

5/6:

I think there is room for personality in specific areas of scientific writing. The author's personality comes through in their choice of topic and research. Additionally, the ideas that the writer has can be included during speeches, data analysis, and article conclusions.

5/4:

In terms of the writing portion of the book, I feel that I have mostly finished. However, I am concerned about the illustration of the story. When I envision the completed book, I see pages of colorful, detailed depictions that subtly teach more about the nature of the characters' species. Without the verbal statement, children will be welcome to take time to carefully observe and question the drawings that they see. In order to satisfy this desire I feel that much time would need to be devoted to the process, and considering that school ends in two weeks I fear I will not be able to do so to the full extent that I would like.

I've learned many things from each of my classes this semester. In my education class, I've learned how essential creative expression is in developing self-confidence, in addition to learning about the various teaching methods used and how to incorporate our own ideas into how we decide to go about the curriculum. The class of philosophy helps to reaffirm and analyze questions or ideas about daily occurrences. The history class I took focused on world civilizations, yet it was done in a way that encouraged inquiry and thus enabled the students to form connections between societies and specific literary works. This english class has also been most informative with learning how to mold our research into a form that is understandable to its intended demographic. The class I took on women and gender studies served as a haven for people to discuss issues that are experienced daily. The teacher also took time to educate us on topics that have not gained much awareness in the media due to prejudice prevalent in society.

4/29:

Science advocacy fails to have proper coverage in common conversation. Scientific topics do not tend to be provided to the public in ways that are appealing to the typical civilian. Most science related subjects are perceived as complicated and require lengthy periods of time and attention to fully comprehend its contents. In terms of exposure to scientific advocacy in our daily lives, I would say social media is a prime place to release information, as it is just about guaranteed to be seen. I think articles should be published with a title that summarizes what is delved into, an abstract that contains a brief statement of the most important points made, and an analysis of the data and how it was obtained below. The order of this enables those with short-attention spans to remain up-to-date with worldly events. For those whose interest seeks more information, a simple scroll will satisfy. Issues that are most long-term or rather more impactful should be converted into ways that can be educated easily to multiple audiences. The previous changes will

allow for all members of society to contribute to the conversation with opinions formulated on the basis of factual evidence.

4/27:

I found it interesting to learn which categories best intrigue people of varying age groups. At first glance it may seem overwhelming for the writer to try to incorporate every aspect that is sought by the readers, but when the author writes in a way that is simple, informative through personal experience, or being passionate about the topic, it will come across well to the audience. To ease the fear of disappointment, understanding that the book you create will not be favored by everyone can help you appreciate those who do and perhaps use other aspects in upcoming books to reach greater audiences.

I think what helps to balance the wants and expectations of the children is the implementation of language and jokes that the author themselves finds enjoyable. In order to satisfy the author's scientific focus, I think it is important to be clear and concise. This way the concept can be easily understood and likely spark interest within the child to seek out more information. Personal interest and enjoyment is essential because that will be evident in the time and effort that was put into the making of the book. The simple and exciting language in combination with pleasing illustrations will help the reader feel as though they are in the book, experiencing the story. In terms of agency, the author can use analogies that replicate scientific studies and explain them in ways that can be imagined and be surprising enough to stick in their memory.

4/20:

Lucy Hawking's Ted Talk about Science and Storytelling was well-spoken and went into many details that are useful when making stories for younger audiences. One part of her speech that particularly caught my attention was when she spoke about children who are not scientifically literate. The example she provided of gravity on Mars and how the change of diction made the topic interesting to the class as a whole, instead of the two who understood without the factor of relatability, shows that literacy can be achieved by anyone.

I despise people's complacency with succumbing to the realization that not every child will be interested in the topic at hand. I do believe that children should be given the liberty to decide which subjects intrigue them. However, I feel that this should not be an excuse for educators to limit their efforts when formulating a lesson plan that can marvel the minds of all of their students. The lack of such results in many children being failed by the education system and then growing up to be non participatory in discussions that are posed about life and the issues prevalent in the world. Lucy makes it known that putting in the extra time to teach in a way that resonates with each student allows the seeds of interest to be sown. These seeds will flourish throughout the individuals' lifespans and emerge in times that call for their opinions to be voiced on topics that are relevant in the world. This creates an atmosphere in which multiple views

taken from a single source inspire hundreds more questions and perspectives, rather than settling on the select few made by specialists.

In terms of my own difficulties when writing the narrative, I am struggling with creating a story that teaches children to question all that they see and be accepting and loving towards all they come across, while simultaneously being something interesting enough that they want to finish it before putting it down. To ease this worry I am thinking back on experiences I have shared with younger individuals and rewatching old films to help me recreate something that is entertaining and informative.

4/15:

As a child I remember being drawn to the book *Caps For Sale* by Esphyr Slobodkina. I never understood why but I always looked for it when I visited a library. This book tells of a man, dressed in a suit with a stack of hats on his head, who walks around the town selling caps for fifty cents. During the day he decides to rest on a tree, but when he awakes he finds that all of his hats have gone missing and have been taken by the monkeys in the trees. He tries to get them back and the monkeys tease him in response. This book is not necessary science related although one could argue that, in terms of nature, it seems impossible for monkeys to inhabit the tree in a town that is settled. I guess the book appealed to me because of the soothing colors that are used; particularly those of the caps depicted. I often think back to this book and try to remember what its title was, though I never can and end up looking it up. I believe I do this because the book offers nostalgic sensations of peace and an uncomplicated life. This is why I feel that the book was successful. If it had not impacted me in whichever way it did, I would have erased it from my memory. I would like to replicate this in my own book by creating something that can distract the reader from whatever occupies their mind. Though I hope that my book can provide a meaningful lesson, I aspire to write it in a way that is light-hearted and transports the body into a tranquil state. This book was made for children audiences and exhibits language that reflects that intention. Perhaps this book teaches that one should not be so quick to react in certain situations that do not require immense rage. Though the man's day was interrupted by the monkeys and their game of fun, said situation can inspire laughter and childish play. As I evaluate the storyline of the book, I wonder if I subconsciously engrained the aforementioned perspective on life as a child, thus facilitating my ability to maintain a positive and calm disposition during times of stress.

4/13:

I wanted to make the paper accessible to people of all fronts. Thus, I decided to reword my research paper in a way that would make it understandable to children and to parents. It was difficult to adapt the paper for children because that required more definitions and easily understandable diction. From this audience version it was easier to convert for the parents

because much of the additional information was already included and then only needed vocabulary to be slightly heightened.

4/7:

1. I tend to edit as I write. After adding ideas to my work, I reread the paragraph and make changes where I see fit. However, I will admit that I generally fail to make enough time to properly edit the paper as a whole. This creates holes within my papers because I often leave random thoughts or words around the essay that I would like to elaborate on at a later time. I occasionally work with a friend when she writes essays and help her with the editing process. Her attention to detail and need to ensure that everything is worded well and placed in such a way that makes her thoughts fluid and cohesive marvels my mind every time. Contrary to this friend, I procrastinate far more than what is good for me and lack much desire to edit. The only time where I will willingly take time to edit a paper is when my first submission counts as a draft and an improved version needs to be handed in.

2. My writing process is quite spontaneous. I've never been much the type to plan out every aspect of my paper. As I write, thoughts pop into my consciousness and I jot them down toward the bottom of my essay. As I work through each paragraph I decide which I end up including on the basis of their relevance to the prompt. I'm aware that this is not the proper way to write and that it flaws the presentation of my overall work.

3. I'm a bit confused as to how I should create the website.

3/25:

My opinion on creating value all really depends on you and the type of writing you are doing. You obviously have to put your audience in mind while you're writing. You have to remember that you are not writing to the whole world but to a certain group specifically. It's really important that you make your audience feel that whatever it is they are reading is going to somehow benefit them, help them. It's important to be able to translate importance and a certain type of language while you are creating this value. Value is created by having a certain issue and how you end up solving it and it's very important for your audience to get that and to make sure the solution to that issue is clear and helpful to them. There should be a significance also being translated into the writing as well so it's not like you're writing any other paper and you're meeting the audiences want, needs, and expectations. It has to be authentic because you are the person creating this value and put your audience into perspective. You also have to think about diction, using specific words to help create this value through your writing. Thinking about your audience's profile comes with the diction or language you are going to be using.

3/23:

Whether one finds something good or not does not mean that the work itself is good or bad; it simply means that said piece either resonated to or didn't to the reader. I appreciate the mention

of how grammar is not something that should be strictly followed but rather used as guidelines. I agree that many of the renowned authors in the world use grammar improperly, but I feel that this should not take away from their knowledge or experiences of the story they tell. At other times, the misuse expresses the flow of thought and feelings as they emerge from the author themselves. It enables the reader to follow along their train of thought and understand it as the author articulates. I love how you included the statement of how up until this moment, teachers have not been audiences but rather people who complete the writings of a student. I've never been the type to alter my writing to better suit the preferences of my professor. Nonetheless, I acknowledge that when presenting one's information it is best to cater to one's audience in order to ensure that the information is understood. When aligning with this process, I feel that the author should not lose their own opinions but rather organize the writing in a way that suits the needs of the audience it is intended for.