

Hello and Good Afternoon.

Before this school year began, I had heard a great deal about struggles in grade 10 TOPS, and an interesting, but worrying contrast between the two English teachers. I had heard that one teacher was a harder marker than the other, but was also told that a harder marking scheme presented a better opportunity to grow as a writer. This sentiment has helped me make the transition to a growth mindset when it comes to English. Upon receiving poor marks, my immediate reaction was to skim over the feedback I had received, quickly consider how to implement it into my next assignment, but ultimately judge the entire evaluation on the two digits at the end of the assignment. However, the detailed feedback I've received on assignments has made me spend more time considering how to implement the feedback into future assignments.

As for accomplishments and setbacks in the course, I feel like I'm running into more walls than I am into open field. Although I have speaking up in class and contributing to be proud of, I constantly feel that my ideas are worthless or what I learn from our thought-provoking seminars is lost on me unless I can implement them into my writing. I've found that I might be able to create a brainstorm of arguable ideas, but my conversion to a focused and succinct piece of writing could do better with major improvement. My struggle to effectively perform this conversion has resulted in me being very disappointed with myself about my performance in English class. I also want to develop better focus in my writing and my ideas - my message is often lost amongst related ideas that, upon further development, could be a message by itself.

Although identifying problems is an important part of improving myself, I need to formulate a plan to act on those problems and actually improve my writing. I can implement solutions to the two issues I've highlighted in my writing earlier by developing a better focus in my writing by reading a more diverse selection of texts, and practicing writing about the novels we read in class.

When I try to answer the question, “What would you like me to stop, start, and/or continue...” (Brennan 2), I’m torn between two answers. On one hand, I would like to continue doing seminar-style discussion activities that encouraged me to throw all my ideas into the open and refine them with others’ criticisms and elaborations. On the other hand, I recognize that my writing needs work and trying to avoid problems has the opposite effect and enlarges them.