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Teaching Philosophy

My writing pedagogy philosophy is grounded in Stuart Selber's framework of functional, critical, and rhetorical literacies. Even though Selber's three literacies are contextualized for technical communication pedagogy, they can be seamlessly transferred to inform my teaching of writing courses in general. This framework allows me to maintain a balance between teaching writing skills and inviting students to engage critically with the cultural and political themes that can inspire invention. In practice, two concepts anchor my pedagogy activities—attention and teamwork. Informed by these concepts, I design the writing classroom as a space where students can develop institutional literacy, practice rhetorical analysis, reflect on their goals in pursuing higher education, and cultivate a sense of belonging at the university.

In popular culture, attention is usually understood as scare commodity, and in recent networked theories, attention is often approached through the ethical lens of care and relations. Influenced by these two streams of thought, I am aware that the classroom is a space with unequally distributed attention—an instructor always receives more attention from students than that each student receives from the instructor. To moderate the unequal attention allocation, I always integrate several rounds of classroom activities and group discussions in each period. By doing so, students can receive attention from their peers while they contribute their ideas, and they can pay attention to intellectual minds other than the instructor. In addition, I teach attention as a manifested theme in ENG102, in which we reflect on our relations with digital devices and social media and discuss attention crisis as a social problem rather than a personal failure. My intention is to practice a metacognition of attention with which students can consciously reflect on their decisions of attention, objects of attention, and what they have been inattentive to, and in the long run, I hope they can practice this metacognition in their future course selection, career path design, and local community engagement with people from disadvantaged groups.

In my pedagogical practice, I also inform students of these metacognitions behind activities. For example, I conduct labor-based grading, asking students to declare how they use AI and report their labor time, because I want to draw students' attention to the process, to their accountability if using AI, rather than to the final grade. In addition, I ask students to pay attention to genres and reflect on relations between the author and audience. For instance, a lot of students reflect in their ENG102 cover letters for a Wikipedia assignment that they were more motivated than working with other writing projects, because a Wikipedia assignment allows them to have real public audience than a mere instructor as the reader. When assigning the book review project in ENG102 as an occasion to practice citation styles, I explained to students that citation reveals a writer as an accountable reader who pays attention to the author's original voice. Citation becomes a method to materialize a writer/reader's accountability and ethical attention.

Various groups are formed because we practice networked attention in the class, so another keyword in my pedagogical practice is teamwork. In the ENG303 Scientific and Technical Writing class, I organized students working together to reflect on their genuine user experiences on booking a student athletic ticket by following instructions provided by the university. Based on the collective sharing, students in groups collaborated to co-author internal problem-solution proposals with the university executive team as the potential audience. Under the discourse of multimodality informed by the idea of diversity, I encourage students to build up personal connections with peers in the class and look for more reliable readers among them to form local discourse communities, so that they can check in regularly with each other to fight against procrastination. In addition to regular group discussions, I used horoscopes and MBTI as categories to form inclusive groups in which students can have chances to work with different peers.

I also make use of digital platforms to create challenging yet manageable projects for collaboration. As students' digital literacy levels are varied, I revealed to them that the true team spirit means they should be accountable for educating each other while sharing labor responsively. In the ENG102 Wikipedia group project, students who have more advanced digital literacy are encouraged to work together with other group members to share knowledge about functional literacy of the Wikipedia editing platform. For the multimodal project in ENG101, students are assigned in groups to submit a webpage to collectively present their multimodal projects about their literacy process. From their webpage, I found coherent themes or styles, which, I suppose, are results of group communications and negotiations.

My pedagogy practice is consistently motivated by Aristotle's definition of rhetoric as *dynamis*, or a kind of rhetorical analytical capacity to make decisions. By organizing teaching activities around attention, I hope my students can critically analyze power dynamics on various occasions before they consciously make rhetorical decisions. I also hope collaborative work enables them to receive love and care from various kinds of communities when they actively seek support, so that they can find more joy either in universities or in different workplaces in the future.

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