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Writing 39C

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Self-Assessment

*Your Writing Process: Describe the central strategies of your writing process. When and how did you learn them? How have they changed over time and what experiences have been most influential to you? How do you expect to use them in WR39C? Explain and use example*

For a long time, I had the impression that people were either a “math” or “English” person. Thus, I identified myself as a “math” person whose only specialty is math and whose horror is writing. That explains why I detested writing for so many years of my middle school career. Freshman year in high school, I began to give writing a chance. That year, I developed a writing technique that helped me write in a logical and analytical manner. My strategy starts with acquainting myself with the writing prompt. I do this by reading the prompt and highlighting important instructions that are important to the essay. If there is no prompt, I create many different prompts that orient my essay, and pick a prompt, and follow the steps mentioned before. Afterwards, I try to answer the prompt, by jotting down important information, and main points on a piece of paper. Then, I group my ideas into topics, that are similar to each other. In other words, I match the ideas that cover the same topics or subtopics. Then I number the created groups, in the order that makes more sense. The order of the groups is associated with a sequence. I look at which block comes before the other. For instance, the introduction is numbered one, and the conclusion is the last numbered paragraph. In a matter of seconds the blobs of ideas are transformed to paragraph. Afterward, I look for evidence that support the claims written down. In the meantime, I sharpen up my main points, and develop a strong argument. Finally, I elaborate my claim, and explain my evidence. This strategy has helped me write effective essays throughout my high school years, and has even helped me throughout Writing 39B.

One thing I change over time, was the process of writing and finding evidence. My senior year of high school, I developed a strategy to help me keep track of evidence and sources used in my essays and pieces of writing. When I am writing an essay for a book I read, I gather phrases and small ideas of the book that have rich content. I write these phrases down on a notebook, or online on a table to organize. The table has the categories, “evidence”, “page number”, “source”, and “topic.” This helps my writing process because it is a toolbox of various evidence. When I am writing my essay, I am able to find evidence effectively, accurately, and easily. Writing pieces of evidence as I read, allows me to keep my mind open, capture interesting phrases or topics, and stimulate my thinking and my interest. Once again, this strategy has helped me succeed in Writing 39B. In general, these strategies, have made writing more feasible and fun. I now see writing as a puzzle, that needs me to connect my pieces of random ideas to strong evidence.

I will definitely continue to use this technique in Writing 39C, because organization is definitely important when writing a research paper. There are so many sources and information to keep track of. This will come in handy when I use six different sources for a research paper in Writing 39C. This writing strategy will enable me to focus more on my argument, and delivery because I will not have to worry about organization. Although this writing strategy helps me a lot, I am excited to learn more about the process of writing research papers in Writing 39C. I am looking forward to adding to my strategy.