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English 101
Professor Heather Julien
April 25th

End of Term Self-assessment Using CWPA Outcomes

Rhetorical Knowledge

By the end of first year composition, students should

- o Focus on a purpose

Before I had started any project, I always tried to set 3 or 4 main aims for myself. For example, my aims for my first auto-ethnography are: to understand the relationship between spiritual practice and daily life to a deeper extent, to explore Emory's Buddhist community, and to inform people about the benefits of spiritual practices.

- o Respond to the needs of different audiences

Throughout my projects, I constantly reminded myself to be aware of my audiences. For example, when I was doing my second auto-ethnography, I told myself that most of my audiences are American students who may be interested in Chinese culture but do not know a lot about calligraphy. So I involved some basic background information about Chinese calligraphy. I also discussed the difficulty associated with promoting the understanding of Chinese calligraphy in the West due to "cultural gap".

- o Respond appropriately to different kinds of rhetorical situations

I first have an issue in mind. Then, I start to think about the group of people that I want to address to, and the way I should address it. For example, when I was doing my comic memoir, I want to address the problem that sometimes people become so obsessed with the idea of "spiritual world" that they tend to deny the entire material world. And then I figured out that this is a topic that might offend many people, so I

decided to express it in a light and humor way, through a comic story.

- Use conventions of format and structure appropriate to the rhetorical situation

As I stated in the previous paragraph, I adopted comic memoir as the genre of my second project, since I believe it is better to address the problem in a witty way. Also, by telling a story I could make my audiences associate with their own personal experiences and feelings, thus increasing my persuasiveness.

- Adopt appropriate voice, tone, and level of formality

I made use of various types of voice, tone and level of formality. Sometimes, when paraphrasing the same content in linear version, I will change them to make it appropriate.

- Understand how genres shape reading and writing

Throughout the semester, Professor let us tried diversified types of genres. These include comic memoir and mockumentary, which I barely tried before. Auto-ethnography is also pretty new for me, since it sometimes requires the researcher himself or herself to be involved in the research group.

- Write in several genres

As I said in the previous paragraph, we tried more than 3 different genres.

Critical Thinking, Reading, and Writing

By the end of first year composition, students should

- Use writing and reading for inquiry, learning, thinking, and communicating

By completing each of my projects, I have learnt something, and solved some of my questions. For example, before I had started doing my first auto-ethnography, I was curious about why sometimes Buddhists turn to be world-weary. Then I interviewed several people and asked them their opinions. Finally, I understood this situation better. Also, I believe that

in the future I could help other people who may face the same problem.

- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources

When I was doing my second auto-ethnography, in addition to interviewing people and get their responses, I also looked at some internet database and collect some scholar article about the situation. So I could have a more integrated view.

- Integrate their own ideas with those of others

In my second auto-ethnography, I collected some experts' viewpoint on whether calligraphy will die out, and I showed them to my interviewees and ask their opinions on it. Also, I did not only summarize opinions from different sources, but also analyzed them and formed my own conclusion. For example, although my two interviewees all believe promoting the understanding of Chinese calligraphy in the West is impossible, I myself hold different point of view.

- Understand the relationships among language, knowledge, and power

Although I haven't done anything particularly about the relationship between language, knowledge and power this semester, but I am sure that I have understood their relationships better through the lectures and my projects. For example, when the professor talks about how the word "fate" could easily create a negative view in audiences' mind, I realized that sometimes a simple word could have strong emotional influences.

Processes

By the end of first year composition, students should

- Be aware that it usually takes multiple drafts to create and complete a successful text

I reviewed my auto-ethnography several times and even asked some of my native speaker friends to give my suggestions.

- Develop flexible strategies for generating, revising, editing, and proof-reading

By making my own websites this semester, not only my ability to edit has improved, but I also learnt how to design and present my materials appropriately.

- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work

When we were shooting the mockumentary, we sometimes shot the same event more than 3 times in order to catch the most natural responses of our actors. We also revised our plot frequently.

- Understand the collaborative and social aspects of writing processes

I improved my cooperation ability through working with my classmates on our mockumentary. We divided the work load, and have different people in charge of different tasks.

- Learn to critique their own and others' works

I practiced it often this semester, since the professor has asked us to present and comment on other students' work. Also, through my analysis, I reflect on my own auto-ethnographies.

- Learn to balance the advantages of relying on others with the responsibility of doing their part

Just as I said before, for the mockumentary, we divided the work load and have each of us responsible for one thing. I was responsible for shooting (while other four students act) and the movie website.

- Use a variety of technologies to address a range of audiences

I made websites, which can reach out to more audiences than written work. Also, we made movie, which is in a different media.

Knowledge of Conventions

By the end of first year composition, students should

- Learn common formats for different kinds of texts

I learnt different formats for different texts in class.

- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics

I learnt many of these in class. Also, reading Carolyn's book helps me understanding them.

- Practice appropriate means of documenting their work

I have all of my work, including linear versions, on the websites. Also, we posted our movie on Youtube.

- Control such surface features as syntax, grammar, punctuation, and spelling.

I have asked my native speaker friends to help me correct grammar and spelling mistakes, and I think my English writing skills have at least improved some.

Composing in Electronic Environments

As has become clear over the last twenty years, writing in the 21st-century involves the use of digital technologies for several purposes, from drafting to peer reviewing to editing. Therefore, although the *kinds* of composing processes and texts expected from students vary across programs and institutions, there are nonetheless common expectations.

By the end of first-year composition, students should:

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts

This one is clear, since I made my own website and posted all of my work on it.

- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources

As I mentioned before, when I was researching for my second auto-ethnography, I visited several online databases to find articles about the history of promoting Chinese calligraphy in the West.