

## **Rhetorical problem solving within the Academic setting**

My vision and understanding of college-level research writing revolves around analyzing argument, summarizing a discussion, and the concepts of Rhetorical writing. Based on different submissions and assignment exercises throughout this semester, it is safe to say we know academic writing depends on understanding what you are doing when you write and then how you approach the writing task.

Research writing teaches students about how data is generated and expertise gained. It also allows them to cultivate intellectual curiosity and expand their knowledge. The approach of this form of writing for a student develops over time. To apply this concept more effectively, the article in Writing Spaces Volume 2, "How to read like a writer" by Mike Bunn discusses some of the most important lessons for a new writer. The article starts by explaining the importance of reading and how beneficial it can be while writing. An article that is read to understand each word choice and how they are connected to make a sentence which are then combined together to form a paragraph and then the entire book would be the first learning steps in a great writing.

In the article titled 'Rhetorical Problem Solving: Cognition and Professional Writing', author Linda Flower states 'the knowledge that has the most visible effect on student performance is rhetorical problem solving'. An example of this form of writing is AT&T's attempt with its 'It can wait' commercial. The piece responds to and creates awareness about distracted driving. The rhetor wants the audience to believe and be aware that distracted driving is never fine.

My major field of study is Information Science which prepares student for data quality/ data governance profession. In my research and interviewing professional, I found writing/

documentation plays very important role in his field of work. Data governance is the practice of defining data for enterprise use. The process of data governance brings people from diverse group and decides/ finalizes an organizational wide definition for a particular measure. These discussions are documented in great details and require sign-off from attendees/ managers in the area. The process of writing plays a crucial role in sticking with the definition.

A writer's ethos is created largely by word choice and style whereas Logos refers to logic and rationality and this type of persuasive strategy is usually privileged over appeals to the character of the speaker or to the emotions of the audience. Pathos talks about the Emotions of the Audience, to which Aristotle points out emotions such as anger, pity, fear, and their opposites, powerfully influence our rational judgments. As Greek philosopher Aristotle argued that these three basic ways of ethos, pathos and logos are important to persuade an audience of your position.

As discussed by Gita DasBender in her article, Critical thinking is a process that is fundamental to all disciplines. She discusses how as a critical thinker not only have to have an informed opinion about the text but also a thoughtful response to it. Critical thinking is serious thinking and application of critical thinking skill leads to clear and flexible thinking and a better understanding of subject at hand irrespective of the area of study.

Sources play an important factor in Research writing. Use of multiple several from several disciplines confirms a particular view. Each research article takes its own route to come to conclusion if the concluding remarks in one research matches with multiple research, it is a good indication that it is reliable.

I think what we still need to know is ‘threat to the academy’ discussed in the essay "Building a Mystery: Alternative Research Writing and the Academic Act of Seeking" by Davis and Shadle. As discussed in the article, ‘teacher/regulators saw poor writing as caused by poor thinking, and saw poor thinking as a threat to the academy.’

It can be easy to learn and can get effective if a student take the steps describe as ‘the Academic Act of Seeking’. The components for the Academic Act of Seeking are research argument, research essay, personal research paper, and multi-genre/ media/ disciplinary/ cultural research project.

Research writing teaches students about how data is generated and expertise gained. It also allow them to cultivate intellectual curiosity and expand their knowledge. In my view, the approach that university takes – which is a combination of research paper, to data driven analysis requirements are best suited.

#### Reference:

- 1) Linda. "Rhetorical Problem Solving: Cognition and Professional Writing." *ERIC - Education Resources Information Center*, 31 Oct. 1985, [eric.ed.gov/?id=ED267400](http://eric.ed.gov/?id=ED267400).
- 2) Davis, Robert, and Mark Shadle. "'Building a Mystery': Alternative Research Writing and the Academic Act of Seeking." *College Composition and Communication*, vol. 51, no. 3, 2000, p. 417., doi:10.2307/358743.
- 3) Lowe, Charles; Zemliansky Pavel. *Writing Spaces Readings on Writing, Volume 1*. Print.
- 4) *Ethos, Logos, Pathos: Three Ways to Persuade* by Dr. John R. Edlund, Cal Poly Pomona