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For this reflection, I re-read papers one through ten in order to achieve some sort of understanding of my evolution, however slight, as a writer. I find that much of what I wrote in that first class's free write paper is still true: I write word vomit, I'm very hard on my writing, and I always try to inject a little personality into my papers to make them easier to write and easier to read, but something has changed: I no longer feel like punctuation is my greatest weakness. I've been very impressed by the frequency with which I used varied punctuation for this class, and I no longer feel like I overuse commas. It was definitely a conscious choice on my part, and I think that that exploration has made me more confident in my punctuation use.

And speaking of confidence, in the first short paper that I submitted, I said I wanted to accomplish a couple of things by the end of the quarter: "become a more confident and more articulate writer, gain a stronger understanding of grammar, and to start to recognize the errors in my writing immediately during the editing process." Have I achieved those goals? Well, not in their entirety; I think it would be unfair of me to expect all of those goals to be accomplished in such a short period of time. However, I think this class has given me the tools and feedback I need to develop a greater confidence in my writing, I believe that confidence will be achieved as I look through my notes and reread the chapters on grammar and style, and I know that the tricks I've learned to see the errors in my writing (diagnosis and revision courtesy of Joseph M. Williams) will make me even more confident in the final draft as I write more papers in the future.

Over these four short weeks, my favorite papers, and the ones I think are written the best, have been the ones that I was allowed to write the most creatively: the Toni Morrison imitation and the metaphor paper. I enjoyed the imitation exercise because it showed me very clearly how different Morrison's style is to mine. To give myself some credit, her style has been developed over many years of writing, and mine has not, but I find that the contrasts between our paragraphs are both valuable and an interesting to me as a writer. The metaphor paper was also a lot of fun because I loved writing about grammar as though I were a chef describing different kinds of recipes. Being able to create and expand upon a metaphor for grammar made me feel as though I had a firmer grasp on it than I'd previously thought.

I still make sure to have a concluding sentence in my papers. In SP 10 for example, I wrote "Emoji is not replacing English; the grammar and style of EAE won't change or worsen... with the [popularity](#) of emoji, but the *style* of casual text messages and emails are clearly [evolving](#)", and in SP 9 I wrote, "This dish also serves as a nice closer for the meal, when the reader has had their fill of your grammatical ingredients." After I became aware of that tendency of mine, I've tried leaving it out of the initial draft, but the paper never feels complete without it.

Since high school, I've felt that it was important for me to learn more about grammar—though I knew I understood the basics (such as the importance of subject-verb agreement) without really knowing what the basics were. Style was never as much on my mind (I don't remember ever being taught about style specifically), but I see now how it fits in my writing. Learning about the EAE, the grammar controversies, and watching the documentaries, despite the obvious bias these sources displayed, has solidified my opinions on the importance of learning it. I want to build my career off of writing books and editing others' books, so my knowledge of grammar and style must continue to get better. And in order for it to get better, I

need to take what I've learned thus far, internalize it, apply it to my writing and editing, and ready myself to learn even more in the future.