

Sergei Mishchenko

Freshman Composition English 11000

Professor Carol Wiggins

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Course Reflection on Broadening my Understanding:

The course texts provided a broad overview by being aware of certain topics relevant to the class. Throughout the course the class' aptitude to read the course texts and understand them increased. In the course of English 11000, I used my analysis to find the relatability between people and their words in the course. I did this during the course while the class was structured to understand the documents by making our own examples of the text, designing our own type of rhetorical strategies used in the text, designing a researched argument, and realizing the potential of the points being made. I improved on relevance throughout my essays, so that my purpose could be more understood by my audience, while also improving my own performance to be more valid.

My methodology for self assessment is to understand how much coherency I made understandable with my given rhetorical strategies. By doing so, I analyzed myself as a writer being more valid to prove that my topic was closer to the goal I had in mind. This methodology would increase the audience's confidence. I identified the learning goals of the course specifically for each course on the other pages.

Throughout the course, we had four phases, and this portfolio is organized into those sections, based on phases, for revised drafts, finals drafts, and homework. I choose to include the Phase I Literacy Narrative Essay on the following webpage page:

<https://smpportfolio.commons.gc.cuny.edu/>. In this document, I learned how to relate my own

understanding of vocabulary to my general understanding of context and patterns through deductions. On the same previous webpage, I also included the rhetorical worksheet on Saleem as one of my worksheets. In this worksheet, I found how there were patterns present in the way people treat you based on “normal” biases through induction. I understood from this and my essay that there are patterns that help reveal peoples’ reasoning. I put the Phase II Rhetorical Essay on the following website page: <https://smpportfolio.commons.gc.cuny.edu/cv/>. In this essay, I learned about the connotation behind different rhetorical strategies present in my work on a conversation between classmates. I added the Phase III Researched Essay on this website page: <https://smpportfolio.commons.gc.cuny.edu/research/>. In this essay, context was crucial to a beneficial understanding towards and against bias. I also added the brainstorming worksheet as my second worksheet on the previous page. In this worksheet I established building an argument that inherently related to my thesis by being more understanding. I added the Phase IV Self Assessment Essay on the following website page: <https://smpportfolio.commons.gc.cuny.edu/teaching/>. Through the role of being impactful through many elements paternalistically, I became more aware of the topics at hand in general throughout the course. This would show that through these assignments, my topics became more composed.

I believe my purpose became more relevant from my phase I essay compared to my phase II essay by being more relevant over time. In my first essay, “[b]y using obscure which is a general word, my teacher implied that people in my class may have an obscure way of thinking” (8) I learned more about my potential in the class to be reciprocal, and how that would be essential as part of my purpose. In my second essay, I analyzed my story by writing, “[t]his way, when discussing the attitude of authors, I felt like I had something new to say with my friend

group” (12). Through logos I realized that certain topics could build on top of each other repetitively especially in the case of topics based in English. Compared to my first essay, I realized my understanding became more reciprocal *continuously*, and therefore more important for my audience to realize as a purpose to read.

My fourth essay was built on the significance of my third essay. In my third essay, I “realized that an invalid point point can cause a chain reaction in examples such as the news” (2). With inherent potential for misinterpretation. This would stop people from being inherently understanding, so there was an inherent call to action. Later in the fourth essay, I “in Langston Hughes’ case with Shanto, which would show how the source in the same circumstances, of party bias could have gone wrong” (4). While I realized the potential of my third essay, I further understood my third essay more generally than I did before through my fourth essay. This increased significance that I realized about my third essay allowed me to be more implicitly indicative in my own analysis and would be more inherently relevant to the audience and teacher.

I realized my performance was more concrete from my first to my second essay since my purpose grew in importance while addressing the teacher’s point. In my growth from my third to fourth essay, my performance showed I was more aware of the task at hand. While doing so overall, I showed I had a better grasp on my topic as a writer. This increasing grasp on my topic was crucial to improve on how I represented myself as I writer so that I could write from a more unique perspective.