

Weisheng Rui

Professor Zhang

WRT 2

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Dear Genggeng,

This is Weisheng Rui – your student in Writing 2. I am truly honored to have the opportunity to take this class. The content of this course is genuinely fascinating, and I feel that I have learned a lot from it.

In Writing Project #1, I translated a biology article into a TED Talk. During the process of working on this project, I learned a great deal about genre analysis. I found it particularly interesting to analyze the audience for my writing and adjust my language accordingly. Translating a long academic article requires effective reading strategies. I learned to highlight key points and procedures while reading. Because you allowed us to choose topics that interested us, I felt more passionate about these projects. Additionally, the first project significantly improved my sensitivity to different genres. While searching for a genre to translate, I explored many different types and their associated rules. This exploration changed the way I read: when encountering a new piece of text, I now first identify its genre, which makes it easier for me to understand and organize its structure.

In the final revision of Writing Project #1, you provided me a lot of valuable advices on balancing the different sections of my project. To address your feedback, I removed some repetitive discussion in the strategy-learning part and expanded on the

challenges I faced. I added an example to explain the challenges in detail. I also rearranged the structure of my reflective essay: I put those paragraphs discussing the used skills together to make the organization clearer. Previously, these paragraphs were scattered. They were separated by paragraphs on other topics. All in all, your advice was very helpful and greatly improved my project.

In Writing Project #2, I was tasked with translating academic discussions. I synthesized four related articles into a letter to a friend describing the discussion. Unlike the first project, I believe my greatest takeaway here was the ability to compare and summarize multiple articles effectively. The main topic of these articles was the effectiveness of Google Translate. I spent much time finding and comparing key points across the articles. For this project, I placed the articles within a fictional story. The organizational skills I learned during this course were crucial for completing the project.

In the last week of instruction, I made the final revision for the project #2. During the week, I read a journal provided in the course that discussed how to read like a writer. Questions such as “What is the author’s purpose for this piece of writing?” and “What techniques is the author using here?” (Bunn, 2011) left a strong impression on me. These insights encouraged me to think critically as I read. Applying this mindset, I revisited both my project and a work I had studied and mimicked — “All Girls Party” by Kaldawi D. (2024) While reading this material in the Starting Line, I discovered many useful strategies – she used many texts to describe the environment of the party to make her fictional story felt more real, and she also wrote about a dialog between the character and the author to drive the story forward. For my revision, I improved the

transitions between different points, adding reactions from the fictional characters to make the narrative more cohesive.

During the revision of these 2 projects, a significant format writing strategy was practiced a lot – citation. I found the original way I cited those resources is wrong. I changed the way I cite in my final revision of these 2 projects. “The Fix is to make sure that the first word of the works cited entry is the word you use in your in-text citation, every time. If the works cited entry starts with Brooks, use (Brooks) in the essay text.” (Stedman, 2011, pg.251) Following this journal, I made many corrections for in-text citations in my projects. I believe learning about citation is very important in my future academic career.

After completing these two projects this quarter, I feel that I have developed a better understanding of my writing style. I am confident in my ability to explain concepts or ideas from other sources in my own words. I also enjoy incorporating personal opinions into my writing. In WP2, for instance, I included several personal ideas alongside the discussion, which I think added individuality to the project.

Looking ahead, one of the most valuable lessons I have learned from this course is the importance of creating project builders. I was not someone who liked making outlines or project builders before, but your emphasis on them has shown me their usefulness in organizing ideas and building a logical flow. I plan to continue using this skill in future writing projects.

Thank you for your guidance and for teaching us in this course. I truly appreciate everything I have learned.

Sincerely,

Weisheng Rui

Reference

- Bunn, M. (2011). *How to read like a writer*. In C. Lowe & P. Zemliansky (Eds.), *Writing spaces: Readings on writing* (Vol. 2). Parlor Press. Retrieved from <http://writingspaces.org/essays>
- Kaldawi, D. (2024). *All Girls Party. Starting Lines* - UCSB Writing Program (23rd ed.). Macmillan Higher Education. <https://insite.vitalsource.com/books/9781533969569>
- Stedman, K. D. (2011). Annoying ways people use sources. In C. Lowe & P. Zemliansky (Eds.), *Writing spaces: Readings on writing* (Vol. 2). Parlor Press. Available at <http://writingspaces.org/essays>