2ND ANNUAL UH SYSTEM FIRST-YEAR Fostering Rhetor

## WELCOME

UH's FYW Symposium // Fostering Rhetorical Awareness



# CAMPUS INTRODUCTION

### **EVENT CLASSROOMS**

- D237 homebase: food, snacks, and beverages throughout day
- All sessions on 2nd floor D building

### **RESTROOMS**

Located on 1st and 2nd floors

### LITERARY CLASSICS CONTEST

- Guess the synonymous titles
- Most correct = PRIZE

### **EXQUISITE CORPSE PROMPTS**

- 2 prompts on walls
- Help us create a beautiful collaborative text

### **OVERALL EVENT EVALUATION**

Return to D237 = raffle ticket for PRIZE

terary Classics: Th	e Synonym Edition
RECTIONS: list the name of the p	lece of literature based on the synonymous title p with Discrimination = Pride and Prejudice
turn your answer sheet to D237; th	e entry with the most correct wins a writing-them
232.778°C	
3.14 Longevity	
4(71)+90(6+5)	
A Concise Annal of Instance	
Abattoir Quintet	
Adventuring Away from East	T.
Atop the Boulevard	
King of the Bands	
Blanched Flames	
Blooms Above the Ceiling	
Charles and the Cocoa ocessing Plant	
. Conflict Cohort	
Contest of Chairs	
Craw's Foot in Chronology	
Extremely Anticipated Gains	
Famine Festival	



## UH's FYW SYMPOSIUM HISTORY

### **UH's FIRST-YEAR WRITING SYMPOSIUM**



### INITIAL CONCEPTION

#### A SMALL PEDAGOGICALLY-FOCUSED EVENT

- First-Year Writing instructors (ENG developmental, 100, and 200)
- Gather from across the UH system (2- and 4- year institutions)
- Share current research, best practices, and pedagogical strategies

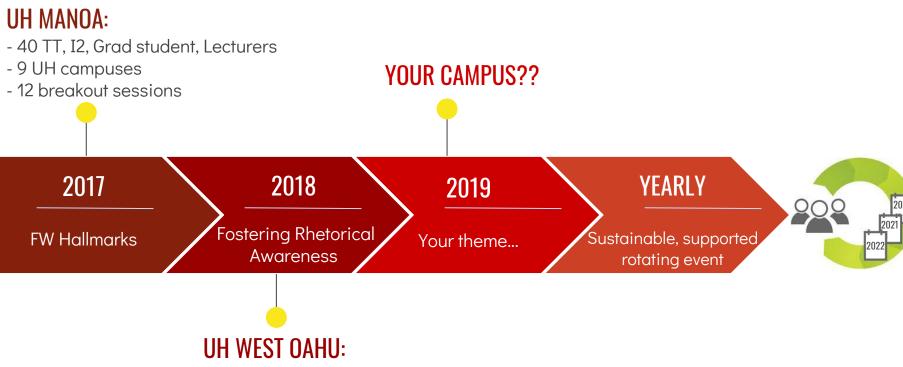


### **PURPOSE**

### DISCUSSING, SHARING, CHALLENGING, & INNOVATING TEACHING STRATEGIES

- Innovate UH's composition curricula
- Support student success in UH's FW courses
- Build and maintain a community of composition educators across the system
- Showcase the important work of UH's adjunct and contingent staff

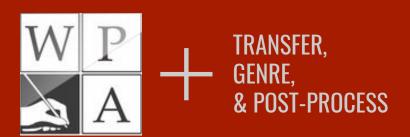
### **UH's FIRST-YEAR WRITING SYMPOSIUM**



- 30 TT, I2, Grad student, Lecturers
- 4 UH campuses
- 9 breakout sessions

## FOSTERING RHETORICAL AWARENESS

# COUNCIL OF WRITING PROGRAM ADMINISTRATORS



## FIRST-YEAR COMPOSITION LEARNING OUTCOMES RHETORICAL KNOWLEDGE

"the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations."

- **1.** Analyzing and composing a variety of texts
- **2.** Reading and composing in several genres
- **3.** Responding to a variety of situations and contexts
- **4.** Using a variety of technologies
- **5.** Matching different environments (e.g., print and electronic) to varying rhetorical situations

### FOSTERING RHETORICAL AWARENESS

## UNIVERSITY OF HAWAI'I WRITTEN COMMUNICATION (FW)



"Students will be introduced to the rhetorical, conceptual, and stylistic demands writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and various usina types secondary primary and materials."

### FOUNDATIONAL WRITING

### **HALLMARKS**

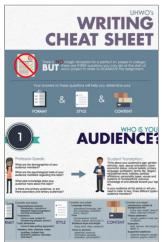
- 1. introduce students to different forms of college-level writing...and guide them in writing for different purposes and audiences.
- 2. provide students with guided practice of writing processes...making effective use of written and oral feedback from the faculty instructor and from peers.
- 3. require at least 5000 words of finished prose
- help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.

# UH WEST OAHU'S FYC RESOURCE

### WRITING CHEAT SHEET NO MAGIC TEMPLATE FOR AN "A PAPER"

THREE questions that will help determine format, style, and content...





## TODAY'S SESSIONS

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**A1:** Writing and Rhetoric Across the Disciplines

**A2:** Drafting and Peer Review in the FYW Classroom

**B1:** Theming First-Year Writing Courses

**B2:** Mentoring First-Year Writers

C1: Rhetorical Analysis, Emotional Appeals, & Logical Fallacies

**C2:** Computer-Mediated First-Year Writing

D1: Teaching Audience and Rhetorical Devices

**D2:** Fostering Rhetorical Awareness Through Place-Based and Participatory Pedagogies

E1: Fostering and Assessing Students' Rhetorical Awareness

### THEMES:

- WAC
- Students' drafting processes
- Peer review strategies
- Theming courses
- Mentoring FYC students
- Rhetorical appeals & logical fallacies
- Awareness in digital settings
- Multimodality
- Rhetorical of graphic novels
- Place-based practices
- Role of student agency
- Assessing rhetorical awareness

## SYMPOSIUM SCHEDULE



### **10:00-12:50**: Session A, B, & C

Snacks and beverages in D237



1:00-1:45: Lunch

Sandwiches and wraps in D237



2:00-3:50: Sessions D & E

Snacks and beverages in D237



**4:00:** Final Announcements & Evals

 PRIZE DRAWINGS for Literary Classics & Event Evals

## THANK YOU

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