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## Self Assessment

As we conclude a rather chaotic and hectic spring semester and are on the brink of finals and final assessments as stress and long study hours welcome us in with open arms. It is now that we look back to all the work we have done and studied in order to refresh it in our heads. However, in the writing for engineers' class I was a part of this year it was a little different looking back. Looking back was not to study past materials learned, but to reflect on how it impacted us and further enhanced our writing techniques. When thinking of the assignments that we had this year from lab reports to resumes I remember the confused look on my face when first encountering said assignments. It is now that I look back without confusion but with a huge shock as to how helpful these classes were. During my time in this Writing for Engineers class, I was able to further develop my writing techniques and delve into writing styles I haven't used prior to the class.

What amazed me about this class is that each assignment varied in its own unique method in terms of how to approach it, who the audience was, and what the purpose of the assignment was. For example, our resume assignment was directed towards one person who was the hiring manager of a specific firm, company, or working area. Meanwhile, an assignment such as the process description required us to describe a series of events occurring in one process through a step by step format. Because of the different assignments, each assignment had a deep thought

process prior to writing. When tackling the objective of trying to get a good grade it was crucial for me to know what the purpose of the assignment was, the genre or tone I would be using, Whether It would be formal and professional, or comedic and carefree. Since so many things were taken into consideration before even starting the assignment, we had to discuss each and everyone one of them thoroughly and pay attention to key details. This was done in the class through heavy and extensive PowerPoints as well as course readings By discussing it in class I was able to completely understand what was being asked of us and how to get the best grade possible.

Now that I had understood what was required of me in the different genres of different assignments it was time to pile up the required information to begin writing the essays, resumes, and reports. At first, it was hard and tedious surfing through the internet trying to look for helpful articles, templates, and information. This became a big problem during the process description assignment as trying to find credible and beneficial information became a nuisance. With the help of my teacher I and my peers were introduced to methods on how to browse the internet for sources as well as using the CUNY database to easily find different sources such as papers, pictures, journals, and articles on the topics we were discussing. Furthermore, as we used sources, we also learned a new way to cite or give credit to these sources. Prior to this almost all of my teachers required MLA citation format. However, during this class, we began to use the IEEE format in which we quoted, integrate, and evaluated the text and placed the sources in a reference sheet. Personally, this was my favorite type of citation as it was very fluid and easy to

get around. As far as the gathering information aspect it was far preferable to me than sitting through PowerPoints.

After gathering information through the helpful resources, I had I was able to complete the assignments in a well-fashioned manner without any problems or huge obstacles. However, although the writing was complete the process was not finished. As part of the writing process, we adapted it was crucial for us to revise and edit our original drafts. During this process I was aided by my fellow peers through peer review groups in which I interacted with classmates of different ages, gender, and backgrounds, it was because of this diversity that I was able to receive multiple unique suggestions to my work that would help improve it to a better grade. Getting to know my classmates was fun, we worked collaboratively with each other to review each other's work and give the best feedback we can.

It was now after a long and thorough process that I was able to finally submit assignments. After that the next assignment was due. Unfortunately, mid-way through our journey as schools closed, and we had to resume work at home. This did not stop the process though; we still had our peer review groups to help us with editing as well as our professor side by side with us during these chaotic times. We still had new assignments in which I continued to use the same writing process we learned in class in order to propose the best paper possible. I am thankful for this new process that I have learned and delved into as it will be a key part of my future career.