



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

FOR PROFESSIONAL COMMUNICATION

CLEMSON



ANNUAL REPORT  
2018-2019

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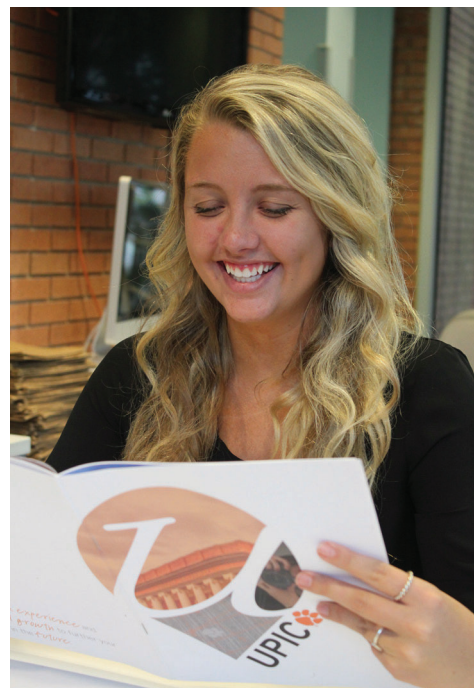
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## A NOTE FROM THE DIRECTOR

REFLECTIONS ON THE 2018-2019 YEAR

Dear Friends,

I'm delighted to introduce the year-in-review for the Pearce Center for Professional Communication and to provide you a snapshot of the work we have done over the past year. Again, I must start with sincere thanks to Roy and Marnie Pearce and their extended family. I want particularly to send our congratulations to their granddaughter, Mrs. Walker Buxton, who will assume leadership for the Pearce Family Foundation over the coming year. I also recognize Ms. Jean Rentz for her past leadership and thank both of them for their ongoing support of the Pearce Center at Clemson.

Yours,

*Dr. Cameron Pushmanell*  
Pearce Center Director



# PEARCE PROGRAM

## Snapshot

### Pearce Center Scholars

The Undergraduate Internship Program serves community and Clemson University clients, providing design, website and social media support for various projects.

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### Graduate WAC Fellows

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

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### Intercollegiate Collaborations

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

- Teaching Forum with the Office of Teaching Effectiveness and Innovation
- Oratorical Contest for Dr. Martin Luther King, Jr. Celebration hosted by the Gantt Multicultural Center
- Critical Reading Seminar with the Department of Engineering and Science Education
- Writing Workshop with the Department of Architecture
- Wake Up & Write! workshops with Clemson's Graduate School, including a series of summer workshops

# MISSION STATEMENT

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

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## ROY PEARCE

Roy Pearce (1919-2004), President of Clemson University's Class of 1941, credited his professional success to his communication skills. During his lifetime, Pearce led the Clemson community, serving as president of both the Clemson Alumni Association and the CU Foundation.

As a result of his accomplishments throughout his life, Pearce was recognized by Clemson University with the Distinguished Service Award in 1963, an honorary doctorate in 1986 and the President's Award in 1988.

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

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



# THE PEARCE CENTER



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

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

In the 2018-2019 academic year, the Studio hosted a wide range of events, from various meetings and classes to workshops, presentations and conferences. More specifically, the English Department held its monthly faculty meetings, departmental job candidate and faculty research presentations and alumni discussion panels in the conference room. The Studio also hosted Rhetorics, Communication and Information Design forums and colloquiums and a Dr. Martin Luther King, Jr. oratorical contest and co-sponsored other unique events, including Literary Festival poetry and short story readings, a book forum for "Forms of a World" by Walt Hunter and several guests from the Humanities Hub Speaker Series.

The Class of '41 Studio also hosted the English Hour research presentations and Language Department faculty research presentations, as well as a number of class sessions, including a range of English, American Sign Language and specialty courses, such as the South Carolina Review production class, the Literary Festival planning class and the Graduate Writing TA course. A partnership with Adobe® has also presented the Studio with many other technological benefits, allowing groups and courses access to programs including Adobe® Photoshop, Illustrator, InDesign and Premiere Pro and enabling more students to use these programs for writing, art and design.



# PEARCE PARTNERS

As Director of the Writing Center, Austin Gorman manages an impressive team of undergraduate Writing Fellows, promotes Clemson's Writing Across the Curriculum initiative and oversees the Embedded Fellows Program.

Gorman states that the Writing Center's main goal is "to see as much writing and offer as much support as we can to as many people as possible." The Writing Fellows team is made up of 15 stellar students, 12 of whom are members of the Honors College. Next fall, the Writing Center will have five national scholars from the National Scholars Program on staff.

In addition to high academic achievement, Fellows come from a diverse range of majors — mathematics, philosophy, bioengineering and English, to name a few.

WAC "was a notion that developed in the late 70s that stated that the best way to teach students how to write was to write in their curriculums and their disciplines," Gorman states. "Cameron [Bushnell] and I are trying to breath new life into WAC in a strategic and tactical way."

One of these ways is through the program's Embedded Fellows initiative. Fellows are placed in an array of courses, ranging from literature to engineering. "We read all of the lab reports from sophomore mechanical engineering students," Gorman says. "After meeting with the students, we typically see a significant return rate." The Writing Center will continue to promote these initiatives for the fall semester, which have all been successful to date.



*Austin Gorman*

Director of Clemson's Writing Center

# PEARCE FACULTY ADVISORY COUNCIL

## *Steven P. Katz*

Dr. Steven Katz is the Roy and Marnie Pearce Professor of Professional Communication in the Department of English. In the fall of 2006, Katz was invited to apply for the Pearce Professorship and came to Clemson, now having served on the Pearce Faculty Advisory Council for 12 years. In addition to this titled professorship, Katz was named a Fellow of the Rutland Institute for Ethics at Clemson University in 2014. On the Advisory Council, Katz primarily advises the Pearce Director, having served under several directors during his time at Clemson. In 2012, he started the Writing in the Disciplines initiative workshops that have continued today but have also developed into other kinds of workshops serving specific National Science Foundation and National Research Trainee funded programs.

In addition to writing and publishing poetry about science and technology, Katz is always publishing and delivering presentations at national and international conferences, as well as conducting workshops at Clemson. Katz is proud of all of the many programs and initiatives he has seen come to light during his years at the Pearce Center and is a dedicated advocate for effective and innovative communication. He believes that “free and honest communication is the basis of democracy,” for it allows the dissemination and sharing of knowledge, which can then be tested and verified by others. We appreciate Dr. Katz’s contribution to the Pearce Center. After a successful career, Dr. Katz plans to retire in 2019.



## *Amanda Cooper Fine*

Amanda Cooper Fine is a Senior Lecturer in the Marketing Department, as well as a Robert H. Brooks Sports Science Institute Fellow and Internship Coordinator at Clemson University. She is in her 10th year of teaching at Clemson and her eighth year on the Pearce Faculty Advisory Council.

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

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

## Dr. David Blakesley

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

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

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



## Lesly Temesvari

Dr. Lesly Temesvari is the Pearce Center's newest faculty advisory board member. Temesvari is a Professor of Biological Sciences, and her research focuses primarily on characterizing virulence in the dysentery-causing human parasite, *Entamoeba histolytica*.

She teaches courses in cell biology and scientific writing, emphasizing the value of clear communication in the sciences. The Pearce Center is excited to have Dr. Temesvari join the Faculty Advisory Council.



## *Dr. Rhondda Thomas*

Dr. Rhondda Thomas is an Associate Professor of Early African American Literature and has been teaching at Clemson for 11 years. She has served on the Pearce Faculty Advisory Council for three years where she helps plan and develop programs and review proposals for funding.

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

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

## *Dr. Charles Starkey*

Dr. Charles Starkey is an Associate Professor of Philosophy at Clemson University and Fellow of the Rutland Institute for Ethics. He is in his 14th year of teaching at Clemson and is also involved with Clemson's Ethics Bowl public policy debate team. He previously served on the Pearce Faculty Advisory Council for two years and has just begun his first year of a new term.

On the Advisory Council, he provides faculty input and ideas on how to further the Pearce Center's mission and initiatives. Starkey finds communication essential to success in his field of philosophy, particularly in the ability to articulate complex ideas and arguments, as well as critically analyze them.

Starkey is looking forward to the prospect of collaborations developed through the Advisory Council and learning more about the Pearce Center's current initiatives in his new term.



# PEARCE CENTER STAFF



*cameron bushnell*

Pearce Center Director



*Ashley Cowden Fisk*

Pearce Center Assistant Director



*barbara ramirez*

Class of 1941 Studio Director



*prianne stanback*

Graduate Assistant



*Angie Justice*

Pearce Administrative Assistant



*Austin Gorman*

Writing Center Director

# 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 that allow 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 2018-2019 academic year, 15 Pearce Center interns worked with nine clients to develop high-quality products.

## ENGLISH UNBOUND

The Department of English Newsletter, English Unbound, serves to highlight the research projects, teaching initiatives and departmental service of English faculty and students. The newsletter aims to celebrate the accomplishments of English majors and professors in hopes of inspiring readers and giving them ideas for future endeavors. The newsletter educates members of the English Department about upcoming events and speakers hosted by the department and also provides information on internships and experiences that can enhance students' future career endeavors. Pearce Center interns who work on this project provide a variety of stories with the goal of featuring as many students and faculty members as possible. Examples of articles written for the newsletter in 2018-2019 include "Portraits of an English Double Major" and an article on an English student who published his own video game. The newsletter was published six times in the 2018-2019 school year, totaling 28 articles written by a team of driven Pearce Center interns.

## DIGITAL MARKETING AND SOCIAL MEDIA

During the 2018-2019 school year, Pearce Center interns on the Digital Marketing team worked to promote Pearce Center projects and Pearce-sponsored events through the Center's website and various social media platforms. The team used Facebook, Instagram and Twitter to inform and engage audiences through weekly posts that highlighted Pearce Center projects, interns and special activities. This year, the popular Intern Spotlight initiative continued, in which interns introduced themselves and featured their day-to-day experiences as Clemson students and Pearce Center interns via Instagram stories and Facebook posts. In addition to the social media posts, interns wrote and published a relevant blog post on the week of their spotlight to the Pearce Center blog. The blogs focused primarily on professional communication tips, reflections on past academic and internship experiences and various topics in the field of communication. The ongoing process of community outreach and social media engagement helped interns reach their year-long goal of consistent gains in followers on social media platforms.

In addition to creating content for social media, the Digital Marketing team worked on a variety of promotional projects. In the spring semester, interns worked on renovating the Pearce Center studio space to update the atmosphere of work environment and to better represent the Pearce Center's character and initiatives through posters and images. The team also worked to produce and publish this year's annual report.

*Stay up to date with the Pearce Center!*  
 Facebook: Pearce Center for Professional Communication  
 Instagram: @cupearcecenter  
 Twitter: @cupearcecenter  
 Website: <http://pearce.caah.clemson.edu>

## SYNERGY

Synergy is an online publication to showcase service learning at Clemson University. The publication is created solely by interns at the Pearce Center, who also manage the Synergy website. Several years ago, interns helped create the name and platform for what would eventually become the Synergy site known today. Currently, interns generate both written and multimodal content to update the site each semester. Articles published to Synergy focus on seven pillars: community impact, creative inquiry, faculty spotlight, service learning, student research, study abroad and sustainability. This year, Synergy featured articles about Clemson's newest outdoor classroom, CUPP (the College/ Underserved Community Partnership), the Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) initiative and Dr. Pyle's "CU in Germany" study abroad program.



## RHONDDA THOMAS PROJECT

This year, Pearce Center interns worked toward accomplishing several major goals for the Rhondda Thomas Project. Primarily, they designed, formatted and printed a 91-page book entitled "Call My Name Book of Names," which compiles the names and stories of six generations of African Americans who played a role in Clemson's history, dating from slavery to integration. Interns then assisted Dr. Thomas in planning and facilitating an event to celebrate the launch of this project, supported by a number of historical artifacts to bring the book's history to life, including videos created by interns. The event took place in the Memorial Stadium West End Zone in early April and was attended by the President and Provost, descendants of the names within the pages, Dr. Thomas' research collaborators and members of the community. Intern projects were on display, and engagement reached approximately 70 attendees. For more information about Dr. Rhondda Thomas' Call My Name project, check out her page on Facebook: @callmynamecu.



## SCHOOL BOOK PROJECT

The School Book Project for the 2018-2019 academic year helped local elementary students grow their imaginations and increase their confidence as students and writers. During the fall 2018 semester, a team of interns worked with an elementary school gifted and talented art class from Central Academy of the Arts in Central, SC. The goal of the project was to help students bring the stories they imagined to life, and for this group, that led to writing and illustrating a book entitled “My Favorite Unhuggable Insect Is.” During the spring 2019 semester, the team of interns collaborated with a group of students in Mr. Smith’s second grade class at Central Academy of the Arts. The students wrote a book entitled “What I Want to Be When I Grow Up.”

Through this project, interns were able to teach the students about spelling, grammar and using their imaginations to write creative stories. In years past, interns and students celebrated the completion of a book with a party, which sometimes involved a visit from special guests like the Clemson Tiger mascot. This year, the team of interns worked to expand the party to include the whole school and sent each Central Academy of the Arts student home for the summer with a book and encouragement to read over summer vacation.

This project is always a favorite among the Pearce interns because of the memorable bonds created with the students and the opportunity to get to know those in the Clemson community. This project specifically is an incredibly rewarding experience for the Pearce interns, as they work to encourage and impact young students across the Upstate.



## CLEMSON GUIDE APP “CU NAVIGATE”

This year, the Pearce Center interns partnered with the Academic Success Center under the direction Dr. Sue Whorton to create content and promote a new app, CU Navigate, that launched in June 2018 at Clemson University. The app is a student success collaboration that provides students with information about many different parts of student life. It encourages students to take advantage of Clemson’s numerous campus resources. The interns working on the project reviewed content and information on the app and adjusted wording and features to fit the student perspective. Team members also sat in on meetings to discuss its development progress and to provide insight for student utilization. Pearce Center team members dedicated to this project were involved in every aspect of the app’s creation, and interns worked closely with developers to effectively target Clemson undergraduate students. The interns created several different promotional graphics for CU Navigate that have been posted all around campus. Interns suggested student-related giveaways, such as a phone pocket and flashlight, and distributed these promotional products around campus. The Pearce Center team enjoyed the opportunity to develop CU Navigate for the student body of Clemson and to strengthen their marketing skills through several promotional activities.

## INTERNATIONAL CONFERENCE ON ROMANTICISM

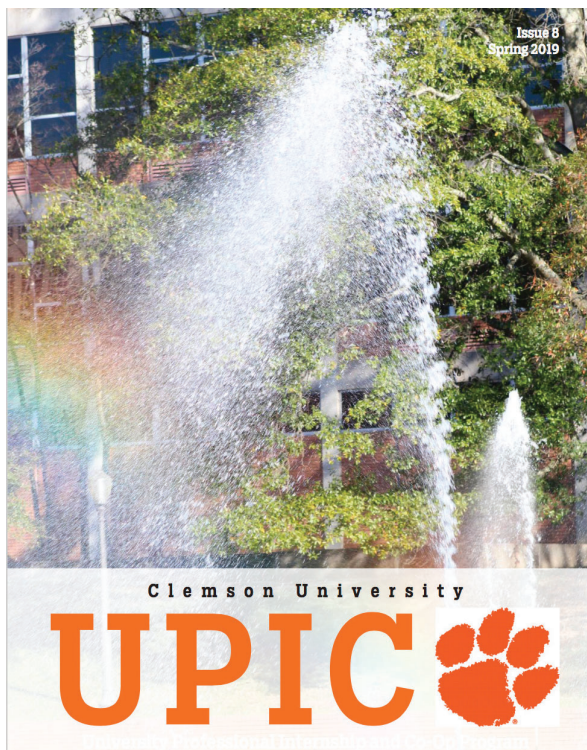
In the fall of 2018, the team working on the International Conference on Romanticism wrapped up the third and final semester of the project. In previous semesters, the team focused on assisting Dr. Erin Goss through the creation of a website for the purpose of being able to provide information, resources and a registration system for those interested in attending the conference in October. In addition to the website, the team members also focused on creating a design that would carry through all the material used in the conference. For the final semester of the project this fall, the team centered on the preparation of materials that would be given to attendees of the conference when they arrived. This involved not only doing the design work to develop each of the items that would be provided in the folders and bags given to attendees, but also creating a system that would ensure each bag and folder was identically packed with all the materials in order. Once the team constructed a system, they brought in all of the Pearce Center interns to execute the system and perform quality checks. Once that was complete, they were able to deliver everything to Dr. Goss in time for the conference.



## UPIC MAGAZINE

For the 2018-2019 school year, the Pearce Center partnered with the UPIC program — a professional internship and co-op program through career services — to produce the annual UPIC magazine. The magazine highlights interns and mentors from the program, as well as statistics and important information about getting involved with UPIC. This year's issue features insightful interviews from mentors and interns across disciplines, highlighting the wide array of options students have when choosing a UPIC internship.

The UPIC project team was responsible for scheduling and conducting interviews, photographing featured people, writing articles, creating digital graphics, formatting a layout and ultimately creating the final product: the magazine. From a professional communication perspective, this project allowed interns to experience the world of journalism, copywriting, editing and graphic design. Interns became more skillful in conducting effective and timely interviews, writing concisely, corresponding professionally through emails and taking headshots and on-the-scene photographs, as well as creating design layouts by following an organization's brand guidelines. The Pearce Center team enjoyed the opportunity to create a magazine for students, faculty and staff that exemplifies the extensive professional opportunities Clemson students have on and off campus.



# STUDENT REFLECTIONS



*EILEEN FLOOD*  
ECONOMICS

My name is Eileen Flood, and I will be graduating in May as an economics major with a communications minor. Throughout my time as a college student, the Pearce Center for Professional Communication and the Class of 1941 Studio have become my home. I first learned of the Pearce Center my first semester at Clemson through my COMM 1500 professor, who had made an announcement to our class. After interviewing at the Studio and receiving an offer to become an intern the following semester, I have continued to return every semester since. Although I am an economics major, I have always felt that the Pearce Center has been the best place for me to prepare for my future career. I have discovered that the Pearce Center is about what you are willing to learn and apply, rather than what major you are or what skills you have before starting.

Before I started, I saw Pearce as an opportunity to find out more about the realm of communication and how it could tie to what I was learning within economics, while also exercising my love for graphic design. After beginning my first few projects as an intern, I realized there was so much more to learn. The first project I was actively involved in focused on redesigning the Special Olympics presentation that the Knights of Columbus used when visiting potential investors. Through this project, I was able to learn how to effectively create a design that communicates emotion and encourages the audience of the presentation to take action. I also learned how to incorporate other forms of media as well, such as creating a promotional video about the event. I discovered there was more to the process when communicating with a client than just creating whatever they needed. Each step required confirmation. The first meeting is more than a client explaining what their goals are. The client needs confirmation that I correctly understand their goals and that I am going the direction that they visualized taking. It was this first semester that I felt like I made leaps and bounds in developing as a designer, as a professional and as a communicator.

Since then, I have worked on a variety of projects that each were unique in what I could learn from the project. For the International Conference on Romanticism 2018 project, I was able to understand what goes into planning a large academic conference, website creation through Wordpress and how to coordinate a large group of people to accomplish a task. With the CU Navigate project these past few semesters, I've learned what goes into app creation, especially in terms of deciding how specific information should be communicated to students, how to develop promotional campaigns for that app and even how to utilize parts of Adobe programs I had never previously used.

Last fall, during the process of conducting interviews for potential employment after graduation, what allowed me to succeed was my experience at the Pearce Center. Many of my interviews focused on proposing potential scenarios within the professional realm and how I would approach the issue at hand. For each response, I was able to reference a time I had experienced something similar at the Pearce Center and come up with a solution. After completing all the stages of interviews for the company, I was fortunate enough to receive an employment offer from the Ford Motor Credit Company in Nashville, Tennessee this past November. I am excited to start there this summer after I graduate and use the skills I have developed at the Pearce Center at the company and for the rest of my career.

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In the fall of 2018, I began my time at the Pearce Center for Professional Communication. I was completely unaware of what would be expected of me and what this opportunity would teach me.

I feel lucky that throughout my tenure at the Pearce Center, I have had the opportunity to be a part of the same project. CU Navigate, which has transformed significantly, serves primarily as a student success collaborative app that provides students with information about many different parts of student life. I served as this project's lead this past semester, where I had the opportunity to learn about the specific components of what goes into the creation and development of a new app.

Through working with a variety of client-based projects, especially through CU Navigate, I have grown significantly in my abilities as a leader, communicator and team member. While I was initially very nervous about taking the lead of this project and being the liaison between the Pearce Center and the faculty over the app, I found that it put positive pressure on me to become an efficient communicator and effective team leader. Working in a professional atmosphere has enhanced my previous skills, pushed me to continue to grow and prepared me for the workforce in the communications field.

On a personal note, I'd like to thank Ashley Cowden Fisk and Brianne Stanback for giving me this opportunity and trusting in my abilities as a leader. Thank you for being mentors and for providing a support system for every intern at the Pearce Center. Each semester has brought the opportunity to not only grow in my professional abilities, but also to meet new and wonderful people, each of whom have had an impact on my time at Clemson. I truly cherish the bonds and experiences I have created within the Pearce Center.



MATTIE LEE  
COMMUNICATION  
& SOCIOLOGY

## **2018-2019**

### **PEARCE CENTER INTERNS**

**Lauren Andrews** - Communication

**Caroline Cavendish** - English

**Claire Cumbo** - Marketing

**Eileen Flood** - Economics

**Erica Fowler** - Graphic Communications

**Cameron Gaubert** - Secondary Education, English

**Thomas Gilbert** - Communication

**Raven Guerra** - Graphic Communications

**Ashley Jones** - Political Science

**Peyton Kinsey** - Graphic Communications

**Mattie Lee** - Communication

**Sallie McLeod** - Communication, Women's  
Leadership

**Kylie Miller** - Marketing, Communication

**Abby Nommay** - English

**Jenna Poropatich** - Communication, Language and  
International Trade

**Melissa Rau** - Communication

**Hannah Rohaley** - English

**Madison Rysdon** - English

**Carter Smith** - Communication, English

**Brooke Tannehill** - Communication

**Jordin Tedesco** - Communication

# WRITING FELLOWS

During the 2018-2019 academic year, the Writing Fellows Program included 15 students from 12 different majors.

Writing Fellows is a program that illustrates the beneficial effect peer editing has on student writing and is a part of the Pearce Scholars Program. 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 theories of writing pedagogy course, which covers the writing process and the history of writing instruction.

Writing Fellows learn the practical applications of teaching by offering written feedback and discussing strategies for revision with their peers. Writing Fellows are able to apply the practical applications of teaching by offering written feedback to students and by discussing revision strategies for their writing.

Some Writing Fellows work as Embedded Fellows in writing courses across the campus, including, this year, English, mechanical engineering and various Honors seminars. Embedded Fellows comment on early drafts of student papers before the final due date and meet with each student individually for a one-on-one conference to review the student's writing. The experience of being a Writing Fellow provides an opportunity to increase instructional skills while helping students enhance their writing.



## **2018-2019 WRITING FELLOWS**

**Madison Bauer** - Political Science, English

**Ansley Birchmore** - Political Science

**Hannah Connelly** - English

**Laura Digiacomo** - Environmental Engineering

**Grace Griffith** - Criminal Justice, Economics

**Claire Harvin** - Communication

**Jenny Horton** - English

**Tara Lenertz** - English

**Lauren Lindsay** - Secondary Education

**Nathan McDowell** - Mathematical Sciences

**Margo McManus** - Accounting

**Brendan McNeely** - English

**Asia Paguntalan** - Biochemistry, Genetic  
Engineering

**Emma Rodgers** - Sociology, Criminal Justice

**Sylvia Wu** - Philosophy



# FELLOW REFLECTIONS



**MAGGO MCMANUS**  
ACCOUNTING

Working at the Writing Center has been one of the most rewarding and enjoyable experiences I've had in my time at Clemson. Not only do I get to help others with their writing, but the exposure to various assignments and problems has helped me too. Every appointment is different, and I must find the best way to assist clients in the time available so they feel both satisfied and prepared to continue improving their work on their own. As a result, I have greatly enhanced my explanation and communication skills, and sometimes clients provide an angle I have not considered. This all helps me with my personal writing and other obligations later. Being a Writing Fellow is far more than fixing grammar and editing punctuation. There is nothing like successfully collaborating with a client to uncover a solid new argument or to organize a report into its most effective order. I consider it a job well done when both the client and I can leave with a smile on our face and confidence in our work. Truly, I thoroughly believe this is one of the most fulfilling jobs on campus, and I look forward to what my next appointment holds.

When I first began working as a Writing Fellow in the fall of 2018, I thought I knew what the job would entail — editing, revising and, of course, teaching. What I did not foresee, though, was how much I would learn in the process. As a biochemistry and genetics major, I applied for this job to challenge myself and explore beyond the realm of my usual studies. I'm happy to report that every day presents a new challenge. Writing Fellows serve students from all departments and of all years; we encounter compositions concerning a massive range of subjects — from engineering dissertations to literary analyses. Through my job, I have the privilege of learning about a new topic with each appointment.

Working as a Writing Fellow is incredibly gratifying. Each time I tell someone where I work, I proceed to tell them that this is one of the best jobs I've ever had. I am so grateful to have been provided this opportunity to both meet and serve so many of my peers. I encourage any and all students to come see us in the Writing Center, and I look forward to what the future holds for the Writing Fellows program.



**ASIA PAGUNTALAN**  
BIOCHEMISTRY  
& GENETIC ENGINEERING

# CLIENT-BASED PROGRAM

Close to 6,000 students have participated in the CBP since its inception, producing quality documents for approximately 325 clients. The CBP classes have provided their clients with deliverables such as instruction manuals, websites, poster presentations and radio advertisements.

In 2003, Dr. Summer Smith Taylor created Clemson's Client-Based Program and was so successful that it continues to be an important initiative supported by the Pearce Center. The CBP allows students the experience of using communication skills in real-world settings by matching them with clients in the community. Close to 6,000 students have participated in the CBP over the history of the program, producing quality documents and deliverables for over 325 clients from non-profit agencies, public schools, corporations, university departments and more. The CBP classes have provided their clients with practical deliverables that augment their businesses and causes.

During the 2018-2019 academic year, nine faculty members and 361 students participated in the CBP.

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## Bertha Lee Strickland Cultural Museum

Heather Williams

In Professor Williams' two business writing sections, 36 students worked to produce documents for the Bertha Lee Strickland Cultural Museum in Seneca. The students created a persuasive report that they sent to the organization's Board of Directors to encourage the organization to use the logo they had designed. In addition to creating logos and drafting the persuasive report, the students conducted research on African American cultural museums, searched for grants on behalf of the museum and created graphics using Adobe® Creative Suite and Canvas. Many of the students in Professor Williams' class were non-profit leadership minors, so gaining real world experience working with a local non-profit was relevant to their future careers.

"The client-based program makes me feel excited to teach," said Williams. "As a teacher, I'm not just creating hypothetical scenarios, but making a real change to a real museum that students can visit in the future to see their work in action."



**BLSCM**

Honoring the Past • Elevating the Future



## Clemson Area African American Museum

Dr. William Cunningham

In the spring semester, Dr. Cunningham worked with both of his business writing sections to produce six informative storyboards for the Clemson Area African American Museum's expansion. Five of the storyboards feature men from the local area who went on to play football in the NFL, and the sixth poster highlights the accomplishments of other important African American athletes throughout Clemson's history. The storyboards highlight complicated voices and lives that students today might know little about.

"Instead of each student having an individual goal for an assignment, we now all have a collective goal," said Dr. Cunningham about the unique experience students receive from working on a client-based project in the classroom. "We're all producing something for someone else. Someone is going to use this; they need this; they've asked for this. It's not just that your teacher needs you to submit this, but that your client is relying on it."

Aside from teaching practical skills, like Adobe® Creative Studio and client relations, one of the project's primary goals was to give Clemson students a better understanding of their surrounding community. After introducing the project to his students as an opportunity to apply classroom learning directly to a local organization, Dr. Cunningham took the students to visit the museum to fully observe and understand their client's mission. Students attended a spaghetti dinner with the museum program directors during finals week.

## Building Bridges of Hope

Megan Lee Pietruszewski

Over the past semester, Professor Megan Lee Pietruszewski worked with both of her technical writing classes to produce grant proposal templates for the non-profit service organization Building Bridges of Hope. With the help of local Dominican organization Fundación Mariana San Isidro Labrador, BBOH operates a preschool on the border of Haiti and the Dominican Republic that is entirely donor-funded. Professor Pietruszewski and her 36 students diligently searched for appropriate grants and produced proposals to help BBOH apply for funding. With three to four students assigned to each grant working on five proposals, the groups published templates for BBOH for future use.

Professor Pietruszewski finds it "exciting to see the students write for a purpose and extend their knowledge beyond the immediate classroom setting." She believes this unique educational environment creates "more incentive to do well because the students see their projects in action and know they are working for a greater cause."



# COMMUNICATION ACROSS THE CURRICULUM

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

The Pearce Center's Graduate WAC Fellows Program served 15 graduate teaching assistants during a second pilot year. To be selected as WAC Fellows, the graduate students must be responsible for teaching undergraduate courses. WAC Fellows emphasize writing in their undergraduate classrooms, covering topics from grammar to final projects. Their aim is to increase and improve the quantity and quality of writing that takes place in their classrooms or labs.

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

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

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



# GRADUATE WRITING TA REFLECTIONS



*Mitra  
Shabanisamghabady*

As a mechanical engineering undergraduate student, Professor Shabani noticed the lack of writing resources available for STEM majors. After learning about the WAC Fellows program through her supervisor, she was interested about the opportunity to help other STEM students with their writing skills. “I love the opportunity to implement the techniques I’ve learned into my own classes and seeing my student’s improvement,” says Professor Shabani. Being a WAC Fellow has changed her life — she became a stronger writer, and her fiancé also participated in the WAC Fellows program.

*Alexsandra Dubin*

WAC Fellow Alexsandra Dubin emphasizes the importance of collaboration in the program. Reflecting on her experience, she says, “My favorite part of the program is getting to work with graduate students from other disciplines. We teach such different classes, and yet our students struggle with the same aspects of writing, so we can learn a lot from each other. Personally, I have completely changed the way I offer feedback to my students so they can learn through the revising and grading process.”



# 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, and English Unbound, the 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. This journal of practical ideas and pertinent theory is also published by Clemson University through Parlor Press.

## ENGLISH UNBOUND

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



# SPEAKERS AND WORKSHOPS



Visiting Speaker: Ed O'Laughlin, Clemson Humanities Hub

## 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 publishing, education, journalism and art.

Specific events included literary events and the RCID Colloquium. The Pearce Center partnered with the Humanities Hub and the English Majors Organization, as well as a number of departments across campus to host a variety of events.

# VISITING SCHOLARS

## JONATHAN FLATLEY

On January 25, Jonathan Flatley, author of “Like Andy Warhol,” discussed the famed pop artist in conjunction with the exhibition “Warhol: Portraits and the Everyday” in the Lee Gallery. Flatley, an Associate Professor of English at Wayne State University, presented about the artist with a follow-up discussion that allowed students to further understand the thinking and perception behind Warhol and his art.

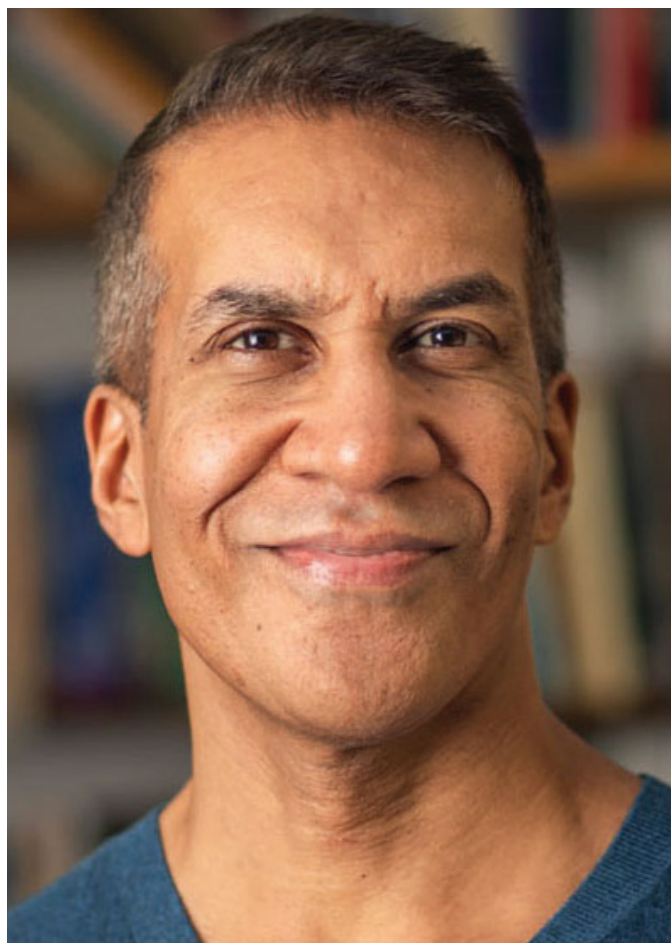
## BARBARA CIUREJ & LINDSAY LOCHMAN

The Clemson Architectural Foundation, Clemson Visual Arts, the Humanities Hub, Steve Katz, the RCID Department, Campbell Chair in Technical Communication David Blakesley and the Pearce Center for Professional Communication co-sponsored the Spring 2019 presentation “The Politics of Physical and Social Environment” on March 26. Barbara Ciurej, internationally-recognized photographer and graphic designer, and Lindsay Lochman, photographer and lecturer at the University of Wisconsin-Milwaukee, are known to mix art history and pop culture with empathy and humor to investigate the human experience and understanding of physical and social landscapes. They collaborate to produce photographic projects as multimedia installations, including sculptures, LED displays, postcards and books. In their discussion, they explored how photography can engage the edge between the heroic and the commonplace. They also probed how history, myth and popular culture shape our understanding of who we are.

## SIRAJ AHMED & ALEX BEVILACQUA

In conjunction with the Humanities Hub, the Pearce Center held a seminar hosting Siraj Ahmed and Alex Bevilacqua. The two visited Clemson on March 1, where they led a seminar discussion on colonialism and the history of the European Enlightenment in the Class of 1941 Studio.

Ahmed is an Associate Professor of English and Director of Comparative Literature at Lehman College, part of the Graduate Center of the City University of New York. Bevilacqua is an Assistant Professor of History at Williams College.



Siraj Ahmed

# LITERARY EVENTS

## RCID RESEARCH COLLOQUIUM

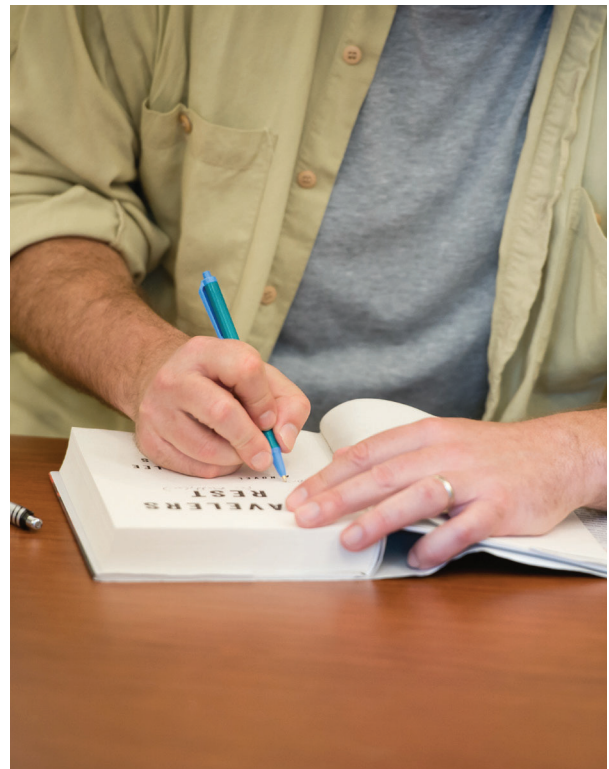
The Faculty Research Forum, the Theory & Criticism Colloquium and the Visual Rhetoric Colloquium — weekly discussion groups complementing the RCID doctoral program — met in the Class of '41 Studio multiple times each semester. Cameron Bushnell, Director of the Pearce Center for Professional Communication, has led the Theory & Criticism Colloquium for two years.

## SOUTH CAROLINA REVIEW

The South Carolina Review held a literary event featuring Clemson alumni Becky Adnot-Haynes and Dustin Pearson. The event was hosted in the Class of '41 Studio and featured student creative writing award winners from the English Majors Organization and the Festival Author Roundtable Discussion, which allowed participants to share in the mutual love and appreciation for the arts and humanities with students and the surrounding communities.

## LITERARY FESTIVAL

The Pearce Center also sponsored aspects of Clemson's 12th Annual Literary Festival from April 10-12. The Literary Festival is a student-run event organized by Professor John Pursley and his creative inquiry students. The event upholds the tradition of the great writers and thinkers who have come through Clemson University, including the likes of James Dickey and Barry Hannah. Each year, Clemson invites authors and poets from all across the country to read their work and host panels at the university. This year's festival featured several award-winning authors, including headliner Tyehimba Jess, who won the 2017 Pulitzer Prize for Poetry for his book of poetry "Olio." The festival included author readings, trivia and a roundtable discussion with locations all around the city of Clemson.



## Writers' Harvest

As a campus benefit for Loaves & Fishes and Paw Pantry, Clemson faculty and students participated in the annual Writers' Harvest in November 2018 hosted by the Pearce Center and the English Majors Organization. Through this event, Clemson fiction writers and poets had the opportunity to read their work to an audience on campus. Additionally, by bringing canned food or cash donations for the cause to gain admission to the event, audience members supporting writers and poets were able to give back to local families during the holiday season. This year, performers included professors Jillian Weise and Julia Koets, along with the student winners of the Writer's Harvest Student Reader Awards.

## MLK Oratorical Competition

The Pearce Center and the Division of Student Affairs sponsored the 2019 MLK Oratorical Competition on January 23. This competition allowed Clemson students to reflect and speak on this year's MLK Celebration theme, "This is America: Miseducation, Red-education, Liberation," by considering Childish Gambino's song "This is America." This event allowed students to practice their oratorical skills while honoring Dr. Martin Luther King, Jr.

## Walt Hunter Book Salon

On April 19, the Pearce Center hosted the Walt Hunter Book Salon in celebration of the publication of Clemson Professor Walter Hunter's new monograph "Forms of a World: Contemporary Poetry and the Making of Globalization." His work focused on how poetry and the idea of the global define, antagonize and invent each other in the era of neoliberalism. The book salon included a panel of speakers and a question and answer session open to students, faculty, staff and community members.

## Summer Writing Institute

Clemson's Summer Writing Institute, held in June, provided teachers with the opportunity to explore their writing skills and teaching practice, engage in interesting conversations and take fields trips. The time spent together discussing techniques and information helped the teachers improve their instruction of writing and helped them join a broader community of educational leaders.

## Wake Up and Write! Writing Workshops

The Wake Up and Write! writing workshops, which met the first Friday of every month, were an opportunity for graduate students to spend three hours in a community writing session. This allowed students to write independently for the session with the opportunity to receive assistance from trained graduate student professionals from the Clemson Writing Center. Dr. Gorman presented this event.



MLK Oratorical Competition



## IN CLOSING

Before leaving you, dear readers, let me recognize and thank Pearce Center's dedicated Faculty Advisory Council — they always have innovative and helpful suggestions for the Pearce Center: David Blakesley, Amanda Cooper Fine, Steven B. Katz, Charles Starkey, Lesly Temesvari and Rhondra Thomas.

Additionally, I want to thank the Pearce Center staff — Ashley Cowden Fisk, Angie Justice and Barbara Ramirez — for their commitment and dedication to the Pearce Center.

For all their time and effort, I sincerely thank them. I offer a special thanks to Richard Goodstein, Dean of the College of Architecture, Arts & Humanities, for his continuing support of the Pearce Center.

In 2019/20, we will continue Pearce Scholar Interns and WAC Fellows and introduce a more robust Faculty Writing Program. Our goal is always to increase writing in all its various forms — digital, visual and traditional — through collaborations with departments around campus in order to champion writing and communication across the curriculum at Clemson University.

Yours,

*cameron pushnell*

Pearce Center Director





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

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