



Pearce Annual Report
2016-2017

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

FOR PROFESSIONAL COMMUNICATION

CLEMSON[®]

The Pearce Center at a Glance

CLIENT-BASED PROGRAM

5 FACULTY MEMBERS
24 COURSE SECTIONS
478 STUDENTS

INTERNSHIP PROGRAM

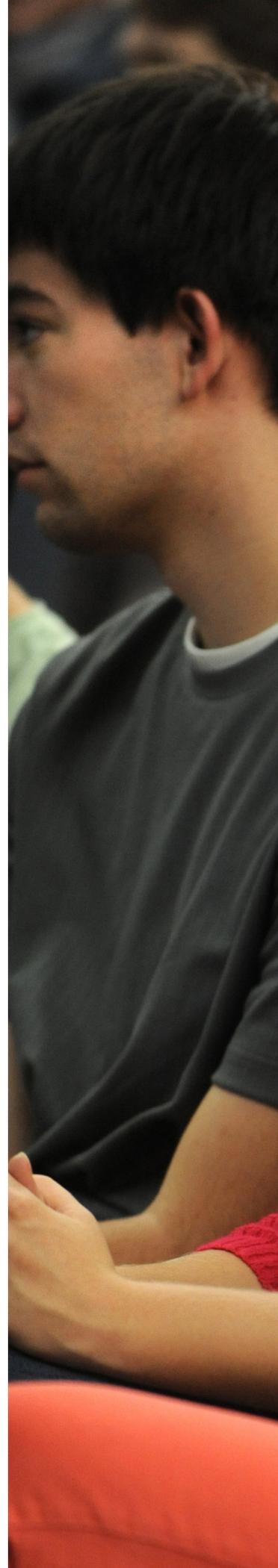
20 INTERNS
WORKING WITH
11 CLIENTS

WRITING FELLOWS PROGRAM

18 STUDENTS
FROM
12 MAJORS

contents

Mission Statement	6
Director's Note	7
The Pearce Center	8
The Class of 1941 Studio	9
History	10
Pearce Partners	11
Faculty	12
Staff	14
Pearce Center Programs	15
Internship Program	16
Projects	17
Interns	22
Reflections	23
Writing Fellows Program	24
Fellows	25
Reflections	26



Client-Based Program	27
Project Spotlight	28
Communication Across the Curriculum	29
Faculty Research & Funded Projects	30
PRTM	31
Publications	32
Special Events	33
OpEd	34
Speakers & Workshops	35
Pearce Speaker Series	36
Dr. Caroline Levine	36
Dr. Meg Day	37
RCID Colloquium	37
Literary Events	38
Closing Remarks	39

Pearce MISSION

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.



CAMERON BUSHNELL, DIRECTOR'S NOTE

Greetings! It's been an eventful year since Dean Goodstein appointed me Director of the Pearce Center in August 2016, and a special pleasure to provide selected students opportunities for work in professional settings as Pearce Center Interns and Writing Center Fellows. Through these two signature programs, supported by generous gifts from the Roy and Marnie Pearce Family, students have served clients across Clemson University and in the larger Clemson community.

The Pearce Center sponsored many events over the past year; two merit special attention. We hosted Dr. Caroline Levine, the David and Kathleen Ryan Professor of the Humanities from Cornell University. Her visit launched Pearce Center's new Junior Faculty Support project. Not only did Dr. Levine give an inspired talk, but also she provided a faculty and graduate student seminar, and, most importantly, she worked with two junior faculty members on their first book projects, providing consultations that assisted them in placing their manuscripts with publishers. Pearce Center also co-sponsored with Clemson's English Department, the visit of Dr. Gina Bloom, Associate Professor, University of California Davis, who spoke about her new Shakespeare Video Game, *Play the Knave*.

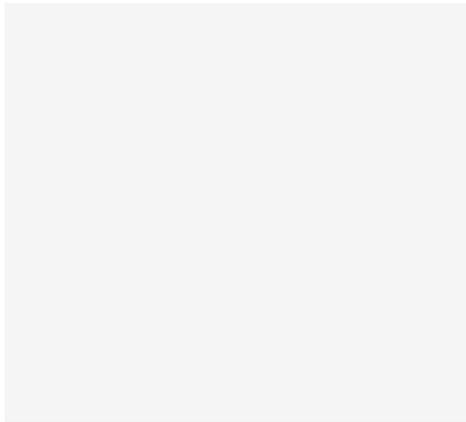
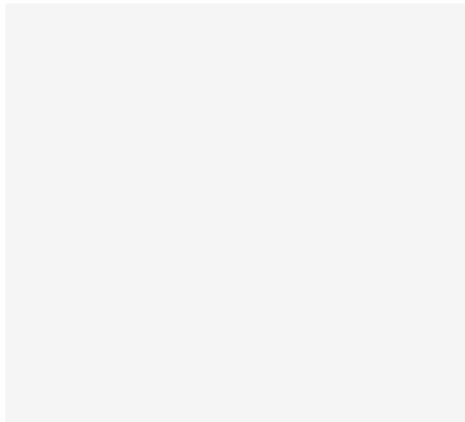


In addition, Pearce Center sponsored two successful training programs. The first, a successful OpEd Project, was co-sponsored by Dr. David Blakesley (Professor and Campbell Chair in Technical Communications), The Department of English, The Department of Sociology & Anthropology, The Department of Communications, The Office of the Provost (particularly Associate Provost for Faculty Affairs, Dr. Ellen Granberg) and The Women's Leadership Program. The OpEd Project featured a day-and-a-half-long workshop led by two award-winning journalists who trained faculty in preparing work from their fields of expertise for placement in mainstream media. The second, a first-ever graduate writing mentorship program proposed by the Department of Parks, Recreation, and Tourism Management (PRTM) linked PRTM professionals, faculty, and students in a semester-long effort to improve student writing skills and to provide faculty with additional writing resources.

These are just the highlights, so I hope you'll find time to peruse the accomplishments that have accrued over this past year through the important work of the Pearce Center.

Cameron Fae Bushnell, Director

The Pearce Center



class of 1941 studio for student communication



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 2016–2017 academic year, the Studio hosted English Department faculty meetings for the Master of Arts in Professional Communication (MAPC) program, departmental readings, visiting speakers, and English departmental job candidate presentations. The University also held the Clemson Conference on Race and Ethnicity, MAPC seminars, Master of Arts in English (MAE) courses, National Merit Scholars, and a Language Lab in the Studio.

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

History

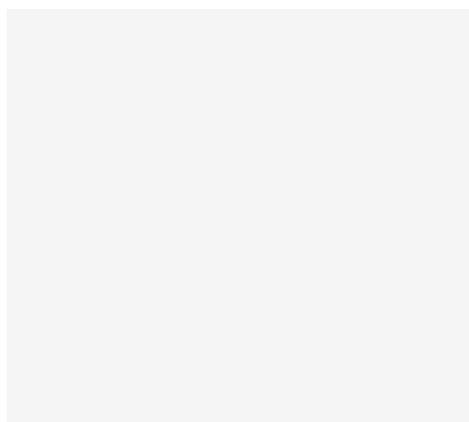
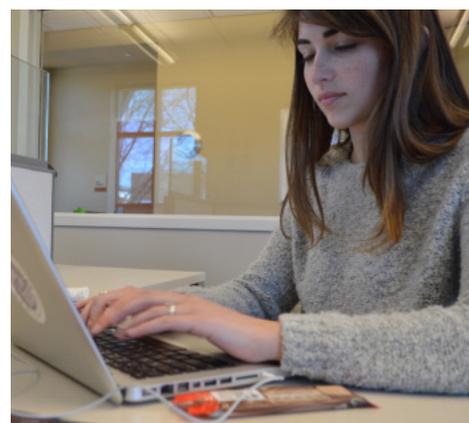
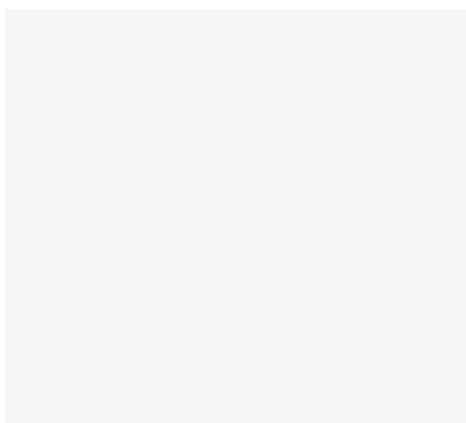


Roy Pearce (1919–2004) was President of Clemson University's Class of 1941 and credited his professional success to his communication skills. During his lifetime, Pearce led the Clemson community, serving as president of both the Clemson Alumni Association and the CU Foundation. As a result of his accomplishments, Clemson University recognized Pearce throughout his life 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.

pearce partners



Pearce Faculty

DR. STEVEN KATZ, Pearce Professor of Professional Communication, is—among other things—an advocate for effective and innovative communication. Dr. Katz currently presides as a member of the Pearce Center Faculty Advisory Board, a fellow of the Rutland Institute of Ethics, and a co-instructor with Biology Professor Lelsy Temesvari of a Creative Inquiry examining scientific journalism. Dr. Katz’s more than thirty years of professional work has been dedicated to communication; however, his career at Clemson University has concentrated more specifically on writing in the disciplines.

Katz’s fascination with discipline-specific communication began with his doctoral work at Rensselaer Polytechnic Institute, where he concentrated on the use of language across diverse disciplines. Katz continued his work here at Clemson by working with the Department of Biological Sciences to generate a course on scientific writing. Over the years, Katz’s interests in communication manifested into the Writing In the Disciplines (WID) Initiative, which first began in 2014.

Katz’s Writing In the Disciplines Initiative was begun with Distinguished Alumni Professor of Biological Sciences, Lelsy Temesvari, to offer a series of workshops for faculty and students. The purpose of these workshops was to make traditionally “non-writing” disciplines aware of the vast amount of communication each discipline undertakes in a professional environment. Since the program’s initiation in August 2014, WID has presented nine workshops, boasting more than two hundred participants, with representation from thirty-four disciplines across the Clemson campus. As Katz’s initiative began to grow in popularity, the initial purpose for WID expanded to include the optimization of visual communication.

More recently, Dr. Katz has connected with Campbell Chair in Technical Communication Dr. David Blakesley to offer workshops on visual literacies and research presentation. These workshops have allowed Blakesley and Master of Arts in Professional Communication (MAPC) students the opportunity to present training on Adobe® software, utilizing the newly established relationship between Adobe® and Clemson University. Katz’s efforts to expand WID have proved valuable to Distinguished Professor of Intelligent Infrastructure,



Dr. Stephen Katz

Dr. Sez Atamturktur, who wrote the WID Initiative and Katz into a National Science Foundation Research Traineeship Program grant application, which she won.

Katz is hopeful that enthusiasm surrounding the WID Initiative continues to grow as the university itself expands, “It’s not the students only who have to attend the workshops; it’s the faculty who teach the students in these different disciplines. That is the WID model.” Katz’s desire to integrate writing into disciplines and across curriculums means the WID Initiative will continue to adapt with the development of professional communication. WID works closely with the Pearce Center today; however, Katz hopes to strengthen these bonds to ensure writing is taught continually throughout students’ and professionals’ education.

Katz’s personal writing projects include an article co-authored with MAPC graduate Claiborne Linvill on the ethical tensions in science communications, an article for a Canadian rhetoric journal detailing how national identity affects his writing process, and Katz’s magnum opus *Plato’s Nightmare*, which is currently in its nineteenth year of development. Katz also works as a mentor to aspiring communicators across disciplines.

Through the efforts of Katz and WID, Clemson University students and faculty have become and continue to become more effective communicators, as the WID Initiative ensures a greater understanding of the role language and effective communication play in every profession and works to increase student and faculty professional success.



DR. DAVID BLAKESLEY serves as the Campbell Chair in Technical Communication, a member of the Pearce Faculty Advisory Committee, and an instructor of both undergraduate and graduate courses. Through these roles, and his close involvement with the Pearce Center for Professional Communication, Blakesley continues to play an instrumental role in the Pearce Center's success by improving software accessibility, promoting writing across the curriculum, and advancing digital literacy across Clemson's campus.

Thanks to Blakesley's efforts between 2012 and 2014, the 1941 Studio in the Pearce Center was re-designed and the Adobe® Studio was opened inside the Cooper Library. Today, Blakesley has aspirations to implement more technology in the 1941 Studio by adding a gaming or audio recording space to the Pearce Center, along with a collaborative seating area where individuals are welcomed to work in the Studio. While Blakesley is less involved with the Adobe® Studio today, his desire to develop a relationship between Clemson and Adobe® has been successful and he notes, "it is evident the quality of student work has gone up since the establishment of the Adobe® Studio."

Blakesley is also exceedingly involved in the creation and publication of the *Writing Across the Curriculum (WAC) Journal*. Blakesley's own publishing company, Parlor Press, is working in association with Clemson University and the Pearce Center to publish the journal. The latest edition of the *WAC Journal*, published in late December 2016 was, "nearly twice the length of previous editions because the quality of submitted articles continues to increase." Currently, Master of Arts in Professional

Communication (MAPC) student and Pearce Center Graduate Assistant, Giuliana Caranante, is working with Blakesley on the *WAC Journal's* layout and copyediting, while Parlor Press manages submissions and printing.

Many of Blakesley's goals as the Campbell Chair in Technical Communication envelop the idea of inclusion and participation. Blakesley's desire for all students to attain practical writing experience and knowledge is abundantly evident, and he is working diligently to ensure these desires are seen through. During the fall semester, Blakesley began piloting a collaborative video editing software called Adobe® Anywhere. This software, used by CNN, simplifies file sharing through Adobe® Premiere, allowing users to edit video footage collaboratively. Simultaneously, Blakesley teamed with the Watt Innovation Center to pilot Bluescape software, which promotes product development by providing users with a collaborative, visual workspace. Bluescape is currently being piloted across Clemson's campus to test its full range of uses and abilities in different disciplines.

Blakesley's future projects are also promising as he takes on the publication of the website Pubhacker. Still in its earliest form, Blakesley intends for Pubhacker to become a repository of curated articles outlining the how-tos of digital publishing. Blakesley imagines the repository of articles filled with student publications, as students master digital publishing software and tactics in their classes. Blakesley is also working to create a publishing and consulting studio on the Clemson campus. This studio would be available to faculty, staff, students, and locals embarking on the world of publication. The studio's services could cover a wide variety of publishing issues, from self-publishing to signing a contract with a professional publishing company. Through this, Blakesley hopes to ease the publication process, making publication a more attainable goal.

Blakesley's significant involvement with the Pearce Center has greatly contributed to the impact he has had upon the Clemson community. He has worked diligently to promote writing and technological accessibility on our campus. As a result, the university has begun more interdisciplinary collaboration and now has access to an abundant resource of advanced technology. As Dr. Blakesley's future projects come to fruition, the Clemson community will be sure to benefit from his continued efforts.

Pearce Staff



Pearce Center Assistant Director
Ashley Cowden Fisk



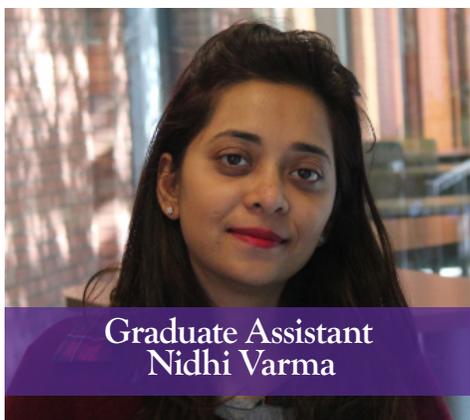
Class of 1941 Studio Director
Barbara Ramirez



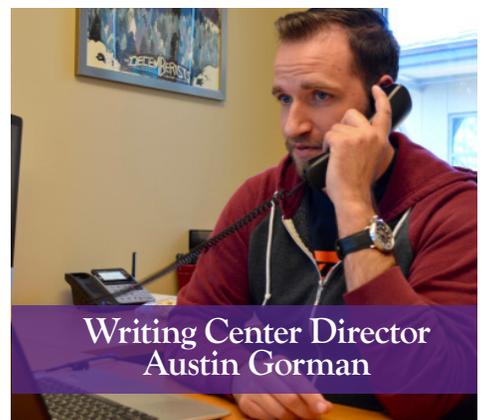
Graduate Assistant
Giuliana Caranate



Pearce Administrative Assistant
Angie Justice



Graduate Assistant
Nidhi Varma



Writing Center Director
Austin Gorman

Pearce Faculty Advisory Council

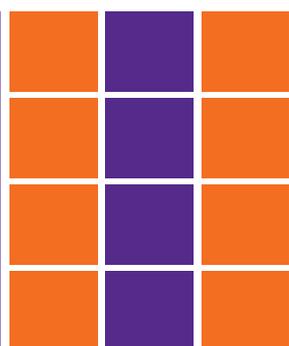
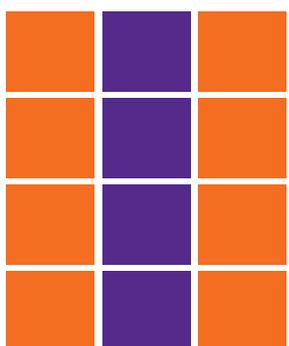
Steven B. Katz (English)

David Blakesley (English)

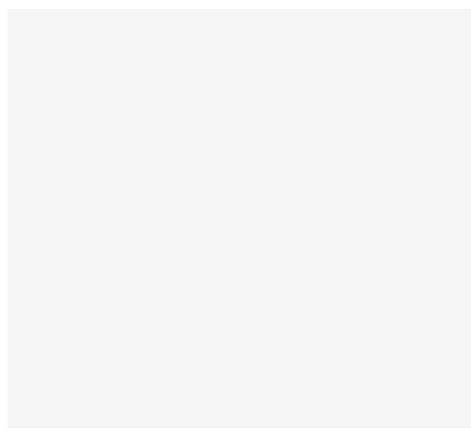
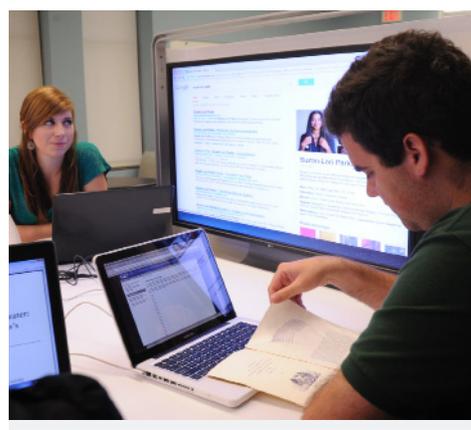
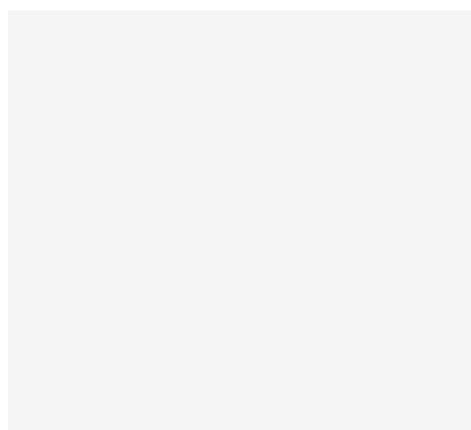
Chenjerai Kumanyika (Communications)

Amanda Cooper Fine (Marketing)

Rhonda Thomas (English)



Pearce Center Programs



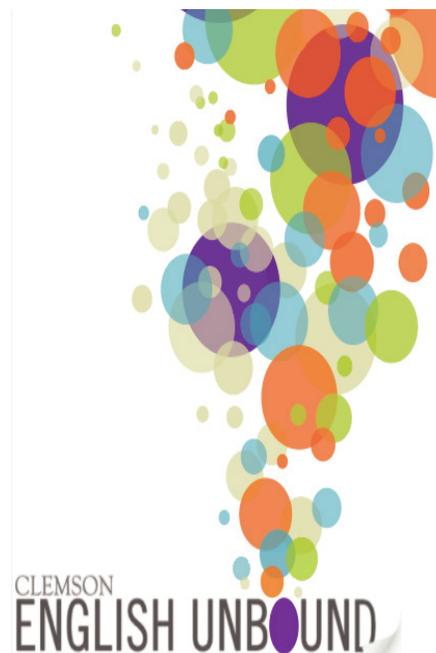


Internship Program

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 (UPIC) 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.

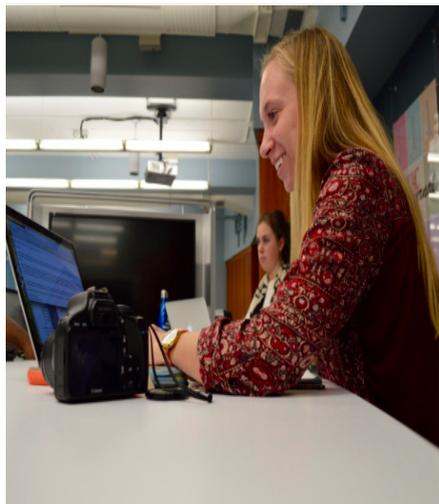
English Unbound

English Unbound is the Clemson University English Department's yearly newsletter, which highlights the accomplishments and happenings of the Department. This year, the *English Unbound* Team wrote articles that centered on the annual Literary Festival, *The Chronicle*, and alumni, student, and faculty spotlights. Interns worked diligently throughout the fall and spring semesters to plan the newsletter's content, generate layout designs, and write articles for the newsletter's summer publication date. Different from years past, this year's *English Unbound* has taken on a more humanistic approach, as it launched a new emphasis on feature stories. Interns even took on the exciting challenge of introducing visual communication into the traditionally text-based newsletter by creating an infographic, which examined the race and gender makeup of the English Department. *English Unbound's* movement to include more feature stories and graphics highlight the Pearce Center and English Department's commitment to a personalized, innovative, and cutting-edge experience at Clemson University.



Social Media

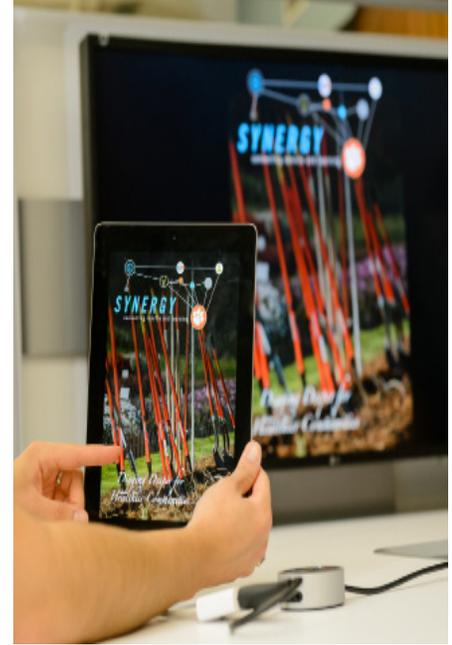
During the 2016 -2017 school year, Pearce Center interns worked to promote Pearce Center projects and Pearce-sponsored events through various social media platforms including Facebook, Twitter, and Instagram. The Social Media Team worked to inform and engage audiences through weekly posts that not only highlighted Pearce Center projects, but also highlighted Pearce Center interns. Our social media initiatives included #TakeoverTuesday and #InternIntro where interns, their projects, and their



personal experiences in The Pearce Center were shared on Facebook, Twitter, and Instagram. During the spring semester, interns worked to renovate the look and feel of our social media presence by making it more aesthetically pleasing and fun for the audience. Interns' long-term goals included gaining more followers and increasing online interactions with audiences. These goals were not just met, they were exceeded. The on-going process of community outreach and engagement through social media included gains in followers on all three of our social media platforms. With an increase of 145 followers on Instagram, our audience has more than doubled since the fall semester. To stay up to date with the Pearce Center, be sure to like us on Facebook and follow us on Instagram and Twitter at @cupearcecenter!

Synergy

Synergy is an online publication dedicated to highlighting Clemson's vast array of service-learning projects. Each semester, different projects and faculty members are featured in articles written by our interns. During the spring semester, however, the Synergy Team went far beyond writing and introduced a new, multimedia platform to the website—webcasts. In collaboration with Clemson Broadcasting, the Synergy Team completed three webcasts that featured intern interviews with Clemson faculty members. The Pearce Center's partnership with Clemson Broadcasting proved incredibly successful, as *Synergy* was provided its own set, built specifically for the broadcasts. Featuring elements of the Synergy logo as the backdrop, the set established a wonderful, professional launching pad for *Synergy's* new multimedia platform. Through *Synergy*, the Pearce Center continues to gain more exposure for service-learning and to highlight the efforts of these projects and the ways in which they have impacted Clemson students, faculty, and the surrounding community.



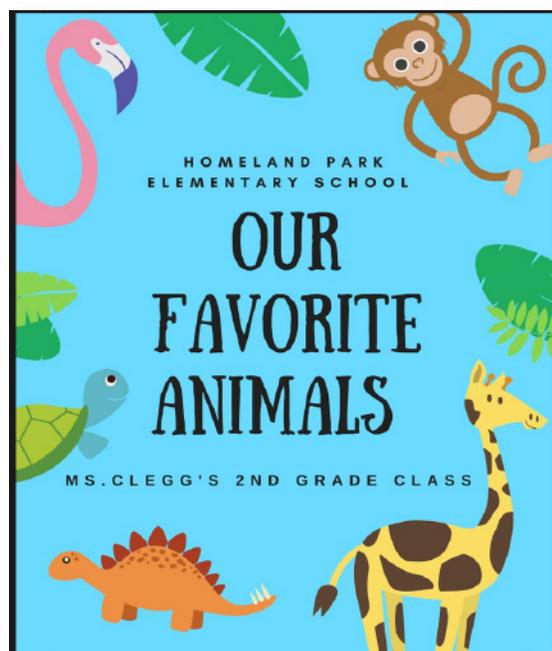
Town and Crier



The Town and Crier is the monthly publication for the town of Fair Play, located in Upstate South Carolina. Each month, Pearce Center Interns had the opportunity to submit two articles to be featured in *The Town and Crier*. Interns were invited to write about anything; however, many of our interns chose to write about their Pearce Center experiences and events in which they were involved as a result of their Pearce Center projects. Because they were given creative freedom in their writing, students' articles ranged across a variety of subjects and covered different projects relevant to the Pearce Center as well. Working with *The Town and Crier* allowed interns the opportunity to experience the writing and publication process from start to finish: brainstorming story ideas, pitching these ideas, conducting research, generating a draft, going through the editing process, and finally, submitting their writing for publication. *The Town and Crier* has offered a great opportunity for our interns, especially those who are not traditional "writing majors," to gain more writing experience and exposure through publication.

The School Book Project

This year, The School Book Project team has worked to help elementary school students become published authors. During the fall semester, our team worked with twenty third grade students from Mrs. Lewis's class at Varennes Elementary School to create *Oh Where Will I Go?*, a compilation book that detailed where in the world each student would travel if given the opportunity. Modeled after Dr. Seuss's *Oh the Places You'll Go*, the students wrote of traveling all over the world, from the warm beaches of Florida to the frozen tundra of the Arctic. The spring semester brought about new students—twenty-two budding authors from Mrs. Clegg's second grade class at Homeland Park Elementary School. Over the course of three classroom visits, Pearce Center interns helped the second graders brainstorm story ideas for their book, *Our Favorite Animals*. During the classroom visits, Pearce Interns taught the second graders about spelling and grammar and created memorable bonds with the children. The publication of each book was celebrated appropriately with a book release party. In fact, some students' favorite animal—the Clemson Tiger—even made a star appearance. The School Book Project has been and continues to be an incredibly rewarding experience where Pearce Interns have the opportunity not only to spread excitement about books and writing, but also to make a lasting impact on the community of Upstate South Carolina.



Clemson Child Development Center

During the spring semester, Pearce Center interns partnered with the Clemson Child Development Center (CCDC) to assist in creating marketing communication deliverables for CCDC's fundraising event. The dinner-theatre fundraiser featured performances by the Covenant Players from the theatre group, *The Play's the Thing*. Pearce Center interns worked closely with the CCDC Board of Directors to create save-the-date postcards, event programs, flyers, posters, and press releases. The interns not only had the opportunity to promote the event through content creation and public relations, but also to attend the CCDC fundraiser. During the event, interns photographed the successful fundraiser, its attendees, and the entertainment. Though working directly with the Clemson Child Development Center came to an end at the conclusion of the fundraiser, the CCDC continued to gain publicity through an intern's feature article that detailed the event and the Pearce Center's involvement for the *Town and Crier*.



OpEd Project



Dr. Susanna Ashton worked during the fall semester to prepare Clemson for The OpEd Project, an organization established to generate diversity in op-ed writing and assist minorities in sharing informed opinions with the world at large. In particular, The OpEd Project works to promote the female voice in discussions about controversial topics. The Pearce Center partnered with Dr. Ashton in order to provide coverage of the event's success. The event took place March 24 - 25, 2017: nineteen selected faculty members—eleven women and eight men with diverse backgrounds and opinions—participated in the workshop. Through the OpEd Project, faculty members were able to learn and practice strategies for developing educated opinions and ways to express those opinions to the world. In working with The OpEd Project, our interns also partnered with Clemson Broadcast Productions to create a post-project video that outlined faculty experiences at the workshop. Through Pearce interns' work, PR material was generated and made available to inform other faculty members of this unique workshop opportunity.

Pearce Center Website



Throughout the fall semester, Pearce Center interns worked to revitalize and redesign the Pearce Center Website. Interns diligently sorted through the old website's content and moved information to our new website. Our new site operates on a Wordpress platform, and features project spotlights, project samples, information about Pearce Center initiatives, and an outline of who we are and what we're working toward, among other things. The new website has brought new life to the Pearce Center, as it has allowed information to be more accessible to those interested in partnering with us. Through our interns' hard work, the new Pearce Center website officially went live in December, and has been maintained and updated regularly by our spring semester interns. Please visit us at pearce.caah.clemson.edu.

Special Olympics

During the spring semester, The Special Olympics Team worked with the Area 13 Special Olympics Chapter, which operates in Pickens and Oconee Counties. Interns worked diligently to create and design a professional PowerPoint aimed at attaining donor support for the Special Olympics' annual golf tournament fundraising event. Throughout the semester, interns worked closely with chapter leaders to ensure the proposal reflected the appropriate branding needs of The Special Olympics and their partner corporation, The Knights of Columbus. Through the creation of the PowerPoint presentation, our interns were able to promote and outline the past successes of these two organizations. In the past, the fundraising golf tournament accumulated upwards of \$20,000 annually for the Special Olympics, and Area 13 was determined to exceed that goal this year. Pearce intern's final deliverable helped Area 13's Special Olympics Chapter to gain sponsorship by reflecting the golf tournament, the Knights of Columbus, and most importantly, the impact the Special Olympics has within the community.



2016-2017 Interns



Claire Chaney- English
 Allison Daniel- English
 Eileen Flood- Economics
 Metta Giese- English
 Claire Harvin- Communication Studies
 Anna Izard- English
 Angel Jackson- Graphic Communications
 Lauren Kirchenheiter- Communications
 Meredith Marcus- Marketing
 Rebecca McCain- Graphic Communications
 Caitlyn Mendogni- English
 Casey Miller- English
 Abbey Norris- Marketing
 Kaylee Schnobrich-
 Secondary English Education and English
 Nicolaus Sherrill- Graphic Communications
 Saavon Smalls- English
 Victoria Webster- Communications
 Beth Winship- Marketing
 Jamie Yarborough- Communications

Intern reflections

Working for the Pearce Center has enabled me to gain hands-on experience in a client-based setting while remaining on campus. This feature of the Pearce Center is invaluable. The ability to gain practical work experience for course credit while simultaneously taking classes all just a ten minute walk from where I live has enabled an out-of-state student like myself the chance to develop my “real-world” talents, which I will be able to carry with me far past my college years. From the team environment to sticking to deadlines, the experience that the Pearce Center has given me is one that I will carry with me in future pursuits. I am still just as excited about being a part of this team as I was the day I found out I would be taking part of something so special!

Claire Chaney



My first semester at the Pearce Center for Professional Communication has been not only an incredible learning experience, but also very fun! I truly enjoyed getting to know the other interns and working collaboratively with them on projects we were all passionate about. The School Book Project was a project I really enjoyed being a part of because it was so rewarding to see the excitement and joy of the third grade class when we presented them with their very own books. Their smiling faces made all of the work worthwhile. The other project I worked on, *English Unbound*, was also a good experience at the Pearce Center. I liked being able to interview and work with others to write an informative and interesting story. I have already learned a great amount of knowledge during my time at the Pearce Center and I look forward to the semester to come.

Victoria Webster



This semester at the Pearce Center has been wildly different than my first. I was given the Design Lead role for Synergy, the website I put every minute into creating last semester. Having already learned most of the site’s ins-and-outs and most of the design already being done, I was able to focus more on site maintenance and organization. I was able to smooth out the site’s rough edges, which really helped me put into practice the skills I learned in a web design course. We accomplished almost every goal that we set out at the beginning of the semester and focused on big, long-term improvements for the site. It has been an exciting semester and I really look forward to returning next fall.

Nicolaus Sherrill





Writing Fellows Program

Writing Fellows, part of the Pearce Scholars Program, is a program that illustrates the beneficial effect peer editing has on student writing. The Clemson Writing Fellows Program 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 among all university students. As a Writing Fellow, each scholar enrolls in a course on the theories of writing pedagogy, which covers the writing process as well as the history and evolution of writing instruction.

Writing Fellows also learn the practical applications of teaching by offering useful written feedback and discussing strategies for revision with their peers. Some Writing Fellows work as “embedded fellows” in writing courses across the campus including, this year, English and Mechanical Engineering. In the program, fellows comment upon early drafts of student papers before the final due date, and then they meet with each student for a one-on-one conference to review their work. Student writers and Writing Fellows alike learn to see writing not as an act to perform, but as a process with which to engage.

writing fellows

During the 2016 - 2017 academic year, the Writing Fellows Program was comprised of 18 students from a variety of majors, including English, Political Science, Economics, Microbiology, Environmental and Natural Resources, Architecture, and Biochemistry.

2016 - 2017 writing fellows

Allison Daniel- English

Rose Davis- Communication

Elaine Day- Sports
Communication and English

Meredith Ellis- Economics

Anne Giordano- English

Grace Greene- Microbiology

Christopher Heijjer-
Biological Sciences

Laura Hemphill- History

Caroline Hensley-
Pre-Professional Health

Selene Hess- Microbiology

Kalee Lineberger- English

Laura Mackay- English

Killian McDonald-
Political Science

Tyler Rodgers- Architecture

Hannah Spencer-
Environmental and Natural
Resources

Sara Stamatiades- English

Kristina Toney-
Communication

Hannah Welsh-
Biochemistry

fellow reflections

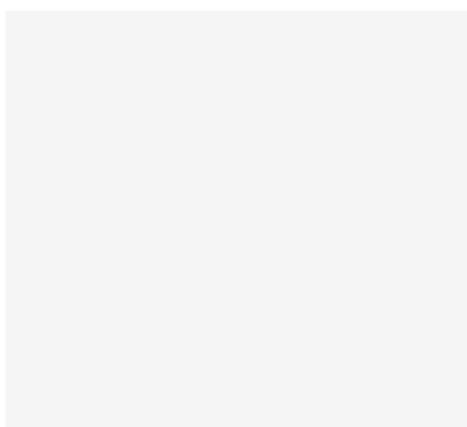
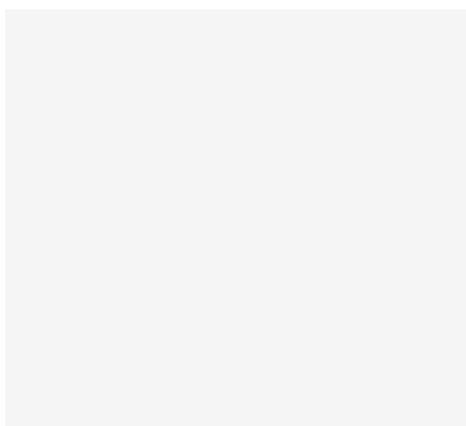


Being a Writing Fellow has taught me so much about my own writing that I might not have learned otherwise. People think learning is a one-way street, but in reality, we as tutors learn just as much from the students who come to see us as they do from us. It has been a wonderful experience to help others grow more confident in their own writing while still being able to strengthen my own skills.



Working for the Writing Center has been one of the most rewarding experiences for me at Clemson. Every appointment is unique, and we make it our goal to help students express their thoughts clearly and find their writing voices. After two semesters as a Writing Fellow, I find that I am now taking a more thoughtful and organized approach as I write—in other words, taking some of my own advice!

client based program



Project Spotlights

In 2003, Dr. Summer Smith Taylor created Clemson's Client Based Program (CBP), which was met with such success 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 5,200 students have participated in the CBP since its inception, producing quality documents and deliverables for over 300 clients. The CBP classes have provided their clients with deliverables such as instruction manuals, websites, poster presentations, and radio advertisements.

During the 2016–2017 year, 5 faculty members, 24 course sections, and 478 students participated in the CBP. Some of the clients included: Homeland Park Elementary School, The Multimedia Authoring Teaching and Research Facility (MATRF), The President's Commission on Sustainability/Clemson University Environmental Audit, The Writing Certification Development Team from the Advanced Writing Committee, CU Medical Physics Lab, and The Office of Enrollment Marketing.

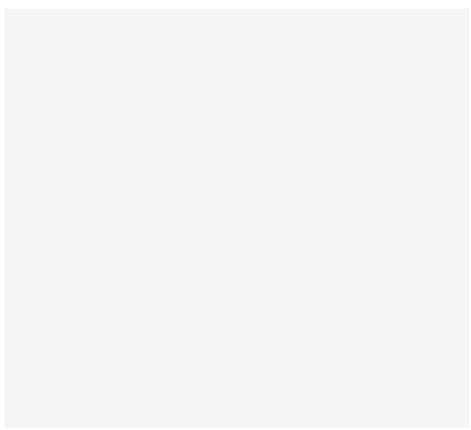
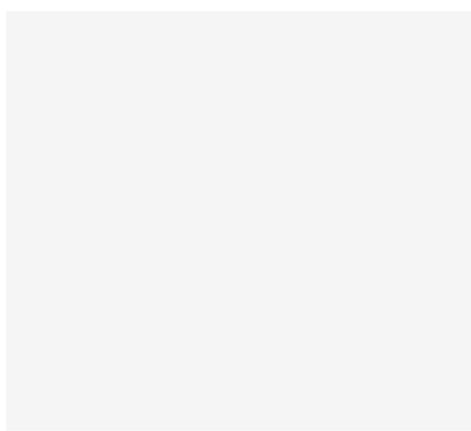
Professor William "Mike" Pulley leads the team writing the Environmental Audit for Clemson University. The audit, catering to the President's Commission on Sustainability, gathers all the information about the University's impact on the environment and gives administrators ideas to make Clemson more environmentally friendly and sustainable. Currently, Pulley and his technical writing and business writing classes are working on the third audit. With a tentative release date of early 2018, the Environmental Audit will be fourteen chapters in length, featuring new and current data. The audit will also contain a new chapter focused on athletics and its environmental impact. Additional chapters examine energy, parking, storm-water, hazardous waste, and other operations on campus that may affect the environment.

Professor Katalin Beck led another CBP; her business writing and technical writing classes worked with the CU Medical Physics Lab on two important projects. The Medical Physics Lab does a lot of work researching radiation and its effect on cells, including low-dose soft x-ray irradiation and advanced radiotherapy devices. The technical writing students composed user manuals for the lab equipment explaining how to operate the apparatuses. After writing the manuals, the students created a template to streamline the documents and give the manuals brand unity. Beck's business writing class, on the other hand, conducted exploratory market research for the lab. They created surveys, interviewed participants, and researched the equipment's patient pool to better understand where there was room for improvement and growth. The business writing students also wrote proposals and created presentations. Both groups of students received valuable research experience with real world clients in their respective fields.

The Client Based Program reaches across all genres of work. Professor Phil Randall and his science writing English classes worked with Centerville Academy in Anderson to promote the sciences to younger audiences. Randall's students were given the task of conducting a class visit and presenting a science lesson and experiment to their class of elementary-aged children. Ten teams of four or five undergraduates were placed with a third or fourth grade level classroom and gave lessons on various topics, such as Newton's Laws of Motion, plants, and life. For the elementary-aged students, the hope is that these science lessons will inspire the children to think about receiving a college education and encourage more involvement in STEM courses. For the undergraduate students, this program allows them to practice presenting scientific information to a younger audience. The goal is to learn how to teach and talk to broader audiences about complex information. Through this project, the undergraduates bettered their communication skills while spreading new interest in the sciences to younger individuals.

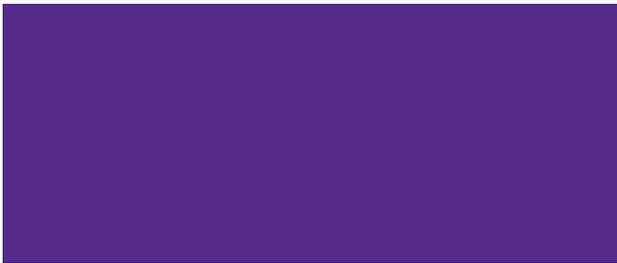
These projects just skim the surface of what the Client Based Program has done this year. With the help of the Pearce Center, the CBP is able to help the Clemson Community while allowing students real-world, professional experience, aligning with both the mission of the Pearce Center and the values upheld by the University.

Communications Across the Curriculum



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 and funded projects



The Pearce Center 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 2016 - 2017, the Pearce Center sponsored the OpEd Project and the Writing Mentorship Project through the Parks, Recreation, and Tourism Management Department, the latter being particularly engaged in Communication Across the Curriculum at Clemson University.

PRTM

With their new Writing Mentorship Project, the Parks, Recreation, and Tourism Management (PRTM) Department is collaborating with the Pearce Center to instill necessary writing skills within its graduate and undergraduate students. Led by PRTM professors Dr. Lauren Duffy and Dr. Gwynn Powell with collaboration from Dr. Cameron Bushnell, this mentorship program begins with helping graduate students learn writing strategies, essay structure, and crucial grammar techniques. With the aim of improving student writing, Drs. Duffy and Powell instruct and support graduate students who, in turn, work with small groups of undergraduate students. Each graduate mentor leads a group of ten undergraduate students; the mentor first reviews and offers advice on an assignment and, once it's been returned, the mentor and undergraduates discuss the feedback given and how the writing could be improved. Graduate student E'Lisha Fogle says it's good practice to look at other people's work because it helps improve her own, and by teaching writing, it encourages her to learn and understand the process at a deeper level.

The inspiration for this program grew from the realization that many students test out of Clemson's first year English course and then never take another writing intensive class in their time here. This inhibits students from developing strong writing skills, which carries over into their upper level undergraduate and graduate level experiences. Dr. Gwynn Powell says she realized at a conference the importance of writing and the lack of professional writing training among professors. She believes in the importance of expressing oneself through writing and imagines it is difficult to accomplish great things without the ability to communicate through writing. In order to create stronger writing training for graduate students, PRTM and the Pearce Center built upon this Pearce-sponsored project to submit a proposal to the Graduate School for a Collaborative Graduate School Faculty Fellows Program for Professional Writing that would support the ongoing work of developing graduate writing mentors.

PRTM undergraduates aren't writing typical essays—instead, there is an intense focus on learning to write professional documents. The different assignments are oriented around topics related to business and mimic authentic writing the students would be expected to implement in the real world. Over the last two semesters, the program has prepared students for the future by overcoming bad writing habits and improving student writing.

There are several goals to this program. Firstly, Drs. Powell and Duffy hope the class can be replicated outside the PRTM Department. They hope to lay groundwork, establish a basic structure, work through the logistical kinks, and emerge with a writing class that can be utilized in other academic departments. Dr. Powell also hopes to advance students' "wayfinding skills," giving students the tools to function on their own, without the hindrance of constant instruction. If someone has an idea for a project, Powell wants the student to be able to initiate action and figure out how to accomplish his or her goals. The PRTM mentorship helps graduate and undergraduate students achieve their goals while, most importantly, furthering their knowledge, experience, and expertise within the realm of professional writing.

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 departmental newsletter.

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. The journal is also published by Clemson University and Parlor Press. It is a journal of practical ideas and pertinent theory. This year's publication was the longest to date because of the overwhelming number of high quality article submissions.

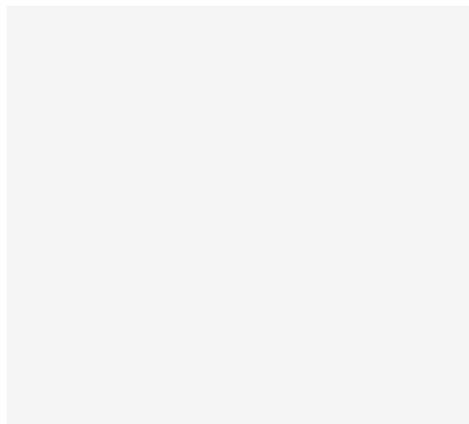
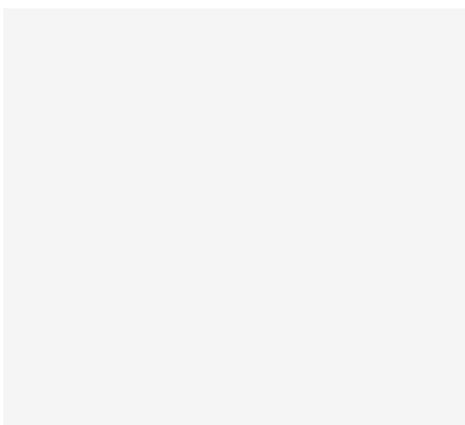
English Unbound

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. This year's *English Unbound* centered on the individuals within the English Department to give alumni a more personal look into the English Program along with its future.

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 one thousand academics in the Southeast. The review publishes research devoted to language, literature, rhetoric and composition, and other topics of scholarly interest in the humanities.

Special Events



OpEd

The OpEd Project is an organization founded to help diversify the opinionated editorial sector of media and helps underrepresented people share their informed opinions with the world by working with universities, foundations, corporations and community organizations. The OpEd Project hopes to increase the amount of women's voices discussing controversial topics. They believe only having male voices stifles the amount of thoughts being heard in the world. The Project trains experts to take leadership positions in their fields through intensive programs and fellowships. This year, the Pearce Center had the opportunity to help sponsor one of The OpEd Project's intensive workshops here at Clemson University. The OpEd Project focuses on two important points: helping those traditionally underrepresented in thought leadership, especially women or minorities, share their ideas and bringing to light the necessity for those ideas to be backed with knowledge, experience, and academic excellence. The OpEd Project believes in the importance of an informed opinion and places an emphasis on expressing these thoughts and initiatives to larger audiences. The OpEd Project includes brief, intensive workshops like the one here at Clemson, yearlong programs of study with continued correspondence between the writers and the OpEd representatives, as well as mentor and fellowship programs to help reach the greatest number of people possible.

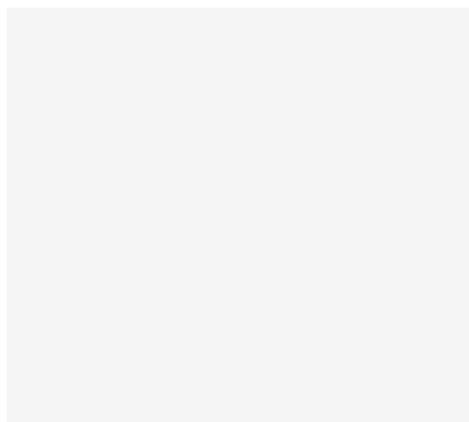
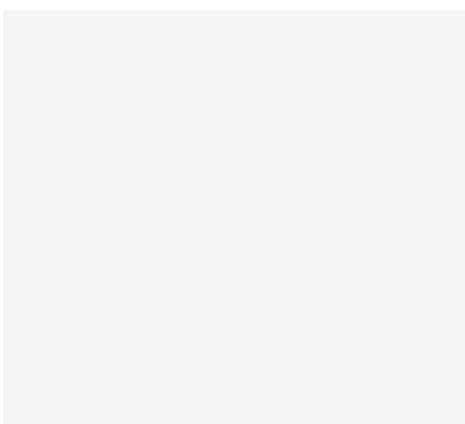
On March 24th-25th, at the Outdoor Lab, Clemson hosted its first OpEd Project accelerated workshop. Nineteen faculty members, eleven women and eight men with diverse backgrounds and defined opinions they strive to share, met for two days and learned how to change their ways of expressing themselves through opinion pieces in order to get their voices heard. After the workshop and the professors' pieces are written, their opinionated editorial style articles appear in widely acclaimed newspapers and the most impactful contain the opportunity to grow in importance to their respective audiences.

The OpEd workshop was such a brilliant success that one of the participants has already been published. Dr. Alan Johnson of the Forestry Department had the op-ed article he drafted during the workshop published by *U.S. News & World Report* on April 3, 2017. His op-ed, *Clouding America's Vision: Don't let President Trump undo our environmental legacy*, explores the environmental impacts of various American presidents, from Roosevelt to Trump. Dr. Johnson also critically examines recent decisions made by President Trump regarding the environment and concludes with a call to action for citizens and politicians to restore nature and grant everyone the right to clean air and water.

Clemson University faculty members Susanna Ashton, PH.D. (English), Mary Barr, PH.D. (Sociology), and Diane Perpich, PH.D. (Philosophy), were instrumental to bringing The OpEd Project to Clemson. Susanna Ashton recounts that she was inspired by the prospect of The OpEd Project after reading the powerful poems and writings of a friend and professor at Dartmouth University that were featured on his social media account. This caused her to realize the benefits an OpEd workshop would bring to Clemson.

One of the strongest unifying factors of the workshop is that all participants are looking to make a change in the world and on people's views of controversial issues. The fellows that engaged in the workshop came from a variety of academic backgrounds, including but not limited to Nursing, English, Architecture, Engineering, and Forestry. While some people partaking in the workshop started with a specific cause in mind, some participants just wanted to learn how to cultivate a public voice. The OpEd Project's seminar allowed professors to access a powerful opportunity to speak their opinions and call for change.

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 Literary Events and the RCID Colloquium. The Pearce Center partnered with 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.

Dr. Caroline Levine

Dr. Caroline Levine of Cornell University kicked off the Faculty Writing Series on March 2nd with a riveting discussion on, "Thinking in General," a talk that outlined the distinct importance of generalities in the humanities, where Levine marked supporting and sustaining collective life as the most urgent task facing the humanities today. She challenged listeners to contemplate models for collective sustainability, urging attendees to transform humanist efforts into proactivity that, rather than reacting to or sinking into group-think and sweeping generalizations, generates and designs alternatives to combat overgeneralization at its core.

Currently the David and Kathleen Ryan Professor of the Humanities at Cornell University, Dr. Levine is the author of three books: *Serious Pleasures of Suspense: Victorian Realism and Narrative Doubt* (2003), *Provoking Democracy: Why We Need the Arts* (2007), and *Forms: Whole, Rhythm, Hierarchy, Network* (2015). All three were unsurprisingly well-received, earning Levine the Perkins Prize for the best book in narrative studies for *Serious Pleasures of Suspense* and a spot on Flavorwire's "10 Must-Read Academic Books of 2015" for *Forms*. Levine is also the current nineteenth-century editor for the *Norton Anthology of World Literature* and co-founder of the Mellon World Literatures Workshop.

Dr. Levine's discussion on "Thinking in General" drew a large crowd to the Academic Success Center and sparked a wonderful discussion about the work facing the humanities in the battle for academic freedom. Levine emphasized the interpretation of humanities' work as humanitarian work, and stressed the importance of humanities as an avenue to ensure the fundamental, humanitarian rights of all people.

Dr. Meg Day

Dr. Meg Day, poet and recipient of the Amy Lowell Poetry Traveling Scholarship, spoke at both the Academic Success Center and the Pearce Center for Professional Communication this year, sharing her latest poems from *We Can't Read This* and *Last Psalm at Sea Level*, providing students with insight into the world of American Sign Language (ASL). Dr. Day discussed the importance of poetry in the cultures through which society moves, as poetry provides an opening for people to express themselves. Dr. Day's advice to aspiring poets was, "if you can master drinking water in front of people, you have mastered being a poet."

Dr. Day is an up-and-coming poet who already boasts numerous accomplishments. She is the winner of the Barrow Street Press Poetry Prize, The Publishing Triangle's 2015 Audre Lorde Award, and a finalist for the 2016 Kate Tufts Discovery Award from Claremont Graduate University. She also received the 2015 Lambda Literary Award in Poetry, and Jacar Press' Julie Suk Award. She is the author of two chapbooks and her writings have been featured in numerous journals and anthologies. She holds a B.A. from the University of California, San Diego, an M.F.A. from Mills College, and a Ph.D. from the University of Utah.

In addition to Dr. Meg Day's reading in the Academic Success Center, she also led a discussion in the Pearce Center for Professional Communication, allowing students to interact with her in a more quaint and personal setting. Students asked questions, shared their thoughts on topics explored throughout her writing, and even asked Dr. Day to share more of her writing. Students who attended these events were able to learn the importance of ASL and the difficulties facing people with disabilities in today's non-adaptive society. Audience members were inspired by the poet's ability to look past her own hearing disability and promote change by bringing awareness through her poetry. During both sessions, it was easy to see how her poetry reached into the hearts of listeners through their tears, questions, claps, and poignant silence.

RCID Colloquium

The Pearce Center and College of Architecture, Arts, and Humanities provide space and staff support for a number of initiatives in 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 2016 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 Geveryl Robinson and Daniel Citro, as well as student writers P.T. Stone and Miriam McEwen from Clemson's English Department.

The Pearce Center also sponsored aspects of Clemson's Tenth Annual Literary Festival, planned by John Pursley and Keith Morris's Creative Inquiry course. The festival, which took place from March 29th - 31st, welcomed Pulitzer Prize-winning fiction writer Viet Thanh Nguyen (*The Sympathizer*) as its headliner. There were also readings and panel discussions with Austin Bunn (*The Brink*), Camille Rankine (*Incorrect Merciful Impulses*), Shobha Rao (*An Unrestored Woman*), Brando Skyhorse (*The Madonnas of Echo Park* and *Take This Man: A Memoir*), Patricia Lockwood (*Balloon Pop*, *Outlaw Black* and *Motherland Fatherland Homelandsexuals*) and others. In addition, The Literary Festival hosted faculty and student readings and, new this year, a poetry slam presented by The Watering Hole.

closing remarks

There are exciting projects in the works for the upcoming year!

The Pearce Center has laid the initial groundwork for new programming, including 1) a pilot program for International Teaching Assistants in the sciences and engineering, including providing presentation, communication, and writing skills and English as a Second Language support, as needed; 2) Communication Across the Curriculum (CAC) fellowships for select graduate teaching assistants (GTAs) who will receive training in writing and presentation skills in order to work with counterparts in departments across the campus to improve writing and communication skills to GTAs working with undergraduate students.

I want to take this opportunity to wish Anna Jewell Izard, our graduating senior, the greatest success as she goes on to other endeavors outside the university. I could not have made the transition so successfully without the help of Ashley Cowden Fisk, Angie Justice, and Barbara Ramirez. In addition, I thank the Faculty Advisory Committee members—Dave Blakesley, Cooper Fine, Steve Katz, Chenjerai Kumanyika, and Rhondda Thomas—for their support. And last, but not least, I found invaluable the counsel of past Pearce Director, Michael LeMahieu and of past Campbell Chair in Technical Communication, Art Young.

With all best wishes,

Cameron Bushnell

Director

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

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