

# FYC PROJECTS 2016-2017

fyc.kennesaw.edu

## PROGRAM OUTCOMES

- Compose a variety of texts using key rhetorical concepts
- Use composing processes and tools to develop projects through multiple drafts
- Locate and evaluate primary and secondary research material
- Integrate appropriate source material for a variety of rhetorical contexts
- Read and analyze a rhetorically diverse range of texts
- Apply citation conventions

## OUR PROJECT APPROACH

This document gives you some context and the specifics on the six Projects on which we'll be working as FYC faculty this year. We're taking this approach with our work for two primary reasons: 1) to move forward several program responsibilities that have needed action and 2) to use our committee meeting time as productively as possible for our faculty.

Sign-Up on [fyc.kennesaw.edu](http://fyc.kennesaw.edu)!

We're inviting everyone who teaches first-year composition who would like to participate in this service for the program and our teaching. You can sign up digitally on our program website: [Digital Project Sign-Up](#).

### Project Faculty

Ideally, three-four faculty will participate in each project group. Each group has a lead, a contact person, who has helped the FYC Administrative Faculty think about the goals and purposes of the project. Each project group will be able to determine how often it meets, in what formats (virtually, f2f, asynchronously) it meets, and how to divide the labor of the group.

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*What's our FYC mission? What should our website be/do? Should our writing contest expand? What essay should CLEP students write? How do we define rhetorical analysis in our curriculum? What practices should be included in a digital teaching archive?*

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## PROJECT GUIDELINES

The following pages provide information that can guide each group's work on the project.

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The screenshot shows the top portion of the FYC website. At the top is a navigation menu with links for Home, About, Academics, Administration, Athletics, Campus Life, Research, and Contact. Below the menu is a large image of hands writing on a piece of paper. Underneath the image is a 'Welcome' section with a search bar and a list of search results. The search results include 'Students', 'Faculty', 'Resources', and 'Contact'. Below the search results is a section titled 'UNIVERSITY CONTACT INFO' with columns for 'Kennesaw Campus', 'Marietta Campus', 'Information for', 'Our Initiatives', and 'Related Links'. The 'Kennesaw Campus' column lists the address, phone number, and website. The 'Information for' column lists various departments and programs. The 'Our Initiatives' column lists various programs and services. The 'Related Links' column lists various external links.

[fyc.kennesaw.edu](http://fyc.kennesaw.edu)



The Blue Diamond Gallery

## PROJECT: EMERGING WRITERS CONTEST AND JOURNAL

This information is designed to provide insights on why this topic is being taken up by the Composition Committee as well as offer strategies that might be useful in approaching the project. The FYC administrative faculty have developed the guiding questions and strategies in consultation with composition faculty. The strategies listed below should not be considered requirements but guidelines to help the project progress. Faculty should feel free to find answers to and/or propose recommendations to the guiding questions using different strategies. The timeline does represent the need of the program, department, and/or university for this project. Please feel free to contact Rochelle Harris (rharri81@kennesaw.edu) at any time--as individuals and/or a group--to discuss this project.

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### Project Contact:

*Paul Wakeman*

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### Guiding Questions

1. Should we expand the EW contest/journal to include a Sophomore Literature and/or Multi-Modal composition categories?
2. How would we collaborate with Gen Ed Lit?
3. How would we address soliciting national judges for new categories?
4. How would we expand publication to include these new categories?
5. When might this be implemented if we move forward with this revision?

### Project Strategies

- Touching base with the Gen Ed Lit Committee to discover what writing faculty assign in those classes
- Deciding what Soph Lit categories might be included (Writing with/about literature? Creative Writing inspired by Literature? Both? More?)
- Touching base with writing teachers to see what multi-modal assignments faculty assign
- Deciding what the multi-modal category might be
- Considering how this expands judging with a) an increased need for volunteer faculty judges at KSU and b) a national judge for each new category
- Considering how this affects publication—talking with Fountainhead press to see how adding pages to the journal changes pricing/our contract and considering how multi-modal pieces might be published (hard copy? Digital site?)
- Touching base with Jenny Sadre-Orfai and/or Allison Davis (contest/journal founders) and MJ Severson (last year's contest coordinator)
- Developing recommendations to share with the Composition Committee
- Developing strategies to share drafts/revisions of the recommendations with the committee (D2L, email, fyc.kennesaw.edu, etc.)

### Context and Background

In hallway conversations with faculty, it has come up about the excellent writing happening in literature classes which doesn't get attention as well as the multi-modal pieces students compose that aren't an easy fit with current contest guidelines. After talking with Dorothy Kuykendal (former Gen Ed Lit Chair), Brian Artese (current Gen Ed Lit Chair), and Chris Palmer (Director of the BA), all expressed favorable interest in seeing how Sophomore Literature students' writing might be included in the contest. For Fountainhead Press, they do not currently make money on the publication; they do ask that at least 25 sections assign the journal as a course text so as to break even on printing costs. The student price for the book is around \$11; the FYC program does receive a royalties check each semester on this publication; those monies are used to support the contest. The EW Project's goal is to explore the feasibility of this revision to the existing journal/contest and make recommendations to the Composition Committee about how to proceed.

### Timeline

**Fall 2016**—Discuss, consider, and develop ideas; provide periodic updates to the Composition Committee

**Spring 2017**—Develop specific plans/recommendations; present those recommendations to the Composition Committee

**Calendar Year 2017**—changes implemented (if those are recommended and/or agreed to by the Committee)



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## PROJECT: FYC MISSION STATEMENT

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### Guiding Questions

1. What mission statement can represent the goals, outcomes, and philosophy of the KSU First-Year Composition Program?
2. What are mission statements at aspirational, peer, and conference institutions?

### Project Contact:

*Victoria Armour-Hileman*

### Project Strategies

- Reviewing mission statements from aspirational, peer, and conference institutions (see accompanying PowerPoint) so as to consider 1) the rhetorical decisions involved (length, scope, diction, etc.) and 2) the intellectual decisions involved (what points to include/emphasize, what to aspire to, etc.)
- Considering the goals, outcomes, and philosophy of the KSU First-Year Composition program
- Soliciting input from faculty as needed
- Considering the English Department mission statement, CHSS mission, and/or other university statements so as to be in conversation with those statements
- Drafting a mission statement for the FYC program that encompasses the present and acts as a guide for future growth/development
- Presenting the draft mission statement to the committee
- Developing strategies to share drafts/revisions of the mission statement with the committee (D2L, email, fyc.kennesaw.edu, etc.)
- Revising, fine-tuning, and finishing the mission statement in conversation with the committee
- Posting the mission statement to fyc.kennesaw.edu

### Context and Background

During AY 2015-2016, the Interim Director of Composition, Dr. Guglielmo, had a key goal of developing a mission statement for the FYC program. Due to General Education/SACS Assessment requirements, that key goal was put on hold. This year's committee will take up that goal again. A mission statement can be very influential for a program. Not only does this brief statement help anchor the program's identity and values, but it also serves as an assertion of those values to the university community and in the public sphere. As the program is currently searching for a Director of Composition, a mission statement can also enhance the value of the program to candidates. (Note--the timeline below coincides with the timing of national searches.) Lastly, a clear mission statement can assist a program in making arguments for funding, for hiring, and for other valuable resources to strengthen the program.

### Timeline

**Fall 2016**—Review, plan, discuss mission statements

**January-February 2017**—Draft FYC mission statement and present to Composition Committee; work with the committee to revise and finish the mission statement; post the mission statement to fyc.kennesaw.edu



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## PROJECT: RHETORICAL ANALYSIS

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### Guiding Questions

1. How are we defining rhetorical analysis in the FYC program?
2. What teaching tools do we use/can we use for rhetorical analysis in our courses?
3. What information from our faculty can enhance the teaching of rhetorical analysis as well as provide a foundation for future ENGL 1102 assessment that might include rhetorical analysis?

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### *Project Contact:*

*Molly Brodak*

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### Project Strategies

- Discussing contexts, questions, issues, and/or challenges with defining, training in, and teaching rhetorical analysis in FYC courses.
- Selecting a survey instrument (such as survey monkey) and developing an FYC faculty survey on rhetorical analysis. Possible questions might include: what training do we have in rhetorical analysis, do students do well on those assignments, what teaching tools do we use, etc. (Note—the department may have a Survey Monkey account the group can use.)
- Sharing the survey draft with the Composition Committee
- Getting IRB approval for the faculty survey
- Distributing the faculty survey and encouraging participation
- Analyzing and studying survey results
- Developing recommendations, resources, etc. based on survey results
- Presenting survey results and recommendations to Composition Committee

### Context and Background

For several years, ENGL 1101 has emphasized rhetorical analysis as a curricular layer for all FYC faculty. This common element allows for a shared conversation among a diverse faculty with the academic freedom to design their own courses, select course readings, and compose course assignments. Recently, during Best Practices presentations in Composition Committee meetings, during the 1102 Pilot Project Assessment, and during faculty searches, questions have been raised and discussions started about the ways in which faculty approach and the program defines rhetorical analysis. In addition, programmatic assessment of ENGL 1101 will be developed in the next few semesters; as rhetorical analysis is the commonality across courses and a key intellectual goal of the program, it has potential to become a way to assess that course in the program. The AY 2016-2017 syllabus review for 1101 will emphasize rhetorical analysis. Due to this, the project group will need IRB approval to access the survey information and potential information from syllabi. The goal of this project group is to study the current ways in which faculty work with rhetorical analysis and develop recommendations and resources to enhance faculty and student work with rhetorical analysis. A potential goal, as well, is to consider writing a collaborative article for publication.

### Timeline

**Fall 2016**—discuss and plan the survey; select the survey instrument; share the survey with the Composition Committee by November; submit IRB application by December deadlines (or earlier)

**Spring 2017**—advertise and distribute faculty survey by January; analyze and study data; share recommendations with Composition Committee



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## PROJECT: CLEP 1101 EXAM REVISION

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### Guiding Questions

1. What are the existing CLEP 1101-exemption materials?
2. What is a reasonable accommodation of a CLEP essay exam with the learning outcomes for ENGL 1101? Or, how can a CLEP essay exam demonstrate reasonable mastery of ENGL 1101 learning objectives?
3. What new essay exam questions can be given to the Learning Support and Testing Center programs for students who choose to take this CLEP?

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### Project Contact:

*Rachel Griel*

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### Project Strategies

- Examining the CLEP materials provided by the Interim Director of Composition, including the current essay exam questions.
- Reviewing the CLEP exams available (clep.com)
- Reviewing the CLEP exam records/statistics for KSU students
- Reviewing the program outcomes for FYC and learning outcomes for ENGL 1101
- Researching (as needed) and/or developing new essay exam questions for the CLEP test at KSU
- Presenting the recommended essay exam questions to the Composition Committee
- Revising, fine-tuning, and/or finishing the essay exam questions
- Submitting the questions to the Interim Director of Composition for distribution to the Testing Center at KSU

### Context and Background

For many years, KSU has offered ENGL 1101 exemptions for students who successfully complete a two-stage CLEP exam—a multiple choice grammar exam and 90-minute, written essay on 1 of 4 topics. Approximately 25 students take the CLEP exam each year; very few of these students pass both exams to receive exemption. The FYC program serves approximately 9,000+ students in General Education courses each Fall and each Spring. The students who choose to take the CLEP are, for the most part, active military, veterans, and returning students. In AY 2015-2016, the Interim Director of Composition was asked to revise the exam questions as they were outdated and had been used for several years. Due to the pressures of the 1102 Assessment, this request had to be deferred. In Summer 2016, Dr. Laura McGrath, the University Prior Learning Assessment Coordinator, requested again that the exam questions be reviewed and updated. Dr. Harris, this year's Interim Director of Composition, requested statistics and information from the Testing Center about the CLEP exam and consulted with Dr. Tierce—the faculty member in the English Department who enters exemptions for students. While there may be philosophical disagreements with the CLEP exemption, departmental and institutional administrators agree that the CLEP exam is used appropriately by a small number of students. The goal of this project group is to consider how a new set of timed essay questions can reasonably show mastery of the learning outcomes for ENGL 1101 as well as provide more current, thoughtful questions for students who choose to take the exam. ([CLEP site](#))

### Timeline

**Fall 2016**—Examine provided materials on the CLEP exam; discuss 1101 learning outcomes and essay exam questions; draft/select essay exam questions that meet learning outcomes; present those questions to the Composition Committee; revise/edit questions as needed.

**December 2016**—Send finalized essay exam questions to the Interim Director of Composition.



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## PROJECT: HYBRID/ONLINE BEST PRACTICES ARCHIVE

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### Guiding Questions

1. What are “best practices” for teaching first year composition in digital environments at Kennesaw State University?
2. What practices will be the most beneficial in assisting teachers new to hybrid/online teaching?
3. What additional materials can supplement and enhance a best practices archive?

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### Project Contact:

*Erin Sledd*

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### Project Strategies

- Considering the kinds of materials faculty might find useful for teaching in digital environments, with an attention on faculty new to teaching in digital environments.
- Developing a “call” to solicit materials from faculty
- Considering incentives for faculty participation
- Developing procedures for collecting faculty materials, organizing materials, and archiving materials on the FYC D2L site
- Developing a means for citing faculty materials and recognizing faculty who contributed
- Considering additional resources—links, documents, articles, etc.—that can enhance the archive by providing pedagogical and scholarly contexts.

### Context and Background

Teaching hybrid and online courses requires distinct, specific pedagogical approaches that are different than f2f teaching. For several years, teaching in digital environments has been a part of the development of the FYC program at KSU, ranging from the Hybrid Pilot Project several years ago, to the Cloud Teaching Pilot, and to encouragement to receive online and hybrid teaching certifications through CETL or the CHSS Office of Distance Learning. The CHSS Dean’s Office has also increased their interest in online teaching by funding positions specifically for online teachers and providing monetary incentives for online teachers. Two recent pressures on FYC faculty are 1) increasing pressures in physical space due to raises in student enrollment as well as a building project (Spring/Summer 2017) that reduce the number of classrooms available to composition classes and 2) renewed interest in the vitality of digital environments through collaborations with Marietta campus faculty in our initial post-consolidation semesters. Another important context is the diversity and numbers of our faculty who have a range of backgrounds, training, and approaches to teaching. Building an archive can allow our faculty to have access to shared practices that enables conversations about teaching in our program. In addition, an archive allows teachers new to hybrid and online teaching materials with which to develop their own approaches to these courses.

### Timeline

**Fall 2016**—Put out the call; begin collecting and archiving materials. A December goal is to have some materials that faculty new to this teaching can access.

**Spring 2017**—Continue collecting and archiving materials; officially share the archive with FYC faculty and make any recommendations for future work with the archive.



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## PROJECT: FYC WEBSITE

This information is designed to provide insights on why this topic is being taken up by the Composition Committee as well as offer strategies that might be useful in approaching the project. The FYC administrative faculty have developed the guiding questions and strategies in consultation with composition faculty. The strategies listed below should not be considered requirements but guidelines to help the project progress. Faculty should feel free to find answers to and/or propose recommendations to the guiding questions using different strategies. The timeline does represent the need of the program, department, and/or university for this project. Please feel free to contact Rochelle Harris (rharri81@kennesaw.edu) at any time--as individuals and/or a group--to discuss this project.

### Guiding Questions

1. What revisions, edits, changes, and/or updates can enhance usability and value of the FYC website?
2. What materials do students need and in what forms?
3. What materials do faculty need and in what forms?
4. How can we shift from a text-heavy site to a more dynamic one?
5. What role should the FYC website have for the program?

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### Project Contact:

*Bridget Doss*

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### Project Strategies

- Review [fyc.kennesaw.edu](http://fyc.kennesaw.edu)
- Review recommendations from undergraduate intern from Summer 2016 on student documents
- Review aspirational, peer, and conference websites from other FYC programs (see accompanying PowerPoint)
- Consider role of the website for faculty and students as well as the possible uses the website might have
- Discuss, consider, and develop revisions, edits, changes, and/or updates for [fyc.kennesaw.edu](http://fyc.kennesaw.edu)
- Present recommendations/drafts to Composition Committee
- Revise, fine-tune and edit based on conversations with Composition Committee
- Present final recommendations/drafts to Composition Committee
- Submit changes to (or work with) the Interim Assistant Director of Composition who will upload/implement those.

### Context and Background

The FYC website has been an evolving website for several years. First, it was an archive for key policies and guidelines used primarily by faculty. Later, it shifted to its newer version—formatting in-line with most university websites—that continues the archive function but expands the website to include Composition Committee minutes, etc. In AY 2015-2016, the Interim Director of Composition, Dr. Guglielmo, was able to release the website from the CHSS group, which enabled the program to have direct control of the content on the website. (At present, all other English Department/program websites do not have this; content requests must go through the CHSS webmaster.) In Summer 2016, an undergraduate Intern reviewed the website from a student's perspective and made recommendations about the Student content. The Director of Composition uses the website as a primary interface/resource for new faculty (some of whom are hired last minute and rely heavily on the website), and as such, it represents the public persona of the program as well as a key resource for (new) teachers. Many FYC faculty have expressed a desire for a more dynamic site that is more user-friendly. The goal of this project group is to study the site, make recommendations, and develop ideas/materials for revising and updating the site.

### Timeline

**Fall 2016**—review, discuss, and study the FYC website; consider aspirational, peer, and conference websites

**Spring 2017**—make recommendations for changes, revisions, edits, and/or updates for the website to the Composition Committee; work with committee suggestions to finalize recommendations

**April-May 2017**—submit materials/changes to the Assistant Interim Director of Composition for implementation on the website.

## AY 2016-2017 PROJECT TIMELINE

Our overall goal for these projects is to have them completed—or with significant forward movement—by May 2017. Two of the projects, the CLEP revision and the Mission Statement have earlier timeline goals—by December 2016/January 2017.

## THE COMPOSITION COMMITTEE'S ROLE

Throughout the year, Project Groups will provide updates and, at times, materials for the Committee to review. As a Committee, our responsibility will be to consider, discuss, and respond to the recommendations made by the Project Groups. We will move forward on these projects based on the results of our collective discussions and decisions.

## QUESTIONS?

If you have questions about joining a project, working on a project, the guidelines for a project, or any other topic related to our FYC Project Groups, please do not hesitate to call (x2244) or email (rharri81@kennesaw.edu) Rochelle Harris.



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