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11/26/23

English 110

Professor: Katch

Introduction:


From the beginning of the Semester, I thought that College English class would be different from English class in High School. I thought that my English professor was going to be strict like in those tv shows but my English teacher is nice, understanding, chill, and not strict with us (he emails us a reminder to make sure we have our work done on time and submit it to blackboard). Now that the semester is almost over, I will miss this class even though it starts at 9:30AM. Walking into this class makes me feel good. The laughter that we have and the fun class memories I would remember until something else replaces it. I learned a lot in this class and this class helped me with my writing in a way. Back in High school, I was just thinking inside the box while this class showed me that it is ok to think Outside the box also.


BP1:

Throughout this semester, I feel that I achieved the practice of systematic application of citations conventions. The way that I am about achieving the practice systematic application of citation conventions is like I'm a pro at it. I remember back when I was in High school in the 12th grade, my English teacher taught us this website called "APA Citation Generator" and that was the first time I used it for any resources that I have to include at the end of my papers in High School.

**These are the references for the in-text citations in the project. These references, are listed on the final page, and contain the full information about each source.**

References

 Tang, F., & Pierce J. W. (2014). Alzheimer's disease in young adults. *Journal on Aging, 14*(3), 220-243.

 Stein, J. (2018). Short-term memory now gone: The unfortunate circumstances related to Alzheimer's disease. *Science and Discovery, 2*(23), 35-57. doi:10.1076/S0068-3942%2801%8900678-6

On that website all you have to do is click on which source you are using ( a source, book, journal, etc.). After that you copy and paste your source or title of the book or the title of the journal then click the search button. After that click cite and the citation is done. Thanks to my 12th grade teacher for teaching the class about that citation generator, I could copy and paste a source and get my citation and put it in my paper for my source section.

BP2: The extent that I have achieved of being able to research sources is a somewhat extent. The reason I say a somewhat extent is because some of the sources that I find, some don't relate to what I'm trying to show my audience. For example, while writing my paper of "Does

your age affect your accent”, I was looking for a source that can relate to my topic and I stumbled across a source called “ The effect of age and exposure in the development of L2 accent perception” by Amy K. Holtby from the University of Alberta, it mostly talked about groups of people doing an experiment based on language. I thought it was a good source but I didn’t give much info about the accent. At the end of the day, I was able to find good sources for that paper and I would need to get better at finding the best sources that connect to the topic of any paper I write about in the future.

BP3:

Dealing with reading strategies, writing strategies, collaborating, revising and editing, the extent I’m at is good since high school and middle school taught me some strategies like annotating which I didn’t learn until the 5th grade. That was the first reading strategy I have ever learned. I learned a few writing strategies but the first writing strategy I ever learned was using brainstorming. Brainstorming is very useful to me since back in my middle school days, I was struggling with what to write about or how to introduce my writing. With Brainstorming, I was able to jot down my ideas and because of that, I am now struggling less on coming up with ways to introduce my writing to a group of audience. The extent I have on Revising and editing is good because I know I have a group that would give me feedback on a certain paper so I could do editing and revisions. Because of that, I am able to improve my reading resulting in fewer mistakes on my papers.

CATEGORIÆ.

ra vero que non sunt, in quantis, non admodum equalia, vel inæqualia nominantur. Ut commutatio non admodum dicitur equa vel non equa, sed potius similis vel dissimilis. Et res alba non fere equa vel non equa, sed similis vel dissimilis. Est igitur hoc quantorum maxime proprium, ut paria vel imparia dicantur.

De iisque cum aliquo conferuntur.

Ea autem cum aliquo conferuntur, que id quod sunt, aliorum esse dicuntur, aut quoquo modo aliter cum alio conferuntur. Veluti maius quicquid ipsum est, id omne alteri tribuit, aliquo enim maius dicitur: & duplum, id ipsum quod est, ad alterum refertur, quoniam alicuius rei duplum est, itemque cetera omnia eiusdem generis. Sunt etiam hæc in iis que cum aliquo conferuntur, ut habitus, ut dispositio, ut scientia, ut situs. Hæc enim omnia quicquid sunt, aliorum sunt, aut quomodocunque aliter cum altero conferuntur, ac nihil prætereat. Nam & habitus, alicuius habitus dicitur: & scientia, alicuius scientia: & situs, rei cuiuspiam situs. Eadem est ceterorum omnium ratio. Sunt igitur que cum aliquo conferuntur ea, que id quod sunt, alterius esse dicuntur, vel quoquo modo ad alterum referuntur, ut mons ad alteram magnus dicitur, quippe cum ad aliquid mons magnus nomine mur. Quod simile est: alicui etiam simile dicitur, ceteraque omnia generis eius de eodem modo cum aliquo conferuntur. Sunt autem quedam situs generis, accubatio, status, sessio: situs autem in iis est, que cum aliquo conferuntur. Sed iacere, stare, sedere, non sunt ipsa quidem situs, ab iis autem generibus situs que diximus, orta sunt. Reperitur etiam in iis que

B

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In hoc cap.  
duo relatorum  
genera expli-  
cat. duabus  
definitionibus  
comprehensa.

Sunt etiam que

In hoc cap.  
duo relatorum  
genera expli-  
cat. duabus  
definitionibus  
comprehensa.

Reperitur etiam

Reperitur etiam

ignorationi studium

par et supra

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BP4:

The extent I am at about recognizing and practicing key rhetorical terms & strategies when engaged in writing situations is to a somewhat extent. The reason why is at a somewhat extent is that knowing that there is Pathos, Ethos and Logos, I sometimes mixed them up leading from one answer to a whole other answer. For example, in High School in the 12th grade, the teacher asked a question about which rhetorical strategy did the author use in a book from a page. I remember raising my hand and saying pathos. The teacher said I was wrong and told the class the correct answer was Logos. As soon as she said that, I read the line again and realized that the author was using logic in that paragraph. Now that in College, I was able to learn it again and now I learn that Logos uses logic, Ethos uses character, and Pthos uses apathy.

BP5:

The extent of linguistic standards empower and oppress language users is to a certain extent since I never knew about linguistic standards meant until in College which is use of grammar and usage so now, I can say that I have struggled with figuring out which word to put in a sentence. Have difficulties with grammar. For example, back in middle school, writing my essays there I sometimes put past tense words like “worked” and I never noticed that until very later. This demonstrates how even the small mistakes I make in my paper, I sometimes put the wrong tense into a sentence but now I know which one is past tense, future tense and present tense.

Image 1 Source: *Apa Citation Generator*. Citation Machine, a Chegg service. (n.d.).

<https://www.citationmachine.net/apa>

Image 2 source: The Trustees of Princeton University. (n.d.). *One thought on “Finding annotated books.”* Princeton University.

<https://blogs.princeton.edu/rarebooks/2009/09/finding-annotated-books/>