

SALC Pedagogical Training Plan [last update: June 2023]

TRACK 1

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goals
1	None	<ul style="list-style-type: none"> Teaching@Chicago (CCT) 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline
2	None*	<ul style="list-style-type: none"> “Teaching South Asia” <i>and/or</i> HUMA 50000: Pedagogies of Writing or equivalent number of writing center workshops Teaching@Chicago (CCT) 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline “Teaching South Asia”: Develop familiarity and confidence with different approaches to teaching South Asia Reflect on and articulate teaching goals and methods For HUMA 50000: Develop skills in writing instruction, grading and providing feedback
3	<p>1 Graduate Student – TA position</p> <p><i>This can be either:</i> 1 course – TA (content course) <i>or</i> 1 writing internship</p>	<ul style="list-style-type: none"> HUMA 50000: Pedagogies of Writing or equivalent number of writing center workshops Fundamentals of Teaching Workshop (CCT) Observation and feedback from faculty member during CA assignment (either during discussion section or guest lecture) 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline “Teaching South Asia”: Develop familiarity and confidence with different approaches to teaching South Asia Reflect on and articulate teaching goals and methods For HUMA 50000: Develop skills in writing instruction, grading and providing feedback Learn about undergraduate students and resources for teaching at UChicago, 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
4	<p>2 Graduate Student – TA positions</p> <p><i>This can be either:</i> 2 course – TAs (content course) <i>or</i> 2 writing internships <i>or</i> 1 course – TA (content course) and</p>	<ul style="list-style-type: none"> Ongoing mentoring by Writing Program Observation and feedback by Core Instructor CCTE 50000: Course Design and College Teaching 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline Practice and get feedback on writing and classroom instruction Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline

	1 writing internship		
5	None**	No teaching. Students may wish to work on developing a teaching philosophy (with CCT workshop) and other portfolio materials for the job market.	<ul style="list-style-type: none"> • Develop advanced knowledge of discipline
6	1 Graduate Student Lecturer position <i>This can be either:</i> 1 lectureship in HUM or CIV Core or 1 self-designed undergraduate course	For Core Instructors <ul style="list-style-type: none"> • Forum on Core Teaching (CCT), Participation in weekly staff meetings, Formative classroom observation by Core Coordinator • Observation and feedback by dissertation adviser For instructors of self-designed course <ul style="list-style-type: none"> • Faculty teaching mentorship • Individual teaching consultation (CCT) • Observation and feedback by dissertation adviser • 2 hours of inclusive teaching programming (CCT) • Seminar/Workshop on Teaching Portfolios • Complete any remaining components of College Teaching Certificate (encouraged) 	<ul style="list-style-type: none"> • Practice and get feedback on teaching a comparative literature course from the following: faculty in their field, specialists in teaching and learning, faculty in the department • Reflect on inclusive teaching practices • Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching • Continue to synthesize evidence of and reflections on teaching

* While teaching typically starts in the third year of the program, students may on occasion teach in their second year provided they have done the Teaching@Chicago training course. Please consult with your advisor and the Director of Graduate Studies in case you intend to teach in year 2.

** Students who are on campus and not doing fieldwork will be able to do their 6th-year teaching in year five instead.

ABBREVIATIONS: CCT = Chicago Center for Teaching; HUM/HUMA = Humanities; CIV = Civilizations

TRACK 2: For students concentrating in primary-language-based pedagogy and philology. (Students may additionally pursue a Second Language Pedagogy Certificate through the Chicago Language Center.)

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goals
1	None	<ul style="list-style-type: none"> Teaching@Chicago (CCT) 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline
2	None*	<ul style="list-style-type: none"> “Teaching South Asia” <i>and/or</i> HUMA 50000: Pedagogies of Writing or equivalent number of writing center workshops Teaching@Chicago (CCT) 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline For “Teaching South Asia”: Develop familiarity and confidence with different approaches to teaching South Asia Reflect on and articulate teaching goals and methods For HUMA 50000: Develop skills in writing instruction, grading and providing feedback
3	<p>2 Graduate Student – TA positions</p> <p><i>This can be either:</i> 2 course – TAs (language class) <i>or</i> 1 course – TA (language class) 1 course – TA (content course) <i>or</i> 1 course – TA (language class) 1 writing internship</p>	<ul style="list-style-type: none"> Fundamentals of Teaching Workshop (CCT) <p>For Writing Interns</p> <ul style="list-style-type: none"> Ongoing mentoring by Writing Program Observation and feedback from Core Instructor during WI assignments <p>For Course – TAs (language class):</p> <ul style="list-style-type: none"> Observation and feedback from language instructor 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline 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 writing and classroom instruction Reflect on and develop disciplinary language teaching practices
4	<p>1 Graduate Student Lecturer position (language class) <i>or</i> 1 Graduate Student – TA position</p> <p><i>The TA position can be either:</i> 1 course – TA (language class) <i>or</i> 1 course – TA (content course)</p>	<ul style="list-style-type: none"> CCTE 50100: Language Pedagogy for the Contemporary Classroom Observation and feedback from language instructor or faculty member 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline Design an inclusive and well-conceived course, based in meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline Further reflection on and development of disciplinary language teaching practices

	<i>or</i> 1 writing internship		
5	None**	No teaching. Students may wish to work on developing a teaching philosophy (with CCT workshop) and other portfolio materials for the job market	<ul style="list-style-type: none"> • Develop advanced knowledge of the discipline
6	1 Graduate Student Lecturer position <i>This can be either:</i> 1 lectureship in HUM or CIV Core <i>or</i> 1 self-designed undergraduate course <i>or</i> 1 lectureship (language class)	For Core Instructors: <ul style="list-style-type: none"> • Forum on Core Teaching (CCT) • Participation in weekly staff meetings • Formative classroom observation by Core Coordinator • Observation and feedback by dissertation adviser For instructors of self-designed course: <ul style="list-style-type: none"> • Faculty teaching mentorship • Individual teaching consultation (CCT) • observation and feedback by dissertation adviser • Complete at least 1 stand-alone workshop on Inclusive Teaching offered by the CCT • Seminar and Workshop on Teaching Portfolios (CCT) • Complete any remaining components of Second Language Pedagogy Certificate 	<ul style="list-style-type: none"> • Practice and get feedback on teaching a comparative literature course from the following: faculty in their field, specialists in teaching and learning, faculty in the department • Reflect on inclusive teaching practices • Synthesize evidence of and reflections on teaching • Develop a draft statement of teaching philosophy • Continue to synthesize evidence of and reflections on teaching

* While teaching typically starts in the third year of the program, students may on occasion teach in their second year provided they have done the Teaching@Chicago training course. Please consult with your advisor and the Director of Graduate Studies in case you intend to teach in year two.

** Students who are on campus and not doing fieldwork will be able to do their 6th-year teaching in year five instead.

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PLEASE NOTE THAT THE SALC PTP IS SUBJECT TO MODIFICATIONS ON AN ANNUAL BASIS

