

# Comparative Literature, PhD

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## Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as *MERs*.

## Mentored Experience Requirements (MERs)

### Philosophy of Teaching

Students earning a PhD in Comparative Literature, be it in the International Writers Track or the regular track, enter the program with a wide variety of life, professional, and academic experience. Likewise, they aspire to a variety of outcomes upon graduation. Some seek academic positions in the United States or elsewhere around the globe; some see their futures in other cultural sectors in which advanced skills in communicating, writing, and researching are at a high premium. Still others see themselves as public intellectuals or freelancers in the future and thus as needing maximum versatility to seize opportunities that come their way. In view of these diverse aspirations, the program offers a variety of options in mentored experiences and advises all students in consultation with faculty advisors to create an individual development plan that involves generating diverse portfolios that maximize their options upon graduation. We advise PhD students to self-assess when assembling their individual development plans and to choose one of the tracks described below with the idea of securing options, enhancing strengths, and addressing weaknesses.

## Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

All students must complete Preparatory Engagement. In our program, Preparatory Engagement will consist of participation in workshops offered by the Center for Teaching and Learning prior to the start of the first semester of teaching. These will include the following:

1. At least two online Introductory Foundations in Teaching Workshops on effective strategies for active learning, facilitating discussions, classroom management, and presentation skills;
2. A disciplinary group discussion focused on Comparative Literature and Thought or a related field; and
3. An orientation to Canvas course management.

After these activities are completed, ongoing mentoring in pedagogy will take place within the MTE assignments. Assistants in Instruction (AIs) who plan a career involving teaching will be further encouraged (but not required) to take advantage of the offerings of the Center for Teaching and Learning, including the tracks in the Professional Development in Teaching Program and occasional workshops within Comparative Literature and Thought.

## Mentored Teaching Experiences (MTEs)

### Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

Units assigned to AIs will vary from 5 to 10 up to 15 to 20, depending on what students do in the course to which they are assigned.

- **5 units:** The AI observes 3 hours a week for 14 weeks, during which time the AI confers with the instructor of record about the syllabus and class goals, in addition to leading two discussions or giving two short lectures (or a combination thereof). This MTE may also be structured as a rotation through several classes so that the novice AI has a chance to experience different teaching styles and different groups of students. This option would be a softer start for students who are unfamiliar with U.S. undergraduate academic culture and aid the student in laddering up to the next level of 10 units. More experienced students would probably select a 10- or 15-unit option.
- **10 units:** The AI observes 3 hours a week for 14 weeks, during which time the AI confers with the instructor of record about the syllabus and class goals, keeps office hours, assists students with papers, assists with group work in class, and leads at least two discussions or gives two lectures (or a combination thereof).
- **15 units:**
  - The AI teaches a discussion section attached to a lecture, attends all lectures and helps with logistics as necessary during the lecture, keeps office hours, assists with papers, and assists in grading.

- The AI attends all classes and helps with logistics as necessary, keeps office hours, assists with papers, assists with grading, teaches all or part of at least two class sessions, and creates a fully fleshed-out and portfolio-worthy syllabus for a Comparative Literature and Thought course teachable at an institution such as Washington University.

## Mentored Independent Teaching (MIT)

MIT is a semester-long experience for PhD students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of the MER. Students and mentors complete a mentorship plan prior to the start of each MIT experience. To complete each MIT assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number (ASGS 8020) for each semester of engagement. Refer to the "Required Pathways for Completion" section below for more details.

The student serves in an MIT capacity (i.e., as the instructor of record under faculty mentorship) in a Comparative Literature and Thought course or in a course for a related program, such as Women, Gender, and Sexuality Studies; the Writing Program; or Global Studies.

## Mentored Professional Experiences (MPEs)

The MPE is an unpaid professional experience for PhD students that allows students to develop skills and experiences relevant to their intended career outcomes. Students and mentors complete a mentorship plan prior to the start of each MPE. To complete each MPE assignment and to ensure that it applies toward their degree requirements, students must submit the Mentorship Registration Request form for approval and register for the appropriate course number (ASGS 8120) for each semester of engagement. Refer to the "Required Pathways for Completion" section below for more details.

MPEs are 20 units and involve 150 to 180 hours of commitment per semester. Opportunities for MPEs will either be publicized by the Office of Graduate Studies or vetted internally by the Comparative Literature and Thought. These MPEs may include, for example, a semester interning at the St. Louis History Museum in the public education department or a semester working in Special Collections at Olin Library putting together an exhibit with both online and in-person components.

## Required Pathways for Completion

Students work with their faculty mentor and their Director of Graduate Studies to plan how and when they will complete their MERs. Students register during the normal registration period for courses in accordance with one of these approved pathways.

Comparative Literature and Thought offers three tracks of mentored experiences that require 70 to 80 units for completion:

1. A combination MPEs/MTEs totaling 70 units completed via any combination of 5-, 10-, 15- (for AI), or 20-unit (for MIT or MPE) increments. No fewer than four and no more than eight engagements/assignments may be completed.
2. MTEs only totaling 70 units completed via any combination of 5-, 10-, 15- (for AI), and 20-unit (for MIT) MTEs. No fewer than four and no more than eight engagements/assignments may be completed.
3. MPEs only totaling 80 units completed via four 20-unit MPEs.

## Track 1: 70 MER Units (AI + MIT or MPE)

### Pathway #1

ASGS 8010	Take one time
ASGS 8120	Take three times

### Pathway #2

ASGS 8010	Take one time
ASGS 8020	Take two times
ASGS 8120	Take one time

### Pathway #3

ASGS 8010	Take one time
ASGS 8020	Take one time
ASGS 8120	Take two times

### Pathway #4

ASGS 8010	Take two times
ASGS 8015	Take two times
ASGS 8120	Take one time

### Pathway #5

ASGS 8010	Take three times
ASGS 8120	Take two times

### Pathway #6

ASGS 8010	Take three times
ASGS 8020	Take one time
ASGS 8120	Take one time

### Pathway #7

ASGS 8010	Take five times
ASGS 8120	Take one time

### Pathway #8

ASGS 8005	Take one time
ASGS 8015	Take three times
ASGS 8120	Take one time

### Pathway #9

ASGS 8005	Take one time
ASGS 8010	Take one time
ASGS 8015	Take one time
ASGS 8120	Take two times

### Pathway #10

ASGS 8005	Take one time
ASGS 8010	Take one time
ASGS 8015	Take one time
ASGS 8020	Take one time
ASGS 8120	Take one time

### Pathway #11

ASGS 8005	Take two times
ASGS 8120	Take three times

### Pathway #12

ASGS 8005	Take two times
ASGS 8020	Take one time
ASGS 8120	Take two times

### Pathway #13

ASGS 8005	Take two times
ASGS 8020	Take two times
ASGS 8120	Take one time

### Pathway #14

ASGS 8005	Take two times
ASGS 8010	Take one time
ASGS 8015	Take two times
ASGS 8120	Take one time

### Pathway #15

ASGS 8005	Take two times
ASGS 8010	Take two times
ASGS 8020	Take one time
ASGS 8120	Take one time

### Pathway #16

ASGS 8005	Take two times
ASGS 8010	Take two times
ASGS 8120	Take two times

### Pathway #17

ASGS 8005	Take four times
ASGS 8010	Take one time
ASGS 8020	Take one time
ASGS 8120	Take one time

### Pathway #18

ASGS 8005	Take four times
ASGS 8010	Take one time
ASGS 8120	Take two times

## Track 2: 70 MER Units (Only MTE: AI + MIT)

### Pathway #19

ASGS 8010	Take one time
ASGS 8020	Take four times

### Pathway #20

ASGS 8010	Take two times
ASGS 8015	Take two times
ASGS 8020	Take one time

### Pathway #21

ASGS 8005	Take one time
ASGS 8010	Take two times
ASGS 8015	Take three times

### Pathway #22

ASGS 8005	Take one time
ASGS 8010	Take three times
ASGS 8015	Take one time
ASGS 8020	Take one time

### Pathway #23

ASGS 8005	Take one time
ASGS 8010	Take five times
ASGS 8020	Take one time

### Pathway #24

ASGS 8005	Take two times
ASGS 8010	Take six times

### Pathway #25

ASGS 8005	Take three times
ASGS 8010	Take two times
ASGS 8015	Take one time
ASGS 8020	Take one time

### Pathway #26

ASGS 8005	Take three times
ASGS 8010	Take four times
ASGS 8015	Take one time

### Pathway #27

ASGS 8005	Take six times
ASGS 8010	Take two times
ASGS 8020	Take one time

### Pathway #28

ASGS 8005	Take six times
ASGS 8020	Take two times

## Track 3: 80 MER Units (Only MPE)

### Pathway #29

ASGS 8005	Take seven times
ASGS 8010	Take two times
ASGS 8015	Take one time

## Optional Activity: Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended teaching experiences. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

Students who have completed Tracks 1 or 2 above may choose to apply for the TIP if they wish to expand their teaching portfolio. In this track, students will be able to further explore the breadth and depth of teaching best practices and pedagogy related broadly to Comparative Literature and Thought. In this track, students earn 20 additional units for a maximum of 90 to 100 units.

## Optional Pathways for TIP

### Pathway A

ASGS 8005	Take one time
ASGS 8015	Take one time

### Pathway B

ASGS 8010	Take two times
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### Pathway C

ASGS 8020	Take one time
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