

## **Self-Assessment**

### **Self-Assessment**

**The FIQWS Welcome Composition class has improved my writing skills by a lot teaching me many important things to essay writing and necessary things that separate college level writing and others. I used almost all of these lessons in every assignment done for this class like my narrative and annotated bibliography in where I used my understandings of ethos and pathos to analyze what It was writing about, helping me move on from high school writing to more professional and college level writing learning how and when to apply these changes.**

**My Annotated Bibliography taught me how to properly analyze info and data given from a website. How to break down and rhetorically analyze what is being said (Image 1) and fact check what is being said in the text. It also helped me better differentiate that which is good for my argument and isn't good without direct evidence. This was a challenge for me as finding evidence to support my arguments that aren't outright and direct was a struggle for me as I always thought if it wasn't direct then it was just speculation and shouldn't be used. The photo essay helped me to realize I needed help connecting things together properly, help making it clearer for the reader to understand the connection between the things that I speak of (image 2) and Lastly my Narrative essay helped me see I needed to be better in what I chose to emphasize on and how I needed more focus on more important things like describing a specific scene better using imagery and such while also pointing out my grammar flaws.**

### **Rhetorical Analysis:**

Dunne places great emphasis on the more emotional aspect of educational injustice, and I greatly agree with that stance. I believe most people don't know the extent at which educational injustice even small ones can have an impact on someone and just how detrimental it can be, for me I see it as normalized a bit and so Dunne's emphasis on that aspect really speaks to me as she describes its effects with intensity pulling no punches so we can see the full scope of what these injustices bring as they are, inherently dehumanizing especially testimonial injustice as its purposefully being ignorant to the experience of other people while hermeneutical injustice is more indirect because of the gap the intention the lies in testimonial injustice isn't there so dehumanization is more of a byproduct.

The article itself is very complex in its wording, using words most won't understand, grammar most won't get, and its phrasing of the topic in discussion reflects its more intellectual and higher-level form of writing style. Its credibility is backed up by other articles that are cited within the paragraphs, but he also admits to the limitations of the sources he cites. Dunne clearly wants to reinforce the impact educational injustices have on both parties of the education system while also referencing others to provide solutions to those same issues

### **Image 1**

I chose these images because they best portray, each stage of the life of a snail accurately like how (Figure 1.) shows both parents and the babies they both created combined also showing the usual spot snails go to mate in. While (Figure 2.) shows how the babies hatch as well as what they look like once they've broken through their shell or like how (Figure 3.) shows how the shell and its pattern is something their born with, that grows and hardens over time (Figure4.) and (Figure 7.) shows perfectly what happens after death, their body decomposes within the shell or gets eaten by a predator. While the shell dissolves, or breaks. These images portray the evolutions, growth that happens in each stage of a snails life which is why I picked them.

These images show the cycle of life that every animal and insect goes through, on paper with no description these stages are the building ground to life, from egg to adult to death. Each stage is something all animals go through and we as humans study this in all animals we can find and the snail is no different. These images exist to give insight to the life of a snail but they also aim to show a bigger picture which is to understand that each stage of life gives back and takes from to its ecosystem and sometimes its environment giving context to the story of the snails life showing that cycle of taking and giving back. The cover image in particular is special in the fact that it invokes pathos, a feeling of disgust as most people would react to snails but also creates intrigue raising questions the more you look at the image, like the type of snail, and what's its doing. Ethos can also be taken from this image as the high quality of the image might suggest the taker is proficient in taking photo giving the image some amount of credibility.

### **Image 2**

she could muster through all the pain but "at least she could still smile" is what I used to tell myself. So, when we got our citizenship and finally had the chance to not only go back and see him but bring him back with us. I was overjoyed and when we landed in Ghana, and entered its humid land, we were met with many people waiting at the airport gate, but I

show this

only remember one. He stood out, inches from the rest. And the smile it set him apart from the crowd whose expressions I couldn't begin to comprehend, didn't want to comprehend. They were bleak but the hope of seeing their loved ones or whoever else they waited all those hours for was still there. All I saw and could see was him, towering over the rest, and with a glowing smile like a bright star whose light exceeded its kin he got closer. I couldn't understand it, but I felt drawn to him. I knew that he was my father and when he approached you could only imagine what happened, what I felt I couldn't begin to describe it. A moment I wish so desperately to forget just so I could live it all over again.

add  
more  
detail

Our time in Africa was short, and he had a lot of catching up to do. We got a residence and me and him would talk and talk on the porch for hours in the sweltering heat, but it was calming. The animals walking freely, chickens and their chicks. Arafat would play in the residences bar. It would distract him into singing along. He knew I didn't speak French probably wouldn't understand what was being said and he didn't care told me to enjoy it regardless and so I did, we sang along till night one day, just me and him with

?  
connect

### Image 3

It was through these revisions that I realized the mistakes that I've been making in my grammar and writing. I've learned revision and editing skills. Learning this helped me to spot my problems as I was making them, helping me revise. I learned to spot and avoid my improper grammar and lack of expansion on key points. Rewriting the draft and fixing the feedback shows this (Final 1). The peer review was a big part in fixing my grammar and what specifically needed expanding

comprehend, didn't want to comprehend. They were bleak but the hope of seeing their loved ones or whoever else they waited all those hours for was still there, anxious and jumping at any person that came out hoping it'd be them. But all I saw and could see was him, towering over the rest, and with a glowing smile like a bright star whose light exceeded its kin he got closer. I couldn't understand it, but I felt drawn to him like some sort of instinct, I just knew that he was my father and when he approached you could only imagine what happened, what I felt I could begin to describe. A moment I wish so desperately to forget just so I could live it all over again

Those two weeks in Ghana were short but unforgettable. We spent hours on the porch talking while the heat shimmered around us. Chickens wandered freely, and the sound of DJ

---

Arafat played from the bar nearby. My father sang along, laughing and even though he knew I couldn't understand the French lyrics. "Enjoy it anyway," he told me, and so I did. Those nights with him and his half-empty beer, me with my Fanta, my mom's TV murmuring on the inside felt like home in a way I'd never known filled me with warmth I've never felt. I slept with a smile on my face for every night spent within Ghana, two weeks, enough to make great

### Final 1

I've also come across many different articles while making my Annotated bibliography, and I learned strategies like using audience and fact checking. I used data taken and analyzed by other scholars to further prove my point and interpreted their analysis. Framing my own interpretation and wording of their interpretation with their intended audience in mind (Final 2)

**Rhetorical Analysis:**

I agree with Sato heavily because he is right, children are found quite commonly in corrupt epistemic environments, where their feelings and thoughts are discarded or pushed to the side and the effects hit them harder as their also dependent on adults epistemically and so caring and tending to children already affected by this issue should be focused on as much as removing prejudice as only focusing on removing prejudice helps the kids going through the process at the start but what of the ones nearing the end where all the effects of systemic injustice has piled up and become noticeable in them like their inability to understand others because of a gap in their respective interpretive resources and so his solution is very open-minded of every child in the system and his use of mid text citations, organized framing and break down of his claim add to his credibility but also demonstrate the formal academic writing style used in the article for a more mature and intelligent audience like professors and scholars.

**Final 2**

I also learned how to properly cite my sources in MLA Format, which helped my essay be more professional and college ready as shown below, I cited the link, title, specific pages and name or author. Learning this helped me move past High school citing and onto a more mature type of essay.

**Source 3:** Sato, K. (2023). "A non-ideal aim of redressing epistemic injustices in corruptive educational environments: Toward restorative epistemic justice". *Theory and Research in Education*, 21(3), 320–336

<https://doi.org/10.1177/14778785231207976>



**Source 2:** Nikolaidis, A. C. (2023). "Epistemic injustice in education: exploring structural approaches, envisioning structural remedies." *Journal of Philosophy of Education*, 57(4–5), 842–861. <https://doi.org/10.1093/jopedu/qhad074>


**Source 1:** Dunne, G. (2023). "Epistemic injustice in education". *Educational Philosophy and Theory*, 55(3), 285–289. <https://doi.org/10.1080/00131857.2022.2139238>


Accessed 6 Nov. 2025.



I went to the writing center many times, to get some of my work looked at before submission like the annotated bibliography, consulting my parents about my essays like the Narrative and Annotated bibliography. Learning ways to convey my message while also still addressing my audience was something I learned as well, my greatest example is the Annotated bibliography I managed to make it understandable to the audience while also keeping the message intact and understandable (Final 2 again)



I used the CCNY Library and resources to find articles and text. The sources I used were to the point and as concise as they could be and I specifically targeted work with peer reviewed as their credibility is easier to trust (ccny libraries 1 2 and 3)






CCNY LIBRARIES ONESEARCH JOURNAL SEARCH ...   Sign in Me


SEARCH CRITERIA  SIMPLE SEARCH

→ Any field contains  
**A non-ideal aim of redressing epistemic injustice...**  **SEARCH**  
AND Any field contains Enter a search term

Save your results and place requests  Sign in |  DISMISS

1-1 of 1 Results  

1  **ARTICLE**    

**A non-ideal aim of redressing epistemic injustices in corruptive educational environments: Toward restorative epistemic justice**  
Sato, Kunimasa  
Theory and research in education, 2023-11, Vol.21 (3), p.320-336  
“ ... However, it is a sad reality that the education system is sometimes a corruptive epistemic environment in which a variety of epistemic injustices occur...”  
 **PEER REVIEWED**

CCNY LIBRARIES 1

All items

Language

Any language

Start Date:

Day Month Start Year


End Date:

Day Month End Year

→ Any field contains **epistemic injustice in education**  
 AND Any field contains Enter a search term **SEARCH**


Save your results and place requests [Sign in](#) | [DISMISS](#)

PAGE 1 1-10 of 914 Results

1  **ARTICLE**

**Epistemic injustice in education**  
 Dunne, Gerry  
 Educational philosophy and theory, 2023-02, Vol.55 (3), p.285-289  
 PEER REVIEWED

CCNY LIBRARIES 2

3  **ARTICLE**

**Epistemic injustice in education: exploring structural approaches, envisioning structural remedies**  
 Nikolaidis, A C  
 Journal of philosophy of education, 2023-08, Vol.57 (4-5), p.842-861  
 “Since the publication of Miranda Fricker’s seminal book *Epistemic Injustice*, philosophy of education scholarship has been mostly limited to analyses of culprit-based epistemic injustice in education...”  
 PEER REVIEWED

[Download PDF](#) [Available online](#) [Browse this issue](#)

CCNY LIBRARIES 3

Its through my FIQWS that I've learned to properly identify good sources and citing them as well as learning how to analyze sources rhetorically while keeping my audience retained and in mind.

Adopting skills to push my writing from Highschool into College level while also correcting my grammar. If I hadn't had joined this class, I'd still be writing at a high school level and it's at the end of the semester that I recognize my progress and it's now while making this self-assessment that all my improvements have seen light in my eyes. I look forward to the future of my writing.