

East Asian and Comparative Literatures, 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

Given the intense competition in the current academic job market for which nearly all PhD students in East Asian Languages and Cultures prepare, it is essential that our students acquire extensive teaching experience in their research areas, as well as training in pedagogy, under the supervision of our faculty. PhD students in EALC are expected to assist in teaching a wide array of courses in language, literature and culture, film and media studies, gender and sexuality studies, and/or digital humanities. Our PhD students are carefully mentored in the preparation and practice of excellent teaching, including course development, syllabus design, lecturing, leading discussions, student guidance, and the evaluation of students' work. To complement and enhance their experiences in the classroom, all EALC PhD students are strongly encouraged to take advantage of programs and workshops offered by the Center for Teaching and Learning (CTL), both prior to and throughout their time teaching.

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.

EALC PhD students are required to participate in two types of Preparatory Engagement:

1. Graduate Student Mentored Teaching Orientation
2. One Preparatory Engagement activity offered by the CTL during their first year, such as the following:

- 90-minute Graduate Student and Postdoc Workshop
- EPIC Learning Community
- Tech Trainings

To complement and enhance their experiences in the classroom, all EALC PhD students are strongly encouraged to take advantage of programs and workshops offered by the CTL.

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.

Students must complete six to eight AI engagements totaling 60 to 70 MER units based on the following guidelines. 5-unit and 15-unit engagements are allowed up to (and no more than) two times.

- **5- and 10-unit engagement** roughly corresponds to per-week hours with tasks such as attending class sessions; assisting with Canvas management; assisting with in-class activities; holding weekly office hours; assisting with grading; leading weekly discussion sessions; attending instructional plan meetings with the instructor; conducting one-on-one sessions; and weekly language drills or sub-session teaching.
- **15-unit engagement** will be considered for advanced AIs only for content-based courses. In addition to selecting tasks for 5- and 10-unit engagements, 15-unit engagement may include co-designing and teaching up to four class sessions.

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.

Students must complete six to eight AI engagements totaling 60 to 70 MER units based on one of the following pathways. 5-unit and 15-unit engagements are allowed up to (and no more than) two times.

- Preparatory Engagement

Pathway #1

ASGS 8010	Take seven times
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Pathway #2

ASGS 8010	Take six times
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Pathway #3

ASGS 8005	Take one time
ASGS 8010	Take six times

Pathway #4

ASGS 8005	Take two times
ASGS 8010	Take six times

Pathway #5

ASGS 8005	Take two times
ASGS 8010	Take five times

Pathway #6

ASGS 8010	Take five times
ASGS 8015	Take one time

Pathway #7

ASGS 8005	Take one time
ASGS 8010	Take five times
ASGS 8015	Take one time

Pathway #8

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

Pathway #9

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

Pathway #10

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

Pathway #11

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

Pathway #12

ASGS 8005	Take two times
ASGS 8010	Take two times
ASGS 8015	Take two times

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 have the opportunity to complete a TIP experience by teaching as the main instructor of a course for 20 MER units.

- Language teaching (Chinese/Japanese/Korean): The student must submit the lesson plan to the faculty-mentor for approval and adjustment. The faculty-mentor observes the class multiple times throughout the semester and offers suggestions for improvement. In addition, the student assists in the language program's extracurricular events and social media posts as needed.
- Content courses (undergraduate levels): The student must work with the faculty-mentor to design the syllabus and then submit the syllabus and course description for the department Undergraduate Committee's review and approval. The faculty-mentor visits the course and offers suggestions for improvement throughout the semester.

Optional Pathway

ASGS 8020	Take one time
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Optional Activity: Professional Intensive Pathway (PIP)

The PIP is an optional pathway for those students whose career interests lie outside of academia or who want to benefit from mentored professional experiences (MPEs). An 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. 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 PIP will not receive compensation.

Optional Pathway

ASGS 8120	Take one time
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