

# Natalie Soto

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University Writing Program 1 – Professor Crosby  
Literacy History Project – Literacy Inventory

## SUPPLY

- **Personal definition of good writing:**

Good writing consists of the composer's ability to utilize an appropriate genre, an effective mode, and carefully selected diction to guide the reader's interpretation of the composition, to influence the reader by spurring the reader to action, or to encourage the reader to reflect.

- **Strengths as a non- academic writer:**

I seek to practice structured thinking by creating lists as opposed to outlines, by relating to the reader and establishing a connection that is neither feign nor forced, and by practicing writing, editing, and rewriting on my own time and to my own satisfaction.

- **Strengths as an academic writer:**

In order to build my vocabulary and write with more precision, I continually research the definition of unfamiliar words. To understand the purpose of an assignment, I repeatedly read the requirements for a writing assignment before I begin writing, as well as while I am writing. To prevent further deviation from the purpose of an academic assignment, I also create an outline to assist with organizing my thoughts.

- **Personal Reading Experience:**

I overcame the often overwhelming reading and writing workload for Advanced Placement Language and Composition during my junior year of high school, and Advanced Placement Literature during my senior year of high school.

- **Personal Writing Experience:**

Preparing for the Advance Placement exams consisted of constant writing, editing, and rewriting of persuasive explanations for my interpretation of each passage. I also practiced attentiveness to how literary devices and specific diction enabled an author to effectively convey his purpose.

	<b>Academic Reading Habits</b>	<b>Non-Academic Reading Habits</b>
Annotate	Very often	Rarely
Mentality	Pressured to do well	Delighted to enjoy
Pace	Fast	Slower
Purpose	Read for completion	Read for pleasure
Research	Researched unfamiliar words in prompts, assignments, articles, books	Researched unfamiliar words in flyers, magazines, social media

	<b>Academic Writing Habits</b>	<b>Non-Academic Writing Habits</b>
Consider audience	Very often	Rarely
Level of Formality	Formal	Informal
Method of Organization	Outline	Schedule, list
Purpose	Achieve a good grade	Provide enrichment

- **Personal Writing Process:**

1. Read, annotate, and research unfamiliar words within the assignment.
2. Re-read the assignment and create a loose outline consisting of potential ideas that might help achieve the purpose of the assignment.
3. Select a relevant topic for the introduction that leads to the specific topic of the assignment, which is then followed by several body paragraphs.
4. Focus on properly connecting ideas in the body of the paper, and effectively transitioning between paragraphs.
5. In the conclusion, I briefly summarize the information presented in the body of the paper, then relay how that information supports the specific topic of the assignment.
6. Edit my paper by reorganizing ideas, rephrasing sentences, and alternating transitions, before requesting further revision by another.
7. Upon receiving feedback, I revise my paper again, make necessary changes, then submit the assignment.

## **DEMAND**

### **○ Reading Aspirations:**

I wish I were more proficient at focusing on understanding a composition as opposed to reading for completion. Without understanding a composition, an individual can often overlook the possible advice, the invaluable experience, the priceless knowledge, or the intriguing perspective contained in the composition, thereby losing the opportunity to learn from another.

### **○ Writing Aspirations:**

I wish I were more proficient at clearly and concisely guiding the reader through my thought process. Without properly providing insight into my interpretations and explanations, I lose the

ability to influence the reader's perspective. I also wish I were more proficient at recognizing the audience's needs and expectations without providing a level of detail that would deviate from my purpose and inhibit my ability to connect with the reader.

- **Wishful Reading and Writing Experiences Prior to College**

I would have liked to further explore the realm of writing by reading and writing for enjoyment as opposed to only reading and writing for school assignments. I wish I would have read reflective compositions that would have hastened my realization of the beauty of understanding and connecting to a piece of writing. I also wish I would have written more reflective compositions that would have also hastened my realization of the privilege of writing, its importance for expression, and its power to influence others.

- **Types of Writing Expected in College:**

I expect to compose lecture notes, laboratory reports, research papers, homework assignments, and emails.

- **Goals for Improving as a Reader and Writer:**

To improve as a reader, I aim to remind myself of the importance of reading to gain understanding as opposed to merely reading for completion. Becoming engaged in the writing, focusing on the purpose of the writing, and reading to gain understanding would not only provide insight into the perspective of another individual, but would also shape my own perspectives and values. To improve as a writer, I aim to practice writing, editing, and rewriting, in order to successfully communicate my purpose, and effectively connect with the reader.

- ❖ **Personal Reflection:**

During high school, I stressed about completing the time consuming and thought-provoking assignments for my Advanced Placement classes. I dreaded reading a myriad of assigned pages every day. At that time, I believed that the sole purpose for suffering through the classes was to do well on the Advanced Placement exam. I was so shortsighted. I never realized the importance of being able to learn about the numerous ways of relaying the purpose of the passage and the importance of understanding the passage. By previously viewing reading as an assignment to be completed, I allowed the pressure of a grade to inhibit my ability to enjoy the assignments. I previously prioritized writing to please, and writing to achieve a particular grade over the beauty of writing to ensure comprehension of a passage, to express insight, and to experience enrichment. As a result, I diminished the amount of knowledge that I actually retained. However, by now viewing reading as an opportunity to be enlightened, I aspire to recognize and appreciate the advice, experience, and knowledge encompassed in every composition. Furthermore, by now viewing writing as an opportunity to be heard, I recognize the importance of writing and the beauty with which a writer is able to express himself.

After reflecting upon my experiences in those courses, I now recognize writing as a means of guiding the reader's interpretation, expressing opinion, and sharing knowledge. As a result, I have grown to appreciate how a writer's emotions, beliefs, and experiences can be incredibly influential in shaping the emotions, beliefs, and experiences of others.