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Many attitudes the class developed to understand their own writings and others' pieces are implicitly interpreted through society. Throughout the first phase, authors' attitudes present had become easier to provide recognition. In this page, it is evident that relevance prompted by society, through the final essay since it was inherent that vocabulary was crucially important, as well as in my rhetorical worksheet on Saleem that someone could be relevant despite society, and my 1 page response to Tan was prompted by crucial decisions in society.

The learning goals for this phase was the first learning objective. I believe I understood from this learning goal in my reading of the essays that attitudes could provide hope to encourage linguistic users. This can be seen in the worksheet where I commented on the case of Saleem proving that attitudes of how someone talks is not always representative of them as a person. This showed negatively biased attitudes are not inherent and could be jumped over. This shows how the Rhetorical Situation worksheet on Saleem demonstrated the importance of inherent attitudes. Through this phase, while I learned what was truly inherently an attitude through vocabulary in an essay, I could improve on realizing more certain characteristics vocabulary words could follow as an attitude.

In my 1 Page Response to Tan, I demonstrated relevance to be coherent as an attitude, which would make an attitude more concrete, and would show a better understanding of relevance.