

[UPDATED SPRING 2024 for 2024-2025 Academic Year]

## Department of Middle Eastern Studies Pedagogical Training Plan

All pedagogical training plan positions are within the bargaining unit represented by the United Electrical, Radio and Machine Workers of America; the general terms and conditions of employment for such positions are set forth in the Collective Bargaining Agreement available on the provost's website:

<https://provost.uchicago.edu/sites/default/files/UChicagoUECBA.pdf>.

**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.**

“The Department is intentional in requiring domain-specific as well as transferrable skills for students' careers. In particular, much effort is made in preparing students for the job market by encouraging them to teach standalone classes and, if possible, to teach in the University's Core Curriculum. All teaching is enriched by the student's own research experiences and is informed by the newest trends and technologies in the respective fields.” (MES Self Study)

**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 intro 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

They should all be well-versed in methods and approaches of:

- undergraduate writing instruction
- inclusive pedagogy

### **General principles and overview of the MES Pedagogical Training Plans:**

- Students normally begin teaching in year 3. Occasionally, students may be asked to teach in their second year should there be an appropriate teaching assignment available.
- Students will complete a series of Graduate Student – Teaching Assistant assignments in years 3 and 4. These assignments may be in content focused courses or language courses. The total number of assignments in these years will not exceed three.
- If appropriate to a student's interests, they may apply to be a Graduate Program Assistant in a MES study abroad program and can also serve as a Graduate Student – Teaching Assistant for the program's Civilization Studies Core course. The Graduate Student –

Teaching Assistant assignment in Study Abroad will count as 2 TA assignments towards the student's PTP requirements. Students also have the option to only serve as a Graduate Program Assistant for a study abroad program without TAing for the Civilization Studies Core course – the duties for the Graduate Program Assistant role are mainly administrative and do not fulfill any PTP requirements.

- Students should have teaching assignments in courses within their discipline.
- Students also benefit from a variety of training experiences in courses outside their specific field. While MES will try to give all students relevant teaching assignments within the department, students should also explore opportunities outside of MES.
- Students will complete a Graduate Student Lecturer assignment as a capstone pedagogical training experience, typically in year 5 or 6. If appropriate to a student's training goals and interests, students can serve as a Preceptor instead of completing a Graduate Student Lecturer position.
- Students who hold a DCF, regardless of year, cannot hold teaching positions unless it's during spring quarter of the DCF year in order to fulfill PTP requirements, and by doing so, won't impede their academic progress.
- Students should be aware that PTP requirements are subject to change and that the availability of teaching assignments in MES will vary from year to year.

**In addition to teaching assignments, all students are required to complete pedagogical training courses as part of their PTPs:**

- The Chicago Center for Teaching, course CCTE 50000 Course Design and College Teaching is required of all students.
- All students are required to attend the Teaching@UChicago conference in year 3.
- All students are strongly encouraged to explore the [Chicago Center for Teaching's College Teaching Certificate](#) program. However, completion of this program is not a requirement of the PTP.

**Teaching Compensation and Stipends**

- Students who hold a paid teaching position as part of their PTP will be taxed on their stipend amount in the quarters in which they're assigned an appointment.
- Per the CBA, students may accept teaching roles beyond their PTP in exchange for additional pay, in accordance with Article 24, Compensation, Section 1B. The availability of such assignments is subject to departmental need and should not impede the student's progress-to-degree.

**Faculty Supervisors**

- All students holding a PTP position will be assigned a faculty supervisor.
- For Graduate Student – Teaching Assistant positions, the faculty supervisor will be the instructor of record for the course.
- For Graduate Student Lecturer positions, the faculty supervisor will be the student's advisor. If the advisor is unable to fulfill this role because they are on leave or away from

campus, the Department will work to identify an alternate supervisor and notify the student via their appointment letter.

- Students holding a PTP assignment shall have a mandatory meeting with their supervisor in the quarter in which they are assigned to teach. It is the shared responsibility of the student and the supervisor to schedule and attend this meeting.

### **Typical Graduate Student – Teaching Assistant Responsibilities**

- Attending classes
- Reading class materials
- Managing review and discussion sections
- Meeting with students in office hours
- Reading and commenting on papers and assisting with grading tests and papers for undergraduate core classes
- Setting up equipment and support in managing the course Canvas site
- Bringing any student concerns to the attention of the faculty instructor

### **Typical Graduate Student Lecturer Responsibilities**

- Preparing a clear and coherent syllabus
- Preparing all course materials and course Canvas site
- Adhering to and announcing the University's policies on grading/attendance/class participation/academic integrity
- Preparing for and meeting all scheduled class sessions
- Maintaining regular office hours
- Grading and commenting on papers and examinations
- Submitting final quarter grades by the Registrar's deadline
- Bringing to the attention of the faculty supervisor any student concerns, and participating in all scheduled meetings

### **Process and Timeline**

- In year 2, MES students will meet with the Department Chair or Director of Graduate Studies and Department Manager in the spring quarter to have a general discussion about the department's PTP requirements and the student's pedagogical training interests. Collectively, we will build an individual plan, to be revisited annually, mapping out a PTP that best serves the student's individual interests while adhering to the goals and principles of the MES PTP.
- The Department Manager will post and maintain a PTP tracker with a summary of individual PTP goals and requirements to be kept in the student folder in Box. This will be updated annually.
- Students do not need to separately apply for individual teaching assignments in MES. Assignments will be made based on reviewing the student's PTP tracker and discussing assignments with instructors and advisers. Students are required to apply for GPA positions in the Study Abroad Program.

- The department will notify students of assignments for the upcoming year by July.
- Students must notify their adviser and the Department Manager if they apply for or accept teaching assignments in other departments or programs.
- Students who wish to propose a course of their own design to the department must submit required materials by the end of week 9 of winter quarter. The submitted syllabi will be evaluated by the MES Curriculum Committee, and the student will be given in-depth feedback. The Committee will decide whether the submitted courses will be offered the following year. Precise dates and requirements will be announced at the beginning of winter quarter, but they will typically include a proposed syllabus and cover letter. Courses should be designed for undergraduates with little prior exposure to the MES curriculum.

*\*Students may submit a syllabus to the Curriculum Committee for consideration for the Stuart Tave Course Design Award, which is awarded at the divisional convocation ceremony, even if they have already completed their PTP requirements. The award is for course design only, and there is no requirement that the course be taught at the university. Only students with an outstanding lectureship assignment as part of their PTP will have the opportunity to teach their submitted course.*

**The two tables on the following pages list required teaching experiences, pedagogical training requirements and options, and attendant learning goals.**

**For students in MES (without main focus on languages):**

<b>Year</b>	<b>Teaching Experience</b>	<b>Pedagogical Training &amp; Mentoring</b>	<b>Learning Goal(s)</b>
1	None	None	<ul style="list-style-type: none"> <li>• Develop foundational knowledge of discipline</li> </ul>
2	None	None	<ul style="list-style-type: none"> <li>• Develop foundational knowledge of discipline</li> </ul>
3	1 Graduate Student – Teaching Assistant assignment*	<ul style="list-style-type: none"> <li>• Teaching@UChicago (CCTL) <i>(required)</i></li> <li>• Fundamentals of Teaching Workshop (CCTL) <i>(encouraged, not required)</i></li> </ul> <p>For TAs in MES or other departments:</p> <ul style="list-style-type: none"> <li>• Individual Teaching Consultation (CCTL)</li> <li>• Observation and feedback from faculty member</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Develop skills in writing instruction, grading, and providing feedback</li> </ul>

4	<p>2 Graduate Student – Teaching Assistant assignments</p> <p>or</p> <p>Students may apply for a Graduate Program Assistant/Graduate Student – Teaching Assistant assignment in one of MES’s Study Abroad programs</p>	<ul style="list-style-type: none"> <li>• CCTE 50000: Course Design and College Teaching <i>(required)</i></li> <li>• 2 hours of inclusive teaching programming (CCTL)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice and get feedback on writing and classroom instruction</li> <li>• Reflect on and develop disciplinary teaching practices</li> <li>• Practice and get feedback on classroom instruction</li> <li>• Reflect on inclusive teaching practices</li> </ul>
5 or 6	<p>1 Graduate Student Lecturer assignment in an existing MES course or self-designed MES undergraduate course</p> <p>or</p> <p>Students may hold a Graduate Student Lecturer assignment in another department</p> <p>or</p> <p>Students may complete a Preceptor assignment in place of a lectureship</p>	<ul style="list-style-type: none"> <li>• Faculty teaching mentorship</li> <li>• Individual teaching consultation (CCTL)</li> <li>• Seminar/Workshop on Teaching Portfolios <i>(encouraged, not required)</i></li> <li>• Complete any remaining components of College Teaching Certificate <i>(encouraged, not required)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Develop advanced knowledge of the discipline</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> <li>• Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching</li> <li>• Continue to synthesize evidence of and reflections on teaching</li> </ul>

*\*Students can hold an assignment in a different department if the assignment aligns with the student’s course of study, however, they must hold at least one Teaching Assistantship in MES throughout their PTP.*

**For MES students interested in language pedagogy:**

<b>Year</b>	<b>Teaching Experience</b>	<b>Pedagogical Training &amp; Mentoring</b>	<b>Learning Goal(s)</b>
1	None	None	<ul style="list-style-type: none"> <li>• Develop foundational knowledge of discipline</li> </ul>
2	None	None	<ul style="list-style-type: none"> <li>• Develop foundational knowledge of discipline</li> </ul>
3	2 Graduate Student – Teaching Assistant assignments in a MES language sequence	<ul style="list-style-type: none"> <li>• Teaching@UChicago (CCTL) (<i>required</i>)</li> <li>• CCTE 50100: Language Pedagogy for the Contemporary Classroom (<i>encouraged not required</i>)</li> <li>• Observation and feedback from faculty/language instructor</li> </ul>	<ul style="list-style-type: none"> <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>• Develop skills in writing instruction, grading and providing feedback</li> </ul>
4	1 MES Graduate Student – Teaching Assistant assignment in a non-language course*	<ul style="list-style-type: none"> <li>• CCTE 50000: Course Design and College Teaching (<i>required</i>)</li> </ul> <p>For TAs in MES or another department:</p> <ul style="list-style-type: none"> <li>• Individual Teaching Consultation (CCTL)</li> <li>• Observation and feedback from faculty member during TA assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Practice and get feedback on writing and classroom instruction</li> <li>• Reflect on and develop disciplinary teaching practices</li> <li>• Practice and get feedback on classroom instruction</li> </ul>
5 or 6	1 Graduate Student Lecturer assignment in an existing MES course or self-designed MES undergraduate course  or	<ul style="list-style-type: none"> <li>• Faculty teaching mentorship</li> <li>• Individual teaching consultation (CCTL)</li> <li>• Seminar/Workshop on Teaching Portfolios (<i>encouraged, not required</i>)</li> <li>• Complete any remaining components of College</li> </ul>	<ul style="list-style-type: none"> <li>• Develop advanced knowledge of the discipline</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>

	<p>Students may also hold a Graduate Student Lecturer assignment in another department</p> <p>or</p> <p>Students may complete a Preceptor assignment in place of a lectureship</p>	<p>Teaching Certificate <i>(encouraged, not required)</i></p>	<ul style="list-style-type: none"> <li>• Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching</li> <li>• Continue to synthesize evidence of and reflections on teaching</li> </ul>
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*\*Students can hold an assignment in a different department if the assignment aligns with the student's course of study*