

PEARCE CENTER

FOR PROFESSIONAL COMMUNICATION

CLEMSON

Annual Report
2019-2020



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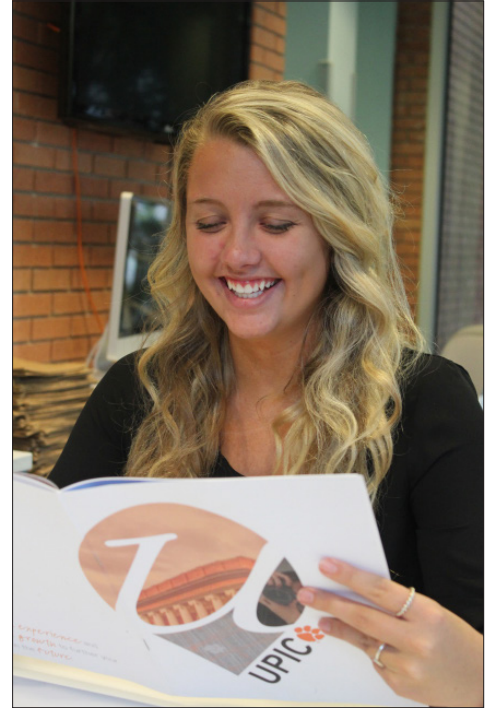
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A NOTE FROM THE DIRECTOR

Dear Friends,

I'm delighted to report that we've had a busy and exciting year at the Pearce Center for Professional Communication. We are pleased to have put in place two new programs, one in Visual Information Design and a second introducing Professional Editing at Pearce, that complement our ongoing work at Pearce, the nearly decade-old Pearce Intern program and three-year-old Grad WAC Fellows program. We have put in place an opportunity for faculty to join Pearce Center in its Writing Across the Curriculum efforts as WAC Faculty. We are joined by a new administrative assistant, Sarah Costley, who you will meet later in this annual report. We've had the pleasure of co-sponsoring some amazing visiting speakers and events and are working with partners across the university in order to increase visibility in new programming. Our aim is to provide students space and opportunities that will help foster improvements in their communication in class, collaboration and community.

It is clear that none of this would be possible without the generous support of Roy and Marnie Pearce, who established Pearce Center in its mission to provide students with multiple communication opportunities in all academic disciplines and on into their professional roles and careers, as well as Roy Pearce's graduating class, the Class of 1941, which provided the funds for our beautiful studio space.

We are introducing several new sections in this annual report, including "Pearce Center Affiliates" and "WAC Faculty Profiles."

Dr. Cameron Bushnell
Pearce Center Director



MISSION STATEMENT

The Pearce Center for Professional Communication promotes effective communication as an integral part of the learning process at all levels of schooling. The Center pursues these goals through a comprehensive program of interdisciplinary workshops, collaborative ventures, sponsored projects and active research. Working through the Class of 1941 Studio for Student Communication, the Pearce Center brings together the study and practice of the communicative arts in innovative ways to emphasize flexible applications for technology and new media.

ROY PEARCE

Roy Pearce (1919-2004), President of Clemson University's Class of 1941, credited his professional success to his communication skills. During his lifetime, Pearce led the Clemson community, serving as president of both the Clemson Alumni Association and the CU Foundation. As a result of his accomplishments throughout his life, Pearce was recognized by Clemson University with the Distinguished Service Award in 1963, an honorary doctorate in 1986 and the President's Award in 1988.

Pearce and his wife, Marnie, established the Pearce Center for Professional Communication at Clemson in 1989. Pearce strongly believed that all students should have the opportunity to strengthen their communication skills to meet the challenges they would face as professionals.

In 1991, Pearce was awarded the Clemson Medallion, the university's highest honor. In 2001, Pearce's graduating class endowed the construction of the Class of 1941 Studio for Student Communication, which opened in 2004 in Daniel Hall.



THE PEARCE CENTER



The Class of 1941 Studio for Student Communication opened in January 2004 thanks to a generous million-dollar gift honoring the class's 60th anniversary. Combining teaching and research, the Studio fosters oral, written and digital communication. By providing customized project space for work groups, state-of-the-art multimodal communication tools and software and additional space for guest speakers and other events, the Studio enriches student collaboration and communication.

Entering the Studio, visitors are greeted in the reception area, which houses laptops, high-end digital and video cameras with supporting equipment, two iMac workstations and an LED display of ongoing projects and events. The Production and Design Studio occupies the middle room and offers a large collaborative space designed to facilitate the production, discussion, design, revision and completion of projects. The lounge area outside of the conference room serves as an intimate space for individual or small group work, while the conference room serves as a meeting space available to faculty and student organizations. With abundant collaborative space and technology, the 1941 Studio serves as an essential tool for many events and classes held at Clemson University.

In the 2019-2020 academic year, the Studio hosted a wide range of events, from various meetings and classes to workshops, presentations and conferences. More specifically, the English Department held its monthly faculty meetings, departmental job candidate and faculty research presentations, as well as alumni discussion panels in the conference room. The Studio also hosted Rhetorics, Communication and Information Design forums and colloquiums, Clive Thompson and Gordon Hutner talks and several guests from the Humanities Hub Speaker Series.

The Class of '41 Studio also hosted a number of class sessions, including a range of English, American Sign Language and specialty courses, such as the South Carolina Review production class, the Lit Fest planning class and the Graduate WAC Fellows class.

A partnership with Adobe® has also presented the Studio with many other technological benefits, allowing groups and courses access to programs including Adobe® Photoshop, Illustrator, InDesign and Premiere Pro and enabling more students to use these programs for writing, art and design.



PEARCE PROGRAM



Pearce Center Interns

The undergraduate internship program serves community and Clemson University clients, providing design, website and social media support for various projects.



Graduate WAC Fellows

The Graduate Writing TA Program is a professional development program for graduate and international teaching assistants that provides training in developing strategies for teaching writing using principles from Writing Across the Curriculum and Writing In the Disciplines.



Intercollegiate Collaborations

The Pearce Center partners with various Clemson departments to augment the professional communication abilities for Clemson students, such as:

- Teaching Symposium with the Office of Teaching Effectiveness and Innovation, Clemson Libraries and Clemson Online
- 14-Day Writing Challenge with the Graduate School
- Speakers Clive Thompson and Gordon Hutner
- Clemson Co-Op Writing Workshop
- Nursing Department Writing Workshop

PEARCE CENTER AFFILIATES

Writing Center Fellows

Clemson's Writing Center Fellows offer support to students from all departments and all years in need of strengthening their writing skills. Whether it's through individual conferences in the Clemson Writing Center or working to offer guidance to a focused group of students, Fellows function broadly to provide support for all.

Campbell Chair

Dr. David Blakesley is the Robert S. Campbell Chair in Technical Communication and Professor of English at Clemson University. He is also the publisher and founder of Parlor Press and has authored, co-authored or edited eight books. Blakesley is the recipient of numerous awards, including the 2018 Award of Excellence from Clemson's Board of Trustees, the 2016 George Yoos Distinguished Service Award, the Charles Moran Award for Distinguished Contributions to the Field from Computers and Composition and the Distinguished Service Award from the Kenneth Burke Society. He was also named a Fellow of the Rhetoric Society of America in 2016 and Adobe Education Leader in 2014.

Pearce Professor

Jordan Frith is the Pearce Professor of Professional Communication at Clemson University. He is the author of three books and more than 20 peer-reviewed journal articles published in a variety of disciplinary journals. His work has focused on a variety of issues related to emerging media, and he has written books about mobile media, locative media and communication infrastructures. His second book — "Smartphones as Locative Media" — analyzed how smartphones have become a core technology of location and that phenomenon can impact how we understand digital data more broadly. His third book — "A Billion Little Pieces: RFID and Infrastructures of Identification" — was published by MIT Press in Spring 2019. That book examines how RFID infrastructures have reshaped everything from identification practices to nonhuman communication built into physical spaces. Dr. Frith has also produced public scholarship, and his work can be found in a variety of podcasts and other popular venues.

PEARCE FACULTY ADVISORY COUNCIL



Dr. David Blakesley

David Blakesley has served both Clemson University and the Pearce Center for 10 years. On the Advisory Council, he uses his background and experience in the teaching of writing and its administration, writing in digital contexts and writing across media to advise the Center on its initiatives in these areas. Blakesley finds common ground between his role with the Pearce Center and as Campbell Chair in promoting Writing Across the Curriculum. The shared goals between the two include improving the writing of all Clemson students, especially in science and technical fields, and encouraging and supporting faculty in their efforts to teach writing-to-learn and Writing In the Disciplines.

Blakesley believes the study and application of rhetoric is at the heart of all that is done in the humanities. This belief is the foundation behind his work across campus. Through the Writing Across the Curriculum initiative, he aims to help students and faculty make their work and discoveries sharable to a wider public through print and digital publishing, scholarship and other forms of communication.

Dr. Lesly Temesvari

Lesly Temesvari has served on the Pearce Center's Faculty Advisory Board for two years. Temesvari is a professor in the Department of Biological Sciences, and her research focuses primarily on characterizing virulence in the dysentery-causing human parasite, *Entamoeba histolytica*. She teaches courses in cell biology and scientific writing, emphasizing the value of clear communication in the sciences.





Dr. Chelsea Murdock

Chelsea Murdock is the Director of the Clemson University Writing Center and a lecturer in the Department of English. She earned her doctorate in Composition and Rhetoric from the University of Kansas and her bachelor's degree in English from Kennesaw State University. Her research focuses on Indigenous and cultural rhetorics, composition pedagogy, writing center praxis, transformative works and participatory cultures. Her work has been published in *Rhetoric Review* and *Community Literacy Journal*. The Pearce Center is delighted to have Murdock join the Faculty Advisory Council this year!

Dr. Jordan Frith

Jordan Frith is the Pearce Professor of Professional Communication at Clemson University, and his research interests include mobile media and infrastructure. He is the author of three books and more than 20 peer-reviewed journal articles published in a variety of disciplinary journals. His work has focused on a variety of issues related to emerging media, and he has written books about mobile media, locative media and communication infrastructures. Frith has also produced public scholarship, and his work can be found in a variety of podcasts and other popular venues. This is his first year as a faculty advisor, and the Pearce Center is excited to have him join the council!



Dr. Jillian Weise

Jillian Weise is a poet, performance artist and disability rights activist. She is the author of three poetry collections and a novel. Her first book, "The Amputee's Guide to Sex," was reissued in a 10th anniversary edition with a new preface. Weise's essays have appeared in *A Public Space*, *The New York Times* and *Tin House*. Her heteronym, Tippy Tullivan, hosts a show called "Tips for Writers" on YouTube. She has been awarded residencies and fellowships from the Fine Arts Work Center, the Fulbright Program and the Lannan Foundation; she worked as part of the editorial team at *The Paris Review* and *The Iowa Review*. Her most recent book, "Cyborg Detective," was published in Fall 2019.



Dr. Rhondda Thomas



Rhondda Thomas is an associate professor of Early African American Literature and has been teaching at Clemson for 12 years. She has served on the Pearce Faculty Advisory Council for four years where she helps plan and develop programs and review proposals for funding.

Thomas chose to join the Advisory Council to support initiatives that would enrich students' and professors' engagement with an array of communication projects. Her own research and teaching increasingly involve communication and public humanities components, and she utilizes an array of communication tools to share her work with different audiences. This need for effective communication, as well as a desire to find new ways to engage students with frequently text-heavy early American literature, supports her efforts on the Advisory Council and as a professor.

Moving forward, Thomas hopes the Pearce Center can become even more involved in sponsoring and co-sponsoring communication initiatives on campus, as well as providing workshops for students, faculty and staff to improve their communication skills.

Amanda Cooper Fine

Amanda Cooper Fine is a senior lecturer in the Marketing Department, as well as a Robert H. Brooks Sports Science Institute Fellow and Internship Coordinator at Clemson University. She is in her 11th year of teaching at Clemson and her 9th year on the Pearce Faculty Advisory Council.

On the Advisory Council, she assists by offering guidance, ideas and a variety of perspectives when it comes to the mission of the Pearce Center, as well as reviewing grant proposals.

When she joined the Advisory Council, Fine wanted to connect the mission and opportunities of the Pearce Center to business students and faculty. She feels that communication is central to effective marketing, and whether educating consumers about products or making a sales pitch, marketing requires a strong foundation in communication. Fine believes that the Pearce Center has succeeded in adapting to changes in communication and must continue to do so as professional and personal communication evolve in the future.



WAC FACULTY PROFILES

Pearce Center's WAC Faculty was established this year as a group dedicated to educating others in Writing Across the Curriculum practices to further the use and practice of writing in classrooms of all disciplines. To this end, two of our WAC Faculty co-taught the Grad WAC Fellows class, focusing on ways graduate students can integrate writing practices into their STEM, social science, education and architecture undergraduate classes, and two WAC Faculty organized and gave faculty workshops in various departments aimed to help them develop writing strategies, get published and better assess writing in their own classrooms. They also participated in the Teaching Symposium, where they presented writing-to-learn strategies in classrooms where, traditionally, little writing may occur.



Dr. Jennifer Forsberg



Katalin Beck



Philip Randall



Megan Pietruszewski

PEARCE CENTER STAFF



Dr. Cameron Puschmell

Pearce Center Director



Ashley Cowden Risk

Pearce Center Assistant Director



Sarah Costley

Administrative Assistant



Allison Daniel

Graduate Assistant

PEARCE INTERNS



The fall Pearce Interns spent their semester-long internship working on a variety of client-based projects in the Clemson community.

The Pearce Intern Program, initiated in the 2012-2013 academic year, places students in positions allowing them to develop the culture of writing at Clemson, to serve as resources for their peers, to improve their written communication skills and to gain worthwhile professional experience.

South Carolina offers a supplement to the Life Scholarship for recipients who choose to major in math, science or engineering. The Pearce Intern Program aims to match this for students working in the fields of writing and communication.

Pearce Interns, who work in the Class of 1941 Studio for Student Communication, are introduced to cutting-edge communication technologies. These tools allow them to engage and learn through experience in a professional environment.

These opportunities provide Pearce Interns with the chance to pursue the goals they find most valuable to their future careers.

CU Navigate

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Schedule Appointments with Academic Advisors?



To-Do

Appointments



Helping Hands

of Clemson, Inc.



INTERNSHIP PROGRAM

The Pearce Center offers semester-long internships, allowing students to gain experience and exposure to the world of professional communication. Affiliated with Clemson’s Undergraduate Professional Internship and Co-op Program, Pearce Center interns work on many long-term projects, including writing, editing, marketing, event promotion, video production and graphic design. As a result, they gain valuable experience that translates to their future careers.

During the 2019-2020 academic year, 18 Pearce Center Interns worked with 15 clients to produce high-quality communication deliverables.

OFFICE OF GLOBAL ENGAGEMENT

Three of our interns worked with Kyle Anderson, Senior Director of Global Engagement, to bring awareness of initiatives taking place in the Office of Global Engagement. They started off the spring semester by creating infographics and an article about Tigers United, a consortium that is dedicated to protecting tigers in the wild. From there, the team worked on highlighting students helping with COVID-19 initiatives. More recently, they took a look at the Hendrix Scholarship and how it benefits its recipients.

UNITED WAY

The interns worked alongside United Way of Pickens County’s Jeremy Price with his Volunteer Income Tax Assistance programs. VITA allows for anyone with an annual income of less than \$60,000 to have their taxes done correctly and for free by community volunteers at local libraries! The team’s work consisted of interviewing volunteers and clients, as well as filming the program in order to produce two videos for United Way.



Intern Jenna Poropatch shows a Central Elementary student the finished school book.



Office of Global Engagement Tigers United Infographic created by the Pearce Center interns.

VOTING PROJECT

The Voting Project is a new project brought to the Pearce Center this year. It has involved creating an initiative on Clemson’s campus to educate students on being knowledgeable and engaged U.S. citizens, which includes exercising their right to vote. After creating Clemson Votes in Fall 2019 with the client, the interns have worked more on spreading the initiative. In the spring semester, our team mainly worked on developing Clemson Vote’s social media account, communicating with campus and local organizations about the cause and creating content, such as a logo and a packet of information, for the initiative.

COMMUNITY FOUNDATION OF GREATER CLEMSON

The interns worked alongside Executive Director Billy D’Andrea and the rest of the team at the Community Foundation of Greater Clemson. They were tasked with designing new materials for them during a process of rebranding. They produced a new set of folders, one pagers and pledge cards in order to help build their brand and assist in furthering pledges to the foundation.



Voting Project National Voter Registration Day graphic created by the Pearce Center Interns for Clemson Votes.



Three Pearce Center Interns attend the fifth annual Community Foundation Celebration.



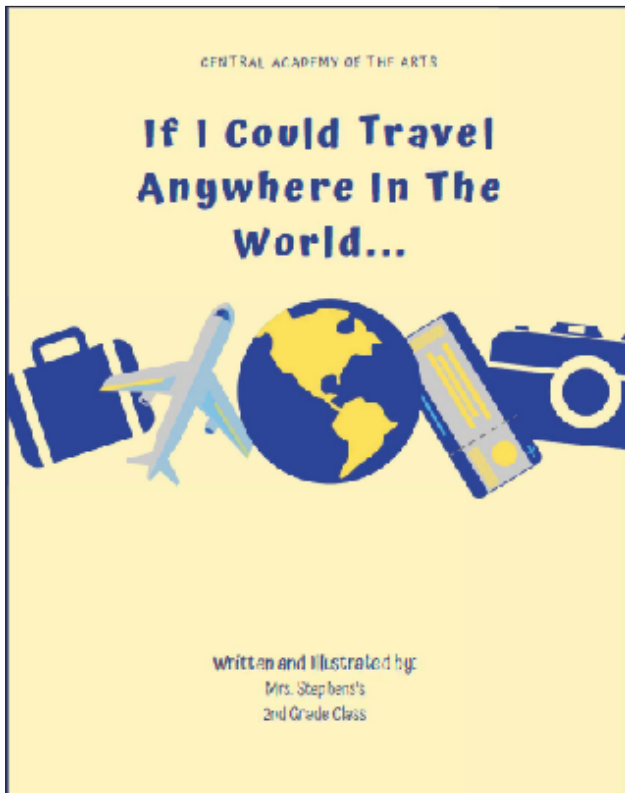
Pearce Interns handed out information to Clemson Students about voter registration on National Voter Registration Day.

SCHOOL BOOK PROJECT

This academic year, the interns worked alongside Central Academy of the Arts and Mrs. Bogan's second grade class in creating their own class book. Together, the team and class decided upon the topic of endangered species for the book. After that, interns visited the classroom twice and guided the students in their research of their species in order to create a short story and illustration. The team then produced the book and gave them to the students to promote summer literacy.

HABITAT FOR HUMANITY

The Pearce Center Interns worked with Pickens County Habitat for Humanity to produce marketing materials for their annual fundraiser and monthly events. The team members produced a video to highlight the organization's volunteers; created and wrote a monthly newsletter to send to their community recognizing accomplishments in current builds, fundraising and volunteering; and designed a social media campaign for the annual fundraiser they hosted. Additionally, the interns created an interactive challenge for social media followers to participate in.



The Pearce Interns helped Mrs. Stephen's third grade class write and publish a book about where the students would like to travel.



In Spring 2020, Pearce Interns worked with another Central Elementary class to write a book about endangered species.

INTERN REFLECTION



CARTER SMITH ENGLISH AND COMMUNICATION

For the past four semesters, I have been a student intern at the Pearce Center for Professional Communication. I knew at the end of my freshman year I wanted to work at the Pearce Center after talking with older friends who were, at the time, current interns. I can tell you that what they shared with me about their experience, nearly two years ago, is similar to what I am going to share with you — the Pearce Center offers you an unparalleled on-campus experience in the marketing and communications field.

What makes the Pearce Center so great is two-fold: the people and the clients. As an intern, you will collaborate with motivated, like-minded students and work under great supervisors — shout out to Ashley, Allison and Sarah. Our client base is diverse, ranging from nonprofits, foundations, on-campus organizations, professor research projects, local schools and much more. At the Pearce Center, you have the opportunity to really dive into the world of marketing/communications through creating real deliverables for clients.

In my two years at the Pearce Center, I have collaborated on a lot of great projects, but here are a few highlights: serving as the editor-in-chief of UPIC magazine, which required interviewing and writing in addition to editing; creating advertisements and social media content for Dr. Rhondda Thomas' Call My Name Exhibition: The Making of The Black Clemson Community; and working closely with nonprofits under the Community Foundation of Greater Clemson. These projects challenged me as a writer, communicator, creator, team-member and leader. Even more generally, from my tenure at the Pearce Center, I have garnered a strong skill-set in AP style writing and editing, communicating as an external and internal liaison, using Adobe and Mailchimp software and creating promotional content for social media.

As a soon-to-be senior who hopes to work in public relations, I feel confident in my abilities to move out into the workforce. This I have the Pearce Center to thank for and more specifically, I would like to personally thank Ashley Fisk for giving me this opportunity, and Allison Daniel and Sarah Costley for their continual support and advice as former Clemson English students.

INTERN REFLECTION



WILL GORDON
ENGLISH

In the fall of 2019, I joined the Pearce Center for Professional Communication as a student intern. As an English major, I thought the internship would be a small thing to put on my resume that may help with some of my English and publication skills. I had little clue that my time at the Pearce Center would genuinely change where I saw my life going as I neared graduation.

Through my two amazing semesters at the Pearce Center, I've been involved in three separate projects: the Clemson English Newsletter (English Unbound), United Way of Pickens County and the Community Foundation of Greater Clemson. The bulk of my time at the Pearce Center has been centered around nonprofit organizations, and that experience has been way more impactful than I anticipated. I have gotten to serve different needs in this community, such as children's literacy, tax issues and even new building projects for local nonprofits. By conducting interviews, making video content and creating other branded deliverables (folders, physical handouts, etc.) for our nonprofit clients, we have taken tiny steps toward genuinely helping these organizations and those most affected by them.

Looking forward, I know that I desire to work with nonprofits in the future, and I genuinely have my time at the Pearce Center to thank for that. I really do feel that I attained some practical skills, whether it is Adobe usage or scheduling, but more than anything I felt a growth in working with those around me. Without this experience, I'm not sure I would have ever begun to make the transition from being entirely focused on school to being focused on my future and what I'm going to do after Clemson, so I'm indebted to my wonderful time here. I would like to thank Ashley, Sarah, Allison and all of the interns for this amazing opportunity and for all the time spent together. I know experiences like this can end up shaping our lives, as weird as that sounds, so I'm glad mine was here.

2019-2020

PEARCE CENTER INTERNS

Emma Collins	Marketing
Addison Cox	English & World Cinema
Erica Fowler	Graphic Communications
Savannah Franklin	English
Will Gordon	English
Carlyle Griffin	Graphic Communications
Anna Hardymon	Marketing
Ashley Jones	Political Science
Mattie Lee	Communication
Katie Mann	Communication
Sallie McLeod	Communication & Women's Leadership
Kylie Miller	Communication & Marketing
Jenna Poropatich	Communication & Language and International Trade
Hannah Rohaley	English
Carter Smith	Communication & English
Taylor Summey	Communication & English
Kaytina Taylor	Communication
Roxie Ware	Marketing

VISUAL INFORMATION DESIGN PROGRAM

The Visual Information Design Interns work one-on-one with students who are seeking assistance with their visual presentations. Interns and students focus on the ways in which language, visuals and aesthetics can work together to create arguments and help students choose the most effective platform for projects. They also consider the use of color, layout, text and graphics in visual presentation. In addition to working with students, VID interns create design materials for the Pearce Center and receive ongoing training in visual rhetoric, design principles and the Adobe Creative Cloud Suite.

INTERNS

Anna Caroline Higgins - English

Kelly McKeon - Communication

Cindy Van - Marketing

During VID's pilot semester, Pearce Center drew upon two RCID students to lead our intern program. Ph.D. candidates Whitney Adams and Charlotte Lucke co-led the program, and their leadership centered around training on design principles, technology, and the rhetorics of design.

CO-LEADERS

Whitney Adams

Charlotte Lucke

Visual  **information Design**

INTERN REFLECTION



“My mentors created a schedule full of impressive and informative training sessions . . . These sessions taught me how to use Adobe software and how to apply these design techniques on a diverse range of platforms.”

ANNA CAROLINE HIGGINS ENGLISH

In the spring of 2020, I joined the Visual Information Design program as a student intern. As an English major, I wanted to work at the Pearce Center so that I could gain more experience in my field. This was my first internship, and I knew when I applied that VID was a pilot program. I was unsure of how my skills in design would help the program with its first semester because all of my experience in graphic design came from tutorials I found online in my spare time. I soon realized that my worries were unfounded.

My mentors created a schedule full of impressive and informative training sessions that taught me essential design techniques. These sessions taught me how to use Adobe software and how to apply these design techniques on a diverse range of platforms. This helped me gain confidence as I became familiar with whatever software a student may want to use for their project. My mentors were prepared to address every aspect of this program, as they also included training sessions on oral presentations and communication. I collaborated with the other interns to create a logo for the program and an infographic, and each week we gathered resources to develop our website. Unfortunately, the university had to close campus before our program could begin holding consultations, but we used this time to further develop our resources and are prepared to begin consultations in the fall.

I plan on returning to the Visual Information Design program in the fall. After seeing how much dedication my mentors put into the makings of this program, I want to be there for when we apply our training to consultations with students. After getting to know my mentors and everyone at the Pearce Center, I have gained a genuine passion for the program. I am incredibly thankful to Whitney, Charlotte, Dr. Bushnell, Sarah and all of the interns for guiding me through my first internship and helping me grow in my aspirations for the future.

CLIENT-BASED PROGRAM

More than 5,200 students have participated in the CBP since its inception, producing quality documents for approximately 325 clients. The CBP classes have provided their clients with deliverables such as instruction manuals, websites, poster presentations and radio advertisements.

In 2003, Dr. Summer Smith Taylor created Clemson's Client-Based Program, and it was so successful that it continues to be an important initiative supported by the Pearce Center. The CBP allows students the experience of using communication skills in real-world settings by matching them with clients in the community. More than 5,000 students have participated in the CBP over the history of the program, producing quality documents and deliverables for over 325 clients from nonprofit agencies, public schools, corporations, university departments and more. The CBP classes have provided their clients with deliverables such as instruction manuals, websites, presentations and advertisements across various mediums.

During the 2019-2020 academic year, seven Clemson faculty members worked with the Pearce Center's Client-Based Program. Through this program, 532 students were able to gain professional, real-world experience by working with nine different clients on Clemson's campus or in the surrounding Clemson area.

Clemson Area African American Museum

Dr. William Cunningham

William Cunningham's business writing courses worked with the Clemson African American Museum last fall and continued this project through the spring semester. This program has allowed Cunningham's students to write a South Carolina Humanities Mini Grant for the museum. Two of his spring classes continued this project. His third business writing class for the spring worked with Dr. Rhondda Thomas and her project entitled 'Call My Name.' This class worked to write a South Carolina Humanities Major Grant for her project.



Clemson Emeritus College

Megan Pietruszewski



This year, Megan Pietruszewski's business writing classes partnered with the Clemson Emeritus College, which houses 748 retired faculty members and serves to help faculty stay engaged during retirement. In the fall, students helped gauge faculty interest in future events and developed a marketing plan for the college with recommendations of future events, campaigns, logos and student organization partnerships, as well as conducted a content evaluation with recommendations for weekly newsletters, blog posts and website content. In the spring, students wrote proposals to create live social media pages for the college and produced a manual with specific instructions for maintaining each page, including ideas on how to grow a social media follower base.

Office of Student Affairs

Heather Williams

This year, Heather Williams' three technical writing classes worked with the Clemson Department of Student Affairs on various research studies. Students utilized the department of assessment to analyze campus-wide quantitative and qualitative survey data. The different research studies included the Division of Student Affairs, Student Transitions and Family Programs, Fraternity and Sorority Life, Student Health Services, Campus Life and the Career Center for Professional Communication. Students then delivered qualitative analysis and recommendation reports, a formal presentation and data infographics for each department.



COMMUNICATION ACROSS THE CURRICULUM

Collaborating with the Campbell Chair in Technical Communication, the Pearce Professor of Professional Communication, the Writing Center and Clemson's Graduate School, the Pearce Center works to advance Clemson's tradition of excellence in communication and Writing Across the Curriculum.

Graduate WAC Fellows

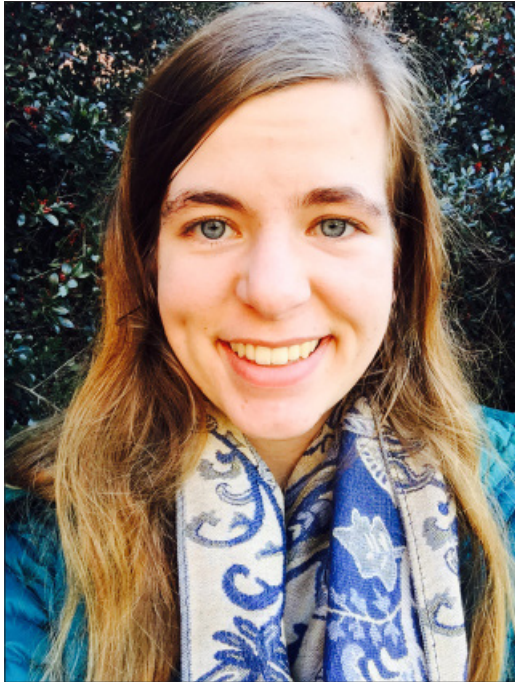
The Pearce Center's Graduate WAC Fellows Program served 17 graduate teaching assistants during its third year. To be selected as WAC Fellows, the graduate students must be responsible for teaching undergraduate courses. As WAC Fellows, the graduate students emphasized writing in their undergraduate classrooms, covering topics from grammar to final projects. Their aim is to increase and improve the quantity and quality of writing that takes place in their classrooms or labs.

Grad WAC Fellows attend a weekly professional development seminar designed to help them teach writing and presentation skills. This training often has the advantage of improving the Fellows' own writing skills. Additionally, the WAC Fellows lead teaching groups for their fellow TAs not in the program and present peer-to-peer workshops as part of the Graduate School's Grad 360 Training Program.

The WAC Fellows are from a variety of disciplines: Civil Engineering; Computer Science; English; Industrial Engineering; Mechanical Engineering; Parks, Recreation, and Tourism Management; and Planning, Design, and the Built Environment (Architecture)

The program has grown substantially from the pilot 2017-2018 school year, in which 10 Graduate TAs were enrolled. Dr. Gorman and Dr. Bushnell published an article about the program titled "Stealth WAC: The Graduate Writing TA Program" in the 2018 issue of The WAC Journal.

GRADUATE WRITING TA REFLECTIONS



RACHEL HAM

As a WAC Fellow, Rachel is constantly working on incorporating written communication into her STEM background. When asked how she got involved in the WAC program, she explained, "As a teaching assistant in biological sciences, I was seeking ways to improve my skills and help my students achieve higher quality writing. When my advisor recommended this position, I knew it was the right fit. I believe it is critical to communicate scientific research effectively, both with other scientists and with the public."

AMIR MALEK

Amir Malek, a Ph.D. student in the department of mechanical engineering, became involved with the Pearce Center's WAC Fellow program when he realized there was a serious need for engineering students to improve their writing skills. He loved teaching but found it difficult to grade his students' work. "I constantly came across assignments that were great content-wise, but they struggle to convey the message due to the lack of writing skills," said Amir. He assumed this was "the curse of engineering majors" until he became familiar with the Graduate Writing TA Program. "This program made it possible for me to provide my students with engineering-friendly writing tips," he explained.



PUBLICATIONS

The Pearce Center for Professional Communication, in close collaboration with the Campbell Chair in Technical Communication, continues to support various publications. These include the WAC Journal, which publishes innovative research on Writing Across the Curriculum, English Unbound, the departmental newsletter, and the UPIC magazine, which highlights on-campus internships.

THE WAC JOURNAL

The WAC Journal is a national peer-reviewed journal of contemporary research relating to Writing Across the Curriculum, available in print and online through Colorado State's WAC Clearinghouse. This journal of practical ideas and pertinent theory is also published by Clemson University and Parlor Press.

ENGLISH UNBOUND

Pearce Center Interns publish English Unbound to keep the English department's students, alumni, faculty and donors informed about its activities and initiatives. Featured content includes event summaries, student and faculty spotlights and alumni updates. English Unbound moved to a digital format in 2018 and focused its content to give readers a more personal look into the English program and its future. It is available to read on the Pearce Center website.

UPIC MAGAZINE

Pearce Interns publish the University Professional Internship and Co-op Program Magazine, which highlights the on-campus internship program at Clemson University. In 2020, they interviewed 20 mentors and mentees and are excited this program gets to continue.



The cover of the 2019-2020 UPIC Magazine, which was designed by Pearce Interns.

SPEAKERS AND WORKSHOPS



The Pearce Center for Professional Communication is committed to enhancing the cultural and intellectual climate of Clemson University. To accomplish this goal, the Pearce Center regularly sponsors visiting speakers in various fields and professions, introducing students and faculty to nationally and internationally recognized professionals. This year's speakers represented multiple fields, including publishing, education, journalism and art.

Specific events included the RCID Colloquium, Clive Thompson's talk and Gordon Hutner's talk and faculty consultations. In December, the Pearce Center organized and co-sponsored the second annual Teaching Symposium for faculty, staff and graduate students. The Pearce Center partnered with a number of departments across campus to sponsor and host events, including the Humanities Hub, the English Majors Organization, Clemson Online, the Office of Teaching Effectiveness and Innovation, Clemson Libraries and the English department.

The Pearce Center also hosted events in the Studio for a variety of departments and organizations, including film screenings, a world cinema roundtable, a panel on impeachment, thesis and dissertation defenses, search committees, faculty meetings, training sessions and more.

NATIONAL RESOURCES FOR GSA

This year, Clemson hosted a professional development seminar for the Forestry, Wildlife and Agriculture Department. Megan Pietruszewski, Phil Randall and Cameron Bushnell spoke during a workshop for graduate students on publishing tips and how to become a published author.

ASAP CONFERENCE

The Association for the Study of the Arts of the Present hosted a conference at the University of Maryland in October of 2019 for the advancement of learning about contemporary arts. Cameron Bushnell spoke about urbanism in the past, present and future. Her talk, entitled “Contrapuntal Orientalisms,” discussed Shangri La and Hawaii’s recent sovereignty movement.

CLIVE THOMPSON

Clive Thompson, writer for Wired magazine and the New York Times, visited Clemson’s campus last fall and gave a classroom talk in the Pearce Center conference room with Clemson students and professors. He spoke about his recent book, “Coders,” his overall writing process and his past experience with publishing. He also hosted a larger group lecture in the Watt Center auditorium about his new book, followed by a Q&A forum and book signing event.



Wired magazine’s Clive Thompson visited Clemson University to give a talk on his newest book.

NURSING DEPARTMENT WRITING WORKSHOP

The Pearce Center presented for the Nursing Department a writing workshop, open to all nursing faculty, that featured Cameron Bushnell, Phil Randall and Megan Pietruszewski as speakers. An all-inclusive writing overview, the workshop highlighted how to begin writing, how to develop good writing habits and how to take the first steps towards getting published. The schedule included an overview of the writing process, professional writing and authorship, publishing tips and a Q&A at the end.



Dr. Taimi Olsen, who was one of 24 speakers, presents at the 2019 Teaching Symposium.

RCID

This year’s RCID Research Forum met every other week in the Pearce Center’s conference room to bring together the disciplinary and interdisciplinary departments of the college in order to create transdisciplinary communities. One goal of the forum was to introduce students to informal discussion groups to gain additional learning experiences and to aid doctoral students in selecting exam and dissertation committee members.

GORDON HUTNER

The Pearce Center, Department of English and Humanities Hub co-sponsored Gordon Hutner's visit to Clemson last fall. An American Literature professor at the University of Illinois and founding editor of the American Literary History journal, Hutner has written and edited numerous books and articles about American literature and culture. He recently published the second volume of his collection on immigrant autobiographies entitled "Immigrant Voices, 1965 to the Present." During his visit last December, Hutner conducted one-on-one meetings with Clemson faculty to provide advice on their manuscripts and on getting published. He also gave an evening talk about publishing in the academics. His lecture at the Pearce Center, called "Navigating Publishing in the Humanities," spoke about academic publishing and his work with Oxford University Press, including Oxford Studies in American Literary History.



Gordon Hutner consulted with faculty members on how to get manuscripts published.

TEACHING SYMPOSIUM

In December of 2019, the Pearce Center partnered with Clemson Online, Clemson Libraries and OTEI to put on an all-day teaching symposium. Open to all Clemson faculty and graduate students, the conference included four different workshops and a variety of talks by faculty members about teaching strategies and improving teaching in classroom settings. The morning and afternoon included a series of "Six-Minute Teaching Tips" on Digital Tools, Visual and Interactive Learning, Metacognitive and Reflective Teaching Ideas, Interdisciplinary and Collaborative Teaching Methods, Online Teaching, Client-Based Teaching and Scholarship of Teaching and Learning. A total of 24 speakers picked a teaching tip of their choice and provided advice on something that the audience members could use in their own classes. As a well-attended and well-received event, the symposium allowed faculty to share ideas and teaching practices to further improve the use of technology, communication and innovation in the classroom.

14-DAY WRITING CHALLENGE

In partnership with the Graduate School, the Pearce Center sponsored the 14-Day Writing Challenge that provides an opportunity for students and faculty to experiment with daily writing in a supportive environment. Inspired by the National Center for Faculty Development and Diversity, the goal is to write for at least 30 minutes every day for 14 days. At the end of that time, everyone should evaluate whether the writing challenge increased or decreased productivity and whether participation in a community challenge impacted personal enjoyment of the writing process.



A speaker presenting one of the many 6-Minute Talks at the 2019 Teaching Symposium.

CLEMSON CO-OP WRITING WORKSHOP

Last August, the Scientific Writing Workshop served to provide writing training for Clemson Extension Agents so they can write effective, publishable material for the Land-Grant Press, as well as constructively edit peer papers for the publication. The main goal of this workshop was to gain hands-on experience with the writing process and to develop efficient, effective writing strategies. The workshop focused on five different stages: planning, paper organization, paragraph organization, sentence organization and peer review. Each participant brought an existing article or idea to work on throughout the workshop so they could leave with a revised existing paper or outline of a new paper idea. Unfortunately, the workshop planned for this spring was cancelled due to COVID-19.

IWAC AND SUMMER INSTITUTE

The International WAC Conference and the Summer Institute were rescheduled for 2021. The primary goals of the WAC Summer Institute are to assist new and prospective leaders of WAC or similar initiatives. The institute supports experienced directors hoping to expand, update or revitalize their writing programs.



Megan Pietruszewski delivers her presentation at the Teaching Symposium.



The Teaching Symposium featured a variety of talks for Clemson faculty and graduate students.

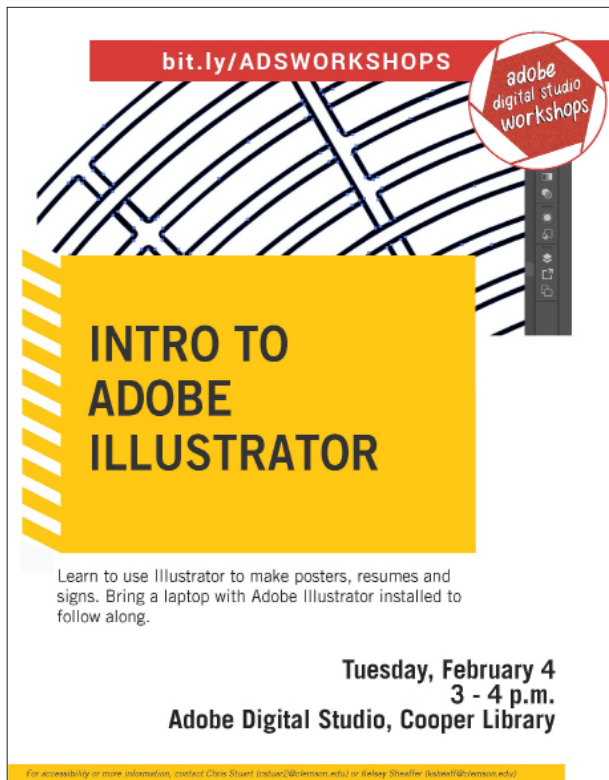


Some of the attendees of the 2019 Teaching Symposium watching a presentation.

PEARCE CENTER SPONSORSHIPS

ADOBE WORKSHOPS

Clemson's Adobe Digital Studio, located on the fifth floor of Cooper Library, provides students with digital production skills and the technology to implement these skills in a learning environment. These resources provide students with success inside the classroom as well as on the job market. The studio provides classes and workshops on how to use the various Adobe platforms, ranging from video production to podcasting to poster design. This year, the studio hosted workshops on making brochures with Adobe InDesign, video editing in Adobe Rush, creating posters in Adobe Illustrator and much more.



The Class of 1941 studio hosted several Adobe Workshops in the 2019-2020 academic year.

TEEN DREAM CONFERENCE

This fall, the Pearce Center co-sponsored an event hosted by the Clemson Humanities Hub that invited several high-profile guests to campus. The conference discussed teens and music, the preservation of wildlife and the power of computer programmers. Organized by English Professor Will Stockton, the event featured three guest speakers, Brittany Spanos, D. Gilson and Walter Biggins, along with a Clemson faculty panel including Nic Brown, Amy Monaghan and Tiffany Miller.

WRITERS' HARVEST

The Pearce Center sponsored this year's Writers' Harvest event, benefitting Loaves & Fishes and the Paw Pantry. The event promoted Clemson's most talented faculty, student poets and fiction writers. The event featured poets such as Stevie Edwards, John Pursley III and Sarah Cooper. The reading also included winners of Clemson University's annual Writers' Harvest Student Reader Awards.

THE CONSTELLATION

The Constellation, Clemson's first science-fiction publication on campus, was organized in the late spring of 2019 and finally came to fruition last fall. The publication allows students to gain real publishing experience while also working in the realms of sci-fi. The Constellation acts as an outlet for students to express their "weird" and creative core. However, the goal of this publication is to bring together humanities students and everyone else at Clemson over a mutual appreciation of this creative field.

LITERARY FESTIVAL

The 13th annual Literary Festival was cancelled due to COVID-19; however, next year's festival is scheduled for March 24-26 of 2021.



IN CLOSING

Before leaving you, dear readers, let me recognize and thank Pearce Center's dedicated Faculty Advisory Council — they are the source of many innovative and helpful suggestions for the Pearce Center: David Blakesley, Amanda Cooper Fine, Lesly Temesvari, Rhondda Thomas, Chelsea Murdock, Jillian Weise, and Jordan Frith.

Additionally, I want to thank the Pearce Center staff — Assistant Director Ashley Cowden Fisk, Administrative Assistant Sarah Costley and a special thanks to Graduate Assistant Allison Daniel — for their commitment and dedication to the Pearce Center. I offer special recognition to RCID graduate students Whitney Jordan Adams and Charlotte Lucke for their amazing work in launching the new VID Internship. Finally, I deeply thank the WAC Faculty, Jennifer Hagen Forsberg, Katalin Beck, Phillip Randall and Megan Pietruszewski. For all the time and effort that each and every one of these associates gave to Pearce Center, I sincerely thank them.

I offer particular thanks to the Interim Dean of the College of Architecture, Arts & Humanities, Timothy Boosinger, and to the Chair of the English Department, Susanna Ashton, both of whom have been strong supporters of the Pearce Center in ways large and small.

In 2020-2021, we will continue Pearce Interns, Grad WAC Fellows and VID Interns; we will firmly launch Professional Editing at Pearce, continue our Faculty Writing Workshops and look forward to continuing our work to improve and increase writing and communication through collaborations with departments and partners around campus and in the community. Finally, we will champion, to the best of our abilities, writing and communication across the curriculum at Clemson University.

Yours,
Dr. Cameron Bushnell

P E A R C E  C E N T E R

FOR PROFESSIONAL COMMUNICATION

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