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Our goal is to learn why writing works the way it works. We also explored different approaches to rhetorical analysis. We touched upon the recognition of language and how language can make a text convey messages. As a class, we have better formulated our thesis and arguments. We have strengthened our skills in finding our audiences and persuading them.

Within the first unit of the course, I was introduced to new issues, such as code-switching. While reading authors such as Amy Tan's *Mother Tongue* as a class, we went into the topic and tried to point out who the audiences are, why this topic is essential, and other rhetorical strategies writers have gone over in unit one used to better their writing. This unit brought in new concepts of rhetoric, such as Pathos, Ethos, and Logos. This, in my opinion, was the first thing that made me look at my writing differently within the unit. With the rhetorical triangle, we as a class, along with our text reading, know that Ethos is defined as an appeal based on the character and credibility of the writer. Pathos is described as the appeal more focused on the emotions of the readers/audience. For example, this can look like the writer discussing food scarcity in the states and who exactly is suffering from this. Lastly, we can define Logos as the appeal to the logical thinking of readers. Within the triangle, this all belongs to rhetoric. Due to the first unit, I have defined rhetoric as the tools writers use to persuade their audience effectively. In our essays assigned for unit one, I feel that I was strengthening what I had previously learned from English composition but also, being introduced to these new topics within a rhetorical analysis, I think that I could have done

better within my first essay, but looking back on it I was grasping at brand new concepts but effectively trying to establish my audience.

In unit two, our big assignment was our research argument; while doing our reading worksheets for assigned readings, we, as a class, had to pick a topic we would like to write about individually. My topic was domestic violence within minority communities and how we are affected by this. This essay had us establish our argument, research for peer review articles to help support our thesis, and effectively state why these issues we have chosen relate to our discussion and establish the importance of the topic. Using rhetorical strategies, I had first to pinpoint who I wanted my audience to be and speak to them. I later talked to those from the opposite side, trying to reinstate why my argument was correct while keeping their opinions intact. We also had to introduce, paraphrase, or synthesize our sources for this assignment. In addition, we demonstrated throughout the essay the significance of the consequences domestic violence brings to the world. As a writer, this essay was like something I had done in high school; but this time around, writing an article like this, I did better finding evidence and giving support for each piece of evidence provided. One thing I felt that I should've done better in this essay was just the rebuttal of the opposing side; within my article, I could've extended upon why the opposite side was in the wrong and persuaded them to think differently. But within such a topic of domestic violence, there are few peer-reviewed articles of people sharing a different opinion. The best I found was an article about a case where a judge ruled against a woman suffering in an abusive relationship and making her face unfair consequences.

We were assigned our visual argument essay in our last unit in this course. In this essay, we had to either continue our topics from the previous essay or pick an entirely new topic. For my topic, I picked body image/ body shaming. Firstly we had to come up with a concept in which the options were a poem, ai generated art, or hand-drawn art. My selection

was to hand draw my art paired with my essay. Firstly we had to visualize the concept with others doing write-ups of what we wanted to draw in a manner that if we were describing it to another person, they would be able to draw it or visualize it. We got into pairs to do an exercise where we had pieces of paper and read our visual argument descriptions; in our pairs, we drew what others in our group were describing. Secondly, after doing our drafts for our essays, we went through rounds of peer reviews for each other. With my revisions, I was told I should strengthen my supporting evidence and claims, which was very solid advice. Even though my essay was okay content-wise, it could have used more to add to my supporting claims. To make myself more credible as a writer, I could have used real-life examples of people being harmed due to judgment stemming from body shaming through the internet. I wanted my art to directly connect with my topic and show the real-life consequences people like me have faced with body shaming and having issues with food; the art was me trying to appeal to my audience through their emotions. Art was the main focal point of the essay. Using what we learned from our textbook about visual arguments, we had to think about how we wanted to grab people's attention in different settings. Such as the NYC public transit, blogs, magazines, newspaper ads, and social media. Using what we knew about these different outlets, we had to connect this back to what we know about rhetoric and our topic to make this essay. But I feel like this assignment was fun; it allowed us to get creative and not have an academic paper that stresses the correct way of speaking and writing.

Overall, this course has helped me think about how writing works and how to be an effective writer. The tools I've learned in class and within our textbook have helped me in other classes to apply these techniques. This course again has introduced me to a new way of thinking and has helped me understand what type of writing. My goals within this course have been met with me trying to better myself as a writer.