Chelsea St. Cyr

English 12

Mr. Harrison

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My Reflection on Weebly

Don’t people always see things they like and things that they don’t like when they look in a mirror? For example, say a girl got a full night of rest after getting her done. She goes straight to the mirror when she wakes up the next morning and lets down her hair. Her hair is straight, glossy, and soft; it almost looks flawless. However, her face doesn’t look as good! Because she was snoring all night, the corners of her mouth are very dry. Her resolution is to buy Z-Quiet, a device that stops people from snoring. Reflecting on my essays is similar to this situation. As I put together my portfolio, there were some essays that were exceptional, and others that weren’t as good that I learned from.

The essay I chose to put in my portfolio was chosen because my writing skills shone through it. The only essay that I got to choose for myself was the cross-curricular essay. It was written for American Government, and it’s about how America attained a stronger federal government. I preferred it over my other essay, which was about why artists should have freedom of speech, because it’s more developed. First of all, it’s much longer. Second, I used direct information from my textbook to support me. In addition to that, I used *more* evidence from quotes to support me. Two of them were primary sources of the Founding Fathers. I learned how to cite word for word quotes that people said through using primary sources.

The other essays I included in my online portfolio took varying amounts of work to revise. The main problem I had with them was that I didn’t have enough quotes in them. My English teacher told my class and me that for our AP essays and Canterbury Tales essay, we had to have at least two quotes in each body paragraph. The difficulty of this task depended on the essay. For my essay on *Great Expectations*, I had to find about five more quotes in a five hundred page novel. In others, I only had to cite two more or one more from a mere page of literary work. The most challenging part about revising the essays was making a comment. Making a comment that wasn’t a paraphrase of the claim was the problem, but I eventually made it through.

By putting in a lot of effort, I gained new writing skills. One of the main skills I learned was the technique claim-quote-comment. It really helped me fill up my paragraphs when I couldn’t think of anything to write. I gained mastery of it by using it in all of the essays that I wrote for my portfolio. However, though I gained a novel expertise, there is more I have to learn. First, I have to learn to be consistent with the tense that I use. Second, making my essays interesting with my own style is something that I feel I should accomplish. It’s important because communicating through writing requires individuality.

In conclusion, I think that this first quarter was a good start as far as writing goes. I acquired claim-quote-comment which I can use in any essay for any of my classes. The types of quotes I now know how to look for and put in my essays are primary source quotes and quotes from a novel or poem. These skills will help me when I go to college because I’ll already know how to write a supportive essay. It’ll make me a professional writer. Before that happens, though, I have focus on my current growth as a writer. My goals for the end of this semester are to continue using claim-quote-comment so that I can perfect it and also to make my essays more unique. After all, a well-written academic essay is rather boring if it has no personality!