STRATEGIES FOR WRITING THE PRIOR LEARNING PORTFOLIO
DIFFICULTIES IN TEACHING WRITING AND EVALUATION THE PLP

- Teachers of PLP course are not necessarily trained in composition pedagogy
- Students writing PLPSs have diverse experience in college composition
- Writing Centers are not equipped or experienced in tutoring the PLP essay
- Writing is hard
- Teaching writing is hard
- Did I mention, “writing is hard”? 
WHAT IS THE PLP ESSAY?

2 Types:
1. The Educational Autobiography
2. The Course Competency Essay
THE EDUCATIONAL AUTOBIOGRAPHY

Features:

1. 1st Person Point of View
2. Narrative in form
3. Developed by narration, description, concrete details, definition, and explanation
4. Organized linear and chronological
5. Scope is very wide
THE COURSE COMPETENCY ESSAY

Features:
1. 1st person Point of View
2. Argumentative in Form
3. Developed by narration, description, definition, explanation, concrete details, evidence, analysis, and synthesis
4. Organized by Course Competency Outcomes and Student and Student Learning Objectives
5. Essay is Non-Linear/Non-Chronological
6. Scope is Narrow
Deconstruct the Course Description and Student Learning Objectives

Example Course Description

ENGCW400: Creative Writing

This introductory creative writing course offers writing experience with three or four of the following genres: short story, poetry, creative nonfiction, and script writing (theater or film). The course includes analysis of literary models, faculty and class critiques of work, and discussion of literary techniques in each covered genre, techniques such as metaphor, imagery, dialogue, and narrative. A portfolio of creative writing is submitted at the end of the semester.
DECONSTRUCTION OF COURSE OUTLINE

ENGCW400: Creative Writing

This introductory creative writing course offers writing experience with three or four of the following genres: short story, poetry, creative nonfiction, and script writing (theater or film). The course includes analysis of literary models, faculty and class critiques of work, and discussion of literary techniques in each covered genre, techniques such as metaphor, imagery, dialogue, and narrative. A portfolio of creative writing is submitted at the end of the semester.
OUTLINING COURSE COMPETENCY ESSAY

I. Introduction Contextualizes Experiential Learning

II. Examples of Writing Experience
   I. short story
   II. poetry
   III. creative nonfiction
   IV. script writing

III. Analysis of Literary Models
   I. short story
   II. poetry
   III. creative nonfiction
   IV. script writing

IV. Faculty and Class Discussion of Literary Work

V. Discussion of Literary Techniques in Each Covered Genre
   I. Metaphor
   II. Imagery
   III. Dialogue
   IV. Narrative

VI. A portfolio of Creative Writing (Maybe included in Supplementary Materials)

VII. Conclusion
INTERNAL
ORGANIZATION OF EVIDENCE

1. Evidence is Organized Rhetorically
   1. Toulmin Model of Argumentation
      1. Claim-Declarative Competency Statement
      2. Evidence-Experiential Learning
      3. Analysis-Connection Between Experience and Learning
      4. Warrant-Theoretical Connection (New Learning)

2. Evidence is Organized by Significance rather than Chronology
   1. Most significant (abundant) to less significant
   2. Relevance of experience is preference over date completed
REVISING THE PLP ESSAY

REVISION- “Re-See” *Writer’s Draft* of Portfolio to *Reader’s Draft*

1. Revise for “High Order Concerns”- Evidence, Analysis, Theory, Organization

2. Edit for “Low Order Concerns”- Grammar, Punctuation, Format, Citation

3. Using Student Tutoring Services to Supplement Mentorship
Prior Learning Portfolio Writing Tutor Form

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<th>Name:</th>
<th>Tutor Name:</th>
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<tr>
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<td>Credits:</td>
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<td>Course Description:</td>
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Tutor/Mentor Initials:
EVALUATING THE PLP ESSAY

1. Developing Rubrics
2. Training Mentors/Evaluators
QUESTIONS?

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