

## **ABSTRACT**

In this action research study 24 high school juniors and seniors along with their instructor journey through the writing process and learning how to write in various expository structures. The focus in their classroom was to explore how reflection on a myriad of levels could help the students' writing and the teacher's instruction to become stronger on a multiplicity of levels.

The study took place over an entire semester in a ninety-minute block scheduled course entitled Theme Writing. Originally a course designed as an elective for seniors only, Theme Writing has evolved over the years to become a junior/senior requirement to better prepare students for post-secondary educational opportunities.

The findings of this study examine how reflection is used within a writing classroom to promote additional growth and learning for student writers. The findings also support the utilization of reflection for instructors as a tool for developing a stronger writing course where individual needs of students are met.