ENGLISH DEPARTMENT TA MENTORING AND OVERSIGHT  
(FALL 2012)

A major component of graduate education in English at Case Western Reserve is a deliberate and ongoing attention to teaching. The English Department expects Teaching Assistants to spend significant time on teaching (we estimate that each course a TA teaches at Case will demand a minimum of 10 hours per week of preparation, class time, office hours, grading, and so on). Consequently, we discourage teaching “overtime” at other institutions while TAships are in effect at CWRU so TAs can concentrate on their teaching and scholarship full-time at Case.

This document describes the faculty mentoring program that the department has designed to help graduate TAs as they refine their skills, habits, and practices in Case classrooms and the Writing Resource Center.

**Graduate TAs assigned Mentors:** At your earliest convenience, please contact your assigned 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 DETAILS**

**English TAs assigned stand-alone classroom teaching in English and SAGES:** In any semester in which you are teaching a course for which you are primary Instructor of Record for the first time, you will be assigned an English department Faculty Mentor other than the Director of Composition. In subsequent semesters, additional mentoring may also be required; you are always welcome to request a formal faculty mentor, or to establish informal mentoring relationships with department faculty.

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 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 and course objectives.
- Observe at least 1 (and ideally 2) class sessions over the course of the semester.
- Review a set of graded papers with your mentee, paying attention to the value and detail of the commentary and the fairness of the evaluation.
- **Write a memo addressed to the Director of Composition describing the pedagogical strengths and areas for improvement that you observed over the semester.** (Note: These memos provide the Department essential information data for future teaching placements, awards, mentoring, and recommendation letters – honest, detailed, and constructive feedback is appreciated!) One copy of this memo will go to the TA’s teaching file, the other to the TA.
PART TWO: MENTORING 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Class Times</th>
<th>TA</th>
<th>Faculty Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 148</td>
<td>MWF 3-3:50</td>
<td>Cara Byrne</td>
<td>Dr. Kang</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>MWF 3-3:50</td>
<td>Michael Parker</td>
<td>Prof. Clune</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>MWF 3-3:50</td>
<td>Jason Carney</td>
<td>Prof. Koenigsberger</td>
</tr>
<tr>
<td>ENGL 213</td>
<td>M 3-5:30</td>
<td>Eric Earnhardt</td>
<td>Prof. Umrigar</td>
</tr>
<tr>
<td>ENGL 398</td>
<td>MW 4-4:50</td>
<td>Mary Assad</td>
<td>Dr. Miller</td>
</tr>
<tr>
<td>ENGL 398</td>
<td>TR 1:15-2:05</td>
<td>Drew Banghart</td>
<td>Prof. Siebenschuh</td>
</tr>
</tbody>
</table>

*English TAs assigned to writing support posts in the WRC and SAGES:* The Director of Composition, the Director of the Writing Resource Center, and the SAGES Instructional Coordinator 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 writing support role.