



UNIVERSITY OF SOUTH FLORIDA First-Year Composition

October 2013 ↻ Newsletter

Welcome (Back)

Dear FYC Friends and Fans,

I hope you are having a happy and healthy start to the fall semester. At FYC, the summer staff kept busy preparing for the school year. We are lucky to have that dedicated time to mold our curricula, make changes, and develop enhancements to old curricula (see pages 2-3 for details). Of course, we are never done tweaking, and as we progress through the semester, we appreciate feedback about what's working in the classroom and suggestions for change on what's not working. On that note, be aware that a mid-semester survey will be circulating in the coming weeks for just that purpose.

In this newsletter, I would like to welcome our new instructors and welcome back returning instructors. I hope you feel informed and inspired as you roll through Project 1 and into Project 2. Be on the lookout for updated resources in the Canvas ORG space, and details about semester events, delivered to the listserv and promoted on facebook ("Like" USF FYC!).

New to the university this semester is the Common Reader Experience

(CRE). At FYC, we were pleased with the book selection of *The Immortal Life of Henrietta Lacks*, which weaves traditional concerns of race, class, and gender with rhetorics of science and healthcare. We hope you are returning to this book to facilitate class discussions and to promote consideration of various stakeholders in controversial issues. Note that the library is promoting university wide events related to the reader (see page 6), and we hope that you will share this information with your students, perhaps providing incentives for attending. Please send me your excellent student work related to the CRE at any time throughout the year.

Lastly, please take a minute to review this newsletter content, where you'll learn about what goes into spending the summer in the lovely halls of Cooper, alternatives to library day, common comments features, and even a My Reviewers colloquium teaser. As always, find me in CPR305 or at jgerdes@mail.usf.edu. Be well!

Julie Gerdes
FYC Community Manager

IN THIS ISSUE:

SUMMER FEATURE 2-3

COMMON COMMENTS..... 4

STUDENT SUCCESS 5

TECH TALK..... 6

EVENTS..... 6

INFO LITERACY 7

Summer in Cooper Hall...

The summer staff worked hard to improve on areas of concern in the previous curriculum and to develop fruitful additions to the present one. Facilitators met two days a week during Summer C in the FYC suite to discuss changes and resources.

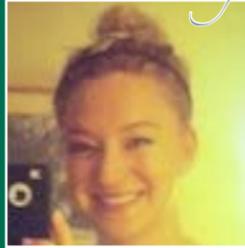
They also called in feedback from members of the support team, including program directors Drs.

Moxley and Donnelly, librarian Maryellen Allen, Writing Center coordinator Karen Langbehn, and Common Comments consultant (Lauren) Cagle, whose contributions were priceless. Because the previous staff made significant changes to the ENC1101 curriculum in spring, the summer staff focused on improving 1102. See what the facilitators had to say about the summer and those changes...

Ch-ch-ch-channnges! Sometimes it's hard to say goodbye. Sometimes, you just want to grip onto the old and not make room for the new. To teach consecutive years in the dynamic FYC program at USF requires the strength of a pirate and the flexibility of a gymnast. Thank you, gymnastic bucs, for understanding that the strength of a composition program is in its ability to adapt to the academic climate that students enter. Below, updates to the curriculum are laid out for newcomers to see where we're coming from and for all to see where we're headed.

Summer Facilitators 2013

Ellie Browning



I had a great team to work with this summer. Brianna, Brittany, Julie and Kristen all brought amazing energy and ideas to our weekly meetings, and I think the success of this year's orientation serves as a testament to that. Our second, and major, project this summer was updating the ENC 1102 curriculum. Our goals were to keep the things we loved about previous 1102 projects but also update the curriculum so that the projects build on each other cohesively and in ways that let students become experts on their topics. Most of all, by emphasizing stakeholder theory, negotiating differences, and visual rhetoric, we wanted to provide students with opportunities to explore and research the complexities of today's social and political issues. By the end of the semester, we hope that students have a sense for the ways that images, rhetoric and writing can make meaning and change perspectives.

Ellie is a third-year PhD student in rhetoric and composition currently serving as the FYC mentoring coordinator.

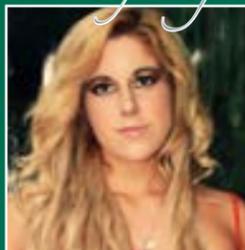
Briana Jerman



I was honored to be a part of the FYC staff this past summer and help design our ever-evolving curriculum. While there is always room for improvement, I'm excited to see what our students learn and produce while completing the new projects and from the semester-long focus on stakeholders. Our hope is that these revised projects will provide students a more practical audience and purpose for writing and will ultimately show them how rhetoric matters in everyday settings.

Briana is a second-year PhD student in literature, and she is currently a mentor in the FYC program.

Brittany Cagle



This summer, I enjoyed working closely with other disciplines in our English Department. They challenged my old ways of thinking, especially in terms of writing to a new audience. It was also exciting to see the other side of orientation. And I loved our Starbucks breaks—am I allowed to say that? One of the strengths of our curriculum is that our program doesn't just focus on written arguments, but also visual and oral components in the field of rhetoric. I had a student complain that they couldn't watch television without thinking of visual strategies used in commercial advertisements. My response to that glare of death? Good! This means that they're analyzing visual arguments outside of the classroom. This stuff isn't just hiding in their cobwebbed textbooks.

Brittany is a second-year MFA student in poetry, and she is currently a mentor in the FYC program.

Then (Spring 2013)...

The "common comment" feature in MyReviewers took four clicks and provided static feedback.

The ENC1101 remediation project allowed students to choose any medium for their remediation, e.g. they could remediate a song into a poem or a letter for a different audience.

Students in ENC1102 focused on three different projects that built on 1101 foci on rhetorical appeals and argumentation.

ENC1102 started with ad analysis, asking students to pick a lens such as gender, race, or socioeconomic status, through which to analyze and make an argument about an advertisement.

Project 2 in ENC1102 focused on the Rogerian structure of essay writing, asking students to consider both sides of an argument, common ground, and present a thesis at the end.

Rhetoric in Action Day stemmed from Comp. II students' final projects, in which they argued for involvement in a community issue, joining local service groups and organizing events.

Now (Fall 2013)...

It takes two clicks to insert a style/grammar common comment, which then takes students to an interactive and dynamic page with quizzes and video explanations.

Students are required to make a multimodal remediation, emphasizing new media compositions and giving students the chance to master digital tools.

1102 students are asked to choose an issue in which they are invested at the beginning of the semester and to focus on various aspects of that issue throughout.

Project 1 starts with a visual analysis of one stakeholder's representation through multiple images.

In ENC1102 Project 2, students are asked to focus on arguing for a solution to an issue that would satisfy seemingly opposing stakeholders, retaining the feel of a Rogerian paper without focusing on a fixed structure.

Students are still asked to provide a call to action, but to finish the sequence of projects, they are calling out to a reader who isn't directly involved as a stakeholder and asking them to enact their solutions.

Common COMMENTS

a quick note from developers Lauren Cagle and Jen Paquette

This semester, each Common Comment in My Reviewers now links to a newly-developed webpage that explains the comment, describes the revision process, and presents videos as an alternative way of learning. Soon, webpages will also include interactive exercises for comprehension checks and revision practices. (Exercises are already available in a static form in the Canvas FYC instructors group. Please feel free to use them in your classes!)

We spent last spring and summer developing supporting content for the style and grammar Common Comments and considering the best ways to present concepts and revision strategies. We want these comments to serve a pedagogical function for students, so they can learn from them and learn to use them during their peer reviews.

Making the videos was a big part of this project. To produce white-board videos, Jen patiently worked around Florida's rainy weather (since natural lighting makes for the best videos) and her daughter's interest in playing with the whiteboard while the camera was running. Her persistence paid off; her videos are one of the Common Comments' best new features. They're funny, inviting, and pack a lot of thoroughly explained material into a short timeframe.

We've added more comments in other rubric categories this semester and will have a complete set of MLA and APA comments by the end of fall, as well as more videos next semester. Long-term, we'd love to see these comments integrated into peer review as students use the comments to improve their own writing and then offer them as learning tools to other students.

Happy commenting!

Common COMMENTS

now a two-step process

1



Select the common comment that corresponds to the error.

2



Highlight the section of the paper in which the error occurs.



When page refreshes, the area you selected will be highlighted, and the common comment number will appear on the side.

Student Success

The Bullitser is back!

Instructors— please nominate your students for the Bullitser Essay Award, given to the top student in both ENC1101 and ENC1102. This semester, students will receive Publix gift cards for each major project award. To nominate a student for a Project 1 Bullitser, please refer to the nomination letter, sent by Student Success Coordinator Stephanie Phillips and posted to the “Course Resources” module in our Canvas ORG space. Submission deadline is Oct. 16.

Rhetoric in Action Day

Mark your calendars for Dec. 2-3. This semester the event will run for two days in the Marshall Student Center and will showcase student work from ENC1101 and 1102. Presentations will kick off at 10:00 a.m. and wrap up at 4:00 p.m. We are looking for volunteers to help staff the event. Lastly, don't forget to make plans for your class to be there!

The Writing Center

a note to instructors from Writing Center Coordinator Karen Langbehn

The Writing Center is experiencing high usage this semester; therefore, we recommend that students schedule appointments at least 10 days in advance of their desired appointment date. Students can make appointments in three ways. Please see <http://www.lib.usf.edu/writing/make-an-appointment/> for detailed instructions.

If a student isn't able to schedule an appointment before their assignment is due, we recommend two things:

1. Twitter: we post any last-minute availabilities on Twitter @USFWriting. Students don't need a Twitter account to access our page; it's publically accessible (<https://twitter.com/USFWriting>)
2. SMARTHINKING: we recommend that students use “SMARTHINKING,” an online writing lab that is free to USF students, for a detailed, personalized critique of their work; it's accessible via Blackboard (e-mail the Writing Center at writingcenterusf@gmail.com for detailed directions)

If you'd like for students to bring you evidence of their Writing Center visits, you can ask them to bring you a completed “Professor Notification Form,” in which the student's writing consultant completes information about the appointment (e.g. length of appointment, topics discussed).

While we ask that you do not require students to use the Writing Center, we're more than happy to meet with your students to discuss how they may use Writing Center services for particular assignments. If you're interested in a class visit, please see our Faculty Resources page (<http://www.lib.usf.edu/writing/faculty-resources/>).

TECH TALK

eTexts

FYC has gone completely digital. A few years ago, traditional publishing house textbooks were replaced by in-house texts written by local contributors and suited to our curriculum. Now, both the ENC1101 and 1102 texts are accessible in epub formats. The 1101 book contains a number of embedded videos, so be sure to download the media-rich version to your tablet or PC to watch streaming videos without interrupting your reading to open a

new browser or load the video. Students and instructors in 1101 and 1102 may not access their books from anywhere, and viewing them on tablets and ereaders has never been easier!



Starting from a Blank Canvas

This fall, FYC made the transition from the Blackboard Learning Management System (LMS) to Canvas. In this pilot semester, the university supported system has been warmly received, and the FYC staff is working to upgrade course templates for the spring. The templates break down the detailed schedules for each course model into customizable weekly modules. As instructors develop course materials and students submit exemplary papers as samples for other classes, these resources are made available in an ORG course created to facilitate collaboration among FYC Instructors. If you're having trouble adjusting to the new LMS, check out ATLE workshops, consult the help center (open 10-3 M-Th on the library's first floor), or click on "Help" button in the top right corner of your screen within Canvas.

Upcoming Events

Common Reader Experience

This summer, the University launched its first Common Reader Experience with *The Immortal Life of Henrietta Lacks*. At FYC, instructors have been busy integrating the story about HeLa cells and the Lacks family into their lessons and example essays. The library is also hosting a number of events for students and faculty to discuss issues raised in the book. They include:

Drop-in Discussions, every Thursday at 4p.m., LIB258
Faculty Panel Discussions, Oct. 9 from 2-4p.m., Oval Theatre
Nov. 14 at 3:30p.m., MSC2708

My Reviewers Colloquium

On January 24th, we will host a national colloquium at USF aimed at presenting and discussing the varying impacts that "Big Data" is having, and is likely to have, on the discipline of Writing Studies. A central theme of this colloquium will be the ways that My Reviewers has enabled and empowered our writing program through the data generated by students and instructors. Please stay tuned or consult Dr. Moxley about ways that you can get involved!

Info. Literacy

A Message from Maryellen Allen, Assistant Director for Instruction Services at the USF Library

Hi, FYC Instructors! Information literacy skills and an understanding of the research process is crucial to student success, especially in First Year Composition. Did you know that the USF Library can provide you and your students with engaging, in-depth library research instruction from within your Canvas course?



We have developed several self-paced online interactive modules designed to teach first year composition students about the research process. These modules were designed specifically for ENC 1101, and all of the learning objectives have been drafted by library faculty and vetted by a select group of FYC mentors to reflect the most important skills and knowledge that students will need to be successful researchers.

Currently, we offer three modules that cover "Topic Selection", "Topic Investigation" and "Source Evaluation". Each module contains videos and activities. Each also has a quiz that you may opt to incorporate to insure students have completed the material.

If you are unable to schedule a library instruction session and would like to know more about incorporating these self-paced modules into your Canvas course, please contact me via email at mallen@usf.edu.

ATLE Workshops

The Academy of Teaching and Learning Excellence directed by Dr. Kevin Yee is devoted to supporting teachers and TAs. They offer a number of workshops on topics from classroom management to Canvas help. A complete list of workshops is available on the ATLE website, and an abbreviated list of workshops through November is below. Note that there are two levels of Canvas best practices sessions; if you feel confident in the basics but want additional assistance, check out the Best Practices II workshops. TO RSVP, navigate to <http://workshops.etg.usf.edu>.

Note: All workshops take place in SVC 1072.

- Tues., Oct. 15, 10:00-11:00 – Presenting with Prezi
- Wed., Oct. 16, 2:00-3:00 – Interactive Teaching Techniques
- Fri., Oct. 18, 9:00-10:00 – Canvas Best Practices
- Mon., Oct. 21, 2:00-3:30 – Canvas Crash Course for TAs
- Tues., Oct. 22, 12:00-1:00 – Canvas Best Practices
- Wed., Oct. 23, 12:30-1:30 – Canvas Best Practices II (Adv.)
- Tues., Nov. 5, 10:00-11:00 – I.P. and Copyright
- Tues., Nov. 5, 11:00-12:00 – Canvas Best Practices
- Wed., Nov. 6, 10:00-11:00 – Applying for the TA Teaching Award
- Tues., Nov. 12, 9:00-10:00 – Enhancing Student Motivation
- Tues., Nov. 12, 10:00-11:30 – Canvas Crash Course for TAs
- Thurs., Nov. 14, 1:30-2:30 – Canvas Best Practices
- Thurs., Nov. 14, 3:00-4:00 – Interactive Teaching Techniques
- Fri., Nov. 15, 2:00-3:00 – Learning Activities That Work
- Tues., Nov. 19, 12:00-1:00 – Canvas Best Practices II (Adv.)
- Wed., Nov. 20, 2:30-3:30 – Canvas Best Practices
- Fri., Nov. 22, 10:00-11:30 – Canvas Crash Course for TAs
- Mon., Nov. 25, 10:00-11:00 – Canvas Best Practices
- Mon., Nov. 25, 3:00-4:00 – Flipping the Classroom