

Student Learning Outcomes

RWS 100



Revised for Fall 2017

1 Analyze



identify an author's project and claim



investigate audience and genre choices



utilize knowledge of rhetorical strategies, appeals, and assumptions

1 Analyze a variety of texts to demonstrate rhetorical knowledge of an argument's project, claim, audience, genre, rhetorical appeals, rhetorical strategies (including evidence), and assumptions.

2 Evaluate arguments and their evidence through a process of critical inquiry.

3 Locate, evaluate, and incorporate material from sources into their writing projects.

4 Compose a variety of texts, employing flexible composing strategies and processes for invention, structure, drafting, reflection, collaboration, feedback, revision, and editing.

5 Apply conventions of academic writing, including genre choices, grammar, spelling, mechanics, and citation practices.

SLO 1

This SLO focuses on helping students develop rhetorical knowledge and practices they will need to be critical and successful communicators in academic settings.

2 Evaluate

Evaluation of arguments and the evidence offered by authors is a crucial practice for successful readers and writers.

Being able to assess the relevance and effectiveness of sources for a given rhetorical situation is key to critical, informed communication.

Strong evaluation skills illustrate an author's understanding of what an audience will need and want to know and how that can be composed in a persuasive way for their target readers.



SLO 2

This SLO is concerned with assessing the persuasiveness of an author's argument based on the kinds of evidence offered as support, as well as on the overall structure and approach of the text.



3 Locate, Evaluate, Incorporate



All texts reference, participate in, or contribute to larger cultural conversations. Successful writers are able to locate texts relevant to these discussions, evaluate how that material intersects with their ideas, and incorporate it in the context of their own arguments.



SLO 3

This SLO focuses on finding, assessing, and incorporating relevant and persuasive source material into an author's own text.

4 Compose

While every composing process is individual, successful writers tend to develop a set of flexible composing strategies and processes. This often includes a recursive, process-based approach for invention, structuring, drafting, reflection, collaboration, feedback, revision, and editing.

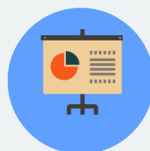


Importantly, strong writers can adapt the process based on the rhetorical situation, time constraints, and other factors.

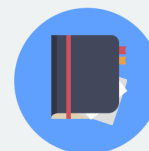
SLO 4

This SLO focuses on helping students to develop a composing process that suits the way they work while still drawing on traditional writing steps such as brainstorming, drafting, revision, editing, and reflection.

5 Apply



appropriate
genre
choices



relevant
academic
conventions,
including
citation
practices



competence
in grammar
and spelling

SLO 5

The final SLO calls on students to apply expected academic writing conventions to the texts they compose, including genre choices, spelling, grammar, and citations.

You might notice that we do not have a separate SLO for digital and multimodal writing. That's because these means of researching and writing are so central to our 21st century literacy practices.

As such, all RWS 100 and 200 courses strive to incorporate pedagogically relevant opportunities for students to explore and use digital tools and multimodal rhetorics. The point of attending to these kinds of texts is to help students to be better aware of how digital affordances and multimodal rhetorical choices can offer a wide range of possibilities for influencing an audience.

Learning to evaluate these texts can help readers to be more critical of what others are saying and can help writers to make use of these strategies in their own communications.

A Word about Digital & Multi- modal Texts



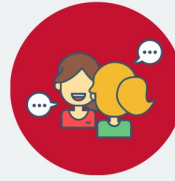
Student Learning Outcomes

RWS 200

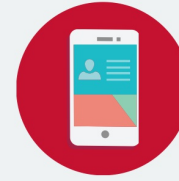


- 1 Analyze a variety of print and digital texts to articulate relationships between an argument's elements and the contexts within which the argument was created.
- 2 Evaluate both print and digital arguments through a process of critical inquiry, examining the arguments in their original contexts and in the context of other arguments in order to discover relationships between texts.
- 3 Locate, evaluate, and synthesize material from sources related to a public discussion in order to generate and support arguments.
- 4 Contribute an informed argument to an ongoing public discussion by identifying and assessing the rhetorical context for an issue.
- 5 Compose a variety of texts, including elements of digital and/or non-print text, through a multi-stage recursive process.
- 6 Employ conventions of academic writing in rhetorically purposeful ways.

1 Analyze



arguments & contexts



print & digital texts



connections between arguments & contexts

SLO 1

This SLO focuses on helping students develop practices for analyzing a variety of print and digital texts. These skills help writers to understand relationships between the individual elements and rhetorical strategies of an argument and the contexts within which it was created.

2 Evaluate

Evaluation of arguments and the evidence offered by authors is a crucial practice for successful readers and writers. Being able to assess the relevance and effectiveness of sources and persuasive strategies for a given rhetorical situation and context is key to critical, informed communication.



Further, by investigating arguments in their original contexts AND the ways in which those arguments are taken up in other contexts, writers are able to understand.

SLO 2

This SLO is concerned with assessment of arguments in both print and digital forms through a process of critical inquiry. It calls on students to examine arguments in their original contexts and to investigate how they intersect with arguments in other contexts to uncover relationships between texts.

3 Locate, Evaluate, & Synthesize



All texts reference, participate in, or contribute to larger public discussions. Before writers are able to join these conversations, they must first learn to locate relevant texts, evaluate the arguments that material makes, and synthesize the connections and divergences they find to better understand the contributions their own writing can make.

SLO 3

This SLO calls on students to find, evaluate, and synthesize material from a variety of contexts and perspectives in order to contribute to cultural discussions in informed and persuasive ways.

4 Contribute



awareness of ongoing public discussion



understanding of multiple perspectives & their intersections

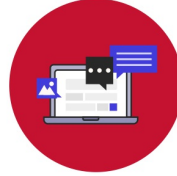


development of an informed and persuasive contribution to public discussion

SLO 4

This SLO focuses on "joining the conversation". It calls on students to use their research, evaluation, and synthesis of outside sources to develop an informed and persuasive argument in relation to an ongoing public discussion.

6 Employ



appropriate genre choices



relevant academic conventions, including citation practices



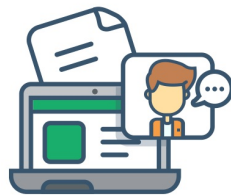
competence in grammar and spelling

SLO 6

The final SLO calls for students to employ correctly all the conventions of academic writing in rhetorically purposeful ways. Competent control over the mechanics and conventions of writing builds a writer's ethos and helps to present a more persuasive text. Proper citations also strengthen credibility and usability since they help readers contextualize how a writer's contribution fits into a larger conversation.

5 Compose

While every composing process is individual, successful writers tend to develop a set of flexible composing strategies and processes. This often includes a recursive, process-based approach for invention, structuring, drafting, reflection, collaboration, feedback, revision, and editing.



Importantly, strong writers can adapt the process based on the rhetorical situation, time constraints, and the digital and/or multimodal resources available to

SLO 5

This SLO focuses on helping students to compose a variety of texts, including elements of digital and/or non-print text, through a multi-stage recursive process.

You might notice that we do not have a separate SLO for digital and/or multimodal writing. That's because these means of researching and composing are so central to our 21st century literacy practices that it seemed artificial to isolate them.

As such, all RWS 100 and 200 courses strive to incorporate pedagogically relevant opportunities for students to explore and use digital tools and multimodal rhetorics. The point of attending to these kinds of texts is to help students to be better aware of how digital affordances and multimodal rhetorical choices can offer a wide range of possibilities for influencing an audience.

Learning to evaluate these texts can help readers to be more critical of what others are saying and can help writers to make use of these strategies in their own communications.

A Word about Digital & Multimodal Texts



Department of Rhetoric & Writing Studies

San Diego State University

<http://rhetoric.sdsu.edu/>

RWS 100

Assignment Sequence Overview

1

Analyzing an Argument

Identify an author's argument, claim, project, assumptions, and evidence. Analyze and evaluate the extent to which evidence and reasoning support the argument.

2

Analyzing Strategies and Sources

Identify rhetorical strategies used to support an argument(s) and analyze how these strategies contribute to the author's appeals (ethos, pathos, logos). Evaluate the extent to which the appeal(s) effectively persuades the intended audience, and analyze assumptions the author makes about that audience (can be comparative). Examine a source used by one of the authors. Examine the original source material, and analyze how the author makes use of it. Consider what was included and excluded, and why.

3

Analyzing and Evaluating Multiple Texts

Construct an account of an author's project and argument, focusing on its use of a significant source. Select other texts that connect with the target text. Draw connections between the texts, identifying the range of concerns, assumptions, appeals, and evidence presented. Evaluate the relative persuasiveness of these texts.

4

Analyzing and Evaluating Online Sources

For your final project you will read some short texts that describe ways of analyzing and evaluating online sources, and also some resources for identifying "fake news." (Your instructor will provide these materials.) You will use these materials to evaluate sample online texts and present your findings to the class. Your paper should describe your key findings, but also reflect on how well the materials you used foster the "critical digital literacy" that Boyd and others suggest young people need.

Note

These are general assignment types and will be adapted in more detail by individual instructors, including the possibility of three major assignments, group projects, presentations, or other approaches to achieve the RWS 100 Student Learning Outcomes. All courses will have similar workloads regardless of project specifics.

RWS 200

Assignment Sequence Overview

1

Analyze and Evaluate an Argument

Analyze and evaluate an author's argument, claim, project, and assumptions, as well as the rhetorical strategies used to construct the text. Explain how those strategies contribute to the author's appeals to ethos, pathos, and logos. Evaluate the extent to which those appeals persuade the intended audience and consider how those strategies are based on key assumptions the author makes about that audience.

2

Examine One Text through the Lens of Another

Use concepts and arguments from one text as a lens or context for understanding, evaluating, and writing about another.

3

Identify and Analyze Issues of Context

Using a group of texts, identify the contexts within which an argument was made—historical, social, intellectual, generic, political, technological context, etc. Explain ways in which that context shaped the argument.

4

Join the Conversation with Your Contribution

Examine an ongoing public discussion (which may have been addressed in the previous paper) through a group of texts. Describe the texts' arguments and position yourself in relation to them in order to make an argument that enables you to "join the conversation."