

Writing. Experiential Learning. Design.

AT A GLANCE



Pearce Interns

Undergraduate internship that provides design, website and social media support to community and Clemson University clients

Visual Information Design

Undergraduate internship that provides peer tutoring for visual- and designbased projects





Client-Based ProgramPartnership between classes and community clients that allows students to build communication skills through real-world projects

Graduate WAC Fellows

Graduate professional development program focused on developing strategies for teaching writing





Professional Practicum in WAC and WID

Mentorship that allows selected Grad WAC Fellows to present on WAC and WID strategies to various audiences

Faculty Fellows

Learning community in which members complete writing- or communicationcentered research projects





Professional Editing at Pearce

Editing and copy editing services for graduate students, junior faculty and community members

Intercollegiate Collaborations and Events

Partnerships with various departments to augment professional communication offerings on campus



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BACKGROUND

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Roy and Marnie Pearce

The Class of 1941 Studio

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A Note from the Director

Dear Friends,

We have moved! The Pearce Center for Professional Communication and Class of 1941 Studio are now located in Clemson's new Humanities Hall. We invite you to stop by to see our new space and visit with our faculty, staff and students.

We are in the final planning stages for the International Writing Across the Curriculum Conference, which will be held June 14-17, 2023. Generous gifts from the Pearce family — Ms. Jean Rentz and Ms. Walker Buxton — came at a critical moment in the development of conference plans. Our hearty thanks to them! IWAC 2023 is also supported by the College of Architecture, Arts and Humanities; College of Engineering, Computing and Applied Sciences; Clemson Libraries; Humanities Hub; and the Graduate School, among others. We are exceedingly grateful for the support of our University partners. I also note the excellent work of Pearce Center staff, Sarah Costley and Allison Daniel, in making this a signature event.

This year, we have developed new and continued existing collaborations with campus partners, including the Department of Biological Sciences, Clemson Cooperative Extension, the Graduate School and the Department of English. We are delighted to continue work with external partners, including Habitat for Humanity, Cultivate San Antonio and Emerson Rose Heart Foundation.

Our Faculty Fellows program enters its second year supporting five faculty working on self-designed communication- and writing-focused research projects. These range from curriculum redesign and workshop preparation to a grant application for mentorship programming. Grad WAC Fellowships and Practicums continue with great success under the guidance of WAC Faculty members Jennifer Hagen Forsberg, Phil Randall, Katalin Beck and our newest WAC faculty, Will Cunningham.

Our Client-Based Program received a lot of attention this year as the University adopted experiential learning as its Quality Enhancement Program for Southern Association of Colleges and Schools Commission on Colleges recertification. Assistant Director Ashley Cowden Fisk was part of a University effort to design future service-learning and engagement opportunities on campus.

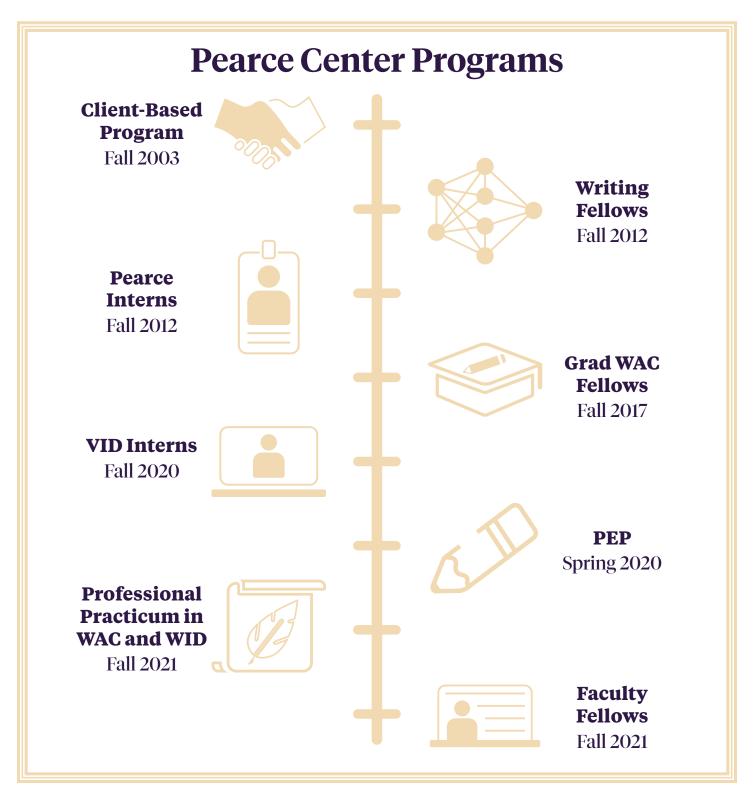
Thank you for your interest in the Peace Center, and please enjoy this annual report!

Cameron BushnellPearce Center
Director



Mission Statement

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



Roy and Marnie 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 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 legacy of Roy and Marnie Pearce continues through their dedication to student success. Since opening its doors in 2004, the Pearce Center has served over 6,000 undergraduate and graduate students through our many programs.

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 in 2001. 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.

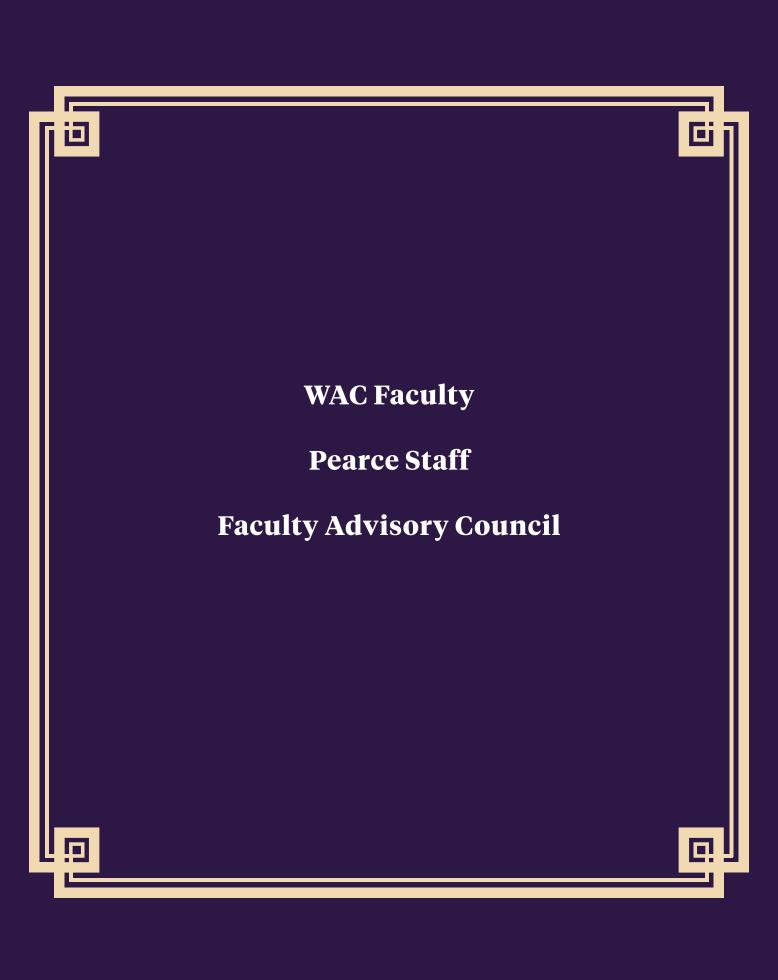
Entering the Studio, visitors are greeted in the office and reception areas, which contain a display of books and handouts for the public. The Production and Design Studio occupies the next room and offers a large collaborative space designed to facilitate the production, discussion, design, revision and completion of projects. 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.

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

In the 2022-2023 academic year, the Pearce Center and Class of 1941 Studio for Student Communication were moved from Daniel Hall due to building renovations and are now housed in the new Humanities Hall building. Despite the move, the Studio was able to host a wide range of events, from meetings and classes to workshops, presentations and photo shoots.



PEOPLE



♦ WAC Faculty ♦

Pearce Center's WAC Faculty continued its fourth year as a group dedicated to educating others in writing across the curriculum and writing in the disciplines practices to further the use and practice of writing in classrooms of all disciplines. To this end, four WAC Faculty members co-teach the Grad WAC Fellows classes with Cameron Bushnell, focusing on ways graduate students can integrate writing practices into the undergraduate classes that they teach. In Fall 2021, the WAC Faculty also began mentoring the fellows in the new Professional Practicum in WAC and WID, an opportunity for selected Grad WAC Fellows to present on WAC and WID strategies to a variety of audiences.



Jennifer Forsberg

Jennifer Forsberg is a senior lecturer in English with over 16 years of teaching experience. She joined the WAC Fellows program in 2019. In 2022, Forsberg co-taught the second semester WID class. Her design of the course asked fellows to focus the writing instruction in their classrooms to advance their students' professional development and their own. This focus recognized multidisciplinary academic practices and emphasized rhetorical flexibility as a foundation of quality writing, effective instruction and professionalization.

In addition to working closely with fellows to create assignments, lessons and course-specific artifacts, Forsberg also mentored a practicum student. She believes that their professional development conversations were some of the most rewarding moments of the program. Together, they worked to implement WAC and WID practices and offered writing support resources to the University's graduate community.



Katalin Beck

Katalin Beck is a senior lecturer in English who has been an enthusiastic facilitator of the program's development since she joined in 2019. The growing number of students served and the increasingly focused curriculum offered affirm the value of her work. She especially appreciates working with the outstanding graduate students in the program, co-teaching with her accomplished colleagues and shaping the program with innovative approaches.

With experiences in teaching writing, consulting in technical communication and navigating interlingual and cross-cultural challenges, Beck strives to gauge the fellows' needs in their current positions and long-term professionalization. The multi-semester relationship with the fellows yields a supportive learning community that collaboratively constructs a pedagogical toolset and knowledge management expertise that will trickle down to improve the writing of Clemson undergraduates and benefit the fellows throughout their careers.

The multi-semester relationship with the fellows yields a supportive learning community that collaboratively constructs a pedagogical toolset...

Phil Randall



Phil Randall is a senior lecturer in English. In his four years as a WAC Faculty member, he has co-taught the Grad WAC Fellows program and presented at the 2020 Doctoral Writing Workshop and the 2019 Teaching Symposium. In 2022-2023, he partnered with Cameron Bushnell to co-teach the first semester WAC course.

Randall teaches courses in scientific writing and science, technology and society. He has worked as an editor for the Commission on Accreditation for Medical Transport Systems, Elysian Magazine and for news organizations including The New York Times Co., Gannett Co. and the Times Publishing Co. Since 2004, he has overseen more than 25 client-based projects for South Carolina nonprofits and government agencies, including the Anderson Adult Education Center and Big Brothers Big Sisters of the Upstate.

Will Cunningham



Will Cunningham is a lecturer in English with five years of teaching experience at Clemson and is the newest member of the WAC Faculty. Though his background and doctoral studies are in literature, Cunningham has worked extensively with research centers and nonprofits developing projects and pursuing funding through grants and proposals. He has written over \$1 million in successfully-funded grants, ranging from the National Endowment for the Humanities to private family foundations.

In his short time as WAC Faculty member, he has especially enjoyed working alongside graduate students and helping them craft compelling research proposals. He is looking forward to supporting Grad WAC Fellows in future semesters and learning from their brilliant perspectives and talent as researchers. Cunningham also enjoys teaching client-based projects in business writing classes through the Pearce Center and is currently partnering with a Greenville-based nonprofit organization called Jasmine Road.

Pearce Staff



Cameron Bushnell
Director



Ashley Fisk Assistant Director



Sarah CostleyAdministrative Assistant and VID Coordinator



Allison Daniel
Professional
Communications Specialist



Hannah TaylorGraduate Assistant and PEP Editor



David WilliamsVID Coordinator



Nicole Weldy
VID Coordinator

Faculty Advisory Council

Pearce Center's Faculty Advisory Council is a group of individuals passionate about using communication to enrich the Clemson community and provide new opportunities for students. Their experience stems from departments across the University, including English, biological sciences and marketing. The Faculty Advisory Council's wide variety of disciplines brings valuable perspective and proves the importance of communication in many different fields. The faculty advisors help the Pearce Center reach new goals, get involved in new projects and review grants and proposals. Above all, they make the Pearce Center a place for students to enhance their skills through hands-on experience while helping others.

David Blakesley, the Robert S. Campbell Chair in Technical Communication, has served both Clemson University and the Pearce Center for 13 years. He uses his extensive background in the teaching and administration of writing, writing in digital contexts and writing across media to advise the center concerning 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 supporting faculty in their efforts to teach writing to learn and writing in the disciplines. Recently, Blakesley has focused on developing writing technologies to support writing to learn, viewing films that encourage students and instructors to imagine the rhetorical impact of their words on social justice issues and creating resources for teaching. Through Pearce Center WAC initiatives, he hopes 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.



David Blakesley

Jordan Frith is the Pearce Professor of Professional Communication and the author of three books and over 30 articles. His work focuses on examining writing from an interdisciplinary perspective and linking work in engineering and information science to writing studies. He believes in the importance of discipline-specific writing and that spaces like the Pearce Center are ideal locations within a university to enable students and interns from other disciplines to get instruction in more specialized forms of writing and communication.



Jordan Frith

Langenfeld chose to serve on the council after personally experiencing the benefits of the center's faculty writing groups...



Kathryn Langenfeld

Kathryn Langenfeld is an assistant professor in the Department of History and Geography where she teaches courses on the history of ancient Rome and Greece. Her research integrates historical, legal and archaeological methods to investigate issues of political disillusionment, forgery, censorship and espionage in the Late Roman Empire. This year is her second serving on the FAC. Langenfeld chose to serve on the council after personally experiencing the benefits of the center's faculty writing groups, which provide community and accountability to faculty members completing long-term research projects. In the classroom, she has seen the value of interactive capstone projects that foster and develop students' oral and written communication skills. Training students to be effective writers (and readers) ensures that they can engage in ongoing scholarly and political discourse about ancient and modern history with confidence and in full command of evidence. As a member of the FAC, Langenfeld hopes to expand awareness of the center amongst faculty and to foster greater engagement among Clemson's undergraduate students who have much to gain from its many initiatives.



Lesly Temesvari

Lesly Temesvari is a professor in the Department of Biological Sciences. She teaches courses in cell biology and scientific writing, emphasizing the value of clear communication in the sciences. Temesvari has also applied her interest in communication through the Creative Inquiry program. For 24 semesters, she has served as the faculty leader of a CI group of undergraduate students who write Tigra scientifica, the science column for the weekly student body newspaper, The Tiger. In addition to appearing in The Tiger, the articles are assembled into a science news magazine that is published each semester. Through this CI project, she trains students to read the primary scientific literature and to distill the information for a general audience. One of the longest running and most diverse CI projects on campus, the group has involved student participants from 14 different majors in five of Clemson's colleges. Not only does Temesvari's work with Tigra scientifica directly support the Pearce Center's goals, but it also illustrates her dedication to improving communication and science literacy.

Rhondda Robinson Thomas is the Calhoun Lemon Professor of Literature in the Department of English and has been teaching at Clemson for 15.5 years. She has served on the FAC for seven years where she helps develop programs and review proposals for funding. On the FAC, Thomas supports initiatives that enrich students' and professors' engagement with various communication tools and projects. Her research and teaching increasingly involve communication and public humanities components, such as the Call My Name project that documents African American life and labor in Clemson history. This need for effective communication, as well as a desire to find new ways to engage students with frequently text-heavy early African American literature, supports her efforts on the FAC and as a professor. Moving forward, Thomas hopes the Pearce Center can become even more involved in sponsoring communication initiatives on campus, as well as providing workshops for students, faculty and staff to enhance their communication skills.



Rhondda Robinson Thomas

As a senior lecturer, Amanda Cooper Fine focuses on teaching rather than on research. She teaches introduction to marketing to students from all disciplines with a goal of highlighting the important role that clear and compelling communication takes in business. In particular, Fine believes the Pearce Intern program has provided a great opportunity for students from many majors and has seen firsthand how marketing students in the program gain skills as well as confidence working on a variety of client-based projects. These students have competitive credentials on their resumes, as well as a theme of polished and aesthetic layouts. Outside of the classroom, she supports communication across all fields by reviewing proposed projects for Pearce Center funding and advising on the center's initiatives.



Amanda Cooper Fine

Chelsea Murdock is the director of the Clemson University Writing Lab and a lecturer in the Department of English who has served on the FAC for four years. She earned her doctorate in composition and rhetoric from the University of Kansas and her bachelor's degree in English from Kennesaw State University. Her research focuses on Indigenous and cultural rhetorics, composition pedagogy, writing center praxis, transformative works and participatory cultures. Her work has been published in Rhetoric Review and Community Literacy Journal.



Chelsea Murdock

PROGRAMS

Pearce Interns

Visual Information Design

Client-Based Program

Grad WAC Fellows

Professional Practicum in WAC and WID

Faculty Fellows

Professional Editing at Pearce

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Pearce Interns



2022 - 2023 Pearce Interns

Alli Jennings | *English*

Anna Grace Waldrop | *Early Childhood Education*

Anna Shealy | *Marketing*

Annie McIntyre | Nursing

Ashleigh Barksdale | Visual Arts

Brooke Bedell | Computer Science

Emily Rose Campbell | *English*

Emily Scott | *Marketing*

Kathryn Atkinson | *Marketing*

Katie Bradham | *Graphic Communications*

Kayla Marindin | *Architecture*

Kellan Fenegan | Political Science

Kylie Snyder | *Marketing*

Lawton Branham | Communication

Lilly Grabowski | *Political Science*

Lindsey LeSchack | Language and International Business

Liv Provosty | Communication

Madison Boyd | *English*

Maren Spence | *Early Childhood Education*

Nicholette Lowman | Sociology

Olivia Almeida | *English*

Pravi Bomrah | *English*

Rachel Harley | English

Sebastian Gonzalez | *Marketing*

Summer Wrenn | Communication

During the 2022-2023 academic year, 25 Pearce Interns worked with 16 clients to produce high-quality communication deliverables.



The Pearce Intern program, initiated in the 2012-2013 academic year, places students in positions allowing them to develop the culture of writing at Clemson, serve as resources for their peers, improve their written communication skills and gain worthwhile professional experience. Affiliated with Clemson's Undergraduate Professional Internship and Co-op Program, Pearce Interns work on many projects during their semester-long internships, including writing, editing, marketing, event promotion, video production and graphic design. As a result, they gain valuable experience that translates to their future careers. Business and industry leaders place a premium on writing and communication skills, so whatever career the students choose, the knowledge they gain in their time with the Pearce Center will help them achieve their educational and professional goals.

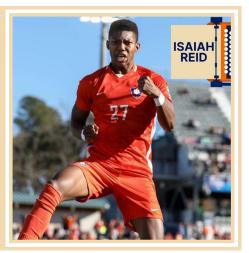
In 2022-2023, the interns worked on projects for 16 different community and campus clients: Blue Ridge Innovation & Entrepreneurship Foundation, Central Academy of the Arts, College of Architecture, Arts and Humanities, Department of English, Emerson Rose Heart Foundation, International Writing Across the Curriculum Conference, Main Street Walhalla, National Alliance on Mental Illness, Office of Global Engagement, Pearce Center digital marketing, Pickens County Habitat for Humanity, Pickens County Humane Society, Same Here Global, Student Accessibility Services, Tiger Tales and UPIC.

Tiger Tales

Tiger Tales is a project that focuses on telling the stories of interesting people, businesses and clubs within the Clemson community. Each Pearce Intern was responsible for interviewing and telling the story of a person of their choosing in the Clemson area. In Fall 2022, Tiger Tales posted 13 stories on the Instagram page (@cutigertales) and 16 stories in Spring 2023. Many interns chose Clemson University students who are doing great things, shedding light on all the amazing things happening on campus. Giving every intern an opportunity to write a story for Tiger Tales allowed for the most variety of pieces the project has had. To wrap up the Fall semester, the project team highlighted everyone who wrote a piece through an Instagram Reel called "The Students Behind the Stories" where everyone described their experience on the project in one word.







Tiger Tales is a Pearce Center social media iniative that works to highlight some of the students, faculty, staff and community members that make Clemson special.

BRIEF



BRIEF founder Mac Devine works with a child during an Explore Robotics class.

For the 2022-2023 academic year, the interns were tasked with raising awareness for BRIEF, a newlyfounded nonprofit organization that provides children living in poverty in the Upstate with technology skills. The campaign's goal was to increase brand awareness to boost donations in the future. To create more attention, the interns created graphics to post on multiple social media platforms, ranging from volunteer spotlights to stories of the students. Some of the interns' posts led to direct donations! Interns also helped the organization start a monthly newsletter to send to potential donors. Additionally, the interns created donation packets for BRIEF to distribute and better showcase the direct impact of donations. Throughout the campaign, the interns increased the number of accounts reached by 210 percent and increased BRIEF's familiarity in the region.

School Book Project

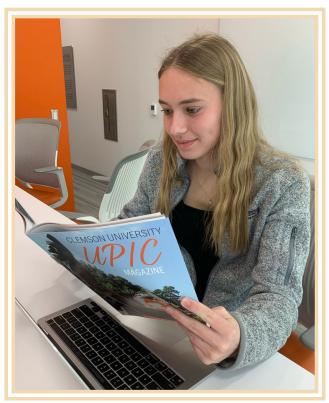
In the 2022-2023 academic year, Pearce Interns helped the three second-grade classes at Central Academy of the Arts publish a book. Each class wrote about their favorite animals, and all students wrote a short story about the topic and drew a picture to go along with their story. Interns visited each class three times to assist the students in the writing process. Interns then compiled the stories and pictures and made them into a physical book using Adobe InDesign. Following the completion of the book, the interns at the Pearce Center also hosted a launch party for the second-grade students to celebrate the first-time authors. The goal of this project is to promote summer literacy by making the students excited to read over their vacation.



Second-grade students from Central Academy of the Arts illustrate their favorite animals as part of their class book.



Office of Global Engagement



Anna Grace Waldrop sits in the Class of 1941 Studio and reads a copy of UPIC magazine.

The Office of Global Engagement is the executive department that oversees Clemson's four international constituent offices: the Pam Hendrix Center for Education Abroad, Global Partnerships & Initiatives, International Services and English Language Programs. The Office of Global Engagement dedicates themselves to serving the University and the surrounding community with aid regarding international affairs. The primary goal for the interns was getting the word out about what the office does and displaying major partnerships that the office maintains for the University. They assisted the staff by creating several social media templates and helping them launch Facebook and Instagram accounts to share their work with the community. The Pearce Interns additionally started a preliminary design of a newsletter for the office to send out in the Fall.

English Unbound

English Unbound is the newsletter for the Department of English at Clemson University. The editors collaborated to brainstorm ideas for articles and graphics related to the department. They primarily wrote articles to spotlight interesting students and faculty within the department. Over the course of both semesters, the English Unbound team interviewed and wrote articles about professors, administrators, graduate students and student organizations to highlight their projects and accomplishments. In addition to publishing articles, English Unbound also designed graphics to add useful and fun visual elements. These graphics included departmental course descriptions for the upcoming semester, helpful tips from students, seasonal reading recommendations and author spotlights. Interns published five issues of English Unbound during the 2022-2023 year.



This graphic features English classes the English Unbound team recommends to other students.

Humane Society



The cover of the Pickens County Humane Society donor packet, created by Pearce Interns, gives potential donors information on the organization and how their donation can make a difference.

Over the course of the Fall 2022 semester, the interns were tasked with raising funds for the Pickens County Humane Society's 50th anniversary. The goal was to raise \$50,000 in honor of their 50 years of operation. To achieve this goal, the interns created several graphics to be posted on social media that included a diverse set of information. This information included quotes from workers, members and volunteers, stories on animals the organization has helped and information encouraging the following base to donate. In Spring 2023, the interns were tasked with creating a community business partnership packet for the society. In order to increase the amount of monthly donors, the team worked closely with the board of directors to draft different packets that conveyed the society's mission statement, adoption information and donation instructions. At the end of the Spring semesters, the interns created print templates for the humane society's annual golf tournament in the fall.

Same Here Global

For the Spring 2023 semester, the Pearce Intern team worked with Same Here Global, an organization dedicated to normalizing society's perception of mental health, to further its digital marketing efforts. Students worked in close collaboration with Same Here Global's founder, Eric Kussin, and his team throughout the semester. Interns gained design experience by creating "STARR cards" and redesigning the #SameHereScale for multiple audiences, including athletes and businesses. Interns also created new ways to spread the company's message through newsletters and flyers. In addition to their design projects, interns gained web design experience by updating the organization's website and making it more accessible to the public.



Same Here Global's keynotes are placed in this template designed by Pearce Interns and delivered to schools to promote conversations around mental health.



College of Architecture, Arts and Humanities

In Spring 2023, Pearce Interns had the opportunity to work with the College of Architecture, Arts and Humanities to create video stories for their social media pages. Interns on this project gained valuable experience in both storytelling and video editing to help CAAH recruit new students into their majors. Throughout the semester, interns compiled a list of students from each of the 16 majors who are passionate about their class work and very involved on campus. From there, the team created a specific list of interview questions to ask each student in order to highlight their personal Clemson University experience. The CAAH team learned how to properly set up and film each interview depending on the location on campus; proper lighting and focus were a priority to ensure high-quality videos, and those skills took lots of practice to perfect. In the editing process, the team edited the best clips of the interview to create a short video for CAAH's social media and other recruitment efforts. Overall, this project was very rewarding and allowed interns to work alongside students and faculty to promote Clemson.

Pearce Intern Skill Review

Through their work on client-based projects, Pearce Interns gained a variety of skills.

Project Management

92% noted major improvement in their ability to lead and manage project teams.



Design Work

52% were most proud of their newly-acquired video production and graphic design skills.



Writing and Editing

86% reported writing to be their most improved upon skill during their time at the Pearce Center.



Group Work

79% developed competence in collaborating with peers and clients.



Intern Reflection

I became a Pearce Intern in Spring 2022, and throughout the past three semesters, I have learned many professional skills and made lasting connections with my mentors and peers. As a communication major here at Clemson, I wanted to take the knowledge I was learning in the classroom and apply it to real-world situations. After following the Pearce Center on social media and doing some research, I decided to apply, and my experience has not disappointed me in the slightest. I can remember how nervous I was just sitting in on my first client meeting during my first semester, and now I have been a team lead on multiple different projects and lead countless meetings with Pearce Center clients. I have a newfound confidence when it comes to working in a professional environment thanks to this experience.

Throughout my internship, I have worked on many client projects, and each one has required different skills from me. I have been able to improve my writing and social media skills through working on projects like Tiger Tales, which I have led for the past two semesters, and also through Main Street Walhalla, which I had the opportunity to lead and work on. I have been pushed out of my comfort zone while learning new Adobe programs and videography skills working with the College of Architecture, Arts and Humanities. I also gained experience in event planning through planning a book publishing party for the second graders at Central Academy of the Arts. Each and every project I have taken on here at the Pearce Center has taught me new skills that I will use in my future career.

Working alongside other student interns at the Pearce Center has allowed me to learn how to communicate effectively and professionally with my peers. Everyone I have worked with has been nothing but positive and excited about the projects at hand. Teamwork is so important here at the Pearce Center, and learning how to work with others to create real-world deliverables is crucial for getting the job done. Leadership is something else that I have had the opportunity to work on. I have taken the lead and responsibly on client projects and learned to delegate tasks while also taking responsibility for due dates and deliverables.

Overall, I cannot speak more highly of my time here at the Pearce Center for Professional Communication. My time as an intern has truly shaped my Clemson experience, and I will be forever grateful to my mentors and peers for teaching me so much.

Lawton Branham

Communication
Pearce Intern
Three Semesters



Intern Reflection

Emily Rose Campbell

English
Pearce Intern
Two Semesters



When I changed my major to English with a minor in media studies, I felt like I had finally found a place for myself and had figured out what I wanted to pursue, and my two semesters with the Pearce Center have thoroughly solidified and encouraged that feeling. Before my internship with the Pearce Center, I would have never imagined myself as a team lead coordinating a campus organization's magazine. I was nervous and anxious about the idea of being a leader, but with my amazing mentors Allison Daniel and Ashley Fisk, I was able to take on my first leadership role and gain invaluable experience that undoubtedly improved my confidence and communication skills. As a Pearce Intern, I have had the opportunity to flourish as a writer and journalist and to work with other passionate and intelligent individuals on our project teams. The connectivity and collaboration between other interns has been such a significant, fulfilling experience, and the type of teamwork I have had the pleasure of being a part of in the Pearce Center is exactly what I hope to find in the workforce once I graduate.

I am filled with excitement when I reflect on my last two semesters with the Pearce Center. I have learned so many things, not only about resume skills but also about myself. The internship with the Pearce Center has taught me many things, but to me, the most important thing I learned was figuring out what I like and dislike. I came to the Pearce Center intending to absorb everything, and as I finish my second semester, I am leaving with friends, experiences and skills that only this type of experience can expose me to. For the last few semesters, I have worked on a multitude of different client projects, including Emerson Rose Heart Foundation, Central Academy of the Arts, the Pickens County Humane Society and the UPIC magazine. Working on a few projects at once was overwhelming at one point. Still now, as I reflect, a little collaboration and communication go a long way to taking something from being intimidating to obtainable.

I am so thankful for everything the Pearce Center has taught me, and I look forward to seeing what excitement the next few semesters will bring.

Olivia Almeida

English Pearce Intern Two Semesters



Visual Information Design



2022 - 2023 VID Interns

Emily Pautler | *Architecture*Lara Tijing | *Graphic*Communications

Jacquelyn Robers | *Art*Sarah Grace Swift | *Architecture*

Liz Brooks | *Marketing and Art*Samantha Lowrie | *Architecture*

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

Six VID interns completed 12 peer tutoring sessions with faculty, undergraduate students and graduate students and worked on a variety of projects throughout the year.

IWAC Conference

During the Fall 2022 semester, the IWAC Conference team worked to complete design elements needed for the conference. The team created four major projects during the semester: a multimedia display for TVs around campus, directional signage to be used at the conference, name tags for attendees and the template of the conference program. The interns worked with the conference coordinators to produce designs that fit their needs for the conference while still implementing their own vision and Clemson branding. The team created a cohesive theme and used it across all of their designs, which allowed the materials to feel connected even when they were for very different purposes. In the Spring, one VID intern assisted with the conference social media management. These projects helped the interns develop communication and adaptability skills through the process of working with a client and adjusting to their needs and feedback.

Cultivate San Antonio

In the Fall semester, the Cultivate team created Cultivate San Antonio's Fall 2022 issue and promoted the magazine through social media. Using the magazine's brand guidelines, the interns redesigned aspects of the magazine to improve readability, such as the fall planting guide. Fall 2022 was the first semester VID handled Cultivate's social media, so the team designed posts that used elements from the magazine to unify the style between the two platforms. The social media posts contained content on specific topics and articles from the magazine, such as weekly fun facts and new releases. In the Spring semester, the Cultivate team created and promoted the Spring 2023 issue through social media marketing campaigns and a new and improved website. The team was responsible for the website's layout, design and responsiveness. The website features past articles, planting guides, directories and resources from each magazine issue. The team additionally unveiled the rebranded Cultivate logo and created cohesive and modern social media posts. These posts, in combination with the updated website, focused on highlighting both past and present articles from the digital magazine.



 $VID\ in terms\ design\ the\ cover\ and\ article\ layouts\ for\ Cultivate's\ online\ magazine.$

Marketing

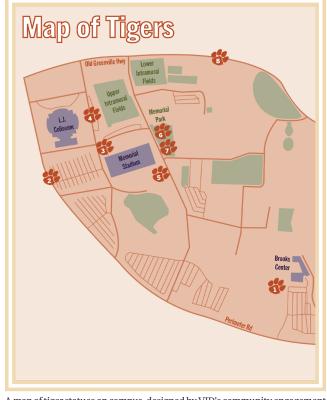


 $VID\ in terms\ practice\ their\ video\ editing\ skills\ during\ a\ training\ on\ Premiere\ Pro.$

Throughout the school year, the marketing team worked to increase faculty and student awareness of VID. The team used the Pearce Center's social media to share weekly content about the services VID offers, tips on using different design elements and softwares and information on other Pearce programs, such as Professional Editing at Pearce. In addition to social media posts, the team created and distributed flyers across campus and reached out to faculty in various departments to share how VID peer tutoring sessions are applicable to students and faculty in all majors. A new venture in Spring 2023 was a partnership with the Brooks Center for the Performing Arts to create a behind-the-scenes video of the student production of "A Year With Frog and Toad." The project involved filming material, storyboarding to create a narrative within the video and editing the audio and video assets. Using Premiere Pro. the team was able to create a short video that represented another student group on campus!

Community Engagement

The community engagement team was created in the Spring semester to partner with groups within and without the University. The team's first project was to create a Tiger Walk brochure for the Department of Art at Clemson. Working within Clemson's brand guidelines, the team used Campus Brick and Diploma as the main colors for the brochure. The significant tasks were to create cover pages, infographics about casted versus fabricated metal statues, a map of the statues around campus and a clean layout for each page. Working on this project, the interns developed technical skills in the Adobe Creative Cloud, specifically InDesign and Illustrator. Many of the photos found in the brochure were taken by the interns as well. This allowed the team to gain skills in photography and composition, taking a variety of shots to showcase each tiger sculpture. In addition to the brochure, the team also created motion graphics of the annual report infographics in After Effects, compressing extensive data into a smooth and engaging design.



A map of tiger statues on campus, designed by VID's community engagement team, is included in the Department of Art's new Tiger Walk brochure.

Annual Report

The annual report project was divided across both the Fall and Spring semesters. The Fall team designed the overall aesthetic and theme of the 2022-2023 report, choosing an art deco theme using Diploma and Parchment as the color palette. The main tasks were designing the covers, making icons and elements, setting up page templates, creating a new Class of 1941 Studio map and updating infographics. In Spring 2023, the team focused on designing and populating the final layout of the report. One of the team's main goals was to create visual interest in the report, which was accomplished by refining and creating new infographics, cutting down on the amount of block text shown in each section and designing each page to flow cleanly. A project of this size allowed the interns to focus on collaboration, goal setting, time management and flexibility, along with extensive skills in InDesign.

VID Intern Skill Review

Through design projects and peer consultations, VID interns gained a variety of skills.

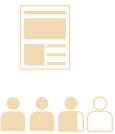
Software Skills

100% reported significant improvement in working in and across software programs.



Digital Design

75% voted Adobe InDesign as the software in which they gained the most technical skills.



Public Speaking

75% noted that they became more confident and effective public speakers.



Brand Development

50% were most proud of their new knowledge of brand development.



Intern Reflection

I have worked as a Visual Information Design intern for three semesters. Prior to my time here, I was still determining which career path I wanted to pursue, and this internship clarified the work I want to do after graduation. I have had the opportunity to work with real clients and projects throughout my time here. Since starting at VID, I have primarily worked with Cultivate San Antonio, a magazine based out of Texas. It has been so exciting watching the growth of the brand. Over the past three semesters, we have accomplished designing a full magazine, creating a functional website and marketing for the company. Working in numerous softwares has expanded my knowledge about the many career avenues of graphic design.

Aside from our client work, we also had weekly training sessions. Our mentors would introduce unfamiliar software in a step-by-step demonstration. In my regular courses, getting one-on-one help when learning a new program can be difficult, so participating in these training sessions has helped me with both my client work and class work. Although the mentors delivered the majority of presentations, my fellow interns and I led the remainder. I have always struggled with public speaking, but these presentations have improved my skills tremendously.

Another significant component of the position is peer consultations. Through numerous tutoring sessions, I learned how to collaborate with students of various majors on their design projects. Many of the students we tutor have little design background, so I am grateful for the opportunity to share tips and advice that students can carry into future projects. I love getting to know other students that I might not otherwise have met. Despite being the tutor, I have learned just as much from these sessions from the students I'm consulting! Due to these consultations, I have improved my collaboration, communication and technical skills.

The abilities and relationships I built from these few semesters are beyond what I expected. I will always be grateful for the support and encouragement from our outstanding mentors, Sarah, David and Nicole, and I am so thankful to have had the opportunity to collaborate with so many talented interns. This position has given me the skills and experience to move forward confidently in my professional career.

Jackie Roberts

Art VID Intern Three Semesters



Intern Reflection

Lara Tijing

Graphic Communications
VID Intern
Two Semesters



When applying for jobs before the Fall 2022 semester, I knew that I wanted to work at a place that related to graphic design and had a great and positive workspace. During my interview for VID, I could tell that this is where I wanted to work. I was unsure what VID was at the time, but it seemed similar to some of the projects I had done for my graphic communications classes. I wanted to work on projects that expressed my creativity and put me out of my comfort zone by doing consultations.

During my two semesters here, I have been on the annual report, community engagement and marketing teams. I got to work on projects such as the annual report, the Tiger Walk brochure, motion graphics of some infographics and the Brooks Center's "A Year With Frog and Toad" video. While working on these projects, I got to delve deeper into the softwares that I used compared to when I used them for my courses. I learned to love InDesign, which I was iffy about before I used it to design the report. I also have come to like photography and cinematography, thanks to some of my projects for VID. By working on these projects, I used brand guidelines I had not followed before my time here and developed my design style and aesthetic for my personal brand.

Sarah, David and Nicole have been amazing mentors during my time here. Their training in the Adobe Creative Cloud, different genres of visual media and mock peer tutoring sessions were helpful in my development of skills. My confidence in my design skills grew thanks to critiques during meetings from the mentors and other interns. I also developed technical skills in many softwares and soft skills in leadership, communication and problem-solving. I hope to apply these skills and experience to my future career, as I would love to keep working creatively. I am so thankful to the great people working here and the support they offered during my time with VID.

Client-Based Program



2022 - 2023 Instructors

Katalin Beck | English, Senior

Lecturer

Will Cunningham | *English*, *Lecturer*

Ashley Fisk | English, Senior

Lecturer

Mike Pulley | English, Senior Lecturer Phil Randall | English, Senior

Lecturer

Sarah Richardson | *RCID*, *Graduate Teaching Assistant*

More than 5,700 students have participated in the Client-Based Program since its inception, producing quality documents for approximately 342 clients. CBP classes have provided their clients with deliverables such as instruction manuals, websites, poster presentations and radio advertisements.

In 2003, Summer Smith Taylor created Clemson's CBP, and it was so successful that it continues to be an important initiative supported by the Pearce Center. The CBP allows students the experience of using communication skills in real-world settings by matching them with clients in the community.

During the 2022-2023 academic year, six Clemson instructors worked with the Pearce Center's CBP. Through this program, 285 students were able to gain professional, real-world experience by working with 12 different clients on Clemson's campus or in the surrounding Clemson area.

Six instructors and 285 students worked with 12 clients through the Client-Based Program during the 2022-2023 academic year.

Woodland Cemetery Preservation Project

Sarah Richardson's Fall English 1030 class worked alongside Clemson's Cemetery Preservation Committee to create materials to educate the undergraduate student population about the historic preservation project on campus. The class's project tackled topics of race, gender and class while addressing how historical information — and how we communicate and write about it — shapes our understandings. The documents the class created focused on four areas: the silencing of the cemetery's history; the launching and importance of the preservation project; the understanding of how race, gender, class and religion impact the campus now and in the past; and the next steps of continued community participation. This partnership with the Cemetery Preservation Committee allowed students to provide ideas about reaching Clemson's undergraduate community in a way that would resonate both with their age group and the level of information about the University that students have when they first come to campus.

Centerville Elementary School Reading Buddies

Phil Randall's Fall English 1030 class paired up with a third-grade class in Anderson, South Carolina to support their reading, writing and college aspirations. His students became reading buddies with students at Centerville Elementary School, including video chatting about a reading assignment and writing letters about what they learned. A highlight of the semester was a field trip to campus where the elementary schoolers got to meet their reading buddies, visit a college classroom and even stop for ice cream at the '55 Exchange. Randall's class also created a newsletter for the parents and students of the third-grade class called "The Reading Ram" that included topics such as how parents can impact their children's reading abilities, the benefits of reading at school and at home, book recommendations and an illustration to color. But the third graders weren't the only ones who learned something from the partnership; Randall's students learned valuable communication skills, including information design, writing for a variety of audiences and writing for a newsletter.



A student from Phil Randall's English 1030 class works with students at Centerville Elementary as part of their client-based project.

Jasmine Road Research and Grant



Students in Will Cunningham's business writing class meet with their client, Jasmine Road, over lunch to present their final projects.

In both the Fall and Spring semesters, Will Cunningham's business writing classes worked with Jasmine Road, a nonprofit residential program for women survivors of human trafficking, prostitution and addiction in Greenville. The nonprofit needed help gathering research for their fundraising efforts and needed skilled writing for their grant applications. which aligned well with the capabilities of Cunningham's classes. In the Fall, the class completed a research report on Jasmine Road's five impact areas. and they used that report to write and submit a \$25,000 Bank of America grant. In the Spring, the class revised and updated the research report and wrote a \$20,000 TD Bank grant. Both semesters, the organization's leadership met with the class and shared lunch prepared by Jasmine Kitchen, their social enterprise lunch cafe that provides job training, employment and career building opportunities for survivors. Cunningham's students were very excited about their partnership with Jasmine Road, and they gained valuable experience in grant writing and client work.

Journalism Experience with The Tiger

Mike Pulley's journalism classes are unique: their classroom operates like a functioning newsroom. Working with The Tiger student newspaper, Pulley's students wrote news articles and features for publication, complete with the proper style and formatting for a newspaper. His students had a real and specific audience for their writing, and they advanced their critical thinking, creativity and research skills by coming up with and writing about topics that are relevant to their audience. First, they had to conceptualize what news is, especially for the paper's audience, and then they conducted primary research for their stories. The students employed online research, interviewing and notetaking skills, often talking to high-level University officials on a professional level they have never experienced before. They were also responsible for taking photographs suitable for publication to accompany their story. In addition to aiding The Tiger by providing quality content on stories that would otherwise be overlooked, these students contributed work that helps to boost campus discourse, gained confidence and skills to prepare them for the workplace and had the opportunity to see their work published as undergraduates.

Makerspace Usability Testing

Knowing the benefit of completing real-world problem-based projects, Katalin Beck partnered her technical writing classes with the Clemson Makerspace across both semesters. The client needed students with knowledge of usability testing and test data interpretation — skills learned in Beck's class — to test and analyze their standard operating procedures. To test the SOPs, the students worked in pairs. One student was the usability testing subject, who used the SOP for a 3D printer, laser cutter or vinyl cutter. The other student was the test administrator, who observed the test subject following the SOP to complete their task. The test administrator collected pre- and post-task survey data and took observational notes. The student groups then aggregated, analyzed and reported the data in a usability report and presented their findings and actionable recommendations in a meeting with the client. Beck's students had the empowering position of tackling a tangible documentation problem and using their writing skills for a real-life challenge. Working for a client, instead of working for a professor, is the real test of students' understanding of what audience-centered writing and real-life project management mean.

Professional Writing and Communication Awards

The Pearce Center awarded the third annual Professional Writing and Communication Awards for students and faculty who participated in the CBP. The first award was given to six students for the most well-written project for the client; it was judged on the written word as well as the visual, organizational and usability aspects of the product. This year's winners were Alexander Lake, Errol Shaw, Jacob Hsu, Morrison Creech and Tyce Miller for their informational pamphlet about the Woodland Cemetery for Sarah Richardson's CBP class. Jennifer Roberts was also selected as a student winner for her article about the Sloan Street Tap Room for The Tiger in Mike Pulley's class. The second award was given to an instructor for the best CBP design based on the assignment and execution of the project, including client interaction with students. This year's winner was Katalin Beck for her class project with the Clemson Makerspace.





The Professional Writing and Communication Awards are presented to students and faculty for outstanding work on a client-based project. This year's student winners included Jennifer Roberts (left) for her article published in The Tiger. Katalin Beck (right) was this year's faculty winner for her work with the Clemson Makerspace.

Grad WAC Fellows



2022 - 2023 Fellows

Abhishek Khanal Heather Watkins Mohammad Nahavandian

Akanksha Rathi Ibrahim Adisa Rajen Goutam

Ali Sedaghat Kally Werning Sara Eslamzadeh

Amir Mehdi Shayan Krishna Sharma Sara Sadralashrafi

Aniruddha Pan Kumar Tripathy Seyed Amin Seyed Haeri

Bharath Kunduru Kunal Bhardwaj Shokuh Puladi

Devi Soman Leslie Heffington Shuai Yuan

Dixizi Liu Maira Patino Sibongile Majola

Eden Wallace Martha Lucia Sabogal De La Somnath Mondal

Pava

Ehsan Bouteh Soumya Pathy
Masoum Soleimani

Farzad Zeinali Sunwoo Park Milad Taghizadeh

Gugu Selela Xiaowei Li Mina Shokrollahi Ardekani

In 2022-2023, 36 graduate students from 17 different programs participated in the Grad WAC Fellows program.

The Pearce Center's Graduate WAC Fellows Program served 36 graduate teaching assistants during its sixth year. To be selected, the graduate students must be responsible for teaching undergraduate courses. As Grad WAC Fellows, graduate students learn writing across the curriculum strategies to 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 fellows' own writing skills.

This year's Grad WAC Fellows were from 17 different disciplines. The program has grown substantially from its pilot 2017-2018 school year, in which 10 graduate TAs were enrolled. To better address the needs of the growing program, the cohort was split into two sections team-taught by WAC Faculty. First-semester fellows practice WAC strategies, which focus on introduction to teaching writing and writing practice; second-semester fellows continue their studies with an emphasis on writing in the disciplines, which focuses on writing for professional purposes and learning to write as a member of a disciplinary discourse community. The two semesters are interrelated with assignments and workshops covering similar material from different perspectives.

Bharath Kunduru



As an international student from a country where English is not a primary language, I struggled to get going when I began my academics at Clemson University. In particular, I faced my biggest challenges while writing research articles for journals, scientific meetings and more. These limitations prompted me to search for professional development courses to enhance my writing skills, and in the process, I learned about the Grad WAC Fellows program.

Being part of the WAC Fellows program has helped me understand the mechanics of good technical writing and transformed my critical thinking

abilities. A unique aspect of the WAC Fellows program is the diversity of the cohort, where people from different disciplines, cultures and linguistic backgrounds present their viewpoints on a given topic, which broadened my perspective as a writer. The ability to think from multiple points of view is a critical aspect of writing, specifically when a piece of literature must be addressed to diverse audiences. Besides applying the skills gained through the WAC program to improve my own writing, I have also been able to enhance my instructional abilities by using various techniques (e.g., writing clinics, pre-lecture reading, summary statements, etc.) to teach undergraduate students working in our lab and encourage them to engage more in designing and conducting different research projects. Overall, I enjoyed my learning experience with the WAC Fellows program and sincerely thank the Pearce Center for Professional Communication for providing this professional development opportunity at no extra cost to students.

Reflections

Kunal Bhardwaj

The essence of "good writing" is to effectively communicate, convince and inspire action in the reader's mind. This skill has become increasingly important in today's fast-paced world. As an instructor, I noticed that my students could answer technical questions correctly but struggled when asked to discuss results or provide reasoning in their lab reports. However, after joining Grad WAC Fellows, I discovered methods and tools that could be incorporated into my teaching to make student learning more efficient and engaging.



Grad WAC Fellows provided me with strategies for critical reading, designing effective assignments and developing evaluation metrics. It has been one of the most enriching experiences for developing my own pedagogical skills and writing techniques. Weekly guided discussions with instructors and peers from diverse academic and cultural backgrounds gave me a unique perspective on addressing student learning challenges. One of the key highlights for me was seeing my students' improved discussions when encouraged to visualize the application of taught phenomena to real-world situations and to summarize before starting the lab report. Notwithstanding technical proficiency, effective writing is a crucial skill that is often overlooked in the professional development of both undergraduate and graduate students. Apart from teaching skills, Grad WAC also made me aware of my own weaknesses in addressing elements such as audience focus and rhetoric in my writing. This is why I highly recommend this program to all budding instructors and future professionals at Clemson University.

Kally Werning

As a Grad WAC Fellow, I had the opportunity to work with a diverse group of students from various academic backgrounds. Through this experience, I learned the importance of tailoring my writing and communication instruction to meet the needs of different students. I also learned how to effectively communicate with students who are not native English speakers, which is a valuable skill that I continue to use in my career. One of the most memorable experiences I had as a WAC Fellow was helping a student who struggled with academic writing. After several writing consultations implementing strategies I learned from WAC, I saw a significant improvement



in the student's writing and critical thinking skills. Witnessing the progress of the student was fulfilling and reminded me of the importance of my work as a WAC Fellow.

The Pearce Center for Professional Communication played a significant role in assisting and guiding me. In addition to offering writing workshops and consultations, the Pearce Center also assisted us with the education to improve our research, internships and job opportunities that aligned with their career goals. This experience provided me with valuable real-world writing experience and allowed me to network with professionals in my field. The Pearce Center's resources and guidance were also instrumental in helping me create a professional portfolio that showcased my writing and communication skills, such as learning better tactics to present and write proposals. Overall, my experience as a Grad WAC Fellow and the resources provided by the Pearce Center were crucial in shaping my career. The skills and knowledge that I gained through these experiences continue to benefit my current work, and I am grateful for the opportunities that I had in the program.

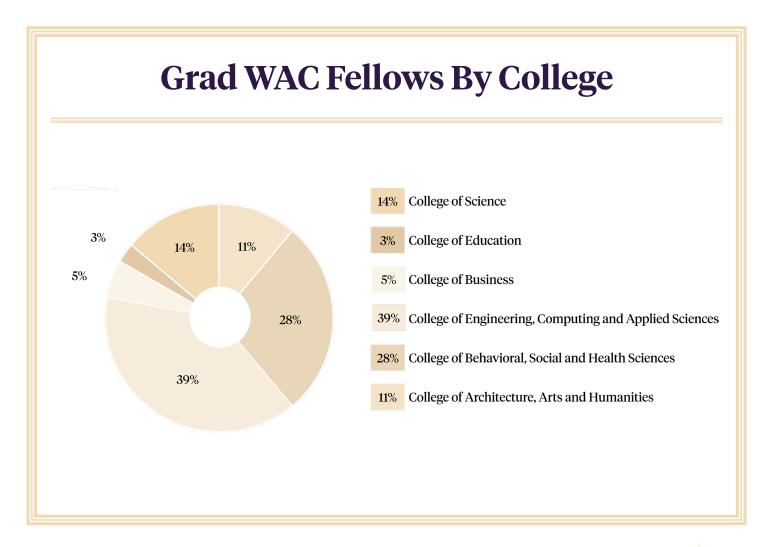
Reflections

Gugu Selela

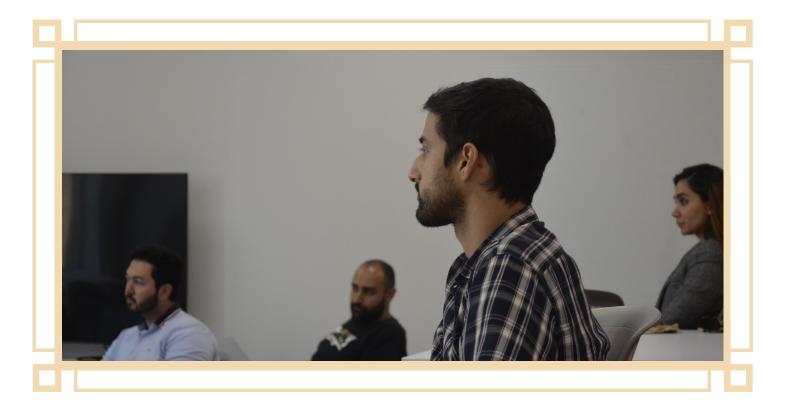


The Grad WAC Fellows program has played a vital role in my academic life. As part of the program, I learned so much about mindful reading and incorporated it into my studies and teaching. As an international student with teaching duties, the WAC program provided me with different techniques to use when communicating with the students in an American setting, especially since I come from a different cultural background. I learned a lot about providing constructive feedback that takes into consideration the multiculturalism and diversity of students. Teaching gender studies requires one to be able to write and be conscious of the language one uses,

and the program has provided techniques that have made my teaching successful. We discussed many themes that should be part of our writing, and the one that I resonated with was inclusive writing due to the courses I teach and my research. The cohort I was part of was diverse in their academic background and experiences; I acquired some of their knowledge and implemented it in my classroom and research. The Pearce Center is an essential part of a student's journey because it teaches them that writing is a learning mode and can be used to help them learn complex material and clarify thinking. The instructors in the program were helpful to my academic development; they provided consultation hours where they offered me skills and guidance in grant writing, which has helped boost my confidence in applying for grants — I am now writing a grant proposal using the skills learned from this class. I hope this program continues in the future and that more students can take advantage of it to widen their academic skills.



Professional Practicum in WAC and WID



2022 - 2023 Fellows

Abhishek Khanal | Physics

Jamal Nahofti Kohneh | *Civil Engineering*

LaToya McDonald | Bioengineering

Launched in Fall 2021, the Professional Practicum in WAC and WID allows graduate students to put writing across the curriculum and writing in the disciplines strategies into practice through a variety of writing-focused activities. Grad WAC Fellows who have completed two semesters may apply to continue for a third semester in order to expand on the skills learned in the program. Each fellow is mentored individually by one of the WAC Faculty members in WAC and WID scholarship and application. Fellows represent the Pearce Center by developing and presenting WAC and WID strategies for writing, revising and communicating in the disciplines. They present in a variety of different venues, including workshops, forums, speaker visits, pre-recorded video lectures and other opportunities.

This year, three graduate students from three departments completed the practicum. Their projects included training undergraduate Writing Lab Fellows in disciplinary discourse, conducting a professional development writing workshop for students at Trident Technical College in Charleston, creating a course guide for graduate teaching assistants on inclusive writing instruction and creating other resources for undergraduate and graduate students informed by their studies and mentorships.

I am thankful to the Grad WAC Fellows program for giving me a platform for professional development. There needs to be more discussion centered around writing skills and writing assignments in my discipline. The WAC Fellows program solved this problem. This program encouraged me to think about my writing skills while equipping me with tools to introduce writing applications in classrooms. We often think of writing as a tedious process, a tool to convey technical information. However, my experience with WAC Fellows showed me the possibility of using writing assignments to increase student engagement. We introduced alternative writing assignments in undergraduate physics labs where students are given choices in presenting their information. They can use posters, visual essays, presentations, etc. This assignment allowed students to think more about their writing, audience and effective communication mode and gave students ownership of their writing process. We also introduced reflection assignments, encouraging students to think about their learning process. These writing assignments are getting positive feedback. It is all possible because of my experience as a WAC Fellow. I am grateful to my WAC Fellows instructors and Professional Practicum mentor for fruitful discussions and feedback. I am thankful to the Pearce Center for this opportunity, and I encourage every graduate student to make use of this opportunity.

Abhishek Khanal

Physics
Professional Practicum Fellow
Three Semesters



Three graduate students completed outreach projects on and off campus through the Professional Practicum in WAC and WID.

Faculty Fellows



The Pearce Faculty Fellows program is a faculty writing across the curriculum initiative launched in the 2021-2022 academic year. The program seeks to meet the needs of faculty in departments from across campus who are interested in learning strategies for teaching writing in undergraduate and graduate disciplinary classrooms.

Faculty Fellows are selected for their interest in transforming writing instruction and professional communication on Clemson's campus. Specifically, Pearce Faculty Fellows seek to enhance efforts to develop more interdisciplinary curricula and to enhance vital areas of graduate and undergraduate education through writing across the curriculum, writing in the disciplines and communication across the curriculum.

The Pearce Faculty Fellows program aims to enhance the academic profile of faculty and student research by developing strategies for effective professional communication, with an emphasis on scientific writing and digital and visual communication. The objectives of the program are to increase the visibility, quality and scope of writing on Clemson's campus, to collaborate with faculty in the teaching of writing and professional communication and to support faculty in the use of technologies for digital and visual communication. To accomplish these objectives, the fellows complete a year-long writing- or communication-centered research project.

This year's cohort consisted of five faculty members from five departments: Biological Sciences, Civil Engineering, Forestry and Environmental Conservation, Graphic Communications and the School of Health Research.



Amanda Bridges

Graphic Communications Associate Professor

Amanda Bridges' project, entitled "Using Critiques as Effective Writing Tools in a Graphic Communications Classroom," addressed the second most needed competency for higher education graphic communications programs: communication. The project developed and assessed a more creative approach to writing in graphic communications by utilizing written student critiques. First, Bridges created a series of lectures and exercises to prepare students for written critiques. Then, in her introductory graphic communications course, students were assigned several large-scale design projects where written critiques were applicable. At the conclusion of the semester, students completed a survey regarding their experiences with written critiques as a learning tool for writing. Based on the results, Bridges plans to create an academic paper and presentation discussing the relevance and benefits of written critiques in a graphic communications curriculum. The results of this project will also be used as an assessment to measure student learning in writing, which will be valuable for accreditation purposes.

Bridges' Faculty Fellows project was more than bringing diversity into her own graphic communications course content; she wants to help other design faculty learn new and varied teaching methods to include writing in their courses as well. She found the Faculty Fellows program beneficial in particular due to the interdisciplinary opportunities it provides, the interesting cohort she worked with and the expansion of research interests for participants. For Bridges, it sparked new and creative ideas for curriculum development. She found that the most impactful part of the program was working and learning from colleagues in other disciplines and learning different methods to incorporate writing into classes that are not traditional writing courses.

I am interested in curriculum development, and this has helped spark ideas for continuing that.

This program has validated my work and elevated it within our department because I now have language that other academics understand.

Rachelle Beckner's visual, oral and written communication in civil engineering, or VOICE, project incorporated oral and written communication within the civil engineering curriculum. Her project addressed the need expressed by industry partners and prospective employers that students excel with technical skills but lack good communication skills. Beckner spent her fellowship term building an online hub that features learning modules and assessments that address common writing mistakes in grammar, punctuation, organization and style. In addition to writing resources, the VOICE hub also offers resources to create dynamic visual elements and examples of effective visual communication. In addition, the hub houses Pitch Vantage, an online tool that measures student public speaking performance. With an emphasis on WID and writing to learn, Beckner created a robust online communication tool to supplement course instruction, polish oral and written communication skills, encourage critical thinking and influence student acquisition of knowledge.

Beckner believes that her participation in the Faculty Fellows program was especially valuable because of the chance to connect with other faculty across disciplines who are using WAC or WID pedagogy, the insights offered by the cohort's monthly guest speakers and the influence on her own pedagogy. One of her favorite parts of the program was working with Cameron Bushnell on a conference presentation as an extension of her project. They shared their model for WID with conference participants, including specific examples of writing exercises that others can incorporate into their program. In addition to implementing more scaffolding assignments into her writing class and encouraging her students' critical thinking, the program has supported Beckner's professional development. Beckner said, "Through the readings and guest speakers, I've learned the lexicon associated with Writing in the Disciplines. This program has validated my work and elevated it within our department because I now have language that other academics understand."



Rachelle Beckner

Civil Engineering Lecturer



Amy Scaroni

Forestry and Environmental Conservation Assistant Professor

Communication is an essential skill for natural resource professionals who often find themselves speaking at public meetings, giving research talks, conducting interviews, meeting one-on-one with landowners, collaborating with other agencies and managing project teams. However, communications training is rarely required as part of a natural resource curriculum. Even fewer natural resource professionals receive training on communication strategies specifically targeted at bringing about a behavior change, which is often the goal of natural resource outreach efforts. Scaroni's fellowship project was to create a series of workshops focused on effective communication for behavior change, with one track for natural resources students and another track for Clemson Extension professionals and natural resource managers. The primary objective of these workshops was for participants to develop the necessary skills to design and implement an effective outreach campaign. Scaroni used the fellowship term to gain insights from her fellowship cohort, refine the scope of the workshops, gather information, design the curriculum and evaluation metrics and pilot the workshops.

For Scaroni, the biggest takeaway from the Faculty Fellows program was the opportunity to learn from others with academic training in writing and communication. With a background in conservation and natural resources, where writing and communication are not always emphasized as much as they should be, Scaroni said that the fellowship was "a great opportunity to think about better incorporating writing communications into my work, which generally focuses more on oral communication skills." Additionally, she appreciated that the cohort provided both accountability and a deadline to achieve her proposed project.

The fellowship was a great opportunity to think about better incorporating writing communications into my work.

I appreciate our monthly meetings as they provide a set time to have open discussions as well as hear from experts on WAC and WID from other institutions.

Teaching the conventions of scientific writing can be a daunting task, as students must not only learn a different writing style but also understand the content of the text in order to do so. Cassandra May's project was to create a set of assignments using discipline-specific examples centered on the conventions of scientific writing to meet the needs of a student population with backgrounds in varying scientific disciplines. To implement this idea, she explored the literature to learn what has worked for others when teaching science writing conventions. In particular, she researched how others have incorporated primary literature into writing assignments. May then took the information and crafted three different assignments. Each assignment allowed the student to pick a scientific discipline to focus on, initially using examples from microbiology, cell biology and ecology. During her fellowship, May created tools to aid in teaching scientific writing to a diverse audience, and the assignments she created now serve as assessments of learning related to weekly content.

Being a Faculty Fellow offered May the opportunity to connect with colleagues while gleaning new ideas and receiving feedback on initiatives she had been working on. She appreciates that the fellowship allowed her to be a part of a group from different departments that were all working toward incorporating writing into their particular curriculum. May said, "I appreciate our monthly meetings as they provide a set time to have open discussions as well as hear from experts on WAC and WID from other institutions. On my own, I would have been lost in WAC and WID literature, and so I also appreciate the selected readings for each month."



Cassandra May

Biological Sciences Lecturer



Arwen Declan

School of Health Research Assistant Professor

Communication is a key skill in both science and medicine. As a physician scientist, Arwen Declan mentors medical students, graduate students and young physicians who must communicate their medical and scientific work. For her Faculty Fellows project, she developed and enhanced the individualized feedback she offered to her mentees by identifying a key opportunity for growth and an associated reference for each mentee. By pairing the opportunity with an existing reference, she built a defined collection of insights and resources for training students and physicians to clearly communicate in writing. Thus, Declan's work developed an experiential and thoughtful approach to mentoring students and physicians as they build their writing skills.

As a result of her fellowship, Declan directly enhanced her writing and mentoring and the writing experience, processes and output of her mentees. Additionally, as a direct result of her involvement in this program, she has mentored several other faculty members as writers. The most significant lessons Declan learned as a Faculty Fellow were that reading and writing are complementary intellectual processes, that writing skills take 10 years to develop and that writing is a process. Delcan said, "My project transformed my ability to mentor, as I targeted my writing-focused mentoring on the one highest and best opportunity for each mentee. My own writing became an experiment, as I observed my own processes of writing and challenged myself to improve thoughts, words, sentences and paragraphs." The fellowship also allowed Declan to explore the current philosophy, practice and science of writing-focused education, which impacted her teaching and mentoring, challenged her to read more broadly and opened up ideas for a grant and potential future projects.

My project transformed my ability to mentor, as I targeted my writingfocused mentoring on the one highest and best opportunity for each mentee.

Professional Editing at Pearce



2022 - 2023 Editors

Hannah Taylor | *RCID*, *Graduate Teaching Assistant*

Allison Daniel | *Professional Communications Specialist*

The Professional Editing at Pearce program launched in the summer of 2020. Created to meet the needs of graduate students, junior faculty and community members who need editing and copy editing assistance, PEP is a low-cost option for academic documents that are nearing publication. PEP offers assistance with a variety of editing needs, from proofreading to document reorganization. In order to get the documents ready for publication, clients are able to bring the same work to PEP up to three times for one price, which allows them to make edits based on PEP's comments and then work with the editors again to perfect the writing. Graduate students are given a steep discount, as are Clemson faculty members.

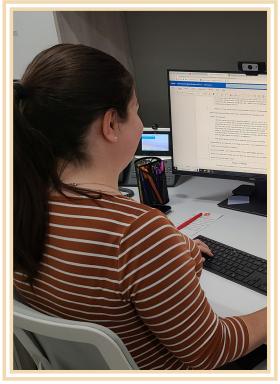
During the academic year, two editors completed five editing projects with a variety of on-campus clients.

Learning Sciences Machine Learning Agency Dissertation

A doctoral candidate in learning sciences reached out to PEP for assistance on his dissertation about machine learning agency in young children. Editors met with the client during his proposal drafting phase and offered advice on how to approach the project and agreed to work with the client throughout his writing process, providing feedback on chapters alongside his advisor. The client expressed concerns about his dissertation's structure and the effectiveness of the transitions used in the document, so the editors are paying extra attention to those areas as they read to help the client build confidence. This is an ongoing project for PEP, and the editors look forward to seeing it in its finished form.

14-Day Writing Challenge

The 14-day writing challenge is a program hosted by GRAD 360°, a branch of the Graduate School at Clemson that provides training and support to make academic growth possible. The goal of this project was to help graduate and postdoctoral students establish consistent writing patterns and maintain productive work habits. The challenge took place over two weeks in October 2022 and included 18 participants and two weeks in February 2023 with 12 participants. The participants came from graduate programs across the University and with different writing experiences. Some were first-year master's students, and others were finishing up their dissertations. Each day, the students were reminded to write for 30 minutes and discuss their process of writing on discussion threads with their peers. PEP editors helped guide discussion, build community among the participants and offer tips for developing writing skills. Many of the participants communicated that the challenge offered them the opportunity to develop a regular writing schedule and that the tips offered during the two weeks created productive habits.



Allison Daniel offers writing tips and feedback to graduate students across campus as part of the 14-day writing challenge.

Student Affairs Dissertation

PEP editors Hannah Taylor and Allison Daniel edited a dissertation for a member of Clemson's staff who was working on a doctorate in student affairs at another university. The editors met with the client to discuss her concerns about the project, which were mainly about adherence to the provided style guide and organization of the piece. Taylor and Daniel worked with the client over the span of several months, reading several chapters of the dissertation at a time and providing feedback to assist the client in revision and future writing. The client completed and passed her defense in January 2023 and asked the editors to do one final read of the document to ensure it was ready for publication in the online database.

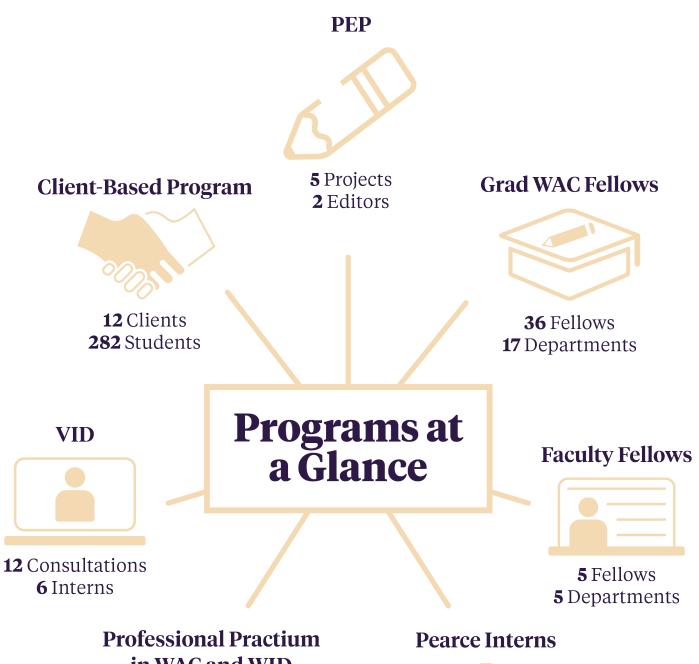
Learning Sciences Media Literacy Dissertation

Working with a doctoral student in Clemson's learning sciences program, PEP editors worked on a dissertation surrounding the importance of critical media literacy in K-12 students. Editors worked with the client throughout the writing process and edited a chapter at a time, providing feedback that would assist him in revising the current chapter and could assist him in the writing of future chapters. Most of the editors' work surrounded editing the document for clarity and conciseness, but they also assisted with APA formatting and citations throughout the process.

The WAC Journal

PEP editor Hannah Taylor assisted The WAC Journal editorial staff with copy editing the Fall 2022 issue prior to publication. This project included editing five full-length journal articles and two book reviews according to the journal's style guide and providing editorial feedback on any areas that were confusing for readers. Taylor's expertise in editing references in the authors' chosen style was invaluable to the editorial staff and helped them meet their production deadline.

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in WAC and WID



3 Students 3 Departments



16 Clients 25 Interns

OUTREACH

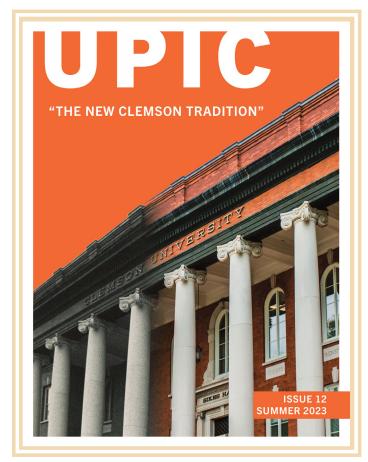
固 Ш **Publications Speakers and Events Outside Engagements Sponsorships**

PUBLICATIONS

The Pearce Center for Professional Communication, in close collaboration with the Campbell Chair in Technical Communication, continues to support various publications on and off campus. Interns and Pearce Center staff write articles, conduct interviews, create layout designs, provide copy editing services and help manage and fund five publications each year. In addition to these publications, the Pearce Interns, VID interns and Pearce staff collaborate to create and publish this annual report.

CULTIVATE SAN ANTONIO

Cultivate San Antonio is a quarterly digital magazine that highlights urban agriculture and sustainability efforts in San Antonio, Texas. The VID interns partner with the magazine to design article layouts, infographics, planting guides, magazine covers, directories and more. This year, the team published their Fall 2022 and Spring 2023 issues and promoted them via social media.



This year's UPIC magazine focuses on a new chapter for the program while reflecting on its history.



Cultivate's Fall 2022 issue features an autumn theme and was designed by VID interns.

UPIC MAGAZINE

The Pearce Interns publish the UPIC magazine, which highlights the on-campus internship program at Clemson University. Each year, interns on the UPIC team have the opportunity to interview several mentors and mentees in the program, highlighting their achievements and research. This year's magazine focused on celebrating last year's 10th anniversary of the program while looking forward to the future of the program on campus as the University commits more resources to experiential learning.

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 and was copy edited this year by Pearce Center staff. Allison Daniel, the Pearce Center's professional communications specialist, served as the journal's managing editor, overseeing production of the journal from start to finish.

ENGLISH UNBOUND

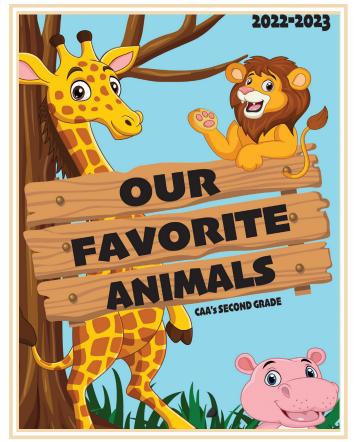
The Pearce Interns publish English Unbound to keep the English department's students, alumni, faculty and donors informed about its activities and initiatives. Featured content includes event summaries, student and faculty spotlights and alumni updates. English Unbound moved to a digital format in 2018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

CENTRAL ACADEMY OF THE ARTS BOOK

Pearce Interns were excited to once again visit an elementary school classroom to help students write and publish their first book — the first time they were able to do so since Spring 2020. Interns visited all three second-grade classrooms at Central Academy of the Arts to assist students in researching and writing about their favorite animals. Once the stories were complete, interns worked in Adobe InDesign to create the layout of the book and prepare it for publication. At the end of Spring 2023, interns visited the school once more for a publication party to celebrate the first-time authors and their accomplishment.



Intern Anna Grace Waldrop assists students brainstroming and researching their favorite animals for their pages in the Central Academy of the Arts book.



The cover of the 2022-2023 school book, created by Pearce Interns, features illustrations of some of the students' favorite animals.

SPEAKERS AND EVENTS



The Pearce Center for Professional Communication is committed to enhancing the cultural and intellectual climate of Clemson University. To reach this goal, the Pearce Center regularly organizes events and speakers in various fields and professions, introducing Clemson students and faculty to nationally and internationally recognized professionals. This year's speakers and events represented multiple fields, including publishing, leadership, writing, creativity and communication.

The Pearce Center partnered with a number of departments across campus to organize events throughout the year, including the Graduate School and the Department of English.



SUMMER GRADUATE WRITING WORKSHOP

In partnership with the Grad 360° program, the Pearce Center put on a virtual three-day summer writing workshop for graduate students. Seven Clemson faculty members, including Cameron Bushnell and FAC member Lesly Temesvari, presented on topics related to dissertations and professional communication. Topics included consideration of audience and purpose, dissertation composition, a how-to guide for writing journal articles, an overview of publishing, recommendations for conference presentations and research posters and tips for effective visual presentations. Allison Daniel spoke as a representative of Professional Editing at Pearce on editing tips for journal article publication, including proper formatting and proofreading.

IWAC PLANNING

Throughout the year, the Pearce Center has been planning for the IWAC Conference that will take place in June 2023. Consisting of Allison Daniel, Sarah Costley and Cameron Bushnell, the planning team began by designing the conference logo, setting up the website and soliciting sponsorships. They selected the conference's theme and subthemes and, with the help of the conference advisory board, reviewed and accepted or rejected proposals. Then, the team put together the conference schedule and accepted registrations, along with many other administrative tasks.

Multiple students also assisted in the planning. In Summer 2022, political science major Zoe Feser created an attendee guide for visiting Clemson and set up the conference's social media. In the Fall and Spring semesters, Pearce Interns and VID interns designed the conference program, managed social media and created directional signage. Additionally, Hannah Taylor helped by setting up the hybrid event platform, reviewing the program for accessibility compliance and more.

Work for the IWAC Conference will continue into the summer and the Fall 2023 semester, when the team will conclude their responsibilities by uploading and captioning session recordings and passing along planning materials to the next conference host.

BIOLOGICAL SCIENCES WORKSHOP

In April, Cameron Bushnell organized a writing workshop for faculty members in the Department of Biological Sciences. At the department's request, Bushnell focused on writing across the curriculum and writing-to-learn strategies that the faculty could use in their undergraduate and graduate classrooms.



PEP Editor Hannah Taylor moderates the online 14-day writing challenge with the Graduate School.

14-DAY WRITING CHALLENGE

In collaboration with the Graduate School, the Pearce Center hosted a 14-day writing challenge in the Fall and Spring semesters that provided an opportunity for students and faculty to experiment with daily writing in a supportive environment. Inspired by the National Center for Faculty Development and Diversity, the goal was to write for at least 30 minutes every day for 14 days. At the end of that time, everyone was encouraged to evaluate whether the challenge increased or decreased productivity and if participation in a community challenge impacted personal enjoyment of the writing process. The Pearce Center's Cameron Bushnell, Hannah Taylor and Allison Daniel served as moderators of the event and facilitated communication by providing writing tips and resources.

FACULTY WRITING GROUPS

During the summer and the Fall semester, the Pearce Center facilitated writing groups for College of Architecture, Arts and Humanities faculty members. The groups met virtually every Thursday and Friday in order to form a committed community of writers with dedicated time to work on their projects. The group meetings served as accountability check-ins in which faculty declared goals and shared progress during their writing sessions.

WRITERS' HARVEST

The annual Writers' Harvest was held in November at the Strom Thurmond Institute as a literary benefit reading for Paw Pantry, Clemson's on-campus food shelter. Led by Mike Pulley from the Department of English, Pearce Center staff and interns assisted in planning and working the event. Through the event, Clemson students and faculty had the opportunity to read their work to an audience while encouraging a spirit of giving back to the community. Through their donations, audience members filled many boxes of canned goods, cash and checks. The event featured faculty authors Su Cho and Anthony Correale. Two Writers' Harvest Student Reader Award winners, Emma Grace Connelly and Gabrielle Wilkosz, were also featured. For the third year in a row, the Pearce Center was able to provide American Sign Language interpreters at the event.







Writers' Harvest is an annual event to benefit the Paw Pantry food shelter. This year's readers, Anthony Correale, Su Cho, Gabrielle Wilkosz and Emma Grace Connelly, were accompanied by American Sign Language interpretation. Faculty member Mike Pulley organizes and emcees the event each year.



OUTSIDE ENGAGEMENTS



The Pearce Center for Professional Communication participates in many events and initiatives on and off campus. While the Pearce Center does not organize or sponsor these events, the center is proud of the contributions made by the team as representatives of the department and Clemson University. In addition to supporting the events' academic goals, these efforts help to increase awareness, raise the profile and support the mission of the Pearce Center.

Through a combination of roles supporting Clemson — such as this year's assistance with graduate initiatives and the Quality Enhancement Plan — and roles outside of the University like conference presentations, the Pearce Center team realizes the center's commitment to improving communication across campus and the community.



GRADUATE RESEARCH AND DISCOVERY SYMPOSIUM

In Spring 2023, Cameron Bushnell assisted graduate students participating in Graduate Student Government's virtual Graduate Research and Discovery Symposium. A conference-style research competition, GRADS showcases the innovative research being done by graduate students across all of Clemson's colleges. This year, the symposium's theme was "Public Engagement through Creative Communication," and students submitted three-minute videos about their research. Bushnell advised interested students on their video scripts, focusing on clarity, pacing, structure and identifying the narrative they wanted to communicate to the audience.

CHEMISTRY RESEARCH EXPERIENCE FOR UNDERGRADUATES

In June 2022, the Department of Chemistry held a summer research experience for undergraduates on campus. Over the course of six weeks, students performed research in advanced materials and chemical biology and advanced their personal and professional development through workshops, seminars and panel discussions on topics ranging from the fundamentals of instrumentation techniques, research in the various disciplines of chemistry, career preparation and the role of women and underrepresented groups in the sciences. As part of the summer experience, Cameron Bushnell was invited to present to the students about writing in the disciplines in chemistry and gave a talk entitled "Good Writing Makes Good Impressions."

CLEMSON FACULTY RESEARCH SYMPOSIUM

In May 2022, Cameron Bushnell and the Pearce Faculty Fellows presented virtually at the sixth annual Research Symposium. A gathering of faculty from all disciplines to share ideas, form research collaborations and celebrate successes in scholarship and discovery, the symposium featured interdisciplinary workshops, panel discussions, networking opportunities and awards ceremonies. The Faculty Fellows panel, "Communication Across the Curriculum," focused on the research projects they completed as part of the Pearce program and the impacts they had on the Clemson community.



Chemistry Ph.D. candidate Charini Maladeniya presents her research at 3MT.



Carl Blue, a 2021-2022 Faculty Fellow, presents at the Faculty Research Symposium.

THREE-MINUTE THESIS

In Fall 2022, Cameron Bushnell assisted graduate students as they prepared for the annual 3MT competition organized by the Graduate Student Government. Participants prepared scripts and a single slide to present their theses, aiming to compete on local, regional and even national levels. Bushnell gave a presentation to the participants with advice on their scripts, focusing on structure, speech and speed. She also reviewed interested participants' scripts and met individually with the students to discuss strategies for writing clear and concise scripts to present their research.

Ashley Fisk's experience ... made her a valuable part of the committee as the chosen topic was experiential learning at Clemson.

2023 QUALITY ENHANCEMENT PLAN

During the summer of 2022 and throughout the 2022-2023 school year, Ashley Fisk and Allison Daniel participated in Clemson's 2023 Quality Enhancement Plan. Fisk served on the QEP Steering Committee as co-chair of the Marketing and Communications Committee. Her role included participating in committee meetings, attending focus groups to learn more about students' perspective on the proposed topic and providing support to the QEP director. Her experience as the assistant director of the Pearce Center made her a valuable part of the committee as the chosen topic was experiential learning at Clemson. As a part of Fisk's committee, Daniel helped develop a style guide for the written report and compose part of the literature review. Fisk and Daniel also edited the entire report at the end of the writing process to ensure compliance with the style guide and other standards. Fisk also took part in several meetings with administrators and representatives from the Southern Association of Colleges and Schools Commission on Colleges as part of the accreditation process. These meetings focused on presenting the topic of the QEP and answering questions about why the topic was chosen and its future implementation.





Clemson marketing students deliver their final presentations on branding and communication strategies for the QEP to the provost and other Clemson administrators.

NSF RED CONSORTIUM

In September 2022, Cameron Bushnell was invited to join colleagues from the Department of Civil Engineering at the Revolutionizing Engineering and Computer Science Departments Consortium meeting hosted by the American Society for Engineering Education. They traveled to Arlington, Virginia, where they presented their panel entitled "Lessons Learned: Building Communication in Civil Engineering Courses." Their presentation was part of ongoing discussions about revolutionizing civil engineering education.

WAC SUMMER INSTITUTE

In June 2022, Cameron Bushnell attended the WAC Summer Institute held in Athens, Georgia. A professional development seminar focusing on writing across the curriculum, the summer institute's primary goal is to assist new and prospective leaders of writing across the curriculum, writing in the disciplines or similar initiatives in planning and developing sustainable programs. The summer institute also supports experienced directors who face new challenges or wish to expand, update or revitalize their programs. The summer institute was limited to only 35 participants, which allowed the participants to work in small groups, as a whole group, individually and with facilitators to tailor the institute's recommended WAC strategies and approach to program development to their specific institutional contexts and goals.

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION

The CCCC is an annual convention that is recognized around the world for being the largest professional organization for teaching and researching composition. Held in Chicago in February 2023, the theme of the hybrid conference was "Doing Hope in Desperate Times." Cameron Bushnell was joined on a panel by RCID graduate Whitney Jordan Adams and Elizabeth McClure from the University of Maryland, College Park. Their panel was titled "Literature and Composition: Reading and Writing Toward Social Justice" and focused on potential productive entanglements between literature and rhetoric and assisting students to render complex thoughts into persuasive language that challenges master narratives.

Their panel ... focused on potential productive entanglements between literature and rhetoric and assisting students to render complex thoughts into persuasive language ...

SPONSORSHIPS

The Pearce Center for Professional Communication is dedicated to sponsoring events that allow students and faculty the opportunity to expand their knowledge and professional skills inside and outside of the classroom. This year, the Pearce Center supported events across campus by proudly collaborating with the Department of English, the English Majors Club, the Arts & Humanities Literature Committee, the College of Architecture, Arts and Humanities and more to bring engaging speakers and programs to campus. The Pearce Center is proud to support these endeavors to further the educational experience and creativity of the Clemson student body.

COMMON READ: DESIREE C. BAILEY'S "WHAT NOISE AGAINST THE CANE"

In partnership with the Department of English's Arts & Humanities Literature Committee, the Pearce Center helped to sponsor this year's Common Read events. In 2020, the committee and other English faculty decided to initiate a Common Read for the students and faculty in general education literature courses as a means of acknowledging the Black uprisings of 2020. Common Read organizer Maya Hislop said, "The Common Read (as well as the Common Read film series) arose out of a spirit of urgency to speak not only to generations of anti-Black violence but to also engage the University in conversations around the various kinds of resistance to that violence." In Fall 2022, the Common Read was the book of poetry "What Noise Against the Cane" by Desiree C. Bailey, and the semester culminated in her keynote address. In the Spring, the Common Read continued with a four-part film series and discussion featuring "Black Orpheus," "Daughters of the Dust," "Small Axe: Mangrove" and "Small Axe: Lovers Rock." The event organizers plan to continue the expanded Common Read and film series in the future.



Desiree C. Bailey is Clemson's writer-in-residence and served as this year's Common Read keynote speaker.

"The Common Read ... arose out of a spirit of urgency to speak not only to generations of anti-Black violence but to also engage the University in conversations around the various kinds of resistance to that violence." -Maya Hislop

SUMMER PUBLISHING INSTITUTE

In the summer of 2022, the Pearce Center helped to send undergraduate English major Jordan Green to New York University's Summer Publishing Institute. The annual program is an intensive study of books, digital and magazine media where students attend interactive workshops, strategy sessions, networking events, meetings with publishing teams and lectures taught by industry leaders. Green worked on hands-on projects to get real experience with content creation, editing, marketing, sales and the digital aspects of publishing. Upon her return to campus in the fall, Green met with the Pearce Interns to present on her experience, discuss what she learned at the institute and answer questions about the publishing industry.

ENGLISH MAJORS POETRY CONTEST

The English Majors Club hosted its first poetry contest as a part of the Literary Festival this year. Participants were granted around 30 minutes to create an impromptu poem, which were judged by a mixture of English Majors Club students and English department faculty. Winners were announced live at the event, and the first, second and third place winners won gift card prizes provided by the Pearce Center.



Clemson students, faculty and community members gather for a reading as part of this year's Literary Festival.



Contestants gather in the Adobe Digital Studio to write impromptu poetry as part of the English Major Club's poetry contest.

CLEMSON LITERARY FESTIVAL

The 16th annual Literary Festival ran from March 29 to March 31, 2023. The event consisted of various activities, such as the book fair on R.M. Cooper Library bridge, literary trivia, faculty, student and visitor readings and an open mic night to wrap up the end of the festival. Among the visiting readers were several distinguished authors, including keynote reader Jericho Brown, Clemson writer-in-residence Desiree C. Bailey, Samuel Amadon, Liz Countryman, Santee Frazier and many more. Bringing together a community of literature lovers and fostering a shared connection over reading and writing, the Literary Festival is always a celebrated event.

♦ A Note from the Director **♦**

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

I offer particular thanks to the dean of the College of Architecture, Arts and Humanities, Nicholas Vazsonyi, and to the chair of the Department of English, Will Stockton, both of whom have been strong supporters of the Pearce Center in ways large and small.

In 2023-2024, we will continue our programs for the Pearce Interns, Grad WAC Fellows and VID interns. We will expand PEP and our Faculty Fellows program and will spend considerably more effort building faculty writing workshops.

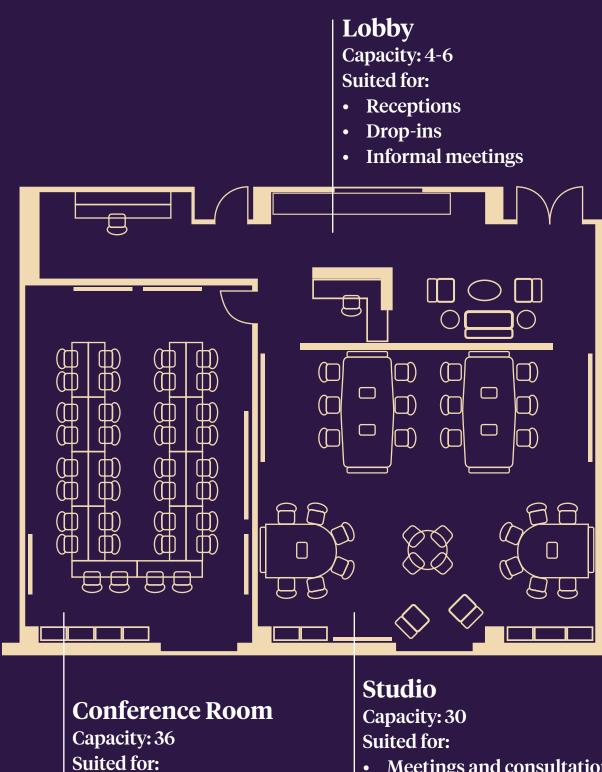
We look forward to continuing to improve and increase writing and communication through collaborations with departments and partners around campus and in the community. It is our highest mission to champion, to the best of our abilities, writing and communication across the curriculum at Clemson University.

Yours,

Cameron BushnellPearce Center Director



♦ The Class of 1941 Studio for **♦ Student Communication**



- Large meetings
- **Events**
- Classes

- Meetings and consultations
- Individual workspaces
- Collaborative meeting spaces
- Large-group meetings

PEARCE C CENTER

FOR PROFESSIONAL COMMUNICATION

CLEMSON