The Feminist, Gender, & Sexuality Studies Program announces the 2018-2019 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

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<th>Semester</th>
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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 both by the department’s DGS or Chair and by the Director of First-Year Writing Seminars.

Your name ___________________________  Department and course # ___________________________

Semester/Year

Title of proposed course: ___________________________

(Maximum 60 characters—including the overarching title/rubric [where these exist], punctuation, and spacing.)

Two crucial considerations:

1) A First-Year Writing Seminar is a writing course, NOT a survey of a whole field prerequisite to a major. Please develop your course mainly around the writing work students will do, not the readings or “topics” you will “cover.”

2) The First-Year Writing Seminar electronic brochure is read predominantly by first-year students from all seven colleges; most will know little about your field. Browsing for their top five “ballot” choices, they click quickly through dozens of candidates. Please craft your description in simple language, with this audience in mind.

The questions below (see verso) are intended to help you develop your ideas about your course and your description. Please adhere to the following guidelines and advice:

• WORD LIMIT: absolutely no more than 125 words. We won’t accept—and students won’t read!—longer ones.

• Make TITLES (max. 60 keystrokes) concise and inviting. Else, students might not even click to read descriptions!

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

• Highly specialized, field-specific or theoretical LANGUAGE is not appropriate: the readers are novices. See consideration #2 above: it is advisable to write like a journalist, avoiding sophisticated terms and elaborate syntax.

• Including QUESTIONS OR EXAMPLES (not just generalizations or theoretical statements) helps students understand the main ideas of the course and why they might find these interesting. They won’t ballot for what they can’t grasp!

• Specify some (not all?) of the TEXTS AND/OR AUTHORS TO BE STUDIED. Students respond better to reading lists when they can identify one or more items they have “heard of.” Even if you want to introduce students to materials they haven’t “heard of,” often students approach these through an initial response to more familiar names.

• 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 or methods and provide examples; 3) a sentence that includes texts and/or authors to be studied; 4) a sentence describing interesting details about the kinds of writing activities and assignments students can expect.

Offering a required course with 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 five—and at most eight—formal essays on new topics, totaling at least ca. 25 pages of polished prose. For one example of how to schedule these, 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 next two or three weeks. These early essays provide instructors with opportunities to introduce students to the kind of writing and thinking required in the course and to assess them as writers. At least three of the remaining essays should go through multiple stages of development—see #2 below.

2. No fewer than three of the five to eight distinct, formal assignments should go through a thorough process of development under the instructor’s guidance (e.g., responses to readings, revisions of
drafts, peer review, conferences). Development may move from rough drafts or proposals to finished drafts, from provisionally “final” drafts to extensive rewritings.

3. All seminars should spend ample classroom time—about half—on work directly related to writing.
4. Reading assignments should be kept under ca. 75 pages per week to permit regular, concentrated work on writing.
5. All students meet in at least two scheduled individual conferences with the instructor.

Please answer the following questions, which are designed to help you craft your description:

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? (Min. of 5 distinct formal essays)

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?

Course description (125 words or less, including a statement about the writing work):

DGS/Dept. Chair’s approval of this course and instructor for the FWS program: ____________________________ Date:

First-Year Writing Seminar Director’s approval: ____________________________ Date: ____________