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Writing for the Sciences

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Semester Narrative

What I think about my writing has changed at every stage of my life whenever I have come across a new type of writing assignment. Sometimes, I felt that vocabulary was everything and at other times I considered what I said was more important. When I laid importance on vocabulary, I tried to use the words I considered the best to bring up a scholastic approach. On the flip side, when I thought my content was more important, I didn't spend much of my time thinking of a fancy word to express my thought but kept on including as much detail as I could to bring forth the realistic picture of something I was writing about. At different stages of schooling, different factors influenced my writing this way. Even in high school, I couldn't help myself from being influenced by a certain factor like vocabulary or looking for a unique topic to write about. I feel it is instinctive that one factor predominated over other ones throughout my writing journey which, at this point, I realize could have made an imbalance in my writing sometimes. In high school, I started thinking that I couldn't stay in that bubble where I would consider all kinds of writing to have the same needs and expectations. I realized that I couldn't add a touch of a particular flavor in all the dishes I made. In college, I started thinking more about the expectations of a particular writing assignment before I could rush into creating the framework. College writing made me realize that not all writing needs to be academic nor it needs to sound scholastic. Some writings do need formal and more of academic vocabulary and presentation like a rhetorical analysis but some might only need simplicity and conciseness.

Sometimes elaborations help readers to draw the real picture of a scenario but some other writings need to get straight to the point for the sake of avoiding unnecessary repetitions.

The class, Writing for the Sciences, helped me draw the fine line between similar but yet different writing assignments. This realization came to me when I had to reproduce a piece for different types of audiences. Even though we know we are writing for our audiences we forget to do a little research on the level of perception of a particular age group or a community. This class instilled in me the notion that getting to know the audience we are writing for is just as important as writing something for that audience. I never thought of putting myself in someone else's shoes to comprehend my piece. I realized that writing was like conversations in real life in which what we meant might not be the same as what the other person thought what we meant. If we know how the other person is and how they perceive things, we might change our way of expressing things to make sure what we mean is what the other person thinks we mean. This class exactly helped me to work on making my piece deliver the message I expected it to deliver by considering the audience, medium, genre, and other rhetorical tools. While reading an article, I had never thought I would research the author's little details of their background. Until taking this class, I had never even thought that the details of the author's career or other backgrounds could help me understand the piece of writing better but to my surprise, it did. While doing a rhetorical analysis of the article, "When Diabetes Treatment Goes Too Far", I came to realize how much I understood the purpose of the piece after getting to know the author and her experiences in life.

"In her article, Lipska addresses the severe side-effects of low blood sugar, hypoglycemia, to encourage treatment based on the individual health condition of patients rather

than aiming at the average blood sugar target of less than 7 percent. Dr. Lipska, an endocrinologist at the Yale School of Medicine and a Clinical Investigator at the Yale-New Haven Hospital Center for Outcomes Research and Evaluation (CORE), has done extensive research on hypoglycemia. Her research experience on analyzing the benefits and harms of glucose-lowering therapy has helped her generate informative data that patients and clinicians can use to make smart decisions in treating diabetic patients without letting glucose level get too low. Dr. Lipska not only focuses on the prevention of hypoglycemia but also draws special attention to diabetic patients over age 65 because she has found from statistical records and her research that older adults are the most vulnerable to hypoglycemia for their deteriorating physical conditions.”

In the above piece where I mentioned what the author is pursuing as a career instantly gives me a hint at the fact that she has enough authority on the topic and the suggestions she is making for diabetic patients is practicable because she is a medical expert and has conducted research on the same area she is writing about. Her background caught my attention to the type of research she was doing at her school and the need to put out in public the research findings. I could see that she clarified the takeaway of her findings through the genre of an article. Her background also brought credibility to all the suggestions she made in the article because she was writing from her own experience. In fact, I could draw the bigger picture where all the rhetorical tools like the purpose, audience, genre, medium, and the likes were aligning to make sense and create value in writing.

The 1 Paper, 3 Audiences assignment gave me the chance to recreate my piece trying to think like others. At this point in the semester, writing became a piece of art. It transitioned from

sounding logical and rational to simple and sweet. To elaborate on that, I would say that recreating the Inquiry Research in the form of a short story and a poster was a little adventure. From the point of rationalizing stances for an academic audience to create simplicity in a piece for a younger audience, writing became so much more about knowing the audience. It was this time when I could see the implicit relationship between an author and the audience. I could see that writing for different audiences could also bring out the different versions of the inner self that we didn't know exist. For example, while trying to get to know the younger audience a little better, I read a lot of the readings they usually read which reinforced my sense of simplicity. One of the recreations of my Inquiry Research was a short story for middle school children.

“Jade was in 6th grade. She was a happy child and liked to play in the playground after school. She loved studying and playing with her little sister, Lily, who was three years old. She always had the energy to do things she liked to do. Her younger sister was also cheerful just like Jade. One day, all of a sudden, Lily started crying a lot. Jade tried to cheer up Lily by giving her toys to play with but Lily wouldn't enjoy playing as before. She always looked a little lost. Jade wondered, “What has happened to my sister?” In the meantime, her mom also noticed Lily's changed behavior and started thinking of what she could do to bring back Lily to her normal behavior.”

While writing this story, I considered elaborating on little details and experiences in the everyday lives of the characters. I was sticking to simple expressions and implications and avoided explanations of broad rationales. I didn't use complicated sentences and tried to keep it just as simple as expected by the audience of that particular age group. I could see that as an author, my writing turned out to be a means of connecting with the audience. My effort in

recreating a piece to cater to the needs of the readers made me work on the way of expressing myself. The recreations made me realize that there was space for making adjustments in writing once it had been written. The understanding of making adjustments gave me an urge to recreate writings whenever needed so that audiences of all categories could receive the message. At this point, writing became a valuable piece to me which I thought I had the capacity to make available to everyone I needed it to be read by.

While I thought there was not much to do while writing stories for children, the Children's Book assignment came to me as a new experience given that now I knew that I was not writing something for my little cousin on the spur of the moment but was responsible for making sure that I knew the psychology of the age group I was writing for to create a piece of value to them. I could put together my understanding of the audience, genre, purpose, and the likes to come up with a piece that was compatible with the preferences of my audience. Writing the story with a scientific message to convey to kids came with the realization that the audience I was writing for and what they might expect from the writing is of the utmost importance. I have tried to draw connections between what characters my audiences might have already come across and what novelty they might have expected while reading a new piece with their known characters.

"Jerry got even bored and decided to just spend some time with Tom. He went to Tom and sat next to him. Tom shared that he feels different. He doesn't feel good. He says, "I don't feel like doing anything at all. I am very sad, Jerry. why am I so sad? Nothing

sad happened recently. I wonder what I did differently." Jerry then reminded him, " You forgot what has changed recently!! You stopped eating." Tom then cut in, " But what I eat shouldn't make me feel how I feel. Let us think about what else has happened recently."

In the Children's Book, I got the chance to involve my favorite cartoon characters of all time, Tom and Jerry, bringing them together to collaborate with each other to get to the bottom of Tom's low mood. I used my freedom of crafting a story to bring together the fun characters. Writing the short story I could make the two fun characters available to my young readers as well as portray scenarios where enmity turned into unity between the characters. At this point in the semester, I have realized that writing comes with independence and intention to create value in what we want to convey to our audience. The sense of independence that comes with every new piece I am about to write engenders a different kind of thrill and the ongoing excitement keeps my writing flowing on its own once it has reached an optimum level of expectation.