benie Colvin, Clayton State University

The presenter will supply a questionnaire and findings that provide a timely, diverse look at what today's students think they are being told about college.

"Who uses commas in a text message?" Making (Good) Writing Relevant in a Technological Age

Larry Anderson, Katherine Litchfield Balch, and Elizabeth Gassel, Darton College

The table talk will address the issue of fast-paced writing and its relationship to grammatical formality..

4:15 - 4:30 PM

**SOUTHERN BALLROOM
CLOSING AND DOOR PRIZES**

ABOUT THE NATIONAL WRITING PROJECT

<http://www.writingproject.org/About> 

The National Writing Project is the premier effort to improve writing in America. Through its professional development model, NWP builds the leadership, programs, and research needed for teachers to help their students become successful writers and learners.

Every student deserves a highly skilled teacher of writing. To that end, each of the nearly 200 NWP sites conducts an annual summer institute, attended by the most experienced teachers in the area. Together, these teachers prepare for leadership roles by demonstrating their most effective practices, studying research, and improving their knowledge of writing by writing themselves.

After the institute, writing project teachers conduct project-sponsored programs in their own schools and in neighboring schools and districts. They attend to two purposes: developing teacher knowledge and leadership in their home communities and putting this knowledge and leadership to work to improve student achievement. Collectively, across 50 states, Puerto Rico, Washington, D.C., and the U.S. Virgin Islands, NWP sites conducted 7,288 programs in 2005. Additional programs were conducted at associated international sites in Hong Kong and Malta.

This model of summer and school-year programs, designed and supported by the National Writing Project, is validated by NWP research. Studies of student achievement, both local and national, show positive results. Importantly, NWP sponsors research directed by local sites as well as research targeted at key educational concerns, for example, how to support new teachers or how to support teachers, grades 4-12, in their efforts to improve students' reading and writing for academic purposes.

NWP sites, all located on university campuses, serve over 141,000 educators annually. NWP continues to add new sites each year with the goal of placing the writing project within reach of every teacher in America.

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 invites nominations throughout 2007 for the next annual Golden Award.

SPONSORS/EXHIBITORS

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Matthew Gainous

CONTINUING EDUCATION CENTER

J. Marie Lutz
Kelly Pye

**Mark Your Calendar and Join Us Next Year
Friday, February 6, 2009**

GOLDEN AWARD RECIPIENTS

2000

Charlotte Crittenden
Georgia Southern University

2001

Linda S. Williams
North Georgia College & State
University

2002

Pat Fox
Armstrong Atlantic State
University

2004

Daniel Edenfield
Bulloch County Performance
Learning Center

2005

Kathy Albertson
Georgia Southern University/
Georgia Southern Writing
Project

2006

Mary Ann Ellis
Appling County High School

2007

Deborah Carico
Bulloch Academy

