2005 SSWC Program

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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.

In Partnership with:
The Continuing Education Department, Georgia Southern University
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/content/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,
CONFEREICE SESSIONS 8:00-10:00 AM

REGISTRATION CONTINENTAL BREAKFAST

8:30 AM WELCOME

9:00-10:00 AM WORKSHOP
RUBRICS CURLED: 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 both students and teachers. 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 reevaluate the curriculum so that the focus is on students as language users, critical thinkers, and readers and writers within various communities? The composition faculty at our university has created 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 and have infused critical, virtual, and natural environments. In addition, several panelists discuss how they have included discussions of how democracy is negotiated within political, virtual, and natural environments. In our panel, we explore the ways in which faculty members have pulled from current thinking and have infused critical, virtual, and natural environments. In addition, several panelists discuss how they have included discussions of how democracy is negotiated within political, virtual, and natural environments.

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 400 teachers and serving over 6,000 students each year—decided to reevaluate our grading rubric. The five speakers in this presentation describe how they re-invent the rubric and how 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 Balthazar, Robert Gunning, Christy Derlet, University of Georgia; Alex Hart, Virginia Military Institute; and Deborah Church Miller, University of Georgia
**CONFERENCE SESSIONS 11:20-12:20 PM**

**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 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 showing significant improvement and grade levels (first grade through college) are showing significant improvement.

- Elke Smith, Debra Dobkins, and Kathryn Locey, Brenau University

**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. I have found useful. I will present the strategies and explain how to implement them in your 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 workshop will be an interactive extension of last year's introduction to creating webfolios (online portfolios). The focus of the workshop will be on the successful use of webfolios in composition classes and will attempt to address some of the nuts-and-bolts issues involved in setting up and maintaining webfolios. The workshop is perfect for technophobes who want to resist the mass migration to online work because the presenter is a technophobe herself!

- Laura Kalamotis, Georgia Southern University

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

**2:00 - 3:00 PM** **Presentation**  
**Go through the Change — From High School to College Writing**  
The focus of the workshop will be on the mutual emphasis on the classical rhetorical triumvirate that values reading, writing, and oral discourse. However, these courses often share a paradoxical connection as well, the omission of a civic rhetoric component. This session will be an interactive extension of last year's introduction to creating webfolios (online portfolios). The focus of the workshop will be on the successful use of webfolios in composition classes and will attempt to address some of the nuts-and-bolts issues involved in setting up and maintaining webfolios. The workshop is perfect for technophobes who want to resist the mass migration to online work because the presenter is a technophobe herself!

- Laura Kalamotis, Georgia Southern University

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**2:00 - 3:00 PM** **Presentation**  
**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. 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

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**2:00 - 3:00 PM** **Presentation**  
**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 mutual emphasis on the classical rhetorical triumvirate that values reading, writing, and oral discourse. However, these courses often share a paradoxical connection as well, the omission of a civic rhetoric component. This session will be an interactive extension of last year's introduction to creating webfolios (online portfolios). The focus of the workshop will be on the successful use of webfolios in composition classes and will attempt to address some of the nuts-and-bolts issues involved in setting up and maintaining webfolios. The workshop is perfect for technophobes who want to resist the mass migration to online work because the presenter is a technophobe herself!

- Laura Kalamotis, Georgia Southern University
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 I 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

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 college campus. As secondary writing teachers, we would like to offer a counter among other topics, we'll discuss how the designers of even the most cynical or doomsday prophecies. Re-focusing on the four chief types of discourse, we may offer some solutions. Through an intensive, course-long performance assessment and application, it is our belief that students survive past the pilot episode.

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

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

TECHNOLOGY IN THE CLASSROOM

OTHER HOT TOPICS WILL INCLUDE:
- Journal Writing in the Classroom: It's More Than Just Words
- Incorporating Service Education into the Writing Class
- Peer Review: A Collaborative Approach to Writing Conference
- Technology in the Classroom
- Other Hot Topics Will Include:
  - Assessment and Grading
  - Advanced Placement
  - Handling Research
  - Mini-Lessons

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.

REGISTRATION REQUEST

First Name _______________________
Middle Initial _______________________
Last Name _______________________
Affiliation _______________________

City _______________________
State ____________ Zip Code ____________
Daytime Phone _______________________
Evening Phone _______________________
FAX Number _______________________
E-mail Address _______________________

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