

ENGLISH DEPARTMENT TA MENTORING AND OVERSIGHT (FALL 2009)

A major component of graduate education in English is a deliberate and ongoing attention to teaching. As a Teaching Assistant in the English department, we expect you to spend significant time on your teaching (we estimate that each course you teach demands a minimum of 10 hours per week of preparation, class time, office hours, etc.). This document summarizes two of the most important mentoring and training programs that the department has designed to help you continue to enhance your pedagogical skills and support your teaching in the classroom and in the Writing Resource Center.

Graduate Students: At your earliest convenience, please contact BOTH your Mentor TA and your Faculty Mentor to exchange email addresses and other relevant contact information. It is your responsibility to contact your Faculty Mentor to set up times for visits and to distribute sets of graded essays.

PART ONE: FACULTY MENTORING

English TAs assigned stand-alone classroom teaching in English and SAGES: In any semester in which you are teaching a new course for which you are primary Instructor of Record, you will be assigned an English department Faculty Mentor other than the Director of Composition. Please consult the *Graduate Handbook* (available online: <http://www.case.edu/artsci/engl/graduate.htm>) for details. For each semester you are assigned a Faculty Mentor, you should:

- Contact your Faculty Mentor as early as possible to discuss syllabus design and course goals.
- Arrange for your Faculty Mentor to review one fully graded set of student papers (make a copy of your first set after it has been graded to give to your Faculty Mentor).
- Arrange for your Faculty Mentor to observe your teaching at least once, and preferably twice, during the semester.
- Use your Faculty Mentor as a resource for any questions and/or concerns about teaching.

Faculty Mentors:

- Meet with your mentee early in the semester to discuss syllabus design & course objectives.
- Observe at least 1, but preferably 2, class sessions over the course of the semester.
- Review a set of graded papers with your mentee, paying attention to the value of the commentary and the fairness of the evaluation.
- Write a memo to your mentee's file (1 copy to the Director of Composition; 1 copy to your mentee) describing the pedagogical strengths and areas for improvement that you observed over the semester. (Note: These memos provide useful data for future teaching placements, awards, mentoring, and recommendation letters – your specific feedback is appreciated!)

English TAs assigned to writing support posts in SAGES: The Director of Composition and the Assistant Director will meet with you in the course of the semester to discuss grading, classroom presentations and collaboration, and student interactions in the context of your SAGES writing support role. The Director will distribute to all TAs specific expectations for this oversight/mentoring in SAGES.

PART TWO: MENTOR TA ACTIVITIES

Mentor TAs serve as accomplished teachers in their areas of teaching expertise, and have a great deal of experience and advice to offer other Teaching Assistants. Mentor TAs can provide assistance with all aspects of course design, classroom management, and assessment.

New graduate TAs and WRC consultants should plan to attend staff meetings and pedagogy seminars with their Mentor TAs. In addition, new graduate TAs and WRC consultants will be observed at least once per semester by their Mentor TAs, and they should plan to attend at least three class/tutoring sessions taught by their Mentor TAs or other TA colleagues over the course of the academic year.

All graduate TAs and WRC consultants should plan to attend appropriate staff meetings and to meet at least once per semester in their Mentor TA “groups” to discuss successes and difficulties in particular teaching assignments and to work together to suggest and develop/refine print, workshop, and online resources for the Writing Programs.

Mentor TAs:

- Attend all meetings of the Pedagogy Seminar Series (fall semester).
- Observe at least 1 tutoring or class session for each New TA Mentee each semester. Complete an observation report (1 copy to the Director of Composition, 1 copy to your mentee) and discuss it with your mentee.
- Allow new graduate TAs to observe at least 1 of your own class/tutoring sessions over the course of the academic year; facilitate other observations (of your own and your colleagues’ tutoring/courses).
- Facilitate at least 1 full-group meeting with *all* of your mentees (new and returning graduate TAs) per semester.
- Provide mentoring support, feedback, and referrals as appropriate to *all* TAs.
- Meet periodically (at least once per semester) with the Director of Composition to provide feedback on the writing programs.

Pedagogy Seminar Series: Fall 2009 Tuesdays, 11:30 a.m. – 1:00 p.m., Guilford 323	
Additional Pedagogy Workshops: Fall 2009	
Jessica Gerard	Working Effectively with ESL Resources Thurs., October 15, 11:30-1:00 Guilford 323
Kim Emmons	Designing & Proposing 200-Level Courses Fri., Nov. 13, 12:30-1:45 Guilford 323

PART THREE: ASSIGNMENTS

English TAs assigned stand-alone classroom teaching in English & SAGES – Remember that it is the student's responsibility to contact the Faculty Mentor to set up times for visits and to distribute sets of graded essays.

Fall 2009 Faculty Mentoring Assignments

Assignment	Class Times	TA	Faculty Mentor
ENGL 148	MWF 9:30-10:20	Hannah Rankin	Dr. Gerard
ENGL 150	MWF 3:00-3:50	Nicole Emmelhainz	Prof. Siebenschuh
ENGL 150	MWF 9:30-10:20	Jason Carney	Prof. Spadoni
ENGL 181	TBD	Christine Mueri	Prof. Oster
ENGL 183	Th. 4:30-5:20	Cassie Freudenrich	Dr. Swihart Jewell
ENGL 213	M 4:00-6:30	Tasia Hane-Devore	Prof. Gridley
English 257A	TR 1:15-2:30	Danielle Nielsen	Prof. Orlock

Spring 2010 – Tentative Assignments

Assignment	Class Times	TA	Faculty Mentor
ENGL 150	MWF 3:00-3:50	Miriam Goldman	Prof. Woodmansee
ENGL 200	MWF 9:30-10:30	Danielle Nielsen	Prof. Stonum
ENGL 217A	MWF 10:30-11:20	Wells Addington	Prof. Fountain
ENGL 217B	TBD	Mary Assad	Prof. Emmons
ENGL 257A	TR 2:45-4:00	Brandy Schillace	Prof. Kuzner

English TAs assigned to instructional roles in SAGES: The Director of Composition and the Assistant to the Director will schedule individual meetings with SAGES Writing Instructors each semester.

Fall 2009 SAGES Writing Instructor Mentoring Assignments

Assignment	TA	Faculty Oversight
USEM (Fall 2009)	Miriam Goldman	Prof. Emmons

Spring 2010 – SAGES Writing Instructor Mentoring Assignments

Assignment	TA	Faculty Oversight
SAGES	Jason Carney	Prof. Emmons
SAGES	Nicole Emmelhainz	Prof. Emmons
SAGES	Cara Hanson	Prof. Emmons
SAGES	Dale Hinote	Prof. Emmons
SAGES	Kristine Kondrlik	Prof. Emmons
SAGES	Marcus Mitchell	Prof. Emmons
SAGES	Michael Parker	Prof. Emmons
SAGES	Jonathan Weedon	Prof. Emmons

Mentor TAs: Mentors and New TAs should schedule individual observations & subsequent meetings each semester. Mentors should also convene informal group meetings at least once per semester. Returning TAs are encouraged to schedule at least one peer observation during the academic year. Observation Report forms will be available on the Writing@Case site (<http://www.case.edu/writing>).

	Jamie McDaniel <jlm25@case.edu>	Wells Addington <rwa7@case.edu>	Danny Anderson <dpa4@case.edu>
<u>New TAs</u> <i>1 observation & follow-up discussion (with written report) per semester. Informal mentoring as appropriate.</i>	Joanne Friedman jfriedman@jcu.edu Cara Hanson carah@bgsu.edu Michael Parker michael.parker1980@gmail.com	Jason Carney carneyj1@ohio.edu Kristin Kondrlik k.e.kondrlik@gmail.com Jonathan Weedon jsweedon@loyola.edu	Nicole Emmelhainz emmelhai@ohio.edu Dale Hinote dwhst8@yahoo.com Marcus Mitchell marcusmitchell87@gmail.com
<u>Returning TAs</u> <i>Informal mentoring as appropriate. At least 1 informal mentoring gathering per semester.</i> <i>Peer observations strongly encouraged.</i>	Tasia Hane-Devore Anne Ryan Mary Assad Miriam Goldman	Danielle Nielsen Brandy Schillace Hannah Rankin	Michael Moss Wells Addington Cassie Freudenrich Erin Wolverton

In addition to his assigned mentoring roles, Danny Anderson (daniel.p.anderson@case.edu) is the Assistant Director of the Writing Programs for AY 2009-2010. He will attend all program meetings and pedagogy workshops, and he a good source of mentoring, advice, and support for all graduate students at Case. Please contact him or Professor Emmons (kimberly.emmons@case.edu, 368-6924) if you have any questions, comments, concerns, or success stories to share.