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ENG 21007

Professor Stenberg

Self Assessment Essay

Throughout this semester I noticed that I further developed many skills necessary for future assignments. From the course learning outcomes, I found myself constantly being challenged by each bullet point when doing discussion posts or major assignments. For example, when reading or looking for good sources to utilize in my major assignments, I skimmed through lots of sources and searched for the important sections to save time. Other times, I would be practicing paraphrasing certain details from these sources to better the quality of my writing.

Although we did not do any specific group work, I had multiple interactions with my classmates through discussion posts. We often had conversations by adding on to each other's posts to discuss our agreements and disagreements. For example, in the discussion post about chapter 11 forum 4(Site Comparison), many of my classmates were discussing how the level of difficulty in navigating sites, and I stated, "I agree with your decision to select apple as the easiest website to navigate compared to the Xbox or PlayStation. Apple's navigation bar makes it easy to select what products to purchase as well as a learn more option. While the other sites contain information that may seem overwhelming or confusing." I used the term navigation bar because I knew that it was a specific term that we learned during that week.

During the peer review session for our technical descriptions on the discussion board, my classmate Roel Medrano said, "For your draft I like what I am seeing so far. The introduction for the airpods is clear and concise. I like how you said that there are popular to this day because I see people wearing them often. One thing I would suggest is talking about the functions that the

airpod can do. For example, change the song, pause/play, and activate siri. I like the images that you added because it shows what the different parts are like inside the airpod.” After reading Roel’s suggestions, I decided to mention that the AirPods could be paused and continued just by taking one Airpod out/putting it back in and that Siri could be activated by saying “Hey Siri”. In addition, Roel appreciated that my introduction included things about why AirPods are so popular. Thus, it convinced me to discuss the history of AirPods and the significance of wireless earphones. Overall, Roel’s critique of my draft persuaded me to be more specific and go in-depth about my assignment and future assignments that I have completed.

While I was designing my infographic, my intended audience was elementary school children. It made me realize that I should use more simple vocabulary and descriptions such as eat instead of consuming so my audience would not be confused. If my audience gets confused, they would lose interest in the infographic so that would not be the ideal outcome. However, when I was doing my presentation and analysis, I was as thorough as possible to articulate the specific reasons why I included something. For example, I mentioned that I included red text on one section of my infographic to show the significance of the landfill. Red is also often associated with caution or importance, so this was a method I used to appeal to my audience.

During this semester, we did not engage in group work, except for when we were having conversations on the discussion boards. While having conversations in these posts, I often found my classmates offering different opinions, or agreeing with their posts. For example, in our persuasive images discussion forum, people had differing opinions about what the image was implying.

The rhetorical analysis was an analysis of primary articles that required the comparison of two sources around similar topics. In this assignment, I analyzed each section of two lab

reports and found differences and similarities between both reports. Furthermore, whether the section from each report contained the proper content compared to what it should actually contain. In our discussion forum, I agreed with and disagreed with my classmates whenever I responded to their discussion posts.

In my infographic analysis, I articulated many stances to explain why I formatted each section of my infographic in that manner. I discussed my intended audience and took their views into consideration. For example, I frequently used simple terms as I have stated before so that they would comprehend the material easier. They're often put off by complex concepts and would probably lose interest. I specifically chose children because I feel like it was important to build habits early so that in the future they would be more environmentally friendly.

I used the CCNY Libraries website to locate possible databases for my rhetorical analysis. The topic of my rhetorical analysis was water pollution, which lead me to the Gale In Context website because this database contained many environmental papers.

References

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I used the Gale In Context website to locate both lab reports for my rhetorical analysis paper.

All the assignments that required me to use sources to develop my analysis or descriptions, required a lot of paraphrasing and summarizing. For example, in my technical description, I rummaged through many sources to find accurate explanations for each component of the AirPods. While writing my infographic analysis and rhetorical analysis, I thoroughly discussed multiple sections for the lab reports and my infographic.

Overall, taking this class helped me develop my writing skills and techniques, especially when looking for sources and the use of analysis. It is important to paraphrase and quote properly so that my papers could be informative and credible for my readers. In addition, many of the course learning outcomes were often used when completing these assignments.