**CATS – Linda Shepherd - English Adjunct, Arts & Composition, Assessment Practitioner**

Title \*

Rhetorical Patterns of Writing

What is the Need/Assessment? \*

To see that students understand rhetorical patterns and can apply them to a writing situation within any course and, when appropriate, a future career.

Describe the necessity for this change**\***

Students conceptually come to understand rhetorical patterns but need to be able to apply them to writing situations in composition classes, other courses, careers and the “real world’. Create a quiz which asks students how/why they would apply a specific rhetorical pattern to a given hypothetical writing situation in a composition class, other course, career or “real world” situation. This would measure a learned competency and how it can be applied as an outcome of learning. The quiz could be scored on a sliding scale of 5 to 1 (5 being competency of the application decreasing in increments of 1 depending on response).

Describe what will be (or was) implemented to affect change**\***

Students were given a hypothetical writing situation and asked to apply a specific rhetorical pattern to it. The students were expected to explain how they would apply the specific rhetorical pattern to the writing situation and why the specific rhetorical pattern best suits the hypothetical writing situation.

Interpret, compare and describe the results of the change**\***

Quizzes were implemented spring of 2020, so only initial results have been seen. The responses greatly depended upon how much instructional was devoted to the conceptual understanding of the specific rhetorical pattern. Some rhetorical patterns had more devoted instructional time than others due to class time demands. Consistent instructional time would need to be measured and given for each specific rhetorical pattern for quizzes to be fairly implemented. This change could be easily implemented over the course of the fall 2020 and spring 2021 semesters with results in May of 2021.

After analyzing the information, what are the next steps?**\***

The final results will be analyzed/posted in May 2021. The goal is to use the quiz results to evaluate instruction of writing rhetorical patterns as applied to given writing situations and adjust instruction based upon these results.

Abstract

Students were instructed in each writing rhetorical pattern which included conceptual knowledge as well as application examples and how and why to use a particular rhetorical pattern for a specific writing situation. This involved instruction of the writing rhetorical patterns (course competency) and when, why and how to apply each (learning outcome). Quizzes were given to students after instruction of each writing rhetorical pattern in the form of a hypothetical writing situation and students were asked how and why they would apply a specific rhetorical pattern to the given writing situation. This provided students the opportunity to demonstrate conceptual knowledge of the rhetorical patterns (competency) and apply it to a given writing situation (outcome).