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## Co-Sponsored Workshops

With OETI: Jan. 11  
Diversity, with Frank Jones

With the Women's Festival:  
Apr. 3  
Feminist Teaching  
With Pam Takayoshi

With the Graduate School, for  
Grad Students only:

Feb. 5  
Delivering Effective Presentations  
With Nancy Jackson

Feb. 6  
Preparing Thesis Proposals  
With Meg Morgan

## 2002 Pearce Workshops for Spring

The Roy and Marnie Pearce Center for Professional Communication will host a variety of workshops this spring. To give you a preview, we've listed in the sidebar the full day workshops we are co-sponsoring, and below we describe a set of 7 "short" workshops that begin in January. As the descriptions indicate, these workshops include "favorite topics" like grading student work as well as new topics like addressing plagiarism.

For each workshop, we'll send an electronic announcement as well, but if you'd like additional information and/or want to sign up now, please use the coupon on page 2 of the newsletter, or email Angie Justice [ajstc@clemson.edu](mailto:ajstc@clemson.edu).

We look forward to seeing you at one of our events soon!

### Focus on Creativity: Poetry Across the Curriculum: Jan 11 and Jan 15: 9-11 am

This interdisciplinary workshop will provide specific ways we can encourage student creativity in thinking, learning, and expression.

### Incorporating Research into Written Assignments:

Jan. 24, 2-4 pm, and Jan. 25, 9-11 am

In this session, participants will discuss the roles that secondary research plays in student writing assignments, develop pedagogical strategies to communicate requirements, and write assignment descriptions that articulate expectations to student writers.

### The Who, What . . . and How of Using Collaborative Writing Groups:

Jan. 31, 1:30-3:30 pm, and Feb. 1, 9-11 am

This workshop focuses on helping faculty make good choices about collaboration, including designing assignments, selecting students and group roles, and assessing group writing tasks.

### Plagiarism in College Classes: Feb. 6, 9-11 am, and Feb. 7, 2-4 pm

This workshop will address several key questions regarding written plagiarism in college classes and assist faculty in thinking about how to help students understand and avoid it.

### Grading and Responding to Student Writing: Mar. 7, 2-4 pm, and Mar. 8, 9-11 am

In this workshop, participants will investigate typical strategies for responding to and grading student writing

### Creative Group Presentations: Mar. 12 and Mar. 13 (Times to be determined)

This workshop addresses how to stimulate student thinking and guide students to interesting and innovative group presentations.

### Promoting Appropriate Assertiveness and Negotiation Skills in the Classroom: Mar. 26 and Mar. 27 (Times to be determined)

This workshop will focus on ways to help students develop their speaking skills, particularly as students bring into balance assertiveness and civility.

**Writing Project Update**

The Upstate Writing Project at Clemson University is one site of a consortium of over 140 sites across the country dedicated to enhancing the teaching of writing in classrooms from kindergarten through high school. It was funded in 2001 with a grant from the National Writing Project (NWP) as one of 8 new sites in the nation. Dr. Rebecca Kaminski is the Director and PI of the grant. She partners as Director with Gail Denton of Riverside Middle School in Greenville County and Bea Bailey of Clemson University.

The basic assumption of the NWP is that the teacher is the key to educational change and as such:

- The best teacher of teachers is another teacher.
- Student writing can be improved by improving the teaching of writing.
- Programs designed to improve the teaching of writing must involve teachers from all levels of education and all subjects.
- Change can best be accomplished by those who work in the schools, not by transient consultants or by prepackaged systems.
- Meaningful changes can occur only over time. Staff development programs must be systematic and ongoing.
- What is known about the teaching of writing comes not only from research but from the classroom practice of those who teach writing.
- Teachers of writing must write.

The cornerstone of each project is the Invitational Summer Institute. This year's Institute was held in June at the SC Governor's School for the Arts and Humanities in Greenville. The participants (called fellows) prepare a 90 minute teaching demonstration, validated through research and based on practice from their classroom. During the Institute, fellows are also required to read current research related to the teaching of writing and participate in literature discussion groups. On Thursdays, invited experts in the field of writing Kathleen Yancey, Art Young, and Dixie Goswami shared their research.

The UWP teacher consultants will continue share their skill of teaching writing through various leadership activities during the coming year. Many have already been asked to participate in school level staff development. Others have presented their teaching demonstration as an outside consultant at a local school or at state and regional conferences. The UWP First Year Program will provide monthly activities for the teacher consultants to continue to add to their knowledge of teaching writing, to polish their demonstrations, and to explore leadership opportunities. Plans are in progress to hold a Winter Institute in January 2002 on the Isle of Palm.

**Clemson's Electronic Portfolio:**

**A Student's View**

The Pearce Center is helping sponsor the development of the Clemson Electronic Portfolio, and here we present the first of a continuing series of student cases. In this issue, we'll introduce you to Steve Collins, a packaging science major who tells us about how he used the digital portfolio to secure an internship.

For additional information on this portfolio and/or to be included in the project, please contact Kathleen Yancey <[kyancey@clemson.edu](mailto:kyancey@clemson.edu)>

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I used the digital portfolio to convey who I was and what I was looking for in a coop. I had my transcripts including grades included so there was no mystery about who I was and what I knew and to what extent. I also had my resume available as well as my personal website linked to the professional website.

I think the personal website is important to include because potential employers don't want to know only what you know; they also want to get a feel for who you are. It gives them a sort of electronic interview so they can learn about you and see where your interests lie. I knew they would be looking at both [personal and professional websites] so I made sure to convey the message that I thought was pertinent and relevant to my employer but in a nonchalant, friendly manner. I think by giving them a sense of who I was before they actually met me made them feel like we both had a head start on the process.

The EP also gave me a look showing that I was up to date on the technological world, and I think it also helped in "selling" me to the company. If they are faced with two people of equal value and potential, then the EP gives them an opportunity to go back and look at me all over again and hopefully helps them find something that will push me to the front. Without that opportunity they have to rely solely on memory and notes. It is like getting an interview before anyone else, and getting to resubmit yourself again after everyone else.

**2002 Pearce Center Workshop Form**

*For all faculty interested in attending workshops  
(Please complete and mail to Angie Justice, Pearce Center, 601 Strode, Campus)*

**Name** \_\_\_\_\_

**Email/Phone #** \_\_\_\_\_

**Workshop** \_\_\_\_\_

**Workshop** \_\_\_\_\_

Information concerning workshops can be obtained via e-mail from [ajstc@clemson.edu](mailto:ajstc@clemson.edu) or by calling 656-1520.