

Mathews Perez

ENGL 21003

Self assessment

Introduction

When I began this course, I did not fully understand how my writing changes depending on the audience or genre, much less its purpose. I used to believe writing was mostly essays and academic paragraphs, but throughout the semester I learned how flexible writing can be. I learned to use different rhetorical strategies, adjust my tone depending on the audience and reading, and approach writing as a process rather than something I should get perfect on the first try.

I also learned how writing relates to identity and communication. Understanding that everyone has different linguistic styles helped me feel more confident expressing my own voice without trying to imitate a “perfect” academic voice. I learned to make intentional decisions about structure, tone, and citation depending on what the assignment required. Overall, this course helped me grow as a communicator by teaching me to think about why I am writing, not just what I am writing.

Major Writing Assignment 1 — “Scrolling Toward Separation”

- Topic: How social media use can negatively affect romantic relationships and communication.
- Format: Persuasive academic essay (6+ pages) with MLA in-text citations and Works Cited.
- Purpose: Argues that social media behaviors create emotional distance, jealousy, and communication breakdown; proposes couples therapy as a solution.
- Rhetorical Strategies Used:
 - Argument and counterargument
 - Evidence integration from personal experience and articles
 - Emotional appeals and real-world examples
 - Academic tone and structural organization

Major Writing Assignment 2 — Literature Review

Gun Violence as a Public Health Crisis: An Interdisciplinary Approach

- **Topic:** Gun violence as a public health issue using research from sociology, public health, and policy studies.
- **Format:** Literature review using 10+ scholarly sources; MLA format throughout.
- **Purpose:** Synthesizes research to explain how interdisciplinary perspectives help us understand gun violence; not a persuasive argument but an analytical overview of what scholars say.
- **Rhetorical Strategies Used:**
 - Synthesis instead of summary
 - Identifying themes, research gaps, and patterns
 - Methodology analysis (qualitative, quantitative, mixed methods)
 - Academic objectivity and neutral tone

Learning Outcomes & My Growth

A. Linguistic Differences & Rhetorical Sensibility

- Learned to adjust tone based on genre (formal in literature review, persuasive in Major assignment 1).
- Became more confident using my natural voice and language background in academic writing.

B. Writing Goals, Audience & Genre

- I started making writing decisions based on audience and purpose, not just assignment instructions.
- Chose strategies (stats, examples, visuals, personal tone) depending on what effect I wanted on the reader.

C. Collaboration & Social Writing

- Peer review and workshops helped me revise more effectively.
- Became more comfortable sharing drafts and getting feedback.

D. Genre Analysis and Composing

- Learned to identify and follow genre conventions (persuasive essay vs. literature review).

- Gained skills in mixing text and visuals to communicate to public audiences.

E. Research Skills

- Learned how to locate scholarly sources using databases and keywords.
- Became better at choosing credible research that directly supports my topic.

F. Source Use & Citation

- Improved at paraphrasing, integrating quotes, and connecting sources to my claims.
- More confident using MLA format for in-text citations and Works Cited.