

Tanisha Kumari

Professor Cipriani

ENG 1121

Final Reflection

To think this semester is over feels surreal. I can still remember the first day I started this course as if it was yesterday. It is time to go down memory lane now. The first few weeks of the semester are typically marked by a sense of freshness, curiosity, and new beginnings. New ideas, theories, and approaches are frequently presented to me. Typically, there are lectures, readings, and introductory assignments are used to help develop a fundamental understanding of this subject. I experienced a mix of enthusiasm and apprehension during the first few weeks of the semester as they get to know the course material and get used to new settings or teaching methods. The workload is relatively minimal, allowing me to settle in and gradually ease into the semester. Building a solid knowledge base and acquiring the necessary abilities throughout this time period is critical. As the semester continues, the workload typically increases in difficulty and intensity. There are more substantial assignments or papers due, tests to prepare for, or presentations to prepare for. As deadlines get near, time management skills become essential, and I realized I need to prioritize work and have enough time for each.

One of my favorite assignments was the multimodal project. I believe that is because I was able to show more of my creative side. In this class, I have written many essays before but, this project was something different that did not require as much writing as a three paged essay would have. While I was doing the multimodal project, I made my decisions in my assignments about content and design by providing explicit directions or needs for the content of a brochure. I needed to remember what was so special about writing in a brochure format. I stated, "They bring clarity, meaning that brochures can convey information in a straightforward and well-organized way, making it simpler for readers to comprehend and remember it." What helped me on my journey was producing written material that adheres to those parameters. I drafted the material that should be included in the brochure, for instance, by

offering explanations, descriptions, or any other textual components required. It is best to use a suitable simple design when making selections about a brochure's layout, colors, photos, and other visual components. Using these components helped to produce brochures that are both visually appealing and useful.

My least favorite assignment was writing the artist statement because that was the one assignment I was unsure of how specific I had to be in my work. I had to do more research such as watching videos and looking at other articles to fully grasp what an artist's statement was. Despite all the hard assignments, some notable lessons that have stuck with me after completing certain assignments were that I had to dig deeper and think more than I had to before. Usually, my mind has all the answers but for this course, I had to examine literary texts for their English assignments, offer interpretations, and provide evidence to back up their claims. I gained the ability to critically assess texts, engage in in-depth text analysis, and create well-supported arguments through this process. This was not easy for me at first because I had to think harder about what I was writing than I previously would have. An example of this is the Annotated Bibliography, because, not only did I have to hand it in on time, I had to make sure my work was up to par although I have never written an Annotated Bibliography before.

Something that changed in my writing as the genres changed was modifying my writing style to conform to the unique criteria of the specific genre. If the genre is an academic essay, for example, I may create formal, structured responses with the appropriate citations and logic. I can include areas such as article insights and data analysis if the genre is a research piece. I continue to be able to understand and critically evaluate texts from a variety of English college genres. An example of this is in one of the discussions I had to evaluate a reading and I stated, "One of Fredrick Douglass's writing strategies that caught my attention was how persuasive his words were. In his writing, he exposed the hypocrisy of America's willingness to participate in the slave trade within the country." This show I am able to gather

information, pick out significant details, and comprehend the context and arguments offered in any college-level genre, including scholarly articles, literary writings, and more.

Although I was proud of how great I was doing in this course there were a few things holding me back. My assumptions about myself and my writing are that I was a poor writer or not as good as other people when it came to writing essays. I believed that writing is merely about putting words on paper or that their writing abilities are fixed and immutable. With repetition and constructive criticism, I learned to dispel these presumptions and gain self-assurance in my writing abilities. I learned that writing is a talent that can be improved with effort and constant practice. Essays should usually show that the writer has a solid grasp of the subject at hand, as well as good organizational and structural skills, logical reasoning, and evidence or examples that are well-supported in their claims. Additionally, the writing should demonstrate analytical and critical thinking skills as well as excellent idea communication. Enhancing the generated text's coherence, relevancy, and general quality has been the main goal. This entails taking into account the prompt's context, offering logical justifications, and adding pertinent examples or evidence.

My experience with revising my assignments was educational. The process of revising an assignment often entails looking over it and making changes to the content, organization, clarity, and overall quality of the work. My assignment must go through this process in order to be improved and polished for final submission. A comprehensive edit for grammatical, punctuational, spelling, and usage mistakes is frequently included in the revision. This makes it easier to make sure the text is correct, polished, and follows the proper grammatical rules. Additionally, if the assignment requires one to present a thesis or make an argument, part of the revision process can involve bolstering and improving that thesis or argument. This can entail adding more evidence, outlining the primary ideas, or resolving any flaws in the initial case. I enjoyed revising my work because I learned from my mistakes and what to not do next time.

To add on about revising work, there is usually feedback given to see what I did great on and what I can improve on. There was not any specific peer feedback that stood out to me. Although positive feedback from peers is one sort of feedback that might be useful. An example of this is, “Good work! Please see my comments in the text of your paper. They mostly have to do with word choice and formal writing.” The writing's merits are highlighted, and the effort put into the work is recognized, in this kind of evaluation. Positive feedback inspired me to keep improving my writing abilities and help me become more self-assured.

During my college career, I abruptly switched to writing online, which brought both opportunities and challenges for me. The online platforms and technologies that were being used for writing tasks required both teachers and me to quickly get familiar with them. In order to do this, I had to learn how to access and submit assignments electronically and take part in online forums or collaborative writing platforms. Online learning frequently necessitates greater independent study and time management abilities. I had to get used to perfecting my time management skills, blocking off specific writing times, and avoiding distractions that came with working remotely.

Throughout the good and bad, something that was particularly challenging for me in the course this semester was forcing myself to get my work done on time. I tend to procrastinate but then get worried that my grade may drop which is what kept me going through the semester. Another thing that also challenged me was structuring my essays the way professors want them. It can be difficult to write essays with a clear outline, compelling arguments, and good organization. By following the steps of the writing process, which include prewriting, outlining, drafting, and revising, students can overcome this difficulty. Essay writing abilities can also be increased by asking for feedback from professors or using writing resources. I am glad I have taken this course because I have learned many things about not only my writing, but myself as a person.

