

# UWP 390 Teaching Portfolio

The purpose of the teaching portfolio is for you to synthesize what we've been reading and discussing and connect theory to practice in a document that demonstrates your emerging praxis. You'll create a portfolio that will contain the materials listed below:

- An 800-1,200 word teaching philosophy which integrates the theories of composition we've been reading about and discussing and provides a rationale for the course you're designing.
- Draft course syllabus and draft calendar for UWP1
- Draft lesson plans for the quarter
- Draft prompts for the major composing projects for your course
- Written or video response to two pieces of student writing

I'm using the term "drafts" because you will continue to work on these materials before the fall, and you're welcome to get further feedback from me over the summer.

You can use this assignment to begin to build a professional ePortfolio if you'd like, but you're not required to.

If you plan to teach a different course than UWP1 you are welcome to design all the elements of your teaching portfolio around that course.

## *Teaching Philosophy*

If you apply for teaching positions in the future, you'll likely be asked to submit a teaching philosophy as part of a job packet. These are typically around 1,000 words. In the context of this class, I'd like you to reflect on your most important reading and writing goals for your students in UWP1, I'd like you to integrate theories of composition we've been reading about and discussing virtually, and I'd like you to provide a rationale for the course you're designing. Most of you haven't taught a composition course before, so you'll be discussing primarily what you plan to do rather than what you've already done.

## *Course Syllabus and Calendar*

This document will serve as the first draft of your course syllabus and calendar. I recommend designing the calendar around the course days you expect to teach (MW or TR). We'll review the UWP1 common syllabus materials on the UWP1 Canvas site and you can draw on these materials to create your syllabus and calendar. You can draw heavily on the example syllabi we have on the UWP1 Instructor Resource Canvas site, but you should also revise the models to suite your teaching persona. The calendar should include topics for each class day, required readings, activities for

homework like reading journals, and any major activities like peer response workshops or teacher conferences.

### *Lesson Plans for the Quarter*

You'll create draft lesson plans for each day of the quarter. Each UWP1 class day is an hour and fifty minutes long. For each lesson plan include:

1. Brief outline of class goals
2. Class activities, including a brief 2-3 sentence description of each activity, whether the activity will be in pairs, small groups, full-class discussion, etc., and how long you expect each activity to take
3. Homework for the next class

### *Prompts of the Major Composing Projects*

You'll create prompts for students for the major composing project(s) in your class. These will be drafts of the actual assignments for your UWP1 in the fall. You can draw on the example prompts that I'll share with you when we discuss the common syllabus materials, but you should also revise the models to suite your teaching persona.

### *Response to two pieces of student writing*

You will respond to two example pieces of student writing uploaded to the first module of our Canvas site: a literacy narrative and an academic research article. You can use your responses that we workshop in class or revise those responses for the final portfolio. You can use written or video (Zoom) response.

### **Drafting and Revising Process**

Week of May 13th: One-on-one conferences with Dan on Zoom for draft of teaching philosophy (30 minutes)

Week of May 20th: Peer response workshop for first draft of teaching portfolio

Weeks of May 27<sup>th</sup> and June 3<sup>rd</sup>: One-on-one conferences with Dan on Zoom for revised draft of teaching portfolio (60 minutes)

### **Assessment**

Teaching portfolios in the "Advanced" range of the rubric will result in a "+" added to the final contract grade.

<b>Advanced: strong control and skills in this area; many strengths present</b>	<b>Proficient: effective control and skills; strengths outweigh weaknesses</b>	<b>Developing: equal number of strengths and weaknesses</b>
Highly developed teaching philosophy with excellent balance and discussion of theory and practice	Adequately developed teaching philosophy with balance and discussion of theory and practice	Teaching philosophy lacks development and may be lacking in discussion of theory or practice
Thorough connection to composition research and theory through engagement with UWP390 course readings and UWP1 curriculum	Connection to composition theory through engagement with UWP390 course readings and UWP1 curriculum	Inadequate connection to composition research and theory and UWP1 curriculum
Evidence of substantial revision based on peer and instructor feedback	Evidence of revision based on peer and instructor feedback	Minimal revision based on peer and instructor feedback
All components of the teaching portfolio present and complete	All components of the teaching portfolio present: some may be incomplete	Some components of the teaching portfolio missing and/or many components incomplete

**You'll upload each document in your teaching portfolio or provide a link to an ePortfolio or a Google Folder at the Canvas assignment link at the bottom of the course modules before Saturday, June 15<sup>th</sup>. The documents can be separate files or one file, but please make sure each item in the portfolio is clearly labeled.**