

## Business of Teaching module

**Overview:** Your task is to compose documents that prepare you to apply for teaching positions and to do the on-the-job writing that is important to the teaching profession. Lesson plans, unit plans, materials for students, and tests are typically addressed in more traditional education courses and therefore are not included in this module.

**Goals:** The main goals of this project are for you to learn more about how to

- compose job application and workplace documents;
- use widely-available software (e.g., Word and PowerPoint) to design documents in genres that are well-suited to your audience, purpose, situation, and role; and
- apply principles for effective, ethical professional communication.

**Audience:** Your work will be directed toward several audiences. The (imagined) primary audience for each document is stated in the procedural details that follow. These primary audiences include administrators, teaching colleagues, and parents. You are not required to submit your documents to these imagined audiences.

Secondary audiences include your classmates (who will be interested in the ways that your work informs theirs) and me (as your project supervisor and evaluator). A version of some of your documents may also be posted to your Web portfolio for this course.

**Procedures and Requirements:** The specific instructions for each of the required documents are outlined below. For all documents, please consult the guidelines and models in the required texts for this course and in class handouts.

### Application Materials

1. **Résumé and supporting documents:** Find and print/copy a description or advertisement for a teaching job that interests you. Create a **résumé** to submit in application for this job. Study samples of résumés for your desired type of teaching work—but be aware that examples may vary in quality. Look for trends in the content, structure, categories, and vocabulary that others in your field use in their résumés. Consider both the limitations and affordances of all models that inform your work.

Attach a **copy of the job advertisement or description** to your résumé. Also, attach a **memo to me** that explains (a) how your résumé is tailored for the specific job that you are applying for and (b) how you will need to develop professionally in order to add key items to your résumé.

2. **Letter of application:** Create a letter of application to submit with your résumé. Be sure to tailor your letter for the specific job you are applying for with your résumé—including addressing it to the appropriate recipient.

### Day-to-Day Correspondence

3. **E-mail to an administrator:** Imagine that you got the teaching job you applied for, and now the year is off to a great start. E-mail your administrator to ask permission to take a field trip with your students. (Be specific about the trip and its merits, of course!) Your e-mail may include attachments and Internet links. Print a copy of the e-mail to give to me—including all of the header information that would appear in an actual printed e-mail.
4. **Letter to parents:** You are about to begin a section of your curriculum that you and your administrator believe is important; however, you anticipate that some of your students' parents will have concerns about this unit. Write a letter to your students' parents to introduce the unit.
5. **E-mail to a parent:** A student in your class has been struggling to complete homework assignments and to behave appropriately at school. You have tried to reach the parents by phone, but their schedules make this difficult. Write an e-mail to the parents.

### Professional Development Materials

6. **Conference proposal:** Find an education conference that is relevant for your area of teaching and that allows teachers to give presentations. Then write a proposal that tells about the presentation you want to give at this conference. Your proposed presentation should in some way relate to the teaching of writing. (Hint: you could present about creative ways to teach the genre that you researched for the Genre Challenge project, or you could present about creative ways to help students with an aspect of the writing process such as revision, writer's block, etc.)

As you write your proposal, imagine that you would have 25-30 minutes to present to 20-30 interested teachers who would attend your conference session. In your proposal, list the name of the conference and give the title of your proposed talk. Describe your talk in 1 sentence (not more than 25 words); this description will go in the program for conference attendees. Then describe your proposed presentation in 125-150 words—this description will be read by the proposal judges.

7. **Post-conference presentation:** Prepare a 3-4 minute presentation to be given to a committee of administrators, board members, and parents who are interested in hearing about your professional work beyond the classroom. (In reality, you'll give this presentation to our class on October 22.) Present a super-condensed version of the conference presentation that you gave after your outstanding proposal (for step 6 above) was accepted.

Create **PowerPoint slides** to be incorporated into your presentation. Show that you can apply Alley's advice on integrating claims and visuals—and that you can avoid the pitfalls that Tufte and other critics identify. When you present to our class, give me a **hard copy of your slide handout**.

**Workshop drafts:** Meeting the due dates for the smaller assignments and workshop drafts is important for you and for your classmates who will be learning with you. Each time that you miss one of these deadlines or come unprepared for a workshop will result in a full-grade reduction from your score on the final module.

**Due Date:** The polished versions of the module documents are due at the beginning of class on Tuesday, October 27. Presentations will be made to the class during the October 22 class period.

**Grading:** The Business of Teaching module is worth 10% of your final grade. I will grade your module holistically, meaning I will take all of the components together into account. Quality work will:

- ✓ Demonstrate that you have taken care to follow the assignment instructions; to study the rhetorical audience, purpose, and situation; to understand your role(s); and to research the written genre conventions that are expected for your particular documents. These will be shown through effective, appropriate:
  - Content;
  - Rhetorical moves;
  - Structure and organization;
  - Conventions of style, design, format, grammar, and usage; and
  - Documentation for any sources whose words, ideas, or illustrations cited or used in the project.
- ✓ Demonstrate an ethical approach to the writing processes and products.
- ✓ Exhibit a developed and accurate understanding of the principles addressed in class, in the assigned readings and activities, and in my responses to your work.

