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Student Success in Writing Conference

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## Student Success in Writing Conference Program

Student Success in Writing Conference

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April 17-18, 2015

Coastal Georgia Center, Savannah, GA

15<sup>th</sup> Annual

# SSWC

Student Success in Writing Conference



## CONFERENCE PROGRAM

**tech • knowledge, noun.**

The ability to know when to use digital technology to promote student success in writing, when to use traditional methods, and when to blend the two.



DEPARTMENT OF  
WRITING AND LINGUISTICS

# CALL FOR PROPOSALS

# SSWC

Student Success in Writing Conference

# JSSW

The Journal of Student Success in Writing

The Student Success in Writing Conference and seek to promote the success of students in writing courses at the secondary and postsecondary levels and to establish and maintain dialogue between college and high school educators.

**We encourage both presentation and article proposals to provide practical teaching strategies and share research findings on any topic related to student success in writing at the secondary and postsecondary levels.** Our audience includes high school teachers, two-year and four-year college faculty, administrators, librarians, information specialists and graduate students.

This year, we hope to include one or more presentations per session at the conference and several articles in the journal on the role that expectations play in student success in writing. Proposals on this subject may address the concept of expectations and success in general or focus specifically on establishing and meeting expectations for a particular type of instruction. Topics to cover may include but need not be limited to:

- What should our expectations for student success in writing include?
- How can we reconcile differences in expectations among students, teachers and other stakeholders?
- How do we ensure that students meet our expectations for success?
- How do we know if students are meeting expectations for success?
- What are best practices to prepare students for future success?
- How can we engage students in meeting expectations for student success?

APRIL 8-9, 2016  
Coastal Georgia Center  
Savannah, GA

**DEADLINE FOR PROPOSALS: Monday, November 2, 2015**

Visit <http://digitalcommons.georgiasouthern.edu/sswc> for more information



# Welcome to the Conference

It is our great pleasure to welcome you to the **2015 Student Success in Writing Conference**. We are delighted you're here! This year marks some exciting changes to the conference – our first year as a two-day event; our first year with a conference theme; our first year with a companion journal, *The Journal of Student Success in Writing*; our first year with an undergraduate poster session, and -- in response to your requests for more time to network and discuss the ideas you hear here -- our first networking research forum and off-site happy hour for socializing.

But we hope we've kept the qualities that we believe make this conference so special: the chance to hear how teachers from different types of institutions improve student success in writing no matter where writing is taught; the chance to better understand the successes and challenges of teaching different types of students; the chance to learn and share and discuss how we might better help all students make a smoother transition between different institutions.

We could not do any of this without your interest, participation and support. Thank you so much for being a part of Student Success in Writing. We hope you enjoy your time at SSWC.



Peggy Lindsey and Nan LoBue  
Conference Co-Chairs

## At a Glance

### THURSDAY, APRIL 16

4 - 7 p.m. Registration and check-in

### FRIDAY, APRIL 17

7:45 - 8:30 a.m. Registration & Continental Breakfast  
8:30 - 9:30 a.m. Concurrent sessions  
9:30 - 9:45 a.m. Break  
9:45 - 10:45 a.m. Concurrent Sessions  
11 - 11:45 a.m. Golden Award and Keynote Address  
Noon - 1 p.m. Lunch  
1:15 - 2:15 p.m. Concurrent Sessions  
2:15 - 2:30 p.m. Break  
2:30 - 3:30 p.m. Best Practices Networking Forum  
4 - 6 p.m. Gathering at Moon River Brewing Co.

### SATURDAY, APRIL 18

7:45 - 8:30 a.m. Registration & Continental Breakfast  
8:30 - 9:30 a.m. Concurrent Sessions  
9:30 - 9:45 a.m. Break  
9:45 - 10:45 a.m. Concurrent Sessions  
10:45 - 11: a.m. Break  
11 a.m. - Noon Concurrent Sessions

## Exhibitors & Sponsors

We are very grateful for the generous support from the following:

Affordable Learning Georgia

Cengage Learning

College of Liberal Arts and Social Sciences  
Georgia Southern University

Division of Continuing Education  
Georgia Southern University

Jack N. Averitt College of Graduate Studies  
Georgia Southern University

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Use the conference hash tag #SSWC2015 on twitter!



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**Session 1.1: Room 129**

*Session Chair*      *Christina Olson, Georgia Southern University*  
*Panelists*            *Jessica Lauer, Michigan Tech University*  
                              *Joanna Schreiber, Georgia Southern University*

**Grounding Best Practices: The Historical Crossroads between the Business Writing and Technical Writing Service Course**

Service courses are often overlooked in scholarship, but are nonetheless important features of many programs. The goal of this presentation is not to instruct best practices for these courses, but to provide a context to discuss best practices and to generate ideas. Using documentation and articles from professional organizations and associated journals, the presenters trace the historical context of the development of the business writing and technical writing service courses in order to consider what the courses share (e.g., both claim professional writing), where technology and tech-knowledge fit in each course and what strategies might be used to teach them.

**Session 1.2: Room 210**

*Session Chair*      *Lauren Fortenberry, Georgia Southern University*  
*Panelists*            *Rachel Efstathion & Johanna Hillen, University of South Florida*

**Using Instructor Tech-Knowledge to Foster Student Success in the First Year Composition Classroom**

The presenters discuss their study of feedback given via an online review database by first-time first-year composition (FYC) instructors, and their students' reported perceptions of success. They then share the best practices learned by navigating the multiple levels of feedback and tech-use in the FYC classroom, with a focus on student success. Attendees will walk away with best practices for training new FYC instructors, as well as tips to incorporate retention strategies in the classroom. The presentation also offers suggestions about tech-use for instructors, with an awareness of how online feedback mediates the classroom differently than written or verbal feedback.

**Session 1.3: Room 211**

*Session Chair*      *Leigh Ann Williams, Georgia Southern University*  
*Speaker 1*            *Natalie James, Georgia Southern University*

**Teaching Tumblr: Blogging towards Critical Discourse**

What can social media sites teach our students about source integration and response? Students are already using social media and blogging sites, but they see this writing as completely divorced from traditional essays, which are so restricted by convention that they often seem like dead artifacts. This presentation demonstrates how the functionality of the social blogging platform Tumblr can give students tools for practicing critical discourse in a relevant and engaging online environment. Attendees will learn how to use Tumblr in their classrooms in a conscious and intentional way with an emphasis on how instructors must carefully guide students toward applying academic skills to online writing.

*Speaker 2*            *Aron Pease, Georgia Southern University*

**Sustainable Blogging**

Bloggging can be an effective medium for writing instruction oriented more toward ongoing processes than discrete products. This presentation uses student examples from several classes to demonstrate composing techniques, feed aggregation, and collaboration through commenting. Such techniques encourage "sustainable bloggging," that is bloggging as a way to sustain students' mental energy over the course of a semester. It encourages students to reflect on and revise their work not as published posts but as composing practices. Attendees will gain a clearer sense of the rationale for bloggging in the composition classroom as well as practical guidelines to begin their own instruction.

**Session 1.4: Room 212**

*Session Chair*      *Michele Rozga, Savannah State University*  
*Speaker 1*            *Jeanette Toomer, Drama Discovery and Learning, LLC*

**Connecting to Write the Research Paper: History behind Fiction**

This interactive workshop focuses on applying Common Core Standards to drive students' reading, research and writing by investigating a novel's historical background to develop a research paper. The presenter models a curriculum plan for students to explore a societal problem in a novel – in this case, the human rights violations of segregation and racism in Toni Morrison's *The Bluest Eye* – by researching how everyday people, community leaders and legal experts worked together. The speaker then provides student portfolios and other artifacts showing how students developed projects on segregation, violence against women and the Great Migration to understand social change.

**Session 1.5: Room 217**

*Session Chair*      *Monique Bos, Georgia Southern University*  
*Panelists*            *Tammy Winner & Kathleen Richards, University of North Alabama*

**Decoding Millennial Literacy and Its Application to First-Year Composition: Data and Discussion**

For decades, the curriculum and pedagogy of first year composition (FYC) courses at many universities has seen very little change. Simultaneously, reading and writing have changed in the midst of ongoing technological innovations, and large numbers of the cohort referred to as Millennials have entered college. In the hopes of discovering a keener understanding of the ways next generation methods inform the writing process, the presenters will share the data they gathered on how to engage millennial writers in the first-year writing classroom.

**Session 1.6: Room 218**

*Session Chair*      *Benjamin Drevlow, Georgia Southern University*  
*Panelists*            *Kendall Klym, Beth Savoy & Letizia Guglielmo, Kennesaw State University*

**Emerging Writers: Faculty Service and Student Engagement Merging through Published First-Year Writing**

This presentation traces the development of a first-year writing (FYW) essay contest and the annual published volume of essays that became a text for FYW courses. Panelists provide strategies for implementing such writing contests and for seeking publication opportunities for the essays; illustrate the ways that they have integrated the essays into FYW courses both as readings and as illustrations of the writing and research processes; share qualitative feedback from students on the impact of the writing contest and the reader; and offer strategies for using student writing contests to rekindle interest in English as an undergraduate major.



**Session 2.1: Room 129***Session Chair* Monique Bos, Georgia Southern University*Speaker 1* Brad Stratton, University of South Carolina -- Columbia**Improving Business Writing through Critical Reading**

This session examines how a business school at a large public university has attempted to improve its required undergraduate business communication course by introducing additional readings beyond the traditional texts and requiring students to present critical analyses of those readings both orally and in writing. This session focuses on three issues: (1) the research and goals that led to incorporating more outside reading; (2) experience with the course thus far; and (3) the changes made as the course develops.

*Speaker 2* Helen A. Soter, University of West Florida**Learning How to Learn: Incorporating Metacognition in the Business Writing Classroom**

This presentation explains how using computers plus incorporating the old-fashioned handwritten in-class assignment is a more effective way to develop the students' metacognitive skills. Attendees will gain awareness that technology can have a negative effect on student learning. The instructor can counter that negative effect through non-technological methods to ensure that students leave the business writing class with the necessary writing skills while also improving their critical thinking and social skills.

**Session 2.2: Room 210***Session Chair* Aron Pease, Georgia Southern University*Speaker 1* Janelle Newman, Penn State Erie, The Behrend College**"My Archive": A Semester Project for Freshman Writers**

This presentation explains the "My Archive" semester project as an alternative approach for a college-level basic writing course. The project uses physical and virtual resources to encourage reflective, informative, argumentative, and researched-based expression about important life objects. Using paper and web-based texts and implementing various publication means, students are encouraged to engage (or not engage) with technology resources (e.g., blogs, VoiceThread, Google Docs, Instagram, Pinterest) to enhance their writing development throughout the semester. Attendees leave with specific assignment ideas to implement.

*Speaker 2* Clarissa West-White, Bethune Cookman University**Career Exploration: An Intuitive Writing Assignment**

Students are constantly told that writing is essential to their future careers, but students seldom know enough about their majors to know what writing in their fields requires. As writing instructors, we teach general assignments that aim to introduce students to typical writing situations that those in most professions encounter. This presentation encourages knowing about and using the career-writing relationship to meet students' writing needs. Attendees will leave the presentation with a highly versatile assignment that can be assigned during the first weeks of class to assist in sequencing lessons and establishing rapport with students, as well as tailoring writing instruction and assignments to students' career goals.

**Session 2.3: Room 211***Session Chair* Theresa Welford, Georgia Southern University*Speaker 1* Theresa Welford, Georgia Southern University**The Poetry of YouTube: Epic Time-Suck, Epic Teaching Tool**

Poet Ellen Bryant Voigt distinguishes between two types of poetry: the Apollonian (formal, orderly, rational and erudite, often emphasizing intricate wordplay over scenes or sensory details) and its opposite, the Dionysian. Although it is good, of course, for students to write in rational and understandable ways, it can also be good for them to cut loose and write in a Dionysian frenzy, creating something wild, impressionistic, improvisational, brimming over with sensory details and enlightening surprises. This presentation will consist of several YouTube videos and discussion of their potential to inspire Dionysian writing that is vivid, surprising, and enlightening.

*Speaker 2* Val Czerny, East Georgia State College at Statesboro**Metaphorical Mulch: Cultivating Critical Thinking About Literature**

Unlike their English instructors, students tend not to know how to think metaphorically. Since many instructors frequently use metaphorical language to explain concepts, this means much of our conversational language is a foreign language to students. This presentation explores how our "home" language of metaphor is often "Greek" to our students, and how we can use that fact to cultivate critical thinking in the minds of our students—as long as we put our hand to the plow, leave no stone unturned, till the soil, plant the seeds of knowledge, and wait patiently for the plant to put forth leaves.

**Session 2.4: Room 212***Session Chair* June Joyner, Georgia Southern University*Panelists* Elizabeth Rhoades & Jennifer Hebert, University of Akron  
Jamie Signorino, University of Akron/Green High School**Writing, Recording and Reacting: Exploring the Most Effective, Efficient and Engaging Medium for Providing Feedback on Student Essays**

The presentation explores the effectiveness of various forms of instructor feedback using technology. Drawing on the work of Jeffrey Sommers and Susan Sipple, panelists examine the impact of audio feedback on students compared to the written feedback theoretical framework established by Peter Elbow in order to review the various methods available for response. They then share data assessing students' responses to these methods, briefly demonstrate different feedback tools and offer an assessment of the most valuable methods. Participants will leave the session with tools for the classroom and a stronger sense of student preferences.

**Session 2.5: Room 217***Session Chair* Drew Keane, Georgia Southern University*Panelists* C.C.R. Hendricks, Julie E. Karas & Amanda E. Finn,  
Appalachian State University**A Balancing Act: Encouraging Critical Media Literacy in the College Composition Classroom**

In this panel, three composition instructors share their experiences integrating and avoiding digital media to further student success in writing. The first presenter describes a Media Literacy Narrative assignment used in a Writing Across the Curriculum classroom that asks students to examine their use of technology and its impact on their social, disciplinary, and professional realities. The second presenter discusses the benefits of having students create their own pieces of technology in a Collaborative Digital Project assignment. The final presenter offers methods for creating assignments and activities that use both high and low tech modes to support success in writing and learning transfer.

**Session 2.6: Room 218***Session Chair* Janice Walker, Georgia Southern University*Panelists* Susan Brown, Kennesaw State University  
Janice Walker & Leigh Ann Williams, Georgia Southern University**The LILAC Project: Learning Information Literacy Across the Curriculum**

This panel discusses what teachers can learn from the data gathered for the LILAC Project and how they can use this knowledge in their pedagogy. The LILAC Project is a multi-institutional research project seeking to look at students' information-seeking behaviors. In addition to survey research, and asking students about what they have been taught and what (they think) they know, the project attempts to capture what students are actually doing—and thinking—as they search for information by comparing survey results with video captures that use a "Research Aloud Protocol" (or RAP). The RAP sessions provide insights into what students are doing and what they say about the choices they are making.



# COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

The College of Liberal Arts and Social Sciences, the University's College of the Creative Mind, prepares you to achieve academic excellence, develop your analytical skills, enhance your creativity, and embrace your responsibilities as a citizen of your community, your nation and the world.

For more information about the Liberal Arts programs at Georgia Southern University visit [cogs.georgiasouthern.edu/admission/graduateprograms](http://cogs.georgiasouthern.edu/admission/graduateprograms).



**Office of Graduate Admissions**  
[www.georgiasouthern.edu/grad](http://www.georgiasouthern.edu/grad)



## DEPARTMENT OF WRITING & LINGUISTICS

*We are delighted to be hosting the Student Success in Writing Conference for the 15<sup>th</sup> year and invite you to learn more about us.*



DEPARTMENT OF  
WRITING AND LINGUISTICS

**College of Liberal Arts & Social Science**  
[www.georgiasouthern.edu/writing](http://www.georgiasouthern.edu/writing)

**The Department of Writing and Linguistics** at Georgia Southern is the only free-standing writing department in the state of Georgia and one of only a handful in the nation and the only department that offers a B.A. in Writing and Linguistics with coursework creative writing, professional and technical writing, writing studies, and linguistics.

Our 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.



## Presentation of The Dorothy Golden Award for Teaching Excellence in First Year Writing



### Auditorium (Room 100) • The Golden Award

Presented by Curtis D. Ricker, Dean, College of Liberal Arts and Social Sciences at Georgia Southern University

### About the Golden Award

Honoring the memory of Dorothy Golden, Georgia Southern University Assistant Professor Emerita, The Dorothy Golden Award for Teaching Excellence in First Year Writing 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 to a high school or college instructor who has demonstrated excellence in teaching first year writing and/or preparing students for first year writing for at least five years.

### Golden Award Recipients

2014 Gardner Rogers  
Valdosta State University

2013 Chip Rogers  
Middle Georgia State College

2012 June Joyner  
Georgia Southern University

2011 Matthew Gainous  
Ogeechee Technical College

2010 Jane Rago  
Armstrong Atlantic University

2009 Aimee Taylor  
Richmond Hill High School

2008 Donna Hookey  
Ogeechee Technical College

2007 Deborah Carico  
Bulloch Academy

2006 Mary Ann Ellis  
Appling County High School

2005 Kathy Albertson  
Georgia Southern University

2004 Daniel Edenfield  
Bulloch County Performance Learning Center

2002 Pat Fox  
Armstrong Atlantic University

2001 Linda S. Williams  
North Georgia College & State University

2000 Charlotte Crittenden  
Georgia Southern University

## Keynote Address in the Auditorium



### Traci Gardner

Instructor, Department of English, Virginia Polytechnic Institute and State University, Blacksburg, VA

### Auditorium (Room 100) • The Keynote Address

Introduction by Janice Walker, Professor in the Department of Writing and Linguistics at Georgia Southern University

### About the Keynote Speaker

Traci Gardner will serve as the keynote speaker for the 2015 Student Success in Writing Conference. As someone who's been exploring and writing about composition and digital technology for over two decades, Traci is well-established as an expert on technology and literacy instruction. Her vast experience exploring and critiquing the role of technology in high school and college writing classrooms fits perfectly with this year's conference theme of tech-knowledge – the ability to know when to use technology to teach writing and when not to. Traci's website [www.tengrrl.com](http://www.tengrrl.com) offers multiple ways to follow her online. We hope you'll join us to see her in person for the keynote address.

### About the Presentation: Ten Ways to Use Digital Tools in the Writing Classroom

As I prepare for any class I teach, I post the planned activities on a WordPress blog and send out updates on Twitter. My blog post typically includes a photo I have found on Flickr, using Creative Commons search. In class, we are likely to talk about Facebook, Flickr, or Pinterest. We build LinkedIn profiles, write blog posts, and discuss online personas. Technology has become a significant part of what I teach and how I communicate with students, but rarely am I teaching students technology. Instead, I am asking them to engage in conversations, research solutions, and take action. My goal is never to use technology for technology's sake; it is to engage students in activities that support their development as writers. In my presentation, I will outline ten ways teachers can use digital tools in the classroom to support student success in the writing classroom (and beyond).

## Luncheon Noon - 1 p.m. Room 115

Lunch is included in the conference registration fee.

### A lunch buffet will be provided in Room 115 by Paul Kennedy Catering and will consist of:

- Soup and salad bar (all vegan, gluten free and dairy free)
- Wrap assortment (turkey with cheese, tuna salad, all vegan and dairy free roasted vegetable and hummus)
- Potato chips
- Banana pudding and brownies
- Sweetened and unsweetened iced tea, water





**Session 3.1: Room 129**

*Session Chair*            *Natalie James, Georgia Southern University*  
*Panelists*                *Kim Haimes-Korn & Jeanne Bohannon, Kennesaw State University*

**Transcending Tech-Tools: Engaging Students through Critical Digital Pedagogies**

This panel considers ways to develop tech-knowledge and engage students through critical pedagogies (which start with inquiry and ask students to critically examine their worlds through communication and participatory learning) and through digital pedagogies (which use electronic elements to enhance or change the experience of education). Panelist 1 considers multiliteracies as theory and praxis in an assignment where students produce short animations to explain rhetorical behaviors. Panelist 2 discusses her use of blogs and digital writing projects to engage students in composing for new audiences, purposes and contexts. She explains how rhetorical acts of composition transition across these digital genres.

**Session 3.2: Room 210**

*Session Chair*            *Drew Keane, Georgia Southern University*  
*Panelists*                *Shannon Riggs Stuckey & Jennifer Odom Lewis, Metter High School*

**Writing for Transition: The Next Step (Work or College)**

High school juniors and seniors typically face high-stakes standardized tests and/or a capstone project in order to graduate. While such requirements may arguably confirm that students possess essential writing skills for their next steps in life -- work or college -- they are often overwhelming for students. This presentation addresses efforts at one high school to employ co-teaching to alleviate the stigma associated with these projects and use these assignments as tools for building not only writing and project management skills, but student confidence and self-efficacy. The presenters will explore how twinning subjects, common summative assignments, data review and co-worker observations build student confidence and improve performance.

**Session 3.3: Room 211**

*Session Chair*            *Jinrong Li, Georgia Southern University*  
*Panelists*                *Heather Pavletic & Robert Cole, Auburn University – Montgomery*

**Digital Peer Review in Basic Writing: Finding the Line between Over-Exposure and Usability of Technology**

Leading figures in basic writing argue that more research needs to be conducted on the use of computer mediated technology in composition courses as more than just an “add-on” to the course curriculum. This presentation focuses on a study that explores digital peer review in basic writing courses and methods for encouraging students to craft constructive asynchronous criticism. It looks at the enhancement of students’ ability to compose works when they are presented with asynchronous criticism offered through digital peer review. It also considers the impact such criticism has on the students’ final product.

**Session 3.4: Room 212**

*Session Chair*            *Leigh Ann Williams, Georgia Southern University*  
*Panelists*                *Ashley Y. Oliphant & Marissa Schwalm, Pfeiffer University*

**High-Tech, Low-Tech and No-Tech: Approaches to Refreshing the Rhetorical Triangle**

The Rhetorical Triangle (i.e., ethos, logos, pathos), with its roots in Aristotelian theory, continues to ground everything a composition student learns. Despite the critical importance of the writer/reader/text relationship, many instructional materials fail to present the triad in relevant or compelling ways. This presentation offers high-tech, low-tech and no-tech approaches to refreshing Aristotle’s Rhetorical Triangle in the composition classroom. By using examples from popular culture, social media and music, participants learn how to show students that nearly every aspect of their lives requires them to be in control of the Rhetorical Triangle. Participants will receive handouts, assignment overviews, video links, and technological tools to support immediate classroom implementation.

**Session 3.5: Room 217**

*Session Chair*            *Daniel Rivera, Georgia Southern University*  
*Speaker*                 *Daniel Rivera, Georgia Southern University*

**Google Drive: A Modern Tool for Writers**

Join Daniel Rivera, director of Georgia Southern’s College of Education Instructional Resource Center, Google Education Trainer and Google Certified Teacher for an in-depth look at the ways Google Drive has matured from a free online collaborative Office suite into a powerful, free tool for teaching and learning of writing and discover some new and innovative strategies for using Drive with students. Attendees, regardless of experience with the program, can learn new techniques and gain useful advice for working successfully with Drive.

**Session 3.6: Room 218**

*Session Chair*            *Amanda Hedrick, Georgia Southern University*  
*Speaker 1*                *Lynn A. Rhodes, University of South Carolina – Aiken*

**When is Writing Really Reading?**

Weak writers are often weak readers who demonstrate perennial difficulties with research. Students lacking strong reading skills are susceptible to WIGWAM search strategies: Wikipedia, Internet, Google, Without Anything More. Students who are weak readers are also often weak writers who struggle throughout college or drop out altogether. This presentation describes a first-year inquiry-based composition class designed to combat weak reading and engage students with meaningful inquiry-based topics while students learn effective database research and writing processes. It highlights practices for teaching reading, rhetorical analysis, and researched writing as “conversational inquiry.”

*Speaker 2*                 *Amanda Hedrick, Georgia Southern University*

**Remaking Assignment Sheets: Thought, Paper, Scissors**

When approaching writing assignments, many first year students encounter their first hurdle at the assignment description itself. Though we write assignments to be thorough, clear, and instructive, our students often find them bland, inaccessible, or worse, unnecessary. Using the frameworks of radical revision and the maker movement, this presentation offers strategies that allow students to find their own ways to understand and reinvent academic assignment sheets, with or without technology.

Room 217

Session Chairs Peggy Lindsey and Nan LoBue, SSWC Co-Chairs

**Best Practices Networking Forum**

What do you feel you need to know in order to better achieve student success in writing? What types of resources or research would you like to see? What types of resources or research would you like to be a part of creating and sharing? This forum is your chance to work with other SSWC attendees to create a wish list of resources and research for student success in writing, and to start figuring out how to make those wishes come true. Participants will, we hope, leave with new resources for learning about and collaborating on student success in writing.

Post-Session Socializing and Conversation 4 - 6 p.m.



Please join us from **4-6 p.m.** in the beer garden at **The Moon River Brewing Company, 21 W. Bay Street, Savannah**, to kick back, relax, and just hang out with fellow attendees after a long day of conferencing. Significant others, traveling companions, etc. are welcome.

Please note that attendees are responsible for purchasing their own beverages and food at this event.



The first USG Open Textbook was implemented in Summer and Fall 2013 for the core curriculum US History I course:

- In Spring 2013, prior to open text implementation: 88% HIST 2111 retention rate.
- In Summer 2013, the first semester with the Open Textbook, retention increased to 94%.
- Successful completion (grades A, B, and C) rose from 56% in the spring to 84% in the summer with the open textbook.
  - Retention is the measure of non-withdrawals (grades A,B,C,D,F)
  - Successful course completion: grades A, B, and C.
  - Non-successful course completion: grades D, F, W, and WF.

For more on using open education resources to promote student success by providing affordable textbook alternatives, go to [affordablelearninggeorgia.org](http://affordablelearninggeorgia.org)

**Session 4.1: Room 129**

*Session Chair* Kathy Albertson, Georgia Southern University  
*Speaker 1* Margaret Fletcher, Clayton State University

**Writing for Better or Worse: Out of the Scriptorium and into the Digital Stream**

Do the tools we use change the content of our work? Can we put writing into a historical context that helps explain the technological revolution we are experiencing? Are scholars blindly stepping out of the ivy-towered scriptorium and into the maelstrom of the digital stream? This presentation looks at skills our students must master to be successful in our new age by describing and presenting digital applications used successfully to help students learn traditional skills in a new way. Attendees can gain a perspective on what both we and our students face as well as some methods of achieving student engagement and positive outcomes.

*Speaker 2* Meg A. Ruggiero, Appalachian State University

**Layering Literacies: How Digital Narratives Foster Effective Rhetoric and Reflection**

As many writing scholars have argued, students' prior experience significantly influences their successes and struggles in writing courses. This practice-oriented presentation explores a digital literacy narrative assignment that connects the familiarity of past experiences with unfamiliar modes of technology. The presentation includes activities, examples, and discussion to consider how teachers can encourage students' production of effective rhetoric and insightful reflection, as well as their development of "textured literacy—the ability to comfortably use and combine print, spoken, visual, and digital processes in composing a piece of writing," to borrow Kathleen Blake Yancey's term.

**Session 4.2: Room 210**

*Session Chair* Dan Bauer, Georgia Southern University  
*Panelists* Merryll Penson, Executive Director, Library Services, University System of Georgia

**Affordable Learning Georgia**

Affordable Learning Georgia (ALG) is a University System of Georgia initiative to promote student success by providing affordable textbook alternatives. This presentation explores how faculty can use ALG as a one-stop service to identify lower-cost, electronic, free, and open educational resources, building on the cost-effective subscription resources provided by GALILEO and the USG libraries.

**Session 4.3: Room 211**

*Session Chair* Janet Dale, Georgia Southern University  
*Panelists* Gray Scott & Jamie Jones, Texas Women's University

**Mitigating Stereotype Threat in the Writing Classroom**

In a seminal 1995 paper, Joshua Aronson and Claude Steele report that mere awareness of stereotypes can hurt the performance of members within a stereotyped population, a phenomenon called "stereotype threat." However, because most studies have involved large numbers of students and objective tasks like multiple choice tests, previous scholarship has neglected the question of whether such mitigations can be effective in a writing classroom. Presenters review previous research on stereotype threat mitigation and its implications for teachers of writing, and report preliminary findings from their own research on the impacts of mitigation strategies on student writers.

**Session 4.4: Room 212**

*Session Chair* Amanda Hedrick, Georgia Southern University  
*Panelists* Teresa Marie Kelly & Josef Vice, Kaplan University

**Resources on the Go: Providing Support for Student Writers in a Mobile World**

Since most students exist in the world of mobile information, making instructional resources available via mobile devices is critical. However, such resources are generally created by instructors who may lack advanced technology skills. This session offers instructors useful support for making their resources mobile-friendly. Presenters will introduce data on student mobile device usage and identify resources for instructional best practices in creating mobile content, namely writing resources. Participants will then use their own mobile devices to sample a variety of end user driven products including services like Google Apps for Education, App Builders such as Yapp, and Cloud Based-Storage like Live Binder, and begin building mobile resources.

**Session 4.5: Room 217**

*Session Chair* Kevin Psonak, Georgia Southern University  
*Panelists:* Sibylle Gruber & Nancy Barron, Northern Arizona University

**Interdisciplinary Research, Writing, Design and Presentations: The Undergraduate Videogame Symposium**

This presentation focuses on one university's efforts — achieved through the Interdisciplinary Writing Program — to encourage undergraduate research, design, writing, and presentations that promote interdisciplinary collaborations and community outreach. Presenters share primary research data collected through interviews and participant observations, and research studies on critical decision-making and digital media literacy to show that an undergraduate video game symposium draws on student personal and academic interests, and allows students to research a wide range of topics connected to such fields as education, anthropology, gender studies, rhetoric, psychology, science, art, music, engineering, political science, writing, business, and health sciences.

**Session 4.6: Room 218**

*Session Chair* Leigh Ann Williams, Georgia Southern University  
*Panelists* Kristin Harkins & Erika J. Galluppi, Nash Community College

**2 Instructors, 1 Classroom: Addressing Gaps in Tech-Knowledge via Team-Teaching**

Community college students often struggle with the changing digital landscape of education. This presentation describes the presenters' efforts to use team-teaching to address this growing gap in tech-knowledge. The presenters will share some successful team-teaching techniques such as re-entry tickets to hold students accountable for their work despite their limited access to technology; peer interview/review to encourage interpersonal communication; scaffolded discussion forums to continue meaningful conversation outside of class; and engaging paper-based presentations that teach students to navigate truly visual aids in preparation for using flashier technologies in the future. Ultimately, participants will walk away with stronger ideas about collaborating in the classroom and across campus as well as when to encourage students to employ their tech-knowledge.

*Please also visit the undergraduate poster session in the exhibitors' area.*



# SATURDAY, APRIL 18 - UNDERGRADUATE POSTER SESSION

Posters will be on display all day on Saturday • LOCATED IN THE EXHIBITOR AREA

Presenters will be available for questions and discussion of their work during the breaks between sessions. Please stop by and see hear how potential future colleagues are adding to the conversation about improving student success in writing.

Georgia Hayway, Georgia Southern University

“Sweet Talkin’: A Writing Mini-Lesson”

Minna Pritchard, Georgia Southern University

“Fostering Community in the Writing Classroom”

Jordan Stroud, Georgia Southern University

“The Bidirectional Influence of Writing Instruction and Students’ Emotional States”

Karen Joyner, Georgia Southern University

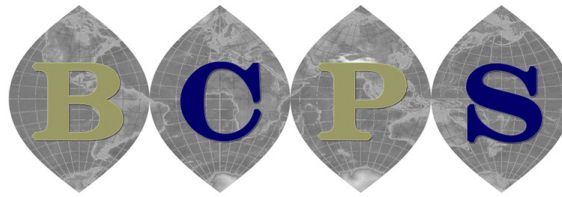
“Finding the Solid Foundation for College-Level Writers Through Theory and Practice”

Li Wen, Georgia Southern University

“Helping Chinese Students Succeed in Writing Western-Style Argument”

William Norris, Georgia Southern University

The Moral of the Story



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**Session 5.1: Room 129**

*Session Chair*            *Rebecca Bobbitt, Georgia Southern University*  
*Panelists*                *Elizabeth Kelly, Coastal Pines Technical College*  
                                  *Teresa Marie Kelly, Kaplan University*

**Teaching, and Technology, and Theory, Oh My!: Teaching with Technology for Learning's Sake**

Using technology in teaching simply because technology exists makes little sense. On the contrary, writing teachers should use technology as tools for fostering effective teaching and successful learning by grounding that use in practical application and theory. Considering this, the presenters focus on practical ways of using technology, such as word auto-correct, virtual sticky notes, and text-messaging, to teach writing. The goal is to place technology in context as a means to an end and not an end in itself.

**Session 5.2: Room 210**

*Session Chair*            *Sheila Nielsen, Georgia Southern University*  
*Speaker 1*                *Candace Deal, Kennesaw State University*

**Listening to Learners: How to Engage FYC Students with Writing**

Students learn at deeper levels when engaged with their work; however, engaging students in writing is one of the biggest challenges composition teachers face. This session reviews a research project examining writing assignments FYC students at Kennesaw State University describe as meaningful and engaging. The presentation draws from the study's findings to identify qualities most likely to engage FYC students, and the presenter offers strategies for incorporating engaging work qualities into FYC assignments. Attendees will discover the impact specific design qualities have on student engagement and leave with strategies for incorporating engaging work qualities in FYC assignments.

*Speaker 2*                *Mary E. Adams, University of Louisiana at Monroe*

**Using Retention-Focused Assignments to Enhance First-Year Writing**

Today's First-Year Writing program is tasked not only with improving academic discourse, but also with increasing student retention. By incorporating retention-focused assignments into the composition curriculum, writing programs can prepare students for academic writing while building a sense of community on campus. This practice-oriented presentation offers concrete tools for introducing students to global strategies, including scaffolding techniques for syllabi, assignment suggestions, and ideas for incorporating multi-media, social platforms and field trips to add vitality and meaning to writing courses across levels and disciplines.

**Session 5.3: Room 211**

*Session Chair*            *Kathy Albertson, Georgia Southern University*  
*Speaker 1*                *Karen M. Gocsik, University of California – San Diego*

**Student Success Through (Structured) Failure: The Power of the Wiki Tool to Promote Student (Un)Learning**

This presentation demonstrates how a wiki tool was used by a group of teacher-researchers 1) to determine how novice international writers construct knowledge on topics they know nothing about, and 2) to move novices to abandon unsuccessful composing practices in favor of more successful ones. The presenters share data gathered across a six-year span showing how the wiki was particularly valuable in enabling students to adopt new practices. Attendees will gain a sense of how they use the wiki as an instructional tool to assess and then challenge bad writing and research habits, and to foster student success.

*Speaker 2*                *Stefanie A. Frigo, North Carolina Central University*

**Writing the World: Ten Tech(Less) Strategies for Internationalizing the Composition Classroom**

In an increasingly global educational and professional environment, students are progressively more in need of developing their cultural understanding in order to succeed

both professionally and socially. Writing classes are uniquely positioned to deliver content that teaches written, verbal, and visual communication and enhances inter-cultural understanding and global competency. This practice-oriented presentation offers concrete tools for introducing students to global culture. By laying out scaffolding techniques for syllabi, assignment suggestions, methods for incorporating multi-media and social platforms into the conversation, and field trips to add vitality and meaning to writing courses across levels and across disciplines.

**Session 5.4: Room 212**

*Session Chair*            *Kevin Psonak, Georgia Southern University*  
*Speaker*                 *Kevin Psonak, Georgia Southern University*

**Learning-Centered Instruction, Computers, and Writing**

The learning-centered classroom is growing in prominence, and this approach to pedagogy fits well with technology-equipped writing classrooms. This presentation reviews the tenets of learning-centered teaching and shows how this paradigm, coupled with computer-based activities, positioned students in a First Year Writing class to succeed as writers. In particular, frequent, low-stakes, short writing assignments (whether "journal entries" or "scholarly paragraphs") prepared in and out of class on computers promoted student success in a FYW class in several ways while learning management software enabled the instructor to manage the multitude of submissions.

**Session 5.5: Room 217**

*Session Chair*            *Rich Houser, Georgia Southern University*  
*Panelists*                *Brian Artese, Mary Behrman, Martin Severson & Victoria Armour Hileman, Kennesaw State University*

**Rhetorical Analysis: Teaching Beyond the Appeal**

Although composition textbooks continue to develop creative ways of introducing students to rhetorical analysis, the models they present rely on a dated conception of rhetoric pertaining to "style" as opposed to "content" that is alien to critical analysis of a text's logic and argument. These models, further, confuse mere identification of rhetorical appeals with substantial rhetorical analysis. This panel advocates teaching rhetorical analysis as critical analysis in first-year composition and offers new models and activities for avoiding the common problem of students getting lost in decontextualized rhetorical detail. Presenters discuss low-stakes close-reading assignments, methods of alternating between "local" close reading and a long view of broader patterns; and constructing a course around the components of the "rhetorical triangle."

**Session 5.6: Room 218**

*Session Chair*            *Dan Bauer, Georgia Southern University*  
*Panelists*                *Lesley Bartlett, Hilary Wyss, Diana Eidson & James Truman, Auburn University*

**Using E-Portfolios to Support Student Writers**

This session explores how the use of e-portfolios can support students' writing development. Speaker 1, director of a campus-wide e-portfolio initiative, describes the institutional approach to e-portfolios, particularly as this approach relates to WAC/WID initiatives. Speaker 2, an English professor specializing in Composition and Rhetoric, takes up the challenges of using e-portfolios in first-year writing classes. Speaker 3, an English professor specializing in literature, shows how using e-portfolios in a capstone course aids students' ability to conduct research and synthesize their learning experiences. Speaker 4, a writing center director, discusses how to incorporate e-portfolios into tutor training and development efforts. Attendees will learn not only what an e-portfolio is (and is not), but also how to leverage e-portfolio technology to support the development of student writers in various contexts.

**Session 6.1: Room 129**

*Session Chair*      *Monique Bos, Georgia Southern University*  
*Speaker 1*          *Lorraine Genetti, Athens Technical College & Franklin County High School*

**Entering the Conversation: Using the Article of the Week to Teach Students Skills in Responding to and Using Source Material**

This presentation shows participants how to use the Article of the Week to help high school students learn the writing skills at the heart of college-level academic discourse: summarizing, responding to, and integrating quotations from a wide variety of non-fiction texts--especially important with the Common Core emphasis on non-fiction and argumentative writing. Through active participation and demonstration, attendees will learn how to use the Article of the Week through hooking students, modeling purposeful reading and annotating, and using templates to summarize and respond.

*Speaker 2*          *Tammy Johnson, Wallace Community College*

**Teaching Literary Analysis Using Dr. Seuss**

High school and beginning college students often find literary analysis overwhelming. Often their first literary analysis essay requires them to consider a text with difficult vocabulary, syntax and concepts. This presentation considers how Dr. Seuss allows students to feel more confident and be more successful with literary analysis: they are already familiar with the children's books, yet the books engage students by offering political and sociological themes through carefully crafted symbols, characters and settings – key elements of literary analysis. Participants will engage in activities that will create a solid foundation to analyze literature.

**Session 6.2: Room 210**

*Session Chair*      *Leigh Ann Williams, Georgia Southern University*  
*Panelists*          *Cynthia Medrano, DePaul University*

**#LearningInADigitalAge: How Technology Can Help Students Navigate the Transition from High School to College**

How can social technologies and digital games encourage students to be more reflexive and engaged in academic environments? This interactive workshop will help provide an answer. Two writing tutors in a university summer program that helps high school students complete college-level coursework will share their insights, explaining how they use presentation technologies like PowerPoint and Prezi, social technologies like Tumblr and Instagram, and interactive digital games to not only make “boring” academic topics, like citations, more memorable and engaging, but also to help students see how their existing knowledge fits or can translate into an academic environment.

**Session 6.3: Room 211**

*Session Chair*      *Rich Houser, Georgia Southern University*  
*Speaker 1*          *Wendy Bilen, Trinity Washington University*

**P2P+1: Using Guided Peer Conferences to Facilitate Writing Instruction**

Guided peer conferencing blends strengths from three traditional methods: a conference between one teacher and one student; peer tutoring, with one student assisting another; and workshops involving a group of peers, sometimes facilitated by a teacher. This session explores how a hybrid of these approaches—a conference with two students, guided by the professor—can be a valuable and efficient way to respond to student writing, encourage student camaraderie, and build editorial and leadership skills. Through demonstration and discussion, participants examine this approach through the lens of their teaching goals and student demographics.

*Speaker 2*          *Julia F. Reidy, Kennesaw State University*

**Student and Instructor Priorities for Feedback: How to Choose a Delivery Method for Responding to Student Writing**

This presentation provides practical advice to instructors about the decision to adopt (or not) “e-feedback,” digitally delivered instructor responses to student writing. The presenter details the overlapping results of two 2014 surveys, one exploring instructor priorities and

the other investigating student preferences. While the results of this study do not offer easy answers about whether adopting technology will improve student performance, this research does provide a hierarchy of priorities for instructors to use when they make the decision to give feedback on paper or online.

**Session 6.4: Room 212**

*Session Chair*      *Lauren Fortenberry, Georgia Southern University*  
*Speaker 1*          *Anne Shiell, Walden University*

**Using Social Media to Create Writing Communities and Foster Student Success**

Research has examined ways educators can teach writing through social media, but Facebook, Twitter, Google+, blogs and podcasts can also play a critical role in creating writing communities in online higher education. This presentation offers research-based reasons and practical strategies for building writing communities with social media. Attendees will walk away with both a better understanding of how social media can build communities of student writers and offer them additional online support and practical ideas for creating an engaging social media presence with limited time and resources.

*Speaker 2*          *Lauren Fortenberry, Georgia Southern University*

**Fostering Community and Creativity in the Wake of a Digital Divide**

This session demonstrates how students, when given creative license and the pertinent tools and scaffolding, can engage in relevant and meaningful technology-mediated discussions to build self-efficacy in writing across disciplines. Focusing on discussion boards and open-ended assignments to establish digital common ground in FYW courses, the presentation will introduce attendees to new digital methods and unique ideas for fueling student engagement, which will produce passion-infused writing and a community of scholars.

**Session 6.5: Room 217**

*Session Chair*      *Sarah Domet, Georgia Southern University*  
*Panelists*          *Margaret Sullivan & Sarah Domet, Georgia Southern University*

**Practical Approaches to Multimodal Composition**

It is relatively common to encounter arguments that the writing classroom must integrate multimodal approaches. What is less common, however, are suggestions for practical application. This panel offers advice on implementing a multimodal approach to teaching composition. The presenters discuss what worked (and what could have worked better) in a recently-piloted multimodal approach to teaching FYW. Topics include a student-created blog, scaffolded assignments, student reaction (both positive and negative), and the meaningful ways teachers in all grade levels can make use of such a multimodal approach to achieve course outcomes.

**Session 6.6: Room 218**

*Session Chair*      *Janet Dale, Georgia Southern University*  
*Panelists*          *Paul Vincent, Gardner Rogers & Donna Sewell, Valdosta State University*

**Visible and Transparent: Helping Students Succeed as Writers**

Panelists will explore different ways instructors can make writing instruction and student success more visible and transparent across the curriculum. The first panelist reviews syllabi from a Geosciences department, focusing on how writing is featured or valued in each case. The second considers how the commonplace assertion that FYW classes should become sites of community and collaboration depends on a complex set of assumptions about the roles of teachers, students, and technology. The third demonstrates revisions to a course syllabus based on wide readings. The revisions decode varied policies in language that students can understand, underscore course relevancy, and make connections across assignments.





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### Education Faculty

**Chandra L. Alston:**

Teacher education, English education, adolescent literacy, urban education

**Barry Fishman:**

Technology, video games as models for learning, reform involving technology, teacher learning, design-based implementation research

**Elizabeth Birr Moje:**

Adolescent and disciplinary literacy, literacy and cultural theory, research methods

**Mary J. Schleppegrell:**

Functional linguistics, second language learning, discourse analysis, language development

### Co-Chairs

**Anne Curzan:**

History of English, language and gender, corpus linguistics, lexicography, pedagogy

**Anne Ruggles Gere:**

Composition theory, gender and literacy, writing assessment, and pedagogy

### English Faculty

**David Gold:**

History of rhetoric, women's rhetorics, composition pedagogy

**Scott Richard Lyons:**

Native American and global indigenous studies, settler colonialism, posthumanism

**Alisse Portnoy:**

Rhetoric and composition, rhetorical activism and civil rights movements

**Megan Sweeney:**

African American literature and culture, ethnography, pedagogy, critical prison studies

**Melanie R. Vergeau:**

Composition and rhetoric, digital media studies, disability studies, autistic culture



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