



2ND ANNUAL UH SYSTEM FIRST-YEAR

# WRITING SYMPOSIUM

Fostering Rhetorical Awareness

# WELCOME

UH's FYW Symposium // Fostering Rhetorical Awareness

UNIVERSITY  
*of* HAWAII'  

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WEST O'AHU

# 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

| Literary Classics: The Synonym Edition   |  |
|--|--|
| RECTIONS: list the name of the piece of literature based on the synonymous title prompts: Chime Jug = Bell Jar; Ego with Discrimination = Pride and Prejudice<br>Turn your answer sheet to D237; the entry with the most correct wins a raffle ticket. |  |
| 232.78°C   |  |
| 314 Longwily   |  |
| 4(7)(1)(90)(6)(5)  |  |
| A Concise Annal of Instance  |  |
| Abolish Quinter  |  |
| Adventuring Away from East   |  |
| Atop the Boulevard   |  |
| King of the Bands  |  |
| Branched Flames  |  |
| , Blooms Above the Ceiling   |  |
| , Charles and the Cocoa  |  |
| oppressing Plant   |  |
| , Conflict Cohort  |  |
| , Gantrel of Chairs  |  |
| , Crow's Foot in Chronology  |  |
| , Extremely Anticipated Gains  |  |
| , Famine Festival  |  |



# UH's FYW SYMPOSIUM HISTORY

# UH's FIRST-YEAR WRITING SYMPOSIUM

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## 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

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## UH MANOA:

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

## YOUR CAMPUS??



## UH WEST OAHU:

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

# FOSTERING RHETORICAL AWARENESS

# COUNCIL OF WRITING PROGRAM ADMINISTRATORS



TRANSFER,  
GENRE,  
& POST-PROCESS

## FIRST-YEAR COMPOSITION LEARNING OUTCOMES RHETORICAL KNOWLEDGE

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“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

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## UNIVERSITY OF HAWAII' 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.

# 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...

Who is your **AUDIENCE?**

What is your **PURPOSE?**

What is the **GENRE?**



# TODAY'S SESSIONS

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A

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

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

B

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

**B2:** Mentoring First-Year Writers

C

**C1:** Rhetorical Analysis, Emotional Appeals, & Logical Fallacies

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

D

**D1:** Teaching Audience and Rhetorical Devices

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

E

**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

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**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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**WEST O'AHU**

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