

Alex Lluberres

ENG1101

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Final Reflection & Portfolio

I first started learning English from public schools, and I do not even remember the start of the process of learning English; it just felt like I was born with the language to be very honest. It connects me to one of my cherished childhoods, and reading books enhances that connection once I could think of was probably an elmo book. At the beginning of this English class, it felt awesome to understand what people around me were saying. Writing, to me, wanted to use my mind. This semester, things got more interesting. I figured out how to use my imagination and surroundings to understand things better. It is not like reading Dr. Seuss; it's about using words to imagine and get creative.

When I addressed the U1 Assignment, I found it particularly engaging as it allowed me to delve into my personal experiences. Expressing my thoughts on my own life instilled a sense of confidence in my writing. This task proved to be more accessible compared to the challenge of composing an analysis on an unfamiliar article, a process that often involves spending approximately 15 minutes on reading. What is noteworthy is my newfound ability to empathize with the author by placing myself in their position, enabling me to discern their intended message. The same concept can go for my U2 or U3 assignments. All of these are from me just feeling connected, and that is what matters. The genre of me writing a poem is what I have known since about 3rd grade; I was told what the author meant, their intentions, and the choice of words. Picking gentrification as a social justice topic has affected my family as well. I feel like if you pick something that you already know about, it's better for you to talk about and write about it because you feel empathy about it, and that's also what I think the majority of your classmates' writing is all about anyway.

Another thing is that I am going to transfer my knowledge to other writings. "How to Read Like a Writer" helped me a lot and may help people who speak another language and/or somebody who just does not like to read. It tells you the same concept of how a movie goes (what the director wants you to think, their intentions, their audience), and it feels great, so I would highly suggest using it for future reference because it can help you along the way.

Just to remind you of something, I will always feel appreciated for getting my education in the United States. It makes you want to care for something and gives you opportunities to work on your mistakes. I was told by my mom that many kids don't get that opportunity like I did, and I

believe my mom wanted me to be born in the United States so that I can feel intelligent and help her in many ways with my education here. One way was me translating and helping install things. I will never be mad about living in New York because it is the best of the best. That is why many Hispanics or any other people living in different countries would like to move to America—they want to do what is right for themselves and for their children and get the best education that they could get. Also, the living conditions here might be better for them. The moral of the story is always to feel appreciated and gifted for what you have learned because few people will get that opportunity. In the grand scheme of things, this appreciation shapes your perspective and fuels a continuous, transformative journey of growth, learning, and self-discovery.

Unit 1: <https://openlab.citytech.cuny.edu/pennereng1101fa2023d420mw10am/2023/10/19/alex-lluberes-u1-writing-assignment/>

Unit 2: <https://openlab.citytech.cuny.edu/pennereng1101fa2023d420mw10am/2023/11/09/alex-lluberes-u2-reflective-annotated-bibliography/>

Unit 3: <https://openlab.citytech.cuny.edu/pennereng1101fa2023d420mw10am/2023/12/07/alex-lluberes-part-1-and-part-2-of-u3-writing-assignment/>