Reflection can be considered just a basic overview of what has been heard, seen, or felt. And this is true but it is only a glimpse of what reflection actually is, reflection is like a seed that plants a tree with many many roots. With all these roots growing so did my understanding of reflections purpose and continuing cycle. Reflection allows every single individual the chance to experience the cycle of introducing something into their own understanding, taking what seems relevant to them, process or identify it to their lives or future endeavors, then make a conclusion of that understanding and applying what has been learnt and created in their upcoming decisions. Throughout the entirety of my ENC 1102 class I have encountered this cycle over and over again with each assignment, journal, and (re) defining of all sorts. Having encounter this cycle so many time has bettered my person definition of what reflection is but has not and will not make a definite definition, this class has taught me that reflection just like any other cycle is not limited to certain characteristics its definition is as big as your knowledge of the topic allows it to be.

 Before reflection occurs there must have been something to reflect on and that something is composing. My original thought of composing was just the writing of an essay that I have to turn in for a grade which has some truth to it but that’s not the actual purpose of composing. My theory of composing became actual when I began my journey in ENC 1102, my professor has helped shape and mold that theory. Composing is the process of developing an idea, this idea comes from something that has already been composed. In the composing process either you restate the idea in a different perspective, you refute the idea in a different perspective, or you re-introduce it. Once you decide what it is that your doing you have to decide through what means it will be presented. That is the part I lacked initially I thought composing was about putting a paper together, but composing can be using an idea/purpose and creating it into a different genre by using different mediums that do not necessarily have to be ink on paper.

Composing is the gathering of all writing elements; elements such as context, style, language, format, affordances, and materiality. Earlier this spring semester on assignment one we were told to write an annotated bibliography about readings we have done in the class, while considering audience. We were then told to change the genre from an essay to something we could create, I was paired up with two peer we agreed on making our new audience kindergarteners. We were going to teach kindergarteners about audience and its importance; we decided on a medium that would be easy to relate to for kids that young. We choose a bright poster with different shapes, the purpose of this method was to grab and keep our audiences attention. We then presented it to the class as todays lesson using examples that kids their age would understand such as the reader of a book is the audience, viewers of a show is the audience etc… At the end of the lesson the students understood how audience is represented and the value of a crowd when it comes to a piece of writing, music, TV shows and so on.

My theory of writing consisted of words that fit onto a paper concerning a specific topic. Now writing has to do with the materiality of what is being written, how it is being written and why it is being written. The essence of writing had to do with the moral of what is being written, what impacts it has had on society, why it continues to be a topic of discussion. Writing is not just words, it is the composition of words that have a purpose, these words reflect ideas, allow there to be a purpose. Although words are meaningful it is not necessarily the only way of writing. Normally you would think writing is just words that have been written, ENC 1102, has showed me there is more than just one context when it comes to writing it does not have to be words it can be images that define the purpose. To clarify what that may mean writing is just the putting together of thoughts and experiences and molding it into a product which receives feedback from the audience, the audience uses words to introduce their perspective on the piece. Writing is just a formal way of presenting work that contains a person’s knowledge, ideas, opinions, thought process, and way of being. It is a form of communication.

With each assignment in this class my theory of composing has evolved into something more concrete. It began with the journals I was not asked to just reflect but to actually composed my own idea of what a reading or topic is about and state my idea relevance to that topic or reading. In the first assignment I realized that composing in that particular situation had to do with how well I could communicate with others. This communication involved mutually deciding what we agreed on, the set amount of work each one of us had to do, and the mediums that we would be using. We composed a teaching environment after considering the elements of affordances, material (context), and audience.

Moving onto the second assignment I realize that there would be a different composing process, this process would involve gathering knowledge from more scholarly sources. This process pertained of a more formal thought process I had to provide a written piece that would answer the questions of what economics is and the differences between and undergraduate and graduate economics students. The composition of this assignment consisted of questions that I as an economics major had, have, and might have in the future; that is one way in which I considered my audience.

The third assignments composing process was yet another step in the evolution of my theory of composing. The task here was to present three genres, genres that could promote the idea/purpose of my assignment two. I choose a brochure as a way to advertise economics, I composed the brochure using publisher. I used images, success stories, evidence, and FAQ’s to persuade the audience; the genre here was persuasion. I then played a game with the class to clarify how incentives can work in the world of trading with no currency but goods/services; the genre here was to show how economics can be personable and interactive. My last medium was a video that is life and economics motivational; I used a script as my genre the purpose of this was to connect with them on a personal basis, providing words that would influence them positively. In this assignment I was composing a relationship with the audience through persuasion, hands on activity, and motivation.

My theory of writing in terms of its relationship to my theory of composing correlate with one another. This correlation has to do with the fact that when you’re writing you are inevitably composing. In writing and composing there is no set rule of what must be written or how it is written. When I am writing I am composing and vs versa, before I write I compose what I will be writing about setting an idea of what I will be writing.

An example of this was assignment two, I had to write a research based paper on my intended major. The paper consisted of the subject, what could be expected in the process of this field, and the reality of what the field entails for its specialist. While writing about these matters I was composing a piece, a piece about the work, the ethic, the seriousness, and the experiences and information from those who have or currently are working in that field. Although I was writing words that was not the only thing I was doing, I was composing a genre. A genre that related back to potential or current economic undergraduates that want to better understand what this field requires, what it entails, to choose whether this is something they could take on. The genre of this paper did not only provide information and opinions but a choice; economics is just the concept that people make choices and these choices dictate the financial stability of a nation.

I would say that my ENC 1102 professor Erin Workman, has greatly contributed to my theory of composing. She set the class at a different standard then just completing tedious written work. Instead she composed the style of the class to be more interactive with the blogging of the journals, the peer groups involving actual assignments and revisions. The work done in this class laid the foundation of my definition of composing, it helped me practice the various aspects of composition. I would found out the composing has nothing to do with just writing but it means setting a clear image of what the idea and purpose if of what is being presented. That composing does not mean you are presenting something entirely fresh, composing is (re) vising, defining all types of work and molding into a new piece of work with a different meaning or different pieces.

Due to both writing and composing I have explored my own understanding of how knowledge comes to be and what it is. Knowledge entails experiencing the ritual of practice. Knowledge can be acquired through stories, evidence, information, experiences, and just about anything that can open your eyes to something that is relevant to you. Knowledge is not about retaining information of what an atom is, who wrote Romeo and Juliet, or what the square root of pie is. Knowledge is not necessarily about retaining it is about the ability to take something and create a meaning that you understand something that you can write about and compose/ formulate an actual meaning/purpose out of.

The relationship between composing and how I create knowledge is the reflecting process of absorbing that knowledge, making my own assumptions and opinions of it and composing those thoughts into an idea that came from the material I processed. When I compose an idea I am creating knowledge of a different perspective because not every person thinks the same. My theory of composing has been adapted and applied to other composing situations both inside the classroom and outside the classroom. An example of how it has been adapted and applied in the classroom is how I have presented each assignment in ENC 1102 and the difference between my original idea vs my present idea. An example of how it has adapted and applied outside of the classroom is I am currently attempting to write a short story about an incident that happened in my life, I am gathering what I learned composing is to make this short story reality. Each and every piece of work I have done in ENC 1102 has developed and molded my theory of composing, writing, and knowledge. They all correlate with one another.