

Teaching Philosophy for Writing courses

Courses Taught:

- Advanced Writing (3 sections)
- Composition I (2 sections)
- Composition II

Teaching Philosophy:

Empowering Writers through Reflection, Rhetoric, and Revision

Writing is a process of meaning-making and self-discovery. My student-centered approach emphasizes inclusivity, reflection, and rhetorical adaptability. I encourage students to see writing as a transformative process that sharpens critical thinking and communication skills for academic and real-world contexts.

Building a Collaborative and Inclusive Writing Space

Students bring diverse linguistic and cultural backgrounds into the classroom, and I embrace this diversity as a strength. Inspired by April Baker-Bell's *Linguistic Justice*, I encourage students to write authentically and confidently while engaging in a supportive peer-review culture that fosters both voice and rhetorical awareness.

Writing as an Iterative and Social Process

Writing is ongoing, not a final product. I implement portfolio-based assessments that prioritize growth over perfection. I help students refine their work through drafting, feedback, and revision. Assignments build genre awareness, allowing students to adapt their writing for varied audiences—whether for opinion pieces, research papers, or digital content.

Kindness and Trust in Writing Instruction

A pedagogy of kindness emphasizes the role of compassion and trust in transformative learning experiences (Denial, 2019). Kindness fosters intellectual risk-taking, collaborative revision, and writing confidence. By framing feedback as a dialogue rather than critique, students learn to approach revision as an opportunity for growth.

Technology and Multimodal Composition

I integrate digital tools and multimodal assignments to prepare students for a digitally networked world. Through AI-assisted brainstorming, podcast scripting, and visual storytelling, students engage with writing beyond academic contexts, developing adaptability for diverse rhetorical situations.

Work Cited

- Baker-Bell, April. *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. Routledge, 2020.
- Denial, Catherine. "A Pedagogy of Kindness." *Hybrid Pedagogy: A Digital Journal of Learning, Teaching, and Technology*, 2019.