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RIT Focuses on Students’ Values

The Rochester Institute of Technology is a discourse community with the main goal of educating others. It was created to help students explore their interests and gain knowledge that can help them become successful and enjoy their futures. Students are given numerous opportunities to become involved on campus and explore different areas outside of the classroom. The RIT community values students’ welfare and interests and focuses on encouraging them to explore and become a part of the community. This idea is shown through numerous pieces of text written within the community itself, and include magazines, newsletters, emails and the welcoming process of Orientation.

When new students are accepted to RIT through an in-depth application process, they’re sent a booklet in the mail titled “RIT Orientation Guide”, which is the first piece of text. It’s sent by the RIT staff from the center of Orientation and Transition and contains the general outlook of orientation as well as schedules, charts and lists to prepare for the school year. This booklet gives incoming students an insight into what the RIT campus has to offer and what opportunities are available during the school year. Since this booklet came from RIT, the ethos is obvious and further emphasizes the importance of the content of the book. Students and their families can trust the information in the booklet written by the university to be accurate and they can follow the schedules and charts listed inside. The entire booklet portrays emotions of happiness and excitement. This is shown primarily in the beginning in the introduction and quotes from current RIT students. The students shown give advice on what to do during the school year as well as portray their excitement for the event, saying things like, “Don’t hold anything back in college!” and “College is the best time to find yourself. Don’t waste any time.” Incoming students know that because of the first-hand experience, the advice can be very helpful and important to keep in mind. The logos is shown within the schedules and important key points listed throughout. The main schedule shows each event being held during the orientation along with the time and location. Along with that, there are certain pages that describe topics like financial aid and housing which contain information about the rules and process. The booklet also includes a checklist of things to bring to dorm room when moving in. The information contained in this booklet is for students to understand, which is why the language is more informal and uses communicative words more often. This Orientation Guide allows students to get a general idea of what Orientation will be like and is extremely helpful in keeping students excited and eager to attend the university.

The next text is an email sent by the RIT Message Center to all RIT students titled “Book Signing with the Author of Camp Good Days, Lou Buttino!” Every student attending RIT is given an email account to communicate with the rest of the university and professors, and be informed about the activities occurring on campus. The title of the email ends with an “!” which gives a sense of excitement, and that is where the pathos is. The writers of the email write with a large amount of excitement and include great things about Lou Buttino and Camp Good Days to grab students’ attentions and persuade them to visit and meet the author. The authors claim that the book signing is an amazing opportunity to meet great people and learn about new things. The logos is included when the writers list some background information on the organization and the author. They give a general description about the history of Camp Good Days and how the author played an important role in both the organization and in Rochester. This also ties into credibility because the writers are from the RIT Message Center and therefore have the most information about every event being held on campus. Students reading the email know the date and time are accurate and if they wish to attend, they can check their calendars to see if they are free. The writers of the email managed to keep the email short while providing enough information to RIT students in a non-formal manner, including the date, time and general description. Students can read the email quickly and understand the content and the purpose of the event and the importance. The RIT Message Center send out emails about anything related to campus and the university and are a way for students to be well informed about the community. With technology, emails are an excellent way to communicate quickly and successfully and help RIT students stay active on campus and involve themselves in numerous events and opportunities.

The last text being analyzed is an article written by a member of RIT’s *Reporter Magazine*, Mindy Mozer. Mozer is the editor for the magazine so she is highly credible in the field and this shows the ethos in this text. The article Mozer wrote is titled “Brooklyn Tech Companies Turn to RIT Talent” and is about companies in New York City turning to RIT graduates for job positions. The information stated in the article is from both secondary sources and primary research like interviews. Mozer interviews a handful of RIT students who were hired following graduation and the CEOs of major companies in New York City who hired the students. The general claim coming from Mozer’s article is that the knowledge gained by RIT students through classes and co-ops can be a huge aid in being hired for job straight after graduation. She includes statements from the CEOs such as “At least from the perspective of the companies, no other school seemed to be preparing their students nearly as well.” Since this is an article for the magazine, logos is shown throughout with all the information stated by Mozer. She includes statements from her interviews along with research she had found about students at RIT to make her claims obvious. On the other hand, because Mozer’s objective was more informative than persuasive, her use of pathos is less. There isn’t much emotion coming from her statements and conclusions. She states the emotion coming from students and companies, but doesn’t emphasize these emotions further in her own analysis. It can be assumed that RIT’s *Reporter Magazine* is read by both students and staff at RIT, so Mozer uses language that addresses both parties, combining both informal and formal writing techniques. Along with that, her article relates to students at RIT because most students are required to complete at least one semester of co-op, so reading this article can reassure some students of the importance of having experience in their respected fields. The *Reporter Magazine* is yet another way the RIT community reaches both students and staff to inform them about the community and other members. Mindy Mozer is just one of many other writers who target the RIT community and write articles to connect different members and allow students to be more involved.

After analyzing these three texts from the RIT community, it can be clear that his community values the welfare of students and gives them numerous opportunities to become active members of the community and explore their own interests. Although this is true for most universities and colleges, the RIT community focuses primarily on getting students involved and communicating with other members of the community. While utilizing pathos, logos and ethos, the RIT community adequately portrays these values of the students and does so through many means of emails newsletters and magazines.

Works Cited

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