

## Statement of Teaching Philosophy

As a writing teacher, I inspire learning and induce an environment that nurtures the students' confidence to explore the fundamentals of writing. The classroom setting is flexible and responsive to the collective culture of the students, facilitating self-acceptance and innovation. This type of structure encourages students to move beyond comfort zones and expand their interests. Students learn the mechanics and techniques of writing while simultaneously discovering their creative and analytical abilities. Through writing activities and workshops, the students recognize self-inflicted limitations, develop their strengths, and acknowledge weak areas to create an internal balance that does not stifle creativity.

I do not employ the traditional lecture/listen methodology; instead, I create an interactive environment using new media and technology, scenarios, and simulated environments that the students can relate to. The students learn several types of writing and view examples of each. They perform a series of projects using visual mediums, such as YouTube videos, commercials, soundbites, podcasts, blogs, and a myriad of other communication ducts. Students use these mediums for entertainment, so incorporating them into their learning environment engages them and enriches their ability to retain information.

Students must learn the difference between scholarly, academic writing and business writing before they graduate. In classroom exercises, students encounter situations that occur in corporate, business, and freelance writing settings. The students learn to make decisions that affect a business' bottom-line and their future. These collaborative workshops help students to abbreviate and assuage their writing to meet deadlines, work with editors, and develop a comfortable, confident writing framework and identity. As well as teaching students to be conscious, versatile writers, my philosophy includes giving students a clear segue from academic writing into other forms of writing.

My goal is to expand and enrich students' ability to discuss, analyze, and recognize different writings and techniques in an environment that incubates confidence and versatility. In the end, students learn the aesthetics, cadence, and rhythm of effective and clear writing and develop their own unique critical, analytical, and creative writing voice.