2ND ANNUAL UH SYSTEM FIRST-YEAR WRITING SYMPOSIUM
Fostering Rhetorical Awareness
WELCOME

UH’s FYW Symposium // Fostering Rhetorical Awareness

Dr. Natalie Szymanski // Writing Program Administrator // Assistant Professor, English // UHWO
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
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

UH MANOA:
- 40 TT, I2, Grad student, Lecturers
- 9 UH campuses
- 12 breakout sessions

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

YOUR CAMPUS??

2017
FW Hallmarks

2018
Fostering Rhetorical Awareness

2019
Your theme...

YEARLY
Sustainable, supported rotating event
FOSTERING RHETORICAL AWARENESS
"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 of 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 using various types of primary and secondary 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
4. 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.
THREE questions that will help determine format, style, and content...

1. Who is your **AUDIENCE**?
2. What is your **PURPOSE**?
3. What is the **GENRE**?
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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University of Hawai‘i
West O‘ahu

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