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### Introduction to a Teaching Portfolio

My past experiences have been defined by the idea that I, as a student, should produce a product; my classes have never been about the process. If I learned anything in this class on composition pedagogy, it would be the importance of process pedagogy. Even as a graduate student, I have found few things more helpful than the scaffolding that has gone on in this class this semester. I also appreciate the idea that writing takes practice, which was a concept apparent in the calendar of my mentor this semester. So in developing my own teaching portfolio, I have done my best to combine these two ideas of process and practice, structuring my class lessons, calendar, and assignments in such a way that one step leads to another in hopes of effectively preparing students for the next major assignment.

I decided to have my first assignment be the fieldwork paper for a couple of reasons, one being that I wanted to have the rhetorical analysis assignment involve a source that the students will be using for their research paper. The other reason is that the fieldwork paper seems like a fun and involved way to introduce the students to research. The fieldwork assignment requires a visual component, which will help the students to meet the visual literacy outcome. I have scaffolded this assignment by scheduling observation activities and fieldwork handouts along with example fieldwork papers and two draft workshops.

The fieldwork assignment will be followed with a proposal in which the students will describe the topic of their research paper that they will be working with for the rest of the

semester. After picking their topic, we will begin work on their rhetorical analysis paper, an assignment that capitalizes on the research that they will be already doing for their research paper. I thought rhetorically analyzing a secondary source for their research paper was a practical, useful way to meet the “Rhetorical Knowledge” and “Critical Thinking” outcomes while also acting as type of scaffolding into the research paper. Because I believe practicing writing makes people better writers, I have scaffolded in practice of rhetorically analyzing texts from our readings as well as a draft workshop day in class. My students will already have done such a decent amount of rhetorical work with texts that I hope they will not struggle with simply moving the work over to their secondary source.

Following their rhetorical analysis of a secondary source, my students will then go into their annotated bibliography assignment, another method of scaffolding for the research paper. This assignment is particularly useful because in addition to making sure that they are, in fact, researching and preparing appropriately for their final paper, it prompts students to practice summary, synthesis, and MLA citation formatting (avoiding plagiarism). I also hope to help my students understand that the annotated bibliography can also be considered part of a writer’s writing process even if one is not necessarily required for a grade. Two drafts also make up the other part of the scaffolding for the final research paper. I will use the final research paper to give students a more well-rounded understanding of the differences in writing processes, in addition to requiring my students to use their researching and critical reading skills to form an arguable thesis and develop a thoughtful explanation of that thesis. An oral presentation will accompany the research paper, fulfilling the “Effective Oral Presentation Skills” and “Visual Literacy” outcomes as well as providing the students with an opportunity to transfer information across genres.

Supplementing these major assignments and their more obvious scaffolding accompaniments will be process journal assignments, which mostly function as homework paired with selected readings, and in-class daily writing prompts. Many of these journals and in-class prompts will be turned in online, fulfilling the “Writing in Electronic Environments” outcome. I seek for these everyday writing experiences to calm the stress often associated with longer papers; the more students write, the more comfortable with writing they will become. Writing in every class period and nearly every other night will also serve to meet (and way surpass) the twenty pages of informal writing required of them each semester. My decision to include daily writing practice aside from homework assignments evolved from my experiences with different pedagogical approaches in class and my experience with my mentor. While I will adapt other pedagogies like genre and revision into my classroom, process pedagogy remains the most essential to my outlook on teaching and, I hope, the most evident in the structure of my calendar and assignments.