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WRI01 – 54

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**Journal 1**

Back when I was in elementary school, I was bad at spelling and I couldn’t express what I wanted to say in my writing. I didn’t want to ask for help because I didn’t want to seem stupid. I used other words to substitute for the word I didn’t know how to spell which would in turn create a less appealing story. The story didn’t exactly express what I wanted to say.

Some of my past writing experience consisted of writing stories in elementary school. I don’t remember what I wrote but I knew it wasn’t too good. In elementary school I didn’t learn the five-paragraph essay yet, but I did know how to make a cob web to brain storm ideas on what I would write about. The cob web would start with a main theme/idea in the middle of the page and then branch off into details of what I wanted to add into the story. This shaped who I was as a writer because I still brain storm in a similar way, writing down ideas and branching off ideas from those ideas.

I first learned the five-paragraph essay format in middle school. The five-paragraph essay is formulaic. There is no creativity, complexity, or flow. As a middle school student, I didn’t care what I wrote, as long I received a good grade. The teacher provided sentence starters for the introduction, body and concluding. It was limiting with minimal creativity.

I always wanted to learn the different ways to write and how to write. For example, we talked about audience, which I didn’t think a lot about when I was writing in my English class. In my pervious experiences, teachers would assign us papers but would not go in depth about how I should write the paper, but to just write it. I would just spill words on to a page without structure, meaning or an audience in mind.

In the course reading written by Linda Flower, “Writing for an Audience” she talked about audience and how important it was to know who you’re writing for. In the article she says “…the reader’s knowledge about the topic; his or her attitude toward it, and his or her personal or professional needs.” (Flower 1.) I found that very important. What if I was writing to a child in elementary school, I should make sure to use words they can read and have a certain tone. Overall, I think I’m going to like this class.