Application for the FGSS First-Year Writing Seminar Award

Please submit this application via email to Monica Burke (mtb237@cornell.edu) by February 12, 2016

The Feminist, Gender, & Sexuality Studies Program announces the 2015-2016 FGSS First-Year Writing Seminar Award to be awarded to one or two graduate students for demonstrated excellence in teaching. Applicants must have completed their third year. The one-semester award will provide tuition and a stipend, equivalent to the current teaching assistantship stipend.

Applicants are asked to propose a course on a topic of interest to, and written for, first-year students in the John S. Knight Writing Program. Course proposals should be driven by writing tasks built around issues substantively related to feminist, gender, and/or sexuality studies.

Awardees will be chosen by the Graduate Review Committee of the Feminist, Gender, & Sexuality Studies Program. The Feminist, Gender, & Sexuality Studies Program will assign a course leader to provide advice and assistance in planning and teaching the course.

Applicants who have not taught a First-Year Seminar must have scheduled Writing 7100, Teaching Writing, before teaching the proposed course.

---

APPLICANT INFORMATION

Name ___________________________ Date of first term at Cornell _________

Date of A-exam: __________

List of all courses taught at Cornell, include First-Year Writing Seminars

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Course # &amp; title</th>
<th>Course leader</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attach the following materials to this application:

1. A proposal for a First-Year Writing Seminar on a topic of interest to, and written for, first-year students. Be specific about the writing exercises you are proposing.
2. A letter from a member of your special committee supporting your application.
3. An observation or letter from a faculty member who has observed your teaching and/or teaching evaluations.
4. A brief statement of your background and training in feminist, gender, and sexuality studies.
5. A curriculum vita.
6. Completed Pre-EPC Form (see next page)
**Pre-EPC Form**

**To be completed by instructors proposing new sections of First-Year Writing Seminars**

This form must be filled out for all new sections of First-Year Writing Seminars, whether or not they require EPC approval. The new sections or courses must be approved (see verso) both by the department’s DGS or chair and by the director of First-Year Writing Seminars.

Your name____________________ Department and course #__________________

Title of proposed course: ___________________________ Semester/Year__________________

(maximum 60 characters. Please note: this includes the overarching title (where these exist), punctuation, and spaces)

Offering a course in the Knight Institute constitutes an agreement to comply with the following guidelines:

The primary purpose of any First-Year Writing Seminar is to help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. First-Year Writing Seminars pursue this common aim through small classes and adherence to the following program-wide set of guidelines:

1. Seminars should require at least six-and-at most nine-formal essays on new topics, totaling ca. 25–30 pages of polished prose. For one example of how to schedule these essays, see The Indispensable Reference. Assignments should form a coherent sequence. Instructors should receive the first essay no later than the beginning of week two, and the second in the subsequent two or three weeks. These early essays provide instructors with an opportunity to introduce their students to the kinds of writing and thinking required in the course and to get a sense of them as writers. At least three of the remaining four essays should go through several stages of development—see 2 below.

2. No fewer than three or four of the six to nine required formal essays on new topics should go through a thorough process of development under the instructor’s guidance (for instance, responses to readings, revision of drafts, peer review, conferences). Development may move from responses, proposals, or rough drafts to finished drafts, from provisionally “final” drafts to extensively rewritten developments of these essays.

3. All seminars should spend ample classroom time (about half) on work directly related to writing.

4. Reading assignments in the course subject should be kept under ca. 75 pages per week to permit regular, concentrated work on writing.

5. All students meet in at least two individual conferences with the instructor.

In the space below (or on an attached sheet) please include a description of your proposed seminar; this description will appear in the First-Year Writing Seminar Brochure. The Brochure is read almost exclusively by first-year students, many of whom will know little if anything about your field. For that reason, please adhere to the following guidelines and advice:

- **WORD LIMIT:** absolutely no more than 125 words. The Writing Program will not accept longer descriptions.

- **TITLES (maximum of 60 characters)** should be concise and inviting. Students often do not read course descriptions unless the title tempts them to do so.

- **CONTENT:** The description must include discussion of the relationship between the writing and reading in the course. It must make a specific statement about what students will gain from the course in regard to writing.

- **Highly specialized, field specific LANGUAGE** is not appropriate: the readers are novices. The course description is not the place to introduce specialized or sophisticated terms. Given the speed with which students will scan your description, it is advisable to write like a journalist, avoiding highly elaborate syntax.

- **Including EXAMPLES OR QUESTIONS** (not just generalizations or theoretical statements) helps students understand the main ideas of the course and why it might be interesting.

- **Specify some of the TEXTS AND OR AUTHORS TO BE STUDIED.** Experience has shown that students are responsive to reading lists when they can identify one or more texts that they have “heard of.” Though the purpose of your course may be to introduce students to materials they have not “heard of,” often students find their way to those texts through an initial response to more familiar materials.

- **STRUCTURE:** A rough model for an effective description might follow this pattern: 1) a “hook” that expresses the distinctive question or approach of the course, 2) two or three straightforward sentences that describe main themes, topics, methods, or ideas, and provide
Course description:

Please answer the following questions:

1. How do you propose to make the study of writing integral to the study of your subject?

2. What kinds of writing assignments are you considering for the course?

3. What texts are you considering assigning, and why?

4. Why are you interested in offering a writing seminar on this subject? And why do you consider this to be a good subject for first-year students of writing who are probably not majoring in your field?
DGS/Dept. Chair's approval of this course and instructor for the FWS program:____________________________________________________Date: __________

First-Year Writing Seminar Director's approval:_____________________________Date: __________