

UH FYWS

2022 FYWS Program

9:00-9:50 Opening Address

10:00-10:50 Breakout 1 (3 panels)

Breakout 1-1: Supporting student mental health in the transition into FYW

“Navigating the Depths: The Micro-Essay as a Safe Harbor for Writing Students”

Theresa Falk (‘Iolani High School)

“Integrating Happiness Strategies into FYW”

Desi Poteet (Windward Community College)

Breakout 1-2: Facilitating transitions through FYW support services – course embedded tutors

“Fostering Communities of Writers: Course-embedded Tutors Co-creating Community with Students on Zoom”

Sarah Allen, Cara Phillips, Jordan Restrepo, Alaka’i Antonia, Sammy Yu, Nina Gibson, Mana Blankenfeld, Fiona Lynch, Ryan Gapelu, Jake Vermaas (UHM Mentoring Program)

Breakout 1-3 Facilitating the transition into FYW through the use of online writing center approaches

“The New ‘Normal’: The Importance of Virtual Writing Spaces”

Emilie LaRock, Azlynn Brandenburg, and Johanna Samman (UHM Writing Center)

11:00-11:50 Breakout 2 (4 panels)

**Breakout 2-1:
Writing Across the
Disciplines
(transitions across
majors)**

**“English
Composition,
Climate Change,
and Teaching Tips:
Creating a
Challenging
Learning
Environment in
Transitioning to
Future
Sustainability
Classes”**

*Brenda Coston
(Honolulu
Community
College)*

**“Teaching
Argument Through
the Infographic:
Preparing FYC
Students for
Writing in a Digital
Space”**

*Amanda Christie
(‘Iolani High
School)*

**“The Informative
Essay as a
Transition to
Academic Writing”**

Laurie Leach

**Breakout 2-2:
Facilitating
transitions
through FYW
support services –
the writing center**

**“Ea and FYW: Re-
Locating the
Writing “Center”**

*Kalilinoe Detwiler,
Aaron Ki‘ilau,
Kayla Watabu
(UHM Writing
Center)*

**Breakout 2-3:
Faculty mental
health and
transitioning into
a sustainable FYW
pedagogy**

**“Moving From
Burnout and
Emotional
Overwork to
Resilience and
Well-Being”**

*Maiana Minahal
(Kapi‘olani
Community
College)*

**Breakout 2-4:
Practical
approaches for
supporting FYW
student mental
health in the
midst of
transition**

**“The Importance
of Approaching
Mental Health in a
First-Year Writing
Classroom”**

*Dax Garcia, Lishan
Chan, & Christina
Lee
(UHM)*

Breakout 2-1:
Writing Across the
Disciplines
(transitions across
majors)

*(Hawaii Pacific
University)*

Breakout 2-2:
Facilitating
transitions
through FYW
support services –
the writing center

Breakout 2-3:
Faculty mental
health and
transitioning into
a sustainable FYW
pedagogy

Breakout 2-4:
Practical
approaches for
supporting FYW
student mental
health in the
midst of
transition

12:00-12:50 Lunch Break/Midpoint Evaluations

TALK STORY SESSION: *Eat, Vent, Love**

*** The lunch hour will be dedicated to eating together, talking about any and all things FYW (both the highs and the lows of this last year), and also just taking a moment to breathe and enjoy a time of collective sharing and bonding. Please join us!**

1:00-1:50 Breakout 3 (3 panels)

Breakout 3-1:
Transitioning FYW
readers

**“Flexible Literacy:
Supporting Readers in
FYW”**

*Morgan Andaluz & Emma
White
(Maui College)*

**“Mindful Writing as a
Transition Tool in Hybrid
FYW Learning
Environments”**

*Stephanie Robertson
(BYU Hawaii)*

**Breakout 3-2: Supporting
FYW student mental
health in the midst of
transition**

**“Teaching with
Compassion During a
Global Pandemic:
Reflections on
Community Care in First
Year Writing Classrooms”**

*Amanda Huynh, Matt Ito,
Leiana Naholowaa, &
Shilpi Suneja
(UHM)*

**Breakout 3-3: Facilitating
transitions through FYW
support services – tutors
& teaching fellows**

**“UHWO Teaching Fellows:
Tutors in Transition”**

*Mike Pak, Hope Bearden,
Dara Kauaihiolo, &
Matthew Pigg
(UHWO)*

2:00-2:50 Breakout 4 (3 panels)

Breakout 4-1: Helping students navigate differences when transitioning into the FYW classroom

“Reflections on the In-Class Debate”

Steven Holmes (UHM)

“Building Community and Fostering Unity Among Domestic and International Students”

Caryn Lesuma (BYU Hawaii)

Breakout 4-2: Navigating institutional transitions in FYW decision-making

“Class Size Caps & Gen. Ed. Changes”

Morgan Andaluz (Maui College), Emma White (Maui College), Lauri Sagle (UH Hilo), Kapena Landgraf (Hawai'i Community College), April Ching (Honolulu Community College), Brenda Coston (Honolulu Community College), and Eric San George and Mary Alexander (Kauai Community College)

Breakout 4-3: Increasing access in the transition into FYW

“Participation 2.0: Increasing Access through Alternative Communication Channels”

Joana O'Steen (UHM)

“Freestylin in the First Year Writing Cypher: How Hip Hop provides a smooth transition from alphabetic text to multimodal literacies”

Lane Davey (UHM)

3:00-3:15 Ending Announcements/Evaluations**ASYNCHRONOUS POSTER PRESENTATIONS (available [HERE](#))**

“Reinvention in a Time of Transition”

Caroline Zuckerman (UHM)

“Relational Theory & Feminist Pedagogy in the First-Year Writing Classroom”

Claire BATTERY (UHM)

“Dialectical Journal Entries as a Way In”

Yasmine Romero (UHWO)

“Pand-ethics of Assessment: Transitioning into Responsive Grading Techniques”

Brittany Winland and Liz Calero (UHM)

“Pandemic Priorities: Transitioning a Pedagogy of Care”

Elizabeth Calero and Charley Koenig (University of Hawaii at Manoa and Illinois State University)

ABSTRACTS

“Navigating the Depths: The Micro-Essay as a Safe Harbor for Writing Students”

Theresa Falk (‘Iolani High School)

Teaching in the middle of a pandemic has highlighted the value of and necessity for social emotional learning. Connections with our students, and their connections with us, should be just as important as the content we teach. The writing tasks we choose as teachers have the potential to do more than teach skills: they can and should be vehicles to help students steer through the multiple transitions they experience—especially in 2022. The assignment of a personal narrative can be a powerful tool for both skill building and empathy building, but it can also be daunting. The use of the micro essay, in this case a piece of 350 words or less, by its brevity can serve as a “safer” space for students to navigate sensitive issues. This workshop will explore the micro essay as not only a way to teach economy of words, but as a way to safely traverse depth of meaning. Participants will learn specific strategies to guide students through the micro essay and see samples of student work for inspiration.

“Integrating Happiness Strategies into FYW”

Desi Poteet (Windward Community College)

Students entering college face an unknown journey, causing many students stress before they even walk through the classroom door. Add to that stress, the challenges of Covid-19, and students feel overwhelmed in ways that can undermine their success. While mental health and well being fall under psychology, why not weave them into FYW?

Integrating the study and practice of positive psychology into FYW offers students strategies they can apply immediately and throughout their lives. For example, using the seven principles in Shawn Achor’s *The Happiness Advantage* as a basis for discussion, analysis, and reflection encourages students to identify the positive

aspects of their lives, leading to an empowered and confident approach to school, work, and their personal lives.

Texts that provide life-hacks can be valuable resources for the FYW classroom. Any essay can be developed from such material. Reading responses that include summaries, examples of research, and quotes that represent the chapter rely on objective skills, while tasking a student to identify how they plan to use the strategy in their own life requires subjectivity and a practical application. Maintaining a journal throughout the project yields daily reflections, which can be mined for a reflection essay. Small discussion groups allow students to connect with one another, and especially in an online platform connecting with peers can make the journey less lonely, less stressful.

During these difficult times when students face an uncertain future, integrating strategies into the First-Year Writing course can lead to personal, academic, and professional success.

“Fostering Communities of Writers: Course-embedded Tutors Co-creating Community with Students on Zoom”

Sarah Allen, Cara Phillips, Jordan Restrepo, Alaka’i Antonia, Sammy Yu, Nina Gibson, Mana Blankenfeld, Fiona Lynch, Ryan Gapelu, Jake Vermaas (UHM Mentoring Program)

For many of us in the Mentor Program at UH Mānoa, mentoring has been an exercise in attuning ourselves to our students’ needs and our own while constantly adjusting our pedagogy and classroom management strategies to facilitate a generative learning environment both online and, now, in-person. Over the past two semesters, we and our students have struggled to establish connections so that we can learn together. In *Empowering Education*, Ira Shor writes about a similar challenge of “orienting subject matter to student culture—their interests, needs, speech, and perceptions—while creating a negotiable openness in class where students’ input jointly creates the learning process” (16). In the pandemic, co-creating the learning process has taken the form of co-creating possibilities for learning while also negotiating the difficulties of creating community on Zoom, especially when students’ cameras are off. By sharing our reflections, takeaways, and teaching practices from the Fall 2021 and Spring 2022 semesters, we hope to imagine and suggest ways of fostering communities of writers in our classrooms. Salient questions framing our discussion include: how do we connect with students over a variety of learning contexts? And how do students connect with each other?

Ultimately, we hope that sharing our classroom experiences will offer as close to an in-person experience for students as possible.

“The New ‘Normal’: The Importance of Virtual Writing Spaces”

Emilie LaRock, Azlynn Brandenburg, and Johanna Samman (UHM Writing Center)

In these unprecedented times, many institutions have turned to virtual platforms in order to keep writing centers afloat. While these spaces have come with obstacles, they’ve also provided valuable insight: The accessibility of virtual platforms expands the reach of centers while also allowing for digital collaboration and resource-building amongst clients and consultants. Virtual chat functions and audio recordings are especially invaluable tools for clients with disabilities and non-traditional students alike; affording clients the opportunity to attend appointments from the convenience of their own home. Writing consultants can use resources such as Google Drive to collaborate with one another, sharing tips, helpful videos, and writing practices. The Drive can also be utilized alongside the virtual platforms to maintain a digital archive of client records, and other relevant information to reinforce the writing center as a space for collaborative skill development through recurrent writing consultation. With so many resources already available, we must ask ourselves what more these virtual platforms can offer, especially if we return to in-person activities. In what ways do digital spaces allow for more collaborative approaches to tutoring and consulting? How might these digital spaces be more approachable for incoming freshmen and older students returning to school?

“English Composition, Climate Change, and Teaching Tips: Creating a Challenging Learning Environment in Transitioning to Future Sustainability Classes”

Brenda Coston (Honolulu Community College)

This presentation highlights what creative assignments can be done in an English Sustainability-Focused class and how this class can be used to spark an interest in taking other Sustainability-Focused classes as students transition through their first year of college and beyond. Emphasis will be on using music and guest speakers for rich resources in essay development.

“Teaching Argument Through the Infographic: Preparing FYC Students for Writing in the Digital Space”

Amanda Christie (‘Iolani High School)

While teaching a college writing preparation course at ‘Iolani high school (FYC for high school students), I have implemented an assignment that requires students to translate their academic research papers into an infographic designed for a general audience (non-academic) on social media. The infographic assignment enables students to practice with rhetoric and argument in different ways from a traditional argument paper — especially in terms of building audience awareness and practicing with visual rhetoric appeals and devices. My particular assignment also encourages students to start bridging or transitioning between academic approaches to writing and research (the annotated bib and the research essay, for example) into forms of writing they will most likely encounter in the workplace and in their future careers outside of academia. In this teaching demo, I will briefly outline my assignment prompt, walk through the steps students take to complete the assignment (including utilizing the free infographic design platform, Canva), and showcase a few exemplary examples of student work.

“The Informative Essay as a Transition to Academic Writing”

Laurie Leach (Hawaii Pacific University)

Students placed into Introduction to Academic Writing often lack confidence in their writing and struggle to summarize or paraphrase information. They are somewhat comfortable writing first person essays about their own experiences but struggle with the transition to academic writing. While informative writing plays a role in academic writing, it is commonly part of civic or public writing. Civic writing informs readers about public issues and helps them decide what policies to support or actions to take. Informative writing can also help consumers decide which product to buy, or patients to decide which treatment approach to follow.

In this assignment, students construct an essay that focuses on providing information. It might be explaining how something works; it might summarize a debate so readers can make up their own minds; it might be describing different options for addressing a problem. Students read several short online sources about a topic and then write a short informative essay for a specific audience. The instructor provides some suggested topics with links to sources. The goal is for the student to understand the topic well enough to explain it in the student’s own words. Then the student identifies a specific audience, purpose, and thesis for the writing. This assignment helps to bridge the gap between personal and academic writing by introducing several skills: paraphrasing, double column note-taking, shaping a written message for a specific audience, identifying common knowledge, and recognizing when students must cite a source for their information.

“Ea and FYW: Re-Locating the Writing “Center”

Kalilinoe Detwiler, Aaron Ki‘ilau, Kayla Watabu (UHM Writing Center)

The writing center is often positioned in a contentious state between the objectives of Indigenous communities and the objectives of colonial institutions. There are expectations for writing centers to support students in becoming stronger writers to meet institutional standards; however, by engaging in this process, the center becomes an accessory to ongoing colonization by privileging a particular standard of academic discourse. One of our goals at the University of Hawai‘i at Mānoa Writing Center is to counter the consequences of occupation by embodying Indigenous practices like ea (life, breath, sovereignty), and in extension, kuleana (rights, privileges, responsibilities) and laulima (co-operation). As part of this movement, we are creating a working document of ‘ōlelo Hawai‘i and Kānaka ‘Ōiwi praxes for consultants to reference in hopes that they recognize and act upon their kuleana to the lāhui (kin, nation, community). With these goals in mind, we intend to explore the following questions: How do we sustain ea in the writing center? How can the writing center prepare to serve Indigenous writers and participate in the re-centering of sovereignty and decolonization of educational institutions? What barriers prevent the writing center from sustaining ea and how might we overcome those obstacles?

“Moving From Burnout and Emotional Overwork to Resilience and Well-Being”

Maiana Minahal (Kapi‘olani Community College)

As we come up on the 2-year mark of the pandemic, have you found yourself languishing, feeling disengaged, demoralized, or burnt out as an educator? Even before the pandemic, the expectations placed on instructional faculty to ensure student success in dev ed courses were already demanding: equip under-prepared students with not only writing and critical thinking skills, but also the non-cognitive skills needed for higher level intellectual development. While the rush to online teaching pressed us to quickly become tech- and web tool-fluent (at the expense of time for our own basic needs like sleep and physical wellness), pandemic stress heightened the systemic and mental health challenges experienced by students, and the likelihood of faculty exhaustion from the damaging cycles of overwhelm and procrastination surged. In addition, most of our dev ed students were already the most socioeconomically marginalized, and teaching faculty often felt overly responsible for ensuring student equity within our institutions. In this presentation, we’ll focus on distinguishing skilled emotional labor that supports student learning from draining overwork, and sharing practical strategies and web resources that

can help us to start pivoting towards a framework of sustainable pedagogy that includes humane definitions of success for both students and educators.

“The Importance of Approaching Mental Health in a First-Year Writing Classroom”

Dax Garcia, Lishan Chan, & Christina Lee (UHM)

This panel engages the fraught subject of addressing mental health in the FYW classroom and provides some pragmatic approaches to doing so through the development of classroom rapport and the use of specific discussions and exercises. While recognizing that instructors are not trained mental health counselors, we find ourselves on the frontline of a mental health crisis amidst a global pandemic, and regularly witness firsthand the struggles some of our students are experiencing. Directly addressing these potential struggles can increase classroom camaraderie, student engagement, and holistically aid in assuaging the crisis at hand. The relative safety of a first-year writing classroom is an appropriate environment for addressing discussions of mental health, as they align with one of the strengths of the field: developing critical consciousness. Educating our students on topics such as self-care and acknowledging stressors such as their place in an academic community rife with mental illness can be some of the most important lessons writing instructors impart today.

This panel will explore how to structure a course to safely engage in subjects such as trauma, vulnerability, and identity, and how to create a safe environment for addressing difficult topics of discussion, opening gateways for students to complete classroom exercises, journals, and personal narratives that allow them to reflect on their own mental wellbeing and the wellbeing of their peers.

Flexible Literacy: Supporting Readers in FYW

Morgan Andaluz, Emma White (Maui College)

As the classroom shifts from face-to-face, to hybrid and asynchronous, so does the variety and type of text we use. What impact is this tectonic change having on student comprehension? What can we do as First Year Writing teachers to help produce agile and effective readers, who are able to navigate and process texts in all forms as literacy evolves?

“Mindful Writing as a Transition Tool in Hybrid FYW Learning Environments”

Stephanie Robertson (BYU Hawaii)

FYW students and teachers are grappling with the ever-evolving trends in higher education brought on by the pandemic and this shared burnout and/or uncertainty calls for a reimagining of FYW instruction including frameworks, methodologies, and praxis. Teaching and modeling information literacy best practices is a cornerstone of this reimagining, but educators and students must have a tool to help with resiliency and flexibility while transitioning between the fluctuating distance, hybrid, and in-person learning environments. Mindful writing practices and contemplative pedagogy (CP) are tools uniquely poised to sustain educators and learners through various hybrid FYW learning environments. This teaching demonstration will draw from Phans (2007) examination of the “causal and mediating relations between students’ learning approaches, self-efficacy beliefs, stages of reflective thinking, and academic performance” in their studies with their undergraduate students from the Pacific, Gibson and Regan’s (2021) creation of a professional community of practice around CP as they incorporate mindfulness practices with information literacy instruction, as well as my own experience as a FYW instructor at BYU–Hawaii since 2009. I have used these tools while transitioning from teaching in-person to suddenly online, then decidedly online, then face-to-face with masks, and in between as I constantly ready my curriculum and FYW students for any hybrid option.

Each participant will leave this demonstration with the foundational knowledge presented, having practiced research-based mindful writing techniques, opportunities to discuss the topic at hand and ask questions, and resources they can use in their own FYW classrooms.

“Teaching with Compassion During a Global Pandemic: Reflections on Community Care in First Year Writing Classrooms”

Amanda Huynh, Matt Ito, Leiana Naholowaa, Shilpi Suneja (UHM)

At the start of the pandemic, institutions pushed educators to adapt to the new digital landscape of online learning. In the midst of this temporary change, with the juggle of Zoom breakout rooms and fickle Wifi connections, came the shared collective struggle of social distancing and the toll of remote instruction. The change presented an opportunity for pause, reflection, and reevaluation of how to approach teaching First Year Writing Students as the pandemic had begun to impact social norms of students and instructors alike. How would teaching these students, who missed and continue to miss important life milestones, differ? In what ways did these students need educators to rethink their approaches? Could community care fit into the policies and structures of these classrooms? What methods would need to be discontinued? Which methods would be fostered and

carried forward? In this panel, members will discuss their experiences and where compassion lead them to new reflections on kuleana and care, decolonizing the classroom, labor-based grading contracts, teaching with trust, and creating the space to listen to the needs of their students.

“UHWO Teaching Fellows: Tutors in Transition”

Mike Pak, Hope Bearden, Dara Kauaihi, Matthew Pigg (UHWO)

This roundtable shares the experiences of embedded student tutors in English 100 and English 100T at UH West Oahu. Our speakers will discuss their challenges and successes with online tutoring and offer new perspectives on online teaching.

“Reflections on the In-Class Debate”

Steven Holmes (UHM)

This paper will offer reflections from running three in-class debates in a synchronous online format in the Fall of 2021, as well as one asynchronous debate. First, this paper will discuss the challenges and opportunities of “close-to-home” presentation topics and the role of democratized topic selection for in-class debates. Second, this paper will reflect on the challenges of synthesizing meta-awareness of rhetorical strategies in the midst of in-class debates in interpreting the responses from those debates for student papers. Thirdly, this paper will consider how students synthesize figures from rhetorical theory in their analysis of evidence used in the context of debates. In particular, this paper reflects on transitioning between in-person, synchronous online, and asynchronous online virtual formats in managing an in-class debate.

“Building Community and Fostering Unity Among Domestic and International Students”

Caryn Lesuma (BYU Hawaii)

At BYU-H, 51% of the student body are international, primarily from the Pacific Islands and Asia. The majority of these students speak English as a second, third, or even fourth language, and their experience with academic writing varies wildly: some may have done basic research while others have never written more than a paragraph at a time. Despite anxieties surrounding their English fluency, BYUH international students are generally highly motivated and excited to be in FYW. The other half of the student body consists of domestic students from Hawai‘i and

throughout the US, many of whom view FYW much more cynically as a General Education hoop to jump through in order to graduate. This dynamic can often be a barrier to developing a unified writing community, as the two groups do not always understand what they can learn from each other. This presentation outlines the benefits of diverse interactions in the FYW classroom as well as the various challenges to helping both groups transition into college-level reading, writing, and research skills. I also share some of the strategies that I currently use and hope to brainstorm additional ideas with other symposium attendees.

“Class Size Caps & Gen. Ed. Changes”

Morgan Andaluz (Maui College), Emma White (Maui College), Lauri Sagle (UH Hilo), Kapena Landgraf (Hawai'i Community College), April Ching (Honolulu Community College), Brenda Coston (Honolulu Community College), and Eric San George and Mary Alexander (Kauai Community College)

The panel would explore class size caps. What's everyone doing? Who's enforcing it? Are you facing pressure to change? What is best for students? How can we protect that cap going forward? This could also be expanded to strategize on coming Gen Ed changes that affect our discipline.

“Participation 2.0: Increasing Access through Alternative Communication Channels”

Joana O'Steen (UHM)

As we transition back to in-person classes, many of us are wondering whether some of our remote teaching tools may be worth keeping in not-so-remote teaching. In this presentation, I would like to take a closer look at how digital discussion tools such as Zoom chats or online forums have increasingly normalized written communication in our classrooms. These tools have subtly transformed our class structure into one that has alternative channels of participation organically built in, implemented in a way that doesn't depend on granted accommodations and doesn't single out anyone. Options for written participation that are treated as equally valid as spoken contributions not only provide “quiet” students with an opportunity for participating in a conversation that might have otherwise left them out, but they also enhance access on a broader level as they allow for multiple layers of conversation to coexist, overlap, and shape-shift between different modes of transmission. This format then becomes an instance of what disability studies scholars such as Margaret Price and Tara Wood describe as crippling time in the classroom, as students will have more agency over the way timing impacts their participation, such as the time it may take them to form a response or the time that

is considered appropriate for bringing up that response. While Zoom chats just happened upon us as a side effect of pandemic-induced teaching adjustments, I would argue that their time-cripping, multi-modal inclusiveness is a factor of accessibility we should consider more strategically as we transition back.

“Freestylin in the First Year Writing Cypher: How Hip Hop provides a smooth transition from alphabetic text to multimodal literacies”

Lane Davey (UHM)

This teaching demonstration will focus on the transition from alphabetic text to multimodal literacies and their relationship to performative reading and writing through Hip Hop’s aesthetic forms. I will draw from the dance methodologies of Katherine Dunham and Halifu Osumare to discuss b-boyin as performative writing while pinpointing its potential to deliver cultural, historical, and biographical literature that can be read through digital platforms. I will demonstrate the way improvisational aesthetic forms of this nature enable us to discuss both the dance form and the digital platforms that document them. Then I will build upon Adam Banks DJ pedagogy to present a DJ assignment that I incorporate into the first-year writing classroom which enables students to read and write improvisationally. I will foreground these two examples to discuss the way Hip Hop can be incorporated as a practice and a nonverbal performative text in ENG100 while also emphasizing the progressive remix methodologies and new media platforms that were preempted and popularized by Hip Hop.

ASYNCHRONOUS POSTER PRESENTATIONS (available [HERE](#))

“Reinvention in a Time of Transition”

Caroline Zuckerman (UHM)

For this presentation, I will outline a multimodal assignment that allows first-year students to “reinvent” an assignment – as a means for creative expression in a time of transition and uncertainty, as well as a means for understanding genre, medium, affordances and constraints, and knowledge transfer.

In my ENG 100 classes, students write a personal essay, then are challenged to translate the assignment to a new digital or physical form, such as a poem, painting, or video game. Students may also engage in forms of writing from their everyday lives – Craigslist ads, texts, album titles, or journal entries. Students also have the option of playing with a particular element of their personal essay, such

as perspective (i.e. imagining the event from another point of view). Next, students analyze the reinvented work, considering the artistic choices made in re-creating the essay. The “reinvention” part of the assignment encourages creativity while allowing students to gain literacy in other genres; the analysis furthers the development of critical writing skills and awareness of compositional choices.

I also plan to trace the trajectory of the assignment, which began as an exercise in a community college literature course. By asking students to “reinvent” a piece of literature in a new form, I hoped to combat a plagiarism issue – and found a way to empower students to design their own projects. In a composition classroom during a global pandemic, the assignment reinforces key rhetorical concepts, while offering an opportunity for experimentation and invention through a time of transition.

“Relational Theory & Feminist Pedagogy in the First-Year Writing Classroom”

Claire Buttery (UHM)

“Relational theory holds that as human beings we live in and are constituted by relationships. Relational theory challenges the inadequacies of liberal and neoliberal social theory, which characterizes the self as individualistic... A restorative approach makes interconnectivity key to engaged teaching and learning” write Kristina R. Llewellyn and Jennifer J. Llewellyn in “A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities”.

But, how, to foster interconnectivity and relationships within our current educational reality, which exists somewhere between online and in-person classrooms? I believe centring relational theory and relationship building in our course design is one way that we, as educators, can assist in bridging the divide between online and in-person class experiences and in easing the transition back into classrooms.

To center relationships and collaboration in my English 100 classroom, I developed my course around the concept of a “class ebook” to be designed, edited and executed entirely by my students by the end of the semester. The ebook will be a collection of their favorite pieces they have written during the course, and it will also be an opportunity for them to demonstrate additional skills they may have as designers, illustrators, editors, or organizers. But most importantly—the class ebook will be theirs, their design, their vision, their organization, and a result of their teamwork. The ebook will also necessitate their continued collaboration and

communication as a group throughout the semester. After the semester, the ebook will commemorate our time together and their achievements as writers.

“Dialectical Journal Entries as a Way In”

Yasmine Romero (UHWO)

In this 5-minute recorded presentation, I share my experiences with supporting students in the transition to online courses through the sharing of and responding to dialectical journals from peers. I focus specifically on innovating this approach, especially on how we–my students and I–develop strategies and skills for having virtual conversations about first-year writing content in compassionate, respectful ways.

I share not only the strengths of such an approach, but areas in need of strengthening through a close, careful review of student evaluations and anecdotes. In this way, I hope to pass the practice, but also show how we can build strong practices for online communication to support students in the transition to not only, potentially, more virtual classrooms, but also a more virtually connected social world.

At the end of the recorded presentation, I will ask attendees to pause and reflect on what I am proposing, what they have used in their own classrooms, and ways to find out more about other alternatives to creating more productive, effective, and, most importantly, socially responsible discussions that support the transition into a virtual environment. In addition, I will provide the prompt I use in my syllabi and the dialectical journal Google Doc template I share with my students.

“Pand-ethics of Assessment: Transitioning into Responsive Grading Techniques”

Brittany Winland and Liz Calero (UHM)

As first year writing instructors focused on deepening our pedagogical foundations during an ongoing pandemic, we have continually interrogated how to build and participate in assessment practices with our students that reflect and support our individual pedagogies and values. We have survived many transitions and translations of various aspects of our practice as we have transitioned into classrooms in crisis. As our communities face a transition back into an in-person setting (but not back to a pre-pandemic world), considering both the efficacy and ethics of our assessment is a daunting endeavor, but one that two years of crisis teaching have prepared us to engage with and, hopefully, explore together. We, as

instructors and students, have grown out of an assessment culture that does not necessarily respond to our developed pedagogical literacies and goals. We are therefore interested in exploring the continuous, ever shifting negotiation with our students and ourselves that may allow us to move closer to our assessment ideals, while still seeking to celebrate and support interdisciplinary student success.

In this presentation we will cover how our individual assessment practices reflect our separate yet intersecting pedagogical practices and demonstrate how teacher collaboration and systems of support have been an integral part of developing grading practices that move us closer to our individual and collective ethics. We will also particularly focus on the labor we do with our students and ourselves to understand and potentially overcome the difficulties in transitioning into non-traditional grading practices.

“Pandemic Priorities: Transitioning a Pedagogy of Care”

Elizabeth Calero and Charley Koenig (University of Hawaii at Manoa and Illinois State University)

Like many teachers over the course of the pandemic we had to find new ways to embody a pedagogical practice that forefronts care for our students, ourselves, and our disciplines. We embody two separate pedagogical practices, in two separate FYW classrooms and in two very different institutional and geopolitical locations—a feminist life writing oriented approach deployed in a Hawaiian institution and a feminist trauma-informed approach deployed at a state school in the Midwest—and we each developed practices and course designs unique to our specific online settings as we attempted to connect with and care for the students in our classes and ourselves. Now, just as we feel we have gained some solid footing in how to implement a praxis of care in an online space, we are being thrust back into the real. We are now in the position of having to reassess our care practices and decide which are essential to reentering in-person settings. This presentation will begin by identifying the ways our care practices are unique to our different institutional and geopolitical positions providing a wide array of possibilities for what care can look like in an online classroom. It will then move into a discussion of how we have so far addressed our transition anxieties in our in-person classes this semester, focusing particularly on what care practices have survived the transition and mediating on how our ethic of care has fundamentally been reshaped by the ongoing pandemic crises.

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