

## LC Pedagogical Training Plan [last update: June 2025]

The SALC PTP has two tracks, one with a focus on language pedagogy (track 2) and one without (track 1). The requirements are very similar: **no teaching** (in general) in years 1 and 2, then **three TAships** between years 3 and 4, followed by a year without teaching (year 5) and one **lectureship** in year 6. The difference is that track-2 students may elect to fulfil one of their requirements in year 4 with a lectureship in a language course rather than a TAship, for which previous TA experience in a language class is required. Hence, if you would like to be assigned a lectureship in a language class in either year 4 or year 6, you should have completed a TAship in a language class in year 3. The lectureship in year 6 is typically a self-designed undergraduate course, but it can be a language course (for track-2 students) or, more rarely, a lectureship in the University of Chicago College Core Curriculum.

Teaching opportunities will normally be announced at the end of each academic year (around May) for the following academic year. Students will be asked for the preferences, and assignments will be made by the Department Chair and Director of Graduate Studies. The “content courses” for which TAships are available will change from year to year, but they typically include *Introduction to the Civilizations of South Asia I* and *II*, offered every Winter and Spring Quarter, respectively.

Pedagogical training is provided primarily by the instructor of record (in the case of TAships) and through trainings organized by the Chicago Center for Teaching and Learning (CCTL). These are:

- Teaching@UChicago: a one-day workshop in week 0 of the Autumn Quarter for students who are new to teaching at the University.
- Fundamentals of Teaching workshop: offered every quarter, four workshop-style meetings.
- Course Design and College Teaching (CCTE 50000): a quarter-long course specifically for those who will be teaching undergraduate courses as lecturers. There is high demand for this course and students are encouraged to pre-register and take it *before* the quarter in which they teach.
- Language Pedagogy for the Contemporary Classroom (CCTE 50100): a course offered every Winter Quarter for students who will be focusing on language pedagogy.

Students are also encouraged to take advantage of other programming offered by the CCTL, including regular panels, roundtables, and seminars. In particular, the CCTL offers individual consultations on teaching by request.

Note that students typically begin teaching in year 3, but a student may be asked to teach in year 2 if the student is willing and has completed the Teaching@UChicago training course, and if there is curricular need. Please consult with your advisor and the Director of Graduate Studies in case you intend to teach in year 2. Similarly, students are often away from campus on fieldwork in year 5, but if they are on campus, they can complete their PTP requirements in year 5 rather than in year 6.

## TRACK 1

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goals
1-2	None*	<ul style="list-style-type: none"> <li>• <a href="#">Teaching@UChicago</a> (CCTL)</li> <li>• Relevant Departmental and/or Divisional pedagogical training</li> </ul>	<ul style="list-style-type: none"> <li>• Develop foundational knowledge of discipline</li> <li>• Reflect on and articulate teaching goals and methods</li> </ul>
3	<b>1 Graduate Student – Teaching Assistant position</b>  1 course – TA (content course)	<ul style="list-style-type: none"> <li>• <a href="#">Fundamentals of Teaching Workshop</a> (CCTL)</li> <li>• Observation and feedback from faculty member during TA assignment (either during discussion section or guest lecture)</li> </ul>	<ul style="list-style-type: none"> <li>• Improve and consolidate foundational knowledge of discipline</li> <li>• Reflect on and articulate teaching goals and methods</li> <li>• Learn about undergraduate students and resources for teaching at UChicago, and reflect on first experiences in the classroom</li> <li>• Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices, and norms</li> <li>• Practice and get feedback on classroom instruction</li> </ul>
4	<b>2 Graduate Student – Teaching Assistant positions</b>  2 course – TAs (content course)	<ul style="list-style-type: none"> <li>•</li> <li>• CCTE 50000: <a href="#">Course Design and College Teaching</a></li> </ul>	<ul style="list-style-type: none"> <li>• Improve and consolidate foundational knowledge of discipline</li> <li>• Practice and get feedback on writing and classroom instruction</li> <li>• Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline</li> </ul>
5	None**	No teaching. Students may wish to work on developing a teaching philosophy (with CCTL workshop) and other portfolio materials for the job market.	<ul style="list-style-type: none"> <li>• Develop advanced knowledge of discipline</li> </ul>
6	<b>1 Graduate Student Lecturer position</b>  <i>This can be either: 1 lectureship in HUM or CIV Core or</i>	For Core Instructors <ul style="list-style-type: none"> <li>• Forum on Core Teaching (CCTL), Participation in weekly staff meetings, Formative classroom observation by Core</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Reflect on inclusive teaching practices</li> <li>• Develop a statement of teaching philosophy and begin to</li> </ul>

	1 self-designed undergraduate course	<p>Coordinator</p> <ul style="list-style-type: none"> <li>• Observation and feedback by dissertation adviser</li> </ul> <p>For instructors of self-designed course</p> <ul style="list-style-type: none"> <li>• CCTE 50000: <a href="#">Course Design and College Teaching</a></li> <li>• Faculty teaching mentorship</li> <li>• Individual teaching consultation (CCTL)</li> <li>• Observation and feedback by dissertation adviser</li> <li>• 2 hours of inclusive teaching programming (CCTL)</li> <li>• Seminar/Workshop on Teaching Portfolios</li> <li>• Complete any remaining components of College Teaching Certificate (encouraged)</li> </ul>	<p>synthesize evidence and reflection on teaching</p> <ul style="list-style-type: none"> <li>• Continue to synthesize evidence of and reflections on teaching</li> </ul>
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**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
1-2	None*	<ul style="list-style-type: none"> <li>• <a href="#">Teaching@UChicago</a> (CCTL)</li> <li>• Relevant Departmental and/or Divisional pedagogical training</li> </ul>	<ul style="list-style-type: none"> <li>• Develop foundational knowledge of discipline</li> <li>• Reflect on and articulate teaching goals and methods</li> </ul>
3	<b>2 Graduate Student – Teaching Assistant positions</b>  <i>This can be either:</i> 2 course – TAs (language class) <i>or</i> 1 course – TA (language class) 1 course – TA (content course)	<ul style="list-style-type: none"> <li>• <a href="#">Fundamentals of Teaching Workshop</a> (CCTL)</li> </ul> For Course – TAs (language class): <ul style="list-style-type: none"> <li>• Observation and feedback from language instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Improve and consolidate foundational knowledge of discipline</li> <li>• Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom</li> <li>• Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices and norms.</li> <li>• Practice and get feedback on writing and classroom instruction</li> <li>• Reflect on and develop disciplinary language teaching practices</li> </ul>
4	<b>1 Graduate Student Lecturer position (language class)</b> <i>or</i> <b>1 Graduate Student – Teaching Assistant position</b>  <i>The TA position can be either:</i> 1 course – TA (language class) <i>or</i> 1 course – TA (content course)	<ul style="list-style-type: none"> <li>• CCTE 50100: <a href="#">Language Pedagogy for the Contemporary Classroom</a></li> <li>• Observation and feedback from language instructor or faculty member</li> </ul>	<ul style="list-style-type: none"> <li>• Improve and consolidate foundational knowledge of discipline</li> <li>• Design an inclusive and well-conceived course, based in meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline</li> <li>• Further reflection on and development of disciplinary language teaching practices</li> </ul>
5	None**	No teaching. Students may wish to work on developing a teaching philosophy (with CCTL workshop) and other portfolio materials for the job market	<ul style="list-style-type: none"> <li>• Develop advanced knowledge of the discipline</li> </ul>

6	<p><b>1 Graduate Student Lecturer position</b></p> <p><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)</p>	<p>For Core Instructors:</p> <ul style="list-style-type: none"> <li>• Forum on Core Teaching (CCTL)</li> <li>• Participation in weekly staff meetings Formative classroom observation by Core Coordinator</li> <li>• Observation and feedback by dissertation adviser</li> </ul> <p>For instructors of self-designed course:</p> <ul style="list-style-type: none"> <li>• Faculty teaching mentorship</li> <li>• Individual teaching consultation (CCTL)</li> <li>• observation and feedback by dissertation adviser</li> <li>• Complete at least 1 stand-alone workshop on Inclusive Teaching offered by the CCTL</li> <li>• Seminar and Workshop on Teaching Portfolios (CCTL)</li> <li>• Complete any remaining components of Second Language Pedagogy Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Reflect on inclusive teaching practices</li> <li>• Synthesize evidence of and reflections on teaching</li> <li>• Develop a draft statement of teaching philosophy</li> <li>• Continue to synthesize evidence of and reflections on teaching</li> </ul>
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**PLEASE NOTE THAT THE SALC PTP IS SUBJECT TO MODIFICATIONS ON AN ANNUAL BASIS**