Washington University in St. Louis

French and Francophone Studies, 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

Teaching development for graduate students in the Department of Romance Languages and Literatures features a supervised, comprehensive, and systematic apprenticeship in the theory and practice of teaching Romance languages. We aim to prepare students for careers in or beyond the academy as we train excellent scholars, mentors, and colleagues. We require Mentored Experiences of all full-time doctoral students. These take the form of Mentored Independent Teaching (MIT) and Assistant in Instruction (AI) experiences as well as Mentored Professional Experiences (MPEs).

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.

Required before AI:

- Teaching orientation from the Center for Teaching and Learning

Required during AI:

- Seminar on second language pedagogy *before or during* the AI (listed under the Graduate Certificate in Language Instruction)
- Practicum in second language classroom practices *during* the first semester of the AI, offered by a member of the French faculty.

Recommended:

- English Language Program classes provide valuable pre-professional training, including classroom and conference presentations. Targeted English language coursework for second-language teaching (e.g., U15 4700 Language, Culture, and Interaction Strategies for Instruction) may be helpful.

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 are required to complete AI experiences two or three times for 10 MER units per assignment for a total of 10 to 30 MER units. How many times a student will complete an AI experience is dependent upon how many times they are assigned to MIT.

- AIs assist with course development, instruction, and assessment.
- The faculty instructor provides mentoring, observes the graduate student's teaching one to two times each semester, and provides guidance and feedback.

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.

Students can expect to complete four MIT and two AI experiences (or three of each) within or outside the program, with the option of replacing one or one of each with an MPE. Graduate students completing certificates may have opportunities to shadow and teach under the auspices of another program (e.g., in Women, Gender, and Sexuality Studies or in Film Studies).

Students participating in MITs will teach French 1010, 1020, 2030, 2040, or 3070. Repeat assignments are permitted to enable them to improve; we expect that students will teach at least two different levels during the course of their program at WU. The assignments will depend on the department's curricular needs at the undergraduate level. Course coordinators, who oversee a team of instructors, provide mentoring.

Graduate students may observe their coordinator and are themselves observed one to two times per semester so that they may be provided with feedback on their teaching. In addition, coordinators discuss and provide a brief assessment report identifying strengths, weaknesses, and suggestions for improvement for the student's file at the end of the semester.

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.

Students may opt to take one or two semester-long MPEs in place of an MTE, an AI, or one of each. MPE activities may be anything other than classroom teaching of traditional-aged students at a private university or college. Some could still be in the area of teaching, for example, in a secondary school or community college. Others could be in our internship program in university administration, Overseas Programs, Olin Library, or as an editor's assistant. We also encourage students to seek opportunities in museum settings (e.g., at the Saint Louis Art Museum, the Mildred Lane Kemper Art Museum, or the Pulitzer Arts Foundation) or any other supervised position in the "public humanities" (e.g., at the Missouri Historical Society Library & Research Center or the sites and archives in Ste. Genevieve, MO). The scope of these assignments is determined in consultation with the Director of Graduate Studies. Students meet regularly with their MPE mentors throughout the duration of the experience. Students submit a self-reflection and mentors submit an assessment at the end.

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 are required to complete 90 to 110 MER Units. Students can expect to complete four MIT and two AI experiences (or three of each), with the option of replacing one or one of each with an MPE.

Pathway #1

ASGS 8010	Take three times
ASGS 8020	Take three times

Pathway #2

ASGS 8010	Take two times
ASGS 8020	Take four times

Pathway #3

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

Pathway #4

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

Pathway #5

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