

**Self-Assessments 4 and 5**

*Self Assessment 4*

Overall, what stands out as the most meaningful learning you experienced during this assignment?

- Not much was taken away from this assignment compared to others that hasn't already been learnt or taken away as is. It was much more by-the-books compared to others, although it was still a fair bit fun to produce.

How well do you feel you achieved your instructor's learning goals?

- Almost all requirements were met on the board. The only one that would be iffy is resisting expectations, as my final visual product was admittedly a bit predictable with its general meaning of resilience as applied in the context of the World Trade Center.

What were your learning goals?

- Similar to my learning experiences, I set no necessary learning goals for this assignment, as it focused more on visuals rather than writing. As usual courtesy, though, I made it a point to submit it in a timely manner relative to its deadline, which I will look to deliver on.

How well do you feel you achieved your learning goals?

- I've still yet to submit it, but I am well on track to doing so, and thus will most likely achieve what I wish to.

What went particularly well and/or what was particularly challenging? Please describe with detail.

- The concept of creating a visual argument opened up many pathways towards how I could conduct the project. If anything, deciding on what to do for it, even if it were narrowed down to New York City, was difficult due to the sheer amount of content you could cite and then use for it. I ultimately decided on a debatably easier option by using the World Trade Center as an example of the city's resilience.

What else, if anything, do you want your instructor to know?

- Whatever is taken in at face value is exactly what I meant to convey. There is ultimately no further meaning regardless of how you decide to further inspect the project.

*Self Assessment 5*

Examine how attitudes towards linguistic standards empower and oppress language users.

PARAPHRASE: Observe language standards and effects on localized dialects.

LEARNING LEVEL: 4

MEANS OF LEARNING: Observed via the text "Should Writers Speak They Own English" by VA Young, among others issued for rhetorical situations.

Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.

PARAPHRASE: Understand the general context and genre of texts.

LEARNING LEVEL: 3

MEANS OF LEARNING: The various rhetorical situation worksheets handed out over the course of the term.

Develop strategies for reading, drafting, collaborating, revising, and editing.

PARAPHRASE: Streamline the process of creating a text.

LEARNING LEVEL: 4

MEANS OF LEARNING: Peer reviews, one-on-one sessions, and visits to the NAC Writing Center.

Recognize and practice key rhetorical terms and strategies when engaged in writing situations.

PARAPHRASE: Identify notable items of rhetoric.

LEARNING LEVEL: 3

MEANS OF LEARNING: The various rhetorical situation worksheets handed out over the course of the term, along with certain projects such as the NYC Rhetorical Piece.

Understand and use print and digital technologies to address a range of audiences.

PARAPHRASE: Apply multiplatform sources for retention.

LEARNING LEVEL: 4

MEANS OF LEARNING: Article citation via multiple databases (physical and digital) as well as use of multimodal media.

Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.

PARAPHRASE: Find relevant articles with valid credentials for use in your writing.

LEARNING LEVEL: 5

MEANS OF LEARNING: Article citation via multiple databases (physical and digital), especially on the Argumentative Essay.

Compose texts that integrate a stance with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation.

PARAPHRASE: Create a coherent argument and support it with relevant writing strategies and sources.

LEARNING LEVEL: 5

MEANS OF LEARNING: Writing of the Argumentative Essay assignment.

Practice systematic application of citation conventions.

PARAPHRASE: Use appropriate citation.

LEARNING LEVEL: 3

MEANS OF LEARNING: Previous MLA citation training, writing assignments within this class and in others that required citation of outside sources.