
Cornell University

JOHN S. KNIGHT INSTITUTE
FOR WRITING IN THE DISCIPLINES

ACADEMIC YEAR 2019–2020

INDISPENSABLE REFERENCE
FOR TEACHERS OF
FIRST-YEAR WRITING SEMINARS

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REQUIREMENTS FOR FIRST-YEAR WRITING

(These guidelines, in unannotated form, also appear on the Knight Institute website.)

Teaching a First-Year Writing Seminar means that you have agreed to assume responsibility for a seminar that through introductory work in a particular field of study helps students learn to write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. First-Year Seminars pursue this common aim through small classes and adherence to a program-wide set of guidelines. **Offering a course for the Knight Institute constitutes an agreement to comply with the following guidelines:**

1. *Seminars should require at least five—and at most eight—formal essays on new topics, totaling about 25 or more pages of polished prose. 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 essays should go through several stages of development.

Within the great diversity of FWS topics, this guideline provides an important commonality. Students, Cornell faculty of other courses, and graduate schools the students may later attend—all should be assured that this amount of writing is standard in every seminar.

2. *A minimum of three of the 5–8 required essays (see above) are developed through several stages of revised drafts under the instructor’s guidance. Guidance may include, in addition to written commentary on drafts, individual conferences, in-class group work, peer commentary, reading responses, journals, and so on.* This approach to the teaching of writing ensures an important continuity in methodology among FWSs. Instructors should encourage the understanding of writing as a process and as a means of learning by requiring suitable kinds of preparatory and informal writing. Instructors should provide ample opportunities for students to develop their writing through preliminary written work; students

learn how to assess their own (and others’) writing, determining what is good, and why, and what needs to be rewritten. Instructors should comment efficiently on completed written work, and each completed essay should be returned with “transferable” comments before the next one is due. Responses should be planned not to justify a grade but to help students learn how to improve their writing.

3. *All seminars spend ample classroom time (about half) on work directly related to writing.* For suggestions on how to use such time, see *The Elements of Teaching Writing* by Keith Hjortshoj and Katy Gottschalk. There is no point at which students are “too good” or already “too competent” to benefit from discussions of language and of writing. Instructors help students understand the relevance of all discussions to their learning to write.

4. *Reading assignments in the course subject are kept under 75 pages per week to permit regular, concentrated work on writing.* Common sense must dictate how to apply this rule of thumb: some readings are difficult and a very few pages a week suffice; some novels, in big print, can be assigned in larger chunks. In every case, *readings should serve the writing.* To this end, **readings, while intellectually demanding, stimulating, and providing the basis for coherent inquiry, should be far fewer than in a normal introductory course in the discipline.** Readings may provide models for students of good writing or of various kinds of writing in your discipline.

5. *All students meet in at least two individual conferences with the instructor.* Such conferences provide a necessary supplement to in-class work on writing. They also help students learn how to engage in Cornell’s intellectual community.

APPROPRIATE LEARNING OUTCOMES FOR STUDENTS IN FIRST-YEAR WRITING SEMINARS

Every FWS instructor should incorporate a statement in his or her syllabus about specific learning goals or “outcomes” for students in the class—a “mission statement” for the seminar, if you will. These statements should be short and include only the learning outcomes most central to the seminar, although others may also be important. **Instructors should be able to observe easily whether students are, or are not, achieving the goals, so that if need be they can adjust their teaching accordingly.**

Some appropriate achievements for students to demonstrate in FWSs are as follows:

- Writing that is suitable for the *field, occasion, or genre* in its use of *theses, argument, evidence, structure, and diction*. (An individual course statement could be more specific about each area.)
- Writing that is based on competent, careful reading and analysis of texts. (Such reading skills might need to be taught!)
- Appropriate, responsible handling of primary and secondary sources, using a style such as MLA or APA.
- Effective use of preparatory writing strategies such as drafting, revising, taking notes, and collaborating (the latter might be demonstrated in peer review, conferences with the instructor, consultations in the Knight Writing Centers).
- Final drafts of essays that have been effectively proofread for correctness of grammar, punctuation, and mechanics.
- Other: Individual instructors may wish to include statements about achievements in regard to the subject content of the course, presentations, and/or participation in discussion. (For examples, see p. 5.)

The above achievements can be demonstrated by students and concretely observed by the instructor. Other desirable outcomes are also important but are less easily measured or observed. Instructors

should nevertheless aim for these through their pedagogical methods. Namely:

- Students emerge with *confidence* in their writing ability and in their ability to continue to learn to write; they emerge convinced of the importance of writing well. (*This outcome is measurable only indirectly, through students’ self-reporting on end-of-semester evaluations.*)
- Students understand that *writing can help them to learn*; they have experienced that process through various kinds of preparatory writing work in and out of the classroom, in work that helps them to explore a subject and that prepares them for their essays. (*Students might demonstrate through preparatory or other informal writing the learning that writing has helped them achieve.*)
- Students realize how what they have learned about writing applies (or does not apply) to other writing situations. *Their knowledge should be transferable*. In a best case scenario, after taking two seminars, students learn through experience and discussion that the demands of a particular subject, purpose, audience, or voice, can cause necessary variations in such matters as style, structure, content, and argument, and that therefore one type of writing cannot be suitable to all purposes or all occasions. (*In a seminar, students might demonstrate ability to adjust style or structure according to the demands of a particular genre or audience.*)
- Students perceive that *they must continue to investigate “how to write”* in new disciplines and situations *after* their First-Year Writing Seminars in order to write clearly and well. (*One demonstration of transferable knowledge might be that students can describe, with appropriate terminology, what they have learned about writing, perhaps in a final reflective essay or in “author’s notes” on essays.*)
- Students develop what some researchers have called a “*growth mindset*” in relation to writing.

APPROPRIATE LEARNING OUTCOMES FOR STUDENTS IN FIRST-YEAR WRITING SEMINARS (CONT.)

Sample Student Learning Outcome Statements

Take note of the succinct wording of the statements below. Also note that outcomes should be worded to make clear that achieving them is the student's task. Avoid statements such as "By the end of this course you will know how to...", which may seem to give all responsibility for learning to the instructor.

Sample 1: Statement for a FWS in English

This First-Year Writing Seminar requires that in essays and other required writing you develop and *demonstrate* competency in the following areas:

- theses, argument, evidence, organization, diction, mechanics (proofreading).
- use of primary and secondary sources.
- preparatory writing strategies such as drafting, revising, and peer review.
- analysis of the literary qualities of memoir: e.g., themes, motifs, narrative structure, style. Such analysis will form the basis for essay topics.

Sample 2: Statement for a FWS in Philosophy

Course objectives

By the time you leave this course, your papers should indicate that you can:

- (i) find the argument of a text and restate it clearly in your own words.
- (ii) explain viewpoints clearly that are not your own.
- (iii) think critically about philosophical ideas.
- (iv) demonstrate an analytical grasp of the three main currents in contemporary ethics (consequentialism, deontology, and virtue ethics).
- (v) substantively and analytically approach the central question in ethics—"how should one live?"
- (vi) write papers using theses, organization, arguments, evidence, and language suitable to the discipline of philosophy.

Sample 3: Statement for a FWS in Ecology and Evolutionary Biology

Learning Objectives

Become a better writer as demonstrated in your:

- analysis of texts.
- development of thesis statements and organization.
- use of appropriate style, organization, arguments, and evidence for varying genres such as speeches or editorials.
- appropriate citation of sources.
- revision of your work and the work of others.

Become a better-informed environmental citizen. In papers and discussion demonstrate excellence in:

- analysis of the complexity and significance of environmental issues.
- analysis of scientific and public policy dimensions.
- critical analysis of information about environmental issues.
- analysis of the role of personal choice in sustainable solutions.

Note that each of the examples above implies attention to **formulating good questions or problems** in a given field (questions concerning literary texts, or ethics, or environmental policy, for example). You should consider it a central learning goal of your First-Year Writing Seminar to help students understand, in your discipline, what constitutes a good question, how to think critically about one, and what habits of writing they should cultivate in the pursuit of good answers. What is the raw "stuff" that your discipline turns into **evidence** to support the characteristic kinds of **arguments** made in your field? What **uses of language** define your discipline? The more explicit you can be with students about such goals, the better they will learn.

GENERAL INFORMATION

Instructor responsibilities

If you are a graduate student teaching a FWS, **remember that you are fully responsible for this course**—for grades, attendance standards, book orders (usually), and so on. This also means **meeting every scheduled session of your course**: if you fall ill and have to miss a class, for instance, you are responsible for making arrangements to cover that class. Your department's support staff, your DGS, and your course leader are appropriate people to help you.

Students in your seminar

Students placed in a particular First-Year Writing Seminar will come from all undergraduate schools and colleges, will rarely be majoring in that particular subject, and will have selected your seminar as one of their top choices.

Scheduling of class rooms and times

Your department arranges teaching times and rooms; contact the appropriate administrator for information in these areas. *Final examinations* are not normally given in FWSs. Rather, you might hold final conferences during exam week, collect final drafts of essays, or have students submit portfolios of finished work. *Certain hours shall be free from all formal undergraduate class exercises, including film screenings—4:25 P.M. to 7:30 P.M. on Monday, Tuesday, Wednesday, and Thursday; after 4:25 P.M. on Friday; after 12:05 P.M. on Saturday; and all day Sunday. In addition, classes may not meet on Tuesday and Thursday evenings.* These times are reserved for activities such as prelims, sports, clubs, music, and eating.

Submitting syllabi

The Knight Institute should receive a copy of your syllabus by Wednesday of the first complete week in each semester. Please include not only the required reading list but also a schedule for having students read, write, and revise. This information is useful when students inquire about courses, and it helps us to keep abreast of the state of the Institute. ***If you are a graduate student, you should also give a copy of your syllabus to your course leader.***

Ordering books

If you are designing your own FWS, you are responsible for ordering books. The support staff of your department can help you with this process and may be available to assist you to obtain desk copies. These individuals can also advise you about compiling course packets of read-

ings through The Cornell Store or other vendors. Be sure to keep track of how much students will have to spend on texts for your First-Year Writing Seminar. Given that these are 3-credit courses, costs should normally not exceed \$200 at most.

If you have not taught a seminar before, it makes sense to consult someone about which books to choose. If you are a graduate student instructor, your course leader will be able to advise you in this area.

You might either choose a handbook for use in your seminar, or plan to show students how to make effective use of online materials relating to matters of form, grammar, style, and documentation: first-year students need to know how to deploy such resources, and you will need to use these with them actively during the semester. For possibilities, consult the libraries in the Knight Institute (M101 McGraw) and the Writing Workshop (174 Rockefeller Hall). Free online resources include comprehensive websites such as the Purdue Online Writing Laboratory (OWL). Please be aware that some handbooks can be quite pricey; you may find that a smaller, less expensive version will serve your purpose. The Knight Institute library includes a collection of handbooks designed for use with specific disciplines.

Books on style

- Lanham, Richard. *Revising Prose*, 5th ed. Longman, 2006.
- Trimble, John R. *Writing with Style: Conversations on the Art of Writing*, 3rd ed. Longman, 2010.
- Williams, Joseph M and Joseph Bizup. *Style: Lessons in Clarity and Grace*, 12th ed. Pearson, 2016.
- Williams, Joseph M. and Joseph Bizup. *Style: The Basics of Clarity and Grace*, 5th ed. Longman, 2014.

Handbooks and other resources for students to use

- Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*, 4th ed. Norton, 2017.
- Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. 3rd ed. Norton, 2016
- Hacker, Diana. *A Writer's Reference*. 9th ed., MLA Update, Bedford/St. Martin's, 2017.
- Raimes, Ann. *Keys for Writers*, 8th ed., MLA Update, Wadsworth Publishing, 2017.
- Hjortshoj, Keith. *The Transition to College Writing*, 2nd ed. Bedford/St. Martin's, 2010.
- Rosenwasser, David and Jill Stephen. *Writing Analytically*, 8th ed. Wadsworth, Cengage Learning, 2018.

(see also p. 12 for more recommendations)

GENERAL INFORMATION (CONT.)

Books and websites on use of sources

- *The Code of Academic Integrity and Acknowledging the Work of Others*. To download copies to use in class go to: <https://theuniversityfaculty.cornell.edu/academic-integrity/>.
- Cornell's Library website includes a Citation Management link on the home page in the Research column: <https://www.library.cornell.edu/research/citation>. This excellent site provides links to APA, Chicago, and MLA citation style guides. Students will find information and examples for each of the citation styles. This page also contains information about citation management software that is currently used and supported at Cornell—Zotero, Mendeley, and EndNote—and a link to information about the Code of Academic Integrity.

Course packets

If you are designing your own coursepack of readings, ask the Custom Publishing Department at The Cornell Store to estimate costs. Permissions fees can be prohibitive.

Canvas

Canvas is a web-based course management system that makes it easy for instructors to manage distribution of materials, assignments, communications, and other aspects of instruction for their courses. Go to <https://login.canvas.cornell.edu/> to get started.

Copyright and fair use of documents

It is important that you follow legal guidelines for texts that you post on Blackboard, put on electronic reserve, or collect for a course packet.

For Blackboard, you should, every semester, for each text, complete the "Fair Use Checklist" that can be downloaded from <http://copyright.cornell.edu/>. When you re-teach a course, it is better to create a coursepack than to put texts protected by copyright on-line for a second and subsequent semesters. When you put texts on Blackboard, be sure to set controls to limit access only to students in the course—excluding guest, observer, and self-enroll privileges. This step is an important means of avoiding copyright infringement.

Collecting and returning papers

Do not collect or return papers by asking students to deposit them in or gather them from boxes, mail-rooms, or other unattended stations. Such procedures

are illegal because they do not protect students' confidentiality (and, alas, can invite cheating.) Do not ask your department's office staff to collect your papers unless you are certain that they have agreed to this procedure.

You should collect and return papers individually and in person, in class or office hours. It is acceptable to *collect* papers in electronic format, such as e-mail attachments or Canvas posts, and you may decide to *provide feedback for revision* electronically as well, such as e-mailing comments or inserting them in Microsoft Word. However, **no grade information or other identifying information such as ID numbers should ever be communicated over e-mail or seen or heard by anyone other than the recipient.** Please exercise vigilance for the security of private information and anything that could be construed as the student's educational record. **Do not speak to parents about a student's coursework without express written permission from the student.** See Cornell's policies at <https://www.dfa.cornell.edu/policy/policies/access-student-information>.

Grades

Graduate students and temporary lecturers who offer First-Year Writing Seminars are the ultimate arbiters of the grades their students receive. They are the official instructors of the courses they teach, whether or not those courses are sections of a larger instructional entity with a single name (e.g., "True Stories"). Only they can decide to change the grades they award. Considerations of equity nonetheless suggest that the grading standards in a multi-sectioned course should be reasonably uniform—as indeed they should be in First-Year Writing Seminars as a whole. Students who wish to lodge a formal protest about the grades they receive should be directed to the Chair of the department in which a course is given (though even a Chair cannot overrule an instructor). Course leaders and the Director of First-Year Writing Seminars can sometimes help to defuse such problems informally.

When you are helping students improve their writing, the comments you make on papers are more important than the grades you assign; comments also take more time and more effort. If you would like to know more about how to comment on essays (and about grading), you should, if you are a graduate student instructor, consult your course leader. You can also consult Gottschalk and Hjortshoj's *The Elements of Teaching Writing*, available in M101 McGraw Hall.

SEMESTER CALENDAR, WITH A SAMPLE SCHEDULE FOR DRAFTS

Week 1, August 29–30

Essay 1 draft or preparatory writing

Week 2, Sept 3–6 (Labor Day, Sept. 2—no class)

ESSAY 1 FINAL (2–3 pages ungraded): a “trial” essay

Begin Essay 2

Week 3, Sept 9–13

ESSAY 2 FINAL (2–4 pages)

Week 4, Sept 16–20

Essay 3 preparatory writing/proposal/workshop

Week 5, Sept 23–27

Essay 3 drafting work

Week 6, Sept 30–Oct 4

ESSAY 4 preparatory writing/proposal/workshop

Week 7, Oct 7–11

ESSAY 3 revision work

Week 8, Fall Break. Classes meet Oct 16–18

ESSAY 3 FINAL (4-5 pages)

Week 9, Oct 21–25

ESSAY 4 drafting work

Week 10, Oct 28–Nov 1

ESSAY 5 preparatory writing/proposal/workshop

Week 11, Nov 4–8

Essay 4 revision work

Week 12, Nov 11–15

ESSAY 4 FINAL (4-5 pages)

Week 13, Nov 18–22

Essay 5 drafting work

Week 14, Classes meet Nov 25–26

Essay 5 revision work

Week 15, Dec 2–6

ESSAY 5 FINAL (7–10 pages) or presentations, collaborative work, portfolios, etc.

Week 16, Classes meet Dec 9–10

Course-Teacher Evaluations (on-line)

FOR UNIVERSITY POLICY ON FINAL EXAMS/PROJECTS,
SEE [HTTPS://REGISTRAR.CORNELL.EDU/EXAMS/FINAL-
EXAM-POLICIES](https://registrar.cornell.edu/exams/final-exam-policies)

Week 1, Jan 21–24

Essay 1 draft or preparatory writing

Week 2, Jan 27–31

ESSAY 1 FINAL (2–3 pages ungraded): a “trial” essay

Begin Essay 2

Week 3, Feb 3–7

Essay 2 FINAL (2–4 pages)

Week 4, Feb 10–14

Essay 3 preparatory writing/proposal/workshop

Week 5, Feb 17–21

Essay 3 drafting work

Week 6, Feb break. Classes meet Feb 26–28

ESSAY 4 preparatory writing/proposal/workshop

Week 7, Mar 2–6

ESSAY 3 revision work

Week 8, Mar 9–13

ESSAY 3 FINAL (4-5 pages)

Week 9, Mar 16–20

Essay 4 drafting work

Week 10, Mar 23–27

ESSAY 5 preparatory writing/proposal/workshop

Week 11, March 30–April 3

Spring Break

Week 12, Apr 6–10

ESSAY 4 FINAL (4-5 pages)

Week 13, Apr 13–17

Essay 5 drafting work

Week 14, Apr 20–24

Essay 5 revision work

Week 15, April 27–May 1

ESSAY 5 FINAL (7–10 pages) or presentations, collaborative work, portfolios, etc.

Week 16, Classes meet May 4–5

Course-Teacher Evaluations (on-line)

FOR UNIVERSITY POLICY ON FINAL EXAMS/PROJECTS,
SEE [HTTPS://REGISTRAR.CORNELL.EDU/EXAMS/FINAL-
EXAM-POLICIES](https://registrar.cornell.edu/exams/final-exam-policies)

THE FWS SYLLABUS: INFORMATION TO INCLUDE

- **Your name.** You may want to hint at what students are to call you—Dr., Ms., first name, Professor?
- **Department abbreviation, course number, section number, and seminar title.**
- **Office hours; location of office.**
- **E-mail address and hours** during which you can or can't be contacted.
- **Seminar description (the official one);** and perhaps include a personal *rationale* for the course that explains your particular interests and the integration of writing with the study of the subject matter.
- **A learning outcomes statement.** See pp. 4 and 5 for guidance.
- **Texts required** (or optional). Course packet—available where? Handbook—a specific required one, or any approved handbook the student already owns?
- **Description of required writing.** Kinds and quantities (drafts; revisions; journals), perhaps some opening insights and observations (the kind of writing done in your discipline?).
- **Guidelines for submission of written work.** You might set up guidelines such as the following:
 - Word-process all written work.
 - Use standard font, in 12 point.
 - Double-space, using 1-inch margins.
 - Number your pages.
 - Staple or paper-clip your pages together.
 - At the top of the first page include your name, date, and essay number/title.
 - Proofread and spellcheck before bringing any drafts to class.
- **Requirement for conferences.** Students taking First-Year Writing Seminars should meet at least twice in individual conferences with their instructors. Students need to be encouraged/required to meet with you and to take advantage of your office hours.
- **Policy on absences and lateness.** Some instructors make clear to students that they are responsible for finding out from other students (not you) what happened in their absence—getting copies of materials and assignments, discussing work covered in class, and so on.
- **Grading policy.** What elements enter into the final grade; what work is graded? Be very clear about how you are going to determine the final grade—and don't change your system half way through the semester, or depend on verbal announcements about your policy as the course progresses. Some teachers find it convenient to work with percentages: e.g., 10% for participation (if you wish to factor in credit for this area, include written participation such as peer editing), 90% for the essays. If you intend to lower the final grade because of lateness to class, work submitted late, more than three unexcused absences, and so on, this is the place to make those penalties very clear.
- **The public domain.** A statement indicating that all student writing for the course may be read and shared by all members of the class. (To avoid privacy conflicts and concerns.)
- **Calendar.** An indication of the general pace and organization of the course. Many instructors hand out a 15-week overview of when papers and readings will probably be due. Intermittent, detailed 3–4 week day-by-day schedules may be distributed throughout the semester. *Always hand out schedules at least a week in advance of when reading and writing assignments will be due. To find dates (and policy) for religious holidays, go to <http://theuniversityfaculty.cornell.edu/the-new-faculty-handbook/6-policies-and-assistance/6-1-instruction/religious-holiday-statement-2/>. To determine the final "exam" date for your class go to <https://registrar.cornell.edu/exams>.*
- **A statement on university policies and regulations.** Example: "This instructor respects and upholds University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to the attention of the instructor."

FWS SYLLABUS . . . (CONT.)

• **A statement for students with disabilities.** Example (provided by the Office of Student Disability Services): “Note to students with disabilities: If you have a disability-related need for reasonable academic adjustments in this course, provide the (Instructor, TA, Course Coordinator) with an accommodation notification letter from Student Disability Services. Students are expected to give two weeks’ notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with (Instructor, TA, Course Coordinator) within the first two class meetings.”

• **A statement on academic integrity.** Suggested example: "All the work you submit in this course must have been written for this course and not another and must originate with you in form and content with all contributory sources fully and specifically acknowledged. Carefully read Cornell’s Code of Academic Integrity. The Code is contained in *The Essential Guide to Academic Integrity at Cornell*, which is distributed to all new students during orientation. In addition to the Code, the Guide includes Acknowledging the Work of Others, Dealing with Online Sources, Working Collaboratively, a list of online resources, and tips to avoid cheating. You can view the Guide online at <https://provost.cornell.edu/files/2014/12/2016-essential-guide-academic-integrity-t7slma.pdf>. In this course, the normal penalty for a violation of the code is an 'F' for the term."

• **A statement of your policy on electronic devices in class.** Instructors should use their own judgment here.

You may also want to add a statement like the following: "Collaborative work of the following kinds is authorized in this course: peer review and critique of students’ essays by one another and, when approved by the instructor in particular cases, collaborative projects by groups of students."

PREPARING FOR THE FIRST DAY OF CLASS: A CHECKLIST

No one forgets to prepare the substance of a course, but remembering other nuts and bolts types of preparation can be just as crucial for getting the course off to a strong start. Here’s a checklist of “things to do before the first class”:

Your scheduled teaching time: Find out—**early**—when you have been scheduled to teach (the administrator of your department knows). Don’t assume you got what you asked for: find out.

Your room: Find out—**early**—what room you are teaching in and look it over. If you need a table, and your room has chairs bolted into rows, you need to make a change. Earlier, not after the first day!

Find out whom to contact in case your room is ever locked or you have other physical plant difficulties (overhead projectors, DVD players, and so on). This is especially important if you have an early morning or evening class when other offices are closed. The contact list can be found at: <https://registrar.cornell.edu/spaces>.

Your books: Order your books, including desk copies. Check with your departmental administrative aide about when and how to do this. Make sure you know the deadline for getting in the order.

If you are creating a course packet, start early. Check on the cost of the packet: copyright costs can be prohibitive, and you may need to change your mind about some selections.

Go to the bookstore a week before classes start to make sure the books for your course have come in.

Course materials: Find out how to get copies of materials made for your class and make sure you know the department’s regulations for using the copier. Practice using the copier.

Prepare all the necessary materials for the first day of your class at least a week or two early. Proof them. Wait at least two or three days, reread, and proof again—only then make copies for the class. Don’t wait until just before the first class to make your copies: everyone else will be doing the same thing, and you’ll be late.

PREPARING FIRST DAY . . .

Student questionnaire: Prepare a questionnaire that will give you helpful information about each student. Administer the questionnaire at the first or second meeting.

The first class session: Plan a really interesting set of activities for the first day. What happens on the first day sets the tone for the rest of the semester. If you do all the talking, you'll set a pattern. Begin the course not just with rules and regulations but with a taste of the work you'll be doing all semester. Have a relevant handout or text on the blackboard that will encourage conversation: students are eager on the first day of class, so build on that eagerness.

Please do not allow anyone who has not officially added your seminar to sit in on the class; and do not indicate that there is "still room" in your class. Even though your class may appear to have open spaces, other students may already have enrolled electronically. Check your roster frequently.

Most enrollment problems arise when students are allowed to sit in on classes in hope that a space will open up. Because of the electronic system, they may never actually be able to add; in the meantime, they feel they have earned a place in your course and have not found a different one. Students are guaranteed a FWS of limited size. Please help us to keep this guarantee by telling students that they can attend your seminar only after they have officially enrolled.

Attendance: Learn students' names as quickly as possible; make sure they learn your name and each other's as well. (It's startling how often students don't know the name of their instructor or of other students; it doesn't speak well for the intellectual community of the course.) Small groups, insistence on students' referring to each other by name rather than as "she" or "he," naming games—use any approach that works for you. **Treat preferred pronouns sensitively.**

Syllabus: On the first day hand out a general syllabus plus a detailed calendar for at least the next three or four weeks. Keep several extra sets on hand for students who may add the course later.

Final grades: Check with the administrator of your department about how to enter final grades for your seminar and about the deadlines for submission of final grades.

RESOURCES AVAILABLE FOR INSTRUCTORS TEACHING

Canvas: To set up a Canvas site (a highly useful and recommended step to take) go to <http://canvas.cornell.edu> and follow the instructions.

RESOURCES AT THE LIBRARIES

The Instruction Librarians in Olin and Uris Libraries...

Use a regular class session to introduce students to the organization and use of library resources at Cornell. Librarians work with instructors in advance to plan sessions; their objective is to integrate their teaching with the individual instructor's teaching goals and with the subject focus of each section. Typical elements of a session include a brief orientation to the physical library, a live demonstration of searching in a variety of databases, and hands-on time on the computers in the Uris Library Classroom. In support of this instruction, students are provided with a tailored online library guide of reference resources together with handouts or websites that explain how to use computerized and print resources and library services. Other handouts explain how to critically evaluate and properly cite the information students find. It is best to contact the library at least two weeks in advance of a preferred session date. To arrange a session please fill out the request form at: <https://olin-uris.library.cornell.edu> or for more information, contact Tony Cosgrave at 5-7148 or e-mail him at ajc5@cornell.edu.

The Division of Rare Book and Manuscript Collections...

Located in Kroch Library, the Rare Book and Manuscript Division offers an extensive program of instruction and support for all faculty and classes. Class presentations, consultations, and classroom use of materials are all easily arranged through the Division. All materials—antiquarian and modern, printed books, manuscripts, photographs and ephemera—are available for students' use. Seminar rooms are also available for facilitated access with a curator. The Division has worked extensively with the Knight Institute in the past and urges instructors to contact Lance Heidig (ljh5@cornell.edu) to learn more.

RESOURCES AVAILABLE FOR INSTRUCTORS TEACHING FWSs

The Human Sexuality Collection...

on the lower level (2B) of Kroch Library, Division of Rare and Manuscript Collections, is open to all researchers. Brenda Marston is Curator of the Collection and may be consulted about using it (5-3530; or e-mail bjm4@cornell.edu). She has worked with a number of instructors, designing appropriate assignments for First-Year Writing Seminars, and will make arrangements for an entire class to visit the archives. Also available is *Feminist, Gender, and Sexuality Studies: A Research Guide* <https://rare.library.cornell.edu/collections/sexualityandgender>.

Services for Faculty and Instructors...

www.library.cornell.edu/svcs/serve

This web site serves as a directory of library services, providing faculty and instructors with contact information, online forms, policies, procedures, and directions for making purchase requests for materials needed for classes (books, films, etc.), how to place items on Reserve (including E-Reserves), and how to request a library instruction session for their classes.

Olin Library Media Center...

<http://olinuris.library.cornell.edu/collections/media>

The Olin/Uris and Kroch Asia DVD collections are housed in the south alcove of the Dean Room in Uris Library. Playback equipment, including equipment for multiple formats, also is housed in Uris Library. Portions of the Olin/Uris media collections are housed at the Library Annex, including video and audio cassettes and LP sound recordings. The location is reflected in the catalog records for the items, and circulating media can be requested for library delivery. Olin holds a variety of materials in micro formats (cards, film, fiche), including newspapers, historic sets, government documents, etc. The collections are housed in the B (lower) level of Olin and at the Library Annex; holdings are reflected in the library catalog, and print guides for large sets are available in the Olin Reference area. The micrographic equipment is located in Room B12 in the Lower Level of Olin Library and is maintained by the Maps Unit staff. The machines support all formats found in the collection (microfilm, microfiche, microprint/cards). Users have the option of scanning/saving and/or e-mailing the documents they are viewing. For a list of the available equipment and brief descriptions, please visit <https://olinuris.library.cornell.edu/collections/micrographic>.

READING MATERIALS

Reference materials are in the Knight Institute, M101 McGraw and in the Writing Workshop, 174 Rockefeller. These range from samples of handbooks, to source books for teachers, to other related topics: pedagogy; the analysis of style; education and the sciences; education and issues of diversity.

Assignment sequences, writing exercises, and student essays. The Knight Institute keeps hard copies of all prize-winning assignment sequences and student essays in its library in M101 McGraw Hall. Cornell instructors may also access files of the essays, exercises, and sequences by going to the Knight Institute website (<http://knight.as.cornell.edu>) and choosing the "Archive of Teaching Materials" link at the "Teaching Support" tab. The archive is hosted by the Cornell University Library in the eCommons Digital Repository <http://ecommons.library.cornell.edu>.

Discoveries, the Knight Institute's journal of award-winning student essays, is regularly made available to all students enrolled in First-Year Writing Seminars. Containing essays which can be used for class discussion, copies are delivered to each first-year student's residence hall room. Issues are also available at our website and in M101 McGraw.

Resource books for teachers available in the Knight Institute:

- Keith Hjortshoj and Katy Gottschalk's *The Elements of Teaching Writing*.
- Purdue Writing Lab's Faculty Guide for *Working with Multilingual Student Writers*.

Issues of diversity:

Instructors of First-Year Writing Seminars must be aware of issues of race, sexuality, gender, and class, all of which are inevitably present in discussions, in course readings, in student essays, and in the interaction between student and teacher.

The Institute maintains a selection of readings that may be useful to teachers of writing on issues of race, gender, sexuality, and class. Feel free to browse through our collection (and make suggestions for additions); you can check out materials you would like to read.

HERBERT F. JOHNSON MUSEUM OF ART

The staff of the Johnson Museum will work with instructors to develop class sessions which use the museum's global collections and exhibitions to explore course-related themes and concepts, and to strengthen writing skills. To arrange a class visit, contact contact Leah Sweet, Lynch Curatorial Coordinator for Academic Programs, at lgs82@cornell.edu, and allow three weeks to arrange a visit (first-come, first-served).

RESOURCES AVAILABLE FOR INSTRUCTORS TEACHING FWSs (CONT.)

PROPOSING FWSs

FWS teaching assignments are made by individual departments. Seminar topics must be proposed and designed under the auspices of the sponsoring department. That department, after its own review, then submits them for final Knight Institute and Education Policy Committee review.

The Knight Institute may edit course descriptions for publications in the FWS brochure and the eCommons site; if extensive editorial changes are required, the instructor and/or the course leader will normally be consulted.

Many syllabi, assignment sequences, exercises, and prize-winning student essays are available for review in the Knight Institute office, M101 McGraw.

DEVELOPMENTAL AND SUPPORT PROGRAMS FOR TEACHERS OF WRITING

The Knight Institute seeks in a variety of ways to support and improve the teaching of writing at Cornell. Often this support is informal, involving conversations and advice as the need arises. The Institute also offers more formal instruction in the art of teaching writing.

Ideas for appropriate topics and approaches in a writing course may be found by reading *The Elements of Teaching Writing*.

Writing 7100: Teaching Writing

Graduate students appointed to teach First-Year Writing Seminars are required to take a course in the theory and practice of composition instruction, Writing 7100: Teaching Writing (offered summer and fall). In addition, they are encouraged to take part in an internship program offered during the six-week summer session, in which experienced instructors introduce them to the teaching of writing. During the academic year, faculty members from the various departments act as course leaders to continue this support and training. New graduate students may also be assigned to more experienced graduate students as part of a peer-mentoring program. Approximately 80 graduate students participate in Writing 7100 each year.

Faculty Seminar in Writing Instruction

The Faculty Seminar, made possible by the John S. Knight Endowment and facilitated by the Knight Institute staff, is held every summer. Four intensive meetings

spread over two weeks orient participants to issues and practices related to the teaching of writing. Two of these meetings are devoted to an extensive review of course materials produced by participants. Faculty participants are typically either planning a new course or revising an existing course. These courses are frequently First-Year Writing Seminars or Writing in the Majors courses but they need not be.

The seminar serves two primary functions. First, it gives faculty an opportunity and incentive to reconsider teaching practices with a particular focus on the role of writing at all levels of the curriculum. Second, it provides faculty with an opportunity to discuss teaching with a small group of colleagues from a range of disciplines. Departments and programs represented in recent years include: Africana Studies; Anthropology; Art; Asian Studies; Art History; City and Regional Planning; Classics; Communication; Comparative Literature; Creative Writing; Development Sociology; Education; English; Entomology; Food Science; German; Government; History; Horticulture; Human Development; Labor History; Law; Medieval Studies; Molecular Biology; Music; Near Eastern Studies; Nutritional Science; Performing and Media Arts; Philosophy; Physics; Science and Technology Studies; Sociology; and Spanish.

Interested faculty submit applications in response to the Call for Applications, distributed each spring by the Knight Institute. Participating faculty receive a generous stipend. The seminar typically includes eight participants.

Staff and Faculty Duty to Consult

It is University policy that Cornell faculty and staff (with important confidential exceptions) are required to consult with the Title IX Coordinator or a Deputy Title IX Coordinator when they become aware of an alleged incident that if true might be prohibited conduct under Policy 6.4 involving a student. Be prepared with the name, date, time, location, and description of incident (if known).

For Policy 6.4, see <https://www.dfa.cornell.edu/policy/policies/prohibited-bias-discrimination-harassment-sexual-misconduct>

On the Duty to Consult and Confidential Resources, see <https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/6/7016/files/2017/06/Duty-to-Consult-Handout-Rev.-6.8.17-rsq71h.pdf>

For online reporting form, see biasconcerns.cornell.edu

The Peer Collaboration Program

The Knight Institute supports graduate students who would like to participate in collaborative activities such as team-teaching, team-grading, team-conferences, or team-observation. Graduate students submit their proposals directly to their course leader, who in turn submits them to the Institute for consideration. Participants in this program receive a small stipend.

The Peer Mentorship Program

In the Peer Mentorship program, an extension of the Peer Collaboration program, the graduate student who is teaching a FWS for the first time consults throughout the semester with a more experienced graduate student (usually someone who has taught two or more seminars and has previously participated in the Peer Collaboration program). Participants in this program receive a small stipend.

The Essay Response Consultation Program

The Essay Response Consultation Program enables instructors to sit down one-on-one with writing tutors to talk about student writing. Because writing tutors have a great deal of experience in reading student essays and teacher comments, they can usefully support writing seminar instructors who want to deepen and extend strategies for commenting on student work. Instructors can work with writing tutors to review a set of papers on which the instructor has already commented, or to discuss a set of papers when the instructor is in the process of providing response and evaluation. Either way, the Essay Response Consultation Program offers instructors a rich opportunity to consider, with informed peers, how their writing assignments and response strategies best facilitate student learning. Contact Tracy Carrick (tracyhcarrick@cornell.edu) or Kate Navickas (ken43@cornell.edu).

Center for Teaching Innovation

The Center for Teaching Innovation emphasizes the importance of life-long learning in the development of outstanding teachers. CTI's programs encourage a constant refinement and development of the practice of teaching and encourage a culture in which teachers may discover their most effective teaching methods. These programs support graduate students as they begin their careers as well as faculty members as they strive to achieve excellence in teaching. All CTI programs and activities, be they workshops and seminars on teaching issues and skills or confidential individualized assistance, ensure equality in a diverse community. Further information is available at www.cte.cornell.edu.

Graduate Student School Outreach Program

Offered by Cornell's Public Service Center, the Graduate Student School Outreach Program provides an opportunity for graduate students to share their knowledge and some of the resources of Cornell University with area elementary, middle, and high school students. Graduate students collaborate with teachers to share their expertise and experience with students through a variety of 3–5 session mini-courses taught by the graduate student. These mini-courses typically take place during one class period weekly. The specific schedule will be determined by the collaborating graduate student and teacher. Want to get involved? Visit <https://psc.cornell.edu/community-partners/prek-12-outreach>.

Students with Disabilities

Student Disability Services (SDS) facilitates disability services and accommodations to ensure equal access as required by federal disability laws. Students must register with the SDS office and submit disability documentation from an appropriate health care professional to be eligible for disability services. Examples of accommodations include course materials in an accessible format, testing accommodations, transportation assistance and removal of access barriers. SDS will consult with you about disability access issues at sds_cu@cornell.edu or 254-4545.

Harassment: Advisors, Procedures

Harassment Advisors are designated individuals within academic units, colleges, and professional schools who are available to advise persons with concerns related to harassment based upon EEO-protected class status, i.e., race, color, national origin, ethnicity, religion, creed, disability, ex-offender status, sex/gender, sexual orientation, age, veteran status, and marital status.

Within the College of Arts and Sciences, call the Advising Office at 5-5004 for the appropriate contact. For the complete list of Cornell University Harassment Advisors, please contact the Office of Workforce Policy and Labor Relations, telephone 254-7232, e-mail equalopportunity@cornell.edu, or go to http://hr.cornell.edu/diversity/reporting/harassment_advisors.html.

COURSE LEADER AND GRADUATE STUDENT INSTRUCTOR RESPONSIBILITIES

All graduate students and temporary lecturers, regardless of experience, work with course leaders. This mentorship serves the goal of collaboration in matters of pedagogy; it also assures graduate students that they will be able to ask knowledgeable faculty members to write letters of recommendation about their teaching when they go on the job market.

The following description of course leader and staff responsibilities should prove useful, whether simply as a review or as new information.

Course leaders

The responsibilities of a course leader, for each semester, are as follows:

1. In August (or January), before classes begin, to check syllabi and consult with graduate student instructors, to ensure that all sections fall within First-Year Writing Seminar guidelines (5–8 papers; guided revision of at least three essays; at least 25 pages of student writing; no more than 75 pages a week of reading; and so on).
2. To hold regular meetings at which instructors share ideas with each other such as the integration of the teaching of writing into regular class time and planning essay assignments.
3. To visit classes taught by the graduate student instructors.
4. To review each instructor's responses to student essays.
5. To be available as a resource for instructors and their students when they need the assistance of a disinterested person.
6. To review the student evaluations of each instructor's work at the end of the semester. These evaluations come first to the Knight Institute and are then returned to instructors via their department chairs or DGSs.

7. To participate periodically in assessment activities related to regional re-accreditation standards.

Visits by the course leader to a graduate student instructor's class can be made more comfortable for all concerned if certain matters of form are discussed in advance (will the course leader participate in the class, or act as a passive observer? should the course leader be introduced to the class, and in what capacity? etc.). Early staff meetings might cover designing a syllabus (how can the teaching of writing fit in with the sequence of readings? should essays be assigned before, during, or after discussing a text? how much time should be allotted for discussion of rough drafts and revisions?). Other meetings might discuss choosing appropriate paper topics, conducting discussions of texts, correcting essays, and determining (and perhaps even agreeing on) standards of grading.

In spring, it is important to meet with prospective graduate student instructors of writing to review the plans they will be developing for reading and writing assignments. An early meeting in spring is especially important if the graduate students will be taking Writing 7100 in the summer. They need your suggestions before they develop teaching plans in Writing 7100.

Graduate student instructors

Graduate student instructors, aside from teaching their courses as effectively as possible—which means meeting all scheduled sessions of your seminar, and arranging for an appropriate substitute when necessary (see p. 6 above)—are responsible for attending all meetings called by course leaders and participating in any planned activities such as commenting upon an essay for group discussion. Graduate student instructors should feel free to consult course leaders for help beyond that provided by the regular activities (see item #5 above).

Please call George Hutchinson or David Faulkner if you have questions or if you would appreciate assistance.

STUDENTS WITH PROBLEMS: WHAT CAN YOU DO?

Most of the problems you'll encounter while teaching are the expected problems of teaching well-planned classes, writing responses to student essays, and so on. But occasionally you will notice a student who seems to be in trouble:

- A student who doesn't attend class
- A student who is behind in the course work
- A student who is emotionally troubled

In the worst case, all three may apply.

Because first-year students usually take large classes in which they aren't noticed as individuals, your attention to a student with difficulties may be especially helpful, and you may well want to take some kind of action. At the same time, you should remember that *a teacher is not a counselor*. The guidelines below are designed to help you avoid assuming the role of counselor while helping you take appropriate, responsible action to assist the student. You have a variety of resources (though not all of them obvious) on which you can rely in such circumstances, including:

- your course leader, if you are a graduate student
- the Knight Institute staff
- the Crisis Manager (5-1111, ask for crisis mgr)
- the contact for the student's college (see p. 19) and the student's faculty advisor
- Gannett Health Center's Counseling and Psychological Services, CAPS, (5-5208)
- Suicide Prevention and Crisis Service (272-1616)

The following are some kinds of difficulties students get into, and some responses that seem to work best:

Students who don't attend class

Description: A student hasn't appeared in class for several weeks. You hear rumors from his or her friends or classmates, but have no real idea what is going on.

Your action:

1. Try to contact the student to find out what the situation is. If the student's email address is not listed in the Cornell Directory, the student's college registrar should be able to give you that information. The student's college appears on your class list.
2. Contact the student's advisor if you can't locate the student. You may find out who the student's advisor is by calling the contact for the student's college (see p. 19).
3. Write a letter or e-mail the student, with copies to the contact for the student's college and to the student's advisor.

Include the following information:

- Your attendance policy
- The student's attendance record since the beginning of the term
- The student's work in the course to date
- What you expect the student to do so as not to fail the seminar and what penalties will ensue if the student does not comply
- A potential grade that you would give if the student were not to return to class
- Whether, if the student will fail no matter what, the student should consider petitioning to drop from the course if possible

Action you cannot take: Drops

You can't simply drop students who stop attending from your class. According to University and college policies, the student must receive an "F" in the seminar if he or she does not drop (or, if necessary, withdraw from) it.

Action you should not take: Incompletes

The Institute cautions you not to give incompletes unless the student has a significant academic investment in the course (an investment that includes participation in class discussion as well as written work), and unless the student has demonstrated a genuine need to postpone the work. In First-Year Writing Seminars,

STUDENTS WITH PROBLEMS . . . (CONT.)

students write papers and receive comments on them in a cumulative effort throughout the semester. Incompletes that require massive submissions of essays after the course is over do not make educational sense. If you are in any doubt whatever about what to do, consult your course leader, if you have one, or the Director of First-Year Writing Seminars.

The student's college also has its own policies on incomplete grades. Before acting, you should therefore check with the student's college registrar for its policy. You will probably need to fill out a special form.

What the Knight Institute can do to help you:

We can determine whether the student is still registered, or on leave. If you have not reached the student, we will try to provide the student's contact information.

If you have already attempted to write the student over the past several weeks, we will determine in which college the student is registered and find out the name of the student's faculty advisor. If a college does not have faculty advisors, then the Institute asks for the name of an appropriate dean or member of the counseling staff. Bruce Roebal, the Institute's Registrar, will be glad to assist you with any questions. Contact Bruce at 5-3505, via e-mail at bar2@cornell.edu, or at 263 McGraw Hall.

Students who are behind in course work

Description: Your student is seriously behind in the course work (he or she probably also attends sporadically). The student keeps promising to catch up with the work, to attend more faithfully—but doesn't.

Your action: Write a letter to the student, sending copies to the contact for the student's college and to the student's advisor (see the guidelines above). Talk with the student; it occasionally works to have the student draw up a contract describing in detail how and when

he or she will make up the work. Include in writing the penalties that will ensue if the contract is broken. Consult the Director of First-Year Writing Seminars or your course leader (if you are a graduate student) if you are in any doubt about the appropriate course of action to take. This isn't the first time students have started to fail a course, and experience helps in deciding what to do.

Actions you should not take: You should not try to drop the student from your course or give him or her an incomplete (see above).

Students who are emotionally troubled

Coming to college often means leaving behind one's usual support systems. Consequently, the first year can be a source of significant distress for some students.

First-Year Writing Seminar instructors are in a unique position. Because of the small class size, the intimacy of the seminar format, and the one-on-one contact afforded by student conferences, you may be the first person to see the outward signs that a student is struggling. You may also be one of the first people in whom a student considers confiding.

Problems a student may experience or signs you may notice include missing classes, getting behind on coursework, withdrawing from friends and commitments, erratic sleeping patterns, appetite and weight changes, deterioration in physical appearance, excessive alcohol or drug use, odd or erratic behavior, frequent difficulties in relationships, hostility towards others, excessive worry, consistently sad or depressed mood, expressions of hopelessness or wishes to die, self-harming behaviors, or anything else you sense is self-defeating or unhealthy.

STUDENTS WITH PROBLEMS . . .

General advice:

As a writing instructor, you have a unique role in noticing and responding to students in distress. Detailed information about this role can be found at: <https://health.cornell.edu/services/counseling-psychiatry/resources-faculty-staff>. Although your role is different from that of a therapist, you can assist in connecting a student to appropriate resources. Please consider the following advice:

1. If a student comes to you with a problem, keep in mind that it probably took great courage to ask for help. Listen actively and validate that he or she has made a good choice by seeking support.
2. If a student has not sought help from you but appears to be struggling, consider expressing your concern. (You may view the common signs of distress at <https://health.cornell.edu/resources/health-topics/concern-others>.) Privately bring up the subject in an empathic and nonjudgmental way. It's often helpful to get some advice about this beforehand. See #4 below.
3. Affirm your belief that "help works" and that while problems may not resolve overnight, it's smart to seek assistance in order to get a new perspective, support, or resources. Suggest the student seek support from the many campus and community support resources (see list at www.health.cornell.edu) Highlights from this list include:
 - 24/7 phone consultation provided by Gannett Health Services, (5-5155)
 - Counseling and Psychological Services, CAPS, (5-5208), for individual and group therapy, as well as "Let's Talk" off-site consultation and support hours (see **schedule: www.health.cornell.edu**)
 - Peer counseling provided by Empathy, Assistance and Referral Service, EARS, (5-EARS)
 - Cornell United Religious Work, CURW, (5-4214)
 - Suicide Prevention & Crisis Services (272-1616), an Ithaca-based hotline appropriate for any one who is struggling, not just those who are feeling suicidal.
4. Remember you are not alone. Review the "How to Respond" information on the Gannett website: <https://health.cornell.edu/resources/health-topics/concern-others>. Consult your course leader, the student's College

Contact (p. 19), the Institute (5-2280), or a CAPS counselor (5-5155).

5. Avoid becoming the student's only or primary source of support. This can be overwhelming for you and detrimental to the student's welfare.
6. Dealing with student problems can be personally stressful. If you are a faculty member and feel you could use additional support, consider the resources listed in #3 or contact the Faculty Staff Assistance Program, (607-255-2673). The FSAP is a free, professional, and confidential service provided to Cornell employees. If you are a graduate student instructor, call Gannett Health Services for support. Phone consultation is available 24/7 at 255-5155.
7. If a student is in the midst of a life-threatening, imminent crisis (e.g., threatening suicide), call 911 or Cornell Police at 255-1111. It makes sense simply to program the numbers of Gannett Health Services (255-5155) and Cornell Police (255-1111) into your cellular phone.

More detailed information on Noticing and Responding to students in distress is available on the Gannett Health Services web site: <https://health.cornell.edu/resources/health-topics/concern-others>.

What the Institute can do to help you:

We can talk with you about the student and about possible courses of action to take. The Institute determines the student's college, and immediately telephones that college's first contact.

We will make follow-up calls as necessary:

- Calling Residence Life if they do not report back to us
- Contacting you to see if the student is still attending class
- Offering other support as appropriate
- Coordinating flow of information with the crisis manager, if appropriate

We guard the student's privacy as much as possible, by:

- asking you, the instructor, how you wish to handle the situation.
- giving you enough information to take the first steps on your own.
- having you make the calls (if desired).
- not releasing the student's name to anyone other than primary caretakers in college, residence-life, and psychological staffs.

COLLEGE CONTACTS FOR STUDENTS WITH PROBLEMS

- **Agriculture and Life Sciences**

Lisa Ryan 5-2257
140 Roberts Hall **lar4@**

- **Architecture, Art, and Planning**

Andrea Kiely 5-4376
235 Sibley Dome **akiely@**

- **Arts and Sciences**

Advising Dean 5-5004
KG17 Klarman Hall

- **Athletics and Physical Education**

Jen Gudaz 4-4748
Helen Newman Hall **jag245@**

- **Continuing Education and Summer Sessions**

Registrar 5-4987
B-20 Day Hall **cusce@**

- **Crisis Management Team**

A crisis manager can be contacted
at any time through Cornell Police 5-1111

Or, during daytime hours, call

Janet Shortall, Associate Dean of Students 5-0325
207B Willard Straight Hall **js58@**

- **Engineering**

Engineering Advising 5-7414
167 Olin Hall **adv_engineering@**

- **Hotel Administration**

Dina Kristof 4-2813 (direct), 5-6376 (main office)
180 Statler Hall **dre2@**

- **Human Ecology**

Office of Student & Career Development 5-2532
171 Martha Van Rensselaer **humec_students@**

- **Industrial and Labor Relations**

Kevin Harris 5-2223
101 Ives Hall **kfh4@**

- **Internal Transfer Division**

Florencia Ardon 5-4386
222 CCC Building **fa227@**

- **University Title IX Coordinator** 5-2242
titleix@cornell.edu

ACADEMIC INTEGRITY CODE AND PROCEDURES: SUMMARY FOR INSTRUCTORS

Sources of information and assistance:

Cornell's Code of Academic Integrity is legislation adopted by the university faculty (in its form previous to the University Faculty Senate) and is under the purview of the Dean of the Faculty. A website with complete information on how to handle academic integrity charges is available at cuinfo.cornell.edu/aic.cfm. The Code is available, and students can take a quiz and a tutorial in academic integrity, at:

<http://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>. All freshmen receive a detailed booklet called *The Essential Guide to Academic Integrity at Cornell*. You can download a pdf of it at: <http://theuniversityfaculty.cornell.edu/dean/the-rules/academic-integrity1/code-of-academic-integrity/>

The university faculty website contains instructions for notifying a student you suspect of a violation, conducting a primary hearing, and reporting findings. It also contains form letters you can simply copy and use. Further, you can always consult the faculty leader of your course, the chair of your college's Academic Integrity Hearing Board (AIHB), an advising dean (in A&S Assistant Dean Patricia Wasyliv, 255-5792), or Deb Morey, Secretary to the A&S AIHB (dsm2/255-7061) for advice about how to proceed. The colleges try to make the unpleasant but necessary business of dealing with such situations as painless as possible. The best way to keep situations from "back-firing" is to follow procedures.

ACADEMIC INTEGRITY CODE AND PROCEDURES:

Procedures—a summary:

In essence, the code places responsibility and authority for handling suspected cases of cheating in individual courses into the hands of instructors. If you suspect a student has cheated, you conduct a “primary hearing” and make a decision about guilt or innocence. If you find a student guilty, you assign an appropriate grade penalty and report the finding and penalty to the secretary of your college’s AIHB—no matter what the student’s college. A list of college contacts can be found here: <http://archive.theuniversityfaculty.cornell.edu/Acad-Integ/AIHBcontacts.html>. If you think the grade penalty you have assigned is sufficient and if the student accepts culpability, both of which are usual, the case is closed.

If you think an offense in your course is so severe that a penalty beyond a grade penalty might be appropriate, you ask the chair of your college’s Academic Integrity Hearing Board to convene a hearing and consider the case. Only college deans may impose penalties beyond grade penalties (for example, notations on the transcript, suspensions, or dismissals). Deans almost always implement the recommendations of the AIHBs; if they do not, they are obligated to explain why.

Reporting findings; repercussions:

Reporting the findings is crucial to the system. The secretary to your college’s AIHB forwards guilty findings to his/her counterpart in the student’s college. These findings are kept in a file separate from the student’s college record and never see the light of day unless the student asks to have them released (for example for a security clearance or for an application to law school). However, if a student is found guilty of cheating more than once, the AIHB of the student’s college will consider rec-

ommending to its dean a penalty in addition to the individual grade penalties. When this happens, the convictions that led to this review are not re-considered, only the appropriateness of an additional penalty. In fact, the instructors who convicted the students may never even know this further review occurs.

Appeals:

After a primary hearing, a student can appeal your finding of guilty or your penalty to your college’s AIHB. If s/he does, the whole case (evidence and finding) will be reviewed *de novo*. The AIHB can uphold or reverse an instructor’s finding. Assuming it upholds your finding, it can recommend (but not require) that an instructor adjust the grade penalty—make it either more or less severe.

A footnote, about collecting evidence:

Usually the most burdensome part of dealing with suspected cases of cheating is finding the document that has been plagiarized. If, after looking in the obvious places (introductions to standard works, web sites, students’ papers on the same topic who are in other sections of the course), you can’t locate the source, you can talk with a student about how s/he wrote the paper, ask for drafts or notes, discuss where ideas came from and how they evolved. If a student has in fact stolen a paper or large parts of one, these questions will often reveal that. If they do not, no matter your lingering suspicions, you should probably drop the case and simply reiterate the importance of doing one’s own work.

Written by L. S. Abel, February, 2000.

ATTENDANCE

When discussing class attendance with your students, you may find the following excerpts from University policies helpful:

Class attendance

From the Cornell University Courses of Study, <http://courses.cornell.edu>

Students are expected to be present throughout each term at all meetings of courses for which they are registered. The right to excuse a student from class rests at all times with the faculty member in charge of that class.

Class schedule and absences

From the Cornell University Faculty Handbook, pdf available at <https://theuniversityfaculty.cornell.edu/>. Students have an obligation to be present throughout each term at all meetings of courses for which they are registered. In some courses, such as physical education and courses in which participation in classroom discussion is considered vital, there may be penalties for absences per se or defined limits to absences, the exceeding of which leads to the student failing the course or receiving a grade of Incomplete. These rules are set by the department or instructor.

[...] It is harder to make up missed work if the class that was missed was a test or a laboratory session or field trip. Such makeups involve the direct cooperation of the instructor. If the instructor feels the absence was unjustified, he or she is not required to provide the student with the opportunity to make up the missed work.

There is no such thing as a “university excuse” for absence from class that frees a student from responsibility for the missed work. Only the instructor of a course can provide such an exemption to a student. **And even the faculty member is not permitted (by legislation of the University Faculty) to cancel classes just before or after academic recesses without special approval of the dean of the school or college concerned. Each faculty member and instructor has the special responsibility of maintaining the regular quality**

and content of instruction in classes just before and after university vacations, regardless of the number of students present in the classroom.

There are some circumstances, however, in which faculty members are not supposed to penalize students directly for missing classes and are urged to try to make opportunities for the students to make up work that was missed. These circumstances include, but are not limited to, the following:

Illness, or family or personal emergency. The University expects that students will be honest with their professors about routine illnesses, injuries, and mental health problems that may lead to missed classes, labs, studios, exams, or deadlines. Academic advising staff and associate deans are available to provide assistance to students or faculty members who have concerns about attendance issues. See also the CU Health Excuse Policy at <https://health.cornell.edu/sites/health/files/docs/Health-Excuse-Policy.pdf> (See also **Disability Accommodation Procedure for Students** in this section.)

Religious observances. The university is committed to supporting students who wish to practice their religious beliefs. Students are urged to discuss religious absences with their instructors well in advance of the religious holiday so that arrangements for making up work can be resolved before the absence. Faculty are urged to announce at the beginning of the semester all activities which, if missed, would require make up work. Please see complete statement at theuniversityfaculty.cornell.edu/dean/the-rules/.

Weather. During winter weather, “snow days” occasionally cause delay or cancellation of activities at the university. Times for making up missed activities in a coordinated way are publicly announced on such occasions. The local radio stations, *The Cornell Daily Sun*, the *Cornell Chronicle*, and other media convey the news.

Athletics and Extracurricular Activities. Students whose participation in varsity athletics or other recognized extracurricular activities requires occasional absences from the campus may present an appropriate slip or letter with the signature of a responsible official, attesting that the proposed absence is in connection with a recognized activity. In the case of athletics, the Faculty Advisory Committee on Athletics and Physical Education must approve the schedule of events and associated athletic leaves of absence each year, thus assuring that the athletic absences are kept within approved limits and guidelines.

From the University Council on Physical Education and Athletics:

General rules governing athletic events and leaves of absence

If your concerns are not addressed here, contact Jen Gudaz, Associate Director of Athletics and Physical Education (see College Contacts, p. 19).

Each athletic event, whether individually or one of a season schedule, must be approved by the Faculty Advisory Committee on Athletics before the event is contested. Compliance with the following regulations may be assumed as requisite for such approval:

1. *Leave time shall be defined as follows:*

| | | |
|---------------------------|---|-------------------------|
| Leave before 10:00 A.M. | = | 1 day leave |
| Leave between 10–12 NOON | = | $\frac{3}{4}$ day leave |
| Leave between 12–2 P.M. | = | $\frac{1}{2}$ day leave |
| Leave between 2–4:30 P.M. | = | $\frac{1}{4}$ day leave |
| Leave after 4:30 P.M. | = | No leave |

2. *No home contest shall be scheduled during regular weekday daytime class hours (8:00 A.M.–4:30 P.M.) unless leave time is taken. This restriction does not apply to evening classes. Individual excuses will be issued for students missing evening prelims, evening classes, and Saturday morning classes. These excuses are not to be construed as leave and will not affect the total leave granted to any team.*

3. *Leave of absence for any varsity team shall not exceed five days in any one term, or eight days*

if the season extends over two terms. In the latter case, no more than five of the eight days of leave may be taken in one term. The interpretation of leave days shall exclude the counting of Saturday.

4. *Exclusive of championship play, no more than one and one-half days leave shall be granted in any one calendar week for any sport.*

5. *No more than three dates of competition in a given sport shall be scheduled in any one week.*

6. *Travel to away contests shall ordinarily be scheduled so that buses and vans do not leave the campus on weekday afternoons until after regular class and laboratory hours, unless leave time is taken.*

7. *Not more than two away events involving leave of absence for an individual may be scheduled within any two calendar week period. This will be interpreted also as not permitting more than two consecutive weekend trips for any individual. Post season championship events are excluded from this policy.*

8. *Classes shall not be missed in order for a team to practice, unless leave time is taken.*

FACULTY POLICIES ON SCHEDULING ACADEMIC ACTIVITIES

Afternoon and evening scheduling

Certain hours shall be free from all formal undergraduate class exercises, including film screenings—4:25 P.M. to 7:30 P.M. on Monday, Tuesday, Wednesday, and Thursday; after 4:25 P.M. on Friday; after 12:05 P.M. on Saturday; and all day Sunday. In addition, classes may not meet on Tuesday and Thursday evenings.

USING AND ADMINISTERING STUDENT EVALUATIONS AND THE INSTRUCTOR'S REFLECTION FORM

Evaluations:

At the end of the semester, all instructors of First-Year Writing Seminars are required to have their students complete evaluations of the class.

Those of you who have taught a seminar before know that we provide a standard, required evaluation form (see pp. 24–25 for the questions). Starting in 2018, this evaluation will henceforth be administered online, where students will link to the survey, clicking checkboxes and keying their responses instead of filling in bubbles and hand-writing answers. The “scaled questions” (#1-33) are mandatory for all sections.

If you do not care for the written section of the evaluation (p.25), you may use that section of our evaluation form simply as a model and propose questions tailored to your section. Be sure, however, to include questions concerning what students learned about writing; and don't simply solicit one or two sweeping generalizations. We are less concerned with how much your students liked you and the course than with what they have learned—or think they have learned—about writing. We'd be happy to work with you to design modified written questions of your own. **Please note:** we would need to receive these proposals for individualized questions by no later than the third-to-last week of the semester.

The uses of end-of-semester evaluations:

These evaluations can be of use to instructors in three ways: (1) The evaluation form itself provides useful information about course content and methods. Look over the evaluation form while setting up your course before the semester begins, and during it while you are teaching. The form also provides suggestions for terminology that you can teach students: students as writers should become acquainted with terms such as “audience,” “thesis,” and “evidence.” (2) Reviewing the evaluations after the end of the semester can provide important insights into how to improve your teaching in coming semesters. (3) Providing evidence of your improvement in areas about which students have been critical may impress future employers with your ability to grow as a teacher and to respond intelligently and seriously to criticism.

Warning:

Keep your end-of-semester student evaluations. Prospective employers may ask to see them. They might wonder why you threw them away (or never administered any).

The benefits of mid-term student feedback:

Doing some research on your students during the semester can be more productive (certainly for that semester) than end-of-term evaluations. See p.24.

Administering student evaluations:

At the appropriate point in any semester, you will be notified about the process of administering these online evaluations. ***We strongly recommend that you administer the online evaluations to all your students as a group, during a class session within the last week of the semester, just as you would have done with a paper form. It is in your interests to guarantee for yourself a high rate of participation.***

Since the survey is compatible with laptops, tablets, and mobile phones, any student with one of these devices will be able to participate on the day in question; moreover, absent students can easily log in and submit their responses later.

Leading explicit discussions about the merits or problems of your class is *not* a good idea. The most aggressive or dominating student is likely to take over and set the agenda. Students themselves can be surprised to find out how much they *don't* agree when they *write their comments without previous discussion*. **Written** evaluations allow the voices of quieter, less pushy students to be heard.

When administering evaluations, you need not leave the room. Doing so might allow student discussions of how to respond to the questions to develop, sometimes setting up an unproductive agenda that didn't exist beforehand. To maintain order and silence, you can remain in a corner of the classroom while students are answering surveys. **But the students' responses must not pass under your eyes.** Responses will be delivered directly to the Knight Institute; once processed, the results will be sent to your department and to you.

Instructor's Reflection Form:

A program remains strong only as long as its instructors are actively engaged in reflecting on and improving their teaching. To encourage the process of reflection, instructors are provided with a “FWS Instructor's Reflection Form” as a Word document that they can fill out electronically while their students complete the student evaluations (or later). You may of course want to include your responses in your own teaching journal to draw on for future reflection or for presentation of your teaching development to others.

[Optional: Suggested evaluation for instructor's use only, in paper-based written form]

**JOHN S. KNIGHT INSTITUTE FOR WRITING IN THE DISCIPLINES
MID-TERM EVALUATION**

When you answer these three questions, you might keep in mind the following topics: in-class discussion of and work on writing; discussion of readings; reading assignments; writing assignments; conferences; feedback on your writing.

1. Here are some things I think are going well in this course—let's keep doing them:
 2. Here are some suggestions and recommendations for the remainder of the semester:
 3. Here are some personal reflections about my work on writing so far this semester:
-

[Required: Evaluation for ALL First-Year Writing Seminars —students see an online form]

**JOHN S. KNIGHT INSTITUTE FOR WRITING IN THE DISCIPLINES
FWS END-OF-SEMESTER EVALUATION**

Part I: Scaled Questions:

1) The most important reason I chose this seminar:

- A) I liked the course description.
- B) I thought it would be challenging.
- C) My advisor recommended it.
- D) It was offered at a time I had open.
- E) I could not get into one of my top preferences.

For the following questions, use this scale:

(1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)

- 2) How much reading did you do?
- 3) How much out-of-class writing did you do? (First-Year Writing Seminar guidelines suggest a minimum of five essays and a maximum of eight.)
- 4) How much time was spent learning about writing?
- 5) How much time was devoted to learning how to revise essays? (FWS guidelines suggest that a minimum of three essays go through a process of guided revision.)

How much do you agree with the following statements?

(1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)

In class, in conferences, or in paper comments, the teacher emphasized

- 6) choosing the words that best express ideas.
- 7) writing grammatically correct sentences.
- 8) structuring sentences carefully.
- 9) providing appropriate documentation for sources.

Part I: Computer-scored responses (Cont.):

How much do you agree with the following statements? (Cont.)

(1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)

In class, in conferences, or in paper comments, the teacher emphasized

- 10) developing a strong argument.
- 11) writing well-focused, coherent paragraphs.
- 12) making transitions from one paragraph to the next.
- 13) focusing an essay on a significant problem, hypothesis, thesis, argument, or idea.
- 14) supporting claims with pertinent, substantive evidence.
- 15) incorporating and analyzing source material and quotations.
- 16) editing essays to eliminate flaws of grammar, word choice, spelling, and format.
- 17) revising essays to enhance interest, clarity, and persuasiveness.
- 18) writing in a style appropriate for a particular purpose.
- 19) writing in a style appropriate for a particular audience.

In this seminar,

- 20) reading and writing assignments formed an understandable progression.
- 21) the level of difficulty of the readings seemed appropriate.
- 22) I learned to read with care in the discipline of the seminar.
- 23) informal/preparatory writing assignments helped me understand the readings and write an essay.
- 24) I had opportunities to confer privately with the teacher.
- 25) the teacher was well-prepared.
- 26) the teacher directed discussions well.
- 27) the teacher treated my writing with respect.
- 28) the teacher graded my papers fairly.
- 29) the teacher returned our papers within a reasonable length of time.
- 30) comments on each returned paper helped me improve the next assignment.
- 31) I felt intellectually stimulated.
- 32) I became a more confident writer.
- 33) I became a more skillful writer.

JOHN S. KNIGHT INSTITUTE FOR WRITING IN THE DISCIPLINES

FWS END-OF-SEMESTER EVALUATION

Part II: Written Responses: (Important: we would need to receive requests for individualized questions by no later than the third-to-last week of the semester.)

- What are your overall impressions of the course? Please be as specific as possible in analysis of strengths and/or suggestions for improvement.
- Do you believe your writing has improved? If so, how did the course promote this improvement? Are there aspects of writing we should have stressed more heavily?
- Were written comments on papers helpful? If so, why? If not, why not?
- How useful were class discussions of the assigned texts? of writing?
- After taking this course, what do you consider to be your greatest strengths and weaknesses as a writer?

FWS INSTRUCTOR'S REFLECTION FORM

Your name: _____ Seminar dept, number, & section: _____

Seminar title: _____

While your students are filling out their evaluation forms, please take time for some reflection of your own. Of course, you can also fill out the form in advance. Your completed form should be returned directly to Donna Newton electronically via e-mail to dlo1@cornell.edu.

This information will be kept confidential within the Knight Institute. We are asking that you submit these responses both so we can continue to be responsive to the needs of students and instructors and so we have necessary evidence when we are subject to external review that instructors set and reflect on learning goals. You may want to include your responses in your own teaching journal to draw on for future reflection or for presentation of your teaching development to others.

The questions are simple:

1. You undoubtedly had goals for your students' learning. What goals do you think most of your students achieved, because of your course and your teaching? Be as specific as you can—feel free to congratulate yourself for successful teaching methods.
2. Most of us find that our students don't achieve all the goals we hoped they would. Give one example of a goal you believe many students did not achieve and explain how you know they didn't achieve it. With this in mind, what might you change the next time you teach this course or one like it?
3. Please give an example of a change you made during the semester in order to improve students' learning. What evidence made you decide to make the change?
4. How have some of the following sources of assistance helped you to define, refine, and execute your goals (e.g., Writing 7100; the Peer Collaboration Program; the Faculty Seminar in Writing Instruction; the Essay Response Consultation Program; Instruction Librarians; the Johnson Museum; course leaders; the Archive of Teaching Materials; *The Indispensable Reference for Teachers of First-Year Writing Seminars*; *The Elements of Teaching Writing*; Cornell Center for Teaching Innovation)? Please be specific; and of course feel free to make suggestions.

THE WRITING WORKSHOP

Tracy Hamler Carrick, Director
174 Rockefeller Hall; 5-1392; tracyhcarrick@cornell.edu

The Writing Workshop is the Knight Institute's home for writing support and services. Our team of writing specialists provides writing assessment, advising, and tutoring for First-Year Writing Seminar students. Workshop staff also consult with instructors on a wide range of issues involved in the teaching of writing, from developing course materials and assignments to grading and responding to student papers. The Writing Workshop offers an alternative route First-Year Writing Seminar (WRIT 1340/1370/1380) and tutorial-based writing courses; supports instructional development in First-Year Writing Seminars; and promotes the integration of writing into many aspects of the University curriculum.

Elements of Academic Writing:

Writing 1370 (Fall), Writing 1380 (Spring)

This alternate route First-Year Writing Seminar is designed for students who may find challenging the transition to college-level writing. In spite of their successful high school backgrounds, some incoming students cannot quite handle the expectations of a typical First-Year Writing Seminar. Such students may not have had formal writing instruction in high school, may be unfamiliar with academic writing, may have serious difficulty with writing assignments, or may feel a general lack of confidence about their writing. Some students find the smaller class size and weekly student/teacher conferences a more comfortable fit. Because they lack training, practice, and/or confidence, some first-year students may have difficulty framing satisfactory responses to writing assignments, organizing critical essays, and/or sustaining their arguments. Their essays may sound overly simplistic, are underdeveloped, and are consequently short and abrupt. Such students' difficulties with English syntax, grammar, usage, and diction may interfere with their ability to write clearly and or students with learning disabilities of sufficient severity may not be able to develop an essay except with careful and ongoing coaching. These students would probably strain the resources and strategies of even experienced writing seminar teachers.

For many students enrolled in a Workshop seminar, English is a second or third language; this writing seminar, however, does not teach language acquisition. Like all writing seminars, WRIT 1370/1380 focus on developing the ability to write effective and clear essays. We work with the weakest English Language learners whose levels of error are so great that they interfere with their abilities to organize and develop coherent essays. We do not enroll students simply because their writing displays some of the more obvious markers of non-native speakers. Students who know how to organize and develop clear essays but whose writing shows obvious patterns of relatively minor second-language interference are not candidates for a Workshop seminar.

Referring Students to the Writing Workshop

Students usually enroll in Workshop seminars after a writing consultation at the beginning of the fall semester; others come directly to the seminars. Still, students with critical problems may appear in your class. Given this possibility, you should recognize early on that some students in your seminar might have difficulty with assignments. Their essays can have so many problems with analysis or with language that you will not know exactly what to comment on or where to begin.

The Writing Workshop can arrange for students who are struggling with initial assignments to transfer from your writing seminar to a Writing Workshop seminar. **It is beneficial for you to identify such students very early in the term—within the first two weeks of the semester.** You can identify these students by following a simple procedure.

1. Assign a short essay—analytic or argumentative—for submission by the beginning of the second week of the semester. This is standard practice for writing teachers who want to know something about their students' writing abilities as soon as possible. It is better to assign an out-of-class essay, one that will indicate the students' skills for developing and revising. The topic of the essay should also reflect the work of the class itself. A broad or informal topic—asking students to explain their personal interest in the class—may not reveal those students who will have difficulty with the kind of analytical writing you expect later in the term.

THE WRITING WORKSHOP

2. Identify any essays that don't seem to fit the level of writing in your class, and send copies of the essays you have identified, the assignment instructions, any supporting handouts, and a brief statement indicating your concerns to the Writing Workshop, 174 Rockefeller. Include the names and colleges of the students along with your name, course information, campus address, and NetID.

3. The Workshop staff will read and evaluate the essays you send. If the staff agrees that certain students might benefit from a Workshop writing seminar, those students will be invited to the Workshop office for a discussion of their writing and advised on the advantages of transferring into a more writing intensive course. Not every student whose work initially seems out of place in your seminar needs to enroll in a Workshop seminar. What looks like weak writing for your class may not look so weak when compared to students already in Workshop classes.

For this process to work with the least disruption, the Workshop needs to receive referral essays before the end of the second week of the semester.

After three or four weeks, students become comfortable with their courses and are reluctant to transfer. And because Workshop classes do fill up, a student referred after week two may not find a course with an opening.

Working with multilingual writers in your class

Many students with English as a second or third language attend Cornell. Most are as prepared for First-Year Writing Seminars as domestic students. Nonetheless, you may have multi-lingual students whose essays show familiar problems with English grammar and syntax but whose abilities in organizing and developing essays do not merit enrolling in the Workshop's seminar. You can contact Jessica Sands (jls642@cornell.edu), the Knight Institute's Multilingual Writing Specialist, to discuss strategies for responding to their essays.

Special Topics in Writing: Writing 1390

Even after successfully filling the First-Year Writing Seminars requirement and completing other writing courses, some students still need more focused

writing instruction to help them overcome critical writing problems that interfere with their academic progress. Usually these are students who struggle with longer assignments that are essential to their course work or who are dealing with writer's block. Students interested in this kind of course must speak to the director for permission to enroll.

Knight Writers Mentor Program

Some First-Year Writing Seminar students may feel that their writing is not effectively communicating the depth and quality of their thoughts and ideas, and they may need a steadier system of support than you can provide during office hours. Such students can apply to work with dedicated writing tutors—peer writing mentors—with whom they will meet weekly for the duration of the semester.

Topics of discussion may also include strategies for reading; the influence of language or cultural background on one's approach to academic writing; coping with adversity, optimizing success, and becoming familiar with campus resources and social networks. Above all, Knight Writers work with students to develop a spirit of inquiry and a sense of empowerment through academic writing.

The Graduate Writing Service

Graduate Writing Service tutors—experienced writers and teachers of writing from multiple disciplines—work with Cornell graduate students and faculty to refine and develop strategies for drafting and revising their writing and teaching materials.

First-Year Writing Seminar instructors can schedule face-to-face meetings or online appointments (using an internet-based video and messaging platform). Tutors can also provide written feedback on drafts or course materials through an eTutoring system.

Tutors provide feedback on syllabi, writing assignments, and lesson plans. They are also available to review a set of student papers and discuss strategies for responding to and evaluating student writing. Visit <http://knight.as.cornell.edu/gws> for more information or to schedule an appointment.

THE WRITING CENTERS

Kate Navickas, Director
174 Rockefeller Hall; 5-1390; ken43@cornell.edu

The Cornell Writing Centers provide an almost daily system of support for individuals at any stage of the writing process. It is a free resource available to everyone on campus—faculty, staff, graduate and undergraduate students—for nearly any kind of writing project: applications, presentations, lab reports, essays, papers, and more. Tutors (trained undergraduate and graduate students) serve as responsive listeners and readers who can address questions about the writing process or about particular pieces of writing. They can also consider questions of confidence, critical reading, analytic thought, and imagination. All tutors also have experience working with non-native English speakers—though the writing centers also have tutors who specialize in working with multilingual writers at the sentence-level.

WC and FWS students

Tutoring is especially suitable for students in First-Year Writing Seminars who want one-on-one support as they refine and develop strategies for working with college-level academic essays. Writers of all levels of experience and ability can benefit from such individualized attention; referring strong writers in your seminar can be as beneficial as referring those who struggle.

During a WC tutoring session:

- Tutors may help writers get started with an essay by reading and discussing a writing assignment, evaluating research material, or brainstorming an outline.
- Tutors may offer tips on shaping a coherent argument, making strong use of evidence, working with appropriate citation conventions. They may also consider questions about depth of analysis, organization, thesis definition, audience expectations, paragraph development, stylistics, or sentence structure.
- Tutors may work with writers to identify patterns among errors in grammar or usage and to develop effective strategies for their own line-editing. Tutors do not proofread or edit; such work is against WC policy.

Students can visit the Writing Centers from time to time or on a regular basis. Occasionally, though, writing instructors may feel that casual referrals are not sufficient, that students need more directed, ongoing support. By applying to the mentor program, students may be assigned tutors with whom they meet weekly to discuss reading and writing assignments, drafts, and ongoing challenges with academic research and writing.

WC and FWS instructors

The Writing Center tutors are a valuable resource not just for students, but also for teachers. The Essay Response Consultation Program enables instructors to sit down one-on-one with tutors to talk about student writing. Because tutors have a great deal of experience in reading student essays and teacher comments, they can usefully support writing seminar instructors who want to deepen and extend strategies for commenting on student work. Instructors can work with tutors to:

- review a set of papers on which the instructor has already commented.
- discuss a set of papers when the instructor is in the process of providing response and evaluation.

The Essay Response Consultation Program offers instructors a rich opportunity to consider, with informed peers, how their writing assignments and response strategies best facilitate student learning.

Hours of Operation

3:30-5:30 pm Mondays-Thursdays

178 Rockefeller

Mann Library Consultation Area

7:00-10:00 pm Sundays-Thursdays

3343 Tatkon Center

108 Uris Library

403 Olin Library

Students can schedule an appointment and view a list of our locations and hours by going to: <https://knight.as.cornell.edu/wc>

AWARDS FOR STUDENTS AND INSTRUCTORS

The winners will be announced to the Cornell community, and copies of winning submissions will be made available to interested persons. You will receive further information about all contests.

Submission deadlines:

Fall semester contests—by Monday, December 16, 2019

Spring semester contests—by Monday, May 18, 2020

FIRST-YEAR WRITING SEMINAR

AWARDS

Awards of \$300 each are offered for excellent expository writing in a First-Year Writing Seminar. To be eligible for these awards, essays must have been written in response to a teacher's assignment. Student essays are eligible for possible publication in *Discoveries*, the Institute's annual compilation of prize-winning student essays.

•ELMER MARKHAM JOHNSON PRIZE

This prize is given in memory of Elmer Markham Johnson, who taught first-year English at Cornell and served as Chancellor of Telluride House. (Fall only)

•JAMES E. RICE, JR. AWARDS

The generosity of the Adelpic Cornell Educational Fund allows us to offer two James E. Rice, Jr. '30 awards each semester for excellent expository writing in a First-Year Writing Seminar. (Fall and Spring)

•ADELPHIC AWARD

The Adelpic Award is sponsored by the Adelpic Cornell Educational Fund. Each semester an award of \$300 is made for the best essay written in a First-Year Writing Seminar by a student whose native language is other than English. (Fall and Spring)

GERTRUDE SPENCER ESSAY PRIZE

The Gertrude Spencer prize of \$350 each will be awarded to an instructor (graduate student) and his/her student for work together that led to the student's finished essay. The teacher may, for example, have designed a sequence of readings accompanied by journal entries, one-paragraph analyses of texts, a rough draft, and a revision, culminating in a student essay. The essay itself may well be one that is significant not because it is "perfect" but because it

shows that the student improved significantly in understanding of the discipline and in ability to write within that discipline. Student essays are eligible for possible publication in *Discoveries*. (Fall and Spring)

GERTRUDE SPENCER PORTFOLIO AWARD

This prize, in the amount of \$350 to the instructor (graduate student) and \$350 to his/her student, is given in memory of Gertrude Spencer and will be awarded to a student and instructor in recognition of excellence in the development of a portfolio of the student's essays.

A portfolio (including a minimum of four essays and no more than seven) might display the growth in the student's writing ability over the course of the semester; it might show the excellence of the student's work in a variety of modes of writing; it might display the excellence and development of a student's work with a particular topic. Student essays are eligible for possible publication in *Discoveries*. (Fall and Spring)

NEIL LUBOW PRIZE

Through the generosity of the Riger Potash Family Fund and with the sponsorship of the Cornell Program on Ethics and Public Life, this prize is given in memory of Neil Lubow '66, who was a distinguished professor of philosophy at the University of New Hampshire. It is awarded for an outstanding essay in ethics, including moral philosophy and ethical issues in public policy, science, business, and personal life.

An award of \$300 is made for the best essay submitted from a First-Year Writing Seminar, English 2880/90 (Expository Writing), or a Writing in the Majors. Publication of winning essays in *Discoveries* is also possible. (Fall and Spring)

AWARDS FOR STUDENTS AND INSTRUCTORS

KNIGHT AWARD FOR WRITING EXERCISES

The Knight Award for Writing Exercises recognizes excellence in short exercises and/or handouts designed by graduate-student instructors to improve student writing. Appropriate topics may be drawn from the whole range of writing issues such as development of theses, use of primary sources, organization of evidence, awareness of audience, attention to sentence patterns (e.g., passive/ active voice; coordination/ subordination), attention to diction, uses of punctuation, attention to mechanics (e.g., manuscript formats, apostrophes). Exercises and handouts may be developed for use in and/or out of class.

Submissions should comprise three parts: (1) a copy of the handouts or instructions that go to students, (2) an explanation of the exercise/handout and of the principles behind it addressed to future instructors who may use the material, and (3) if possible, an example of a student response. Submissions may range in length from one to five pages. Winning exercises and handouts, receiving \$350, will be posted on the Knight Institute's website at the "Archive of Teaching Materials" link. (Fall and Spring)

JAMES F. SLEVIN ASSIGNMENT SEQUENCE

The James F. Slevin Assignment Sequence prize of \$500 will be made to the graduate student instructor submitting the best sequence of writing assignments used in a First-Year Writing Seminar. (Fall and Spring)

Assignment sequences in a writing course are built around a series of essay topics, but submissions should also include a rationale and a description of your plans for eliciting and responding to student drafts and revisions. You might also describe your ideas on how you ready students for each essay assignment, for example by engaging them in preparatory writing exercises, including informal writing designed to help students understand the material on which they subsequently write formal essays. Reflections on what worked well, and why, and on what you would change another time would be welcome. Winning Assignment sequences will be posted on the Knight Institute's website at the "Archive of Teaching Materials" link. (Fall and Spring)

INFORMATION LITERACY ASSIGNMENT SEQUENCE PRIZE

This prize of \$500, awarded by the Olin and Uris Libraries, will go to the graduate-student instructor submitting the best sequence of information literacy assignments used in a First-Year Writing Seminar. Assignment sequences must incorporate information literacy as a key component of a research assignment. The sequence should also include a collaboration with a librarian. Examples of such collaboration include interacting with an instruction librarian through the assignment design process and/or a library instruction session. Submissions should also include: a rationale and a description of your plans for eliciting and responding to student research performance; a description of how you prepare students for each assignment, for example by engaging them in preliminary exercises; and a brief reflection on what worked well and why, and on what you would change another time.

AWARDS FOR STUDENTS AND INSTRUCTORS (CONT.)

TEACHING PORTFOLIO AWARD

Each spring the John S. Knight Institute will offer two awards of \$750 for outstanding achievement in reflective pedagogy, as embodied in a teaching portfolio submitted by a graduate-student instructor of a First-Year Writing Seminar. An Honorable Mention, if any, will receive \$250. All worthy submissions will receive a Teaching Portfolio Certificate from the Knight Institute.

Gathering materials for a teaching portfolio can help you to become a better teacher. Good teachers continue to learn to teach throughout their careers, and self-reflection can be an important part of that process. You can maintain and develop a portfolio, then, for your own learning and record-keeping purposes. Having a teaching portfolio may also help you to get a job, or get promoted.

To be eligible for an Award, the teacher must:

- have taught at least two semesters of FWSs
- have participated in a minimum of two of the following activities: Peer Collaboration, TA Mentorship, Essay Response Consultation program, or Knight Institute Co-Facilitator positions
- have a course leader or faculty mentor submit a recommendation
- (optional) have attended or facilitated a workshop offered by the Center for Teaching Innovation, or have had a class session videotaped by the CTI
- (optional) have participated in the Graduate Student School Outreach program, through which mini-courses may be offered in one of the area's K-12 schools
- above all, submit a Teaching Portfolio, including (but not limited to) a well-organized sampling of materials such as course syllabi, assignments and exercises, student evaluations, observation reports, reflections on training and professional development, a statement of your teaching philosophy, etc. **Electronic submissions are acceptable, and encouraged.**

More detailed information about constructing a portfolio is available at the Knight Institute, M101 McGraw Hall; we also suggest consulting with David Way in the Center for Teaching Innovation. Applications and supporting materials should be submitted by June 15, 2020 either in person to M101 McGraw Hall or to Donna Newton at dlo1@cornell.edu.

BUTTRICK-CRIPPEN FELLOWSHIPS

The Buttrick-Crippen Fellowships (for 2020–21) provide an academic-year of support during which the Fellow can devote him- or herself to the study and practice of teaching composition within and beyond the context of his or her own discipline.

The Applicant

Open to candidates with an interest in undergraduate writing from any field of the Graduate School at Cornell. Preference will be given to those who are enrolled in a Ph.D. program.

The Award

The Buttrick-Crippen Fellow will spend the fall semester preparing a new First-Year Writing Seminar for the Institute and will teach that seminar in the Spring '21 semester. The Fellow will receive a stipend (\$27,218 for 2019–20), tuition, and health insurance.

The Criteria

The Committee seeks applications that integrate writing into the study of a discipline. Seminars that fill gaps in the current set of offerings have been strong contenders in previous years. See also the "Requirements for FWSs" and "Appropriate Learning Outcomes" on pp. 3–5 of this brochure.

References

Applicants may consult the Institute's web site for the current year's offerings.

Application and Submission

Application instructions should be picked up in M101 McGraw Hall. Applications must be received by the Buttrick-Crippen Committee, M101 McGraw Hall, no later than Wednesday, January 15, 2020.

NOTES

NOTES

**JOHN S. KNIGHT INSTITUTE WEST
FIRST-YEAR WRITING SEMINARS & WRITING IN
THE MAJORS PROGRAMS
M101 MCGRAW HALL (MEZZANINE LEVEL)**

George Hutchinson

*George Reed Professor of Writing and Rhetoric
Newton C. Farr Professor of American History and Culture
Professor, Department of English
Director, John S. Knight Institute*

David Faulkner, *Senior Lecturer*
*Walter C. Teagle Director of
First-Year Writing Seminars*

Elliot Shapiro, *Senior Lecturer*
Knight Foundation Director of Writing in the Majors

Kelly King-O'Brien, *Senior Lecturer*
Associate Director of Writing in the Majors

Bruce Roebal

Administrative Manager and Registrar

Donna Newton

Administrative Assistant

**JOHN S. KNIGHT INSTITUTE EAST
WRITING WORKSHOP & WRITING CENTERS
174 ROCKEFELLER HALL**

Tracy Hamler Carrick, *Senior Lecturer*
Director, Writing Workshop

Kate Navickas, *Lecturer*
Director, The Writing Centers

Darlene Evans
Senior Lecturer

Brad Zukovic
Senior Lecturer

Jessica Sands
Senior Lecturer

Jennifer Janke
Administrative Assistant

www.knight.as.cornell.edu

CORNELL UNIVERSITY CALENDAR

Summer 2019

Three-Week Session

Wednesday, May 29–Friday, June 21

Eight-Week Session

Monday, June 10–Tuesday, August 6

Six-Week Session

Monday, June 24–Tuesday, August 6

Fall 2019

Monday, July 8

Electronic FWS Balloting begins 9:00 A.M.

Tuesday, July 16

Electronic FWS Ballots due by 11:59 P.M.

Friday, August 23

Residence halls open, 9:00 A.M.

Thursday, August 29

Instruction begins (all courses)

Monday, September 2

Labor Day—No classes

Thursday, September 12

Last day to add a First-Year Writing Seminar, 11:59 P.M.

Saturday, October 12

Fall break begins, 1:10 P.M.

Wednesday, October 16

Instruction resumes, 7:30 A.M.

Thursday, October 17

Last day to drop a course without receiving a “W”

Wednesday, November 27

Thanksgiving recess begins

Monday, December 2

Instruction resumes, 7:30 A.M.

Tuesday, December 10

Last day of instruction

Wednesday-Friday, Dec 11-13

Study period

Saturday-Friday, Dec 14-20

Final examinations

Saturday, December ??

Residence halls close

Spring 2020

Thursday, January ??

Residence halls open, 9:00 A.M.

Tuesday, January 21

Instruction begins (all courses)

Tuesday, February 4

Last day to add a First-Year Writing Seminar, 11:59 P.M.

Saturday, February 22

February Break, begins at 1:10 P.M.

Wednesday, February 26

Instruction Resumes, 7:30 A.M..

Tuesday, March ???

Last day to drop a course without receiving a “W”

Saturday, March 28

Spring break begins, 1:10 P.M.

Monday, April 6

Instruction resumes, 7:30 A.M.

Tuesday, May 5

Last day of instruction

Wednesday-Friday, May 6–8

Study period

Saturday-Saturday, May 9-16

Final examinations

Sunday–Friday, May 17-22

Senior Days

Sunday, May 25

Commencement ceremony, 11:00 A.M.

Summer 2020

Three-Week Session

Wednesday, May 27–Friday, June 19

Eight-Week Session

Monday, June 8–Tuesday, August 4

Six-Week Session

Monday, June 22–Tuesday, August 4

The dates shown in this calendar are subject to change at any time by official action of Cornell University.

In this calendar, the University has scheduled classes, laboratories, and examinations on religious holidays.

It is the intent of the University that students who miss those activities because of religious observances be given adequate opportunity to make up the missed work.
