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English 2010-029

Jim Beatty

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What I Gained From English 2010

At the beginning of the semester, we as a class learned what would be expected from the English 2010 course with Jim Beatty. In the syllabus, he mentioned nine key objectives to learn from this class. These were to: (1) write in multiple genres, (2) appropriately adapt strategies of argumentation for a given writing situation, (3) appropriately adapt style and design for a given writing situation, (4) approach reading and research critically and rhetorically, choosing appropriate research strategies for a particular writing task, (5) conceive, draft, and revise many kinds of documents, and manage these processes independently, (6) cite sources appropriately for the writing situation, including using an academic system of citation with a high degree of proficiency, (7) understand and respond critically to a civic conversation and become a legitimate participant in that conversation, (8) work collaboratively on writing tasks with other writers and to (9) edit their writing so that it contains a minimum of surface error (Beatty, 2016). I would like to focus on three objectives: the second, fourth, and seventh. I learned a lot from the class and all of these goals were met.

In the objective “appropriately adapt strategies of argumentation a for a given writing situation,” there was a lot I learned from class discussions and our professor’s lectures. I first of all learned how including a counter argument gives more validity to one’s paper, whether it is a proposal or report or so on. Secondly, I learned how to avoid logical fallacies, and what those entail, in my writing. Thirdly, I learned how valuable it is to show personal or specific examples in such papers, as well as to give a very direct reason why the topic relates to the reader. Lastly, I learned that to place one's strongest argument in the end of the paper gives the paper even more solidity and fortifies previous statements. There was much to learn from only one objective.

The fourth objective, to “approach reading and research critically and rhetorically, choosing appropriate research strategies for a particular writing task,” was done primarily by one's self, but reviewed in class with peers. Reading and research were done before class to produce the paper, then was brought to class for peers to review. In our class, we would sit in a large circle and pass a copy of our draft to the person next to us. Our professor would then ask us to read the paper and focus on one attribute of the paper, whether it was the thesis, the organization, the conclusion, the sourcing, or so forth. This was especially helpful for me, as many of my peers gave me direct solutions and advice for my papers. For example, I would not have been as specific with personal details in my memoir if my peers did not critique my paper. I included more details about who an LDS missionary is, and by doing so, opened up my audience to more people than the Utahans in my class. In my report, a peer gave me advice which I applied to my paper about describing how school systems are now as a comparison for how they could be. I appreciated the help from fellow students and in return, I did my best to offer advice for them and their writings. I remember letting one student know that the thesis needs to be referred to in every paragraph to help with organization. This objective was certainly met and I learned an ideal way to improve editing among students.

My final objective to report learning a great deal about was to “understand and respond critically to a civic conversation and become a legitimate participant in that conversation.” When we, as a class, were reviewing some articles published by other writers, I remember one being very insulting toward the reader. We had a good discussion about how to avoid that and to write respectively for readers. There was also a lot of discussion on respecting other writers when we were learning about citing our sources. Together, we went in depth to properly cite in order to avoid plagiarizing other writers’ work. With this objective, we reviewed why it was important to portray one's relation to an issue or discussion. Claiming one's stake to the issue provides reasons for why the reader should pay attention to him or her who is speaking.

For my writing, I based all three on cross-cultural benefits. I wrote my memoir on my experiences with learning other languages and the cultures surrounding them. Thanks to my professor’s guidance, I realized some things to change in order to improve my paper more. I gave my memoir a more general opening to help engage a wider audience. I also added a story of experiencing the joys of a new culture when I was giving background information; I included telling readers about how unique the missionary training center is and that other cultures abound in every building. As I saw grades and edits for my report, I noticed a few things to change there as well. I needed to connect my arguments to my thesis more, and added phrases to do so at the end of the second and third paragraphs. In addition, my teacher showed me how I was incorrectly using my sources; I needed to cut a lot of quoting out in order to make my own statements, and not just copy other writers’. I also missed some grammatical errors which were changed in the second and fourth paragraphs.

I learned many more things from my English 2010 class, but am most appreciative of the above mentioned points. I will apply these to my future writings and by doing so, will give my arguments and logic more foundational basis. I will also have peers review my papers and look for specific aspects to improve in each of my works.

,Beatty, Jim. *English 2010 Syllabus*. 2016. <https://instructure-uploads-2.s3.amazonaws.com/account_200000000> 2A%3DUTF-8%27%27E2010%2520SU16.doc