

Year 1. Teaching Experience: None required

Pedagogical Training and Mentoring	Learning Goals
Students who wish to start thinking about teaching can attend workshops in CCT or CLC	

Year 2. Teaching Experience: Pre-teaching Professional Development, focus on 1st year language

Pedagogical Training and Mentoring	Learning Goals
<ol style="list-style-type: none"> 1. Attend “Language Pedagogy for the Contemporary Classroom” offered in Winter quarter in the CLC 2. Observe two sessions in either first-year Latin or first-year Ancient Greek 3. Begin to develop, with LPC in consultation with DGS, teaching trajectory 	<ol style="list-style-type: none"> 1. Gain an overview of foreign language pedagogy and practices, understand reverse design as a framework, understand the role of assessment in reverse design and formats for assessment, understand the pedagogy behind classroom and other teaching techniques and activities 2. See first year instruction in action, and how different days can be different for explicable and inexplicable reasons. 3. Get one’s feet wet, gain a sense of how the classroom feels, get formative assessment on planning lesson, giving directions, structuring activities. 4. Consider the role of teaching in one’s career goals. Discuss how to target professional development activities.

Year 3. Teaching Experience: Teach in first-year sequence (Drill Session / 4th hour + 103 for either LATN or GREK)

Pedagogical Training and Mentoring	Learning Goals
<ol style="list-style-type: none"> 1. Attend Teaching@, offered by CCT (required) in Autumn O-Week 2. Attend Classics orientation, including session for first-year language teachers led by LPC 3. Lead Drill Session/4th Hour for first-year Latin or first-year Greek in Fall or Winter 4. Teach LATN or GREK 102 or 103 5. Attend weekly course meetings, led by LPC 6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; student may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion. 7. Students intending to complete the CCT's certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCT. 	<ol style="list-style-type: none"> 1. Understand teaching in the context of a private, R1 university, roles of teacher, learner. 2. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how to effectively use online resources. 3. Know what skill levels learners reach at the end of one year of instruction. Learn lesson planning, grading, interaction with students. Learn how to teach in a multi-section course, where you need to meet similar goals as other sections but can still exercise individual teaching style. Work as team, sharing materials, activities, stepping in to cover for others. 4. Discuss nuts and bolts issues, share materials, deal with learn issues/problems, vet exams, walk through course elements such as oral warm-up, in-class reading, exam procedures. 5. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.

Year 4. Teaching Experience: Teach in second-year sequence (Drill Session / 4th hour + 203 for language not previously taught)

Pedagogical Training and Mentoring	Learning Goals
<ol style="list-style-type: none"> 1. Attend Classics orientation, including session for second-year language teachers led by LPC 2. Lead drill session/4th hour for second-year Latin, or second-year Greek in Fall or Winter 3. In Spring, teach 203 course designed over previous terms. 4. In Fall and Winter, participate in Course Design Working Group, convened by LPC. 5. In Fall and Winter, observe one session in 2-3 classes of different types. One of these must be taught by a faculty member. One may be in another program (e.g. NELC, Religious Studies, Art History, History). 6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion. 7. Students intending to complete the CCT's certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCT. 	<ol style="list-style-type: none"> 1. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team-taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how to effectively use online resources. 2. Know how to differentiate intermediate from beginning skill level. Know how to meet the needs of students with different types and degrees of preparation. Start to get a sense of how literary/cultural learning and language learning interact at intermediate level. 3. Teach a self-designed Intermediate course with effective and appropriate outcomes, materials, activities, policies. Teach both language and humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students. 4. Design Intermediate course in consultation with faculty and LPC, and with contributions/collaboration of peers. Understand nature, challenges, and successful structure of courses, and their role in the department and discipline. Create a well-conceived course, based on meaningful learning outcomes, delivered with engaging, appropriate materials, and the use of active in-class activities that further humanistic enquiry, as well as linguistic proficiency. 5. Experience instruction in Intermediate, Upper Division and non-language classes with a view to teaching, rather than to content learning. Observe several approaches to teaching the past. Consider teaching models one might follow, and faculty members one might cultivate as mentors. 6. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.

Year 5. Teaching Experience: PD focused on writing.

Pedagogical Training and Mentoring	Learning Goals
<p>1. Take HUMA 50000: Pedagogy of Writing</p> <p>Students may wish to work on developing a teaching philosophy (with CCT workshop) and other portfolio materials for the job market.</p>	<p>1. Learn best practice in the teaching and assessment of writing. Consider writing as a global and disciplinary skill. Consider how writing assignments fit into broader course design.</p>

Year 6. Teaching Experience: Teaching Beyond the Languages

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
<p>Teach one of 8 options, dependent on departmental availability, capacity.</p> <ol style="list-style-type: none"> 1. Teach a HUMA course. 2. Teach a LATIN or GREK course not previously taught (e.g. an upper division course) 3. Course assistantship within the Classics department 4. Teach an LxC session, either in the department or outside of it 5. TA/CA in another program or division 6. Work as BA Preceptor <p>+++++</p> <p>We will also work within departmental planning to consider possibilities for free-standing courses, such as:</p> <ol style="list-style-type: none"> 7. Teach a self-designed course in Classics or in another department 8. Teach a course awarded through a TAVE 	<p>Depending on the option chosen, the following pedagogical training and mentoring opportunities will arise:</p> <ol style="list-style-type: none"> 1. HumCore Pedagogy training from CCT; coordination and consultation with other teachers in the core through weekly staff meetings. Mentoring by Chair of HumCore sequence. 2. Mentoring from LPC and/or Classics faculty. If applicable, coordination and consultation with teachers of other sections of same course through weekly staff meetings. <p>3 - 5. Mentoring from and coordination with faculty leading the course.</p> <p>6. Writing program training (see year 5). Consultation with sub-disciplinary experts among faculty.</p> <p>7 - 8. Consultation and coordination with faculty throughout the design and implementation of the new course. Regular meeting with faculty mentor cultivated during previous teaching experiences, and/or LPC.</p>	<p>Each option presents a variety of opportunities for further professional development; broader course design; experience teaching in a general humanities setting; experience designing and running an LxC section in consultation with the main instructor. The students will also have the opportunity to collaborate and be mentored by departmental faculty or faculty outside the department. Students teaching in the sixth year should also seek out the chance to be observed by a faculty member to gain that perspective on effective teaching.</p> <p>Across these options, students will:</p> <ol style="list-style-type: none"> a) Teach a course with effective and appropriate outcomes, materials, activities, policies. Demonstrate that expectations for humanities courses are realistic, based on knowledge of core humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students. b) Talk constructively about teaching practices, what is working, what needs adjustment. Discuss classroom activities, opportunities for language use and integration of in-class and out-of-class work. Are materials level appropriate? Are they effective in revealing ancient culture? c) Receive constructive feedback and gain perspective of one's own strengths and weaknesses.

Pedagogical Training Plan Proposal

Department: Classics

Briefly explain the role of teaching and pedagogical training in your discipline. In particular, describe the role of teaching experience and training for success on the job market.

Graduate students in Classics need to be able to show prospective colleagues that they understand how to design and run a realistic class on their own. They especially need to demonstrate that they can develop both language and non-language courses that speak to a wide range of students. They also need to be able to talk knowledgeably about the choices they make when developing and teaching their own courses. Classics PhDs can teach in K-12 settings as well as in universities, and to access either of these job markets, candidates need to present themselves as credible teachers beyond their research specialty, and demonstrate an awareness of best practice in language pedagogy.

Explain the learning goals for pedagogical training in your department. What should graduates of your program know or be able to do when it comes to teaching?

Our students will gain significant experience in teaching, and be able to talk first-hand about the following with authority and confidence:

- How they design courses for multiple audiences (language and non-language, for majors or for non-majors, for different levels of proficiency)
- How they would design a course that addresses “big ideas” as well as expert detail
- How they respond to student feedback to refine or adjust a course while teaching
- What language teaching methods are most appropriate in a given context
- How they implement technology to enhance instruction
- How they help students develop skills, as well as disciplinary knowledge

In light of these goals, explain 1) the teaching experiences your students engage in, and 2) the kinds of pedagogical training and mentoring provided to your students.