

This is supplementary material for Jenn Stewart, Emily Thompson, Anna N. McDonald, and Andrea Schurr's webtext, "Developing Symbiotic Institutional Partnerships: An FYC and Library Collaboration to Increase Multimodal Instruction," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at <http://kairos.technorhetoric.net/28.2/praxis/stewart-et-al/index.html>

What Students Expected from English Class

Student 1:

I definitely expected a lot of papers...just like—probably a lot of readings and then be writing papers over that.

Student 2:

Probably just a lot of papers. We go over like a topic or something and we have to learn about the requirements and then we write a paper about it.

Student 3:

Yeah so before I got to English class, I expected a lot of writing assignments, essays, and research papers. Just those things that I sort, when I think of coming to an English course.

Student 4:

Essays on top of essays to be honest.

Student 5:

A whole lot of writing honestly.

Student 6:

Mainly just writing papers. Like that's all most English classes have been for me through my schooling years, so that's kind of what I expected.

Student 7:

Mainly more essays than groups projects or anything else.

Student 8:

I was just kind of expecting like essays and reading and then responses to the reading. And yeah that's pretty much it.

Student 9:

I was expecting a lot of reading and writing assignments. Just essays and things.

Student 10:

I expected just papers the entire time. Like synthesis papers, rhetorical analysis, just you know, plain papers like that.