

Ming Yang Zhang

Instructor Mr. Barber

Writing for Engineering 21007

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Self-Assessment Essay

I took Writing for Engineering 21007 in the spring semester in 2019 as my English composition course after English composition one in 2018. There are six major essays in this course: resume, professional letter, process description, lab report, proposal, and self-assessment paper. These essays were designed to help students to develop technical writing skills that are needed in the field of engineering. During the process of writing these essays, we had assignments, group work, and class discussions to strengthen our reading and writing skills and to prepare us for writing these essays. These assignments and essays help me achieved several course learning outcomes. These course learning outcomes indicate the growth of my reading and writing skills. The assignments, groupwork and class activities are evidence of my growth.

A resume was the first assignment assigned by instructor Barber. After we finished writing our resume, our classmates peer-reviewed each other's first draft of the resume to improve our writing. Through the process of peer-reviewing I achieved course outcome number one: "acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility." Before the peer-review, I only put my responsibilities for each job I had done under the work experiences of my resume. While I was reading my classmate's resume, I noticed that she not only wrote down her responsibilities, but also listed the skills gained from her job. After she finished reading my resume, she also suggested to me to add the skills I gained from my jobs. After I read my classmate's first draft of

the resume, I was able to revise my resume and add more information to it. My final draft of resume was listed on my web portfolio.

I accomplished course outcome number two, “enhance strategies for reading, drafting, revising, editing, and self-assessment,” by doing the proofreading practices and annotating readings assigned by instructor. Before we did peer-review, proofreading practice was given to us to prepare us for checking our classmates’ writing. These proofreading practices have both content and grammar errors. After doing these practices, it is easier to look for mistakes in my classmate’s writing. On the other hand, to help us read better, we were assigned with weekly readings and reading quizzes. I annotated all the weekly readings to help me understand the texts and to analyze the author’s messages. Annotating helps me improved my ability to look for author’s main point. Examples of proofreading practice and annotated reading passage can be found under other assignments tab on my web portfolio.

We needed to write a cover letter for our resume after we finished our final draft of our resume. As I was planning and writing my first draft of the cover letter, I achieved course outcome number three, “negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation,” and course outcome number six, “formulate and articulate a stance through and in your writing.” Our class was informed by the instructor that we should be straightforward and use a tone that is appropriate for cover letter. I know my cover letter’s audience is a recruiter at ITHAKA company, and that he had to read multiple of resumes and cover letters every day. Therefore, I used a respectful tone in my cover letter. Moreover, I stated that I am writing to apply for the Office Assistant (part-time) position at ITHAKA company in my first sentence of my cover letter. By knowing to whom I am writing for helps me to decide the tone I going to use and make my writing more effective.

A lab report is technical writing that we need to write for this class. We needed to do a background research for our topic to gather information before we started writing our lab report. My topic for this writing was the hardness of tap water, distilled water, and bottled mineral water. As I was doing my research, I achieved course outcome number seven, “practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects.” I used Google and OneSearch to do my background research on the hardness of water. I looked for information about hard water, soft water, permanent hard water, and temporary hard water. I used the filter option on OneSearch to help me look for sources that were appropriate to use in my lab report. To determine the credibility of the websites I found on Goggle, I looked at their domain name: “.com”, “.gov”, and “.edu”. My reference list showcased the sources I used for my lab report, and can be found on the last page of my lab report. As I was writing my lab report I accomplished course outcome number eight, “strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)”. I put an IEEE tag at the end of my sentences to show the readers that I am quoting or paraphrasing the information from a certain source. I practiced the skills of integrating, summarizing, and paraphrasing in my introduction of my lab report. First, I read the article I found on Google. Then, I summarized the information on a piece of paper, by indicating the website I got the information from. After I finished summarizing all the sources, I started writing my introduction for my lab report. Overall, writing the lab report has strengthened my abilities to locate sources and use those sources on my writing.

The proposal was a group assignment, in which the group identified a problem in New York City and a solution to the problem. As our group discussing the information we gathered for our topic, I achieved course outcome number four, “develop and engage in the collaborative

and social aspects of writing processes”. During our discussions, we determined the credibility of the sources we found, and we were going to use those sources. All our group members were engaged in these discussions to help us understand our topic: the opioid crisis in New York City. Moreover, it helped us write our proposal more effectively.

After finished reading and writing all the assignments, I achieved course outcome five, “engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond.” The weekly readings included genres like a lab report, textbook, essay, and reference book. These reading helped me understand topic like IEEE and a process description in order to complete the writing assignment more effectively. The writing I did for this class are different genre.

After all, I have written a variety of essay genres: process description, proposal, and lab report. I attended serval tutoring sessions at the writing center and peer-review sessions at class. These sessions helped me improve me writing. The course learning outcomes showcased my growth in this course. The writings and assignments I did had strengthen my reading and writing skills. In addition, it prepares us for other college courses.