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Philosophy of Writing Instruction

Writing can be a daunting task, especially if students view it as an abstract process that has little relevance to their academic performance, daily interactions, and career goals. I aim to reinforce the importance of written communication and encourage students to write by considering the various groups they might need to address and the goals they wish to accomplish. My personal experience with academic writing has led me to believe that writing is both an art and a science.

The scientific approach to writing has proven to be effective, but may also be elusive to some.

I view teaching and learning to write as active processes that develops much in the same way as learning any skill. It begins with an idea. Transforming the way students meet the task of writing as a chore starts with creating a safe environment where everyone feels comfortable with sharing their experiences. Creating a classroom community arises with discovering who my students are and where there coming from. I would begin this process by first learning their names and encourage them to do the same.

To facilitate a comfortable atmosphere I will freely confess to the class my own anxieties about writing. I will communicate the inspirations from others who have helped me to overcome some of my struggles. We all learn differently and sharing the events of our lives with those around us are valuable aspects of learning. Taking a variety of courses has enabled me to relate with a heterogeneous group of students whose needs and foundations vary greatly. Everyone comes to class with prior knowledge and skills. The ability to connect with students cultivates classroom discussion and enriches working relationships with peers.

I will bring to my classroom the techniques that other instructors have used to inspire me to write. Writing is not a solitary task and learning to write develops from writing. I would encourage my students to keep a journal and provide various means to generate ideas to write about, such as visual arts, articles from local newspapers, websites, etc. I believe that incorporating technology, such as class discussions in *elearning*, fosters a collective space where students can share ideas and get help from each other outside of the classroom. I aim to incorporate the resources available here at WMU; the writing center, class visits from tutors, writing and library faculty are all priceless tools that I believe will enhance students’ academic performance.

My goal is to help students overcome the frustration and fear of communicating/writing, to develop their skills and enrich their interest, by learning in an environment that is personally, culturally, and academically relevant to my students. I will let them know that I am probably only fifteen minutes ahead of them in the writing process and I am certain that I will learn as much from my students as they will from me. Through these approaches, I endeavor to empower student success by creating an environment committed to the learning process as an innovative venture. I believe that the classroom community is vital to students’ learning. I highlight it is not only my role in this process, but each and every student and their unique input.