1.Revised Literacy Narrative

Collecting Dust

My bookbag weighed a ton. I remember walking up the three flights of stairs in middle school to get to the third floor, which is where I had all my classes. What made my back hurt was that dumb book, *The Son of Neptune* by Rick Riordan which had so many pages. It was part of some greek mythology novel which was part of a bigger series, *The Heroes of Olympus*. I would read them all the time during lunch, recess and even in my own classes. I would find any way to read that book but today was different. I came to school with that book ready to read it when I went into my math class and saw the lesson up on the smartboard. For the first time in probably all of my school life, I didn’t understand what the lesson was about. I saw a bunch of numbers and letters but I had to ask my friend Eduardo what they were about.

“*They’re systems of equations Xavi”* he’d say.

Of course, if I had been paying attention I would have known what that was. I was in eighth grade, so taking algebra in middle school wasn’t something every kid did but still I understood most of the lessons because math was always my strong suit. For the first time in months, instead of putting my *Heroes of Olympus* book in my desk like I usually do, I left it in my bag. A sense of nervousness and anxiety filled me because never in my life would I think I couldn’t understand math. It took me about a week and a lot of help from Eduardo to be able to understand what was going on in class. Once I got caught up in math though, I returned to my bad habit of reading that book everywhere. My mom would love that I was reading all the time.

*“That’s good for your brain mijo”* she’d say.

When my report card came out with all my grades though, it was a completely different story. My mom couldn’t even look at me in the eye and I couldn’t give her a valid excuse as to why those grades were so low. I knew she was disappointed in me and it was one of the worst feelings in the world as a child. I slowly realized that the book was doing me no good. The next day, I went to talk to Mr.Fernandez, my math teacher. He said my test grades were low and I barely paid attention in class. When I told my mom about this, she would then proceed to blame me and the books.

*“It’s all because of those dumb books that you carry around and read everywhere”*  she said.

She went on to tell me to just throw the books out because they would just collect dust in my room. I was so confused because everyone told me that reading all these books was good for me and that I would grow up with a healthy mind and imagination. I didn’t realize that I was growing up and some priorities had to be set straight. School always came first which meant my grades and everything related to my future was to come first. I associated books and reading with school so I just assumed I was doing nothing wrong when I spent hours reading those fiction books. I told myself I needed a little self control and that school and my grades should come first. And they did.

That was my eighth grade, and I ended the school year with grades that not only satisfied myself, but my parents too. In reality, the interest in the books helped me in both my writing and reading other books as well. Thinking back on it now, those books weren’t just any type of dust collecting books. These types of books helped my mind grow in ways that I never even noticed until I wrote this. It’s always the smallest things that have the biggest impacts and these books are probably the reason why I have interests in so many things. Like they say, “too much of anything is bad” and too much reading for me was both good and bad.

*In this final version of my revised literacy narrative, I mainly focused on the ending. I felt as if I didn’t properly explain or connect my story to my relationship with reading or writing as a way to finish off the writing piece. Compared to the last version, I edited out the last three sentences and tried to finish it out in a different way to see how this different ending would give the same message to the people reading this.*

2. Revised Annotated Bibliography

Sci-Fi Sources

In *Flowers for Algernon* (1959), the author Daniel Keyes argues that intellect doesn’t make up anyone’s identity. In this book, the main character, Charlie, undergoes an experimentative surgery to become more intelligent (he already has an IQ of 68) and it successfully works. Before Charlie, Algernon was the first animal test subject and this mouse showed dramatic improvements in its mental performance which lead to Charlie being chosen as the first human subject. Keyes uses pathos as a way to connect the reader to Charlie as he tries to rediscover who he is when he becomes smarter. In progress report 8 (each chapter is called progress report since this is technically Charlie’s diary), Charlie writes “But the deeper I get tangled up in this mass of dreams and memories, the more I realize that emotional problems can't be solved as intellectual problems are”. Here, the author uses emotion to connect the reader to Charlie because Charlie starts having relationship problems with his friends which makes him unhappy. He thought that by being smarter, his problems would go away and that his life would get easier and the readers would feel bad for him and/or feel similar to him because even before the surgery, Charlie’s friends would treat him bad and make fun of him. This shows that the intended audience for this book is to younger people who have yet to discover their own identity, or have yet to discover themselves, and so they would be able to emotionally relate to this character. This was also published in 1959, back when science fiction was merely getting started with books such as *1984* and *I, Robot*. Books like these were able to grab interest from many people, as science fiction was technically born in during the time this book was published.

Keyes, Daniel. *Flowers for Algernon*. Harcourt Brace, 1966.

*The Martian* (2011)by Andy Weir is a sci-fi novel based around Mark Watney, a NASA astronaut who gets stranded on Mars and has to get back home to Earth. After accidentally being left stranded by his crew members when they left the planet, Mark has to overcome intense challenges to get back home. In this novel, Weir demonstrates that perseverance is what it took to get Mark home. He argues that if you don’t have perseverance, you will never be able to accomplish your task. The author uses the rhetorical appeal of pathos in his book in chapter 14 when the Hab (Mark’s base/home on Mars) accidentally explodes, causing his food supply to be destroyed as well. Then Mark’s suit rips, he gets trapped and realizes the situation he’s in and says “ I've got a few minutes before I run out of air and I'll be damned if I spend them playing Mars's little game”. Here, the readers can feel Mark’s pain because after everything, after being able to make contact with NASA after three months of isolation, after creating a food supply that can possibly last him four years, after somewhat figuring out a plan to get him back home to Earth, his dreams are all crushed because of this explosion. Either way, Mark’s perseverance allows him to keep on going because after this he figures out a way to overcome yet another challenge in repairing the Hab and coming up with another plan for him to get back home. Because of the perseverance shown by Mark to the readers, it is clear Weir targets mainly young people with his argument, showing that if you don’t have perseverance, you won’t be able to accomplish your goals. Also, this book was published in 2011, where young adult novels (that include sci-fi books) started to get more and more popular. Utopian and dystopian books were at their peak at this time and a book like this was similar to the taste that many people had in 2011 but at the same time different in its own way, which is how the author was able to appeal even more to the readers.

Weir, Andy. *The Martian*. Ebury Digital, 2016.

In *The Hunger Games* (2008) by Suzanne Collins, the main character, Katniss volunteers to take her younger sister’s place in a kill-to-survive competition set up by her government. Throughout the novel, Collins argues that sacrifices must be made to accomplish your goals, to show that life has meaning. The author shows the final example of sacrifice in the end of the novel, when Katniss and her partner are the only ones left in the games and they decide to eat poisonous berries to go against the Capitol (the government in this novel). The author writes “I spread out my fingers, and the dark berries glisten in the sun. I give Peeta's hand one last squeeze as a signal, as a good-bye, and we begin counting. "One." Maybe I'm wrong. "Two." Maybe they don't care if we both die. "Three!" It's too late to change my mind. I lift my hand to my mouth, taking one last look at the world. The berries have just passed my lips when the trumpets begin to blare”, and when the author writes this, she tries to make the readers sympathize with Katniss and her partner, because after everything they went through in the games, killing the other contestants and the sacrifice of an ally, they were ready to sacrifice their lives in opposition to the government. Using pathos as a rhetorical appeal, the author connects the reader to Katniss emotionally and establishes the idea that sacrifices are necessary to show that life actually has meaning. Besides that, this book was also published in 2011, where adult novels were insanely popular and this is a perfect example of it. The author published this at a time where young readers would read it and relate to it the most.

Collins, Suzanne. *The Hunger Games*. Scholastic, 2011.

In *Divergent* (2011) by Veronica Roth, the main character Tris lives in a futuristic/post-apocalyptic society that is divided into 5 different factions based on specific virtues. When Tris turns 16 and she is tested to see which faction she belongs to, she realizes she is “Divergent” meaning she doesn’t fit in with any specific faction (but a combination of them). Throughout the novel, the author tries to argue that someone’s identity isn’t so simple to figure out, since a big part of someone’s identity is trying to see where they fit in. Roth uses Tris as her main example, showing she belongs to 3 different factions (Abnegation, Erudite & Dauntless) and how she has to figure out who she is on her own, without the results of a test. Using pathos as a rhetorical appeal, Roth tries to make the reader sympathize with Tris because she hasn’t figured out who she is . Because of this, it could be inferred that Roth’s main audience is young people trying to figure out their own identity, as in, their own place in the world. This can also be from the fact that Tris is a 16 year old with issues about her true self. For example, when Roth writes “ I stare at my plate of food. I just grabbed what looked good to me at the time, and now that I take a closer look, I realize that I chose a plain chicken breast, a scoop of peas, and a piece of brown bread. Abnegation food ”, the readers can sympathize with Tris because while she does just tries to live her life, her “divergence” will follow her everywhere she goes which makes her question her identity within her society. Another example would be when Tris looks at herself in the mirror “ I step to the side so I stand in front of the mirror. I see muscles that I couldn't see before in my arms, legs, and stomach. I pinch my side, where a layer of fat used to hint at curves to come. Nothing. Dauntless initiation has stolen whatever softness my body had. Is that good, or bad? ”. The readers can notice how she is conflicted about her new look, how she realizes this is a completely different girl than the one from the beginning of the book. Roth uses this to make the readers sympathize with Tris about their own identity, establishing the idea that someone’s identity isn’t a simple thing you can figure out. The publication date here is also 2011, and this book was very popular among middle school students, which the author used to her advantage to further appeal to her readers. There was even a movie made about this book.

Roth, Veronica. *Divergent*. Katherine Tegen Books, 2011.

In *Ender’s Game* by Orson Scott Card, the author argues that good things never come from manipulating others. This book follows the journey of Andrew “Ender” Wiggin, who is a “third” child in a futuristic Earth with a two-child policy. From early on, Ender is put on a Battle School (a school that trains gifted kids to become commanders in their war against the ‘buggers’, which are an alien race), where he was admitted after a colonel saw Ender beat up a bully because he didn’t want the bully to escalate the problem even more, even though the bully dies due to his injuries. Ender excels at the Battle School which puts him in simulations against the buggers. The author demonstrates the horrible manipulation at the end of the book, when Ender defeats a simulation of a battle between his troops and the buggers, in which he sacrifices all his troops to destroy the alien’s homeworld. The author wrote "It had to be a trick or you couldn't have done it ” after Ender was told that he in fact was not in a simulation, but that he was leading actual human spacecraft against actual alien troops, meaning he just committed mass genocide against a whole planet without him knowing. Here, the author connects the reader to Ender by trying to empathize the reader with the main character. Knowing he destroyed a whole alien race, Ender realizes he was manipulated the whole time which is why the colonel told him he had to be manipulated or he wouldn’t have done it. Because of this, it can be inferred that the intended audience are young people who don’t have a sense of who they are and that since they are young, they can be easily manipulated by other people which can cause chaos. This book was also published in 1985, back when space travel was a huge idea for humans since it was still relatively new to us. So a book made in 1985 that takes place in space in a nearby future would be a much greater appeal to its readers.

Card, Orson Scott. *Ender's Game*. Tor, 2017.

In *The Maze Runner* by James Dashner, the author argues that someone’s identity is very important. This book follows the journey of multiple children who are sent to the Glades, a maze with lethal creatures called grievers in it, who must find a way to escape the maze. Every month, an elevator in the glades brings the children food, supplies and a new kid with just their first name and this book centers around a kid named Thomas, who doesn’t remember who he is when he wakes up in the maze. Throughout the whole book, every character struggles to figure out who they are (what makes up their identity), which hinders their ability to focus on the task at hand (for example, in escaping the maze) and the character uses pathos as a way to sympathize the readers with character. Because of this lack of identity, the intended audience are younger people who don’t know who they are or what there place is in the world. The author demonstrates this in chapter 28 when he says “ Thomas was overwhelmed by a surge of anger. "Fine, so how do we do it? I want to know who I am just as much as anyone else. Obviously. […] Thomas paused, upset and suddenly embarrassed. What did it all mean? Was he different from everyone else somehow? Was something wrong with him?”. By saying this, the author makes Thomas feel embarrassed at showing the frustrations that he has with himself, which leaves him unable to complete the task in that chapter. The readers can connect to this because most young people let their emotions get the best of themselves, leaving them vulnerable. This is why Dashner argues that someone’s identity is important, and that although all the kids there have no idea who they are, they have to work together to accomplish their goals. With that being said, this book was published in 2009 where sci-fi books, especially young adult novels were very popular. Once again, like the previous two books, this book was made into a movie, with two more sequels like the books, which was another way the author was able to appeal to his readers.

Dashner, James. *The Maze Runner*. Delacorte Press, 2009.

*In this final version of my Annotated Bibliography, I thought I liked how my analysis of these sources came out so I thought there wasn’t much to revise. I did notice however that I did not use the publication date to my advantage as said in the prompt. Although I did mention it, I didn’t thoroughly explain how the publication date helped my claims of how the author appealed to their readers, so I explained how the year affected the authors’ way to appeal to their readers.*

3.Research/Audience Assignment

Dear NCAA,

College basketball is one of the most profitable entertainment sources in television today. According to businessinsider.com , the NCAA brings in about $1 billion dollars of revenue every year, most of it in “March Madness”, the period through which college teams compete in the tournament to win the national collegiate championship. Now, the NCAA is against paying their college athletes, even to not let them make money off their image of likeness. You guys should in fact overturn this decision.

For one, college athletes risk everything by going to your league and playing their hearts out to demonstrate to the NBA scouts that they are talent-worthy enough of making it to the big pro leagues. Besides this, college athletes risk their health by playing in this league. A perfect example of this would be the recent Duke star Zion Williamson. He was the most hyped 5-star recruit that came out of high school since Lebron James in 2003 and he has definitely brought in viewers and money to the NCAA. He risked his career by playing in your games, and because of this he suffered a knee sprain that, if unlucky, could have jeopardized his career. Many people believed he should not play one more college game for the sake of his career. But he still returned to be able to play the game he loves so much.

Besides this, college athletes don’t really have a choice than to play for college basketball teams. Because of the rule the NBA passed years ago, players aren’t allowed into the NBA Draft within a year from graduating from high school, meaning have to go play college basketball or go overseas to play. Even besides a salary pay, college athletes should be able to make money off their image. Under current NCAA rules, “the NCAA strictly prohibits remuneration for any activity by any student athletes including endorsements, appearances and advertisements”. Because of this, college athletes have no way of making money while attending college, maintaining their grades to be able to play, and play the actual games. The NCAA brings in 1 billion dollars every year, so why not pay college athletes by a salary? If not, then at least let them make money off their image. College athletes put their careers at risk out there on the court every night just for entertainment purposes of college basketball viewers. Allowing college athletes to make money will be a relief for the families of these young and aspiring players. Basically, they would be healthier by not having to worry about having a job or trying to balance a job with school and basketball.

Overall, college basketball players play their hearts out not only for entertainment purposes, but for them to make a name for themselves, for NBA scouts to notice them so that they could be in an NBA team. Putting so much at risk does not justify them having a sense of security if they got paid? It would be a great step for them to be able to make money while playing the game they love. So please, reconsider your ruling on this matter because it impacts the lives of many young people. Thank you.

MAKING MONEY ! : The big question everyone is talking about. Should college athletes get paid?

Many months since the scary injury that Zion Williamson suffered during a college playoff game, the spark on college athletes getting paid has been lit up once again. The NCAA brought in $1 billion dollars in the 16-17 school year with most of that coming through the Men’s Division I Basketball Tournament : March Madness. This injury ignited controversy among many college basketball fans, as well as NBA fans as they see their number 1 recruit get injured, jeopardizing his career in the professional league. Many believed he should just never play a college game again but he continued. The NCAA justifies not paying their athletes by claiming that amateurism keeps it from becoming an anticompetitive trust (monopoly). In businessinsider.com, the editor claims “ the NCAA declares student-athletes shall be amateurs in an intercollegiate sport, and their participation should be motivated primarily by education... ”. This came straight out of the NCAA Division I Handbook, where it goes on to say that college athletes cannot make money off endorsements or any other deals involving their image and/or appearances. College students ! Will you just sit there and do nothing while your fellow peers who are college athletes put their whole career in jeopardy ? Will we, as college students, watch how our classmates play their hearts out day and night and put their careers, and consequently their whole life, at risk for viewing pleasure of others ? Recently, lawmakers have been pushing in favor of laws to allow college athletes to make money in some way. According to an article by the New York Times, because of a law passed in California, college athletes will be allowed to promote products and companies in 2023. This is a first step towards the right direction. What we all, as students, can do is to support our fellow college athletes in their fight towards getting paid in some way for their service.

One way we can all fight for this cause is to protest peacefully. We as college students can come together to achieve great things. For one, we can all boycott our basketball games. Everyone knows college students are the number one fans of college basketball teams and this will impact the NCAA significantly. Another way would be to encourage government lawmakers to act on this since they have superiority over the NCAA. The California law mentioned before is a great example of this. Hopefully, these types of laws will spread out to not only California, but to the whole nation and allow college athletes to receive money from doing what they love, which is a first step into them going to the professional league.

So fellow students, will we do nothing to support our college athletes ? These talented students represent us, the young people, the new generation of the future and we must help them receive fair treatment for their services ! Hopefully our message will spread not only through our campus, but through the state and ultimately the whole nation so that our very own college athletes can get paid for doing what they love!

My issue is should college athletes be paid ? The NCAA prohibits college athletes from getting paid and it is a problem that has been going on for almost 15 years. College athletes risk their careers out there by playing the game they love and the NCAA takes advantage of this to make the most money out of viewer entertainment. For my first message, I wrote an email to the NCAA to persuade them to change their point of view on this matter, since they are technically the ones in charge. I chose an email because it would be the most appropriate way to communicate with a company. For my second message, I chose to post in a school newspaper, more specifically in Duke University’s school newspaper *The Chronicle*. Duke University is a place where college basketball is the most popular and hopefully other school newspapers, from more colleges, will see this message and spread it throughout the nation. I chose to post it in a school newspaper because the major college basketball fans are the college students themselves.

AbigailJHess. “Majority of College Students Say Student-Athletes Should Be Paid, Survey Finds.” *CNBC*, CNBC, 11 Sept. 2019, https://www.cnbc.com/2019/09/11/student-athletes-should-get-paid-college-students-say.html.

Blinder, Alan. “N.C.A.A. Athletes Could Be Paid Under New California Law.” *The New York Times*, The New York Times, 30 Sept. 2019, https://www.nytimes.com/2019/09/30/sports/college-athletes-paid-california.html.

Cameron, Steve. “The NCAA Brings in $1 Billion a Year - Here's Why It Refuses to Pay Its College Athletes.” *Business Insider*, Business Insider, 26 Mar. 2019, https://www.businessinsider.com/ncaa-college-athletes-march-madness-basketball-football-sports-not-paid-2019-3.

Roshaun Colvin, Joshua Jansa. “Analysis | California's 'Fair Pay to Play' Law for College Athletes Has Other States Racing to Join up. Here's Why.” *The Washington Post*, WP Company, 18 Nov. 2019, https://www.washingtonpost.com/politics/2019/11/18/californias-fair-pay-play-law-college-athletes-has-other-states-racing-join-up-heres-why/.

“The Chronicle.” *The Chronicle*, <https://www.dukechronicle.com/>.

*For my final revision of the Research/Audience assignment, I changed the ending to both of my messages, mainly to accommodate each of my messages through their own separate genre. This will be further explained in my Final Reflection.*

4. First Document

Flowers for Algernon is read by almost student in high school. Although it doesn’t seem like it, it is a science fiction book because of its innovative science aspects featured in the book and it centers around an experimental lab rat and an ill person. This melancholic book is taught mainly to teens in high school and features a low IQ person, Charlie who undergoes an experiment to raise his intelligence. The author uses pathos as a type of appeal to the readers when the mouse, Algernon, is brought into the story and eventually dies in the end. This event in the book affects the readers emotionally because the reader gets attached to Algernon and when the mouse dies, the main character’s intelligence degrades. Another crucial event would be the aftermath of Charlie’s surgery. In the end, his intelligence goes back to how it was in the beginning and he feels self pity that he decides to put himself in a home for the mentally handicapped. The author does this to once again affects the readers emotionally because they also feel pity for Charlie as they saw him overcome his greatest obstacle and somehow lose everything he had. Overall, this book can emotionally appeal to anyone who reads it.

*This is my first draft of one of the rhetorical analysis paragraphs that I made for my Annotated Bibliography. In this document, I think it is pretty clear that it is a badly written and rushed piece. I am very thankful I had my peer Moises review my piece because he helped me realize how bad of a paragraph it was overall and how rushed it seemed. I did do it the night before so I knew it was bad but Moises made me realize I was missing key elements from the prompt. Overall, this helped me out when making my final draft of this paragraph and I’ll go more into detail in the Final Reflection.*

5. Second Document

My favorite story was Sandra Cisneros’ *Only Daughter*. In this story, the author talks about her childhood and how, throughout most of her life, she sought approval from her father. I can relate to this myself because as a kid all I wanted to do was receive approval from my parents and I’m pretty sure most kids were like that too. Most people give up on that idea when they grow older, but the author talks about how she still sought approval from her father through her own writing. This is what I found interesting because mainly people grow into adults and stop trying to get approval from their parents but she didn’t. This was because she grew up around brothers who probably always received approval from their father while she didn’t. Overall, this story was really interesting and shows how important the role of family is on someone’s life.

*This is a post I made in openlab in September. In this document, it is noticeable that I just wrote this post to get it over with. At the beginning of sentences, I just responded to the prompt. I didn’t thoroughly explain my thoughts or how I came to this idea that I talked about in the response. I’ll explain this more in the Final Reflection.*

6. Final Reflection

Dear Professor Jewell,

First off, I am writing this letter to you to prove that I have grown so much as a writer. I believe that from the beginning of the semester until the last couple of days, I have learned so much and I have implemented all those skills in all my writing pieces.

At the beginning of the semester, I knew what some of my weaknesses were as a writer. One of them was closing off writing pieces, as in, being able to close up the story or to be able to end it in a way I felt was right. This can be seen in my old literacy narrative as I rushed the ending/conclusion of that writing piece because I just didn’t know how else to connect my story to my relationship with reading or writing. I ended up talking about how I referred to those books as dust collectors, which connected to the title. I also briefly said how it helped me gain interest in reading for that time. Instead, for this revised version of my literacy narrative, I decided to change up the ending. I still referred to the books, but instead I took out about 3 sentences that I felt didn’t feel right, and replaced them with sentences that established an actual and clear connection with the idea of the books and how it helped me in the long run : “It’s always the smallest things that have the biggest impacts ...” . When I finished writing this, I looked at it again and it felt almost the same. Like I got the same message, but it was still said a different way. I felt like this time, the ending felt proper and I was satisfied with it.

Another weakness I knew about myself was that sometimes, when I rushed certain things, it wouldn’t come out good. Sometimes, I would leave some things out that I had planned to incorporate into my writing. This can be seen in my second and third major assignments. First, in my Annotated Bibliography, when I went back to reread the prompt, I realized I didn’t include how the publication date affected my claim overall. For the revised version, I made sure to include the publication date and how it affected my claim, which in most cases was a supporting factor in how the authors in my sources were able to appeal to certain readers that they targeted. This made it feel more complete and that way made me feel satisfied. Being able to correct mistakes from the past show just how much one person has grown and learned from their mistakes. In my third major assignment, the same problem can be seen here. I felt as if I was missing something, and I found out that my first letter, which was an email to an organization, looked sloppy as if there was a lack of organization. So, in my revised version, I divided up the letter in a couple of paragraphs to make it seem more organized and (once again) worked on the ending. In that letter, I also felt as if the ending didn’t feel right, so I changed it up to explain my claim even better. I restated how college athletes should get paid and, to stick more to my genre, I urged them to rethink their stance on this issue and said goodbye. I did something similar in the other letter by changing up the final paragraph to make it seem more of an actual school newspaper since that was my genre for the second letter : “These talented students represent us, the young people, the new generation of the future and we must help them receive fair treatment for their services ! … so that our very own college athletes can get paid for doing what they love!”. It is the little things like that that can make a writing piece go from good to even better and I’ve slowly noticed that throughout all the weeks in this semester.

Finally, I can say that I have worked on being more descriptive. As you can see in the second document that I chose to show my growth as a writer, my writing seems way too general, like if I put no effort into it. Although it was just a post on openlab, it still reflects just how bad of a post it was. I barely explained my reasoning and it just goes to show how, at the beginning of the semester, I was very vague when writing. This can also be seen in the first document. I included the first document because it was the first draft I had of one of my rhetorical analysis paragraphs for my Annotated Bibliography. When I brought it in for peer review, I knew it was bad but I didn’t think it was too bad. The peer who reviewed my paragraph was Moises and he was able to nicely review it and help me understand what it was that I did wrong. If it wasn’t for him, I might have not been able to see these errors in my writing and that is why in the end of the semester I am so thankful for that peer review session. Moises critiqued me on three things: a main argument (claim), where my quotes were? (evidence) and about my first sentence (hook). He started off by saying he couldn’t find the main argument of my paragraph and after reading it again myself, I realized he was completely right. My words seemed to lead to nowhere, and they proved absolutely nothing. Besides that, he wrote on my paper “evidence?” and once again, I realized that I was missing a vital part of my paragraph. Later when I got home that day, this made me realize that peer review is actually a very good and beneficial activity if you really want to improve your writing and for that I am grateful. This is probably why I was able to receive a good grade on this assignment.

Overall, I feel as if I have grown so much as a writer throughout this semester and these major assignments and their revised versions are proof of this. Besides the revisions, I was able to realize that certain activities like peer review and free writing times can actually help because in peer review I can view my writing through someone else’s eyes which can help me improve my writing and the free writing time helps me jot down anything that I can think of, which I believe helped me become more descriptive than what I was at the beginning of the semester. The 5 documents provided before this letter just show how much I have learned and grown from taking this course. Thank you for your time.

Sincerely,

Xavier Beltran