

## Core Principle: Reflection

### Abbreviated Course-specific Principle

ENGL 1105: Reflective Practice	ENGL 1106: Reflective Interaction
<p>You will have <b>applied</b> feedback from instructor, peer, and individual reflection to rethink, re-see, and ultimately revise your work.</p> <ul style="list-style-type: none"><li>• Student reflects on his/her own.</li></ul>	<p>You will have <b>shared</b> your work with your instructor, peers, and/or the university community and accounted for the impact of such interaction on composition.</p> <ul style="list-style-type: none"><li>• Student reflects along with the instructor and/or other students</li></ul>

### Reflection defined:

Reflection refers to the act of looking back on past thoughts, actions, and learning and processing those experiences. In the first-year writing classroom this could mean thinking over the production of a given assignment or reaching back to memories of reading and writing in high school or earlier. As instructors we hope to foster metacognition through reflection, asking students to re-examine their thinking in order to grow as writers. We encourage students to make connections between what they have done before and their new writing challenges as college students.

In *Reflection in the Writing Classroom*, Kathleen Blake Yancey identifies three main types of reflection:

1. Reflection-in-action: “the process of reviewing and projecting and revising, which takes place within a composing event, and the associated texts.”
2. Constructive Reflection: “the process of developing a cumulative, multi-selved, multi-voiced identity, which takes place between and among composing events, and the associated texts.”
3. Reflection-in-presentation: “the process of articulating the relationships between and among the multiple variable of writing and the writer in a specific context for a specific audience, and the associated texts.” (13)

Reflection can refer to a type of genre of writing or to the act of reflecting within different writing exercises or verbal exchanges. The literacy narrative, for example, is a genre that asks students to engage in reflection-in-presentation. Talking through one’s thinking process with another student during peer review is another form of reflection.

### Introductory Moment of Reflection (Writing Activity)

*Looking back on your time as an instructor or a student in ENGL 5004, what have you learned about writing instruction? How have your views on writing instruction changed? What, if anything, do you intend to do differently when teaching this fall?*

### Reflection in Practice: What We Want Students to Learn (Write-Pair-Share)

*What are some of the goals of reflection in a writing course? (for example, fostering metacognition or encouraging students to make connections)*

Reflective Practice Examples	Reflective Interaction Examples
<ul style="list-style-type: none"><li>• Narrative Essays</li><li>• Reading Reflection</li><li>• Cover Letters for specific assignments</li><li>• Process Notes</li><li>• In-class Reflection</li></ul>	<ul style="list-style-type: none"><li>• Pair, Group, or Class discussions</li><li>• Peer Review</li><li>• Conferences</li><li>• Class Blog (or other electronic common space)</li></ul>

### **Reflection and ENGL 1105 and 1106 (Write-Pair-Share)**

*How might fostering reflection help you to achieve the course goals in ENGL 1105 (or 1106)?*

### **When Do You Use Reflection and Why? (Small Groups)**

*What occasions/circumstances/points in the course might you ask students to reflect and why? What benefit might there be to reflecting at the beginning of the semester? The end? After a given exercise or assignment?*

### **Reflection and Portfolios/ePortfolios (Group Discussion)**

*How could portfolios/ePortfolios foster reflection?*

### **Instructor Takeaways**

- *What, if anything, did you learn about reflection that you may incorporate into your classes?*
- *Has your definition or understanding of reflection changed?*

### **Suggested Reading**

Fiscus, Jaclyn M. "Genre, Reflection, and Multimodality: Capturing Uptake in the Making." *Composition Forum*, vol. 37, 2017, <http://www.compositionforum.com/issue/37/genre.php>.

Jankens, Adrienne. "Learning How to Ask Writing Questions with Rhetorical Reflections." *Composition Forum*, vol 41, 2019, <http://compositionforum.com/issue/41/rhetorical-reflections.php>.

"What Are Some Strategies for Reflection Activities?" *UMSL Center for Teaching and Learning*, n.d., <http://www.umsl.edu/services/ctl/faculty/instructionalsupport/reflection-strat.html>.

Yancey, Kathleen Blake. *Reflection in the Writing Classroom*. Utah State University Press, 1998.

- Available online through Digital Commons (Google it)

Yancey, Kathleen Blake. "The Social Life of Reflection: Notes Toward an ePortfolio-Based Model of Reflection." *Teaching Reflective Learning in Higher Education*, edited by M. E. Ryan, 2015, pp. 189-202.

- eBook available through the library databases