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ENGL 1105 - First Year Writing

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**Half Draft Project 1**

As a literal-minded reader, I may miss meanings in literary techniques designed to relay information or morals through creative word choice. Informational literary techniques are easier for me to absorb. For instance, most mathematical textbooks contain very strictly worded definitions, extremely professional sentences that describe figures, and are written like reference material. The very constrained text common in informational literacy allow no room for unique interpretations, which keeps me focused and allows me to pick up the meaning quickly. Truthfully, all literary techniques, regardless of their comprehensive difficulty, have had a profound impact on how I interpret future texts and create my own. Experiences I’ve had in the past directly influence my ability to efficiently break down large texts, carefully construct the author’s true meaning, and read for precision, all of which help me carefully adapt for new literary encounters. Literacy is the main driver of decision making. Allowing these tools to assist me while interpreting texts can help me convey insider information strongly and influence others for the better. Techniques gathered from a broad scope also protect me from potentially unhealthy literacy such as slander, false solutions, and one-sided-stories.

I was enrolled in an AP Chemistry course in high school which tasked the students to write weekly outlines from a college level textbook. This was excellent practice to improve my ability to efficiently break down large texts. For these weekly projects I was expected to write several pages briefing the topic explained in a chapter. Due to the size of the textbook, I couldn’t simply write an abstract on what I read. I chose to use an outline approach to break down the text into manageable components. This strategy contains 3 important sections which are applied while reading; vocabulary, summary, interpretation. The vocabulary section is an ordered list of important words I find in the chapter and later reread and define. The summary section includes individual summaries of important topics read in the chapter. Lastly the interpretation section is meant to “reteach to an unfamiliar audience” the topic in my own words after reading. Chemistry textbooks also follow a similar format where they systematically follow a specific order: preface, topic, equations, explanations, demonstrations, and applications. Due to the format of the chapters in our chemistry textbooks, it was very easy to employ the outline strategy and it greatly benefitted me as well. After writing these summaries I was better able to: recall facts and nuances from the text, understand oral lectures better, including the ability to assist in lab work. This strategy also improved my own lab reports as I could employ the knowledge I’ve gained from my outline strategy to enrich my report’s detail. This experience has led me to fully enjoy a course as difficult as Chemistry especially allowing me to enjoy and absorb the large texts presented in chemistry textbooks. It has also improved my writing in my reports and notes during lectures as well as helped me develop a strategy I can extrapolate to other fields of study. I’ve successfully applied this strategy to courses such as Calculus and Physics which both have a similar structure in their respective textbooks. This literary experience has given me the opportunity to produce a viable approach to large texts which I can extend to many different scenarios.

English classes commonly challenge their students by presenting a piece of text that is unfamiliar in the common era. For my class we were tasked with reading Shakespeare’s Romeo and Juliet. As a text that heavily relies on archaic figurative language, it was rather difficult to pinpoint the author’s meaning or purpose. Despite the difficulty of interpreting this text, the class as a helpful space to develop a strategy to tackle the text, has greatly improved my ability to carefully break down the author’s meaning. With the help of peers and the teacher I was able to find a reading strategy that greatly helped me interpret these texts. This strategy involves breaking down the text and identifying textual evidence, then I can compare with outside sources to make an educated inference. By employing a strategy that uses many different perspectives I can understand sections of the text which better my understanding. For instance: [Find some text in the literature] [Explain how comparing with outside sources can help understand the phrases better, also include how in text evidence can guide you to meaning.]

Body 3

Conclusion

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**Outline: Project 1 Literacy Narrative**

Introduction –

* Hook: As a literal-minded reader, I may miss meanings in literary techniques designed to relay information or morals through creative word choice.
* Positive hook “reel in”: Informational literary techniques are easier for me to absorb. For instance, most mathematical textbooks contain very strictly worded definitions, extremely professional sentences that describe figures, and are written like reference material. The very constrained text in lots of informational literacy allow no room for unique interpretations. (News can also have this structure)
* Thesis: Truthfully, all literary techniques, regardless of their comprehensive difficulty, have had a profound impact on how I interpret future texts and create my own. Experiences I’ve had in the past directly influence my ability to efficiently break down large texts, carefully construct the author’s true meaning, and read for precision, all of which help me carefully adapt for new literary encounters.
* Thesis support: Literacy is the main driver of decision making. Allowing these tools to assist me while interpreting texts can help me convey insider information strongly and influence others for the better. Techniques gathered from a broad scope also protect me from potentially unhealthy literacy such as slander, false solutions, and one-sided-stories.
* Background (Included but not exactly like this): I am a literal reader which often means I misunderstand meanings behind texts that disguise true meaning behind elegance. This directly correlates to what I have identified as a negative positive and neutral experience.
* Preview:
  + Positive Experience: Chemistry Textbook in high school chemistry.
  + Negative Experience: Beowulf high school English reading.
  + Neutral Experience: Programming Oracles/Databases, reading examples.

Body 1 - Chemistry Textbook high school Chemistry with outline assignments

Comment on half draft: Body 1:

- Topic: Large text breakdown.

- Description: Systematic Approach.

- Effect: Improve Understanding, writing, assistance from flexibility, memory.

- Impact: Extrapolation to other fields.

Topic Sentence: In high school I was tasked with both reading a college level textbook and writing outlines on each chapter. This was excellent practice to improve my ability to efficiently break down large texts.

Description: Employing a systematic outline approach to tackle the large text.

Effect:

Impact (relates back to Thesis): Benefits to other classes like Calculus and Physics as well as the flexibility to be employed to other large texts.

Body 2 - Shakespeare high school English reading and interpreting

Comment on half draft: Body 2:

- Topic: Figurative text interpretation.

- Description: Text evidence and outside sourcing.

- Effect: Improving inference and justifies educated guessing for meaning, improves ability to read without confirmation bias.

- Impact: Role it plays in Language study, proper modern text interpretation, using outside perspectives to deduce meaning.

Topic Sentence: A high school English class had me read and interpret sections of ~~Beowulf which was a poem written in 700 CE~~ Change: Shakespeare Romeo and Juliet. Despite the difficulty of interpreting figurative language and unfamiliar words, this improved my ability to carefully break down the author’s meaning.

Description: by breaking down all the textual evidence, as well as outside sources, to make an educated inference can help guide you to the hidden meanings.

Effect:

Impact (relates back to Thesis): Not just apply text based evidence to uncover meaning in figurative language heavy plays but also help in Language studies, writing with sufficient detail, interpreting more modern texts properly.

Body 3 - Programming Oracles, Databases, Forums, Documentation, Structure.

Topic Sentence: Throughout college my Mechanical Engineering career has involved a heavy amount of programming which involves using function documentation. Using these materials frequently has improved my ability to read for precision.

Description: Self-taught code is a common practice when exploring new tools to tackle complex problems. This means looking up documentation on functions used in various programs. Sentences are of the informational type acting as a reference material rather than telling a story.

Effect:

Impact (relates back to Thesis): Not glossing over details/skimming and use of commenting in code to explain details from texts helps, avoid misunderstanding by reading with a lack of detail/include details in writing that avoid misunderstandings, the ability to understand complex topics in papers, avoiding filtering when reading, etc.

Conclusion structure plan:

* Restate Thesis:
* Use Impact sections to hold up thesis.
* Wrap up without introducing new information.
* Memorable closing statements.