

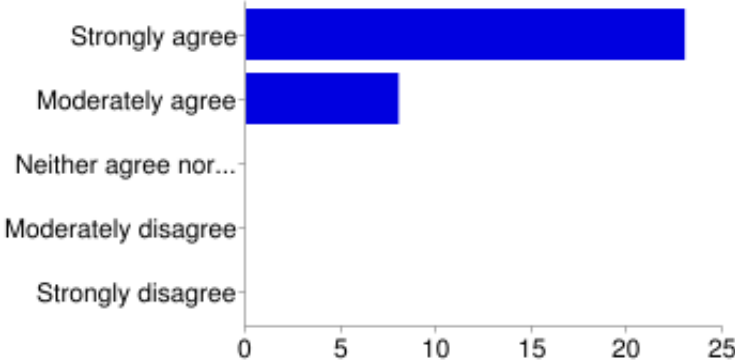
# 30 responses

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## Summary

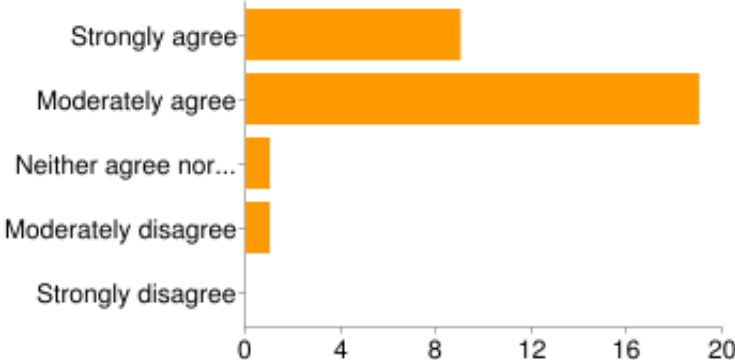
### General Administration and Design of Program

The program's five core principles (rhetoric, process, conventions, mutlimodality, and reflection) are clear and accessible to instructional staff.



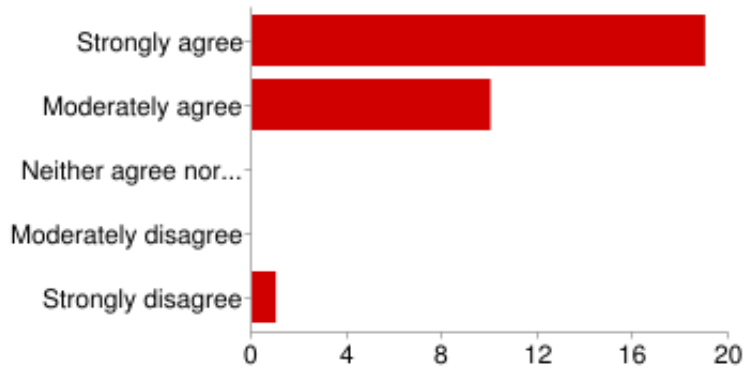
Strongly agree	23	76.7%
Moderately agree	8	26.7%
Neither agree nor disagree	0	0%
Moderately disagree	0	0%
Strongly disagree	0	0%

The program's five core principles (rhetoric, process, conventions, mutlimodality, and reflection) are clear and accessible to students.



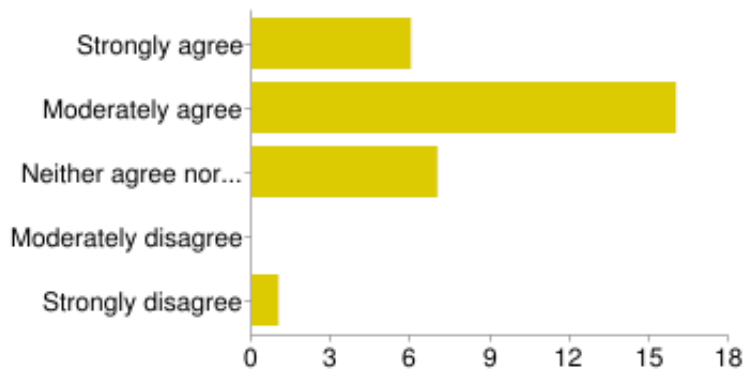
Strongly agree	<b>9</b>	30%
Moderately agree	<b>19</b>	63.3%
Neither agree nor disagree	<b>1</b>	3.3%
Moderately disagree	<b>1</b>	3.3%
Strongly disagree	<b>0</b>	0%

**The directors actively work to make the program's core principles clear and accessible to instructional staff.**



Strongly agree	<b>19</b>	63.3%
Moderately agree	<b>10</b>	33.3%
Neither agree nor disagree	<b>0</b>	0%
Moderately disagree	<b>0</b>	0%
Strongly disagree	<b>1</b>	3.3%

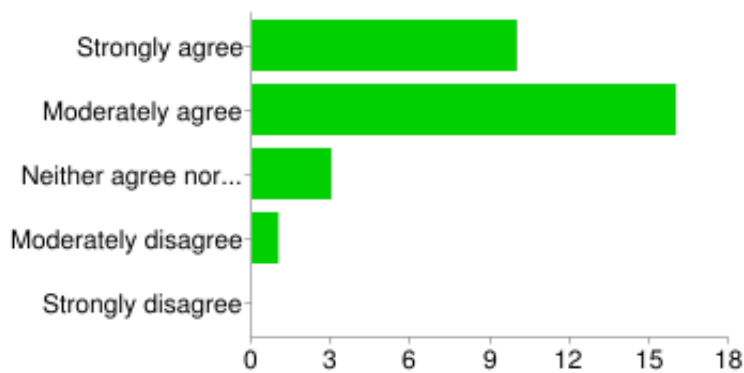
**The new textbook bundle (Understanding Rhetoric and Writing in Action) supports the principles and outcomes of the First-year Writing Program.**



Strongly agree	<b>6</b>	20%
Moderately agree	<b>16</b>	53.3%

Neither agree nor disagree	7	23.3%
Moderately disagree	0	0%
Strongly disagree	1	3.3%

**Instructional support for incorporating Understanding Rhetoric and Writing in Action in First-year Writing courses has been adequate.**



Strongly agree	10	33.3%
Moderately agree	16	53.3%
Neither agree nor disagree	3	10%
Moderately disagree	1	3.3%
Strongly disagree	0	0%

**What qualities or aspects of the First-year Writing Program do you consider to be its strengths?**

The directors are always available to answer questions or help work through problems.

Very supportive atmosphere overall.

Our program is very collaborative - instructors share materials, troubleshoot challenges, and celebrate successes. I appreciate that instructors of all levels are invited to participate in program/professional development.

Freedom of instructional staff to craft individual teaching practices.

Emphasis on public and academic research, conventions, and incorporation of modalities.

The flexibility within curriculum development have been great. I have been able to meet the outcomes of the First-year Writing Program while still catering to the needs of my students.

The program benefits from having a consistent umbrella framework (outcomes, textbooks, CSW) for all 120 and 121 sections, while still allowing individual instructors to customize assignments and class activities. Leadership is solid. Camaraderie between instructors and a system of mutual support are also strengths of the program.

I am really impressed with Kate and Derek. They make themselves available to me when

I need someone to talk to about teaching in the program. As a graduate student, it's meant a lot to me that as busy as Kate and Derek are, they are always willing to meet with me and go over things.

In WRTG 121, students are presented with an interactive curriculum that gets them actively involved in the classroom, with their peers, and in the larger campus/Ypsilanti community.

The willingness of most of the instructors to share information, activities, and assignment ideas.

Very collegial atmosphere established. Clear statement of objectives to be accomplished.

A recognition of writing and rhetoric as more than alphabetic. TT faculty leadership

I think our core principles really do well to guide the program as a whole. They focus instructor's and student's attentions on composition in a way that is relevant for all types of writers today.

The general theories and ideologies that the program instills in newer staff members, who tend to be more open to newer pedagogical approaches and understandings of writing processes.

I enjoy the level of support that exists between the instructors-- in terms of sharing advice and resources-- as well as the support from the directors. I feel some freedom to design things but also a grounding in the curriculum map and the principles, and that seems like a helpful balance.

Great support from the top down . Great attempts at professional development as well. I like the new and creative ideas to make fyw engaging.

1) The overall positive, professional, and supportive-yet-rigorous tone of the FYWP. 2) The Director and Associate Director's dedication to improving and refining the program, and to establishing a culture of excellence in the department. 3) Pizza at meetings! 4) I actually love the CSW; I think it's an incredible event and does wonders for the culture of writing and research at EMU. It makes writing a genuine act of communication and a social process. Students get to visualize, touch, and speak what they have learned. 5) I love the curriculum of the FYWP. I've only taught 121, and I was extremely nervous about having an entire semester based around one research paper. But it's a brilliant structure. A single high-quality research paper really does require an entire semesters' worth of reading, exploration, thinking, structuring, debating & revising. It's intense and focused. It gives many students a deep sense of accomplishment. I love the idea of Project One being just generative, and Project Three being a transformation -- although I admit I'm still working on finding the ideal Projects One and Three.

A developing clarity of its values (and their implementation) A strong collaborative environment for teachers Its interest in current pedagogy Great rapport between lecturers/GA and Derek and Kate

Strong core principles; thoughtful, dedicated directors and instructors; valuable resources available through FYWP Program Docs and Readings; professional development

opportunities; mutual respect among directors and instructional staff; collaboration among instructors; freedom and flexibility in planning lessons that support core principles professional development

The accessibility of the directors; the creativity of Understanding Rhetoric (and its accessibility for students); and the course map packets we receive.

The faculty and staff. Also, the Celebration of Student Writing is a good place for students to connect all they have learned through the semester, and not all colleges have this component.

I like the focus on multimodality and the moves towards sustainable products for the FYW day

### **What recommendations do you have for further improvements to the First-year Writing Program?**

I do not feel like instructors have support from the directors or administration in terms of challenges with students, whether this in regard to academic performance or behavior in the classroom. It is difficult to enforce policies (which are program/institutional policies, not individual policies) because the directors do not want conflict. This undermines the authority of instructors in the classroom and the best interests of our students. The outcomes are difficult for students to comprehend. While these outcomes are much more clear for instructors (and they seem accessible to students too), students struggle to discuss their work in relation to course outcomes. I have tried a number of different ways of helping them in this, and even my strongest students have difficulty. I think that asking students to reflect on the outcomes specifically in reflective statements takes away from the meaningful reflection that they might otherwise do if the prompts were less structured (ie: they are afraid to be "wrong" when they don't understand or cannot make a connection, and therefore their entire reflective process is halted). I do think that the outcomes should come into play in the Final Portfolio, and wonder if we might be better served as a program by having a universal Final Portfolio essay requirement/prompt.

1) Honestly, I struggle with the Understanding Rhetoric textbook. Writing textbooks in general just make me anxious. I would rather immerse students in real-life, engaging examples of writing or rhetoric than give them handbooks. And the format of the graphic novel book in particular always felt somehow unfocused or unclear to me. However, I do think the students find the comic mode engaging, and it has sparked some good discussions. (Then again, I feel like I could bring a rock to my class and have a good discussion, because some students just have interesting things to say.) I do like a few of the articles from Writing Spaces a lot. But I'm most interested in exploring real-life models of argumentative and/or academic texts so that students have more examples of what rhetorical writing can be. \*\*2)\*\* (what I'd really like) We might have more opportunities for get-togethers to share best practices and actual teaching questions about various themes or pedagogical choices in the writing classroom. I am deeply curious about what other

people are doing in their classrooms; what kinds of assignments or guidelines are working for people; how to create the most stimulating, rigorous environment possible in a first-year writing classroom. Occasionally we strike up conversations with people near our office quarters, but I think formal get-togethers where we discuss and share strategies would be amazing.

I would like to see students testing out of 120 course rather than opting out of course; 121 students have a range of skills and backgrounds

Offer instructional support sharing events other than the FYWP meetings.

I'd like more feedback on how to use the handbook. I'd like a stronger consensus across sections, as well.

There should be some emphasis on making writing enjoyable, as I believe that students will become more invested in something they actively enjoy as opposed to something that is dictated to them by force.

Everything excellent!

I'm not head over heels about the textbook bundle. I find the graphic novel format to be slightly patronizing to students.

More information about what the Celebration of Student Writing is and why it is important for the students to participate. Not all students have attended - either they were not in an ENG 120 course, or didn't bother to go, so they are sometimes clueless as why this is even a part of their ENG 121 course.

Revisit the required textbooks. While I understand that required textbooks allow for program unification, it restricts what instructors can do within the class.

Option for instructors to elect not to use the new textbook bundle.

More participation/leadership from lecturers and adjunct Stronger connections to nearby institutions and FYW programs

na

120 needs more coherence, as the projects--while important and useful--tend to feel disjointed for me and students.

My dream is of a really slick document sharing system where everyone who wants to share their materials can upload all their assignment sheets and then the understanding would be that all of that is fine to use and adapt. We have had some versions of that. I guess it has seemed hard, for whatever reason, to consolidate that or get it all in one place. Getting people to participate, I suppose, might be hard as well. I would be willing to upload all of my assignment sheets to something like that.

More observations? I feel as if certain instructors are really ignoring the core principles and are doing what they want to do instead of what is best for the students.

Understanding Rhetoric doesn't exactly map well with all our projects. I like the book but due to lack of examples and surface level explanation, it isn't the best text.

It would be nice if the required textbook bundle mapped onto the coursework or the

course outcomes, especially in 120. For instance, how do we support the idea of reading strategies or writing identities through the coursework in 120? It feels like an add-on that doesn't really fit well with the major assignments. It would also be much more effective to have 20 students per class rather than 25.

A two-semester required sequence would better enable students to take up and transfer learning. Single laptop rentals (often we only need a couple not for the whole class).

Less emphasis on "technology" in classrooms. Students often comment that they are far more interested in writing conventions than multi-modal and/or technological writing/publishing. Heavy dependence on these does them a disservice. I am not writing this as my own opinion, but repeating what numerous students have said to me about the courses. More emphasis on the community of instructors. It is difficult to collaborate with part time lecturers when they are all held at arm's length in King Hall.

The CSW needs to evolve. It has become somewhat formulaic and, while a great showcase for student work, still suffers somewhat from allowing individual students to interact, especially with projects (particularly multi-media pieces) that need quieter surroundings or lengthier interaction times. Considering whether certain projects might be better showcased in some of the smaller meeting rooms at the Student Center would be worth exploring.

Be more selective when it comes to choosing graduate assistants. If there are no quality candidates, then don't select any for that semester. Putting poorly matched people in the FYWP just because the department has money to spend in that area is not a good reason to put someone who isn't qualified in the classroom.

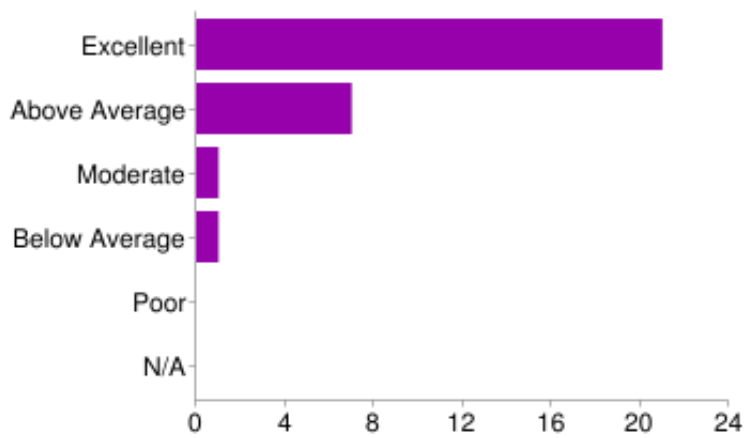
I would like to see the FYWP become more uniformly rigorous in its academic expectations because most students will not have any other writing instruction until their junior or senior year when they take their writing intensive course in their major.

Unfortunately, the level of rigor seems to vary considerably across instructors. Might we consider a program-wide rubric, for example?

Many of my students have expressed displeasure with the Understanding Rhetoric. I believe that this stems from the fact that the text's graphic medium. Maybe there could be a working group, or even just a reading group, concentrated on how to teach this text most effectively? Or could we have something like Scott McCloud's work readily available to us, as even just an instructor text?

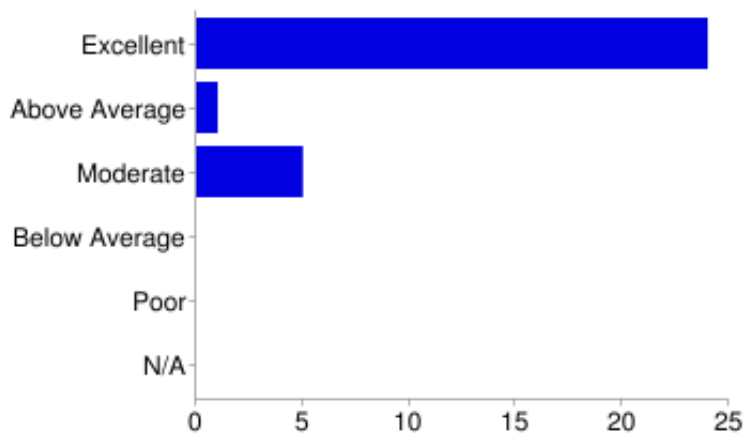
## **Evaluation of the Director of the First-year Writing Program**

**Helpfulness [Provide a response in each row of the grid below to rate the quality of the program's director.]**



Excellent	<b>21</b>	70%
Above Average	<b>7</b>	23.3%
Moderate	<b>1</b>	3.3%
Below Average	<b>1</b>	3.3%
Poor	<b>0</b>	0%
N/A	<b>0</b>	0%

**Responsiveness (timeliness) [Provide a response in each row of the grid below to rate the quality of the program's director.]**

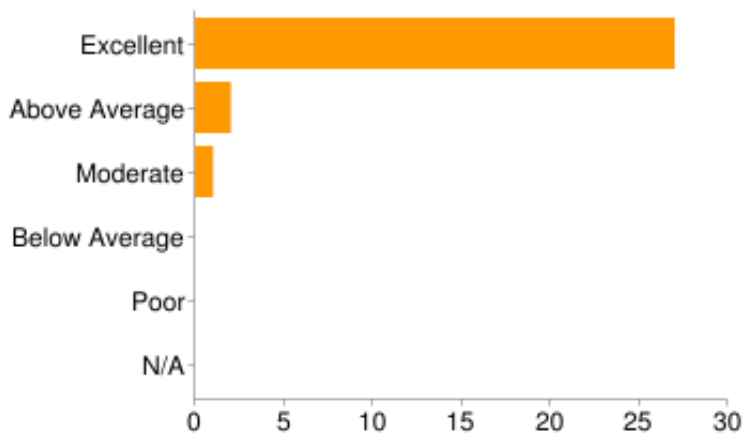


Excellent	<b>24</b>	80%
Above Average	<b>1</b>	3.3%
Moderate	<b>5</b>	16.7%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>0</b>	0%

**Grounding in Composition Studies [Provide a response in each row of the**

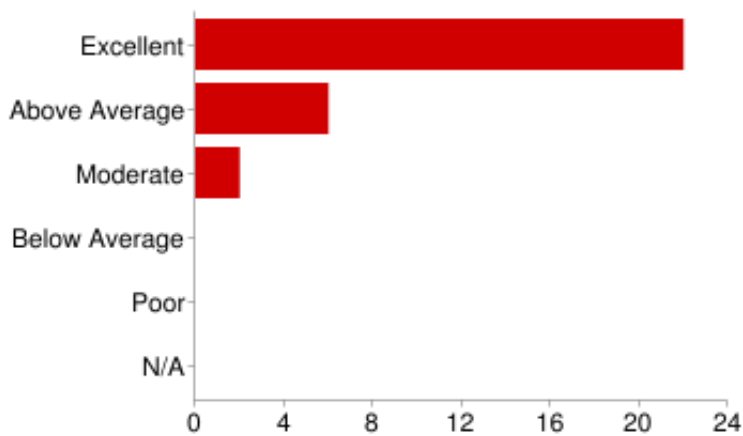


grid below to rate the quality of the program's director.]



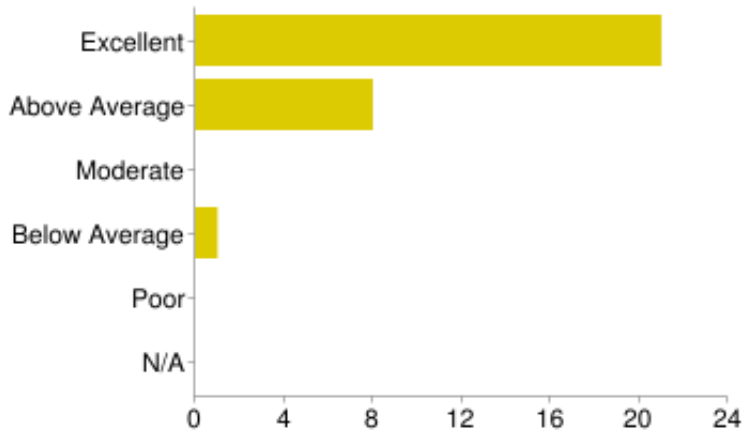
Excellent	<b>27</b>	90%
Above Average	<b>2</b>	6.7%
Moderate	<b>1</b>	3.3%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>0</b>	0%

Professionalism [Provide a response in each row of the grid below to rate the quality of the program's director.]



Excellent	<b>22</b>	73.3%
Above Average	<b>6</b>	20%
Moderate	<b>2</b>	6.7%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>0</b>	0%

**Overall satisfaction [Provide a response in each row of the grid below to rate the quality of the program's director.]**



Excellent	<b>21</b>	70%
Above Average	<b>8</b>	26.7%
Moderate	<b>0</b>	0%
Below Average	<b>1</b>	3.3%
Poor	<b>0</b>	0%
N/A	<b>0</b>	0%

**Use this space to write additional comments that clarify or elaborate upon the ratings posted above.**

Excellent work. Thank you for your service.

Derek is really great. He responds to questions by email within a day or two and is willing to identify what is happening now and situate that "now" in a context of future plans and existing scholarship in composition.

Support from the director is available primarily for GA's, but for new PTL's (and really, for all FYW instructors), this support is an important part of being acclimated to EMU's program and I wish that some of the materials GA's have access to (through 596 and beyond) were shared openly with other faculty. While the director is accessible when instructors need advice regarding classroom concerns, student performance, or curriculum planning, that advice is generally to avoid conflict, and this makes me feel that I have no authority as an instructor to enforce program/department/institutional policies. In situations where I have asked for guidance, I have been encouraged to back down and allow the student to pass the course or get what they want, even when policies say otherwise. I do not feel supported in my position at EMU; at other institutions I have taught at I have had greater support from administrators: when a student's behavior or performance is in question, I am encouraged to do what I feel is best and the administrator will back me so long as my decision is in line with program/department/institutional policies.

na

The director is always available, and has always been helpful with any issues or concerns.

Almost every time that I've reached out for support, no matter how minimal the issue, I've received help reasonably quickly. It's also wonderful that as an instructor, I feel that I can go to my superior with any issue that matters to me--that I need help with--no matter the size of that issue.

Derek is always willing to help you deal with and feel better about problematic students. He has a sense of humor, and I appreciate the work he puts into the program.

Thanks for all your support! Your kind yet highly-skilled supervision is a major reason why I am having such a great experience working at Eastern.

Be a little more open minded about suggestions.

Derek is a great resource. He is always willing to help and field any concerns we have. He hasn't been always accessible this semester, but he is always available through email.

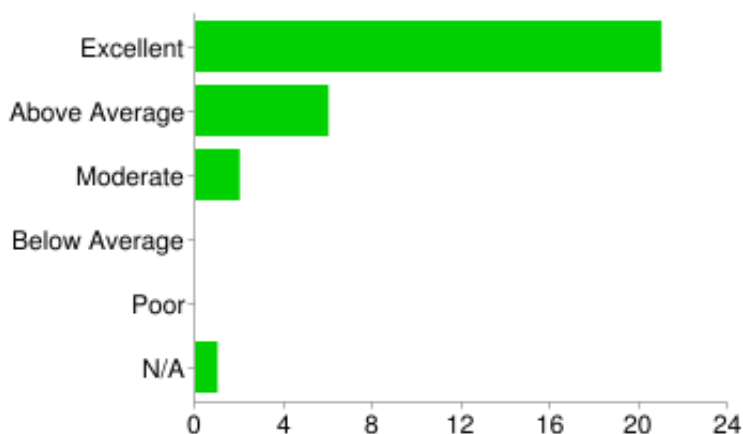
Helpful and respectful of colleagues

Thanks for everything. I have learned a lot.

Derek is the perfect leader for the FYWP. He is clearly invested in the success of the program, students, and instructors. He is communicative and open to ideas/discussion, while also capable of making decisions and giving definitive answers. He has made solid efforts (like with the colloquiums) to bring instructors together and create a "team" vibe for the program.

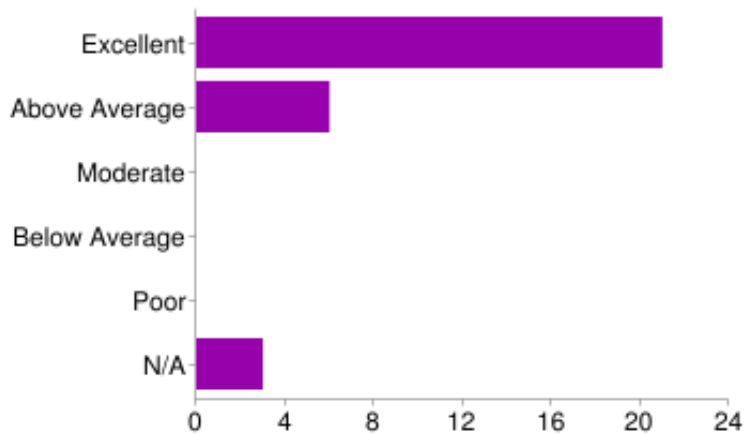
## Evaluation of the Associate Director of the First-year Writing Program

**Helpfulness [Provide a response in each row of the grid below to rate the quality of the program's associate director.]**



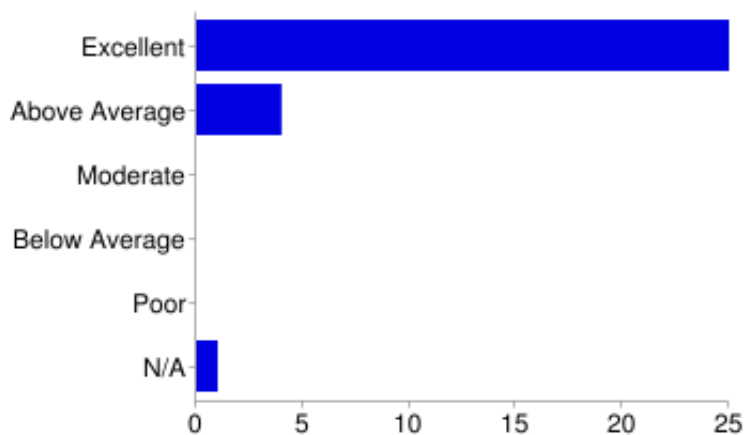
Excellent	<b>21</b>	70%
Above Average	<b>6</b>	20%
Moderate	<b>2</b>	6.7%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>1</b>	3.3%

**Responsiveness (timeliness) [Provide a response in each row of the grid below to rate the quality of the program's associate director.]**



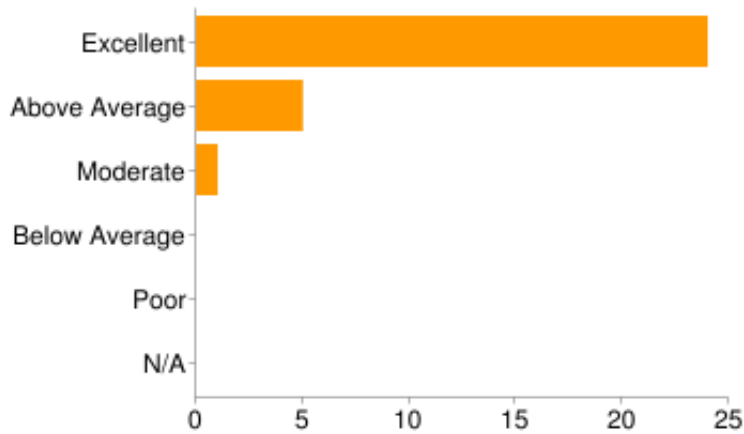
Excellent	<b>21</b>	70%
Above Average	<b>6</b>	20%
Moderate	<b>0</b>	0%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>3</b>	10%

**Grounding in Composition Studies [Provide a response in each row of the grid below to rate the quality of the program's associate director.]**



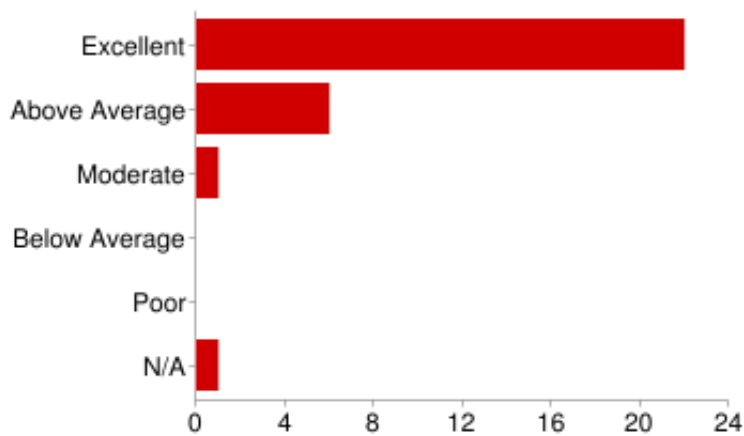
Excellent	<b>25</b>	83.3%
Above Average	<b>4</b>	13.3%
Moderate	<b>0</b>	0%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>1</b>	3.3%

**Professionalism [Provide a response in each row of the grid below to rate the quality of the program's associate director.]**



Excellent	<b>24</b>	80%
Above Average	<b>5</b>	16.7%
Moderate	<b>1</b>	3.3%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>0</b>	0%

**Overall satisfaction [Provide a response in each row of the grid below to rate the quality of the program's associate director.]**



Excellent	<b>22</b>	73.3%
Above Average	<b>6</b>	20%
Moderate	<b>1</b>	3.3%
Below Average	<b>0</b>	0%
Poor	<b>0</b>	0%
N/A	<b>1</b>	3.3%

**Use this space to write additional comments that clarify or elaborate upon the ratings posted above.**

Excellent work. Thank you for your service.

While the Associate Director is new to EMU, she listens actively to instructor concerns, is accessible and friendly, and often asks how things are going in the classroom and in terms of professional development.

Kate gives incredibly concrete and smart feedback when you come to her with a question or a problem. She has been enormously helpful to me throughout this semester. I really appreciate what she brings to the program.

Kate consistently demonstrates that she is enthusiastic about and invested in the success of the FYWP. She is attentive to instructor questions and concerns, and she always provides thoughtful responses.

Pretty much the same as for the director. I have no issues or concerns about ever approaching, or sharing concerns with either one.

na

Unfortunately, I don't know the Associate Director well enough to respond to these questions.

Both of you are doing a great job! Keep up the good work!

Thanks for all your support! Your kind yet highly-skilled supervision is a major reason why I am having such a great experience working at Eastern.

Kate is also a great resource for any questions or concerns. Again, always accessible

through email, but not always in person. She is always willing to help and troubleshoot. Similar to the Director, I feel that the Assistant Director has been quickly helpful whenever I've requested assistance. Also, similarly to the Director, the Assistant Director is open to whatever issues an instructor might encounter, which ensures that issues are dealt with in a timely manner.

Thanks for the help with settling limits and boundaries with students and backing me up.

## Number of daily responses

