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### Reflection On English Class

My writing has improved dramatically because of this class, and my confidence in my own writing has grown immensely. In my original self-placement essay, I said “I generally don’t experience confidence when writing. This is because I find it very difficult to express my thoughts and opinions on paper. My parents have always called my writing clunky and robotic because I struggle at making my papers easy to read”. After working progressively every week on writing essays, journals, and discussion posts my writing has started to achieve a better flow. I think the amount of time I spent writing for different assignments in this class, with feedback from my peers and professors, has enabled me to find a better structure to my writing.

One aspect of my writing I am still working to improve on is thinking about the scope and other important parts of the paper before starting to write. When I received feedback from my professor and peers, I was getting comments about the scope of my paper being too large, and that I was trying to argue too much in my paper. When I looked back I realized that my paper was too far reaching and that I tried to cover too much ground. This issue was very hard to deal with after writing because it meant I would have to change a lot of the structure of the paper, and the format of the sentences. This is still a concept that I struggle trying to determine when I start to write, and it causes me to either not have enough material or go far beyond the page requirements. I found that sometimes writing a brief outline beforehand of what I am going to

write helps me to create a structure and scope of what I am trying to say. Another writing skill I still need improvement on is finding good source material to cite or paraphrase. I realized this was something I needed to work on when we started working on the argumentative essay. For this argumentative paper assignment, we were required to use multiple sources and the only stipulation was that these sources should be peer reviewed documents from the Northeastern Library. It took a very long time for me to find appropriate material to help support my claim because I was using poor search phrases in Northeastern Library's website. I struggled using the Northeastern Library website because I put in very broad phrases like "live streaming" and "game development" and received hundreds of thousands of different source materials that the website thought would be helpful information. I then spent a considerable amount of time narrowing down my word choices to find the proper search phrase that was needed to receive not too much or not too little sources that were going to be a good fit for what I was planning to write.

My plan to receive assistance in my development as a writer is to go to the writing center when I feel stuck or confused. I have already used the writing center once this semester for the media bias assignment and found their method of reading the paper out loud and discussing what they found problematic to be very helpful. I think hearing the paper read aloud helped me to be able to hear the flow of the words, and to improve upon the cadence of my writing. I also found that getting a different perspective on my writing helps to make me a better writer as I am able to think about the structure and content of what I am writing in a way that I may not have thought of before. Getting suggestions from other perspectives made me see my paper in a different light.

I believe I have met the learning goals for the department. The department has set four main goals for the students to fulfill: rhetorical practices, engagement with critical perspectives, use of sources and evidence, and revision. Rhetorical practices were used in every assignment we did in this class. Whether it was writing the journal every week to reflect on our own writing, writing essays about our opinions about certain topics, or talking to peers about what they should improve on, I used rhetorical practices to complete these tasks. I engaged in critical perspectives throughout this semester as well while learning and discussing the problems with English being the universal language around the world, and the bias that news outlets have in order to get their user base to click on an article. The use of sources for evidence was used in multiple essays, but was the primary focus of the argumentative essay. In that essay we found proper peer reviewed texts from the Northeastern Library website, found multiple unique sources from different writers and forms of media, and properly cited it into our paper. Finally, I also learned how to use revision in order to improve my writing. For every assignment, we would have our essay peer reviewed by fellow students, and peer review someone else's work. This helped me find parts of my writing that were difficult to read, and also find different aspects of other peers' work that I could implement into my own writing. Again, I found that having someone else read what I had written gave me a different perspective on my word choice and content, and also gave me insight into how the paper was being interpreted by someone that was not me.

Overall, this shows why I have completed all the requirements of the writing program's learning goals, and found the class to be very helpful to my writing development.