

Linwei, Zheng

Eng 11100

Prof Martisa

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English to English pro +

As a first-year student at college, and a learner, I understand that the goal of the English in college to boost up my writing skill into another level, as we learn different and more effective writing, reading, speaking strategies, which boost up our English skill in many ways such as Recognize the role of language attitudes and standards in empowering, oppressing, and hierarchizing languages and their users, and be open to communicating across different languages and cultures, Develop strategies for reading, drafting, collaborating, revising, and editing, Recognize and practice key rhetorical terms and strategies when engaged in writing situations, Engage in the collaborative and social aspects of writing processes, Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias, Explore and analyze, in writing and reading, a variety of genres and rhetorical situations, Practice systematic application of citation conventions, Understand and use print and digital technologies to address a range of audiences.

For the phase 1, the first section of the topic is Language and literacy which we discussed about the relationship between language and cultural background, we read

DB 1: Literacy Narrative Reading Response

Please answer the following discussion questions thoughtfully and concisely. Your response to each question should be **AT LEAST 3-5 sentences long**. When you are finished answering the questions, please respond to **ONE** of your peers' posts. You must create a thread first before you are able to view your peer's responses.

You can bold/number your answers to match each question, or you can write in red ink (using paragraphs). Answer each question as a reflection, meaning, reflect on how the reading made you feel and incorporate that into your answers.

Questions to answer:

1. How did this text make you feel? Did you like it/not like it? Why/why not? Reflect on your thoughts/feelings about the reading.
2. Who is Petrosino's audience? Describe the tone she uses. **Other rhetorical features used: Petrosino's ethics in her essay? Are they effective? Use evidence from the text to support your claims.**
3. What connection does Petrosino make between her culture and her identity? **Use evidence from the text to support your claims.** If you feel as if there is a disconnect between culture and identity, please explain why and provide evidence from the text to support your claims.
4. What is a recurring theme/main idea of this text?
5. Narrative identity, or the internal story that you tell about yourself, connects memories from the past with the present and ideas about the future, according to psychologist Daniel McAdams. "Like myths, our narrative identity contains heroes and villains that help us or hold us back, major events that determine the path, challenges overcome and suffering we have endured. When we want people to understand us, we share our story or parts of it with them, when we want to know who another person is, we use them to share part of their story." **What do you think Petrosino wants you, the reader, to understand about herself? How do you see through the story they tell? Use evidence from the text to support your claims.**

Then, after composing your post, please read and respond to **ONE** of your peers' posts. Your response should be 3-5 sentences and you should discuss whether you agree with their answers or if you have a different perspective.

POSTS

41

POSTS

ME

articles about this topic, wrote essay about personal experience about this topic, as I encounter different article and essay from classmates I was able to look at different culture, language, and peoples, I was able to learn and

relate to the stories that were told, also learn about conflicts existed in different cultures, as I go through this process, I was able to Recognize the role of language attitudes and standards in empowering, oppressing, and hierarchizing languages and their users, and be open to communicating across different languages and cultures. As for Phase 2, we learn the topic of rhetorical device and appeals, the topic is about discovering the strategies that the author uses effect of their audiences, in the process of finding strategies in articles and work with worksheets about rhetorical strategies, I was able to Develop strategies for reading, drafting, collaborating, revising, and editing, Recognize and practice key rhetorical terms and strategies when engaged in writing situations, Explore and analyze, in writing and reading, a variety of genres and rhetorical situations. after I was capable to find out what kind of audience that this article targeted, how the author attracts the audience to pay attention to certain details and how the author uses wording and phrasing to pull the audience to their side. For Phase 3, we were told to research on topics about language politics, engage in the



collaborative and social aspects

of writing processes, locate research sources (including academic journal articles, magazine, and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias, as we search for fitting articles for our essay, and the advises from our professor.

Overall, even though that I did not master the strategies that was thought in this class, but at least I was capable to understand how should do when we were asked to write about an essay with different topics and styles to use, how to read and search for articles in a more efficient way.

