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**Reflection**

Reading Elizabeth Wardle’s article made me recall my situation when I began teaching for CUNY. The fall after I graduated from Brooklyn College with my B.A. in English, I was back in the classroom, but this time as an adjunct lecturer assigned with the task of teaching freshman composition. My qualifications were: (1) that I was a Ph.D. student and (2) I was taking a course on teaching pedagogy. At the time, I did not realize this was a problem endemic to first year writing programs. I assumed that is how all jobs worked; you essentially had to learn through doing. So, through teaching, I became an “expert” on Rhetoric and Composition.

Despite this expertise, I realize I am not of the same discourse community as Rhet/Comp specialists (I received my Ph.D. this past May in English with a concentration on Victorian Literature and Women’s Studies). The assigned readings, however, are doing a good job of helping me to learn the lexis (WAW, W-WNCP, W-WCS*, kairos*, and codeswitching), and the foundational content (John Swales’ six defining characteristics of a discourse community) and practices (teaching students invention and genre analysis). I look forward to being a part of this initiative to improve our first year writing program at City Tech.

**Rhetorical Situation: Writing an Assignment Sheet**

I always create and distribute a separate assignment sheet for each major writing assignment in my course. I keep these documents short, usually one page, and they all follow a similar outline. The title will be the type of assignment (i.e., Personal Narrative Essay) followed by a short description/definition of what that assignment general entails. This is followed by a more detailed description of the expectations that need to be fulfilled (including page length and due date). Finally, I include a section for “tips and reminders,” which serves as a checklist for students to see whether they have fulfilled all of the assignment’s requirements and avoided any common mistakes. This sheet goes through many revisions, as it is crucial for not only communicating assignments, objectives, and expectations, but helping students to stay on track.