

SECTION 3: TEACHING DURING THE PHD

Pedagogical Training and Teaching Overview

The Department of English and the University at large offers its graduate students a range of opportunities for teaching within their program department as well as outside of it, and we urge students to seek as many types of teaching experience as possible.

Students and graduates from English compete for positions in diverse institutions of higher education. So many of these institutions are teaching intensive; even R1 institutions require significant evidence of solid teaching experience and training. The goal of your course assistantships, instructorship, and pedagogical training is to prepare you to teach in a variety of institutional environments.

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 of specialization;
- design effective assignments for a range of courses;
- effectively facilitate class discussion;
- design and deliver an effective lecture;
- describe their approach to student learning and give reasons for their pedagogical choices.

They should all be well-versed in methods and approaches of:

- undergraduate writing instruction
- inclusive pedagogy

Graduate students' pedagogical training and teaching requirements follows the following schedule:

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	None	None	<ul style="list-style-type: none">• Develop foundational knowledge of discipline
2	None		<ul style="list-style-type: none">• Develop foundational knowledge of discipline

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		<ul style="list-style-type: none"> • HUMA 50000: Pedagogies of Writing (writing program training, encouraged) or an equivalent number of writing center workshops. 	<ul style="list-style-type: none"> • Develop skills in writing instruction, grading and providing feedback
3	1 Graduate Student – TA (Teaching Assistant) Assignment	<ul style="list-style-type: none"> • Teaching@Chicago (CCT) • Fundamentals of Teaching Workshop (CCT) (encouraged) • ENGL 50400: Teaching Undergraduate English (department pedagogy course) • Observation and feedback from faculty member during CA assignment (either during discussion section or guest lecture) 	<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 • Develop familiarity and confidence with different approaches to teaching undergraduate English, and become self-reflective and articulate about your teaching goals and methods • Practice and get feedback on classroom instruction
4	2 Graduate Student – TA (Teaching Assistant) Assignments	<ul style="list-style-type: none"> • Observation and feedback from faculty member during CA assignment (either during discussion section or guest lecture) • CCTE 50000: Course Design and College Teaching (CCT) (encouraged) • Department Orientation and Syllabus Workshop for Freestanding Lecturers (in advance of next year’s freestanding course) 	<ul style="list-style-type: none"> • Practice and get feedback on classroom instruction (more below) • Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline (to teach the following year)

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5	1 Graduate Student Lecturer Assignment*	<ul style="list-style-type: none"> • Faculty Teaching Mentor (see below) • Individual Teaching Consultation (CCT, encouraged) • Observation and feedback from at least one member of dissertation committee • Seminar/Workshop on Teaching Portfolios (CCT, encouraged) • Participate in department pedagogy brown bags 	<ul style="list-style-type: none"> • Design and teach an inclusive and well-conceived course in the discipline • Practice and get feedback on classroom instruction from the following: specialists in teaching and learning, faculty in their field, faculty in the department • Develop a draft statement of teaching philosophy and begin synthesize evidence of and reflections on teaching • Reflect on disciplinary pedagogical issues
6	None required.	<ul style="list-style-type: none"> • Complete any remaining components of College Teaching Certificate (encouraged) • Participate in department pedagogy brown bags 	<ul style="list-style-type: none"> • Continue to synthesize evidence of and reflections on teaching • Reflect on inclusive teaching practices • Reflect on disciplinary pedagogical issues

*The Graduate Student Lectureship may be taught as part of the London Program Graduate Student Assistant position. The graduate student would be a Graduate Student Lecturer as part of the program and would also serve as a graduate assistant providing support to the students. Compensation for the graduate assistant portion includes economy transportation to and from London, accommodations, stipend, and per diem.

Please note: A student may take on additional teaching in consultation with their DGS and advisor based on their own career and research goals.

Eligibility and Preparedness

In order to be eligible to take on a teaching assignment, students must have successfully fulfilled all program requirements from Year One and Year Two,

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and in the case of freestanding lectureships, have successfully passed the Oral Fields Examination by the Summer Quarter in the year in which they will be teaching.

For specific requirements unique to certain teaching positions, please see the sections below.