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Writing 102.07

May 5th 2023

Reflective Essay: Revisions Write Up (3235 Words)

Throughout Writing 102: Intermediate Writing Workshop, I worked on two papers— a business letter and a research argument. Both papers went through a significant drafting process. Some of my writing has been on paper or in my notebook, so my process writing may not be complete. In addition, I have some odd statements in my process writing, along with a strong need to make my process writing readable. There is a major issue with my process writing– I am lacking all my process writings. According to the Announcements page, there are six process writings. Several of these days are revisions to process writing. I think my page is missing several days of writing. Hopefully I will find all the writings by the end of the semester.

In order to make my process writing easier to read, all the writings will be listed in the order written. This fits in well with the class dates, but the dates are not one to one. I also did not attend every class, and on the days I did not attend class, I most likely did not do the process writings for the class. It seems I only have five process writings up here. There should be more. The first writing for my essay argument is from March 9th and 10th. It goes as follows; I think my essay has a lot of knowledge on the problems of today. Mechanization of art with artificial intelligence is new, but is not totally unheard of, and there's a real idea with machines doing human work.

My essay was the result of natural interest in the topic of art and artificial intelligence. I had heard of both machine drawings through social media Twitter and through class. I knew it would be good to argue with basics from art, along with the consequences for traditional artist drops in the overall effect of mechanization, along with some facts about the discovery needed to make this art possible. The discoveries are within ai. I did not have an argument formed yet. I was learning towards simply writing a paper on the state of art today, however this did not fit within the SBU requirements, so I wrote a con argument on how AI is used in art. This later would prove difficult to focus on.

I actually don't know the best part of my essays. I don't know if I've made good statements while trying to speak. All I can really say is that I put some effort into the topic of human – machine learning. I was worried about which argument would showcase my topic. I fear it will come off as too naysaying, like being scared of the end of all days, or something equally as overblown. I want my essay to be somewhat good-humored instead of something completely damaging. As for the revision, I wrote down notes from classmates to fulfill “what happened in my group & reflection.” For the dates of March 9th and March 10th, most responses are about narrowing down my writing.Good stuff, but how do I know which argument is the strongest one? Issac says find stats on companies laying off workers for ai & how many approx for jobs vs computers argument is where I should focus on. It seems most of the responses approve of fighting for worker’s jobs so I will rewrite my argument in support of higher end human labor. Issac's statement was to search for possible research for lack of human understanding in robots/ai or emotional quality. My classmates’ all stated my paper needed work in terms of focusing my topic and their comments were on incongruous points to my argument. On reflection, I have done more work in this topic than I expected, but I do need to focus my writing and research in places which Stony Brook hosts, instead of my own writing. It will become possible for me to write about topics in science and art within the school if I look at the database enough times. My paper seriously lacks peer reviewed articles, which is why I’m so torn up. So far the most articles have been on GPS navigation, which is about the least interesting topic, but I will probably have to nail that into my final writing.

April 24th group work process writing and revisions

I think I may have been missing the process writing on group work. Can say unfortunately I do not have the process writing for a section. For my essay I have several issues which need to be solved. My paper had some curse words, and I added some unrequited statements like a conspiracy theory. I had several formatting issues with my paper. , sections on the book iRobot and bad transition words. I was worried about my tone. I hope my tone or my statements aren’t too informal or otherwise filled with curses or other unscholarly elements, for that would seriously tank the impact of my writing. I think I need to organize my topics better and I had the time, go more into depth about the faults of ChatGPT and Bard, Open AI, Dall-E along with why AI is not going to replace humans but does need to be banned. Overall though, the edits have been going well. There are still an embarrassing amount of hyperlinks in my paper and I didn't black-and-white my text yet. I may number the pages of my essay, but overall I think the content of my paper is much more sound. I still need to write in the third-person limited (pronoun issues in the text) and I need to check on the works cited page for indenting and sorting, but overall the revision and writing sections went well, although i do have some annoyance over lab language and some less savory topics like science fiction books and conspiracy theories. Overall, I think I did well overall.

Personal notes on my paper for April 25th– there’s a distinct pull between the desire for common and everyday use AI has and my current paper. As it stands, most of the writing on AI (when not about how it is strictly used to collect data as seen in the databases), is used instead for the daily users to understand. My paper currently lacks severe SBU database access from JSTOR or other databases, something which seems irremediable in these last few weeks. I do suffer regrets on cramming – my main goal had been to understand all the knowledge and applications of AI so I could choose its best argument, a process which genuinely took me several weeks (until now) and led me to the conclusion that GPS was the easiest source to find papers on, but did not match my original goal on writing about arts and humanities, tying into the greater theme of cutting funding towards the humanities. As it stands, my paper is not in a finished state, and I will no doubt be turning towards the very tools I object to using as assistants to finishing my blasted paper. The extreme bougie topic of art and writing contrasts very nicely with the modern and somewhat more blue collar artificial intelligence, but it seems that my original goal of placing computers as an opponent controlled by ai was not properly written or missed about– most people are not reading the sarcastic, humorous, or straight up tongue in cheek tone of my paper so far. Maybe I am not writing the humor in an understandable way? Or maybe it is just a culture issue… However the case goes, I would like to continue my paper in its current vein, however scarce the material found will be. I look forward to a future where more cases with these digital intelligences are used.

Process writing March 24th and March 29th edits. For my letter process writing, I was thinking about the past and what I’ve been through in high school within my scheduling and course ideas. I was reflecting on how things went for myself and what the best ideas were in schools. I like the aspect of my essay where I discuss what the most important part of having free time is. Having the free time to relax, sit with friends and whatnot is way more important than taking another three classes. I know there’s some real point in decompressing during the day, it’s better for your health and shows you have better time management skills. Of course, this idea works mostly in schools where there are intense workloads or a lot of pressure. More relaxed schools probably won't need this idea, or schools where the courses are more free to take. I did not finish this thought.

The “so what” is for students who are trying for a high pressure society like the one I live in, the places where jobs are very selective and available to those with the best scores over the best abilities. A mandated school break is a way to make sure students actually have a time to rest and feel better and healthier about themselves– a sort of recess, if you will. I hope the statement to the readers is about what sort of knowledge can be passed down to the students from the instructors of their classes with time to meet other peers and even just having time to explore the campus or use the facilities. I often find the reasons classes and amazing arenas aren't used is partly due to the over scheduling of course intensive classes. There’s very few ideas on actually protecting a student’s need and desire to stay safe within the school, and I think having free periods is a safety for the student’s want to overschedule themselves.

I think this idea was passed for future freshmen within school, and there are currently restrictions on students. We had a rule stating students don't have the opportunity to leave campus during lunch periods due to exploiting school policies, or there were rules against leaving the building because of safety concerns. I actually did disagree with some of these measures, but admittedly, there were things that did require intervention. I just don't know if the level of force was so required.

On March 29th– As for how I feel about my paper now, I mostly based it off my experiences in school and over what I thought was important to go over for students, so I didn't really put much thought into whether or not it was doing good for students. It seemed logical to me that students need to take breaks at some point, whether or not during the day was just because the topic was under the purview of school. There was criticism over whether or not students would use the time correctly, but that was fine with me. Even though students may use that free time to further a game addiction or do more classwork, it would be unstructured time for students to use at their own will-- some sort of personal choice they have. I think it would be better to let students have that kind of free will, even though it might not be the most goal focused or credit intensive strategy to uphold. There can be more quality work done in a shorter period, which is a concept dearly needed by students. In short, I think my paper can stand on its own, however weak the arguments are.

Between those two weeks, I changed my letter topic to free school lunches in New York State. I realized it would be a much stronger topic, easier to send a letter about, and more engaging as a letter. This is an April 25th note, I changed my topic about a week or two ago from today– before April 12th, probably during the first week of April, since I realized writing about free periods in school was not a good topic idea. I drafted my current paper after class ended on that week’s Wednesday. Next week’s April 21st type up document for the letter process writing went smoothly. I started off on a paper copy (which was discouraged) and then typed up the following statement. We haven’t started writing final letters yet, but the process of writing my letter was very simple. I asked myself what sort of letter parts I would need to write a full letter. First I wrote a rough draft of another letter which I realized wasn’t very good, so I removed that idea and changed topics into free school lunches across New York State. I figured that would be a better letter than free periods and scheduling in schools. As I wrote my current letter I had to look up some documents, find out who Kathy Hochol is, and write to her based on how I thought the bill she recently passed was. I knew I would want to make sure she was actually a reasonable governor before I sent the letter to her, and she was. This is in comparison to my idea of free periods– I felt awkward writing a letter to my principal, since the school administration changed after I left my high school. As I wrote my letter, I realized it was a fairly good topic, and there were many points to be made about how school lunches are needed for a student’s health and success. I touched on my personal experience with school lunches and why some students need the lunches dearly. I even wrote topics on what my professor recommended to me– some parts of the state budget being affected by Covid, though not on the protests by the people. Mostly I restated that the onus is on Governor Hochol to add food stimulus into the bill. I worry my paper is too accusatory– after all, the Governor of New York is challenging, and Governor Hochol’s plan to leave the food budget to the national government is reasonable. I do like cutting the spending budget, and some of my actions are similar to the current plan of leaving assistance to food banks instead of the state government. However, I like to think I have a decent balance between a sense of justice and desire to provide food security to students either with or without money. But mostly I think it wasn’t too bad at all! I’m glad for the current state of things within my writing. I managed to make the general line count, a sixty-four line essay. I just hope it’s not all filler, that some of it is so far is not ideal, but I’m sure the revisions will take some lines off my letter. Group revisions notes– lots more notes given than I wrote about, massive changes in my letter are needed, for my letter’s strongest rhetorical statement was pathos, and I needed logos for certain, otherwise it was not written with a topic sentence or really focused enough for a college level paper. I also had several header issues, along with problems with my date and such.

The peer feedback for letter the 24th– Faolan’s statement– no logical appeals, no data. Little structure, no thesis, no flow, no topic sentences. I can develop this argument significantly better than just using emotional appeals 20 times in a row. There is a basis for a good argument, however, just needs to be approached differently. Finn Fu’s statement– very strong use of pathos. Something is better than nothing (in regards to food and some descriptions which were deleted). I Need a stronger analysis and logic in the second paragraph and am significantly lacking some logos. He likes use of attention. Elizabeth and Katerina had also left comments, but I did not record them on this page. I believe Elizabeth wasn’t sure why my topic was an issue, if there is still a solution to provide children with free lunches. I edited my paper accordingly. As for Katerina, I mostly saw grammar edits.

In conclusion, both my letter and essay took some time to write, and neither was very easy. I struggled heavily with keeping my essay on topic and still am even lacking a cohesive thesis statement, which was supposed to be done several weeks ago. As for my letter, I had to restart my letter and thus need to conduct research to fulfill the logos to make a strong argument. I don’t know what my angle will be. Regardless of these issues, I hope my letter and essay are reasonable to read. Please understand my writing.

Sincerely,

Jacklyn Yeh

