**To Future 101 Students**

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**Reflection**

**SHOULD WRITERS USE THEIR OWN ENGLISH?**

The book by Vershaw Young effectively analyzes whether writers should use their English. As a future 101 student, you might have contemplated whether it's ethical to use your grammar when writing essays. Young tries to determine whether all English dialects are accepted as formal communication languages. Young uses the black people standard dialect while mainly responding to Stanley Fishs journal on what colleges should teach. Based on findings from Stanley Fishs article, Mrs. Young demonstrates the importance of embracing dialects in the current curriculum by citing how standardized English kills creativity among students.

Vershaw, in the book, demonstrates how the black community has faced challenges due to their dialects and that they unknowingly use them in academic papers. At the start of the book, Mrs. Young criticizes Stanly Fish's article since it asserts that Standard English should be used in all education settings within the US and that dialects could result in prejudice. Young criticizes Fishs ideology by citing that language cannot be oppressive and that scholars such as Fish consider dialects to be oppressive (Young 63). Above all, she claims that prejudice resulting from dialects is rooted in people's attitudes and has nothing to do with how people speak a language.

As you assess the class readings, you will understand Vershaws perspective since she illustrates how the accepted model of writing doesn't promote creativity since the current curriculum requires students to write in a particular way, which confines students' creativity. By forcing students to use standard English, institutions have hindered students from developing their thoughts, which restricts creativity. The author talks about the importance of inclusion in the academic setup that will promote creativity, and as such, she supports the idea that dialects should be encouraged in schools (Young 64). The matter appears controversial, but when you read through Vershaws article, you will understand the importance of incorporating dialects, especially for students coming from diverse races and nationalities. Above all, the author illustrates why it's wrong for the curriculum to attack language that a culture fluently speaks. Since we live in an all-inclusive society, the curriculum should embrace different language facets, and it's also worth noting that the author argues about having a standardized English language by highlighting pros and cons.

By reading Vershaws article, you will learn the importance of embracing multiculturalism and its significance in the education setup. Her article addresses the need to refute and combat the accepted perception that standard English language should be used in the academic setting (Young 64). Throughout the paper, you will read her properly iterated points on the significance of using a common language that incorporates local dialects, which will foster creativity among students. She iterates that having a standard language kills expression and creativity and that it's a course that's adopted by people who felt they were superior. As such, their dominant language should be academically used by everyone.

However, by applying critical thinking, you will realize that although you support some of her points, her perspective is also marred with limitations. For instance, when the author claims that the curriculum rejection of dialects results from racism, this raises speculations. As a student, you could gauge the truth from misconceptions (Young 66). Young also claims that some students fail since dialects are based on racial prejudice. Her statement isn't backed by facts, which raises some questions on the authenticity of the content.

Above all, you will enjoy the class readings since Vershaw Young will try and persuade you on the importance of incorporating dialects in the standard English language used in schools. Despite her strong points, it's worth noting that the paper has limitations, and as a critical thinker, you will have to gauge the truth from misconceptions.

**Reflection-in-Presentation**

You will find Kathleen's readings on reflection in presentation quite exciting since the author explores reflection as a tool that enhances inquiry and practice when writing. In the readings, Kathleen develops research using Davi Schons concepts and other lines of research by incorporating deliberative reflection in the classroom setup. By developing the concepts of reflection in presentation, constructive reflection, and reflection in action, the author will offer you a structure that will guide you on how reflection could be utilized when writing and reviewing work portfolios. In the book, Kathleen explores how reflection could improve your learning and how teachers should respond and evaluate your writing skills.

In the article, Kathleen discusses reflection in presentation, constructive reflection, and reflection in action regarding writing. Based on her analysis, reflection in presentation refers to a process of articulating relationships between several writing variables and the writer in a particular context for a given audience and with the necessary texts. She also defines constructive reflection as developing a multi-voiced, multi-shelved, and cumulative identity between the associated texts and composing events. Also, she defines reflection in action as a process of revising, projecting, and reviewing, which a writer should do when composing their articles.

When considering the reflection in presentation, teachers will often request reflective texts, probably in portfolios. The reflection serves to explain curriculum goals and how they will be accomplished. It explains student goals and how they would be accomplished. It describes the process students employed when creating texts. It creates a context portfolio for readers to interpret how they phrased their writings (Yancey 73). Such should be read as a composed text or individually.

Kathleen Yancey's readings will also shed some light on the claims you make as a writer but which tutors consider tangential and unrelated to the subject matter. You might have realized that you have confused the quality of the final essay and the time spent researching in the past. As such, you might confuse effort placed on research with better grades. According to Kathleen, reflection in presentation helps a student learn in an environment where they are positively influenced to reflect on their texts (Yancey 81). The author highlights how the absence of contextual knowledge makes it challenging for students to evaluate and interpret information. Instead, by having contextual knowledge, students are curious; they want to know the concepts, how the contexts could affect their readings, and how to externalize the contexts productively.

The book also demonstrates how tutors determine students' reflection in presentations. According to Kathleen, this requires reflective, thoughtful, and informed judgment. As a future student, you can assess your effectiveness by placing yourself in a teacher's position and then gauging your reflection on presentation effectiveness. The author also demonstrates that there are several signs that one should look out for to determine that their reflection in presentation is ineffective. In this case, the complex, elaborate, and well-articulated learning isn't evident. Some of the key indicators that you should be on the lookout for include; texts that parrot teachers or class content without demonstrating any confluence, texts that lack rhetorical or synthetic thinking, texts that are uninformed about the writers' learning work, and concise sentences (Yancey 82). Once you develop the right skills in a reflection in presentation, the chances are high that you will develop texts that convey meaning.

Above all, Kathleen Yancey's readings demonstrate that reflection is a writing genre that involves reflecting on verbal exchanges and using different writing exercises. The literacy narrative demands that students engage in reflection in presentation. In the process, they should converse with their peers and reflect on the best ways to develop their writing skills. Also, you will learn how reflection could be utilized when writing and reviewing work portfolios.

## **Works Cited**

Yancey, Kathleen Blake. "Reflection In The Writing Classroom." College Composition and Communication 56.2 (2004): 69-96.

Young, Vershawn Ashanti. "Should Writers Use Their Own English?." WORK 12.1.