

Checklist for Teaching Mentors and Graduate Students Who Teach Their Own Course

(To be distributed by the Director of Graduate Studies at the beginning of each semester)

General Mentoring Information

- <https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf>
- <https://grad.msu.edu/optimizing-mentoring>

Graduate Student Rights and Responsibilities

- <https://studentlife.msu.edu/about/handbook/graduate-student-rights-responsibilities/index.html>

Handbook

- Teaching Mentor (TM) and Teaching Assistant (TA) should be aware of the general mentoring expectations, as they are outlined in the graduate handbook; the sections that focus on teaching mentoring can be found in a separate document here: <https://philosophy.msu.edu/graduate/graduate-resources/>.

Before the Semester

- At least 2 weeks before the course begins, but preferably sooner, the TA and TM should sit down together to discuss the course and its syllabus in detail.
 - discuss teaching strategies, class format, and grading.
 - construct a syllabus with attention to the following (general guidelines can be found here: <https://ombud.msu.edu/resources-self-help/syllabus>):
 - appropriate readings, in length and content
 - appropriate assignments
 - course requirements, clearly stated and appropriate
 - grading policy explicit and in accord with Code of Teaching Responsibilities.
 - statement of office hours

During the Semester

- TMs should visit the TA's classroom at least once during the semester.
- Each observation should be followed by a meeting of the TA and the TM to discuss the mentor's notes and suggestions, and the student's reflections on their own classroom performance.
- These meetings (and any other the TA and TM feel are appropriate) should also serve as opportunities to plan specific assignments, exams, and grading strategies, and to review the effectiveness of past practices as well as classroom performance.

At the end of the Semester

- TM and TA meet to discuss student evaluations, and the strengths and weaknesses of the course as a whole. It should also be discussed how the experience of teaching the course can lead to modifications, extensions or improvements in the teaching portfolio of the TA.