

Giselle Onofre

ENGL 21007

Stephanie Zlotnick

Entering CCNY, having recently graduated from high school and taking Writing for Engineering as my first college English class was eye-opening. It moved at a much faster pace and covered topics that we would have only briefly touched on in high school. Fresh out of high school I had a straightforward goal for my writing future “Improve the structure, grammar, and vocabulary of my writing”, although I was sure of my goal, I was unaware of how I was supposed to improve, I didn’t have a set action plan. Devoting time in class with my peers and working on various assignments helped me progress toward my writing goals. Through countless rough drafts, revisions, and edits, my writing gradually evolved and became more refined. Over the course of the semester, my advancement as a writer has improved in which my skills have shown development and are more polished than when I first entered college. As a writer, I am aware of how to use tools for research purposes in a more meaningful way, I use them as a backbone to my work and opinions while ensuring it’s accurate and properly quoting and citing the information presented. On my journey to improvement, I used my classmate's feedback and my writing goals to understand the different angles and viewpoints I was missing, helping my writing to reach my intended audience just as I aimed.

As mentioned before, with the support of my classmates I was able to see my writing from another angle, a brand new perspective. As a high schooler, I concluded that as long as my work made sense to me as the author, it would be guaranteed that my audience would understand and make sense of it, nevertheless after advice and peer evaluations, I understood that it was not the case. Polished writing, in other words, good writing, requires bearing the audience in mind. My writing won’t reach my intended audience unless I put myself in their shoes and tailor my writing to best suit them. While working on my elevator pitch I was unsure of what I should include, so I chose to include my biggest highlights which were my certifications and pre-engineering history, but as feedback, I was told that my pitch was difficult to follow due to the vocabulary being used for my audience to understand I had to change the terms I was using to explain certain certifications/ courses for them to have an idea of what I was talking about so they could envision it.

My revising, drafting, and editing skills have noticeably improved. I now have access to better sources to base my work on, which guides me in making clearer revisions. Previously, I used to make changes to my writing before considering the direction I wanted my writing to go. As an example, while working on my manual, I was unsure of the changes I needed to make and what would ultimately enhance its clarity for my audience who had no context and found themselves to be unfamiliar with the product being presented to them.

As a CUNY undergrad student, I now have access to the CUNY database. Through the use of my CUNY credentials, I now have a vast library of resources that all come from reliable sources. I now have an invaluable tool that provides me with credible material in my hands to back my claims and ideas. Although Google is an impeccable search engine the internet is

filled with information but it is laborious to find websites or sources that can provide information without being based on the writer's sole bias without outside knowledge and facts, or resources that are simply incorrect and untrue. While working on my research paper I searched for information concerning my topic the CUNY database, my first attempt was using the Google search engine but the results I received only covered the surface of what I was discussing while the CUNY database showcases theories followed by statistics and surveys that were taken, my biggest takeaway using the CUNY database was being presented with information that wasn't solely created and backed with bias but with facts and studies developed leaving room for me to be able to make my stance and state my own opinion on the matter using the information I found as a backbone to support my viewpoint. Finding credible information isn't all that's needed for proper use of it. Proper citations are crucial for proper credit to be given to the author and clearly show where the information was found thus showing that you as a writer understand and have done genuine research and are not claiming the work used as evidence as yours. This is truly important and I can say I have used what I learned in class when covering material on how to properly place cited information within our writing and how to format the resource used in the proper formatting for the reference page. In previous work such as my Technical writing group project, for citing I simply copied and pasted the link in which I found the images and information that I used in my slides, now looking back, I didn't enjoy how it looked, but I format my resources in APA formatting which gets its page (Reference page) later on in my essay papers and slides as can be seen on my research paper.

During group work I took a step outside of my comfort zone and connected with my peers in terms of group projects. I took it upon myself to ensure we were all on the same page and agreed on what we wanted to achieve as a team. Other times I contacted classmates I had never talked to regarding feedback both in and outside of class.

To conclude, I truly believe I have grown as a writer and student, in many ways. I will continue to strive for further improvement in my writing skills