

Part 3. Promoting Student Agency in FYC

In Part 3, authors describe the potential we have in FYC to give students agency over their own writing education. Angela Clark-Oates, Michelle Stuckey, Melissa Williamson, and Duane Roen discuss how practicing metacognition allows students in an online FYC course to engage effectively in writing for academic and professional purposes.

Kara Taczak, Liane Robertson, and Kathleen Blake Yancey explore how students completing a theory of writing assignment within FYC courses using the Teaching for Transfer curriculum gain the language and confidence to describe their own writing abilities.

Finally, Ashley Ritter writes about her own FYC experiences and describes how she has carried the writerly agency she gained in FYC through a bachelor's degree and into graduate school and her career.

Extras

- Listen to a podcast conversation among authors Kara Taczak and Kathleen Blake Yancey and editors Jo-Anne Kerr and Ann Amicucci for ideas on how to implement a Teaching for Transfer curriculum in FYC: [🔊 Listen to the Podcast](#)