# ENGLISH DEPARTMENT
## Teaching Awards in Writing Programs

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Each year, the Expository Writing Committee (EWC) awards two teaching prizes to graduate students teaching in English Department Writing Programs. The EWC is accepting applications for the 2019-2020 Richard J. Dunn First-Year Teaching Award and the 2019-2020 Joan Webber Award for Outstanding Teaching by Graduate Students or Part-Time Lecturers in English Department Writing Programs. The EWC subcommittee invites you to submit a teaching portfolio in support of your application for the following two awards.

> **The Richard J. Dunn First-Year Teaching Award** honors outstanding teaching by a graduate student in their first year of teaching in the EWP. All graduate students who began teaching in the EWP during the 2019-2020 school year are eligible to apply for this award.
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> **The Joan Webber Award for Outstanding Teaching in English Department Writing Programs** honors outstanding teaching by graduate students or part-time lecturers teaching in the EWP (English 109/110, 111, 115, 121, 131, 182, 281, 282, 381, 382) or the Interdisciplinary Writing Program (IWP) (197, 198,199, 297, 298, 299). All current graduate students or part-time lecturers who have taught one of these courses within the last two years (Winter 2018-Spring 2020) are eligible to apply for this award.
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> Awards may also have runners-up named as "honorable mentions."

Instructors from outside of the English Department who fit the above criteria are encouraged to apply.

## Application and Selection

All qualified graduate students and part-time lecturers, as specified above, are eligible to apply for these awards. Selection of winners will be based on reviews of teaching portfolios by a faculty-only committee.

Portfolios will be assessed holistically using the following criteria:
- a clear and cogent teaching philosophy/ approach to teaching writing;

- evidence that the pedagogy and teaching materials embody and reflect the stated teaching philosophy, learning goals, and approach to writing instruction;

- grading, feedback, and evaluation techniques that are targeted, purposeful, and aligned to philosophy

- articulation/evidence of how issues of equity, inclusion, and diversity influence your philosophy, course design/content/focus, and/or classroom pedagogy and practices

- and a cohesive, effective, varied, and thoughtfully designed curation of teaching materials

**To apply, please submit a teaching portfolio to the 2019-2020 Webber/Dunn Dropbox by Friday, May 8th at 5 p.m.:**

https://forms.gle/QYxYSRQVbRbZdZGd9

**A description of what to include in your portfolio follows.**

<u>**The Teaching Portfolio:**</u>
All portfolio materials should come from EWP or IWP courses you have taught at UW. There are additional resources for creating teaching portfolios provided below. **Portfolios must be compiled into a single PDF and titled with your last name and award for which you are applying** (e.g. Smith_Webber or Thomas_Dunn). **Portfolios must include the following items in the following order** (when framing statements are required, they should precede the artifact being discussed):

1. **A statement of your teaching philosophy/approach to teaching writing. (600 words max).** The teaching philosophy genre typically clarifies your broad pedagogical goals, explains how you situate yourself and your students in the context of the subject matter, explains the theoretical imperatives that inform how and why you do what you do in the classroom, and shares your perceptions of your strengths as a teacher and possibly of areas for improvement. <u>While you are welcome to share your general teaching philosophies or ones specific to your field, you are also being asked to articulate your philosophy of writing instruction.</u>

2. **A course syllabus and a brief discussion that frames** how the syllabus represents your course goals and purpose, as well as your teaching philosophy and praxis. **(300 word max for framing)**

3. **Two student papers that contain your written comments and a brief discussion that frames your evaluation/commenting philosophy** (e.g. how you approach providing feedback, what writing issues you prioritize and why, and/or how your approach embodies your teaching philosophy). **(300 word max for framing)**

4. **Two teaching artifacts and a brief discussion for each artifact** that introduces the artifact and explains how it reflects your teaching philosophy, course goals, and/or writing pedagogy. **(up to 300 words of framing per artifact).** Sample artifacts and framing might include:

   - A class activity, lesson plan, handout, conference/peer review guidelines, or assignment you have developed, how students reacted to it, and your explanation of what you think is important about the activity and responses to it.

   - A writing assignment/assignment sequence that you designed and an assessment of it. The assessment should include information about the context of the assignment(s) in your course (readings, discussions, preliminary writing activities), how the assignment(s) reflects your teaching goals/philosophy, and an evaluation of the strengths/weaknesses of the assignment(s).

   - An assignment you have revised—the original and the revision—together with an explanation of your reasons for the changes and the results.

   - Techniques, guidelines, statements/policies, assessment practices, course projects, or the like that embody your commitment to anti-racist pedagogies, along with framing that helps articulate this commitment and/or links to your philosophy.

5. **Please include:**
   - **For the Webber Award**: One complete set of student evaluations with quantitative and qualitative results (from the Office of Educational Assessment) for each academic year in which you taught an EWP/IWP course between Fall 2014-Spring 2020

   - **For the Dunn Award:** Two complete sets of student evaluations with quantitative and qualitative results (from the Office of Educational Assessment)

<u>**Deadline**</u>
Application materials must be submitted no later than **Friday, May 8th at 5 p.m**. to
https://forms.gle/QYxYSRQVbRbZdZGd9

**PORTFOLIOS THAT DO NOT FOLLOW THESE GUIDELINES WILL NOT BE READ!**

### Additional resources for compiling your teaching portfolio:

**How to find your old Office of Educational Assessment (OEA) Student Evaluation Data Sheets:**

You can access *all of your data reports* going back to 2004 and any typed student comments from online evaluations here: https://uw.iasystem.org/faculty

Further directions for creating your reports as PDFs: http://iasystem.org/help-main/faculty-user-guide/view-print-reports/

**English 567 teaching portfolios:**

Don't forget that some of you have already crafted a teaching philosophy and portfolio to draw on and adapt.

**More on teaching portfolios:**

Teaching portfolios are most commonly created to apply for teaching awards, in job searches, for tenure and promotion, and in pedagogy courses. Teaching portfolios should both articulate and demonstrate teaching philosophy, pedagogy, practices, and goals. In general, the mantra less is more should be exercised, as you want to take care to include representative artifacts and framing statements that comprehensively embody and state your teaching philosophy and practice (as well as the link between the two). The following are a few resources available to you on creating teaching portfolios:

**University of Washington's Center for Instructional Design and Research**: http://www.washington.edu/teaching/files/2012/12/TeachingPortfolio.pdf

http://www.washington.edu/teaching/teaching-resources/assessing-and-improving-teaching/self-reflection-on-teaching/

**Vanderbilt University's Center for Teaching**: http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/

**More on teaching philosophy statements:**

The teaching philosophy statement genre is generally no more than one-two single-spaced pages and is most typically used to apply for teaching awards, in job searches, for tenure and promotion, and in pedagogy courses. The teaching philosophy statement should clarify your broad pedagogical goals, explain how you situate yourself and your students in the context of the subject matter, explain the theoretical imperatives that inform how and why you do what you do in the classroom, and share your perceptions of your strengths as a teacher and possibly of areas for improvement. Here are more few resources:

**University of Washington's Center for Instructional Design and Research**: http://www.washington.edu/teaching/files/2012/12/TeachingStatement.pdf

**Princeton's McGraw Center for Teaching and Learning**: http://www.princeton.edu/mcgraw/library/for-grad-students/teaching-statement

**University of Michigan's Center for Teaching and Learning**: http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf

http://www.crlt.umich.edu/tstrategies/tstpum