

Pedagogical Training Plan and Teaching Requirements

Department of Philosophy

The Department of Philosophy views the development of teaching competence as an integral part of its overall program and takes various steps to train doctoral students to become excellent philosophy teachers. Teaching experience and preparedness set our students apart and help them to succeed on the job market. Philosophy PhDs compete for positions in diverse institutions of higher education. Many of these are teaching intensive; even research-oriented institutions require significant teaching from faculty and so look for evidence of solid teaching experience and training. Moreover, the teaching of philosophy stands in a symbiotic relation of mutual support with the work of philosophizing. Even students who decide not to pursue a career in academia benefit from learning the skills of good teaching.

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 of specialization;
- design effective assignments for a range of courses;
- effectively facilitate class discussion;
- design and deliver an effective lecture;
- cultivate and maintain an inclusive classroom environment;
- describe their approach to student learning and give reasons for their pedagogical choices.

The following table lists required teaching experience, and required, recommended, and suggested pedagogical training events (items not marked as suggested or recommended are required)

Year	Teaching Requirement	Pedagogical Training & Mentoring Activities	Pedagogical Knowledge and Skill Development
1	None	None	<ul style="list-style-type: none"> • Develop foundational knowledge of discipline
2	None	<ul style="list-style-type: none"> • HUMA 50000 (writing program training) (<i>recommended</i> for Spring Quarter, or Autumn Quarter of year 3) 	<ul style="list-style-type: none"> • Develop foundational knowledge of discipline • Develop skills in writing instruction, grading and providing feedback
3	1 Course Assistantship	<ul style="list-style-type: none"> • Teaching@Chicago (CCT, end of September) 	<ul style="list-style-type: none"> • Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom

		<ul style="list-style-type: none"> • Department of Philosophy CA Training (led by experienced CAs, supervised by the DGS, end of Autumn Quarter or beginning of Spring Quarter) • Department of Philosophy Classroom Climate Workshop (led by Department of Philosophy Outreach Coordinator, supervised by the DGS, Winter Quarter) • Fundamentals of Teaching Workshop (CCT) (<i>suggested</i>) • Observation and feedback from faculty member during CA assignment (either during discussion section or guest lecture) 	<ul style="list-style-type: none"> • Learn about strategies for generating and maintaining productive discussions, and approaches to organizing discussion sections • Learn about strategies for establishing an inclusive and welcoming classroom climate, and dealing with implicit bias and stereotype threat. • Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices and norms • Practice and get feedback on classroom instruction
4	2 Course Assistantships	<ul style="list-style-type: none"> • Observation and feedback from faculty member during CA assignments (either during discussion section or guest lecture) • CCTE 50000: Course Design and College Teaching (CCT, Winter Quarter) 	<ul style="list-style-type: none"> • Practice and get feedback on classroom instruction • Learn to design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline

		<ul style="list-style-type: none"> • Design syllabus for Intensive Track Tutorial in consultation with dissertation director and DGS 	<ul style="list-style-type: none"> • Design a seminar-style course suitable for advanced philosophy majors, to be taught the following year
5	1 Lectureship in Intensive Track Tutorial	<ul style="list-style-type: none"> • Observation of teaching and feedback from at least one faculty member (DGS or dissertation committee member) • Individual Teaching Consultation (CCT, <i>suggested</i>) • Seminar/Workshop on Teaching Portfolios (CCT, <i>suggested</i>) • Develop a syllabus and apply for the Stuart Tave Teaching Fellowship for the following year, in consultation with the DGS and dissertation director (<i>recommended</i>) 	<ul style="list-style-type: none"> • Teach an inclusive and well-conceived course in the discipline • Practice and get feedback on classroom instruction • Practice and get feedback on classroom instruction from specialists in teaching and learning • Develop a draft statement of teaching philosophy and begin to synthesize evidence of and reflections on teaching • Design a lecture and discussion style course suitable for a mixed undergraduate population
*6	2 Course Assistantships (students who apply for and win a Tave fellowship in year 5 may replace the two CAships with the winning course;	<ul style="list-style-type: none"> • Observation and feedback from faculty member during CA assignment (either during discussion section or guest lecture) or Tave course 	<ul style="list-style-type: none"> • Practice and get feedback on classroom instruction • Reflect on inclusive teaching practices

	<p>students who serve as BA preceptors may replace the 2 CAships with this experience; students who apply for and win a Dissertation Completion Fellowship are excused from the two CAships.)</p>	<ul style="list-style-type: none"> • 2 hours of inclusive teaching programming (CCT, <i>suggested</i>) • Complete any remaining components of College Teaching Certificate (<i>suggested</i>) 	<ul style="list-style-type: none"> • Continue to synthesize evidence of and reflections on teaching
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Notes:

The Department offers to doctoral students an optional Disciplinary Pedagogy Program. To complete this Program, students must fulfill the following components (in addition to the mandatory pedagogical training elements specified above). These additional components can be satisfied at any time.

- Participation in Course Visitations and Peer Consultation: Students in the Pedagogy Program may team up and discuss practical and pedagogical issues related to their teaching. In a quarter where one of the students is teaching, two others will attend her class or discussion section and provide her with feedback about her teaching through a joint written report and a subsequent face-to-face conversation. The doctoral student coordinator will facilitate the schedule for visits.
- Attendance at Two Presentations by Departmental Alumni: At least one of these discussions will be held each year. Each presenter will make available the syllabus for a course they have recently taught at their home institution and lead a discussion of the course design in the context of the kind of institution where they teach, the level of preparation that their students bring, their pedagogical aims, and so on.
- Attendance at Two Faculty-Led Discussions on Pedagogical Topics: At least one of these discussions will be held each year. Suitable topics include teaching in specific areas of the discipline (e.g., logic, the history of philosophy, contemporary philosophy); lecturing versus leading discussions; gender and the philosophy classroom; developing writing assignments, and so on. Faculty may provide readings in advance of these meetings.

The Pedagogy Program is run by a doctoral student coordinator and the Departmental Administrator, William Weaver, under the supervision of the Director of Graduate Studies.