

College Teaching Certificate with emphasis in Writing Pedagogy

To help graduate students and postdocs develop their approach to teaching and their approach to student writing, the [Writing Program](#) has partnered with the Chicago Center for Teaching to offer a College Teaching Certificate with emphasis in Writing Pedagogy. The Writing Pedagogy programming introduces participants to various theories and practices of giving feedback on student writing; helps teachers design courses to meet writing-focused learning objectives; and asks teachers to implement writing pedagogy techniques into their teaching at UChicago, reflecting on that implementation with Writing Program Directors. As part of their Teaching Portfolio, participants will design a syllabus that includes a substantial writing component.

Objectives

This program aims to help PhD students and postdocs to:

1. Develop and critically reflect on their teaching practice as they take up teaching opportunities at the University of Chicago and beyond.
2. Discuss and appraise key pedagogical principles and frameworks related to writing pedagogy and implement them in the design of a new course.
3. Receive formative and constructive feedback on their teaching.
4. Articulate a meaningful, inclusive, student-centered approach to teaching writing, expressed in a statement of teaching philosophy and demonstrated in a teaching portfolio.

Program Requirements

To register for the program, log your completion of requirements, and track your progress, you must [enroll](#) in the CTC Writing Pedagogy Canvas site.

I. Pedagogical Training

1. Orientation

- Attend [Teaching@Chicago](#), our annual orientation event that takes place each September.

2. Reflecting on Teaching

- Attend at least 5 hours of [Writing Pedagogy Workshops](#) from the Writing Program. This includes 2 required workshops and 1 elective:
 - Rhetoric of Writing-Focused Feedback (2 hours, required)
 - Using Writing Assignments to Meet Learning Objectives (2 hours, required)
 - Elective: any other workshop organized by the Writing Program.

3. Reflect on Inclusive Pedagogy

- Complete at least 1 stand-alone workshop on [Inclusive Teaching](#) offered by the CCT.
- Upon completion of a workshop on inclusive teaching, please write a 500 to 700-word essay reflecting on the ways that inclusive pedagogical practices inform your approach to teaching.

4. Course Design

- Complete “[Course Design and College Teaching](#)” (CCTE 50000).

II. Practice and Feedback

1. Teaching

- Complete two terms of teaching (this includes being a TA, CA, teaching intern, writing intern, etc.).
- After attending at least one of the required Writing Pedagogy workshops, integrate one or more of the techniques into your own teaching practice.

2. Observation and Feedback

- Participate in an [Individual Teaching Consultation \(ITC\)](#).

3. Writing Pedagogy Design & Practice Reflection

- After integrating writing-focused pedagogy into your own teaching practice, you’ll meet with a Writing Program Director to discuss the experience. This meeting will cover three parts:
 1. Description (submitted via Canvas, min. 500 words)
 2. Design Reflection (submitted via Canvas, min. 500 words)
 3. Practice Reflection (completed orally during meeting)

III. Document Your Teaching

1. Prepare a Statement of Teaching Philosophy and Teaching Portfolio

- Participate in the [Seminar and Workshop on Teaching Portfolios](#).

2. Design a Syllabus with a Substantial Writing Component

- This syllabus may be submitted in addition to the other two syllabi required by the CCT, or you may revise one of those syllabi to include a substantial writing component. The syllabus should include a paragraph about feedback, articulating writing-focused learning objectives, and designing a sequence of writing assignments that help students meet those learning objectives.

3. Essay on Inclusive Pedagogy

- Submit an updated draft of your reflective essay to include with your teaching portfolio. The updated version may include new thoughts on promoting an inclusive and welcoming classroom environment, an assessment of specific inclusive strategies you have been able to incorporate into your teaching, and/or a description of how considerations of inclusion and diversity shaped the materials of your teaching portfolio.

4. Submission of the Teaching Portfolio

- Once all requirements have been satisfied, please submit your final teaching portfolio via Canvas to certify your completion of the program. CCT staff will review your materials, certify that you have completed all requirements, and issue your certificate.