Teaching Philosophy

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In my experience as both a first-year composition (FYC) instructor and a peer-to-peer writing tutor, I have developed an approach to education which places value not only on what I can teach students, but also on **what students already know**. Whether in the writing center or in the classroom, my role is to facilitate learning by communicating **writing studies concepts and scholarship** in a way that is **accessible to first-year students** and allows them to **name and reflect upon the diverse perspectives and knowledges** they carry. Through this, I aim to foster an understanding of writing as highly **contextual, rhetorical, and communal**: an understanding which will continue to inform students' writing processes and rhetorical decisions **across disparate writing situations** throughout their academic, professional, civic, and personal lives.

My pedagogical approach blends feminist pedagogy (hooks, 1994; Ratcliffe, 1999) and culturally sustaining pedagogy (Paris, 2012) to promote a community of student writers who **listen both critically and compassionately** to the experiences of their peers, their audiences, and themselves. I believe writing is an inherently social and reciprocal practice. To truly foster conversation and equitable collaboration, I cannot position my disciplinary knowledge as the instructor as more important than the personal and cultural knowledges of my students. Instead, by candidly acknowledging the role of **power in writing and the writing classroom** and **inviting student input** on fair course expectations, I challenge the top-down classroom hierarchy while also **modeling rhetorical listening practices** students can then apply in collaborative activities with their peers.

These practices also lend themselves to an **emphasis on reflection**, as students learn to listen to themselves and critically consider their **unique values, voices, and writing strategies**, as well as how these might adapt to and/or resist conventions across writing contexts. As an educator, one of my primary goals is to leave students with a **greater understanding of and appreciation for their own writing processes**, as well as an awareness of the **inherently recursive and reflective** nature of writing. By positioning myself not as a teacher imparting incontestable wisdom, but rather as a facilitator offering tools and information to **guide students' learning and reflection** based on a combination of writing studies theory, research, and students' own preexisting knowledges, I hope to empower all of my students to **view themselves as writers** in their own right, helping them to **gain transferable writing skills** on top of what they already know.