**My New Writing Beliefs and How I will Implement them when I Teach**

**Brady Hurlich**

**Introduction**

 There was a lot of content and large ideas talked about in this class, and I definitely am taking a couple nuggets of wisdom to use when I teach. This class has done something that no other teacher has achieved, to get myself to change my views on writing and English education. Reading, discussing, and thinking of how some writing beliefs can be implemented in the future has opened my eyes to what writing is and what it can be for my future students. This class has also encouraged me to write a little, something I never thought I would do.

**Belief One: Writing is an Ever-Evolving Process**

 Writing is a method to share ideas and goes through many processes as it evolves. Students must decide the topic, formality, and additional factors which shape their piece. This continuous change is further represented with the writing process itself. The writing process changes to suit different audiences and purposes (Runkel (qtd. in Hawkins and Razali p313 2012)). Students need to adapt their writing form so it supports the writer’s intention, thus the student must decide and alter their process.

 writer’s process changes and evolves as they learn and sharpen their writing skills. I learned how there isn’t a tangible end goal for writing, as the skills extend beyond a set limit and is diversified by the type of writing one practices. A person’s writing ability constantly evolves based on day-to-day factors and specific writing instruction. Practice does not make perfect in writing since there isn’t a perfect form; practice evolves one’s writing skills and creates noticeable change over time.

**Practicing the Evolution of Writing Development**

 Since many students believe they are “bad writers”, I thought of a practice I can implement when I teach writing instruction that will improve student’s confidence in writing and motivate them to continue their writing development in and outside of an academic setting. My practice involves giving a free writing prompt to my future students at the beginning of the school year, saving it, and showing it to them after having them write about the same topic. Students will be able to compare and see their progress, something highly valued by young students because visible progress is closely linked with success. After seeing their writing skill progression, students may become intrinsically motivated to continue writing and become conscious writers, as they think and track their own progress.

**Belief Two: Students Should have Opportunities to be Active in their Writing Education**

 Writing in of itself is a creative process, allowing students to share their ideas and knowledge with others. Although this is a way students have the right to write, they may feel a loss of power and become frustrated because they may have to write about a teacher’s chosen topic, which the student “couldn’t care less about.” Teacher do not have to leave students out of power and merely follow teacher directions to a fault. They can make decisions, with some suggestions from the teacher. Professor Maggie Chace suggested students can be involved in co-creating a rubric for an assignment (Chase p168 2012). Chace noticed how students were more eager to write when following a rubric they co-created, allowing students the opportunity to be active in their education may build trust and respect among teachers and students because this act demonstrates that the teacher values what his/her students say and their ideas.

**Practicing how to Encourage Students to be Active Learners**

 I will include a couple opportunities for students to take an active role in their writing instruction. By creating a handful of writing prompts, students will have a choice in what prompt they want to write about. Providing a variety of different prompt topics allows students to choose the prompt that is most appealing. This may encourage students to write passionately about the topic the like and become enthusiastic in their writing. Another was to incorporate student activeness is to co-create a rubric, modeling how Professor Maggie Chace identified (Chace p167 2012). My only concern is the potential risk of giving away too much power, resulting in students becoming disrespectful and not conforming to my instructional standards. I realize this practice needs an appropriate balance to prevent a classroom riot yet still encourage students to participate in their writing instruction.

 I also plan on encouraging students to actively participate in writing conferences. Students will be able to see the direction their writing development takes and be able to share their own ideas. This practice fosters individual thought and metacognition by having students think about their own progress. Not all students will be ready for an increase about of activeness in their instruction, and that is perfectly acceptable. All students have different levels of performance, and it is necessary to gage their writing and thinking ability.

**Belief Three: The Inclusion of Code Meshing**

 Multilingual students may feel uncomfortable when conforming to a lingual code different from their native language. Forced code meshing may limit the student’s ability to share their unique ideas as it may tax their thinking process. An article from the International Literacy Association identified how conforming to dominant American English can hinder multilingual student’s ability to communicate their ideas, written and orally (Lee and Handsfield p159 2018). Multilingual students do not have to feel targeted and prevented from expressing their ideas. The article identified how meshing different lingual codes can create a wonderful and unique piece of writing that can celebrate several linguistic cultures and allows a student to fully express themself (Lee & Handsfield p160 2018).

**Incorporating Code Meshing in Writing Instruction**

 I came from a culturally diverse area which multiple spoken languages and English dialects. Encouraging code meshing can be done though daily tasks and different assignments. Students can work on a classroom activity where they write about something from their culture or a unique memory and share their free writing in groups. It is imperative that I establish an inclusive and supportive classroom environment so multilingual students feel comfortable in using their natural English dialect. Students may take pride in their linguistic culture and I believe that encouraging code meshing can allow a student to fully show their thoughts and ideas on their diversified linguistical palate.

**Including Family, Culture, and Community in Writing Instruction**

 Students are heavily influenced by these factors and often take pride in their heritage. Most non-white cultures may be excluded in education and in writing instruction. A person’s culture is an important part of themselves, and it should be included in some academic ways.

**Incorporating Family, Culture, and one’s Community in Writing Instruction**

These factors are important to a student’s identify. Writing about a personal passion can encourage students to write to the best of their ability, especially if their work will be posted on the walls or shared with family/community members. Including poetry slams and inviting parents or siblings to an open event may be exciting for students to show their writing ability, and to take pride in their culture and family. I plan on having at least one opportunity for students to write about their culture and how they interact with their community. I know my students and their families will take pride and appreciate the effort their child showed to honor their culture and family. This is also another way to build bridges between different ethnic groups and increase inclusiveness across race and gender, something desperately needed in today’s world.

**Conclusion**

Your class has changed my writing belief and made me excited to eventually teach English and writing instruction. I plan to encourage students to further develop and evolve their writing skills, be active in their writing instruction, incorporate code meshing to fully express their ideas, and to incorporate student’s families, cultures, and communities in their writing instruction. These ideas help bring out the best in students and encourage them to take pride in themselves and those precious to them. I am excited for what the future holds; I am ready to make a difference in student’s opinions about writing like how you changed mine. Thank you.

**References**

* Chace, Maggie. Revision Process and Practice: A Kindergarten Experience. *Language Arts*. Vol 89. No 3. February 2012
* Hawkins, Lisa K. & Razali, Abu Bakar. A Tale of 3 P’s—Penmanship, Product, and Process. *Language Arts*. Vol 12. No 5. May 2012
* Lee, Alice Y. & Handsfield, Lara J. Code-Meshing and Writing Instruction in Multilingual Classrooms. *The Reading Teacher*. Vol. 72. No. 2. September/October 2018