September 21, 2023

Dear Instructor Austin,

As project 1 is reaching its sunset it is important to reflect upon the aspects of the project. I was surprisingly pleased at how rewarding the project had on me. I had learned a ton about what makes me adept at reading and writing. Thanks to an education which served as a role model for literacy skills and my motivation to apply it every day, has both helped me develop and maintain the skills necessary to wisely decipher what I’m absorbing. I saw how much of an impact these skills have been in their use for protecting me from misunderstandings, negatively persuasive text, tunnel reading, etc. A combination of my past experiences has physically altered how my brain perceives and interprets text such that I can equally produce well formatted, detailed, and clear writings of my own. The main takeaway from learning about these skills is the circumstances that have produced them. No matter how uncomfortable a reading task may be (Archaic language like Shakespeare, emotionally heavy books like Night by Elie Wiesel, books from the past that may not adhere to modern morals, etc.) if never read will never broaden the scope of the information digested and hence create a closed minded individual. These events critically structure your identity to be more tolerant, aware of what is happening, and able to think for oneself, all of which make you easier to work with other people. For instance, the job world is becoming much more diverse and there is a high demand for culturally tolerant people, usually a skill gained from learning/reading about other cultures.

While working through the project all was going smoothly until I hit my negative literacy experience. I had to skip this section and complete my last neutral experience before coming back to this one. When I sat down, I had to dig through my memories and pick out the beneficial aspects about this experience, truthfully at the time I didn’t think these exercises were much of an impact on the way I interpreted text, especially when the majority of text I read nowadays is modernized. After brainstorming for a bit and “experiencing” the experience again, by reading the play and trying to interpret what is said, I was able to strategically analyze the benefits I had gained from those classes long ago. This way I was able to write equally weighted arguments for all three of my experiences, regardless of my personal views. If I had to do the project over again, I would do it the same, however I may spend more time on this section because of how important it is to express how all skills are equally weighted in their role in shaping identity.

I’ve noticed some course outcomes that have been applied during this project. The writing processes outcome was use a lot in the paper from the brainstorming in my notebook, writing up a systematic outline, drafting and editing, and reviewing for clarity. This outcome has been demonstrated in this project and has been a major help in structuring my paper before the bulk of the writing making it easy to fill in the slots. Reflective practice has been used several times with class activities such as peer reviewing thesis statements and a teacher review of the strengths and weaknesses of drafts. This has helped me broaden my scope if needed, add missing details that may be exclusive to me when I read my papers, catch errors that I may overlook, as well as create a text for the reader. This process has allowed my paper to be more appealing and clear such that my points match what my readers are thinking. One very small outcome that was demonstrated was multimodal transformation. This was practiced when I included the image of Shakespeare Romeo and Juliet Act 2 Scene 6 which in this case is how others perceived the play. This is critical information to shaping how we see and read the original text or how we hear the play orally. As of currently, no course outcome seems confusing or unclear.

Overall, the class has been very pleasant and has surprised me with how interactive the writing process is with the class. Traditionally, in my past English courses, I would be given a paper/prompt/deadline and would be tasked with managing my own writing plan. In this class I get step by step assistance which has overall allowed my paper to become exceptional thanks to all the class activities. I personally write journals every day and have recently reached a milestone of just over +100 000 words, this class will definitely help me with my high-volume writing. As for one thing I would change about the class, I would like a bit more group work at our tables as a method of increasing the quality of our writing. As of right now the class is doing exceptionally well and this suggestion may already be fulfilled when working on later projects. Thank you for an inspiring first project!

Sincerely,

Nathan Fikes