Laksh Kumar

R11918423

ENGL-1301-030

Project 4

**Statement of Goals and Choices**

**Purpose:**

Investigating how students’ lives change when they come to college. What challenges they face and how they solve them.

**Audience:**

It can be helpful for high school students, especially seniors in preparing for college life and how to deal with the changes. It also includes college authorities so they can make this transition easier for students so they can focus more on their studies.

**Writer’s Memo:**

I chose this topic because it addresses a significant and transformative period in people’s lives. The transition from high school to college is a pivotal moment marked by newfound independence, diverse experiences, and academic challenges. Exploring this topic allows for a comprehensive examination of the various aspects of students' lives, including academic, social, and personal dimensions. I am a freshman, so I also went through this change recently, and I was curious about how others look on this change. Also, this is a very broad question, so I can get far more responders and far more content per responder. This made it easier for me to find people to ask questions and easier for them to answer the questions. I was thinking of researching about my dorm at first but that was not a very broad question as this one is.

I only investigated my freshmen friends since I could have more relate to them. Focusing on this group made sense to me because we share similar backgrounds and challenges. The unique thing about them is that they went through high school dealing with the pandemic's impact, which meant a lot of their classes were online. Unlike students in the past, their high school experience was all about virtual learning and dealing with the uncertainties of the pandemic. Now, as they start college, it's a massive change. I also included a couple of international students because they go through even more changes in this process. Overall, my interest in their experiences is about capturing how they handle this shift and how they adapt to the differences between high school and college life.

I chose making website, which I made from scratch using the languages (HTML, CSS, and JavaScript), because I have always been keen in web-development and by doing this, I could not only complete my project, but also practice coding skills. Beyond just completing the project, the website stands out as a valuable addition to my portfolio as a developer. A good portfolio is like a showcase of skills, and this project contributes to demonstrating my abilities in web development. Also, I considered it a unique idea because not everyone might choose to delve into coding for their project. It felt like a distinctive way to approach the assignment, bringing a creative and technical element together. In the domain of the Project 4, this website presents a visual and interactive medium to convey ideas. It's not just about words on a page; it's about creating an experience that engages the audience.

First, I recorded my discussions with the students about the primary question. Then, I made a webpage, with audio files attached to it. To keep things interactive, I linked each audio file separately to its corresponding text. This way, the project became more engaging for anyone checking it out. For a personal touch, I recorded myself reading the introduction and conclusion. It just felt more natural to have my own voice in there. One thing to note is that I didn't record the conclusion for each discussion. So, I went back, recorded it separately, and then merged it with the earlier audio files to keep everything cohesive. This approach not only allowed me to document our conversations but also to present them in a way that's accessible and relatable. The mix of recorded discussions, personal voiceovers, and the interactive webpage creates a dynamic project that captures both the content and the human touch behind it.

Now, Let’s talk about some of the rhetoric choices I have made while making this project. I have used a vivid and relatable language in some places, such as describing college as "stepping into a world of new experiences," in order to create an immediate connection with the reader, enhancing the engagement with the subject matter. The organization of the text into sections, each dedicated to a specific student, aids in clarity and enables readers to navigate distinct perspectives seamlessly. Additionally, the decision to structure the piece with an introductory overview, individual interviews, and a concluding reflection enhances the organization and coherence of the narrative, guiding the reader through a comprehensive exploration of the chosen topic. Furthermore, the inclusion of diverse experiences, challenges, and backgrounds contributes to a well-rounded and nuanced portrayal of the college journey, appealing to a broader audience and facilitating a more comprehensive understanding of this transitional period. Overall, these rhetorical choices create a narrative that is both engaging and informative, capturing the nuances of the college experience through the lens of individual stories.