

**Self-Assessment Essay**

Achanty Mora

English Department, The City College of New York.

ENGL 21002: Writing for the Social Sciences.

Professor. Ervin.

Dec 15, 2025

This portfolio assessment represents my growth as a bilingual writer over the course of the semester. All my childhood I viewed writing mostly as a task to complete rather than a process to cognitively engage with, high school taught me that you can emotionally engage with writing. While this class pushed me to combine those two concepts of engagement in writing: showing me another way of making sense of experiences and complex social issues through the lens of writing. Using the same ideology I implement for most of my writing —making sense of the world through something. The work collected here demonstrates not only my final products, but also the thinning, struggle and development that shaped them through drafting, revision, peer feedback and reflection.

One of the most significant ways I achieved the course learning objectives was by working on and following guidelines from worksheets provided by Professor Ervin that encouraged me to develop stronger strategies for drafting, revising and self-assessment. Earlier in my academic learning I used word vomiting as key for writing my essays, as a result, revision meant correcting grammar or adjusting sentence phrasing. In this course, revision required re-seeing my work entirely and making sure it has my aesthetic and my voice because I realized that clarity and purpose mattered more than simply recounting events— and I can only do that by projecting my perspective, through my voice. I had to rethink how my personal experiences functioned rhetorically and how they communicated its meaning to a reader.

Instructor and peer feedback helped me identify moments where my ideas needed more explanation or stronger organization. This process taught me the effectiveness of writing is built through multiple drafts and deliberate choices rather than quick fixes. My perception also evolved through engagement with collaborative and social aspects of the writing process. Peer review sessions initially felt uncomfortable because sharing unfinished work made me feel

insecure. However, my peers were very nice every session making it a valuable opportunity to read their body language and see how others interpreted my ideas and most importantly where confusion existed. Giving feedback to peers also helped me become more critical of my own work.

Through collaboration, I learned that writing is not a solitary act, but a social process influenced by dialogue, revision and shared learning. The course also strengthened my awareness of linguistic diversity and voice. I became more conscious of how language choices reflect identity, experience and rhetorical intent. Rather than viewing differences in languages as obstacles, I began to see them as resources that could enrich my writing. This awareness influenced how I approached tone, structure, and word choice across assignments. I became more intentional about developing a stance in my writing; clearly articulating my perspective while remaining aware of my audience.

Research writing presented one of the greatest challenges and learning opportunities. The Literature Required me to practice locating, evaluating and integrating sources using our library databases and online resources. Instead of summarizing sources individually, I learned to synthesize and place sources in conversation with another. This process strengthened my ability to support claims with evidence while maintaining my own voice. I also became more comfortable paraphrasing, quoting, and citing sources responsibly, which contributed to my overall confidence as a writer.

Research based writing was another challenge that contributed to my growth. Mainly because it intensively required me to engage with multiple sources and that was a lot of reading, yet, it was necessary to synthesize ideas rather than summarize them individually. This assignment helped me improve my ability to read critically and integrate sources smoothly into

my writing. I became more comfortable using academic sources to support my claims while still maintaining my own perspective, — I used to rely on my own experiences to submit impactful reading, but reviewing the steps for database searching step by step with Professor Ervin essentially made me more comfortable. This skill is one I know will be important in future courses across disciplines.

Another important aspect of my development as a writer was learning to practice self assessment in a more intentional and reflective way. Throughout the semester, I became more aware of my own writing habits (word vomiting, misplacing punctuation marks or just translating incorrectly), including where I tend to rush ideas or rely too heavily on summary rather than analysis. By revisiting drafts and comparing early versions to final versions, I was able to identify specific areas of growth and remaining challenges. This process encouraged me to take ownership of my learning rather than viewing feedback as something external or corrective. Self-assessment helped me understand writing as an evolving skill that requires ongoing reflection and adjustment.

Additionally, my engagement with genre analysis deepened my understanding of how writing actually functions across contexts. Each major assignment required a shift in structure, tone and evidence depending on its purpose and intended audience. For example, the expectations of a personal narrative differed significantly from those of a research based literature review. Learning to recognize and adapt to these differences strengthened my rhetorical sensitivity and helped me make more deliberate choices as a writer. This awareness has made me more flexible and confident when approaching new writing tasks particularly in academic settings beyond this course.

Overall, this portfolio reflects my development in confidence, clarity and critical thinking as a writer. While I still have areas to improve— such as refining sentence flow and trusting that my voice doesn't sound “ too ghetto”, or that my sentences are too “wordy/long” now I approach writing with more patience and awareness. I understand that writing is a process that involves revising, feedback and reflection. Together these experiences reinforced the idea that effective writing is not a single skill, but a combination of strategies that must be continuously practiced and refined. This understanding has reshaped how I'd approach future writing projects, emphasizing preparation, reflection and adaptability. The work presented here demonstrates not only what I have learned, but how I have learned it. This portfolio represents a foundation I can continue to build on as I move forward in my academic career.