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<div align="center">Reflection: Considering My Audience</div>

I began this semester after I had taken my first college writing class, Freshman Composition. It had a similar structure to this Writing for Sciences class, where after three main papers, it ended with me reflecting on my improvements. I had learned to include my opinion in what I wrote, even in professional writing, contradicting what I was taught in high school: that I should not include my opinion at all. I did not think that, after that class, there was more to be added to my undergraduate writing, but after this class I now know that the differing rules I was taught to follow in my writing career are all partially right and wrong.

My first notions of this class were that students would be learning how to write standard research papers, which I had already done in the past. All of writing in science *is* just research papers, right? What I did end up gaining, however, was quite unrelated, and yet I have no doubt that this knowledge will come to assist me in my future scientific career.

To put it simply, through this course I realized that writing in the sciences, and elsewhere, is all about audience. There is no one set of rules to always follow, which explains why my high school and early college learnings were so different. My work toward each major assignment within this class reflects this newfound knowledge, including how to analyze another author's targeting of an audience through a rhetorical analysis, how to target my own chosen audiences through writing one paper for three audiences, and how to transform content to fit a particular audience through a children's book.

Beginning with a rhetorical analysis, I was pretty proud of my work to begin with and therefore made little change to what I submitted as a draft. I had written a rhetorical analysis in about every English class I had every taken, good or not, so it was no challenge to me. Some of my favorite lines are as follows:

"This organization of what the audience wants at the beginning to how they can get it at the end has been especially beneficial for Johnson because she is able to build momentum as she bombards viewers with reason after reason for putting an end to light pollution, making her purpose of ending light pollution crystal clear."

Incorporating multiple rhetorical components, including audience and purpose, I found these lines to be a good example of the reason to do a rhetorical analysis, which I believe is to understand why an author does particular things and how it relates to their goals.

Contrasting with this one, the real struggle came in the next assignment, where I had to write a research paper and then transform it to fit different audiences. As I previously stated, I have written research papers before, but this was different because the professor made clear that he was not going to read our work just because he had to, or at least, he did not want to have to read our work. It was then that I realized all my previous papers were written for a grade, so just because I had received good scores in the past, did not mean that they were good papers.

This class was an opportunity to improve upon my writing instead of just doing it for a grade, so I worked harder on this paper and made more iterations. From my first draft to my last, the biggest changes I had to make for my audience were in readability: would they be piqued

enough not to lose interest? Just in images, the differences are clear, with the first draft on the left and the submitted version on the right:

Most adolescents are students, and school around the world usually begins in the morning. Some students have to wake up even earlier if they commute to school. The difference between a person's social and biological clocks has been termed "social jet lag," and teenagers are likely to experience it due to early school times.

It is because of social jet lag that many students are likely to sleep in on weekends, when they do not have school. The issue with "catching up" on sleep over the weekends is that sleep that is lost cannot be made up. Arcady Putilov and Evgeniy Verevkin conducted a study on the concept of sleeping in, and chose to study adolescents because they are susceptible to social jet lag since their sleep times are later than younger people, their sleep duration is longer than older people, and the time they wake up on weekdays is the same as the time of younger people. Their findings were that being able to catch up sleep on weekends or vacation is indeed a myth, and that "what people think is their weekend extra sleep is exactly what would be expected to be just a normal sleep" (Putilov & Verevkin, 10). To put it another way, adolescents sleeping in on days off are not catching up on sleep, but rather are sleeping according to their circadian rhythms. School schedules prevent them from sleeping that far into the day on a normal basis.

Being in tune with circadian rhythm on a daily basis rather than only on weekends is important specifically for adolescents for two reasons: peoples' executive functions perform the

Social Jet Lag & Loss of Sleep

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It is because of social jet lag that many students are likely to sleep in on weekends, when they do not have school. The issue with "catching up" on sleep over the weekends, though, is that sleep that is lost cannot be made up. Arcady Putilov and Evgeniy Verevkin (2018) conducted a study on the concept of sleeping in for Frontiers in Society, and chose to reseach adolescents because they are susceptible to social jet lag since their sleep times are later than younger people, their sleep duration is longer than older people, and the time they wake up on weekdays is the same as the time of younger people. They created simulations of bedtimes and risetimes for different age groups based on of the data of sleeping patterns of 160 participants, most of which were school-age. Their findings, based on the fact that no "sleep debt" was accumulated for the participants, were that being able to catch up sleep on weekends or vacation is indeed a myth, and that "what people think is their weekend extra sleep is exactly what would be expected to be just a normal sleep" (Putilov & Verevkin, 2018). To put it another way,

Initially, I had chosen to exclude headers, and casually mentioned papers I was referring to. The issue with this method was that I was assuming that no reader would stop reading my paper once they got to the middle of it, but readers drop more papers than they finish. So, for the final version, I added clear headers and explained every reference I included with more depth so readers keep track of their location and stay focused on the topic. Finishing my research paper, my two recreations were easier to create because I put the work in for the main, scientific audience.

The last assignment of this class, excluding this one, was the children's book, where I learned the most by making the book rather than listening to what it should be… funnily enough, the book was written the same way, where the characters learned through consequence. As a former child, it was easier to think of my audience's profile and imagine what would suit them best, so this assignment was less stressful than the previous one.

Besides lessons in English, I learned about group work and the effort that goes into publishing. I used to be a person that despises working together, but I have to say that my group was very dependable, and I was happy to do this project with them. I did images for my part, before understanding that children's books with ample illustrations are hard work! One of the images I received feedback on is below. I like it better with my group's critiques! Note that I did not draw the images, but I did put them together.

Through these three assignments, I learned a lot more than I had anticipated. Most of all, I learned that there is no use in writing if no one wants to read. Relating to forward-facing science, nothing is going to happen is scientists keep the science among themselves, so in Layperson's terms and through audience profiles, they need to convey their findings to a common people. The scientists discover issues, but they cannot resolve them without help. Looking at my own writing with fresh eyes, I see that when I actually considered my audience, my works improved.

   While I did not have many expectations for this class, the college certainly did. Referring to the course learning outcomes, I feel like I mostly see aspects of the writing process that are in every class—drafting, self-assessment, engaging in social aspects of writing, forming a stance, and using online databases. Some of the other points—developing rhetorical sensibility and negotiating audience expectations—I think we went above and beyond in this class. It was a rewarding experience, online or not, and I will be sure to consider my audience when I write from here on out.