



a journal of first-year writing

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**Rhetorical Reflection on an Air  
Force IT Ad**  
*ISAAC KYLE*

**A Little Take on Authority**  
*ANGELO GUEVARA-MALAVÉ*

**Simple Forms of Dance and Movement  
Literacy**  
*MADLINE HALVEY*

**Constructing Identity in Academic Writing: A  
Case Study on Rhetorical Awareness  
in Engineering Discourse**  
*DANIEL TRUESDELL*

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**Volume 6 | Issue 1 | Spring 2015**

The Journal of the First-Year Writing Program at the University of Central Florida

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## *From the Editor*

Just a little over five years ago, the First-Year Writing Program here at UCF published the first ever issue of *Stylus: A Journal of First-Year Writing*. It contained six pieces of outstanding student writing from five different authors, and was produced with the help of just four faculty members and three student editors. We had a simple goal, but one that we all felt was important: we wanted to highlight and share some of the great work UCF students were doing in their composition classes. In the introduction to that first issue, I wrote that I was “consistently impressed by the insight and cleverness of our students, their capacity for surprising and original thought, their ability, when given the space and a receptive audience, to produce writing and ideas that truly advance knowledge or have the potential to effect real change.” Five years later, the University has grown and we’ve seen students come and go, but I’m pleased to report that this statement is truer than ever.

When we first started *Stylus*, I knew we would have no shortage of excellent writing to publish each semester—anybody who steps foot in one of our composition classrooms could tell you that. I did wonder, though, if we eventually would end up selecting the same kinds of work over and over, if we would run out of new ideas and types of writing to publish. After all, *Stylus* only publishes work produced in Composition I and II. That would limit the breadth of the writing we had to choose from, right? Happily, the answer over the past five years has been a resounding, “No.” This issue, in particular, is a testament both to the wide variety of work being done in composition classes across UCF and the sheer creativity of our students. The first two pieces in this issue are, in fact, quite unlike anything we’ve ever published. The final two articles might initially look more familiar, but on reading them you’ll find that these two authors have found interesting and unique ways of applying some important ideas to new subjects.

First up is Isaac Kyle’s “Rhetorical Reflection on an Air Force IT Ad.” Kyle, a veteran of the United States Air Force, actually created two pieces for this selection. The first is the ad mentioned in the title, and you can find it on p. 1 of his article. The second is the reflection itself. Individually, these two pieces are impressive enough, but together they serve as a strong demonstration of some of the sorts of factors that might constrain a rhetor’s creation of a particular text.

The second piece comes from Angelo Guevara-Malavé, and is called “A Little Take on Authority.” This piece can serve as a good follow-up to Willa Maddox’s “[Navigating Authority in Coursework and Life: An Unofficial Guide for Fellow Students](#)” from *Stylus* 5.2, but Guevara-Malavé has found an approach all his own. Taking the form of a script, his synthesis of multiple authors’ ideas about how students develop authority and what that means is both compelling and illuminating.

Next is Madeline Halvey’s “Simple Forms of Dance and Movement Literacy.” Composition instructors often tell their students that writing is everywhere, and Halvey’s article serves as proof. We might not expect dance classrooms to involve much in the way of text, but Halvey’s careful research shows otherwise. Her article will be useful for anyone interested in researching literacy at unexpected locations.

The final piece of this issue is Daniel Truesdell’s “Constructing Identity in Academic Writing: A Case Study on Rhetorical Awareness in Engineering Discourse.” While the focus here might be on engineers, Truesdell’s research matters to anyone interested in thinking through how the ways they choose to present themselves in their writing reflect their own sense of identity in a particular community. By combining both interviews and a methodical text analysis, Truesdell develops and presents some surprising conclusions.

We hope you enjoy this issue of *Stylus* and find it to be helpful in your explorations of what writing and research can accomplish. We also hope that you’ll consider submitting your own work for publication in the journal; at one time or another, all of the students published here were sitting in a composition class, just like you. To read about their experiences (and, sometimes, struggles) along the way from receiving an assignment to being published, be sure to take a look at the writer’s statements accompanying each essay. If you’re interested in submitting work to *Stylus*, simply ask your Composition I or II instructor to forward the piece you’d like to submit to the journal and we’ll take care of the rest. If you have any questions about this process, please feel free to contact me at [Matthew.Bryan@ucf.edu](mailto:Matthew.Bryan@ucf.edu).

-Matt Bryan