

## INTRODUCING REFLECTIVE WRITING

### **Objectives**

When you have finished this section, you will be able to

- understand the value of reflecting on experience;
- understand the value of writing in response to experience;
- understand the value of writing in response to reading;
- apply your understanding by writing “critically” on course-related themes; and
- reflect critically upon your experience and language learning in thought and in writing.

### **Resource List**

- 1) Reflective Thinking To Writing: <http://www.lc.unsw.edu.au/onlib/reflect.html>
- 2) Reflective Writing: <http://www.uefap.com/writing/genre/reflect.htm>
- 3) The Reflective Learning Process:  
<http://www.monash.edu.au/lls/llonline/writing/medicine/reflective/3.xml>
- 4) Self Reflection Versus Self Criticism:  
<http://www.monash.edu.au/lls/llonline/writing/medicine/reflective/8.3.xml>
- 5) Common Errors in Reflection:  
<http://www.monash.edu.au/lls/llonline/writing/medicine/reflective/7.xml>
- 6) Critical Reflection: <http://www.coles.uoguelph.ca/pdf/Critical%20Reflection.pdf>

### **Key Concepts**

- Self Reflection
- Reflective Learning
- Descriptive Reflection
- Critical Reflection
- Reflective Writing
- Reader Response

### **Procedure**

#### **Before Class**

1. Survey the websites and pdf files provided in the Resource List above.
2. Read **Resources 1 & 2** for detail. Scan/skim **3, 4, 5 & 6** for more information. You can also take this opportunity to search for your own related readings from the Internet or other sources.

3. Think about the questions in **Task A**. Be prepared to share your answers.

### **In Class**

Reflecting on what you have read and surveyed:

1. Compare your answers for **Task A** with a partner or in a small group. Be prepared to share your responses with the class.
2. Complete **Task B** individually.

### **After Class**

Be prepared to write further reflections and a reader response essay during your study in ES1102.

### **Tasks**

#### **A. Discussion**

1. What is the value of reflecting on one's experience?
2. What is the value of reflecting on one's learning process?
3. In your own words, what is the difference between self criticism and self reflection?
4. If you had to explain a "critical reflection" in your own words, in three sentences or less, what would you write?
5. In essence, what is meant by "reader response"? (This type/genre of writing will be explained further in Week 4.)
6. Have you ever written either a reflection or a reader response? If you answer "yes," explain.

#### **B. Reflection, Pre-Writing and Writing**

1. Look at Gibb's Model of Reflection at <http://www.uefap.com/writing/genre/reflect.htm> above. What are the key elements in Gibbs' Model? (Share this with a partner.) Using that approach, reflect on ONE of the following topics:
  - (a) Three or four of the most important "steps" on your English language learning journey thus far. What did you do? What did you accomplish? Why were these steps important?

- (b) Why is writing in English important to you? What are some examples of English language writing that you will do in your university education? How will writing in English be important in your future career?
2. Using the notes that you have taken while doing **Task B1**, write a multi-paragraph *Descriptive Reflection* of 250-300 words.
  3. Once you have finished this, read through what you have written and edit it for language use.
  4. If you have time, share (orally or in writing) your written reflection with a small group (2 or 3 members), asking for each person's reaction to the content, organization and language use.
  5. At the end of class, give the *Reflection* to your tutor. This is NOT for a grade.

**Looking ahead >**

6. Final class assignment\_ *Critical Reflection*: Write draft 1 in Week 11 and draft 2 in Week 13.
7. For this assignment, you need to write a 300-400 word reflection on your English learning journey during this course. This reflection should be based on the *Gibbs' model of critical reflection*. You should:
  - identify, describe and evaluate the strengths and weaknesses of your own behaviors, actions or personal experiences with learning during the semester;
  - illustrate how the skills you have learned can positively impact on your future; and
  - make connections between current learning and your plan to meet future needs by explaining how your performance can contribute to the further development of your skill set and an academic profile.
  - Be sure to provide specific examples to support your points.

This assignment's second draft will be evaluated by your instructor. It is worth 10% of your final grade.