

Artifacts

One in-class activity that helped me with understanding composition was a group activity. In this activity we were given options on different topics. With these topics, we were told to find 3 distinct genres and 2 audiences. From there, we had to present how we would convince people of our opinion and show which rhetorical features would have the largest impact. This on the spot assignment helped me grasp the concept of doing a rhetorical analysis and would contribute to my finalized project 2. Another in class activity that helped with creating and polishing my Rationale was when our teacher gave us his water bottle, and told us to choose a random sticker on his water bottle and make an assumption off it. Since there were only a limited amount of obvious things to say, you were forced to think out of the box. This made me realize that every choice made has a rational reason behind it, whether it is intentional or not. Understanding this allowed me to really decipher my own rational choices, especially the ones I made subconsciously.

Reflective Statement

Over the course of this class, I became familiar with how writing functions in all genres, and how rhetorical techniques help convey ideas to audiences. When I first enrolled for this class, my writing was entirely focused on providing information and backing it up with evidence. Through all the big projects, the investigative field essay and through the multi-genre assignment, I learned that there comes a value in thoughtful writing based on audience, purpose, and context. This way of thinking changed the way that I approach the act of composing and writing a paper because it allows me to look at how my message is going to be received rather than just what I want to say.

One of the most valuable skills I acquired was the ability to bring in and evaluate the sources I use. I researched unpaid internships and their impact on the field and then compared all of that to paid roles. It was a process that taught me how vital it is to find sources that give you more than just general facts. I had to look for data, studies, and expert opinions which can strengthen my argument. For instance, statistics about job offer rates and long term earnings boost this argument because we know that unpaid internships aren't as beneficial as paid ones. This class taught me to evaluate the reliability of sources, ensuring they were reliable organizations or academic research, not writing done by someone with little credibility.

Besides collecting sources, I learned to use them in my writing better. Early that course, I tended to include evidence but not have my point explained. This led to certain parts of my writing seeming out of sync with the central idea. My revision and other's feedback forced me to look into each piece of evidence, and provide an analysis that would mean more to my argument or main idea. And instead of acting like I knew how a statistic, or quote, was read by the audience, I explained how it supported my argument.

One of the biggest things I learnt was also about rhetorical techniques. I have since learned how to more strategically use ethos, pathos and logos. When writing my investigative essay I used a majority of logos, I used data and research to argue logically. I also tried to include elements of ethos by presenting information clearly and in an organized manner, which in turn built credibility. I was also careful to use pathos in my writing, like as I explained how students without financial support might find unpaid internships difficult. It was difficult to find the balance between my rhetorical choices in order to make sure that my essay was without a bias..

The multi genre project showed me how rhetorical strategies vary from audience to audience. In my social media post, I concentrated on being quick to catch the attention and to

speak in plain, direct language. Because the audience were college students, I needed my information to be both easy to understand and engaging enough to keep someone from skimming through it. I communicated using an emotional appeal along with facts. My letter to representatives, on the other hand, needed a more formal tone, where logic and structure were placed first. I posed the problem openly, provided evidence to support my claims and proposed potential solutions. This method worked better for an audience that craves transparency and policy-minded arguments.

Another strategy had to be pursued to write the newspaper style article as well. And although the audience was still college students, the format required a different approach that used depth and credibility beyond what could be given by a shared social media post. I concentrated on structuring the article to be a clean one, beginning with the problem and transitioning to evidence and consequences. To instill trust with the reader, I wrote in a more neutral voice to bolster my case. This experience showed me that even if an audience for media is alike, genre influences the way information should be presented in order for your message to have the strongest resonance with the readers.

This class has also allowed me to better understand rhetorical analysis as well. I was thinking just about my own thoughts, and rather began to understand my audience's reaction to my words. That taught me to shape the words and sentences I use better. I also learnt how to be less picky in tone, structure, and evidence. When writing to policymakers, for example, I tried to highlight clear issues and achievable solutions because that's more likely to resonate with them. I spent a lot more time writing for students about personal impact and relatable situations. This reframing resulted in more focused and impactful writing that helped in pushing my point across.

Learning the skill of revision was also a key takeaway from this class. I used to spend a lot of my time, when revising, on cleaning grammar or making sentences sound better. This class opened my eyes to rewriting what I want to say so that my point comes off as clearly as possible, and how to edit for content and clarity. I evaluated whether I argued the text in the way I wanted, if I provided sufficient evidence, and if my organization helped my audience in understanding my writing. I found feedback very useful to my writing process as it indicated unclear writing or places for improvement. Instead of just making little tweaks I improved the overall draft.

Overall, I have learnt that writing comes down to the strategy especially with regards to genre, audience, and purpose. I found that I could collect and employ sources more effectively, that I could use rhetorical strategies, and that I could revise more effectively in a logical manner. I also discovered how to rewrite in various situations in order to make my arguments sound clearer for my audience. I will carry forward these skills in future classes and also in any circumstances in which I need to make thoughts clear and persuasive, which will be extremely beneficial when I join law school.