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WR122\_H

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But It’s Just Writing..

For many people, writing is a basic requirement in order to continue with their education. For me, and for as long as I can remember, it has been my greatest escape. Since I was just a wee little six-year-old in kindergarten, I have been recognized for my reading and writing skills. Most other subjects I performed well in, but nothing ever compared to my writing. I guess you could say I developed a bias early on. Most likely because I knew--even at a young age--my voice could be as big and loud as I wanted it to be in my writing.

Often, though, we find our voices being lost in a web of research-oriented academic essays. As unfortunate as this seems, it’s important to realize that your voice doesn’t ever get lost. As with most things in life, we must adapt to different situations and conversations, and writing is not exempt from this.

In the Writing 122 Honors class we focused on the ever-important topic that is global warming. In the last decade or so global warming has become a hot topic (pun intended). Global warming is not going away, so why shouldn’t we be talking about it? It’s affecting each of us every day, directly or indirectly, one way or another. It’s time we start thinking about and start doing something about, no matter how small the change. A global change can’t immediately be expected, but why shouldn’t we start making changes starting with ourselves and our communities?

In order to gather any information about global warming, we had to analyze a variety of texts. The first text we read and discussed in class was Lucia Grave's "What's Better Climate Fear or Climate Hope? Well it's Complicated*."*  In this article Lucia discusses some critiques about whether we should implement fear and/or hope tactics when talking about climate change. From there we dove into a rabbit hole of identifying different methodologies, ideas, and perspectives about global warming. In Graves article she discusses the critically Acclaimed and controversial article by David Wallace-Wells entitled “The Uninhabitable Earth." Wells' focus is on the imperative dilemma that is global warming and the fact that there is no amount of effort to go green that could reverse the effects soon enough to save us. Having read Graves' article before Wells really forced to think about the reason *why* Wells chose to write his article the way he did. After these two articles it was important that we carried on these habits of picking our readings apart.

Over the course of one term, I noticed a personal improvement in my writing. It wasn't that I never had to critically analyze an article (trust me here). But, this course requires you to use a different scope. A scope being the context in which you think/write in. This class required in depth and knowledge about global warming, and social/economic/political issues.

I think, in terms of learning to research climate change—rather any topic—this course helped me to understand just how important that research is. If you have little to no knowledge about the topic you're discussing there are only a few ways your writing will turn out: ambiguous, unfulfilling, or downright difficult to read. It's important to know that knowledge about a topic doesn't mean you conduct good research evidence either. If you know a lot but have nothing to cite or refer your knowledge to, to back it up, that knowledge is somewhat pointless. Honestly, it goes either way. You need the knowledge about your topic, but you need to know how to apply that knowledge, too.

At the end of the day, taking a course such as Writing 122 Honors will do nothing but good for you. I won't lie and say it's easy the whole time. I won't lie and say that you'll absolutely love every moment of class. But what I can say is, if you apply yourself and are willing to learn, this class will be worthwhile to you. It will be a lot of time dedicated to analyzing text and understanding the text. A lot of time dedicatto reading and writing, but it will be worth every second.