

## MEMORANDUM

Date: 04/28/2023

To: Dr. Schwartz

From: Christopher Frost

Re: Evaluating skills learned and assignments created in English 2210

The purpose of this document is to reflect on skills I learned and refined throughout your English 2210 class this spring term and how they will benefit me going forward in schooling and my career. I will do so by addressing specific learning objectives from the course syllabus.

The first learning outcome is regarding project planning. Specifically knowing everything required for a particular document/ assignment and preparing and planning for it before creating said document. A great example of meeting this outcome was the preliminary instructions memorandum I wrote prior to making the instruction sets for the second major writing assignment. This memo had me critically think about the decisions I would have to make for each instruction set as well as what I should and should not include in the final product. For example, when I was considering the instruction set for children, I wrote "I will be limiting the amount of words on the page and make use of more pictures as a child is likely to take more away from an instructional diagram than a paragraph." This let me know that I would be including pictures for this assignment, so I knew I had to find or create pictures while creating an outline. Being able to wholistically examen a project and diligently plan for all aspects of it prior to starting it is a skill that will come in handy for any future/ school project I am assigned.

Another skill I developed over this course came from the second learning outcome. This outcome was about project analysis; knowing the audience of my writing and creating documents that are effective given their cultures/ backgrounds. This outcome was achieved through a couple assignments, including the first major writing assignment. The first major writing assignment was creating a complaint letter for a real-world issue and a response letter to said complaint. This project was especially good for learning how to curate documents for specific audiences because we had to examen the same issue from multiple perspectives. This will come in handy in my career as I might work for various groups and teams and will need to be able to communicate well with all parties.

Related to the second objective is the fifth learning objective. This learning objective deals with written communication and is mainly concerned that the wording and phrasing in documents I made was well-suited and met the audience's needs. The main contributor for this objective were peer review sessions we had in class. Although being clear/ concise on assignments was always in the back of my head, it was these peer reviews that really ensured that I met all requirements and stayed on topic. Getting and providing feedback from fellow students allowed me to see how others went about projects and let me know what parts of my documents needed more work, both of which helped shaped my finalized assignments. For instance, seeing how others organized their recommendation reports and what information they put where, helped me determine where to best place information in my own recommendation report so that it had an easy-to-understand flow to it. Being able to be clear in written correspondence of any kind is beneficial, whether it be school, or work related or even just generally.

Perhaps the most fun learning outcome to work at was the sixth one. This outcome was about visual communication. This is where I was able to think about and create visually appealing graphics/ layouts. In particular the outcome stressed that we needed to be able to know when to include a graphic and to be able to determine if the graphic made sense/ could be easily understood by our audience. Although the creation of instruction sets (second major writing assignment) is intuitively where we worked on this outcome the most, I personally think the recommendation report really solidified it. In the recommendation report, we were asked to include a graphic that was relative to the assignment. Specifically, we were tasked to create the graphic, such as a graph/ table. In doing so, I had to critically think of where to best place a graphic that not only pertained to my report but also helped clarify and deepen my readers understanding. I chose to make a diagram that explained how soapy water disrupts a cockroach's respiratory system in a simple way. That way the readers would more clearly understand exactly how that recommendation worked. This skill of being able to create and implement graphics in a meaningful way will prove useful going forward as it will help drive home ideas that I wish to communicate.

The last learning objective I want to consider is the ninth and final one – production and delivery. This objective is about gaining skills to present information in various facets. Throughout the course, we delivered information in several ways; via email, spoken discussion, discussion posts, in-class group assignments, but most topically through this very assignment. That is, this online hosted portfolio. This project in particular allowed me to think about how to most effectively display all major assignments from this course as well as how to talk about them and myself in an efficient and easy to navigate way. Since the workspace is becoming increasing online, knowing how to present and layout information digitally is vital. Especially for me, a computer science student.

I thank you for taking the time to read over this memo. If anything was unclear or if you have any questions regarding anything discussed, please feel free to contact me at cfrost6@unm.edu.