

# UT DEPARTMENT OF ENGLISH MA LITERATURE PROGRAM

## Graduate Teaching Fellowship Program and Application Guidelines

See the [English Department Calendar](#) for the deadline.

### OVERVIEW

The Department of English awards Graduate Teaching Fellowships to one or two exceptional graduate student teaching assistants in their second year of teaching. Students must apply for the opportunity and selection is competitive. The award offers the winner(s) the opportunity to teach a single section each of a sophomore level course in place of the usual assignment of two sections of freshman composition. These classes are assigned for the Fall semester only.

A student awarded the Teaching Fellowship will teach either ENGL 2710: Reading Fiction, ENGL 2720: Reading Drama, or ENGL 2730: Reading Poetry. These are general education courses for non-majors with enrollment caps of up to 40 students who range from first-years to seniors. The fellowship provides the opportunity to teach a higher-level class to more experienced students.

Successful applicants will be assigned a faculty mentor who will be available to advise the Fellow in the development and delivery of the course.

Faculty members on the Graduate Studies Committee will select the Teaching Fellow(s) on the basis of academic achievement, excellence in teaching, and the quality of the proposed course. The number of fellowships awarded depends on the quality of the applications and department staffing needs. The department reserves the right not to make an award in a given year.

### ELIGIBILITY

Students going into their second year of the English MA program are eligible to apply for the fellowship. The application deadline will be in their second semester of study. (Students who begin in the spring may consult the Director of Graduate Studies about whether or not they are eligible.)

### REQUIREMENTS FOR THE PROPOSED COURSE

Reading Fiction, Reading Drama, and Reading Poetry are intended for students without much previous experience in literature; each of these courses should prepare students for future work in literary study but also be of value to those for whom this course will be their only experience of literature. These courses should teach students a greater understanding of literature and more sophisticated reading strategies than they might have learned in high school.

Successful course proposals will demonstrate both a range in the course content and also some depth of study. Range might be reflected in the course's variety of literary forms, historical time periods, aesthetic movements, or cultures. Depth might be reflected through the semester-long investigation of a theme or set of linked themes, through a recurring question about the nature of reading and interpretation, or through a literary history of texts influenced by and responding to each other. Depth might also be demonstrated through a well-designed series of assignments that challenge students to increasingly higher levels of understanding and interpretation. The selection

committee will look for proposals that demonstrate these requirements as well as intellectual and pedagogical coherence and overall feasibility.

## SUBMISSION REQUIREMENTS

Complete applications must include the following (detailed requirements and guidelines for each can be found in the following pages of these guidelines):

- Cover letter
- CV
- Narrative statement of goals and objectives for the course with a statement of teaching
- Teaching philosophy
- Sample syllabus, including tentative schedule of reading and writing assignments
- Sample lesson plan
- Sample assignment
- Letter of evaluation from Dr. Tony Edgington
- Photocopies of summary statistics and comments from all student teaching evaluations at UT

(Note: Transcripts of graduate and undergraduate work will also be consulted. They are already on file with the department and do not need to be resubmitted.)

Students may submit only one proposal, and that proposal must clearly state which course they are applying to teach. All application material must be handed in to Sue Cousino in the department office in hard copy as a single package. Keep the materials in the order listed above, and place everything in a manila envelop marked Graduate Teaching Fellowship Application.

## NOTES RE THE COMPONENTS OF THE APPLICATION

(Students may wish to consult the appendices of Gregory Semenza's *Guide to Graduate Study for the 21<sup>st</sup> Century*, which contains samples of the following genres.)

**Cover letter.** Your cover letter should be on department letterhead and should not exceed two single-spaced pages with reasonable margins. It must clearly state the course you are proposing to teach. It must also include a narrative statement of interest and experience that highlights important aspects of the rest of the proposal's contents.

**Curriculum Vitae (CV).** A CV differs from a résumé in its organization, length, and emphases. A résumé usually offers a brief summary of work experience without much detail and is usually organized purely chronologically. A CV presents a more detailed overview of education, teaching and research experience, publications, conference publications, awards, honors, and presents each of these in categories. Each category is arranged in reverse chronological order, with the most recent first. A CV presents only relevant experience and other achievements.

**Narrative statement of goals and objectives for the course with statement of teaching philosophy.** This statement may be divided into two parts—a section detailing goals and objectives for the course and a section presenting the applicant's teaching philosophy—or the two parts may be integrated. The statement of goals and objectives for the course must clearly state which course you are proposing to teach, and it must provide a description of the course, its contents, and a

statement regarding what you hope students learn from both its content and its assignments. It should give a sense of the course as an organized, coherent whole. What is the course's primary organizing logic? For example, have you organized a history of fiction poetry, or drama? Have you organized by subgenres, forms, and types of fiction, poetry, or drama? Is there an organizing theme or recurring question to the course?

**Sample Syllabus.** The sample syllabus may be a work in progress and need not be a completed document. It should, however, give a sense of the content and organization of the course and its assignments. At the very least it should include the following:

- A list of proposed required texts
- A list of proposed graded assignments and tests
- A tentative, proposed calendar of assignments, including both readings and graded assignments and tests

**Sample Lesson Plan.** The committee wants to see how you would teach as well as what you would teach. The sample lesson plan may be for any relevant content of the course and may be presented in any format and style you wish. But it must make clear to the committee not only the content of that day's class meeting but also the methods. Include a section detailing why you've made the choices you've made, and what you hope students will learn from the day's class. A successful proposal will demonstrate in this lesson plan some connection between the course goals and objectives, the instructor's teaching philosophy, and the methods of teaching.

**Sample Assignment.** The committee wants to see some evidence of how you assess whether or not students are learning the content and skills you hope to impart. You may submit any type of assignment, graded or ungraded, completed in class or on the student's own time. You should also include a brief statement of how you would respond to this statement and what you intend it to accomplish. A successful proposal will demonstrate through this assignment some sense of the integration of course goals and objectives and the instructor's teaching philosophy with the methods of assessment and evaluation of students' work.

**Evaluations.** Applicants should submit photocopies of the summary statistics from student evaluations from each course previously taught, as well as all written comments from students made on evaluation forms. (Students without teaching experience need not submit evaluations.) Applicants should also submit a letter of evaluation of their teaching or tutoring from Dr. Edgington. Please contact him to arrange a letter of reference as soon as possible; waiting until the last minute may result in Dr. Edgington not having time to provide a letter. Students without any Comp experience at the University of Toledo but who do have teaching experience elsewhere may submit a letter from another institution concerning their teaching.

## QUESTIONS

For questions regarding the proposal process and requirements or the courses available under this award, please contact the Director of Graduate Studies for the MA Literature program in English.