

English Literature Teaching Associate Program Application

Application deadline: Friday, April 19, 2019

The M.A. in English Composition Teaching Associate Program in Literature offers graduate students the opportunity to teach English 170 (Studies in Literature) during Fall and Winter Quarters of the academic year. Students in any of the three concentrations in the program who meet the minimum qualifications below may apply. The number of Literature TAships is limited to two, positions, and they are awarded by competitive application.

Minimum Qualifications

1. Must be enrolled in good standing as a classified graduate student in the M.A. in English Composition program.
 2. Must have completed the following prerequisite courses with a grade of B or better:
 - At least two graduate literature seminars.
 - A praxis course, preferably ENG 659 Approaches to Teaching College-Level Literature. (Other praxis courses include ENG 630, ENG 657, ENG 658, ENG 660.)
 - An internship (ENG 663) in a literature course.
- NOTE: If you will be taking any of these courses in Spring or Fall 2019, please note that in your letter of application. We will consider applications from students who have a plan to complete program prerequisites before or during Fall 2019.
3. Must not have previously held a Teaching Associateship in the program.
 4. Must accept responsibility and have the ability to relate well to others.
 5. Must maintain academic eligibility throughout employment period (enrolled, with 3.5 GPA or higher).
 6. Must be available to teach course at time assigned (MWF at 9:20 am or 10:40 am).
 7. Must enroll in the TA Practicum course (ENG 666) in fall and winter quarters of the Associateship.
 8. Must attend pre-teaching course planning sessions on September 11-12 and September 16-17, 2019.

Application

To apply for a Teaching Associateship, submit the following materials to the Graduate Coordinator of the Literature Concentration (Prof. Luck, jluck@csusb.edu) by the application deadline:

- 1. Letter of Application:** A letter (1-1.5 typed pages) in which you discuss:
 - a) your reasons for applying;
 - b) your qualifications for this position;
 - c) your areas of interest in the field of literary studies, rhetoric and composition, and/or applied linguistics and TESL, as you see them informing your literature pedagogy;
 - d) your e-mail address, phone number, and student identification number.
- 2) Teaching Philosophy Statement** (2 typed pages) in which you discuss:

- the purpose of a literature course in a student's General Education curriculum as you see it (the bulletin language and the executive order behind the literature category of GE can be found below);
- the kind of classroom community (roles for students) you'd like to cultivate (and how);
- how you see your own role in the classroom;
- the kinds of conceptual knowledges you think are important to include in your literature curriculum and why;
- your thoughts on how to develop your students' critical thinking and analysis abilities in the class;
- anything else that helps explain your pedagogical orientations and inclinations in the literature classroom.

3. Course Rationale and Plan for ENG 170 (3 pages, typed)

For this application, you should provide a course overview/rationale, including the following:

- Course objectives
- Course readings
- Course assignments
- Explanation of how readings and assignments work to meet the course objectives.

Please note:

1. The purpose of this syllabus is to demonstrate your ability to develop a concrete, theoretically grounded plan for a literature class that addresses the learning outcomes of the GE program. While you will teach from a shared syllabus in Fall quarter, you will have a chance to teach from a syllabus of your own design in Winter. For more details, please see "Fall Syllabus Development" below.
2. English 170 is usually taught as a large lecture course, and so the reading and writing load you assign needs to be compatible with other sections of the course. Typical large lecture sections of the course include a midterm and final exam, one essay, and some shorter quizzes or quick-writes. You have a lot of freedom here in terms of assignments and assessment, but it should not be constructed as a writing intensive course.

3. CV or Resume

4. Letters of Recommendation: two letters of recommendation commenting on your academic strengths, your ability to work with colleagues, and potential as a teacher of literature. If you have completed or are currently completing your internship, one letter should be from your supervising faculty mentor. Recommenders can submit letters in a sealed envelope to you or send letters directly to Jessica Luck via e-mail if they prefer (jluck@csusb.edu).

Timeline

- Application materials (1-4 above) due: Friday, April 19, 2019 by 3 p.m.
- Final decisions announced by the end of Week 8, Spring 2019 (if not sooner)
- Required pre-teaching course planning sessions to be held on September 11-12 and September 16-17, 2019

Course Bulletin Description of English 170 Studies in Literature

Analysis of the forms and content of literature. Emphasis is on the methodology of reading prose fiction, drama and poetry.

From Executive Order 1100 on the C category in the General Education Curriculum

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.