



**First Year Writing Program  
Rhode Island College  
Annual Report  
2017-2018**

[The Director of Writing was a shared position for the 2017-2018 academic year due to Becky Caouette's sabbatical leave. Zubeda Jalalzai served as the DoW for the spring 2018 semester.]

*1. Revise the DSP questionnaire so as to better align with program outcomes and goals*

In May of 2017, the FYW Program officially adopted its new Outcomes (see Annual Report 2016-2017). Given these changes, the FYW Program decided to revise the Directed Self-Placement (DSP) process to better align with the outcomes. The DSP texts presented and distributed during Orientations and on the programmatic website assist students in choosing which FYW course (FYW 010, 100, 100Plus, and 100Honors) best meets each student's needs. It is essential that these placement texts align with the courses both in word and deed.

In December 2017 the English Department Composition Committee met and recommended that the DSP process move from a questionnaire (see Appendix for a previous iteration)—which seemed to rely on outdated and anecdotal criteria—to a process that would allow students to “opt in” to a FYW course of their choosing. At the same time, we also worked closely with Michael Fox, the Director of New Student Programs, to make the placement process digital. A digital interface allows us to gather data on the DSP process and student selection; such data can help us communicate with students for spring registration, better determine future seat counts, and troubleshoot any difficulties in the DSP process. We were even able to request a short writing sample from students which may provide useful data for assessment. While this new medium and interface brings with it new challenges, we are happy with the first trial year. Readers should feel comfortable [moving through an early iteration of the DSP documents](#) (in the event the hyperlink is not live, copy and paste the following into your browser: <https://form.jotform.com/81124869938167>).

*2. Work with college leaders and stakeholders to more accurately address the needs of ELL/ multilingual students*

While we continue to advocate for an increase in resources for students who identify as ELL or multilingual, we have also been working with existing programs in an effort to meet the immediate needs of FYW faculty and students. Towards that end, we have connected with Laura Faria-Tancinco, the Coordinator of Project ExCEL. She has reached out to the FYW Program specifically but has also collaborated with individual FYW faculty.

I should note here that while Laura has been an invaluable asset to the program and college, she is but one person, and Project ExCEL has a very clear mandate on campus. Instructors in the FYW Program are not always confident in how best to serve students who identify as ELL, and these same students are not always able to access existing resources on campus. We will continue to advocate for more and better services for these talented students and the faculty with whom they work.

3. *Continue efforts to articulate relationship between FYW and WID courses*

We continue to work closely with the Writing Board here at RIC. Given conversations in the 2017-2018 academic year, the FYW Program anticipates more opportunities to articulate the connection between FYW and WID courses and to illustrate the foundational work done in FYW courses. COGE's directive to Michael Michaud, Writing Board chair, to implement recommendations from the 2017 Assessment Report (under Maureen Reddy's leadership) has given us the impetus act on this. We look forward to increased opportunities for collaboration and communication in the coming academic year.

4. *Continue to offer professional development opportunities for instructors of FYW*

The FYW Program, under the direction of both Becky Caouette and Zubeda Jalalzai, continued to offer professional development opportunities for faculty who teach in the program. These include:

- FYW Program Annual August Summit (24 August 2017)
- FYW Program Annual Mini-Summit (11 January 2018)
- Instructor Invitationals
  - Zdenko Juskuv (27 September 2017)
  - Michael Michaud (12 October 2017)
  - Roz Sibielski (29 November 2017)
  - Aimee Ryan and Jason Ryan (27 February 2018)
  - Sara Reilly and Pamela Mazzuchelli (21 March 2018)
- CRCA grant-based initiative (first event scheduled for June 2018)

### **Future Goals (2018-2019 and beyond)**

1. Revise *FYW 010: College Writing Strategies* in light of declining enrollments
2. Review data from 2018 DSP Orientation sessions and revise DSP process as needed
3. Create plan for programmatic assessment
4. Complete CRCA grant-based initiative, a collaboration between Reference Library faculty and the FYW Program
5. Continue to offer professional development opportunities for instructors of FYW

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**First-Year Writing Statistics Fall 2017**  
**Reflects totals from the end of November 2017**

Sections 010.....	03
Sections 100.....	30
Sections 100H.....	02
Sections 100Plus.....	04

**Total Sections First Year Writing..... 39**

Adjunct Faculty/Emeriti.....	22
TT/FT Faculty.....	04
Part-time faculty.....	01

**Total Instructors.....27**

**Sections**

1. **10%** of all sections are taught by full-time/tenure-track faculty (4)
2. **03%** of all sections are taught by part-time faculty (Writing Center Director) (1)
3. **87%** of all sections are taught by adjunct faculty/Emeriti (34)

**Staffing**

1. **~15%** of total instructors are tenure-track/full-time faculty (4)
2. **~81%** of total instructors are adjunct faculty/Emeriti (22)
3. **~4%** of total instructors are part-time faculty (Writing Center Director) (1)

**FYW 010**

*Capacity is 10 students*

# of sections below cap:	3 (total of 9 open seats)
# of sections at cap:	0
# of sections over:	0

- FYW 010 is at **70% capacity**.

**First Year Writing 100**

*Capacity is 20 students*

# of sections below cap:	8 (total of 11 open seats)
# of sections at capacity:	21
# of sections over capacity:	(@21): 1

- FYW 100 is at **98.3% capacity**

*(continued on next page)*

**First Year Writing 100H***Capacity is 15*

# of sections below cap: 2 (total 7 open seats)

# of sections at capacity: 0

# of sections over capacity: 0

➤ FYW 100H is at **76.67% capacity****First Year Writing 100Plus***Capacity is 15 students*

# of sections below cap: 0

# of sections at capacity: 4

# of sections over capacity: 0

➤ FYW 100P is at **100% capacity**

**Directed Self-Placement (DSP)**  
**Rhode Island College**  
**Orientation 2017**  
**Self-Efficacy Questionnaire**

**Directions:**

Please read the below statements carefully. On the separate score sheet, check *one* box for each question. Please complete the entire questionnaire, and wait for further instructions from the workshop session leader.

1. I received a score above a 430 on *both* the written and verbal components of the SAT.
2. I enjoy reading.
3. I read a variety of texts (books, magazines, newspapers, poetry, blogs, etc.) on a regular basis.
4. I usually can comprehend what I have read and can talk about it knowingly; I can usually recall a good number of details and points from texts.
5. While writing is not always easy, I enjoy it.
6. While writing is not always enjoyable, I feel as if I am good at it.
7. I can write for a sustained period of time and am confident that I can produce 20 pages of polished, revised writing after a semester's worth of work and with the help of my instructor and other students.
8. I have a basic understanding of the writing process—for example, that good writing requires drafting, research, reader feedback, lots of revision, and careful editing.
9. I have recently written in a classroom setting (i.e., I already have taken college courses, here or at another institution, or I have graduated from high school recently).
10. I am able to read and write fluently in English.
11. When I write, I tend to do so on the computer—I rarely write the paper out in longhand (handwriting) first and then type it into the computer. Instead, when I'm ready to compose, I start on the computer.

**Score Sheet and Course Selection**  
Directed Self-Placement (DSP) and Rhode Island College  
Orientation 2017

**Part I: Please record your responses to the Questionnaire here:**

12. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
13. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
14. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
15. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
16. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
17. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
18. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
19. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
20. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
21. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure
22. \_\_\_ Strongly Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Strongly Disagree  
\_\_\_ Unsure

**Part II: Tabulating Your Score:**

- Number of questions where your answer was “Strongly Agree”: \_\_\_\_\_
- Number of questions where your answer was “Somewhat Agree”: \_\_\_\_\_
- Number of questions where your answer was “Somewhat Disagree”: \_\_\_\_\_
- Number of questions where your answer was “Strongly Disagree”: \_\_\_\_\_
- Number of questions where your answer was “Unsure”: \_\_\_\_\_

**Part III: Learning about FYW Program Courses**

On the reverse side of this sheet of paper, please take a moment to read *carefully* the section entitled “FYW Program Courses.” When you are done, please return to this side of the paper.

**Part IV: Making Your Choice**

If most of your responses  
were.....

- “Somewhat Disagree,” “Strongly Disagree,” or “Unsure,” consider **FYW 010** (available fall only)
  - “Strongly Agree” or “Somewhat Agree,” consider **FYW 100**
  - varied—that is, you had almost equal number of “Strongly Agree,” “Somewhat Agree,” “Somewhat Disagree,” “Strongly Disagree,” and “Unsure” **OR** your responses tended to fall

within the middle range, mostly “Somewhat Agree” and “Somewhat Disagree,”—consider **FYW 100P**

In addition, please take into account your own feelings about writing, your history with reading and writing, and your college goals. All of these should be factors in your decision-making process.

★ I would like to be enrolled in:

- FYW 010: College Writing Strategies**
- FYW 100P: Introduction to Academic Writing PLUS**
- FYW 100: Introduction to Academic Writing**
- FYW 100H: Introduction to Academic Writing HONORS**

Uncertain or have more questions? Feel free to contact Becky Caouette, Director of Writing ([bcaouette@ric.edu](mailto:bcaouette@ric.edu)) or Claudine Griggs, Writing Center Director ([cgriggs@ric.edu](mailto:cgriggs@ric.edu))

<b>FYW Program Courses</b>
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- **FYW 010: College Writing Strategies** (*formerly* ENGL 010: Basic Writing)

FYW 010: College Writing Strategies is a writing course designed for students who are not yet ready to take FYW 100 or FYW 100P and who may need a little more time to write as well as more individualized feedback on their writing. Students are required to meet with a Writing Center tutor at least three times over the course of the semester. Students who successfully complete FYW 010 will enroll in FYW 100 the following semester; FYW 010 alone does not meet the College Writing Requirement. While FYW 010 is a **four-credit course**, those credit hours do not count towards graduation or towards a student's GPA; they do count towards a student's full-time status. The course is graded on a Satisfactory/Unsatisfactory (S/U) grading scale. Enrollment is capped at 10 students.

- **FYW 100P: Introduction to Academic Writing PLUS**

FYW 100P: Introduction to Academic Writing Plus is a writing course designed for students who are not yet ready for the demands of FYW 100 but who feel that they might not need two semesters of first-year writing instruction (as the FYW 010/FYW 100 sequence would provide). Students who successfully earn a grade of "C" or higher in FYW 100P have completed the College Writing Requirement (please note that there may be other requirements based on intended majors; check with your advisor for more details). FYW 100P meets the same outcomes as FYW 100 (below), but allows students a bit more time and interaction with their instructor. Approximately one meeting day per week will be spent in a computer classroom and with a Writing Center tutor. FYW 100P is a **six-credit course** that meets **three times a week**; it is graded on a traditional (4.0) scale. Enrollment is capped at 15 students.

- **FYW 100: Introduction to Academic Writing (formerly WRTG 100)**

FYW 100, Introduction to Academic Writing, is a writing course that introduces students to the conventions and expectations of academic writing—that is, the kinds of writing they will be expected to do in college as well as in their subsequent careers (and lives). Students who successfully complete FYW 100 with a grade of "C" or higher have completed the College Writing Requirement (please note that there may be other requirements based on intended majors; check with your advisor for more details). FYW 100 is a **four-credit course** that is graded on a traditional (4.0) grading scale. Enrollment is capped at 20 students.

- **FYW 100H: Introduction to Academic Writing HONORS**

This course is a FYW course specifically designed for students in the Honors Program. For questions about the program, please contact Dr. Rebecca Sparks, Director, at [rsparks@ric.edu](mailto:rsparks@ric.edu).

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#### Course Substitutions

Students can substitute course credit for FYW 100 if they have completed:

- AP English Language and Composition exam (with a score of 3 or higher)
- CLEP College Composition exam (with a score of 50 or higher)
- WRT 104—URI Early Enrollment Program (with a grade of "C" or higher)

*Students must have test scores or transcripts sent to Rhode Island College. Some intended majors or programs may require higher scores/grades, so please see your advisor.*

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