

Pedagogical Training Plan

Slavic Languages & Literatures

2023-2024

Overview

The Slavic Department's pedagogical training plan provides structure and rigor to optimize the preparation of graduate students for a job market that is growing more complex and multifaceted.

As teaching language and literature/culture is still the most common outcome for the Ph.D. in Slavic, most students will be advised to acquire training and experience in a) second language acquisition and b) the teaching of disciplinary content and approaches in literary and cultural studies. Students may have a career path for which one of these choices might be emphasized at the expense of the other, or for which neither would be essential. In the latter case we are prepared to customize a Pedagogical Training Plan to prepare students for fields such as cultural work, curation, translation, government service, and social service—and we invite students to introduce new fields that would require alternative training strategies. Our goal is to have enough flexibility to ensure that student needs are met as directly as possible, but also to have enough structure in place to meet them efficiently and effectively.

Details

Mentoring:

Graduate students will be assigned a mentor upon entering the program. The mentor may or may not be the faculty member working in their area, or an anticipated member of a future dissertation committee. This responsibility is distributed equally among faculty to the extent possible in order to share effort and experience.

Expectations:

The Pedagogical Training Plan will be treated in a promissory manner, with each side responsible for fulfilling their commitments so that students achieve the desired outcome in a timely and effective manner.

1. **Pedagogical Training Objectives:** Firm understanding of the principles of second language acquisition
2. Acquisition of sufficient language skills and comfort teaching and managing language courses
3. Ability to deliver a strategically targeted and well-received topical course that incorporates skillful design, rich content and meaningful learning objectives, and employs active learning methods, principles of inclusivity, and assessment practices appropriate.
4. Formation of teaching philosophy and initial development of a teaching portfolio appropriate to career goals
5. Training in inclusive pedagogy

Requirements

- A. The Slavic Department has the capacity to provide expert preparation in second language acquisition, which is of significant value to most graduating PhDs in our field. Unless specifically exempted according to career objectives, all graduate students will achieve:
1. Advanced proficiency in a Slavic language
 2. Pedagogical training in Slavic
 3. CLC training: Language Pedagogy for the Contemporary Classroom plus attendance at five lectures/events on second language acquisition
 4. Workshop on diversity and inclusion
 5. One quarter of course shadowing
 6. Class observations of three instructional faculty in at least two different languages
 7. **One year of language instruction**, including consultation with language coordinator
- B. Those training for research positions involving the teaching of literature/culture courses must complete the following:
1. CCT Fundamentals of Teaching Series
 2. CCT individual consultation
 3. Workshop on diversity and inclusion
 4. Three Graduate Student - TA positions before a Graduate Student Lecturer role teaching the stand-alone course in the sixth year
 5. Mentored preparation for the stand-alone course
 6. One stand-alone course in literary/cultural studies

Most students will be required to fulfill the requirements in both lists, but these may be adjusted to meet individual goals.

Graduate Student – TA:

The department views Graduate Student - TA experience as an important element in its training, as it exposes students to varied teaching styles, course methodologies, grading and feedback strategies. It is a valuable apprenticeship, in which the graduate student assimilates course content from the vantage point of an instructor. Each student should be a Graduate Student - TA for a total of three courses with a minimum of two different instructors, including one large lecture and one seminar style course.

The Graduate Student - TA should meet with the instructor regularly to discuss the goals and outcomes of the course, teaching strategies, the developing atmosphere in the classroom, grading and feedback, and additional sources/perspectives that might be brought into discussion. The Graduate Student - TA may lead a discussion section, and in cases where they do not, they should lead one meeting/discussion of the full class and receive feedback from the instructor.

Capstone/Graduate Student Lecturer

As noted above, for many students the capstone achievement will be teaching a successful course in literature/culture. This course will be selected in collaboration with the Department, and may be based on the dissertation, but should aim for a broader audience by demonstrating a forward-thinking approach to material of strong interest to wide range of students.

The Department may also allow students to fulfill an alternative capstone if this is appropriate to their career goals, such as:

- A curated exhibit or close collaboration with a specialist in a curated project
- An archival project, such as publishing or making other use of materials in ACASA or other collections
- An extensive social services or government service project, described in a report presented at a departmental colloquium
- A translation, presented and discussed in a departmental colloquium
- an additional quarter of a) the primary language at a different level, b) a second language, or c) specialized course for heritage speakers, business, etc.

Joint Degree Students

Those pursuing joint degrees will follow the requirements for both of their departments, with the understanding that credit for equivalent preparation should be given wherever possible. Every effort should be made to coordinate and synchronize training plans to the extent possible, and to adjust them to meet the students' ultimate goals across the two programs.

SAMPLE TIMELINE

YEAR	Pedagogical Training	Teaching Experience	Goals
1	Any language instruction necessary to achieve advanced proficiency in targeted language of instruction Proseminar on methods and materials		Orienting to professional standards in second language and research
2	Pedagogies of Writing [HUMA 50000] or equivalent number of writing center workshops Completion of one CCT Fundamentals of Teaching Series Teaching consultation with CCT Diversity and inclusion workshop	Two Graduate Student – TA roles in non-language courses, including discussion of comments provided on student papers	Building skills toward teaching topical courses Acquiring deeper understanding of content as a course assistant
3	Teaching consultation with CCT Language Pedagogy for the Contemporary Classroom [CLC] SPRING: Second Language Acquisition in Slavic Languages Observation of two classes taught by other instructional faculty	One Graduate Student - TA role in non-language course, including delivery of one lecture, with preparatory mentoring and feedback from instructor of record	Refinement of preparation for teaching topical courses Preparation for language teaching
4/5	One quarter of language course shadowing Attendance at planning meetings with language instructional faculty Attendance at CLC SLA programming (at least 3 events) 2 language class observations by language coordinator	Graduate Student TA - 1 st year language instruction – entire sequence	One year (4 th or 5 th) focused on research, with minimal or no teaching Acquisition of marketable skill in teaching a full-year language sequence (or equivalent)
6	Course design and College Teaching [CCTE 50000] At least one teaching observation by faculty Creation of web description and module for course (to be used for advertising the course, for reference on departmental web page, and for teaching portfolio)	Graduate Student Lecturer - Design and delivery of stand-alone topical course, with faculty advising on Canvas site and syllabus	Addition of marketable skill in delivering stand-alone topical course (or equivalent) Preparation to enter job market