

The Teaching Apprenticeship Program

**2016 Application**

**\* Email your completed application to WRD Department Assistant,** Zac Edmonds [ZEDMONDS@depaul.edu](mailto:ZEDMONDS@depaul.edu), **no later than 11:59 pm on April 4, 2016.**

# Applicant Information

**Name:**

**Student ID Number:**

**Email Address:**

**Quarter You Began the MA in WRD:**

# Availability to Teach

TAP instructors will teach one section twice per week. Indicate with an "x" those times of day when you will be able to teach without any scheduling conflicts.

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday/Wednesday** | | **Tuesday/Thursday** | |
|  | Early morning |  | Early morning |
|  | Late morning |  | Late morning |
|  | Early afternoon |  | Early afternoon |
|  | Late afternoon |  | Late afternoon |
|  | 6:00pm-7:30pm\* |  | |

\*NOTE: Early evening slots will be very limited and reserved only for accepted applicants with no other options.

Classes will generally meet on the Lincoln Park Campus. If you have a specific need for a Loop class, please check this box:  I need to teach in a Loop classroom

# Open-Ended Responses

Please word-process responses to the following prompts directly below each prompt. TAP participants will teach from a common syllabus; however, there will be opportunities to vary classroom activities and some assignments. Your responses will suggest the degree of innovation and thoughtfulness you might bring to the classroom.

**1. MA in WRD Courses**

Identify the courses you have taken in the MA in WRD and briefly elaborate on those that you believe have prepared you to teach first-year writing.

[enter response here]

**2. Personal Statement**

In 400-500 words, discuss any teaching-related experience that you may have, and explain how teaching first-year writing will contribute to your academic/career goals, short-term and long-term.

[enter response here]

**3. Teaching Philosophy**

In 500-750 words, elaborate your instructional goals and priorities for teaching writing, including your approaches to student-teacher relationships, class activities, assignments, and evaluation. In other words, how might you structure and deploy a class to reflect a well-considered teaching philosophy?  Do not include detailed assignments or lessons, but rather address generally a relationship between aims, teaching practices, and student outcomes.

[enter response here]

**4. Writing Assignment**

Please provide one writing assignment of your design: an actual assignment sheet to be given to first-year writing students. Also provide a brief rationale and/or contextualization that reflects some attention to the following: the assignment’s aims; what you expect students to gain from completing it; related reading, lecture, or classroom activities that support the assignment; etc.

[enter response here – Note: if pasting the assignment here disrupts its appearance, send it as a separate file and indicate that you’ve done so here]

By checking this box, you are confirming that you are aware that TAP participants must participate in a three-day orientation and workshop August 30 & 31 and September 1, from 6:00-9:00 each evening, and must enroll in WRD 551: Teaching Apprenticeship Practicum, which will meet on Tuesday evenings in Autumn Quarter 2016. Attendance at all three days of the orientation is mandatory to remain eligible to teach, and alternatives will not be considered.