



a journal of first-year writing

**‘With Love, For Love, Through
Love’: A Literacy Confession of a
Middle Eastern Writer**

NATALI BARAKAT

**‘Where Are the Female
Athletes?’: An Investigation
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ALEXUS FORSHEE

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

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From the Editor

Welcome to the first issue of the 10th volume of *Stylus: A Journal of First-Year Writing*. It's my honor to write the letter from the editor for this issue kicking off our 10th year of recognizing and publishing the excellent work produced by students in our first-year writing classes. This journal is a testament to the brilliance, enthusiasm, and hard work demonstrated by our First-Year Composition students and Department of Writing and Rhetoric faculty in the exploration of writing as a rich and meaningful subject of study.

My first experience with *Stylus* was as a graduate student in the Department of Writing and Rhetoric's Rhetoric and Composition M.A. program. As I was preparing to teach composition for the first time, I looked to *Stylus* for examples of work my students might produce, and was in awe of what I found. I knew then that there was something special about the first-year writing program and the students here at the University of Central Florida.

In the years since I've transitioned into teaching full time and become more involved with *Stylus* on the faculty committee and eventually as co-editor, I've found myself experiencing that same awe each semester as I read the work my students turn in and the submissions *Stylus* receives. It's clear the time, energy, and effort that goes into crafting these papers, and the submissions to *Stylus* always stand out as so much more than a class assignment. These are writers with valuable knowledge to share from what they've learned through their writing, research, and reflection in ENC 1101 and ENC 1102. And *Stylus* has provided a platform for this work to go beyond the classroom, to be disseminated and discussed among a real audience—an audience that includes you.

Looking back at the issues of *Stylus* over the years, you can see how each issue reveals the thoughtful and unique ways students are taking up how writing works in the world, reflecting on their own experiences as writers, and developing goals for the writing they will do in the future. Yet in their originality, these articles are building upon the articles that came before them, contributing

to active scholarly conversations around writing and rhetoric. This issue is another incredible installment of first-year writing at the University of Central Florida. In this issue, you'll find extensions of familiar conversations and ideas, such as literacy as multiple, research as recursive, and genres mediating activity, but each author takes up these conversations in new ways with their own distinctive insights.

First up, we have Natali Barakat's "'With Love, For Love, Through Love': A Literacy Confession of a Middle Eastern Writer." This narrative is the product of a fevered writing session in a local coffee shop, where Barakat reflects on significant moments in her life that led to the development of multiple literacies and identity kits. Barakat's journey to self-discovery contributes to the conversations around literacy development in previously published literacy narratives such as Jaydelle Celestin's ["Did I Create the Process? Or Did the Process Create Me?"](#) from *Stylus* 8.2, Julie Wan's ["Chinks in My Armor: Reclaiming One's Voice"](#) from *Stylus* 9.1, and Chad Jones' ["The Becoming of an Outsider: A Story of How the Molded Clay Was Shaped"](#) from *Stylus* 9.2. Readers will be enthralled by Barakat's experiences and inspired by how she transforms a school assignment into an opportunity to tell her full story. What she takes away from this self-analysis will help readers consider the significance of their own literacy journeys and how to build upon different literacy lessons to achieve their goals.

Next is Maria Yim's "'Where Are the Female Athletes?': An Investigation of College Student Perceptions of Gender Representation in the Media." This is a multimodal research project where Yim combines text and illustration to present a line of inquiry, reflect on her research process, and discuss her findings. Yim situates her research in an active and relevant conversation, and also details the challenges of conducting that research, demonstrating the recursive nature of the research process. Readers who were fans of Chelsea Harrison's ["College Students and Social Media"](#) from *Stylus* 9.1 will appreciate seeing the genre conventions of a comic utilized in Yim's work and the shared focus between the research project and the research process.

Third is Lucas Weber's "Literacy in Aviation: Aeronautical Inscriptions Take Flight." In this research article, Weber explores a literacy practice he's participated in as a pilot. Drawing on prior literacy scholarship, he analyzes the various texts involved in safe and successful flights. Readers familiar with Madeline Halvey's ["Simple Forms of Dance and Movement Literacy"](#) from *Stylus* 6.1 will recognize her work in Weber's literature review and how he builds off of her ideas in his analysis. As a result of this analysis, Weber not only builds a characterization of aviation literacy, but also reflects on the possibilities for students to expand their definitions of writing by exploring the literacy practices they're already involved in, related to their extracurricular interests or future careers.

Finally, we have Alexis Forshee's "A Genre Analysis of Patient Notes and Documentation Practices in the ICU." Forshee begins her research article by reflecting on the exigence for this project—noticing how the pockets of her mother's scrubs were filled with important notes in the form of crumpled papers, gloves, and napkins, and imagining there might be a better way. This genuine inquiry grew from a question posed to her mother about why she took notes this way into an activity system analysis that explored the genre sets of the ICU and how they work in practice. Readers familiar with Victoria Marro's ["The Genres of Chi Omega: An Activity Analysis"](#) in *Stylus* 3.1 will see how Forshee extends the conversation of how well-maintained genre sets are crucial for a large activity system to function. Forshee's research leads her to propose a potential solution by designing an organized documentation genre that could work as a note-taking tool in the ICU activity system.

We hope that you enjoy reading through the stellar works in this issue, and that they might inspire you to join the conversations around writing and rhetoric that started in our first ever issue and have developed over the past ten years. We hope you will 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 piece.

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 the *Stylus* co-editors, Matt Bryan at Matthew.Bryan@ucf.edu or me at Megan.Lambert@ucf.edu.

-Megan Lambert
Stylus Co-Editor