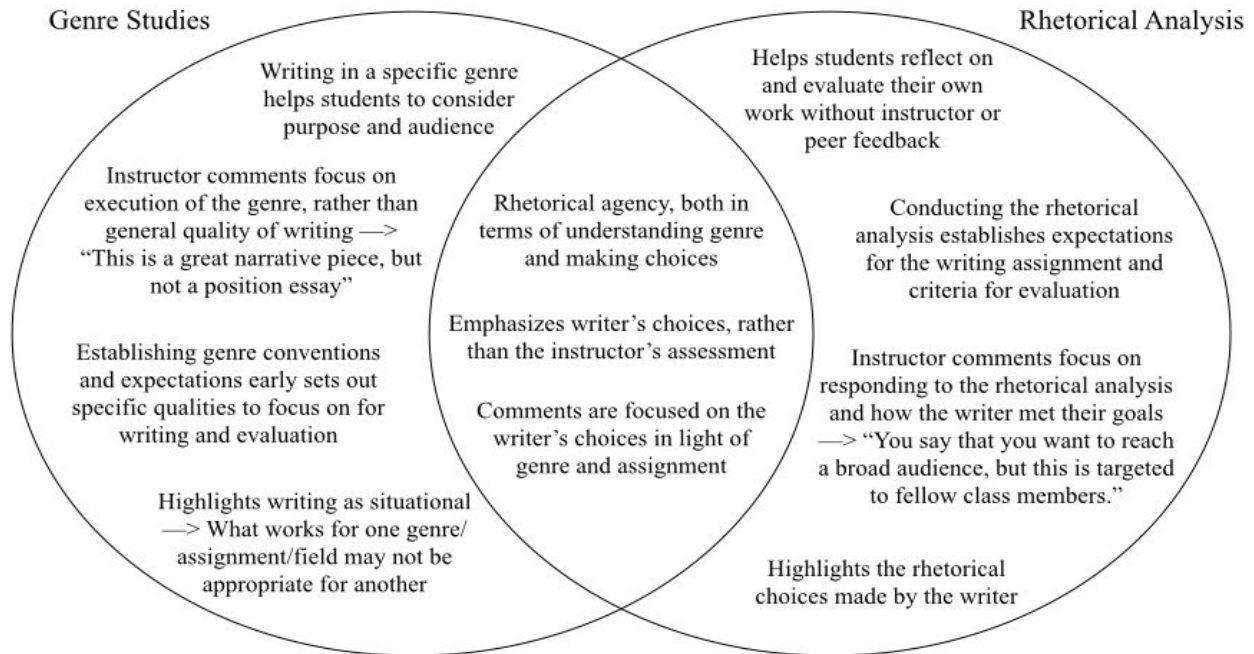


## “Using Genre Studies and Rhetorical Analysis to Evaluate Student Writing”

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By positioning writing assignments as genre studies and incorporating rhetorical analysis, students gain rhetorical agency and awareness and instructors can focus on helping students achieve their goals as writers. This diagram catalogs some of the major benefits of using genre studies and rhetorical analysis in assignment design and evaluative feedback, individually and when paired to build on one another.



Two major moments in the writing process jump out as important moments for self-reflection and possible placements for rhetorical analysis: before peer review and revision and following submission/completion.

Draft	Rhetorical Analysis Placement 1	Peer Review	Revision	Submission	Rhetorical Analysis Placement 2	Instructor Feedback/Grade
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Placement 1: Incorporating the rhetorical reflection earlier in the process is helpful to guide students toward desired genre conventions and to forecast evaluation criteria. This gives students a chance to re-evaluate not only how they are completing the assignment, but what their goals are as a writer. Here, you are emphasizing writing as a process. I find this useful earlier in the semester when students are still coming to terms with the course, major concepts, and my evaluation practices.

Placement 2: As students become more advanced in making rhetorical choices, a rhetorical analysis after completing the assignment can help to reinforce genre awareness and provide a way to position instructor comments as responses to student goals. This placement is often helpful for multimodal assignments or larger projects in which students may or may not accomplish their goals, but instructors want to emphasize the thought-process, rather than execution.

For more, including example rhetorical analysis prompts, visit [www.whitneylewjames.com/student-assessment-nemla2016](http://www.whitneylewjames.com/student-assessment-nemla2016).