

Teaching Schedule and Pedagogical Training Plan Romance Languages & Literatures

Students and graduates from Romance Languages & Literatures (RLL) compete for positions in diverse institutions of higher education, many of which are teaching intensive; even [R1](#) institutions require significant evidence of solid teaching experience and training. Graduates from RLL who are successful on the academic job market have diverse teaching profiles.

Graduates of our program should all be able to:

- Design and teach a diverse range of courses (language courses at multiple levels, possibly including specialized language courses such as those targeted to heritage speakers; literature and culture courses for undergraduate major/minors; graduate seminars);
- Describe their language teaching approach;
- Describe their teaching philosophy and give reasons for their pedagogical choices;
- Implement technology to enhance instruction.

In addition, students should be acquainted with methods and approaches to:

- Second language acquisition;
- Undergraduate writing instruction;
- Inclusive pedagogy;
- Effective discussion facilitation;
- Clear and compelling lecturing.

The following table outlines the normative teaching schedule, elements of pedagogical training, and learning objectives (changes to this schedule may be approved on a case-by-case basis). Teaching experiences are sequenced, but the availability of certain assignments is based on curricular need. For this reason, it is not possible to guarantee certain assignments in fixed years or the availability of optional Graduate Student Lecturer or Graduate Student Teaching Assistant (TA) positions.

Year	Teaching Requirement	Pedagogical Training/Mentoring	Learning Objective(s)
1	n/a	Additional language study, if needed	Demonstrate adequate mastery of the target language
2	n/a	Pedagogy course on foreign language teaching (may be the course offered by RLL [RLLT 48800] or Language Pedagogy for the Contemporary Classroom [CCTE 50100]), taken pass/fail. Students who have taken a corresponding course previously may petition for credit.	• Gain an overview of foreign language pedagogy, instructional practices, and course design • Understand backward design as a framework • Understand the role of assessment and formats for assessment • Understand teaching techniques and activities.
2	n/a	RLL Language Teaching Mentorship (details below)	• Observe and analyze language instruction in action • Engage in limited and guided teaching • Teach 1 to 2 whole sessions with the guidance of a language teaching mentor
2 or 3	n/a	(recommended) Completion of 1 CCTL Fundamentals of Teaching Series in preparation for Graduate Student TA position	• Develop skills in writing instruction, grading, and providing feedback on student prose • Develop core teaching tools to help reach students • Gain greater confidence and ability in teaching
3	1 to 2 Graduate Student Lectureships (of 2 required language course lectureships), depending on curricular need and course availability, at two different levels (e.g., 10100 and 10200)	1 to 3 classroom observations (depending on student's performance) by faculty supervisor and/or designee (details below)	Practice classroom instruction with the guidance of a language teaching mentor
3	1 Graduate Student TAsip in RLL (qualified students with approval)	RLL Literature Teaching Mentorship (details below)	• Learn about principles of literature course design, including text selection, assignments, policies • With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose • Engage in limited and guided teaching
3	n/a	(recommended, if not completed in year 2 for pedagogy requirement) Language Pedagogy for the Contemporary Classroom (CCTE 50100)	• Gain an overview of foreign language pedagogy, instructional practices, and course design • Understand backward design as a framework • Understand the role of assessment and formats for assessment • Understand teaching techniques and activities.

3	n/a	(recommended) Course Design and College Teaching (CCTE 50000), in preparation for teaching a literature course	Design an inclusive and well-conceived course based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline
4	Graduate Student Lectureship for 1 language course, if only 1 was completed in year 3	1 to 3 classroom observations (depending on student's performance) by faculty supervisor and/or designee (details below)	Practice classroom instruction with the guidance of a language teaching mentor
4	1 required Graduate Student TAsip in RLL (if not previously completed)	RLL Literature Teaching Mentorship (details below)	• Learn about principles of literature course design, including text selection, assignments, policies • With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose • Engage in limited and guided teaching
4	n/a	(recommended) 2 hours of CCTL inclusive teaching programming	• Reflect on inclusive teaching practices
5	1 Graduate Student TA position in RLL (if not previously completed)	RLL Literature Teaching Mentorship (details below)	• Learn about principles of literature course design, including text selection, assignments, policies • With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose • Engage in limited and guided teaching
5	1 required Graduate Student Lecturer position for literature course of student's design	1 to 2 classroom observations (depending on student's performance) by faculty supervisor and/or designee (details below)	Practice and get feedback on classroom instruction from faculty in the student's field
5	n/a	(recommended) CCTL Seminar & Workshop on Teaching Portfolios	Develop a draft statement of teaching philosophy
5 or 6	Supplemental/STS teaching positions, if required/PTP teaching completed (optional; details below)	(recommended) CCTL Individual Teaching Consultation	Practice and get feedback on classroom instruction from specialists in teaching and learning
6	n/a	(recommended) Complete any remaining components of CCTL College Teaching Certificate program	Synthesize evidence of and reflections on teaching

Joint degree students

Students enrolled in a joint degree program need to work out the details of their PTP in collaboration with the Director of Graduate Studies (DGS) of the respective departments, committees, or centers, at the time of application to the joint degree.

Prerequisites for PTP Graduate Student Lectureship in the language program

1. Adequate mastery of the target language (to be determined by the Language Program Director).
2. Completion of, or enrollment in, a language pedagogy class. Please note the CCTL course (CCTE 50100) is usually only offered in winter quarter, while the RLL course (RLLT 48800) is generally offered in the autumn.
3. Completion of the RLL Language Teaching Mentorship.

Prerequisites for PTP Graduate Student Lectureship in an RLL literature course

1. Experience teaching in the language program.
2. Experience serving as a Graduate Student TA and completion of the RLL Literature Teaching Mentorship.

All students are strongly advised to avail themselves of the additional courses and workshops offered through the [Chicago Center for Teaching and Learning](#) (CCTL), the [Chicago Language Center](#), the [Writing Program](#), and RLL. The CCTL offers a [College Teaching Certificate program](#), with a specialized track in Second Language Pedagogy.

RLL Language Teaching Mentorship*

1. Overall program organization

- Mentees meet with the Language Program Director (LPD) or an Instructional Professor (IP) in order to get to know the program overall: the organization of the program, examples of syllabi and calendars, Canvas site(s), TalkAbroad/LinguaMeeting, online platforms/software, etc.
- These meetings can be with different instructors as determined by LPDs in consultation with grad students.

1.1. Before starting observations, and no later than end of Week 1 (may be prior to the start of the quarter)

- Relevant LPD will ensure that a personalized schedule is put in place. This schedule will include the classes students will observe, the meetings they will have, the teaching expected of them, and the grading they will do.
- Mentees will be informed of the syllabus and calendars.

2. Observations and meetings

- Students will complete a total of three to five observations. Students should observe all levels (1st-, 2nd- and, if applicable, 3rd-year) and, if appropriate, additional courses (e.g., heritage speakers, classes for speakers of Romance languages, reading courses).
- During the observation, mentees will fill out a form that will be used for the purposes of debriefing.
- Each observation should be preceded and followed by communication with the instructor, either in person or via email. These meetings can be used to introduce students to different elements of the program. The pre- and post-observation meeting should not exceed one hour in total.
- In order to have their preference taken into consideration, graduate students must indicate at least three weeks before the academic year starts the quarter in which they prefer to teach.

2.1. Class observations - Weeks 2-7. Weekly meetings with instructors should address the following items, as appropriate:

- Structure of Canvas site(s)
- TalkAbroad/LinguaMeeting
- Online platforms
- Textbooks and other materials
- Grading rubrics
- Grading assignments
- Grade center on Canvas (FERPA, confidentiality issues)
- Creating/modifying Canvas content, or taking a Canvas course
- Pedagogical aspects of teaching
- Cultural activities
- Evaluations
- Other relevant aspects of the program

3. Mini-teachings

- Mentees are expected to conduct three to five mini-teachings, integrated in the same level or with the instructor they observed.
- Mentees will receive the objectives and essential information for their mini-teaching, they will prepare its structure and content, and will meet with the instructor prior to the class in which they will conduct their mini-teaching, and again after the class, to receive feedback. LPDs and IPs, in consultation with grad students, organize these mini-teaching sessions.

4. Teaching

- Mentees are expected to teach two full classes, at different levels. They can (but don't have to) be the same classes the student observes or in which they have done the mini-teaching.
- Mentees will plan each class using a lesson planning form they will receive. Mentees will meet with the instructor prior to the class they will teach to discuss the lesson plan, and again after the class, to receive feedback.

5. Grading

- Mentees will be given limited assignments to grade. They will not assign the final grade, but they will correct the assignment using rubrics, when appropriate, and will provide feedback on the graded assignment.
- Mentees will discuss their grading with the instructor of the class.

6. Materials to be provided to the mentees

- Personalized mentorship schedule
- Language Teaching Mentorship Plan
- Observation form
- Lesson plan form
- Checklist on Box, Google Drive, or similar, shared by mentee and all involved in the mentorship process

7. Assessment

- At the midpoint of the mentoring process, students will undergo an assessment to evaluate their readiness for teaching. Any outstanding issues will be addressed during the remainder of the mentoring process. Students must demonstrate readiness to serve as a lecturer for at least the introductory language level before assuming the role of Graduate Student Lecturer within the language program.

** Over one or two quarters in the second year in the program. Students who have at least one year of previous teaching experience will complete an abbreviated mentorship by performing the minimum number of observations and mini-teachings, though they may complete more if they wish.*

Students with little to no experience will determine the appropriate number of observations and mini-teachings in consultation with LPDs.

RLL Literature Teaching Mentorship during Teaching Assistantship

1. Overall program organization

The Literature Teaching Mentorship takes place in conjunction with a student's first Graduate Student TA position. As part of the Graduate Student TAship, students are expected to attend the entire course and complete all assigned readings. In addition, a series of meetings between the student and the instructor, who will serve as the student's faculty supervisor in this context, will address topics including (but not limited to): syllabus design, creating assignments and weighting course requirements, course policies, managing classroom dynamics, managing different language levels, backgrounds, or abilities, fostering discussion and participation, managing online discussion boards, evaluating student work.

Prior to the start of the quarter the instructor will put in place a schedule that includes dates of meetings, mini-teachings, and the full session to be taught.

2. Meetings

Pre-course. An initial meeting to be held before the start of the quarter will provide an opportunity to discuss topics related to syllabus design, assignments, and policies. In addition, instructors will define their expectations for Graduate Student TA participation in the class.

A meeting early in the quarter will address topics related to classroom dynamics, time management, types of activities used in the classroom and other.

A meeting held early to mid-quarter will discuss how to grade student work. The instructor will provide examples and will allow the Graduate Student TA to practice commenting on and evaluating student work.

A final meeting may address issues such as academic dishonesty, student accommodations, how to support students who struggle, or other.

Students should observe actively and come to each meeting with questions and topics to discuss.

3. Mini-teachings

Graduate Student TAs may lead two or more mini-teachings of 10-20 minutes each, on two different days. These may include: designing and leading an activity, presenting an author or work, providing historical, literary, or cultural context, or other.

The instructor will communicate with the Graduate Student TA both before (to ensure that the teaching plan seems feasible and useful) and after (to provide feedback).

4. Teaching

After completing their mini-teachings, Graduate Student TAs are expected to teach one full class.

The instructor will communicate with the Graduate Student TA both before (to ensure that the teaching plan seems feasible and useful) and after (to provide feedback). The instructor will also provide written feedback to be given to the student and included in their file.

5. Grading and other responsibilities

Graduate Student TAs may be asked to:

- Read and comment on assignments/papers/exams and recommend grades for individual assignments (once they have received appropriate guidance). They will not assign the final grade, and instructors will review assignments before they are returned to students.
- Update the Canvas site.
- Hold one weekly office hour and meet with students by appointment.
- Copy or scan course materials.
- Carry out other tasks related to the teaching of the course.
- Refer to offer letter from the Dean of Students Office for a full description of duties

6. Materials to be provided to the mentees

- RLL Literature Teaching Mentorship Plan
- Course syllabus
- Books/texts that are required for the course, if not posted on Canvas

RLL PTP Lectureships

Faculty supervisor

For language courses, the instructor who served as the student's language teaching mentor, or another IP designated by the relevant LPD, will be the faculty supervisor. For literature courses, the student's dissertation director, or another faculty member designated by the section's graduate adviser, will serve as the faculty supervisor.

Meetings with faculty supervisor

The faculty supervisor will meet with the Graduate Student Lecturer at least once in each quarter the student is teaching to discuss work responsibilities and expectations.

Classroom observations

- The faculty supervisor for language lectureships will conduct at least one classroom observation. Depending on the student's performance, a second or third observation may be conducted by the supervisor and/or another IP designated by the LPD.
- The faculty supervisor for literature lectureships will conduct at least one classroom observation. Depending on the student's performance, a second observation may be conducted by the supervisor and/or the relevant undergraduate adviser.
- The time and date of the observation shall be designated in advance by mutual agreement between the observer and the student.
- Observations shall be for full class periods, unless otherwise agreed to by both the observer and the student. The observation should take place in person.
- At least 24 hours prior to the observation, the student must provide the observer with a copy of the syllabus and a lesson plan for the session, including the learning objectives.
- Observers should complete the [form for language classes](#) or for [seminar-style courses](#), including the summary of their assessment of the student's performance in the classroom.
- Within two weeks of the observation, the observer must provide a copy of the completed observation form to the student and the RLL Graduate Affairs Administrator, and meet with the student in order to give feedback on the classroom performance.

Course cancelation

When possible, students whose literature lectureships are canceled due to low enrollment numbers will be given the opportunity to teach a language course in the following quarters in lieu of the lectureship. Depending on the circumstances, students may be offered a second chance to teach a literature course. Please refer to offer letter for more information on course cancelations.

Grievance procedures

The student and faculty supervisor should follow the grievance procedure process outlined in the [GSU-UE contract](#).

STS Appointments (teaching opportunities beyond the PTP requirements)

Students making good academic progress may, based on their professional development plans and with the approval of their graduate adviser or dissertation director and the DGS, apply for the following positions in RLL or other departments when available:

- LxC Graduate Student TAships;
- Graduate Student TAships;
- Graduate Student Lectureships.

Prerequisites for STS positions

TAship and lectureship positions may only be held after all the PTP requirements have been completed. LxC TAship positions may be held any time after the student has reached ABD status. Available positions will be posted on GRAD Gargoyle. Interested students should apply for open positions following the graduate student union CBA guidelines.

Faculty supervisor

For language course lectureships, the relevant LPD, or an IP they designate, will be the faculty supervisor. For literature course lectureships, the student's dissertation director, or a member of the student's dissertation committee designated by the section's graduate adviser, will serve as the faculty supervisor. For TAships, the faculty supervisor will be the instructor of record. The faculty supervisor will meet with the graduate student at least once in each quarter the student is teaching to discuss work responsibilities and expectations.

RLL STS positions

Based on curricular needs, the relevant LPD and the faculty Section Head will determine whether to request divisional approval to post an RLL STS lectureship position. For STS TAships, the faculty Section Head and the relevant faculty member will determine whether to request divisional approval to post a position. The application materials on GRAD Gargoyle will include an endorsement from the student's dissertation director stating that the student is making excellent progress and that teaching this course will not impact the student's time to degree. The LPD and Section Head will review STS lectureship applications and make a selection.

Grievance procedures

The student and faculty supervisor should follow the grievance procedure process outlined in the [GSU-UE contract](#).