

Course Analysis for LS1465 *Rhetoric: Speaking and Writing for Impact*
Spring semester, 2021
Jamie Rinder jamier@kth.se

1. Description of the course evaluation process

- 1) Opportunities to talk to the teacher at the end of each session
- 2) Meeting with course representative
- 3) Learning experience questionnaire (LEQ), including questions with a breakdown per gender, disability, and nationality

2. Description of meetings with students

Two short meetings with the course representative after sessions four and seven.

3. Course design

Seven sessions (all online)

Intended learning outcomes:

- write texts and deliver speeches that are structured and adapted to the audience
- account for different rhetorical strategies and apply these in speech and text
- give and receive constructive criticism on assignments
- support their ideas about language, history and culture with evidence

Four assignments:

- written analysis of a speech
- participation in a debate
- written essay
- individual oral presentation

Other learning activities:

- consider ways in which gender, culture, and formality are reflected in language
- complete Canvas quizzes to learn and revise scientific lexis

4. Students' workload

Average number of hours per week according to the LEQ = 10

5. Students' results on the course

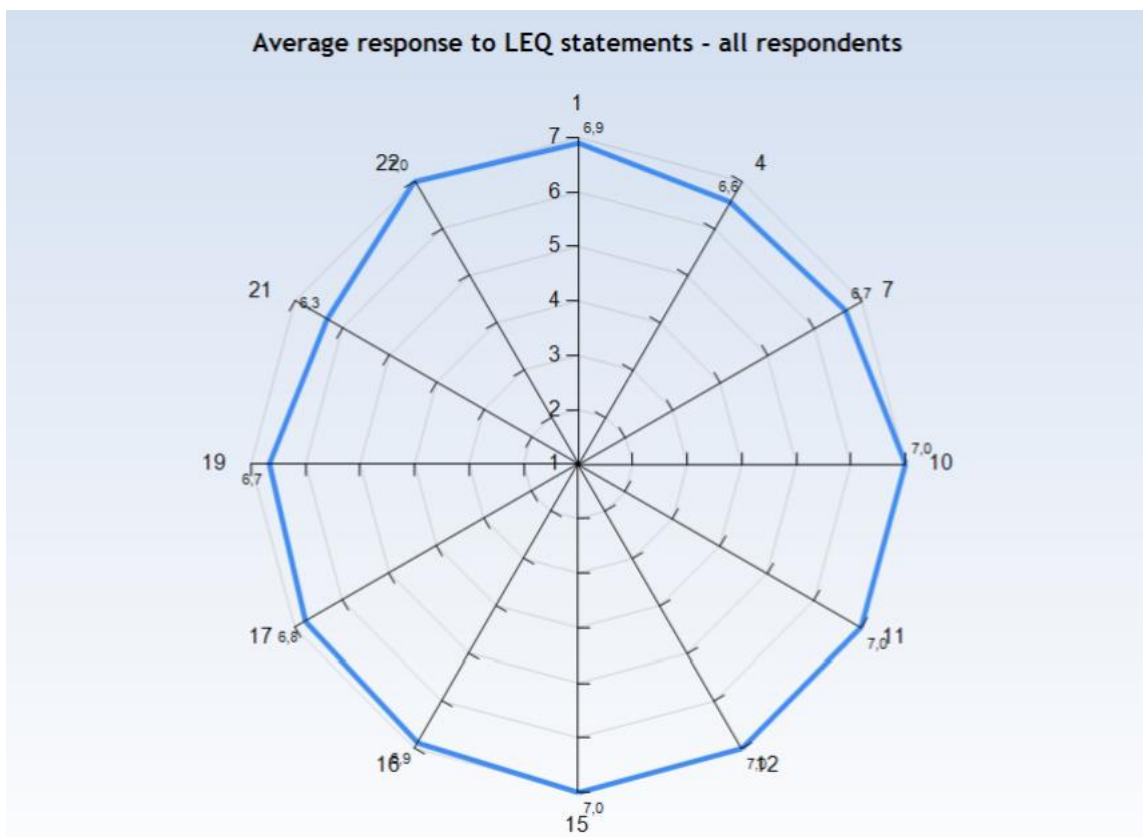
Most students passed the course within seven to eight weeks. Two students needed a few extra weeks to complete or revise their assignments, which is not unusual.

6. Students' answers to open questions

- + Interesting subject
- + Energetic and involved teaching
- + Clear course structure
- + Assignments (choice, variety, explanation, support, feedback)
- + Support from teacher
- More input on rhetoric and less on language
- Longer, in-class debates

7. Summary of students' opinions

Very positive (see the average responses below).



The meetings with the course representative confirmed the students' opinions.

8. Overall impression

Very positive. Happy that the students enjoy the level of interaction and the freedom to write about topics of their interest.

9. Analysis

No significant difference between students of different genders, nationalities etc.

Several students felt that the ILOs were unhelpful in explaining what they were expected to achieve during the course. It is true that the ILOs are vague, but this ultimately allows the students a great amount of freedom. I give students clear and more specific guidance about the assignments during the course.

According to the LEQ, the strengths of the course are the stimulating tasks, opportunities for exploration, sense of belonging, clear goals and structure, constructive alignment, quality and promptness of feedback, manageability of workload, variability of tasks, and opportunities for collaboration.

10. Prioritized course development

Canvas quizzes instead of worksheets.

11. Other information you want to share

None