

Throughout this course, I have developed a much stronger understanding of my writing process, as well as how rhetoric, genre, and audience shape effective communication. At the beginning of the semester, I approached writing mainly as a way to present information. I focused on explaining ideas clearly, but I did not always think deeply about how my writing choices affected different readers. However, through completing Project 1 and Project 2, I learned that writing is not just about what you say, but how you say it, who you are saying it to, and why it matters in a specific context. This course helped me become more intentional in my writing and more aware of the decisions I make as a writer.

In Project 1, my investigative essay on stem cell therapies allowed me to strengthen my research, analytical, and organizational skills. I worked with multiple scholarly sources and learned how to evaluate their credibility, identify key arguments, and synthesize information across different studies. Before this project, I often approached sources individually, summarizing one article at a time without fully connecting them. Through feedback and revision, I learned how to place sources in conversation with each other. Instead of simply repeating information, I began to compare ideas, highlight agreements and differences, and use sources to support a larger argument. This made my writing more cohesive and helped me develop a stronger, more focused thesis.

Another important skill I developed in Project 1 was organization. At first, my essay included useful information, but the ideas did not always flow smoothly. As I revised, I focused on improving transitions between paragraphs and making sure each section clearly connected to my main argument. I also worked on refining my thesis so that it more accurately reflected the focus of my paper. This process helped me understand that strong writing is not just about having good information, but also about presenting it in a logical and structured way.

Revising my investigative essay for this portfolio was especially helpful in reinforcing the importance of global revision. Instead of only fixing grammar or sentence-level issues, I focused on larger elements such as clarity, argument strength, and organization. I reviewed my introduction to make sure it clearly established my topic and purpose, and I adjusted body paragraphs to improve the connection between ideas. This process showed me that revision is an essential part of writing, not just a final step. It allowed me to see my work from a different perspective and make meaningful improvements.

Project 2, the multigenre persuasive campaign, expanded my understanding of writing even further by focusing on audience and genre. Instead of writing one traditional essay, I created three different artifacts: a patient and family brochure, a social media infographic campaign, and an opinion editorial. Each of these required a different tone, style, and level of detail. This project challenged me to think carefully about how to adapt my message depending on the audience I was trying to reach.

For example, the brochure needed to be clear, simple, and accessible. Since it was designed for patients and families, I had to avoid technical language and focus on making the information easy to understand. I also included practical advice, such as checking for FDA approval and consulting medical professionals, to make the content more useful. In contrast, the social media infographic campaign required a different approach. Because social media content needs to be quick and engaging, I used short statements and a “myth vs. fact” format to capture attention and correct misconceptions. The opinion editorial, on the other hand, was more formal and persuasive, aimed at policymakers and healthcare professionals. In this piece, I focused on

presenting a clear argument and emphasizing the need for regulation and responsible communication.

This project helped me understand that effective writing is highly dependent on context. The same topic can be presented in many different ways, but the success of the communication depends on how well it fits the audience and purpose. Learning to adjust my tone, structure, and level of detail for each genre made me a more flexible and adaptable writer.

Throughout both projects, I also gained a better understanding of rhetorical strategies, especially ethos, pathos, and logos. I learned how to build ethos by using credible sources and presenting accurate information, which is especially important in scientific and medical writing. I used logos by organizing my ideas logically and supporting my claims with evidence from research. I also incorporated pathos by focusing on patient safety and the real-life consequences of misinformation, particularly in my multigenre campaign. Understanding these rhetorical appeals helped me become more aware of how my writing influences readers and how I can make my arguments more effective and persuasive.

Another important concept I learned in this course is the idea of discourse communities. Before taking this class, I did not fully understand how different fields have their own expectations and ways of communicating. Through my research on stem cell therapies, I saw how scientific and medical communities prioritize accuracy, evidence, and careful language. At the same time, I also learned that when communicating with a general audience, the language and presentation must change to make the information more accessible. This helped me understand that writing is not one-size-fits-all, and that successful communication requires adapting to the expectations of a specific audience or community.

My writing process has improved significantly as a result of this course. In the past, I often focused mainly on drafting and making small edits at the end. Now, I understand the importance of planning, revising, and reflecting throughout the writing process. I learned to start by thinking about my purpose and audience before I begin writing, which helps me stay focused and organized. I also became more comfortable revising my work in meaningful ways, including reorganizing sections or rewriting parts of my paper to improve clarity.

One of the most valuable lessons I learned is that writing is a process that takes time and effort. It involves multiple stages, including brainstorming, drafting, revising, and editing. Each stage plays an important role in developing strong writing. By taking the time to revise my work carefully, I was able to improve not only my final drafts but also my overall understanding of how writing works.

Overall, this course has helped me grow as a writer by improving my ability to analyze, adapt, and communicate ideas effectively. I now feel more confident in my ability to approach different types of writing tasks and adjust my style based on the situation. The skills I developed in this class, such as working with sources, understanding rhetorical strategies, and revising my work, will be valuable in my future academic and professional goals.

As a biology major interested in pursuing a career in healthcare or medical research, I understand that communication is an essential skill. Being able to explain complex scientific ideas clearly and accurately is important not only for academic success but also for real-world applications. This course has given me a strong foundation in writing and communication that I can continue to build on in future courses and in my career. I will continue to apply what I have

learned about audience, genre, and rhetoric to ensure that my writing is effective, thoughtful, and purposeful in any context.