

2002 SSWC Program

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SSWC, "2002 SSWC Program" (2016). *Student Success in Writing Conference*. 11.
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AGENDA

FEBRUARY 1, 2002

Russell Union, Georgia Southern University,
Statesboro, Georgia

4TH ANNUAL STUDENT SUCCESS IN FIRST-YEAR COMPOSITION CONFERENCE



SPONSORED BY

THE DEPARTMENT OF WRITING AND LINGUISTICS,
COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES,
GEORGIA SOUTHERN UNIVERSITY

RUSSELL UNION LOBBY

8:00 - 8:30 AM

REGISTRATION, CHECK-IN
CONTINENTAL BREAKFAST
EXHIBITS

*Time First
each
time.*

RUSSELL UNION: ROOM 2047

8:30 - 8:45 AM

WELCOME
AND OPENING COMMENTS
*Dr. Katherine Conway-Turner, Dean
College of Liberal Arts & Social Sciences,
Georgia Southern University*

*Dr. Larry Burton, Chair
Department of Writing and Linguistics,
College of Liberal Arts & Social Sciences,
Georgia Southern University*

SESSION ONE: CONCURRENT SESSIONS • 9:00 - 10:00 AM

RUSSELL UNION: ROOM 2041

• Research Skills: The "I-Search a Career" Project

Marti Ahlman - Calvary Christian School

This session will introduce high school or college composition teachers to a research project that is a high-interest, classroom-tested project. Instead of "re"-search using already published material, student personally investigate a career through three personal interviews or five surveys if interviewing isn't feasible, then conduct research into the career field, using materials recommended by interviewees.

RUSSELL UNION: ROOM 2044

• The Writing Center's Role in the Success of First-Year Composition Students

Robert Barrier, Yvonne Culpepper, Maren Blake, Carol Owens - Kennesaw State University

This session will clarify the role of a university writing center in promoting true success in first-year writing as opposed to functioning as a fix-it shop for those who utilize the tutors to gain a false sense of "success."

RUSSELL UNION: ROOM 2047

• They Never Promised Us a Rose Garden: Ambivalent Responses to Portfolio Assessment

Kathy Albertson, Ann Crowther, Phyllis Dallas, Suelynn Duffey, Mark Richardson, Leigh Ann Williams - Georgia Southern University

Using short presentations followed by significant audience interaction, this panel will explore the problems involved in integrating portfolio assessment into high school and college writing classes.

RUSSELL UNION: ROOM 2048

• Of Course, It's Logical - Cause/Effect Fun

Jo Ann Steffen - Georgia Southern University

A surprising number of people prefer doing things the hard way. Could this describe your students' essays? Instead of trying to make the difficult task of writing a logical cause/effect essay easier, this session will make a simple event amazingly complex and provide a humorous diversion into the absurd.

RUSSELL UNION: ROOM 2052

• Collaborative Learning With an Individual Touch

Rose M. Metts - Savannah State University

Bringing together ideas gained through the Coastal Georgia Writing Project and experience in the classroom, a plan for using collaborative writing in your classes will be described. Participants will be introduced to the use of a single-class activity, a longer-term event and a videotaped student oral presentation. Copies of student packets and a display of **Early African American Classics** will be available.

RUSSELL UNION: ROOM 2084

• The Action Maze: An Effective Tool for Creative Writing

Mary Hadley and Joan Stalcup - Georgia Southern University

This session will demonstrate the use and effectiveness of an Action Maze, an exciting and enjoyable way of encouraging creativity, in composition and ESL classrooms. In a maze, the reader encounters a problematic situation which he/she tries to work through by making choices at various stages. Participants will be given the opportunity to complete a maze.

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FEBRUARY 1, 2002

Russell Union, Georgia Southern University, Statesboro, Georgia

SESSION TWO: CONCURRENT SESSIONS • 10:10 - 11:10 AM

RUSSELL UNION: ROOM 2041

• The Credible Writer: Teaching Ethos in First-Year Composition

Tanya Bennett, Donna Gessell, Laura Getty, Sandee McGlaun, Linda Stallworth Williams - North Georgia College & State University

This session explores how to teach first-year composition students *ethos*: how speakers establish credibility and authority with their audiences. After presenting the theoretical bases for teaching *ethos*, the session will demonstrate five different strategies for teaching *ethos*.

RUSSELL UNION: ROOM 2044

• Narrative as a Source for Authority

Phillip Gardner - Francis Marion University, Robert Parham and Jesse Bushkar - Armstrong Atlantic State University

Through an examination of inter-relationships of narrative with the larger writing task, course assignments which provoke, early and late, this sensibility, and a demonstration of narrative through an 1101 student paper, the narrative as a source for authority will be explored.

RUSSELL UNION: ROOM 2047

• The Purchase-Proof Research Paper: Is It Possible in the Internet Age?

Susan Lester and Peg O'Connor - Reinhardt College

This workshop will show participants how to use literary works of creative non-fiction as a basis for original research-based essays. Participants will use excerpts from works by Russell Baker, Rick Bragg, Anne Moody and others to identify research topics suggested by the writers' own life experiences. Finally, the workshop leaders will demonstrate how to integrate the facts from the research sources with the writers' reactions in a unique research-based essay.

RUSSELL UNION: ROOM 2048

• Teaching Multiple Skills Through Journal Writing

Julie Lauper-Cook - Savannah State University

This session will discuss the importance of journal writing to facilitate learning various reading and writing skills. A handout will be distributed outlining design of two reading/writing journals, a vocabulary journal, a grammar journal, and a free-writing journal. A discussion of the use of journals within a reading or writing course will follow.

RUSSELL UNION: ROOM 2052

• Successful Peer Review: Turning the First-Year Composition Classroom into a Writing Circle

Mary Alm - The University of North Carolina at Asheville.

Workshop participants will use Peer Review Guidelines to enact a "peer review" of a brief student essay. Discussion of the process will occur while we are in a Writing Circle reviewing the essay. Participants also will have the opportunity to examine actual peer reviews completed by students. Handouts will be provided.

RUSSELL UNION: ROOM 2084

• Education, Ethics, and E-Zines or How I Learned to Love the Net

Andrew Jobson - Riverside Military Academy

This session will examine classroom use of the Internet, including its value in teaching ethics. The session will consider its potential as well as its limitations.

OUR **SPECIAL THANKS** TO OUR EXHIBITORS FOR
THEIR GENEROUS SUPPORT OF THIS CONFERENCE.

ALLYN & BACON LONGMAN

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AGENDA

FEBRUARY 9, 2001

Russell Union, Georgia Southern University, Statesboro, Georgia

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

RUSSELL UNION: ROOM 2041

• Incorporating Literature and Creative Writing in Composition Classes

Sukantya (Su) Senapati and Marc Steinberg - Abraham Baldwin Agricultural College

The use of literature in writing classes is steadily being questioned, but a significant number of students and teachers wish literature was used in a meaningful way in such classes. The presenters will share how literature can be used in teaching writing without making it the focal point of instruction.

RUSSELL UNION: ROOM 2044

• Composition Lies Our Teachers Told Us

Pete Carriere and Melissa Smith - Georgia College & State University

This session will examine some of the rubrics that govern the teaching of composition, especially in the public schools, in order to ascertain their origin, validity, and justification, and to suggest that they may have detrimental effects on students in first-year composition courses at the university level.

RUSSELL UNION: ROOM 2047

• Multi-Sensory Teaching to Meet the Needs of Underprepared Students

Christine Helms - Johnson & Wales University

This session will introduce elements of the Orton-Gillingham approach to teaching, explain how to integrate multi-sensory learning into the composition curriculum, and offer a model lesson.

RUSSELL UNION: ROOM 2048

• Measuring and Increasing Our Success in the Teaching of Writing

Gail Dillard and Oscar Patton - Abraham Baldwin Agricultural College

The purpose of this session is to present a replicable and workable model for assessing and improving writing courses and programs.

The presenters will explain how they wrote and refined measurable learning outcomes and determined methods by which students can demonstrate achievement of the outcomes. Participants will be invited to make their own recommendations for using the findings to improve teaching.

RUSSELL UNION: ROOM 2052

• Easing the Transition Between High School and College Composition

Genie Greavu-Comley, Monique Kluczykowski and Peggy Strickland - Gainesville College and Beverly Hall - Johnson High School

A summary of what constitutes successful student writing at the high school and college freshman level will serve as a springboard for recognizing gaps between high school and college that frustrate and ultimately defeat some students. Awareness leads to exploring possible ways to lessen the gulf from both ends.

RUSSELL UNION: ROOM 2084

• Seeing Isn't Always Believing: Visual Literacy in the First-Year Writing Classroom

Nancy Reichert, Ann Parker, Kim Haines-Korn, Betty Seabolt, Jon Lindsay, Jeff Orr, Mark Stevens and Susan Morrow - Southern Polytechnic State University

Since students at a technical institution such as ours must be technology savvy, the faculty has placed a great deal of thought into the role visual literacy plays in a writing classroom. The purpose of our session then is to open up the discussion concerning issues of visual literacy. We wish those in the composition field to consider what role visual literacy plays in a writing classroom as well as what types of activities may help our students to be thoughtful consumers and creators of visual text.

KEYNOTE LUNCHEON • PRESENTATION OF THE DORTHY GOLDEN AWARD WILLIAMS CENTER • 12:30 - 1:45 PM

KEYNOTE ADDRESS: "Burning To Tell, Burning To Be Told"

Michael Blitz - John Jay College of Criminal Justice, The City University of New York
C. Mark Hurlbert - Indiana University of Pennsylvania

AGENDA

FEBRUARY 1, 2002

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SESSION FOUR: FEATURED PRESENTATIONS • 2:00 - 3:15 PM

RUSSELL UNION: ROOM 2041

• Meaningful Writing Instruction in an Age of Testing and Standards

Jamie Denty - Wayne County High School, Marie L. Franklin - Portal High School and Diane Zigo - Georgia Southern University

This session will focus on ways that writing instructors can help students meet the expectations of state-mandated tests without compromising their students' access to powerful literacies

RUSSELL UNION: ROOM 2047

• Are We on the Same Page? Essay Grading in College and High School

Nan LoBue, Linda VonBergen and Terry Welford - Georgia Southern University

High school teachers spend hours preparing students for the demands of college writing. According to college instructors, however, first-year students often have difficulty with writing coherently and moving beyond the five-paragraph essay. Let's discuss ways to bridge the communication gap between high school and college writing instructors.

SESSION FIVE: CONCURRENT PRESENTATIONS • 3:25 - 4:25 PM

RUSSELL UNION: ROOM 2041

• Intersections of Racism and Sexism: Diving into the Heart in College Composition

Cindy Lutenbacher - Morehouse College

The purpose of this session is to raise issues of personal engagement and political awareness as central to both critical thinking and critical writing in first-year composition. As a white woman teaching in an African-American male environment, I began a writing course overhaul that demanded that I become as wholly, utterly vulnerable and willing to learn, willing to place on the table my own relationship to racism, white privilege, and white supremacy. My students tell me that this factor alone accounts for much of their own decisions to "dive deeper" in the critical investigations of the class.

RUSSELL UNION: ROOM 2044

• Inspiring and Empowering Freshman and Basic Writers with the Personal Vignette

Dana A. Nevil - East Georgia College

The presenter will focus on the vignettes of Bailey White and Sandra Cisneros as models for inspiring students to write their own descriptive, personal vignettes, which explore topics such as their families, their communities, their heritage, and their place in society.

RUSSELL UNION: ROOM 2048

• Dealing with the Paper Weight: How to Use Portfolios Efficiently

Chere L. Peguesse - Valdosta State University

This session will demonstrate how a portfolio system might enhance student participation and ability in a college or high school writing class and enhance instruction even with a heavy course load.

RUSSELL UNION: ROOM 2052

• Boundary Collaborations: Instructors and Writing Centers Working on Behalf of ESL Students

Deborah Reese - Armstrong Atlantic State University

Writing teachers find themselves facing increased numbers of ESL students. Their learning needs often require more attention than one person can give. Instructors might collaborate with writing centers to fill the "attention void" and promote the success of ESL students.

RUSSELL UNION: ROOM 2084

• From Testing the Water to Total Submersion: Teaching in Computer-Supported Classrooms

Jennifer Morgan, T. A. E. Fishman and Joe Wilferth - State University of West Georgia

The purpose of this session is to highlight the pros and cons for first-year composition students and teachers, both experienced and inexperienced with technology, who make the transition into teaching and learning in computer-supported classrooms.

RUSSELL UNION: ROOM 2047 • 4:30 PM

CLOSING, REFRESHMENTS & DOOR PRIZES