



Creative Writing Department

Teaching Assistant Course

Course Objective: To give qualified students an opportunity to build a foundation for future teaching endeavors by assigning them to core creative writing courses in which they've developed specific expertise.

Criteria: Students who have expressed a strong desire and ability to teach may be considered for assignment as a teaching assistant (course coded research sections). Students must have:

1. A GPA of 3.0 or higher in academic and arts area classes.
2. Have a 3.5 or higher in arts area course of interest (eg. Creative Writing I and II freshmen core class would require this GPA in all core classes taken through the end of junior year).
3. Demonstration of leadership qualities as defined through roles in the Creative Writing Department such as: leading a student-run, after school club related to the area of interest; serving as editor of our Elan student-run literary magazine or Improviser student-run newspaper; placing at the regional level or higher in the Scholastic Art and Writing Contest (or another contest of similar prestige) and/or having been published in a professional literary magazine.

Course Outline: Student will assist instructor in planning and executing lessons, grading of assessment tools with predetermined answers, mentoring students by sharing knowledge of organizational and time management skills.

Grading will include:

- A contract outlining roles and responsibilities, statement of commitment to specific projects, lessons and mentoring that feature measurable results.
- A minimum of two lessons delivered to the class. This includes all planning and preparations, acquiring materials and execution of lessons under the guidance of the instructor.
- A daily time log of all work completed in each class period.

Standards:

- LACC.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- LACC.1112.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LACC.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- VA.912.F.3.4: Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Remarks/Examples: e.g., punctuality, reliability, diligence, positive work ethic
- LACC.1112.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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