**The MAPW Teaching Assistant Program**

The MAPW Teaching Assistant Program, the first of its kind at KSU, was developed in 2007 by writing studies faculty of all ranks in cooperation with English Department administrators. From its inception, the program’s success has been built upon the cohort model and teacher preparation course content developed by these faculty members as well as the unique partnership between the MAPW and the KSU Writing Center.

From their first semester in the Program, teaching assistants (TAs) begin a carefully designed sequence of coursework, applied experience, and mentoring. The cohort model encourages collaborative pedagogical approaches to first-year writing, integrates professional development opportunities with graduate coursework, and provides a network of faculty mentors both before and during TAs’ experiences as teachers-of-record in first-year composition courses. The selective Program offers students up to three years of funding. In their first semester, TAs serve as peer tutors in the KSU Writing Center, where they receive extensive theoretical and applied instructional training that complements their graduate coursework on teaching first-year writing. TAs make in-class Writing Center presentations across campus and teach the Center’s weekly workshops, further preparing them to lead their own classes. In their second semester, TAs continue their writing center work and also shadow an experienced instructor in a first-year writing course, attending each class, assisting with assignment design, and participating with students in the writing process. T.A.s also meet weekly with the T.A. Coordinator to reflect and seek advice on their experiences. In their third semester, TAs become teachers of record in two sections of English 1101. They continue to take coursework facilitating their pedagogical development, including a second semester of the Practicum class that serves as a “maker space” for creating assignments and syllabi for the English 1102 courses they will teach in the next semester.

**Testimonials From Past Participants In The Teaching Assistantship Program**

Being a TA in the MAPW program gave me knowledge and skills that I used in all of my classes, thereby making me a better student. As a better student, I was more active in discussions and became a leader on projects, indirectly sharing the benefits of being a TA with non-TA students. The benefits of being a TA continued after I graduated because the practical experience I gained not only made my degree more valuable, but also made me more marketable.

*Becky Kraegel*

*Lecturer of English,*

*Kennesaw State University*

The Graduate Teaching Assistantship program at Kennesaw State University, specifically in the MAPW, provides invaluable teaching experience and scholarship opportunities supported by veteran mentors. Studying composition pedagogy, training in the KSU Writing Center, and teaching eight sections of English Composition led directly to my success in the PhD program at Georgia State University.

*Valerie A. Smith*

*PHD Candidate*

*Georgia State University*

Being a TA in the MAPW at Kennesaw was direct training for the job I have now; I’m a full-time English instructor (just promoted to assistant professor!) at Georgia Highlands College. Shadowing and beginning to teach my own sections of composition classes while I was a TA taught me everything, from the day-to-day management of a writing class, to the attitudes and theories that inform good teaching practice. Working in the KSU Writing Center was an important piece of that experience, too; I have carried my habits for helpful one-on-one writing instruction through to all my work as an instructor.

I know I wouldn’t be where I am today without the TA program, and I’m forever grateful.

*Julia Reidy*

*Instructor of English*

*Georgia Highlands College*

My time teaching English composition courses as a TA at Kennesaw State University was extremely rewarding, and my experience in the MAPW program would have been incomplete without it. As one of the first two TAs in the program, I felt supported and inspired by faculty throughout my time preparing to teach and then leading my own classes. The lessons I learned and the confidence I built as a result of working with faculty mentors and engaging in hands-on experience during this formative time have carried over to every position I have held since. Whenever I recommend the MAPW program to potential students, I always describe my time as a TA and recommend they pursue this opportunity, as it was truly the highlight of my own experience.

*Christine Harkreader*

*Lecturer*

*Kennesaw State University*

I doubt I would be teaching full-time at a technical college without my experience as a teaching assistant (TA) at KSU. Through the TA program I was able to apply what I was learning directly to the classroom as I was improving as a teacher. The MAPW program is truly one of a kind because it made my graduate education financially accessible while providing me and my classmates with what every professional needs—practical, hands-on experience.  I would not be where I am as an educator without the opportunity to work both in the KSU Writing Center and in the classroom at KSU!

*Dustin Ledford*

*Instructor of English*

*Chattahoochee Technical College*

Being a Graduate Teaching Assistant has positively impacted my career path more than I ever would have thought possible at the time I was filling out the application. While participating in this program, I gained invaluable experience in teaching writing from being a writing assistant at the KSU Writing Center, and I received hands on teaching experience while shadowing another professor and acting as an instructor of record designing and instructing my own composition courses. These experiences as well as the connections I made in the program have led me to my current position as an English Instructor at Georgia Highlands College and the pilot director for GHC’s own writing center.  Without this program or the knowledge I gained from the KSU Writing Center, I would have never found my passion for teaching writing or acquired the skills necessary for succeeding the position I’m in today.

*Shannan (Rivera) Harrington*

*Instructor*

*Georgia Highlands College*

 I was part of the inaugural TA cohort.  I actually extended my stay in the MAPW program just to be a part of the TA program and I am beyond grateful that I chose to do so.  My experience as a TA changed my entire career path.  I had been an elementary school teacher, and I knew I was ready to move forward.  My experience as a TA helped me realize that higher education, or teaching at the college level, was something I didn't even know I wanted in my life.  The experience of working at the writing center solidified that I wanted to teach writing and not to 3rd graders.  My experience with the TA program at Kennesaw State University lead me to my current position teaching high school English and AP Language and Composition at DeKalb Early College Academy, where I am getting the best of both worlds. I am now teaching writing and aiding students in preparing themselves for what they will encounter in college and beyond.

*Samara Zeiger PhD*

*High School English Teacher at DeKalb Early College Academy*

*Bachelor of Science in Elementary Education*

*Master of Arts in Professional Writing*

*Doctorate in Curriculum and Instruction*

Completing my first year of grad school with a 4.0 GPA would not have been possible for me without the TA Program. In my position of working at the Writing Center and shadowing an 1101 instructor, I truly feel that I have been equipped to help others. I now take pride in answering any questions that my students or colleagues may have, as being a TA has fostered a professional respect I have never known elsewhere. Because of this program, I am more invigorated than ever at the prospect of teaching and am incredibly thankful for the opportunity to do so in the coming Fall semester.

*Ian Hatcher*

*MA in Professional Writing Candidate*

*Teaching Assistant Co-hort 2019-20*

Without being a graduate from the Masters in Professional Writing Program and a former TA, I would not have the same ability to influence young students and colleagues as I do today. The program gave me unique opportunities to explore modern forms of writing, specifically interactive narrative design and script writing in video games, and after graduating, I began working as a full time professor at Kennesaw State University where I am able to broaden students understanding of writing and media rhetoric through applying pedagogies I learned in the teaching assistantship. I used the knowledge gained from my experiences to create a highly interactive course focused in English rhetoric and multimedia composition.

*Victoria Banks*

*Limited Term Instructor of English*

*Kennesaw State University*

Without KSU's TA program, I wouldn't have been able to go to graduate school. Simply put, the opportunity to teach and avoid the high cost of out-of-state tuition is what attracted me to move to the state of Georgia as a 22 year old college grad, and in doing so, discover the passion for teaching that would drive me into my current career as an educator in the USG. I believe that the opportunity to serve as a TA makes our university system and the communities it serves healthier.

*Keaton Lamle*

*Lecturer of English*

*Kennesaw State University*