

The Writing for Engineering course, at its core, was centered around how we communicate in the engineering world and helped us prepare for a future in the realm of engineering through improving our writing, drafting, and teamwork skills. The method through which we were able to improve these aspects started simple and gradually grew more and more complex, allowing us to expand on our writing skills along with the pace of the class. We began with simple technical writings and progressed all the way to an engineering proposal, allowing our writing skills to progress from a rudimentary understanding of technical writing to proficiency in technical writing, planning, and how to communicate that information to our environment.

Our first set of assignments was centered around technical writing. Within it, the class engaged in the first social exercise. The “baffling description” allowed me, as a writer and peer, to explore how my peers engaged in technical writing and descriptions. This allowed me to use my peers as inspiration to benefit my own writing. I was able to look over student’s works that were either more or less descriptive than my description which allowed me to fully evaluate how my work typically compares to others. I chose to explain the mechanics of a baseball swing, a topic I’ve been involved with in some way since I was 5. Because I knew so much about the topic, there was a chance that I may over-explain or explain in terms and language that couldn’t be applied to an audience who was not familiar with the topic. In essence, comparing how thoroughly I used descriptive and technical language in my work to my classmates allowed me to see it in a broader context of my peers and furthermore improve it. This could include changing the language to make it easier to understand for an unfamiliar audience or changing the language to make it even more technical and descriptive.

Our next 3 weeks were dedicated to writing lab reports. Since I was concurrently taking a biology and chemistry course, I was already quite familiar with the structure and language involved in lab reports. Also taking prior English classes, I was familiar with the process of

annotating and how much I loathed it. However, annotating pass lab reports allowed me to completely dive into how proper and professional lab reports are written, exploring the language that is used as well as the structure and formatting of the report. It also served as a template for the final draft. Writing the final draft allowed me to take what I learned and apply it completely. The final draft was one of the first assignments that required me to use skills in drafting, revising, and editing, and it makes sense that there were some hiccups. I feel I did well on most of the assignment, but the conclusion was definitely lacking. This opened a way for improvement, and something to work on in the next major project. With practice, I would eventually be able to enhance these skills to elevate my writing profile and skillset. I was also able to gain more proficiency in self-assessments as that was the final component of the project. Evaluating myself and physically writing a report, I was able to see how I express my own thoughts. It helps that I'm usually tough on myself, so it was pretty easy to point out what my flaws were. My input along with Professor Brown's input together were able to further strengthen my skillset.

The technical description assignment set was a further extension of the technical writing techniques we learned in the beginning of the semester. Using relatively simple objects allowed us as writers to connect our engineering-specific writing skills to the environment we live in, allowing us to gain a bigger understanding of how professionals in the field are able to communicate their work with their environment. The research required for this project allowed us to utilize the resources at our disposal accurately, efficiently, and appropriately. It also allowed us to build on the research done in the lab report, resulting in more proficiency in researching valid resources and citing them. It also forced us to communicate in a variety of modes and tones. For example, the actual technical description of the chosen object was in essence, technical and specific, offering more "industry-oriented" language. The discussion and

conclusion sections, on the other hand, forced us to communicate in a more friendly tone that can be easily interpreted by those not in the field, or in other professions. At the end of this assignment set, we had more proficiency in collaborative work, researching, drafting and editing, and genre analysis.

Finally, the engineering proposal required us to hone all of our skills learned over the semester as well as fully collaborate with our peers. The different sections of the assignment required proficiency in the different learning targets we worked towards the entire semester. The summary and introduction required us to have a broader and contextual understanding of our engineering proposal as well as requiring us to know how to express our ideas to the general public through genre analysis and multimodal composing. The project description and budget required us to hone our skills in technical and specific writing. The project required us to know how to collaborate with our peers to form a cohesive and effective report.

The course took us through a progression of assignments that required proficiency in specific skills and we as students were able to gradually connect the skills to each other and add them to our skillset to become better writers in the context of engineering and STEM. As we progress through our college and professional careers, we'll be able to utilize the skills learned in this class to be more proficient in our work.