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FIQWS

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### My FIQWS Journey

First, I would like to recognize that I have always had a passion for writing and learning; hence the desire to be an English teacher. This class helped continue my journey in writing on a higher level. As I grow as a person, my writing grows too!

From the very beginning, this class tackled the definition of language, the role of language attitudes and standards in empowering, oppressing, and hierarchizing languages and their users, and being open to communicating across different languages and cultures. I have class notes, dating back to september 29th, that transcribe the definitions of things like standard language ideology, code-switching, and language subordination.

This class navigated through a myriad of genres to fully comprehend language. Genres such as language narratives, ted talks, and advertisements. This aided our minds to discover a new perspective on language and how it interacts with its audience. For example, using ads [from literally anywhere] we were able to learn about logos, ethos, and pathos. This made it easier to identify which of the 3 were being used and better help us understand the purpose of any given article and to whom it is written for.

Throughout the semester we wrote essays, but not only that, we took our time to sit and marinate within each step to write the best papers we possibly could. We wrote our initial plans, then wrote drafts that brought to life our set goals intended for the essay. Next, we leaned on our

peers to help guide us, as an outsider looking in, with feedback and ultimately use that to better our assignments. Lastly, we finalize our papers and look back to move forward and be better.

Learning to make fancy introductions made everything seem so proper. I can introduce anyone really and make them seem like a world renown figure. Although introductions seem easy, the research behind it might not be. Alongside that research there is the responsibility of gathering sufficient information about things outside of the author like purpose and audience.

I interpret social aspects of the writing process in this class to be peer-reviewing and to that I say this “I have never truly peer-reviewed an essay or had it done to me. I believe it was effective because it was a student, the same as I, not a teacher. I wouldn’t have altered anything because I enjoyed my process”

This may be my first semester in higher education but looking for sources online has been part of my writing since freshman year of high school. I am very familiar with jstor but [I] am now looking at other sources provided in this class like the pew research center, gale communications and mass media, and the ccny library database.

The final project for this class (the i-search project) encapsulates the eighth objective. I wrote summaries for the articles I would use in the essay. I had to critically analyze those articles to truly find their purpose in my research. Finally, I made my personal interpretations to convey my argument.

Citing can be a pain but at least it looks pretty! In a distinct way I enjoy my citations, reaching the end of my paper and looking at the work cited page I feel instant happiness because deep down I know I am near the closet finished line.

Finally, I want to answer the prompt. To what extent have I achieved the course learning objectives this semester? I learned so much and strengthened so many skills. Each objective was

fully met and provided a great foundation for all my upcoming semesters. I will be able to identify purpose within my sources, articulate any introduction, create a format to better understand and write my essays, look at my work and those around me to reflect what I need to work on and do so, and finally cite any and everything!!!