**Introduction**

Welcome to my English 131 portfolio!

Please let me introduce myself before beginning this journey. My name is Yuqing Xia, which means “sunshine after a rainy day”, which fits me really well because I am an outgoing and positive person. I started to learn English when I was seven years old. However, not until 9th grade did I get a chance to come to an English speaking environment to practice English with native speakers. While I feel nervous to talk to other people, I found writing to be even more difficult. During my high school life, I could barely finish an essay on my own because I had to ask teachers or classmates for help to come up with ideas of how to write a good essay. Although I did learn about the foundation of different kinds of writing techniques and rhetorical devices, the knowledge I gained was limited and superficial.

I can still recall the first day I came to English 131—my college writing class. Because I didn’t get to practice writing in my high school, I felt extremely difficult even writing an in-class assignment. As a poor writer, it was hard for me to quickly catch the key words in the prompt and grasp the meaning of them. Furthermore, I couldn’t put my thoughts into words and sentences to make an essay that has good flows, transitions and all that. Having all those problems when I entered this class, I felt thankful to me a good professor who really encouraged me by giving me little extra time after class to work on the writing and was even willing to spend extra time reading my essay and discussing the organization of the essay with me.

Undeniably, the only reason I took this class in the beginning was that this class is a prerequisite for freshman. However, wonderful experiences often come from unexpected things. English 131 changed the way I look at writing and I would like to list the things I learned from this course that made me feel confident in writing.

1. It taught me to how to start from a line of inquiry to develop thesis statement, gather various resources and analyze and use them appropriately to support my writing goal.
2. Haven’t thought about defining my audience, I was surprised to learn that we should employ different style and tone for different writing genres targeting different audience.
3. I learned how to write a complex claim from a simple opinion, which consists of five big parts—claim, evidence, counterargument, stakes, and roadmap.
4. Last but not least, Professor Mills gave me a lot of comments on how to revise and improve my essay. Thus, I learned how to incorporate others’ feedbacks to improve my essay.

The purpose of this portfolio is just to show how I improved myself and targeted these outcomes, and I picked MP1, MP2, SA2 to demonstrate what I truly learned from this class. In conclusion, I will keep improving my writing by practicing more and reading more book, and my writing goals in the future are to become a more skillful writer, a more creative thinker, and a better student overall.

**Outcome 1**

Outcome 1 in English 131 course sequences requires us to demonstrate an understanding of the strategies that authors use in different writing contexts and eventually learn how to utilize those techniques within our own essay. This skill is very important because it helps the authors more effectively convey the purpose of their writings to meet the audience’s expectations and allows the readers to connect with the authors. It requires me to think about the following questions prior to writing. What am I going to write and who will my audiences be? What style is considered appropriate for my genre and audiences? What writing techniques should I apply to make my texts effective and persuasive? Therefore, I think my Major paper #1, which is a technical writing about how the human eye works, is a great example of the first outcome. And I will pinpoint how this paper exemplifies each sub-points of the outcome 1 with detailed explanations below.

**1.1 The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.**

Since my Major paper #1 is an academic writing and its main goal is to teach and explain, it would be better to use a neutral tone without any bias with a formal writing style. For example, I straight-forwardly start off by saying “The human eye is a sensory organ of the human body which reacts to both light and pressure... The rods and cones located in the retina region of the human eye are responsible for differentiation of almost 10 million colors that can be perceived by the human eye. Besides the human eye have ganglion cells in the retina. The ganglion cells are a group of non-image-forming cells despite their photosensitivity found in the iris and hence help in the adjustment of the pupil depending on the amount of light in the environment to allow for the proper formation of cells.” I used an objective tone to introduce different structures in the human eyes and what their functions are, which I think added more credibility to this essay and meet the demands of an academic writing. I used a formal way throughout the paper, which is a great rhetorical strategy in this kind of genre as well.

**1.2 The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.**

In 1.3, I showcased how within the English 131 course, I am able to recognize my audience (people who seek to learn stuff) and target to certain audience with appropriate writing structure and tone. Now in addition to the MP #1, I would like to use another example as a supplement to show how I fulfill this outcome outside the university classroom. The example will be an email I sent to my instructor about the issue of my polling devices during the class. The audience of my email was the instructor of my Biology 200 class and the main purpose of that email was to tell my teacher that my polling devices was malfunctioned and to explain that I was actually in that class on that day. (We use polling to take attendance). So the style and tone had to be respectful and apologetic. As a result, I used words such as “I am very sorry” and “Once again, I am sorry for the malfunction”. In addition, I wanted to prove to my instructor that I did attend the class on the day, so I attached the email with a picture I took during the lecture, which added more credibility to the email.

**1.3 The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.**

To write an effective paper, the author should understand who are its audiences and includes strategic rhetorical techniques to tailor those audiences. In my MP #1, I clearly understand my audiences will be people who want to really learn stuff from my paper, so I made the content and the structure of my paper clear and cohesive. For example, I put many subtitles in my writing such as “**introduction”, “the process of vision by the human eye”, “adaptation of human eye to the vision”, and “defects of the human eye”** to break down large pieces of information into different sections so that my audience can easily understand the organization of the whole essay and the main points of each sections. Furthermore, the figures I used when introducing the general idea of how each part of the human eye receive and adjust the light also help the audience easily understand everything. Also, in order to explain the complexity of the human eye and teach my audience, it is necessary to use a formal writing format to add more credibility to the article. Just as I stated “Dust particles, in particular, are the most trapped objects that miss the action of the eyelids but are eventually stopped by the cornea. During the Rapid Eye Movement (REM) sleep, the movement of the eyeball alongside the lubrication from the glands that produce tears, the eye cleans the surface of the cornea and the accumulated dust and any other foreign particles are pushed out through the edges of the human eye. The above phenomenon explains the occurrence of the whitish substance at the edges of the eye when one wakes up from sleep.”, the overall neutral tone without any personal emotions also demonstrates that I understand that my audience is trying to learn rather than knowing about how I think about certain concepts.

**1.4 The writer articulates and assesses the effects of his or her writing choices.**

I understand how different writing choices affect my Major paper #1. It is best demonstrated in the self-review of MP#1, in which I reflect and explain the rhetorical choices used. This self-review is essentially a writing on another writing, which gives me the opportunity to analyze my writing choices. For example, I write, “When I describe how pattern of letters is associated with photons and trigger electrical signals, I make a good transition from introducing the academic term of neurons to describing what happen in our daily life so that we can easily make connections between those ideas and our real life behavior, which create coherence.”. By stating this, I showed that I understand the clear structure and transition I used added more coherence to my writing. Also, I analyzed the tone I used by saying “I decided to use an overall neutral tone, because I am simply doing research on how our human eye works and put all the lights we received together.” It also demonstrates that I understand the effect of an objective tone in an academic writing.

**Outcome 2**

Haven’t really learned how to analyze the resources before taking a college writing class, I was basically summarizing everything I looked up online. The second outcome requires us to perform rhetorical analysis of the resources related to our chosen topic and incorporate multiple reliable evidences to support our goal of writing. It is a useful and important skill because having a thorough understand of the contexts and knowing how to synthesize them and generate writing help people develop comprehending skills both inside and outside the classroom. I believe my SA2, in which I analyze and compare different rhetorical choices made by different authors in the articles “The Psychodynamic Perspective” and “A Way of Being” to support my goal of writing—explain how people develop distinctive personalities from different perspectives.

**2.1 The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.**

Without understanding what the text says, I can easily miss out the meaningful concepts presented in the text and feel difficult to compare and contrast the nuance from different texts. In my SA2, it is important to cross-examine resources to have a better understanding of how they contrast to each other. The introduction in the first paragraph demonstrates my understanding and examination of the course texts by explaining Robert F. Bornstein’s psychodynamic theory about personality development— “…personality development depends on people’s early life experiences and the way people cope with lives in the future relies on how they were raised.” I also give my analysis of Carl Rogers’ humanistic theory by saying “[Carl] emphasizes that personality can and do change. He also believes that people are born with the potential to grow”. I can confident that these sentences can demonstrate my fulfillment of this sub-point.

**2.2 Course texts are used in strategic, focused way (summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.**

If the main focus of outcome 2.1 is comprehension, then the focus of outcome 2.2 will be application. Instead of simply understanding the course texts, it is more important to know how to use them in a strategic manner in order to achieve my writing goals. In the second and third paragraph, I show my ability of summarizing and re-contextualizing the ideas from a psychodynamic psychologist and humanistic psychologist. I combine Robert’s idea into one sentence by saying that “The main focus of the article “The Psychodynamic Perspective” by Robert is to address Sigmund Freud’s psychodynamic theory, which explains personality in terms of the unconscious psychological processes and contends that childhood experiences are crucial in shaping adult personality.” Also, I conclude Carl Roger’s humanistic point of view by directly citing the sentence in his article— “It (The world) will explore and develop the richness and capacities of the human and spirit. It will produce individuals who are more integrated and whole” and make inference about this argument by saying “personality development, as far as Carl was concerned, is influenced by a person’s competency and potential, as opposed to flaws and past traumas and failures.” The strategic ways to fit the course texts into my writing can be demonstrated by the examples above.

**2.3 The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.**

To write intertextually means to shape the meaning of one text by another text and have conversation between two texts. I demonstrate the conversation between “The Psychodynamic Perspective” and “A Way of Being” by saying that they both have strong evidence based on experimental data to support their competing point of views of how people develop different personalities. The meaning of “The Psychodynamic Perspective” is that “childhood experiences are crucial in shaping adult personality”, while the meaning of “A Way of Being” is that “it(personality) is continuously being shaped throughout a person’s life…is influenced by a person’s competency and potential, as opposed to flaws and past traumas and failures.”. I point out that Psychodynamic theory shapes that meaning of humanistic theory by saying that the pessimistic personality development focusing on past trauma triggers the exploration of a more optimistic personality development. Furthermore, the fourth paragraph can best demonstrate that I understand the relationships between others’ ideas and mine as I perform a rhetorical analysis and compare whose argument is more effective by expressing their significance. In doing so, I include all the important information presented in the original texts and rephrase them in my own language to make it easier to understand.

**2.4 The writer is able to utilize multiple kinds of evidence gathered from various sources (Primary and secondary--library researches, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.**

Being able to find different evidence from various resources is indispensable in English composition. Having diverse types of sources shows how much researches and preparations the writers do and how much they know about what they are talking about. In my short assignment 2, I first thought of this interesting topic because I was learning about personality development in my Psych101 class at that time. Thus, the course I was taking becomes the resource that initiate this writing. Then I gather evidence from my psychology book and re-contextualize them. For example, I rephrase the idea of psychodynamic theory in my own words by saying that “personality development depends on people’s early life experiences and the way people cope with lives in the future relies on how they were raised” to make the introduction. Moreover, I use multiple quotations from Carl Ransom Rogers’ book that is found in the library. For example, I include the sentence “we want to feel, experience and behave in ways which are consistent with our self-image and which reflect what we would like to be like, our ideal-self” to support Roger’s point of view in personality development. By combining All kinds of the evidence from course reading, online research and library research and fitting them into my writing, I manage to look at my topic from different perspectives and achieve my writing goals. My ability to utilize evidence from different resources can be demonstrated by all kinds of citation I put in my SA2.

**2.5 The writing demonstrates responsible use of the MLA or APA sources.**

It is important to know how to use MLA or APA sources correctly so that we can write papers in an academic and scholarly manner. This outcome really helps me develop a citation skill that benefits me in any field because all academic works require me to gives others credit for their hard work. In the last page of SA2, I clearly cited the resources in MLA citation form as following:

Robert Bornstein. “The Psychodynamic Perspective”. *Noba*. 2017<http://nobaproject.com/modules/the-psychodynamic-perspective>. Accessed on 14 April. 2017

Carl Ransom Rogers. “A way of Being”. *Houghton-Mifflin*, 1980.

<https://books.google.com/books?id=ymS0e1jZmtMC&pg=PA357&lpg=PA357&dq=%22A+Test+of+Personality+Adjustment.%22+New+York:+Association+Press,+1931.&source=bl&ots=5OtykWR2SR&sig=GeeL-dod3cOrs7y_yAGe-52D6cs&hl=en&sa=X&ved=0ahUKEwjfrPSsiqXTAhVT1WMKHRCKBtEQ6AEIJzAB#v=onepage&q=%22A%20Test%20of%20Personality%20Adjustment.%22%20New%20York%3A%20Association%20Press%2C%201931.&f=false>. Accessed on 14 April. 2017

In order to distinguish my own ideas from other people’s idea as well as to validate my writing, proper MLA citation is very necessary. And I am confident that I demonstrate my ability to responsibly use all kinds of resources.

**Outcome3**

Outcome 3 requires students to be able to a formulate an effective and arguable thesis that matters in academic contexts. This skill is important in any field because knowing how to produce complex, and analytic arguments is extremely helpful in persuading the audience and conveying the central idea. To me, outcome 3 provides a step-by-step guideline as the development of my argument expands from a simple line of inquiry to a specific and complex claim. By adding analytical evidence, acknowledging the counterarguments, and providing an explanation of the stakes, I manage to organize and develop my arguments into a well-structured and persuasive paper. I believe that Major paper #2 can demonstrates my fulfillment of important elements that are introduced in outcome 3.

**3.1 The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.**

          The main claim of my argumentative research paper is that “in order to avoid the negative impacts like life quality problem and health care problem coming from the wage inequality, it is very necessary to minimize the wage gap so that it won’t cause social tension”. To establish a convincing argument, I need to first have a persuasive complex claim, which is based on the “Big Five” that was taught by Professor Mills. This bullet point (a claim that emerges from a line of inquiry) can be demonstrated by how I introduce the background of our social tension and then lead to a specific problem that cause this social conflict. For example, I first provide evidence to support my claim by introducing the “stratification of social and economic classes that leads to a huge wage gap” and include an example of McDonald’s as an evidence of the wage gap by saying “For example, a McDonald’s cashier’s wage is close to the minimum wage, while the CEO of the company, makes millions of dollars.”  At the beginning, everything starts from a simple complaint —people are divided into different social classes based on how much money they earn. Then I narrow down my topic to analyze the cause of such stratification of social classes by pointing out that the large wage gap is the main cause and should be avoided. The evidence above demonstrates my ability to form an appropriate complex argument from a line of inquiry.

**3.2 The stakes of the argument, why what is being argued matters, are articulated and persuasive.**

          While reading my paper, the audience may ask “why should I care?” or “why does his arguments have anything to do with me?” Thus, only through articulating the importance of my argument can the audience be persuaded, influenced, or touched. For example, in the first paragraph of my MP#2 where I demonstrate my complex claim, I explain why people should be aware of the effects of wage gap by arguing that minimizing the wage gap can “avoid the negative impacts like life quality problem and health care problem coming from the wage inequality”. Furthermore, I talk explicitly about the importance of my argument in the end by saying “I think it is very necessary to minimize the wage gap so that it won’t cause social tension because in an ideal world, the resources allocations (in terms of financial means and such) should be reasonable and based on one’s talents, ability and potential contribution to the economy.” To explain why it is important to keep an eye on this issue. In my paper, I must assume that the audience cares about the current issue of the large wage gap and realizing how it will affect not only individuals but also the society as a whole is the stake that I use.

**3.3 The argument involves analysis, which is the close scrutiny and examination of evidence and assumption in support of a larger set of ideas.**

          To effectively use my evidence, we have to understand that analyzing evidence and assumptions go beyond the process of restating and summarizing, but rather to scrutinize and examine them. I demonstrate my fulfillment of this bullet point as I provide and analyze the evidence throughout my Major paper #2. For example, while introducing Karl Marx’s idea from Economic and Philosophic Manuscripts of 1844, I carefully examine his idea and find it very powerful in supporting my claim. I understand that people are often divided into “property owners” and “property-less workers” based on how much money they earn and explain that “alienation” (which is defined in my paper in details) is largely due to the wage gap. I made a conclusion after examining the evidence (alienation) by saying that “the wage gap enables property owners have much higher wages, and they tend to think they have more privileges than workers and want to create more money. Thus a problem called “alienation” was created.” This part can demonstrate my understanding of how the social conflicts are created and how they can be avoided. In order to reinforce my claim that the wage gap should be minimized, I pick the evidence that “if we don’t have so great a wage gap, it is less likely that…the poor are just staying poor just because rich people have overwhelming power on the poor.” Overall, it is important to be able to examine different resources because it strengthen your argument.

**3.4 The argument is persuasive, taking into consideration counter-claims and multiple points of view as it generates its own perspective and position.**

           I understand that a good and persuasive argumentative paper should address both my own arguments and the counterarguments to prove why my claim is still important. It is important to include counterarguments because multiple points of view can actually strengthen my argument and build my credibility as a knowledgeable writer. In my major paper 2, I acknowledge that Apple company is very successful even though it also has large wage gap by pointing out “Some people may use the successful experiment of the Apple company as an example to argue that the wage gap actually enables the lower-class workers to work harder for promotion and strive hard to make lives for themselves, and thus lead to the overall high productivity and creativity in the whole company.” By bringing audiences to a larger conversation, I keep building my ethos along the way. I respond to the counterarguments with appropriate and persuasive explanations as well, which I think can furthermore demonstrate the importance of my complex claim and also show the audience that I accept and respect every points of view.

**3.5 The argument utilizes a clear organizational strategy and effective transitions that develops its line of inquiry.**

          A good organization and transition throughout the writing are key steps that make the argument even more effective. In my Major paper #2, the first paragraph plays a role of a hook as I introduce the background of the “stratification of social classes” as an evidence that is caused by the wage gap and why this problem should be taken into consideration, which is the stakes. It is also where I give my claim. In the second paragraph I identify the issues and furthermore articulate the stakes of my argument. At the meantime, I examine Karl Marx’s “Economic and Philosophic Manuscripts of 1844” and make analysis of how the wage gap affect the whole society. In the following several paragraphs, I discuss more existing problems by including examples of “data from University of California –Berkeley survey”, “Hermes”, and “Apple company”. I deliberately put the counterargument in the end along with the example of Apple company just to show that my main focus is still my complex claim since I used most of my words arguing about that. However, I still acknowledge different points of view but refute them with more detailed reasoning by saying “However, they failed to realized that the achievement Apple made is not necessary due to the wage gap, but due to the worker’s extraordinary talents. Workers strive so hard to produce and innovate all kinds of new products not simply because the wage gap promote them, but because they have the enthusiasm to show their abilities and working capacities that are often ignored by other people.” I reinforce my main idea in the conclusion and point out a solution that can be made to relieve the social tension caused by the wage gap. Overall I think my organization is very clear with the help of my Professor because she went through the whole structure of the essay with me. (Thank you Professor Mills!)

Outcome 3 is sort of an extension of the previous two outcomes in my opinion. After appropriately determining what tone and structure is suitable to which groups of people, we manage to synthesize evidence from different resources and then develop an argumentative research paper. I learned a lot from the outcome 3 because it improved my writing in persuasion by guiding me to make a complex claim and convince the readers of my stand point of the argument.

**Outcome 4**

Outcome 4 requires us to revise and improve the writing. It is necessary to have this skill because whether or not we have a perfect flow and organization in your essay affects how the audience receives our writing. Mistakes like grammar, spelling and punctuation does affect our credibility as a writer and how the readers understand the purpose of the writing. Indeed, the ability to continuously edit our work can be a useful tool that not only benefits us in an English writing class, but also in our future writing such as application letters for a job, lab reports, or proposals to a manager. To fulfill this outcome, I believe my Major paper #2, which is an argumentative research paper about minimizing the wage gap, can be a good demonstration of how I manage to revise my paper based on teacher’s comments and peer reviews from my classmates.

**4.1 The writing demonstrates substantial and successful revision.**

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**4.2 The writing response to substantial issues raised by instructor and peers.**

I would like to talk about the first and second bullet of this outcome together since they are all about the ability to make substantial revision in response to substantial issues raised by other people. There is no doubt that revising the paper based on feedbacks can greatly improve the content of my writings because sometimes it is hard for us to find out our own problem. And I demonstrate this ability in the following examples in my MP2:

-Targeting to my introduction in the beginning, my instructor gave me suggestions that I should provide a more logical reasoning that explain how the wage gap is created by our social conflicts. In my first draft, I started off by saying “In our society, many people are defined by their occupations, and because of the stratification of social and economic classes, they have conflicts.” It was very vague and the correlation between stratification of social classes and wage gap is not explained clearly. Thus, I did more research about how the wage gap is created and revised my paper by providing more reasonable explanations and better transitions between sentence to sentence. In my revised version, I said “Due to the fact that property-owners have far more power in the working place, many companies fail to address unfair or haphazard pay practices, have employers bias and old stereotypes toward women or immigrant workers and make them become lower-class workers, which leads to a huge wage gap.”

-In the second paragraph where I introduced “alienation”, a problem that further causes the wage gap, I gave lengthy explanations about it. However, the feedback comment was that it is unnecessary to include so many details in this part and Professor Mills made a really good summary of all the points I listed. Thus, I changed the whole detailed explanation (approximately 200 words) into one sentence— “This problem includes alienation from products that the worker produces, alienation from the process of labor, and alienation from the human species interaction.” And I found the structure of the whole paragraph to be more clear and straightforward.

-In the third paragraph where I argue that lower-class workers can’t even achieve their basic needs. Professor Mills suggested me to provide more hard evidence to add credibility. Thus, I did some research and summarized the evidence by saying “Federal poverty guidelines state that a family of four is considered to be living in poverty if their household income is #23,283 or less, not including government benefits such as the Supplemental Nutrition Assistance Program. However, studies have shown that approximately 46 million people live in poverty across the united states. It is simply unfair that they cannot even achieve the very basic needs for living.”

-During my peer review, my classmates told me that the whole organization of the writing should be more coherent to be persuasive and the transition between examples to examples should be more smooth. Thus, instead of abruptly introduce the example of the Apple Company, I added “Now, let us shift from Marx’s manuscripts and dates from the surveys to the field of technology” just to make a better flow between each paragraph. To improve my coherence, I reorganized the information within the last few paragraphs and provided a little more hard evidence to support my goal of writing.

**4.3 Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.**

Editing and proofreading can get rid of unnecessary mistakes and make sure that my audience’s understanding of the purpose of my writhing won’t be hindered by unnecessary minor issues. As an international student whose English isn’t the first language, I admit that I have difficulty using appropriate words or grammars in my writing. For example, In the first paragraph of MP1 where I said “However, we failed to realize that the current wage gap is already so big that it strikes lower class down before even cheering them up”, Professor Mills pointed out that “cheering them up”is not the correct word to use and it’s better to change it to “encourage them”. I also made corrections in minor mistakes such as adding “s” to the verb after the third person singular. I believe I am making progress by double checking what I write before submitting and consulting my classmates and my professor for more advice.

Honestly speaking, revision is as important as generating thesis statements and analyzing evidence for the writing. Even though people tend to ignore it, there is no double that people should first meet the basic requirements for the writing before adding more logic and rhetorical choices. The habit I developed from the outcome can be widely used in my daily life, because being meticulous in any academic writing is always a good idea.

**Conclusion**

One of my friends has told me that the best way to enjoy a journey is to have no expectation. The unexpected gifts I got from this course indeed prove that this sentence is true. At first, I was scared to take this class because I know all the writing assignments will be overwhelming and I hated writing. Now at the end of this quarter, as I sit back and reflect on all the memories from this class, I come to appreciate it deeply. This course offers me numerous opportunities to practice my writing, which not only consolidate the things I already learned, but also enhanced my skills of developing a thesis or a claim, collecting and analyzing the evidence and revising my papers. Not until I take this class did I truly find my weakness is in writing an essay. I can proudly say that I accomplished my writing goal. And I believe that everything I learned in this class can really benefit me in the future.

Firstly, English writing is ubiquitous in any academic fields and my future career, so being able to write effectively has prolonged benefits in my life. Admittedly, every college course required me to write reflections or reports. For example, as a student in Biochemistry major, I have to know how to write a lab report or an article discussing a chemical phenomenon or reaction. Knowing how to expand from a single observation (a simple line of inquiry) to a complex and detailed conclusion or interpretation really requires me to utilize the things I learned in this course. Also, I need to know how to gather evidence from different resources and cite them properly to explain my report, which can be learned from the outcome 2. Furthermore, when applying for a job in the future, I have to write application letters, so it is important for me to know who I am writing to (the audience) and how to pick the right words, right style, and right tone for my papers, which can be best grasped from the outcome 1. Outcome 4 requires us to make thoughtful and substantial revision, which can also help me prevent trivial writing mistakes in my future career when I want to design proposals to managers. Equipped with all these outcomes, I gained comprehensive and effective writing skills that can help me do well in any form of writings.

On top of that, English 131 gives me confidence not only in English writing, but also in my daily life. I used to avoid speaking to native speakers because I was afraid of making mistakes in front of other. Now, I know how to make conversations with people appropriately because I learned how to put my thoughts into words and correctly express my feelings after taking this course. Thus, I become more outgoing and talkative.

I never want to be a perfect writer. I just simply want to improve myself by obtaining new abilities in writing so that I can make little progress every day. Although I learned a lot from those four outcomes, I still hope to improve in some other aspects such as organization and structure arrangement, transition and flows of the writing, and vocabulary usage. Finally, I would like to say thank you to Professor Mills, who is such an easygoing and patient teacher. As we all know, an 8:30am class is such a pain. But because you are so chill and friendly, I believe that every single one of us really enjoyed the time we spent together. Thank you for being so responsible and providing timely feedbacks. It is a honor for me to demonstrate what I learn from the past ten weeks in this portfolio and to show you that your hard work in teaching really helped me. I hope that you can see my improvement and enjoy the portfolio! Have a wonderful summer!

Best,

Yuqing Xia