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Final Reflection & Portfolio

Final Reflection

At the beginning of this class I mostly wrote whatever I was told to, I did the assignments that were required of me and a lot of it was based on work that I never personally connected to. Coming into this class I expected to find the same thing. I was surprised to see just how personal I was about to be with my first major writing assignment. It was very refreshing I feel because up until this point I had been doing writing assignments that were text based/ required for the curriculum and not all that interesting. As a writer, simply being able to choose and talk about what I wanted to talk about in the paper made all the difference and helped me visualize what it looks like when I write without a set structure or when it is not curriculum and text based. As a researcher I learned a lot in terms of interpreting text and reading to understand a deeper meaning of it all to then utilize it in my work or adapt their way of expressing ideas and implementing them in my work to make it better.

“This article is more recent and speaks more on the ways that redlining has affected the education system. In the article they state that there are funding disparities within previous redlined areas. Less than 2,500 is spent per pupil compared to those in areas that were not a victim of redlining. It also mentions that schools are more segregated, achievement gaps persist and states how federal and state funds have lessened that gap but has not eliminated it.” This is a quote from my U2 assignment which highlights a moment where I felt I really understood my

source and could talk about it confidently. In my U2 i felt very lost when it came to explaining the sources i was talking about not because i couldn't understand what i was reading or watching but more so because i didn't know how to properly explain and summarize it in a way that would make sense to people who don't have as much background knowledge as i did on the topic. "I assumed something was wrong in school like maybe she was getting bullied or something?" said my mom. "Well Melanie doesn't have any issues with the kids in the class as far as I'm concerned, right, Melanie?" said my teacher. "No" I replied shortly, I knew eventually I would have to tell them what the actual issue was which is what I was dreading. "Then what's wrong?" asked my mom. I tried my best to prolong the silence that filled the room but the longer it went on the more questions would arise. I felt tears welling up in my eyes and I quietly muttered "i'm having a hard time with school work." One after the other, the questions kept coming and so did the tears until eventually I explained in detail about what had been troubling me in school." This was yet another quote I felt proud about because I did a good job at explaining how I felt in that moment. That was a very big turning point in the way I viewed school so it was important that I properly explain just how overwhelming it was for me at that moment. "This cycle did take a huge toll on my mental health as a kid looking back which feels crazy to acknowledge. I had so much anxiety about going to class that I would often tell my mom I was sick in order to avoid going to school. I would blame it on stomach issues a lot of the time but my mom eventually caught on and she asked me if there was something going on at school that I wasn't being honest about but I kept my mouth shut." In general I was very pleased with the way I executed my U2 because for the first time I had written about this experience in depth. This quote depicts a cycle and a time that is burned in my memory because of how anxious I was about it back then. Being

able to write it down and look back on how it developed me as a student is very important for me.

Before coming into this class I had thought that I was okay at writing and that I only did enough to get by but I did it in an efficient way that got me good grades. My thoughts about my writing have changed since then. I feel that now I'm more conscious of what I'm writing and how I'm writing, especially when it comes to writing about my personal experiences. The moments or topic I chose to write about are so important to me that I want to write it in a way that gets the message across in an impactful way. I never revised anything but if I were to revise something it would be my U2 because I did not feel like I truly had time to fully understand the source I took from the database. That was a big factor of our assignment and though I still think I did a good job at explaining what the source was about, I could have added more depth to it and rereading and revising definitely could've helped. Though I feel this way about it, I had other things to do for other classes and I couldn't afford to put time into something I did pretty well despite having the feeling that I could have done better. Going into this class I thought that it was going to be the same experience I had in all my years of being in writing classes where I do text based writings that only require me to rewrite quotes and do the same format I've been doing all my life. In this class I was pleasantly surprised to see that the writing was mostly based on what I wanted to write about and what I was interested in. This shifted the way I wrote drastically because at that point it was not the same format I was used to and was more personal to me. Though you may view writing as a task and you've probably only done enough to get by, remember that this course is meant to improve your writing. Writing is a tool that we will utilize for as long as we are alive, it is the way we communicate thoughts in a way that makes sense to others and conveys what you truly want to say.

Unit 1

“Tuff Love”

Ms. Eeriffg... A name I would soon never forget, she was the first teacher who genuinely cared about teaching and making sure what she was teaching was being understood. She had already had a reputation with the kids in the school, everyone knew her to be a rude teacher. The first time I had heard of this teacher was in the yard on the morning of my first day of fourth grade. I saw my friends in the yard and we all gave each other a huge hug since we had spent all summer away from one another. We all got caught up and naturally we were all excited to know what teacher we had all gotten and if we were all in the same class. “I have Ms. Whitelock ” said one of my friends, smiling “me too” said another one. Ms. Whitelock was always around in school events so a lot of kids were familiar and fond of her. “Who do you have, Mel?” as they all turned to me. “I’m not sure her name is Ms. Eeriffg. ” I responded. “Oh no we don't have a class with you” said one of my friends “i heard that she was really mean.” said another. One of my friends had an older sibling in the school that just so happened to have this teacher previously. That friend ended up telling me that their sister hated that teacher because she was rude and had a short temper.

By the time we finished the conversation the teachers had come to the yard to pick up their class and take them to their classrooms. I was a bit nervous after the conversation ended and my

friends had gone to line up where their teacher was partly because I had none of my friends in that class and because I had just been told that I had the meanest teacher in all the fourth grade. “Good morning class, my name is Ms. Eeriffg, you will be with me the rest of the year.” “Good morning Ms. Eeriffg” responded the class. The first day was not too bad and it was about as normal as a first day could get but as time progressed I noticed that the teacher had a temper and little patience. It didn't help that she was in charge of teaching all my classes; English, math, and science. I was good at most subjects in school, English was never an issue and neither was science. The only subject I struggled with a lot was math and in this class she would often pick on children at random while she was doing her lesson plan which would give me extreme amounts of anxiety because a lot of the time I had no idea what was going on. When she would pick on me she would not turn to another student until I had given an answer whether it was right or wrong. I knew the whole class could agree that it was pretty embarrassing whenever that would happen.

The longer I was in her class the worse these occurrences would get, I would get scolded strongly if I didn't know an answer or I would hear someone else getting yelled at for getting the answer wrong to a question that the teacher felt should be easy to answer. I learned to be afraid of her class but nothing more, everyday i attended her class i felt dumb and unteachable. My struggles with school had always been present but this was the first time that it felt abundantly clear to me, my classmates, and my parents which was one to many people. It was almost as if my incompetence had been put in a clear fish bowl on display for the world to see, for people to speculate and criticize.

My parents came to a decision after my first report card day with my teacher and concluded I could not continue like this. They had found a tutor shortly after, her name was Rosalinda and we

always met on the weekends. When my parents let me know that they found someone I was not at all thrilled partly because I had convinced myself that I was unteachable and also because it just meant I would have to do more school after school. While I didn't enjoy tutoring, I couldn't deny that I was improving in math a lot more. After tutoring I would be able to better understand the topic that my teacher had covered previously but as soon as I would enter class the next day we would move onto a new topic. It felt like a never ending loop where I would begin to understand something and shortly after I would be lost again.

This cycle did take a huge toll on my mental health as a kid looking back which feels crazy to acknowledge. I had so much anxiety about going to class that I would often tell my mom I was sick in order to avoid going to school. I would blame it on stomach issues a lot of the time but my mom eventually caught on and she asked me if there was something going on at school that I wasn't being honest about but I kept my mouth shut. I had convinced my mom to let me stay home for a week and as soon as the second week came up she had decided to come into the school with me to see if she could get some answers from my teacher since I did not confess.

I specifically remember the trip up the stairs with my mom and how badly I tried to convince her that she didn't have to come in and talk with my teacher. My mother obviously did not listen to me and once we arrived at the front of my classroom I knew there was no going back. "Good morning teacher." said my mom "Good morning, is everything okay? Melanie has come in for about a week now." said my teacher. "Well I'm not sure what's wrong, Melanie keeps complaining about a stomach pain and I took her to the doctors to see if anything was wrong but they found nothing. I assumed something was wrong in school like maybe she was getting bullied or something?" said my mom. "Well Melanie doesn't have any issues with the kids in the class as far as I'm concerned, right, Melanie?" said my teacher. "No" I replied shortly, I knew

eventually I would have to tell them what the actual issue was which is what I was dreading.

“Then what's wrong?” asked my mom. I tried my best to prolong the silence that filled the room but the longer it went on the more questions would arise. I felt tears welling up in my eyes and I quietly muttered “im having a hard time with school work.” One after the other, the questions kept coming and so did the tears until eventually I explained in detail about what had been troubling me in school. My teacher told me and my mom that she noticed that I struggled but that regardless of all of that I was still doing very well and I ended up passing for the year which I had been unaware of.

My teacher then went on to explain that the only reason she asked me to participate and why she went so hard on me is because she believed in me, she called it “tuff love”. I didn't notice it then but she ended up becoming one of the most influential teachers I had ever met. She taught me that I had potential and set a whole new standard for the student I needed to become. Since this experience I've learned to apply myself to my learning as well as advocate for myself in a classroom setting. This entails asking questions when I'm confused and making time to study when it's needed. While this experience happened a while back it's one that I'll never forget because of how hard I remembered this time period was for me but how rewarding it felt to know that my hard work paid off.

Unit 2

U2 Annotated Bibliography

Introduction

Research question: How does red lining manifested in today's word?

Red lining is described as a discriminatory practice that withheld services for potential customers who live in neighborhoods that are deemed as hazardous to investments. These areas were often predominantly populated by racial and ethnic minorities and low income residents. These areas were poorly funded in terms of housing and educational services to name a few. This affected these low income areas so much so that till this day places like Cleveland are still slowly recovering from redlining. I chose this topic due to the lack of information that is available. I predict that trying to find sources that would aid by paper will prove to be a challenge and the information that I do find will shock me because of how prominent it will be in this day and age. I am very passionate about this topic as it was and still is one of the most blatant forms of racial inequality and abuse of power. It's very easy to look at this topic and dismiss it as an event of the past, though that could not be farther from the truth. My goal is to show people how redlinings aftermath is still plaguing areas today and perhaps shed light on how imperative it is to remedy the aftermath.

Citation

Hernandez, Jesus. "Redlining Revisited: Mortgage Lending Patterns in Sacramento 1930–2004" *ijurr International Journal of Urban and Regional Research*, July. 2009

<https://onlinelibrary-wiley-com.citytech.ezproxy.cuny.edu/doi/10.1111/j.1468-2427.2009.00873.x>

[x](#)

Summary

This article tackled the topic of the American housing credit system still mirroring very racist longstanding ideals. One of them being that had been persistent at that time period is the high amounts of subprime lending as well as property foreclosure in non-white areas. Subprime lending in the article is described as mortgage credit with interest rates that are higher than those of conventional financing, Subprime lending targets those with poor credit history.

Reflection

While this is not a current day example of how redlining's effects are still present this does go to show ways in which people still utilize redlining to their advantage. Many places in the U.S. are still actively trying to come back from red lining and a big reason for that is because redlining was so deeply integrated into a lot of systems.

Quote

“... a fact that planning documents attributed in part to the housing restrictions imposed by racial restrictive covenants (*ibid.*). These strategically enforced racial restrictions on residency led absentee landlords to capitalize on market constraints by renting converted units to non-Whites unable to leave the neighborhood (*ibid.*). Hence, the enforcement of restrictive covenants in the city for the most part contained non-white residents within the boundaries of the West End.”

Citication

Leon, Feilce, et al. "How Redlining Shaped Black America As We Know It | Unpack That"

The Root, Apr. 2019

<https://youtu.be/2o-yD0wGxAc>

Summary

This video talked about all the ways in which red lining has shaped black america as we know it as the title suggests. In this video our host Feilce Leon, introduces what red lining was and the two programs that enforced housing segregation, the first one being the Public Work Administration and the Home Owners Loan corporation. The federal housing administration created low interest mortgages and essentially as Leon put it in the video "told banks to build everyone's houses even if they don't actually ever pay it back, a loan will still be guaranteed except for if they are black." Leon went on to explain that the FHA's manual was a racist manual that enabled redlining and can easily be defined by a direct quote from the manual and that was that "Prohibition of the occupancy of properties except by the race for which they are intended." As the video progresses Michael Harriot comes in to explain the history of redlining and explains that banks have been caught using redlining maps as early as 2015. They also explain how wealth and criminal justice has been impacted by redlining and then pass the mic over to Nikole Hannah-Jones to explain how its impacted education.

Reflection

I felt that this video accurately captured everything you needed to understand about redlining in order to understand why and how it is still impacting certain areas today. Red lining is often looked at as an event of the past and this video displays how this could not be farther from the truth. While the video did not provide a clear solution for the issue that was brought up it is

important that people are educated on these events and how it still persists today in order to set a plan in motion that will eradicate the issue entirely.

Quote

“Once, redlining and discrimination and lending and housing became illegal in 1968, we didn't rejigger all of the property values that had been directly related to redlining which put a premium on white communities and put a much lower property value rate on black communities, it's not like it started from scratch and equalized all of these property values, we just continued to watch white communities accumulate more and more wealth and black communities be deprived.”

Citation

Lehrer-Small, Asher. “New Study: 5 Ways Racist 1930s Housing Policies Still Haunt Schools”
the74million, March. 2021

<https://www.the74million.org/new-study-5-ways-racist-1930s-housing-policies-still-haunt-schools/>

Summary

This article is more recent and speaks more on the ways that redlining has affected the education system. In the article they state that there are funding disparities within previous redlined areas. Less than 2,500 is spent per pupil compared to those in areas that were not a victim of redlining. It also mentions that schools are more segregated, achievement gaps persist and states how federal and state funds have lessened that gap but has not eliminated it. This article went over ways in which it can be regulated and fixed to ensure that redlining areas get the reform and attention that they need.

Reflection

This article went over how redlining has plagued the educational aspect and even gave a solution more towards the end of how policymakers could combat and eliminate the effects of redlining. Reading the possible solutions for this very pressing matter was very refreshing to read because a lot of the sources that I have cited have seemingly no resolution. It was nice to know that something can be done and that there are sources that are both spreading awareness and showing what can be done to rectify it. While this only deals with the education system the solutions speak for all areas that have been affected such as housing, criminal justice..etc.

Quote

“education policymakers need to consider the historical implications of past neighborhood inequality on present-day neighborhoods when designing and implementing ... interventions that target inequitable outcomes.”

Conclusion

With all of this information considered it is safe to say that the effects of redlining are still very present today. It is disheartening to see that there are still disparities in these areas that were red lined. From education to criminal justice and real estate there are gaps that have been overlooked. It really puts into question if state officials and policymakers are only doing what they want in order to pacify the situation or if they truly have the best interest of the citizens who have been greatly affected by their previous ignorance and negligence in mind. I find this topic very important because with the recent BLM movement and a lot of POC issues that have

been brought to light there are a lot of questions in the air about what can be done to aid and abolish once and for all the inequality that people of color experience. This could transition America into a better era where all are truly equal. Raising awareness in this topic is one step into bringing everything to light and then from there ensuring that change is actively being made.

Unit 3

[https://openlab.citytech.cuny.edu/pennereng1101fa2022d438/2022/12/08/melanie-sacta-sanchez-u3-writing-assignment-part-i-ii/\(opens in a new tab\)](https://openlab.citytech.cuny.edu/pennereng1101fa2022d438/2022/12/08/melanie-sacta-sanchez-u3-writing-assignment-part-i-ii/(opens%20in%20a%20new%20tab))