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Portfolio

April 29, 2005


To Whom It May Concern:

Over this past semester of enrollment in English 101 I have learned a great deal and feel I have made improvements in the level of my writing and comprehension of the writing process. Through multiple learning experiences I have slowly been reshaped a better and more academic writer. These experiences originated from my class time in English 101 and my English 102 group. 

The main tactic I have learned through my experiences is the use of multiple drafts which has helped to develop the main goals of my English 101 course. The uses of multiple drafts helped to develop critical thinking, by helping to point out flaws in the thesis of the paper. My skills of developing a thesis have grown a great deal from the constant feed back from my peers on my drafts; the feed back helped me to completely develop my thesis.

The thesis lays the ground work for the rest of the paper; from it evidence can be gathered to support it as well as to support the anti-thesis. My research paper goes into details on at least two points of view on the two main topics of discussion which are views on the activity of hacking and cracking. My paper looks at two points of view on hacking, and then at least two views on each of those, this could lead to a level of vagueness in some topics, if my transitions don't work well enough, and the topics can not be linked together by a general reader. I chose to form the paper this way was an attempt to keep the readers attention and inform them to the best of my abilities on my topic. My goal was to inform the reader on the issues, to better educate the general population on the issues. 

Throughout my various works collected here my audience is the same, but the genre of writing is different, which in turn makes my writing shift a bit in tone and structure. The most obvious comparison would be to compare the writing style of my research paper to that of my autobiography; the two papers serve two completely different purposes. The research paper is a more academic paper, well the autobiography is a piece of writing to introduce the reader to who I am and what events in my life I feel made me who I am.

In conclusion, the portfolio that follows is a collection of my work. I feel this collection showcases the skills I have learned through out my past semester and is an example of the best work I have done recently. Thank you for taking the time to read it. 

Sincerely,

Professor Tarr
English 101
April 18, 2005

My name is _____, I was born in Spokane, Washington on March 21st 1986. Through out my life, I have had multiple challenges presented to me, and though some have had slower, longer and harder roads, I have conquered them all. Numerous examples come to my mind but I will focus on the three seemingly biggest from my life. The first major moment was my seventh grade year, the second was running start, and the third was progressing past my natural shyness.

A brief summary of my youth is necessary to understand the challenges addressed. In the year 1990, my father and mother got a divorce, my little sister, baby brother, and I where all really young, and as such the effects of the divorce, where not too horrible. Soon after we couldn't remember having a father in the house, so just a mother, was fine for us, we had our needs full-filled. Through the years, I was gradually, given more responsibility by my mother, in taking care of my younger siblings as she was working and quite busy being a single parent. As such my social life and group skills are rather appalling. Rather, I became quite well acquainted with managing, and parenting my brother and sister. These series of events lead up to my seventh year of public education, which brought the largest amount of emotional damage to me in my life.

To start off with, my father who had always at least lived with in a days drive away, and was planning to move to Kansas. The pain of losing my father was further intensified, as my other major male influence, my Uncle, planned to move to the west coast, into Seattle. My father and uncle moving away were quite painful emotionally. They where shortly followed by the death of my father's pet dog. Her name was Midnight, and she had been left with my mother and us, by our father, she died, of old age, but that blow, just added onto the heap. The major turning

point was when I found out my best friend was moving to the coast as well. This left me socially out of place, since he had been my only real connection to any group; as such I fell out of the social hierarchy relatively quickly. This turn of events further drove me into isolation, having only a very small group of friends, and practically no social life. My natural shyness, really took root during these years, and progressed to the point, I was unable to make many deep and meaningful friendships.

So basically by the end of my seventh grade year, my emotions had literally been beaten senseless, my mind was a war zone, unable to think coherently. I see now a parallel between my life, and a movie I saw with my uncle, Saving Private Ryan. A striking similarity between the hopeless encounter of the defense of the critical bridge, and the continuing emotional attacks on me, in both cases people had reasons to give up. Surprisingly though, neither buckled under the pressure, but rather strived on. Private Ryan demanded to continue the overwhelming task of defending the bridge; similarly I dragged myself up and dove head first into school work, finding it as an escape. My effort, proved quite effective, as my grades slowly rose. This rededication to my scholarly path seems to have done me quite a lot of good, as I worked hard through high school, and yet again earned good grades, slowly finding it too easy, I looked hard for a challenge, and a way to try to build connections.

Running start seemed the perfect thing, a great challenge. So my junior year, I began to attend Eastern Washington University in the afternoons. I knew this could be quite a challenge so I took it slow, taking a single class at the university that year. Through which I finally began to build some relationships, slowly beginning to establish myself, in a way I hadn't at high school. After wetting my foot so to speak in the university I decided that for my senior year I would slip completely into the system. I took a full course load at the university and a class at the high

school. Through the classes at the university I slowly learned social skills, and started to make real friends, helping to start me down the road to over coming my natural shyness, my time spent with people, I could see as my equals, or in some cases superiors in knowledge, really tickled my fancy. Through the university I was given many challenges and towards the end of my time at Eastern, finally in the field I wished to pursue a degree in. It took a bit of time for me to adjust to the university but once I did, I fit right in, and got decent marks. I just finally seemed to find myself, so I began to work on my other problems.

The last major problem I saw that seemed unconquered was my inability to interact well with the opposite sex. So through painstaking learning experience, too numerous and typical to spend time explaining fully, I finally found I was not quite up to playing in the realm of my town. I took my search to the internet and slowly found a web-site which was one of my favorite hobbies, role playing. So over time I slowly built a group of friends on the website, one of which I was interested in as more then a friend, it took seemingly all my courage to finally take the plunge and tell her I liked her, shortly after that me and her became involved. The weirdest part was she only was living on the other side of the state, meaning we could have an actual relationship. This only burned in the back of my mind till this past August when I meet her, and we slowly built a relationship through visits in person. This was a major step forward for me, and hopefully, will lead me to a bright future, with my wonderful, girlfriend beside me.

My life has been up and down, like everyone's, but all in all I find my life satisfying, and I am proud to look back at some of my accomplishments. Through painstaking life lessons I have learned that in the end all that matters is that you have a drive to get what you want. Even over coming ones own short comings, though it takes time, once you do. You know that anything is possible.

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Cyber crime: Computer based Crime

Cyber crime is a criminal action that in some way makes use of computer.

Through these criminal actions a great deal of confidence is lost in the safety of the internet, which adversely affects businesses sales online. The fear of the internet is from the thought of a customer possibly losing money by an individual hacking into the system.

The initial research has lead to these questions. What are various effects of hacking? What is the publics view on hacking? What is the most effective way of tracking down and stopping hackers?

A proper plan of action is to look for additional more focused sources on hacking. The sources will be in the form of articles, books and web-sites. After finding them the subject may have to be narrowed down further, into a specific type or two of hacking.

Annotated Bibliography

Casey, Eoghan, ed. Handbook of Computer Crime Investigation. London: Academic Press, 2002.

This has a lot of information to aid a person investigating a crime, such as how a criminal uses technology. It has examples of the various technologies and tools for finding the information on technology, as well as case studies. This should help with possible solutions and understanding of how the crimes work.

Clifford, Ralph D., ed. CyberCrime: The Investigation, Prosecution and Defense of a Computer-Related Crime. Durham: Carolina Academic Press, 2001.

This book helps to define and flush out what a cyber crime is. It describes laws that exist which govern and determine the crime and the effects of the crime. Also the book has a good amount of references for further research.

Furnell, Steven. CyberCrime: Vandalizing the Information Society. London: Pearson Education Limited, 2002.

The book is a basic study of cyber crime and its effects on today's society. It is an introduction, which will be a useful place to start my research. It lacks great details, but gives numerous examples and basic level concepts.

Martin, Shannon E. Bits, Bytes, and Big Brother: Federal Information Control in the Technological Age. Westport: Praeger, 1995.

It's a view point on how the government treats information on the web and its reactions to cyber crime.

Middleton, B. (2002). Cyber crime investigator's field guide. Boca Raton, FL: Auerbach Publications.

Depicts what a cyber crime is, its history and the current counter measures used to combat them.

Rosenoer, Jonathan. CyberLaw: The Law of the Internet. New York: Springer-Verlag New York, Inc, 1997.

This book is a collection of essays on the laws which govern the internet. I may have to find a newer, similar book, because of the date of publishing.

Hacking: a Social view, a Legal view, and a Scholarly view

The simple word hacking draws thoughts of a group of men in their mid-twenties hunched over computers, hacking into numerous systems simply for their own

amusement; but is this stereotypical view correct? The answer is no, it's not. To start an in-depth look at hacking; one should first define what hacking is. A hacker is a very good programmer who enjoys exploring systems and learning as much from them as they can. *gone?*

What most people think of when the word hacker is mentioned is actually called a cracker, which is a specific type of hacker who breaks a systems security. The term cracker is derived from hackers themselves, to differentiate themselves from those who have reached and will reach a new low in the hacking community. (Furnell, 42) Now that what a hacker is has been clarified, it is time to move into the argument. Teaching students how to hack is a poor way to prepare future system administrators; also legally, hacking like other cyber crimes needs to be distinguished from real world crimes. Finally, the main population of hackers in this society no longer fits the stereotypical hacker's profile, because of the increased ease of new technologies the hacking population has grown to include a multitude of individuals.

In multiple institutions across the country, the practice of teaching the how to's of hacking has become a valuable asset for the subject of information security, a subdivision of computer science. This practice came into existence as a way of preparing future system administrators to develop better defenses for to preventing hacking, and to help them prepare to actively counter hackers in the system. These courses include

programming duels between a student being the hacker and a student being the system administrator whose purpose is to stop the hacker from gaining much access to the system. While this sounds like a viable plan to most individuals, to those in the industry it seems like a waste of valuable time, because out in the real world, the likelihood that one would run into a hacker is very scarce, if existent at all. During an actual career, a system administrator would more than likely simply be cleaning up the mess that a hacker creates, as well as attempting to find a truly successful way of protecting the system from another hacker. This being what the industry is really like, it makes the rather large amount of time spent on in-lab counter measures unnecessary. The training needs to occur, but the main focus needs to shift to possible solutions to hacking, as well as ways of fixing a system that has been torn into by a hacker. (Clarkson)

One other worrisome fact about the training these students receive is that they are not trained as well on the ethics of using the hacking skills students are taught, as they are trained how to use the software. The way that educators present the information for programming is rather ambiguous (Poteat). They give the students the tools to build impressive things with, but they generally skim over the ethical uses of these skills. This has been the case mainly because teaching a student to program in itself is quite an undertaking. The way one has to think to be able to program is so abstract; that it is easy to just push ethics aside to begin with, the problem is they are not taught later on, either. The lack of ethical training to fit with the technological training makes it more likely that a student may not use his skills in a ethically; such as hacking the college's own network. (Clarkson)

The attack on college networks from their own students has not gotten the response from the schools that such attacks deserve. If these events were to take place in the real world such as in a corporation the perpetrating student(s) would have been slapped with very severe legal charges. The colleges' lack of proper consequences are helping reinforce the lack of ethical training in their departments. The schools should respond as a major corporation would to drive home that, students must face the legal consequences of their immoral actions. (Clarkson)

Hacking from a legal view point is the cyber world's version of breaking and entering; the problem with that analogy is that, with the cyber world, there is always a layer of ambiguity. This layer of ambiguity is what requires hacking to have its own specific laws (Clifford, 11-69). The government's treatment of laws dealing with hacking along with other cyber crimes has been to simply make new laws, with very detailed series of points that need to be proven to show that someone has broken the law (Martin, 55-67). A very important point that must be proven to prosecute any hacker is that he broke into the system with malicious intent, or there is evidence that his intrusion could cause problems for the system he broke into (Casey, 395-413). The suspect also must have traces at least of hacking operations, as well as proof that the hacking programs were used to make an illegal action (Middleton, 88-89). Other than those points needing to be proved, hacking has a very black and white depiction in the laws. (Rosenoer, 167)

Hackers, though, do not have such a black and white view of themselves, nor does the general public when they hear about and look at hackers. An objective look at a hacker reveals a lot more about them than either of these points of views. A hacker views

himself as a learner, simply exploring systems which were wide open for exploration, as well as valuable citizens that are showing companies flaws in their security systems by breaking in through weak points. The truth of this is that hackers are criminals; they are breaking into a system and gaining access to information they are not meant to have.

They are not performing a service for the companies either, because there is a group of workers out there, who are former hackers, testing the systems. If the companies wish, they can hire people to do it, rather than let some random hacker do it.

Society sees hackers as a stereotype, and as a rather mysterious idea at that, simply a group of people who are not part of society, and so they lash out through the center of their life, technology. The truth of the matter is that hackers are of all ages and genders nowadays. It is very easy to get the tools to hack into another person's system. These tools have been released by more experienced and knowledgeable hackers, and are used by those without as much technical prowess. This knowledge is even up for sale in the forms of books, such as Hacking exposed : network security secrets & solutions by McClure which in the book he describes vulnerabilities to various operating systems and possible solutions to these vulnerabilities. As such, society's belief that all hackers are very well informed and technically inclined teenage males is wrong; in reality it could be practically anyone with access to the internet.

Hacker's society is made up over a very large and diverse group of people. This society is based around electrical communication, because of this a hacker's true identity, is a difficult thing to find out. The lack of a traditional identity is a possible reason why internet use is so popular. This lack of identity can allow some negative traits people try

to hide or cover up in the real world to slip out in the cyber world. The world of hackers is a very complex system. There are those hackers which are actual programmers and know what they are doing and could do to break into systems, and then there are those who have no real specialized knowledge in using a computer. Those hackers who lack programming skills use programs designed by the hackers who can actually hack with their own skills. The hackers without the ability to hack themselves can also learn some basics through online groups, and posting by more experienced hackers. (Denning) This leads to a new group of hackers with no flushed out technique or a high level of expertise using the programming skills they have acquired, but who are able to cause just as much damage as a skilled hacker, through use of various tools freely available online.

Hacking communities are large and diverse now that there are a multitude of various forms of hackers, this was touched on lightly in the introduction by the inclusion of the term cracker, but to further expand it some hackers today have become hactivists. These are individuals who use hacking skills to try and get a point across on the internet (Manion). This relatively new movement and has slowly been building up over several issues, in this field the largest numbers of known female hackers exist. (Adam)

The lack of a traditional identity makes it hard to truly classify what hacking society is. Hacking has shifted from small groups of people working the late shift in computer labs to that of people using the internet to hack with and through. In the traditional world of hacking, which consisted of small groups, after hours at computer labs who work together to break into systems, this environment discouraged women from joining hacking groups and participating. Once the internet became more prominent and a

greater number of computers and networks where connected together, it allowed hackers to simply communicate over the internet, and practice their activities at any hour of the day. This environment would be much friendlier to woman than the traditional world of hacking, but even with this significant change it appears as if woman hackers are few and far between. The exact reason for this is hard to pinpoint. One major reason is the lack of true identity on the internet, as such one can never be truly sure whether a hacker is male or female unless said hacker was tracked down and was willing to give truthful information about him or herself. (Adam)

In conclusion, hacking is a very controversial topic, having many points where in-depth analysis is still necessary, and general knowledge needs to be taught to the general public. Hacking can be viewed from numerous points of view, but all of them lead to the same conclusion, which is that hackers, like some other criminals, believe they are doing something that is right of a benefit to the general society. To conclude through the analyze of the information it becomes clear that the general public has a very poor understanding of what a hacker truly is, and further education is necessary for the general public to be adequately prepared to understand this unique set of individuals.

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Hacking Society: Social view, Legal view, and Scholarly view

The simple word hacking draws thoughts of a group of men in their mid-twenties hunched over computers, hacking into numerous systems simply for their own amusement, but is this stereotypical view correct? The answer is no, it's not, to start an in-depth look at hacking; one should first define what hacking is. A hacker is a very good programmer who enjoys exploring systems and learning as much from it as they can.

What most people think of when the word hacker is mentioned is actually called a cracker, which is a hacker who breaks a systems security. The term cracker is derived from hackers themselves, to differentiate themselves from those of them who reach a new low in the hacking community's eyes. Now that a hacker has been defined, it is time to move into the depths of the discussion. To teach students how to hack is a poor way to prepare future system administrators. Plus, legally, hacking, like other cyber crimes, needs to be distinguished from real world crimes. Finally, the stereotypical hacker is no longer the main population of hackers in this society of easier and easier technologies.

In multiple institutions across the country, the practice of teaching how to hack has become a valuable exercise in the subject of information security, which is a subdivision of computer science. This practice came into existence as a way to prepare future system administrators to develop better defenses to prevent hacking, and to help them be prepared to actively counter a hacker in the system. These courses include programming duels between a student being the hacker and a student being the system administrator who is meant to stop the hacker from gaining too much access to the system. While this sounds like a viable plan to most individuals, to those in the industry it seems like a waste of valuable time, because out in the real world, the likelihood that one

would run into a hacker is very scarce, if existent at all. During an actual career, a system administrator would more than likely simply be cleaning up the mess that a hacker creates, as well as attempting to find a truly successful way of protecting the system from another hacker. This being what the industry is really like, makes the rather large amount of time spent on in lab counter measures unnecessary. The training needs to occur, but the main focus needs to shift to possible solutions to hacking, as well as how to fix the system that has been torn into by a hacker.

One other worrisome fact about the training these students receive is that they are not trained as well about the ethics of using the skills students are taught as they are about how to use the software. The way that educators presents the information for programming is rather ambiguous they give you the tools to build impressive things with, but generally skim over the ethical uses of these skills, this has been the case mainly because teaching a student how to program in it is quite an undertaking. The way one has to think to program is so different; that it is easy to just put the ethics aside to begin with, the problem is that they are not taught later on. The lack of ethical training matched with the technological training makes it more likely that a student may use his skills in a non-ethical way, such as hacking the college's own network.

The attacks on college's networks from their own students have not gotten the responses from the schools they deserve. If these events had taken place in the real world such as a corporation the perpetrating students would have been slapped with very severe legal charges. The college's actions are helping to reinforce the lack of ethics for use of the skills these students learn. The school should respond as if it was the real world, and

not just the college campus, to drive home that students have consequences they have to deal with concerning actions that are illegal.

Hacking from a legal view point is the cyber world's version of burglary; the problem with that analogy is that, with the cyber world, there is always a layer of ambiguity. That layer of ambiguity is what requires hacking to have its own specific laws. The government's treatment of laws dealing with hacking along with other cyber crimes has to simply make a new law, with a very detailed series of points that need to be proved, to show, that one broke the law concerning that activity. A very important point that must be proved to prosecute any hacker is that he broke into the system with malicious intent, or knowledge that his intrusion could cause problems for the system he broke into. Other than that point needing to be proved, hacking has a very black and white depiction in the laws.

Hackers, though, do not have such a black and white view of themselves, nor does the general public when they hear about and look at hackers; but an objective look at hackers, reveals a lot more about them than either of these points of views. A hacker views himself as a learner, simply exploring systems which were wide open for exploration, as well as valuable citizens that are showing companies flaws in their security systems by breaking in through weak points. The truth of this is that hackers are criminals; they are breaking into a system and gaining access to information they are not meant to have. They are not performing a service for the companies either, because there is a group of workers out there, who are former hackers, who test the systems. If the companies wish, they can hire someone to do it, rather than let some random hacker do it.

Society sees hackers as a stereotype, and as a rather mysterious idea at that, simply a person who is not part of society, and so they lash out through the center of their life, technology. The truth of the matter is that hackers are of all ages and genders nowadays. It is very easy to get the tools to hack into another person's system. These tools have been release by more experienced and knowledgeable hackers, and are used by those without as much technical prowess. As such, society's belief that all hackers are very well informed and technically inclined teenage males, when in reality it could be practically anyone with access to the internet.

In conclusion, hacking is a very controversial topic, which has many points where in-depth analysis is still needed, and general knowledge needs to be taught to the general public. Hacking can be viewed from numerous points of views, but all of them lead to the same conclusion, which is that hackers, like some other criminals, believe they are doing something that is right and necessary for the world to function. Another conclusion is that the general public has a very limited view of what a hacker is, and needs a great deal of education to teach them what a hacker is, and to attempt to remove the stereotype from the general public mind is also necessary.

Professor Tarr
English 101
March 3, 2005

My name is

I was born in Spokane, Washington on March 21st 1986. Through out my life, I have had multiple challenges presented to me, and though some have had slower, longer and harder roads, I have conquered them all. Numerous examples come to my mind but I will focus on the three seemingly biggest from my life. The first major moment was my seventh grade year, the second was running start, and the third was progressing past my natural shyness.

A brief summary of my youth is necessary to understand the challenges addressed. In the year 1990, my father and mother got a divorce, my little sister, baby brother, and I where all really young, and as such the effects of the divorce, where not too horrible. Soon after we couldn't remember having a father in the house, so just a mother, was fine for us, we had our needs full-filled. Through the years, I was gradually, given more responsibility by my mother, in taking care of my younger siblings as she was working and quite busy being a single parent. As such my social life and group skills are rather appalling. Rather, I became quite well acquainted with managing, and parenting my brother and sister. These series of events lead up to my seventh year of public education, which brought the largest amount of emotional damage to me in my life.

To start off with, my father who had always at least lived with in a days drive away, and was planning to move to Kansas. The pain of losing my father was further intensified, as my other major male influence, my Uncle, planned to move to the west coast, into Seattle. My father and uncle moving away were quite painful emotionally. They where shortly followed by the death of my father's pet dog. Her name was Midnight, and she had been left with my mother and us, by our father, she died, of old age, but that blow, just added onto the heap. The major turning

point was when I found out my best friend was moving to the coast as well. This left me socially out of place, since he had been my only real connection to any group; as such I fell out of the social hierarchy relatively quickly. This turn of events further drove me into isolation, having only a very small group of friends, and practically no social life. My natural shyness, really took root during these years, and progressed to the point, I was unable to make many deep and meaningful friendships.

So basically by the end of my seventh grade year, my emotions had literally been beaten senseless, my mind was a war zone, unable to think coherently. I see now a parallel between my life, and a movie I saw with my uncle, Saving Private Ryan. A striking similarity between the hopeless encounter of the defense of the critical bridge, and the continuing emotional attacks on me, in both cases people had reasons to give up. Surprisingly though, neither buckled under the pressure, but rather strived on. Private Ryan demanded to continue the overwhelming task of defending the bridge; similarly I dragged myself up and dove head first into school work, finding it as an escape. My effort, proved quite effective, as my grades slowly rose. This rededication to my scholarly path seems to have done me quite a lot of good, as I worked hard through high school, and yet again earned good grades, slowly finding it too easy, I looked hard for a challenge, and a way to try to build connections.

Running start seemed the perfect thing, a great challenge. So my junior year, I began to attend Eastern Washington University in the afternoons. I knew this could be quite a challenge so I took it slow, taking a single class at the university that year. Through which I finally began to build some relationships, slowly beginning to establish myself, in a way I hadn't at high school. After wetting my foot so to speak in the university I decided that for my senior year I would slip completely into the system. I took a full course load at the university and a class at the high

school. Through the classes at the university I slowly learned social skills, and started to make real friends, helping to start me down the road to over coming my natural shyness, my time spent with people, I could see as my equals, or in some cases superiors in knowledge, really tickled my fancy. Through the university I was given many challenges and towards the end of my time at Eastern, finally in the field I wished to pursue a degree in. It took a bit of time for me to adjust to the university but once I did, I fit right in, and got decent marks. I just finally seemed to find myself, so I began to work on my other problems.

The last major problem I saw that seemed unconquered was my inability to interact well with the opposite sex. So through painstaking learning experience, too numerous and typical to spend time explaining fully, I finally found I was not quite up to playing in the realm of my town. I took my search to the internet and slowly found a web-site which was one of my favorite hobbies, role playing. So over time I slowly built a group of friends on the website, one of which I was interested in as more then a friend, it took seemingly all my courage to finally take the plunge and tell her I liked her, shortly after that me and her became involved. The weirdest part was she only was living on the other side of the state, meaning we could have an actual relationship. This only burned in the back of my mind till this past August when I meet her, and we slowly built a relationship through visits in person. This was a major step forward for me, and hopefully, will lead me to a bright future, with my wonderful, girlfriend beside me.

My life has been up and down, like everyone's, but all in all I find my life satisfying, and I am proud to look back at some of my accomplishments. Through painstaking life lessons I have learned that in the end all that matters is that you have a drive to get what you want. Even over coming ones own short comings, though it takes time, once you do. You know that anything is possible.

Works Cited

Saving Private Ryan. Dir. Steven Spielberg. Perf. Tom Hanks, Tom Sizemore, Edward Burns, Matt Damon. DreamWorks. 1998.

Rough Draft

April 19, 2005

To Whom It May Concern:

Over this past semester of enrollment in English 101 I have learned a great deal and feel made improvements in the level of my writing and understanding of the writing process. Through multiple learning experiences I have slowly been reshaped as a writer to a better and more academic writer. These experiences originated from my class time in English 101 and my English 102 group.

The main tactic I have learned through my experiences is the use of multiple drafts which has helped to develop the main goals of my English 101 course. Through the uses of multiple drafts helped to develop critical thinking, by helping to point out flaws in the thesis of the paper. My skills of developing a thesis has grown a great deal from the constant feed back from my peers on my drafts, the feed back helped me to completely develop my thesis.

The thesis lays the ground work for the rest of the paper; from it evidence can be gathered to support it as well as to support the anti-thesis. My research paper goes into details on at least two points of view on the three main topics of discussion which are views on the activity of hacking and cracking. My paper looks at three points of view on hacking, and then at least two views on each of those, this could lead to a level of vagueness in some topics, if my transitions don't work well enough, and the topics can not be linked together by a general reader. I choose to form the paper this way, to hopefully avoid losing the reader, by going into to deep of a look at a topic, and losing the reader. My goal was to inform the reader on the issues, to better educate the general population on the issue.

Throughout my various works collected here my audience is the same, but the genre of writing is different, which in turn makes my writing shift a bit in tone and structure. The most obvious comparison would be to compare the writing style of my research paper to that of my autobiography; the two papers serve two completely different purposes. The research paper is a more academic paper, well the autobiography is a piece of writing to introduce the reader to who I am and what events in my life I feel made me who I am.

In conclusion, the portfolio that follows is a collection of my work. I feel this collection show cases the skills I have learned through out my past semester and is an example of the best work I have done recently. Thank you for taking the time to read it.

Sincerely,