

10. CLASSICS DEPARTMENT PEDAGOGICAL TRAINING PLAN

YEARS 1 & 2.

- Students broadly discuss their teaching interests with the Language Program Coordinator (LPC) and DGS.
- **Teaching experience:** None required.

YEARS 3-4.

- Attend Teaching@UChicago. This is a one-day workshop offered in 0 Week of the Autumn Quarter of the year in which a student first teaches (usually in the first-year sequence of either Greek or Latin).
- Take CLA 492 (Autumn Quarter) “Pedagogy for the Ancient Language Classroom.”
- (Optional) Attend the Inclusive Teaching Workshop offered by the Chicago Language Center (this may be required for students who wish to receive the language teaching certificate, in which case it may need to be repeated in Year 4).

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
<p>1. In the quarter or two quarters before they teach their own course (as assigned by the chair), students will hold office hours once per week to assist undergraduate students taking the language sequence.</p> <p>2. Students will observe two sessions of Greek or Latin instruction at the 100 level.</p> <p>2. Attend Classics Orientation for Intro-Language Instructors (in 0 Week of Autumn Quarter, with the LPC).</p> <p>3. Graduate Student Lecturer for LATN or GREK 102 or 103.</p>	<p>1. The LPC will perform two class observations for instructors of introductory or intermediate language courses in Years 3 and 4, and one class observation for instructors of introductory or intermediate language courses in Years 5+ (unless additional observations are requested). Students may in addition ask any other member of faculty to observe their teaching. A week before any observation, students should submit the day’s teaching plan to the observer. Instructors of introductory and intermediate language courses will send to the LPC their draft syllabus no later than two weeks prior to the</p>	<p>1. Understand teaching in the context of a private, R1 university, as well as the roles of teachers, learner.</p> <p>2. 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 day-by-day lesson plans and rationales for first chapter in textbook; learn how effectively to use online resources.</p> <p>3. See first-year instruction in action, and how different days can be for explicable and inexplicable reasons.</p>

<p>4. A typical teaching experience in Year 4 is as Graduate Student Lecturer for 202 or 203 course designed over previous terms.</p>	<p>beginning of the quarter in which the course is being taught.</p> <p>2. In Fall and Winter, of Year 4, 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>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 learning 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> <p>7. By Year 4, know how to differentiate intermediate from beginning skill level; 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>
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YEARS 5+

- (Optional) Take CCTE 500 “Course Design and College Training” (offered by the Chicago Center for Teaching).

Teaching Experience: Teaching beyond the Languages	Pedagogical Training and Mentoring	Learning Goals
<p>Teach one of seven options, depending on departmental availability and capacity:</p>	<p>1. Students may wish to work on developing a teaching philosophy (with CCTL workshop) and other</p>	<p>1. Experience instruction in Intermediate, Upper Division and non-language classes with a view to teaching, rather than to content learning. Observe several approaches</p>

<p>1. Graduate Student Lecturer for a HUMA course.</p> <p>2. Graduate Student Lecturer for a LATN or GREK course not previously taught (e.g., an upper division course).</p> <p>3. Serve as Graduate Student Teaching Assistant within the Classics department.</p> <p>4. Serve as Graduate Student Teaching Assistant in a classically-themed Study Abroad program.</p> <p>5. Serve as Graduate Student Teaching Assistant in another program or division, with department permission.</p> <p>6. Act as a Preceptor.</p> <p>We will also work within departmental planning to consider possibilities for free-standing courses, such as:</p> <p>7. Graduate Student Lecturer for a self-designed course in Classics or in another department.</p>	<p>portfolio materials for the job market.</p> <p>2. 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>3. Design Intermediate course in consultation with faculty and LPC, and with collaboration of peers.</p> <p>4. Participate in LxC sessions, either in the department or outside of it (optional).</p>	<p>to teaching the past. Consider teaching models one might follow, and faculty members one might cultivate as mentors. 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>2. 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. Learn best practice in the teaching and assessment of writing. Consider how writing assignments fit into broader course design.</p> <p>3. Each teaching 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.</p>
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