

Dear Portfolio Assessment Committee,

I am writing this letter to highlight that I have achieved all the learning outcomes and course requirements of my English 101 – The Personal is Public Expository Writing Course. These learning outcomes and requirements were achieved through successfully completing various assignments and projects throughout the course of this fall semester. Even though this writing course focused on and made extensive use of African American arts and culture to introduce the different ways in which personal expression eventually intersects with broad historical concerns, I feel that I have developed my skills and abilities as a writer as well.

The first learning outcome I feel I have achieved is ‘Rhetorical Composition’. I feel that, through this course, I learnt how to grab an audience’s attention using a wide variety of methods and approaches. In fact, rhetorical situations were a very important of this course’s curriculum. As a part of our course, we learnt about famous writer and poet August Wilson and how his various plays and speeches captivated their audience’s attention. Furthermore, I also composed assignments and works across various genres such as first person narrative, a curated exhibit using PowerPoint presentation and the reflective portfolio using WordPress.

Artifact three under the ‘Organization and Structure’ section of my portfolio is my curated exhibit. The curated exhibit gave me the opportunity to be extremely creative and unique with the placement of my selected objects, captions and artifacts. Not only object orientation but also fonts, colors, sizes and themes were given extreme importance in this assignment. The purpose of this assignment was to curate an exhibit to convey a very specific theme to an audience. This meant that my exhibit had to be visually pleasing in order to catch my audience’s attention. I accomplished this through clever placement of my artifacts, captivating themes and text that sparked curiosity.

Artifact three under the ‘Continuity and Flow: The Known-New Contract’ section is my Narrative Essay assignment. This assignment had a very clear objective: I had to pretend that I was an impartial visitor to my curated exhibit (described above) and write down, in a first person point of view, my experience of walking through the exhibit. For the purpose of this assignment, we were told to imagine if our exhibit was not a PowerPoint presentation, but rather, an actual exhibit at our very own Woodruff Library here at Emory. The goal was to make my readers imagine what the exhibit looked and felt like. I wanted my readers to feel as if they were walking through the exhibit themselves. To accomplish this task, I had to delve into every little and intricate detail possessed by my exhibit. I went to great lengths describing each and every aspect of my exhibit: the colors, themes, font, and orientation of each and every artifact and caption. I also made sure to include sentences of how I felt, including times when I ran out of breath, in order to make sure that my readers could also gage the sheer size of the exhibit. To achieve the goals of this assignment, I made use of several literary and stylistic devices including rhetoric and imagery.

The next outcomes I feel I have achieved are ‘Critical Thinking and Reading Resulting in Writing’ and ‘Locate and Integrate Archival Material into Writing and Multimodal Projects’. Throughout this course, I had the opportunity to undertake scholarly inquiry and research to develop ideas to be used in my assignments. For example, artifact two in the ‘Structure and Organization of my Works’ section of my portfolio is the final draft of my proposal for my curated exhibit assignment. This proposal made use of various scholarly articles to synthesize and produce the theme for my curated exhibit. Through this assignment, I was able to develop my abilities to craft an argument and incorporate ideas from other’s writings. Firstly, my proposal was centered around the play *Fences* by August Wilson. The theme was directly

derived from the play itself, however, I lacked certain proof to substantiate my claim. So, after scanning through various scholarly articles and peer-reviewed journals, I found the proof I was looking for to go ahead with the theme for the exhibit. Secondly, Dr. Cooke made sure that this assignment should include an annotated bibliography section. Through the annotated bibliography, I learnt correctly cite and use information from other's works. So, for the purpose of this assignment, I made use of various primary and secondary sources. Next is the curated exhibit itself. The goal of the curated exhibit was to use August Wilson's views on racial discrimination in the 1950s to highlight how discrimination caused disunion and separation within the community being discriminated. To accomplish this task, I had to use various artifacts from the 1950s, along with appropriate captions, to showcase in the exhibit. These artifacts were found through sources such as the Robert Langmuir African American Photograph Collection at the Rose Library, the New York Times Historical Database and DiscoverE. I made extensive use of archival materials in this assignment.

The fourth and final outcome I feel that I have achieved is 'Writing as a Process'. One aspect that made Dr. Cooke's class unique was that he always stressed on the fact that writing was a process. Through his teaching I understood that an assignment can only be successfully completed if it has been through multiple edits and drafts. Each and every assignment I have written as a part of this expository writing course has been subject to various revisions and edits. Each assignment in this course was a product of an initial draft, several intermediate drafts, and finally a final draft that was ultimately turned in. Furthermore, I also took part in in-class peer review sessions. These sessions presented me with the chance to critique my peer's work and provide meaningful and helpful feedback while receiving feedback from my peer on my own work as well. Having a fresh pair of eyes go over my work helped me identify areas of

improvement I would have otherwise missed and this helped me grow as a writer as well. This further highlighted the idea that writing was a process. Finally, I had to complete three unique diary entries through which I had to opportunity to reflect on my writing, assignments the peer-review and evaluation sessions. Looking back at what I had done throughout the semester, I could not help but realize that it was a part of a process.

In conclusion, The Personal is Public writing course helped me grow as a writer. Through this course I learnt various things that have helped me develop my skills and abilities. In-writing exercises (artifacts one and two in the Continuity and Flow: The Known-New Contract section of my portfolio) enhanced my ability to think on the spot and write a response to a given set of questions. Furthermore, I have learnt to write in different formats and genres, I have realized that writing is a process and that a work can only be perfect if it has undergone multiple revisions and edits and finally, I have learnt to develop and synthesize ideas and also use others ideas with the correct citations.

Sincerely

Arnav Jalan