Questions to Consider in Teaching/Mentoring First-Year Composition:
1) What am I trying to teach/impart?
2) Why am I trying to teach/impart this knowledge/information/critical thinking ability?
3) How am I planning to teach/impart this knowledge/information/critical thinking ability?
4) How well are students learning that which I am trying to teach/impart? What evidence do I have in making this judgment?
5) How can I better enable students to access that which I am teaching/imparting?

I. Establishing Communication
   A. Identify early into the process, preferably before the semester begins, the expectations for the various parties involved in this triad involved in this classroom initiative.
   B. Set boundaries while remaining open to change/evolution.
   C. Identify the objectives you desire to achieve as well as the objectives you want your students to meet.
   D. Establish a clearly defined purpose for your collaboration with each other and with students.

II. Discovering Differences and Commonalities in Values
   A. Employ a prompt that will elicit meaningful writing from students.
   B. Develop a rubric that addresses aspects of writing that both instructor and mentor perceive as valuable.
   C. Discuss similar and conflicting values as they relate to student writing.
   D. Consider instructor and mentor strengths and weaknesses and how those strengths and weaknesses complement each other.

III. Determine Practices to Achieve Common Goals
   A. Discuss how best to ameliorate problematic areas in student writing.
   B. Discuss how best to encourage more quality writing among students.
   C. Focus on outcomes and how best to achieve desired outcomes.
   D. Determine whether or not desired outcomes (benchmarks) have been achieved and how to adjudicate (assess) whether or not desired outcomes have been achieved.