Reflection Essay

I was a person who liked writing in my home language, but I lost my confidence in writing and reading since I moved to America. In the past, I got scared every time when I had the writing assignments even though those were simple things. For writing, the most thing I was struggling with is getting to panic no matter what topic was when I had a writing assignment in English. I have been trying to improve my writing skills but there was a limit as to what I can do by myself. Through W131 class in this semester, I got to know what I am weak at and to learn. I got more confidence in writing by the techniques I learned in this class such as analyzing, criticizing, outlining before working on an essay, and making thesis statement with supporting evidences as I got feedbacks from my instructor and the tutors from Writing Tutorial Service.

When I worked on the first essay “Critical Analysis,” I had a hard time to understand the difference between criticizing and arguing. In the Revision Memo #1, I said “Criticizing and arguing seem different but basically they both are on the opposite side of the author,” but I realized that arguing is not the opposite side of the author after I had a conference with my instructor. Arguing is what the writer states in his paper while criticizing is what someone makes a different view from his paper. I was also struggling with analysing the paper, and the weakness of analysing makes the unclear topic sentences. After the second conference with my instructor, I reworked on my paper from the outline. I focused on analysing with clear evidence during
outlining paper, and it makes more clear topic sentences. From the first draft to second draft, the topic sentence was changed from “water pollution is not a simple thing like a game” to “the image is made by the structure of the famous mobile game to approach the viewers in a friendly manner.” The original sentence has no explanation and no analysis, but the new sentence has the analysis with explanation. Through Unit 2, I learned that there should be evidence and explanation for what I analyzed, neither my own opinion nor thought on analysis.

I got higher grade on the second essay “Multimodal Analysis Paper” than the first one since I have been Writing Tutorial Service. I heard that my first draft of second essay had many things to be fixed from my instructor at the conference, and she suggested me to visit WTS (Writing Tutorial Service). The most thing I struggled was about topic sentences and thesis statement. Through the conference, I had learned how to write a good thesis statement—the thesis has author’s main argument and my opinion about the argument with supporting evidences. I also learned that the supporting evidences would be the topic sentences. In my first draft, the thesis statement was “Through visual and textual elements, the image lets the viewers know that the large fished are suffering in the ocean by the ocean pollution and make them realize it is time to save the left large fishes.” It does not have my opinion against the author. Subsequently, in my second draft, the thesis statement changed to “Through visual and textual elements, the advertisement clearly delivers the message regarding the severity of ocean pollution in affecting the population of large fishes to viewers” after the conference. After I made some changes on my paper and then went to WTS, my second draft looked much better. I knew that I have made improvements when the peer said “It helps me to learn the skills on how to write the analysis essay” on peer review worksheet.

In Murray’s article “The Maker’s Eye: Revising Your Own Manuscripts,” Murray said
that “rewriting is a condition of the writer’s life (Murray 58).” He claims that the student writers tend to see only a finished product and never step back to the beginning of their product, but they must repeat going back and forth. I had not done stepping back and returning once I was done writing, but I realized how important it is to reread and rewrite the paper through this writing class. My instructor assigns three drafts to submit for one essay, and it makes me read my first draft more than three times when I write an essay. I learned that I should be more critical and constructive while I am reading my draft. For example, I wrote three drafts of research paper, but still had more things to fix when I wrote fourth draft for the Major Revision of a Research Essay. I could see the improvement from the first draft to the last one. “The pain of the patient cannot be known until it is you” is changed to “the pain of the patient cannot be known unless it happens to you.” As I reread, the quality of the sentence is getting higher.

Though this semester, I become a better writer by the techniques I have learned in W131 class. It was blessing to get closer to writing processes. I got a lot more confidence on writing as I have worked on how to analyze, criticize, searce the sources, outline, and set the thesis statement. I am so glad that I could experience the Writing Tutorial Service through this class so that I keep visiting there when I have an writing assignment from other classes.

Works Cited
