

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:

- A two-page single-spaced 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 first two weeks
- 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.

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 two pages, single spaced. In the context of this class, I'd like you to reflect on your most important reading and writing goals for your students, 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.

Lesson Plans for the First Two Weeks

You'll create lesson plans for the first four class days. These should be outlines of class goals, class activities, how long each activity will take, and homework for the next class (each UWP1 class day is an hour and fifty minutes long). Please include a brief 2-3 sentence description of each activity, and note whether the activity will be in pairs, small groups, full-class discussion, etc. I'd like you to describe the goals for each class to provide context.

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 15th: One-on-one conferences with Dan on Zoom for draft of teaching philosophy (30 minutes)

Week of May 22nd: Peer response workshop for first draft of teaching portfolio

Week of May 29th: 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.

| Advanced: strong control and skills in this area; many strengths present | Proficient: effective control and skills; strengths outweigh weaknesses | Developing: equal number of strengths and weaknesses |
|---|---|--|
| Highly developed teaching and response/assessment philosophies with excellent balance and discussion of theory and practice | Adequately developed teaching and response/assessment philosophies with balance and discussion of theory and practice | Teaching and response/assessment philosophies 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 at the Canvas assignment link at the bottom of the course modules before Saturday, June 16th. The documents can be separate files or one file, but please make sure each item in the portfolio is clearly labeled.