

# A history of my writing process assignment

Sociology



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A History of My Writing Process For the last few years, I have associated frustration and displeasure with writing. When thinking of writing, painful memories of me staying up late working on papers, meeting with teachers for extra help, and dissatisfaction flash into my mind. It seems that my hatred for writing has always existed and only grew stronger throughout my education. Even as a young child, I never enjoyed writing. Numerous elementary school teachers drilled the basic format of a five-paragraph essay into my brain.

I learned how to write narrative stories, persuasive pieces, and expository essays. I never enjoyed retelling an event in my life or trying to convince readers to agree with my opinion on a topic. Even researching an animal or person seemed dull and pointless to me. Being a new learner of the writing process, my teachers required a brainstorming map or outline before hand. I never struggled to organize my thoughts and ideas on paper. Opposite to Susan Madera's experience in "One Voice," I never struggled to speak english but when it came to writing, it was always a challenge.

Developing sentences and choosing words were very difficult for me when writing. Madera was able to gain confidence through writing, while I only gained frustration and discouragement. Through the years, the writing process evolved into an even more confusing and hated process for me. I began high school as a nervous and frighten freshman. I walked into first period Honors English with high hopes and expectations for myself. However, soon I realized I entered a whole new world!

The basic five-paragraph writing format was thrown out the door and lengthy analytical writing was introduced. Through the years, I was hammered with literary terms and devices like paradox, connotation, and juxtaposition. The six keys to understanding rhetoric were taught and rhetorical strategies were discussed. For my assignments, a clear thesis and textual evidence was not only necessary, but it was expected. I dreaded searching for strong textual evidence along with explaining it. I hated evaluating the author's rhetorical choices and use of literary devices.

Basically, writing became a very difficult and frustrating process for me. Similar to Madera's frustration in her speech class, my writing classes were a nightmare for me. After many returned assignments, my weaknesses as a writer were clear as day. I have trouble explaining and developing my thoughts. Teachers often marked my assignments with comments saying "explain more" or "need more detail." Another difficulty, is creating strong lead-ins and interesting introductions and conclusions.

For as long as I can remember, I feared writing introductions and conclusions. It is difficult for me to develop an intriguing attention grabber or a conclusion that ties the writing piece together perfectly. However, with weaknesses there are also strengths. During the writing process, I have developed good organization and structure skills. Before writing, I always brainstorm or outline my ideas. This is a skill I learned that improves the structure and format of my writing pieces.

Furthermore, in this course I hope that writing becomes less painful and frustrating for me, than it has been in the past. Hopefully, I can develop

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more skills that will make me a stronger and more successful writer. Also, writing is such an important way of communication especially in today's society. In hopes of becoming a teacher someday, it is necessary that I develop good writing and communication skills. Through her strong writing skills, Madera was able to find success in the business world and her personal life, which is obviously something I would like to find as well.