

Georgia Southern University

Digital Commons@Georgia Southern

Student Success in Writing Conference

SSWC Program 2017

SSWC

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

Recommended Citation

SSWC, "SSWC Program 2017" (2017). *Student Success in Writing Conference*. 39.
<https://digitalcommons.georgiasouthern.edu/sswc/2017/2017/39>

This presentation (open access) is brought to you for free and open access by the Conferences & Events 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.

SSWC 2017 Program **DRAFT**

[Click here to register for the conference](#)

[Click here for the conference website](#)

8 - 9 a.m.

Registration and Continental Breakfast

Session One 9 - 9:50 a.m.

Room 200

Session Chair: Brandi Moody

This Mighty COIL: Using Collaborative Online International Learning to Initiate Students into the Global Humanities

Jessie Hayden, Georgia State University - Perimeter College

The presenter will offer insights, strategies, and lessons learned from a COIL (Collaborative Online International Learning) project that involved American and Turkish students. The project created story books using artwork and online resources. Participants will leave with a practical knowledge of COIL and the resources to design and implement a COIL project of their own making that can be shared with colleagues.

Room 202

Session Chair: Jessica Spearman

Campaign Rhetoric: Preparing the Voters of the Future

Corinne A. Woodworth, Duxbury High School

Campaign Rhetoric prepares future voters for this civic responsibility by using the real life laboratory of the American political system. Through extensive research on candidates, students apply the elements of rhetoric to create a comprehensive public presentation and write arguments supporting or opposing the candidates. Attendees will leave with a framework for creating their own curriculum units at any level.

Building Student Confidence through a Discipline-Specific Inquiry-Based Learning Project

Drew Keane and Cameron Clements, Georgia Southern University

This presentation will showcase how a scaffolded, discipline-specific, inquiry-based learning project supports student confidence and preparation for writing in the disciplines. Presenters will share samples of student work. Attendees will walk away with practical ideas for implementing an inquiry-based project in their own classrooms.

Room 203

Session Chair: Marti D. Lee

Reflective Peer Review: A Metacognitive Approach

Krista Petrosino, Georgia Southern University

Peer review is a valuable but often contested tool in the writing classroom because it is predicated on evaluation. This presentation will introduce participants to the concept of reflective peer review and its partner concept, reflective questioning, before moving into a brief, practical workshop in which participants develop reflective peer review strategies that work across disciplines for classroom or professional situations.

Students Critiquing Students: The Secret to Good Peer Review

Bethany Dailey Tisdale and Barbara Lee Bolt, University of South Carolina - Columbia

This presentation offers peer both review best practices based on the work of Peter Elbow and Patricia Belanoff and real experience as instructors of composition, literature, and business communication. Presenters will offer tips to keep peer review fresh. Topics include progressively independent peer reviews, a macro/micro approach to critique, and an intentional grouping of students for an ideal review.

Room 204

Session Chair: Daniel Plunkett

Collaborating with Campus Writing Centers to Improve Student Writing in the Sciences

Allan Nail, Marlee Marsh, and Adrienne Oxley, Columbia College

Using imbedded writing tutors, faculty in English and science have transformed their approach to student writing in scientific applications, leading to increased proficiency in science writing and greater understanding of the ways writing helps organize scientific thinking. Attendees will leave with an understanding of the rationale of such a collaboration and tips on replicating the program at their own institutions.

Room 205 -- open for work and conversation

Break 9:50 - 10:05

Session Two 10:05 - 10:55 a.m.

Room 200**Session Chair: Katherine Fallon****Serving Those Who Have Served: Supporting Veterans in First-Year Writing Programs**

Deborah L. Brown, Southern Oregon University

This session provides participants with strategies for helping veteran students overcome challenges and successfully make the transition from service members to college students. While the focus will be on FYW programs, the ideas explored can easily be adapted for use in other college contexts.

Creating Inclusive Communities through Blogging

Lauren Fortenberry, Georgia Southern University

Blogging is gaining steam in education and global rhetoric discussions. This session will demonstrate how blogging can uniquely fuel openness and community in the FYW classroom. Participants will also learn the basics of the WordPress platform and how it can be used to traverse generational gaps, promote healing, and encourage curiosity among learners.

Room 201**Session Chair: Brandi Moody****Toward Agentic Writer Identity: Choice, Mindset, Reflection**

Andrea Avery, Phoenix Country Day School

Drawing on possible selves theory and an operating definition of *agency* as “the socioculturally mediated capacity to act,” this research project explores 10th-grade students' negotiation of agentic writer identity through a curriculum featuring a high degree of choice, instruction in mindset and metacognition, and regular opportunities for self-reflection. Attendees will leave with ideas for cultivating agentic writer identity in their students.

Finding Our Humanity Through the Land: Place-Based Writing in the Classroom

April Brannon, California State University - Fullerton

Stephanie Rosenblatt - Cerritos College

Place-based writing provides opportunities for students to investigate the environments in which they live. This presentation will include a brief philosophical overview of a place-based approach, and the presenters will provide assignments for high school and college classes. Participants will receive classroom hand-outs, lesson descriptions, and a list of resources.

Room 202**Session Chair: Cameron R. Clements****The Perils of Procrastination: Teaching the Drafting Process in First-Year Writing**

Stefanie A. Frigo, North Carolina Central University

Based on observations from a correspondence course, this session examines the challenges presented by creating multiple drafts in the writing classroom. In addition to addressing the causes of students' reluctance to complete more than one draft, the author presents strategies to enhance the quality and frequency of drafts.

Resurrecting the Cat: Fostering Curiosity and Writing as Inquiry in a First-Year Writing Course

James A. Anderson, Lander University

This presentation—both practical and theoretical—relates the efforts of students and teacher in one FYW course to explore curiosity as a personal and social construct, as well as a framework for learning and doing inquiry-based writing. Participants will receive practical informational resources that encourage curiosity-driven curricula.

Room 204

Session Chair: Claire Nelson

The Interactive Essay Project: Connecting with Your Librarian, Community, and Classmates

Crystal Cleveland, Michael Marie Jacobs, and Melinda Holmes, Darlington School

In this presentation, participants will learn how to expand the traditional essay relationship between teacher and student by developing digital essays that foster student interaction with librarians, local community members, and peers. Attendees will receive a digital toolbox of resources for teaching information literacy for academic writing, interviewing in qualitative research, and creating digital essays.

Room 205 -- open for work and conversation

Break 10:55 - 11:10

Session Three 11:10 - noon

Room 200

Session Chair: Katherine Fallon

Using Brain Science to Assess (Creative) Writing Assignments

Laura Valeri, Georgia Southern University

The presenter will share how research into the science of creativity led to a reconsideration of assessment practices for all writing assignments but particularly creative writing assignments. Attendees will learn strategies for assessment with the goal of not hindering students' creative output but instead stimulating challenge.

Dragon Training and Glass Blowing in the Composition Classroom

Amanda J. Hedrick and Julie Douberly, Georgia Southern University

Artists outside the classroom, these presenters bring their creations into the FYW classroom to illustrate the writing process, model habits of mind, and connect meaningfully with student writers. Presentation attendees will consider their own crafts and the impact they could have on students. No artistic experience necessary.

Room 202

Session Chair: Jessica Spearman

Teaching Writing as Translation to Multilingual Students

Sara Biggs-Chaney, Dartmouth College

This presentation details a series of assignments presented to multilingual students in a FYW course. The scaffolded series of assignments promotes an understanding of writing as translation, an approach that potentially allows students to engage in writing as a translanguaging practice while deepening their rhetorical flexibility. Attendees will gain tips on how theories of translation can be integrated into the FYW class.

Found in Translation: Transferring Writing Skills across Contexts in First-Year Composition

Marisa Milanese, Boston University

A recent development in FYW classes is the scholarly-to-public translation assignment in which students rewrite a piece of scholarship in a style intended for a public audience. This presentation reviews the pedagogical value of this assignment, critiques two dominant models, and offers a more successful approach. The presenter will share student samples, assignment sheets, and practical application guides to participants.

Room 203

Session Chair: Kevin Psonak

Creating a Dialogue about College Preparedness between K-12 and Postsecondary

Faculty: A Roundtable Discussion

Ashley Oliphant and Marissa Schwalm, Pfeiffer University

This panel discussion will open the lines of communication between K-12 and university faculty about the challenging and sometimes contentious issue of college preparedness. The session will bring together these two constituencies for a frank conversation about successes, failures, obstacles, and strategies for the future. Presenters will support the conversation with data and anecdotal evidence from their FYW courses.

Room 204

Session Chair: Krista Petrosino

Composition & Libraries: Developing Intersectional Discourse Analysis Resources

Christopher A. Cartright and Caroline Hopkinson, Armstrong State University

Critical thinking, information literacy, and academic research are central to student success. Partnership between FYW and the library can blend technologies and methodologies to create more student-oriented resources. The presenters will discuss their critical analysis library guide and intersectional discourse analysis rubric, along with avenues for further development.

Using Focused Scoring Guides to Help Faculty Design Effective Projects

Robert W. Holderer, Edinboro University of Pennsylvania

As writing across the curriculum gains momentum, the need to mentor faculty in meeting writing objectives becomes more critical. The presenter will share his experience helping faculty create writing tasks, define scoring strategies, and communicate assignment expectations to their students. Participants will benefit from the presenter's practical experience and will gain strategies to share with their learning and teaching communities.

Room 205 -- open for work and conversation

Lunch Noon - 1 p.m.

Session Four 1-1:50 p.m.

Room 200

Session Chair: Jessica Spearman

What They Don't Know Can Hurt Them (And Us)

Theresa Kelly and Josef Vice, Kaplan University

Assessment based on "required" skills not taught in courses remains acceptable as variable student deficits negatively affect college success, degree completion, and alternative learning philosophies like Competency Based Education (CBE). This session examines skills deficits and how to design programs, courses, outcomes, and teaching to improve student learning.

Room 201

Session Chair: Leigh Ann Williams

The Power of Words

Jeanette Toomer, Drama, Discovery & Learning, LLC

Presenter will share unit starting with readings in which writers and leaders describe the importance of literacy despite racism, peer pressure, and poverty. Students engage in lessons exploring their struggles, making comparisons to their own literary histories, and writing a thematic essay on the "Power of Words." Presentation includes interactive activity and sharing of high school and FYW students' work.

Let Me Speak: Teachers & Students Engaging in Collaborative Inquiry to Disrupt the Standardization of Writing

Marva McClean, City of Pembroke Pines Charter School

Based on the findings of an auto-ethnographic research project conducted between teacher and students, this presentation engages the audience in using culturally relevant, critical pedagogy to elevate the student's voice within the landscape of standardization and disrupt the tradition of failure asserted by statistics on the achievement gap.

Room 202

Session Chair: Drew Keane

Student Research Presentations: A Multi-Modal Approach

Marti D. Lee, Hannah Sincavage, and Michael Harris, Georgia Southern University

Three FYW students give their research-based presentations, framed by their instructor providing context, theoretical and pedagogical reasoning, and results. This multi-modal project provides instruction in several genres for a variety of audiences and purposes and allows FYW students to explore their intended majors. With a WAC connection, this project will interest teachers and administrators at both secondary and post-secondary levels.

Room 203

Session Chair: Dan Bauer

Why Teach With Words?

Colleen Ijuin, Georgia State University -- Perimeter College

This session demonstrates a visual approach to learning to write and the function of phrases and clauses in building complex sentence structure. Participants use geometric shapes to create sentences and relationships of thought without explicit instruction. This technique is suitable for both adults and children, offering new strategies to vary expression in the written word.

Naming, Knowing, and Being: Vocabulary and Language in Successful Writing Classrooms

Dan Bauer, Georgia Southern University

The presenter argues that language capacity—like professional dress—stands as perhaps our most crucial pedagogical tool in helping to see writing as a means of discovery, aggrandizement, reward, and even play. This session provides participants with strategies for engaging students at both the college and pre-college levels in linguistic curiosity that enriches writing, classroom community, reading, thinking, and other literate acts.

Room 204

Session Chair: Katherine Fallon

Infographics as Support for Students' Digital Literacy Practices

Traci Gardner, Virginia Tech

Our students are grazers, according to 2012 Pew Research Study. They skim and scan for information online, prioritizing visual resources, like infographics, that quickly provide key details on a topic. By using infographics as reading and composing tools, we can support and improve these digital literacy practices. This session will include sample infographics, analysis tools, graphic organizers, and writing assignments.

Utilizing Memes with L2 Learners in FYW: Cultivating Explorations in Language and Popular Culture

Janelle L. Newman, Mercyhurst University

This presentation describes the use of a culturally-embedded phenomenon, the Internet meme, with L2 learners in FYW. The presenter addresses challenges that contextually-laden memes present to L2 learners and discusses opportunities for greater linguistic and cultural understanding. Attendees will leave with ideas to implement their own meme project in FYW as well as tips for working through popular culture references.

Room 205 -- open for work and conversation

Break 1:50 - 2:05

Session Five 2:05 - 2:55 p.m.

Room 200

Session Chair: Nan LoBue

Cheating, Borrowing, Patchwriting, Paraphrasing: Why Students Plagiarize and What to Do About It

Nan S. LoBue, Georgia Southern University

What plagiarism is seems obvious; however, divergent definitions exist among faculty in various disciplines, not to mention students and administrators. This presenter will show how research has revealed gaps in the understanding of what plagiarism is, why it matters, and how it should be dealt with. Attendees will gain a nuanced understanding in order to promote learning, ethics, and participation in the academy.

An Honest Analysis of Academic Dishonesty

Hans-Georg Erney, Armstrong State University

This presenter will share data accumulated over ten years' worth of plagiarism cases in FYW classes, question the wisdom of common practices of dealing with plagiarism, and explore implications. While several individual cases will be discussed, the emphasis will

be on recurring patterns of academic dishonesty and methods of detecting and addressing the problem, including the use of technology.

Room 201

Session Chair: Chelsea Plunkett

From the Horse's Mouth: Preparing Students for the First Year of College

Leigh Ann Williams, Amanda Schumacher, Madeleine Williams and Shawn Berfield, Georgia Southern University

Students often struggle with the transition from high school to college. In this panel, college students join veteran professors in discussing academic and non-academic challenges at the collegiate level and how students can prepare for college-level writing. This panel will offer real-world advice centered on ensuring a successful first-year college experience and preparing students for scholarly writing in various disciplines.

Room 202

Session Chair: Marti D. Lee

Aristotle at the Rap Battle: Teaching Rhetorical Analysis through Music

Dustin Michael and Neesha Navare, Savannah State University

This workshop will provide participants with a toolkit for teaching the analysis and composition of argument through music. Teachers of high school and college-level composition courses alike will come away with samples and techniques for using music as a supplement to help students examine and reinforce their claims.

Culture, Curriculum, Cognition: Contrastive Rhetorics Today

David Beach, Radford University

Contrastive rhetoric is often seen as an obstacle in negotiating meaning. Past studies have focused on one of three discourse features: language, cognition, or discipline. This study examines the combination of discourse features creating a complex rhetoric to help students negotiate meaning. Attendees will gain a better understanding of contrastive rhetorics, why they clash, and how to manage, not necessarily modify, those clashes.

Room 203

Session Chair: Cameron R. Clements

Lights, Camera, Assessment: Grading Composition with Screencast Videos

Molly Kay Wright, Columbus State University

This practice-oriented presentation will introduce screencast videos for effective assessment in technology-enhanced composition courses. Participants will hear current pedagogical rationales, then will walk through a typical process for annotating a sample student paper, recording a screencast video, and sending the video to the student.

Remixing Responses: How Multimodal Feedback Encourages Reflection and Awareness

Meg A. Ruggiero, Appalachian State University

This interactive session explores multimodal strategies for responding to student writing, such as instructor-response videos, and highlights its influence on rhetorical awareness in digital spaces. In conjunction with e-portfolios, this feedback form becomes an opportunity for instructor-student collaboration on reflection while also encouraging students to more critically and insightfully reflect on their decisions and revisions.

Room 204

Session Chair: Terry Welford

From Gap Year to Gap Decade(s): Supporting Returning Adult Student Writers

Steffanie E. Triller Fry and Nicholas Hays, DePaul University

The Writing Program at DePaul University's School for New Learning (SNL) embraces the values of lifelong, reflective, student-centered, integrated, and experience-based learning. Presenters will give an overview of the way that the SNL, a leader in adult, competence-based education both on-ground and online in the US, has developed courses that are responsive to the needs of adult learners in a writing-intensive program.

Room 205 -- open for work and conversation

Break 2:55 - 3:10 p.m.

Golden Award and Keynote Speaker

3:10 - 4:30 p.m.

Christine Farris

"What We Do With Texts:

Aligning Reading and Writing across the High School/College Divide"

Historic District Walking Tour

(limit 30; no charge, but tickets required)

5:30 - 7:00 p.m. at Johnson Square

