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Project 4 Reflection

When I look back at the work I completed in this course, what stands out most is how each project required a different approach to writing. The assignments were structured in a way that pushed me to work in several genres, and even if the class did not dramatically change how I see writing, it did make me more aware of how different situations call for different strategies.

Project 1 asked me to gather sources, examine a topic, and organize information into something coherent. The annotated bibliography and the Investigative Field Essay made me sort through material and figure out what was actually useful. It also required some planning, like using outlines and early drafts to build a workable structure. Even if the content came naturally to me, the process showed me how research writing depends on selecting and arranging information rather than just summarizing it.

Project 2 shifted the focus to analysis. Instead of telling a story or reporting information, I had to look closely at rhetorical choices and explain why they mattered. This project pushed me to pay attention to how arguments are built and how writers frame their messages. The smaller assignments connected to it, like the email and cover letter exercises, highlighted how writing changes depending on the purpose. It showed me that the expectations for professional writing are different from academic writing, and that tone and clarity matter more than length.

Project 3 required a different skill set. Creating a multigenre campaign forced me to think visually and to communicate with very few words. I had to condense ideas into short phrases, design elements, and simple explanations. It was more about clarity and pacing than about writing long paragraphs. Working with different formats like an infographic and an Instagram carousel made me pay attention to how information works when the audience only sees a screen for a few seconds. It was a practical exercise in making messages direct and easy to understand.

Across all three projects, I ended up using sources in a more deliberate way. I had to choose material that supported my points and integrate it cleanly instead of dropping it in. Keeping the citation style consistent reminded me that mechanics matter, even if they feel repetitive.

Overall, the biggest thing I take from this course is that writing is flexible. You cannot use the same style for every assignment. You have to adjust depending on the audience, the purpose, and the format. Even if the class did not completely reshape how I think about writing, it did give me practice in switching between genres, revising with a broader view, and presenting information in different ways. The projects required different types of decisions, and completing them helped me understand what each form expects from a writer.