

Introduction Reflection

Thursday, August 31, 2017 7:38 AM

Dear [REDACTED],

Although UW Comp has been one of the most challenging classes I have taken at [REDACTED] so far due to the workload and numerous essays we've written in first semester alone, I believe that this class does have importance as it has helped me to develop good writing skills that I will demonstrate later in my portfolio. I've learned writing strategies that I've never used before this course – such as considering audiences before writing, using intertextuality in papers and creating conversation between texts, and making claims that are more than one sentence long. Not only have I learned how to be a better writer, but the topics we've covered in first semester have taught me the importance of language and how there are groups of people that have been outcasted by society for their differences and what we call "limited English". Before this class I didn't even know what Pidgin was.

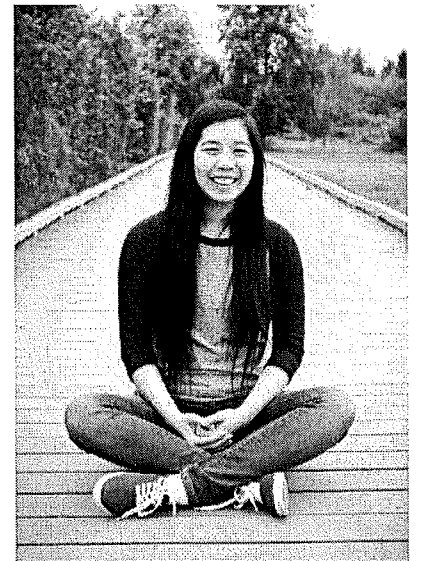
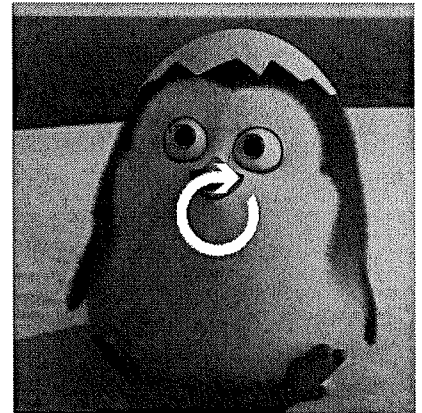
I believe that I have mastered the outcomes set forth in this course of UW Composition 131 and also I have learned more about myself as a writer. When putting my portfolio together, I realized that all of my papers had ties to Asian representation/Asian background – in SA1.1, I talked about joining a Taiwanese-American student organization for my college essay; in SA1.2, I talked about Tan and her experiences as the daughter of an Asian immigrant; in SA2.1, I referenced the Asian students suing Harvard for their affirmative action policy being discriminatory; and in MP2 my topic of inquiry was Asian American representation in the media. I believe that this class has taught me more about myself and my cultural and ethnic identity, especially since we were focusing on language and American Ethnic English as our overall theme of the class. I think the class reading that I resonated the most with was Tan's "Mother Tongue" as her experiences were similar to mine growing up.

I believe I have mastered the outcomes shown by my mastery in my essays:

- SA1.2
- MP2
- SA2.1
- SA1.1

I believe that I have mastered the outcome of writing for a variety of genres and audiences in Outcome One through my SA1.2 in which I wrote two summaries of Tan's "Mother Tongue" for Twitter and *Seattle Times* and assessed the reasons for my rhetorical choices. For my mastery of writing using evidence and reasoning in Outcome Two, my MP2 and SA2.1 demonstrate this because MP2 required me to analyze a variety of sources to use conversation with my primary object of study (in which I used a variety of sources from tweets to interviews to news articles) while SA2.1 required me to analyze Pratt's "Arts of the Contact Zone" to effectively write a review for college freshmen. I mastered the outcome of creating complex and persuasive arguments in an academic context for Outcome Three through my MP2 and SA2.1 in which I had to construct a debatable and complex claim and address stakes and counterarguments. Finally, my mastery of the revision process in Outcome Four was demonstrated through my numerous drafts and editing I did for SA1.1.

[Bom Dia Hello GIF - Find & Share on GIPF](#)



Hello! This is me :) Welcome to my portfolio

'Outcome 1: Rhetorical Awareness

Thursday, August 31, 2017 7:41 AM

To be successful at achieving Outcome 1, I need to be able to write for different audiences. Outcome 1 is about developing rhetorical awareness, which means that I should write in different styles based on the intended reader and genre of what is being written. This outcome is important to good writing because knowing who my intended audience is helps me craft my paper to appeal to their interests and beliefs to have a stronger argument. If the style of my writing also suits the intended genre, the writing will flow better and have a more significant impact on the reader. In terms of rhetorical awareness, SA1.2 helped me develop this due to how I needed to write for academic and non-academic audiences and genres - a summary for both the Seattle Times and a twitter thread. Each summary needed to be different due to a different intended audience and text formatting, and this changed the different word choice, appeals, textual conventions, and visuals of my summaries.

1.1 – Recognizing how different elements of a rhetorical situation matter for the task at hand and affect the options for composing and distributing texts

Before writing SA1.2, we did work in class on rhetorical analysis by analyzing the genres of different texts – Facebook thread and a newspaper article from the *Washington Post*. What we deduced from our analysis of the Big 4 of both texts was that they had contrasting genres and audiences. Facebook was more informal, hence the use of more casual language and appeals to paths to show emotion in the posts (Newspaper vs. Social Media Big 4). On the other hand, the *Washington Post* article was more informative as it was written to bring readers (generally liberal, white, middle-class people) up to date on the Ebola crisis.

This helped me when beginning to think about how I would approach writing a summary for Seattle Times as well as a twitter thread. For my Seattle Times paper, I knew that the audience would be people who read newspapers (most likely older people, adults) while the audience for my twitter thread was generally intended for friends/younger people (and also anyone with free time browsing their twitter feed). More specifically, my main audience for my twitter summary was @therealAmerican, as I was responding to his tweet about @AEEAmyTan. The differences between a higher-educated readership in the newspaper versus younger generation social media users is why I chose to write my Seattle Times paper with more formal writing while for my twitter thread I used casual writing with text speak and hashtags. The genre for my newspaper article was more of an informative writing piece, which is why I used descriptive vocabulary such as “belittle” and “passively” when portraying the way Tan’s teachers dismissed her ability to go into humanities when they pigeon-holed her to the STEM field because of how her mother’s limited English hindered her own academic success (SA1.2). For twitter, it was more of an argumentative piece as a response to @therealAmerican, so I used more emotion and wrote in second person as to address @therealAmerican directly while inputting my own opinions into the mix. This made my twitter thread have more inclusive language. Because the genre for twitter was much more casual than the Seattle Times summary, I was able to write more with my emotions rather than a robotic-sounding five-paragraph structured essay that we usually write for English papers.

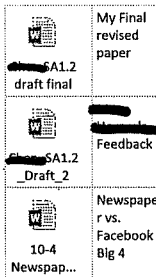
Before approaching a writing assignment, it is imperative that the writer considers the audience and genre of the piece to set up a map of the direction they want their writing to head. Knowing the genre is important because it decides whether to write in formal academic language, such as in a research paper or email sent to an employer, or more casual language that one would use with friends when texting in a group chat or tagging friends in a post on Facebook. Having an idea of the intended readership is another factor influencing the language of the piece as well as the evidence chosen to support the claims made by the writer. If you want to appeal to your readers, you would want to use language that they are comfortable with as a way to establish ethos (establish authority that you have the credentials to write about a certain topic). This is something we looked at with Pratt’s “Arts of the Contact Zone” as she knew her intended audience was the MLA, which is why she wrote with highly formal academic language using complex vocabulary such as autoethnography and transculturation. Her audience of distinguished scholars also influenced the evidence she brought into her paper when she used Guaman Poma’s *The First New Chronicle and Good Government*, a 1200 page long contact zone artifact (class discussion). After examining example newspaper articles and social media posts, I had a better understanding of the difference in the genres and audiences of the two sources, which influenced my choices for writing more formal and informative for my Seattle Times summary as well as a more casual and opinionated approach in my twitter thread.

1.2 – coordinating, negotiating, and experimenting with various aspects of composing – such as genre, content, conventions, style, language, organization, appeals, media, timing, and design – for diverse rhetorical effects tailored to the given audience, purpose, and situation

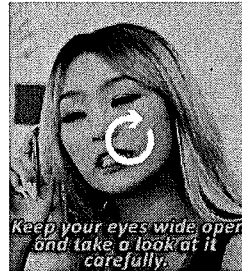
For sub-outcome 1.2, I needed to essentially play around with different writing styles during the writing process when writing for various genres and audiences, which I was able to master through SA1.2. When writing my tweets in response to @therealAmerican, I scrolled through the twitter sphere to get a grasp of what sort of text speak was generally used on twitter, and I found that it differed from a formal newspaper through the way people spoke casually as if they were speaking aloud straight from their thoughts – tweets were generally uncensored and straight to the point. Due to newspapers having the intention to inform, I relied more on logos by using direct quotes from Tan’s “Mother Tongue”, such as mentioning how “mother’s English almost had an effect on limiting [her own] possibilities in life” (Tan 713). For my twitter thread, I feel like it was less informative and more opinionated (due to the thread being a response to @therealAmerican), which is why I employed a heavier use of pathos by using lots of hashtags, gifs, specific all caps words, and punctuation. These helped me to show emotion such as pride and happiness (#younggirl and #asianpower) through how Amy Tan was able to break free from the stereotypes and find her own passion as a writer (SA1.2).

To have my summaries to be more closely aligned with their respective genres, I designed my Seattle Times review to have a newspaperly-feel to it while for my tweets I downloaded twitter to tweet them out. Additionally, I used textual conventions to further establish my summaries within the newspaper and twitter genres by adding in a bolded and large header and adding an image of Tan and her mother to draw readers into reading my newspaper summary. For my twitter thread, I employed textual conventions relating to the genre through use of gifs, emojis, and hashtags. From my research before embarking on writing my twitter tweeting, I found that many twitter users use text speak, gifs/images, and also lots of hashtags in their tweets; relating to our classwork with the Facebook Big 4 analysis, twitter and Facebook appear to be in the same genre of more informal and opinionated language tone. By adding in gifs of Lucy Liu sipping tea for “here’s the tea” and Amy Tan shaking her head when describing how she said no to her teachers by making her own path for herself and entering into writing (SA1.2). One choice I made in choosing my gifs was finding ones of Asian people. Because I was responding to @therealAmerican and putting my opinions on his tweet to @AEEAmyTan, I wanted to write my tweets in a way that best portrayed my support for Amy Tan and Asian representation. This

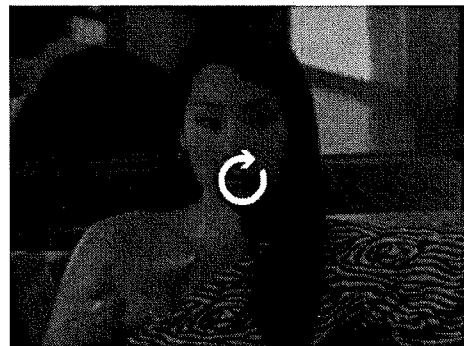
Essays



[Hyorin GIF - Find & Share on GIPHY](#)



[Lucy Liu Side Eye GIF - Find & Share on GIPHY](#)



[Constance Wu GIF - Find & Share on GIPHY](#)



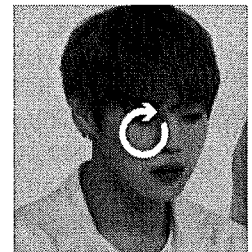
[Amy Tan Writer GIF - Find & Share on GIPHY](#)



[GIF by anglebangtan - Find & Share on GIPHY](#)



[K Pop Drive GIF - Find & Share on GIPHY](#)



[How putting together the UW comp portfolio made me feel](#)

[Bartender GIF - Find & Share on GIPHY](#)



[I wish I could be as skilled as him](#)

[Funny Kpop GIF - Find & Share on GIPHY](#)



[Me stressing about putting together the UW Comp portfolio](#)

[Funny Kpop GIF - Find & Share on GIPHY](#)



[What I kept telling myself when I was writing my portfolio](#)



[How I imagine *sips tea* should look #swiveordie](#)

... slipping tea for "here's the tea" and Amy Tan shaking her head when describing how she said no to her teachers by making her own path for herself and entering into writing (SA1.2). One choice I made in choosing my gifs was finding ones of Asian people. Because I was responding to @therealAmerican and putting my opinions on his tweet to @AEEAmyTan, I wanted to write my tweets in a way that best portrayed my support for Amy Tan and Asian representation. This is why I chose gifs with Asian people also as a sort of nab at @therealAmerican for calling Tan's "Mother Tongue" "nothing more than pandering" (SA1.2 Assignment task). As for content, there were some pieces from Tan's "Mother Tongue" that I chose to reference in my Seattle Times article and leave out in my twitter summary due to their different genres and audiences. For the Seattle Times, I kept my summary of Tan more generalized to give a bigger picture to allow my readership of adults (and most likely more educated people) to get an understanding of how Tan started out having difficulty with math in school and seeing her mother be treated disrespectfully in public to use appeals to logos (SA1.2). On the other hand, I gave more specific ways Tan was impacted by her mother's English, such as how she scored poorly on the SAT to appeal more to my audience. Because my twitter post was geared towards teens/my acquaintances, using examples such as the SAT (which is a familiar experience for most teens my age) helps me use appeals to pathos as they are able to relate to Tan and empathize with her situation (SA1.2). By using more sophisticated vocabulary in my Seattle Times article when I described how "rather than passively heeding the advice of her teachers, Tan became an English major", I was able to establish ethos to reinforce my credibility and have my readers realize that American Ethnic English is an important issue for many Asian American immigrants (SA1.2).

It is important to use different textual conventions, language, and design when writing for various audiences and genres. Textual conventions are important to consider especially when writing for different genres. It wouldn't make sense to put gifs into a newspaper editorial because it doesn't fit the genre – newspapers are more of a serious and informative read while gifs are meant as a humor piece in tweets and they usually are taken from well-known social media happenings (for example, after *Crazy Rich Asians* was released, there were many gifs created of Awkwafina and Ken Jeong's characters due to their characters' funny lines in the movie). Language is another importance factor to consider in writing. For older and more mature readers, especially for the newspaper, it makes more sense to write with a more sophisticated and formal academic vocabulary. On the other hand, for teen readers, as they generally respond to emotions and use social media often, it is more fitting to write using emotions and text-speak (also fitting for the social media genre) to relate to them on their level. Through my use of formal academic language and formatting my summary to look like it came from a newspaper for my Seattle Times review and inputting humorous gifs and use of hashtags in my tweets, I believe I have mastered the outcome of rhetorical analysis to successfully write for a variety of audiences and genres.

1.3 – assessing and articulating the rationale for and effects of composition choices.

To be successful at Outcome 1.3, I need to be able to analyze and explain the reasons for the writing choices I made in my writing. To have my newspaper review fit the genre, I formatted my news article summary to look like it came from the Seattle Times. I also included a big headline title to catch the reader's eyes and draw them into reading the article. For my twitter thread, rather than using just plain text (which would be very boring), I used pathos by adding in gifs that matched my tone. For example, when talking about how Asian Americans are stereotypically placed in math and science and steered away from English, I put a gif of Hyolyn, a well-known Korean singer, saying "keep your eyes wide open and take a look at it carefully" to demonstrate how people need to see below surface level – not all Asians are good at math despite what people have stereotyped them to be (SA1.2). Also, I realized that I could add more to my argument and response to @therealAmerican by changing my gifs to be of all Asians (at first instead of the gif of Hyolyn, I had a gif of John Oliver). To have all my gifs consist of Asians and fit into the topic I was addressing (Asian representation), I made sure that the gifs I chose were of Asian people – I had one of an Asian squad and Michelle Yeoh in *Crazy Rich Asians*. My hope is that supposedly if @therealAmerican was smart enough to use such sophisticated vocabulary like pandering, he should be able to reason out why all my gifs included Asians. After reading over my peer feedback and teacher feedback, I realized that although my tweets did give a summary of Tan and her "Mother Tongue", they were far too long – in the twitter world no one would have the time to read my eight-page tweet response. To revise this and have my twitter thread fit into the genre of short and concise tweets, I combined some of my tweets to condense my summary. However, as I was doing this, I was only able to shorten my tweets by a tiny bit, so I am taking a risk here with a twitter thread that goes beyond the generally no-more-than-ten-thread tweet. But, as I was scrolling through twitter, sometimes there were instances where there would be long threads of tweets when someone was tweeting about a topic they were really passionate about. In my case, I believe that my long-thread tweet would still fit within the twitter genre as my opinionated response to @therealAmerican's disrespect of @AEEAmyTan demonstrated my interest of Amy Tan's "Mother Tongue" and my concern for the stereotyping of Asian Americans in society. In advance, I also put into my tweets that it would be a long thread as I put into hashtags #getreadyformyrant #askedforthis #sorrynotsorry as a precursor to my long response to @therealAmerican (SA1.2). By using these hashtags, I was able to write in twitter language to have my summary fit the genre as well as explain my reasoning for a long thread.

For building up good writing, it is important to analyze the paper after writing to assess the choices made during the writing process. It is important to go back through the essay and analyze the language and textual conventions used to determine if the writing choices helped the piece to fit within the genre. For me, although my twitter summary was pretty lengthy, I believe that my response still effectively summarized Tan's argument as well as responding to @therealAmerican.



I would've put this gif at the end of my twitter thread but I already had too much stuff so I decided not to



Who's who part 1

Outcome 2: Working and Research

Thursday, August 31, 2017 7:41 AM

My understanding of the second outcome is that the I must be able to prove that I can take evidence from complex texts to effectively use in my writing. Outcome two is about research and analysis, which means that it is important to understand the sources I used and be able to use them to make arguments. For this outcome, I chose to use SA2.1 as well as MP2. SA2.1 required a close reading of Pratt's "The Contact Zone" in order to understand the complexity of her writing. My MP2 also demonstrates that I have mastered outcome two because it required me to create an inquiry of my choosing and find an object of study to analyze place within the content of a specific discourse, in my case I did a close reading of Helen Yang's "White Washed Out: Asian American Representation in Media" as well as finding other outside sources to use to prove my claim that there has been a positive trend in more representation of Asian Americans in the media, creating a channel for Asian teens to find role model figures and build up their sense of identity. Through my SA2.1 and MP2, I will be proving that I have mastered the outcome of close reading sources to contextualize and intertextualize them to effectively use in an argument.

2.1 – reading, analyzing, and synthesizing a diverse range of texts and understanding the situations in which those texts are participating

To master sub-outcome 2.1, SA2.1 required me to analyze the complexity of Pratt's "Arts of the Contact Zone" and understand her description of contact zones to be able to write a college magazine review of her essay's relevance to college students. We did work in class where we worked in groups to analyze sections of Pratt's essay and determine her claims and sub-claims (Group 2 Powerpoint). By doing a close reading of Pratt's essay we were able to dissect her essay and find that she believed the "idea of the contact zone is intended to contrast with ideas of community that underlie much of the thinking about language, communication, and culture that gets done in the academy" (WTM, pg. 664). Because her essay was intended for the MLA, she used sophisticated vocabulary and a source that most high schoolers have never heard of, Guaman Poma's *The First New Chronicle and Good Government*. To be able to summarize Pratt's essay and still keep the validity of her argument without losing any important content, I had to synthesize her words to be easier to understand by a student like me. To simplify her words, I rewrote her claim as she argued that "by using contact zone classrooms to engage in discomfort and address past wrongs, there will be new understanding" (SA2.1).








To be honest, Pratt's essay was difficult for me to understand the first time I read it through. Even after going back and rereading it a few times, it was still super confusing on what she was writing about and why. However, after we did work in class and we had the lecture on Pratt, it was easier for me to get a grasp of how she defined contact zones as social spaces with highly asymmetrical relations of power and she wanted her readers to reconsider the models of community (Pratt lecture notes). It would be difficult for me to write a review sharing to my peers whether they should read this themselves, without first having a clear understanding on Pratt myself. It was important for me to establish ethos within my review when I wrote how although Pratt's essay was difficult for me to comprehend at first, I was still able to understand her overall message and was relevant and applicable for me as a fellow student (SA2.1). By acknowledging how I had difficulty understanding Pratt's essay, it helped strengthen my argument that other students should read Pratt because if I read something and didn't understand it, why would I spend the time to write a whole review for it if I didn't think it was important?

To fully master outcome 2.1, I needed to use more than just one source in my SA2.1, which is for my example for imagined communities, I found a NPR article on the Harvard Affirmative Action Court Case. I did a close reading of to use as evidence in my essay that universities are imagined community because supposedly everyone has equal rights; however, Harvard's use of affirmative action "engages in 'racial balancing', which discriminates against Asian-American applicants by rating them lower on intangible traits like courage, kindness and leadership" (SA2.1). Analyzing sources and their rhetorical situations is important to know the credibility of the sources and know if they have strong evidence that will support a claim.

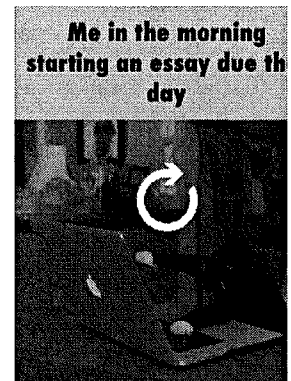
2.2 – using reading and writing strategies to craft research questions that explore and respond to complex ideas and situations

For MP2, to create a topic of inquiry, I started out by thinking what sort of paper I would be interested in writing about. We did an activity in class where we went over topics to see if there was anything at stake within each to determine if they would be suitable as a topic of inquiry. After the activity, I decided to choose the topic: Asian American representation, and I began narrowing down my topic of inquiry for my MP2. I started out broad with researching the representation of Asian Americans, and I asked myself questions to form my inquiry, such as "How are Asian Americans represented today?" When researching, I found sources that talked about the recent movie releases of *Crazy Rich Asians* and *To All the Boys I've Loved Before* being a positive shift for more representation of Asian Americans in the acting industry. I thought this was interesting as media is an importance part of our society's culture due to music, movies, and social media. This led me to research the representation of Asian Americans in the media and also what the history of Asian American representation was, which led me to finding my object of study: Helen Yang's "White Washed Out: Asian American Representation in Media". From there I found specific films, music, and social media examples to focus on in my topic of inquiry. I focused on *Fresh off the Boat* and *Crazy Rich Asians*, the rise in popularity of Asian artists such as BTS, and the creation of 'Subtle Asian Traits' in my MP2.

Essays

 MP2 Draft final	My final revised paper
 SA2.1 draft final	My final revised paper
 MP2 _Draft_2	Feedback
 SA2.1 _Draft_2	feedback
 Group 2	My group's work for Pratt Close Reading
 MP2 Traditiona...	Outline for mp2 planning
 MP2 WTM For Practi...	Mp2 planning

[Essay GIF - Find & Share on GIPHY](#)



Relatable

[The Lizzie Bennet Diaries Reaction S](#)
[GIF - Find & Share on GIPHY](#)



Can't write an essay without doing this!



Who's who part 2

Crafting research questions when creating a topic of inquiry is important because it narrows down what I am researching and gives me a goal of what I want to look for to support my writing. Without having a research question, I would have been difficult for me to start writing my MP2. When I started with wanting to write my paper on Asian American representation, I used research questions to narrow down my topic of inquiry to the history of Asian American representation and later further narrowing it down to Asian American representation in the media and writing on if there has been a positive or negative shift. I chose to focus on a positive trend in more representation of Asian Americans due to how my research showed that there has been more Asian Americans in the media through the casting of Asians in new movie releases, the growing popularity of Asian artists, and also the creation of safe spaces on social media for Asian users to encourage each other and build up a strong sense of self.

2.3 – gathering, evaluating, and making purposeful use of primary and secondary materials appropriate for the writing goals, audience, genre, and context

When researching my topic of inquiry, I looked up phrases like “Asian representation in the media” and “history of Asian representation”. When I had done enough research and narrowed my topic down to Asian representation in media, I thought of examples to focus on, specifically through *Fresh off the Boat*, *Crazy Rich Asians*, music, and ‘Subtle Asian Traits’. I looked each of my examples up to gather sources on how music, films, and social media impacts Asian representation. I evaluated the sources by reading through the different websites I found – mainly news sources such as NBC News, *Huffington Post* and *New York Times*. Some sources did not fit my topic of inquiry, such as blog posts with people giving reviews on *Fresh off the Boat* and *Crazy Rich Asians* relating to the representation of Asian Americans, so I decided not to use it as evidence. Because I was writing an argumentative paper based on a primary object of study, I felt that using sources with biases would not help support my argument due to how the blog posts were very opinionated and did not give concrete evidence. I thought that having nonbiased sources, such as newspapers were more reliable as they generally create their claims using researched evidence. I found a variety of sources to use as primary and secondary materials. For my primary sources I used evidence from a tweet by @chunkeemonkee1 to demonstrate how many Asian teens turned to K-pop because they had never had any famous role models they could relate to; however the presence of K-pop artists in the media brought in the presence of well-known Asian Americans that Asian teens could see themselves in, which helps in the shaping of their cultural identity (MP2). Other primary sources included a man interviewing the ‘Subtle Asian Traits’ founders and an interview with Randall Park, an actor on *Fresh off the Boat*. Because I was writing a formal paper, it was important for me to find credible sources, and using the interviews as evidence helped me to input direct quotes of people with direct relations to the show and Facebook page. I also chose to use secondary sources, news sources, to have a variety of different types of evidence. By using news sources in addition to the interviews, I was able to support my claim with a variety of different types of evidence, which helped me to use appeals to ethos as I showed my reader that I had done extensive research on my topic.

It is important to analyze sources through a close reading to understand the claim and rhetorical situation of the source. Without knowing the purpose, claim, and context of an object of study, it will be difficult use it effectively in an argument. Good writers should analyze their sources to be able to effectively pick out pieces of evidence that strengthen their claims.

2.4 – creating a “conversation” – identifying and engaging with meaningful patterns across ideas, texts, experiences, and situations

For MP2, I was tasked to create a conversation between texts through intertextuality. I have to admit, intertextuality was a concept that was hard for me to understand and grasp because I had never done it before in any of my English classes, but I believe I have mastered this sub-outcome through my MP2. We did work in class with intertextuality such as when we had the class discussion on what intertextuality was, we read examples about it in our WTM readings, and we did a group poster on intertextuality by comparing the appeals, claims, and Big 4 of an *LA Times* article, Baldwin, and Wallace (my group made a sort of poster that could only be understood by interpreting our graphics).

I also practiced intertextuality with SA1.3 and MP1 – but I decided not to use these for this outcome because I felt MP2 was a better evidence to support my mastery of outcome 2. Although my feedback for MP1 showed that I had good examples of intertextuality between Tan and my object of study, I chose to revise MP2 to use in my portfolio because I had picked a topic of inquiry that I was genuinely interested and passionate about.

The way I used intertextuality in my MP2 was I first read each of my sources and analyzed each to find their claims to see where they would fit within my paper of either supporting my claim and my main object of study (Yang’s “White Washed: Asian Representation in the Media”) or supporting the counterclaims. I was able to incorporate intertextuality into my writing and create a conversation between texts in my paper when I was describing how a counterclaim is that movies only promote the model minority because “In Yang’s paper, she claimed that “the continual perception of stereotypes further promotes self-indignation among Asian American populations and normalizes the hatred and discrimination” shown by how *Crazy Rich Asians* “doesn’t depict all Asian American experience” because it highlighted the life of her boyfriend’s family residing in the wealthiest part of Singapore (Yam).” (MP2). I connected the ideas of the two writers and how they believe that the stereotyping of Asian Americans (which in the case of *Crazy Rich Asians* was the portrayal of the model minority through how the film highlighted the successful immigrant family living the rich life in Singapore) normalizes discrimination

against Asians. I was able to intertextualize in another area in my MP2 when I wrote, "According to Yang, only "1.4% of lead movie characters – and 2% of cable scripted roles and 4% of broadcast scripted roles – in film were given to Asian American actors" as they were pigeon-holed to "martial arts sequences, the token ethnic best friend, or other stereotypical roles" (Reuters)." (MP2). Since Yang's essay was a research paper, I was able to create conversation in my MP2 by connecting data she provided showing that Asian actors were rarely given lead roles to another source saying that many Asian actors were given smaller roles acting out stereotypical roles such as martial arts sequences.

Intertextuality is important in good writing because it allows the writer to synthesize ideas between different sources and create connections between them. By analyzing sources to find similar and contrasting ideas, it helps to support an argument when links are made between sources.

2.5 – using citation styles appropriate for the genre and context

My MP2 shows that I have mastered sub-outcome 2.5 of being able to cite properly within the genre of my writing. Because MP2 was a formal paper I cited everything with proper MLA citations. This meant that my citations were in the format of "quote" (author last name). For this course, many papers required which MLA citation – but people never did this as evidenced by the feedback in which there were always comments on how to properly cite. A quote from the MP2 that demonstrates this is "The whitewashing of roles intended for Asians allows stereotypes to be perpetuated and "leaves many members of the AAPI community feeling inherently worth less in comparison towards white members of the community" (Yang)." (MP2). I put the section I took from Yang's essay and put it in quotations and right after that I put her last name in parenthesis then put the period after. This shows correct MLA in-text citation formatting that fits my genre of a formal paper. Outside of MP2, I was able to cite appropriately for different genres such as in my SA1.2. For my SA1.2, it wouldn't make sense to use MLA citing style for in-text citations in tweets. This is why when I cited Tan, I put a link to her essay and told @therealAmerican to check out her essay and read it for himself before he went and insulted other people for having limited English. In twitter, people don't use in-text citations when quoting someone, so that is why I chose to include a link to Tan's essay rather than put my paraphrasing of her words in MLA citations. Also, for my tweets, I didn't take direct quotes straight out of Tan's "Mother Tongue. For my newspaper I wrote that "Tan also described how her "mother's English almost had an effect on limiting [her own] possibilities in life" (Tan 713)." ("limited her own possibilities in life" (this is what I did in my newspaper) I just wrote in my tweet that "bc Tan grew up hearing her mother's broken English, she did kinda bad on tests like the SAT cuz it was hard for her to understand the complexity of English grammar" (SA1.2).






This is an important skill because it shows that I as the writer know what I am doing. Without proper citations the whole essay falls apart (it's like showing up to an interview and wearing all business formal attire except for neon tennis shoes), which is not a good look. Having proper MLA citations in formal papers helps with establishing ethos – with proper citations I am establishing that I know my genre and that I believe the content of what I am writing is worthwhile.

Outcome 3: Formulating Effective Arguments

Thursday, August 31, 2017 7:43 AM

My understanding of outcome three is that I must be able to create a complex claim on a topic of inquiry. To construct a complex claim, it must hit the Big 5 of claims: central claim, counterargument, evidence, stakes, and roadmap. This outcome is important in good writing because a paper is structured by the claim – without a good claim, the paper will not be good, and it will be all over the place as a weak claim will not give a good layout of what the paper will look like. Having a strong claim will help you as a writer share your point of view on a topic while also giving consideration into the other side of the argument. My MP2 demonstrates that I have mastered outcome three due to how I created a claim on my topic of inquiry focused on the representation of Asian Americans in the media. One thing I didn't know before this class was that claims can be more than one sentence long (and they should be more than one sentence long to truly be complex). Before this class, in my past English classes, the claims that we created for our essays were very structured and only one sentence long. For example, here is my claim from my essay for the book *A Long Way Gone* in my 9th grade humanities class: "Resilience is essential to survive in a time of crisis, as illustrated through Beah's experiences with lost relationships, persuasion causing a change of perspective, and mind games that result in a loss of sanity" (ALWG Essay). Looking back, this was a very simple and straightforward claim as I didn't address any stakes or counterarguments. However, I believe that my MP2 has mastered outcome three (and I will also be using SA2.1 to prove this) due to how in MP2 I created a claim arguing that there has been a positive trend in more representation of Asian Americans in the media, allowing them to break free of stereotypes that mislabeled them in the past. In my SA2.1 I constructed a claim that students should read Pratt's "Arts of the Contact Zone" as it is relevant inside and outside the school setting.

Essays

 MP2 Draft final	My final revised paper
 SA2.1 draft final	My final revised paper
 MP2 Draft_2	Feedback
 SA2.1 _Draft_2	feedback
 ALWG Essay Fina...	9th grade ALWG essay

[Essay GIF - Find & Share on GIPHY](#)



When I finally figured out how to write a comp claim for my MP2

3.1 – considering, incorporating, and responding to different points of view while developing one's own position

In my MP2 I had to consider my position as well as address the counterarguments of my claim. In my essay, I claimed that the recent releases of popular films featuring Asian casts and rise in Asian presence in music has led to a positive shift towards more representation of Asian Americans in the media, allowing them to break free of stereotypes that were used to mislabel them in the past (MP2). My main topics I focused on in MP2 were music, movies, and social media. To consider counterarguments I had to think about what sorts of counterclaims could be made against the positive shift in Asian representation. Some of my sources included potential counterarguments, and I incorporated these into my MP2 in each paragraph to convey to my reader that although I have my own argument, there are other people that oppose my claim. For example, I claimed that the rising popularity of Asian artists has allowed them to make names for themselves within the music industry, allowing them to break free of the stereotypes that had historically pigeon-holed them to the STEM industry. To consider the opposing view, I had to think and research on why more representation of Asian Americans in music could negatively impact their portrayal in the media. I incorporated this counterargument in my MP2 when I wrote that "there is a chance that [K-Pop] will define what 'Asian music' sounds like in America, which will only box Asian Americans in even more" (Aran)" (MP2) because of how people are placing all Asian music under the umbrella of K-pop as that is the only Asian music they have heard of. I made a concession to this counterargument that although K-pop may unfairly prevent Asian artists from making music unassociated with K-pop, Asian artists are gaining recognition in the music industry and topping music charts, which is allowing them to share music that encourages the younger generation of Asian teens in finding their true selves.



Who's who part 3

It is important to consider the opposite side of the argument in writing to give the reader a holistic view of the topic at hand. When only your argument is addressed, it makes the paper very biased, but when the counterargument is also addressed, it gives the reader an idea of the complexity of the topic of inquiry. Giving both sides of the argument helps the reader to ponder for themselves their own position on the argument, and although it may seem like addressing the counterargument may weaken the writer's claim, if the writer has created a complex claim supported by strong evidence, they will be able to effectively construct a claim that responds to a topic of inquiry.

3.2 – engaging in analysis – the close scrutiny and examination of evidence, claims, and assumptions – to explore and support a line of inquiry

In MP2, to explore my inquiry, I analyzed a variety of sources that would give me different viewpoints surrounding my topic of Asian American representation in media. To round my paper out, I had a variety of primary and secondary sources, from tweets to interviews to newspaper articles to research papers – this gave me evidence in a range of personal opinions to statistics. I also had to analyze my own bias to make sure it wouldn't change my paper from an argumentative paper backed by evidence to an opinionated paper supported by my own opinions. As a Taiwanese American, I feel more connected to my chosen topic of inquiry, and I had to ensure that my bias wouldn't sway my argument too much. I made sure to include a lot of evidence, so it didn't seem like I was writing an opinionated essay rather than just argumentative. To make sure my paper wasn't entirely biased towards my claim that there is a positive trend in the representation of Asian Americans in the media purely based on the recent success of popular films and the trending of Asian August back in 2018, I made sure to do extensive research on potential negatives of Asian representation. By addressing the counterarguments, I made sure that my MP2 was not driven by my bias as an Asian American.

My research helped me to find a balance of sources proving and countering my claim so it was not pointed only towards one side of the argument.

It is important to analyze evidence, claims, and assumptions when responding to an inquiry. Knowing your own personal bias will help you know where you stand on the issue, but it is crucial to understand your bias so it won't sway the direction of your paper and make it sound too opinionated. To make sure that your bias doesn't sway the argument of your paper, it is important to analyze the claim and make sure that you address the other side of the argument with evidence supporting your argument and the opposing side to create a paper that is backed by research rather than biases.

3.3 – understanding and accounting for the stakes and consequences of various arguments for diverse audiences and within ongoing conversations and contexts

To create a strong claim for SA2.1, I had to incorporate stakes while addressing my own argument. I argued that students should read Pratt because it is relevant for them inside and outside the school setting, but I also had to address that what was at stake was the future welfare of students. By reading Pratt, they will be introduced to the idea of contact zones and thus be well equipped to engage in discomfort and talk about difference in various social settings. I acknowledged that a stake is that students are in imagined communities without their knowing - like their schools and sports teams. By addressing that the ability of students to engage in conversation within their classrooms is at risk (I described how the classroom can be an imagined community if the teacher is right all the time and the students have no say in anything) this conveys a sense of urgency to my peers of this important issue (SA2.1).

Accounting for stakes within an argument is important because they give light to the relevance and importance of the topic at hand. If the stakes are not acknowledged, it weakens the argument the writer makes. For example, in SA2.1, if I didn't address how something at stake is students' abilities to participate within the classroom as a result of imagined communities, my argument that students should read Pratt's paper to learn about contact zones has no meaning. By introducing the stake it demonstrates to my readers that this is an important issue and the quality of their education is at risk.

3.4 – designing/organizing with respect to the demands of the genre, situation, audience, and purpose

In order to write MP2, I had to first create my claim. To do this, I wrote three potential claims in my inquiry proposal worksheet. After I chose my claim, I used my claim as a reference to look back to when writing to make sure that my writing was logically following the road map that I had written in my claim. I first began with background of my topic of inquiry (history of representation of Asian Americans) and I contextualized my object of study to give my readers an idea of what my claim and essay would be focused on. Then I went through discussing the representation of Asian Americans in music, films, and social media. I wanted to ensure that people knew the background of the portrayal of Asian Americans in film and music because the shift to a more positive representation of Asians in these two media facets led to the creation of safe spaces on social media, in which I specifically focused on 'Subtle Asian Traits' in MP2.

Having organization within a paper is necessary for the essay to make sense logically and flow. To make sure my paper followed my road map in my claim I made sure to use topic sentences in each of my paragraphs to introduce my reader to a new sub-topic of my inquiry. I also made sure to tie back to my claim at the end of every paragraph. An example of this is when discussing the success of Asian artists and how they are topping music charts, which allows them to make names for themselves in the music industry. I closed my paragraph with this sentence: "As more Asian American musicians are finding footholds within the music industry, their success allows them to break away from stereotypes that had confined them to the engineering and technology industries in the past" (MP2). This relates back to my claim that as Asian Americans are becoming more prominent in the media, they are able to write narratives for themselves and break free from stereotypes.

Outcome 4: Targeting Revision

Thursday, August 31, 2017 7:43 AM

Outcome four required me to engage in revision of my essays after peer review and teacher feedback. I felt that this was the outcome I was most familiar with as I have had countless practice with from revising papers in my English classes since middle school. When we first began peer editing, we were reminded of what exactly goes into peer editing when we had the discussion in class on good and bad peer edits that we have had in the past. My SA1.1 demonstrates my mastery of Outcome Four due to how my college essay went through many drafts and rewriting before I used it in my college applications. Revising papers is important because writing is a continuous process – a paper can never be completely done and perfect. Being able to accept constructive criticism and give feedback to others is an important skill because it shows that I as a writer am flexible and open.

4.1 – engaging in a variety of (re)visioning techniques, including (re)brainstorming, (re)drafting, (re)reading, (re)writing, (re)thinking, and editing

For SA1.1, my college essay went through the most drafting and rewriting of all my essays that I wrote for this class. To (re)vision my paper, over the summer I first made my coalition and common app accounts. Then, I looked over the essay prompts to begin thinking of things I could potentially write about. When looking over the prompts, the ones that stuck out to me the most were “tell a story from your life, describing an experience that either demonstrates your character or helped to shape it”, “discuss an accomplishment, event, or realization that sparked a period of personal growth and understanding of yourself or others”, or the “topic of my own choice”. I made a list of potential topics (Taiwan missions trip, getting my tooth pulled, my volunteering group – Formosa Association of Student Cultural Ambassadors (FASCA), volunteering that I have done at my church’s kids’ programs, taking computer science, and the color pink). I began writing drafts for some of these essays, but the one I ended up choosing to write about was FASCA. I decided to write about how I joined FASCA due to how it could be written to answer the prompt of an experience that helped to shape my character. I decided not to write on a topic of my own choice after I went to the UW information meeting and the counselors said not to do the last prompt as it was too vague and made it difficult for admissions officers to know what question you’re answering/what you are trying to convey. As for redrafting, I wrote a couple of drafts over the summer of my essay about my FASCA experience (in my compendium). Each time I revised and made edits to my paper, my dad and I would read through my essay and see if there were any parts that I needed to change to answer the prompt more effectively. When rethinking how to approach the prompt and best show how my experience in joining FASCA developed my character, I had a college counselor read my paper, and she said that most of my paper was centered around my negative experiences in school before I joined FASCA (it was like 300 words which is over half of the word limit for UW). I knew this from peer editing and my own rereading of my paper, and I had wanted to change it, but I didn’t know how without rewriting the whole thing. To change my paper and have it demonstrate how my character has been developed, rather than focus on who I was before FASCA, I rewrote my paper to be mostly focused on how I was after FASCA. I ended completely changing my introduction so I could focus more about how FASCA has influenced me in positive ways and impacted the development of my character through the building of leadership and communication and teamwork skills that I can bring with me into the university and thrive in the school environment should they choose to accept me. When editing, I used the LOC/HOC chart to know which edits were smaller (such as grammar) and which ones were more content based, such as adding in more descriptive verbs to tell my story rather than explain and rewriting my whole essay to redirect the way I answered the prompt (LOC/HOC chart).









4.2 – giving, receiving, interpreting, and incorporating constructive feedback

For SA1.1, I gave feedback to my peer edit group on their college essays. For example, for Ishani, in her college essay she wrote about sharp abdominal pain preventing her from being able to focus on her schoolwork. One part of her essay that I gave her feedback was when she wrote “Those 3 weeks of catching up taught me how to be determined and how to persevere even through it feels like the challenge is never-ending” and my feedback was for her to expand on how she persevered – give a specific example of how she didn’t give up even though she had missed so much of school due to her health condition. As for receiving feedback, my peer editors suggested that I make my essay more descriptive and like a story to be more engaging and interesting for the college admissions officers to read. I had a college counselor read my paper, and she suggested that I spend less words describing who I was before I joined FASCA to have more room in my paper on describing how my character has been developed. In my earlier drafts of SA1.1, I talked about how others had high expectations of me as an Asian to excel at math, get all A’s, and so on. This led me to conform to my peers’ expectations of me and give up my own interests. Most of my personal statement was centered around this leaving the last 100 or so words to talk about how FASCA has developed my character. In my revision, I was able to consider my peers’ suggestions that I add storytelling as well as my college counselor’s feedback to focus less on the negatives as I opened up my essay with “standing at the front of the room, I looked out into the sea of faces before me. My legs trembled, and my face flushed bright-red from sheer nervousness and embarrassment. I kept my speech crumpled in my fists behind my back to hide the wavering of the paper from my shaking nerves.” This only took up about 50 words, allowing me 350 more words than my earlier draft to describe my involvement in FASCA and how it has helped me to build up my self-confidence and role as a vice president in mentoring future FASCA members, which I can bring to the university.

4.3 – refining and nuancing composition choices for delivery to intended audience(s) in a manner consonant with the genre, situation, and desired rhetorical effects and meanings

In SA1.1, I revised my paper in order for it to fit my intended goals. Since I was answering the

Essays

 SA1.1 Coll...	 My final revised paper
 1.1_Colle...	 feedback
 SA1.1 edit...	 My feedback for college essay
 SA1.1 Coll...	 HOC/LOC chart



Who's who part 4

[Comment GIF - Find & Share on GIPHY](#)



When someone gives constructive feedback, this would be a rude thing to say back to them

prompt of how an experience in my life has shaped the development of my character, I rewrote the whole first part of my college essay to better answer the prompt. In the situation of my college essay, I was writing about an experience in my life that demonstrates how my character has been shaped and why I am best suited to join their university. At first in my earlier draft, I focused more on how shy I was and why my peers' expectations of me caused me to give up my own interests in order to conform to their standards of me. However, during the editing process, I got rid of that part because I wanted to focus on my involvement in FASCA and how it shaped my character. Talking about my shyness and insecurities was not significant in showing the college admissions officers my character development, so I focused more on what my role in FASCA was and how different events I have attended through FASCA has helped me to build up leadership, communication, and teamwork skills that I can bring with me to the university.

Final Reflection

Thursday, August 31, 2017 7:43 AM

I signed up to take UW Comp because everyone that I knew who took the class recommended for me to take it. They all told me that I would become a better writer and I wouldn't regret taking the class.

I believe that writing these essays, from SA1.1 all the way to MP2, has taught me valuable skills that will aid me in my future writing, such as if I ever need to write a research paper in college I will know how to write a complex claim to address my inquiry.

Before I took this class all of my essays were very structured and boring. I wrote one sentence claims split between three main topics to fit into the five-paragraph structure essay. However, after learning about constructing complex claims, intertextuality, and contextualization, I realized there is a lot more work that goes into any piece of writing. There needs to be analysis of the audience and genre to know what tone and style of writing to use. Sources need to be contextualized, analyzed, and synthesized to give the audience background knowledge of the sources used in the paper as well as to create conversation between different texts.

This class taught me that writing is a continuous process, seen by my numerous drafts of my college essay that I wrote before submitting in my college apps. Although I have submitted my personal statement in my college applications, there are still parts of my essay that I think I could revise and improve due to how I wrote about a personal experience and I still find flaws with my essay. In the past, I used to think that writing was a process that was finished once the paper was submitted because in my English classes, I would write papers, submit, get the grades back, and never look at the paper again. However, in this class, many of the papers went through a couple drafts and I feel like I was more interested in actually writing these papers due to how I was able to experiment with new writing styles such as when I wrote my first twitter thread for SA1.2.

I know that the writing skills I have learned from this class will help me in the future. Although I don't know yet what college I will be going to, I know that these strategies I have learned will be important because I will probably have to write major papers for my classes. Outside of the school setting, the work I've done is still applicable as I have the skills to analyze a variety of sources from movies to social media posts to sophisticated papers addressed to the MLA. I feel like after SA1.3, I won't be able to watch Lilo & Stitch or the Office again without getting reminded of the research we did for contact zones.

Entering this class, I felt like my writing skills were inadequate compared to my other classmates, especially the ones who had taken AP Lang as I took APUSH last year. However, I feel like my writing has genuinely improved as I know that writing requires a lot of analysis before writing when considering the audience and genre, during writing when researching and finding evidence, and after writing when going through revisions.

Thank you for taking the time to read through all of our papers and giving helpful feedback to help us grow as writers. Not only helping to improve our writing, but also teaching us the importance of language (especially the language of AEE speakers that we usually don't know about) and how it ties to the culture and identity of people.

I hope that you enjoy reading my portfolio and see my growth as a writer within my selected essays.

From,

P.S. I'm not sure if you will understand some of the memes, but I thought they were funny so I put them in. I would've put more in, though, but I was tired so I went to sleep.

P.P.S. In the pictures could you tell which one was me and which one was Bernita?

PPPS. I didn't know if I needed to cite WTM, so I'm citing it here:

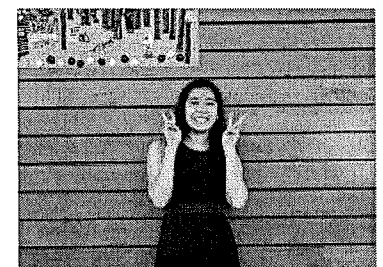
Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research with Readings at the University of Washington, edited by AJ Burgin, Stephanie Hankinson, and Candice Rai, 1 ed., Plymouth, Macmillan Learning Solutions, 2017

[Funny Kpop GIF - Find & Share on GIPHY](#)



How I feel after finishing the portfolio

[Thank You GIF - Find & Share on GIPHY](#)



Thank you for taking the time to read my portfolio! I hope it wasn't too long/too boring

This is me peacing out after finishing it :)

Compendium

Thursday, August 31, 2017 7:44 AM

10/12/18

UW Comp Period 7

SA1.2 Draft 2

FRIDAY, OCTOBER 12, 2018

VARIABLE CLOUDS
High, 48. Low, 26.
B12

The Seattle Times



“Mother Tongue” Breaking the Myth of the Model Minority

Critically-acclaimed writer, Amy Tan, recounts her experience growing up as an Asian American

BY [REDACTED]

Originally written for *The Threepenny Review* in 1990, Amy Tan’s “Mother Tongue” delves into the significance of language and how different backgrounds shape how people speak and live. To begin her essay, Tan discusses how she grew up using different Englishes. As a second-generation Chinese immigrant, Tan did not grow up using Standard American English. She described her mother as having “broken” English, which caused many people to have limited perceptions of her (Tan 712). Tan’s mother was belittled by shopkeepers and waiters for not having impeccable English. However, Tan’s mother’s English that she spoke did not reflect her intelligence. People assumed that they could refuse her good service because her English was limited, but in reality, she was well versed



Amy Tan and her Mother Reading

in the world of stocks and *Wall Street Weekly*. A more recent occurrence when Tan’s mother experienced unequal treatment was when a group of doctors mistakenly misplaced Tan’s mother’s CAT scan; they refused to oblige her request for them to send the CAT scan until Tan called and demanded that they send it immediately. Not only was her mother impacted, but Tan also described how her “mother’s

Standard American English. Teachers repeatedly steered Tan away from humanities towards STEM due to stereotyping her as a smart Asian excelling only in math. Rather than passively heeding the advice of her teachers, Tan went into writing and became an English major. Her mother’s English, albeit not perfect, helped to form her identity and influence the way she wrote.

English almost had an effect on limiting [her own] possibilities in life” (Tan 713). Tan’s academic success was limited by her lack of fluency in

10/12/18

UW Comp Period 7

SA1.2 Draft 2

Tan, Amy. "Mother Tongue." *Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research with Readings at the University of Washington*, edited by AJ Burgin, Stephanie Hankinson, and Candice Rai, 1 ed., Plymouth, Macmillan Learning Solutions, 2017, pp. 710-14.

T-Mobile

11:56 PM

63%



Thread



jchen
@jcdragon1126

@therealAmerican ummmmm what?!
@AEEAmyTan doesn't deserve your smart-
alecky sass #stopbeingrude #smh
#getreadyformyrant #uaskedforthis
#sorrynotsorry

10/10/18, 11:55 PM

View Tweet activity



jchen @jcdragon1126 · 1m
As the daughter of an Asian American
immigrant, she didn't grow up speaking
ASE. Rather, she spoke a mix of both
Chinese and English #chinglishforthewin



jchen @jcdragon1126 · 1m
Ppl like u are just like the #trollz her mom
faced. Bc they APPARENTLY couldn't
understand her mom's English, they
refused her service at places like the bank
and restaurants #rude #canyounot



jchen @jcdragon1126 · 1m
It's like their view of Tan's mom was
limited bc she didn't speak perfect English
and they saw her as a dumb immigrant
who couldn't understand anything which
was obviously #NOTTRUE #geturfactsright



jchen @jcdragon1126 · 1m

If only they knew she read smart ppl
newspapers like *Forbes* and *Wall Street
Weekly* in her free time, they would've
known how intelligent she actually was
#shessmarterthanu #yesqueen



jchen @jcdragon1126 · 1m

#openyoureyes!! Just because she spoke
simple English didn't justify how she got
ignored and treated with #disrespect



jchen @jcdragon1126 · 1m

Not only did Tan see her mother's
#injustice but she also faced some harsh
treatment herself



jchen @jcdragon1126 · 1m

bc Tan grew up hearing her mother's
broken English, she did kinda bad on tests
like the SAT cuz it was hard for her to
understand the complexity of English
grammar. BUT!!! Her teachers *obviously*
only saw her as a supposed math genius
#aznproblems #relatable

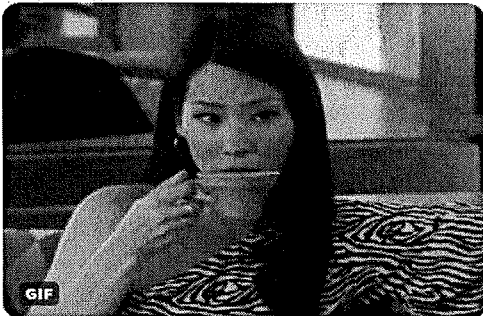
10/12/18

UW Comp Period 7

SA1.2 Draft 2

jchen @jcdragon1126 · 2m

Here's the tea:



jchen @jcdragon1126 · 2m

Her teachers pushed her away from English and towards math and science #justbecause she was #asian and EVERYONE knows that ALLL Azns are math whizzes #sostereotypical



jchen @jcdragon1126 · 2m

This is DANGEROUS!!! We're on a slippery slope here cuz it steers Azn students from following their dreams. Like their teachers are literally telling them they'll never #succeed with the English they have



jchen @jcdragon1126 · 2m

But... this was Tan's response



jchen @jcdragon1126 · 2m

She didn't let her teachers decide the fate of her life 🙄🙄 no way was she gonna become an engineer just like the other hundreds of Asian American students #youngogirl #queen

jchen @jcdragon1126 · 2m

She followed her true dreams and became an author #anyourface #thoseteachersshouldbeashamed



jchen @jcdragon1126 · 2m

Now she's inspiring other Asian Americans to break free from the #stereotypes in getting more Asian American representation out there #asianpower #asiansrule



jchen @jcdragon1126 · 2m

Moral of the story: before you go an insult other ppl for having bad English, check ur facts and #educate urself! Go read Amy Tan's "Mother Tongue" so u get her inside story about her own experiences and learn something new :)

jchen @jcdragon1126 · 2m

<http://www.sjsu.edu/people/julie.sparks/courses/Engl-117B-spr2016/Mother-Tongue-by-Amy-Tan.pdf>



UW Comp Per. 7

12/17/18

From Crazy Smart Asians to Crazy Rich Asians

Dating back to the 1960s, Asian immigrants in the United States have faced significant discrimination because of their “otherness”. The Immigration Act of 1965 permitted Asians educated in STEM to immigrate to the US during the Cold War Era, resulting in the creation of the stereotyping of Asian Americans as tech geniuses. They were labeled as the “model minority” due to their ability to achieve the American dream through hard work and perseverance. These false stereotypes were perpetuated by the misrepresentation of Asian Americans in the media. Being labeled as the model minority, many Asian Americans nowadays are pushed towards the STEM fields without any consideration of their true passions. The lack of diversity in the media prevents the younger Asian American generation from having role model figures to look up to. In Helen Yang’s “White Washed Out: Asian American Representation in Media”, she claims that underrepresentation and misrepresentation of Asian Americans in the media contributes to a loss of self as the way they are perceived by others is dictated by the history of marginalization of their community. Growing up in Georgia, Yang had a “sense of belonging that felt odd” because she was one of the only few Chinese Americans in her class (Yang). As she grew up, the only television characters she felt a connection to were people like Jackie Chan, and the negative stereotyping of Asians in the media spurred her to explore Asian American representation in college. In her essay, Yang delves into the racist history of Asian representation in media, and she brings insight to how social identities are formed from media

portrayal. Although Asian Americans are often portrayed as the model minority, the recent increase of Asian American presence in music and media has allowed them to break free of stereotypes that have been used to mislabel them in the past. The shift towards a more authentic representation of Asian Americans in *Crazy Rich Asians* and *Fresh off the Boat* has paved the way for the emergence of safe houses; through the use of social media platforms, the younger generation is able to foster their identities and find their sense of self. As Asian American heritage is being acknowledged in mainstream media, people are taught to embrace the differences of other cultures.

With the stereotyping of Asian Americans as smart-tech geniuses, they have historically been ignored in the music industry. The inaccurate representation of Asians “fuels systematic racism”, contributing to disadvantages when pursuing careers within the Arts (Yang). However, some Asian American artists have found success with their music. Bruno Mars, who is of Filipino descent, “is one of just a handful of artists of Asian descent to reach No. 1 on Billboard’s Hot 100 chart” (Aran). The success of his songs, such as “Just the Way You Are” and “That’s What I Like”, has influenced the rise in popularity of Asian American music in electronic pop. Mars’ music paved the way for artists like Far East Movement and TOKiMONSTA to begin gaining followers, with Far East Movement topping music charts in 2010 with “Like a G6” (Aran). The worldwide success of Asian artists frees them from their confinement in the STEM field as they are being recognized in the music industry. Due to perpetuated perception that “Asians are only good at math and science... the world does not see Asians in the arts and media” (Yang). However, in 2018 alone, Asian artists have seen historic success with rapper Joji becoming the “first Asian-born artist to reach the number one spot on Billboard’s R&B/Hip-Hop charts” as well as BTS debuting their newest album at “number one

on the Billboard Hot 200 chart” (Torres). By topping charts, Asian artists are making names for themselves in an industry that historically had little Asian presence. As more Asian American musicians are finding footholds within the music industry, their success allows them to break away from stereotypes that had confined them to the engineering and technology industries in the past.

Furthermore, with the recent rise of K-Pop, Asian influence has begun to make its way into top music charts in the United States, allowing Asian artists to defy stereotypes using their music. Worldwide famous boy group, BTS, has “beat the likes of Justin Bieber to become the first Asian music act to win a Billboard Award” (Aran). As a global group, BTS writes music not catered only to their Asian followers but use their music to “take on topics affecting youth like mental health and societal pressures” to help those with similar struggles (Hodoyan-Gastelum). By employing their music as an outlet to share experiences relating to teens, BTS and other groups play a major role in influencing the development of self-identity within Asian teens seen by someone tweeting that she began listening to K-Pop “bc [she] felt no one was representing [her] as an Asian-American teen” (Chunkeemonkee1). Other Korean-Pop groups have followed BTS’s success, with NCT127 setting the record for the fastest K-Pop group to top Billboard’s World Digital Sales chart and MONSTA X making history as the first K-Pop group to perform at KIIS FM’s 2018 Jingle Ball Bash. However, “there is a chance that [K-Pop] will define what ‘Asian music’ sounds like in America, which will only box Asian Americans in even more” (Aran). With the surge of K-Pop groups in the United States, many people are categorizing all Asian music under the umbrella of Korean-pop. This association leaves out numerous well-known Asian artists, such as f(x)’s Amber Liu and TOKiMONSTA, from being able to craft their own musical identity. The inability of these other Asian American artists to create music

unassociated with K-Pop creates a “constant struggle for authenticity in a culture and industry that has a very specific idea of what Asian Americans are” (Aran). Although K-Pop has the potential to negatively impact how mainstream music views Asian American artists, K-Pop has stimulated the popularity of Asian American music, which is still growing and topping trending music charts. As Asian artists gain recognition in the music industry, they use their songs to advocate for the acceptance of difference through sharing pieces of culture and opening up about struggles to encourage the younger Asian generation to find their true selves and not conform to the engineering and techy stereotype that society pushes onto them.

In addition to Asian music being featured in mainstream pop, recent film releases have brought in more Asian representation, allowing for the barriers to be broken down because of the more authentic portrayal of the Asian American community in the media. Beginning in 2015, the release of ABC’s family sitcom, *Fresh off the Boat*, marked the first time in 20 years that a television show featured an Asian-American family. As the spinoff of celebrity chef Eddie Huang’s memoir, *Fresh off the Boat* follows the immigration of a Taiwanese-American family to Orlando in the 1990s. From episodes featuring the parents “dishing out moral lectures with uniquely Asian-American points of view” to the oldest son pursuing his passion for hip hop, *Fresh off the Boat* delves into the experiences of Taiwanese-American immigrants in US (Liu). The release of this show was significant as it marked the beginning of the rise in Asian American representation in films, as there are “more opportunities for Asian-American and Pacific Islander (AAPI) actors than before” (Liu). Being a family sit-com, *Fresh off the Boat* was relatable to many viewers and it gave its Asian viewers a show that they could finally see themselves in as many of the episodes portrayed the shared experience of immigrant families. The popularity of the show sparked the emergence of Asian actors within the film industry, allowing for more

accurate portrayals of the Asian narrative that allowed them to break free of the stereotypical kung-fu and nerdy genius characters they played in the past.

Before the release of *Fresh off the Boat*, whitewashing and stereotyping downplayed the importance of Asian Americans in films. Because of discrimination that Asian actors and actresses faced, they were rarely given any screen time. According to Yang, only “1.4% of lead movie characters – and 2% of cable scripted roles and 4% of broadcast scripted roles – in film were given to Asian American actors” as they were pigeon-holed to “martial arts sequences, the token ethnic best friend, or other stereotypical roles” (Reuters). Asian American actress, Anna May Wong, began her acting career playing Asian roles that “reinforced stereotypes” as she was one among Asian actresses casted with “exotic roles while white actors were cast as Asian heroes” (Lee and Gandhi). With whitewashing, the roles of Asian characters in films were played by white actors and actresses - Scarlett Johansson played Motoko Kusanagi in *Ghost in the Shell* and Emma Stone was cast to play a half-Chinese and half-Hawaiian character in *Aloha* (Yam). With these films released within the past three-to-four years, it is disappointing to see how there is still a lack of Asian American representation in popular films. The whitewashing of roles intended for Asians allows stereotypes to be perpetuated and “leaves many members of the AAPI community feeling inherently worth less in comparison towards white members of the community” (Yang). In the *The Simpsons*, Apu, an Indian immigrant character, is voiced by a white actor. The show only reinforces stereotypes placed against minorities, seen as the directors created Apu to have a stereotypical job as the proprietor of a convenience store. Casting white actors and actresses as people of color only reinforces stereotypes that marginalize minorities.

However, with the recent release of films *Crazy Rich Asians* and *To All the Boys I've Loved Before*, Asian American representation is beginning to enter mainstream entertainment.

Crazy Rich Asians marked the first time in 25 years since an all-Asian cast was featured in a film since *The Joy Luck Club* in 1993. Inspired by Kevin Kwan's novel, *Crazy Rich Asians* was released during a prime time for diversity in the entertainment industry. *To All the Boys I've Loved Before*, a Netflix show adapted from best-seller Jenny Han, who insisted that the show have a primarily-Asian cast (Reuters). The film quickly gained popularity among its viewers as a relatable coming of age movie for Asian American teens as it portrayed the everyday life of a Korean-American teenager. As an Asian-American author, Han's books featured the experience of a Asian American family, and she wanted that to be reflected in the show because "'never in [her] life had [she] ever seen an Asian-American girl star in a teen movie before'" (Reuters). With the casting of Asian actors and actresses in *Crazy Rich Asians* and *To All the Boys I've Loved Before*, the release of these two films was a significant stepping stone for the representation of Asians in the media, dubbed #AsianAugust on Twitter. The weeks following the release of *Crazy Rich Asians* were a flurry of reviews praising the success of the movie in the box office. The emergence of more diverse stories in the films due to the casting of Asian actors meant that viewers finally had "mentors and role models that they could relate to and emulate" (Yam). More diversity within popular films allows Asian actors to play lead roles accurately portraying the Asian narrative, allowing the younger generation to have role models to relate to.

While the Asian American narrative was told through the experience of Rachel Chu in *Crazy Rich Asians*, the movie was thought to only focus on a minority of the Asian narrative. In Yang's paper, she claimed that "the continual perception of stereotypes further promotes self-indignation among Asian American populations and normalizes the hatred and discrimination" shown by how *Crazy Rich Asians* "doesn't depict all Asian American experience" because it highlighted the life of her boyfriend's family residing in the wealthiest part of Singapore (Yam).

With the portrayal of a successful immigrant story through their wealth, the movie could be seen as supporting the “model minority” myth. However, according to sociologist Nancy Wang Yuen, “it is unrealistic to expect a single movie to reflect the diversity of backgrounds in the Asian-American community” (Yam). To prevent the inaccurate stereotype of Asians as the model minority in films, more of their stories should be told; this trend towards more representation is gaining support from films featuring Asian casts giving a narrative to the Asian community.

With the development of leading roles for Asian American actors and actresses, spaces for the Asian community to share their stories have emerged. The Facebook group ‘Subtle Asian Traits’ was created in September by a group of high schoolers in Australia, hoping to use the page to “share jokes about the traits, subtle or otherwise, that characterized the Asian-Australian experience, from cultural clashes with parents to the sanctity of bubble milk tea” (Kwai). Within a few months, the group has grown to almost 1 million followers, with members all over the world. This page has become a safe house for other first generation Asian Americans to “reconcile the expectations of their heritage and the identity of the country they call home” (Kwai). The overflowing page of memes allows Asian American teens to tag their friends in posts they relate with. Having safe spaces like these is beneficial for the younger Asian generation to find other people with similar experiences that remind them they are not alone (Luo). Although the posts are meant to positively reinforce the Asian American experience, some people say that the memes appear to reinforce negative stereotypes against Asians; however, according to the founders, the page helps people “accept who they are and their cultural backgrounds more” due to how they can relate to others within the page and be more proud to be Asian because “they know they belong” (Luo). Others believe that the page is racist towards Caucasians for use of “‘gweilo’, a Cantonese slur for white people” (Kwai). However,

the posts are currently being monitored and anything seen as racist will not be posted. This is significant because this is a time where white people feel they are not welcome in a conversation, so they feel distressed; however, the teens founded the page with the intent of anyone, from Asians to Caucasians, to be able to join the page to learn more about the experiences of Asian immigrants. By sharing experiences, the founders hope the page will be a “safe space for everyone” and open the eyes of non-Asians to the different aspects of Asian culture (Kwai). With ‘Subtle Asian Traits’, Asian immigrant teens are able to “connect and unite under the same push for racial awareness and equality” by sharing their own stories (Yang). Using social media as a vehicle to share the Asian experience positively reinforces the Asian narrative rather than perpetuate negative stereotypes of Asians in media.

Though Asian Americans have been historically left out of the spotlight in media and music due to discrimination and stereotyping, recent film productions have led to the rise in Asian American representation. With the growing popularity of K-Pop, other Asian artists have also gained popularity and topped the music charts. The casting of Asian American actors for lead roles in *Crazy Rich Asians* and the television series *Fresh off the Boat* have allowed for the Asian American story to be shared. Other media has been involved with the rise in Asian American representation through the trending hashtag #AsianAugust after the release of *Crazy Rich Asians*. On Facebook, the page ‘Subtle Asian Traits’ was created as a safe spot for Asian immigrants to connect with one another through shared experiences. As Asians are given more voice through more representation in mass media, they defy the stereotype of the model minority to craft their own stories and advocate for the acceptance of difference. Representation in the media will allow for Asian Americans to play a larger role in nurturing the self-identity of Asian teens and direct the way their narrative is portrayed to the larger community.

Works Cited

- Aran, Isha. "America Is in Love With Asian Music, but Asian American Artists Still Can't Catch a Break." *Splinter*, Splinternews.com, 9 July 2018, splinternews.com/america-is-in-love-with-asian-music-but-asian-american-1823038498.
- Chunkeemonkee1. "Started listening to kpop over 25 yrs ago bc I felt no one was representing me as an Asian-American teen in the 90's. Immensely proud of what they've achieved!
<https://twitter.com/chunkeemonkee1/status/1083430957359788035>." 10 Jan 2019, 10:30 PST.
Tweet.
- Hodoyan-Gastelum, Alexis. "K-Pop Boy Group BTS Looks to Future after Historic Billboard Music Awards Win." *NBCNews.com*, NBCUniversal News Group, 26 May 2017,
www.nbcnews.com/news/asian-america/k-pop-boy-group-bts-looks-future-after-billboard-music-n764426.
- Kwai, Isabella. "How 'Subtle Asian Traits' Became a Global Hit." *The New York Times*, The New York Times, 11 Dec. 2018, www.nytimes.com/2018/12/11/world/australia/subtle-asian-traits-facebook-group.html.
- Lee, Christina. "As Asian Rappers Rise, Some Must Face Questions about Race and Hip-Hop." *NBCNews.com*, NBCUniversal News Group, 1 Feb. 2018,
www.nbcnews.com/news/asian-america/asian-rappers-rise-some-must-face-questions-about-race-hip-n843416.
- Lee, Traci G., and Lakshmi Gandhi. "Hollywood Has Whitewashed Asian Stories for Decades. This Year, They Couldn't Ignore the Backlash." *NBCNews.com*, NBCUniversal News Group, 21 Dec. 2017, www.nbcnews.com/news/asian-america/hollywood-has-whitewashed-asian-stories-decades-year-they-couldn-t-n830241.

- Liu, Jennifer. "Asian American Representation in Film and Television." [Re]Collection, Squarespace, 8 May 2018, www.recollectionhistory.com/blog/2018/5/8/asian-american-representation-in-film-and-television.
- Luo, Benny. "Old and Out of Touch Asian Man Skypes With Subtle Asian Traits." NextShark, NextShark, 8 Jan. 2019, nextshark.com/subtle-asian-traits-interview/.
- Reuters. "'Asian August' Comes to Hollywood, but Will It Last?" *NBCNews.com*, NBCUniversal News Group, 10 Aug. 2018, www.nbcnews.com/news/asian-america/asian-august-comes-hollywood-will-it-last-n899611.
- Torres, Andy. "BTS to BALLADS 1: The Rise of Asian Representation in 2018." *20 Watts*, 20 Watts, 9 Jan. 2019, 20wattsmag.com/2019/01/bts-to-ballads-1-the-rise-of-asian-representation-in-2018/.
- Yam, Kimberly. "Artificial Intelligence Casts Asian-Americans In Roles Since Hollywood Won't." The Huffington Post, TheHuffingtonPost.com, 16 May 2018, www.huffingtonpost.com/entry/asian-americans-reimagined-lead-roles-destroys-idea-they-dont-belong_us_5af9fdb2e4b044dfff51712.
- Yam, Kimberly. "Randall Park Wants More Working-Class Asian-American Stories On Screen." *The Huffington Post*, TheHuffingtonPost.com, 3 Oct. 2018, www.huffingtonpost.com/entry/fresh-off-the-boat-randall-park-representation_us_5bb3da0ae4b028e1fe38b0ad.
- Yang, Helen. "White Washed Out: Asian American Representation in Media." Duke, Feb. 2017, sites.duke.edu/bakerscholars/files/2017/02/Yang_AsianAmericanMediaRepresentation.pdf.

UW Comp Per. 7

11/21/18



Hello, fellow Huskies! Welcome back to this week's segment of "Random Vocab You May Need to Know". This week, we're looking at *contact spots*. What is that? Well, the talented writer Mary Louise Pratt has written a whole essay "Arts of the Contact Zone" in which she defines what contact zones are to form her claim that in order to talk about difference, classrooms should be contact zones. Ultimately, she argues that by using contact zone classrooms to engage in discomfort and address past wrongs, there will be new understanding.

Originally written for the Modern Language Association, "Arts of the Contact Zone" is written in highly formal academic language that I as a mere high school student had difficulty comprehending. However, her overall message was still generally understandable as she made her essay more relatable to non-MLA readers (such as myself) by referencing her son and his experiences in school. This context was important as it widened Pratt's intended readership to

include people outside the MLA and speak to them about the pressing issue concerning contact spots. Pratt's piece was relatable to me as a soon-to-be college freshman, so I would highly recommend this read for any college freshmen out there! Because the school environment is so diverse with people of different religions, genders, and ethnicities, it is important for students to know what contact zones to know how to discuss difference and engage in discomfort.

To begin her essay, Pratt uses an anecdote about her son and baseball cards to introduce the idea of a contact zone. She defines contact zones as "social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power" (Pratt 658). She uses her son's baseball cards to point out how the education system was not teaching her son anything meaningful for reality – he was able to apply baseball to math by working on batting averages, but "schooling gave him nothing remotely as meaningful to do, let alone anything that would actually take him beyond the referential ethos of baseball" (Pratt 657).

As both a mother and teacher, Pratt is well qualified to discuss new literacies and contact zones, demonstrated by her reference of her son and students' experiences in the classroom. She presents how the contact zone works in classrooms by addressing Guaman Poma's *The First New Chronicle and Good Government*, a twelve-hundred page letter addressed to King Philip III.

By referencing Guaman Poma, Pratt strengthens her argument because Poma's piece itself was a contact zone artifact. The Spanish were part of an "imagined community" – because their power caused them to view the world so different, they couldn't recognize that everything they believed was filtered through their own worldview. However, Poma's letter, as an autoethnographic text, (aka using his personal experience to appeal to King Philip and the hegemony) was a critique of the Spanish through transculturation, in which he used the Spanish's own language to recognize their power, but not their legitimacy.

To relate to today, Pratt argues that the US is an “imagined community” because the “utopian way modern nations conceive of themselves” hinders them from recognizing inequality (Pratt 664). As I read Pratt’s essay, I realized how imagined communities are around us right now. Our schools could potentially be imagined communities. This is so risky because when the teacher is right all the time and students can’t disagree, we as students lose the ability to think critically and think for ourselves. Where, then, does our self-opinion go???

A more recent issue is affirmative action. This has created an imagined community because people argue that affirmative action grants equality for all people. Supporters of affirmative action claim that it aids minorities in having a higher likelihood of getting accepted into top-tiered schools. However, recently, a group of Asian students at Harvard sued the school for their affirmative action policy. They believe that as a minority, affirmative action hinders them from being accepted into the university as Harvard “engages in ‘racial balancing’, which discriminates against Asian-American applicants by rating them lower on intangible traits like courage, kindness and leadership” (Carapezza). They argued that having a white-sounding last name raised the bar during the selection process. This is true – studies have shown that when two candidates with the same credentials are compared, the one with an Asian-sounding last name is less likely to be chosen than the candidate with a white-sounding last name.

Anyways, before I spew off other imagined communities, I’ll just end this here. Moral of the story: this was definitely a worth-it read! Although she wrote in highly academic writing and used complex words like *autoethnographic* and *transculturation*, I was still able to get her overall message from using the surrounding context to piece together her essay. As she argued in her essay, contact zones are everywhere! And it is important for people to know what they are in order for their perceptions to be changed – they can then use this background to redefine how

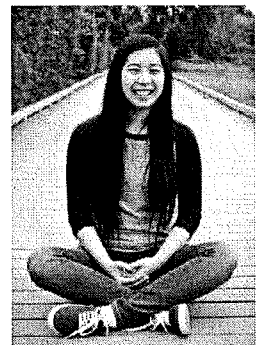
they view difference in schools, sports teams, and nations. Especially as incoming freshmen in college, knowing about contact zones is important. When entering a new school setting, EVERYTHING will be different. Within the classroom as an ideal contact zone, a new learning environment means new people. And new people means interactions with people of various races, genders, and religions. In order to overcome the legacy of oppression faced by minorities, discomfort must be embraced. And discomfort can only be engaged after knowing what the contact zone truly is, allowing us as individuals to enter the discourse and empower others.

As you head into the fall year, keep your eyes peeled for any contact zones you may run into. My hope is that Pratt's essay will help you engage in difficult conversations centered around race, religion, or social justice issues in the classroom. But! These are not only within the university, as contact zones may be anywhere around us whether we're waiting in the check-out line at the supermarket and we overhear other people discussing the upcoming release of a highly-anticipated movie such as *Crazy Rich Asians* or at a football game watching the Huskies defeat the Cougars in the Apple Cup (Go Huskies!! Wooo!!). What better way to equip yourself and be ready to engage in contact zones than with the knowledge imparted by Pratt in her "Arts of the Contact Zone"? This truly was a 10/10 read, would definitely 100% recommend.

Tune in next week as we continue Part Two of our series: Contact Zones in Movies!

WRITER'S CORNER

Chen is currently a senior at [REDACTED] High School. She is a member of the [REDACTED] Girls swim team and [REDACTED] Badminton team. She has endured through the toughest part of senior year so far (yay college apps) and is currently awaiting to hear back from the colleges she has applied to. She loves spending time with family and friends and is looking forward to studying engineering/computer science in college!



Works Cited

Carapezza, Kirk. "Does Harvard Treat Asian-American Applicants Unfairly? The Case Goes To Trial." NPR, NPR, 15 Oct. 2018, www.npr.org/2018/10/15/656974751/does-harvard-treat-asian-american-applicants-unfairly-the-case-goes-to-trial.

Pratt, Mary Louise. "Arts of the Contact Zone." *Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research with Readings at the University of Washington*, edited by AJ Burgin, Stephanie Hankinson, and Candice Rai, 1ed., Plymouth, Cacmillan Learning Solutions, 2017, pp. 655-668. Print.

"UW Husky Football." The Seattle Times, The Seattle Times, 22 July 2015, static.seattletimes.com/wp-content/uploads/2015/07/c89i4qlct9h7a1z33ghm.png.

Prompt: Tell a story of your life, describing an experience that either demonstrates your character or helped to shape it.

Standing at the front of the room, I looked out into the sea of faces before me. My legs trembled, and my face flushed bright-red from sheer nervousness and embarrassment. I kept my speech crumpled in my fists behind my back to hide the wavering of the paper from my shaking nerves.

This was one of the many instances in which my shyness and insecurity hindered me from public speaking. In-class participation was one of my worst nightmares. I dreaded speaking tests in my Spanish class and presentations to the point where my stomach would feel queasy at the thought of standing in front of my peers and having everyone's eyes focused on me.

Going into my freshman year of high school, I joined a Taiwanese-student organization, Formosa Association of Student Cultural Ambassadors (FASCA). The first day of camp, I quickly deemed the corner to be my safe spot. I hid in the furthest corner from everyone to prevent myself from making any mistakes in the activities that would make me a laughingstock of the group. However, everyone around me was cheering loudly and happily engaged in the activities no matter how crazy they had to dance or see how long they could keep a balloon up in the air. Some of the more experienced FASCA members approached me to encourage me to join in on the activities. "Jocelyn, come join us! We want you to be a part of our team." They welcomed me openly and did not laugh at any mistakes I made, such as when I accidentally let the balloon hit the ground and made my group lose the game.

I was drawn into the lively, friendly atmosphere, which helped me to build up my confidence. As the year went by, I found myself opening up. With each FASCA gathering, I took one step away from my secluded corner. I began to step outside my comfort zone through doing things that had once terrified me: performing dances, giving speeches to large audiences, and running for Vice President of my FASCA chapter. Gone were the days where I clutched my speeches in clenched fists. As Vice President, I learned how to express myself and communicate more effectively by teaching culture classes in which I led other FASCA members in the art of tying Chinese knots and making moon cakes. My new role was transformative as I took charge in planning events such as our senior graduation celebration which required lots of collaboration with others.

My experience as Vice President opened the door for me to work with others on group projects and take initiative on planning FASCA events. My newfound confidence empowered me to mentor new FASCA members in developing leadership and collaboration skills that I hope they in turn pass along to future members. This is beneficial to my goal of being an engineer as I am no longer confined to my solitary corner, but now have a role as a leader to build up future leaders.

