

### **Critical Thinking Skills**

- Critically evaluated the arguments made in the readings:
  - Analyzed chapter 4 of *The Perils, Rewards and Delusions of Campus Capitalism*. Then wrote the argument, saying that the partnership between the university and the companies is needed and unavoidable because only companies can give enough money to fund university research.

### **Written Communication Skills:**

- 3 Papers: 1B+ and 2A-s. Score of the fourth and Final paper unknown
- Through receiving your feedback, I am working on my topic sentence, such that it accurately summarizes the whole paragraph.
- Overall grade for ESPM 162: A-

### **Oral Communication Skills**

- Utilized creative questions to expand the discussion hosted in the lecture
  - Asked invited guest, Peggy Lemaux, whether she consumed her own genetically engineered sorghum. Professor Klein complimented me for asking this "good" question, and used this question as an opportunity to explore problems patenting GMO and the high cost to test on GMO.
- Actively involved in discussion in sections and lectures
  - Claimed that GMO is harmless because most of the students in the discussion here are consuming GMOs, but are still alive. This comment make other students laugh.
  - Looked closely to the Washington GMO labeling election and provided the election result to Professor Klein during lecture.

### **Initiative**

- Did additional research, when it is not required to make my arguments stronger
  - For assignment 3, the class had to prepare for a debate on whether GMO could feed the world. Although research was not required, I still did research to make my arguments stronger. During the debate, the anti-GMO group used the information they learned from the lecture: They claimed that that the golden rice may not be able to provide vitamin A to the poor because they did not have enough fat to absorb the vitamin A. However, as a GMO supporter, I used my research and argued that this was not true anymore because there was a recent study that shows poor people, especially those with low fat, could still consume vitamin A from golden rice without any problem.
- Came to your office hour to try to apply the concept that I learn from sections.
  - Once, I came to your office hour absorbed, but distressed by Singer's argument that humans should have equal consideration for meat animals. The idea distressed me because I realized that that farm animals have to sacrifice their lives for the happiness of human meat eaters. However, we ended positively saying that we could contribute to this change by changing our diet, such as becoming a vegetarian or eating organic meat to help meat animals to live happily before they sacrifice their lives for human beings.

### **Adaptability**

Unknown because my grades are fine, so I do not change my studying and essay writing technique.

### **Team Skills**

Unknown because there is no group project.

### **Dependability**

#### **Punctual:**

Always handed in my essays on time

#### **Considerate:**

- Organized chair and tables in order to allow the class to get ready for discussion.
- Collected the reading assignments of the class from the ground and put them in a pile to avoid Professor Klein stepping on them, while she lectured.

### **Conflict Resolution/Problem solving**

**Problem:** Students from your discussion sections wanted to hand in their reading assignments before you come, so they hand in their assignments in a disorganized pile, mixing one section to the other, in front of the blackboard.

**Analysis:** I noticed that you hosted your two discussions at different times.

**Resolution:** I wrote on the board Adam 9-10 section, and Adam 10-11 section, so your sections could know where to put their homework before you came.

### **Interpersonal Skills**

**Note:** According to [skillsyouneed.com](http://skillsyouneed.com), this website defined interpersonal skills as the skills that are needed to solve problems within a group. However, this class does not assign any group projects, so I do not know any instances in which I showed this skill.

### **Awareness of Limitations**

- Came to your office hour whenever I have a problem:
  - Consulted you in your office hour for my essays to see how I can improve my essay
  - Discussed and review the concepts that I find ambiguous, such as the Ecosystem Service.

### **Emotional Stability**

- Demonstrated emotional growth over the semester
  - At the very beginning of the semester, I came to consult you about my first essay. I was worried because I could not even explain my ideas clearly. However, when I consulted you for my second and fourth essay, I could pin-point my question concisely without showing my anxiety and calmly listened to your advice about where to start my research and what points I should mention in my essay.