

# OVERVIEW OF FIRST-YEAR COMPOSITION (FYC)

*Students are not expected to take writing classes because they do not yet know how to write, nor should they be expected to have become perfect writers when those classes are over....No writing class can complete the job of teaching students to write their best. All writers, even if they seem to write effortlessly, are always learning to write better each time they take on and complete a new writing challenge—and each new task should be a challenge to them in some sense.*

--John Gage, "Why Write?"



# NATIONAL OUTCOMES FOR FYC

- Rhetorical Knowledge
- Critical Thinking, Reading, and Composing
- Composing Processes
- Knowledge of Conventions



# FYC AT WSU

**Catalogue Description:** English 101 is designed to develop students' academic writing, critical thinking, rhetorical strategies, reading, and library skills.  
Prerequisite: writing placement exam or English 100.

**Course Description:** English 101 is an introductory course in college-level academic writing, designed to prepare students for writing in the university by emphasizing four key outcomes: development of critical thinking, reading, and writing skills; awareness of rhetorical knowledge; understanding of writing processes; and knowledge of conventions.

Students read, discuss, and write in a range of academic (and other) genres and technological mediums in order to develop rhetorical skills, critical analytical skills, and research skills. In doing so, students practice numerous revision strategies and are introduced to a variety academic and other discourse conventions.



# COMMON GENRES IN FYC

- Rhetorical Analysis
- Genre Analysis
- Textual Analysis
- Visual Analysis
- Critical Analysis
- Argument
- Research Essay
- Genre Project



# BRAINSTORMING COMMON GENRES ACROSS AND WITHIN DISCIPLINES AND MAJORS

## ■ **Disciplines:**

- Arts and Humanities
- Business
- Education
- Engineering
- Health Sciences
- Sciences
- Social Sciences

## ■ **Genres:**

- Literature Review
- Proposals
- Lesson Plans
- Lab Reports
- Case studies
- Posters
- Field Notes



# TRANSFER THEORY

- *Transfer Learning Theories*: describe the process and the effective extent to which past experiences affect learning and performance in a new situation (Kolb 1984, Meyer et al. 2010).
- *Theories of Writing Transfer*: allow for a more complex understanding of the rhetorical situations, knowledge, and systems that students navigate as they move from discipline to discipline (Beaufort 2007; Nowacek 2011; Wardle 2012; Yancey, Robertson, and Taczak 2014; and Adler-Kassner and Wardle 2015).
- “*Far Transfer*”: the transfer of writing skills from one discipline to another that contain few abstract or general overlapping features (Perkins and Salomon 1988).



# TEACHING FOR TRANSFER

- Introduction to key rhetorical concepts (vocabulary for talking about writing).
- Introduction to concept of genre (academic and public genres).
- Reflection on writing and writing processes.
- Development of a theory of writing and rhetoric.
- Cue for transfer (from earlier writing experiences to future writing experiences)

