

# Falicya D Crace: Teaching Philosophy

*“Teachers affect eternity. They never can tell where their influence stops.”- Henry Brooks Adams*

My teaching philosophy is based on my belief that the activities of reading and writing helps us draw meaning from our personal experiences by prompting us to think creatively about our world; reading and writing inspire us to live enthusiastically rather than simply to be present. The study of writing makes us enhanced readers and writers of human experiences. To convey my belief to my students, we practice an individual approach to personal writing and texts. My course assignments and classroom space encourage individual thought and the diversity of discourses and writing styles to support students in cultivating the writing and reading skills essential for effective composition and communication. During my teaching practice, I strive to meet the following goals.

## **Encourage critical thinking and creativity.**

Open class conversation and active participation from my students is vital to a healthy classroom and my teaching practice. In teaching professional texts, I emphasize the variety of interpretations possible while keeping in mind the primary discourses of my students, and the various critical explanations of the texts from students. I encourage students to frame and share their own responses in class discussions regarding the texts we study. To generate a space of confidence, I strive to demonstrate respect for all students' responses when discussing them in class; but I also challenge students to support their views with evidence from the texts and to question the interpretations of other students and myself propose. For composition assignments, I conduct “writer’s workshop” in which students read and evaluate drafts of three other students work per workshop. This collaborative- learning approach allows students to give and receive constructive criticism from their peers and professor. This approach allows students to benefit from the critical abilities and diverse interpretive styles of their fellow classmates in making their own composition decisions. This approach also allows for the creativity within the students to come to the forefront before, during, and after workshops.

## **Captivate students’ curiosity and show the significance of reading and writing to their lives.**

My classroom encourages and invites students’ personal involvement with course assignments in multiple ways. Each student is asked to write in a prose journal daily for ten minutes daily. A student can volunteer to open up class discussion with their journal entry with his/her questions about the entry and/or the assigned reading for that day. The writing assignments offer a wide range of topics the students are experts on. I invite students to write about topics that are personal, peek their individual interest, and involve their personal experiences. I also use a variety of teaching supplements,

including, cartoons, interactive websites, journals, and a wide scope of texts to enrich students' engagements with writing and texts. My multimodality approach invites students to engage with texts and writing in a way that is familiar and allows them to find a mode that works for their personal learning style. The variety of teaching supplements and focusing on personal writing allows students to begin to see their works and works of others as "living" texts that become part of their lives and discourse. This intertextual importance supports students in recognizing the continuing influence of texts and their relevance to their own lives.

### **Recognize and support each student as an individual learner.**

Even in bigger classes, I aim to give each student personal attention and become accustomed with his/her scholastic necessities. For the majority of writing assignments, I hold student/teacher conferences or group conferences with no more than three students per group. I make myself available for other consultations throughout the semester as students' request. I also strive to assure that my communication with students' contributes to their sense of self-assurance in their reading and writing capabilities. I welcome opportunities to see and read students personal and nonacademic compositions they want to publish. As a result of displaying passion for my students work and teaching reading and writing; I show my students my dedication to them as individuals, which often inspires in them a greater enthusiasm to reading, writing, and the course.

### **Join in as a fellow learner**

I have found that learning from my students is one of the most gratifying aspects of teaching. While offering students my understanding and involvement on the topic of reading and writing, I encourage them to use that knowledge as a starting point for developing their own practices to reading and writing; I am eager to review my views and learn from my students discoveries regarding my reading and writing practices. I have confidence that much accessibility promotes a space of mutual respect that is valuable to teaching and learning. Student recommendations concerning my style of teaching are also vital to me in improving the efficiency of my instruction. For me teaching is as much a practice of learning as of teaching.