Pedagogical Training Plan

Department: Comparative Literature

I. 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.

Graduates from Comparative Literature compete for positions in diverse institutions of higher education. Many of these institutions are teaching-intensive. Even Research 1 institutions require significant evidence of solid teaching experience and training. Graduates from Comparative Literature who want to be successful on the academic job market need strong teaching profiles; a terrific dissertation, and record of publication is not enough. It is teaching, increasingly, that sets our most successful students apart and gets them jobs.

The pedagogical training of students of Comparative Literature is complicated by the fact that they have to be ambidextrous so that they are qualified and prepared not only to teach successfully in comparative literature departments but also in language departments or departments of other disciplines such as religious studies, film studies, area studies, to name a few. Thus, graduates from Comparative Literature must be trained in multiple pedagogical methodologies and have appropriate teaching experience.

II. 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?

All graduates of our program should all be able to:
- design and teach introductory courses in the discipline
- design and teach introductory and upper-level courses in their field
- design effective assignments for a range of courses
- effectively facilitate discussion
- design and deliver an effective lecture
- describe their approach to student learning and give reasons for their pedagogical choices

Students will graduate well-versed in methods and approaches of undergraduate writing instruction, and are encouraged to seek additional training in inclusive pedagogy through the Chicago Center for Teaching (CCT) and Diversity + Inclusion programming.
Students who choose Track I “National Literatures” are strongly encouraged to undergo language pedagogy training and gain teaching experience in the language of their specialization in order to acquire the following skills:

- Gain an overview of foreign language pedagogy and practices, understand curricular scaffolding and backward design as a framework, understand the role of assessment in backward design and formats for assessment, understand the pedagogy behind classroom and other teaching techniques and activities;
- Describe the language teaching method they ascribe to, or, which method might be most appropriate in a given context;
- Implement technology to enhance instruction;
- Design “bridge” courses that span language courses and courses beyond the language sequence.

The training and teaching schedule for Track I “National Literatures” can be summarized in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching Experience</th>
<th>Pedagogical Training &amp; Mentoring</th>
<th>Learning Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
<td>None</td>
<td>• Develop foundational knowledge of discipline</td>
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<tr>
<td>2</td>
<td>None</td>
<td>• HUMA 50000: Pedagogies of Writing (taken in Spring or Summer of 2nd year)</td>
<td>• Develop foundational knowledge of discipline • Develop skills in writing instruction, grading, and providing feedback</td>
</tr>
<tr>
<td>3</td>
<td>2 Writing Internships or Course Assistantships (CA)</td>
<td>• Teaching@Chicago (CCT) • Ongoing mentoring by Writing Program • Observation and feedback from Core Instructor during WI assignments • “Language Pedagogy for the Contemporary Classroom” (CLC) or pedagogy training by language department • One-on-one pedagogical mentoring with faculty instructor</td>
<td>• Learn about undergraduate students and resources for teaching at UChicago, and reflect on first experiences in the classroom • Practice and get feedback on writing and classroom instruction • Overview of foreign language pedagogy and practices, understand course design methods as well as assessment methods • See language instruction in action</td>
</tr>
<tr>
<td>4</td>
<td>1-3 Course Lectureships (College Core, Language Teaching, or</td>
<td>• At least 2 classroom observations by language teaching mentor as formative assessment for language courses • Faculty teaching mentorship</td>
<td>• Practice and get feedback on classroom instruction</td>
</tr>
</tbody>
</table>
| Comp Lit Stand-alone course) | None | Develop advanced knowledge of the field  
Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline  
Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching |
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<tbody>
<tr>
<td><strong>5</strong></td>
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</tbody>
</table>
|  | CCTE 50000: Course Design and College Teaching (strongly encouraged)  
Seminar/Workshop on Teaching Portfolios  
Diversity & Inclusion workshops (strongly encouraged)  
Little Red Schoolhouse (strongly encouraged) |  
|  | Develop advanced knowledge of the field  
Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline  
Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching |
| **6** | 1 Course Lectureship  
(College Core, Language Teaching, or Comp Lit Stand-alone course) |  
| For Core Instructors:  
Forum on Core Teaching (CCT)  
Participation in weekly staff meetings  
Formative classroom observation by Core Coordinator  
Observation and feedback from dissertation adviser | 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  
Continue to synthesize evidence of and reflections on teaching |
|  |  |  
| For instructors of self-designed course:  
Faculty teaching mentorship  
Individual teaching consultation (CCT)  
Observation and feedback by dissertation adviser  
2 hours of inclusive teaching programming (CCT)  
Complete any remaining requirements for the CCT’s College Teaching Certificate (strongly encouraged) |  
|  |  |  
| **NB:** This plan is a suggested schedule for teaching and can be tailored for individual student training needs at the discretion of the Director of Graduate Studies. |
The training and teaching schedule for Track 2 “Literature and Another Discipline” can be summarized in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching Experience</th>
<th>Pedagogical Training &amp; Mentoring</th>
<th>Learning Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
<td>None</td>
<td>• Develop foundational knowledge of discipline</td>
</tr>
</tbody>
</table>
| 2    | None                | HUMA 50000: Pedagogies of Writing (summer after 2nd year) | • Develop foundational knowledge of discipline  
|      |                     |                                  | • Develop skills in writing instruction, grading, and providing feedback |
| 3    | 2 Writing Internships or Course Assistantships (CA) | Teaching@Chicago (CCT)  
|      |                     | Ongoing mentoring by Writing Program  
|      |                     | Observation and feedback from Core Instructor during WI assignments  
|      |                     | “Language Pedagogy for the Contemporary Classroom” (CLC) or pedagogy training by language department  
|      |                     | One-on-one pedagogical mentoring with faculty instructor | • Learn about undergraduate students and resources for teaching at UChicago, and reflect on first experiences in the classroom  
|      |                     |                                  | • Practice and get feedback on writing and classroom instruction |
| 4    | 1-3 Course Lectureships  
|      | (College Core, Language Teaching, or Comp Lit Stand-alone course) | Forum on Core Teaching (CCT)  
|      |                     | Participation in weekly staff meetings  
|      |                     | Formative classroom observation by Core Coordinator  
|      |                     | Observation and feedback from dissertation adviser | • 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 |
| 5    | None                | CCTE 50000: Course Design and College Teaching (strongly encouraged)  
|      |                     | Seminar/Workshop on Teaching Portfolios  
|      |                     | Diversity & Inclusion workshops | • Develop advanced knowledge of the discipline  
|      |                     |                                  | • Design an inclusive and well-conceived course, based in meaningful learning objectives, informed by active learning methods and assessment practices |
| 6 | 1 Course Lectureship (College Core, Language Teaching, or Comp Lit Stand-alone course) | (strongly encouraged)  
- Little Red Schoolhouse (strongly encouraged) | appropriate to the discipline (to teach the following year)  
- Develop a draft statement of teaching philosophy and begin to synthesize evidence of and reflections on teaching  
- 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 and develop disciplinary teaching practices  
- Practice and get feedback on writing and classroom instruction  
- Reflect on inclusive teaching practices  
- Continue to synthesize evidence of and reflections on teaching  
- Complete any remaining requirements for the CCT’s College Teaching Certificate (strongly encouraged) |

**NB:** This plan is a suggested schedule for teaching and can be tailored for individual student training needs at the discretion of the Director of Graduate Studies.