

PEARCE  CENTER

FOR PROFESSIONAL COMMUNICATION

CLEMSON[®]



2017-2018

PEARCE ANNUAL REPORT

Pearce Center for Professional Communication

AT A GLANCE

THE PEARCE CENTER 2017-2018



INTERNSHIP PROGRAM

17 INTERNS
WORKING WITH
10 CLIENTS



CLIENT-BASED PROGRAM

3 FACULTY MEMBERS
18 COURSE SELECTIONS
328 STUDENTS



WRITING FELLOWS PROGRAM

17 STUDENTS
10 DIFFERENT MAJORS



GRADUATE STUDENTS

11 STUDENTS

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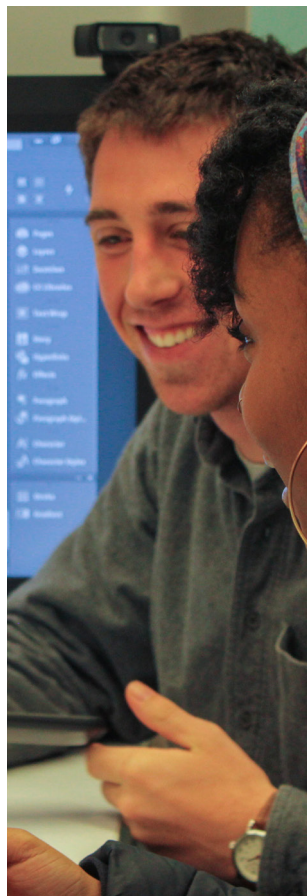


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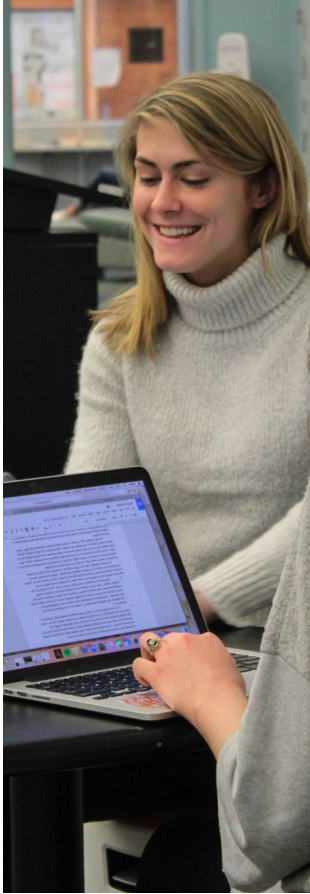


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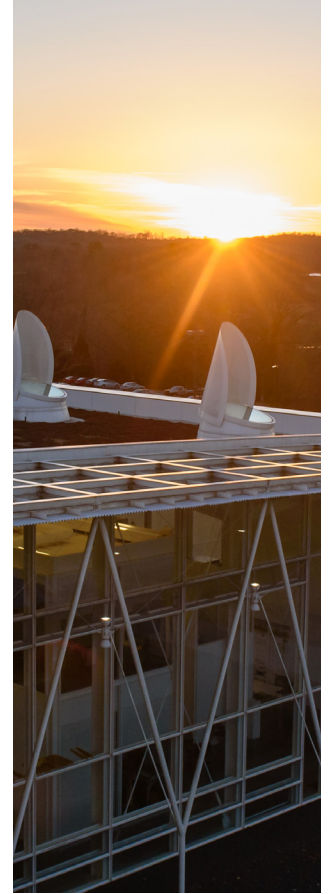


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DIRECTOR'S NOTE



Greetings! I'm delighted to welcome you to the year-in-review for the Pearce Center for Professional Communication. I am excited to tell you a bit about Pearce Center innovations and continuations over the past year.

CAMERON BUSHNELL

Pearce Center of Professional
Development Director

First, I want to recognize the Pearce Family granddaughter, Mrs. Walker Buxton, and her aunt, Ms. Jean Rentz, for their continuing support of the Pearce Center. They've both made generous gifts this year. At their request, we are working to develop programs that will emphasize the oral communication part of the Pearce Center mandate with the new funds the Pearce family has made available to us. We've made overtures to the Rutland Institute regarding their Ethics Bowl; we are also considering sponsoring an oratory contest, organized at the time of Martin Luther King, Jr. holiday in January 2019. I'd like to make special note of a new professional development program aimed at helping graduate teaching assistants increase and improve their writing assignments in their undergraduate labs and classrooms. In the process, they will be able to perfect their own writing, too. In a joint effort with Austin Gorman, Director of Clemson Writing Center, I co-taught and co-administered a pilot program, the Graduate Writing

Teaching Assistant (GWTA) program. This program enrolled a cohort of nine graduate teaching assistants in three majors for the purpose of learning about and implementing the principles of Writing Across the Curriculum (WAC). The disciplines represented included Mechanical Engineering, Parks Recreation and Tourism Management and English. In Fall 2017, we met in a weekly seminar to discuss writing pedagogy and theory; in Spring 2018, we worked to develop projects that represented the application of principles. The focus of the program was largely on writing strategies, but the cohort was heavily invested in developing their public speaking skills. Our cohort worked both as writing tutors for other graduate students; they also planned, developed and executed a four-session Writing Boot camp, which they presented under the umbrella of the Graduate School's professional development program, Grad 360.

I'm pleased that that Pearce interns were involved in such a wide variety of projects for Clemson faculty, including work with:

- Dr. Erin Goss, Associate Professor of English, to prepare for next year's International Conference on Romanticism,
- Dr. Taimi Olsen, Director of the Office of Teaching and Innovation (OTEI), to set up the web pages and online resources for her new programs,
- Dr. Rhondda Thomas, Associate Professor of English, to establish online infrastructure in support for her project, "Call My Name: Documenting African American Life and Labor in Early Clemson University History."

The Pearce interns also worked with a large number of community organizations in client-based projects, including:

- Westside High School
- Clemson Child Development Center
- Homeland Park Primary School

In addition, the Pearce interns organized a dance fundraiser in support of Dr. Thomas's "Call My Name" project, including raising funds, designing promotional materials and making all the logistical arrangements – this, above and beyond the digital projects mentioned above. Also, interns designed, wrote and published the Department of English newsletter, English Unbound, and have done all the work necessary for the reporting and publication of this Annual Report. Everything that is accomplished under the Pearce Center intern program would not be possible without the able administration and enthused dedication of Pearce Center Assistant Director, Ashley Cowden Fisk, and her graduate assistant, Tayler Green.

I'd like to note the various collaborations which the Pearce Center undertook this year:

- With Architecture: I had the pleasure of preparing and presenting two in-studio writing workshops for juniors in the architecture major. Working with Timothy Brown, Director of Undergraduate Studies, and Berrin Terim, Lecturer in Architecture, we piloted a program to introduce writing instruction as part of the junior-year studio.
- With CCRE: With Clemson's Colloquium on Race and Ethnicity and Pan African Studies, the Pearce Center hosted Dr. Kimberly E. Simmons, Associate Professor of Anthropology and African American Studies, University of South Carolina. Dr. Simmons gave a well-attended

public talk, "Dominican Blackness: Race, Migration, and the Natural Hair Movement in the Dominican Republic and Beyond," guest lectured for an undergraduate class on History of American Cities at the invitation of Clemson's Dr. Abel Bartley, and participated in a roundtable in support of Clemson's new interdisciplinary minor, Race, Ethnicity & Migration Studies. With Dr. Simmons, five Clemson faculty, conducting classes required for the minor, discussed their teaching and scholarship as it relates to the REM Studies Minor.

Finally, I'd like to note that we hosted, or co-hosted, several renowned speakers over the course of the semester, including:

- Dr. Raymond Ryan, Senior Commissioning Editor, Cambridge University Press and author of *Ireland and Scotland: Literature and Culture, State and Nation*, editor of *Writing in the Irish Republic: Literature, Culture, Politics, 1949-1999*.
- Dr. Frédéric Neyrat, Assistant Professor in Comparative Literature at University of Wisconsin-Madison; author of *Atopies*, translated from the French by Lindsay Turner and Walt Hunter, Clemson faculty; in conjunction with Clemson's English Department.
- Dr. Kimberly E. Simmons, Associate Professor of Anthropology and African American Studies, author of *Reconstructing Racial Identity and the African Past in the Dominican Republic*, in conjunction with CCRE and Pan African Studies.
- Mr. Alexander Heffner, Host of PBS's The Open Mind, in conjunction with Clemson's Honors College.

I've had an opportunity, as Director, to become more involved with Writing Across the Curriculum and Writing in the Disciplines programs, attending conferences, such as the Conference on College Composition and Communication, the International Writing Across the Curriculum biennial conference and the conference of the Council on Graduate Communication. I also had the pleasure of being involved with Clemson University's re-launch of an English as a Second Language program on campus. To all of you who have been such solid supporters and parties interested in the Pearce Center for Professional Communication, thank you!

Sincerely,

Cameron Bushnell

THE PEARCE CENTER

THE CLASS OF 1941 STUDIO FOR STUDENT COMMUNICATION

OUR 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.



THE CLASS OF 1941 STUDIO

The Class of 1941 Studio for Student Communication opened in January 2004, thanks to a generous million-dollar gift honoring the class's 60th anniversary. Combining teaching and research, the Studio fosters oral, written and digital communication. By providing customized project 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 2017-2018 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 as well as its departmental job candidate and faculty research presentations and alumni discussion panels in the Conference Room. The Studio also hosted the Clemson Conference on Race and Ethnicity, the Margins Conference, RCID forums and colloquiums and Master's and PhD Defenses, along with other unique events including Usability Day, Active Shooter Training and various visiting speakers. The Faculty Writing Group, English Hour research presentations and Language Department faculty research presentation, as well as a variety of class sessions, including a range of English, American Sign Language and such specialty courses such as the South Carolina Review production class, the Lit Fest planning class and the Graduate Writing TA course, also met in various spaces in the Studio.

HISTORY

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.



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, and enabling more students to use these programs for writing, art and design.

PEARCE PARTNERS

PORTRAIT OF A VISIONARY



AUSTIN GORMAN

Director of Clemson's Writing Center

If you walk into room 307 of the Academic Success Center, you'll probably see a flurry of activity. Room 307 is home to Clemson's Writing Center, a space where student tutors help their peers improve their writing abilities. Working from a corner office in the Writing Center, Dr. Austin Gorman, Director of the Writing Center, holds a joint appointment in Clemson's English Department. Rarely sitting in his office, Dr. Gorman is often actively engaged with the Writing Fellows or students coming to the Center. "The highlight of my day and my job is talking to the students, not only the Writing Fellows, but also the graduate writing staff, as well as those who come in for assistance," Dr. Gorman said. Because it can often be difficult for students to admit they need extra help with their writing, Dr. Gorman has made it his primary focus to make the Writing Center a place where students feel welcome, and he says the key to success in the Writing Center starts with the Writing Fellows themselves. "First and foremost are the undergraduate Writing Fellows and the graduate students. I'm making an environment in which they feel like they're sustained — both emotionally and intellectually — and creating a work environment that communicates I'm on their side, on their team, and willing to assist them whenever possible," Dr. Gorman said. Dr. Gorman took over the Writing Center in 2015, and the Center has seen exponential growth since then. "This year we're going to have 100% growth in appointments compared to the year before I came. I don't

think that's any great testament to my administrative abilities; it does prove that I have a great staff that's willing to go above and beyond." Clemson is nationally recognized as one of 11 universities that place a focus on Writing Across the Curriculum, and that is a large part of Dr. Gorman's mission with the Writing Center. For the past few semesters, Writing Fellows have been "embedded" into a multitude of classes, ranging from honors classes to biology and mechanical engineering, to assist students throughout the whole semester. The partnership between Dr. Todd Schweisinger in the Mechanical Engineering department and the Writing Center is a new one, but one that seems to be beneficial for both parties. "A year and a half ago, roughly, Todd reached out to me and said, 'Hey, my mechanical engineers really need help with their writing. Is there anything the Writing Center can do to help? And I jumped on the opportunity. I said yes, we would love to help. And throughout the last year and a half, through trial and error, we have been figuring out the ways that we could be most effective in terms of helping them," Dr. Gorman said. Dr. Gorman also stresses the importance of not letting students' preconceived feelings about appointments deter the Writing Fellows from working with students who genuinely desire the assistance. "[Student clients] come into it with a variety of preconceived notions and attitudes, not all positive ... we've been working hard with the people who want assistance and also cultivating strong relationships between Writing Center staff—these are two keys to a successful program." The staff morale is high in the Writing Center, and Dr. Gorman reflected on one particular scenario where he felt he had accomplished his goal of connecting with his staff. "Grace Green asked me last year to be her mentor simply because we had developed a relationship that was sustaining, intellectually, emotionally, and professionally. There are just countless examples of times when students have volunteered to do work that is above and beyond what is expected ... and to me that just tells the entire story of why the Writing Center works." When asked about his vision for the future of the Writing Center, Dr. Gorman said, "If I could open it up, I mean realistically if we could be working with two or three more disciplines like [mechanical engineering]. I mean, particularly in the STEM fields where there are a lot of students, and if we could be meeting with all of their sophomores or juniors on one particular paper in two other fields ... that would be something that I would look forward to doing." The Writing Center continues to be a place where students can get help with any type of written work they have, and if the students are lucky, they might just get to meet Dr. Gorman during their visit. Students can learn more about the Writing Center or schedule appointments at <https://www.clemson.edu/centers-institutes/writing/>.

PEARCE FACULTY

PEARCE FACULTY ADVISORY COUNCIL



DR. DAVID BLAKESLEY

Campbell Chair in Technical Communications

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 eight 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 and related initiatives. 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. He expresses that the Pearce Center and 1941 Studio are at the core of these efforts, as well as the important task of keeping students and faculty informed on the vast and ever-changing contexts for writing in today's world. 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 on a "Writing Beyond the Curriculum" initiative that will 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.

PEARCE FACULTY

PEARCE FACULTY ADVISORY COUNCIL



STEVEN B. KATZ

Pearce Professor of Professional Communication

Dr. Steven Katz is the R. 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 which have continued today but have also developed into other kinds of workshops serving specific National Science Foundation and National Research Trainee (NSF NRT) funded programs. To Katz, communication is everything. "In the sciences and society at large, it allows for the dissemination and sharing of knowledge, which can then be tested and verified by others. Free and honest communication is the basis of democracy," he stated. In addition to writing and publishing poetry about science and technology, he 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.



DR. SEZ ATAMTURKTUR RUSSCHER

Assistant Vice President for Research Development

Dr. Sez Atamturktur is the Assistant Vice President for Research Development, Director of the Office of Research Development and the Provost's Distinguished Professor of Environmental Engineering and Earth Sciences, Mechanical Engineering, Industrial Engineering and Civil Engineering at Clemson University. In addition to serving on the Pearce Faculty Advisory Council, she is the Director of NSF NRT Critical Resilient Infrastructure Systems, the Director of DAISE GAANN and the founding Director of Tigers ADVANCE. This is Dr. Atamturktur's first year on the Pearce Faculty Advisory Council where she is able to help make connections across the campus and provide input and ideas for furthering communication efforts. Atamturktur truly believes in the mission of the Pearce Center and that communication applies to all disciplines. In her career alone, she spends a lot of time writing and communicating, including proposals, journal articles and class materials. Moving forward in her time on the Advisory Council, she is hoping to see the Pearce Center take a more supportive role in faculty development, such as through writing effective grant proposals or helping faculty edit the graduate dissertations of their non-native speaking graduate students. She believes that students and faculty can all benefit from improved communication skills, and that "a well-established, robust faculty support infrastructure would be tremendously helpful for Clemson faculty."



AMANDA COOPER FINE

Senior Lecturer

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 tenth year of teaching at Clemson and her eighth year on the Pearce Faculty Advisory Council. On the Advisory Council, she assists in 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 joining the 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 communications and must continue to do so as professional and personal communication evolves in the future.



DR. RHONDDA THOMAS

Associate Professor, African American Literature

Dr. Rhondda Thomas is an Associate Professor of Early African American Literature and has been teaching at Clemson for eleven years. She has served on the Pearce Faculty Advisory Council for two and a half 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

Associate Professor of Philosophy

Dr. Charles Starkey is an Associate Professor of Philosophy at Clemson University and Fellow of the Rutland Institute for Ethics. He is in his fourteenth 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 2 years and has just begun his first year of a new term. On the 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 STAFF

2017-2018



ASHLEY COWDEN FISK

Pearce Center Assistant Director



BARBARA RAMIREZ

Class of 1941 Studio Director



TAYLER GREEN

Graduate Assistant



ANGIE JUSTICE

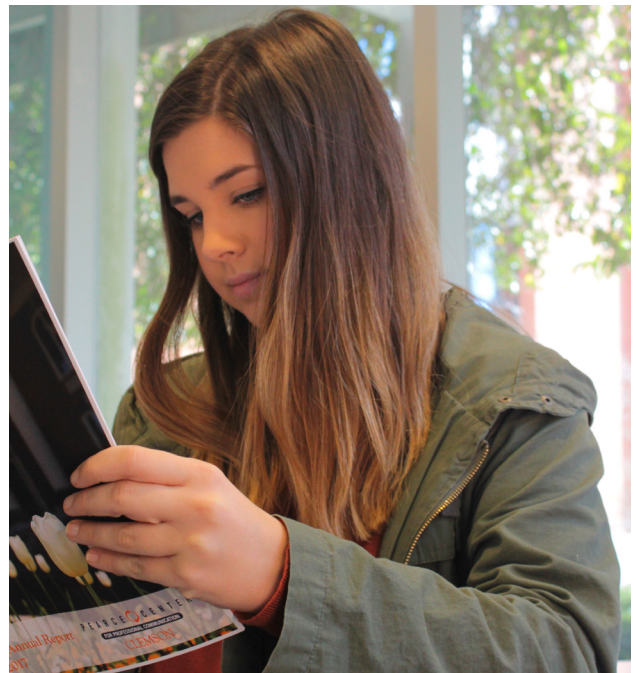
Pearce Administrative Assistant



AUSTIN GORMAN

Writing Center Director

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.

SOCIAL MEDIA

During the 2017-2018 school year, Pearce Center interns worked to promote Pearce Center projects and Pearce-sponsored events through social media platforms including Facebook and Instagram. The Social Media Team informed and engaged audiences through weekly posts that highlighted Pearce Center projects and interns. One social media initiative included intern "takeovers," where interns introduced themselves and featured their day-to-day experiences as students and interns at the Pearce Center via Instagram stories and Facebook posts. This year, interns also created a new social media initiative, the Pearce Center blog, in which each intern created content reflecting their thoughts and tips on topics in the field of communication. Additionally, interns reached out to former Pearce Center interns and alumni to highlight them in "Where Are They Now" posts which featured updates on their current professional and personal status. During both semesters, the interns worked to renovate the look and

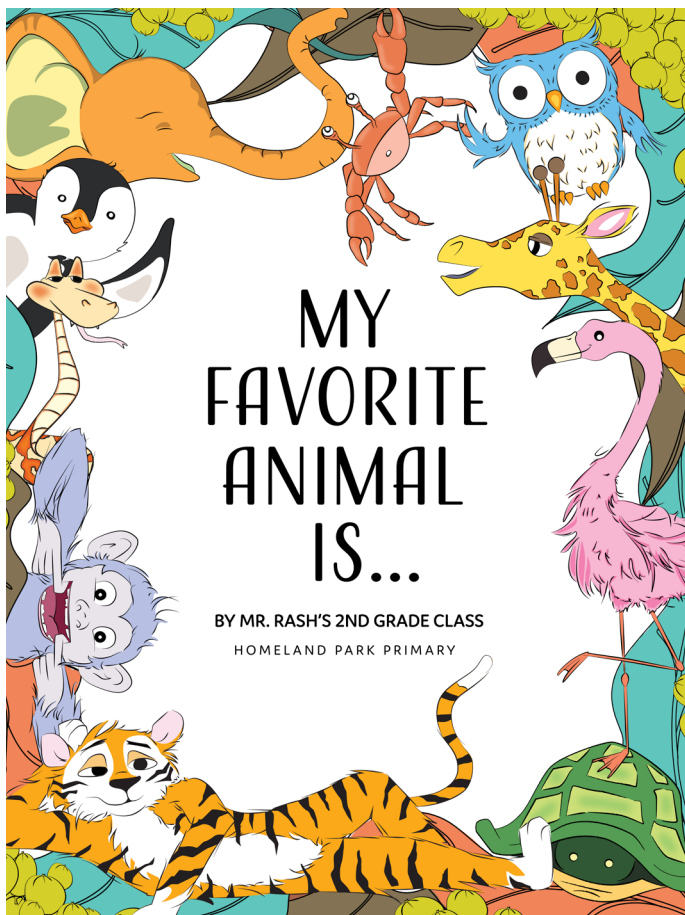
feel of the Pearce Center's social media accounts and website, making them more appealing, accessible and engaging for our audience. Interns' year-long goals included gaining more followers and increasing online interactions with our audience; both goals were met and exceeded. The ongoing process of community outreach and engagement through social media included consistent gains in followers on both of our social media platforms and more website clicks. To stay up to date with the Pearce Center, be sure to like us on Facebook and follow us on Instagram @cupearcecenter.

ENGLISH UNBOUND

English Unbound is Clemson University English Department's monthly newsletter which highlights the accomplishments and happenings of the Department. Interns on the *English Unbound* team worked diligently throughout the fall and spring semesters to set feasible deadlines for the creation of the newsletter's content. This year, interns focused on student, faculty and alumni perspectives, continuing the newsletter's new humanistic approach. After the feature stories were completed, *English Unbound* lead personnel and Pearce Center staff edited the newsletter into a highly professional document. This year, the *English Unbound* team has been working together to change the newsletter's distribution methods to its recipients. Prior to this academic year, *English Unbound* was a designed PDF newsletter that was distributed via email during the summer break. However, the interns this year faced the challenge of deciding what outlet would be the most effective to promote the newsletter. As today's world balances print and online content, the interns decided it was time for *English Unbound* to advance with the times and move toward an online version. Now, *English Unbound* has shifted to an online newsletter, one that will be distributed monthly throughout the academic year via email chain. Although each version of Unbound is different, the amount of reading will now be lighter and more easily digestible for the convenience of its readers. *English Unbound's* movement to digital distribution and reader-friendly content reflects the Pearce Center's commitment to effective communication and keeping up with industry trends.



@cupearcecenter



SCHOOL BOOK PROJECT

The School Book Project for the 2017-2018 academic year has taken on two very different experiences in the fall and the spring. For the Fall 2017 semester, the team of interns worked with a creative writing class of high schoolers across all grades from West Side High School in Anderson, SC. What started as assisting students with proofreading and editing turned into a mentorship program and the formation of lasting friendships. Each intern was paired with two or three students to help with their writing, brainstorming and editing, and also serving as a source of advice on surviving the rigors of high school. The high school students ended the semester with a talk from Keith Morris, a Clemson University Creative Writing Professor, who inspired the students to keep writing and chase their dreams. For the Spring 2018 semester, the team of interns partnered with Homeland Park Elementary School in Anderson, SC to work with Mr. Rash's second grade class. They produced a book called "My Favorite Animal Is..." which included all of the creative stories and pictures the students produced about their favorite animals. Through this project, the interns were able to teach the students

about spelling, grammar and writing a creative story, as well as to encourage continuous reading over summer vacation. Students and interns celebrated the completion and publication of the book with a party where some of the students' favorite animal, the Clemson Tiger, made an appearance. This project is always a favorite among the Pearce interns because of the memorable bonds created with the students; these experiences are not only fun but also incredibly rewarding for the Pearce interns, as they are able to make a lasting impact on students of all ages in the Upstate.

SYNERGY

Synergy is an online publication run solely by interns at the Pearce Center for Professional Communication, dedicated to showcasing Clemson's vast array of service learning projects. Several years ago, interns helped create the name and platform for what would eventually become the site we know today. Currently, interns work on generating content, both written and multimodal, to update the site every semester. By participating in this project, interns gain crucial professional skills, including interviewing, writing, editing, creative thinking, adaptability and time management. Last academic year, the interns added webcasts to *Synergy's* growing presence. In conjunction with Clemson Broadcasting, *Synergy* was given its own set and allowed to take on a new form. Interns co-hosted the programs with Marty Duckenfield from Clemson Broadcasting, inviting professors and students involved in service learning projects to tell their stories. To date, three webcasts have been published on *Synergy* and have featured some of Clemson's most well-known and long-standing projects. The Call Me MiSTER Program and the Client-Based Writing program are widely recognized projects, and getting to talk to the faces behind them proved a valuable experience. The third project highlighted was the Pearce Center's School Book project where interns partner with a local elementary school to promote literacy by helping a class write and publish their own book. Spring 2018 brought with it another change for *Synergy*, as interns started working with the Office of Teaching Effectiveness and Innovation to promote service-learning in classrooms. Through assisting OTEI with the creation of materials to be distributed to faculty, as well as providing assistance with rebranding, interns at the Pearce Center helped provide the tools for more service-learning projects to take shape at Clemson. Overall, this project has always strived to highlight and promote special and intriguing classes that put an emphasis on service-learning. Though the platform has changed, that goal remains the same.

DR. RHONDDA THOMAS'S CALL MY NAME AND BLACK CLEMSON PROJECTS

This year, Pearce Center interns had the privilege of working with Clemson's Associate Professor Dr. Rhondra Thomas on her project, Call My Name. This project is centered around sharing the stories of African Americans who contributed to the development of Clemson University from 1825 to the present. The interns also assisted Dr. Thomas on her adjacent project, the Black Clemson Traveling Museum, scheduled to launch in 2020. Throughout the 2017-2018 academic year, Pearce Center interns created promotional deliverables, such as bookmarks featuring key figures from each generation (enslaved, sharecroppers, convict laborers, wage workers, musicians, and integrated citizens) and videos of the research assistants discussing the importance of the project and their role in it. In the end, the team successfully completed eleven bookmarks featuring Duke Ellington, Emmaly Williams, George Richard Shaw, Maurice Williams and the Zodiacs, Pinckney Cunningham, Regina Thompson, Harvey Gantt, James Bostic Jr., the Harris family, Wade Foster and Susan Calhoun Clemson Richardson; they also made two videos of the research assistants Brendan McNeely and Emily Boyter. Additionally, interns created a publicity packet for potential donors that included information on the upcoming Black Clemson Traveling Museum. Finally, the interns had the opportunity to put on an event that honored the black musicians who played at the then-segregated Clemson. The event, Black Clemson Music & Dance Fest, included music from the musicians who have performed at Clemson from the forties through the sixties, student organization dance groups who taught jazz and swing dance moves and soul food-inspired refreshments. For more information about Dr. Rhondra Thomas's Call My Name project, check out her page on Facebook @callmynamecu.



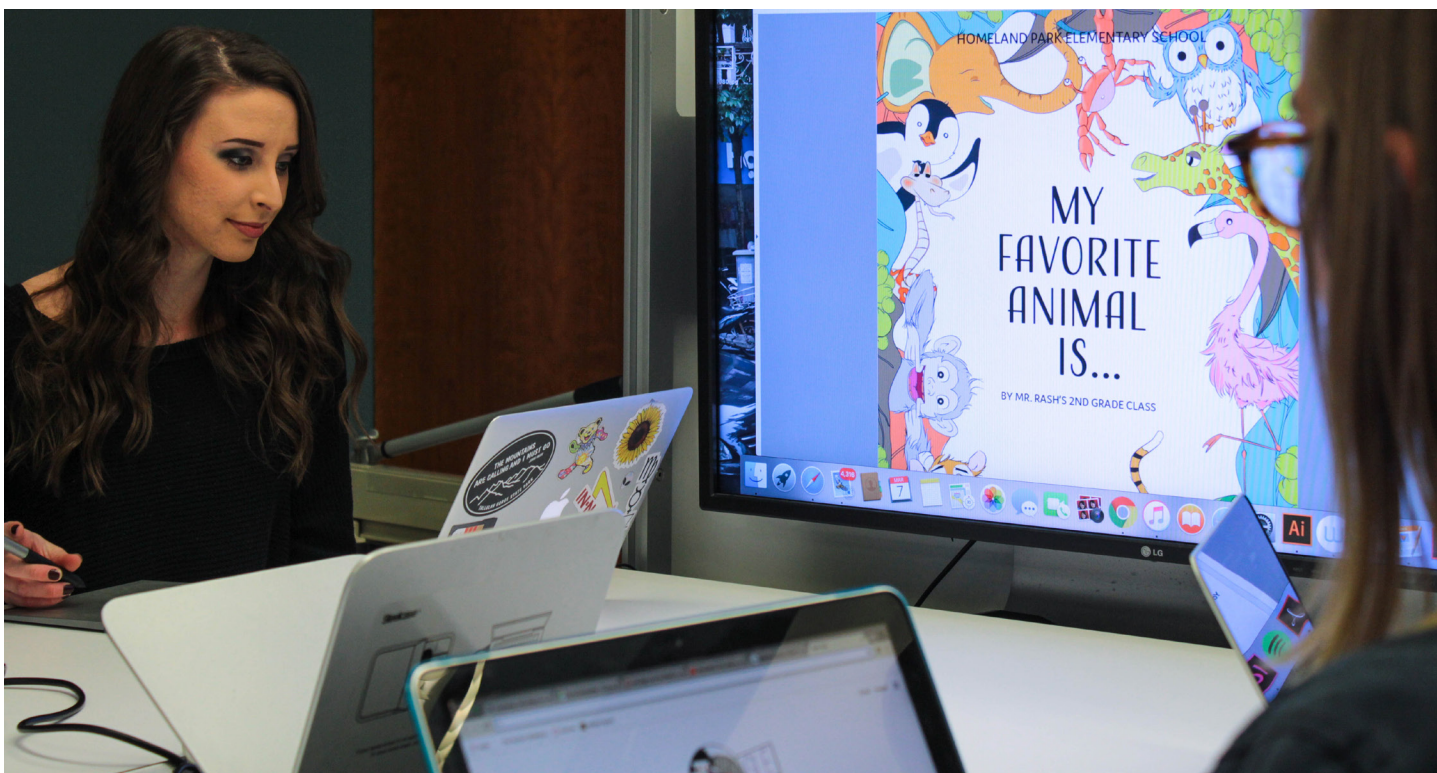
INTERNATIONAL CONFERENCE ON ROMANTICISM

In fall of 2017, Dr. Erin Goss approached the Pearce Center team to assist in the preparing of the International Conference on Romanticism (ICR) 2018, taking place this upcoming October. For this project, Pearce Center interns had the opportunity to work together to construct a website and other promotional materials for the event. In the fall semester, interns focused on developing a website that presented the conference as a whole and functioned as the main channel of communication between those interested

in and those organizing the conference. The website design was based on the theme "Romantic Assembly." Dr. Goss chose an image to be the foundation of the team's design, a thought-provoking, beige-hued sketch depicting the assembly of an egg, if it would have to be mechanically assembled. From there, the team began brainstorming, adding sepia images and a blue-green background like rusted copper. Once the design was confirmed, the team created a flyer for Dr. Goss to bring to ICR 2017 in Houston, Texas to promote attendance for this year's conference. After ICR 2017, the team focused on getting ready for the call-for-papers.

The team talked with Dr. Goss about the most effective and uniform way for conference attendees to submit their registrations that was not just a simple upload to the website, and thus able to accommodate a variety of fonts, sizes and spacing within the papers. The team initially explored a variety of options, but decided upon a WordPress plug-in called BuddyForms, which was easy to customize and format to the needs of the paper submission. The goals for the Fall 2017 were achieved, allowing the team to prepare for Spring 2018 registration, which opened April 1. The project will continue through the next fall semester; Pearce interns will prepare materials to be used during the conference in October.

URL: <https://pearce.caah.clemson.edu/international-conference-romanticism/>



CLEMSON CHILD DEVELOPMENT CENTER

During the spring semester, the Clemson Child Development Center (CCDC) solicited help from Pearce Center interns in creating materials to increase publicity about their upcoming fundraising event. CCDC is a non-profit facility that provides care to a diverse body of children ranging from infants to five-year-olds with the goal of giving equal educational opportunity to young children from various backgrounds. The annual Tour of Homes fundraiser and luncheon took place on May 6, 2018 where participants were provided with a meal at a local restaurant and then had the opportunity to tour the charming homes of local community members. Pearce Center interns worked closely with the CCDC Board of Directors to design flyers, save the date cards and press releases to advertise the event. The team also created event posters to display in the showcased homes thanking their sponsors and providing general information on the Clemson Child Development Center. Additionally, the interns challenged themselves to create new strategies for audience outreach through digital and print mediums such as PDFs in newsletters, press releases in the local community newspapers and more. The team's goal was to draw a large crowd and encourage donations to such a deserving cause, as well as to equip CCDC with insight into how they can effectively reach their intended audience for future events.

CLEMSON GUIDE APP

During the Spring 2018 semester, the Pearce Center interns partnered with the Academic Success Center (ASC) and Dr. Sue Whorton to create content for a new app that will be launching at Clemson University in June of 2018. The app is a student success collaborative app that will provide students with information about the University and its various offices, including Parking Services, TigerQuest and Financial Aid. The app aims to encourage students to take advantage of Clemson's numerous campus resources. The interns working on the project reviewed the content and information to be included in the app, adjusting the wording to fit the student perspective. Team members also sat in on meetings discussing the app's progress and helped to provide insight to what might work best for a student utilizing the app. Dr. Whorton and Pearce Center interns also decided to include instructional, entertaining videos to make the app more interesting for users. Because the members of the Pearce Center team working on this project were the sole students involved in its creation, the interns set out to assist the app's developers in being able to target the student population on campus as effectively as possible. The Pearce Center team enjoyed the opportunity to help lay the groundwork of this app's development in preparation for its release this June, just in time for students coming in for orientation to download and use the app to become more informed about Clemson University and all that it has to offer.

PEARCE INTERNS

2017-2018



Saavon Smalls, English
Claire Cumbo, Marketing
Allison Daniel, English
Nicolaus Sherrill, Graphic Communications
Victoria Webster, Communication
Eileen Flood, Economics
Claire Harvin, Communication
Hannah Rohaley, English
Thomas Marshall, English

Lauren Golden, English
Nygaele McGeathay, Marketing
Jackie Wiles, Marketing
Raymond Henderson, English
Hannah Pearson, English and American Sign Language
Cameron Gaubert, Secondary Education
Brooke Tannehill, Communication
Lauren Andrews, Communication



INTERN REFLECTIONS



ALLISON DANIEL

English

In the spring of 2016, I entered the Pearce Center for the first time, completely unsure of what would be expected of me. I never imagined that after five semesters of work, I would be sad to see my time here coming to an end. I feel lucky that throughout my long tenure at the Pearce Center, I have had the opportunity to be a part of the same project from beginning to end. *Synergy*, which has undergone several transformations, serves primarily as a web publication to highlight service learning classes at Clemson. I served as the content manager and editor of this project, where I had the opportunity to learn about some amazing service learning projects both on and off campus. Through working with a variety of client-based projects, especially through *Synergy*, I have grown more confident in my abilities as a leader, communicator and team member. While I was initially very nervous about being the direct contact between the Pearce Center and my client, I found that it put pressure on me to become an efficient communicator. While I have always thought of myself as a good writer, working in a professional atmosphere forced me to not settle for being content with my skills, but rather to strive to be better. That same realization led me to gain a skill set I previously didn't have and make improvements on some weaker points.

Specifically, I gained knowledge about a variety of Adobe® products available in the Pearce Center, including Photoshop and InDesign, from my fellow interns. These skills have served me countless times, both inside and outside of this internship. My time at the Pearce Center also developed my confidence in leading a team. Prior to working here, I was usually content to let someone else be in charge of group projects because I was afraid of making a decision that would negatively impact the group. My time working as a lead on *Synergy* showed me that I not only can lead, but also I can do it well. I discovered my leadership style, which is very collaborative and role-oriented, that will aid me in my professional career. More importantly, I learned an important life lesson — making a mistake isn't as important as how you respond to it. On a more personal note, I'd like to thank Ashley Cowden Fisk, not only for giving me this opportunity, but for being a mentor and for providing a support system for me. I have also made countless friends during my time here. Each semester brought the opportunity to meet new and wonderful people, each of whom have had an impact on my time at Clemson. I truly cherish the bonds I have created within the Pearce Center and hope they continue long after my time here comes to an end.

INTERN REFLECTIONS



SAAVON SMALLS

English

I have my five semesters as an intern at the Pearce Center to thank for challenging me, for my personal growth and for making my time at Clemson incredible. In the fall of 2015, I began as a sophomore intern surrounded by upperclassmen. Now, as a senior, I have gotten my footing here, am someone who other staff people can come to and have more confidence in myself and my abilities. When I started at the Pearce Center, I jumped into the PR team, helping to put together posters that hung up in Daniel Hall for three years. After that semester, I started working closely with the *English Unbound* and *Synergy* teams. My favorite part of working here would absolutely have to be the opportunity to lead the *English Unbound* project. During my time at Clemson, I've held many leadership positions through *The Tiger*, Clemson's student newspaper. But one thing I grappled with is having to be a firm, secure leader. I think this internship has given me the tools to succeed in that, allowing me to give "tough love" when expressing my thoughts on articles or asking someone to accomplish a task. Though there have been times where I faltered, I now feel as though I can express what is needed, heading a project while avoiding a negative undertone. Another one of my goals while working at the Pearce Center was to

strengthen and diversify my writing skills. While I typically write articles centralized around pop culture or arts and entertainment, working with both the *Synergy* and *English Unbound* projects has helped me to explore different types of writing. Furthermore, I have strengthened my editing skills through my articles for these publications. Thanks to my time at the Pearce Center, I have had the opportunity to succeed in this goal, work with some amazing people and still maintain a love of journalism. Overall, I have learned so much about myself during my time at the Pearce Center. Additionally, the skills that I've gained have gone on to help me garner an internship at BuzzFeed, as well as become the best Editor-in-Chief that I could during my year and a half at *The Tiger*. Post graduation, I hope to take these skills and experiences and move into journalism, social media and public relations industries. Prior to my time at the Pearce Center, I was nervous and unconfident, not really knowing my strengths. Now I have gained confidence in my leadership, writing and professional skill sets. I believe the time that I've spent working here will culminate into accomplishing my biggest career goals. I cannot describe how thankful I am for this experience, and I can't wait to showcase my new skills to the real world.

WRITING FELLOWS PROGRAM

Writing Fellows, begun as 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, Mechanical Engineering and various Honors seminars. In the program, Fellows comment on 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.



During the 2017-2018 academic year, the Writing Fellows Program was comprised of 17 students from a variety of majors, including English, political science, economics, microbiology, environmental engineering, architecture and biochemistry.

2017-2018 WRITING FELLOWS

Allison Daniel, English

Tyler Rodgers, Architecture

Nick Nybo, Economics

Tara Lenertz, English

Jenny Horton, English

Claire Harvin, Communication

Arianna Grevious, Communication

Laura Digiacomo, Environmental Engineering

Maddy Bauer, Political Science

Kalee Lineberger, English

Meredith Ellis, Economics

Selene Hess, Microbiology

Mary Welsh, Biochemistry

Laura Mackay, English

Killian McDonald, Political Science

Neha Kumar, Genetics

Christopher Heijjer, Biological Sciences

FELLOW REFLECTIONS



CLAIRE HARVIN

Communication

When I first started tutoring in the Writing Center in Fall 2017, I had no idea how much I would personally learn from teaching others, or how much I would enjoy this job. As a Writing Fellow, I am able to help others in an area I am so passionate about and have grown from the opportunity to work with students in many majors and disciplines, helping me to expand my own knowledge and improve my writing. I have loved helping peers express their thoughts and opinions, communicate effectively and develop their knowledge of the writing process, a valuable asset in any future career path. I am excited to continue challenging myself and help others with their writing in my college career.



KALEE LINEBERGER

English

I mean it when I tell people Writing Fellows have the best job on campus. Not only are we part of a community of word-valuing peers, but we are able to grow as writers alongside our clients. I began at the Writing Center unsure of my writing, but during my two years as a Fellow, I have learned to be confident in my ability to translate my thoughts into words. I've learned the most valuable lessons and met the best people in the Writing Center; I believe it's one of the best assets that Clemson has to offer its students.

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 5,500 students have participated in the CBP since its inception, producing quality documents and deliverables for over 315 clients. The CBP classes have provided their clients with deliverables such as instruction manuals, websites, presentations and advertisements across various mediums. During the 2017-2018 academic year, three faculty members, 17 course sections and 328 students participated in the CBP. Some of the clients included: Whitehall Elementary School, The Multimedia Authoring Teaching and Research Facility (MARTF), The President's Commission on Sustainability/Clemson University Environmental Audit, the South Carolina STEM Alliance, the Hanover Industrial Fair in Germany, the Clemson English Department and Veteran Scholarships Forever.

Professor William "Mike" Pulley teaches Client-Based Program classes 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 classes are working on the third version of the audit. The first audit was published in 2006. Pulley oversaw the second audit, which was published in December 2013. It included 12 chapters worked on by 176 Clemson students. In 2015, Pulley was approached to begin work on the third audit and has since added four additional chapters featuring new initiatives and information, including the student-run organic farm, agricultural operations and athletics. All of the audits include sections that allow students to give their perspectives on Clemson's environmental impact. The latest audit is in the final editing stage and is awaiting publication this year. Additionally, another technical writing section taught by Pulley produced five instruction manuals and videos this spring for software and equipment in Clemson's MATRF lab on the fourth floor of Daniel Hall. Professor Katalin Beck led three other CBP's this academic year in her technical writing classes. In working with the South Carolina STEM Alliance, students created videos for how the Internet of Things (IOT) is influencing STEM fields, which will be used as instructional and promotional materials on the Alliance's website. This project was particularly unique to Beck's students, as they, as writers,

had the opportunity to address a group of students from the STEM Alliance that they once themselves were a part of. This year, Professor Beck also led an international collaboration with IT students in Germany to produce videos for the Young Engineers Day at the yearly Hanover Industrial Fair. Students working on this project had to work around international challenges and variables including language, timezones and varying privacy and security restrictions when creating materials to explain IOT and Artificial Intelligence (AI) for chosen fields. Thanks to collaborative technology, Clemson students were able to work with German students and even converse via Skype, making this a revelatory project and one that Beck hopes to continue with other countries. Finally, Beck's students also assisted the Clemson English Department Chair, Susanna Ashton, in creating an eTPR video tutorial for faculty, which aims to make tracking their scholarly performance easier. In Professor Phil Randall's business writing class, students had the special opportunity to work with two clients directly in the community. In Fall 2017, his class partnered with Veteran Scholarships Forever, a locally founded nonprofit in Greenville, SC, dedicated to helping veterans readjust to the workplace or to receive scholarships to technical schools after military service. For this project, students were split into six teams, including Sales, Organizational Development, Advertising, Outreach and Networking, Donor and Media, for which they created various marketing, promotional, media and organizational deliverables to assist the foundation. Through this opportunity, Clemson students made a positive impact on the community and gained real-world experience, putting their studies to practice through working with clients, meeting deadlines, giving presentations and receiving client-reviewed work and feedback. In Spring 2018, Professor Randall's students taught STEM-based projects to second-, third- and fourth-graders at Whitehall Elementary School in Anderson, SC. Not only were his students challenged to know the material well enough to explain it to children, but they worked to make meaningful connections with these students and provide positive encouragement in academics and college pursuits they do not often receive. Significantly, this project had, several semesters ago, such an impact on one of Randall's students that she changed her major and career path to education.

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 providing students real-world, professional experience, aligning with both the mission of the Pearce Center and the values upheld by the University.

COMMUNICATION 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 & 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 2017 - 2018, the Pearce Center sponsored the Graduate Writing Teaching Assistant (GWTA) program, working in conjunction with graduate students from Parks Recreation, and Tourism Management; Mechanical Engineering, English and Rhetorics, Communication and Information Design.

MECHANICAL ENGINEERING

Clemson University has been recognized as one of 11 universities that place an emphasis on Writing Across the Curriculum. Efforts through this initiative include Clemson's mandatory composition classes for all incoming freshmen students as well as additional required courses in technical or business writing for several other majors. However, one of the biggest contributions to the interdisciplinary writing focus is Clemson's Writing Center, a free service for Clemson students to utilize. Student tutors, called Writing Fellows, assist their peers with any need or discipline throughout all stages of the writing process, ultimately creating better works of writing and habits. Recently, the current director of the Writing Center, Dr. Austin Gorman, has placed a renewed focus on "embedding" Writing Fellows in certain classes. The embedded fellowship allows one or two tutors to work exclusively with students in a particular class to assist them throughout the class's assignments and aid in their progression through the semester. One of the larger embedded fellowships is the



partnership with Dr. Todd Schweisinger and the Mechanical Engineering Department. Two years ago, Dr. Schweisinger saw a need in his students and reached out to Dr. Gorman to ask if there was anything the Writing Center could do to help his students improve their writing. Since then, Dr. Gorman and the Writing Fellows have attended TA training sessions and helped create a rubric for grading the sophomore mechanical engineers' lab reports. When asked about the relationship with the Mechanical Engineering program, Dr. Gorman said, "I think the most important thing about this relationship is that it's really helped me humble myself in terms of acknowledging priorities for writing in Mechanical Engineering. It's enabled me to understand writing in STEM fields in a way that I just didn't before." He sees this as the biggest obstacle facing interdisciplinary writing at a collegiate level. "And I think so often what's lost in Writing Across the Curriculum, or the perennial problem

in Writing Across the Curriculum, is that every department is possessive and proprietary, and has a proprietary interest in what they do," Dr. Gorman said. In order to best assist the mechanical engineering students, as well as students from other disciplines, Dr. Gorman and the Writing Fellows have had to learn what is most important to those departments. Within mechanical engineering lab reports, the most important thing is concision and the ability for someone to read it and be able to recreate the experiment. Smaller grammatical errors are not critical mistakes so long as they don't impair the readability of the report. Therefore, Writing Fellows spend more time working on helping students make their reports as concise and clear as possible. Dr. Gorman hopes to continue his relationship with Dr. Schweisinger as well as reach out to other departments in hopes of extending the interdisciplinary work of the Writing Center.

GRADUATE WRITING TEACHING ASSISTANTS

Clemson University prides itself on its focus on writing. This commitment doesn't end at the undergraduate level, however, but extends to graduate students and programs as well. In Fall 2017, Dr. Cameron Bushnell and Dr. Austin Gorman began a professional development program to help graduate teaching assistants increase and improve the instruction of writing in their assigned undergraduate labs and courses, as well as to improve their own writing. "The seminar has really been helpful with writing strategy; we often discuss teaching others how to improve their writing," Shubham Kulkarni, a mechanical engineering student, said. In the fall, there were nine students selected for the professional development experience, ranging in major from English and PRTM to Mechanical Engineering. Those who are more focused on engineering and other science fields have learned the importance of writing in every discipline, and the seminar has helped them learn to communicate that to undergraduate students. Through learning how to help others with their writing, these students have also improved their own abilities. "The writing tips I've learned this semester, including using more effective verbs and avoiding weird wording, are something I've started to incorporate into my own writing," said Lauren Stephens, doctoral student from PRTM. Dr. Bushnell and Dr. Gorman hope to continue to improve and expand this professional development experience, seeking funding beyond Pearce Center to include other interested parties across campus. "Our aim," said Dr. Bushnell, "is to help all graduate students who are teaching undergraduates learn how to be more comfortable and skilled in the use of language." This program will help Clemson maintain focus on written and oral communication at all levels and across all disciplines.

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.



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 includes event summaries, student and faculty spotlights and alumni updates. This year's *English Unbound* moved to a digital format and focused content to give readers a more personal look into the current English program, along with its future.

THE WAC JOURNAL

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

SPEAKERS & 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 publishing, education, journalism and government.

Specific events included Literary Events and the RCID Colloquium. The Pearce Center partnered with Campbell Chair in Technical Communication and the Calhoun Honors College, as well as a number of departments across campus to host a variety of events.

DR. RAYMOND RYAN

Dr. Raymond Ryan, the Senior Commissioning Editor of English and American Literature at Cambridge University Press, visited Clemson on February 15 to speak about publishing academic research in the humanities. Presenting a public talk in the Class of 1941 Studio, he gave cogent, practical advice to scholars seeking to place their work with an academic publisher. Ryan has extensive knowledge on developing a suitable, publishable project, on presenting research in an accessible and appealing way and on negotiating the decision-making process at scholarly presses. Ryan discussed various topics such as finding a relevant topic, preparing a monograph, making effective use of university and large public libraries and how to contact a publisher, including a useful step-by-step guide covering the publishing process from creating a cover letter to making an actual submission. Not only did Ryan provide valuable advice in the public talk, but also he met a large number of faculty for one-on-one consultations. Dr. David Blakesley, English professor and the Campbell Chair in Technical Communication, was respondent to Ryan's formal remarks.

ALEXANDER HEFFNER

In conjunction with the Calhoun Honors College and the Department of Political Science, the Pearce Center hosted Alexander Heffner, host of PBS's *The Open Mind*, America's longest-running network TV show, on September 13. The lecture, "Constitutional Crisis or Consensus: The Search for a Post-Partisan Citizenship," occurred in commemoration of Constitution Day in the Watt Family Innovation Center Auditorium. Heffner chronicled the millennial vote in 2012 as special correspondent for PBS's "Need to Know" and has contributed his expertise on politics and education to numerous publications.

FRÉDÉRIC NEYRAT

The Pearce Center and Clemson's English Department hosted author and professor from the Competitive Literature Department at the University of Wisconsin-Madison Frédéric Neyrat on November 15. At the event, Neyrat gave a lecture entitled "Deep Marx: Introduction to the Stratum Struggle." His recent books include *L'indemne: Heidegger et la destruction du monde* (2008), *Biopolitique des catastrophes* (2008), *Le communisme existentiel de Jean-Luc Nancy* (2013), *Homo Labyrinthus* (2015) and *La Part inconstructible de la Terre* (2016). Professor Neyrat's book *Atopias*, the first of his books to appear in English, was translated by Clemson colleagues Walt Hunter and Lindsay Turner and published in 2017 by Fordham University Press. In his Foreword to the book, Steven Shaviro describes *Atopias* as "a work of ethics, exhorting us to recognize and find room for the many forms of existence with whom we share our planet."



Dr. Raymond Ryan, February 2018

DR. KIMBERLY E. SIMMONS

The College of Arts, Architecture and Humanities, the Clemson Colloquium for Race and Ethnicity (CCRE), Pan-African Studies and the Pearce Center for Professional Communication co-sponsored the Spring 2018 talk and roundtable showcasing the new minor at Clemson in Race, Ethnicity and Migration Studies. On April 19, Dr. Kimberly E. Simmons, Associate Professor of Anthropology and African American Studies at the University of South Carolina, presented a public talk: "Dominican Blackness: Race, Migration, and the Natural Hair Movement in the Dominican Republic and Beyond." Drs. Natasha Croom and Robin Phelps-Ward, both Assistant Professors of Higher Education and Student Affairs in the College of Education at Clemson, were respondents to Dr. Simmons' formal remarks. On April 20, the Pearce Center Studio was again the site for the roundtable on Race, Ethnicity, and Migration, which included the regular CCRE discussion forum.



Keith Morris, Writer's Harvest 2017

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. Additionally, Cameron Bushnell, Director of the Pearce Center for Professional Communication, has also contributed by leading the Theory & Criticism Colloquium.

LITERARY EVENTS

As a campus benefit for Loaves & Fishes and Paw Pantry, Clemson faculty and students participated in the annual Writers' Harvest in November 2017 hosted by the Pearce Center and the Strom Thurmond Institute. Through this event, Clemson fiction writers and poets have the opportunity to read their work to an audience on campus. Additionally, by bringing canned food donations or cash donations for the cause to gain admission to the event, audience members supporting writers and poets were also able to give back to local families during the holiday season. This year, performers included professors Keith Morris, Caroline Young and Mike Pulley, along with the student winners of the Writers' Harvest Student Reader Awards. The Pearce Center also sponsored aspects of

Clemson's Eleventh Annual Literary Festival which took place April 4-6. The Literary Festival is a student-run event organized by Professor John Pursley and his small class of Creative Inquiry students who manage everything from choosing the invited authors to selecting venues and arranging transportation for the visiting writers. The Literary Festival began as a way to uphold 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, many of whom have won Pulitzer Prizes or other prestigious awards, to read their work and host panels at the university. Since its inception in 2008, the Literary Festival has brought more than 100 writers to Clemson.

This year's festival featured several award-winning authors, including headliner Paul Beatty who won this year's Man Booker award for his novel *The Sellout*. He was the first US writer to ever win the Man Booker, this being the first year that the prize was open to US authors. In addition to Beatty, poets including Glenis Redmon, Dunya Mikhail and Lily Hoang held readings of their works.

To help students learn more about the process of publication, the *South Carolina Review* held a panel with Professor Keith Morris and writers April Ayers Lawson and Matthew Vollmer. The trio discussed the process of finding an agent, working with that agent and negotiating the publication process as new writers. The panel also took questions from the audience and offered a professional perspective to those students thinking of pursuing careers in writing or publication.



CLOSING REMARKS

Before leaving you, dear readers, let me recognize and thank Pearce Center's dedicated Faculty Advisory Council – they never fail to have innovative and helpful suggestions for the Pearce Center: Sez Atamturktur Russcher, David Blakesley, Amanda Cooper Fine, Steven B. Katz, Charles Starkey, Rhondda 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 (CAAH) and Constancio Nakuma, Associate Dean of CAAH; both of them have supported Pearce Center with their timely advice and guidance, as well as encouragement for me in the position of the Directorship.

In 2018/19, we have exciting plans – to build upon our successful internship program at the Pearce Center, to continue our pilot Graduate Writing TA program and to increase the number of collaborations with departments around campus in order to champion writing and Communication Across the Curriculum at Clemson University.

With all the best wishes,

Cameron Bushnell
Director

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

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