

BUT WHAT HAVE THEY ACTUALLY LEARNED?

Reviewing Programmatic Assessment Data of Rhetorical Awareness Learning
Outcomes

UNIVERSITY
of HAWAI'I

WEST O'AHU

FYC PROGRAMMATIC ASSESSMENT CYCLE

UHWO's FYC 5-YEAR ASSESSMENT CYCLE

PLO #1: Strategies for composing in genres associated with college-level writing

PLO #3: An understanding of composing as a recursive, social, and collaborative process

PLO #5: Knowledge of conventions



PLO #2: Critical thinking, reading, and composing strategies

PLO #4: Rhetorical awareness

COUNCIL OF WRITING PROGRAM ADMINISTRATORS



TRANSFER,
GENRE,
& POST-PROCESS

FALL 2014: FYC LEARNING OUTCOMES

RHETORICAL KNOWLEDGE

“the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.”

1. Analyzing and composing a variety of texts
2. Reading and composing in several genres
3. Responding to a variety of situations and contexts
4. Using a variety of technologies
5. Matching different environments (e.g., print and electronic) to varying rhetorical situations

FOSTERING RHETORICAL AWARENESS: Fall 2014

UNIVERSITY OF HAWAII' WRITTEN COMMUNICATION (FW)



“Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and using various types of primary and secondary materials.”

FOUNDATIONAL WRITING HALLMARKS

1. introduce students to different forms of college-level writing...and guide them in writing for different purposes and audiences.
2. provide students with guided practice of writing processes...making effective use of written and oral feedback from the faculty instructor and from peers.
3. require at least 5000 words of finished prose
4. help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.

PROGRAMMATIC LEARNING OUTCOMES

Spring 2015

FIRST-YEAR COMPOSITION PROGRAMMATIC LEARNING OUTCOMES



1. Strategies for composing in genres associated with college-level writing
2. Critical thinking, reading, and composing strategies
3. An understanding of composing as a recursive, social, and collaborative process
4. **Rhetorical awareness** (including the ability to analyze contexts, purposes, and audiences and apply that knowledge to the creation of texts in a variety of genres and media);
5. Knowledge of conventions (including genre conventions of style, organization, design, and tone; appropriate and ethical research and citation conventions; and proper mechanics, syntax, grammar, usage, and spelling conventions).

FOSTERING RHETORICAL AWARENESS: 2015/2016

PLO 1: ASSESSMENT FEEDBACK LOOP

UHWO WRITING CHEAT SHEET

UHWO's WRITING CHEAT SHEET

There is **NO** magic template for a perfect A+ paper in college, BUT there are **THREE** questions you can ask at the start of each project in order to **IMPROVE** the assignment.

Your answers to these questions will help you determine your

FORMAT & **STYLE** & **CONTENT**

1. WHO IS YOUR AUDIENCE?

Professor-Speak:
What are the demographics of your audience members?
What are the psychological traits of your audience members regarding this topic?
What past knowledge does your audience have about this topic?
Is there one primary audience, or are there secondary and tertiary audiences?

Student Translation:
Think about your audience's age, gender, ethnicity, race, sexual orientation, socio-economic status, cultural beliefs, primary language, profession, family life, religion, educational level, hobbies, political affiliations, generative topics, values and systems of moral/ethic, previous knowledge of and attitude toward your topic, etc.
Is your audience all the same or will you need to cater to two, three different types of audience members?

FORMAT
Consider and adapt:
Organization, structure (introduction, literature or deductive logical progression, and final conclusion)
Transitions (check for clear content for transitioning between points)
Voice (make sure you're speaking to your audience)
Headings, lists, citations, notes (APA's, MLA's, Chicago, Turabian, MLA's)

STYLE
Consider and adapt:
Language choices (formal, colloquial, high or low register), verb tenses
Tone (conversational, formal, casual, direct, humorous?)
Sentence style and length (long, short, clear, varied?)
Voice or genre (academic, personal, informative, opinion, available, conversational)

CONTENT
Consider and adapt:
Integrating content & (topic, title, length, level of detail, relevance, context)
Thesis statement (single, position in text, clear, explicit?)
Examples (use, cite, explain)
Relevant evidence (academic research, quotes, pictures, graphs, charts)

THREE questions that will help determine format, style, and content...



1. Who is your **AUDIENCE?**

2. What is your **PURPOSE?**

3. What is the **GENRE?**

**FALL 2017:
SHARED STUDENT WRITING PROMPT**

GOOGLE FORM ASSESSMENT PROMPT: Fall 2017

1

DEFINITIONS

In your opinion, what does it mean to demonstrate rhetorical awareness and adaptation when composing a text?

2

ANALYSIS

Analyze PETA's websites (Kids, Prime, peta2): detail specific ways the sites successfully demonstrate rhetorical awareness and adaptation in terms of the organization's purpose, audience, and context.

3

APPLICATION/DEMONSTRATION

Describe TWO texts (any genre, any media) that would persuade UHWO to build a coffee shop (consider audience & purpose and how that alters content, organization, voice, tone, and genre)

4

REFLECTION

How might what you learned in this course about rhetorical awareness and adaptation apply or transfer to your future upper-level courses/assignments and your life outside the university?

5

LIKERT SCALE EVALUATION (1-4)

If one of the goals of this course was to help you "develop, practice, and successfully demonstrate rhetorical awareness" how effective would you say your course was overall?

ANALYSIS OF ASSESSMENT DATA*

*sample of approx. 25% of data coded and represented here

Completion & Representation STATISTICS

OVERALL COMPLETION

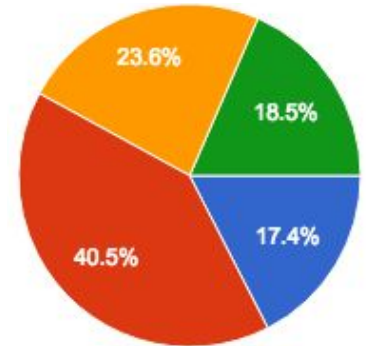
N=195/456 (43%)* of all FYC students

* Statistically significant representative sample

COURSE REPRESENTATION

Includes 22/25* FYC sections & 7/9* FYC Instructors

- **ENG 100T:** 34 (17%)*
- **ENG 100:** 79 (41%)*
- **ENG 200 f2f:** 46 (24%)*
- **ENG 200 online:** 36 (19%)*



* Statistically significant and accurate representative sample

* Accurate representative sample: all within 5% of overall course offering percentages for fall 2017

1: DEFINITIONS

In your opinion, what does it mean to demonstrate rhetorical awareness and adaptation when composing a text?

APPEALS/DEVICES/PURPOSE: 41%

- “using rhetorical strategies to adapt to the audience you are talking to or writing for;”
“using rhetorical appeals;” “rhetoric being used (pathos, ethos, logos);” “changes because of purpose and rhetorical situation”

MISSES THE MARK/CONFUSED: 37%

- “Provide examples;” “get and keep readers’ attention;” “using credible sources;” “both sides of an argument;” “getting your point across to a reader;” “you tell me”

AUDIENCE-FOCUSED: 22%

- “able to persuade your audience of choice to whatever it is you are arguing about;”
“adapting to a particular audience”

2: ANALYSIS

Analyze PETA's websites (Kids, Prime, peta2) and detail TWO specific ways the sites successfully demonstrate rhetorical awareness and adaptation in terms of the organization's purpose, audience, and context. (Consider visuals, layout, graphics, colors, text, organization, word choice, tone, content, rhetorical appeals, etc.)

MISSES THE MARK/CONFUSED: 38%

- “Websites are different but still the same information;” “wide range of overviews of what each website stands for;” “the text was very organized and the tone was set perfectly;” “IDK;” “too much work to answer this”

STRONG ANALYSIS W/EVIDENCE: 32%

- Visual design, content, word choice, and tone connected to audiences; “PetaKids is more child friendly with bright colors and very simple blogs to understand with videos and games;” “PETA Prime a lot more wordy because it is meant for adults who will read it;” “Peta2 used social media links and hashtag language to appeal to teens”

SUPERFICIAL UNDERSTANDING: 30%

- “The pictures make for a kid friendly viewing and the other site used simple texts with less color and pictures made for an older crowd;” “The PRIMEpeta was more adult friendly and serious it reminded me of CNN and other news articles on the web. Peta2 was user friendly and reminded me of Ted talks.”

3: APPLICATION/ DEMONSTRATION

Describe TWO texts (any genre, any media) that would persuade UHWO to build a coffee shop (consider audience & purpose and how that alters content, organization, voice, tone, and genre)

TEXTS W/RHETORICAL COMPOSING SPECIFICS: 42%

- “Poster with pictures, large bolded texts and very enthusiastic tone to get my target audiences’ sympathy and emotion;” “will have an informal tone, use hashtags and slang, have lots of pictures since you’re talking to young students on a social media platform;” “business plan that would include description, menu, finances, floor plan, etc, It would have to be very well written and formatted due to the audience of the piece”

MISSES THE MARK: 42%

- “I don’t drink coffee;” “having a coffee shop on campus would be nice for those who do not need to leave campus and travel a distance to get coffee to wake themselves up for school;” “People like the idea of being related to. They also love information. So by applying rhetoric appeals, I could influence people”

TEXTS W/ SUPERFICIAL EXPLANATION: 16%

- “Commercial could be used to persuade fellow students that a coffee shop would benefit them;” “Social media is almost a vital part of today’s society, so we would take advantage of that”

4: REFLECTION

Describe TWO texts (any genre, any media) that would persuade UHWO to build a coffee shop (consider audience & purpose and how that alters content, organization, voice, tone, and genre)

MISSES THE MARK: 50%

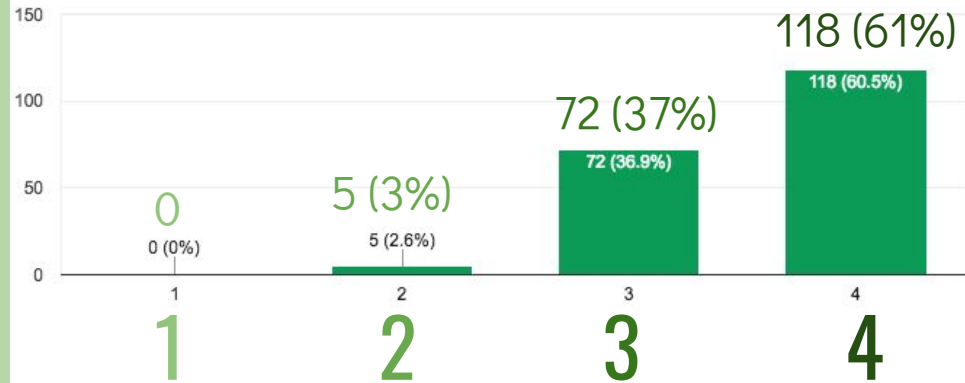
- “Peer reviewing;” “Learning about my writing skills and how to keep practicing to become a better writer;” “fundamentals of writing;” “I learned a lot about research;” “it’s good to always check your sources”

CONNECTION TO REAL WORLD/OTHER COURSES: 50%

- “Helps me to understand how media influences me. I understood this on a smaller scale, but now i see that everyday decisions i make are influenced by everything around me;” ”helps improve your presentations, cover letters and resumes, It is a way of showing your personality and presenting the information in the best way for your audience;” “Being able to hit your target audience, whether it is your boss or co-workers, is an invaluable skill;” “When I write scripts or contracts, I can use what I learned to influence the minds and hearts of my audience;” “ The most major thing is how the rhetorical situation is everything”

5: LIKERT SCALE EVALUATION

If one of the goals of this course was to help you "develop, practice, and successfully demonstrate rhetorical awareness" how effective would you say your course was overall?



ASSESSMENT FEEDBACK LOOPS

ASSESSMENT FEEDBACK LOOP(S)



Data and findings compiled with other FYC programmatic assessment reports AND shared with system colleagues at this event

Furthering cohort professional development: hosting FYW Symposium event themed to focus on “Fostering Rhetorical Awareness” in order to share, learn, and innovate alongside state-wide system community of writing teachers

Implement new/revised programmatic teaching strategies and practices in order to further hone and develop our students’ rhetorical awareness

- Connecting definitions/terms to analysis and demonstration;
- Providing evidence for analysis arguments;
- Being effective PRODUCERS (understanding all the small choices)