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Self-Reflection Essay

Looking back from the past half a year, I would say that ninety-five percent of my formal writing is for school. Now, this would make sense because I do not have a full-time job, so I would not be writing business letters and emails to my colleagues. I learned about as much that I would expect from ENGL 1A, and I am happy that the tools that I have learned will be something that I will use a lot. I covered this in my Literacy Narrative assignment, but from my four past years of high school, I felt like I wasn't going to use much of what I learned besides using it for my college writing assignments. However, the ENGL 1A assignments that I've done allowed me to learn a lot more, which made me enjoy the class more.

The first major assignment that the class and I did for the class was a media research paper. What made this assignment so much more different from all the assignments that I've done in the past was that this paper can be about any topic I want as long as it pertains to media. In my eyes, this paper was really flexible, and it allowed me to write about a topic that I really enjoyed. During my time in high school, my essays were only one type: argumentative essays about a book or article. I never liked writing essays, but the media essay was the first essay that I actually enjoyed writing about. Additionally, because I picked such a niche topic, my evidence was difficult to get. So, I would have to figure out the right prompt that can work with all of the evidence I have collected, while also creating a thesis statement for that prompt. Even though my high school and middle school teachers allowed us to create our own prompts, I never found a reason to since they give them for the class. This assignment really had me to problem solve, which I thought that I would never do in a first-year writing course.

The textbook that the class and I read, *On Writing Well: The Classic Guide to Writing Nonfiction*, written by William Zinsser, covers everything there to how to apply all of the "do's and don'ts" of writing. One of his chapters that I think back a lot would be Chapter 2: "Clutter." Articulating one's thoughts into a sentence, especially from another person, is really hard for me. But, this chapter was an eye opener for me. In a lot of my previous writing, I always strived to make my sentences complex or compound. Additionally, I never liked using the same word twice in one sentence or the sentence after that. However, this chapter talked about simplifying and dumbing down sentences; there is no need to add extra words, let alone extra sentences explaining the same thing. After figuring that out, writing had a lot more flow for me.

I believe that all the GELOs were outcomes that were already taught in high school. Rather, these are outcomes that supposed to be strengthened after completing ENGL 1A, which in my case, definitely did.