

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

FOR PROFESSIONAL COMMUNICATION

CLEMSON



ANNUAL REPORT
2014-2015

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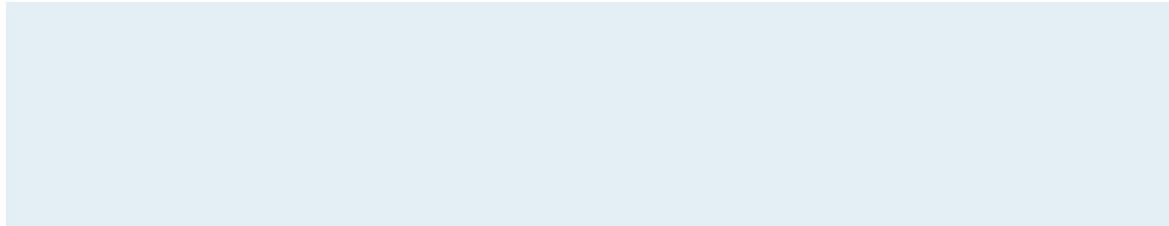
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A NOTE FROM THE DIRECTOR

REFLECTIONS ON THE 2014-2015 YEAR

The 2014-2015 year was another exciting one for the Pearce Center. Once again, Clemson was recognized by *US News & World Report* as a "Top School for Writing in the Disciplines." We owe this recognition in part to the continued growth and success of two of our signature programs, the Pearce Center Interns and the Writing Center Fellows, which provide Clemson students with opportunities to learn and lead in the areas of professional communication and writing across the curriculum.

This year we really focused on students in the Internship, Writing Fellows, and Client Based Programs. The interns worked with clients all around campus including CCIT, the College of Arts Architecture and Humanities, the College of Engineering and Science, Office of Service Learning, the English department, and the Calhoun Honors College. They also worked with the new Clemson/Adobe Partnership and created one of the first DPS apps for Clemson Publications.

The Writing Fellows served as peer tutors in classes across various disciplines, including Sustainable Energy, Music and Politics, and Intro to Nanotechnology. The Pearce Center continues to sponsor the Client Based Program – a service learning initiative in advanced writing courses in which students work in teams on professional communication projects for university, industry, and community clients. During this year, the CBP gave 323 students the opportunity to develop their professional writing skills.

Thanks to generous funding from the Provost's office, the Pearce Center also completed renovations and technology upgrades to the Class of 1941 Studio for Student Communication in Daniel Hall. This year we completed renovations on the Summer Smith Taylor Conference room. The renovations allow for lecture capture, videoconferencing and teleconferencing. It is truly a state of the art classroom.



The Pearce Center's innovative Communication Across the Curriculum program sponsors scholarly research and innovative teaching by Clemson faculty across the disciplines. We supported faculty research in Communication Studies, Biological Sciences, English, and Engineering. The Pearce Center continued its two Summer Scholars programs for high school students this summer: "Professional Communication for Emerging Entrepreneurs" and "Writing for College Admissions." We look forward to expanding our summer offerings and our work with high school students in the years to come.

Once again, this annual report has been prepared by the undergraduate interns in the Pearce Center. I hope you'll be able to take a few minutes to admire their work and to read about the latest developments in the Pearce Center!

Yours,

Ashley Fisk, Interim Director

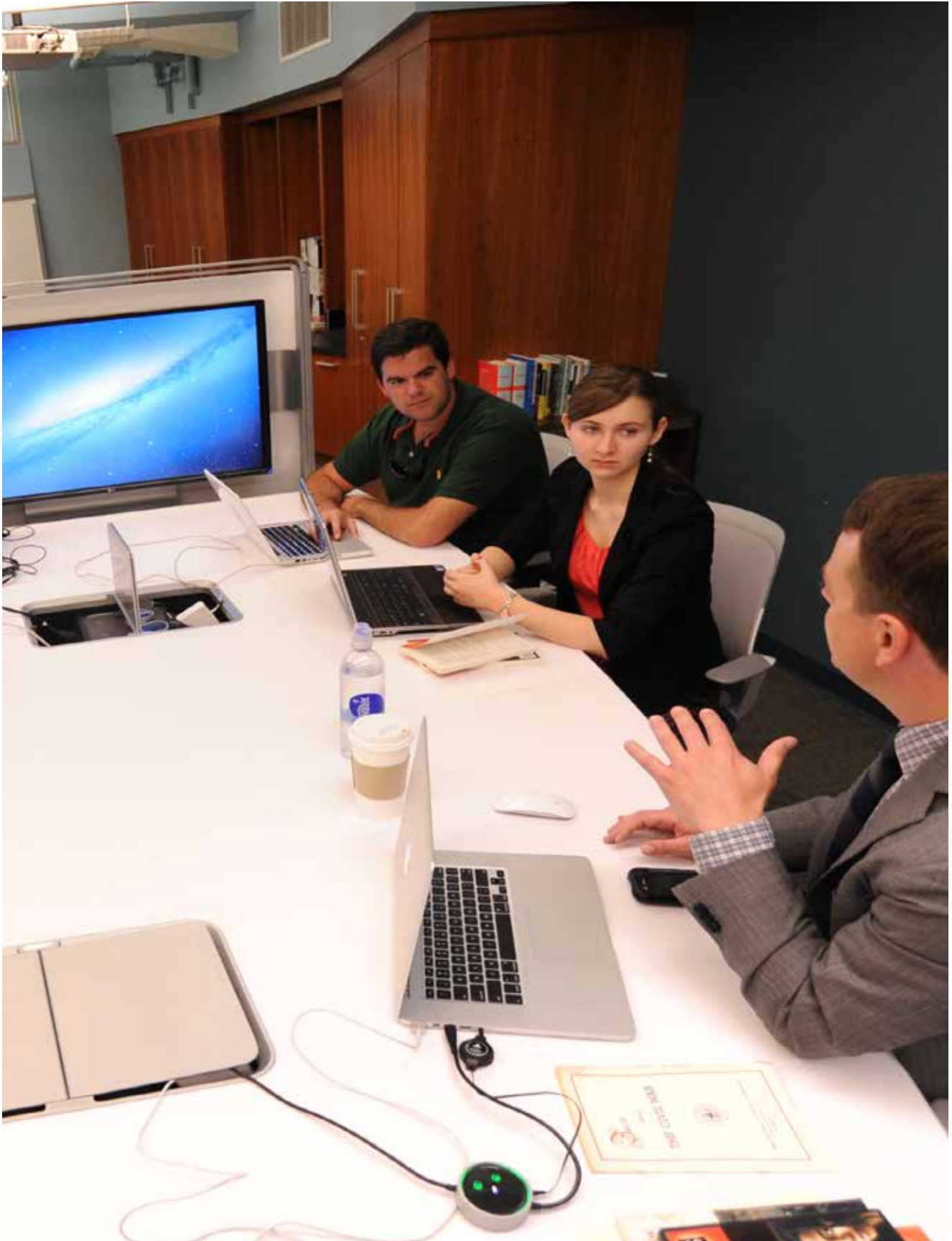


The Class of 1941

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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 action 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.



THE PEARCE CENTER

PEARCE CENTER HISTORY

Roy Pearce (1919-2004), President of Clemson University's Class of 1941, credited his professional success to his communication skills. He led the Clemson community, serving as the President of the Clemson Alumni Association as well as of the CU Foundation. As a result of his accomplishments, Clemson University reconized him with an honorary doctorate, the Distinguished Service Award, and the President's Award. In 1991, Pearce was awarded Clemson's highest honor, the Clemson Medallion.

In 1989, Pearce and his wife established the R. Roy and Marnie Pearce Center for Professional Communication at Clemson. 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 2001, Pearce's graduating class funded construction of the Class of 1941 Studio for Student Communication, which opened in 2004 in Daniel Hall.



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CLASS OF 1941 STUDIO

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 spaces for work groups, state-of-the-art multimodal communication tools and software, and space for guest speakers and other events, the Studio enriches student 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 is a large collaborative space designed to facilitate the production, discussion, design, revision, and completion of communication projects. The Lounge area outside of the Presentation room serves as an intimate space for individual or small group work.

During the 2014-2015 year, the Summer Smith Taylor Conference Room went through a major transformation and is now capable of lecture capture, videoconferencing and teleconferencing. The new LED displays and improved sound system make it a state-of-the-art presentation and teaching space.

PEARCE CENTER STAFF



Michael LeMahieu
Pearce Center Director



Meredith McCarroll
Writing Center Director



Ashley Cowden Fisk
Pearce Center Assistant
Director



Steven B. Katz
Pearce Professor of Professional
Communication



Angie Justice
Pearce Center
Administrative Assitant



David Blakesley
Campbell Chair in Technical
Communication



Barbara Ramirez
Class of 1941 Studio
Coordinator



Lea Anna Cardwell
Pearce Center Graduate
Assistant



2014-2015 FACULTY ADVISORY COUNCIL:

David Blakesley (English)
Amanda Cooper Fine (Marketing)
Steven B. Katz (English)
Chenjerai Kumanyika (Communication Studies)
Jillian Weise (English)



PEARCE SCHOLARS



The Pearce Scholars 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 Scholars Program aims to match this for students working in the fields of writing and communication.

Pearce Scholars, who work in both the Class of 1941 Studio for Student Communication and the Writing Center, 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 Scholars with the chance to pursue the goals they find most valuable to their future careers. Scholars can work as Pearce Center Interns or as Writing Fellows to benefit students across the Clemson campus.

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 2014-2015 academic year, 16 Pearce Center Interns worked with 11 clients to produce high-quality communication deliverables.

SYNERGY

The feature project for the year was a new, digital publication, titled *Synergy*, which highlighted service learning at Clemson University. While working on this project, the interns learned how to build a digital publication from the ground up, how to implement branding strategies, and how to work with Adobe Digital Publishing Suite software. In addition, the interns gained interviewing, writing, editing, multimedia-production, team-building, and creative skills. The interns worked in three teams: writing, multimodal, and graphics. The writing team interviewed Clemson faculty, students, and community members and crafted feature stories highlighting the Clemson Service Alliance's service-learning projects. The multimedia team composed, edited and compiled pictures, videos and infographics to embed within the publication. The graphics team created the *Synergy* logo and magazine cover and transformed the articles into an interactive app that will be available for iPads in Fall 2015. Not only is *Synergy* the first service-learning publication at Clemson, it is also one of the first university publications to use Adobe DPS technology and the very first app created by the Pearce Center Interns.

SOLAR DECATHLON

The Pearce Center Interns also worked with Clemson University's Solar Decathlon Team. The U.S. Department of Energy Solar Decathlon is a competition held biennially to challenge collegiate teams to design, build, and operate solar-powered houses that are cost-effective, energy-efficient, and attractive. The Solar Decathlon consists of 10 contests, one of which judges the team's communications and how well the team incorporates educational messages into its overall communication strategy and online communications. This year, Pearce Center interns collaborated with the 128-member Clemson Solar Decathlon team made up of faculty and students in the Architecture, Engineering, and Packaging Science departments.



The interns met with their contact from the Solar Decathlon team weekly to discuss and track progress and to brainstorm new strategies for effective communication. Each individual was assigned a role at the beginning of the semester, whether it was to post on a specific social media outlet, to plan events, or to write blog posts. The interns focused on creating and developing the Solar Decathlon team's social media networks including Facebook, Instagram, and Twitter to improve their online communications and to educate a broad university and community audience about energy conservation. Additionally, the interns focused on planning more events to engage the rest of campus in this project, such as a Valentine's Day photo booth inside a prototype of the home (located in Lee Hall). Interns on the team gained valuable skills in communication, marketing, public relations and event planning.

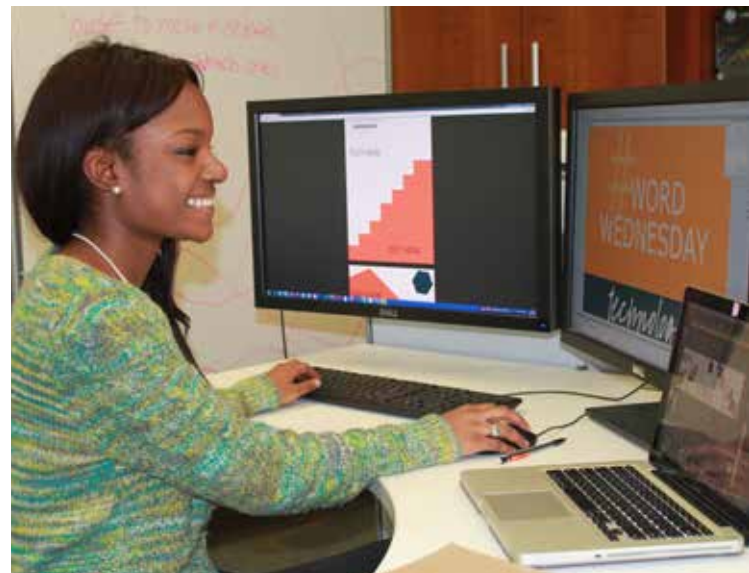
CCIT

The Pearce Internship Program continued its partnership with the Clemson CCIT (Computing and Information Technology) department this year and worked to create a complete, comprehensive, graphic timeline of the history and development of CCIT. A team of five interns conducted several meetings with clients Don Fraser and Dwayne Lusk of CCIT to determine the goals and objectives of the project. The project incorporated written and visual communication and required a high-level of organizational detail. Interns made notable progress this year by collecting and scanning dozens of historic Computer Center newsletters and over 80 photos. They input over 50 years of events into the graphic timeline, categorized each event, and contacted various employees of CCIT to gather meaningful vignettes to add a personal element to the history. The team completed the full timeline at the conclusion of the spring semester, and they are very excited to see the timeline debut on the main page of CCIT's website, visible to anyone who visits the page. The timeline is visually appealing and exciting and will be built upon and further developed for years to come as technology continues to advance on Clemson's campus.



ENGLISH UNBOUND

Pearce Interns majoring in English worked on *English Unbound*, the Clemson English Department Newsletter. They participated in collaborative tasks such as writing, interviewing, and editing in order to cover various English Department events such as the Annual Clemson Literary Festival as well as guest-speaker presentations on Race + Equality. These interns gained experience interviewing both students and faculty for Spotlight feature stories and also received first-hand experience with on-site journalism. This year, the interns also redesigned *English Unbound* to produce a more modern look and feel, a design that will be carried over in future semesters. Interns worked on developing a new interactive PDF format for the newsletter, which will soon be available online to current English majors and alumni.



COLLEGE OF AAH

Interns also worked with the College of Arts Architecture and Humanities this year to develop a social media strategy specific to the college. They developed four themes for Facebook and Twitter that included Show Your Work Videos, CAAH Alumni Posts, "Throwback Thursday" posts, and a Humans of Clemson spotlight. In addition to social media, the team developed marketing material for the Night of the Arts event. They designed and distributed flyers, created a Facebook event page, and were in charge of promoting Night of the Arts through various other Clemson social media sites. At the event, the team updated Twitter and Instagram "live" to boost communication around the event. The team also created a "Show Your Work" video to be shown at the Greenville Artisphere Festival May 8-10, 2015. This video showcased visiting MIT Architecture Lecturer Joseph Choma and his work involving research on how to utilize mathematical transformations as design tools.

SOUTH ATLANTIC REVIEW

The Pearce Center Interns also worked with the Clemson English department again this year to edit the *South Atlantic Review* journal and create the English Department Newsletter. The *South Atlantic Review* literary journal is published quarterly and distributed to members of the South Atlantic Modern Language Association. The interns were given the opportunity to create a new cover design for the journal that will be used and modified with each edition. Using Adobe InDesign, the interns also created a template for each article with various programming and design elements. The interns embedded articles and book reviews into the templates weekly and made authorial corrections as needed. As the articles were completed, they were compiled into a book and exported for editorial corrections. The interns were able to be a part of every step in the publication process and were able to see the final product of their hard work, which made this project a valuable experience for interns interested in Writing and Publication Studies.



STUDENT REFLECTIONS



JASMINE KEARSE,
GRAPHIC
COMMUNICATION

Over these past two semesters of my internship with the Pearce Center, I have been able to hone in on the media communications skills that I wanted to enhance (video editing and design and layout using Adobe Creative Suites) while working directly with clients. One of my favorite projects to work on this year was the service-learning digital publication, *Synergy*. Learning how to use Adobe's Digital Publishing Suite software to create this app from scratch, and being responsible for branding this publication, has been a valuable experience that I can reference later in my career. I truly appreciate how my mentors have supported and showed sincere interest in assuring that I felt I was getting the most from this internship experience.



GAVIN OLIVER,
ENGLISH

In my first semester as an intern for the Pearce Center, I have grown as a writer by experiencing a true work-like environment. I encountered problems, but I learned how to deal with the stresses of a workplace environment, which will surely be beneficial in my future professional life. My favorite project this year was working on our service-learning publication, *Synergy*. I have enjoyed writing stories for a magazine that will also feature a wealth of multimodal content. Experiencing the professional editing process for a publication reinforced for me the importance of transforming a good story into a great one. I also gained knowledge about the Adobe InDesign publishing software, something I will use often as a professional with a focus in Writing and Publication Studies.



KAITLIN SMITH,
ENGLISH

As the editor in chief of *Synergy*, Clemson's first service-learning publication, I have been given the opportunity to be a leader, which isn't necessarily in my nature. Working in a professional yet flexible environment simulates life after graduation and has truly prepared me for the real world. I'm more confident in my ability to handle complex and important projects, and I'm excited to use the skills I have learned in my future career.

2014-2015

PEARCE CENTER INTERNS

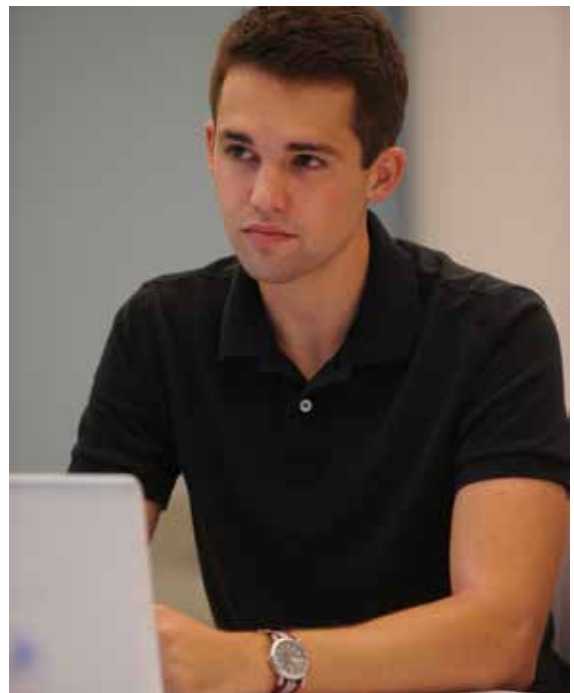
Nicole Burkhart (English)
Madison Cooper (English)
Chris Diorio (Communication Studies)
Lacey Firestone (Marketing)
Emily Gach (English)
Saahirah Goodwin (Graphic Communications)
Jasmine Kearse (Graphic Communication)
Chelsea Kozma (English)
Marissa Kozma (English)
Kelly Mullane (English)
Gavin Oliver (English)
Kelly Quick (English)
Maria Poulos (Communication Studies)
Emily Pruitt (English)
Tanzania Scarborough (English)
Kaitlin Smith (English)



WRITING FELLOWS

During the 2014-2015 academic year, there were 24 Writing Fellows from 16 different majors. These fellows worked with approximately 265 students in 13 different classes.

Writing Fellows is a program that illustrates the effect peer editing has on student writing. This program is also part of the Pearce Scholars. Clemson Writing Fellows works to build on the strength of its best writers, offer practical experience to the Fellows, and create a climate of academic conversation and revision. Writing Fellows enroll in a course on the theories of writing pedagogy and process writing as well as the history and evolution of writing instruction. As important, though, is the practical work of teaching Writing Fellows to offer useful written feedback and to discuss strategies for revision with their peers. Writing Fellows, paired with writing intensive courses, comment upon drafts of papers three weeks before the due date, and then meet with each student for a one-on-one conference. Student writers and Writing Fellows alike learn to see writing not as an act to perform, but as a process with which to engage.



2014-2015 WRITING FELLOWS

Kristin Buhrow, Anthropology and Chinese

Mary Martha Breithaupt, Graphic Communications

Megan Brovan, English

Claire Coward, History

Elaine Day, English

Meredith Ellis, Economics

Parker Essick, English and Political Science

Grace Greene, Microbiology

Grace Farley, Elementary Education

Caroline Hensley, Professional Health

Shannon Kay, Engineering

Marissa Kozma, English

Joseph D. Litts, History

Ethan Moore, English

Michaela Reinhart, Bioengineering and English

Mary Alice Schultz, Materials Science Engineering

Taylor Shields, Biological Science and Political Science

Cara Sizemore, English

Hannah Soblo, English

Sara Stamatiades, English

Kristina Toney, Communication Studies and English (WPS)

Macara Oshida, Secondary Education English

Samuel Wilkes, English and Pan African Studies

Carly Zavaikos, English



COURSES SERVED BY THE WRITING FELLOWS IN THE 2014-2015 YEAR

David Coombs: Critical Writing about Literature

Jeff Fine: Political Science Course (HON)

Erin Goss: Comedic Jane Austen (HON)

Kalan Ickes: Keys to Biodiversity

Christopher Kitchens: Intro to Nanotechnology (HON)

Leidy Klotz: Sustainable Energy

Eric Lapin: Music and Politics (HON)

Sarah Juliet Lauro: Honors Contemporary Literature

Dom Mastroianni: Critical Writing about Literature

Meredith McCarroll: Writing Fellows Seminar

Rachel Moore: Historian's Craft

Sarah Winslow: National Scholars Seminar: Who Gets
What and Why?

CLIENT-BASED PROGRAM

More than 4,800 students have participated in the CBP since its inception, producing quality documents for approximately 280 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 (CBP), which met with such success that it continues to be an important initiative supported by the Pearce Center. The CBP gives students the experience of using communication skills in the workplace by matching them with local clients.

During the 2014-2015 year, 6 faculty members, 17 course sections, and 28 clients participated in the CBP. Some of the clients included: CU March For Babies, CU Office of Global Engagement, Clemson Area Food Exchange (CAFE), Littlejohn Community Center, iFixit MATRF, Clemson Adobe Partnership, Habitat for Humanity, and Anderson Adult Education Center.

English Department Senior Lecturer, Phil Randall, has worked with the Anderson Adult Education Center for 5 years as part of the CBP. The Anderson Adult Education Center accepts adults over the age of 18 who want to continue their education and receive their GED. According to Randall, this is a very important task considering that we have over 47,000 adults in the upstate that never finished high school and thousands that can't read at all. Randall's classes are dedicated to making a difference by providing physical and emotional support for adult students. Randall's classes have worked to write beginning reading material appropriate for adults, and they have assisted with a rebranding of Anderson Adult Ed by designing a new logo that will be used to build community awareness of the great services the center provides. Each semester Randall and his students are coming up with different ways to promote and support adult education, but Randall says one of the most important things they work on is simply building student morale and encouraging adult students in the program.

Randall believes that the real success in this continuing project is due to his own students, who he says are very driven to make an immediate impact. His students have treated the class like a business and have made him proud in their ability to work like a team. Randall said he cannot imagine giving his students anything but complete creative liberty, and is definitely planning on continuing to give them the opportunity to make a difference at Anderson Adult Education Center.



COMMUNICATION ACROSS THE CURRICULUM



U.S. News & World Report once again named Clemson a “Top School for Writing in the Disciplines” in 2014, a distinction Clemson has received every year since the creation of the category. Other schools recognized in 2014 include Brown, Harvard, and Princeton.

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

Faculty research projects, dedicated space in the Class of 1941 Studio for Student Communication, and multiple writing, editing and publication projects support the advancement of Clemson’s Communication Across the Curriculum initiative. These initiatives help to improve the teaching of writing and communication in all disciplines across campus by promoting the use of new technologies, fostering discussion about best practices, funding education and scholarly research, and assessing the effectiveness of educational innovation. In 2014-2015, the Pearce Center funded and otherwise supported research projects conducted by faculty members from the following departments: Communication Studies, Biological Sciences, Art, English, and Civil Engineering.



FACULTY RESEARCH AND FUNDED PROJECTS

The Pearce Center for Professional Communication works closely with Clemson faculty by sponsoring research projects while also providing space and technology to support innovative approaches to teaching Communication across the Curriculum. Through these efforts, the Pearce Center enhances instruction in multiple avenues of communication, from oral and written communication to digital and visual communication. In 2014-2015, the Pearce Center sponsored different projects by faculty from multiple departments to engage Communication Across the Curriculum at Clemson University.

Dr. Rhondda Thomas from the Department of English has completed research on the life, work and legacy of Jane Edna Hunter, as well as African American food traditions in literature, with the purpose of publishing a biography and producing a documentary about Jane Edna Hunter. This research will lead to publication of a soul vegan cookbook titled *Soul Vegan Classics: Culinary Tie-ins for African American Literature*, which is expected to be completed by Fall 2015. "Student researchers are becoming more familiar with the African American literary tradition, its tropes, theories, themes and other literary strategies, while also examining relationships between specific aspects of African American culture, particularly language, music, food and literature," Dr. Thomas said about her students' work on the project. "They will also gain experience in writing, designing, publishing and marketing print and electronic versions of the cookbook."

Qiushi Chen from the Department of Civil Engineering conducted a project aiming to inspire and enhance the communication of Generation Y engineering students within a digital environment. The goal of this project is to exploit students' digital inclination by having them exposed to multimedia visualization tools in class, and integrate educational apps into a new inductive learning process. In particular, the apps-



based activity will be student-centered to encourage them to discover and communicate knowledge through digital means. In addition to app-based activity, the project took advantage of Clemson University's partnership with Adobe, where advanced tools such as Adobe Illustrator and Premiere were integrated to create multimedia high-tech visualizations for in-class demonstrations and virtual mechanics experiments.

Dr. Darren Linvill and Dr. Tamara McNealy's project combined the realms of Communication Studies and Biological Sciences. Titled "Communicating Science: Reaching Across Disciplinary Boundaries to Engage Faculty and Students," this project will develop innovative new methods for improving the way STEM educators and students at Clemson University communicate complex science issues with the general public. Specifically, this funding will enable the research team to attend the summer institute at the Alan Alda Center for Communicating Science. While there, the team will learn the inventive techniques developed by the center that are used to inspire scientists and science educators to be more active and effective communicators. Lessons learned at the summer institute will then be brought back and shared with the Clemson community, enabling research and curriculum



development, as well as facilitating and strengthening planned grant applications to the National Science Foundation, an organization which emphasizes such outreach activities.

On another project, Dr. Jan Rune Holmevik taught a PhD seminar on digital rhetorics, training the students in digital tools and methods they will need to be successful in the PhD program and their future careers. Dr. Holmevik's students also helped develop a proposal for equipping the Class of 1941 Studio's newly renovated conference room with gaming capabilities. "This space will act as a research site for students and faculty interested in Game Studies," Dr. Holmevik said. Dr. Cynthia Haynes is also a part of the project, and sees the addition of gaming technology as a great learning opportunity for students, saying, "We think playing is a way to learn. We wanted to have a place where we not only play games, but where we also research and highlight this Gaming Across the Curriculum move. In the 19th century, genre was the big thing, and in the 20th century it was film, and in the 21st century, it's games." Dr. Haynes likes the options that the Game Lounge will provide to create a fun learning environment and incorporate a different way of learning for her students.



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; *Upstart*, an online journal of English Renaissance Studies; *South Atlantic Review*, a journal devoted to the humanities; and *English Unbound*, the new departmental newsletter.

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. The process leading up to publishing Volume 25 in November 2014 provided Pearce Center Interns with experience designing the cover of the journal and copyediting articles for publication.

UPSTART CROW

The *Upstart Crow*, a Shakespeare journal that has been in publication for 35 years, evolved in 2013 to a new online format under the new name, *Upstart*. Pearce Center Interns helped with the transition to an open-access journal that will continue to publish peer-reviewed essays, performance reviews, and poetry on Shakespeare's work and the English Renaissance. The new format features an informal blog and regular updates. Interns also created a new logo for Upstart and designed the website.

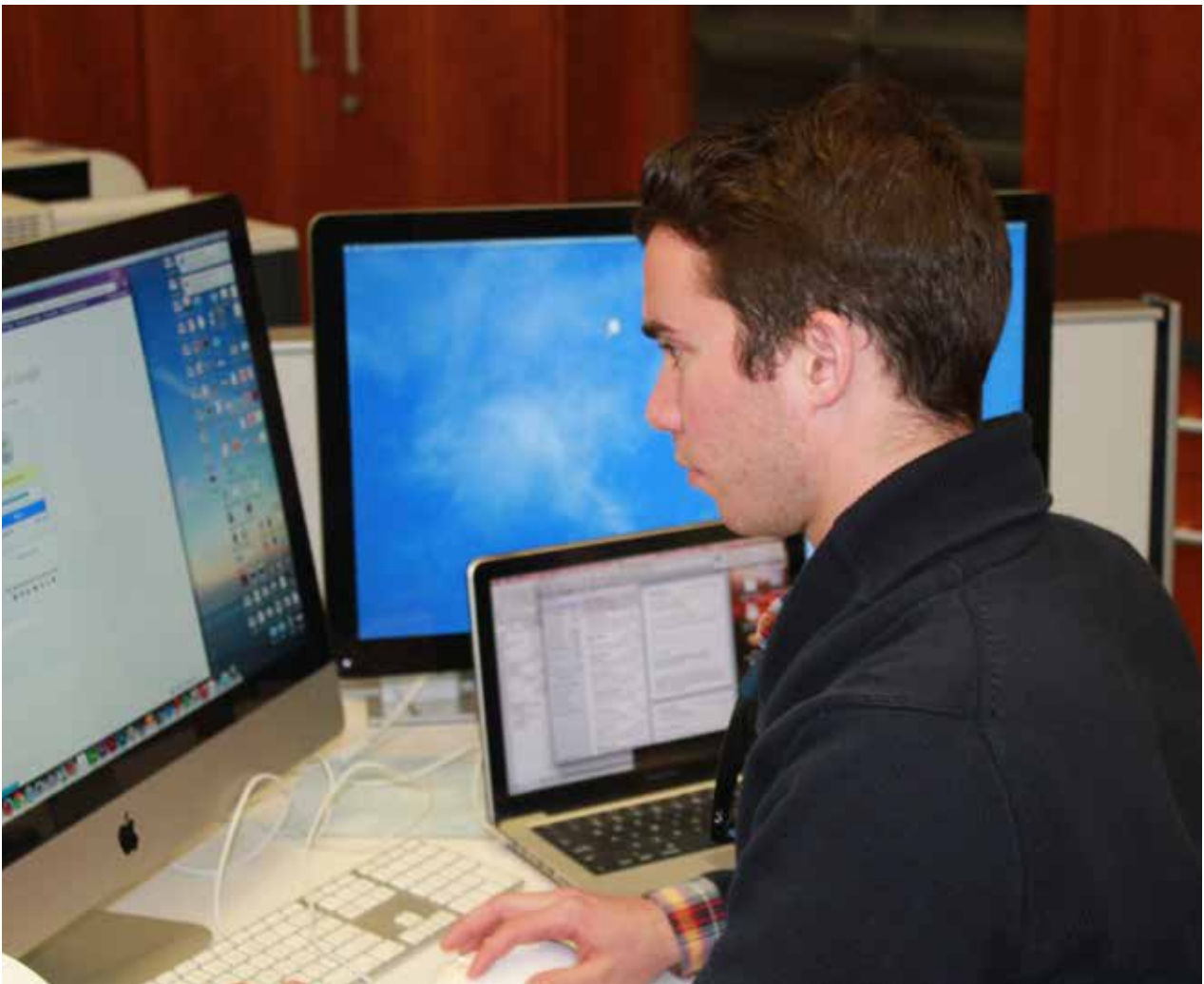


SOUTH ATLANTIC REVIEW

The Pearce Center interns also assist Barton Palmer in his position as editor for the *South Atlantic Review* (SAR). SAR is published quarterly and distributed to the organization's membership of more than 1,000 academics in the Southeast, the review publishes research devoted to language, literature, rhetoric and composition, and other topics of scholarly interest in the humanities.

ENGLISH UNBOUND

Pearce Center Interns continue to work on *English Unbound* to keep the English department's students, alumni faculty, and donors informed about its initiatives. Featured content included event summaries, student spotlights, and alumni updates. Interns wrote stories, designed layouts, and photographed events for the newsletter publication.



SPEAKERS AND WORKSHOPS



PEARCE SPEAKER SERIES

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 communications, education, government, journalism, marketing, public relations, and publishing.

Specific events included Visiting Speakers, Writers Reading, Literary Events, RCID Colloquium, Career Paths and Thoughts Worth Thinking. The Pearce Center partnered with the Campbell Chair in Technical Communication, the Calhoun Honors College and the National Scholars Program as well as a number of departments across campus to host a variety of events.

VISITING SCHOLARS



CHARLIE TUGGLE
OCTOBER 7

Tuggle, Professor of Journalism and Communications at UNC-Chapel Hill, engaged students in a Q&A session after a screening of his film, *Las Abuelas de Playa de Mayo and the Search for Identity*, which tells the story of an association of grandmothers (the Abuelas) that has met at Mayo Square in Buenos Aires since 1977. The Abuelas have embarked on a public quest to repair injustice and search for their grandchildren (the Desaparecidos), who were taken from dissident families during Argentina's Dirty War (1976-1983).



SHAMUS KHAN
NOVEMBER 18

Dr. Khan, an associate professor of sociology at Columbia University, is the author of *Privilege: The Making of an Adolescent Elite at St. Paul's School* (Princeton 2011) and *Exceptional: The Astors, Elite New York, and the Story of American Inequality* (Princeton, forthcoming). He is the co-director of a Russell Sage Foundation working group on "The Political Influence of Economic Elites" and is the principle investigator on an Andrew W. Mellon Foundation project using the New York Philharmonic archives to uncover the character of their subscribers from the 1870s to the present. In addition to his primary focus on cultural sociology, stratification, and elites, he also writes in the areas of gender theory, deliberative politics, and research methodology. He recently serves as an opinion columnist for *Time Magazine* and his editorials about a range of issues related to social inequality continue to appear in such outlets as *The New York Times* and *The New Yorker*. This event was sponsored by the National Scholars Program and co-sponsored by the Pearce Center.



SALAMISHAH TILLET
APRIL 16

Salamishah Tillet (University of Pennsylvania) is the author of the book *Sites of Slavery: Citizenship and Racial Democracy in the Post-Civil Rights Imagination* (Duke University Press, 2012) and co-founder of A Long Walk Home, a non-profit organization that uses art therapy and the visual and performing arts to end violence against girls and women. Tillet gave a talk on "The Invisibility Crisis and The Radical Potential of Black Girlhood." This event was sponsored by the Clemson Colloquium on Race & Ethnicity (CCRE) conference and co-sponsored by the Pearce Center.

PEARCE PUBLISHING SERIES

This year, the Pearce Center created a new speaker series devoted to publishing. With the help of John Morgenstern, English Department Visiting Assistant Professor, the Pearce Center hosted the first event of the series, which focused on entertainment publishing with visiting scholar Lanford Beard. The Pearce Center plans to continue this series next year with additional events focusing on academic and scientific publishing.



LANFORD BEARD,
APRIL 22

Lanford Beard spoke to students interested in learning more about entertainment publishing. Beard earned a Master's of Science degree from Columbia University's Graduate School of Journalism in New York. She joined Time Inc.'s PEOPLE.com as Staff Editor in January 2015. Beard oversees PEOPLE.com's television coverage including First Look photos, videos, interviews, and more. This event was sponsored by the National Scholars Program and co-sponsored by the Pearce Center.

RCID RESEARCH COLLOQUIUM



The Pearce Center and College of Arts, Architecture and Humanities provide space and staff support for a number of initiatives in the the Rhetorics, Communication, and Information Design (RCID) program, including the RCID Faculty Research Forum and the RCID Theory & Criticism Colloquium, both of which meet in the Studio multiple times each semester.

LITERARY EVENTS

The Pearce Center again partnered with the Strom Thurmond Institute in November of 2014 to host the annual Writers' Harvest event where Clemson fiction writers and poets read their work in a campus benefit for Loaves & Fishes of Greenville. The impressive array of writers included Nic Brown, Neil Caudle, Skip Eisiminger, Steven Katz, and Kathleen Nalley.

The Pearce Center also sponsored aspects of Clemson's Eighth Annual Literary Festival, planned by Jillian Weise's and Keith Lee Morris's Creative Inquiry courses. The festival, which took place from March 25–27, 2015, welcomed Pulitzer Prize-winning author Adam Johnson (*The Orphan Master's Son*) as its headline speaker. There were also readings and panel discussions with Brock Clarke (*The Happiest People In the World*), Daniel Wallace (*Big Fish*), Victoria Chang (*The Boss*), and many others. In addition, The Literary Festival offered the Young Writer's Workshop to local high school students; an editing and publishing panel discussion with Brigid Hughes, Ben George, and Betsey Teter.



CAREER PATHS

As a joint initiative of the Department of English and the Pearce Center, Career Paths invites Clemson English alumni to campus to speak about their professions and the paths they followed to arrive in their current position. Clemson students build their own professional networks while learning and interacting with these alumni.

KELLY RIDDLE OCTOBER 10

Kelly Riddle is the Digital Initiatives Librarian at the University of San Diego. Her work at USD involves managing the institutional repository and leading scholarly communication education efforts on campus. Her research interests include library's role in research and dissemination and in the education of disciplinary faculty. She has a background in collaborative digital projects, digitization, and archives and special collections and earned her MLIS from the University of South Carolina in 2011. Kelly graduated from Clemson in 2010 with a degree in English.



ROBERT MAGUIRE APRIL 3

Robert Maguire is the Political Nonprofit Investigator at the Center for Responsive Politics (OpenSecrets.org). In 2012, Robert started CRP's Politically Active Nonprofit. Robert has written for and collaborated with outlets like the *Washington Post*, *National Public Radio*, and the *Daily Beast*, and he has been a guest on *CNN*, *Al Jazeera* and *Huffpost Live*.

In 2014, he won, with colleague Viveca Novak, the Society of Professional Journalists' Sigma Delta Chi Award for Public Service in Online Journalism for a series of stories published on the OpenSecrets Blog.

Robert has a M.A. in U.S. foreign policy from American University and a B.A. in English from Clemson University. He also spent several years studying and working in France and Taiwan. Before starting with CRP, Robert worked for Taiwan's Ministry of Education to facilitate educational ties between students and academics in Taiwan and the U.S. He is originally from Charleston, SC.



THOUGHTS WORTH THINKING

Thoughts Worth Thinking (TWT) is a TED Talk-style discussion series hosted by the Calhoun Honors College and the Pearce Center for Professional Communication. The series is designed to bring together Clemson's top professors with students to explore a wide range of ideas. Made possible in part through funding by the Human Adventure Symposium, TWT is a yearlong program intended to nurture open discussion between teachers, students, faculty, and graduates. Started in the Spring 2012 by Clemson graduate Allison Kidd, TWT has grown to include speakers from various disciplines across Clemson's campus. Students are actively involved throughout the process, choosing future talks based on student recommendations. The series continues to encourage students and professors to investigate theoretical and practical "thoughts worth thinking."

Stress in Health and Disease:

Mind, Body, and the Rise of Behavioral Medicine

Dr. McCubbin discusses his NIH-funded research on the role of stress in disease across the lifespan. He will explore the integration of mind and body, and how psychological stress contributes to society's greatest causes of death. He will cover the role of stress in young persons at risk for heart disease, how stress affects the aging cardiovascular system, and how stress during pregnancy may influence the developing fetus. Better understanding of the complex interactions of biological, psychological and social factors is leading to significant advances in treatment and prevention of disease in the 21st century.



Wednesday, January 28th
7pm

Academic Success Center, Room 118

James A. McCubbin, PhD, is Professor of Psychology and Public Health Sciences at Clemson University. He also serves as a Faculty Scholar at the Institute for Advancement of Health Care, USC School of Medicine-Greenville. He received his PhD in Psychology and Neurobiology at UNC-Chapel Hill. He came to Clemson University as psychology department chair, and developed one of the nation's first graduate training programs in Occupational Health Psychology. Dr. McCubbin's research on the role of stress in the origins, treatment and prevention of cardiovascular disease has been funded by the National Institutes of Health (NIH) for over

20 years.

2014-2015 THOUGHTS WORTH THINKING SERIES

November 18: "Privilege: The Making of the American Elite" —Dr. Shamus Khan, Associate Professor of Sociology at Columbia University

Author of *Privilege: The Making of an Adolescent Elite at St. Paul's School* and *Exceptional: The Astors, Elite New York, and the Story of American Inequality*, Dr. Khan lectured on cultural sociology, stratification, and elites.

November 19: "The 2014 Elections: What Happened and What it Means" —Dr. Jeffrey Fine, Professor of Political Science at Clemson University

Dr. Fine broke down the pundits' favorite explanations of the 2014 election results to determine whether the claims are rooted in fact, as well as discussed what we might expect from Congress over the next two years.

January 28: "Stress in Health and Disease: Mind, Body, and the Rise of Behavioral Medicine" —Dr. James McCubbin, Professor of Psychology and Public Health Sciences at Clemson University

Dr. McCubbin discussed his NIH-funded research on the role of stress in disease across the lifespan.

March 25: "The Perils of Insulting Muhammad" —Dr. Mashal Saif, Assistant Professor Of Islamic Studies at Clemson University

Dr. Saif engaged with the diversity of Muslim responses to the act of insulting Muhammad and highlighted the multifaceted ways in which the Islamic tradition is understood.

IN CLOSING

It was tough to try to fill Mike's shoes this year, but with the help of a great support system, I think we made him proud. The Pearce Center initiatives would not be possible without a strong group of people. Angie Justice, Pearce Center Administrative Assistant, and Barbara Rameriez, Class of 1941 Studio Coordinator, provide experience and commitment that allow our operations to run efficiently.

Meredith McCarroll, Director of the Writing Center, continued to grow the Writing Center's reputation on campus by initiating a Faculty Writing Fellows program. Combined with the strong student writing programs, the Faculty Writing Fellows continue to solidify Clemson's national reputation for writing in the disciplines. This year is Meredith McCarroll's last year working for Clemson. She will be serving as the Director of Writing and Rhetoric at Bowdoin College. Under Meredith's leadership both the Writing Center and Writing Fellows program saw major transformations. Meredith was able to get students and faculty from all around campus excited about writing. Her passion for students helped build solid programs that will continue to grow even after she leaves.

A special thanks also goes to David Blakesley, Campbell Chair in Technical Communication, for being a mentor to me over the last year. He has provided great insight, support, and wisdom.

The many Pearce Center initiatives would not be possible without the ongoing support of our many advocates, supporters, and donors. Steven Katz, Pearce Professor of Professional Communication, continues to advise and collaborate with the Pearce Center, particularly in the fields of scientific writing and communication and writing in the disciplines. The Pearce Center Faculty Advisory Committee provides ongoing input and advice, as do the faculty of the Departments of Communication Studies and English. In addition, College of Architecture, Arts and Humanities Dean Rick Goodstein consistently and generously offers his creative leadership and strong advocacy.



I want to especially thank Lea Anna Cardwell, GA for the Pearce Center and Campbell Chair. This is Lea Anna's first year working for Pearce, but you would not know it. She has done a tremendous job of managing the interns. Her exceptional organizational and mentoring skills enabled us to complete multiple client projects and complete Pearce's first-ever app using Adobe DPS. Because of her talents, Lea Anna received an internship with Adobe in summer of 2015. We are looking forward to her sharing her experience with us.

We are so proud of our graduating seniors and are excited about the opportunities ahead of them: Nicole Burkart, Chris Diorio, Marissa Kozma, Kaitlin Smith (Pearce Center Interns); and Lisa Camp, Farris Johnson, Jessica Lau, Caroline Mercer, Haley Nieman, Rachel Solomon, Olivia Souther, Jenny Tumas, Jacob Webb, and Sloane Wiggers (Writing Fellows).

The 2014-2015 academic year has been a great one for the Pearce Center. Pearce continued its goals of developing student's academic and professional writing as well as supporting writing across the curriculum. I have really enjoyed the opportunity to serve as director during the last year; however, I am happy to pass the directorship back to Mike!

Yours,

Ashley Fisk, Interim Director

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