

Chan Min Sung

ENG 101-016

Dr. Cooke

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Diary Entry 2

Remembering a Time When Learning Clicked:

We learn in plenty of places other than classrooms, lecture halls, or labs, and we learn in ways other than by listening or watching. Describe a situation where you learned a lot and enjoyed the learning experience. It may or may not be an academic class; maybe it was a lesson or a series of lessons; maybe it took place at a camp, gym, temple, fairgrounds, museum, golf course, shop, library, or farm, or in a home or place of business. What made this learning experience a positive one for you?

There are two specific instances that I can think of. The first example is about soccer. Soccer has been a part of my life for as long as I can remember. Whether it was playing soccer with my dad and brother on the weekends, or playing with kids in the neighborhood, many of my fondest memories involve soccer. So, when I entered high school, I naturally joined the team. Over the years, soccer has become more than just a hobby, but a beautiful game that defines who I am. It has taught me valuable lessons, not only about the sport, but also about leadership and teamwork. As the captain, it is up to me to set the overall tone for the team and keep a positive attitude, even when things don't go according to plans. In soccer, it's not simply a matter of gaining individual recognition, but working to create synergy by combining all of our talents and filling in for each other's weaknesses.

Another example is being a part of a team called Frontline. Being a leader of Frontline has been a humbling experience; it has given me opportunities to serve the students, faculty, and staff, but I have gained so much more from it. As my role in the group grew, I was able to improve and develop both my interpersonal and leadership skills, and truly connect with different members of the GSIS community. Though planning events requires countless hours of preparation and sacrifices on our part, the sense of joy and appreciation that I see on the faces of everyone at the events makes it all worthwhile.

What evidence do you find here that Yvette is a reflective learner? How does this entry move her writing process forward? Compare Yvette's journal entry about her writing process to one of your own. Have you found yourself making decisions about a project through your reflective writing? To what extent are you able to identify patterns or habits in your own work?

Some examples I see from Yvette's piece of writing that she has been doing shows that she is a reflective learner is that she talks about the things she realizes while reflecting back on her work. For example, she states, "By the time I get to the conclusion, I'm having to summarize too much and cover the same territory again, which may be a sign that I've been over-ambitious". This entry moves her writing process forward because she finds her flaws and the things she has been doing "wrong". From this, she is able to improve her works since she is able to spot her faults, which is probably the most difficult part of writing. Yvette's journal entry about her writing process seems pretty similar to mine in that we both realize these kinds of things afterwards during reflection. One main thing we have in common would be that fact that we both realize later that we did over-ambitious for many things we write. And yes, I have found myself making decisions about a project through my reflective writing. That is usually how it is done. Since a lot of the writing pieces we do in college or high school contain a reflection section, I have tried many options, but either way, many decisions are made through reflection. Reading one piece of writing is difficult to analyze for patterns or habits, but looking at many pieces of my own writing, I am able to identify patterns and habits of some sort to a great extent.

Review the sample memos in Figures 4.1 and 4.2, and then draft three or more questions for the project you're working on right now. Your questions should ask what you have done so far and what you still need to do. Answer your own questions in your journal or blog. You might also do an Internet search for blogs that reflect on writing progress to get some ideas for your reflective questions.

First of all, here are some notes to myself from the reading that I noted so that I can keep these in mind.

Examples of Memo Questions:

- How do you feel about it?
- How is the process going?
- What shape do you think it's in?
- What questions do you have for readers about the piece?

"The act of writing your answers gives you more insight."

"Reflection shared between readers and writers helps both get more out of the response process."

Reviewer Memos are helpful in these ways:

- give your readers direction and focus
- help move the peer response process along in ways that you need them to move
- composing a reflective memo for a reviewer or reader helps you identify areas in a draft with which you feel dissatisfied, even if you cannot quite name, let alone fix, the problems.
- alerting readers to these areas will help them help you – if your cover memo can focus readers on what you feel your writing needs
- it also leads to more thoughtful responses

Reviewer Memo

Name: Chan Min Sung

Title: Chan Min's Portfolio Reviewer Memo

1. What have I most improved on and how will I utilize my improvements upon this new portfolio?

During the semester, there are many aspects in which I have improved upon in writing. For example, I was able to grasp the simple formatting of an essay or an exhibit (font, headings, sizing, etc.). Not only that, I was also able to improve and utilize citations, especially those used in the text as reference, which are known as the in-text citations. Other than that, I have improved in other aspects such as justification. Because of this, I was able to develop a well-written thesis for my theme. Justification seems to just be the idea of “show, not tell”. This seems like a statement that is both very simple and complex at the same time, but once you understand what it means to not only tell, but also show, it is an effective way to write a convincing statement. Overall, this helped with my idea development, which was easier with the use of the known-new chain. The known-new chain helped transition from one idea to the next, which was probably one of the aspects that I believe I improved most on during the semester. Transitioning and idea development is crucial since it deciphers the flow and the strength of argument.

2. What have I done so far? In other words, up to this point, what have I completed?

So far, all we have done is the first diary entry. Other than that, we have started on planning and thinking ahead in order to organize our thoughts and decide on how and what we are going to present the portfolio. Two assignments we have done so far are the diary entry 1 and the digital portfolio plan. I am now working on the artifacts and the write-ups.

3. What other things are there to do? What other tasks are there left to do? What do I need to still complete?

There are many things left to do. Now this is the most important and crucial part of the portfolio. The digital portfolio that contains everything is left. This includes artifacts as well as write-ups that go with these artifacts. The diary entries including this one, diary entry 2, will all be included in there along with diary entry 3, which will be done a week after today. That assignment is on portfolio keeping 5, which is about “keeping company and working with others”, which is important to us in making portfolios mainly because they are reviewed and seen by others, not just myself. Peer review is a very crucial part of the creation and development process. This sums up and makes up what the portfolio section will look like.