

Pedagogical Training Plan

Department: Comparative Literature

I. Briefly explain the role of teaching and pedagogical training in your discipline. In particular, describe the role of teaching experience and training for success on the job market.

Graduates from Comparative Literature compete for positions in diverse institutions of higher education. Many of these institutions are teaching-intensive. Even Research 1 institutions require significant evidence of solid teaching experience and training. Graduates from Comparative Literature who want to be successful on the academic job market need strong teaching profiles; a terrific dissertation, and record of publication is not enough. It is teaching, increasingly, that sets our most successful students apart and gets them jobs.

The pedagogical training of students of Comparative Literature is complicated by the fact that they have to be ambi-, even multidextrous so that they are qualified and prepared not only to teach successfully in comparative literature departments but also in language departments or departments of other disciplines such as religious studies, film studies, area studies, to name a few. Thus, graduates from Comparative Literature must be trained in multiple pedagogical methodologies and have appropriate teaching experience.

All teaching and pedagogical training should be discussed with and approved by the DGS in consultation with the student's faculty mentor as part of the student's intellectual growth and career trajectory within the department and discipline.

II. Explain the learning goals for pedagogical training in your department. What should graduates of your program know or be able to do when it comes to teaching?

All graduates of our program should all be able to:

- design and teach introductory courses in the discipline
- design and teach introductory and upper-level courses in their field
- design effective assignments for a range of courses
- effectively facilitate discussion

- design and deliver an effective lecture
- describe their approach to student learning and give reasons for their pedagogical choices

Students will graduate well-versed in methods and approaches of undergraduate writing instruction, and are encouraged to seek additional training in inclusive pedagogy through the Chicago Center for Teaching and Learning (CCTL) and Diversity + Inclusion programming. Graduate Student Teaching Assistantships in departmental courses will be facilitated with a view to aligning student and faculty research profiles. Prior to their dissertation defense and application for a Teaching Fellowship in the Humanities (if desired), the department will facilitate mentoring with departmental faculty.

According to their areas of specialization, students may also be encouraged to undergo language pedagogy training and gain teaching experience in the language of their specialization in order to acquire the following skills:

- Gain an overview of foreign language pedagogy and practices, understand curricular scaffolding and backward design as a framework, understand the role of assessment in backward design and formats for assessment, understand the pedagogy behind classroom and other teaching techniques and activities;
- Describe the language teaching method they ascribe to, or, which method might be most appropriate in a given context; • Implement technology to enhance instruction;
- Design “bridge” courses that span language courses and courses beyond the language sequence.

The training and teaching schedule can be summarized in the following table:

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	None	None	• Develop foundational knowledge of discipline
2	None	None	• Develop foundational knowledge of discipline • Develop skills in writing instruction, grading, and providing feedback

3	1 Graduate Student Teaching Assistantship in a course parented by Comparative Literature or with a core faculty member in Comparative Literature. Student must obtain a performance evaluation from the instructor on record.	<i>For departmental TAs and Preceptorships:</i> - One-on-one pedagogical mentoring with faculty instructor - Optional: “Teaching@UChicago” (CCTL)	- Learn about undergraduate students and resources for teaching at UChicago, and reflect on first experiences in the classroom - Practice and get feedback on writing and classroom instruction - Overview of foreign language pedagogy and practices, understand course design methods as well as assessment methods
4	1 Graduate Student Teaching Assistantship (if not completed in year three) AND 1 Graduate Student Lectureship in a course parented by Comparative Literature.	<i>For Graduate Student Lecturers of self-designed courses:</i> - Course syllabus and description approved by the DGS - Observation and feedback by dissertation adviser (*highly recommended) - Optional: 2 hours of inclusive teaching programming (CCTL) - Seminar or Workshop on Teaching Portfolios - Optional: Diversity & Inclusion workshops	- Ongoing training and mentorship, as above - Develop advanced knowledge of field - Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline - Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching - Practice and get feedback on teaching a comparative literature course from the following: faculty in their field, specialists in teaching and learning, faculty in the department - Reflect on inclusive teaching practices
5	1 Graduate Student Lectureship in Comparative Literature (if not completed in year 4)		
6	1 Graduate Student Lectureship in Comparative Literature (if not completed in year 5)		

NB: This plan is a suggested schedule for teaching and will be tailored for individual student training needs at the discretion of the Director of Graduate Studies, faculty adviser, and student.

Please note that any teaching assistantship or lectureships outside of the department of Comparative Literature should be reviewed with your advisor and the DGS for their suitability in your pedagogical training plan and **are required to be approved before accepting the appointment.**

This pedagogical training plan is reviewed and modified on an annual basis.

Last Updated August 14, 2025