**Introduction**

An outstanding introduction clearly indicates which of the course outcomes you see most clearly connected to your overall learning from this semester, and why that matters. In your introduction, make a claim about how your writing—as a whole—responds to the course outcomes. This is not about making a grade claim, but about making a claim for writing development vis-à-vis the course outcomes.

I think the outcomes that connected to most me were the goal setting and the utilization of multiple literacies as original I never considered using some of my literacies within my writing such that it enhances and gives and certain unique perspective. This quality that often is enabled through the explorations process that is provided by using the Language and Literacy Narrative and as well as the reading responses that introduce the concepts and the tools to effectively integrate literacies within the different assignments. As before I would not have used the programming, public speaking, or even personal experience reading different contexts of the outcomes to create goals within my writing.

**Assumptions**

* Coming into this course, how would you have described your relationship with writing? I would say that my relationship with writing is varied in that I had often both regrated writing and enjoyed as original I had disliked writing essays on novels and passages for standardized testing. However, after I had the ability during middle to choose what wanted to write specifically about a topic that interested me at the time. I think writing to me has a mixed feeling as both the important expression and the ever-present self-doubt. Expression enables explaining compelling ideas to others in a bite sized digestible widgets of information. On the other hand, writing gives me a gut-wrenching feeling of doubt that feels my stomach with butterflies.
* Prior to this class, what, if anything did you know about writing processes? I had known about writing processes in a broader sense such as how to plan and construct the standard 5 paragraph essay and eventually in high school I had the opportunity to branch out and utilize different styles of writing papers and essays. As stated, I had a simpler view of the writing processes before this course.
* What did you think “good” writing was and in what ways might that definition have been holding you back? I assumed good writing was having accurate grammar and utilizing complex vocab with having arguments supporting of a central thesis. I would also include that I before this class was really stuck on the having paragraphs that had at least 5 paragraphs such that I would not such that I had a cookie cutter style of essay. Also, good writing has these qualities. Writing that intrigues a reader into self-discover in aspects of themselves or the topic a hand is good writing. Through masterful storytelling can integrate a reader into touching fields and interests that previously seemed foreign. . As Melzer states regarding discourse communities, one must have “1. A broadly agreed upon set of common public goals 2. Mechanisms of intercommunication among members 3. Use of these communication mechanisms to provide information and feedback 4. One or more genres that help further the goals of the discourse community 5. A specific lexis (specialized language) 6. A threshold level of expert members ”(Melzer 102). Before I would have never used language from other aspects of my life in my writing but now it has become an integral potion of my life.
* Prior to this class, what did you assume about literacy and/or language and where did those assumptions come from? The thought I had when I think of literacy and language was generic in that I would point to reading and writing for both. In a specific case I would think literacy would be more along the lines of reading a novel or writing a piece of text prior to this class which open ed my eyes of what literacy can be. As Language I had a broader view that even within a specific language it can have diverse vernacular as I was introduced to this in high school.
* Prior to this class, what did you assume about ENC 1101 or college writing, and where did those assumptions come from? What surprised you the most about ENC 1101 or college writing this semester?  I assumed that college level writing was focused on novels and responding to texts that were more fiction as is the case in high school and doing essays on those specific items. This semester I felt I was surprised on the structure and the opportunities to really dig into topic and express my specific feelings and thoughts on the matter of the given issues that spoke to me. As the different readings each had key elements to take away that were supported through the different discussions and assignments

**Writing Process**

* What did you learn about your writing process? (Use language from the coursework to help you; be sure to cite.)I would say that I’ve learned about my writing process is that I have a planning and revision cycle that is separate with a editing section that is more substantial than need which would work better in a combined planning and redivision stage. Berkenkotter states “showed that up to 45%, 56%, and 35% of the were concerned with planning” (161). As well as that I tend to create the intro and conclusion together rather than separate. As both should be different as the conclusion should have more in the way of giving a question that the reader can think about and providing the reasoning and the end goal that should be taken away.
* What are some of your habits as a writer? How did these form? and in what ways are they helpful (or not so much) to you being an efficient/effective writer? I would say that some habits are constant revision of anything that I feel should not be put into a paragraph or response I make until something great and perfect. Others are finding way to add analogies or figurative speech when possible. Berkenkotter states “Mr. Murray is an extensive planner does nature or scope of his revisions… I discovered most part double-coding for revising and planning…were virtually inseparable”(162). As well as creating a plan before writing on having multiple argument that have a foundation of claims to be held up by such that the connection will work. This is usually done through a chart of what claims can a should be made to connect and support the arguments for the message of what I write. These have been mostly helpful but the one that has really been harmful has been the needing perfection in that I constant throw away passible or even good sentences because of how I felt that the sentence did not fit even though I could having included the phrase and later through revisions tweaked it to be better and align in the scope of the assignment.
* Leaving ENC 1101, what do you think is your “best” habit or biggest strength in terms of your writing process? I would say the best habit has to be creating a chart to organize the different arguments and claims I need to make for the message of the writing that I make. As this creates a better rounding and supported message that has different ways that the arguments give the message meaning giving different avenues for readers to experience and connect with.
* Leaving ENC 1101, what do you think is your “worst” habit or biggest weakness in terms of your writing process? What might you be able to work on next semester to help with this habit/weakness? I think the biggest weakness had been need perfection rather than sticking with the manageable. I think with what I can put into my writing when dealing with several topic and ideas should be the focus as a better understanding of how each sentence matters in the scope of the assignment can help with this habit. I also believe that I can use a process of such that I take a sentence and create different ones from that original sentence and phrase differently through which I can better fit into the writing process what I want.

**Learning**

* What did you learn about yourself as a learner this semester? What did you overcome, what did you fail at, and what would you do differently if you could do ENC 1101 again? I have learned overall better process for writing form the stages and processes that can be used to create cohesive structure of thought that help express better my prestige and realizations from different topics. I failed at the aspect of reflecting in a more constructive way I feel I need to detail the before and after by using past works by going through and analyze how I have change in this way or other. I would work to have constant revision that go forward rather than stall as I felt I could have gone through and made my writing better if I wrote more and revision in a constructive way rather than going sentence by sentence. I would take a paragraph or block of statements and rework for a clearer and meaningful message in the writing
* What did you learn about yourself as a reader of complex texts? What new strategies did you develop to get through the reading this semester, or what prior skills did you depend on to help you understand the difficult texts we tackled? I think through reading the texts I learned how the better create a web of ideas and thoughts that come from questions that the texts provide for the reader to think on. The strategies that I would use are to analyze what the author wants from the ideas they are proving touch as tools or advice on how to encounter and change a course of action based on that. As I have already had the strategy of using the main point or ideas and seeing what supports and helps understand that specific message from there we are essentially deciphering what this text means and what does it provide.
* What are you most proud of in terms of your academic and/or personal growth as it relates to this course? How/why does that growth matter to you in terms of your goals in college/beyond?I would say that I am more proud of the Language and Literacy Narrative and my completed EPortfolio as these items allowed for me to take ideas and concepts I learned and applied them within a context that gave much freedom in what I wanted to explain form past experiences further aspirations. Brandt states that sponsors also withhold access or get an advantage “all sponsors of literacy to think of them, are any agents… who enable, support, teach, model, as well as recruit, regulate suppress, or withhold literacy… gain advantage in some way” (Brandt 166). AS through the literacies presented before me, I have learned much about the unique qualities of myself that I have imbued in my writing. I would say that this growth has helped in both being able to take concepts in computer science and programming and explain them better when people ask for help or a curious about something and through this class I have become better in responding through writing and speaking to others.

**Revision**

* What did you learn about giving and getting feedback this semester? (see Straub, graded draft, UWC visits, office hour visits, etc.)?  I learned how much I can learn and should learn through asking others and giving feedback as feedback should be used to provide someone a feeling of what can be better in that unique style that the writer has. Such that the writing doesn’t become yours rather the feedback should give the receiving individual confidence on what was working and how to use that working part and fix through their style those parts that need some modification or revision to create a better expression of thoughts.
* What did you learn about revision this semester? (see Sommers, drafts) I learned that revision is a process that is intertwined with planning and that both should carried out in tandem providing instant insight on what works and through that both parts are improved. As before I had thought both were separate rather than using one to provide the other with a why of improving.
* Based on your final draft, what do you most want me to notice about how your Language and Literacy Narrative has evolved since I last saw it? I would saw originally it had not reference to the different literacies that I would be on it rather the LLN now provides and scope of what I am interested in and provides the thoughts behind my feelings and path toward the goals and current thoughts on the matters of language and literacy.
* What surprised you most about your own work when revising your drafts this semester? That I could have something which I was afraid of become a important tool in reflection and creating versions that had more salient arguments and meaningful messages that I could convey. As well as introducing different tools on how to approach the process to display my thoughts and perspective in a impactful manner.
* What did you learn about yourself as a writer from doing the revision this semester? I learned that I could have the potential of a writer that values their work beyond the now and feels great when writing as this class has changed my feelings towards writing from half-dread to blissful enjoyments most times. As the revisions let me peak into what I thought in the past and see that I can be more expressive and impactful with my writing.

**Moving on to ENC 1102**

* Looking back on your reflections throughout the course, answer the following questions again here, nothing anywhere you see shifts or changes from the “First Week Worksheet”:
* What is your current attitude about writing? I would say no I have mor e
* Who are you as a writer? When writing I feel that I am programmer creating an experience user that will enhance or educated them in a meaningful direction.
* What do you want your writing to do? I will strive towards being a writer that has more depth and color in the language and description used when writing different forms while utilizing degrees of separation that enable effective writing.
* Looking back on that First Week Worksheet that you submitted, where do you see the most growth or change in terms of how you understand the Course Outcomes now vs. then? I would think the major change has been the that I have realized different concepts from literacies to discourse communities and more that when used in a correct context provided can help writing in both making a unique style and process. Thus, giving better structure that is personal to writer included different techniques learned from the processes of using advanced planning and revisions to having key steps from a process thereby creating a comfortable environment for writing.
* Thinking about taking ENC 1102 (which you know is a course focused on researching and writing) what specific skills are you “transferring” (taking with you) from this semester into ENC 1102? I am transferring the processes of writing with more effective arguments and structure when creating paragraphs and cohesive ideas of what I now know given articles and more. This also applies along that I now have knowledge to write better essays and papers both in the process such as planning and revision to arguments of the essay.
* If you were to spend time researching or learning more about anything else related to writing, language and/or literacy, what questions would you be interested in exploring or seeing scholars in Writing Studies research? I would focus on learning in how exactly I can create a writing process that would better suit my needs in the future as I want to write effective communication while providing instructions for a broad audience. This would involve to be more into the processes of planning
* If you could sum it up in a few sentences, what is your biggest takeaway about writing from ENC 1101? I would say the biggest takeaway was the literacy’s and how they relate into people’s skills and talents as these different people have sponsors that guide them into different aspects of writing. I would also say that the writing processes that I have has changed to be more comprehensive of a creative and expressive writings

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Melzer, Dan. “Understanding Discourse Communities” Writing Spaces: Readings on Writing, Volume 3 (2020), pp. 101-115.

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