Teaching Schedule and Pedagogical Training Plan
Romance Languages & Literatures

Students and graduates from Romance Languages & Literatures (RLL) compete for positions in diverse institutions of higher education, many of which are teaching intensive; even R1 institutions require significant evidence of solid teaching experience and training. Graduates from RLL who are successful on the academic job market have diverse teaching profiles.

Graduates of our program should all be able to:
- Design and teach a diverse range of courses (language courses at multiple levels, possibly including specialized language courses such as those targeted to heritage speakers; literature and culture courses for undergraduate major/minors; graduate seminars);
- Describe their language teaching approach;
- Describe their teaching philosophy and give reasons for their pedagogical choices;
- Implement technology to enhance instruction.

In addition, students should be acquainted with methods and approaches to:
- Second language acquisition;
- Undergraduate writing instruction;
- Inclusive pedagogy;
- Effective discussion facilitation;
- Clear and compelling lecturing.

The following table outlines the normative teaching schedule, elements of pedagogical training, and learning objectives (changes to this schedule may be approved on a case-by-case basis). Teaching experiences are sequenced, but the availability of certain assignments is based on curricular need. For this reason, it is not possible to guarantee certain assignments in fixed years or the availability of optional Graduate Student Lecturer or Graduate Student - TA positions.

Year	Teaching Experience	Pedagogical Training/Mentoring	Learning Objective(s)
1	- None	- Additional language study, if needed	- Demonstrate adequate mastery of the target language
2	- None required	- Pedagogy course on foreign language teaching (may be the course offered by RLL or by the Chicago Center for Teaching and Learning [CCTL]) taken pass/fail. Students who have taken such a course previously may petition for credit.	- Gain an overview of foreign language pedagogy, instructional practices, and course design; understand backward design as a framework; understand the role of assessment and formats for assessment; understand teaching techniques and activities
2	- None required	- RLL Language Teaching Mentorship (details below)	- Observe and analyze language instruction in action - Engage in limited and guided teaching - Teach 1 to 2 whole sessions with the guidance of a language teaching mentor
2	- None required	- 1 of the following, in preparation for Graduate Student - TA position: participation in Writing Center workshops (TBD); completion of 1 CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail	- Develop skills in writing instruction, grading, and providing feedback on student prose - Develop core teaching tools to help reach students - Gain greater confidence and ability in teaching
3	- Graduate Student Lecturer for at least 1 of 2 required language courses, depending on curricular need and course availability, at two different levels (e.g., 10100 and 10200) - Qualified students may, with approval, serve as a Graduate Student - TA (see prerequisites, below)	- 1 to 3 classroom observations (depending on student's performance) by language teaching mentor and/or Language Program Director (LPD), followed by meeting with student and written report	- Practice classroom instruction with the guidance of a language teaching mentor
3		- 1 of the following, in preparation for Graduate Student - TA position: participation in Writing Center workshops (TBD); completion of 1 CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail, if not previously fulfilled	- Develop skills in writing instruction, grading, and providing feedback on student prose - Develop core teaching tools to help reach students - Gain greater confidence and ability in teaching
3		Recommended - 2 hours of CCT inclusive teaching programming	- Reflect on inclusive teaching practices
4	- Graduate Student Lecturer for 1 language course, if only 1 was completed in year 3 - 1 required Graduate Student - TA position in RLL (if not previously completed)	- RLL Literature Teaching Mentorship (details below)	- Learn about principles of literature course design, including text selection, assignments, policies - With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose - Engage in limited and guided teaching
4		Recommended - Course Design and College Teaching (CCTE 50000), in preparation for teaching a literature course	- Design an inclusive and well-conceived course based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline
5	- 1 Graduate Student - TA position in RLL (if not previously completed) - 1 Graduate Student Lecturer position for literature course of student's design	- RLL Literature Teaching Mentorship (if not previously completed; details below)	
5		- 1 to 2 classroom observations (depending on student's performance): 1 by the student's dissertation director (or another committee member) and/or 1 by the relevant undergraduate adviser, followed by meeting with student and written report	- Practice and get feedback on classroom instruction from faculty in the student's field
5		Recommended - CCTL Individual Teaching Consultation - CCTL Seminar & Workshop on Teaching Portfolios	- Practice and get feedback on classroom instruction from specialists in teaching and learning - Develop a draft statement of teaching philosophy
6	- 1 optional Graduate Student Lecturer or Graduate Student - TA position*	Recommended - Complete any remaining components of CCTL Teaching Certificate Programs	- Synthesize evidence of and reflections on teaching

*Students may, based on their professional development plans and with the approval of their adviser and the DGS, request a Graduate Student Lecturer position for a third language course or a second literature stand-alone course, or a second Graduate Student - TA position, in year 6. The optional Graduate Student - TA position will be contingent on departmental course planning, or may be completed in another department/program, pending availability.

[Languages Across the Curriculum (LxC)](#) Graduate Student - TA

These positions are contingent upon curricular need and cannot be guaranteed, but they can serve as opportunities to practice leading discussion of texts, time and classroom management, integrating language support/instruction into the context of the course content, and developing basic teaching tools in an area of relevance or interest to the student. Students may therefore, in consultation with their adviser and following the guidelines of the PTP, serve as an LxC Graduate Student - TA should such a position become available. Students who serve as an LxC Graduate Student - TA should be observed at least once by the instructor of the course (if appointed in RLL) or by the relevant undergraduate adviser (if not).

Joint Degree Students

Students enrolled in a joint degree program need to work out the details of their PTP in collaboration with the Director of Graduate Studies (DGS) of the respective departments, committees, or centers.

Prerequisites for Graduate Student Lectureship in the language program

1. Adequate mastery of the target language (to be determined by the Language Program Director).
2. Completion of, or enrollment in, a language pedagogy class. Please note the CCTL course (CCTE 50100) is usually only offered in winter quarter, while the RLL course (RLLT 48800) is generally offered in the autumn.
3. Completion of the RLL Language Teaching Mentorship.

Prerequisites for serving as a Graduate Student - TA

1. One of the following: participation in workshops (TBD) offered by the UChicago Writing Program; completion of one CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail. Students who receive credit for at least two MA courses taken elsewhere and are interested in being a Graduate Student - TA during their third year are strongly encouraged to fulfill this in year two.

Prerequisites for teaching a literature course in RLL

1. Experience teaching in the language program.
2. Experience serving as a Graduate Student - TA.
3. Completion of the RLL Literature Teaching Mentorship.

Prerequisites for teaching in the College Core

Students should consult the [Writing Program's website](#) for information on prerequisites for various types of teaching opportunities in connection to the Core.

All students are strongly advised to avail themselves of the additional courses and workshops offered through the [Chicago Center for Teaching and Learning](#), the [Chicago Language Center](#), the [Writing Program](#), and RLL.

RLL Language Teaching Mentorship Plan (16.5 - 30.5 hours)*

1. Overall program organization (2h)
    - Mentees meet with the Language Program Director (LPD) or an Instructional Professor (IP) in order to get to know the program overall: the organization of the program, examples of syllabi and calendars, Canvas site(s), TalkAbroad, online platforms/software, etc.
    - These meetings can be with different instructors as determined by LPDs in consultation with grad students.

    1.1. Before starting observations, and no later than end of Week 1 (may be prior to the start of the quarter)
    - Relevant LPD will ensure that a personalized schedule is put in place. This schedule will include the classes students will observe, the meetings they will have, the teaching expected of them, and the grading they will do.
    - Mentees will be informed of the syllabus and calendars.

2. Observations and meetings (3-7h)
    - Students will complete a total of three to five observations. Students should observe all levels (1st-, 2nd- and, if applicable, 3rd-year) and, if appropriate, additional courses (e.g., heritage speakers, classes for speakers of Romance languages, reading courses).
    - During the observation, mentees will fill out a form that will be used for the purposes of debriefing.
    - Each observation should be preceded and followed by communication with the instructor, either in person or via email. These meetings can be used to introduce students to different elements of the program. The pre- and post-observation meeting should not exceed one hour in total.
    - In order to have their preference taken into consideration, graduate students must indicate at least three weeks before the academic year starts the quarter in which they prefer to teach.

    2.1. Class observations - Weeks 2-7. Weekly meetings with instructors should address the following items, as appropriate:
    - Structure of Canvas site(s)
    - TalkAbroad
    - Online platforms
    - Textbooks and other materials
    - Grading rubrics
    - Grading assignments
    - Grade center on Canvas (FERPA, confidentiality issues)
    - Creating/modifying Canvas content, or taking a Canvas course
    - Pedagogical aspects of teaching
    - Cultural activities
    - Evaluations
    - Other relevant aspects of the program

3. <u>Mini-teachings (1-2h for preparation, teaching & meetings, per mini-teaching, for a total of 3-10h)</u>
   - Mentees are expected to conduct three to five mini-teachings, integrated in the same level or with the instructor they observed.
   - Mentees will receive the objectives and essential information for their mini-teaching, they will prepare its structure and content, and will meet with the instructor prior to the class in which they will conduct their mini-teaching, and again after the class, to receive feedback. LPDs and IPs, in consultation with grad students, organize these mini-teaching sessions.

4. <u>Teaching (3-4h for preparation, teaching & meetings, per class; 1.5h for debrief of recorded class, for a total of 7.5-9.5h)</u>
   - Mentees are expected to teach two full classes, at different levels. They can (but don't have to) be the same classes the student observes or in which they have done the mini-teaching.
   - Mentees will plan each class using a lesson planning form they will receive. Mentees will meet with the instructor prior to the class they will teach to discuss the lesson plan, and again after the class, to receive feedback.
   - One class will be recorded and the student will watch it and reflect on it during a debriefing session afterwards.

5. <u>Grading (1-2h)</u>
   - Mentees will be given some assignments to grade. They will not assign the final grade, but they will correct the assignment using rubrics, when appropriate, and will provide feedback on the graded assignment.
   - Mentees will discuss their grading with the instructor of the class.

6. <u>Materials to be provided to the mentees</u>
   - Personalized mentorship schedule
   - Language Teaching Mentorship Plan
   - Observation form
   - Lesson plan form
   - Checklist on Box, Google Drive, or similar, shared by mentee and all involved in the mentorship process

Students who have at least one year of previous teaching experience will complete an abbreviated mentorship by performing the minimum number of observations and mini-teachings, though they may complete more if they wish.

Students with little to no experience will determine the appropriate number of observations and mini-teachings in consultation with LPDs.

RLL Literature Teaching Mentorship Plan

1. <u>Overall program organization</u>
The Literature Teaching Mentorship takes place in conjunction with a student's first Graduate Student – TA position. As part of the Graduate Student - TAship, students are expected to attend the entire course and complete all assigned readings. In addition, a series of meetings between the student and the instructor will address topics including (but not limited to): syllabus design, creating assignments and weighting course requirements, course policies, managing classroom dynamics, managing different language levels, backgrounds, or abilities, fostering discussion and participation, managing on-line discussion boards, evaluating student work.

Prior to the start of the quarter the instructor will put in place a schedule that includes dates of meetings, mini-teachings, and the full session to be taught.

2. <u>Meetings (3-6h)</u>
Pre-course. An initial meeting to be held before the start of the quarter will provide an opportunity to discuss topics related to syllabus design, assignments, and policies. In addition, instructors will define their expectations for Graduate Student - TA participation in the class.

A meeting early in the quarter will address topics related to classroom dynamics, time management, types of activities used in the classroom and other.

A meeting held early to mid-quarter will discuss how to grade student work. The instructor will provide examples and will allow the Graduate Student - TA to practice commenting on and evaluating student work.

A final meeting may address issues such as academic dishonesty, student accommodations, how to support students who struggle, or other.

Students should observe actively and come to each meeting with questions and topics to discuss.

3. <u>Mini-teachings (1-2h for preparation, teaching & meetings, per mini-teaching, for a total of 2-4h)</u>
Graduate Student - TAs may lead two or more mini-teachings of 10-20 minutes each, on two different days. These may include: designing and leading an activity, presenting an author or work, providing historical, literary, or cultural context, or other.

The instructor will communicate with the Graduate Student - TA both before (to ensure that the teaching plan seems feasible and useful) and after (to provide feedback).

4. <u>Teaching (3-4h for preparation, teaching & meetings, per class for a total of 6-8 hours)</u>
After completing their mini-teachings, Graduate Student - TAs are expected to teach one full class.

The instructor will communicate with the Graduate Student - TA both before (to ensure that the teaching plan seems feasible and useful) and after (to provide feedback). The instructor will also provide written feedback to be given to the student and included in their file.

5. <u>Grading and other responsibilities</u>

Provided that the total number of hours devoted to the course and mentorship does not exceed 110, Graduate Student - TAs may be asked to:

- Read and comment on assignments/papers/exams and recommend grades for individual assignments (once they have received appropriate guidance). They will not assign the final grade, and instructors will review assignments before they are returned to students.
- Update the Canvas site
- Hold one weekly office hour and meet with students by appointment
- Copy or scan course materials (with attention to not exceed total mentorship hours)
- Carry out other tasks related to the teaching of the course