

12. CLASSICS DEPARTMENT PEDAGOGICAL TRAINING PLAN

YEAR 1 & 2. TEACHING EXPERIENCE: NONE REQUIRED

Pedagogical Training and Mentoring	Learning Goals
Students who wish to start thinking about teaching can attend workshops in CCTL or CLC.	

YEAR 2. TEACHING EXPERIENCE: PRE-TEACHING PROFESSIONAL DEVELOPMENT, FOCUS ON FIRST-YEAR LANGUAGE

Pedagogical Training and Mentoring	Learning Goals
1. Begin to develop, with LPC in consultation with DGS, teaching trajectory.	1. Consider the role of teaching in one's career goals. Discuss how to target professional development activities.

YEAR 3. TEACHING EXPERIENCE (TYPICAL): TEACH IN FIRST-YEAR SEQUENCE: DRILL SESSION/4TH HOUR IN 101 & 102; INSTRUCTORSHIP IN 103 FOR EITHER LATN OR GREK

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
1. Graduate student lecturer for LATN or GREK 102 or 103.	<ol style="list-style-type: none"> Attend Teaching@Chicago, offered by CCT (required) in Autumn O-Week. Attend Classics orientation, including session for first-year language teachers led by LPC. Observe at least one session of first-year Latin or Greek taught by faculty. Attend weekly course meetings, led by LPC. 	<ol style="list-style-type: none"> Understand teaching in the context of a private, R1 university, roles of teacher, learner. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how effectively to use online resources.

	<p>5. Lead Drill Session/4th Hour for first-year Latin or first-year Greek in Fall and/or Winter.</p> <p>6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; student may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion.</p> <p>7. Students intending to complete the CCTL's "College Teaching Certificate" in Second Language Pedagogy should participate in an Inclusive Teaching workshop, offered by the CCT.</p>	<p>3. See first year instruction in action, and how different days can be different for explicable and inexplicable reasons.</p> <p>4. Know what skill levels learners reach at the end of one year of instruction. Learn lesson planning, grading, interaction with students. Learn how to teach in a multi-section course, where you need to meet similar goals as other sections but can still exercise individual teaching style. Work as team, sharing materials, activities, stepping in to cover for others.</p> <p>5. Discuss nuts and bolts issues, share materials, deal with learn issues/problems, vet exams, walk through course elements such as oral warm-up, in-class reading, exam procedures.</p> <p>6. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.</p>
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YEAR 4. TEACHING EXPERIENCE (TYPICAL): INSTRUCTORSHIP IN SECOND-YEAR SEQUENCE (GENERALLY IN LANGUAGE NOT PREVIOUSLY TAUGHT)

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
<p>1. Graduate student lecturer for 202 or 203 course designed over previous terms.</p>	<p>1. Attend Classics orientation, including session for second-year language teachers led by LPC.</p> <p>2. In Autumn, enroll in CCTE 50000, "Course Design and College Teaching," taught in the Chicago Center for Teaching and Learning (CCTL).</p> <p>3. Submit a syllabus to the Department's Exam Committee on</p>	<p>1. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team-taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how effectively to use online resources.</p>

	<p>Monday of Week 9, for comments and approval.</p> <p>4. In Fall and Winter, observe one session in 2-3 classes of different types. These must be taught by a faculty member. One may be in another program (e.g. NELC, Religious Studies, Art History, History).</p> <p>5. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion.</p> <p>6. Students intending to complete the CCT's certificate in Second Language Pedagogy must participate in an Inclusive Teaching workshop, offered by the CCT.</p>	<p>2. Know how to differentiate intermediate from beginning skill level. Know how to meet the needs of students with different types and degrees of preparation. Start to get a sense of how literary/cultural learning and language learning interact at intermediate level.</p> <p>3. Teach a self-designed Intermediate course with effective and appropriate outcomes, materials, activities, policies. Teach both language and humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students.</p> <p>4. Design Intermediate course in consultation with faculty and LPC, and with collaboration of peers. Understand nature, challenges, and successful structure of courses, and their role in the department and discipline. Create a well-conceived course, based on meaningful learning outcomes, delivered with engaging, appropriate materials, and the use of active in-class activities that further humanistic enquiry, as well as linguistic proficiency.</p> <p>5. Experience instruction in Intermediate, Upper Division and non-language classes with a view to teaching, rather than to content learning. Observe several approaches to teaching the past. Consider teaching models one might follow, and faculty members one might cultivate as mentors.</p> <p>6. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.</p>
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YEARS 5- 6. TEACHING EXPERIENCE: TEACHING BEYOND THE LANGUAGES

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
<p>Teach one of eight options, depending on departmental availability and capacity:</p> <ol style="list-style-type: none"> 1. Graduate student lecturer for a HUMA course. 2. Graduate student lecturer for a LATN or GREK course not previously taught (e.g. an upper division course). 3. Serve as graduate student TA within the Classics department. 4. Serve as graduate student TA in a classically-themed Study Abroad program. 5. Serve as graduate student TA in another program or division. 6. Act as Preceptor. <p>We will also work within departmental planning to consider possibilities for free-standing courses, such as:</p> <ol style="list-style-type: none"> 7. Graduate student lecturer for a self-designed course in Classics or in another department <p>Finally, students are encouraged to teach an LxC session, either in the department or outside of it, although this will not satisfy the requirement of a third instructorship as part of the PTP.</p>	<p>Take HUMA 50000: Pedagogy of Writing or an equivalent workshop in the Writing Center.</p> <p>Students may wish to work on developing a teaching philosophy (with CCT workshop) and other portfolio materials for the job market.</p> <p>Depending on the option chosen, the following pedagogical training and mentoring opportunities will arise:</p> <ol style="list-style-type: none"> 1. HumCore Pedagogy training from CCT; coordination and consultation with other teachers in the core through weekly staff meetings. Mentoring by Chair of HumCore sequence. 2. Mentoring from LPC and/or Classics faculty. If applicable, coordination and consultation with teachers of other sections of same course through weekly staff meetings. 3. Mentoring from and coordination with faculty leading the course. 4. Writing program training (see year 5). 5. Consultation with sub-disciplinary experts among faculty. 6. Consultation and coordination with faculty throughout the design and implementation of the new 	<p>Learn best practice in the teaching and assessment of writing. Consider writing as a global and disciplinary skill. Consider how writing assignments fit into broader course design.</p> <p>Each option presents a variety of opportunities for further professional development; broader course design; experience teaching in a general humanities setting; experience designing and running an LxC section in consultation with the main instructor. The students will also have the opportunity to collaborate and be mentored by departmental faculty or faculty outside the department. Students teaching in the sixth year should also seek out the chance to be observed by a faculty member to gain that perspective on effective teaching. Across these options, students will:</p> <ol style="list-style-type: none"> 1. Teach a course with effective and appropriate outcomes, materials, activities, policies. Demonstrate that expectations for humanities courses are realistic, based on knowledge of core humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students. 2. Talk constructively about teaching practices, what is working, what needs adjustment. Discuss classroom activities, opportunities for language

	<p>course. Regular meeting with faculty mentor cultivated during previous teaching experiences, and/or LPC.</p>	<p>use and integration of in-class and out-of-class work. Are materials level appropriate? Are they effective in revealing ancient culture?</p> <p>3. Receive constructive feedback and gain perspective of one's own strengths and weaknesses.</p>
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