

## First-Year Composition Program Annual Report

### Academic Year 2014-2015

Director of Composition: Dr. Kevin Roozen  
 Composition Co-Coordinator: Matthew Bryan  
 Composition Co-Coordinator: Nichole Stack

**Programmatic Goal:** The Department of Writing and Rhetoric's First Year Composition Program serves as an innovative and effective entry point to writing in the university for FTIC students.

### I. Program Statistics

Total 2014-2015 FYC Enrollment: 6,156 students, 256 sections

#### Fall 2014

ENC 1101: 1,769 students; 75 sections  
 ENC 1102: 1,337 students; 55 sections  
 Fall Total: 3,106 students; 130 sections

#### Spring 2015

ENC 1101: 490 students; 20 sections  
 ENC 1102: 2,560 students; 106 sections  
 Spring Total: 3,050 students; 126 sections

### II. Program Assessment

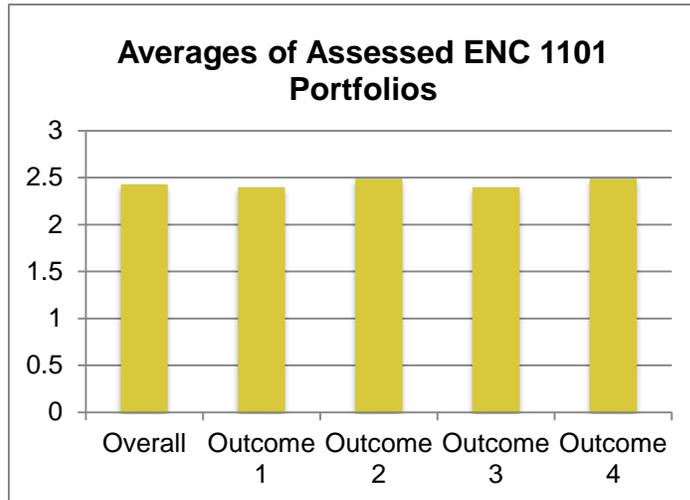
The Composition Program conducted program-wide assessment of both ENC 1101 and ENC 1102 using portfolio review and beginning- and end-of-semester surveys. Select results from the 2014-2015 assessment are included below.

#### ENC 1101

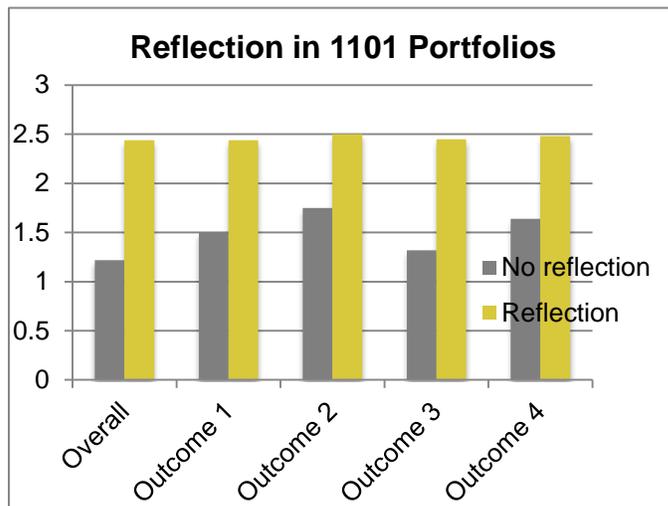
ENC 1101 assessment took place during Fall 2014. For reference, the four ENC 1101 course outcomes are listed below.

1. Students will demonstrate an understanding of writing processes and how writing processes change.
2. Students will demonstrate an awareness of rhetorical situations and acquire strategies for writing in different contexts.
3. Students will demonstrate their capabilities as readers of complex texts.
4. Students will demonstrate an awareness of the relationship between discourse conventions, lexis, genres, and their related communities.

## ENC 1101 Portfolio Assessment Results



For the 2014-2015 academic year, the Composition Program assessed portfolios from 137 students enrolled across 75 sections of ENC 1101 during Fall 2014. The assessment indicated an average score across all outcomes of 2.43. This score represents adequate performance, equating to somewhere between a C and a low B on the 4.0 scale. The overall score of 2.43 indicates a slight dip in student achievement of course learning outcomes from the previous year.



This year, the large majority of assessed portfolios included a reflective cover letter or some other indication that students had reflected on their writing and learning throughout the semester. Portfolios that included a reflective cover letter or some other reflective component tended to outperform those that did not. Across all outcomes, portfolios that included a reflective cover letter or other component were scored 1.2 points higher.

## ENC 1101 Student Survey Results

Students taking ENC 1101 in Fall 2014 were asked to complete surveys about writing and reading at the beginning and end of the term. Data from these surveys indicate that ENC 1101 is having a positive impact on students' assumptions about writing and their understanding of their own literate abilities. Select examples from students' responses to the beginning- and end-of-semester surveys are listed below.

- "When I write for class, I usually plan, draft, and revise at the same time."  
Beginning of Term: 36.1% agree  
End of Term: 55.1% agree
- "I can analyze a text for its rhetorical strategies."  
Beginning of Term: 69.7% agree or strongly agree  
End of Term: 95.9% agree or strongly agree

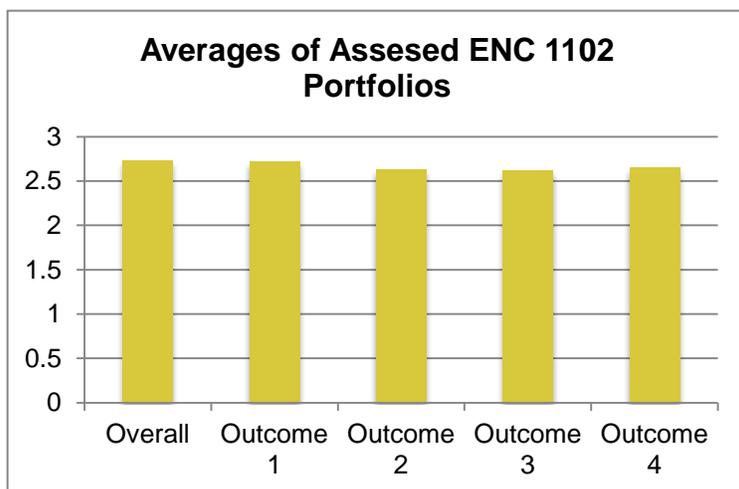
- “When I must read something long or difficult for class, I am able to understand what I read.”  
Beginning of Term: 68.2% agree or strongly agree  
End of Term: 81.5% agree or strongly agree
- “I can name a particular community that writes in a special way, particular to them.”  
Beginning of Term: 51.9% agree or strongly agree  
End of Term: 93.3% agree or strongly agree
- “When writing, I analyze the rhetorical situation I am writing to.”  
Beginning of Term: 44.3% agree  
End of Term: 70.8% agree
- “The only writing I do is for class.”  
Beginning of Term: 36.9% disagree or strongly disagree  
End of Term: 57.3% disagree or strongly disagree

## ENC 1102

ENC 1102 assessment took place during Spring 2015. For reference, the four ENC 1102 course outcomes are listed below.

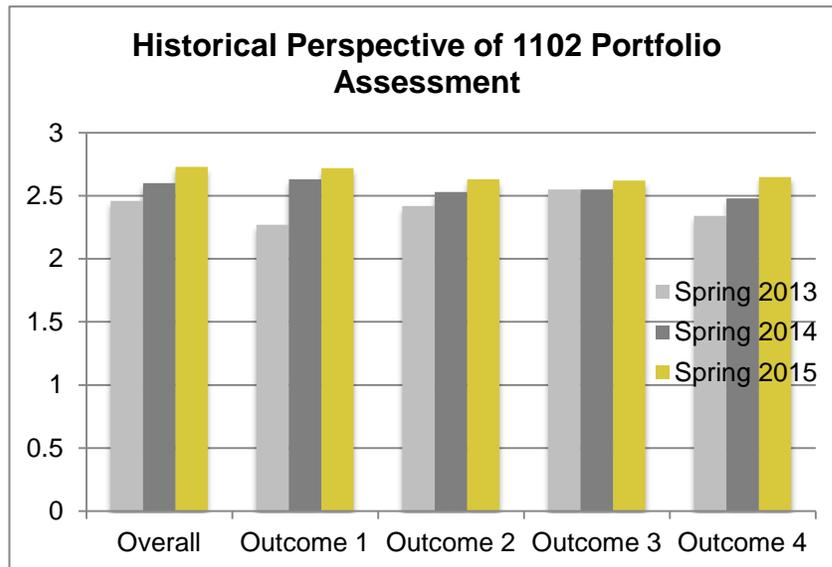
1. Students will engage in a dynamic research process that is meaningful for a specific community.
2. Students will demonstrate an understanding of the intertextual nature of writing and research through reading, analyzing, and synthesizing complex texts.
3. Students will produce purposeful arguments in appropriate genres that matter to specific communities.
4. Students will develop flexible strategies for planning, revising, editing, and evaluating their writing for specific communities.

## ENC 1102 Portfolio Assessment Results



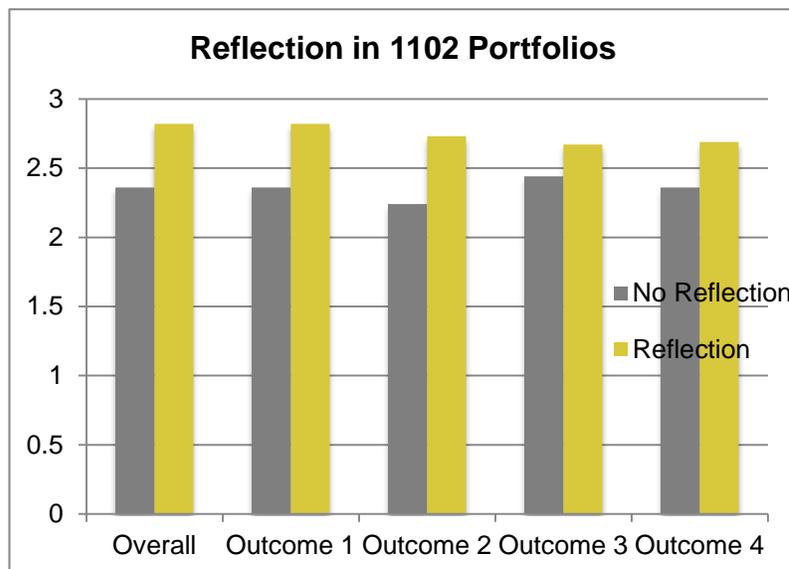
For the 2014-2015 academic year, the Composition Program assessed portfolios from 177 students enrolled across 106 sections of ENC 1102 during Spring 2015. Portfolio assessment revealed modest gains both overall and across each of the individual outcomes. Across all outcomes, assessed portfolios received an average of 2.73 (up 0.18 from Spring 2014). This score represents adequate

performance, equating to somewhere between a high C and a low B on the 4.0 scale.



The 2014-2015 academic year marks the second consecutive year of modest increases in student performance both overall and in the individual learning outcomes. This steady increase may be accounted for by considering the Composition Program's efforts over the past three years to develop and implement a coherent

1102 curriculum focused on immersing students in examining the roles that writing, rhetoric, language, and literacy play in their academic, professional, civic, and personal lives.



This year, the large majority of assessed 1102 portfolios included a reflective cover letter or some other indication that students had reflected on their writing and learning throughout the semester. Portfolios that included a reflective cover letter or some other reflective component tended to outperform those that did not. Across all outcomes, portfolios that included a reflective cover letter or other component were

scored 0.46 points higher.

### ENC 1102 Student Survey Results

Students taking ENC 1102 in Spring 2015 were asked to complete surveys about writing, reading, and research at the beginning and end of the term. Data from these surveys seem to indicate that ENC 1102 is having a positive impact on students' assumptions about these subjects and their confidence in their own abilities. Select examples are listed below.

- “When doing research, I feel like I can come up with a research question or problem that matters to a specific community.”  
Beginning of Term: 94.18% agree or strongly agree (26.1% strongly agree)  
End of Term: 98.6% agree or strongly agree (55.6% strongly agree)
- “When doing research, I revise or change my research questions, methods, and aims in response to what I am finding.”  
Beginning of Term: 90.7% agree or strongly agree (25.8% strongly agree)  
End of Term: 95.6% agree or strongly agree (53.7% strongly agree)
- “When I write about research, I think about the way others have approached this same topic and I try to fit my ideas into the conversation.”  
Beginning of Term: 90.9% agree or strongly agree (20.4% strongly agree)  
End of Term: 95.6% agree or strongly agree (39.5% strongly agree)
- “I can identify some of the genres that specific communities use to conduct inquiry and explain why they use them.”  
Beginning of Term: 85.8% agree or strongly agree (18.3% strongly agree)  
End of Term: 97.5% agree or strongly agree (43% strongly agree)

### III. Program Accomplishments

- Planned and presented the 5<sup>th</sup> annual Knights Write Showcase, which featured 30 first year composition students, 10 Department of Writing and Rhetoric faculty members, and 3 faculty members from other departments.
- Published 20 first year composition student essays in *Stylus: A Journal of First-Year Writing*.
- Prepared and supported 18 graduate students from Rhetoric and Composition, English, Creative Writing, and Texts & Technology to teach 64 sections of first-year composition as teachers-of-record during the 2014-2015 academic year.
- Revised the ENC 1102 curriculum for GTAs to use during their first year of teaching composition. The composition program will pilot that revised curriculum during Fall 2015 and Spring 2016.
- Generated an identity statement for the ENC 1101 curriculum based on information from portfolio assessment, piloted sections, and faculty-generated 1101 course materials. The resulting ENC 1101 mission statement is available at (<http://writingandrhetoric.cah.ucf.edu/revisedenc1101.php>) and can also be found at the end of this document.
- Hosted 3 workshops at the Department of Writing and Rhetoric’s Fall Orientation to support the professional development of DWR faculty and graduate students.
- Hosted 6 workshops throughout the academic year to support the professional development of DWR faculty and graduate students.

- Hired two Full-Time Instructors and three Visiting-Instructors to begin Fall 2015.
- Continued decreased reliance on adjunct labor.

#### **IV. Innovations**

- Designed and taught the first section of ENC 1101 offered for students enrolled in UCF's Global Achievement Academy.
- Designed and implemented a curriculum for sections of ENC 1130 for students enrolled in UCF's Global Achievement Academy.
- Supported 3 faculty members' efforts to analyze data collected on student learning in ENC 1101 and ENC 1102.
- Piloted a model for peer-to-peer annual teaching observations. Based on the results of that pilot, the Department will offer this model as an observation option for faculty teaching composition next year.
- Continued to pilot a "1-to-1 walk through" model for observing online teaching. Based on the results of that pilot, the Department will offer the "1-to-1 walk through" as an observation option for faculty teaching an M or W section next year.
- Continued to pilot a small-group model for sharing ideas among those teaching online. Based on the results of that pilot, the Department will facilitate small groups of faculty getting together to discuss their online teaching and share resources next year.
- Collaborated with UCF Library Faculty to create face-to-face library sessions for incoming GTAs teaching ENC 1102.
- Collaborated with the University Writing Center to pilot a model for incorporating graduate students as research coaches for sections of ENC 1102.

#### **Identity Statement for ENC 1101**

ENC 1101 develops students' knowledge of what writing is and how it functions in the world. By examining writing as an object of study, the ENC 1101 curriculum invites students to understand their writing as situated within academic, professional, civic, and personal contexts and to develop their identities and abilities as writers across these settings. The reading and writing tasks featured in ENC 1101—such as analyses of writing processes and practices, patterns of literacy sponsorship, and conceptions of writing—provide the frameworks students will use to explore the writing they do throughout their lives, how it is accomplished, and the various roles and functions it serves. In addition to helping students interrogate and expand their understanding of writing and writers, these frameworks will allow students to continually adapt their writing-related knowledge and abilities to the new writing situations they'll encounter throughout college and beyond.

**ENC 1101 immerses students in the work of:**

Understanding writing as a continual process of making meaning.

Applying concepts from writing studies to recognize the richly literate lives they lead and the wealth of writing-related knowledge they already possess.

Deepening and expanding their ideas about writing and the work it does in the world.

Navigating the complex texts emerging from the scholarship on writing, rhetoric, and language.

Analyzing their identities as writers and the processes, practices, and technologies they use for writing in their academic, professional, civic, and personal lives.

Participating in writing as a social activity through reading, collaboration, peer review, and other forms of feedback.

Assembling a portfolio that showcases both writing processes and products from a variety of genres and that demonstrates writing development throughout the semester.