

Self-Assessment

The Writing for Engineering course at CCNY taught by Mr. Barber was a well-designed and layered class that allowed me to develop and refine several literary skills. This development was shown throughout the semester in the various writing assignments, in-class quizzes, and other assignments. In total, there were 8 Course Learning Outcomes for this course:

1. Acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility.

When writing, it is important to know to whom you are addressing and why you are talking to them. My English class was very diverse in terms of age, ethnicity, personal and writing experience. Through the peer reviews of our resumes, cover letters, lab report, etc., my rhetorical sensibility was refined. The peer reviews and small group projects were less formal than the resume and cover letter. This was by design. Resumes and cover letters follow a very strict format and structure. The group work and reports were developed by the individual or individual(s) and allowed for creativity within the confines of the assignment. It's important to understand that the situation dictates the formality and to quickly identify the level of formality required in the situation. The class interacted amongst themselves less formally than when talking to Mr. Barber, for example.

2. Enhance strategies for reading, drafting, revising, editing, and self-assessment.

Writing is an iterative process. Developing habits to improve the process of writing is important. The in-class peer reviews allowed me to gain different (usually more than one) perspectives to improve my writing. Looking at my work through the lens of others helped me to be more efficiently critical of myself. Improvement cannot occur without being self-critical and willing to listen. For every major assignment—resume, cover letter, and lab report—we formed small groups to conduct peer reviews of drafts. For the final draft, the peer’s recommendations and edits were heavily considered. Over the course of the semester, my drafts were constructed easier (by making outlines), revising and editing were more efficient, and with Mr. Barbers comments, I could better assess myself and my work prior to submission.

3. Negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation.

This objective was like #1. The different assignments in class demanded different writing genres and audiences. For example, the resume and cover letters are formal and are written to the same audience, in general (HR or hiring manager). However, the formats of each is very different. The resume requires consistency in its inter-formatting, is grouped by various categories, and each grouping is chronological. Also, the resume can contain bulleted statements. Conversely, the cover letter is ideally directed towards an individual or singular audience and is in essay form. Similar to the resume, my experience was highlighted in the cover letter; however, the structure was very different. For the lab report, the writing language was much more technical and

academic, and the audience was much broader. Finally, the proposal and the process description were directed at an even broader audience.

4. Develop and engage in the collaborative and social aspects of writing processes.

As discussed previously, I worked in several peer review groups for various writing assignments. The proposal was the major collaborative writing process we did this semester. My group of three identified and proposed a solution to a problem in New York City. We wrote a proposal paper and presented our idea to the class. Finally, the creative observation assignment was social and, to a lesser extent, collaborative.

5. Engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond.

Throughout the course, we wrote in different genres that demanded different tones and professionalism. The observation assignment was very informal, creative, and had no limits on structure. As mentioned earlier, the resume and cover letter were very professional and structured.

6. Formulate and articulate a stance through and in your writing.

Each assignment dictated my stance throughout the piece because most assignments had vastly different audiences. Additionally, some assignments do not allow for a personal stance because they cannot, or should not, show bias. For example, for my lab report, I studied the effect salt has on the boiling point of tap water. I briefly stated my hypothesis, or what I believed would happen. However, the bulk of the paper was experimental data, the analysis of the data, and the conclusions drawn from the data.

7. Practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects.

The background information of the proposal, lab report, and process description required extensive research and resource citation. To accomplish this, online databases and library/personal books were used. In each case, multiple books and online resources were used and compiled to fit the theme. It is important to use credible and trusted resources when citing and Mr. Barber showed us how to use the CCNY library database for trusted resources.

8. Strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources).

When writing the lab report, process description, and proposal, extensive research was required. The information was found on various source platforms—online, in journals, textbooks, etc.—and was compiled and properly cited in each paper. The citations included paraphrased segments and quotations from a single source.

Additionally, citations were intertwined and integrated into a common theme from multiple sources.

Overall, I believe, with the guidance and direction from Mr. Barber, I achieved the eight course learning outcomes in their entirety. My effort and evolution was reflected by the grades I received and I feel that I learned a lot.