We hire graduate students from all divisions and programs, to teach students from all divisions and programs.

NB: We hire graduate students who are covered by the terms of GAI (the Graduate Aid Initiative) and those who are not covered by GAI. If you are covered by the terms of GAI, please check with your department to see if it has any employment policies specific to GAI students. Some departments have asked their students in GAI funding to follow departmental policies for using GAI points and for accepting jobs outside their departments. Please check with your department to see if it has developed such a policy.
APPLICATIONS FOR 2020-21 ACADEMIC YEAR
JOBS AVAILABLE TO GRADUATE STUDENTS - BRIEF DESCRIPTIONS

Application Deadline: February 10, 2020 at 5PM

We offer several teaching positions for graduate students:

1. **Writing Interns in the Humanities Core** are graduate students who assist faculty by providing writing instruction in first-year Humanities Common Core courses. Interns typically work for two or three quarters of an academic year, depending on scheduling and course demand. These appointments are ordinarily renewable. To work as an Intern you must complete a training course given in Spring 2020 or Summer 2020. The training course is available for credit if you wish (HUMA 50000).

2. **Lectors** are graduate students teaching in the Advanced Professional Writing course (a.k.a. Little Red Schoolhouse, ENGL 13000/33000). Lectors typically work one or two quarters a year, depending on scheduling and course demand. Lectors may also have opportunities to work in summer quarter. To work as a Lector, you must complete a training course in Autumn 2020. This course may be taken for course credit (ENGL 50300). After you have taught as a Lector, you are automatically eligible to teach as a Humanities Writing Intern, or as a Lector in other courses.

3. **Writing Tutors** are graduate students who work individually with students in the Common Core sequences. The Writing Tutor appointment is for one quarter and it is ordinarily renewable each quarter. Writing Tutors will participate in a training course in Spring or Summer 2020. After completing their training, Writing Tutors may also be eligible to work as Humanities Writing Interns. Tutors do not accrue GAI teaching points.

For more information about the Lector, Writing Intern and Writing Tutor positions, see [writing-program.uchicago.edu/jobs](http://writing-program.uchicago.edu/jobs)

General Qualifications

A. To teach as a Lector or a Writing Intern, you must in most cases be enrolled in a Ph.D. program at the University of Chicago. Students in the fifth year of Ph.D. study or beyond may be eligible for tuition grants. You need not be in advanced residency to apply and to work in these jobs.

B. To teach as a Writing Tutor, you must be enrolled in a graduate degree program at the University of Chicago.

*Current MAPH, MAPSS, and CIR applicants* are an exception to our general qualifications about current enrollment in a degree program by special arrangement. We welcome your application!

C. We welcome applicants from throughout the University. You do not need prior experience teaching writing; you do not need to be in a literature department; you do not need to have been an undergraduate major in rhetoric, composition, or literary studies. You do not need to be a native English speaker.
**APPLICATION COMPONENTS & PROCEDURE**

The application requires the following six components:

1. **One Letter of Recommendation**
   The letter of recommendation should be from someone familiar with your teaching or your potential as a teacher. We read letters of recommendation carefully as we assess each applicant's potential for a position with our program. It's less important to get a letter from someone who can speak to the quality of your scholarly work than it is to get a letter evaluating the way you interact in a classroom.

   If you have no previous teaching experience, we suggest you ask someone who has seen you participate in a class, seminar, or workshop. The letter does not have to be from a member of the University of Chicago faculty, so if you have teaching experience at another institution, a letter from a faculty member there may be best. A second letter of recommendation is permitted, but not at all required.

   Please ask your recommendation writer to send the letter by email to writing-program@uchicago.edu by the application deadline. Recommendations may not be accepted after Friday, February 14.

You will submit all your other materials (below) to us on the Writing Program website by the application deadline. Prepare the five materials below before you start submitting them on our website, as they must be submitted at the same time.

2. **Personal Statement and Cover Sheet**
   In 1-2 pages (single-spaced), please let us know about your writing and revision experiences, your approach to writing, and/or anything else you think relevant. The cover sheet is included in this packet.

3. **Writing Sample and Cover Sheet.**
   7-10 pages (double-spaced). You are welcome to submit a portion of a longer paper. Do NOT put your name on this. The cover sheet is included in this packet.

4. **Sample Student Paper Comment**
   The paper itself is included in this packet. Do NOT put your name on this. If Microsoft Word automatically inserts your name anywhere in the file, rest assured that we will take care to anonymize it before distributing the application for review.

   You may take up to an hour to comment on the paper, using any combination of end comments and marginal comments that you think appropriate. We ask you to pretend you're writing to the author of the paper, not to us. We’re interested in how you engage with the writer, and the way you use the paper comment as an opportunity to teach the writer something about writing.

When you have all of these items assembled and you are ready to fill out the application form, you may do so here:

[https://writing-program.uchicago.edu/jobs/apply](https://writing-program.uchicago.edu/jobs/apply)
Cover Sheet One: Personal Statement Cover Sheet

Please create a copy of this cover sheet as a separate Word file and submit it with your other application materials.

<table>
<thead>
<tr>
<th>Your first name:</th>
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<th>Recommender's name and email:</th>
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Personal Statement

In 1-2 pages (single-spaced), let us know about your writing and revision experiences, your approach to writing, and/or anything else you think relevant. You may paste your statement below or include it in a separate document.
Cover Sheet Two:  Cover Sheet for Writing Sample

Office Use Only: Application number__________

Please paste this cover sheet to the beginning of your writing sample. To allow us to judge this portion of your application anonymously, please do not include your name on this cover sheet or the writing sample itself.

1. Is your submission (part of) a:
   __dissertation chapter  __journal article  __conference paper
   __ paper for coursework
   __other:___________________________________________________

2. Please provide a brief synopsis of the piece you have submitted: what is your overall argument, and/or what are the main points that you’re trying to communicate to your readers?

3. Is this an excerpt of a larger project? If so, how does it fit into the larger project?

4. Who are your intended readers? What disciplines are you writing for, and what might your imagined audiences care about? [For example: perhaps you’re writing for a Sociology audience, but also for a more interdisciplinary audience of scholars interested in urban studies.]

5. What about the piece are you most happy with?

7. Few writers believe their writing is perfect. You may feel that a central concept eluded description, or that a key paragraph escaped all bounds of rational structure, or that a sensitive issue might not have been framed in the best possible way. In a paragraph or less, please tell us what about this piece gave you the most difficulty as a writer.
Sample Student Paper for Commenting

To submit your comments, you'll need to copy this document into a separate Word file and submit it with the rest of your application on our web site. Please make sure all of your comments are included. If you would like a hard copy of this sample paper, please let us know (writing-program@uchicago.edu).

Put yourself in this situation:

You told this student ("Jamie") that you would read and comment on their paper and mail it back to them.

As you respond, limit yourself to 60 minutes. We ask that you offer feedback that stands on its own (as opposed to deferring your remarks to a hypothetical meeting by saying “let’s talk about this”).

Don’t feel that you need to demonstrate to us everything you know about writing; likewise, this is not a copyediting test. We’re more interested in what you would do to support this student’s growth as a writer.

Respond as fully as you wish, but remember, you have only 60 minutes.

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Degrees of Freedom

In the Incidents in the Life of a Slave Girl, Harriet Jacobs documents her journey to freedom. Her story concludes with her having gained legal freedom. She expresses dissatisfaction with her final state of being, however. Though she has legal freedom, she still doesn’t feel like she has complete freedom. The question then becomes what degrees of freedom does she lack, and did she ever have the chance to have them. Harriet describes two other main kinds of freedom: emotionally experienced freedom, that comes from an ability to make choices and a lack of obligations, and inherent, deserved freedom, which she believes is the right of every human being. Though she experiences the former at times, she does not attain the later, and this is the source of her dissatisfaction. Though she does legally become free, her life is still solidly marked by slavery, and this is what makes her freedom incomplete.

Even while still a slave, Linda experiences moments in which she feels free. This implies that there is a kind of freedom that one feels and is unconnected to the law. One way that Linda felt free
though still a slave was through the ability to make choices. As a young girl, she has an affair with Mr. Sands partially because she has feelings for him, but mostly as a way to spite her master, Dr. Flint. She does it both for revenge and because she thinks Mr. Sands might buy her, should Dr. Flint sell her in outrage. She writes, “There is something akin to freedom in having a lover who has no control over you, except that which he gains,” (70). So she doesn’t experience freedom exactly, but “something akin to freedom.” In other words, she got a taste of freedom despite her still being a slave. This feeling of half-freedom comes from the fact that, in her affair with Mr. Sands, she got to choose to be with him and choose to betray her master. So much of her life was doing what other people told her to do, and Dr. Flint’s impending desire of her made her feel helpless. But she found something liberating in her ability to choose to favor Mr. Sands. Through her affair, she was able to experience something like freedom though she was still a slave.

Another moment when Linda feels free though she is still legally a slave occurs in Chapter XXXVII, when traveling to England with her employer. Of this trip, she writes: “Enclosed in a pleasant room, with my dear little charge, I laid my head on my pillow, for the first time, with the delightful consciousness of pure, unadulterated freedom,” (235). Linda says that she experienced “pure” freedom, yet she still legally belonged to Dr. Flint. This implies that pure freedom can be separate from one’s legal status. Furthermore, it looks like freedom isn’t something that, once gained, is owned permanently, because the freedom Linda feels in that room only exists in that room. So Linda definitely attained this kind of emotional freedom, but only for a little while. In chapter XXXVII, Linda describes a kind of emotionally experienced freedom that is “pure” though temporary and separate from her legal status.

She is eventually bought and attains legal freedom. She expresses strong dissatisfaction, however, at her purchase. When describing Linda’s distaste for purchase, her friend says “I have heard her say she would go to the ends of the earth, rather than pay any man or woman for her freedom, because she thinks she has the right to it,” (255). Linda believed that her freedom wasn’t something
that should be bought but instead she should just have. After reading the letter confirming her purchase, Linda’s initial reaction is not relief but anger. She writes, “So I was sold at last! A human being sold in the free city of New York!” (257). Though freedom is what Linda’s entire story is about, her legal freedom from slavery doesn’t bring her complete satisfaction. She wanted to go to the North because she believed that there she would instantly free, reborn free the way that white babies are born free. Instead, she finds that even in the North she is someone’s legal property. She has to be bought and released, like an animal. This is the problem with her purchase: she thought her slavery was an injustice that should have been obliterated by default, but instead it was honored one last time. Though she does attain legal freedom, she is not granted the inherently deserved freedom of a human being; rather she receives the purchased freedom of an animal.

Finally, Linda wants a kind of freedom that is time dependant. She concludes her book by writing, “Reader, my story ends with freedom; not in the usual way, with marriage… the dream of my life is not yet realized. I do not sit with my children in a home of my own,” (259). She’s referring to the freedom to have a family and house of her own. This is an interesting type of freedom because, unlike the other kinds, it’s time dependant. After a certain point in her life, Linda lost the ability to attain this kind of freedom. It is also interesting that marriage and children are not even promises for all free born people. It seems that Linda’s concept of freedom mingled with her idea of a perfect life separate from slavery; she seems to have incorporated things into her idea of freedom that aren’t usually associated with freedom, because her ideas of freedom and happiness are so deeply intertwined. Thus, she associates marriage with freedom, a kind of freedom she never had and lost the ability to have as she grew older.
DEADLINES AND FURTHER INFORMATION

The Winter 2020 application deadline is **February 10, 2020 at 5pm**.

Once we receive your application, it will be assigned a number, and will be identified to the application readers only by that number. The writing sample and paper comment will be rated without any knowledge of who you are. Each application will be read by two people within the Writing Program.

For more information about our open positions and the application process, see [writing-program.uchicago.edu/jobs](http://writing-program.uchicago.edu/jobs)

or contact us:

Ashley Lyons and Carissa Abrego-Collier, Assistant Directors (834-0850)  
Ryan Oliveira, Program Coordinator (834-0850 or writing-program@uchicago.edu)
Detailed Descriptions of Writing Program Jobs

Lector: Academic & Professional Writing
(A.K.A. The Little Red Schoolhouse or "LRS")

Job Description.
The Little Red Schoolhouse is a course in advanced writing for upper-level undergraduates and graduate students. At the undergraduate level, it addresses the needs of third and fourth-year students who are preparing for advanced writing challenges, including writing a B.A. thesis, applying to graduate school, and applying to professional school. The course meets twice weekly (T/Th, 2:00-3:20pm). Each week students attend one lecture given by the LRS faculty, and one Lector-run writing seminar with no more than 7 students. The seminar discussions focus on students’ weekly writing assignments. Lector responsibilities include preparing for and leading the seminar discussions, reading and commenting on all weekly papers, and recommending both paper and course grades. Lectors may also hold occasional office hours and meet with students to discuss individual problems.

Commitment:
1. Attending one lecture each week
2. Preparing for and leading one writing seminar each week
3. Submitting written comments for 7 papers each week

Training. Lectors are required to attend a quarter-long training course in Autumn quarter. In the past, this course has met on Monday afternoons from 3-5:50 PM. This course may be taken for credit (ENGL 50300). In addition, during their first quarters of work, Lectors are required to attend the weekly lectures with their students.

Compensation. In 2019-20, Lectors earned a base salary of $3,000 per quarter. Some advanced graduate students may be eligible for a higher salary as determined by their Dean of Students. Lectors in the fifth year of Ph.D. study and beyond may be eligible for tuition remission in the quarters they work (check with your Division). For each section of LRS a Lector teaches, that Lector accrues 1 teaching point.

Further Opportunities. Once you have worked as a Lector and received satisfactory evaluations from the Writing Program and from your students, you may continue working as a Lector at either the undergraduate or graduate level. You may also work as a Writing Intern in the Humanities Common Core. You will not need to reapply to the Writing Program to obtain these positions.

Special Qualifications. The least important qualification is prior experience or an extensive background in teaching English. We have found that the most important qualifications are an analytical mind and the ability to work with undergraduates in a friendly and courteous way. About two-thirds of the Lectors selected regularly come from outside the Humanities Division.

Term of Appointment: Winter and/or Spring 2021; possible positions for Summer 2021. Lectors are appointed quarterly, and reappointment is contingent on satisfactory performance.
Writing Intern: Humanities Core

Job Description. The chief responsibility of the Humanities Writing Intern is to provide a writing component in a Humanities Common Core section of approximately **17-19 students**. Graduate students from all divisions and programs are eligible to apply. The Writing Intern assists the University faculty member who teaches the section. The duties of Writing Interns will vary, but generally they read the course texts and attend class, read and comment on student papers, and teach writing in small seminar groups. Writing Interns will often have the opportunity to lead one or two discussions of texts in the main class.

Interns divide their class into seminar groups of no more than 7 students, and meet with each of these seminar groups three times. Each seminar meeting lasts an 80 minutes.

Commitment:

1. Attending and reading for two class discussions per week
2. Preparing for and leading 9 small group seminars over the quarter
3. Writing paper comments on half of the student papers (split with instructor).

Training. Interns must complete a quarter-long training seminar in **Spring or Summer quarter of 2020**. The seminar will require approximately 3 hours per week of class time and 2 hours per week of preparation. The training may be taken for course credit (HUMA 50000).

Compensation. In AY 2019-20, Writing Interns received a base salary of $3,000 per section per quarter. Some advanced graduate students may be eligible for a higher salary as determined by their Dean of Students. Interns in the fifth year of Ph.D. study and beyond may be eligible for tuition remission in the quarters they work (check with your division). For each section of the Core an Intern teaches, that Intern accrues 1 teaching point.

Further Opportunities. Once you have worked as an Intern and received satisfactory evaluations from the Writing Program and from your students, you are eligible for re-appointment as an Intern in future quarters. You need not reapply to the Writing Program to be re-appointed as a Writing Intern, and you may take quarters off and return as your availability dictates.

Special Qualifications. You do not necessarily need specialized knowledge of the scholarly work done on the texts in a particular Humanities Core Course. Such knowledge helps, of course, but we have found that the most important qualifications are an analytical mind, the ability to read challenging texts carefully, and the ability to work with undergraduates in a friendly and courteous way.

Term of Appointment. Typically Autumn and/or Winter quarter, with more limited availability in Spring. Interns are appointed quarterly, and reappointment is contingent on satisfactory performance.
College Core Writing Tutors

Job Description. Writing Tutors provide writing support on a one-on-one basis to writers in the Common Core sequences. They’re not copyeditors or proofreaders; instead, Writing Tutors work with writers on individual papers in order to help improve writers’ overall skills in academic argumentation and structure.

Writing Tutors can:

- Help writers brainstorm on how to get started on a paper or how to best approach a paper assignment or prompt, particularly in terms of how to construct an argument.
- Read a full or partial draft of a paper and comment on its overall argumentation (use of textual evidence, logical flow of argument, persuasive placement of points, etc.).
- Read a full or partial draft of a paper and comment on its organization, both globally and at the paragraph level.
- Make suggestions for how to revise a paper for greater coherence, clarity, and persuasiveness of argument.

Tutors can work one to three 4-hour shifts per week in the Arley D. Cathey North Reading Room. Shifts are offered in the afternoons and evenings, Sundays through Fridays from Week 2 through Week 11 (Finals).

Commitment:
1. Teach writing on a one-on-one basis to College Core students during a 4-hour shift each week for 10 weeks.

Training. In Spring or Summer 2020, Writing Tutors attend the training course provided for Writing Interns (HUMA 50000). Writing Tutors also attend brief staff meetings 1-2 times each quarter.

Compensation. The beginning salary for Tutors is $17.00 per hour. Tutors receive a $0.50 per hour raise for each quarter they continue to work. The Writing Tutor position is not eligible for tuition remission, and it does not accrue teaching points.

Term of Appointment. Autumn and/or Winter quarter, with more limited availability in Spring. Writing Tutors are appointed quarterly, and reappointment is contingent on satisfactory performance.