

2013 SSWC Program

SSWC

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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
Division of Continuing
Education

**CONFERENCE
PROGRAM**

Student Success in Writing Conference



Friday, February 8, 2013

Coastal Georgia Center, Savannah, GA

Mission

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.

NATIONAL WRITING PROJECT

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

<http://www.writingproject.org>

CONFERENCE AT A GLANCE

8 – 8:40 a.m.	Registration & Continental Breakfast
8:40 – 9:40 a.m.	Concurrent Sessions
9:50 – 10:50 a.m.	Concurrent Sessions
10:50 – 11 a.m.	Morning Break
11 – 12 p.m.	Concurrent Sessions
12 – 1:30 p.m.	Luncheon in Room 115 Golden Award Keynote Address
1:40 – 2:40 p.m.	Concurrent Sessions
2:40 – 2:50 p.m.	Afternoon Break
2:50 – 3:50 p.m.	Concurrent Sessions



KEYNOTE SPEAKER

Neal Saye

Dr. Neal Saye

*Associate Professor Emeritus of
Writing and Linguistics
Georgia Southern University
Adjunct Professor, Savannah
College of Art & Design*

Keynote Address:

***“Teaching Life:
the Heart, the Art”***

**Mark Your
Calendar and
Join Us Next Year
Friday
February 7, 2014**

8 - 8:40 a.m. • REGISTRATION & CONTINENTAL BREAKFAST**8:40 - 9:40 a.m. • CONCURRENT SESSIONS****ROOM 210: PRESENTATIONS****8:40 - 9:40 a.m.***SESSION CHAIR: JUNE JOYNER, GEORGIA SOUTHERN UNIVERSITY***Ethics Analysis: Teaching Students to Think Critically and Write with Purpose***ERICA STONE, GEORGIA MILITARY COLLEGE*

The presenter will explain a process-based, multistage first-year composition exercise that exposes students to ethical terms, rhetorical theory, and argument practice. Paper and electronic resources will be provided.

Whole-Class Writing Workshops: Teaching Students to Read and Revise*SEAN BARNETTE, LANDER UNIVERSITY*

This presentation suggests that whole-class revision workshops, in which all class members respond to a single student's writing, can help students overcome the difficulties frequently associated with peer review.

ROOM 211: PANEL**8:40 - 9:40 a.m.***SESSION CHAIR: ELIZABETH KELLY, GEORGIA SOUTHERN UNIVERSITY***Eliminating Zombie Writing: Transforming Mind-Numbing Theory into Practical Application***DIANE ABDO AND PAULA TRAN, THE UNIVERSITY OF TEXAS AT SAN ANTONIO*

The primary focus of this panel will be on presenting examples of practical writing assignments for a very real audience that result in concrete, usable products, such as brochures, manuals, marketing plans, and grant proposals. In addition, participants will be provided with a packet of materials including original case studies, written in collaboration with a local attorney.

ROOM 212: WORKSHOP**8:40 - 9:40 a.m.****The Art of Reflection and Expression: Expanding the Writing Skills of Undergraduate and Graduate Education Students***ANNE KATZ, ARMSTRONG ATLANTIC STATE UNIVERSITY*

Participants in this workshop will explore a range of instructional strategies utilized across discussion posts, reflection pieces on fieldwork experiences, instructional plans, in-class writing exercises, and course papers. Honing the writing skills of teacher candidates will facilitate their ability to positively affect the next generation of writers in their classrooms.

ROOM 217: PRESENTATIONS**8:40 - 9:40 a.m.***SESSION CHAIR: LEIGH ANNE WILLIAMS, GEORGIA SOUTHERN UNIVERSITY***The Shortest Short Story***RICHARD BINKNEY, MERCER UNIVERSITY*

"Movie. Popcorn. Burger. Cheap Date." Learn the power of words, have fun, and explore engaging ways to lead students to creative writing.

Metaphor in the Classroom (cancelled)*MELANIE A. RAWLS, FLORIDA A&M UNIVERSITY*

What happens when the teacher thinks of class as a ship on a fabulous journey, but the students think of the class as a place where the infirm and imperfect come to be doctored? What's happening is metaphor as a part of how we conceptualize our world and communicate meaning.

ROOM 218: PANEL**8:40 - 9:40 a.m.***SESSION CHAIR: ERIN MURK, GEORGIA SOUTHERN UNIVERSITY***Strategies for Handling the Paper Load***GEORGIA RHOADES, SHERRY ALUSOW HART, DENNIS J. BOHR, TRAVIS ROUNTREE, AND ELIZABETH WEST, APPALACHIAN STATE UNIVERSITY*

From a theoretical framework about responding to student drafts, presenters will offer specific strategies for reducing the paper load, including effective group work, cover sheets and letters, rubrics and portfolio teaching. They will provide website and paper resources and encourage suggestions from participants.

ROOM 210: PRESENTATIONS

9:50 - 10:50 a.m.

*SESSION CHAIR: RACHEL LeROY, GEORGIA SOUTHERN UNIVERSITY***Confronting the Perils of Peer Review***PEGGY LINDSEY, GEORGIA SOUTHERN UNIVERSITY*

While most writing instructors agree that peer review is an essential step in the writing process, efforts to solicit meaningful feedback from first-year composition students often fall short. This presentation will tackle two common problems: students' lack of both commitment to the process and confidence in their ability to offer relevant feedback. The presenter will describe strategies for improving peer review and managing the workload involved.

Metacognition, Transformative Learning, and Student Outcomes: Post-Peer Review Reflection Assignment*MARIA A. CLAYTON, MIDDLE TENNESSEE STATE UNIVERSITY*

In order to combat the superficiality typically exemplified by students participating in peer review, this presentation will describe a metacognitive, credit-bearing assignment conducted post peer review targeting a set of global learning outcomes common in writing courses such as awareness of audience, increased awareness of one's own strengths and weaknesses, and improved writer confidence.

ROOM 211: PANEL

9:50 - 10:50 a.m.

*SESSION CHAIR: LEIGH ANNE WILLIAMS, GEORGIA SOUTHERN UNIVERSITY***Developing Continuity in the Two-Semester Composition Sequence: A Toolkit for Success in Student Writing***RACHEL D. SCHWARTZ AND LORETTA A. BRANDON, GEORGIA SOUTHERN UNIVERSITY*

The presenters will discuss the problems that led to their decision to create the "toolkit" approach, the supporting literature, and details about how the "toolkit" operates. They will offer teaching templates, assignment recommendations, and instruments for ensuring continuity as well as discuss the next phase of their research.

ROOM 212: PANEL

9:50 - 10:50 a.m.

*SESSION CHAIR: ERIN MURK, GEORGIA SOUTHERN UNIVERSITY***Initiation, Integration, and Application: Students Writing in the Classroom and Beyond***KIM BRADLEY, JAY SZCZEPANSKI II, AND JUDITH BURDAN, FLAGLER COLLEGE*

Panel members will discuss their teaching experiences at three different levels--a developmental composition class, a freshman composition/service learning class, and an upper-level professional writing class—to demonstrate the process by which students can be successfully initiated and integrated into the conventions and expectations of various discourse communities: academic, civic, and corporate.

ROOM 217: PRESENTATIONS

9:50 - 10:50 a.m.

*SESSION CHAIR: EMMA BOLDEN, GEORGIA SOUTHERN UNIVERSITY***Words in the Wake: Writing Dangerously in First-Year Composition***ADAM YOUNG, MIDDLE GEORGIA STATE COLLEGE*

Deep learning may be fostered in the First-Year Composition classroom by inviting students to consider historic examples of devastation and the literary responses that preserve the effects of those events on individuals and cultures. By considering the cultural causes and consequences of disasters and how writing contributes to cultural memory, students learn appreciation for and gain valuable practice in the written word as a necessary tool in the human struggle to endure.

Now Hit Send: Electronic Portfolios and Opportunity*STEFANIE FRIGO, NORTH CAROLINA CENTRAL UNIVERSITY*

Increasingly in a tech-savvy teaching environment, students are required to submit papers electronically. In demonstrating the possibilities of an electronic portfolio approach to submission and grading, the presenter will illustrate how it has the potential to enhance the quality of student work, facilitate speedy grading, and enable students to participate more fully in an increasingly digital academic arena.

ROOM 218: WORKSHOP

9:50 - 10:50 a.m.

Words, Words, Words: Connotation Columns as Analysis Heuristic for Poetry*JAMES BROWN, BENEDICTINE MILITARY SCHOOL*

In this fast-paced and practical workshop, participants will learn a deceptively simple method for helping students find patterns in poetry. By having students create worksheets upon which they can base initial drafts of analytical writing, teachers can increase student confidence and initiate thrilling class discussions.

11 a.m. - 12 p.m. • CONCURRENT SESSIONS**ROOM 210: PRESENTATIONS****11 a.m. - 12 noon***SESSION CHAIR:: KEVIN PSONAK, GEORGIA SOUTHERN UNIVERSITY***Writing in Shorts: Short Writing Assignments for ELL Writing Fluency and Grammar Accuracy***JESSIE HAYDEN, GEORGIA PERIMETER COLLEGE*

English language learners face special syntactical challenges in writing such as sentence structure, verb tense, subject-verb agreement, word order, and word forms. The presenter will describe several short writing assignments designed to foster English language learners' fluency and grammatical accuracy in writing. Participants will leave with some ready-to-use writing activities to add to their teaching toolkits.

Journals to Papers*KATHARINE WESTAWAY, UNIVERSITY OF MIAMI*

In the first-year writing classroom, journaling can be a deeply enriching and fruitful exercise. This low-risk, ungraded writing has been highly valued by students and has allowed students to see themselves as writers with unique voices who tangle with big ideas. The presenter will explore journaling as an invention activity that is a valued part of a first-year writing classroom.

ROOM 211: PANEL**11 a.m. - 12 noon***SESSION CHAIR:: MICHELE ROZGA, GEORGIA SOUTHERN UNIVERSITY***Writing Across Race and Gender: Black Male Success in Composition***CORRIE CLAIBORNE, JAMILA LYN, ANDREA MCEACHRON, MOREHOUSE COLLEGE, AND TERESA WILBURN, STRAYER UNIVERSITY*

The presenters will demonstrate ways to engage black male students through narrative or storytelling, how to craft writing projects that also feature service-learning components, and the best practices for using low-stakes writing. The goal is to create students who not only write well, but who also develop the skills of critical thinking, compassion, civility, and leadership.

ROOM 212: PANEL**11 a.m. - 12 noon***SESSION CHAIR: MICHELLE CRUMMEY, GEORGIA SOUTHERN UNIVERSITY***Not Your Mom's ELA Classroom (NWP)***JUNE JOYNER AND KATHY ALBERTSON, GEORGIA SOUTHERN UNIVERSITY; MARI MOSS AND TRUDIE JONES, CLAXTON MIDDLE SCHOOL; ANGELA THORNTON, WAYNE COUNTY HIGH SCHOOL*

In this session, Georgia teachers from middle school to college will share their experiences in adapting to the Common Core Georgia Performance Standards, from implementing new practices in P12 classrooms to developing professional learning opportunities and higher education curriculum for undergraduate and graduate students in education.

**ROOM 217: PRESENTATIONS****11 a.m. - 12 noon***SESSION CHAIR:: PEGGY LINDSEY, GEORGIA SOUTHERN UNIVERSITY***Revisiting the Teaching of Grammar: A Look at First-Year Students' Response to a Mandatory Grammar Exam***VALERIE A. TOBER, ALFRED STATE COLLEGE*

Students learn grammar and usage best within the context of their own writing, right? What if survey data showed students transferring new knowledge gained from a required grammar and usage exam to their writing? The presenter will share survey results from hundreds of students.

Setting Them up for Failure? The Prevalence of Source Citation Errors in High School Science Reports*MICHELLE VIEYRA AND BRITTANY CHEEKS, UNIVERSITY OF SOUTH CAROLINA, AIKEN*

A review of research reports collected at regional science fairs and conferences showed that while most students use reference pages, only a third are properly using in-text citations. High school teachers and officials need to ensure that students give proper attribution to sources, or they risk reinforcing habits not acceptable in college.

ROOM 218: WORKSHOP**11 a.m. - 12 noon****Short Stuff: A Crash Course in Flash Nonfiction***DUSTIN MICHAEL AND NEESHA NAVARE, SAVANNAH STATE UNIVERSITY*

This workshop will introduce participants to the form, invite them to produce their own flash essays, and demonstrate effective workshoping techniques that can be passed on to creative writing students.

12 - 1:30 p.m. • LUNCHEON IN ROOM 115

Welcome and Golden Award • Dr. Curtis Ricker

INTERIM DEAN, COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES, GEORGIA SOUTHERN UNIVERSITY

Introduction of Keynote Speaker • Dr. Mary Marwitz

DEPARTMENT OF WRITING AND LINGUISTICS, GEORGIA SOUTHERN UNIVERSITY

Wrap-up • Ms. Nan LoBue

DEPARTMENT OF WRITING AND LINGUISTICS, GEORGIA SOUTHERN UNIVERSITY

Keynote Address: "Teaching Life: the Heart, the Art"

KEYNOTE SPEAKER

Dr. Neal Saye

*Associate Professor Emeritus of Writing and Linguistics
Georgia Southern University
Adjunct Professor, Savannah College of Art & Design*



Chair or co-chair of the Student Success conference for much of its 14-year history, Neal was also a key member of its founding committee. He reported on these experiences in "Pearls and Perils of Starting a Conference" (co-presented with Mary Marwitz and Michael Mills) at the 2003 Popular Culture Association in the South/American Culture Association in the South, in Jacksonville, Florida.

He brought the same dedication to running this conference as he did to his teaching philosophy. A dedicated blogger, Neal posted to his Facebook and WordPress sites: "My passion in life is learning about/exploring/playing with the subjects of joy and happiness. For the past five years or so, I have used this subject to inform my pedagogy and my day-to-day classroom assignments and activities. What has happened is that teaching about happiness has made me (and I hope my students) happier. Thus my passion spilled over into my teaching, which came rushing back into my life."

After earning dual B.S. degrees in English and Biology from Berry College, Neal came to Georgia Southern to earn his M.A. in English Language and Literature. He earned his Ed.D. in Curriculum Studies/Cultural Studies from Georgia Southern in 2002.

A gifted and beloved teacher of writing, Neal's honors and awards during his long career include Georgia Southern University Professor of the Year, 2010 and 1993; Dorothy Smith Golden Award for Teaching Excellence, Writing and Linguistics Department, 2003; Georgia Southern University Award for Excellence in Contributions to Instruction, 2001; "Most Approachable Professor" Award, Success-In-U Program, 1994; and "Funniest Professor" Award, Success-In-U Program, 1993.

Named associate professor emeritus after 24 years at Georgia Southern, Neal has been lured back to the classroom, returning to academia as an adjunct professor for the Savannah College of Art and Design.

PLANNING

COMMITTEE

MEMBERS

*NAN LOBUE, CHAIR
MARY HADLEY
NANCY DESSOMMES
DEPARTMENT OF WRITING AND LINGUISTICS
GEORGIA SOUTHERN UNIVERSITY*

*J. MARIE LUTZ
KAREN UNDERWOOD
BRYNN RAWLINS
CONTINUING EDUCATION
GEORGIA SOUTHERN UNIVERSITY*

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- *FOUNTAINHEAD PRESS*
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- *PEARSON EDUCATION*
- *WILBURN CONSULTANTS, LLC*

CEU's

THIS CONFERENCE MEETS THE CRITERIA FOR THE NATIONALLY ACCEPTED CONTINUING EDUCATION UNIT (CEU). EACH PARTICIPANT SUCCESSFULLY COMPLETING THE PROGRAM WILL EARN .6 CEU'S FOR 6.0 HOURS OF PARTICIPATION THROUGH THE DIVISION OF CONTINUING EDUCATION AT GEORGIA SOUTHERN UNIVERSITY.

1:40 - 2:40 p.m. • CONCURRENT SESSIONS

ROOM 210: PRESENTATIONS

1:40 -2:40 p.m.

SESSION CHAIR: EMMA BOLDEN, GEORGIA SOUTHERN UNIVERSITY

Composing on the Screen: How Multimodal Composition Can Enhance the Teaching of Writing

JEANNIE PARKER BEARD, KENNESAW STATE UNIVERSITY

The presenter will share the surprising results of a mixed-methods case study in her first-year writing course. She will describe how multimodal assignments can shape, influence, and enhance the process of traditional composition in ways not previously understood.

Fostering Creativity and Community: Blogging Assignments to Improve Student Writing

ANDREW WALSH, UNIVERSITY OF WEST GEORGIA

This presentation examines the advantages and challenges of blogging as a tool to promote and encourage student writing. Using a semester of LIBR 1101, a first-year course in research and information literacy as a case study, the presenter will outline an effective, student-centered blogging assignment and explore the concept of blogs as a means to give students a wider audience for their writing.

ROOM 211: PANEL

1:40 -2:40 p.m.

SESSION CHAIR: MICHELE ROZGA, GEORGIA SOUTHERN UNIVERSITY

Creating a Custom Handbook for Your Writing Program

DIANA EIDSON, LYNEE GAILLET, PETE RORABAUGH, MELANIE McDOUGALD, AND JENNIFER VALA, GEORGIA STATE UNIVERSITY

Recently, many English departments have turned to custom handbooks in response to sweeping departmental and programmatic changes. These handbooks offer a number of benefits to writing programs large and small. The presenters will offer their insights about putting together a custom handbook for a large, urban first-year writing program and will assist participants who are interested in implementing their own custom handbooks.

ROOM 212: PANEL

1:40 -2:40 p.m.

SESSION CHAIR: LINDA SUE VONBERGEN, EAST GEORGIA COLLEGE

Traditionally Nontraditional: Navigating the Spaces between Writing Teacher, Writing Tutor, and Non-Traditional Writing Student

JENNIFER P. GRAY, STEVE STRICKLAND, BETH TASCIOTTI, ASHLEY CAIN, HANNAH CARMICHAEL, AND DAVID FREY, COLLEGE OF COASTAL GEORGIA

Writing assistance for non-traditional students moves beyond the paper and writing skills and branches into discussions about frustrations, insecurities, time management, and strategies for strengthening study habits. This panel shares insight gained from working with non-traditional students and will demonstrate successful strategies used in writing center sessions.

ROOM 217: PRESENTATIONS

1:40 -2:40 p.m.

SESSION CHAIR: DAYNA GOLDSTEIN, GEORGIA SOUTHERN UNIVERSITY

Teaching WITH the Test

MARGARET BROCKLAND-NEASE, ARMSTRONG ATLANTIC STATE UNIVERSITY

Student success in writing is enhanced when the course openly and consistently focuses on the topic of writing itself. When the students are taught to recognize what is being asked of them as writers and why, they are better able to develop the skills and habits necessary to meet the challenges of academic discourse. The presenter will share course activities in which writing is both content and method and will discuss some of the risks and rewards.

Making Stance Expectations Explicit: What Faculty Need to Know About the Language of Stance-Taking

ZAK LANCASTER, WAKE FOREST UNIVERSITY

Expressing an authorial stance is challenging not only for student writers, but also for faculty in the disciplines who must teach a concept that is part of their tacit genre knowledge. Exploring examples of student writing in two disciplinary contexts, political science and economics, the presenter will share ways in which writing specialists can assist faculty in non-writing courses to become explicitly aware of stance expressions in their students' writing.

ROOM 218: WORKSHOP

1:40 -2:40 p.m.

Teaching Thesis Statements with a Tactile Twist

BENIE COLVIN, CLAYTON STATE UNIVERSITY

This workshop pairs the tactile, visual experience of creating quilt patterns with a similar creative process: crafting the thesis statement. Both begin with random ideas and a myriad of possibilities. The process may involve some false starts and poor choices, but with time and tenacity, the designer will finally have a pattern that promises a cohesive, attractive end product: a quilt or a paper.

ROOM 210: PRESENTATIONS

SESSION CHAIR: SARAH DOMET, GEORGIA SOUTHERN UNIVERSITY

Managing Expectations: Directed Self-Placement for In-Person or Online Courses

CHRIS FRIEND, UNIVERSITY OF CENTRAL FLORIDA

This session presents findings from student interviews that suggest how to manage student and program expectations through a directed self-placement program that assists students in selecting a delivery mode that best meets their needs.

Consistency in the Hybrid Writing Classroom

SARAH GHOSHAL, MONTCLAIR STATE UNIVERSITY

The presenter will share ways to keep a hybrid writing class consistent from one delivery mode (in-person) to the next (online) without any break in learning or comprehension.

ROOM 211: PANEL

SESSION CHAIR: JARED SEXTON, GEORGIA SOUTHERN UNIVERSITY

Composition, Self-Advocacy, and College Readiness

NICOLA BLAKE AND TRACY DARAVIRAS, NEW COMMUNITY COLLEGE AT CUNY

The presenters will discuss the culminating project of the New Community College Summer Bridge program, through which students interpret iconic places in New York City on their own terms and in their own words, writing themselves into place, both literally and figuratively, and laying a foundation for success in the first semester.

ROOM 212: PANEL

SESSION CHAIR: DREW KEANE, GEORGIA SOUTHERN UNIVERSITY

Plugged In: Developing 21st Century Literacies to Promote Active Citizenship

KRISTI NOURIE AND LAUREN DEBAUN, SAINT THOMAS AQUINAS HIGH SCHOOL

It's time to update yesterday's literacy skills for today's students. This highly-adaptable lesson blurs the line between how students live and how they learn by using contemporary advertisements from multiple media. Making students aware of the methods and choices behind a text helps them develop empowering literacy skills and social awareness; asking them to create their own texts for an authentic audience refines those skills and makes the lesson relevant.



ROOM 217: PANEL

SESSION CHAIR: DAYNA GOLDSTEIN, GEORGIA SOUTHERN UNIVERSITY

Building Bridges so You Don't Build Scaffolds: Interventionist Strategies for Plagiarism Prevention

HEATHER BRAUN, CHIP ROGERS, AND MONICA YOUNG-ZOOK, MIDDLE GEORGIA STATE COLLEGE

Panelists will share experiences with the uncomfortable topic of plagiarism in the first-year writing classroom, including demonstrations of various kinds of plagiarism, plagiarism-detection software, tips on handling suspected cases of plagiarism, and assignments that equip students for incorporating sources and coming to a better understanding on how to avoid plagiarism.

ROOM 218: PANEL

SESSION CHAIR: PEGGY LINDSEY, GEORGIA SOUTHERN UNIVERSITY

Overcoming the Fear Factor: Finding Success in Writing by Embracing Academic Conversations

ELIZABETH A. KELLY, MICHELLE CRUMMEY, AND SUSAN SMITH, GEORGIA SOUTHERN UNIVERSITY

This presentation details three instructors' approaches to teaching first-year writing through innovative, student-centered practices that engage students in conversations about different cultures to help them value the opinions of others. The panel understands that when students learn to contribute to knowledge--instead of accepting others' ideas as the end of knowledge—they become successful writers and thinkers.

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.

UPCOMING EVENT

• BURNING SWAMP READING SERIES

THURSDAY, FEBRUARY 28

THURSDAY, MARCH 28

THURSDAY, APRIL 25

All readings will take place at 8 p.m. at
Sugar Magnolia Bakery, 106 Savannah Avenue, Statesboro, GA

The Department of Writing and Linguistics at Georgia Southern University

...is the only free-standing writing department in the state of Georgia and one of only a handful in the nation. We are the only department that offers a B.A. in Writing and Linguistics with coursework in four areas: Creative Writing, Professional and Technical Writing, Writing Studies, and Linguistics.

Since its inception in 2004, the Writing and Linguistics B.A. program has proven very popular with students; we have 120 majors and are growing. In addition to the major, we also offer a minor in writing, a minor in linguistics, a minor in professional and technical writing and a second discipline option in Technical Writing for the College of Information Technology.

In addition to the annual Student Success in Writing Conference, the department sponsors the annual Georgia International Conference on Information Literacy; the University Writing Center; and the Georgia Southern Writing Project, a satellite site of the National Writing Project. In the summer of 2012, the department hosted the International Writing Across the Curriculum Conference, and it will host the Council of Writing Program Administrators Conference in July of 2013.

The W&L faculty includes over 50 individuals with a range of experience and education in writing, teaching, and publishing. As scholars, poets, essayists, fiction writers, and business writers, we practice what we teach. While our teaching styles vary, our ultimate goal is to prepare our students to succeed in college and beyond by providing them with a solid foundation in critical and creative thinking, effective writing skills for a variety of purposes and audiences, and familiarity with up-to-the-minute writing technologies.



GOLDEN AWARD RECIPIENTS

2012

JUNE JOYNER
GEORGIA SOUTHERN UNIVERSITY

2011

MATTHEW GAINOUS
OGEECHEE TECHNICAL COLLEGE

2010

JANE RAGO
ARMSTRONG ATLANTIC STATE UNIVERSITY

2009

AIMEE TAYLOR
RICHMOND HILL HIGH SCHOOL

2008

DONNA HOOLEY
OGEECHEE TECHNICAL COLLEGE

2007

DEBORAH CARICO
BULLOCH ACADEMY

2006

MARY ANN ELLIS
APPLING COUNTY HIGH SCHOOL

2005

KATHY ALBERTSON
GEORGIA SOUTHERN UNIVERSITY/GEORGIA
SOUTHERN WRITING PROJECT

2004

DANIEL EDENFIELD
BULLOCH COUNTY PERFORMANCE
LEARNING CENTER

2002

PAT FOX
ARMSTRONG ATLANTIC STATE UNIVERSITY

2001

LINDA S. WILLIAMS
NORTH GEORGIA COLLEGE & STATE
UNIVERSITY

2000

CHARLOTTE CRITTENDEN
GEORGIA SOUTHERN UNIVERSITY