

Nicholas Christopher Durgadeen

Professor Rodwell

Writing for Engineers

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Memo – Self Reflection

This wasn't the first nor will it be the last time I've come across composing a Memo. The idea was to choose a unique issue on campus that I could potentially write a memo to the president of the university about. I didn't feel it was a challenge to choose a topic, however it wasn't easy. The City College of New York, like colleges around the world, aren't perfect. I do believe there are imperfections that exist on campus, but to isolate one and write passionately about it was the challenge. It was interesting to see the amount of research I would need in order to formulate a compelling statement. I did not want the memo to stand out as a complaint to the president but as an eye-opener to an issue that was taking place on his campus.

For this assignment, I chose to write about the problems with the CCNY Shuttle Buses. I described the problems with the buses and offered possible solutions that had potential to fix them. When writing this memo, we were guided to make sure we had evidence to support our claims. This was a real-world situation so we couldn't make anything up. I would say this was a positive part of this assignment because it taught me to "reach out" and outsource to gather information. However, what I did not like about this assignment was the "recommendation" section. I didn't have the best experience providing precise recommendations for the problem I chose to up bring. After the first draft review from my fellow classmates and professor, I noticed it was necessary to provide every detail of the solution. There couldn't be any room for speculation, confusion, or misunderstandings.

How did you respond to this issue of detail?

I acknowledged the difficulty of the assignment after the first draft edits. I underestimated the amount of details that needed to be developed in the memo. What I could've done was looked up mock templates of what a memo should look like, the type of information and detail they used, and the different approaches that I could've made to complete the assignment. For any future memo that I must compose, I know now that I need to be as accurate, comprehensive, organized, and clear about what I intend to inform my audience about.

Using my rhetorical situations in this assignment were natural. Before in English 110, it was confusing and unclear in the beginning, but as I got to progress throughout the semester, it wasn't as challenging anymore. I did not have to stop constantly and think if they were incorporated, now I know I did and proof-reading my memo proves that. The genre of this assignment is obviously a memo, I wanted to inform the president of the college about an issue on campus. I was motivated by my frustration to talk about the issue at hand. It's annoying and quite hypocritical when you've been promised a service and it doesn't live up to the potential it's bragged to have. I hoped I accomplished the assignment by using all the right components of a memo to make my statement clear, using evidence to support my claims, and provide precise recommendations that were realistic.

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③

Furthermore, I did achieve two of the Course Learning Outcomes for this class. CLO #1, "acknowledge your and others' range of linguistic differences as resources and draw on those resources to develop rhetorical sensibility", I would say was the most accurate and efficient course learning outcome that I've achieved thus far in this course. It's not always easy letting others give input on a piece of writing, you as a writer, believes is your best work. However, constructive criticism has proven to me that it can help in the writing process of any assignment.

How?

In addition to its close realm of CLO #4, "develop and engage in the collaborative and social aspects of writing processes", when the class did peer edits, it was helpful to see how others view what I can do with my writing and how I change certain things to further develop a stronger statement.

What evidence supports your claim?

- ① The first IP & much of the second is general / not focused on your writing decisions.
- ② Good analyses. Some evidence from your writing would have helped.
- ③ Good attempt at addressing the rhetorical sit. However, your info was abt NOT about how the rhet. sit. appears in your memo. How ~~is~~ the rhet. sit addressed in your memo? Are all the components of