

Task 13.2: Reflecting on Unit 2 and Project #2

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Hey Brian,

Unit 2 is in the books. If Unit 1 was about digging inward to find a story, Unit 2 was about looking outward to see how stories are built. It's been a different kind of mental workout, but honestly, just as valuable.

Looking back at the work, two tasks really stood out to me. The first was Task 10.1 (Genre Analysis). I admit, I thought looking at conventions would be dry, but it ended up being the biggest aha moment of the unit. Deconstructing the Harvard Gazette articles made me realize that the trustworthy feeling I get from them isn't magic... it's a formula. Seeing how they stack expert quotes and use that specific balanced slant honestly changed how I consume media. As I mentioned in my draft submission, I'm now seeing these same rhetorical moves in the podcasts I listen to (like The Daily) and the scripts I produce.

The second task that was surprisingly helpful was Task 13.1, the one we just did. I chose to do all three options, and it was a grind, but totally worth it. Specifically, Option 3 (Proofreading with AI) was interesting. It caught things like my use of super effective or honestly... words that fit my conversational voice but weakened my academic writing style and authority. It forced me to confront the goal I set back in Task 1.2: Refine my voice for different audiences.

Comparing the writing process to Project #1, this felt much more... architectural, if that makes sense. Let me try to explain. With the personal narrative, I was wrestling with emotions and memory. With Project #2, I was wrestling with logic and evidence. Because I'm a Heavy Reviser, the outline in Task 10.2 was a lifesaver. It allowed me to basically write the essay in bullet points before I ever had to worry about flow. It confirmed what I realized in Unit 1: front-loading the structure makes the actual drafting so much faster. I didn't get stuck wondering what comes next because the rhetorical analysis structure (Intro, Ethos, Logos, Structure, Conclusion) is so solid.

Regarding the rhetorical situation, I've learned that analysis isn't just about saying whether a piece is good or bad... it's about explaining why it works for who it's targeting. It wasn't necessarily difficult to do, but it required a different part of my brain. The biggest takeaway I'll carry forward is the concept of Ethos. As a podcaster, I think a lot about being entertaining, but this unit made me think about how I build authority and trust with an audience.

Revisiting my definition of good writing from Task 1.2, I wrote that it's about bridging the gap between minds. I still believe that, but I'd add a layer to it now. Good writing isn't just about

clarity... I think it's about strategy. Alvin Powell's article wasn't just clear, it was strategically designed to disarm skeptics/skepticism. So, I guess good writing is about knowing your audience's barriers and building the writing specifically to get past those barriers.

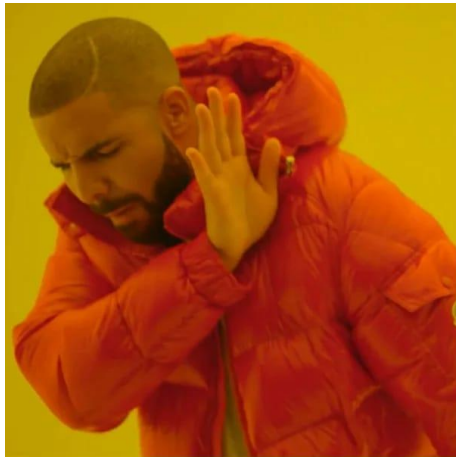
I think I'm definitely moving toward my goals. I felt much more confident structuring this academic paper than I expected, and I'm getting better at separating my creative audio-first voice from my analytical academic voice.

Oh and great work so far Brian, I'm proud of you!

See you soon :)

Brian

[see image below]



**WRITING AN
ESSAY BASED
ON VIBES.**



**FRONT-LOADING
THE STRUCTURE
WITH A KILLER
OUTLINE.**