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### Semester Reflection

As I approach the conclusion of my English Composition II course, I realize that I have evolved into not only a more proficient writer but also a more engaged reader. Over the semester, I have come to understand that reading and writing can be enjoyable and intellectually stimulating. My English Composition I course laid the groundwork by teaching me the fundamentals of writing and grammar. My reports adhered to essential writing conventions: reading a text, analyzing it, and citing sources. English Composition II has enhanced these skills, incorporating greater depth and a distinctive personal voice into my writing.

In Unit I, the concept of “reading like a writer” was introduced, significantly improving my analytical abilities. By asking questions and seeking to understand the author’s purpose, I could apply these insights to my writing. In my Unit I article, “Frustration, Unity, Nostalgia,” I drew on personal experiences and employed a distinctive voice in my writing for the first time. This new approach made the process enjoyable and the content more engaging. Although it was an informative piece, I adopted a more casual tone to add context to the word “coño.” For example, I opened the article with, “Coño! The arroz con gandules is burnt.” Overall, Unit I set the tone for the rest of the semester, allowing me to create engaging writing pieces while utilizing advanced writing conventions.

In Unit II, I had the opportunity to write an informative article about something I am passionate about, advocating for accessible higher education. I enjoyed being able to research and find the evidence I needed to support my claims about the financial struggles of pursuing a college degree. One thing that stood out to me in Unit II was the incorporation of fieldwork. Adding this source and being able to talk to people who have first hand experience in the topic adds a depth of information that could not be taken off any source online. For example, in my interview with Nicole Esposito, “her parents, with a combined income of \$110,000 per year, had to manage mortgage payments and provide for her siblings, which led to a tight budget and little savings for emergencies.” This personal account resonates with many readers, as it highlights the daily life and financial struggles that families face in paying for college—an aspect often overlooked in online articles. Moving forward, I am committed to incorporating fieldwork into my future writing to enrich my research and provide more comprehensive insights.

I particularly enjoyed Unit III and exploring the concept of multimodal texts. I discovered that we engage with multimodal texts daily, and they extend beyond traditional writing. For my multimodal project, I chose to create a poster, reinforcing my message from Unit II in a bold and artistic manner. My Unit III project features the slogan “PUT THE \$\$\$ WHERE OUR MINDS ARE,” highlighting the issues of reduced government funding and corporate greed within the American college system. I hope to use this poster in the future to advocate for students and families against the inflated costs of tuition.

In conclusion, my journey through English Composition II has been transformative, enriching both my writing and reading skills. Each unit brought new insights and challenges: Unit I taught me to analyze texts from a writer’s perspective, enhancing my analytical abilities

and making my writing more engaging. Unit II introduced the importance of fieldwork, providing firsthand experiences that enriched my research and added depth to my arguments. Finally, Unit III allowed me to experiment with multimodal texts, exploring how to communicate a message thoughtfully and creatively. As I move forward, I am excited to apply these skills and insights to create compelling, well-rounded, and meaningful writing.