ENGL 388V Portfolio

ENGL 393H TECHINCAL WRITING

Alexa Tsintolas

Table of Contents

Lesson Plans 1

Lesson Plan #1: 4 ½ Comma Rules 1

Commas Review PowerPoint 7

Comma Practice Worksheet 27

Comma Practice Answer Key 28

Commas Homework 29

Lesson Plan #2: Visuals and Document Design 30

Group Lesson Plan 34

Discussion Readings and Prompt 34

Writing in the Real World PowerPoint 35

Group Presentation Reflections 47

Discussion Posts 50

The Classroom Community and Reflection 50

Responding to Student Work and Reflection 55

Approaches to Style and Error and Reflection 60

Learning Logs 63

Learning Log #1 and Reflection 63

Learning Log #2 and Reflection 66

Learning Log #3 and Reflection 69

Reflective Essay 72

ENGL 393H Honors Technical Writing

Lesson Plan #1: 4 ½ Comma Rules

Objective:

Students will learn four and a half comma rules. After the lesson is over, they should be able to apply their knowledge to identify and correct past comma errors and use commas correctly when writing and editing their future assignments.

Preliminaries:

Before the lesson, students will have received grades and feedback on the first major paper, the Definition and Description assignment. While looking over the students' work, the instructor and I noticed that the class as a whole had some issues with correct comma usage. The examples in the PowerPoint and worksheet activity came from the students' papers. So, any other errors such as spelling came from the students. I focused only on their comma errors.

Materials:

- Computer with Internet
- Projector application and physical projector screen
- PowerPoint Presentation
- Printed worksheets for group editing activity
- Printed answer key to the group editing activity
- ELMs homework assignment
- Candy

Time Estimate:

The lesson should take about 15 minutes. The first ten minutes will be spent on the PowerPoint presentation, and the last five minutes or so will be spent on the group editing activity. The homework should take no more than 10 minutes for students to complete.

Outline of Lesson:

[0:00]- Explain that we will be doing a review of commas and a group worksheet on fixing comma errors. Mention that I used examples from the students' work not to single out those that need to review comma rules but to make the presentation more relevant to and engaging for the class.

PowerPoint Presentation: If students seem to understand information, skip some examples or exercises. Ask if students understand the rules and examples and if they need further explanation.

[0:20]-Rule 1: Commas are needed between items in a series (words or phrases). The oxford comma is optional. Make sure to use parallelism for the verbs.

-Example 1: Read example and explain that commas go between the items listed. Mention again that the oxford comma is optional.

-Example 2: Read example and explain why commas are needed between the phrases.

-Exercise 1: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A comma is needed after “a sour patch kids” because a “jolly rancher” is a separate item in the list.

-Exercise 2: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: Commas are needed between each phrase about what exercise is done each day to separate each phrase in the list.

[1:00]-Rule 2: Commas go after “introductory stuff,” introductory words or phrases like the ones listed on the slide because they can’t stand on their own and are not complete ideas.

-Example 1: Read example and explain that “Over the past decade” is an introductory phrase that cannot stand on its own. The sentence still makes sense without the introductory phrase.

-Example 2: Read example and explain that “Despite the aforementioned reasons” is an introductory phrase that cannot stand on its own. The sentence still makes sense without the introductory phrase.

-Exercise 1: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: The phrase “for stability” is an introductory clause that cannot stand on its own so a comma is needed after it.

-Exercise 2: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A comma is needed after “Finally” because “Finally” is not a complete idea.

[3:00]-Rule 3: Place commas before and after a clause in the middle of a sentence. Clauses add extra information to the sentence that does not interfere with understanding the sentence as a whole. You can figure out if you need commas by reading the sentence without the part of the sentence you suspect needs commas to see if the sentence still makes sense. Clauses at the end of a sentence also add extra information to the sentence that does not interfere with understanding the sentence as a whole. You can try the removal test with them as well.

-Example 1: Read example and explain that the phrase “as students at a nationally recognized public university that promotes inclusion, diversity, and tolerance” needs to be surrounded by commas because it adds extra information to the sentence by describing the students. Removing the phrase gives the sentence “We should be mindful of how our actions affect others” which still makes sense. So, the phrase needs commas around it.

-Example 2: Read example and explain that the phrase “when not designed properly”, adds information to the sentence about the electronic devices. The sentence “Electronic devices will likely sustain damage” still makes sense if the phrase is removed. So, the phrase needs commas around it.

-Exercise 1: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A comma is needed before the phrase “an age group that is often sick and spreading their illnesses due to close contact” because it is describing “children ages newborn to 18” and the sentence makes sense without this extra information.

-Exercise 2: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A comma is needed around the phrase “as you can see” because it adds detail to the sentence and the sentence still makes sense when you remove the phrase.

[5:00]-Rule 4: Use before coordinating conjunctions with a comma to combine two sentences.

-Commas are only needed before these coordinating conjunctions if they are part of independent clause. In this example, a comma is not needed before the “or” because “sink marks” are another possibility that may occur and not a separate sentence.

-If the subject of the sentences you are combining is the same, you do not need necessarily to use a comma. If you keep the subject in each sentence then you need a comma and coordinating conjunction like the “and.” If you mention the subject at the beginning of the sentence no comma is needed because the subject of the sentence is the same.

-Example 1: Read example and explain that a comma is needed before “but” because the “but” is connecting the two sentences “Such statistical computation has long been possible” and “Scientists were unable to practically exploit it.”

-Example 2: Read example and explain a comma is needed before the “so” because it is linking together the sentences “Integrated development environments will take the user’s code, compile it, and convert it into all 1’s and 0’s, or binary” and “The computer can interpret and eventually execute it.”

-Exercise 1: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A comma is needed before the “and” even though the subject is the same because the “and” is connecting the sentences “I am intending on pursuing a career in medicine” and “know the importance of this type of drug, but many individuals in the general public have minimal understanding to what this drug actually does in the body” together.

-Exercise 2: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A comma is needed before the “so” as the coordinating conjunction links the sentences “Molds can deteriorate over time” and “They periodically need to be replaced.”

[7:00]-Rule 4.5: In place of coordinating conjunctions, you can use semicolons and conjunctive adverbs to combine sentences. Use a semicolon before the conjunctive adverb and then place a comma after the adverb. Or, you can use a semicolon to join two sentences together.

-Example 1: Read example and explain that “however” is being used to combine the sentences “I wish I could be a professional basketball player” and “I am too short.”
-Example 2: Read example and explain that “therefore” is being used to combine the sentences “I want to be a better writer” and “I must practice my comma my rules.”
-Exercise 1: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A semicolon before and a comma after the “however” are needed to join the sentences “One might assume it is just coding or writing instructions for computers” and “It is much more.”

-Exercise 2: Ask students to find the error, and then display the answer if someone gets it right. Ask the student who answered correctly why the answer is correct. Give the student a piece of candy.

-Explanation: A semicolon not a comma is need before “you” because “you starts a new sentence “You can think of a chromosome as more like a train that carries packages”. If you removed the sentence like the first part of the sentence makes sense, but you would lose the entire second sentence

[9:00]- Explain the editing activity: Students will get into groups of 2-3 and work together to find comma errors on a worksheet. Mention that there are 18 errors and that one of the sentences is correct. The first team to find all the errors and identify the correct sentence wins a candy prize.

[9:30]- Students work on the worksheets. Go around the room to see how the students are progressing and to check if they have found all the errors and the correct sentence. Give the students who found the errors and correct sentence first a candy prize. Then, distribute the answer key to all the students.

[13:30]- Go over the answers and explain homework: Read over and explain answers to the students. Ask the students to pass in their worksheets while beginning to explain homework. There will be a quiz on ELMs that asks students to find a comma error in their papers and submit a correction as well as fix one of the two incorrect sentences in the quiz. Ask students to look over their past papers and find a comma error. If students can’t find a comma error in their paper, ask them to fix both sentences in the quiz.

[15:00]-End of lesson

Method for Assessing the Objective:

I will collect the worksheets at the end of the activity and review them to see if students have improved their ability to use commas correctly. Also, I will review and grade the ELMs homework assignment students to see if they have mastered the topic.

Reflection:

For this lesson, I tried to include ideas from Bloom’s taxonomy. I had the students work through a few exercises and worksheet in order to have them analyze the comma rules. During the presentation, I alternated between explaining the reasoning behind why a comma was missing or needed to be deleted and having the students explain why to make sure they understood the comma rules. I had students do the worksheet activity and homework assignment because I wanted students to be able to apply what they learned. I will be able to evaluate each student’s progress

from the worksheet and homework to see if they have improved.

For my PowerPoint, I used many of the tips from the "Making Better PowerPoint Presentations" article. I tried to avoid too many words on my slides. I also did not use any transitions; I added small chunks of information each time to the bottom of the slides until the relevant information was complete. I tried to repeat important information on each slide about the rules so students could refer back to them during the examples and exercises. I had considered in my rough draft printing out the PowerPoint and giving it to the students, but I realized that if I were to do that, I would be giving away all of the answers to the exercises. I told my students that I wanted them to listen rather than taking notes because I had posted the presentation on ELMs because Edelman and Harring's research found that taking notes while the professor is talking decreases learning. Instead of having students read the slides, except for the exercises, I discussed the information on the slides. I also tried to use a simple color scheme of black and green. Color also was helpful to indicate where errors and commas went as well as to show were important words and clauses were in relation to the sentences.

The lesson took a lot longer than I anticipated, about half of the class period. Before doing my lesson, the professor told me that if it is taking longer than we planned it is fine to keep going because he thought the information is important for the students to understand. The candy I brought to reward students for correcting comma errors helped keep the students engaged, but its distribution took up some time. I think the candy may have contributed to the lesson taking longer than I planned.

I was pleased to hear a lot of good discussion when the students were working on the worksheet. Everyone was trying to explain to their partner or group members where the errors were and why they needed to be fixed. Some pairs and groups came close to finding all the errors. I had to cut the activity short because the students were taking too long and we had to move on to a different topic. Since we had to stop the activity, I did not have time to go over the answers to the worksheet but I passed out the answer key so the students could look it over and ask questions later if they were unsure about any corrections. So, I told the class I would look at their worksheets, determined who had the most errors, and award candy next class.

After reviewing the worksheets, I found that a number of students were still struggling with comma rules. Only one student was able to identify the correct sentence. I think that the homework assignment helped many students improve. It may have been that they were rushing to find the errors and not taking the time to think through their corrections. The class average for the homework assignment was 89%. Three students mentioned in their midterm self-reflections that the comma lesson helped them learn how to better use commas. One student wrote, "And finally, the lesson we had in class about commas I found to be very useful in my writing because I've never learned how to use semicolons and commas correctly. And I have incorporated the use of semicolon in my last writing assignment." Another commented, "My biggest problem in the paper was my comma usage, which was rectified after completing the in-class comma assignment." A third said, "I found the comma lesson incredibly useful; I was aware that I overuse commas, but I was unsure of how to fix my mistakes. I hope that we have more lessons in a similar vein in future classes." So, I believe that lesson did help the students understand how to use commas properly.

From this first lesson, I think that I spent enough time preparing and practicing as during the presentation I did not have any difficulties explaining the material I was presenting. Students asked a few clarifying questions, so I thought I was fairly clear. Clarity was something I was concerned about while working on the lesson plan. Also, I am a very soft spoken person; however, I think that I projected well enough for the class to hear me. For my next lesson plan, I will pay

more attention to how much time I think the lesson will take. I know that I cannot accurately predict how long it will take, but I hope to get a good estimate so that I don't take away class time reserved for other things.

COMMAS REVIEW

Plan

1. Review 4.5 comma rules
2. Group activity
3. Explain homework

Rule 1: Commas between items/phrases in a series

- Commas go after each word or phrase
- The comma before the and (Oxford comma) = personal choice
- Remember parallelism = verbs in the same tense and phrases in the same format

Rule 1: Commas between items in a series

- Commas go after each word or phrase
- The comma before the and (Oxford comma) = personal choice
- Example 1:

The use of body movements, props, costume, music and lighting follows the function of conveying emotions and the events in the performance build a story.

Rule 1: Commas between items in a series

- Commas go after each word or phrase
- The comma before the and/or (Oxford comma) = personal choice
- Example 1:

The use of body movements**,** props**,** costume**,** music and lighting follows the function of conveying emotions and the events in the performance build a story.

- Example 2:

Informal assessments can be in the form of an interview with a student**,** observations made from watching students work in groups**,** or a discussion with the class.

Rule 1: Commas between items in a series

- Commas go after each word or phrase
- Comma before and (Oxford comma) personal choice
- Exercise 1:

If you find the error, you will win a sour patch kids a jolly rancher, or a Hershey kiss.

Rule 1: Commas between items in a series

- Commas go after each word or phrase
- Comma before and (Oxford comma) personal choice
- Exercise 1:

If you find the error, you will win a sour patch kids a jolly rancher, or a Hershey kiss.

- Correction:

If you find the error, you will win a sour patch kids, a jolly rancher, or a Hershey kiss.

Rule 1: Commas between items in a series

- Commas go after each word or phrase
- Comma before and (Oxford comma) personal choice
- Exercise 2:

Mondays I go to cycling class Tuesdays I go to yoga class, Wednesdays I go to Body Pump Thursdays I go to HIIT and Fridays I take a break.

Rule 1: Commas between items in a series

- Commas go after each word or phrase
- Comma before and (Oxford comma) personal choice
- Exercise 2:

Mondays I go to cycling class Tuesdays I go to yoga class, Wednesdays I go to Body Pump Thursdays I go to HIIT and Fridays I take a break.

- Correction:

Mondays I go to cycling class, Tuesdays I go to yoga class, Wednesdays I go to Body Pump, Thursdays I go to HIIT, and Fridays I take a break.

Rule 2: Commas after introductory stuff

- Introductory stuff can't stand on their own
- Introductory stuff:

-First,

-Next,

-Whenever I am in Technical Writing class,

-After eating lunch,

-However,

-Since I like chocolate,

-While eating a sandwich,

Rule 2: Commas after introductory stuff

- Introductory stuff can't stand on their own
- Example 1:

Over the past decade**,** many government agencies and universities have been placing increasingly large amounts of money into researching sustainability.

Rule 2: Commas after introductory stuff

- Introductory stuff can't stand on their own
- Example 1:

Over the past decade**,** many government agencies and universities have been placing increasingly large amounts of money into researching sustainability.

- Example 2:

Despite the aforementioned reasons**,** some may still have qualms about taking a stand against gerrymandering.

Rule 2: Commas after introductory stuff

- Introductory stuff can't stand on their own
- Exercise 1:

For stability you can bind on to the shirt of the player that was tackled.

Rule 2: Commas after introductory stuff

- Introductory stuff can't stand on their own
- Exercise 1:

For stability you can bind on to the shirt of the player that was tackled.

- Correction:

For stability, you can bind on to the shirt of the player that was tackled.

Rule 2: Commas after introductory stuff

- Introductory stuff can't stand on their own
- Exercise 2:

Finally I will specifically connect Down syndrome to chromosomal abnormalities.

Rule 2: Commas after introductory stuff

- Introductory clauses stuff can't stand on their own
- Exercise 2:

Finally I will specifically connect Down syndrome to chromosomal abnormalities.

- Correction:

Finally**,** I will specifically connect Down syndrome to chromosomal abnormalities.

Rule 3: Commas around clauses in the middle or before clauses at the end

- Place commas before and after a clause in the middle of a sentence
- These clauses contain extra information or descriptions that do not interfere with understanding of the sentence as a whole
- The clauses also can't stand on their own
- Use commas around a clause when if you were to remove the clause from the sentence, the sentence would still make sense
- Similarly, clauses at the end convey extra information and the removal test will help you figure out where to put the comma

Rule 3: Commas around clauses in the middle or before clauses at the end

- Place commas before and after a clause in the middle of a sentence
- Place commas before a clause at the end of a sentence
- Example 1:

We**,** as students at a nationally recognized public university that promotes inclusion, diversity, and tolerance**,** should be mindful of how our actions affect others.

Rule 3: Commas around clauses in the middle or before clauses at the end

- Place commas before and after a clause in the middle of a sentence
- Place commas before a clause at the end of a sentence
- Example 1:

We, as students at a nationally recognized public university that promotes inclusion, diversity, and tolerance, should be mindful of how our actions affect others.

- Example 2:

Electronic devices, when not designed properly, will likely sustain damage.

Rule 3: Commas around clauses in the middle or before clauses at the end

- Place commas before and after a clause in the middle of a sentence
- Place commas before a clause at the end of a sentence
- Exercise 1:

So, in order to address this misconstrued information, I have designed this paper to target and educate an audience of adults with children ages newborn to 18 an age group that is often sick and spreading their illnesses due to close contact.

Rule 3: Commas around clauses in the middle or before clauses at the end

- Place commas before and after a clause in the middle of a sentence
- Place commas before a clause at the end of a sentence
- Exercise 1:

So, in order to address this misconstrued information, I have designed this paper to target and educate an audience of adults with children ages newborn to 18 an age group that is often sick and spreading their illnesses due to close contact.

- Correction:

So, in order to address this misconstrued information I have designed this paper to target and educate an audience of adults with children ages newborn to 18**,** an age group that is often sick and spreading their illnesses due to close contact.

Rule 3: Commas around clauses in the middle or before clauses at the end

- Place commas before and after a clause in the middle of a sentence
- Place commas before a clause at the end of a sentence
- Exercise 2:

The great thing about becoming a paralegal as you can see is that work can be found in any legal field a person might be interested in.

Rule 3: Commas around clauses in the middle or before clauses at the end

- Place commas before and after a clause in the middle of a sentence
- Place commas before a clause at the end of a sentence
- Exercise 2:

The great thing about becoming a paralegal as you can see is that work can be found in any legal field a person might be interested in.

- Correction:

The great thing about becoming a paralegal, as you can see, is that work can be found in any legal field a person might be interested in.

Rule 4: Commas before coordinating conjunctions to combine sentences

- Combine two sentences or independent clauses with a comma followed by a coordinating conjunction
- Coordinating Conjunctions = and, nor, or, so, for, but, yet

Rule 4: Commas before coordinating conjunctions to combine sentences

- DO NOT put commas in front of coordinating conjunctions UNLESS they are part of an independent clause
- Example:

If a feature is too thick, the plastic will shrink and develop concave defects, or sink marks.

- Correction:

If a feature is too thick, the plastic will shrink and develop concave defects or sink marks.

Rule 4: Commas before coordinating conjunctions to combine sentences

- You do not need a coordinating conjunction if the subject is the same
- Example:

Today, we are going to review commas and do a group activity.

Instead of

Today, we are going to review commas, and we are going to do a group activity.

Rule 4: Commas before coordinating conjunctions to combine sentences

- Combine two sentences or independent clauses with a comma followed by a coordinating conjunction
- Coordinating Conjunctions = and, nor, or, so, for, but, yet
- Example 1:

Such statistical computation has long been possible**,** but scientists were unable to practically exploit it.

Rule 4: Commas before coordinating conjunctions to combine sentences

- Combine two sentences or independent clauses with a comma followed by a coordinating conjunction
- Coordinating Conjunctions = and, nor, or, so, for, but, yet
- Example 1:

Such statistical computation has long been possible**,** but scientists were unable to practically exploit it.

- Example 2:

Integrated development environments will take the user's code, compile it, and convert it into all 1's and 0's, or binary**,** so the computer can interpret and eventually execute it.

Rule 4: Commas before coordinating conjunctions to combine sentences

- Combine two sentences or independent clauses with a comma followed by a coordinating conjunction
- Coordinating Conjunctions = and, nor, or, so, for, but, yet
- Exercise 1:

I am intending on pursuing a career in medicine and I know the importance of this type of drug, but many individuals in the general public have minimal understanding to what this drug actually does in the body.

Rule 4: Commas before coordinating conjunctions to combine sentences

- Combine two sentences or independent clauses with a comma followed by a coordinating conjunction
- Coordinating Conjunctions = and, nor, or, so, for, but, yet
- Exercise 1:

I am intending on pursuing a career in medicine and I know the importance of this type of drug, but many individuals in the general public have minimal understanding to what this drug actually does in the body.

- Correction:

I am intending on pursuing a career in medicine**,** and I know the importance of this type of drug, but many individuals in the general public have minimal understanding to what this drug actually does in the body.

Rule 4: Commas before coordinating conjunctions to combine sentences

- Combine two sentences or independent clauses with a comma followed by a coordinating conjunction
- Coordinating Conjunctions = and, nor, or, so, for, but, yet
- Exercise 2:

Molds deteriorate over time so they periodically need to be replaced.

Rule 4: Commas before coordinating conjunctions to combine sentences

- Combine two sentences or independent clauses with a comma followed by a coordinating conjunction
- Coordinating Conjunctions = and, nor, or, so, for, but, yet
- Exercise 2:

Molds deteriorate over time so they periodically need to be replaced.

- Correction:

Molds deteriorate over time, so they periodically need to be replaced.

Rule 4.5: Semicolons and commas to combine sentences

- Instead of using a coordinating conjunction to combine two sentences you can use a semicolon
- Semicolons combined with commas when using conjunctive adverbs
- Conjunctive Adverbs:

;*however*,

;*therefore*,

;*moreover*,

;*thus*,

;*otherwise*,

Rule 4.5: Semicolons and commas to combine sentences

- Instead of using a coordinating conjunction to combine two sentences you can use a semicolon
- Semicolons combined with commas when using conjunctive adverbs
- Example 1:

I wish I could be a professional basketball player**;** however**,** I am too short.

Rule 4.5: Semicolons and commas to combine sentences

- Instead of using a coordinating conjunction to combine two sentences you can use a semicolon
- Semicolons combined with commas when using conjunctive adverbs
- Example 1:

I wish I could be a professional basketball player**;** however**,** I am too short.

- Example 2:

I want to be a better writer**;** therefore**,** I must practice my comma rules.

Rule 4.5: Semicolons and commas to combine sentences

- Instead of using a coordinating conjunction to combine two sentences you can use a semicolon
- Semicolons combined with commas when using conjunctive adverbs
- Exercise 1:

One might assume it is just coding or writing instructions for computers however it is much more.

Rule 4.5: Semicolons and commas to combine sentences

- Instead of using a coordinating conjunction to combine two sentences you can use a semicolon
- Semicolons combined with commas when using conjunctive adverbs
- Exercise 1:

One might assume it is just coding or writing instructions for computers however it is much more.

- Correction:

One might assume it is just coding or writing instructions for computers; however, it is much more.

Rule 4.5: Semicolons and commas to combine sentences

- Instead of using a coordinating conjunction to combine two sentences you can use a semicolon
- Semicolons combined with commas when using conjunctive adverbs
- Exercise 2:

Chromosomes carry genetic information because they are made up of DNA, you can think of a chromosome as more like a train that carries packages (genes).

Rule 4.5: Semicolons and commas to combine sentences

- Instead of using a coordinating conjunction to combine two sentences you can use a semicolon
- Semicolons combined with commas when using conjunctive adverbs
- Exercise 2:

Chromosomes carry genetic information because they are made up of DNA, you can think of a chromosome as more like a train that carries packages (genes).

- Correction:

Chromosomes carry genetic information because they are made up of DNA**;** you can think of a chromosome as more like a train that carries packages (genes).

Further Resource

- https://owl.english.purdue.edu/owl/owlprint/607/

Comma Practice

There are **18** places where commas or semicolons are either missing or need to be deleted. One sentence does not have any errors. The first team to find them all in 5 minutes wins!

1. If the harmful bacterial cells cannot capture the nutrients from the surroundings the cells will die.
2. This piece could eventually be used in a basic guidebook to rugby, or on a site meant to break down the different plays and calls for anyone new to the sport.
3. There are many different IDEs each with its own benefits as well as drawbacks, in fact some are designed for use with specific languages only.
4. Finally there are diagnostic assessments assessments that are used to diagnose or evaluate what a student already knows before a lesson.
5. This magazine is available online on the website of University Recreation and Wellness and includes a variety of tips for students on eating healthy and exercising, as well as advertisements for wellness events at UMD.
6. If someone decided to sell their used car in 2015, this wouldn't count, because it would have already been put into the GDP calculation of the year it was first produced.
7. Before the emergence of Uber, a taxi service that uses a mobile app to pair passengers with drivers, who drive their own cars, the taxi market experienced three market failures: asymmetric information, transaction costs, and imperfect competition.
8. Halloween should not be used as an excuse to exploit other students' cultures, nor to claim admiration of select aspects of those cultures.
9. My mom makes all kinds of yummy vegetables for dinner such as broccoli spinach asparagus, and zucchini but my brother won't eat any of them. What a weirdo!
10. Therefore rather than regulating Uber, or removing restrictions on regular taxis so they can compete with Uber, the government should prohibit Uber, and create an app or some other kind of rating service to solve the asymmetric information problem, and achieve a higher level of efficiency in the taxi market.

Comma Practice Answer Key

There are **18** places where commas or semicolons are either missing or need to be deleted. One sentence does not have any errors. The first team to find them all in 5 minutes wins!

1. If the harmful bacterial cells cannot capture the nutrients from the surroundings the cells will die.
2. This piece could eventually be used in a basic guidebook to rugby or on a site meant to break down the different plays and calls for anyone new to the sport.
3. There are many different IDEs each with its own benefits as well as drawbacks in fact some are designed for use with specific languages only.
4. Finally there are diagnostic assessments assessments that are used to diagnose or evaluate what a student already knows before a lesson.
5. This magazine is available online on the website of University Recreation and Wellness and includes a variety of tips for students on eating healthy and exercising as well as advertisements for wellness events at UMD.
6. If someone decided to sell their used car in 2015, this wouldn't count because it would have already been put into the GDP calculation of the year it was first produced.
7. no errors
8. Before the emergence of Uber, a taxi service that uses a mobile app to pair passengers with drivers, whom drive their own cars, the taxi market experienced three market failures: asymmetric information, transaction costs, and imperfect competition.
9. Halloween should not be used as an excuse to exploit other students' cultures nor to claim admiration of select aspects of those cultures.
10. My mom makes all kinds of yummy vegetables for dinner such as broccoli spinach asparagus, and zucchini but my brother won't eat any of them. What a weirdo!
11. Therefore rather than regulating Uber or removing restrictions on regular taxis so they can compete with Uber, the government should prohibit Uber and create an app or some other kind of rating service to solve the asymmetric information problem and achieve a higher level of efficiency in the taxi market.

Commas Homework

Go back to your MWA1 Definition and Description Article and locate one sentence where you used commas and/or semicolons incorrectly. Submit the sentence along with its correction. In addition, submit a correction to one of the two sentences in the quiz.

If you can't find any errors in your MWA1, submit corrections to both sentences in the quiz.

Question (10 pts)

Submit and correct one of your own sentences from MWA1, and correct one of the two sentences below. OR If you can't find any errors, submit corrections to both of the sentences below.

1. At the Homecoming football game I saw Testudo the UMD mascot do a backflip cartwheel and the splits however he didn't give me a high five and this made me sad.

2. Two weeks ago I found a poster in the English Undergraduate Lounge that had the My Little Pony characters on it but there was one lucky pony with Edgar Allen Poe's face on it so I guess you'd call it a POEny.

Corrections:

First sentence depends on submission.

1. At the Homecoming football game, I saw Testudo, the UMD mascot, do a backflip, cartwheel, and the splits; however, he didn't give me a high five, and this made me sad.

2. Two weeks ago, I found a poster in the English Undergraduate Lounge that had the My Little Pony characters on it, but there was one lucky pony with Edgar Allen Poe's face on it, so I guess you'd call it a POEny.

ENGL 393H Honors Technical Writing

Lesson Plan #2: Visuals and Document Design

Objective:

Students will learn how design documents and create graphics that cater to the audiences of their documents. After the lesson is over, they should be able to produce graphics for the Process and Procedure assignment and implement some document design into their final projects.

Preliminaries:

Before coming to class, students will have read chapters 7 and 8 in Markel's *Practical Strategies for Technical Communication*. These two chapters focus on designing documents and websites and creating graphics. The previous week, in lieu of class, students met with the instructor and myself to discuss the cover memos they wrote for the final project, a longer document that is either a proposal or a manual. Students will need to incorporate some document design and graphics into their final project. Also, the rough draft for the Process, Procedure, or Instructions assignment will be due later in the week. Students are required to have at least one visual for the paper. The assignment is also supposed to be written for a website. Students are encouraged, though not required, to create a website or use document design to format their assignment like a website.

Materials:

-Computer with Internet
-Projector application and physical projector screen
-Prezi
-Blank printer paper for each student

Time Estimate:

The lesson should take 25-30 minutes.

Outline of Lesson:

[0:00]-Prezi

[0:10]-Introduce the presentation and explain that students need to do some document design for the final project and need at least one visual for the Process, Procedure, and Instructions assignment.

[0:30]-Goals of document design:

-help readers understand structure
-help readers find what looking for
-make it easier for readers to understand the text

[1:00]-Effective of design:

-titles and headings can be used to organize content and create a hierarchy
-negative space is important to have else the page will be too cluttered, but you don't want too much space
-not all font types are appropriate for your document, and the size matters for not only readability but also creating organization and a hierarchy

-it is a good idea to place images and other relevant content near the text that it goes with

-having a table of contents at the beginning can help direct readers quickly to what they are looking for

-use contrast to make images and text easier to see

-use captions to help explain graphics, but don't make them too long

[1:40]-Effective graphics: It is important to make sure that you create or use graphics and place them in such a way in the document with your audience in mind. Graphics should contain a suitable amount of information for the audience. It is helpful to connect the graphic to the text by mentioning the graphic in the text or including a caption that relates the image to the text. Also, placing graphics near the text they are referring to can help with the audience's understanding.

[2:00]-Document 1: Ask the class who the audience is. Ask if the document was designed effectively for communicating to the audience. Ask how design was effectively used to do. Students should identify some of the following points:

Audience: Students, faculty, staff and visitors at UMD. Anyone who needs to dispose of something at UMD. These signs are found around recycling and trash bins around campus. Students should identify some of the following points:

Effective Design: The design is effective because it is simple. There is use of contrast to make the design easier to see and read. The images make it easy to quickly identify what to throw in the trash and recycling. The red no symbol on the plastic bag further illustrates the message not to recycle plastic bags, something we usually think to recycle. The recycle blue color and symbol also influence the message of recycling. There captions for the items and there isn't any clutter. The image has clear titles.

[3:00]-Document 2: Ask the class who the audience is. Ask if the document was designed effectively for communicating to the audience. Ask how design was effectively used to do.

Audience: To inform donors about how USAID has provided assistance in Sudan.

Effective Design: The use of the pie chart and the monetary breakdown clearly shows the audience how their donations are being used. The map helps orient the readers to the location USAID is working in. The image and caption give information about the people they are helping as well. The headings and use of color help the audience know what the content of the article is. The box separates things on the side shows that it has extra information for the reader that is separate from the main content. The paragraphs are short and written in an easy to read font.

[3:30]- Graphics for processes and instructions: Go through the different types of graphics that can be used to help readers understand processes. Mention that more detailed information can be found in chapter 8 of Markel's book.

[5:30]-Website example: For my Process, Procedure, or Instructions assignment I wrote about how to do a sun salutation in yoga. The audience for my website was people who are new to yoga. I created a website using Weebly, a free website creating site. You do not have to make an actual site. I included a link to the site here in the presentation if you want to take a further look at it. So, I included an introduction, list of supplies, and tips at the beginning. It is important to remember

to put your instructions in some kind of context. There is likely to be material before and after the instructions. Ask the class if they find the design effective for the audience and why.

Effective Design: Pictures help illustrate the steps described in the text. The headings help separate the sections. The bulleted list helps the audience see what they will need. The remember list also gives some quick tips. The design uses soothing color scheme which is representative of yoga.

[7:30]-Math Major Survival Guide example: I wrote the Math Major Survival Guide for my finial project. So, I did the manual option. The guide has information about classes and advice on studying, doing homework, and resources for math majors. I ended up revising the document for the Math Department over the summer, and the document is on their site now. I have a link below if you want to look at more of how the document was designed. I just want to focus on these two pages I took out of the guide. Ask the class if they find the design effective for the audience and why.

Effective Design: Headings and font sizes help differentiate sections and make it easy for the audience to find the information they are looking for. The red and green provide contrast making the page more interesting to look at. The colored boxes also break up the content making it easier to read. The red font in the green box highlights important information using contrast to have it stand out to the reader. The font size is appropriate to read. Page numbers and justified text make the document look like a book or booklet.

Important note: While I made my text justified to make it look like the information was in a book, usually, justified text can be difficult to read because it often creates awkward spacing. The spacing is distracting and hard on the eyes.

[9:30]-Explain activity: Students will create an informational page for prospective students and their families about the Stamp Student Union. They can look up information about the Stamp to determine what they would like to include on their designs. Students can make the page on any topic about the Stamp; however, the document must have at least one graphic, title and heading(s), text, and good use of negative space and proximity. Students will have to organize these elements on a blank piece of paper. They will be creating a "thumbnail" sketch of what their page would look like. They don't have to draw things or write text. They should focus on the organization and size of the elements they incorporate into their design. Explain that "thumbnail" sketches make document design planning easy because you can quickly see what the document will look like before you start and can easily revise or redraw the design. Then everyone will share their designs and their reasoning for the designs.

[10:00]-Students work on the activity. I will walk around the room observing, providing assistance, and answering questions.

[15:00]-All students share their designs and reasoning for the designs. I will ask one student to start and go around the room sharing.

[30:00]-End of lesson and collect the students' designs.

Method of Assessing the Objective:

Students' understanding of the lesson will be evaluated based on the document designs they created and the explanations for why they organized the text and graphics the way they did.

I will also examine the students' designs to see if they have a good understanding of document design and learned how to use graphics in documents.

Instructional Materials:
https://prezi.com/e6ir70qrsmwt/visuals-and-document-design/

Reflection:

For this lesson, I tried to incorporate some ideas from Donaldson's article "The Maker Movement and the Rebirth of Constructionism." By having my students design a page about the Stamp Student Union for prospective students and their families, I am asking them to create for an "authentic audience" like Donaldson. In technical writing, one of the major goals for students is to learn how to produce documents for a particular audience rather than the instructor. So, it is good to give students extra practice catering to a particular audience but in a different setting with visuals and document design. I think that asking my students to put themselves in the shoes of prospective students and their families makes the activity more relevant to them as they were all once prospective students. While I am asking my students to use paper and pencil rather than technology, I believe I am still employing Donaldson's constructionist method because I am asking them to build their knowledge from their experience and understanding of what it was like to be a prospective student. Also, the project may be meaningful to them because they may consider what they wished they learned about the Stamp before coming to UMD. Finally, I tried to be creative with design in my presentation as well by using graphics and making the presentation look like a document itself.

The reason why I ask them to use pencil and paper rather than technology is because "thumbnail" sketches provide a quick, easy way to visualize what a page or even entire document can look like. If students were to create a design on the computer, they would not be able to see what the final product would look like before they start. These "thumbnail" sketches are almost like rough drafts for document design. I hope that the students will find the method helpful for planning their documents.

Unlike my first lesson, I was able to adhere to the time limit I set. The students seemed to be engaged in the document design analysis part of the presentation. They also produced excellent designs and provided good presentations about their designs in front of the class. From looking at their designs during the presentations and outside of class, I believe that the students have mastered the principles of graphic creation and document design that I taught them. After the "thumbnail" sketch part of the lesson, I thought the students participated more in the following discussion led by me instructor about document design.

The instructor had mainly positive feedback about my lesson. He said that this time I was louder and projected my voice better and thought the class was engaged. The only criticism he had was that it was hard to see the "thumbnail" sketch designs when the students presented and he was not sure if anyone else in the class could see the sketches. He thought that the sketching idea was good, but that most students may not have gotten much out of the presentation part other than practicing public speaking. I would have to say that I agree with his feedback that it was somewhat difficult to see the designs and that the time spent sharing did not provide as much of a benefit. In order to improve the lesson, I think that I would either ask the students to write in pen rather than pencil so that their design stands out or ask them to draw it on the blackboard for everyone to see.

Group Lesson: Writing in the Real World Discussion Readings and Prompt

Please read the required articles (and watch the optional video - it's pretty interesting!) and respond to the following prompts by Sunday 11:59 pm. Then, respond to at least one post by class time Tuesday.

1. What is writing in the real world? How does this writing differ from academic writing?
2. How can you incorporate the concept of "writing in the real world" into the classroom you TA?
3. What are the different platforms writing in the real world can encompass? How does this affect what/how you write? How do you write differently based on the platform?
4. Why is it important to identify your audience? How can you identify who you are writing for?
5. How has writing in the real world evolved and shaped our classrooms?

Required:

1. http://www.chronicle.com/article/A-Social-Network-Can-Be-a/129609
2. http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/getting-started-writing/writing-for-an-audience.cfm
3. http://www.jstor.org/stable/pdf/40503302.pdf
4. http://www.digitalpedagogylab.com/hybridped/teaching-digital-wisdom/

Optional:

1. http://mediatedcultures.net/presentations/from-knowledgeable-to-knowledge-able/

Writing in the Real World

Anjali, Rachael, Alexa

Warmup: What is Writing in the Real World?

Write one or two sentences to start brainstorming what you believe writing in the real work means or includes.

Plan

- Pair up with someone who teaches a different class (101 vs. PWP) than you.
- Activity (20 minutes)
  - Discussion (10 minutes)
- Presentation: Writing in the real world (15 minutes)
  - Audience
  - Effect of Platforms
  - Collaboration
- Visuals: Graphics and Design
- Wrap-up Reflection (5 minutes)

Document and Design Activity

1. **Resume/ Linkedin-** Testudo is looking for a job. His work experience includes, Maryland Superfan, Supervisor of McKeldin Mall, and… Write the bullet descriptions that would appear on his resume under these experiences.
2. **Tweet-** Write a tweet that persuades other students to become a UTA. Keep in mind the 140 character limit.
3. **Webpage Design-** Design the homepage of a food blog for college students. Don't forget graphics.
4. **Proposal**- Write a proposal to President Loh on why we should get election day off.
5. **Facebook-** Write a post for the Maryland Class of 2020 page convincing someone to clean your room for free.
6. **Email-** Write an email asking for a recommendation letter.
7. **Webpage Design-** Design the homepage for an informational website. Make the site a "how to" for a certain hobby. Don't forget graphics.

Discussion Questions

- What did your group have to think about when writing or designing?
- Did your group approach the activity in a different way than if it were writing a school assignment? If so, how was the approach different?
- After doing the activity, what do you think are some characteristics of writing for the real world? Did the activity alter your idea of what writing for the real world is?

Writing for the Real World: Audience

Audience ≠ Teacher

Implications?

Identifying Audience Needs

Example: Proposal to make 388V longer

What does the audience know?	What does it need to know and why?	How can you best tell them what they need to know?
Head of the English Dept. • 388V is for first time UTAs (not experienced) • class is once a week • UTAs are helpful for students in 101 and PWP classes	• Why does class need to be longer? • What we will be doing with the extra time? • Will this involve an increased number of credits? • The students and teacher want a longer class time	• Written proposal ○ So that they can consult others • Concise because busy person • BUT, everything should be clear and explained • Grammatically correct because they are the head of the English Dept. • Data, teacher and student comments

Writing in the Real World: Effect of Platforms

How is technology incorporated in your classes?

- Social media vs. “formal” technology platforms
  - Twitter vs. websites
- Characteristics of technology
  - Far reach ➔ broader audience
    - Lack of privacy
    - Open to criticism, but also praise
      - Increased dialogue and conversation
      - Increased expectations
  - Quick

Writing in the Real World: Collaboration

“The need to create assignments that reflect the reality of contemporary writing environments remains a pressing pedagogical concern, along with the need to prepare students for workplaces that are increasingly reliant on digital, global communication and collaborative labor” (44).

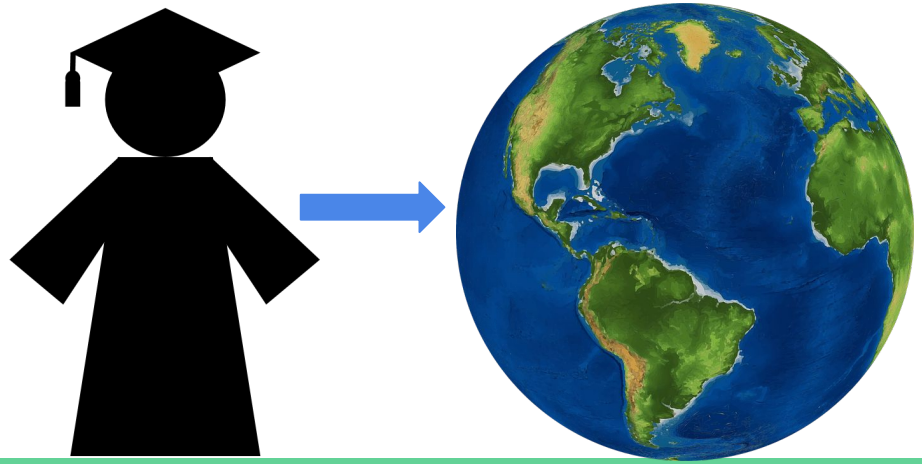
- Social Media Collaboration
  - Comments, Google docs
- Group work vs. Feedback
  - Ex: Proposal vs. Resume
- Getting Started in the Classroom
  - Interactive classroom forums, non-lecture style classrooms
  - Incorporate digital skills, encourage peer review and help

Graphics and Design

http://prezi.com/e6ir70qrsmwt/?utm_campaign=share&utm_medium=copy&rc=ex0share

Preparing for the Real World - Reflection

- How can we, as TAs, assist students to develop the skills they need to be successful in their future writing careers?
- We have spent a lot of time separating academic writing from “real world” writing. However, there are similarities. What are skills we have gained from years of academic writing that are transferable to real world writing?



Group Presentation Reflections

In order to communicate with one another, my group used a group chat, created a Google Drive, and met in person twice for a total of about three hours. While I believe that my group collaborated well together, I wish we were more organized. We met the night before the presentation to put everything together and did not do a practice run-through. In class, we went over the time limit; had we practiced, I think we would have been able to stick to the time limit.

I think we allotted too much time for those who came in late to the write down what they thought writing in the real world entails. We wanted everyone to do the exercise because we were going to ask everyone if their ideas about writing for the real world changed from the document creation activity. Unfortunately, the paired activity took a bit longer than expected, and we did not get to have as much of a discussion after the presentations. I thought we did a good job visiting the groups and trying to help them with the activity. As for the PowerPoint, I think we spent too much time on audience. Unfortunately, we were unable to spend a good amount of time on the wrap-up discussion. More discussion would have definitely enhanced the presentation.

Our group decided to focus on the professional or career writing aspects of writing for the real world. We were interested in illustrating the challenges students may encounter when writing for a real world audience, collaborating with others, and using and understanding the implications of various mediums to communicate in the real world. Our goal was for our classmates to recognize these challenges and think about how they can help their students overcome them to become successful writers after college. We designed the discussion board questions and presentation with this goal in mind. Our document creation activity was inspired by our scholarly article and the various activities we read about in the module articles, like the twitter essay.

My group split up responding to our classmates' discussion posts solely out of interest to see what our peers wrote. My group provided four articles to discuss and an optional (long) video because we thought the video touched on some interesting points on collaboration, the impact of technology, as well as meaningful education for the real world.

Our group contributed to the course learning outcome of selecting, critically evaluating, and applying relevant areas of composition scholarship and the scholarship of teaching and learning to the teaching of writing as we found articles for the class to discuss on what we thought were the most salient points of writing for the real world. However, we definitely could have done a better job articulating the processes required to bring about a successful outcome in the classroom with more discussion on how to teach writing for the real world, especially how to incorporate writing for the real world in the ENGL 101 classroom.

The presentation on Facilitating Discussion was most memorable because Emily and Matt were able to demonstrate the techniques and types of discussions they were sharing. Trying out various discussion methods in class enabled me to see which ones were effective and how I could implement them in my class. Emily and Matt explained and demonstrated how much an instructor should be involved in class discussions and how to encourage participation in the class. I learned about how important it is to let students take ownership of the conversation while at the same time making sure you cover your goals for the discussion. I incorporated the concentric circle discussion activity into a discussion in my class on two short articles. Afterwards, I asked the students to meet with their online discussion groups in person to talk about the articles. As I visited with the groups, I noticed that the students seemed more engaged and interested in the group

discussions after the initial discussion. I believe that Emily and Matt's lesson helped me become more comfortable with leading discussions and make sure all students participate in discussions.

Week 6 Discussion: The Classroom Community and Reflection

Rose's piece really resonated with me because of my own personal experiences. I remember being broken in to math and reading groups in elementary school based on ability. While they didn't tell us our skill levels, we had a bit of an idea of who was in what group. Later on, in high school, distinctions became more evident through accelerated and Advanced Placement classes. People who were not in these classes felt that they were not smart and shouldn't try as hard. I believe that splitting kids into groups based on ability makes them not want to try as much. Rose even mentioned that his vocational education classes made him a "mediocre student." There are some students, though, who may be motivated to improve because they want to do well. Furthermore, on ELMs, grades are usually displayed in such a way that you can see the low, high and average for assignments. This allows you to compare yourself to the rest of the class, creating reassurances or doubts in ability. I wish that this extra data was not included because it makes me question where I stand rather than appreciating what I have learned and how to improve. We should encourage all students regardless of ability to work towards the goals we set for them, to improve their skills, and provide them with assistance and the resources they need to do so.

Last year, I had a great difficulty in my proof math classes. I remember telling myself, "I hope that I can do average because I know there is no way that I can do well, and I really don't want to fail. My brain wasn't made to do this," similar to what Ken Harvey said. I was struggling and felt like I shouldn't even bother trying. The only thing that kept me going was that the classes I was taking are required for my major, and I didn't want to have to retake them if I didn't do well enough. I tried office hours, problem solving help sessions, and even tutoring. Those things helped me to some degree, but I still felt deep down that I wasn't good at the classes and never

would be despite reassurance that the class was hard and I would get the material with some time. It seemed like the more effort I put in, the more time I wasted, getting nowhere.

While I had some motivation to seek help, some students may feel embarrassed to do so. During my freshman year when I was an engineering major, I felt badly because it seemed like everyone was better at physics and other engineering subjects than I was, and I wouldn't be able to catch up. I was afraid to go to office hours because I thought my questions were on basic material and my professors would think I am stupid. So, I ended up not getting help, and as a result, I did poorly. This caused me to want to change my major. Thankfully from my experiences with engineering, I learned to seek out help, and I am doing better.

In the end, I found that my tutor and TA taking an interest in me and encouraging me did motivate me to keep going. I believe that is important to reach out to students and check in on them because sometimes they are afraid of asking for help even if you tell them not to be. This is often difficult in large classes because professors don't even know you exist unless your approach them, but in smaller classes like English we can speak one-on-one with our students. By showing our students that we care about them and have their best interests in mind, I think that we will be able to help and motivate them to grow as writers. As Rose's English teacher Mr. MacFarland changed his life in a major way, we can also have an influence in the lives of our students.

I agree with Palmer that teaching should be a "process of mutual inquiry" but that we are afraid to share our opinions, ideas and feelings with one another. I often feel anxious at the beginning of the new school year or semester because I don't know what my teachers will be like. Due to my fears, I usually don't talk the first day or even sometimes the first week unless I have to or feel compelled to do so. I won't talk often unless I feel comfortable doing so. I'm sure we've all had teachers who do not put a positive spin on wrong answers or differences in opinion

and are rather dismissive. These teachers make us afraid to speak our minds and contribute because if we say something they disagree they make us feel that we are wrong or stupid. Rather than the teacher getting across their agenda, it is better if they listen and ask questions to help students go in the direction they would like for the lesson as well as explore their ideas.

While diversity may create contention in the classroom, I believe it is important to question the truths that we have. The point of education is to expand our horizons, and if we don't consider other sides or points of view, we won't grow. This doesn't mean that you should take on another opinion or ignore it and keep your views. You should consider and evaluate all sides before coming to a conclusion. You may end up keeping your original view after all of this deliberation, but at least you spent some time thinking about the issue. Also, I like when teachers say that what is said in the classroom stays in the classroom. This means that if someone says something you disagree with that means you just disagree with them in class and don't take any negative feelings towards this person with you or share what was discussed outside of the classroom. You can disagree with someone in a respectful manner but that doesn't mean that you should now have animosity towards them. I think this is part of what Palmer meant by hospitality. We need to listen to things unsaid and make sure that it is safe for students to be able to share their ideas confidently. The only trouble is that in the real world, people may not be as respectful or even listening to other ideas. So students really need to learn how to express themselves confidently to those who may not want to hear them out.

At the beginning of the semester, I mentioned to my students that I was available to meet with them and answer any questions that they have. I was surprised that fewer students than I expected took me up on my offer. I met with some students during my teacher's office hours and conferences for the final project, and I was able to assist the students. Since my class is blended learning, I feel that I was able to reach out to many of my students online whether or not they asked for help or not. For example, I sent out announcements about upcoming assignments and reminders and asked students to contact me if they were having difficulties. I also posted resources from my lesson plans and examples of my past work for the students to view. I sent messages to individual students checking in on their progress and sending them resources. In particular, I was corresponding with one student who did the wrong assignment to determine if he wanted to turn in the current or future assignment. Furthermore, I was gave my students a second opportunity to revise their final project annotated bibliographies and outlines using my feedback for a higher grade because I wanted them to learn how to create these documents correctly.

I believe that I was able to model the behavior for helping students I wrote about in this discussion post. As I wrote, I understand from personal experience how it feels to be stuck and lack motivation in a class, so I tried to help my students even if they did not come to me first. Additionally, I strove to foster an environment where everyone felt safe to share their ideas. A good number of the students participated in class. I thought the students who did not speak often or at all were either shy, disinterested, or tired. During class, I did not think much of it when some students did not talk, but now I realize that perhaps some students may not have been comfortable speaking in class. The topics we discuss in technical writing are more factual and about techniques rather than opinions, so I thought that there would not be any contention in the classroom. I think I should have paid more attention to those who did not contribute in discussions

and the classroom environment to make the changes necessary for them to feel more comfortable. Next semester, I plan to focus on the issue of and my role in the classroom climate.

When I wrote this discussion posts, I was thinking more about the classroom community as the climate in the physical classroom. I neglected to consider the online classroom community where my students spent the other half of their time. Before letting the students participate online, my instructor and I did not establish any rules regarding their online conduct. I read all of the students' online work, and I did not notice any conflicts or issues between students. I found that all of the students were able to respectfully disagree on points in the readings and provide charitable feedback on rough drafts. I feel that the suggestions I wrote about in my discussion post apply to the online classroom community as well. I should also pay more attention to the online classroom environment next semester.

Week 8: Responding to Student Work and Reflection

A time I felt worse after having my paper graded by my instructor was during a literature class I took my first semester of freshman year. I remember the question being quite open-ended so that we could take the prompt in any direction. Due to the freedom I had to answer the prompt, I experienced some difficulty writing my paper. I was not sure how my teacher would be evaluating my work because she did not tell us beforehand. It seemed like all we had to do was address the question in some way. When I got my paper back, there were a number of comments that were something along the lines of "Your ideas are wrong, you did not interpret the text correctly, and this is what you should have said." Basically, she told me through her comments that she did not like my paper because I wrote it and she did not. My paper was bad because I did not write her opinions. Many others in the class received similar negative comments. It seemed like the only paper she would give the time of day to would be the one she herself wrote or if she told someone exactly what she thought and he or she copied down what she said. Her comments made me question whether or not I was a good writer and made me very uncomfortable. I did not think that her comments were constructive or helpful in any way. I also felt that it would not be worth talking to her about them because she was often very argumentative in class, and I did not want to get into a debate with her.

If I were the teacher, I would not have allowed my views to dictate what is right or wrong, especially since this was a literary essay where many interpretations are valid not just one. If the student wrote about the topic in a way that I had never considered before, I would have left comments asking for further explanations on details that I may have not understood. I would have asked the students questions that they should consider to make the information clearer.

When I get papers back, I often do feel that the grade is more important. If I earn a grade that disappoints me, I find that I spend more time looking at the comments and thinking about what I should have done and should do for the next paper. Sometimes I ask the instructor about their feedback if I want more clarification or want to discuss my reasoning for a point I made in my paper to have them help me understand why it is flawed and needs improvement. However, when I do well on an assignment, I take a look at the comments but I don't spend as much time with them. For one thing, there usually aren't as many comments for a paper that gets a good grade, but also, I think that maybe the things I got marked down for were things the instructor was being too picky about. So, I sometimes write these things off as unimportant because I did well.

It can be hard to understand the relationship between comments and a grade. For example, I had to write a 1-2 page summary and analysis of Descartes' "Meditations on First Philosophy". My teacher drew check marks next to my early paragraphs and wrote a sentence at the end about something being confusing. He also took off many points. I was confused as to why he docked my grade so much for just one sentence. I asked him about it, and he just told me it was confusing and to be clearer next time. So in this instance, the grade was more important to me because the comments did not seem to justify my grade.

I have had many teachers give feedback by crossing out things and writing in corrections. Sometimes they make comments about a particular paragraph or section on what they noticed needs improvement or liked. They often try to explain why they thought something was done well or poorly. Though, sometimes these comments can be vague too. When commenting on vagueness or a lack of clarity in a paper, it seems hypocritical to make the same mistake as the students when leaving a comment about the issue. So, teachers should provide detail about their suggestions and why they made them.

As a UTA, I could improve my students' feedback by being specific about what they did well in the paper and what they need to work on. Students need to learn what they are doing right not just what they are doing wrong. As UTAs, we should be encouraging with our feedback as Shafer says because it makes our students feel good and motivated to improve their weaker areas. I also agree with Shafer's point that we should comment on the things we want our students to learn. I like the Speaking of Teaching article's suggestion to give feedback from the point of view of a reader rather than an editor so that students know if they are getting their messages across. As Bracket says, we need to examine our emotions before giving feedback to see if we might fall into the trap of a bias towards grading a certain way.

There were a few points where I disagreed with these week's articles. First, Shafer suggests using an editing log for students to record their grammatical errors. In 10th grade, I remember having an error log and did find it helpful. However, I believe this could get out of hand if students have too many errors. I think students should be asked to include 3-5 errors per assignment of different types. The Speaking of Teaching article says that we should not edit for our students. I believe that we should not correct every mistake we find, but that we should correct some and make a note in the paper about an error that was made frequently. We could leave a note saying to ask if you do not understand the mistakes you made.

Over the semester, the majority of the feedback I gave my students was in the form of a grade. My instructor asked me to go through most of the students' online work and recommend grades. He later looked over my suggested grades and made a final decision. While recommending grades, I left comments on some but not all of my students work. I found that I left more critical comments on what students did wrong or suggestions for how to improve than positive comments about what the students did well. I wrote in this discussion post that it is important to give praise where it is due, and I believe that I could have done more of that.

I gave the most online feedback when looking over the comma homework assignment I created for my lesson plan and reviewing the students' final project outlines and annotated bibliographies. For the commas homework, I think I did a good job balancing comments on what commas the students missed and the corrections they made. Making specific comments and providing explanations for my comments was something that I tried to do as well. For example, I pointed out a comma error and explained why the error was wrong and why a comma was either needed or should be deleted.

For the outlines and annotated bibliographies, I only mentioned specific issues I noticed. Since many students made the same mistakes, my instructor decided to give the students a chance to revise their work. It was interesting to see how students used my comments to improve their work. I was able to see that my students took my suggestions seriously. I hope to continue giving more constructive and positive feedback next semester as students do find it useful.

I gave some in-person feedback to my students as well. I met with a few students outside of class to talk about paper ideas. I also went to student-teacher conferences and gave suggestions to students there. I believe that in-person feedback is the best way for students to receive feedback. Even though I was on the other side giving rather than receiving feedback, I still believe in-person

feedback is more effective and useful. I found that in these conferences I was able to give more and better feedback than I could do online.

Week 9 Discussion: Approaches to Style and Error and Reflection

My writing process always starts with an outline. Usually, my outlines are very detailed, almost to the level of a first draft, as they include key points and relevant examples or quotes. I then begin to form sentences and paragraphs from my outline. Afterward, I revise for clarity and concision and edit my grammar. Oftentimes, I will rewrite sections or even scrap everything and start over. Depending on the assignment, I go through 3-5 drafts until I am satisfied.

Personally, I believe that grammar is not as important as ideas in an essay or paper. I like that Corrigan says "In the development of both writers and papers, correctness comes last, not first. Professional writers and student writers alike only care about correctness after they have something they care to communicate effectively." The goal of writing is to share your ideas. However, in cases of extreme grammar errors, the writer's meaning can be incomprehensible. In English 101, I remember editing another student's final paper and not understanding a single sentence. There was not much I could do to help the student improve his paper because his poor grammar, diction, and syntax prevented me from knowing what to fix. Unfortunately, all I could tell him is that he need to work on his grammar, diction, syntax, and rewrite everything.

I had a TA for a philosophy class who mentioned that he sometimes gets frustrated when grading papers because in discussions people are really good at expressing themselves, but when it gets time for them to write out their ideas, something goes wrong. He spent a lot of time telling us how to organize our papers and improve our writing styles to get across our ideas in a clearer manner. So, while I do believe ideas are more important than grammar, I find this to be true up to a certain degree. The greater the number of grammar errors, the less comprehensible a paper is.

Also, since most papers are written out of class, students should take the time to edit for grammar mistakes. The problem is that most do not because they only carve out time to write the paper. While I understand Corrigan's view that we should not hold our students to higher standards than publishing writers, I feel there should be a high standard, though perhaps not as high as the standard for publishing writer, because students usually are not writing as much as a publishing writer. Furthermore, Rose, whose article was featured in the classroom community articles, says "students will float to the mark that you set." So in order for students to improve their grammar, we need to set a high standard for them to meet. This does not mean that we leave it up to our students to improve, it is also our responsibility to help them out with grammar lessons and other teaching tools.

For me, concision, clarity, word choice variety, transitions, and good introductions and conclusions make a paper strong. I've never thought about my writing style before, but feel that I can be quite formal and often use long sentences. Transitions and combining sentences together are techniques I use a lot. I think I do a lot of what the Effective Use of Language article describes as the formality of language.

I believe that I developed my writing style during high school after learning about coordinating conjunctions and combining sentences. People may develop writing styles based on the grammar they know or if they were taught to write in a certain way. As Chin mentions, reading others' writing can influence your writing style as you try to emulate how they write. On the other hand, writing styles can just be part of who someone is. Everyone thinks and expresses themselves in their own unique way. Style can be the result of whatever the writer thinks sounds good to them. Writing style may change depending on who you are writing for. You would be more formal for an academic paper than if you were to write an article for a personal blog.

Looking back on the topic of style and error, I still feel conflicted about whether in college we should focus on teaching our students how to think critically and express their ideas in coherent and logical way and put the least value on grammatical correctness. I believe that we should not only ask our students to write and revise their ideas but also ask them to edit for grammar mistakes. If we do not hold our students to high standards for grammatical correctness, they will not be able to be successful after college. In the real world, grammar plays a major role in establishing your credibility and competence as a writer and employee.

I want my students to feel comfortable and confident that the can express their ideas, but at the same time, I know that they need to learn to do so using standard grammatical conventions to be taken seriously in the real world. While this may not seem fair, this is the reality of the world, and we must prepare our students for it. Students must be equipped to determine the style and organization they need to write for the various audiences, contexts, and purposes. In order to prepare our students to evaluate the rhetorical situations they will encounter, we must place an emphasis on learning and understanding grammar rules.

While it would be ideal if all students brought a solid command of grammar with them to college, our students come to college with different knowledge about grammar. I think that spending time on grammar and explaining the importance of it as a skill must be done, else we are cheating our students. If we do not explain why they should want to learn grammar they will not pay attention. Furthermore, we need to use effective methods that provide us with enough time to teach critical thinking.

Learning Log #1 and Reflection

Before school started, I talked to Dr. Crane about the plan for the first day of class. I was a nervous about the class because I did not know what to expect, but the phone conversation helped me understand my role. Furthermore, I found out earlier that week (the week before school) that I had to read an entire book for the class within the first week of school. So, that was worrying me.

I was also stressed by the fact that one of my friends is in the class. I mentioned this to Dr. Crane, but we didn't talk about it more till our next meeting. I wasn't sure if I should tell my friend before class or let her find out at class. I eventually decided to let her know ahead of time, so that there wouldn't be a scene where she got excited that I was in the class and then me having to tell her I was the TA. When I told her, she thought it was interesting that I was the TA and asked me questions about what we learn and do in class. It was kind of fun to tell her about the class and get her interested in some of the assignments.

On the first day of class, I arrived at the room early before the teacher. I was not sure what to do, so I sat among the students. Later in the class, I introduced myself. Everyone looked happy that the class had a TA, so I felt good. I was surprised later on in class when the instructor asked me to talk a bit about peer reviews because that was not something we had discussed doing that day. I was taken a bit off guard, but it was not difficult for me to talk about the topic without preparation.

On the second day of class, I came in hoping to make more conversation with the students before class. I got there early and asked those who were there how their Labor Day weekend was. Everyone just said good or nodded their head. I wasn't sure if they were tired due to class being at 8 am or didn't want to talk, so I took my seat. I still wanted to interact with the students

and be friendly. I received some good advice from Lyra and Amy to send an ELMs message to the class with updates on what's going on. So, I plan to send a message this weekend.

That day, I led a discussion on one of the readings used for an online discussion. I was apprehensive about leading the discussion because I had never done so before. I also was forgetting a lot of names when calling on students, so I felt bad. It is hard to learn everyone's name when only meeting once a week. I didn't feel like I did a particularly good job leading the discussion. I asked my instructor how I did, and he said that I did a good job. This made me feel better, but I still think there is some room for improvement.

This morning, I met with my instructor to go over the plan for next week's class and discuss how I would be grading student work. After the meeting, I made a list of all the things I need to do before the next class (9 things!) and felt pretty overwhelmed. I knew being a TA would require a lot of responsibility, but I am just starting to understand what that responsibility entails. I have a plan to do everything, so hopefully I won't get too stressed out.

Even though my first couple of weeks as a UTA have been a bit stressful, I think that they have been rewarding as well. I thought it was pretty cool that my instructor let me pick out most of the readings for the online discussions. I really liked the articles I chose, and I hope the students do too. In general, I have been surprised at how much my instructor values my opinion on what to cover in class. I think it is really cool that I can help my instructor understand the student perspective and find effective ways to teach the class about technical writing. For example, I came up with some questions for this week's online discussion and a rationale for why they are good questions, and the instructor used them. I am excited that I have the opportunity to contribute to the class and help the students improve their writing.

At the time of this Learning Log, I was unsure of my abilities and overwhelmed by my responsibilities. Looking back at the beginning of the semester, I realize that my confidence as a TA and public speaker has grown tremendously. I learned to manage my time and complete the grading and preparations for class and lessons on time. I believe that I have been able to connect more with my students by meeting with some one-on-one, sending out ELMs messages, and discussing final projects in conferences with the instructor. I am surprised by how much I have grown over the semester.

Learning Log #2 and Reflection

Since my last reflection, I feel that I have been given a lot more responsibilities. I have been grading online discussion posts and peer reviews every week. I had to lead the class on my own one morning for around 15 minutes when the instructor told me he was going to be a bit late. I've met with a student twice to discuss ideas for the assignments. I have also messed up a few times. For example, this week, I muted the peer review while students were reviewing their feedback and making revisions for the final draft. I didn't realize that this would prevent students from seeing their feedback until a student told me that he could not see his comments. Luckily, I fixed the issue quickly. I also took longer than anticipated, like half of class, to do my lesson plan!

Another issue that occurred was that a student did the wrong paper assignment. I was not too surprised he did the wrong one because the document with the instructions for all the assignments is somewhat out of order. I contacted the instructor and the student and was able to resolve the issue, but I felt bad that his confusion could have been avoided. It made me feel good that the student told me he appreciated that I took an interest in the issue and talked on his behalf to the instructor. I really wanted to help him out.

One highlight of the past couple of weeks was delivering my lesson plan. I did my lesson on comma rules because a good number of students had some issues with commas in their first assignment. I wanted to bring in candy for the lesson to keep the class engaged. I asked the week before the lesson what candy they liked and only two people responded. I said something like "I guess no one likes candy," and still no one said anything. I really hoped that candy would make everyone more interested in the lesson because grammar, while it is a necessary topic to discuss can sometimes seem quite dry. I tried to make the lesson interactive by presenting rules and having people correct sentences to win candy and having a contest activity afterwards. For the contest

students got into groups of 2-3 and looked through a worksheet for comma errors. Once sentence was correct. The first group to find all the errors and identify the correct sentence would win a prize.

Unfortunately, the activity took too long, and I wasn't able to determine a winner. So, I took the worksheets home to see who did the best, and I was a bit disappointed. Only one student was able to identify the correct sentence, and the majority of people missed a lot of the comma errors or made incorrect corrections. I hope that they will get more practice and improve with the homework assignment I gave them. However, I do believe that the candy helped them focus on the lesson and be more open to me. After class, I had around three students ask me questions. This is the most students have talked to me before!

I hope to continue bettering my presentation skills as a UTA. I'm also looking forward to learning about the students' ideas for the final assignment when I sit in on some student-teacher conferences in about two weeks. I hope that I can provide some good suggestions and feedback from my experience working on the assignment. I've learned that I enjoy mentoring and teaching. So far, I believe that I have learned a lot as a UTA and hope that I continue to learn.

In the middle of the semester, I felt that I was improving my skills as a UTA and becoming more comfortable in my role, but at the same time felt I still had a lot to learn. I made a few mistakes, the biggest of which was going over time for my lesson plan. For my second lesson plan, I was able to stick to the time limit I set, so I have improved my ability to develop effective lessons. From my perspective at the end of the semester, I can say that I learned a lot about communicating with students and checking in on how they are doing. Additionally, when I wrote this Learning Log, I was questioning whether I was helping my students learn. I was not sure if my lesson on

commas was effective. The students showed improvement in their homework assignments, but I still wondered if the lesson was useful to them. I later learned from a mid-semester reflection that three students thought the lesson was helpful. Reading this feedback helped reassure me that I was making an impact on my students. Reflecting on the semester, I have seen my students' writing improve. Also, many students have incorporated some of the things I mentioned in class into their assignments, so I do think I have helped them become better writers.

Learning Log #3 and Reflection

Since last month, I have delivered my second lesson plan, met with students to discuss their final projects, and organized an in-class discussion. My second lesson was on graphics and document design. I made a Prezi and created an activity in which the students would create "thumbnail" sketches of an informational page about the Stamp for prospective students and their families. The students then shared their designs. I was able to stick to the amount of time that I planned for the lesson. I thought the presentation itself went well, and a good number of students answered questions that I asked during the presentation. When planning the lesson, I thought the "thumbnail" sketch activity would be useful for helping the students understand how to plan visual layouts for documents. However, my instructor commented after the lesson that he did not think that time invested in creating the documents provided much of a return through their presentations. He said it was hard to see the students' documents because many of them did them in pencil. I agree with his criticism, and if I were to do this activity again, I would definitely revise the "thumbnail" sketch activity so that the students can see their classmates' designs and get more out of the activity.

I had fun meeting with a good number of students during the first round of conferences for the final project, which is either a manual/booklet or a proposal. The purpose of the conference was to talk about the students' initial ideas and plan for the final project. My instructor set up meetings with all the students, and I came to the ones my schedule allowed. So far this semester, only one student has asked me on two occasions for some help with her draft. No one else has asked me for any feedback, and I think this is a bit strange. So, it was nice to give some comments on my students' work and see what they are thinking about. I thought everyone had interesting ideas, and I am excited for the second round of conferences next week to learn about the structure

of and research for their documents. After all the meetings, my instructor mentioned that most of the class was doing the manual/booklet option and thought this was because I showed the booklet I made when I took the class the week before. I found that pretty funny.

This week I organized an in-class discussion on two short articles. I thought that the activity Matt and Emily did where everyone paired up, one person in each pair had a bag of candy, and whichever candy the other person chose would determine the topic of discussion for a few minutes and then the pairs would switch, so I decided to try it out for the discussion. I had thought some about the logistics of setting this up in our classroom as we do not have as much space as the room for 388V. I thought I could have the students make two lines in the front of the room, but once I had them do that I realized that some of them would be blocking the projector screen with the questions. Unfortunately, there wasn't much that I could do about that. Also, that day my instructor said he would be late and asked me to start without him. So, for about the first ten minutes or so of class, until the teacher came, I had the students doing my discussion activity.

Then, the students met in their online discussion groups in person and talked about the articles some more. I sat in on two of the four groups and listened to their conversation and asked a few questions. Then we discussed a longer document the students have been reading throughout the semester by having the students get into their online groups for this document. I met with two more groups. I thought that everyone in the groups I visited was actively participating. The candy activity may have made everyone feel more comfortable and energized. Or, maybe it was the sugar from the candy. After the discussion one of my students said thanks, and I wasn't sure why. Maybe she had fun that day. I've tried to do activities to get the class to move around and do something different (often with candy) to create energy at 8 AM.

I think that my public speaking skills have improved a lot this semester. Also, the position has not been as stressful as I expected initially. I have enjoyed being a UTA this semester, and I have discussed with my instructor about doing it again next semester. The UTA class has also been fun too. I have enjoyed the group lessons from the past few weeks. I have learned a lot from them. My group delivers our lesson next week. Hopefully, it will be fun to share with the class and everyone enjoys our activity and discussion. I am especially curious to see what UTAs for ENGL 101 think about our topic, writing in the real world, because they are focused on academic writing rather than professional writing.

In my final Learning Log, I determined that I enjoy being a UTA and would like to work with the same instructor next semester. Since this entry, I have signed up for the second UTA class and will be a UTA again next semester. I have developed my confidence as a teacher and public speaker. Talking in front of the class feels like second nature now. I now realize that I still have more to learn and continue improving as a UTA next semester. As I mention in this post, my "thumbnail" sketch activity was not as helpful as it could have been. I am sure that I can revise this lesson and create even better lessons next semester. I also think my group's presentation on writing for the real world enabled me to think more about the subject I UTA, technical writing. Before starting the presentation, I thought that I was fairly familiar with the topic. However, I learned so much about how to help students prepare for writing in the real world. I did not realize how much writing in the real world relies on various mediums and collaboration as most of the assignments for my class are individual papers. Now that all of the group presentations have been delivered, I am ready to apply new skills and techniques I have learned in the classroom next semester. I hope to focus more on style and error as well as feedback next semester.

Reflective Essay

The most important skill I learned in 388V was how to create a lesson plan. The two lesson plans I made enabled me to make my lessons more effective and enjoyable for myself and my students. Creating a schedule of points to cover with time limits was useful when I delivered my lessons. Every time I was going to present information to my class, I made a short plan beforehand of what I wanted to cover. The short plans allowed me to organize my thoughts and be more prepared for my lessons. As a UTA, I became more comfortable with public speaking. I think lesson planning helped with my confidence. With practice talking in front of my class, I became better at moving around the room and speaking loudly.

As a student of 388V, I learned a lot about how students learn and the role technology can play in the classroom to facilitate learning. The group project I worked on with Rachael and Anjali on writing for the real world allowed me to think more about the content of my technical writing class. Since technical writing is a professional writing course, I knew the goal of my class was to prepare students for their future careers. I believe that the course's lessons and assignments do just that, but I feel a greater use of technology in assignments would be beneficial for students. I think multimodal instruction, using various mediums to communicate, described by Arola, Ball, and Sheppard in "Multimodality as a Frame for Individual and Institutional Change" and even writing for social media as Bruff mentions in a "Social Network Can Be a Learning Network" would be extremely relevant to students of technical writing.

The discussions and lessons on responding to student writing, approaches to style and error, and grammar were the most important to me. One big question I had starting as a UTA was how should I help my students improve their writing? I knew that I would have the chance to give my students feedback, but I wasn't sure what kind of feedback would be the most beneficial to them.

For example, I wondered if I should focus on grammar or the flow of content when I made comments. I learned from reading Frey and Fischer's article "A Formative Assessment System for Writing Improvement" that error pattern analysis is an effective way to point out grammar mistakes to students and help them correct those mistakes. Furthermore, I learned about the importance of giving comments on students' papers as a whole.

As a student, I always found meeting in person with my English teacher more helpful than solely receiving comments on a paper. As a UTA, I was able to meet with some of my students during their conferences with my instructor. So, I was able to see what it is like to give feedback to students using the method of face-to-face communication. I found dialogue effective for giving feedback because I was able to ask students questions to understand what their goals were, enabling me to make my feedback more helpful.

Also, the debate about the importance of style and grammar and whether it should be something we teach in the classroom was really interesting to me. I always thought that grammar was something everyone needed to learn at some point in order to communicate ideas. I knew that not everyone was familiar with the concepts of grammar, so I figured grammar lessons would benefit our students. I did not realize that grammar was so important for students' careers that businesses invested "billions of dollar annually to remediate writing deficiencies" (Quibble and Griffen). This definitely showed me that value of grammar and necessity of instilling grammar knowledge into our students. Additionally, I learned about how many view grammar and Standard English as an arbitrary system created by those in power that has unfair economic and social ramifications and does not value diversity. While I disagree with the view that grammar is about power and politics and understand the importance of grammar for communication, I believe it was valuable to consider another side's opinion on teaching grammar.

Of the group presentations, the lesson Matt and Emily gave on encouraging discussions was my favorite. Their lesson enabled me to not only reconsider discussion as a valuable teaching tool in writing classes but also which methods of discussion are the most appropriate for different points in a class period and topics. Most discussions that I have had have been mainly conversations involving the whole class on questions posed by the instructor on the readings or topic of the lesson. Sometimes the class would sit in circle; other times we would discuss sitting in rows. In my class, there are usually brief discussions on the readings or the topic of the day. The class sits in rows, and not everyone contributes. I was able to organize a discussion activity for my class on two short articles, and I used some of the methods I learned from the lesson on discussions. At the beginning of the class, I did the rotating pairs discussion with the bags of candy. Then, I had the students discuss in small groups, which were their online discussion groups. The students seemed more engaged in these discussions, especially the group discussions.

After reviewing the goals and expectations sheet I created with my instructor at the beginning of the semester, I see that I met a number of my goals. First, I have improved my confidence as a public speaker from delivering my lesson plans and other speaking opportunities in front of my class. Back in August, I was not expecting to have as great a role in the classroom as I did this semester. Aside from lesson plans and sharing my past work, I organized class discussions and created online discussion questions. I was not sure about how impactful I could be as a UTA; however, I feel I made a difference because I was involved in many aspects of the class. Also, I learned more about technical writing from the class activities and my group presentation on writing for the real world. When introducing each assignment, the instructor asked me to share my work from when I took the class. So, I was able to utilize my past experience in the class to help my students with their assignment and become better writers.

Unfortunately, I did not achieve my goal of understanding my aspirations as a writer and professional. While I am still interested in technical writing, my position as a UTA has not led me to pursue any particular career field or writing path. I believe with more experience as a UTA next semester and discussion with my instructor, I will gain a better understanding of myself as a writer and professional. Despite not meeting this goal, I learned the skills and scholarship I needed to reach the majority of my goals.