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ENG 21007

Theory of Writing

Writing itself is built into our DNA and many students have diverse ways to express themselves and show how they write. Prior to taking Writing for Engineering, I expected writing to be easy and simple, but I was completely wrong. The Writing for Engineering course taught me that I needed to incorporate even more details and make my writing more professional in a sense. From my previous writing courses, I was expected by the teachers to essentially write what the prompt was about and nothing more. To be completely honest, writing for me is not a hobby I enjoy.

For my Writing for Engineering course, my peers and I were tasked with writing multiple assignments as the semester went on. Each assignment was more difficult and challenging than the last. However, all the new assignments had new and more refined prompts. Last semester, in my FIQWS classes, my professor taught me the importance of creating outlines for our writing pieces/assignments. Outlines have been an important addition for me as I often get stuck with what to write about when I am given a prompt for any of my writing assignments.

Additionally, rhetorical analyses are what my FIQWS professors taught us. For my future writing assignments, I would need to continue factoring in my audience, the reason for writing said assignment, as well as the tone and the wording to persuade or convey my audience. Going back to the before-mentioned writing assignments, we were tasked to write a rhetorical analysis for three lab reports and find a common ground for all three of our chosen articles. This

assignment was extremely difficult as I changed my articles many times throughout the given weeks resulting in less time to dissect the articles. I found it difficult because these lab reports were seven-plus pages long, sometimes, continuing further. I also did not understand some of the vocabulary used in the articles.

With the Technical Description, I also changed my ideas mid-way through the timeline for the assignment. This assignment was easy to do as I did not have to read as much information on my chosen product. I included my rhetorical situation in my Technical Description by focusing on the younger generation of kids and teens, as a mouse is more modern to them and was not created that long ago, either. Peer review helped me with improvements or things I needed to eliminate, as I tend to ramble on about things. I revised my Technical Description multiple times and solely focused on the interior and exterior components rather than the boring stuff, such as the historical portion.

The engineering proposal was a challenge at first, as we were given a limited timeframe, so we needed to focus on an important and big problem in NYC. However, it was a good idea to work in groups, because I know if I were to have done this alone, I would not have known where to even start. The audience of the proposal would be my English professor, city officials, and waste management companies. As engineers, we needed to make calculations and data tables, so that is what we implemented in our presentation.

My theory of writing has drastically changed for this Writing for Engineering course. Now, I am aware that some of the important components in writing include: the rhetorical analysis/context, the reason as to why you are writing the assignment, and what you can do to improve on your writing to make it even better than it last was. Overall, I continue writing each day, writing so I can further improve myself for my future endeavor(s).