During this college semester, I didn't know what to expect from a course called "Writing for Engineering". Truthfully, I didn't ultimately think that the course was directly for me and my career pursuits as a writer. On the first day of class, the contrary, it was the class that taught how writing works for certain occupations related to science. Through its assignments, namely the memo, lab report, and proposal, I learned how to write papers to give people information, show off my findings and research, and suggest newer solutions to already existing problems.

After discovering my strengths and weaknesses as a writer in the previous semester's class English 110 I've learned more of my own personal weakness as a writer altogether. During the peer reviews for the memo assignment, my classmates noticed that I was lacking in details. They were asking me to be more specific and offering me new ideas of what to include in my paper. On the bright side of things, there were my strengths as a writer as well, I didn't have much constructive criticism towards the research-based technical description assignments, so I can be reassured that I have a solid understanding of research papers as a whole. After spending the last few days looking back now at my papers and course learning objectives, it can be said I improved over the past semester.

Course Learning Objective 1 had students be able to acknowledge their and others' range of linguistic differences as resources and draw on those resources to develop a rhetorical sensibility. Working in groups for the final assignment, the proposal, and the group presentation allowed students to interact with one another and share their knowledge, and then use said knowledge to create a paper and presentation offering a solution to an existing problem. My group split the work amongst ourselves and we each

found resources like graphics, estimated calculations, and videos to add to our final presentation.

Objective 2 revolved around students enhancing strategies for reading, drafting, revising, editing, and self-assessment. The peer reviews had us students reflecting on each's papers and providing intakes on how they can be improved. I took this as constructive criticism on my part during the aforementioned memo assignment, and my first draft turned into a drastically improved final paper.

Objective 3 asks students to negotiate their own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation. For my memo draft, I wanted to put together a plan to turn an abandoned building and the lot connected to it into a homeless shelter. Initially, I thought to write my paper in a friendly manner to let the "reader" feel like a colleague to me. Not only was this believed to be too openly friendly, but, as said before, the paper was highly lacking in key details, which was what I wanted to tackle with my writing goals.

Objective 4 had students develop and engage in the collaborative and social aspects of writing processes. The proposal and presentation assignment tackled this objective head-on with our class group's papers and slides for our projects. My group worked quite well on this assignment, with each of us offering more aspects to add to our solution.

Objective 5 had the students engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and further. As for genre analysis, I dug deep into the samples provided and looked up what would specifically go in the paper I'm writing. This was especially true with the memo and the group proposal, where I

had to do the material and budget sections. As for multimodal composing, we added pictures to our assignment papers and for one example, the group proposal, we even added videos to our presentations.

For objective 6, we the students had to formulate and articulate a stance through and in our writing. I didn't have that much experience with this objective, so to speak. But the lab report provided a brief moment to state my hypothesis, which is technically a stance, for my driving question for the experiment.

Objective 7 revolved around resources, asking students to practice using various library resources, online databases, and the Internet to locate sources appropriate to their writing projects. In layman's terms, the objective asked us to use sources to back up our papers. I used a number of sources for my technical description and lab report papers, and that was before I knew what the objectives were, so I guess this objective went without saying.

Objective 8 expands on this previous one, asking students to strengthen their source-use practices. I learned that Wikipedia, even if most believe that it can be deceitful given how anyone can edit the site's pages, still has its informational value and I found better ways to quote my sources rather than blatantly copying quotes from sources on my paper.

From here, I guess my next step as a writer for now is to carry on with using these course objectives and apply them to experiences outside of work, specifically, if ever, work.