

LOYOLA UNIVERSITY OF CHICAGO

Department of English

Graduate Programs

Guidelines for the Mentorship Program in Composition

There are many different arrangements possible for the mentorship program. Each teacher and student should design a program that fits their ideal of an effective mentorship. Here are some guidelines that should be kept in mind as each arrangement is negotiated:

1. Assistants can be expected to give no more than 4 hours a week to the mentorship program, because they will have one assignment to the Writing Center during the second semester. The mentor should discuss the syllabus of the course with the assistant prior to the beginning of the semester. The assistant should be introduced to the class the first week; the students should know the role of the assistant.
2. GA's should assist in the following types of duties and tasks:
 - a. The grading of one or at the most two sets of papers, including evaluation, comments, and grade assignment. These papers should be looked over by the mentor before being returned to the students to see that the appropriate standards for the mentor are maintained. [One possible variation on the grading of a full set: grading a few student papers from each assignment rather than all the papers of one or two assignments.] The assistant should have some experience with student conferences, either with or without the teacher, either in class or outside of class.
 - b. The assistant should teach three or four classes during the term, one each of these kinds of classes: discussing an essay from the reader, evaluating a student paper, reviewing grammar and mechanics, and discussing a rhetorical strategy. The mentor should attend at least two of those classes and provide some response. By the end of term, there should be a written report about the GA's teaching that will go into his or her file in the office of the Graduate Program Director. The contents of that report should be discussed with the assistant.
 - c. The assistant should attend a specified number of classes, perhaps once a week or once every two weeks. The mentor should discuss those classes with the assistant.

Since there is no one model, a combination of these activities structured to benefit both assistant and mentor should be determined before the beginning of the term so that the schedule for both participants can be established.

3. Finally, there should be some follow-up during the Fall of the following academic year when the assistant will be assigned his or her own sections. The mentor should answer questions that the assistant may have, attend at least one of the assistant's classes the following year, and write up a short report on that visit and send it to the G.P.D..
4. All matters concerning the Writing Programs should be referred to the Director of Writing Programs. All matters concerning the assistant's performance should be referred to the Director of Graduate Programs. All matters concerning assignment of sections or other administrative decisions should be referred to the Chair.