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**Handbook for TAs, Readers and Lecturers  
in the English Department at Cornell University**

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## I. Administrative Stuff

### Pay Schedule

Paydays are semi-monthly, generally on the 15th and last day of every month. The first payday for the fall term is the last business day in August and for the spring term it's January 15th. **The last payday of the academic year is May 15.**

We urge all TAs and Lecturers to apply for direct deposit. This ensures that your pay gets deposited and is especially useful when you are out of town. You can obtain a direct deposit form from Vicky or you can print one from the Payroll website below using the “forms” tab.

Direct deposit statements are available electronically via “View Payslip” in the Workday feature on the Payroll website. If you do not have direct deposit, your payslip will be mailed to the address on your Student Center record. Check and verify the address is correct.

### Payroll

[dfa.cornell.edu/payrollservices/](http://dfa.cornell.edu/payrollservices/)

### Office Assignments

Office assignments are made by Karen Kudej. She'll notify you when the assignments are made and when you'll be able to pick up a key. Because space is limited, during your fellowship semesters you will be asked to move out to make room for others.

### Time and Classroom Assignments

Your course and time assignment for the academic year are emailed to you by Marianne Marsh. Time assignments are also posted on the First-Year Writing Seminar website, on the Registrar's Course and Room Roster, and in Faculty Center, where you will also find your class roster. Occasionally, time assignments must be changed because classrooms are unavailable.

### First-Year Writing Seminars

[arts.cornell.edu/knight\\_institute/fws/fws.htm](http://arts.cornell.edu/knight_institute/fws/fws.htm)

### Registrar's Course and Room Roster

[registrar.sas.cornell.edu](http://registrar.sas.cornell.edu)

### Faculty Center

[Facultycenter.cornell.edu](http://Facultycenter.cornell.edu)

Classrooms are assigned centrally through the University Registrar. The department has very little control over where you are assigned and room changes are usually impossible. Please visit your classroom before classes start. If you find your room does not meet your teaching needs due to size or available AV equipment, please see Karen Kudej right away.

### AV Equipment Contact List

[registrar.sas.cornell.edu/Sched/av.html](http://registrar.sas.cornell.edu/Sched/av.html)

**Room Reservation Contact Info**

[registrar.sas.cornell.edu/Sched/roomres.html](http://registrar.sas.cornell.edu/Sched/roomres.html)

**Meeting Your Classes and Holding Office Hours**

Every instructor is expected to meet every regularly scheduled class, and also to have regularly scheduled office hours each week. Do not post your hours as “by appointment only.” The department compiles and posts instructor office hours on our website, but we also recommend that you make it a practice to post them in the following places:

- on your syllabus
- on your office door
- on your course website or blackboard page
- in your email signature

If you ever have to miss a class, you should provide a substitute if possible, email your students, and notify the department at 255-6800.

**Collecting and Returning Student Papers**

Many instructors ask their students to turn in papers to their mailboxes in Goldwin Smith 252. Please make sure your students know that the mailroom closes promptly at 4:30 p.m. after which they may put papers in the mail slot located in the mailroom door. The papers need to be clearly marked with the instructor’s name and course number, otherwise they may not be delivered.

Be sure to establish a clear procedure for returning graded papers to the students, and include this procedure in the course syllabus. **DO NOT** set up a box in the mailroom or another unattended location for this purpose. Not only is such a procedure illegal because it fails to protect a student’s confidentiality, but also because it leaves unattended papers vulnerable to theft and plagiarism.

**Administrative Requests**

Throughout the year you will receive communications regarding your teaching. These may include, for example, notices about book order deadlines or information about submitting grades. Please heed the deadlines on these notices, and respond promptly if a response is requested. Your cooperation will be much appreciated.

**English Administrative staff**

[English.arts.cornell.edu/people/administration](http://English.arts.cornell.edu/people/administration)

**II. Resources****Teaching Assignments and the Director of Graduate Student Teaching**

The DGST oversees the First-Year Writing Seminars and other graduate student teaching. These course offerings and the assigning of graduate students to teach them are determined solely by the department through the combined work of the Chair, DGS, DGST, and the

Administrative Director. General guidelines for the teaching of First-Year Writing Seminars are set by the Knight Institute. The DGST also attends to matters concerning TA assignments, teaching issues, First-Year Seminar curriculum, teaching award dossiers, teaching reviews, academic integrity hearings, and any special problems.

Every spring term before teaching applications are due, the DGST, along with the Administrative Director and the Director of First-Year Writing Seminars, holds an open meeting for all who expect to be TAs in the English Department. Attendance is required for English graduate students who have not yet taught at Cornell. Its purpose is to offer an introduction to the experience of teaching at Cornell and to give people an occasion to ask questions, meet other teachers, and share ideas.

### **Knight Institute**

The Knight Institute for Writing in the Disciplines, directed by Paul Sawyer, coordinates the 150-180 First-Year Writing Seminars offered each semester by over 30 departments and programs. About 40% of the seminars are offered by the Department of English.

#### **The Knight Institute**

[arts.cornell.edu/knight\\_institute/](http://arts.cornell.edu/knight_institute/)

The Knight Institute offers a number of teaching awards for graduate student instructors, including the Buttrick-Crippen Fellowship. Descriptions of all awards may be found in *The Indispensable Reference for Teachers of First-Year Writing Seminars*. *The Indispensable Reference* also describes developmental programs offered by the Knight Institute as well as resources available elsewhere for teachers of seminars.

The Director of First-Year Writing Seminars, David Faulkner, is responsible for coordinating Writing 7100: Teaching Writing. This is the required preparatory course for new instructors of seminars and is offered each summer and fall. Graduate student instructors are always welcome to consult with David about assignments, preparation of the syllabus, problem students, or any other teaching issues. Other Knight Institute staff available to aid TAs and instructors are: Bruce Roebal, Program Registrar; Donna O'Hora, Program Assistant; and Joe Martin, the Writing Workshop Director.

#### **Knight Institute Administrative Staff**

[arts.cornell.edu/knight\\_institute/staff/contact.htm](http://arts.cornell.edu/knight_institute/staff/contact.htm)

### **Copying and Scanning**

The copy room is located at 246 Goldwin Smith. If you have not yet learned how to use the machine, please see the Front Desk Representative. Please plan ahead! The machine is extremely busy right before classes!

**Copying Allocations for TAs & Lecturers** are 1125 pages per course for the fall semester, August 1 through December 23, and 1125 per course for the spring semester, January 1 through May 16. Those teachers who are thrifty enough to use fewer than the 1125 pages per semester are welcome to make personal copies, free of charge up to the 1125. Any copies made above 1125, regardless of whether they are for teaching or personal use, will be

billed at 6 cents per page. You will receive a bill electronically at the end of each semester if you have gone over your allotment. Payments should be made in the form of a check made payable to Cornell University and submitted to Kathy Griffiths.

**Graduate students who are not teaching** will be billed for all copies at the end of each semester at 6 cents per page.

Tips for copying on this budget:

- **SCAN!** Scanning is FREE and does not get deducted from your copying allocation! Scanned documents create PDFs which can be sent via email to your students, posted on a course website, made into course packets, or submitted to the electronic reserve at the library. Instructions for scanning are posted above each copier. Please obey the copyright laws that pertain to duplicating and posting.
- Prepare course packets in advance for students to buy from the Cornell Store and many other copy shops in Ithaca. Use the Cornell Store's service BEFORE their deadline, and you will get a rebate on your course packet that you may use as a credit on your Departmental copy bill.

#### **Printing Course Packets**

[digitalprintservices.cornell.edu/cp.html](http://digitalprintservices.cornell.edu/cp.html)

- Post documents on a course website.

#### **Academic Technology Services Faculty Support**

[it.cornell.edu/teaching](http://it.cornell.edu/teaching)

- Take advantage of the library reserve services at Uris library.

#### **Library Reserve Services**

<https://www.library.cornell.edu/services/reserves>

#### **Laser Printing**

There are two Net-Print printers in Goldwin Smith. "Goldwin Smith 1" is located on the third floor outside 338 and "Goldwin Smith 2" is in the copy room. Printing is charged to your Net-Print account. The common-use Mac in the supply room prints to GS2. Those using personal laptops on Red Rover can print to any Net-Print printer on campus.

#### **Net-Print Information**

[cit.cornell.edu/services/netprint/](http://cit.cornell.edu/services/netprint/)

#### **Textbook Orders and Desk Copies**

You are expected to place your own book orders through the Campus Store or you may use Buffalo Street Books.

### Textbook Ordering

store.cornell.edu/t-faculty-textbook-services.aspx  
www.buffalostreetbooks.com/

Karen will order desk copies ONLY if you are assisting an instructor in a lecture class as a Teaching Assistant or as a Reader. **Otherwise, you must contact the publisher directly.** Many have online forms, but some require faxed requests on department letterhead, which is available in the English office in paper form or electronic form. **Please note: Some publishers take 6 weeks to ship.** Any charges incurred for desk copies are your responsibility, including the purchase price, if your desk copy does not arrive in time.

### Audio/Visual Information and Assistance

Evening or weekend video showings in the department lounge GS258  
email Sarah Rice (ser93) to schedule

Evening or weekend video showings in a classroom  
email Karen Kudej (kek77) to schedule

### VGA Connections

If you have a Mac you will need to provide your own interface connector from the Mac to our VGA connector

### Classrooms:

Keys, AV, Reserving Space  
[registrar.sas.cornell.edu/Sched/index.html](http://registrar.sas.cornell.edu/Sched/index.html)

### Technical issues

[registrar.sas.cornell.edu/Sched/av.html](http://registrar.sas.cornell.edu/Sched/av.html)

### Library Reserve

You may reserve books, videos, DVDs, and audio materials in Uris library for the use of your students. You may also create an electronic reserve of journal articles or sections of books, course syllabi, and other materials for your students that will enable them to print materials from their own computer.

### Uris Library Book Reserve and Electronic Reserve

<https://www.library.cornell.edu/services/reserves>

### Indispensable Reference

Each year the Knight Institute compiles an extremely valuable guidebook for teachers of First-Year Writing Seminars called the *Indispensable Reference*. The guidebook also includes a brief section on the Academic Integrity code, as well as a contact person if you have a need to discuss a possible action.

**The Indispensable Reference for Teachers of FWS**  
 arts.cornell.edu/knight\_institute/forms/IR 2015-16.pdf

### **Academic Integrity Handbook**

The University publishes an extensive guide to *Cornell's Code of Academic Integrity*. This handbook sets forth clear guidelines on what constitutes a violation of the Code of Academic Integrity, and procedures for handling allegations of violations of this code.

**Code of Academic Integrity**  
 cuinfo.cornell.edu/aic.cfm

### **Academic Technology Services & User Support**

The Academic Technology Center assists those who would like to add technology to their curriculum. They offer several options for incorporating web-based programs into your teaching, including Blackboard (for maintaining a course website) and course communications tools (such as discussion boards or listservs), and access to computer labs for instructional needs.

**Academic Technology Services Faculty Support**  
 it.cornell.edu/teaching

### **Offices to Contact for Various Concerns**

If you experience problems related to your teaching, the first person you should consult is your course leader. If you have a concern you think needs to be addressed elsewhere, please make an appointment to speak to the Director of Graduate Student Teaching. If you have a confidential matter to discuss, you may also make an appointment with the Department Chair, the Director of Graduate Studies, or the Administrative Director. If you need to talk about a First-Year Writing Seminar problem, make an appointment to see David Faulkner (Director of First-Year Writing Seminars, 101 McGraw Hall). Please refer to your *Indispensable Reference* for other offices and individuals to contact with other concerns.

## **III. Graduate Student Teaching in the English Department**

### **Your Commitment to the English Department**

The English Department takes seriously its obligation to train graduate students for teaching. Teaching experience is a central part of one's preparation for the profession of literature. Adequate mentoring, appropriate course assignments, and a credible letter of recommendation are three stages in this training. In return, TAs and Lecturers have clear commitments to Cornell University, which are outlined in the sections below.

Your first responsibility is to treat your acceptance of a teaching appointment as a firm commitment to the department. Circumstances may, of course, arise that leave you no choice about resigning your teaching position at the last minute--last minute job offers or personal emergencies--for instance. But if you withdraw from teaching after you have signed your acceptance form (this is usually in the month of June prior to your appointment) the

department may not be able to shift its staffing to cover your section. Bailing out of a teaching assignment for casual reasons therefore constitutes a breach of trust--and a serious inconvenience to prospective students and course planners.

### Course Planning and Staff Meetings

TAs and Lecturers teaching writing classes or who are appointed as teaching assistants in lecture courses should make time for attendance at staff or course planning meetings outside of their teaching hours. Attending these meetings is a condition of the teaching appointment (see Teaching Options below). All instructional staff should plan to be available for such meetings at least two business days before classes meet at the start of the semester.

### Teaching Options

In designing a curriculum, the department's first obligation is to undergraduate education. Every teaching assignment must therefore be made in reference to the needs of undergraduates and the requirements of the Knight Writing Institute; but to that end, the department is able to go a long way towards meeting the wishes of TAs and Lecturers. In general, instructors may reasonably expect to teach a topic close to their academic interests in the course of their programs. These and other aspects of teaching are the topic of an orientation meeting, offered at the beginning of the spring semester and required of all prospective TAs in the English Department.

The following represents an overview of the structure of teaching assignments by year.

- 1<sup>st</sup> year students: do not teach, but are supported as Epoch assistants or on Sage fellowships.
- 2<sup>nd</sup> year students: teach for the department in First-Year Writing Seminars that are taught as single-description courses.
- 3<sup>rd</sup> year PhD students: have the option of proposing their own individual-description course, which is subject to revision and approval by the Director of Graduate Student Teaching.
- Post-Graduate MFAs: (3<sup>rd</sup> year at Cornell): may apply to teach (provided they have completed their degree) sophomore-level creative writing and also have the option of proposing their own description of a First-Year Seminar.
- Post-Graduate MFAs: (4<sup>th</sup> year at Cornell): may apply to teach Creative Writing and single-description First-Year Seminars
- 4<sup>th</sup> year Ph.D. students: are supported through Sage continuing fellowships.
- 5<sup>th</sup> year Ph.D. students: may either propose their own individual-description course, or repeat a course they have taught in their second or third year.

A rising fifth- or sixth-year Ph.D. student may apply to hold a "Double TAship" in the fall term. Double TAs do all of their teaching in the fall (two sections of the same First Year Seminar, for example) while holding a TA *appointment* for the full year. The TA stipend, SHIP, and tuition fellowship are paid throughout the academic year. Those who might want to have concentrated time in the spring term for thesis completion may wish to apply. Special Committee approval is required. Overall staffing needs for the whole year will determine if and how many Double TAships will be offered.

TAs and Lecturers are responsible for conducting their classes, keeping regularly scheduled office hours, holding conferences with students, and issuing grades. In addition to teaching, all TAs and Lecturers in single-description courses are required to attend regular staff meetings as scheduled by the course leader, and to adhere to the course leader's policies in regard to syllabus, grading, and other matters. Attendance at these meetings is a condition of employment, and those who routinely miss staff meetings may jeopardize their eligibility for employment the following semester. Course leaders also give advice on responses to student papers, observe teaching at least once each semester, and provide a variety of other kinds of assistance and support. *The Indispensable Reference for Instructors of First-Year Writing Seminars* contains detailed information about Course Leaders.

### **The Indispensable Reference for Teachers of FWS**

[arts.cornell.edu/knight\\_institute/forms/IR\\_2015-16.pdf](http://arts.cornell.edu/knight_institute/forms/IR_2015-16.pdf)

### **First-Year Writing Seminars**

#### *Single-Description Courses*

Single-description courses are those whose sections share the same description in the brochure. A list of these courses is made available each spring, and these courses are listed in the Knight Institute's First-Year Writing Seminar course list each semester. Staff members of these courses share all or part of a common syllabus, though specific arrangements vary with different courses. The course leader sets policies in regard to syllabus, grading and other matters, and typically meets with prospective TAs in the spring before the course begins to plan out a syllabus together. The staff then meets regularly throughout the semester to discuss general and specific problems. These meetings are required and serve a dual purpose of providing training and feedback for TAs, as well as an opportunity to share experiences with peers. Course leaders visit class at least once, review essays on which the TA has commented, and write up an end-of-term evaluation.

#### *Separately-Described Sections*

TAs and Lecturers who teach courses of their own design have the same duties as instructors in single-description courses except that they are solely responsible for the content of their courses, including the writing of their course description. TAs and Lecturers are assigned a faculty course leader who acts as a teaching mentor during the semester, visiting class at least once and writing up an end-of-term evaluation which may, if needed, form the basis of a teaching letter for a job dossier.

New sections of courses are created in several stages. In late February an instructor submits a tentative proposal which is reviewed by an informal committee, composed of the Director of Graduate Student Teaching, the Administrative Director, and the Department Chair. This committee makes suggestions and offers advice to the instructor. Once a proposal is accepted, the instructor is then invited to compose a 125-word description for the First-Year Writing Seminar brochure. Students writing their own descriptions are required to attend a Course Description Writing Workshop during the teaching application period.

The relationship between English Department course offerings and the current tastes of first-year students is important but often needs clarification. First-year students are required to take one or two writing seminars, but the topics are theirs to select, with the obvious benefit to the students that they can learn writing through a subject that interests them and with the equally obvious benefit to instructors that they can teach students who freely choose to be in their sections. It is important to remember that the vast majority of first-year students who take writing seminars come from subject areas other than English and from all colleges. First-year students make their choices by reading the descriptions in the brochure; if few or none choose a particular course, the course cannot be offered. It is therefore to our advantage to provide descriptions that are appealing and clearly describe the topic. On the other hand, in some instances over the years the Department has eliminated courses that are popular with first-year students but are consistently uninteresting to instructors and course leaders.

### **Expository and Creative Writing**

Most MFA and MFA/Ph.D. graduate students will teach English 2800/2810, the introductory-level creative writing course. The course includes both fiction and poetry. Since 2800/2810 does not qualify for credit towards the English major, and is often chosen as an elective, sections typically include students from a variety of colleges and majors. MFA students who stay for additional teaching employment after their MFA defense will teach this course in their “third” year, *i.e.* as a Lecturer. The Creative Writing faculty, and ultimately the Director of Creative Writing, provides guidance and course-leading to instructors.

Expository Writing, English 2880/2890, is taught in separately described sections in both fall and spring. Again, students from all over the university take this course to improve their writing skills and also to fulfill a writing requirement for a particular major. Both MFA and Ph.D. students are eligible to apply to teach English 2880. Further information is available from Stuart Davis, the course leader.

### **Lecture Courses**

A small number of TAs are assigned each year to assist in large lecture courses within the English major curriculum. These TAs are assigned to lecture courses on the basis of student enrollment. In preparation for each semester, the Director of Graduate Student Teaching will assess enrollments, TA funding, and TA availability, consult with those instructors whose courses are expected to be large, and arrange for TA assignments. Sometimes these arrangements will need to be adjusted, as enrollment expectations and (perhaps) funding issues change. Different ways of conducting courses inevitably introduce differences in time commitments from course to course. The English Department does not wish to reduce all lecture courses to a single model, but it does believe that TAs should not be asked to commit more time and effort than the appointments specify.

TAs should spend no more than 250 hours a semester in lecture courses. Time spent listening to lectures ought to be counted toward this total, as should time spent holding office hours, correcting papers, making up questions, doing administrative work for the

course, preparing to teach discussion sections, and the like. Time spent reading the texts for the course, however, should not be counted toward this total. (The assumption here is that in general graduate students would not choose to sit in on lectures at the undergraduate level, but they certainly would choose to read, as part of preparation for their profession, the kinds of works that are taught in such courses if they have not already done so.) TAs in lecture courses should never be required to give course lectures, though giving a lecture can be a valuable experience for a TA who genuinely wishes to do so. And finally, TAs should never be asked to respond to or grade all of the written work in a course. The assumption is that the instructor will lead and do the grading for at least one section.

### *A few words about teaching preferences*

Every effort is made to work with instructors to allow them to teach a course of their preference, be it a single-description course or, for students in their third and fifth year, a course with their own individual description. In the interest of balancing undergraduate teaching with graduate student preferences, the department will ask graduate student teachers to list several courses on their preference sheets. In some cases, the Department may need to assign Lecturers and more experienced TAs to courses where they are most needed, rather than courses they may prefer. If there is a great need for a Lecturer or TA with particular experience in a particular course, that assignment will take priority over an instructor's course request. Sometimes it may happen that the Lecturer or TA is only needed in such an assignment for one semester, in which case the instructor will usually be able to teach his or her requested course during the other semester. However, it is at the discretion of the committee described above to assign courses according to the curriculum prescribed by the Department and the College.

## **Evaluation of Teaching**

### *Teaching Evaluations*

The Department requires all instructors, including TAs and Lecturers, to collect student evaluations at the end of each semester. The Knight Institute issues a form which is required for all First-Year Writing Seminars, although you may use your own forms in addition. It also asks instructors to submit a "reflection" form at the end of each semester. If you are assigned to a lecture course, you should hand out the TA Evaluation Form "Teaching Assistant in Lecture Course," (available in the department office) at the same time as the instructor obtains student evaluations. The only way to get complete evaluation results is to ask the students to fill out the evaluation forms in class.

It is important that evaluations be collected in such a way that students feel their anonymity will be preserved and that teachers not look at the evaluations before turning in grades for the course. You should follow College policy in this regard by asking a responsible student in your class to collect and deliver all evaluations to the front desk in Goldwin Smith 250, where you can consult them after you have handed in your grades. Vicky Brevetti will keep your evaluations on file. When you leave the university, they will be returned to you for your own files.

### *Course Leader Reports*

Every course leader is expected to evaluate every TA for the purposes of course assignment, course supervision, and the reviews mandated by the Lecturer Policy (see below). These

evaluations are intended to help the Department provide the best possible teaching for our undergraduates. In addition, these reviews are essential for determining who might be nominated for teaching awards. They are kept in special files in the Chair's office and are reviewed by the Director of Graduate Student Teaching. Under no circumstances are they shown to anyone outside the department or placed in Career Center dossiers. Make sure you arrange a time with your course leader when he/she can observe one of your classes.

### *The Teaching Review*

Formal teaching reviews occur during the fifth year of residence for Ph.D. candidates and after the second semester of teaching for MFA candidates. At this point all students who wish further appointments as TAs or as Lecturers must request a formal review from the Lecturer Policy Committee. Teachers who pass this review are eligible to teach for an additional one or two years, although appointments to these positions will depend on the resources available for the Department's teaching program. Student evaluations are indispensable evidence for the teaching reviews; the department will keep yours on file.

Evaluations are also essential for determining who might be nominated for teaching awards. Each year, the Arts College holds a college-wide competition for a small number of teaching awards for TAs and Lecturers. The department has a very strong teaching staff, and its members win awards every year. In addition, TAs and Lecturers are also eligible for a small number of departmentally funded teaching awards.

A major purpose of this monitoring of teaching is to ensure that, when the time comes to apply for jobs, all of you will have documentation of your excellence as teachers. Graduate students who would like formal evaluations of their teaching to be a part of their credentials when they go on the job market should ask for a letter from their course leader written expressly for this purpose. In no cases will previous course leader evaluations be used as teaching letters for job dossiers.

Job dossier letters regarding teaching must be uploaded to your Interfolio account just like other recommendation letters. Students may wish to have their committee chairs or other appropriate people, as well as the course leaders, visit their classes and put letters on file for later use. Recommenders who write letters for job dossiers understand their intended purpose and audience and write accordingly. For further information about this process, see the Department's Placement Officers, or see Michele Mannella, who coordinates the placement process for English Department graduate students.

### **Readers in Lecture Courses**

Readerships help faculty keep up with paper-grading in lecture courses with **25** or more students, and give graduate students the chance to be part of the running of an undergraduate lecture course, while earning some extra money. When this arrangement works as well as it usually does, readerships meet the needs of both faculty and graduate students. University policy does not permit graduate students to work more than a specified number of hours per week. (TAs are calculated at 15 hours per week, so readers cannot work more than 5 hours per week.) Readers should be assigned no more than **75 hours** of work in a semester.

The time a reader spends for a course should be calculated in the same way a TA's time should be calculated: in particular, *hours spent listening to lectures* should be part of the tally, but *hours spent reading required course materials* (or previewing films) should on the whole **not** be part of the tally. It is generally expected that readers will attend lectures if they are expected to grade papers, with the exception of the rare case of a reader who previously graded for the same course (readers who attend all the lectures for a MWF class have already spent nearly *half* the time one can expect of them).

To keep the workload at this level, faculty members should meet with assigned readers prior to the commencement of the course to calculate roughly the time expected to be spent by the reader in fulfilling work tasks.

***Guidelines in calculating workloads for readers:***

- (1) **attending lectures** (generally 2 1/2 hours per week)
- (2) **grading papers** (roughly 5 minutes per page/ 20 minutes per 3-4 page paper)
- (3) **leading discussion sections**, screening films, etc. Faculty must acknowledge that leading a discussion section is much more labor-intensive than attending a lecture and that discussion leading generally requires additional outside preparation. Only in courses where paper and exam grading is unusually light might one expect a reader – rather than a TA – to lead weekly discussion sections. In any case, the rule in such exceptional cases is that the instructor will lead and do the grading for at least one section and that the reader's grading and class time (including any discussion leading preparation) will not exceed **75** hours for the semester.

Please also respect the following *measures to avoid the overworking* of readers:

- (4) Like TAs, readers should **never** be *required* to give lectures.
- (5) Readers should not normally be expected to hold regular office hours. Readers should, however, be available if necessary to meet with students to discuss comments on graded papers.
- (6) Readers should not be asked to grade more than *two-thirds to three-fourths* of the papers and/or exams, for reasons of pedagogy as well as equity. **At no time should a reader be expected to grade all course papers.**

Readers who feel that they are being asked to do more than outlined in these guidelines should feel free to discuss their concerns with Chair of the English Department.

## IV. Index to web pages

<b>Academic Technology Services Faculty Support</b>	<a href="http://it.cornell.edu/teaching">it.cornell.edu/teaching</a>
<b>AV Equipment Contact List</b>	<a href="http://registrar.sas.cornell.edu/Sched/av.html">registrar.sas.cornell.edu/Sched/av.html</a>
<b>Code of Academic Integrity</b>	<a href="http://cuinfo.cornell.edu/aic.cfm">cuinfo.cornell.edu/aic.cfm</a>
<b>English Administrative staff</b>	<a href="http://English.arts.cornell.edu/people/administration">English.arts.cornell.edu/people/administration</a>
<b>Faculty Center</b>	<a href="http://Facultycenter.cornell.edu">Facultycenter.cornell.edu</a>
<b>First-Year Writing Seminars</b>	<a href="http://arts.cornell.edu/knight_institute/fws/fws.htm">arts.cornell.edu/knight_institute/fws/fws.htm</a>
<b>Indispensable Reference for Teachers of FWS</b>	<a href="http://arts.cornell.edu/knight_institute/forms/IR_2015-16.pdf">arts.cornell.edu/knight_institute/forms/IR_2015-16.pdf</a>
<b>Keys, AV, Reserving Space</b>	<a href="http://registrar.sas.cornell.edu/Sched/index.html">registrar.sas.cornell.edu/Sched/index.html</a>
<b>Knight Institute Administrative Staff</b>	<a href="http://arts.cornell.edu/knight_institute/staff/contact.htm">arts.cornell.edu/knight_institute/staff/contact.htm</a>
<b>Library Reserve Services</b>	<a href="https://www.library.cornell.edu/services/reserves">https://www.library.cornell.edu/services/reserves</a>
<b>Net-Print Information</b>	<a href="http://cit.cornell.edu/services/netprint/">cit.cornell.edu/services/netprint/</a>
<b>Payroll</b>	<a href="http://www.dfa.cornell.edu/payrollservices/">www.dfa.cornell.edu/payrollservices/</a>
<b>Printing Course Packets</b>	<a href="http://digitalprintservices.cornell.edu/cp.html">digitalprintservices.cornell.edu/cp.html</a>
<b>Registrar's Course and Room Roster</b>	<a href="http://registrar.sas.cornell.edu">registrar.sas.cornell.edu</a>
<b>Room Reservation</b>	<a href="http://registrar.sas.cornell.edu/Sched/roomres.html">registrar.sas.cornell.edu/Sched/roomres.html</a>
<b>Technical issues</b>	<a href="http://registrar.sas.cornell.edu/Sched/av.html">registrar.sas.cornell.edu/Sched/av.html</a>
<b>Textbook Ordering</b>	<a href="http://store.cornell.edu/t-faculty-textbook-services.aspx">store.cornell.edu/t-faculty-textbook-services.aspx</a> OR <a href="http://www.buffalostreetbooks.com/">www.buffalostreetbooks.com/</a>
<b>The Knight Institute</b>	<a href="http://arts.cornell.edu/knight_institute/">arts.cornell.edu/knight_institute/</a>
<b>Uris Library Book Reserve and Electronic Reserve</b>	<a href="https://www.library.cornell.edu/services/reserves">https://www.library.cornell.edu/services/reserves</a>
<b>Workday</b>	<a href="http://Workday.cornell.edu">Workday.cornell.edu</a>