

In WP1, I had to create a multi-media narrative about a time in my life where i was new to a situation and how I got through it. To do this, I first wrote a short essay about this topic; next, I had to take this essay and turn it into a different form of media, such as a podcast or a video. I chose to turn my narrative into a podcast, since I had experience creating podcasts, and I thought it would fit my audience best. My audience was mostly teenagers, since I was talking about the time in my life when I moved into a new house and started high school in a short time span. I figured that a podcast would be the best way to get my point across and would appeal to teenagers. While creating this project, I learned the very important skill of transforming one piece of media into another totally different piece of media. I learned about the different things that would need to change between the two forms, since a narrative is inherently different than a podcast. A few of the things that needed to change were that I needed to cut some detail from the narrative for the podcast, since a podcast needs to be relatively short to be able to hold someone's attention. Another thing was how I spoke in the podcast. I needed to decide about my tone and inflection to emphasize certain parts, for example. Another thing that I learned while creating this project was how to use my target audience to decide what form of media to transform my narrative into. It needs to be something that can appeal to the target audience and would get the message across easily. For example, if I were writing to little kids, I would probably make a video, since they would pay attention to that and would be able to clearly understand the message. However, I felt that teenagers would easily be able to listen to a podcast while they do homework or chores, and that the message would be effectively presented.

In WP2, we chose a social media post and analyzed different things about it. The overall thing we were looking for was whether it was persuasive or not, and if it was what made it persuasive. We did this by looking at the post's shares, comments, likes, and reposts. By doing this, I learned about what makes an effective social media post, as well as what makes something persuasive in general. I learned about the different methods of persuasion, and the different things you can use to persuade someone. The important ones are pathos (emotion), logos (logic), and ethos (credibility). These are concepts that enable you to structure an argument or create a post that can appeal to any one of these things. If you know your target audience or who you're trying to persuade, you can incorporate one of these concepts into your argument to most effectively persuade them. For example, if you're writing to some scientific people you'll want to use logos, or logic. But if you're trying to sell a product, ethos, or credibility, can help sell it to many people; for example, many products use celebrity endorsements as a way to increase sales. We learned to look for things like this on social media posts and analyze how they were used. We also looked for evidence that the post was convincing by reading and analyzing the comments, trying to see if any agreed with the post or not. I also developed the skill of working in a group and communicating with that group, since it was a group project and each group member had a specific part of the project they were responsible for.

In WP3, we had to come up with a problem on the NIU campus that we thought we could solve. We then had to create some form of media to convince people to join us and support our

push for change. This form of media had to be convincing enough for students as well as any faculty members who could make a difference concerning our problems. In this project, I learned how to gather data to back up a statement. We couldn't just say "people are unhappy with so and so problem" without backing it up; we needed data to support our statement and show why we were choosing to pursue the problem. We learned how to not only gather but also analyze data and to find ways to incorporate it into our argument. My group created an "infographic flyer", so I also learned how to create an infographic that balanced being eye-catching and convincing. I needed to make it so that it looked nice and grabbed people's attention but also conveyed our stats and facts, as well as presenting our solution in a favorable light.

Overall, in this course I learned many useful skills that I can use later in either my studies or in future engineering jobs. One thing I can think of that stands out is the ability to transform something from one form of media to another. This will be especially helpful in engineering since engineers often need to pitch solutions or product designs to clients or corporate people, and just presenting your design as you made it on the drawing paper would not be effective enough and would be hard to understand. Transforming that design into a presentation going over what you designed, why you designed it, and why it is good will help clients and managers see and easily understand your vision and could potentially help to secure funding for whatever the project is. Another skill that I learned that I think will be useful is persuasion using pathos, ethos, and logos. These can not only be used in future jobs, but also in everyday life. Pertaining to future jobs, though, I think I can use this skill to be able to convince anyone I work with about anything. Managers will most likely be convinced with stats, test results, and numbers, which all have to do with logos. My ethos, or credibility, is something I can use to convince companies to hire me or to convince higher-ups to assign me to a big project or promotion. Pathos, or emotion, is something that I can use to convince co-workers to help me with something; for example, I could say "if we don't finish this part, the car won't be able to run, and then we'll be letting down all the people who work so hard in this program to see the car win the race", or something similar. Finally, the third but probably most important thing I learned in this class was how to work together with people in a group. This is something that is very important in engineering, as you often must work with other people to design and test a part. Having experience working with different people in different groups has helped me to gain experience in different group settings. For example, one group I worked with was very motivated, with everyone sharing an equal amount of work and doing everything they needed to be on time. We all communicated very clearly, and we were even willing to step in and help a group member out when they missed a few days. I also had experience with a group that wasn't exactly like that; sometimes in the other group it felt like only two of us were doing anything, so I learned from that experience how to try and stay on top of group members and make sure they do what needs to be done, as well as how to pick up the slack if needed, so to speak. Finally, I think many engineering majors think English class is something that isn't useful for our degree. However, I see it differently. I honestly learned a lot of very valuable skills that will help me in my future career! You just need to see it and apply it in a different way, but it can still be very useful!