

Job Search Portfolio

Introduction

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As a former secondary English teacher, I have logged many classroom hours. For four and a half years I taught composition and literature to students in grades 7–9. These years in public school allowed me to develop confidence in my teaching abilities and classroom management skills. I was fortunate to teach in a district that was invested in student-centered learning. They encouraged innovation and experimentation so that I was given training and support in using writing and reading workshops, peer response groups, and collaborative learning. While teaching, I pursued an M.A. in Rhetoric and Composition to support these experiences.

Although I have a wide range of teaching experience, I highlight my most recent, beginning with a statement of my teaching philosophy. I decided to focus on two courses that I recently taught at the University of Louisville. The first course, English 102, is one that I have not only taught frequently but also have been involved in preparing new instructors to teach. In presenting this course, I have included the course syllabus I designed, which gives the general overview of the course and my expectations; one of the assignment sheets that I have used several times; and the portfolio directions handout, which details its content and criteria. After the class documents, I have provided a narrative of the course that details the goals and activities ending with my evaluation of the course. I finish with the student evaluations.

Presentation of the second course, English 309, follows the same basic pattern. I have included the course syllabus, an electronic activity, a narrative of the course, and the student evaluations. I chose to include this course because I recently taught it, and it provided me with new teaching challenges—it was a five-week summer course scheduled in a networked computer classroom.

The final section of my portfolio addresses other teaching experience. The first document is the syllabus from a graduate seminar, English 602: Teaching College Writing, that I have co-taught with the director and other assistant directors of composition. During the two summers I taught this class, I was involved in the long range and daily planning and daily teaching including leading discussion, responding to student work, and conferencing with students.

Following the 602 syllabus is a document from The Transitional Years Project that I initiated and administered as part of a joint committee with the university and Jefferson County Public Schools. This program connected first-year writing students at U of L with JCPS seniors to help the seniors learn about the expectations and demands of college. The final two documents are evaluations from my public school teaching: first, the formal evaluation from my last year of teaching; second, a letter of recommendation from my former middle school chair.