

Already Revised one

by John Li

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facebook



John Li

October 14 at 10:42 PM

So in my uw class, I read a story about Amy Tan and her personal experiences in which it showed us how her family and her are discriminated against because of different English along with unusual responsibilities. The reading was incredibly interesting because I personally was able to relate. One quote that really resonated with me was, "When I was fifteen, she used to have me call people on the phone to pretend I was she" (Tan 712). Funny enough, I still do this today and ... See More

Ze Xu

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THE ONE I POSTED

So in my uw class, I read a story about Amy Tan and her personal experiences in which it showed us how her family and her are discriminated against because of different English along with unusual responsibilities.

The reading was incredibly interesting because I personally was able to relate. One quote that really resonated with me was, "When I was fifteen, she used to have me call people on the phone to pretend I was she" (Tan 712). Funny enough, I still do this today and know that many others can relate to that. Many of my friend's parents are immigrants, which mostly results in a lack of proficiency in English. Like dam, all the responsibilities fall into your hands and you're already doing adult tasks. I know some people hate that first week of school, because that's when you get that "parent take home packet" and you already know you're boutta spend nights slaving on that. As if the responsibility wasn't enough, you also get the discrimination for being different, in which Amy shows us very well, "why he don't send me check already two weeks late so mad he lie to me losing me money.... What he want I come to New York and tell him front of his boss you cheating me" (Tan 712). If only she was fluent, she would've been treated better. She wouldn't have been lied to, and the conversation wouldn't have happened. These are the struggles that scream loud and clear. You must be blind af if you don't see them.

REVISED ONE

So in my uw class, I read a story about Amy Tan and her personal experiences growing up as an Asian American. Many of her anecdotes were those that were really relatable to immigrant families such as mine. Amy Tan starts off by talking about her own switch in English, when talking to her mom. The switch to "broken" English is the way Amy Tan communicates to her mother, when speaking English. She then talks about how that broken English affects her mother and her, "When I was fifteen, she used to have me call people on the phone to pretend I was she" (Tan 712). Funny enough, this is relatable to many (including myself) who most likely are still doing these tasks to this day. She also states that understanding her mother is sometimes difficult, which makes her embarrassed af. Not only did she run the dam house, her and her mom were facing discrimination because of their broken English, "Why he don't send me check already two weeks late so mad he lie to me losing me money.... What he want I come to New York and tell him front of his boss you cheating me" (Tan 712). Not only did she face discrimination due to her broken English, but she had fools steer her away from English and writing. But Amy Tan enjoyed makin the fools look like fools by showing them what's up by majoring in English. Then on she created some gud books that were ez to read, especially for her mommy.

The Seattle Times

In my UW literature class, I read a story about Amy Tan, who talked about her personal experiences growing up as an Asian American. Many of those anecdotes were ones that were really relatable to many immigrant households, such as mine. Amy Tan begins by talking about her two different English dialect, one she spoke to others, and one for family – specifically for her mother. The style Amy Tan talks to her mom is considered “broken” English in today’s society, and from that they’re treated differently and uphold a different lifestyle. Specifically, Amy Tan refers to an anecdote in her life, where she was responsible for the communication with others, “When I was fifteen, she used to have me call people on the phone to pretend I was she” (Tan 712). Not only did they live a different lifestyle, they received special treatment known as discrimination for breaking the norms: the queen’s English. Amy quickly elaborates a time where her mother was discriminated against due to her lack of English, “Why he don’t send me check already two weeks late so mad he lie to me losing me money... What he want I come to New York and tell him front of his boss you cheating me” (Tan 712). Not limited to her mother, but even Amy Tan was discriminated against in her life, where she was being pushed away from literature all together, and into S.T.E.M fields. However, due to her rebellious nature, Amy tan sought to prove others wrong, and from that fueled her to major in English. From then on, she continues to write books that inspire and are readable to others, this including her own mom.

REFLECTION

For the Facebook post, the whole process was incredibly relaxed and easily put together. I was able to write and word vomit anything that came to mind. Knowing that the audience would be friends, I didn't stress too much about their judgement and their view on my post. My main goal in the Facebook post was to simply spread my message, and to hopefully impact others in a way that's easily readable and convenient. As for The Seattle Times post, I felt as if I were walking on egg shells, always cautious on what to say and thoughts to send. The whole scene is one that is filled with professionals in the field, all of which who has power with it they can change and influence others. The difference between the two post was the formality of it, where one was incredibly free and open, while the other felt like a research paper, hoping to not offend anyone but being able to still send out my thoughts. Mainly, I had to review my informal post and to reedit the tone by changing certain words and eliminating certain sentences that didn't seem best fit. I don't believe, however, that the more professional post is necessarily bad, but more restricted and impactful to others. The Facebook post on the other hand is more open and free, but also has the opportunity at impacting others either equally or more than the professional post, because of the ability to globally spread its message in matter of weeks, days, or simply minutes. The two platforms are both necessary in their respected aspects, but the two styles are completely different, where the other post must be completely edited and changed in order to fit the other style. By being simply aware of your tone, language, and phrases, it changes the post and will ultimately dictate which platform it'll belong on.

Already Revised one

ORIGINALITY REPORT

15%	14%	0%	15%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Lake Highland Prep High School Student Paper	10%
2	Submitted to Franklin High School Student Paper	5%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

What were you trying to get your audience to think, feel or do? What textual conventions did you use? Why? Are you working with ethos, pathos, logos? Where, how and why? Could a title have impacted readers? How so?

PAGE 1



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



Article Error You may need to use an article before this word.



Confused You have used **you** in this sentence. You may need to use **your** instead.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to remove this article.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



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Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Pronoun This pronoun may be incorrect.



Missing "," You may need to place a comma after this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 2



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



Article Error You may need to remove this article.

PAGE 3



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.

OUTCOME 1:

0 / 5

RHETORICAL AWARENESS: Writing employs style, tone, and conventions appropriate to the purpose of the paper.

EXCEPTIONAL (5)	Outcome 1.1 - Exceptional
SKILLED (4)	Outcome 1.1 - Skilled
PROFICIENT (3)	Outcome 1.1 - Proficient
DEVELOPING (2)	Outcome 1.1 - Developing
INADEQUATE (1)	Outcome 1.1 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 1:

0 / 5

RHETORICAL AWARENESS: Writing shows clear understanding of audience, and various aspects of the writing (structure, appeals, tone, sentences, and word choice) and strategically addresses that audience.

EXCEPTIONAL (5)	Outcome 1.2 - Exceptional
SKILLED (4)	Outcome 1.2 - Skilled
PROFICIENT (3)	Outcome 1.2 - Proficient
DEVELOPING (2)	Outcome 1.2 - Developing
INADEQUATE (1)	Outcome 1.2 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 2:

0 / 5

EVIDENCE & USE OF TEXTS: Writing demonstrates a sophisticated understanding of source texts

EXCEPTIONAL (5)	Outcome 2.1 - Exceptional
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SKILLED (4)	Outcome 2.1 - Skilled
PROFICIENT (3)	Outcome 2.1 - Proficient
DEVELOPING (2)	Outcome 2.1 - Developing
INADEQUATE (1)	Outcome 2.1 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 2:

0 / 5

EVIDENCE & USE OF TEXTS: Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.

EXCEPTIONAL (5)	Outcome 2.2 - Exceptional
SKILLED (4)	Outcome 2.2 - Skilled
PROFICIENT (3)	Outcome 2.2 - Proficient
DEVELOPING (2)	Outcome 2.2 - Developing
INADEQUATE (1)	Outcome 2.2 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 2:

0 / 5

EVIDENCE & USE OF TEXTS: The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.

EXCEPTIONAL (5)	Outcome 2.3 - Exceptional
SKILLED (4)	Outcome 2.3 - Skilled
PROFICIENT (3)	Outcome 2.3 - Proficient
DEVELOPING (2)	Outcome 2.3 - Developing

INADEQUATE Outcome 2.3 - Inadequate
(1)

NOT APPLICABLE N/A
(0)

OUTCOME 3:

0 / 5

CLAIMS & ARGUMENTATION: The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

EXCEPTIONAL Outcome 3.1 - Exceptional
(5)

SKILLED Outcome 3.1 - Skilled
(4)

PROFICIENT Outcome 3.1 - Proficient
(3)

DEVELOPING Outcome 3.1 - Developing
(2)

INADEQUATE Outcome 3.1 - Inadequate
(1)

NOT APPLICABLE N/A
(0)

OUTCOME 3:

0 / 5

CLAIMS & ARGUMENTATION: The analysis is appropriately complex, based in a claim that emerges from and explores the argument.

EXCEPTIONAL Outcome 3.2 - Exceptional
(5)

SKILLED Outcome 3.2 - Skilled
(4)

PROFICIENT Outcome 3.2 - Proficient
(3)

DEVELOPING Outcome 3.2 - Developing
(2)

INADEQUATE Outcome 3.2 - Inadequate
(1)

NOT APPLICABLE N/A
(0)

OUTCOME 3:

0 / 5

CLAIMS & ARGUMENTATION: The purpose of the analysis (why what is being argued matters) is evident.

EXCEPTIONAL (5)	Outcome 3.3 - Exceptional
SKILLED (4)	Outcome 3.3 - Skilled
PROFICIENT (3)	Outcome 3.3 - Proficient
DEVELOPING (2)	Outcome 3.3 - Developing
INADEQUATE (1)	Outcome 3.3 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 3:

0 / 5

CLAIMS & ARGUMENTATION: The analysis involves scrutiny and examination of evidence and assumptions in support of the argument.

EXCEPTIONAL (5)	Outcome 3.4 - Exceptional
SKILLED (4)	Outcome 3.4 - Skilled
PROFICIENT (3)	Outcome 3.4 - Proficient
DEVELOPING (2)	Outcome 3.4 - Developing
INADEQUATE (1)	Outcome 3.4 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 4:

0 / 5

REVISING, EDITING & PROOFREADING: Errors of grammar, punctuation, and mechanics do not interfere with reading and understanding the writing.

EXCEPTIONAL (5)	Outcome 4.1 - Exceptional
SKILLED (4)	Outcome 4.1 - Skilled

PROFICIENT (3)	Outcome 4.1 - Proficient
DEVELOPING (2)	Outcome 4.1 - Developing
INADEQUATE (1)	Outcome 4.1 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 4:

0 / 5

REVISING, EDITING & PROOFREADING: Careful editing is evident, and writing is constructed carefully at the word and sentence levels.

EXCEPTIONAL (5)	Outcome 4.2 - Exceptional
SKILLED (4)	Outcome 4.2 - Skilled
PROFICIENT (3)	Outcome 4.2 - Proficient
DEVELOPING (2)	Outcome 4.2 - Developing
INADEQUATE (1)	Outcome 4.2 - Inadequate
NOT APPLICABLE (0)	N/A

OUTCOME 4:

0 / 5

REVISING, EDITING & PROOFREADING: MLA Citations are used and formatted correctly.

EXCEPTIONAL (5)	MLA Citations included and formatted correctly.
SKILLED (0)	N/A
PROFICIENT (0)	N/A
DEVELOPING (0)	N/A
INADEQUATE (0)	MLA Citations either absent or formatted incorrectly.
NOT APPLICABLE	N/A

(0)