

Demonstrating Students' understanding of the RWS-1301 Student Learning Outcomes

Student Sample -2

Rhetoric and Writing Studies (RWS) is a class that has the purpose of helping us students develop better communication skills, and to prepare us for the types of writing we will do throughout our college experience and in the future. Everything is mainly done through blackboard and the use of technology is highly emphasized. The types of writing we did in this class for this semester were Rhetorical Analysis, Community Problem Report, Annotated Bibliography, Public Service Announcement, Discourse Community Map, and a Memo, which relate to at least three of the course students learning outcomes. These are: understanding what Discourse Communities are, building on the knowledge the students already have to form new knowledge, and the students reflecting about their own learning.

Understanding Discourse Communities

I would describe the progress I had towards understanding discourse communities as difficult and confusing at first, but then clear and easier as I started to identify discourse communities myself. I found it difficult at first because it wasn't clear to me how all the parts of a discourse community fitted in together. What helped me understand this theory better at the end was the assignment we had about creating a Discourse Community Map in a group. For this assignment we had to choose a movie that included all the elements of a discourse community. These are: common goals, intercommunication, participation, lexis, which are special terminology such as abbreviations, and expertise, which is a certain number of members. This assignment helped me work towards understanding what discourse communities are. Learning and understanding this can help me identify discourse communities in the future. This might also help if I ever have to write about the topic again. Above all having learned about this helps me be familiar with discourse communities and gain knowledge I didn't have before.

Building on Knowledge

The progress I had towards building on the knowledge I already had was interesting and exciting, because every time I learned something new, I would feel that I was a better person for it. Learning new things also made me want to learn more and to do a better job in every assignment. I would say that in every assignment I had in this class I learned something new, but the one that I learned a lot more from was the Community Problem Report, because I learned how to do a memo, how to create an outline, an annotated bibliography. I learned more about the topic I had chosen; I learned how to create a public service announcement (PSA), and how to analyze a website with the three modes of persuasion. Learning these things made me made me

make a progress specifically on the outcome that has the purpose of building new knowledge in the way that I already knew how to a little bit about citing my sources, having a thesis statement, and an introduction, but I did not know how to create a memo or the purpose of it, how to analyze a website, or how to write a community problem report. I also did not know how to create a PSA, an outline, or an annotated bibliography, which I found out, is very helpful. All this new learning demonstrates the progress I had toward building on the knowledge I already had. Everything I learned from doing these assignments can help me with other work I will have in college or in the future. I might find myself in the need of writing a memo, creating a PSA, or writing an essay, for which I might need an outline or an annotated bibliography. When that moment comes, the experience of having done all these thing in my RWS class will be an advantage for me.

Reflection on my Learning

I would describe my progress for the outcome of reflecting on my learning as effective and inspiring. Every time I wrote one more reflection blog, it gave me the opportunity to realize how I have grown in knowledge and the payoff of my hard work. It also made me meditate on what things I could do better for next time. To achieve this, we would have to write a reflection every time we finished and turned in an assignment. The reflection included answering questions like “what did you do especially well on this assignment”, “what was the most difficult thing to do for this assignment?”, “how did you grow from this assignment?”, “what can you improve for next time”, amongst others. Having to answer these questions made us as students reflect on all the work we did. All the way from how difficult it was to the great things we got out of it. Reflecting on the work I did made me find out that reflecting on the assignments I do, helps me do better for next time and to see what things I did well, which motivates me. Now I know of something I can do that will benefit my work in the future and will motivate me when it comes to doing homework or doing work in a professional environment.

In the end, I learned more than I thought I could in this class. I became familiar with discourse communities, annotated bibliographies, memos, creating a community problem report, a public service announcement and its purpose, and analyzing a websites, but mainly I found that reflecting on my work could help me do better in everything I do. Taking this class was a great experience and it helped me grow in knowledge for good.