2008 SSWC Program

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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.)
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, Kennessaw 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
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.
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.
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.

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.

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.

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.

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.
3:10 - 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.

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Friday, February 6, 2009