

Teaching Requirements

While some linguists with PhDs find jobs outside of academia, and some take research positions within academia that do not involve teaching, we still believe that pedagogical training is important to train both teachers and scholars. Teaching is therefore a standard part of our graduate program, mostly in the form of Graduate Student Teaching Assistantships, and in some cases, stand-alone Graduate Student Lecturers. Pedagogical training is also a component of the program.

Teaching

Students are required to teach **1 graduate student TAship in their third year** in the program, **2 TAships in their fourth year**, and **2 TAships in their fifth year**, as laid out in the schedule below. Students who wish to trade in 2 TA-ships for a graduate student lectureship must apply to the Department to do so. Students must have advanced to candidacy before they're eligible to teach a Graduate Student Lectureship. It is possible for a student to take on more than one TAship in their third year, but the student needs to be in good academic standing to do so, and the decision needs to be made in consultation with the student's advisor(s) and the department.

In some cases, and with departmental consultation, students who enter the program with sufficient background in Linguistics may be able to start teaching earlier in their graduate career. For such students, it would be possible to advance this plan by one year: 1 TAship in year two; 2 TAships in year three; 2 TAships in year four. Students in this alternate teaching plan must also complete the pedagogical training earlier. This timeline has the advantage of leaving years five and six completely free of teaching duties, allowing students to focus entirely on their dissertation research.

Pedagogical Training

Pedagogical training includes attending a minimum of 6 lectures in the Linguistics Department Pedagogy Workshop, to be completed by the end of the third year in the program. Approximately six lectures are offered every year.

As part of the training, students are also required to complete most of the requirements to obtain the [College Teaching Certificate](#) at the Chicago Center for Teaching, as laid out in the schedule below. These requirements include:

- [Attend Teaching@UChicago](#): a one-day orientation event, held the week before classes each fall.
- [Attend one of the Fundamentals of Teaching Workshops](#), generally held during the first weeks of the fall quarter. Each consists of four 90-minute sessions in which students develop a set of core teaching tools to help them reach students and have a successful first experience.
- [Enroll in CTE 50000](#): Course Design and College Teaching.

The [College Teaching Certificate](#) is offered to graduate students who complete workshop and teaching requirements and demonstrate the ability to teach courses in the College. To register for the program, log the completion of requirements, and track your progress, you must enroll in the [CTC Canvas site](#).

Teaching and Pedagogical Training Schedule

Year	Teaching Experience	Pedagogical Training/Mentoring
1	None	Linguistics Department Pedagogy Workshop
2	None	Linguistics Department Pedagogy Workshop
3	1 Graduate Student Teaching Assistantship	- Linguistics Department Pedagogy Workshop* Teaching@UChicago Fundamentals of Teaching Workshops
4	2 Graduate Student Teaching Assistantships	CCTE 50000: Course Design and College Teaching
5	2 Graduate Student Teaching Assistantships (<i>or 1 Graduate Student Lectureship if applicable</i>)	Individual Teaching Consultation (Encouraged) - Faculty mentor assigned
6	None	Seminar/Workshop on Teaching Portfolios (Encouraged) 2 Hours of Inclusive Teaching Programming (Encouraged) - Completion of remaining components of College Teaching Certificate

Goals of Pedagogical Training

After completing their Pedagogical requirements, 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 at least two and ideally more than two of the following: syntax, semantics, phonology, morphology, historical linguistics, psycholinguistics, sociolinguistics, etc. as appropriate given the student's main area of expertise
- 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

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

- Undergraduate writing instruction
- Inclusive pedagogy