

Dalila Grant

Writing For the Sciences

Prof. Brown

23 May 22

My name is Dalila Grant, and I am a U1 at the Sophie Davis School of Biomedical Education. While taking Writing for the Sciences this spring semester, I endured small bumps in the road as it was my first time writing in an unfamiliar style. However, I learned how to effectively formulate and articulate a stance through and in my writing. Additionally, while taking this class, I engaged in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond.

The first assignment we did this semester, called a “500-word summary and evaluation of a New York Times article,” consisted of assessing a New York Times article we found of interest on google scholar. Particularly, this assignment was not challenging for me in terms of content. However, I did notice that I was not being self-aware of the structure of the overall essay while I wrote the paper. I ended up making the introduction longer than the body paragraph, which is not the proper structure for an essay. Regarding the second learning outcome, which states, “enhance strategies for reading, drafting, revising, editing, and self-assessment,” this assignment made me more self-aware while drafting and revising future papers.

The second assignment we did this semester is called a “500-word Scholarly Article analysis,” which consisted of a thorough assessment of a Scholarly Article we found on a scientific search engine. Between this assignment and the first one we did, called the New York Times summary and evaluation, I noticed a significant improvement in structuring my essay.

However, I noticed that I needed to improve my analysis of the article the most. Therefore, regarding the seventh learning outcome, which states, “strengthen your source uses practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources),” I took that into account when I did a rewrite and with future papers as well.

The third assignment we did this semester is called “800–1000-word General Audience Paper,” which consisted of creating our scholarly article based on a topic of our choosing. This assignment was not challenging because I already had experience identifying scholarly articles. Therefore, it made my scholarly article slightly more manageable because I had an idea of what it should look like. To complete this assignment, I had to employ the sixth learning out, which states, “Practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects.” Using multiple online databases allowed me to explore topics that best fit the assignment.

The fourth assignment we completed was the “Lab Report and Poster,” which consisted of a 1200 Lab Report and a Poster to follow. This assignment was simple, but working in a group to complete it made it hard because everyone had a different writing style and thought process. However, it was an obstacle that I could overcome by integrating the fourth learning outcome, which states, “develop and engage in the collaborative and social aspects of writing processes.” By doing this, I was able to develop my collaborative skills when working on group projects.

Lastly, the fifth and sixth assignments we completed were called the “Annotated Bibliography,” which was 1000 words, and the “Literature Review,” which was approximately 1300 words. The annotated bibliography was slightly challenging because although I have experience writing one, it was difficult to adapt to the required expectations—for example, different citations and including both a summary and an evaluation. However, the literature

review was the most challenging because I was unsure how to formulate the essay due to the number of ideas I had. Nevertheless, I got over my writer's block by making a layout of the essays to follow a format as I wrote.

Overall, this course helped enhance my writing skills because, despite the bumps in the road this semester, I could overcome the challenges I faced. I learned what I was strong at, which is summarizing and synthesizing information, while also growing in adjusting to different essay structures and requirements. To conclude, this class allowed me to learn how to become a stronger writer that knows how to write with awareness.