

Sakizzie
ENGL-1010 Course Reflection
Professor Fillmore
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This was an interesting class for me. I have written a few short stories for kicks and giggles in years past, and I took a couple creative writing classes back in high school. I like to pretend I have a little bit of a handle on putting words on paper, but I'm closer to my ten-year class reunion than I am to my graduation date, and within the first week of the semester I really got a reckoning when I didn't recognize ANY of the material surrounding the ideas of Rhetorical Situations, Tactics, Appeals and Devices. Which is pretty well the focus of the entire class. I got a lot out of this class.

Two of the three assignments that were required for the ePortfolio – (linked here on my website) were the ones furthest from center on the spectrum between impersonal and informative – The Rhetorical Protest Song Analysis had strictly defined *goals*, but there wasn't a particular structure outlined by the professor. It was a challenge getting my thoughts and observations organized for an audience, especially when the word count and grading criteria required me to avoid including personal opinions or critique of the subject matter. The Flash Narrative was on the other side of things – a creative writing piece encouraged to, but not required to, be informed by personal experience. I set a personal challenge for myself with that: to take a very mundane moment in my life and see if using the trickery and witchcraft I was learning to keep a reader engaged with a story that really didn't have a lot to say. That was a blast. The third ePortfolio assignment, a Self-Study piece and the final project, was easily the most challenging for me because it required me to look at the writing decisions I'd made throughout the semester and justify them on paper, when my usual mindset is to only care about whether my rhetoric achieves its purpose, not so much to consider how and why it either works or doesn't.

The assignments were all designed to make students be thoughtful and deliberate in the way they put together their thoughts so they could be shared with an audience. It was required to be able to not only accept, but to give constructive feedback on classmate assignments, and this community engagement really gave the opportunity for students to get out of their own heads and look at their own work through someone else's eyes as well as giving their fresh perspectives to others.