

Pedagogical Training Plan

Department: East Asian Languages and Civilizations

EALC graduates compete for positions in diverse institutions of higher education. Some of the institutions in which we place students select primarily on research excellence; others (including some R1 institutions) require significant evidence of solid teaching experience and training. In some segments of the job market, this includes teaching in East Asian languages. EALC aims to offer students teaching opportunities that build up step by step, starting with supervised course assistantships, language mentorships, and/or the BA thesis preceptorship, and culminating in one or more stand-alone lectureships.

Graduate Student Teaching Assistants' responsibilities are outlined under the section "Responsibilities of graduate student-TAs in EALC, and faculty responsibilities to TAs" below.

Graduate Student – TA (language mentorships) resemble internships: the student attends a class taught by a language lecturer, helps with a limited number of tasks (such as grading homework), does some classroom teaching in the presence of the lecturer, and receives feedback from the lecturer. Details differ from program to program and are determined by our language program directors.

Preceptors regularly meet with undergraduate BA thesis writers during autumn and winter quarters, in order to help them write a substantial paper in east Asian studies with the potential of receiving Honors for the BA degree. Students can serve as preceptor for either one or both quarters. Each quarter is the equivalent of one course assistantship. More information on the Preceptorship can be found here: <https://uchicago.app.box.com/folder/171905897556>. Students are required to take HUMA 50000 or the equivalent number of writing center workshops before serving as Preceptors. Preference will be given to those who have already completed one Graduate Student – TA position.

Since students apply to different fields with different teaching demands, EALC does not require all students to complete the same sequence or the same teaching load. At a minimum, students will teach 3 supervised units (Graduate Student - TA, Preceptors, or Graduate Student – TA *language mentorships*) and 1 Graduate Student Lecturer. At a maximum, students will teach 5 supervised units and 1 Graduate Student Lecturer, or 3 supervised units and 2 Graduate Student Lecturer. The latter case (teaching 2 stand-alone courses) applies mostly to students who plan to obtain the Second Language Teaching Certificate and need to teach a stand-alone language course in addition to the stand-alone course in the discipline. In most years, students may also have the opportunity to apply for a Graduate Student - TA position in the East Asian Civilizations Program in Beijing (Autumn), which counts as 2 supervised units.

In the spring quarter of their second year, students will consult with their advisers and the DGS to create a provisional “teaching plan.” This plan provides a road map for the likely number of units a student will teach; it also commits the department to providing the teaching opportunities and training necessary to fulfill these units. As long as students are receiving divisional funding, they will be required to teach only those units laid out in their teaching plans. We also recognize that in certain cases these plans will need to be revised or updated as the student advances in the program.

Components of pedagogical training in EALC:

Students either in their first or second year are required to take EALC 50000: The Profession of East Asian Studies. The course is offered every other year in autumn or winter and is taught by the current DGS. The next will be offered in 2023-24.

The most important pedagogical skill EALC students need to acquire is how to design and teach a stand-alone course (lectureship) in the discipline. In preparation for teaching this course, EALC requires that all students take the one-day “Teaching@Chicago” workshop (offered by CCT in Orientation week). In addition, we recommend that all students take the “Fundamentals of Teaching” workshop (offered by CCT in weeks 2 to 5) and the CCT course on “Course Design and College Teaching” (CCTE 50000). Before students teach a stand-alone course, they should have taught 3 supervised units (either 3 Graduate Student - TA, or 2 Graduate Student - TA and 1 Preceptor). This may be reduced to one Graduate Student - TA for students who teach a stand-alone language course, preceded by two Graduate Student – TA language mentorships, in addition to the stand-alone content course.

A second useful pedagogical skill (especially for those working on modern East Asia) is language teaching. EALC aims to guarantee that all interested students can do at least one unit of language teaching, typically a Graduate Student – TA language mentorship. Students who expect to apply for jobs with a strong language component are encouraged to take the CCT/CLC College Teaching Certificate in Second Language Pedagogy. The requirements for the certificate include the teaching of a stand-alone language course. Before teaching a stand-alone language course, students need to teach 2 units of supervised teaching (i.e. 2 Graduate Student – TA language mentorships or Graduate Student – TA teaching assistantships).

Generally, all graduates of our program should be able to:

- design and teach introductory courses in the discipline beyond their specific area of expertise;
- design and teach introductory and upper-level courses in their subfield;
- design effective assignments for a range of courses;

- effectively facilitate class discussion;
- design and deliver effective lectures;
- describe their approach to student learning and give reasons for their pedagogical choices.
- They should also be well-versed in methods of undergraduate writing instruction and in the principles of inclusive pedagogy.

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	None	<ul style="list-style-type: none"> • Written Communication: Standards and Conventions in North America (ELI) (encouraged for non-native speakers) 	<ul style="list-style-type: none"> • Develop foundational knowledge of discipline
2	None	<ul style="list-style-type: none"> • Written Communication: Standards and Conventions in North America (encouraged for non-native speakers, if not taken in year 1) • HUMA 50000 (Pedagogies of Writing) or an equivalent number of Writing Center workshops 	<ul style="list-style-type: none"> • Develop foundational knowledge of discipline • Develop skills in writing instruction, grading and providing feedback

3	2 supervised units (any combination Graduate Student – TA (teaching assistantships or language mentorships)	<ul style="list-style-type: none"> • For all students: “Teaching@Chicago” (one day, required); “Fundamentals of Teaching Workshops” (encouraged) • For Graduate Student – TA: Individual Teaching Consultation (CCT); observation and feedback from faculty instructor. • For Language Mentees: mentoring by Language Lecturer 	<ul style="list-style-type: none"> • Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom • Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices and norms. • Practice and get feedback on classroom instruction • Reflect on and develop disciplinary teaching practices • Practice and get feedback on classroom instruction • Observe language teaching in the classroom. Practice grading and giving feedback on homework.
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4	<p>1, 2, or 3 supervised units (any combination of Graduate Student – TA (teaching assistantships or language mentorships) and/or Preceptor). Students needing 3 units can teach the third in Y5.</p> <p>OR 1 supervised unit and 1 Graduate Student Lecturer (language). (for students who want to take the Second Language Teaching Certificate)</p>	<ul style="list-style-type: none"> • For all students: continued CCT courses and workshops on course design, teaching portfolios, inclusive teaching, etc. • For Graduate Student - TA: Individual Teaching Consultation (CCT); observation and feedback from faculty instructor. • For Language Mentees: mentoring by Language Lecturer 	<ul style="list-style-type: none"> • Learn to design stand-alone courses, reflect on and develop inclusive teaching practices • Reflect on and develop disciplinary teaching practices • Practice and get feedback on classroom instruction • Observe language teaching in the classroom. Practice grading and giving feedback on homework.
5	None (typically spent abroad)	None	None

6	<p>1 Graduate Student Lecturer in an EALC content course,</p> <p>OR 1 Graduate Student Lecturer in an EALC content course and 1 Graduate Student Lecturer (language) (for students who want to take the Second Language Certificate and have not taught the required language lectureship in Year 4).</p>	<p>For Graduate Student Lecturers</p> <ul style="list-style-type: none"> • Classroom observation and feedback on syllabus and teaching by assigned faculty mentor • Individual Teaching Consultation (CCT) (encouraged) • Seminar/Workshop on Teaching Portfolios (CCT) (encouraged) • 2 hours of inclusive teaching programming (CCT) (encouraged) • Complete any remaining components of College Teaching Certificate (encouraged) 	<ul style="list-style-type: none"> • Receive feedback on course syllabus; practice and get feedback on classroom instruction, articulated in a brief report to be included in the student's departmental file • Develop a draft statement of teaching philosophy, including inclusive pedagogy, and begin to synthesize evidence of and reflections on teaching • Reflect on inclusive teaching practices • Continue to synthesize evidence of and reflections on teaching
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- Teaching assignments are made in late spring/early summer by the Director of Graduate Studies and the Department Administrator, and as needed, in consultation with the advisor. Taking into consideration student preferences, assignments are made based on an individual student's pedagogical training needs and qualifications in balance with departmental course offerings.

- Some students may need to adjust teaching timeline expectations, especially if they hold an external fellowship or require more than one year of language training or research away from Chicago. The distribution of teaching assignments in years 3, 4, and 6 is intended to allow students to spend one year abroad without teaching obligations—an important feature of our program. In order to accommodate individual needs, students may request to move their teaching assignments to years 3, 4, and 5, or to 3, 5, and 6, or to combine them in other customized ways. Such requests will typically be discussed as part of the annual spring review process and in consultation with the DGS and the academic adviser.
- A student usually will not be given a teaching appointment for a stand-alone course until after s/he has already held at least 3 Graduate Student – TA roles or 2 Graduate Student – TA roles and a Preceptorship (for content courses), or at least 2 Graduate Student - TA language assistantships or mentorships (for language courses), and until these initial assignments are scaffolded by the training and mentoring described above.

Responsibilities of Graduate Student - TAs in EALC, and faculty responsibilities to TAs:

Graduate Student - TAs teach weekly discussions sections. Graduate Student - TAs should not be asked to teach lectures or primary course meetings, except on limited occasions, for their own professional development, and under faculty supervision. Their responsibilities include but will not necessarily be limited to the following:

- Assisting the faculty in planning course outlines, preparing syllabi, and planning paper assignments and exams
- Attending the course
- Evaluating and commenting on student papers and exams.
- Reading students' posts on Canvas and commenting on them
- Holding weekly office hours

Faculty responsibilities to Graduate Student – TAs - While the role of the Graduate Student - TA differs from course to course, TAs can generally expect:

- to discuss the course with the professor before it begins
- to have a clear idea at the start of the quarter of your responsibilities and the dates when you will have special duties (e.g., grading)
- to be introduced and to have your role explained to the students at the start of the course
- to discuss the grading policy and its rationale
- to meet with the professor on a regular basis as the course proceeds
- to have supervision of, and receive feedback on, your contributions from the professor

If you feel that your working relationship with your professor or with your students is not effective in some way, it is expected that you will point this out and seek to resolve it with the professor. If there is a problem doing so, the Director of Graduate Studies is the appropriate resource for helping you define and resolve such issues.

Graduate Student Lecturers

As part of the PTP, all students will have the opportunity to teach a stand-alone lectureship, usually in their sixth year. Students preparing to teach a stand-alone lectureship must submit the course title, a one-paragraph description, and a preliminary syllabus to the Department faculty in Winter Quarter preceding the year in which they propose to teach. No course will be allowed to proceed without faculty approval. The College has final approval of all undergraduate course proposals, so a course should be designed to have a reasonably broad appeal that will likely attract at least ten students. Departmental preference will be given to course proposals that fit in with courses fulfilling the EALC majors requirement: EALC 10500, 10600 or 10700 series, “Topics in EALC.”

Students should investigate **Graduate Student Lecturer opportunities outside of EALC**. You can apply to teach in the Humanities Core Lectureships here: <https://college.uchicago.edu/academics/apply-humanities-core-lectureships>. This is an excellent opportunity. Various departments and centers, such as the Center for the Study of Gender and Sexuality and the Center for East Asian Studies may have additional teaching options.

Please be aware that the terms of dissertation completion fellowships prohibit students from engaging in any remunerative activity during the period of the fellowship. The sole exception to this prohibition is that fellows may undertake a modest teaching assignment in spring quarter of their fellowship year if it is in fulfillment of their pedagogical training plan and when it is clear from the fellow’s progress on their dissertation that teaching will not delay completion of the degree.

Teaching Instruction

The Chicago Center for Teaching offers a variety of one-day programs throughout the year on such topics as leading discussion, preparing syllabi, and grading. The Center sponsors an annual two-day training session of lectures and workshops shortly before the start of the academic year. Students preparing to teach for the first time at the University of Chicago are required to enroll in this session. See <http://teaching.uchicago.edu>.