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Self-Assessment Essay Second Draft

My Relation to My School Work

Throughout class, the learning outcomes were a rational way of thinking promptly. I noticed throughout class, I eventually understood the learning outcomes by realizing examples of their relevance in my life.

Through my third essay, I have found how to, "Examine how attitudes towards linguistic standards empower and oppress language users." During my cover letter, I discovered it was important to my audience for me to, " consider both points of view in politics"(1). This shows the attitude of political adversaries could be present when describing each other reflected upon. This has helped me realize what role they play in assessing each other in front of others. I also wrote this awareness, or lack thereof could be detrimental since in politics "an invalid point can cause a chain reaction"(1). This would go to show how one's opinion in society can be swayed by political bias and description.

Throughout my homeworks with rhetorical situation worksheets, I did "explore and analyze, in writing and reading, a variety of genres and rhetorical situations" by seeing how purpose interacts with argument. In my worksheet on Saleem, I discovered that his purpose is to describe "inform of biases and their future impact". I realized how in this situation that biases could also affect each other, and cause them to be more likely. Similarly in another homework, I wrote "inform that Black English important in the future". The relevance Black English plays on potential learning by other students expands on how they use it. This shows how in both

situations, I have learned how purpose could play a role in society in the future, based on relevance.

Throughout the Research Brainstorming Worksheet, I did "Develop strategies for reading, drafting, collaborating, revising, and editing". In this worksheet I highlighted how Langston Hughes shows the importance of linguistic differences. This would show how I found his work inspiring in my own situation. While I choose to focus on political acceptance, this helped me add on to my own essay, by quoting Langston Hughes, eventually by noticing similarities.

Through my second essay I was able to "Recognize and practice key rhetorical terms and strategies when engaged in writing situations". I established there was a relationship between making someone more open that had to do with others (12). This established a relationship between logos and my purpose.

"Understand and use print and digital technologies to address a range of audiences". I created a genre that was a personal letter. This allowed me to decide on the size of the audience I would reach.

By writing a precis for my sources, I worked on the sixth learning objective. I learned that in the case of Donald Trump, the author's argument was trying to establish Donald Trump as legitimate (Abramson). I established this argument as credible because it is a news article. I found that as a news article, they were good at informing the public of a general idea that was proper. I later found a thesis by Highfield addressing how a correlation between education and political assignment. Because this was a thesis, using evidence from his thesis helped me establish ethos.

In my third essay, I practiced the seventh learning objective. I described how marriages were chosen through bias (Shanto 6). I established through analysis that is impromptu and not relevant at hand. I then compared this source to Langston Hughes hoping to receive more proper treatment from his teacher (Langston Hughes). By analyzing this situation as being unprompted if gone wrong, I established a stance that it was important to get past bias in society.

During my third essay, I practiced the eighth learning objective. In my essay, I copied a quote on misconceptions of polarization, and then cited it from the author and page number which was Shanto 6.

I understand now, by learning outcomes, I have a better mindset when approaching a problem through crucial components.WordPress Website: https://smmportfolio.commons.gc.cuny.edu