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From: Laura Brown, Director of Graduate Student Teaching, 5-5180, lsb7@cornell.edu
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About: Teaching Assignments for next year

Attached you will find a sheet asking for your teaching preferences for next year. If you expect to be teaching next year, read the rest of this memo and answer all the questions on the preference sheet. *This is important.* If you do not intend to teach next year, answer the FIRST QUESTION ONLY. Please return the sheet to Marianne Marsh by **Monday, February 23.**

I. Courses you are eligible to teach

Teaching Assistants (TAs) and Lecturers teach two kinds of courses: (1) multi-sectioned writing courses (First-Year Writing Seminars, Expository Writing, or Creative Writing courses); and (2) upper-level lecture courses with large enrollments, taught by faculty members, for which they lead discussion sections and grade papers. A complete list of courses you may apply to teach is on page 3 of this memorandum.

II. Considerations in Assigning Courses

On the teaching preference sheet, indicate in order of preference the courses you would like to teach, keeping in mind the considerations below.

1. About course assignments: Since our clientele is Cornell undergraduates, our primary consideration in assigning TAs to courses is the needs of the undergraduate program—student demand, the overall coherence of the offerings, and the pedagogical value of individual courses. The second consideration is the standing and the needs of individual TAs. Here our main criteria are your prior teaching experience, teaching evaluations, previous course leaders' suggestions, and your own academic interests. We also take seniority into consideration. You may reasonably expect to teach a course related to your academic interest at some point, though for obvious reasons this can never be guaranteed.

2. About teaching times: we receive an enormous amount of pressure from the College, Registrar, and Writing Program to distribute courses evenly throughout the day and the week. This is necessary for a variety of reasons, not the least of which is efficient use of the ever-shrinking supply of classroom space. Conflicts with required courses and your own graduate course schedule also come into play. We may not be able to assign you to a time you might consider ideal, but in assigning course times, we take the following into consideration:

- ✓ Those few students who have special needs receive first preference; these may include childcare, a health condition, or a long commute.
- ✓ Sections meeting at 8:00 or 8:40 will go by lot to first-year TAs. (If you prefer an early morning assignment, please request it; you are almost certain to get your wish.)
- ✓ If you are a night owl, you may wish to request a MW 7:30 evening section.
- ✓ Students who are still taking graduate courses (which are generally offered in the afternoons) are assigned to morning sections to avoid conflicts.
- ✓ In general, we favor the senior person in cases of conflict. When no clear seniority exists, we draw lots.

After assignments are announced, if you have an academic conflict, please see Darlene Flint.

III. Courses of your own design

First-year writing seminars fall into two large groups: those with a single description in the Knight Institute listing (for which a core curriculum is developed and shared by a staff) and those with separate descriptions for each section. Single-description courses have general rubrics which have proven to be popular among freshmen and graduate student teachers over the years. The precise structure of these courses varies: for example, in some courses, all sections share a common syllabus, whereas in other courses, the syllabi may vary somewhat.

If you have taught one or more years at Cornell, you may request a course with a unique description. *To request such an assignment, write a brief description of your idea for a course in the appropriate space on the enclosed application.* After we review these ideas, we may then invite you to write a 125-word description for the Knight Institute brochure. The following courses are those with separately-described sections: 105 (Gender and Writing), 111 (Thinking Across Cultures), 158 (American Literature), 1168 (Cultural Studies) and 185 (Writing about Literature). In choosing TAs to design their own sections, we will consider the appropriateness of the proposal to the curriculum, your own teaching experience, teaching evaluations, and your course leaders' comments. To help us fit your proposal to the needs of the program, you may wish to submit more than one course idea.

To learn more about the courses you might wish to teach, read the published course description and contact the prospective course leader or instructor listed on the next page. (Current First-Year Writing Seminars are described in a listing available at <http://www.arts.cornell.edu/knight_institute/>). Descriptions for upper-level lecture courses appear in the University's *Courses of Study* and/or the Department's website.

IV. Double TAs

By special arrangement with the Graduate School, we can allow a few advanced students each year to hold TA appointments for both semesters while doing all of their teaching (two courses, or two sections of the same course) in one semester. This is intended to provide concentrated time for thesis work. *You may apply for a double TA only if you have already taken your fellowship.* Because of the larger need for seminars in the fall as opposed to the spring, double TAs are only available in the fall term.

V. Teaching Eligibility for advanced TAs and Lecturers

As you know, Ph.D. students are guaranteed up to five years of support, after which they must pass a review; MFA students are guaranteed up to two years of support, after which they must pass a review. Ph.D. students are expected to take their two fellowship semesters during the fourth year.

After the guaranteed support period ends, MFA candidates who are still in need of teaching employment are eligible to apply to be Lecturers. Ph.D. students are also eligible to apply to be Lecturers (or as TAs, if the Ph.D. defense has not yet occurred) after the fifth year. Lecturers are degree-holders who have not begun a job elsewhere and are eligible to teach up to four courses a year (at a salary of approximately \$7,200 per course, plus benefits). MFAs are eligible to teach as Lecturers for a maximum of two years. Ph.D.s are also eligible to teach as Lecturers for two years, but in no case past the *seventh* year at Cornell.

Given current budget cuts, it is possible, but not certain that we will have TAs for all Ph.D. students who will be in residence next year as sixth-year students. It is possible, but not certain, that we will be able to employ post MFA lecturers in the first year of a lectureship. Post-MFA lecturers in their first year of a lectureship would teach three or four courses. It is unlikely that we will be able to employ post-MFA lecturers in the second year of a lectureship.

To be eligible to be considered for a teaching position, Ph.D. students applying for sixth-year teaching must pass their teaching review, and, in addition, must submit dissertation abstracts and any completed chapters, along with their application for teaching.

To be eligible to be considered for post-MFA teaching as a Lecturer, MFA candidates must pass their teaching review. To be eligible to be a Lecturer in Fall 2009, MFA candidates must also pass the B-exam by the end of the 2009 summer period and turn in the thesis in time to receive a January 2010 degree. The specific thesis filing dates are available from the Graduate School.

VI. Multi-sectioned First-Year Writing Seminars for next year:

	Course Leader
1105 Gender and Writing	Fall, Hite /Spring, Raskolnikov
1108 Writing About Film	Fall and Spring, L. Bogel
1111 Thinking Across Cultures	Fall and Spring, S. Mohanty
1123 From Dickens to Zombie Haiku: Graphic Novel	Fall and Spring, D. Faulkner
1127 Shakespeare	Fall, J. Mann /Spring, P. Lorenz
1134 Memoir and Memory	Fall and Spring, J. Carlacio
1147 The Mystery in the Story	Fall and Spring/Davis
1158 American Literature	Fall and Spring, R. Gilbert
1168 Cultural Studies	Fall and Spring, J. Juffer
1170 Linked Stories	Fall and Spring, L. Brown
1185 Writing about Literature	Fall and Spring, B. Correll,
1190 Great Books? Exploring the Literary Tradition	Fall and Spring, W. Jones

VII. Writing courses which are not First-Year Writing Seminars:

280-281 Creative Writing	Fall, McCoy/Spring, Viramontes
288-289 Expository Writing*	Fall and Spring/Davis

***English 288-9** is offered in separately described sections taught by TAs, lecturers, and faculty from several departments. **If you are interested in teaching a section of 288-9 next year, please get in touch with Stuart Davis (sad4@cornell.edu) as soon as possible**, since most staffing decisions for this course will be made during February.

VIII. These lecture courses, tentatively scheduled for next year, may need TAs:

2010 The English Literary Tradition	Fall/Kalas
2020 The English Literary Tradition	Spring/Jones
2751 Lit, Ideology, and Sport	Fall/Farred
3550 Decadence	Spring/Hanson
2060 Great American Cornell Novel	Spring/Hite
2680 Culture & Politics of the 1960s	Fall/Sawyer
3500 The Modern Tradition	Spring/Schwarz