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### Final Reflection

Throughout this semester, I have acquired knowledge that was previously unknown. English was always my worst subject, and I wanted to improve it for a while. This semester I was able to take English 1101, which has taught me how to read and write in a completely different way. As a reader, when reading any text, I learned that each word has a significant meaning and there's a reason behind why the author chose a specific word over another. Instead of choosing words like "sad," authors may use words like "sorrowful."

Another thing that I have learned this semester is to question everything—the reasoning behind why the author decided to include phrases and quotations. As a writer, one thing I learned from this semester was to know who your audience is and how that affects your writing. This was one of the best lessons to learn from this semester as it helped me envision the purpose and know who the readers are. This also ties into the fact of word choice. The author chose specific words because they wanted to target a particular group of individuals, making reading easier for them. Before this semester, I never cared about why the author included specific words, phrases, and quotations. But taking this course taught me to question everything and the authors' decisions.

In my previous English classes, I always wondered why drafts are so important. All I cared about was my final writing, and that's all I ever looked at. However, this English class taught me that drafts are crucial and can help you become a better writer and reader. Drafts are

meant to be imperfect; they are there to gather your thoughts and information into a piece of writing. The first draft of writing is the beginning, and many adjustments can be made before writing your final paper. In my future writing assignments and tasks, I want to write a draft that is meant to be imperfect so that I can adjust. Every draft I make is a step closer to becoming a better writer and a reader. This lesson will carry me through my future journey and can be used outside of writing assignments and tasks.

At the beginning of the semester, I wrote about my journey through the education system. In my Unit 1 writing assignment, it states, "How should an eight-year-old react to this news?". I chose this particular quote because I wanted the readers to envision themselves in my shoes and understand the emotions I was going through. Another reason why I wanted to include this is that I have never included a question in my writing before, and I wanted to see how that would impact the readers. From this, I can learn whether or not I should add questions to my writing. I had to pick a social injustice issue for my second major writing assignment. The topic I focused on was cyberbullying, and in my Unit 2 writing project, I wrote, "How will you deal with alternate accounts and people who want to ruin other people's lives? Are you going to have some detection in which you can figure out an alternate account, and how will you punish those trying to create havoc?". I highlighted this quote because it shows that readers can ask questions that are in their minds and wish that the questions were answered.

In my recent major writing assignment, I had to pick a genre, so I chose a script for a Ted Talk. The piece I find significant is when I stated, "With Ted Talk, I can converse with the audience while providing relevant information based on my topic. The different genres don't target the audience that I am aiming for. For example, podcasts and brochures do not fit the demographics I am targeting, and the examples I just mentioned are targeted toward other

groups." I picked this specific quote because it shows that I am implementing the things I learned in class by targeting a particular audience and the reasoning behind it.

This class has taught me a variety of lessons to improve as a reader and as a writer. To question why the author decided to include certain words and quotations. Targeting a specific audience makes it easier for that group to understand better. How drafts are so crucial and why it is essential in writing. When the time is right and is necessary, the things from this class will help me as I go on toward my future.

## Unit 1

### My Journey through the education system

I grew up on the other side of the world. I was used to living there until one simple ordinary day came and changed my life. My parents told me that we were moving to the United States of America. I was about eight years old at that time. How should an eight-year-old react to this news? Excited? Scared? Upset? All I could think was that a new chapter of my life was about to begin.

Once we arrived in the United States, we managed to get to the place we were staying. Now that this obstacle was more or less over, I had to deal with my issue. What kind of an issue, you may ask? School. Attending school was an issue I had to go through. Now, usually, I wouldn't mind going to school somewhat. But this time, it was different. I had to attend a school in a language I couldn't speak. I was anxious and scared not only because of this but because of what other kids might think of me. Who knows what kind of things the kids might be talking about? The first day at my new school was something I wasn't expecting. Everyone welcomed me despite the language barrier—the teachers and my new classmates. I had about six classes.

One of those classes was ESL. ESL stands for English second language. Those who were in a similar boat as me and those who were still relatively new had to take this class. My classes weren't challenging, except I had to translate words I didn't know, which was every word. The class I was surprisingly good at, yet not surprising at all, was math. Since the number system is practically universal, I needed to identify the keywords and understand what they meant. With my trusty dictionary, I was able to learn essential arithmetic words.

Another way I was learning English was through the consumption of watching cartoon shows. The cartoon show I watched the most was Spongebob Squarepants. The show was running almost every time, and it was very convenient. Usually, after I finished my homework, I would watch the cartoon even though I had no clue what was happening. Before I went to school, I would usually watch an episode while eating my breakfast. An eight-year-old me would never know that this process helped me learn passively. Slowly I understood what the same classic intro song played before every episode was saying. The words I learned from watching this cartoon helped me build my limited word bank.

When I started third grade, it felt completely different than when I first started second grade. I was happy with the progress I was making. I was able to communicate and talk to my other classmates. I knew this was all thanks to my teachers in second grade. My homeroom and ESL teachers helped me learn English; without them, it would've taken much longer to understand English. I would pay a visit and talk with my homeroom teacher whenever I could. She was pleased to see me and the progress I was making. I was still in ESL but didn't need to use my translation dictionary. Now that I think about it, I stopped using my dictionary at the end of second grade, I still had it in my backpack, but I never pulled it out of my bag. I had it just in

case I had no clue what we were doing in class. Slowly but shortly, I was writing paragraphs in my classes.

When I reached fourth grade, things started to look up regarding my English proficiency. By this grade, students were expected to write essays, and I could write a mediocre one at best. My spelling and my grammar were all over the place. Still, I managed to do it. Fifth grade came, and it was my last year as an elementary student. By the end of fifth grade, I realized how fast and short my elementary years were.

Things started to escalate quickly in middle school. The classes got much more complex, and we were expected to write essays and have regular spelling quizzes. Surprisingly, I did exceptionally well with my writing assignments, but well, let's say I didn't do well with my spelling quizzes. As many of us were entering our teenage years, things started to turn South. Knowing English wasn't always great. You would hear unpleasant things that you wish you didn't know. Racism and discrimination were there, although it wasn't always visible. One difference from my elementary years was that I had a homeroom teacher, but I constantly switched classes. This was very exhausting because every 40 minutes or so, my classmates and I had to move up and down the school, which somewhat became a chore. It wasn't as bad once you got used to it. 7th and 8th grade were important for students because there is an important test called the SHSAT. This test determines if you can enroll in a prestigious high school. Many students were focused on getting into these "top-tier" schools but also had to worry about their grades because that was also important to get into these schools. 8th grade came, and students were waiting for their results and the school year to be over. Many students already knew where they were going.

Now we enter high school. Completely different than what middle school was. The first apparent difference I noticed was that high school students didn't have a homeroom teacher, and we were supposed to go to our first-period class. High school was similar to middle school because we were preparing to take another critical test that was more important than the previous SAT test. This test determines what college you can enroll in. Another test that students take is the ACT; some take both or just one of the two. Unlike me, many students started preparing for the most crucial test in high school. So many students were stressed and anxious. They had to worry about their grades, personal lives, extracurricular activities, and, most important, the test. Students take the SAT and the ACT in their junior years.

The day came when all the junior-year students were instructed to take the test. The school was completely silent. It almost looked like it was abandoned. So many students are anxious and scared to take it. Many weren't ready, and some were, but all that mattered now was the results. All the junior-year students were instructed to go to the gym. We arrived at the gym, and the seats were neatly organized into columns and rows. The gym was so silent that if someone was to drop a pencil, you could hear it from across the room. That day was frigid, especially in the gym. All I could think about was the temperature. Once we were done, we were able to go home. Students were happy that the test was over, and some were worried that they might have slipped up, and all we could do was wait until the results came.

Senior year came. This was when we got back our results on our SAT and ACT. Some students were happy and were sobbing at their scores. Those who weren't satisfied with their results could retake the SAT and the ACT. We were at our final stretch. College was right around the corner, and some students were already eager to leave and were excited about college. And even when students retook the tests, their numbers weren't good enough to get into their dream

schools. Many students believed that their careers and life were over just because of one or two tests determining where they could enroll and couldn't. They thought that the numbers on their tests showed them what they could achieve and couldn't. Even when they tried their best and studied to their absolute limit, it was not appealing enough. We were about to start a new chapter in life, whether we liked it or not.

College came, and things felt utterly different. The first significant change was that we could create our schedule. We were able to take classes in the morning, afternoon, and even during the evenings. It's very convenient for those who have jobs and other personal businesses. Classes are much more demanding and last much longer. It took a while to adjust, but I got used to the length of classes and the subjects taught. Looking back at my past and the person I am today, I realize that life keeps moving no matter what. Things might not go the right way sometimes, and you might not achieve what you want even if you give it your all, but just because you don't achieve it doesn't mean it's over. There are other doors and opportunities constantly opening. It's up to you to choose the path you want to take.

## Unit 2

### **Reflective Annotated Bibliography**

#### **Introduction**

The social justice issue I picked was cyberbullying, and my question is, how does cyberbullying affect adolescents' wellness? I am interested in this question because we live in a digital world now, allowing us to communicate with practically anyone. It is both good and bad on its own for society. With users having hidden identities, it's easy to be discourteous towards others. Now, this is where cyberbullying is a significant issue. Social Media is consumed by a majority of teenagers and young adults. And people can bully younger audiences online without any consequences. In my research, I will find that cyberbullying can damage one's emotional, psychological, physical, and mental state. I will also find the potential solution and how to deal with cyberbullying.

#### **Source Entries**

*Citation #1*

“*Cyberbullying: What It Is, The Effects It Can Have On Teens, And Signs To Watch For.*”  
<https://m.youtube.com/watch?v=GuO8OeLe3bY>

*Summary*

In this video, we have Caitlyn, a cyberbullying victim. When Caitlyn was cyberbullied, she started thinking it was her fault for being bullied. Caitlyn’s mom, April, is concerned since Caitlyn seems different. After Caitlyn confesses what has been happening to her mother, April is confused why her daughter didn’t speak up about it. Caitlyn believes cyberbullying is a challenging subject to talk about. Teens don’t tell their parents because they feel ashamed and don’t want their privileges taken away. Caitlyn ended up with anxiety, depression, and panic attacks. The video also mentions the difference between cyberbullying and bullying. Bullying tends to happen face-to-face during school hours. As for cyberbullying, it can happen at any time and anywhere. Cyberbullying can cause victims to feel trapped. Cyberbullying is also anonymous, meaning that anyone, even the people you call friends, might be attacking you. Cyberbullying can also lead to less concentration, academic struggles, and avoiding or quitting school entirely. The video also states that you are at risk of increased anxiety, depression, sleep disturbances, substance abuse, and even suicidal thoughts. At the end of the video, speaking out and talking to someone about it helps tremendously.

*Reflection*

I agree with this video because it mentions how cyberbullying is anonymous. It could be the people you might know and talk to daily. This video is more leaned toward parents. They want parents to understand what their child might face and how to deal with it. It talks about the potential effects of being cyberbullied. They also want parents to make sure that their child isn't the one who is bullying others. Since it's anonymous, how do you know that the person bullying is from the same school? What if a random person on the internet tries to be hateful toward others? How do you deal with someone like that?

*Quotation*

“Some of the negative effects include things like trouble concentrating, academic struggles, even avoiding or quitting school or other activities.”

*Citation #2*

Hellfeldt, Karin, et al. “*Cyberbullying and Psychological Well-Being in Young Adolescence: The Potential Protective Mediation Effects of Social Support from Family, Friends, and Teachers.*” *International Journal of Environmental Research and Public Health*, vol. 17, no. 1, 2019, p. 45–, <https://doi.org/10.3390/ijerph17010045>.

*Summary*

Cyberbullying harms both the cyberbully and the victim. Cyberbullying is tied in with the victim's psychological wellness. Cyberbullying is also related to depressive and anxiety symptoms and low levels of well-being. Support from family members, friends, and teachers decreases the chances of depression and anxiety and increases the chances of the well-being of the victims. The article states that support from family, friends, and teachers can be used to avoid getting involved in cyberbullying in the first place. The type of support depends on the age. Younger adolescents tend to get more help from their parents, and friends become essential to support for older adolescents. According to the article, telling a friend is one of the most helpful ways to deal with cyberbullying. Some victims find telling a teacher ineffective. And some victims don't seek help. Some victims don't want to tell their parents because they might lose their freedom and their privileges are taken away. Gender plays a factor in an individual's wellness. An Individual's health can have an effect later on in life. Depressive symptoms could result in less social skills and withdrawal from peers.

### *Reflection*

I agree with this article because it discusses how cyberbullying has adverse effects on cyberbullied victims. This article tries to convey to the audience the harm cyberbullying has on its victims. The audience that the article is trying to target is adolescents and parents. The report targets adolescents because cyberbullying is a significant issue that can cause severe damage to victims. It also targets parents because if parents were to read this article. It might help their child prevent getting cyberbullied. This article answers my question about how cyberbullying affects adolescents' wellness. The report also mentions how to avoid cyberbullying with support from family, friends, and even teachers.

### *Quotation*

“In addition, our results show that Cyberbully-victims reported the highest levels of depressive symptoms, as well as the lowest levels of subjective well-being” (11).

### *Citation #3*

Prabhu Trisha, “*Stop Cyberbullying Before Damage is Done.*”  
<https://www.youtube.com/watch?v=Ps3Cefys0Kc>

### *Summary*

Cyberbullying is scars that remain on the cyberbullied victims. Cyberbullying is something no one talks about, yet millions of people worldwide suffer through it every single day. India is ranked third in the world in the number of cyberbullying victims. One of every four Indian teenagers has been cyberbullied at least once. We live in a digital age where more kids have access to social media, and more kids are getting cyberbullied. Social media grants immense amounts of freedom and power, but with that power comes responsibility. And sadly, people wrongfully abuse power. Victims go through low self-esteem issues and depression; they are more likely to drop out of school, they are more likely to get into alcohol, and drugs, and even in extreme cases, take their own lives. Cyberbully who are adolescents don't fully understand what they are doing. Trisha Prabhu talks about how the prefrontal cortex takes 13

years to develop and that part of the brain controls decision-making. Trisha Prabhu created a product that alerts the cyberbully before sending mean and hurtful messages. She believes having a reminder, and an alert can help before the damage is done.

### *Reflection*

I agree with this article because cyberbullying can cause severe damage to victims. As mentioned by Trisha Prabhu, victims can go through issues like depression and low self-esteem. Trisha Prabhu was trying to convince people that there's a way to stop cyberbullying before the victim is hurt and before the cyberbully sends any mean messages. She believes having an alert before sending harmful messages can help reduce the chances of it happening. How will you deal with alternate accounts and people who want to ruin other people's lives? Are you going to have some detection in which you can figure out an alternate account, and how will you punish those trying to create havoc? Trisha Prabhu states that an alert would help adolescents think and help them understand what they are doing when sending these vulgar messages. What if the cyberbully is not an adolescent? What if they are much older and have a fully developed prefrontal cortex? Would the alert be of any use at all? How would it target older audiences? The author was targeting adolescents and young teens. Trisha Prabhu only considered adolescents hurting one another and not fully understanding what they were doing.

### *Quotation*

“And yet millions and millions of people around the world suffer from it every single day. They go through low self-esteem issues, depression, are more likely to drop out of school, are more likely to get into alcoholism, are more likely to get into drugs and in rare cases even commit suicide.”

### **Conclusion**

My primary audience would be young teenagers and young adults. Young teenagers should learn more about cyberbullying because someone could try and hurt their feelings whenever they use social media and post it on the internet. Young adults should also learn more about cyberbullying. Although they are much older than the young teens on the internet and have known the dark side of the internet, it is still wise to have the knowledge and be cautious whether they might be the victim or the bully. They should know what kind of damage it can do to others. Not a primary audience, but another audience that should also learn more about this topic is parents. Parents should ensure their child isn't getting hurtful messages and support them with open arms if they are affected. One of my takeaways from this research is that telling a parent, friend, or even a teacher can be a way to deal with cyberbullying. This is important because not many people are willing, but speaking out about your experience can save your life and save others coping with the same issue. All of the sources helped me find the answers to my question. Cyberbullying is a social justice issue. It is something that should never be taken lightly, and help those who might be suffering from it. As our world continues to advance, so does our digital

world. We must take action to help those who are suffering right now and those who might be in the same boat in the future.

Unit 3

<https://openlab.citytech.cuny.edu/pennereng1101fa2022d308/2022/12/07/yoshinao-higuchi-u3-writing-assignment-parts-i-and-ii/>