

CELTIC 350A: TEACHING COLLOQUIUM

Fall 2025

Tuesday 5:00-7:00

Kates Room, 201 Warren House

Instructor: Colin Brady, colinbrady@g.harvard.edu, Office hours: Thursday: 3:00-4:15 in Barker 107 or over Zoom

Course Head: Natasha Sumner, nsumner@fas.harvard.edu

Course Description:

The first of a two-part series for training Celtic PhD students to teach, this course is intended for second-year students in the semester before their first year of teaching. Students will be introduced to the teaching roles students in Harvard Celtic commonly take on between their third and fifth years, the roles of teaching fellow and language instructor. It will include theoretical approaches from the broader field of pedagogy, that will allow students to learn from teaching in other fields as well as practical active approaches where students will be asked to create material and practice skills that they will use in their teaching roles. Students will create class plans for language classes and discussion sections that they can use in their teaching and a syllabus for a language course, practice micro-teaching and conduct class observations.

Course Objectives:

- familiarize students with the responsibilities associated with a language course and TF roles.
- introduce students to the fundamentals of pedagogy.
- prepare students to teach successful and active discussion sections and language classes.
- prepare students to reflect critically on their teaching, so that they can self-assess and improve as they go

Assessment:

Class participation: 70%

Class will meet once every two weeks and students are expected to arrive prepared and participate in class conversation. For weeks in which readings are assigned students will be expected to complete it beforehand. In weeks in which students will practice micro-teaching, they will be expected to have prepared a short lesson.

Lesson plan: 30%

Students will be asked to create a lesson plan for a discussion section. They will be given feedback and asked to resubmit it before the end of the term.

Course Materials:

David Gooblar, *The Missing Course: Everything They Never Taught You about College Teaching* (Cambridge, Massachusetts: Harvard University Press, 2019).

Accommodations

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the instructor by the end of the second week of the term. Failure to do so may result in the instructor's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

Harvard's accessibility policy:

Harvard University values inclusive excellence and providing equal educational opportunities for all students. Our goal is to remove barriers for disabled students related to inaccessible elements of instruction or design in this course. If reasonable accommodations are necessary to provide access, please contact the Disability Access Office (DAO). Accommodations do not alter fundamental requirements of the course and are not retroactive. Students should request accommodations as early as possible, since they may take time to implement. Students should notify DAO at any time during the semester if adjustments to their communicated accommodation plan are needed.

Equity and inclusion

This course takes the approach that all aspects of teaching can, if considered carefully, make the classroom more equitable and inclusive, and if not considered carefully exclude some students and further inequality. For this reason, equity and inclusion will not be treated as a separate topic. Rather each topic will be considered in terms of how it may affect different students differently and what approaches can be taken to include all students and create equity in the classroom.

Preliminary Schedule:

Week One (September 3): What do teachers actually do? What is good teaching?

Before class:

Read the [first chapter in *Teaching with Your Mouth Shut*](#) by Donald L. Finkel. On page 6 Finkel prompts the reader to jot down answers to a couple of questions. Be sure to do that and have your answers ready for the session.

Gooblar, *The Missing Course*, chap. 2 (pp. 44-74)

In class:

Course overview

Student teaching roles at Harvard

What is a teacher doing?:

Finkel's test.

Construction vs. explanation

Creating student buy-in:

How can course learning goals align with students' personal goals?

Creating an inclusive teaching community.

What do you think should be in the first day of class?

Preparation for next week:

Pick a lecture course to discuss in depth next week.

Week Two (September 17): Teaching section I: the role of discussion section in a lecture course, creating a section plan

Before class:

Grant Wiggins and Jay McTighe, *Understanding by Design*, 2nd ed. (Alexandria: Association for Supervision & Curriculum Development, 2005), 13–34.

In class:

Backward design:

Focusing on a particular lecture course in Celtic Languages and Literatures, with the course syllabus at hand:

What do we want students to be able to do by the end of the course? (look at the course goals and the assessment)

How can section prepare them for that?

Creating a section plan as a class:

Focusing on a particular week: What do we want students to take from these readings and this week's lecture? How will that contribute to achieving the learning goal of the course? How will it prepare them for assessment?

Create a section plan together.

Week Three (October 1): Teaching section II: Creating active, equitable and inclusive conversation

Before class:

Gooblar, *The Missing Course*, chap. 4, 7

Facilitating active and equitable class conversation

Who feels comfortable to talk in class? **Guest TBA**

Preparation for next session

Participants will be attending another TFs section and observing:

Discuss steps, times, and meeting place

Discuss criteria participants will be observing.

*highlight and explain micro-teaching that will happen in the final session so they can begin preparing

Week Four(October 15): Peer Observation 1, section

Materials for observers

[Peer observation instructions and form](#)

Steps

1. Pre-Observation Meeting
2. Class Observation
3. Post-Observation Meeting

Week Five (October 29): Classroom presence

Guest TBA

Week Six (November 12): Technology in the classroom

Guest: Graham O'Toole Media Fellow

In class:

Creating intuitive course websites

Collaborative class exercises using technology

Week Seven (November 26): Micro-teaching section topics

Before class:

Prepare a 5-minute lesson to teach based on a topic from one of the literature courses in the department

[Bok Microteaching lesson framework](#)

In class:

Take turns teaching micro-lessons and giving each other feedback.

CELTIC 350B: TEACHING COLLOQUIUM

Spring 2025

Tuesday 5:00-7:00

Kates Room, 201 Warren House

Instructor: Colin Brady, colinbrady@g.harvard.edu, Office hours: Thursday: 3:00-4:15 in Barker 107 or over Zoom

Course Head: Natasha Sumner, nsumner@fas.harvard.edu

Course Description:

The second of a two-part series for training Celtic PhD students to teach, this course is required for second-years but open to students in all. Participants will be introduced to the teaching roles students in Harvard Celtic commonly take on between their third and fifth years, the roles of Teaching Fellow and language instructor. It will include theoretical approaches from the broader field of pedagogy, that will allow students to learn from teaching in other fields as well as practical active approaches where students will be asked to create material and practice skills that they will use in their teaching roles. Students will create a syllabus for a language course that they can use in their teaching, practice micro-teaching and conduct class observations.

Course Objectives:

- familiarize students with the responsibilities associated with a language course and TF roles.
- introduce students to the fundamentals of pedagogy.
- prepare students to teach successful and active discussion sections and language classes.
- prepare students to reflect critically on their teaching, so that they can self-assess and improve as they go

Assessment:

Class participation: 40%

Class will meet once every two weeks and students are expected to arrive prepared and participate in class conversation. For weeks in which readings are assigned students will be

expected to complete it beforehand. In weeks in which students will practice micro-teaching, they will be expected to have prepared a short lesson.

Lesson plans: 30%

Students will be asked to create a lesson plan for a language class. They will be given feedback and asked to resubmit it before the end of the term.

Language course syllabus draft: 30%

Students will be asked to develop a syllabus for a language course. They will be given feedback to develop it further

Course Materials:

David Gooblar, *The Missing Course: Everything They Never Taught You about College Teaching* (Cambridge, Massachusetts: Harvard University Press, 2019).

Stacey Katz Bourns, Cheryl Krueger, and Nicole Mills, *Perspectives on Teaching Language and Content* (New Haven, CT: Yale University Press, 2020).

Accommodations

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the instructor by the end of the second week of the term. Failure to do so may result in the instructor's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

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Equity and inclusion

This course takes the approach that all aspects of teaching can, if considered carefully, make the classroom more equitable and inclusive, and if not considered carefully exclude some students and further inequality. For this reason, equity and inclusion will not be treated as a separate topic. Rather each topic will be considered in terms of how it may affect different

students differently and what approaches can be taken to include all students and create equity in the classroom.

Preliminary Schedule:

Week One (January 28): Language teaching

Before class:

Read:

Bourns, Krueger, and Mills, 9–20, 16–37.

As you read:

For each approach to language teaching that Bourns, Krueger, and Mills discuss, consider their usability for modern Celtic languages in America. What unique challenges do teaching these languages present?

Explore:

[Celtic Language Teaching Resources](#)

Optional further reading:

Manuela González-Bueno, “Adding Structure to the PACE Model,” *Applied Language Learning* 31, no. 182 (2021): 29–49.

In class:

This class will meet in the Celtic department's Arrow Street office.

Teaching new topics in language:

Effective communication vs. grammatical accuracy

- The PACE model

Getting students speaking in the target language

Open discussion

Specific challenge of teaching a Celtic languages in America

Creating a language lesson

Preparation for next session:

Participants will be attending a language instructor's class and observing:
Discuss steps, times, and meeting place
Discuss the criteria participants will be observing.

*highlight and explain micro-teaching that will happen in the final session so they can begin preparing

Week Two (February 11): Peer observation 2, language teaching

Materials for observers

[Peer observation instructions and form](#)

Steps

1. Pre-Observation Meeting
2. Class Observation
3. Post-Observation Meeting

Week Three(Feb 25): Assignments and grading

Before class:

Douglas Stone and Sheila Heen, *Thanks for the Feedback: The Science and Art of Receiving Feedback Well* (East Rutherford: Penguin Publishing Group, 2014), 15-45.

In class

Crafting useful rubrics

Communicating expectations and providing feedback.

Extensions, late and missing submissions, struggling students, failing an assignment and its consequences

Explain next week's activity (sitting in on a language class)

Week Four (March 11): Syllabus design

This class will meet in the Celtic department's Arrow Street office.

[Celtic Language Teaching Resources](#)

Week Five (April 1): Reflective teaching

Self-assessment

Student feedback

Before class:

Read chapter from *Thanks for the Feedback: The Science and Art of Receiving Feedback well*

In class:

Open discussion: Why collect student feedback

Lecture slides: Methods of collecting student feedback:

Blue

Custom form via Google Docs

What do you do with it:

Group exercise: Look at sample feedback. What is the noise and what should you focus on?

In person Bok-facilitated Observation observation and video consultation

[Link to request an in-person observation or a video consultation.](#)

Week Six (April 15): Leveraging your teaching experience on the job market

The Academic Job Market in Celtic studies

Postdocs and lectureships in Celtic studies

Teaching outside Celtic studies

Panel of recent graduates

Teaching statements (September 12th)

Diversity Equity and Inclusion statements

Syllabi for the job market

Week 7 (April 29): Micro-teaching language teaching

Before class:

Prepare a 5-minute lesson to teach based on a basic Irish or Welsh language topic

[Bok Microteaching lesson framework](#)

In class:

Take turns teaching micro-lessons and giving each other feedback.