

Dear Professor Bottai and peers,

I'm addressing you to discuss the changes I have undergone as a writer in English 109H. Throughout my years as a student in English classes, my skills and writing methods have evolved immensely. Before college, my English classes consisted solely of reading novels, writing reflective essays, and analyzing small texts. I have always enjoyed English class and feel as though writing is one of my strong suits, so I never felt the need to try very hard. My writing strategies involved picking the easiest topic off my assignment sheet and completing a free-hand draft the night before, performing very little revision before turning it in as my final draft. I struggled to utilize my time and never put much in-depth thought into the structure or content of my work.

When I first began this course, I was extremely overwhelmed with the workload and content that was expected. I had never performed in a course that was structured similar to this one and found it very challenging to complete my work in a timely fashion as I had never developed adequate skills to do so in my previous courses. Since completing the majority of this course, my time management skills have extremely improved. I learned very early on how to adjust and use my time wisely. When I composed my "[Calender Reflection](#)", I really had no idea how many other things I would have to squeeze into my day. After a somewhat rude awakening and a major mindset adjustment, I can now plan out exactly when I am going to complete certain tasks throughout my day as well as my entire week. I created a schedule where I would check the amount of work expected for the week the sunday before the deadline and plan my week from there, completing at least one bullet point a day until the saturday deadline.

The most significant changes I underwent throughout this course pertain to my writing style as a whole. As I wrote in "[My Writing Process](#)", I've always been a minor revisor and a sequential writer. My experiences from 109H have transformed me into a much larger planner. The assigned outlines and research we performed for each project really showed me the importance of understanding the genre and content of assignments before composing any sort of draft. Actually planning my work has made the quality of it increase immensely. This applies to major projects as well as small assignments such as blog posts.

Another especially critical skill I gained from this class was the ability to actively search the internet in order to find out information about sources or content for my pieces. The required readings from deadline two about searching google along with the discussions we've had in class regarding researching credible sources really helped me understand how to find what I was looking for as well as make sure the source I found it on was trustworthy. When writing in the past it never occurred to me to do research on the author of a source or the website it was found on. This ability not only made my work better overall, but it gave me much more credibility as a writer.

Going through this class I experienced a lot of trial and error in finding strategies that best fit me as a writer. The one I found to be most successful consists of analyzing the rhetorical situation of assignments. Let me start out by mentioning that before this class I had no idea what those words meant. I thought that after receiving a writing assignment the audience, genre, and purpose were obvious. Project 1 in particular made me realize that this was completely wrong. Working in a genre that I was so unfamiliar with made me have to analyze the rhetorical

situation in order to even decide on what my project was going to be about. I now know that those three factors are the most important part of a writing piece. I got a pretty unsatisfactory grade on my QRG because I lacked this skill in the beginning of the course. Further on, I ended up getting a much better grade on my Project 2, a whole two letter grades better, because by then I knew exactly how to rhetorically analyze and was able to successfully do so for my final draft.

I additionally stumbled across strategies that I didn't benefit from throughout this class. In particular, the readings we were assigned as well as the clarity and punctuation types of blog posts using *Rules for Writers* didn't help me much. I never absorbed the information from the readings or was able to pay attention to them long enough to actually benefit from them. As for writing the blog posts on punctuation, I felt as though I was already familiar with how punctuation worked and I was just skimming and paraphrasing what the book said rather than learning anything from the texts. This is especially evident in my ["Clarity, Part 1"](#) blog post.

In the future, I see my writing style staying pretty consistent as the improvements I've made throughout 109H are immense ones; I see no change particularly needed. I believe the skills I've gained from this course will not only help me in future writing assignments but in life overall. The time management skills I've acquired make managing every part of my life a lot easier, whereas the skills I've gained regarding analyzing rhetoric and sources from the internet will assist future writing assignments in particular that I will encounter. These will especially apply to the large research papers I will be composing as I am a science major and will face many in my near future.

As a whole, English 109H has almost completely transformed me as a writer. I am so thankful for the skills I have gained and look forward to how they will apply to my future endeavors. I appreciate the experiences I have had in class with you all and thank you for helping me grow as a writer.

Sincerely,
Isabel Faul