

SECTION 3: TEACHING DURING THE PHD

Pedagogical Training and Teaching Overview

The Department of English offers its graduate students a range of opportunities for teaching, and graduate students provide essential instruction for undergraduate English courses, as both Graduate Student - Teaching Assistants and Graduate Student - Lecturers.

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

Note that English PhD students must complete at least 2 out of their 3 required teaching assistantships in departmental courses and/or with departmental faculty. Students in TAPS or other joint programs should consider this requirement in planning their teaching.

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"> Consider attending one or more workshops, discussions, forums, or symposia at the Chicago Center for Teaching and Learning (CCTL) (encouraged). 	<ul style="list-style-type: none"> Develop ideas and perspectives on teaching and learning in higher education.
3	1 Graduate Student – Teaching Assistantship	<ul style="list-style-type: none"> Consider attending one or more workshops, discussions, forums, or symposia at the Chicago Center for Teaching and Learning (CCTL) (encouraged). Fundamentals of Teaching Workshop (CCTL) (encouraged) ENGL 50400: Teaching Undergraduate English (department pedagogy course) Observation and feedback from faculty member during TA 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 – Teaching Assistantships	<ul style="list-style-type: none"> Observation and feedback from faculty member during TA assignment (either during discussion section or guest lecture) CCTE 50000: Course Design and College Teaching (CCTL) (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 in department*	<ul style="list-style-type: none"> • Faculty Teaching Mentor (see below) • Individual Teaching Consultation (CCTL, encouraged) • Observation and feedback from at least one member of dissertation committee • Seminar/Workshop on Teaching Portfolios (CCTL, 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 teach a freestanding lectureship 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: Any modifications to the PTP, including the year in which these assignments are completed, would need approval ahead of time.